



Western Oregon  
UNIVERSITY

## **Campus Climate Survey**

**May 22, 2020**

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## Executive Summary

The following report presents the findings from Western Oregon's University Campus Climate Survey that was administered during May and June of 2019. Acting on the invitation from President Fuller, staff from The Center on Evaluation, Technology & Research (CETR) at The Research Institute (TRI) at Western Oregon University analyzed the responses to the survey. The recommendations presented below are derived from CETR's work and **constitute CETR's thoughts and interpretation based upon an analysis of the responses and trends in the survey.**

The survey measured many aspects of the campus climate, ranging from perceptions of campus diversity and the overall work climate at WOU to incidents of harassment and discrimination on campus; it was designed to capture the perspective of a variety of different populations.

While 809 survey invitations were sent out to the campus community, the report is based on 399 valid responses (see Introduction and Methodology section). This constitutes a 49.3% response rate, easily considered sufficient on which to base a solid analysis that represents the campus. For a number of survey questions, the bases for the responses are lower as respondents left the question blank or the question itself was delivered to a subsection of the community. The report includes results by administrators, faculty, and staff. Special emphasis is given to evaluating findings for respondents who identified as men and women as well as by length of employment as these breakouts were requested by numerous campus entities (see Introduction and Methodology section for other gender identities). Additional breakdowns focus on faculty and staff as specific subsets; we have also broken out responses by race/ethnicity, employees with a disability, and employees who identify as LGBTQIA.

Following are major key points and potential action items that can be implemented to address concerns and issues that were brought forth through these results. While there are a number of pervasive concerns, we **strongly believe** none of the issues are so severe that careful attention to address them will not produce benefits for the work culture of the university. In fact, such careful attention and recognition of the issues raised by employees is itself a mechanism to benefit work culture.

1. **Working at WOU.** Western Oregon University is very attractive to campus community members for multiple reasons. Respondents identified it as a small school in an appealing setting such as Oregon, or Monmouth specifically, a school which offers good benefits, and allows for a good work-life balance. These are among the top reasons that attracted employees to work at WOU. They feel satisfied with their interactions with others, they can rely on others for solid career advice, and professional development is encouraged; few are thinking of quitting. Overall, the campus community also feels physically very safe on campus. About half agree that:

- ✓ There is a great sense of belonging at WOU.
- ✓ Ideas and feedback are actively solicited.
- ✓ Employees are appropriately involved in their departments' or units' decision-making.
- ✓ Employees can use their full range of skills in their position.

However, a number of issues show up that can lead to lower employee satisfaction, especially over time:

- ✓ 68% of all respondents feel underpaid for all the work they do.
  - ✓ About 60% believe there are pay disparities.
  - ✓ 50% say their workload is too heavy (this is more pronounced for faculty at 60%).
  - ✓ Only 46% state that performance expectations are clearly communicated.
  - ✓ 45% have experienced microaggressions in their department or division.
  - ✓ Only 40% feel that everyone works as a team.
  - ✓ Just 28% overall feel that they have a good work/life balance (this is lower for faculty at 22%; higher for staff at 31%).
- ✓ For some of these statements, the majority answer was actually neutral, signaling either a reluctance to truly express their view (an issue in and of itself) or a malaise toward the topic. While one or two responses having this response can be judged as the topic not being of interest to the population, multiple questions with this as a large response signals something more significant.

**Recommended Action:** As mentioned under **Communication**, campus members do not feel like they are being heard or appreciated. It is of concern that so few feel they have a good work-life balance, with a number pointing out pay disparities or believing compensation based upon merit is lacking. Recognition of their hard work is missing. These beliefs can lead to burnout among employees. There is a need for genuine recognition of the hard work by faculty and staff that is reflected in honest performance evaluations, a closer examination of pay disparities, and a recognition that workloads might not be equal and a consideration of how to address such disparities. A thoughtful examination of service loads and committee breakdowns by race/ethnicity and gender might be a good first step to take.

2. **Communication.** On a variety of questions on this survey, a high number of respondents selected the “not applicable” or “neutral” answer categories. The survey does ask a number of questions in areas that do not pertain to specific employees and therefore they could not answer them well. However, in areas that do pertain to their jobs, respondents still tended to answer with “neutral.” This demonstrates that many campus members are not positive about these topics and feel ambivalent. It leaves us, CETR, with a sense of resignation on the part of employees. A few examples that contribute to such resignation include:

- ✓ Only one in three (32.8%) members of the campus feel announcements are honest and truthful.
- ✓ While a majority (58.0%) feels that performance evaluations are fair, less than half (46.3%) feel performance expectations are clearly defined.
- ✓ Two in five (39.5 %) feel that everyone works as a team.
- ✓ Only one in four (26%) feels there is equitable administration of discipline regarding policies and codes of ethics.

For staff, communication and interactions with others within their group is viewed positively. It is interactions between units that cause stress and negative perceptions. This suggests that better cross-campus/between unit communication needs to be fostered. More specifically, an awareness of how changes within a unit affect the work of others across campus, and that early communication of changes to other units would help with campus cohesion and work-efficiency.

**Recommended Action:** There are a number of ways campus communication could be improved. An emphasis on improved communication across units and groups could help alleviate misunderstandings. This would require some amount of system level work so units understand how changes within their group can and will affect the workflow of others on campus. For staff, communication issues exist around performance expectations and evaluations. More focused – and mandatory – training for all supervisors, regardless of position, can help them understand what is expected of them as a supervisor, and why constructive communication will help their employees. Timely and transparent communication can and should be modeled by campus leadership and upper management. Ownership of decision making without equivocation or delay and clearly articulated rationales are desirable practices.

3. **Diversity at WOU.** Diversity was a major topic of the survey, with questions that address the topic in myriad ways: Is administration responsive? Are faculty and staff diverse and do they support diversity? Do specific groups feel safe and welcome on campus? The results show that the campus is united in embracing diversity at every level, but that we have more work to do. Diversity efforts are under way in campus departments and are woven into the curriculum. Only about ten percent think that the campus puts too much emphasis on diversity.
  - ✓ Over half (55.4%) view multiculturalism as a core value of our university's mission.
  - ✓ Ninety percent think it is important to promote diversity and inclusion to the campus leadership – but only half feel that WOU promotes racial and cultural integration between different groups well.
  - ✓ 56% say they do not know if WOU has a campus-wide strategic plan for diversity.
  - ✓ Only 20% think there is adequate financial support for diversity efforts.
  - ✓ 59% think the campus is integrated, but far fewer think this holds for faculty or administration meetings or during student activities.
  - ✓ A number of different groups are not perceived as being highly welcomed on campus – amongst them groups such as people of color or those with a non-Christian religion.
  - ✓ Non-White employees are more inclined to point out that they have experienced or seen incidents of harassment that are based on race or ethnicity and that senior leadership and the governing board need to show more support for diversity.
  - ✓ Likewise, LGBTQIA employees do not feel well represented on WOU's diversity council – and a number feel their sexual or gender identity is not well respected by some other groups.
  - ✓ Representation on the diversity council is also perceived to be lacking among employees with a disability.

It is important to note that campus community members from different sectors all highly advocate mandatory diversity training for all – administrators, governing board, faculty, staff, and students.

**Recommended Action:** Provide mandatory diversity training to all campus community members and do so with face-to-face meetings. This is a concrete action that can address many of the issues raised in the survey and shows responsiveness to one of the needs most desired by the majority of respondents in all sectors. Research has shown that such meetings are more effective than online meetings. This training needs to cover all aspects of diversity – **including the fundamental question of what we mean by diversity** - and demonstrate how even small actions can be perceived as a slights or harassment. Together with improved communication that directly addresses diversity, equity, and inclusion, as well as wider representation by all groups on the diversity council, such trainings can only improve not only the perception that diversity efforts are taken seriously by all but ensure that such efforts really are taken seriously. This will also lead to fewer incidents that are seen as discriminatory. Furthermore, a conversation about WOU’s strategic diversity plan can assist in aiding awareness of the plan. A town hall type meeting, including a wide array of campus members, can spark excitement about WOU’s efforts and lead to higher participation in and acceptance of diversity efforts. Diversity efforts cannot be undertaken in a vacuum and should include the voices of many, with close collaboration between administration, faculty, and staff.

4. **Gender Differences.** Major gender differences became apparent for both faculty and staff. Some of the differences are even more pronounced when comparing those working at WOU for five or fewer years compared to those at WOU for longer periods.
- ✓ Women are more likely to experience and/or witness age and gender discrimination and microaggressions.
  - ✓ Women are more likely to experience co-worker tension.
  - ✓ Female staff are more likely to say that meetings with administration and faculty are not integrated.
  - ✓ Men are more likely to say they would participate in campus diversity goals if awards/merit were attached.
  - ✓ Women are less likely to think that the campus is welcoming to different groups.
    - ✓ Women employed longer than 5 years are less likely to feel that senior leadership creates a culture of accountability.

In most instances, any questions that addressed campus diversity issues, women feel much stronger than men that WOU must address diversity.

**Recommended action:** With more women feeling disenfranchised, WOU needs to pay more attention to their needs. Feeling overworked and underappreciated does not make for satisfied employees. This is especially apparent among women who have worked at WOU for longer periods of time. The recommendations related to workload and pay disparities under **Working at WOU** may resonate more strongly with women who feel overworked and underappreciated. Microaggressions

and co-worker tension are felt keenly among women. With half of women reporting gender-based harassment or bullying, mandatory training must also address these issues. As with the case of broader diversity training, we recommend in-person mandatory training for gender equity. Likewise, women are more likely to view diversity on campus as positive and they support any efforts to that effect.

5. **Discrimination and Harassment on Campus.** Harassment, bullying, and microaggressions are an issue on campus, with about two in five (39.5%) on campus having experienced or witnessed bullying. For almost all the categories that were listed in this query, faculty had higher rates of witnessing/experiencing various types of discrimination and bullying. Religious and political discrimination were the two categories where the staff percentage was higher than faculty. Bullying, discrimination based on gender, and discrimination based on race are the top three categories at the university.

- ✓ In the highest proportion of instances, faculty are identified as initiators (57.6%) and faculty themselves are most likely to point towards their own colleagues as the cause (80.0%).
- ✓ Staff are listed as the initiators by over two in five (43.2%).
- ✓ As mentioned previously, 45% have experienced microaggressions in their department or division.
- ✓ Women in particular report more instances of bullying or gender-based discrimination or harassment.

Only about one in four (26.5%) have reported an incident – while this is a low proportion, it might have more to do with the fact the survey did not differentiate between experiencing and witnessing an incident. As a witness one might be less likely to report than if one is the recipient of bullying or harassment.

- ✓ What is of concern is the high number who have reported a written complaint and then identified it as either dismissed (22.6%) or not resolved to their satisfaction (22.6%). One in three (35.5%) say nothing was done in response. Only one in four (25.8%) report that their action was resolved to their satisfaction.
- ✓ Reasons given for not reporting included a feeling that nothing would happen as a result of their report or that their school would not support them. Nearly one in four (23.8%) feared they would lose their job.

**Recommended Action:** With over two in three respondents reporting they have either seen or witnessed an incident of discrimination or harassment on campus, the university has a clear impetus to discourage such behavior. We have already recommended more diversity training for all groups on campus. Clearly, such training should be mandatory and include topics to address harassment and discrimination on campus. Often incidents do not get reported because it is not clear if it actually is serious enough – but small slights or dismissive words can also make the recipient feel victimized. Such training should also be repeated throughout the year. Similarly, reporting incidents should follow a clear path that assures confidentiality and alleviates the fear that one can lose one's

job if reporting. While many campus members take their complaints to Human Resources, others discuss it only with friends or their supervisor. A guideline to follow specific steps available to every level of supervisor up to HR – can alleviate fears of retaliation and feelings that no action will be taken.

6. **Performance Evaluation and Merit Evaluation.** It became clear that the topic of annual performance evaluation needs to be addressed, in particular for staff.

- ✓ Only half of staff say they have a performance evaluation on a regular basis.
- ✓ While a plurality feels that performance evaluations are fair, less than fifty percent feel performance expectations are clearly defined.
- ✓ Less than one in five (18%) staff feel that the merit and promotion process is fair.
- ✓ 60% of the campus feel there are pay disparities on campus.
- ✓ Almost 7 in 10 (68%) on campus feel they are underpaid for the work they do.

**Recommended Action:** While we cannot recommend any specific action to address the fact that so many campus community members feel underpaid for the work they provide, we do suggest a closer look at some potential ways to allow for better and fairer increases that consider merit. Faculty and classified staff are under contract and are represented by their respective unions. As perceptions of pay disparities and unfair promotion processes exist widely, we recommend that administration, Human Resources, unions, and various campus community constituents start a broader conversation that addresses this perceived unfairness. A conversation topic should also include an explanation and examples of the type of comparisons that are used to determine salary and merit increases. Open and transparent communication and clear and consistent standards for evaluation are the key to alleviate perceived inequity.

7. **Available Services to Special Populations.** Few campus members indicated that they use services available on campus. Among specific populations, such as employees with disabilities or among the LGBTQIA community, many chose to answer with “not applicable” when specifically asked if they have used the services that are available to them. The survey specifically referenced the Office for Disability Services but at WOU this is handled out of HR. Also available, of course, are the services of the Employee Assistance Program. For LGBTQIAI services, more informal organizations but also HR are available but the survey asked about the “Office for LGBT Support Services” which WOU does not have. The lower number of such employees who then subsequently rate offered services as asked on the survey probably refer to these units. Also possible, of course, is that employees prefer not to make use of available services as they prefer not to share their status. The survey did not specifically ask any follow-up questions to delve deeper into this concern. It did become apparent that protected groups do not feel well represented on WOU’s diversity council although many seem unaware of the council’s workings.

**Recommended Action:** We recommend that the university make a concerted effort to find out how to offer services that can be broadly and easily accessed and that fit the needs of all. A closer



examination of the make-up of the diversity council also seems to be in order to assure that all voices are heard.

8. **The Way Forward.** Throughout our examination of the survey data we have found a number of errors in the design of the survey as well as in question text that made this survey ill-suited in places to the departments and units that are available at Western Oregon University. Survey feedback from respondents further pointed out these discrepancies, and these errors might explain some of the high numbers of “not applicable” responses. While we do believe that the current results reflect the perceptions and thoughts of the campus community, a properly designed – and shorter – survey will provide clearer answers and will focus on actual topics and areas that address concerns of administration, faculty, and staff.

**Recommended Action:** We recommend that such a survey will be administered a year or two following the incorporation of any actions taken as a result of the current survey. This undertaking should also be done in consultation with members of the campus community to include a wide range of campus voices. This will provide clear guidance, a way forward to engage in continuous quality improvement, and demonstrate that WOU’s leadership is committed to listen to the campus community and implement changes as needed.

**Final Thoughts.** While this executive summary has focused on a number of concerns the campus climate survey has brought to the surface, we strongly believe that a clear focus on bringing all voices to the table, with clear communications that filter through the ranks, can alleviate most concerns. While a number of items solicited low agreement – from knowledge of the Strategic Diversity Plan to concerns about fair evaluations and unclear communication – these issues can be addressed. The campus community in many instances feels more resigned and frustrated rather than angry or upset. Paying attention to all constituents, listening to their concerns, communicating with rank and file and not just department heads can improve communication, address the issues in a more straightforward way, and eventually lead to a more cohesive and overall positive campus experience.

# Introduction and Methodology

## Introduction

In late May of 2019, Western Oregon University (WOU) invited the campus community (administrators, faculty, and staff) to participate in an online survey to examine the overall campus climate. This was the first survey of its kind to be distributed on campus. The survey itself was developed by Viewfinder® Campus Climate Surveys, LLC. In January of 2020, President Fuller requested The Center of Evaluation, Technology & Research (CETR) at The Research Institute (TRI) at Western Oregon University to provide a comprehensive analysis of the results. A further request asked CETR to examine the results of the ModernThink Higher Education Insight Survey 2019 in order to compare them to the findings from the larger overall campus climate survey.

## CETR Approach

CETR staff held various discussions with President Rex Fuller, General Counsel Ryan Hagemann, Provost Rob Winningham, Associated Vice President, Human Resources, Judy Vanderburg, and the executive teams of both Faculty and Staff Senate to evaluate which specific subgroups were of major interest for a deeper analysis. These talks identified the following groups or topics to examine in details:

- Faculty and Staff
- Gender identity: men and women
- Length of employment at WOU
- Gender identity by length of employment
- Ethnicity
- Employees with a disability

## Data Preparation and Decisions

A total of 809 email invitations to participate in the survey were sent out to the campus community. Responses were collected from May 28 through June 27, 2019, with a return rate of 405 responses.

CETR engaged in an extensive round of data cleaning and familiarizing ourselves with the database first and ended up with **399** respondents that completed the survey, for a final response rate of 49.3%. Three respondents did not indicate their role on campus; their responses are counted, however, in the results presented by **Total**. We also deleted some survey responses that were left blank after initially started by a respondent.

The table below shows the breakout of various groups.

	<b>Total</b>	<b>Faculty</b>	<b>Staff</b>	<b>Administrators</b>
Number of Respondents	399	149	215	32
Men	120	46	62	11
Women	216	79	123	14
Employed Under 5 Years	180	47	122	11
Employed Over 5 Years	209	98	91	20

As the survey allowed respondents to skip any questions, the total responses to individual questions are frequently smaller than the total of 399 respondents. For example, only 342 respondents answered the question about their gender. Results based on gender therefore will show smaller numbers than the total. We also determined that certain skip patterns were not functioning correctly in this survey. For example, a series of questions were based on respondents who indicated they either experienced or saw an incident of harassment and bullying on campus. However, these follow-up questions received a slightly higher number of responses than were expected if the questions were truly only shown to those who indicated they saw such an incident. We therefore took a second step and filtered follow-up questions first by the appropriate base. Due to such data decisions, our numbers and percentages will differ slightly from results presented previously.

*Percentages for each survey question are always based to those who answered the specific question. For questions with multiple answers, i.e., those containing multiple statements that respondents could answer, percentages are based to those who provided at least one answer on the overall question.*

### Variable Creation

To answer concerns and questions raised by all parties that we consulted with, new variables were needed to be created from the existing data. We created a “Length of Employment” variable by aggregating responses within the survey into a binary. Following preliminary analysis, it was determined to make the split between less than five years of employment and greater than five years of employment. The other split that was analyzed was at the 10-year mark. Upon reflection and analysis, the five-year break allowed for amalgamating categorical concerns. For most tenure-track faculty, this demarcation naturally fits with the split between pre-tenure and tenure. For staff, 66% of those who responded to the survey had been at WOU for five years or less. At the 10-year split, almost 75% of the staff fall on the lower end. Thus, to create a more even break for staff, the five-year break made sense.

When considering the analysis of the survey in relation to race/ethnicity, the decision was made to create a binary variable out of the race/ethnicity response: White and non-White. When examining this variable, especially when the survey is broken out by staff, faculty, and administration, no single category had a large enough sample size that would guarantee anonymity. Thus, to ensure privacy, the separate non-white/Caucasian racial/ethnic categories were combined into a single variable.

For certain topics, such as disability, we decided not to break it out further by gender or length of employment as the respondent base is quite small and we want to ensure confidentiality.

Overall, the attrition rate was 11.3%, meaning that out of the 399 respondents who indicated their role on campus, 45 did not complete the entire survey. A number of respondents skipped over questions or decided to leave the survey after partial completion.

### Report Layout

As CETR was encouraged to identify action items that senior administration can undertake based on results, we have identified these items and present them in the Executive Summary.

As this survey required us to build numerous tables, we have chosen to represent all tables in the Appendix and focus the main report on showing important findings and meaningful differences between various groups if such exist in accordance with the requests made by our various stakeholder groups identified above. The interested reader is encouraged to go through the appendices and view all results in detail. These appendices present findings by:

- Total respondents vs. Total Faculty vs. Total Staff vs. Total Administration
- Total, Faculty, and Staff appendices also provide results by:
  - Gender
  - Length of Employment
  - Gender by Employment (specific questions only)
- To protect confidentiality for smaller populations as identified by specific questions in the survey, the following topics are only shown by total and not broken out by faculty or staff:
  - Race/Ethnicity/Person of Color
  - Disability
  - LBGT+

While analyses assessing the differences between non-tenure track, tenure-track, and tenured faculty would be ideal given the different expectations for each group, the survey question that differentiated these groups allowed for multiple answers that caused overlap of responses. For example, there were several responses where both tenure-track and tenured were chosen as well as several with non-tenure and tenure checked. These muddled responses created uncertainty in the use of this variable for analysis. The employment of five years or less variable could be viewed as a stand-in for tenure-track acknowledging that non-tenure track faculty are also in the employment variable.

Furthermore, within gender, individuals were able to identify beyond the male and female binary. However, the number of respondents within these groups were very small, and thus were also not broken out as a category. The same is true for why all non-white individuals are aggregated. For each race/ethnicity, the samples were too small to represent alone. There is a tension inherent in needing to protect the identity of an individual while also being sure that minority and underrepresented populations have a voice. The decision to err on the side of privacy protection is not meant to negate these voices, and their responses are found within the total data. If there is any pattern that can be

drawn it is that responses from transgender and non-binary individuals were similar to that of a majority of the females.

Please note that tables in the appendices show the percentage answering a specific way (e.g., agree completely/agree somewhat), followed by the number of respondents in parenthesis. Tables are also following the question order in which they would be encountered in the survey.

### Representativeness of Survey Results

We examined the representativeness of this campus community survey by comparing it to WOU IPEDS data for the year 2018/19. This allows us to examine the distribution by men vs. women as well as by ethnicity/race, for faculty and staff separately.

As survey questions were voluntary, and not all completed each question, fewer provided information on their gender. As the numbers below show, men are underrepresented in the survey. This is especially noteworthy for staff. The survey is representative, however, in regards to race and ethnicity.

	IPEDS			Survey	
	N	%		N	%
<b>Total</b>	<b>899</b>			<b>399</b>	
Gender					
Men	383	42.6		120	30.1
Women	516	57.4		216	54.1
Race/Ethnicity					
White	691	76.9		289	72.4
Non-White	131	14.6		50	12.5
Unknown	77	8.6		60	15.0
<b>Faculty - Total</b>	<b>415</b>			<b>149</b>	
Faculty – Gender					
Men	178	42.9		46	30.9
Women	237	57.1		79	53.0
Faculty- Race/Ethnicity					
White	331	79.8		111	74.5
Non-White	46	11.1		15	10.1
Unknown	39	9.4		23	15.4
<b>Staff – Total</b>	<b>484</b>			<b>215</b>	
Staff - Gender					
Men	205	42.4		62	28.8
Women	279	57.6		123	57.2
Staff - Race/Ethnicity					
White	360	74.4		155	72.1
Non-White	86	17.8		32	14.9
Unknown	38	7.9		28	13.0

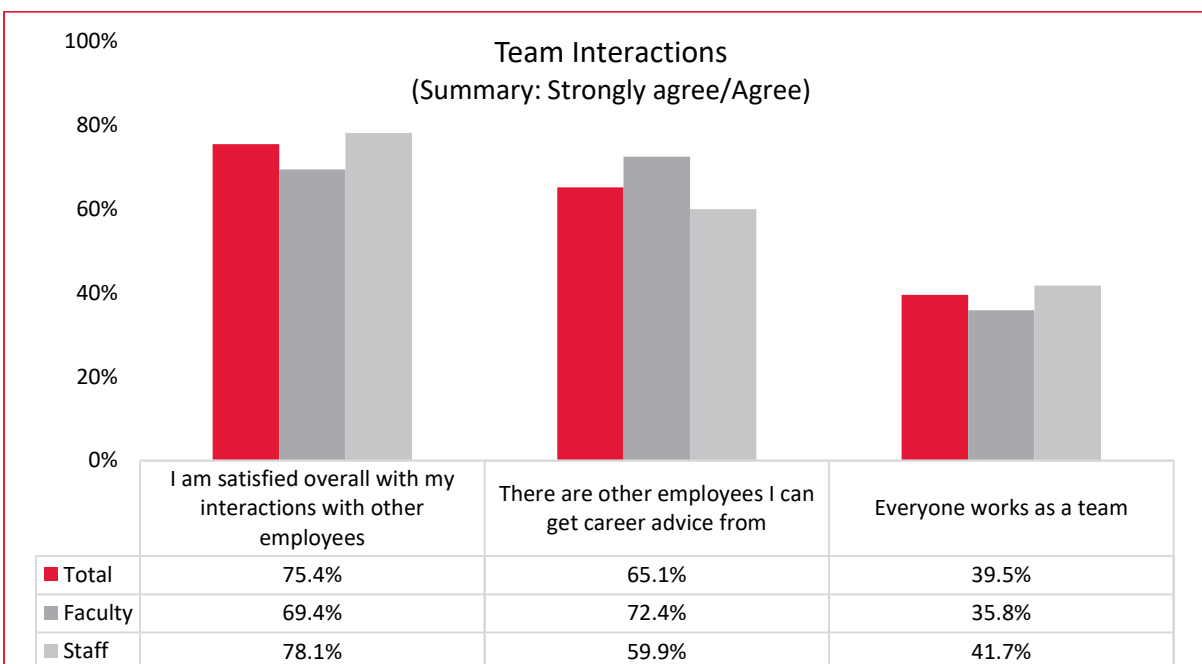
## Findings by Total

In this section we discuss and compare findings for the campus community in total and by faculty and staff. Additional information is presented to compare and contrast men and women, as well as those who have worked at Western Oregon for five or fewer years and those who are at the university for over five years.

The survey is designed to assess various dimensions regarding the climate of the campus. As such, both positive encouraging results and negative, possibly damaging results exist within the same instrument. This is true with all multidimensional assessments, with the key findings falling along the axes that have the strongest evidence. One positive outcome is that a majority of both faculty (73.9%) and staff (66.1%) indicate that they love their job. This is a decent anchor statement by which many of the other results can be assessed in comparison or viewed through conditional logic.

### Work Experience at WOU

About three in four campus members (75.4%) express satisfaction with their interactions with other employees. Two in three (65.1%) have other employees to get career advice from, but far fewer agree that everyone works together as a team (39.5%). Staff are more likely than faculty to feel satisfied with their interactions on campus, but faculty are more likely than staff to have others available for career advice. Both faculty and staff feel integration during meetings with administrators is low (22.5% and 25.4%, respectively).



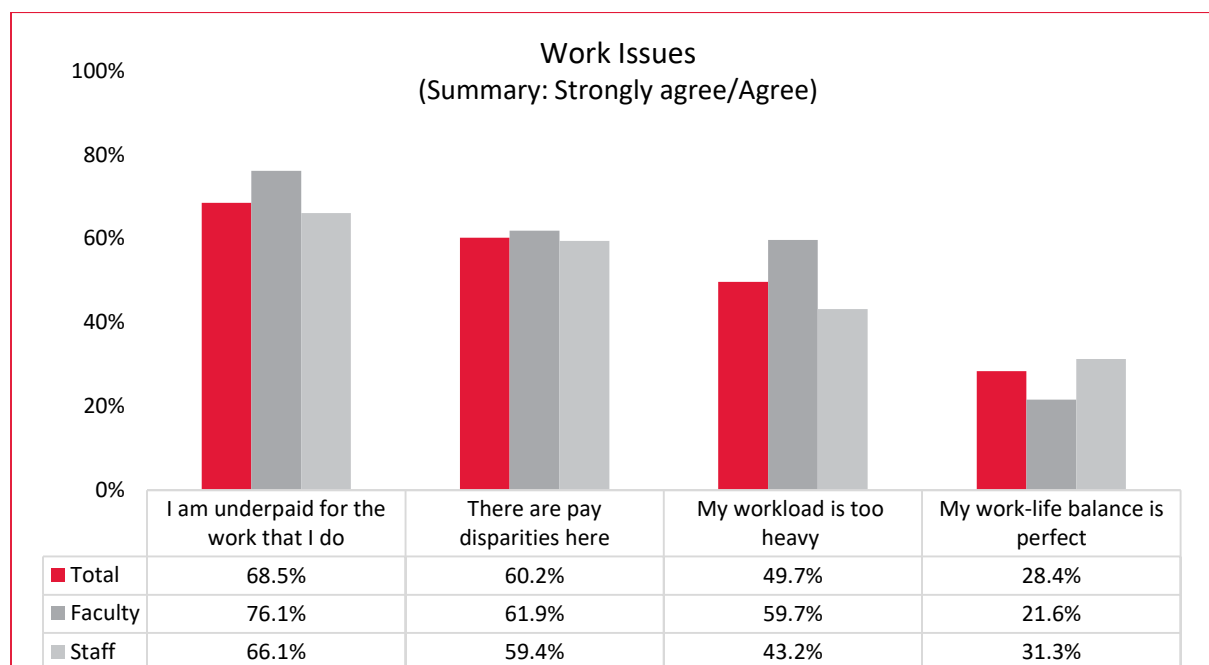
### Gender and Length of Employment Differences

While the majority of both men and women are satisfied with their interaction with other employees, more men (83.2%) than women (72.6%) agree.

- ✓ Men employed for fewer years are especially satisfied with their interactions (90.2%), more so than any other group. Women employed for more than five years are the least satisfied (70.7%).
- ✓ Those employed five or fewer years at WOU tend to agree more that everyone works as a team (46.4% vs. 33.5%).
- ✓ Women are far less likely than men to say that meetings with faculty (29.2% v 43.6%) or administrators (17.9% vs 40.2%) are integrated.

### Work Issues

The majority of all respondents (68.5%) feel underpaid for the work they do, with nearly as many stating that there are pay disparities at WOU (60.2%). Half agree that their workload is too heavy and just over one in four (28.4%) believe their work-life balance is perfect. Faculty are more likely than staff to feel underpaid for their heavy workload and are less inclined to see their work-life balance as adequate. Staff see more pay disparities.



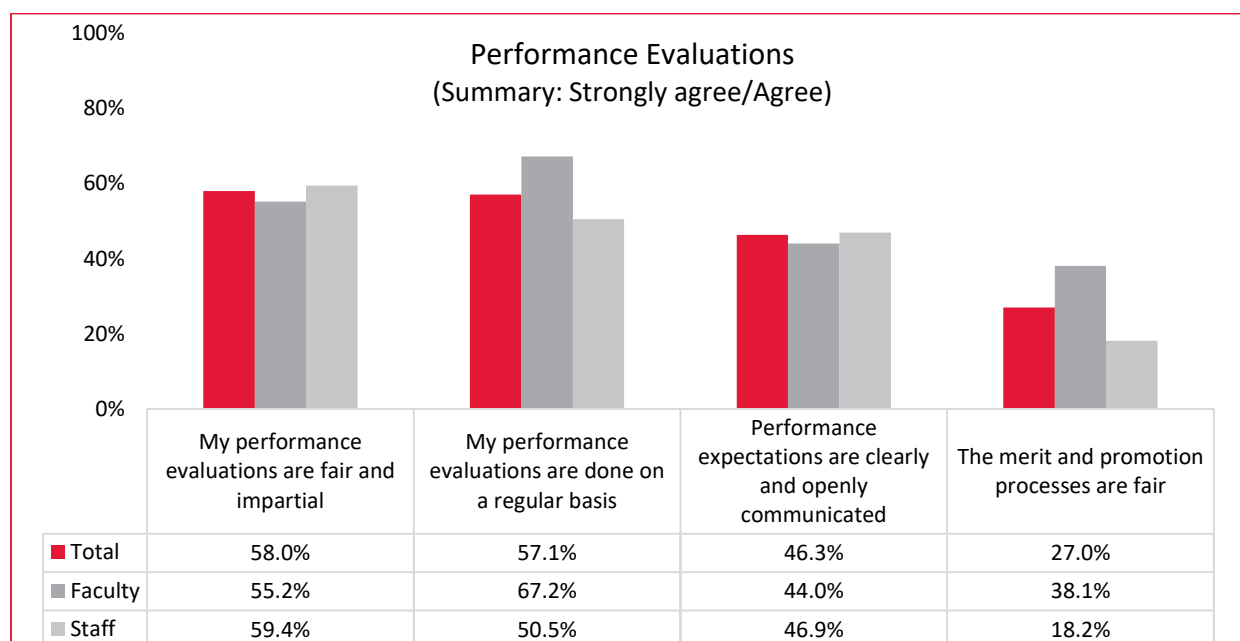
### Gender and Length of Employment Differences

Women in particular are more likely to agree that their workload is too heavy (52.1% vs. 42.7% of men) and that there are pay disparities at WOU (65.6% vs. 50.4%).

- ✓ The WOU community generally agrees that they are underpaid for their work, especially the 71.1% of women employed five years or less, compared to the 58.5% of men employed for the same duration.
- ✓ About three quarters (70.0%) of women employed more than five years acknowledge WOU has pay disparities issues, compared to less than half (46.3%) of men employed five years or less.
- ✓ Also, 47.4% of women employed five years or less agree their workload is too heavy while only 34.1% of men employed five years or less say they have a heavy workload.

### Performance Evaluations

Overall, just under three in five (58.0%) feel their performance evaluations are fair and impartial, and fewer agree they are done on a regular basis (57.1%). Not even half (46.3%) feel that performance expectations are clearly communicated, and just one in four agree that merit and promotion processes are fair. This is especially pronounced among staff – only 18.2% feel that merit and promotion processes are fair.



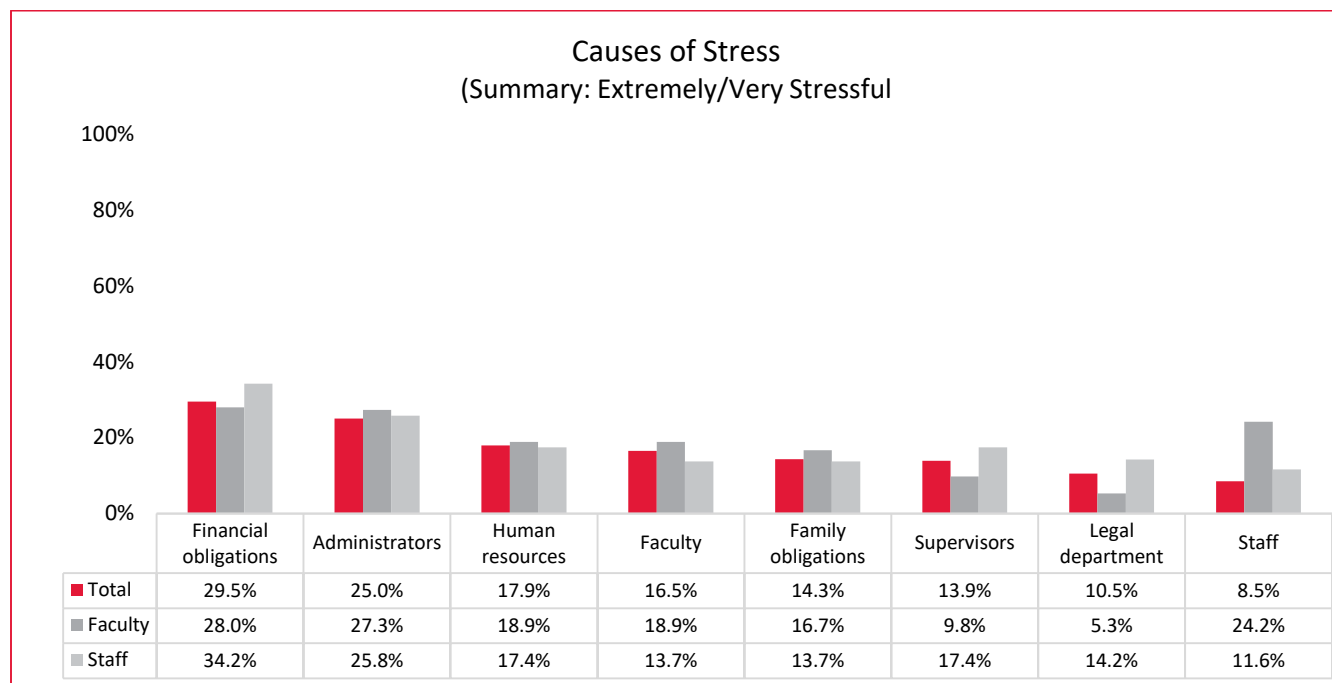
### Gender and Length of Employment Differences

- ✓ Male staff members are less likely than women to agree that they receive performance evaluations on a regular basis; it is more pronounced at only 16.7% agreement for those that have worked for five years or less.
- ✓ Men employed five years or less are far more likely than others to feel their ideas and feedback are actively solicited.



## Stress Level

While no potential cause for stress was listed by over thirty percent of the campus community, financial obligations are seen as extremely or very stressful by three in ten (29.5%), followed by one in four (25.0%) who experience stress through interactions with administrators. Staff are more inclined than faculty to list supervisors as stressful, while faculty perceive staff to be more stressful.



The level of stress indicated by WOU employees appears relatively low when viewed through the lens of other questions in the survey. For instance, less than one third of the staff feel they have a good work-life balance while two thirds feel they are underpaid for their work. This also holds for faculty, where only one in five feel they have a good work-life balance and three-fourths feel they are underpaid. These two results in combination would suggest potential stress and burnout that is not evident in the categories presented in the cause of stress question.

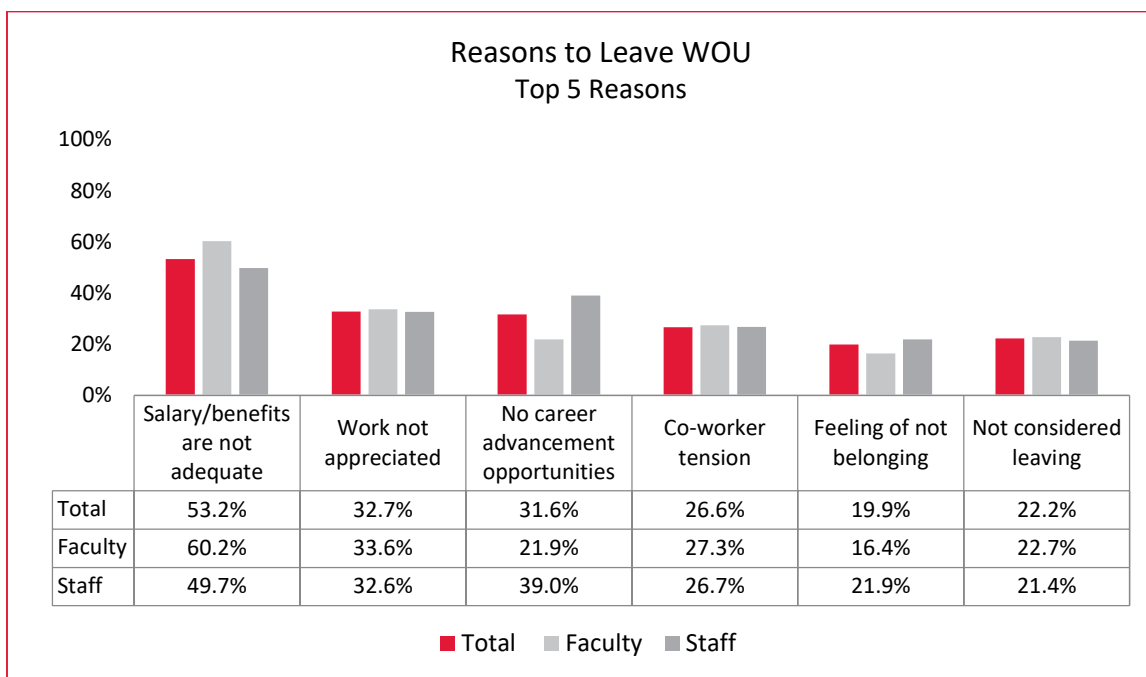
## Gender and Length of Employment Differences

Although gender and length of employment breakdown are consistent with totals in causes of stress, 38.1% of men and 43% of women employed five years or less in particular feel financial obligations are extremely or very stressful.

- ✓ On the other hand, 25.3% of men and 35% of women employed more than five years see their interactions with administrators as extremely or very stressful.

## Reasons to Leave WOU

Overall, the perception that salaries and benefits are not adequate is the most widely cited reason why campus members consider leaving. About one in three feel that their work is not appreciated. One in four quote tension with co-workers. Faculty in particular quote inadequate salary or benefits, while the perception that no career advancement opportunities are available is especially high among staff, with nearly two in five citing this as a reason to leave. Just about one in five overall have not considered leaving. Note, however, that the question asked if they have ever considered leaving; no time frame (such as “in the last year”) was given.



## Gender and Length of Employment Differences

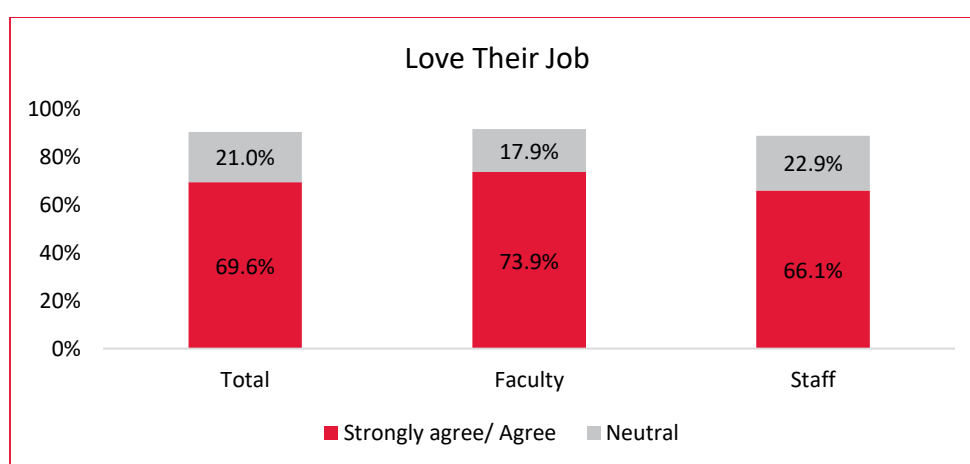
Just over half of both men and women feel inadequate salary or benefits are the main reasons to consider leaving WOU. Additionally, about one-third of both men and women choose no career advancement opportunities as a reason.

- ✓ One in three (36.5%) women identify their work not been appreciated as an important reason to consider leaving WOU, compared to fewer men (26.1%). Co-worker tension is cited more often (29.9% vs. 19.8%) among women also.
- ✓ When length of employment is considered, 35.6% of people employed five years or less cite no career advancement opportunities, compared to 28.7% among those at WOU for a longer period. Among those employed more than five years a higher proportion feel that their work is not appreciated (37.6% vs. 28.1%).

- ✓ Interestingly, men who are employed at WOU for five or fewer years mention inadequate salary and benefits as a reason to quit less so than men employed for longer. Among women the reverse is true: 50% of women employed more than five years say inadequate salary or benefits, while 59.1% of women employed five years or less select this as a reason to leave.
- ✓ In general, women are more likely than men to say their work is not appreciated; 41% of women employed more than five years indicate their work is not appreciated.
- ✓ Similarly, 33% of women employed more than five years cite co-worker tension as a reason to leave.

### Love of Job

About seven in ten campus community members love their job. Faculty tend to agree more than staff. About one in five do feel neutral about their job, however.

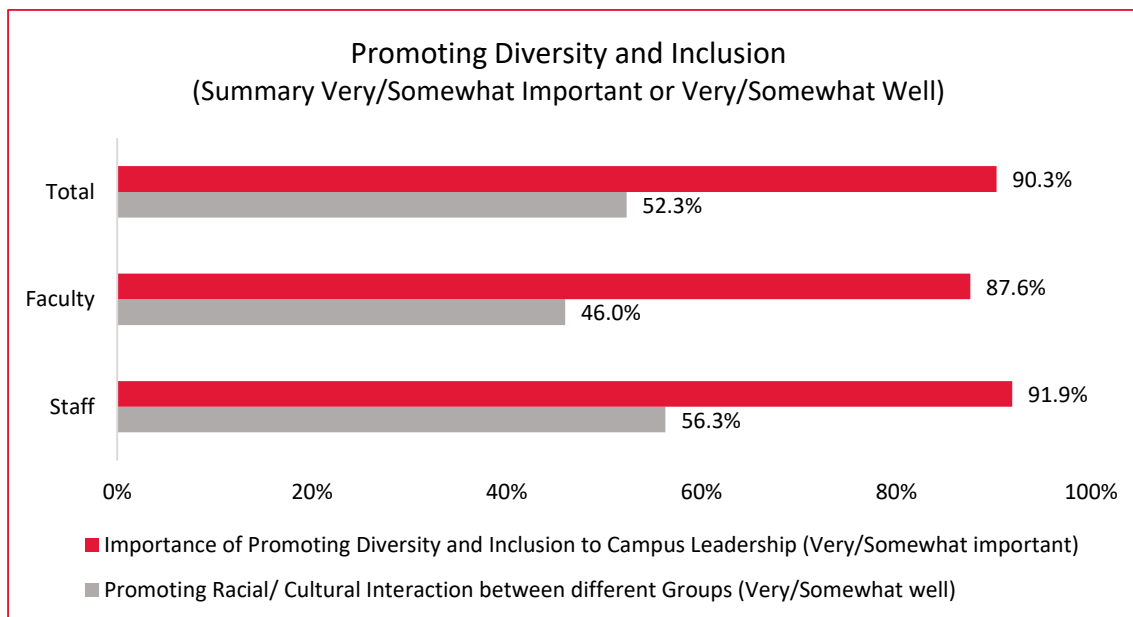


### Gender and Length of Employment Differences

- ✓ Overall, 72.6% of men agree that they love their job and 69.8% of women feel the same.
- ✓ Interestingly, newer employees love their jobs more than people employed at WOU over five years (75.9% vs. 64.3%).
- ✓ This holds equally true when examining gender by length of employment: men employed at WOU for five or fewer years are much more inclined to feel positive about their job.

## Diversity and Integration at WOU

Perceptions about WOU's diversity efforts have been captured through a variety of questions in this survey. When asked how important it is to promote diversity and inclusion to the campus leadership, about nine in ten members of the campus community view it as important. However, when asked how well WOU does in terms of promoting racial and cultural interaction between different groups, far fewer think WOU is doing well.



The campus community agrees that it is important to promote diversity and inclusion to the campus leadership. However, differences emerge as to how well WOU promotes racial/cultural interactions as seen below.

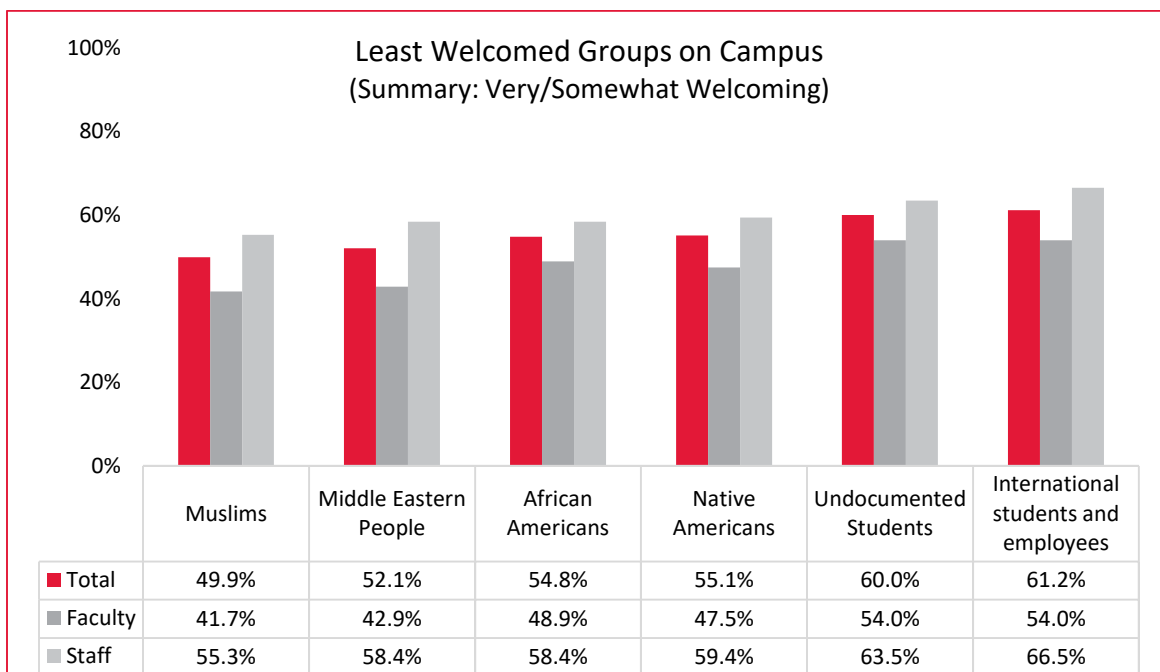
### Gender and Length of Employment Differences

Overall, only half (49.8%) of women in the campus community say WOU is likely to promote racial/cultural interaction between different groups, compared to 60.5% of men who believe WOU does well in this.

- ✓ While women generally say WOU is less likely to promote racial/cultural interaction, regardless of their length of stay at WOU, fewer men (47.6%) employed five years or less agree than those employed more than five years (67.1%).

### Welcoming Campus to Specific Groups

When asked how welcoming the campus is toward a variety of different groups, the campus community overall is mostly in agreement that WOU is especially welcoming to Whites and also to first-generation students. Other groups do not fare as well. The figure below shows the groups that are rated lowest in terms of the campus welcoming them. It is interesting to note that in each case, faculty are less likely than staff to see WOU as welcoming these groups. These percentages are especially low when directly compared to those for Caucasians/Whites (86.0%) or first-generation students (87.9%). Faculty are even more likely to view the campus as welcoming Caucasians/White than staff (92.1% vs. 82.7%).



### Gender and Length of Employment Differences

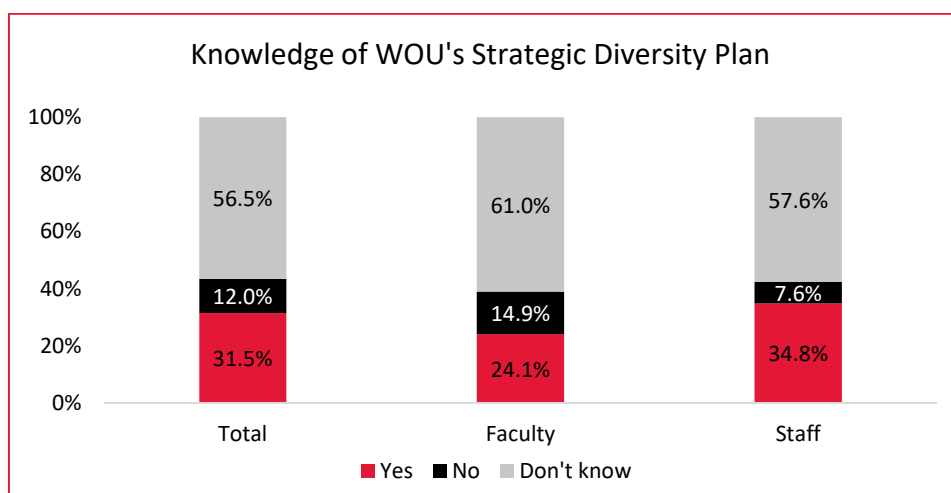
While both men and women agree that Middle Eastern people, Muslims, African Americans, and Native Americans are some of the least welcomed groups on campus, a higher proportion of men are inclined to see the campus as welcoming many of these diverse groups. For example, 71.4% of men agree that the university community is welcoming to Asian Americans, compared to fewer women (56.3%).

- ✓ Similarly, people employed five years or less and more than five years agree that these groups are the least welcomed on campus; however, there is a wide disparity in agreement among those employed fewer years versus those over five years. About 76.3% of the people employed five years or less favor the idea of the campus being welcoming to Hispanics or Latinos, compared to 91.4% of those employed more than five years.

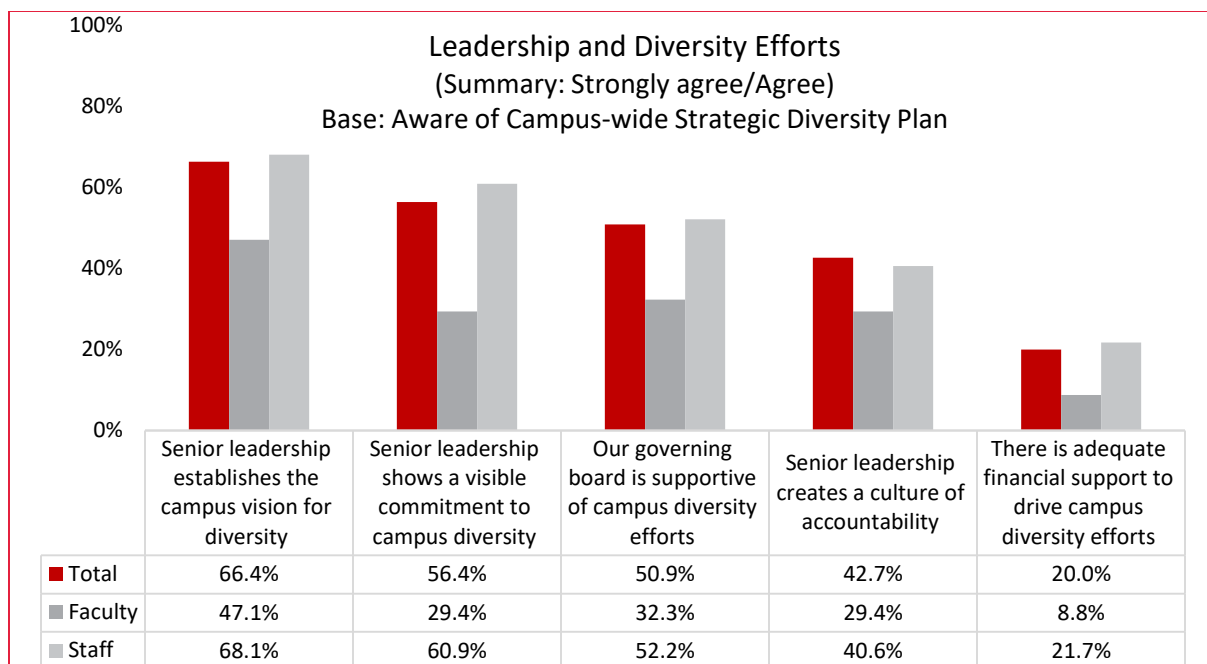
- ✓ Noticeably, women who are at WOU for five years or less are the least inclined to view the campus as not welcoming to Muslims, Middle Eastern people, African Americans, and Native Americans: under 50% of these women agree the WOU community is welcoming to these groups.

### Campus-Wide Strategic Plan

The majority of faculty and staff is unaware that WOU has a strategic diversity plan. Staff are slightly more aware of the plan than faculty.



Among those who are aware of the campus strategic diversity plan, a series of questions asked about their agreement about aspects of leadership commitment to diversity efforts. Marked differences appear between faculty and staff, with staff members much more likely to agree that senior leadership and the Board of Trustees establish and support a culture of diversity on campus. However, very few feel that there is adequate financial support for campus-wide diversity efforts. While only 21.7% of staff members believe the financial support is enough, this drops to a very low 8.8% among faculty.



### Gender and Length of Employment Differences

Over half of both men and women say they do not know about the WOU campus-wide strategic diversity plan, although women are more aware of the plan (35.3% vs. 23.5%).

- ✓ Overall, there are not many noticeable differences in agreement between those employed five years or less and more than five years, although those employed for fewer years are more inclined to recognize the campus' diversity efforts in general.
- ✓ However, there are differences when examining gender by length of employment. About 44.4% of men employed five years or less agree that the senior leadership establishes the campus vision for diversity, compared to 73.7% of men employed more than five years. Likewise, fewer younger men feel that senior leadership creates a culture of accountability (22.2% vs. 47.4%).
- ✓ Conversely, only 38.2% of women employed more than five years agree that senior leadership shows a visible commitment to campus diversity, compared to 61.9% of women employed five years or less.

### Focus on Diversity

Over half in total (55.4%) agree that multiculturalism is a core value of WOU's mission. Only about one in five faculty and staff agree that the campus is diverse but not inclusive, while slightly more feel that the campus is inclusive but not diverse. Faculty members are less likely than staff to view WOU's efforts to improve the campus climate by diverse hiring as effective although for both the percentage that feel it is effective is low. Furthermore, fewer faculty believe that WOU engages with external communities to

understand and respond to their needs. Of concern is the fact that only one in four believe that all personnel are held to the same professional ethics and conduct.

<b>Campus Experience of Diversity Focus Summary Strongly agree/Agree</b>	<b>Total</b>	<b>Faculty</b>	<b>Staff</b>
Multiculturalism is a core value of our institution's mission	55.4%	54.5%	55.2%
An unannounced visit by an accrediting agency regarding diversity matters would be welcomed	51.7%	43.3%	57.8%
I have received adequate diversity training to engage with students and employees on campus	38.4%	35.8%	39.1%
Our school engages with external communities to understand their interests and respond to their needs	29.7%	23.9%	31.3%
Our campus is inclusive, but not diverse	28.8%	30.6%	27.1%
All campus personnel are held to the same code of professional ethics and conduct	26.0%	25.4%	25.5%
Our school anticipates the emergence of demographic shifts and makes adjustments before crises occur	24.3%	23.1%	21.4%
Our campus is diverse, but not inclusive	19.8%	20.9%	18.8%
The policy to improve campus climate via diverse hiring is effective	18.1%	9.0%	21.9%
Processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs	17.8%	13.4%	18.2%

Over one in three agree that offering awards or incentives for their contributions to advancing diversity on campus would be helpful. Nearly three in five believe that they are encouraged to weave diversity and cultural competence throughout their work. **Very few feel WOU puts too much emphasis on diversity.**

#### Gender and Length of Employment Differences

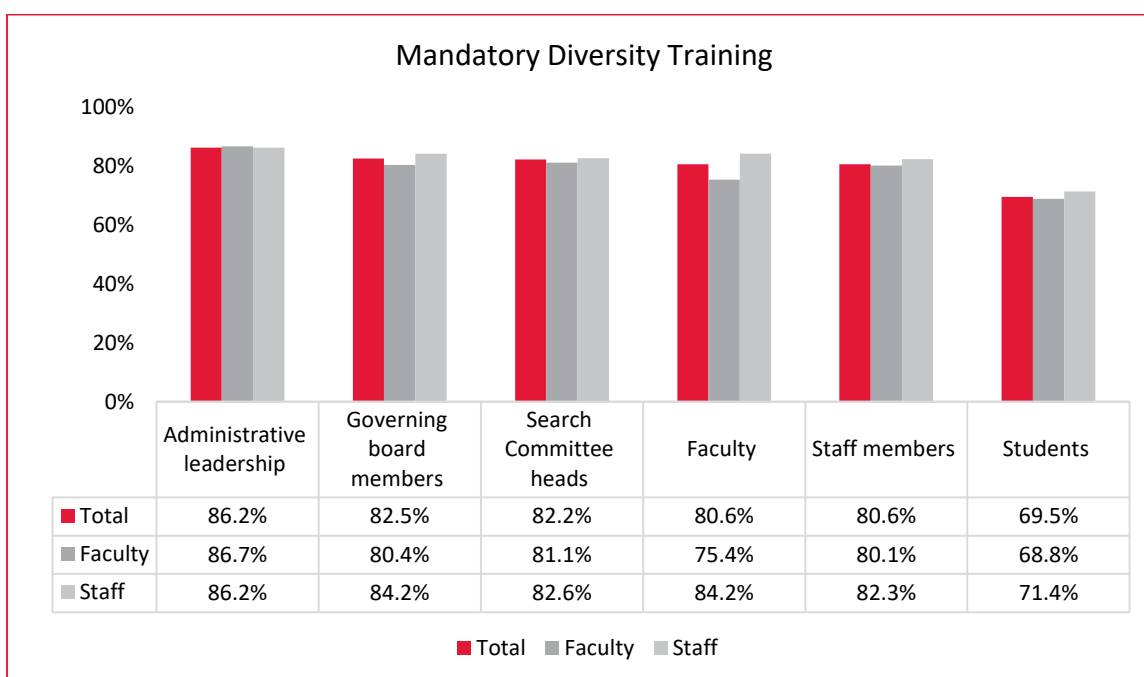
Overall, men and women agree to nearly the same extent with the statements about diversity efforts on campus. Men are more inclined to say they have received adequate diversity training (44.5% vs. 35.3%), while more women would welcome an unannounced visit by an accrediting agency regarding diversity matters (57.2% vs. 43.7%).



- ✓ More of those who are employed for five years or longer feel that they have received adequate diversity training (43.2% vs. 33.5%). Newer employees would welcome an unannounced visit from an accrediting agency (58.7% vs. 45.9%).

### Mandatory Diversity Training

About four in five campus community members agree that the full WOU community should receive mandatory diversity training. Fewer, around 70%, also believe students should participate in these trainings.



### Gender and Length of Employment Differences

Overall, there was strong agreement among both men and women on the need for mandatory diversity training.

- ✓ Women are even more likely than men to see the need for mandatory diversity training for all groups, often with an increase of ten percent or more women than men seeing the need for such training.
- ✓ Those employed at WOU for five or fewer years also feel more strongly that mandatory training is necessary.
- ✓ Male campus community members who are at WOU for five or fewer years also feel much more strongly than those who work at WOU for longer periods that this training is needed. Women tend to agree more, regardless of length of employment.

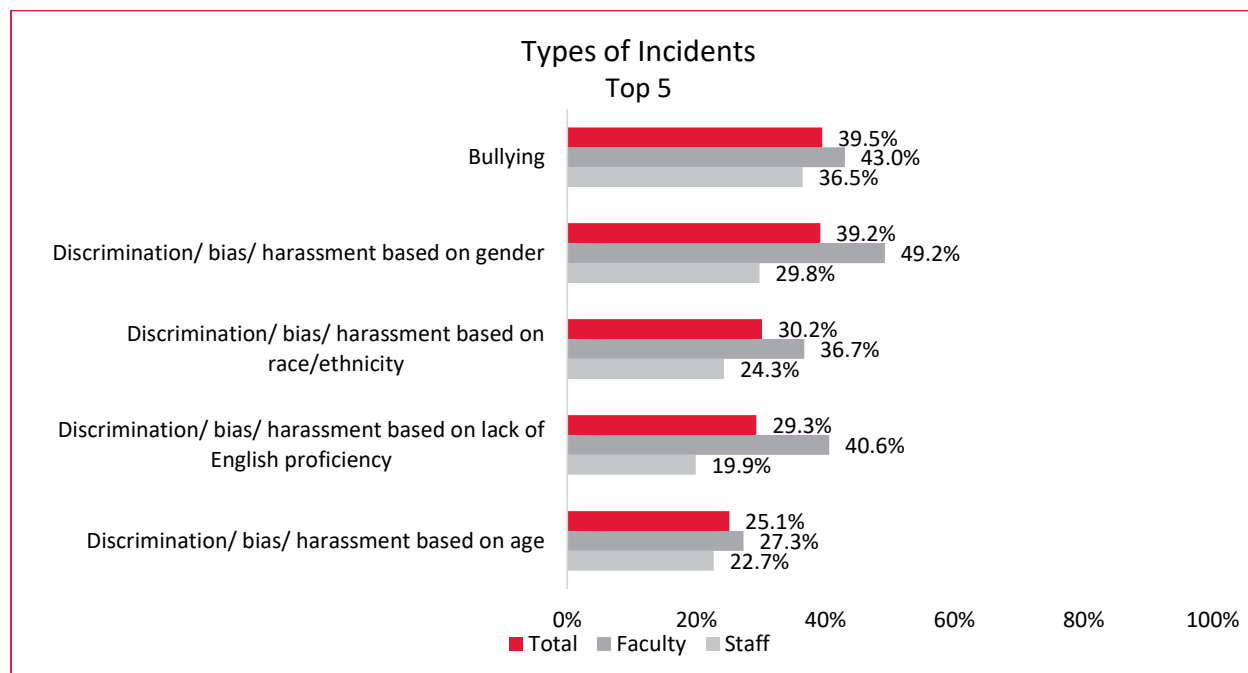
## Discrimination/Harassment/Bullying on Campus

Seven in ten (71.3%) campus community members report either seeing or experiencing an incidence of discrimination, harassment, or bullying on campus. It is important to note that the question did not differentiate between experiencing the incident themselves and observing it.

Discrimination/Harassment/Bullying on Campus	Total	Faculty	Staff
Saw/experienced at least one incident	71.3%	77.3%	67.4%
Average	3.5	4.7	3.9
Range	1 - 14	1 - 13	1 - 14

Bullying, reported by over one in three (39.5%), is the most widely reported type of incident. For all five top types, faculty report more such incidents than staff. This is especially noteworthy for gender-based discrimination or harassment where half (49.2%) of the faculty report seeing or experiencing such an occasion.

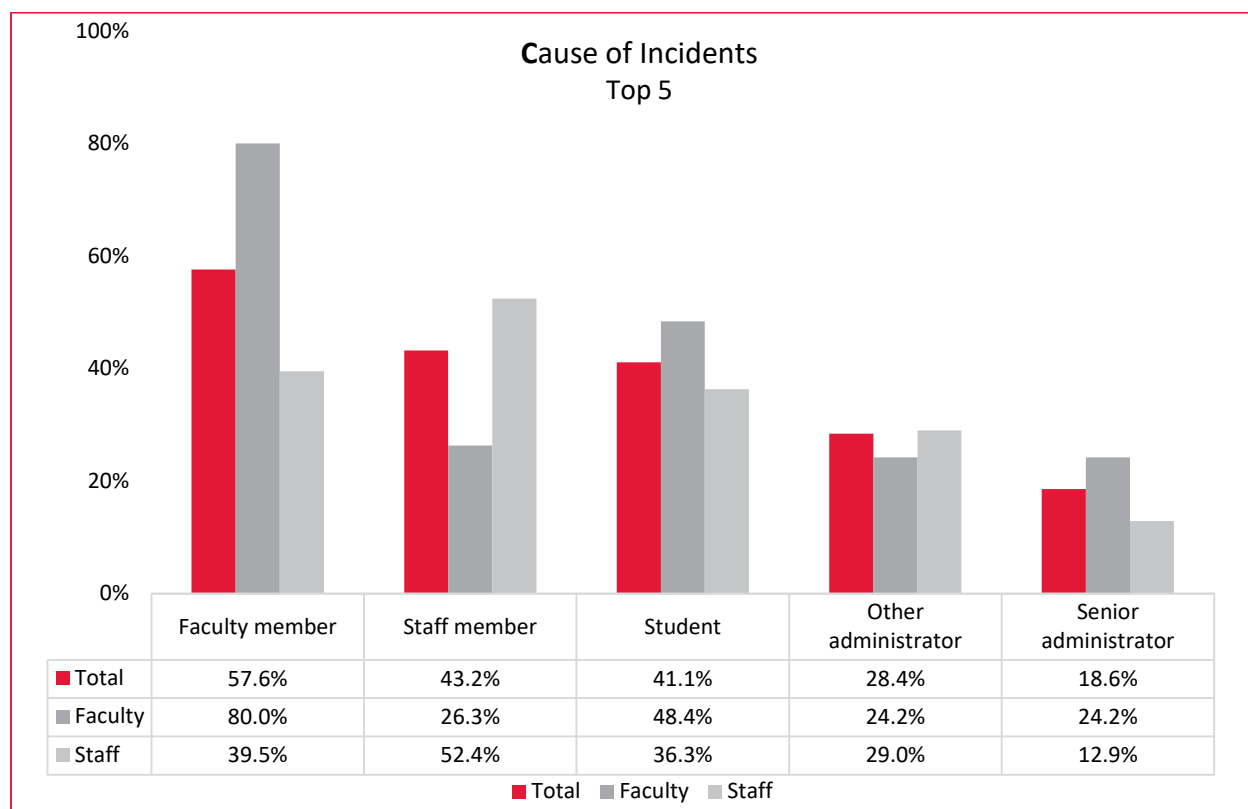
- ✓ Staff are more likely to cite discrimination by religious affiliation than faculty.
- ✓ Discrimination based on gender identity (13.8%) is relatively low in comparison to other forms of harassment on campus.



### Gender and Length of Employment Differences

Women are more inclined to say they have experienced or seen an incident of harassment or discrimination on campus than men (74.6% vs. 67.6%). As a result, more women report any of the specific types of incident. Gender based discrimination or harassment, for example, is reported by 45.2% of women, compared to 28.8% of men.

Faculty members are listed as initiating incidents by nearly three in five (57.6%). Staff and students are initiators as reported by over two in five (41.1%). Both faculty and staff are more likely to list fellow faculty or fellow staff as the initiator of the incidents.



### Gender and Length of Employment Differences

- ✓ Faculty members are most often seen as the cause of these incidents; 62.3% of women report a faculty member caused the incident they experienced or witnessed, while just half (52.1%) of men say a faculty member initiated the incident.
- ✓ Staff members employed for 5 years or less list a faculty member as the initiator of an incident more than those with longer employment (43.8% vs 35.0%).

## Reporting Incidents

Compared to the number of respondents reporting experiencing or witnessing incidents, far fewer overall have reported an incident (26.5%), with half (51.6%) reporting it to Human Resources (51.6%) or their supervisor (50.0%). Faculty were more likely to go to Human Resources than staff (60.0% vs. 35.3%). The low reporting rate might very well be due to the fact that some incidents were witnessed and not directed at the person itself; this may cause some to not report. As mentioned previously, the questions do not differentiate between experiencing and witnessing such incidents.

Among the small number who reported, one in three (35.5%) reported that their complaint was taken seriously. One in four (25.8%) stated that it was resolved to their satisfaction, but nearly as many felt it was dismissed (22.6%).

Among those campus members who did not report the incident, two in five (39.0%) did not think anything would happen as a result, with one-third (32.6%) unsure the school would support them. Nearly one in four (23.8%) feared they would lose their job.

- ✓ In contrast, three in five (60.5%) feel that employees are supportive of other employees who have experienced incidences of physical confrontation and that employees support each other when they have experienced emotional confrontations, such as bullying or harassment (59.7%). Staff in particular mentioned support of other employees under these circumstances.
- ✓ Also noteworthy is the fact that fully nine in ten (91.4%) campus community members feel physically safe on campus. When taken with the high numbers that have experienced or witnessed bullying, harassment, and discrimination, this suggests that such incidents create an unseen, under-the-radar mental/emotional toll on employees that requires a culture of accountability.

## Microaggressions

Along with discrimination or harassment experienced or witnessed, over two in five (45.7%) report that they have experienced microaggressions at work. Faculty are more likely to have experienced these than staff (52.2% vs. 42.2%).

- ✓ Women also are more likely to report such microaggressions than men (51.3% vs. 33.3%), especially women who have worked at WOU for over five years (57.0%). This would also explain some of the higher rate of co-worker tension reported by these campus members.

## Findings for Faculty

### Summary and Highlights

This section discusses findings among WOU faculty in more detail, examining differences between men and women, as well as differences by length of employment. Gender differences are of particular interest to the executive team of the Faculty Senate. Results are based on responses by 149 faculty members; of course, for some survey questions the response rate is lower as either faculty did not answer the questions or the questions were based to a subset of respondents.

There are marked differences between female and male faculty members:

- ✓ Far fewer female than male faculty members think WOU promotes racial and cultural interactions. They are less inclined to believe that administration or the governing board actively support diversity. These faculty members need to see stronger action to support diversity among the whole campus community, including students, staff, and faculty. This includes mandatory diversity training.

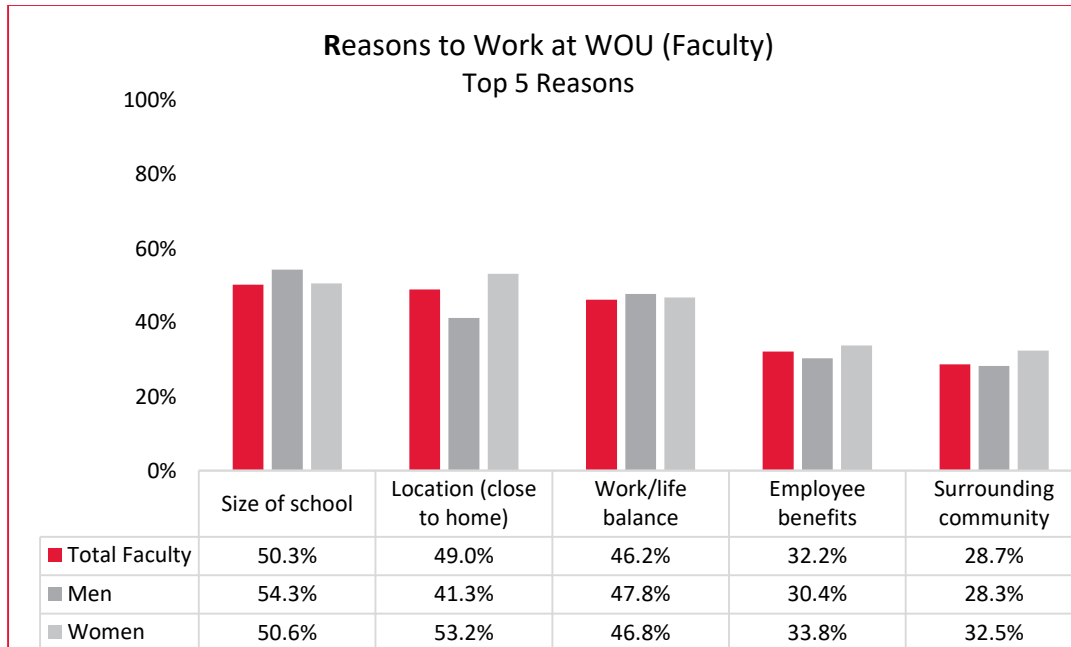
Likewise, a number of differences are apparent between faculty who have taught at WOU for five or fewer years versus those who have been here for a number of years:

- ✓ Newer faculty are more focused on diversity issues and want the campus to be diverse and inclusive, with more resources to support the endeavor. They fully support mandatory diversity training for everyone.
- ✓ Established faculty zero in on coworker tensions and more feel their work is not appreciated.
- ✓ Newer faculty are much less disposed to view the tenure process as fair.

Results that are common to all faculty include the sense that research and writing are not well supported.

### Reasons to Work at WOU

Among faculty members, the main reasons they first came to work at WOU include the small size of the school, its location close to home, but also the work-life balance it allows. Another often mentioned reason pertains to the generous employee benefits that WOU offers.



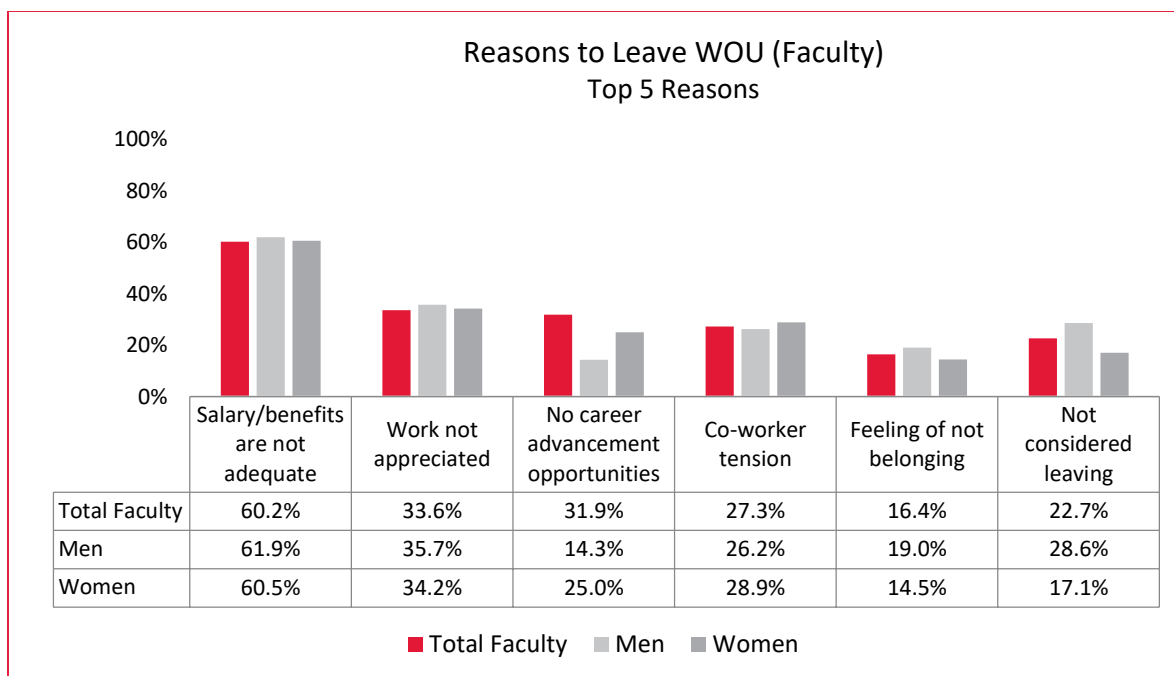
Twelve faculty members (8.4%) indicated via a write-in answer that they wanted to teach (versus conducting research) as a reason to work at WOU as the emphasis at this university is on teaching, particularly undergraduates. Nine faculty members (6.3%) specifically mention the location of the Pacific Northwest or Oregon as a reason to teach at WOU.

- ✓ Female faculty members are more likely than men to indicate that WOU's location (close to home) was an important reason for them to choose to teach here (53.2% vs. 41.3% men). Likewise, more women indicate they are an alum (24.7% vs. 10.9%). Academic reputation also played a more decisive role for women (15.6% vs. 8.7%).
- ✓ Faculty members teaching at WOU for five or fewer years are more likely to quote the campus commitment to diversity (20.0% vs. 6.1%), student diversity (17.8% vs. 11.2%), and faculty diversity (8.9% vs. 1.0%) as reasons to teach at WOU, compared to their colleagues who have been teaching at WOU for more than five years. *This clearly shows the higher emphasis placed on diversity by newer faculty members.*

### Reasons to Leave WOU

Overall, the perception that salaries and benefits are not adequate is the most widely cited reason why faculty members considered leaving (60.2%). One in three feel (33.6%) that their work is not appreciated. One in four (27.3%) quote tension with co-workers.

Female faculty are more inclined to state that they do not feel there are any career advancement opportunities (25.0% vs. 14.3%). Male faculty are more likely to state they have not considered leaving (28.6% vs. 17.1%).



Other reasons for leaving given by faculty members in 28 open-ended “other” responses involve similar reasons as given earlier in the provided categories in the survey but more detail is provided to explain their answers, with high workload or low salary as the main observations. Low salary and job insecurity especially for Non-Tenure Track faculty are mentioned numerous times. Other comments refer to tension with co-workers, the perception that some do more than others, and dissatisfaction with administration.

Among faculty who have worked at WOU for more than five years, the perception that their work is not appreciated is higher than among newer faculty (40.2% vs. 19.5%), and they quote co-worker tension more frequently (33.3% vs. 14.6%) as reasons to leave. Among faculty who have worked at WOU for more than five years, the perception that their work is not appreciated is higher than among newer faculty (40.2% vs. 19.5%), and they quote co-worker tension more frequently (33.3% vs. 14.6%) as reasons to leave.

- ✓ Co-worker tension is especially important for male faculty at WOU for over five years (31.4% vs. 0% of newer male faculty).
- ✓ Likewise, female faculty at WOU over five years are also more likely than newer female faculty to quote co-worker tension as a reason to leave (36.2% vs. 17.2%) and feel their work is not appreciated (40.4% vs. 24.1%). On the other hand, twice as many newer female faculty experience a sense of not belonging (20.7% vs. 10.6%).
- ✓ Overall, 34.1% of faculty that are at WOU for five or fewer years say they have not considered leaving, compared to 17.2% of those who work at WOU for more years.

## Diversity and Integration at WOU

Far fewer female than male faculty members think WOU promotes racial and cultural interactions (38.0% vs. 60.0%) very or somewhat well. Equally, faculty employed five or fewer years are much less likely than those who have worked at WOU for longer to agree that WOU promotes such interactions (34.8% vs. 51.6%). This holds for both male and female faculty.

- ✓ For example, only one in three (31.3%) younger female faculty feel that WOU promotes racial/cultural interactions between different groups, while about three in four (74.5%) female faculty employed here for over five years believe WOU is doing particularly well on this.

## Welcoming Campus to Specific Groups

Female faculty tend to show less agreement than male faculty on how welcoming the campus treats 11 out of 15 listed groups. These differences are quite large, ranging from about eight to 22 percent.

- ✓ As an example, while over three in five (64.4%) male faculty agree that the campus is welcoming to African Americans, just over two in five (41.8%) women do so.
- ✓ For Native Americans, the difference reaches 26.2 points, with just two in five (40.5%) of female faculty seeing the campus as welcoming to this group.
  - ✓ Male faculty tend to see the campus welcoming women more so than women do (82.2% vs. 70.9%).
- ✓ Similarly, faculty who have worked at WOU for five or fewer years also tend to agree less than those who have worked at WOU for longer on how welcoming the campus is for most groups. On average, sixteen percent fewer agreed, with the differences spanning six to 25 percent.
- ✓ Breaking this out further by gender shows that both men and women who have worked at WOU for five or fewer years rate the campus less welcoming to most groups than those who have worked at WOU for longer.
  - ✓ Male faculty who are relatively new are less likely to view the campus as welcoming to Caucasians/Whites than those who have worked at WOU for a longer period (75.0% vs. 94.6%).

## Campus-Wide Strategic Diversity Plan

Four in five male faculty members (80.4%) do not know if WOU has a strategic plan to address diversity, compared to half of the female faculty (52.6%). Among those who are aware of the campus strategic diversity plan, a series of questions asked about their agreement about aspects of leadership commitment to diversity efforts.

Female faculty are far less likely than male faculty to agree that senior leaderships establishes the campus vision for diversity, creates a culture of accountability, or shows a visible commitment to diversity. Likewise, far fewer women believe the governing board supports the diversity efforts.



- ✓ When examining differences by length of employment at WOU, those who have worked at WOU for five or fewer years tend to agree less that senior leadership creates a campus diversity vision but views the governing board as supporting the efforts more than those who are employed for over five years. However, among those who have worked at WOU for a longer period of time, more agree that senior leadership establishes the campus diversity vision and shows a visible commitment to diversity. However, these results are based to only those who were asked these follow-up questions and constitute a small sample.

### Focus on Diversity

One in three male faculty (34.8%) agree that WOU anticipates the emergency of demographic shifts and adjusts before a crisis occurs, compared to just 16.7% of female faculty. Faculty employed for more than five years are more likely to view the campus as inclusive, but not diverse than those who are working here for a shorter period of time (38.2% vs. 20.0%). This is especially pronounced when looking at female faculty specifically: while two in five (41.3%) of those who work at WOU for over five years feel the campus is inclusive, but not diverse, just 12.5% of women who work at WOU for five or fewer years agree. Likewise, half of female faculty (50.0%) who work at WOU for longer feel that WOU engages with external communities to understand their interests and respond to their needs, while just 15.6% of newer female faculty agree.

Female faculty are much more likely than male faculty to expect mandatory diversity training for all. This ranges from a nearly 32 point difference for faculty training (86.1% vs. 54.3%) to 18 points for search committee heads (87.3% v. 69.6%).

- ✓ Similarly, faculty working at WOU for five or fewer years are also more likely to desire training for each group, with differences ranging from 3 to 18 points. Male faculty who work at WOU for five or fewer years are more focused on training for search committee heads (87.5% vs. 65.8%), while female faculty working here for five or fewer years definitely want training also for students (87.5% vs. 66.0% of women at WOU for over five years).

### Work Experience at WOU

Female faculty are less satisfied with their interactions with other members of campus than male faculty (65.4% vs. 78.3%). Both female and male faculty at WOU for five or fewer years express higher satisfaction with their interactions than faculty at WOU for longer periods. However, women are less inclined to agree that all work together as a team than men do (32.9% vs. 42.2%). While nearly half (46.7%) of faculty employed for five or fewer years are likely to perceive such team work, only 30.3% of faculty at WOU for over five years feel the same. Both male and female faculty at WOU for five or fewer years feel more strongly about this than do more established faculty.

Female faculty are more likely to agree than male faculty that they have a too heavy work load and a less than perfect work-life balance. They also see more pay disparities. Faculty working at WOU for over

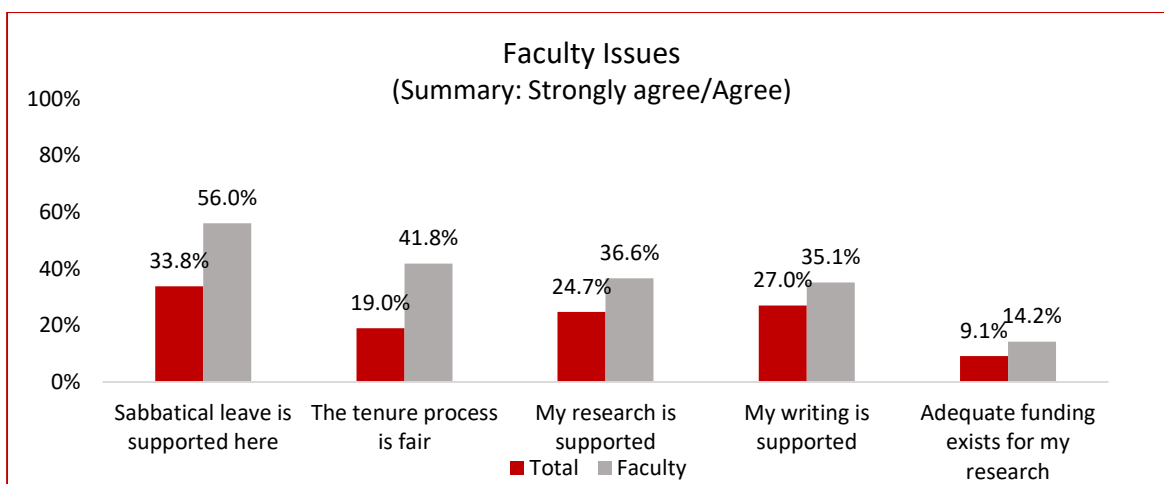
five years, compared to those at WOU for a shorter period, are also more likely to say they have a work load that is too heavy, and they observe pay disparities. Examining this by gender shows that while younger male faculty also feel that they are underpaid with a workload that is too heavy, they are also more inclined to say their work-life balance is perfect. Younger female faculty are less inclined to feel their work load is too heavy, compared to female faculty at WOU for over five years.

- ✓ While both men and women faculty overall feel that performance evaluations are fair and impartial and completed on a regular basis, women are less inclined to see performance expectations as clearly communicated or that the merit and promotion processes are fair.
- ✓ More established faculty agree less that their evaluations are done on a regular basis but agree more that merit and promotion processes are fair.
- ✓ Examining this in more detail shows that male faculty that worked at WOU for over five years are much less likely to indicate that evaluations are fair and impartial than their newer counterparts.

### Faculty-Specific Issues

While both faculty and staff were asked questions about tenure and sabbatical leave, the table below focuses on faculty only as these are topics in line with faculty expectations and work environment. Note that staff also completed these questions, with the majority, of course, indicating that these topics do not apply. Their very low agreement is reflected in the lower percentages for total. Some staff, of course, do engage in research and writing (such as staff at TRI).

Agreement with faculty related topics is not very high amongst faculty. Over half feel sabbatical leave is supported along with a fair tenure process, but only about one in three believe their writing or research receives the needed support. Consequently, few (14.2%) feel their research is adequately funded. *Note that we were unable to clearly differentiate between faculty who are tenured or on tenure track and those on non-tenure track (NTT) due to the way the question about their status was asked.*



While faculty who worked at WOU for five or fewer years agree to the same extent with those who are working at WOU for more years that writing and research is not well supported, fewer (48.9% vs. 59.6%) agree that sabbaticals are supported. Likewise, newer faculty are much less disposed to see the tenure process as fair (26.7% vs. 49.4%).

- ✓ These trends are consistent for both female and male faculty.

### Stress Level

Not surprisingly, female faculty are more likely to cite family and family obligations as stressful, compared to male faculty. Similarly, more women than men (30.4% vs. 21.7%) quote financial obligations as stressful.

Faculty at WOU for five or fewer years are the most likely group to cite financial obligations as causes of high stress (46.7% vs. 18.4% of those at WOU for longer), most likely a consequence of lower early-career salary and/or outstanding student loans.

- ✓ Female faculty working at WOU for five or fewer years, compared to women at WOU for over 5 years, are especially likely to quote family and family obligations as well as financial obligations as stressful. In addition, more perceive supervisors as stressful.
- ✓ Among women who are at WOU for over 5 years, more quote administrators as stressful (38.3% vs. 15.6%).

## Findings for Staff

### Summary and Highlights

This section delves into the staff responses in more detail, with a focus on the topics regarding staff work experience as requested by the Staff Senate Executive Committee. Results are based on the initial 215 responses, but due to attrition and questions based to a subset of respondents, the total sample size for each question will vary through the report.

Overall, staff like working at WOU; however, there are aspects of the work experience that should be improved to better support the staff.

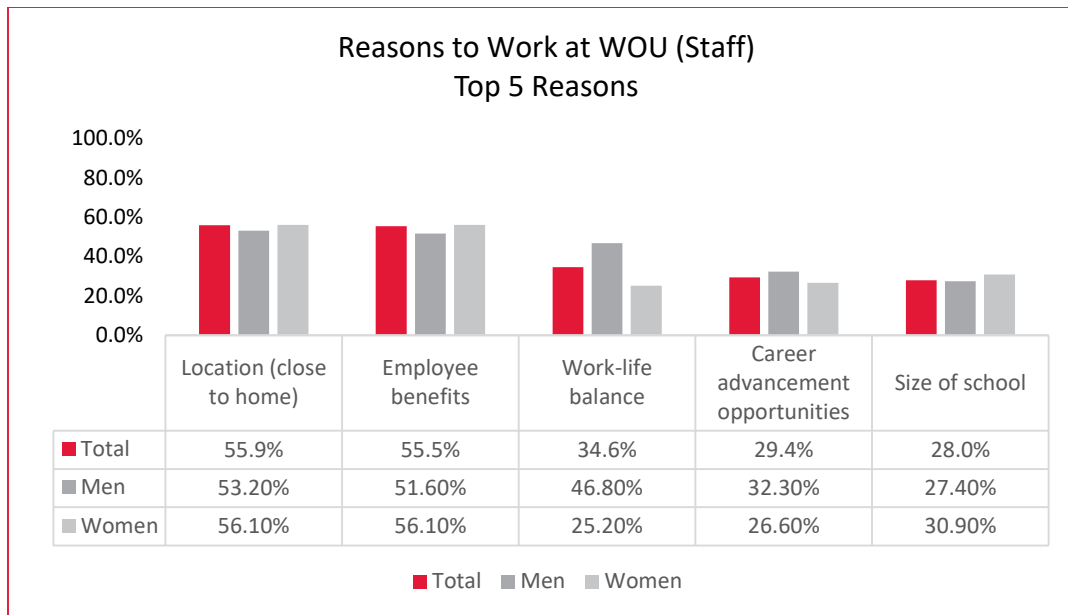
- ✓ Only half the staff report receiving performance reviews on a regular basis, and less than half feel their performance expectations are clearly and openly communicated.
- ✓ Fewer than half of staff feel they are part of the decision-making process within their unit and that their ideas and feedback are actively solicited.
- ✓ For many questions, especially those regarding diversity, a plurality of responses was neutral suggesting non-engagement with the topic or work.

### Introduction

The university staff provide diverse and varied services across campus, with positions as varied as researchers, food handlers, administrative assistants, and councilors. Because of this, making broad generalizations about this group may be difficult as duties and expectations vary. Given that this is such a diverse group, advice was sought from the Staff Senate executive committee to help guide analysis of this section. The committee was interested in issues regarding employment processes such as employment reviews and professional development as well as communication between supervisors, staff, and across the university. Following these suggestions, priority was given to questions that fit these topics.

### Reasons to Work at WOU

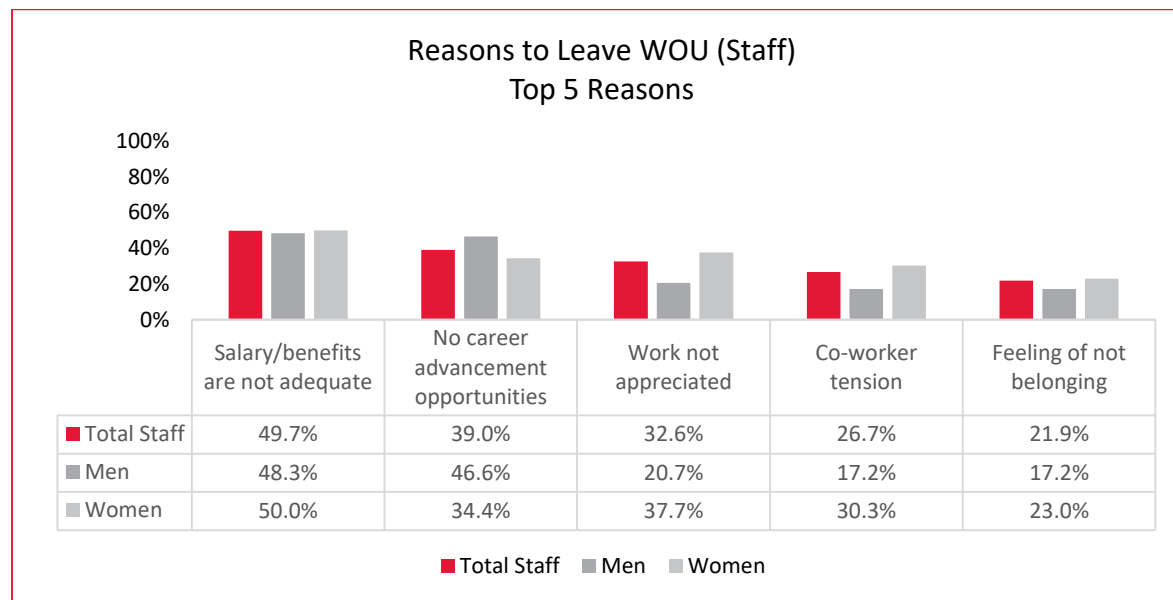
For staff, location and employee benefits are almost equally ranked as the top reason to work at WOU. Work-life balance, career advancement opportunities and the size of school, followed closely by surrounding community (not shown), form the second tier for wanting to work at Western Oregon University.



#### Gender and length of employment differences

Women across the employment tenure listed location (close to home) as the number one reason to work at WOU. However, men employed for five years or less ranked both work-life/life balance and employee benefits as the top reason. Men employed over five years were similar to the women, ranking location (close to home) as their top reason. Alumni was not listed as a category for staff, but over 20 individuals listed it in the “other” category. This number would probably be even higher for staff if it was listed as a standard choice within the question.

#### Reasons to Leave WOU



For staff, regardless of how the data is broken down, low salaries/benefits is the top reason for staff wanting to leave WOU. The top five reasons to leave were the same for both men and women and length of employment; however, the order shifts based on category.

- ✓ Women are more likely to feel their work is unappreciated, with those that have been employed for more than five years agreeing to this statement the most (41.3% vs 35.5% for women employed under five years and 20.7% for all men).
- ✓ While harassment or bullying at work was low overall as a reason to leave, one in five women employed longer than five years listed this as a reason, which is almost double for staff overall (19.7% vs 10.7%).
- ✓ Co-worker tension is also higher for women than men. This is true for both lengths of employment, and with more women who are at WOU longer mention this as a reason to quit.

### Diversity and Integration at WOU

Generally speaking, staff was neutral when it came to diversity on campus and diversity initiatives.

- ✓ When asked if the campus was diverse but not inclusive or if the campus was inclusive but not diverse, 44.1% and 41.9% responded as neutral respectively. This response is a plurality for these prompts.
- ✓ Similarly, 42.3% neither agreed nor disagreed with whether the policy to improve campus climate via diverse hiring is effective.

### Welcoming Campus to Specific Groups

For all fifteen categories that were asked about, a majority of the staff felt that the campus was welcoming. However, there were differences between these groups.

- ✓ As an example, 55.3% of the staff felt that the campus was very or somewhat welcoming to Muslims. In comparison, 82.7% felt that the campus was welcoming to Hispanics.
- ✓ Overall, the perception of how welcoming the campus was for different groups was similar between genders. However, for those that have been employed for more than 5 years, there is an 18 point spread between men and women on their perception of how welcoming the campus is for those of the LGBTQIA community (90.6% vs 72.1%, respectively).
- ✓ Staff that work at WOU for five or fewer years tend to agree less than those who work at WOU for longer on how welcoming the campus is for all 15 groups, but the spread is usually with 5-10 points.

### Campus-Wide Strategic Plan

Only one in three staff know that WOU has a campus-wide strategic plan for diversity, with around 60% of both men and women stating they do not know whether one existed or not.

Female staff are less likely than male staff to agree that senior leadership establishes the campus vision for diversity, creates a culture of accountability, or shows a visible commitment to diversity. Likewise, far fewer women believe the governing board supports the diversity efforts.

- ✓ Similar to the questions about how welcoming the campus is, a plurality of staff feel neutral on many of the follow-up questions regarding the strategic plan. For example, 46.4% respond “neutral” to the statement “A written diversity plan is required in my department/division/unit” compared to just 24.6% that either agreed or strongly agreed.
- ✓ Those employed for five years or less are more likely to think that the governing body is supportive of diversity efforts (59.5% v 40.7%) and that the diversity committee is effective in engaging the campus on diversity activities (42.9% vs 18.5%).

### Focus on Diversity

Over 80% of the staff and 90% of female staff feel the administration leadership needs to engage in diversity training. Staff believe in the need for diversity training for all on campus. However, men are less likely to feel this way than women with men employed longer than five years having the lowest agreement for the need for training for all categories. Interestingly, men who have been employed for five years or less tend to have the highest percentage of agreement for all categories except students and staff, where women employed for five years or less had the highest agreement.

When it comes to recruitment efforts and increasing campus diversity, the results for the staff are mixed.

- ✓ 58.4% of women state that the search committee requires a diverse pool of candidates, while only 45.5% of men agree. Only 29.5% of men employed for five years or less feel this is true though.
- ✓ Less than ten percent of the staff agree that members of the search committees frequent diversity recruitment events, that their departments actively host events for future diverse employees, or participate in diverse employee exchange programs.
- ✓ Recent hires who served on a search committee are more likely to think the committee was diverse than those that have been employed longer (67.3% vs 45.5%).
- ✓ Only about one in three staff, regardless of gender or length of employment, believe their department/division/unit is accountable for diversity progress.
- ✓ There is almost a 20-point spread between men and women when asked if they felt that hiring practices were fair (6.6% vs 23.0%).

### Work Experience at WOU

Two thirds of the staff agree with the statement that they love their job. In addition, seven in ten feel that mentoring is important and 60% feel they can get career advice from other employees. While three in five feel that performance evaluations are fair, only half state that performance evaluations are done

on a regular basis. On top of this, less than one in five (18.2%) believe the merit and promotion processes are fair. About half of the staff feel that performance expectations are clear and openly communicated. Similarly, just above half of the staff (57.8%) believe that professional development is encouraged at Western Oregon University. Finally, two fifths of the staff feel that everyone works as a team. All of this signals a need for better communication throughout campus.

Human Resources and supervisors need to clearly define staff roles and expectations, and provide consistent annual performance evaluations so staff know if they are meeting expectations for the position. Supervisors should be encouraged to help staff get professional development as a staff familiar with the newest methods, technologies, and techniques can be invaluable in times of change. Questions regarding staff input, while having a plurality in agreement, the fact that it did not reach a majority suggests that staff feel under-utilized, under-heard, and underappreciated. There are many questions within the work experience where the middle response (neutral/neither agree nor disagree) was the most common response. Multiple responses where the neutral response is the most common suggest two possible reasons. First, staff are feeling disengaged from the campus community or secondly, do not feel comfortable providing an honest response. Both of these reasons should be cause for concern.

- ✓ There is a general sense from the responses that the staff, overall, feel unheard or that processes are not fair within the university. Nearly one in four (23%) women feel that the hiring practices at Western Oregon University are fair in comparison to 6.6% of men.
- ✓ Discrepancies exist between groups about whether they feel they are engaged in decision making with a 10-point spread between men and women employed longer than five years (65.6% vs 54.3%). Both men and women with shorter employment durations are lower than those who have been at WOU longer.
- ✓ However, men and women employed longer than five years are less likely to also agree with the statement that their ideas and feedback are actively solicited than their younger counterparts (46.9% and 39.1% vs. 63.3% and 54.5%, respectively).

Part of the survey itself signals to the staff that their voices are not viewed as important as others' voices. Staff were asked about whether sabbaticals and the tenure process are fair. The majority of staff responded N/A as neither of these processes are part of their scope. Asking such questions of a group for which the processes do not apply corroborates the view that staff opinions do not provide as much weight as other voices in the university community.

### Stress Level

Financial obligations followed by administrators/administration were the most common causes of stress (34.2% and 25.8%, respectively). This was true across gender and length of employment.

- ✓ For staff employed for five years or less, financial obligations are by far the largest cause of stress with almost twice as many overall stating that it is either extremely or very stressful compared to those employed longer than five years (42.3% vs 22.1%). This discrepancy is true for both genders;



but for women, there is a 24-point spread between those employed for five years or less compared to those that have been employed longer (44.7% vs 19.6%)

- ✓ 39% of women employed over five years feel administrators are the cause of stress at work. This is almost double that of men as a whole (20%) and women employed for 5 years or less (22.4%).
- ✓ Almost one in five (17.4%) staff members felt interactions with human resources is stressful. This number increases to almost one in three (28.3%) for women employed for more than 5 years.

## Findings by Ethnicity

When considering analyzing the survey in relation to race/ethnicity, the decision was made to create a binary variable out of the race/ethnicity response: White and non-White. When considering this variable, especially when the survey is broken out by staff, faculty, and administration, no single category had a large enough sample size that would guarantee anonymity. Thus, to ensure privacy, the separate non-white/Caucasian race/ethnicity categories were combined into a pooled variable. This decision led to 50 non-White respondents based on the race/ethnicity question in the survey.

Additionally, a separate survey question asked respondents to indicate if they considered themselves to be a person of color, to which 47 responded affirmatively. They then answered a longer follow-up question. We compared the person of color question with the race/ethnicity question and found an overlap of about 99%.

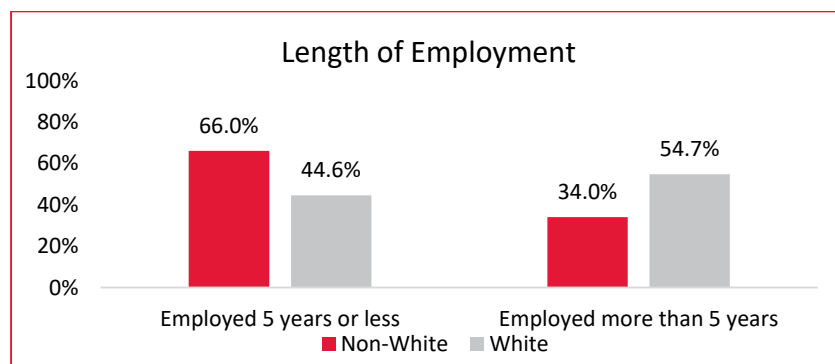
## Summary and Highlights

Overall, the majority of employees of color feel welcome on campus and have the respect of various groups. Some concerns arise:

- ✓ Fewer employees of color feel welcome in the surrounding community.
- ✓ Only two in five (44.0%) non-Whites believe that WOU promotes racial/cultural interaction between different groups well, a lower positive response than from Whites.
- ✓ Non-Whites are also less inclined to believe that there is leadership support to expand the diversity of the campus. They are especially less ready to believe that senior leadership shows a visible commitment to campus diversity or that the governing board is supportive of such efforts.
- ✓ They agree less that WOU engages with external communities to understand their needs.
- ✓ Subsequently, fewer non-Whites agree that WOU anticipates demographic shifts and adjusts for moments of crisis.
- ✓ Non-Whites are especially likely to point out they have either experienced or seen an incident based on race or ethnicity.

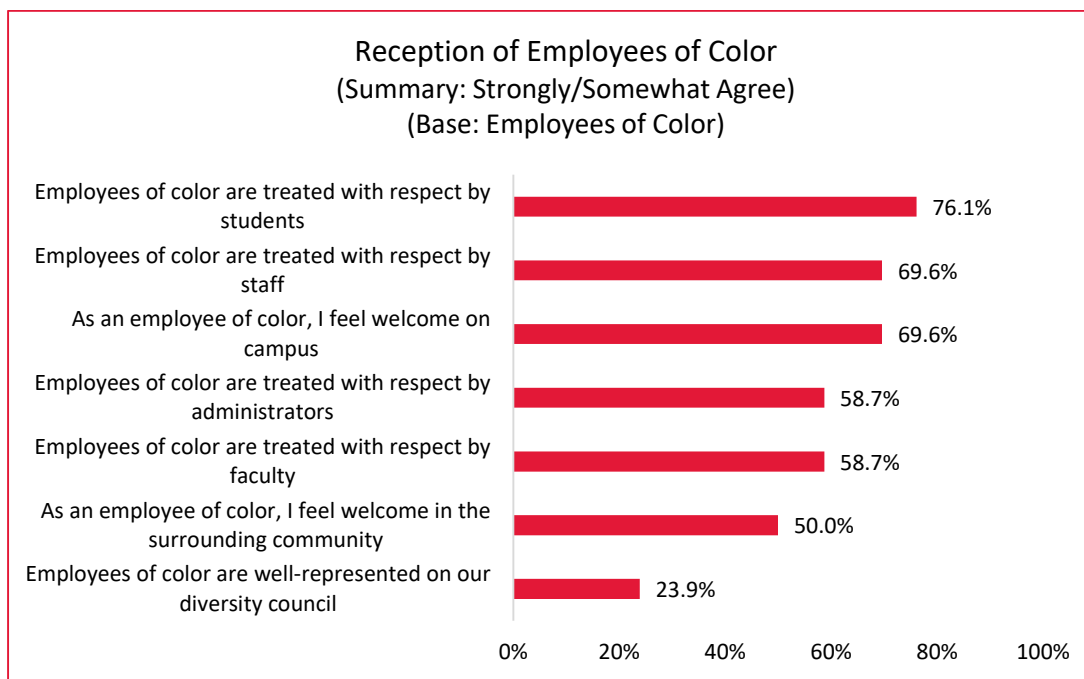
## Length of Employment

Two-thirds of non-white employees have been employed at WOU for 5 years or less.



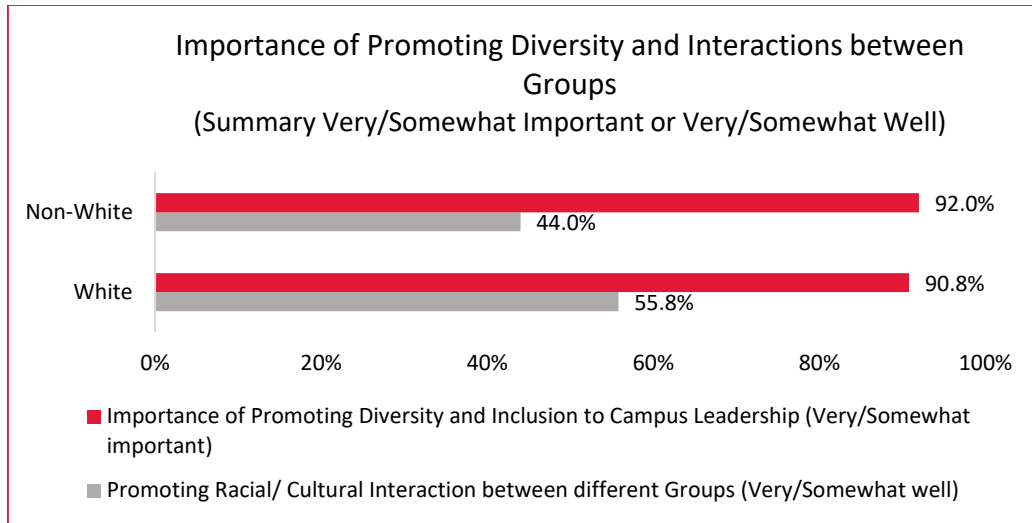
### Reception of Employees of Color

Forty-seven employees identified as a person of color. About seven in ten employees of color feel respected by students and staff, and they feel welcome on campus. However, just under six in ten feel respected by administrators (58.7%) or faculty (58.7%). Only half (50.0%) feel welcome in the community. Even fewer (23.9%) believe that employees of color are well-represented on WOU's diversity council. A number of persons of color actually disagree with these statements, particularly with representation on the diversity council, where over 30% disagree. A neutral response is also given regarding respect shown by faculty or administrators (21.7%) or faculty (15.2%).

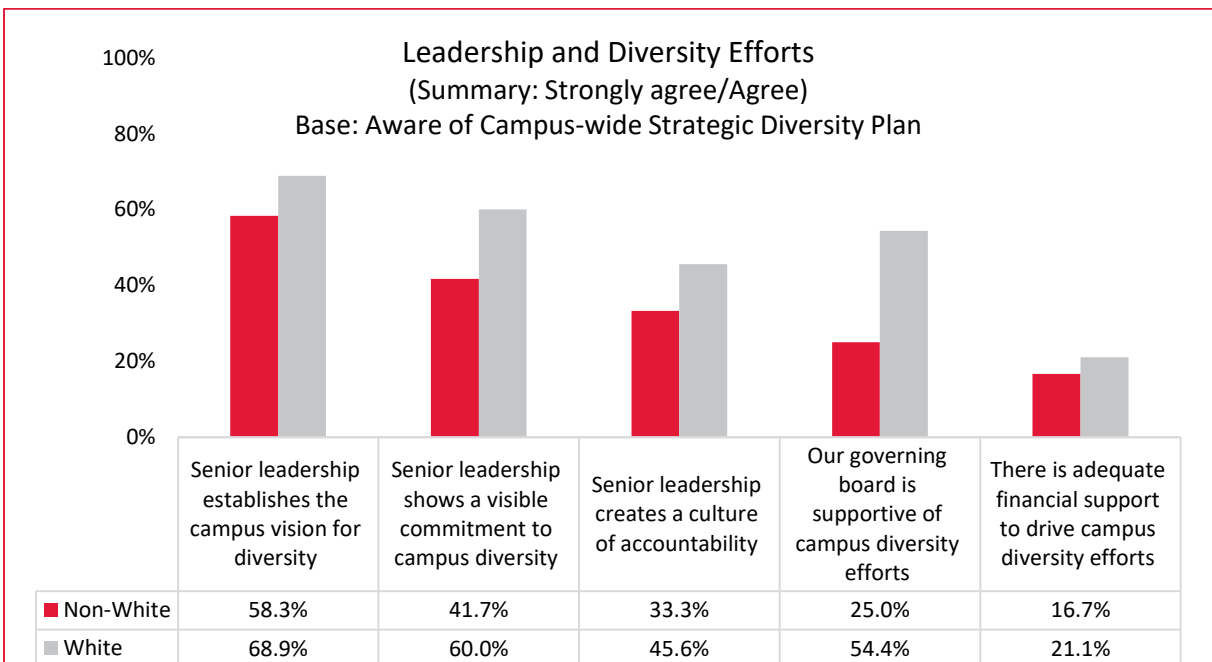


### Diversity on Campus

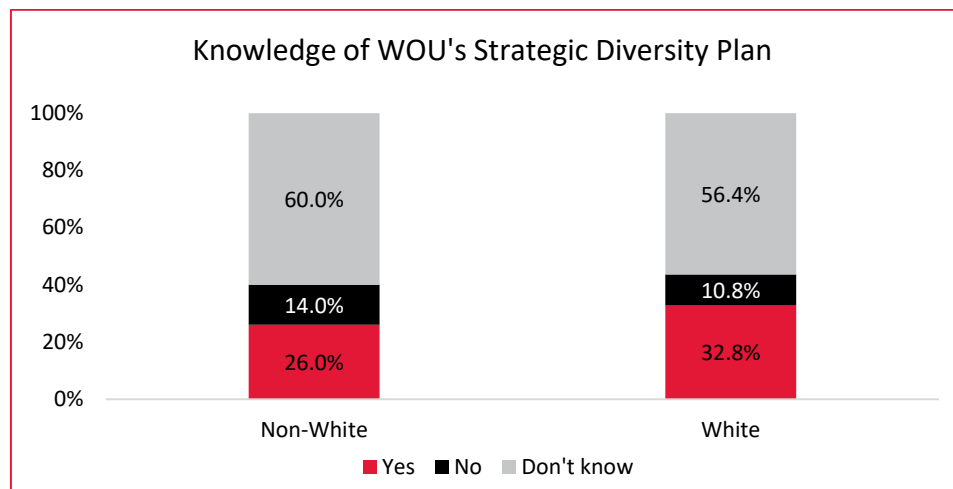
While both White and non-Whites tend to agree that it is important to promote diversity and inclusion to campus leadership, only two in five (44.0%) non-Whites believe that WOU promotes racial/cultural interaction between different groups well, compared to 55.8% of Whites.



Non-Whites are less likely overall to agree to the same extent as Whites in regards to campus efforts and leadership support to expand the diversity of the campus. They are especially less ready to believe that senior leadership shows a visible commitment to campus diversity or that the governing board is supportive of such efforts.



Only one in four (26.0%) non-Whites are aware of WOU's Strategic Diversity Plan.

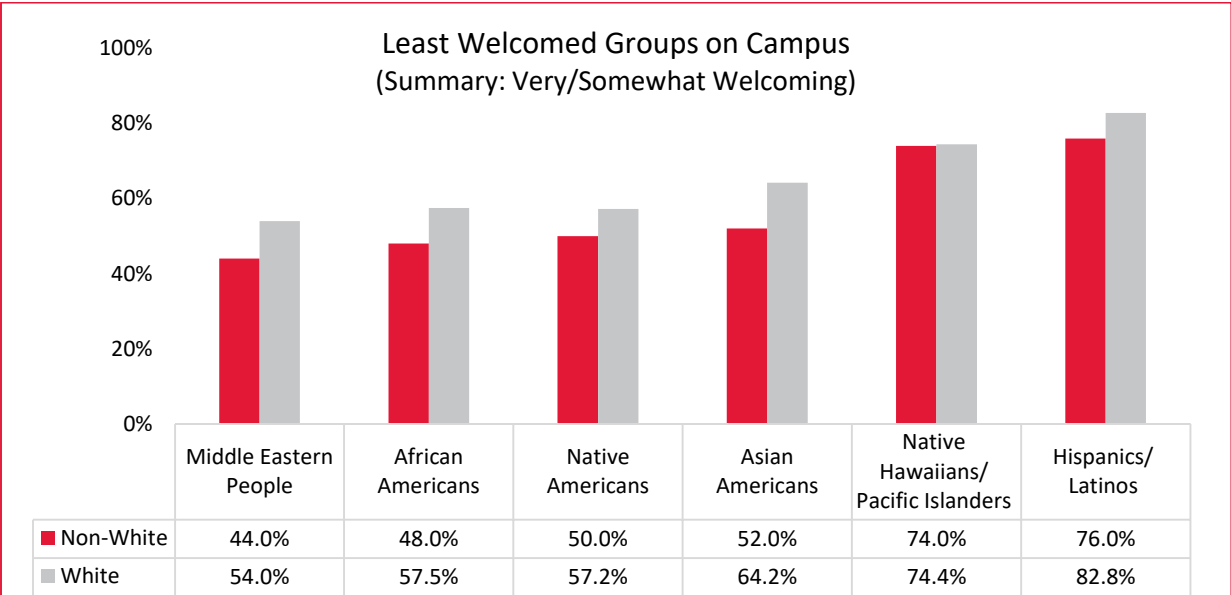


While both non-Whites and White tend to agree on a number of aspects related to campus diversity, a few differences become apparent:

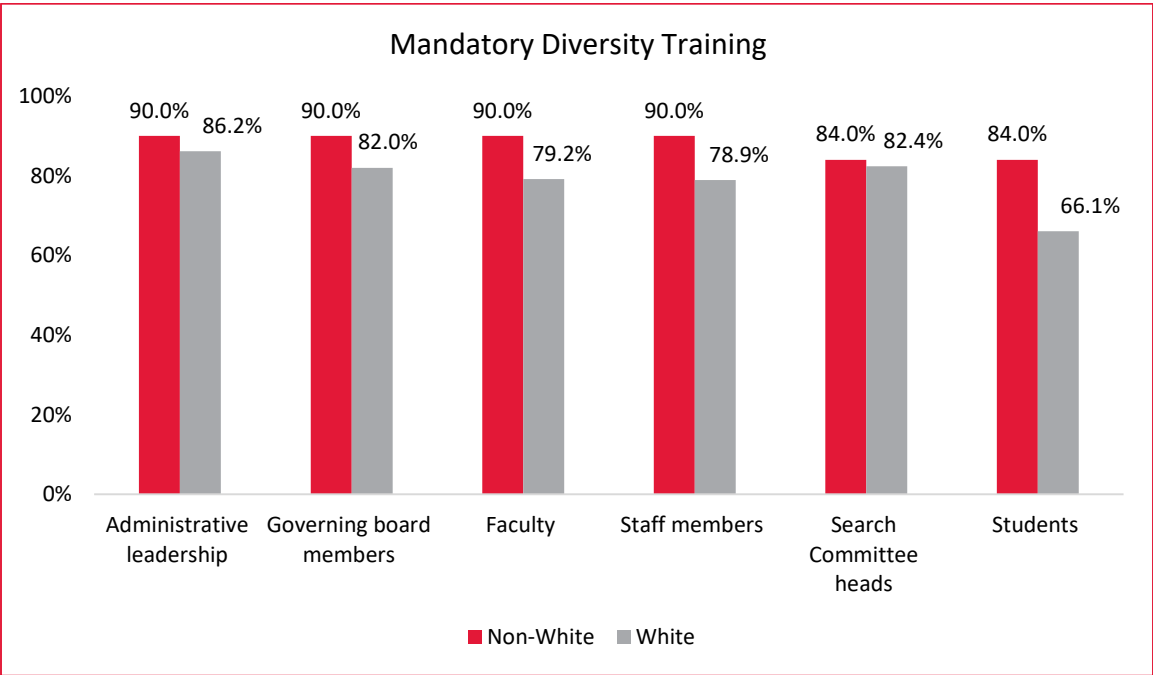
- ✓ Non-Whites agree less than Whites that multi-culturalism is a core value of WOU's mission.
- ✓ They agree less that WOU engages with external communities to understand their needs.
- ✓ Subsequently, fewer non-Whites agree that WOU anticipates demographic shifts and adjusts for moments of crisis.

<b>Campus Experience of Diversity Focus</b>	<b>Non-White</b>	<b>White</b>
<b>Summary Strongly agree/Agree</b>		
An unannounced visit by an accrediting agency regarding diversity matters would be welcomed	53.1%	51.7%
Multiculturalism is a core value of our institution's mission	49.0%	56.6%
I have received adequate diversity training to engage with students and employees on campus	36.7%	38.5%
Our campus is inclusive, but not diverse	32.7%	28.5%
The policy to improve campus climate via diverse hiring is effective	28.6%	16.7%
Our school engages with external communities to understand their interests and respond to their needs	24.5%	31.9%
Our campus is diverse, but not inclusive	22.4%	19.4%
Processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs	22.4%	17.4%
Our school anticipates the emergence of demographic shifts and makes adjustments before crises occur	18.4%	26.0%

Similarly, non-Whites are less inclined to see the campus as welcoming to certain groups. This holds especially for Asian Americans, Native Americans, African Americans, and Middle Eastern people.



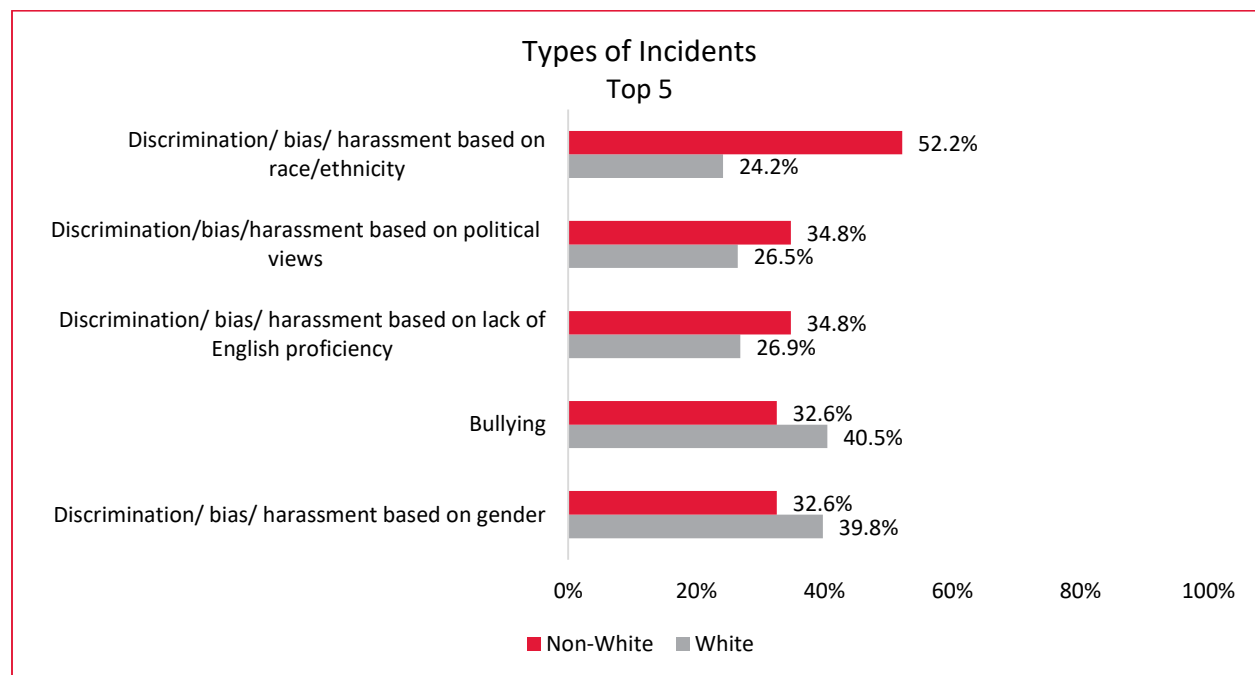
As a result, more non-Whites recommend diversity training for all.



## Discrimination/Harassment/Bullying on Campus

While there seems to be no difference in how many incidents of discrimination or harassment non-Whites and Whites have experienced, non-Whites are especially likely to point out they have either experienced or seen an incident based on race or ethnicity. They are also more likely to point out such incidents based on political views.

Discrimination/Harassment/Bullying on Campus	Non-White	White
Saw at least one incident	73.9%	71.2%
Average	3.7	3.4
Range	1 - 13	1 -14



## Findings for Employees with Disabilities

Twenty-eight (7.2%) campus community members stated that they have a disability. For confidentiality reasons, results are only shown by total and are not further broken out by type of employee or by gender.

### Summary and Highlights

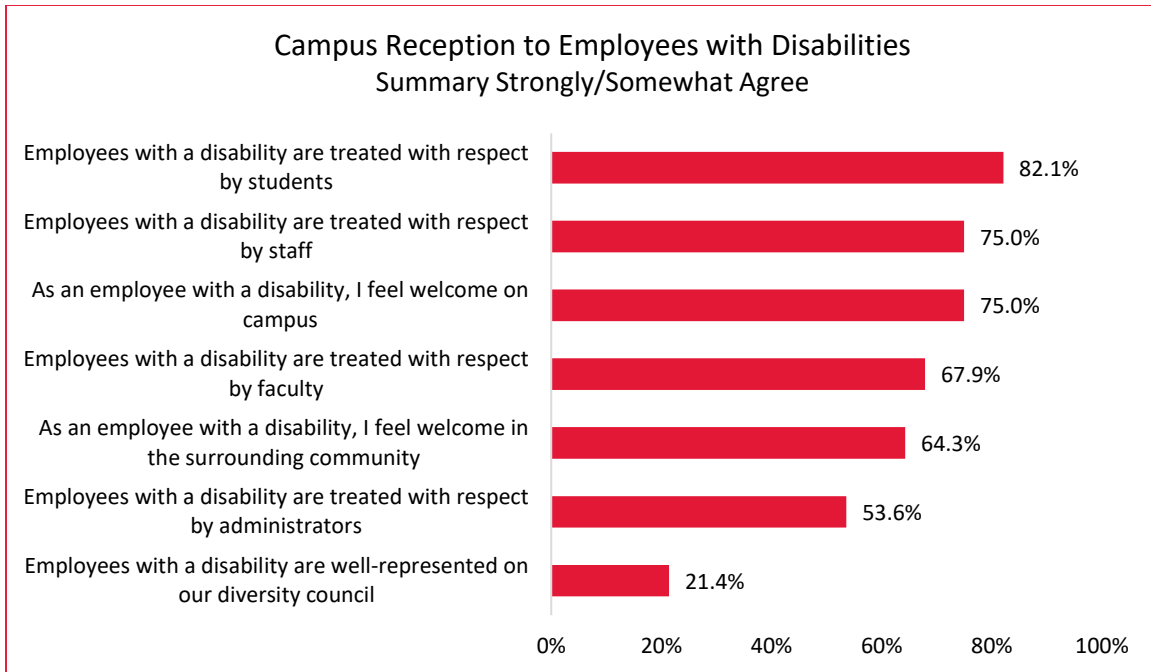
This section describes findings for employees with a disability.

- ✓ Employees with a disability feel welcomed and respected on campus overall, with about three in four feeling respected by students and staff. About two in three feel respected by faculty.
  - ✓ However, far fewer - just over half - report that they feel the same respect from administrators.
- ✓ Only one in five believe that employees with a disability are well represented on WOU's diversity council. This is an area where deeper introspection is warranted with a commitment to increase the number of employees with disabilities on this council.
- ✓ Disability services at WOU are handled by Human Resources and not a separate unit like the Office for Disability Services as it was called on the survey. This can explain the low number of respondents who answered the questions about service quality. For each question, the most commonly selected answer is "not applicable." On the other hand, this can also point to a lack of need for such services by most employees with disabilities or the services are not viewed as helpful enough or they rather not use them as they want to keep their special status confidential. A discussion with employees as to what services would provide the most assistance might be useful.
  - ✓ However, among those who did answer the series of questions pertaining to such services, very few are actually dissatisfied.

### Campus Reception to Employees with Disabilities

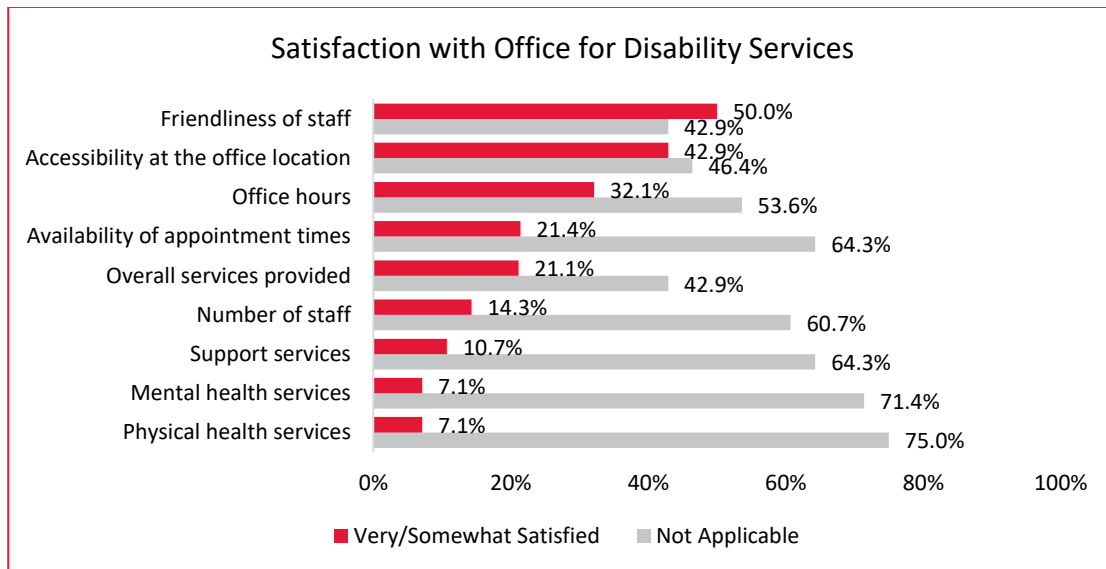
Overall, three in four or more employees with a disability feel respected by students, staff, and feel welcome on campus. Slightly fewer feel respected by faculty (67.9%), and only just over half (53.6%) agree that they are treated respectfully by administrators. Only one in five (21.4%), however, believe that employees with a disability are well-represented on WOU's diversity council. One in three (32.1%), however, chose the answer of "not applicable" for this question on the council – probably as they are not familiar with it.





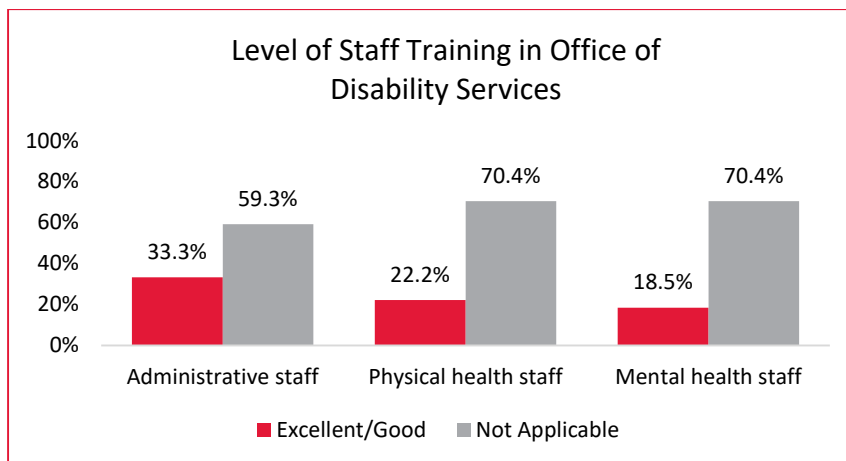
### Satisfaction with Disability Services on Campus

Western Oregon University does not have an Office for Disability Services specifically as these services are handled out of the Human Resources department. We assume that those who did answer are referring to HR services. While the below table shows a low rate of agreement with statements focused on all aspects of services, it becomes clear that the majority of those with disabilities have not made use of these services. The most common answer to each statement is “not applicable”, demonstrating that few use the services offered. Very few are actually dissatisfied with any aspect of the services, with others expressing a more neutral opinion.



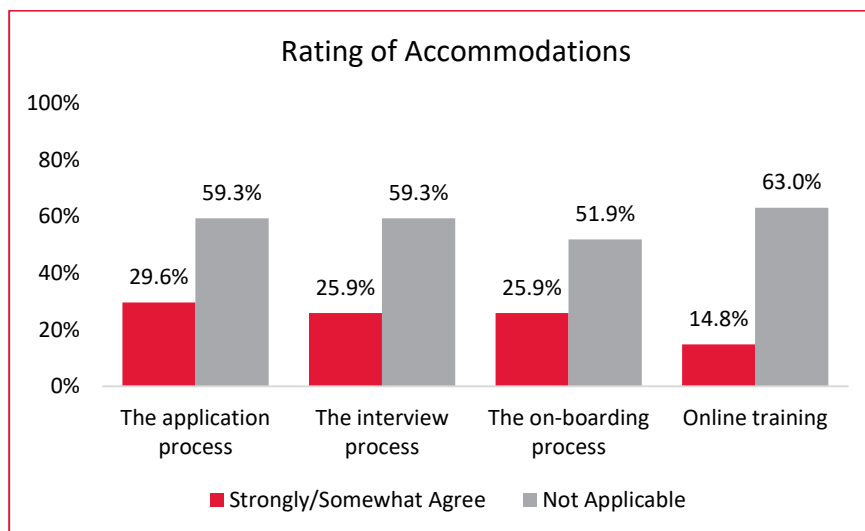
### Satisfaction with Level of Staff Training

Similarly to the above findings, when asked about the level of appropriate training for the staff in the Office for Disability Services, the most common answer is “not applicable”. Only one response referred to training for mental health staff as poor. Training for both administrative and physical health staff receive either positive mentions or just a few “fair” ratings.



### Provided Accommodations

Once again, when asked about provided accommodations during various activities, the common answer is “not applicable.” About one in four feel that the accommodations provided to them during the application, interview, or on-boarding process met their expectations. This is lower for any online training.



## Findings for LGBTQIA Employees (\*Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual)

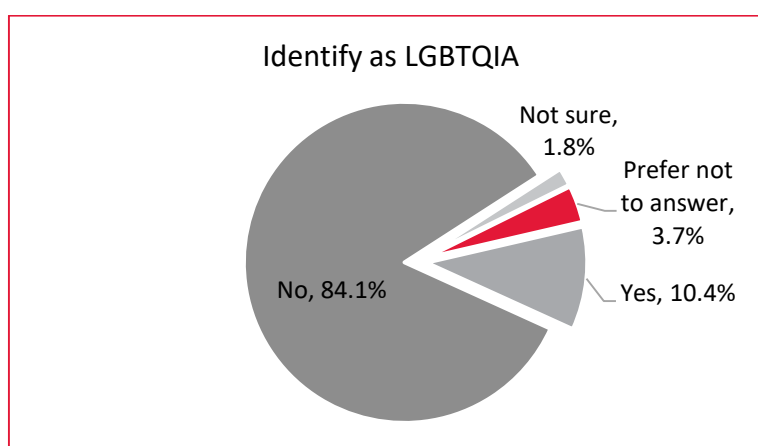
### Summary and Highlights

This section describes findings for employees who identify as LGBTQIA.

- ✓ About seven in ten LGBTQIA employees feel that both their gender and sexual identity are treated with respect by faculty and students. They agree that they can express these identities openly on campus.
- ✓ Fewer also feel the same respect from administrators. Only about two in five agree they can openly express themselves in the wider community. This points to wider acceptance on campus than the community itself.
- ✓ Far fewer – only about two in five – feel that their sexual identity is respected by staff at WOU.
- ✓ LGBTQIA employees also do not believe they are well represented on WOU's diversity council, similar to employees with disabilities.
- ✓ While a series of questions asks about the services from the Office of LGBTQIA Support, WOU does not have such an office. This might explain the high number of "not applicable" answers. WOU does have various organizations on campus that are available. For those who have used such services, ratings are mostly very favorable.

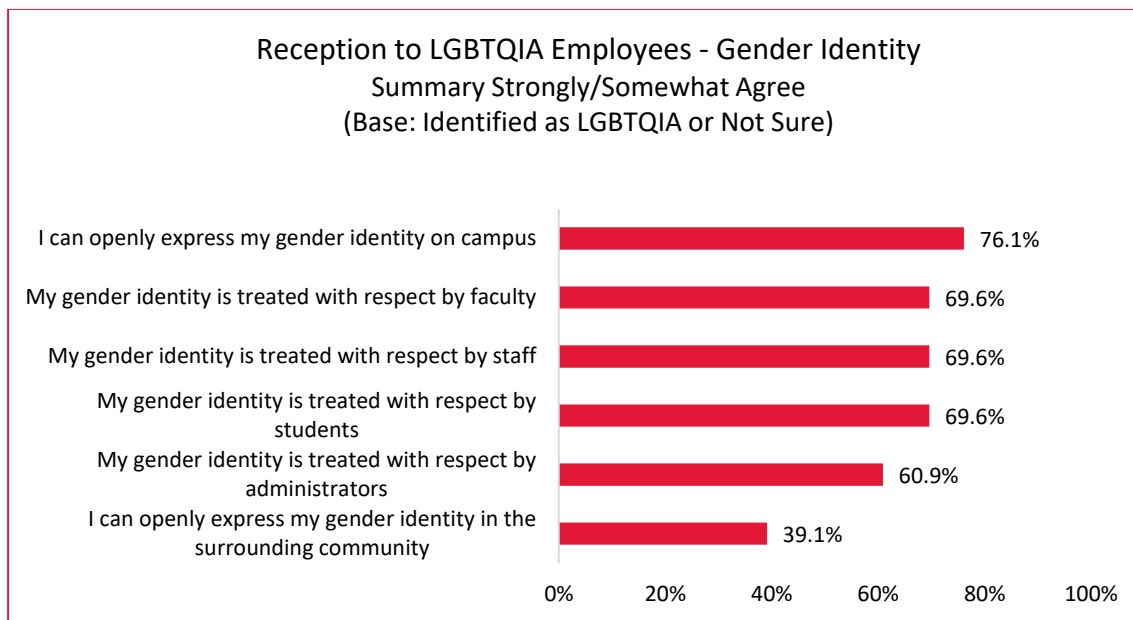
### Identify as LGBTQIA

One in ten (10.4%) identified as LGBTQIA in this survey, while a few others (1.8%) were not sure. Therefore, 47 respondents constituted the base for follow-up questions. For confidentiality reasons, results are only shown by total and are not further broken out by type of employee or by gender.



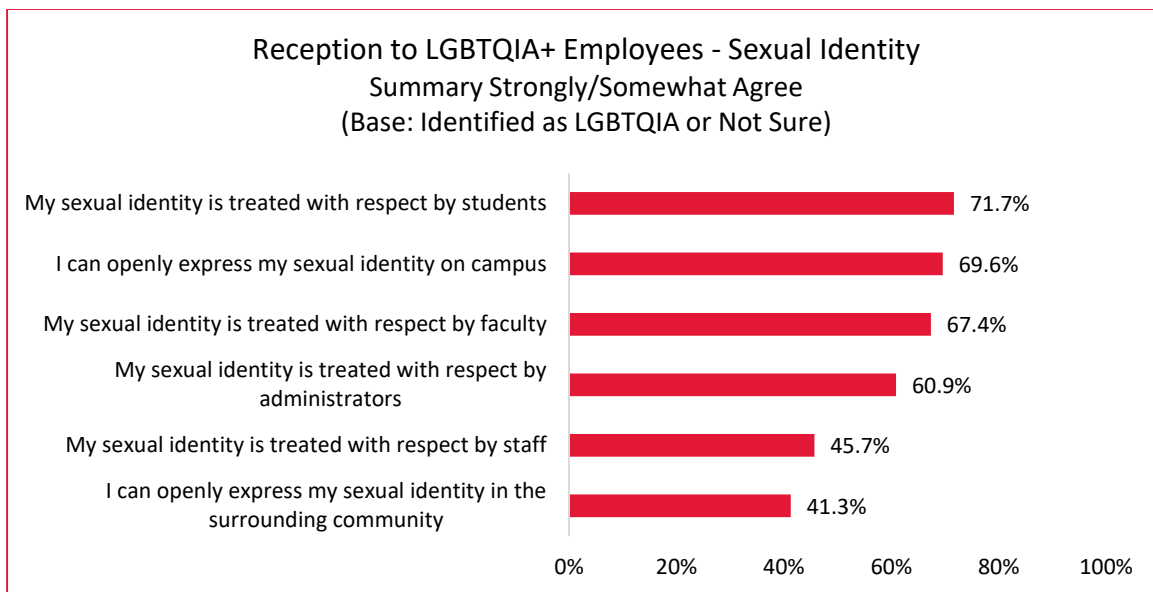
### Reception to LGBTQIA Employees – Gender Identity

With regards to gender identity, three-fourths (76.1%) felt they can freely express themselves on campus. About seven in ten agreed that their gender identity is respected by students, staff, and faculty. Slightly fewer felt it is respected by administrators (60.9%); however, more than any other statement, this item elicited a higher number (15.2%) of “not applicable” responses. Only two in five (39.1%) believed that they can openly express their gender identity in the community.



### Reception to LGBTQIA Employees – Sexual Identity

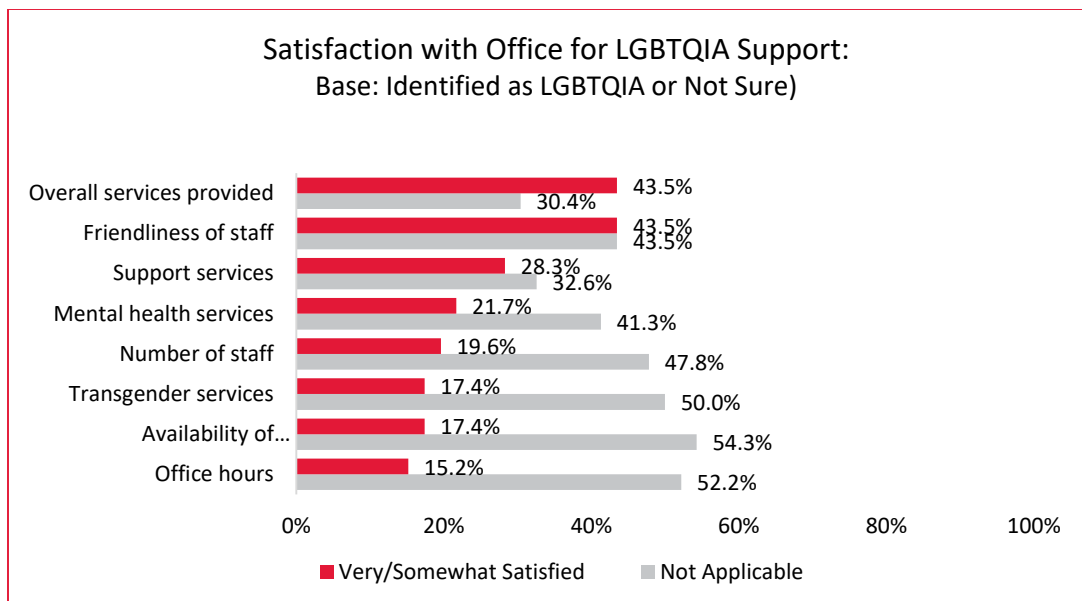
Equally, with regards to sexual identity, about seven in ten feel that they can freely express themselves on campus. About seven in ten agree that their sexual identity is respected by students and faculty. Slightly fewer feel it is respected by administrators (60.9%). Fewer than half (45.7%), however, believe that their sexual identity is respected by staff or that they can openly express it in the community (41.3%).



### Satisfaction with Office for LGBTQIA Support

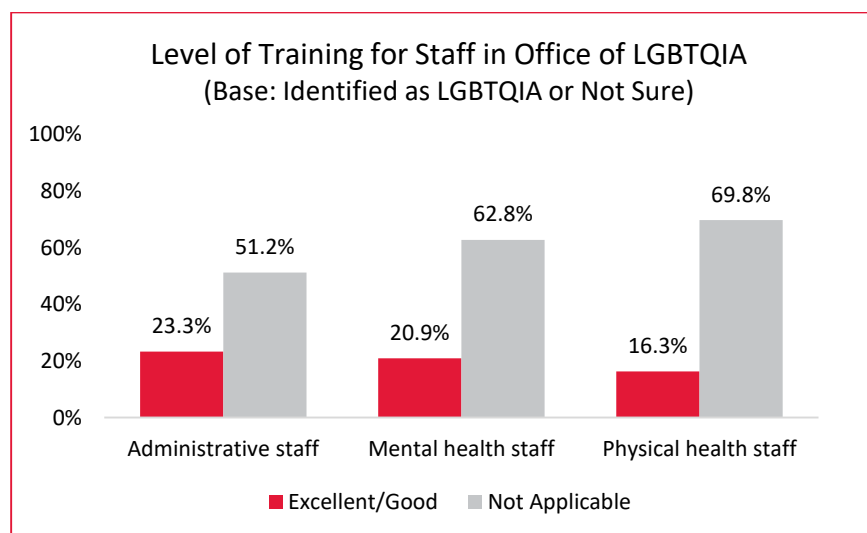
Please note: WOU does not have an Office for Office for LGBTQIA Support as the language in the survey implies. WOU has SafeZone, a program that builds a culture of continual learning that focuses on the lives, experiences, and intersections of LGBTQIA identities. WOU Pride Network is an LGBTQ+ organization for WOU faculty and staff to gather and build relationships with one another, provide presence and support to LGBTQIA students, and create positive change on campus. We assume that respondents to the survey questions referred to these organizations as well as other available services through Human Resources or other units on campus should they have found need for such. Others might have thought about the overall reception to their needs or status on campus.

When asked about their satisfaction with services provided by WOU's Office for LGBTQIA Support (survey language), a high number chose "not applicable", demonstrating that not all use any of the services offered. Few, however, expressed dissatisfaction, with some rating the services as "neutral."



### Satisfaction with Level of Staff Training

Similarly to the above findings, when asked about the level of appropriate training for the staff in the Office for of LGBTQIA Support, the most common answer was “not applicable”. Training for each staff type received either positive mentions or just a few “fair” or” poor” ratings.



### Diversity Council

It is noteworthy that only 28.3% of LGBTQIA employees feel that they are well represented on the university diversity council. Another fourth (23.9%) chose the answer of “not applicable”, conceivably demonstrating that many are not familiar with the council’s work.

## ModernThink Higher Education Insight Survey 2019

Prior to the large campus climate survey, the ModernThink Higher Education Insight survey was sent to a random selection of employees as part of the “Great Colleges to Work For” program. The survey was sent to 400 employees across job type, and 158 responded for a response rate of 39.5%. The survey covered a range of topics in 15 categories, shown below. The questions used a five-point agreement scale, plus a “not applicable” option.

Category	
Job Satisfaction/Support	Supervisors/Department chairs
Teaching Environment	Senior Leadership
Professional Development	Faculty, Administration & Staff Relations
Compensation, Benefits & Work/Life Balance	Communication
Facilities	Collaboration
Policies, Resources & Efficiency	Fairness
Shared Governance	Respect & Appreciation
Pride	

WOU received the results in two summarizing documents that provided topline results. One compares WOU’s results to two peer groups: colleges of size 3,000- 9,999 and the 2019 Carnegie Master’s (colleges with master’s level studies). The second document provides comparisons between administration, faculty, classified and unclassified staff, in addition to showing results for the total. WOU did not opt to receive the raw data.

For this report, only the second document will be used as corroborating evidence for the primary campus climate survey. In addition, the percentages from the ModernThink Higher Education Insight survey represent aggregated data from multiple questions thus making quantitative comparison difficult. However, general comparisons are possible.

The table below shows a breakdown of the sample by employment type. The 158 responses included all the job types at Western Oregon University, as shown below. Faculty provided one-third of responses.

Employment Type	Responses	%
Administrators	29	18.4%
Faculty	53	33.5%
Classified Staff	36	22.8%
Unclassified Staff	19	12.0%
Unspecified	21	13.3%
Total	158	

### Comparison with Campus Climate Survey

The results of this survey mirror that of the larger campus survey. There are several subjects where the campus as a whole has a positive outlook. Overall, a majority of both faculty and staff are satisfied with their jobs. The surveys also agree on professional development opportunities (67% and 62%, respectively). As part of the “Facilities” subject, a question refers to the physical safety of campus. Respondents across employment type had positive responses about facilities which tracks with the larger survey response about feeling safe on campus.

The surveys differ slightly in other areas with responses about work-life balance being more positive in this survey than in the larger climate survey. This may be due to the way the question is asked in the larger survey, and that this category in the smaller survey is an amalgam of multiple questions. For the larger survey, the main work-life question is worded as “My work/life balance is perfect”. Using the word “perfect” describes an ideal to which few would fully agree they are living. For the smaller survey, questions about employee benefits are incorporated into this subject while benefits are viewed quite positively in the larger climate survey.

Both surveys agree on areas that are in need of improvement. Faculty and staff are in concordance on their views of communication and poor relations between them and the administration in both surveys. It was suggested by administration that the very poor marks about relations between the administration and both faculty and the staff was because this survey was fielded during a particularly contentious time in bargaining with their respective unions. However, unclassified staff are not part of a union and thus not engaged in the bargaining activities. If the hypothesis is correct that bargaining was the cause of the low approval rating, then the unclassified staff rating should be different. Using an equivalence test, assessment of whether the responses from the three non-administration groups are similar would provide evidence to reject the bargaining hypothesis. The table below shows the 95% confidence intervals created using the two one-sided T-test (TOST) which an equivalence interval of -0.15 to 0.15. The three differences fall within the equivalence interval and confidence intervals all incorporate 0, thus suggesting that the three frequencies are not statistically different. This suggests that the unclassified responses about faculty, staff, and administration relations are similar to those from the faculty and classified staff, and that bargaining is not the sole reason for the low positive response to the subject.

#### **Two one-sided T-test confidence intervals for the percent agreement on the subject of faculty, staff, and administration relations.**

95% TOST Confidence Intervals			
	Lower bound	Difference	Upper Bound
Faculty-Classified	-0.203	-0.03	0.143
Faculty-Unclassified	-0.098	0.12	0.338
Classified-Unclassified	-0.142	0.09	0.322

Results from equivalence tests for all the other subjects yielded similar results. However, for the category of policies, resources, and efficiency, the two staff groups were in agreement (53% and 54%)



but they differed from faculty who are considerably lower (38%) than all the other groups for this category.

Similar to the larger campus climate survey, even when a majority of the university agreed positively with a category, the results were not strongly positive. Out of the ten categories that had a majority positive response (>50%), eight had a percentage between 50-70%. This suggests that improvement can occur when some attention is given to improve employees' working environment.

# Appendices

# Appendix 1

## All Respondents

By Total – Faculty – Staff  
*(Total includes Administrators)*

*Note: numbers in tables refer to percentages, followed by number of responses in ( )*

<b>Mandatory Diversity Training Needs</b>	<b>Total</b>	<b>Faculty</b>	<b>Staff</b>
<b><i>Summary Strongly agree/Agree</i></b>	<b>N = 377</b>	<b>N = 143</b>	<b>N = 203</b>
Administrative leadership	86.2 (325)	86.7 (124)	86.2 (175)
Faculty	80.6 (304)	74.8 (107)	84.2 (171)
Governing board members	82.5 (311)	80.4 (115)	84.2 (171)
Search Committee heads	82.2 (310)	81.1 (116)	82.6 (168)
Staff members	80.6 (304)	80.1 (113)	82.3 (167)
Students	69.5 (262)	68.8 (97)	71.4 (145)

<b>Campus Commitment to Diversity</b>	<b>Total</b>	<b>Faculty</b>	<b>Staff</b>
<b>Does WOU have a campus-wide strategic diversity plan?</b>	<b>N = 368</b>	<b>N = 141</b>	<b>N = 198</b>
Yes	31.5 (116)	24.1 (34)	34.8 (69)
No	12.0 (44)	14.9 (21)	7.6 (15)
Don't know	56.5 (207)	61.0 (86)	57.6 (114)
<b>Summary Strongly agree/Agree (Based to those who are aware of campus-wide strategic diversity plan)</b>	<b>N = 110</b>	<b>N = 34</b>	<b>N = 69</b>
Senior leadership establishes the campus vision for diversity	66.4 (73)	47.1 (16)	68.1 (47)
Senior leadership creates a culture of accountability	42.7 (47)	29.4 (10)	40.6 (28)
Senior leadership shows a visible commitment to campus diversity	56.4 (62)	29.4 (10)	60.9 (42)
A written diversity plan is required in my department/division/unit	29.1 (32)	29.4 (10)	24.6 (17)
My department/division/unit is accountable for diversity progress	47.3 (52)	44.1 (15)	39.1 (27)
There is adequate financial support to drive campus diversity efforts	20.0 (22)	8.8 (3)	21.7 (15)
Our diversity committee is effective at engaging the campus in diversity activities	32.7 (36)	20.6 (7)	33.3 (23)
Our governing board is supportive of campus diversity efforts	50.9 (56)	32.4 (11)	52.2 (36)

Diversity efforts should be led by each school with oversight by a central office	43.6 (48)	41.1 (14)	42.0 (29)
We have a way to effectively measure our department/division/unit's diversity success	21.8 (24)	14.7 (5)	18.8 (13)

Search Committees and Diversity	Total	Faculty	Staff
	N = 373	N = 141	N = 202
Served on Search Committee in past 2 Years	57.1 (213)	48.9 (69)	59.9 (121)
<b>Summary Strongly agree/Agree (Base: Served on Search Committee)</b>	<b>N = 207</b>	<b>N = 67</b>	<b>N = 121</b>
My search committee required a diverse pool of candidates	56.0 (116)	52.2 (35)	52.9 (64)
My search committee had a dedicated diversity recruitment specialist	12.1 (25)	7.5 (5)	12.4 (15)
My search committee was made up of diverse members	47.3 (98)	34.3 (23)	51.2 (62)
Members of my search committee frequented diversity recruitment events	11.6 (24)	13.4 (9)	9.9 (12)
My department/division/unit hosted events for future diverse employees on our campus	6.8 (14)	4.3 (3)	7.4 (9)
My department/division/unit participates in an institutional strategic diversity hiring plan	19.8 (41)	13.4 (9)	21.5 (26)
My department/division/unit participates in diverse employee exchange programs	3.9 (8)	3.0 (2)	4.1 (5)
My department/division/unit has pipeline programs to attract diverse employees	12.1 (25)	9.0 (6)	12.4 (15)
A written diversity plan is required in my department/division/unit	10.6 (22)	5.3 (1)	10.7 (13)
My department/division/unit is accountable for diversity progress	32.4 (67)	28.4 (19)	32.2 (39)

Welcoming Campus to Specific Groups <i>Summary Very/Somewhat welcoming</i>	Total	Faculty	Staff
	N = 363	N = 139	N = 197
African Americans	54.8 (199)	48.9 (68)	58.4 (115)
Asian Americans	61.7 (224)	60.4 (84)	62.4 (123)
Caucasians/Whites	86.0 (312)	92.1 (128)	82.7 (163)
First-generation students	87.9 (319)	88.5 (123)	87.8 (173)

Hispanics/Latinos	81.8 (297)	80.6 (112)	82.7 (163)
International students and employees	61.2 (222)	54.0 (75)	66.5 (131)
LGBTQIA+ people	73.0 (265)	69.1 (96)	76.1 (150)
Middle Eastern people	52.1 (189)	43.9 (61)	58.4 (115)
Military veterans	79.1 (287)	79.1 (110)	79.2 (156)
Muslims	49.9 (181)	41.7 (58)	55.3 (109)
Native Americans	55.1 (200)	47.5 (66)	59.4 (117)
Native Hawaiians/Pacific Islanders	73.8 (268)	71.2 (99)	75.1 (148)
People with disabilities	76.9 (279)	73.4 (102)	78.7 (155)
Undocumented students	60.0 (218)	54.0 (75)	63.5 (125)
Women	76.6 (278)	72.7 (101)	80.7 (159)

<b>Integration on Campus</b>	<b>Total</b>	<b>Faculty</b>	<b>Staff</b>
<b><i>Summary Very/Somewhat integrated</i></b>	<b>N = 359</b>	<b>N = 138</b>	<b>N = 197</b>
On campus	59.3 (213)	54.3 (75)	60.4 (119)
In residence halls	25.1 (90)	12.3 (17)	30.5 (60)
In campus dining areas	28.4 (102)	17.4 (24)	32.0 (63)
During student activities on campus	35.7 (128)	26.1 (36)	39.1 (77)
During sporting events on campus	34.8 (125)	23.2 (32)	40.6 (80)
During meetings with faculty	35.1 (126)	40.6 (56)	29.4 (58)
During meetings with administrators	26.2 (94)	22.5 (31)	25.4 (50)
During employee events	37.9 (136)	28.3 (39)	41.6 (82)

<b>Promoting Racial/Cultural Interaction between Different Groups</b>	<b>Total</b>	<b>Faculty</b>	<b>Staff</b>
	<b>N = 363</b>	<b>N = 139</b>	<b>N = 197</b>
Very/Somewhat Well	52.3 (190)	46.0 (64)	56.3 (111)
<b>Importance of Promoting Diversity and Inclusion to Campus Leadership</b>	<b>N = 361</b>	<b>N = 137</b>	<b>N = 197</b>
Very/Somewhat Important	90.3 (326)	87.6 (120)	91.9 (181)

<b>Discrimination/Harassment/Bullying on Campus</b>	<b>Total</b>	<b>Faculty</b>	<b>Staff</b>
	<b>N = 334</b>	<b>N = 128</b>	<b>N = 181</b>
Saw/experienced at least one incident	71.3 (238)	77.3 (99)	67.4 (122)
Average	3.5	4.7	3.9
Range	1 - 14	1 - 13	1 - 14
<b>Type experienced (<i>Multiple responses allowed</i>)</b>	<b>N = 334</b>	<b>N = 128</b>	<b>N = 181</b>
Bullying	39.5 (132)	43.0 (55)	36.5 (66)
Discrimination/bias/harassment based on age	25.1 (84)	27.3 (35)	22.7 (41)
Discrimination/bias/harassment based on gender	39.2 (131)	49.2 (63)	29.8 (54)
Discrimination/bias/harassment based on gender identity	13.8 (46)	18.0 (23)	9.4 (17)
Discrimination/bias/harassment based on race/ethnicity	30.2 (101)	36.7 (47)	24.3 (44)
Discrimination/bias/harassment based on lack of English language proficiency (foreign accent)	29.3 (98)	40.6 (52)	19.9 (36)
Discrimination/bias/harassment based on disability	18.0 (60)	16.4 (21)	17.1 (31)
Discrimination/bias/harassment based on veteran status	4.2 (14)	3.9 (5)	2.8 (5)
Discrimination/bias/harassment based on religion/worldview/spiritual affiliation	18.3 (61)	16.4 (21)	19.3 (35)
Discrimination/bias/harassment based on a medical condition or illness	15.3 (51)	18.8 (24)	11.6 (21)
Discrimination/bias/harassment based on socioeconomic status	14.7 (49)	21.1 (27)	8.8 (16)
Discrimination/bias/harassment based on sexual identity	11.7 (39)	14.8 (19)	8.3 (15)
Discrimination/bias/harassment based on political views	28.4 (95)	25.0 (32)	29.3 (53)
Retaliation	18.9 (63)	20.3 (26)	15.5 (28)

Sexual Assault	4.2 (14)	3.9 (5)	4.4 (8)
Other	6.6 (22)	7.8 (10)	3.9 (7)
None of the above	28.4 (95)	22.7 (29)	32.6 (59)

<b>Who Caused Incident</b> <b>Base: Have experienced/witnessed any incident</b> <b>(Multiple Responses allowed)</b>	<b>Total</b>	<b>Faculty</b>	<b>Staff</b>
	<b>N = 236</b>	<b>N = 95</b>	<b>N = 124</b>
Athletic coach	3.8 (9)	2.1 (2)	4.8 (6)
Campus police	3.8 (9)	3.2 (3)	4.8 (6)
Faculty member	57.6 (136)	80.0 (76)	39.5 (49)
Member of the surrounding community	15.7 (37)	12.6 (12)	16.1 (20)
Parent of a student	7.6 (18)	4.2 (4)	10.5 (13)
Senior administrator (vice president or dean)	18.6 (44)	24.2 (23)	12.9 (16)
Other administrator	28.4 (67)	24.2 (23)	29.0 (36)
Staff member	43.2 (102)	26.3 (25)	52.4 (65)
Student	41.1 (97)	48.4 (46)	36.3 (45)
Other	6.8 (16)	6.3 (6)	6.5 (8)

<b>Reporting Incident</b> <b>Base: Have experienced/witnessed any incident</b>	<b>Total</b>	<b>Faculty</b>	<b>Staff</b>
	<b>N = 234</b>	<b>N = 92</b>	<b>N = 123</b>
<b>Reported Incident - Yes</b> <b>(Multiple responses allowed)</b>	<b>26.5 (62)</b>	<b>21.7 (20)</b>	<b>27.6 (34)</b>
Athletic department	3.2 (2)	--	2.9 (1)
Campus health center	4.8 (3)	5.0 (1)	2.9 (1)
Campus ministry	--	--	--
Campus police	17.7 (11)	10.0 (2)	20.6 (7)



Chief diversity officer	3.2 (2)	5.0 (1)	2.9 (1)
Counseling center	1.6 (1)	--	--
EEO office	4.8 (3)	5.0 (1)	2.9 (1)
EEOC	--	--	--
Faculty member	17.7 (11)	25.0 (5)	17.6 (6)
Family member	11.3 (7)	20.0 (4)	2.9 (1)
Friend	14.5 (9)	15.0 (3)	11.8 (4)
Human Resources	51.6 (32)	60.0 (12)	35.3 (12)
Legal department	14.5 (9)	15.0 (3)	5.9 (2)
My supervisor	50.0 (31)	45.0 (9)	50.0 (17)
NAACP	--	--	--
Off-campus police	--	--	--
Off-campus healthcare professional	--	--	--
Office of Civil Rights	1.6 (1)	5.0 (1)	--
Ombudsman	3.2 (2)	5.0 (1)	--
Senior administrator	6.0 (14)	40.0 (8)	8.8 (3)
Title IX coordinator	12.9 (8)	5.0 (1)	8.8 (3)
Other	16.1 (10)	25.0 (5)	14.7 (5)

<b>Result of Written Bias/ Discrimination/ Harassment Complaint in Past 2 Years (Base: Have experienced/witnessed any incident AND reported Incident)</b>	<b>Total</b>	<b>Faculty</b>	<b>Staff</b>
	<b>N = 238</b>	<b>N = 92</b>	<b>N = 123</b>
<b>Reported Incident</b>	<b>13.0</b>	<b>21.7</b>	<b>13.0</b>
<b>Reported Incident to (Multiple responses allowed)</b>	<b>N = 31</b>	<b>N = 20</b>	<b>N = 16</b>
My complaint was taken seriously	35.5 (11)	15.0 (3)	43.8 (7)

Criminal action was taken	3.2 (1)	--	6.3 (1)
My complaint was addressed but not resolved to my satisfaction	22.6 (7)	10.0 (2)	25.0 (4)
Nothing was done	35.5 (11)	15.0 (3)	50.0 (8)
It's still in process	12.9 (4)	15.0 (3)	6.3 (1)
My complaint was resolved to my satisfaction	25.8 (8)	10.0 (2)	31.3 (5)
My complaint was dismissed	22.6 (7)	5.0 (1)	37.5 (6)
Other	22.6 (7)	30.0 (6)	18.8 (3)

<b>Reasons not Reported Incident</b> <b>(Base: Have experienced/witnessed any incident</b> <b>AND DID NOT reported incident)</b> <b>(Multiple responses allowed)</b>	<b>Total</b>	<b>Faculty</b>	<b>Staff</b>
	<b>N = 172</b>	<b>N = 72</b>	<b>N = 83</b>
I decided it wasn't important enough	19.2 (33)	19.4 (14)	22.9 (19)
There was not enough evidence	33.7 (58)	36.1 (26)	38.6 (32)
I feared retaliation	30.8 (53)	36.1 (26)	28.9 (24)
The offender asked me not to	1.2 (2)	2.8 (2)	--
I didn't think anything would happen	39.0 (67)	43.1 (31)	41.0 (34)
The offender is no longer here	4.7 (8)	4.2 (3)	6.0 (5)
There was too much pressure not to	5.8 (10)	8.3 (6)	4.8 (4)
I feared losing my job	23.8 (41)	20.8 (15)	28.9 (24)
I felt it was my fault	1.7 (3)	1.4 (1)	1.2 (1)
I had no witnesses to support me	14.0 (24)	15.3 (11)	13.3 (11)
The process to file a complaint was not secure	16.9 (29)	31.9 (23)	19.3 (16)
I didn't think the school would support me	32.6 (56)	31.9 (23)	37.4 (31)
I was embarrassed	5.2	6.9	3.6

	(9)	(5)	(3)
Other	26.7 (46)	23.6 (17)	30.1 (25)

<b>Overall Safety Experience Summary Strongly agree/Agree</b>	<b>Total</b>	<b>Faculty</b>	<b>Staff</b>
	<b>N = 362</b>	<b>N = 137</b>	<b>N = 197</b>
I feel safe on campus	91.4 (331)	89.8 (123)	91.9 (181)
I feel safe off campus	90.0 (326)	86.9 (119)	90.9 (179)
My family feels I am safe on campus	78.7 (285)	76.6 (105)	78.7 (155)
My family feels I am safe off campus	80.9 (293)	78.1 (107)	81.2 (160)
Employees are supportive of other employees who have experienced incidences of physical confrontation	60.5 (219)	50.4 (69)	65.0 (128)
Employees are supportive of other employees who have experienced incidences of emotional confrontation (discrimination, sexual harassment, bullying)	59.7 (216)	51.8 (71)	63.5 (125)
<b>Campus Police Summary Strongly agree/Agree</b>	<b>Total</b>	<b>Faculty</b>	<b>Staff</b>
	<b>N = 359</b>	<b>N = 135</b>	<b>N = 194</b>
Campus police are qualified/trained to deal with all aspects of diversity	44.0 (158)	25.2 (34)	53.1 (103)
Campus police should be required to participate in ongoing diversity training	89.4 (321)	91.1 (123)	89.2 (173)
Campus police should be reflective of the diversity of our students	80.2 (288)	86.7 (117)	75.8 (147)
Campus police should be armed at all times	29.2 (105)	19.3 (26)	37.1 (72)

<b>Safety Measures on Campus to Feel Safe (Multiple Responses Allowed)</b>	<b>Total</b>	<b>Faculty</b>	<b>Staff</b>
	<b>N = 355</b>	<b>N = 137</b>	<b>N = 169</b>
A policy banning guns on campus	56.3 (200)	68.6 (94)	55.0 (93)
Ability to anonymously report concerns about a student or employee (someone who may be suicidal, mentally unstable, engaged in an illegal activity, etc.)	79.2 (281)	77.4 (106)	90.5 (153)
Bike or foot patrol campus police	47.3 (168)	44.5 (61)	55.6 (94)
Designated walking/bike paths	54.6 (194)	51.8 (71)	66.9 (113)

Efforts to keep non-students or non-employees off campus	9.3 (33)	8.0 (11)	11.2 (19)
Emergency call boxes	68.2 (242)	66.4 (91)	80.5 (136)
Emergency services for incidents of sexual assault	66.5 (236)	66.4 (91)	78.1 (132)
Escorts to other buildings on campus	48.7 (173)	45.3 (62)	59.8 (101)
Information about emergency procedures in case of a campus lockdown, extreme weather, etc.	73.2 (260)	70.1 (96)	87.0 (147)
Interior lighting in campus buildings after dark	59.4 (211)	51.8 (71)	74.0 (125)
Maintenance of improperly working safety items (lightbulbs that are out, call boxes not working, etc.)	67.3 (239)	66.4 (91)	79.3 (134)
Parking lot attendants	7.6 (27)	5.1 (7)	11.8 (20)
Parking lot lighting	78.3 (278)	70.1 (96)	95.3 (161)
Quick response by administration to campus emergencies	66.8 (237)	65.7 (90)	75.7 (128)
Shuttle bus waiting areas	18.6 (66)	16.1 (22)	24.3 (41)
Street lighting	70.4 (250)	67.9 (93)	85.8 (145)
Surveillance cameras	48.7 (173)	39.4 (54)	64.5 (109)
Volunteer designated drivers	22.3 (79)	24.1 (33)	24.3 (41)
Walkway lighting	74.4 (264)	69.3 (95)	89.4 (151)

<b>Overall Campus Experience Summary Strongly agree/Agree</b>	<b>Total</b>	<b>Faculty</b>	<b>Staff</b>
	<b>N = 354</b>	<b>N = 134</b>	<b>N = 192</b>
I am satisfied overall with my interactions with other employees	75.4 (267)	69.4 (93)	78.1 (150)
Our campus is diverse, but not inclusive	19.8 (70)	20.9 (28)	18.8 (36)
Our campus is inclusive, but not diverse	28.8 (102)	30.6 (41)	27.1 (52)
There are enough qualified administrators to enable the president to delegate authority to establish effective and equitable procedures for our institution	41.2 (146)	38.1 (51)	42.7 (82)
Multiculturalism is a core value of our institution's mission	55.4 (196)	54.5 (73)	55.2 (106)

All campus personnel are held to the same code of professional ethics and conduct	26.0 (92)	25.4 (34)	25.5 (49)
I have received adequate diversity training to engage with students and employees on campus	38.4 (136)	35.8 (48)	39.1 (75)
Our school engages with external communities to understand their interests and respond to their needs	29.7 (105)	23.9 (32)	31.3 (60)
An unannounced visit by an accrediting agency regarding diversity matters would be welcomed	51.7 (183)	43.3 (58)	57.8 (111)
My contributions to campus diversity efforts have been recognized (awards, financial incentives, etc.)	8.5 (30)	10.4 (14)	7.3 (14)
Our school puts too much emphasis on diversity	10.5 (37)	2.2 (3)	15.1 (29)
Our school anticipates the emergence of demographic shifts and makes adjustments before crises occur	24.3 (86)	23.1 (31)	21.4 (41)
If there were recognitions (awards, financial incentives, etc.) for contributions to campus diversity, I would participate in advancing those efforts	36.4 (129)	38.8 (52)	35.4 (68)
Diverse perspectives can easily be found within our general education programs	40.1 (142)	49.3 (66)	33.9 (65)
The welfare of our institution takes precedence over donor demands, investment matters, and political interests	39.5 (140)	36.6 (49)	40.1 (77)
I am encouraged to weave diversity/cultural competence into my work	58.5 (207)	64.2 (86)	54.2 (104)
The policy to improve campus climate via diverse hiring is effective	18.1 (64)	9.0 (12)	21.9 (42)
Public announcements regarding internal communications and practices are honest and truthful	32.8 (116)	27.6 (37)	33.3 (64)
Processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs	17.8 (63)	13.4 (18)	18.2 (35)
There are effective measures in place to reduce the amount of bias in admissions and placement practices	21.2 (75)	16.4 (22)	22.4 (43)

<b>Work Experience</b>	<b>Total</b>	<b>Faculty</b>	<b>Staff</b>
<b>Summary Strongly agree/Agree</b>	<b>N = 352</b>	<b>N = 134</b>	<b>N = 192</b>
My workload is too heavy	49.7 (175)	59.7 (80)	43.2 (83)
My work-life balance is perfect	28.4 (100)	21.6 (29)	31.3 (60)
Conference attendance is supported	53.7 (189)	61.9 (83)	45.8 (88)

I am underpaid for the work that I do	68.5 (241)	76.1 (102)	66.1 (127)
I have experienced micro aggressions in my department/division/unit	45.7 (161)	52.2 (70)	42.2 (81)
Professional development is encouraged	61.9 (218)	67.2 (90)	57.8 (111)
There are other employees I can get career advice from	65.1 (229)	72.4 (97)	59.9 (115)
My writing is supported	27.0 (95)	35.1 (47)	20.3 (39)
My research is supported	24.7 (87)	36.6 (49)	15.6 (30)
Mentors are important for junior administrators/faculty/staff	75.6 (266)	79.9 (107)	69.3 (133)
Adequate funding exists for my research	9.1 (32)	14.2 (19)	5.2 (10)
Hiring practices are not fair	15.3 (54)	13.4 (18)	17.7 (34)
Sabbatical leave is supported here	33.8 (119)	56.0 (75)	20.3 (39)
Diversity-related research, teaching, and community service are considered in the hiring process	21.6 (76)	26.9 (36)	16.1 (31)
I love my job	69.6 (245)	73.9 (99)	66.1 (127)
I am satisfied with my employee benefits package	69.9 (246)	71.6 (96)	65.1 (125)
My performance evaluations are done on a regular basis	57.1 (201)	67.2 (90)	50.5 (97)
There are too many expectations of me	30.4 (107)	39.6 (53)	22.4 (43)
There are pay disparities here	60.2 (212)	61.9 (83)	59.4 (114)
My performance evaluations are fair and impartial	58.0 (204)	55.2 (74)	59.4 (114)
I am utilizing my full range of skills in my current position	51.4 (181)	53.7 (72)	46.4 (89)
There is a great sense of belonging	54.5 (192)	53.7 (72)	53.6 (103)
This is a hostile working environment	13.9 (49)	17.2 (23)	12.5 (24)
Thinking outside the box is rewarded in my department/division/unit	45.7 (161)	43.3 (58)	44.3 (85)
The merit and promotion processes are fair	27.0 (95)	38.1 (51)	18.2 (35)
The tenure process is fair	19.0 (67)	41.8 (56)	3.1 (6)

Everyone works as a team	39.5 (139)	35.8 (48)	41.7 (80)
I am appropriately involved in department/ division/ unit decision-making	54.0 (190)	60.4 (81)	45.8 (88)
Performance expectations are clearly and openly communicated	46.3 (163)	44.0 (59)	46.9 (90)
Ideas and feedback are actively solicited	50.6 (178)	47.8 (64)	49.5 (95)
I want to quit my job	12.2 (43)	14.2 (19)	10.4 (20)

<b>Reasons to Consider Leaving</b> <i>Multiple Responses allowed</i>	<b>Total</b>	<b>Faculty</b>	<b>Staff</b>
	<b>N = 342</b>	<b>N = 128</b>	<b>N = 187</b>
No career advancement opportunities	31.6 (108)	21.9 (28)	39.0 (73)
Salary/benefits are not adequate	53.2 (182)	60.2 (77)	49.7 (93)
Family relocation	9.4 (32)	9.4 (12)	9.1 (17)
Offered a job elsewhere	14.6 (50)	14.8 (19)	13.4 (25)
Co-worker tension	26.6 (91)	27.3 (35)	26.7 (50)
Work not appreciated	32.7 (112)	33.6 (43)	32.6 (61)
Feeling of not belonging	19.9 (68)	16.4 (21)	21.9 (41)
Harassed or bullied at work	12.6 (43)	14.8 (19)	10.7 (20)
No sense of belonging in the surrounding community	6.1 (21)	7.0 (9)	5.3 (10)
No child care services on campus	2.6 (9)	3.1 (4)	2.1 (4)
Pregnancy	2.0 (7)	.7 (1)	2.7 (5)
<b>I have not considered leaving</b>	<b>22.2 (76)</b>	<b>22.7 (29)</b>	<b>21.4 (40)</b>
Other	19.9 (68)	21.9 (28)	18.2 (34)

<b>Stress Level caused by:</b> <b>Summary Extremely/Very Stressful</b>	<b>Total</b>	<b>Faculty</b>	<b>Staff</b>
	<b>N = 352</b>	<b>N = 132</b>	<b>N = 190</b>
Administrators	25.0 (88)	27.3 (36)	25.8 (49)

Faculty	16.5 (58)	18.9 (25)	13.7 (26)
Family	7.4 (26)	8.3 (11)	7.9 (15)
Family obligations	14.2 (50)	16.7 (22)	13.7 (26)
Financial obligations	29.5 (104)	28.0 (37)	34.2 (65)
Human resources	17.9 (63)	18.9 (25)	17.4 (33)
Legal department	10.5 (37)	5.3 (7)	14.2 (27)
Staff	8.5 (30)	24.2 (32)	11.6 (22)
Students	8.2 (29)	9.8 (13)	8.4 (16)
Supervisors	13.9 (49)	9.8 (13)	17.4 (33)



## Appendix 2

### All Respondents

By Total – Gender – Length of Employment  
*(Total includes Administrators)*

*Note: numbers in tables refer to percentages, followed by number of responses in ( )*

<b>Mandatory Diversity Training Needs Summary Strongly Agree/Agree</b>	<b>Total</b>	<b>Men</b>	<b>Women</b>
	<b>N = 377</b>	<b>N = 119</b>	<b>N = 216</b>
Administrative leadership	86.2 (325)	80.0 (94)	91.2 (197)
Faculty	80.6 (304)	71.4 (85)	87.0 (188)
Governing board members	82.5 (311)	73.9 (88)	88.0 (190)
Search Committee heads	82.2 (310)	74.8 (89)	86.6 (187)
Staff members	80.6 (304)	69.7 (83)	87.0 (188)
Students	69.5 (262)	58.8 (70)	74.5 (161)

<b>Mandatory Diversity Training Needs Summary Strongly Agree/Agree</b>	<b>Total</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5</b>
	<b>N= 377</b>	<b>N = 175</b>	<b>N = 198</b>
Administrative leadership	86.2 (325)	90.3 (158)	83.3 (165)
Faculty	80.6 (304)	87.4 (153)	75.3 (149)
Governing board members	82.5 (311)	88.0 (154)	78.8 (156)
Search Committee heads	82.2 (310)	87.4 (153)	78.3 (155)
Staff members	80.6 (304)	85.7 (150)	76.8 (152)
Students	69.5 (262)	76.0 (133)	64.1 (127)

<b>Mandatory Diversity Training Needs Summary Strongly Agree/Agree</b>	<b>Men</b>		<b>Women</b>	
	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
	<b>N = 42</b>	<b>N = 76</b>	<b>N = 115</b>	<b>N = 100</b>
Administrative leadership	88.1 (37)	73.7 (56)	92.2 (106)	91.0 (91)
Faculty	85.7	63.2	90.4	84.0

	(36)	(48)	(104)	(84)
Governing Board (Board of Trustees)	83.3 (35)	69.7 (53)	90.4 (104)	86.0 (86)
Search committee heads	85.7 (36)	69.7 (53)	88.7 (102)	85.0 (85)
Staff members	78.6 (33)	65.8 (50)	89.6 (103)	85.0 (85)
Students	69.0 (29)	52.6 (40)	78.3 (90)	71.0 (71)

Search Committees and Diversity	Total	Men	Women
	N = 373	N = 116	N = 215
<b>Served on Search Committee in past 2 Years</b>	<b>57.1 (213)</b>	<b>50.0 (58)</b>	<b>60.0 (129)</b>
<b>Summary Strongly Agree/Agree (Base: Served on Search Committee)</b>	<b>N = 207</b>	<b>N = 58</b>	<b>N = 129</b>
My search committee required a diverse pool of candidates	56.0 (116)	48.3 (28)	60.5 (78)
My search committee had a dedicated diversity recruitment specialist	12.1 (25)	12.1 (7)	11.6 (15)
My search committee was made up of diverse members	47.3 (98)	51.7 (30)	45.7 (59)
Members of my search committee frequented diversity recruitment events	11.6 (24)	10.3 (6)	14.0 (18)
My department/division/unit hosted events for future diverse employees on our campus	6.8 (14)	5.2 (3)	7.8 (10)
My department/division/unit participates in an institutional strategic diversity hiring plan	19.8 (41)	20.7 (12)	20.2 (26)
My department/division/unit participates in diverse employee exchange programs	3.9 (8)	5.2 (3)	3.9 (5)
My department/division/unit has pipeline programs to attract diverse employees	12.1 (25)	6.9 (4)	15.5 (20)
A written diversity plan is required in my department/division/unit	10.6 (22)	6.9 (4)	14.0 (18)
My department/division/unit is accountable for diversity progress	32.4 (67)	25.9 (15)	38.0 (49)

Campus Commitment to Diversity	Total	Men	Women
<b>Does WOU have a campus-wide strategic diversity plan?</b>	<b>N = 368</b>	<b>N = 119</b>	<b>N = 215</b>
Yes	31.5	23.5	35.3

	(116)	(28)	(76)
No	12.0 (44)	9.2 (11)	12.1 (26)
Don't know	56.5 (207)	67.2 (80)	52.6 (113)
<b>Summary Strongly agree/Agree (Based to those who are aware of campus-wide strategic diversity plan)</b>	<b>N = 110</b>	<b>N = 26</b>	<b>N = 73</b>
Senior leadership establishes the campus vision for diversity	66.4 (73)	69.2 (18)	65.8 (48)
Senior leadership creates a culture of accountability	42.7 (47)	42.3 (11)	42.5 (31)
Senior leadership shows a visible commitment to campus diversity	56.4 (62)	65.4 (17)	53.4 (39)
A written diversity plan is required in my department/division/unit	29.1 (32)	26.9 (7)	31.5 (23)
My department/division/unit is accountable for diversity progress	47.3 (52)	46.2 (12)	45.2 (33)
There is adequate financial support to drive campus diversity efforts	20.0 (22)	19.2 (5)	21.9 (16)
Our diversity committee is effective at engaging the campus in diversity activities	32.7 (36)	34.6 (9)	32.9 (24)
Our governing board is supportive of campus diversity efforts	50.9 (56)	50.0 (13)	49.3 (36)
Diversity efforts should be led by each school with oversight by a central office	43.6 (48)	42.3 (11)	43.9 (32)
We have a way to effectively measure our department/division/unit's diversity success	21.8 (24)	23.1 (6)	20.5 (15)

<b>Campus Commitment to Diversity</b>	<b>Total</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
<b>Does WOU have a campus-wide strategic diversity plan?</b>	<b>N=367</b>	<b>N=172</b>	<b>N=192</b>
Yes	31.6 (116)	33.7 (58)	30.2 (58)
No	12.0 (44)	9.9 (17)	13.0 (25)
Don't know	56.4 (207)	56.4 (97)	56.8 (109)
<b>Summary Strongly agree/Agree (Based to those who are aware of campus-wide strategic diversity plan)</b>	<b>N = 110</b>	<b>N = 57</b>	<b>N = 53</b>

Senior leadership establishes the campus vision for diversity	66.4 (73)	63.2 (36)	69.8 (37)
Senior leadership creates a culture of accountability	42.7 (47)	43.9 (25)	41.5 (22)
Senior leadership shows a visible commitment to campus diversity	56.4 (62)	59.7 (34)	52.8 (28)
A written diversity plan is required in my department/division/unit	29.1 (32)	26.3 (15)	32.1 (17)
My department/division/unit is accountable for diversity progress	47.3 (52)	42.1 (24)	52.8 (28)
There is adequate financial support to drive campus diversity efforts	20.0 (22)	21.1 (12)	18.9 (10)
Our diversity committee is effective at engaging the campus in diversity activities	32.7 (36)	36.8 (21)	28.3 (15)
Our governing board is supportive of campus diversity efforts	50.9 (56)	56.1 (32)	45.3 (24)
Diversity efforts should be led by each school with oversight by a central office	43.6 (48)	47.4 (27)	39.6 (21)
We have a way to effectively measure our department/division/unit's diversity success	21.8 (24)	19.3 (11)	24.5 (13)

Campus Commitment to Diversity	Men		Women	
	Employed 5 Years or less	Employed more than 5 Years	Employed 5 Years or less	Employed more than 5 Years
<b>Does WOU have a campus-wide strategic diversity plan?</b>	<b>N = 42</b>	<b>N = 76</b>	<b>N = 115</b>	<b>N = 99</b>
Yes	21.4 (9)	25.0 (19)	36.5 (42)	34.3 (34)
No	9.5 (4)	9.2 (7)	9.6 (11)	14.1 (14)
Don't know	69.0 (29)	65.8 (50)	53.9 (62)	51.5 (51)
<b>Summary Strongly agree/Agree (Based to those who are aware of campus-wide strategic diversity plan)</b>	<b>N = 9</b>	<b>N = 19</b>	<b>N = 42</b>	<b>N = 34</b>
Senior leadership establishes the campus vision for diversity	44.4 (4)	73.7 (14)	64.3 (27)	61.8 (21)
Senior leadership creates a culture of accountability	22.2 (2)	47.4 (9)	45.2 (19)	35.3 (12)
Senior leadership shows a visible commitment to campus diversity	44.4 (4)	68.4 (13)	61.9 (26)	38.2 (13)
A written diversity plan is required in my department/division/unit	11.1 (1)	31.6 (6)	28.6 (12)	32.4 (11)

My department/division/unit is accountable for diversity progress	22.2 (2)	52.6 (10)	42.9 (18)	44.1 (15)
There is adequate financial support to drive campus diversity efforts	--	26.3 (5)	28.6 (12)	11.8 (4)
Our diversity committee is effective at engaging the campus in diversity activities	22.2 (2)	36.8 (7)	40.5 (17)	20.6 (7)
Our governing board is supportive of campus diversity efforts	33.3 (3)	52.6 (10)	57.1 (24)	35.3 (12)
Diversity efforts should be led by each school with oversight by a central office	33.3 (3)	42.1 (8)	47.6 (20)	35.3 (12)
We have a way to effectively measure our department/division/unit's diversity success	--	31.6 (6)	19.0 (8)	20.6 (7)

Search Committees and Diversity	Total	Employed 5 Years or less	Employed more than 5 Years
	N = 373	N = 175	N = 195
<b>Served on Search Committee in past 2 Years</b>	<b>57.1 (213)</b>	<b>50.3 (88)</b>	<b>63.1 (123)</b>
<b>Summary Strongly agree/Agree (Base: Served on Search Committee)</b>	<b>N = 207</b>	<b>N = 86</b>	<b>N = 119</b>
My search committee required a diverse pool of candidates	56.0 (116)	51.2 (44)	60.5 (72)
My search committee had a dedicated diversity recruitment specialist	12.1 (25)	16.3 (14)	9.2 (11)
My search committee was made up of diverse members	47.3 (98)	52.3 (45)	43.7 (52)
Members of my search committee frequented diversity recruitment events	11.6 (24)	12.8 (11)	10.9 (13)
My department/division/unit hosted events for future diverse employees on our campus	6.8 (14)	4.7 (4)	8.4 (10)
My department/division/unit participates in an institutional strategic diversity hiring plan	19.8 (41)	16.3 (14)	22.7 (27)
My department/division/unit participates in diverse employee exchange programs	3.9 (8)	3.5 (3)	4.2 (5)
My department/division/unit has pipeline programs to attract diverse employees	12.1 (25)	9.3 (8)	14.3 (17)
A written diversity plan is required in my department/division/unit	10.6 (22)	10.5 (9)	10.9 (13)

My department/division/unit is accountable for diversity progress	32.4 (67)	31.4 (27)	33.6 (40)
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Search Committees and Diversity	Men		Women	
	Employed 5 Years or less	Employed more than 5 Years	Employed 5 Years or less	Employed more than 5 Years
	N = 39	N = 68	N = 105	N = 90
<b>Served on Search Committee in past 2 Years</b>	<b>48.7 (19)</b>	<b>52.9 (36)</b>	<b>54.3 (57)</b>	<b>70.0 (63)</b>
<b><i>Summary Strongly agree/Agree (Base: Served on Search Committee)</i></b>	<b>N = 19</b>	<b>N = 36</b>	<b>N = 57</b>	<b>N = 63</b>
My search committee required a diverse pool of candidates	42.1 (8)	58.3 (21)	57.9 (33)	71.4 (45)
My search committee had a dedicated diversity recruitment specialist	21.1 (4)	8.3 (3)	14.0 (8)	11.1 (7)
My search committee was made up of diverse members	57.9 (11)	52.8 (19)	54.4 (31)	44.4 (28)
Members of my search committee frequented diversity recruitment events	10.5 (2)	11.1 (4)	15.8 (9)	14.3 (9)
My department/division/unit hosted events for future diverse employees on our campus	5.3 (1)	5.6 (2)	5.3 (3)	11.1 (7)
My department/division/unit participates in an institutional strategic diversity hiring plan	15.8 (3)	25.0 (9)	17.5 (10)	25.4 (16)
My department/division/unit participates in diverse employee exchange programs	5.3 (1)	5.6 (2)	3.5 (2)	4.8 (3)
My department/division/unit has pipeline programs to attract diverse employees	5.3 (1)	8.3 (3)	12.3 (7)	20.6 (13)
A written diversity plan is required in my department/division/unit	--	11.1 (4)	15.8 (9)	14.3 (9)
My department/division/unit is accountable for diversity progress	36.8 (7)	22.2 (8)	35.1 (20)	46.0 (29)

<b>Welcoming Campus to Specific Groups</b> <i>Summary Very/Somewhat Welcoming</i>	<b>Total</b>	<b>Men</b>	<b>Women</b>
	<b>N = 363</b>	<b>N = 119</b>	<b>N = 213</b>
African Americans	54.8 (199)	64.7 (77)	50.2 (107)
Asian Americans	61.7 (224)	71.4 (85)	56.3 (120)
Caucasian/White	86.0 (312)	81.5 (97)	88.7 (189)
First Generation students	87.9 (319)	87.4 (104)	88.7 (189)
Hispanics/Latinos	81.8 (297)	84.0 (100)	79.8 (170)
International students and employees	61.2 (222)	64.7 (77)	59.2 (126)
LGBTQIA+ people	73.0 (265)	72.3 (86)	72.3 (154)
Middle Eastern People	52.1 (189)	58.0 (69)	48.4 (103)
Military Veterans	79.1 (287)	77.3 (92)	79.3 (169)
Muslims	49.9 (181)	60.5 (72)	45.1 (96)
Native Americans	55.1 (200)	64.7 (77)	51.2 (109)
Native Hawaiians/Pacific Islanders	73.8 (268)	77.3 (92)	71.8 (153)
People with disabilities	76.9 (279)	80.7 (96)	75.1 (160)
Undocumented Students	60.1 (218)	64.7 (77)	60.1 (128)
Women	76.6 (278)	79.8 (95)	76.1 (162)

<b>Welcoming Campus to Specific Groups</b> <i>Summary Very/Somewhat Welcoming</i>	<b>Total</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
	<b>N = 363</b>	<b>N = 173</b>	<b>N = 186</b>
African Americans	54.8 (199)	51.4 (89)	57.5 (107)
Asian Americans	61.7 (224)	57.8 (100)	65.1 (121)
Caucasian/White	86.0	82.1	89.8



	(312)	(142)	(167)
First Generation students	87.9 (319)	83.8 (145)	81.3 (170)
Hispanics/Latinos	81.8 (297)	76.3 (132)	91.4 (162)
International students and employees	61.2 (222)	61.3 (106)	60.8 (113)
LGBTQIA+ people	73.0 (265)	67.6 (117)	78.0 (145)
Middle Eastern People	52.1 (189)	48.0 (83)	55.9 (104)
Military Veterans	79.1 (287)	76.3 (132)	81.7 (152)
Muslims	49.9 (181)	46.2 (80)	53.2 (99)
Native Americans	55.1 (200)	49.7 (86)	59.7 (111)
Native Hawaiians/Pacific Islanders	73.8 (268)	68.8 (119)	78.5 (146)
People with disabilities	76.9 (279)	71.7 (124)	82.3 (153)
Undocumented Students	60.1 (218)	56.1 (97)	64.0 (119)
Women	76.6 (278)	72.8 (126)	80.6 (150)

Welcoming Campus to Specific Groups <i>Summary Very/Somewhat welcoming</i>	Men		Women	
	Employed 5 Years or less	Employed more than 5 Years	Employed 5 Years or less	Employed more than 5 Years
	N = 42	N = 77	N = 115	N = 100
African Americans	59.5 (25)	66.2 (51)	47.8 (55)	51.0 (51)
Asian Americans	61.9 (26)	75.3 (58)	54.8 (63)	56.0 (56)
Caucasian/White	78.6 (33)	83.1 (64)	84.3 (97)	91.0 (91)
First Generation students	81.0 (34)	89.6 (69)	85.2 (98)	90.0 (90)
Hispanics/Latinos	76.2 (32)	87.0 (67)	74.8 (86)	83.0 (83)
International students and employees	64.3	63.6	57.4	59.0

	(27)	(49)	(66)	(59)
LGBTQIA+ people	61.9 (26)	76.6 (59)	67.0 (77)	76.0 (76)
Middle Eastern People	50.0 (21)	61.0 (47)	44.3 (51)	52.0 (52)
Military Veterans	73.8 (31)	79.2 (61)	76.5 (88)	80.0 (80)
Muslims	54.8 (23)	62.3 (48)	42.6 (49)	47.0 (47)
Native Americans	54.8 (23)	68.8 (53)	48.7 (56)	52.0 (52)
Native Hawaiians/Pacific Islanders	71.4 (30)	79.2 (61)	67.8 (78)	74.0 (74)
People with disabilities	71.4 (30)	84.4 (65)	70.4 (81)	78.0 (78)
Undocumented Students	57.1 (24)	67.5 (52)	56.5 (65)	62.0 (62)
Women	71.4 (30)	83.1 (64)	73.0 (84)	77.0 (77)

<b>Integration on Campus</b>	<b>Total</b>	<b>Men</b>	<b>Women</b>
<b><i>Summary Very/Somewhat integrated</i></b>	<b>N = 359</b>	<b>N = 117</b>	<b>N = 212</b>
On campus	59.3 (213)	65.8 (77)	56.6 (120)
In residence halls	25.1 (90)	33.3 (39)	21.2 (45)
In campus dining areas	28.4 (102)	37.6 (44)	23.6 (50)
During student activities on campus	35.7 (128)	42.7 (50)	32.5 (69)
During sporting events on campus	34.8 (125)	43.6 (51)	30.2 (64)
During meeting with faculty	35.1 (126)	46.2 (54)	29.2 (62)
During meeting with administrators	26.2 (94)	40.2 (47)	17.9 (38)
During employee events	37.9 (136)	47.0 (55)	32.5 (69)

<b>Integration on Campus</b> <i>Summary Very/Somewhat integrated</i>	<b>Total</b>	<b>Employed 5 years or less</b>	<b>Employed More than 5 years</b>
	<b>N=359</b>	<b>N=173</b>	<b>N=183</b>
On campus	59.3 (213)	60.7 (105)	57.9 (106)
In residence halls	25.1 (90)	27.7 (48)	23.0 (42)
In campus dining areas	28.4 (102)	31.2 (54)	25.7 (47)
During student activities on campus	35.7 (128)	37.6 (65)	33.9 (62)
During sporting events on campus	34.8 (125)	35.8 (62)	33.3 (61)
During meeting with faculty	35.1 (126)	33.5 (58)	36.6 (67)
During meeting with administrators	26.2 (94)	25.4 (44)	26.8 (49)
During employee events	37.9 (136)	38.2 (66)	37.2 (68)

<b>Promoting Racial/Cultural Interaction between Different Groups</b>	<b>Total</b>	<b>Men</b>	<b>Women</b>
	<b>N = 363</b>	<b>N =119</b>	<b>N = 213</b>
Very/Somewhat Well	52.3 (190)	60.5 (72)	49.8 (106)
<b>Importance of Promoting Diversity and Inclusion to Campus Leadership</b>	<b>N =361</b>	<b>N =117</b>	<b>N = 214</b>
Very/Somewhat Important	90.3 (326)	89.7 (105)	92.1 (197)

<b>Promoting Racial/Cultural Interaction between Different Groups</b>	<b>Total</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
	<b>N = 363</b>	<b>N = 172</b>	<b>N = 187</b>
Very/Somewhat Well	52.3 (190)	50.0 (86)	54.5 (102)
<b>Importance of Promoting Diversity and Inclusion in Campus Leadership</b>	<b>N = 361</b>	<b>N = 172</b>	<b>N = 185</b>
Very/Somewhat Important	90.3 (326)	93.6 (161)	87.6 (162)

Promoting Racial/Cultural Interaction between Different Groups	Men		Women	
	Employed 5 Years or less	Employed more than 5 Years	Employed 5 Years or less	Employed more than 5 Years
	N = 42	N = 76	N = 114	N = 98
Very/Somewhat Well	47.6 (20)	67.1 (51)	50.9 (58)	48.0 (47)
<b>Importance of Promoting Diversity and Inclusion in Campus Leadership</b>	<b>N = 42</b>	<b>N = 74</b>	<b>N = 115</b>	<b>N = 98</b>
Very/Somewhat Important	97.6 (41)	85.1 (63)	93.0 (107)	90.8 (89)

Discrimination/Harassment/Bullying on Campus	Total	Men	Women
	N = 334	N = 111	N = 197
Saw/experienced at least one incident	71.3 (238)	67.6 (75)	74.6 (147)
Average	3.5	2.8	3.8
Range	1 - 14	1 - 11	1 - 14
<b>Type experienced (Multiple Responses allowed)</b>	<b>N = 334</b>	<b>N = 111</b>	<b>N = 197</b>
Bullying	39.5 (132)	32.4 (36)	43.7 (86)
Discrimination/bias/harassment based on age	25.1 (84)	19.8 (22)	27.4 (54)
Discrimination/bias/harassment based on gender	39.2 (131)	28.8 (32)	45.2 (89)
Discrimination/bias/harassment based on gender identity	13.8 (46)	10.8 (12)	14.2 (28)
Discrimination/bias/harassment based on race/ethnicity	30.2 (101)	22.5 (25)	33.5 (66)
Discrimination/bias/harassment based on lack of English language proficiency (foreign accent)	29.3 (98)	19.8 (22)	34.0 (67)
Discrimination/bias/harassment based on disability	18.0 (60)	9.9 (11)	21.8 (43)
Discrimination/bias/harassment based on veteran status	4.2 (14)	6.3 (7)	3.6 (7)
Discrimination/bias/harassment based on religion/worldview/spiritual affiliation	18.3 (61)	15.3 (17)	18.3 (36)

Discrimination/bias/harassment based on a medical condition or illness	15.3 (51)	9.0 (10)	18.8 (37)
Discrimination/bias/harassment based on socioeconomic status	14.7 (49)	10.8 (12)	15.2 (30)
Discrimination/bias/harassment based on sexual identity	11.7 (39)	9.9 (11)	11.7 (23)
Discrimination/bias/harassment based on political views	28.4 (95)	30.6 (34)	26.9 (53)
Retaliation	18.9 (63)	16.2 (18)	19.8 (39)
Sexual Assault	4.2 (14)	0.9 (1)	5.6 (11)
Other	6.6 (22)	4.5 (5)	8.6 (17)
None of the above	28.4 (95)	33.3 (37)	26.4 (52)

Discrimination/Harassment/Bullying on Campus	Total	Employed 5 Years or less	Employed more than 5 Years
	N = 334	N = 158	N = 172
Saw/experienced at least one incident	71.3 (238)	62.7 (99)	79.7 (137)
Average	3.5	3.1	3.9
Range	1 - 14	1 - 14	1 - 13
<b>Type experienced (Multiple Responses allowed)</b>	<b>N = 334</b>	<b>N = 158</b>	<b>N = 172</b>
Bullying	39.5 (132)	32.3 (51)	47.1 (81)
Discrimination/bias/harassment based on age	25.1 (84)	20.3 (32)	29.7 (51)
Discrimination/bias/harassment based on gender	39.2 (131)	32.3 (51)	45.3 (78)
Discrimination/bias/harassment based on gender identity	13.8 (46)	12.0 (19)	15.7 (27)
Discrimination/bias/harassment based on race/ethnicity	30.2 (101)	25.9 (41)	33.7 (58)
Discrimination/bias/harassment based on lack of English language proficiency (foreign accent)	29.3 (98)	24.1 (38)	34.9 (60)
Discrimination/bias/harassment based on disability	18.0 (60)	18.4 (29)	18.0 (31)
Discrimination/bias/harassment based on veteran status	4.2 (14)	4.4 (7)	4.1 (7)

Discrimination/bias/harassment based on religion/worldview/spiritual affiliation	18.3 (61)	15.2 (24)	20.9 (36)
Discrimination/bias/harassment based on a medical condition or illness	15.3 (51)	18.4 (29)	12.2 (21)
Discrimination/bias/harassment based on socioeconomic status	14.7 (49)	13.3 (21)	16.3 (28)
Discrimination/bias/harassment based on sexual identity	11.7 (39)	10.1 (16)	13.4 (23)
Discrimination/bias/harassment based on political views	28.4 (95)	26.6 (42)	30.2 (52)
Retaliation	18.9 (63)	13.3 (21)	24.4 (42)
Sexual Assault	4.2 (14)	3.2 (5)	5.2 (9)
Other	6.6 (22)	3.2 (5)	9.9 (17)
None of the above	28.4 (95)	37.3 (59)	20.3 (35)

Discrimination/Harassment/ Bullying on Campus	Men		Women	
	Employed 5 Years or less	Employed more than 5 Years	Employed 5 Years or less	Employed more than 5 Years
	<b>N = 42</b>	<b>N = 77</b>	<b>N = 115</b>	<b>N = 100</b>
Saw/experienced Incident	92.9 (39)	92.2 (71)	92.2 (106)	90.0 (90)
Average	2.6	3.0	3.2	4.5
Range	1-11	1-11	1-14	1-13

Who Caused Incident Base: Have experienced/witnessed any incident (Multiple Responses allowed)	Total	Men	Women
	<b>N = 236</b>	<b>N = 73</b>	<b>N = 146</b>
Athletic coach	3.8 (9)	6.8 (5)	2.1 (3)
Campus police	3.8 (9)	2.7 (2)	4.1 (6)
Faculty member	57.6 (136)	52.1 (38)	62.3 (91)
Member of the surrounding community	15.7 (37)	17.8 (13)	13.0 (19)
Parent of a student	7.6	9.6	6.8

	(18)	(7)	(10)
Senior administrator (vice president or dean)	18.6 (44)	16.4 (12)	19.9 (29)
Other administrator	28.4 (67)	27.4 (20)	28.1 (41)
Staff member	43.2 (102)	24.7 (18)	50.7 (74)
Student	41.1 (97)	38.4 (28)	43.2 (63)
Other	6.8 (16)	4.1 (3)	6.8 (10)

<b>Who Caused Incident</b> <b>Base: Have experienced/witnessed any incident</b> <b>(Multiple Responses allowed)</b>	<b>Total</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
	<b>N = 236</b>	<b>N = 99</b>	<b>N = 135</b>
Athletic coach	3.8 (9)	5.1 (5)	3.0 (4)
Campus police	3.8 (9)	5.1 (5)	3.0 (4)
Faculty member	57.6 (136)	55.6 (55)	59.3 (80)
Member of the surrounding community	15.7 (37)	19.2 (19)	12.6 (17)
Parent of a student	7.6 (18)	6.1 (6)	8.9 (12)
Senior administrator (vice president or dean)	18.6 (44)	31.3 (31)	9.6 (13)
Other administrator	28.4 (67)	42.4 (42)	17.8 (24)
Staff member	43.2 (102)	48.5 (48)	39.3 (53)
Student	41.1 (97)	42.4 (42)	40.0 (54)
Other	6.8 (16)	6.1 (6)	6.7 (9)

<b>Reporting Incident</b> <b>Base: Have experienced/witnessed any incident</b>	<b>Total</b>	<b>Men</b>	<b>Women</b>
	<b>N = 234</b>	<b>N = 73</b>	<b>N = 143</b>
<b>Reported Incident - Yes</b> <b>(Multiple Responses allowed)</b>	<b>26.5 (62)</b>	<b>21.9 (16)</b>	<b>28.7 (41)</b>
	<b>N = 62</b>	<b>N = 16</b>	<b>N = 41</b>

Athletic department	3.2 (2)	--	4.9 (2)
Campus health center	4.8 (3)	--	7.3 (3)
Campus ministry	--	--	--
Campus police	17.7 (11)	6.3 (1)	17.1 (7)
Chief diversity officer	3.2 (2)	6.3 (1)	2.4 (1)
Counseling center	1.6 (1)	--	2.4 (1)
EEO office	4.8 (3)	6.3 (1)	--
EEOC	--	--	--
Faculty member	17.7 (11)	12.5 (2)	17.1 (7)
Family member	11.3 (7)	--	9.8 (4)
Friend	14.5 (9)	6.3 (1)	12.2 (5)
Human Resources	51.6 (32)	56.3 (9)	51.2 (21)
Legal department	14.5 (9)	18.8 (3)	12.2 (5)
My supervisor	50.0 (31)	50.0 (8)	48.8 (20)
NAACP	--	--	--
Off-campus police	--	--	--
Off-campus healthcare professional	--	--	--
Office of Civil Rights	1.6 (1)	--	--
Ombudsman	3.2 (2)	6.3 (1)	2.4 (1)
Senior administrator	22.6 (14)	18.8 (3)	24.4 (10)
Title IX coordinator	12.9 (8)	12.5 (2)	14.6 (6)
Other	16.1 (10)	12.5 (2)	17.1 (7)



Reporting Incident Base: Have experienced/witnessed any incident	Total	Employed 5 Years or less	Employed more than 5 Years
	N = 234	N = 99	N = 132
<b>Reported Incident - Yes (Multiple Responses allowed)</b>	<b>26.5 (62)</b>	<b>20.2 (20)</b>	<b>31.8 (42)</b>
	<b>N = 62</b>	<b>N = 20</b>	<b>N = 42</b>
Athletic department	3.2 (2)	--	4.8 (2)
Campus health center	4.8 (3)	5.0 (1)	4.8 (2)
Campus ministry	--	--	--
Campus police	17.7 (11)	20.0 (4)	16.7 (7)
Chief diversity officer	3.2 (2)	--	4.8 (2)
Counseling center	1.6 (1)	--	2.4 (1)
EEO office	4.8 (3)	10.0 (2)	2.4 (1)
EEOC	--	--	--
Faculty member	17.7 (11)	20.0 (4)	16.7 (7)
Family member	11.3 (7)	5.0 (1)	14.3 (6)
Friend	14.5 (9)	10.0 (2)	16.7 (7)
Human Resources	51.6 (32)	35.0 (7)	59.5 (25)
Legal department	14.5 (9)	15.0 (3)	14.3 (6)
My supervisor	50.0 (31)	60.0 (12)	45.2 (19)
NAACP	--	--	--
Off-campus police	--	--	--
Off-campus healthcare professional	--	--	--
Office of Civil Rights	1.6 (1)	--	2.4 (1)
Ombudsman	3.2 (2)	5.0 (1)	2.4 (1)
Senior administrator	22.6 (14)	15.0 (3)	26.2 (11)
Title IX coordinator	12.9 (8)	25.0 (5)	7.1 (3)
Other	16.1	10.0	16.7

	(10)	(2)	(7)
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Result of Written Bias/ Discrimination/ Harassment Complaint in Past 2 Years (Base: Have experienced/witnessed any incident AND Reported Incident)	Total	Men	Women
	N = 238	N = 73	N = 143
<b>Reported Incident</b>	<b>13.0 (31)</b>	<b>6.8 (5)</b>	<b>16.8 (24)</b>
<b>Reported Incident to (Multiple Responses allowed)</b>	<b>N = 31</b>	<b>N = 5</b>	<b>N = 24</b>
My complaint was taken seriously	35.5 (11)	60.0 (3)	25.0 (6)
Criminal action was taken	3.2 (1)	--	--
My complaint was addressed but not resolved to my satisfaction	22.6 (7)	20.0 (1)	20.8 (5)
Nothing was done	22.6 (11)	60.0 (3)	29.2 (7)
It's still in process	12.9 (4)	--	8.3 (2)
My complaint was resolved to my satisfaction	25.8 (8)	20.0 (1)	20.8 (5)
My complaint was dismissed	22.6 (7)	40.0 (2)	16.7 (4)
Other	22.6 (7)	--	29.2 (7)

Result of Written Bias/ Discrimination/ Harassment Complaint in Past 2 Years (Base: Have experienced/witnessed any incident AND reported incident)	Total	Employed 5 Years or less	Employed more than 5 Years
	N = 238	N = 99	N = 132
<b>Reported Incident</b>	<b>13.0 (31)</b>	<b>11.1 (11)</b>	<b>15.2 (20)</b>
<b>Reported Incident to (Multiple Responses allowed)</b>	<b>N = 31</b>	<b>N = 11</b>	<b>N = 20</b>
My complaint was taken seriously	35.5 (11)	36.4 (4)	35.0 (7)
Criminal action was taken	3.2 (1)	9.2 (1)	--
My complaint was addressed but not resolved to my satisfaction	22.6 (7)	9.2 (1)	30 (6)
Nothing was done	22.6 (11)	54.5 (6)	25.0 (5)
It's still in process	12.9 (4)	18.2 (2)	10.0 (2)

My complaint was resolved to my satisfaction	25.8 (8)	36.4 (4)	20.0 (4)
My complaint was dismissed	22.6 (7)	27.3 (3)	20.0 (4)
Other	22.6 (7)	9.2 (1)	30.0 (6)

<b>Reasons not Reported Incident (Base: Have experienced/witnessed any incident AND DID NOT reported incident) (Multiple Responses allowed)</b>	<b>Total</b>	<b>Men</b>	<b>Women</b>
	<b>N = 172</b>	<b>N = 57</b>	<b>N = 102</b>
I decided it wasn't important enough	19.2 (33)	15.8 (9)	21.6 (22)
There was not enough evidence	34.9 (60)	33.3 (19)	37.3 (38)
I feared retaliation	30.8 (53)	31.6 (18)	33.3 (34)
The offender asked me not to	1.2 (2)	--	1.0 (1)
I didn't think anything would happen	39.0 (67)	42.1 (24)	40.2 (41)
The offender is no longer here	4.7 (8)	7.0 (4)	3.9 (4)
There was too much pressure not to	5.8 (10)	1.8 (1)	7.8 (8)
I feared losing my job	23.8 (41)	22.8 (13)	24.5 (25)
I felt it was my fault	1.7 (3)	1.8 (1)	1.0 (1)
I had no witnesses to support me	14.0 (24)	10.5 (6)	14.7 (15)
The process to file a complaint was not secure	16.9 (29)	8.8 (5)	22.5 (23)
I didn't think the school would support me	32.6 (56)	24.6 (14)	37.3 (38)
I was embarrassed	5.2 (9)	3.5 (2)	5.9 (6)
Other	26.7 (46)	19.3 (11)	29.4 (30)

Reasons not Reported Incident (Base: Have experienced/witnessed any incident AND DID NOT reported incident) (Multiple Responses allowed)	Total	Employed 5 Years or less	Employed more than 5 Years
	N = 172	N = 79	N = 90
I decided it wasn't important enough	19.2 (33)	24.1 (19)	15.6 (14)
There was not enough evidence	34.9 (60)	32.9 (26)	36.7 (33)
I feared retaliation	30.8 (53)	30.4 (24)	31.1 (28)
The offender asked me not to	1.2 (2)	--	2.2 (2)
I didn't think anything would happen	39.0 (67)	38.0 (30)	41.1 (37)
The offender is no longer here	4.7 (8)	3.8 (3)	4.4 (4)
There was too much pressure not to	5.8 (10)	7.6 (6)	4.4 (4)
I feared losing my job	23.8 (41)	24.1 (19)	24.4 (22)
I felt it was my fault	1.7 (3)	2.5 (2)	--
I had no witnesses to support me	14.0 (24)	11.4 (9)	15.6 (14)
The process to file a complaint was not secure	16.9 (29)	16.5 (13)	16.7 (15)
I didn't think the school would support me	32.6 (56)	32.9 (26)	33.3 (30)
I was embarrassed	5.2 (9)	3.8 (3)	6.7 (6)
Other	26.7 (46)	22.8 (18)	30.0 (27)

Overall Safety Experience Summary Strongly agree/Agree	Total	Men	Women
	N = 362	N = 118	N = 216
I feel safe on campus	91.4 (331)	96.6 (114)	91.2 (197)
I feel safe off campus	90.0 (326)	93.2 (110)	91.2 (197)
My family feels I am safe on campus	78.7 (285)	83.9 (99)	77.8 (168)
My family feels I am safe off campus	80.9 (293)	83.9 (99)	81.5 (176)

Employees are supportive of other employees who have experienced incidences of physical confrontation	60.5 (219)	60.2 (71)	60.2 (130)
Employees are supportive of other employees who have experienced incidences of emotional confrontation (discrimination, sexual harassment, bullying)	59.7 (216)	62.7 (74)	58.3 (126)
<b>Campus Police Summary Strongly agree/Agree</b>	<b>Total</b>	<b>Men</b>	<b>Women</b>
	<b>N = 359</b>	<b>N = 118</b>	<b>N = 214</b>
Campus police are qualified/trained to deal with all aspects of diversity	44.0 (158)	51.7 (61)	41.6 (89)
Campus police should be required to participate in ongoing diversity training	89.4 (321)	84.7 (100)	92.5 (198)
Campus police should be reflective of the diversity of our students	80.2 (288)	70.3 (83)	86.4 (185)
Campus police should be armed at all times	29.2 (105)	30.5 (36)	29.9 (64)

<b>Overall Safety Experience Summary Strongly agree/Agree</b>	<b>Total</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
	<b>N = 362</b>	<b>N = 171</b>	<b>N = 187</b>
I feel safe on campus	91.4 (331)	93.6 (160)	89.8 (168)
I feel safe off campus	90.0 (326)	90.6 (155)	89.3 (167)
My family feels I am safe on campus	78.7 (285)	83.0 (142)	75.4 (141)
My family feels I am safe off campus	80.9 (293)	82.5 (141)	79.7 (149)
Employees are supportive of other employees who have experienced incidences of physical confrontation	60.5 (219)	59.6 (102)	62.0 (116)
Employees are supportive of other employees who have experienced incidences of emotional confrontation (discrimination, sexual harassment, bullying)	59.7 (216)	59.6 (102)	60.4 (113)
<b>Campus Police Summary Strongly agree/Agree</b>	<b>Total</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
	<b>N = 359</b>	<b>N = 170</b>	<b>N = 185</b>
Campus police are qualified/trained to deal with all aspects of diversity	44.0 (158)	47.6 (81)	41.6 (77)
Campus police should be required to participate in ongoing diversity training	89.4 (321)	89.4 (152)	89.7 (166)
Campus police should be reflective of the diversity of our students	80.2 (288)	83.5 (142)	77.3 (143)

Campus police should be armed at all times	29.2 (105)	30.6 (52)	28.1 (52)
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Overall Safety Experience Summary Strongly agree/Agree	Men		Women	
	Employed 5 Years or less	Employed more than 5 Years	Employed 5 Years or less	Employed more than 5 Years
	N = 42	N = 76	N = 115	N = 100
I feel safe on campus	97.6 (41)	96.1 (73)	93.0 (107)	89.0 (89)
I feel safe off campus	95.2 (40)	92.1 (70)	92.2 (106)	90.0 (90)
My family feels I am safe on campus	85.7 (36)	82.9 (63)	82.6 (95)	73.0 (73)
My family feels I am safe off campus	85.7 (36)	82.9 (63)	82.6 (95)	81.0 (81)
Employees are supportive of other employees who have experienced incidences of physical confrontation	61.9 (26)	59.2 (45)	56.5 (65)	65.0 (65)
Employees are supportive of other employees who have experienced incidences of emotional confrontation (discrimination, sexual harassment, bullying)	61.9 (26)	63.2 (48)	57.4 (66)	60.0 (60)
Campus Police Summary Strongly agree/Agree	Men		Women	
	Employed 5 Years or less	Employed more than 5 Years	Employed 5 Years or less	Employed more than 5 Years
	N = 42	N = 75	N = 114	N = 99
Campus police are qualified/trained to deal with all aspects of diversity	52.4 (22)	50.7 (38)	44.7 (51)	38.4 (38)
Campus police should be required to participate in ongoing diversity training	88.1 (37)	84.0 (63)	89.6 (103)	94.9 (94)
Campus police should be reflective of the diversity of our students	66.7 (28)	72.0 (54)	90.4 (103)	81.8 (81)
Campus police should be armed at all times	31.0 (13)	29.3 (22)	30.7 (35)	28.3 (28)

<b>Safety Measures on Campus to Feel Safe</b> <i>Multiple Responses Allowed</i>	<b>Total</b>	<b>Men</b>	<b>Women</b>
	<b>N = 355</b>	<b>N = 112</b>	<b>N = 216</b>
A policy banning guns on campus	56.3 (200)	54.5 (61)	56.5 (122)
Ability to anonymously report concerns about a student or employee (someone who may be suicidal, mentally unstable, engaged in an illegal activity, etc.)	79.2 (281)	71.4 (80)	83.3 (180)
Bike or foot patrol campus police	47.3 (168)	37.5 (42)	50.9 (110)
Designated walking/bike paths	54.6 (194)	54.5 (61)	54.6 (118)
Efforts to keep non-students or non-employees off campus	9.3 (33)	10.7 (12)	9.3 (20)
Emergency call boxes	68.2 (242)	61.6 (69)	71.8 (155)
Emergency services for incidents of sexual assault	66.5 (236)	57.1 (64)	71.8 (155)
Escorts to other buildings on campus	48.7 (173)	39.3 (44)	55.1 (119)
Information about emergency procedures in case of a campus lockdown, extreme weather, etc.	73.2 (260)	65.2 (73)	78.7 (170)
Interior lighting in campus buildings after dark	59.4 (211)	48.2 (54)	66.7 (144)
Maintenance of improperly working safety items (lightbulbs that are out, call boxes not working, etc.)	67.3 (239)	61.6 (69)	70.8 (153)
Parking lot attendants	7.6 (27)	3.6 (4)	9.7 (21)
Parking lot lighting	78.3 (278)	69.6 (78)	83.3 (180)
Quick response by administration to campus emergencies	66.8 (237)	58.0 (65)	73.1 (158)
Shuttle bus waiting areas	18.6 (66)	18.6 (21)	18.5 (40)
Street lighting	70.4 (250)	63.4 (71)	74.1 (160)
Surveillance cameras	48.7 (173)	44.6 (50)	52.3 (113)
Volunteer designated drivers	22.3 (79)	22.3 (25)	22.2 (48)
Walkway lighting	74.4 (264)	67.9 (76)	78.2 (169)

Safety Measures on Campus to Feel Safe <i>Multiple Responses Allowed</i>	Total	Employed 5 Years or less	Employed more than 5 Years
	N = 355	N = 169	N = 181
A policy banning guns on campus	56.3 (200)	55.6 (94)	58.0 (105)
Ability to anonymously report concerns about a student or employee (someone who may be suicidal, mentally unstable, engaged in an illegal activity, etc.)	79.2 (281)	84.0 (142)	75.1 (136)
Bike or foot patrol campus police	47.3 (168)	55.0 (93)	39.2 (71)
Designated walking/bike paths	54.6 (194)	56.2 (95)	53.6 (97)
Efforts to keep non-students or non-employees off campus	9.3 (33)	11.8 (20)	6.6 (12)
Emergency call boxes	68.2 (242)	72.8 (123)	64.1 (116)
Emergency services for incidents of sexual assault	66.5 (236)	71.6 (121)	61.9 (112)
Escorts to other buildings on campus	48.7 (173)	55.0 (93)	43.1 (78)
Information about emergency procedures in case of a campus lockdown, extreme weather, etc.	73.2 (260)	78.7 (133)	69.1 (125)
Interior lighting in campus buildings after dark	59.4 (211)	64.5 (109)	55.8 (101)
Maintenance of improperly working safety items (lightbulbs that are out, call boxes not working, etc.)	67.3 (239)	72.8 (123)	63.0 (114)
Parking lot attendants	7.6 (27)	13.6 (23)	2.2 (4)
Parking lot lighting	78.3 (278)	84.6 (143)	72.9 (132)
Quick response by administration to campus emergencies	66.8 (237)	68.6 (116)	65.2 (118)
Shuttle bus waiting areas	18.6 (66)	21.9 (37)	15.5 (28)
Street lighting	70.4 (250)	75.1 (127)	67.4 (122)
Surveillance cameras	48.7 (173)	54.4 (92)	44.2 (80)
Volunteer designated drivers	22.3 (79)	24.9 (42)	19.9 (36)
Walkway lighting	74.4 (264)	79.9 (135)	70.7 (128)



<b>Overall Campus Experience Summary Strongly agree/Agree</b>	<b>Total</b>	<b>Men</b>	<b>Women</b>
	<b>N = 354</b>	<b>N = 119</b>	<b>N = 215</b>
I am satisfied overall with my interactions with other employees	75.4 (267)	83.2 (99)	72.6 (156)
Our campus is diverse, but not inclusive	19.8 (70)	19.3 (23)	19.5 (42)
Our campus is inclusive, but not diverse	28.8 (102)	30.3 (36)	27.4 (59)
There are enough qualified administrators to enable the president to delegate authority to establish effective and equitable procedures for our institution	41.2 (146)	45.4 (54)	39.5 (85)
Multiculturalism is a core value of our institution's mission	55.4 (196)	55.5 (66)	54.9 (118)
All campus personnel are held to the same code of professional ethics and conduct	26.0 (92)	31.9 (38)	23.3 (50)
I have received adequate diversity training to engage with students and employees on campus	38.4 (136)	44.5 (53)	35.3 (76)
Our school engages with external communities to understand their interests and respond to their needs	29.7 (105)	31.1 (37)	28.8 (62)
An unannounced visit by an accrediting agency regarding diversity matters would be welcomed	51.7 (183)	43.7 (52)	57.2 (123)
My contributions to campus diversity efforts have been recognized (awards, financial incentives, etc.)	8.5 (30)	11.8 (14)	7.0 (15)
Our school puts too much emphasis on diversity	10.5 (37)	10.9 (13)	9.8 (21)
Our school anticipates the emergence of demographic shifts and makes adjustments before crises occur	24.3 (86)	27.7 (33)	22.8 (49)
If there were recognitions (awards, financial incentives, etc.) for contributions to campus diversity, I would participate in advancing those efforts	36.4 (129)	27.7 (33)	41.9 (90)
Diverse perspectives can easily be found within our general education programs	40.1 (142)	41.2 (49)	41.4 (89)
The welfare of our institution takes precedence over donor demands, investment matters, and political interests	39.5 (140)	42.9 (51)	39.5 (85)
I am encouraged to weave diversity/cultural competence into my work	58.5 (207)	59.7 (71)	59.1 (127)
The policy to improve campus climate via diverse hiring is effective	18.1 (64)	19.3 (23)	18.6 (40)
Public announcements regarding internal communications and practices are honest and truthful	32.8 (116)	36.1 (43)	29.3 (63)
Processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs	17.8 (63)	14.3 (17)	20.5 (44)

There are effective measures in place to reduce the amount of bias in admissions and placement practices	21.2 (75)	21.0 (25)	20.5 (44)
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Overall Campus Experience Summary Strongly agree/Agree	Total	Employed 5 Years or less	Employed more than 5 Years
	N = 354	N = 167	N = 183
I am satisfied overall with my interactions with other employees	75.4 (267)	77.8 (130)	74.3 (136)
Our campus is diverse, but not inclusive	19.8 (70)	20.4 (34)	19.7 (36)
Our campus is inclusive, but not diverse	28.8 (102)	27.5 (46)	29.5 (54)
There are enough qualified administrators to enable the president to delegate authority to establish effective and equitable procedures for our institution	41.2 (146)	40.1 (67)	42.1 (77)
Multiculturalism is a core value of our institution's mission	55.4 (196)	58.1 (97)	53.0 (97)
All campus personnel are held to the same code of professional ethics and conduct	26.0 (92)	27.5 (46)	24.6 (45)
I have received adequate diversity training to engage with students and employees on campus	38.4 (136)	33.5 (56)	43.2 (79)
Our school engages with external communities to understand their interests and respond to their needs	29.7 (105)	33.5 (56)	26.2 (48)
An unannounced visit by an accrediting agency regarding diversity matters would be welcomed	51.7 (183)	58.7 (98)	45.9 (84)
My contributions to campus diversity efforts have been recognized (awards, financial incentives, etc.)	8.5 (30)	6.6 (11)	10.4 (19)
Our school puts too much emphasis on diversity	10.5 (37)	11.4 (19)	9.8 (18)
Our school anticipates the emergence of demographic shifts and makes adjustments before crises occur	24.3 (86)	24.0 (40)	24.6 (45)
If there were recognitions (awards, financial incentives, etc.) for contributions to campus diversity, I would participate in advancing those efforts	36.4 (129)	40.7 (68)	32.8 (60)
Diverse perspectives can easily be found within our general education programs	40.1 (142)	38.3 (64)	39.9 (73)
The welfare of our institution takes precedence over donor demands, investment matters, and political interests	39.5 (140)	39.5 (66)	39.9 (73)
I am encouraged to weave diversity/cultural competence into my work	58.5 (207)	57.5 (96)	60.1 (110)
The policy to improve campus climate via diverse hiring is effective	18.1 (64)	19.8 (33)	16.9 (31)

Public announcements regarding internal communications and practices are honest and truthful	32.8 (116)	34.7 (58)	31.1 (57)
Processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs	17.8 (63)	19.8 (33)	16.4 (30)
There are effective measures in place to reduce the amount of bias in admissions and placement practices	21.2 (75)	23.4 (39)	19.7 (36)

Overall Campus Experience Summary Strongly agree/Agree	Men		Women	
	Employed 5 Years or less	Employed more than 5 Years	Employed 5 Years or less	Employed more than 5 Years
	<b>N = 41</b>	<b>N = 77</b>	<b>N = 115</b>	<b>N = 99</b>
I am satisfied overall with my interactions with other employees	90.2 (37)	80.5 (62)	74.8 (86)	70.7 (70)
Our campus is diverse, but not inclusive	17.1 (7)	20.8 (16)	20.0 (23)	19.2 (19)
Our campus is inclusive, but not diverse	36.6 (15)	27.3 (21)	23.5 (27)	31.3 (31)
There are enough qualified administrators to enable the president to delegate authority to establish effective and equitable procedures for our institution	36.6 (15)	49.4 (38)	40.0 (46)	38.4 (38)
Multiculturalism is a core value of our institution's mission	56.1 (23)	55.8 (43)	58.3 (67)	51.5 (51)
All campus personnel are held to the same code of professional ethics and conduct	36.6 (15)	29.9 (23)	25.2 (29)	21.2 (21)
I have received adequate diversity training to engage with students and employees on campus	36.6 (15)	48.1 (37)	32.2 (37)	40.4 (40)
Our school engages with external communities to understand their interests and respond to their needs	26.8 (11)	32.5 (25)	33.0 (38)	23.2 (23)
An unannounced visit by an accrediting agency regarding diversity matters would be welcomed	58.5 (24)	36.4 (28)	58.3 (67)	56.6 (56)
My contributions to campus diversity efforts have been recognized (awards, financial incentives, etc.)	4.9 (2)	15.6 (12)	7.0 (8)	7.1 (7)
Our school puts too much emphasis on diversity	14.6 (6)	9.1 (7)	9.6 (11)	10.1 (10)

Our school anticipates the emergence of demographic shifts and makes adjustments before crises occur	26.8 (11)	28.6 (22)	22.6 (26)	23.2 (23)
If there were recognitions (awards, financial incentives, etc.) for contributions to campus diversity, I would participate in advancing those efforts	26.8 (11)	28.6 (22)	47.0 (54)	36.4 (36)
Diverse perspectives can easily be found within our general education programs	43.9 (18)	40.3 (31)	36.5 (42)	47.5 (47)
The welfare of our institution takes precedence over donor demands, investment matters, and political interests	43.9 (18)	41.6 (32)	39.1 (45)	40.4 (40)
I am encouraged to weave diversity/cultural competence into my work	53.7 (22)	63.6 (49)	60.0 (69)	58.6 (58)
The policy to improve campus climate via diverse hiring is effective	26.8 (11)	15.6 (12)	19.1 (22)	18.2 (18)
Public announcements regarding internal communications and practices are honest and truthful	43.9 (18)	32.5 (25)	29.6 (34)	32.3 (32)
Processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs	14.6 (6)	14.3 (11)	22.6 (26)	18.2 (18)
There are effective measures in place to reduce the amount of bias in admissions and placement practices	17.1 (7)	23.4 (18)	22.6 (26)	18.2 (18)

<b>Work Experience</b>	<b>Total</b>	<b>Men</b>	<b>Women</b>
<b>Summary Strongly agree/Agree</b>	<b>N = 352</b>	<b>N = 117</b>	<b>N = 215</b>
My workload is too heavy	49.7 (175)	42.7 (50)	52.1 (112)
My work-life balance is perfect	28.4 (100)	34.2 (40)	25.1 (54)
Conference attendance is supported	53.7 (189)	49.6 (58)	27.0 (58)
I am underpaid for the work that I do	68.5 (241)	65.8 (77)	69.3 (149)
I have experienced micro aggressions in my department/division/unit	45.7 (161)	33.3 (39)	51.6 (111)
Professional development is encouraged	61.9 (218)	62.4 (73)	61.9 (133)

There are other employees I can get career advice from	65.1 (229)	62.4 (73)	67.4 (145)
My writing is supported	27.0 (95)	27.4 (32)	27.0 (58)
My research is supported	24.7 (87)	28.2 (33)	22.8 (49)
Mentors are important for junior administrators/faculty/staff	75.6 (266)	74.4 (87)	76.7 (165)
Adequate funding exists for my research	9.1 (32)	9.4 (11)	8.8 (19)
Hiring practices are not fair	15.3 (54)	7.7 (9)	19.1 (41)
Sabbatical leave is supported here	33.8 (119)	35.9 (42)	32.6 (70)
Diversity-related research, teaching, and community service are considered in the hiring process	21.6 (76)	23.1 (27)	21.4 (46)
I love my job	69.6 (245)	72.6 (85)	69.8 (150)
I am satisfied with my employee benefits package	69.9 (246)	67.5 (79)	72.6 (156)
My performance evaluations are done on a regular basis	57.1 (201)	53.0 (62)	60.5 (130)
There are too many expectations of me	30.4 (107)	24.8 (29)	33.5 (72)
There are pay disparities here	60.2 (212)	50.4 (59)	65.6 (141)
My performance evaluations are fair and impartial	58.0 (204)	56.4 (66)	60.0 (129)
I am utilizing my full range of skills in my current position	51.4 (181)	52.1 (61)	54.0 (116)
There is a great sense of belonging	54.5 (192)	52.1 (61)	57.7 (124)
This is a hostile working environment	13.9 (49)	7.7 (9)	17.7 (38)
Thinking outside the box is rewarded in my department/division/unit	45.7 (161)	41.0 (48)	49.8 (107)
The merit and promotion processes are fair	27.0 (95)	30.8 (36)	26.5 (57)
The tenure process is fair	19.0 (67)	23.9 (28)	17.2 (37)
Everyone works as a team	39.5 (139)	44.4 (52)	37.7 (81)
I am appropriately involved in department/division/ unit decision-making	54.0 (190)	54.7 (64)	54.4 (117)
Performance expectations are clearly and openly communicated	46.3 (163)	52.1 (61)	45.6 (98)

Ideas and feedback are actively solicited	50.6 (178)	56.4 (66)	50.2 (108)
I want to quit my job	12.2 (43)	9.4 (11)	14.0 (30)

<b>Work Experience Summary Strongly agree/Agree</b>	<b>Total</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
	<b>N = 352</b>	<b>N = 166</b>	<b>N = 182</b>
My workload is too heavy	49.7 (175)	45.8 (76)	53.8 (98)
My work-life balance is perfect	28.4 (100)	28.3 (47)	27.5 (50)
Conference attendance is supported	53.7 (189)	56.0 (93)	52.2 (95)
I am underpaid for the work that I do	68.5 (241)	69.9 (116)	68.1 (124)
I have experienced micro aggressions in my department/division/unit	45.7 (161)	43.4 (72)	48.4 (88)
Professional development is encouraged	61.9 (218)	62.0 (103)	61.5 (112)
There are other employees I can get career advice from	65.1 (229)	69.3 (115)	62.1 (113)
My writing is supported	27.0 (95)	27.1 (45)	26.9 (49)
My research is supported	24.7 (87)	22.3 (37)	26.9 (49)
Mentors are important for junior administrators/faculty/staff	75.6 (266)	75.9 (126)	75.3 (137)
Adequate funding exists for my research	9.1 (32)	6.0 (10)	12.1 (22)
Hiring practices are not fair	15.3 (54)	17.5 (29)	13.2 (24)
Sabbatical leave is supported here	33.8 (119)	24.1 (40)	42.9 (78)
Diversity-related research, teaching, and community service are considered in the hiring process	21.6 (76)	16.9 (28)	26.4 (48)
I love my job	69.6 (245)	75.9 (126)	64.3 (117)
I am satisfied with my employee benefits package	69.9 (246)	68.7 (114)	71.4 (130)
My performance evaluations are done on a regular basis	57.1 (201)	56.0 (93)	58.8 (107)
There are too many expectations of me	30.4	25.3	34.6

	(107)	(42)	(63)
There are pay disparities here	60.2 (212)	57.8 (96)	62.6 (114)
My performance evaluations are fair and impartial	58.0 (204)	60.2 (100)	56.6 (103)
I am utilizing my full range of skills in my current position	51.4 (181)	50.0 (83)	53.3 (97)
There is a great sense of belonging	54.5 (192)	54.8 (91)	54.9 (100)
This is a hostile working environment	13.9 (49)	10.2 (17)	17.0 (31)
Thinking outside the box is rewarded in my department/division/unit	45.7 (161)	51.2 (85)	41.2 (75)
The merit and promotion processes are fair	27.0 (95)	24.7 (41)	29.7 (54)
The tenure process is fair	19.0 (67)	9.0 (15)	28.6 (52)
Everyone works as a team	39.5 (139)	46.4 (77)	33.5 (61)
I am appropriately involved in department/ division/ unit decision-making	54.0 (190)	55.4 (92)	53.8 (98)
Performance expectations are clearly and openly communicated	46.3 (163)	47.6 (79)	46.2 (84)
Ideas and feedback are actively solicited	50.6 (178)	58.4 (97)	44.5 (81)
I want to quit my job	12.2 (43)	10.8 (18)	13.2 (24)

Work Experience Summary Strongly agree/Agree	Men		Women	
	Employed 5 Years or less	Employed more than 5 Years	Employed 5 Years or less	Employed more than 5 Years
	N = 41	N = 76	N = 114	N = 100
My workload is too heavy	34.1 (14)	47.4 (36)	47.4 (54)	57.0 (57)
My work-life balance is perfect	41.5 (17)	30.3 (23)	23.7 (27)	27.0 (27)
Conference attendance is supported	46.3 (19)	51.3 (39)	58.8 (67)	52.0 (52)
I am underpaid for the work that I do	58.5 (24)	69.7 (53)	71.1 (81)	68.0 (68)
I have experienced micro aggressions in my department/division/unit	31.7 (13)	34.2 (26)	47.4 (54)	57.0 (57)

Professional development is encouraged	65.9 (27)	60.5 (46)	59.6 (68)	64.0 (64)
There are other employees I can get career advice from	70.7 (29)	57.9 (44)	68.4 (78)	66.0 (66)
My writing is supported	29.3 (12)	26.3 (20)	25.4 (29)	29.0 (29)
My research is supported	29.3 (12)	27.6 (21)	18.4 (21)	28.0 (28)
Mentors are important for junior administrators/faculty/staff	82.9 (34)	69.7 (53)	73.7 (84)	80.0 (80)
Adequate funding exists for my research	4.9 (2)	11.8 (9)	6.1 (7)	12.0 (12)
Hiring practices are not fair	7.3 (3)	7.9 (6)	21.1 (24)	17.0 (17)
Sabbatical leave is supported here	24.4 (10)	42.1 (32)	21.9 (25)	44.0 (44)
Diversity-related research, teaching, and community service are considered in the hiring process	9.8 (4)	30.3 (23)	19.3 (22)	24.0 (24)
I love my job	82.9 (34)	67.1 (51)	74.6 (85)	65.0 (65)
I am satisfied with my employee benefits package	68.3 (28)	67.1 (51)	70.2 (80)	75.0 (75)
My performance evaluations are done on a regular basis	51.2 (21)	53.9 (41)	57.9 (66)	63.0 (63)
There are too many expectations of me	17.1 (7)	28.9 (22)	28.9 (33)	38.0 (38)
There are pay disparities here	46.3 (19)	52.6 (40)	62.3 (71)	70.0 (70)
My performance evaluations are fair and impartial	58.5 (24)	55.3 (42)	61.4 (70)	58.0 (58)
I am utilizing my full range of skills in my current position	53.7 (22)	51.3 (39)	51.8 (59)	57.0 (57)
There is a great sense of belonging	56.1 (23)	50.0 (38)	55.3 (63)	61.0 (61)
This is a hostile working environment	2.4 (1)	10.5 (8)	14.0 (16)	22.0 (22)
Thinking outside the box is rewarded in my department/division/unit	53.7 (22)	34.2 (26)	51.8 (59)	48.0 (48)
The merit and promotion processes are fair	29.3 (12)	31.6 (24)	24.6 (28)	29.0 (29)
The tenure process is fair	9.8 (4)	31.6 (24)	8.8 (10)	27.0 (27)
Everyone works as a team	58.5 (24)	36.8 (28)	43.0 (49)	32.0 (32)



I am appropriately involved in department/ division/ unit decision-making	56.1 (23)	53.9 (41)	53.5 (61)	55.0 (55)
Performance expectations are clearly and openly communicated	56.1 (23)	50.0 (38)	46.5 (53)	45.0 (45)
Ideas and feedback are actively solicited	70.7 (29)	48.7 (37)	56.1 (64)	44.0 (44)
I want to quit my job	7.3 (3)	10.5 (8)	12.3 (14)	15.0 (15)

<b>Reasons to Consider Leaving</b> <i>Multiple Responses allowed</i>	<b>Total</b>	<b>Men</b>	<b>Women</b>
	<b>N = 342</b>	<b>N = 111</b>	<b>N = 211</b>
No career advancement opportunities	31.6 (108)	33.3 (37)	30.3 (64)
Salary/benefits are not adequate	53.2 (182)	52.3 (58)	54.5 (115)
Family relocation	9.4 (32)	8.1 (9)	10.0 (21)
Offered a job elsewhere	14.6 (50)	14.4 (16)	14.7 (31)
Co-worker tension	26.6 (91)	19.8 (22)	29.9 (63)
Work not appreciated	32.7 (112)	26.1 (29)	36.5 (77)
Feeling of not belonging	19.9 (68)	18.0 (20)	19.9 (42)
Harassed or bullied at work	12.6 (43)	8.1 (9)	14.7 (31)
No sense of belonging in the surrounding community	6.1 (21)	7.2 (8)	5.7 (12)
No childcare services on campus	2.6 (9)	--	4.3 (9)
Pregnancy	2.0 (7)	1.8 (2)	2.4 (5)
<b>I have not considered leaving</b>	<b>22.2 (76)</b>	<b>26.1 (29)</b>	<b>19.0 (40)</b>
Other	19.9 (68)	16.2 (18)	22.7 (48)

Reasons to Consider Leaving <i>Multiple Responses allowed</i>	Total	Employed 5 Years or less	Employed more than 5 Years
	N = 342	N = 160	N = 178
No career advancement opportunities	31.6 (108)	35.6 (57)	28.7 (51)
Salary/benefits are not adequate	53.2 (182)	54.4 (87)	52.8 (94)
Family relocation	9.4 (32)	13.8 (22)	5.6 (10)
Offered a job elsewhere	14.6 (50)	15.6 (25)	14.0 (25)
Co-worker tension	26.6 (91)	23.1 (37)	30.3 (54)
Work not appreciated	32.7 (112)	28.1 (45)	37.6 (67)
Feeling of not belonging	19.9 (68)	21.9 (35)	18.5 (33)
Harassed or bullied at work	12.6 (43)	7.5 (12)	17.4 (31)
No sense of belonging in the surrounding community	6.1 (21)	6.3 (10)	6.2 (11)
No childcare services on campus	2.6 (9)	3.8 (6)	1.7 (3)
Pregnancy	2.0 (7)	2.5 (4)	1.7 (3)
<b>I have not considered leaving</b>	<b>22.2 (76)</b>	<b>26.3 (42)</b>	<b>18.0 (32)</b>
Other	19.9 (68)	16.9 (27)	22.5 (40)

Reasons to consider leaving <i>Multiple Responses allowed</i>	Men		Women	
	Employed 5 Years or less	Employed more than 5 Years	Employed 5 Years or less	Employed more than 5 Years
	N = 40	N = 71	N = 110	N = 100
No career advancement opportunities	35.0 (14)	32.4 (23)	34.5 (38)	26.0 (26)
Salary/benefits are not adequate	42.5 (17)	57.7 (41)	59.1 (65)	50.0 (50)
Family relocation	15.0 (6)	4.2 (3)	12.7 (14)	7.0 (7)
Offered a job elsewhere	20.0 (8)	11.3 (8)	13.6 (15)	16.0 (16)
Co-worker tension	10.0	25.4	27.2	33.0

	(4)	(18)	(30)	(33)
Work not appreciated	17.5 (7)	31.0 (22)	32.7 (36)	41.0 (41)
Feeling of not belonging	15.0 (6)	19.7 (14)	24.5 (27)	15.0 (15)
Harassed or bullied at work	2.5 (1)	11.3 (8)	9.1 (10)	21.0 (21)
No sense of belonging in the surrounding community	5.0 (2)	8.5 (6)	6.4 (7)	5.0 (5)
No childcare services on campus	--	--	5.5 (6)	3.0 (3)
Pregnancy	--	2.8 (2)	3.6 (4)	1.0 (1)
<b>I have not considered leaving</b>	30.0 (12)	23.9 (17)	23.6 (26)	14.0 (14)
Other	20.0 (8)	14.1 (10)	17.3 (19)	28.0 (28)

<b>Stress Level caused by: Summary Extremely/Very Stressful</b>	<b>Total</b>	<b>Men</b>	<b>Women</b>
	<b>N = 352</b>	<b>N = 117</b>	<b>N = 215</b>
Administrators	25.0 (88)	23.1 (27)	27.0 (58)
Faculty	16.5 (58)	12.8 (15)	17.7 (38)
Family	7.4 (26)	6.0 (7)	8.8 (19)
Family obligations	14.2 (50)	12.0 (14)	15.8 (34)
Financial obligations	29.5 (104)	26.5 (31)	31.2 (67)
Human resources	17.9 (63)	12.8 (15)	20.9 (45)
Legal department	10.5 (37)	7.7 (9)	11.6 (25)
Staff	8.5 (30)	6.0 (7)	10.2 (22)
Students	8.2 (29)	6.8 (8)	7.9 (17)
Supervisors	13.9 (49)	11.1 (13)	14.4 (31)

Stress Level caused by: Summary Extremely/Very Stressful	Total	Employed 5 Years or less	Employed more than 5 Years
	N = 352	N = 167	N = 182
Administrators	25.0 (88)	19.2 (32)	30.2 (55)
Faculty	16.5 (58)	13.8 (23)	19.2 (35)
Family	7.4 (26)	10.2 (17)	4.9 (9)
Family obligations	14.2 (50)	18.0 (30)	11.0 (20)
Financial obligations	29.5 (104)	42.5 (71)	18.1 (33)
Human resources	17.9 (63)	16.8 (28)	19.2 (35)
Legal department	10.5 (37)	12.6 (21)	8.8 (16)
Staff	8.5 (30)	8.4 (14)	8.8 (16)
Students	8.2 (29)	9.6 (16)	7.1 (13)
Supervisors	13.9 (49)	11.4 (19)	16.5 (30)

Stress Level caused by: Summary Extremely/Very Stressful	Men		Women	
	Employed 5 Years or less	Employed more than 5 Years	Employed 5 Years or less	Employed more than 5 Years
	N = 42	N = 75	N = 114	N = 100
Administrators	19.0 (8)	25.3 (19)	19.3 (22)	35.0 (35)
Faculty	7.1 (3)	16.0 (12)	14.0 (16)	21.0 (21)
Family	9.5 (4)	4.0 (3)	11.4 (13)	6.0 (6)
Family obligations	19.0 (8)	8.0 (6)	18.4 (21)	13.0 (13)
Financial obligations	38.1 (16)	20.0 (15)	43.0 (49)	18.0 (18)
Human resources	16.7 (7)	10.7 (8)	15.8 (18)	27.0 (27)
Legal department	11.9 (5)	5.3 (4)	11.4 (13)	12.0 (12)
Staff	--	9.3	11.4	9.0

		(7)	(13)	(9)
Students	2.4 (1)	9.3 (7)	9.6 (11)	6.0 (6)
Supervisors	4.8 (2)	14.7 (11)	11.4 (13)	18.0 (18)

## Appendix 3

### Faculty

***Note: numbers in tables refer to percentages, followed by number of responses in ( )***

Reasons to Teach at WOU (Multiple Responses allowed)	Total Faculty	Men	Women
	N = 143	N = 46	N = 77
Research opportunities	7.7 (11)	8.7 (4)	6.5 (5)
Tenure process	17.5 (25)	19.6 (9)	18.2 (14)
Administrator diversity	--	--	--
Staff diversity	1.4 (2)	2.2 (1)	1.3 (1)
Faculty diversity	3.5 (5)	4.3 (2)	3.9 (3)
Student diversity	13.3 (19)	10.9 (5)	18.2 (14)
Campus commitment to diversity	10.5 (15)	8.7 (4)	11.7 (9)
On-campus child care	2.1 (3)	--	2.6 (2)
Only job I was offered	9.8 (14)	17.4 (8)	6.5 (5)
Community service opportunities	4.2 (6)	--	6.5 (5)
Salary	2.8 (4)	2.2 (1)	2.6 (2)
Surrounding community	28.7 (41)	28.3 (13)	32.5 (25)
Location (close to home)	49.0 (70)	41.3 (19)	53.2 (41)
College sports reputation	1.4 (2)	2.2 (1)	1.3 (1)
Wanted to join a union	8.4 (12)	13.0 (6)	6.5 (5)
Family member is an alum	4.2 (6)	2.2 (1)	6.5 (5)
I am an alum	17.5 (25)	10.9 (5)	24.7 (19)
Family member works here	1.4 (2)	--	--
Career advancement opportunities	17.5 (25)	17.4 (8)	18.2 (14)
International reputation	0.7 (1)	--	1.3 (1)
Opportunity to telecommute	4.2 (6)	2.2 (1)	5.2 (4)
Work-life balance	46.2 (66)	47.8 (22)	46.8 (36)

Academic reputation	12.6 (18)	8.7 (4)	15.6 (12)
Size of school	50.3 (72)	54.3 (25)	50.6 (39)
Employee benefits	32.2 (46)	30.4 (14)	33.8 (26)
Employee resource/affinity groups	0.7 (1)	--	1.3 (1)
Other	34.2 (49)	37.0 (17)	36.4 (28)
<b>Average Reasons Stated</b>	<b>3.8</b>	<b>3.7</b>	<b>4.1</b>

Reasons to Teach at WOU (Multiple Responses allowed)	Total Faculty	Employed 5 Years or less	Employed more than 5 Years
	N = 143	N = 45	N = 98
Research opportunities	7.7 (11)	8.9 (4)	7.1 (7)
Tenure process	17.5 (25)	15.6 (7)	18.4 (18)
Administrator diversity	--	--	--
Staff diversity	1.4 (2)	--	2.0 (2)
Faculty diversity	3.5 (5)	8.9 (4)	1.0 (1)
Student diversity	13.3 (19)	17.8 (8)	11.2 (11)
Campus commitment to diversity	10.5 (15)	20.0 (9)	6.1 (6)
On-campus child care	2.1 (3)	4.4 (2)	1.0 (1)
Only job I was offered	9.8 (14)	15.6 (7)	7.1 (7)
Community service opportunities	4.2 (6)	8.9 (4)	2.0 (2)
Salary	2.8 (4)	6.7 (3)	1.0 (1)
Surrounding community	28.7 (41)	26.7 (12)	29.6 (29)
Location (close to home)	49.0 (70)	57.8 (26)	44.9 (44)
College sports reputation	1.4 (2)	2.2 (1)	1.0 (1)
Wanted to join a union	8.4 (12)	2.2 (1)	11.2 (11)



Family member is an alum	4.2 (6)	4.4 (2)	4.1 (4)
I am an alum	17.5 (25)	22.2 (10)	15.3 (15)
Family member works here	1.4 (2)	2.2 (1)	1.0 (1)
Career advancement opportunities	16.8 (25)	20.0 (9)	16.3 (16)
International reputation	0.7 (1)	--	1.0 (1)
Opportunity to telecommute	4.2 (6)	2.2 (1)	5.1 (5)
Work-life balance	46.2 (66)	44.4 (20)	46.9 (46)
Academic reputation	12.6 (18)	15.6 (7)	11.2 (11)
Size of school	50.3 (72)	51.1 (23)	50.0 (49)
Employee benefits	32.2 (46)	35.6 (16)	30.6 (30)
Employee resource/affinity groups*	0.7 (1)	--	1.0 (1)
Other	34.2 (49)	26.7 (12)	36.7 (36)
<b>Average Reasons Stated</b>	<b>3.8</b>	<b>4.2</b>	<b>3.6</b>

<b>Mandatory Diversity Training Needs Summary Strongly agree/Agree</b>	<b>Total Faculty</b>	<b>Men</b>	<b>Women</b>
	<b>N = 143</b>	<b>N = 46</b>	<b>N = 79</b>
Administrative leadership	86.7 (124)	73.9 (34)	93.7 (74)
Faculty	74.8 (107)	54.3 (25)	86.1 (68)
Governing Board (Board of Trustees)	80.4 (115)	65.2 (30)	88.6 (70)
Search committee heads	81.1 (116)	69.6 (32)	87.3 (69)
Staff members	79.0 (113)	60.9 (28)	88.6 (70)
Students	67.8 (97)	52.2 (24)	74.7 (59)

<b>Mandatory Diversity Training Needs</b> <i>Summary Strongly agree/Agree</i>	<b>Total Faculty</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
	<b>N = 143</b>	<b>N = 45</b>	<b>N = 98</b>
Administrative leadership	86.7 (124)	88.9 (40)	85.7 (84)
Faculty	74.8 (107)	82.2 (37)	71.4 (70)
Governing Board (Board of Trustees)	80.4 (115)	86.7 (39)	77.6 (76)
Search committee heads	81.1 (116)	93.3 (42)	76.5 (75)
Staff members	79.0 (113)	84.4 (38)	76.5 (75)
Students	67.8 (97)	80.0 (36)	62.2 (61)

<b>Mandatory Diversity Training Needs</b> <i>Summary Strongly agree/Agree</i>	<b>Men</b>		<b>Women</b>	
	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
	<b>N = 8</b>	<b>N = 38</b>	<b>N = 32</b>	<b>N = 47</b>
Administrative leadership	75.0 (6)	73.7 (28)	93.8 (30)	93.6 (44)
Faculty	62.5 (5)	52.6 (20)	93.8 (30)	80.9 (38)
Governing Board (Board of Trustees)	62.5 (5)	65.8 (25)	93.8 (30)	85.1 (40)
Search committee heads	87.5 (7)	65.8 (25)	93.8 (30)	83.0 (39)
Staff members	62.5 (5)	60.5 (23)	77.5 (30)	85.1 (40)
Students	62.5 (5)	50.0 (19)	87.5 (28)	66.0 (31)

<b>Campus Commitment to Diversity</b>	<b>Total Faculty</b>	<b>Men</b>	<b>Women</b>
<b>Does WOU have a campus-wide strategic diversity plan?</b>	<b>N = 141</b>	<b>N = 46</b>	<b>N = 78</b>
Yes	24.1 (34)	15.2 (7)	28.2 (22)
No	14.9 (21)	4.3 (2)	19.2 (15)

Don't know	61.0 (86)	80.4 (37)	52.6 (41)
<b>Summary Strongly agree/Agree (Based to those who are aware of campus-wide strategic diversity plan)</b>	<b>N = 34</b>	<b>N = 7</b>	<b>N = 22</b>
Senior leadership establishes the campus vision for diversity	47.1 (16)	57.1 (4)	45.5 (10)
Senior leadership creates a culture of accountability	29.4 (10)	42.9 (3)	22.7 (5)
Senior leadership shows a visible commitment to campus diversity	29.4 (10)	57.1 (4)	22.7 (5)
A written diversity plan is required in my department/division/unit	29.4 (10)	42.9 (3)	27.2 (6)
My department/division/unit is accountable for diversity progress	44.1 (15)	57.1 (4)	40.9 (9)
There is adequate financial support to drive campus diversity efforts	8.8 (3)	28.6 (2)	4.5 (1)
Our diversity committee is effective at engaging the campus in diversity activities	20.6 (7)	42.9 (3)	13.6 (3)
Our governing board is supportive of campus diversity efforts	32.4 (11)	57.1 (4)	18.2 (4)
Diversity efforts should be led by each school with oversight by a central office	41.1 (14)	28.6 (2)	45.5 (10)
We have a way to effectively measure our department/division/unit's diversity success	14.7 (5)	28.6 (2)	4.5 (1)

<b>Campus Commitment to Diversity</b>	<b>Total Faculty</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
<b>Does WOU have a campus-wide strategic diversity plan?</b>	<b>N = 141</b>	<b>N = 45</b>	<b>N = 96</b>
Yes	24.1 (34)	28.9 (13)	21.9 (21)
No	9.9 (14)	13.3 (6)	15.6 (15)
Don't know	61.0 (86)	57.8 (26)	62.5 (60)
<b>Summary Strongly agree/Agree (Based to those who are aware of campus-wide strategic diversity plan)</b>	<b>N = 34</b>	<b>N = 13</b>	<b>N = 21</b>
Senior leadership establishes the campus vision for diversity	47.1 (16)	30.8 (4)	57.1 (12)
Senior leadership creates a culture of accountability	29.4 (10)	38.5 (5)	23.8 (5)

Senior leadership shows a visible commitment to campus diversity	29.4 (10)	23.1 (3)	33.3 (7)
A written diversity plan is required in my department/division/unit	29.4 (10)	23.1 (3)	33.3 (7)
My department/division/unit is accountable for diversity progress	44.1 (15)	46.2 (6)	42.9 (9)
There is adequate financial support to drive campus diversity efforts	8.8 (3)	--	4.8 (1)
Our diversity committee is effective at engaging the campus in diversity activities	20.6 (7)	15.4 (2)	23.8 (5)
Our governing board is supportive of campus diversity efforts	32.4 (11)	46.2 (6)	23.8 (5)
Diversity efforts should be led by each school with oversight by a central office	41.1 (14)	38.5 (5)	42.9 (9)
We have a way to effectively measure our department/division/unit's diversity success	14.7 (5)	15.4 (2)	14.3 (3)

<b>Search Committees and Diversity</b>	<b>Total Faculty</b>	<b>Men</b>	<b>Women</b>
	<b>N = 141</b>	<b>N = 44</b>	<b>N = 78</b>
<b>Served on Search Committee in past 2 Years</b>	<b>48.9 (69)</b>	<b>43.2 (19)</b>	<b>51.3 (40)</b>
<b>Summary Strongly agree/Agree (Base: Served on Search Committee)</b>	<b>N = 67</b>	<b>N = 19</b>	<b>N = 40</b>
My search committee required a diverse pool of candidates	52.2 (35)	42.1 (8)	57.5 (23)
My search committee had a dedicated diversity recruitment specialist	7.5 (5)	10.5 (2)	5.0 (2)
My search committee was made up of diverse members	34.3 (23)	42.1 (8)	30.0 (12)
Members of my search committee frequented diversity recruitment events	13.4 (9)	10.5 (2)	17.5 (7)
My department/division/unit hosted events for future diverse employees on our campus	4.3 (3)	--	7.5 (3)
My department/division/unit participates in an institutional strategic diversity hiring plan	13.4 (9)	21.1 (4)	12.5 (5)
My department/division/unit participates in diverse employee exchange programs	3.0 (2)	10.5 (2)	--
My department/division/unit has pipeline programs to attract diverse employees	9.0 (6)	5.3 (1)	12.5 (5)
A written diversity plan is required in my department/division/unit	6.0 (4)	5.3 (1)	10.0 (4)
My department/division/unit is accountable for diversity progress	28.4 (19)	21.1 (4)	37.5 (15)

<b>Search Committees and Diversity</b>	<b>Total Faculty</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
	<b>N = 141</b>	<b>N = 45</b>	<b>N = 96</b>
<b>Served on Search Committee in past 2 Years</b>	<b>48.9 (69)</b>	<b>31.1 (14)</b>	<b>57.3 (55)</b>
<b><i>Summary Strongly agree/Agree (Base: Served on Search Committee)</i></b>	<b>N = 67</b>	<b>N = 14</b>	<b>N = 55</b>
My search committee required a diverse pool of candidates	52.2 (35)	64.3 (9)	47.3 (26)
My search committee had a dedicated diversity recruitment specialist	7.5 (5)	14.3 (2)	5.5 (3)
My search committee was made up of diverse members	34.3 (23)	21.4 (3)	36.4 (20)
Members of my search committee frequented diversity recruitment events	13.4 (9)	14.3 (2)	14.5 (8)
My department/division/unit hosted events for future diverse employees on our campus	4.3 (3)	7.1 (1)	3.6 (2)
My department/division/unit participates in an institutional strategic diversity hiring plan	13.4 (9)	7.1 (1)	14.5 (8)
My department/division/unit participates in diverse employee exchange programs	3.0 (2)	7.1 (1)	1.8 (1)
My department/division/unit has pipeline programs to attract diverse employees	9.0 (6)	--	10.9 (6)
A written diversity plan is required in my department/division/unit	6.0 (4)	7.1 (1)	7.3 (4)
My department/division/unit is accountable for diversity progress	28.4 (19)	21.4 (3)	29.1 (16)

<b>Search Committees and Diversity</b>	<b>Men</b>		<b>Women</b>	
	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
	<b>N = 8</b>	<b>N = 36</b>	<b>N = 32</b>	<b>N = 47</b>
<b>Served on Search Committee in past 2 Years</b>	<b>25.0 (2)</b>	<b>47.2 (17)</b>	<b>34.4 (11)</b>	<b>61.7 (29)</b>
<b><i>Summary Strongly agree/Agree (Base: Served on Search Committee)</i></b>	<b>N = 2</b>	<b>N = 17</b>	<b>N = 11</b>	<b>N = 29</b>
My search committee required a diverse pool of candidates	50.0 (1)	41.2 (7)	9.1 (1)	55.2 (16)
My search committee had a dedicated diversity recruitment specialist	50.0 (1)	5.9 (1)	--	6.9 (2)

My search committee was made up of diverse members	50.0 (1)	47.1 (8)	18.2 (2)	34.5 (10)
Members of my search committee frequented diversity recruitment events	--	11.8 (2)	18.2 (2)	17.2 (5)
My department/division/unit hosted events for future diverse employees on our campus	--	--	9.1 (1)	6.9 (2)
My department/division/unit participates in an institutional strategic diversity hiring plan	50.0 (1)	5.9 (1)	--	17.2 (5)
My department/division/unit participates in diverse employee exchange programs	50.0 (1)	5.9 (1)	--	--
My department/division/unit has pipeline programs to attract diverse employees	--	5.9 (1)	--	17.2 (5)
A written diversity plan is required in my department/division/unit	--	5.9 (1)	9.1 (1)	10.3 (3)
My department/division/unit is accountable for diversity progress	--	23.5 (4)	27.3 (3)	41.4 (12)

<b>Welcoming Campus to Specific Groups</b> <i>Summary Very/Somewhat welcoming</i>	<b>Total Faculty</b>	<b>Men</b>	<b>Women</b>
	<b>N = 139</b>	<b>N = 45</b>	<b>N = 79</b>
African Americans	48.9 (68)	64.4 (29)	41.8 (33)
Asian Americans	60.4 (84)	77.8 (35)	51.9 (41)
Caucasians/Whites	92.1 (128)	91.1 (41)	94.9 (75)
First-generation students	88.5 (123)	91.1 (41)	88.6 (70)
Hispanics/Latinos	80.6 (112)	86.7 (39)	75.9 (60)
International students and employees	54.0 (75)	64.4 (29)	48.1 (38)
LGBTQIA+ people	69.1 (96)	66.7 (30)	69.6 (55)
Middle Eastern people	43.9 (61)	51.1 (23)	40.5 (32)
Military veterans	79.1 (110)	80.0 (36)	78.5 (62)
Muslims	41.7 (58)	53.3 (24)	38.0 (30)
Native Americans	47.5	66.7	40.5

	(66)	(30)	(32)
Native Hawaiians/Pacific Islanders	71.2 (99)	80.0 (36)	65.8 (52)
People with disabilities	73.4 (102)	80.0 (36)	72.2 (57)
Undocumented students	54.0 (75)	64.4 (29)	51.9 (41)
Women	72.7 (101)	82.2 (37)	70.9 (56)

Welcoming Campus to Specific Groups <i>Summary Very/Somewhat welcoming</i>	Total Faculty	Employed 5 Years or less	Employed more than 5 Years
	N = 139	N = 46	N = 93
African Americans	48.9 (68)	41.3 (19)	52.7 (49)
Asian Americans	60.4 (84)	52.2 (24)	64.5 (60)
Caucasians/Whites	92.1 (128)	84.8 (39)	95.7 (89)
First-generation students	88.5 (123)	76.1 (35)	94.6 (88)
Hispanics/Latinos	80.6 (112)	67.4 (31)	87.1 (81)
International students and employees	54.0 (75)	50.0 (23)	55.9 (52)
LGBTQIA+ people	69.1 (96)	58.7 (27)	74.2 (69)
Middle Eastern people	43.9 (61)	32.6 (15)	49.5 (46)
Military veterans	79.1 (110)	69.6 (32)	83.9 (78)
Muslims	41.7 (58)	30.4 (14)	47.3 (44)
Native Americans	47.5 (66)	32.6 (15)	54.8 (51)
Native Hawaiians/Pacific Islanders	71.2 (99)	54.3 (25)	79.6 (74)
People with disabilities	73.4 (102)	60.9 (28)	79.6 (74)
Undocumented students	54.0 (75)	41.3 (19)	60.2 (56)
Women	72.7 (101)	63.0 (29)	77.4 (72)

Welcoming Campus to Specific Groups <i>Summary Very/Somewhat Welcoming</i>	Men		Women	
	Employed 5 Years or less	Employed more than 5 Years	Employed 5 Years or less	Employed more than 5 Years
	N = 8	N = 37	N = 32	N = 47
African Americans	50.0 (4)	67.6 (25)	37.5 (12)	44.7 (21)
Asian Americans	62.5 (5)	81.1 (30)	46.9 (15)	55.3 (26)
Caucasians/Whites	75.0 (6)	94.6 (35)	90.6 (29)	97.9 (46)
First-generation students	75.0 (6)	94.6 (35)	78.1 (25)	95.7 (45)
Hispanics/Latinos	62.5 (5)	91.9 (34)	65.6 (21)	83.0 (39)
International students and employees	62.5 (5)	64.9 (24)	40.6 (13)	53.2 (25)
LGBTQIA+ people	62.5 (5)	67.6 (25)	53.1 (17)	80.9 (38)
Middle Eastern people	37.5 (3)	54.1 (20)	25.0 (8)	51.1 (24)
Military veterans	62.5 (5)	83.8 (31)	68.8 (22)	85.1 (40)
Muslims	37.5 (3)	56.8 (21)	28.1 (9)	44.7 (21)
Native Americans	50.0 (4)	70.3 (26)	31.2 (10)	46.8 (22)
Native Hawaiians/Pacific Islanders	62.5 (5)	83.8 (31)	50.0 (16)	76.6 (36)
People with disabilities	62.5 (5)	48.6 (18)	59.4 (19)	80.9 (38)
Undocumented students	50.0 (4)	67.6 (25)	40.6 (13)	59.6 (28)
Women	62.5 (5)	86.5 (32)	62.5 (20)	55.3 (26)

Integration on Campus <i>Summary Very/Somewhat Integrated</i>	Total Faculty	Men	Women
	N = 138	N = 44	N = 79
On campus	54.3 (75)	59.0 (26)	53.2 (42)
In residence halls	12.3 (17)	18.2 (8)	10.1 (8)
In campus dining areas	17.4 (24)	25.0 (11)	13.9 (11)



During student activities on campus	26.1 (36)	29.5 (13)	25.3 (20)
During sporting events on campus	23.2 (32)	25.0 (11)	21.5 (17)
During meetings with faculty	40.6 (56)	59.0 (26)	30.4 (24)
During meetings with administrators	22.5 (31)	38.6 (17)	12.7 (10)
During employee events	28.3 (39)	38.6 (17)	21.5 (17)

<b>Integration on Campus</b> <i>Summary Very/Somewhat Integrated</i>	<b>Total Faculty</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
	<b>N = 138</b>	<b>N = 46</b>	<b>N = 92</b>
On campus	54.3 (75)	53.2 (24)	55.4 (51)
In residence halls	12.3 (17)	15.2 (7)	10.9 (10)
In campus dining areas	17.4 (24)	21.7 (10)	15.2 (14)
During student activities on campus	26.1 (36)	28.3 (13)	25.0 (23)
During sporting events on campus	23.2 (32)	21.7 (10)	23.9 (22)
During meetings with faculty	40.6 (56)	39.1 (18)	41.3 (38)
During meetings with administrators	22.5 (31)	19.6 (9)	23.9 (22)
During employee events	28.3 (39)	23.9 (11)	30.4 (28)

<b>Promoting Racial/Cultural Interaction between Different Groups</b>	<b>Total Faculty</b>	<b>Men</b>	<b>Women</b>
	<b>N = 139</b>	<b>N = 45</b>	<b>N = 79</b>
Very/Somewhat Well	46.0 (64)	60.0 (27)	38.0 (30)
<b>Importance of Promoting Diversity and Inclusion in Campus Leadership</b>	<b>N = 137</b>	<b>N = 44</b>	<b>N = 79</b>
Very/Somewhat Important	87.6 (120)	88.6 (39)	87.3 (69)

Promoting Racial/Cultural Interaction between Different Groups	Total Faculty	Employed 5 Years or less	Employed more than 5 Years
	N = 139	N = 46	N = 93
Very/Somewhat Well	46.0 (64)	34.8 (16)	51.6 (48)
<b>Importance of Promoting Diversity and Inclusion in Campus Leadership</b>	<b>N = 137</b>	<b>N = 45</b>	<b>N = 92</b>
Very/Somewhat Important	87.6 (120)	88.9 (40)	87.0 (80)

Promoting Racial/Cultural Interaction between Different Groups	Men		Women	
	Employed 5 Years or less	Employed more than 5 Years	Employed 5 Years or less	Employed more than 5 Years
	N = 8	N = 37	N = 32	N = 47
Very/Somewhat Well	37.5 (3)	64.9 (24)	31.3 (10)	74.5 (35)
<b>Importance of Promoting Diversity and Inclusion in Campus Leadership</b>	<b>N = 8</b>	<b>N = 36</b>	<b>N = 32</b>	<b>N = 47</b>
Very/Somewhat Important	100.0 (8)	86.1 (31)	84.4 (27)	89.4 (42)

Discrimination/Harassment/Bullying on Campus	Total Faculty	Men	Women
	<b>N = 128</b>	<b>N = 43</b>	<b>N = 73</b>
Saw/experienced at least one incident	77.3 (99)	74.4 (32)	79.5 (58)
Average	4.7	3.7	5.2
Range	1 - 13	1 - 11	1 - 13
<b>Type experienced (Multiple responses allowed)</b>	<b>N = 128</b>	<b>N = 43</b>	<b>N = 73</b>
Bullying	43.0 (55)	34.9 (15)	49.3 (36)
Discrimination/bias/harassment based on age	27.3 (35)	30.2 (13)	26.0 (19)
Discrimination/bias/harassment based on gender	49.2 (63)	34.9 (15)	58.9 (43)
Discrimination/bias/harassment based on gender identity	18.0 (23)	11.6 (5)	21.9 (16)
Discrimination/bias/harassment based on race/ethnicity	36.7 (47)	25.6 (11)	41.1 (30)
Discrimination/bias/harassment based on lack of English language proficiency (foreign accent)	40.6 (52)	30.2 (13)	46.6 (34)
Discrimination/bias/harassment based on disability	16.4	7.0	21.9

	(21)	(3)	(16)
Discrimination/bias/harassment based on veteran status	3.9 (5)	4.7 (2)	4.1 (3)
Discrimination/bias/harassment based on religion/worldview/spiritual affiliation	16.4 (21)	7.0 (3)	19.2 (14)
Discrimination/bias/harassment based on a medical condition or illness	18.8 (24)	16.3 (7)	21.9 (16)
Discrimination/bias/harassment based on socioeconomic status	21.1 (27)	16.3 (7)	21.9 (16)
Discrimination/bias/harassment based on sexual identity	14.8 (19)	9.3 (4)	17.8 (13)
Discrimination/bias/harassment based on political views	25.0 (32)	23.3 (10)	26.0 (19)
Retaliation	20.3 (26)	16.3 (7)	23.3 (17)
Sexual Assault	3.9 (5)	2.3 (1)	5.5 (4)
Other	7.8 (10)	7.0 (3)	9.6 (7)
None of the above	22.7 (29)	25.6 (11)	20.5 (15)

<b>Discrimination/Harassment/Bullying on Campus</b>	<b>Total Faculty</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
	<b>N = 128</b>	<b>N = 43</b>	<b>N = 85</b>
Saw/Experienced at least one incident	77.3 (99)	69.8 (30)	81.2 (69)
Average	4.7	4.2	4.9
Range	1 - 13	1 - 13	1 - 13
<b>Type experienced (<i>Multiple responses allowed</i>)</b>	<b>N = 128</b>	<b>N = 43</b>	<b>N = 85</b>
Bullying	43.0 (55)	25.6 (11)	51.8 (44)
Discrimination/bias/harassment based on age	27.3 (35)	23.3 (10)	29.4 (25)
Discrimination/bias/harassment based on gender	49.2 (63)	39.5 (17)	54.1 (46)
Discrimination/bias/harassment based on gender identity	18.0 (23)	20.9 (9)	16.5 (14)
Discrimination/bias/harassment based on race/ethnicity	36.7 (47)	34.9 (15)	37.6 (32)
Discrimination/bias/harassment based on lack of English language proficiency (foreign accent)	40.6 (52)	34.9 (15)	43.5 (37)
Discrimination/bias/harassment based on disability	16.4 (21)	16.3 (7)	16.5 (14)

Discrimination/bias/harassment based on veteran status	3.9 (5)	4.7 (2)	3.5 (3)
Discrimination/bias/harassment based on religion/worldview/spiritual affiliation	16.4 (21)	11.6 (5)	18.8 (16)
Discrimination/bias/harassment based on a medical condition or illness	18.8 (24)	16.3 (7)	20.0 (17)
Discrimination/bias/harassment based on socioeconomic status	21.1 (27)	18.6 (8)	22.4 (19)
Discrimination/bias/harassment based on sexual identity	14.8 (19)	11.6 (5)	16.5 (14)
Discrimination/bias/harassment based on political views	25.0 (32)	18.6 (8)	28.2 (24)
Retaliation	20.3 (26)	11.6 (5)	24.7 (21)
Sexual Assault	3.9 (5)	--	5.9 (5)
Other	7.8 (10)	4.7 (2)	9.4 (8)
None of the above	22.7 (29)	30.2 (13)	18.8 (16)

Discrimination/Harassment/ Bullying on Campus	Men		Women	
	Employed 5 Years or less	Employed more than 5 Years	Employed 5 Years or less	Employed more than 5 Years
	<b>N = 8</b>	<b>N = 35</b>	<b>N = 30</b>	<b>N = 43</b>
Saw/experienced at least one incident	50.0 (4)	80.0 (28)	76.7 (23)	81.4 (35)
Average	4.75	3.6	5.3	6.1
Range	1 - 11	1 - 9	2 - 13	2 - 13

Who Caused Incident Base: Have experienced/witnessed any incidences (Multiple Responses allowed)	Total Faculty	Men	Women
	<b>N = 95</b>	<b>N = 31</b>	<b>N = 58</b>
Athletic coach	2.1 (2)	3.2 (1)	1.7 (1)
Campus police	3.2 (3)	3.2 (1)	3.4 (2)
Faculty member	80.0 (76)	67.7 (21)	89.7 (52)
Member of the surrounding community	12.6 (12)	6.5 (2)	15.5 (9)
Parent of a student	4.2	6.5	3.4

	(4)	(2)	(2)
Senior administrator (vice president or dean)	24.2 (23)	22.6 (7)	25.9 (15)
Other administrator	24.2 (23)	22.6 (7)	25.9 (15)
Staff member	26.3 (25)	6.5 (2)	34.5 (20)
Student	48.4 (46)	38.7 (12)	53.4 (31)
Other	6.3 (6)	9.7 (3)	5.2 (3)

<b>Who Caused Incident</b> <b>Base: Have experienced/witnessed any incidences</b> <b>(Multiple Responses allowed)</b>	<b>Total Faculty</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
	<b>N = 95</b>	<b>N = 29</b>	<b>N = 66</b>
Athletic coach	2.1 (2)	--	3.0 (2)
Campus police	3.2 (3)	3.4 (1)	3.0 (2)
Faculty member	80.0 (76)	82.8 (24)	78.8 (52)
Member of the surrounding community	12.6 (12)	20.7 (6)	9.1 (6)
Parent of a student	4.2 (4)	6.9 (2)	3.0 (2)
Senior administrator (vice president or dean)	24.2 (23)	13.8 (4)	28.8 (19)
Other administrator	24.2 (23)	6.9 (2)	31.8 (21)
Staff member	26.3 (25)	27.6 (8)	25.8 (17)
Student	48.4 (46)	44.8 (13)	50.0 (33)
Other	6.3 (6)	3.4 (1)	7.6 (5)

<b>Reporting Incident To</b> <b>Base: Have experienced/witnessed any incident</b>	<b>Total Faculty</b>	<b>Men</b>	<b>Women</b>
	<b>N = 92</b>	<b>N = 30</b>	<b>N = 55</b>
<b>Reported Incident - Yes</b> <b>(Multiple responses allowed)</b>	<b>21.7</b> <b>(20)</b>	<b>13.3</b> <b>(4)</b>	<b>25.5</b> <b>(14)</b>
Athletic department	--	--	--
Campus health center	5.0	--	7.1

	(1)		(1)
Campus ministry	--	--	--
Campus police	10.0 (2)	--	7.1 (1)
Chief diversity officer	5.0 (1)	25.0 (1)	--
Counseling center	--	--	--
EEO office	5.0 (1)	--	--
EEOC	--	--	--
Faculty member	25.0 (5)	--	21.4 (3)
Family member	20.0 (4)	--	14.3 (2)
Friend	15.0 (3)	--	7.1 (1)
Human Resources	60.0 (12)	100.0 (4)	50.0 (7)
Legal department	15.0 (3)	25.0 (1)	7.1 (1)
My supervisor	45.0 (9)	50.0 (2)	42.9 (6)
NAACP	--	--	--
Off-campus police	--	--	--
Off-campus healthcare professional	--	--	--
Office of Civil Rights	5.0 (1)	--	--
Ombudsman	5.0 (1)	--	7.1 (1)
Senior administrator	40.0 (8)	50.0 (2)	42.9 (6)
Title IX coordinator	5.0 (1)	25.0 (1)	--
Other	25.0 (5)	25.0 (1)	28.6 (4)

<b>Reporting Incident</b> <b>Base: Have experienced/witnessed any incident</b>	<b>Total Faculty</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
	<b>N = 92</b>	<b>N = 29</b>	<b>N = 63</b>
<b>Reported Incident - Yes</b> <b>(Multiple responses allowed)</b>	<b>21.7</b> <b>(20)</b>	<b>13.3</b> <b>(4)</b>	<b>25.5</b> <b>(16)</b>

Athletic department	--	--	--
Campus health center	5.0 (1)	--	6.3 (1)
Campus ministry	--	--	--
Campus police	10.0 (2)	--	12.5 (2)
Chief diversity officer	5.0 (1)	--	6.3 (1)
Counseling center	--	--	--
EEO office	5.0 (1)	--	6.3 (1)
EEOC	--	--	--
Faculty member	25.0 (5)	50.0 (2)	18.8 (3)
Family member	20.0 (4)	25.0 (1)	18.8 (3)
Friend	15.0 (3)	--	18.8 (3)
Human Resources	60.0 (12)	50.0 (2)	62.5 (10)
Legal department	15.0 (3)	--	18.8 (3)
My supervisor	45.0 (9)	50.0 (2)	43.8 (7)
NAACP	--	--	--
Off-campus police	--	--	--
Off-campus healthcare professional	--	--	--
Office of Civil Rights	5.0 (1)	--	6.3 (1)
Ombudsman	5.0 (1)	--	6.3 (1)
Senior administrator	40.0 (8)	25.0 (1)	43.8 (7)
Title IX coordinator	5.0 (1)	25.0 (1)	--
Other	25.0 (5)	25.0 (1)	25.0 (4)

Result of Written Bias/ Discrimination/ Harassment Complaint in Past 2 Years	Total Faculty	Men	Women
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<b>(Base: Have experienced/witnessed any incident AND Reported Incident)</b>			
	<b>N = 92</b>	<b>N = 32</b>	<b>N = 58</b>
<b>Reported Incident</b>	<b>21.7</b>	<b>12.5</b>	<b>24.1</b>
<b>Reported Incident to (Multiple responses allowed)</b>	<b>N = 20</b>	<b>N = 4</b>	<b>N = 14</b>
My complaint was taken seriously	15.0 (3)	25.0 (1)	7.1 (1)
Criminal action was taken	--	--	--
My complaint was addressed but not resolved to my satisfaction	10.0 (2)	25.0 (1)	7.1 (1)
Nothing was done	15.0 (3)	25.0 (1)	14.3 (2)
It's still in process	15.0 (3)	--	14.3 (2)
My complaint was resolved to my satisfaction	10.0 (2)	--	7.1
My complaint was dismissed	5.0 (1)	--	7.1 (1)
Other	30.0 (6)	--	42.9 (6)

<b>Result of Written Bias/ Discrimination/ Harassment Complaint in Past 2 Years (Base: Have experienced/witnessed any incident AND Reported Incident)</b>	<b>Total Faculty</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
<b>Reported Incident</b>	<b>21.7 (20)</b>	<b>12.5 (4)</b>	<b>24.1 (16)</b>
<b>Reported Incident to (Multiple responses allowed)</b>			
My complaint was taken seriously	15.0 (3)	25.0 (1)	12.5 (2)
Criminal action was taken	--	--	--
My complaint was addressed but not resolved to my satisfaction	10.0 (2)	25.0 (1)	--
Nothing was done	15.0 (3)	25.0 (1)	12.5 (2)
It's still in process	15.0 (3)	25.0 (1)	12.5 (2)
My complaint was resolved to my satisfaction	10.0 (2)	25.0 (1)	6.3 (1)
My complaint was dismissed	5.0 (1)	--	6.3 (1)
Other	30.0 (6)	25.0 (1)	31.3 (5)



<b>Reasons not Reported Incident (Base: Have experienced/witnessed any incident AND DID NOT Reported Incident) (Multiple responses allowed)</b>	<b>Total Faculty</b>	<b>Men</b>	<b>Women</b>
	<b>N = 72</b>	<b>N = 26</b>	<b>N = 41</b>
I decided it wasn't important enough	19.4 (14)	23.1 (6)	19.5 (8)
There was not enough evidence	36.1 (26)	34.6 (9)	36.6 (15)
I feared retaliation	36.1 (26)	26.9 (7)	46.3 (19)
The offender asked me not to	2.8 (2)	--	2.4 (1)
I didn't think anything would happen	43.1 (31)	46.2 (12)	41.5 (17)
The offender is no longer here	4.2 (3)	3.8 (1)	4.9 (2)
There was too much pressure not to	8.3 (6)	3.8 (1)	12.2 (5)
I feared losing my job	20.8 (15)	15.4 (4)	24.4 (10)
I felt it was my fault	1.4 (1)	--	2.4 (1)
I had no witnesses to support me	15.3 (11)	11.5 (3)	17.1 (7)
The process to file a complaint was not secure	31.9 (23)	7.7 (2)	22.0 (9)
I didn't think the school would support me	31.9 (23)	19.2 (5)	36.6 (15)
I was embarrassed	6.9 (5)	7.7 (2)	7.3 (3)
Other	23.6 (17)	26.9 (7)	22.0 (9)

<b>Reasons not Reported Incident (Base: Have experienced/witnessed any incident AND DID NOT Reported Incident) (Multiple responses allowed)</b>	<b>Total Faculty</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
	<b>N = 72</b>	<b>N = 25</b>	<b>N = 47</b>
I decided it wasn't important enough	19.4 (14)	20.0 (5)	19.1 (9)
There was not enough evidence	36.1 (26)	20.0 (5)	44.7 (21)
I feared retaliation	36.1 (26)	48.0 (12)	40.4 (19)

The offender asked me not to	2.8 (2)	--	4.3 (2)
I didn't think anything would happen	43.1 (31)	48.0 (12)	40.4 (19)
The offender is no longer here	4.2 (3)	4.0 (1)	4.3 (2)
There was too much pressure not to	8.3 (6)	8.0 (2)	8.5 (4)
I feared losing my job	20.8 (15)	28.0 (7)	17.0 (8)
I felt it was my fault	1.4 (1)	4.0 (1)	--
I had no witnesses to support me	15.3 (11)	12.0 (3)	17.0 (8)
The process to file a complaint was not secure	31.9 (23)	16.0 (4)	14.9 (7)
I didn't think the school would support me	31.9 (23)	40.0 (10)	27.7 (13)
I was embarrassed	6.9 (5)	4.0 (1)	8.5 (4)
Other	23.6 (17)	16.0 (4)	27.7 (13)

<b>Overall Safety Experience Summary Strongly agree/Agree</b>	<b>Total Faculty</b>	<b>Men</b>	<b>Women</b>
	<b>N = 137</b>	<b>N = 46</b>	<b>N = 79</b>
I feel safe on campus	89.8 (123)	95.5 (43)	88.6 (70)
I feel safe off campus	86.9 (119)	87.0 (40)	88.6 (70)
My family feels I am safe on campus	76.6 (105)	80.4 (37)	74.7 (59)
My family feels I am safe off campus	78.1 (107)	78.3 (36)	79.7 (63)
Employees are supportive of other employees who have experienced incidences of physical confrontation	50.4 (69)	50.0 (23)	49.4 (39)
Employees are supportive of other employees who have experienced incidences of emotional confrontation (discrimination, sexual harassment, bullying)	51.8 (71)	54.3 (25)	49.4 (39)
<b>Campus Police Summary Strongly agree/Agree</b>	<b>Total Faculty</b>	<b>Men</b>	<b>Women</b>
	<b>N = 135</b>	<b>N = 45</b>	<b>N = 78</b>
Campus police are qualified/trained to deal with all aspects of diversity	25.2 (34)	37.8 (17)	17.9 (14)

Campus police should be required to participate in ongoing diversity training	91.1 (123)	84.4 (38)	94.9 (74)
Campus police should be reflective of the diversity of our students	86.7 (117)	82.2 (37)	91.0 (71)
Campus police should be armed at all times	19.3 (26)	22.2 (10)	17.9 (14)

Overall Safety Experience Summary Strongly agree/Agree	Total Faculty	Employed 5 Years or less	Employed more than 5 Years
	N = 137	N = 46	N = 91
I feel safe on campus	89.8 (123)	91.3 (42)	89.0 (81)
I feel safe off campus	86.9 (119)	80.4 (37)	87.9 (80)
My family feels I am safe on campus	76.6 (105)	76.1 (35)	79.1 (72)
My family feels I am safe off campus	78.1 (107)	76.1 (35)	69.2 (63)
Employees are supportive of other employees who have experienced incidences of physical confrontation	50.4 (69)	39.1 (18)	56.0 (51)
Employees are supportive of other employees who have experienced incidences of emotional confrontation (discrimination, sexual harassment, bullying)	51.8 (71)	45.7 (21)	54.9 (50)
Campus Police Summary Strongly agree/Agree	Total Faculty	Employed 5 Years or less	Employed more than 5 Years
	N = 135	N = 45	N = 90
Campus police are qualified/trained to deal with all aspects of diversity	25.2 (34)	17.8 (8)	28.9 (26)
Campus police should be required to participate in ongoing diversity training	91.1 (123)	88.9 (40)	92.2 (83)
Campus police should be reflective of the diversity of our students	86.7 (117)	88.9 (40)	85.6 (77)
Campus police should be armed at all times	19.3 (26)	13.3 (6)	22.2 (20)

Overall Safety Experience Summary Strongly agree/Agree	Men		Women	
	Employed 5 Years or less	Employed more than 5 Years	Employed 5 Years or less	Employed more than 5 Years
	N = 8	N = 37	N = 32	N = 47
I feel safe on campus	100.0	94.6	90.6	87.2

	(8)	(35)	(29)	(41)
I feel safe off campus	87.5 (7)	89.2 (33)	87.5 (28)	89.4 (42)
My family feels I am safe on campus	75.0 (6)	73.0 (27)	78.1 (25)	72.3 (34)
My family feels I am safe off campus	75.0 (6)	81.1 (30)	78.1 (25)	80.9 (38)
Employees are supportive of other employees who have experienced incidences of physical confrontation	37.5 (3)	54.1 (20)	31.3 (10)	59.6 (28)
Employees are supportive of other employees who have experienced incidences of emotional confrontation (discrimination, sexual harassment, bullying)	37.5 (3)	59.5 (22)	40.7 (13)	53.2 (25)
<b>Campus Police Summary Strongly agree/Agree</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
	<b>N = 8</b>	<b>N = 37</b>	<b>N = 31</b>	<b>N = 47</b>
Campus police are qualified/trained to deal with all aspects of diversity	--	45.9 (17)	16.1 (5)	19.1 (9)
Campus police should be required to participate in ongoing diversity training	87.5 (7)	83.8 (31)	90.3 (28)	97.9 (46)
Campus police should be reflective of the diversity of our students	75.0 (6)	83.8 (31)	96.8 (30)	87.2 (41)
Campus police should be armed at all times	12.5 (1)	24.3 (9)	12.9 (4)	21.3 (10)

<b>Safety Measures on Campus to Feel Safe (Multiple Responses Allowed )</b>	<b>Total Faculty</b>	<b>Men</b>	<b>Women</b>
	<b>N = 137</b>	<b>N = 45</b>	<b>N = 79</b>
A policy banning guns on campus	68.6 (94)	64.4 (29)	69.6 (55)
Ability to anonymously report concerns about a student or employee (someone who may be suicidal, mentally unstable, engaged in an illegal activity, etc.)	77.4 (106)	66.7 (30)	82.3 (65)
Bike or foot patrol campus police	44.5 (61)	22.2 (10)	55.7 (44)
Designated walking/bike paths	51.8 (71)	44.4 (20)	54.4 (43)
Efforts to keep non-students or non-employees off campus	8.0 (11)	4.4 (2)	10.1 (8)
Emergency call boxes	66.4 (91)	57.8 (26)	70.9 (56)
Emergency services for incidents of sexual assault	66.4	51.1	75.9

	(91)	(23)	(60)
Escorts to other buildings on campus	45.3 (62)	28.9 (13)	57.0 (45)
Information about emergency procedures in case of a campus lockdown, extreme weather, etc.	70.1 (96)	55.6 (25)	78.5 (62)
Interior lighting in campus buildings after dark	51.8 (71)	35.6 (16)	60.8 (48)
Maintenance of improperly working safety items (lightbulbs that are out, call boxes not working, etc.)	66.4 (91)	55.6 (25)	70.9 (56)
Parking lot attendants	5.1 (7)	2.2 (1)	7.6 (6)
Parking lot lighting	70.1 (96)	55.6 (25)	75.9 (60)
Quick response by administration to campus emergencies	65.7 (90)	51.1 (23)	74.7 (59)
Shuttle bus waiting areas	16.1 (22)	15.6 (7)	17.7 (14)
Street lighting	67.9 (93)	51.1 (23)	74.7 (59)
Surveillance cameras	39.4 (54)	33.3 (15)	43.0 (34)
Volunteer designated drivers	24.1 (33)	17.8 (8)	25.3 (20)
Walkway lighting	69.3 (95)	53.3 (24)	75.9 (60)

Safety Measures on Campus to Feel Safe (Multiple Responses Allowed )	Total Faculty	Employed 5 Years or less	Employed more than 5 Years
	N = 137	N = 46	N = 91
A policy banning guns on campus	68.6 (94)	63.0 (29)	71.4 (65)
Ability to anonymously report concerns about a student or employee (someone who may be suicidal, mentally unstable, engaged in an illegal activity, etc.)	77.4 (106)	78.3 (36)	76.9 (70)
Bike or foot patrol campus police	44.5 (61)	21.7 (10)	48.4 (44)
Designated walking/bike paths	51.8 (71)	54.3 (25)	50.5 (46)
Efforts to keep non-students or non-employees off campus	8.0 (11)	8.7 (4)	7.6 (7)
Emergency call boxes	66.4 (91)	71.7 (33)	63.7 (58)
Emergency services for incidents of sexual assault	66.4 (91)	71.7 (33)	63.7 (58)

Escorts to other buildings on campus	45.3 (62)	45.7 (21)	45.1 (41)
Information about emergency procedures in case of a campus lockdown, extreme weather, etc.	70.1 (96)	67.4 (31)	71.4 (65)
Interior lighting in campus buildings after dark	51.8 (71)	54.3 (25)	50.5 (46)
Maintenance of improperly working safety items (lightbulbs that are out, call boxes not working, etc.)	66.4 (91)	71.7 (33)	63.7 (58)
Parking lot attendants	5.1 (7)	13.0 (6)	1.1 (1)
Parking lot lighting	70.1 (96)	73.9 (34)	68.1 (62)
Quick response by administration to campus emergencies	65.7 (90)	65.2 (30)	65.9 (60)
Shuttle bus waiting areas	16.1 (22)	15.2 (7)	16.5 (15)
Street lighting	67.9 (93)	50.0 (23)	64.8 (59)
Surveillance cameras	39.4 (54)	43.5 (20)	37.4 (34)
Volunteer designated drivers	24.1 (33)	26.1 (12)	23.1 (21)
Walkway lighting	69.3 (95)	73.9 (34)	67.0 (61)

<b>Overall Campus Experience Summary Strongly agree/Agree</b>	<b>Total Faculty</b>	<b>Men</b>	<b>Women</b>
	<b>N = 134</b>	<b>N = 46</b>	<b>N = 78</b>
I am satisfied overall with my interactions with other employees	69.4 (93)	78.3 (36)	65.4 (51)
Our campus is diverse, but not inclusive	20.9 (28)	15.2 (7)	23.1 (18)
Our campus is inclusive, but not diverse	30.6 (41)	32.6 (15)	29.5 (23)
There are enough qualified administrators to enable the president to delegate authority to establish effective and equitable procedures for our institution	38.1 (51)	43.5 (20)	35.9 (28)
Multiculturalism is a core value of our institution's mission	54.5 (73)	58.7 (27)	52.6 (41)
All campus personnel are held to the same code of professional ethics and conduct	25.4 (34)	28.3 (13)	23.1 (18)
I have received adequate diversity training to engage with students and employees on campus	35.8 (48)	47.8 (22)	26.9 (21)
Our school engages with external communities to understand their interests and respond to their needs	23.9 (32)	26.1 (12)	21.8 (17)

An unannounced visit by an accrediting agency regarding diversity matters would be welcomed	43.3 (58)	30.4 (14)	52.6 (41)
My contributions to campus diversity efforts have been recognized (awards, financial incentives, etc.)	10.4 (14)	15.2 (7)	7.7 (6)
Our school puts too much emphasis on diversity	2.2 (3)	--	3.8 (3)
Our school anticipates the emergence of demographic shifts and makes adjustments before crises occur	23.1 (31)	34.8 (16)	16.7 (13)
If there were recognitions (awards, financial incentives, etc.) for contributions to campus diversity, I would participate in advancing those efforts	38.8 (52)	32.6 (15)	44.9 (35)
Diverse perspectives can easily be found within our general education programs	49.3 (66)	47.8 (22)	53.8 (42)
The welfare of our institution takes precedence over donor demands, investment matters, and political interests	36.6 (49)	34.8 (16)	41.0 (32)
I am encouraged to weave diversity/cultural competence into my work	64.2 (86)	56.5 (26)	69.2 (54)
The policy to improve campus climate via diverse hiring is effective	9.0 (12)	8.7 (4)	9.0 (7)
Public announcements regarding internal communications and practices are honest and truthful	27.6 (37)	26.1 (12)	26.9 (21)
Processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs	13.4 (18)	13.0 (6)	14.1 (11)
There are effective measures in place to reduce the amount of bias in admissions and placement practices	16.4 (22)	17.4 (8)	12.8 (10)

Overall Campus Experience Summary Strongly agree/Agree	Total Faculty	Employed 5 Years or less	Employed more than 5 Years
	N = 134	N = 45	N = 89
I am satisfied overall with my interactions with other employees	69.4 (93)	77.8 (35)	65.2 (58)
Our campus is diverse, but not inclusive	20.9 (28)	24.4 (11)	19.1 (17)
Our campus is inclusive, but not diverse	30.6 (41)	20.0 (9)	38.2 (34)
There are enough qualified administrators to enable the president to delegate authority to establish effective and equitable procedures for our institution	38.1 (51)	33.3 (15)	40.4 (36)

Multiculturalism is a core value of our institution's mission	54.5 (73)	46.7 (21)	58.4 (52)	
All campus personnel are held to the same code of professional ethics and conduct	25.4 (34)	33.3 (15)	21.3 (19)	
I have received adequate diversity training to engage with students and employees on campus	35.8 (48)	31.1 (14)	38.2 (34)	
Our school engages with external communities to understand their interests and respond to their needs	23.9 (32)	20.0 (9)	25.8 (23)	
An unannounced visit by an accrediting agency regarding diversity matters would be welcomed	43.3 (58)	53.3 (24)	38.2 (34)	
My contributions to campus diversity efforts have been recognized (awards, financial incentives, etc.)	10.4 (14)	11.1 (5)	10.1 (9)	
Our school puts too much emphasis on diversity	2.2 (3)	4.4 (2)	3.4 (3)	
Our school anticipates the emergence of demographic shifts and makes adjustments before crises occur	23.1 (31)	11.1 (5)	29.2 (26)	
If there were recognitions (awards, financial incentives, etc.) for contributions to campus diversity, I would participate in advancing those efforts	38.8 (52)	42.2 (19)	37.1 (33)	
Diverse perspectives can easily be found within our general education programs	49.3 (66)	48.9 (22)	49.4 (44)	
The welfare of our institution takes precedence over donor demands, investment matters, and political interests	36.6 (49)	31.1 (14)	39.3 (35)	
I am encouraged to weave diversity/cultural competence into my work	64. (86)	57.8 (26)	67.4 (60)	
The policy to improve campus climate via diverse hiring is effective	9.0 (12)	6.7 (3)	10.1 (9)	
Public announcements regarding internal communications and practices are honest and truthful	27.6 (37)	20.0 (9)	31.5 (28)	
Processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs	13.4 (18)	8.9 (4)	15.7 (14)	
There are effective measures in place to reduce the amount of bias in admissions and placement practices	16.4 (22)	15.6 (7)	16.9 (15)	
Overall Campus Experience Summary Strongly agree/Agree	Men		Women	
	Employed 5 Years or less	Employed more than 5 Years	Employed 5 Years or less	Employed more than 5 Years
	N = 8	N = 38	N = 32	N = 46
I am satisfied overall with my interactions with other employees	100.0 (8)	73.7 (28)	71.9 (23)	60.9 (28)



Our campus is diverse, but not inclusive	37.5 (3)	15.8 (6)	21.9 (7)	23.9 (11)
Our campus is inclusive, but not diverse	37.5 (3)	31.6 (12)	12.5 (4)	41.3 (19)
There are enough qualified administrators to enable the president to delegate authority to establish effective and equitable procedures for our institution	25.0 (2)	47.4 (18)	34.4 (11)	37.0 (17)
Multiculturalism is a core value of our institution's mission	37.5 (3)	63.2 (24)	46.9 (15)	56.5 (26)
All campus personnel are held to the same code of professional ethics and conduct	37.5 (3)	26.3 (10)	31.2 (10)	23.1 (8)
I have received adequate diversity training to engage with students and employees on campus	50.0 (4)	47.4 (18)	21.9 (7)	17.4 (14)
Our school engages with external communities to understand their interests and respond to their needs	12.5 (1)	28.9 (11)	15.6 (5)	50.0 (23)
An unannounced visit by an accrediting agency regarding diversity matters would be welcomed	50.0 (4)	26.3 (10)	53.1 (17)	52.2 (24)
My contributions to campus diversity efforts have been recognized (awards, financial incentives, etc.)	12.5 (1)	15.8 (6)	9.4 (3)	6.5 (3)
Our school puts too much emphasis on diversity	--	--	3.1 (1)	4.3 (2)
Our school anticipates the emergence of demographic shifts and makes adjustments before crises occur	25.0 (2)	36.8 (14)	3.1 (1)	26.1 (12)
If there were recognitions (awards, financial incentives, etc.) for contributions to campus diversity, I would participate in advancing those efforts	37.5 (3)	31.6 (12)	50.0 (16)	41.3 (19)
Diverse perspectives can easily be found within our general education programs	62.5 (5)	44.7 (17)	46.9 (15)	78.3 (36)
The welfare of our institution takes precedence over donor demands, investment matters, and political interests	12.5 (1)	39.5 (15)	37.5 (12)	43.5 (20)

I am encouraged to weave diversity/cultural competence into my work	37.5 (3)	60.5 (23)	62.5 (20)	67.4 (31)
The policy to improve campus climate via diverse hiring is effective	--	10.5 (4)	43.8 (14)	8.7 (4)
Public announcements regarding internal communications and practices are honest and truthful	--	31.6 (12)	18.8 (6)	56.5 (26)
Processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs	--	15.8 (6)	9.4 (3)	17.4 (8)
There are effective measures in place to reduce the amount of bias in admissions and placement practices	12.5 (1)	18.4 (7)	6.3 (2)	17.4 (8)

<b>Work Experience</b>	<b>Total Faculty</b>	<b>Men</b>	<b>Women</b>
<b>Summary Strongly agree/Agree</b>	<b>N = 134</b>	<b>N = 45</b>	<b>N = 79</b>
My workload is too heavy	59.7 (80)	46.7 (21)	64.6 (51)
My work-life balance is perfect	21.6 (29)	35.6 (16)	13.9 (11)
Conference attendance is supported	61.9 (83)	57.8 (26)	63.3 (50)
I am underpaid for the work that I do	76.1 (102)	71.1 (32)	77.2 (61)
I have experienced micro aggressions in my department/division/unit	52.2 (70)	33.3 (15)	64.6 (51)
Professional development is encouraged	67.2 (90)	68.9 (31)	67.1 (53)
There are other employees I can get career advice from	72.4 (97)	73.3 (33)	77.2 (61)
My writing is supported	35.1 (47)	35.6 (16)	35.4 (28)
My research is supported	36.6 (49)	37.8 (17)	36.7 (29)
Mentors are important for junior administrators/faculty/staff	79.9 (107)	75.6 (34)	82.3 (65)
Adequate funding exists for my research	14.2 (19)	13.3 (6)	13.9 (11)
Hiring practices are not fair	13.4 (18)	11.1 (5)	15.2 (12)
Sabbatical leave is supported here	56.0 (75)	55.6 (25)	55.7 (44)

Diversity-related research, teaching, and community service are considered in the hiring process	26.9 (36)	33.3 (15)	25.3 (20)
I love my job	73.9 (99)	80.0 (36)	72.2 (57)
I am satisfied with my employee benefits package	71.6 (96)	68.9 (31)	74.7 (59)
My performance evaluations are done on a regular basis	67.2 (90)	68.9 (31)	68.4 (54)
There are too many expectations of me	39.6 (53)	31.1 (14)	43.0 (34)
There are pay disparities here	61.9 (83)	48.9 (22)	68.4 (54)
My performance evaluations are fair and impartial	55.2 (74)	57.8 (26)	55.7 (44)
I am utilizing my full range of skills in my current position	53.7 (72)	51.1 (23)	59.5 (47)
There is a great sense of belonging	53.7 (72)	71.1 (32)	55.7 (44)
This is a hostile working environment	17.2 (23)	33.3 (15)	20.3 (16)
Thinking outside the box is rewarded in my department/division/unit	43.3 (58)	42.2 (19)	46.8 (37)
The merit and promotion processes are fair	38.1 (51)	53.3 (24)	31.6 (25)
The tenure process is fair	41.8 (56)	51.1 (23)	39.2 (31)
Everyone works as a team	35.8 (48)	42.2 (19)	32.9 (26)
I am appropriately involved in department/division/ unit decision-making	60.4 (81)	62.2 (28)	59.5 (47)
Performance expectations are clearly and openly communicated	44.0 (59)	55.6 (25)	41.8 (33)
Ideas and feedback are actively solicited	47.8 (64)	55.6 (25)	45.6 (36)
I want to quit my job	14.2 (19)	11.1 (5)	15.2 (12)

Work Experience Summary Strongly agree/Agree	Total Faculty	Employed 5 Years or less	Employed more than 5 Years
	N = 134	N = 45	N = 89
My workload is too heavy	59.7 (80)	53.3 (24)	62.9 (56)
My work-life balance is perfect	21.6 (29)	24.4 (11)	20.2 (18)

Conference attendance is supported	61.9 (83)	66.7 (30)	59.6 (53)
I am underpaid for the work that I do	76.1 (102)	75.6 (34)	75.3 (67)
I have experienced micro aggressions in my department/division/unit	52.2 (70)	48.9 (22)	53.9 (48)
Professional development is encouraged	67.2 (90)	64.4 (29)	68.5 (61)
There are other employees I can get career advice from	72.4 (97)	75.6 (34)	70.8 (63)
My writing is supported	35.1 (47)	35.6 (16)	34.8 (31)
My research is supported	36.6 (49)	33.3 (15)	38.2 (34)
Mentors are important for junior administrators/faculty/staff	79.9 (107)	80.0 (36)	79.8 (71)
Adequate funding exists for my research	14.2 (19)	8.9 (4)	16.9 (15)
Hiring practices are not fair	13.4 (18)	15.6 (7)	12.4 (11)
Sabbatical leave is supported here	56.0 (75)	48.9 (22)	59.6 (53)
Diversity-related research, teaching, and community service are considered in the hiring process	26.9 (36)	33.3 (15)	28.1 (25)
I love my job	73.9 (99)	88.9 (40)	66.3 (59)
I am satisfied with my employee benefits package	71.6 (96)	66.7 (30)	74.2 (66)
My performance evaluations are done on a regular basis	67.2 (90)	68.9 (31)	46.1 (41)
There are too many expectations of me	39.6 (53)	15.6 (7)	38.2 (34)
There are pay disparities here	61.9 (83)	48.9 (22)	62.9 (56)
My performance evaluations are fair and impartial	55.2 (74)	57.8 (26)	53.9 (48)
I am utilizing my full range of skills in my current position	53.7 (72)	53.3 (24)	53.9 (48)
There is a great sense of belonging	53.7 (72)	62.2 (28)	51.7 (46)
This is a hostile working environment	17.2 (23)	11.1 (5)	20.2 (18)
Thinking outside the box is rewarded in my department/division/unit	43.3 (58)	57.8 (26)	37.1 (33)
The merit and promotion processes are fair	38.1 (51)	33.3 (15)	40.4 (36)

The tenure process is fair	41.8 (56)	26.7 (12)	49.4 (44)
Everyone works as a team	35.8 (48)	46.7 (21)	30.3 (27)
I am appropriately involved in department/ division/ unit decision-making	60.4 (81)	64.4 (29)	52.8 (47)
Performance expectations are clearly and openly communicated	44.0 (59)	40.0 (18)	46.1 (41)
Ideas and feedback are actively solicited	47.8 (64)	55.6 (25)	43.8 (39)
I want to quit my job	14.2 (19)	6.7 (3)	18.0 (16)

Work Experience Summary Strongly agree/Agree	Men		Women	
	Employed 5 Years or less	Employed more than 5 Years	Employed 5 Years or less	Employed more than 5 Years
	N = 8	N = 37	N = 32	N = 47
My workload is too heavy	37.5 (3)	24.6 (18)	53.1 (17)	72.3 (34)
My work-life balance is perfect	50.0 (4)	32.4 (12)	18.8 (6)	10.6 (5)
Conference attendance is supported	50.0 (4)	59.5 (22)	71.9 (23)	57.4 (27)
I am underpaid for the work that I do	62.5 (5)	73.0 (27)	75.0 (24)	78.7 (37)
I have experienced micro aggressions in my department/division/unit	25.0 (2)	35.1 (13)	59.4 (19)	68.1 (32)
Professional development is encouraged	87.5 (7)	64.9 (24)	56.3 (18)	74.5 (35)
There are other employees I can get career advice from	100.0 (8)	67.6 (25)	75.0 (24)	78.7 (37)
My writing is supported	37.5 (3)	35.1 (13)	31.3 (10)	38.3 (18)
My research is supported	37.5 (3)	37.8 (14)	28.1 (9)	42.6 (20)
Mentors are important for junior administrators/faculty/staff	100.0 (8)	70.3 (26)	71.9 (23)	87.2 (41)
Adequate funding exists for my research	12.5 (1)	13.5 (5)	6.3 (2)	19.1 (9)
Hiring practices are not fair	12.5 (1)	10.8 (4)	18.8 (6)	12.8 (6)
Sabbatical leave is supported here	50.0 (4)	56.8 (21)	43.8 (14)	63.8 (30)

Diversity-related research, teaching, and community service are considered in the hiring process	25.0 (2)	35.1 (13)	25.0 (8)	25.5 (12)
I love my job	100.0 (8)	75.7 (28)	87.5 (28)	61.7 (29)
I am satisfied with my employee benefits package	50.0 (4)	73.0 (27)	71.9 (23)	76.6 (36)
My performance evaluations are done on a regular basis	75.0 (6)	67.6 (25)	68.8 (22)	68.1 (32)
There are too many expectations of me	25.0 (2)	32.4 (12)	28.1 (9)	53.2 (25)
There are pay disparities here	37.5 (3)	59.5 (22)	65.6 (21)	70.2 (33)
My performance evaluations are fair and impartial	62.5 (5)	32.4 (12)	59.4 (19)	53.2 (25)
I am utilizing my full range of skills in my current position	62.5 (5)	48.6 (18)	53.1 (17)	63.8 (30)
There is a great sense of belonging	75.0 (6)	51.4 (19)	53.1 (17)	57.4 (27)
This is a hostile working environment	--	13.5 (5)	15.6 (5)	23.4 (11)
Thinking outside the box is rewarded in my department/division/unit	87.5 (7)	32.4 (12)	53.1 (17)	42.6 (20)
The merit and promotion processes are fair	62.5 (5)	51.4 (19)	28.1 (9)	34.0 (16)
The tenure process is fair	37.5 (3)	54.1 (20)	25.0 (8)	48.9 (23)
Everyone works as a team	75.0 (6)	35.1 (13)	40.6 (13)	27.7 (13)
I am appropriately involved in department/division/ unit decision-making	75.0 (6)	59.5 (22)	56.3 (18)	61.7 (29)
Performance expectations are clearly and openly communicated	50.0 (4)	56.8 (21)	40.6 (13)	42.6 (20)
Ideas and feedback are actively solicited	75.0 (6)	51.4 (19)	50.0 (16)	42.6 (20)
I want to quit my job	--	13.5 (5)	6.3 (2)	21.3 (10)

Reasons to Consider Leaving <i>Multiple Responses allowed</i>	Total Faculty	Men	Women
	N = 128	N = 42	N = 76
No career advancement opportunities	21.9 (28)	14.3 (6)	25.0 (19)
Salary/benefits are not adequate	60.2 (77)	61.9 (26)	60.5 (46)

Family relocation	9.4 (12)	7.1 (3)	11.8 (9)
Offered a job elsewhere	14.8 (19)	11.9 (5)	17.1 (13)
Co-worker tension	27.3 (35)	26.2 (11)	28.9 (22)
Work not appreciated	33.6 (43)	35.7 (15)	34.2 (26)
Feeling of not belonging	16.4 (21)	19.0 (8)	14.5 (11)
Harassed or bullied at work	14.8 (19)	11.9 (5)	15.8 (12)
No sense of belonging in the surrounding community	7.0 (9)	11.9 (5)	5.3 (4)
No child care services on campus	3.1 (4)	--	5.3 (4)
Pregnancy	.7 (1)	--	1.3 (1)
<b>I have not considered leaving</b>	<b>22.7 (29)</b>	<b>28.6 (12)</b>	<b>17.1 (13)</b>
Other	21.9 (28)	19.0 (8)	25.0 (19)

<b>Reasons to Consider Leaving</b> <i>Multiple Responses allowed</i>	<b>Total Faculty</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
	<b>N = 128</b>	<b>N = 41</b>	<b>N = 87</b>
No career advancement opportunities	21.9 (28)	22.0 (9)	21.8 (19)
Salary/benefits are not adequate	60.2 (77)	61.0 (25)	59.8 (52)
Family relocation	9.4 (12)	14.6 (6)	6.9 (6)
Offered a job elsewhere	14.8 (19)	14.6 (6)	14.9 (13)
Co-worker tension	27.3 (35)	14.6 (6)	33.3 (29)
Work not appreciated	33.6 (43)	19.5 (8)	40.2 (35)
Feeling of not belonging	16.4 (21)	19.5 (8)	14.9 (13)
Harassed or bullied at work	16.4 (19)	7.3 (3)	18.4 (16)
No sense of belonging in the surrounding community	7.0 (9)	12.2 (5)	4.6 (4)

No child care services on campus	3.1 (4)	7.3 (3)	1.1 (1)
Pregnancy	.7 (1)	--	1.1 (1)
<b>I have not considered leaving</b>	<b>22.7 (29)</b>	<b>34.1 (14)</b>	<b>17.2 (15)</b>
Other	21.9 (28)	19.5 (8)	23.0 (20)

Reasons to Consider Leaving <i>Multiple Responses allowed</i>	Men		Women	
	Employed 5 Years or less	Employed more than 5 Years	Employed 5 Years or less	Employed more than 5 Years
	N = 7	N = 35	N = 29	N = 47
No career advancement opportunities	--	17.1 (6)	27.6 (8)	23.4 (11)
Salary/benefits are not adequate	57.1 (4)	62.9 (22)	65.5 (19)	57.4 (27)
Family relocation	14.3 (1)	5.7 (2)	17.2 (5)	8.5 (4)
Offered a job elsewhere	--	14.3 (5)	17.2 (5)	17.0 (8)
Co-worker tension	--	31.4 (11)	17.2 (5)	36.2 (17)
Work not appreciated	14.3 (1)	40.0 (14)	24.1 (7)	40.4 (19)
Feeling of not belonging	28.6 (2)	17.1 (6)	20.7 (6)	10.6 (5)
Harassed or bullied at work	--	14.3 (5)	6.9 (2)	21.3 (10)
No sense of belonging in the surrounding community	14.3 (1)	11.4 (4)	13.8 (4)	--
No child care services on campus	--	--	10.3 (3)	2.1 (1)
Pregnancy	--	2.9 (1)	--	--
<b>I have not considered leaving</b>	<b>28.6 (2)</b>	<b>28.6 (10)</b>	<b>31.0 (9)</b>	<b>8.5 (4)</b>
Other	42.9 (3)	14.3 (5)	17.2 (5)	29.8 (14)

Stress Level caused by: Summary Extremely/Very Stressful	Total Faculty	Men	Women
	N = 132	N = 46	N = 79
Administrators	27.3	26.1	29.1



	(36)	(12)	(23)
Faculty	18.9 (25)	15.2 (7)	19.0 (15)
Family	8.3 (11)	2.2 (1)	12.7 (10)
Family obligations	16.7 (22)	8.7 (4)	21.5 (17)
Financial obligations	28.0 (37)	21.7 (10)	30.4 (24)
Human resources	18.9 (25)	15.2 (7)	21.5 (17)
Legal department	5.3 (7)	4.3 (2)	5.1 (4)
Staff	24.2 (32)	6.5 (3)	1.3 (1)
Students	9.8 (13)	6.5 (3)	10.1 (8)
Supervisors	9.8 (13)	10.9 (5)	8.9 (7)

Stress Level caused by: Summary Extremely/Very Stressful	Total Faculty	Employed 5 Years or less	Employed more than 5 Years
	N = 132	N = 45	N = 87
Administrators	27.3 (36)	15.6 (7)	33.3 (29)
Faculty	18.9 (25)	13.3 (6)	21.8 (19)
Family	8.3 (11)	13.3 (6)	5.7 (5)
Family obligations	16.7 (22)	22.2 (10)	13.8 (12)
Financial obligations	28.0 (37)	46.7 (21)	18.4 (16)
Human resources	18.9 (25)	15.6 (7)	20.7 (18)
Legal department	5.3 (7)	2.2 (1)	6.9 (6)
Staff	3.0 (4)	--	4.6 (4)
Students	9.8 (13)	13.3 (6)	8.0 (7)
Supervisors	9.8 (13)	4.4 (2)	12.6 (11)

Stress Level caused by: Summary Extremely/Very Stressful	Men		Women	
	Employed 5 Years or less	Employed more than 5 Years	Employed 5 Years or less	Employed more than 5 Years
	N = 8	N = 36	N = 32	N = 47
Administrators	25.0 (2)	27.8 (10)	15.6 (5)	38.3 (18)
Faculty	--	19.4 (7)	12.5 (4)	23.4 (11)
Family	--	2.8 (1)	18.8 (6)	8.5 (4)
Family obligations	12.5 (1)	8.3 (3)	28.1 (9)	17.0 (8)
Financial obligations	37.5 (3)	19.4 (7)	46.9 (15)	19.1 (9)
Human resources	25.0 (2)	13.9 (5)	12.5 (4)	27.7 (13)
Legal department	--	5.6 (2)	--	8.5 (4)
Staff	--	8.3 (3)	--	2.1 (1)
Students	--	8.3 (3)	12.5 (4)	8.5 (4)
Supervisors	--	13.9 (5)	37.5 (12)	12.8 (6)

## Appendix 4

### Staff

***Note: numbers in tables refer to percentages, followed by number of responses in ( )***

Reasons to Work at WOU (Multiple Responses allowed)	Total Staff	Men	Women
	N = 211	N = 62	N = 123
Opportunity to take classes while working	16.1 (34)	14.5 (9)	18.7 (23)
Administrator diversity	1.4 (3)	1.6 (1)	--
Staff diversity	5.7 (12)	3.2 (2)	5.7 (7)
Faculty diversity	2.4 (5)	1.6 (1)	1.6 (2)
Student diversity	15.2 (32)	12.9 (8)	15.4 (19)
On-campus child care	0.9 (2)	--	1.6 (2)
Only job I was offered	3.8 (8)	3.2 (2)	4.1 (5)
Community service opportunities	3.8 (8)	4.8 (3)	3.3 (4)
Campus commitment to diversity	13.3 (28)	11.3 (7)	13.8 (17)
Salary	12.3 (26)	11.3 (7)	13.0 (16)
Surrounding community	25.6 (54)	19.4 (12)	28.5 (35)
Location (close to home)	55.9 (118)	53.2 (33)	56.1 (69)
College sports reputation	2.8 (6)	1.6 (1)	2.4 (3)
Wanted to join a union	3.8 (8)	3.2 (2)	4.1 (5)
Family member is an alum	7.1 (15)	8.1 (5)	5.7 (7)
I am an alum	9.5 (20)	11.3 (7)	8.9 (11)
Family member works here	7.6 (16)	4.8 (3)	8.1 (10)
Career advancement opportunities	29.4 (62)	32.3 (20)	26.6 (33)
International reputation	0.5 (1)	1.6 (1)	--
Opportunity to telecommute	1.9 (4)	1.6 (1)	2.4 (3)
Work-life balance	34.6 (73)	46.8 (29)	25.2 (31)
Academic reputation	5.2 (11)	--	5.7 (7)

Size of school	28.0 (59)	27.4 (17)	30.9 (38)
Employee benefits	55.5 (117)	51.6 (32)	56.1 (69)
Employee resource/affinity groups	1.9 (4)	1.6 (1)	0.8 (1)
Other	10.4 (22)	4.8 (3)	13.8 (17)
<b>Average Reasons Stated</b>	<b>3.5</b>	<b>3.3</b>	<b>3.5</b>

Reasons to Work at WOU (Multiple Responses allowed)	Total Staff	Employed 5 Years or less	Employed more than 5 Years
	N = 211	N = 122	N = 91
Opportunity to take classes while working	16.1 (34)	21.3 (26)	8.8 (8)
Administrator diversity	1.4 (3)	0.8 (1)	2.2 (2)
Staff diversity	5.7 (12)	7.4 (9)	3.3 (3)
Faculty diversity	2.4 (5)	2.5 (3)	2.2 (2)
Student diversity	15.2 (32)	18.0 (22)	11.0 (10)
On-campus child care	0.9 (2)	1.6 (2)	--
Only job I was offered	3.8 (8)	3.3 (4)	4.4 (4)
Community service opportunities	3.8 (8)	4.9 (6)	2.2 (2)
Campus commitment to diversity	13.3 (28)	18.0 (22)	6.6 (6)
Salary	12.3 (26)	13.9 (17)	9.9 (9)
Surrounding community	25.6 (54)	30.3 (37)	18.7 (17)
Location (close to home)	55.9 (118)	57.4 (70)	52.7 (48)
College sports reputation	2.8 (6)	3.3 (4)	2.2 (2)
Wanted to join a union	3.8 (8)	4.9 (6)	2.2 (2)
Family member is an alum	7.1 (15)	5.7 (7)	8.8 (8)
I am an alum	9.5	9.0	9.9

	(20)	(11)	(9)
Family member works here	7.6 (16)	6.6 (8)	8.8 (8)
Career advancement opportunities	29.4 (62)	36.9 (45)	18.7 (17)
International reputation	0.5 (1)	--	1.1 (1)
Opportunity to telecommute	1.9 (4)	0.8 (1)	3.3 (3)
Work-life balance	34.6 (73)	40.2 (49)	26.4 (24)
Academic reputation	5.2 (11)	5.7 (7)	4.4 (4)
Size of school	28.0 (59)	32.8 (40)	20.9 (19)
Employee benefits	55.5 (117)	63.1 (77)	44.0 (40)
Employee resource/affinity groups	1.9 (4)	2.5 (3)	1.1 (1)
Other	10.4 (22)	7.4 (9)	14.3 (9)
<b>Average Reasons Stated</b>	<b>3.5</b>	<b>3.9</b>	<b>2.9</b>

<b>Mandatory Diversity Training Needs Summary Strongly agree/Agree</b>	<b>Total Staff</b>	<b>Men</b>	<b>Women</b>
	<b>N = 203</b>	<b>N = 61</b>	<b>N = 122</b>
Administrative leadership	86.2 (175)	82.0 (50)	90.2 (110)
Faculty	84.2 (171)	82.0 (50)	87.7 (107)
Governing Board (Board of Trustees)	84.2 (171)	80.0 (49)	87.7 (107)
Search committee heads	82.6 (168)	79.0 (48)	86.1 (105)
Staff members	82.3 (167)	75.0 (46)	86.9 (106)
Students	71.4 (145)	61.0 (37)	76.2 (93)

<b>Mandatory Diversity Training Needs Summary Strongly agree/Agree</b>	<b>Total Staff</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
	<b>N = 203</b>	<b>N = 119</b>	<b>N = 81</b>
Administrative leadership	86.2 (175)	90.8 (108)	82.7 (67)

Faculty	84.2 (171)	89.1 (106)	80.2 (65)
Governing Board (Board of Trustees)	84.2 (171)	88.2 (105)	81.5 (66)
Search committee heads	82.6 (168)	86.6 (103)	81.5 (66)
Staff members	82.3 (167)	86.6 (103)	79.0 (64)
Students	71.4 (145)	75.6 (90)	67.9 (55)

<b>Mandatory Diversity Training Needs</b> <i>Summary Strongly agree/Agree</i>	<b>Men</b>		<b>Women</b>	
	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
	<b>N = 30</b>	<b>N = 32</b>	<b>N = 76</b>	<b>N = 46</b>
Administrative leadership	93.3 (28)	68.8 (22)	92.1 (70)	85.1 (40)
Faculty	93.3 (28)	68.8 (22)	89.7 (68)	84.8 (39)
Governing Board (Board of Trustees)	90.0 (28)	68.8 (22)	89.7 (68)	84.8 (39)
Search committee heads	86.7 (26)	68.8 (22)	89.7 (68)	84.8 (39)
Staff members	83.3 (25)	65.6 (21)	89.7 (68)	82.6 (38)
Students	70.0 (21)	59.4 (19)	77.6 (59)	73.9 (34)

<b>Campus Commitment to Diversity</b>	<b>Total Staff</b>	<b>Men</b>	<b>Women</b>
<b>Does WOU have a campus-wide strategic diversity plan?</b>	<b>N = 198</b>	<b>N = 61</b>	<b>N = 123</b>
Yes	34.8 (69)	29.5 (18)	36.6 (45)
No	7.6 (15)	9.8 (6)	6.5 (8)
Don't know	57.6 (113)	60.7 (37)	56.9 (70)
<b>Summary Strongly agree/Agree</b> <i>(Based to those who are aware of campus-wide strategic diversity plan)</i>	<b>N = 69</b>	<b>N = 18</b>	<b>N = 45</b>
Senior leadership establishes the campus vision for diversity	68.1 (47)	61.1 (11)	68.9 (31)
Senior leadership creates a culture of accountability	40.6	27.8	44.4

	(28)	(5)	(20)
Senior leadership shows a visible commitment to campus diversity	60.9 (42)	55.6 (10)	60.0 (27)
A written diversity plan is required in my department/division/unit	24.6 (17)	16.7 (3)	28.9 (13)
My department/division/unit is accountable for diversity progress	39.1 (27)	27.8 (5)	37.8 (17)
There is adequate financial support to drive campus diversity efforts	21.7 (15)	5.6 (1)	28.9 (13)
Our diversity committee is effective at engaging the campus in diversity activities	33.3 (23)	16.7 (3)	40.0 (18)
Our governing board is supportive of campus diversity efforts	52.2 (36)	33.3 (6)	57.8 (26)
Diversity efforts should be led by each school with oversight by a central office	42.0 (29)	33.3 (6)	44.4 (20)
We have a way to effectively measure our department/division/unit's diversity success	18.8 (13)	11.1 (2)	22.2 (10)

<b>Campus Commitment to Diversity</b>	<b>Total Staff</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
<b>Does WOU have a campus-wide strategic diversity plan?</b>	<b>N = 198</b>	<b>N = 117</b>	<b>N = 81</b>
Yes	34.8 (69)	35.9 (42)	33.3 (27)
No	7.6 (15)	6.8 (8)	8.6 (7)
Don't know	57.6 (113)	57.2 (67)	58.0 (47)
<b>Summary Strongly agree/Agree (Based to those who are aware of campus-wide strategic diversity plan)</b>	<b>N = 69</b>	<b>N = 42</b>	<b>N = 27</b>
Senior leadership establishes the campus vision for diversity	68.1 (47)	69.0 (29)	66.7 (18)
Senior leadership creates a culture of accountability	40.6 (28)	40.5 (17)	40.7 (11)
Senior leadership shows a visible commitment to campus diversity	60.9 (42)	66.7 (28)	51.9 (14)
A written diversity plan is required in my department/division/unit	24.6 (17)	26.2 (11)	22.2 (6)
My department/division/unit is accountable for diversity progress	39.1 (27)	40.7 (17)	37.0 (10)
There is adequate financial support to drive campus diversity efforts	21.7 (15)	26.2 (11)	14.8 (4)



Our diversity committee is effective at engaging the campus in diversity activities	33.3 (23)	42.9 (18)	18.5 (5)
Our governing board is supportive of campus diversity efforts	52.2 (36)	59.5 (25)	40.7 (11)
Diversity efforts should be led by each school with oversight by a central office	42.0 (29)	52.4 (22)	25.9 (7)
We have a way to effectively measure our department/division/unit's diversity success	18.8 (13)	19.0 (8)	14.8 (5)

Search Committees and Diversity	Total Staff	Men	Women
	N = 202	N = 60	N = 123
Served on Search Committee in past 2 Years	59.9 (121)	55.0 (33)	62.6 (77)
<b>Summary Strongly agree/Agree (Base: Served on Search Committee)</b>	<b>N = 121</b>	<b>N = 33</b>	<b>N = 77</b>
My search committee required a diverse pool of candidates	52.9 (64)	45.5 (15)	58.4 (45)
My search committee had a dedicated diversity recruitment specialist	12.4 (15)	9.1 (3)	13.0 (10)
My search committee was made up of diverse members	51.2 (62)	51.9 (40)	54.5 (18)
Members of my search committee frequented diversity recruitment events	9.9 (12)	9.1 (3)	11.6 (9)
My department/division/unit hosted events for future diverse employees on our campus	7.4 (9)	6.1 (2)	7.8 (6)
My department/division/unit participates in an institutional strategic diversity hiring plan	21.5 (26)	18.2 (6)	22.1 (17)
My department/division/unit participates in diverse employee exchange programs	4.1 (5)	--	6.5 (5)
My department/division/unit has pipeline programs to attract diverse employees	12.4 (15)	6.1 (2)	15.6 (12)
A written diversity plan is required in my department/division/unit	10.7 (13)	6.1 (2)	14.3 (11)
My department/division/unit is accountable for diversity progress	32.2 (39)	27.3 (9)	35.1 (27)

Search Committees and Diversity	Total Staff	Employed 5 Years or less	Employed more than 5 Years
	N = 202	N = 119	N = 83
Served on Search Committee in past 2 Years	59.9 (121)	55.5 (66)	66.3 (55)
<b>Summary Strongly agree/Agree (Base: Served on Search Committee)</b>	<b>N = 121</b>	<b>N = 66</b>	<b>N = 55</b>

My search committee required a diverse pool of candidates	52.9 (64)	43.9 (29)	63.6 (35)
My search committee had a dedicated diversity recruitment specialist	12.4 (15)	13.6 (9)	10.9 (6)
My search committee was made up of diverse members	51.2 (62)	67.3 (39)	45.5 (25)
Members of my search committee frequented diversity recruitment events	9.9 (12)	1 (2)	14.5 (8)
My department/division/unit hosted events for future diverse employees on our campus	7.4 (9)	4.5 (3)	10.9 (6)
My department/division/unit participates in an institutional strategic diversity hiring plan	21.5 (26)	16.7 (11)	27.3 (15)
My department/division/unit participates in diverse employee exchange programs	4.1 (5)	3.0 (2)	5.5 (3)
My department/division/unit has pipeline programs to attract diverse employees	12.4 (15)	9.1 (6)	14.5 (8)
A written diversity plan is required in my department/division/unit	10.7 (13)	10.6 (7)	10.9 (6)
My department/division/unit is accountable for diversity progress	32.2 (39)	31.8 (21)	32.7 (18)

Search Committees and Diversity	Men		Women	
	Employed 5 Years or less	Employed more than 5 Years	Employed 5 Years or less	Employed more than 5 Years
	<b>N = 30</b>	<b>N = 30</b>	<b>N = 77</b>	<b>N = 47</b>
<b>Served on Search Committee in past 2 Years</b>	<b>56.7 (17)</b>	<b>53.3 (16)</b>	<b>57.1 (44)</b>	<b>71.7 (33)</b>
<b><i>Summary Strongly agree/Agree (Base: Served on Search Committee)</i></b>	<b>N = 17</b>	<b>N = 16</b>	<b>N = 44</b>	<b>N = 33</b>
My search committee required a diverse pool of candidates	29.5 (5)	62.5 (10)	50.0 (22)	69.7 (23)
My search committee had a dedicated diversity recruitment specialist	11.8 (2)	6.3 (1)	13.6 (6)	12.2 (4)
My search committee was made up of diverse members	58.8 (10)	50.0 (8)	56.8 (25)	45.5 (15)
Members of my search committee frequented diversity recruitment events	11.8 (2)	6.3 (1)	11.4 (5)	12.1 (4)
My department/division/unit hosted events for future diverse employees on our campus	5.9 (1)	6.3 (1)	4.5 (2)	12.1 (4)

My department/division/unit participates in an institutional strategic diversity hiring plan	11.8 (2)	25.0 (4)	18.2 (8)	27.3 (9)
My department/division/unit participates in diverse employee exchange programs	--	--	4.5 (2)	9.1 (3)
My department/division/unit has pipeline programs to attract diverse employees	5.9 (1)	6.3 (1)	13.6 (6)	18.2 (6)
A written diversity plan is required in my department/division/unit	--	12.5 (2)	15.9 (7)	12.1 (4)
My department/division/unit is accountable for diversity progress	35.3 (6)	18.8 (3)	34.1 (15)	36.4 (12)

<b>Welcoming Campus to Specific Groups</b> <i>Summary Very/Somewhat welcoming</i>	<b>Total Staff</b>	<b>Men</b>	<b>Women</b>
	<b>N = 197</b>	<b>N = 62</b>	<b>N = 120</b>
African Americans	58.4 (115)	61.3 (38)	55.8 (67)
Asian Americans	62.4 (123)	64.5 (40)	60.0 (72)
Caucasians/Whites	82.7 (163)	79.0 (49)	85.0 (102)
First-generation students	87.8 (173)	66.7 (52)	90.0 (108)
Hispanics/Latinos	82.7 (163)	80.6 (50)	82.5 (99)
International students and employees	66.5 (131)	64.5 (40)	66.7 (80)
LGBTQIA+ people	76.1 (150)	79.0 (49)	72.5 (87)
Middle Eastern people	58.4 (115)	62.9 (39)	54.2 (65)
Military veterans	79.2 (156)	75.8 (47)	80.0 (96)
Muslims	55.3 (109)	62.9 (39)	50.0 (60)
Native Americans	59.4 (117)	62.9 (39)	56.7 (68)
Native Hawaiians/Pacific Islanders	75.1 (148)	74.2 (46)	75.0 (90)
People with disabilities	78.7 (155)	80.7 (50)	75.8 (91)
Undocumented students	63.5 (125)	62.9 (39)	64.2 (77)
Women	80.7 (159)	80.6 (50)	80.0 (96)

<b>Welcoming Campus to Specific Groups</b> <i>Summary Very/Somewhat welcoming</i>	Total Staff	Employed 5 Years or less	Employed more than 5 Years
	N = 197	N = 118	N = 78
African Americans	58.4 (115)	53.4 (63)	65.4 (51)
Asian Americans	62.4 (123)	58.5 (69)	67.9 (53)
Caucasians/Whites	82.7 (163)	81.4 (96)	84.6 (66)
First-generation students	87.8 (173)	86.4 (102)	89.7 (70)
Hispanics/Latinos	82.7 (163)	78.8 (93)	88.5 (69)
International students and employees	66.5 (131)	63.6 (75)	70.5 (55)
LGBTQIA+ people	76.1 (150)	72.0 (85)	82.1 (64)
Middle Eastern people	58.4 (115)	53.4 (63)	65.4 (51)
Military veterans	79.2 (156)	77.1 (91)	82.1 (64)
Muslims	55.3 (109)	50.0 (59)	62.8 (49)
Native Americans	59.4 (117)	55.1 (65)	65.4 (51)
Native Hawaiians/Pacific Islanders	75.1 (148)	72.9 (86)	78.2 (61)
People with disabilities	78.7 (155)	73.7 (87)	85.9 (67)
Undocumented students	63.5 (125)	61.9 (73)	65.4 (51)
Women	80.7 (159)	63.0 (29)	77.4 (72)

<b>Welcoming Campus to Specific Groups</b> <i>Summary Very/Somewhat Welcoming</i>	Men		Women	
	Employed 5 Years or less	Employed more than 5 Years	Employed 5 Years or less	Employed more than 5 Years
	N = 30	N = 32	N = 77	N = 46
African Americans	56.7 (17)	65.6 (21)	51.9 (40)	58.7 (27)
Asian Americans	56.7 (17)	71.9 (23)	58.4 (45)	57.4 (27)
Caucasians/Whites	61.5	78.1	83.1	82.6

	(24)	(25)	(64)	(38)
First-generation students	80.0 (24)	87.5 (28)	89.6 (69)	84.8 (39)
Hispanics/Latinos	76.7 (23)	84.4 (27)	79.2 (61)	82.6 (38)
International students and employees	60.0 (18)	68.8 (22)	66.7 (49)	67.4 (31)
LGBTQIA+ people	96.7 (20)	90.6 (29)	72.7 (46)	67.4 (31)
Middle Eastern people	56.7 (17)	68.8 (22)	50.6 (39)	56.5 (26)
Military veterans	73.3 (22)	78.1 (25)	79.2 (61)	76.1 (35)
Muslims	56.7 (17)	68.8 (22)	46.8 (36)	52.2 (24)
Native Americans	56.7 (17)	68.8 (22)	54.5 (42)	56.5 (26)
Native Hawaiians/Pacific Islanders	70.0 (21)	78.1 (25)	75.3 (58)	69.6 (22)
People with disabilities	70.0 (21)	90.1 (29)	74.0 (57)	73.9 (34)
Undocumented students	60.0 (18)	65.6 (21)	63.6 (49)	60.9 (28)
Women	76.7 (23)	84.4 (27)	77.9 (60)	78.3 (36)

<b>Integration on Campus</b> <i>Summary Very/Somewhat Integrated</i>	<b>Total Staff</b>	<b>Men</b>	<b>Women</b>
	<b>N = 197</b>	<b>N = 62</b>	<b>N = 120</b>
On campus	60.4 (119)	64.5 (40)	58.3 (70)
In residence halls	30.5 (60)	37.1 (23)	26.7 (32)
In campus dining areas	32.0 (63)	38.7 (24)	27.5 (33)
During student activities on campus	39.1 (77)	45.2 (28)	35.8 (43)
During sporting events on campus	40.6 (80)	50.0 (31)	35.0 (42)
During meetings with faculty	29.4 (58)	32.3 (20)	27.5 (33)
During meetings with administrators	25.4 (50)	32.3 (20)	20.0 (24)
During employee events	41.6 (82)	45.2 (28)	38.3 (46)

<b>Integration on Campus</b> <i>Summary Very/Somewhat Integrated</i>	<b>Total Staff</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
	<b>N = 197</b>	<b>N = 118</b>	<b>N = 78</b>
On campus	60.4 (119)	63.2 (74)	72.6 (40)
In residence halls	30.5 (60)	31.4 (37)	42.3 (33)
In campus dining areas	32.0 (63)	33.1 (39)	30.8 (24)
During student activities on campus	39.1 (77)	39.8 (47)	38.5 (30)
During sporting events on campus	40.6 (80)	39.8 (47)	42.3 (33)
During meetings with faculty	29.4 (58)	29.7 (35)	29.5 (23)
During meetings with administrators	25.4 (50)	25.4 (30)	25.6 (20)
During employee events	41.6 (82)	41.5 (49)	42.3 (33)

<b>Promoting Racial/Cultural Interaction between Different Groups</b>	<b>Total Staff</b>	<b>Men</b>	<b>Women</b>
	<b>N = 197</b>	<b>N = 62</b>	<b>N = 120</b>
Very/Somewhat Well	56.3 (111)	58.1 (36)	57.5 (69)
<b>Importance of Promoting Diversity and Inclusion in Campus Leadership</b>	<b>N = 197</b>	<b>N = 61</b>	<b>N = 121</b>
Very/Somewhat Important	91.9 (181)	90.2 (55)	95.0 (115)

<b>Promoting Racial/Cultural Interaction between Different Groups</b>	<b>Total Staff</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
	<b>N = 197</b>	<b>N = 116</b>	<b>N = 80</b>
Very/Somewhat Well	56.3 (111)	55.2 (64)	58.8 (47)
<b>Importance of Promoting Diversity and Inclusion in Campus Leadership</b>	<b>N = 197</b>	<b>N = 117</b>	<b>N = 79</b>
Very/Somewhat Important	91.9 (181)	94.9 (111)	88.6 (70)

Promoting Racial/Cultural Interaction between Different Groups	Men		Women	
	Employed 5 Years or less	Employed more than 5 Years	Employed 5 Years or less	Employed more than 5 Years
	N = 30	N = 32	N = 76	N = 44
Very/Somewhat Well	46.7 (14)	68.8 (22)	59.2 (45)	54.5 (24)
Importance of Promoting Diversity and Inclusion in Campus Leadership	N = 30	N = 31	N = 77	N = 44
Very/Somewhat Important	96.7 (29)	83.9 (31)	96.1 (74)	93.2 (41)

Discrimination/Harassment/Bullying on Campus	Total Staff	Men	Women
	N = 181	N = 57	N = 112
Saw/experienced at least one incident	67.4 (122)	28.7 (35)	63.9 (78)
Average	3.9	3.5	4.0
Range	1 - 14	1-11	1-14
Type experienced ( <i>Multiple responses allowed</i> )	N = 181	N = 57	N = 112
Bullying	36.5 (66)	29.8 (17)	39.3 (44)
Discrimination/bias/harassment based on age	22.7 (41)	14.0 (8)	26.8 (30)
Discrimination/bias/harassment based on gender	29.8 (54)	24.6 (14)	33.0 (37)
Discrimination/bias/harassment based on gender identity <sup>4</sup>	9.4 (17)	8.8 (5)	8.0 (9)
Discrimination/bias/harassment based on race/ethnicity	24.3 (44)	21.1 (12)	26.8 (30)
Discrimination/bias/harassment based on lack of English language proficiency (foreign accent)	19.9 (36)	10.5 (6)	24.1 (27)
Discrimination/bias/harassment based on disability	17.1 (31)	10.5 (6)	19.6 (22)
Discrimination/bias/harassment based on veteran status	5.1 (5)	5.2 (3)	0.9 (1)

Discrimination/bias/harassment based on religion/worldview/spiritual affiliation	19.3 (35)	19.3 (11)	18.6 (21)
Discrimination/bias/harassment based on a medical condition or illness	11.6 (21)	5.3 (3)	14.2 (16)
Discrimination/bias/harassment based on socioeconomic status	8.8 (16)	7.0 (4)	8.2 (10)
Discrimination/bias/harassment based on sexual identity <sup>5</sup>	8.3 (15)	8.8 (5)	7.1 (8)
Discrimination/bias/harassment based on political views	29.3 (53)	33.3 (19)	26.8 (30)
Retaliation	15.5 (28)	14.0 (8)	15.2 (17)
Sexual assault	4.4 (8)	--	5.4 (6)
Other	3.9 (7)	3.5 (2)	4.5 (5)
None of the above	32.6 (59)	38.6 (22)	30.4 (34)

Discrimination/Harassment/Bullying on Campus	Total	Employed 5 Years or less	Employed more than 5 Years
	N = 181	N = 63	N = 59
Saw/experienced at least one incident	67.4 (122)	28.7 (35)	63.9 (78)
Average	3.9	3.5	4.0
Range	1 - 14	1-11	1-14
<b>Type experienced (Multiple responses allowed)</b>	<b>N = 181</b>	<b>N = 63</b>	<b>N = 59</b>
Bullying	36.5 (66)	54.0 (34)	54.2 (32)
Discrimination/bias/harassment based on age	22.7 (41)	33.3 (21)	33.9 (20)
Discrimination/bias/harassment based on gender	29.8 (54)	47.6 (30)	40.7 (24)
Discrimination/bias/harassment based on gender identity	9.4 (17)	14.3 (9)	13.6 (8)
Discrimination/bias/harassment based on race/ethnicity	24.3 (44)	38.1 (24)	33.9 (20)
Discrimination/bias/harassment based on lack of English language proficiency (foreign accent)	19.9 (36)	31.7 (20)	27.1 (16)



Discrimination/bias/harassment based on disability	17.1 (31)	31.7 (20)	18.6 (11)
Discrimination/bias/harassment based on veteran status	5.1 (5)	4.8 (3)	3.4 (2)
Discrimination/bias/harassment based on religion/worldview/spiritual affiliation	19.3 (35)	27.0 (17)	30.5 (18)
Discrimination/bias/harassment based on a medical condition or illness	11.6 (21)	19.0 (12)	15.2 (9)
Discrimination/bias/harassment based on socioeconomic status	8.8 (16)	19.0 (12)	6.8 (4)
Discrimination/bias/harassment based on sexual identity	8.3 (15)	14.3 (9)	10.2 (6)
Discrimination/bias/harassment based on political views	29.3 (53)	46.0 (29)	40.7 (24)
Retaliation	15.5 (28)	17.5 (11)	28.8 (17)
Sexual assault	4.4 (8)	7.9 (5)	5.1 (3) (5.4)
Other	3.9 (7)	3.2 (2)	8.5 (5)
None of the above	32.6 (59)	68.3 (43)	27.1 (16)

Discrimination/Harassment/ Bullying on Campus	Men		Women	
	Employed 5 Years or less	Employed more than 5 Years	Employed 5 Years or less	Employed more than 5 Years
	N = 27	N = 30	N = 71	N = 41
Saw/experienced at least one incident	48.1 (13)	73.3 (22)	63.3 (45)	80.5 (33)
Average	3.7	3.4	4.0	4.0
Range	1-9	1-11	1-14	1-12

Who Caused Incident Base: Have experienced/witnessed any incidences (Multiple Responses allowed)	Total Staff	Men	Women
	N = 124	N = 35	N = 78
Athletic coach	4.8 (6)	11.4 (4)	1.3 (1)
Campus police	4.8	2.9	5.1

	(6)	(1)	(4)
Faculty member	39.5 (49)	37.1 (13)	41.0 (32)
Member of the surrounding community	16.1 (20)	22.9 (8)	11.5 (9)
Parent of a student	10.5 (13)	11.4 (4)	10.3 (8)
Senior administrator (vice president or dean)	12.9 (16)	8.6 (3)	15.4 (12)
Other administrator	29.0 (36)	31.4 (11)	28.2 (22)
Staff member	52.4 (65)	37.1 (13)	60.3 (47)
Student	36.3 (45)	40.0 (14)	35.9 (28)
Other	6.5 (8)	2.9 (1)	7.7 (6)

<b>Who Caused Incident</b> <b>Base: Have experienced/witnessed any incidences</b> <b>(Multiple Responses allowed)</b>	<b>Total Staff</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
	<b>N = 124</b>	<b>N = 64</b>	<b>N = 60</b>
Athletic coach	4.8 (6)	7.8 (5)	1.7 (1)
Campus police	4.8 (6)	6.3 (4)	3.3 (2)
Faculty member	39.5 (49)	43.8 (28)	35.0 (21)
Member of the surrounding community	16.1 (20)	15.3 (10)	16.7 (10)
Parent of a student	10.5 (13)	15.3 (10)	5.0 (3)
Senior administrator (vice president or dean)	12.9 (16)	14.1 (9)	11.7 (7)
Other administrator	29.0 (36)	26.6 (17)	31.7 (19)
Staff member	52.4 (65)	54.7 (35)	50.0 (30)
Student	36.3 (45)	42.2 (27)	30.0 (18)
Other	6.5 (8)	6.3 (4)	6.7 (4)

<b>Reporting Incident To</b> <b>Base: Have experienced/witnessed any incident</b>	<b>Total Staff</b>	<b>Men</b>	<b>Women</b>
	<b>N = 123</b>	<b>N = 36</b>	<b>N = 78</b>
<b>Reported Incident – Yes</b> <i>(Multiple responses allowed)</i>	<b>27.6</b> <b>(34)</b>	<b>25.0</b> <b>(9)</b>	<b>29.5</b> <b>(23)</b>
Athletic department	0.8 (1)	--	1.9 (1)
Campus health center	0.8 (1)	--	1.9 (1)
Campus ministry	--	--	0
Campus police	5.7 (7)	2.8 (1)	5.1 (4)
Chief diversity officer	1.9 (1)	--	1.9 (1)
Counseling center	--	--	--
EEO office	0.8 (1)	--	--
EEOC	--	--	--
Faculty member	4.9 (6)	5.6 (2)	5.1 (4)
Family member	0.8(1)	--	1.9(1)
Friend	3.3 (4)	2.8 (1)	3.8 (3)
Human Resources	9.8 (12)	5.6 (2)	12.8 (10)
Legal department	1.6 (2)	--	2.6 (2)
My supervisor	13.8 (17)	11.1 (4)	15.4 (12)
NAACP	--	--	--
Off-campus police	--	--	--
Off-campus healthcare professional	--	--	--
Office of Civil Rights	--	--	--
Ombudsman	--	2.8 (1)	--
Senior administrator	2.4 (3)	--	3.8 (3)
Title IX coordinator	2.4 (3)	--	3.8 (3)
Other	4.1 (5)	5.6 (2)	3.8 (3)

<b>Reporting Incident</b> <b>Base: Have experienced/witnessed any incident</b>	<b>Total Staff</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
	<b>N = 123</b>	<b>N = 64</b>	<b>N = 60</b>
<b>Reported Incident - Yes</b> <b>(Multiple responses allowed)</b>	<b>27.6</b> <b>(34)</b>	<b>20.3</b> <b>(13)</b>	<b>35.0</b> <b>(21)</b>
Athletic department	0.8 (1)	--	1.7 (1)
Campus health center	0.8 (1)	1.6 (1)	6.3 (1)
Campus ministry	--	--	--
Campus police	5.7 (7)	4.7 (3)	6.7 (4)
Chief diversity officer	1.9 (1)	--	1.7 (1)
Counseling center	--	--	--
EEO office	0.8 (1)	1.6 (1)	--
EEOC	--	--	--
Faculty member	4.9 (6)	3.1 (2)	6.7 (4)
Family member	0.8 (1)	--	1.7 (1)
Friend	3.3 (4)	1.6 (1)	5.0 (3)
Human Resources	9.8 (12)	3.1 (2)	16.7 (10)
Legal department	1.6 (2)	1.6 (1)	1.7 (1)
My supervisor	13.8 (17)	12.5 (8)	15.0 (9)
NAACP	--	--	--
Off-campus police	--	--	--
Off-campus healthcare professional	--	--	--
Office of Civil Rights	--	--	--
Ombudsman	--	--	--
Senior administrator	2.4 (3)	--	5.0 (3)
Title IX coordinator	2.4 (3)	1.6 (1)	3.3 (2)
Other	4.1 (5)	1.6 (1)	6.7 (4)

<b>Result of Written Bias/ Discrimination/ Harassment Complaint in Past 2 Years (Base: Have experienced/witnessed any incident AND Reported Incident)</b>	<b>Total Staff</b>	<b>Men</b>	<b>Women</b>
	<b>N = 123</b>	<b>N = 36</b>	<b>N = 78</b>
<b>Reported Incident</b>	<b>13.0</b>	<b>8.3</b>	<b>15.4</b>
<b>Reported Incident to (Multiple responses allowed)</b>	<b>N = 16</b>	<b>N = 3</b>	<b>N = 12</b>
My complaint was taken seriously	43.8 (7)	33.3 (1)	41.7 (5)
Criminal action was taken	6.3 (1)	--	--
My complaint was addressed but not resolved to my satisfaction	25.0 (4)	--	25.0 (3)
Nothing was done	50.0 (8)	66.7 (2)	41.7 (5)
It's still in process	6.3 (1)	--	--
My complaint was resolved to my satisfaction	31.3 (5)	--	33.3 (4)
My complaint was dismissed	37.5 (6)	66.7 (2)	25.0 (3)
Other	18.8 (3)	33.2 (1)	16.7 (2)

<b>Result of Written Bias/ Discrimination/ Harassment Complaint in Past 2 Years (Base: Have experienced/witnessed any incident AND Reported Incident)</b>	<b>Total Staff</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
<b>Reported Incident</b>	<b>13.0 (16)</b>	<b>10.9 (7)</b>	<b>15.0 (9)</b>
<b>Reported Incident to (Multiple responses allowed)</b>			
My complaint was taken seriously	43.8 (7)	28.6 (2)	55.6 (5)
Criminal action was taken	6.3 (1)	14.3 (1)	--
My complaint was addressed but not resolved to my satisfaction	25.0 (4)	14.3 (1)	33.3 (3)
Nothing was done	50.0 (8)	71.4 (5)	33.3 (3)
It's still in process	6.3 (1)	14.3 (1)	--
My complaint was resolved to my satisfaction	31.3 (5)	28.6 (2)	37.5 (3)

My complaint was dismissed	37.5 (6)	42.9 (3)	33.3 (3)
Other	18.8 (3)	14.3 (1)	22.2 (2)

<b>Reasons not Reported Incident (Base: Have experienced/witnessed any incident AND DID NOT Reported Incident) (Multiple responses allowed)</b>	<b>Total Staff</b>	<b>Men</b>	<b>Women</b>
	<b>N = 83</b>	<b>N = 24</b>	<b>N = 52</b>
I decided it wasn't important enough	22.9 (19)	12.5 (3)	26.9 (14)
There was not enough evidence	38.6 (32)	41.7 (10)	40.4 (21)
I feared retaliation	28.9 (24)	33.3 (8)	28.8 (15)
The offender asked me not to	--	--	--
I didn't think anything would happen	41.0 (34)	41.7 (10)	44.2 (23)
The offender is no longer here	6.0 (5)	12.5 (3)	3.8 (2)
There was too much pressure not to	4.8 (4)	--	5.8 (3)
I feared losing my job	28.9 (24)	29.2 (7)	28.5 (15)
I felt it was my fault	1.2 (1)	--	--
I had no witnesses to support me	13.3 (11)	12.5 (3)	13.5 (7)
The process to file a complaint was not secure	19.3 (16)	12.5 (3)	25.0 (13)
I didn't think the school would support me	37.4 (31)	29.2 (7)	40.4 (21)
I was embarrassed	3.6 (3)	--	3.8 (2)
Other	30.1 (25)	32.7 (17)	16.7 (4)

<b>Reasons not Reported Incident (Base: Have experienced/witnessed any incident AND DID NOT Reported Incident) (Multiple responses allowed)</b>	<b>Total Staff</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
	<b>N = 83</b>	<b>N = 45</b>	<b>N = 34</b>
I decided it wasn't important enough	22.9	31.1	14.7

	(19)	(14)	(5)
There was not enough evidence	38.6 (32)	46.7 (21)	32.4 (11)
I feared retaliation	28.9 (24)	24.4 (11)	38.2 (13)
The offender asked me not to	--	--	--
I didn't think anything would happen	41.0 (34)	40.4 (18)	41.7 (16)
The offender is no longer here	6.0 (5)	4.4 (2)	8.8 (3)
There was too much pressure not to	4.8 (4)	8.9 (4)	--
I feared losing my job	28.9 (24)	24.4 (11)	38.2 (13)
I felt it was my fault	1.2 (1)	2.2 (1)	--
I had no witnesses to support me	13.3 (11)	13.3 (6)	14.7 (5)
The process to file a complaint was not secure	19.3 (16)	20.0 (9)	20.6 (7)
I didn't think the school would support me	37.4 (31)	35.6 (16)	44.1 (15)
I was embarrassed	3.6 (3)	4.4 (2)	2.9 (1)
Other	30.1 (25)	26.7 (12)	38.2 (13)

<b>Overall Safety Experience Summary Strongly agree/Agree</b>	<b>Total Staff</b>	<b>Men</b>	<b>Women</b>
	<b>N = 197</b>	<b>N = 62</b>	<b>N = 123</b>
I feel safe on campus	91.9 (181)	96.8 (60)	91.9 (113)
I feel safe off campus	90.9 (179)	95.2 (59)	91.9 (113)
My family feels I am safe on campus	78.7 (155)	83.9 (52)	78.0 (96)
My family feels I am safe off campus	81.2 (160)	85.5 (53)	81.3 (100)
Employees are supportive of other employees who have experienced incidences of physical confrontation	65.0 (128)	62.9 (39)	65.9 (81)
Employees are supportive of other employees who have experienced incidences of emotional confrontation (discrimination, sexual harassment, bullying)	63.5 (125)	64.5 (40)	63.4 (78)
<b>Campus Police</b>	<b>Total Staff</b>	<b>Men</b>	<b>Women</b>

<b>Summary Strongly agree/Agree</b>			
	<b>N = 194</b>	<b>N = 61</b>	<b>N = 122</b>
Campus police are qualified/trained to deal with all aspects of diversity	53.1 (103)	55.7 (42)	52.5 (44)
Campus police should be required to participate in ongoing diversity training	89.2 (173)	85.2 (52)	91.0 (111)
Campus police should be reflective of the diversity of our students	75.8 (147)	59.0 (36)	82.8 (101)
Campus police should be armed at all times	37.1 (72)	36.1 (22)	37.7 (46)

<b>Overall Safety Experience Summary Strongly agree/Agree</b>	<b>Total Staff</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
	<b>N = 197</b>	<b>N = 115</b>	<b>N = 81</b>
I feel safe on campus	91.9 (181)	93.9 (108)	90.1 (73)
I feel safe off campus	90.9 (179)	92.2 (106)	88.9 (72)
My family feels I am safe on campus	78.7 (155)	84.3 (97)	70.3 (57)
My family feels I am safe off campus	81.2 (160)	84.3 (97)	76.5 (62)
Employees are supportive of other employees who have experienced incidences of physical confrontation	65.0 (128)	65.2 (75)	65.4 (53)
Employees are supportive of other employees who have experienced incidences of emotional confrontation (discrimination, sexual harassment, bullying)	63.5 (125)	63.5 (73)	64.2 (52)
<b>Campus Police Summary Strongly agree/Agree</b>	<b>Total Staff</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
	<b>N = 194</b>	<b>N = 115</b>	<b>N = 79</b>
Campus police are qualified/trained to deal with all aspects of diversity	53.1 (103)	55.7 (64)	49.4 (39)
Campus police should be required to participate in ongoing diversity training	89.2 (173)	89.6 (103)	88.6 (70)
Campus police should be reflective of the diversity of our students	75.8 (147)	81.7 (94)	67.1 (52)
Campus police should be armed at all times	37.1 (72)	37.4 (43)	36.7 (29)



Overall Safety Experience Summary Strongly agree/Agree	Men		Women	
	Employed 5 Years or less	Employed more than 5 Years	Employed 5 Years or less	Employed more than 5 Years
	N = 30	N = 32	N = 77	N = 46
I feel safe on campus	96.7 (29)	96.9 (31)	93.5 (72)	89.1 (41)
I feel safe off campus	96.7 (29)	93.8 (30)	93.5 (72)	89.1 (41)
My family feels I am safe on campus	66.7 (26)	81.3 (26)	84.4 (65)	67.4 (31)
My family feels I am safe off campus	86.7 (26)	84.4 (27)	84.4 (65)	76.1 (35)
Employees are supportive of other employees who have experienced incidences of physical confrontation	63.3 (19)	62.5 (20)	64.9 (50)	67.4 (31)
Employees are supportive of other employees who have experienced incidences of emotional confrontation (discrimination, sexual harassment, bullying)	63.3 (19)	53.1 (17)	63.6 (49)	60.9 (29)
<b>Campus Police Summary Strongly agree/Agree</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>	<b>Employed 5 Years or less</b>	<b>Employed more than 5 Years</b>
	<b>N = 30</b>	<b>N = 32</b>	<b>N = 77</b>	<b>N = 46</b>
Campus police are qualified/trained to deal with all aspects of diversity	60.0 (18)	65.6 (21)	53.2 (41)	65.2 (30)
Campus police should be required to participate in ongoing diversity training	90.0 (27)	78.1 (25)	89.6 (69)	91.3 (42)
Campus police should be reflective of the diversity of our students	66.7 (20)	50.0 (16)	87.0 (67)	73.9 (34)
Campus police should be armed at all times	33.3 (10)	37.5 (12)	39.0 (30)	34.9 (16)

Safety Measures on Campus to Feel Safe (Multiple Responses Allowed )	Total Staff	Men	Women
	N = 191	N = 56	N = 123
A policy banning guns on campus	48.7 (93)	48.2 (27)	48.8 (60)
Ability to anonymously report concerns about a student or employee (someone who may be suicidal, mentally unstable, engaged in an illegal activity, etc.)	80.1 (153)	73.2 (41)	83.7 (103)
Bike or foot patrol campus police	49.2 (94)	48.2 (27)	48.0 (59)
Designated walking/bike paths	59.2	64.3	56.1

	(113)	(36)	(69)
Efforts to keep non-students or non-employees off campus	9.9 (19)	12.5 (7)	8.9 (11)
Emergency call boxes	71.2 (136)	64.3 (36)	74.8 (92)
Emergency services for incidents of sexual assault	69.1 (132)	62.5 (35)	72.4 (89)
Escorts to other buildings on campus	52.9 (101)	44.6 (25)	56.9 (70)
Information about emergency procedures in case of a campus lockdown, extreme weather, etc.	77.0 (147)	75.0 (42)	79.7 (98)
Interior lighting in campus buildings after dark	65.4 (125)	53.6 (30)	72.4 (89)
Maintenance of improperly working safety items (lightbulbs that are out, call boxes not working, etc.)	70.2 (134)	64.3 (36)	74.8 (92)
Parking lot attendants	10.5 (20)	5.4 (3)	12.2 (15)
Parking lot lighting	84.3 (161)	78.6 (44)	88.6 (109)
Quick response by administration to campus emergencies	67.0 (128)	60.7 (34)	71.5 (88)
Shuttle bus waiting areas	21.5 (41)	21.4 (12)	20.3 (25)
Street lighting	75.9 (145)	75.0 (42)	77.2 (95)
Surveillance cameras	57.1 (109)	55.4 (31)	58.5 (72)
Volunteer designated drivers	21.5 (41)	25.0 (14)	21.1 (26)
Walkway lighting	79.1 (151)	78.6 (44)	80.5 (99)

Safety Measures on Campus to Feel Safe (Multiple Responses Allowed )	Total Staff	Employed 5 Years or less	Employed more than 5 Years
	N = 191	N = 113	N = 77
A policy banning guns on campus	48.7 (93)	53.1 (60)	42.9 (33)
Ability to anonymously report concerns about a student or employee (someone who may be suicidal, mentally unstable, engaged in an illegal activity, etc.)	80.1 (153)	85.8 (97)	72.7 (56)
Bike or foot patrol campus police	49.2 (94)	54.0 (61)	41.6 (32)
Designated walking/bike paths	59.2 (113)	60.2 (68)	58.4 (45)

Efforts to keep non-students or non-employees off campus	9.9 (19)	12.4 (14)	6.5 (5)
Emergency call boxes	71.2 (136)	75.2 (85)	66.2 (51)
Emergency services for incidents of sexual assault	69.1 (132)	75.2 (85)	61.0 (47)
Escorts to other buildings on campus	52.9 (101)	61.1 (69)	41.6 (32)
Information about emergency procedures in case of a campus lockdown, extreme weather, etc.	77.0 (147)	85.8 (31)	64.9 (65)
Interior lighting in campus buildings after dark	65.4 (125)	69.9 (79)	59.7 (46)
Maintenance of improperly working safety items (lightbulbs that are out, call boxes not working, etc.)	70.2 (134)	75.2 (85)	63.6 (49)
Parking lot attendants	10.5 (20)	15.0 (17)	3.9 (3)
Parking lot lighting	84.3 (161)	89.4 (101)	77.9 (60)
Quick response by administration to campus emergencies	67.0 (128)	70.8 (80)	62.3 (48)
Shuttle bus waiting areas	21.5 (41)	15.2 (7)	16.5 (15)
Street lighting	75.9 (145)	81.4 (92)	68.8 (53)
Surveillance cameras	57.1 (109)	60.2 (68)	53.2 (41)
Volunteer designated drivers	21.5 (41)	23.9 (27)	18.2 (14)
Walkway lighting	79.1 (151)	84.1 (95)	72.7 (56)

<b>Overall Campus Experience Summary Strongly agree/Agree</b>	<b>Total Staff</b>	<b>Men</b>	<b>Women</b>
	<b>N = 192</b>	<b>N = 61</b>	<b>N = 122</b>
I am satisfied overall with my interactions with other employees	78.1 (150)	86.7 (53)	76.2 (93)
Our campus is diverse, but not inclusive	18.8 (36)	23.0 (14)	17.2 (21)
Our campus is inclusive, but not diverse	27.1 (52)	31.1 (19)	25.4 (31)
There are enough qualified administrators to enable the president to delegate authority to establish effective and equitable procedures for our institution	42.7 (82)	44.3 (27)	35.9 (51)
Multiculturalism is a core value of our institution's mission	55.2 (106)	54.1 (33)	55.7 (68)

All campus personnel are held to the same code of professional ethics and conduct	25.5 (49)	36.1 (22)	22.1 (27)
I have received adequate diversity training to engage with students and employees on campus	39.1 (75)	37.7 (23)	41.0 (50)
Our school engages with external communities to understand their interests and respond to their needs	31.3 (60)	29.5 (18)	31.1 (38)
An unannounced visit by an accrediting agency regarding diversity matters would be welcomed	57.8 (111)	54.1 (33)	60.7 (74)
My contributions to campus diversity efforts have been recognized (awards, financial incentives, etc.)	7.3 (14)	11.5 (7)	5.7 (7)
Our school puts too much emphasis on diversity	15.1 (29)	18.3 (11)	13.9 (17)
Our school anticipates the emergence of demographic shifts and makes adjustments before crises occur	21.4 (41)	16.4 (10)	24.6 (30)
If there were recognitions (awards, financial incentives, etc.) for contributions to campus diversity, I would participate in advancing those efforts	35.4 (68)	24.6 (15)	41.0 (50)
Diverse perspectives can easily be found within our general education programs	33.9 (65)	34.4 (21)	34.4 (42)
The welfare of our institution takes precedence over donor demands, investment matters, and political interests	40.1 (77)	44.3 (27)	38.5 (47)
I am encouraged to weave diversity/cultural competence into my work	54.2 (104)	59.0 (36)	53.3 (65)
The policy to improve campus climate via diverse hiring is effective	21.9 (42)	23.0 (14)	23.0 (28)
Public announcements regarding internal communications and practices are honest and truthful	33.3 (64)	39.3 (24)	30.3 (37)
Processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs	18.2 (35)	9.8 (6)	23.0 (28)
There are effective measures in place to reduce the amount of bias in admissions and placement practices	22.4 (43)	19.7 (12)	23.8 (29)

Overall Campus Experience Summary Strongly agree/Agree	Total Staff	Employed 5 Years or less	Employed more than 5 Years
	N = 192	N = 112	N = 78
I am satisfied overall with my interactions with other employees	78.1 (150)	76.8 (86)	82.1 (64)
Our campus is diverse, but not inclusive	18.8 (36)	18.8 (21)	19.2 (15)

Our campus is inclusive, but not diverse	27.1 (52)	29.5 (33)	24.4 (19)
There are enough qualified administrators to enable the president to delegate authority to establish effective and equitable procedures for our institution	42.7 (82)	44.6 (50)	41.0 (32)
Multiculturalism is a core value of our institution's mission	55.2 (106)	61.6 (29)	47.4 (37)
All campus personnel are held to the same code of professional ethics and conduct	25.5 (49)	25.9 (15)	25.6 (20)
I have received adequate diversity training to engage with students and employees on campus	39.1 (75)	33.0 (37)	48.7 (38)
Our school engages with external communities to understand their interests and respond to their needs	31.3 (60)	35.7 (40)	25.6 (20)
An unannounced visit by an accrediting agency regarding diversity matters would be welcomed	57.8 (111)	61.6 (25)	53.8 (42)
My contributions to campus diversity efforts have been recognized (awards, financial incentives, etc.)	7.3 (14)	5.4 (6)	10.3 (8)
Our school puts too much emphasis on diversity	15.1 (29)	14.3 (16)	16.7 (13)
Our school anticipates the emergence of demographic shifts and makes adjustments before crises occur	21.4 (41)	25.0 (28)	16.7 (13)
If there were recognitions (awards, financial incentives, etc.) for contributions to campus diversity, I would participate in advancing those efforts	35.4 (68)	40.2 (45)	29.5 (23)
Diverse perspectives can easily be found within our general education programs	33.9 (65)	33.9 (38)	34.6 (27)
The welfare of our institution takes precedence over donor demands, investment matters, and political interests	40.1 (77)	42.9 (48)	37.2 (29)
I am encouraged to weave diversity/cultural competence into my work	54.2 (104)	56.3 (63)	52.6 (41)
The policy to improve campus climate via diverse hiring is effective	21.9 (42)	22.3 (25)	21.8 (17)
Public announcements regarding internal communications and practices are honest and truthful	33.3 (64)	39.3 (44)	25.6 (20)
Processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs	18.2 (35)	22.3 (25)	12.8 (10)
There are effective measures in place to reduce the amount of bias in admissions and placement practices	22.4 (43)	24.1 (27)	20.5 (16)

	Men		Women	
Overall Campus Experience Summary Strongly agree/Agree	Employed 5 Years or less	Employed more than 5 Years	Employed 5 Years or less	Employed more than 5 Years
	N = 30	N = 32	N = 77	N = 46
I am satisfied overall with my interactions with other employees	86.7 (26)	83.3 (25)	61.0 (47)	78.3 (36)
Our campus is diverse, but not inclusive	16.7 (5)	28.1 (9)	21.9 (7)	13.0 (6)
Our campus is inclusive, but not diverse	33.3 (10)	28.1 (9)	27.3 (21)	21.7 (10)
There are enough qualified administrators to enable the president to delegate authority to establish effective and equitable procedures for our institution	40.0 (12)	46.9 (15)	44.2 (12)	37.0 (17)
Multiculturalism is a core value of our institution's mission	60.0 (18)	46.9 (15)	61.0 (47)	45.7 (21)
All campus personnel are held to the same code of professional ethics and conduct	36.7 (11)	34.4 (11)	23.4 (18)	19.6 (9)
I have received adequate diversity training to engage with students and employees on campus	26.7 (8)	46.9 (15)	36.4 (28)	47.8 (22)
Our school engages with external communities to understand their interests and respond to their needs	23.3 (7)	34.4 (11)	37.7 (29)	19.6 (9)
An unannounced visit by an accrediting agency regarding diversity matters would be welcomed	63.3 (19)	43.8 (14)	59.7 (46)	60.9 (28)
My contributions to campus diversity efforts have been recognized (awards, financial incentives, etc.)	3.3 (1)	18.8 (6)	14.3 (11)	4.3 (2)
Our school puts too much emphasis on diversity	16.7 (5)	18.8 (6)	13.0 (10)	15.2 (7)
Our school anticipates the emergence of demographic shifts and makes adjustments before crises occur	20.0 (6)	12.5 (4)	27.3 (21)	19.6 (9)
If there were recognitions (awards, financial incentives, etc.) for contributions to campus diversity, I would participate in advancing those efforts	20.0 (6)	28.1 (9)	46.8 (36)	30.4 (14)

Diverse perspectives can easily be found within our general education programs	33.3 (10)	34.3 (11)	33.8 (26)	34.8 (16)
The welfare of our institution takes precedence over donor demands, investment matters, and political interests	46.7 (14)	40.6 (13)	41.6 (32)	32.6 (15)
I am encouraged to weave diversity/cultural competence into my work	53.3 (16)	62.5 (20)	58.4 (45)	43.5 (20)
The policy to improve campus climate via diverse hiring is effective	26.7 (8)	18.8 (6)	22.1 (17)	23.9 (11)
Public announcements regarding internal communications and practices are honest and truthful	50.0 (15)	28.1 (9)	33.8 (26)	23.9 (11)
Processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs	13.3 (4)	6.3 (2)	27.3 (21)	15.3 (7)
There are effective measures in place to reduce the amount of bias in admissions and placement practices	13.3 (4)	25.0 (8)	27.3 (21)	17.4 (8)

<b>Work Experience</b> <b>Summary Strongly agree/Agree</b>	<b>Total Staff</b>	<b>Men</b>	<b>Women</b>
	<b>N = 192</b>	<b>N = 61</b>	<b>N = 122</b>
My workload is too heavy	43.2 (83)	37.7 (23)	45.1 (55)
My work-life balance is perfect	31.3 (60)	32.8 (20)	30.3 (37)
Conference attendance is supported	45.8 (88)	41.0 (25)	48.4 (59)
I am underpaid for the work that I do	66.1 (127)	63.9 (39)	67.2 (82)
I have experienced micro aggressions in my department/division/unit	42.2 (81)	32.8 (20)	45.9 (56)
Professional development is encouraged	57.8 (111)	59.0 (36)	57.4 (70)
There are other employees I can get career advice from	59.9 (115)	52.5 (32)	62.3 (76)
My writing is supported	20.3 (39)	18.0 (11)	22.1 (27)
My research is supported	15.6 (30)	19.7 (12)	13.9 (17)
Mentors are important for junior administrators/faculty/staff	69.3 (133)	79.5 (43)	70.5 (86)

Adequate funding exists for my research	5.2 (10)	6.6 (4)	4.9 (6)
Hiring practices are not fair	17.7 (34)	6.6 (4)	23.0 (28)
Sabbatical leave is supported here	20.3 (39)	23.0 (14)	19.7 (24)
Diversity-related research, teaching, and community service are considered in the hiring process	16.1 (31)	11.5 (7)	18.0 (22)
I love my job	66.1 (127)	67.2 (41)	68.0 (83)
I am satisfied with my employee benefits package	65.1 (125)	60.7 (37)	69.7 (85)
My performance evaluations are done on a regular basis	50.5 (97)	42.6 (26)	54.9 (67)
There are too many expectations of me	22.4 (43)	16.4 (10)	26.2 (32)
There are pay disparities here	59.4 (114)	55.7 (34)	63.1 (77)
My performance evaluations are fair and impartial	59.4 (114)	54.1 (33)	61.5 (75)
I am utilizing my full range of skills in my current position	46.4 (89)	47.5 (29)	48.4 (59)
There is a great sense of belonging	53.6 (103)	50.8 (31)	57.4 (70)
This is a hostile working environment	12.5 (24)	6.6 (4)	16.4 (20)
Thinking outside the box is rewarded in my department/division/unit	44.3 (85)	37.7 (23)	48.4 (59)
The merit and promotion processes are fair	18.2 (35)	16.4 (10)	20.5 (25)
The tenure process is fair*	--	--	--
Everyone works as a team	41.7 (80)	45.9 (28)	41.0 (50)
I am appropriately involved in department/division/ unit decision-making	45.8 (88)	45.9 (28)	46.7 (57)
Performance expectations are clearly and openly communicated	46.9 (90)	49.2 (30)	46.7 (57)
Ideas and feedback are actively solicited	49.5 (95)	55.7 (34)	49.2 (60)
I want to quit my job	10.4 (20)	6.6 (4)	13.1 (16)



Work Experience Summary Strongly agree/Agree	Total Staff	Employed 5 Years or less	Employed more than 5 Years
	N = 192	N = 112	N = 78
My workload is too heavy	43.2 (83)	41.1 (46)	47.4 (37)
My work-life balance is perfect	31.3 (60)	28.6 (32)	33.3 (26)
Conference attendance is supported	45.8 (88)	50.0 (56)	41.0 (32)
I am underpaid for the work that I do	66.1 (127)	67.9 (76)	64.1 (50)
I have experienced micro aggressions in my department/division/unit	42.2 (81)	41.1 (46)	44.9 (35)
Professional development is encouraged	57.8 (111)	58.9 (66)	56.4 (44)
There are other employees I can get career advice from	59.9 (115)	67.9 (76)	50.0 (39)
My writing is supported	20.3 (39)	22.3 (25)	17.9 (14)
My research is supported	15.6 (30)	17.0 (19)	14.1 (11)
Mentors are important for junior administrators/faculty/staff	69.3 (133)	71.4 (80)	67.9 (53)
Adequate funding exists for my research	5.2 (10)	5.4 (6)	5.1 (4)
Hiring practices are not fair	17.7 (34)	18.8 (21)	16.7 (13)
Sabbatical leave is supported here	20.3 (39)	14.3 (16)	29.5 (23)
Diversity-related research, teaching, and community service are considered in the hiring process	16.1 (31)	12.5 (14)	21.8 (17)
I love my job	66.1 (127)	70.5 (79)	61.5 (48)
I am satisfied with my employee benefits package	65.1 (125)	67.0 (75)	64.1 (50)
My performance evaluations are done on a regular basis	50.5 (97)	50.0 (56)	52.6 (41)
There are too many expectations of me	22.4 (43)	29.5 (33)	28.2 (22)
There are pay disparities here	59.4 (114)	56.3 (63)	65.4 (51)
My performance evaluations are fair and impartial	59.4 (114)	59.8 (67)	60.3 (47)
I am utilizing my full range of skills in my current position	46.4 (89)	45.5 (51)	48.7 (38)

There is a great sense of belonging	53.6 (103)	52.7 (59)	56.4 (44)
This is a hostile working environment	12.5 (24)	9.8 (11)	16.7 (13)
Thinking outside the box is rewarded in my department/division/unit	44.3 (85)	44.6 (50)	44.9 (35)
The merit and promotion processes are fair	18.2 (35)	20.5 (23)	15.4 (12)
The tenure process is fair	--	--	--
Everyone works as a team	41.7 (80)	45.5 (51)	37.2 (29)
I am appropriately involved in department/division/ unit decision-making	45.8 (88)	46.4 (52)	46.2 (36)
Performance expectations are clearly and openly communicated	46.9 (90)	47.3 (53)	47.4 (37)
Ideas and feedback are actively solicited	49.5 (95)	55.4 (62)	42.3 (33)
I want to quit my job	10.4 (20)	10.7 (12)	10.3 (8)

Work Experience Summary Strongly agree/Agree	Men		Women	
	Employed 5 Years or less	Employed more than 5 Years	Employed 5 Years or less	Employed more than 5 Years
	N = 30	N = 32	N = 77	N = 46
My workload is too heavy	26.7 (8)	46.9 (15)	44.2 (32)	45.7 (21)
My work-life balance is perfect	36.7 (11)	28.1 (9)	26.0 (20)	37.0 (17)
Conference attendance is supported	40.0 (12)	40.6 (13)	51.9 (40)	41.3 (19)
I am underpaid for the work that I do	56.7 (17)	68.8 (22)	68.8 (53)	60.9 (28)
I have experienced micro aggressions in my department/division/unit	30.0 (9)	46.9 (15)	42.9 (23)	47.8 (22)
Professional development is encouraged	56.7 (17)	59.4 (19)	58.4 (45)	54.3 (25)
There are other employees I can get career advice from	60.0 (18)	43.8 (14)	67.5 (52)	52.2 (24)
My writing is supported	20.0 (6)	15.6 (5)	23.4 (18)	20.0 (9)
My research is supported	23.3 (7)	15.6 (5)	14.3 (11)	13.0 (6)
Mentors are important for junior administrators/faculty/staff	73.3 (22)	65.6 (21)	71.4 (55)	67.4 (31)

Adequate funding exists for my research	3.3 (1)	9.4 (3)	6.5 (5)	2.2 (1)
Hiring practices are not fair	6.7 (2)	6.3 (2)	22.1 (17)	23.9 (11)
Sabbatical leave is supported here	16.7 (5)	28.1 (9)	13.0 (10)	27.7 (14)
Diversity-related research, teaching, and community service are considered in the hiring process	3.3 (1)	18.6 (6)	15.6 (12)	21.7 (10)
I love my job	50.0 (15)	59.4 (19)	49.4 (38)	63.0 (29)
I am satisfied with my employee benefits package	43.3 (13)	53.1 (17)	45.5 (35)	71.7 (33)
My performance evaluations are done on a regular basis	16.7 (5)	37.5 (12)	50.6 (39)	60.9 (28)
There are too many expectations of me	20.0 (6)	18.8 (6)	32.5 (25)	26.1 (12)
There are pay disparities here	50.0 (15)	59.4 (19)	58.4 (45)	69.6 (32)
My performance evaluations are fair and impartial	56.7 (17)	53.1 (17)	59.7 (46)	63.0 (29)
I am utilizing my full range of skills in my current position	53.3 (16)	50.0 (16)	44.2 (34)	45.7 (21)
There is a great sense of belonging	46.7 (14)	53.1 (17)	55.8 (43)	58.7 (27)
This is a hostile working environment	3.3 (1)	9.4 (3)	13.0 (10)	21.7 (10)
Thinking outside the box is rewarded in my department/division/unit	36.7 (11)	65.6 (21)	48.1 (37)	63.0 (29)
The merit and promotion processes are fair	20.0 (6)	50.0 (16)	22.1 (17)	37.0 (17)
The tenure process is fair	--	--	--	--
Everyone works as a team	46.7 (14)	75.0 (24)	42.9 (33)	52.2 (24)
I am appropriately involved in department/division/ unit decision-making	43.3 (13)	65.6 (21)	48.1 (37)	54.3 (25)
Performance expectations are clearly and openly communicated	50.0 (15)	46.9 (15)	46.8 (36)	45.7 (21)
Ideas and feedback are actively solicited	63.3 (19)	46.9 (15)	54.5 (32)	39.1 (18)
I want to quit my job	6.7 (2)	28.1 (9)	13.0 (10)	26.1 (12)

Reasons to Consider Leaving <i>Multiple Responses allowed</i>	Total Staff	Men	Women
	N = 187	N = 58	N = 122
No career advancement opportunities	39.0 (73)	46.6 (27)	34.4 (42)
Salary/benefits are not adequate	49.7 (93)	48.3 (28)	50.0 (61)
Family relocation	9.1 (17)	8.6 (5)	8.2 (10)
Offered a job elsewhere	13.4 (25)	13.1 (7)	13.1 (16)
Co-worker tension	26.7 (50)	17.2 (10)	30.3 (37)
Work not appreciated	32.6 (61)	20.7 (12)	37.7 (46)
Feeling of not belonging	21.9 (41)	17.2 (10)	23.0 (28)
Harassed or bullied at work	10.7 (20)	6.9 (4)	12.3 (15)
No sense of belonging in the surrounding community	5.3 (10)	5.2 (3)	4.9 (6)
No child care services on campus	2.1 (4)	--	3.3 (4)
Pregnancy	2.7 (5)	--	4.1 (5)
<b>I have not considered leaving</b>	<b>21.4 (40)</b>	<b>24.1 (14)</b>	<b>20.5 (25)</b>
Other	18.2 (34)	13.8 (8)	21.3 (26)

Reasons to Consider Leaving <i>Multiple Responses allowed</i>	Total Staff	Employed 5 Years or less	Employed more than 5 Years
	N = 187	N = 110	N = 76
No career advancement opportunities	39.0 (73)	41.8 (46)	35.5 (27)
Salary/benefits are not adequate	49.7 (93)	51.8 (57)	46.1 (35)
Family relocation	9.1 (17)	13.6 (15)	2.6 (2)
Offered a job elsewhere	13.4 (25)	14.5 (16)	11.8 (9)
Co-worker tension	26.7 (50)	25.5 (28)	28.9 (22)
Work not appreciated	32.6 (61)	31.8 (35)	34.2 (26)
Feeling of not belonging	21.9	22.7	21.1

	(41)	(25)	(16)
Harassed or bullied at work	10.7 (20)	6.4 (7)	17.1 (13)
No sense of belonging in the surrounding community	5.3 (10)	3.6 (4)	7.9 (6)
No child care services on campus	2.1 (4)	2.7 (3)	1.3 (1)
Pregnancy	2.7 (5)	3.6 (4)	1.3 (1)
<b>I have not considered leaving</b>	<b>21.4 (40)</b>	<b>24.5 (27)</b>	<b>17.1 (13)</b>
Other	18.2 (34)	14.5 (16)	23.7 (18)

Reasons to Consider Leaving <i>Multiple Responses allowed</i>	Men		Women	
	Employed 5 Years or less	Employed more than 5 Years	Employed 5 Years or less	Employed more than 5 Years
	N = 29	N = 29	N = 76	N = 46
No career advancement opportunities	44.8 (13)	48.3 (14)	38.2 (29)	28.2 (13)
Salary/benefits are not adequate	41.4 (12)	55.2 (16)	55.3 (42)	41.3 (19)
Family relocation	13.8 (4)	3.4 (1)	11.8 (9)	2.2 (1)
Offered a job elsewhere	17.2 (5)	6.9 (2)	13.2 (10)	13.0 (6)
Co-worker tension	13.8 (4)	20.7 (6)	28.9 (22)	32.6 (15)
Work not appreciated	20.7 (6)	20.7 (6)	35.5 (27)	41.3 (19)
Feeling of not belonging	13.8 (4)	20.7 (6)	25.0 (19)	19.6 (9)
Harassed or bullied at work	3.4 (1)	10.3 (3)	7.9 (6)	19.6 (9)
No sense of belonging in the surrounding community	3.4 (1)	6.9 (2)	2.6 (2)	8.7 (4)
No child care services on campus	--	--	3.9 (3)	2.2 (1)
Pregnancy	--	--	5.3 (4)	2.2 (1)
<b>I have not considered leaving</b>	<b>31.0 (9)</b>	<b>17.2 (5)</b>	<b>22.4 (25)</b>	<b>17.4 (8)</b>
Other	13.8 (4)	13.8 (4)	15.8 (12)	30.4 (14)

Stress Level caused by: Summary Extremely/Very Stressful	Total Staff	Men	Women
	N = 190	N = 60	N = 122
Administrators	25.8 (49)	20.0 (12)	28.7 (35)
Faculty	13.7 (26)	11.7 (7)	13.9 (17)
Family	7.9 (15)	10.0 (6)	7.4 (9)
Family obligations	13.7 (26)	13.3 (8)	13.9 (17)
Financial obligations	34.2 (65)	31.7 (19)	35.2 (43)
Human resources	17.4 (33)	11.7 (7)	19.7 (24)
Legal department	14.2 (27)	10.0 (6)	15.6 (19)
Staff	11.6 (22)	6.7 (4)	13.9 (17)
Students	8.4 (16)	8.3 (5)	7.4 (9)
Supervisors	17.4 (33)	10.0 (6)	19.7 (24)

Stress Level caused by: Summary Extremely/Very Stressful	Total Staff	Employed 5 Years or less	Employed more than 5 Years
	N = 190	N = 112	N = 77
Administrators	25.8 (49)	21.4 (24)	31.2 (24)
Faculty	13.7 (26)	12.5 (14)	15.6 (12)
Family	7.9 (15)	9.8 (11)	5.2 (4)
Family obligations	13.7 (26)	16.1 (18)	10.4 (9)
Financial obligations	34.2 (65)	42.3 (48)	22.1 (17)
Human resources	17.4 (33)	15.2 (17)	20.7 (16)
Legal department	14.2 (27)	16.1 (18)	11.7 (9)
Staff	11.6 (22)	9.8 (11)	14.3 (11)
Students	8.4 (16)	8.9 (10)	7.8 (6)

Supervisors	17.4 (33)	15.2 (17)	20.8 (16)
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Stress Level caused by: Summary Extremely/Very Stressful	Men		Women	
	Employed 5 Years or less	Employed more than 5 Years	Employed 5 Years or less	Employed more than 5 Years
	N = 30	N = 30	N = 76	N = 46
Administrators	16.7 (5)	23.3 (7)	22.4 (17)	39.1 (18)
Faculty	6.7 (2)	16.7 (5)	13.2 (10)	15.2 (7)
Family	13.3 (4)	6.7 (2)	9.2 (7)	4.3 (2)
Family obligations	16.7 (5)	10.0 (3)	15.8 (12)	10.9 (5)
Financial obligations	36.7 (11)	26.7 (8)	44.7 (34)	19.6 (9)
Human resources	13.3 (4)	10.0 (3)	14.5 (11)	28.3 (13)
Legal department	13.3 (4)	6.7 (2)	15.8 (12)	15.2 (7)
Staff	--	13.3 (4)	13.2 (10)	15.2 (7)
Students	3.3 (1)	13.3 (4)	9.2 (7)	4.3 (2)
Supervisors	6.7 (2)	13.3 (4)	15.8 (12)	26.1 (12)

## Appendix 5

### Ethnicity

***Note: numbers in tables refer to percentages, followed by number of responses in ( )***



<b>Length of Employment</b>	<b>White</b>	<b>Non-White</b>
	<b>N = 289</b>	<b>N = 50</b>
Employed 5 Years or less	44.6 (129)	66.0 (33)
Employed more than 5 Years	54.7 (158)	34.0 (17)
Employed 10 Years or less	64.4 (186)	78.0 (39)
Employed more than 10 Years	34.9 (101)	22.0 (11)

<b>Employee of Color</b>	<b>Total</b>	<b>Men</b>	<b>Women</b>
	<b>N = 378</b>	<b>N = 120</b>	<b>N = 215</b>
<b>Yes</b> (*A person who is not white or of European parentage)	<b>12.4 (47)</b>	<b>12.5 (15)</b>	<b>12.6 (27)</b>
<b>Summary of Strongly/Somewhat Agree (Base: Employee of Color)</b>	<b>N = 46</b>	<b>N = 15</b>	<b>N = 26</b>
As an employee of color, I feel welcome on campus	69.6 (32)	73.3 (11)	69.2 (18)
As an employee of color, I feel welcome in the surrounding community	50.0 (23)	46.7 (7)	57.7 (15)
Employees of color are treated with respect by students	76.1 (35)	73.3 (11)	76.9 (20)
Employees of color are treated with respect by faculty	58.7 (27)	80.0 (12)	46.2 (12)
Employees of color are treated with respect by staff	69.6 (32)	86.7 (13)	61.5 (16)
Employees of color are treated with respect by administrators	69.6 (32)	73.3 (11)	50.0 (13)
Employees of color are well-represented on our diversity council	23.9 (11)	40.0 (6)	15.4 (4)

<b>Mandatory Diversity Training Needs Summary Strongly agree/Agree</b>	<b>Total</b>	<b>White</b>	<b>Non-White</b>
	<b>N = 377</b>	<b>N = 289</b>	<b>N = 50</b>
Administrative leadership	86.2 (325)	86.2 (249)	90.0 (45)
Faculty	80.6 (304)	79.2 (229)	90.0 (45)
Governing board members	82.5 (311)	82.0 (237)	90.0 (45)
Search Committee heads	82.2	82.4	84.0

	(310)	(238)	(42)
Staff members	80.6 (304)	78.9 (228)	90.0 (45)
Students	69.5 (262)	66.1 (191)	84.0 (42)

<b>Campus Commitment to Diversity</b>	<b>Total</b>	<b>White</b>	<b>Non-White</b>
<b>Does WOU have a campus-wide strategic diversity plan?</b>	<b>N = 367</b>	<b>N = 287</b>	<b>N = 50</b>
Yes	31.6 (116)	32.8 (94)	26.0 (13)
No	12.0 (44)	10.8 (31)	14.0 (7)
Don't know	56.4 (207)	56.4 (162)	60.0 (30)
<b>Summary Strongly agree/Agree (Based to those who are aware of campus-wide strategic diversity plan)</b>	<b>N = 110</b>	<b>N = 90</b>	<b>N = 12</b>
Senior leadership establishes the campus vision for diversity	66.4 (73)	68.9 (62)	58.3 (7)
Senior leadership creates a culture of accountability	42.7 (47)	45.6 (41)	33.3 (4)
Senior leadership shows a visible commitment to campus diversity	56.4 (62)	60.0 (54)	41.7 (5)
A written diversity plan is required in my department/division/unit	29.1 (32)	30.0 (27)	33.3 (4)
My department/division/unit is accountable for diversity progress	47.3 (52)	47.8 (43)	41.7 (5)
There is adequate financial support to drive campus diversity efforts	20.0 (22)	21.1 (19)	16.7 (2)
Our diversity committee is effective at engaging the campus in diversity activities	30.9 (34)	35.6 (32)	8.3 (1)
Our governing board is supportive of campus diversity efforts	50.9 (56)	54.4 (49)	25.0 (3)
Diversity efforts should be led by each school with oversight by a central office	43.6 (48)	47.8 (43)	8.3 (1)
We have a way to effectively measure our department/division/unit's diversity success	21.8 (24)	23.3 (21)	16.7 (2)

<b>Search Committees and Diversity</b>	<b>Total</b>	<b>White</b>	<b>Non-White</b>
	<b>N = 373</b>	<b>N = 284</b>	<b>N = 50</b>
<b>Served on Search Committee in past 2 Years</b>	<b>57.1 (213)</b>	<b>57.7 (164)</b>	<b>48.0 (24)</b>

<b>Summary Strongly agree/Agree (Base: Served on Search Committee)</b>	<b>N = 207</b>	<b>N = 164</b>	<b>N = 24</b>
My search committee required a diverse pool of candidates	56.0 (116)	57.9 (95)	54.2 (13)
My search committee had a dedicated diversity recruitment specialist	12.1 (25)	13.4 (22)	4.2 (1)
My search committee was made up of diverse members	47.3 (98)	45.1 (74)	66.7 (16)
Members of my search committee frequented diversity recruitment events	11.6 (24)	11.6 (19)	20.8 (5)
My department/division/unit hosted events for future diverse employees on our campus	6.8 (14)	7.9 (13)	--
My department/division/unit participates in an institutional strategic diversity hiring plan	19.8 (41)	22.6 (37)	8.3 (2)
My department/division/unit participates in diverse employee exchange programs	3.9 (8)	4.9 (8)	--
My department/division/unit has pipeline programs to attract diverse employees	12.1 (25)	11.6 (19)	20.8 (5)
A written diversity plan is required in my department/division/unit	10.6 (22)	11.0 (18)	16.7 (4)
My department/division/unit is accountable for diversity progress	32.4 (67)	35.4 (58)	25.0 (6)

<b>Welcoming Campus to Specific Groups</b>	<b>Total</b>	<b>White</b>	<b>Non-White</b>
<b>Summary Very/Somewhat welcoming</b>	<b>N = 363</b>	<b>N = 285</b>	<b>N = 50</b>
African Americans	54.8 (199)	57.5 (164)	48.0 (24)
Asian Americans	61.7 (224)	64.2 (183)	52.0 (26)
Caucasian/White	86.0 (312)	86.7 (247)	84.0 (42)
First Generation students	87.9 (319)	88.8 (253)	88.0 (44)
Hispanics/Latinos	81.8 (297)	82.8 (236)	76.0 (38)
International students and employees	61.2 (222)	63.5 (181)	54.0 (27)
LGBTQIA+ people	73.0 (265)	75.8 (216)	60.0 (30)
Middle Eastern People	52.1 (189)	54.0 (154)	44.0 (22)
Military Veterans	79.1 (287)	81.1 (231)	70.0 (35)
Muslims	49.9 (181)	52.3 (149)	44.0 (22)

Native Americans	55.1 (200)	57.2 (163)	50.0 (25)
Native Hawaiians/Pacific Islanders	73.8 (268)	74.4 (212)	74.0 (37)
People with disabilities	76.9 (279)	79.6 (227)	68.0 (34)
Undocumented Students	60.0 (218)	62.8 (179)	56.0 (28)
Women	76.6 (278)	80.4 (229)	70.0 (35)

<b>Integration on Campus</b>	<b>Total</b>	<b>White</b>	<b>Non-White</b>
<b><i>Summary Very/Somewhat integrated</i></b>	<b>N = 359</b>	<b>N = 259</b>	<b>N = 46</b>
On campus	59.3 (213)	60.6 (157)	56.5 (26)
In residence halls	25.1 (90)	25.5 (66)	30.4 (14)
In campus dining areas	28.4 (102)	28.6 (74)	34.8 (16)
During student activities on campus	35.7 (128)	37.5 (97)	37.0 (17)
During sporting events on campus	34.8 (125)	36.7 (95)	28.3 (13)
During meeting with faculty	35.1 (126)	37.1 (96)	34.8 (16)
During meeting with administrators	26.2 (94)	27.4 (71)	21.7 (10)
During employee events	37.9 (136)	39.8 (103)	32.6 (15)

<b>Promoting Racial/Cultural Interaction between Different Groups</b>	<b>Total</b>	<b>White</b>	<b>Non-White</b>
	<b>N = 363</b>	<b>N = 285</b>	<b>N = 50</b>
Very/Somewhat Well	52.3 (190)	55.8 (159)	44.0 (22)
<b>Importance of Promoting Diversity and Inclusion to Campus Leadership</b>	<b>N = 361</b>	<b>N = 284</b>	<b>N = 50</b>
Very/Somewhat Important	90.3 (326)	90.8 (258)	92.0 (46)

<b>Discrimination/Harassment/Bullying on Campus</b>	<b>Total</b>	<b>White</b>	<b>Non-White</b>
	<b>N = 334</b>	<b>N = 264</b>	<b>N = 46</b>
Saw/experienced at least one incident	71.3 (238)	71.2 (188)	73.9 (34)
Average	3.5	3.4	3.7
Range	1 - 14	1-14	1-13
<b>Type experienced (Base: experienced at least one incident) (Multiple responses allowed)</b>	<b>N = 334</b>	<b>N = 264</b>	<b>N = 46</b>
Bullying	39.5 (132)	40.5 (107)	32.6 (15)
Discrimination/bias/harassment based on age	25.1 (84)	25.0 (66)	23.9 (11)
Discrimination/bias/harassment based on gender	39.2 (131)	39.8 (105)	32.6 (15)
Discrimination/bias/harassment based on gender identity	13.8 (46)	12.5 (33)	13.0 (6)
Discrimination/bias/harassment based on race/ethnicity	30.2 (101)	24.2 (64)	52.2 (24)
Discrimination/bias/harassment based on lack of English language proficiency (foreign accent)	29.3 (98)	26.9 (71)	34.8 (16)
Discrimination/bias/harassment based on disability	18.0 (60)	18.2 (48)	15.2 (7)
Discrimination/bias/harassment based on veteran status	4.2 (14)	3.4 (9)	10.9 (5)
Discrimination/bias/harassment based on religion/worldview/spiritual affiliation	18.3 (61)	17.0 (45)	21.7 (10)
Discrimination/bias/harassment based on a medical condition or illness	15.3 (51)	15.5 (41)	15.2 (7)
Discrimination/bias/harassment based on socioeconomic status	14.7 (49)	13.3 (35)	17.4 (8)
Discrimination/bias/harassment based on sexual identity	11.7 (39)	11.0 (29)	13.0 (6)
Discrimination/bias/harassment based on political views	28.4 (95)	26.5 (70)	34.8 (16)
Retaliation	18.9 (63)	20.5 (54)	8.7 (4)
Sexual Assault	4.2 (14)	4.5 (12)	2.2 (1)
Other	7.8 (26)	7.2 (19)	6.5 (3)
None of the above	28.4 (95)	29.5 (78)	28.3 (13)

<b>Overall Campus Experience</b>	<b>Total</b>	<b>White</b>	<b>Non-White</b>
<b>Summary Strongly agree/Agree</b>	<b>N = 354</b>	<b>N = 288</b>	<b>N = 49</b>
I am satisfied overall with my interactions with other employees	75.4 (267)	75.7 (218)	79.6 (39)
Our campus is diverse, but not inclusive	19.8 (70)	19.4 (56)	22.4 (11)
Our campus is inclusive, but not diverse	28.8 (102)	28.5 (82)	32.7 (16)
There are enough qualified administrators to enable the president to delegate authority to establish effective and equitable procedures for our institution	41.2 (146)	43.4 (125)	34.7 (17)
Multiculturalism is a core value of our institution's mission	55.4 (196)	56.6 (163)	49.0 (24)
All campus personnel are held to the same code of professional ethics and conduct	26.0 (92)	25.7 (74)	30.6 (15)
I have received adequate diversity training to engage with students and employees on campus	38.4 (136)	38.5 (111)	36.7 (18)
Our school engages with external communities to understand their interests and respond to their needs	29.7 (105)	31.9 (92)	24.5 (12)
An unannounced visit by an accrediting agency regarding diversity matters would be welcomed	51.7 (183)	51.7 (149)	53.1 (26)
My contributions to campus diversity efforts have been recognized (awards, financial incentives, etc.)	8.5 (30)	7.6 (22)	14.3 (7)
Our school puts too much emphasis on diversity	10.5 (37)	9.4 (27)	12.2 (6)
Our school anticipates the emergence of demographic shifts and makes adjustments before crises occur	24.3 (86)	26.0 (75)	18.4 (9)
If there were recognitions (awards, financial incentives, etc.) for contributions to campus diversity, I would participate in advancing those efforts	36.4 (129)	35.8 (103)	46.9 (23)
Diverse perspectives can easily be found within our general education programs	40.1 (142)	43.8 (126)	30.6 (15)
The welfare of our institution takes precedence over donor demands, investment matters, and political interests	39.5 (140)	42.0 (121)	34.7 (17)
I am encouraged to weave diversity/cultural competence into my work	58.5 (207)	60.1 (173)	49.0 (24)
The policy to improve campus climate via diverse hiring is effective	18.1 (64)	16.7 (48)	28.6 (14)
Public announcements regarding internal communications and practices are honest and truthful	32.8 (116)	33.0 (95)	36.7 (18)
Processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs	17.8 (63)	17.4 (50)	22.4 (11)
There are effective measures in place to reduce the amount of bias in admissions and placement practices	21.2 (75)	22.2 (64)	20.4 (10)

<b>Stress Level caused by: Summary Extremely/Very Stressful</b>	<b>Total</b>	<b>White</b>	<b>Non-White</b>
	<b>N = 352</b>	<b>N = 285</b>	<b>N = 50</b>
Administrators	25.0 (88)	26.0 (74)	18.0 (9)
Faculty	16.5 (58)	15.8 (45)	14.0 (7)
Family	7.4 (26)	6.3 (18)	16.0 (8)
Family obligations	14.2 (50)	13.0 (37)	22.0 (11)
Financial obligations	29.5 (104)	27.0 (77)	46.0 (23)
Human resources	17.9 (63)	18.2 (52)	22.0 (11)
Legal department	10.5 (37)	10.2 (29)	14.0 (7)
Staff	8.5 (30)	9.1 (26)	6.0 (3)
Students	8.2 (29)	8.1 (23)	8.0 (4)
Supervisors	13.9 (49)	14.4 (41)	10.0 (5)

## Appendix 6

# Employees with Disabilities

***Note: numbers in tables refer to percentages, followed by number of responses in ( )***



<b>Have Disability</b>	<b>Total (391)</b>
Yes	7.2 (28)
<b>Type of disability (Base: Have Disability; N = 28) (Multiple Responses allowed)</b>	
Hearing	21.4 (6)
Learning	10.7 (3)
Medical	14.3 (4)
Mobility	28.6 (8)
Psychological	39.3 (11)
Speech	3.6 (1)
Visual	21.4 (6)

<b>Satisfaction with Services (Base: Have Disability; N = 28)</b>	<b>Very/ Somewhat satisfied</b>	<b>Neutral</b>	<b>N/A</b>
Overall services provided	32.1 (9)	14.3 (4)	42.9 (12)
Physical health services	7.1 (2)	10.7 (3)	75.0 (21)
Mental health services	7.1 (2)	3.6 (1)	71.4 (20)
Support services (mentoring, support groups)	10.7 (3)	10.7 (3)	64.3 (18)
Accessibility at the office location	42.9 (12)	3.6 (1)	46.4 (13)
Office hours	32.1 (9)	7.1 (2)	53.6 (15)
Availability of appointment times	21.4 (6)	7.1 (2)	64.3 (18)
Number of staff	14.3 (4)	10.7 (3)	60.7 (17)
Friendliness of staff	50.0 (14)	3.6 (1)	42.9 (12)

<b>Rating of Level of Training for Staff in Office for Disability Services</b> <i>(Base: Have Disability; N = 27)</i>	<b>Excellent/ Good</b>	<b>Fair</b>	<b>N/A</b>
Physical health staff	22.2 (6)	7.4 (2)	70.4 (19)
Mental health staff	18.5 (5)	7.4 (2)	70.4 (19)
Administrative staff	33.3 (9)	7.4 (2)	59.3 (16)

<b>Employees with Disability and Campus Reception</b> <i>(Base: Have Disability; N = 28)</i>	<b>Strongly/ Somewhat Agree</b>	<b>Neutral</b>	<b>N/A</b>
As an employee with a disability, I feel welcome on campus	75.0 (21)	10.7 (3)	7.1 (2)
As an employee with a disability, I feel welcome in the surrounding community	64.3 (18)	14.3 (4)	10.7 (3)
Employees with a disability are treated with respect by students	82.1 (23)	--	10.7 (3)
Employees with a disability are treated with respect by faculty	67.9 (19)	10.7 (3)	7.1 (2)
Employees with a disability are treated with respect by staff	75.0 (21)	7.1 (2)	3.6 (1)
Employees with a disability are treated with respect by administrators	53.6 (15)	10.7 (3)	7.1 (2)
Employees with a disability are well-represented on our diversity council	21.4 (6)	21.4 (6)	32.1 (9)

<b>Rating of Accommodations during...</b> <i>(Base: Have Disability; N = 27)</i>	<b>Strongly/ Somewhat Agree</b>	<b>Neutral</b>	<b>N/A</b>
The application process	29.6 (8)	3.7 (1)	59.3 (16)
The interview process	25.9 (7)	11.1 (3)	59.3 (16)
The on-boarding process	25.9 (7)	7.4 (2)	51.9 (14)
Online training	14.8 (4)	7.4 (2)	63.0 (17)

## Appendix 7

LGBTQIA (\*Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual)

*Note: numbers in tables refer to percentages, followed by number of responses in ( )*

<b>Identify as LGBTQIA+</b>	<b>N = 383</b>
Yes	10.4 (40)
Not sure	1.8 (7)
No	84.1 (322)
Prefer not to answer	3.7 (14)

<b>Satisfaction with Office for LGBTQIA+ support (Base: Identify as LGBTQIA or Not Sure; N = 46)</b>	<b>Very/ Somewhat satisfied</b>	<b>Neutral</b>	<b>N/A</b>
Overall services provided	43.5 (20)	13.0 (6)	30.4 (14)
Transgender services	17.4 (8)	13.0 (6)	50.0 (23)
Mental health services	21.7 (10)	15.2 (7)	41.3 (19)
Support services (mentoring, support groups)	28.3 (13)	19.6 (9)	32.6 (15)
Office hours	15.2 (7)	21.7 (10)	52.2 (24)
Availability of appointment times	17.4 (8)	15.2 (7)	54.3 (25)
Number of staff	19.6 (9)	13.0 (6)	47.8 (22)
Friendliness of staff	43.5 (20)	6.5 (3)	43.5 (20)

<b>Rating of Level of Training for Staff in Office for LGBTQIA+ support (Base: Identify as LGBTQIA or Not Sure; N = 43)</b>	<b>Excellent/ Very good</b>	<b>Fair</b>	<b>N/A</b>
Physical health staff	16.3 (7)	7.0 (3)	69.8 (30)
Mental health staff	20.9 (9)	11.6 (5)	62.8 (27)
Administrative staff	23.3 (10)	14.0 (6)	51.2 (22)

<b>Agreement with Statements</b> <i>(Base: Identify as LGBTQIA or Not Sure; N = 46)</i>	<b>Strongly/ Somewhat Agree</b>	<b>Neutral</b>	<b>N/A</b>
I can openly express my gender identity on campus	76.1 (35)	2.2 (1)	6.5 (3)
I can openly express my sexual identity on campus	69.6 (32)	8.7 (4)	2.2 (1)
I can openly express my gender identity in the surrounding community	39.1 (18)	19.6 (9)	8.7 (4)
I can openly express my sexual identity in the surrounding community	41.3 (19)	21.7 (10)	8.7 (4)
My gender identity is treated with respect by students	69.6 (32)	6.5 (3)	10.9 (5)
My sexual identity is treated with respect by students	71.7 (33)	10.9 (5)	8.7 (4)
My gender identity is treated with respect by staff	69.6 (32)	10.9 (5)	6.5 (3)
My sexual identity is treated with respect by staff	45.7 (21)	13.0 (6)	13.0 (6)
My gender identity is treated with respect by faculty	69.6 (32)	8.7 (4)	13.0 (6)
My sexual identity is treated with respect by faculty	67.4 (31)	8.7 (4)	13.0 (6)
My gender identity is treated with respect by administrators	60.9 (28)	10.9 (5)	15.2 (7)
My sexual identity is treated with respect by administrators	60.9 (28)	10.9 (5)	13.0 (6)
LGBTQIA+ employees are well-represented on our diversity council	28.3 (13)	23.9 (11)	23.9 (11)