

2017 HERI Summary Report
Faculty, Student, and Staff Survey Highlights

Kevin Eagan, Ph.D.
Assistant Professor, Education
Managing Director, Higher Education Research Institute
University of California, Los Angeles

Equal Opportunity Office
Western Washington University

November 2017

Table of Contents

Introduction and Executive Summary	1
Methodology	3
Partnership with HERI and Overview of the Surveys	3
Survey Administration.....	4
Analytic Approach.....	5
Profile of Faculty Respondents	6
Composition of the Faculty Sample	6
Faculty Perspectives on the General Climate	6
Attitudes Related to the Climate for Diversity	7
Key Faculty Stressors.....	9
Faculty Satisfaction with Compensation, Colleagues, and Career.....	11
Profile of Student Respondents	14
Composition of the Student Sample	14
Marginalized Groups Express Greater Skepticism for Institutional Commitment to Diversity.....	15
Interactions with Others on Campus	18
Advancing Diversity Efforts through Curricular and Co-Curricular Programming	21
Assessing Campus Climate by Disaggregating Student Outcomes	22
Profile of Staff Respondents	26
Composition of the Staff Sample	26
Staff Satisfaction with the Climate for Diversity at Western	27

Introduction and Executive Summary

As institutions of higher education make substantive gains with respect to the diversity of their students, faculty, and staff, campus leaders need to understand the ways in which members of the college community perceive and experience the campus climate. Proactively engaging with the campus community to understand critical concerns enables administrators to be more thoughtful and responsive when addressing potential issues and conflicts, especially those related to campus diversity. During the 2016-17 academic year, leaders at Western Washington University (Western) approached the University of California, Los Angeles (UCLA) Higher Education Research Institute (HERI) about conducting a comprehensive campus climate assessment that included surveys administered to faculty, students, and staff.

This report represents the culmination of that collaborative effort. Western identified eligible participants for inclusion in each respective survey administration, developed local questions that HERI appended to its instruments to gain additional insight into diversity issues, and promoted participation in the survey among campus community members. Staff at HERI coordinated the administration of each of the three surveys, processed and analyzed the data, delivered a set of standard reports provided to all participating institutions, and engaged in a more in-depth examination of key findings from the surveys that are highlighted in the following sections of this Report.

Findings from the three surveys suggest that members of traditionally marginalized communities [e.g., individuals of color, women and genderqueer or gender non-conforming, those with disabilities, and LGBQO (lesbian, gay, bisexual, queer, other) individuals] experience campus life and perceive critical issues facing Western in significantly different ways relative to individuals identifying as White, men, straight/heterosexual individuals, and individuals without any disability. These trends generally hold regardless of campus constituency (e.g., faculty, student, staff).

Among faculty, women and faculty of color report experiencing greater stress due to subtle discrimination compared to their male and White colleagues, and individuals belonging to either or both of these identity groups as well as those identifying as LGBQO perceive a significantly greater need to work harder than their colleagues to enjoy the same legitimacy.

Similarly, students from these same demographic backgrounds tend to report more frequent experiences with discrimination and harassment and maintain an elevated sense of skepticism relative to their male, White, straight, and abled peers. Students from marginalized groups at Western report feeling a weaker connection to campus relative to men, White students, straight students, and those without any kind of disability.

The findings for staff support these overall trends, as staff members who identify as LGBTQO, genderqueer or gender non-conforming, women, with a psychological or physical disability, or with a race/ethnicity other than White report feeling less satisfied with how the administration has handled incidents of discrimination or sexual assault on campus. Likewise, staff members from these marginalized groups do not view campus-wide efforts aimed at advocating for and improving diversity as favorably as their colleagues who identify as men, White, straight, and without any disability.

Collectively, the findings across the three climate surveys administered to faculty, students, and staff at Western highlight the need for more dialogue as well as a strategic response. Additional conversations such as focus groups and/or town hall meetings will enable administrators to identify specific issues contributing to feelings of alienation and isolation among students, faculty, and staff from particular social identity groups. These discussions can provide greater depth regarding the details of ongoing concerns that more general survey items could not provide. Developing policies, programs, and, if necessary, interventions responding to survey results will be critical steps toward improving the overall climate for diversity at Western.

Methodology

Staff from HERI worked closely with the Western's Equal Opportunity Office for this project. Western wanted to deploy a suite of instruments to assess how faculty, staff, and students perceived issues related to and experienced the climate for diversity on campus. The partnership with HERI enabled the campus to quickly refine and launch instruments tailored to each of these three constituencies.

Partnership with HERI and Overview of the Surveys

HERI has served as a leader in higher education research and national administrations of surveys for students and faculty for more than 40 years. Founded in 1973, HERI assumed responsibility for administering the Freshman Survey, which began in 1966 at the American Council on Education. HERI continues to administer the Freshman Survey, making it the largest, longest-running empirical study of higher education in the United States (U.S.).

HERI has administered its Faculty Survey every three years since 1989. The HERI Faculty Survey now represents the only comprehensive survey of college and university faculty at four-year colleges and universities. The instrument touches on faculty teaching practices, research productivity, service obligations, time allocations, student advisement and mentorship, sources of stress and satisfaction, perceptions of institutional priorities, and opinions about the faculty relationship with the administration and the role of faculty in advancing certain priorities related to undergraduate education. The survey has expanded in recent administrations to include items related to the experiences of part-time and contingent faculty as well as faculty who regularly interact with, teach, supervise, or mentor graduate students. Information about the experience of part-time faculty is available in the data accompanying this summary report.

In 2010, Dr. Sylvia Hurtado, who directed HERI from 2004 through 2015, developed, piloted, and refined the student Diverse Learning Environments (DLE) survey. Using student interviews, focus groups, document analyses, observations, and reviews of existing research, Dr. Hurtado and her team constructed and validated the items for the DLE survey, including the identification of more than a dozen latent measures through confirmatory factor analysis. Since 2011, HERI has included the DLE survey as one of the four student surveys administered annually at colleges and universities across the U.S. The instrument asks students to report how often they have personally experienced discrimination, the frequency they have witnessed incidents of bias or harassment, how they have made meaning from their interactions with others on campus, what they think about critical issues connected to diversity on campus, and their satisfaction with initiatives, policies, and opportunities for engagement connected with enhancing the climate for diversity.

In the fall of 2016, HERI began piloting a recently developed Staff Climate Survey intended to measure the perceptions of and experiences with diversity among staff working at colleges and universities in the United States. The instrument adapted many items from both the DLE survey and the HERI Faculty Survey while also introducing new items that uniquely touched on the context of staff members. The instrument collected information about staff's perceptions of their interactions with faculty and students, the frequency they either personally have experienced or otherwise have witnessed instances of discrimination or harassment on campus, and their satisfaction with campus-wide efforts aimed at improving the climate for diversity at the institution.

The three instruments included several overlapping items, which provide an opportunity to examine how different campus constituencies perceive or report on the same sets of issues and experiences. Additionally, each of the surveys collect a robust set of demographic characteristics to enable disaggregation of the findings. Such disaggregation is critical when assessing campus climate, as community members tend to experience and think about campus life through lenses connected with their social identities.

Survey Administration

Western's Equal Opportunity Office provided HERI with the names and contact information for eligible participants for each of the three surveys. Using this information, HERI created separate email panels for each survey constituency and launched the surveys as requested during the spring quarter 2017. The outreach for each survey included one invitation email and three reminder emails. When respondents submitted the survey or opted out of participation, HERI removed them from any further follow-up. Western coordinated an additional campaign designed to increase student participation.

At the conclusion of the administration period, 39.6% of all invited faculty had completed or partially completed the survey for a total of 356 faculty respondents. Western's students submitted 970 complete or partially completed surveys for a response rate of 7.5%. Nearly half of all invited staff members (46%), submitted a complete or partially completed survey with 633 staff members participating.

Based on national trends, the response rates for both faculty and staff at Western were fairly robust, as each rate fell within the expected range among institutions that share a similar structure and mission as Western. Although the generalizability of results associated with data from faculty and staff is constrained by the fact that less than half of each constituency participated in the climate assessment, the campus can have more confidence in the representativeness of the findings for those constituencies. **The 7.5% response rate among Western's students does not offer the same confidence in the representativeness of the**

findings nor does it provide the ability to generalize the findings to the great student population. Nonetheless, Western should also be careful not to wholly dismiss the results from the DLE survey, as the findings represent the perspectives and experiences of nearly 1,000 students.

Analytic Approach

After closing the three surveys, HERI staff began processing and analyzing the data. In processing the data, HERI creates several derived or aggregated variables and scores the latent constructs or scales that combine several individual survey items into a broader, comprehensive measure of some larger concept (e.g., experiences with discrimination, pluralistic orientation, academic self-concept, scholarly productivity). HERI uses item response theory to score constructs for the Faculty Survey and confirmatory factor analysis for latent measures from the DLE survey. Because the Staff Climate Survey was in its pilot phase, HERI continues to analyze and test the validity and structures of composite measures derived from this instrument.

The analyses informing the results in the following sections rely primarily on frequency distributions, crosstabulations, and measures of central tendency (e.g., mean, standard deviation). Where appropriate, HERI has conducted t-tests, analyses of variances, and/or chi-square tests to determine whether particular demographic groups significantly differ on selected individual survey items or composite measures. Western's Equal Opportunity Office requested that HERI to disaggregate key climate data by race, gender, gender identity, sexual orientation, and disability, in order to best understand how specific groups experience Western's climate and to be able to make the relevant comparative analyses. This Report profiles each constituency group separately, beginning with faculty before moving to students and then concluding with staff.

Profile of Faculty Respondents

Composition of the Faculty Sample

Western Washington University received 356 partial and complete responses from faculty during the administration of the 2016-17 HERI Faculty Survey, a 39.6% response rate. The sample distributed evenly by sex with men accounting for just less than half of all respondents (48.9%). By race/ethnicity, 81.3% of all respondents identified as White, and multiracial (8.4%) and Asian American (5.2%) faculty represented the second and third largest groups. Most faculty in the sample identified as heterosexual/straight (86.9%), and the analyses that follow combine the response options of bisexual (4.0%), queer (3.2%), gay (2.4%), lesbian (2.4%), and other (1.1%), as LGBQO, to compare their perceptions of faculty life and the climate for diversity at Western with those of their heterosexual/straight colleagues.

Among employment characteristics, one-third of all respondents held the rank of instructor (32.9%). Full professors accounted for 27.5% of the sample with associate and assistant professors comprising 21.9% and 17.7%, respectively, of the survey sample. More than half of all respondents had earned tenure (52.2%). Finally, more than one-quarter of all faculty respondents held a part-time appointment with the campus (28.9%). Additional information about the experience of part-time faculty is available in the data accompanying this summary report (See 2016-17 HERI Faculty Survey Data, pages 1-7).

Faculty Perspectives on the General Climate

Analyzing responses from the faculty sample (including both part-time and full-time faculty) to the 2016-17 HERI Faculty Survey reveal significant differences by gender, race/ethnicity, and sexual orientation in faculty perceptions of needing to work harder than their peers and the relationship between faculty and administrators. Table 1 disaggregates data from four relevant items by gender, race/ethnicity, and sexual orientation. Overall, about half of survey respondents (51.0%) felt they needed to work harder than their colleagues to be perceived as a legitimate scholar. Women (61.4%) were 1.5 times as likely as men (40.9%) to express this belief. Faculty of color perceived this statement to be true at a rate 25 percentage points higher than their White colleagues (73.1% versus 48.6%, respectively). Similarly, two-thirds of faculty identifying as LGBQO (65.7%) felt they needed to work harder than their colleagues to be perceived as a legitimate scholar compared to 48.8% of straight faculty. Thus, traditionally marginalized groups (women, faculty of color, and LGBQO faculty) perceive an uneven playing field.

Faculty generally viewed the Western administration positively. Just over a third (35.1%) of faculty agreed faculty are typically at odds with administration, and agreement was fairly consistent by gender and race/ethnicity. With respect to sexual orientation, the proportion of

LGBQO faculty who felt tension between the faculty and the administration (58.1%) nearly doubled the proportion of straight faculty who felt similarly.

Table 1

Faculty Perceptions of General Climate with Colleagues and Administration

	Total	Men	Women	Faculty of Color	White	Straight	LGBQO
I have to work harder than my colleagues to be perceived as a legitimate scholar	51.0	40.9	61.4 ^a	73.1 ^b	48.6	48.8	65.7 ^c
Faculty are typically at odds with campus administration	35.1	30.7	39.7	42.3	34.1	31.5	58.1 ^c
Faculty are sufficiently involved in campus decision-making	75.0	78.3	71.4	62.9 ^b	76.4	78.1	54.5 ^c
Administrators consider faculty concerns when making policy	76.6	79.5	73.5	58.4 ^b	78.2	80.1	53.4 ^c

a Difference between men and women faculty significantly different ($p < 0.05$)

b Difference between White faculty and faculty of color significantly different ($p < 0.05$)

c Difference between LGBQO and straight faculty significantly different ($p < 0.05$)

Two more positively worded items tapped into the extent to which faculty perceive the administration as honoring the tenets of shared governance. About three-quarters of faculty agreed that administrators consider faculty concerns when making policy (76.6%), while 75.0% agreed that faculty are sufficiently involved in campus decision-making. With respect to these two items, men and women supported these notions at similar rates, but Table 1 highlights large, statistically significant differences by race/ethnicity and sexual orientation. More than three-quarters of White faculty and straight faculty agreed that faculty maintain a sufficient role in governing the university and that administrators consider faculty concerns when making policy. By contrast, roughly 60% of faculty of color and about 54% of LGBQO faculty felt similarly, suggesting an opportunity for greater outreach to and engagement with faculty who identify with these groups.

Attitudes Related to the Climate for Diversity

Table 2 provides disaggregated statistics for a select set of items related to the climate for diversity at Western. Overall, 70.0% of faculty agreed the campus has effective hiring practices and policies that increase faculty diversity; however, women, faculty of color, LGBQO faculty expressed substantially more skepticism compared to men, White faculty, and straight faculty, respectively. More than three-quarters of men (77.9%) agreed the campus had effective hiring policies contributing to diversity, but just 62.1% of women shared that assessment. An 18-point gap separated the proportion of straight faculty (72.3%) from the proportion of LGBQO faculty (54.5%) who felt hiring policies on campus contributed to efforts to diversify the faculty.

Table 2

Faculty Perceptions about the Climate for Diversity

	Total	Men	Women	Faculty of Color	White	Straight	LGBQO
This institution has effective hiring practices and policies that increase faculty diversity	70.0	77.9	62.1 ^a	66.6	70.3	72.3	54.5 ^c
There is a lot of campus racial conflict here	42.4	33.1	51.6 ^a	51.8	41.4	39.7	60.7 ^c
Faculty are not prepared to deal with conflict over diversity issues in the classroom	66.2	61.6	71.4	77.0 ^b	64.9	65.1	74.2
This institution takes responsibility for educating underprepared students	58.2	59.3	56.7	62.9	56.8	59.2	50.0

a Difference between men and women faculty significantly different (p<0.05)

b Difference between White and faculty of color significantly different (p<0.05)

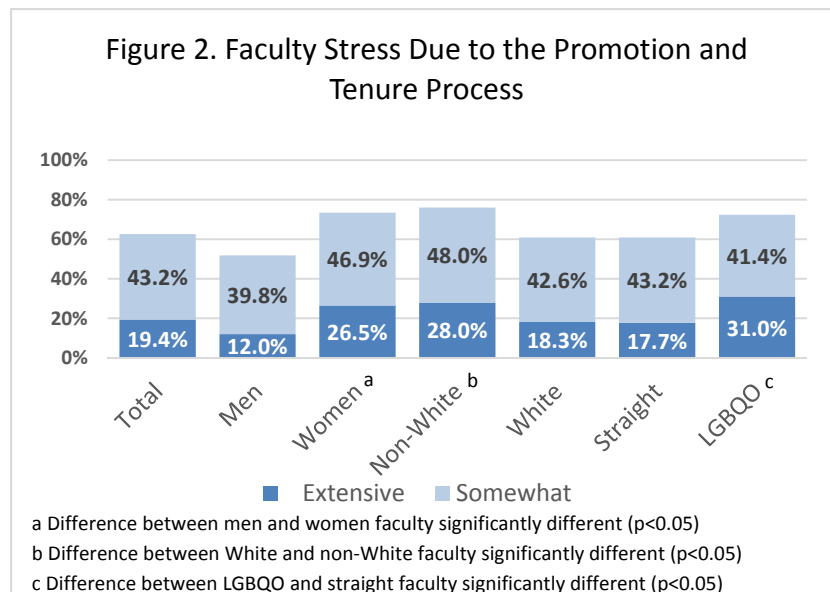
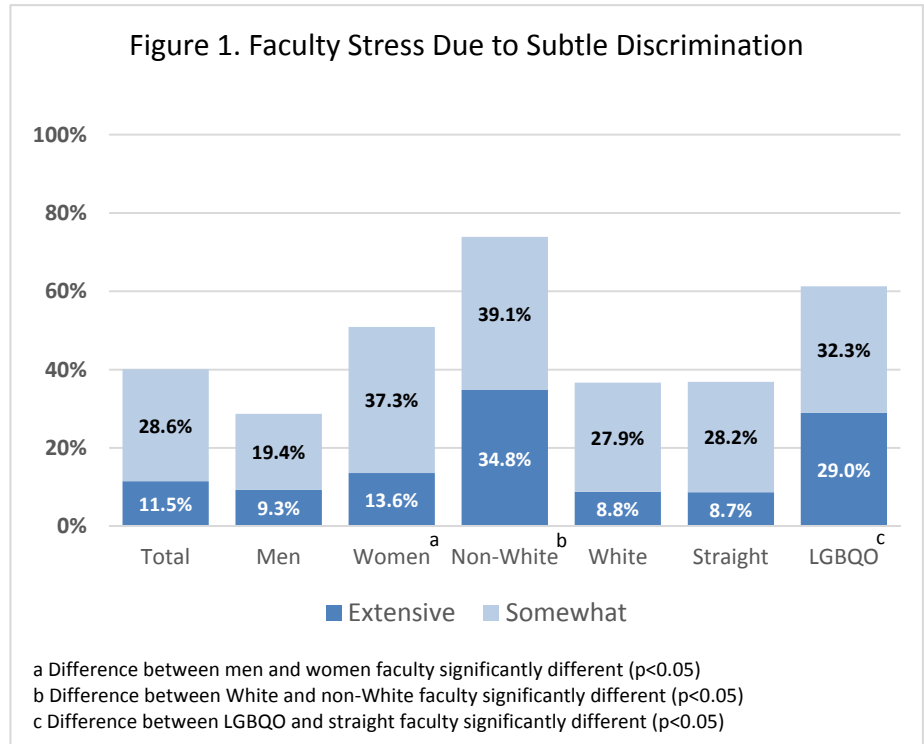
c Difference between LGBQO and straight faculty significantly different (p<0.05)

A similar pattern manifests with respect to faculty’s agreement that the campus has a lot of racial tension, as women, faculty of color, and LGBQO faculty perceived the presence of racial tension on campus at higher rates than men, White faculty, and straight faculty, respectively. The gap between faculty of color (51.8%) and their White counterparts (41.4%) was the smallest among the three comparison groups, and was not statistically significant. By contrast, 18 percentage points separated women (51.6%) from men (33.1%) while the gap between LGBQO (60.7%) and straight (39.7%) faculty registered at 21 points.

Given the differences in how or whether faculty perceive the presence of racial tension on campus, it arguably is more important to consider the extent to which faculty believe they are prepared to deal with conflict related to diversity should it arise during class. Two-thirds (66.2%) of all respondents to the survey agreed that faculty currently lack the preparation to manage diversity-related conflicts in the classroom. Women, faculty of color, and LGBQO faculty expressed significantly more skepticism than men, White faculty, and straight faculty, respectively, about whether they and their colleagues could successfully navigate diversity-related conflicts in class. It should be noted that the difference between faculty of color and white faculty was statistically significant. This particular item highlights a prime opportunity for the campus to equip faculty with tools and strategies to use in class should such conflicts arise.

Another measure related to how faculty experience the climate for diversity on campus relates to stress. Specifically, the survey asked faculty to report the extent to which they experience stress due to subtle discrimination (e.g., prejudice, racism, sexism). As shown in Figure 1, overall, less than half (40.1%) of faculty respondents reported subtle discrimination as a source of stress. However, women, faculty of color, and LGBQO faculty reported higher levels of stress than men, White faculty, and straight faculty, respectively, and these differences were statistically significant.

Nearly three-quarters (73.9%) of faculty of color reported experiencing either “some” or “extensive” stress due to subtle discrimination, and 50.9% of women and 61.3% of LGBQO faculty indicated the same. Slightly more than one-third of White (36.7%) and straight (36.9%) faculty experienced stress due to subtle discrimination, and 28.7% of men experienced the least amount of stress associated with such experiences.



Key Faculty Stressors

Faculty respondents reported encountering a number of stressors in both their professional and personal lives. As shown in Figure 2, roughly one in five faculty experienced extensive stress associated with promotion and tenure with another 43.2% of respondents experiencing “some” stress

associated with this process. More than one-quarter of women (26.5%), faculty of color (28.0%), and LGBTQ faculty (31.0%) experienced extensive stress due to promotion and tenure, and more than 70% of faculty within each of these identity groups reported experiencing either “extensive” or “some” stress due to academic personnel review. Men, White faculty, and straight faculty experienced statistically significantly less stress associated with promotion and tenure, than their respective counterparts.

Table 3 highlights three other sources of stress with significant variations based upon identity groups. About two-thirds of faculty experience stress due to increased work responsibilities, and this holds across differences in gender and sexual orientation. Disaggregating this item by race/ethnicity reveals 84.6% of faculty of color experience stress due to increased work responsibilities compared to 64.8% of their White colleagues. Considering that respondents who identified as faculty of color presented and published with undergraduates at rates that exceed those of their White colleagues, had the highest averages for the number of master’s thesis committees served and chaired, and had a greater likelihood of advising student groups, their reported stress due to increased work responsibilities may not be a surprise.

Slightly more than one-third of faculty experienced stress due to job security. As tenured faculty tended to have less to worry about with respect to job security, faculty experiencing stress with respect to this issue were employed part-time, in a non-tenure-line appointment, or held the rank of assistant professor. Thus, it is not surprising that women, faculty of color, and LGBTQ faculty tend to have greater stress due to job security, as they are also overrepresented among the lower ranks and in part-time or other contingent appointments. Table 3 also shows a statistically significant difference between women (85.6%) and men (67.5%) faculty who indicated experiencing some stress or extensive stress due to lack of personal time.

Table 3
Factors Contributing to Faculty Stress

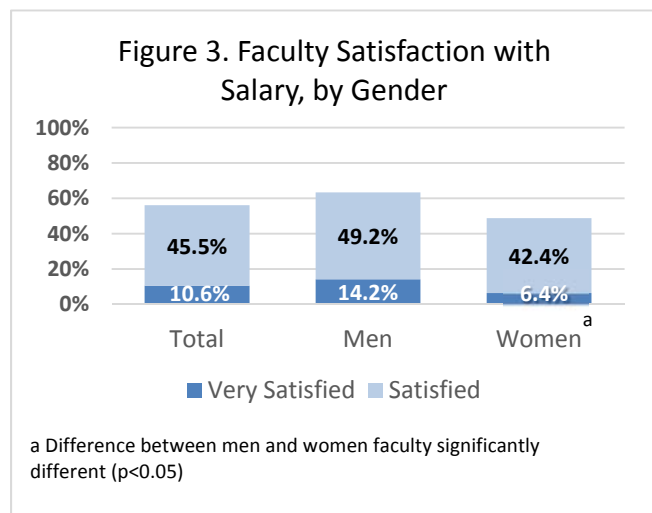
“Extensive” or “Some” Stress	Faculty						
	Total	Men	Women	of Color	White	Straight	LGBTQ
Increased work responsibilities	66.4	64.6	67.8	84.6 ^b	64.8	65.7	71.0
Job security	37.1	29.0	44.7 ^a	52.0 ^b	35.3	35.9	42.4
Lack of personal time	77.0	67.5	85.6 ^a	84.7	77.0	76.2	84.4

a Difference between men and women faculty significantly different (p<0.05)

b Difference between White faculty and faculty of color significantly different (p<0.05)

c Difference between LGBTQ and straight faculty significantly different (p<0.05)

Faculty Satisfaction with Compensation, Colleagues, and Career



Faculty at Western generally feel satisfied with respect to their compensation, colleagues and departmental leadership, and career-related facets such as autonomy and advancement. Figure 3 shows that the majority of faculty (56.1%) reported feeling either “satisfied” or “very satisfied” with their salary. Small gaps with respect to race and sexual orientation exist, as White and straight faculty have a greater likelihood of feeling satisfied compared to faculty of color and LGBQO faculty, respectively.

However, nearly 15 percentage points separated the proportions of men and women faculty who felt satisfied regarding their salary. Faculty salaries at Western satisfied less than half of the women who responded to the survey while 63.4% of men expressed satisfaction.

While the majority of faculty felt satisfied with their compensation from Western, a minority of respondents expressed satisfaction with the equity of salary and benefits, and significant gaps emerged based upon gender, race/ethnicity, and sexual orientation. The proportion of men who felt satisfied with the equity of salary and benefits (57.9%) nearly doubled the proportion of women who felt similarly (31.3%). A gap of nearly 16 percentage points separated faculty of color (30.8%) from their White colleagues (46.7%). Just under half of all straight faculty felt content with salary equity, which exceeded the proportion of LGBQO faculty (36.4%) by 9.7 percentage points, although not statistically significant. Insufficient data left HERI analysts unable to determine whether equity gaps in salary and job benefits between these groups exist, but it is worth noting the statistically significant differences in perceptions between women and men faculty and between faculty of color and White faculty.

Table 4

Selected Items Measuring Faculty Satisfaction Disaggregated by Gender, Race, and Sexual Orientation

	Total	Men	Women	Faculty of Color	White	Straight	LGBQO
Relative equity of salary and job benefits	44.9	57.9	31.3 ^a	30.8 ^b	46.7	46.1	36.4
Institutional support for work/life balance	54.6	66.1	43.7 ^a	46.2	55.2	57.3	35.5 ^c
Overall job satisfaction	79.0	85.8	72.4 ^a	69.2 ^b	80.3	79.1	78.8

^a Difference between men and women faculty significantly different ($p < 0.05$)

^b Difference between White faculty and faculty of color significantly different ($p < 0.05$)

^c Difference between LGBQO and straight faculty significantly different ($p < 0.05$)

One way the campus may find success in helping faculty manage the demands on personal and professional time is through flexible formal and informal policies that signal support for faculty to find balance in their professional and personal time. More than half of all respondents (54.6%) were satisfied or very satisfied with institutional support for establishing work-life balance. Men registered the highest proportion of respondents expressing satisfaction with institutional support for work-life balance (66.1%), which is 50% higher than the proportion of women who felt the same (43.7%). Table 4 shows an equally large and statistically significant gap between straight (57.3%) and LGBQO (35.5%) faculty.

Nearly four out of five respondents indicated feeling either “satisfied” or “very satisfied” with their job at Western. Although straight and LGBQO faculty expressed nearly identical levels of overall job satisfaction, men and White faculty were significantly more likely than women and faculty of color to report feeling satisfied overall.

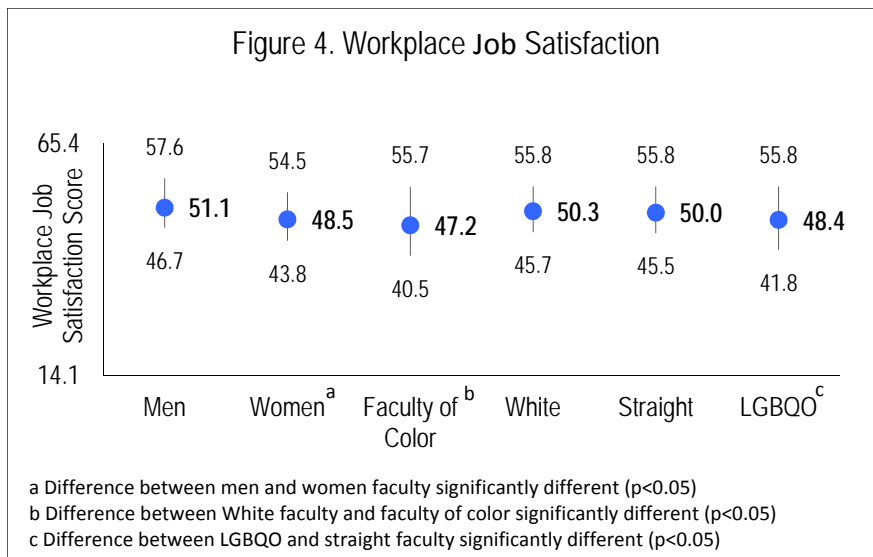


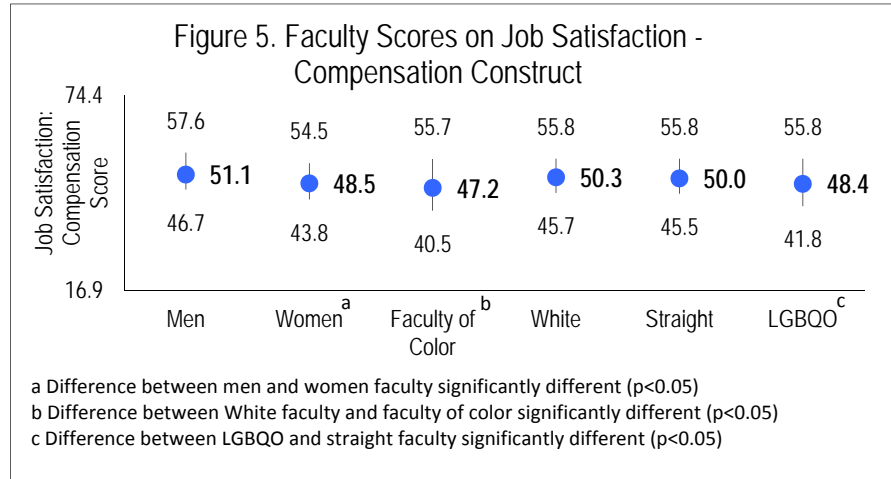
Figure 4 presents the mean, 25th percentile, and 75th percentile scores for the latent construct measuring faculty’s satisfaction in the workplace. Items such as satisfaction with autonomy and independence, departmental leadership, and leave policies comprise this composite measure. Men, faculty who identify as White, and straight

faculty had the highest overall satisfaction scores, and the average for each group is higher and a statistically significant difference compared to women, faculty of color, and LGBQO faculty, respectively.

Figure 5 provides a similar illustration of construct scores for faculty satisfaction with their current compensation. This construct includes items related to satisfaction with salary, health benefits, opportunity for scholarly pursuits, and retirement benefits. Consistent with the pattern from the previous figure, men and White faculty tended to express a stronger sense of satisfaction with their compensation package compared to women and faculty of color,

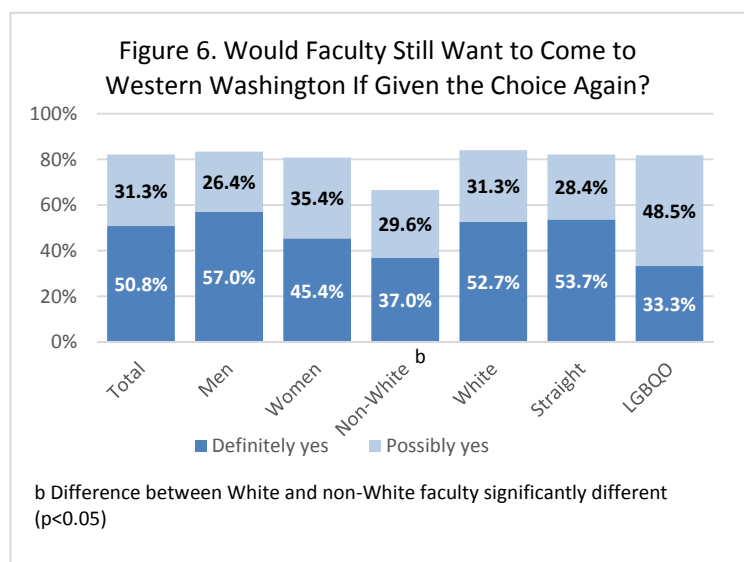
respectively. The difference in the scores between straight faculty and LGBQO faculty were smaller, but still statistically significant.

The pattern for overall job satisfaction follows the pattern in Figure 6, which highlights how faculty responded to the



question: If you were to begin your career again, would you still want to come to this institution? Overall, 82.1% of respondents felt inclined to choose Western again, including 50.8% who “definitely” would make the same choice. A majority of men (83.4%) would either “possibly” or “definitely” make the same choice to come to Western with 57.0% of all men expressing certainty they would make the same choice. Four out of five women (80.8%) also felt positively, but women tended to hedge more than men with just 45.4% expressing certainty in wanting to return. Sentiments among White faculty roughly mirrored those of men and women, but just two-thirds (66.6%) of faculty of color believed they would want to come back to Western if given the opportunity to restart their career, a statistically significant difference compared to white faculty, including 37% of faculty of color feeling certain in that decision. LGBQO faculty also approached the choice with greater skepticism with 71.8% open to making the same institutional choice, one-third of whom doing so with certainty.

Across several different components of how faculty perceive and experience campus life, analyses of Western’s Faculty Survey data suggest that women, faculty of color, and LGBQO faculty directly experience and personally perceive a campus that offers an uneven playing field. Their stress levels and perceptions of needing to put in more time and effort than others just to keep up are significantly worse than their male, White, and straight colleagues.



Profile of Student Respondents

Composition of the Student Sample

Students at Western Washington University were invited to participate in the student Diverse Learning Environments (DLE) survey in April 2017. At the end of the administration period, 970 students submitted partial or complete surveys, a 7.5% response rate.

Nearly all participants were enrolled full-time (96%), and roughly two-thirds of the respondents (63.4%) started at Western as first-time freshmen. Nearly one-third of students who responded had transferred to Western from a two-year college (30.2%), and 6.4% reported transferring from a four-year campus. Nearly one in six respondents (16.4%) speak a language other than English at home. Nearly all students (88.7%) came from families where at least one parent had attended some college, and 11.3% identified as first-generation. Nearly nine in ten respondents (87.6%) were younger than 24; by contrast, 6.3% reported being between age 25 and 29 and 3.5% in their 30s. Just 2.7% of respondents were age 40 older.

More than two-thirds of student respondents identified as a woman (68.8%), one-quarter (26.4%) identified as a man, and 4.8% identified as genderqueer, gender non-conforming, or "other." More than two-thirds of Western participants in the DLE survey identified their race/ethnicity as White, and multiracial (14.7%) and Asian (8.5%) students comprised the next two most represented groups. Less than 10% of the sample identified as Hispanic (3.8%), Black (1.8%), Native American (0.4%), or Hawaiian (0.4%), and 0.5% of the sample did not report their race/ethnicity. Nearly three-quarters of the sample (73.8%) described their sexual orientation as "heterosexual/straight." Bisexual students comprised 11.4% of respondents, 4.9% identified as queer, 2.8% as gay, and 2% as lesbian. Another 5.3% of participants selected "other" as best representing their sexual orientation.

More than half of the student respondents (52%) indicated they live with a psychological (e.g., autism spectrum disorder, depression, other psychological disorder) or learning (e.g., attention deficit hyper-activity disorder, dyslexia) disability. More than one in ten students (12.8%) reported having a physical disability (e.g., speech, sight, mobility, hearing, chronic illness), and 47.8% of respondents noted they did not have a disability of any kind.

The following sections identify how Western students experience and perceive diversity on campus, and results are disaggregated by the following subgroups as directed by the administration: White students and students of color; students with physical disabilities, with psychological disabilities, and without disabilities; men, women, and genderqueer, gender non-conforming, and a different gender identity; and heterosexual students compared with their lesbian, gay, bisexual, queer, or other (LGBQO) peers.

Marginalized Groups Express Greater Skepticism for Institutional Commitment to Diversity

Slightly more than three-quarters (75.8%) of all respondents agreed with the statement, “This institution has a long-standing commitment to diversity.” Differences by social identity subgroup were generally small for this item; however, students identifying as genderqueer, gender non-conforming, or a different gender identity held a significantly more critical perspective of Western’s commitment to diversity. Less than half of students identifying as genderqueer, gender non-conforming, or a different gender identity (46.8%) considered Western to have maintained a long-standing commitment to diversity. By contrast, men (84.9%) recorded the strongest support among all subgroups for this item.

Table 5a

Perceptions about the Institution’s Commitment to Diversity, by Social Identity Subgroup

	Total	Straight	LGBQO	Men	Women	GQGND
Promotes the appreciation of cultural differences	85.0	86.8	81.4	89.3	85.1	63.8 ^c
Has campus administrators who regularly speak about the value of diversity	77.5	78.8	74.1	84.8	75.8 ^b	62.2 ^c
Accurately reflects the diversity of its student body in publications	62.7	67.5	51.9 ^a	71.2	61.2 ^b	40.4 ^c

Table 5b

Perceptions about the Institution’s Commitment to Diversity, by Social Identity Subgroup (con’t)

	Psychological Disability	Physical Disability	None	Non-White	White
Promotes the appreciation of cultural differences	83.2	79.8 ^e	89.1	78.2 ^f	87.9
Has campus administrators who regularly speak about the value of diversity	75.8	68.5 ^e	80.9	69.9 ^f	80.8
Accurately reflects the diversity of its student body in publications	58.8 ^d	56.2 ^e	68.0	55.1 ^f	65.8

a Difference between LGBQO and straight students significantly different (p<0.05)

b Difference between men and women students significantly different (p<0.05)

c Difference between men and GQGND students significantly different (p<0.05)

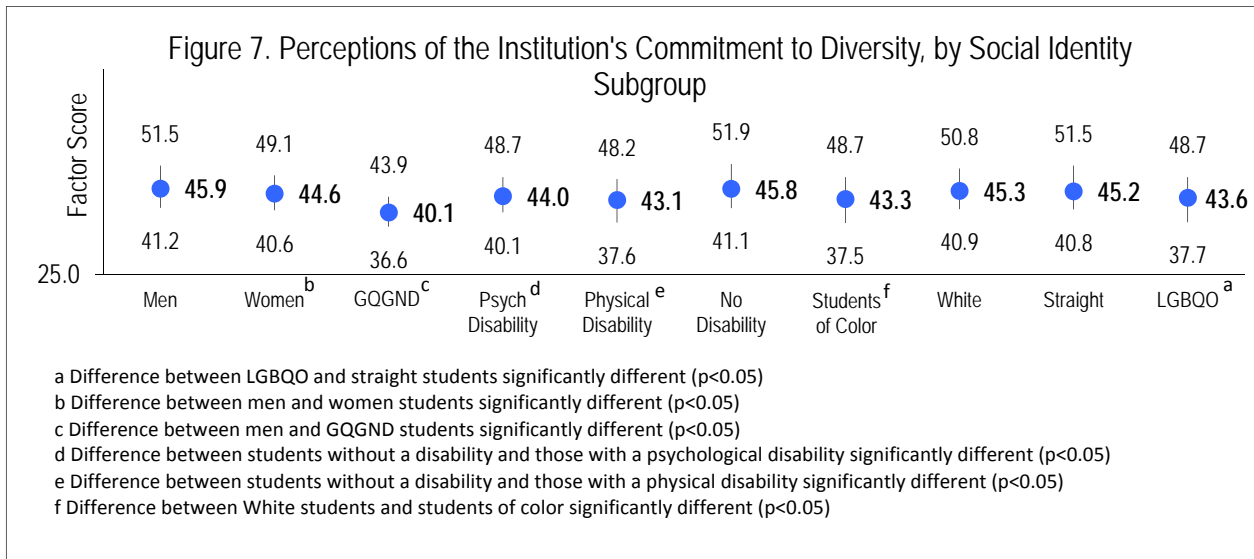
d Difference between students without a disability and those with a psychological disability significantly different (p<0.05)

e Difference between students without a disability and those with a physical disability significantly different (p<0.05)

f Difference between White and non-White students significantly different (p<0.05)

As shown in Tables 5a and 5b, the majority of respondents perceived Western as making efforts to demonstrate its commitment to diversity; however, that sentiment is not widely shared across all social identity subgroups. Specifically, genderqueer, gender non-conforming, and those with a different gender identity expressed the most critical views on these issues. Less than half (40.4%) of GQGND students believed the campus accurately reflects the diversity of its student body in publications. When considering the perspectives of other marginalized groups, a significantly smaller proportion of LGBQO students compared to their straight peers considered campus publications to accurately reflect the diversity of students at Western. A similar gap on the same issue exists for students with psychological and physical disabilities compared to their counterparts without disabilities, as well as between White students and students of color. Additionally, the proportion of students of color who agreed that the campus promotes the appreciation of cultural differences registered nearly 10 percentage points lower than that of White students (78.2% versus 87.9%), a statistically significant difference.

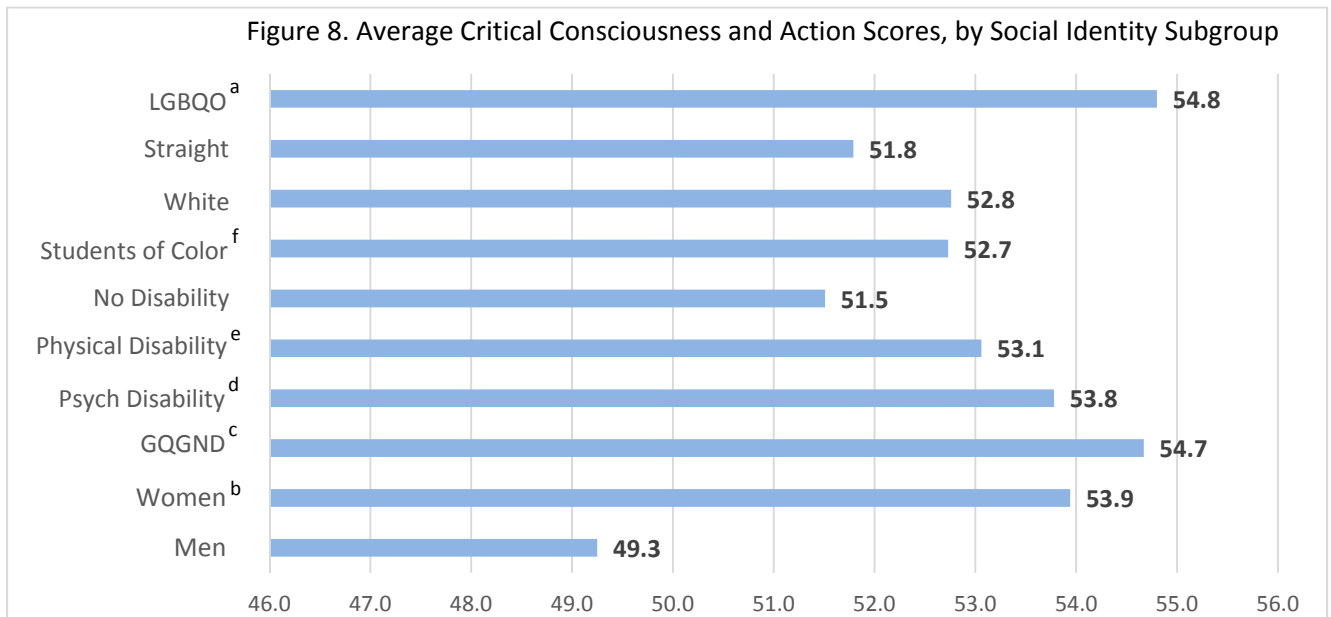
HERI uses principal axis factor on most DLE survey items to create composite measures representing a set of experiences or a set of perceptions reported by respondents. While individual survey items can offer important information about differences between and within groups, pooling data from several items allows for greater variance within the broader concept being measured while also placing less weight on a single question that may have some unknown amount of measurement error. DLE factors are normalized scores that have been rescaled to have a mean of 50 and a standard deviation of 10, and these scores are calculated for the national sample.



The DLE factor “Institutional Commitment to Diversity” combines five items into a broader concept that measures the extent to which students perceive their campus as valuing diversity through policies and public and private statements. Figure 7 presents the distribution of these factor scores by social identity subgroups.

On average, men scored significantly higher than students identifying as genderqueer, gender non-conforming, or with another gender identity, as these students recorded the lowest average score across all subgroups. Students of color, those with any kind of disability, and LGBTQ students all perceived a significantly weaker commitment to diversity at Western compared to their White, abled, and straight peers, respectively.

Students' varying perceptions of Western's commitment to diversity likely connect directly to their personal awareness of the different qualities that make them fit in or stand out among their peers on campus. The DLE Factor "Critical Consciousness and Action" includes six items measuring the frequency with which students educate others about social issues, challenge peers on issues of discrimination, and acknowledge and evaluate their own biases and assumptions. Figure 8 presents the average scores across the identity subgroups.



a Difference between LGBTQ and straight students significantly different ($p < 0.05$)

b Difference between men and women students significantly different ($p < 0.05$)

c Difference between men and GQGND students significantly different ($p < 0.05$)

d Difference between students without a disability and those with a psychological disability significantly different ($p < 0.05$)

e Difference between students without a disability and those with a physical disability significantly different ($p < 0.05$)

f Difference between White students and students of color significantly different ($p < 0.05$)

Students expressing less enthusiasm for Western's commitment to diversity tended to be members of some of the traditionally marginalized groups in higher education. As evidenced by the average scores for critical consciousness and action, students identifying as LGBTQ, GQGND and women, and those with either a psychological or physical disability checked their biases, challenged others on issues of discrimination, and reached out to those who have different backgrounds and stories to tell significantly more frequently than their peers identifying as straight, men, or abled, respectively. One important point to note is the lack of a statistically

significant difference between White and non-White students on this composite measure. These two groups reported nearly identical average scores on their overall awareness and action related to diversity.

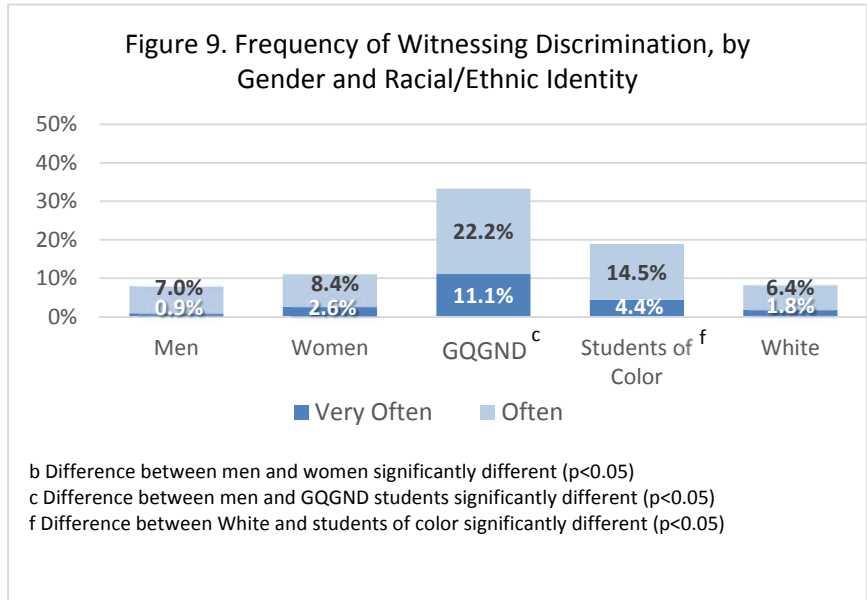
Interactions with Others on Campus

How students experience campus life throughout each day, week, and quarter determines the extent to which they establish a sense of belonging to the campus, feel settled in the curricular and extracurricular routines, and perceive the ways in which administrators, faculty and staff work to support their success.

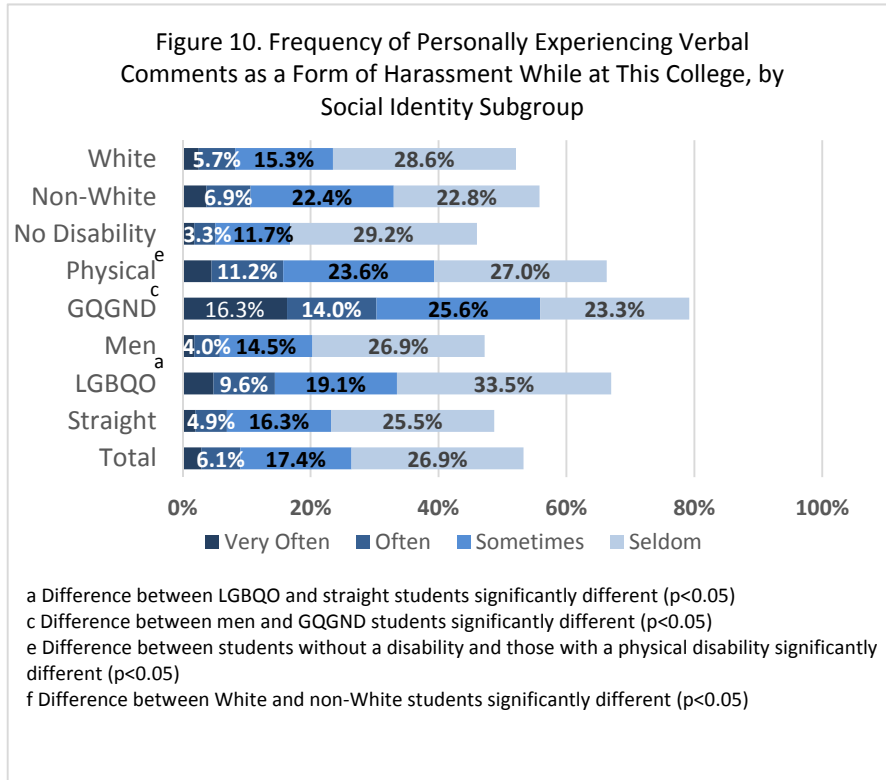
The student DLE survey includes a number of questions about students' personal

experiences with harassment and discrimination, the frequency with which they have witnessed incidents involving discrimination or harassment, and the regularity with which they have reported such events to campus authorities.

Overall, two-thirds of respondents (66.4%) reported having witnessed discrimination since beginning their studies at Western. Two social identity subgroups had particularly noteworthy differences, which Figure 9 highlights. Although just 7.9% of men and 11.0% of women witnessed discrimination either often or very often since starting at Western, 33% of GQGND students reported doing the same. It is unclear whether students identifying as GQGND are party to significantly more prevalent incidents of discrimination or whether their awareness of behaviors and traits associated with discrimination make them more attuned to situations where such actions or characteristics manifest. Additionally, the proportion of students of color who either often or very often witnessed discrimination (18.9%) was more than double the same number among White students (8.2%).



By far the most common form of harassment reported by students came by way of verbal comments. More than half of all student respondents (53.2%) have had hurtful or threatening comments said to or about them. Figure 10 disaggregates these frequencies by social identity subgroup. GQGND students reported significantly more frequent experiences involving verbal comments compared to women and to men, and with nearly 80% of GQGND students reporting

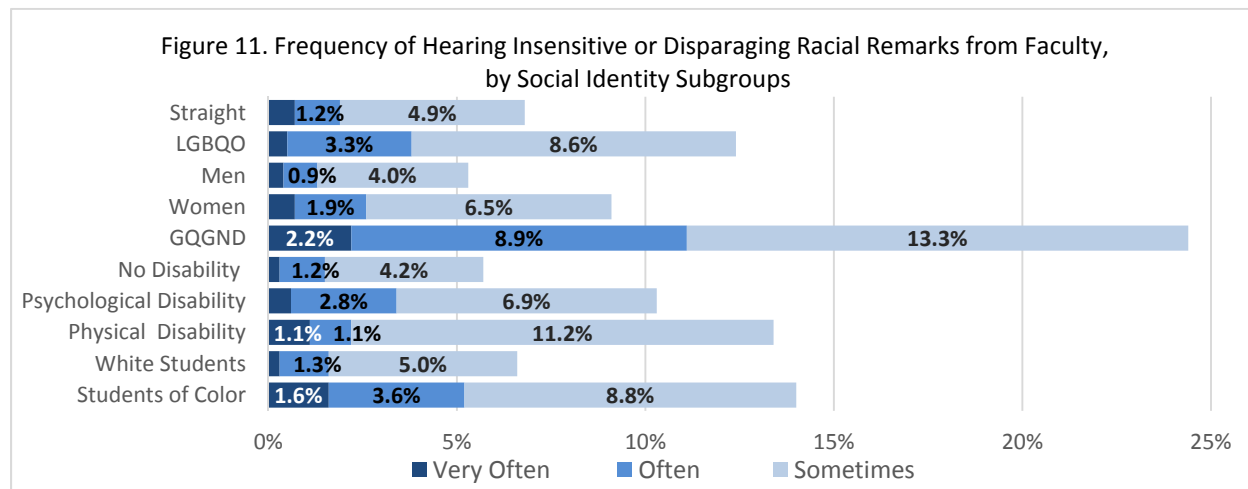


such experiences, they recorded by far the highest rate of such incidents. Two-thirds of LGBTQ students (67%) and students with physical disabilities (66.3%) reported having experienced harassment in the form of verbal comments. By contrast, less than half of straight students (48.7%), men (47.1%), and non-disabled students (46.1%) experienced harassment by way of verbal comments.

The survey asked students to report the frequency with which they heard insensitive or disparaging racial remarks from faculty, staff, and students, respectively. Among all respondents, 11.1% reported hearing such comments often or very often from their peers. The proportion of students of color who heard insensitive racial remarks from other students (16%) was nearly double that of White students (8.9%). Genderqueer and gender non-conforming students as well as those with a different gender identity were the most likely to hear their peers make disparaging racial comments either often or very often (28.9%), and 15.8% of LGBTQ students reported the same.

Figure 11 presents the findings associated with hearing disparaging racial remarks from faculty. With regard to hearing disparaging racial remarks from faculty, GQGND students recorded the highest proportion of any subgroup hearing such comments from faculty either often or very often (11.1%). The percentage of students of color (5.2%) who heard such remarks from faculty either often or very often was more than three times that of White students (1.5%). LGBTQ students tended to hear faculty make disparaging racial remarks significantly more frequently

than their straight peers (3.8% versus 1.9% reporting often or very often). When reporting about hearing the same kinds of comments from university staff members, just 1.8% of students overall heard staff make such remarks either often or very often.



Creating spaces that promote engaging with and celebrating difference serves as one of many successful strategies campuses have used to facilitate students’ capacity for understanding and appreciating diversity. The DLE survey features a number of questions about how students interact with their peers who come from different racial/ethnic backgrounds.

The positive cross-racial interaction score is based on survey responses relating to activities such as dining or sharing a meal, socializing or partying, and studying or preparing for class. GQGND students reported the highest average score for positive cross-racial interactions (52.6), significantly higher than the average score for women (50.6) and men (48.6). Students with and without disabilities positively connected with their peers of different racial/ethnic backgrounds at similar rates. Students of color tended to have significantly more positive cross-racial interactions compared to their White peers (52.3 versus 49.2), and it is important to note that, given the racial composition of the student body at Western, students of color have significantly more opportunities to encounter someone of a different race/ethnicity.

The latent score for the frequency of students’ negative cross-racial interactions combines three items: having tense, somewhat hostile interactions; feeling insulted or threatened because of your race/ethnicity; and having guarded, cautious interactions. Students of color by far had the most frequent negative cross-racial interactions (54.2), which is nearly a full standard deviation higher than their White counterparts (46.9). It is also worth noting that White students were the least likely group among any of the groups analyzed in this report to have a negative racialized experience.

Advancing Diversity Efforts through Curricular and Co-Curricular Programming

To enhance students' awareness of and engagement with diversity and difference, colleges and universities have devoted considerable resources toward developing intentional programs, events, and professional development opportunities for faculty and staff focused on celebrating diversity. The student DLE has several items that tap into the extent to which students connect with these efforts and how they perceive faculty and staff at the institution as supportive in facilitating their success.

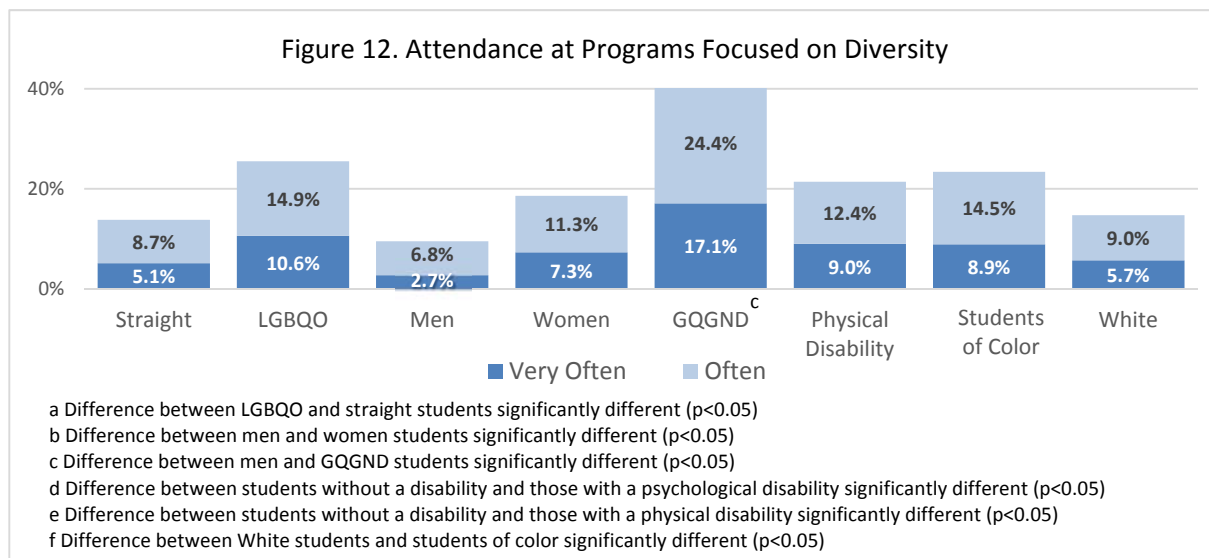
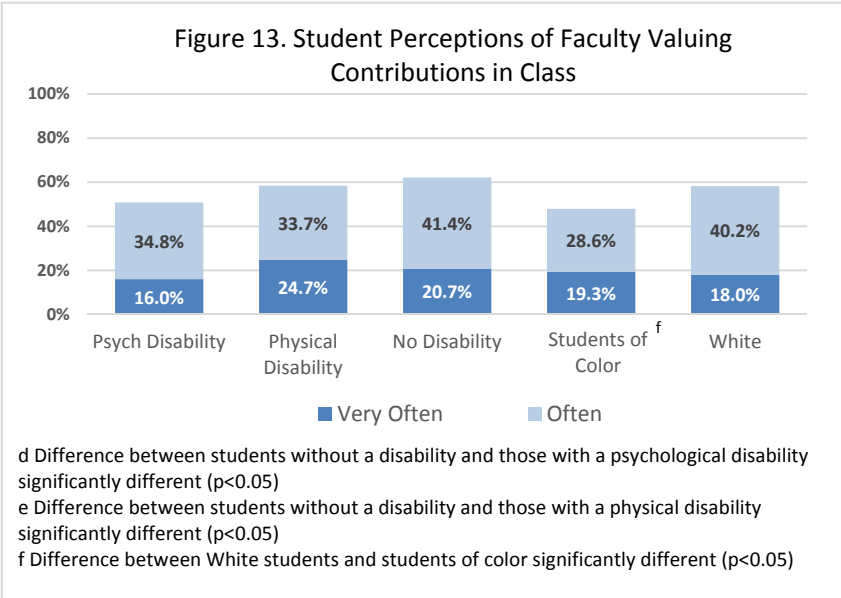


Figure 12 highlights the differences in diversity program attendance patterns by students' social identities. More than four in ten GQGND students (41.5%) reported attending programs focused on diversity either often or very often, which far exceeded the same rates for men (9.5%) and women (18.6%). About one-quarter of LGBTQO students (25.5%) either often or very often attended diversity programs sponsored by the campus compared to 13.8% of their straight peers. A similar gap in attending such programs either often or very often is evident between students of color (23.4%) and White students (14.7%). These findings suggest that campus efforts to enhance students' capacity for appreciating and learning about diversity are reaching the students who already have the greatest awareness and take the most frequent actions to advocate on behalf of marginalized communities. Finding ways in which to increase the frequency of attendance at such programs among straight students, men, and White students will be necessary to begin to address some of the disparities in experiences and outcomes identified in this report.

In addition to co-curricular diversity programming, students' perceptions about the value of diversity are shaped by how they perceive faculty in class. Several questions pertaining to the frequency with which faculty validate students in class appear on the student DLE survey. Figure 13 highlights one of these questions, which asked students how often faculty have

valued their contributions in class. More than half of all survey respondents (55.1%) reported faculty valuing their contributions in class either often or very often. No significant differences by gender identity or by sexual orientation emerged when disaggregating the data; however, Figure 13 shows the variation among students with and without disabilities and between students of



color and their White peers. Among students without any disability, 62.1% felt that faculty value their in-class contributions either often or very often, which is significantly higher than the 50.8% of students with psychological disabilities who reported the same. Similarly, more than 10 percentage points separates White students and students of color. About six in ten White students (58.2%) felt faculty validated their contributions in class either often or very often compared to 47.9% of students of color.

Assessing Campus Climate by Disaggregating Student Outcomes

In addition to considering students' perceptions and experiences about their college or university, a full assessment of the climate for diversity needs to consider whether similar disparate patterns by social identity subgroups manifest with respect to student outcomes. Questions related to student satisfaction with various aspects of the institution, the degree to which students have established a sense of belonging to campus, and their plans to persist at the institution versus take time off or transfer to another institution represent some of the many commonly used outcome measures.

Table 6 shows the percentage of students within each subgroup who felt either "satisfied" or "very satisfied" with various facets of institutional diversity and the administration's response to crises. For three of the four items in Table 6, a minority of survey respondents felt satisfied with the current state of affairs at Western. Only with respect to the general sense of community among students did a bare majority (50.4%) of respondents report feeling either "satisfied" or "very satisfied." On that particular item, GQGND students (41.5%) expressed significantly less satisfaction compared to men (53.2%) and women (49.9%). Students without a disability (58.5%) tended to view the sense of community among students significantly more

favorably than their peers with a psychological disability (43.6%) or a physical disability (50%). More than a dozen percentage points separated the proportion of students of color (41.6%) who felt satisfied with the sense of community among students from the proportion of White students who expressed the same sentiment (54.2%).

Table 6a

Satisfaction among Students by Social Identity Subgroup with Structural Facets of the University

	Total	Straight	LGBQO	Men	Women	GQGND
Overall sense of community among students	50.4	51.3	48.3	53.2	49.9	41.5 ^c
Racial/ethnic diversity of the faculty	34.4	37.7	24.5 ^a	43.7	32.5 ^b	9.7 ^c
Racial/ethnic diversity of the student body	28.1	31.8	17.3	36.8	25.8 ^b	12.2 ^c
Administrative responses to incidents of sexual assault	29.9	33.1	21.2	38.2	28.2 ^b	7.3 ^c

Table 6b (con't)

	Psych Disability	Physical Disability	No Disability	Students of Color	White
Overall sense of community among students	43.6 ^d	50.0	58.5	41.6 ^f	54.2
Racial/ethnic diversity of the faculty	29.3 ^d	37.5	38.8	31.2	35.6
Racial/ethnic diversity of the student body	22.7 ^d	22.7 ^e	32.5	25.1	29.4
Administrative responses to incidents of sexual assault	25.9 ^d	23.9 ^e	35.4	28.9	30.2

a Difference between LGBQO and straight students significantly different (p<0.05)

b Difference between men and women students significantly different (p<0.05)

c Difference between men and GQGND students significantly different (p<0.05)

d Difference between students without a disability and those with a psychological disability significantly different (p<0.05)

e Difference between students without a disability and those with a physical disability significantly different (p<0.05)

f Difference between White students and students of color significantly different (p<0.05)

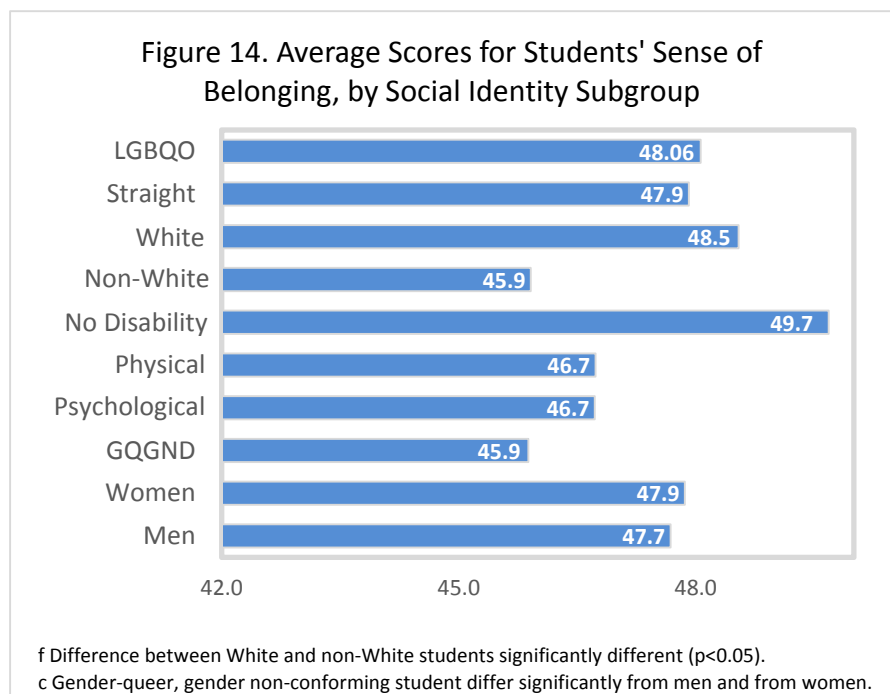
Just over one-third of students (34.4%) expressed satisfaction with the racial/ethnic diversity of the faculty at Western. LGBQO (24.5%) and GQGND (9.7%) students viewed the racial/ethnic diversity of the faculty least favorably. By contrast, men had the most positive views about the racial diversity of Western's faculty, as 43.7% rated themselves as either satisfied or very satisfied. A similar pattern holds for students' views on the racial/ethnic composition of the student body, yet the proportion of students who expressed satisfaction with student racial diversity (28.1%) was even lower than it was for faculty diversity. The gap between straight students and LGBQO students stands at 14.5 percentage points (31.8% versus 17.3%,

respectively). Similarly, more than one-third of men (36.8%) and more than one-quarter of women (25.8%), but just 12.2% of GQGND students, felt satisfied with the racial/ethnic composition of the student body. The smallest gap for this item occurred between students of color (25.1%) and their White (29.4%) peers, which was not statistically significant. One of the limitations with this particular item is the lack of clarity regarding whether students felt dissatisfied because they feel the campus has much work to do to diversify the student body or whether the campus has gone too far in efforts to enhance racial/ethnic diversity among students.

Finally, Table 6 disaggregates students' satisfaction with administrative responses to incidents of sexual assault. Overall, less than one-third of students (29.9%) felt satisfied with how the administration has addressed incidents of sexual assault on campus. LGBQO (21.2%) and GQGND (7.3%) students recorded the lowest levels of satisfaction with respect to this issue. By contrast, one-third of straight students (33.1%) and 38.2% of men felt either "satisfied" or "very satisfied" with how the institution has handled incidents of sexual assault.

Overall, 7.4% of respondents reported having been sexually assaulted or having had someone attempt to sexually assault them since entering Western. This figure includes 21.7% of GQGND students, 14.4% of LGBQO students, 10.1% of students with a physical disability, 9.7% of students of color, and 8.7% of women. Nearly one in five student respondents (19.4%) reported experiences with unwanted sexual contact since entering Western.

Differences in students' commitment to or connection with campus can be assessed through their self-reported sense of belonging. The extent to which students feel as though they are a member of the campus community and would recommend this institution to others represent two of the four items comprising their general sense of belonging. Figure 14 shows the average scores on the sense of belonging



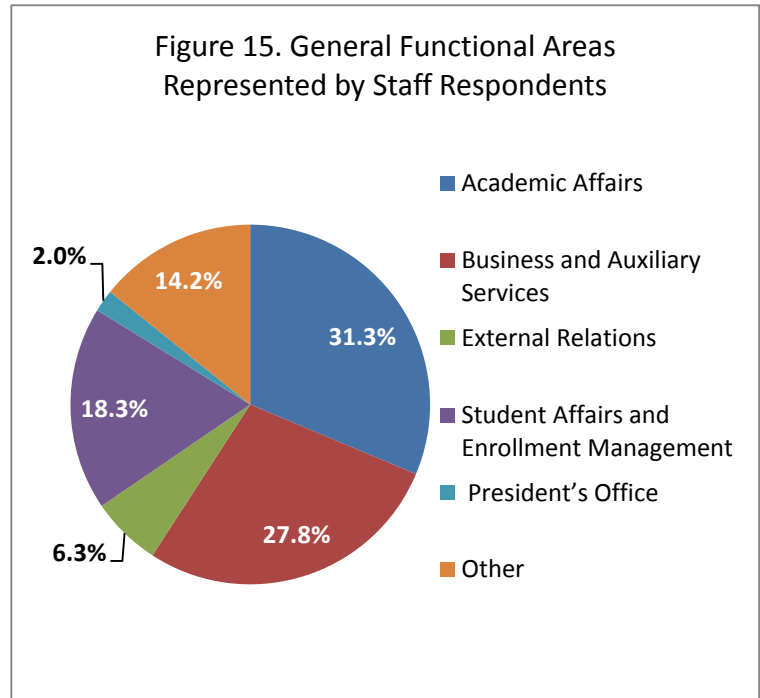
factor disaggregated by various social identity characteristics. Students without any disability reported the strongest sense of belonging to the campus (49.7) with White students having the second highest sense of belonging score (48.5). Students of color and GQGN students registered the lowest scores on this item (both 45.9) suggesting a significantly weaker connection to campus relative to students from other groups.

The findings related to Western students suggest that GQGN students, students of color, those with physical and/or psychological disabilities, and LGBTQ students encounter more frequent discrimination and harassment, perceive less of a commitment to improving diversity on the part of administration, feel less satisfied with campus diversity efforts, and feel a weaker connection to campus life compared to their peers identifying as men or women, White, without disability, or straight, respectively. Spending resources engaging with students from these more marginalized groups via focus groups and town hall meetings may serve as an effective strategy to learn more about the particular issues affecting the lives of these individuals.

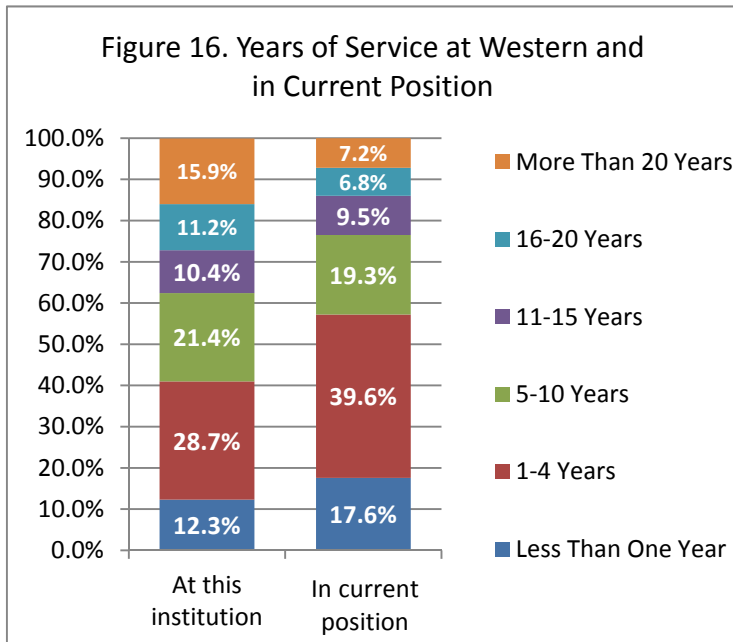
Profile of Staff Respondents

Composition of the Staff Sample

The campus administered HERI’s inaugural Staff Climate Survey in the spring of 2017 and 633 staff members responded, a 46% response rate. As shown in Figure 15, a plurality of respondents work within functional units related to academic affairs (31.3%), and more than one-quarter of the sample (27.8%) has ties to business and auxiliary services (e.g., accounting, finance, facilities, health, information technology). Staff working in offices within student affairs comprised 18.3% of respondents while those in areas associated with external relations accounted for 6.3% of the sample.



More than half of respondents (57.2%) had worked in their current position for less than five years, but results in Figure 16 indicate that just 41% began working at Western within the past five years. By contrast, more than one-quarter of staff members who responded to the survey (27.1%) had worked at Western for 16 years or longer while just 14% reported having worked in their position for at least 16 years.



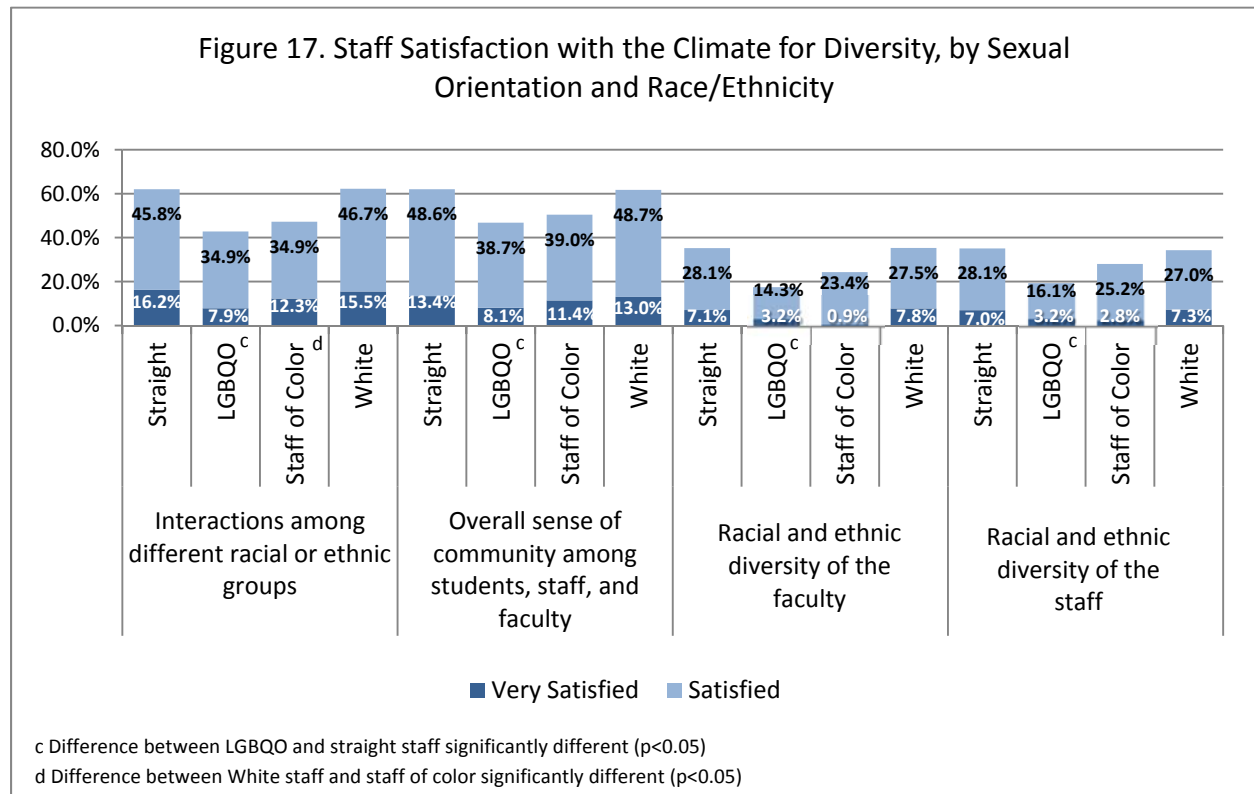
The vast majority of respondents identified their race/ethnicity as White (82.1%), and multiracial staff members comprised the next most represented racial/ethnic subgroup (6.2%). Collectively, less than 10% of respondents described their race/ethnicity as Asian (3.2%), Black (1.7%), Latino (1.6%), “other” (1.4%), Native Hawaiian/Pacific Islander (0.6%), or Native American (0.4%).

By gender identity, more than one-third of respondents (36.2%) identified as men, 62.4% identified as women, and 1.4% identified as genderqueer, gender non-conforming, or a different gender identity. The sample also varied considerably with respect to sexual orientation. Although the vast majority of respondents chose “heterosexual/straight” as most descriptive of their sexual orientation (89.2%), 2.8% identified as a lesbian, 2.5% as bisexual, and 0.7% as gay. Additionally, 1.1% of staff members selected “queer” as most descriptive of their sexual orientation with another 3.8% choosing “other.”

One-third of respondents reported living with a psychological disability or learning disorder (33.4%) while 12.5% reported having a physical disability or chronic illness. More than half of the sample (54.0%) did not report any kind of psychological or physical disability.

Staff Satisfaction with the Climate for Diversity at Western

Roughly six in ten respondents (59.9%) felt satisfied with interactions among different racial or ethnic groups on campus, and an identical percentage expressed satisfaction with the overall sense of community among faculty, staff, and students. By contrast, about one-third of the sample considered faculty diversity (33.3%) or staff diversity (33.2%) to be satisfactory. As Figure 17 illustrates, LGBTQO staff and staff of color tended to have significantly more critical views on these issues compared to their straight and White colleagues, respectively.



With respect to interactions among different racial/ethnic groups on campus, 62% of straight staff viewed such interactions satisfactorily, while only 42.8% of LGBTQ staff felt similarly. Also statistically significant, nearly 15 points separated the proportion of staff of color who expressed satisfaction with interactions among various racial/ethnic groups on campus (47.2%) compared to their White colleagues (62.2%). LGBTQ staff also had statistically significant less positive views regarding the overall sense of community among students, staff and faculty (46.8%) compared to straight staff members (62%). More than half of staff of color held a similar sentiment (50.4%), while their White colleagues tended to express more positive views (61.7%), although not a statistically significant difference.

Significant gaps in satisfaction across categories of sexual orientation and race/ethnicity also emerged with respect to the racial/ethnic diversity of faculty and staff. More than one-third of straight staff (35.2%) considered racial/ethnic diversity among faculty to be satisfactory, which more than doubled the same proportion among LGBTQ staff (17.5%). Less than 1% of staff of color reported feeling “very satisfied” with the racial/ethnic composition of faculty, and less than one-quarter (24.3%) marked either “satisfied” or “very satisfied.” By contrast, 7.8% of White staff members felt quite positively about racial diversity among faculty, and 35.3% reported feeling either “very satisfied” or “satisfied.” A similar pattern is evident for views about the racial composition of Western staff, though the gap between staff of color and their White colleagues was considerably smaller with this item and was not a statistically significant difference.

Table 7 provides disaggregated statistics for the views of staff about campus safety and administrative responses to campus crises. The vast majority of staff (80.9%) reported feeling satisfied with their personal safety on campus; however, nearly 10 percentage points separates men (84.7%) from GQGN staff (75.0%) and the gap in feeling satisfied with one’s personal safety between staff of color (64.5%) and their White counterparts (83.8%) approaches 20 points, both statistically significant differences.

Table 7a
Staff Satisfaction with Aspects of the Climate for Diversity

"Very Satisfied" or "Satisfied"	All	Men	Women	GQGN	Straight	LGBTQ
My personal safety on campus	80.9	84.7	78.8	75.0	81.5	79.3
Commitment to hiring women and minorities	49.8	58.6	45.0 ^a	37.5 ^b	52.2	33.4 ^c
Administrative response to incidents of sexual assault	47.1	53.8	43.8 ^a	25.0 ^b	48.5	42.8
Administrative response to incidents of discrimination	45.4	51.2	42.5	25.0 ^b	48.0	30.1 ^c

Table 7b (con't)

Staff Satisfaction with Aspects of the Climate for Diversity

	Staff of Color	White	Psych Disability	Physical Disability	No Disability
My personal safety on campus	64.5 ^d	83.8	75.3	82.9	83.2
Commitment to hiring women and minorities	41.0 ^d	51.6	38.6 ^e	46.3	54.7
Administrative response to incidents of sexual assault	40.0	48.3	41.0 ^e	44.2	51.9
Administrative response to incidents of discrimination	28.8 ^d	48.4	36.4 ^e	43.9	50.7

a Difference between men and women staff significantly different ($p < 0.05$)

b Difference between men and GQGND staff significantly different ($p < 0.05$)

c Differences between straight and LGBQO staff significantly different ($p < 0.05$)

d Differences between White staff and staff of color significantly different ($p < 0.05$)

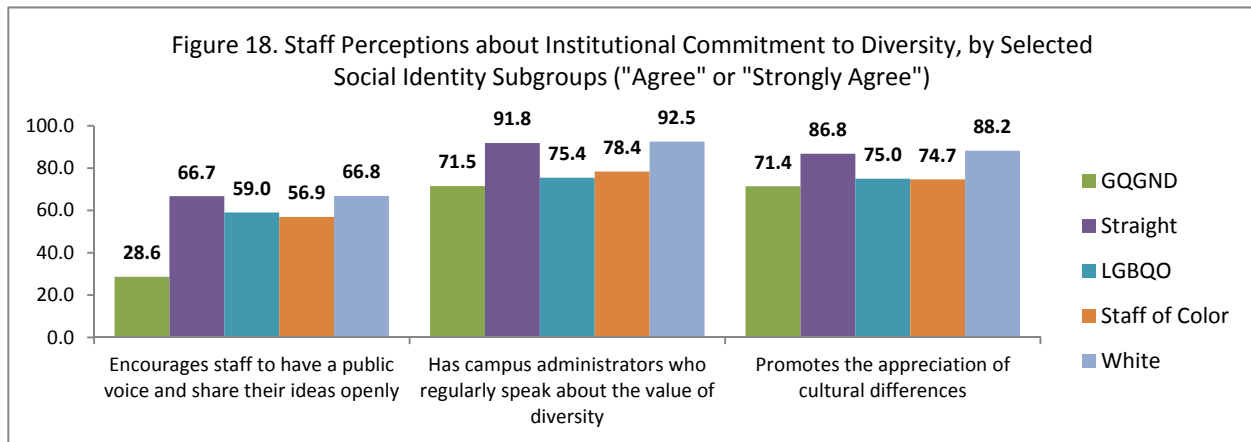
e Differences between staff without a disability and those with a psychological disability significantly different ($p < 0.05$)

f Differences between staff without a disability and those with a physical disability significantly different ($p < 0.05$)

About half of all staff respondents (49.8%) felt satisfied with the institution's commitment to hire more women and minorities, but significant variation emerged between and within respondents' various social identities. Compared to women (45%) and staff of color (41.6%), men (58.6%) and White staff (51.6%), respectively, at Western expressed significantly more favorable views on Western's commitment to diversifying its workforce by hiring more women and minorities. More than half of straight staff members expressed a similar sentiment (52.2%), which exceeded the same proportion of LGBQO staff (33.4%) by nearly 20 points.

Results in Table 7 suggest tepid support for administrative responses to campus crises, as less than half of staff felt satisfied with how administrators handled incidents of sexual assault (47.1%) or discrimination (45.4%). Significant differences by gender, sexual orientation, race/ethnicity, and disability status emerged for these two measures. Men tended to be significantly more satisfied with how the administration responded to sexual assault (53.8%) and discrimination (51.2%) incidents compared to women (43.8% and 42.5%, respectively). Although straight staff and LGBQO staff expressed similar support for how the campus handled incidents of sexual assault (48.5% and 42.8%, respectively), these two groups viewed responses to discrimination much differently. Half of straight staff (48%) felt satisfied with how the administration responded to discrimination compared to 30.1% of LGBQO staff. A similar, statistically significant gap existed between staff of color (28.8%) and their White colleagues (48.4%). Similarly, just over one-third of staff with a psychological disability (36.4%) viewed campus responses to discrimination satisfactorily compared to 43.9% of their colleagues with physical disabilities and 50.7% without any form of disability.

Figure 18 highlights differences in staff views about diversity advocacy at Western. In general, straight and White staff tended to perceive the campus as more readily promoting cultural differences, having administrators who regularly speak about the value of diversity, and emphasizing the importance of having a public voice compared to LGBQO staff, staff of color, and GQGND staff. Staff of color were significantly less likely than White staff to endorse any of these three perspectives. GQGND staff in particular do not feel as though the institution encourages them to have a public voice (28.6%) and expressed the least amount agreement that the campus has administrators who regularly speak about the values of diversity (71.5%). Among all social identity groups, the majority of respondents agreed or strongly agreed that campus administrators regularly speak about the value of diversity and promote the appreciation of cultural differences. However, it is worth noting that straight staff and LGBQO staff significantly differed in agreement on these two items.



Overall, staff seem to view the advocacy for diversity among administrators quite favorably. Nonetheless, staff in traditionally marginalized groups tended to express greater skepticism with respect to the administration's commitment to diversity, while also reporting that they feel less safe than their identity group counterparts (e.g., men, White staff, staff without any disability, and staff identifying as straight), and that they feel less satisfied with the current administrative responses to instances of sexual assault or discrimination on campus.