2017 HERI Summary Report

Presentation to
Board of Trustees
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Background

• Three climate assessment surveys conducted in Spring 2017:

  – HERI Faculty Survey
    • 39.6% Faculty response rate

  – Diverse Learning Environments Survey
    • 7.5% Student response rate

  – HERI Staff Survey
    • 46% Staff response rate
Overview

Traditionally marginalized communities (e.g. individuals of color, women, gender-queer or gender nonconforming, those with disabilities and LGBQO individuals) experience campus life and perceive critical issues facing WWU in significantly different ways relative to men, individuals identifying as white, without any disability, and or straight/heterosexual.
Faculty Highlights

• Overall, **80% of faculty** indicated feeling “very satisfied” or “satisfied” with their job and **82.1%** felt inclined (“definitely” or “probably”) to come to Western if they had to begin their career again.

• Stress (“extensive” or “some”) due to subtle discrimination:
  - Faculty of Color: 73.9%  White: 36.7%
  - Women: 50.9%  Men: 28.7%
  - LGBQO: 61.3%  Straight: 36.9%
Faculty Highlights (cont’d)

- Stress (“extensive” or “some”) due to Promotional Tenure Process:
  - Faculty of Color: 76%  White: 60.9%
  - Women: 73.4%  Men: 51.8%
  - LGBQO: 72.4%  Straight: 60.9%

- Need to work harder than their colleagues to be perceived as a legitimate scholar (“strongly agree” or “agree”):
  - Faculty of Color: 73.1%  White: 48.6%
  - Women: 61.4%  Men: 40.9%
  - LGBQO: 65.7%  Straight: 48.8%
Student Highlights

• Overall, 90% of students “strongly agreed” or “agreed” that if asked, they would recommend Western to others.

• Experienced verbal harassment (“very often,” “often,” or “sometimes”):
  • Students of Color: 33%  White: 23.5%
  • GQGND: 55.9%  Men: 20.3%
  • Physical Disability: 39.3%  No Disability: 16.8%
  • LGBQO: 33.5%  Straight: 23.2%
Student Highlights (cont’d)

• Perception of faculty valuing contribution in class (“very often” and “often”):
  • Students of Color: 47.9%  White: 58.2%

• Satisfaction (“very satisfied” or “satisfied”) with overall sense of community among students:
  • Students of Color: 41.6%  White: 54.2%
  • GQGND: 41.5%   Men: 53.2%  Women: 49.9%
  • Psych. Disability: 43.6%  No Disability: 58.5%

• Student sense of belonging (average score) factor:
  • Students of Color: 45.9  White: 48.5
  • GQGND: 45.9   Men: 47.7  Women: 47.9
Staff Highlights

• Overall, nearly 72% of staff indicated feeling either “very satisfied” or “satisfied” with their job

• The majority of staff respondents (80.9%) report feeling satisfied with their personal safety on campus; however, a notable gap exists by race and gender identity:
  • Staff of Color: 64.5% White: 83.8%
  • GQGND: 75% Men: 84.7%

• Encouraged by Western to have a public voice:
  • Staff of Color: 56.9% White: 66.8%
  • GQGND: 28.6% Men: 67.6% Women: 64.4%
Staff Highlights (cont’d)

- Campus promotes the appreciation of cultural differences ("very satisfied" and "satisfied"):  
  - Staff of Color: 74.7% White: 88.2%  
  - LGBQO: 75% Straight: 86.8%

- Campus commitment to hiring women and minorities ("very satisfied" and "satisfied"):  
  - Staff of Color: 41% White: 51.6%  
  - Psych. Disability: 38.6% No Disability: 54.7%  
  - GQGND: 37.5% Men: 58.6% Women: 45%  
  - LGBQO: 33.4% Straight: 52.2%
Next Steps

• Gather additional qualitative data through:
  • Focus Groups
  • Opt-in Interviews

• Charge the Commission on Gender Equity and the Council for Equity, Inclusion and Social Justice to thoroughly review the results and make recommendations
Next Steps (cont’d)

• Conduct periodic follow-up surveys to:
  • Benchmark results
  • Assess the effectiveness of our response to survey results

• Undertake more effective advance planning for future surveys to ensure greater participation, especially from students