Diversity Campus Climate Survey Summary and Recommendations

Updated: 1/17/2020

UNIVERSITY of WYOMING

Summary Design, Implementation and Recommendations completed by:

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with minor modifications for clarity by the

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atIXa
Association of Title IX Administrators

1. Overview:

ATIXA was contracted by officials at the University of Wyoming to assist them in the development, implementation and analysis of the campus climate to help gauge the campus community's perceptions on the issue of sexual violence, sexist language and discrimination, diversity, physical safety, access to support for physical and mental disabilities, food and shelter access, and acceptance of various sexual orientations. The consultant team worked with the University of Wyoming Diversity Campus Climate Survey Subcommittee to create a survey that captured the unique perspectives of undergraduate and graduate students, faculty and staff.

Several phone calls and emails helped the consultant team better understand the needs of the community as we developed an initial draft of survey questions. We submitted several drafts for feedback and suggestions for revisions and edits were adapted during a several month process and a final version was approved and sent to the community.

The survey was opened on 3/19/2019 and closed on 4/23/2019. A total of 2976 responses were collected, with the following breakdown:

Non-benefitted employees: 380 completed out of 472 surveys started – completion rate of 80.5%; total = 380/4020 (total non-benefitted employees), representing a 9.5% overall completion rate with a margin of error of plus or minus 5%.

Benefitted Employees: 968 completed out of 1121 surveys started – completion rate of 86.4%; total = 968/2844 (total benefitted employees), representing a 34% overall completion rate with a margin of error of plus or minus 2.5%. *Note: This is an extremely high rate of completion.*

Students: 1032 completed out of 1351 surveys started – completion rate of 76.4%; total = 1032/11732 (total students), representing an 8.8% completion rate with a margin of error of plus or minus 3%

Given these completion rates, the survey results should be considered a valid sample of the UW community. Future surveys should attempt to reach a larger segment of the overall population. This may be achieved through incentives, as offered in 2019, with the addition of disseminating the survey at a different time of the year, or offering a pen and paper survey during classes, at orientation events, or other locations when students, faculty, and staff have more time and opportunity to respond.

The report is organized into six sections. In the body of the report (areas 3, 4 and 5), recommendations are included for next steps moving forward. For additional references, a 90-page PDF of the data is available upon request.

1. Overview
2. Basic Demographics[*]
3. Climate, Diversity and Acceptance
4. Access to Services, Food and Shelter
5. Physical Safety and Sexual Violence
6. Moving Forward

Unless otherwise noted, percentages refer to all respondents. Partially completed surveys were included in all data for those questions answered.

[*] The basic demographic section had many categories collapsed for ease of reading and to reduce the nature of this summary and analysis.

2. Basic Demographics:

Of those responding to the survey, 56% were students, 28% were staff and 16% faculty. In terms of total responses, 94% were at the Laramie campus, 5% distance learning and 1% at the UW Casper campus. When asked about which race/ethnicity respondents identify with, they shared: 84% White, 4% Asian, 2% African American, 2% American Indian, Alaskan Native, Native Hawaiian or other Pacific Islander, 2% other and 6% preferred not to answer. 6.64% of respondents identify as Hispanic or Latino.

78% shared they were residents of the state of Wyoming, while 42% considered themselves as a born Wyomingite. 33% shared they are a parent/guardian of children and 5% indicated they are a veteran or active military.

About 9% of students stated they had a disability while 4% preferred not to answer. Of the 9% of students with a disability, only 30% indicated they registered with disability services.

In terms of students responding, 75% were undergraduate and 25% graduate, with 92% full time and 8% part time. For undergraduate students, 17% were first year/freshman, 20% sophomore, 29% junior, and 34% senior.

For all respondents:

"What is your sex?"
- 57%, Female
- 39%, Male
- 3%, Preferred not to answer
- 1%, Intersex

"What is your gender identity?"
- 38%, Responded man
- 56%, Responded woman
- 4%, Preferred not to answer
- 1%, Genderqueer
- 1%, Not listed

"How would you classify your sexual orientation?"
- 79%, Heterosexual/Straight
- 8%, Lesbian/Gay/Bi-sexual
- 6%, Preferred not to answer
- 4%, Asexual
- 3%, Pansexual, Queer, Questioning

Of the total students responding they are:
- 27%, Transfer students
- 5%, Student athletes
- 8%, International students
- 44%, Involved in a non-Greek club or organization
- 9%, With a Fraternity or Sorority
- 11%, Participants in study abroad
- In terms of student living arrangements:
  - 18%, On-campus residence halls
  - 9%, On-campus housing (other)
  - 14%, Off-campus with family
  - 57%, Off-campus, non-university
  - 2%, Fraternity or Sorority house

Of faculty/staff responding, they report:
- 15%, Full-time, Tenured Faculty
- 6%, Full-time Tenure-track Faculty
- 12%, Full-time, Non-tenure-track Faculty
- 3%, Part-time/Adjunct Faculty
- 38%, Full-time, Exempt Employee
- 21%, Full-time, Non-exempt Employee
- 5%, Part-time Employee (Non-student)

Of faculty/staff responding, they work in:
- 29%, Academic Affairs
- 8%, Student Affairs
- 8%, Finance and Administration
- 7%, Research/Economic Development
- 4%, Information Technology
- 3%, Intercollegiate Athletics
- 1%, UW Foundation
- 40%, Not listed

3. Climate, Diversity and Acceptance

Inclusiveness and Welcoming:
While the data was largely encouraging when respondents were asked if they felt comfortable working with others from outside the country (93%), from a different racial identity (93%), gender (92%), religion (93%), or military veteran (92%), it is worth noting that individuals with different sexual orientations (85%) or those who do not identify within the gender binary (74%) were far less accepted in comparison with other groupings. However, the application of any survey data should be done carefully. For example, a 92-93% rate of 'feeling comfortable,' taken at face value, is an extraordinarily good number for people being accepting of those: coming from different countries, racial identities, genders, religions, or veteran statuses. This would be good, until a person from one of these groups finds themselves in a room of 100 people and 8 are not comfortable around them. That lack of acceptance can manifest itself in explicit or implicit bias with a resulting detrimental impact on the individual who is a member of that minority group. Similarly, if the data above tells us one in four campus members are "uncomfortable" in the presence of a non-gender conforming student, this translates to dozens of their classmates (assuming they are taking five classes) and at least one of their professors or staff they come in contact with around campus potentially exhibiting their bias, resulting in a detrimental impact on the gender non-conforming student.

When asked if UW is a welcoming place for individuals of all sexual orientations, half of students (50%), 38% of faculty and 43% of staff agreed. When broken down by sexual orientation, only half of straight respondents (49%) and a third of others (33%) agreed UW is a welcoming place for all sexual orientations.

Some members of the campus community have not felt welcome, and have considered leaving. Two percent (2%) of students, 9% of faculty and 6% of staff have considered leaving the campus because their children or a member of their household have not felt welcome or included in the local community. One percent of students, 5% of faculty and 3% of staff have considered leaving the campus because their children have not felt welcome in the local schools.

Diversity and Intervention:
Most of the faculty (83%) and staff (74%) feel comfortable discussing topics of diversity, equity and inclusion in their department or office. Slightly fewer faculty (77%) and staff (72%) feel comfortable interrupting or stopping bias, prejudice, racism, sexism, homophobia, ageism, etc. in their department or office. As with the discussion above on inclusiveness and welcoming, be cautious when interpreting survey data. Another way to look at this is in a group of 10 faculty and staff, at least two of them are not comfortable discussing or intervening on these issues.

When asked whether they feel comfortable discussing topics of diversity, equity and inclusion in their department or office, majorities among all racial identities agreed (White 80% agree, 11% disagree, 9% neutral; Black or African American 71% agree, 17% disagree, 12% neutral; Asian 70% agree, 17% disagree, 13% neutral; American Indian or Alaskan Native 73% agree, 20%

disagree, 7% neutral; Native Hawaiian or other Pacific Islander 67% agree, 0% disagree, 33% neutral. Of those who did not racially identify 61% agree, 25% disagree, 14% were neutral.)

These percentages changed when respondents were asked if they felt comfortable interrupting or stopping bias, prejudice, racism, sexism, homophobia, ageism, etc. in their department or office. Here, the breakdown follows: White 76% agree, 12 % disagree, 12% neutral; Black or African American 82% agree, 18% disagree, 0% neutral; Asian 48% agree, 26% disagree, 26% neutral; American Indian or Alaskan Native 73% agree, 14% disagree 13% neutral; Native Hawaiian or other Pacific Islander 33% agree, 0% disagree, 67% neutral; and prefer not to answer 62% agree, 18% disagree, 20% neutral. *Reminder: Unless otherwise noted, percentages refer to all respondents. Partially completed surveys were included in all data for those questions answered.*

Curriculum:

When asked if courses that focus on diversity, equity and inclusion should be required for all students/majors, 50% of students agreed and 67% of faculty agreed. When asked if they feel comfortable discussing topics of diversity, equity and inclusion in the courses they take or teach, 72% of students and 70% of faculty said they do. When asked if they are comfortable interrupting or stopping bias, prejudice, racism, sexism, homophobia, ageism, etc. in the classes they take or teach, 60% of students and 76% of faculty said they would.

International Students:

Respondents rated UW in being welcoming (60% agree, 21% disagree, 19% are neutral) and supportive (49% agree, 35% disagree and 16% neutral) of international students. In practical application, in a classroom of 30 students, this indicates six to eight students would not agree that UW is welcoming or supportive to international students. International students themselves rated these slightly higher, both feeling welcomed (65% agree, 11 % disagree, 24% neutral) and feeling supported (80% agree, 11% disagree, 9% neutral). Although, 34% of international students felt they experienced more discrimination than other students.

Retention:

When asked if they have considered leaving or transferring from UW, 31% of students, 62% of faculty and 53% of staff replied yes. Some recurring reasons the students gave are listed here in rank order of frequency. There were 282 narrative responses from students. The total tick numbers add up to more than this because many answers listed multiple reasons (20% listed multiple reasons).

- 20%, Not satisfied with academics or instructors (e.g. degree not offered, tech/facilities not up to par, and not a quality education)
- 20%, Personal Reasons (don't feel happy, not for me, and homesickness)
- 12%, Lack of diversity, cultural issues, and campus climate
- 11%, Not satisfied with geographic location/weather of campus
- 8%, Financial Reasons (like tuition increases, scholarship issues)
- 7%, Issues with staff and/or administration

- 7%, Feeling discrimination
- 6%, Lack of student support/poor advising
- 5%, Physical safety
- 4%, Poor campus life (parking, housing, and activities)
- 3%, Lack of support for non-traditional students (older students, parents, online offerings, and satellite campuses)
- 1%, Political issues (like concealed carry, student rights), poor mental and physical healthcare, athletics, lack of opportunities after graduation, and lack of disability support

Gender and Sexual Orientation:

A more detailed discussion on this topic is included in section 5, however, it may be helpful to address some concerns here that came up in the narrative responses to questions related to gender and sexual orientation.

One area of concern is the narrative other category "What is your gender identity?" found in Question 27. Out of the 2822 responses, several dozen included harsh and somewhat angry responses. A sample of these is included here:

- MV-22 Osprey
- Since when can you identify your gender?
- I am a Panda
- Apache Attack/Helicopter (7 variations)
- Disgusting question there are only two genders
- Wage Suppressed Staff
- Godzilla
- I think that this is a stupid question
- Necromancer
- WHAT A F***ING STUPID QUESTION
- Again, as there are two options here- I am a woman
- What does adding "identity" after the term gender accomplish?
- [T]his is a meaningless question with no objective content

Of note the "attack helicopter" is related to an internet MEME. This was originally posted in 2014 and pushes back aggressively on the social justice movement and politically correct speech: *I sexually Identify as an Attack Helicopter. Ever since I was a boy I dreamed of soaring over the oilfields dropping hot sticky loads on disgusting foreigners. People say to me that a person being a helicopter is Impossible and I'm f***ing retarded but I don't care, I'm beautiful. I'm having a plastic surgeon install rotary blades, 30 mm cannons and AMG-114 Hellfire missiles on my body. From now on I want you guys to call me "Apache" and respect my right to kill from above and kill needlessly. If you can't accept me you're a heliphobe and need to check your vehicle privilege. Thank you for being so understanding.*[1]

Similarly, concerning narrative responses were provided for Question 28, "How would you classify your sexual orientation?" These also occurred in the minority of responses (under 1%).

[1] https://knowyourmeme.com/memes/i-sexually-identify-as-an-attack-helicopter

- It doesn't matter
- Attack Helicopter (X5)
- I'm not wasting my time with this any further!!
- Anarchist
- Disgusting question what do these even mean?

Race Discrimination:

As with gender discrimination, there is a disparity between the number of respondents who agree UW encourages inclusion of individuals of all races (70%) with the number who feel that racial discrimination is a problem at UW (37%) or in the local community (30%).

There are similar levels of respondents who agree that students (27%), faculty (22%) and staff (21%) are treated differently depending on their race. Overall, 11% of respondents feel they have been treated differently because of their race (7% of White respondents, 31% of non-White respondents).

The respondents in this survey overwhelming identify as White (86%). White respondents agree that UW encourages inclusion of all races (73%) while 37% see race as a problem at UW and 29% as a problem in the local community. Only 59% of non-White respondents indicated that UW encourages inclusion of all races. Non-white respondents saw racial issues as problem at UW at 47% and in the local community at 31%. [Further breakdowns of the non-White respondents indicate some variance among racial groups including: Black or African Americans agree with the above statements (i.e. UW encourages inclusion, race is a problem at UW, race is a problem in the community) at 49%, 15% and 22%; Asians at 64%, 41%, and 36%; American Indian or Alaskan Natives at 59%, 28%, and 25%; Native Hawaiian or other Pacific Islanders at 57%, 43%, and 29%; and prefer not to answer at 61%, 42%, and 32%.] *Prefer not to answer references individuals who did not racially or ethnically identify.*

Additionally, 26% of respondents have witnessed racial discrimination on campus, while 54% agree that UW is a welcoming place for individuals of all races. 55% of White respondents and 48% of non-White respondents agree that UW is a welcoming place for individuals of all races (Black or African American 42%; Asian 52%; American Indian or Alaskan Natives at 41%; Native Hawaiian or other Pacific Islanders at 57%; and prefer not to answer 48%.) Again, the respondent's race plays a key role in the responses here with only 24% of White respondents but 40% of non-White respondents having witnessed racial discrimination (Black or African American 41%; Asian 35%; American Indian or Alaskan Natives at 50%; Native Hawaiian or other Pacific Islanders at 43%; and prefer not to answer 33%.)

Faculty (41%) are least likely to agree that UW is welcoming to individuals of all races when compared to students (59%) and staff (53%). Faculty (15%) also feel they have been treated differently because of their race more that students (10%) and staff (9%).

Climate, Diversity and Acceptance (#3) Recommendations:

- While the survey results indicate that the majority of the population of UW is accepting and open to concepts of sexual orientation, gender identity, race/ethnicity, and access to disability services, there is a small and vocal minority that does not share these beliefs, and this raises a central challenge for UW. The creation of forums and listening sessions may be helpful to begin to bring this dialogue into the open and find meaningful and civil discussions. This could be accomplished through orientation curriculum, scheduled panel discussions and principled debate, training and education in civility and dialogue and a willingness to address those who are clearly angry and frustrated by a conversation they are not willing to have in the open. Further surveys, listening groups, and classroom discussions are also advised.
- There should be a focus on the development of educational programming, passive marketing, bystander intervention and social norming campaigns to address the trend identified that those who have not experienced racism, homophobia or other forms of discrimination and hate speech may not realize it is an important and harmful experience to those who do.
- There is a majority desire on the part of faculty, staff and students to address these concepts, both theoretically and through practical intervention. This climate survey could serve as a starting point to build a consensus in addressing the campus culture, encouraging community support and bystander empowerment.
- While it would be reasonable to suggest the very small subset of concerning responses (under 1% on those responses to questions 27 and 28) may be more related to "trolling" or pushing back at what this small group of respondents may see as an overly politically correct survey, the responses should be given an additional moment of reflection.
  - As with a single mark from a sharpie on an entirely blank piece of paper, these comments give a stark voice to a particularly vocal subset of the population. It is these people who are frustrated and angry at what they perceive to be a challenge to their views, religious perspective or political ideology. While there may be a temptation to dismiss these comments as a vocal minority, a single comment like this to a marginalized population can cause profound harm.[2]
  - As UW moves forward to address these concerns, it will be important to balance educational programming with talking sessions designed to address these types of comments and find a way to develop a dialogue among those on campus who have differences in perspective. The objectifying, crass and sarcastic nature of these comments provide the leadership of UW an insight into a particularly large challenge in addressing these disagreements with civility and care.

Sue D. (2010). Microaggresions in Everyday Life: Race, Gender and Sexual Orientation. (Wiley, Hoboken, NJ).   Van Brunt, B., Murphy, A. and Zedginidze, A. (2017). An Exploration of the Risk, Protective, and Mobilization Factors Related to Violent Extremism in College Populations. Journal of Violence and Gender, 4(3), 81-101

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4. Access to Services, Food and Shelter

Disability Services:
About 9% of students stated they had a disability while 4% preferred not to answer. Of the 9% of students with a disability, only 30% indicate they have registered with disability services. When asked why they did not register their disability, most (40%) shared their disability did not impact their schoolwork or employment, some (14%) did not want UW to know of their disability, and few (5%) did not want their friends or colleagues to know about their disability. 7% indicated they did not know how to register with Disability Support Services or notify Human Resources.

Of the 9% of students who shared they had a disability, the disability they listed included:
- 13%, Attention Deficit Hyperactivity Disorder (ADD/ADHD)
- 7%, Blindness or Vision Impairment
- 19%, Chronic or Systemic Illness/Other Functional Disability
- 15%, Deafness or Hearing Impairment
- 8%, Learning
- 13%, Mobility
- 28%, Mental/Psychological
- 15%, Medical
- 12%, Prefer Not to Answer
- 11%, Not Listed

The narrative responses regarding why all respondents may not seek accommodations for their disability include:
- "Not sure if it would benefit me"
- "ADHD/SPD is only seen as a barrier" with stigma attached
- "gatekeeping through diagnosis is unaffordable and unattainable"
- "unable to afford psychological assessments"
- "the stigma surrounding my disability is very negative"
- "accommodations available would not improve my experience"
- "I feel like I'm not 'disabled' enough to warrant assistance"
- "I don't want potential discrimination based on my healthcare costs"
- "paperwork is too complicated,"
- "I do not want an asterisk next to my degree, even if it's only in my own mind."

Two respondents also pointed out that the Disability Support Services office is not a resource for employees, who instead work with Human Recourses for accommodations.

When asked about how well-known and advertised the process is to obtain disability accommodations, 41% of all respondents felt this was true while 25% did not know how to obtain support for a disability. The majority of respondents (53%) agree that UW appropriately

supports students with physical disabilities, with 47% agree for employees. As for mental illness, those numbers drop to 40% for students and 31% for employees.

Food and Housing Insecurity:

Over the last 12 months, students (6%), staff (2%) and faculty (1%) shared they 'often' ran out of food and did not have money to obtain more. Students (15%) staff (7%) and faculty (3%) shared they 'sometimes' ran out of food and didn't having money to buy more. Overall, 29% of all respondents share they often/sometimes ran out of food and did not have money to obtain more.

For students, 3% shared they had a period of homelessness and 7% had a few times when they were unsure of where they would be staying for the night while attending UW. While the majority of those in that last group were living in on-campus residence halls, the other two groups were fairly consistent among those living in all types of housing, with those living off-campus or in fraternity or sorority houses slightly more affected by these issues.

Access to Services, Food and Shelter (#4) Recommendations:

- Assess the paperwork process for seeking disability registration and accommodations and ensure it is user friendly.
- Increase advertising (with particular focus to employees and to those with mental health disabilities) to assist with the registration process for services and to reduce potential stigma for obtaining services. With 25% or survey respondents unaware how to find support for a disability, this is an opportunity to advertise and market these services to members of the UW community. Likewise, address the narrative concerns expressed related to why all respondents do not seek accommodations for their disability. These include assessment cost, stigma, lack of awareness of which disabilities may be severe enough to warrant assistance with, and the shame associated with seeking help.
- Identify community resources to offer support to students experiencing food insecurity, homelessness or other challenges meeting their basic needs while at school. Once these community resources have been identified, it will be equally important to advertise and help students access these services. One such innovative program involves using an app to prevent food waste. Northeastern University[3] uses such an application to notify students, faculty and staff when leftover food from an event, staff meeting, or other activity is available for pick up.

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[2] https://news.northeastern.edu/2017/04/19/new-app-allows-students-to-find-share-food-at-northeastern/

5. Physical Safety, Sexual Harassment and Discrimination

Campus Safety:
In general, 88% of respondents feel physically safe on campus, and 70% feel safe walking around campus at night. However, women (16%) feel less safe than men (4%) walking around campus at night. Transgender individuals (33%) feel significantly less physically safe on campus, and genderqueer (25%) individuals and transgender individuals (33%) feel unsafe walking around campus at night.

Student Behavior and Disruption:
While most respondents had no opinion on the faculty response to student disruptions, of those that did respond, faculty were rated highest for their ability to handle students that frequently interrupt the faculty member or other students.

Sexual Orientation Discrimination:
When asked if UW encourages inclusion of individuals of all sexual orientations, 60% of all respondents agreed. When asked if UW is a welcoming place for individuals of all sexual orientations, 46% of all respondents agreed. When asked if UW encourages inclusions of individuals of all sexual orientations, 62% of those who indicated their sexual orientation was 'heterosexual' agreed. When asked if sexual orientation discrimination is a problem at UW, 28% of straight respondents and 53% of others said it was.

When asked if they were treated differently depending on their sexual orientation, 25% of students, 16% of faculty and 16% of staff said they had been. When all respondents were asked if they personally have been treated differently because of their sexual orientation, 7% said they had. When this data was broken down by sexual orientation, 3% of heterosexual respondents said they had been treated differently because of their sexual orientation and 27% of other identities said they had been treated differently because of their sexual orientation.

When asked if sexual orientation discrimination is a problem at UW, 32% of respondents indicated it was. Among those identifying as non-straight, 53% think discrimination is a problem at UW, with 27% sharing they have been treated differently because of this.

When asked if UW encourages inclusion of individuals of all sexual orientations, only 61% of students, 58% of faculty, and 57% of staff agreed. Similarly, students 38%, faculty 24%, and staff 26%, perceived that discrimination based on sexual orientation is a problem at UW.

The next set of questions can be somewhat confusing, so they were broken down in three bullet points to increase clarity:

- Among students, 23% believe students are treated differently depending on their sexual orientation, 12% of students believe faculty are treated differently depending on their

sexual orientation and 11% of students believe staff are treated differently depending on their sexual orientation.

- Among faculty, 27% believe faculty are treated differently depending on their sexual orientation, 29% believe students are treated differently depending on their sexual orientation, and 22% believe staff are treated differently depending on their sexual orientation.

- Among staff, 21% believe staff are treated differently depending on their sexual orientation, 24% believe students are treated differently depending on their sexual orientation, and 16% believe faculty are treated differently depending on their sexual orientation.

Sexist and Objectifying Comments or Jokes:

62% of respondents have had some experience with sexist jokes or comments, with 48% witnessing such jokes or comments on campus. Similarly, 59% have some experience with objectifying comments or jokes about someone's body or appearance, with 45% witnessing these at UW.

The following individuals have been the target of sexist jokes or comments at UW: men (8%), women (30%), genderqueer individuals (52%) and transgender individuals (75%). The following individuals have been the target of objectifying comments or jokes: men (14%), women (25%), genderqueer individuals (13%) and transgender individuals (38%).When individuals were asked if they had made such jokes at UW to another person, 11% of men, 6% of women, 33% of genderqueer and 0% of transgender individuals admitted to making these jokes.

Most of the rates are similar among students, faculty and staff (within 4-5 percentage points). There are a few exceptions. Students are more likely to be the target of sexist jokes or comments online (14% of students, 7% of faculty and 6% of staff). Students are less likely to witness sexist jokes or comments in the local community (40% of students, 51% of faculty and 50% of staff). Faculty are more likely to believe that sexist jokes and comments are a problem at UW (22% of students, 29% of faculty and 18% of staff) and in the local community (22% of students, 33% of faculty and 25% of staff).

Jokes or Comments about Religious Beliefs:

While not as prevalent as the previous categories, 40% of respondents have some experience with jokes or comments about religious beliefs, with 36% witnessing them on campus. 15% of students, 10% of faculty and 7% of staff have been the target of these at UW. 8% of students, 5% of faculty and 4% of staff have been the target of these jokes online. 18% of students, 26% of faculty and 16% of staff believe these jokes or comments to be a problem at UW.

Gender Harassments and Discrimination:

While 63% of respondents agree that UW encourages inclusion of individuals regardless of gender, much fewer feel that gender discrimination is not a problem at UW (34%) or within local community (29%). 31% share they have witnessed gender discrimination on campus. Just over half of respondents (51%) agree that UW is a welcoming place for all genders.

These numbers are starker when they are compared along gender lines. The percentages of respondents who feel that gender discrimination is a problem at UW varies among population groups: transgender (100%), genderqueer (58%), women (37%), and men (22%). In addition, 100% of transgender respondents, 63% of genderqueer respondents, 35% of women and 23% of men share they have witnessed gender discrimination on campus. As for whether UW is a welcoming place for all genders, no transgender respondents, 20% of genderqueer respondents, 48% of women, and 58% of men agree that it is.

Respondents split on whether students are treated differently depending on their gender (31% agree, 37% disagree) and whether faculty (31% agree, 32% disagree) and staff (29% agree, 35% disagree) are treated differently depending on their gender. Again, the numbers are somewhat higher for women than men, and much higher for genderqueer and transgender individuals. Overall, 24% of respondents feel they have been treated differently because of gender, 13% of men, 30% of women, 47% of genderqueer individuals and 89% of transgender individuals.

29% of students, 40% of faculty and 28% of staff believe that students are treated differently depending on their gender. 22% of students, 56% of faculty and 32% of staff believe faculty are treated differently depending on their gender. 19% of students, 44% of faculty and 40% of staff believe staff are treated differently depending on their gender. 20% of students, 39% of faculty and 25% of staff feel they have been treated differently because of their gender.

It is worth noting that there were low numbers of respondents identifying as genderqueer (N=21) and transgender (N=9). There is also a difference when you compare along the respondent's role on campus. The percentages of respondents who feel that gender discrimination is a problem at UW varies: faculty (47%), staff (36%), and students (25%). 42% of faculty, 31% of staff, 28% of students share they have witnessed gender discrimination on campus. As for whether UW is a welcoming place for all genders, 45% of faculty, 46% of staff, and 56% of students agree that it is.

Physical Safety, Sexual Harassment and Discrimination (#5) Recommendations:
- Conducting a safety audit of the lighting and ride-share/police assistance may be helpful to assist students who expressed a concern over their safety while out at night.
- Provide a spectrum of educational interventions related to microaggressions, the impact of harmful language, bias, and the importance of treating UW students, faculty and staff with respect and civility. This programming should be done with an awareness to primary, secondary and tertiary educational efforts as well as expand to include: bystander empowerment, social norming campaigns, educational efforts, mandated

educational sanctions, a developmental and restorative justice focused conduct process, social media programming, obtaining buy-in from key leadership stakeholders, peer mentorship and education and cross programming with academic and student affairs departments.

- Consider offering or requiring a broad-based diversity class as part of the core educational requirements. This should, at minimum, address the concepts of civility, critical thinking, and understanding marginalized populations (based on race, gender, sexual orientation, gender identity, physical or mental disability) and how to develop ways to bridge tensions and understand each other through a cultural competency/humility lens.
- There was a concern raised around how UW members are treated fairly. This may include conduct findings, grades in class, access to resources and retaliation concerns. It would be helpful to undertake a system level audit of departments that have frequent student contact and engagement in order to better understand how bias may be impacting decision making at the university.
- Additionally, respondents expressed a concern raised around religious based jokes that occur on campus. It would be helpful to address any form of microaggression that may occur. Some common groups and topics related to microaggressions include: race and ethnicity, physical disabilities, mental health disabilities, gender, sexual orientation, generational diversity, geographic differences, language or culture, political ideology, religious beliefs, socio-economic status, international/global, educational, physical appearance (weight, height, strength, and attractiveness), family support, and general health and mobility. Other schools have addressed these concerns through a spectrum of educational activities including:
  - Residential life programs focused on diversity, civility and inclusion.
  - Passive advertising programs that develop posters and share information about myths related to our beliefs (may also be called a social norming campaign).
  - Skillfully monitored and carefully executed panel and listening sessions related to hot spot topics (sexual orientation, gender, political diversity, social justice, race tensions, law enforcement, civility and language, free speech and its limits.)
  - Offering classes (required or voluntary) to address above concerns.
  - Infusing existing departments and academic programs with concepts related to language, tolerance, free speech, living in community, and the impact of language.
  - Offering restorative justice as part of a student conduct approach when involving issues of bias or tensions mentioned above.
  - Increased training to obtain buy-in from key stake holders such as athletic team captains, resident advisors, first year faculty, key staff positions with high student contact like in financial aid and the registrar.

6. Overall Next Steps

We would like to first thank the UW community for the opportunity to develop and review this climate survey and to commend them for having the forethought to seek to better understand these important issues on their campus. In terms of moving forward, we wanted to offer a summary of the findings here.

- First, it would be helpful to see the sample size increase in future surveys to ensure the sample reflects the characteristics of the university. While the response rates were valid for this survey, it would be helpful to look at ways to increase participation.

- We would recommend reviewing this document and accompanying raw data and discussing where it may be helpful to further develop areas of exploration and use the results to better inform your existing educational programming.

7.   Brief Glossary of Selected Terms

- Asexual – Broadly considered a lack of sexual attraction, interest and desire for sex. It is sometimes considered a lack of sexual orientation or non-sexuality.
- Gender identity – How a person perceives themselves and what they call themselves; this perception may or may not agree with societal gender roles for their sex which are typically a man or a woman.
- Genderqueer – A person whose gender performance falls outside of masculine or feminine and may fall within a spectrum. Some genderqueer individuals identify as trans or transgender.
- Intersex – People who have traits of both male and female sexual organs or ambiguous sexual organs due to a chromosomal variance other than XY or XX or some other biological variances. Formerly known as "hermaphrodites" a term that is now considered offensive.
- Microaggressions – Common daily verbal, behavioral, and environmental insults and indignities based on ethnicity, race, gender, sex, religion, disability, and other culturally marginalized groups. The insults and indignities may be intentional or unintentional.
- Pansexual – Attraction for people regardless of their gender identity or biological sex.
- Queer – A derogatory slang term used to identify LGBTQ+ people that has been reclaimed by some in the LGBTQ+ community as a positive, proud, and political identifier.
- Sexual orientation – The direction of a person's emotional, physical, and sexual attraction to members of the same, different, or both sexes.
- Trans or Transgender – An umbrella term for people who view gender on a spectrum rather than polarized as man or woman. They may also view that gender and biological sex are not fixed but fluid.