

CAMPUS CLIMATE STUDY, Final Report, November 2019

In Spring 2019, the Council for Diversity and Social Justice administered a campus climate study, the first ever of its kind at Willamette University. The survey was emailed to all Willamette students, faculty and staff and measured perceptions of Willamette’s climate, perceptions of how Willamette University supports diversity and equity, and if, where, when, and how community members experienced harassment or discrimination. The survey was administered in partnership with the Higher Education Data Sharing Consortium (HEDS).

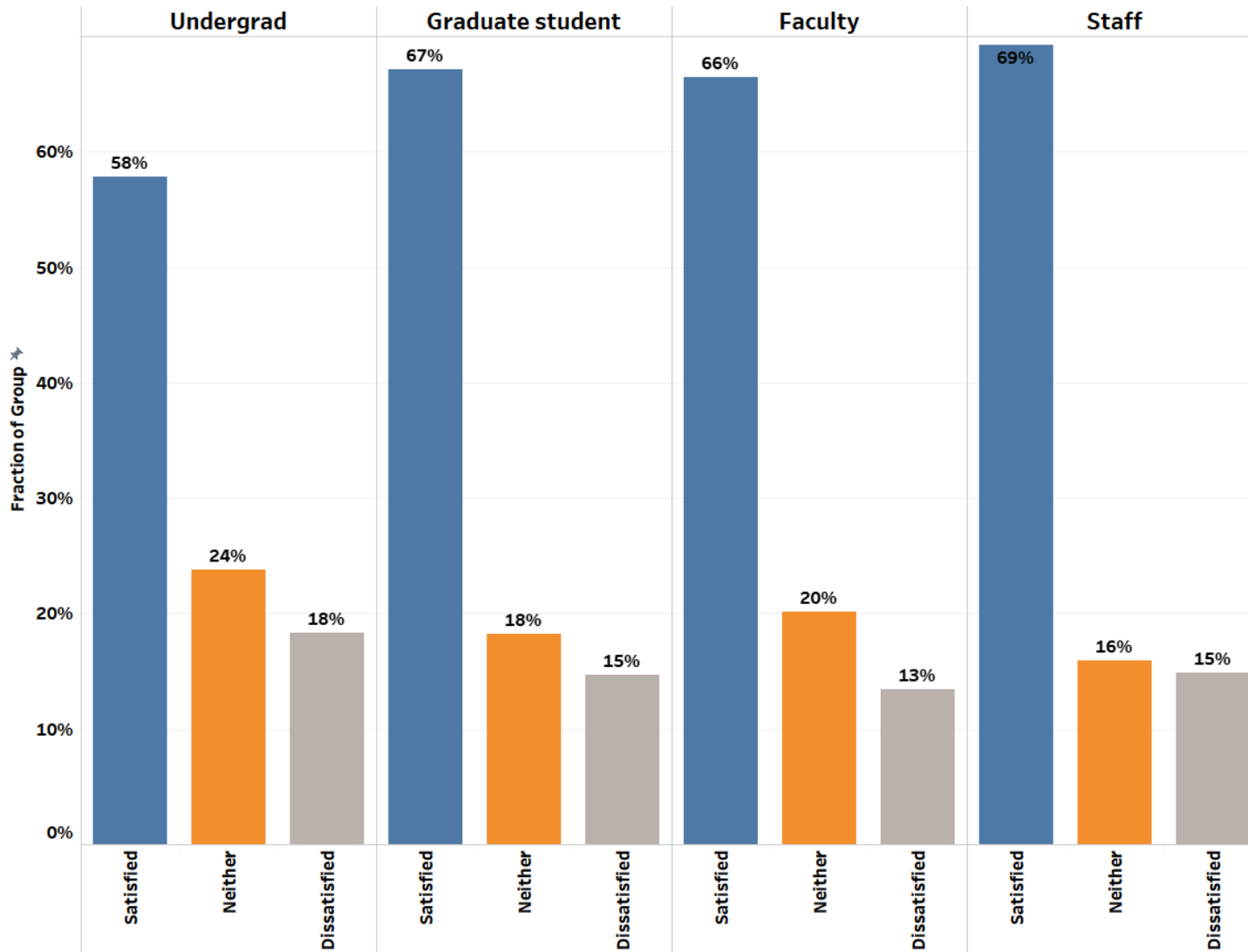
The response rate from the survey was excellent (especially as compared to other schools administering the same survey at the same time), with 47% of students and 56% of faculty and staff completing the survey. In total, 2,757 members of the Willamette community were invited to participate, and 1,339 completed the survey (49%). The lowest response rate was from students in the graduate schools (LAW and AGSM), where just over a quarter of the students responded to the survey (27%). This may be due in part to the fact that they spend less time on campus than other students of that they often have jobs outside of school. Future surveys will work to address this discrepancy by better promoting the survey to the graduate students. The demographics of the respondents largely reflect the demographics of the University, with a slight oversampling of women overall and a slight oversampling of students of color in the graduate schools.

RESPONSE RATE CHART				Ethnicity: Did not report only white	
	INVITED	RESPOND	RATE	Climate Survey	WU Population 18/19
TOTAL	2,757	1,339	49%	32%	
Undergrad	1,537	807	53%	35%	34%
Graduate student	524	144	27%	46%	33%
Faculty	274	151	55%	24%	18%
Staff	422	198	47%	21%	
Role unknown		39		18%	

The Council received the results of the survey from HEDS and spent the summer of 2019 reviewing and analyzing the data and made a plan to share the results of this survey widely in Fall of 2019. Throughout the presentations on the findings, we sought feedback from the campus University community about ideas for improving the campus climate. Our University’s commitment to an authentic engagement with place requires us to confront the reality that our community may not be inclusive for everyone and a survey such as this helps us find the areas we need to improve so that our students can focus on

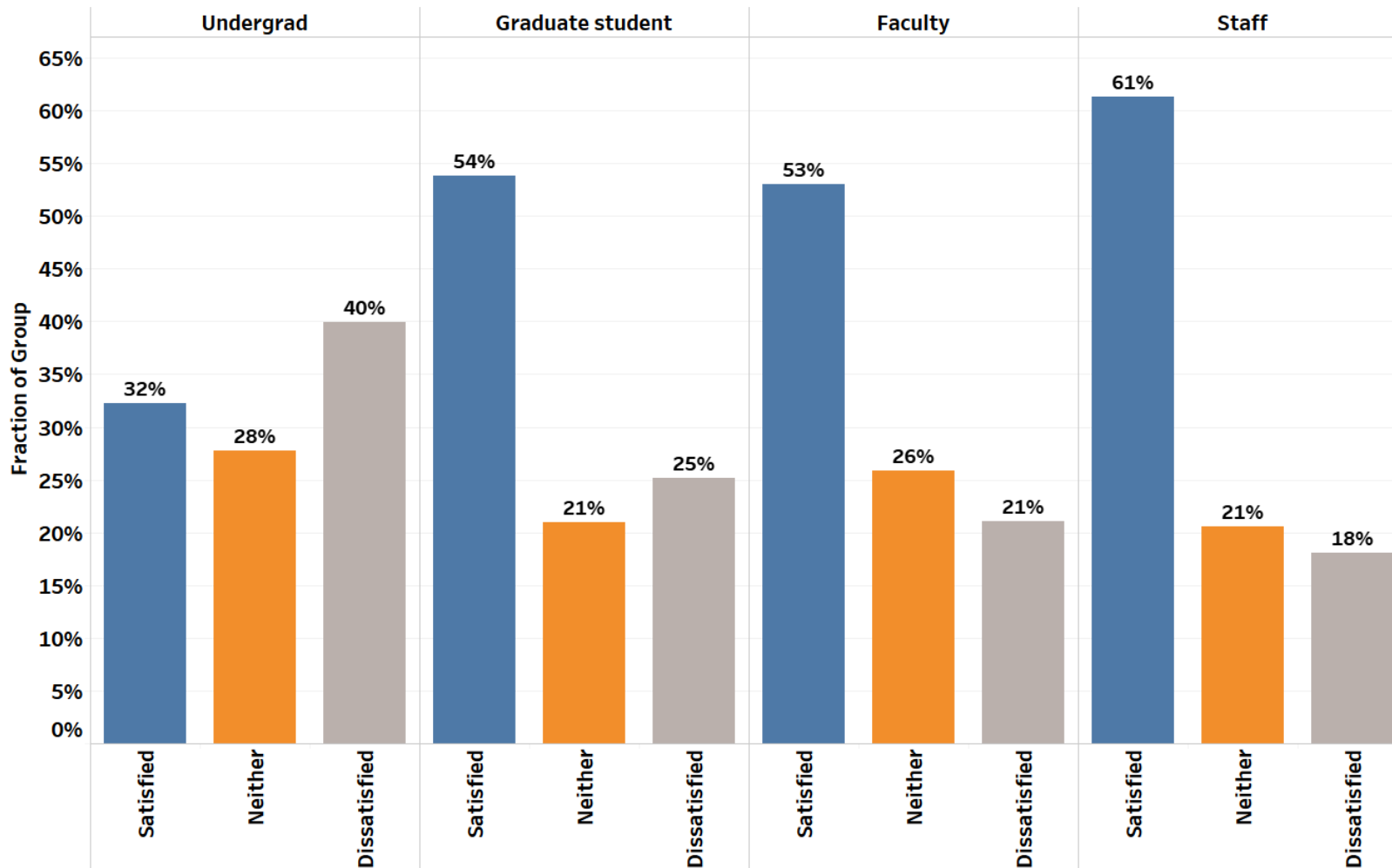
their education and employees feel valued and engaged. Presentations were conducted for AGSM, LAW, CLA Faculty, Students, Trustees and for many other smaller groups of staff and students. As of November 12, 2019, fourteen presentations had been conducted across campus.

Overall Campus Climate



As the graph on the left reflects, the campus community is largely satisfied with the overall campus climate. Staff, faculty, and graduate students report higher rates of satisfaction than undergraduate students.

Satisfaction Regarding Diversity at Willamette



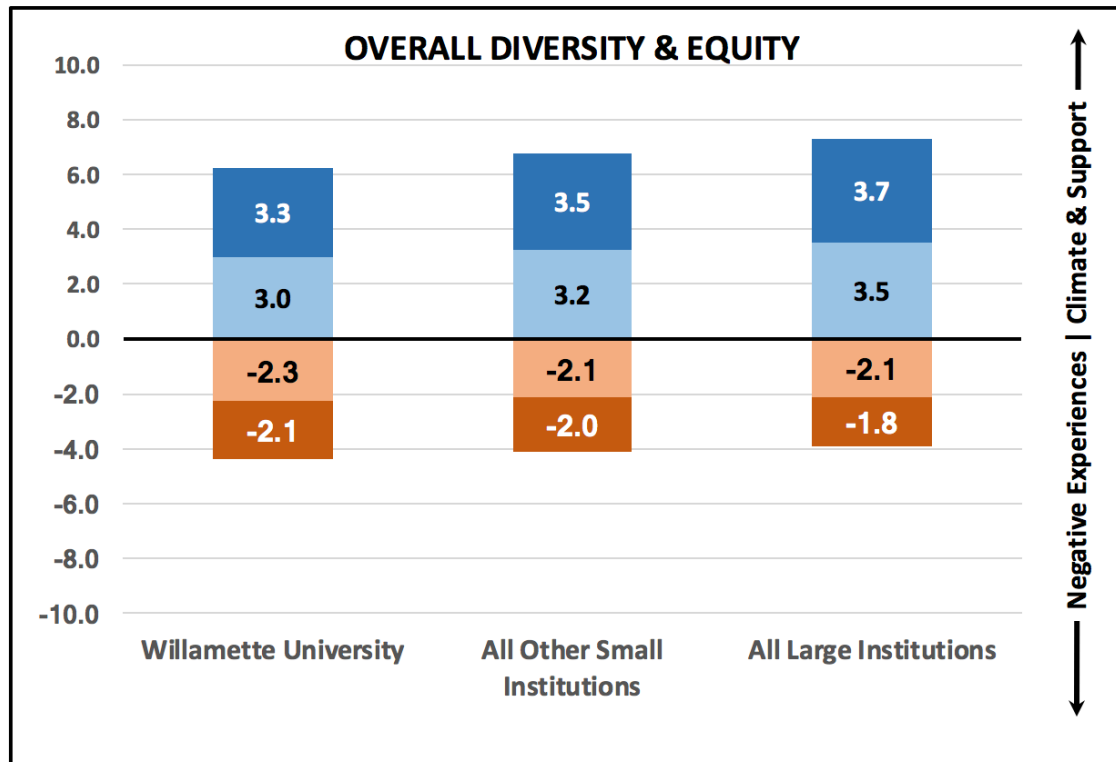
When asked to gauge their satisfaction regarding diversity at Willamette, the percentages are lower than group’s overall satisfaction with the climate at Willamette. Staff have the highest rate of satisfaction with diversity, with 61% reporting “satisfied” or “very satisfied.” Undergraduate students, unlike the other groups, had a higher rate of *dissatisfaction* than satisfaction with 40% of undergraduate students feeling dissatisfied with diversity on campus. This is not a reflection of lower rates of ethnic and racial diversity among undergraduate students than other groups. Both the graduate programs (33%) and the undergraduate college (34%) have approximately the same percentage of students who identify as not only white. Of the 1,339 respondents to the survey, 50% reported dissatisfaction with at least one aspect of the campus climate for diversity and equity; 21% reported satisfaction with all four aspects; and 29% did not fall into either category.

The chart below shows the level of agreement by students (undergraduate and graduate together) and employees (faculty and staff together) to the listed statements. Reflected here is the strong commitment seen University-wide regarding the belief that diversity is beneficial to the institution. Employees agree that the University prioritizes the recruitment and retention of historically marginalized students, faculty, and staff (64% and 54%), whereas the rate of agreement of those statements are much lower for students (38% and 31%). A larger percent of employees also agree that senior leadership demonstrates a commitment to diversity and equity (56%), whereas only 38% of students agree with that statement. Finally, larger percentages of both groups disagree that the University is free from tension related to difference (65% students and 57% employees). When this is broken out by graduate/undergraduate/faculty and staff, there are not major differences between the students and between the staff, so for ease of reading, those are truncated here. For the full chart, see Appendix 1.

Question	Students			Employees		
	Agree	Neither agree nor disagree	Disagree	Agree	Neither agree nor disagree	Disagree
Extent you agree that diversity on campus improves experiences and interactions within the classroom, the workplace, and the overall community	89%	7%	4%	92%	6%	1%
Recruitment of historically marginalized students, faculty, and staff is an institutional priority.	38%	31%	31%	64%	23%	13%
Retention of historically marginalized students, faculty, and staff is an institutional priority.	31%	32%	37%	54%	28%	19%
Senior leadership demonstrates a commitment to diversity and equity on this campus.	38%	34%	28%	56%	24%	20%
The campus environment is free from tensions related to individual or group differences.	23%	12%	65%	22%	21%	57%

Comparison to Other Institutions

This chart summarizes our institution's scores on four key indicators in the Diversity and Equity Campus Climate Survey: (1) Campus Climate for Diversity and Equity, (2) Institutional Support for Diversity and Equity, (3) Insensitive or Disparaging Remarks, and (4) Discrimination or Harassment.



The first two indicators gauge the respondents' satisfaction with the campus climate for diversity and equity and the extent to which they believe that your institution supports diversity and equity. Because these two indicators measure experiences and interactions that promote campus climate, they are shown as positive scores on a 5-point scale in the graph below.

The second two indicators measure experiences and interactions that detract from campus climate. One indicator measures how often respondents heard insensitive or disparaging remarks aimed at people's identities. The other is a measure of how often respondents experienced discrimination or harassment on your campus. Those indicators are negative because they measure experiences and interactions that harm campus climate.

Climate & Support	Campus Climate for Diversity and Equity	1=Very dissatisfied; 2=Generally dissatisfied; 3= Neither satisfied nor dissatisfied; 4=Generally satisfied; 5=Very satisfied
	Institutional Support for Diversity and Equity	1=Strongly disagree; 2=Disagree; 3=Neither agree nor disagree; 4=Agree; 5=Strongly agree
Negative Experiences	Insensitive or Disparaging Remarks	1=Never; 2=Rarely; 3=Sometimes; 4=Often; 5=Very often (<i>inverted to negative score for chart</i>)
	Discrimination or Harassment	1=0% have experienced discrimination or harassment; 2=25%; 3=50%; 4=75%; 5=100% (<i>inverted to negative score for chart</i>)

Within Our Institution: How Groups Compare to One Another

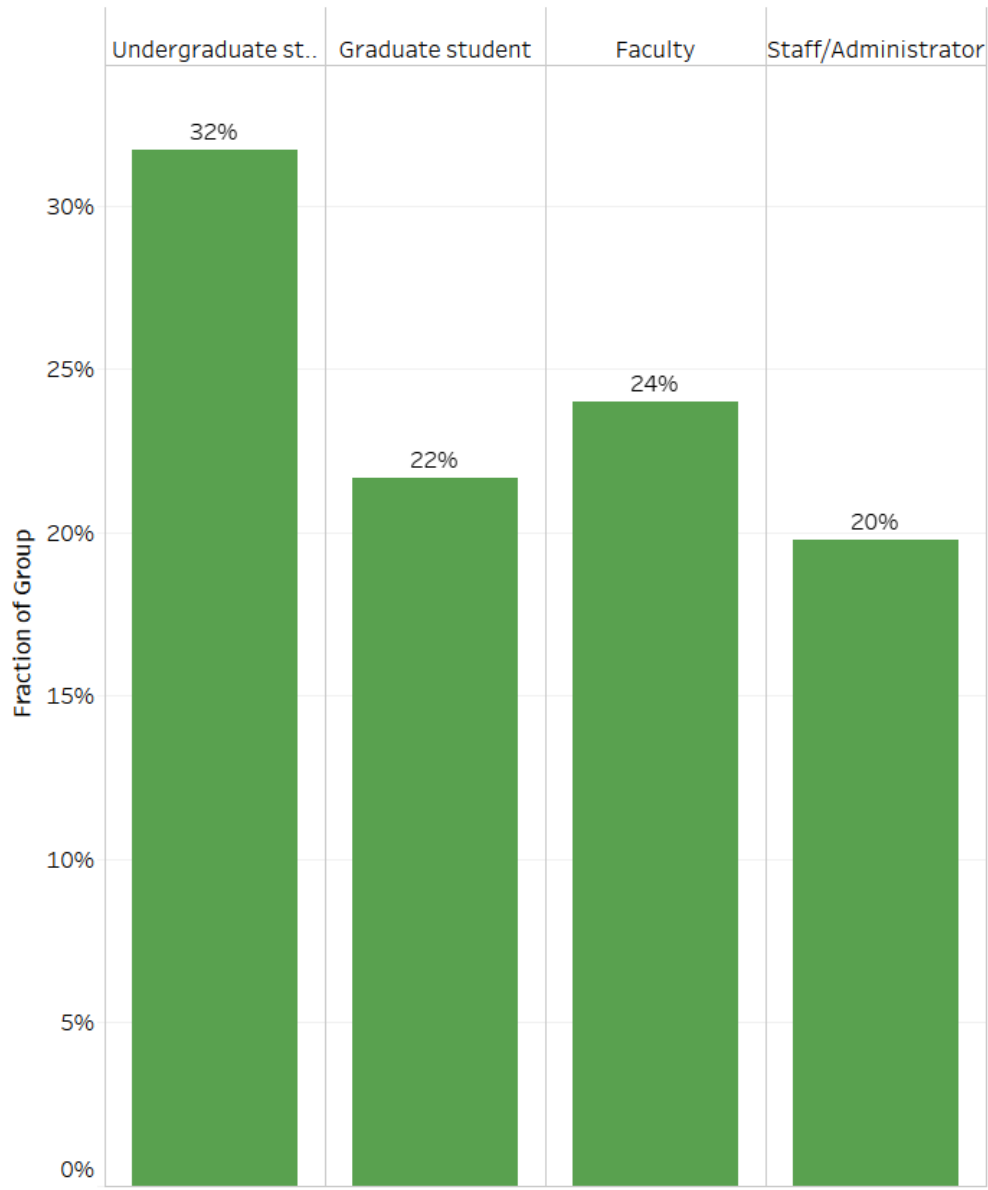
Negative Experiences at Willamette University		
Insensitive or Disparaging Remarks		
undergraduate students	←	graduate students, faculty, staff/administrators
non-binary individuals	←	men, women
international individuals	←	U.S. white individuals
LGB+ individuals	←	heterosexual individuals
liberal individuals	←	middle-of-the-road individuals, conservative individuals
hear more insensitive or disparaging remarks than		
Discrimination or Harassment		
non-binary individuals	←	men, women
LGB+ individuals	←	heterosexual individuals
experienced more discrimination or harassment than		

These tables provide an overview of how the views and experiences of different groups on our campus compare to one another.

They provide a high-level summary of more detailed data you'll see later, so we've focused on medium and large differences in the views or experiences of different groups.

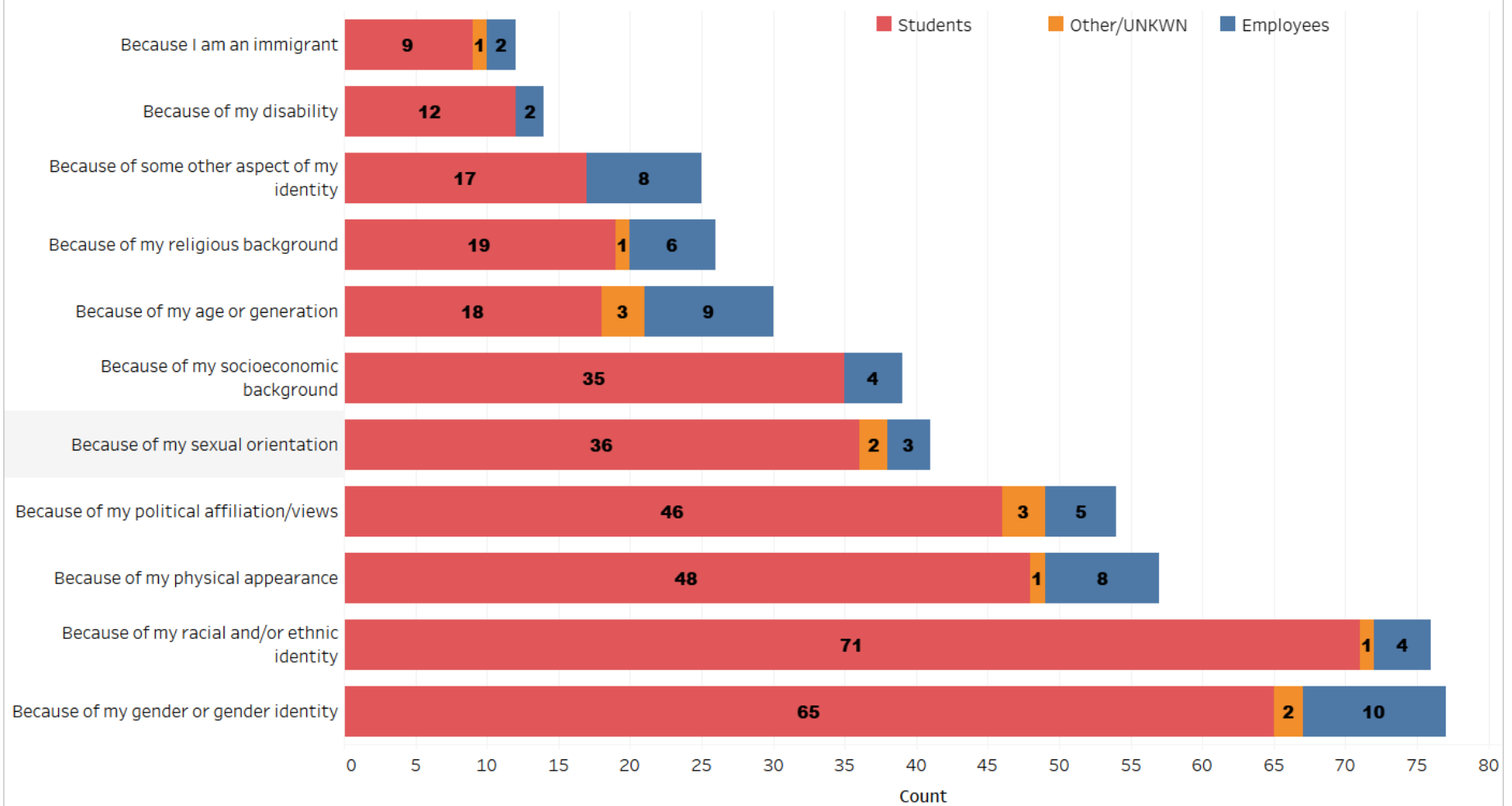
Climate & Support at Willamette University		
Campus Climate for Diversity and Equity		
undergraduate students	←	graduate students, faculty, staff/administrators
non-binary individuals	←	men, women
U.S. persons of color	←	U.S. white individuals
LGB+ individuals	←	heterosexual individuals
liberal individuals	←	middle-of-the-road individuals
have less positive views of campus climate than		
Institutional Support for Diversity and Equity		
undergraduate students	←	graduate students, faculty, staff/administrators
women	←	men
non-binary individuals	←	men, women
U.S. persons of color	←	U.S. white individuals, international individuals
LGB+ individuals	←	heterosexual individuals
liberal individuals	←	middle-of-the-road individuals, conservative individuals
perceive less institutional support than		

The chart below shows the fraction answering “yes” to the question, “Have you ever been discriminated against or harassed on campus? Undergraduates report higher levels of discrimination and harassment than other groups.



Of the 1,339 respondents to the survey, 21% reported that they had experienced discrimination or harassment while at Willamette in the past year; 80% of those individuals indicated they did not report the discrimination/harassment that they experienced to campus officials.

Reason I was discriminated against or harassed, Study participation N = 1,339



This graph shows the various identities or markers that cause the highest incidents of harassment and discrimination on our campus. For students (in pink), *racial and ethnic identity* and *gender identity* are the two reasons most given for the cause of harassment and discrimination. For employees (in blue), *gender identity* and *age or generation* rank the highest. The count at the bottom reflects the number of incidents reported.

Forms of Discrimination and Harassment

In total, 271 survey participants marked 933 counts of discrimination and harassment, about 3.5 per respondent. The most frequent forms of discrimination and harassment experienced on our campus are hearing *derogatory remarks*, being *stared at*, being ignored, isolated, left out, or excluded, and racial/ethnic profiling. Women were disproportionately more likely to report experiencing all forms of discrimination and harassment- 176 women reported 606 incidents, whereas 66 men reported 211 incidents. Undergraduate students experienced the majority of these incidents: 205 undergraduates (of the 271 total) marked 735 (of the 933 total) events.

Counts: Form of Discrimination/harassment

	Woman	Man	Unknown	Grand Total
Denied service or access to resources	24	9	4	37
Received a poor grade because of a hostile classroom enviro..	26	10	6	42
Derogatory posts on social media	29	14	6	49
Feared for your physical safety	39	8	8	55
Singled out as the resident authority	35	13	10	58
Sexual assault/harassment	55	5	6	66
Intimidated/bullied	48	20	16	84
Racial/ethnic profiling	56	21	8	85
Deliberately ignored, isolated, left out, or excluded	90	36	15	141
Stared at	95	31	19	145
Derogatory remarks	109	44	18	171
Respondent Count	176	66	29	271
Total	606	211	116	933

Qualitative Comments Report

Of the 1,339 total number of participants who took the survey, 1,186 (89%) wrote at least one comment. The comments were analyzed by teams of 4 that included students, faculty, and staff. Each team was tasked with reading the comments for their group and identifying core themes. The teams came together and agreed on the themes listed below.

Campus Wide- Themes identified by students, staff, and faculty:

1. Folks feel happy/content in their smaller group - but don't feel a sense of community as a whole.

"It's kind of like a big puzzle where there are distinct groups that interact with the pieces that surround them but have no contact with pieces on the other side of the board"

"I feel close community within my own discipline, with students, staff and faculty. Outside of that I feel an unhealthy competitiveness and lack of trust."

2. Everyone would like more community wide events.

"Have more community-building events or activities (not educational, per se) but meant to increase feelings of belongingness and relationships with others."

3. Centrist/conservative views aren't welcome on campus.

"The single biggest problem on this campus is lack of political diversity. Conservatives are not welcome at Willamette, period. We are systematically silenced and meant to feel like there is something wrong with us."

"Students can be punitive and less open-minded about alternative perspectives and political views, particularly conservative ones. Students can be less than constructive at times, punishing others on social media for their views instead of seeing a university community as a place of intellectual engagement, growth and development."

4. People who are religious feel marginalized- true for all religions.

"Being Jewish on this campus is crappy (and I can only imagine what it must be like to be a part of an even less common religion on this campus), my religious holidays get ignored and downplayed and have to play second fiddle to every other event on campus while Christian holidays are highlighted. Also what's up with all the giant Christmas trees?? I thought WU was technically unaffiliated currently despite its past religious affiliation?"

"Christians on this campus are ridiculed constantly on this campus for our beliefs and that's not right. Other religions seem to be respected but when people hear Christianity they immediately treat them poorly."

4. One large group reported that diversity initiatives on our campus are inadequate and much more should be done. We also heard many accounts of the opposite, where folks reported that diversity initiatives on campus are overkill and constantly forced on people.

Staff Themes

Staff spoke of wanting more opportunities for professional development/trainings (around EDI and other topics) and more opportunities for career advancement and wage growth.

“Equity in performance evaluation and pay increases. Professional staff have no system in place for promotion within their position or step increases - as faculty do. This disrespectful treatment of dedicated staff leads to an unnecessary second class employee status between faculty and professional staff positions.”

Faculty Themes

Unlike staff, faculty understands their community as solely faculty- not inclusive of staff. The unique tension among faculty was a junior faculty / senior faculty divide. Both groups felt less valued than the other. Finally, much like students and some staff, faculty agreed that tensions across campus are high. The felt that “call out culture” was pervasive from each other and from students.

Student Themes

1. The most frequent comment from students (across race and gender) was in regard to the need for more civil discourse and respect, more dialogue and less “call out/canceled culture.” A sampling of those comments are below:

Stop shunning people for having different beliefs or not knowing about a certain topic -- Willamette students are quick to exclude people who are still learning

Less defense and justification, more open and honest dialogue

More intergroup cohesion and less demonizing of every other group on campus.

Stop attacking those who don't share the same views as you.

Spreading messages of love over hate, and having all incoming students participate in discussions or activities regarding race, disabilities, immigration, socioeconomic status, etc.

A greater focus on sincerity, good faith, and seeking truth through dialogue.

2. Students also asked for more diversity of people (students, faculty, staff), increased diversity within their curriculum, and more resources for groups supporting underrepresented groups on campus. Also, many students requested mandatory diversity training for student groups.

3. Students expressed concerns about the culture of Greek Life *and* those within Greek life expressed feeling judged and misunderstood by their non-Greek peers.

Replace national Greek life with something else. Being part of it, I understand the role it is trying to serve (connections/friendship/professional experience and student retention) but I think something else can replace it and still give students the opportunities it provides without causing the stress to students that participate in it and students who are unaffiliated.

Give Greek life a chance. There is hardly any community actually being facilitated by administration yet the community we do get from Greek life has little to no support and is suffering because of it.

4. Students spoke to a desire for a greater sense of community and school spirit across social groups. They wanted more campus wide activities and events that cross over class years, social/identity groups, and schools.

“Have more large campus events happen throughout the year. A ton of people attend the Fall Activities Fair, Midnight Breakfast, and Black Tie, but if we could have a monthly big event for all students that would definitely introduce more community bonding.”

5. In regard to the administration, students expressed mistrust, concern about lack of transparency, and lack of representation among the staff and senior leaders.

I definitely believe there is a strained relationship between marginalized groups and the administration in terms of accessibility, representation, and mutual understanding. I also believe that complaints made by minority students regarding mistreatment by fellow students and faculty are not dealt with efficiently or effectively.

Conclusion

This system-wide assessment is evidence of Willamette’s commitment to ensuring that all members of the community study and work in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this study was to assess the climate at Willamette including how members of the community felt about issues related to inclusion and diversity. At a minimum the results provide us with useful data on the experiences and perceptions for several sub-populations within the Willamette community. However, we are aware that assessments and reports are not enough; a projected plan to develop strategic actions and subsequent implementation is critical for our ongoing commitment to inclusion. We intend to repeat this survey at regular intervals in order to measure change and progress and respond to an ever-changing campus climate. We further hope to assess the influence of the actions initiated as a result of this current survey.