



CAMPUS CLIMATE SURVEY

Prepared for Wichita State University

June 2022

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INTRODUCTION

INTRODUCTION

OVERVIEW

KEY OBJECTIVES

- ✓ How do stakeholders perceive the Wichita State University (WSU) campus climate, especially as it relates to diversity and inclusion?
- ✓ How does the current climate compare to the climate in previous years?

SURVEY ADMINISTRATION & SURVEY SAMPLE

- ✓ The original survey (including a faculty-focused and a student-focused version) was administered online in 2016 using Survey Gizmo. The 2019 and 2022 surveys were updated and administered using Qualtrics.
- ✓ The analysis includes a total of 1,613 respondents following data cleaning.
- ✓ Results are analyzed longitudinally in the report (2016, 2019 and 2022), and the 2022 responses are further segmented by sexual orientation, race, gender, religion, role, and college. Additionally, the data supplement includes segments by religion and student vs. staff/faculty.

RESPONDENT QUALIFICATIONS

- ✓ Must be a student or staff/faculty member of Wichita State University.

INTRODUCTION

METHODOLOGY

- Sample sizes vary across questions as some questions only pertain to a subset of respondents.
- Conclusions drawn from a small sample size ($n < 20$) should be interpreted with caution.
- For full aggregate and segmented results, please consult the accompanying data supplement.
- After data collection, Hanover identified and removed low-quality respondents.
- “Don’t Know or Not Applicable” responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who did express an opinion.
- Percentages may sum to over 100% for questions where respondents could select more than one answer option.
- Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).
- Question text and answer options marked with † are truncated for clarity and brevity.
- For the purpose of this analysis, staff is defined as faculty, administrators, and staff members currently employed at WSU.
- Hanover merged the 2022 data with the previously combined 2016 and 2019 survey data. There were a number of differences between the 2016 and 2019 survey questions, often in terms of the scale (e.g., Extremely likely, Very likely, etc.) Some questions were merged together despite small differences, but results should be interpreted with caution. Notes of these instances are added to figures and to the data supplement. Other questions were kept separate when differences were too large.
- For the matrix scales, respondents who indicate a null option (e.g., “Prefer not to respond”) are included in the total counts, even if not displayed.

RECOMMENDATIONS

RECOMMENDATIONS

Based on analysis of this survey, Hanover recommends that Wichita State University:

- **Examine existing support mechanisms for opportunities to increase access and resources.** When asked why respondents considered leaving WSU during this academic year, the leading causes were not feeling welcomed or supported, struggling with mental health challenges, and not feeling close to anyone at WSU.
 - Reach out to students and, in particular, faculty and staff to make sure that they feel welcomed, and that faculty and staff have the sufficient resources they need to do their job properly. Additionally, consider how the evaluation process is being conducted, as staff respondents are not as satisfied with it and how fair it is, a particular concern for Hispanic, Latino, or Chicano respondents.
 - Make sure there are sufficient resources to accommodate the increasing trend of respondents indicating they have mental health conditions and communicate the availability of these resources to the WSU.
 - Consider enacting or revamping social programs that encourage interaction and foster friendship among the student population.
- **Consider amending the bias/harassment/discrimination reporting process to remove reporting roadblocks.** There is a slight negative trend in terms of satisfaction with the reporting process. Additionally, most respondents do not report the incident of bias/harassment/discrimination they experienced because they downplay their experience. WSU should make sure there is a clear and fair reporting process in place as well as educate faculty, staff, and students to properly understand what instances are reportable.

RECOMMENDATIONS (CONTINUED)

- **Continue to fight food security problems faced by faculty, staff, and students.** Across all indicators tested in the survey, WSU is making headway in combating food insecurity among its stakeholders. Still, about one-third of respondents indicate that they could not afford to eat balanced meals or that the food they bought was not enough and they did not have enough money to get more. WSU should continue to take steps to ensure food insecurity is addressed and curtailed as much as possible. This problem particularly affects students and minorities, be they gender-based, race/ethnicity-based, or sexual orientation-based, and could have detrimental effects on their academic achievement.
- **Consider ways to curtail instances of bias/harassment/discrimination, centering on verbal comments and exclusion.** Across all attributes tested, respondents indicate that the main channels through which they experienced or witnessed bias/harassment/discrimination were verbal comments and acts of exclusion. WSU should emphasize through sensitivity campaigns the impact such comments can have on the target groups or individuals. Additionally, WSU could foster a sense of camaraderie by hosting events and activities that include individuals from all backgrounds, regardless of gender, race/ethnicity, sexual orientation, or religion. By providing an opportunity for social interactions to occur on campus and among groups that otherwise may not interact, WSU can take a leading role in building a stronger social network and addressing instances of bias/harassment/discrimination.

KEY THEMES

General trends from Hanover's analysis include:



Overall satisfaction with WSU remains high among students and staff. Nevertheless, respondents are feeling significantly less comfortable at on-campus events.



Discrimination most commonly occurs in the form of verbal comments and exclusion, with no significant change from prior years. Still, respondents often do not think incidents are serious enough to report.



Experiences with discrimination vary based on gender, sexual orientation, race, and religion. However, more respondents report dissatisfaction with the handling of their bias/harassment/discrimination incident report.



Respondents report providing a clear and fair process to resolve conflicts as most important to changing the environment at WSU.

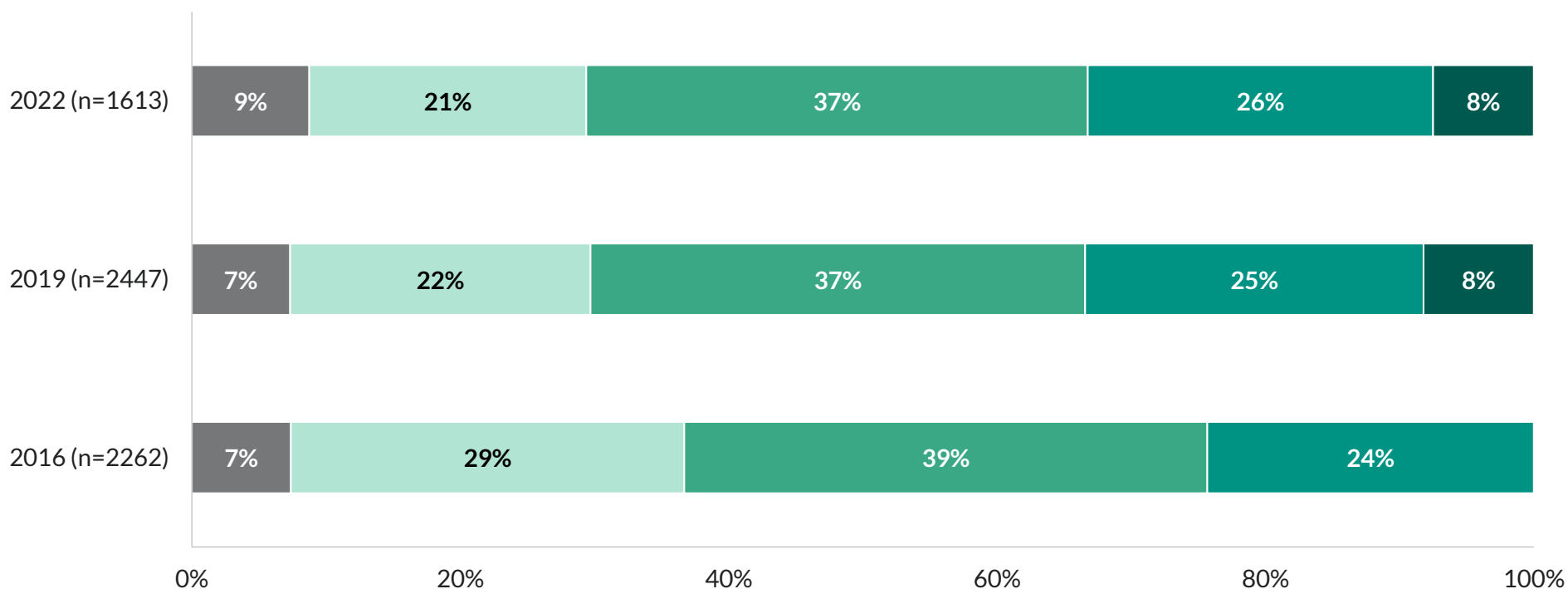
SECTION I: PERCEPTIONS OF WICHITA STATE UNIVERSITY

CONNECTEDNESS TO WSU

Respondents this year have similar levels of connectedness to Wichita State University as those who took the survey in the 2019. One-third of respondents indicate feeling very or extremely connected to WSU. Segmenting by role, staff respondents feel significantly more connected to WSU (42% very or extremely connected) than students. Moreover, when segmenting by college, engineering (42%) and LAS natural science and math respondents (34%) feel the most connected to WSU, significantly more than respondents in other colleges.

How connected do you feel to WSU?

■ Not at all connected ■ Slightly connected* ■ Moderately connected ■ Very connected ■ Extremely connected*



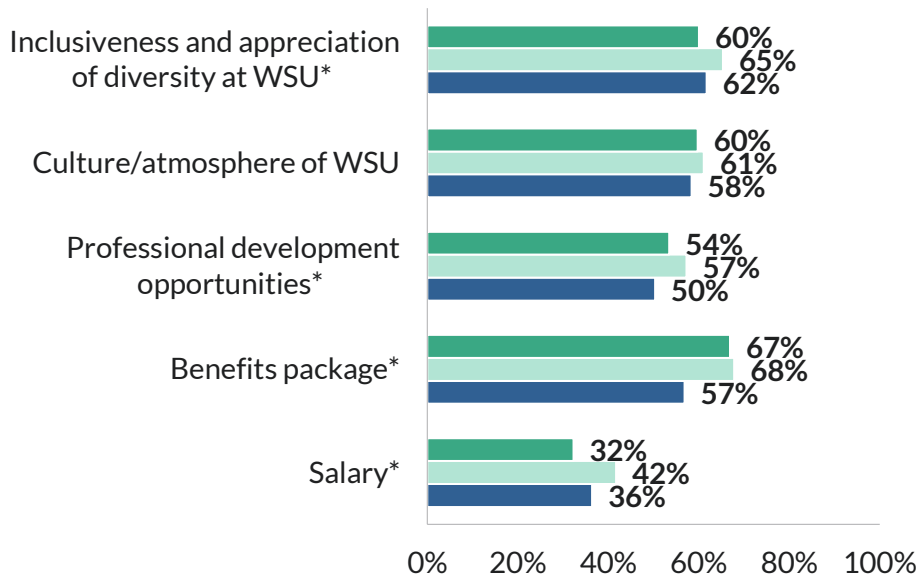
SATISFACTION WITH STAFF BENEFITS

Staff are less satisfied with most benefits now compared to 2019 and 2016. While WSU made some progress in terms of satisfaction with staff benefits in 2019, most of that progress has been walked back. The gains are only maintained in the satisfaction with the *benefits package* (67% somewhat or completely satisfied) and with the *culture/atmosphere of WSU* (60%). When segmenting by gender, female respondents are significantly more satisfied with most of the benefits than their male counterparts.

Please indicate the degree to which you are dissatisfied or satisfied with each of the following:

% Somewhat + Completely Satisfied

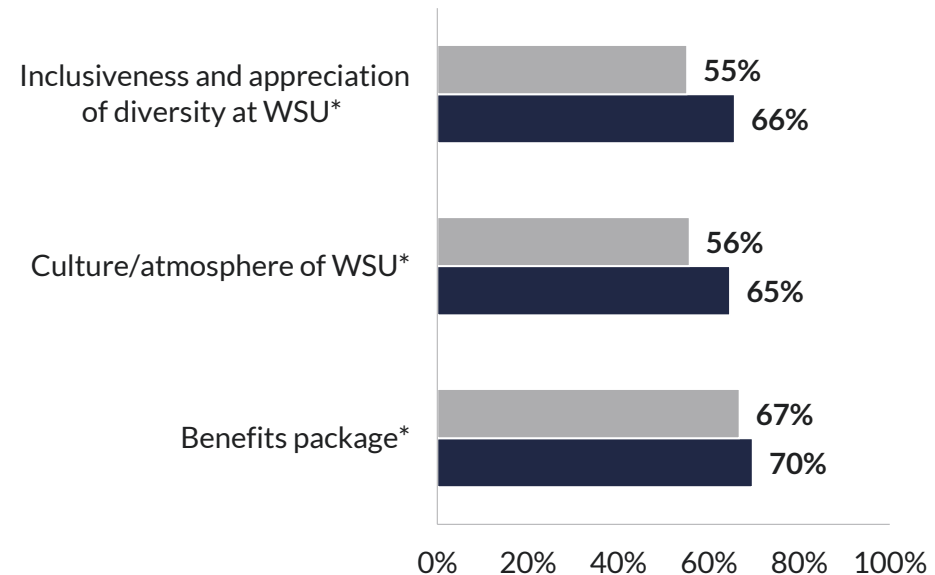
■ 2022 (n=656) ■ 2019 (n=834) ■ 2016 (n=703)



Please indicate the degree to which you are dissatisfied or satisfied with each of the following:

% Somewhat + Completely Satisfied

■ Male (n=190) ■ Female (n=377)



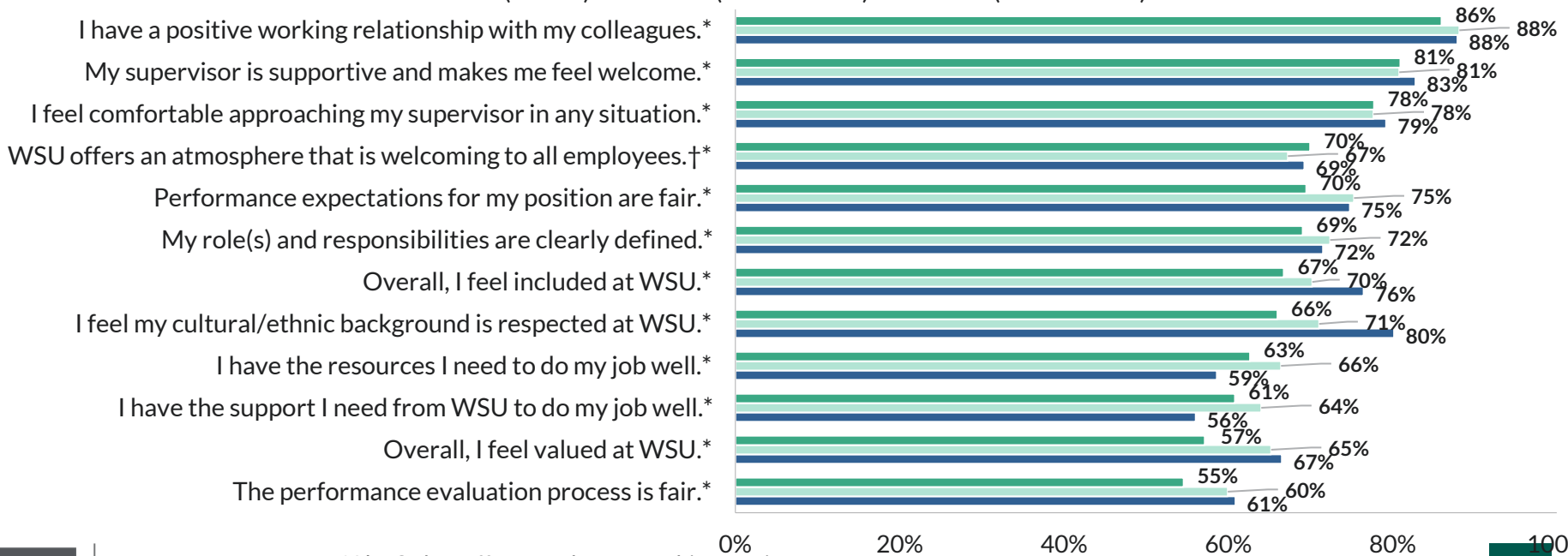
STAFF SATISFACTION WITH WSU ENVIRONMENT

Overall, respondents are highly satisfied with the environment at WSU, especially regarding their relationships with colleagues and supervisors. Respondents in the 2022 iteration of the survey agree the most that *they have positive working relationships with their colleagues* (86% somewhat or strongly agree), that *their supervisor is supportive and makes them feel welcome* (81%), and that *they feel comfortable approaching their supervisor* (78%). They are least likely to agree that *they have the support needed to do their job well* (61%), that *overall they feel valued at WSU* (57%), and that *the performance evaluation process is fair* (55%). When segmenting by year, there is a significant drop when asked about *inclusion and feeling respected by their cultural/ethnic background*.

Please indicate your level of agreement with the following statements.

% Somewhat + Strongly Agree

■ 2022 (n=656) ■ 2019 (n=834-2447) ■ 2016 (n=703-2262)



N.b.: Only staff respondents saw this question.

N.b.: Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

N.b.: Question text and answer options marked with † are truncated for clarity and brevity.



STAFF SATISFACTION WITH WICHITA STATE UNIVERSITY ENVIRONMENT – BY RACE/ETHNICITY

Hispanic, Latino, and Chicano respondents are significantly less satisfied with parts of the WSU environment. This is particularly the case when asked if they *have the resources and support needed to do their job well*, and if *performance expectations and the performance evaluation process are fair*.

Please indicate your level of agreement with the following statements.

% Somewhat + Completely Agree

■ White (n=437) ■ Hispanic, Latino/a, Chicano/a (n=26) ■ Black/African American (n=35) ■ Asian/Asian American (n=24)



N.b.: Only staff respondents saw this question, only items with significant differences are shown, and only groups with more than 20 respondents are shown.

N.b.: Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

N.b.: Question text and answer options marked with † are truncated for clarity and brevity.



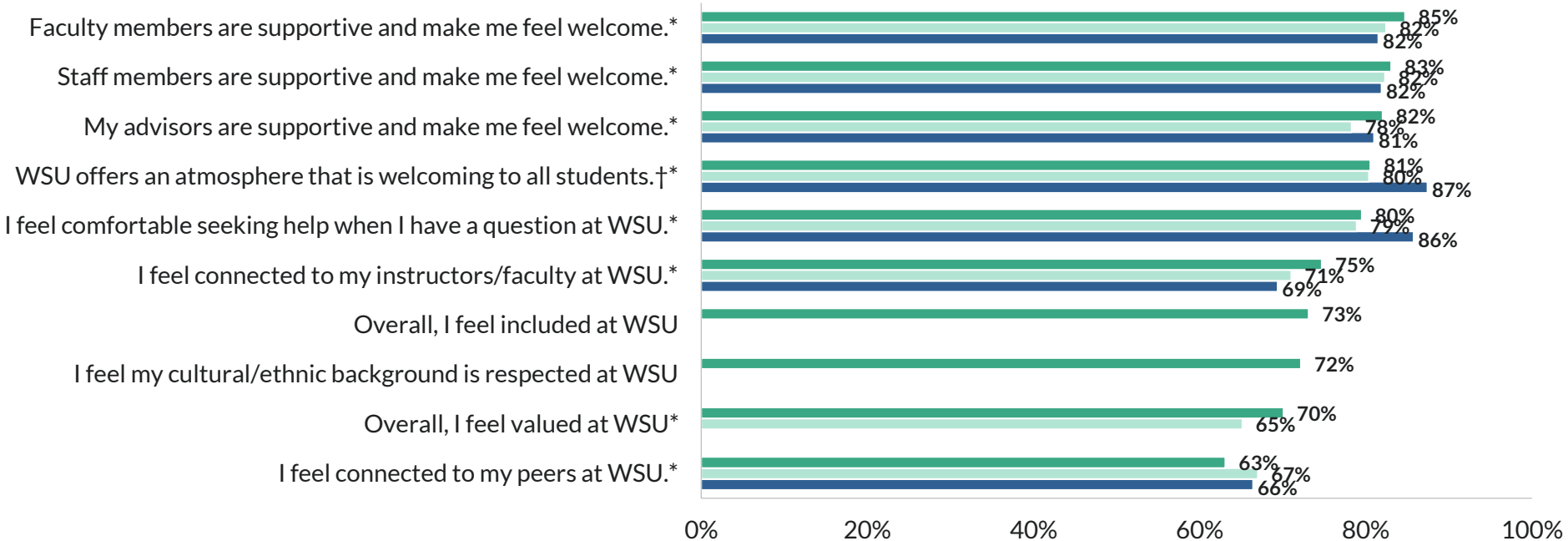
STUDENT SATISFACTION WITH WSU ENVIRONMENT

Student respondents are overall satisfied with the WSU environment. The 2022 student respondents are particularly satisfied with their relationships with *faculty members* (85% somewhat or strongly agree that they are supportive and make them feel welcome), *staff members* (83%), and *their advisors* (82%). Moreover, student respondents agree that *WSU offers an atmosphere that is welcoming to all students* (81% somewhat or strongly agree). Conversely, student respondents are least likely to agree that *they feel connected to their peers at WSU* (63%).

Please indicate your level of agreement with the following statements.

% Somewhat + Strongly Agree

■ 2022 (n=957) ■ 2019 (n=1613) ■ 2016 (n=1559)



N.b.: Only student respondents saw this question. Some items were only displayed in the 2022 iteration.

N.b.: Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

N.b.: Question text and answer options marked with † are truncated for clarity and brevity.



RECRUITMENT EFFORTS RATING

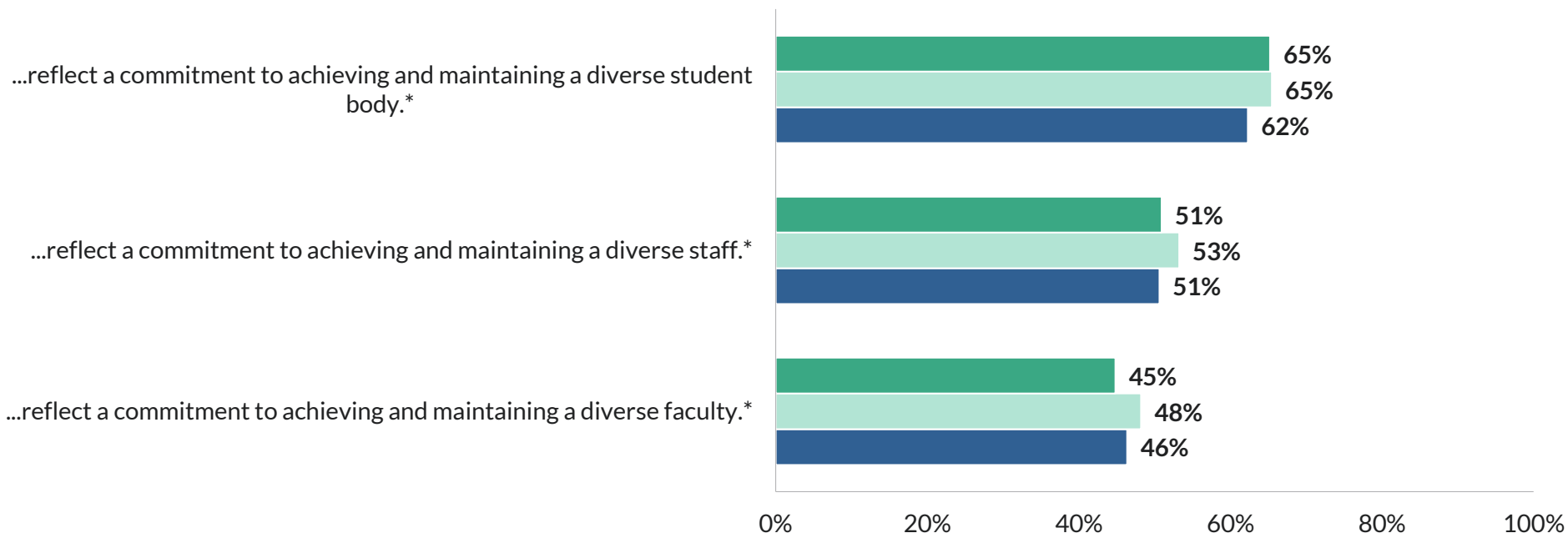
Most staff respondents agree that **WSU is committed to student body diversity**, but fewer agree that **WSU is committed to faculty and staff diversity**. About two-thirds of the 2022 respondents (65%) somewhat or strongly agree that *the recruitment efforts at WSU reflect a commitment to achieving and maintaining a diverse student body*. Half of the respondents (51%) indicate the same about *a diverse staff*, while under half (45%) agree about *a diverse faculty*. The level of agreement in the last two statements is similar to the 2016 levels and significantly lower than in 2019.

Please indicate your level of agreement with the following statements.

The recruitment efforts at WSU...

% Somewhat + Strongly Agree

■ 2022 (n=656) ■ 2019 (n=834) ■ 2016 (n=703)



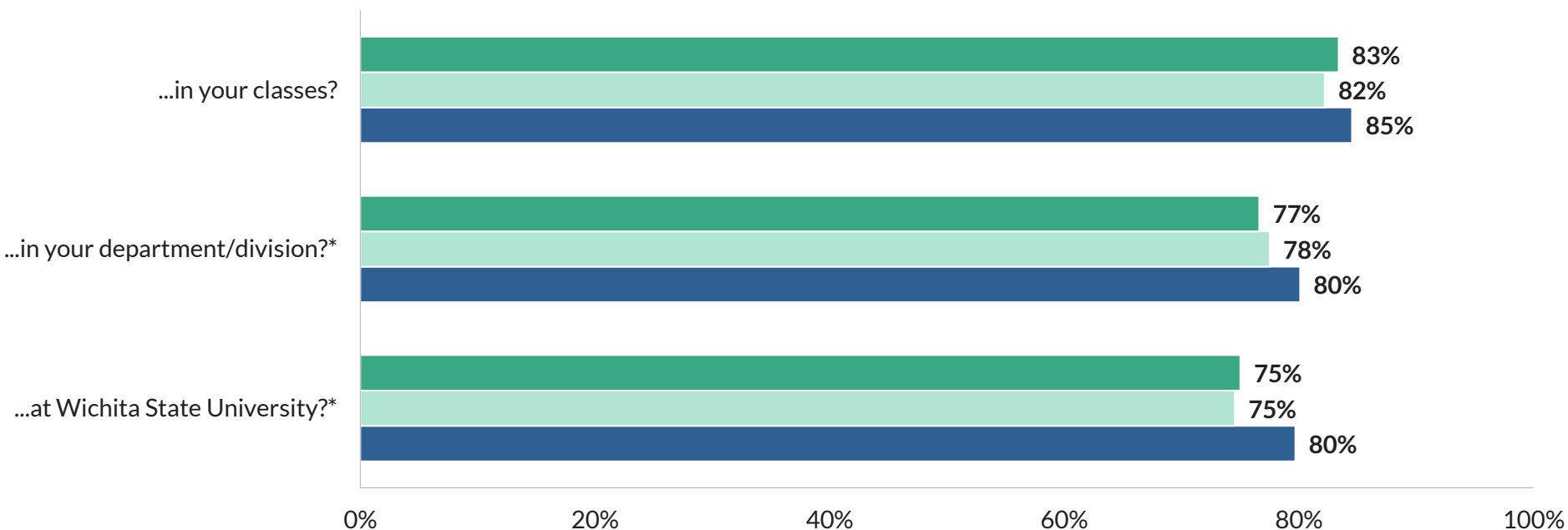
COMFORT WITH CLIMATE

Overall, respondents are comfortable with the climate at WSU. When segmenting 2022 respondents by role, student respondents are significantly more comfortable with the climate *in their department/division* (79% somewhat or completely comfortable, as opposed to 73% of staff respondents) and *at Wichita State University* (81%, as opposed to 67% of staff respondents). Across the different segmentations, LAS Other respondents are significantly less comfortable with the climate both at WSU and in their department/division. International respondents are significantly more comfortable, at WSU, in their department/division and their classes, while the opposite is true for American Indian/Alaska Native respondents.

Overall, how comfortable are you with the climate...

% Somewhat + Completely Comfortable

■ 2022 (n=957-1613) ■ 2019 (n=1613-2447) ■ 2016 (n=1559-2262)



N.b.: Only student respondents saw the top statement.

N.b.: Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

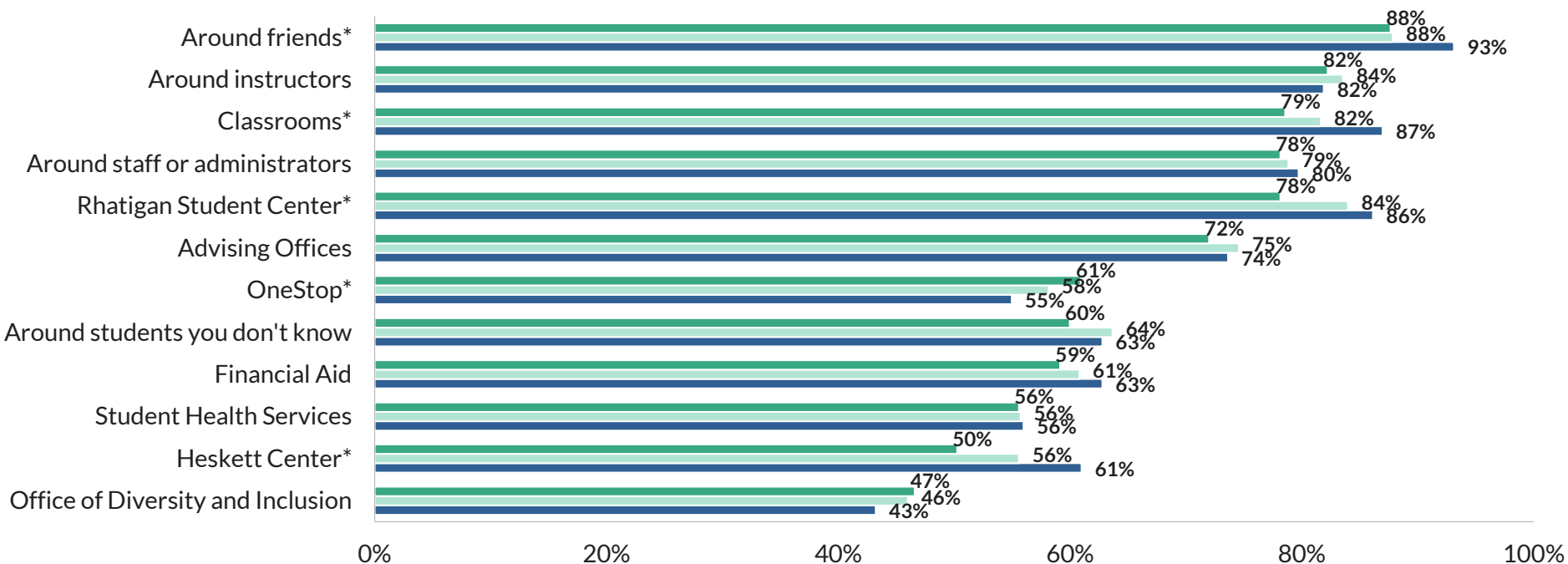
COMFORT GIVEN THEIR BACKGROUND

2022 student respondents indicate feeling most comfortable when interacting with faculty, staff, and their friends. When segmenting by gender, female respondents indicate feeling significantly less comfortable in most, if not all, of the locations or situations listed. Non-binary/gender non-conforming respondents indicate feeling even less comfortable in the listed locations or situations.

As a person of your background or identity, how comfortable do you feel in each of the following locations or situations?

% Somewhat + Completely Comfortable

■ 2022 (n=957) ■ 2019 (n=1613) ■ 2016 (n=1559)



N.b.: Only student respondents saw this question.

N.b.: Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).



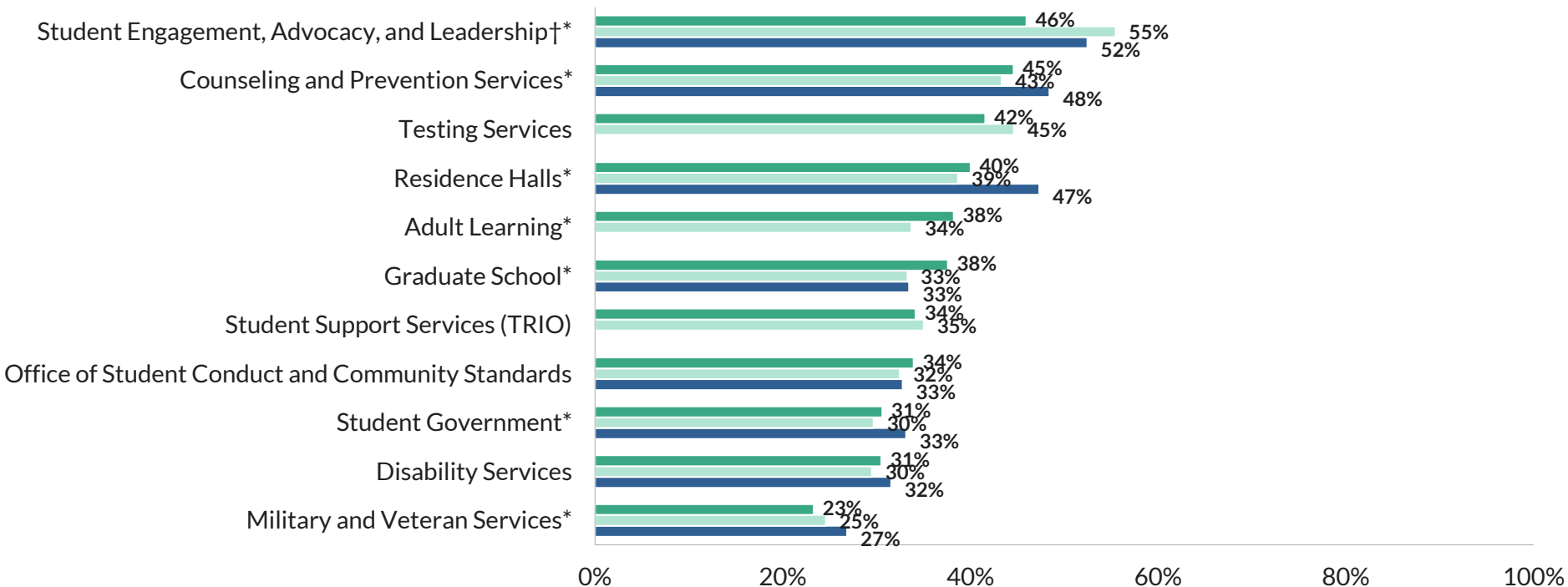
COMFORT GIVEN THEIR BACKGROUND CONT.

Student respondents feel less comfortable when interacting with university offices and institutions. The *Student Government* (31% somewhat or completely comfortable), *Disability Services* (31%), and *Military and Veteran Services* (23%) are the offices or institutions with which the 2022 respondents feel the least comfortable, given their background or identity.

As a person of your background or identity, how comfortable do you feel in each of the following locations or situations?

% Somewhat + Completely Comfortable

■ 2022 (n=957) ■ 2019 (n=1613) ■ 2016 (n=1559)



N.b.: Only student respondents saw this question.

N.b.: Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

STUDENT COMFORT IN THE CLASSROOM

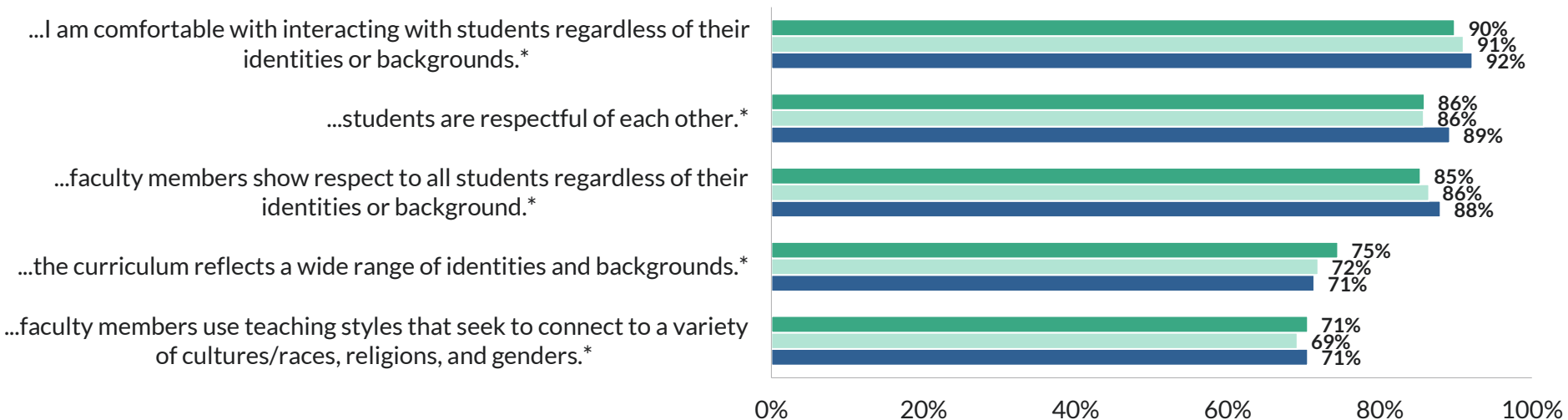
Student respondents are comfortable in the classroom and, for the most part, agree that the classroom fosters an inclusive environment. Most 2022 respondents indicate that they are comfortable interacting with students regardless of their identities or backgrounds (90% somewhat or strongly agree) and that students are respectful of each other (86%). About as many (85%) agree that faculty members show respect to all students. When it comes to the curriculum and the teaching styles faculty use, about three-fourths of respondents indicate that the curriculum reflects a wide range of identities and backgrounds (75%) and that the teaching styles seek to connect to a variety of cultures/races, religions, and genders (71%). Both of these last metrics are significantly higher than they were in the 2019 iteration of the survey.

The following set of questions pertains specifically to your experiences within a classroom setting. Please indicate your level of agreement with the following statements.

In the classroom...

% Somewhat + Strongly Agree

■ 2022 (n=957) ■ 2019 (n=1613) ■ 2016 (n=1559)



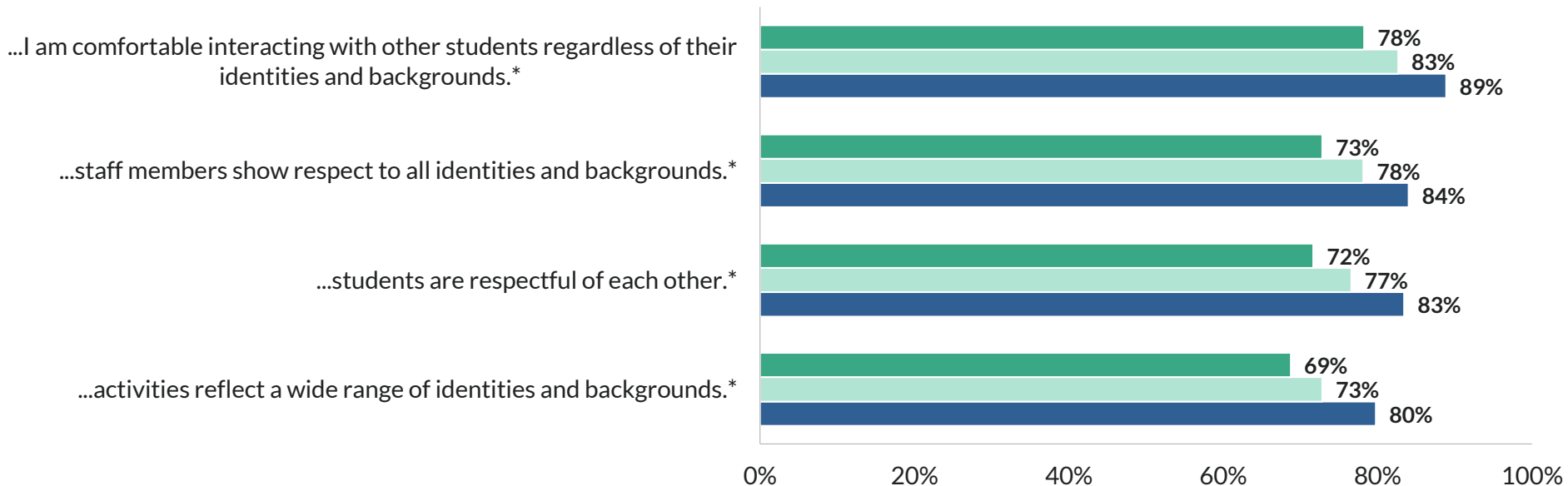
STUDENT COMFORT AT ON-CAMPUS EVENTS

While most respondents still indicate feeling comfortable at on-campus events, the level of agreement is significantly lower than in past years. About three-fourths of the 2022 respondents indicate that they are comfortable with interacting with other students regardless of their identities and backgrounds (78% somewhat or strongly agree), that staff members show respect to all identities and backgrounds (73%), and that students are respectful of each other (72%). About two-thirds of respondents indicate that activities reflect a wide range of identities and backgrounds (69%).

The following set of questions pertains specifically to your experiences at on-campus events. Please indicate your level of agreement with the following statements. During on-campus events...

% Somewhat + Strongly Agree

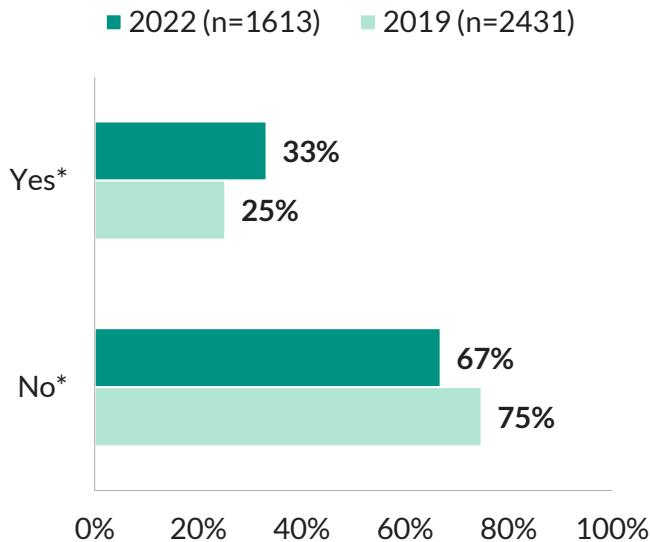
■ 2022 (n=957) ■ 2019 (n=1598) ■ 2016 (n=1559)



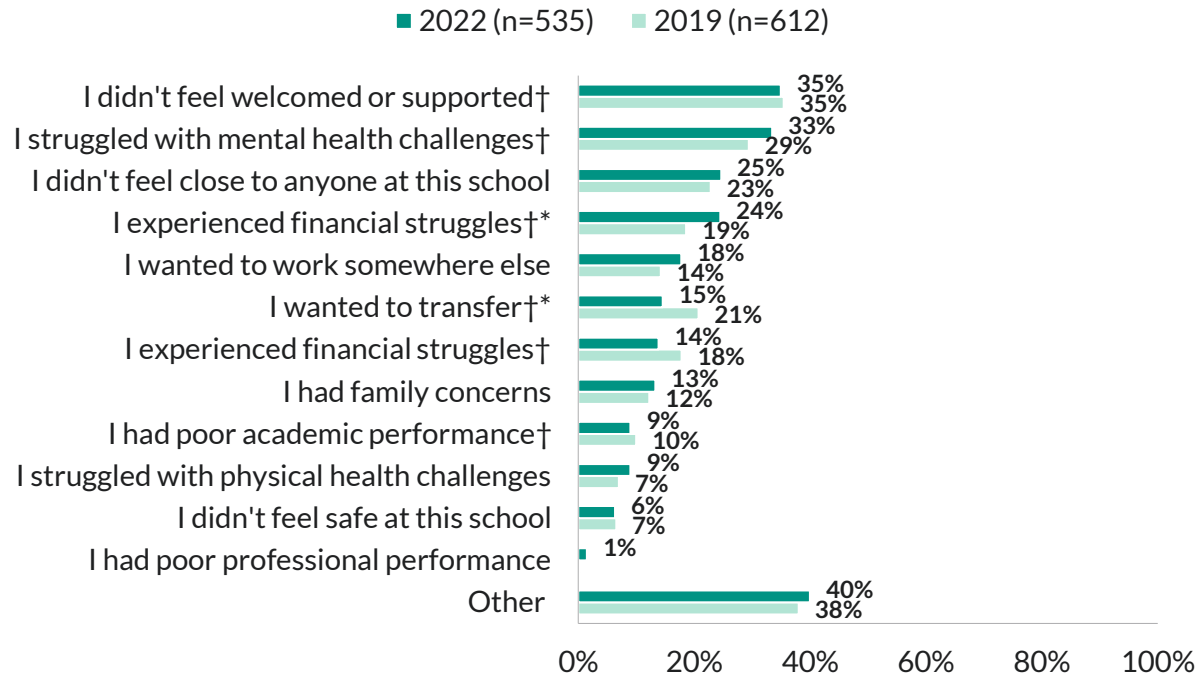
THOSE WHO CONSIDERED LEAVING WSU

There is a significant increase in the share of staff respondents who have seriously considered leaving WSU, while the leading causes remain unchanged for the most part. One-third of the 2022 respondents (33%) indicate having seriously considered leaving the university. In contrast, about half (51%) of staff indicate they have seriously considered leaving WSU since the beginning of the current academic year. For staff respondents, *financial struggles* (39%), *not feeling welcomed or supported* (33%), and *wanting to work somewhere else* (28%) are the leading causes behind this consideration. For student respondents, *mental health struggles* (51%), *not feeling close to anyone at WSU* (45%), and *wanting to transfer to another college or university* (39%) are the leading causes.

Since the beginning of the current school year (Fall 2021), have you seriously considered leaving this school?



Why did you consider leaving? Please select all that apply.



N.b.: Only 2019 and 2022 respondents saw the first question on the left, while only those who had considered leaving the university saw the subsequent question on the right.

N.b.: Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

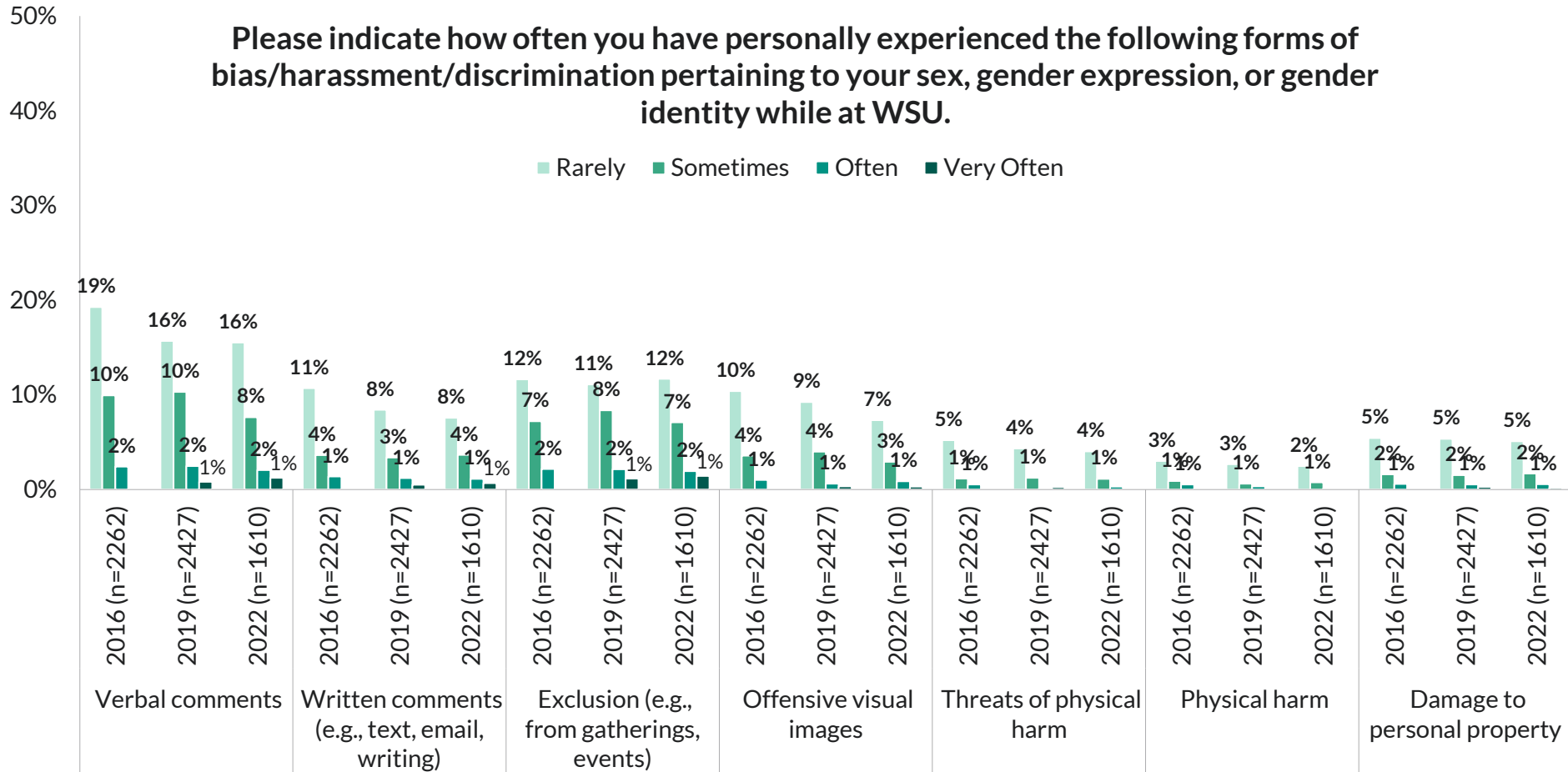
**SECTION II:
DISCRIMINATION/BIAS/
HARASSMENT**

DISCRIMINATION – SEX, GENDER EXPRESSION, OR GENDER IDENTITY

Discrimination due to gender or sex most often arises in the form of verbal comments or exclusion. There have been no significant changes among the 2016, 2019, and the 2022 iterations of the survey in this regard. There are also no significant differences when segmenting by gender or by sexual orientation.

Please indicate how often you have personally experienced the following forms of bias/harassment/discrimination pertaining to your sex, gender expression, or gender identity while at WSU.

Rarely Sometimes Often Very Often



N.b.: Only 2019 and 2022 respondents saw the “Very Often” option, therefore, results should be interpreted with caution.

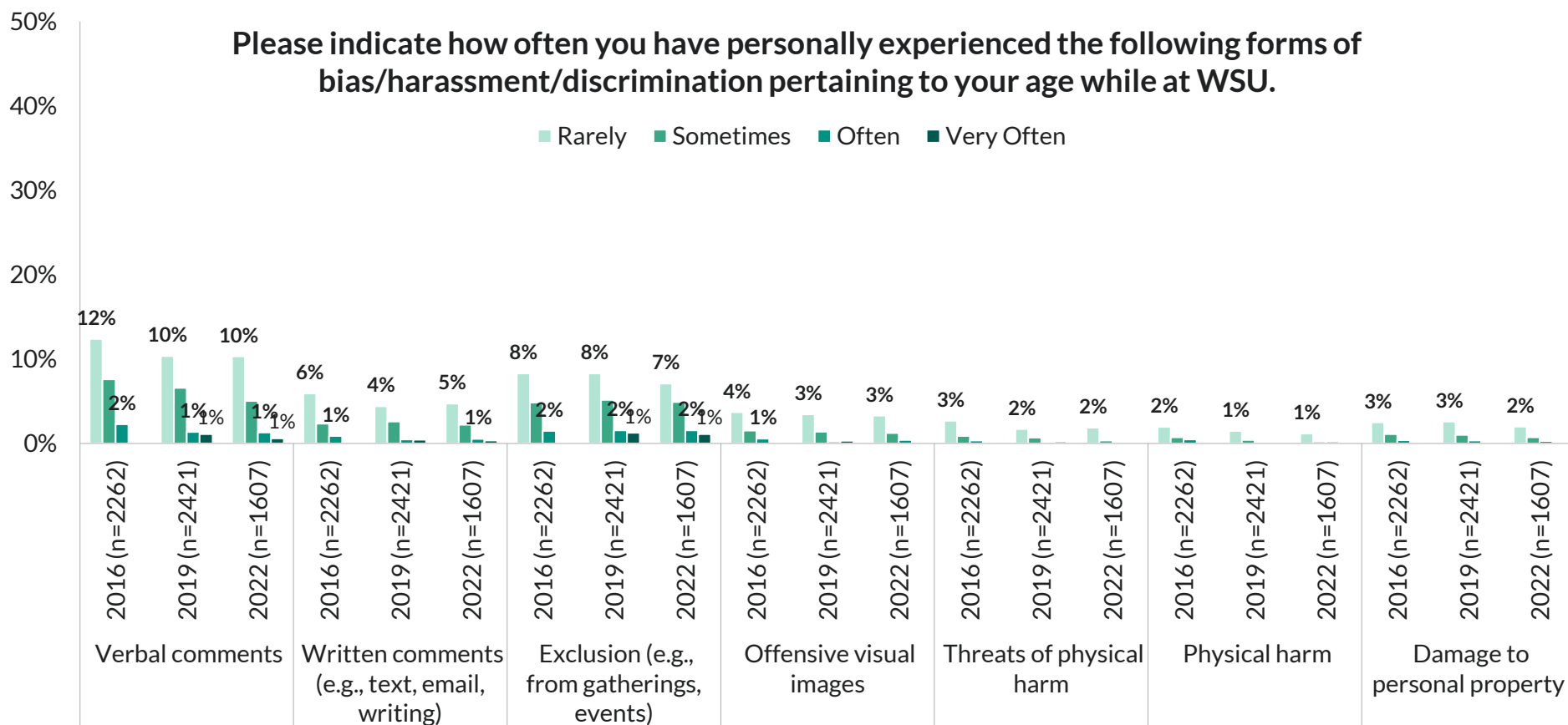
N.b.: The “Never” option has been excluded for the sake of clarity in this figure.

DISCRIMINATION – AGE

Discrimination due to age most commonly manifests in verbal comments and exclusion. Regarding issues of exclusion when it comes to age, respondents indicate they are excluded more in 2022 than reported in the previous iterations of the survey. When segmenting by role, student respondents indicate *never* experiencing issues with offensive visual images, threats of physical harm, physical harm, and damage to personal property, significantly less than staff respondents, while reporting *never* experiencing verbal comments, significantly more than staff.

Please indicate how often you have personally experienced the following forms of bias/harassment/discrimination pertaining to your age while at WSU.

Rarely Sometimes Often Very Often



N.b.: Only 2019 and 2022 respondents saw the “Very Often” option, therefore, results should be interpreted with caution.

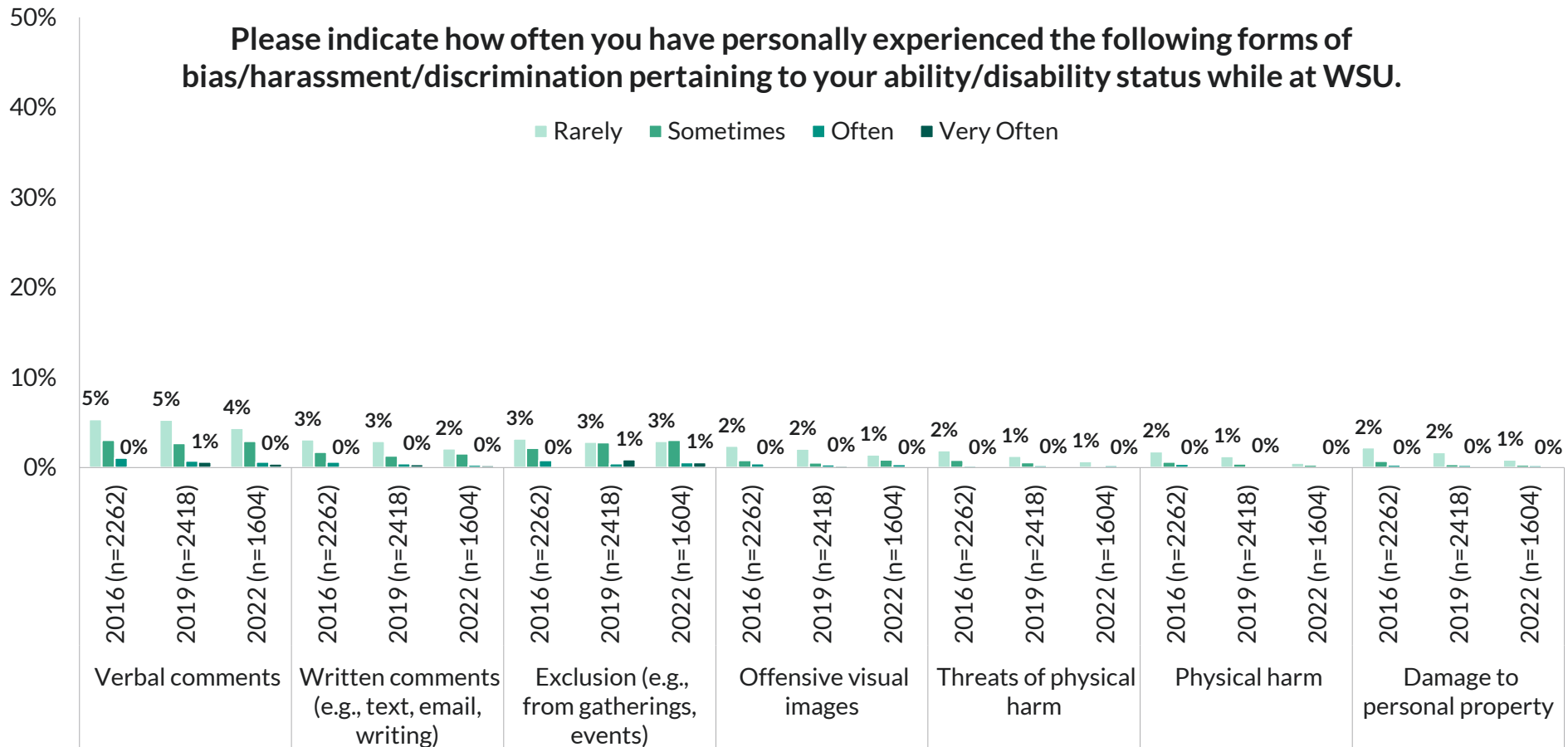
N.b.: The “Never” option has been excluded for the sake of clarity in this figure.

DISCRIMINATION – ABILITY/DISABILITY STATUS

Discrimination due to ability/disability status most commonly manifests in verbal comments and exclusion. There have been no significant changes among the 2016, 2019, and the 2022 iterations of the survey in this regard. When segmenting by role, staff respondents indicate *never* experiencing threats of physical harm, physical harm, or damages to personal property significantly more than their student counterparts.

Please indicate how often you have personally experienced the following forms of bias/harassment/discrimination pertaining to your ability/disability status while at WSU.

Legend: Rarely (lightest green), Sometimes (medium green), Often (darker green), Very Often (darkest green)



N.b.: Only 2019 and 2022 respondents saw the “Very Often” option.

N.b.: The “Never” option has been excluded for the sake of clarity in this figure.

N.b.: Data labels, except for “Rarely” and “Very Often” are removed for readability.

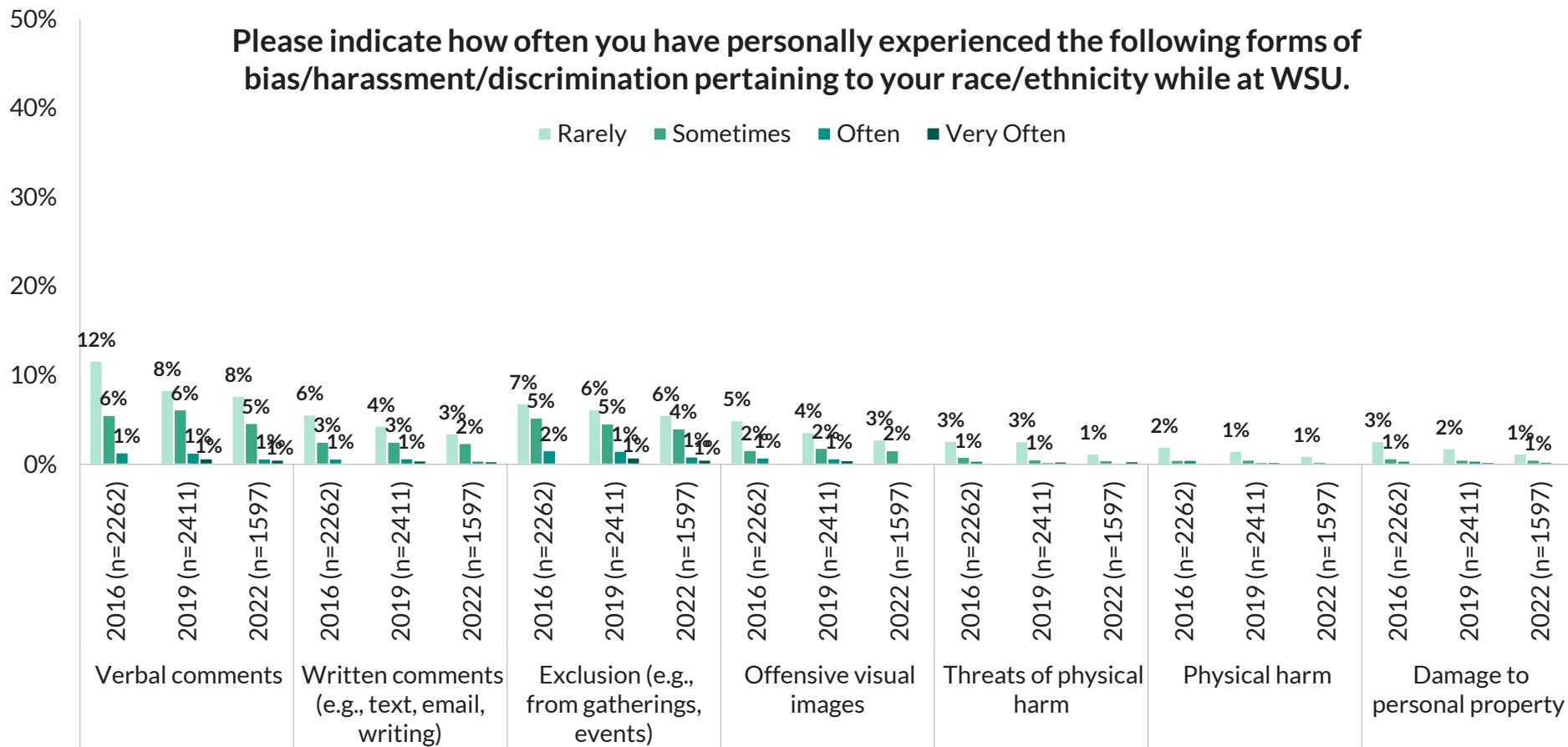


DISCRIMINATION – RACE/ETHNICITY

Discrimination due to race/ethnicity status most commonly manifests in verbal comments and exclusion. There have been no significant changes among the 2016, 2019, and the 2022 iterations of the survey in this regard. When segmenting by race/ethnicity, minority respondents indicate significantly less *never* experiencing issues of verbal comments, written comments, exclusion, and physical harm than their non-minority counterparts.

Please indicate how often you have personally experienced the following forms of bias/harassment/discrimination pertaining to your race/ethnicity while at WSU.

Legend: Rarely (lightest green), Sometimes (medium green), Often (darker green), Very Often (darkest green)



N.b.: Only 2019 and 2022 respondents saw the “Very Often” option, therefore, results should be interpreted with caution.

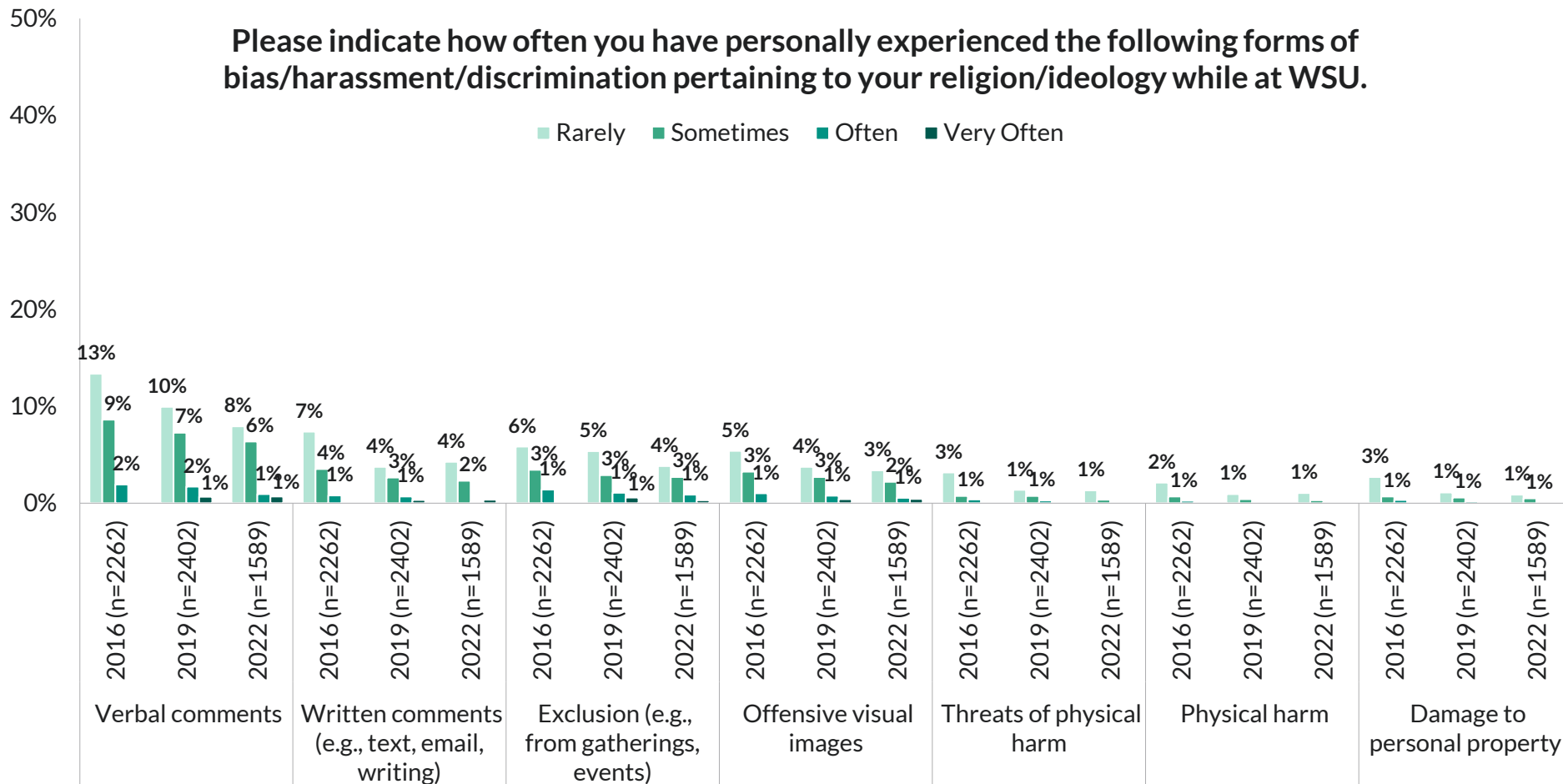
N.b.: The “Never” option has been excluded for the sake of clarity in this figure.

DISCRIMINATION – RELIGION/IDEOLOGY

Discrimination due to religion/ideology most commonly manifests in verbal comments and exclusion. In 2022, more respondents have *never* experienced discrimination in the form of verbal comments than in previous iterations of the survey. The opposite is true for threats of physical harm, physical harm, and damage to personal property.

Please indicate how often you have personally experienced the following forms of bias/harassment/discrimination pertaining to your religion/ideology while at WSU.

Rarely Sometimes Often Very Often



N.b.: Only 2019 and 2022 respondents saw the “Very Often” option, therefore, results should be interpreted with caution.

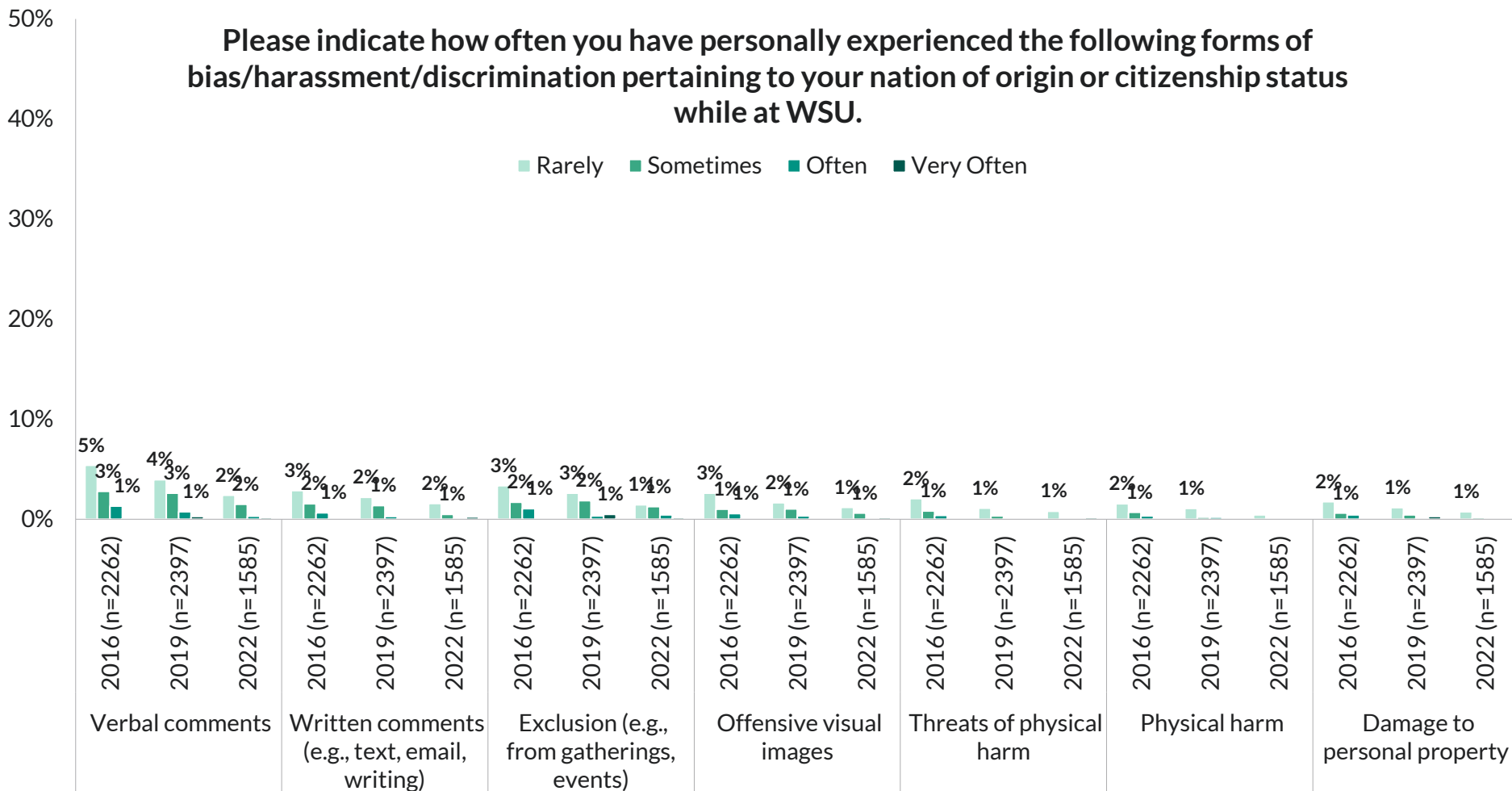
N.b.: The “Never” option has been excluded for the sake of clarity in this figure.

DISCRIMINATION – NATION OF ORIGIN

Discrimination due to nation of origin most commonly manifests in verbal comments and exclusion. There have been no significant changes among the 2016, 2019, and 2022 iterations of the survey in this regard.

Please indicate how often you have personally experienced the following forms of bias/harassment/discrimination pertaining to your nation of origin or citizenship status while at WSU.

Legend: Rarely (lightest green), Sometimes (medium green), Often (darker green), Very Often (darkest green)



N.b.: Only 2019 and 2022 respondents saw the “Very Often” option, therefore, results should be interpreted with caution.

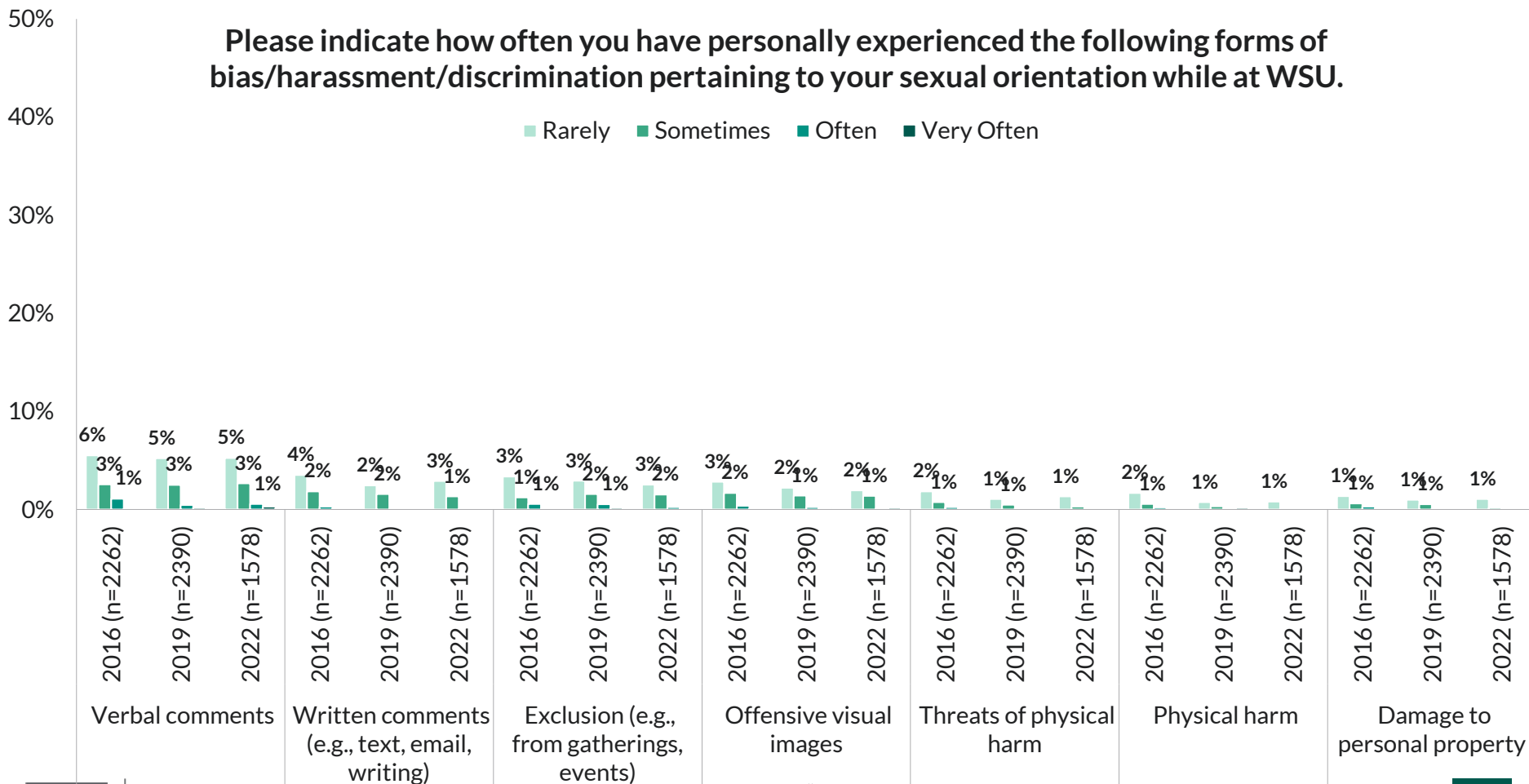
N.b.: The “Never” option has been excluded for the sake of clarity in this figure.

DISCRIMINATION – SEXUAL ORIENTATION

Discrimination due to sexual orientation most commonly manifests in verbal comments and exclusion. There have been no significant changes among the 2016, 2019, and 2022 iterations of the survey in this regard. When segmenting by sexual orientation, heterosexual/straight respondents experience issues with this significantly less than the rest of the respondents.

Please indicate how often you have personally experienced the following forms of bias/harassment/discrimination pertaining to your sexual orientation while at WSU.

Legend: Rarely (lightest green), Sometimes (medium green), Often (darker green), Very Often (darkest green)



N.b.: Only 2019 and 2022 respondents saw the “Very Often” option, therefore, results should be interpreted with caution.

N.b.: The “Never” option has been excluded for the sake of clarity in this figure.

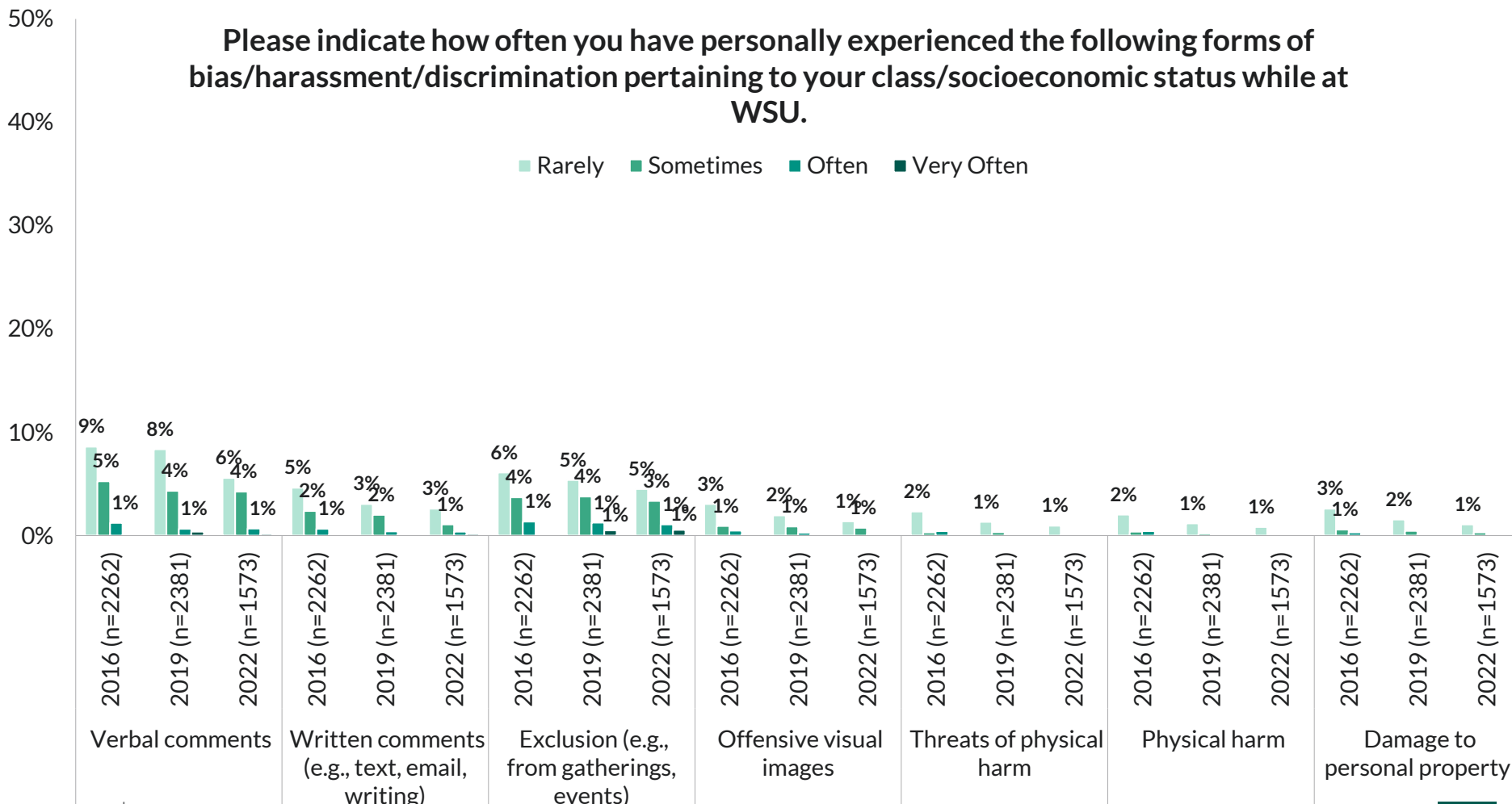


DISCRIMINATION – CLASS/SOCIOECONOMIC STATUS

Discrimination due to class/socioeconomic status most commonly manifests in verbal comments and exclusion. There have been no significant changes among the 2016, 2019, and 2022 iterations of the survey in this regard.

Please indicate how often you have personally experienced the following forms of bias/harassment/discrimination pertaining to your class/socioeconomic status while at WSU.

Legend: Rarely (lightest green), Sometimes (medium green), Often (darker green), Very Often (darkest green)



N.b.: Only 2019 and 2022 respondents saw the “Very Often” option, therefore, results should be interpreted with caution.

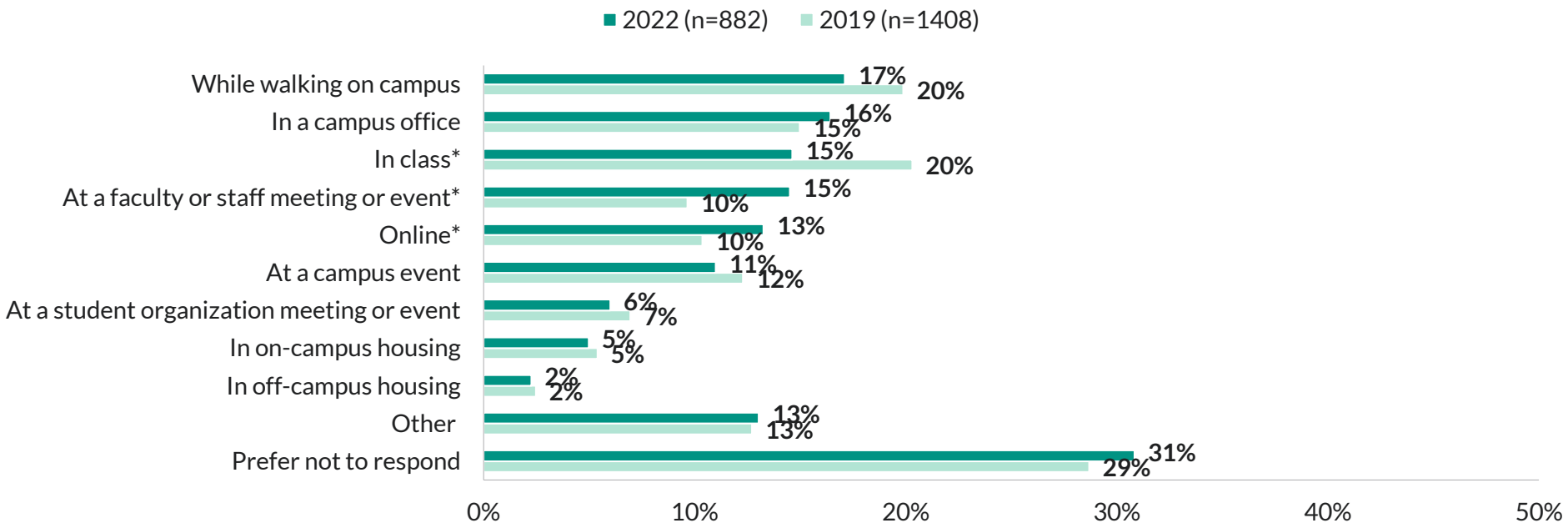
N.b.: The “Never” option has been excluded for the sake of clarity in this figure.



WHERE DISCRIMINATION OCCURS

Respondents indicate that the main places where they experienced instances of bias/harassment/discrimination are while walking on campus, in a campus office, and in class. In the 2022 iteration of the survey, there is a significant decrease in instances of bias/harassment/discrimination *in class* (15%), and a significant increase *at faculty or staff meetings or events* (15%) and *online* (15%). When segmenting by role, staff respondents indicate that they experience instances of bias/harassment/discrimination the most *at faculty or staff meetings or events* (32%), in a campus office (31%), and *at campus events* (13%). For student respondents, the most common places are *while walking on campus* (22%), *in class* (20%), and *online* (16%).

You indicated you have experienced one or more instances of bias/harassment/discrimination. Where did the incident(s) occur? Please select all that apply.



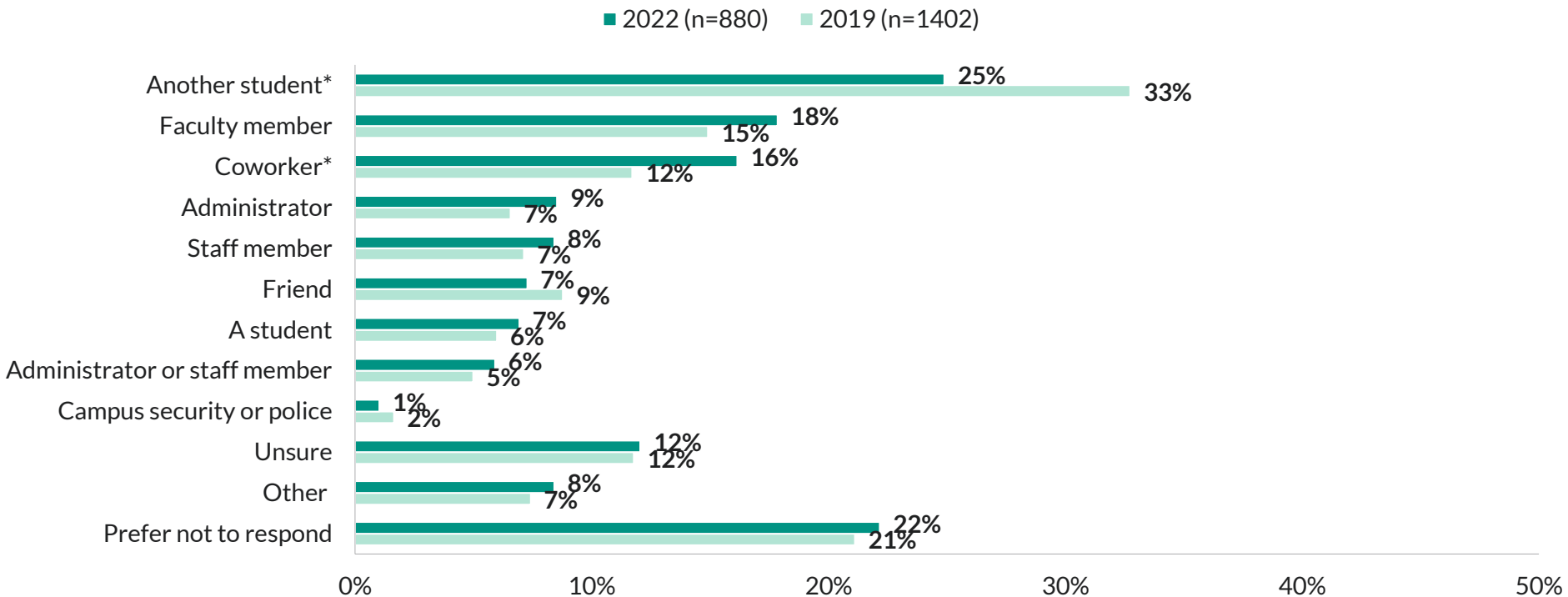
N.b.: Only 2019 and 2022 respondents who indicate experiencing some sort of discrimination saw this question.

N.b.: Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

SOURCES OF DISCRIMINATION

While the main sources of bias/harassment/discrimination are the same in 2022 and 2019, there has been a shift in the degree to which each source contributes to the problem. Namely, there is a significant decrease in the share of 2022 respondents who indicate *another student* is the source of the bias/harassment/discrimination (25%). On the other hand, there is a significant increase in the share of respondents who indicate that *coworkers* are the source of bias/harassment/discrimination (16%). There is also a slight increase in the share of respondents who indicate *faculty members* (18%) are the source of the problem.

What was the source of the bias/harassment/discrimination? Please select all that apply.



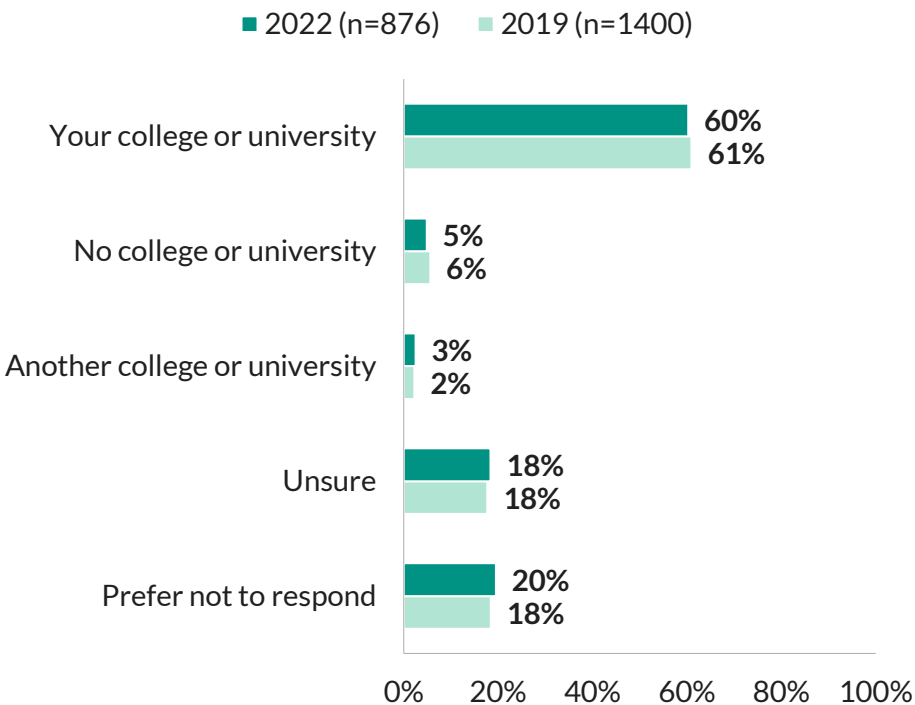
N.b.: Only 2019 and 2022 respondents who indicate experiencing some sort of discrimination saw this question.

N.b.: Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

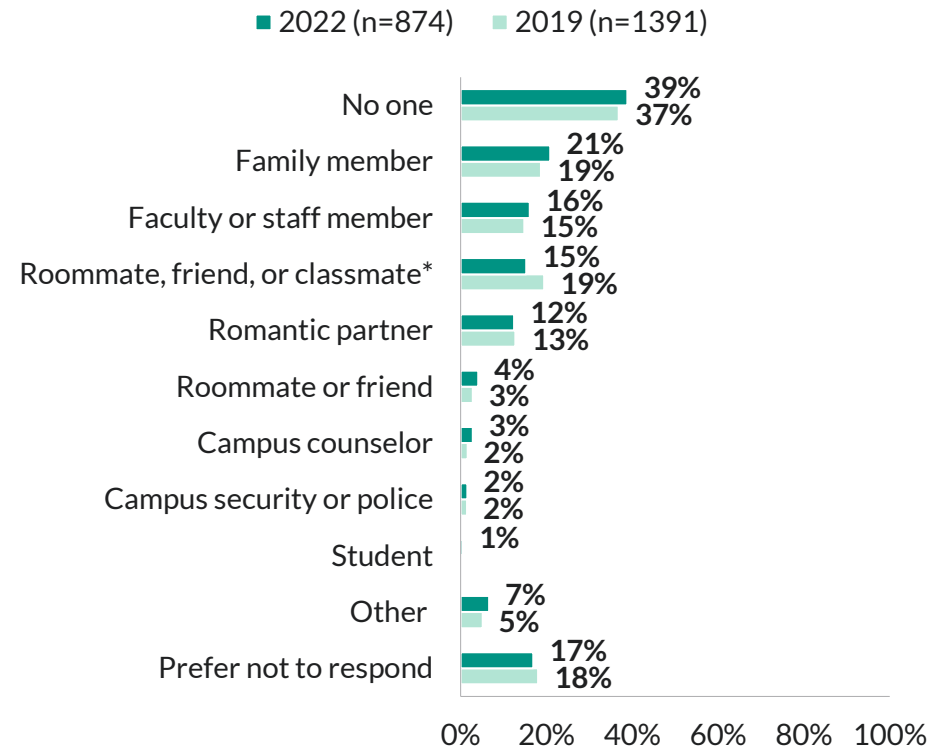
AFTER THE INCIDENT

While most respondents know what the source of the bias/harassment/discrimination was, they decided not to tell anyone about the incident(s). Of the 2022 respondents, 60% indicate the source of the bias/harassment/discrimination was in *their college or university*, while 18% indicate *being unsure* and an additional 20% *preferring not to respond*. However, when asked who they told about the incident, 39% report not telling *anyone*.

What was the source of the bias/harassment/discrimination? Please select all that apply.



Who did you tell about the incident(s)? Please select all that apply.



N.b.: Only 2019 and 2022 respondents who indicate experiencing some sort of discrimination saw this question.

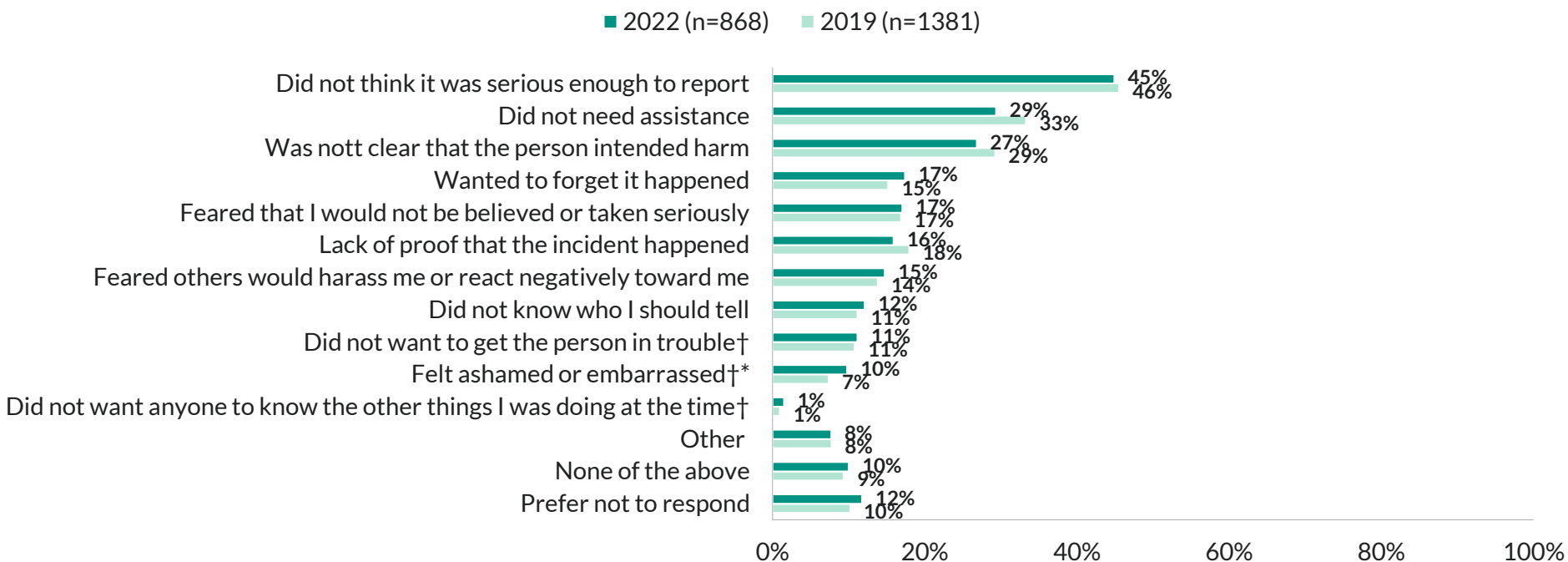
N.b.: Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).



DECIDING WHETHER TO REPORT

The main reasons for not sharing or reporting an incident all have to do with the person downplaying their experience. Almost half of 2022 respondents indicate they *did not think their experience was serious enough to report* (45%). This is followed by them *not needing assistance* (29%), and *not being clear that the person intended harm* (27%). Female respondents are significantly more likely to indicate that they *did not think their experience was serious enough to report* (50%), that *it was not clear the person intended harm* (32%), that they *wanted to forget it happened* (20%), and that they *feared that they would not be believed or taken seriously* (20%).

Did any of the following thoughts or concerns cross your mind when you were deciding whether or not to share or report your experience(s)? Please select all that apply.



N.b.: Only 2019 and 2022 respondents who indicate experiencing some sort of discrimination saw this question.

N.b.: Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

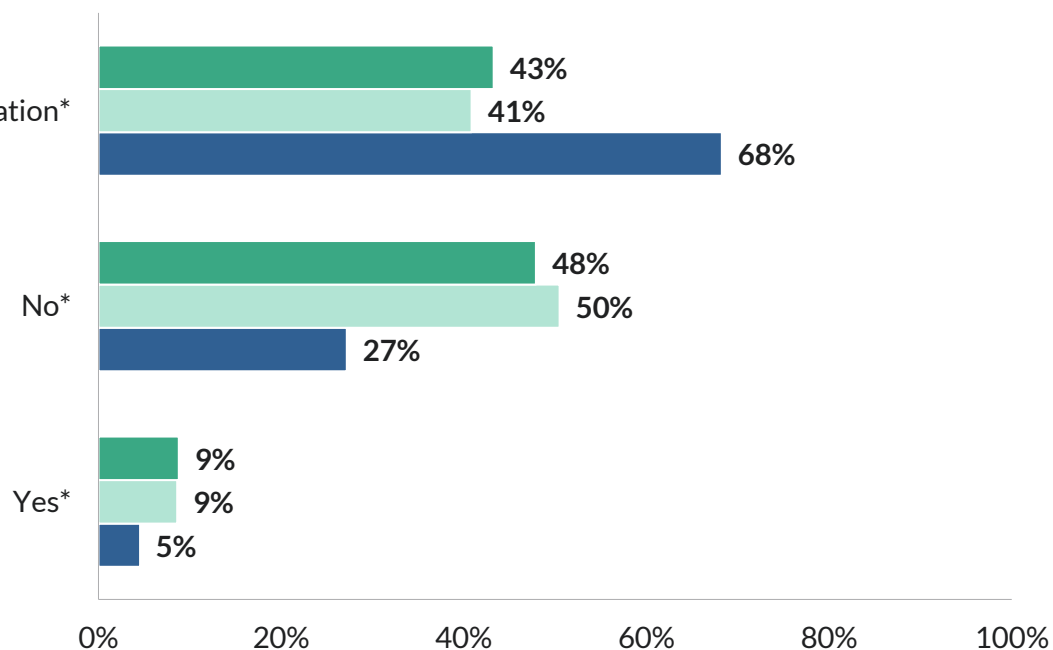
EXPERIENCE OF DISCRIMINATION

About as many respondents indicate *not* having experienced an instance of bias/harassment/discrimination or *not* reporting one in the 2022 iteration of the survey as respondents in the 2019 iteration. Staff respondents report instances of bias/harassment/discrimination significantly more (13%) than student respondents (6%). When segmenting by gender, male respondents indicate *not* experiencing instances of bias/harassment/discrimination significantly more (49%) than female respondents (41%) or non-binary/gender non-conforming respondents (28%). When segmenting by religion, there is a significant variation in the occurrence of bias/harassment/discrimination.

Have you ever reported a personal experience of bias/harassment/discrimination?

■ 2022 (n=1555) ■ 2019 (n=2343) ■ 2016 (n=2262)

I have not experienced an instance of bias/harassment/discrimination*



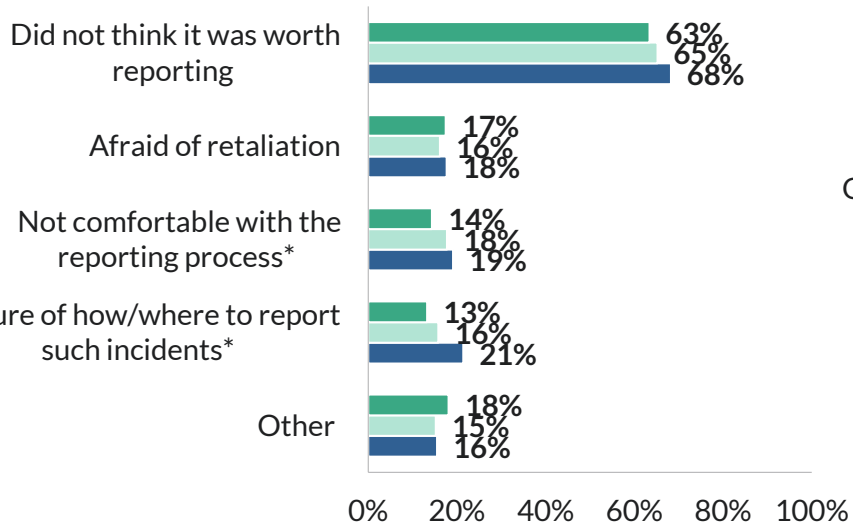
N.b.: Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

REPORTING BIAS/HARASSMENT/DISCRIMINATION

The reasons for not reporting bias/harassment/discrimination, and the resources used when reporting remain overall consistent across the three iterations of the survey. Most respondents who decided not to report did so because they *did not think the incident was worth reporting* (63%). This is seen significantly more among student respondents (70%, as opposed to 56% of staff respondents), among non-binary/gender non-conforming respondents (76%, as opposed to 64% of female and 66% of male respondents), and among White and Hispanic, Latino, and Chicano respondents (68% and 73%, as opposed to 37% of Black/African American respondents). The reporting mechanisms are generally consistent among the different segmentations and among the three iterations of the survey.

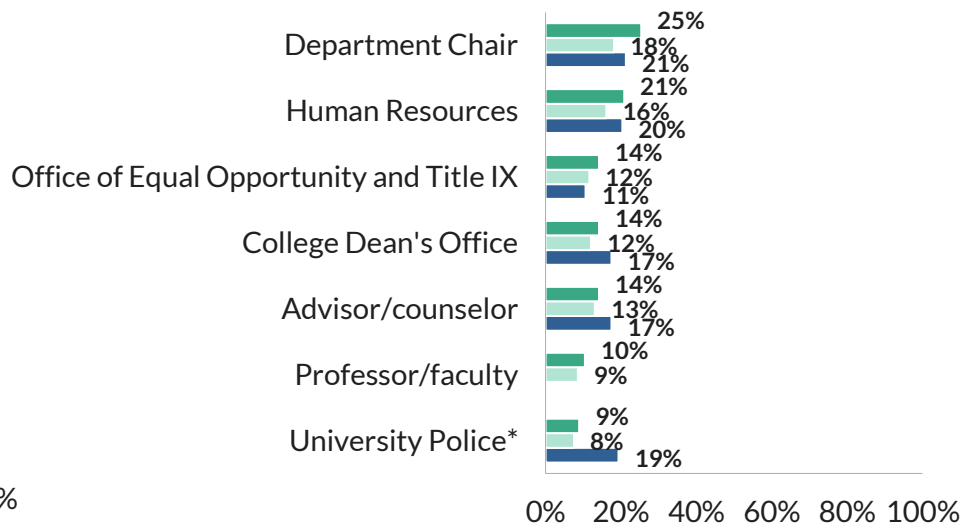
Why did you decide not to report? Please select all that apply.

■ 2022 (n=744) ■ 2019 (n=1176) ■ 2016 (n=611)



Who did you speak with to report an instance of bias/harassment/discrimination? Please select all that apply.

■ 2022 (n=134) ■ 2019 (n=198) ■ 2016 (n=103)



N.b.: Only respondents who indicate experiencing some sort of discrimination saw this question.

N.b.: The figure on the right displays the top 7 response options. Full list in the data supplement.

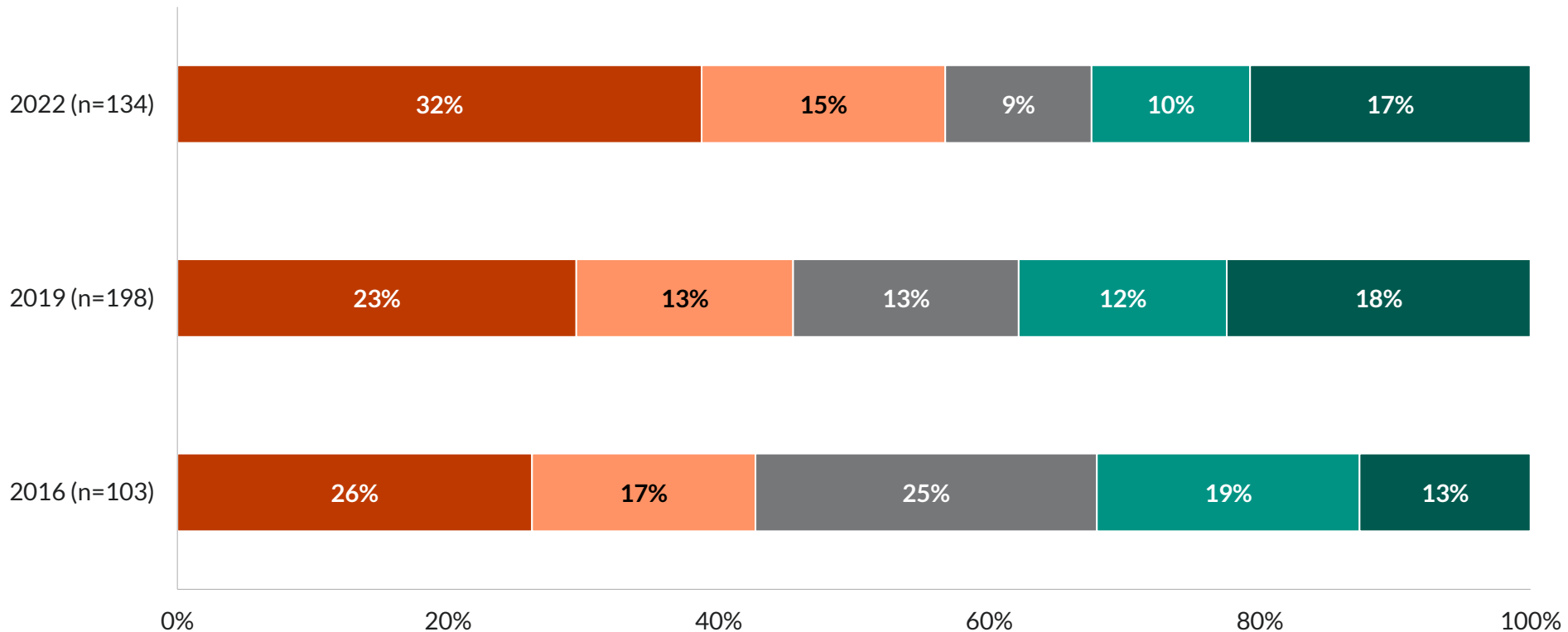
N.b.: Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

SATISFACTION WITH HANDLING OF REPORT

Respondent satisfaction with how their reports have been handled has decreased. There is a slight tendency toward more respondents feeling somewhat or completely dissatisfied with how their reports were handled, with 47% of respondents indicating dissatisfaction.

How satisfied were you with how your report was handled?

■ Completely Dissatisfied ■ Somewhat Dissatisfied ■ Neither Satisfied nor Dissatisfied* ■ Somewhat Satisfied* ■ Completely Satisfied

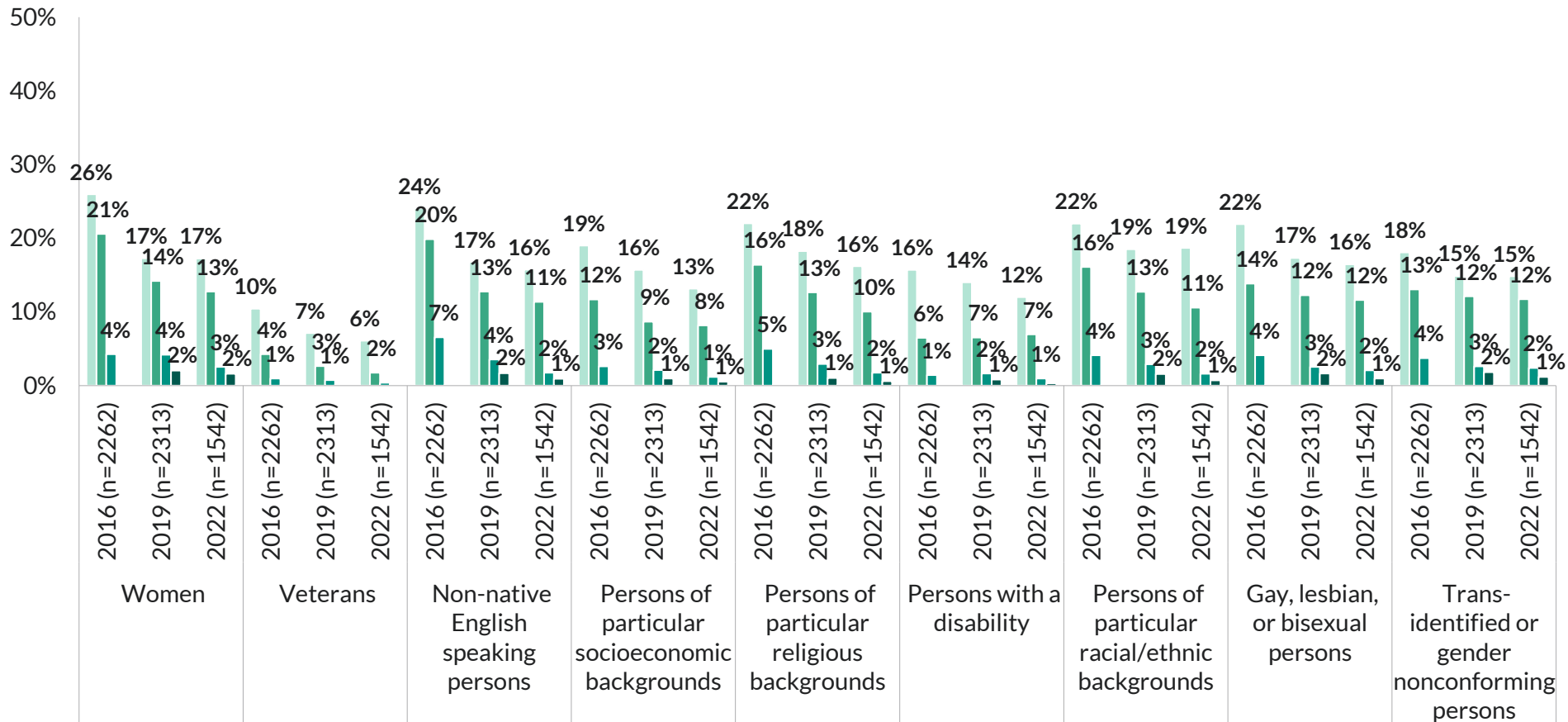


SECTION III: DIVERSITY-RELATED ISSUES - WITNESSED

FREQUENCY OF INSENSITIVE REMARKS - STUDENTS

How often have you heard a WSU student make an offensive or insensitive remark about:

■ Rarely
 ■ Sometimes
 ■ Often
 ■ Very Often



N.b.: Only 2019 and 2022 respondents saw the “Very Often” option, therefore, results should be interpreted with caution.

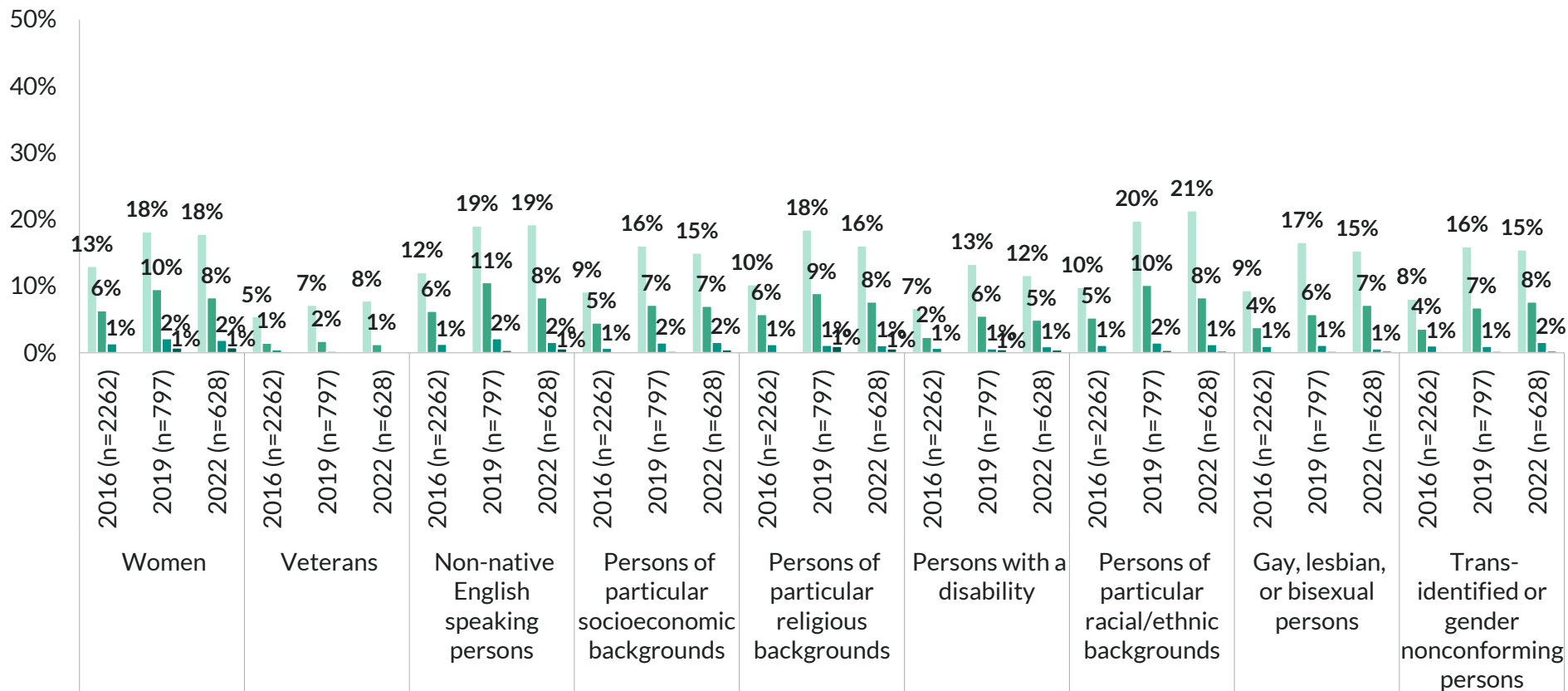
N.b.: The “Never” option has been excluded for the sake of clarity in this figure.



FREQUENCY OF INSENSITIVE REMARKS - FACULTY

How often have you heard a WSU staff member make an offensive or insensitive remark about: (Staff)

■ Rarely ■ Sometimes ■ Often ■ Very Often



N.b.: Only 2019 and 2022 respondents saw the “Very Often” option, therefore, results should be interpreted with caution.

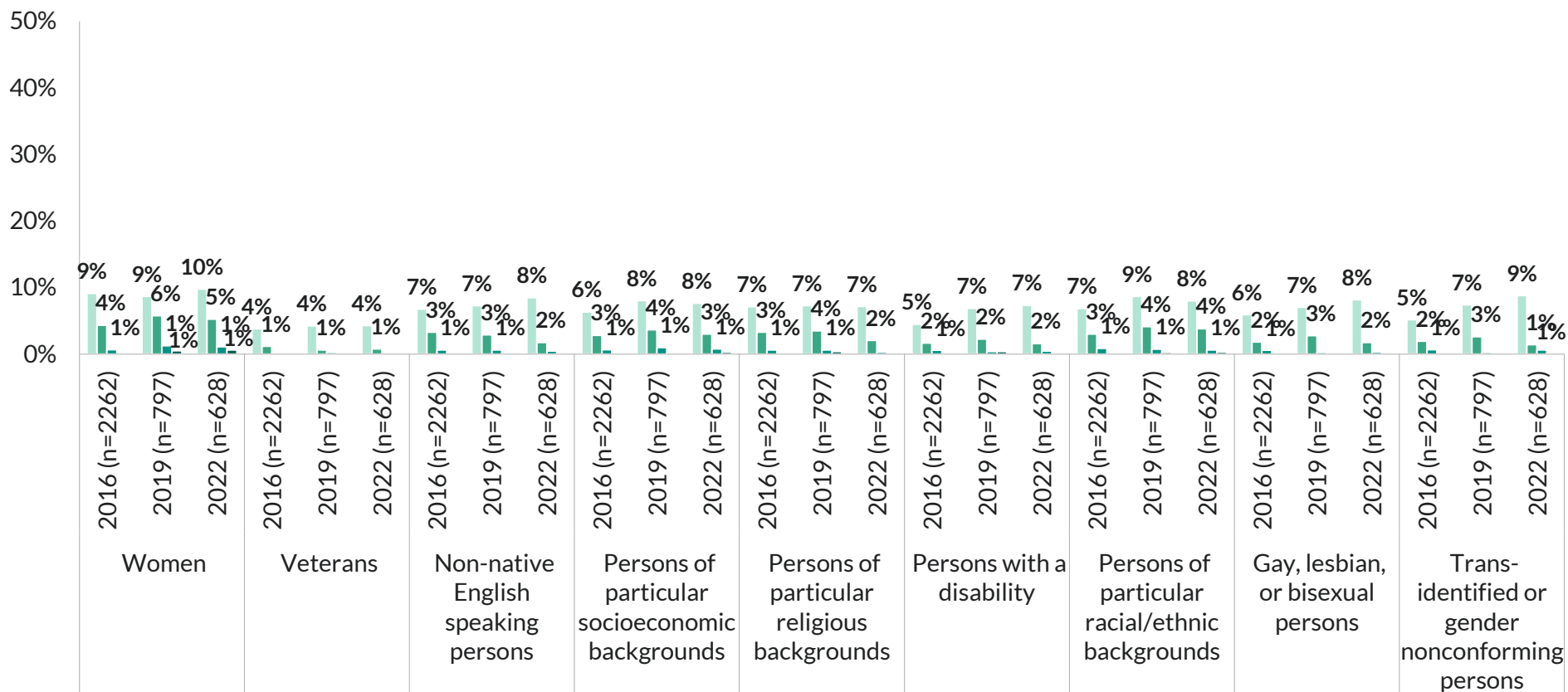
N.b.: The “Never” option has been excluded for the sake of clarity in this figure.



FREQUENCY OF INSENSITIVE REMARKS - ADMINISTRATOR

How often have you heard a WSU administrator make an offensive or insensitive remark about: (Staff)

■ Rarely
 ■ Sometimes
 ■ Often
 ■ Very Often



N.b.: Only 2019 and 2022 respondents saw the “Very Often” option, therefore, results should be interpreted with caution.

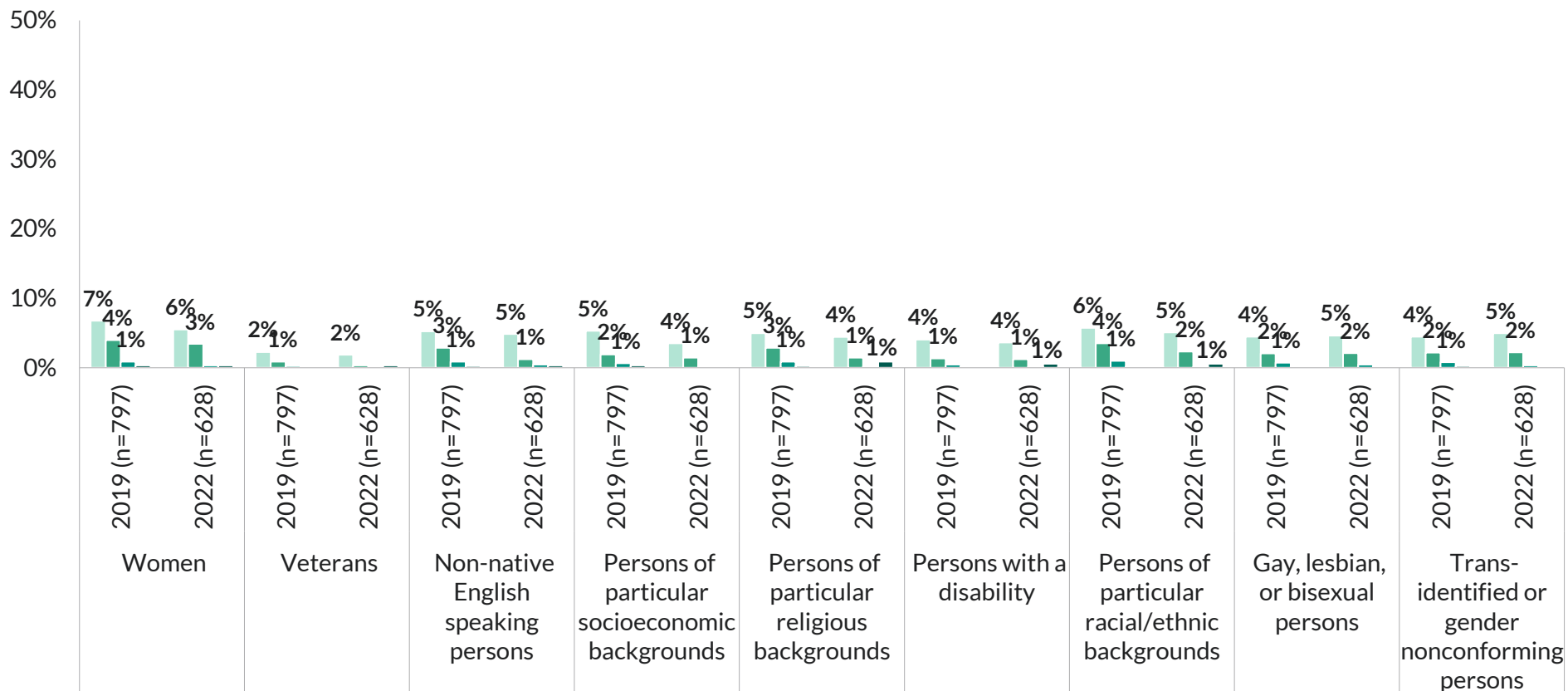
N.b.: The “Never” option has been excluded for the sake of clarity in this figure.



FREQUENCY OF INSENSITIVE REMARKS - STAFF

How often have you heard a WSU staff member make an offensive or insensitive remark about: (Students)

■ Rarely ■ Sometimes ■ Often ■ Very Often



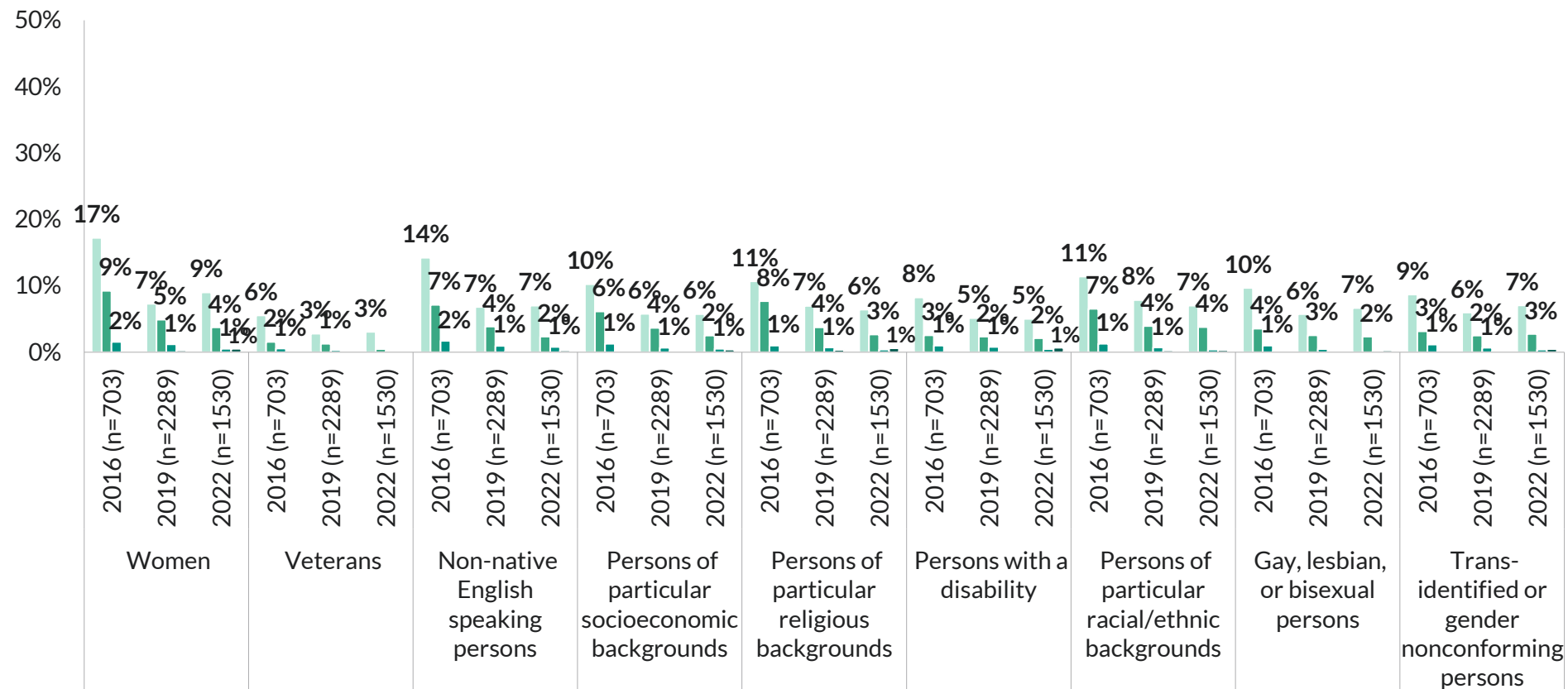
N.b.: Only 2019 and 2022 respondents saw the “Very Often” option, therefore, results should be interpreted with caution.

N.b.: The “Never” option has been excluded for the sake of clarity in this figure.

FREQUENCY OF INSENSITIVE REMARKS - FACULTY

How often have you heard a WSU faculty member make an offensive or insensitive remark about:

■ Rarely
 ■ Sometimes
 ■ Often
 ■ Very Often



N.b.: Only 2019 and 2022 respondents saw the “Very Often” option, therefore, results should be interpreted with caution.

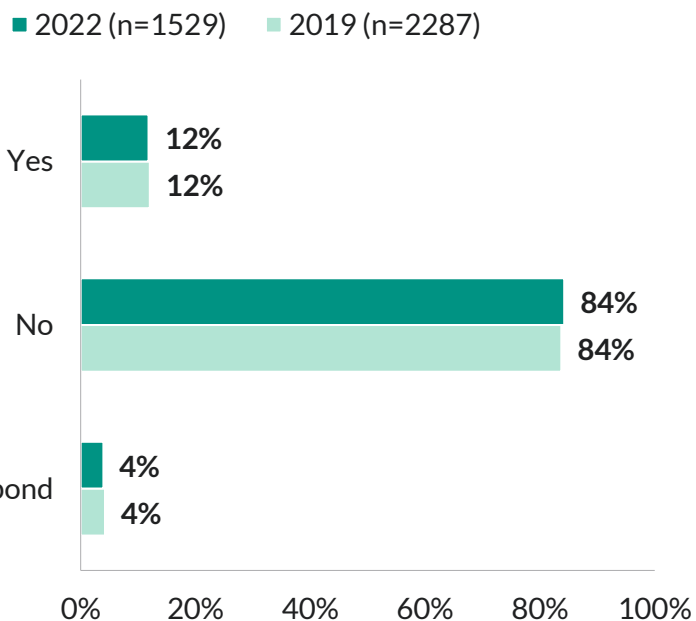
N.b.: The “Never” option has been excluded for the sake of clarity in this figure.



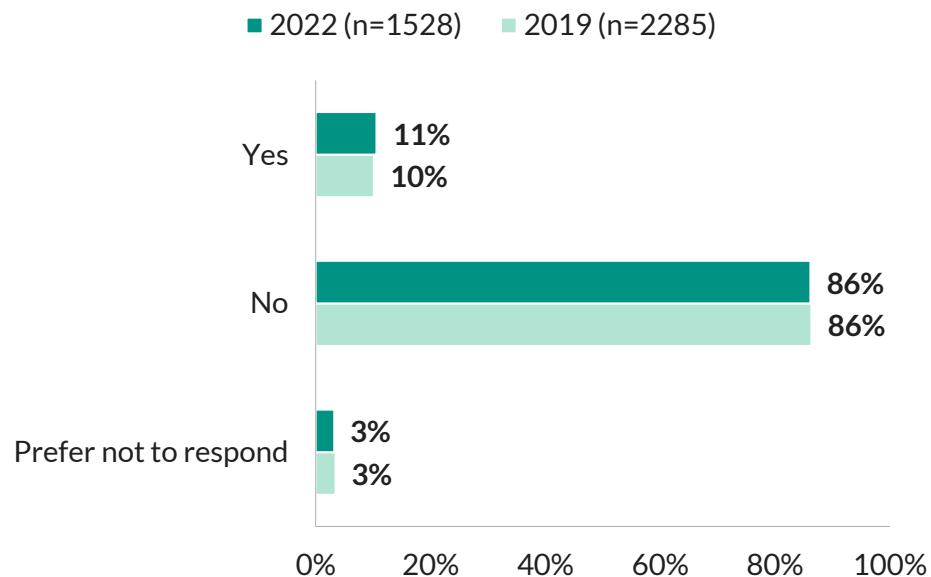
OBSERVING/HEARING DISCRIMINATION

Most respondents have not been a confidante to a victim of harassment or discrimination, nor witnessed such an instance on campus. When segmenting 2022 respondents by role, significantly more staff respondents indicate having observed an instance of harassment or discrimination (12%) than student respondents (9%). Non-binary/Gender non-conforming respondents indicate having a friend confide in them about an instance of harassment or discrimination significantly more (22%) than their male (10%) or female (13%) counterparts.

Since the beginning of the current school year (Fall 2021), have you had a friend or acquaintance tell you that they were the victim of harassment or discrimination?



Since the beginning of the school year (Fall 2021) have you observed someone on campus being shunned, ignored, or intimidated, or treated in an offensive, or hostile manner?

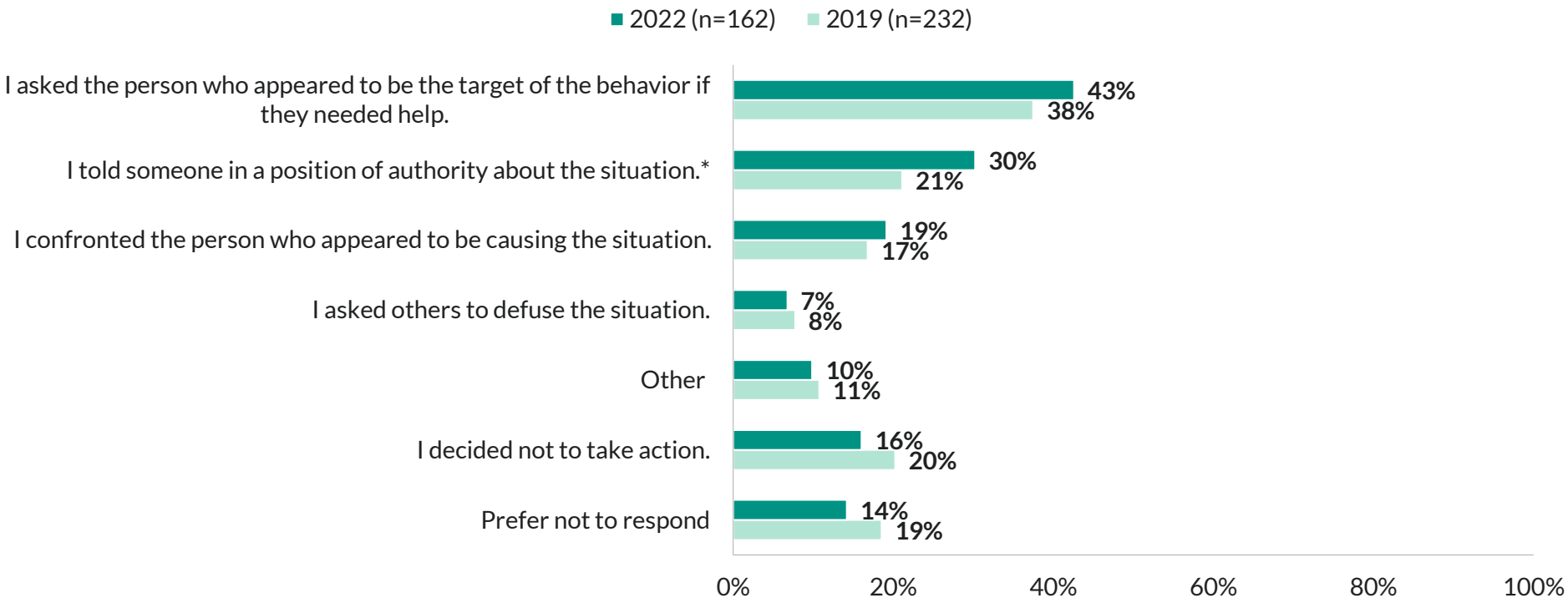


N.b.: Only 2019 and 2022 respondents saw these questions.

HOW THEY RESPONDED

When asked about their response to observing an instance of harassment or discrimination, 2022 respondents mostly reached out to the victim (43%), to a person in a position of authority (30%), or to the person causing the situation (19%). Significantly more respondents in the 2022 iteration of the survey indicate *having told someone in a position of authority about the situation* (30%) than their 2019 counterparts. Moreover, there seems to be a trend in favor of taking action when observing an instance of harassment or discrimination. When segmenting by role, student respondents indicate *they decided not to take action* significantly more (23%) than their staff counterparts (9%).

In response to this situation: Please select all that apply.



N.b.: Only 2019 and 2022 respondents who indicate observing some sort of discrimination saw this question.

N.b.: Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

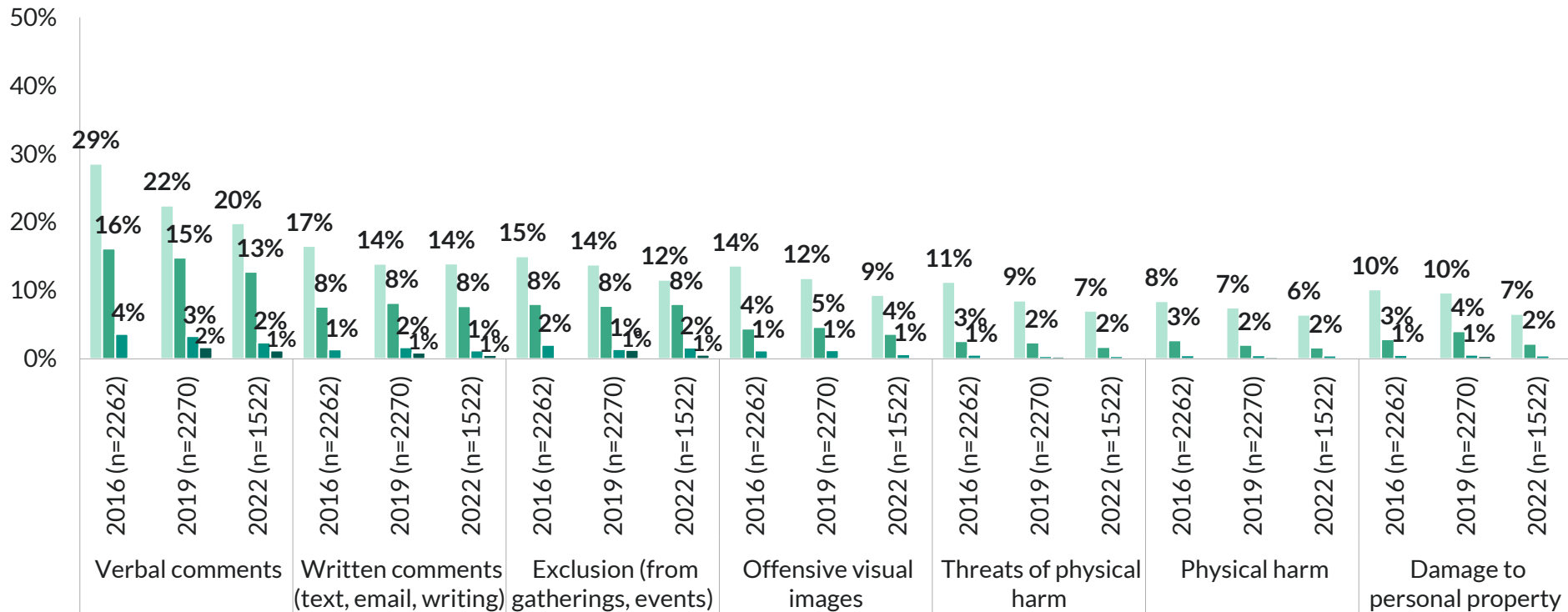


FREQUENCY OF WITNESSING DISCRIMINATION

Respondents most often have witnessed or heard of bias/harassment/discrimination in the form of verbal comments. Across the board, and significantly with regards to verbal comments, there is a decreasing trend in witnessing instances of bias/harassment/discrimination at WSU.

How often have you witnessed or heard about the following forms of bias/harassment/discrimination at WSU?

■ Rarely ■ Sometimes ■ Often ■ Very Often



N.b.: Only 2019 and 2022 respondents saw the “Very Often” option, therefore, results should be interpreted with caution.

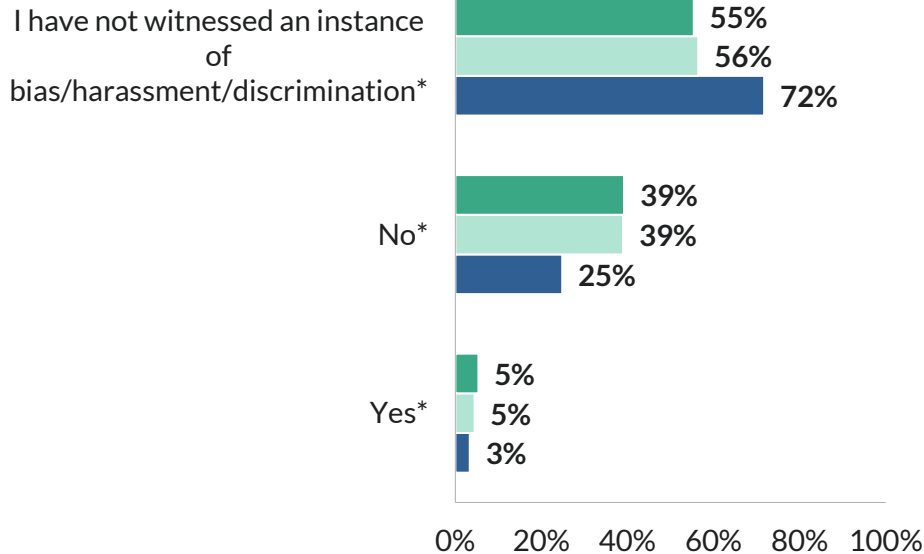
N.b.: The “Never” option has been excluded for the sake of clarity in this figure.

REPORTING WITNESSED HARASSMENT

Respondents in the 2022 iteration of the survey are on par with their 2019 counterparts when it comes to having witnessed and reported an incident of bias/harassment/discrimination. Over half of the 2022 respondents (55%) indicate not having witnessed an instance of bias/harassment/discrimination. Only 5% of respondents indicate reporting a witnessed incident of bias/harassment/discrimination. When asked why they decided not to report, the 39% of respondents who did not report pointed primarily to *not thinking it was worth reporting* (40%) and *other reasons* (30%).

Have you ever reported an incident of bias/harassment/discrimination that you witnessed?

■ 2022 (n=1522) ■ 2019 (n=2263) ■ 2016 (n=2262)



Why did you decide not to report? Please select all that apply.

■ 2022 (n=595) ■ 2019 (n=880) ■ 2016 (n=559)



N.b.: Only respondents who did not report an incident saw the question on the right.

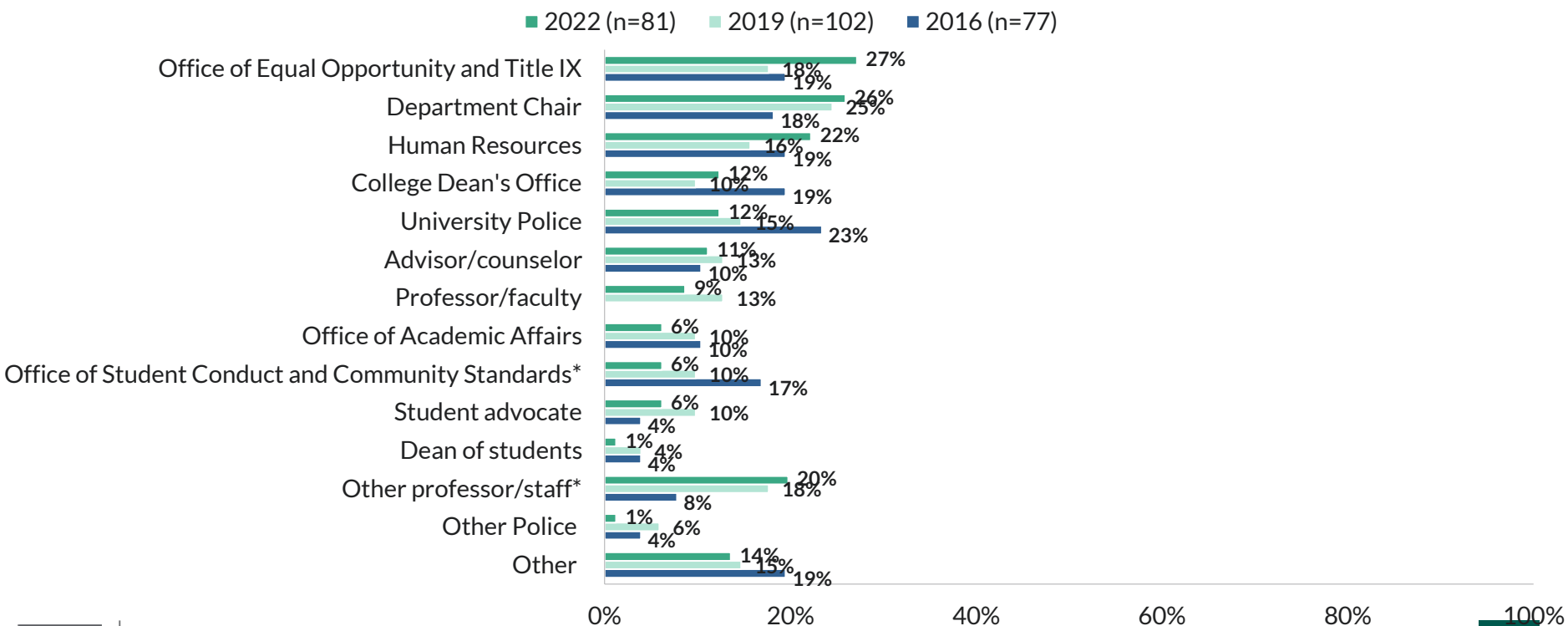
N.b.: Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).



WHO THEY REPORTED DISCRIMINATION TO

Respondents turn to the Office of Equal Opportunity and Title IX, their department chair, or to human resources to report an instance of bias/harassment/discrimination. Respondents in the 2022 iteration of the survey are more likely to report an incident to the *Office of Equal Opportunity and Title IX* (27%) than their counterparts from the previous iterations of the survey. The same is true of reporting to the *department chair* (26%). Male respondents are significantly more likely to report an incident to *human resources* (43%) than their female counterparts (15%).

Who did you speak with to report an instance of bias/harassment/discrimination? Please select all that apply.



N.b.: Only respondents who reported an instance of discrimination that they witnessed saw this question

N.b.: Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

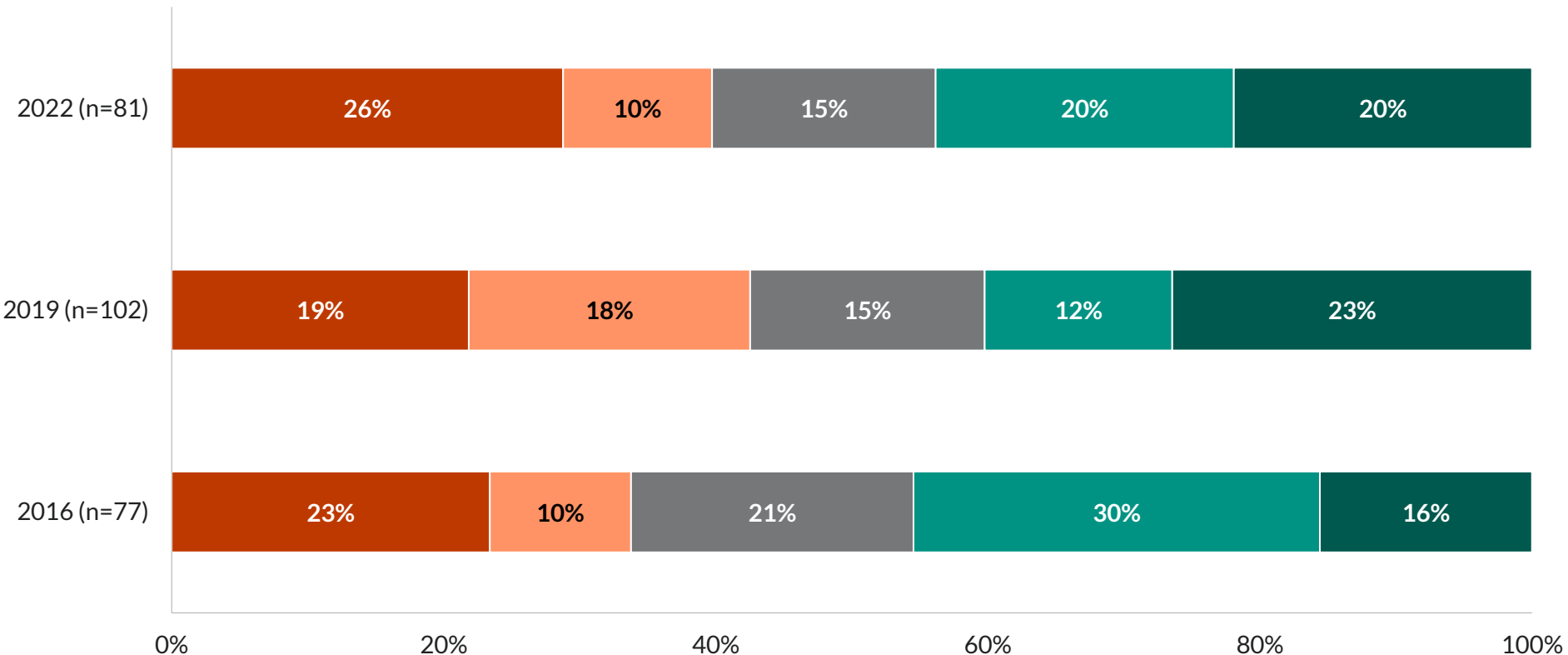


SATISFACTION WITH HOW REPORT WAS HANDLED

Overall, the level of satisfaction with how reports are handled remained similar across all three iterations of the survey. When segmenting by role, staff respondents are significantly more completely dissatisfied (34%) than their student counterparts (5%).

How satisfied were you with how your report was handled?

■ Completely Dissatisfied ■ Somewhat Dissatisfied ■ Neither Satisfied nor Dissatisfied ■ Somewhat Satisfied* ■ Completely Satisfied

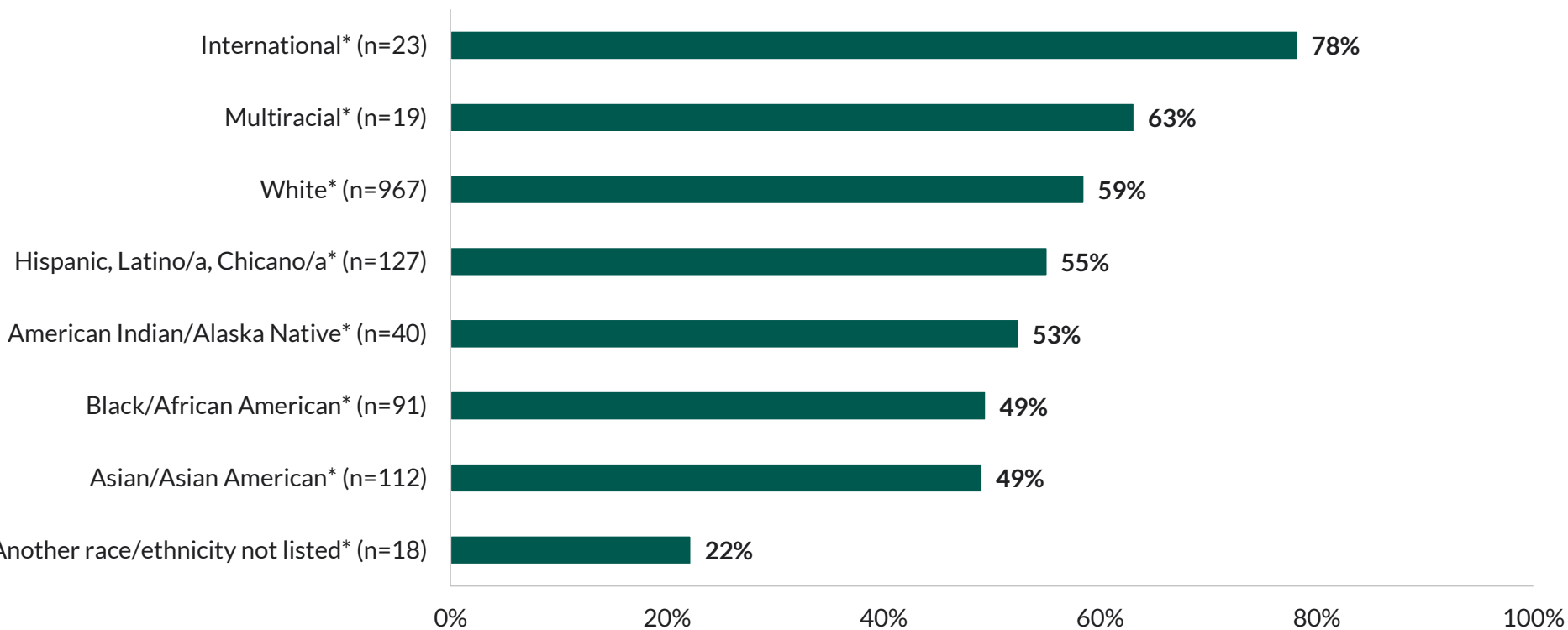


EFFECTIVENESS OF HOW WSU ADDRESSES DIVERSITY

There is a very slight negative trend when it comes to the perceived effectiveness in addressing diversity-related issues. Most respondents consider WSU's response to be somewhat or very effective (56% in 2022; 57% in 2019; 66% in 2016). When segmenting by race/ethnicity, international, multiracial, and white respondents indicate higher levels of perceived effectiveness than the overall average.

Based on your experiences and perceptions, how effectively has WSU addressed diversity-related issues? (2022)

% Somewhat + Very Effectively



N.b.: Only respondents who reported an instance of discrimination that they witnessed saw this question.

N.b.: Conclusions drawn from a small sample size (n<20) should be interpreted with caution.

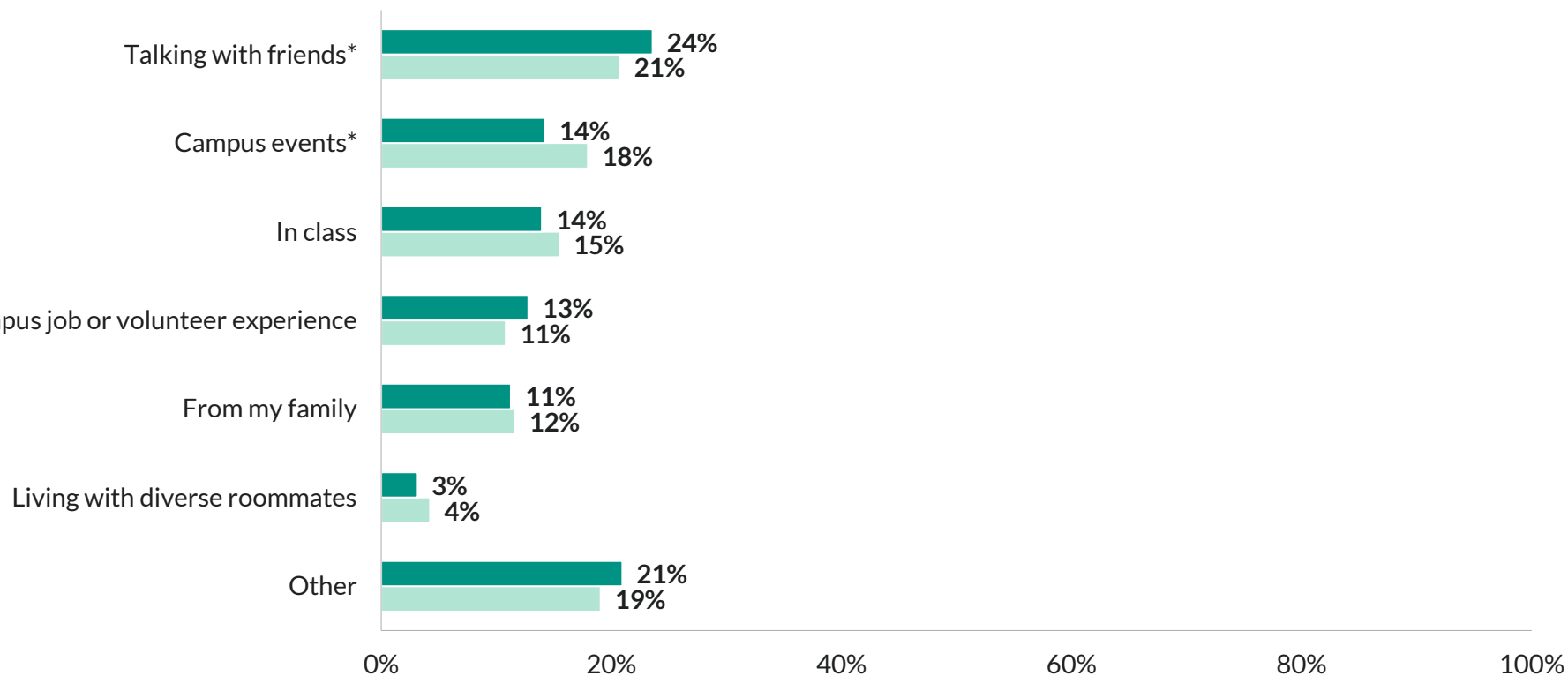
N.b.: Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

DIVERSITY AND EXPERIENCE AT WSU

Respondents most commonly report learning about diversity through talking with friends and campus events. Respondents in the 2022 iteration of the survey are significantly more likely to learn by *talking with friends* (24%) but are significantly less likely to learn through *campus events* (14%) than their 2019 counterparts.

How have you primarily learned about or become more aware of diversity?

■ 2022 (n=1517) ■ 2019 (n=2254)



N.b.: Only 2019 and 2022 respondents saw this question.

N.b.: Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

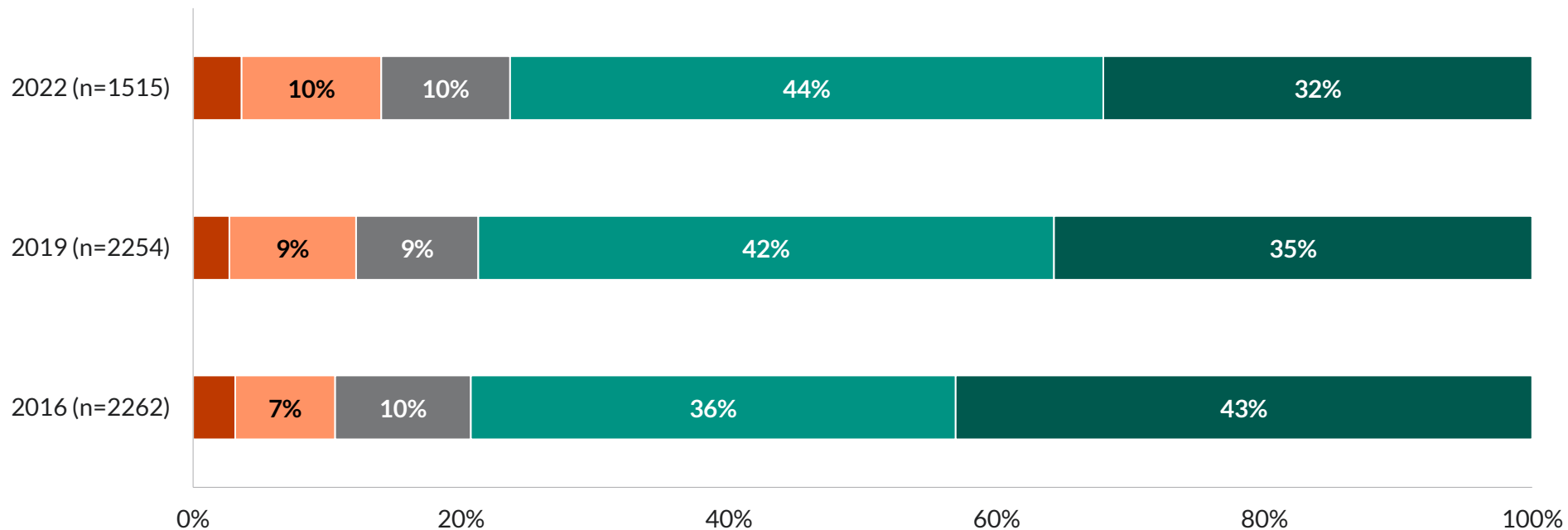


RATING OVERALL EXPERIENCE AT WSU

Respondents continue to report an overall positive level of satisfaction with their experience at WSU, though there is a slight negative trend in this regard. Three-fourths of 2022 respondents (75%) indicate being somewhat or completely satisfied with their experience at WSU, as compared to 78% in 2019 and 79% in 2016. When segmenting by role, student respondents are significantly more satisfied with WSU (79%) than their staff counterparts (70%). Moreover, female students are significantly more satisfied (78%) than their male counterparts (72%).

Please rate your overall level of satisfaction with your experience at WSU.

- Completely Dissatisfied
- Somewhat Dissatisfied*
- Neither Satisfied nor Dissatisfied
- Somewhat Satisfied*
- Completely Satisfied*



N.b.: Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

IMPORTANCE TO CHANGING ENVIRONMENT

According to respondents, *providing a clear and fair process to resolve conflicts* (77%), *career development opportunities* (72%), *access to counseling* (69%), and *mentorship to new faculty and staff* (67%) are most important to changing the environment at WSU. These are consistent findings with prior iterations of the survey.

How important to changing the environment at WSU is each of the following: (n=611-1501) % Very + Extremely Important



N.b.: The scale for this question was changed in 2019.

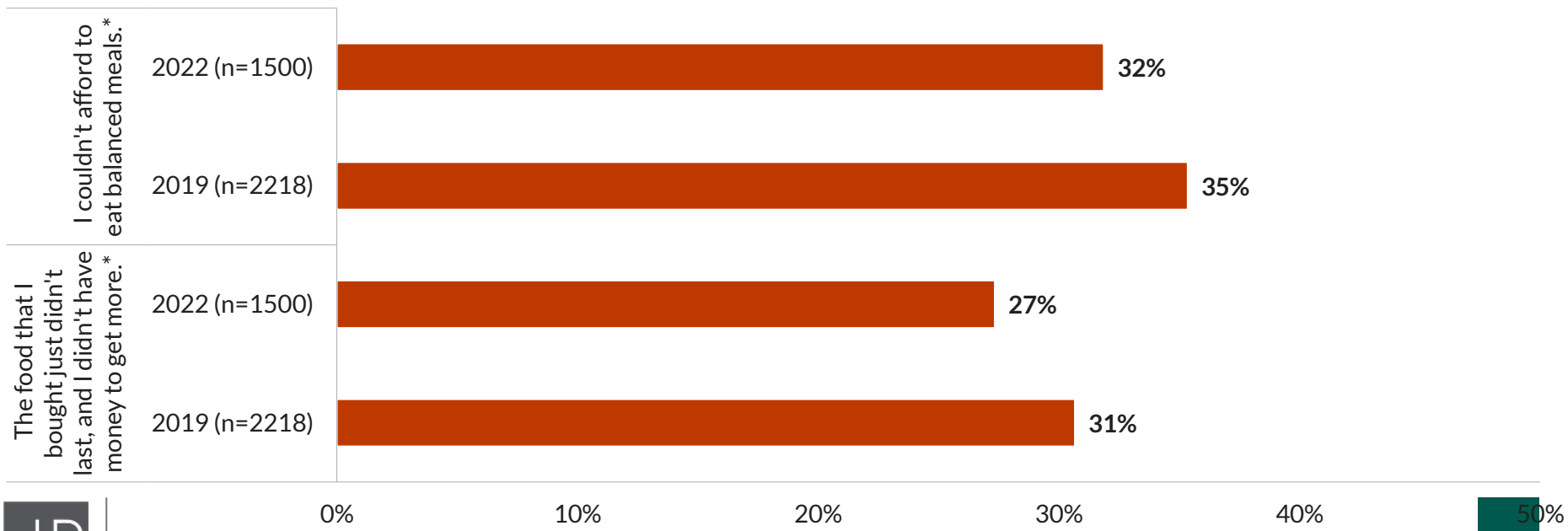


SECTION IV: BASIC NEEDS SECURITY

FOOD SECURITY

About one-third of respondents indicate not having enough money for food or not being able to afford a balanced meal. While there is a significant decrease across both of these measures, a considerable portion of respondents still experience these issues. When segmenting 2022 respondents by role, the issue is driven by student respondents. As many as 41% of student respondents indicate sometimes or often *not being able to afford to eat balanced meals* and 35% indicate *that the food they bought wasn't enough and they didn't have the money to buy more*. These are also problems that significantly affect minority respondents more than their white counterparts, and some non-Christian respondents more than their Christian counterparts.

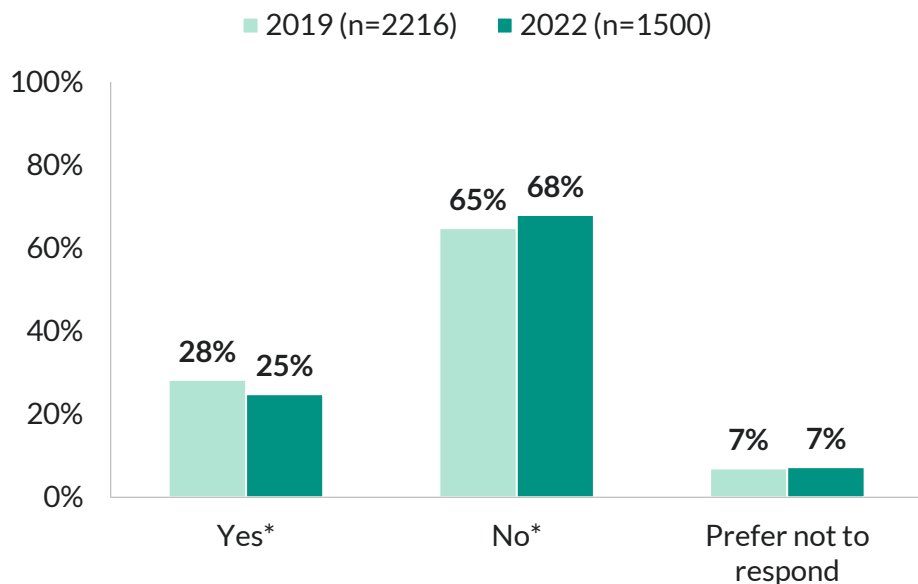
How frequently have the following been true since the beginning of the current school year (Fall 2021)?
% Sometimes + Often True



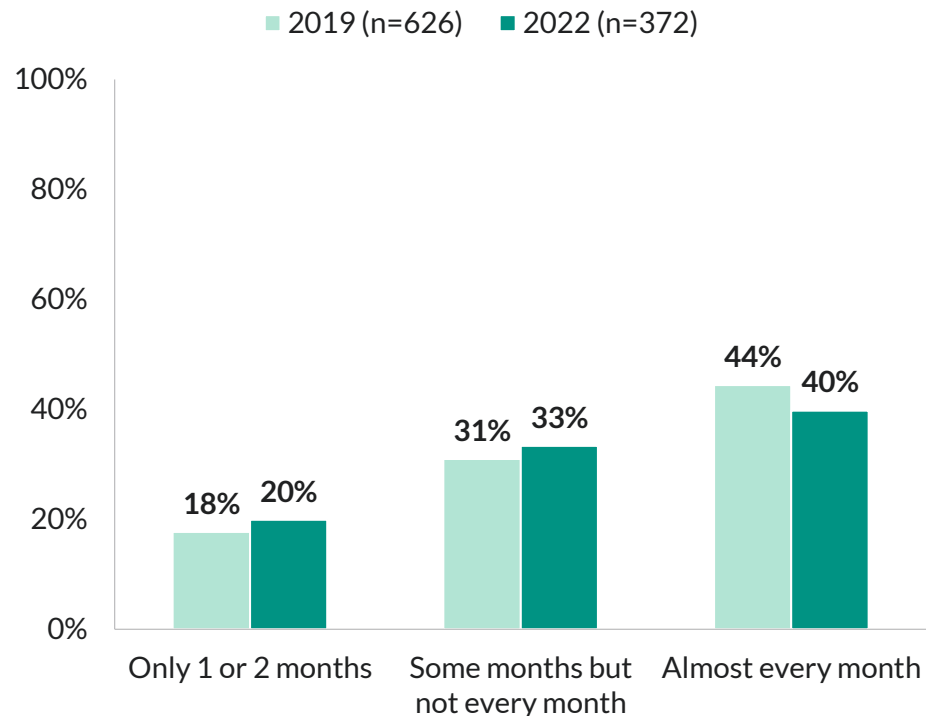
SKIPPING OR CUTTING MEALS

There is a significant decrease among respondents indicating that they have had to cut the size of their meals or skip meals because there was not enough money for food. While about two-thirds of 2022 respondents (68%) indicate not having had to do this, the remaining third (25%) responds in the affirmative. Among those who indicate having this happen to them, most (73%) indicate this happened at least *some months* of the current academic year, with almost half (40%) indicating this happened *almost every month*. Similar to the previous questions, this is an issue that significantly affects minority respondents more than their white counterparts.

Since the beginning of the current school year (Fall 2021), did you ever cut the size of your meals or skip meals because there wasn't enough money for food?



How often did this happen?

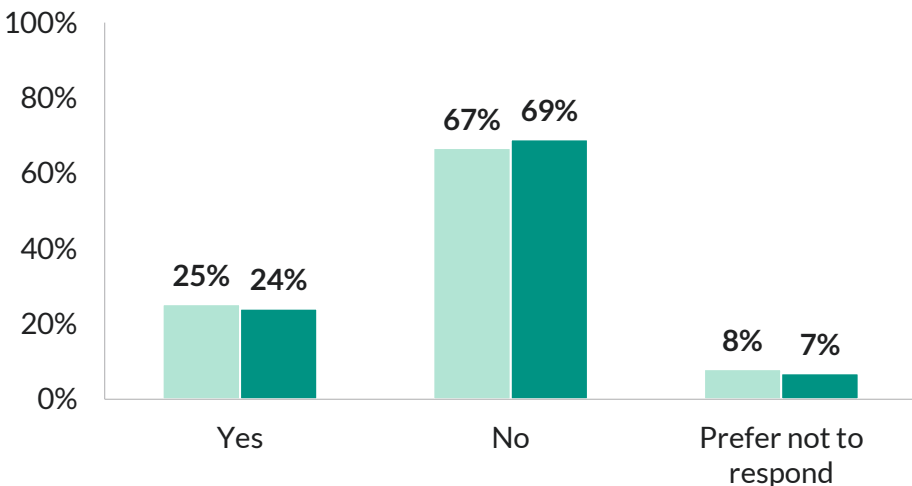


EFFECTS OF COST OF FOOD

There is a slight decrease in the number of respondents who indicate having eaten less than they felt because there was not enough money for food, and a significant decrease in the respondents who indicate being hungry but not eating because there was not enough money for food. When segmenting 2022 respondents by role, these again are problems that affect student respondents significantly more (31% and 26%, respectively) than their staff counterparts (14% and 11%, respectively). These also affect non-binary/gender non-conforming respondents significantly more than respondents of other genders, minority respondents significantly more than white respondents, and gay and bisexual respondents are significantly more affected.

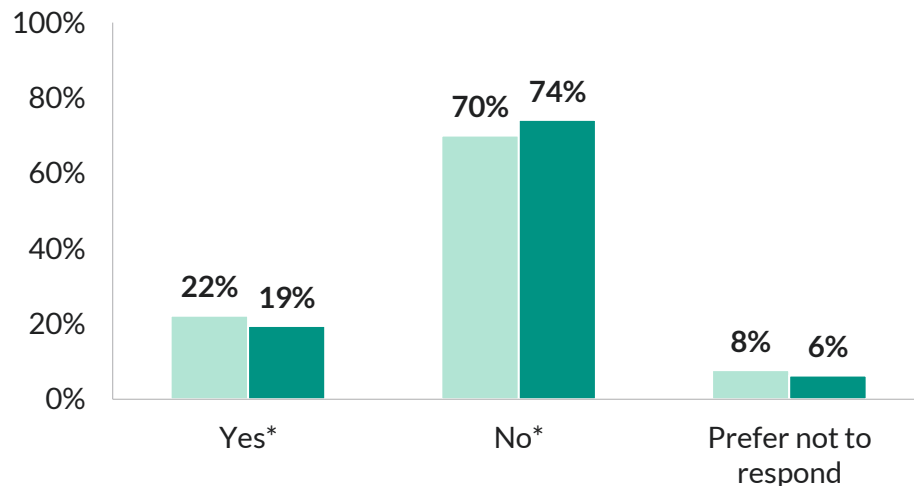
Since the beginning of the current school year (Fall 2021), did you ever eat less than you felt you should because there wasn't enough money for food?

2019 (n=2206) 2022 (n=1498)



Since the beginning of the current school year (Fall 2021), were you ever hungry but didn't eat because there wasn't enough money for food?

2019 (n=2206) 2022 (n=1498)



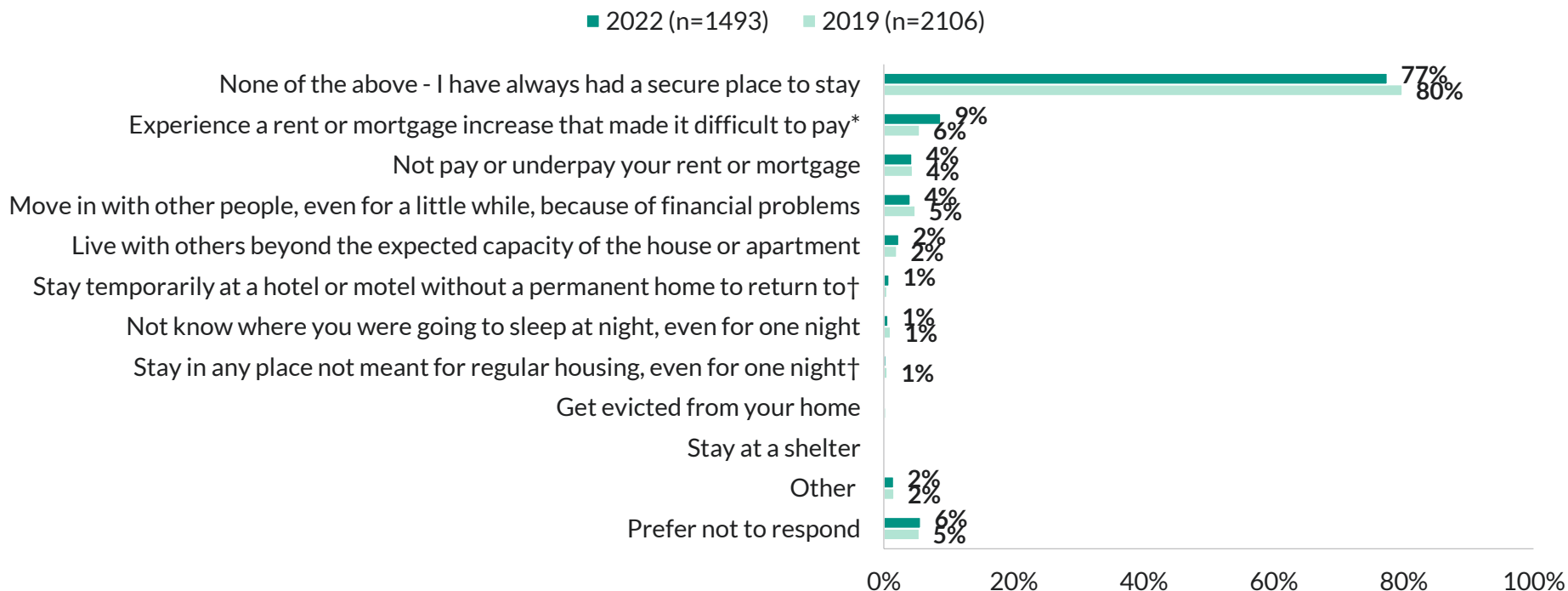
N.b.: Only 2019 and 2022 respondents saw this question.

N.b.: Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

HOUSING SECURITY

Most respondents indicate having had a secure place to stay for the entirety of the current academic year. Among the 2022 respondents who have not always had a secure place to stay, the main issues were *experiencing a rent or mortgage increase that made it difficult to pay* (9%), *not paying or underpaying their rent or mortgage* (4%), and *moving in with other people, even for a little while, because of financial problems* (4%). White respondents are significantly more likely to have always had a secure place to stay (81%) than their minority counterparts. The same is true of heterosexual respondents (80%) compared to respondents of other sexual orientations.

Since the beginning of the current school year (Fall 2021), did you do any of the following? Please select all that apply.



N.b.: Only staff respondents saw this question.

N.b.: Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

N.b.: Question text and answer options marked with † are truncated for clarity and brevity.

SECTION V: COMMUNITY ATTITUDES AND DISABILITIES

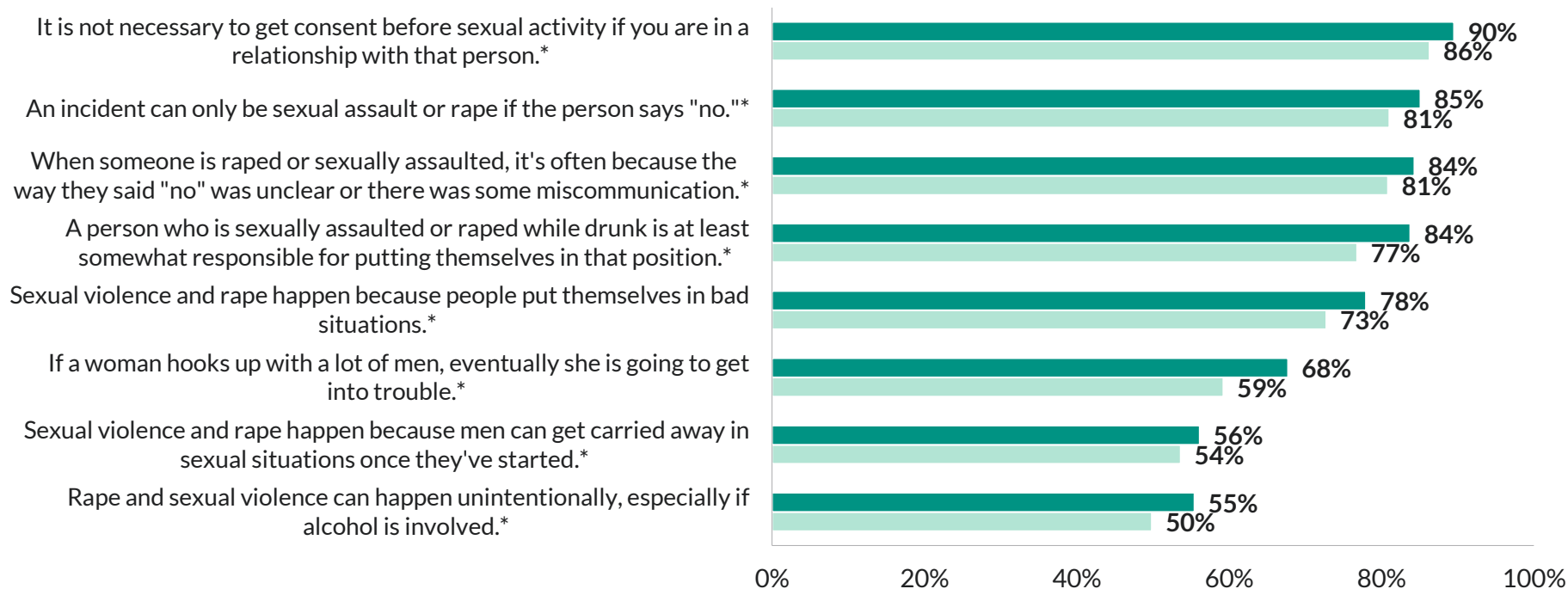
OPINIONS ON SEXUAL ASSAULT

Most respondents disagree with the statements about sexual assault displayed, though the level of disagreement is not as strong with some arguments. Of respondents in 2022, 21% agree that *sexual violence and rape happen because men can get carried away* and 29% agree that *rape and sexual violence can happen unintentionally*. When segmenting by gender, there are significant differences in the level of agreement with many of these statements between male and female respondents.

Please indicate your level of agreement with the following statements.

% Somewhat + Strongly Disagree

■ 2022 (n=1263-1269) ■ 2019 (n=1862-1873)



N.b.: Only 2019 and 2022 respondents saw this question.

N.b.: Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

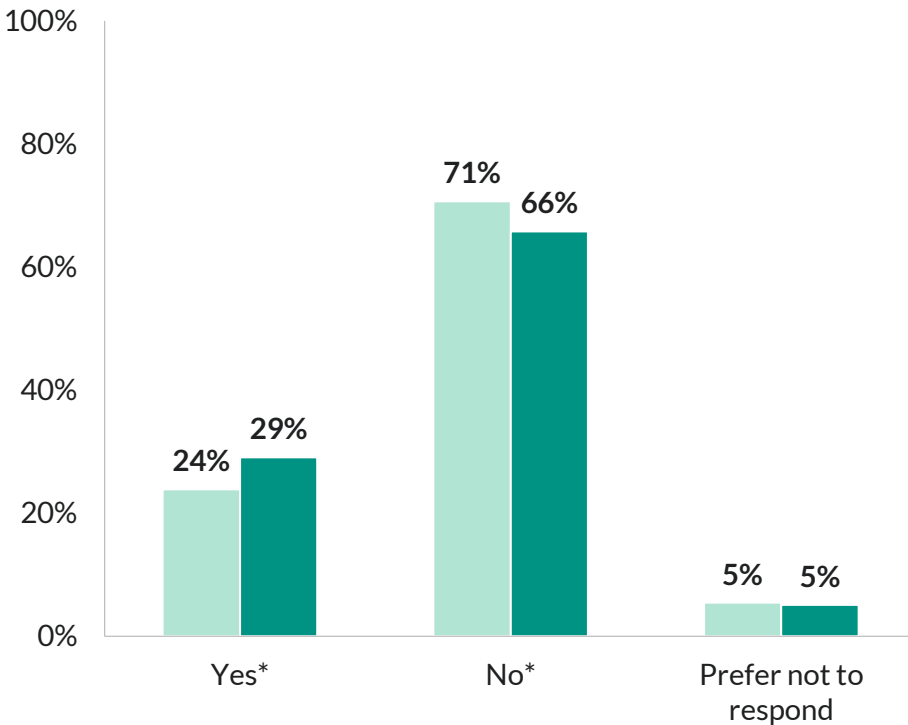


MENTAL OR PHYSICAL DISABILITIES

There are significant increases in the rate of respondents that indicate they have a mental disability or long-term mental health condition, as well as a physical disability or long-term physical health condition.

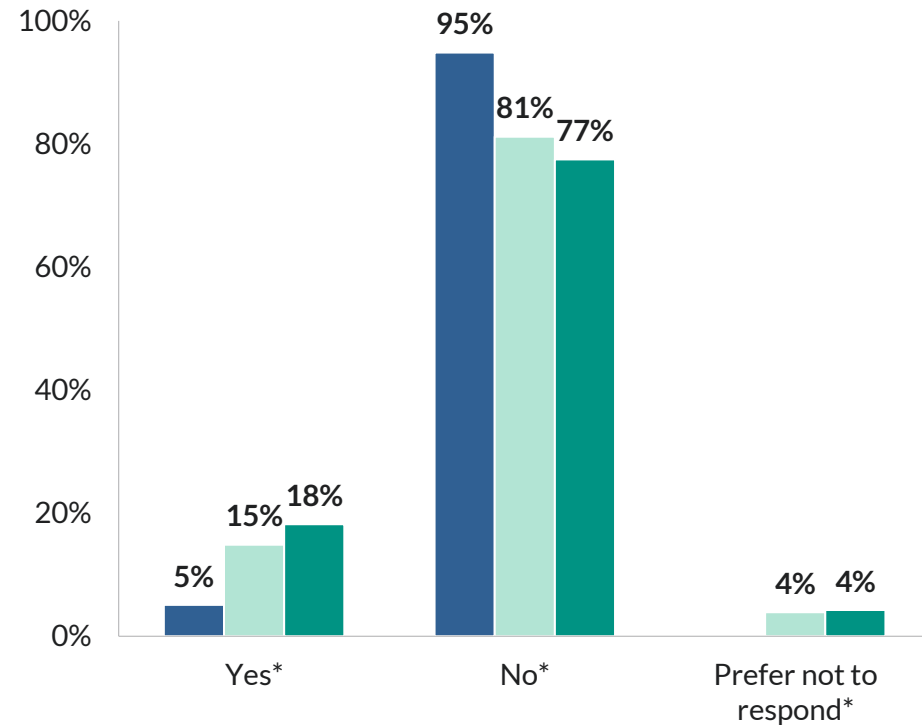
Do you consider yourself to have a mental disability or long-term mental health condition?

2019 (n=2148) 2022 (n=1471)



Do you consider yourself to have a physical disability or long-term physical health condition?

2016 (n=2172) 2019 (n=2148) 2022 (n=1471)



N.b.: Only 2019 and 2022 respondents saw the question about mental health.

N.b.: Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

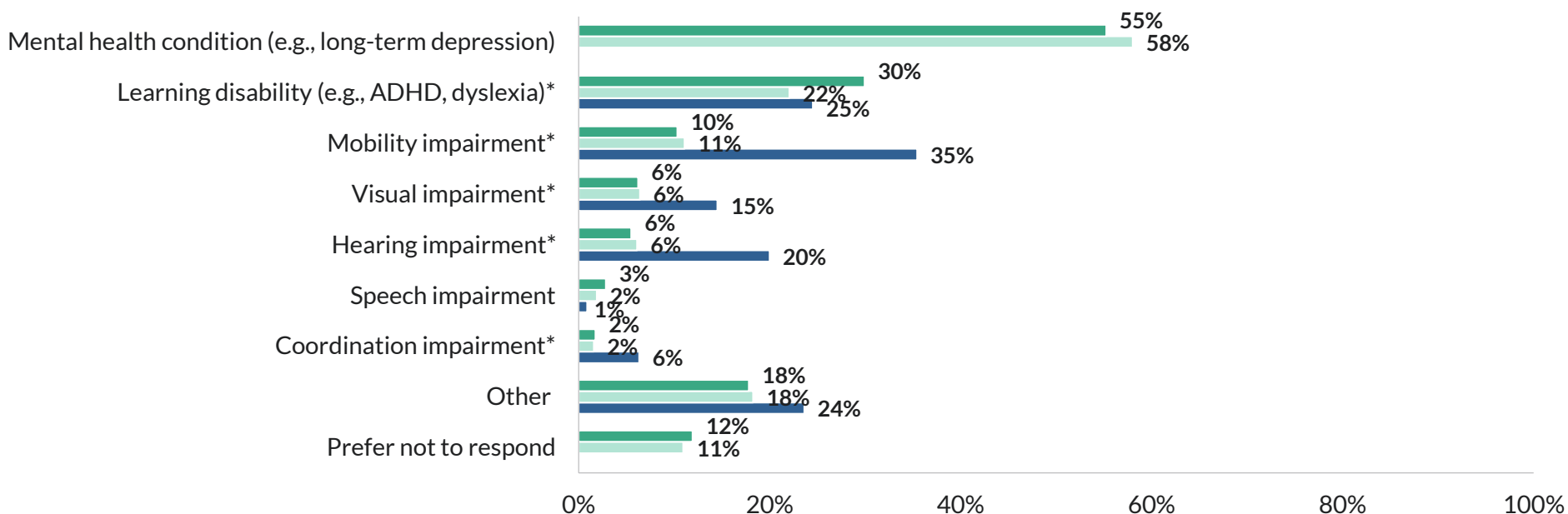
DISABILITY OR HEALTH CONDITION

Respondents in 2022 exhibit a significant increase in learning disabilities. Over half of respondents (55%) indicate suffering from a *mental health condition*. About a third of respondents indicate having a *learning disability* – a significant increase from 2016 and 2019 levels.

Mental health conditions continue to be the prevailing disability or health condition among respondents. Student respondents are significantly more likely to have a *mental health condition* (62%) or a *learning disability* (38%) than their staff counterparts (45% and 18%, respectively). Female respondents also report having a *mental health condition* significantly more (61%) than their male counterparts (39%) but significantly less than their non-binary/gender non-conforming counterparts (79%).

Please specify your disability or health condition. Please select all that apply.

■ 2022 (n=561) ■ 2019 (n=684) ■ 2016 (n=110)



N.b.: Only respondents who indicated having a disability or health condition saw this question. The “Mental health condition” option was not available for 2016 respondents.

N.b.: Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

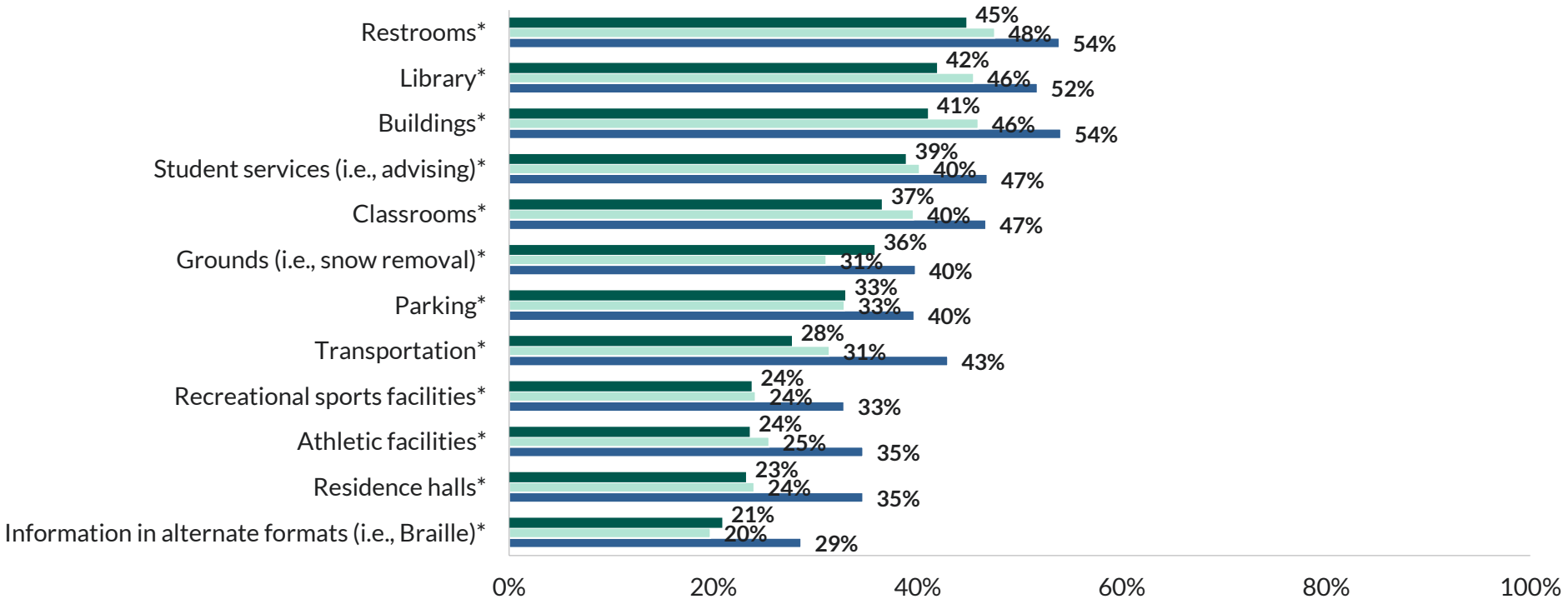
ACCESSIBILITY OF WSU

In general, respondents in 2022 rate WSU's facilities as significantly less accessible than respondents in previous iterations of the survey. The decline spans across almost all rated facilities.

Please indicate how you would rate the accessibility of the following areas for a person with a disability.

% Good + Excellent

2022 (n=556) 2019 (n=679) 2016 (n=2235-2252)



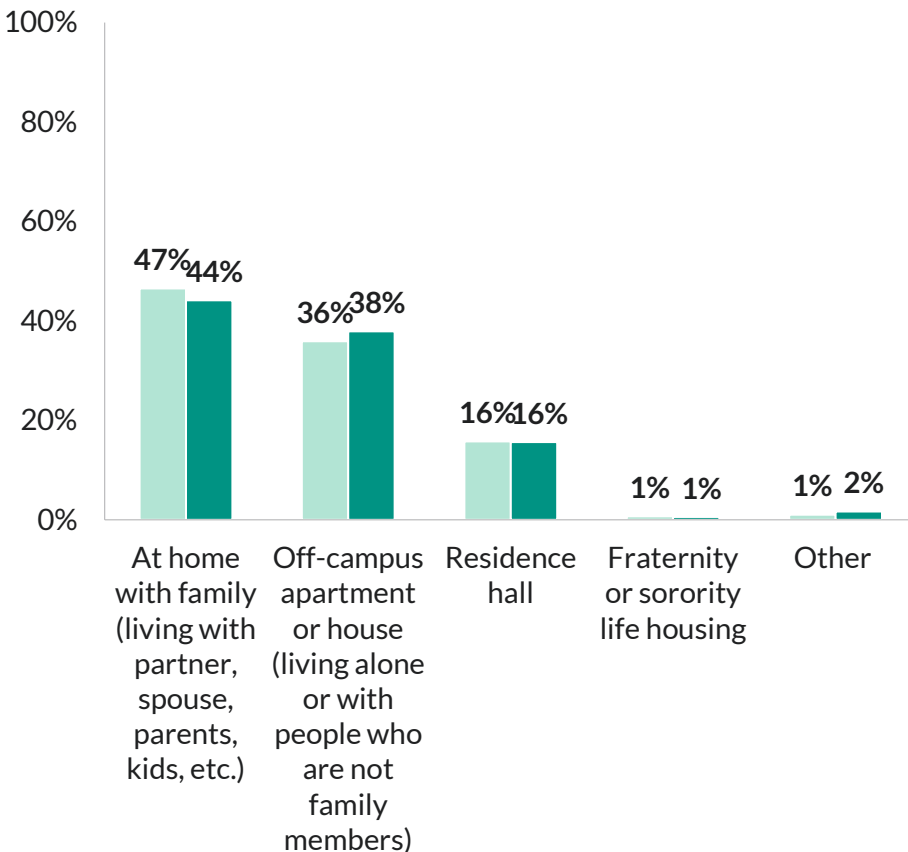
N.b.: Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

SECTION VI: DEMOGRAPHICS

WHERE STUDENTS LIVE AND WHAT THEY PARTICIPATE IN

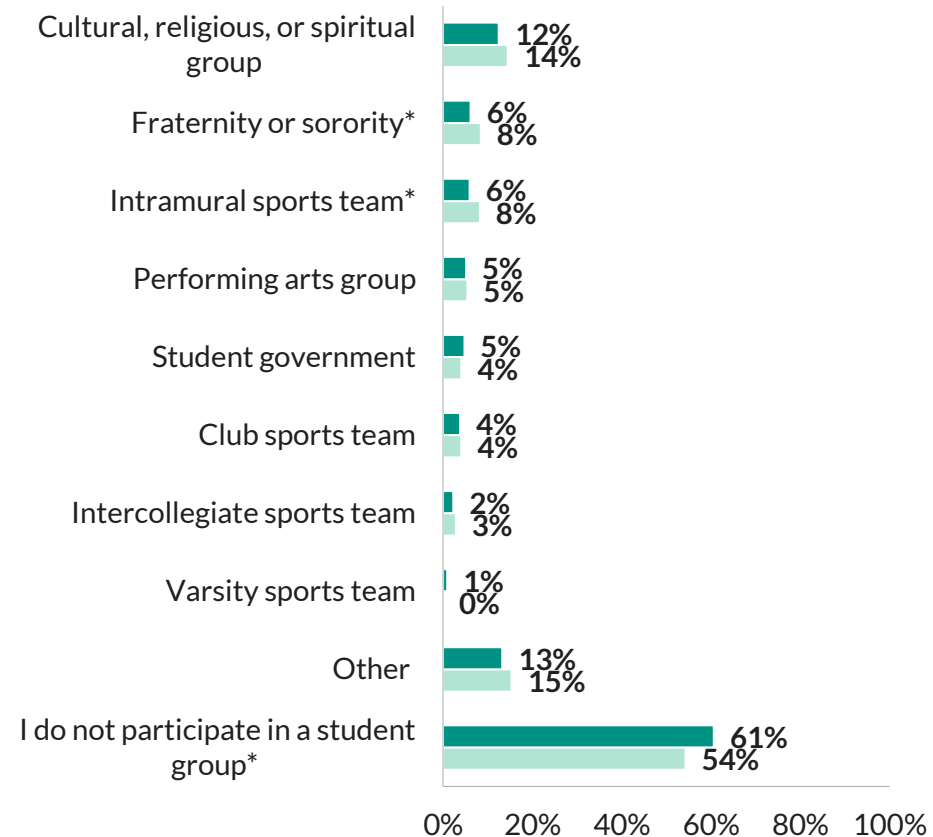
Where do you live during the current school year?

2019 (n=1418) 2022 (n=874)



What student group(s) do you participate in? Please select all that apply.

2022 (n=874) 2019 (n=1415)



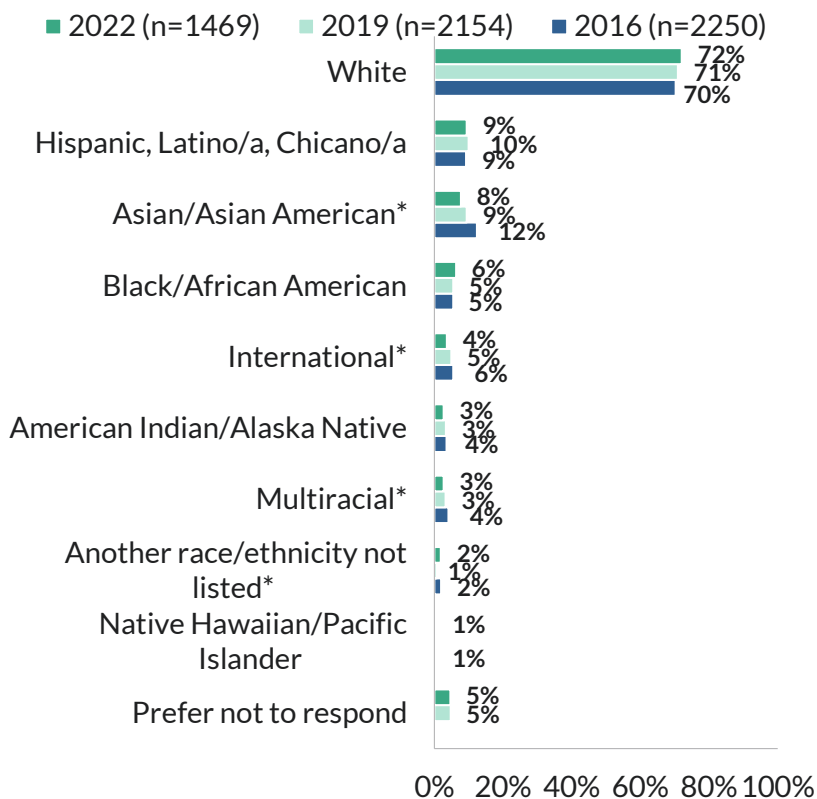
N.b.: Only 2019 and 2022 respondents saw these questions.

N.b.: Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

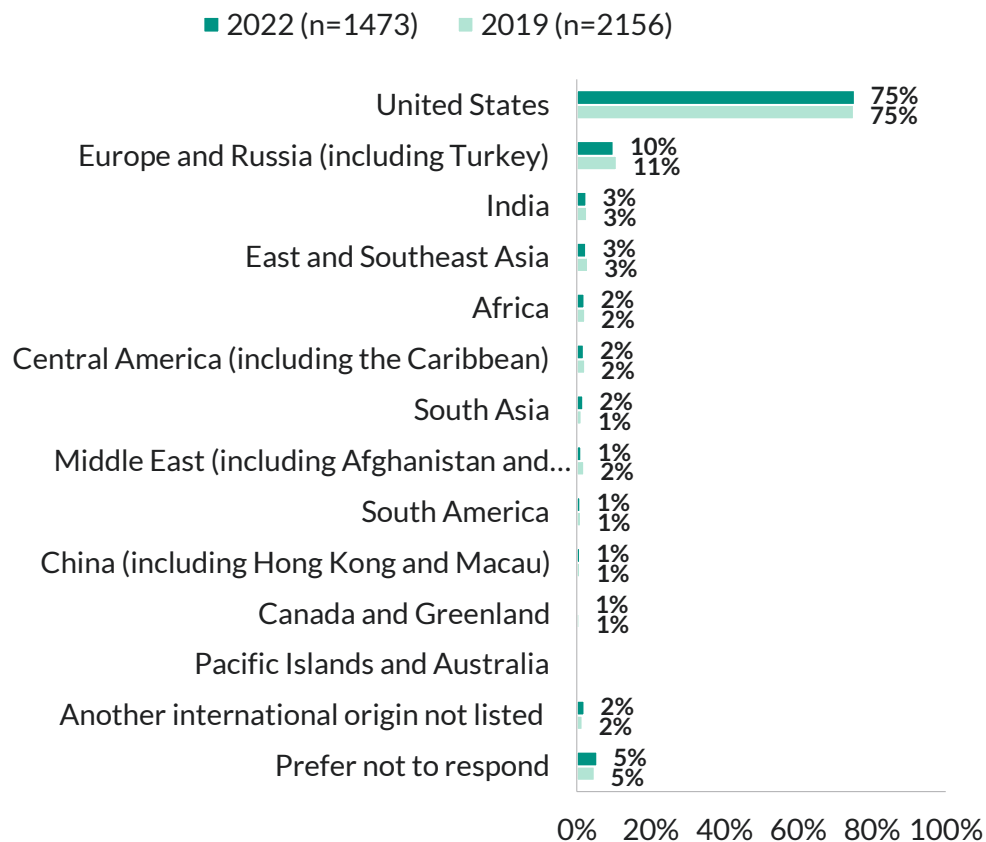


RACE AND INTERNATIONAL ORIGINS

What is your race, ethnicity, or international origin? Please select all that apply.



Which best describes your international origin? Please select all that apply.



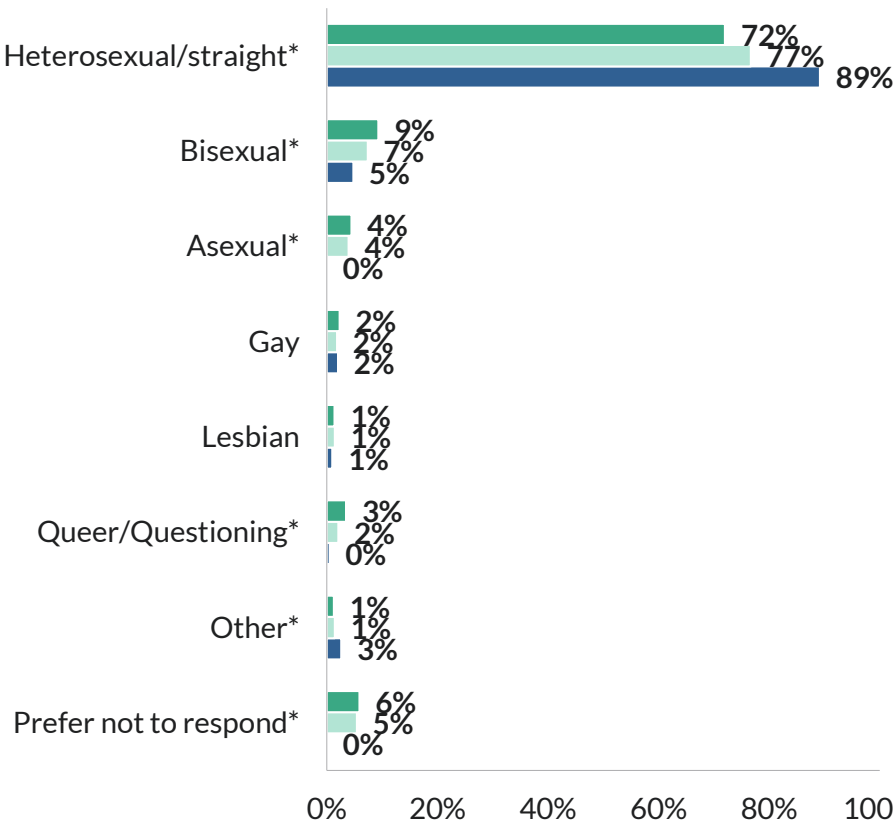
N.b.: Only 2019 and 2022 respondents saw these questions.

N.b.: Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

SEXUAL ORIENTATION AND RELIGIOUS AFFILIATION

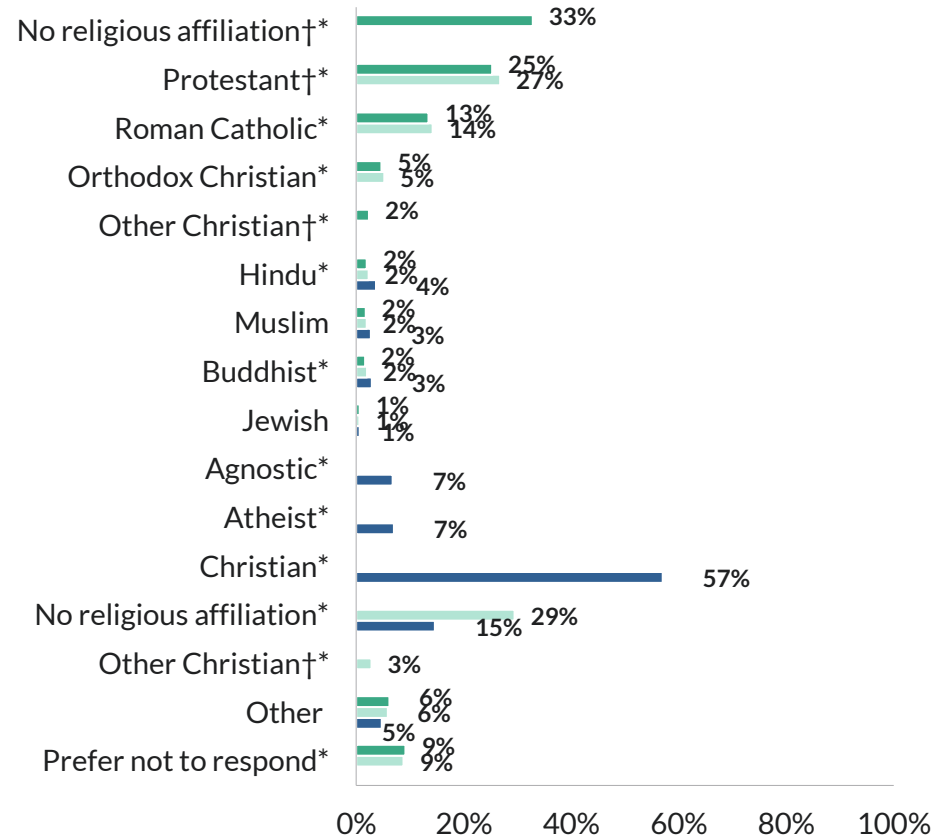
Which best describes your sexual orientation?

■ 2022 (n=1473) ■ 2019 (n=2156) ■ 2016 (n=2246)



What term best describes your current religious affiliation?

■ 2022 (n=1471) ■ 2019 (n=2155) ■ 2016 (n=2249)



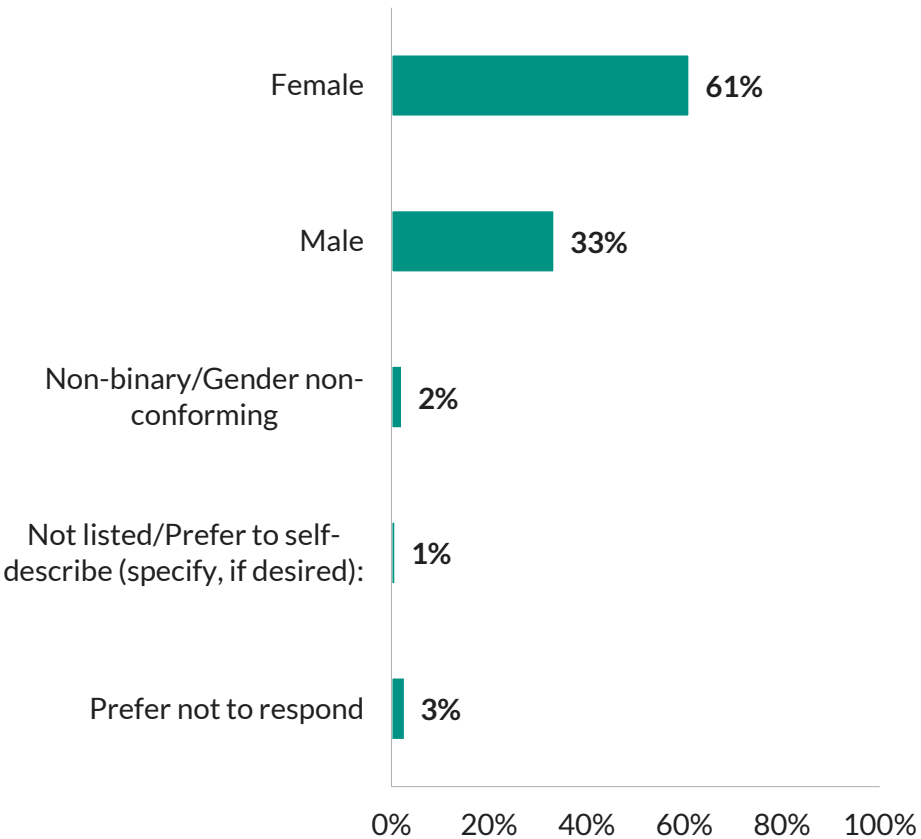
N.b.: Only 2019 and 2022 respondents saw some of the options in the religious affiliation question.

N.b.: Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

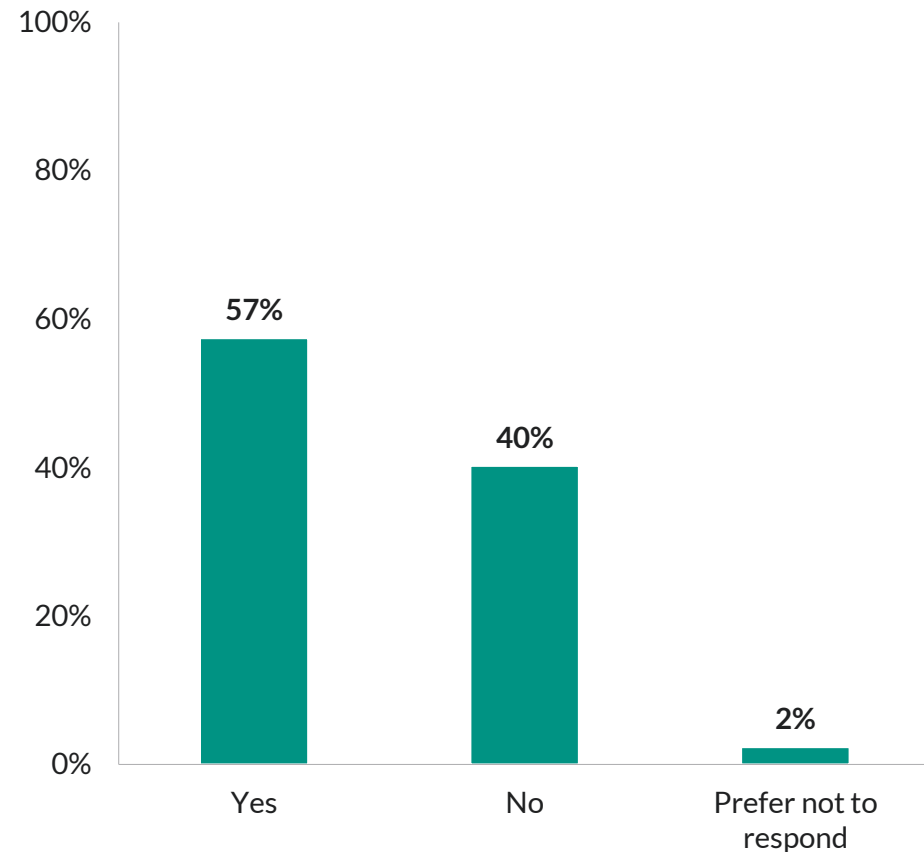


GENDER AND PARENTS' EDUCATION

With which of the following gender identities do you most identify? (n=1473)



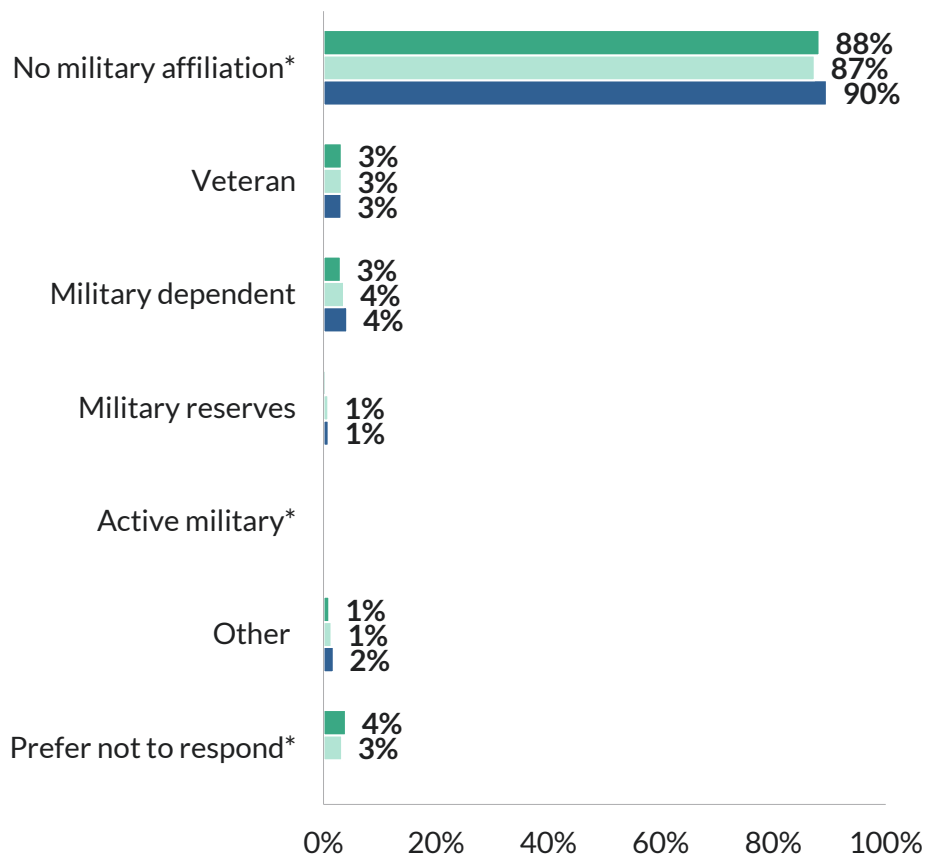
Did either of your parents graduate from college? (n=1466)



MILITARY AND CITIZENSHIP STATUS

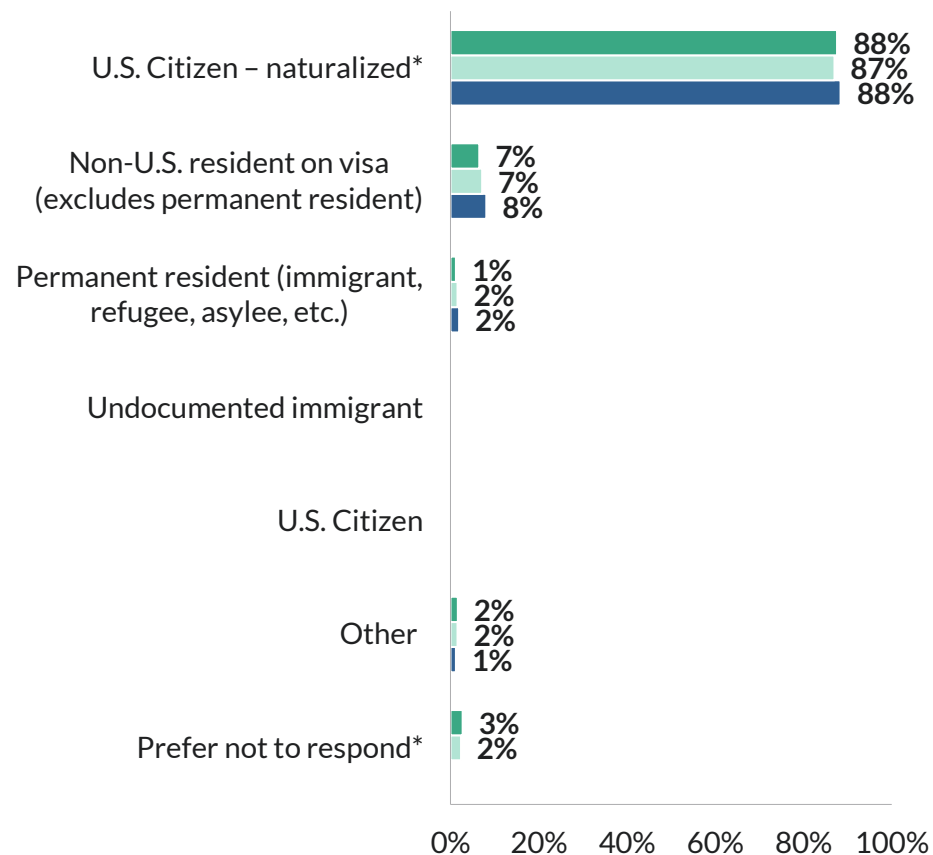
What best describes your military status?

■ 2022 (n=1471) ■ 2019 (n=2153) ■ 2016 (n=2254)



Which best describes your citizenship status?

■ 2022 (n=1472) ■ 2019 (n=2156) ■ 2016 (n=2244)



N.b.: Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).



Thank you.

CONTACT

Eve Proper, PhD
Content Director

E: eproper@hanoverresearch.com

P: 202.978.3019

🌐 hanoverresearch.com