



## *Campus Climate Survey Results*

*Fall 2018*

*Office for Equity & Inclusion in partnership with faculty, staff and students from Institutional Research, Academic Affairs, Human Resources, Student Affairs and the WSA*

## **PURPOSE OF THE SURVEY**

Over the course of the 2017-18 academic year, students, faculty, and staff were asked in phases to take part in a comprehensive climate and culture survey. The survey's purpose was to capture their experiences and perceptions and provide actionable information that would help us in becoming a more equitable, safe, and compassionate community.

## **NEXT STEPS**

The release of this survey is the beginning of a community conversation. Over the next weeks, campus feedback forums will be held to discuss the results, help us gather further information and formulate recommendations and next steps. A schedule of these forums is included as Appendix A.

Results of the survey and feedback forums will be used by various committees and departments as they develop goals and objectives related to prevention, intervention, and resolution strategies as well as policies and practices designed to improve campus culture and climate.

These groups include, but are not limited to: Student Affairs, the Resource Center, WSA, Faculty & Academic Affairs, Human Resources, Equity & Inclusion Steering Committee, Accessibility Committee, (5) Title IX Committees, Workforce Planning Committee (3R), and the Supporting Undocumented Students Committee. The work ahead will build upon extraordinary efforts of campus members, including those of the committees that produced the [Equity Task Force Report](#). That report is a living document from which standing committees continue to draw guidance.

## **SURVEY DEVELOPMENT AND HOW TO INTERPRET DATA**

The survey questions were developed based upon questions used by our peer institutions by a committee comprised of Institutional Research, Office for Equity & Inclusion, Title IX, Faculty Chair/Vice Chair, and Human Resources.

Two online anonymous campus climate surveys were administered by the Office of Institutional Research: one to all Sophomore, Junior, and Senior enrolled students, and one to all faculty and staff.

- Given that the survey to students took place in early fall, first-year students were not included as their campus experience was so limited.
- Survey participation of faculty and staff was 56% (588/1,044) and for students 32% (722/2,259).
- The participation rate of faculty and staff was much as expected (a 2013 climate survey had a fac/staff response rate of 61% but suffered from a large percentage of respondents choosing to withhold their demographic information).
- The participation rate of students, while stronger than past climate surveys, was lower than that of our typical student surveys.

In addition to the uncertainty inherent in the low to moderate participation rates, the ability to draw firm conclusions from the results, particularly with respect to students, is further limited by the large proportion who chose not to provide information about their demographic or economic backgrounds (see Table 1).

About one in four faculty/staff respondents and over half of all student respondents withheld information related to their race/ethnicity, gender, first generation or family income status. This, coupled with the overall survey response rate, means that we have survey data that includes socio demographic information for just 19% of the student body. Inevitably, there are questions about the reliability of conclusions which might be drawn from such limited data.

Table 1. Respondents Withholding Demographic and Other Characteristics

	<i>Percent of respondents</i>		<i>Number of respondents</i>	
	Students	Faculty & Staff	Students	Faculty & Staff
Gender	41.0	21.4	296	132
Race/ethnicity	43.6	22.9	315	141
First generation stat	42.0	-	303	-
Low income status	43.9	-	317	-
Employee type	-	3.4	-	21
Administrative unit	-	21.2	-	131

## OBSERVATIONS ON THE DATA WE HAVE

### Faculty and Staff

Faculty and staff respondents overwhelmingly believe in the institutional value of diversity, are proud to tell others they work at Wesleyan, find their work meaningful, feel welcomed at our university and would recommend it to others as a place to work. Their feelings about Wesleyan in many other respects are also positive. All this being the case, some differences amongst respondents stand out:

- Respondents identifying as persons of color were far more likely to report feeling they have to work harder than colleagues to achieve recognition and are more likely to look for employment outside of Wesleyan.
- Staff generally were less likely than faculty to report feeling that Wesleyan values their opinions and that their feedback would influence decision making.
- Nearly half of staff respondents did not agree that Wesleyan’s review process rewards strong job performance.
- A significant percentage of faculty and staff (41%) respondents did not agree that their department has adequate resources to achieve its goals.

In an educational environment where students are vigorously engaging with challenging, uncomfortable and contentious issues, there is still discomfort amongst faculty and especially staff in sharing their views about religious beliefs, socioeconomic status, political beliefs, and mental health.

In the past year, over eighty faculty and staff went through a rigorous, experiential two-day Crucial Conversations workshop on how to deal with difficult issues. Moving forward, we will explore the results of these past workshops with participants and consider further workshops tailored to the Wesleyan community. The goal is to improve conversational tools and awareness so as to expand opportunities for meaningful dialogue around the fraught social and political issues impacting Wesleyan and the nation.

### Overall faculty/staff data regarding sexual misconduct\*

The data indicates that faculty are less confident than staff in how Wesleyan responds to sexual misconduct and less comfortable in responding themselves when faced with discrimination and harassment (especially in going to OEI, TIX Staff, and Human Resources). Both faculty and staff are unclear about where to report incidents of discrimination and/or harassment – despite the fact that over the past four years more than 80% have undergone a two-hour anti-discrimination workshop focused on reporting related to Title IX/VII. The responses indicate that faculty and staff do report a high level of knowledge about the university reporting process when faced with sexual harassment and sexual assault, and/or racist, homophobic, religiously insensitive or other offensive behaviors and statements – but they are just not certain which office or individual they should make the report to. The most common form of sexual harassment experienced is verbal, which aligns with national statistics.

Faculty feel most comfortable going to chair/direct supervisor, followed by Ombudsperson – while staff seem most comfortable going to OEI. Feedback forums should provide more insight into why this should be so.

Programs, trainings, and workshops (especially on “continuum of harm” and/or the impact of offensive jokes/comments) as well as awareness-raising campaigns will continue to be planned and implemented in the coming year. Topics could include support resources – including differences between confidential and non-confidential resources – as well as reporting options/mechanisms. In addition, with feedback from focus groups, efforts will be made to help faculty and staff be more comfortable discussing and reporting issues to OEI and HR staff members; potentially this could be done in partnership with Ombudsperson as “faculty/staff advocate.” The level of mistrust especially among faculty is similar to that we have seen among students in the past; in this regard, community conversations around transparency maybe helpful.

## **Students**

The modest percentage of students taking the survey – and especially the small percentage reporting on social identities (19%) – means we must be careful not to overinterpret or put too much weight upon the results; however, the limited data we have points to the following:

- Opportunities for academic success fared well across all social identities as did willingness to recommend Wesleyan to a potential student.
- Students overwhelmingly agreed that attending a diverse college is important, that they had the opportunity to experience personal growth, that they were satisfied with the faculty with whom they worked and felt valued by them.
- Relationship satisfaction with similar peers was high but lower with respect to dissimilar ones. Students did not report developing meaningful relationships with staff or administrators.
- Comfort with aspects of social life generally (including a sense of belonging) tended to be lowest for students identifying as Trans\*.
- The frequency with which disparaging remarks were made in relation to Gender Identity, Sexual Orientation, Race/Ethnicity, Religious Beliefs, Ability, and Political Beliefs, Socioeconomics, and Mental Health Issues tells us we have to strengthen our efforts to engage as a community around the core value of respect for individuals.

## **Student data regarding gender and/or sexual misconduct**

In the survey, female-identifying and Trans\* & Gender-Non-Conforming (GNC) students indicated the highest rates of sexual misconduct. The data also suggests female-identified students are less aware of how to report such incidents to on or off-campus authorities. Unwanted sexual comments, gestures or advances are reported more often as in-person interactions rather than online, and female-identifying students reported the highest rate of experiencing unwanted sexual comments, jokes, advances, propositions, images, or other interactions; Trans\* GNC students reported the second highest rates. Student identifying as members of marginalized communities reported experiencing online sexual threats more frequently than others. Overall, based on data from two questions asking about unwanted online interactions, unwanted comments online were experienced more often than threats online.

With respect to other experiences, victimization reports are spread out similarly across groups; sexual misconduct impacts all students and continues to be embedded in campus culture.

- Almost one quarter of student respondents reported experiencing unwanted brief contact either occasionally or frequently, which aligns with national campus statistics.
- Female reports are highest. Students who identify as Trans\* and GNC- reports are also high, but the sample size is small and the results may not statistically be representative of the whole population. However, the 9% of students reporting either yes or maybe to being sexually assaulted indicates a situation that is unacceptable.

- The number of cases reported varies each year and we continue to make considerable efforts to create a culture of reporting. More work (including more discussion / focus groups) is required to understand individual experiences and reporting decisions.
- In 2014, The Office for Equity & Inclusion began releasing the [Annual Report on Wesleyan's Response to Sexual Violence](#) in conjunction with the Clery report; for this year this information is included (see Appendix B) in this more comprehensive document.

Moving forward, we will continue to educate all students – paying particular attention to female-identifying and Trans\* / GNC /non-binary students – on reporting, support and additional resources available if / when they experience any form of sexual misconduct. Collaboration will continue among OEI, SACE, the Resource Center, WSA, Residential Life, Athletics and others to develop and implement education initiatives to address the concerns raised by this data.

### **WHAT'S NEXT?**

Feedback forums will provide an opportunity for each of you to help us better understand the data. What's missing? What else do we need to know?

These survey results augmented by what we can learn from feedback forums in the next weeks will provide a basis for actions to be taken by various campus stakeholders in fostering an ever more inclusive climate free of bias, harassment and the limiting of our human potential to thrive.

Thoughts for new initiatives include “know your rights & options” trainings/workshops, resource fairs, innovative poster campaigns, student group collaboration on panels/workshops, and piloting of presentations in classes with faculty permission. Cyber-bullying/harassment workshops will be developed and implemented to address high rates of unwanted comments experienced online. Consent education programs and/or poster campaigns on boundaries may be developed in response to reports of “unwanted brief contact.” Given that some students remain unsure about whether their experience constituted sexual misconduct or not, we are planning programs to further define and understand the dynamics of sexual assault/dating violence as well as to empower each individual to seek resources.

\* Wesleyan University will not tolerate discriminatory harassment and/or sexual misconduct defined by university policy as domestic and/or intimate partner violence, non-consensual sexual activity and sexual assault, sexual exploitation, stalking or sexual harassment against students, faculty, staff, trustees, volunteers, and/or employees of any university contractors/agents.

## **Appendix A: Feedback Forum Schedule**

<b><u>Date</u></b>	<b><u>Time</u></b>	<b><u>Location</u></b>
Monday, October 22 <sup>nd</sup>	11:30am – 12:30pm	Judd #116
Tuesday October 23 <sup>rd</sup>	8:30 – 9:30am	Judd #116
Wednesday, October 24 <sup>th</sup>	4:30 – 5:30pm	Judd #116
Thursday, October 25 <sup>th</sup>	11:30am – 12:30pm	Usdan #108
Friday, October 26 <sup>th</sup>	9:00 – 10:00am	Judd #116

*Each forum will include a summary [presentation](#) of non-personally-identifiable data for discussion.*

### Appendix B: Annual Sexual Violence Information

*In table below, please note that the total number of cases reported may not add together cleanly. Some cases may include multiple forms of misconduct and be counted in each category. Also, the total number may differ from the number of cases adjudicated for a variety of possible reasons (e.g. the report was confidential, or the responding individual was not identified or was not a student, or the reporting individual did not wish to proceed with an investigation at the time, etc.).*

Calendar Year	2009	2010	2011	2012	2013	2014	2015	2016	2017
<b>Reports</b>									
All reported sexual misconduct	3	6	8	1	15	37	21	24	14
Students Reporting <b>Sexual Assault</b>	3	6	8	1	15	13	4	24	12
Students Reporting <b>Sexual/Gender-based Harassment</b>	*	*	*	*	*	0	0	0	0
Students Reporting <b>Intimate Partner Violence</b>	*	*	0	0	0	1	4	0	1
Students reporting <b>Stalking</b>	*	*	0	0	0	2	3	0	1
Students Reporting <b>Sexual Exploitation</b>	*	*	*	*	*	0	1	0	0
Total <b>Confidential Crime Reports</b>	*	*	*	*	5	22	17	18	8
Students Reporting <b>Retaliation</b>	*	*	*	*	0	1	0	0	0
<b>Other</b>									
<b>Finding</b>									
Resulting in a campus hearing	3	3	4	1	10	15	4	4	3
Found Responsible	2	2	3	1	5	9	4	3	3
Found Not Responsible	1	1	1	0	5	6	0	1	0
Not Investigated at Reporting Party's Request	0	3	4	0	0	0	0	2	3
<b>Sanction</b>									
Suspension	1	1	2	0	3	6	2	2	1
Expulsion	0	0	0	1	2	2	0	1	1
Probation/Other	1	1	1	0	0	1	2	0	1

*\*This particular data was not available in the noted year*

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\*\*This document, created by the Office for Equity & Inclusion, was written collaboratively by Debbie Colucci, Teshia Levy-Grant, Patricia Stephenson Gordon, Michael Whitcomb, Frank Gramuglia, Erika Taylor and Charles Salas and is not intended to be a comprehensive look at the E&I work on campus. For additional information on comprehensive efforts, [see such core documents as Equity Task Force Report, VRLC Report, ADA Report, Equity Compliance Plan Executive Summary.](#))

