

Your Voice. Your Western
Cultural Climate Assessment

FINAL REPORT
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WESTERN
COLORADO UNIVERSITY



Prepared by

CJ-CSCP

Culture Journey – Critical Social Change Project

CONTENTS

History of Study	1
Campus Background	2
Campus Culture and Climate	2
Statements of Diversity and Inclusion at Western	4
Commitment to Diversity and Inclusion	4
DEII Committee Charge	6
Western Board of Trustees Statement of Diversity, Equity, and Inclusion	7
Study Purpose	9
Methodology	9
Conceptual Framework	9
Research Design	10
Sample Procedure	10
Data Analysis	11
Limitations	12
Focus Group Study Results	13
Sample Population	13
Faculty Focus Groups	15
Staff Focus Groups	21
Student Focus Groups	26
Overarching Themes	33
Survey Results	40
Background & Demographic Information	40
Western Student Demographics	41
Western Staff Demographics	48
Western Faculty Demographics	54
Perceptions of Cultural Self-Awareness	60
Knowledge of Cultural Differences	60
Diverse and Inclusive Campus	64
Impact of Identity on Collegiate and Work-life Experiences at Western	75
Impact of Identity on Western Students' Academic Experience	75
Impact of Identity on Western Staffs' Work-life Experience	77
Impact of Identity on Western Faculty's Work-life Experience	80

Perceptions of Classroom and Academic Climate	83
Western Faculty Perceptions of Classroom Climate	83
Western Faculty Efficacy to Cultivate Students' Institutional Capital	97
Western Students' Perceptions of Academic Climate	113
Perceptions of Western's Campus Climate	143
Students' Perceptions of Campus Climate	144
Students' Perceptions of Campus Barriers	147
Campus Barriers – Students with Disabilities	147
Campus Barriers – Genderqueer, Non-binary, Transgender Students	157
Campus Barriers - International Students	167
Campus Barriers – Military/Veteran Status Students	178
Student Perceptions of Western's Overall Campus Climate	190
Faculty Perceptions of Workplace Climate	213
Faculty Perceptions of Belonging	213
Campus Barriers – Faculty with Disabilities	226
Faculty Perceptions of Career Advancement	234
Faculty Perceptions of Western's Overall Campus Climate	252
Staff Perceptions of Workplace Climate	262
Staff Perceptions of Belonging	262
Campus Barriers – Staff with Disabilities	276
Staff Perceptions of Career Advancement	288
Staff Perceptions of Overall Campus Climate	313
Exclusionary and Hostile Incidents	324
Additional Comments and Feedback	343
Next Steps	356
Overview of Findings	356
Phase I: Focus Group Findings	358
Faculty Focus Group Findings	359
Staff Focus Group Findings	359
Student Focus Group Finding	360
Conclusion	361
Phase II: Survey Findings	362
Key Finding 1: Institutional Actions and Barriers	362
Key Finding 2: Organizational Trauma	365
Key Finding 3: Welcoming and Belonging	367
Key Finding 4: Evaluability and DEII Business Case	370

Recommendations	376
Recommendation 1: Organizational Investment	376
Recommendation 2: Cultivating Brave Spaces	378
Recommendation 3: DEII Leadership Coaching	379
Recommendation 4: Capacity Building	381
Recommendation 5: Organizational Healing	383
Implications	384
Transformational Leadership	384
Identity Safety	385
Conclusion	385
Appendix A: Focus Group Consent Form	387
Appendix B: Survey Consent Form	391
Appendix C: Assessments Terms & Definitions	395
References	403

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Your Voice. Your Western! Campus-wide Cultural Climate Study

History of Western's Cultural Climate Study

In September 2019, the Diversity, Equity, Inclusion, and Internationalization (DEII) Committee contracted with Culture Journey – Critical Social Change Project (CJ-CSCP) to conduct a campus-wide study entitled “Diversity, Equity and Inclusion Campus Climate Survey.” The DEII Committee was tasked with developing recommendations for improving the University’s policies and practices regarding diversity, equity, and inclusion on campus. To fulfill the request the comprehensive study was structured to explore the experiences and perceptions held by Western Colorado University’s faculty, staff, and students regarding the culture and climate of the campus. The study and engagement were conducted across multiple phases: a) *focus groups*, b) *document analysis*, c) *survey*, and d) *capacity building*—technical assistance process that actively leveraged DEII committee members knowledge and skills to substantively implement culturally responsive¹ change.

In November 2019, CJ-CSCP conducted on-site focus groups of Western faculty, staff, and students. The weeklong site-visit also included an intensive 1-day capacity building engagement with the DEII committee. In February 2020, the campus-wide survey launched. Due to the global outbreak and impact of COVID-19 in the United States the survey duration was extended to early April 2020. During the 2020 summer semester, late-July, CJ-CSCP made another on-site visit to the Western campus for a 3-day capacity building intensive with the DEII Committee. CJ-CSCP centers its work on collaborative engagement to ensure DEII members are equipped to continue progressing the work and recommendations well after the assessment phase. The enclosed report presents the findings across focus groups and survey respondents. The details of the findings can serve as an evidence-based road map for faculty, staff, and students of the Western community to come together in cultivating substantive buy-in and implement multilevel DEII transformative change initiatives.

¹ Culturally Responsive – a culturally responsive stance, acknowledges how dominant culture paradigms limit the ways in which knowledge is created and provides an alternative framework as to how knowledge can be constructed and understood (Gay, 2000; Rodriguez et al., 2011; Villegas & Lucas, 2002)

Campus Background

Western Colorado University (Western) is a small, public residential, liberal arts campus located in Gunnison, Colorado. The University offers twenty-three majors and seven graduate programs. Annual enrollment averages more than 3,000 students from all fifty states along with significant international student representation.

Campus Culture and Climate

The *culture* of an organization shapes expectations, experiences, philosophy, and values shared through attitudes, beliefs, customs as well as written and unwritten—*hidden*—rules that undergird organizational interactions, praxis, and policy (Madan & Jain, 2015). Campus culture is “the very fabric that permeates all aspects of university life” (Quaye, Griffin & Museus, 2015, p. 21). Comprehensive exploration of the culture that comprises the institutional history of the campus and the current meaning-making that occurs within the organization specific to cultural equity and inclusivity is imperative.

Organizational *climate* is both the direct and indirect effect of the cultural tenants on stakeholder experiences and performance (Bauer, 1998; Madan & Jain, 2015, Trice & Beyer, 1993). By studying the campus culture and climate, university leadership is equipped with,

...[a] way of discerning how the environmental complexities of a campus affect the overall functioning of both its members and the organization. Essentially, if we can understand the elements that create campus climate then we may be in a position to change campus climate in ways that support the learning and working efforts of all its members. (Cress, 2008, p. 96)

Culture influences all levels of the organization (i.e., programs, departments, divisions, system). Turning from a viewpoint that equates *culture* to race and instead expands one’s lens to grasp the full complexity of the term, as a system of rules that support multi-dimensional institutional understanding and delivery of inclusive excellence is key.

Western is uniquely situated in the valley of the Rocky Mountains. The University prides itself on connecting faculty, staff, and students to the surrounding environment and

outdoor experiences. The small-town setting and environmental attributes of the campus community position Western to embrace unique multi-level systems change efforts that cultivate organizational readiness and efficacy to implement cultural responsiveness and equity in all aspects of the University's work.

Prior to the launch of the *Your Voice. Your Western*. Campus-wide Cultural Climate Assessment, Western had taken preliminary steps to respond to and/or support the diversity needs of the campus. In Fall 2018, Dr. Greg Salsbury, Western's President, charged the DEII Committee with developing recommendations for improving the University's policies and practices regarding diversity, equity, inclusion, and internationalization throughout the campus. A number of diversity trainings, dialogues and programmatic events were hosted and/or sponsored by the Multicultural Center (MCC) and DEII Committee. In addition, diversity statements were crafted, endorsed by campus leadership bodies (i.e., president's office, faculty senate, board of trustees) and made public on the University's website. Descriptions of the diversity statements *a) Commitment to Diversity and Inclusion, b) What is Inclusive Excellence and Guiding Definitions, c) Diversity, Equity, Inclusion and Internationalization Committee Charge, and d) Western Board of Trustees Statement on Diversity and Inclusion* are provided in the subsequent section.

Statements of Diversity and Inclusion at Western

Western Colorado University and the governing boards that comprise it have endorsed a number of statements emphasizing its commitment to diversity and inclusion. Their pledges can be found in “*Our Commitment to Diversity and Inclusion*” statement authored by the University’s Faculty Senate. Inclusive excellence and guiding definitions immediately follow the statement. Next, an overview of the Diversity, Equity, Inclusion, and Internationalization Committee (DEII) Charge is presented. Lastly, a statement from Western’s Board of Trustees following the police involved murder of George Floyd in May 2020, entitled “*Statement on Diversity, Equity, and Inclusion*” closes out the section.

The purpose for providing the various statements reflects that in some capacity, Western, is aware of the importance and/or need to speak and advertise a commitment to DEII to both its internal and external stakeholders.

Commitment to Diversity and Inclusion

Western Colorado University takes a firm and unyielding stance in support of diversity, inclusivity, scientific inquiry, and creative expression. We believe these principles are necessary for the free and open inquiry that defines our role as a public institution in a democratic society. We acknowledge that these values are also a moral imperative requiring constant vigilance and a firm stance against actions motivated by hate or intimidation. The university welcomes people of color, people with disabilities, people of all genders and orientations, people of all religious preferences, immigrants, and refugees regardless of national origin or ethnicity and other underrepresented communities regardless of socioeconomic class. We actively seek to build a civil and respectful culture which affirms these principles in all that we do.

What is Inclusive Excellence?

- A focus on student intellectual and social growth.
- A development and use of Western’s resources to enhance student learning.
- An attention to the cultural differences students bring to Western.
- A welcoming community that engages its diversity in student and organizational learning.

Guiding Definitions

Diversity: Creating an educational environment that honors the entities, experiences and intersectionality of race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, and ideologies.

Equity: Understanding where people are coming from and working to ensure fair access to opportunities, services, funding, and resources.

Inclusion: Promoting fair, safe, healthy, open and supportive engagement among a diverse community.

Internationalization: Integrating an international and intercultural dimension into the academic and service functions of the university.

Diversity, Equity, Inclusion, and Internationalization Committee Charge

Diversity is a core value of Western Colorado University. All of us, including the Board of Trustees have endorsed the Statement on Diversity and Inclusion to support and advance campus diversity.

Events surrounding us continue to serve as reminders that we should maintain our vigilance of our nation's foundational commitment to human equality and unalienable rights. Like our nation's Constitution which seeks equal protection of the laws for all, we as stewards of Western's mission have the responsibility of bringing and creating opportunities for scholarship and teaching to all qualified faculty and staff, and all aspiring students. We must continue to push ourselves to uphold the suite of ideals that define our campus community.

Western Colorado University's Diversity, Equity, Inclusion, and International (DEII) Committee is charged with developing recommendations for improving the University's policies and practices regarding diversity, equity, and inclusion on campus, including but not limited to, all university operations from marketing, student recruitment, faculty hires, programming, curriculum, institutional culture, and services. Further, the DEII Committee will develop the same for our efforts of attracting and hosting international faculty, students, and scholars. The DEII Committee will also work alongside, and consult with, each of the strategic planning committees to ensure each integrates attainable, actionable, relevant, specific, and temporally appropriate goals into their respective sections of Western's Strategic Plan. The DEII Committee will:

1. Foster partnerships with experts and practitioners to help Western fully implement actions and develop the culture which supports our Statement on Diversity and Inclusion;
2. Develop and track meaningful metrics and create benchmarks to fully embody the principles in Western's Statement of Diversity and Inclusion;
3. Identify and recommend policy changes and organizational actions which promote equity and inclusivity and increase diversity and internationalization of our students, faculty and staff;
4. Increase awareness of issues relating to diversity, equity, inclusion, and internationalization across campus to all.

Western Board of Trustees Statement on Diversity, Equity, and Inclusion

On behalf of President Salsbury and the Board of Trustees of Western Colorado University (Western), in partnership with Western's Diversity Equity, Inclusion, and Internationalization (DEII) Committee and Campus Student Leaders

Western recognizes that systemic, structural, institutional, and interpersonal forms of racism throughout the history of the United States of America have targeted and discriminated against People of Color and continue to do so.

Western condemns racially motivated violence.

Western affirms that Black lives matter.

Western actively rejects racism and discrimination in all forms; and affirms higher education leadership that prioritizes the elimination of racist and discriminatory practices across campus.

Western recognizes that the current national events and violence targeted towards the Black Community have continued to emphasize the historic inequities and injustice suffered by People of Color in the United States of America.

Western will actively work to condemn racism, improve the reporting transparency of hate crimes on campus, and build a culture that reinforces these stated values by holding student, faculty, and all staff accountable on every institutional level.

Western will annually commit, allocate, and invest funds and resources to ensure DEII-related efforts, evolving practices, and successful outcomes that support the entire campus.

Western, currently a Predominately White Institution, commits to increasing the representation of nonwhite/minority individuals among faculty, staff, administrators, students, and guest speakers.

Western recognizes that those privileged to work or study at Western bear special responsibilities to be consistently upheld as we move towards our goal of becoming a campus of Inclusive Excellence, as defined by the Association of American Colleges & Universities (AAC&U).

Western affirms the principle of learning and educating, through listening.

Western pledges to actively engage our campus and the Gunnison community in dialogue, training, and program which will enhance: our individual and collective understanding of how racism targets People of Color, as well as other marginalized communities; our understanding of our role in systems that enable discriminatory practices; and the ways in which we can actively work to correct systemic injustices committed against People of Color.

<https://western.edu/about/diversity-equity-inclusion-internationalization/board-of-trustees-statement-on-diversity-equity-and-inclusion/>

Study Purpose

Western's Diversity, Equity, Inclusion, and Internationalization (DEII) Committee's "*Your Voice. Your Western!*" Campus-wide Cultural Climate initiative centers on creating intentional spaces for understanding, meaning-making, equity, inclusion, and internationalization through an intercultural competency lens. The assessment purpose centers on providing the campus community with a clear picture, supported by comprehensive baseline data, of how the university is perceived through messaging and the lived experiences of its stakeholders (i.e., faculty, staff, and students).

Assessing campus climate and culture offers Western a comprehensive pathway to understanding:

- Faculty, staff, and students' experiences within the university setting;
- Current disparities present within the university that prevent authentic welcoming and belonging from occurring amongst historically underrepresented campus groups (within faculty, staff and student designations); and,
- How the university can move from symbolic and ambiguous frameworks toward substantive and intentional pathways for improving campus climate and culture for transformative community experiences for all members.

Methodology

Conceptual Framework

Conducting a cultural climate assessment necessitates the engagement of a critical culturally responsive praxis. Culturally Responsive Research (CRR) recognizes culture (i.e., organizational culture, group dynamics, demographic characteristics of stakeholders) as central to the research process and leverages the varied and intersecting cultural perspectives of participants to accurately design the study, collect and interpret data (Kirkhart, 1995; Obamehnti, 2010). CRR "focuses attention on how well evaluation captures meaning across dimensions of cultural diversity, and it scrutinizes the accuracy or trustworthiness of the ensuing judgments of merit and worth (Kirkhart, 1995, p. 13). Lastly, as a conceptual framework, CCR enhances and complements the rigor of a mixed

methods research design to establish a robust understanding of the organizational culture and climate under investigation.

Research Design

The campus-wide cultural climate assessment was conducted as a mixed methods multilevel triangulation design comprised of two data collection phases: qualitative (focus groups and documents) followed by quantitative (surveys). In this design approach both qualitative and quantitative data are connected to inform the overall crystalized interpretation of the culture and climate within Western (Creswell & Plano Clark, 2006).

The *document analysis* consisted of reviewing Western's academic program documents, faculty handbook, and marketing materials. An additional document analysis of Western's strategic plan was requested and conducted after the survey phase was completed. Findings from the preliminary document analysis phase guided the curation of the semi-structure focus group scripts and survey questions selection. *Focus groups* were curated based on Western's campus population demography. And CRR semi-structured scripts were developed to capture the cultural standpoints and multiple perspectives of participants in each session. The *survey instrument* was developed based on the results of the work of CJ-CSCP and customized through collaborative engagement with the DEII Committee to ensure questions were applicable in context and scope for the campus. The final Western campus-wide cultural climate survey contained 224 questions that were branched and allocated to respondents as follows: a) students - 143 questions, b) staff - 98 questions, and c) faculty - 116 questions. Survey questions were both scale and qualitative so respondents could provide descriptive information or elaborate further on their response choices to specific question sets.

Sample Procedure

Understanding the climate of Western Colorado University involves engaging the voices of stakeholders that experience the culture daily. Due to the large-scale scope of the study, all faculty, staff, and students at Western were both the target and sample populations for the study. Prospective participants were invited to participate in each phase of the study: a) focus groups and b) survey.

Participants were informed of their voluntary participation rights along with the measures in place to protect confidentiality (focus groups) and anonymity (survey) of their responses. The research team implemented protocols to de-identify responses and incorporated a separate instrument to collect contact information of participants interested in incentive opportunities offered by the DEII Committee for participating in the cultural climate assessment. Lastly, participant responses were stored on a secure password protected device accessible only to the CJ-CSCP research team.

Data Analysis

Focus group data were reviewed and analyzed immediately and ongoing to compare responses across and within Western campus groups (i.e., faculty, staff, and students). Inductive content analysis and enumerative coding were used to develop theory and identify emergent themes from participant responses. Focus group findings were utilized to finalize the survey instrument and later triangulated with survey findings during the final interpretation and analysis phase. *Survey data* were analyzed to compare responses of faculty, staff, and student groups via SPSS and Qualtrics. Crosstab analyses were conducted and provided to Western in separate excel workbooks. Descriptive statistics were calculated by salient demography characteristics (e.g., university position—faculty, staff, student; race/ethnicity; citizenship; gender identity; etc.) to provide a culturally responsive and disaggregate narrative of participant responses. Data listed throughout the narrative, tables and figures of the report are presented as valid percentages—calculations reflective of the total number of respondents per survey item. Items with no response are identified as ND (no data). Content analysis and enumerative coding were conducted on all qualitative responses submitted in the survey. Lastly, data results from focus groups and surveys were triangulated through a mixed methods approach to present a comprehensive frame of the findings.

Limitations

Limitations acknowledge the partial and tentative nature of any research (Rossman & Rallis, 2003), specify the weaknesses of the study, and gives an opportunity for the researcher to explain imperfections of the study. Four limitations existed for this study, specific to generalizability of data.

First, respondents self-selected to participate in both focus group and survey phases of the study. Respondents ongoing engagement in either or both data collection phases was voluntary. At any point, participants were free to withdraw from the process at their own will. Second, the initial survey launched February 17, 2020. There were several delays in launching the survey instrument. Early in the survey launch the form was suspended to correct functionality and flow issues within the digital form. To provide opportunity for Western faculty, staff, and students to participate in survey, access to the form was extended. Additionally, as a result of the COVID-19 pandemic outbreak, Western suspended on-campus activities beginning the week of March 9, 2020, through April 3, 2020. As a result, survey access was extended once more through April 16, 2020, for students and April 30, 2020, for faculty and staff. Next, evidence of social desirability bias emerged during the analysis survey responses. Social desirability is defined as respondents' preference to choose socially acceptable or politically correct responses. This method of responding is the respondents' attempt to lessen perceived embarrassment instead of providing a truthful answer. Where it concerns Western's Campus-wide Cultural Climate Assessment, respondents selected Likert responses that more favorably reflected an informed level of DEII awareness. When compared against their open-ended responses analysis revealed negative outlooks and/or dissonance in DEII understanding, its connection to respective roles, work of the university, curriculum and pedagogic approach, and student experiences in and outside of class.

Finally, theoretical sensitivity was implored in this study to reduce researchers' bias. Corbin and Strauss (2015) described theoretical sensitivity as, "having insights as well as being tuned into and being able to pick up on relevant issues, events, and happenings during collection and analysis of the data" (p. 78).

Focus Group Study Results

Faculty, staff, and student participants' narratives (Creswell & Poth, 2018; Denzin & Lincoln, 2005; Lincoln, Lynham & Guba, 2011; Patton, 2015) of their experiences and perceptions held of Western were the core data points collected during the focus group interviews.

Sample Population

Western's campus population ($n = 3,496$) of faculty ($n = 127$), staff ($n = 327$), and students ($n = 3,042$) were the target population for the study. The entire campus community was invited to participate in the focus group sessions. Four percent ($n = 148$) of Western's stakeholders participated in the focus group sessions.

Purpose

The overarching goals of the focus group component of the campus-wide study centered on understanding the following about Western stakeholders:

- Perceptions of and experiences with the University's culture and climate.
- Knowledge and understanding of Western's Diversity, Equity, Inclusion, and Internationalization goals.
- Awareness of one's cultural-self and engagement across stakeholder groups.

The richly thick descriptive counter-stories collected from faculty, staff, and students presented 6 distinctive group-level themes:

- Academic Success and Matriculation
- Lack of Resources
- Inclusion and Accessibility of Underrepresented Students
- Biases/-Isms
- Lack of Effort
- Lack of DEII Awareness

Four overarching themes also emerged. These themes were significant across all faculty, staff, and student focus groups:

- Organizational Culture and Climate
- Systemic Organizational Oppression
- Lack of Communication and Transparency
- Welcoming and Belonging

Causative and interpretive analysis were conducted to identify the above themes through enumerative coding. Themes were analyzed against session goals to understand the explicit connections present across participant responses. A comprehensive discussion of the themes and the interpretations that define them are provided next.

Faculty Focus Groups

Western faculty participated in a total of 7 focus groups. Faculty self-selected to participate in one of the following session offerings: adjunct faculty, faculty of color, female faculty, female faculty administrators, LGBTQ faculty, male faculty, male faculty administrators. Faculty participants comprised 15% ($n = 22$) of the focus group sample.

Table 1. Western Faculty Focus Group: Racial Demographics

Race/Ethnicity	%
African American/Black	0
Asian	5
Latino	0
Multi-Race	0
White	95

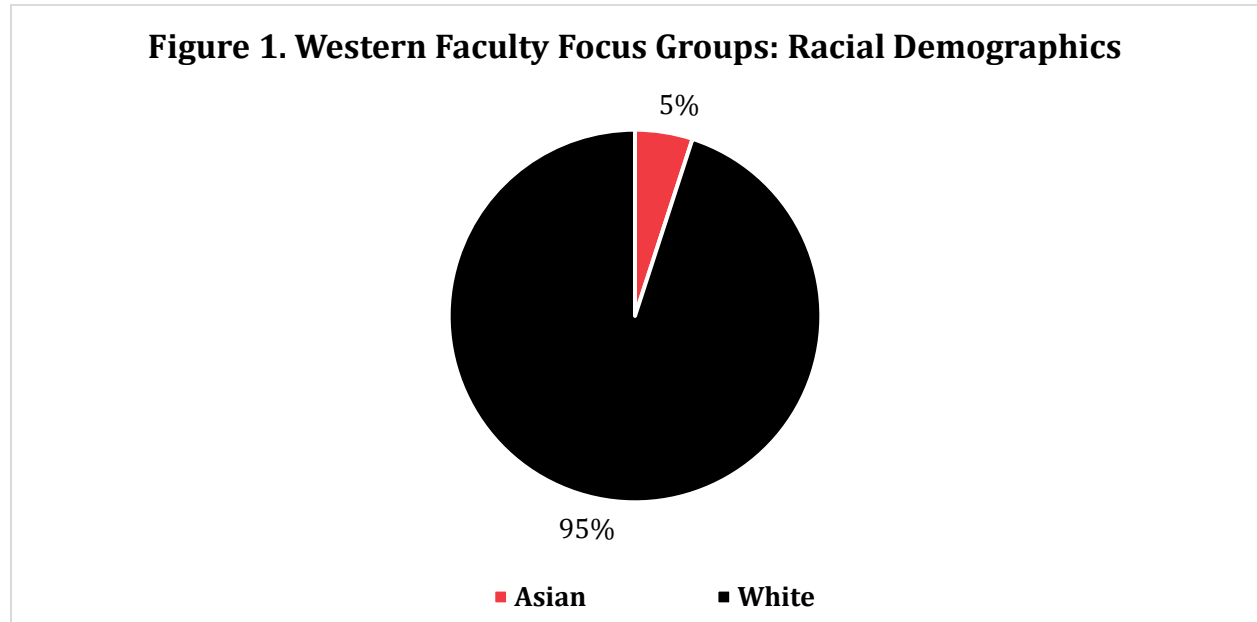
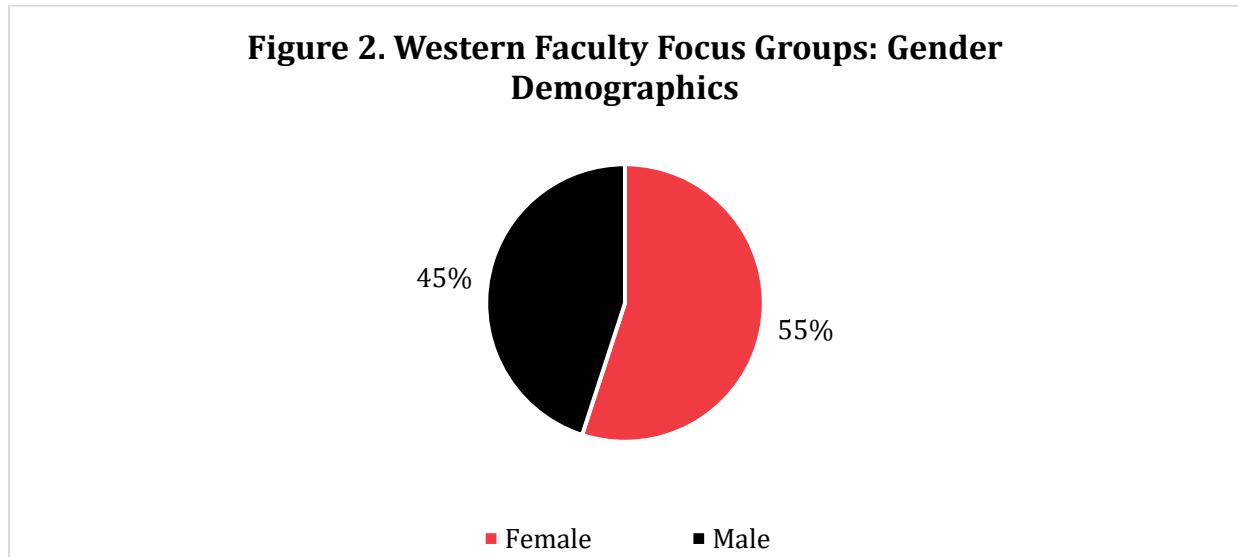


Table 2. Western Faculty Focus Group: Gender Demographics

Gender Identity	%
Female	55
Male	45
Gender Non-Binary	0



Thematic Findings. Four out of 6 themes were explicitly connected to faculty focus group responses: (1) *lack of resources*, (2) *biases/-isms*, (3) *lack of effort*, and (4) *lack of DEI awareness*.

Lack of Resources. Interpreted by participants descriptions of *available resources for successful performance*. This code defines participants concerns of self-efficacy within their work roles based on expectations coming into the position versus current realities. Participants expressed not feeling valued as a faculty body and the overload in work demands without sufficient resources to successfully meet expectations. New and/or non-tenure track faculty felt a lack of orientation and/or preparation for transition into role expectations within their department (i.e., advising/not advising, investigate academic concerns, ability to contribute new ideas/content to the curriculum). All expressed concern regarding compensation being significantly below the market value range for their positions.

Biases/isms. Using power and privilege theory this theme's main interpretation centers on the *misconception of responsibilities and roles steeped in a male dominate culture*. Faculty members spoke of a toxic power dynamic between faculty, faculty administrators and executive leadership. Fear of losing employment was prevalent across responses and/or being unable to say no to additional work duties (overload) that they would not be able to successfully complete. Faculty perceived executive leadership bias to be the key influence on misnomers held about faculty availability, competency, pay and/or scholarship. Per some faculty participants this is reflected in engagements with their respective faculty administrator. In some academic units, faculty without doctoral degrees responded that they receive constant micro-messaging regarding their competency to teach course material (though they are and have been the only faculty members in their units teaching the course(s)). Gender bias and male dominate culture undergirds the campus community and female faculty perceptions regarding their physical safety at Western (see Overarching Themes, p. 19). And, lastly, faculty bias emerged in two ways: a) *individual self-awareness, both implicit and explicit*, and b) *student evaluation/expectations of faculty instruction in the classroom* (specific to gender and race/ethnicity). *Individual self-awareness* revealed faculty's desire to identify and/or prevent bias and exclusion from occurring in the classroom. However, the enumerative and causation analyses revealed underlying descriptors of uncertainty, lack of awareness specific to key behaviors and implications that trigger biases within pedagogic praxis and curriculum design. While a handful of faculty have taken some proactive steps to educate themselves in this area, many seem to be unawareness of best practice models, inclusive curricula and pedagogical resources (both general applications and content specific), and sound ways for implementing and delivering culturally responsive curricula. *Student evaluation/expectations of faculty instruction in the classroom* emerged across female faculty responses and were confirmed across male faculty responses. Female faculty expressed experiencing an abundance of micro-messaging regarding their clothing as well as efficacy and competency in teaching. Where it concerned clothing, they shared the following:

“Male faculty can go into the classroom with wrinkles or holes in their clothes and teach with no problem. If we do that, there are comments like, ‘Oh you teach here?’ Or challenges to teaching style and competency.” (Female faculty quote)

“I have learned mentally to keep my mouth shut, I may have learned it is hard to fight this battle.” (Female faculty quote)

Male faculty responses in other focus group sessions acknowledged differences present and the privileges they have in comparison to their female counterparts. While the issue of pushback or challenges regarding student expectations toward female faculty’s level of competency to effectively or accurately teach the material due to their gender is an undercurrent within this theme.

Lack of Effort. Interpreted by *perceptions of inequity present on campus* that emerged during faculty focus groups. Perceptions within this theme were two-pronged:

- Lack of strategic/comprehensive efforts to establish Western as a best practice model that can influence internal engagements as well as community collaborations.
- Lack of genuine commitment and sufficient mechanisms to increase DEII.

Confusion exists around university messaging and what the true priorities of the institution are beyond face value or monocultural approaches. Most faculty participants across focus group sessions were unsure of any internal functions that exist to properly address difficult diversity issues both on- and off-campus. They were unable to provide insight into whether confidential support systems exist to file claims and conduct unbiased investigations. Almost all faculty identified a lack of genuine commitment by the executive leadership cabinet to fully support DEII efforts (i.e., campus-wide branding and placement of DEII strategy; on-going trainings and dialogue; lack of executive leadership presence at DEII events, trainings, etc.). And all voiced concern regarding executive leadership cabinet competency, awareness, and insensitivity specific to cultivating equity and inclusive excellence at Western.

Lack of DEII Awareness. This theme consists of two interpretive descriptions: a) *insufficient knowledge of DEII committee’s role/charge, administrative authority, and*

resources; and b) *insufficient knowledge of fundamental intercultural competency terms and concepts*. Where it concerns *faculty knowledge of the DEII committee*, a majority expressed not knowing the full scope and/or administrative authority of the committee. There were numerous surprised expressions that occurred when CJLL-CSCP moderators announced that the “*Your Voice. Your Western!*” focus group sessions were part of a larger campus-wide culture and climate assessment spearheaded by the Committee. Assumptions that the DEII Committee is an extension of the MCC with a focus on services to students.

Next, *insufficient knowledge of fundamental intercultural competency terms and concepts* was present across faculty responses to questions assessing their understanding of a) *hidden curriculum*, b) *institutional capital*, c) *social capital* and d) *intercultural competency self-awareness*. Numerous faculty participants were not familiar with the terms, or the ways in which these inequities manifest within the classroom and daily interactions. Faculty who had heard of the terms provided definitions that they assumed described the term or reflected an interchangeable understanding of the term. When asked about their self-awareness and meaning making of the following terms: a) *diversity*, b) *equity*, c) *inclusion*, d) *intercultural competence*, and d) *international dimensions*, faculty responses tended to place onus on the perception and representation of students versus discussion of their own understanding and efficacy. When asked how they attempt to create diverse learning environments for their students, faculty shared a desire to make more intentional connections that placed just as much emphasis on the racial paradigm of American culture as global learning.

“In environmental ethics, I at least want to make sure that people are aware of the reality, that though they may have a personnel connection with the environment, what about the guy on the south-side of Chicago? What do we need to do to include that person and bring them into this conversation?” (Faculty quote)

Exploring the development of everyday items to create unique curricular approaches to identifying bias:

“The other day we were looking at how cars are designed and where controls are placed for the radio and stuff like that. The position of the controls is based on ‘standard’ arm lengths. So, we decided to take measurements and there ended up being

many outliers to the 'standard' measurement specifically among the women in the room. Why is that? Because car manufactures only use the measurement of men's arm and leg-length to come up with these numbers to then design these cars. So, this is how I bring in examples using data for students to explore and seek what biases are present in everyday items that people use." (Faculty quote)

Faculty also expressed a desire to move away from traditional office hour formats and meet students on their level in campus spaces where they may be more comfortable (i.e., Rare Air café, coffee, etc.) as a mechanism for building trust.

"You just say hi to introduce yourself, and that kind of breaks down the barriers...right? Or this illusion of trouble...right?" (Faculty quote)

Summary

The four faculty themes: (1) lack of resources, (2) biases/isms, (3) lack of effort, and (4) lack of DEII awareness provide richer insight into Western's organizational culture and climate as perceived through the lived experiences of its faculty. These themes also reveal faculty's desire to develop/expand their knowledge in the area of DEII. However, substantive guidance and capacity building are essential to properly prepare Western faculty to be dynamic culturally responsive and inclusive educators.

Lastly, cognitive dissonance was present across faculty understanding of their own cultural self-awareness. Further unpacking in this area revealed that faculty either deflected or failed to see themselves as members of a culture-sharing group (Creswell & Poth, 2018). Instead, faculty responses centered on presumptions about student perceptions of DEII needs instead of reflecting on their own self-awareness and what it means to be social-cultural being. Inability to be self-reflective limits both knowledge and efficacy to understand how the systemic racial frame of American society effectuates racialized and oppressive outcomes within their curricula, pedagogical, and advising praxes.

Staff Focus Groups

Western staff participated in a total of 8 focus groups. Staff self-selected to participate in one of the following session offerings: female staff, female staff administrators, LGBTQ staff, male staff, male staff administrators, part-time staff, staff administrators of color, staff of color. Staff participants comprised 32% ($n = 47$) of the focus group sample.

Table 3. Western Staff Focus Groups: Racial Demographics

Race/Ethnicity	%
African American/Black	2
Asian	4
Latino	13
Multi-Race	0
White	81

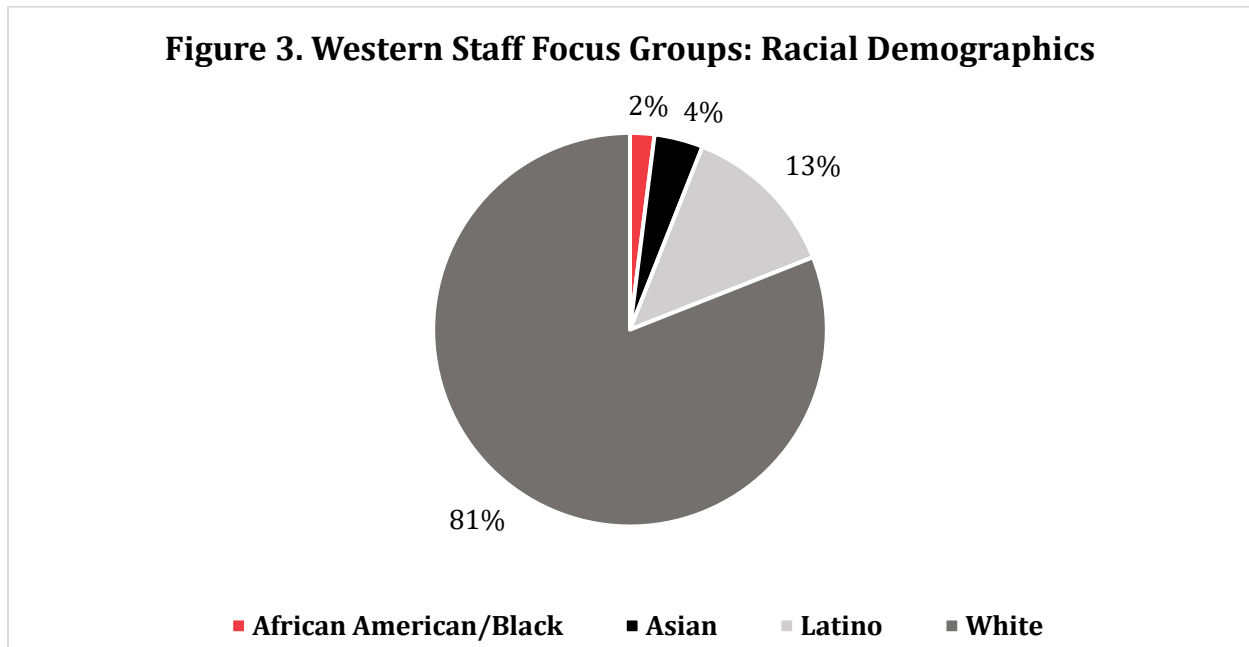
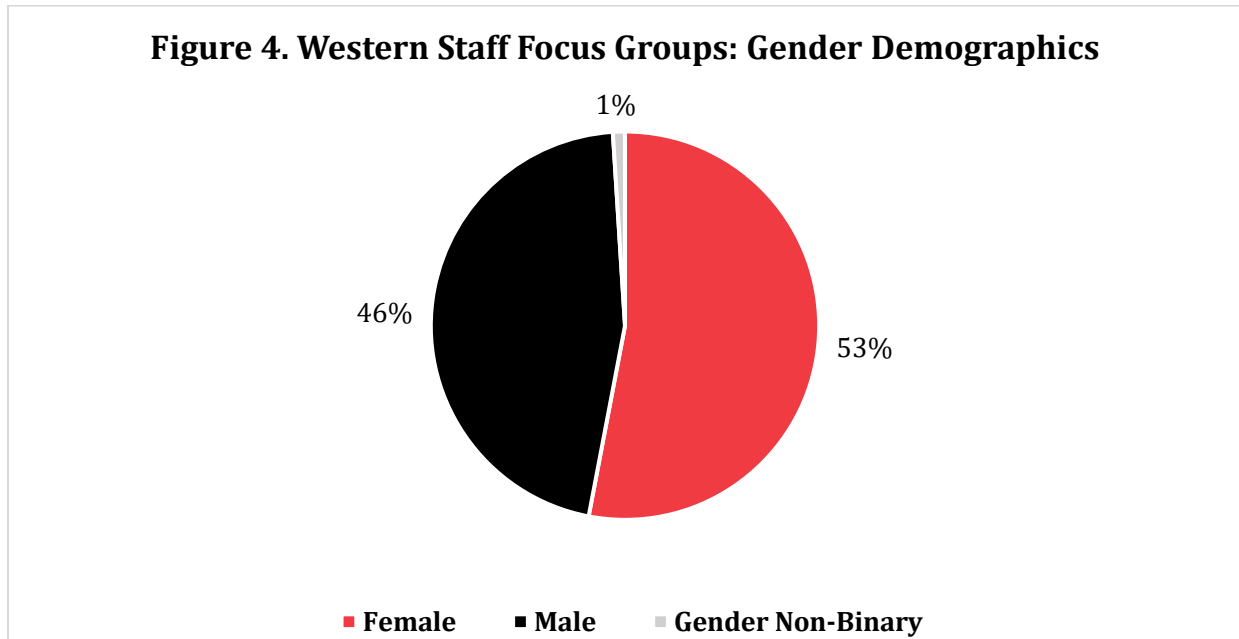


Table 4. Western Staff Focus Groups: Gender Demographics

Gender Identity	%
Female	53
Male	46
Gender Non-Binary	1



Thematic Findings. Four out of 6 themes were also explicitly connected to staff focus group responses: (1) *lack of resources*, (2) *biases/-isms*, (3) *lack of effort*, and (4) *lack of DEII awareness*.

Lack of Resources. Interpreted by participants descriptions of *available resources for successful performance*. This code defines participants concerns of self-efficacy within their work roles based on expectations in onboarding and transitioning roles versus current realities. Staff participants' concern specific to professional development diverges, slightly, from faculty interpretations of available resources. Staff voiced feeling a lack of security in their roles, having a professional connection within their respective fields (i.e., professional associations/organizations), and either having no funds to attend professional development offerings or being required to fundraise—on their own—to attend conferences and trainings or purchase professional resources. Points of concern arose

during this segment of the dialogue when personnel from Western's Human Resources division (participants in the staff focus group) explained that "*All departments are provided with professional development dollars for their staff members*" (quote). Other staff members shared that even if they do raise the funds, because they advise/oversee certain student activities (typically, lacking funding as well) they tend to use the monies to ensure successful rollout of those student needs. Numerous staff members expressed going four or more years without core professional development training and networking specific to their area of expertise, while their supervisors and other members of leadership receive ongoing professional development. Staff unanimously confirmed that no staff council or senate resource exist for them to take up governance issues, speak into university legislation and decision-making, and/or develop resources essential to staff relations and professional development. "*The resources that we have the expectations do not align*" (participant quote).

Biases/-ism. Interpreted as *misconception of role based on devaluing of staff identity* is also influenced by the Power & Privilege Theory dynamic. Staff discussed feeling the need to hide, or allow to remain invisible, the non-visible pieces of their identity (e.g., LGBTQ, mental health, etc.) as an attempt to successfully navigate the University. There was also discussion of being made to feel invisible in meetings:

"I am aware of my skills and abilities. I'm confident in the impact I can have on students and colleagues. Yet, every once and a while, things will be said, or I'll feel invisible in a situation. And it's not because I'm not intelligent, or not capable, or not aware of what we're speaking about." (Staff quote)

"I've actually been in a meeting where I'll say something, you know, and it's blown over. Then a different colleague, and it could even be a woman...a white woman, will say the same thing, and suddenly, it is a great idea." (Staff quote)

"It's invalidating." (Staff quote)

Staff expressed a significant disconnect with the University. When asked if they've ever considered leaving Western, there were several affirming responses. In further discussion, staff stated:

“Often, but you don’t want to work in a restaurant, you know.” (Staff quote)

“There’s like a handful of good employers. Unless you want to leave the valley, you don’t really have anywhere to go.” (Staff quote)

“Like, if you wanted to leave, nobody really cares because you’re considered easily replaceable.” (Staff quote)

Staff responses in this theme focused largely on the biases/-isms that they experienced. However, conversation expanded to expose concerns they held about the well-being of students. If they are having these experiences what are historically underrepresented and marginalized students experiencing at campus? There is a desire to do more through a comprehensive praxis that breakdown siloed one-and-done approaches that are occurring in small, disconnected numbers across the campus.

Lack of Effort. Interpreted by *perceptions of inequity present on campus*, staff dialogue revealed the following concerns regarding Western leadership:

- a) incapacity or unwillingness to develop intercultural competencies,
- b) non-existent inclusive leadership praxis, and
- c) inability to create a transformative collegiate experience that will positively impact recruitment and retention across all groups.

Staff are anxious to see real engagement from executive leadership in these initiatives (e.g., DEII, sexual violence prevention, etc.). They believe that executive and administrative leadership should be attending trainings and learning alongside them. This ensures buy-in and sustainability of transformative DEII efforts. There is a strong need to develop cross-departmental/division/community efforts instead of siloed ambiguous responses by a limited number of positions or offices.

Lack of DEII Awareness. Like faculty interpretive descriptions: a) *insufficient knowledge of DEII Committee’s role/charge, administrative authority, and resources*; and b) *insufficient knowledge of fundamental intercultural competency terms and concepts*. While staff are familiar with the various members who serve on the DEII committee, a majority are not actively engaged with the group and have *insufficient knowledge* of the Committee’s overarching purpose and how it can be a dynamic resource for them. When asked about

services and resources offered by DEII many spoke of the services and resources of the MCC, specifically, Difficult Conversations Series. There was also a concern of mandating key DEII components, that way the campus community is required to begin expanding their knowledge in baseline capacities. *“It’s always the same people, those are the one’s naturally interested but the people on campus who really need to be there, aren’t.”* This staff statement addressed the insensitive behaviors and attitudes held by others on campus that were highlighted during focus group dialogue. Staff are concerned with reaching those individuals to begin transformative change efforts.

Lastly, *insufficient knowledge of fundamental intercultural competency terms and concepts*. When asked about their meaning-making specific to the following terms: a) *diversity*, b) *equity*, c) *inclusion*, d) *intercultural competence*, and d) *international dimensions*, staff provided responses that highlighted structural diversity on the front-end before a handful of participants chimed in with more equitable friendly definitions to diversity that require inclusion and awareness. Staff strongly expressed interest in developing/expanding their knowledge and being able to incorporate those skills back into their roles.

Summary

While similar in category to faculty themes (1) *lack of resources*, (2) *biases/isms*, (3) *lack of effort*, and (4) *lack of DEII awareness*, the interpretative codes within these themes distinctively define the unique experiences of Western staff within the campus culture and climate. Western staff desire a campus environment that is high-energy, provides intentional recognition of their individual and group contributions to service, supports professional growth, and embraces the cultural diversity of its stakeholders. Staff strongly believe that DEII must become mandatory pillars within the University’s infrastructure and compliance tenets. Finally, staff are interested in experiencing an inclusive and welcoming campus environment that values them as assets rather than “easily replaceable” within the organizational structure.

Student Focus Groups

Western students participated in a total of 9 focus groups. Students self-selected to participate in one of the following session offerings: distance/on-line students; female students; first-generation college and transfer students; LGBTQ students; male students; non-traditional, first-generation, and military/veteran status; and students of color. It is important to note that the female student focus group session was offered 3 times due to the significant interest of Western female students. Student participants comprised 53% ($n = 79$) of the focus group sample.

Table 5. Western Student Focus Groups: Racial Demographics

Race/Ethnicity	%
African American/Black	15
Asian	0
Latino	17
Multi-Race	2
White	33

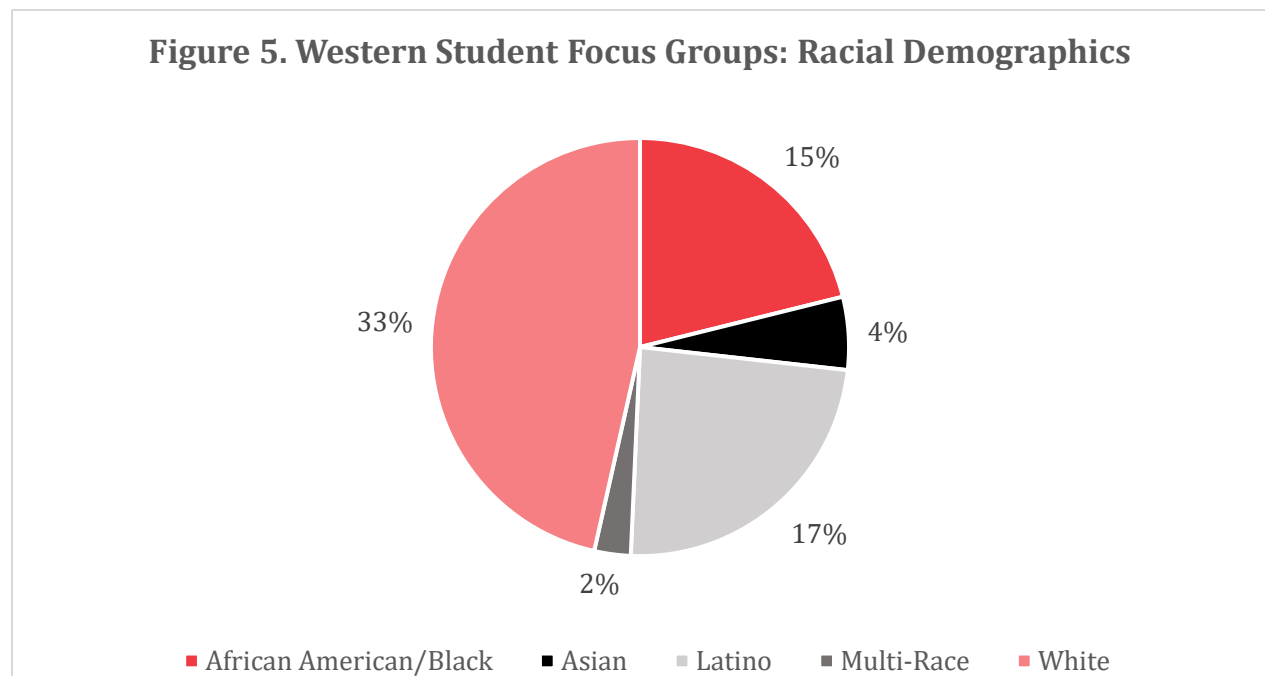
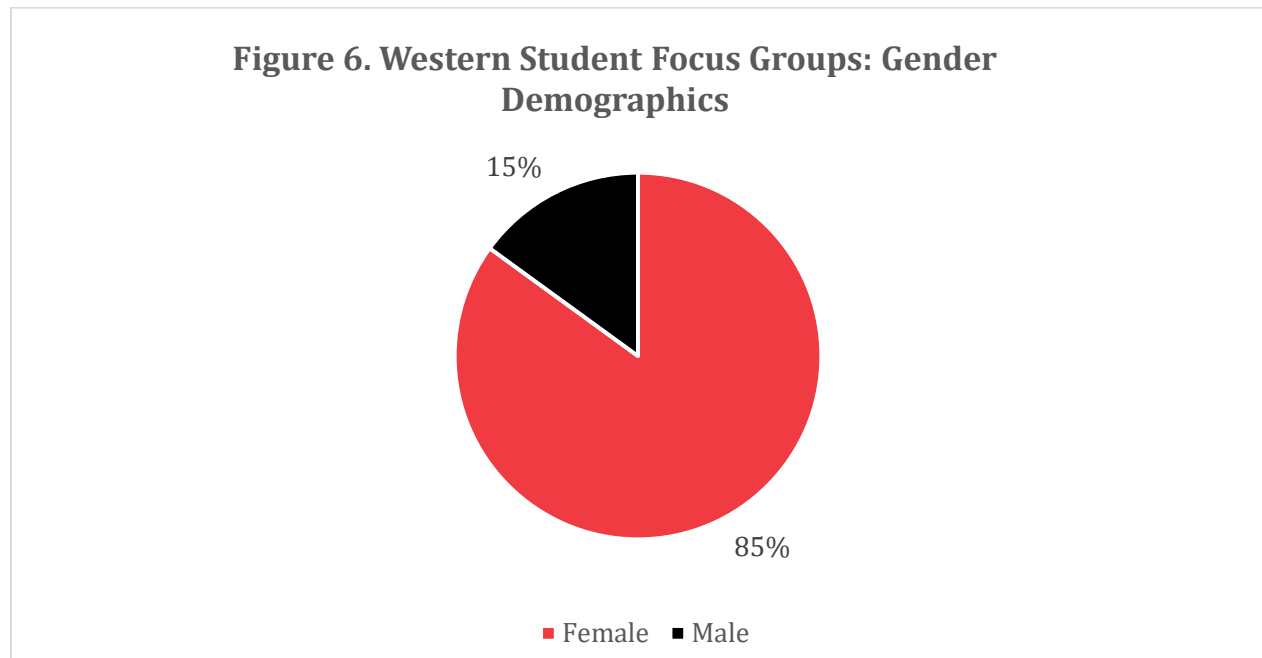


Table 6. Western Student Focus Groups: Gender Demographics

Gender Identity	%
Female	85
Male	15
Gender Non-Binary	0



Thematic Findings. Four out of 10 themes were also explicitly connected to student focus group responses. The first three were: (1) academic success and matriculation, (2) inclusion and accessibility of underrepresented students, and (3) biases/-isms. The final theme was similar in category to faculty and staff findings: (4) *lack of DEI awareness*.

Academic Success and Matriculation. Is defined by the thematic interpretive code, *student perceptions of faculty and coaches as supportive*. Student discussions on their decision to attend Western centered on the support they received from their coaches, interest in an academic program, and/or being close to or as far away as possible from home. Students shared their perceptions of the campus being an inviting and welcoming space in a small town not realizing just how small and/or difficult it would be to navigate until they were experiencing campus life.

"You know it is going to be small, but when you are here, it feels a lot smaller."
(Student quote)

"Our resources are just so difficult to even access. Like you have to jump through nine different hoops to get one meeting and then it's just kind of like...now what?" (Student quote)

"The school itself, leaves a lot to be desired." (Student quote)

Discussion shifted to supports on campus and prioritizing for academic success. Non-traditional and first-generation college students desire more supports, student association and networking opportunities to expand their collegiate experience and prepare for life after college. Other students shared their initial failures at success and the resilience they were able to find within themselves because of the support and resources that they received from coaches and professors.

"I would have gotten way better grades and I just was like...I don't care. But now, I care, because of my coach." (Student quote)

"I always felt like there's a really close community where you can rely on your professors to help you out and you can go to people." (Student quote)

Students hold a strong belief caring and supportive advising relationships are beneficial to their academic advancement. As well as a peer mentors who can relate to them as incoming students to Western (i.e., Epics mentors).

"I feel like whether it's advisors or professors, a lot of people I've come in contact with want to point you in the right direction or to the right person." (Student quote)

"My professors are great, and they help me a lot, but besides that, there's no on-campus resource to help me find post-grad internship opportunities." (Student quote)

Students also voiced concern regarding faculty understanding and navigation of DEII in the classroom. One situation presented a teachable moment on *intent vs impact*. The *intent*, creating a culturally responsive learning environment across gender. The *impact*, a cis-gender approach that did not account for students who may not identify with their biological sex. As a result,

“It turned into this like really kind of awkward situation where students were asking inappropriate questions and it was like, you know...she laughed...the professor laughed. And we discussed it after and I said, she had good intentions, they just didn’t pan out the way she wanted.” (Student quote)

Students discussed faculty teaching styles and the lack of energy and creativity infused in pedagogy. Participants did not like the fact that some of their faculty read content directly from PowerPoint slides with no interactive exercises or simulations, group dialogue, or activities to stimulate understanding of the material. Other participants mentioned their faculty hyper-dependence upon Ted Talk and YouTube videos in the classroom multiple times throughout the week.

Lastly, students raised concerns regarding faculty burnout. Students expressed being able to see the overwhelming amount of burden placed on faculty without adequate supports. They spoke of understaffed academic programs and the devaluing that they hear about both directly and indirectly about faculty.

“We feel bad relying on them. Like faculty don’t get the resources they really need to help students. There’s a lack of resources and support across the board. We see it...” (Student quote)

“I see faculty struggling every day, and they don’t have anything either.” (Student quote)

Western students are hyper-aware of the lack of support and resources available across the board. Many find themselves questioning how they can be supportive of faculty.

Inclusion and Accessibility of Underrepresented Students. The defining interpretation for this theme is *lack of concrete supports within existing culture to successfully support current and future diversity efforts.* Students discussed what they saw as Western’s misplaced priorities, prioritizing an environmentally conscious footprint over safety. Specifically, well-lit, and accessible accommodations. Student spoke of poor maintenance conditions of building, especially locks on windows and doors in the dorms and women’s restrooms. The other priority in the area that students believed to be missing

are adequate structures to cultivate a welcoming and inclusive campus community for historically underrepresented and marginalized students.

Students expressed feelings of disappointment. One student recounted a recent negative experience that resulted from sharing sensitive information with a faculty member that they trusted. They confided in the faculty member regarding their frustrations in another course and was seeking guidance to make it through the remainder of the course as successfully as possible.

“They [professor] went back and told the other faculty member. I felt like I had been thrown under the bus. It made things even worse for me in that class. I don’t trust anyone on this campus.” (student quote)

Student disappointment in this area is not just a personal dynamic but compounded with concerns they have for their friends who are historically underrepresented or marginalized on Western’s campus and the prospective students yet to come.

“They advertise such an inclusive campus. And I think that sends people here with false ideas. Then, once you get here, you realize, oh, that not how this is.”

“I personally don’t think that Western is diverse at all. I think that the Admissions Office makes a checklist to fill out for diversity. They try to achieve that. But I don’t think its diverse.”

Biases/-Isms. The interpretive code is defined as *normative and conditioning understanding of student’s cultural backgrounds*. Students discussed their experiences both on and off-campus. White female students shared examples of insensitive or inappropriate comments they received from White peers and/or community members regarding their engagement with Black/African American male students.

“We went to the grocery store the other day, and someone came up and asked him if he is gang affiliated because he has a tattoo with a red star on his arm.” (Student quote)

“I’ve had people ask me if I felt safe when I’m hanging out with them.” (Student quote)

Student participants across all focus groups were predominately female, as result the focus of bias centered on gender inequity, security of physical person, concerns being

dismissed, fear of retaliation, and significant lack care that they believe to present among amongst administration concerning these matters (see, Overarching Themes, p. 19)

Lack of DEII Awareness. This theme is defined as *misconception that equality is equity and multicultural does not mean White*. Most of the student participants are aware that Western has a Multicultural Center. Yet, when asked if they visit the MCC or participate in any events/activities, most White student participants didn't respond. The White students who have/do participant in diversity events on campus described the lack of turnout at the events as well as promotion or leadership engagement in DEII related activities.

"I don't feel like events on diversity happen, or inclusivity, or equality and anything happen that often here. I mean students will do events, but I don't feel like they're talked about with administration." (Student quote)

"I feel like it's largely ignored and there's uncomfortable conversation." (Student quote)

Students expressed the lack of awareness that men on campus have regarding male privilege. They see it as a systemic and institutional ingrained within Western.

"There's a problem because the men aren't educated enough on the privilege that they have and how women struggle to get what they get." (Student quote)

"I think it's institutionalized. None of my professors, especially in the business classes, never mention anything about men being privileged and getting more than women." (Student quote)

"This is something that should be talked about. Not everyone has time to take a women and gender, philosophy, or race and gender class. So, it should just be part of the curriculum. Like, this is something that is happening, and you should be aware of it, and you should educate yourself on the topic." (Student quote)

Desire to do more to build awareness was prevalent across student responses. While understandable concern was present regarding efficacy and appropriate ways to be allies. One student shared their response to a friend who had experienced an invalidation:

"I'm never going to understand completely, but I'm here if you need it." (Student quote)

"Like, we've talked about, when people say things to us on the street. I've asked, what's my role? Do I say something? Do I not say something? What do you want me to do?" (Student quote)

Summary

Western student focus group findings revealed four themes. Two were distinctive to the student collegiate experience (1) *academic success and matriculation*, (2) *inclusion and accessibility of underrepresented students*. While the third and fourth themes, (3) *biases/-isms*, (4) *lack of DEII awareness*, are reflected across staff and faculty findings. The common thread across each of these themes was safety. Per student respondents (as well as some faculty and staff), Western faces challenges with a high number of suicides and rape culture. Student respondents are emotionally taxed on an ongoing basis with navigating grief associated with loss of life, sexual harm to their bodies, and other physical harm as a result of the University's failure to safely maintain campus spaces and facilities. Lastly, Western students desire a campus learning culture that is able to exemplify cultural responsiveness and equity in bravely meaningful ways. Students are aware of the various diversity statements and the University's effort to reflect a diverse student body on its website. However, the behavior and attitudes of senior leaders, some faculty, staff, and students significantly undercut any strides being made. Western student respondents see diversity and inclusion as viable elements that can enhance their educational experiences, interactions with peers and campus personnel. Lastly, Western students are highly concerned with the mental well-being of Western faculty and staff. Student respondents discussed the tearing down of campus personnel by university leadership and the affect those events on their own personal lived experiences at Western. Similar to the staff outlook, Western students desire an equitably inclusive and welcoming campus environment that is willing to challenges biases, dismantle racialized and oppressive outcomes, and transform the overall organizational culture for the betterment of all its members.

Overarching Themes

Themes prevalent across all faculty, staff, and student focus groups include: (1) organizational culture and climate, (2) systemic organizational oppression, (3) lack of communication and transparency, and (4) welcoming and belonging.

Organizational Culture and Climate. Interpretations within this theme centered around *oppressive systems and internal functions*. Participants presented a number of organizational barriers they believe undermine the DEI charge made by the university president. An overwhelming number of participants believe that the president lacks understanding of the critical work and supports (i.e., fiscal, personnel, etc.) that are imperative to the delivery of systems level change campus wide. A common pattern that emerged throughout each focus group, was “fear.”

“Everyone is fearful....that everybody is replaceable. And that is how they have been communicated to from leadership down. That....oh, well, you can leave and there will be somebody else. Because this is not a big community that has a lot of enterprise and big jobs.” (Participant quote)

“You know, there isn’t a lot of industry or things like that, so you have one university, you may have a handful of corporations, but they’re not a lot of opportunities, career wise. It’s more hospitality and things of that nature. So, everyone is fearful.” (Participant quote)

“In terms of interpersonal issues, we don’t have clear options to file a formal complaint. You can go to human resources, which has not been particularly helpful, so it would be good if we had some way to work out differences.”

“When I first came [to Western] diversity and inclusion was not a discussion whatsoever. And my thought was that we need to diversify our campus, but not the focus on diversity is primarily on skin color. The inclusion piece isn’t there.” (Participant quote)

Faculty, staff, and student participants discussed the covert and overt hostilities they’ve experienced on the campus. They stressed the fear of increased mental health and organizational trauma percolating within the institution. It is essential to see real buy-in across senior leaders, executive cabinet, and the board of trustees specific to transformative change, cultural responsiveness across the curriculum and employee roles to cultivate inclusive excellence for all campus members. Participants stressed that there are

so many on campus who believe in the importance of equity and inclusion and the benefits it creates within the campus community, but fear is stifling opportunities to progress.

Systemic Organizational Oppression. *Biases/-isms* and *safety* are the interpretative codes for this theme due to their prevalence across faculty, staff, and student focus group findings. Systemic organizational oppression is the result of hostile and toxic practices (i.e., decision making, policies, hiring, funding, etc.) within and born of the organizational system. These practices produce ongoing oppressive inequities for historically underrepresented (i.e., race/ethnicity, LGBTQ, disability, gender, religion) and marginalized groups (faculty, staff, student) within the organization. Systemic organizational oppression produces a traumatized culture that impacts the identity and physical safety of its stakeholders.

First, Western's female faculty and students discussed feelings of unsafety due to traumatizing campus incidents, leadership statements and inactions. Focus group participants shared their concerns regarding leadership, some male students and faculty's devaluing of women across all levels of the institution. Next, students are overwhelmingly concerned about the mental health of Western faculty due to the traumatizing incidents against faculty members that student respondents witnessed or learned about secondhand. Additionally, statements regarding faculty safety and workloads were mentioned numerous times by student focus group participants. Similarly, female faculty were overwhelmed by the numerous suicides, rapes, and sexual harassment incidents that their students have been impacted by. Students expressed experiencing insensitive responses and/or behaviors from leadership following the suicide of their classmates. Some shared witnessing insensitive behaviors and remarks by Western leadership to the families of suicide victims. Lastly, Western staff discussed experiencing hostile work environments and leadership bullying. Staff have been bullied into abandoning their concerns about hostile interactions with leadership and lack of supports/resources to successfully perform their jobs. Staff recounted moments when leadership expressed to them how easily they could be replaced.

Each of these acts are forms of systemic and/or racialized outcomes implemented to maintain fear or isolate targets within the workplace environment. These acts have

resulted in a significant amount of distrust both intra- and intergroup across faculty, staff, student, and leadership groups.

Lack of Communication and Transparency. *Ineffective communication strategy* served as the interpretative code for this particular theme. Discussion centered on the lack of concise and consistent messaging and branding made by the University. During one focus group session, participants addressed concerns with Marketing's approach to messaging. It came to light that Marketing staff are not currently in control or able to contribute to brand development of Western or the messaging and materials created for internal departments.

"Marketing is being pulled in so many directions by donors right now." (Participant quote)

"[Marketing] staff don't really have a say in the messaging of Western at this time." (Participant quote)

"The messaging is being told to them." (Participant quote)

Further discussion uncovered misleading imagery for participants visiting Western's website.

"They put pictures of everyone having a good time, and there you're here for a month and you're like, well, there's nothing to do. So that's a lie." (Participant quote)

The issue is not isolated to Marketing. Participants discussed concerns with messaging across campus-wide communication, or rather the lack thereof. Discussion of senior leadership's inability or unwillingness to prioritize and send critical communication from their senior level email accounts instead of the general info listserv to ensure those messages aren't lost in the shuffle.

"Last semester, some unnamed actor, we don't know who it was, graffitied the women's student lounge. They put a swastika on our coffee table. And, like an email went out that didn't really explain what happened. And that was the end of it. So, having a space on campus such as the women's student lounge that encourages intercultural awareness, and collaborates with places like the MCCC have something like that happen in that space, makes people feel unsafe because it was just brushed under the rug via a routine email." (Participant quote)

"Overall, we have a communication problem on campus" (Participant quote)

"I got this email, and I didn't even know what happened on campus. Well, I mean, we should have gotten an email that explained that students might come to us about the issue and here are some steps to address their concerns and a point of contact for them to get in touch with if they needed further support." (Participant quote)

"These messages aren't coming from the President's Office of key executive leadership offices to say, "Hey, we're taking this seriously. We've taken time to sit down and write this and we want you to understand what's happening. Or that they won't tolerate hateful behaviors, injustices, etc." (Participant quote)

Lastly, the lack of cross-departmental communication emerged. In focus group dialogues with athletics staff, they expressed the emphasis they place on student learning but spoke to misnomers held by faculty that coaches fail to encourage their students to succeed academically. When faculty were informed of the various strategies athletics has implement to check-in with student athletics, required study halls, requiring direct and immediate contact with faculty members, etc., they were surprised and happy to learn of Athletics efforts. This is just one example, participants raised numerous concerns regarding the lack of cross-departmental communication (i.e., event and strategic planning, developing initiatives, pooling resources, etc.).

Welcoming and Belonging. This theme was prevalent across all campus groups with two distinctive interpretive codes: a) *inability to present an inclusive campus environment*, and b) *inability to present a safe campus: unaddressed sexual harassment and violence, physical safety, and mental trauma*. First, the *inability to present an inclusive campus* was significant to faculty, staff, and student groups. Almost all participants voiced concern with executive leadership, more specifically, the University President's "lack of awareness of folks who have different experiences than him" (participant quote). There is general consensus that senior leadership members are aware of the disparities and disenfranchisement occurring as result of toxic leadership. However, they fear these leaders are preoccupied with the potential consequences they might face if they pushback or challenge decision-making processes. As a result, "it just kind of gets lost in the weeds" (participant quote). Significant disbelief exists among faculty, staff, and students regarding the ability to cultivate transformative change with the current leadership at the helm.

"I truly don't believe we're going to make any kind of shift on this campus with the current leadership, but that just you know...other people have said it too." (Participant quote)

"There's a running thought, that the President's life would be easier if we were all white straight men, because that's what he knows. And that's how he works. So, he fills executive level leadership spots with his friends. So, if I have an issue where I feel discriminated against or something by my direct supervisor, there's nowhere for me to go to complain about that, because the next step is his lifelong best buddy. "
(Participant quote)

"It's interesting that the senior leadership is male dominated. There's one woman in senior leadership. I imagine she's friendly, but she communicates like a man, right. She's had to do that to be successful in the different positions she's held here. There are barriers here and people like to hire those who mirror them. So, it is definitely a concern of mine." (Participant quote)

Next, participants discussed the residual ways in which senior leadership's inability to present and cultivate inclusivity trickles down into departments, programs, and units. This was seen as occurring through explicit and implicit behaviors within departmental leadership engagement.

"We lose a lot of energy...enthusiasm, because we get these great people who come, and they want to make things better. And they want to do this and that and they just keep running into a wall again and again. Eventually, that energy fades away. And, either they stay and maintain the status-quo, or they leave and take that energy and do great things somewhere else." (Participant quote)

"Last year, we had this recognition for the women's soccer team for each player that won an award, we would all stand up and clap. We told all the other sports team about the idea to gain buy-in and so that everyone could show support to the players. But, when the time came, only members of the soccer team and/other female players participated. We later found out that the football players wanted to support the effort but said their coaches basically didn't want them to." (Student quote)

"When I was chair of the department, I noticed a lack of female leadership presence. And, we had spectacular female coworkers. So, I asked three or four of the female faculty to start taking on more leadership responsibility. But one day, one of the female faculty members came into my office and asked why I kept giving all the work to the women in the department, where there were other people not doing anything. It hadn't dawned on me that what I saw, as making opportunity for the female direct reports in my department didn't come across that way to them because I had not taken the time to discuss these opportunities with them to see what they were interested in stepping to a leadership role." (Male participant Quote)

The second interpretive code, *inability to present a safe campus: unaddressed sexual harassment and violence, physical safety, and mental trauma*, emerged from female focus group participants discussion of safety—from sexual violence and other forms of physical abuse—and mental health on campus. Prior to CJ-CSCP’s site visit, a Western student committed suicide and a number of participants were still in mourning and troubled by the University’s insensitivity towards the tragedy.

“I feel like our president sent a very insensitive email the next day, based on like, knowing my friend, who was with his family, it was just handled very poorly. And I think it affected a lot of students and there’s no grace period for students who are dealing with it.” (Student quote)

“I was very frustrated with that whole situation because they posted it on Facebook, and people from his hometown found out about it from the Facebook post. It just rubbed me completely the wrong way.” (Student quote)

“I agree, it was really upsetting for me to get an email about it. And I really didn’t feel comfortable reading the email.” (Student quote)

Within this interpretation, female participants raised concern regarding fears of physical and sexual violence. When asked if Western was a welcoming environment where they experience an authentic sense of belonging, interpretations of the analyzed counter-stories uncovered the following patterns: a) *fear*, b) *rape culture*, and c) *trauma*. Female faculty, staff and students expressed, in various ways, *fear for their physical safety*. Reasons included lack of sufficient lighting of campus grounds, undermaintained dorm spaces (windows and doors with inadequate locking mechanisms), as well as sexual harassment and rape that occurred and gone unaddressed by Western leadership and Gunnison as a whole. The following participant quotes exemplify the fear and trauma female participants carry with them in their daily navigation of the Western campus.

“We’ve been told that providing well-lit walkways, so that we feel safe, would contribute to light population.” (Female participant quote)

“There’s a big rape culture in town [Gunnison] as well as on campus. It goes unaddressed. We are told in so many ways not come forward when these things

happen because it will tarnish the wholesome image of Gunnison.” (Female participant quote)

“We received threatening sexual assault calls across campus. There was no email communication about the event to inform others or to express that leadership would not tolerate such actions.” (Female participant quote)

Like...the rape culture on campus is real. And some people will talk about it. Some of the professors know it, but they don't tell you that at orientation. They don't put things like that on the website.” (Female participant quote)

“I feel like people are particularly hesitant to call out predators when something happens. There is fear of retaliation and fear that they won't do anything about it.” (Female participant quote)

“I had a guy say some wild stuff to me in one of my classes. I tried to report it and found out there were three other girls that had the same issue with this guy. When we went into the meeting to talk about it, it was played down and they [administration] response was, well nothing happened [to you].” (Female participant quote)

“In any of these situations, no one has ever followed up to see if we are okay.” (Female participant quote)

These micro-messages continue to reinforce a priority to maintain institutional and community image over ensuring the care and physical safety of Western's female stakeholders.

CLIMATE ASSESSMENT

Survey Results

Background & Demographic Information

Western's campus population is comprised of 3,496 stakeholders. The population consist of 4% ($n = 127$) Faculty—full-time, part-time, administrators; 9%, ($n = 327$) Staff—full-time, part-time, contract, leadership; and 87% ($n = 3,042$) Students—undergraduate, graduate, and professional. Faculty, staff, and students submitted a total of 571 surveys. Four hundred (70%) of submitted surveys had a progression range of 50 to 100 percent. While an additional 3% ($n = 15$) had a progression of 30 percent. Surveys with 30 percent progress were included in the analysis due to the significant bulk of intensive question sets in Section 3: Perceptions of Campus Climate in comparison to all other survey sections. Thirty percent progress equates to respondent completion of the section bringing the total surveys analyzed to 75% ($n = 428$) of the submitted surveys. The overall campus response rate was 16% ($n = 571$) with a completion rate of 12% ($n = 428$).

Western Student Respondents. Seventy-one percent ($n = 302$) of survey respondents were Students. Eighty-four percent ($n = 253$) were Undergraduate Students, and 16% ($n = 49$) were Graduate/Professional Students. Tables 7.1–7.9 provide a breakdown of demographic characteristics across subgroups for undergraduate, graduate/professional student respondents.

Western Staff Respondents. Seventeen percent ($n = 72$) of respondents identified as Staff members, 60% ($n = 43$) are hold a supervisory position and 40% ($n = 29$) serve in non-supervisory roles. For the purposes of this study, staff—regardless of supervisory or leadership status—are Western employees who do not hold a faculty appointment as their primary role. Tables 8.1–8.6 provide a breakdown of demographic characteristics across subgroups for all staff respondents.

Western Faculty Respondents. Ten percent ($n = 43$) of the sample were Faculty (i.e., full-time, part-time, tenured/tenure track, part-time, adjunct, research line, librarian, administrators). Faculty respondents did not self-identify as emeritus. Faculty

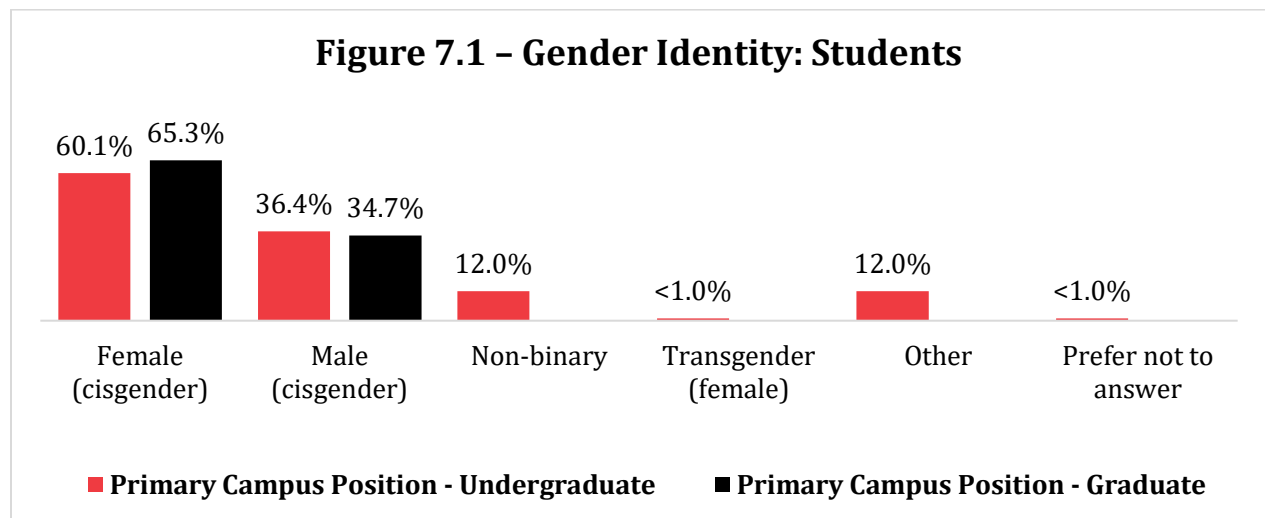
administrators were <1² percent of all faculty respondents. To maintain respondents' anonymity all employees with faculty rank/position are categorized as Faculty for the purposes of this study. Tables 9.1–9.6 provide a breakdown of demographic characteristics across subgroups for all faculty respondents.

Western Student Demographics

Q.7.1 – Western Students: What is your gender identity?

Table 7.1. Western Climate Survey Sample Demographics – Gender Identity: Students

Characteristic	Subgroup	Primary Campus Position	
		Undergraduate %	Graduate %
Gender Identity	Female (cisgender)	60.1	65.3
	Male (cisgender)	36.4	34.7
	Genderqueer	ND	ND
	Non-binary	1.2	ND
	Transgender (male)	ND	ND
	Transgender (female)	<1	ND
	Other	1.6	ND
	Prefer not to answer	<1	ND

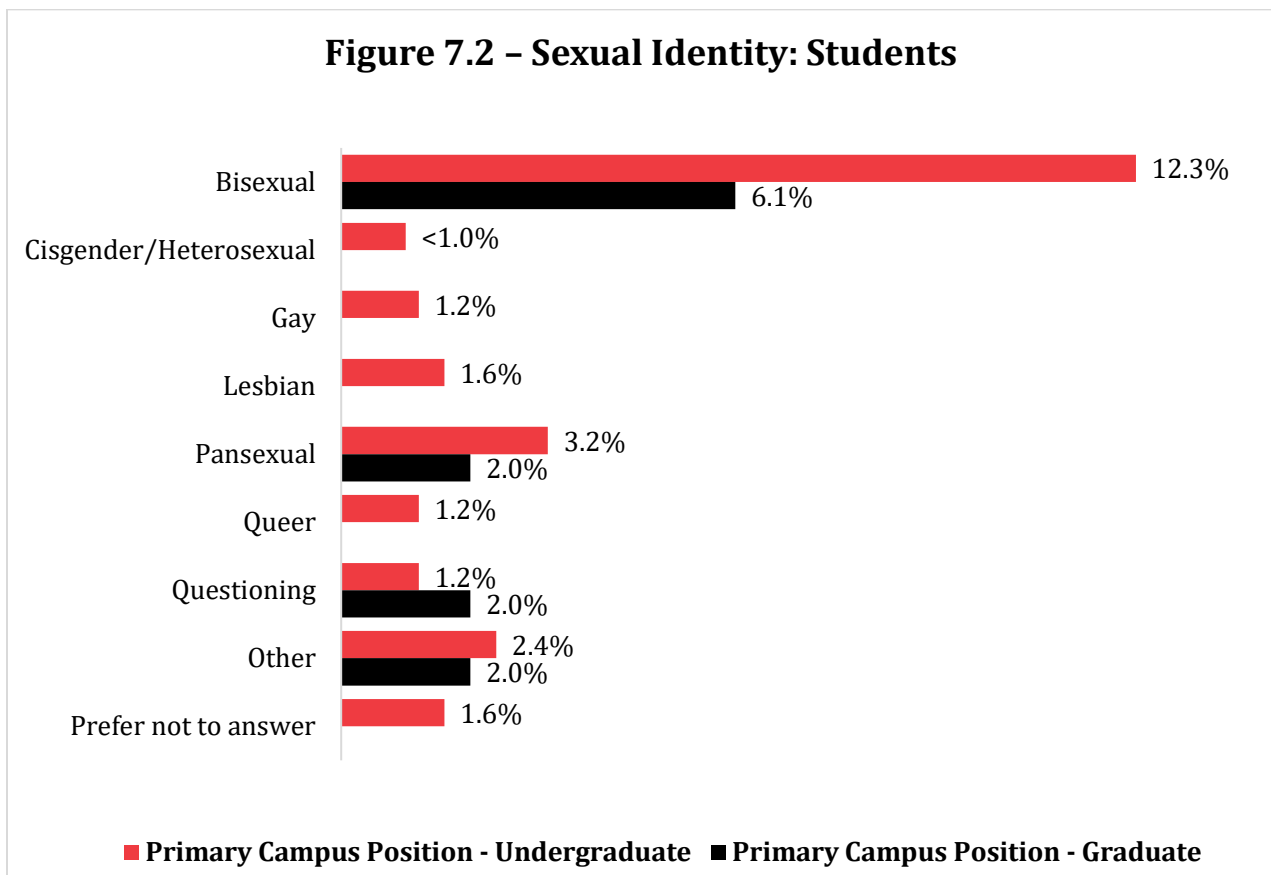


² <1% - suppression of survey data to protect respondents' privacy.

Q.7.2 – Western Students: Please select the descriptive choice that most accurately represents your sexual identity.

Table 7.2. Western Climate Survey Sample Demographics – Sexual Identity: Students

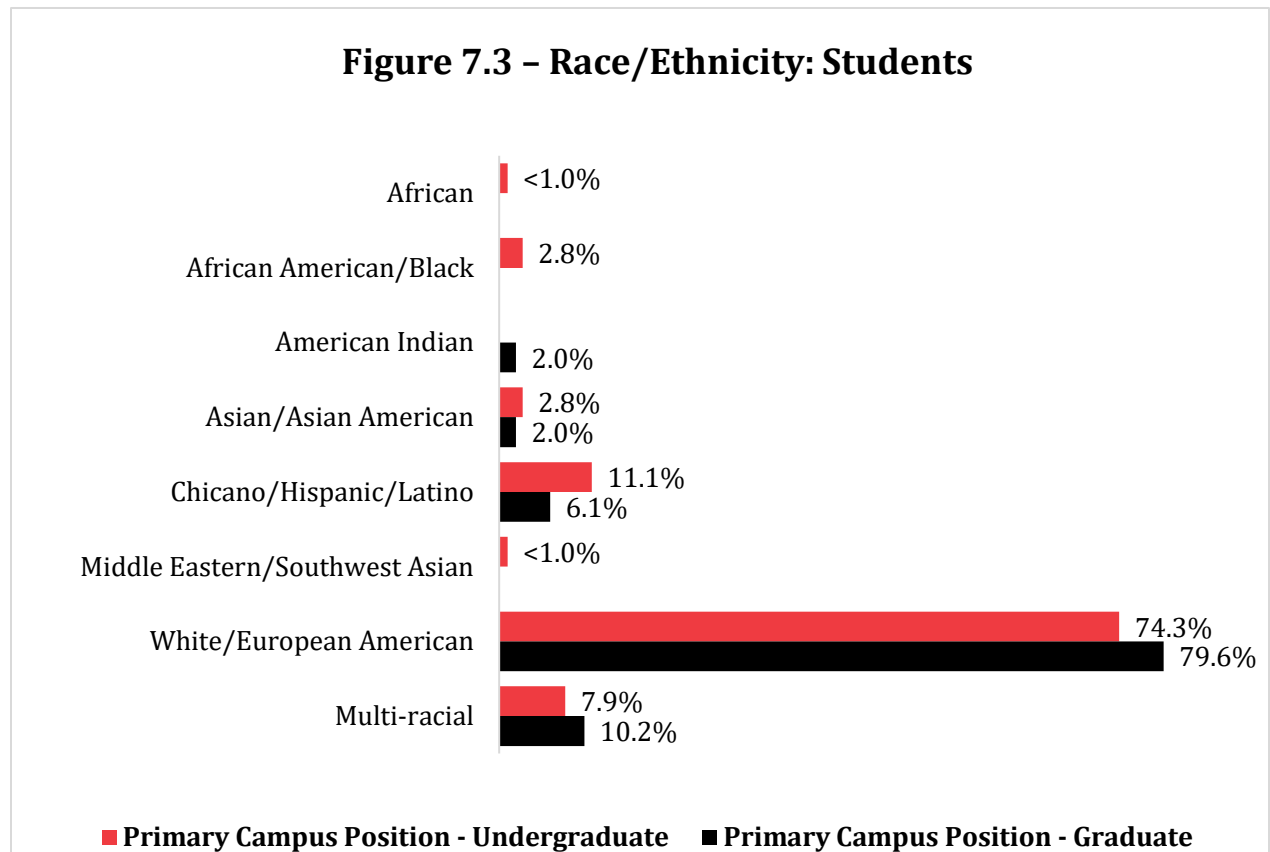
Characteristic	Subgroup	Primary Campus Position	
		Undergraduate %	Graduate %
Sexual Identity	Bisexual	12.3	6.1
	Cisgender/Heterosexual	<1	ND
	Gay	1.2	ND
	Lesbian	1.6	ND
	Pansexual	3.2	2.0
	Queer	1.2	ND
	Questioning	1.2	2.0
	Other	2.4	2.0
	Prefer not to answer	1.6	ND



Q.7.3 – Western Students: Please select the cultural group that most accurately describes your racial/ethnic background.

Table 7.3. Western Climate Survey Sample Demographics – Race/Ethnicity: Students

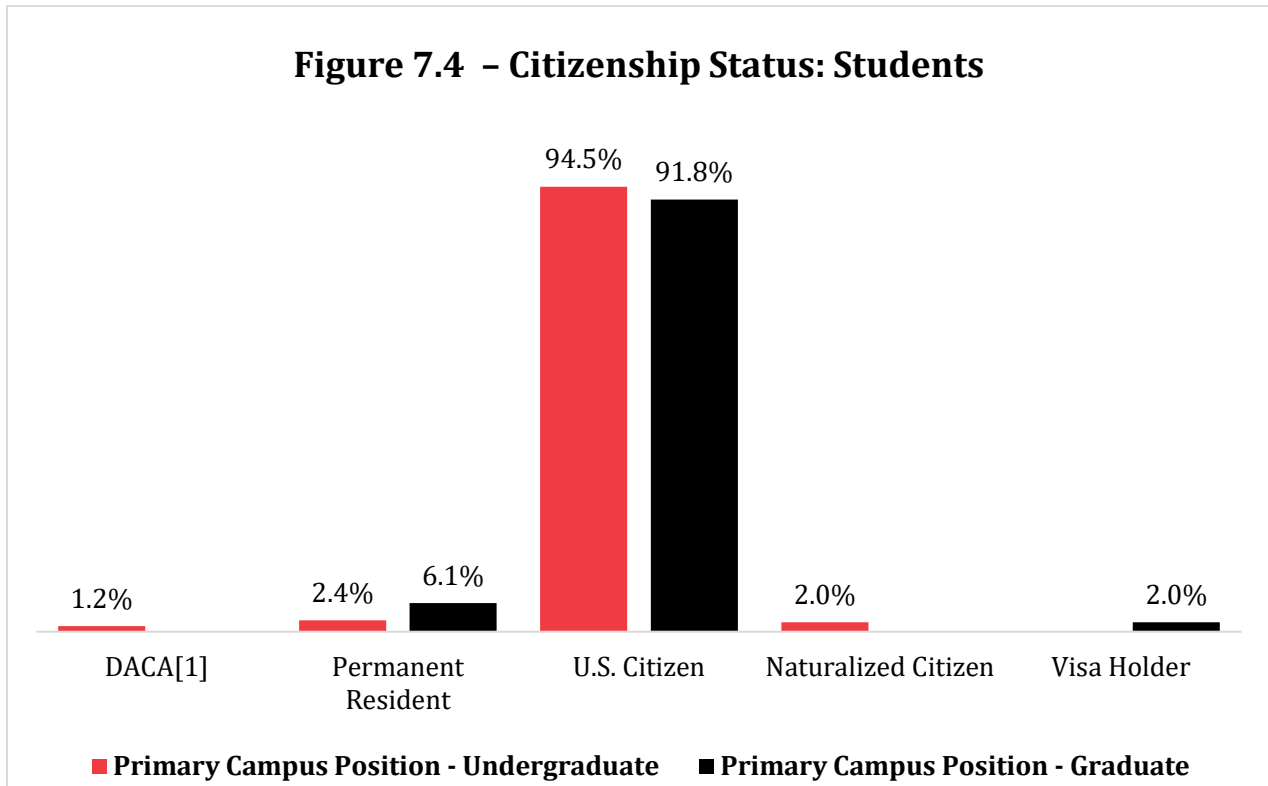
Characteristic	Subgroup	Primary Campus Position	
		Undergraduate %	Graduate %
Race/Ethnicity	Alaskan Native	ND	ND
	African	<1	ND
	African American/Black	2.8	ND
	American Indian	ND	2.0
	Asian/Asian American	2.8	2.0
	Chicano/Hispanic/Latino	11.1	6.1
	Middle Eastern/Southwest Asian	<1	ND
	Native Hawaiian	ND	ND
	Pacific Islander	ND	ND
	White/European American	74.3	79.6
	Multi-racial	7.9	10.2



Q.7.4 – Western Students: What is your U.S. citizenship/immigration status?

Table 7.4. Western Climate Survey Sample Demographics – Citizenship Status: Students

Characteristic	Subgroup	Primary Campus Position	
		Undergraduate %	Graduate %
Citizenship Status	DACA ³	1.2	ND
	DAPA ⁴	ND	ND
	Other Legally Documented Status	ND	ND
	Permanent Resident	2.4	6.1
	Refugee Status	ND	ND
	Undocumented Resident	ND	ND
	U.S. Citizen	94.5	91.8
	Naturalized Citizen	2.0	ND
	Visa Holder	ND	2.0



³ DACA – Deferred Action for Childhood Arrival.

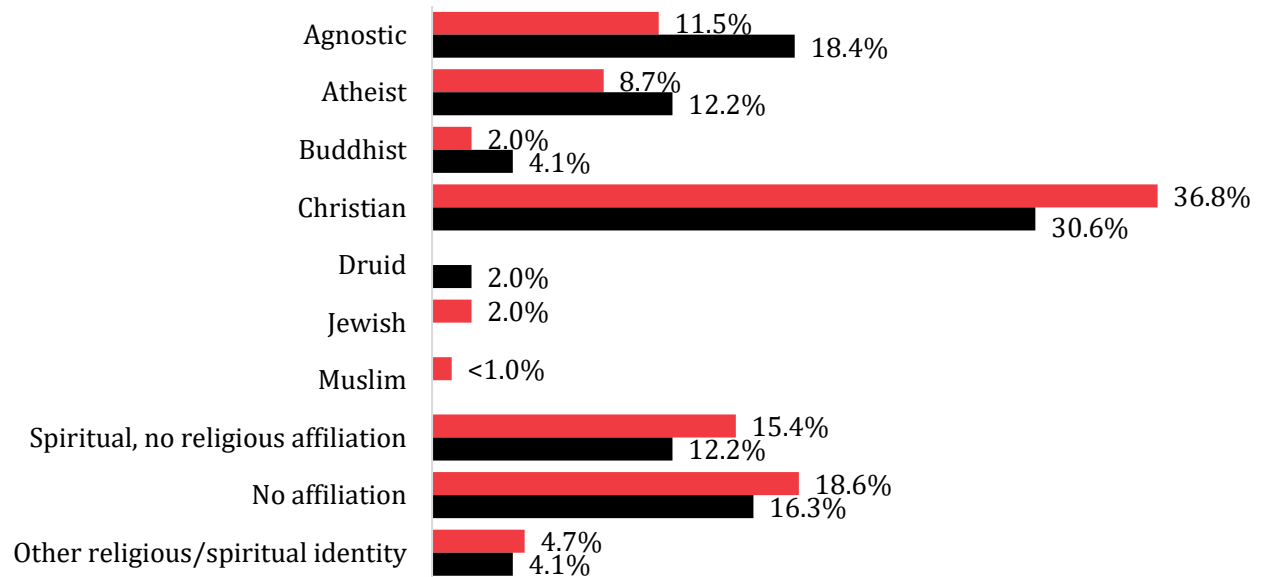
⁴ DAPA – Deferred Action for Parental Accountability.

Q.7.5 – Western Students: What is your religious or spiritual identity?

Table 7.5. Western Climate Survey Sample Demographics – Religion/Spirituality: Students

Characteristic	Subgroup	Primary Campus Position	
		Undergraduate %	Graduate %
Religion/ Spirituality	Agnostic	11.5	18.4
	Atheist	8.7	12.2
	Baha'i	ND	ND
	Buddhist	2.0	4.1
	Christian	36.8	30.6
	Confucianist	ND	ND
	Druid	ND	2.0
	Hindu	ND	ND
	Jainism	ND	ND
	Jehovah's Witness	ND	ND
	Jewish	2.0	ND
	Muslim	<1	ND
	Spiritual, no religious affiliation	15.4	12.2
	No affiliation	18.6	16.3
	Other religious/spiritual identity	4.7	4.1

Figure 7.5 – Religion / Spirituality: Students

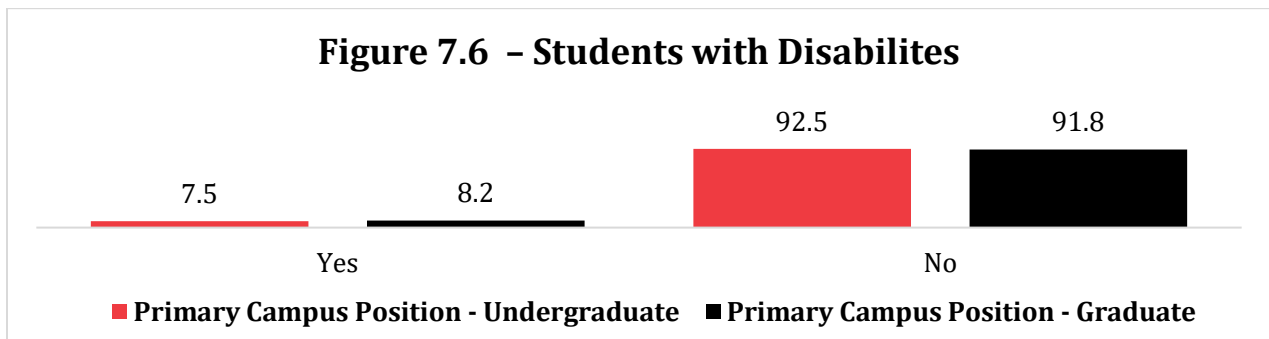


■ Primary Campus Position - Undergraduate ■ Primary Campus Position - Graduate

Q.7.6 – Western Students: Are you a student who has a condition/disability that substantially impacts a major life activity (i.e., hearing, learning, vision, mobility, work)?

Table 7.6. Western Climate Survey Sample Demographics – Students with Disabilities

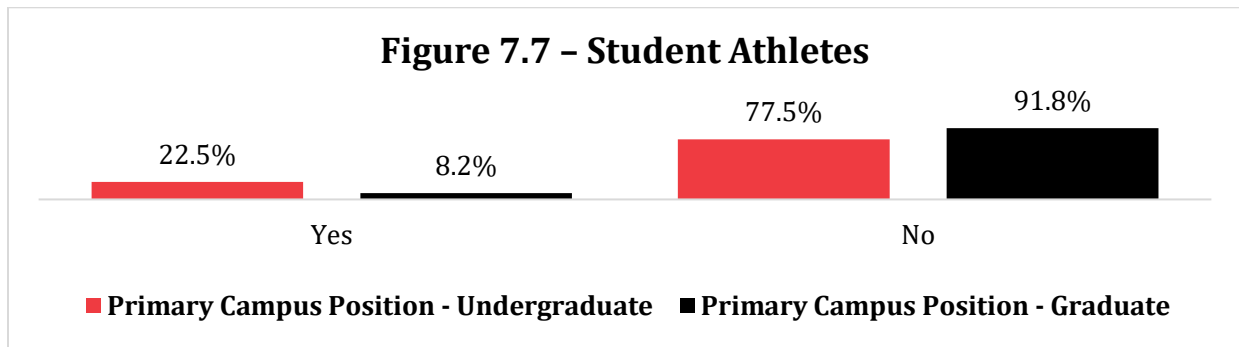
Characteristic	Subgroup	Primary Campus Position	
		Undergraduate %	Graduate %
Disability	Yes	7.5	8.2
	No	92.5	91.8



Q.7.7 – Western Students: Are you a student athlete?

Table 7.7. Western Climate Survey Sample Demographics – Student Athletes

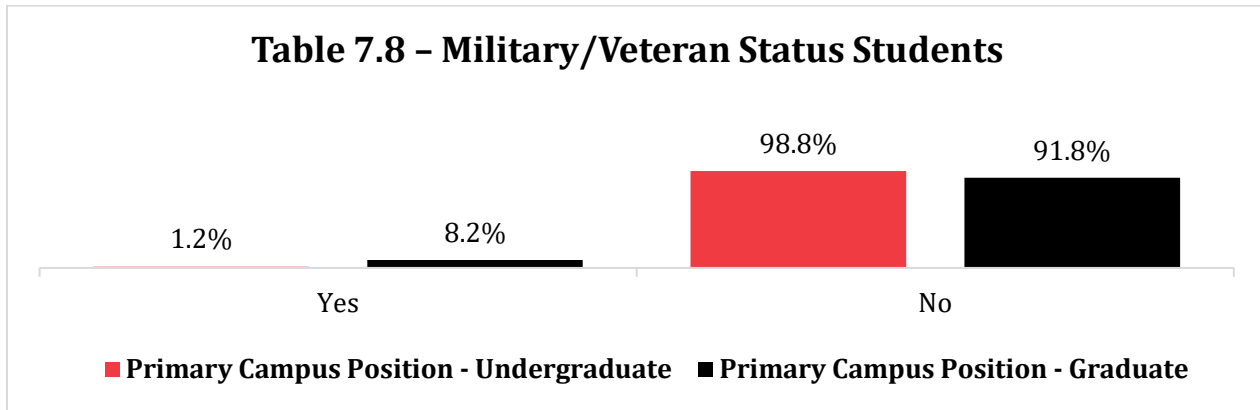
Characteristic	Subgroup	Primary Campus Position	
		Undergraduate %	Graduate %
Athlete	Yes	22.5	8.2
	No	77.5	91.8



Q.7.8 – Western Students: Have or do you currently serve in the military?

Table 7.8. Western Climate Survey Sample Demographics –Military/Veteran Status Students

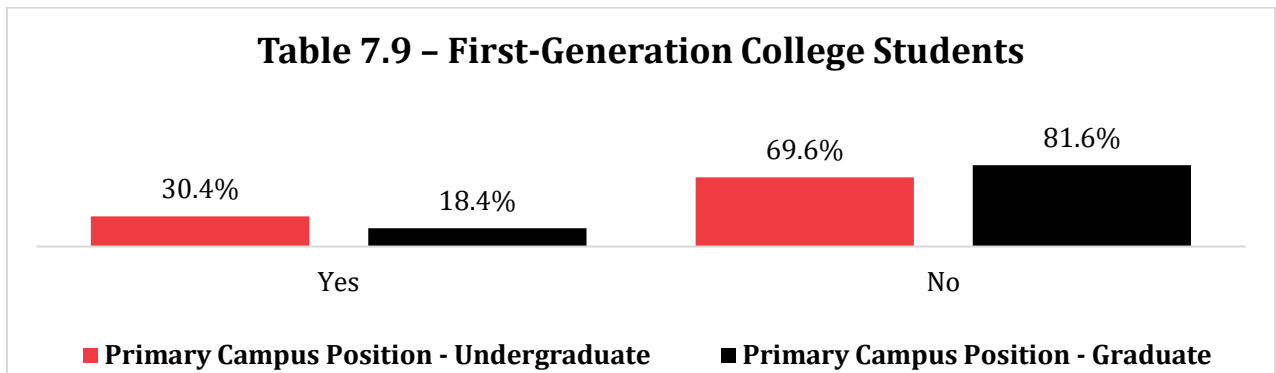
Characteristic	Subgroup	Primary Campus Position	
		Undergraduate %	Graduate %
Military/Veteran Status	Yes	1.2	8.2
	No	98.8	91.8



Q.7.9 – Western Students: Do you identify as a first-generation college student?

Table 7.9. Western Climate Survey Sample Demographics –First-Generation College Students

Characteristic	Subgroup	Primary Campus Position	
		Undergraduate %	Graduate %
First-Generation College	Yes	30.4	18.4
	No	69.6	81.6

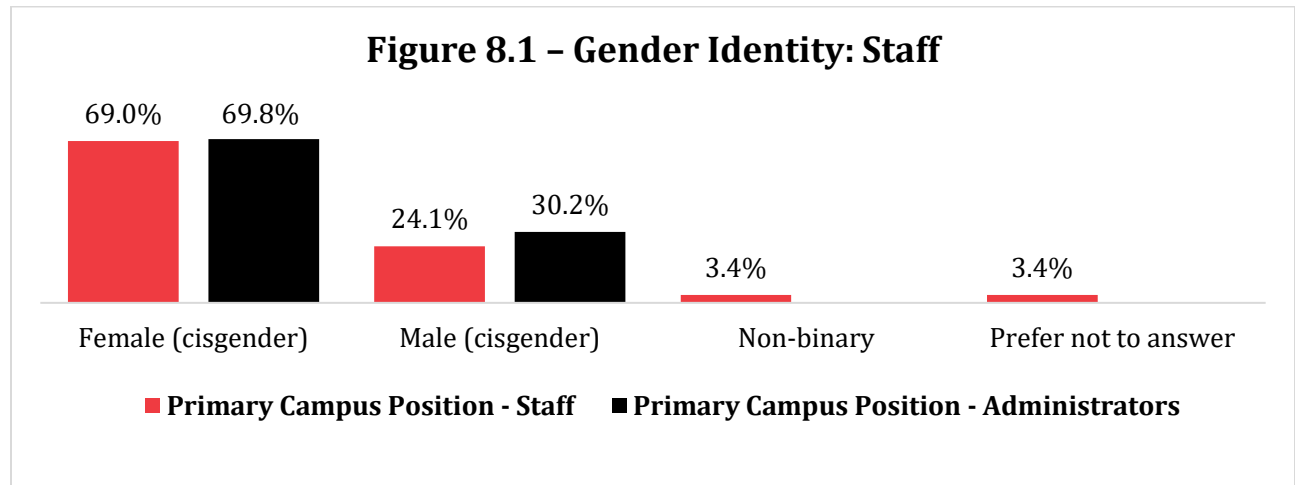


Western Staff Demographics

Q.8.1 – Western Staff: What is your gender identity?

Table 8.1. Western Climate Survey Sample Demographics: Gender Identity – Staff

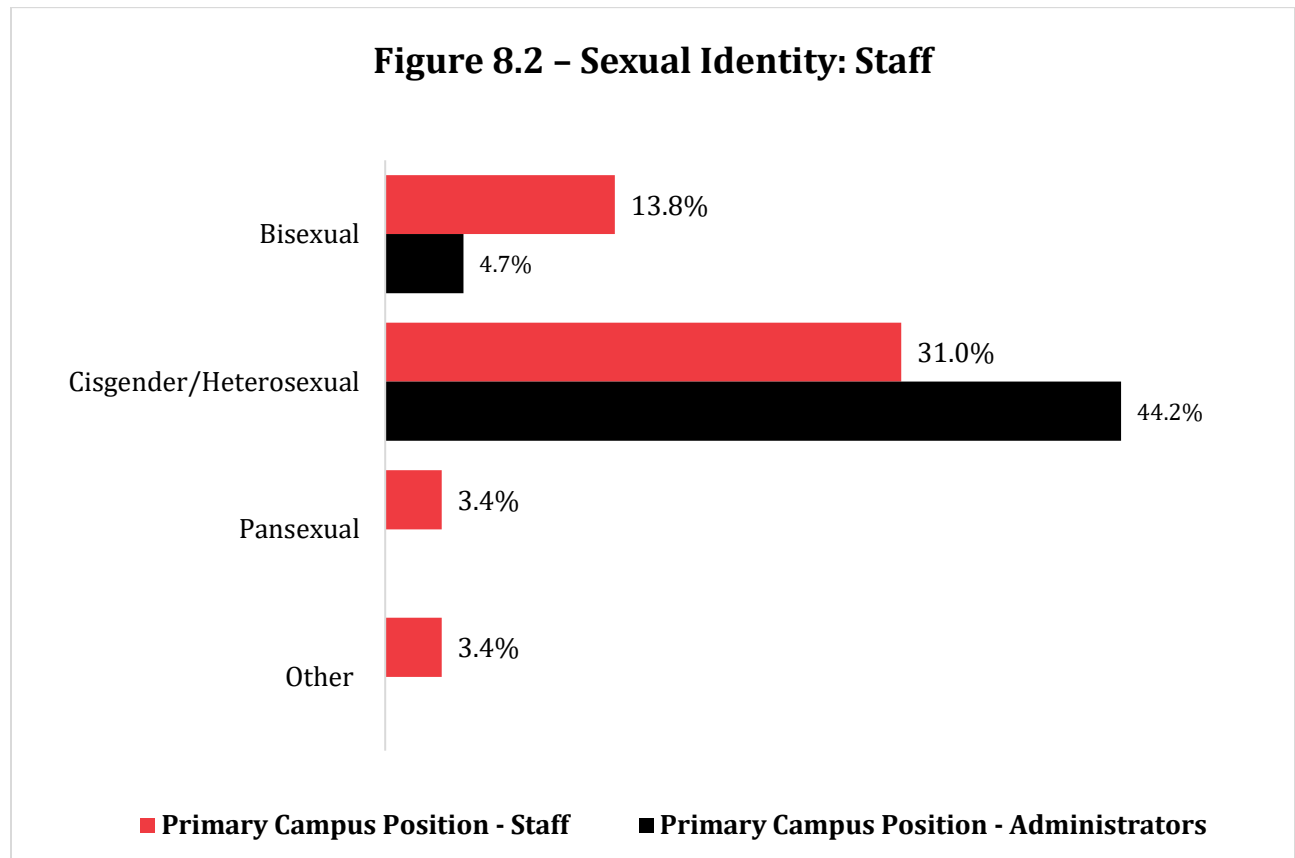
Characteristic	Subgroup	Primary Campus Position	
		Staff %	Administrators %
Gender Identity	Female (cisgender)	69.0	69.8
	Male (cisgender)	24.1	30.2
	Genderqueer	ND	ND
	Non-binary	3.4	ND
	Transgender (male)	ND	ND
	Transgender (female)	ND	ND
	Transgender (non-binary)	ND	ND
	Other	ND	ND
	Prefer not to answer	3.4	ND



Q.8.2 – Western Staff: Please select the descriptive choice that most accurately represents your sexual identity.

Table 8.2. Western Climate Survey Sample Demographics: Sexual Identity – Staff

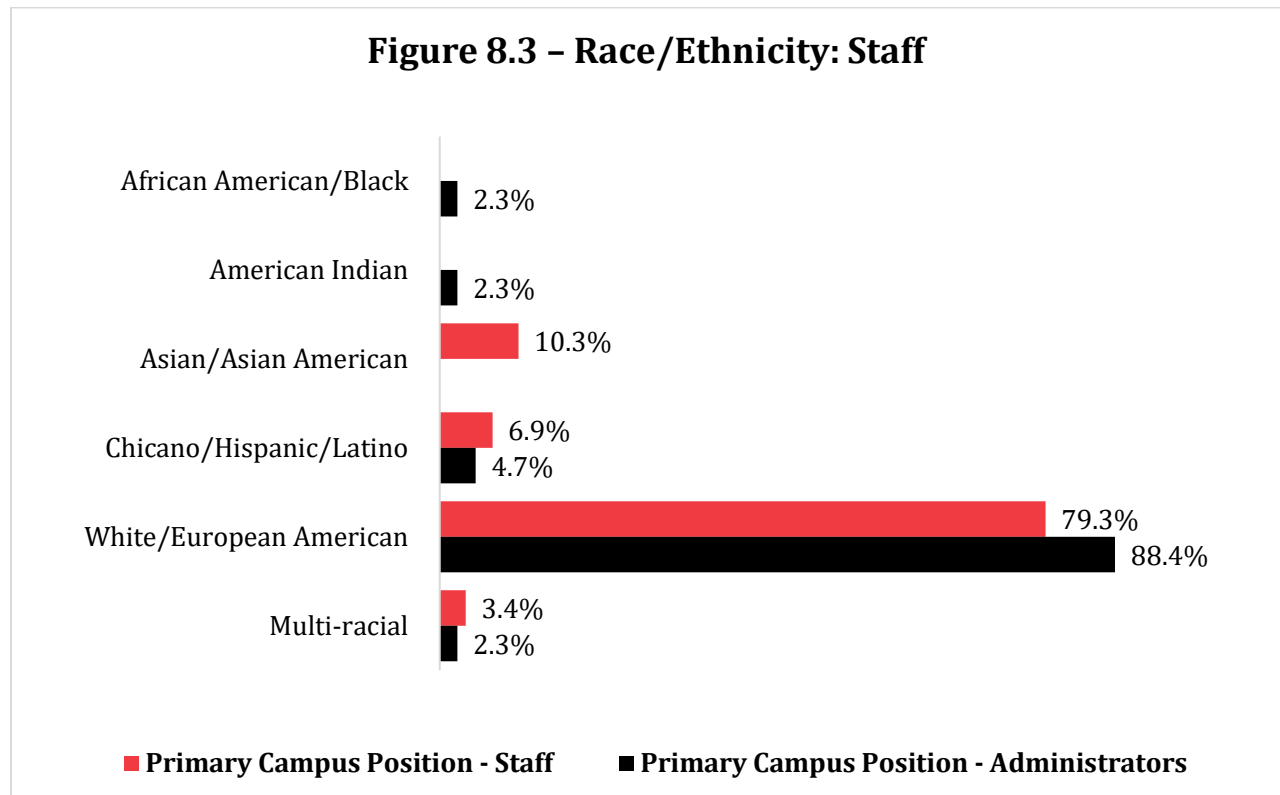
Characteristic	Subgroup	Primary Campus Position	
		Staff %	Administrators %
Sexual Identity	Bisexual	13.8	4.7
	Cisgender/Heterosexual	31.0	44.2
	Gay	ND	ND
	Lesbian	ND	ND
	Pansexual	3.4	ND
	Queer	ND	ND
	Questioning	ND	ND
	Other	3.4	ND
	Prefer not to answer	ND	ND



Q.8.3 – Western Staff: Please select the cultural group that most accurately describes your racial/ethnic background.

Table 8.3. Western Climate Survey Sample Demographics: Race/Ethnicity – Staff

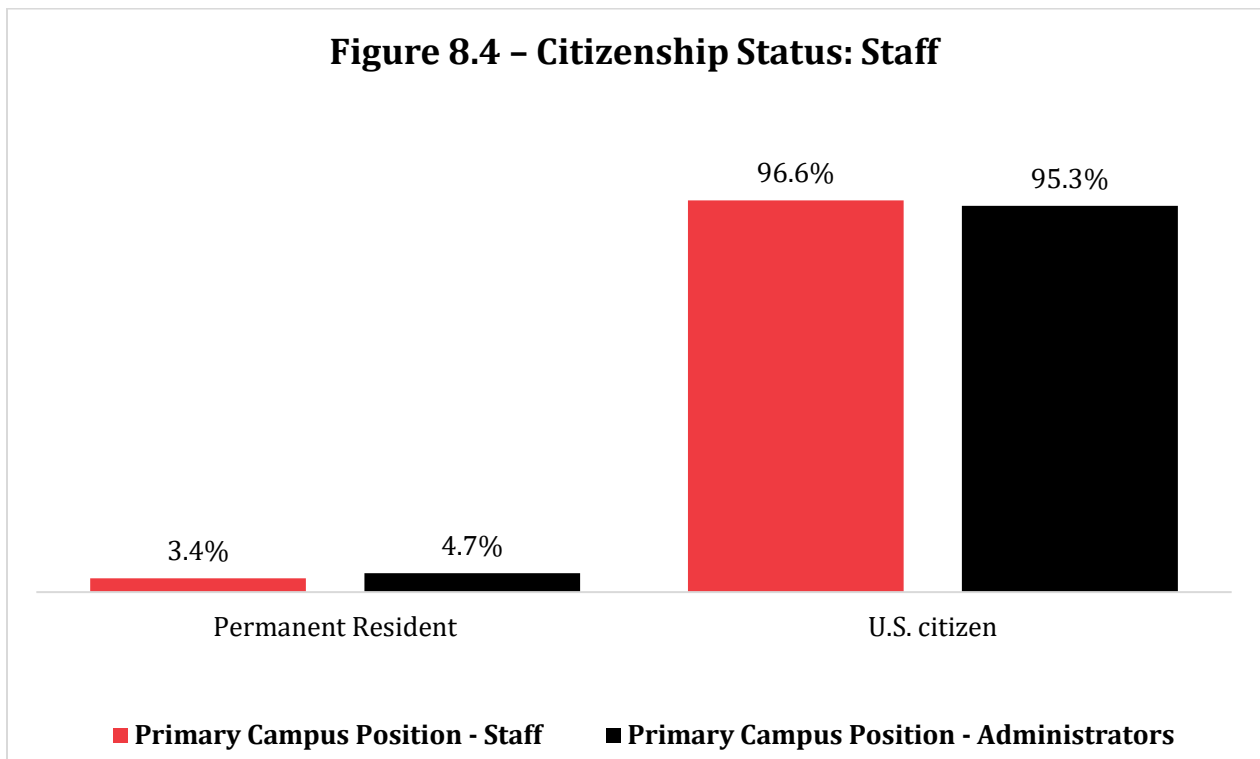
Characteristic	Subgroup	Primary Campus Position	
		Staff %	Administrators %
Race/Ethnicity	Alaskan Native	ND	ND
	African	ND	ND
	African American/Black	ND	2.3
	American Indian	ND	2.3
	Asian/Asian American	10.3	ND
	Chicano/Hispanic/Latino	6.9	4.7
	Middle Eastern/Southwest Asian	ND	ND
	Native Hawaiian	ND	ND
	Pacific Islander	ND	ND
	White/European American	79.3	88.4
	Multi-racial	3.4	2.3



Q.8.4 – Western Staff: What is your U.S. citizenship/immigration status?

Table 8.4. Western Climate Survey Sample Demographics: Citizenship Status – Staff

Characteristic	Subgroup	Primary Campus Position	
		Staff %	Administrators %
Citizenship Status	DACA ⁵	ND	ND
	DAPA ⁶	ND	ND
	Other Legally Documented Status	ND	ND
	Permanent Resident	3.4	4.7
	Refugee Status	ND	ND
	Undocumented Resident	ND	ND
	U.S. citizen	96.6	95.3
	Naturalized Citizen	ND	ND
	Visa Holder	ND	ND



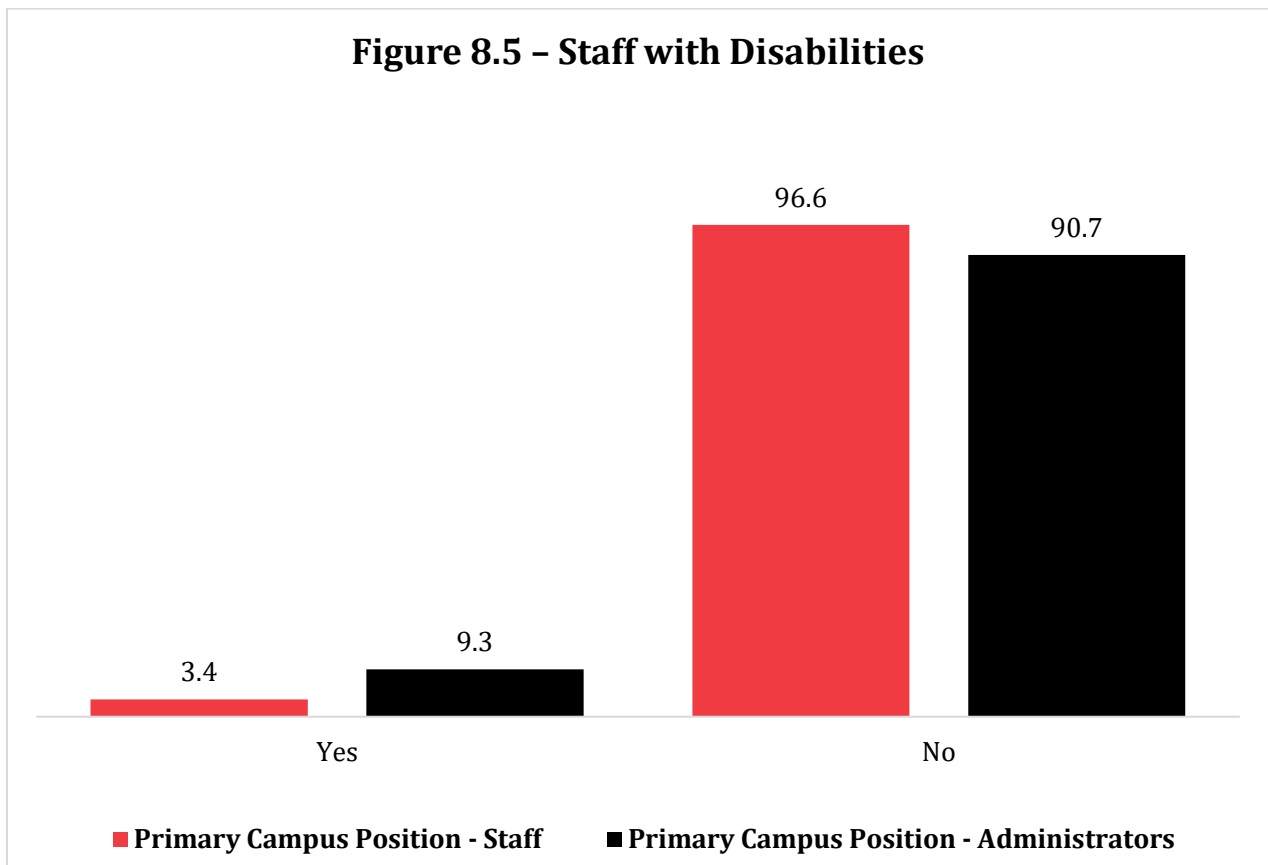
⁵ DACA – Deferred Action for Childhood Arrival.

⁶ DAPA – Deferred Action for Parental Accountability.

Q.8.5 – Western Staff: Are you a staff member who has a condition/disability that substantially impacts a major life activity (i.e., hearing, learning, vision, mobility, work)?

Table 8.5. Western Climate Survey Sample Demographics: Staff with Disabilities

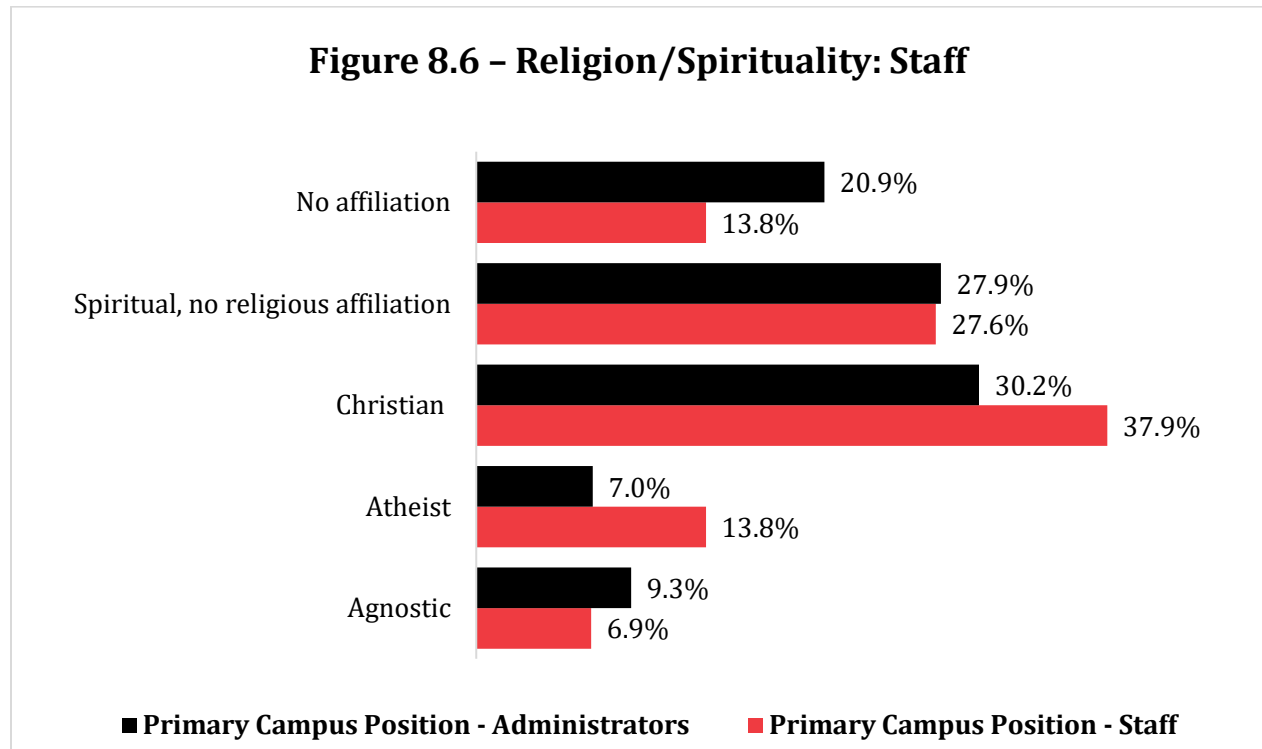
Characteristic	Subgroup	Primary Campus Position	
		Staff %	Administrators %
Disability	Yes	3.4	9.3
	No	96.6	90.7



Q.8.6 – Western Staff: What is your religious or spiritual identity?

Table 8.6. Western Climate Survey Sample Demographics: Religion/Spirituality – Staff

Characteristic	Subgroup	Primary Campus Position	
		Staff %	Administrators %
Religion/ Spirituality	Agnostic	6.9	9.3
	Atheist	13.8	7.0
	Baha'i	ND	ND
	Buddhist	ND	ND
	Christian	37.9	30.2
	Confucianist	ND	ND
	Druid	ND	ND
	Hindu	ND	ND
	Jainism	ND	ND
	Jehovah's Witness	ND	ND
	Jewish	ND	4.7
	Muslim	ND	ND
	Spiritual, no religious affiliation	27.6	27.9
	No affiliation	13.8	20.9
	Other religious/spiritual identity	ND	ND

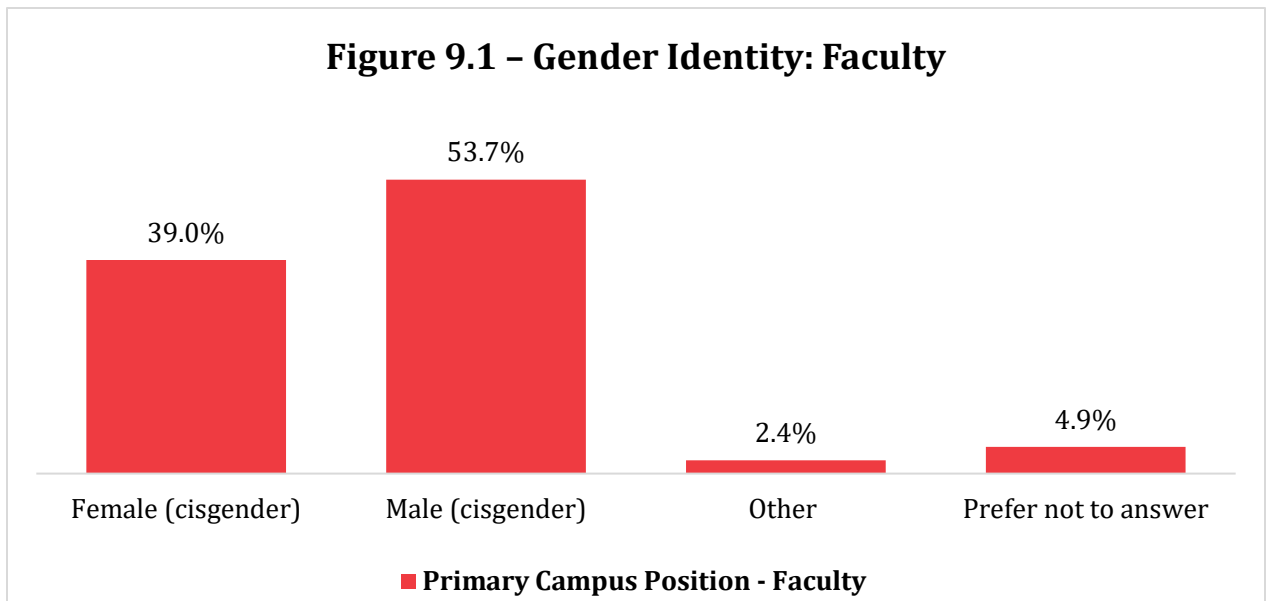


Western Faculty Demographics

Q.9.1 – Western Faculty: What is your gender identity?

Table 9.1. Western Climate Survey Sample Demographics: Gender Identity – Faculty

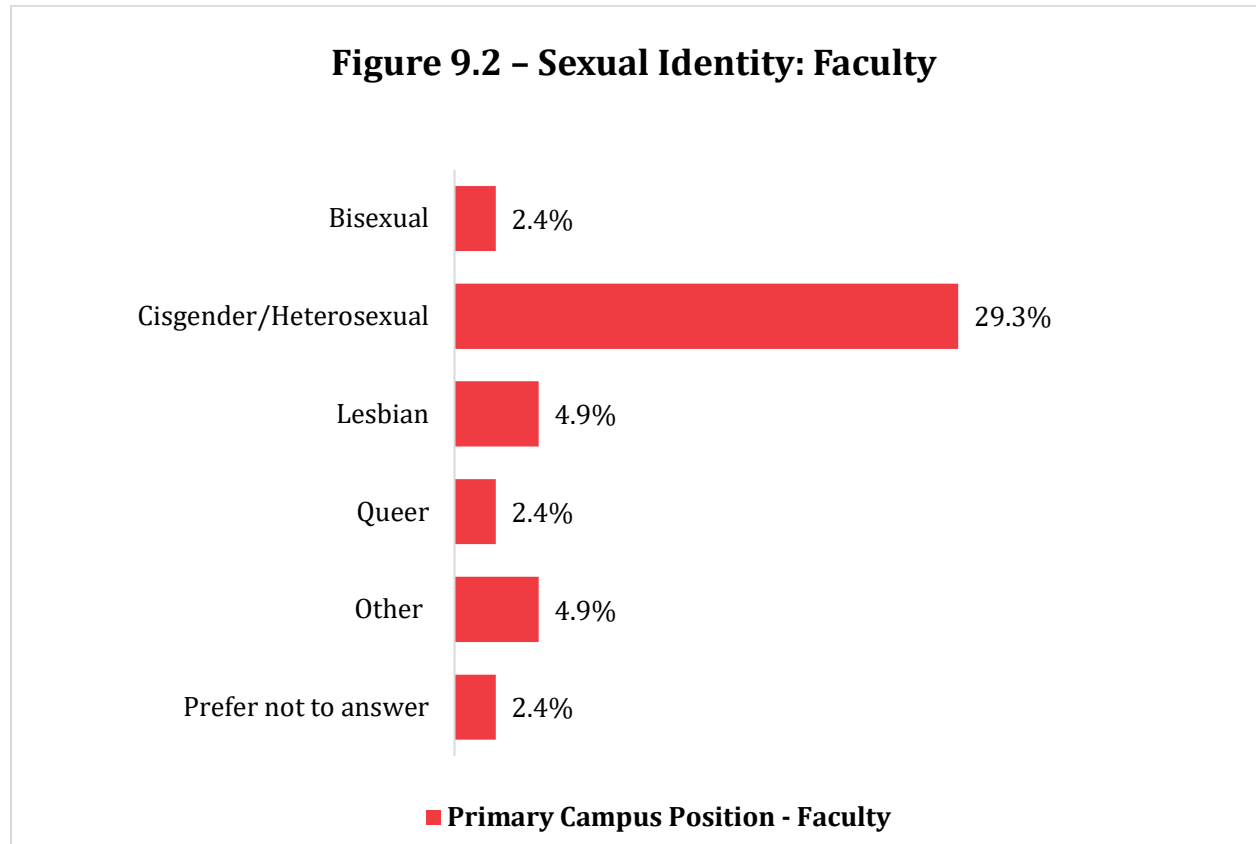
Characteristic	Subgroup	Primary Campus Position <i>Faculty %</i>
Gender Identity	Female (cisgender)	39.0
	Male (cisgender)	53.7
	Genderqueer	ND
	Non-binary	ND
	Transgender (male)	ND
	Transgender (female)	ND
	Transgender (non-binary)	ND
	Other	2.4
	Prefer not to answer	4.9



Q.9.2 – Western Faculty: Please select the descriptive choice that most accurately represents your sexual identity.

Table 9.2. Western Climate Survey Sample Demographics: Sexual Identity – Faculty

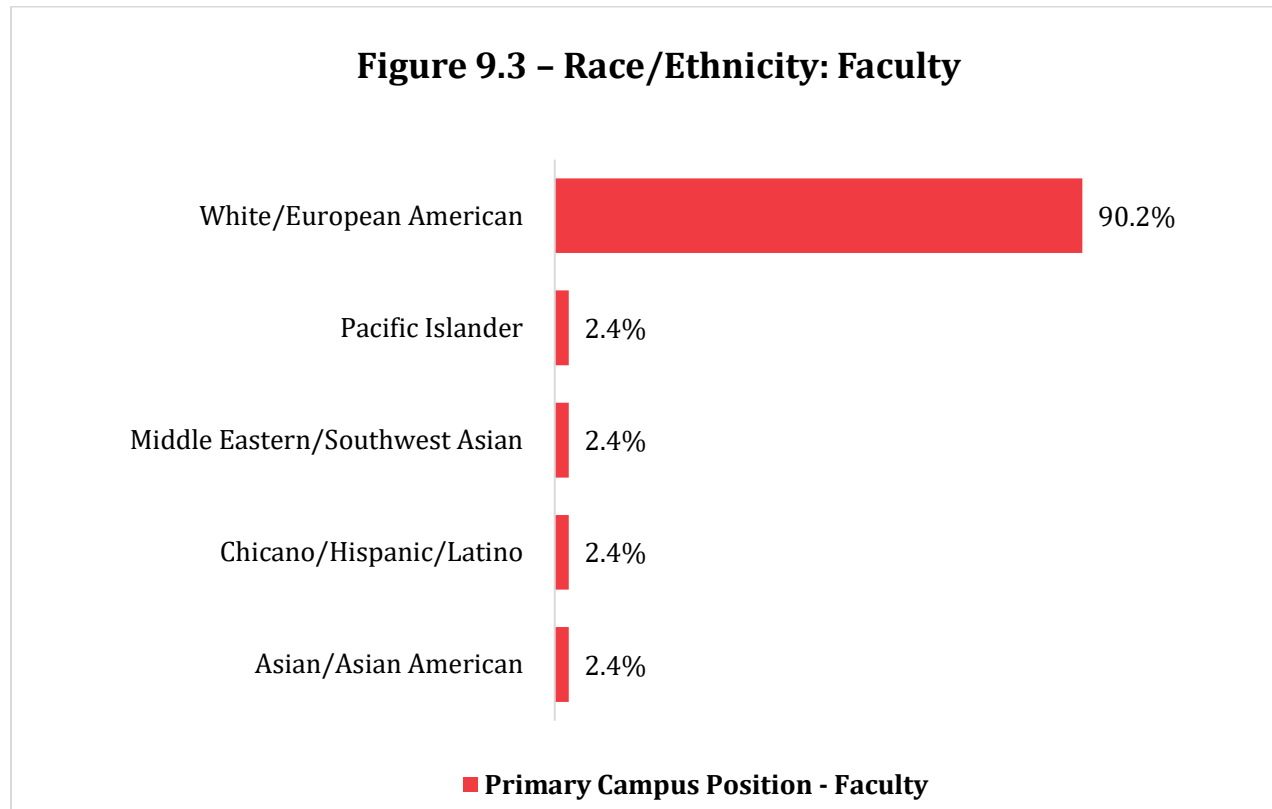
Characteristic	Subgroup	Primary Campus Position <i>Faculty %</i>
Sexual Identity	Bisexual	2.4
	Cisgender/Heterosexual	29.3
	Gay	ND
	Lesbian	4.9
	Queer	2.4
	Questioning	ND
	Other	4.9
	Prefer not to answer	2.4



Q.9.3 – Western Faculty: Please select the cultural group that most accurately describes your racial/ethnic background.

Table 9.3. Western Climate Survey Sample Demographics: Race/Ethnicity – Faculty

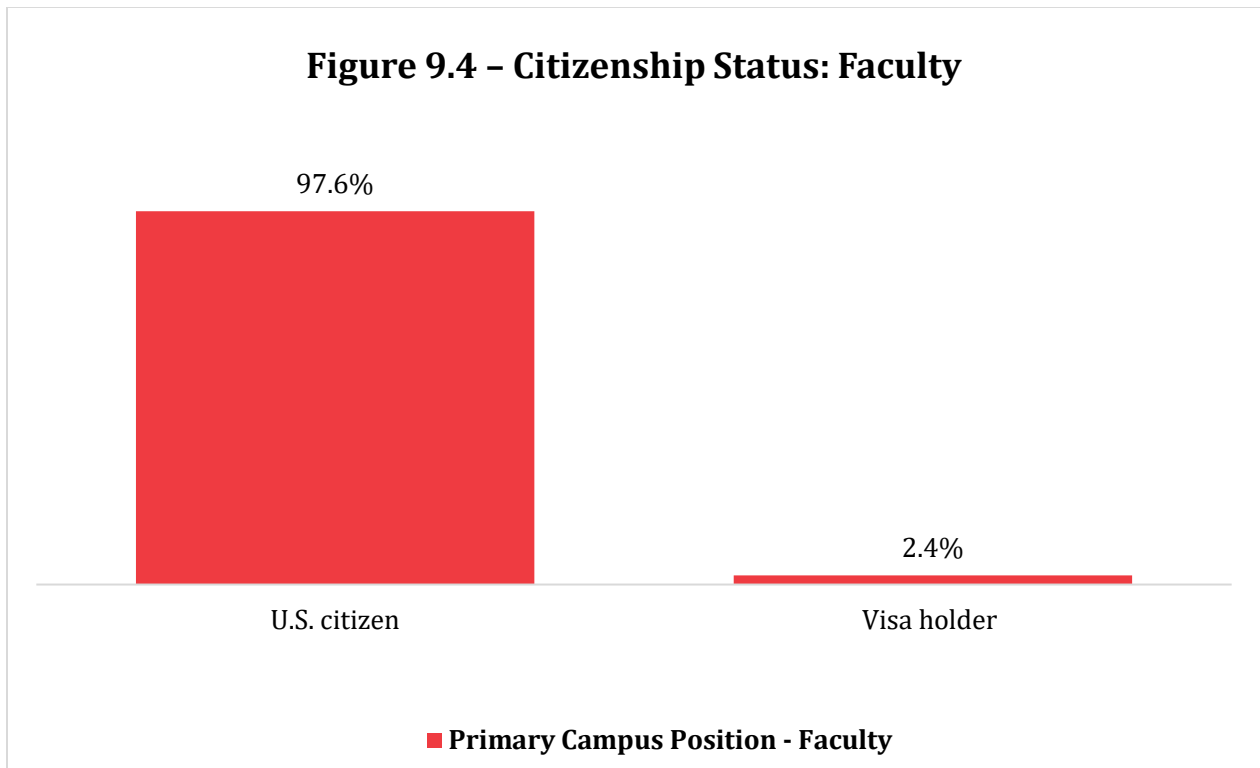
Characteristic	Subgroup	Primary Campus Position	Faculty %
Race/Ethnicity	Alaskan Native		ND
	African		ND
	African American		ND
	American Indian		ND
	Asian/Asian American		2.4
	Chicano/Hispanic/Latino		2.4
	Middle Eastern/Southwest Asian		2.4
	Native Hawaiian		ND
	Pacific Islander		2.4
	White/European American		90.2
	Multi-racial		ND



Q.9.4 – Western Faculty: What is your U.S. citizenship/immigration status?

Table 9.4. Western Climate Survey Sample Demographics: Citizenship Status – Faculty

Characteristic	Subgroup	Primary Campus Position <i>Faculty %</i>
Citizenship Status	DACA ⁷	ND
	DAPA ⁸	ND
	Other Legally Documented Status	ND
	Permanent resident	ND
	Refugee Status	ND
	Undocumented Resident	ND
	U.S. citizen	97.6
	Naturalized Citizen	ND
	Visa holder	2.4



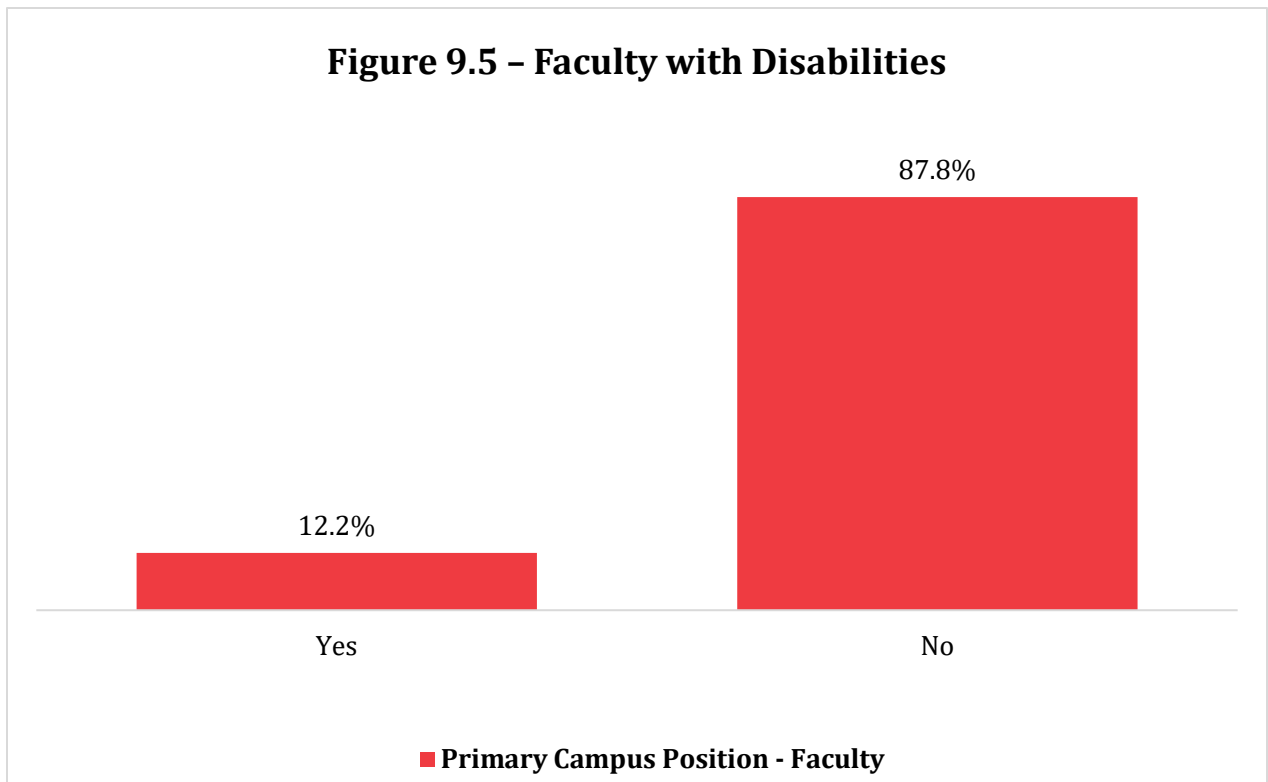
⁷ DACA – Deferred Action for Childhood Arrival.

⁸ DAPA – Deferred Action for Parental Accountability.

Q.9.5 – Western Faculty: Are you a faculty member who has a condition/disability that substantially impacts a major life activity (i.e., hearing, learning, vision, mobility, work)?

Table 9.5. Western Climate Survey Sample Demographics: Faculty with Disabilities

Characteristic	Subgroup	Primary Campus Position	Faculty %
Disability	Yes		12.2
	No		87.8

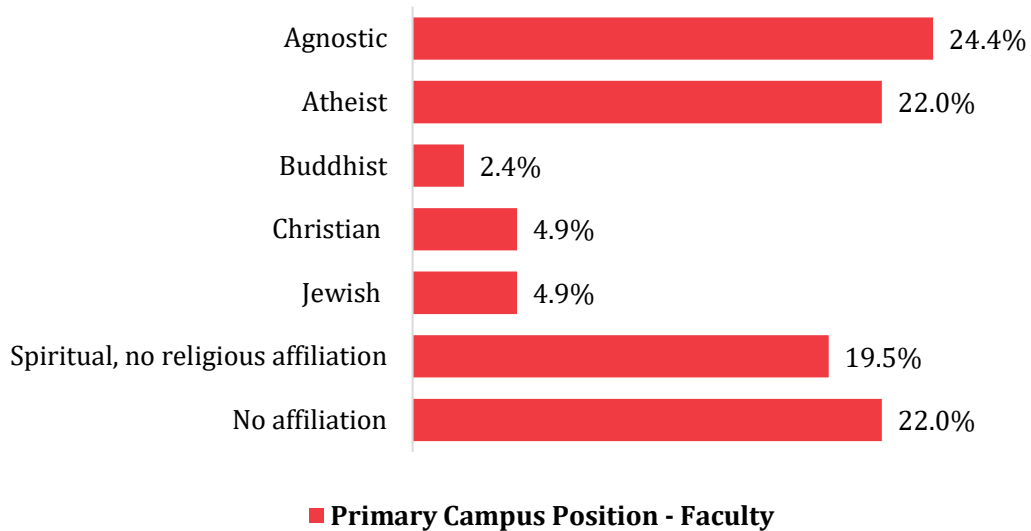


Q.9.6 – Western Faculty: What is your religious or spiritual identity?

Table 9.6. Western Climate Survey Sample Demographics: Religion/Spirituality – Faculty

Characteristic	Subgroup	Primary Campus Position
Religion/ Spirituality	Agnostic	Faculty % 24.4
	Atheist	22.0
	Baha'i	ND
	Buddhist	2.4
	Christian	4.9
	Confucianist	ND
	Druid	ND
	Hindu	ND
	Jainism	ND
	Jehovah's Witness	ND
	Jewish	4.9
	Muslim	ND
	Spiritual, no religious affiliation	19.5
	No affiliation	22.0
	Other religious/spiritual identity	ND

Figure 9.6 – Religion/Spirituality: Faculty



Perceptions of Cultural Self-Awareness

Western's DEII and Multicultural Center (MCC) has hosted numerous diversity forums and events to engage faculty, staff, and students in raising their cultural competency and awareness. A number of those events were mentioned by participants during the focus group sessions. Gaining further insight into stakeholders understanding of diversity, equity, and inclusion influenced the structure of questions in this set. In this section respondents were presented with 6 distinctive questions to further unpack their cultural self-awareness and gain insight into their respective as well as collective interpretations of DEII as it relates to their primary campus role at Western.

Knowledge of Cultural Differences

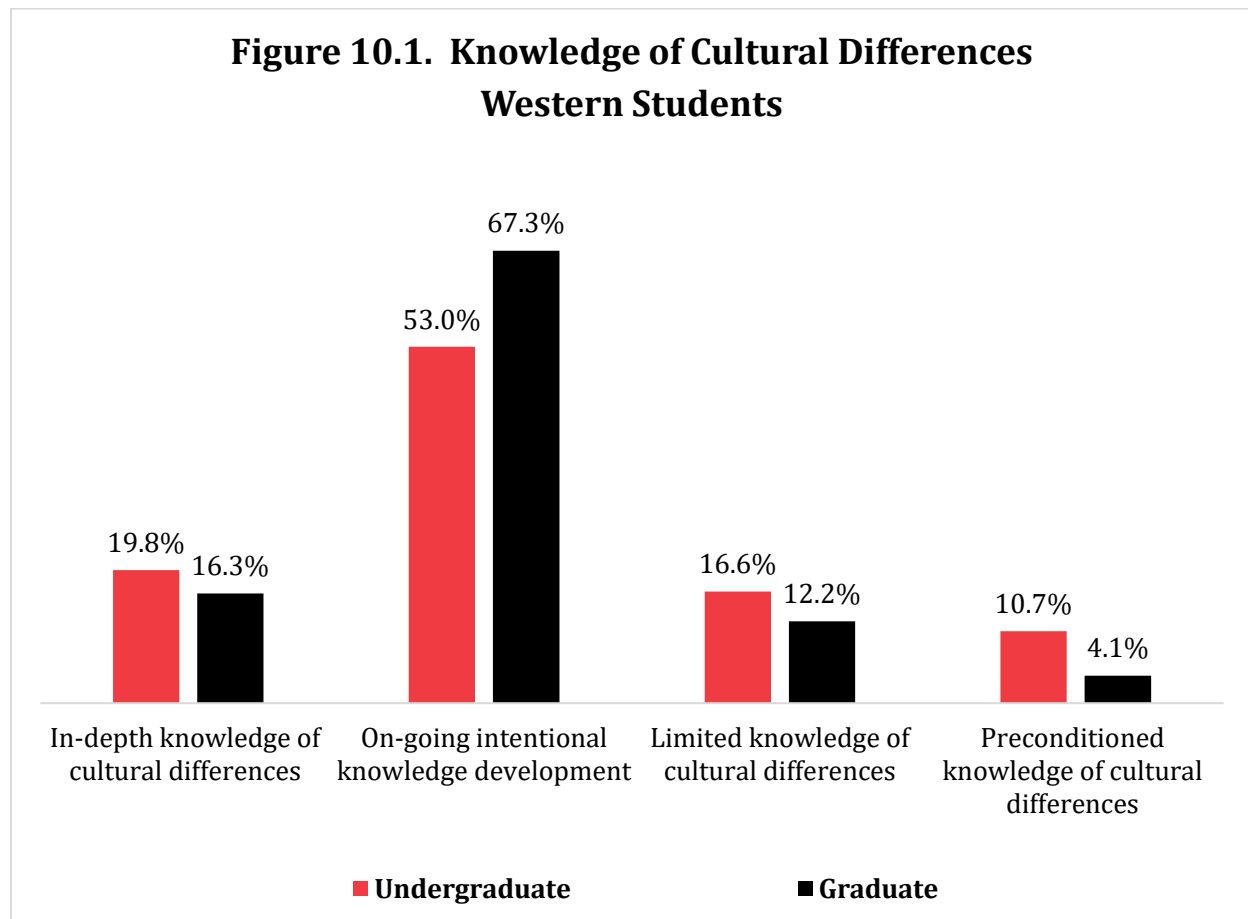
Students, staff, and faculty respondents were asked to self-reflect on their own knowledge of cultural differences and select the response that best reflects their level of understanding. The question set included 4 statement choices: a) *in-depth knowledge of cultural differences*, b) *on-going intentional knowledge development*, c) *limited knowledge of cultural differences*, and d) *preconditioned knowledge of cultural differences*.

Q.10.1 – Knowledge of Cultural Differences – Students.⁹ Roughly seventeen percent of all students ($n = 58$) who responded to the question set rated their knowledge of cultural differences as in-depth. Within this group 19% ($n = 50$) identify as Undergraduate Students and 14% ($n = 8$) as Graduate/Professional Students. The majority of all student respondents, 55% ($n = 167$), view their knowledge development as on-going. While fifteen percent ($n = 48$) of all undergraduate and graduate respondents see themselves as possessing limited knowledge of cultural differences. Lastly, 10% ($n = 29$) of all students in the sample rated their awareness as preconditioned—knowledge development constructed through indirect methods (i.e., media, family, peers, teachings, etc.). Table and Figure 10.1 provide a disaggregate view of Western's students—undergraduate and graduate responses to Q.10.1.

⁹ Data in the narrative are crosstabulations of the aggregate findings. Disaggregate crosstab data files are provided as supplemental materials to this report.

Table 10.1. Knowledge of Cultural Differences – Western Students

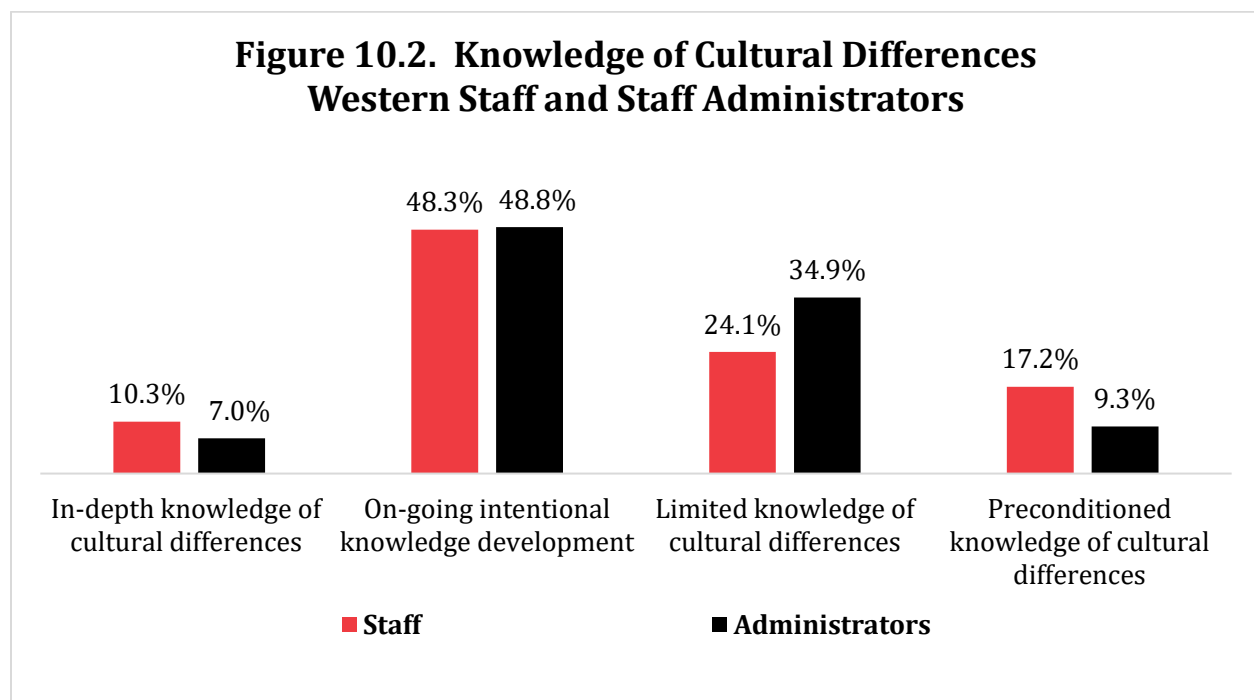
<i>How much do you know about cultural differences?</i>	Undergraduate %	Graduate %
In-depth knowledge of cultural differences	19.8	16.3
On-going intentional knowledge development	53.0	67.3
Limited knowledge of cultural differences	16.6	12.2
Preconditioned knowledge of cultural differences	10.7	4.1



Q.10.2 – Knowledge of Cultural Differences – Staff. Eight percent of all staff (administrators and non-supervisory/leadership) respondents ($n = 6$) rated their knowledge of cultural differences as in-depth. Forty-nine percent ($n = 35$) of the staff sample population view their knowledge development as on-going and intentional. Thirty-one percent ($n = 22$) rated their knowledge of cultural differences as being limited and 13% ($n = 9$) as preconditioned awareness. Table and Figure 10.2 and the accompanying graph provide a disaggregate view of Western’s staff (non-supervisory) and administrators (leadership) responses to Q.10.2.

Table 10.2. Knowledge of Cultural Differences – Western Staff and Staff Administrators

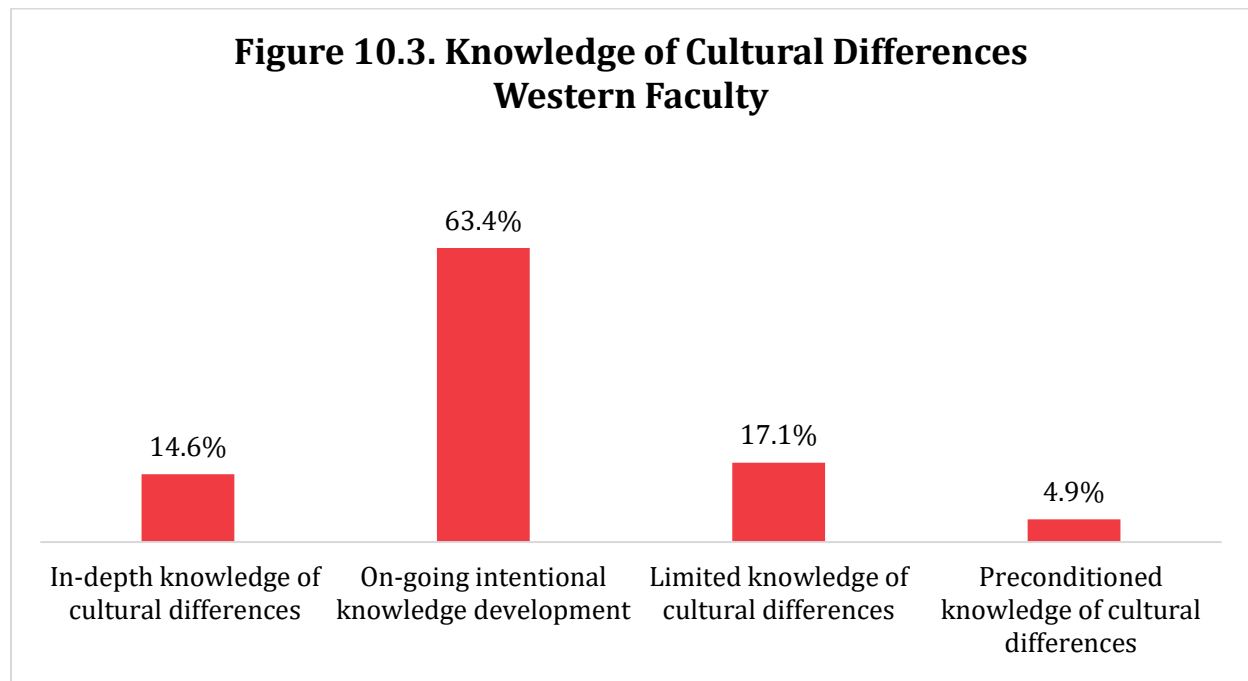
<i>How much do you know about cultural differences?</i>	Staff %	Administrators %
In-depth knowledge of cultural differences	10.3	7.0
On-going intentional knowledge development	48.3	48.8
Limited knowledge of cultural differences	24.1	34.9
Preconditioned knowledge of cultural differences	17.2	9.3



Q.10.3 – Knowledge of Cultural Differences – Faculty. More than half (63%, $n = 26$) of faculty respondents rated themselves as engaged in ongoing and intentional knowledge development of cultural differences. Fifteen percent ($n = 6$) rate themselves as having in-depth knowledge in this area. The remaining 21% ($n = 9$) of staff in this sample rate their knowledge of cultural differences as either limited or preconditioned.

Table 10.3. Knowledge of Cultural Differences – Western Faculty

<i>How much do you know about cultural differences?</i>	Faculty %
In-depth knowledge of cultural differences	14.6
On-going intentional knowledge development	63.4
Limited knowledge of cultural differences	17.1
Preconditioned knowledge of cultural differences	4.9



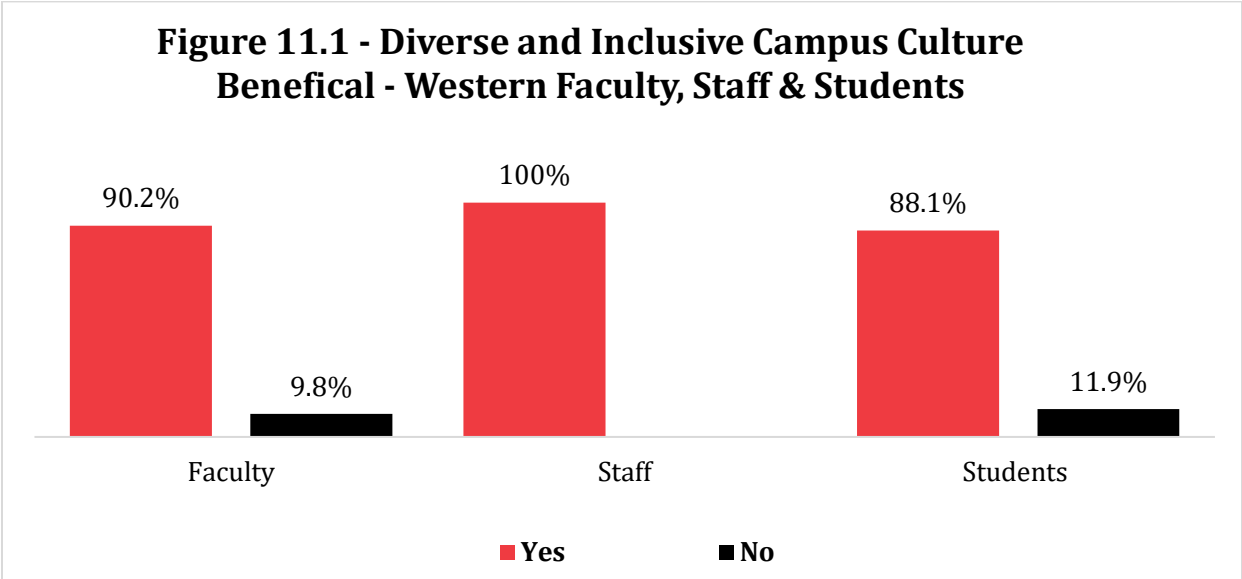
Diverse and Inclusive Campus

All respondents in the sample were asked to consider whether or not a diverse and inclusive campus culture is beneficial to either their education or work experience at Western. Respondents were instructed to select from two response items, *yes* and *no* to indicate their agreement with the question.

Q.11.1 – Is a diverse and inclusive campus culture beneficial to your educational or work experience at Western? Ninety percent (*n* = 336) of respondents indicated that campus diversity and inclusivity is beneficial to either their educational and/or work experiences as stakeholders of the Western campus community (see table and figure 11.1).

Table 11.1. Diverse and Inclusive Campus Culture Beneficial – Western Faculty, Staff & Students

<i>Is a diverse and inclusive campus culture beneficial to your educational or work experience at Western?</i>	Yes %	No %
Faculty	90.2	9.8
Staff	100	ND
Students	88.1	11.9



Eighty-eight percent ($n = 222$) of undergraduate students, 90% ($n = 44$) of graduate students indicated that a diverse and inclusive campus culture is beneficial to their educational experience at Western. While 12% ($n = 31$) of undergraduates and 10% ($n = 5$) of graduate students view a diverse and inclusive campus culture as a benefit. All Western staff (administrators and non-supervisory) view a diverse and inclusive campus as beneficial to their work life experience. And ninety percent ($n = 37$) of faculty believe a diverse and inclusive campus culture is beneficial to their work life experience in comparison to 10% ($n = 4$) of faculty respondents who do not view it as beneficial to their respective experiences.

In addition to Q.11.1 respondents were provided three open-ended items within this question set to explore their personal understanding of diversity, equity, and inclusion as well as perceptions of Western's capacity to cultivate a welcoming campus community.

Q.11.2 – What Does Diversity Mean to You? Several members of Western faculty and staff sample population provided in-depth responses to Q.11.2. There was only one student response to the open-ended question.

Faculty Responses to What Does Diversity Mean to You:

- *Differences in culture, heritage, experience, etc., that combined, ideally creates a rich life experience, different perspectives, etc.*
- *Everyone has a job, and everyone is contributing.*
- *Having people representing as many demographic variables as practical: gender, race, sexual orientation, socioeconomic status, etc.*
- *A population comprising people from numerous backgrounds, with different perspectives and cultures to be celebrated.*
- *Mix of genders, races, personalities.*
- *Inclusive.*
- *Equal opportunity regardless of ethnicity, sexuality, or other factors.*
- *Diversity of faculty, staff, and students including racial, ethnic, national, gender, sexual, and class differences.*

- *A wide range of ethnicity, gender, religious and political views.*
- *Variation*
- *Differences of all kinds.*
- *I care very little about color, race, gender, or age but care greatly about intellectual and philosophical differences.*
- *A collection of things that are different.*
- *I see diversity as a group characteristic (not an individual one) that's about gauging the range of human qualities, identities, and experiences.*
- *Celebrating the uniqueness of every individual, recognizing, and caring for differences.*
- *Diversity means that individuals are different in a myriad of ways: experiences, ethnicity, sex, gender, religion, socioeconomic status, disability....*

Staff Responses to What Does Diversity Mean to You:

- *People with diverse life experiences collaborating together to make a better community, not tolerated but celebrated.*
- *Who is on the team.*
- *People of different race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. And in work diverse ideas.*
- *The presence of multiple perspectives, experiences, and backgrounds.*
- *People from all different walks of life with differences in race, ethnicity, gender, sexual orientation, age, and social class.*
- *Differences*
- *People from a variety of ethnicities, genders, religions.*
- *People from different backgrounds, cultures, and experiences coming together and embracing each other's differences by having dialogue and engaging in curiosity.*
- *Variety of backgrounds and circumstances.*
- *Different people.*
- *A culture of acceptance of a multitude of different experiences, and the presence of people with those differing experiences.*
- *A variety of individuals.*

- *Differences in people, places, things.*
- *A mix of people from all different backgrounds, cultures, religions, races, genders, belief systems and socioeconomic status.*
- *A range of backgrounds and cultures.*
- *Broad range of ethnic and gender identities—not just one of each to check off boxes, but a truly diverse population.*
- *Mix of all racial, religious, gender, age.*
- *People who come from different backgrounds, offer different ideas, have lived different experiences.*
- *Different types of people co-mingling.*
- *Broad representation and acceptance.*
- *Racial equality and diversity in employment, no gender stereotyping in higher administration.*
- *Broad life experiences including the degrees to which people are accepted in society.*
- *Personal choices.*
- *Having a range of people from different races, backgrounds, nationalities, sexual and gender identities, etc. Anything that makes us unique from each other adds to diversity.*
- *Wide-ranging viewpoints in terms of race, culture, and experience.*
- *Otherness: understanding that each individual is unique and recognizing our individual differences.*
- *Multiple characteristics/differences in one room or environment.*
- *In people it means different races, religions, cultural backgrounds, genders, sexual identities, political affiliations, and economic status.*
- *Variety.*
- *Diversity means a population of people, reflecting the overall world populations as they apply to culture, race, sexes, sexual identities, and ethnicities.*
- *Having more culture.*
- *Differences*
- *The collaboration of people from a variety of backgrounds, beliefs, and understandings.*

Student Responses to What Does Diversity Mean to You:

- *A safe place for many different people from different backgrounds and those different backgrounds being acknowledged and respected. To include diverse conversation in the classroom, not only about one culture or country, but about many different places around the world.*

Q.11.3 – What Does Equity and Inclusion Mean to You? Several members of Western faculty and staff sample populations provided in-depth responses. Lastly, only one student response to the question was provided.

Faculty Responses to What Does Equity and Inclusion Mean to You:

- *Equity – each person has access to that which allows s/he/them to work toward potential; inclusion = NOT TOLERANCE. Inclusion = feeling welcome and belonging.*
- *Everyone has a job and everyone is contributing.*
- *Making sure all groups are involved in decision making; making sure all groups have opportunities.*
- *Everyone receives the same opportunities for success, regardless of gender, sexual identity/preference, race, age, religious beliefs, citizenship/immigration status, socioeconomic status, etc.*
- *Being nice to everyone.*
- *All are welcome.*
- *Equal opportunity.*
- *Fairness that includes intentional efforts to look beyond the assumptions of the status quo. We don't need to only invite everyone to a pre-existing party, we need to change what the party looks like.*
- *Having an atmosphere where all are welcome and encouraged to participate.*
- *Celebrating differences as an asset.*
- *Treating everyone with respect and kindness.*
- *It means giving equal opportunity to people to express their ideas and philosophies—but not necessarily granting equal status to all ideas and philosophies.*
- *Financial instrument and being part of something.*

- *Equity means fairness.; are people being treated/represented in a way that is morally fair? Inclusion is more about acceptance and integration; are people from all backgrounds being actively welcomed into a community/group?*
- *Fair treatment of everyone; inviting the contributions and participation of everyone regardless of differences.*
- *Equity means that resources are allocated and accessible to all individuals, regardless of whether they are a member of a minority group; based on a justifiable need and/or merit. Inclusion means that an environment is welcoming to all individuals, again, regardless of their membership in a minority group.*

Staff Responses to What Does Equity and Inclusion Mean to You:

- *Equity = not equality, but equity—equalized opportunities given differences; inclusion = encouraging diversity of people to participate equally in a community.*
- *Who is in the game.*
- *Access to opportunities and resources can contribute fully to the organization's success.*
- *A culture that recognizes differences as strengths and actively encourages differences throughout the organization.*
- *Interacting with and treating people as if they were a white male and making accommodations to provide opportunities for those who would have them otherwise unavailable.*
- *Being fair/consistent to all (policies, positions, etc.)*
- *Treating diverse people with equality and similarly to the way all are treated.*
- *Equity means everyone is being treated in a way that the need accommodates them. It also means that fairness is provided for all, and favoritism and power isn't being used as a weapon. Inclusion means everyone feels as though they can be themselves and not have to adjust their spirit to feel a sense of belonging.*
- *Equality of opportunity.*
- *Everyone is accepted as the same.*
- *Equity = having equal opportunities to someone else; inclusion = being encouraged to take equal opportunities.*
- *A variety of individuals who get the same opportunities and treatment.*
- *Equality and including of everyone and everything.*
- *Including everyone. Treating every person with the same respect.*

- *All welcome and treated with respect.*
- *Everyone feels and is in reality welcome and has access to the same opportunities.*
- *Everyone is treated, paid, and given the same opportunities as each other no matter what.*
- *Providing opportunities to all people.*
- *Including all people regardless of differences.*
- *Being aware of and embracing differences.*
- *Not having to constantly battle the glass ceiling of male superiors.*
- *A commitment to accepting and tolerating all people and offering opportunities.*
- *Equal and accepting.*
- *An environment that feels safe to all people, where each is treated with equal respect and opportunity while thoughtfully considering factors that affect equity and why some are inherently treated less equal than others.*
- *Judging based on ability outside of background.*
- *Just. Fairness. Having access to one's needs being met. Inclusion is not only being invited to the party but having music you can dance to.*
- *Inclusion – EVERYONE is able to contribute/attend/invite. Equity – to be sure everyone has what they need to achieve the same goal. (Leveling the playing field.)*
- *All the different people mentioned above are treated with the same respect, are given the same opportunities, and are included in a way that feels natural to everyone.*
- *Respect*
- *Equity is showing the same respect to each individual. Inclusion is providing the same opportunities to all.*
- *All people are equal.*
- *Acknowledgement and embracing differences.*
- *Building a culture of belonging by recognizing and embracing diversity in order to ensure fairness in treatment and opportunity.*

Students to What Does Equity and Inclusion Mean to You:

- *Equity means that everyone is provided with a fair and equitable opportunity and that we are all treated with the same respect. Inclusion means acknowledging people from different places and making them feel at home. Moreover, it means understanding and participating in a broad spectrum of conversation and information during class time to be inclusive of many different topics and cultures.*

Q.11.4 – What are some strengths and limitations of the University to provide a welcoming equitable and inclusive campus community? Several members of Western faculty and staff sample population provided in-depth responses while only one student response to the question was provided.

Faculty Responses to Western’s strengths and limitations for DEII:

- *Most faculty I know try very hard to create an inclusive classroom environment and try to be sensitive to all groups. Many also try to learn new ways of involving different groups and some make class modifications to be more inclusive. Limitations are most faculty are overwhelmed with all the things they have to do in a given week and would not be able to find the time to attend trainings even if they were available. Also, many of us have our hands full with trying to support and retain minority students right now as we have a President who has little empathy for them, and we have at least one AVP who makes hurtful comments about minorities (she has stated that “all white people are racist” for example. This is an overly simplistic and cruel thing to tell our students of color).*
- *Strengths are that many faculty and staff work to promote diversity. Weaknesses is the community itself is lacking in diversity (for the most part) and doesn’t really provide recreational opportunities for those not necessarily interested in outdoor recreation.*
- *I felt no prejudice against a disabled America overturn.*
- *Entrenched racism, sexism, and heterosexism from well-intentioned people. This has improved since I’ve been working at Western, but it is still a problem.*
- *We need to educate students on the world and welcome a diverse student body.*
- *In general, the campus culture is still dominated by a white, male, hierarchical culture.*
- *Small campus, everyone can and should feel accepted and known. Small campus only takes a few “bad apples” to ruin the experience for some.*

- *One limit is the damaging belief that variables such as race and/or skin color, gender, etc., in and of themselves are some significant variables that virtually all differences in outcomes are by definition evidence of bias.*
- *It is good to be nice and welcoming at all times.*
- *We don't (can't) devote enough resources-funding so we're unable to create strong programs that could promote/recognize diversity across campus operations. The university's strength is its dedicated staff/faculty, but enthusiasm only gets you so far. Resources are needed to back up any campus commitment.*
- *Lack of diverse faculty; sexist, racist president; lack of diversity in community.*
- *Lack of diversity in faculty and staff across most of the campus is a major limitation, along with a lack of diversity in the Gunnison Valley. That being said, those that are knowledgeable and intentional about issues related to diversity as well as members of minority groups, are a wonderful group of individuals who each work to create a positive and inclusive environment at Western in their own unique way.*

Staff Responses to Western's strengths and limitations for DEII:

- *Strengths: people are, in general, friendly, and welcoming on campus. Limitations: very little visible diversity, benevolent racism.*
- *I think a strength and weakness is that we want to be more diverse and inclusive, we just don't know how to do it and make it happen.*
- *We have a beautiful area to offer but the limitations are cost of living is becoming very expensive and wages/salary is very low, not competitive.*
- *Being a rural, small university makes our campus more difficult to access, especially for urban communities, which live far away, may have never been to Gunnison before, and tend to be more diverse in many ways. We want the campus to be more diverse, but sometimes you need diversity in order to build diversity.*
- *I think Western does a great job of providing spaces for students where all are truly welcome regardless of any differences. I also find it encouraging that some professors make a point of addressing wider-reaching issues surrounding culture and diversity in class materials.*
- *Strength – the desire from a large number of people that want Western to be better at those listed items. People want improvement and change.*
- *Its small size is somewhat limiting, and the remote location.*
- *Diversity in professionals on campus, PAY comparisons for staff/faculty, and expectations of each professional on campus are limitations on Western's campus. Strengths are the people who CARE about students, not themselves. The people who*

put students first before their department, before the university, before themselves. STUDENT FIRST mindset.

- *Strengths: people are generally friendly. Limitations: people are generally okay with benevolent racism and sexism, and there are people and institutions engraved here that prevent change.*
- *Strengths- Western's vibe has always been welcoming. The first thing people said when I moved here...was that everyone is so nice and "they all smile at each other." People still say that today when they visit our campus. Limitations – I think because of climate and cost we have a hard time getting people of color here. It's expensive to live here and it's cold. Most of our students of color are here for an NCAA sport so they cannot participate in any of the things that really hook people on staying here/living in the valley.*
- *Everyone can succeed, everyone feels good, more productivity.*
- *I don't believe there is enough cultural diversity on campus especially in the student population.*
- *Gunnison is not very diverse.*
- *Strengths: awareness of intention; limitations: location, PWI, ignorance, marked exclusive even within inclusive efforts/areas.*
- *I can only speak based on my own experience as a young, straight, white woman on campus—I feel comfortable, but that's pretty much a given.*
- *Strength is a small-town environment which can be more welcoming. Limitation is lack of resources for diverse populations.*
- *Lack of support and acceptance for queer community.*
- *I have encountered sexism and ageism from current male (and female for that matter) staff.*
- *The university struggles to obtain and retain enough students, period. It is an added challenge then to take the extra step of increasing diversity. Perhaps it is the answer though...*
- *Gunnison in itself is not a diverse place, much of the population is conservative and white. IF people do not feel safe within the larger community, the likely hood that they feel safe on campus is diminished.*
- *University makes a conscious emphasis on diversity and inclusion. I think geographically it is difficult to bring in a lot of racial diversity just due to the ethnic makeup of the population in the area and those that tend to be attracted to this area.*
- *Limitations: predominately white male leadership. Ideally professionals of color would be valued instead of tolerated. Salary should support this value.*

- *Limitations: There is a huge lack. Marketing and reality do not align. There are less than 20 faculty and staff of color which affect enrollment and retention of students of color.*
- *We are located in a small remote, rural community with limited diversity, cultural events, and non-outdoor activities, therefore limiting our ability to welcome a diverse campus community. However, our offering of a wide array of educational programs and the kind and openminded staff have the potential to attract a more diverse group and make them feel included. Our outdoor lifestyle can be a great asset if we leverage it properly.*
- *I just got off non-weight-bearing crutches and that was very eye opening on how hard it is to get around campus, especially in our winter weather. Our strength is providing diversity in Gunnison Valley.*
- *The University's strength is its small size, offering opportunities to connect with each individual. The University's weakness is its remoteness from cities, diversity, and recruiting diverse people to work and live in Gunnison.*
- *Having a Multicultural Center Office and Student Group.*
- *Strengths: strong presence of cultural clubs on campus, campus efforts in inclusion. Limitations: demographic/location and the culture that accompanies the location of Gunnison.*

Students Responses to Western's strengths and limitations for DEII:

- *The campus is working hard at developing a DEII presence. Limitations include a broader range of topics discussed and cultural diversity being brought into the classroom.*

Impact of Identity on Collegiate and Work-Life Experiences at Western

Organizational climate is directly linked to workplace satisfaction and institutional effectiveness (Allen, 2003; Brown & VanWagoner, 1999; Kahn, 1990; May, Gilson & Harter, 2004; Youssef, C. M., & Luthans, F., 2007). Exploration of Western students, staff, and faculty perceptions and perspectives of their identity, academic, and work performance is critical to understanding the impact of campus culture and climate across all stakeholders in order to effectuate change. Respondents were provided 4 response items: a) *positive impact*, b) *neither positive nor negative impact*, c) *negative impact*, and d) *prefer not to answer*. And, instructed to consider how they perceive their identity impacting academic or work experiences at Western.

Impact of Identity on Western Students' Academic Experience

How students show up in the learning experience is explicitly connected to their concept of identity. For students of color this is often always associated with stereotype threat and for white students it shows up as identity threat. To understand how students perceive the impact their identity has on their collegiate experience at Western, they were instructed to select from 4 response items: a) *positive impact*, b) *neither positive nor negative impact*, c) *negative impact*, and d) *prefer not to answer*. Table 12.1 provides a breakdown of responses across undergraduate and graduate/professional students.

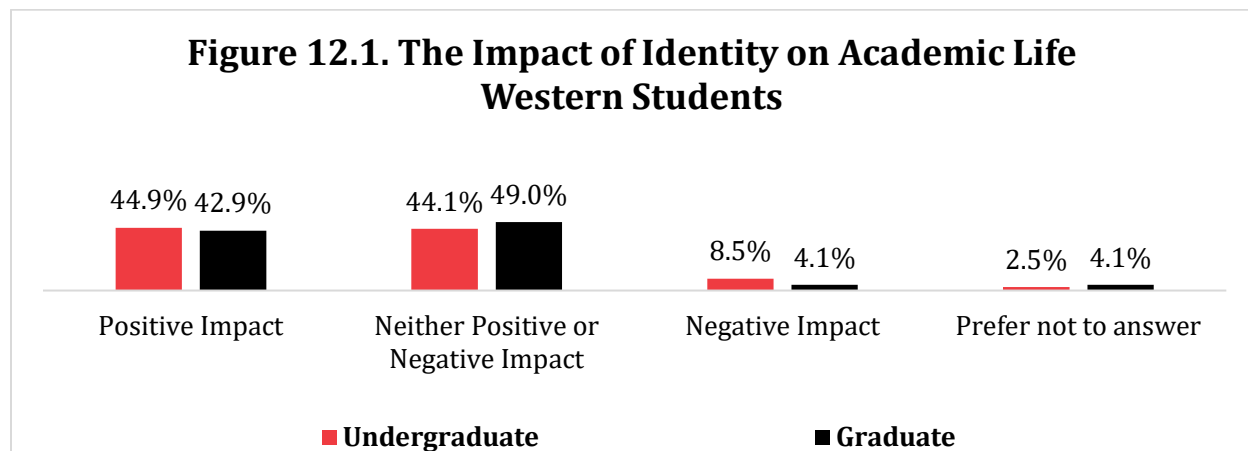
Q.12.1 -To What Degree Does Your Identity (e.g., race, culture, language, dis/ability, beliefs, gender) impact the way you experience academic life at Western?¹⁰ A majority of the student sample (89%, $n = 255$) view their culture and intersections of identity as either having a positive impact (41%, $n = 127$) or no impact (46%, $n = 128$) on their academic experience. White undergraduate 45% ($n = 84$) and graduate students 49% ($n = 19$) were more likely than any other cultural group within the student sample to see their cultural identity as having a positive impact on their engagement in the academic experience. Of the total student response ($n = 285$) to this

¹⁰ Data in the narrative are crosstabulations of the aggregate findings. Disaggregate crosstab data files are provided as supplemental materials to this report.

question set, White students—undergraduate ($n = 174$) and graduate ($n = 39$)—selected *neither positive nor negative impact* at a higher rate (75%) than Students of Color ($n = 72$) who comprised 25% of the response option. Forty percent of female undergraduate ($n = 60$) and graduate ($n = 13$) respondents selected positive impact. This same student demographic ranged across views on identity having neither a positive or negative impact—undergraduate 44% ($n = 67$) and graduate 53% ($n = 17$)—on their learning experience. Male students comprised 19% ($n = 53$) of positive impact responses and 14% ($n = 39$) of neither positive nor negative impact. While 2% ($n = 7$) of male students view it as having a negative impact. Students who identified as members of the transgender community comprise <1%¹¹ of the study sample. Negative impact was the only response option chosen by this group of Western students.

Table 12.1. The Impact of Identity on Academic Life - Western Students

<i>To what degree does your identity (e.g., race, culture, language, dis/ability, beliefs, gender) impact the way you experience academic life at Western?</i>	Undergraduate %	Graduate %
Positive Impact	44.9	42.9
Neither Positive nor Negative Impact	44.1	49.0
Negative Impact	8.5	4.1
Prefer not to answer	2.5	4.1



¹¹ Total numbers are suppressed for groups with less than 1 percent of respondents across total sample population.

Impact of Identity on Western Staffs' Work-life Experiences

Staff (i.e., non-professional/professional alike) are non-academic employees who provide campus services and operations that directly and/or indirectly affect the student collegiate experience. Though staff are often responsible for the daily operations of the institution, understanding the impact that university culture and climate has on their identity and work life experience is seldom explored. Employee satisfaction is distinctively tied to how staff are able to show up authentically and engage in the performance of their role. Kahn's (1990) empirical study and seminal framework on employee engagement theory outlines three psychological concepts that influence staff perceptions of identity and satisfaction: *meaningfulness*, *safety*, and *availability*. Ongoing studies of employee engagement and work life satisfaction reveal that staff apply the three concepts of Kahn's framework in the following ways: "a) How *meaningful* is it for me to bring myself into this performance; b) How *safe* is it to do so; and c) How *available* am I to do so?" (May, Gilson & Harter, 2004, p. 14). When staff feel that their contributions within the institution are not viewed as meaningful (i.e., credible, quality) and/or they experience or perceive the campus culture and climate to be unsafe (psychological and physically) then their availability (i.e., bandwidth) is significantly impeded.

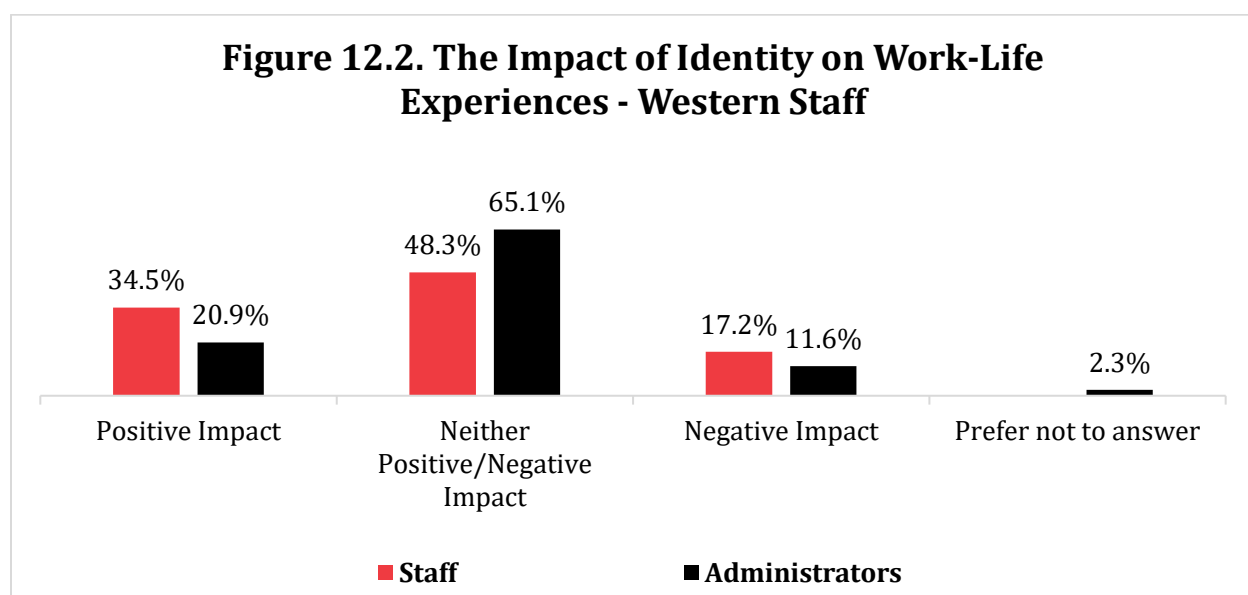
Q.12.2 -To What Degree Does Your Identity (e.g., race, culture, language, dis/ability, beliefs, gender) impact the way you experience work life at Western?¹²

All staff respondents ($n = 72$) completed the question set. Across their collective responses, 58% ($n = 42$) of the sample view their identity as having no impact (negative or positive). Twenty-six percent ($n = 19$) view it as a positive impact and 14% ($n = 10$) as a negative. Lastly, a little of 1% of the staff sample preferred not to respond to Q12.2. See table and figure 12.2. for a breakdown of Western staff responses by non-supervisory and administrator rank.

¹² Data in the narrative are crosstabulations of the aggregate findings. Disaggregate crosstab data files are provided as supplemental materials to this report.

Table 12.2. Identity and the Impact of Work-Life Experiences – Western Staff

<i>To What Degree Does Your Identity (e.g., race, culture, language, dis/ability, beliefs, gender) impact the way you experience work life at Western?</i>	Staff %	Administrators %
Positive Impact	34.5	20.9
Neither Positive/Negative Impact	48.3	65.1
Negative Impact	17.2	11.6
Prefer not to answer	ND	2.3



Exploration of staff intersectionality revealed that 65% ($n = 28$) of administrators do not see their identity as having a positive or negative impact on the way they experience work life at Western. Of this group, 9% were Staff Administrators of Color and 56% ($n = 24$) were White. Forty-eight percent ($n = 14$) of non-supervisory staff respondents also selected the aforementioned response option, 45% were White and 3% were Staff of Color. Across both supervisory and non-supervisory groups ($n = 72$), White staff 25% ($n = 18$) see their identity as having a positive impact in comparison to <1% of Staff of Color.

Staff of Color and White staff alike, across supervisory 7% and non-supervisory respondents 7%, reported that their identities had a negative impact on their experiences. When drilled down into respective groups, supervisory ($n = 43$), Staff of Color comprised

<1% and White staff comprised 9% of responses. And, non-supervisory ($n = 29$), Staff of Color comprised 14% and White staff comprised <1% of responses.

Forty-nine percent ($n = 21$) of supervisory staff respondents identified as either bisexual or cisgender/heterosexual. And were the only groups to respond based on their sexual identity. Within this group, cisgender/heterosexual staff administrators were the only respondents to see their identity as having a positive impact. Sixty-six percent ($n = 14$) of staff administrators who viewed their identity as not having a positive or negative impact identified as either bisexual or cisgender/heterosexual. Cisgender/heterosexual staff administrators comprise 90% of the responses across the sexual identity demographic. Staff Administrators responding to this question set identified as either female cisgender or male cisgender. Fourteen percent of male respondents see their identity as a positive impact in comparison to 7% of female respondents. Forty-nine percent ($n = 21$) of female respondents were more likely to see their identity as having no positive or negative impact in comparison to 17% ($n = 7$) of male staff administrator responses. Female staff administrators (12%) were the only respondents to view their identity as having a negative impact.

Fifty-two percent ($n = 15$) of non-supervisory staff respondents identified as either bisexual, cisgender/heterosexual, or pansexual. Within this group cisgender/heterosexual staff comprised 60% of respondents. Thirty-three percent of staff respondents who identified as bisexual (7%) and cisgender/heterosexual (26%) staff view their identity as having a positive impact. While forty percent of staff who view it as having no positive or negative impact identified as either cisgender/heterosexual 33% or pansexual 7%. While twenty-seven percent, bisexual 20% and other 7%, viewed their identity as a negative impact. Staff respondents identified as either female cisgender (69%), male cisgender (24%), or non-binary (3%). Remaining staff respondents in this group preferred not to self-identify in the gender-identity demographic. Staff who identified as either female (10%) or non-binary (3%) were more likely to view their identity as having a negative impact. While male cisgender staff (3%) also viewed their identity as having a negative impact, they were more likely to see it has either positive (10%) or not positive or negative (10%).

Staff respondents in the sample identified as either U.S. citizens (96%) or permanent residents (4%). Staff who are permanent residents preferred neither positive

nor negative impact response choice. While staff who identified as U.S. citizens, regardless of leadership status, responses were split across all four response options. Staff administrators based on *positive impact* (21%), *neither positive nor negative impact* (60%), *negative impact* (12%), prefer not to answer (2%) responses. Staff (non-supervisory) based on *positive impact* (34%), *neither positive nor negative impact* (45%), *negative impact* (17%).

Impact of Identity on Western Faculty's Work-life Experience

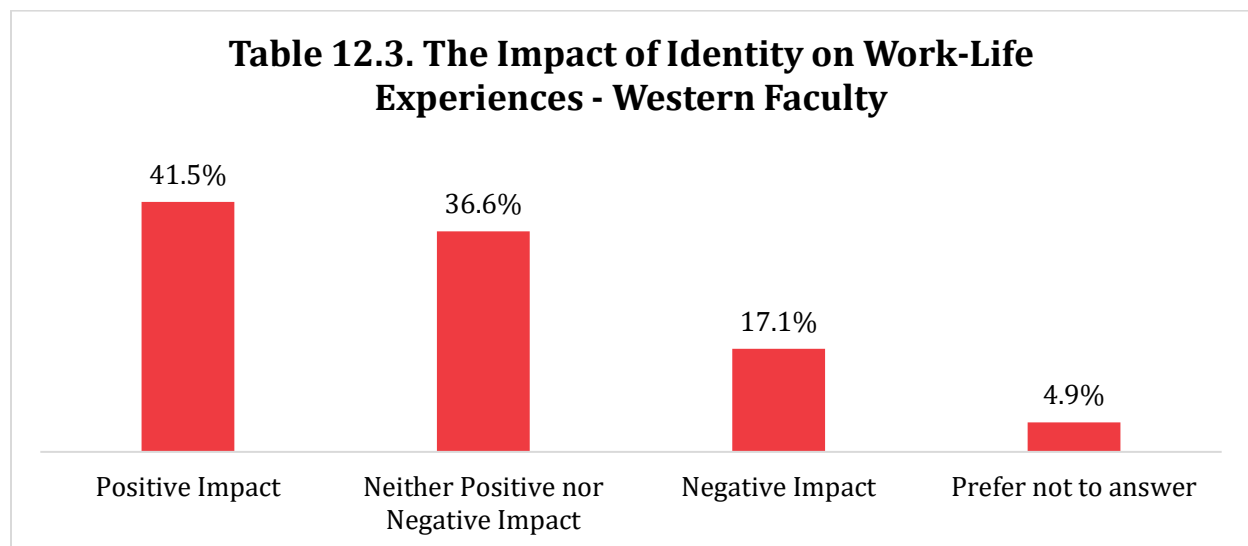
Faculty are university employees who serve as the ambassadors of scholarship and academic governance within the organization. And, most importantly, faculty are responsible for the delivery of academic instruction to college and university students in preparation for careers after graduation. Unlike university staff and administrators, “faculty adhere predominantly to a collegial model” within the college/university structure (Manning, 2013, p. 35). The collegial model influences faculty culture and professional identity the central purpose of teaching, research, and service. Faculty identity and culture, as a collective lens, “is shaped by...institutional size, type (e.g., public, private; single sex, coed), and academic discipline” (p. 38). Faculty identity is not linked to a traditional hierarchical structure but a flat hierarchy that is more likely to award faculty based on their scholarly reputation and capacity to generate hefty research and program budgets. However, this flat structure and reward system is often non-existent in small colleges and universities where faculty are overwhelmed with work expectations comprised of increased teaching loads, significantly stripping faculty of two—research and service—pillars that comprise the collegial work-life identity of the scholarly body.

Q.12.3 -To What Degree Does Your Identity (e.g., race, culture, language, dis/ability, beliefs, gender) impact the way you experience work life at Western? All faculty respondents ($n = 41$) completed the question set. Thirty-seven percent ($n = 15$) of the sample perceive their identity to have no impact (negative or positive) on their work-life experience at Western. Forty-two percent ($n = 17$) of the sample perceive their identity to have a positive impact on their work-life experience.

Seventeen percent ($n = 7$) perceive their identity to have a negative impact on their experiences at Western. While the remaining 5% of respondents preferred not to answer.

Table 12.3. The Impact of Identity on Work-Life Experiences – Western Faculty

<i>To What Degree Does Your Identity (e.g., race, culture, language, ability, beliefs, gender) impact the way you experience work life at Western?</i>	Faculty %
Positive Impact	41.5
Neither Positive nor Negative Impact	36.6
Negative Impact	17.1
Prefer not to answer	4.9



Positive Impact. Forty-two percent of faculty respondents ($n = 17$) view their identity as having a *positive impact* on their work-life experience at Western. Exploration of faculty intersectionality across the sample revealed that White faculty respondents comprised 88% ($n = 15$) of responses. Within this group, respondents were predominately male 76% ($n = 13$) in comparison to female faculty, 24% ($n = 4$); and, identified as cisgender/heterosexual: 41% ($n = 7$), other: 18%; choose not to self-identify: 41% ($n = 7$). Faculty of Color represent 11% of *positive impact* responses. Lastly, respondents in this group were predominately U.S. citizens: 94% ($n = 16$).

Neither Positive nor Negative Impact. Thirty-seven percent ($n = 15$) of faculty respondents indicated that their identity had neither a positive nor negative impact on the way they experience work life at Western. All faculty who selected this response choice identified as White, 38% ($n = 16$) are U.S. citizens.

Negative Impact. Sixteen percent of faculty respondents indicated that a negative impact is present, where it concerns their identity and the way in which they are able to experience work life at Western. Within this group 14% identified as White and 2% as other/people of color. All respondents identified as U.S. citizens.

Perceptions of Classroom and Academic Climate

Western faculty and student engagement begins in the classroom. This section is organized as follows: a) Western faculty perceptions of classroom climate, and b) Western students' perceptions of classroom climate. Both sections culminate into a discussion of each groups' overall perception of the University's classroom climate.

Western Faculty Perceptions of Classroom Climate

Understanding faculty perceptions requires unpacking their self-awareness of DEII related terms, concepts and/or frameworks. Western faculty are first asked to reflect on their level of comfortability where it concerns the culture and climate within the classroom. Next, they are asked to share ways they have operationalized inclusivity and equity in the classroom to cultivate a sense of belonging for all students. Consequently, faculty are prompted to consider ways in which dominate group norms effect their teaching style and capacity to be student-centered educators. Further, Western faculty are prompted to reflect on their engagement with historically underrepresented, marginalized, and first-generation college students, specifically where it concerns empowerment and self-authorship in scholarly and university service opportunities. At the end of the section, faculty rate the overall classroom climate and provide additional context to their survey responses.

Q.13.1 - What Does an Equitable Classroom Mean to You? The first question in the set, asked faculty to respond in their own words. Faculty responses were categorized into the following synthesized list: a) equity, b) equality, and c) resistance (i.e., color- and gender blindness, lack awareness, etc.).

Equity:

- *Everyone gets what they need to succeed.*
- *Everyone is treated equitably, which may not mean treating them the exact same, but in a way that meets students where they are, and different views and lifestyles are present.*

- *Providing all students learning experiences to meet their needs, including culturally relevant teaching, and empowering all students to actively participate in the class.*
- *To me, an equitable classroom is one in which there is mutual respect and engagement with one another and with the material; where the students' respective abilities are nurtured in a way that allows them to improve, where I can tailor my responses to them as individuals even in a group discussion.*
- *An equitable classroom is student centered, but with a faculty leader who helps assure that all voices are heard, and value and all comments are made with respect. This means checking faculty assumptions about what students believe or don't believe.*
- *An equitable classroom means that everyone has safe opportunities to learn, to express what they've learned, and to participate in the classroom community in ways that resonate with their experience, needs, etc. An equitable classroom is one that is designed to both recognize and circumvent barriers to success.*
- *It means that students with a disability are supported and offered extra help to get them to succeed. It also means that any students asking for help will be given all the help that they are asking for.*
- *A dynamic environment where people feel comfortable speaking up for themselves when they question what is being brought to the table by their instructor. An equitable classroom can't be defined by a stagnant idea, it is ever changing for every person in that environment. If we recognize that no-one is perfect in the eyes of every single one of their peers, we can see that there will always be some sort of conflict. In order to move towards the idea of an equitable classroom we all need to be okay with others questioning our ideas, disagreement, and a healthy argument that does not involve hate. The most important/hardest part is providing a safe space where all humans feel comfortable doing this!*
- *A place where barriers are taken down or supports are given so everyone can learn to the best of their ability.*

Equality:

- *A classroom in which each individual is provided with the same opportunities as others and is listened to and heard if they need extra/other support.*
- *It means a space that's intentionally made to welcome, affirm, and fairly value the range of identities/experiences/viewpoints; it's a place where resources and recognition are made fairly available to participants.*
- *Equal consideration for all backgrounds*
- *All present are comfortable and free to express themselves.*
- *Everyone has an equal opportunity.*

- *A classroom in which all students are treated equally, independently of their differences and, in addition, in which the instructor is treated with respect.*
- *Everyone gets a fair chance (i.e., level playing field).*
- *I think this means that regardless of the subject, professor, or students registered, everyone should be treated with the same amount of respect and equal opportunities.*
- *Everyone is treated the same.*
- *A professor voicing their knowledge in a way that reaches all students and all interactions between people in the classroom are equal to one another no student gets special treatment for reasons other than the obvious extra need for help. All students are taught with the same respect as well as professors given respect no matter who they are.*
- *An equitable classroom leaves the opportunity for everyone to communicate about the material on an equal level, making sure everyone knows the material equally as well.*

Resistance (i.e., color- and gender blindness, lack awareness, etc.):

- *Everyone no matter race, sexuality, gender etc. is included and the professor/class are impartial to the above at least during class time, but also inclusive and willing to address differences where applicable.*
- *Students are not given favor nor disfavor due to race, gender, cultural difference, etc.*
- *One in which the first amendment is respected -- absolutely -- with a recognition that even "hate speech" is protected speech so long as it does not physically threaten.*

The majority of faculty responses were split across equity and equality concepts, with a few statements that reflected a lack of awareness or sensitivity to the dynamic of identity and the lived experiences that students carry into the classroom.

Q.13.2 - How Comfortable are You with the Culture and Climate in Your Classes at Western?¹³ Faculty were provided 5 response items ranging from *extremely comfortable* to *extremely uncomfortable* to indicate their level of comfortability with the culture and climate of their classes. Ninety percent ($n = 37$) of the sample responded to the question and consisted of full-time faculty, 73% ($n = 27$), and adjunct faculty, 27% ($n = 10$). Table 13.2. provides a breakdown of the faculty sample responses by full-time and part-time status.

Table 13.2. Comfort Classroom Culture and Climate – Western Faculty

<i>How comfortable are you with the culture and climate in your classes at Western?</i>	Extremely Comfortable %	Somewhat Comfortable %	Neither %	Somewhat Uncomfortable %	Extremely Uncomfortable %
All Faculty	32.4	59.5	5.4	2.7	ND
Full-Time Faculty	33.3	59.3	3.7	3.7	ND
Adjunct Faculty	30.0	60.0	10.0	ND	ND

Collectively, faculty respondents, 60% ($n = 22$), view Western as somewhat comfortable. Faculty who identified as U.S. citizens found the classroom culture and climate to be extremely comfortable, 32% ($n = 12$); somewhat comfortable 54% ($n = 20$), neither comfortable nor uncomfortable, 5%; and somewhat uncomfortable, 3%. Faculty who identified as non-U.S. citizens comprised 5% of somewhat comfortable responses (no other responses choices were selected for this subsample). When examined across race and ethnicity, White faculty comprised 81% of all positive responses submitted: extremely comfortable 27% ($n = 10$) and somewhat comfortable 59% ($n = 22$). While faculty of color comprised 5% of extremely comfortable responses and 5% of somewhat comfortable

¹³ Data in the narrative are crosstabulations of the aggregate findings. Disaggregate crosstab data files are provided as supplemental materials to this report.

responses. Faculty with disabilities view of Western's classroom culture and climate ranged from extremely comfortable 3% to somewhat comfortable 5%.

Thirty-eight percent ($n = 14$) of faculty respondents in this question set, selected to share their sexual identity. Within this subsample, cisgender/heterosexual faculty comprised 11% of extremely comfortable responses and 5% of somewhat comfortable responses. LGBTQ faculty responses were extremely comfortable 8%, somewhat comfortable 11% and somewhat uncomfortable 3%.

Lastly, faculty who self-identified as female, comprised 40% ($n = 15$) of the sample. Female respondents selected the following response items: extremely comfortable 11%, somewhat comfortable 27%, and neither comfortable nor uncomfortable 3%. Male faculty comprised 48% ($n = 18$) of the sample. Within this subgroup, male respondents view Western's classroom culture and climate as: extremely comfortable 14%, somewhat comfortable 30%, neither comfortable nor uncomfortable 3%, and somewhat uncomfortable 3%.

Q.13.3 - In What Ways Do You Ensure a Welcoming Classroom Environment?

Faculty were instructed to consider the ways in which they create an inclusive and welcoming classroom space. Respondents were given a few processing prompts (i.e., physically, emotionally, culturally, spiritually, etc.) to consider and aid with their reflection prior to providing their responses. Faculty responses were curated into the following categories: a) pedagogic style, b) student engagement, c) teacher centered, d) trust building, and e) miscellaneous.

Pedagogic Style:

- *Class discussion, openness, and listening as much as lecturing.*
- *I ask a lot of questions so that students can build confidence in their answers and their thinking. It's important to me that they see how complex and intricate their own ideas are because they tend to devalue their own abilities. I incorporate humor and also allow them to see me think and wrestle with ideas, so that they can hopefully become less self-conscious.*

- *I let students know it's okay to guess and give opinions. I call on students who don't readily speak out to get their opinion and give them a voice.*
- *I only say "somewhat" in my response above because I can't always control what other students do or say. I try to make it a welcoming classroom by acknowledging difference (via my classroom policies in my syllabus) and showing an allyship (i.e., saying what my preferred pronouns are). I will also acknowledge institutional racism/sexism/homophobia/transphobia that may arise in my own field and in the historical figures who I teach. I also make sure to (privately) reach out to students of color to make sure they feel engaged. Basically, I give a little extra attention to students who have been historically underrepresented.*
- *I teach them my "good for you, not for me" policy. This means we can recognize that something we disagree with is genuinely "good for you" without feeling pressured to make it "good for us." We all have space to explore what's good for us and appreciate what's good for others. I also have a zero-tolerance policy for things that aren't good for anyone (take your pick of isms).*
- *I think I do not work much on the physical and spiritual aspects, but I try to include some collaborative activities (teamwork), encouraging students to work with different people, not always with the same partners.*
- *I try to be friendly toward all students and I value equality in my treatment of everyone in the classroom. I try to use examples that would resonate with various students -- for example professionals in my field from diverse backgrounds.*
- *I work to have students interact with each other in order to get to know each other. I also discuss culturally sensitive topics, that may not be covered in other classes; which tends to offer minority groups a voice - even if they are not comfortable speaking themselves.*
- *Incorporate various types of activities into the classroom with lots of peer interaction.*
- *Invite students to stand, sit on the floor, stretch, have a fidget spinner. I ask them to help me understand how they best learn. I reach out to students who seem to be struggling. I trying to include diverse examples...not just Anglo middle class.*
- *Varies by class as I teach across a couple disciplines and students come to classes with different departmental cultures. In general, I encourage educated opinions at any time, incorporate international cultural experiences and case studies, and highlight DEII issues when they are relevant case studies in my classes.*
- *We spend the first couple of classes setting classroom norms and reading/discussing texts on thoughtful, inclusive, and open-minded engagement in learning. We revisit the norms periodically to see how we're doing. I also give a mid-semester course evaluation for students to give anonymous feedback on the course, classroom environment, and my teaching.*

Student Engagement:

- *Challenge them, try to make learning fun and interesting, prepare them for the real world after their graduation.*
- *I treat everyone with equal expectations and give them the benefit of the doubt when problems arise.*
- *I learn their names and do my best to engage each one-on-one.*

Teacher Centered:

- *I expect all students to create to the best of their ability.*
- *Mainly by not treating anyone as special. I also pay particular attention to the problem of male students dominating discussion.*
- *Treat everyone with respect, regardless of how they behave.*

Trust Building:

- *Create an environment where students feel safe, visible, and valued and where they are provided access to rigorous curriculum that engages and challenges them in meaningful ways.*
- *Engage with students, invite/facilitate student engagement, listen to all voices.*
- *First day and often remind students that they can let me, or others know of any problems or issues. And we can accommodate.*
- *Giving students a chance to express themselves and be validated for their own interests and beliefs. This is easier for me because of the nature of my subject matter than it would be in more technical classes. I also talk to students about the way they frame feedback for each other and check in with students whenever something feels uncomfortable. I try to maximize student choice in the subject matter they focus on and the ways that they interact with their peers.*
- *I learn every one's name within 2 weeks of the beginning of the class start. I ask them about themselves - I tell them about my learning journey. I encourage them to stop by my office to chat/ask questions/talk about the material.*
- *I try to model a kind of empathy (emotional) in my interactions and lectures; I make sure to state out loud that all are welcome so long as there's respect and critical reflection.*

- *I work to educate myself on the current cultural climate (i.e., learning about gender views, immigration status, etc.) and try to ensure that I am open to all types of students in my classroom.*
- *Iterate my desire to provide equal treatment and opportunity for all to learn.*
- *Norms that promote inclusion and openness; careful planning to incorporate culturally relevant materials; being explicit about expectations regarding respect and civility.*
- *Present different sides of issues; allow students to bring controversial views and ideas to the table; support students with emotional/mental problems time to decompress with me and/or campus counselors; give students room to be themselves within class topics of discussion.*
- *Try to get to know my students as best as possible (difficult with 40 students in a room); have one on one conversations; learn names as quickly as possible; point out when I make mistakes, so students know it's okay to make mistakes; share times I failed a test so they don't feel the class is over if they don't do well on one exam; ask about extra curriculars; really just ask them about them.*
- *Acknowledging some of my own doubts and vulnerabilities, providing examples of times I've made big mistakes, learning students' names as soon as I can, trying to give varied examples relevant to class topics and processes that I think may be relatable by students of lots of different backgrounds (including religious and livelihoods), not just those who share mine.....(running out of time).*
- *Refraining from judgment but setting a tone of respect and inclusion.*

Miscellaneous:

- *By encouraging support for the 1st amendment.*
- *I am friendly.*
- *I don't know.*
- *In my lectures, I emphasize this.*
- *It is the single most important part of my course.*

Q.13.4 - Do You Encourage Students to Think, Learn and Behave Based on Dominate Group Norms? Faculty were provided two response items—*yes* and *no*—to indicate whether or not their pedagogical style encompasses guiding students critical thinking and knowledge development based on dominate group norms. Twenty-six percent of faculty indicated *yes* and 74% indicated that they do not encourage students to think, learn, and behave based on dominate group norms (see table 13.4).

Table 13.4. Influence of Teacher-Centered and Non-Culturally Responsive Teaching – Western Faculty

<i>Do You Encourage Students to Think, Learn and Behave Based on Dominate Group Norms?</i>	Yes %	No %
Western Faculty	25.7	74.3

Faculty respondents who selected *yes*, were prompted to share how they believe they can broaden their repertoire of teaching methods to address multiple cultures and learning styles.

Q.13.4(a) - If Yes, How Can You Broaden Your Repertoire of Teaching Methods to Address Multiple Cultures and Learning Styles?

- *By taking classes that teach how to do that.*
- *CTE tips on dominant cultures found in our student body.*
- *I am always trying to develop more ways to address all cultures and learning styles, even if it's just the examples I may use in a lecture.*
- *I am not sure.*
- *More guest lecturers.*
- *Learner centered classroom.*
- *More time in small groups to give students equal access to class time discussion.*
- *By incorporating more material by underrepresented groups.*
- *Uncertain - teaching style based on pedagogical effectiveness.*
- *Use more active learning approaches, seek more diverse examples.*
- *I could utilize various instruction techniques and include more feedback discussion to find places where a certain culture may not understand what I think is obvious. Some*

phrases for example have different meanings. Some students may need to see a video, touch something or draw a diagram to grasp a concept.

Faculty respondents who selected no, were prompted to share how they currently incorporate intercultural competencies into their pedagogical approach in the classroom.

Q.13.4(b) - If No, Please Describe How You Incorporate Intercultural Competencies into Your Pedagogical Method? Faculty respondents who selected no, were prompted to share how they incorporate intercultural competencies into their pedagogical approach in the classroom.

- *By allowing all students equal opportunity.*
- *Different styles of life based on culture represented in our worldview and course examples.*
- *I try to encourage and model a kind of "anti-ethnocentric" perspective in classroom discussions; this gives students a view to what it can be like to have real deliberation across cultural/class/racial divides. I also have a few assignments that require students to identify their own biases (cognitive, class, racial, hetero, etc.).*
- *Individual reports, projects, etc. specified by individual students. Open discussions of issues, incorporating viewpoints of all students.*
- *It's hard for me to explain, but I try not to think of things as specific to any culture, but more as to the human culture (if that makes sense). This may be easier because I teach science. If someone struggles with a word or understanding on a test, quiz, or assignment, I try to explain it to the whole class in case someone else is struggling with it, but afraid to ask.*
- *Through lectures and classroom exercises.*
- *Through repertoire selections and historical perspectives on music.*
- *Try to use diverse examples of people in my field that are successful or have interesting ideas.*
- *Diverse example, ask people to contribute, point out that most of us were raised with limited models and examples of success presented in school. Looks to teach to diverse learning styles.*
- *Including texts from authors of various backgrounds; drawing attention to biases in texts.*

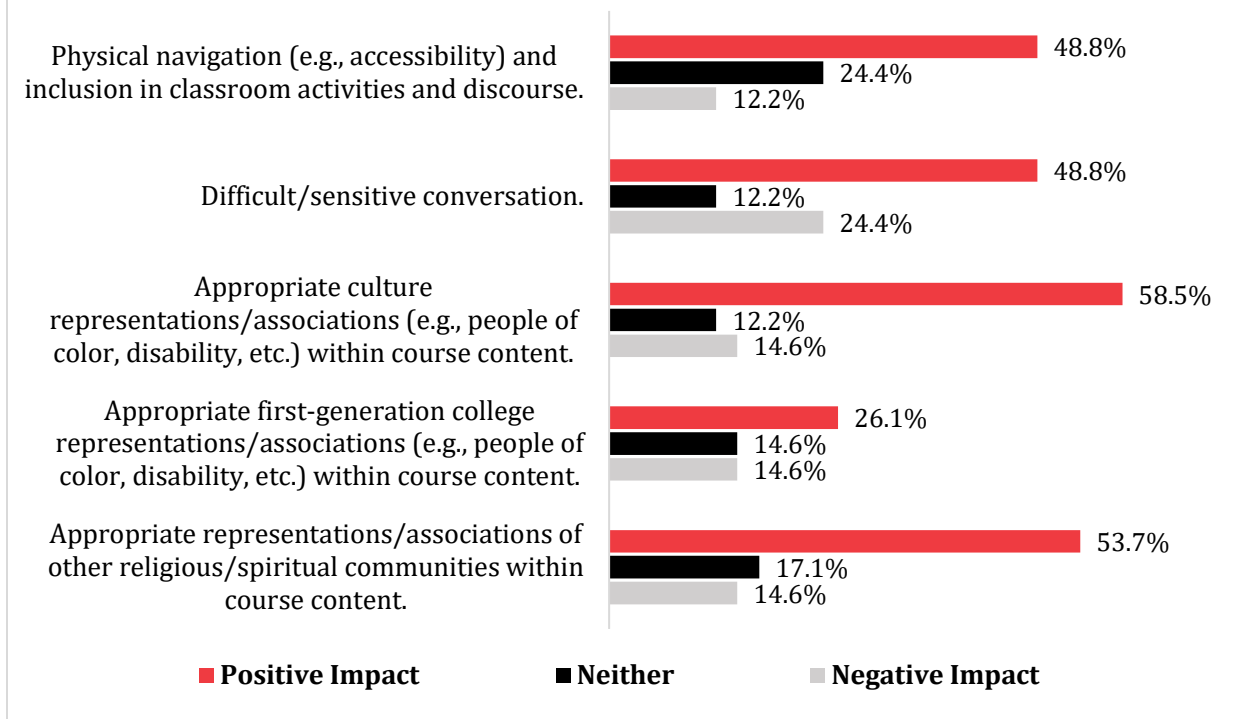
Q.13.5 - How Might Teacher-centered Expectations, Normative Values and Traditional Classroom Structure Impact the Sense of Welcome, Belonging and Learning for Historically Underrepresented Students (i.e., race/ethnicity, gender, first-generation, etc.)?¹⁴ Western faculty were asked to consider how normative practices within the classroom and curriculum impact their students' sense of belonging while examining their awareness of culturally responsive teaching practices. The question set included 4 subparts that explicitly connected back to the overarching question in this item: a) physical navigation and inclusion in classroom activities/discourse; b) difficult/sensitive conversations; c) appropriate culture representations/associations within the course; d) appropriate first-generation college representations/associations within the course; and e) appropriate representations/associations of other religious/spiritual communities within the course. Faculty selected from 3 response choices: *positive impact*, *neither positive nor negative impact*, *negative impact*. The following narrative provides a comprehensive view into faculty responses per sub-item and respective response choices based on the sociocultural demographics of the respondents. See table and figure 13.5 for an aggregate view of Western faculty responses.

Table 13.5. Teacher-centered Expectations Impact on Student Learning – Western Faculty

<i>How Might Teacher-centered Expectations, Normative Values and Traditional Classroom Structure Impact the Sense of Welcome, Belonging and Learning for Historically Underrepresented Students (i.e., race/ethnicity, gender, first-generation, etc.)?</i>	Positive Impact %	Neither %	Negative Impact %
Physical navigation (e.g., accessibility) and inclusion in classroom activities and discourse.	48.8	24.4	12.2
Difficult/sensitive conversation.	48.8	12.2	24.4
Appropriate culture representations/associations (e.g., people of color, disability, etc.) within course content.	58.5	12.2	14.6
Appropriate first-generation college representations/associations (e.g., people of color, disability, etc.) within course content.	26.1	14.6	14.6
Appropriate representations/associations of other religious/spiritual communities within course content.	53.7	17.1	14.6

¹⁴ Data in the narrative are crosstabulations of the aggregate findings. Disaggregate crosstab data files are provided as supplemental materials to this report.

Figure 13.5. Teacher-Centered Expectations Impact on Student Learning - Western Faculty



Physical navigation and inclusion in classroom activities and discourse. Faculty of Color comprised 10% of the sample. Fifty percent view physical navigation and inclusion in classroom activities and discourse as a positive impact, 25% selected neither positive nor negative, while the remaining 25% of the subsample elected not to answer. *White faculty* comprised 90% of the sample, 51% percent selected positive impact, 22% chose neither positive nor negative, and 14% selected negative impact. *LGBTQ faculty* comprised 24% of the sample. Eighty percent of LGBTQ faculty selected positive impact, 10% selected neither positive nor negative, and 10% chose negative impact. *Faculty with Disabilities* comprised 12% of the sample. Forty percent selected positive impact, while 20% selected negative impact. Cisgender/heterosexual faculty comprised 29% of the sample. Twenty-five percent selected physical navigation and inclusion in classroom activities and discourse as a positive impact, 17% selected neither positive nor negative, and 8% selected negative impact. *Female faculty* comprised 39% of the sample. Fifty percent selected positive impact, 19% selected neither positive nor negative, and 19% chose negative

impact. *Male faculty* comprised 54% of the sample. Forty-one percent selected positive impact, 32% as neither positive nor negative, and 9% selected negative.

Difficult/sensitive conversation. Fifty percent of *Faculty of Color* respondents indicated that difficult/sensitive conversations have a positive impact, and 25% selected neither positive nor negative impact. Fifty-one percent of *White faculty* respondents selected positive impact, 11% selected neither positive nor negative impact, and 24% chose negative impact. Eighty percent of *LGBTQ faculty* respondents selected positive impact, 10% chose neither positive nor negative impact, and 10% selected negative impact. Forty percent of *Faculty with Disabilities* respondents also indicated that difficult/sensitive conversations have a positive impact, while 20% chose negative impact. Forty-two percent of *Cisgender/heterosexual faculty* respondents selected positive impact, and 8% chose negative impact. Fifty-six percent of *Female faculty* respondents chose positive impact, and 31% chose negative impact. Thirty-six percent of *Male faculty* respondents chose positive impact, 23% chose neither positive nor negative impact, and 23% indicated that difficult/sensitive conversations have a negative impact.

Appropriate culture representations/associations (e.g., people of color, disability, etc.) within course content. Fifty percent of *Faculty of Color* respondents indicated that appropriate cultural representations within course content have a positive impact on cultivating a welcoming and inclusive learning environment. Twenty-five percent of the subsample chose negative impact. Sixty percent of *White faculty* respondents chose positive impact, 14% indicated that appropriate cultural representations have neither a positive nor negative impact, and 14% selected negative impact. Ninety percent of *LGBTQ faculty* respondents view cultural representations as a positive impact, while 10% chose negative impact. Forty percent of *Faculty with Disabilities* respondents also view appropriate cultural representations as having a positive impact, while 20% chose negative impact. Forty-two percent of *Cisgender/heterosexual faculty* respondents selected positive impact and 8% chose negative impact. Sixty-nine percent of *Female faculty* respondents chose positive impact, and 19% negative impact. Forty-six percent of *Male faculty* respondents indicated that appropriate cultural representations within the curriculum are

a positive impact, 23% chose neither positive nor negative impact, and 14% negative impact.

Appropriate first-generation college representations/associations (e.g., people of color, disability, etc.) within course content. Fifty percent of *Faculty of Color* respondents indicated that appropriate first-generation college representations within the curriculum have a positive impact on sense of belonging and learning outcomes for historically underrepresented and marginalized students. Twenty-five percent of the subsample view it as having a negative impact. Fifty-seven percent of *White faculty* respondents chose positive impact, 16% neither positive nor negative impact, and 14% negative impact. Ninety percent of *LGBTQ faculty* respondents also selected positive impact, and 10% chose negative impact. Forty percent of *Faculty with Disabilities* respondents chose positive impact, while 20% of the subsample view appropriate first-generations college within curriculum materials as having a negative impact. Forty-two percent of *Cisgender/heterosexual faculty* respondents chose positive impact, and 8% negative impact. Sixty-nine percent of *Female faculty* respondents chose positive impact and 19% negative impact. Forty-one percent of *Male faculty* respondents selected positive impact, 27% selected neither positive nor negative impact, and 14% negative impact.

Appropriate representations/associations of other religious/spiritual communities within course content. Twenty-five percent of *Faculty of Color* respondents indicated that appropriate religious/spiritual representations can have a positive impact. Fifty percent of the subsample indicated that it has neither a positive nor negative impact. Fifty-seven percent of *White faculty* respondents chose positive impact, 14% neither positive nor negative impact, and 16% negative impact. Eighty percent of *LGBTQ faculty* respondents chose positive impact, 10% indicated that it has neither a positive nor negative impact 10%, and 10% view it as a negative impact. Forty percent of *Faculty with Disabilities* respondents rated appropriate religious/spiritual representations in the curriculum as a positive impact, while 20% chose negative impact. Forty-two percent of *Cisgender/heterosexual faculty* respondents chose positive impact and 8% negative impact. Sixty-three percent of *Female faculty* respondents rated the representations as a positive

impact, 6% indicated that has neither a positive nor negative impact, and 19% chose negative impact. Lastly, forty-one percent of *Male faculty* respondents selected positive impact, 27% neither positive nor negative impact, and 14% negative impact.

Western Faculty Efficacy to Cultivate Students' Institutional Capital

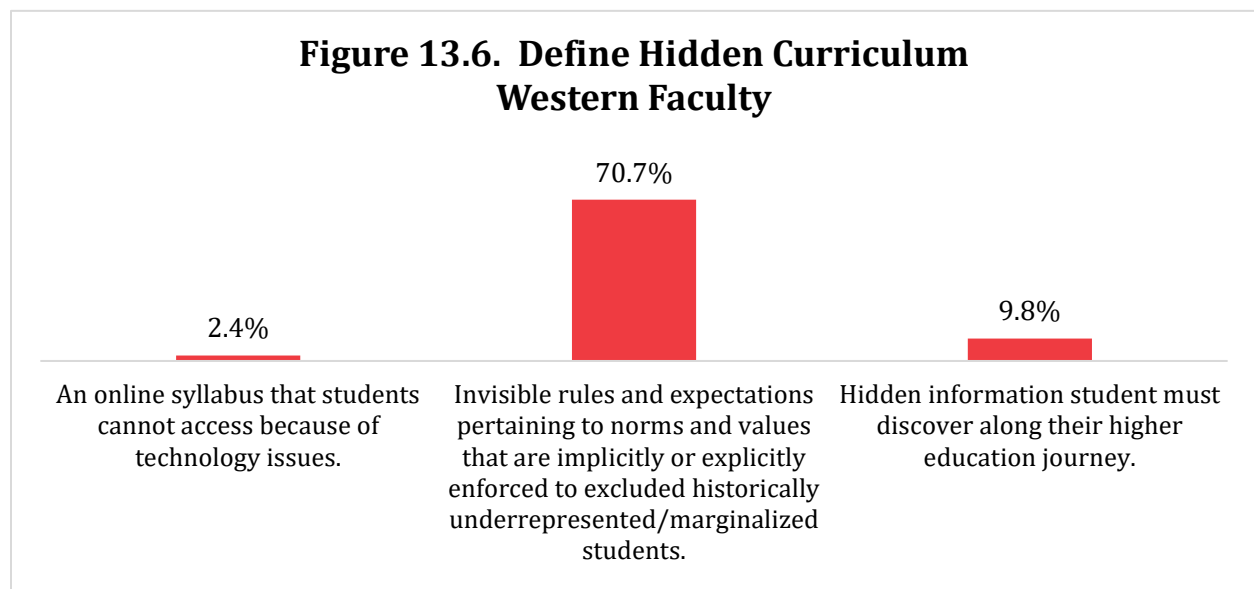
The following question sets examine Western faculty's awareness of null curriculum practices that can have a negative impact on the resiliency of historically underrepresented students. Faculty were instructed to select the best definition for the following terms: a) hidden curriculum, b) institutional capital, and c) social capital. After defining each term, respondents were prompted to consider how they can operationalize each concept within their respective teaching styles and student engagement. Eighty-three percent ($n = 34$) of faculty in the sample submitted responses for each question set in this section.

The majority of Western faculty selected the correct definition for *hidden curriculum, institutional capital, and social capital*. Respondents shared ways they intentionally set out to dismantle disparate outcomes and cultivate capital for historically underrepresented, marginalized, and first-generation college students. However, it was imperative to explore faculty intentionality for cultural responsiveness a bit further. Higher education institutions are more than just spaces for content learning in classroom settings. Students' scholarly interests must continue to be cultivated under faculty guidance beyond classroom theory and discourse. Such experiences can play a pivotal role in the decision making by students of color to remain in collegiate spaces and/or advance into a graduate program. When historically underrepresented students have access to scholarly and committee service opportunities, they are exposed to the innerworkings of activities that they have previously seen as intimidating or not for them. See Q.13.6 – Q.13.11.

Q.13.6 - Hidden Curriculum is Defined as... Western faculty were instructed to choose the best answer to define hidden curriculum from the four response items provided (see table and figure 13.6). Seventy-one percent ($n = 29$) of faculty respondents correctly defined *hidden curriculum* as “invisible rules and expectations pertaining to norms and values that are implicitly or explicitly enforced to exclude historically underrepresented/marginalized students.”

Table 13.6. Define Hidden Curriculum – Western Faculty

<i>Hidden curriculum is defined as....</i>	%
An online syllabus that students cannot access because of technology issues.	2.4
Invisible rules and expectations pertaining to norms and values that are implicitly or explicitly enforced to exclude historically underrepresented/marginalized students.	70.7
Hidden information student must discover along their higher education journey.	9.8



Next faculty were prompted to consider how they can dismantle hidden curriculum norms to effectuate a transformative-students center praxis.

Q.13.7 - In What Ways Could You Transform Invisible Rules and Expectations into Student-Centered Pedagogical Elements in Your Formal (i.e., visible) Curriculum?

Faculty responses were curated into the following categories: a) *explicit curriculum*—learning opportunities that are overtly taught and/or stated in print documents, b) *implicit curriculum*—intended or unintended learning opportunities that are not stated in printed documents, c) *null curriculum*—learning opportunities that students do not receive within the curriculum¹⁵, and d) *uncertain*.¹⁶

Explicit Curriculum:

- *Be open in describing expectations to students and be flexible in cases needing such consideration.*
- *By pointing them out in material being covered and problematizing them for class discussion.*
- *I am clear with my course and classroom expectations from day one. If there are issues and/or changes that occur during the semester, these are communicated to students in a timely manner.*
- *Make sure expectations are always clear and available in many formats (i.e., print, on Canvas, discussed in class, etc.). Reiterate expectations if it appears some are not following or don't understand (don't assume they are being disrespectful just to be disrespectful). If problems still persist, discuss the situation individually with the student. Model desired behaviors.*
- *One thing I think matters a lot in any discipline is who writes the texts and/or course material. If everything you teach comes from a white, heterosexual male, the invisible rule is that anyone who doesn't fit that category isn't important to listen to. I also think it's important to leverage our online learning capabilities because we have a lot more options available to us in terms of equity and accessibility.*
- *Statements in the beginning of classes and on the syllabus to describe expectations for behavior and student responsibilities.*
- *Expectations need to be outlined and discussed.*
- *Identify these "invisible rules" in order to be aware of the need to make them visible -- seems to happen by way of observing recurring student misunderstandings regarding these rules.*

¹⁵ Faculty responses did not fall within this category.

¹⁶ Explicit, Implicit, Null Curriculum components – Milner (2015). See references for full citation.

- *Make expectations more explicit.*
- *Provide rubrics.*
- *Verbalize them directly or in syllabus.*
- *By being more transparent in my syllabus and assignments, and specifically reaching out to students of color and other underrepresented students.*

Implicit Curriculum:

- *I have tried to reduce the role of the hierarchy in the classroom by encouraging my students to create a culture of co-creation of knowledge. Based on my evals, it seems like that level of vulnerability works well with master's students, but undergrads may not have the maturity to work with an authority figure this way.*
- *I could more frequently have frank discussions of these very things ("invisible rules") with students in class; try to identify the ideologies underlying the hidden lessons.*
- *I suppose you could include more discussion on such topics.*
- *Make the rules visible and challenge them as appropriate.*
- *Point out the elephant in the room, state that I am still on a journey of inquiry and that I will make mistakes, but that I am trying. Invite students to please let me know how I can improve.*
- *The biggest challenge is understanding an individual's background. This is a barrier in our ability to provide them the resources they need, to put everyone on the same "playing field."*
- *Paying attention to matters like access to technology, ability to navigate online technologies, etc. On the other side, at this point it seems only students from more privileged backgrounds have extensive experience reading difficult texts, so it's also important not to assume all students have those skills.*

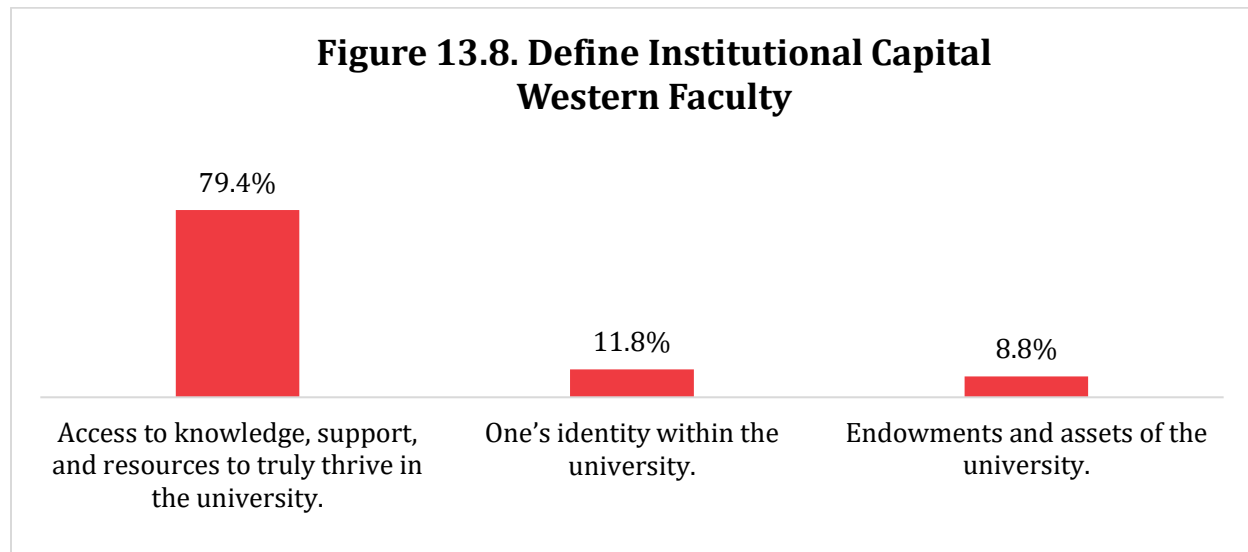
Uncertain:

- *Don't know.*
- *I am unsure of how to do this.*
- *No idea.*
- *Working on it...*
- *They already are.*

Q.13.8 - Institutional Capital is Defined as... Western faculty were instructed to choose the best answer to define institutional capital. Four response items were provided (see table and figure 13.8). Seventy-nine percent ($n = 27$) of faculty respondents correctly defined *institutional capital* as “access to knowledge, support, and resources to truly thrive in the university.”

Table 13.8. Define Institutional Capital – Western Faculty

<i>Institutional Capital is defined as....</i>	%
Access to knowledge, support, and resources to truly thrive in the university.	79.4
One’s identity within the university.	11.8
Endowments and assets of the university.	8.8



In addition to defining the institutional capital, Western faculty were asked to consider how they can contribute to the cultivating institutional capital for historically underrepresented students. (See Q.13.9.)

Q.13.9 - How have You Intentionally Contributed to Cultivating the Institutional Capital of Historically Underrepresented Marginalized, and/or First-Generation College Students that You Teach and/or Advise?

Within the Classroom

- *By not raising more issues to avoid being perceived as the "sensitive minority" or "emotional woman."*
- *I like to have class at the MC! But you can't do that every day :) So I start by building relationships with students who are historically underrepresented. When I demonstrate that I (a figurehead of "the institution" to them) am interested in what they have to contribute and I solicit their feedback, they feel invested in their experience in my class and on campus. Once they know I'm in their corner and they feel invested in their experience at Western, it's easier for them to start getting involved and being seen on campus.*
- *I support my students, including those of minority status, in all of their endeavors across campus. I also provide opportunities for students to engage in practical and research experiences that increase their capital in general (i.e., institutional, social and cultural).*
- *I try to give them access and support to seek funding and additional opportunities as they arise. Being a second-generation student myself, I'm also open about my blue-collar roots and what can be a winding path through academia.*
- *I try to sensitize/educate them about what resources are here for them; also try to encourage those students who may want to try and effect real change on campus (e.g., the Women's Lounge).*
- *LISTENING TO THEM, and not expecting them to explain their situation/pain to me. Not expecting them to educate me on their experiences but being receptive to them if they choose to share them with me. Being an ally ... not speaking FOR them (unless asked).*
- *Providing access to resources with library reserved shelf.*
- *Providing extra support to students who need it with navigating the norms/rules of the academy. Also, providing positive feedback to communicate belonging.*
- *Too many ways to describe. Everything from the book choice to the teaching pedagogy.*
- *Encouraging them to be part of the school, advising on opportunities to be engaged in community, and finding support areas in the school for underrepresented students.*

- *I always try to get to know my students and show interest in them, especially by learning names. I treat students the same no matter what their background. For one of my courses, I use open resources in order to minimize the cost of the course (which may hinder many students from being successful). I provide various links to open-source textbooks and online video tutorials in order to provide those students access to helpful information. If students come to me with hardships over working jobs or family issues, I try to be flexible with them.*

Outside of the Classroom

- *Engaging students at the MCC on a regular basis.*
- *Having one and one conversations - encouraging them to visit my office inviting them to be TA's or SI leaders.*

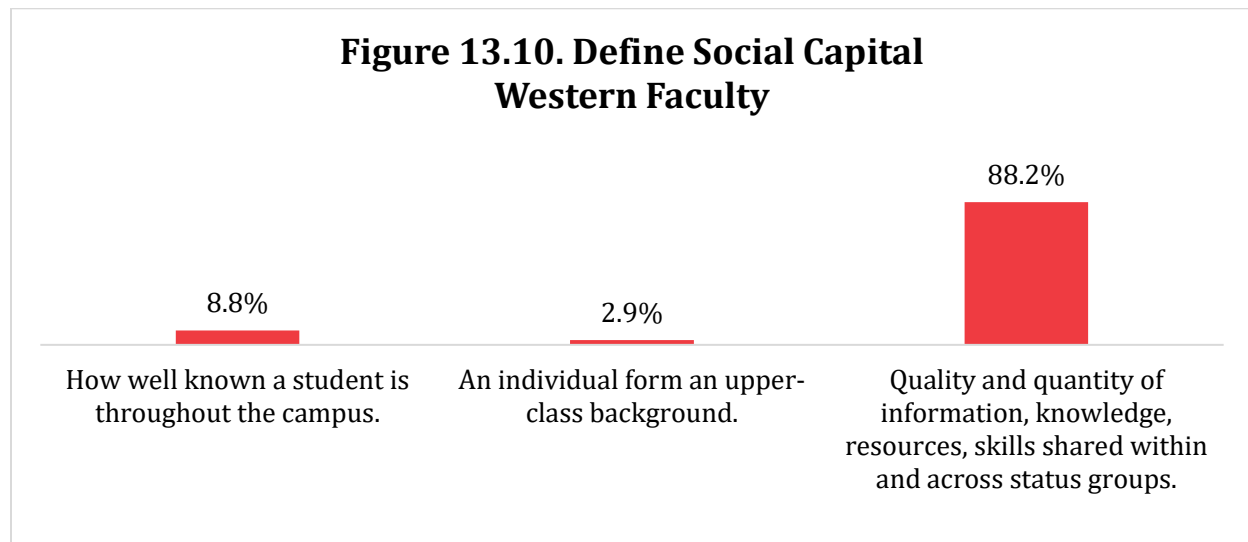
Unsure

- *I don't think I have.*
- *I think so.*
- *I try to.*
- *Ignorance.*
- *No idea.*
- *Not really, not sure I have had many opportunities for this. My focus is usually more directly on what's in front of me because I often have too many classes to teach.*
- *Not really. I could do better.*
- *Try to.*
- *Reach out to them individually to encourage them to take my classes and pursue the major I teach.*
- *I use a student contract to get to know the students with my expectations and some background information on the student.*

Q.13.10 - Social Capital is Defined as...Western faculty were instructed to choose the best answer to define social capital. Four response items were provided (see table and figure 13.10). Eighty-eight percent ($n = 30$) of faculty respondents correctly defined *social capital* as the “quality and quantity of information, knowledge, resources, skills shared within and across status groups.”

Table 13.10. Define Social Capital – Western Faculty

<i>Social Capital is defined as....</i>	%
How well known a student is throughout the campus.	8.8
An individual form an upper-class background.	2.9
Quality and quantity of information, knowledge, resources, skills shared within and across status groups.	88.2



Similar to the follow-up with Q13.6 and 13.8, faculty respondents were asked to share ways in which they have intentionally contributed to cultivating social capital for historically underrepresented students. (See Q.13.11.)

Q.13.11 - How have You Intentionally Contributed to Cultivating the Social Capital of Historically Underrepresented Marginalized, and/or First-Generation College Students that You Teach and/or Advise?

Within the Classroom

- *By backing off of certain issues, the effort for which can feel pointless.*
- *Help them investigate available fellowships and grants; give them consideration for assignments and projects to allow them extra time or suggest alternative solutions to problems, as necessary.*
- *I don't look at my students categorized into groups. I was dealt a good hand in life. I've always wanted to use those advantages to help those that may or may not have been born into good situations. I try to listen. I try to be approachable. I try to empathize. If an example in class isn't working, I try to think of another one that might be better for a larger variety of students. If I cannot think of one on the spot, I try to look one up and share it later. I really just try to be a resource for students when they need me. I also look for cues that students might be struggling or need more emotional support. In those cases, I contact the appropriate person on campus and bring the student and concern to their attention.*

(Culturally Insensitive)

- *For me, this all happens in the classroom because I don't advise, and I don't run any groups. I create opportunities for underrepresented students to represent themselves—sometimes as a part of the group(s) they belong to and sometimes as themselves.*

Outside of the Classroom

- *Being visible at events to show support, specifically highlighting events from the multicultural center.*
- *I regularly recruit female and non-white students to perform research.*
- *I try to make sure all students have at least some meaningful social contacts with folks here at Western prior to when the students leave us.*
- *I work one-on-one with a number of minority students via advising, mentoring and on unique projects designed by students. I am able to speak directly and candidly with all students about many issues facing minority students, thus they often feel comfortable speaking candidly with me about issues on and off campus - particularly about*

issues/topics that many ignore because they may cause discomfort to themselves or others (students, faculty, administration, and staff). We need more faculty and staff.

- *reaching out and creating a relationship beyond the classroom so that students feel seen and ready to be heard.*
- *Encourage them to join clubs.*

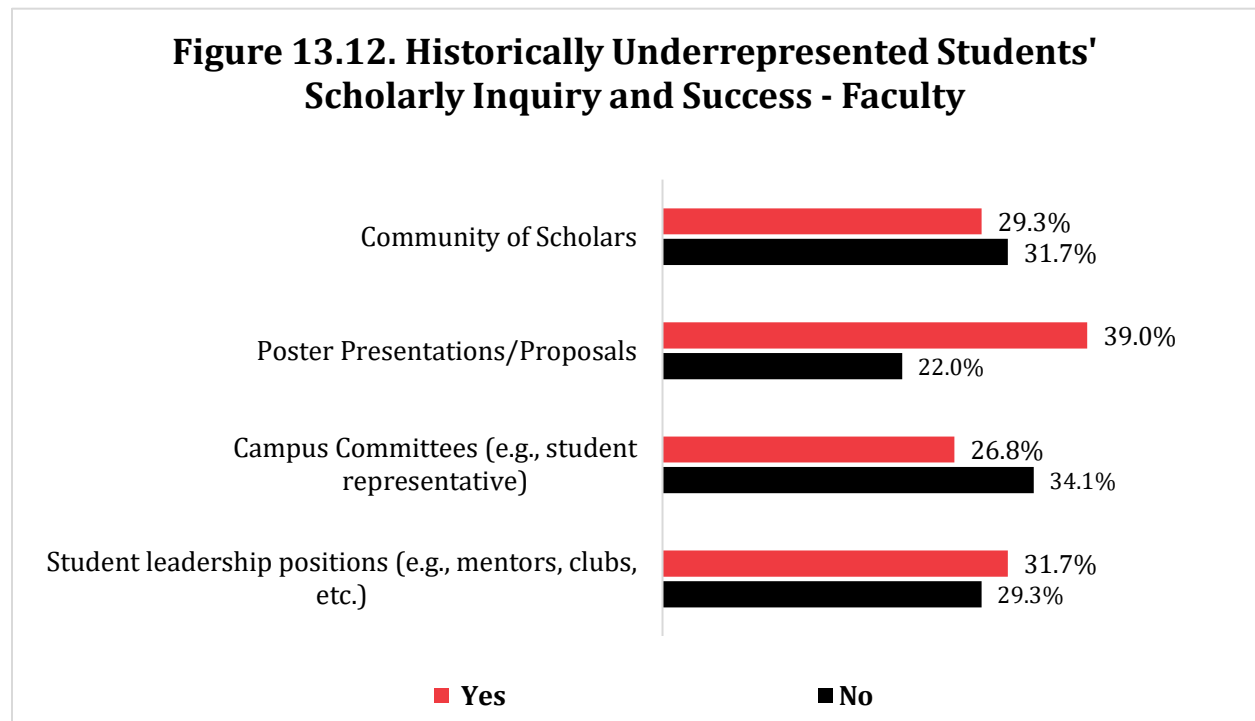
Unsure, Tried, Has Not

- *Don't know.*
- *I have not.*
- *I have tried. We don't have a lot of historically underrepresented, marginalized, or first-generation college students.*
- *I haven't...at least not intentionally.*
- *Not sure how this applies to a classroom setting.*
- *Try to.*
- *Beyond being fair and making sure all voices are heard in class, no. Again, the problem of work overload... It really impacts one's ability to pay attention to bigger-picture issues.*

Q.13.12 - Have You Intentionally Encouraged Your Historically Underrepresented, Marginalized, or First-Generation College Students to Participate in Scholarly, Professional Development, or Campus Service Activities? Faculty were provided four response items a) community of scholars, b) poster presentations, c) campus committees, and d) student leadership positions. Respondents were instructed to indicate *yes* or *no* for each item in the question set. (See table and figure 13.12.)

Table 13.12. Historically Underrepresented Students Scholarly Inquiry and Success – Western Faculty

Have You Intentionally Encouraged Your Historically Underrepresented, Marginalized, or First-Generation College Students to Participate in Scholarly, Professional Development, or Campus Service Activities?	Yes %	No %
Community of Scholars	29.3	31.7
Poster Presentations/Proposals	39.0	22.0
Campus Committees (e.g., student representative)	26.8	34.1
Student leadership positions (e.g., mentors, clubs, etc.)	31.7	29.3



Faculty were provided opportunity to elaborate further on their responses to Perceptions of Classroom Climate question sets. Western faculty responses are provided below:

- *I am told that students of color feel pressured by instructors to represent their entire race or ethnic group; that they are expected tolerate certain insensitivities or to laugh them off. Luckily, the Multicultural Center through its dedicated director and assistant, can function as a place of belonging and understanding.*
- *I don't really encourage any students to engage in those specific ways. Perhaps I should.*
- *I have not had the opportunity to work with historically underrepresented students.*
- *I haven't had opportunities to do so in responses immediately above.*
- *I think that they are good. Small class size helps facilitate this.*
- *This is my first-year teaching at Western, so I am not even well versed in these. I will say I have encouraged multiple students to apply for research positions over the summer.*
- *We don't have a lot of underrepresented students. I think we try hard to make all students feel like we are available and care for their success. We try to get to know them and hope they can let us know if they have issues. We have had a few 1st generation students graduate and go to graduate schools.*

Lastly, faculty were asked to reflect on the culture and climate of their classroom.

Q.13.13 - Overall Classroom Climate – Western Faculty. Respondents were provided a list of 10 isms (ableist, ageist, classist, biphobic, homophobic, transphobic, racist, sexist, xenophobia, ethnocentrism) to rate their classroom settings. Faculty selected from response items that ranged from *very positive* to *very negative*.

Western faculty had a higher response rates in the *neither positive nor negative* and *somewhat negative* categories. Where is concerns ability, age, class, LGBTQ (as a collective cultural group), international cultural groups (i.e., xenophobia), or ethnocentrism, faculty rated the climate as neither negative nor positive for the characteristics. With regard to accessibility (i.e., ableism/ist), age (i.e., older/non-traditional students), gender (i.e., sexist), and monocultural (i.e., ethnocentric lens that impacts the classroom experience) characteristics faculty respondents rated the climate as negative. (See table 13.13; figures 13.13(a) and 13.13(b) for breakdown of positive and negative responses ratings.)

Table 13.13. Overall Classroom Climate – Western Faculty

<i>Please rate the overall classroom climate at Western based on the following isms:</i>						
	Very %	Somewhat %	Neither %	Somewhat %	Very %	Negative
Positive						
Non-ableist	2.4	19.5	36.5	39.0	2.4	Ableist
Non-ageist	9.7	19.5	34.1	31.7	4.8	Ageist
Non-classist	2.4	19.5	43.9	26.8	7.3	Classist
Non-biphobic	7.3	21.9	48.7	21.9	ND	Biphobic
Non-homophobic	12.2	34.1	26.8	26.8	ND	Homophobic
Non-Transphobic	7.3	29.2	31.7	26.8	4.8	Transphobic
Non-racist	9.7	29.2	29.2	29.2	2.4	Racist
Non-sexist	12.2	26.8	26.8	31.7	2.4	Sexist
Non-xenophobic	9.7	21.9	39.0	26.8	2.4	Xenophobic
Not ethnocentric	4.8	17.0	36.5	34.1	7.3	Ethnocentric

Figure 13.13(a). Overall Classroom Climate, Positive Western Faculty

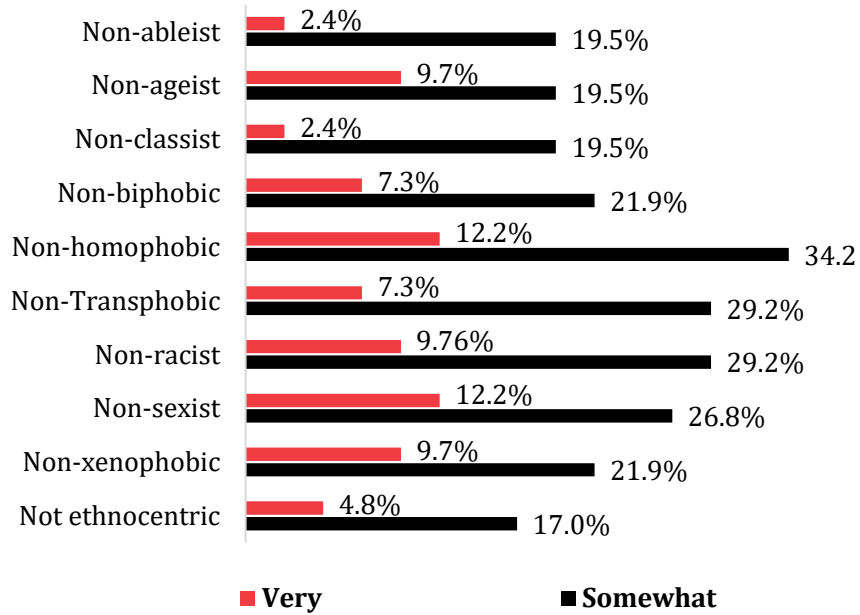
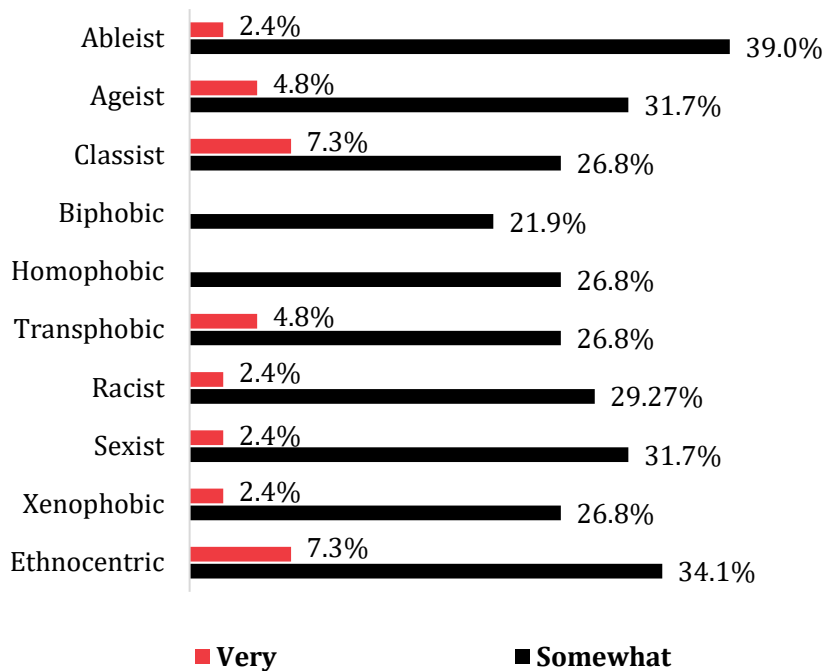


Figure 13.13(b). Overall Classroom Climate, Negative Western Faculty



Faculty respondents were provided an opportunity to elaborate on their responses regarding the overall classroom climate at Western.

Culturally Responsive Classroom Climate

(Positive)

- *I think most faculty try to create classroom climate that is free of bias, but I do not think some are always able to do this because of their own biases, some of which they are not even aware of. I think many of us are works in progress and we are trying and are willing to learn better practices.*
- *I work to maintain an open classroom that is welcoming and relatable to all students.*
- *Classroom climate is difficult to quantify since every instructor is unique and brings their own personal leadership style to their classroom.*
- *Given that the students are predominately white, I am constantly considering the extent to which I need temper criticisms or analyses of power structures. I have learned in my years here, that people prefer colorblindness, so I am aware of always being in a minefield when I critique anything having to do with white heterosexual masculinity or whiteness as it pertains to power. As a person of color...I am aware that if there are any students of color in the classroom, my bringing issues or critiques of whiteness and power can either be a great relief in which they feel visible and heard; or that they can feel fear that others in the class will assume that they feel the same way I do. For me, engaging such sensitive issues it is always a double-edged sword, and it depends on whether or not I'm up for a fight that will require me to justify everything I say on a very elementary and tedious level. It's exhausting.*

(Negative)

- *Most students and faculty have good will towards most identities on campus. But I see a lot of unconscious bias in the classroom, mostly in the form of male students dominating discussions, but also some intolerance from religious students towards non-religious students. I also see reactions of surprise (but not ill-will) towards students of color speaking up in class.*
- *In technical areas, haven't seen anyone care about any of this.*
- *I know that I am treated differently than my male colleagues by students. They come to me because they see me as understanding and empathetic, but they judge me on what I wear or how I cut my hair. When I am stern with them, I am b***** while my male colleagues are seen as intellectual because they are stern. I love being a different face of my discipline, but it can be wearing.*

- *I think it varies by department/program. Some programs are incredibly inclusive with a diverse student population. By the numbers, other programs are not. From students taking classes in those programs, I have heard horror stories of overt racism, sexism, homophobia, and a general lack of what it means to be inclusive.*
- *In my own classroom, I try to be as equitable and open as possible, but when listening to students—and even in observing colleague’s classes—I find that there is usually not as progressive of an approach. More often than not, these instructors are being sexist without realizing it (i.e., never calling on women; allowing for ignorant comments to be made, etc.).*

(Opportunity for DEII Awareness)

- *We just worry about the math and science. No time for isms.*
- *I believe that most of us are sensitive to at least most of these issues and try to be non-discriminatory...but are also aware of the literature on implicit bias and therefore aware that we may transgress some of our own values and beliefs without intent or awareness and are both open to do better and actively attempting to be better.*
- *I’m also interested in how we can better serve students with neurodiversity that effects classroom behaviors.*
- *I like working with students who understand and want to make a change.*

Western Students' Perceptions of Academic Climate

The majority of students' collegiate experience occurs in the classroom. Academic advising is explicitly connected to the student's journey and enrollment decision making. Feelings of welcome and belonging are influenced by the culture and climate in those spaces and the cultural responsiveness of faculty and advisors.

Western's undergraduate and graduate students' perceptions of classroom climate, academic advising and support within their respective academic programs are explored in this section.

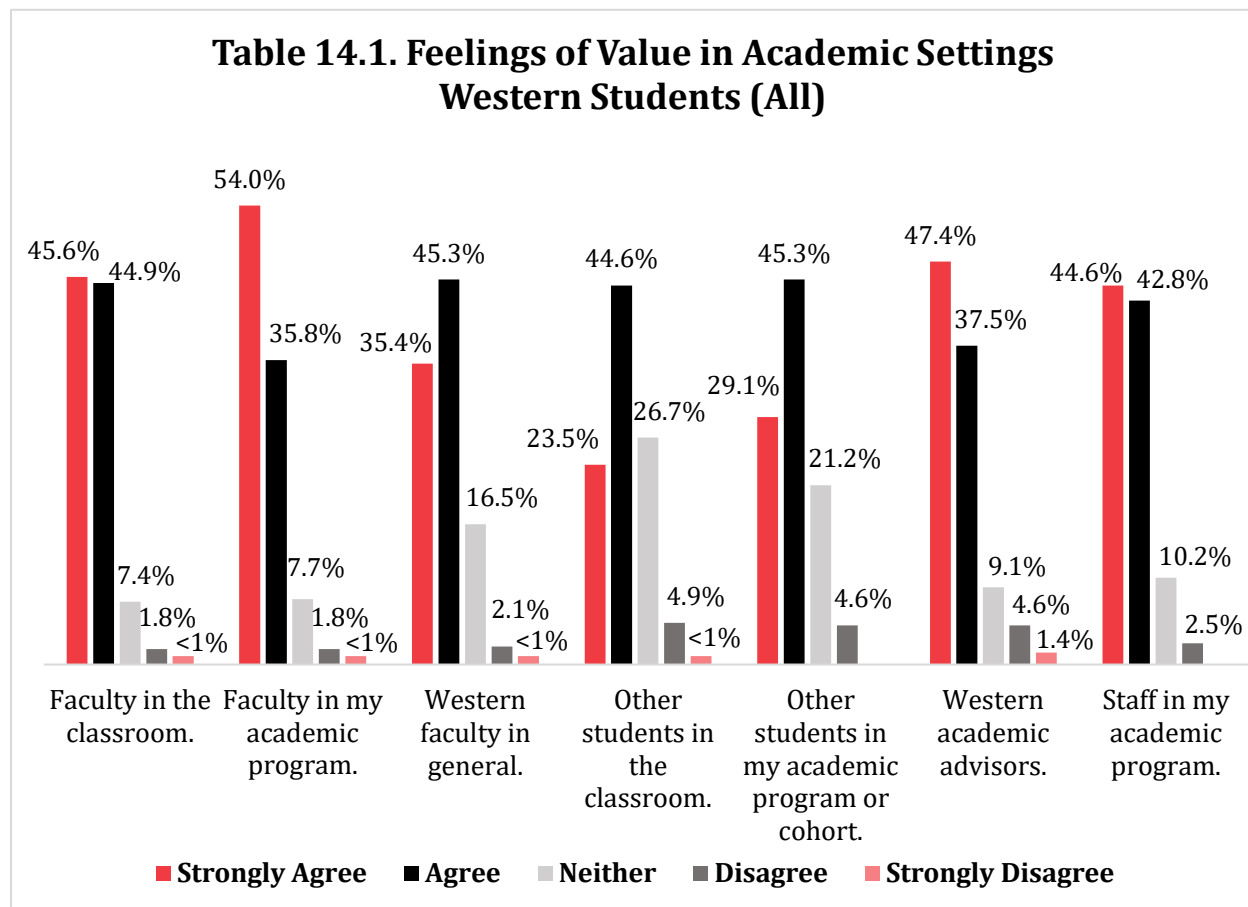
Q.14.1 – In Academic Settings, I Feel Valued By... Student respondents were presented 7 statements: a) faculty in the classroom; b) faculty in my academic program; c) Western faculty in general; d) Other students in the classroom; e) Other students in my academic program or cohort; f) Western academic advisors; and g) Staff in my academic program. Students selected response items ranging from *strongly agree* to *strongly disagree* to indicate their level of agreement with each of the statements provided.

Student responses were in strongly agree and agree categories for 57% ($n = 4$) of the question set items. Western students feel most valued by *faculty in the classroom*: strongly agree – 46% and agree – 45%; *faculty in their academic program*: strongly agree – 54%; *Western faculty in general*: agree – 45%; *Western academic advisors*: strongly agree – 47%; and *staff in their academic program*: strongly agree – 45% and agree – 43%. See table and figure 14.1.

Next, tables 14.1.1 and 14.1.2 provide a breakdown of undergraduate and graduate responses, respectively.

Table 14.1. Feelings of Value in Academic Settings –Western Students (All)

<i>I feel valued by...</i>	Strongly Agree %	Agree %	Neither %	Disagree %	Strongly Disagree %
Faculty in the classroom.	45.6	44.9	7.4	1.8	<1.0
Faculty in my academic program.	54.0	35.8	7.7	1.8	<1.0
Western faculty in general.	35.4	45.3	16.5	2.1	<1.0
Other students in the classroom.	23.5	44.6	26.7	4.9	<1.0
Other students in my academic program or cohort.	29.1	45.3	21.1	4.6	ND
Western academic advisors.	47.4	37.5	9.1	4.6	1.4
Staff in my academic program.	44.6	42.8	10.2	2.5	ND



Tables 14.1.1 and 14.1.2 provide a breakdown of student responses per undergraduate and graduate groups.

Table 14.1.1. Feelings of Value in Academic Settings – Western Undergraduate Students

In academic settings, I feel valued by...	Strongly Agree %	Agree %	Neither %	Disagree %	Strongly Disagree %
Faculty in the classroom.	47.9	45.3	4.7	2.1	ND
Faculty in my academic program.	55.5	35.6	7.2	1.3	<1.0
Western faculty in general.	38.1	45.8	14.0	1.7	<1.0
Other students in the classroom.	20.8	45.3	27.5	5.9	<1.0
Other students in my academic program or cohort.	26.7	45.8	22.0	5.5	ND
Western academic advisors.	50.0	39.0	5.9	3.8	1.3
Staff in my academic program.	44.1	44.9	9.3	1.7	ND

Table 14.1.2. Feelings of Value in Academic Settings - Western Graduate Students

In academic settings, I feel valued by...	Strongly Agree %	Agree %	Neither %	Disagree %	Strongly Disagree %
Faculty in the classroom.	34.7	42.9	20.4	ND	2.0
Faculty in my academic program.	46.9	36.7	10.2	4.1	2.0
Western faculty in general.	22.4	42.9	28.6	4.1	2.0
Other students in the classroom.	36.7	40.8	22.4	ND	ND
Other students in my academic program or cohort.	40.8	42.9	16.3	ND	ND
Western academic advisors.	34.7	30.6	24.5	8.2	2.0
Staff in my academic program.	46.9	32.7	14.3	6.1	ND

Positive Feelings of Value in Academic Settings. Seventy-eight percent ($n = 236$) of the undergraduate student sample completed the question set. As a collective group, Western students selected positive response items on average of 40% - strongly agree and 43% - agree regarding their feelings of value in academic engagements on the campus. Table 14.1.1. provides a breakdown of Western's undergraduate student responses to the question set. Within the undergraduate subsample, positive outlooks regarding their feelings of value in academic settings at Western were comprised by white students, 68%; female students, 57%; male students, 29%; students of color, 21%; LGBTQ students, 19%; students with disabilities, 6%.

Table 14.1.2. displays Western's graduate student population ($n = 49$) responses regarding their feelings of value in the academic setting. Graduate students comprised 16% of all strongly agree and agree responses. Within the graduate subsample, positive outlooks regarding their feelings of value in academic settings at Western were comprised by white students, 13%; female students, 11%; male students, 5%; students of color, 3%; LGBTQ students, 2%; students with disabilities, <1%.

Negative Feelings of Value in Academic Settings. Western's historically underrepresented students (i.e., students of color, females, students with disabilities, LGBTQ) comprise 10% of overall negative responses while white students and males comprise 1%.

Q.14.2 - Perceptions of Academic Ability. The question sets in this section asked student respondents to reflect on their academic experiences at Western. Undergraduate and graduate students were asked to consider assumptions, if any, they have faced from faculty, staff, advisors, and coaches (if applicable), and how those held beliefs influenced the behavior towards them. All student respondents were presented statements for faculty, advisors, and staff. A three-part question examines students' perceptions of faculty assumptions regarding their: a) academic ability, b) scholarly interest, and c) career interest. The remaining three questions in the set asked students to rate their advisors, staff, and Western leadership's assumptions where it concerns their academic ability. Tables 14.2a – 14.2.2a display undergraduate student responses and Tables 14.2b – 14.2.2b displays graduate student responses.

Positive Feelings – Perceptions of Academic Ability. Western Undergraduate Students as a collective group, selected positive response items: *very positive* on average 56% and *positive* 62% concerning their feelings of the perceptions held by faculty, advisors, and university leadership about their academic ability. Further analysis of student responses across all 8 items in the question set revealed *very positive* responses were submitted by white students 51%, students of color 20%, students with disabilities 5%, LGBTQ students 39%, female students 55%, and male students 38%. *Positive* responses submitted by white students 37%, students of color 29%, students with disabilities 7%, LGBTQ students 48%, female students 35%, and male students 42%. (See Table 14.2a for aggregate summary of undergraduate responses.)

Western Graduate Student respondents selected positive response items: *very positive* on average 55% and *positive* 62%. Demographic breakdown of graduate student responses across all 8 items in the question set revealed white students selected very positive 46%, students of color 14%, students with disabilities 6%, LGBTQ students 39%, female students 44%, and male students 41%. *Positive* responses submitted by white students 33%, students of color 22%, students with disabilities 11%, LGBTQ students 48%, female students 38%, and male students 24%. (See table 14.2b for aggregate summary of graduate positive feelings responses.)

Negative Feelings – Perceptions of Academic Ability. Western Undergraduate Student respondents selected negative response items: *very negative* on average 44% and *negative* 38% as indication of the extent to which they believe their academic ability is perceived by others (i.e., faculty, academic advisor, staff, university leadership and/or coaches). Disaggregated analysis of undergraduate student responses per demographic characteristics across all 8 items in the question set revealed *very negative* responses were selected by white students 3%, students of color 1%, students with disabilities <1%, LGBTQ students 2%, female students 1%, and male students 1%. *Negative* responses submitted by white students 4%, students of color 5%, students with disabilities 2%, LGBTQ students 3%, female students 5%, and male students 3%. (See table and figure 14.2a for an aggregate summary of undergraduate negative feeling responses.)

Western Graduate Student respondents selected negative response items: *very negative* on average 45 and *negative* 38%. Disaggregate analysis of graduate students by demographic characteristics across all 8 items in the question set revealed that *very negative* was selected by white students <1%, students of color <1%, and female students 1%. Next, *negative* responses were submitted by white students 2%, students of color 2%, students with disabilities <1%, LGBTQ students 1%, female students 4%, and male students <1%. (See table and figure 14.2b for an aggregate summary of undergraduate negative feeling responses.)

Table 14.2a. Perceptions of Academic Ability – Western Undergraduate Students

<i>Please indicated the extent to which you believe your academic ability is perceived by others:</i>	Very Positive %	Positive %	Neither %	Negative %	Very Negative %
Faculty assumptions of your academic ability are (<i>positive or negative</i>) and tend to (<i>leverage or exclude/dismiss</i>) the diverse attributes (knowledge, skills, and experiences) you bring to the classroom.	43.2	45.3	9.3	1.7	<1.0
Faculty assumptions of your scholarly interest are (<i>positive or negative</i>) and tend to (<i>support or discourage</i>) your participation in training, conference, and research opportunities.	46.2	40.7	11.4	1.3	<1.0
Faculty assumptions of your career interests are (<i>positive or negative</i>) and tend to (<i>inform or fail to inform</i>) you of relevant service learning and internship opportunities and resources.	44.9	40.3	13.6	<1.0	<1.0
Academic Advisor's assumptions of your academic ability are (<i>positive or negative</i>) and (<i>support or dismiss</i>) of your academic goals.	55.9	31.8	9.7	1.7	<1.0
Staff assumptions of your academic ability are (<i>positive or negative</i>) and tend to (<i>leverage or exclude/dismiss</i>) the diverse attributes (knowledge, skills, and experiences) you bring to the classroom	48.3	38.1	12.3	<1.0	<1.0
Leadership's assumptions of your academic ability are (<i>positive or negative</i>) and tend to (<i>leverage or exclude/dismiss</i>) the diverse attributes (knowledge, skills, and experiences) you bring to the classroom.	46.2	37.7	13.6	1.7	<1.0
(Female Students) Faculty assumptions of your academic ability are (<i>positive or negative</i>) and tend to (<i>leverage or exclude/dismiss</i>) the diverse attributes (knowledge, skills, and experiences) you bring to the classroom.	57.4	32.4	8.1	2.0	ND
(Student Athletes) Coach's assumptions of your academic ability are (<i>positive or negative</i>) and tend to (<i>leverage or exclude/dismiss</i>) the diverse attributes (knowledge, skills, and experiences) you bring to the sport/team.	43.4	43.4	11.3	1.9	ND

**Table 14.2(a). Perceptions of Academic Ability
Western Undergraduate Students**

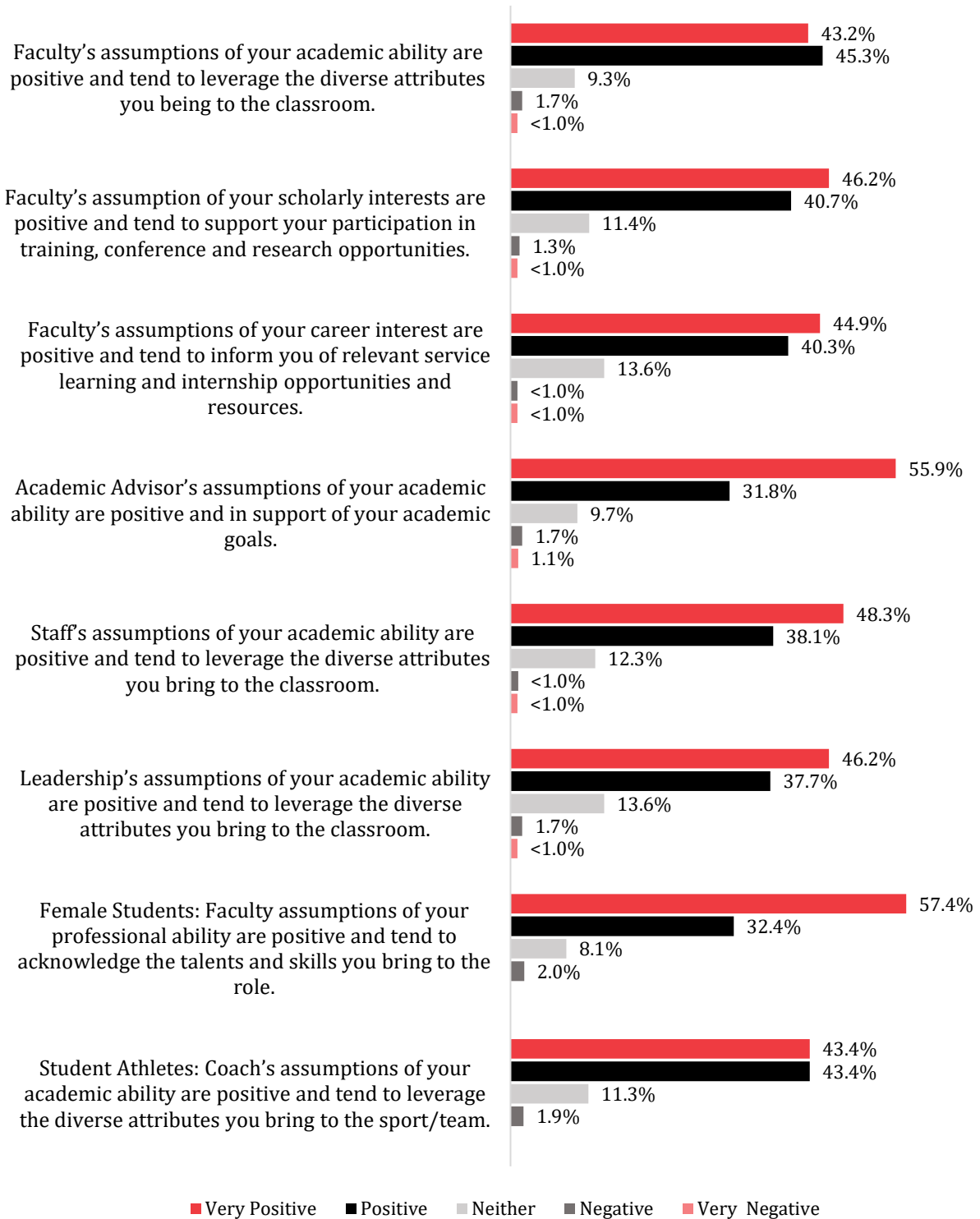
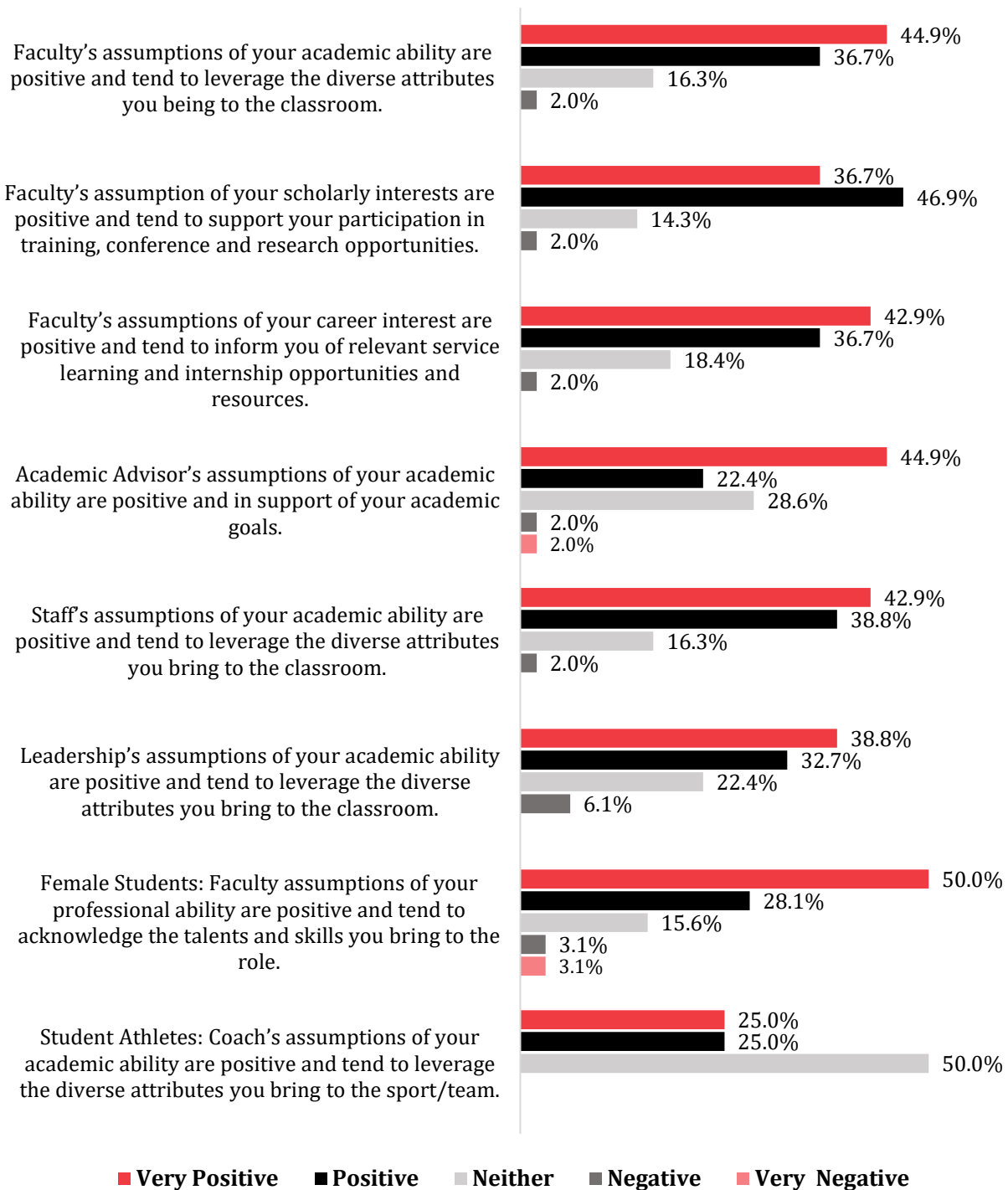


Table 14.2(b). Perceptions of Academic Ability – Western Graduate Students

<i>Please indicate the extent to which you believe your academic ability is perceived by others:</i>	Very Positive %	Positive %	Neither %	Negative %	Very Negative %
Faculty assumptions of your academic ability are (<i>positive or negative</i>) and tend to (<i>leverage or exclude/dismiss</i>) the diverse attributes (knowledge, skills, and experiences) you bring to the classroom.	44.9	36.7	16.3	2.0	ND
Faculty assumptions of your scholarly interest are (<i>positive or negative</i>) and tend to (<i>support or discourage</i>) your participation in training, conference, and research opportunities.	36.7	46.9	14.3	2.0	ND
Faculty assumptions of your career interests are (<i>positive or negative</i>) and tend to (<i>inform or fail to inform</i>) you of relevant service learning and internship opportunities and resources.	42.9	36.7	18.4	2.0	ND
Academic Advisor's assumptions of your academic ability are (<i>positive or negative</i>) and (<i>support or dismiss</i>) of your academic goals.	44.9	22.4	28.6	2.0	2.0
Staff assumptions of your academic ability are (<i>positive or negative</i>) and tend to (<i>leverage or exclude/dismiss</i>) the diverse attributes (knowledge, skills, and experiences) you bring to the classroom	42.9	38.8	16.3	2.0	ND
Leadership's assumptions of your academic ability are (<i>positive or negative</i>) and tend to (<i>leverage or exclude/dismiss</i>) the diverse attributes (knowledge, skills, and experiences) you bring to the classroom.	38.8	32.7	22.4	6.1	ND
(Female Students) Faculty assumptions of your academic ability are (<i>positive or negative</i>) and tend to (<i>leverage or exclude/dismiss</i>) the diverse attributes (knowledge, skills, and experiences) you bring to the classroom.	50.0	28.1	15.6	3.1	3.1
(Student Athletes) Coach's assumptions of your academic ability are (<i>positive or negative</i>) and tend to (<i>leverage or exclude/dismiss</i>) the diverse attributes (knowledge, skills, and experiences) you bring to the sport/team.	25.0	25.0	50.0	ND	ND

**Table 14.2(b). Perceptions of Academic Ability
Western Graduate Students**



Q.14.3- How Comfortable are You with the Culture and Climate in Your Classes at Western? Western students received 5 response items ranging from *extremely comfortable* to *extremely uncomfortable* to indicate their level of comfortability with the culture and climate of their classes. Ninety percent ($n = 272$) of the student sample responded to the question. The sample group consisted of both Undergraduate, 83% ($n = 225$), and Graduate/Professional students, 17% ($n = 47$). Table 14.3 provides a breakdown of the sample responses.

Table 14.3. Comfort Classroom Culture and Climate – Western Students

<i>How comfortable are you with the culture and climate in your classes at Western?</i>	Extremely Comfortable %	Somewhat Comfortable %	Neither %	Somewhat Uncomfortable %	Extremely Uncomfortable %
All Students	42.3	41.4	10.1	5.9	<1.0
Undergraduate Students	44.4	38.7	10.2	6.2	<1.0
Graduate Students	40.4	40.4	12.8	6.4	ND

Collectively, student respondents, view of classroom climate as extremely comfortable 43% ($n = 119$), somewhat comfortable 41% ($n = 106$), neither comfortable nor uncomfortable 10% ($n = 29$), somewhat uncomfortable 6% ($n = 17$), and extremely uncomfortable <1%.

Student Citizenship. Western students who identified as U.S. citizens found the classroom culture and climate to be extremely comfortable, 42% ($n = 114$); somewhat comfortable 38% ($n = 102$), neither comfortable nor uncomfortable, 10% ($n = 28$); somewhat uncomfortable, 6%; and extremely uncomfortable <1%. Students who are non-U.S. citizens comprised 4% of respondents. Students in this subsample view Western classroom spaces as: extremely comfortable 2%, somewhat comfortable 1%, neither comfortable nor uncomfortable <1%, and somewhat uncomfortable <1%.

Students of Color. Student responses across race and ethnicity were as follows. White students comprise 66% ($n = 179$) of the sample and represent a majority of

extremely comfortable 38% ($n = 104$) and somewhat comfortable 28% ($n = 75$) responses. Students of Color comprise 26% of the sample. Due to the small participant numbers across student of color demographic groups and to maintain anonymity, their collective responses are presented as aggregate findings. However, Latino students represent the largest racial diverse population of the subgroup. Discussion of their responses is provided immediately after Students of Color.

Six percent of Students of Color rated Western classrooms as extremely comfortable, 11% somewhat comfortable, 5% neither comfortable nor uncomfortable, 4% somewhat uncomfortable, and <1% extremely uncomfortable. Latino students represent the majority of students of color responses 10% ($n = 28$). Eighteen percent rated the culture and climate of Western classrooms as extremely comfortable; 40% somewhat comfortable; 32% neither comfortable nor uncomfortable; 11% somewhat uncomfortable. There were no extremely uncomfortable responses for this subsample.

Students with Disabilities. Two percent of Students with disabilities view the culture and climate of Western classrooms as extremely comfortable, 3% somewhat comfortable, <1% neither comfortable nor uncomfortable, and 1% somewhat uncomfortable.

Gender and Sexual Identity. Student respondents identified across cisgender/heterosexual and LGBTQ spectrum identities. Female students represent 39% ($n = 105$) of sample respondents. Their view of Western's classroom culture and climate were as follows: extremely comfortable 26% ($n = 70$), somewhat comfortable 26% ($n = 71$), neither comfortable nor uncomfortable 7% ($n = 18$), and extremely uncomfortable 4%. Male students represent 35% ($n = 96$) sample responses. Per this subsample, male students rate Western classrooms as extremely comfortable 17% ($n = 47$), somewhat comfortable 12% ($n = 33$), neither comfortable nor uncomfortable 3%, somewhat uncomfortable 2%, and extremely uncomfortable <1%. Students who identify along the LGBTQ spectrum comprise 31% ($n = 84$) of student responses. Their view of classroom responses as extremely comfortable 7% ($n = 20$), somewhat comfortable 14% ($n = 39$), neither comfortable nor uncomfortable 7%, somewhat uncomfortable 2%. There were no extremely uncomfortable responses for this subsample.

Student Athletes. Student Athletes comprise 32% ($n = 86$) of the sample. Twenty percent ($n = 54$) rated Western classrooms as extremely comfortable; 9% ($n = 24$) somewhat comfortable; 3% neither comfortable nor uncomfortable; and <1% somewhat uncomfortable. Extremely uncomfortable responses were not submitted by students in this subsample.

Q.14.4 - What percentage of your classes have been exclusively online? Student respondents were provided five response items ranging from 0% to 100% to indicate the percentage of online classrooms they have taken over the course of the post-secondary learning experience at Western. The data presented in Table 14.4 reflects student online learning.

Table 14.4. Online Classes - Western Students

<i>What percentage of your classes have been exclusively online?</i>	0-25 %	26-50 %	51-75 %	76-99 %	100 %
All Students	74.8	7.0	3.3	5.6	9.3
Undergraduate Students	81.2	6.3	3.1	4.0	5.4
Graduate Students	44.7	10.6	4.3	12.8	27.7

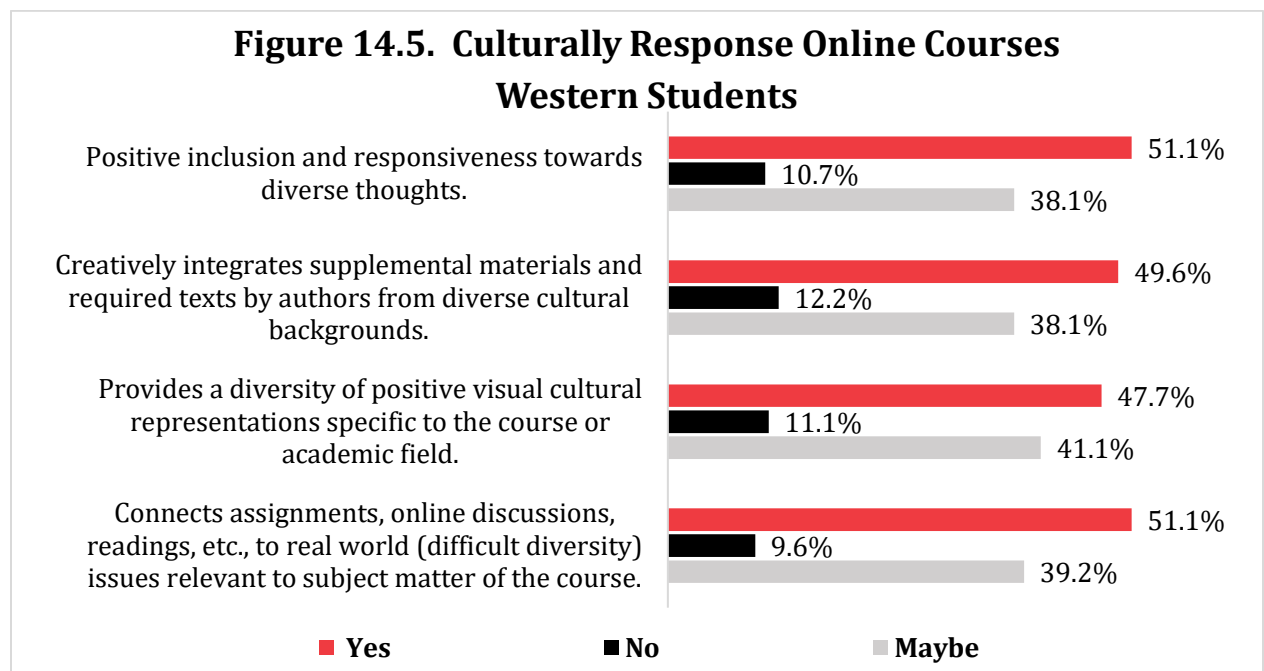
A small segment of the student sample in this study are exclusively enrolled in online courses. Next, students were instructed to reflect on their online learning experiences and consider the cultural responsiveness of the faculty and course materials.

Q.14.5 - Does your online class incorporate inclusive and/or universal design elements that enrich your learning and global understand of the larger society?¹⁷

Student respondents selected from *yes*, *no*, and *maybe* response items to indicate whether or not they have experienced a culturally responsive curriculum in their online classes. Eighty-nine percent ($n = 270$) of students in the sample responded to the question set.

Table 14.5. Culturally Responsive Online Courses – Western Students

<i>Does your online class incorporate inclusive and/or universal design elements that enrich your learning and global understand of the larger society?</i>	Yes %	No%	Maybe %
Positive inclusion and responsiveness towards diverse thoughts.	51.1	10.7	38.1
Creatively integrates supplemental materials and required texts by authors from diverse cultural backgrounds.	49.6	12.2	38.1
Provides a diversity of positive visual cultural representations specific to the course or academic field.	47.7	11.1	41.1
Connects assignments, online discussions, readings, etc., to real world (difficult diversity) issues relevant to subject matter of the course.	51.1	9.6	39.2



¹⁷ Data in the narrative are crosstabulations of the aggregate findings. Disaggregate crosstab data files are provided as supplemental materials to this report.

Positive inclusion and responsiveness towards diverse thoughts. Fifty-one percent ($n = 138$) of respondents indicated that they have experienced positive representation and inclusion of diverse thought in their online courses. Forty-nine percent ($n = 132$) were either unsure—maybe responses 38% ($n = 103$) or had no such experience 11% ($n = 29$) in the online courses they attended at Western.

Creatively integrates supplemental materials and required texts by authors from diverse cultural backgrounds. Fifty percent ($n = 134$) of student respondents indicated yes this occurs in their courses. Just as equally, 50% ($n = 136$) were not entirely sure that such texts and materials were components of the course curriculum. Thirty-eight percent ($n = 103$) indicated maybe and 12% ($n = 33$) selected no.

Provides a diversity of positive visual cultural representations specific to the course or academic field. Forty-eight percent ($n = 129$) responded yes. Fifty-two percent ($n = 141$) did not agree that positive cultural representation connected to course content were provided in their online courses: maybe 41% ($n = 111$) and no 11% ($n = 30$).

Connects assignments, online discussions, readings, etc., to real world (difficult diversity) issues relevant to subject matter of the course. Fifty-one percent ($n = 138$) of the student sample responded yes. Thirty-nine percent ($n = 106$) responded maybe, and 10% ($n = 26$) indicated that connections to difficult societal diversity events did not occur within the curriculum of the online courses they have attended.

On the surface, responses in this section reflect student beliefs that the curriculum and faculty leading online courses are inclusive and culturally responsive. Students were provided opportunity to elaborate further on their experiences and perceptions of the climate and culture of their online courses. Review of those statements revealed that the dissonance present in student agreement choices and their short answer responses in this section.

Student respondents were provided an opportunity to elaborate on their responses and experiences within classroom spaces (virtual and in-person) at Western:

Advising Experience

(Positive)

- *Advising has been great and has truly helped me to navigate all of my classes and future plans here at western.*
- *Advising is usually conducted well and I love the personal connection I receive from my advisor. Doing advising online due to the virus proved to be much more difficult but it still was handled well and in a timely manner.*
- *My advisor has been great at helping me map out my classes for each semester.*
- *I'm extremely happy with my academic advisor (Dr. Taryn Mead). She listens deeply and is encourages open discussion. She challenges me with hard to answer questions about goals and career options, I feel like I gained something after each meeting. She is an awesome individual!*
- *My advisor Pat Magee has been extremely wonderful throughout my Western career. I am very lucky to have him.*
- *My advisor is great.*

(Neither Positive nor Negative)

- *My advisor is very helpful to me and wants to know about my visions for the future. However, I do not always get support for some decisions that I want to make for my courses.*
- *Academic advisers want the credit of publishing papers but don't want to do any of the work and they do prioritize finding funding for the graduate students that they profit off of.*

(Negative)

- *The advising at western has been highly disappointing and I don't feel heard.*
- *My freshman year my dormmate did have her advisor tell her that because she was a woman there are certain classes and things she just shouldn't do.*

- *I wish my advisor would answer more to me rather than always be focusing on his program. I feel like if he had another professor in the program he could devote more time to his advisees.*
- *I've had two advisors in the biology program, and both did not care and/or interested in helping me. Both never responded to my emails in a timely fashion. And our meetings were very quick, it was clear they did not care.*
- *Some people are SUPER close with their advisors, but I never got close to either of my advisors. They seem more distant than anything. Of course, I don't reach out to them, but I don't necessarily know when/why I should reach out to my advisor.*

Comfort in Classes and/or Academic Program

(Positive)

- *I have taken several women studies classes and some time I have been the only guy and have never felt like I couldn't participate and always felt eager to learn as much as i could in those classes. Dr. Luna and Dr. Jespersen in particular never fail to disappoint and try their best to make sure everyone feels included and safe.*
- *I really enjoy my online classes.*
- *I think the film and media courses here are enriching and great. I'm excited to get my degree in this field.*
- *I thoroughly enjoy my class time, I enjoy the professors, the opportunities provided, and my classmates.*
- *I appreciate the time and ability to be as creative with my program as possible. It takes a bit to relax and dream about the possibilities. Thank you all!!*
- *For the most part in all my classes I feel comfortable and I can always find someone to work with.*
- *Anthropology professors go the extra mile to ensure our academic success.*
- *Absolutely love my graduate program the HAEP staff absolutely do an amazing job with everything.*
- *I've never had any issues within the Sociology department. I really like all of my professors and they help me out tremendously.*
- *the faculty in my department are incredibly supportive, but it became easy for them to rely on my willingness to volunteer for committee tasks. I become too involved to the point where I was stressed out - something difficult for faculty/staff to see in "busy" and high achieving students.*

(Negative)

- *My ligature class is very uncomfortable for men.*
- *We are the first cohort for the MBA and things were very shaky at the start. I am sure now that the first couple of speed bumps have been addressed future students are better off.*

Culturally Responsive Courses

- *The teachers do a great job addressing social climate issues, but the classes are nearly all white people.*
- *I am not sure if faculty are trying to incorporate materials and texts that come from diverse cultural backgrounds... I also believe that this may not be necessary in all cases. Just because there may not be materials or texts that come from diverse cultural backgrounds does not mean that faculty are discriminating against other cultures.*
- *I loved most of my courses, and I learned a lot. But I wouldn't say they were particularly diverse in our readings or assignments. Cultural backgrounds were not much of an emphasis in this MBA.*
- *Our resources were very western white for the most part; aside from the India component for those students engaging it.*

Quality of Education at Western

- *Classes are unchallenging, especially in the first year. First year classes involve copious amounts of busy work for no clear reason. Some professors treat you like high school students rather than graduate students.*
- *Online class has been hard but not difficult.*
- *Online platforms most often for assignment communication, submission, and file storage. No discussion. This is not learning it is reading with a guide and getting the answer wrong due to opinion differences not incorrect info.*
- *The dissertation or novel needs to be considered sooner in the program with more time to work on it.*
- *There needs to be more action and initiating programs and learning through prototypes of those different designed programs rather than spending the majority of the time simply talking. Do, Act, and Learn throughout.*

Q.14.6 - Overall Classroom Climate at Western - Students. Respondents were provided a list of 10 isms—a suffix that denotes a systemic set of beliefs, attitudes, and behaviors towards historically underrepresented groups (i.e., ableist, ageist, classist, biphobic, homophobic, transphobic, racist, sexist, xenophobia, ethnocentrism) to rate their classroom settings. Students selected from response items that ranged from *very positive* to *very negative*.

Western students had higher response rates across *very positive* and *neither positive nor negative* categories. Classroom climate was rated as very positive across all 10 items: *non-ableist* 32%, *non-ageist* 40%, *non-classist* 30%, *non-biphobic* 38%, *non-homophobic* 39%, *non-transphobic* 35%, *non-racist* 33%, *non-sexist* 29%, *non-xenophobic* 34%, and *not ethnocentric* 33%. The same question set items were selected as neither positive nor negative (at rates either equal to or slightly below the very positive response choice): *non-ableist/ableist* 32%, *non-ageist/ageist* 27%, *non-classist/classist* 29%, *non-biphobic/biphobic* 29%, *non-homophobic/homophobic* 25%, *non-transphobic/transphobic* 26%, *non-racist/racist* 22%, *non-sexist/sexist* 24%, *non-xenophobic/xenophobic* 31%, and *not ethnocentric/ethnocentric* 28%. Student response choices for somewhat negative classroom climate included high response rates for the following items: *sexist* 20%, *racist* 17%, *ethnocentric* 12%, *classist* 10%, and *homophobic* 9%. (See table 14.6. See figures 14.6(a) and 14.6(b) for breakdown of positive and negative responses ratings.)

Table 14.6. Overall Classroom Climate – Western Students

Please rate the overall classroom climate at Western based on the following isms:

	Very %	Somewhat %	Neither %	Somewhat %	Very %	
Positive						Negative
Non-ableist	32.1	25.5	32.1	7.9	2.3	Ableist
Non-ageist	39.7	24.5	26.8	8.2	<1.0	Ageist
Non-classist	30.1	27.4	29.4	10.2	2.6	Classist
Non-biphobic	38.4	25.8	29.4	5.6	<1.0	Biphobic
Non-homophobic	39.0	26.4	24.8	9.2	<1.0	Homophobic
Non-Transphobic	34.7	28.1	26.1	8.2	2.6	Transphobic
Non-racist	33.1	26.8	21.5	16.5	1.9	Racist
Non-sexist	28.8	24.1	24.1	19.5	3.3	Sexist
Non-xenophobic	34.4	23.8	31.4	8.9	1.3	Xenophobic
Not ethnocentric	32.7	24.1	28.4	12.2	2.3	Ethnocentric

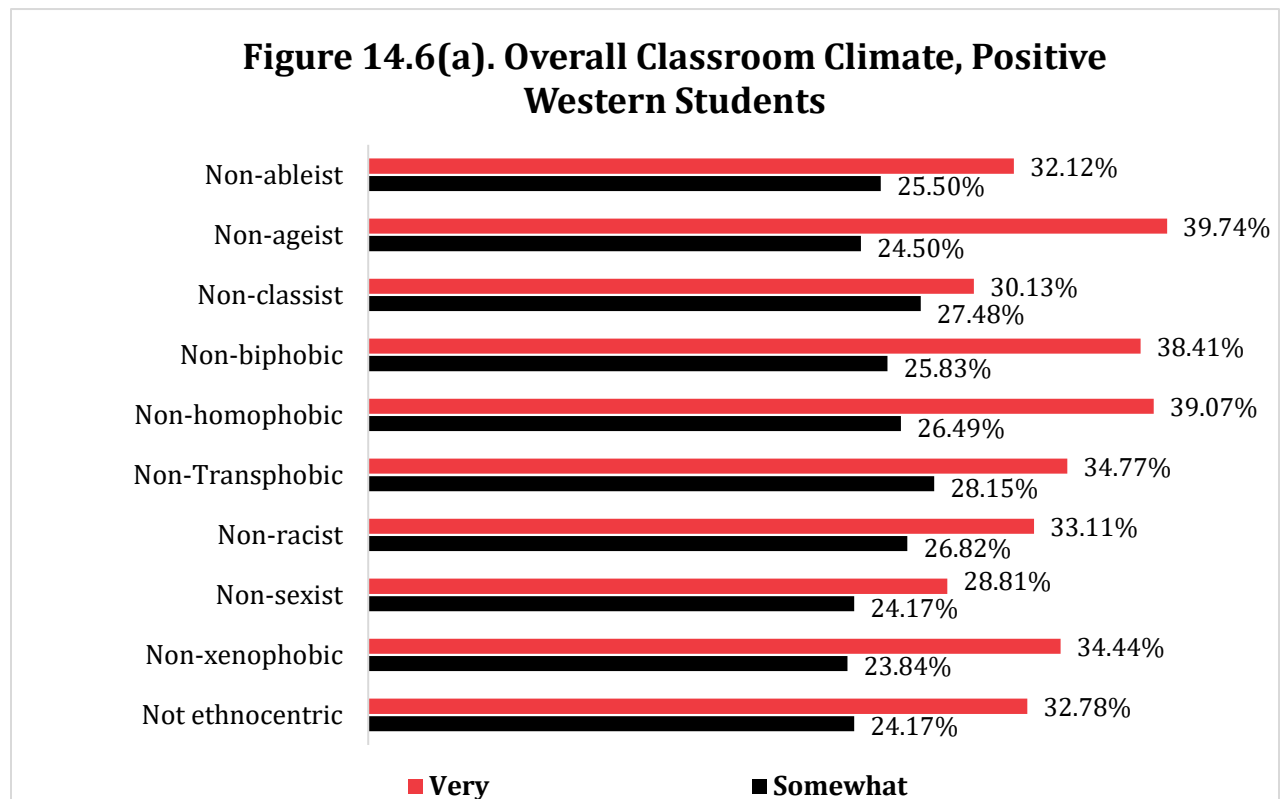
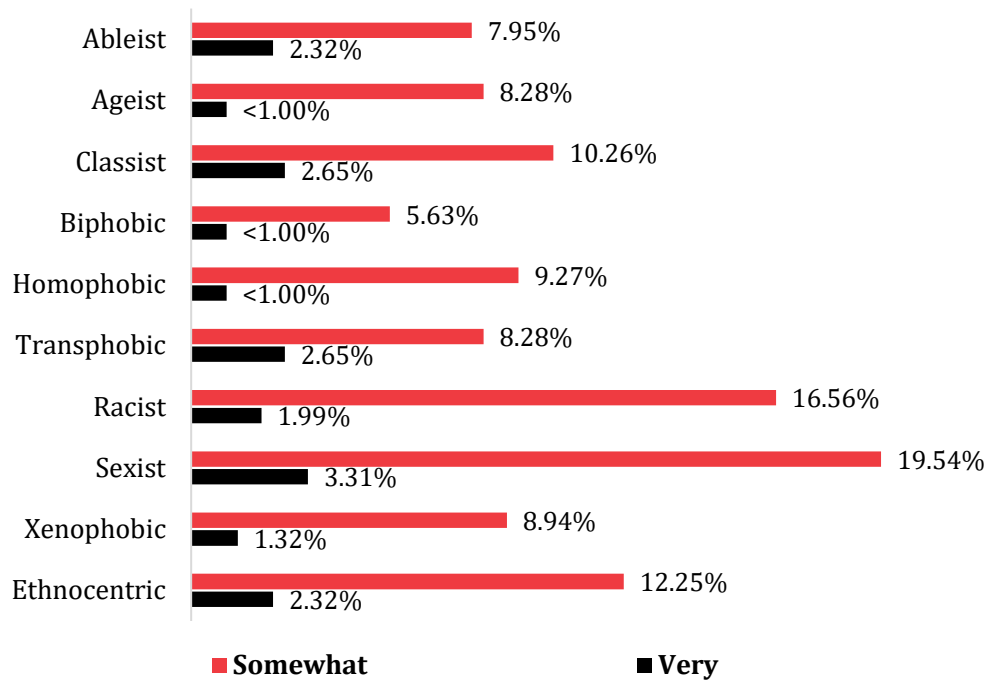


Figure 14.6(b). Overall Classroom Climate, Negative Western Students



Student respondents were provided an opportunity to elaborate on their responses and perceptions of Western’s overall classroom climate:

Classroom Culture and Climate

(Positive)

- *I have felt that DEI issues are brought up and inclusive culture is very important to Western. The faculty support a culture of inclusiveness.*
- *The classroom is very inclusive and supportive of cultural and social differences.*
- *Very welcoming and inclusive instructors and classmates.*
- *I have not experienced any hateful attitudes towards anyone in the classroom.*
- *I feel as though all my professors try to make a positive experience.*
- *Every professor is beyond professional and inclusive, I appreciate each one of them, and they each make me feel welcome in their classes.*

- *I am a non-traditional student and I feel very comfortable at Western, in and out of the classroom.*
- *I think this school has a great campus and classroom climate.*
- *I wouldn't know about some of them, but I have never witnessed any **purposeful** sexism/ racism/ classism etc. from most all of the faculty.*
- *The classroom experience here at western is very welcoming and encourages learning and success. Throughout my experience, the people at western have all been friendly, supportive and makes this a great place to be.*

(Negative)

- *We need a rehaul, our educators are rude, careless, and would much rather rush through the experience instead of teaching one. Being a person of color, I've dealt with much discrimination by classmates. I'm personally fed up with this school and school in general but because "I need a degree" I have to suffer through it all. Being the only person of color in a classroom sometimes feels weird especially when we talk about social and racial issues. For some reason it feels like we are talking about something we don't really know about.*
- *I think there is a power imbalance between male and female professors at Western (in certain departments).*
- *I believe there have been times that because I am a young woman, certain men in power have used their power over me to try to manipulate and belittle me. For example, I have a private medical condition, that effects my overall health and ability to do rigorous activities, that is personal to me and a professor forced me to tell him by saying he did not know why I could not tell him what it was and if I did not, he was concerned about whether or not he could let me in the class, as it was physically rigorous. I really wanted to be a part of the class, so I tried to share it with him, feeling pressured to do so. And he proceeded to tell me my condition is of little importance and that I was overreacting to a condition that will affect me for the rest of my life. How I eat. How if I got the virus, I could get really sick because of my compromised immune system, etc. I was quite upset. He then compared my condition to when he cheated on his first girlfriend, and she punched him in the face. Telling me he had experienced more hardship than me, even though he has no idea of my background and my history. He has also told me to "Shut up" during meetings when I ramble. I have also witnessed him telling another student who has a speech issue to "Shut the fuck up". Both things I confronted him about. He seems to respect me now that I stood up to him and he has improved his behavior towards me and others.*
- *I don't have much to say on the campus climate, as I haven't participated in many of the inclusion and support programs the university offers, but for the classroom, there*

are some racist, sexist, ageist and ethnocentric topics/comments made by some professors. Some do better jobs than others at making a very inclusive, comfortable atmosphere while the others make it uncomfortable.

- *Some professors give underlying hints against religion/Christianity, and most students are not religious/Christian and sometimes make fun of Christians.*
- *I haven't noticed much one way or the other. Some slight degree of sexism, xenophobia, and ethnocentrism, but overall, more inclusive than exclusive in the classroom.*
- *Felt some sexism in classroom, and bad for being from a low socioeconomic background.*
- *Classroom-wise there's not a lot of discussion with classmates but more of the professors just talking at us.*
- *I feel as though the prejudice is shown more by other students than professors.*
- *What I see most in the classroom experience is faculty culture towards highlighting particular student. This student is gay and has more hidden learning differences. There is continuous call out of this student more so than other students. This student is often a jokester, and it is important for faculty to realize that a jokester, call-out culture is being perpetuated toward this student.*
- *Western classrooms are very accepting of all people, but I noticed one professor was sexist and didn't seem to realize.*

(Fragility)

- *In some of my classes I feel very outed about being a white Christian straight male. It's something I hear a lot in in media and other sources and now I have to be told about it in my gen ed classes and it's very tiresome and upsetting. I notice it mostly in Literature classes.*

(Online Courses)

- *It has been my experience that once I have been able to connect with an instructor and establish communication, I feel more confident to pursue my journey of learning. As a distant student, I would love to connect with other distant students to develop networking and not feel so out there.*
- *I am in an online graduate program, so I imagine my experience is very different than those who are on campus for classes. Regarding my experience it's been very inclusive and open for the most part. No racism, no ableism. The only thing I see a bit of a problem with is judgment in gender identity and homophobia. Particularly*

from my professors who are older and perhaps unaccustomed to the appropriate language to use.

Other Classroom Comments Tied to Academic and University Leadership

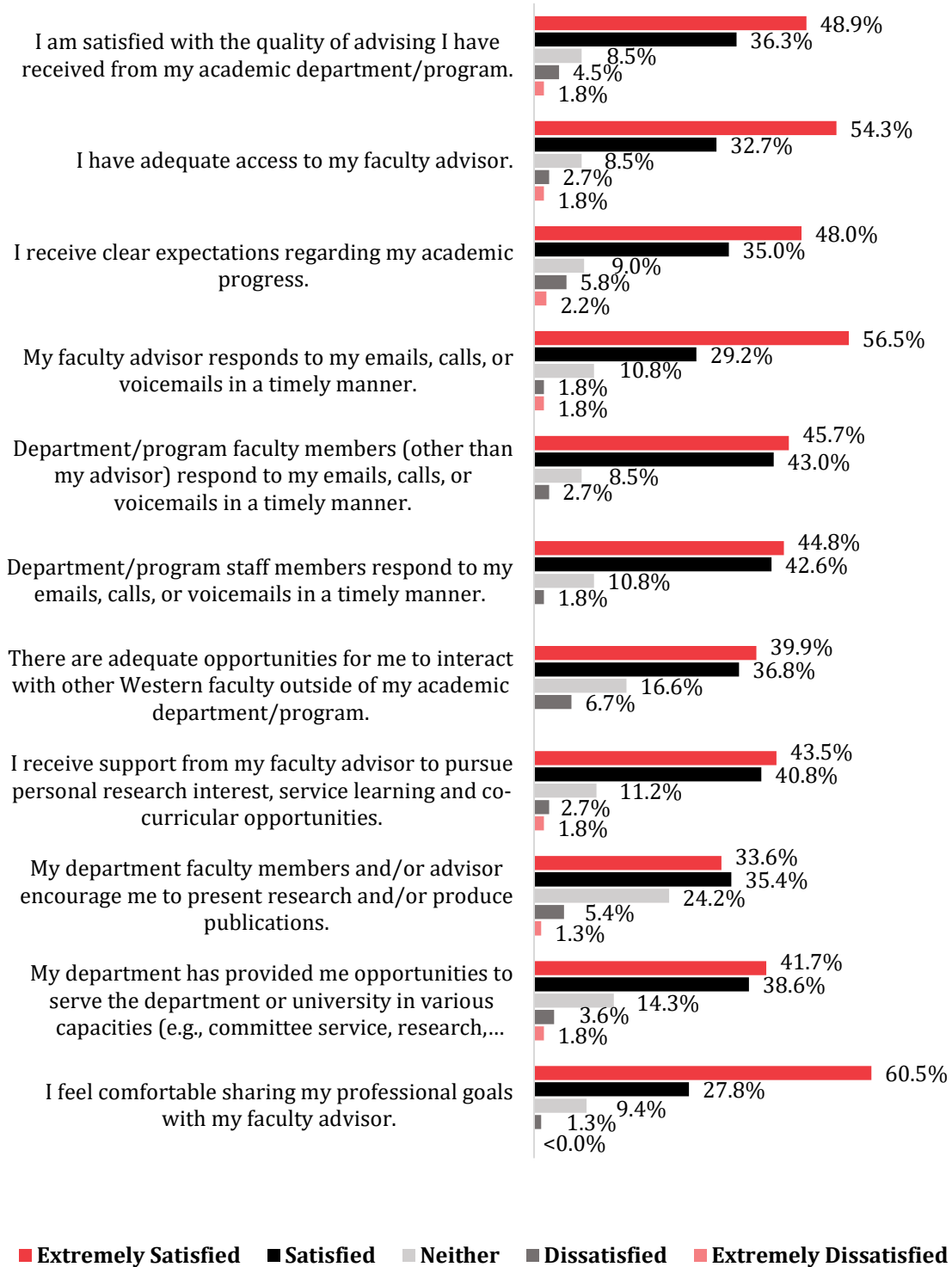
- *Western classrooms are very accepting of all people, but I noticed one professor was sexist and didn't seem to realize.*
- *This campus is dominated by able-bodied rich kids who are here to ski. Many of my classmates have experience sexism at the hands of the dean of the envs program. A large portion of undergraduate students are evangelical Christians who contribute to an environment of homo/transphobia, sexism, classism, and racism.*
- *I can't speak for every student considering most of them are very inclusive, but I have definitely heard slurs of race and sex from multiple students on campus in various contexts. I've also seen implied racism from some professors (e.g., "acting" like a black person). I also hear disrespect towards women time to time.*
- *I think in many departments females are only put in positions of power so we can say that we support equality. This is superficial and regardless of the position women are put in, their opinions are ignored in favor of men who only promote their male friends.*
- *While I have never personally experienced any blatant "ism" issues in the classroom, I also haven't experienced any really outstanding efforts to be incredibly inclusive either. I think that there is a general climate that reflects where our nation is at right now; in particular, casual* racism isn't uncommon (*what I mean by casual is that it isn't overt like using degrading terms, and instead is more along the lines of generalizing and stereotyping), as well as anti-feminist opinions and views.*
- *The campus climate on Western is very welcoming, to a certain extent. There are discrepancies within some classrooms where discussing cultural topics are not handled in an all-encompassing manner. Academically, culture is biasedly taught on some levels. Socially, the student climate is not all welcoming to students of color and/or students on the LGBTQIA+ spectrum. These students have safe spaces on campus; however, their experiences are not always acceptable in relation to their counterparts.*
- *I feel good in general in the classroom and going to office hours. However, sometimes the comments about how to increase numbers of women on campus is degrading. Saying that we should build a shopping mall if we want more females does not make me feel safe on this campus, it is lazy and rests only on stereotypes. Also, the lack of females in high positions of authority is noticeable on campus, along with people of color. This lack of diversity on the board trickles down to why retention of these students is not happening. It is not something that can be faked, if people of color and women were valued, they would be in positions of authority in this school.*

Q.14.7- Undergraduate Students: Please Rate Your Satisfaction with the Below Statements on Engagement/Interactions with Advisor(s), Academic Program, and Western Faculty. Table 14.7 provides a breakdown of response items selected by undergraduate students based on their satisfaction with faculty, advisors, and academic programs ranging from *extremely satisfied* to *extremely dissatisfied* to indicate their level of agreement with each of the statements provided. Nearly 61 percent of undergraduate students were extremely satisfied with sharing their professional goals with their faculty advisor. Almost 57 percent of student respondents were extremely satisfied with their faculty advisor responses to their emails, calls, or voicemails in a timely manner. Fifty-four percent of students were extremely satisfied with having adequate access to my faculty advisor. Forty-eight percent of students were extremely satisfied with receiving clear expectations regarding their academic progress. Almost 45 percent of undergraduate students were extremely satisfied with their department/program staff members responses to their emails, calls, or voicemails in a timely manner. Lastly, 44 percent of undergraduate students were extremely satisfied with the support they receive from their faculty advisor to pursue personal research interest, service learning and co-curricular opportunities.

Table 14.7. Satisfaction with Faculty, Advisor, Academic Program – Western Undergraduate Students

<i>Please rate your satisfaction with the below statement on engagement/interactions with advisor(s), academic program, and Western faculty.</i>	Extremely Satisfied %	Satisfied %	Neither%	Dissatisfied %	Extremely Dissatisfied %
I am satisfied with the quality of advising I have received from my academic department/program.	48.9	36.3	8.5	4.5	1.8
I have adequate access to my faculty advisor.	54.3	32.7	8.5	2.7	1.8
I receive clear expectations regarding my academic progress	48.0	35.0	9.0	5.8	2.2
My faculty advisor responds to my emails, calls, or voicemails in a timely manner.	56.5	29.1	10.8	1.8	1.8
Department/program faculty members (other than my advisor) respond to my emails, calls, or voicemails in a timely manner.	45.7	43.0	8.5	2.7	ND
Department/program staff members respond to my emails, calls, or voicemails in a timely manner	44.8	42.6	10.8	1.8	ND
There are adequate opportunities for me to interact with other Western faculty outside of my academic department/program.	39.9	36.8	16.6	6.7	0
I receive support from my faculty advisor to pursue personal research interest, service learning and co-curricular opportunities.	43.5	40.8	11.2	2.7	1.8
My department faculty members and/or advisor encourage me to present research and/or produce publications.	33.6	35.4	24.2	5.4	1.3
My department has provided me opportunities to serve the department or university in various capacities (e.g., committee service, research, programmatic events, etc.)	41.7	38.6	14.3	3.6	1.8
I feel comfortable sharing my professional goals with my faculty advisor.	60.5	27.8	9.4	1.3	<1

Figure 14.7. Satisfaction with Faculty, Advisor, Academic Program - Western Undergraduate Students

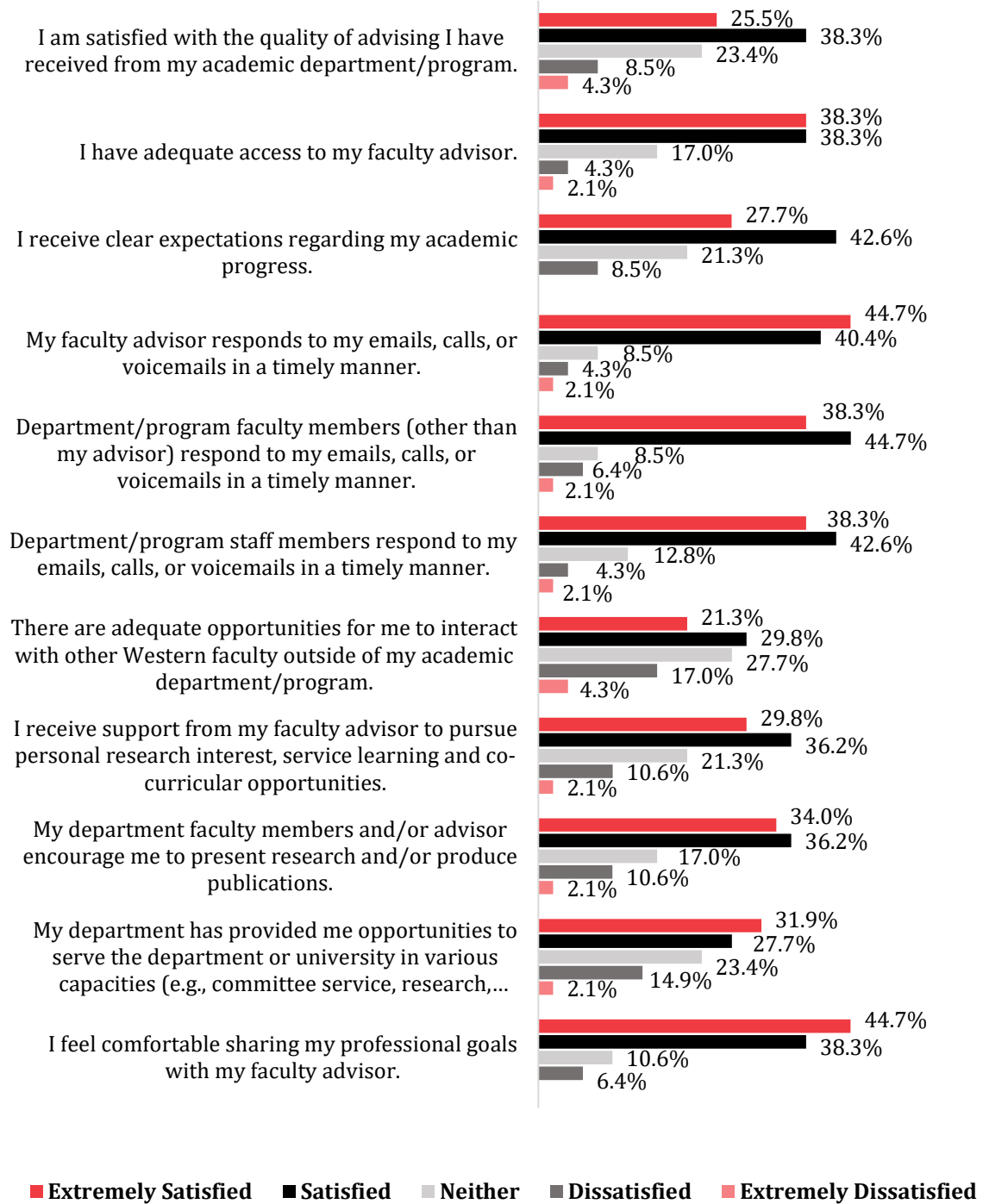


Q.14.8- Graduate Students: Please Rate Your Satisfaction with the Below Statements on Engagement/Interactions with Faculty Advisor(s), Academic Program, and Western Faculty. Table 14.8 provides a breakdown of response items selected by graduate students based on their satisfaction with engagement/interactions with advisor(s), academic program, and Western faculty ranging from *extremely satisfied* to *extremely dissatisfied* to indicate their level of agreement with each of the statements provided. Nearly, 45% of graduate students were extremely satisfied with their faculty advisor responds to their emails, calls, or voicemails in a timely manner. Almost 45% of graduate students were extremely satisfied with feeling comfortable sharing their professional goals with their faculty advisor. Thirty-eight percent of graduate students were extremely satisfied with having adequate access to their faculty advisor and were extremely satisfied with their department/program faculty members (other than their advisor) response to their emails, calls, or voicemails in a timely manner. Also, 38% of graduate students were extremely satisfied with department/program staff members respond their emails, calls, or voicemails in a timely manner.

Table 14.8. Satisfaction with Faculty, Advisor, Academic Program – Graduate Students

<i>Please rate your satisfaction with the below statement on engagement/interactions with advisor(s), academic program, and Western faculty.</i>	Extremely Satisfied %	Satisfied %	Neither %	Dissatisfied %	Extremely Dissatisfied %
I am satisfied with the quality of advising I have received from my academic department/program.	25.5	38.3	23.4	8.5	4.3
I have adequate access to my faculty advisor.	38.3	38.3	17.0	4.3	2.1
I receive clear expectations regarding my academic progress.	27.7	42.6	21.3	8.5	ND
My faculty advisor responds to my emails, calls, or voicemails in a timely manner.	44.7	40.4	8.5	4.3	2.1
Department/program faculty members (other than my advisor) respond to my emails, calls, or voicemails in a timely manner.	38.3	44.7	8.5	6.4	2.1
Department/program staff members respond to my emails, calls, or voicemails in a timely manner	38.3	42.6	12.8	4.3	2.1
There are adequate opportunities for me to interact with other Western faculty outside of my academic department/program.	21.3	29.8	27.7	17.0	4.3
I receive support from my faculty advisor to pursue personal research interest, service learning and co-curricular opportunities.	29.8	36.2	21.3	10.6	2.1
My department faculty members and/or advisor encourage me to present research and/or produce publications.	34.0	36.2	17.0	10.6	2.1
My department has provided me opportunities to serve the department or university in various capacities (e.g., committee service, research, programmatic events, etc.)	31.9	27.7	23.4	14.9	2.1
I feel comfortable sharing my professional goals with my faculty advisor.	44.7	38.3	10.6	6.4	ND

Figure 14.8. Satisfaction with Faculty, Advisor, Academic Program - Western Graduate Students



Perceptions of Western's Campus Climate

Understanding stakeholder perceptions of organizational culture and climate through an evidence-based praxis is essential for identifying culturally responsive goals and methods for effectuating multilevel systems transformative change. Western's stakeholders' perceptions of the University's culture and climate were both examined and explored through their unique experiences across three core campus domains: a) advising and classroom engagement, b) workplace engagement, and c) overall campus engagement.

First, student perceptions of campus climate at Western are presented. The effect of campus culture and climate on collegiate experiences and sense of belonging for students is further examined through their perceptions of campus barriers and views of the overall campus climate. Next, faculty perceptions of workplace climate are introduced. Discussion of respondents' perceptions of belonging, career advancement, and overall campus climate provide insight to faculty's view of Western as a welcoming and inclusive campus. Culminating this section is the discussion of staff perceptions of workplace climate at Western. The flow of staff subsections mirror that of faculty and provide insight into staffs' sense of belonging, career advancement, and overall perception of campus climate.

Together, faculty, staff, and student respondents provide their perspectives of Western's organizational culture and climate as they have experienced it through either academic or workplace engagement.

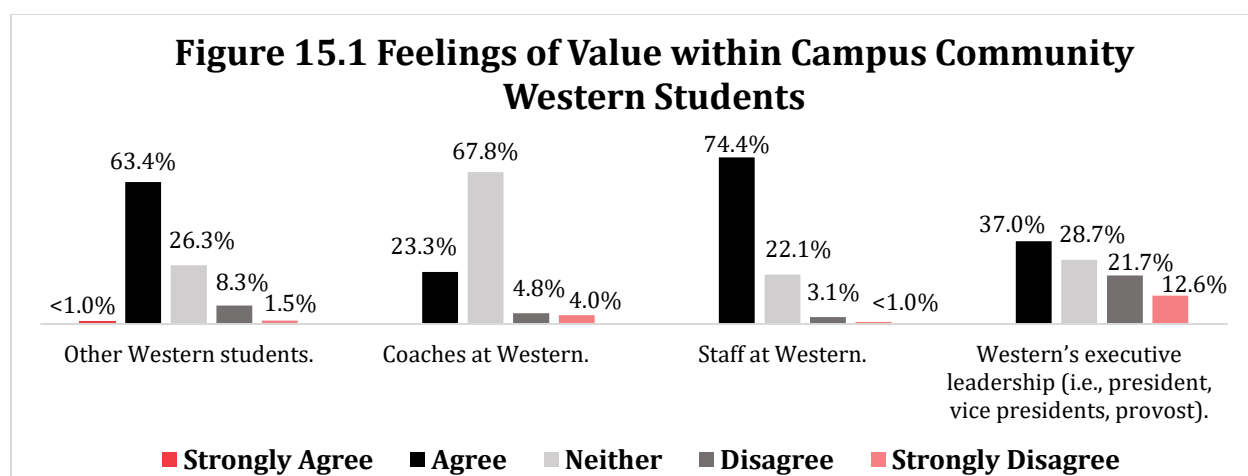
Western Students' Perceptions of Campus Climate

Q.15.1 – Throughout the Campus Community, I Feel Valued By... In this question set, students were asked to select from *strongly agree* to *strongly disagree* response items to indicate their feelings of value within Western's campus community. Respondents were presented with 4 statements: a) other Western students, b) coaches at Western, c) staff at Western, d) Western's executive leadership (i.e., president, vice presidents, provost).

Table 15.1. Feelings of Value within Campus Community - Western Students

<i>Throughout the campus community, I feel valued by...</i>	Strongly Agree%	Agree%	Neither%	Disagree%	Strongly Disagree%
Other Western students.	<1.0	63.4	26.3	8.3	1.5
Coaches at Western.	ND	23.3	67.8	4.8	4.0
Staff at Western.	ND	74.4	22.1	3.1	<1.0
Western's executive leadership (i.e., president, vice presidents, provost).	ND	37.0	28.7	21.7	12.6

Per Table 15.1, 74% of student respondents agreed they feel valued by staff at Western. Nearly, 68% of students neither agree nor disagree that they feel valued by coaches at Western. Sixty-three percent of students respondents agreed that they feel valued by other Western students. Thirty-seven percent of students agreed that they feel valued by Western's executive leadership (i.e., president, vice presidents, provost).



Q.15.2 – How Comfortable are You with the Culture and Climate within Athletics and Your Sport’s Team? Student athletes were asked to indicate their level of comfort with the culture and climate in athletics and their respective sport’s team. Response choices ranged from *very comfortable* to *very uncomfortable*. Student respondents who self-identified as athletes comprised 19% ($n = 57$) of the student sample. **Very comfortable responses:** 46% of all student athletes, undergraduate athletes 43%, and graduate athletes 5%. **Comfortable responses:** 44% of all student athletes, 42% undergraduate athletes, and 2% of graduate athletes. **Neither comfortable nor uncomfortable responses:** 7% of undergraduate athletes. Graduate student athletes did not submit responses in the category. **Uncomfortable:** 4% of undergraduate athletes. Graduate student athletes did not submit resources in the category. **Very uncomfortable:** No student responses were submitted in the category. (See Table 15.2)

Table 15.2. Comfort with Athletics Culture and Climate – Western Student Athletes

<i>How comfortable are you with the culture and climate within Athletics and your sports team?</i>	Very Comfortable %	Comfortable %	Neither %	Uncomfortable %	Very Uncomfortable %
All Student Athletes	45.6	43.9	7.0	3.5	ND
Undergraduate Student Athletes	43.4	42.1	7.0	3.5	ND
Graduate Student Athletes	5.3	1.8	ND	ND	ND

Q.15.3 – How Comfortable are You with the Culture and Climate within the Residence Halls? Student athletes were asked to indicate their level of comfort with the culture and climate in athletics and their respective sport’s team. Response choices ranged from *very comfortable* to *very uncomfortable*. Forty-four percent ($n = 133$) of students in the sample submitted responses to the question. **Very comfortable responses:** 32% of all undergraduate students. Graduate students did not submit responses in the category. **Comfortable responses:** 41% of all students, roughly 41% of undergraduate students, and <1% of graduate students. **Neither comfortable nor uncomfortable responses:** 20% of all students, nearly 20% of undergraduate students and <1% of graduate students. **Uncomfortable:** 5% of undergraduate students. Graduate student students did not submit resources in the category. **Very uncomfortable:** 4% of undergraduate students. Graduate students did not submit resources in the category. (See Table 15.3.)

Table 15.3. Comfort with Resident Hall Culture and Climate – Western Students

<i>How comfortable are you with the culture and climate within the resident halls?</i>	Very Comfortable %	Comfortable %	Neither %	Uncomfortable %	Very Uncomfortable %
All Students	31.6	40.6	19.5	4.5	3.8
Undergraduate Students	31.5	40.5	19.1	4.6	3.8
Graduate/Professional Students	ND	<1%	<1%	ND	ND

Western Student Perceptions of Campus Barriers

The following sections explore perceptions of barriers to campus resources as well as positive experiences and negative challenges students have experienced during their transition to Western. Students identifying in the following sub-samples: a) disability, b) genderqueer, non-binary, transgender, c) international, and d) military received an additional subset of questions.

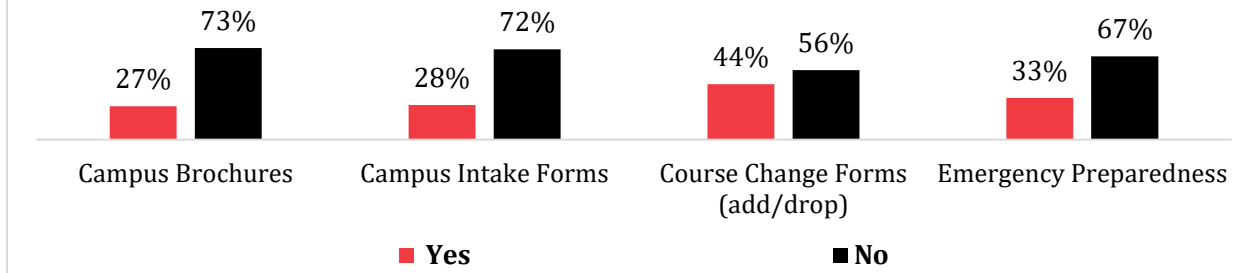
Campus Barriers – Western Students with Disabilities. The question sets in this section explore the barriers that Western’s students with disabilities have experienced when attempting to access campus resources, spaces and facilities, instructional materials, campus technology, and student services. Students with disabilities comprise 5% of survey respondents.

Q.16.1 – Please Indicate if You Have Experienced Barriers with the Western’s Campus Resources. Students with Disabilities were asked to indicate whether or not they experienced barriers with specific campus resources (i.e., campus brochures, campus intake forms, course change forms, emergency preparedness). Students in the subsample indicated that the campus resources that are most problematic for them include a) course change forms 44% and campus emergency preparedness 33% (see table and figure 16.1).

Table 16.1. Barriers with Campus resources – Western Students with Disabilities

Please indicate if you have experienced barriers with the following:	Yes %	No %
Campus Brochures	26.7	73.3
Campus Intake Forms	27.8	72.2
Course Change Forms (add/drop)	44.4	55.6
Emergency Preparedness	33.3	66.7

**Figure 16.1. Barriers with Campus Resources
Western Students with Disabilities**



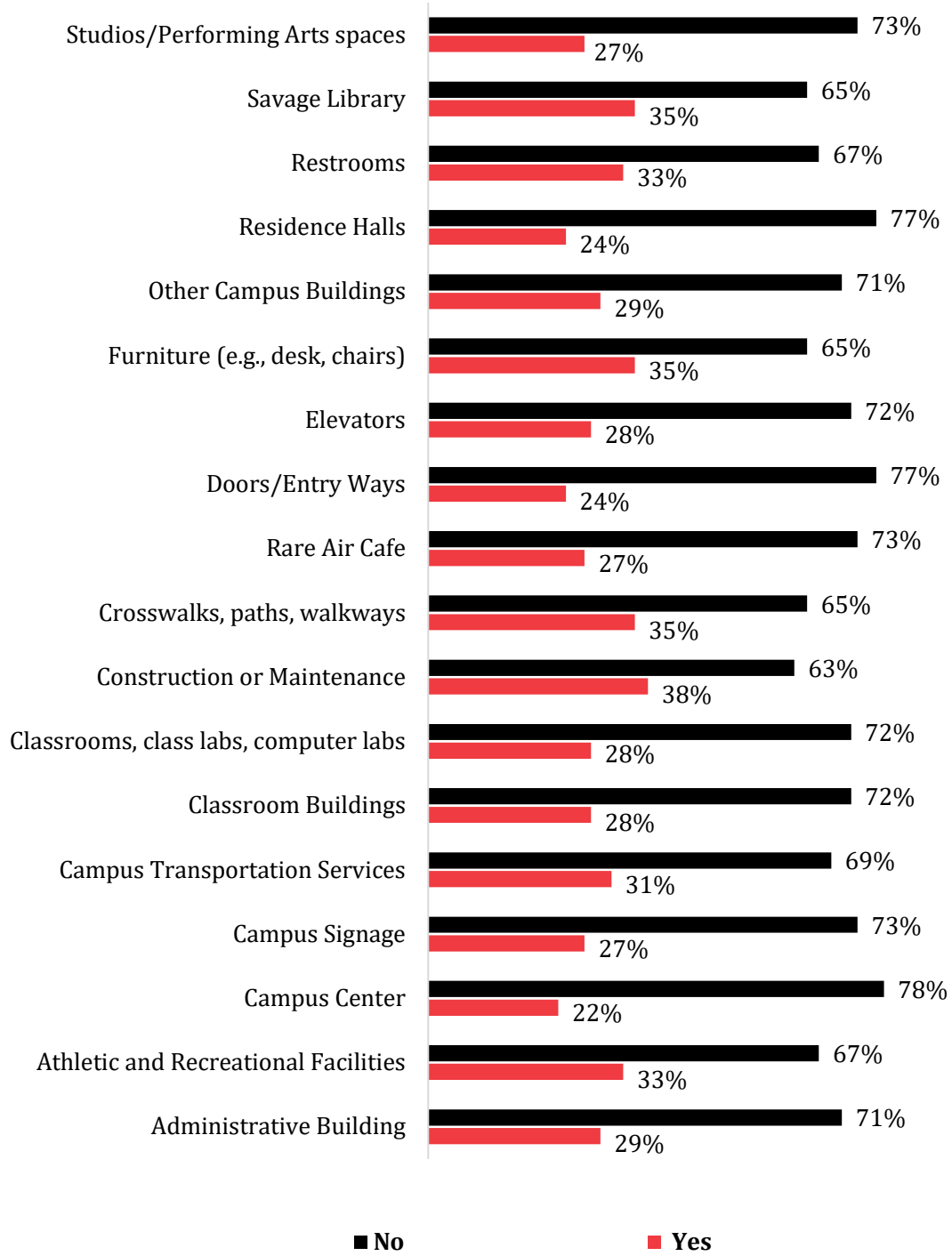
Q.16.2 –Please Indicate if You Have Experienced Barriers within Western’s Campus Spaces and Facilities. Students with Disabilities were asked to indicate whether they experienced barriers across Western spaces and facilities. Eighteen campus areas were identified: a) administrative buildings, b) athletic and recreational facilities, c) campus center, d) campus signage, e) campus transportation services, f) classroom buildings, g) classrooms and labs, h) construction or maintenance, i) crosswalks and pathways, j) Rare Air café, k) doors and entry ways, l) elevators, m) furniture, n) other campus buildings, o) residence halls, p) restrooms, q) Savage Library, r) studios and performing arts spaces. Respondents were provided 2 response items, *yes* and *no*, to select from for each area listed.

Nine campus spaces and/or facilities emerged as the most problematic for students with disabilities. Those areas include Western’s administrative building – 29%; athletic and recreational facilities – 33%; campus transportation services – 31%; construction or maintenance areas – 38%; crosswalks, paths, walkways – 35%; campus furniture (e.g., desk, chairs) – 35%; other campus buildings – 29%; restrooms – 33%, and Savage Library 35% (see table and figure 16.2).

Table 16.2. Barriers with Campus Spaces and Facilities – Western Students with Disabilities

Characteristic	Yes %	No %
Administrative Building	29.4	70.6
Athletic and Recreational Facilities	33.3	66.7
Campus Center	22.2	77.8
Campus Signage	26.7	73.3
Campus Transportation Services	31.3	68.8
Classroom Buildings	27.8	72.2
Classrooms, class labs, computer labs	27.8	72.2
Construction or Maintenance	37.5	62.5
Crosswalks, paths, walkways	35.3	64.7
Rare Air Cafe	26.7	73.3
Doors/Entry Ways	23.5	76.5
Elevators	27.8	72.2
Furniture (e.g., desk, chairs)	35.3	64.7
Other Campus Buildings	29.4	70.6
Residence Halls	23.5	76.5
Restrooms	33.3	66.7
Savage Library	35.3	64.7
Studios/Performing Arts spaces	26.7	73.3

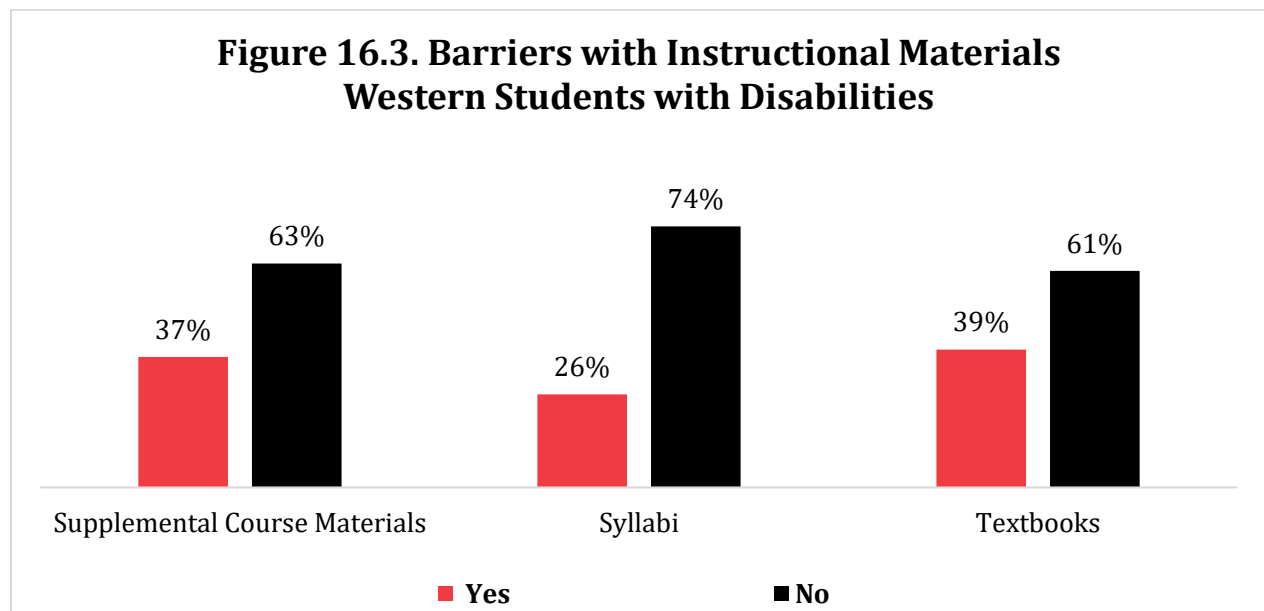
**Figure 16.2. Barriers with Campus Spaces and Facilities
Western Students with Disabilities**



Q.16.3 – Please Indicate if You Have Experienced Barriers with Western’s Instructional Materials. Students with Disabilities were asked to consider other ways in which barriers show up in their collegiate experience at Western. This question set centered on potential barriers with instructional materials and included 3 items: a) supplemental course materials, b) syllabi, and c) textbooks. Respondents were provided 2 item response choices, *yes* and *no*, to select from and indicate whether they have experienced barriers.

Table 16.3. Barriers with Instructional Materials – Western Students with Disabilities

Characteristic	Yes %	No %
Supplemental Course Materials	36.8	63.2
Syllabi	26.3	73.7
Textbooks	38.9	61.1

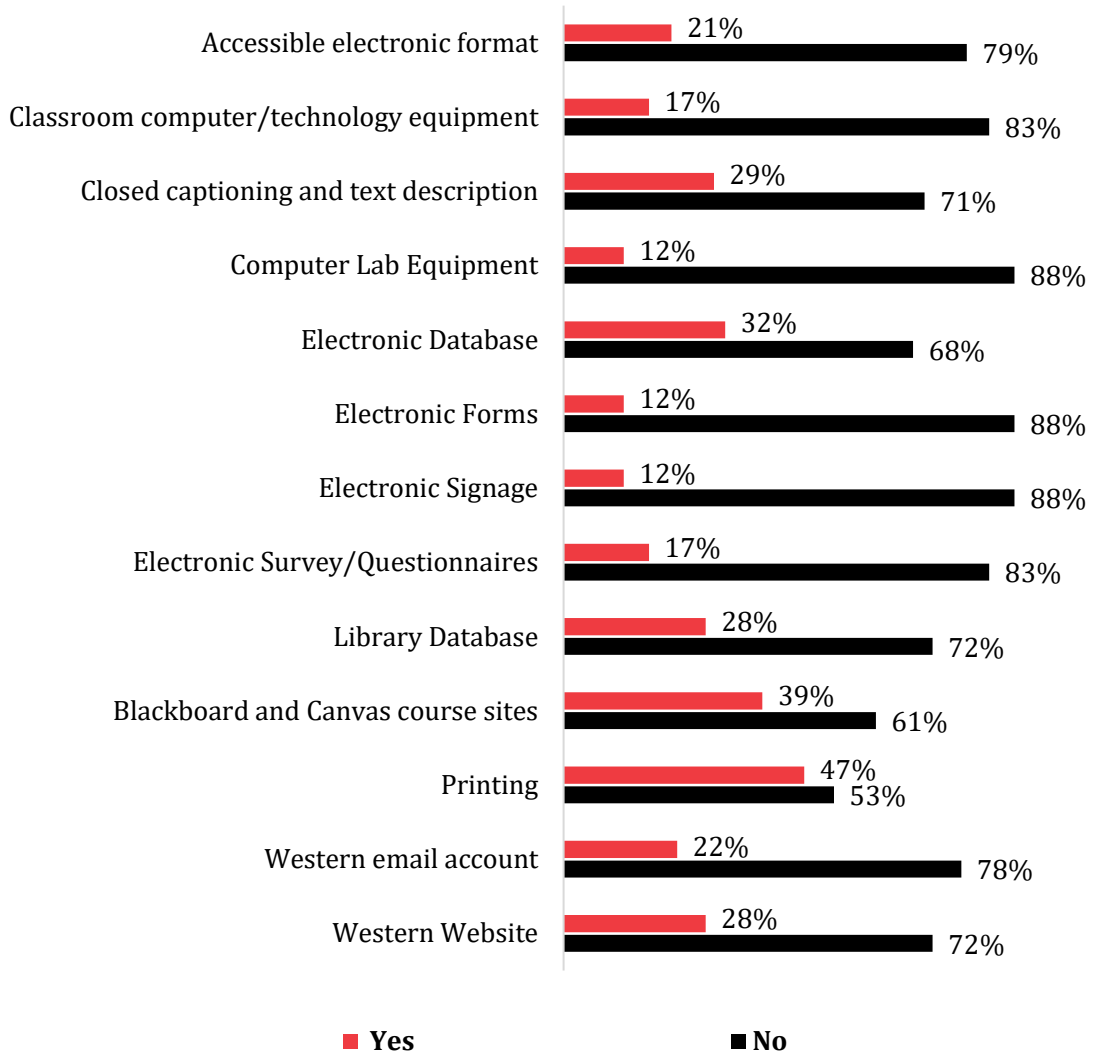


Q.16.4 – Please Indicate if You Have Experienced Barriers with Campus Technology at Western. Students with Disabilities were presented with a list of technology resources available at Western. The resources characteristics include a) accessible electronic format, b) classroom computer/technology equipment, c) closed captioning and text description, d) computer lab equipment, e) electronic database, f) electronic forms, g) electronic signage, h) electronic survey/questionnaire, i) library database, j) Blackboard and Canvas course sites, k) printing, l) Western email, and m) Western’s website. Respondents selected from *yes* and *no* response items to indicate whether or not they have experience barriers with campus technology resources.

Table 16.4. Barriers with Campus Technology – Western Students with Disabilities

Characteristic	Yes %	No %
Accessible electronic format	21.1	78.9
Classroom computer/technology equipment	16.7	83.3
Closed captioning and text description	29.4	70.6
Computer Lab Equipment	11.8	88.2
Electronic Database	31.6	68.4
Electronic Forms	11.8	88.2
Electronic Signage	11.8	88.2
Electronic Survey/Questionnaires	16.7	83.3
Library Database	27.8	72.2
Blackboard and Canvas course sites	38.9	61.1
Printing	47.1	52.9
Western email account	22.2	77.8
Western Website	27.8	72.2

**Figure 16.4. Barriers with Campus Technology
Western Students with Disabilities**



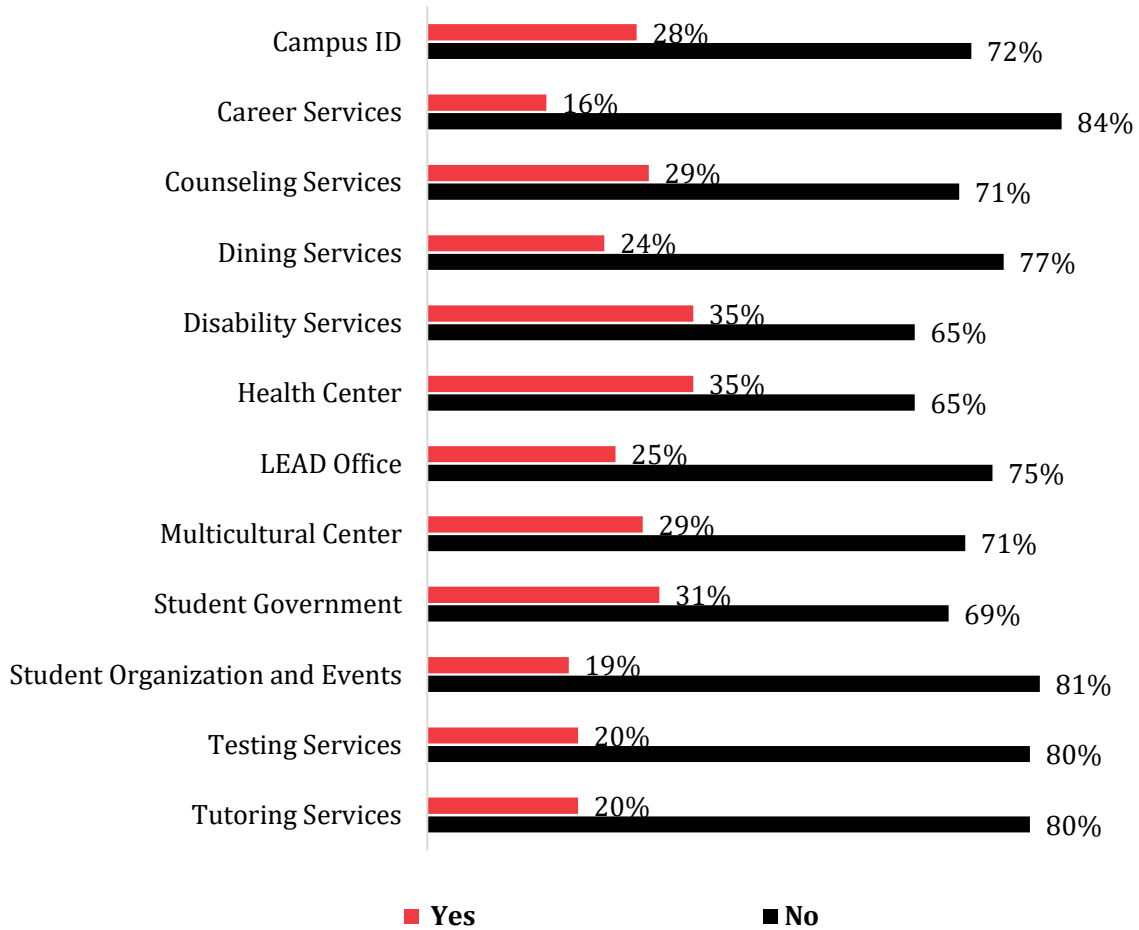
Q.16.5 – Please Indicate if You Have Experienced Barriers with Western’s Student Services Offices. Students with Disabilities were asked about their experiences with student services at Western. The list of offices includes a) Campus ID, b) Career Services, c) Counseling Services, d) Dining Services, e) Disability Services, f) Health Center, g) LEAD Office, h) Multicultural Center, i) Student Government, j) Student Organizations and Events, k) Testing Services, and l) Tutoring Services. Respondents selected from *yes* and *no* response items to indicate whether or not they have experience barriers with campus technology resources.

Table 16.5. Barriers with Student Services –Western Students with Disabilities

Characteristic	Yes %	No %
Campus ID	27.8	72.2
Career Services	15.8	84.2
Counseling Services	29.4	70.6
Dining Services	23.5	76.5
Disability Services	35.3	64.7
Health Center	35.3	64.7
LEAD Office	25.0	75.0
Multicultural Center	28.6	71.4
Student Government	30.8	69.2
Student Organization and Events	18.8	81.3
Testing Services	20.0	80.0
Tutoring Services	20.0	80.0

Per Table 16.5. students with disabilities reported barriers across all a Student Services. Offices with the highest response rate of barriers experienced by the subsample include Disability Services (43%), the Health Center (40%), Campus ID (33%), Student Government (33%), Counseling Services (31%), and the Multicultural Center (31%).

**Figure 16.5. Barriers with Student Services
Western Students with Disabilities**



The final prompts in this section provided students with disabilities the opportunity to describe any a) positive experiences and b) challenges related to their transition to Western.

Q.16.6 – Positive Experiences During Transition to Western – Students with Disabilities:

- *I always felt welcome on campus, my RAs have always been a resource.*
- *I appreciated the EPIC Mentor Program*
- *Professors have been super understanding with my disability.*
- *Some of the faculty were very warm and welcoming. Being distance doesn't allow for engagement really with WCU.*
- *Two life-long mentors and good friends.*

Q.16.7 – Negative Experiences During Transition to Western – Students with Disabilities. Sub-sample respondents describe negative challenges they experienced during their transition to Western:

- *Changing majors. Switching classes.*
- *Feeling connected as a distant student; group projects with campus-based students.*
- *Ice everywhere. Please pay more attention to that.*
- *Standard challenges of a freshman first leaving home.*
- *The counseling center has a waiting list for over a month.*
- *Printing at Western is incredibly frustrating and time consuming. I always run into snags when trying to print on campus.*
- *Uphill both ways shouldn't be possible, yet here we are.*
- *Financial aid, the registrar, administration's lack of communication, no parking.*

Students with disabilities provided further comments regarding their experiences within Western's culture and climate. Due to the distinctive details in the comments and to maintain respondents' anonymity those comments are not included in the report.

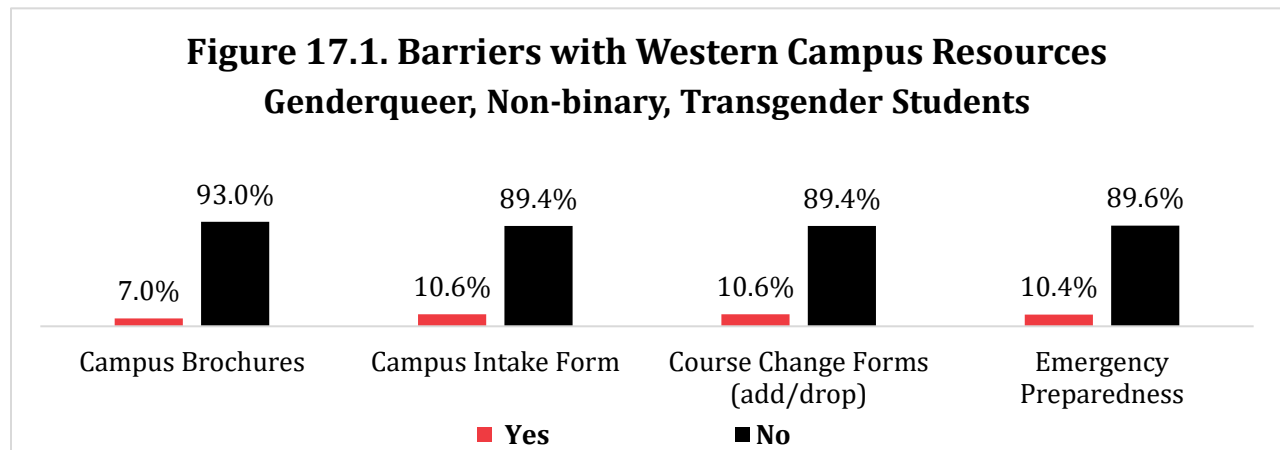
Campus Barriers – Genderqueer, Non-binary, and Transgender Students.

Students who self-identified as genderqueer, non-binary, or transgender comprise 13% of survey respondents. Due to both their lived experiences and societal climate towards the LGBTQ+ community, the sub-sample of students were provided seven additional questions sets (17.1 – 17.6). Student were asked about their experiences with barriers in the following areas at Western: a) campus resources, b) spaces and facilities, c) instructional materials, d) campus technology, and e) student services.

Q.17.1 – Barriers Experienced with Western Campus Resources. Genderqueer, Non-binary, and Transgender Students were instructed to indicate whether or not they experienced barriers with specific campus resources (i.e., campus brochures, campus intake forms, course change forms, emergency preparedness). While students did indicate experiencing barriers with campus *brochures, intake forms, course change forms, and emergency preparedness*, Table 17.1 also reflects that a majority of respondents in the sub-sample have not experienced barriers within the four campus resource areas.

Table 17.1. Barriers w/Western Campus Resources – Genderqueer, Non-binary, Transgender Students

Characteristic	Yes %	No%
Campus Brochures	7.0	93.0
Campus Intake Form	10.6	89.4
Course Change Forms (add/drop)	10.6	89.4
Emergency Preparedness	10.4	89.6



Q.17.2 – Barriers Experienced with Western Campus Spaces and Facilities.

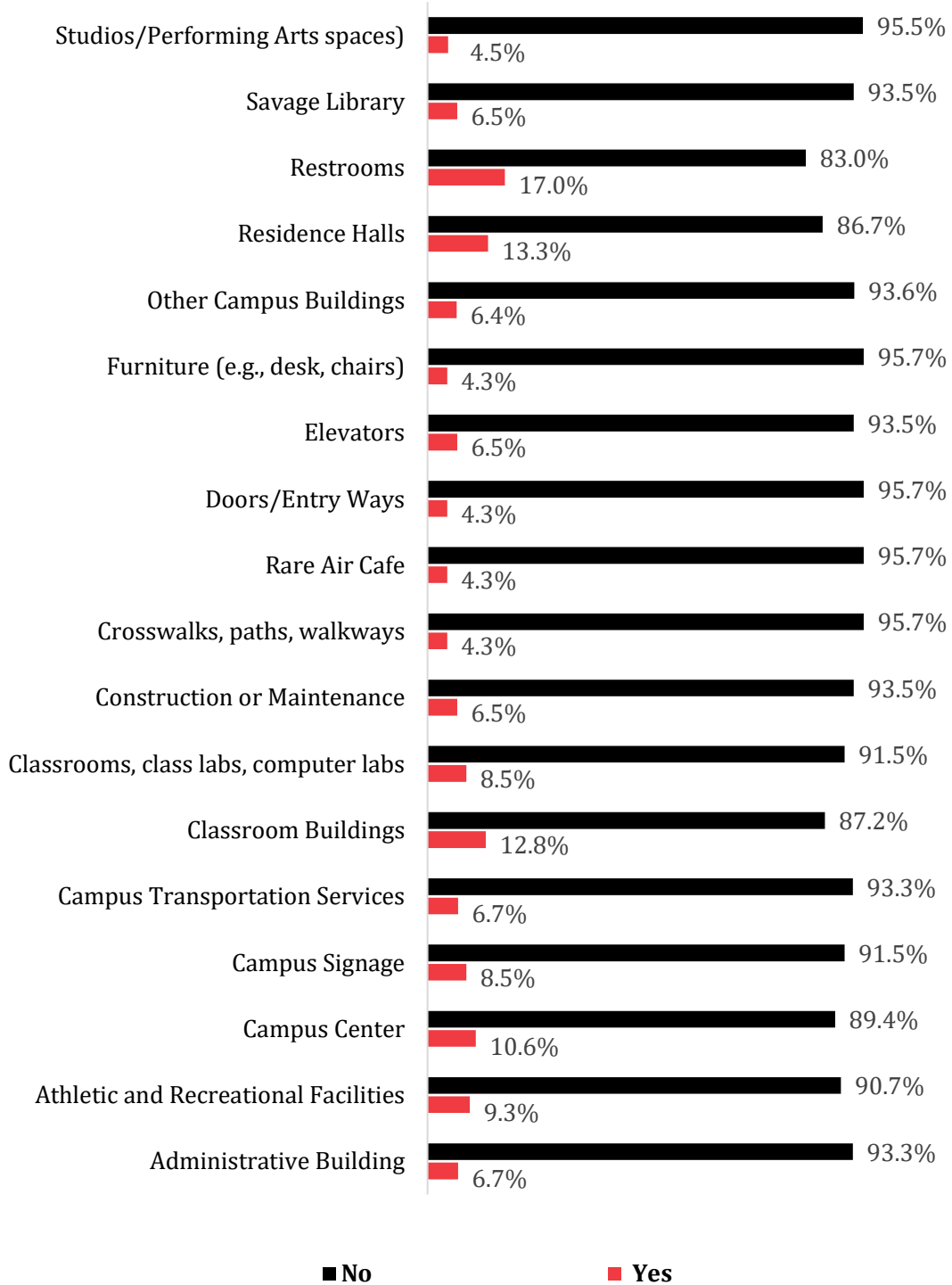
Genderqueer, Non-binary, and Transgender Students were instructed to indicate whether or not they experienced barriers when accessing or using campus spaces and facilities. Eighteen campus areas were identified: a) administrative buildings, b) athletic and recreational facilities, c) campus center, d) campus signage, e) campus transportation services, f) classroom buildings, g) classrooms and labs, h) construction or maintenance, i) crosswalks and pathways, j) Rare Air café, k) doors and entry ways, l) elevators, m) furniture, n) other campus buildings, o) residence halls, p) restrooms, q) Savage Library, r) studios/performing arts spaces.

Campus areas where students who identify as genderqueer, non-binary, or transgender experienced the most barriers with campus spaces and facilities are restrooms (17%), resident halls (15%), classroom buildings (15%), and athletic and recreational facilities (10%).

Table 17.2. Barriers with Western Campus Facilities – Genderqueer, Non-binary, Transgender Students

Characteristic	Yes %	No %
Administrative Building	6.7	93.3
Athletic and Recreational Facilities	9.3	90.7
Campus Center	10.6	89.4
Campus Signage	8.5	91.5
Campus Transportation Services	6.7	93.3
Classroom Buildings	12.8	87.2
Classrooms, class labs, computer labs	8.5	91.5
Construction or Maintenance	6.5	93.5
Crosswalks, paths, walkways	4.3	95.7
Rare Air Cafe	4.3	95.7
Doors/Entry Ways	4.3	95.7
Elevators	6.5	93.5
Furniture (e.g., desk, chairs)	4.3	95.7
Other Campus Buildings	6.4	93.6
Residence Halls	13.3	86.7
Restrooms	17.0	83.0
Savage Library	6.5	93.5
Studios/Performing Arts spaces)	4.5	95.5

**Figure 17.2. Barriers with Western Campus Facilities
Genderqueer, Non-bin, Transgender Students**

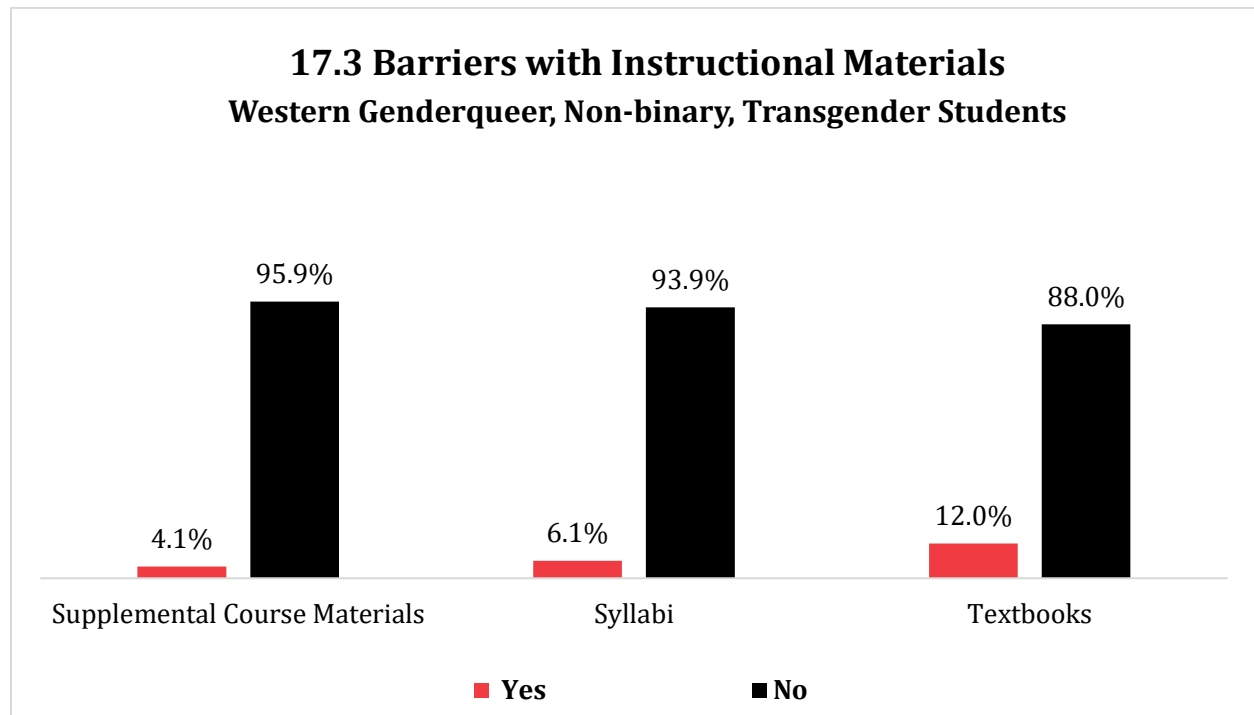


Q.17.3 – Barriers Experienced with Western’s Instructional Material.

Genderqueer, Non-binary, and Transgender Students were instructed to identify whether or not they have experienced barriers accessing, navigating, or using instructional materials associated with their courses at Western. The sub-sample were provided a 3-item list: a) supplement course materials, b) syllabi, and c) textbooks; and 2 response items: *yes* and *no*. While a majority of respondents in the sub-sample indicated that they have not experienced barriers, the findings reflect that genderqueer, non-binary, and transgender students have experienced barriers across all 3-items (see Table and Figure 17.3).

Table 17.3. Barriers w/Instructional Materials –Genderqueer, Non-binary, Transgender Students

Characteristic	Yes %	No %
Supplemental Course Materials	4.1	95.9
Syllabi	6.1	93.9
Textbooks	12.0	88.0



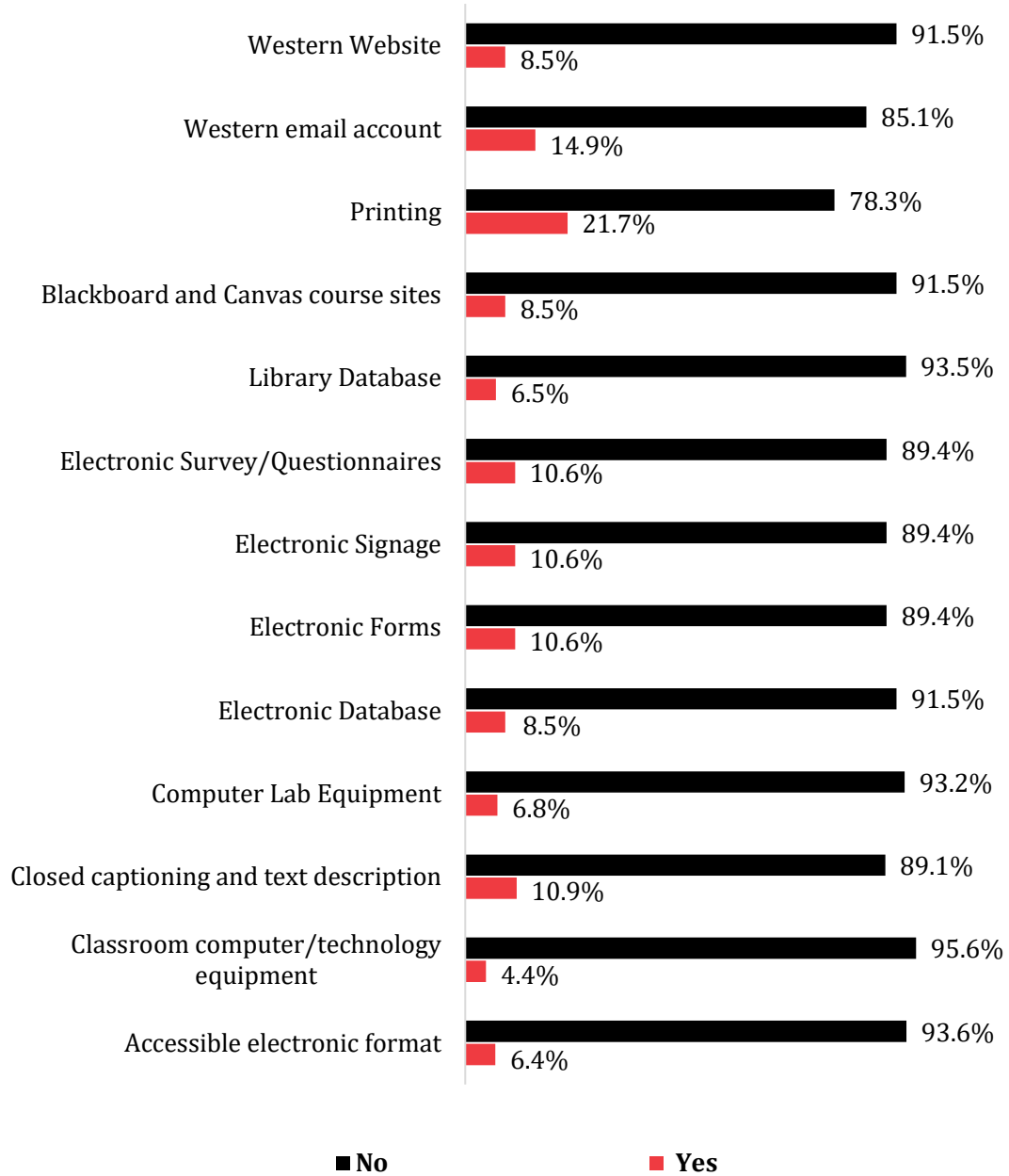
Q.17.4 – Barriers Experienced with Western’s Campus Technology.

Genderqueer, Non-binary, and Transgender Students were provided a list of 13 campus technology services and resources and instructed to indicate whether or not they experienced barriers with campus technology resources. Sub-sample respondents experienced barriers across all 13 items. The findings revealed a higher response rate concerning experiences of barriers with Western’s printing services, 22% and email accounts, 14.9% (see Table and Figure 17.4).

Table 17.4. Barriers with Campus Technology – Genderqueer, Non-binary, Transgender Students

Characteristic	Yes %	No %
Accessible electronic format	6.4	93.6
Classroom computer/technology equipment	4.4	95.6
Closed captioning and text description	10.9	89.1
Computer Lab Equipment	6.8	93.2
Electronic Database	8.5	91.5
Electronic Forms	10.6	89.4
Electronic Signage	10.6	89.4
Electronic Survey/Questionnaires	10.6	89.4
Library Database	6.5	93.5
Blackboard and Canvas course sites	8.5	91.5
Printing	21.7	78.3
Western email account	14.9	85.1
Western Website	8.5	91.5

**Figure 17.4. Barriers with Campus Technology
Genderqueer, Non-binary, Transgender Students**



Q.17.5 – Positive Experiences During Transition to Western – Genderqueer, Non-Binary, Transgender Students. Sub-sample respondents describe positive experiences during their transition to Western:

- *Everyone I met was very nice including the staff and students.*
- *Great staff that have become mentors to me.*
- *I am 10% woman and 90% man, so I have not had many issues with my sexual orientation.*
- *I came in at the semester and my roommate made sure I was able to get out and meet new people.*
- *I consistently have students act kindly towards me and I am inclined to do the same back.*
- *I love the people I work with. I love my job and the classes I take.*
- *I'm accepted by most professors for who I am.*
- *My EPIC mentor supported me the entire way.*
- *No comments.*
- *No one has ever given me any homophobic remarks after telling them I was bi. I've always appreciated that about Western.*
- *Overall people are accepting.*
- *Spectrum is a blessing.*
- *The drag show is amazing! I'm surprised it's allowed.*
- *The professors are very good resources when it comes to class assignments and projects.*
- *Very accepting and non-judgmental was the vibe I immediately got and still do.*
- *Very open campus, all faculty and staff are very accepting.*
- *When in need of help navigating Western's website, Blackboard, Canvas, etc., I found help in numerous mentors around campus.*
- *Most have been good.*

Q.17.6 – Negative Experiences During Transition to Western – Genderqueer, Non-Binary, Transgender Students. Sub-sample respondents describe negative challenges they experienced during their transition to Western:

- 1) *There is somewhat of an avoidance surrounding LGBT topics in the classroom, a mentality of “rather not talk about it” which is fine I guess but I think it’s important to normalize these things as much as we’ve normalized heterosexual topics. One time there was an ENTIRE section in my book about contemporary gender, sexuality and lesbians/gays and I was so pumped to finally see that, but we didn’t even talk about it. There are whole classes about those topics specifically and that’s amazing in itself, I’m thankful Western offers those.*
- 2) *Once about a year and some change ago I was holding hands with my girlfriend on a bench on campus and one of the white Western trucks drove past and we heard both a LOUD wolf whistle, and “dykes!” Obviously, I could have done or said something to someone (I don’t really know who that would be) but should I have to? Who are we hiring here?*
- 3) *The words faggot, gay, etc., being used negatively by people in the residence halls, in public spaces on campus, and in hallways—I would say almost daily. 4) There are a lot of guys who come to the annual drag show just to make fun of it. Really no clue how that could be prevented. Anyone could say they’re gay...so.*
- *Being a first-generation college student, I knew nothing, and I panicked.*
- *Being gay and visible. Medication forms. Finances. My first roommate here was EXTREMELY homophobic so that’s great.*
- *Challenges I had been understanding what is due and when its’ due.*
- *Figuring out how to manage time and money.*
- *Gendered bathrooms.*
- *I was told in confidence by one prominent faculty member that faculty had learned that I belong to the Gunnison Sportsman’s Association where I shoot. This faculty member told me that many had concluded that I just be a conservative because they believed that the vast majority of people who owned firearms are conservative, and therefore did not like me. That would certainly be disturbing if so.*
- *Some people at Western are biphobic and express their views through microaggressions. As someone who is straight-passing, I’ve indirectly been the but of the joke multiple times in and out of the classroom.*
- *My trans friends have had some challenges but I have not.*
- *Not much of an orientation for transfer students.*
- *Seeing the lack of diversity in classes and hearing people say racist or sexist comments.*

- *The website is very confusing and makes it very hard to navigate scholarships you haven't accepted. I go through the same problem every year where the website design makes no sense and I walk in panicking about my bill, and it turns out I didn't accept a \$2000 scholarship.*
- *There were a lot of challenges. More recently, I realized that it is really hard to get counseling on campus. They're understaffed, and it's really hard to get an appointment. It makes me worry that students will cope in more dangerous ways if they do not have this resource.*
- *When Western adopts new technology and/or formatting forms, Western's faculty and staff are not always versed in these changes, and thus cannot aid students in the transition.*
- *When dealing with Disability Services, the staff were rude, not understanding or caring, and made it extremely difficult to get what I needed.*

Students in the sub-sample provided further comments regarding their experiences within Western's culture and climate:

- *As a female who identifies as bisexual and is in a long-term relationship with someone of the opposite sex, it's easy to pass as straight and I have never had a negative experience related to my sexual orientation. Something that concerns me is the continued use of the gender binary in restrooms across campus. Western has done a good job of making all-gender restrooms available in some places, but frankly it seems silly that we're still using the outdated system at all. I understand it may be a challenging transition - but it's an important one to make for the sake of non-binary and transgender students.*
- *I answered no to these questions personally, but as a cis woman who identifies as bi, I don't really have a hard time with my sexuality in terms of social climate since I "pass" as straight. For those in the LGBTQ+ community who don't necessarily "pass," it's a lot harder to live in this kind of environment.*
- *I think the major issue I hear about is transgender people not either getting respected or having some negative comments toward them.*
- *No options for bathrooms that are not gendered.*
- *The LGBTQIA+ community has a club on campus that caters to their needs. This club is necessary towards the success of these students. Within the classroom, there is little to no representation for these students in their learning and the teaching. To incorporate this is a major gray area (where it is done right), however in many settings, their culture can be used on an academic level.*
- *The constant assumption that I am in a 'straight' relationship. It makes me too uncomfortable to correct them that I am in a same sex relationship.*
- *Trans and gender non-conforming friendly dorms.*

- *People are really accepting, but as a bi female I've had some undesirable experiences with men thinking that when I'm out with a girl at a party it's to put on a show or something, like it's over sexualized. That's the case for most women at parties here so it's unavoidable regardless of sexual orientation. I've also had people tell me I'm straight and looking for attention so that's not cool, this was right after I came out freshman year, so it's been a while.*

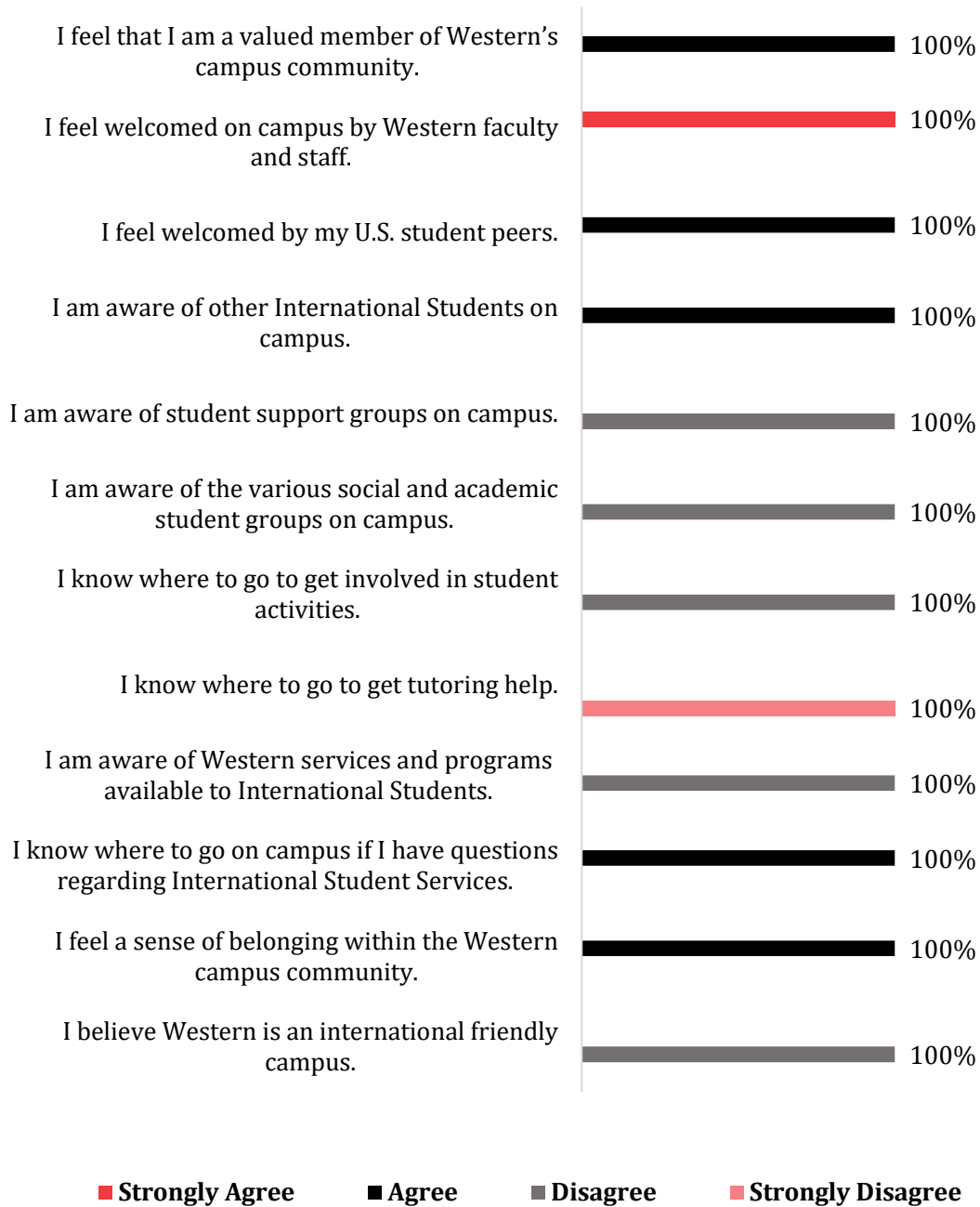
Campus Barriers – International Students. Internationalization is a key pillar in Western's diversity initiatives. The university has a significant International Student population on its campus. To better understand how International Students perceive Western's culture and climate, they were asked to consider the services and resources of the institution and rate their level of agreement with the statements posed in each question set.

Q.18.1 -Feelings of Belonging and Value. International Students received 12 statements to rate. These items were specific to understanding their sense of welcome and belonging on campus. Response items ranged from *strongly agree* to *strongly disagree*. Responses were evenly split between positive (*strongly agree; agree*) and negative (*disagree; strongly disagree*) categories. Students in the sub-sample believe they are valued members within the Western Community yet disagree that substantive services and resources that meet their unique needs exist (see Table and Figure 18.1.).

Table 18.1. Feelings of Belonging Value – Western International Students

<i>Please indicate level of agreement with the following statements:</i>	Strongly Agree %	Agree %	Neither %	Disagree %	Strongly Disagree %
I feel that I am a valued member of Western’s campus community.	ND	100	ND	ND	ND
I feel welcomed on campus by Western faculty and staff.	100	ND	ND	ND	ND
I feel welcomed by my U.S. student peers.	ND	100	ND	ND	ND
I am aware of other International Students on campus.	ND	100	ND	ND	ND
I am aware of student support groups on campus.	ND	ND	ND	100	ND
I am aware of the various social and academic student groups on campus.	ND	ND	ND	100	ND
I know where to go to get involved in student activities.	ND	ND	ND	100	ND
I know where to go to get tutoring help.	ND	ND	ND	ND	100
I am aware of Western services and programs available to International Students.	ND	ND	ND	100	ND
I know where to go on campus if I have questions regarding International Student Services.	ND	100	ND	ND	ND
I feel a sense of belonging within the Western campus community.	ND	100	ND	ND	ND
I believe Western is an international friendly campus.	ND	ND	ND	100	ND

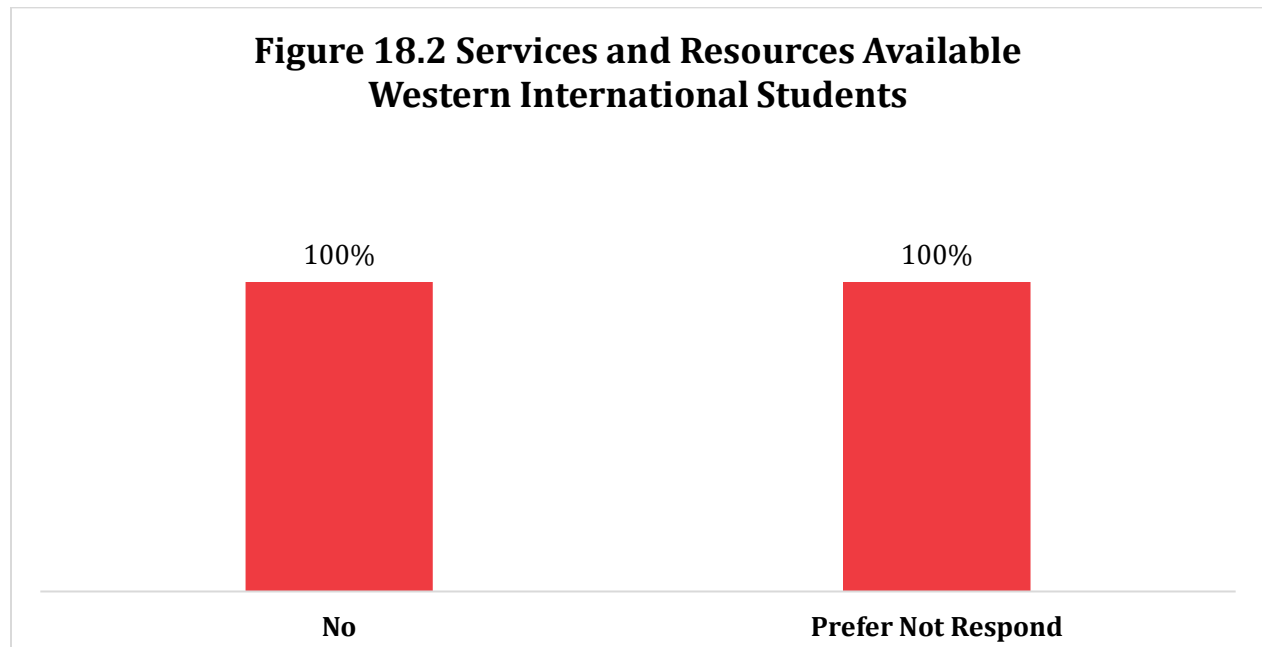
**Figure 18.1 Feelings of Belonging and Value
Western International Students**



Q.18.2 – Does Western provide services and resources to meet the distinctive needs of international students? International Students were asked whether or not Western provides services and resources to meet their distinct needs. Per their experiences navigating the campus environment, respondents state that the University does not provide such services and resources that are culturally responsive to their unique needs (see Table and Figure 18.2). Respondents did note that the campus provides “a lady that helps us with some of our paperwork.”

Table 18.2. Services and Resources Available for Western International Students

<i>Does Western provide services and resources to meet the distinctive needs of international students?</i>	Yes %	No %	Prefer Not Respond %
International Students	ND	100	100

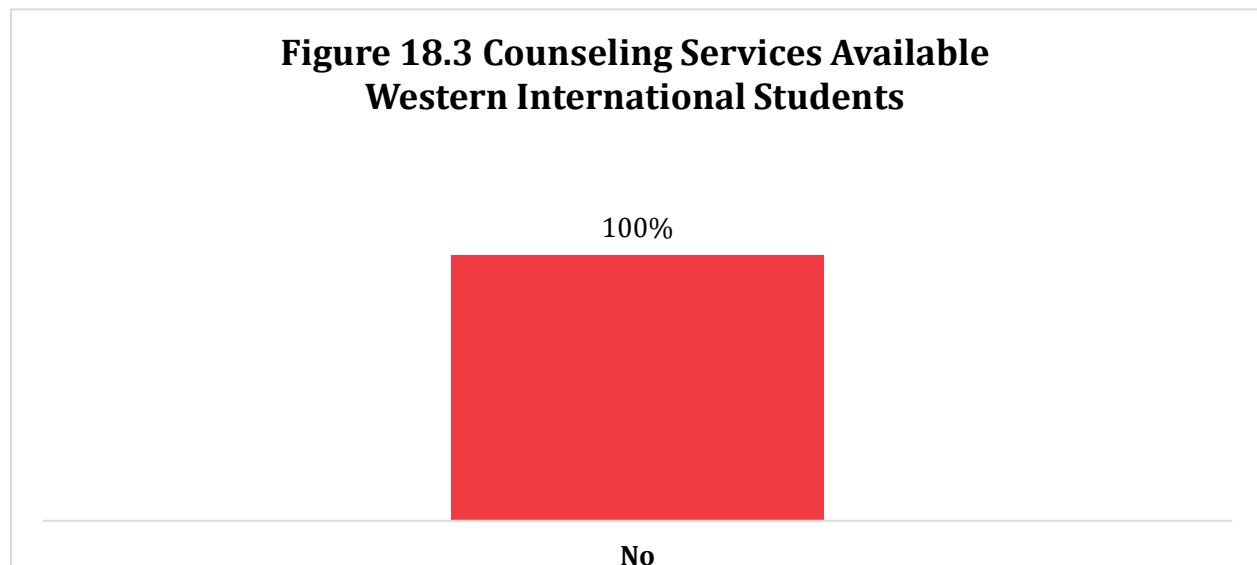


International Students did not indicate that Western provides services and resources to meet their distinctive needs. Therefore, they were not presented with the follow up 5-item list of student services areas to identify as viable services and resources for International Students.

Q.18.3 – Western’s Counseling Services. International Student respondents were asked about the counseling services available to them by the Counseling Center. Per Table 18.6, International Students do not find the counselors at Western to be aware, knowledgeable, and/or skilled in counseling or determining appropriate interventions for International Students.

Table 18.3. Counseling Services Available for Western International Students

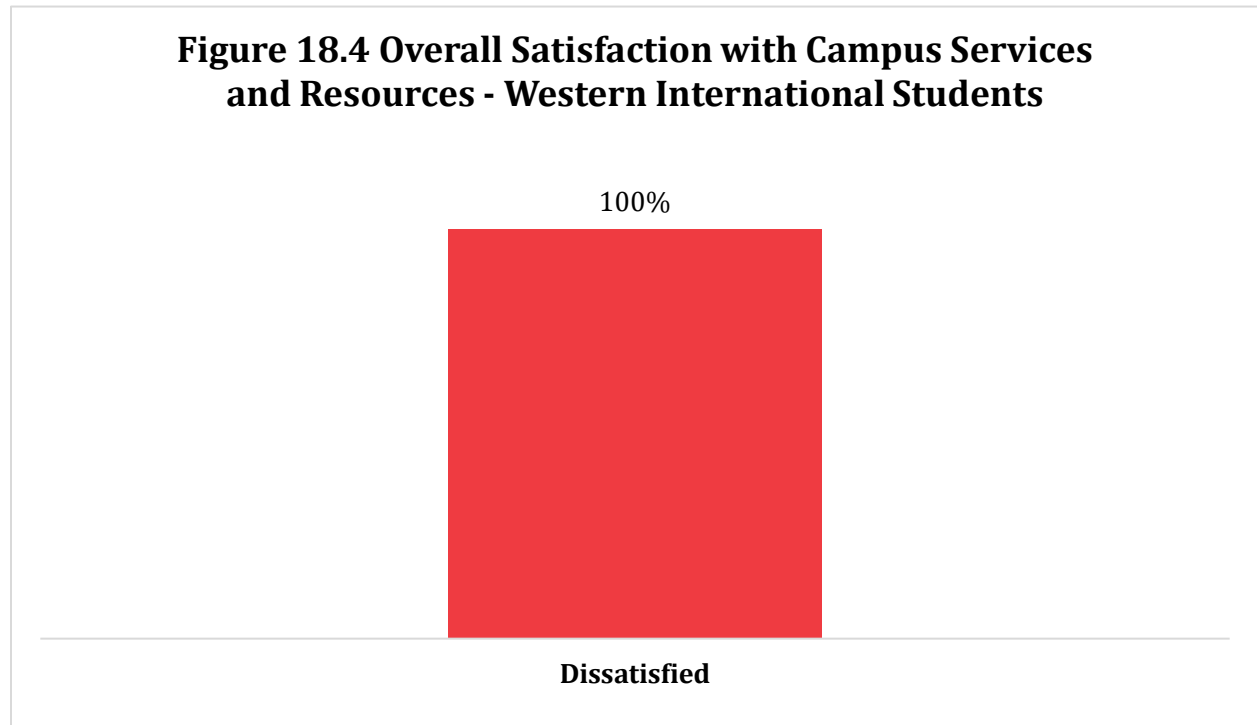
<i>Counselors in Western’s Counseling Center are aware, knowledgeable, and skilled in counseling international students and determining appropriate interventions?</i>	Yes %	No %
International Students	ND	100



Q.18.4 – Overall Satisfaction with Western’s International Students’ Services and Resources. International Students were asked to rate their overall satisfaction with the services and resources provided by Western to meet the distinctive needs of International Students. Per Table 18.4. International Student respondents indicated that overall, they are dissatisfied with the student services and resources provided by Western.

Table 18.4. Overall Satisfaction with Western’s Student Services - International Students

Overall, how satisfied are you with the services and resources provided by Western to meet the distinctive needs of International Students?	Very Satisfied %	Satisfied %	Neither %	Dissatisfied %	Very Dissatisfied %
International Students	ND	ND	ND	100	ND



Q.18.5 – Satisfaction with Western’s Student Services and Resources.

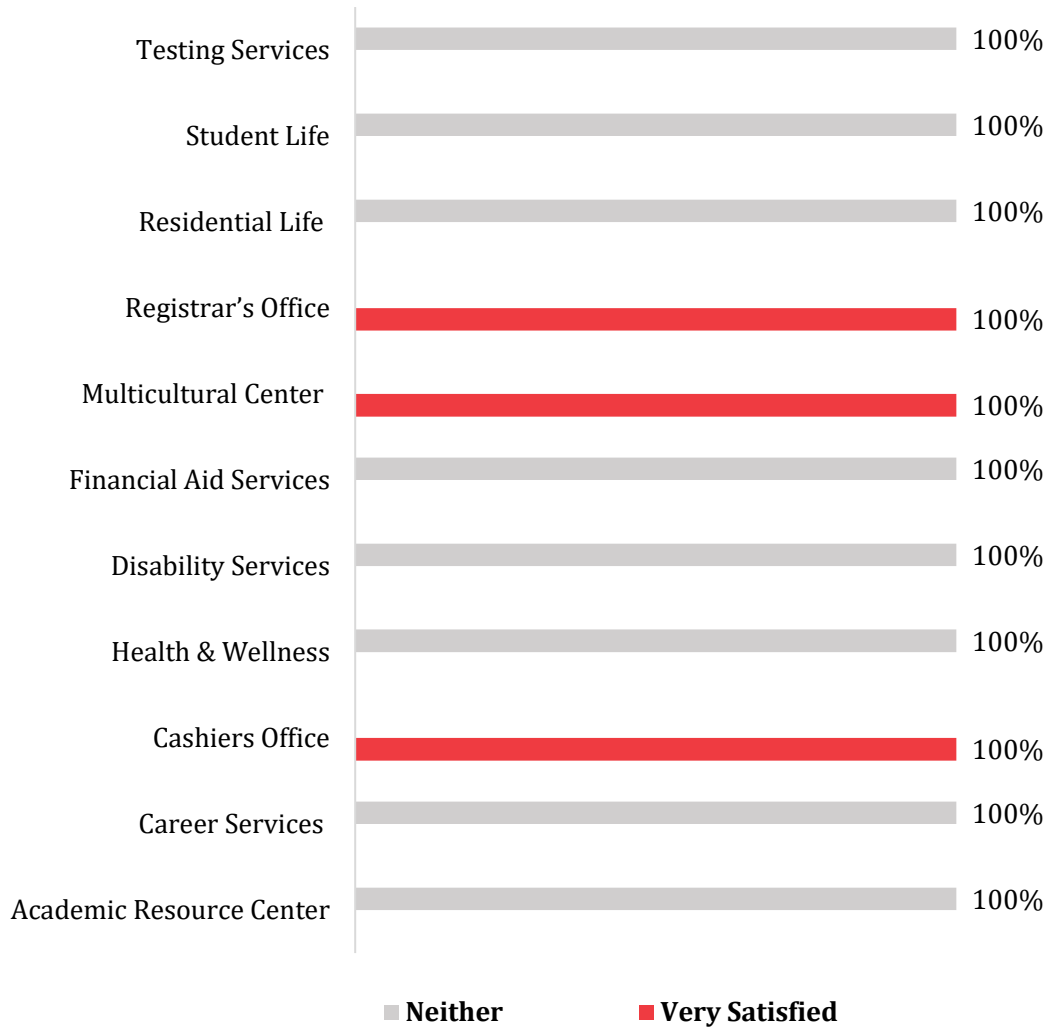
International Students indicate their level of satisfaction with key services and resources provided at Western. Respondents were given 11 service and resources areas to rate: a) Academic Resource Center, b) Career Service, c) Cashiers Office, d) Health & Wellness, e) Disability Services, f) Financial Aid Services, g) Multicultural Center, h) Registrar’s Office, i) Residential Life, j) Student Life, and k) Testing Services. Response items ranged from *very satisfied* to *very dissatisfied*.

Table 18.2 provides a breakdown of respondents’ satisfaction with the various student services offered at Western. International students rate 73% ($n = 8$) of the services and resources offered as neither satisfied nor dissatisfied. Student Services that International Students are very satisfied within include the *Cashier’s Office, Multicultural Center, and Registrar’s Office*.

Table 18.5. Satisfaction with Student Services and Resources – Western International Students

Please indicate level of satisfaction with Western Student Services/Resources:	Very Satisfied %	Satisfied %	Neither %	Dissatisfied %	Very Dissatisfied %
Academic Resource Center	ND	ND	100	ND	ND
Career Services	ND	ND	100	ND	ND
Cashiers Office	100	ND	ND	ND	ND
Health & Wellness	ND	ND	100	ND	ND
Disability Services	ND	ND	100	ND	ND
Financial Aid Services	ND	ND	100	ND	ND
Multicultural Center	100	ND	ND	ND	ND
Registrar’s Office	100	ND	ND	ND	ND
Residential Life	ND	ND	100	ND	ND
Student Life	ND	ND	100	ND	ND
Testing Services	ND	ND	100	ND	ND

Figure 18.5 Satisfaction with Student Services and Resources - Western International Students



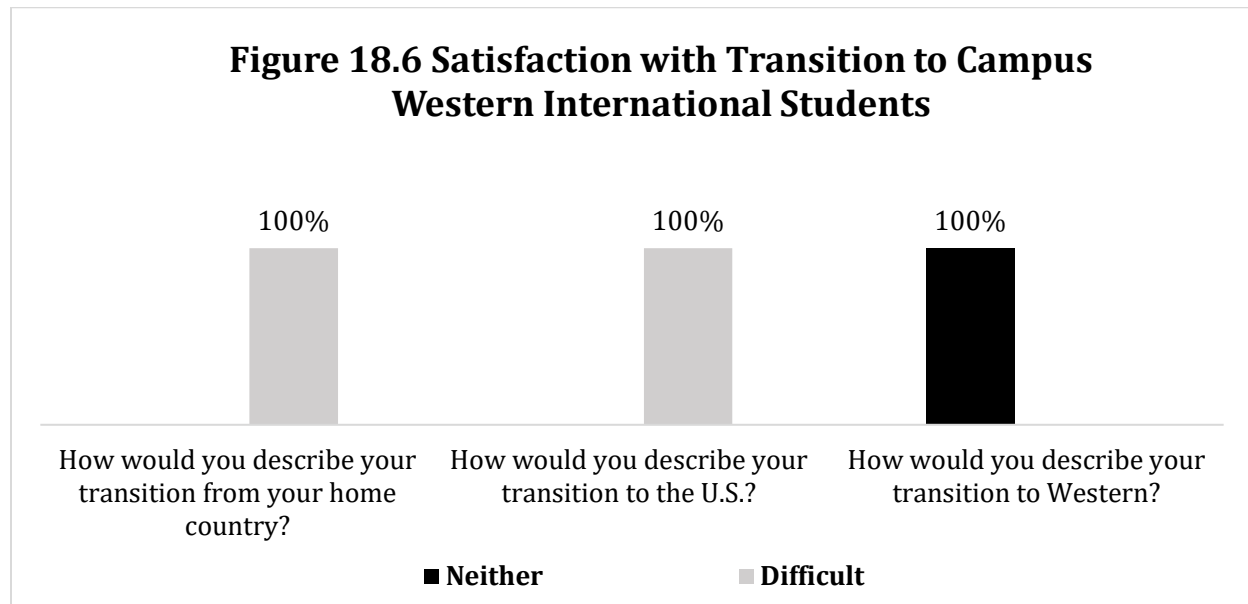
Q.18.6 – Satisfaction with Transition to U.S. and Western Campus. International

Students were asked to describe their transition to the U.S. and Western campus through the following response items: a) *easy*, b) *neither easy nor difficult*, and c) *difficult*.

International Students indicated that their transition from their home country and their transition to the U.S. as *difficult*. Lastly, they described their transition to Western as *neither easy nor difficult*.

Table 18.6. Satisfaction with Transition to U.S. and Campus – Western International Students

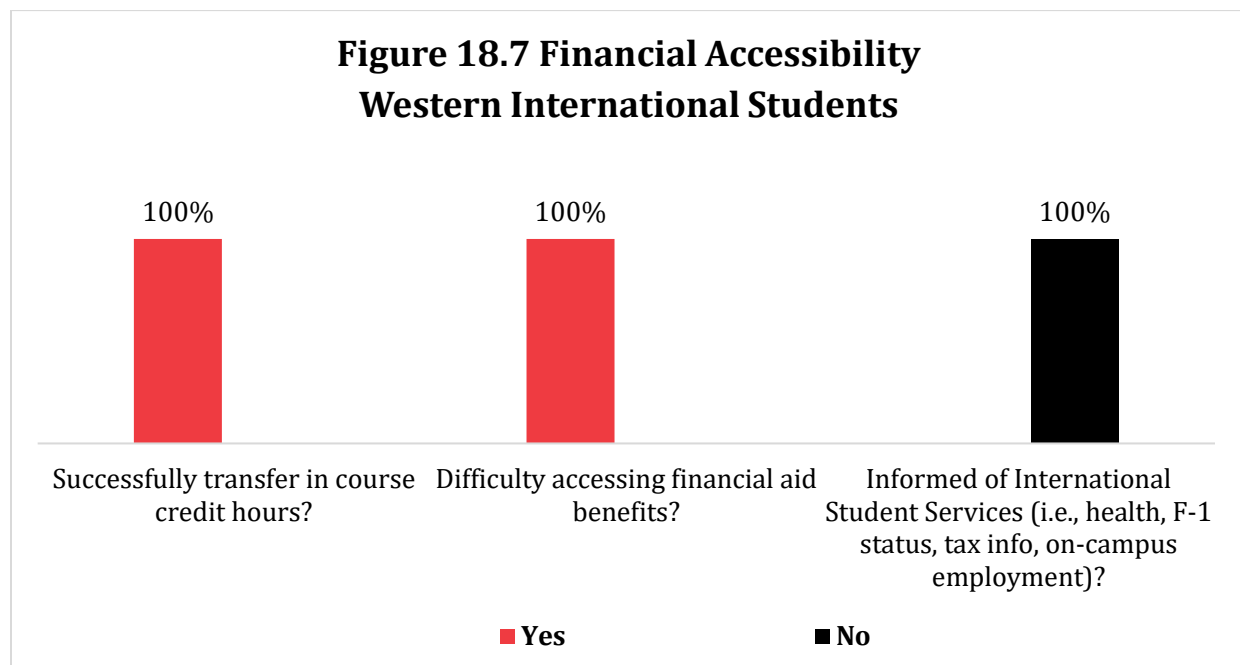
<i>Please indicate the level of satisfaction regarding your transition from your home country to the U.S. and Western's campus:</i>	Easy %	Neither %	Difficult %	Prefer Not Respond %
How would you describe your transition from your home country?	ND	ND	100	ND
How would you describe your transition to the U.S.?	ND	ND	100	ND
How would you describe your transition to Western?	ND	100	ND	ND



Q.18.7 – Experiences of Financial Accessibility While at Western. International Students were asked to consider their financial accessibility and whether or not they were informed of various resources, options, and opportunities relevant to them. Respondents were presented 3 statements in the question set: a) successfully transfer in course credit hours; b) difficulty accessing financial aid benefits; and c) informed of International Student Services (i.e., health, F-1 status, tax information, on-campus employment. in relation to course credit, financial aid, and opportunities tied to F-1 visa status.

Table 18.7. Financial Accessibility – Western International Students

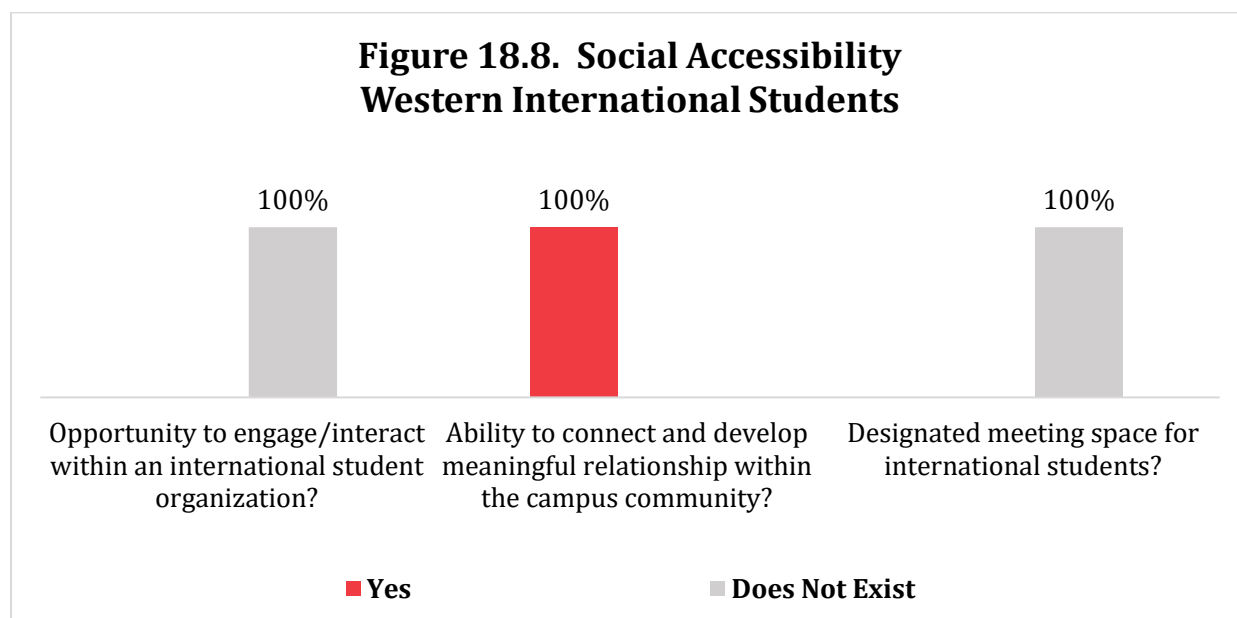
<i>Financial Accessibility</i> Please indicate if you experienced any of the following through your collegiate experience at Western:	Yes %	No %	Does Not Exist %
Successfully transfer in course credit hours?	100	ND	ND
Difficulty accessing financial aid benefits?	100	ND	ND
Informed of International Student Services (i.e., health, F-1 status, tax info, on-campus employment)?	ND	100	ND



Q.18.8 – Experiences of Social Accessibility While at Western. International Students were asked to consider their social accessibility at the University—specifically where it concerns opportunities to engage, network and develop relationships with peers. When asked about opportunities and space to engage with other International Students, respondents indicate that such possibilities do not exist at Western. However, they have been able to develop relationships within the campus community.

Table 18.8. Social Accessibility – International Students

<u>Social Accessibility</u> Please indicate if you experienced any of the following through your collegiate experience at Western:	Yes %	No %	Does Not Exist %
Opportunity to engage/interact within an international student organization?	ND	ND	100
Ability to connect and develop meaningful relationship within the campus community?	100	ND	ND
Designated meeting space for international students?	ND	ND	100



Lastly, respondents provide additional clarity regarding their experiences and needs as International Students attending Western Colorado University:

- *Lack of international coordinator. I believe this is due to financial reasons, however, the lady they currently have in place is very helpful, but only somewhat knowledgeable on international issues.*
- *Connect international students with the MCC from the start of their Western career.*
- *Potentially create a space for internationals to meet and hang out.*

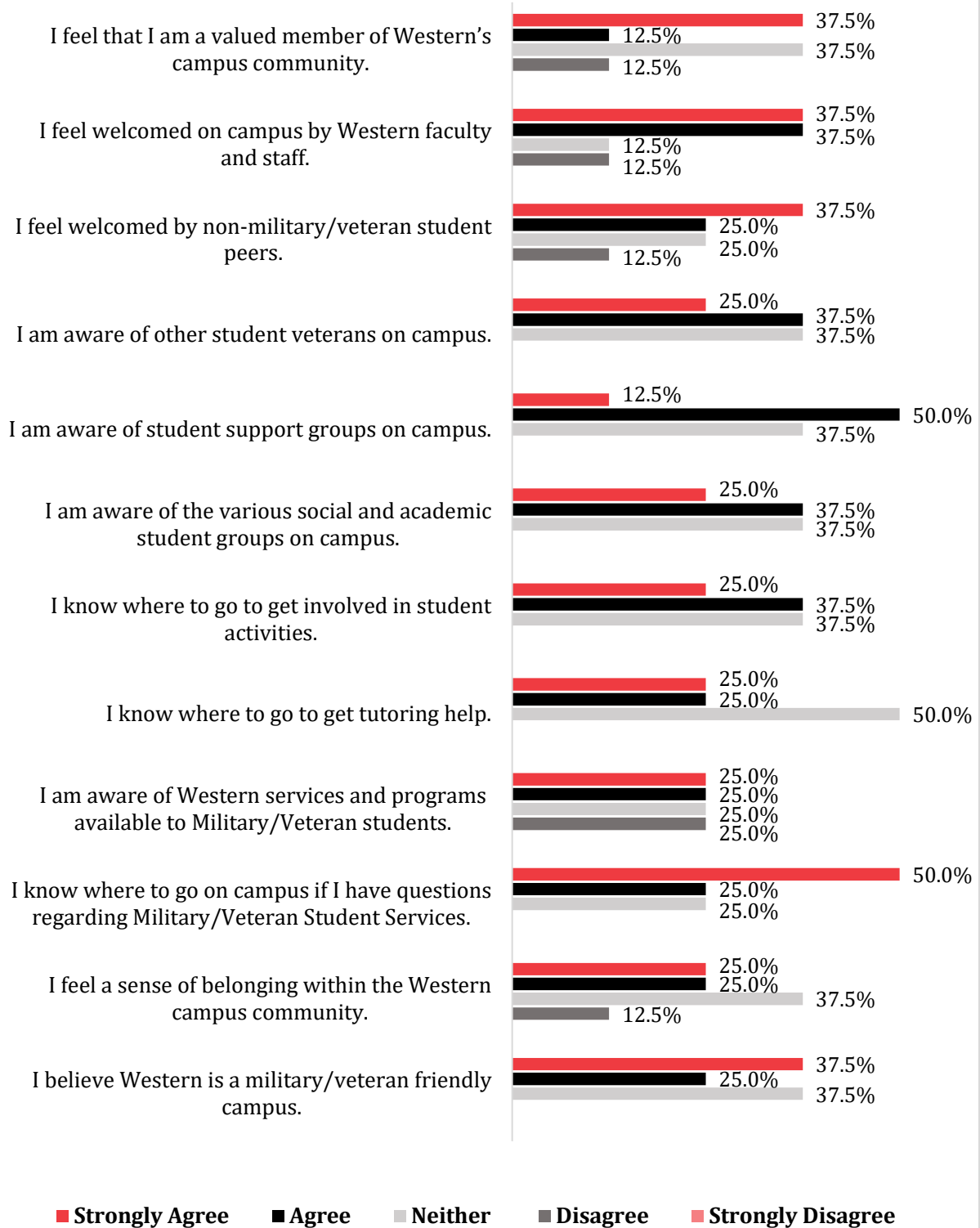
Campus Barriers – Military/Veteran Status Students. Western students self-identifying as military/veteran status were asked to consider the services and resources provided by the university that serve as substantive supports to their collegiate experiences. Respondents were presented with eight additional question sets: 19.1, 19.2, 19.3, 19.4, 19.5, 19.6, 19.7, and 19.8.

Q.19.1 – Feelings of Belonging and Value. Respondents received 12 statements with 5 item responses ranging from *strongly agree* to *strongly disagree*. Students were instructed to reflect on their experiences at Western and indicate their level of agreement with each statement based on their feelings of being valued and welcomed in the campus community. Students were also instructed to consider the activities, services, and resources available at Western (see table and figure 19.1).

Table 19.1. Feelings of Belonging and Value –Western Military/Veteran Status Students

Please indicate level of agreement with the following statements:	Strongly Agree %	Agree %	Neither %	Disagree %	Strongly Disagree %
I feel that I am a valued member of Western’s campus community.	37.5	12.5	37.5	12.5	ND
I feel welcomed on campus by Western faculty and staff.	37.5	37.5	12.5	12.5	ND
I feel welcomed by non-military/veteran student peers.	37.5	25.0	25.0	12.5	ND
I am aware of other student veterans on campus.	25.0	37.5	37.5	ND	ND
I am aware of student support groups on campus.	12.5	50.0	37.5	ND	ND
I am aware of the various social and academic student groups on campus.	25.0	37.5	37.5	ND	ND
I know where to go to get involved in student activities.	25.0	37.5	37.5	ND	ND
I know where to go to get tutoring help.	25.0	25.0	50.0	ND	ND
I am aware of Western services and programs available to Military/Veteran students.	25.0	25.0	25.0	25.0	ND
I know where to go on campus if I have questions regarding Military/Veteran Student Services.	50.0	25.0	25.0	ND	ND
I feel a sense of belonging within the Western campus community.	25.0	25.0	37.5	12.5	ND
I believe Western is a military/veteran friendly campus.	37.5	25.0	37.5	ND	ND

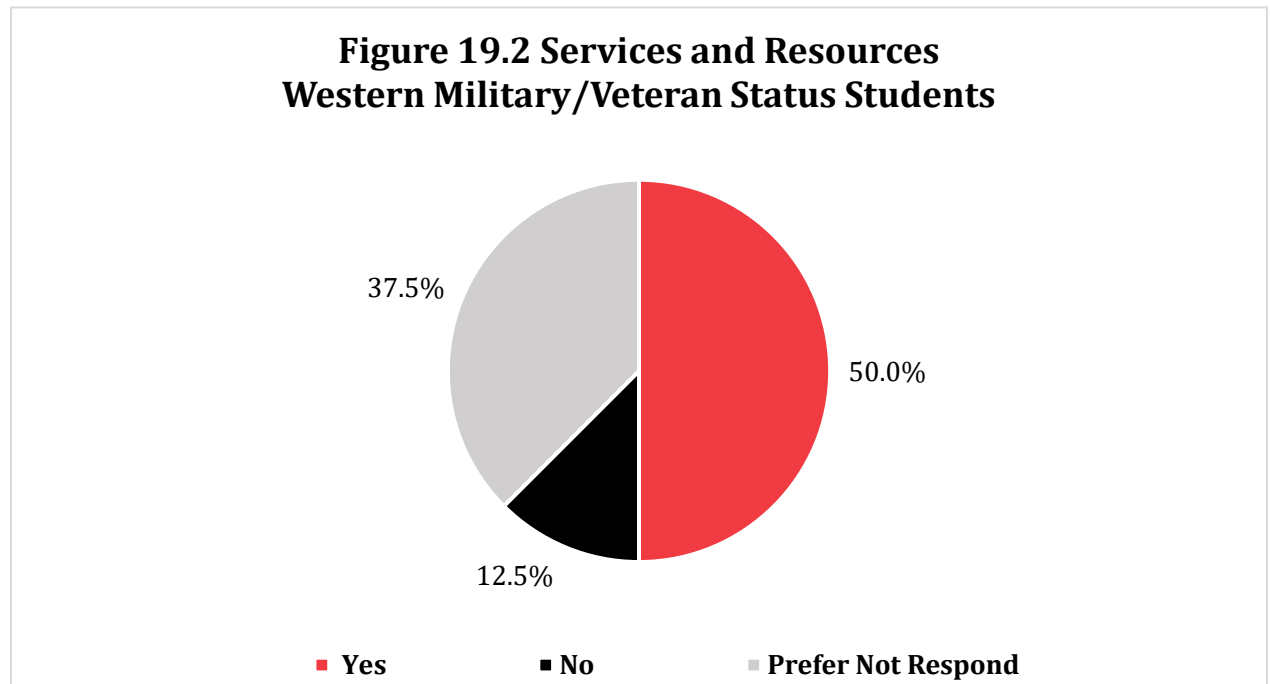
**Figure 19.1 Feelings of Belonging and Value
Western Military/Veteran Status Students**



Q.19.2 – Does Western Provide Services and Resources to Meet the Distinctive Needs of Military/Veteran Status Students? Respondents were asked if Western provided services and resources distinctive to their unique needs as military/veteran status students. Respondents were provided three item responses choices—*yes*, *no* and *prefer not to respond*—to choose from. Fifty percent of the sub-sample respondents selected yes as their item response choice, 13% believe that Western does not provide services and resources unique to their needs. Lastly, 38% of students in the military/veteran status sub-sample chose not to respond to question.

Table 19.2. Services and Resources – Western Military/Veteran Status Students

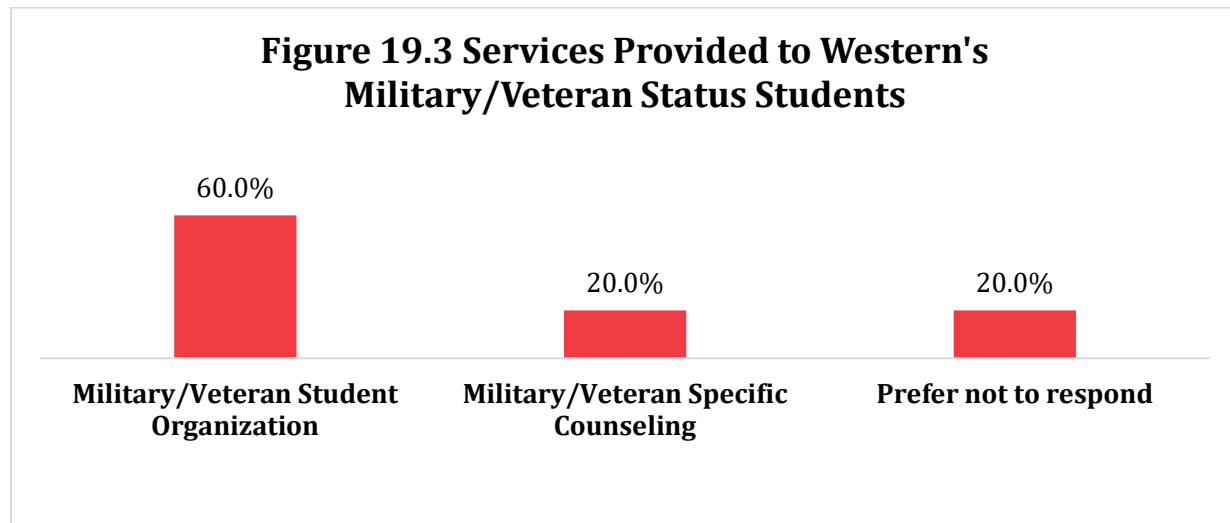
Does Western provide services and resources to meet the distinctive needs of military/veteran status students?	Yes %	No %	Prefer Not Respond %
Military/Veteran Status Students	50.0	12.5	37.5



Q.19.3 – If Yes, What Services are Provided by Western? Military/Veteran status students who selected *yes* in response to question 19.2 were instructed to identify the types of services and resources that Western provides to meet their distinct needs. Students were instructed to select all that applied from the following response items: a) *military/veteran student organizations*, b) *disability/accommodation services*, c) *military/veteran specific counseling*, d) *other*, and e) *prefer not to respond*. Sixty percent of respondents indicated that Western provides a military/veteran student organization. Twenty percent believe the counseling services offered by the university are military/veteran specific. However, respondents did not indicate that disability accommodation services specific to their needs as military/veteran status students existed at Western.

Table 19.3. Services Provided – Western Military/Veteran Status Students

If yes, what services are provided by Western?	%
Military/Veteran Student Organization	60.0
Disability Accommodation Services	ND
Military/Veteran Specific Counseling	20.0
Other	ND
Prefer not to respond	20.0

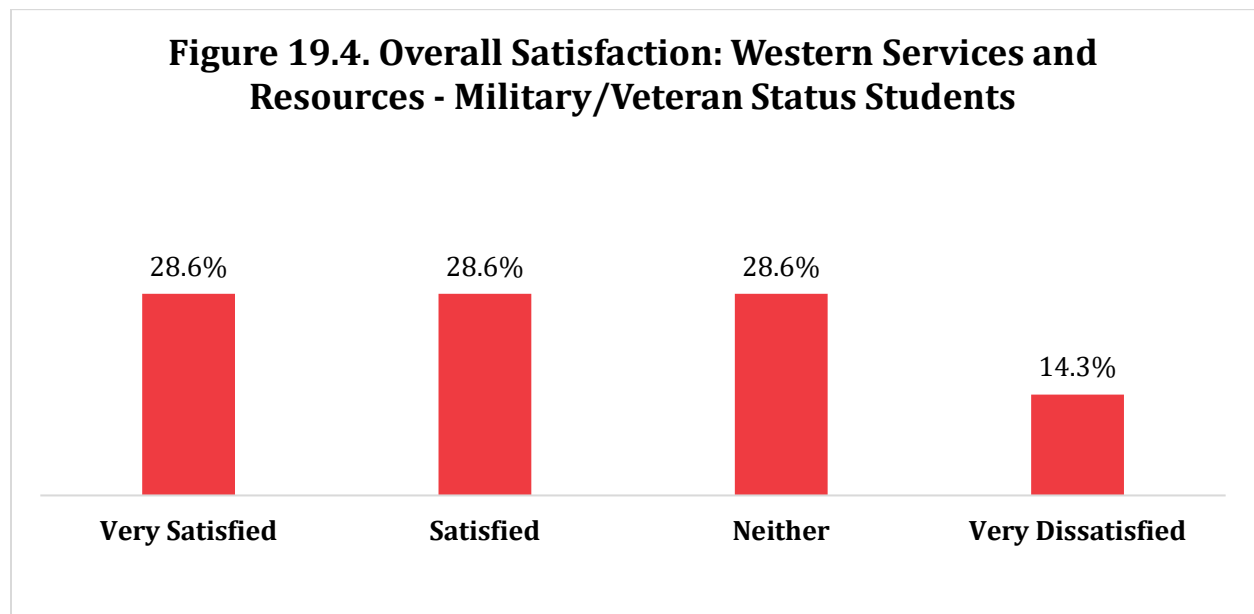


Q.19.4 – Overall Satisfaction with Western’s Military/Veteran Students’

Services and Resources Military/Veteran status students were instructed to rate their satisfaction with services and resources provided by Western to meet their distinctive needs. Students were provided 5 response items ranging from *very satisfied* to *very dissatisfied*. Fourteen percent of the sub-sample indicated that they are very dissatisfied with the services and resources available while the remaining 86% of the sub-sample were evenly split across a) very satisfied, b) satisfied, and c) neither satisfied/dissatisfied response items.

Table 19.4. Overall Satisfaction with Western’s Military/Veteran Students’ Services and Resources

Overall, how satisfied are you with the services and resources provided by Western to meet the distinctive needs of military/veteran status students?	Very Satisfied %	Satisfied %	Neither %	Dissatisfied %	Very Dissatisfied %
Military/Veteran Students	28.6	28.6	28.6	ND	14.3



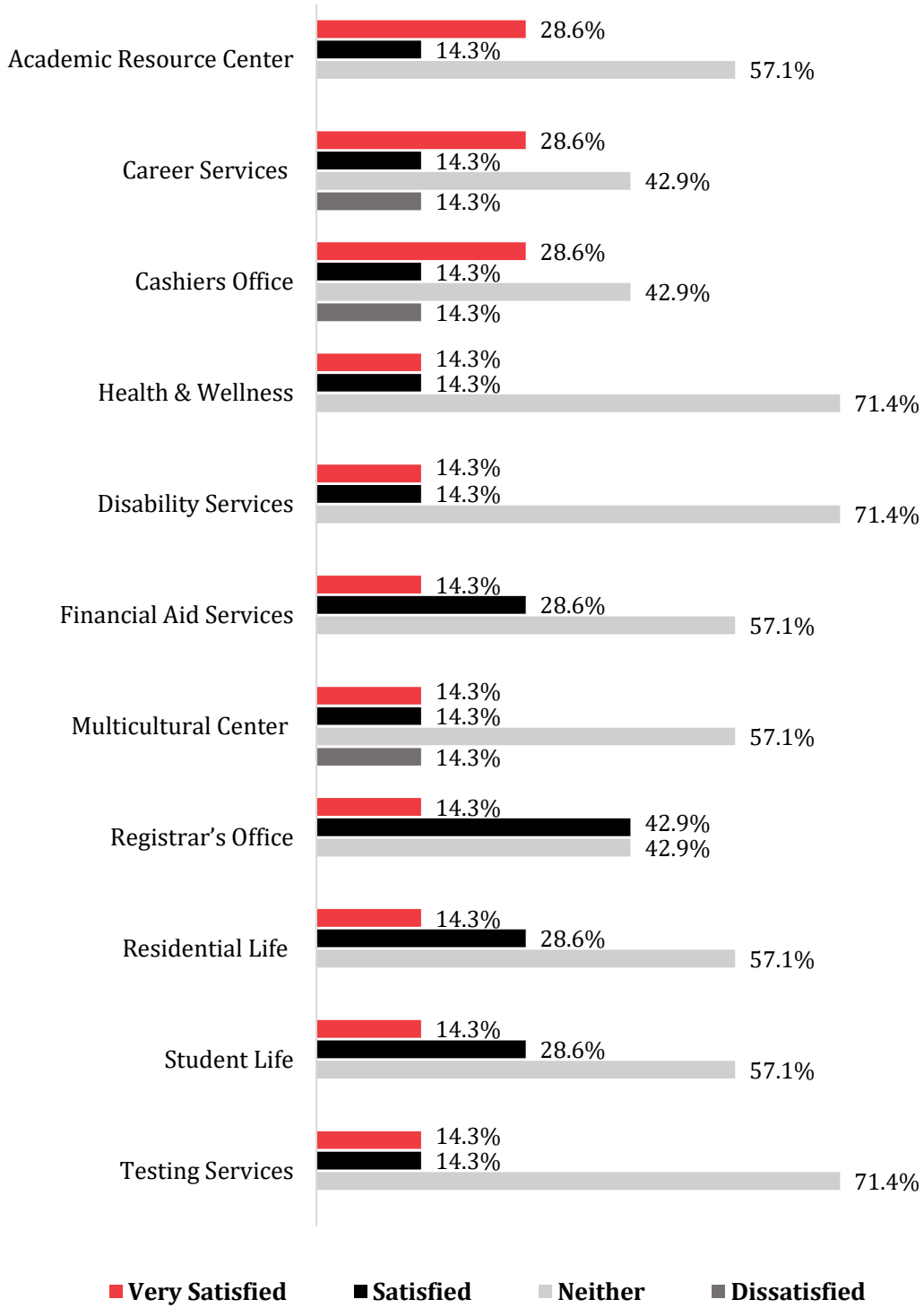
Q.19.5 – Satisfaction with Western’s Student Services and Resources.

Military/Veteran status students were presented a list of 11 key university offices: a) Academic Resource Center, b) Career Services, c) Cashiers Office, d) Health & Wellness, e) Disability Services, f) Financial Aid Services, g) Multicultural Center, h) Registrar’s Office, i) Residential Life, j) Student Life, and k) Testing Services. Respondents were instructed to indicate their level of satisfaction with the services and resources of each office by selecting from five response items ranging from *very satisfied* to *very dissatisfied*. Military/Veteran status students are most satisfied with Western’s Academic Resource Center, Career Services Office, and Cashiers Office. While 43% of respondents are *satisfied* with the services and resources they receive from the Registrar’s Office. (See table and figure 19.5.)

Table 19.5. Satisfaction with Student Services and Resources – Western Military/Veteran Status Students

Please indicate the level of satisfaction with Western Student Services/Resources:	Satisfied Very %	Satisfied %	Neither %	Dissatisfied %	Dissatisfied Very %
Academic Resource Center	28.6%	14.3%	57.1%	ND	ND
Career Services	28.6%	14.3%	42.9%	14.3%	ND
Cashiers Office	28.6%	14.3%	42.9%	14.3%	ND
Health & Wellness	14.3%	14.3%	71.4%	ND	ND
Disability Services	14.3%	14.3%	71.4%	ND	ND
Financial Aid Services	14.3%	28.6%	57.1%	ND	ND
Multicultural Center	14.3%	14.3%	57.1%	14.3%	ND
Registrar’s Office	14.3%	42.9%	42.9%	ND	ND
Residential Life	14.3%	28.6%	57.1%	ND	ND
Student Life	14.3%	28.6%	57.1%	ND	ND
Testing Services	14.3%	14.3%	71.4%	ND	ND

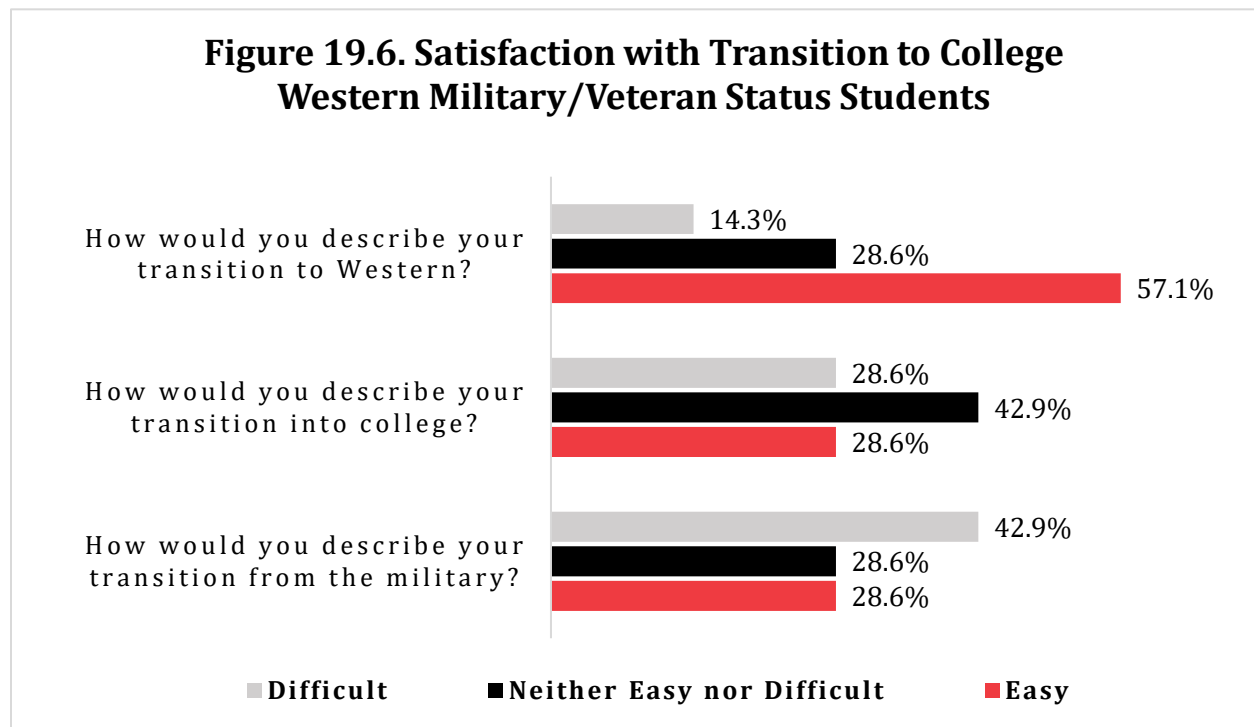
Figure 19.5. Satisfaction with Student Services and Resources - Westernn Military/Veteran Status Students



Q.19.6 – Satisfaction with Transition to College. Military/Veteran Status Students responded to a 3-part question in this set to rate their transition from the military to college. Each question included 4 response items: *easy*, *neither easy nor difficult*, *difficult*, and *prefer not to respond*. Respondents were instructed to indicate their satisfaction with their experiences transitioning to college. (See table and figure 19.6.)

Table 19.6. Satisfaction with Transition to College – Western Military/Veteran Status Students

	Easy %	Neither Easy nor Difficult %	Difficult %	Prefer Not Respond %
How would you describe your transition from the military?	28.6	28.6	42.9	ND
How would you describe your transition into college?	28.6	42.9	28.6	ND
How would you describe your transition to Western?	57.1	28.6	14.29	ND



Military/Veteran Status Students were asked to elaborate further on their experiences, positive and/or negative, transitioning to the Western Community. Subsample respondents received two questions: a) *please describe any positive experiences you had during your transition to Western;* and b) *please describe any challenges you experienced during your transition to Western.* See responses below.

Question 19.7 – Positive Experiences During Transition to Western – Military/Veteran Status Students. Sub-sample respondents describe positive experiences during their transition to Western:

- *Carrie Reinecke goes beyond expectations of her position to support vets.*
- *Carrie Reinecke is great! Several of my professors have prior military experience and it is nice to talk to them about transitioning into the civilian world.*

Question 19.8 – Negative Experiences During Transition to Western – Military/Veteran Status Students. Sub-sample respondents describe negative challenges they experienced during their transition to Western:

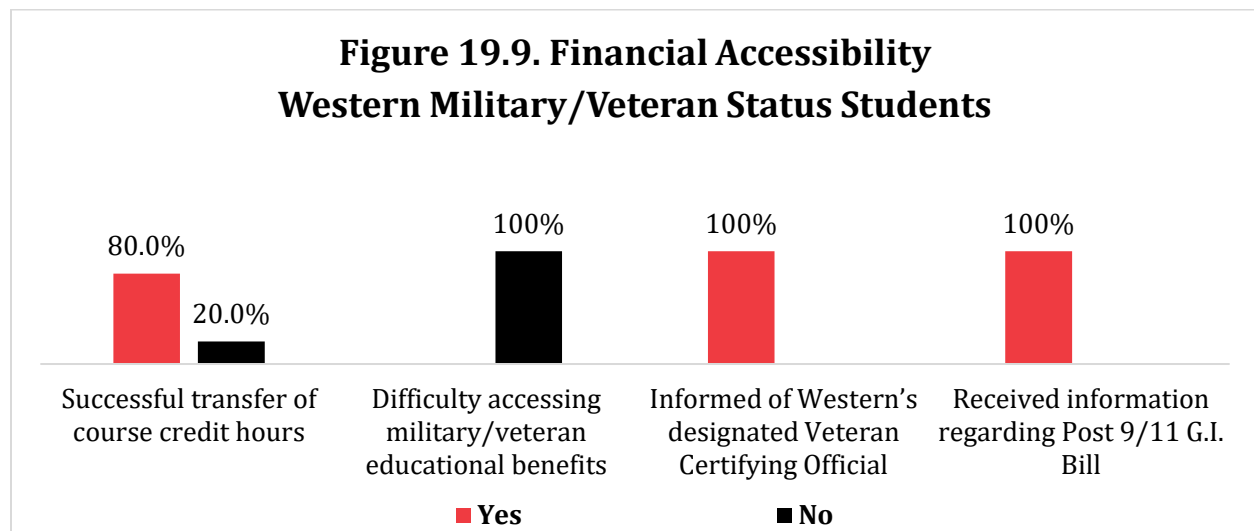
- *No structure within the campus to support vets, appear to not be a priority for campus leadership.*
- *If you want to support vets, start by creating a position and FUNDING it or provide tangible resources, everything else is lip-service.*

Q.19.9 – Experiences of Financial Accessibility While at Western.

Military/Veteran Status students were asked to consider their financial accessibility and whether or not they were informed of various resources, options, and opportunities relevant to them. Respondents were presented 5 statements in the question set: a) successfully transfer in course credit hours; b) difficulty accessing military/veteran educational benefits; and c) informed of Western’s designated Veteran Certifying Official; d) easily locate and/or connect with Western’s Veteran Certifying Official; and e) received information regarding Post 9/11 G.I. Bill. in relation to course credit, financial aid, and opportunities tied to F-1 visa status (see table and figure 19.9).

Table 19.9. Financial Accessibility – Western Military/Veteran Status Students

<i>Financial Accessibility</i> Please indicate if you experienced any of the following through your collegiate experience at Western:	Yes %	No %	Does Not Exist %
Successful transfer of course credit hours	80.0	20.0	ND
Difficulty accessing military/veteran educational benefits	ND	100	ND
Informed of Western’s designated Veteran Certifying Official	100	ND	ND
Easily locate and/or connect with Western’s Veteran Certifying Official	ND	ND	ND
Received information regarding Post 9/11 G.I. Bill	100	ND	ND

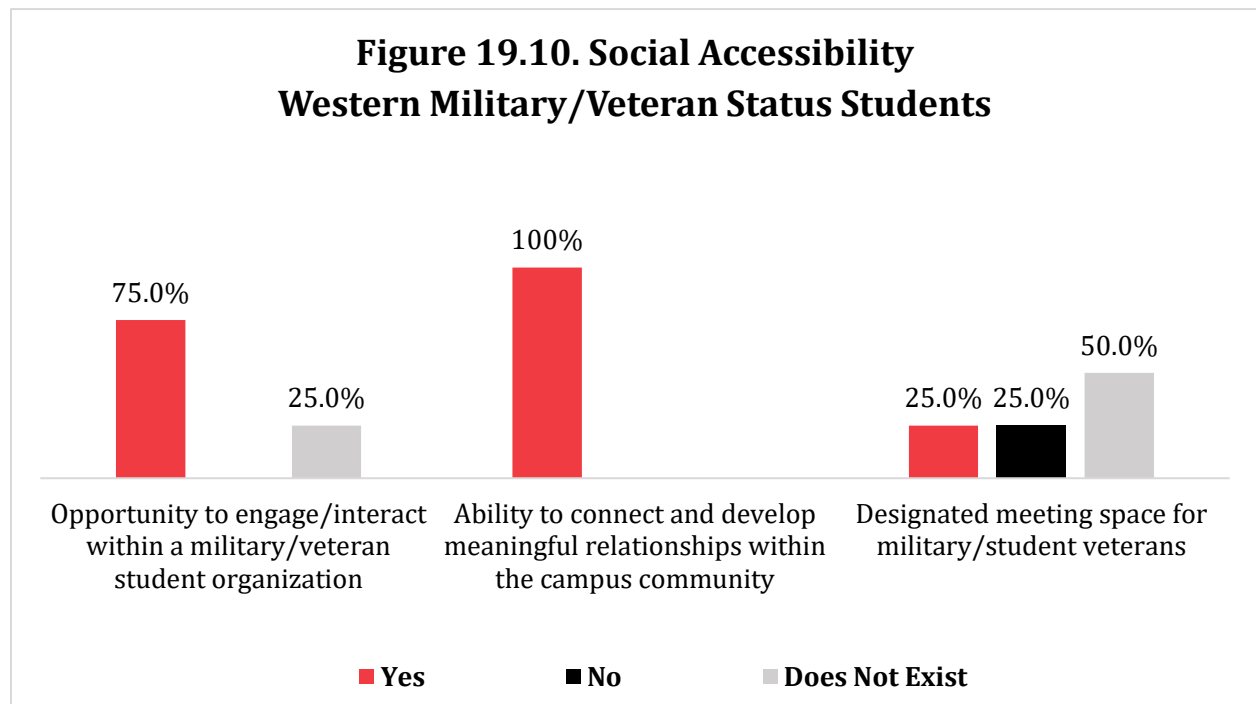


Q.19.10 – Experiences of Social Accessibility While at Western.

Military/Veteran Status Students were asked to consider their social accessibility within the campus culture and climate at Western. Students were asked to specify whether or not they have had opportunities to engage with other Military/Veteran status students through student groups and other social networks available at Western.

Table 19.10. Social Accessibility – Western Military/Veteran Status Students

<u>Social Accessibility</u> Please indicate if you experienced any of the following through your collegiate experience at Western:	Yes %	No %	Does Not Exist %
Opportunity to engage/interact within a military/veteran student organization	75.0	ND	25.0
Ability to connect and develop meaningful relationships within the campus community	100	ND	ND
Designated meeting space for military/student veterans	25.0	25.0	50.0



Student Perceptions of Western’s Overall Campus Climate

The following section examines Western students’ experiences and perceptions of the overall campus climate and whether the overall culture and climate has influenced their outlook toward the university.

Q.20.1 – Students Perceptions of Western’s Institutional Practices. Students were presented 15 items that illustrate culturally responsive organizational practices (i.e., advising, curricula, classroom and social spaces, policies, services, resources, etc.) within a postsecondary institution. The items in the question set ranged from *recognition and rewarding culturally responsive student leadership and development, participation in diversity initiatives, welcoming difficult conversation, mentorship opportunities, to counseling and trauma support resources.*

Western students were asked to consider each item, then indicate which category—“*is current Western practice*” or “*is not Western practice*”—each item most aligned. Then indicate whether the practice had the following level of impact campus culture and climate: *positive impact, no impact, negative impact.* Additionally, if the item *is not* a current practice, student respondents were asked to select from the 3 aforementioned response choices to indicate the potential impact the practice could have for the campus. (See Table 20.1.)

Is Current Western Practice-Positive Impact. Western students submitted response choices to 53% ($n = 8$) of the items in the question set. First, culturally responsive and effective a) *academic advising* 79%, b) *coaching mentorship* 74%, c) *faculty mentorship* 74%, d) *staff mentorship* 73%. Next, *students indicated activities that encourage cross-dialogue between faculty, staff, and students* 73%, *adequate social space and processes for reserving and using the space* 71%, *ongoing opportunities for cross-cultural dialogue in classroom settings* 65%, and *recognizes/rewards culturally responsive student leadership and academic pursuits* 50% as positively impactful to the culture and climate of the campus.

Is Current Western Practice-No Impact. Students submitted no impact responses for each questions set item. Fifty-three percent ($n = 8$) had higher response rates of 50% or above than all other items. Seven items received *no impact* by 100% of responses by students who identified it as a current Western practice: a) *recognizes and rewards participation in DEII student development opportunities*, b) *culturally responsive trainings*

for Western's student workers, c) conflict resolution/difficult conversations and mindfulness trainings for student leadership, and designated personnel to address student complaints in the following areas d) discrimination committed by faculty or staff, e) harassment committed by faculty or staff, f) discrimination committed by another student, and g) harassment committed by another student. Lastly, students indicated university practices centered on recognizing and rewarding culturally responsive student leadership and academic pursuits has no impact on campus culture and climate.

Is Current Western Practice-Negative Impact. Western students submitted *negative impact* response choices for 47% ($n = 7$) items in the question set. Nine percent of respondents identified *ongoing opportunity for cross-cultural dialogue in classroom settings* as a current university practice that has a negative impact on campus culture and climate. Other items respondents identified as a current practice that they perceive as having a negative impact on the campus are a) *activities and events that encourage cross-cultural dialogue between faculty* 6% and b) *adequate social space and processes for reserving/using the space* 5%, c) *culturally responsive and effective academic advising* 4%, d) *culturally responsive and effective faculty mentorship* 4%, and e) *culturally responsive and effective staff mentorship* 4%.

Is Not a Current Western Practice-Positive Impact. Student respondents did not submit responses for any items in this category.

Is Not a Current Western Practice-No Impact. Students who identified items as not being current university practices submitted 93% of their responses as *no impact*. Fourteen items received 100% of responses and one item, *designated personnel to address student complaints of discrimination committed by faculty or staff*, received 50% of student responses that it would have a negative impact on Western's culture and climate.

Is Not a Current Western Practice-Negative Impact. Only one item in category received response submissions from student respondents. Fifty percent of respondents who identified *designated personnel to address student complaints of discrimination committed by faculty or staff* as not being a current Western practice indicate that it would have a negative impact on campus culture and climate.

Table 20.1 Perceptions of Western’s Institutional Practices – Western Students

<i>Please rate impact of the following items based on either:</i>	IS current Western Practice			IS NOT a Western Practice		
	Positive Impact %	No Impact	Negative Impact	Positive Impact	No Impact	Negative Impact
<i>a) Your knowledge of it being a current university practice (i.e., policy, initiative, service, resource, etc.), or</i>						
<i>b) If you are unaware of it being a practice your perception of the potential impact it could have for the campus if it were a university practice.</i>						
Recognizes and rewards culturally responsive student leadership and academic pursuits.	50.0	50.0	ND	ND	100	ND
Recognizes and rewards participation in DEII student development opportunities.	ND	100	ND	ND	100	ND
Culturally responsive training for Western’s student workers (i.e., work-study, GA, GRA, GTA, fellows).	ND	100	ND	ND	100	ND
Conflict resolution/difficult conversations and mindfulness trainings for student leadership and/or organizations.	ND	100	ND	ND	100	ND
Ongoing opportunity for cross-cultural dialogue in classroom settings.	65.1	26.3	8.6	ND	100	ND
Activities and events encourage cross-cultural dialogue between faculty, staff, and students.	72.6	22.0	5.5	ND	100	ND
Culturally responsive and effective academic advising.	78.8	16.9	4.3	ND	100	ND
Culturally responsive and effective coaching mentorship of students.	74.1	22.0	3.9	ND	100	ND
Culturally responsive and effective faculty mentorship of students.	74.1	22.0	3.9	ND	100	ND
Culturally responsive and effective staff mentorship of students.	73.3	23.1	3.5	ND	100	ND
Designated personnel to address student complaints of discrimination committed by faculty or staff.	ND	100	ND	ND	50.0	50.0
Designated personnel to address student complaints of harassment committed by faculty or staff.	ND	100	ND	ND	100	ND
Designated personnel to address student complaints of discrimination committed by another student.	ND	100	ND	ND	100	ND
Designated personnel to address student complaints of harassment committed by another student.	ND	100	ND	ND	100	ND
Adequate social space and processes for reserving/using the space.	71.4	23.9	4.7	ND	100	ND

Q.20.1a – Please Elaborate Further on Your Responses to Student Perceptions of Western’s Institutional Practices. Student respondents were provided an opportunity to elaborate further on their selected response choices to the question set. Based on the emerging patterns across responses, staff statements were sorted into three categories a) no experience with discrimination at Western, b) safety, and c) desires a culturally inclusive campus. See responses below:

No experience with Discrimination at Western

- *Again, I have never experienced faculty or staff discrimination and I have never heard of this happening at Western either.*
- *I have not had much interaction with the need to report harassment or discrimination. However, dealing with the institutions I have such as work-study jobs and advising have had a huge impact on me and definitely helped me through the process my freshman year.*
- *We only JUST hired a new Title IX director.*
- *I don’t deal with discrimination on campus so I can’t respond to accessibility.*
- *Western accepts everyone and I love that about it here.*
- *I love it here.*

Safety

- *I’ve never had an experience that has been negative cultural or otherwise at Western. However, I have heard of other people’s experiences and can confidently say that Western is quite supportive on this subject. This doesn’t directly pertain to the above questions, but the one thing Western MUST IMPROVE on is the safety and well-being of students and the security here on campus. The campus police are under equipped and ill-prepared to deal with tragedy and other serious matters regarding security, where they are very dependent on the Gunnison Police Department. That cannot happen. I’ve have heard of instances where RA’s call security for breaches and dangerous issues, and the guard on duty is out of town when they are supposed to be at work. That is one of the big things that needs improvement.*
- *I know we just got a new Title IX person and I have no idea how they have improved things. Prior to them though, as I have said, sexual harassment is a huge issue. The support was not there.*

- *That a dean could kiss a graduate student who didn't invite it-- and not lose his job is questionable. Every email I continued to see by that specific person elicited a wave of annoyance. And so, it goes on. Par for the course.*

Desires a Culturally Inclusive Campus

- *Although there are groups that try to break stigmas and speak out- western does not do this very well.*
- *My professors create great spaces for students to escape to. The people on top, like the president, etc., tear it down and make it harder for my professors to accomplish greater goals. The reason any one does well here is not because of the president or how he structures Western. That accomplishment belongs to great professors and great students who are willing to push against the lack of resources. It isn't enough. We need real, genuine support from the president and the people who control this school, and we just don't have support like that.*
- *The campus in general seems to be culturally responsive.*
- *The university needs to strive to incorporate more diverse manners of education while also confronting uncomfortable topics more openly.*
- *We don't really have opportunities for different cultures except for the Multi-Cultural Center.*

Q.20.2 – Please Indicate T/F for the Following Statements. Western students were presented 9 statements (see table 20.2) and two responses choices *true* and *false* to indicate their agreement with each. No student responses were submitted for the question set. However, students choose to submit qualitative responses to the open-ended follow up item associated with the question set.

Table 20.2. Agreement with T/F Statements – Western Students

<i>Please indicate level of agreement with statements:</i>	True %	False%
I have been able to find a faculty mentor at Western.	ND	ND
I have been able to find a staff mentor at Western.	ND	ND
Faculty are interested in the academic success of historically underrepresented students in classes and academic programs.	ND	ND
Faculty actions addressed needs of historically underrepresented students through classroom engagement, advising meetings, and academic initiatives.	ND	ND
Staff actions reflect cultural awareness knowledge and skills to support historically underrepresented students' ability to successfully navigate campus resources.	ND	ND
Western senior leadership display transparency in all actions taken to improve the campus experience for historically underrepresented students.	ND	ND
Open and authentic discussion of difficult/sensitive diversity topics is encouraged by my academic program.	ND	ND
Open and authentic discussion of difficult/sensitive diversity topics is encouraged Western's campus.	ND	ND
Open and authentic discussion of difficult/sensitive diversity topics is encouraged throughout the Greater Gunnison community.	ND	ND

Student respondents were provided an opportunity to elaborate on their responses and perceptions of Western's overall classroom climate:

Religion

- *Some professors don't hesitate on sharing their thoughts especially on religion and Christianity and politics (republican or democrat) and sometimes that is belittling.*
- *Being a white straight Christian male puts me up as an enemy on people's radar.*
- *If you are not white, affluent, straight, and Christian, you may experience some difficulty at Western.*
- *I was often called out as naïve by professors for being a religious science major.*

Western Leadership

(President)

- *Ol' Grey Salsbury has said some questionable things about women. The infamous shopping mall quote.*
- *I do not agree with our President, Greg Salsbury's view on women. He said in a speech, once that I heard, that if he wanted more girls on campus he would have built a mall. He is not in tune with this demographic at this school. I do not feel he represents Western's culture on any level.*
- *As an Anthropology major and a female, I feel very misunderstood and under appreciated by our school's president. Salsbury has made sexist comments and has shown no interest in the major I find to be one of the most important fields. The professors in the Anthropology department are all incredible, who put in so much time and effort into our education, but they are all overlooked by the leaders of the school.*
- *[Western] President is racist, and this college is filled with rich white kids that have no experience with people of color ever. This should tell you enough as to what my experience has been since arrive here.*
- *President of Campus has said choice words to friends in reference to a suicide that had happened on campus and in my opinion I find that absolutely appalling especially to how he had treated their friends and family.*
- *Also, there needs to be improvement in the leaders of campus, especially the president.*

(Leadership)

- *I think we are all mostly numbers on spreadsheet to executive leadership.*
- *More transparency and support need to be given by executive leadership towards students and initiatives being out forth. There is an enormous taboo around various subjects and little to no notice by most executive leadership towards students who are underrepresented and quieted. This also stands true for other faculty and staff.*
- *For the most being a woman doesn't really impact my experiences; however, every now and again it does, and I don't feel represented by the administration, people on the third floor of Taylor for example. Female students have gotten hurt after concern was already raised about a male student before, as an example. On campus, faculty and staff often experience similar things as the female students.*

Western Classroom/Department Climate

(Negative)

- *Some of these questions are hard to answer because the English program is golden compared to the rest of campus. The professors are wonderful, understanding, open minded, and overall, wonderful people to work with. I can't say the same about any other part of campus. They not half as welcoming or understanding as the English program professors are and, in my experience as well as others, more likely to discriminate against groups of people.
Being a woman in a general education course is horrible. You're talked over, people don't respect what you say, and the professors are more likely to see you as a number, even though Western brags about their small class sizes.*
- *The staff in my department are absolutely amazing and fantastic, however whenever I was in undergrad and had to take general education classes, that is when I noticed the major disconnect with all things. The vice president and dean of students do a fantastic job connecting and getting to know students but to the president you just sort of feel like a number, instead of a person.*
- *When I secured my disability education plan, I don't feel like faculty really understood what that meant for me, or how a brain injury incurred mid semester my first year would affect my graduate studies. I would have valued much more active support and interest from all of my professors. I would have valued them checking in on me every step of the way; me touching base with them put me in a position of continuously having to explain that I misunderstood or didn't process a detail, a number, a time, a date, an expectation, versus feeling like my professor truly cared. When I teach, I care very much about my students and check in with each one to ensure they are with us. If I saw a student with a disability continuously dropping the ball, I would be concerned and step up my game for that one student because teaching them is my whole point.*

- *The marketing department advertises meaningful connections, but the professors could care less. You're just another student in their class.*
- *Western faculty do not specifically support underrepresented students, but they will offer as much support as possible to student who ask for help and communicate.*
- *I will always be the oldest student in the room. It makes me feel very alone and disconnected from my fellow students.*

Western Campus Climate

(Positive)

- *I don't feel out of place.*
- *As an out-of-state female student, I have felt that there is a place for me to share my ideas, but also have something to work towards.*
- *Campus is always so peaceful.*
- *Everyone from my freshman year in 2016 have been nothing but nice to me. I feel that I have made more friends at this school than I could have at any other school. I feel that this is because the school has done such a great job of making sure that everyone meets someone new their freshman year. This could be because of headwaters and other fun things that Western has to offer.*
- *I felt welcomed at Western from all sides, even if I wasn't part of a club or event I always felt invited and welcomed to join or help them.*
- *I have had great experiences at Western. Being raised in a middle-class white home where both my parents also went to college, I feel like I definitely have more advantages than other students. However, it's been great getting to know others and their struggles based off what they've had to deal with. It's nice to know other who haven't always had the easiest life see Western and Gunnison as a whole, as a place of refuge where they don't have to worry about discrimination they might normally deal with in their hometowns and such.*
- *I have had only positive experiences.*
- *I have the support that I need in all aspects of school.*
- *I haven't had any negative experiences. Through all my time at western, I haven't been treated differently based on the way I look, yet I am Caucasian so historically, I wouldn't experience anything negative. I am a woman however and I am pleased to say that I haven't faced any issues with that on campus in having my voice heard.*
- *I'm a straight white male and don't personally experience any biases against me.*

- *I think that Western is very inclusive of all people of all backgrounds. If there is some sort of discrimination going on, I am not aware of it.*
- *The multicultural center does GREAT work though and everyone does feel like a family regardless of color. I'm nothing like the people I've met through the MCC, but they feel like family because of the racial familiarities.*
- *The Multicultural Center in Western's University Center is a major safe environment for students of color on campus. It allows students of color to become more and/or fully immersed in their respective cultures otherwise not experienced on a predominately white student body on campus. The MCC does an amazing job of catering to the experiences of students of color, while simultaneously welcoming any and all Western students to join clubs and learn about cultures apart from their own.*
- *The staff and faculty here are some of the most amazing people I have met. They truly have supported me and been completely understanding in all circumstances. The environment at Western is incredible. P.S. Sara Phillips is one of the most amazing and supportive mentors and has significantly bettered my life!*

(Negative)

- *I look white although I am a minority. I feel like a minority at Western.*
- *It feels like I'm stuck in a place that isn't made for me. Being a black male from the city, I'm used to having more diversity and being welcomed and not always questioned about my action, or speech.*
- *May of my professors don't talk about the misrepresentation of students that aren't here with us on campus.*
- *There is simply a lack of open-mindedness overall from all sides at this school.*
- *There's internalized homophobia everywhere, it's just a fact of life. I grew up in Boulder, and I have simply never been screamed at over being gay more than when I moved here to Gunnison. Obviously, it's a mountain town, but does that excuse people from being ridiculous towards a 19-year-old?*
- *Western feels a lot like a high school at times in the sense that a lot of people keep to themselves in a negative way. It's smart to keep to yourself, but if you don't find a group of people right away, it's hard to find one later on. Even if you do find a group, it feels rare that you actually connect with any of them. Also, for the first time in my life I've been the only brown person in a room, and I've never had to think about it - thankfully. But it definitely is a thought that comes up every now and then.*
- *Western puts on cultural events and hosts panel discussions for difficult topics which is great, but I'm not convinced, that on an individual level, students are getting as much support as they could.*

- *Why do I feel like the only brown person here?*
- *I don't believe that Western's environment is in any way un-open to a diverse campus but nonetheless, it's only partly diverse. Actions need to be taken to appeal to ethnic minorities, to raise their numbers on campus.*
- *During my experience at Western, it seems that I am the least to be picked in everything expect sports and a lot of racial words cross paths as well.*
- *Campus climate is so clique-y. I did not expect that from a small school. I thought the atmosphere would be more welcoming and inclusive, but I feel alone a lot of the time.*

Athletics

(Positive)

- *Being an athlete, it is a great place to be because all the athletes look out for each other.*

(Negative)

- *I was a Western student athlete, and I am fully aware that there are a few athletic teams that claim to "put academics first" but penalize and harass athletes who are unable to attend certain practice times due to upper division credit conflicts. I also know that the way certain coaches speak to their athletes is very demeaning and hindering to their academic and athletic success. We chose a DII school to prioritize education, therefore we should not be penalized and threatened to have our scholarships cut based on conflicts with classes that are only taught in one section and are required for our majors.*

Q.20.3 – Please Rate the Overall Campus Climate at Western. Tables 20.3a–20.3b reflect Western students’ perspective of the overall campus climate. Three hundred and two students responded to the question set and provided a cumulative 4,561 responses (undergraduate responses, $n = 3,926$; graduate responses, $n = 635$). Eighty four percent ($n = 253$) were undergraduate students and 16% ($n = 49$) were graduate/professional students. Within this sample of respondents 25% ($n = 75$) were Students of Color. Ninety-four percent identified as U.S. citizens, while the remaining 6% identified across DACA, permanent resident, naturalized citizen, and visa statuses. Within the student sample 23% ($n = 69$) self-selected to provide their gender identity. Of that group, 99% identified as LGBTQ or other. Sixty-one percent ($n = 184$) were female (cisgender); 36% ($n = 109$) were male (cisgender), and 3% identified as other.

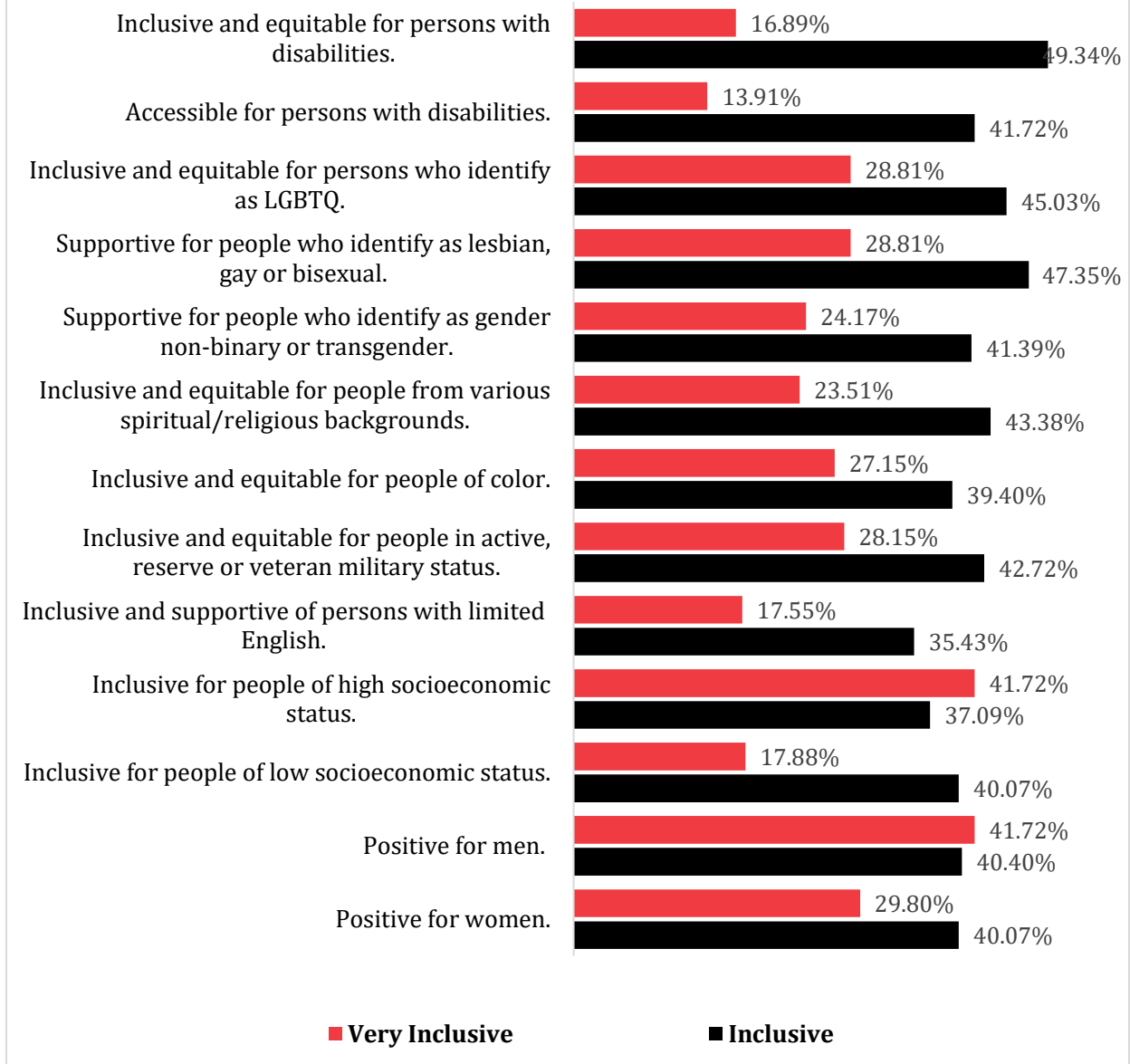
Overall Campus Climate, Positive – Western Students. Table 20.3a provides a breakdown of response items selected by students based on their perception of the campus as either inclusive or very inclusive. Twenty-six percent of undergraduate student respondents rated Western as a *very inclusive* campus. Forty-two percent perceive the campus to be inclusive. Undergraduate students who self-identified as White selected *very inclusive* 82% ($n = 842$ responses out of 1,027) and *inclusive* 63% ($n = 1026$ responses out of 1,641) at a higher rate across the 13-item question set than any other student racial/ethnic group that selected the same response options. Only 18% of Undergraduate Students of Color responses rated Western as an inclusive campus. When analyzed across gender identity, Western’s undergraduate female students were more likely to select very inclusive or inclusive (57%) as a response choice than undergraduate male students (35%).

Graduate students were a smaller respondent group ($n = 49$) in comparison to the undergraduate student sample ($n = 253$) to this question set. Twenty-two percent of graduate student respondents rated Western as a *very inclusive* campus and 39% rated the campus as *inclusive*. Much like undergraduate students in this study, graduate students who self-identified as White had high response rates of Western being either *very inclusive*, 18% or *inclusive*, 31%. Graduate Students of Color response rating of Western: *very inclusive* 4% and *inclusive* 8%.

Table 20.3a. Overall Campus Climate, Positive – Western Students

<i>Positive Campus Climate</i>	Very Inclusive %	Inclusive %
Inclusive and equitable for persons with disabilities.	16.89	49.34
Accessible for persons with disabilities.	13.91	41.72
Inclusive and equitable for persons who identify as LGBTQ.	28.81	45.03
Supportive for people who identify as lesbian, gay, or bisexual.	28.81	47.35
Supportive for people who identify as gender non-binary or transgender.	24.17	41.39
Inclusive and equitable for people from various spiritual/religious backgrounds.	23.51	43.38
Inclusive and equitable for people of color.	27.15	39.40
Inclusive and equitable for people in active, reserve, or veteran military status.	28.15	42.72
Inclusive and supportive of persons with limited English.	17.55	35.43
Inclusive for people of high socioeconomic status.	41.72	37.09
Inclusive for people of low socioeconomic status.	17.88	40.07
Positive for men.	41.72	40.40
Positive for women.	29.80	40.07

Figure 20.3a. Overall Campus Climate, Positive Western Students



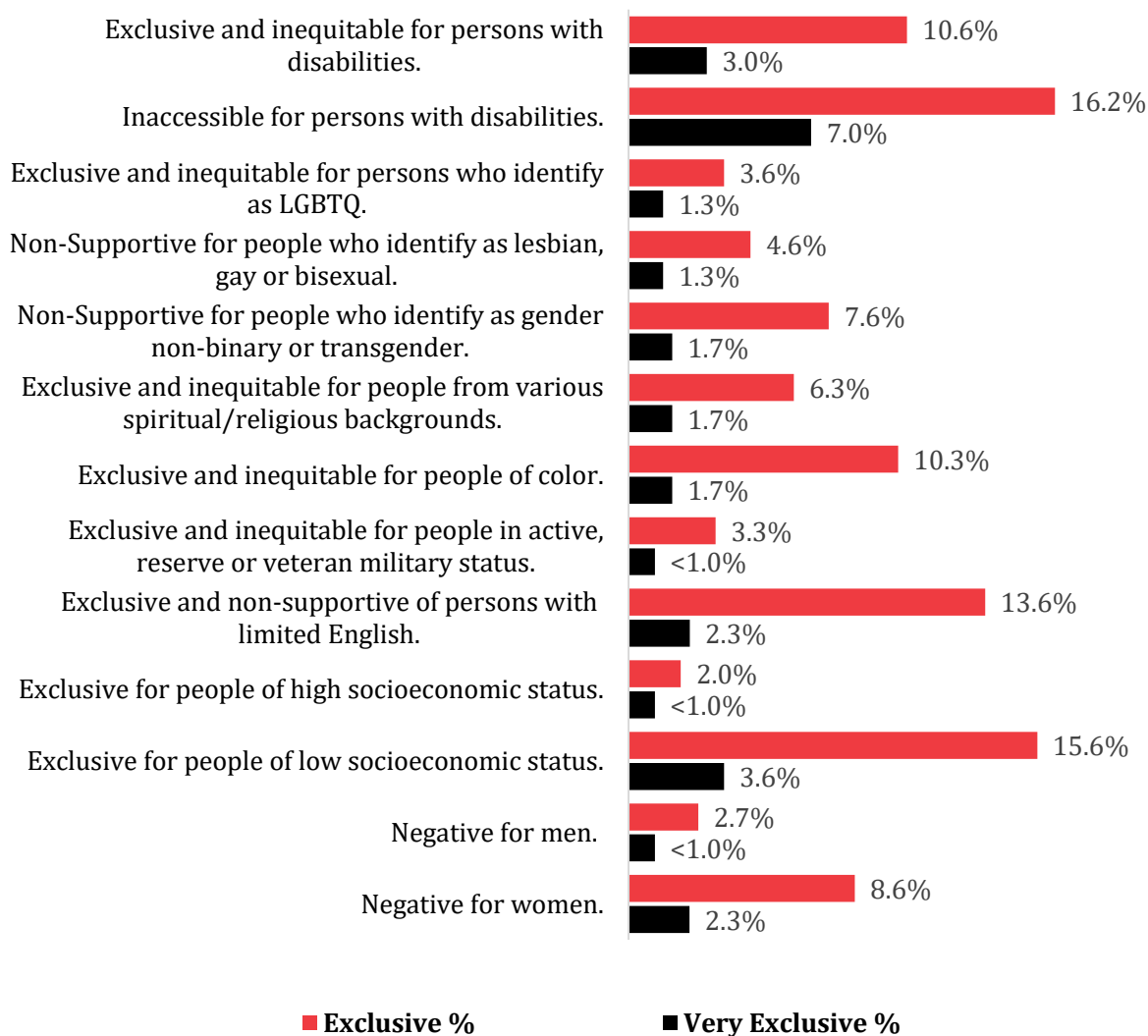
Overall Campus Climate, Negative – Western Students. Table 20.3b reflects the cumulative response of Western student’s *exclusive* or *very exclusive* ratings of the campus climate. Undergraduate and graduate students submitted a total of 399 responses, a) exclusive ($n = 317$) and very exclusive ($n = 82$), across the 13-item question set. *Exclusive*

campus rating: undergraduate students comprise 90% ($n = 284$) of 317 responses and graduate students comprise 10% ($n = 33$) of 317 responses. White undergraduates rated Western as exclusive at higher rate 63% ($n = 179$) of 284 responses. Students of Color had a 35% response rate ($n = 112$) of 317 responses. Female students also represented a high response rate 72% ($n = 228$) of 317 responses. And students who identify as other or within the LGBTQ spectrum comprised 4% of the total responses for the *exclusive* response choice in this 13-item question set.

Table 20.3b. Overall Campus Climate, Negative – Western Students

<i>Negative Campus Climate</i>	Exclusive %	Very Exclusive %
Exclusive and inequitable for persons with disabilities.	10.60	2.98
Inaccessible for persons with disabilities.	16.23	6.95
Exclusive and inequitable for persons who identify as LGBTQ.	3.64	1.32
Non-Supportive for people who identify as lesbian, gay, or bisexual.	4.64	1.32
Non-Supportive for people who identify as gender non-binary or transgender.	7.62	1.66
Exclusive and inequitable for people from various spiritual/religious backgrounds.	6.29	1.66
Exclusive and inequitable for people of color.	10.26	1.66
Exclusive and inequitable for people in active, reserve, or veteran military status.	3.31	<1
Exclusive and non-supportive of persons with limited English.	13.58	2.332
Exclusive for people of high socioeconomic status.	1.99	<1
Exclusive for people of low socioeconomic status.	15.56	3.64
Negative for men.	2.65	<1
Negative for women.	8.61	2.32

Figure 20.3b. Overall Campus Climate, Negative Western Students



Overall Campus Climate, Neither Inclusive nor Exclusive – Western Students.

Twenty-two percent ($n = 859$) of student responses to the question-set, rate the campus as *neither inclusive nor exclusive*. Undergraduate students comprised 76% ($n = 655$) and graduate students comprised 24% ($n = 203$). The following student groups had a higher response rate in this category: a) White students, graduate – neither/nor response rate: 79% ($n = 161$) of 203 responses and undergraduate – neither/nor response rate: 70% ($n = 457$) of 656 responses; b) Female students, graduate – neither/nor response rate: 65% ($n =$

131) of 203 responses and undergraduate – neither/nor response rate: 59% ($n = 384$) of 656 responses. Student groups with lower response rates in this category: a) Students of Color, graduate – neither/nor response rate: 21% ($n = 42$) of 203 responses and undergraduate – neither/nor response rate: 30% ($n = 199$) of 656 responses; b) Male students, graduate – neither/nor response rate: 35% ($n = 72$) of 203 responses and undergraduate response rate: 38% ($n = 252$) of 656 responses. Students who identified on the LGBTQ spectrum and preferred not to answer had 3% of the total student response rate.

Q.20.4 – How Comfortable are You with Western’s Overall Culture and Climate? Western students were provided with response items ranging from *very comfortable* to *very uncomfortable* to rate their level of comfort within the overall culture and climate of the University. Table 20.3. displays the findings for all students with a breakdown across undergraduate and graduate students.

Table 20.4. Comfort with Western’s Overall Culture and Climate – Students

<i>How comfortable are you with Western’s overall culture and climate?</i>	Very Comfortable %	Comfortable %	Neither %	Uncomfortable %	Very Uncomfortable %
All Students	34.2	40.1	16.9	8.1	<1.0
Undergraduate Students	33.8	39.6	16.9	8.9	<1.0
Graduate/Professional Students	36.2	42.6	17.0	4.3	ND

Q.20.5. – Have You Ever Seriously Considered Leaving Western? Next, students indicate whether they have considered leaving the university. Respondents received two response choices, *yes* and *no*. Table 20.4. provides a breakdown of responses by status (i.e., undergraduate, and graduate/professional).

Table 20.5. Considered Leaving Western – Students

<i>Have you ever seriously considered leaving Western?</i>	Yes %	No %
All Students	37.9	62.1
Undergraduate Students	38.7	61.3
Graduate/Professional Students	34.0	66.0

Thirty-eight percent ($n = 103$) of all students in the sample indicated that *yes*, they have seriously considered leaving Western. Students of Color comprise 26% ($n = 70$) of responses to the question and 51% of the *yes* responses of the demographic subsample. Thirty-eight percent ($n = 66$) of female students, 37% of male students, 41% of students with disabilities, and 45% of LGBTQ respondents indicated that they have seriously considered leaving the university.

Q.20.6 – When Did You Seriously Considered Leaving Western?

Forty-five percent ($n = 136$) of the student sample ($n = 302$) responded and identified regarding when they had considered leaving Western. Both undergraduate students 82%, and graduate students 18%, selected from five response items: a) first semester/year, b) second year, c) third year, d) fourth year, d) after fourth year.

Table 20.6. When Did Consideration to Leave Occur – Western Students

<i>When did you seriously considered leaving Western?</i>	<i>All Students %</i>	<i>Undergraduate %</i>	<i>Graduate %</i>
First semester/year	14.5	20.2	18.4
Second year	11.3	16.6	10.2
Third year	5.1	5.9	12.2
Fourth year	1.2	1.2	4.1
After fourth year	<1.0	<1.0	4.1

Q.20.7 – Why Did You Seriously Consider Leaving Western? Student

respondents were presented 16 items to select from regarding their reason for wanting to leave the Western. The choices ranged from issues with curriculum and coursework, homesickness, finances, lack of belonging and support, campus climate and community.

Students primary reason for wanting to leave Western is due to lacking a sense of belonging, 21% ($n = 62$). Students of Color comprise 8% of the response choice, along with white students 13%, female students 16%, male students 7%, and students with disabilities 1%, and 9% of LGBTQ respondents.

Table 20.7. Reason for Wanting to Leave Western - Students

<i>Why did you seriously consider leaving Western?</i>	<i>%</i>
Curriculum not challenging	4.0
Difficulty with coursework	2.0
Major not offered	3.3
Homesick	7.3
Financial hardship	9.9
Limited financial aid	7.0
Lack sense of belonging	20.5
Lack of student support services	3.6
Lack of student organizations	2.3
Lack of social activities	6.6
Pregnancy	ND
Relationship/Marital Status	1.7
Unhealthy social relationships	10.6
Unwelcoming campus climate	9.6
Unwelcoming local community	5.0
Reason not listed above	11.9

Reason not listed above. Twelve percent ($n = 36$) of student responses were *reason not listed above*. When this response choice was selected, respondents were provided an opportunity to specify the reason for wanting to leave Western. Student reasons were categorized as follows: a) challenges in athletics, b) challenges with campus housing, c) challenges with learning, d) family dynamics, e) financial accessibility, f) health issues, g) hostile and harassing events, h) lack of scholarly support, i) lack of welcome and belonging, and j) other. While the following list is a result of respondents selecting “reason not listed” connections to other response choices in the question set are apparent.

Challenges in Athletics

- *Athletic issues.*
- *I was mistreated in my sport by the school.*

Challenges with Campus Housing

- *Y'all f**** my living situation, twice!!!!*

Challenges with Learning

- *Classes were boring and I did not learn well.*
- *Did not know what I actually wanted to learn.*
- *Lost interest in curriculum.*
- *Professor*
- *Pathetic academic standards.*
- *Unhappy with how my courses were being conducted.*

Family Dynamics

- *Feeling trapped and too close to unstable family.*
- *Fighting with parents.*
- *I have some family issues that require me to be closer, and I was looking for another program that just had more resources. However, I extremely enjoyed my time there and don't regret any of it.*
- *Death of a family member.*

Financial Accessibility

- *Put in a bad situation with money as well as scheduling.*

Health Issues

- *Mental health reasons*

Hostile and Harassing Events

- *Racist community on and off campus.*
- *Rape*
- *Sexually assaulted on campus.*
- *A sexual assault incident.*

Lack of Scholarly Support

- *Heavy coursework. Lack of creative writing engaged as much as I wanted. For example, I would like to focus on the dissertation or novel much sooner with more focus on my work.*
- *I chose WCU when I encountered my dean's association with an organization that implied certain things about the program that are real to me, theory to the program. The MEM program embodies conflicting interests on many levels, with a lot of contention under the surface, and frustrations for many female students over the way higher up faculty treat their research. Other higher up faculty being inappropriate with female students. Most faculty are wonderful but there are some upper echelon men that need significant intervention.*
- *Graduate programs are a disaster.*

Lack of Welcome and Belonging

- *Lack of connection with academic and local community.*
- *Lack of diversity and overall acceptance of others.*
- *No diversity*
- *No diversity amongst student population*

- *Not enough goes on. Life gets pretty boring at times and there is nothing to do. There's also not a lot of people around so you know a lot of people on campus and is hard to meet new people.*
- *Staff ignoring women.*
- *There's nothing to do in the town of Gunnison that I haven't done before. This was in winter.*

Other

- *Military*
- *Allergic to food at Dexo.*
- *Food*
- *Disliked the party atmosphere.*

Western's Faculty Perceptions of Workplace Climate

Western faculty received three question sets to examine their initial perceptions of workplace culture. First, faculty's perception of value within their respective academic unit and the university at large is explored. Next, faculty responded to question prompts regarding their university service and research. The third question set ask faculty to rate the extent to which they believe their professional ability is perceived by others at Western.

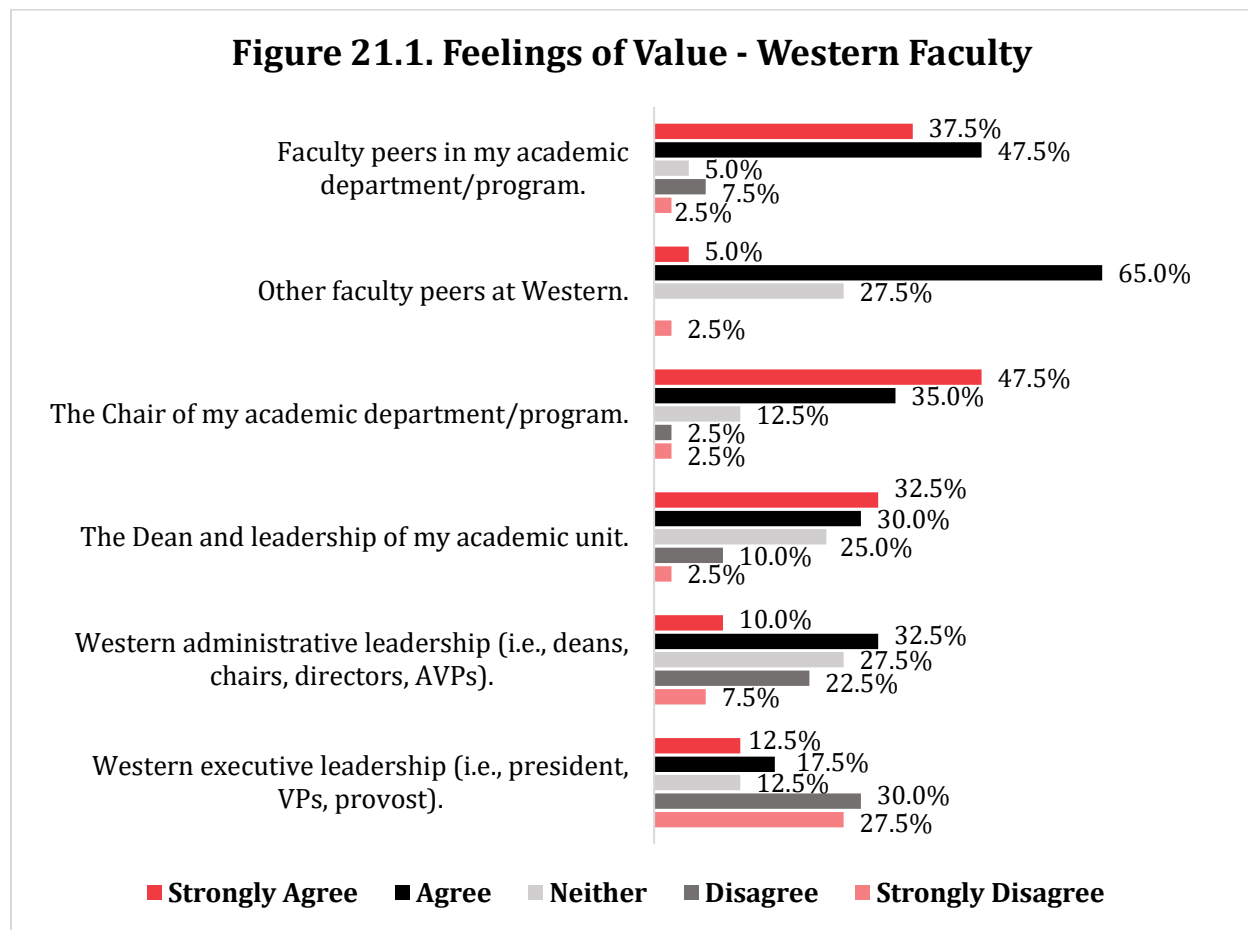
Western's Faculty Perceptions of Belonging

Q.21.1 – I Feel Valued By... Faculty were presented with 6 statements: a) faculty peers in my academic department/program; b) other faculty peers at Western; c) the chair of my academic department/program; d) the dean and leadership of my academic unit; e) Western administrative leadership (i.e., deans, chairs, directors, AVPs); and f) Western executive leadership (i.e., president, vice presidents, provost). Respondents were instructed to use response items ranging from *strongly agree* to *strongly disagree* to indicate their level of agreement with each of the statements provided.

Sixty-five percent of Western faculty indicated that they agree with feeling valued by other faculty peers. Next, feelings of value, as it relates to group dynamics within faculty members respective academic department or program of tenure: 48% *agreed* and 38% *strongly agreed* that they feel valued by faculty peers. Subsequently, 35% *agreed* and 48% *strongly agreed* that they feel valued by their chair. Where it concerns their respective academic unit, 33% of faculty respondents *strongly agreed* that they feel valued by the Dean. (Table and Figure 21.1.)

Table 21.1. Feelings of Value – Western Faculty

<i>I feel valued by...</i>	Strongly Agree%	Agree%	Neither%	Disagree%	Strongly Disagree%
Faculty peers in my academic department/program.	37.5	47.5	5.0	7.5	2.5
Other faculty peers at Western.	5.0	65.0	27.5	ND	2.5
The Chair of my academic department/program.	47.5	35.0	12.5	2.5	2.5
The Dean and leadership of my academic unit.	32.5	30.0	25.0	10.0	2.5
Western administrative leadership (i.e., deans, chairs, directors, AVPs).	10.0	32.5	27.5	22.5	7.5
Western executive leadership (i.e., president, VPs, provost).	12.5	17.5	12.5	30.0	27.5



Faculty respondents were provided opportunity to elaborate further on their selected responses choices in the question set. Based on the emerging patterns across responses, faculty statements were sorted two main categories (faculty peers and Western executive leadership) below:

Other Faculty Peers at Western

- *A lone voice in an academic world of spoiled babies who feel that they are deserving of more.*
- *Again, Dr. Luna needs to be removed from this [DEII] committee, and a more diverse group of individuals should be added. Once that happens an authentic and real conversation can take place, that can lead to positive and tangible changes. A diversity committee composed primarily of people of color, led by a known bully, is not set up to be an effective agent of change.*

Western Executive Leadership

(Positive)

- *I add value and they recognize that.*

(Neither Positive nor Negative)

- *The majority of the cabinet is very approachable, but I've never had a conversation with the president. Nor would I know what to say, given his reputation.*

(Negative)

- *Although I think the President is a poor leader with distorted priorities and zero understanding of, or commitment to, the mission of higher education institutions (much less liberal arts colleges), I am impressed by the rest of our leadership and very impressed by most of the faculty, especially in my dealings with faculty on committees and the Senate.*
- *I actually believe that the VPs value my, and our contributions, but that the President and Board of Trustees do not.*
- *I do not feel that executive leadership values me or my work. I am part of a discipline that is not STEM-related, and the University has moved away from its valuing of the Humanities. I do not feel that executive leadership is capable or willing to understand that faculty have to work very hard, that the work is exhausting and time-consuming. That many of us work 60-80 hours/week is probably something that they would dismiss as exaggeration. The fact though that faculty workloads are constantly being added to through an increase in committee work, recruitment, marketing, admissions demonstrates that the work we do as instructors is not taken seriously. Leadership*

takes advantage of the deep dedication that faculty have to the students, and it is shameful. Between all of that and the low salaries we are paid, it is difficult to feel valued let alone respected. It can feel incredibly dehumanizing. I am only here for the students. Current leadership has done an exceptional job at alienating and devaluing many faculty.

- *I do not think President Salisbury cares at all about the faculty on this campus as we are simply assembly line workers to him. He does not value us or what we do. His leadership style has created a climate of fear on our campus and I wonder how many years it will take to recover from this after he leaves Western. I know many employees who are now afraid to speak openly about any campus matters and are even afraid to fill out online administrative evaluations as they are afraid these things are not anonymous. There are also rumors that the President reads our emails.*

He may not realize it but he has hurt the morale on this campus a great deal since his arrival and many good employees have left because of him. I do not think he believes in shared governance and will do what he can to undermine it. He also does not seem to value what the faculty do, the amounts of emotional labor we devote to our students, or the creativity and effort many of us put into our teaching and advising. There are some great faculty (and staff) at Western--they are how this place survives. But the really good ones work under the radar and are not appreciated nor rewarded by this administration.

As for VP Niemi, he seems to think he can motivate the faculty with his fear-based style of management. Also, his office is constantly making mistakes, contradicting things they stated in the past, or not following through on many of the ideas they come up with. When faculty complain about their low salaries, VP Niemi's response is often that the administrators are more underpaid than the faculty. What sort of leader responds in this way?? Also, one of the VPs in Dr. Niemi's office is obviously incompetent and creates more work for everyone who works with her and blames others for her mistakes.

While many of the chairs and directors do their best to make faculty feel valued, this has not been my experience with most of those on the 3rd floor of Taylor Hall.

- *I do not feel that academics are valued by executive leadership unless the president himself understands or values it. There does not seem to be an effort to understand things that he does not agree with or find valuable. Administrative leadership (i.e., VPA) seems to value only what will keep his own job safe.*
- *I feel unseen by the President, despite having served on committees and presented in his meeting(s). One time he told a friend about a shared experience "we" had; it wasn't me. Maybe he has facial recognition/name challenges?*
- *My chair and leadership who know me are wonderful. As an adjunct, I find that it is hard to feel support on an institution-wide level which puts more pressure on chairs to maintain job security and satisfaction for adjuncts on their own.*
- *Our president has little understanding of what faculty do—in Behavioral & Social Sciences, in Art, in Communications, etc.—and he seems to have disdain or indifference*

for anything but STEM fields. This leads me to feel not very valued by him; my work with students (and their accomplishments) just does not seem to matter to him.

- The executive leadership at Western are old white men who have made it clear that they are either unwilling or incapable of doing anything more than paying lip service to diversity.
- The only vibe I get from this administration is “you can be replaced.”

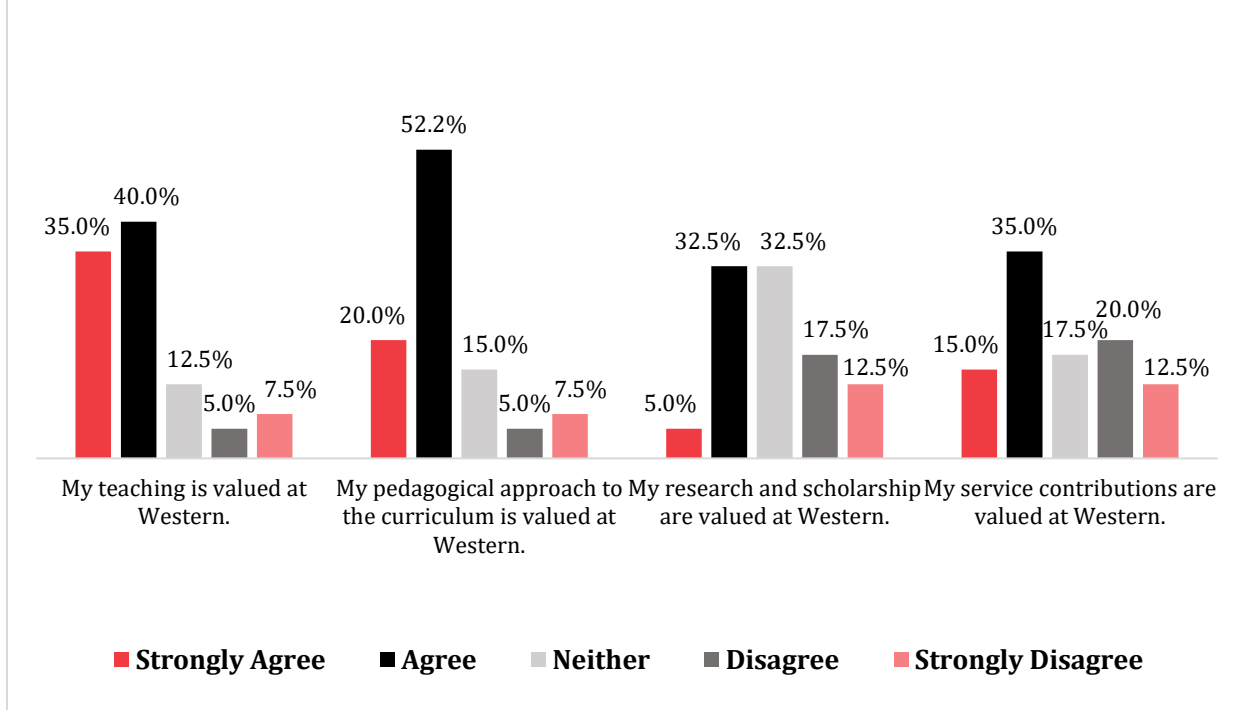
Q.21.2 – Value of Service and Research... Faculty received 4 statements: a) my teaching is valued at Western; b) my pedagogical approach to the curriculum is valued at Western; c) my research and scholarship are valued at Western; and d) my service contributions are valued at Western. Respondents were instructed to use response items ranging from *strongly agree* to *strongly disagree* to indicate their level of agreement with each of the statements provided.

Faculty respondents had significant *agree* response submissions regarding value of service and research where it concerned their teaching – 40%, pedagogical approach to curriculum – 52%, research and scholarship – 33%, and service contributions – 35%. Faculty responses to the last two items in the question set, *research and scholarship* and *service contributions* fell within *neither agree nor disagree*, *disagree*, and *strongly disagree* response categories at a significantly higher rate than feelings toward *teaching* and *pedagogical approach to curriculum* (see table and figure 21.2.).

Table 21.2. Value of Service and Research – Western Faculty

<i>Value of service and research...</i>	Strongly Agree %	Agree %	Neither %	Disagree %	Strongly Disagree %
My teaching is valued at Western.	35.0	40.0	12.5	5.0	7.5
My pedagogical approach to the curriculum is valued at Western.	20.0	52.2	15.0	5.0	7.5
My research and scholarship are valued at Western.	5.0	32.5	32.5	17.5	12.5
My service contributions are valued at Western.	15.0	35.0	17.5	20.0	12.5

Figure 21.2. Value of Service and Research - Faculty



Faculty respondents were provided opportunity to elaborate further on their selected response choices to value of service and research. Their responses are provided below:

- *It really depends on the person that I'm thinking of as to whether the above are valued. Each person views these things differently.*
- *My teaching is valued by those in my department but not by the administration in Taylor. All they seem to care about is how "productive" I am, and they get to choose how to measure "productive," not me. My service is valued by my department but not by those in administration as they seem to think it is okay to create more and more committees and more work (the SRAs, for example).*
- *As far as I can tell the only thing this place values, at least monetarily, is moving into administration. I could bring in \$200k a year in grant money but will never get any raise above any other faculty. The only way to get ahead is to move into administration (or business school).*
- *Having created a program that is expanding Western's footprint I've been recognized and I'm proud of what I've done.*

Q.21.3 – Extent to Which Professional Ability is Perceived by Others. In the final question set of this section, Western faculty were provided 1 statement to rate their perception of immediate supervisor, campus leadership, and co-workers' assumptions of their professional ability. Faculty selected from five response items ranging from *strongly agree* to *strongly disagree*.

Data findings revealed that Western faculty had significant favorable indications regarding other's perceptions of their professional ability where it concerned the diverse attributions they bring to the academic unit. Faculty agree that assumptions were often positive coming from supervisors 48%, university leadership 40%, and co-workers 58%. It is also important to note that *leadership assumptions of their professional ability being positive* received significant response submissions in *neither agree nor disagree* 28%, *disagree* 8%, and *strongly disagree* 8% response choices (see table and figure 21.3.)

Additionally, faculty responses were disaggregated for this question set and findings for female, male, LGBTQ, and faculty with disabilities are discussed.

Per the findings, 47% of female faculty perceived their supervisors and co-workers' assumptions of their professional ability as positive (i.e., agree). While only 20% agreed that Western leadership assumptions of their professional ability were positive. Twenty percent *neither agree nor disagree*, 33% *disagree*, and 7% *strongly disagree* (see table and figure 21.3.1). Western's male faculty had significantly high *agree* response rates across all three items in the question set: a) supervisor's assumptions 57%, b) leadership assumptions 48%, and c) co-worker's assumptions 65% (see table and figure 21.3.2).

Sixty-four percent of Western faculty who self-identified as LGBTQ *neither agree nor disagree* that their supervisor's assumptions of their professional ability are positive. However, respondents in this subsample had a high *agree* response rate for Western leadership 67% and coworkers' 50% perceptions of their professional ability are positive (see table and figure 21.3.3).

Lastly, Western faculty with disabilities strongly agree 50%, that their supervisor's assumptions of their professional ability are positive. Seventy-five percent *neither agree nor disagree* that university leadership assumptions are positive. While respondents were evenly split across *agree* and *neither agree nor disagree* response items regarding their co-workers' assumptions of their professional ability (see table and figure 21.3.4).

Table 21.3. Professional Ability Perceived by Others – Western Faculty

<i>Please indicate the extent to which your professional ability (i.e., knowledge, skills, and expertise) is perceived by others on campus:</i>	Strongly Agree %	Agree %	Neither %	Disagree %	Strongly Disagree %
Supervisor’s assumptions of your professional ability are positive and tend to leverage the diverse attributions you bring to the academic unit.	37.5	47.5	7.5	2.5	5.0
Leadership’s assumptions of your professional ability are positive and tend to leverage the diverse attributes you bring to the academic unit.	17.5	40.0	27.5	7.5	7.5
Co-workers’ assumptions of your professional ability are positive and tend to leverage the diverse attributions you bring to the academic unit.	32.5	57.5	5.0	2.5	2.5

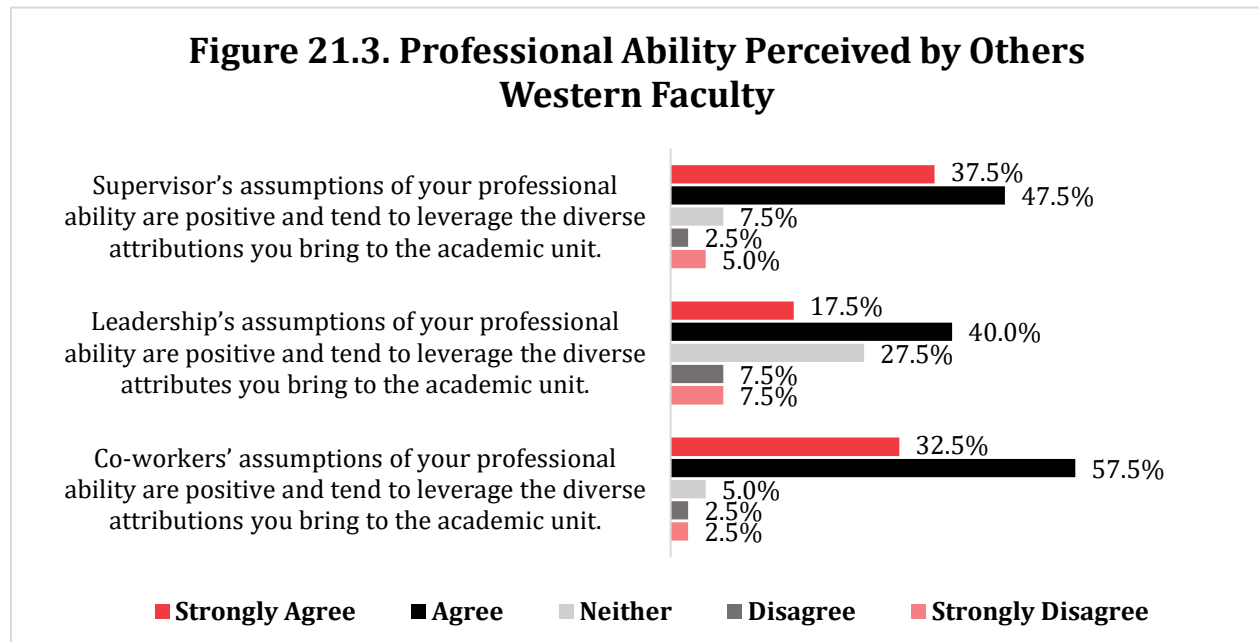


Table 21.3.1. Professional Ability Perceived by Others – Western Female Faculty

<u>Female Faculty</u> <i>Please indicate the extent to which your professional ability (i.e., knowledge, skills, and expertise) is perceived by others on campus:</i>	Strongly Agree %	Agree %	Neither %	Disagree %	Strongly Disagree %
Supervisor’s assumptions of your professional ability are positive and tend to acknowledge the talents and skills you bring to the role.	46.7	46.7	ND	ND	6.7
Leadership’s assumptions of your professional ability are positive and tend to acknowledge the talents and skills you bring to the role.	20.0	20.0	20.0	33.3	6.7
Co-workers’/Faculty’s assumptions of your professional ability are positive and tend to acknowledge the talents and skills you bring to the role.	40.0	46.7	6.7	ND	6.7

**Figure 21.3.1. Professional Ability Perceived by Others
Western Female Faculty**

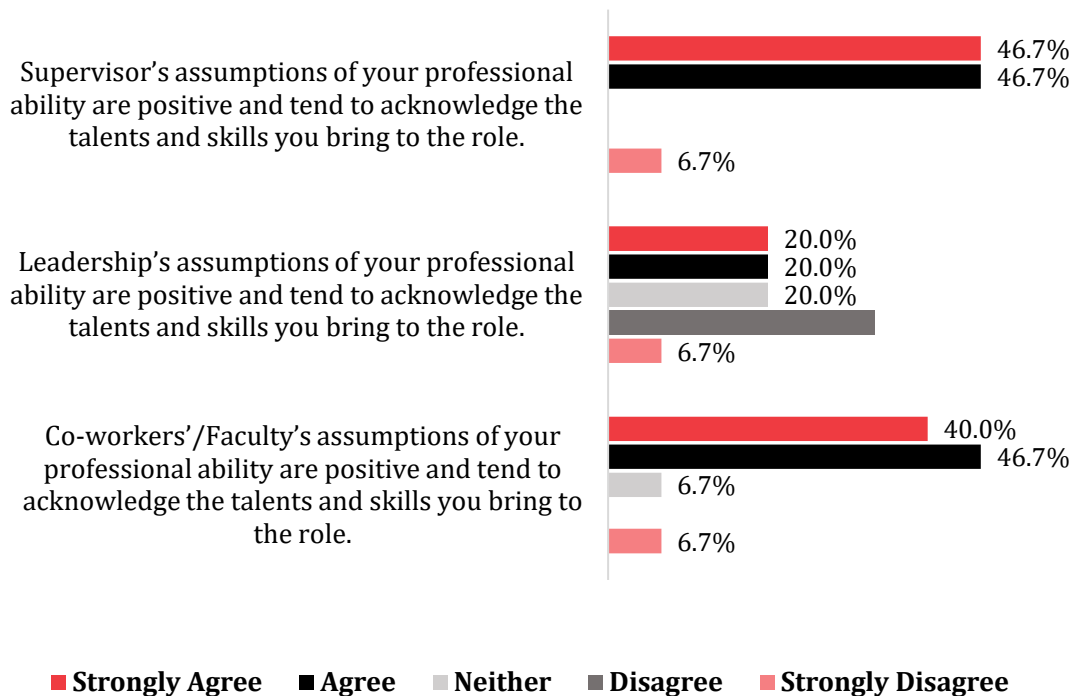


Table 21.3.2. Professional Ability Perceived by Others – Western Male Faculty

<u>Male Faculty</u> <i>Please indicate the extent to which your professional ability (i.e., knowledge, skills, and expertise) is perceived by others on campus:</i>	Strongly Agree %	Agree %	Neither %	Disagree %	Strongly Disagree %
Supervisor’s assumptions of your professional ability are positive and tend to acknowledge the talents and skills you bring to the role.	26.1	56.5	13.0	4.4	ND
Leadership’s assumptions of your professional ability are positive and tend to acknowledge the talents and skills you bring to the role.	21.7	47.8	26.1	ND	4.4
Co-workers’/Faculty’s assumptions of your professional ability are positive and tend to acknowledge the talents and skills you bring to the role.	21.7	65.2	13.0	ND	ND

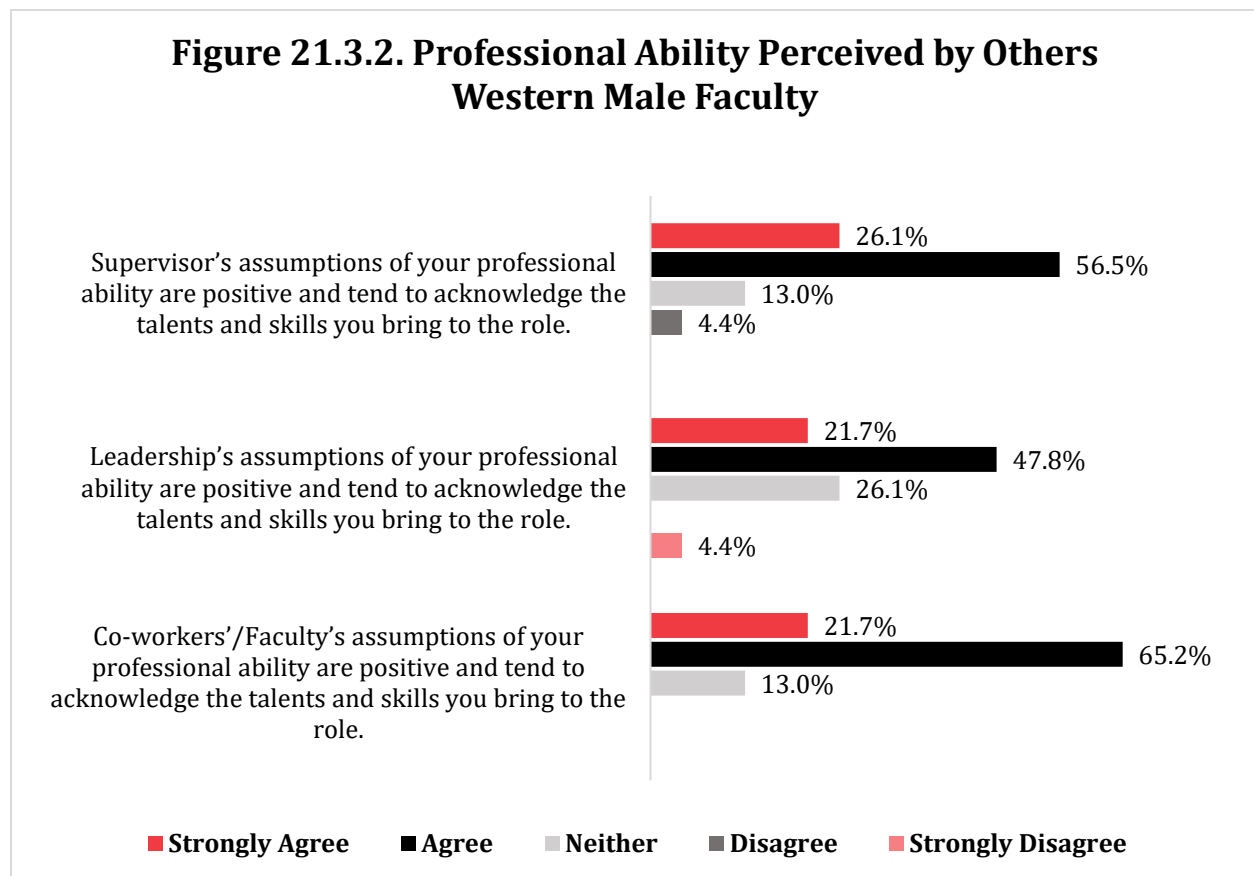


Table 21.3.3. Professional Ability Perceived by Others, pt. 4 – Western LGBTQ Faculty

<u>LGBTQ Faculty</u> <i>Please indicate the extent to which your professional ability (i.e., knowledge, skills, and expertise) is perceived by others on campus:</i>	Strongly Agree %	Agree %	Neither %	Disagree %	Strongly Disagree %
Supervisor’s assumptions of your professional ability are positive and tend to acknowledge the talents and skills you bring to the role.	9.1	27.3	63.6	ND	ND
Leadership’s assumptions of your professional ability are positive and tend to acknowledge the talents and skills you bring to the role.	ND	66.7	33.3	ND	ND
Co-workers’/Faculty’s assumptions of your professional ability are positive and tend to acknowledge the talents and skills you bring to the role.	16.7	50.0	33.3	ND	ND

**Figure 21.3.3. Professional Ability Perceived by Others
Western LGBTQ Faculty**

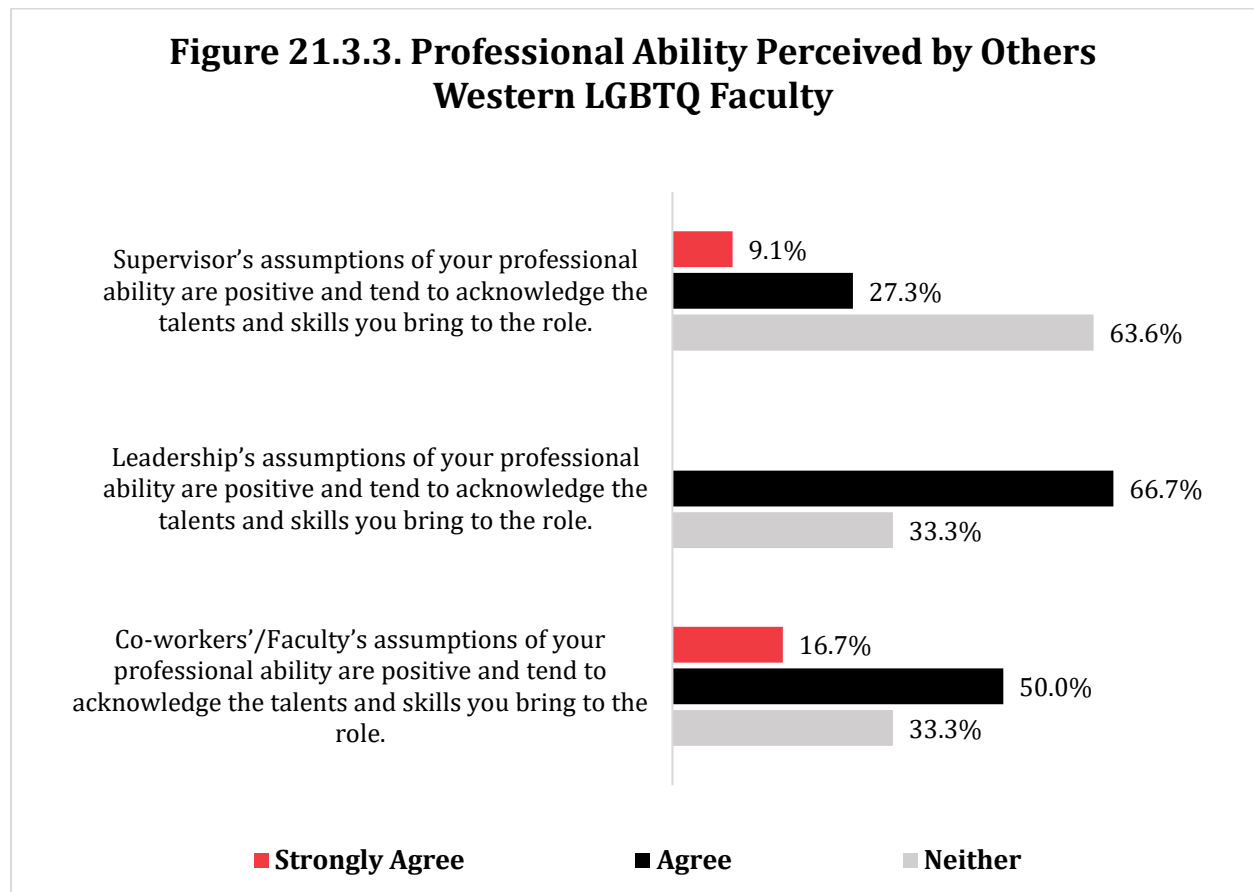
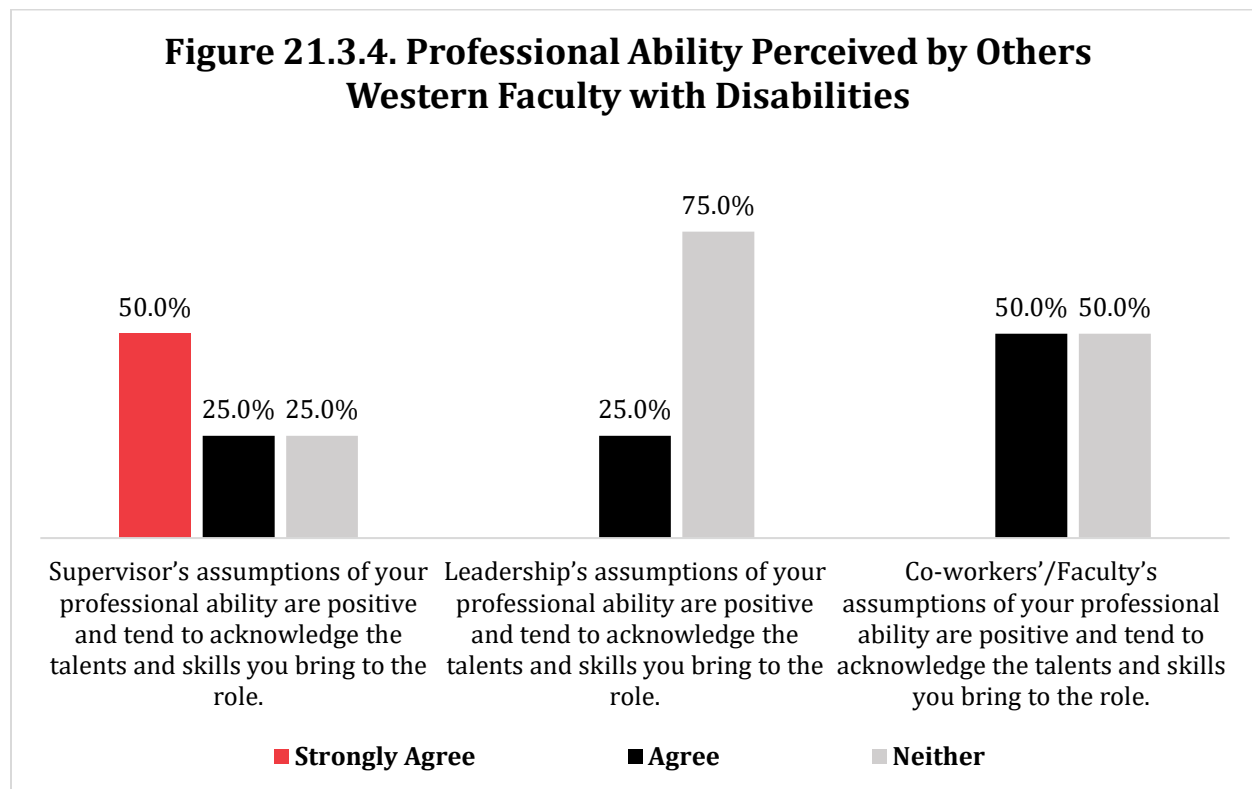


Table 21.3.4. Professional Ability Perceived by Others, pt. 5 – Western Faculty with Disabilities

<u>Faculty with Disabilities</u> <i>Please indicate the extent to which your professional ability (i.e., knowledge, skills, and expertise) is perceived by others on campus:</i>	Strongly Agree %	Agree %	Neither %	Disagree %	Strongly Disagree %
Supervisor’s assumptions of your professional ability are positive and tend to acknowledge the talents and skills you bring to the role.	50.0	25.0	25.0	ND	ND
Leadership’s assumptions of your professional ability are positive and tend to acknowledge the talents and skills you bring to the role.	ND	25.0	75.0	ND	ND
Co-workers’/Faculty’s assumptions of your professional ability are positive and tend to acknowledge the talents and skills you bring to the role.	ND	50.0	50.0	ND	ND



Faculty respondents were provided opportunity to elaborate further on their selected response choices to the question set regarding the perceptions held about their professional ability. Based on the emerging patterns across responses, faculty statements were sorted into three categories a) supervisors' assumptions, b) leaderships' assumptions, and c) co-workers'/faculty's assumptions.

Supervisors' Assumptions

- *Being valued includes getting paid a livable wage, which is not the case at Western for adjuncts.*
- *My chair works hard to help me where he can.*

Leaderships' Assumptions

- *As a female, I frequently feel overlooked by people in executive leadership positions in favor of my male peers.*
- *Because I am a person of color who is a woman, criticisms I may have about policies or behaviors at Western based on race or gender are conveniently perceived as un-collegial. Critiquing white privilege as a woman of color has had consequences, and consequences brought by white female leadership. It is an act of silencing and oppression with implications as well for freedom of expression. My criticism was founded in my professional abilities and knowledge of DEI practices, but I still faced retaliation.*
- *My work and efforts are neither recognized nor acknowledged by administration. The efforts I put in I do so solely for the students. The amount of time and effort I put in with students is generally ignored by administration.*

Co-workers'/Faculty's Assumptions

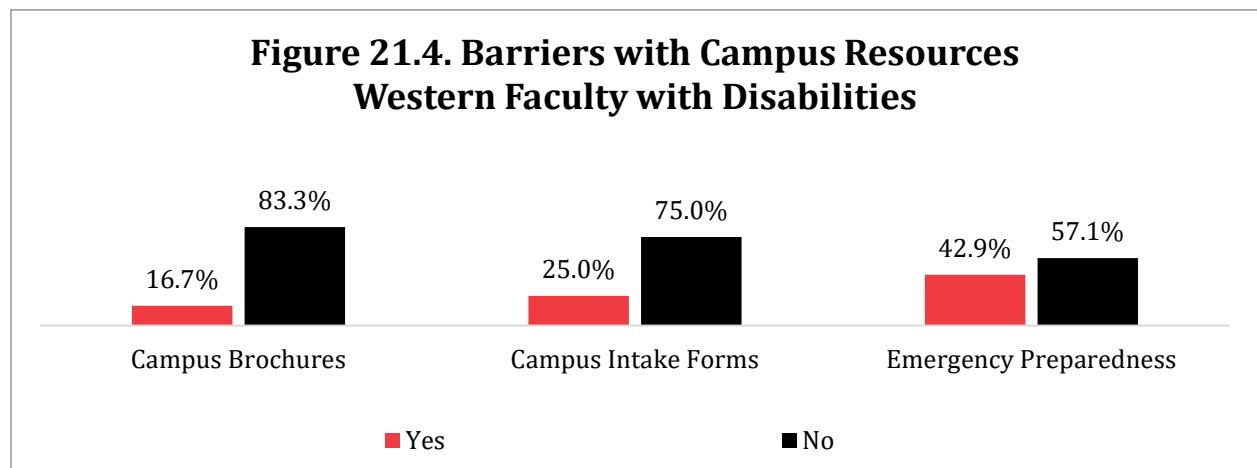
- *I don't think that most people know anything about my scholarship because I am an adjunct. Everyone is kind and supportive and treats me as an equal as a teacher.*
- *My colleagues are great—they support me in being creative, in risk taking, and when I am tired and exhausted. The opposite is true of this administration. For example, if we are exhausted at the end of a term and we get sick we are supposed to find a colleague to cover our classes or we get in trouble. Our colleagues are also exhausted at the end of the term so how fair is it to ask this of them?*
- *While most faculty don't really understand my area of expertise, I have felt supported by those I have been in contact with. My supervisors have been very supportive.*

Campus Barriers – Western Faculty with Disabilities. The question sets in this section explore the barriers that Western’s faculty with disabilities have experienced when attempting to access campus resources, campus spaces, technology, and instructional materials. Faculty with disabilities comprise 12% of survey respondents.

Q.21.4 – Please Indicate if You Have Experienced Barriers with the Western’s Campus Resources. Faculty with Disabilities were asked to indicate whether or not they experienced barriers with specific campus resources (i.e., campus brochures, campus intake forms, course change forms, emergency preparedness). Campus resources that Western faculty with disabilities identified as barriers are brochures 17%, intake forms 25%, and emergency preparedness 43%. Respondents in this subsample did not indicate that they have experienced barriers with Western course change forms (see table and figure 21.4).

Table 21.4. Barriers with Campus resources – Western Faculty with Disabilities

Please indicate if you have experienced barriers with the following:	Yes %	No %
Campus Brochures	16.7	83.3
Campus Intake Forms	25.0	75.0
Course Change Forms (add/drop)	ND	100
Emergency Preparedness	42.9	57.1



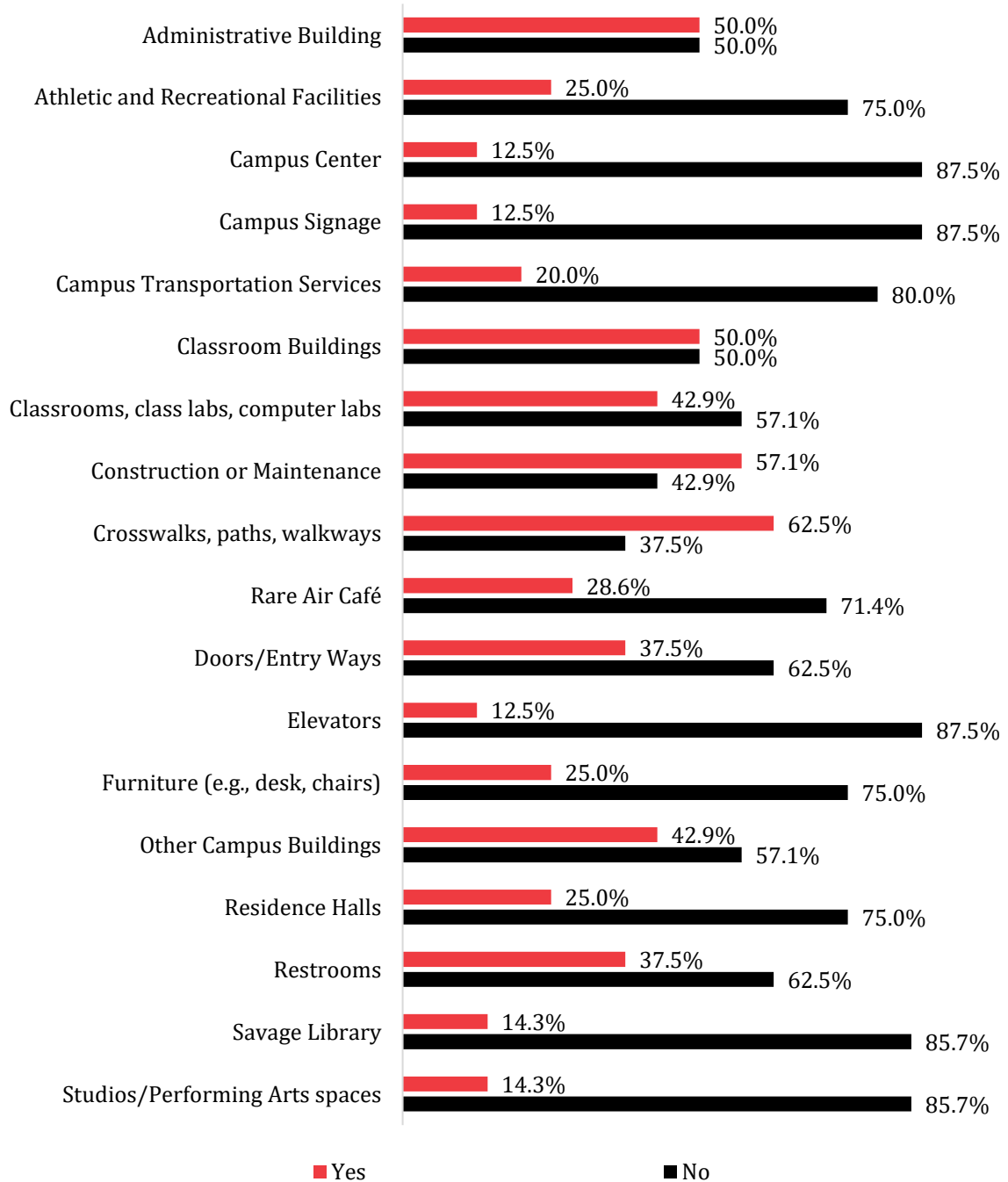
Q.21.5 – Please Indicate if You Have Experienced Barriers within Western’s Campus Spaces and Facilities. Faculty with Disabilities were asked to indicate whether they experienced barriers across Western spaces and facilities. Eighteen campus areas were identified: a) administrative buildings, b) athletic and recreational facilities, c) campus center, d) campus signage, e) campus transportation services, f) classroom buildings, g) classrooms and labs, h) construction or maintenance, i) crosswalks and pathways, j) Rare Air café, k) doors and entry ways, l) elevators, m) furniture, n) other campus buildings, o) residence halls, p) restrooms, q) Savage Library, r) studios and performing arts spaces. Respondents were provided 2 response items, *yes* and *no*, to select from for each area listed.

Twelve campus spaces and/or facilities emerged as the most problematic for faculty with disabilities. Those areas include Western’s crosswalks, paths, walkways - 63%; construction or maintenance areas – 57%; administrative building – 50%; classroom buildings – 50%; other campus buildings- 43%; classrooms, class labs, computer labs- 43%; doors/entry ways – 38%; restrooms – 38%; Rare Air Café’ - 29%; athletic and recreational facilities – 25%; furniture (e.g., desk, chairs) - 25%; residence halls- 25% (See table and figure 21.5.).

Table 21.5. Barriers with Campus Spaces and Facilities – Western Faculty with Disabilities

Characteristic	Yes %	No %
Administrative Building	50.0	50.0
Athletic and Recreational Facilities	25.0	75.0
Campus Center	12.5	87.5
Campus Signage	12.5	87.5
Campus Transportation Services	20.0	80.0
Classroom Buildings	50.0	50.0
Classrooms, class labs, computer labs	42.9	57.1
Construction or Maintenance	57.1	42.9
Crosswalks, paths, walkways	62.5	37.5
Rare Air Café	28.6	71.4
Doors/Entry Ways	37.5	62.5
Elevators	12.5	87.5
Furniture (e.g., desk, chairs)	25.0	75.0
Other Campus Buildings	42.9	57.1
Residence Halls	25.0	75.0
Restrooms	37.5	62.5
Savage Library	14.3	85.7
Studios/Performing Arts spaces	14.3	85.7

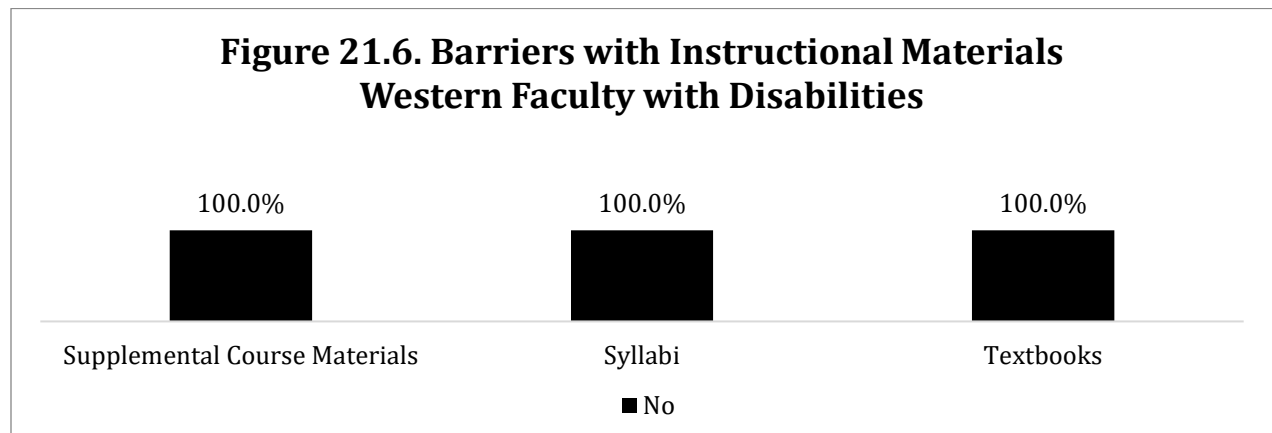
**Figure 21.5. Barriers with Campus Spaces and Facilities
Western Faculty with Disabilities**



Q.21.6 – Please Indicate if You Have Experienced Barriers with Western’s Instructional Materials. Faculty with Disabilities were asked to consider other ways in which barriers show up in their instructional material at Western. This question set centered on potential barriers included 3 items: a) supplemental course materials, b) syllabi, and c) textbooks. Respondents were provided 2 item response choices, *yes* and *no*, to select from and indicate whether they have experienced barriers. One hundred percent of faculty with disabilities respondents indicated that they did not experience barriers with supplemental course materials, syllabi, and textbooks.

Table 21.6. Barriers with Instructional Materials – Western Faculty with Disabilities

Characteristic	Yes %	No %
Supplemental Course Materials	ND	100
Syllabi	ND	100
Textbooks	ND	100



Q.21.7 – Please Indicate if You Have Experienced Barriers with Campus Technology at Western. Faculty with Disabilities were presented with a list of technology resources at available at Western. The resources characteristics include a) *accessible electronic format*, b) *classroom computer/technology equipment*, c) *closed captioning and text description*, d) *computer lab equipment*, e) *electronic database*, f) *electronic forms*, g) *electronic signage*, h) *electronic survey/questionnaire*, i) *library database*, j) *Blackboard and*

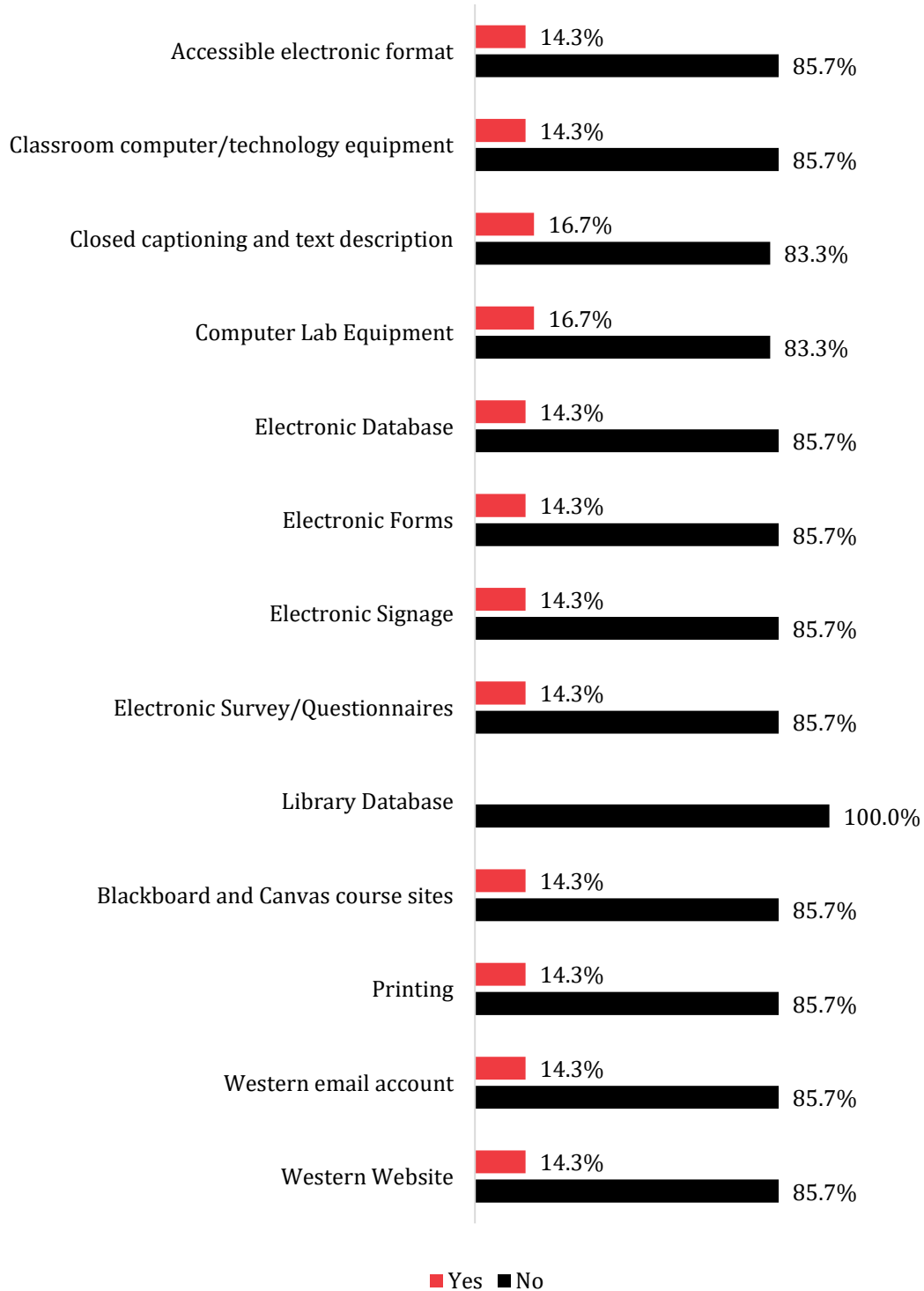
Canvas course sites, k) printing, l) Western email, and m) Western's website. Respondents selected from *yes* and *no* response items to indicate whether or not they have experience barriers with campus technology resources.

Western faculty with disabilities indicated experiencing barriers with 92% ($n = 12$) of the campus technology items in the question set. Fourteen percent of respondents experienced barriers with 10 campus technology items: accessible electronic format, classroom computer/technology equipment, electronic database, electronic forms, electronic signage, electronic survey/questionnaire, Blackboard and Canvas course sites, printing, Western email and website. Additionally, 17% of faculty with disabilities identified closed captioning and text description, and computer lab equipment as campus technology items they have experienced barriers with at Western (See table and figure 21.7.).

Table 21.7. Barriers with Campus Technology – Western Faculty with Disabilities

Characteristic	Yes %	No %
Accessible electronic format	14.3	85.7
Classroom computer/technology equipment	14.3	85.7
Closed captioning and text description	16.7	83.3
Computer Lab Equipment	16.7	83.3
Electronic Database	14.3	85.7
Electronic Forms	14.3	85.7
Electronic Signage	14.3	85.7
Electronic Survey/Questionnaires	14.3	85.7
Library Database	ND	100
Blackboard and Canvas course sites	14.3	85.7
Printing	14.3	85.7
Western email account	14.3	85.7
Western Website	14.3	85.7

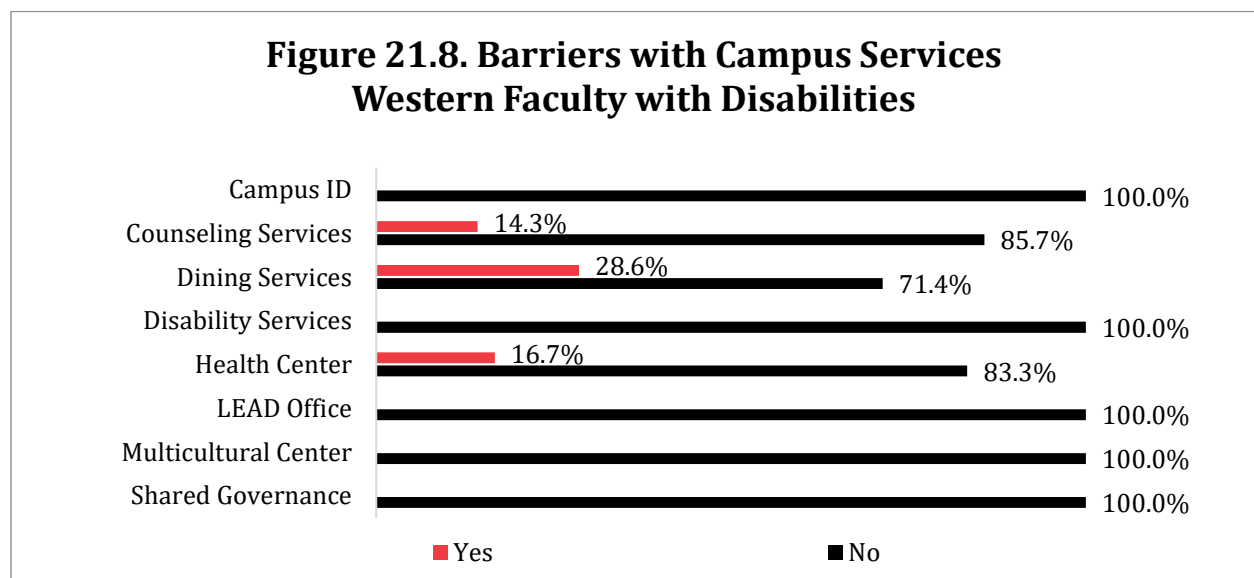
**Figure 21.7. Barriers with Campus Technology
Western Faculty with Disabilities**



Q.21.8 – Please Indicate if You Have Experienced Barriers with Western’s Campus Services Offices. Faculty with Disabilities were asked about their experiences with campus services at Western. The list of offices includes a) Campus ID, b) Counseling Services, c) Dining Services, d) Disability Services, e) Health Center, f) LEAD Office, g) Multicultural Center, and h) Shared Governance. Respondents selected from *yes* and *no* response items to indicate whether or not they have experienced barriers with campus technology resources. Western faculty with disabilities experienced barriers with Western counseling services 14%, dining services 29%, and health center 17%.

Table 21.8. Barriers with Campus Services –Western Faculty with Disabilities

Characteristic	Yes %	No %
Campus ID	ND	100
Counseling Services	14.3	85.7
Dining Services	28.6	71.4
Disability Services	ND	100
Health Center	16.7	83.3
LEAD Office	ND	100
Multicultural Center	ND	100
Shared Governance	ND	100



Western's Faculty Perceptions of Career Advancement

Faculty respondents were asked to respond to questions regarding workplace climate, career advancement, resources/supports, benefits, and value of role(s) at Western. Responses are displayed by full-time faculty (table and graph 22.1), part-time faculty (table and graph 22.2), and all faculty (table and graph 22.3). Each table provides a breakdown of question set items based on selected response items ranging from *strongly agree* to *strongly disagree* submitted by Western faculty to indicate their level of agreement with each of the statements provided.

Q.22.1 - As a Full-Time Member of Western's Faculty Body, I Feel (or have felt).

Full-time faculty were asked about their *perceptions of workplace climate, career advancement, and the value of their role* at Western. Respondents were presented 13-items in the question set. Items ranged from issues of *promotion and tenure, support and mentoring, value of role and university service, pressures and/or lack of support*. Western full-time faculty respondents selected from *strongly agree* to *strongly disagree* response items to indicate their agreement with each item.

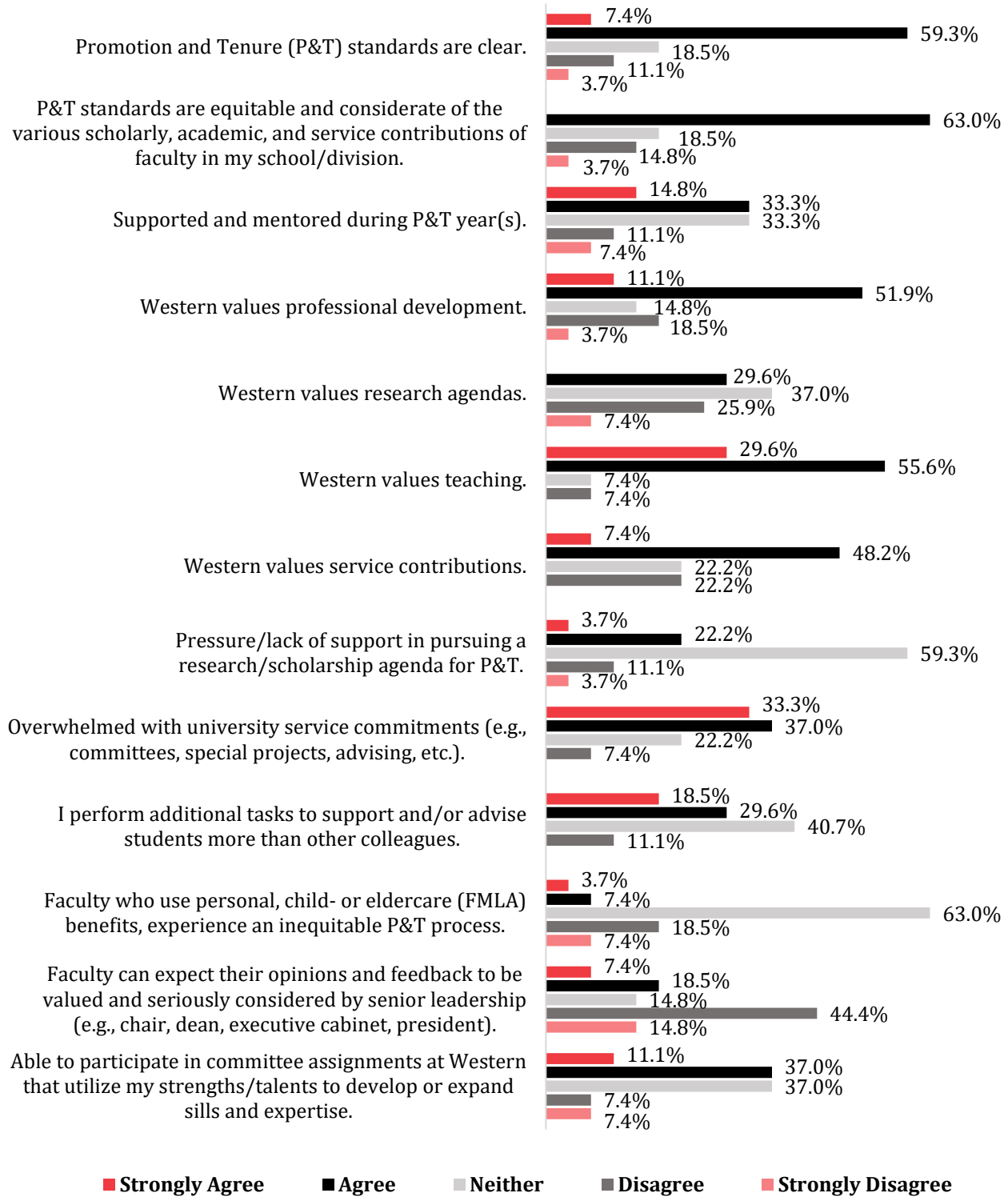
Findings revealed that full-time faculty had significantly high response rates across *agree* and *neither agree nor disagree* response choices. First, **strongly agree responses:** 30% of full-time faculty *strongly agree* that Western values teaching. Additional 33% *strongly agree* that they are overwhelmed by university service commitments. Second, **agree responses:** full-time faculty *agree* that a) P&T standards are equitable 63%, b) P&T standards are clear 59%; Western values c) professional development 52%, d) teaching 56%, e) service contributions 48%; are f) overwhelmed with university service commitments 37%, and g) able to participate in university committee assignments 37%. Third, **neither agree nor disagree responses:** full-time faculty *neither agree nor disagree* with having felt that a) faculty who uses personal, child- or eldercare benefits experience inequitable P&T processes 63%, b) pressure or lack of support in their research/scholarship P&T agenda 59%, c) they perform additional tasks to support and/or advise students more than other colleagues 41%, d) Western values teaching 37%, e) able to participate in university committee assignments 37%, and f) supported and mentored

during P&T year(s). Next, **disagree responses:** full-time faculty *disagree* with having felt that a) their opinions and feedback are valued and seriously considered by university leadership 44%; Western values b) research agendas 26%, c) service contributions 22%, and d) professional development 19%; e) faculty who uses personal, child- or eldercare benefits experience inequitable P&T processes 19%; and f) P&T standards are equitable 15%. Finally, **strongly disagree responses:** full-time faculty *strongly disagree* with having felt that their opinions and feedback are valued and seriously considered by senior leadership 15%. (See table and figure 22.1.)

Table 22.1. Workplace Climate, Career Advancement and Value of Role – Western Full-Time Faculty

<i>As a member of Western's faculty body, I feel (or have felt)...</i>	Strongly Agree %	Agree %	Neither %	Disagree %	Strongly Disagree %
Promotion and Tenure (P&T) standards are clear.	7.4	59.3	18.5	11.1	3.7
P&T standards are equitable and considerate of the various scholarly, academic, and service contributions of faculty in my school/division.	ND	63.0	18.5	14.8	3.7
Supported and mentored during P&T year(s).	14.8	33.3	33.3	11.1	7.4
Western values professional development.	11.1	51.9	14.8	18.5	3.7
Western values research agendas.	ND	29.6	37.0	25.9	7.4
Western values teaching.	29.6	55.6	7.4	7.4	ND
Western values service contributions.	7.4	48.2	22.2	22.2	ND
Pressure/lack of support in pursuing a research/scholarship agenda for P&T.	3.7	22.2	59.3	11.1	3.7
Overwhelmed with university service commitments (e.g., committees, special projects, advising, etc.).	33.3	37.0	22.2	7.4	ND
I perform additional tasks to support and/or advise students more than other colleagues.	18.5	29.6	40.7	11.1	ND
Faculty who use personal, child- or eldercare (FMLA) benefits, experience an inequitable P&T process.	3.7	7.4	63.0	18.5	7.4
Faculty can expect their opinions and feedback to be valued and seriously considered by senior leadership (e.g., chair, dean, executive cabinet, president).	7.4	18.5	14.8	44.4	14.8
Able to participate in committee assignments at Western that utilize my strengths/talents to develop or expand skills and expertise.	11.1	37.0	37.0	7.4	7.4

Figure 22.1. Workplace Climate, Career Advancement, and Value of Role - Western Full-Time Faculty



Q.22.2 - As a Part-time Member of Western's Faculty Body, I Feel (or have felt).

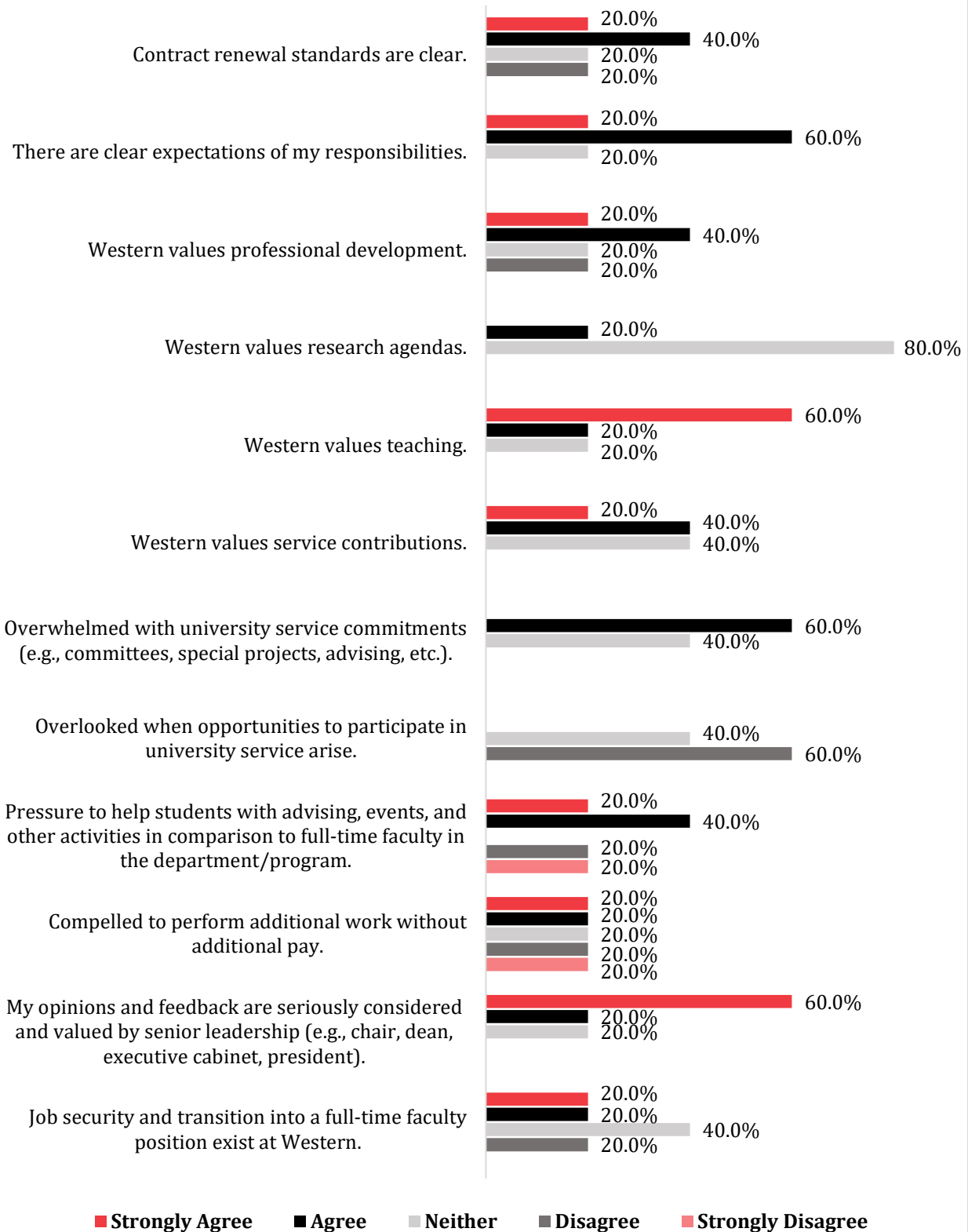
Part-time faculty were asked about their *perceptions of workplace climate, career advancement, and the value of their role* at Western. Respondents were presented 12-items in the question set. Items ranged from issues of *contract renewal, role expectations, and value of role and university service*. Western part-time faculty respondents selected from *strongly agree to strongly disagree* response items to indicate their agreement with each item.

Similar to full-time faculty peers, part-time faculty had significantly high response rates across *agree* and *neither agree nor disagree* response choices. First, **strongly agree responses:** 60% of part-time faculty *strongly agree* that a) Western values teaching and b) their opinions and feedback are seriously considered and valued by senior leadership. Next, **agree responses:** 60% of part-time faculty *agree* that they have felt a) there are clear expectations of their responsibilities and b) overwhelmed with university service commitments. Additionally, 40% *agree* that a) contract renewals are clear; Western values b) professional development and c) service contributions; and d) they have felt pressure to help students with advising, events, and other activities in comparison to full-time faculty. Third, **neither agree nor disagree responses:** part-time faculty *neither agree or disagree* with having felt that a) job security and transition into full-time faculty opportunities exist 40%; b) they were overlooked for university committee service opportunities 40%; c) overwhelmed by university service commitments 40%; Western values d) service contributions 40% and e) research agendas 80%. Subsequently, **disagree responses:** 60% of part-time faculty *disagree* that they are overlooked for university service opportunities. While 20% of respondents disagree with experiencing a) pressure to help students with advising, events, and other activities in comparison to full-time faculty and b) being compelled to perform additional work without additional pay. Finally, **strongly disagree responses:** 20% of part-time faculty also *strongly disagree* with experiencing a) pressure to help students with advising, events, and other activities in comparison to full-time faculty and b) being compelled to perform additional work without additional pay. (See table and figure 22.2.)

Table 22.2. Workplace Climate, Career Advancement, and Value of Role – Western Part-Time Faculty

<i>As a member of Western's faculty body, I feel (or have felt)...</i>	Strongly Agree %	Agree %	Neither %	Disagree %	Strongly Disagree %
Contract renewal standards are clear.	20.0	40.0	20.0	20.0	ND
There are clear expectations of my responsibilities.	20.0	60.0	20.0	ND	ND
Western values professional development.	20.0	40.0	20.0	20.0	ND
Western values research agendas.	0.0	20.0	80.0	ND	ND
Western values teaching.	60.0	20.0	20.0	ND	ND
Western values service contributions.	20.0	40.0	40.0	ND	ND
Overwhelmed with university service commitments (e.g., committees, special projects, advising, etc.).	ND	60.0	40.0	ND	ND
Overlooked when opportunities to participate in university service arise.	ND	ND	40.0	60.0	ND
Pressure to help students with advising, events, and other activities in comparison to full-time faculty in the department/program.	20.0	40.0	ND	20.0	20.0
Compelled to perform additional work without additional pay.	20.0	20.0	20.0	20.0	20.0
My opinions and feedback are seriously considered and valued by senior leadership (e.g., chair, dean, executive cabinet, president).	60.0	20.0	20.0	ND	ND
Job security and transition into a full-time faculty position exist at Western.	20.0	20.0	40.0	20.0	ND

Figure 22.2. Workplace Climate, Career Advancement, and Value of Role - Western Part-Time Faculty



Q.22.3 - All Faculty, I Feel (or have felt). Faculty were asked about their *perceptions of workplace supports and benefits* at Western. Respondents were presented 12-items. The items ranged from issues of *work-life balance, career resources and opportunities, performance evaluation, funding, and benefits*. All faculty respondents selected from *strongly agree* to *strongly disagree* response items to indicate their agreement with each item in the question set.

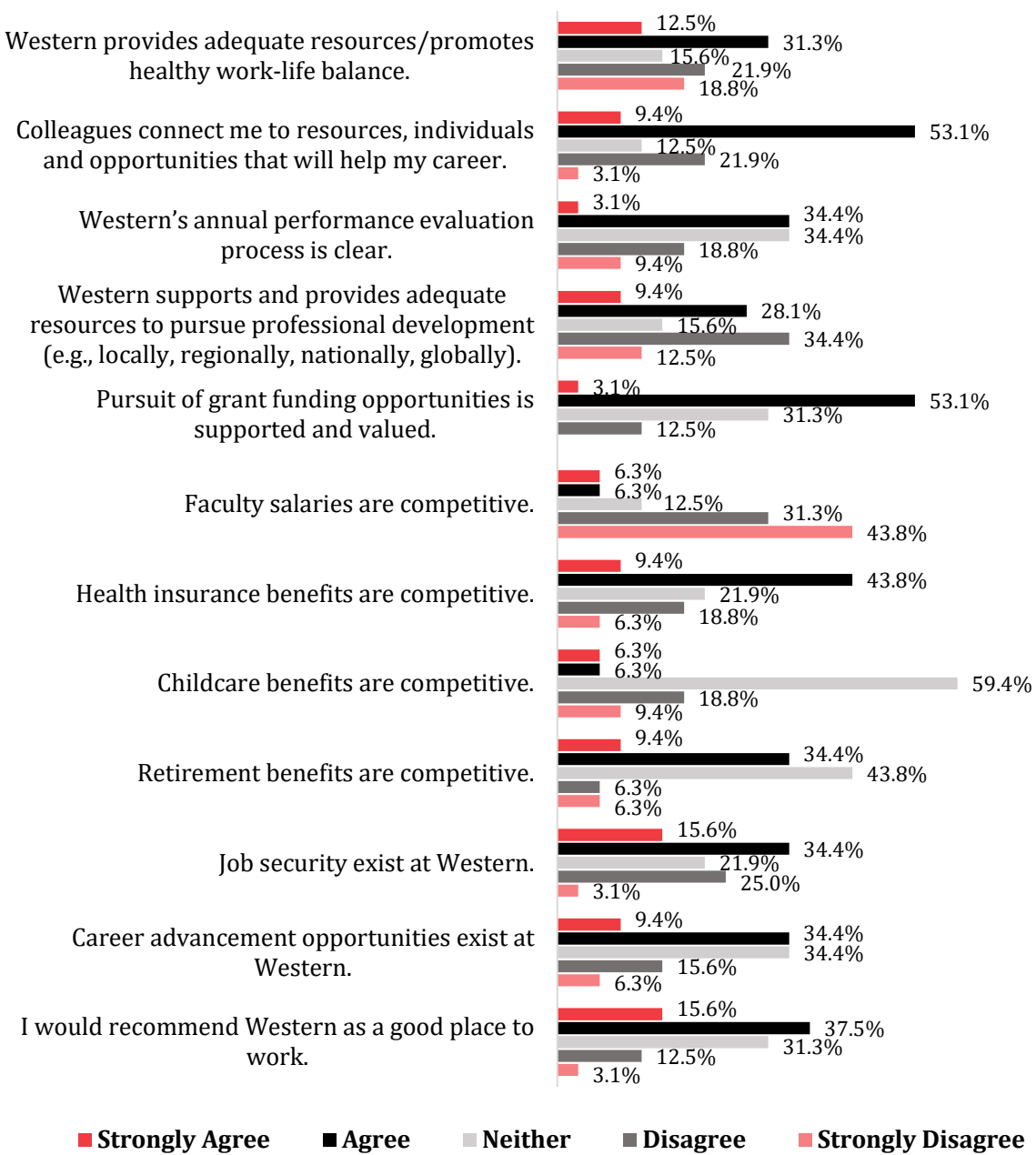
Faculty had high response rates across *agree* and *neither agree nor disagree* response choices. First, **strongly agree responses:** 16% of faculty *strongly agree* that a) job security exist at Western and b) they would recommend the university as a good place to work. Additionally, 13% *strongly agree* that Western provides adequate resources and promotes a healthy work-life balance. Second, **agree responses:** 53% of faculty *agree* that a) their colleagues connect them to resources, individuals and opportunities that will help their career and b) pursuit of grant funding opportunities is supported and valued. Next, 44% feel that University health benefits are competitive and 38% would recommend the university as a good place to work. Lastly, 34% *agree* that a) annual performance evaluation process is clear, b) retirement benefits are competitive, c) job security and d) career advancement opportunities exist at Western. Next, **neither agree nor disagree responses:** Western faculty *neither agree nor disagree* that the following benefits offered by the University are competitive: a) childcare benefits 59% and retirement benefits 44%. Furthermore, 34% *neither agree nor disagree* that a) the annual performance evaluation process is clear and b) career advancement opportunities exist. Additionally, 31% *neither agree nor disagree* that a) they would recommend the University as a good place to work and b) the pursuit of grant funding opportunities is supported and valued. Fourth, **disagree responses:** 34% of faculty *disagree* that professional development is supported or that adequate resources are provided by Western. Faculty respondents do not feel that faculty salaries are competitive 31% or job security exist 25%. Moreover, 22% *disagree* that a) Western provides adequate resources and promotes a healthy work-life balance and b) their colleagues connect them to resources, individuals and opportunities that will help their careers. Lastly, **strongly disagree responses:** Faculty *strongly disagree* with the following: a) competitive salaries 44%, or that Western b) provides adequate resources

and promotes healthy work-life balance 19% and c) supports and provides adequate resources to pursue professional development (see table and figure 22.3).

Table 22.3. Workplace Supports and Benefits – Western Faculty

<i>As a member of Western's faculty body, I feel (or have felt)...</i>	Strongly Agree %	Agree %	Neither %	Disagree %	Strongly Disagree %
Western provides adequate resources/promotes healthy work-life balance.	12.5	31.3	15.6	21.9	18.8
Colleagues connect me to resources, individuals and opportunities that will help my career.	9.4	53.1	12.5	21.9	3.1
Western's annual performance evaluation process is clear.	3.1	34.4	34.4	18.8	9.4
Western supports and provides adequate resources to pursue professional development (e.g., locally, regionally, nationally, globally).	9.4	28.1	15.6	34.4	12.5
Pursuit of grant funding opportunities is supported and valued.	3.1	53.1	31.3	12.5	ND
Faculty salaries are competitive.	6.3	6.3	12.5	31.3	43.8
Health insurance benefits are competitive.	9.4	43.8	21.9	18.8	6.3
Childcare benefits are competitive.	6.3	6.3	59.4	18.8	9.4
Retirement benefits are competitive.	9.4	34.4	43.8	6.3	6.3
Job security exist at Western.	15.6	34.4	21.9	25.0	3.1
Career advancement opportunities exist at Western.	9.4	34.4	34.4	15.6	6.3
I would recommend Western as a good place to work.	15.6	37.5	31.3	12.5	3.1

**Figure 22.3. Workplace Supports and Benefits
Western Faculty**



Faculty were provided opportunity to elaborate further on their responses to Q.22.1 through Q22.3. Based on the emerging patterns across responses, faculty statements were sorted into three categories a) positive feelings of value, b) negative feelings of value, and c) suggestions for improving faculty's sense of value. See responses below:

Positive Feelings of Value

- *I love my job. I love working with students and being part of their journey. I get frustrated when doing service that is ignored, lost in the shuffle - the time we spend with students is huge and the administration doesn't give us respect for it. I don't necessarily need more money; i would like to be respected.*
- *I think Western is a great place to work and I appreciate being here.*
- *Salaries could always be better. But other benefits and overall work/life balance is better than comparable industry positions for my discipline.*

Negative Feelings of Value

- *Our salaries are well below the bottom 10th percentile for my discipline. It is virtually impossible to hire faculty from underrepresented groups.*
- *I do not feel that my work is valued, except by my immediate colleagues. I feel that Academic Affairs has an unfair and completely arbitrary standard for faculty work, and when confronted, will fall back on "the will of the president," or "Shared governance," or "HLC guidelines" to justify their actions.*
- *In my department, I have always felt well supported, mentored, and valued. Unfortunately, I feel that there is a disconnect from those at the very top and those that work in the classroom. I do sometimes worry that tenure positions are going by the wayside because those at the top do not value quality teachers and would rather hire a cheaper workforce than one of excellence. Finally, I wish I could serve and be more of a part of the university, but because of my position as lecturer I don't qualify for many opportunities.
All of that being said, I would like to state that I love working here and I have an invaluable mentor. I truly love working with my students and helping them succeed. I just see so much potential in Western and hate that sometimes I feel it being hindered by thinking of education as solely for profit and not as a way to bettering students and communities.*

Suggestions for Improving Faculty Sense of Value

- *If you want to have an easy benefit for faculty that would easily create more community, give us free passes to the campus recreation workout facility! Many would not take advantage, but those who do are mingling with students and staff in a neutral location and demonstrating healthy lifestyles. I know people who work in facilities receive an annual membership as part of their benefits package. If you can't give faculty more raises, let us go there for free! Costs the University nothing and only has positive benefits.*
- *We need to think more carefully about how to give all instructors at Western the opportunity to be excellent teacher-scholars. That is the ideal for an institution like this. We need reduced workloads (especially freedom from mind-killing tasks like answering emails, performing service, etc.). There should be a conscious cultivation of excellent teaching. There should be support for research and creative activities, but a more open approach to what qualifies as research and how much research one should do while being an excellent teacher. In short, I want to be part of a genuinely enthusiastic and supportive community of people dedicated to teaching and a lifelong pursuit of knowledge.*

Q.22.4 – Have You Observed Hiring Practices at Western (e.g., hiring Supervisor Bias, Search Committee Bias, Lack of Effort in Diversifying Recruiting Pool) that You Believe to be Unjust and/or Impede Efforts to Diversify the Campus Community? Table 22.4 provides a breakdown of response items selected by Western faculty based on their observations of unjust hiring practices at Western. Faculty selected from two response choices, *yes* or *no*, to indicate their level of agreement with the statement. Sixty-nine percent of faculty indicated that they have not observed such practices while and 31% responded yes to observing hiring practices at Western that they believe were unjust or impede diversity and inclusion efforts throughout the campus community.

Table 22.4. Observation of Unjust Hiring Practices – Western Faculty

<i>Have you observed hiring practices at Western that you believe to be unjust and/or impede efforts to diversify the campus community?</i>	Yes %	No %
Western Faculty	31.3	68.8

Q.22.5 – What Reason(s) did you perceive to be the Underlying Bias for the Unjust Hiring Practices? Faculty respondents were asked to identify the reason(s) they perceived were a cause of the underlying bias of the unjust hiring practices they observed at Western. Faculty were provided a list of 23 items. The majority of faculty responses regarding their perceptions of the observed unjust hiring practices included gender 14%, race/ethnicity 12%, and age 9% as the main underlying reasons. Seven percent for faculty respondents selected *other reason* (see table 22.5).

Table 22.5. Underlying Bias in Unjust Hiring Practices - Western Faculty

<i>What Reason(s) did you perceive to be the Underlying Bias for the Unjust Hiring Practices?</i>	<i>%</i>
Age	9.3
Assumed Linguistic Proficiency (due to accent)	2.3
Citizenship or immigrant status	2.3
Developmental Learning Disability	ND
Gender	14.0
Gender expression and/or identity (i.e., LGBTQA)	2.3
International status/national origin	2.3
Length of service at Western	2.3
Level of Education (e.g., diploma, GED, BA, MA, PhD)	2.3
Major field of study	2.3
Marital status (e.g., single, married, etc.)	2.3
Military/Veteran Status	ND
Parental status (e.g., having children, pregnancy)	ND
Philosophical views	ND
Physical characteristics	ND
Physical disability	ND
Psychological disability (mental health)	ND
Political views	ND
Race/Ethnicity	11.6
Religious spiritual views	ND
Social views	ND
Socioeconomic status	ND
Other Reason (please specify)	7.0

Faculty respondents who chose *other reason* were asked to please specify. Their responses were as follows:

- *"Fit" has become a very loaded term at Western. I have witnessed hiring committees favor inside candidates because "they have families" or because "they are local" rather than go for more qualified female, outside candidates.*
- *Previous university affiliations*
- *Previous interactions unrelated to position*

Q.22.6 – Have You Observed Promotion, Reappointment, Reclassification

Practices at Western that You Perceive to be Unjust? Western Faculty selected from yes and no response options to indicate whether they had observed unjust promotion, reappointment, and reclassification practices occur within the university. Seventy-two percent of faculty selected *no* while 28% of respondents indicated *yes* to observing unjust practices.

Table 22.6. Unjust Promotion, Reappointment, Reclassification Practices – Western Faculty

<i>Have you observed promotion, reappointment, reclassification practices at Western that you perceive to be unjust?</i>	Yes %	No %
Western Faculty	28.1	71.9

Q.22.7 – I Believe Unjust Behavior, Practice, and Procedures (Promotion,

Reappointment, Reclassification) Were Based Upon... Western faculty respondents were asked to identify the reason(s) for the underlying bias for the unjust practices they observed at Western. Faculty were provided a list of 23 items: a) age, b) assumed linguistic proficiency, c) citizenship or immigrant status, d) developmental learning disability, e) faculty scholarship, f) gender, g) gender expression/identity, h) international status/national origin, i) length of service at Western, j) level of education, k) major field of study, l) marital status, m) military/veteran status, n) parental status, o) philosophical views, p) physical characteristics, q) physical disability, r) psychological disability, s) political views, t) race/ethnicity, u) religious spiritual views, v) social views, w) socioeconomic status, x) other reason. Western faculty identified 9 items as the reasons for the observed unjust hiring practices. Four items received the majority of responses: faculty scholarship 5%, gender 12%, major field of study 5%, other reason 5%. While parental status, philosophical views, political views, race/ethnicity, and social views all received 2% of faculty responses. as the main underlying reasons (see table 22.7).

Table 22.7. Basis for Unjust Promotion, Reappointment, Reclassification - Western Faculty

<i>What Reason(s) did you perceive to be the Underlying Bias for the Unjust Hiring Practices?</i>	<i>%</i>
Age	ND
Assumed Linguistic Proficiency (due to accent)	ND
Citizenship or immigrant status	ND
Developmental Learning Disability	ND
Faculty scholarship (topical focus)	4.7
Gender	11.6
Gender expression and/or identity (i.e., LGBTQA)	ND
International status/national origin	ND
Length of service at Western	ND
Level of Education (e.g., diploma, GED, BA, MA, PhD)	ND
Major field of study	4.7
Marital status (e.g., single, married, etc.)	ND
Military/Veteran Status	ND
Parental status (e.g., having children, pregnancy)	2.3
Philosophical views	2.3
Physical characteristics	ND
Physical disability	ND
Psychological disability (mental health)	ND
Political views	2.3
Race/Ethnicity	2.3
Religious spiritual views	ND
Social views	2.3
Socioeconomic status	ND
Other Reason (please specify)	4.7

Faculty respondents who chose *other reason* were asked to please specify. Their responses were as follows:

- *Ego*
- *Relationship to a faculty or staff member.*

Q.22.8 – Faculty Perceptions of Western’s Institutional Practices. Faculty were presented 15 items that illustrate culturally responsive organizational practices (i.e., policy, initiative, service, resource, etc.) within a postsecondary institution. The items in the question set ranged from *recognition and rewarding culturally responsive praxes, participation in diversity initiatives, welcoming difficult conversation, supportive of Universal Design approaches to curricula and classroom structure, tool kits, essential training for faculty administrators, affinity groups and support, counseling, and trauma support resources.*

Next, faculty were asked to consider each item, then indicate which category—“is current Western practice” or “is not Western practice”—each item most aligned. Then indicate whether the practice had the following level of impact campus culture and climate: *positive impact, no impact, negative impact.* If the item *is not* a current practice, faculty respondents were asked to select from the 3 aforementioned response choices to indicate the potential impact the practice could have for the campus.

Is Current Western Practice-Positive Impact . Sixty-three percent of faculty rated the following items as having a positive impact: a) *conflict resolution/difficult conversations and mindfulness trainings,* b) *informal community networking opportunities,* c) *access to counseling resources to support faculty who experienced harassment and/or organizational trauma* as well as d) *resources for faculty supporting students and/or staff who experience harassment and/or organizational trauma.* Fifty percent of faculty rated a) *inclusive classrooms and culturally responsive toolkits,* b) *mentoring resources for new and/or adjunct faculty,* c) *equitable conflict resolution process,* d) *recognizes/rewards substantive DEII-centered academic and research experience as core criteria for recruiting faculty and faculty P&T* as positive impacts on Western’s culture and climate.

Is Current Western Practice-No Impact. Seventy-five percent of faculty identified *provides faculty with supervisory training* as a current practice that has no impact on the culture and climate of the university. Sixty-three percent indicated that both *recognizes/rewards culturally responsive approaches to curricula/pedagogy* and *participation in DEII faculty development opportunities* as having no impact. Additionally, 50% of faculty rated *equitable conflict resolution process, and both recognize/rewards*

substantive DEII-centered academic and research experience as core criteria for recruiting faculty and for faculty P&T as having no impact.

Is Current Western Practice-Negative Impact. Lastly, Western faculty rated only 6 items as having a negative impact. Thirteen percent of faculty rated *conflict resolution/difficult conversation and mindfulness trainings, inclusive classroom and culturally responsive toolkits, provides faculty with supervisory training, new administrator transition training for faculty, mentoring resources for new and/or adjunct faculty* as having negative impact. Also, 25% of faculty rated *Universal Design/Learning toolkits and training for faculty* as a negative impact. (See table 22.8).

Is Not a Current Western Practice-Positive Impact. Faculty rated the following items: a) *informal community networking opportunities for faculty* 65%, b) *conflict resolution/difficult conversations and mindfulness trainings for faculty* 63%, and c) *access to counseling resources to support faculty who experienced harassment/organizational trauma as well as support students/staff who experienced harassment/organizational* 63% as potentially positive impacts on the campus. Additionally, for recognizes and rewards items a) *culturally responsive approaches to curricula and pedagogy* 58%, b) *participation in DEII faculty development opportunities* 52%, and c) *substantive DEII-centered academic and research experiences as core criteria recruiting faculty as well as faculty P&T* 52%. Western faculty also indicated that the following resources would have a positive impact: a) *inclusive classroom and culturally responsive toolkits* 55%, b) *Universal Design/Learning toolkits and training for faculty* 49%; and c) *faculty affinity groups and networking* 49%.

Is Not a Current Western Practice-No Impact. Fifty percent of faculty rated the following items as no impact: a) *provides faculty with supervisory training, b) new administrator transition training for faculty, and c) mentoring resources for new and/or adjunct faculty.* Additionally, no impact ratings include *access to counseling resources for faculty supporting students and/or staff who experience harassment/organizational trauma* 38% and *Universal Design/Learning toolkits and training for faculty* 32%.

Is Not a Current Western Practice-Negative Impact. Faculty identified and rated 14 potential items as potentially having a negative impact on the campus culture and climate. Those items were, *recognizes/rewards participation in DEII faculty development opportunities* 23%, *recognizes/rewards substantive DEII-centered academic and research*

experiences as core criteria for faculty P&T 23%; provides faculty with supervisory training 25%; access to counseling resources to support faculty who experienced harassment and/or organizational trauma 25%; equitable conflict resolution process 25%; inclusive classroom and culturally responsive tool-kits for faculty 26%; and faculty affinity groups and networking 32%.

Table 22.8. Perceptions of Western’s Institutional Practices – Western Faculty

Please rate impact of the following items based on either your:	IS current Western Practice			IS NOT a Western Practice		
	Positive Impact	No Impact	Negative Impact	Positive Impact	No Impact	Negative Impact
a) knowledge of it being a current university practice (i.e., policy, initiative, service, resource, etc.), -or-						
b) perception of the potential impact it could have for the campus if it were a university practice.						
Recognizes and rewards culturally responsive approaches to curricula and pedagogy.	37.5	62.5	ND	58.0	29.0	12.9
Recognizes and rewards participation in DEII Faculty development opportunities.	37.5	62.5	ND	51.6	25.8	22.6
Conflict resolution/difficult conversations and mindfulness trainings for faculty.	62.5	25.0	12.5	62.5	25.0	12.5
Inclusive classroom and culturally responsive toolkits for faculty.	50.0	37.5	12.5	54.8	19.4	25.8
Universal Design/Learning (UDL) toolkits and training for faculty.	37.5	37.5	25.0	48.4	32.3	19.4
Provides faculty with supervisory training.	12.5	75.0	12.5	25.0	50.0	25.0
New administrator transition training for faculty.	25.0	62.5	12.5	37.5	50.0	12.5
Mentoring resources for new and/or adjunct faculty.	50.0	37.5	12.5	37.5	50.0	12.5
Faculty affinity groups and networking (e.g., faculty with disabilities, Faculty of Color).	37.5	62.5	ND	48.4	19.4	32.3
Informal community networking opportunities for faculty.	62.5	37.5	ND	64.5	16.1	19.4
Access to counseling resources to support faculty who experienced harassment and/or organizational trauma.	62.5	37.5	ND	62.5	12.5	25.0
Access to counseling resources for faculty supporting students and/or staff who experience harassment and/or organizational trauma.	62.5	37.5	ND	62.5	37.5	ND
Equitable conflict resolution process.	50.0	50.0	ND	50.0	25.0	25.0
Recognizes and rewards substantive DEII-centered academic and research experience as core criteria for recruiting faculty.	50.0	50.0	ND	51.6	29.0	19.4
Recognizes and rewards substantive DEII-centered academic and research experience as core criteria for faculty P&T.	50.0	50.0	ND	51.6	25.8	22.6

Faculty Perceptions of Western's Overall Campus Climate

The following questions expand beyond the previous compartmented approach to understanding Western faculty's perception of campus climate. Respondents were presented with 4 questions:

- *How comfortable are you with the culture and climate in your department/division?*
- *How comfortable are you with Western's overall culture and climate?*
- *Have you ever seriously considered leaving Western?*
- *Why did you seriously consider leaving Western?*

Faculty responses to each question are provided below.

Q.23.1 – How Comfortable are You with the Culture and Climate in your Department/Division? Faculty were asked to indicate their level of comfort with the culture and climate in their respective department. Response choices ranged from *very comfortable* to *very uncomfortable*. Ninety percent ($n = 37$) of faculty in the sample submitted responses to the question. **Very comfortable responses:** 27% all faculty, 22% full-time faculty, and 40% part-time faculty. **Comfortable responses:** 51% all faculty, 63% full-time faculty, and part-time faculty 20%. **Neither comfortable nor uncomfortable responses:** 11% all faculty, 7% full-time faculty, and 20% part-time faculty. **Uncomfortable responses:** 11% all faculty, 7% full-time faculty, and 20% part-time faculty. Respondents did not submit *very uncomfortable* responses regarding the culture and climate of their department/division (see table 23.1).

Table 23.1. Comfort within Department/Division Culture and Climate – Western Faculty

<i>How comfortable are you with the culture and climate in your department/division?</i>	Very Comfortable %	Comfortable %	Neither %	Uncomfortable %	Very Uncomfortable %
All Faculty	27.0	51.4	10.8	10.8	ND
Full-Time Faculty	22.2	63.0	7.4	7.4	ND
Part-Time Faculty	40.0	20.0	20.0	20.0	ND

Q.23.2 – Please Rate the Overall Campus Climate at Western. Faculty were asked to respond to 13 key statements regarding the inclusivity, accessibility, and sense of belonging on the Western campus. The question set included five response items ranging from *very inclusive* to *very exclusive* to rate the climate, and faculty contributed a total of 533 responses. Tables 23.2a and 23.2b display Western faculty’s perspective of the overall campus climate.

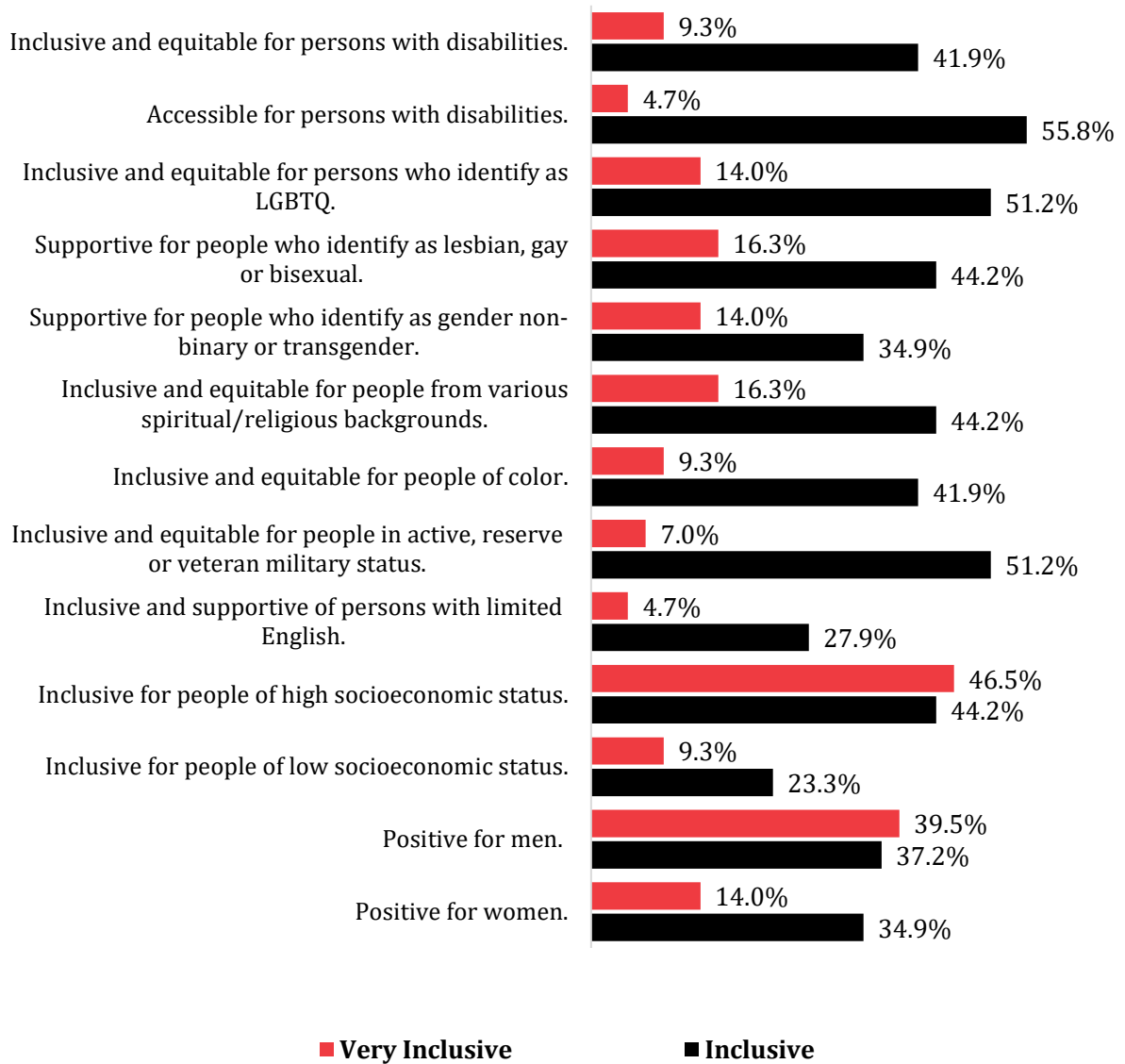
Overall Campus Climate, Positive – Western Faculty. Table 23.2a provides a breakdown of response items selected by faculty based on their perception of the campus as either inclusive or very inclusive. Faculty had a total of 305 positive response items across all 13 statements. Fifteen percent ($n = 78$) of faculty responses perceive the campus to be *very inclusive*, while 43% ($n = 227$) of submitted responses rated Western as *inclusive*. Western faculty who self-identified as White selected *very inclusive* 88% ($n = 66$ responses out of 78) and *inclusive* 92% ($n = 208$ responses out of 227) at a higher rate across the 13-item question set than any other faculty racial/ethnic group that selected the same response options. Faculty of Color rated Western’s overall campus climate as *very inclusive* 10% and *inclusive* 8%. When analyzed across gender identity, Western female faculty

selected *very inclusive* 27% and *inclusive* 34% at lower rates in comparison to male faculty response rates for *very inclusive* 59% and *inclusive* 61%. LGBTQ staff positive response rates *very inclusive* 27% and *inclusive* 27%. Lastly cisgender faculty rated the overall campus climate as *very inclusive* 51% and *inclusive* 16%.

Table 23.2a. Overall Campus Climate, Positive – Western Faculty

<i>Positive Campus Climate</i>	Very Inclusive %	Inclusive %
Inclusive and equitable for persons with disabilities.	9.3	41.9
Accessible for persons with disabilities.	4.7	55.8
Inclusive and equitable for persons who identify as LGBTQ.	14.0	51.2
Supportive for people who identify as lesbian, gay, or bisexual.	16.3	44.2
Supportive for people who identify as gender non-binary or transgender.	14.0	34.9
Inclusive and equitable for people from various spiritual/religious backgrounds.	16.3	44.2
Inclusive and equitable for people of color.	9.3	41.9
Inclusive and equitable for people in active, reserve, or veteran military status.	7.0	51.2
Inclusive and supportive of persons with limited English.	4.7	27.9
Inclusive for people of high socioeconomic status.	46.5	44.2
Inclusive for people of low socioeconomic status.	9.3	23.3
Positive for men.	39.5	37.2
Positive for women.	14.0	34.9

Figure 23.2a. Overall Campus Climate, Positive Western Faculty

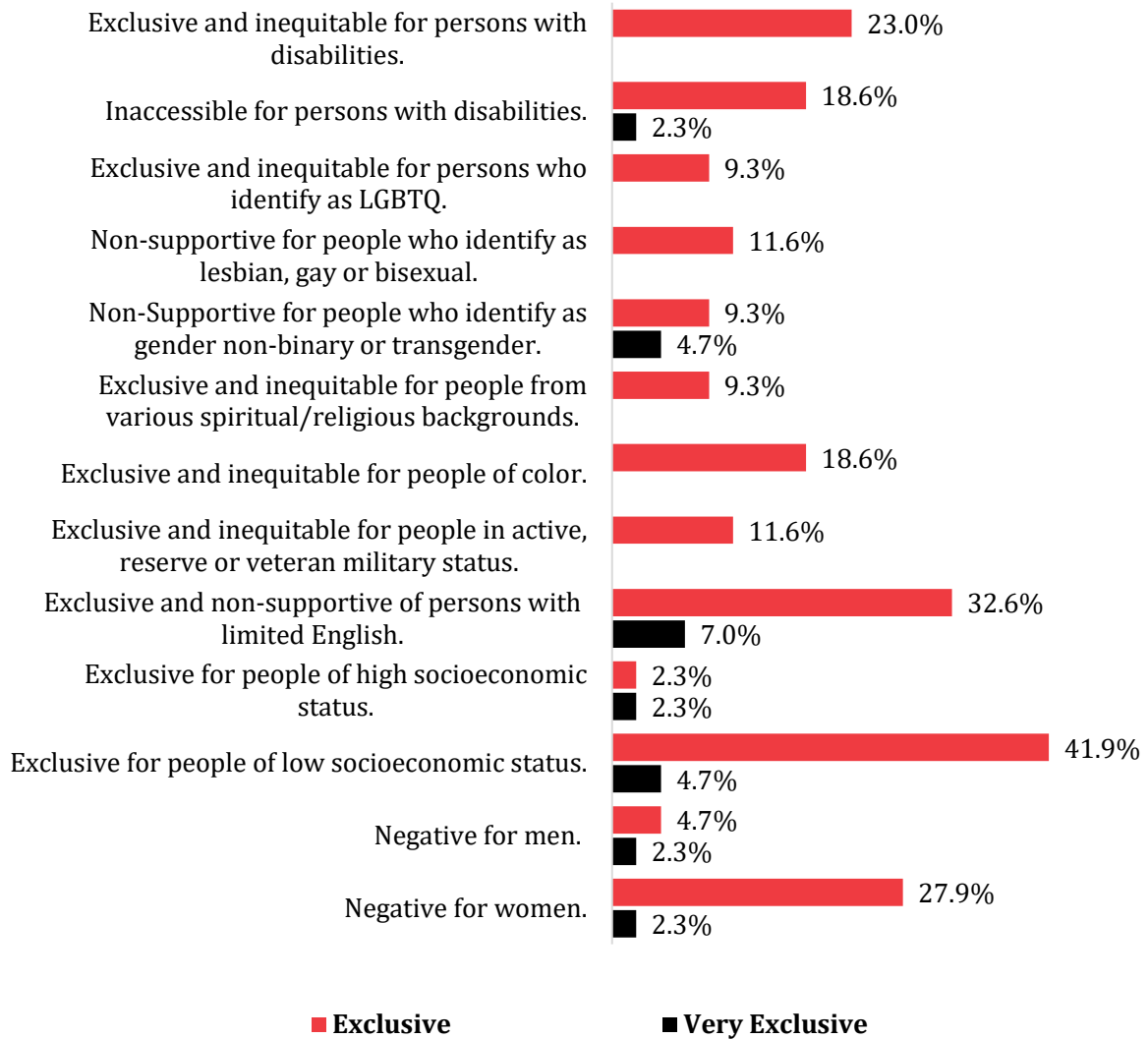


Overall Campus Climate, Negative – Western Faculty. Table 23.2b reflects the cumulative responses of Western faculty’s *exclusive* or *very exclusive* response to Q.23.2. Faculty submitted a total of 104 responses: *exclusive* ($n = 93$) and *very exclusive* ($n = 11$) across the 13-item question set. *Exclusive* campus rating by faculty demographics were as follows: white faculty 89% ($n = 83$ responses out of 93), faculty of color 11%, female faculty 62%, male faculty 31%, LGBTQ faculty 19%, and cisgender faculty 35%. *Very exclusive* ratings of overall campus climate white faculty 73%, faculty of color 27%, female faculty 27%, male faculty 55%, LGBTQ faculty 27%, and cisgender faculty 55%.

Table 23.2(b). Overall Campus Climate, Negative – Faculty

<i>Negative Campus Climate</i>	Exclusive %	Very Exclusive %
Exclusive and inequitable for persons with disabilities.	23.3	ND
Inaccessible for persons with disabilities.	18.6	2.3
Exclusive and inequitable for persons who identify as LGBTQ.	9.3	ND
Non-supportive for people who identify as lesbian, gay, or bisexual.	11.6	ND
Non-Supportive for people who identify as gender non-binary or transgender.	9.3	4.7
Exclusive and inequitable for people from various spiritual/religious backgrounds.	9.3	ND
Exclusive and inequitable for people of color.	18.6	ND
Exclusive and inequitable for people in active, reserve, or veteran military status.	11.6	ND
Exclusive and non-supportive of persons with limited English.	32.6	7.0
Exclusive for people of high socioeconomic status.	2.3	2.3
Exclusive for people of low socioeconomic status.	41.9	4.7
Negative for men.	4.7	2.3
Negative for women.	27.9	2.3

Figure 23.2b Overall Campus Climate, Negative Western Faculty



Overall Campus Climate, Neither Inclusive nor Exclusive – Western Faculty.

Twenty-three percent ($n = 124$) of faculty responses to the question set, rate the campus as *neither inclusive nor exclusive*. White faculty comprise 94% of *neither inclusive nor exclusive* responses in comparison to Faculty of Color 6%. Analysis across gender identity and expression characteristics found that female faculty rated the campus as *neither inclusive nor exclusive* 39%. Male faculty had a 53% response rate. LGBTQ faculty responses were 20%, and cisgender faculty 32%.

Q.23.3 – How Comfortable are You with Western’s Overall Culture and

Climate? Faculty respondents were asked to indicate their level of comfort with the overall culture and climate of the University by selecting from five response items ranging from *very comfortable* to *very uncomfortable*. Ninety percent ($n = 37$) of the faculty sample completed the question, 5% indicated that they are *very comfortable* and 49% are *comfortable* with Western’s culture and climate. While roughly 46% ($n = 17$) indicated that they are *neither comfortable nor uncomfortable* 24%, *uncomfortable* 19%, *very comfortable* 3% (see table 23.3).

Table 23.3. Comfort with Western’s Overall Culture and Climate – Faculty

<i>How comfortable are you with Western’s overall culture and climate?</i>	Very Comfortable %	Comfortable %	Neither %	Uncomfortable %	Very Uncomfortable %
Western Faculty	5.4	48.6	24.3	18.9	2.7

Q.23.4 – Have You Ever Seriously Considered Leaving Western? Subsequently, faculty were asked if they have ever considered leaving the University. Respondents received two response choices, *yes* and *no*. Overall, 62% of faculty respondents *yes* to having strongly considered leaving Western in comparison to 38% who indicated that they had no such considerations. Disaggregation of faculty responses by full-time and part-time ranks found that 46% of full-time and 16% of part-time faculty have strongly considered leaving. (See table 23.4.)

Lastly, further examination of faculty responses across race/ethnicity and gender demographics revealed that 57% of White faculty and 5% of Faculty of Color have strongly considered leaving Western in comparison to 32% of White faculty and 5% of Faculty of Color have not considered such an option. Additionally, 30% of female and male faculty,

respectively, have strongly considered leaving Western while 11% of female faculty and 19% of male faculty have not. Eight percent of faculty, who self-identified within the LGBTQ spectrum and responded to Q23.4, indicated *no* to have strongly considered leaving the university. There were no response submissions from LGBTQ faculty that indicated *yes* they have strongly considered leaving as an option.

Table 23.4. Considered Leaving Western - Faculty

<i>Have you ever seriously considered leaving Western?</i>	Yes %	No %
All Faculty	62.2	37.8
Full-Time Faculty	45.9	27.0
Part-Time Faculty	16.2	10.8

Q.23.5 – Why Did You Seriously Consider Leaving Western? Faculty respondents were presented 16-items to select from regarding their reason for wanting to leave Western. The items were a) income/salary, b) increased workload without compensation or promotion, c) lack of benefits, d) lack of institutional support, e) lack sense of belonging, f) limited opportunities for advancement, g) personal reasons, h) relocation (spouse/partner offered new position), i) relocation (spouse/partner unable to secure employment locally), j) tension between leadership and faculty, k) tension between leadership and staff, l) tension/hostility within primary department, m) unwelcoming campus climate, n) unwelcoming local community, o) reason not listed.

Western faculty’s primary reasons for wanting to leave the university are explicitly connected to income, workload, and university tensions. Faculty indicated *income/salary* 44%, *increased workload without compensation or promotion* 37%, and *tensions between leadership and faculty* 30% (see table 23.5).

Table 23.5. Reason for Wanting to Leave Western - Faculty

<i>Why did you seriously consider leaving Western?</i>	<i>%</i>
Income/salary	44.2
Increased workload without compensation or promotion	37.2
Lack of benefits	2.3
Lack of institutional support (e.g., tech support, lab space/equipment)	7.0
Lacks sense of belonging	16.3
Limited opportunities for advancement	18.6
Personal reasons	11.6
Relocation (spouse/partner offered new position out of state)	ND
Relocation (spouse/partner unable to secure employment locally)	2.3
Tension between leadership and faculty	30.2
Tension between leadership and staff	2.3
Tension/hostility within primary department	16.3
Unwelcoming campus climate	ND
Unwelcoming local community	ND
Reason not listed	4.7

Q.23.6 – Please Elaborate Further on Your Responses to Faculty Perceptions of Western Campus Climate and Culture. Faculty statements were sorted into two categories a) campus culture and climate, and b) lack of value and belonging. See responses below:

Campus Culture and Climate

- *A culture of duplicity and disingenuousness from Academic Affairs. This has been a source of contention personally for many years. Whether it's an underhanded way of dealing with faculty (a kind of buddy system), or an overall culture of doing "favors" for you and then expecting reciprocity, it is a broken administrative entity which ultimately collapses under its own weight.*
- *I believe there is a lot of energy directed at trying to foment "equity and inclusion issues" and that these efforts are disproportionate to the challenges that exist.*
- *Overall good*

Lack of Value and Belonging:

- *Every non-tenured colleague I know is looking for jobs elsewhere.*
- *Extremely secluded location that does not allow for convenient professional development or professional opportunities.*
- *Seriously considering retirement. Time to do something.*
- *The “Lecturer” position is not valued and often treated as second class citizens. Lecturer wasn’t even posted on this survey! We are not Adjunct Professors. Our contractual term is “Long-Term Temporary Faculty.” Yet we are still faculty. The admin appreciates us because they get to pay us less and could terminate us at any time (unlike Tenure), though many of us have been here for 10+ years because we are committed to teaching and to Western. We deserve to be listed as a faculty type at least!!!*
- *The times I have considered looking for another job have been triggered by quite different feeling of frustration (e.g., heavy workload with little sense of appreciation by the institution, familial health, lack of opportunity for certain kinds of advancement, frustration with the type of students I mostly work with, a feeling that worse is yet to come). The workload is ridiculously high, and the pay is insufficient: a bad combination for retention. I am an adjunct, and especially in the years when I had to cobble together a full-time load by getting courses from various department, my life was miserable. It is short-sighted to treat adjuncts as they are treated here, especially when it is difficult to get people to relocate to Gunnison in the first place.*
- *Want to give my greatest gift to the world. Is this it?*

Western's Staff Perceptions of Workplace Climate

Western staff received three question sets to examine their initial perceptions of campus culture and climate. First, staff's perception of value within their respective department and the university at large is explored. Next, staff responded to question prompts specific to their service and research. Followed by perceptions of the professional ability.

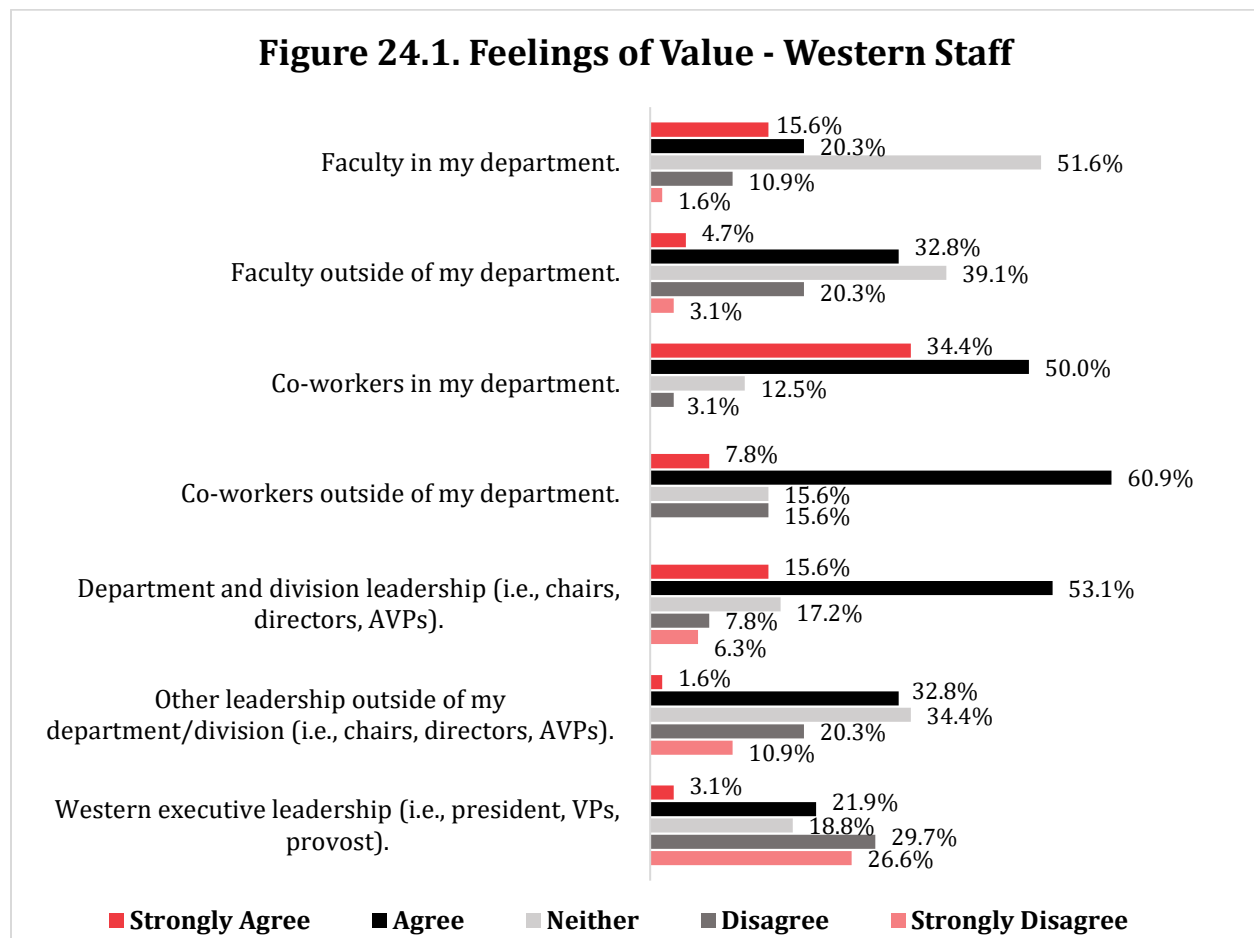
Western's Staff Perceptions of Belonging

Q.24.1 – I Feel Valued By... Staff were presented with 7 statements: a) faculty in my department; b) faculty outside of my department; c) co-workers in my department; d) co-workers outside of my department; e) department and division leadership (i.e., chairs, directors, AVPs); f) other leadership outside of my department/division i.e., chairs, directors, AVPs); g) Western executive leadership (i.e., president, VPs, provost). Respondents were instructed to use response items ranging from *strongly agree* to *strongly disagree* to indicate their level of agreement with each of the statements provided.

Thirty-four percent of Western staff indicated that they strongly agree that they are valued by co-workers in their department. Staff agree that feel valued by co-workers outside of their department 61%, department and division leadership 53%, co-workers in their department 50%, and faculty outside of their department 33%. Fifty-two percent of staff neither agree nor disagree that they feel valued by faculty within their departments. Additionally, staff disagree with feeling valued by a) faculty outside of their department 20% and co-workers outside of their department 16% (see table and figure 24.1).

Table 24.1. Feelings of Value – Western Staff

<i>I feel valued by...</i>	Strongly Agree%	Agree%	Neither%	Disagree%	Strongly Disagree%
Faculty in my department.	15.6	20.3	51.6	10.9	1.6
Faculty outside of my department.	4.7	32.8	39.1	20.3	3.1
Co-workers in my department.	34.4	50.0	12.5	3.1	ND
Co-workers outside of my department.	7.8	60.9	15.6	15.6	ND
Department and division leadership (i.e., chairs, directors, AVPs).	15.6	53.1	17.2	7.8	6.3
Other leadership outside of my department/division (i.e., chairs, directors, AVPs).	1.6	32.8	34.4	20.3	10.9
Western executive leadership (i.e., president, VPs, provost).	3.1	21.9	18.8	29.7	26.6



Q.24.1a – Please Elaborate Further on Your Responses Regarding Feelings of Value at Western. Based on the emerging patterns across responses, staff statements were sorted into four categories a) lack of appreciation from faculty and leadership, b) silenced staff voices, c) workload/salary complaints, d) mixed feelings about value.

Lack of Appreciation from Faculty and Leadership

- *Feel a continual feeling of some faculty not valuing work done as a staff member.*
- *I am unsure whether I am valued by entities on campus, with whom I do not have direct contact.*
- *I rank fairly low on the proverbial work totem pole, but it sometimes frustrates me that as a young, very recent college grad, my skills and competency are questioned because of my age and limited experience.*
- *I don't feel valued or appreciated by most higher ups. I'm sure the president has no idea I even exist even though we are on the same floor.*

Silenced Staff Voices

- *Feeling valued: when someone reports sexual harassment, the response really shouldn't be "But he's an institution."*
- *I am afraid to talk to anyone that is at a higher level than me for fear that I will lose my job, my worries will be dismissed, I will be told to not worry about the issue, brushed off.*
- *It feels as though we are being led out of fear and not included. It seems as though nobody know the benefits of transparency.*

Workload/Salary Complaints

- *My team really seems to not care about my position or being a "team" whatsoever. As long as my duties get done then they are pleased. Tasks are delegated and completed but there's barely even any socialization and we spend 40+ hours here per week. There is no "atmosphere" in our department and other departments notice it and have asked us about it. Currently seeking other employment opportunities at the university because of this. People generally grumble and complain, and express being undervalued. I'm not sure that is actually true though. Clearly there is a disconnect.*
- *I believe that you show what you value by salary. I work excessive hours and have one of the smaller salaries on campus. Others with 1/4 of my experience make more money than I do.*

Mixed Feelings of Value

- *I answered these questions according to the division I work for (Student Affairs), and not my specific area.*
- *I struggled to answer the executive leadership question as there are two VPs that I feel supported by.*
- *I feel very valued on my team, in my department and across campus in general. We work hard and I realize that doesn't go unnoticed most times.*
- *Mixed feelings on this one. Do feel valued by some, but not by majority of faculty/staff. Little to no interaction by executive leadership (talked at, not to).*
- *it seems like the faculty and staff have no idea what we do and how hard we work*

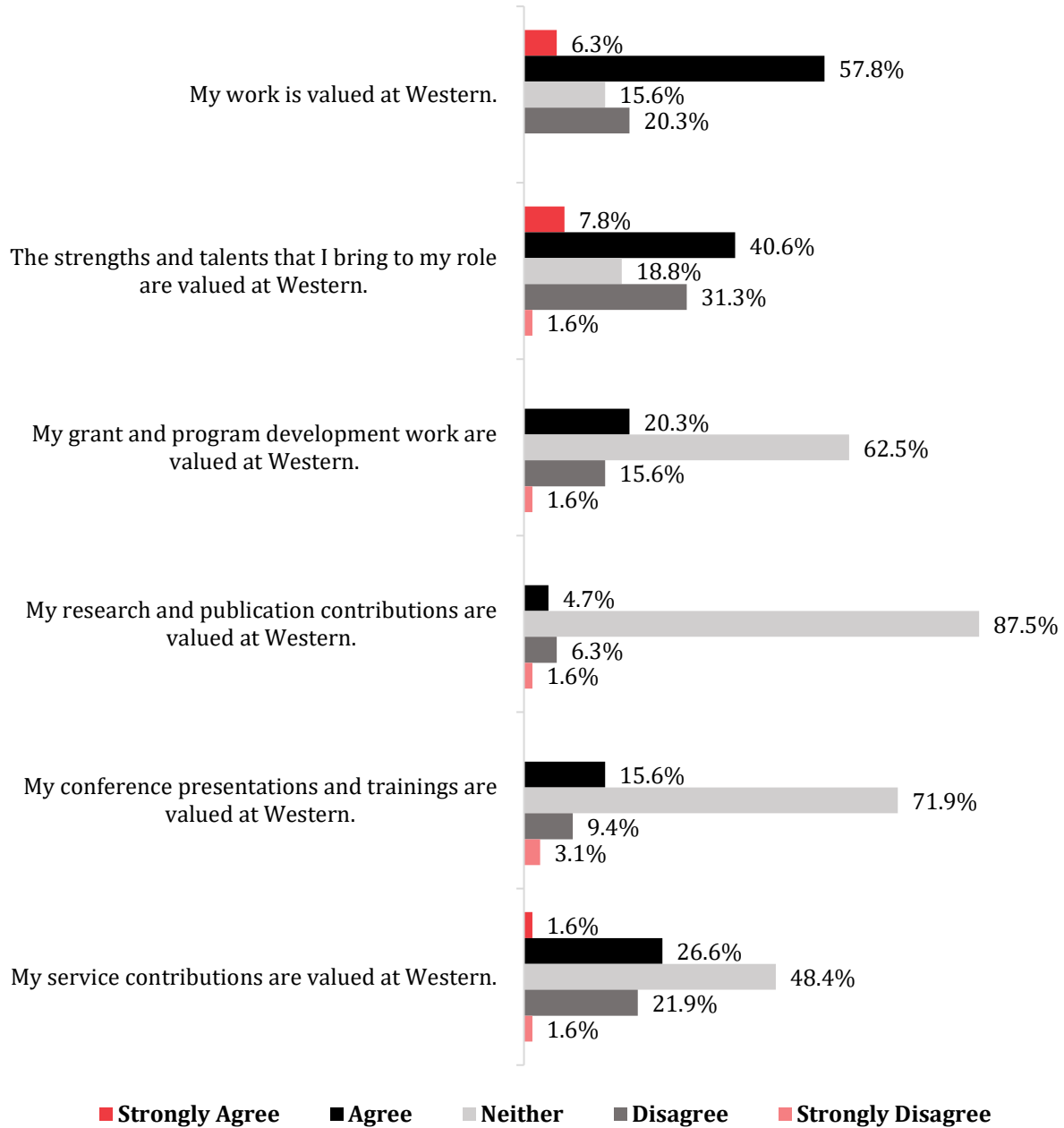
Q.24.2 – Value of Service and Research... Staff received 6 statements: a) my work is valued at Western; b) the strengths and talents that I bring to my role are valued at Western; c) my grant and program development work are valued at Western; d) my research and publication contributions are valued at Western; e) my conference presentations and trainings are valued at Western; f) my service contributions are valued at Western. Respondents were instructed to use response items ranging from *strongly agree* to *strongly disagree* to indicate their level of agreement with each of the statements provided.

Staff respondents had significant response submissions of neither agree nor disagree across 66% ($n = 4$) of items in the question set. Staff *neither agree nor disagree* that their *research and publication contributions* 88%, *conference presentations and trainings* 72%, *grant and program development work* 63%, and *service contributions* 48% are valued at Western. Yet, staff do agree that their *work* 58% as well as *the strengths and talents they bring to the role* 41% are valued at Western (see table and figure 24.2).

Table 24.2. Value of Service and Research – Western Staff

<i>Value of service and research...</i>	Strongly Agree %	Agree %	Neither %	Disagree %	Strongly Disagree %
My work is valued at Western.	6.3	57.8	15.6	20.3	ND
The strengths and talents that I bring to my role are valued at Western.	7.8	40.6	18.8	31.3	1.6
My grant and program development work are valued at Western.	ND	20.3	62.5	15.6	1.6
My research and publication contributions are valued at Western.	ND	4.7	87.5	6.3	1.6
My conference presentations and trainings are valued at Western.	ND	15.6	71.9	9.4	3.1
My service contributions are valued at Western.	1.6	26.6	48.4	21.9	1.6

Figure 24.2. Value of Service and Research - Staff



Q.24.2a – Please Elaborate Further on Your Responses Regarding Feelings of Value at Western. Based on the emerging patterns across responses, staff statements were sorted into two categories a) lack of recognition, and b) professional development. See below:

Lack of Recognition

- *As a staff member recognition is pretty hard to come by. In my department, people know what I do-- but one step out and no one understands the value of it.*
- *It's really hard to agree or disagree because there is a lack transparency and acknowledgement/recognition on campus. In some areas I agree, but overall, it's a grey area. I don't want to disregard the small groups that value me, but how do rate the grey areas? I believe the "neither agree or disagree" response says a lot about the climate of campus. Am I valued? I don't know.*
- *Depth of what we are up to in my department are probably just not known and that could be largely up to me.*
- *Not all apply. I do think my work (or the product of my work) is valued whether one knows who's responsible for the work. Don't need credit, just happy knowing I'm productive and of value. Really appreciate opportunities to extend my service to areas outside my department.*

Professional Development

- *I am grateful to participate in professional development, to effectively assess and refresh my practices for student development and their support.*
- *I have never been given any professional development opportunities.*
- *There currently are no professional development opportunities in my department-not even from supervisors. There was no initial training for the position. I put on events and programs and am barely recognized on campus.*

Q.24.3 – Extent to Which Professional Ability is Perceived by Others. In the final question set of this section, Western staff were provided 1-statement to rate their perception of immediate supervisory, campus leadership, faculty, and co-workers' assumptions of their professional ability. Staff selected from five response items ranging from *strongly agree* to *strongly disagree*.

Data findings revealed that Western staff had significant positive indications within the agree regarding the assumption held about their professional ability by supervisors 56%, campus leadership 47%, faculty 44%, and co-workers 59%. Western staff also had a high response rate for *neither agree nor disagree* regarding faculty assumptions 45% (see table and figure 24.3). Additionally, faculty responses were disaggregated for this question set and findings for female, male, LGBTQ, and staff with disabilities are discussed.

Per the findings, female staff had significantly high *agree* response rates for each item in the question set where it concerned others' perception of their professional ability: a) supervisors 48%, b) campus leaders 37%, c) faculty 48%, and d) co-workers 56% perception of professional ability are positive. However, female staff in the subsample also *neither agree nor disagree* that campus leaders 30%, faculty 44%, and coworkers 26% perceptions are positive. Female staff respondents disagree that leaders 30% and faculty 22% perceptions regarding their professional ability are positive (see table and figure 24.3.1). Next, male staff had significantly high *agree* response rates across all four items in the *agree* category: a) supervisor's assumptions 42%, b) leadership assumptions 39%, c) faculty assumptions 50%, and d) co-worker's assumptions 46% (see table and figure 24.3.2). Furthermore, LGBTQ staff response rates were significantly high in *neither agree nor agree* category across each statement regarding supervisor 68%, campus leadership 74%, faculty 74% assumptions of professional ability being positive (see table and figure 24.3.3).

Lastly, Western staff with disabilities had significantly high *neither agree nor disagree* response rates than other response choice. Staff in the subsample did not agree or disagree that supervisors 88%, campus leadership 88%, faculty 82%, and co-works 88% held positive assumptions regarding their ability (see table and figure 24.3.4).

Table 24.3. Professional Ability Perceived by Others – Western Staff

<i>Please indicate the extent to which your professional ability (i.e., knowledge, skills, and expertise) is perceived by others on campus:</i>	Strongly Agree %	Agree %	Neither %	Disagree %	Strongly Disagree %
Supervisor’s assumptions of your professional ability are positive and tend to leverage the diverse attributes you bring to the role and/or department.	25.0	56.3	9.4	7.8	1.6
Leadership’s assumptions of your professional ability are positive and tend to leverage the diverse attributes you bring to the role and/or department.	12.5	46.9	23.4	14.1	3.1
Faculty’s assumptions of your professional ability are positive and tend to leverage the diverse attributes you bring to the role and/or department.	3.1	43.8	45.3	3.1	4.7
Co-workers’ assumptions of your professional ability are positive and tend to leverage the diverse attributes you bring to the role and/or department.	21.9	59.4	17.2	1.6	ND

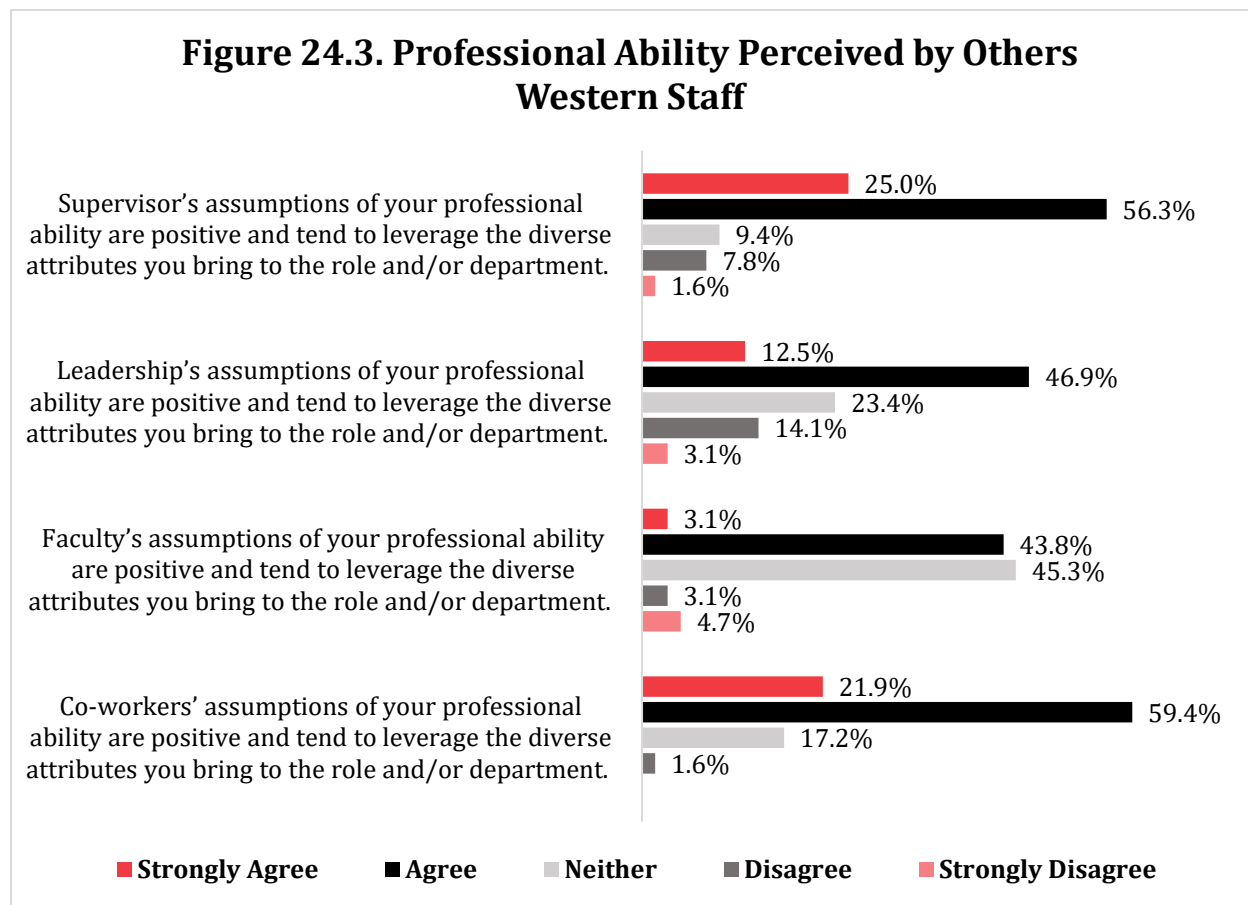


Table 24.3.1. Professional Ability Perceived by Others – Western Female Staff

<u>Female Staff</u> <i>Please indicate the extent to which your professional ability (i.e., knowledge, skills, and expertise) is perceived by others on campus:</i>	Strongly Agree %	Agree %	Neither %	Disagree %	Strongly Disagree %
Supervisor’s assumptions of your professional ability are positive and tend to leverage the diverse attributes you bring to the role.	25.5	54.9	19.6	ND	ND
Leadership’s assumptions of your professional ability are positive and tend to leverage the diverse attributes you bring to the role.	11.8	41.2	31.4	11.8	3.9
Faculty’s assumptions of your professional ability are positive and tend to leverage the diverse attributes you bring to the role.	7.8	35.3	41.2	11.8	3.9
Co-workers’ assumptions of your professional ability are positive and tend to leverage the diverse attributes you bring to the role.	25.0	54.2	18.8	2.1	ND

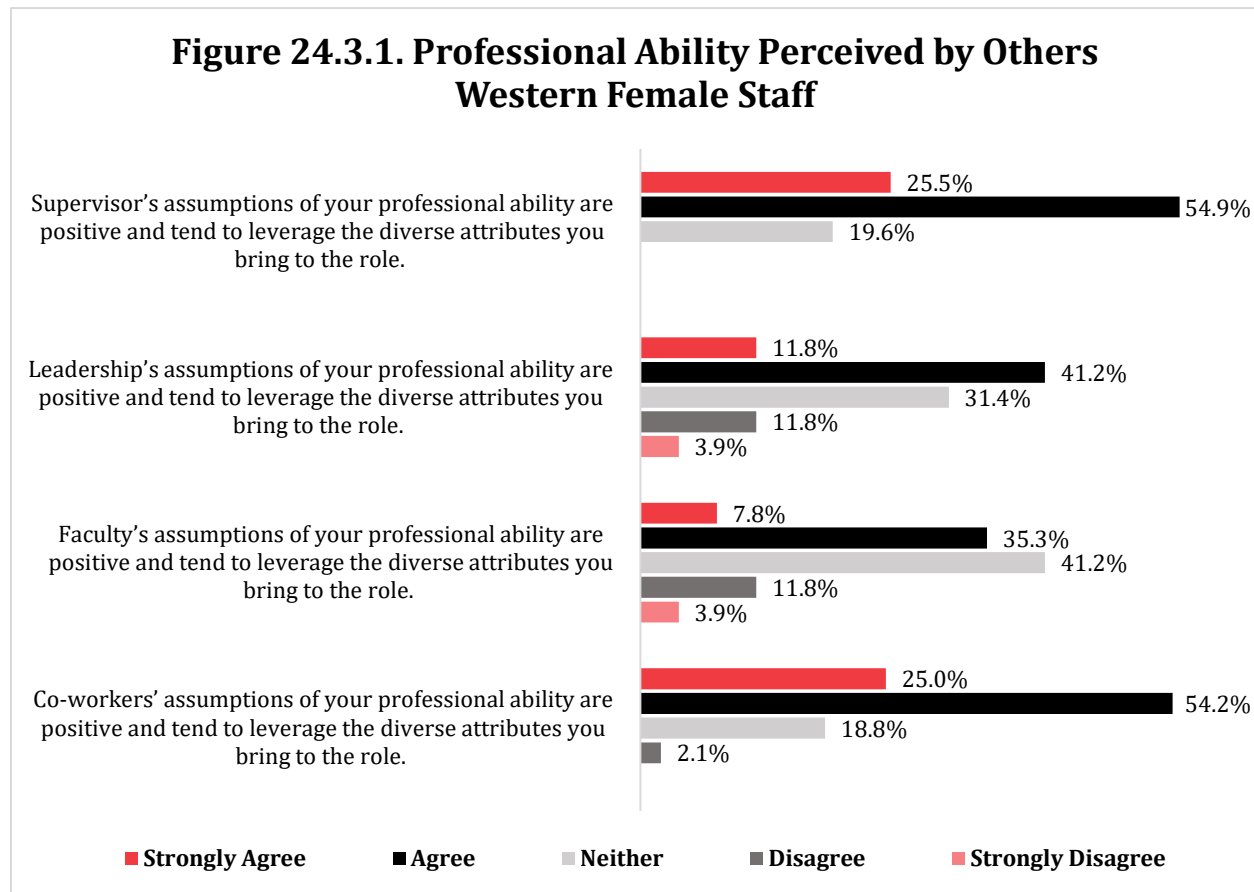


Table 24.3.2. Professional Ability Perceived by Others – Western Male Staff

<u>Male Staff</u> <i>Please indicate the extent to which your professional ability (i.e., knowledge, skills, and expertise) is perceived by others on campus:</i>	Strongly Agree %	Agree %	Neither %	Disagree %	Strongly Disagree %
Supervisor’s assumptions of your professional ability are positive and tend to leverage the diverse attributes you bring to the role.	7.7	42.3	30.8	15.4	3.8
Leadership’s assumptions of your professional ability are positive and tend to leverage the diverse attributes you bring to the role.	ND	38.5	38.5	19.2	3.8
Faculty’s assumptions of your professional ability are positive and tend to leverage the diverse attributes you bring to the role.	ND	50.0	35.7	14.3	ND
Co-workers’ assumptions of your professional ability are positive and tend to leverage the diverse attributes you bring to the role.	15.4	46.2	34.6	3.8	ND

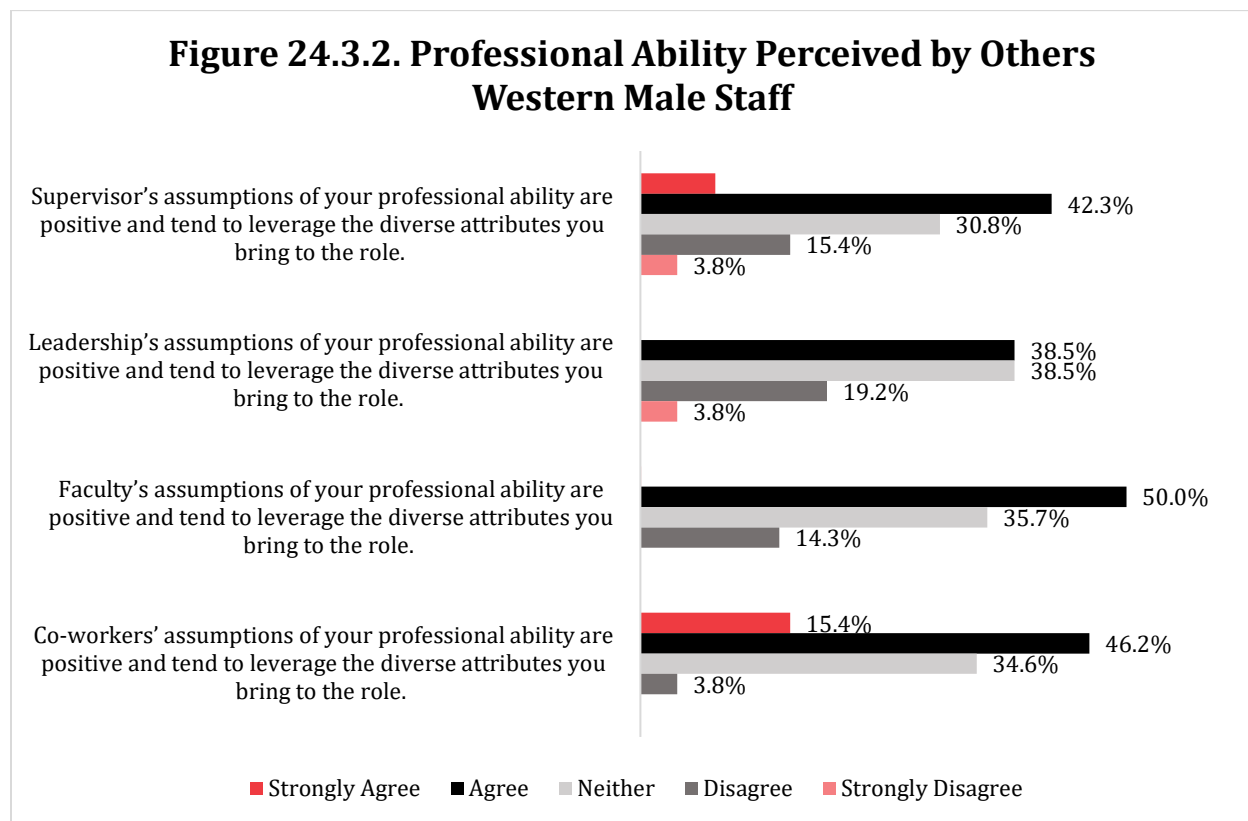


Table 24.3.3. Professional Ability Perceived by Others, pt. 4 – Western LGBTQ Staff

<u>LGBTQ Staff</u> <i>Please indicate the extent to which your professional ability (i.e., knowledge, skills, and expertise) is perceived by others on campus:</i>	Strongly Agree %	Agree %	Neither %	Disagree %	Strongly Disagree %
Supervisor’s assumptions of your professional ability are positive and tend to leverage the diverse attributes you bring to the role.	15.8	10.5	68.4	5.3	ND
Leadership’s assumptions of your professional ability are positive and tend to leverage the diverse attributes you bring to the role.	5.3	10.5	73.7	5.3	5.3
Faculty’s assumptions of your professional ability are positive and tend to leverage the diverse attributes you bring to the role.	5.3	10.5	73.7	ND	10.5
Co-workers’ assumptions of your professional ability are positive and tend to leverage the diverse attributes you bring to the role.	ND	ND	ND	ND	ND

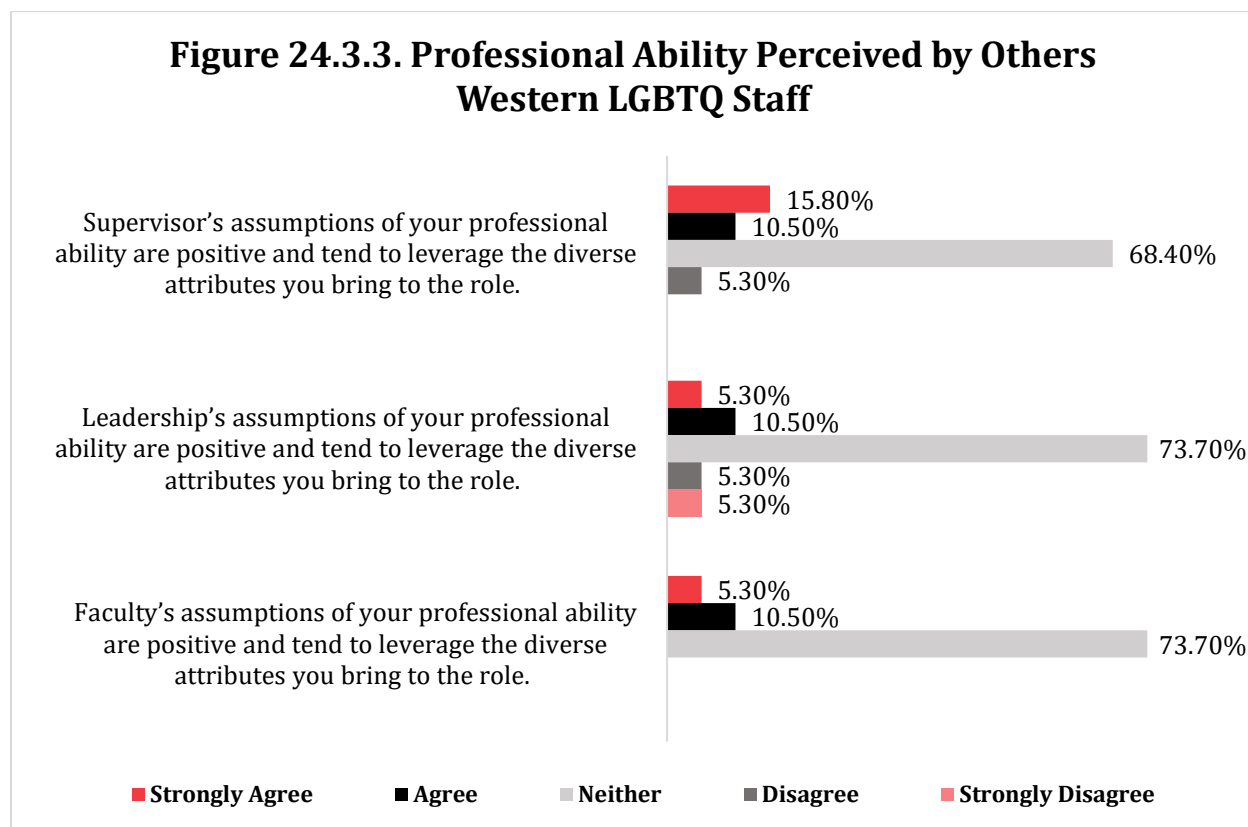
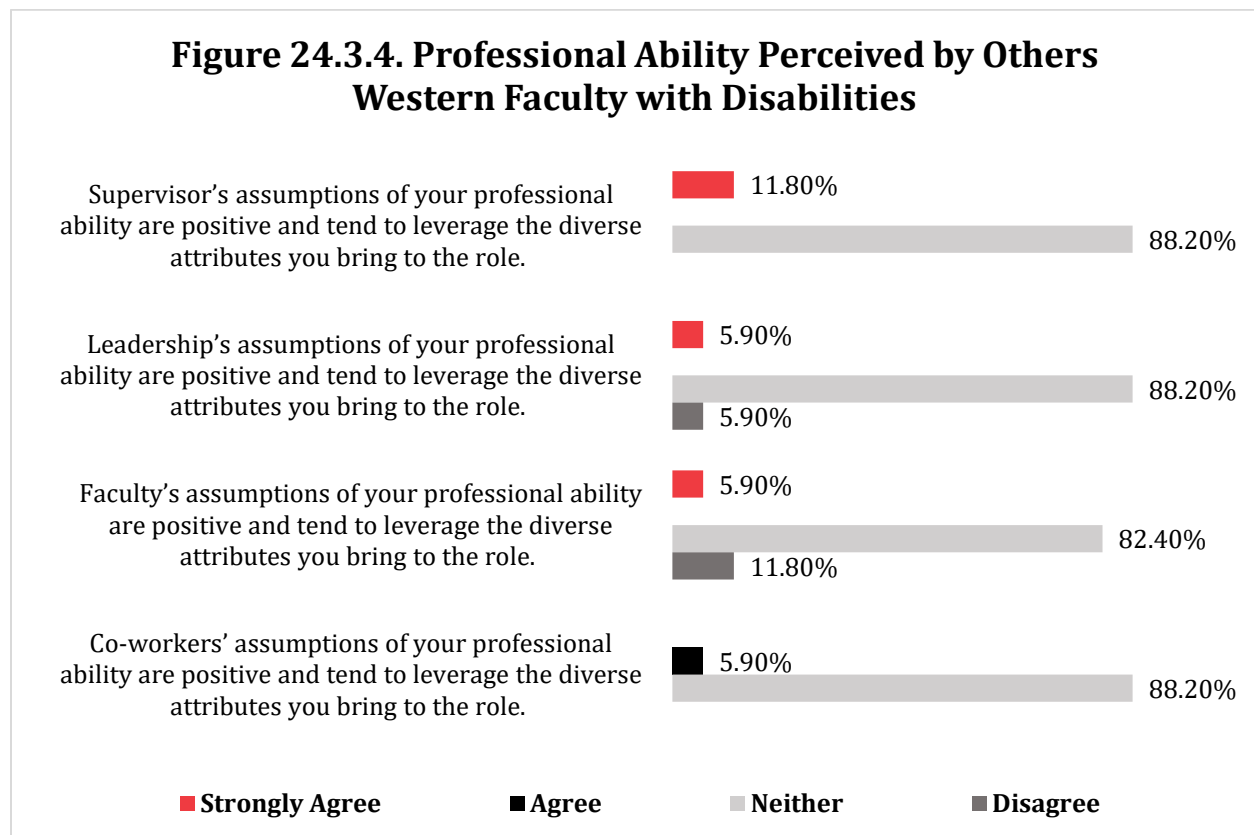


Table 24.3.4. Professional Ability Perceived by Others, pt. 5 – Western Staff with Disabilities

<u>Staff with Disabilities</u> <i>Please indicate the extent to which your professional ability (i.e., knowledge, skills, and expertise) is perceived by others on campus:</i>	Strongly Agree %	Agree %	Neither %	Disagree %	Strongly Disagree %
Supervisor’s assumptions of your professional ability are positive and tend to leverage the diverse attributes you bring to the role.	11.8	ND	88.2	ND	ND
Leadership’s assumptions of your professional ability are positive and tend to leverage the diverse attributes you bring to the role.	5.9	ND	88.2	5.9	ND
Faculty’s assumptions of your professional ability are positive and tend to leverage the diverse attributes you bring to the role.	5.9	ND	82.4	11.8	ND
Co-workers’ assumptions of your professional ability are positive and tend to leverage the diverse attributes you bring to the role.	5.9	5.9	88.2	ND	ND



Staff respondents were provided opportunity to elaborate further on their selected response choices to the question set regarding the perceptions held about their professional ability. Based on the emerging patterns across responses, staff statements were sorted into three categories a) faculty assumptions, b) co-workers' assumptions, and c) positive assumptions. See responses below:

Faculty Assumptions

- *Faculty are always first to underestimate me, probably based on appearance and age. They really are too surprised to discover that my work has value. Disclaimer: my supervisor is a director, but I do not count him in 'administration' generally.*

Co-workers' Assumptions

- *There are staff members that I am more positive about and ones that I am negative about. Work ethic is not abundant.*
- *My department is primarily female, so I feel lucky that my skills haven't been called into question because of my gender.*
- *Would have been nice to be able to choose "not applicable" to some of these questions. Had to resort to "neither positive nor negative" for most.*

Positive Assumptions

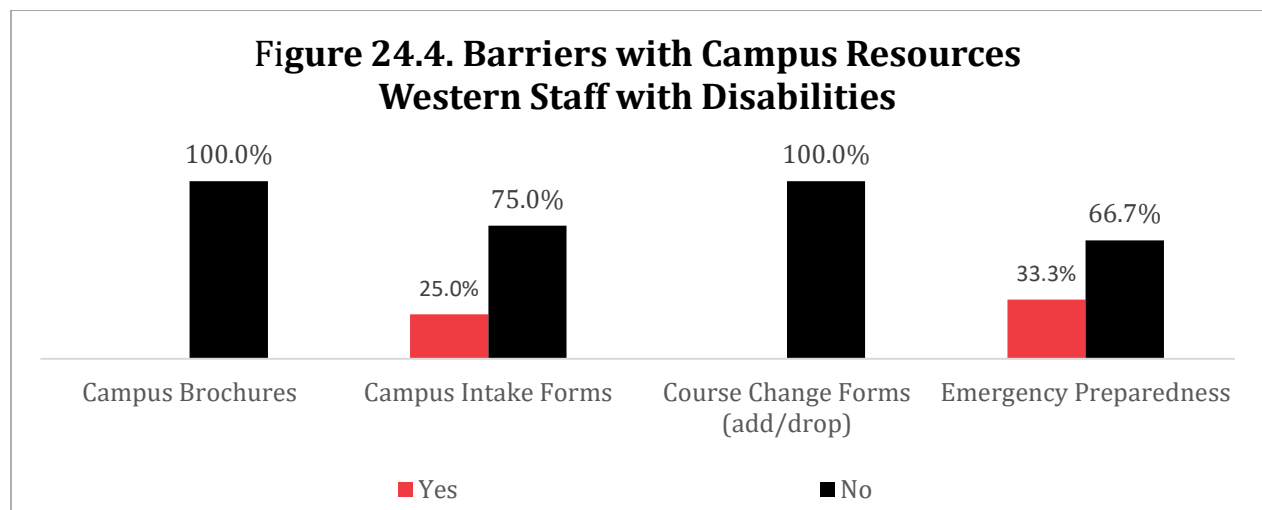
- *I feel generally respected across campus and when people ask something of me, it's rarely from left field or negative and fits within my ability to complete.*
- *Mostly positive, hard to tell though.*

Campus Barriers – Western Staff with Disabilities. The question sets in this section explore the barriers that Western’s staff with disabilities have experienced when attempting to access campus resources, spaces and facilities, instructional materials, campus technology, campus services. Staff with disabilities comprise 3% of survey respondents.

Q.24.4 – Please Indicate if You Have Experienced Barriers with the Western’s Campus Resources. Staff with Disabilities were asked to indicate whether or not they experienced barriers with specific campus resources (i.e., campus brochures, campus intake forms, course change forms, emergency preparedness). Staff in the subsample indicated that the campus resources that are most problematic for them include a) campus intake form 25% and campus emergency preparedness 33% (see table and figure 24.4)

Table 24.4. Barriers with Campus resources – Western Staff with Disabilities

Please indicate if you have experienced barriers with the following:	Yes %	No %
Campus Brochures	ND	100
Campus Intake Forms	25.0	75.0
Course Change Forms (add/drop)	ND	100
Emergency Preparedness	33.3	66.7



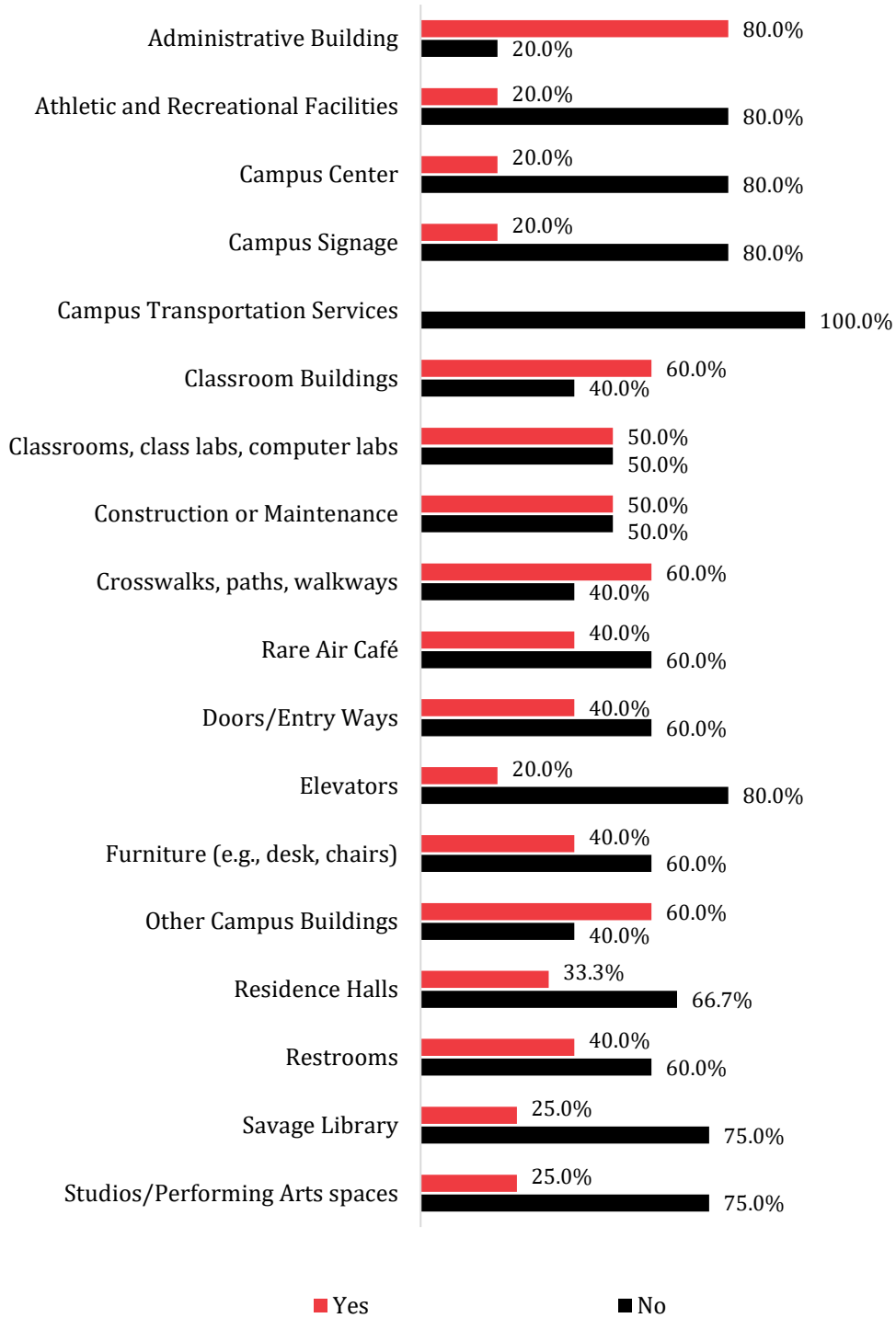
Q.24.5 – Please Indicate if You Have Experienced Barriers within Western’s Campus Spaces and Facilities. Staff with Disabilities were asked to indicate whether they experienced barriers across Western spaces and facilities. Eighteen campus areas were identified: a) administrative buildings, b) athletic and recreational facilities, c) campus center, d) campus signage, e) campus transportation services, f) classroom buildings, g) classrooms and labs, h) construction or maintenance, i) crosswalks and pathways, j) Rare Air café, k) doors and entry ways, l) elevators, m) furniture, n) other campus buildings, o) residence halls, p) restrooms, q) Savage Library, r) studios and performing arts spaces. Respondents were provided 2 response items, *yes* and *no*, to select from for each area listed.

Ten campus spaces and/or facilities emerged as the most problematic for staff with disabilities. Those areas include Western’s administrative building – 80%; classroom building 60%; crosswalks, paths, walkways 60%; other campus buildings 60%; classroom, class labs, computer labs 50%; construction or maintenance 50%; Rare Air Café’ 40%; door/entry ways 40%; furniture 40%; and restrooms 40% (See table and figure 24.5.).

Table 24.5. Barriers with Campus Spaces and Facilities – Western Staff with Disabilities

Characteristic	Yes %	No %
Administrative Building	80.0	20.0
Athletic and Recreational Facilities	20.0	80.0
Campus Center	20.0	80.0
Campus Signage	20.0	80.0
Campus Transportation Services	ND	100
Classroom Buildings	60.0	40.0
Classrooms, class labs, computer labs	50.0	50.0
Construction or Maintenance	50.0	50.0
Crosswalks, paths, walkways	60.0	40.0
Rare Air Café	40.0	60.0
Doors/Entry Ways	40.0	60.0
Elevators	20.0	80.0
Furniture (e.g., desk, chairs)	40.0	60.0
Other Campus Buildings	60.0	40.0
Residence Halls	33.3	66.7
Restrooms	40.0	60.0
Savage Library	25.0	75.0
Studios/Performing Arts spaces	25.0	75.0

Figure 24.5. Barriers with Campus Spaces and Facilities Western Staff with Disabilities

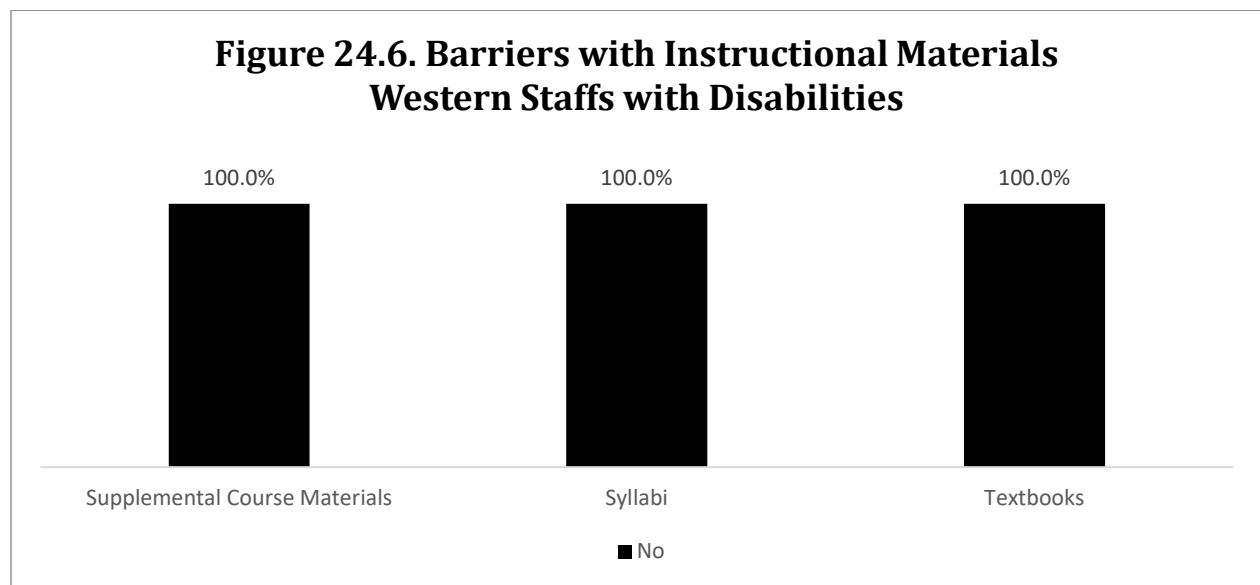


Q.24.6 – Please Indicate if You Have Experienced Barriers with Western’s Instructional Materials. Staff with Disabilities were asked to consider other ways in which barriers show up in their experience at Western. This question set centered on potential barriers with instructional materials and included 3 items: a) supplemental course materials, b) syllabi, and c) textbooks. Respondents were provided 2 item response choices, *yes* and *no*, to select from and indicate whether they have experienced barriers.

Table 24.6 provides a breakdown of response items selected by Western staff with disabilities based on barriers with instructional materials by selecting *yes* or *no* to indicate their level of agreement with the statements provided. One hundred percent of staff with disabilities indicated they did not experience barriers with supplemental course materials, syllabi, and textbooks.

Table 24.6. Barriers with Instructional Materials – Western Staff with Disabilities

Characteristic	Yes %	No %
Supplemental Course Materials	ND	100
Syllabi	ND	100
Textbooks	ND	100



Q.24.7 – Please Indicate if You Have Experienced Barriers with Campus

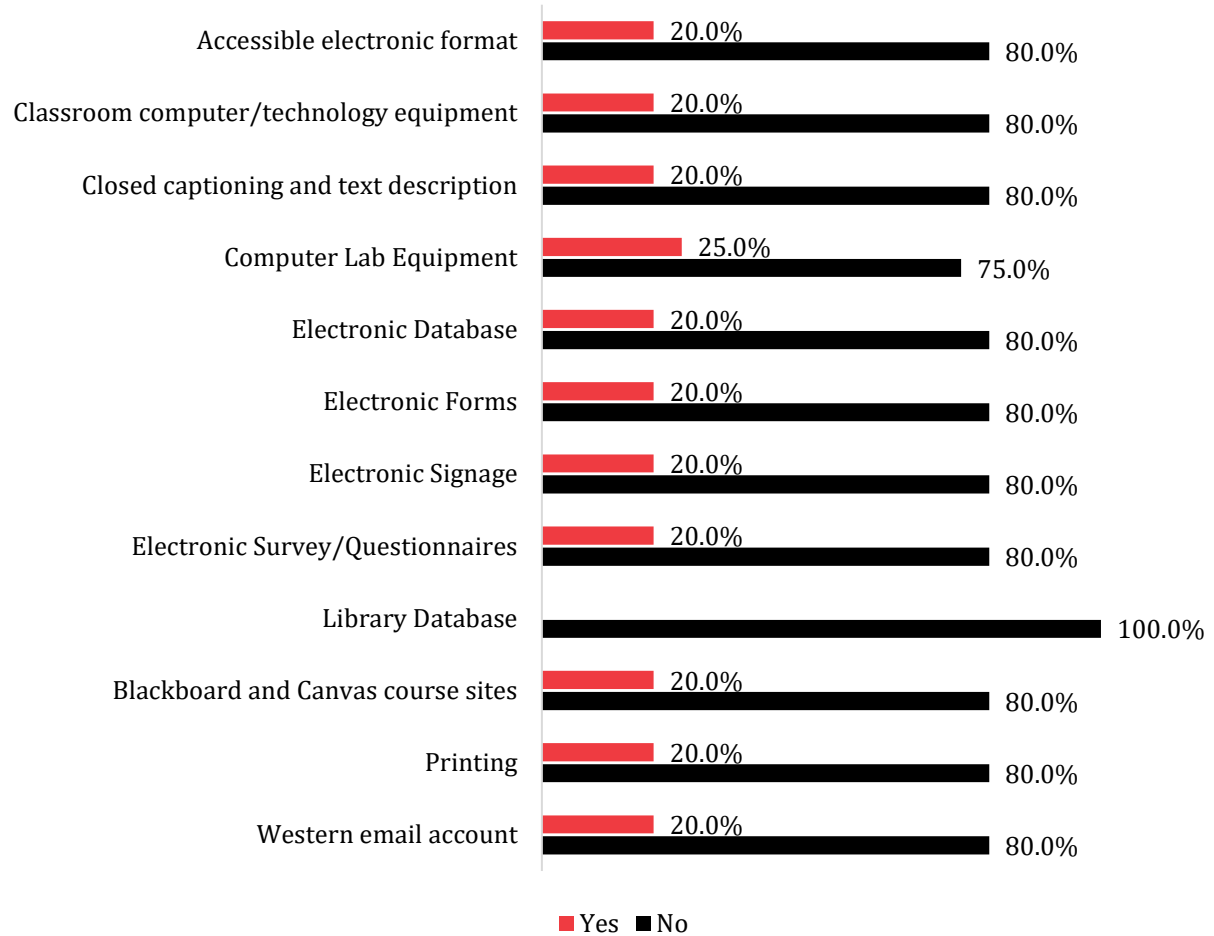
Technology at Western. Staff with Disabilities were presented with a list of technology resources at available at Western. The resources characteristics include a) accessible electronic format, b) classroom computer/technology equipment, c) closed captioning and text description, d) computer lab equipment, e) electronic database, f) electronic forms, g) electronic signage, h) electronic survey/questionnaire, i) library database, j) Blackboard and Canvas course sites, k) printing, l) Western email, and m) Western’s website. Respondents selected from *yes* and *no* response items to indicate whether or not they have experience barriers with campus technology resources.

Western staff with disabilities indicated experiencing barriers with 92% ($n = 12$) of the campus technology items in the question set. Twenty percent of staff with disabilities identified Western’s computer lab equipment as the most problematic technology item in the question set. Furthermore 20% of faculty indicated experiencing barriers with all other technology items except for the library database.

Table 24.7. Barriers with Campus Technology – Western Staff with Disabilities

Characteristic	Yes %	No %
Accessible electronic format	20.0	80.0
Classroom computer/technology equipment	20.0	80.0
Closed captioning and text description	20.0	80.0
Computer Lab Equipment	25.0	75.0
Electronic Database	20.0	80.0
Electronic Forms	20.0	80.0
Electronic Signage	20.0	80.0
Electronic Survey/Questionnaires	20.0	80.0
Library Database	ND	100
Blackboard and Canvas course sites	20.0	80.0
Printing	20.0	80.0
Western email account	20.0	80.0
Western Website	20.0	80.0

**Figure 24.7. Barriers with Campus Technology
Western Staff with Disabilities**



Q.24.8 – Please Indicate if You Have Experienced Barriers with Western’s Campus Services Offices. Staff with Disabilities were asked about their experiences with campus services at Western. The list of offices includes a) Campus ID, b) Counseling Services, c) Dining Services, d) Disability Services, e) Health Center, f) LEAD Office, g) Multicultural Center, h) Student Governance. Respondents selected from *yes* and *no* response items to indicate whether or not they have experience barriers with campus technology resources. Staff with disabilities reported experiencing barriers with 25% ($n = 2$) campus services items listed in the question set a) dining services 50% and b) health center 25% (see table 24.8).

Table 24.8. Barriers with Campus Services –Western Staff with Disabilities

Characteristic	Yes %	No %
Campus ID	ND	100
Counseling Services	ND	100
Dining Services	50.0	50.0
Disability Services	ND	100
Health Center	25.0	75.0
LEAD Office	ND	100
Multicultural Center	ND	100
Shared Governance	ND	100

Q.24.9. – Do You Feel Welcomed in Informal Spaces? Western Staff were asked to reflect on their sense of welcome and value when present in informal campus spaces (i.e., receptions, programmatic events, etc.) outside of their designated department or program office. Staff choose from two response items, *yes* or *no* to indicate their sense of welcome in informal spaces. Forty percent ($n = 29$) submitted responses to the question. Eighty-three percent ($n = 24$) indicated that they do feel welcomed. A disaggregated analysis of the findings found the following amongst Western’s supervisory and non-supervisory staff responses (see table 24.9.1 and 24.9.2).

Western Supervisory Staff Responses. Supervisory staff comprised 21% ($n = 6$) of subsample responses to Q.24.9 and 14% of cumulative *yes* responses. Within the supervisory staff group responses, white supervisors were the only respondents to submit only *yes* responses 66%, similar to supervisors of color respondents submitted the only *no* responses 33%.

Western Non-Supervisory Staff Responses. Non-supervisory staff comprised 79% ($n = 23$) of the subsample responses and 69% of cumulative *yes* responses to Q.24.9. White staff submitted 74% of *yes* responses and Staff of Color submitted 13% of *yes* responses. Staff of Color also submitted the only *no* responses to the question.

Overall Staff Responses Based on Gender. Lastly, an analysis of Western staff ($n = 29$) responses across the gender identity spectrum revealed that 62% of female staff responded *yes* and 14% responded *no*; 21% of male staff responded *yes* and 3% responded *no*; and 10% of LGBTQ staff responded *yes* and 3% responded *no* to Q.24.9.

Table 24.9.1. Feel Welcomed in Informal Spaces – Non-Supervisory Staff

<i>Do You Feel Welcomed in Informal Spaces (i.e., receptions, programmatic events) where faculty and administrators (e.g., directors, chairs, deans) are present?</i>	Yes %	No %
Non-Supervisory Staff	82.8	17.2

Table 24.9.2. Feel Welcomed in Informal Spaces – All Staff

<i>Do you feel welcomed and/or a sense of value in informal spaces (i.e., receptions, programmatic events) where faculty and senior leadership (e.g., president, executive cabinet) are present?</i>	Yes %	No %
Western Staff	45.6	54.4

Q.24.10. – Are You Positively Acknowledged and Feel a Sense of Value During Engagement with Faculty and Administrators in Informal Spaces (e.g., receptions, programmatic events)? Western Staff were asked to continue their reflection on sense of welcome and value then indicate whether they felt positively acknowledged during interactions with faculty and/or administrators in those informal spaces. Staff choose from two response items, *yes* or *no*. Forty-nine percent ($n = 36$) of staff respondents completed the question. Sixty-seven percent ($n = 24$) indicated that they do feel positively acknowledged while 33% ($n = 12$) indicated that they do not. A disaggregated analysis of the findings found the following amongst Western’s supervisory and non-supervisory staff responses (see table 24.10).

Western Supervisory Staff Responses. Supervisory staff comprised 36% ($n = 13$) of subsample responses to Q.24.10 and 25% of cumulative *yes* responses. White supervisory staff comprised 77% of responses for this subsample, 53% of *yes* and 23% of *no* responses. Supervisors of Color comprised 23% of subsample responses, 15% of *yes* and 8% *no* responses.

Western Non-Supervisory Staff Responses. Non-supervisory staff comprised 64% ($n = 23$) of the subsample responses to Q.24.10 and 65% of cumulative *yes* responses. White non-supervisory staff comprised 83% of responses for this subsample, 57% of *yes* responses and 26% of *no* responses. Staff of Color comprised 17% of subsample responses, 9% of *yes* responses and 9% of *no* responses.

Overall Staff Responses Based on Gender. Lastly, an analysis of Western staff ($n = 36$) responses across the gender identity spectrum revealed that 50% of female staff responded *yes* and 25% responded *no*; 17% of male staff responded *yes* and 6% responded *no*; and 3% of LGBTQ staff responded *no* and did not submit *yes* responses to Q.24.10.

Table 24.10. Positive Acknowledgement and Engagement with Faculty – Non-Supervisory Staff

<i>Are You Positively Acknowledged and Feel a Sense of Value During Engagement with Faculty and Administrators in Informal Spaces (e.g., receptions, programmatic events)?</i>	Yes %	No %
Non-Supervisory Staff	66.7	33.3

Staff respondents were provided an opportunity to elaborate further on their selected response choices to the question set regarding feelings of value at Western. Based on the emerging patterns across responses, staff statements were sorted into three categories a) lack of income/salary; b) issues regarding promotion and tenure; and c) lack of belonging around leadership. See responses below:

Lack of income/salary

- *Again - Western is reactive. Positions are getting pay increases AFTER folks leave them versus when they are occupied. Instead, we should focus on the fact that retention of staff and faculty leads to retention of students. Especially, when those employees feel valued, given opportunities for growth both personally and in their career, and when enough resources are allocated for the work expected. This is leadership 101.*
- *I feel valued at Western, just extremely underpaid. The benefits are great and the only reason this position is worth my time. I see throughout campus that faculty and staff depend upon their spouse's higher income at other positions around town, to be able to afford living in Gunnison. I am included in that group. If it were not my spouse's income, I could not live on my wage at Western.*
- *There does not seem to be much sense to how and what people are paid. Entry-level staff and junior faculty barely make enough to survive in Gunnison.*
- *Perhaps a bigger issue is that so many faculty/staff seem to have ultimate job security, even when everyone knows that they (or their whole office) are not pulling their weight. Each area seems to have a few motivated people who carry the load while others ride on the coattails (many of whom are directors and make more money than the workers!)*
- *My department has zero dollars budgeted for professional development. While my supervisor expresses support and would try to find funds for a professional conference or training, should I ask for it, I find it unfair that other departments always have funds for professional development. I hate having to ask for it as a special request, when those in other departments can just find the opportunity they need and know they have budget dollars to use.*

Issues Regarding Promotion and Tenure

- *I have seen executive leadership intimidate faculty with threats related to promotion and tenure. What more can I say?*
- *In our department the few positions and promotions we have not done national searches have almost exclusively been given to straight white men.*
- *Instead of doing a fair process of a search committee, positions have been hired based on "friends" and who people want to "mold" who are already on "their side."*
- *I have seen very sincere efforts at diversifying the faculty over the time I've been here. Only some of those efforts have been successful. More effort can be devoted to this.*
- *Most hiring and advancement discussions focus on whether the person would "fit in" in Gunnison and how their personal life might determine if they choose to stay. Actual appointments (especially those without a committee) are given to men (usually less qualified) over women, especially at higher levels of administration.*
- *The President has hired his friends into positions on multiple occasions. Administrators have been chosen or promoted without campus buy in. This leads to a sense of unfairness on campus and undermines community.*
- *Clear examples of males being set up for tenure when females are not.*
- *I think the process is very fair and every effort made to be inclusive.*

Lack of Belonging Around Leadership

- *I do not feel valued by the AVP's and up.*
- *I do sometimes feel out of place at informal campus events, but this may just be because I have such limited interaction with faculty and leadership from other departments around campus.*
- *It is either trickle down communication sessions or semi-sincere attempts to foster work culture bonding. (In my opinion)*
- *I have all sorts of thoughts on my experiences!*

Western's Staff Perceptions of Career Advancement

Staff respondents were asked to respond to questions regarding workplace climate and the impact on career advancement at Western. Responses are displayed by full-time staff (table 25.1), part-time staff (table 25.2), and all staff (table 25.3). Each table provides a breakdown of question set items based on selected response items ranging from *strongly agree* to *strongly disagree* submitted by Western staff to indicate their level of agreement with each of the statements provided.

Q.25.1 - As a Full-Time Member of Western's Staff Body, I Feel (or have felt)...

Full-time staff were asked about their *perceptions of workplace climate and the value of their role* at Western. Respondents were presented 14-items in the question set. Items ranged from *guidance specific to career or role, opportunities and/or inclusion in department or university committees, increase in workload, adequate resources and supports, valued for skills and knowledge brought to the role, and work-life balance*. Western full-time staff respondents selected from *strongly agree* to *strongly disagree* response items to indicate their agreement with each item.

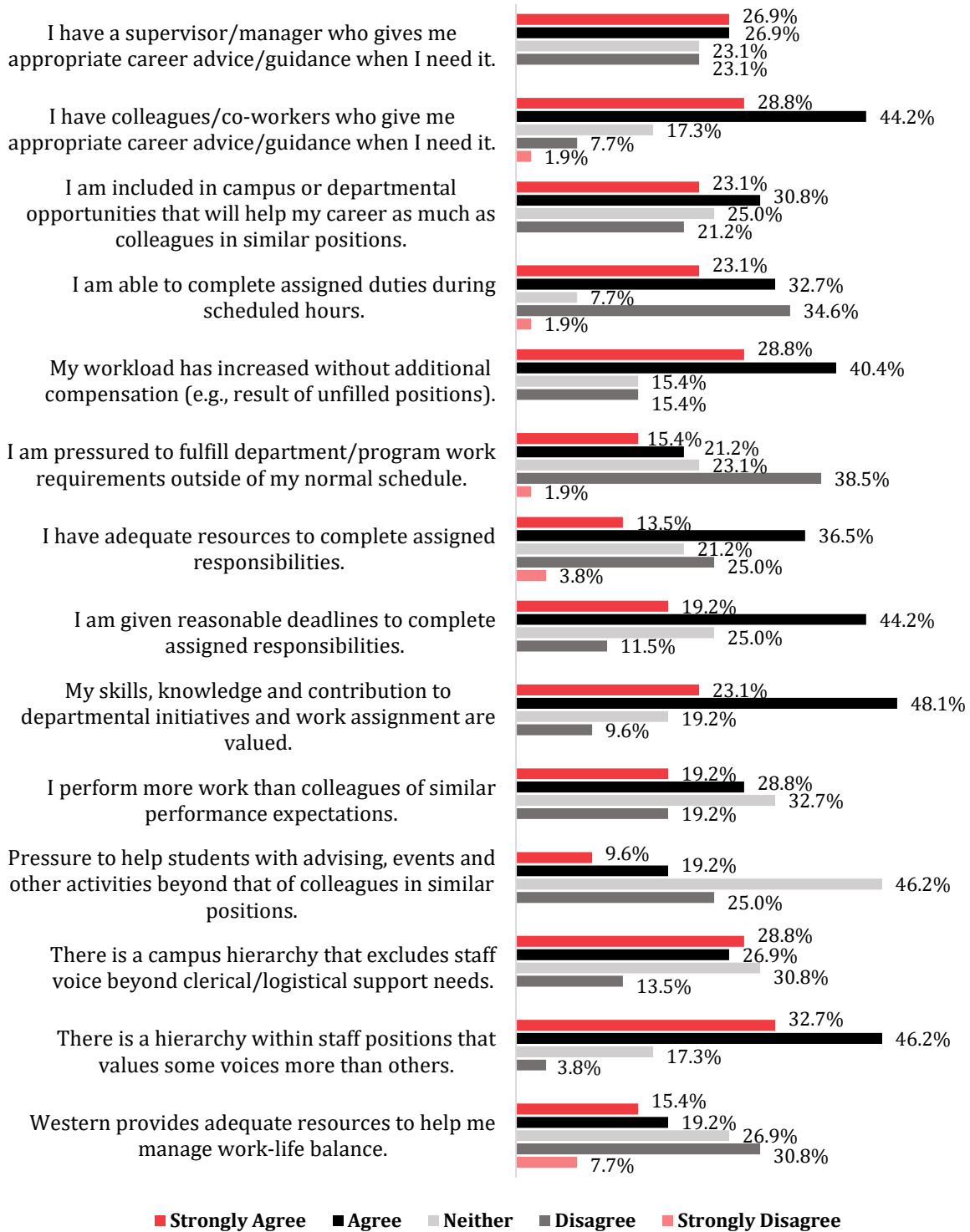
Findings revealed that full-time staff had significantly higher response rates within the *agree* response choice. What follows is a discussion of analytical findings across each response item. First, **strongly agree responses:** 33% of full-time staff *strongly agree* that there is a hierarchy within staff positions that values some voices more than others. Additionally, 29% *strongly agree* that a) colleagues and coworkers provide appropriate career advice and guidance; b) workloads have increased without additional compensation; and c) campus hierarchy excludes staff voice beyond clerical and logistical support needs. Furthermore, 27% of full-time staff *strongly agree* that they have a supervisor/manager who gives them appropriate career advice and guidance. Second, **agree responses:** full-time staff *agree* and feel that a) their skills, knowledge and contribution to their respective departments are valued 48%; b) a hierarchy within staff positions exist that values some voices more than others 46%; c) they have colleagues who provide them with appropriate career advice and guidance 44% and d) are given reasonable deadlines to complete assigned responsibilities 44%, however, 40% indicate

that their workloads have increased without additional pay. Moreover, full-time staff respondents *agree* they have adequate resources to complete their assigned responsibility 37% and do so during scheduled work hours 33%. Lastly, 31% of respondents feel that they are included in campus or departmental opportunities will help they careers as much as colleagues in similar positions. Third, **neither agree nor disagree responses:** Full-time staff *neither agree nor disagree* with having felt a) pressure to help students with advising, events, and other activities beyond that of colleagues in similar positions 46%; b) they perform more work than colleagues with similar performance expectations 33%; c) that a campus hierarchy exist that excludes the voices of staff beyond clerical and logistical support needs 31%. Fourth, **disagree responses:** Respondents within the full-time staff *disagree* with having felt that they are a) pressured to fulfill department and program work requirements outside of their normal work schedule 39%; b) able to complete assigned duties during scheduled hours 35%. Additionally, respondents *disagree* that the University provides them with adequate resources to help manage work-life balance 31%. Lastly, **strongly disagree responses:** Full-time staff also *strongly disagree* that a) Western provides adequate resources to help manage work-life balance 8%; b) they have adequate resources to complete assigned responsibilities 4%. Furthermore, full-time staff *strongly disagree* they are c) able to complete assigned duties during scheduled hours 2% and d) pressured to fulfill department or program work requirements outside of work schedule 2%. (See table and figure 25.1.)

Table 25.1. Workplace Climate and Value of Role – Western Full-Time Staff

<i>As a member of Western’s faculty body, I feel (or have felt)...</i>	Strongly Agree %	Agree %	Neither %	Disagree %	Strongly Disagree %
I have a supervisor/manager who gives me appropriate career advice/guidance when I need it.	26.9	26.9	23.1	23.1	ND
I have colleagues/co-workers who give me appropriate career advice/guidance when I need it.	28.8	44.2	17.3	7.7	1.9
I am included in campus or departmental opportunities that will help my career as much as colleagues in similar positions.	23.1	30.8	25.0	21.2	ND
I am able to complete assigned duties during scheduled hours.	23.1	32.7	7.7	34.6	1.9
My workload has increased without additional compensation (e.g., result of unfilled positions).	28.8	40.4	15.4	15.4	ND
I am pressured to fulfill department/program work requirements outside of my normal schedule.	15.4	21.2	23.1	38.5	1.9
I have adequate resources to complete assigned responsibilities.	13.5	36.5	21.2	25.0	3.8
I am given reasonable deadlines to complete assigned responsibilities.	19.2	44.2	25.0	11.5	ND
My skills, knowledge, and contribution to departmental initiatives and work assignments are valued.	23.1	48.1	19.2	9.6	ND
I perform more work than colleagues with similar performance expectations.	19.2	28.8	32.7	19.2	ND
Pressure to help students with advising, events, and other activities beyond that of colleagues in similar positions.	9.6	19.2	46.2	25.0	ND
There is a campus hierarchy that excludes staff voice beyond clerical/logistical support needs.	28.8	26.9	30.8	13.5	ND
There is a hierarchy within staff positions that values some voices more than others.	32.7	46.2	17.3	3.8	ND
Western provides adequate resources to help me manage work-life balance.	15.4	19.2	26.9	30.8	7.7

**Figure 25.1 Workplace Climate and Value of Role
Western Full-Time Staff**



Full-time staff respondents were provided an opportunity to elaborate further on their selected response choices to the question set regarding workplace climate and career advancement. Based on the emerging patterns across responses, staff statements were sorted into three categories a) increased workload, b) lack of work-life balance, and c) gender bias. See responses below:

Increased Workload

- *I feel there is more work than one person can do. I feel forced to do them faster and with not as much attention or to neglect other aspects of my job.*
- *I feel valued but my workload has increased with and without compensation. I think that some voices across campus are valued significantly more than others, but I don't personally experience that often.*

Lack of Work-Life Balance

- *Have been turned down/ignored several times when asking for short-term or specific subject mentoring in and outside of department (mostly outside). There is never enough time, and the work is never done. I spend a lot of personal time on professional development, student engagement, and supervision. Checking email is an unspoken cultural expectation and sometimes if not answered immediately, a text is received... there is no work-life balance. And I've long thought Western should offer fitness memberships at a much lower cost to promote health and wellness among employees. Staff are at-will employees. This censors our voices to some extent and some "preferred" voices that are listened to may not represent the majority. I see it in academic and student affairs.*
- *I think most of these are personal choices. I do not maintain "normal working hours" but maintain around 40 hours per week. There is considerable "on call" time with my job. I say no to anything not directly in line with my core objectives. I say no to things that disrupt my work life balance. In this sense I have been very supported by Western, and I imagine that many other people would be as well. But I am very behind on tasks as our department has added more operations and decreased administrative FTE.*

Gender Bias

- *Western is an 'old boys club' in many ways. The president absolutely embodies this idea, and so do a number of other males on this campus. A number of male figures in leadership positions are not qualified nor are the best person for the role, they are simply there because they are male and protected by other males.*

Q.25.2 - As a Part-time Member of Western's Staff, I Feel (or have felt)... Part-time staff were asked about their *perceptions of workplace climate, career advancement, and the value of their role* at Western. Respondents were presented 14-items in the question set. Items ranged from *guidance specific to career or role, opportunities and/or inclusion in department or university committees, increase in workload, adequate resources and supports, valued for skills and knowledge brought to the role, and work-life balance*. Western part-time staff respondents selected from *strongly agree* to *strongly disagree* response items to indicate their agreement with each item.

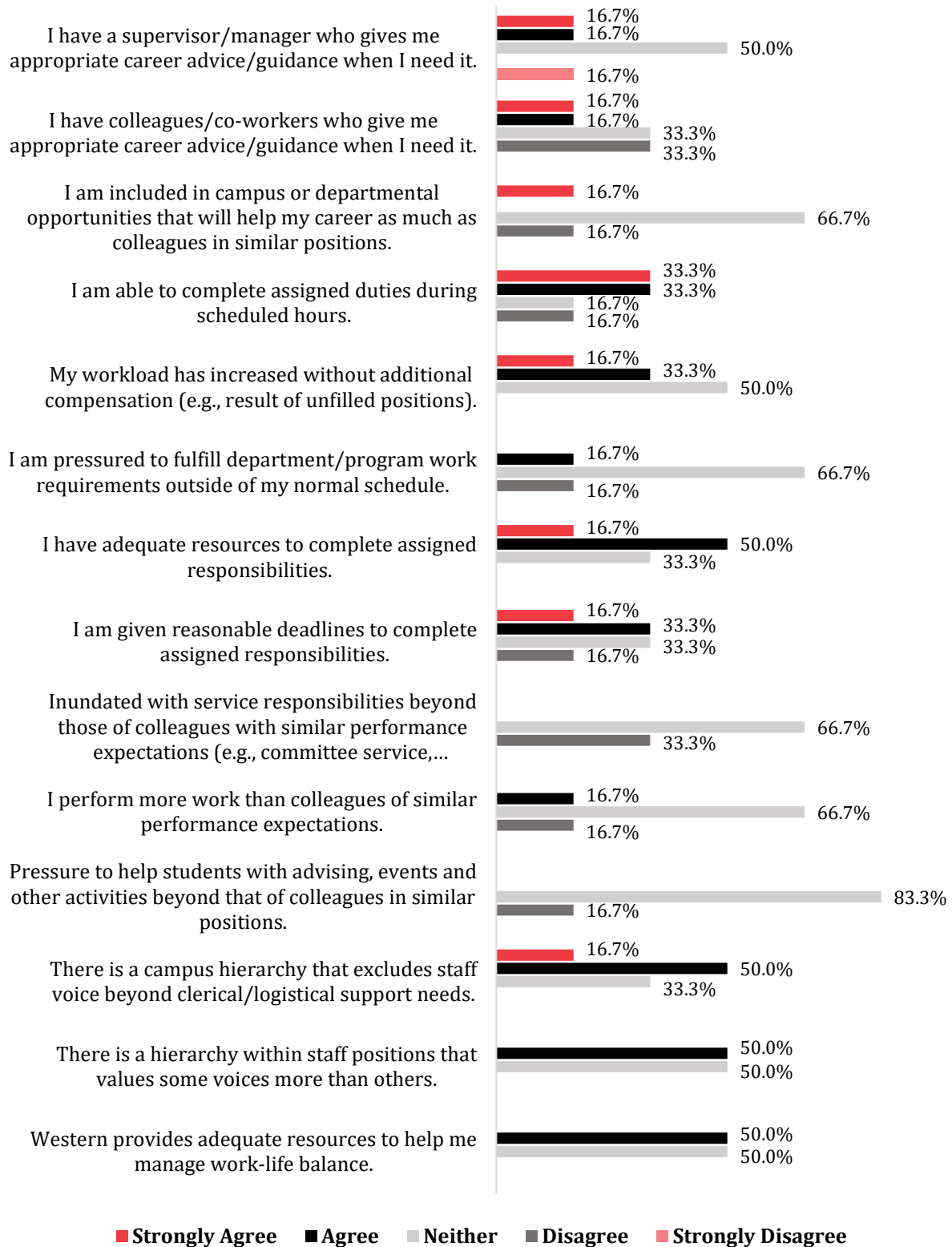
Findings revealed that part-time staff had significantly higher response rates within *neither agree nor disagree* response choice. First, **strongly agree responses:** part-time staff submitted *strongly agree* responses for 57% ($n = 8$) of items in the question set. Across the 8 items that received submissions within this response category 88% ($n = 7$) were submitted by 17% of respondents. While one item, I am able to complete assigned duties during schedule work hours, received *strongly agree* responses from 33% of part-time staff. Second, **agree responses:** part-time staff submitted *agree* responses for 86% ($n = 12$) of items in the question set. Twenty-five percent ($n = 3$) of the items were submitted by 17% of respondents indicating they *agree* with feeling or having felt that a) they are able to complete assigned duties during schedule hours, b) their workload has increased without additional compensation, and c) they are given reasonable deadlines to complete assigned responsibilities. Thirty-three percent ($n = 4$) of the items in this response category were submitted by 50% of part-time staff who *agree* that they feel or felt a) they have adequate resource to compete assigned responsibility; there is a campus hierarchy b) that excludes staff voice beyond clerical and logistical support need, c) within staff positions that values some voices more than other; and d) Western provides them with adequate resources to manage work-life balance. Third, **neither agree nor disagree responses:** part-time staff submitted *neither agree nor disagree* responses for all 14-items in the question set. To begin, 83% of subsample respondents *neither agree nor disagree* with feeling pressured to help students with advising, events, and other activities beyond that of colleagues in similar positions. Twenty nine percent ($n = 4$) of the items were submitted by 67% of sample respondents who indicated that they *neither agree nor disagree* feeling or having felt that they are a) included in campus or department opportunities that will help with their

careers in comparison to colleagues in similar positions; b) pressured to full department or program work requirements outside of their work schedule; c) inundated with service responsibilities beyond those of colleagues with similar performance expectations; and d) perform more work than colleagues with similar performance expectations. Additionally, 29% ($n = 4$) of questions set items were submitted by 50% of part-time staff respondents who *neither agree nor disagree* with feeling or having felt a) their supervisor gives them appropriate career advice and guidance, b) their workload has increased without additional compensation, c) there is a hierarchy within staff positions that values some voices more than others, and d) Western provides adequate resource to help manage work-life balance. Furthermore, 29% ($n = 4$) of items were submitted by 33% of part-time staff indicating they *neither agree nor disagree* with having and/or experiencing a) colleagues who give them appropriate career advice and guidance, b) adequate resources to complete assigned responsibilities, c) reasonable deadlines to complete assigned responsibilities, and d) a campus hierarchy that excludes staff voices beyond clerical and logistical support needs. Next, **disagree responses:** part-time staff submitted *disagree* responses for 57% ($n = 8$) question set items. Twenty-five percent ($n = 2$) were submitted by 33% of subsample respondents indicating *disagreement* with feeling or having felt a) colleagues provide them with appropriate career advice and guidance; and b) inundated with service responsibilities beyond those of colleagues with similar performance expectations. Finally, **strongly disagree responses:** Ninety-three percent ($n = 13$) of items in the question did not receive responses from part-time staff respondents in the subsample. Conversely 17% of part-time staff *strongly disagree* that they have a supervisor who gives them appropriate career advice and guidance when needed. (See table and figure 25.2.)

Table 25.2. Workplace Climate and Value of Role – Western Part-Time/Contract Staff

<i>As a member of Western’s staff, I feel (or have felt)...</i>	Strongly Agree %	Agree %	Neither %	Disagree %	Strongly Disagree %
I have a supervisor/manager who gives me appropriate career advice/guidance when I need it.	16.7	16.7	50.0	ND	16.7
I have colleagues/co-workers who give me appropriate career advice/guidance when I need it.	16.7	16.7	33.3	33.3	ND
I am included in campus or departmental opportunities that will help my career as much as colleagues in similar positions.	16.7	ND	66.7	16.7	ND
I am able to complete assigned duties during scheduled hours.	33.3	33.3	16.7	16.7	ND
My workload has increased without additional compensation (e.g., result of unfilled positions).	16.7	33.3	50.0	ND	ND
I am pressured to fulfill department/program work requirements outside of my normal schedule.	ND	16.7	66.7	16.7	ND
I have adequate resources to complete assigned responsibilities.	16.7	50.0	33.3	ND	ND
I am given reasonable deadlines to complete assigned responsibilities.	16.7	33.3	33.3	16.7	ND
Inundated with service responsibilities beyond those of colleagues with similar performance expectations (e.g., committee service, department/program assignments).	ND	ND	66.7	33.3	ND
I perform more work than colleagues with similar performance expectations.	ND	16.7	66.7	16.7	ND
Pressure to help students with advising, events, and other activities beyond that of colleagues in similar positions.	ND	ND	83.3	16.7	ND
There is a campus hierarchy that excludes staff voice beyond clerical/logistical support needs.	16.7	50.0	33.3	ND	ND
There is a hierarchy within staff positions that values some voices more than others.	ND	50.0	50.0	ND	ND
Western provides adequate resources to help me manage work-life balance.	ND	50.0	50.0	ND	ND

**Figure 25.2 Workplace Climate and Value of Role
Western Part-Time/Contract Staff**



Q.25.3 - All Staff, I Feel (or have felt)...

Staff were asked about their *perceptions of workplace supports and benefits* at Western. Respondents were presented 21-items in the question set. Items ranged from *professional development opportunities, flexible schedules, competitive salaries, benefits and leave, and career advancement*. Western staff respondents selected from *strongly agree* to *strongly disagree* response items to indicate their agreement with each item.

Staff had high response rates across *agree* and *neither agree nor disagree* response choices. First, **strongly agree responses:** 40% of staff *strongly agree* that their supervisor is support of time off, in addition, 37% *strongly agree* that their supervisor provides opportunities for flexible work schedules. Second, **agree responses:** 10% ($n = 2$) of items in the question set received 51-53% of staff responses. Western staff *agree* that a) vacation and personal time benefits are competitive 53% and b) health insurance benefits are competitive 51%. Nineteen percent ($n = 4$) of question set items were submitted by 40-47% of staff respondents indicating agreement that a) their supervisor is supportive of time off 40%, b) retirement benefits are competitive 42%, c) Western provides them with opportunities and resources to pursue professional development 47% and d) they would recommend Western as a good place to work 47%. Additionally, 24% ($n = 5$) of the items in this response category were submitted by 33-39% of all staff in the sample. Respondents *agree* that they feel or having felt a) their supervisor encourages them to pursue professional development 33%, b) staff opinion and contributions are valued on university committees 33%, c) job security exist 35%, d) Western supports and promote flexible work schedules 37%, and e) supervisors provide opportunities for flexible work schedules 39%. Next, **neither agree nor disagree responses:** Western staff *neither agree nor disagree* that childcare benefits are competitive 72% and use of extended leave benefits negatively impact perform evaluations and advancement opportunities 63%. Nineteen percent ($n = 4$) of question sets were submitted by 42-47% of staff indicating they *neither agree nor disagree* that a) their supervisor is supportive of extended leave 42%, b) university policies are equally applied 44% and c) faculty value staff opinion and contributions 44%, and d) Western is supportive of taking extended leave 47%. Fourth, **disagree responses:** Western staff *disagree* with feeling or having felt that a) there are clear procedures on how they can

advance within the university 42%; b) career advancement opportunities exist 33%; c) staff salaries are competitive 28% and d) job security exist 28%; e) their opinions and contribution are valued on committees; f) using extended leave benefits negatively impact perform evaluations and advancement opportunities 21% and g) university leadership value the opinions and contributions of staff 21%. Lastly, **strongly disagree responses:** Western staff submitted *strongly disagree responses* for 90% ($n = 19$) of question set items. Three items had higher staff submissions for the *strongly disagree* response choice. Staff respondents indicated that they *strongly disagree* with feeling or having felt that a) salaries are competitive 49% and b) there are clear procedures on how to advance at Western 28%. (See table 25.3; figures 25.3a and 25.3b.)

Table 25.3. Workplace Supports and Benefits – All Western Staff

<i>As a member of Western's staff, I feel (or have felt)...</i>	Strongly Agree %	Agree %	Neither %	Disagree %	Strongly Disagree %
Western provides me with opportunities and resources to pursue professional development/training.	7.0	47.4	21.1	14.0	10.5
My supervisor encourages me to pursue professional development/training.	22.8	33.3	22.8	14.0	7.0
Western supports/promotes flexible work schedules.	21.1	36.8	17.5	15.8	8.8
My supervisor provides opportunities for flexible work schedules.	36.8	38.6	14.0	8.8	1.8
Staff salaries are competitive.	1.8	10.5	10.5	28.1	49.1
Vacation and personal time benefits are competitive.	19.3	52.6	21.1	7.0	ND
Health insurance benefits are competitive.	21.1	50.9	17.5	10.5	ND
Childcare benefits are competitive.	1.8	8.8	71.9	8.8	8.8
Retirement benefits are competitive.	19.3	42.1	31.6	5.3	1.8
My supervisor is supportive of time off (e.g., vacation, personal, sick).	40.4	40.4	12.3	5.3	1.8
Western is supportive of taking extended leave (e.g., FMLA, short-term disability).	15.8	29.8	47.4	5.3	1.8
My supervisor is supportive of extended leave (e.g., FMLA, short-term disability).	21.1	31.6	42.1	1.8	3.5
Staff who use extended leave benefits are disadvantaged in performance evaluations and advancement opportunities.	3.5	7.0	63.2	21.1	5.3
University policies are equally applied.	5.3	28.1	43.9	10.5	12.3
Staff opinions and contributions are valued on Western committees.	1.8	33.3	31.6	24.6	8.8
Faculty value staff opinions and contributions.	3.5	28.1	43.9	19.3	5.3
Western leadership value the opinions and contributions of staff.	3.5	22.8	38.6	21.1	14.0
There are clear procedures on how I can advance at Western.	1.8	7.0	21.1	42.1	28.1
Job security exists at Western.	8.8	35.1	17.5	28.1	10.5
Career advancement opportunities exist at Western.	1.8	14.0	29.8	33.3	21.1
I would recommend Western as a good place to work.	5.3	47.4	29.8	8.8	8.8

**Figure 25.3a Workplace Supports and Benefits
All Western Staff**

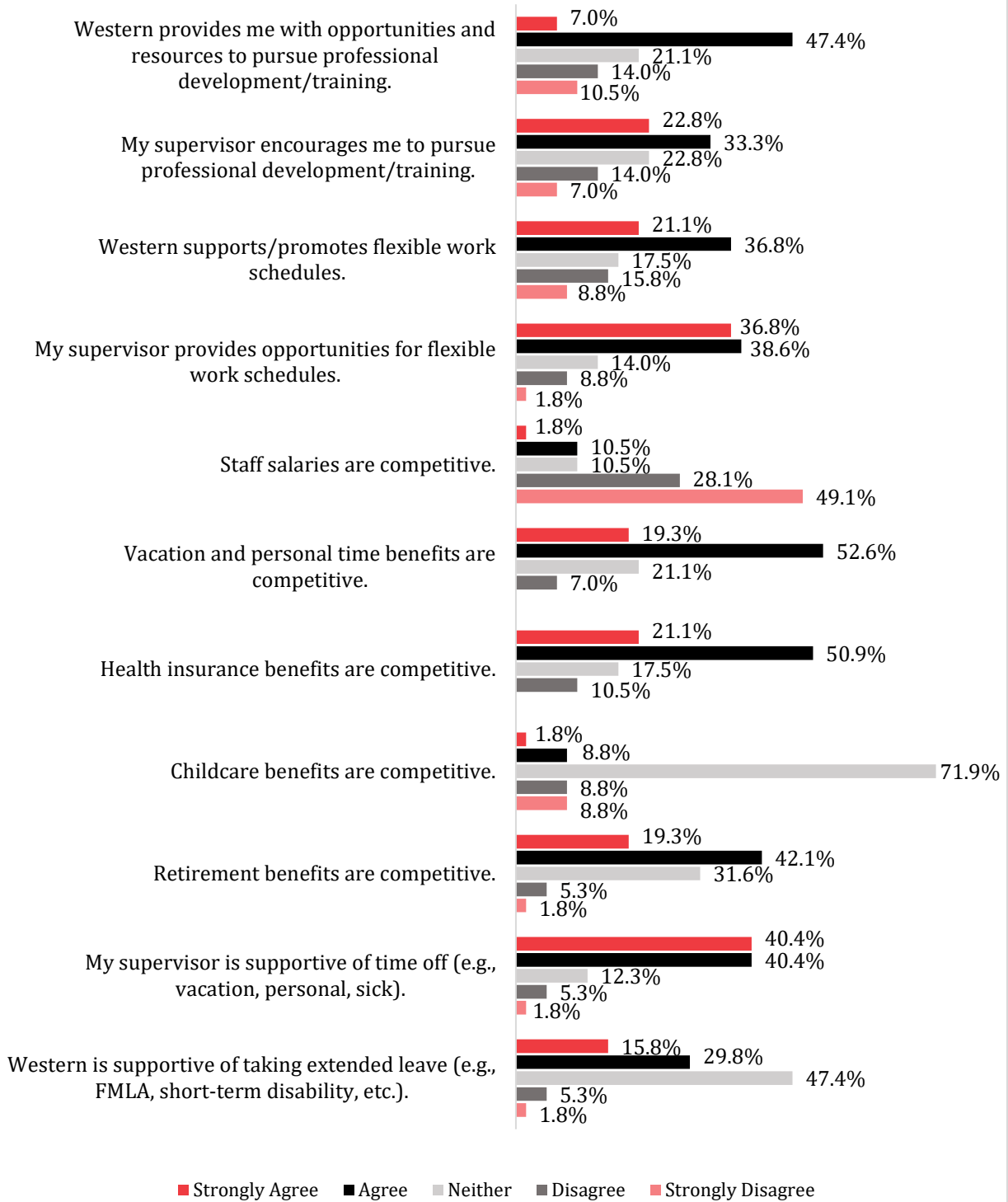
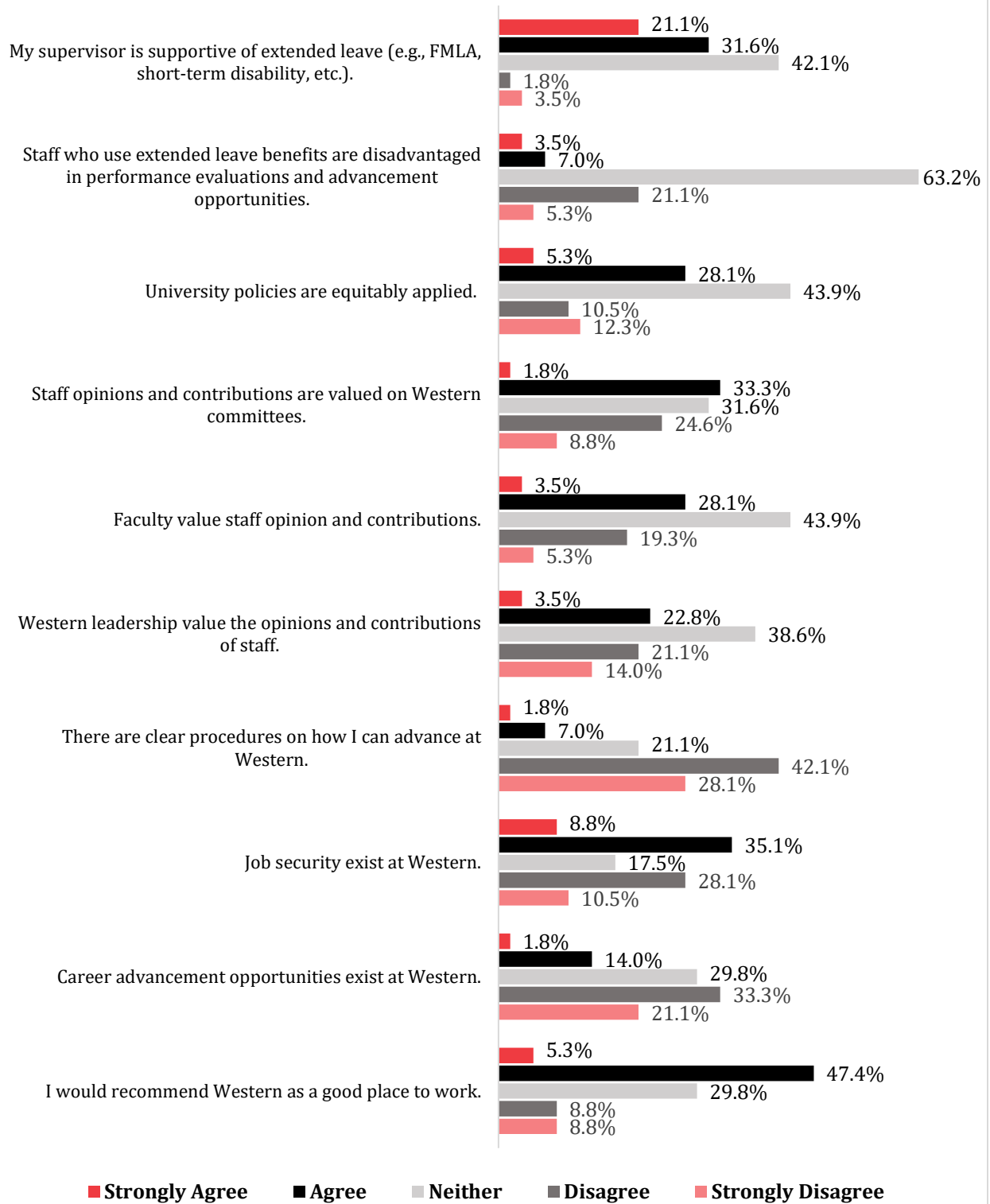


Figure 25.3b Workplace Climate and Career Advancement - All Western Staff



Western staff respondents were provided an opportunity to elaborate further on their selected response choices to the question set regarding workplace climate and career advancement. Based on the emerging patterns across responses, staff statements were sorted into three categories a) lack of advancement, b) increased workload, and c) opportunities for workplace climate change. See responses below:

Lack of Advancement

- *I feel there's not a lot of growth I can do in my position here and ultimately, I will need to leave to pursue professional development. Additionally, the market rate for my position at other universities (both within Colorado and beyond) is anywhere from 5k-15k more annually and it's hard not to overlook that.*
- *My boss does not encourage career development, but I imagine they would approve something I brought forward and made a case for.*

Increased Workload

- *Year after year of worrying if we have enough funding to provide a cost-of-living increase (not really a raise when costs go up just as much) is stressful and demoralizing. Most people here are great to work with but feel overwhelmed with their workload. Some people get extra stipends and raises for unknown reasons or their extra work, while others work just as hard and long hours, but get nothing extra. The limited funding and under staffing also contribute to limited positions for advancement. There tends to be very little to no cross training and no succession planning and no opportunity to be an "assistant" manager/director, etc. as a step towards advancement.*
- *We have vacation time and comp time, but we are so short staffed, so it is hard to take.*

Opportunities for Workplace Climate Change

- *Western has some real opportunities for change to make the culture here more inclusive and equitable and to break down some of these us/them barriers - particularly between faculty and staff. With that said, I love Western, and I am invested in OUR success as much as I am in our students' success.*

Q.25.4 – Have You Observed Hiring Practices at Western (e.g., hiring Supervisor Bias, Search Committee Bias, Lack of Effort in Diversifying Recruiting Pool) that You Believe to be Unjust and/or Impede Efforts to Diversity the Campus Community? Table 25.4 provides a breakdown of response items selected by staff respondents based on their observations of hiring practices at Western. Staff were provided two response options *yes* or *no* to indicate their level of agreement with the statement. Nineteen percent of staff responded *yes* to observing hiring practice at Western that they believe were unjust or impede diversity and inclusion efforts throughout the campus community. Conversely, 81% of staff indicated that they have not observed such practices.

Table 25.4. Hiring Practices at Western– Staff

<i>Have you observed hiring practices at Western that you believe to be unjust and/or impede efforts to diversify the campus community?</i>	Yes %	No %
Western Staff	19.3	80.7

Q.25.5 – What Reason(s) did you perceive to be the Underlying Basis for the Unjust Hiring Practices? Staff respondents who indicated that they have observed unjust hiring practices at Western, were asked to identify the reason(s) they perceived were a cause of the underlying bias. Staff were provided a list of 23 items and from which they identified *age* 10%, *length of service* 8%, *level of education* 7%, *gender* 4%, *parental status* 4%, and *other* 24% as the major reason behind the underlying bias (see table 25.5).

Table 25.5. Underlying Bias in Unjust Hiring Practices - Western Staff

<i>What Reason(s) did you perceive to be the Underlying Bias for the Unjust Hiring Practices?</i>	<i>%</i>
Age	9.7
Assumed Linguistic Proficiency (due to accent)	4.2
Citizenship or immigrant status	ND
Developmental Learning Disability	ND
Gender	4.2
Gender expression and/or identity (i.e., LGBTQA)	1.4
International status/national origin	1.4
Length of service at Western	8.3
Level of Education (e.g., diploma, GED, BA, MA, PhD)	6.9
Major field of study	1.4
Marital status (e.g., single, married, etc.)	1.4
Military/Veteran Status	ND
Parental status (e.g., having children, pregnancy)	4.2
Philosophical views	2.8
Physical characteristics	1.4
Physical disability	ND
Psychological disability (mental health)	1.4
Political views	1.4
Race/Ethnicity	ND
Religious spiritual views	ND
Social views	2.8
Socioeconomic status	2.8
Other Reason (please specify)	23.6

Western Staff respondents who chose *other reason* were asked to please specify.

Their responses were as follows:

- *Buddy system*
- *Favoritism; unfair process.*
- *Executive leadership hiring a person that wasn't a top candidate per the search committee AND executive leadership having different standards for searches.*
- *Not utilizing full hiring committees and hiring "temporary hires". This has allowed for hires to happen that do not adhere to guidelines and salaries.*
- *Perception of whether they will be able to "handle" living in Gunnison (generally based on how "tough" or "outdoorsy" they sound.*
- *nepotism. People have been hired and promoted in the administration without proper searches, without search committees, etc.*

Q.25.6 – Have You Observed Promotion, Reappointment, Reclassification

Practices at Western that You Perceive to be Unjust? Western staff selected from *yes* and *no* response options to indicate whether they had observed unjust promotion, reappointment, and reclassification practices occur within the university. Sixty percent of staff selected *no* while 40% of respondents indicated *yes* to observing unjust practices.

Table 25.6. Promotion, Reappointment, Reclassification Practices at Western– Staff

<i>Have you observed promotion, reappointment, reclassification practices at Western that you perceive to be unjust?</i>	Yes %	No %
Western Staff	40.4	59.6

Q.25.7 – I Believe Unjust Behavior, Practice, and Procedures (Promotion, Reappointment, Reclassification) Were Based Upon... Staff respondents were asked to identify the reason(s) for the underlying bias they observed at Western. Selecting from 23 items respondents indicated *age* 7%, *gender* 11%, *length of service* 7%, *level of education* 6%, *philosophical views* 6%, and *other reasons* 31% as the underlying biases (see Table 25.7).

Table 25.7. Basis for Unjust Promotion, Reappointment, Reclassification - Western Faculty

<i>What Reason(s) did you perceive to be the Underlying Bias for the Unjust Hiring Practices?</i>	<i>%</i>
Age	6.9
Assumed Linguistic Proficiency (due to accent)	ND
Citizenship or immigrant status	ND
Developmental Learning Disability	ND
Faculty scholarship (topical focus)	ND
Gender	11.1
Gender expression and/or identity (i.e., LGBTQA)	2.8
International status/national origin	ND
Length of service at Western	6.9
Level of Education (e.g., diploma, GED, BA, MA, PhD)	5.6
Major field of study	ND
Marital status (e.g., single, married, etc.)	1.4
Military/Veteran Status	ND
Parental status (e.g., having children, pregnancy)	1.4
Philosophical views	5.6
Physical characteristics	ND
Physical disability	ND
Psychological disability (mental health)	ND
Political views	1.4
Race/Ethnicity	ND
Religious spiritual views	1.4
Social views	2.8
Socioeconomic status	1.4
Other Reason (please specify)	30.6

Western Staff respondents who chose *other reason* were asked to please specify.

Their responses were as follows:

- *"Fit" has become a very loaded term at Western. I have witnessed hiring committees favor inside candidates because "they have families" or because "they are local" rather than go for more qualified female, outside candidates.*
- *Previous university affiliations.*
- *Favoritism/personal relationship.*

Q.25.8 – Staff Perceptions of Western’s Institutional Practices. Staff were presented 14 items that illustrate culturally responsive organizational practices (i.e., policy, initiative, service, resource, etc.) within a postsecondary institution. The items in the question set ranged from *recognition and rewarding culturally responsive praxes, participation in diversity initiatives, welcoming difficult conversation, supportive of Universal Design approaches to curricula and classroom structure, tool kits, essential training for staff administrators, affinity groups and support, counseling and trauma support resources.*

Next, staff were asked to consider each item, then indicate which category—“is current Western practice” or “is not Western practice”—each item most aligned. Then indicate whether the practice had the following level of impact campus culture and climate: *positive impact, no impact, negative impact.* Additionally, if the item *is not* a current practice, staff respondents were asked to select from the 3 aforementioned response choices to indicate the potential impact the practice could have for the campus.

Is Current Western Practice-Positive Impact. Western staff rated the following university practices: *access to counseling resources to support staff who experienced harassment and/or organizational trauma 72%, access to counseling resources for staff supporting students who experience harassment and/or organizational trauma 61% and recognizes and rewards culturally responsive work and/or leadership-style 56%,* as having a positive impact on campus culture and climate. In addition, 50% of respondents indicated that a) *informal community networking opportunities* and b) *culturally responsive work ethnic are essential criteria for staff recruitment* as a positive impact. Moreover, 44% of staff identified the following 4 items as being part of current university practice and having a on campus culture and climate: a) *recognizes and rewards participation in DEII professional development opportunities,* b) *professional development and supervisory training opportunities,* c) *conflict resolution/difficult conversation and mindfulness training,* and d) *equitable conflict resolution processes.*

Is Current Western Practice-No Impact. Sixty-seven percent of staff identified *universal design toolkits and approaches for supervisors to assess navigation of departmental space(s)* as having no impact. Fifty-six percent of staff identified three items that are current practice yet have no impact on campus culture and climate: a) *recognizes and rewards participation in DEII professional development opportunities,* b) *professional*

development and supervisory training opportunities for staff, and c) inclusive leadership toolkits and resources for supervisors. Next, 50% of staff responses indicated that a) mentoring support and resources for new staff, b) staff council that supports and/or provides resources via constituent-based affinity groups, c) equitable conflict resolution process for staff, d) culturally responsive work ethic are essential criteria for staff recruitment, and e) recognizes and rewards substantive DEII-centered approach to services as core criteria in annual performance reviews. Furthermore, 44% of respondents perceive the following practices as having no impact: a) recognizes and rewards culturally responsive work and/or leadership-style, b) conflict resolution/difficult conversations and mindfulness training for staff, and c) informal community networking opportunities.

Is Current Western Practice-Negative Impact. Western staff submitted *negative impact* response choices for 64% ($n = 9$) items in the question set. Eleven percent of respondents identified the following current university practices as having a negative impact on campus culture and climate: a) *conflict resolution/difficult conversations and mindfulness training for staff*, b) *mentoring support and resources for new staff*, c) *staff council that supports and/or provides resources via constituent-based affinity groups*, and d) *recognizes and rewards substantive DEII-centered approach to services as core criteria in annual performance reviews*. Lastly, 6% of staff perceive a) *inclusive leadership toolkits and resources for supervisors*, b) *universal design toolkits and approaches for supervisor to assess navigation of departmental space(s)*, c) *informal community networking opportunities*, d) *equitable conflict resolution processes*, and e) *access to counseling resources for staff supporting students who experience harassment and/or organizational trauma* as Western practices that negatively impact the campus. (See Table 25.8.)

Is Not a Current Western Practice-Positive Impact. Western staff had higher response rates across 50% ($n = 7$) of items in the question set. First, 54% of staff respondents indicated that if *recognizes and rewards culturally responsive work and/or leadership-style* were a practice of the university it would have a positive impact on campus culture and climate. In addition, staff also indicated the same for the following items: a) *professional development and supervisory training* 52%, b) *inclusive leadership toolkits and resources for supervisors* 48%, c) *recognizes and rewards participation in DEII professional development opportunities* 46%. Lastly, 41% were also in agreement that a) *universal design*

toolkits and approaches for supervisor to assess navigation of departmental space(s), and b) recognizes and rewards substantive DEII-centered approach to services as core criteria in annual performance reviews.

Is Not a Current Western Practice-No Impact. In this response category, the data revealed higher response rates from Western staff across 64% ($n = 9$) items. For 67% of respondents, if access to counseling resources for staff who b) *experienced harassment and/or organizational trauma* and b) *support students who have experienced harassment and/or organizational trauma* were current university practices neither would have an impact on the campus culture and climate. Additionally, 61% perceive having a) *staff council that support and/or provides resources via constituent-based affinity groups* and b) *equitable conflict resolution process* as no impact. Furthermore, 56% of staff indicate that *conflict resolutions/difficult conversations and mindfulness training*. Fifty percent of staff identified a) *mentoring support and resources for new staff* and b) *informal community networking opportunities for staff*. Next, staff indicated that a) *recognizes and rewards substantive DEII-centered approach to services as core criteria in annual performance reviews* 48% and b) *universal design toolkits and approaches for supervisor to assess navigation of departmental space(s)* would have no impact on Western culture and climate.

Is Not a Current Western Practice-Negative Impact. Question items identified by Western staff as possibly having a negative impact on the campus culture and climate if it were a practice included a) *informal community networking opportunities* 22%, b) *inclusive leadership tool-kits and resources for supervisors* 20%, c) *professional development and supervisory training opportunities for staff* 17%, d) *mentoring support and resources for new staff* 17%, e) *culturally responsive work ethic are essential criteria for staff recruitment* 17%, and f) *recognizes and rewards participation in DEII professional development opportunities* 15%. (See Table 25.8.)

Table 25.8. Perceptions of Western’s Institutional Practices – Western Staff

<i>Please rate impact of the following items based on either:</i>	IS current Western Practice			IS NOT a Western Practice		
	Positive Impact	No Impact	Negative Impact	Positive Impact	No Impact	Negative Impact
<i>a) Your knowledge of it being a current university practice (i.e., policy, initiative, service, resource, etc.), or</i>						
<i>b) If you are unaware of it being a practice your perception of the potential impact it could have for the campus if it were a university practice.</i>						
Recognizes and rewards culturally responsive work and/or leadership-style.	55.6	44.4	ND	53.7	33.3	12.9
Recognizes and rewards participation in DEII professional development opportunities.	44.4	55.6	ND	46.3	38.9	14.8
Professional development and supervisory training opportunities for staff.	44.4	55.6	ND	51.9	31.5	16.7
Conflict resolution/difficult conversations and mindfulness training for staff.	44.4	44.4	11.1	33.3	55.6	11.1
Inclusive leadership toolkits and resources for supervisors.	38.9	55.6	5.6	48.2	31.5	20.4
Universal design toolkits and approaches for supervisors to assess navigation of departmental space(s).	27.8	66.7	5.6	40.7	46.3	12.9
Mentoring support and resources for new staff.	38.9	50.0	11.1	33.3	50.0	16.7
Informal community networking opportunities for staff.	50.0	44.4	5.6	27.8	50.0	22.2
Staff Council that supports and/or provides resources via constituent-based affinity groups (e.g., Staff of Color, female staff).	38.9	50.0	11.1	27.8	61.1	11.1
Equitable conflict resolution process for staff.	44.4	50.0	5.6	27.8	61.1	11.1
Access to counseling resources to support staff who experienced harassment and/or organizational trauma.	72.2	27.8	ND	27.8	66.7	5.6
Access to counseling resources for staff supporting students who experience harassment and/or organizational trauma.	61.1	33.3	5.6	27.8	66.7	5.6
Culturally responsive work ethic are essential criteria for staff recruitment.	50.0	50.0	ND	48.2	35.2	16.7
Recognizes and rewards substantive DEII-centered approach to services as core criteria in annual performance reviews.	38.9	50.0	11.1	40.7	48.2	11.1

Q.25.8a – Please Elaborate Further on Your Responses to Staff Perceptions of Western’s Institutional Practices. Based on the emerging patterns across responses, staff statements were sorted into two categories a) unsupported staff, and b) issues of race and/or gender bias. See responses below:

Unsupported Staff

- *I don't feel like I have adequate resources to support students who experience harassment and/or organizational trauma. I have a student athlete going through this and feel a little bit on an island. Feel like there isn't support from other side of campus and the situation has been drug out*
- *I think it is imperative for us to receive conflict resolution/difficult conversations/mindfulness training. I haven't heard or seen this in the short time i have been here.*
- *I have not had HR orientation yet, so I don't really know what already exists here and how it functions.*
- *It would be helpful if people on our campus could speak more openly when they feel they have been treated unfairly. However, the current administration seems to feel that punishment and fear are the best ways of motivating people.*
- *Western is not lead by an internally focused administration. Internal best-practices are not advised or supported. Instead, it's a "get it done the easiest and cheapest way possible while burning you out" approach.*

Issues of Race and/or Gender Bias

- *DEII is not a high value on this campus. Special services for people of color are unheard of. Having more than one language if not valued or paid for. Lack of effort to understand why professionals of color, or students of color, behave the way they do exists. Fear from professionals of color to speak up exists. Fear of losing job. Fear of having to work with their oppressing colleagues. Easier to not rock the boat.*
- *Dividing the staff, faculty, and student body by indelible (e.g., race, gender, etc.) factors will have a negative impact on the growth of Western.*
- *Nothing here is equitable.*
- *I wish we could have staff councils that were more representative and inclusive, and I fear that even if we did, we/they would be overshadowed by white males. Similarly, I have to wonder if a women's council or staff of color council would be heard/valued. It won't work if they are just tokens.*
- *We have very few groups for networking, not at all supportive of groups based on affinity, and not much training at all. I think this is in part due to the fact that we are all stretched thin and have no time for these things.*

Staff Perception of Western's Overall Campus Climate

The following questions expand beyond the previous compartmented approach to understanding Western staff's perception of campus climate. Respondents were presented with 4 questions:

- *How comfortable are you with the culture and climate in your department/division?*
- *How comfortable are you with Western's overall culture and climate?*
- *Have you ever seriously considered leaving Western?*
- *Why did you seriously consider leaving Western?*

Staff responses to each question are provided below.

Q.26.1 – How Comfortable are You with the Culture and Climate in your Department/Division? Staff were asked to indicate their level of comfort with the culture and climate in their respective department. Response choices ranged from *very comfortable* to *very uncomfortable*. Seventy-eight percent ($n = 57$) of staff in the sample submitted responses to the question. Supervisory staff comprise 60% ($n = 34$) and non-supervisory staff comprised 40% ($n = 23$) of subsample respondents. Next, discussion of responses choices submitted by Western staff is provided.

Very comfortable responses: 32% of staff respondents—comprised of 67% supervisory staff and 33% non-supervisory staff. **Comfortable responses:** 42% of staff respondents—comprised of 46% supervisory staff and 54% non-supervisory staff. **Neither comfortable nor uncomfortable responses:** 11% of staff respondents—comprised of 67% supervisory staff and 33% non-supervisory staff. **Uncomfortable:** 12% of staff respondents—comprised of 86% supervisory staff and 14% non-supervisory staff. **Very uncomfortable responses:** 4% of staff—comprised of 50% supervisory staff and 50% non-supervisory staff. (See Table 26.1.)

Table 26.1 Comfort with Department/Division Culture and Climate – Staff

<i>How comfortable are you with the culture and climate in your department/division?</i>	Very Comfortable %	Comfortable %	Neither %	Uncomfortable %	Very Uncomfortable %
All Staff	31.6	42.1	10.5	12.3	3.5
Supervisory Staff	35.3	32.4	11.8	17.6	2.9
Non-Supervisory Staff	26.1	56.5	8.7	4.3	4.3

Q.26.2 – Please Rate the Overall Campus Climate at Western. Staff were asked to respond to 13 key statements regarding the inclusivity, accessibility, and sense of belonging on the Western campus. The question set included five response items ranging from *very inclusive* to *very exclusive* to rate the climate. Staff contributed a total of 936 responses. Tables 26.2a and 26.2b display Western staff’s perspective of the overall campus climate.

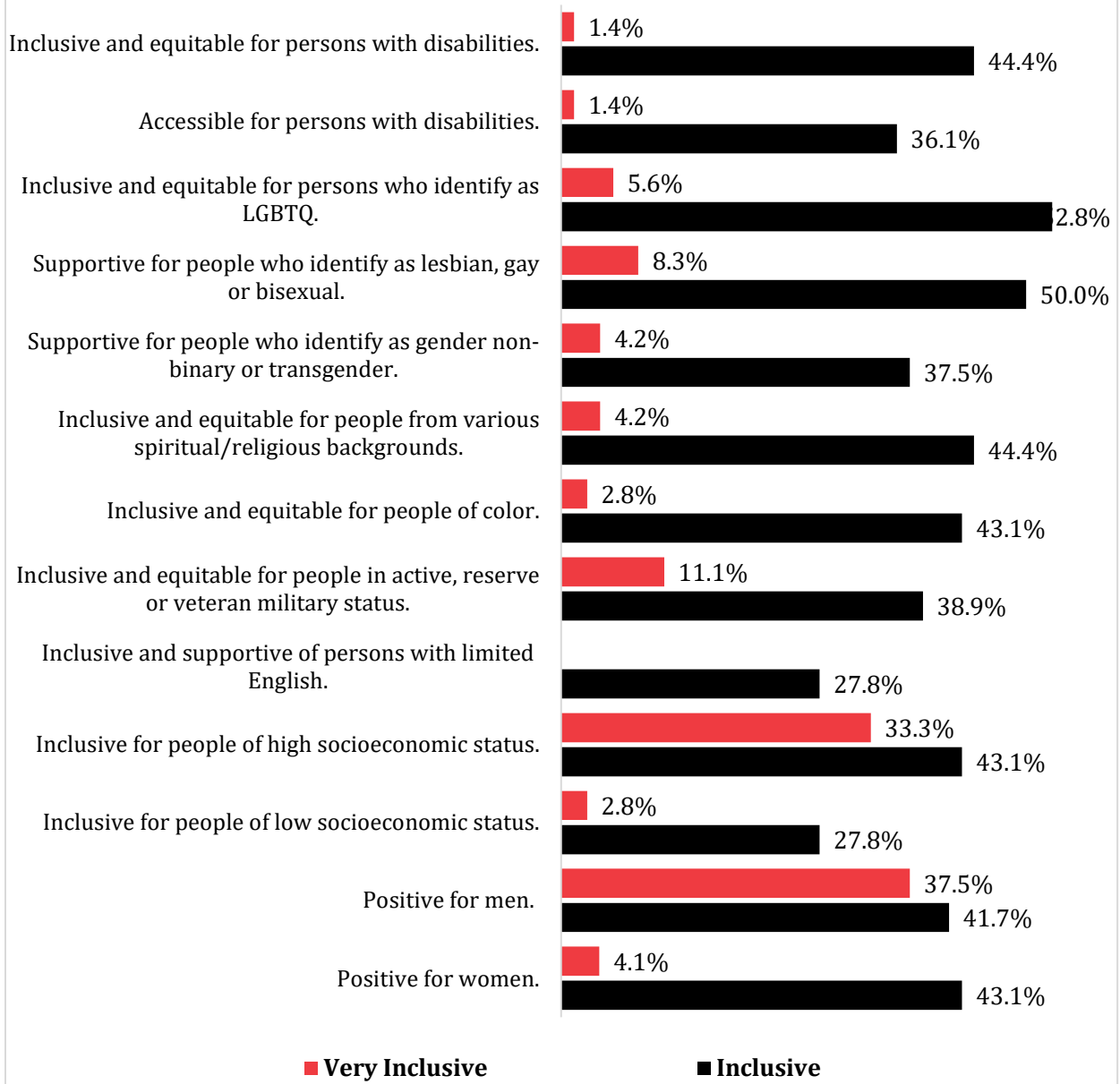
Overall Campus Climate, Positive – Western Staff. Table 26.2a provides an aggregate breakdown of response items selected by staff based on their perception of the campus as either inclusive or very inclusive. Staff had a total 466 positive response items across all 13 statements. Eighteen percent ($n = 84$) of staff responses perceive the campus to be *very inclusive*, 81% ($n = 382$) of submitted responses rated Western as *inclusive*. Western staff who self-identified as White selected *very inclusive* 86% ($n = 72$ responses out of 84) and *inclusive* 90% ($n = 342$ responses out of 382) at a higher rate across the 13-item question set than any other staff racial/ethnic group that selected the same response

options. Staff of Color rated Western’s overall campus climate as *very inclusive* 14% and *inclusive* 10%. When analyzed across gender identity, Western female staff selected *very inclusive* 71% and *inclusive* 68% at higher rates than male staff responses for *very inclusive* 29% and *inclusive* 31%. LGBTQ staff rated Western as *very inclusive* 11% and *inclusive* 10%. Lastly, staff with disabilities rated the overall campus climate as *very inclusive* 8% and *inclusive* 29%.

Table 26.2a Overall Campus Climate, Positive – Staff

<i>Positive Campus Climate</i>	Very Inclusive %	Inclusive %
Inclusive and equitable for persons with disabilities.	1.4	44.4
Accessible for persons with disabilities.	1.4	36.1
Inclusive and equitable for persons who identify as LGBTQ.	5.6	52.8
Supportive for people who identify as lesbian, gay, or bisexual.	8.3	50
Supportive for people who identify as gender non-binary or transgender.	4.2	37.5
Inclusive and equitable for people from various spiritual/religious backgrounds.	4.2	44.4
Inclusive and equitable for people of color.	2.8	43.1
Inclusive and equitable for people in active, reserve, or veteran military status.	11.1	38.9
Inclusive and supportive of persons with limited English.	ND	27.8
Inclusive for people of high socioeconomic status.	33.3	43.1
Inclusive for people of low socioeconomic status.	2.8	27.8
Positive for men.	37.5	41.7
Positive for women.	4.1	43.1

Figure 26.2a. Overall Campus Climate, Positive – Staff

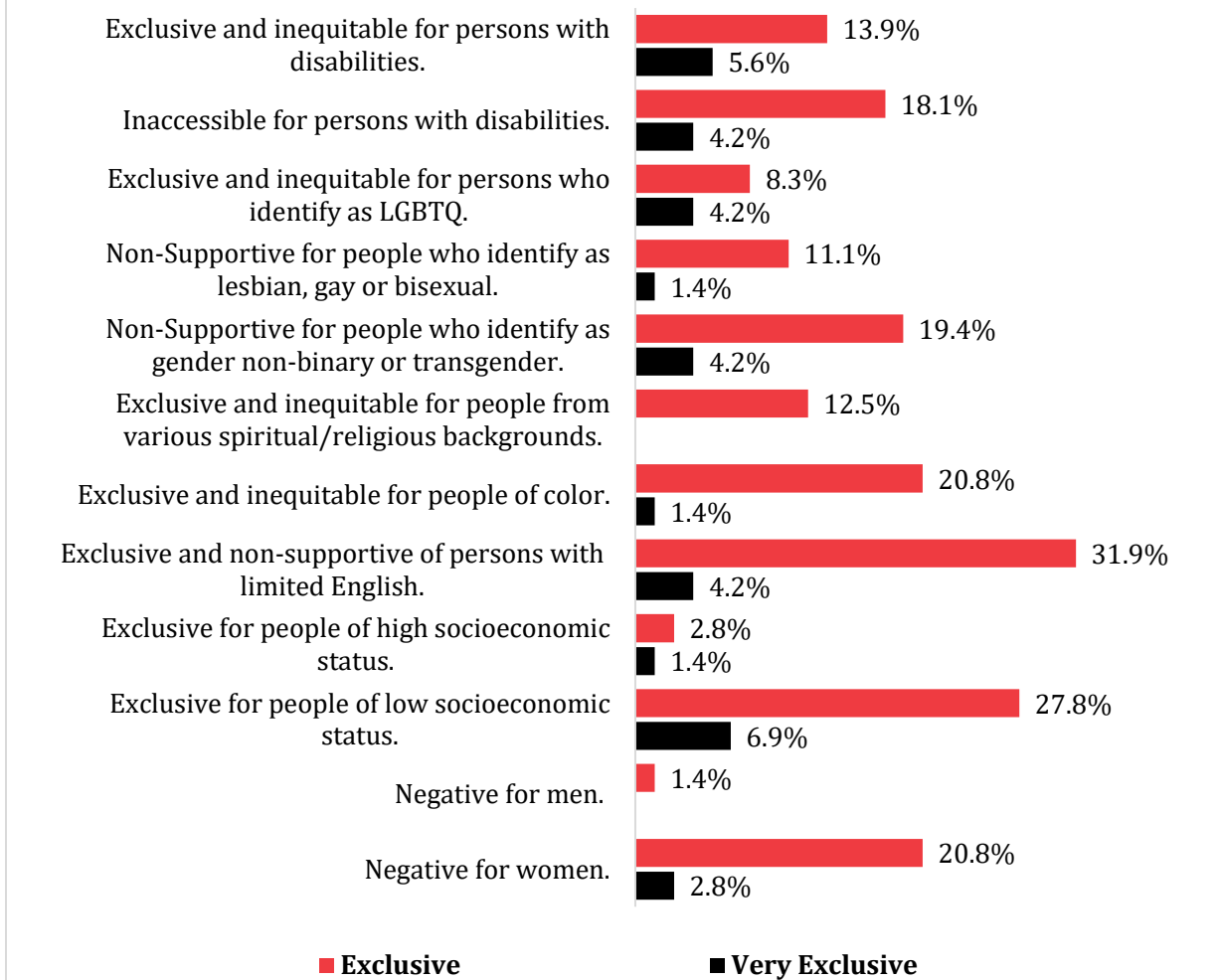


Overall Campus Climate, Negative – Western Staff. Table 26.2b reflects the cumulative responses of Western staffs' *exclusive* or *very exclusive* responses to Q.26.2. Staff submitted a total of 162 responses. Eighty-four percent ($n = 136$) of staff responses in this category perceive Western to be *exclusive* ($n = 136$) and 16% ($n = 26$) of staff responses rated the campus as *very exclusive* across the 13-item question set. *Exclusive* campus response rates by staff demographics were as follows: white staff 79% ($n = 107$ responses out of 136), staff of color 21%, female staff 76%, male staff 21%, LGBTQ staff 15%, and staff with disabilities 13%. *Very exclusive* ratings of overall campus climate by staff demographics: white staff 73%, staff of color 27%, female staff 77%, male staff 12%, LGBTQ staff 46%, and staff with disabilities 4%.

Table 26.2b Overall Campus Climate, Negative – Staff

	Exclusive%	Very Exclusive%
<i>Negative Campus Climate</i>		
Exclusive and inequitable for persons with disabilities.	13.9	5.6
Inaccessible for persons with disabilities.	18.1	4.2
Exclusive and inequitable for persons who identify as LGBTQ.	8.3	4.2
Non-Supportive for people who identify as lesbian, gay, or bisexual.	11.1	1.4
Non-Supportive for people who identify as gender non-binary or transgender.	19.4	4.2
Exclusive and inequitable for people from various spiritual/religious backgrounds.	12.5	ND
Exclusive and inequitable for people of color.	20.8	1.4
Exclusive and inequitable for people in active, reserve, or veteran military status.	ND	ND
Exclusive and non-supportive of persons with limited English.	31.9	4.2
Exclusive for people of high socioeconomic status.	2.8	1.4
Exclusive for people of low socioeconomic status.	27.8	6.9
Negative for men.	1.4	ND
Negative for women.	20.8	2.8

Figure 26.2b. Overall Campus Climate, Negative – Staff



Overall Campus Climate, Neither Inclusive nor Exclusive – Western Staff.

Thirty-three percent ($n = 308$) of staff responses to the question set, rate the campus as *neither inclusive nor exclusive*. White staff comprise 82% of *neither inclusive nor exclusive* responses in comparison to Staff of Color 18%. Analysis across gender identity and expression characteristics found that female staff responses rates of the campus as *neither inclusive nor exclusive* were 67%, male staff 28%, LGBTQ staff 16%, and staff with disabilities 9%.

Q.26.3 – How Comfortable are You with Western’s Overall Culture and

Climate? Staff respondents were asked to indicate their level of comfort with the overall culture and climate of the University by selecting from five response items ranging from *very comfortable* to *very uncomfortable*. Seventy-eight percent ($n = 57$) of the staff sample completed the question, 18% indicated that they are *very comfortable* and 33% are *comfortable* with Western’s culture and climate. While roughly 23% ($n = 13$) indicated that they are *neither comfortable nor uncomfortable* 24%. Additionally, 23% of staff are *uncomfortable* and 4% are *very uncomfortable* with Western’s overall culture and climate (see Table 26.3).

Table 26.3 Comfort with Western’s Overall Culture and Climate – Staff

<i>How comfortable are you with Western’s overall culture and climate?</i>	Very Comfortable %	Comfortable %	Neither %	Uncomfortable %	Very Uncomfortable %
Western Staff	17.5	33.3	22.8	22.8	3.5

Q.26.4 – Have You Ever Seriously Considered Leaving Western? Subsequently, staff were asked if they have ever considered leaving the University. Respondents received two response choices, *yes* and *no*. Overall, 67% of staff respondents indicated that they have seriously considered leaving Western in comparison to 33% of the sample who indicated that they had no such considerations. Disaggregation of staff responses by rank revealed that 79% of supervisory staff and 49% of non-supervisory staff in the sample have strongly considered leaving Western. (See Table 26.4.)

Lastly, further examination of staff responses across race/ethnicity and gender demographics revealed that 60% of White staff and 7% of Staff of Color have strongly

considered leaving Western while 26% of White staff and 7% of Staff of Color have not considered such an option. Additionally, 76% of female and 88% of male staff have strongly considered leaving Western in comparison to 24% of female and 11% of male staff who have not. There were no response submissions from Staff with Disabilities or LGBTQ staff that indicated *yes* or *no* they have strongly considered leaving Western.

Table 26.4 Considered Leaving Western Staff

<i>Have you ever seriously considered leaving Western?</i>	<i>Yes %</i>	<i>No %</i>
All Staff	66.7	33.3
Supervisory Staff	79.4	20.6
Non-Supervisory Staff	47.8	52.2

Q.26.5 – Why Did You Seriously Consider Leaving Western? Staff respondents were presented 15 items response items to select from and indicate their reason for wanting to leave Western. The items were a) income/salary, b) increased workload without compensation or promotion, c) lack of benefits, d) lack of institutional support, e) lack sense of belonging, f) limited opportunities for advancement, g) personal reasons, h) relocation (spouse/partner offered new position), i) relocation (spouse/partner unable to secure employment locally), j) tension between leadership and faculty, k) tension between leadership and staff, l) tension/hostility within primary department, m) unwelcoming campus climate, n) unwelcoming local community, o) reason not listed.

Western staff's primary reasons for wanting to leave the university are explicitly connected to income 46%, increased workload without compensation or promotion 33%, limited advancement opportunities 27%, lacking sense of belonging 15% along with tension between leadership and staff 15%. (See Table 26.5).

Table 26.5 Reason for Wanting to Leave Western - Staff

<i>Why did you seriously consider leaving Western?</i>	<i>%</i>
Income/salary	45.5
Increased workload without compensation or promotion	33.3
Lack of benefits	ND
Lack of institutional support (e.g., tech support, lab space/equipment)	6.1
Lacks sense of belonging	15.2
Limited opportunities for advancement	27.3
Personal reasons	12.1
Relocation (spouse/partner offered new position out of state)	3.0
Relocation (spouse/partner unable to secure employment locally)	ND
Tension between leadership and faculty	9.1
Tension between leadership and staff	15.2
Tension/hostility within primary department	6.1
Unwelcoming campus climate	ND
Unwelcoming local community	ND
Reason not listed	6.1

Q.26.6 – Please Elaborate Further on Your Responses to Staff Perceptions of Western Campus Climate and Culture. Staff statements were sorted into three categories a) lack of income/salary, b) lack of professional development, and c) mistrust of faculty and university leadership. See responses below:

Lack of Income/Salary

- *Employees get raises based on popularity.*
- *I have considered leaving when a break-up happened, and I realized that other jobs on the front range paid considerably more. In the end, I really enjoy working at Western, the breakup didn't last, and the benefits are quite impressive which helps even out the pay.*
- *One way that employees feel valued is through their salary. I am seriously underpaid for the work I do and the commitment I put forth, both by internal and*

- market salary comparisons. So, while I feel that my supervisor and others at “the top” value the work I do and my expertise, I do not feel that my salary is reflective of this value. No, I have not seriously considered leaving yet, but the workload is overwhelming and the day I seriously consider leaving is on the horizon.*
- *Extra work is not only not paid for, but not appreciated or acknowledged.*
 - *Western does not prioritize its ground level staff across campus. Raises are nearly impossible to come by. Majority of staff have second jobs and are just waiting for a better one to come along to leave. Administration would rather we leave, hoping to get someone else and pay them slightly better until they too burn out. Feeling valued only comes once in a while, if you’re lucky enough to have a good supervisor. The Business department pays for everything for conferences it’s students and staff attend, while others across campus can barely make it and have to pay for their own food/travel. Some staff get their master’s degree paid for by their department for whatever reason while the rest have to fork out loans. Effort isn’t truly recognized and those at the top are not held accountable (we don’t even give cabinet surveys anymore!) while the rest of us are yelled at while being asked to do too much with so little. There is no strategy here. Everything is reactive and you better hope you don’t piss a Baca off, because you’ll be screamed at.*
 - *Western just isn’t able to pay as much as other schools, which I understand, but it is really difficult to make a life for myself when I don’t have the money to live comfortably in the valley.*

Lack of Professional Development

- *Personal reasons are just realizing that lower and middle management and administrative positions are the death of creative thinking with limited tangible contributions to society.*
- *Still learning nothing has given me a red flag yet.*
- *[Change in relationship] and I am interested in pursuing life in a new place, away from the Gunnison Valley. Although I love it here, many things draw me back to cities—diversity and culture being two of those things. My current position offers little in the way of group and does not directly support my future career goals.*
- *Though I selected “no” for seriously considering leaving Western, we have looked around at other areas/jobs, but not with real intent.*
- *Gunnison is expensive, I don’t get paid nearly as much as I could make at a similar institution, and there is no clear pathway for promotion or advancement within the institution. I do however stick around because I love the location, and there are many very supportive people within this institution. I don’t always feel valued, as*

the upper administration has a bit of disconnect from the ground level operations, but I do feel a sense of belonging overall.

Mistrust of Faculty and University Leadership

- *I don't trust many of those in leadership position in Taylor Hall because of the way they have treated me and faculty I know, and how they have treated some students. They seem to have little empathy for others, and don't appear to value the work of so many people on campus. Also, some of them refuse to apologize to those they harm and blame others for their mistakes.*
- *I feel that many of my colleagues on campus are supportive and want to make the environment and culture at Western better, but the senior administration thrives on a culture of fear and a small homogenous group makes decisions for everyone without considering any ideas not generated from within. I feel nervous to advocate for what is right against them for fear of retaliation.*
- *I have been made to feel unwelcome as a queer person. Brining this up with a supervisor increased the tension between us.*
- *Our leadership has created a culture of fear about calling them to task about any of their many failings. DEII is a token gesture in their mind, not a priority (that is based on their actual statements).*
- *The faculty and administration do not get along and it creates problems for the rest of us, having to clean up messes that are made by exec leadership and senior faculty. They all need to suck it up and learn to work with one another. Many staff and junior faculty are left to quietly internalize all the drama and to work towards goals that half of campus doesn't want (i.e., President's initiative that faculty don't like or vice versa).*
- *The climate for staff is very different than for faculty. Because I work closely with faculty, I can see how surprised they are when they discover I'm not a student and I am competent and have things to show them. I can see them dismiss me out of hand and ignore my suggestions and go directly to my male supervisor for him to tell them the same thing, which they gladly accept. I can see the way faculty treat other staff members when they don't think anyone is watching.*

Exclusionary and Hostile Incidents

Exclusionary, intimidating, and/or offensive behavior is a form of hostile conduct characterized by frequency, duration, escalation, and a power imbalance between targets and actors (Einarsen et al., 2011). Exclusion may be feelings of isolation, withdrawal, and/or silence. A growing body of scholarly work documents academic and research environments that produce workplaces hostile to people of color and other historically marginalized individuals (i.e., disabilities, religious minorities, LGBTQ, international, women, etc.) (Marín-Spiotta et al., 2020). When academic spaces are hostile, they have a deleterious and detrimental impact on the experiences and sense of belonging of internal members (i.e., faculty, staff, students). Hostile environments are described as spaces where harassment, bullying, microaggressions, sexism, racism, homophobia, transphobia, etc., and are prevalent. These behaviors can cause significant harm to physical and mental health, academic/career fulfillment, identity-safety, and stereotype threat (Marín-Spiotta et al., 2020; Settles et al., 2016) of students, faculty, and staff. Therefore, examining exclusionary and hostile incidents is key to the findings of this report as it provides insight to the lived experiences of students, staff, and faculty at Western and how these incidents have impacted their experience within the University.

Due to respondent group sample sizes and sensitivity of incidents identified in this section, data for some question sets are not disaggregated. However, where appropriate, some data sets (27.1, 27.8, 27.11) are disaggregated at the group level (i.e., faculty, staff, students). What follows is a discussion of students, staff, and faculty responses to the 11 question sets (27.1 – 27.11) on exclusionary and hostile incidents at Western.

Q.27.1 – Within the Past Academic Year, Have You Observed or Personally Experienced any Conduct that was Discriminatory, Exclusionary, Harassing, and/or Hostile? Faculty, staff, and student respondents were asked to indicate either yes or no if they had observed or personally experienced an exclusionary or hostile incident at Western within the past academic year. Thirty-six percent of student and faculty respondents indicated that they had experienced such incidents along with 41% of staff respondents. See table 27.1 below.

Table 27.1. Observation or Experience of Exclusionary and Hostile Conduct - All Respondents

<i>Within the past academic year, have you observed or personally experienced any conduct that was discriminatory, exclusionary, harassing, and/or hostile?</i>	Yes %	No %
Western Students	36.3	63.7
Western Staff	40.6	59.4
Western Faculty	36.3	63.7

Respondents that selected yes to Q27.1 represent 16% of total responding sample in the study. The subsample of respondents, comprised of faculty, staff, and students were navigated through the remaining 10 questions sets in this section. Each subsequent question set provided Western respondents an opportunity to identify the source and target of the incident(s), how they experienced the incident, and the result or outcome following the incident (see Q.27.2-Q.27.11).

Q.27.2 –Please Select the Source and Target of the Conduct. Next, respondents were asked to identify the source and target of the exclusionary and/or hostile conduct they either experienced or witnessed. Response items for this question served dual roles and respondents could indicate if the position reflected was either a source, target, or both. The response items were: a) *athletic coach/trainer*, b) *alumnus/a/i*, c) *co-worker/colleague*, d) *department/program chair*, e) *department/ program director*, f) *direct report*, g) *faculty advisor*, h) *faculty member*, i) *friend*, j) *immediate supervisor/manager*, k) *off-campus*

community member, l) executive leadership, m) administrative leadership, n) staff member, o) student(s), p) student worker, q) student tutor, r) unsure or source not listed above, and s) unsure or target not listed above.

Table 27.2 reflects the positions respondents identified as the source and/or target of the incident(s).

Table 27.2 Source of Exclusionary and/or Hostile Conduct - All Respondents

<i>Please select the source and target of the conduct:</i>	<i>Source</i>	<i>Target</i>
Athletic Coach/Trainer	<1.0	ND
Alumnus/a/i	<1.0	ND
Co-worker/Colleague	1.2	<1.0
Department/Program Chair	<1.0	<1.0
Department/Program Director	<1.0	<1.0
Direct Report (e.g., individual reports to you)	<1.0	ND
Faculty Advisor	<1.0	ND
Faculty Member	1.2	<1.0
Friend	<1.0	<1.0
Immediate Supervisor/Manager	<1.0	ND
Off-Campus Community Member	<1.0	ND
Executive Leadership (e.g., president, VPs, provost)	<1.0	ND
Administrative Leadership (e.g., chairs, deans, AVPs)	<1.0	<1.0
Staff member	<1.0	<1.0
Student(s)	<1.0	<1.0
Student Worker (e.g., work-study; GRA)	<1.0	<1.0
Student Tutor	<1.0	ND
Unsure or Source Not Listed Above	<1.0	ND
Unsure or Target Not Listed Above	<1.0	<1.0

Q.27.3 – Of the Characteristics Listed Below, Which Do you believe was the Main Reason for the Conduct the Target Experienced? Respondents were then asked to identify the characteristic that was the main reason for the conduct experienced by the target. Characteristic choices include: a) *academic achievement*, b) *academic program/major*, c) *age*, d) *disability (cognitive/development; physical; psychological)*, e) *ethnicity*, f) *gender (biological; identity; expression)*, g) *international status*, h) *length of service or tenure at Western*, i) *level of education*, j) *limited English proficiency*, k) *marital status*, l) *military/veteran status*, m) *nationality*, n) *parental status*, o) *participation in (student group/activities; committee initiatives)*, p) *political views*, q) *pregnancy*, r) *race*, s) *religious/spiritual views*, t) *role*, u) *sexual orientation*, and v) *socioeconomic status*.

Characteristics with the highest response rates were gender (biological) – 9%; ethnicity – 3%; role (i.e., student, staff, faculty) – 2%; and race – 2%. See table 27.3 below.

Table 27.3. Main Reason for Conduct Experienced by Target - All Respondents

<i>Which characteristic was the main reason for the conduct the target experienced?</i>			
	%		%
Academic Achievement	<1.0	Marital Status	ND
Academic Program/Major	<1.0	Military/Veteran Status	ND
Age	<1.0	Nationality	ND
Disability (cognitive/developmental)	<1.0	Parental Status	<1.0
Disability (physical)	<1.0	Participation in student group/activities.	<1.0
Disability (psychological)	<1.0	Participation in/on committee, initiatives, etc.	<1.0
Ethnicity	3.30	Political Views	1.6
Gender (biological)	8.90	Pregnancy	ND
Gender Identity	1.40	Race	2.3
Gender Expression	<1.0	Religious/Spiritual Views	<1.0
International Status	<1.0	Role (i.e., student, staff, faculty)	2.8
Length of service or tenure at Western	<1.0	Sexual Orientation	1.2
Level of Education	<1.0	Socioeconomic Status	<1.0
Limited English Proficiency	ND		

Q.27.4 –Reflecting on the Target’s Identity, Which of the Following Conduct Occurred During the Exclusionary/Hostile Incident? Respondents were presented 16 response items to indicate the type of conduct that occurred during the exclusionary or hostile incident that they either directly experienced or witnessed. Response choices ranged from assumptions, derogatory behavior, intimidation/bullying, ignoring/excluding, hostile/toxic campus environments, harassment, racial/ethnic profiling, and physical violence/threats.

Thirteen percent of staff selected derogatory remarks as conduct that occurred during the exclusionary/hostile incident. While 9% selected intimidation/bullying and ignoring/excluding as conduct that occurred during the exclusionary/hostile incident. Lastly, 5% percent of respondents selected sexual harassment as conduct that occurred during the exclusionary/hostile incident.

Table 27.4 Conduct that Occurred During the Exclusionary/Hostile Incident - All Respondents

<i>Which of the following conduct occurred during the exclusionary/hostile incident?</i>	<i>%</i>
Assumption(s) regarding admittance	2.1
Assumption(s) regarding hiring	1.6
Assumption(s) regarding promotion or tenure	3.0
Derogatory remarks	12.9
Derogatory communications (i.e., phone calls, text messages, emails). <i>Please specify.</i>	4.0
Derogatory online communications (i.e., social media). <i>Please specify.</i>	1.9
Other derogatory actions (e.g., graffiti, posters, brochures). <i>Please specify.</i>	2.3
Intimidation/bullying	8.9
Ignoring/excluding	7.9
Hostile classroom environment	4.7
Hostile work environment	4.0
Non-verbal harassment (e.g., stalking)	2.1
Racial/ethnic profiling	3.5
Physical violence or threats. <i>Please specify.</i>	1.2
Sexual harassment	5.4
Other, not listed. <i>Please specify.</i>	3.3

Five of the 16 response items provided respondents opportunity to specify further the type or format of the conduct experienced. The items are a) *derogatory communications*, b) *derogatory online communications*, c) *other derogatory actions*, d) *physical violence or threats*, and e) *other, not listed*. Their elaborated responses are provided below:

Derogatory Communications

- *Lack of understanding and almost passive aggressive email/texts.*
- *Mean words, verbal abuse.*
- *Shouting. Accusations about another person's character to me in a yelling, unhinged manner.*
- *Calls, texts.*
- *Email.*
- *Stalking, emails, and verbal communication.*

Derogatory Online Communications

- *Emailing "behind" my back...when I was on the email chain.*
- *Instagram comment.*
- *Messages and comments.*
- *Social media, Facebook*

Other Derogatory Actions

- *Direct attacks in class in front of the whole class.*
- *Stalking*
- *Graffiti*
- *Nazi symbols drawn/carved on table.*
- *[Being told] "If y'all ain't here to f**k get the f**k out."*

Physical Violence or Threats

- *At a party off campus, a freshman boy followed a girl into the bathroom and inappropriately touched her without her consent.*
- *Threw things and gave verbal threats regarding the target to a third party.*

- *Physical violence.*

Other not listed

- *Being ignored, belittled.*
- *Greg Salsbury's comment at the conference where he said if he wanted more women on campus he would build a mall.*
- *Harassment, not necessarily sexual.*
- *Ignorance.*
- *Labeling me, not realizing I was in the room and heard.*
- *Laughing and throwing away a Suicide Note.*
- *Questioning service dog and told not allowed to be in the building.*
- *Sexual misconduct – inappropriate remarks.*
- *Spiritual persecution veiled as “challenging assumptions.”*
- *Threat of property destruction.*
- *Penalization of athletes for conflicting classes with practice that are required for specific majors.*

Q.27.5 – The Incident Occurred In/At... Next, respondents were asked to identify the venue that the exclusionary and hostile incidents occurred within the Western campus community. Sixteen response items were provided: a) administrative offices, b) athletics facility, c) athletics event, d) classroom, computer lab, clinical setting, e) phone calls, text messages, emails, f) externship, internship, or fellowship, g) faculty office, h) online class, i) Rare Air Café, j) residence hall, k) Savage Library, l) social media, m) study aboard, n) walking/navigating campus, o) Western event/program, p) not listed.

Per submitted responses, faculty, staff, and students identified classroom, computer lab, clinical settings – 7%; no listed – 6%; administrative office – 3%; residence hall – 3%; faculty offices – 2%; Rare Air Café – 2%; walking and navigating campus – 2%.

Table 27.5 The Incident Occurred in/at... - All Respondents

<i>The incident occurred in/at...</i>	<i>%</i>
Administrative Office	3.0
Athletics Facility	<1.0
Athletics Event	<1.0
Classroom, computer lab, clinical setting (please specify)	6.8
Phone calls, text messages, emails (please specify)	<1.0
Externship, internship, or fellowship (please specify)	ND
Faculty Office	2.3
Online Class	ND
Rare Air Café	1.9
Residence Hall	2.6
Savage Library	<1.0
Social Media (please specify)	<1.0
Study Aboard	ND
Walking/Navigating Campus	1.6
Western Event/Program	1.4
Not listed. <i>Please specify.</i>	5.8

Respondents were provided opportunity to elaborate further on the following response items: a) *classroom, computer lab, clinical setting*, b) *phone calls, text messages, emails*, c) *externship, internship, or fellowship*, d) *social media*, and e) *not listed*. Their responses are provided below:

Classroom, computer lab, clinical setting. Respondents specified the following:

- *Acting classroom*
- *Classroom*
- *English 150*
- *Kelley*
- *Office*
- *Program field trip*
- *Class*
- *Classroom*
- *Classroom*
- *Classroom and Women's Student Lounge*
- *Club space*
- *Hallway outside of offices*
- *Hurst*
- *Unsure*

Phone calls, text messages, emails. Respondents specified the following:

- *Email conversations*
- *Emails*

Social Media. Respondents specified the following:

- *Instagram*

Not listed. Respondents specified the following:

- *Around campus*
- *Both through emails and at resident hall*
- *City market, Walmart, and other food spots.*

- *Dexo*
- *Everywhere on campus, regular occurrence.*
- *Guitar store*
- *Hiring*
- *Mountaineer Field House*
- *Off campus*
- *Off campus housing*
- *Off campus, Western students*
- *Off-campus party hosted by students*
- *Ongoing*
- *Party*
- *Staff meeting*
- *Traveling to a conference.*
- *Walking down Main street of Gunnison.*
- *Writing Center*
- *Meeting*
- *Meetings and classroom*
- *Off campus*
- *Social event*
- *While speaking about the Rady School*

Q.27.6 – In What Way Did You Experience the Incident? Respondents were asked to identify their emotional reaction to the exclusionary and hostile experience. Western faculty, staff, and students selected from a) *afraid/fear*, b) *anger*, c) *embarrassment*, d) *ignored/dismissed*, e) *compassion towards target*, and f) *other (please specify)*.

The subsample indicated experiences in each of the emotional characteristic response items. Eighteen percent identified their emotional reaction as anger, 14% compassion towards the target, 8% were embarrassed, 6% were afraid or experienced fear, or felt ignored and/or dismissed, while 4% selected other (see table 27.6).

Table 27.6 In What Way Did You Experience the Incident? - All Respondents

<i>In what way did you experience the incident?</i>	<i>%</i>
Afraid/fear	6.3
Anger	17.8
Embarrassment	7.5
Ignored/dismissed	6.1
Compassion towards target	14.3
Other (please specify)	3.5

Subsample respondents who selected “other” as the way they experienced the exclusionary or hostile incident were able to specify further. Their responses are provided below:

- *Frustration*
- *Moved to action.*
- *Not lots of support.*
- *Explaining a reading.*
- *Judged and separated.*
- *I was just slightly annoyed.*
- *Was told about multiple incident secondhand.*
- *Irritating and like I was unheard and misunderstood.*
- *Learning from a co-worker of what she has and continues to experience.*
- *Trying to be the middleman to help with a possible solution working with target.*
- *Compassion towards all because it has been ongoing, and all parties are feeling hurt.*
- *Disappointment that things like this occur even in the supposed paradise that is the Gunnison Valley.*

Q.27.7 –How did You Respond to the Incident? Subsample respondents were asked to indicate how they responded to the incident. Response items to the question included: a) not doing anything, b) immediately intervened and confronted source, c) waited and confronted source at a later time, d) unsure of who to report the incident to, e) sought information online, f) contacted a campus resource, g) confided in a family member, or h) confided in a friend. Eleven percent of respondents selected confided in a friend. Ten percent indicated that they did not do anything. Seven percent contacted a Western resource. Six percent immediately intervened and confronted the person(s). Five percent were unsure who to report to the incident to. While 4% of respondents either waited and confronted the person(s) at a later time or confided in a family member. (See table 27.7 below.

Table 27.7 Response to the Incident - All Respondents

<i>How did you respond to the incident?</i>	<i>%</i>
I did not do anything.	10.3
I immediately intervened and confronted the person(s).	5.6
I waited and confronted the person(s) at a later time.	4.2
I was unsure who to report the incident to.	5.4
I sought information online.	<1.0
I contacted a Western resource.	6.5
I confided in a family member.	4.4
I confided in a friend.	10.7

Q.27.8 –Did You Report the Conduct? Western students, staff, and faculty in the subsample were asked if they reported the exclusionary and/or hostile conduct that was either personally experienced or witnessed. Respondents selected from *yes* and *no* response items to indicate they reported the incident. Twenty-three percent of students, 21% of staff, and 25% of faculty in the subsample indicated they did report the conduct.

Table 27.8. Conduct Reported - All Respondents

<i>Did you report the conduct?</i>	Yes %	No %
Western Students	23.1	76.9
Western Staff	21.1	78.9
Western Faculty	25.0	75.0

Respondents who selected yes to Q27.8 were navigated to Q27.9 and Q27.10.

Q.27.9 –Which Western Resource/Office did You Contact? Next, respondents were asked to identify the campus resource or office they contacted to report the incident. Response choices were a) administrative leadership, b) campus safety, c) counseling and wellness services, d) executive leadership, e) faculty member, f) human resources, g) Multicultural Center, h) resident hall director, i) staff member, j) supervisor, k) Student Life Office, l) student worker, and m) Title IX coordinator.

Table 27.9 Western Resource/Office Contacted

<i>Which Western resource/office did you contact?</i>	<i>%</i>
Administrative Leadership (e.g., director, chair, dean)	<1.0
Campus Safety	<1.0
Counseling and Wellness Services	ND
Executive Leadership (e.g., president, VPs, provost)	<1.0
Faculty Member	<1.0
Human Resources	1.2
Multicultural Center	<1.0
Resident Hall Director	<1.0
Staff Member	<1.0
Supervisor	1.2
Student Life Office	<1.0
Student Worker (e.g., resident assistant)	ND
Title IX Coordinator	1.4

Q.27.10 – What was the Outcome from Reporting the Incident? Lastly, respondents were asked to indicate the outcome that followed after reporting the incident. Response choices were that the complaint was a) investigated appropriately, but the outcome was not what I anticipated or b) not investigated or responded to appropriately. Three percent of subsample respondents selected both response items.

Table 27.10. Outcome of Reported Incident

<i>What was the outcome from reporting the incident?</i>	<i>%</i>
Complaint was investigated appropriately, but the outcomes was not what I anticipated	3.3
Complaint was not investigated or responded to appropriately.	3.3

Q.27.11 –Please Elaborate Further on Your Responses to Exclusionary and Hostile Incidents at Western.

Faculty

- *A coworker was verbally abusive and misogynistic to a colleague. The incident was reported to the chair, no action was taken.*
- *A student of color was recommended above other students for an employment position while lacking qualifications. He was given preference due to a desire by the faculty member to over-correct for racial bias.*
- *Female faculty are not respected by the top administrator. We are ignored by the President. He fails to use our proper titles in the presence of guests while male faculty are called Dr. He talks over us and bullies us in meetings.*
- *Heard a student being hostile toward a female junior faculty member/colleague. He was condescending, rude, and borderline intimidating. It really walked the line so he was clearly aware of what he could and couldn't do. I was ready to intervene, but it never got to the threatening side. I also walked down the hall past my colleague's door and made eye contact with her to make sure she was okay, and she was. I would have intervened but doing so would have only undermined her since she was handling it. But when it was over I went in to talk to her to make sure she was alright. She was. Sadly, it was the kind of thing she deals with on a regular basis, but I wanted to show some kind of support and allyship.*
- *I am concerned about how to protect fellow faculty from student hostility so that we can support one another and avoid burnout.*
- *There are instances that I could point to, but overall, there is a culture that is more concerning. In general, it is a lack of democratic practices that have gotten us into this cultural mess, and I think more transparent, democratic processes could also get us out of it.*
- *The experience I had was a student making a comment about my appearance via email. I had to respond that was inappropriate to make such comments and shared the incident with my supervisor.*
- *There seems little point in reporting anything here. From experience, this administration is not interested in bullying/intimidation/harassment of faculty. They are only interested in silencing the squeaky wheel.*

Staff

- *As an administrator in our department, Title IX issues cross my desk and I have been incredibly frustrated and saddened by how our university handles and responds to them. We currently have a case that was reported December 16th and they have still not decided (today is March 17). I do not feel like students or staff who experience any sort of discrimination or wrongdoing have any place to go to safely report and feel like their concerns will be addressed.*
- *Behavior is more subtle. Colleagues say things indirectly, or to other colleagues. Being invisible and intentionally overlooked for raises etc. And yet, always asked to do more.*
- *Commenting on a few incidents observed and experienced.*
- *Feeling undervalued and undermined by VP who stepped into his position and hasn't done anything to hear the departments thoughts. He continues to work in secrecy, is manipulative, and won't listen. He continues to ignore and avoid confrontation when asked to share.*
- *How do you report it when it is the person you are supposed to report too? Hard to try and say anything bad about your boss, and not have it come back to you as retaliatory.*
- *I have not seen or experienced any exclusionary or hostile incidents, but I am notified of them.*
- *In some ways Western includes and is transparent and in a lot of ways it is not. Right now, there is a big building going up, but nothing has been said about it in a long time. Other questions, what is happening at the state and federal level on education that we might need to know about, what is happening at Western?*
- *Inappropriate conversation regarding my gender identity and sexuality. When I let the supervisor know this made me uncomfortable, they continued to push their questions and tell me I should not be uncomfortable.*
- *Members in administrative roles do not need to flex their positional muscles to get what they want. No one cares if you're an AVP - you can't treat people across campus as if they work for you or are second rate. Respect is earned.*
- *One female AVP in Taylor Hall treats some minority students differently and unfairly, according to multiple meetings I have had with minority students. And they, and I, are afraid to report these incidents due to fear of retribution. This same administrator has bullied non-tenured faculty on multiple occasions. Again, there is fear that reporting this will result in retribution.*
- *VP's can give raises to employees that they like, not based on any merit.*
- *Western' open and accepting culture is neither open nor accepting of truly underrepresented (at Western) ways of thought regarding politics, gender, gender-identity, climate change, cancel culture, free speech, religion, energy, etc. We have done the very thing to those who disagree as the forces which led us to create these protective structures and cultures — marginalized, mocked, labeled, intimidated,*

silenced. It was wrong when they did that to us. And it's just as wrong when we do it to them.

Students

- *A lot of students feel as though they can't seek help on campus. The primary reasons are that either they feel the help they have offered is inadequate or that the environment to seek help is hostile or unsupportive (counseling center).*
- *At party's men are quite aggressive and I'm sure put pressure on females to perform sexual favors to be correlated with their worth to them.*
- *Everyone needs to check their privilege despite their race, age, or gender. We all have some degree of privilege. Recognize that and do not treat others poorly because they are different from yourself.*
- *I don't think this male dean would ever write to another male peer, male cohort, or male student what he wrote to me. He has a reputation for it, and I didn't care enough about him to engage for growth. He's the head of the entire program. He's a male. He's white. He's on a power trip. My life isn't on campus, it's here in my community, where I am valued and that's enough for me. He had a moment, that's all. None of us are "all" bad. We all have flaws.*
- *I feel like some students may have been disrespectful, but I feel I was trying to mediate the situation. I have lived in 15 different countries and seen and experienced terrible things such as abuse and racism. I was told that because of my privilege (because I'm white, male, straight, and Christian)I was trying to put down and take away from things and that white men are the unempathetic and unsympathetic. Now I feel that some people in class due to my teacher's reaction feel I am a bad guy and me along with several other students are called out and targeted for sharing our opinions. I dread the class and it is an intro to lit class. I do not understand why this is happening in an intro class. And I did not sign up for a major or class in which I wanted to have these ideas or topics so rudely talked about. After being told we were passing judgment on others our teacher passed the same judgment on us being men.*
- *I missed my alarm to meet at a van to go to Denver for a program field trip I was selected for. I made it to the meeting location 5 minutes late. The staff member supervising the trip didn't contact me in any means to see where I was, despite having my email. As a freshman, not knowing anyone on the trip, I had no one to contact to ask where we were meeting. I was left behind without any notice.*
- *I've experienced and/or been a part of multiple incidents, mostly "small" ones. Everything from discriminatory remarks about age and gender, to harassment through relationships I've had or seen through friends.*
- *It often feels that some Faculty/Staff at Western do not understand that students can help and even make positive changes on campus and that it can be done without the help of another Faculty/Staff walking them through a process. I have been asked many*

times who I am doing a certain event or survey for in the faculty when it is something I am working on separately to a "specific faculty/staff mentor".

- *It was only one unfortunate incident.*
- *Just another example of a male staff member harassing a female staff member (me) and thinking that there was nothing wrong with him telling me "To just sit there and smile."*
- *Lindsey Fast will call out students by name, who are not present, and talk poorly about their behavior. She has discussed one student's alcohol and drug habits, she's gossiped about other professor's personal lives, she's complained about her salary, and she has started rumors of sexual activities between students. All of this to her classes.*
- *Most of the experiences that are negative are being experienced through microaggressions, which are unable or very difficult to be reported.*
- *My English class has been incredibly hostile and toxic in the last two weeks simply because the professor has not agreed with a handful of students' opinions. She has openly profiled them based on gender and race and claimed that they are too privileged to have the views that they do.*
- *Myself and other females and males on campus feel that President Greg Salsbury said that comment in an evolutionary context. He assumed all women just shop at malls. He discriminated against a whole demographic of students.*
- *Racism from students, profiling from police around here, and exclusion from most social activities because I'm older and a person of color.*
- *Sexual Harassment is real too and that was not included. Also judging and the different treatment towards the LGBTQ community by faculty members should not be tolerated.*
- *Sexual assault seems to be a big issue.*
- *Sexual harassment and abuse are extremely common in social events on and off campus.*
- *Sexual harassment- the teacher said that women don't belong in computer sciences.*
- *The Women's Student Lounge was vandalized with a swastika, but the incident I'm mostly referring to happened between me and another student and I did confront him politely and tried to engage in a conversation, which went nowhere. After the semester ended, I didn't think it would be a problem anymore until he started coming to the Writing Center, my place of work, and would request of my boss, to be placed specifically with me, or another female student who he has also made uncomfortable. When we talked to my boss about it, we argued that he deserves to be able to use the Writing Center but if he wants to work 1 on 1 with a consultant, he should be placed with one of our male consultants. Our boss then put him with a different female employee and when confronted, told that female employee that she had no idea me and several others felt that way about the male student in question, which was a blatant lie.*

- *The dean of ENVS has made inappropriate remarks about the appearance of female students.*
- *The exposure of people of color in this town makes a difference. It adds more perspective to how we are as a people, and give non-blacks understanding on what, why, and how we act.*
- *The girl who was the target of this incident was a friend of my roommate, who took her to our apartment after the incident to get her away from the scene and keep her safe. I was not at the party and heard about this incident from the girl while she was at my apartment. She was very upset and shaken up and didn't want to talk about the incident or involve authorities. I offered to drive her home or wherever she needed to go but she ended up walking home with my roommate and another friend. All she knew about the person who did this was the name of the freshman. My roommate offered to go back to the party and confront him, but she didn't want that to happen either.*
- *The incident happened several times in which an ex showed disgust for seeing gay or lesbian couples showing public displays of affection. When I confronted her, she had clarified that it wasn't the PDA that made her uncomfortable but the couples. I used arguments surrounding the idea that everyone deserves love no matter where it comes from, but it did not seem to work. There have been a few more off hand accounts between students but were defused appropriately.*
- *There is a lot of verbal hostility towards athletes, and they won't speak up about it because they will get either their money cut or totally cut from the team, and it's just comments that build up and cause the player to start believing these comments. I know I could handle them but also knew there were other players who could not and would break down at home.*
- *There's just a lot of people who walk around thinking it's okay to say the n word or f word. Also, a lot of people who call things/situations gay or retarded.*
- *This sort of thing happens constantly, and I feel exhausted hearing about it. I feel exhausting dealing with it. It happens too often. I was stalked last year, and nothing was really done about it. I lucked out because the individual decided to drop out of school, but had he not, I would likely still be having issues with it. Men harass my coworkers and I because they think we're too stupid to be tutors, or they talk down to us because they don't feel we match their expectations. Girls come to me crying about their experiences and their fears concerning men on campus. They report it. I report it. Nothing happens, and they leave Western because they don't feel safe here.*
- *Many discriminatory things happen on campus every day and the president seems to not care, if it is not a business deal then he is nowhere to be seen or heard, he has been known to make sexist/racist comments and he has no consequences for his actions.*

Additional Comments and Feedback

Faculty, staff, and students were provided a final opportunity to share additional comments or feedback in relationship to their experiences and perceptions of the organizational culture and climate at Western Colorado University. Respondents were presented three questions. The first question asked respondents to specify any recommendations they had for improving the culture and climate for welcoming and belonging across education, engagement, and work at Western. Next, respondents were provided opportunity to elaborate on any of their survey responses or describe their experiences at Western in more detail. Finally, respondents were able to elaborate on issues or events, related to campus culture and climate they experienced at Western but were not identified within the assessment questions and/or response options.

Q.28.1 – Do You Have any Specific Recommendation for Improving the Culture and Climate for Welcoming and Belonging Across Education, Engagement, and Work at Western? Faculty, staff, and student respondents were provided an opportunity to elaborate on their recommendations for improving the culture and climate for welcoming and belonging across education, engagement, and work. Responses were grouped by faculty, staff, and student groups and further disaggregated by emergent thematic patterns. *Faculty, staff, and student* statements were sorted in two categories a) desire for more diversity and inclusion, and b) issues with Western leadership. Western *students* had an additional emergent theme “other student issues” resulting in three thematic categories.

Faculty:

Desire for more diversity and inclusion

- *Get a new chair for the DEII committee and add more members to the committee. The committee is almost entirely made up of underrepresented groups, which is problematic for a number of reasons. Simply adding more voices to round out the discussion will help.*
- *Improvement is always possible. I think that Western is heading in the right direction, but more needs to be done. Sometimes we think of diversity as only being based on what we see on the outside. I think that much of Western looks the same on the outside (and that's okay as long as it is not because people are being turned away based on*

how they look), but there are huge differences in backgrounds, whether that is a rural background verse an urban background or working-class verse middle class, etc. These need to be taken into consideration as well. Diversity is not just the color of our skin or what country we were born in.

- *We need to be open to more philosophical and political diversity -- even the much feared "conservatives."*

Issues with Western leadership

- *Stop using "fit" as a qualification for new hires.*
- *We need a president who understands the vision of academic professionals and can relate to students. This is not simply a business to be managed. (I have a PhD in business so feel qualified to make this statement.)*

Staff:

Desire for more diversity and inclusion

- *Cultural sensitivity training, including socioeconomic status
Creation of staff and faculty support groups based on identity
Networking and professional development groups for staff and faculty
Increase pay for faculty and staff to attract and retain more diverse and competent people
Improve outreach for events, invite staff and community members to cultural events, which can help improve students' sense of belonging.*
- *More diversity in trades- either gender or racial - might give a broader perspective.*
- *More equality.*
- *More transparency, consistency in upholding policies, education, and engagement opportunities for staff.*
- *Provide training to staff regarding how and when it is appropriate to ask personal questions.*
- *While the topics and conversations that are the subject of this study can be uncomfortable, we need to be careful not to make assumptions about others, even if their skin color is white. I personally understand mixed race reality and people can be perceived as one thing when inside and at home they are something else. We don't know everyone's reality and we should not presume we do. Topics, conversations, education needs to be presented in ways that make all feel welcome.*

Issues with Western leadership

- *DEII work should be exercised throughout campus not placed upon one department to do for the entire campus. Diversity work is exhausting, especially when two individuals are expected to do ALL the work so that campus can mark off that check box.*
- *Get a new president who is more about inclusivity, and not becoming an exclusive university. Also, to offer even more support to those disadvantaged and poorer students.*
- *I believe that Western needs a "diversity czar." Not another new VP, but a person who owns everything diversity on campus. I don't believe that Western gets that support from the Multicultural Center. For that reason, the organization and leadership of the MCC also should be re-considered.*
- *It has to come from the top. Diversify the top, stop leading out of fear, and promote the bottom.*
- *Make it a PRIORITY for higher admin. Make them accountable.*
- *Most people on the campus who I know and work with try to help create a welcoming and supportive campus climate, and they genuinely care about students. It seems, however, that we are often doing damage control due to comments and behaviors of certain administrators in Taylor Hall.*
- *Offer professional development opportunities. Unfortunately, it is up to each department and not all supervisors value each employee the same and give the same opportunities. It would be great if there were leadership and advancement opportunities offered outside of your department.*
- *Start by being upfront. Transparency is key. Then work to retain more staff and faculty. This will help with retention of students. Retaining staff is as simple as paying them enough to not have to have a second job, supporting their efforts (as long as they're reasonable and within industry standard or align with current theory), and making them actually feel valued. The Distinguished Mountaineer award is great, but it's being used to highlight people that either (1) already get highlighted in marketing materials or campus kudos or (2) deserve it but haven't received it in 16 years because we're just now starting this. Small, continuous opportunities for recognition is also important.*
- *We need to look beyond the MCC and their students as the voices for DEII on campus. First, the MCC is not overly inclusive. And, we certainly have many other underrepresented students that opt not to join the MCC. How are they being represented. And why does one need to "join" the MCC (not official, but that is the common language. Also, as an institution, Western is woeful in support -ism's other than race & ethnicity.*
- *Western needs DEI, leadership and conflict resolution or difficult conversation training. Due to our geographic location, it can be expensive to travel and bringing trainings to campus not only make it more accessible, but it could force upon the need for these critical skills to be developed.*

- *Initial, on-boarding training, continued training*

Students:

Desire for more diversity and inclusion

- *A campus culture of promoting and welcoming diversity requires more than sporadic campus events.*
- *Advertise to more than just majority white schools.*
- *Appeal to more ethnic students.*
- *Be more inclusive to all types of people and provide information to professors that not everyone was previously educated the same.*
- *Everyone's schedules are different so it probably couldn't be mandatory attendance, but the seminars and speeches given at freshman orientation always stuck with me. They're vivid in my mind and I think back to them a lot, there was one about ice climbing, GRIT, and an introduction by Vandenburg- there are optional talks throughout the school year which I've frequented, but something about being "forced," for lack of a better word, to sit in Taylor auditorium with the rest of my class was uniting and comforting. The next "forced" talks for the freshman classes should probably be about inclusivity/LGBT+ topics/Feminism/diversity...*
- *Find older students and offer them scholarships just like the younger students. Younger students need to know what the real life is like after an undergraduate degree and that the hard work continues well after your degree.*
- *I don't see a lot of variation in the type of people who choose this campus. Do we have any international student exchanges?*
- *I think it would help to improve the culture and climate of the school if free feminine hygiene products were available in every campus building with guaranteed access.*
- *I think more events that are focused on DEI would be helpful. Maybe having a different cultural focus each month that helps explain their history and current situation would be nice to see around campus.*
- *I think that if there was a safe space for people who have experienced sexual assault to go, that would be a massive improvement. I used to go to what is called SAVA which is Sexual Assault Victims Advocate which provides crisis intervention and therapy. Maybe if Western made their counseling center have a counselor for this, that would help?*
- *I think there is a pretty big difference between newer staff/faculty and staff/faculty that has been here longer. Those that have been here say 5+ years, have better teaching approaches and inclusive practices. Newer staff/faculty (not necessarily younger), but newer to Western, do not display the cultivated culture of inclusivity and I think more direct and long-term training for that group would be helpful.*

- *I think there needs to be more chances for students to interact across disciplines as we get further in our academic careers rather than solely being stuck in a single building. Women and minorities need to feel like they can belong here and that they don't have to be white, male or have a high economic status to be considered valuable.*
- *I unfortunately do not have any recommendations because I believe the culture and climate at Western is already positive.*
- *If teachers spoke out more when a student disrespects another student of another culture. It makes the student feel like there would be more support behind them.*
- *Improving the culture and climate can start with just having a few more events and more advertising to help bring more awareness to the events.*
- *Include it in the hiring process in each department across all work positions on campus.*
- *Increasing activities outside minority clubs like BSA, Amigos, Spectrum, etc. Increasing the uncomfortable conversations and other activities like it and lift the responsibility from BSA, Amigos, etc. since they get a set budget and may want to do other things with it.*
- *It's not a bad thing that western has a particularly high population of a certain demographic. The school is still very capable of expressing acceptance and celebration of diversity.*
- *Make the school more accessible for people with physical disabilities either permanent or temporary (wheelchairs and crutches). Encourage the use and recognition of INCLUSIVE LANGUAGE on campus. The one example I hear all the time from staff, faculty and students is calling a group of people "you guys" when many times it is not all males.*
- *Make white- and male-based departments like all of Borick more accepting and diverse.*
- *More awareness.*
- *More institutional support of the Women's Student Lounge/Women@Western.*
- *One of the major issues I have with this school is the party atmosphere. I feel that if I do not party there is nothing for me to get involved in, so I spend a lot of time in my dorm room. I think that Western could be more proactive about dimming the party culture and making campus more inclusive for those of us who do not like to party.*
- *Please promote to students, the respect factor of not staring at same-sex couples.*
- *Provide more overall opportunities for ALL students, do not make something for a select group, that divides people more than including them.*
- *The campus should not force inclusion and make it seem insincere. Y'all promote how we are so "diverse" when in reality, we're not. Don't fake it, be honest, be real, and more people will come here and feel welcomed.*
- *There could be more events and open discussions.*

- *This campus is too white, too Christian, and too wealthy. A larger percentage of students and faculty who do not fit those backgrounds would help.*
- *Getting graduate students involved with the climate and culture issues on campus.*
- *It's less about culture and climate and more about lack of resources and support for students, that needs to start with your staff and faculty.*
- *Make things feel less forced about diversity.*
- *More art on campus (murals and stuff).*
- *There is a lack of representation on campus and the MCC cannot be the only one who cares about retaining students of color, the athletics only care about the abilities of the student and how it would help the team and not how to retain them.*

Issues with Western leadership

- *Administration at Western should be more present on campus and at student-led events.*
- *Care about all majors and departments... including the arts and human sciences.*
- *Expansion of celebrating other cultural holidays across campus as a whole.*
- *For the President to stop managing the college like a business and more like an educational institution. Also, what happened to all the zero waste by 2020 stuff he was saying in 2017?*
- *Give the MCC more funding!*
- *Have leaders who exemplify the qualities which the university it says it favors. At the moment there are very few executive staff who actually live the values they say they support.*
- *Hire a president that isn't white and has history of being a racist.*
- *I think this is just going to have to be led by the students. Dr. Salisbury has repeatedly shown that his priorities lie elsewhere and many of the faculty are fighting their own administrative battles.*
- *Show more appreciation for the professors that work hard to ensure their students are receiving a good quality education. I have rarely had any professor who has not done this.*
- *Transparency*

Other Student Issues

- *Feels like football is out of control sometimes. It only takes one or two to start the fight but that is all that is needed.*
- *I feel as though Western could increase type of events that are offered on-campus. With that being said, outdoor activities should still be encouraged.*

- *I think it's important to have more required conversations about this. I think all students should be required to take a class that informs them on stuff like this. And not some flimsy little gen ed that's an easy A with whatever lecturer Western is underpaying for the current semester. It would be like a reformed COM 102, but instead of structure, it would focus on methods of thought. And it'd be an English class rather than communications.*
- *I think students are left to find a lot of resources on their own, having to go out of their way and potentially through several channels to reach what they're looking for. More readily available resources and promoting awareness of them.*
- *I think students from varying majors should be required to attend the presentations of capstone projects. That way students from different majors can learn new perspectives and support one another.*
- *I would say more time to interact as students and with faculty as well.*
- *There's this idea that surrounds western that if you do not ski/snowboard or are here for athletics you shouldn't be here or don't belong here. This can be very discouraging for students who can't afford to do outdoor rec. and students who are here for academics. If we erase that idea that you have to be outdoorsy to go to Western then that would encourage other students to stay or come because though are location gives for great outdoor rec. western has so much more to offer and there's so much more to this school.*
- *I don't have any recommendations. I don't see any large issues of culture or climate here at Western.*
- *They advertise very well at this school I just wished I saw more of the media department in my everyday life, whether it was a talk show about events going on and airing in the common lounge or something else.*

Q28.2 – If You Wish to Elaborate on Any of Your Survey Responses or Describe Your Experiences in More Detail, Please Use the Space Provided Below. Respondents were provided an opportunity to elaborate on any of their survey responses and/or to describe their experiences at Western, in more detail. Responses were grouped by staff and student groups. *Staff* statements were sorted in two categories a) faculty/staff tension, and b) fear of speaking up. *Student* statements were sorted in two categories a) desire for more diversity and inclusion, and b) other student issues. Lastly, *faculty* respondents did not submit statements to the question.

Staff:

Faculty/Staff Tension

- *It is odd that I clicked the "Staff" link for this yet at times I felt like I was taking the 'faculty' survey. One would assume that the language in the "staff" survey was for staff... so in some ways the current survey reinforced the faculty/staff hierarchy that is persistent in higher ed. It's so weird that someone can work as a staff for many years in higher ed, yet the institution may value the voice of a lecturer, etc. over the years of experience. It's frustrating.*
- *When I noted that I don't feel comfortable at social occasions at Western that is because in my first year at Western (and this was a long time ago), I attended a social event as a staff member and the faculty I had interacted with at work completely snubbed me at the event. I rarely attend such events to this day.*
- *Focus on merit, with no regard for diversity, and diversity will happen by accident, without subdividing the Western community against itself.*

Fear of Speaking Up

- *Specifically - most people have been unwilling to speak up because when President Salisbury started, he fired 3 people for emails that "contained disruptive communication". This then started a wave of quitting and people leaving across campus that...hasn't really stopped. Some top tier executives avoid email communication entirely for fear of him reading and misunderstanding anything and taking action. He says he is approachable and wants to create avenues for feedback, but his actions speak differently. Disagreeing with a Baca leads to, literally, being screamed at. Questioning Melanie Hulbert (who bullies people over email all the time) leads to grievances against the person disagreeing filed by her to HR. These are specific examples of a widespread problem. Staff are excluded from real involvement in campus strategy and unique ideas are stifled or removed once that person leaves their position (which happens on average within 3 years of them being hired).*

Students:

Desire for More Diversity and Inclusion

- *A lot of students probably don't care about diversity because they aren't a minority and don't study sociology related topics. Maybe there could be a way to get more students from different study fields more interested.*
- *ALL of my professors have been very respectful and culturally knowledgeable! None of them have ever shown me disrespect.*
- *Distance students are really a fair lens into diversity on campus. I appreciate what WCU and MEM attempt to do, but it doesn't translate well through a laptop screen at distance. MEM definitely needs more women in higher levels. There are Latin men, black men, white men...but not enough women. Women are FAR better at inclusivity and support. It's in our nature. Men are more interested in accolades, acclaim, power, credentials. More women at the top, significant improvements for WCU and MEM. I say this having been raised, three girls by a Latin father whom I love dearly. I've worked primarily with men my entire career. I love men in general; more so, those who are balanced in their male/female energies, but this is the exception, not the norm.*
- *In advertising, make it clear that this is a university that cares about diversity and support.*
- *Kick racist staff, students, and faculty out of their position.*
- *The MCC should be an inviting place, but it could do a better job.*
- *Western has a great atmosphere and is on the right path to becoming more diverse. I think this could only benefit student and the school overall.*
- *It was pretty difficult to categorize staff and faculty. There are some excellent staff/faculty that have incredible awareness and skill. There are some staff/faculty that perpetuate harm. Without beginning to tease apart those differences, the ratings for staff/faculty don't actually reflect what I am witnessing.*

Other Student Issues:

- *For the incident portion. I don't think I actually experienced an "incident." Just something that annoyed me due to another student's behavior.*
- *I believe I have elaborated on needed items already*
- *I do hear certain narratives perpetuated throughout my graduate program that seems typical of many North American universities, particularly that worst things are rooted in capitalism, westernization, and conservatism. Flawed as these are, I do want to point out that if we let ourselves build these into monoliths, we forget to notice all the other pieces of information that make up the problem, so we essentially omit data and don't mitigate for the problem as a whole. We have to be careful to unpack our biases towards everything, including our dislike of certain types of politics to understand*

truly diverse ideas. I sometimes wish professors would play devil's advocate more. Additionally, if we build global ideas off of American politics, we become ethnocentric.

- *I enjoyed taking the survey. Thank you for looking into these issues.*
- *I hate Coronavirus.*
- *I have really considered leaving Western if I am not able to get into pinnacles and have to eat at the rare air cafe, I lost 30 pounds and always miss it because the hours are not set up for sports at all.*
- *I think everyone's number one concern is financial and all other questions from this survey are just trying to distract students from the fundamental problem.*
- *Only uncomfortable in Resident Hall due to neighbors. They need a reality check.*
- *Outdoors, recreation, and skiing is overemphasized and takes away from the education offered.*

Q28.3 – If You Wish to Elaborate on Issues or Events (Related to Culture and Climate) that You have Experienced at Western but were not Specified in the Survey, Please Use the Space Provided Below. Faculty, staff, and student respondents were provided an opportunity to elaborate further on issues or events related to culture and climate they experienced at Western but were not specified in the assessment instrument. Responses were grouped by faculty, staff, and student groups. Based on the emerging patterns across responses, statements were sorted within each group. The *faculty* and *staff* statements were sorted in three categories a) lack of feeling valued, b) issues with Western leadership, and c) low staff morale/burnout. *Student* statements were sorted in two categories a) issues with diversity on campus, and b) other student issues.

Faculty:

Lack of Feeling Valued

- *Sometimes I feel that those at the top here at Western see students as a number and dollar sign. This is the biggest problem in any educational institution. No one wants to be treated as just another person in the crowd. People and students want to feel special, and they are. This is where Western is unique and has a huge advantage. Due to its size, Western has the ability to excel at having one on one relationships between students and professors. On the day to day, in the classroom, I see and feel this between me and my students as well as with other teachers and students throughout my department/building. However, if the institution as a whole does not have and project these views towards the Western community, no one will feel valued and want to be here. If you treat students, staff, and faculty like they matter, they will want to be here, quality will increase, and more students will want to come here. Enrollment won't be an issue. Feeling valued is worth more than a paycheck/bill (although being paid a livable salary is part of being valued). Western has so much potential, and I want to see and help it succeed in bettering our students and each other (no matter where they are from culturally, economically, geographically, etc.).*

Staff:

Issues with Western Leadership

- *Executive administration should pay for outside resources to provide cultural professional development that is required of ALL Western staff to participate.*
- *We went almost a year without qualified Title IX resources on this campus, and that was no accident. It was a conscious, specific decision by the president, supported by the board. This climate survey will do nothing to change the attitudes of those people or the people in those positions.*
- *Coming from a university where most people introduce themselves with their preferred gender pronouns, western seems a little behind. It was also a little strange to have*

someone in HR assume my sexual orientation when I referred to my boyfriend as my partner (I prefer this term, but in this case it was misleading.)

Low Staff Morale/Burnout

- *It's exhausting not being able to speak up and defend ourselves.*
- *Overall, Western needs to start focusing inwardly just as much as they focus outwardly. The SRA, this survey, the DEII committee, and other related items are great first steps. But many feel and question whether or not accurate action will be taken by those in charge or if only the things that they do provide support to will be for the organizations that already get it (business program, marketing, the ICELab, the President's \$50,000 bonuses).
People aren't treating each other like people, with patience and seeking understanding. This leads to people burning out, staying in their jobs but hating it, and building a negative feeling or culture that STUDENTS feel, notice, or hear about to which they then leave to go to a different school themselves. Our culture has an effect on student retention - which, surprise, is extremely low.*
- *Most of my experiences have been observed and not experiences first-hand so I will let those who did experience them expand.*

Students:

Issue with Diversity on Campus

- *From my perspective, which could very well be wrong. There is a lot of cultural misrepresentation, and assumptions regarding other people's cultures. This could be due to the lack of cultural education and lack of languages provided at western, and well as a lack of proper focus on the humanities.*
- *I feel pretty good here, but I want to see more diversity.*
- *I have not experienced any culture or climate issues here at Western.*
- *I think it is important to consider the larger culture off-campus since the school being located in such a small town has such a large impact on student life.*
- *I would like there to be more celebration of academic achievements. It feels that the only students who are really valued at the school are athletes. Take a look in the bookstore. There are so many sports stickers and memorabilia, but nothing to celebrate educated women, first generation college students, or those on the dean's list. Our intelligence and work ethic should be just as valued as athletic ability.*
- *It is uncomfortable to be the only person of ethnic background in a classroom.*
- *Pointing out students when talking about a certain culture.*

- *The 4 students including me who were outed in our lit class were told by a director that the answer to the problem is to just not talk in class and felt very dismissive and like we did not matter.*
- *The one grievance I have with the culture and climate at Western is that many of the students seem to have the idea that human value comes from being good at outdoor activities or finding some outdoor niche.... sometimes it seems that everyone is trying to one-up each other with who can be the most "outdoorsy". I do not have a solution for this, but it is just something that I notice with campus culture.*
- *I need to attend more meetings.*
- *WESTERN STAFF ARE INCREDIBLE!*

Other Student Issues

- *Extremely disappointed with the COVID-19 response in canceling graduation and with the options for next year. I am also disappointed in how online classes are going. Workload has doubled and it is very hard to transition into using programs like ArcGIS and GoogleEarth Pro that my computer cannot handle.*
- *In times Western is going through a lot of grief (like the death of a student) Administration should respect the privacy of students close to the student and make sure that they have the support but that it's kept more confidential.*
- *Again, not as important as financial aid.*

Next Steps

The findings of the campus-wide cultural climate assessment provide an evidence-based lens for understanding the past and current DEII work within Western Colorado University. Western has established a DEII Committee and developed a number of public-facing diversity statements evoking the University's commitment to cultivating an equitable, inclusive and interculturally responsive campus climate. The purpose of this study was to assess Western's culture and climate, specifically stakeholders' experiences related to DEII across academic, workplace, and social engagements within the university. Analysis and interpretations of the findings were used to identify overarching themes and key findings. This, however, is only the first step. On its own, assessment and report findings are not enough. Next steps must be centered on a) developing a strategic DEII implementation plan and b) identifying and incorporating capacity-strengthening initiatives that explicitly connect DEII theories and frameworks to the actual academic, collegiate, and administrative work of the university. These critical components will provide Western with evidence-based ways to successfully monitor and measure their transformative change efforts to understand affect and impact across all levels of the University. Failure to use the assessment findings to expand upon initial steps taken and simultaneously address the current challenges will undermine the efforts of Western's DEII Committee and other university stakeholders committed to cultivating interculturally responsive inclusive excellence. This section of the report provides a summary of the study findings, recommendations, and implications for improving Western's DEII infrastructure (institutional actions, policies and procedures, systems functions, etc.) for all (current and prospective) campus members.

Overview of Findings

The summary of findings for this study are comprised of numerous parts. First, an overview of Western's diversity statements reflects an outward facing commitment to inclusivity and equity, along with a unique vision for cultivating a welcoming environment where international members experience a genuine sense of belonging. Second, a discussion of the assessment phases (focus groups and survey) and respective findings.

Lastly, a preliminary review and participatory action analysis of Western’s Strategic Plan with DEII members during a 3-day capacity-strengthening intensive in July 2020. The data that inform this study are both qualitative and quantitative and connected through mixed methods multilevel triangulation analysis and crystalized in the findings of this section.

The studying findings are interrelated and highlight the influences that have triggered current outcomes present across all dimensions of Western Colorado University’s tapestry. Analysis revealed one overarching theme, *organizational climate*, that ubiquitous to the 4 key findings that emerged: (1) *institutional actions and barriers*, (2) *organizational trauma*, (3) *welcoming and belonging*, and (4) *evaluability and DEII business case*.

Discussion of the triangulated key findings and overarching theme across the emergent patterns and variables of the analyzed qualitative and quantitative data points are provided next, beginning with focus group findings.

Organizational Culture and Climate

Key Finding 1

Institutional
Actions &
Barriers

Key Finding 2

Organizational
Trauma

Key Finding 3

Welcoming and
Belonging

Key Finding 4

Evaluability &
DEII Business
Case

Phase I: Western Cultural Climate Assessment Focus Group Findings. Four overarching themes emerged from the focus group data (1) organizational culture and climate, (2) systemic organizational oppression, (3) lack of communication and transparency, and (4) welcoming and belonging. The overarching themes of the first phase of the campus-wide cultural climate assessment were informed by the emergent themes from each campus groups' responses during their respective focus group sessions. Faculty and staff focus groups shared four themes: *lack of resources, biases/isms, lack of effort, and lack of DEII awareness.* Additionally, four themes emerged from the student focus groups' data: *academic success and matriculation, inclusion and accessibility of underrepresented students, biases/isms, and lack of DEII Awareness.* Theoretical analysis and mapping isolated organizational culture and climate as the central theme impacting all subsequent emergent themes from data collected during the focus group phase. Synthesized discussion each of Western's campus groups' (faculty, staff, students) themes and relationship to key findings are presented next.

Organizational Climate and Culture

<p style="text-align: center;">Key Finding 1</p> <div style="background-color: #cccccc; padding: 10px; border: 1px solid #000;"> <p style="text-align: center;">Institutional Actions and Barriers</p> <p>FG Overarching Theme:</p> <ul style="list-style-type: none"> ○ Communication/ Transparency <p>Emergent Themes:</p> <ul style="list-style-type: none"> ○ Lack of Effort ○ Lack of DEII Awareness ○ Lack of Resources </div>	<p style="text-align: center;">Key Finding 2</p> <div style="background-color: #555555; color: white; padding: 10px; border: 1px solid #000;"> <p style="text-align: center;">Organizational Trauma</p> <p>FG Overarching Theme:</p> <ul style="list-style-type: none"> ○ Systemic Organizational Oppression <p>Emergent Theme:</p> <ul style="list-style-type: none"> ○ Biases/Isms </div>	<p style="text-align: center;">Key Finding 3</p> <div style="background-color: #ff4d4d; color: white; padding: 10px; border: 1px solid #000;"> <p style="text-align: center;">Welcoming and Belonging</p> <p>Emergent Themes:</p> <ul style="list-style-type: none"> ○ Inclusion and Accessibility ○ Academic Success and Matriculation </div>
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Western Faculty Focus Group Findings. Four themes emerged from the faculty focus group data: *lack of resources, biases/isms, lack of effort, and lack of DEII Awareness.* First, *lack of resources*, informed by a) participants concerns of self-efficacy within their respective roles based on anticipations of the work upon entrance into the position versus current realities and b) expressed concern of compensation that is significantly below the current market value range for their respective positions. Second, *biases/isms*, interpreted by respondent's concerns regarding the toxic power dynamic between faculty, faculty administrators and executive leadership. Faculty perceive and connect executive leadership bias as the key influence on misnomers held by leadership in regard to faculty availability, competency, pay and/or scholarship. Next, *lack of effort* was inferred by respondents sharing of the University's failure to implement substantive frameworks and strategies that improve internal engagements and community collaborations. Faculty respondents believe that Western is uniquely positioned to be a best practice model for similar collegiate institutions if all stakeholders including executive leadership are actively committed to increasing DEII beyond symbolic mechanisms. The last theme, *lack of DEII Awareness*, found that Western faculty lack awareness of a) the scope, purpose, and decision-making impact of the DEII Committee and b) common language or clear understanding of diversity terms (i.e., definitions, meanings, context, use). Overall, faculty respondents, concerns centered on a) leaderships' inability to value them as scholars and experts in their respective fields either by compensation, recognition, or other means; and b) lack of self-efficacy to connect DEII to curricula and pedagogy in ways that transformed the student learning experience. The four identified faculty focus group themes define three out of four key findings of the study: *institutional actions and barriers, organizational trauma, and welcoming and belonging.*

Western Staff Focus Group Findings. Four themes emerged from the staff focus group data: *lack of resources, biases/isms, lack of effort, and lack of DEII awareness.* The first theme, *lack of resources*, interpreted by staff responses as lack of available resources for the successful performance of work within their respective roles. The outlook was compounded by concerns held regarding available opportunities to develop professional connections within their respective fields along with threats to job security. Western staff

have gone four or more years without core professional development training specific to their areas of work and expertise. Next, the *biases/isms* theme was informed by staff experiences of identity- and stereotype threat as a result of their skills, knowledge, and/or educational attainment being devalued by leadership and/or faculty. The third theme, *lack of effort* was interpreted by staff's reflections of administrative and executive leadership absence from mandatory campus trainings (i.e., diversity and sexual violence prevention) as organizational resistance. Staff view university leadership as the lacking compassion needed to develop competencies for becoming inclusive leaders. Lastly, *lack of DEII awareness* found staff were familiar with members of the DEII Committee but have insufficient knowledge of the overarching purpose and resources. DEII capacity-strengthening expands individual awareness, willingness, and efficacy to make explicit connections back to their work within the University. In summary, staff respondents indicate lack of professional development and identity safety along with experiencing and/or witnessing resistance to cultural responsiveness efforts. The four identified staff focus group themes inform three out of four key findings of the study: *institutional actions and barriers, organizational trauma, and welcoming and belonging*.

Western Student Focus Group Findings. Four themes emerged from the student focus group data: *academic success and matriculation, inclusion and accessibility of underrepresented students, biases/isms, and lack of DEII awareness*. First, *academic success and matriculation*, was informed by students' perceptions of supports and resources at Western. Non-traditional and first-generation college students desire substantive supports and opportunities that complement their collegiate experience and substantially prepare them for life after college. Student Athletes desire supports and a sense of belonging beyond the team. They experience difficulty successfully navigating academic life and course scheduling to remain on track for graduation due to conflicts with course offerings and athletics schedules outside of their control. Second, *inclusion and accessibility of underrepresented students* interpreted by students' concern of physical access and safety in Western's campus spaces and facilities. Students' perception of Western's leadership prioritization of sustaining an environmentally conscious footprint undermines implementing practices and procedures that promote safety and maintenance (i.e., upkeep

of buildings and walkways), intercultural responsiveness and inclusion for all who enter any campus space at Western. Next, *biases/isms* inferred from students shared experiences of being targeted by insensitive and inappropriate comments and behaviors. This finding was not exclusive to historically underrepresented and marginalized students (e.g., race/ethnicity, disability, international) but also encompass students who identify as a) white female, b) white male, and c) white LGBTQ. The last theme, *lack of DEII awareness*, revealed that Western students DEII awareness differed drastically from that of Western faculty and staff. Students do not necessarily lack diversity awareness at a surface level but rather hold misconceptions about the dimensions of diversity and equity. Specifically, that culture and related initiatives do not include or are not for White people. However, similar to Western faculty and staff, students desire to do more and be challenged in building their DEII awareness. Furthermore, Western students are interested in substantive ways to become allies for underrepresented groups. Above all, student respondents desire a safe—physically, emotionally, and cognitively—campus environment and believe it is achievable through interculturally responsive methods that intentionally considers supports, resources, and implementation of collegiate services (i.e., academics, administration, and student life) for all stakeholders. The four identified student focus group themes inform the *institutional actions and barriers, organizational trauma, and welcoming and belonging* key findings.

Phase I Conclusion. While key finding 4 *evaluability and DEII business case* were not explicit in focus group participant responses its inference was evident in the theoretical ideas and reflexivity of the researcher during the analysis phase and design of the assessment instrument. The finding emerged more explicitly during the phase two analysis and data triangulation.

Next, key findings are defined and framed by the synthesized analysis of faculty, staff, and student mixed method survey responses.

Phase II: Western Cultural Climate Assessment – Survey Findings. Four key findings emerged during the analysis of Western’s faculty, staff, and student survey responses (1) institutional actions and barriers, (2) organizational trauma, (3) welcoming and belonging, and (4) evaluability and business case for DEII. Key findings 1-3 were prominent across all focus group findings while the fourth was causally inferred within the theoretical ideas that were prompted during data collection and analysis.

Key Finding 1: Institutional Actions and Barriers. How organizational policies, practices, functions, and decision-making are implemented and their impact on stakeholder engagement, experiences, and perceptions constitute *institutional actions*. For Western, this key finding manifest due to respondents’ indications regarding the lack of substantive actions by university leadership to ensure an inclusive and interculturally responsive campus environment. Review of Western’s past and current institutional actions revealed a number of symbolic actions. More specifically, Western’s three diversity statements: (1) Commitment to Diversity and Inclusion, (2) Diversity, Equity, Inclusion, and Internationalization Committee Charge, and (3) Western Board of Trustees Statement on Diversity, Equity, and Inclusion. Along with one semi-substantive action, the creation of the DEII Committee in 2018. While Western leadership has taken steps to develop diversity statements, Western’s stakeholders presented a number of organizational barriers where transparency and communication are significantly lacking.

Organizational barriers are the result of conflicts with the demands or needs for change being perceived as a threat to power and influence, the traditions and/or structure of the organization resulting in barriers and resistance manifest through the behavior and decision-making of leadership and others within the institution. Respondents presented a number of organizational barriers at Western: a) lack of resources, b) job security, c) advancement, d) financial aid services, and e) physical barriers. Faculty, staff, and students believe these barriers undermine the charge of the DEII committee and that this is an intentional act by Dr. Greg Salsbury, Western’s president, and some members of the President’s Cabinet to sabotage efforts he claims are important to the university culture. made by the Western’s president. An overwhelming number of responses from faculty, staff, and students reflect prevalent belief that university leaders are resistant to

substantively developing intercultural awareness in ways that are essential for implementing and sustaining multilevel DEII systems change campus wide.

Western Faculty Survey Findings. Faculty reported concerns about increasing workloads and non-competitive salaries as well as feelings of being devalued as scholars. Several faculty respondents indicated serious considerations for leaving the university, relocating from Gunnison. Some respondents are currently seeking other employment opportunities due to dreadful institutional actions. Where it concerns female faculty and adjuncts many expressed being minus mentor(s) which encumber their opportunities for P&T and research. Although faculty reported finding support within peer networks, many respondents conveyed concerns being seen as valuable where it concerns increased productivity (increased course loads, committee appointments and for some administrative tasks not typically associated with the faculty role) by Western's executive leadership. Additionally, faculty reported that leadership decision-making is negatively impacting faculty work and scholarship. Faculty feel that their work with students, classroom innovation, and service to the campus community are undervalued and ignored. Lastly, faculty reported a lack of training and development for new, adjunct, tenure-track, and tenured faculty members, as well as faculty administrators. Faculty respondents desire to experience appreciation and support from Western leaders that is reflected through compensation, recognition and rewards, research funding, advancement, and work-life balance.

Western Staff Survey Findings. Staff respondents conveyed issues regarding insufficient income and salaries, increasing workloads, and a lack of university commitment to their growth and development. Staff reported being denied funding to attend professional development conferences and workshops. Respondents reported concerns included unjust hiring practices and non-existent advancement opportunities. Further inference was identified in staff concerns of hostile retention tactics implemented by university leadership. And, similar to faculty respondents, Western staff have also seriously considered leaving the university and reported seeking other employment opportunities.

Western Student Survey Findings. Students conveyed a strong need to improve the safety, security, and well-being within the Western campus and surrounding community. Students indicated being targets or witnessing inadequate responses regarding hostile and/or insensitive campus incidents from peers, residential assistants, university leadership. Student concerns regarding institutional actions also include a) other physical safety and accessibility dynamics and b) increasing the number of women and people of color on campus.

Additionally, *Students with Disabilities* reported barriers across all student services offices (e.g., Disability Services, Health Center, Campus ID, Student Government, Counseling Services, and the Multicultural Center). The data indicate students with disabilities have challenges accessing many campus facilities and desire better access to these spaces. Students with disabilities also indicate experiencing barriers with instructional materials (e.g., course materials, syllabi, and textbooks).

Furthermore, *International Students* reported not having the services and resources to address their distinctive needs beginning with their transition to the U.S. and Western Campus specifically. Concerns for International Students include student services (health, F-1 status, tax info, on-campus employment), and social accessibility (i.e., international student organizations, meeting spaces).

Lastly, *Military/Veteran Status Students* reported experiencing insensitive and inadequate supports from Student Services personnel regarding their distinctive needs. Respondents also indicated that Western does not provide a designated administrative and/or Student Life office, or student social group for Military/Veteran Status Students.

Western students desire diversity and inclusion efforts that are intentionally equitable and meaningful for all stakeholders. However, respondents in the student sample weren't hopeful of the possibility of DEII transformative change due to their perceptions and experiences with Western leadership and some faculty members that reinforced diversity, equity, inclusion, and internationalization are not true priorities for the university.

Conclusion: Key Finding 1. Institutional actions and barriers are comprised of decision-making, behaviors, resources and supports and the impact each has on organizational stakeholders (internally and/or externally). Faculty, staff, and students hold conflicting views regarding Western's actions and commitments to inclusive excellence and equity. Some dominate group members (i.e., participants who self-identified as white, both females and males) perceive the campus culture and climate to be positive and believe Western is doing all the right things. While a majority of campus members (across all demography characteristics, including dominate group members, and campus positions—faculty, staff, students) have either experienced or witnessed institutional action and barriers that caused them to seriously consider if they should remain at Western.

Key Finding 2: Organizational Trauma. An organization's climate is comprised of the direct and indirect actions and behaviors (attitudes and beliefs) that impact employees' experiences, sense of belonging (i.e., identity safety), academic success, job satisfaction and performance within the postsecondary setting. Organizational trauma is dysfunctional change in the behavioral patterns of the institution. The effects of organizational trauma are long-term and carry adverse impact on the image and identity of the organization (Venugopal, 2016).

The presence of trauma within Western is both obvious and cumulative. A number of underling factors have contributed to the traumatized culture that is born of the system functions and perpetuated through the attitudes and behaviors of Western leadership, faculty, staff, and students. Significant across all Western participant survey responses were their concerns regarding the lack of leadership efficacy (both administrative and executive) to cultivate an equitable and inclusive campus environment.

Faculty respondents conveyed issues of concern with leadership toxicity, not feelings of isolation either outside of or within their academic departments or units. Additionally, female faculty highlighted being targets of sexual harassment and violence. Staff respondents also expressed concerns regarding leadership toxicity and job security. Lastly, Western students reported experiencing discriminatory and violent acts due to a) gender (i.e., female students), b) sexual attraction (i.e., non-heterosexual relationships), c)

race/ethnicity. Students are also experiencing secondary trauma, as they find themselves concerned about traumatic faculty experiences that they witnessed or learned about secondhand.

Western Faculty Survey Findings. Faculty reported concerns regarding executive leadership toxicity, identified as fear-based communication (i.e., exclusionary and intimidating acts) and academic mobbing. Respondents indicated feeling devalued within an academic environment that continuously perpetuates a culture of retaliation embedded within a male chauvinist and sexist viewpoints. Western faculty are afraid to either speak openly about campus matters or contribute information regarding their concerns in university sponsored administrative evaluations due to beliefs that responses in the instrument are not truly anonymous. This has led faculty to feel like they are intentionally being silenced and isolated by university leadership.

Western Staff Survey Findings. Staff reported feeling supported within their respective department but conveyed a deep mistrust of executive leadership. Per respondents, Western's executive leadership has created a culture of fear and terror meant to silence and intimidate them. The toxicity within Western has caused staff to be fearful of potential repercussions if they opted to advocate for themselves and/or others. Staff reported being yelled at, belittled, and more by Western leadership. Also contributing to the organizational trauma staff experienced are inadequate resources and supports to do their jobs efficiently in ways that connect to best-practices relevant to the work they conduct within the postsecondary field. Staff have either been denied funding or told to raise their own funds if they want to attend professional development offerings.

Western Student Survey Findings. Student respondents reported concerns threats to safety at Western. Identified threats were categorized as either: a) physical or b) discriminatory. First, physical safety encompassed students concerns regarding accessibility, sexual harassment and violence as well as the numerous suicides of their peers. Next, Western students discussed experiencing various forms of discriminatory attitudes and behaviors from leadership, some faculty and staff, their peers, and members of the Gunnison community. Discriminatory incidents included targeted behavior that was

both verbal and non-verbal. Historically underrepresented and marginalized students conveyed experiences of isolation and be targeted within academic and social spaces of the campus. Western students have experienced a significant number of physical and discriminatory threats within Western and the surrounding Gunnison community.

Conclusion: Key Finding 2. Respondents connected Western’s organizational trauma to the white racial frame of American society and how it is effectuated through Western’s systems and functions as well as how the institution overall responds to difficult and traumatizing events in insensitive ways. Both employees of color and white employees identified exclusionary practices by leadership that were intentional and deliberate in silencing, shaming, and punishing anyone who spoke up. These factors have left an overwhelming number of Western faculty, staff, and students to navigate stereotype threat, identity threats, and retaliatory practices. There is significant distrust across campus groups regarding Western leadership's commitment to DEII and inclusive excellence. The diversity statements and scant programmatic events serve as symbolic commitments meant to distract from a climate tensed by punitive and retaliatory behaviors. As a collective body, sample respondents desire leadership to exemplify attitudes and behaviors that genuinely embrace and support the substantive implementation of culturally responsive multilevel systems change.

Key Finding 3: Welcoming and Belonging. A postsecondary environment where all stakeholders have a sense of belonging and feel welcomed in all campus spaces are imperative to the success and well-being of its students, staff, and faculty. Belonging can be defined as one’s perception of being valued, accepted, and needed (i.e., asset) and that as their authentic self, they are a fit within the social, academic, and institutional fabric of the university. To cultivate a sense of welcoming and belonging, University leadership must be actively involved in the efforts and lead by example in ways that motivate all members of the campus to join the transformative effort.

Western Faculty Survey Findings. Faculty respondents do not feel that their work efforts are valued by Western leadership. Respondents referred what they believe to be a lack of awareness by executive leadership regarding faculty content expertise that does not

fall within the traditional academic areas. Due to leadership unwillingness to understand the various benefits respective scholarly expertise contribute to the university, faculty experience an ongoing disconnect from executive leaders.

Faculty convey being overworked and mentally exhausted. However, taking time for self-care can result in punitive outcomes if a class is cancelled because the faculty member was unable to find a colleague to fill-in for them. Female faculty indicated being overlooked by executive leaders for faculty leadership roles in favor of their male peers. And, faculty of color, indicated experiencing dismissiveness and not feeling valued when attempting to raise awareness of the systemic outcomes within the Western that continue to perpetuate and favor white privilege.

Lastly, Western faculty desire for university leadership to foster a campus climate that supports teacher-scholars instead of weighing faculty down with massive teaching loads that do not permit opportunity for academic creativity and scholarship.

Western Staff Survey Findings. Staff respondents conveyed their experiences having to navigate a university culture and climate that fail to prioritize them as “ground level” employees. While some staff mentioned feeling valued, they noted that is only possible if they are lucky to get a good supervisor. Therefore, having a sense of belonging even within their siloed departments, programs, or divisions is a rarity. For staff, not feeling valued or welcomed is the result of a trickle-down effect from university leadership attitudes and behavior. Staff expressed no longer possessing creative and innovative lens towards their work. More specifically, staff connected all levels of university leadership (immediate supervisors, administrative and executive) and some faculty attitudes and behaviors as sources for the suppression of innovation. Furthermore, respondents stress that their workloads continue to increase, with limited time to complete tasks. Staff further emphasized that the contributions they are able to make under the current conditions are not recognized or valued. Moreover, female staff shared that their ideas and suggestions are often dismissed and/or ignored by faculty.

Equally important to staff and in relationship to feelings of value, is being overlooked for advancement opportunities. Appointments to administrative roles are often filled without going through a search process and preference are given to men with less

qualifications than female candidates. Staff describe these appointments as “*Dr. Salsbury appointing friends to leadership roles without regard for university buy-in.*” For staff, these decisions have cultivated a university culture of unfairness that undermines potential for community and inclusive excellence.

Western Students Survey Findings. The campus culture and climate are viewed as only catering to a specific student demographic: wealthy white students, specifically more male favoring. Students point out Western’s symbolic attempt to promote an inclusive campus, describing it as insincere. Having a sense of welcome and belonging for students means that Western promotes its campus student resources regularly to ensure accessibility to resources and supports are not a mystery for those who need them. Western students are interested in interdisciplinary opportunities to engage one another in ways that robustly enhance their academic experience.

Historically underrepresented and marginalized students are made to feel unwelcomed or that they do not belong because they are not white male students from high socioeconomic backgrounds. Students with disabilities at Western struggle to navigate a campus that is resistant to implementing accessible entry points, pathways, (for individuals with mobility impairments—permanent or temporary). Western students desire a campus culture that is willing to embrace inclusive and person-first language instead of male dominated phrasing. Non-traditional students do not feel valued when compared to traditional age students. The feelings are connected to lack of funding opportunities (e.g., scholarships) along with insensitivity from faculty and leadership toward the real-world knowledge and experiences that non-traditional and/or graduate students bring to the classroom.

Conclusion: Key Finding 3. Respondents indicate a significant need to improve Western’s sense of welcoming and belonging across all sample groups. *Faculty respondents* do not feel valued in their work efforts by executive leadership. Female and faculty of color experience being overlooked or ignored when attempting to address awareness of racial bias or behaviors that consistently favor white male privilege. *Staff respondents* indicate feeling devalued by university leadership and some faculty. This is due to increasing

workloads with little to no recognition of their contributions to the institution, which has negatively impact staff's sense of belonging at Western. *Student respondents* are experiencing a campus culture that they perceive as favoring wealthy white men. Historically underrepresented, non-traditional, and international students are made to feel unwelcomed and othered. There is also a lack of funding opportunities which has burdened Western students' collegiate experiences and timely matriculation towards graduation.

Key Finding 4: Evaluability and DEII Business Case. Evaluability is an assessment of the extent to which an intervention can be evaluated in a reliable and credible manner. When symbolic interventions are adopted, the organization hinders its ability to implement and successfully operationalize DEII. Symbolic adoptions are superficial institutional actions (i.e., statements, development of committees, and/or positions absent of empowerment and authorization) posturing as transformative change initiatives. When an organization seeks DEII legitimacy through symbolic actions and rhetoric, it misguides stakeholder's understanding and instills perceptions of insignificance. In this regard, Western's symbolic DEII adoption has misguided organizational understanding and weakened the DEII Committee's ability to lead and empower stakeholders to effectively integrate DEII within the work of the University. Symbolic adoption prevents the university from being able to effectively implement, monitor, evaluate, and measure its DEII efforts.

Developing a preliminary DEII Business Case requires Western leadership to ask why it is necessary and how can it positively impact current and prospective university stakeholders and the surrounding campus community. However, this is just a first step. Strategic action planning and implementation are imperative to both cultivate and move beyond the preliminary inquiry threshold in order to sustain cumulative and ongoing DEII transformative change. Failure to understand the positive impact DEII poses for all campus members has resulted in Western's leadership enacting symbolic and quasi-substantive actions, such as:

a) *Symbolic Actions*

- Number diversity statements. All public facing to present a campus culture that is welcoming and inclusion of all who enter its gates.

b) *Quasi-Substantive Actions*

- An institutionalized student life office, Multicultural Center, that support historically underrepresented and marginalized students. How this office is significantly understaffed and underfunded. Their capacity to adequately support historically underrepresented and marginalized students, along with developing and expanding the intercultural competence and responsive of dominate group members is limited under the current institutional infrastructure.
- DEII forums and events that engage students in difficult diversity conversations but fail to target faculty, staff, and leadership engagement, including intentional support from Western leaders.
- Development of DEII Committee charged with developing recommendations for improving Western's policies and practices regarding diversity, equity, and inclusion across all facets of the university.

For evaluability to occur, Western leadership must be willing to understanding its organizational readiness for DEII across all university levels and campus groups. This is imperative for institutionalizing DEII in ways that meet stakeholders where they are while simultaneously expanding the overall institutional willingness and efficacy for substantive intercultural responsiveness and implementation.

Western Faculty Survey Findings. Faculty respondents propose improving DEII across the scope of academic affairs within the university. Some faculty admitted to having implicit bias and desire to develop their DEII awareness. While other faculty respondents exhibit a willingness for capacity-strengthening and efficacy to ensure they are able to appropriately integrate DEII and intercultural responsiveness into curricula, pedagogical praxis, student advising, research endeavors, committee service, and more. The areas identified by faculty can be approached collaboratively through initiatives between the following campus entities: Western's DEII Committee, Faculty Development, Academic Units, Athletics and Student Life Divisions, and Executive Leadership.

Western Staff Survey Findings. Staff respondents indicate the need for spaces where staff voice is represented, and they are able to contribute to the decision-making mechanisms of the University. Suggestions include:

- a) **Staff Council.** The development of a representative, deliberative, and legislative staff body of Western Colorado University is imperative. It is important for their voice, ideas, and needs to be both heard, seriously considered, and integrated into Western's decision-making functions and systems. Additionally, the Staff Council should not be comprised solely of administrative staff leaders but equitably representative of non-supervisory staff.
- b) **Staff affinity or Employee Resource Groups.** Historically underrepresented and marginalized staff are interested in network opportunities that are representative of their cultural background and feed into the legislative functions of the university.
- c) **New hire orientation.** Western staff have entered into their roles at the university without experiencing a new hire orientation. Not having those basic experiences to orient new employees to the institution can affect individuals' first impression toward the institution regarding its care for internal stakeholder and negatively affect their sense of welcoming and belonging.
- d) **Hiring Practices and Linguistic Diversity.** Western staff desire more culturally responsive hiring practices that account for the innovative and creative approaches that prospective candidates can bring to the institution. Diversifying and cultivating a culturally responsive campus workforce is essential for meeting the needs of a diverse student population. Hiring and retention practices should also include valuing bilingual employees at a university that has uniquely positioned internationalization within its diversity statements.
- e) **Training and development.** Staff desire to not only do their work but to do it in ways that provide efficiency and contributes to cultivating a system of best practices in relationship to their professional positions in a postsecondary environment. Western staff bring a wealth of knowledge, skills, and experience to the university and understand the importance of staying abreast of changes to

the work in their respective fields. Being able to learn and add those skills and resources to their respective tool kits is critical to the staff experience as well as their ability to bring innovation to their roles.

- f) *Work Product*. Staff desire empowerment and self-authorship to do the work associated with their respective roles. Staff in public facing departments of the university have been removed from decision-making and/or creative contributions specific to university visuals, messaging, program or service development, and other university initiatives where their skillsets can be an asset to the work underway.

The above staff suggestions, if implemented, provide Western the opportunity to substantively expand evaluability through an interculturally responsive lens that intentionally and equitably considers the needs of all staff.

Western Students Survey Findings. Respondents indicate the need of a campus culture and climate that is intentionally supportive of student needs. Currently, Western students are not confident that they can seek and will receive help from administrative and/or designated Student Life offices (e.g., Title IX, student conduct, financial aid, etc.). Students' suggestions that connect to evaluability and business case are as follows:

- a) *Sexual Assault Victims Advocacy Group*. An overwhelming number of female students have experienced sexual assault and violence at Western. Providing intentional resources that support victims of these acts informs stakeholders that they are important to the University and that substantive interventions will be taken to address the conduct.
- b) *Accessible and Inclusive Campus*. Students desire an accessible campus that considers the unique needs of all its members.
 - o Disability Accessibility is not just fulfilling reasonable accommodations. Students indicate a need for a universal design approach to campus exterior and interior spaces (including design and maintenance of facilities and pathways).

- *International Students.* Western prides itself on internationalization, and intentionally recruits international students to its campus. However, beyond the recruitment phase, international students have experienced ongoing inaccessibility and lack a sense of welcoming at Western. Student, staff, and coaches suggest intentionality in providing international students with resources that will assist them with acclimating to Western and the US. Providing international students with a list of essential items they need to bring with them, depending upon the time of year they are arriving on campus, the weather in Gunnison, etc. Creating more on-campus job opportunities for international students, since federal regulations restrict where and/or the number of hours international students can work off-campus. Last but not least, having someone to greet them at the airport, transport them to campus and guide them to key offices or buildings to ensure they receive and have access to essential items (i.e., food, financial aid, bookstore, course schedule, campus email, etc.).
- *Linguistic Diversity.* International and bilingual students desire to be able to interact with certain university forms and processes in their native languages. While students are required to know English and may have taken ESOL courses, languages are complex and English words can have multiple levels of registry as well as be non-existent within an individual's native linguistic context. Often times individuals who are not native English speakers (and have recently learned the language to engage in their current US experience) are attempting to cognitively interpret or glean the meaning of English words through their native dialect to no avail. Failure to observe this essential need for Western International Students limits their efficacy to follow along and/or contribute to their learning experience in meaningful ways. It also continues to perpetuate an ideology that individuals with limited English, heavy accents, etc., are not as competent as native English speakers.
- c) *Financial Aid and Student Funding.* Western students across various demographics (race/ethnicity, ability, age, socioeconomic status) and rank

(undergraduate traditional, undergraduate non-traditional, and graduate students) need financial aid and other funding opportunities that will offset the mounting cost of attending college.

- d) *Campus-wide Prioritization of DEII*. Integration of substantive DEII efforts was a consistent variable across student survey responses. Interest centered on connecting DEII to student peer engagement both in social and academic settings. Along with requiring all university employees (faculty and staff) to be actively engaged in DEII initiatives that are reflected in the respective work of divisions, units, departments, and programs within the University. Student respondents indicated that limiting DEII to one office or a handful of people removes the onus from Western to prioritize and embed DEII into the campus culture.

Western students' suggestions in this section provide insight into both immediate and longer-term actions that can expand the University's ability to monitor and measure equity, inclusivity, and intercultural responsiveness throughout the campus.

Conclusion: Key Finding 4. Respondents across all sample groups desire cumulative and ongoing DEII transformational change at Western. Faculty respondents are open to improve their personal and pedagogical DEII understanding and practices. Staff respondents suggests several pathways to incorporate their voices, thoughts, and ideas into university decision-making. Student respondents are eager to have a diverse and inclusive campus that is concerned with safety (physically, emotionally, and cognitively), accessibility, and intentional about the inclusion of all student groups (non-traditional, graduate, students of color, international students, LGBTQ). The evaluability and business case for DEII is possible based on sample respondents' suggestions and if Western leadership is willing to move from symbolic action towards a substantive strategy for implementing DEII across all levels of the University.

Recommendations

Recommendations in this section are synthesized overarching components that Western can use to inform their strategic approach to cultivating and implementing an interculturally responsive and comprehensive multilevel university priority for DEII. The recommended areas require substantive approaches and capacity-strengthening work to successfully move Western beyond symbolic and quasi-substantive actions.

The recommendations are informed by the analyzed data from Western's Campus-wide Cultural Climate Assessment and center on addressing: (1) organizational investment, (2) cultivating Brave Space for inclusive excellence, (3) DEII leadership coaching and development, (4) DEII capacity-strengthening, and (5) organizational healing. The subsequent subsections provide a description of each recommendation along with identified areas for each component. Please note that this not intended to be an exhaustive list but to provide insight and spark ideation for Western to develop a comprehensive DEII strategic action plan and implementation steps that engage all members of the campus community. Lastly, the numbering of the recommended areas within each subsection do not suggest any particular order or hierarchy in which to pursue the recommendations. It is important for Western leadership and stakeholders to identify areas that can be categorized as "low hanging fruit"—easily or immediately achievable—in comparison to short- and long-term goals comprised of numerous parts.

Recommendation 1: Organizational Investment

Organizational invest in its internal stakeholders, can lead to a happier, healthier university culture and climate. Symbolic investments in DEII are ineffective events and programs that do not connect to the overall strategic DEII plan. An appropriate organizational investment is founded in a DEII plan that is evidence-based and unique to the organization. It is both transparent and strategic, includes measurable goals and opportunities for comprehensive approach to micro, mezzo and macro implementations and adjustments along the way. Most importantly, the plan effectuates the multilevel systems change effort through each underlying function of the organization's infrastructure

(i.e., communications, human, intellectual, physical, financial, services, and technology) to strengthen internal and external relations.

Organizational Investment 1: Policies and Practices. Conducting a culturally responsive audit of current university policies and the practices that guide its systems and functions will provide Western insight into a) gaps and discriminatory actions (visible and hidden rules) that are negatively impacting organizational culture and climate and b) what processes it is doing well.

Organizational Investment 2: Staff Voice. The development of a legislative Staff Council that is equitable regarded throughout the campus community and able to be factor into the decision-making processes of Western. It is important to note that leadership should work collaboratively with staff through a visioning processes that intentionally captures staff voice, needs, concerns to inform the Council development and structure.

Organizational Investment 3: Culture and Climate - Student Experiences. Western students' experiences, needs, and identity have been overlooked and/or excluded from current initiatives and priorities of the university. Western has an opportunity to leverage the intersectionality (identity, experiences, interest, etc.) of its students in creative and innovate ways to make intentional connections to its open-air and environmental focus.

Organizational Investment 4: Hiring, Promotion, and Retention Practices. Culturally responsive hiring practices ensures Western's intentionally in diversifying its workforce as well as recruiting white candidates who value DEII. Measurable ways to begin implementation: a) applicant pool certification process for all positions and b) culturally responsive interviewer and search committee trainings. The learning components should not be one-and-done but ongoing, incorporate refreshers and/or updates to DEII hiring, promotion, and retention.

Organizational Investment 5: Market Value Compensation Review. Both faculty and staff have expressed concerns regarding compensation. Developing a Compensation Review Committee comprised of faculty and staff, with executive leadership and Board of Directors (BOT) support is imperative to the success of the initiative. Taking this step informs faculty and staff stakeholders that Western is implementing a process of transparency and seeking to transform its infrastructure lens from a position of "not

enough funds” to “what is possible here” (i.e., alternatives, short- and long-term options, etc.).

Organizational Investment 6: DEII Prioritization. Transforming the organizational culture and climate consistent of a number of moving pieces and effort on the part of all who make up the institution. Currently onus for this work resides with the DEII Committee. A university body comprised of faculty and staff who have primary work commitments outside of the committee. Dr. Salsbury’s charge to the DEII committee is a symbolic document unsupported by practical influence from executive leadership and BOT to empower the Committee as the institutional body to substantively guide Western in this work. Furthermore, creating a designated diversity office with an experienced DI professional at executive leadership level and DI staff at all over levels (director, coordinator, etc.) to lead the priority, support the DEII Committee, and work collaboratively with university departments and academic units to building DEII capacity.

Lastly, substantive funding is imperative. DEII work is not a simplistic difficulty that can be accomplished with limited funds. Looping back to the grand tour question of “what is possible here?” expands the visioning process and provides clarity on how DEII is integral to all the University does and not in addition to.

Recommendation 2: Cultivating Brave Spaces for Inclusive Excellence

Cultivating a Brave Space campus culture “emphasizes a need for courage rather than the illusion of safety” (Arao & Clemens, 2013, p. 141). Brave Space is an inclusive practice that promotes equitable participation from members to lean into learning, unlearning, and transforming the organizational culture and climate. The framework accounts for the discomfort that will naturally arise due to changes, especially those centered in DEII. By becoming a Brave Space campus stakeholders learn appropriate ways to bravely navigate discomforts they may experience during their DEII development. Brave Space is not simply a tool for historically underrepresented and marginalized individuals of the institution to be able to bravely and authentically show up but also a space for both dominate group and BIPOC¹⁸ and marginalized group members to bravely grow from

¹⁸ BIPOC is an acronym for Black, Indigenous, and People of Color.

mistakes, challenge and navigate held beliefs and ideologies. Brave Space is not Safe Space. When successfully implemented, the Brave Space framework moves stakeholders beyond the notion that safety means without risk or discomfort to an understanding to build trust, promote equity, and increase the University's capacity for DEII.

Cultivating Brave Space 1: Campus-wide Training. As a DEII priority, Brave Space training and capacity building is imperative and must occur for all members of the institution. For incoming students at orientation, within faculty and staff development for current employees (including executive leadership), new hire orientation for incoming employees, and BOT DEII opportunities.

Cultivating Brave Space 2: Train-the-Trainer. To sustain the Brave Space culture Western must own the learning and capacity-strengthening process. This goal can be achieved through the DEII Committee as a capacity building initiative within their Learning Community structure. Other options can include collaboration with faculty development offerings, staff development and HR new hire trainings, etc.

Recommendation 3: DEII Leadership Coaching

DEII leadership coaching is an experiential and individualized leadership development process. It occurs through one-on-one engagement that is based on extending grace to build trust and respect to strengthen capacity for DEII. Understandably, sensitive topics and events are components of DEII, however, the purpose of coaching is to generate learning and efficacy for leaders (administrative, executive, BOT) to make explicit connections to the work within their respective areas (i.e., departments, division, etc.) and implement initiatives that transform service and academic delivery and employee engagement.

DEII Leadership Coaching 1: Board of Trustees. Western's Board of Trustees have shown significant positive interest in the campus-wide cultural climate assessment process. Their inquiries have touched on how the findings can inform a) Western's current strategic plan and b) DEII capacity building for board members. By engaging in DEII Leadership Coaching, board members are able to experience individual learning and capacity building opportunities that are unique to their level of awareness and vision for their respective journey. Additionally, as a leadership group, the members are brought

together for group learning that expands the coaching experience, so members are able to understand their DEII and interculturality responsiveness strengths and gaps as a leadership body.

DEII Leadership Coaching 2: Executive Leadership (president, provost, AVP's). During the design and data collection phases of the assessment and virtual meetings with the DEII Committee and with Western's Board, university executive leadership, as a collective body, were the least engaged and unavailable during campus site visits. Active engagement in transformative change initiatives, especially one that is multifaceted and aimed at centering DEII across all that the university does to improve welcoming and belonging for its stakeholders is imperative. Passive engagement, symbolic and quasi-substantive actions mislead internal stakeholders, prospective students and employees, community partners and others about the systemic nature at play.

DEII leadership coaching can guide executive leadership in both learning and unlearning about the systemic organizational functions (visible and invisible) that so many struggle with navigating each day. Leaders receive tools and resources that will assist them in the dynamic work that lies ahead and expand their growth and development through group learning with peers.

DEII Leadership Coaching 3: Faculty Administrators (deans, chairs, program directors). Faculty Administrators serve in unique positions that comprise both classroom teaching and leadership oversight. DEII leadership coaching for faculty administrators should center identifying explicit connections to the work, recruitment and programs of their respective academic units and departments. Also building meaningful relationships with Athletic Affairs and Advising to transform the learning experience and matriculation of student athletes. Faculty Administrators can also come together in group learning that expands from their coaching experience to learn with their peers what is working or has not worked and identify measurable ways they can adapt to achieve their DEII goals.

DEII Leadership Coaching 4: Staff Administrators (directors, supervisors). Staff Administrators are often the gatekeepers of the university. Their engagement in DEII leadership coaching is essential to prioritizing the effort. Customized coaching can aid staff administrators in identifying what the gaps are for their department along with what has or has not worked best. Staff administrators are able to do develop their culturally

responsivity, understanding for DEII implementation, and develop or identify metrics to measure outcomes and impact. Group learning is also important for staff administrators to learn and grow, explore and identify opportunities for DEII collaboration with other departments and areas of the Western campus.

Recommendation 4: Capacity Building

Capacity building is the process by which individuals and organizations obtain, improve, and retain skills, knowledge, tools, equipment, and other resources needed to change the reality of the organization (Eade, 2007). Capacity building can move the organization forward with knowledge strengthening and efficacy development for implementing DEII and culturally responsive practices throughout Western.

Capacity Building 1: Executive Leadership. Guide executive leaders (e.g., president, provost, AVP's) willingness and efficacy for implementing DEII into the university infrastructure. Executive leaders learning to center cultural responsivity within the systems and functions of the university through the review of policies and practices to understand how disparate and discriminating outcomes result. Executive leaders participate in interactive sessions where they learn to develop culturally responsive policies; connect insensitivities, biases, and privilege to outcomes and experiences of historically underrepresented stakeholders; discover strategies for being allies and bringing dominate group members along in the journey; and, understanding DEII data for transformative decision-making.

Capacity Building 2: Faculty Development. Capacity building for faculty should be owned and housed with Western's faculty development program (if one exist). Members of the faculty body who lead faculty development initiatives should also participate in culturally responsive trainings to understand ways in which all academic programs can center DEII in curricula and pedagogy. Universities are essentially microcosms of the larger society and for most white students are often the first time in which there are learning, living, socializing frequently with individuals from historically underrepresented and marginalized backgrounds. Therefore, creating learning spaces that provide culturally responsive representative of scholars, business leaders, inventors, scientists, mathematicians, etc., is not just about inclusive for the historically underrepresented and

marginalized students in the classroom but it also educates white students on the significant contributions of diverse culture groups to their respective academic fields. Additionally, culturally responsive teaching informs faculty approach to the delivery of educational content, competency development or expansion and strengthen students' opportunity for academic success.

Capacity Building 3: Advisors. Culturally responsive advising is imperative to the student experience. Understanding how stereotype and/or identity threat may show up in the advising process can inform advisors approach to their engagement with each student. First-generation college and students of color (who are most time first-gen as well) may not feel comfortable advocating for themselves in the advising process. Having advisors who are aware and take meaningful steps to guide students through course selections that make sense, aren't intimidating and weighty (i.e., multiple math and science sections in one semester) positively contributes to the student experiences of being cared for and valued.

Capacity Building 4: Staff Development. Western staff are passionate about their work contribution to the campus but hopeless of their ability to be innovation in the process. Most staff often have interpersonal engagements with students that are often distinctively different from student-faculty interactions. These relationships are built on trust and the sense of belonging that staff create for the students they serve. Additionally, staff possess a wealth of institutional knowledge regarding processes of the work within their respective departments and programs. Staff capacity building must move beyond topical diversity trainings toward applied DEII methods within their work.

Capacity Building 5: Student Development. How students engage with peers, staff, and faculty are also informed by Western's culture and climate. Western students have conveyed a strong desire for ongoing opportunities to lean into difficult DEII conversations and gain culturally responsive skills to aid in transforming the culture and climate. Capacity building centers on cultivating culturally responsive students. When intentionally done through collaborative praxis across academic learning (i.e., courses, service learning) and student life (i.e., leadership, organizational membership, volunteering) Western students are able to experience DEII in action within their academic field and campus social engagements. Embedding DEII in Western's culture appropriately prepares students to be culturally responsive professionals for the diverse world that awaits.

Recommendation 5: Organizational Healing

Organizational trauma is dysfunctional change in the behavioral patterns of the institution. The effects of organizational trauma are long-term and carry adverse impact on the image and identity of the organization (Venugopal, 2016). Organizational healing refers to the work of repairing practices, routines, and structures in the face of disruption and strengthening organizational functioning through social relationships (Powley, 2013). Respondents reported issues in the following areas a) executive leadership toxicity, b) hostile organizational climate towards BIPOC, LGBTQ, women (students, faculty, and staff), c) sexual violence, d) suicides, and e) secondary trauma. An organizational healing journey permits stakeholders the opportunity to bravely process through hurt and grief together and identify key solutions that are intra- and intergroup focused to address Western's current institutional actions and begin healing.

Organizational Healing 1: The Journey. Western leadership must be willing to take the university through an organizational healing journey. The journey includes unlearning assumptions about what constitutes organizational trauma to learn how trauma can and is often born of the system and functions of the institution and continuously supported through culture and climate. Next, stakeholders are transitioned into processing the grief, hurt, and loss they've experienced within the organizational structure. Processing is done both intragroup and intergroup. Subsequently, efficacy and trust building processing are introduced to progress faculty, staff, and students toward solutions that exemplify what is needed for healing and showing up in support for one another moving forward.

Organizational Healing 2: Reporting mechanisms and outcomes. Faculty, staff, and student respondents highlighted being targets or witnesses of hostile and discriminatory acts at Western. Developing reporting mechanisms that are easily accessible and secure is the first step. Next, implementing substantive investigatory processes and disciplinary outcomes to address reports of discrimination, physical safety, sexual harassment and violence. Lastly, Mandated Reporter training for faculty, staff, and student workers is imperative and informs all stakeholders that Western is prioritizing safety and the care of its stakeholder through approaches that support the cultivation of an anti-discriminatory and anti-violence campus.

Organizational Healing 3: Support Groups (i.e., race, gender, LGBTQ groups, etc.).

Respondents shared experiencing secondary trauma, resulting from exposure to traumatic faculty, student, and staff experiences they witnessed or learned about secondhand. Creating campus spaces to address and/or advocate for victims of hostile campus incidents through substantive supports cultivates a sense of belonging and caring for Western faculty, staff, and students.

Implications of the Findings

Research implications suggest how the findings may be important for policy, practice, theory, and subsequent research. In other words, implications are conclusions that the researcher draws from the results and explains the connection to policy and practice of the organization under study (Lune & Berg, 2017). Two implication components that Western leadership is strongly encouraged to consider as they begin to strategically plan the next steps of the DEII journey for transforming university culture and climate are: 1) transformational leadership and 2) identity safety.

Transformational Leadership. The transformation of higher education institutions begins with its leaders. In order to change the beliefs, attitudes, and behaviors of the organization, there must be a reflective process around its culture and climate. Transformational change is “style of leadership that [empowers] followers to rise above their self-interest by [transforming] their morale, ideals, interests, and values, motivating them to perform better than initially expected” (Pieterse et al., 2010, p. 610) Darling-Hammond et al. (2009) note that transformational leadership includes the following components:

1. Setting direction by instilling a shared vision and compelling goals.
2. Promoting a trusting and caring work environment and culture.
3. Holding high performance expectations and developing individuals through direct and indirect support.
4. Developing the organizational conditions, (structures, processes, and culture), to facilitate teaching and learning.

5. Developing collaborative decision-making structures.

Collectively, these activities help educational leaders envision as well as reflect on the change process and take measurable actions that address the needs of all stakeholders.

Identity Safety

Students, staff, and faculty reported experiences of hostile and exclusionary incidents that have negatively and significantly impacted both their experiences and outlooks toward Western. Exclusionary, intimidating, and/or offensive behavior is a form of hostile conduct characterized by frequency, duration, escalation, and a power imbalance between targets and actors (Einarsen, Hoel, Zapf, & Cooper, 2011). These behaviors can cause significant harm to individuals' physical and mental health, academic/career fulfillment, identity-safety, and stereotype threat (Marín-Spiotta, et al, 2020; Settles et al., 2016). Research shows that people of color and other historically marginalized individuals (i.e., disabilities, religious minorities, LGBTQ, international, etc.) are historically targeted and experience these hostile and exclusionary incidences in academic and research environments (Marín-Spiotta, et al, 2020). In addition, individuals, may experience, identity threat, whereby, social cues and stereotypes can have a negative impact on their career, academic, and social performance (Murphy & Destin, 2016). To decrease identity threat, identity safety—where all students, faculty and staff are valued, included, and can perform to their highest potential—is imperative. Intentionality for cultivating an identity safety culture centers equity and necessary supports for ensuring the success of historically underrepresented and marginalized stakeholders (i.e., faculty, staff, students).

Conclusion

The Campus-wide Cultural Climate Assessment Report does not provide a magic wand or action plan but serves as baseline evidence into the issues that stakeholders identified during both assessment phases. Conducting an organizational culture and climate assessment is a significant task with multiple moving pieces over time. For Western, this initiative constitutes a substantive first step for the University if findings and recommendations are acted upon. Western's Board of Trustees and Executive Leadership Team must be willing to use the findings from this study as a comprehensive road map to

assistance them in designing a strong, yet flexible, multilevel systems change DEII plan. Key findings and recommendations should be prioritized and can serve as the primary domains of the plan. Thematic patterns can be transformed into constructs that guide operationalizing organizational capacity to implement measurable goals and successfully track progress of all efforts.

Western leadership must make a critical decision to truly commit to substantive DEII change for the well-being of its faculty, staff, and students. This does not mean that the initiative will be without resistance. However, a significant portion of the anticipated resistance can be easily remedied through strategic capacity building efforts designed to meet each stakeholder where they are in the DEII journey. Intentionally understanding the fears as well as respective visions for transformative change ensures better outcomes for transforming the experiences and perceptions for all stakeholders within the Western Colorado University community.

Appendix A

Focus Group Consent Forms

Western Colorado University
Diversity, Equity, Inclusion, and Internationalization Committee

Your Voice. Your Western! Campus-wide Cultural Climate Assessment

HUMAN SUBJECTS PARTICIPATING IN RESEARCH DETERMINED NON-EXEMPT

PRE-ASSESSMENT FACULTY FOCUS GROUP CONSENT FORM:

Adult Participation in FACULTY/STAFF/STUDENT Focus Group

Purpose: The Diversity, Equity, Inclusion, and Internationalization (DEII) Committee at Western Colorado University (Western) is conducting a campus-wide cultural climate assessment. Understanding the campus climate equips University leadership to improve retention, recruitment, performance and diversify satisfaction efforts.

Why have I been asked to take part? You are invited to participate in fact-finding interviews with external consultants, Jose “Pepe” Torres, and LaDonna McCullough of Culture Journey LLC-Critical Social Change Project (CJLLC-CSCP). Information shared in the pre-assessment focus group is confidential and will not include any identifying markers. Data collected during this session will be used to finalize the assessment survey instrument and provide richer meaning-making of emergent themes within the study report.

Voluntary Participation: Your participation in this pre-assessment focus group is completely voluntary and you may withdraw your consent to participate at any time during the process without penalty. In the event you elect to withdraw from the pre-assessment focus group, any information you contributed during your participation, up until the point of your withdrawal, will be deleted from the study.

Procedures: There will be a facilitator who will ask questions to help guide meaningful dialogue. Volunteering to participate in this focus group, means that you will be asked questions relating to your experiences at, as well as perceptions and perspectives of, the University. Participation in an identity focus group means that you will be asked questions specific to that respective groups’ sociocultural identity (race/ethnicity, gender, sexual identity, disability, etc.) and campus status (faculty, staff, students).

Risks: There are no anticipated physical risks to participants. Pre-assessment focus group members will be asked to keep the information provided in the groups confidential. However, a potential risk that might exist for some participants could be unintentional emotional distress, as a result of, information about your sociocultural identity being discussed outside the group by other participants. Should this be a potential concern for you, you are encouraged to ask for alternative options, such as, video- or audiotape submission or an individual interview with the external consultant who is bound by confidentiality.

Benefits: A possible benefit for participating in this pre-assessment focus group could include the opportunity to a) describe your experiences at Western with others who have shared experiences, b) connect with other allies and share similar and divergent experiences that may help clarify and/or validate your experiences within the University. Benefits to the University include establishing a clearer understanding of the perceptions, perspectives, and experiences faced by the diverse body of Western stakeholders. This information will guide the University’s initiative to establish and implement best practices for inclusive excellence and collegiate equity.

Privacy: All measures will be exhausted to ensure your privacy is protected. Your name will not be used in any report that is published. The discussion will be kept strictly confidential and collected data will be stored in a secure location. Anonymous data from this study will be analyzed by the external consultant team.

Additional Questions or Concerns Regarding the Study:

Additional questions/concerns regarding this study and/or how it is being conducted, can be directed to:

Abel Chavez, PhD
Western Colorado University
Kelley 104, Quigley 114, Gunnison, CO 81230
(970)943-2017 | achavez@western.edu

Audiotape Permission: This study involves the audio recording of your interview with the researcher. Neither your name nor any other personally identifiable information will be associated with the audio recording or the transcript. Only the consultant team, Jose “Pepe” Torres and LaDonna McCullough of CILLC-CSCP will be able to listen to the recordings.

Neither your name nor any other identifying information (such as your voice) will be used in presentations or in written products resulting from the study.

By signing in the space provided, the participant is acknowledging that they have been informed by the researcher that audio recording is part of this research process.

Participant Signature: _____ **Date:** _____

DOCUMENT OF INFORMED CONSENT:

Your signature below means that you voluntarily agree to participate in this research study. **You will be given a copy of this consent form to keep for your records.**

Participant Consent

PRINT NAME **SIGNATURE**

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Appendix B

Survey Consent Forms

Western Colorado University DEII Climate Assessment Overview

Alternative accessible formats of this survey are available. If you require accommodations to fully participate in this survey, please contact:

Disability Services

Cheyenne Terry, Coordinator
Taylor Hall 302
disability@western.edu | (970)943.7056

Purpose of Study

The Diversity, Equity, Inclusion, and Internationalization Committee at Western Colorado University (Western) is conducting a campus-wide cultural climate assessment. The purpose of the assessment is to provide a clear picture, supported by comprehensive data, of how the university is perceived by all campus stakeholders (as it relates to race, ethnicity, national origin, language, gender, sexual identity, disability, religion, and socioeconomic status) across three identified focus areas: a) academic engagement, b) campus life, and c) institutional engagement. Understanding the campus climate will allow Western leadership to improve retention, recruitment, performance and DEII satisfaction efforts.

Procedures

The attached survey is a confidential instrument for assessing Western's cultural climate. Your participation in this survey is confidential and no personal identifying information will be associated with your responses. The survey will take roughly 30 minutes to complete (in-depth feedback by the participant may extend time past this estimate). Participants must be 18 years of age or older to complete the assessment.

Discomforts and Risks

All elements of the survey instrument are designed for anonymous participation in the assessment. Sensitive questions specific to race/ethnicity, gender, gender identity, LGBTQ, disability, socioeconomic and class issues, religion (including non-conforming and/or other religious beliefs), and language access may be asked in the survey. And, while there are no anticipated physical risks to participants, a low to low-moderate level of risk (e.g., unintentional emotional distress) is associated with this survey. Questions exploring perceptions and experiences of marginalized, stigmatized and/or underrepresented groups could be possible emotional triggers. Questions of intercultural competency awareness, cultural equity and inclusion could trigger fragility amongst dominant group members.

Benefits

Benefits to the University include establishing a clearer understanding of the perceptions, perspectives, and experiences faced by the diverse body of Western stakeholders. This information will guide the University's initiative to establish and implement best practices for inclusive excellence and transformative change through a DEII-centered lens.

Voluntary Participation

Participation in the Western DEII Cultural Climate Assessment is voluntary. **Personal identifying information (e.g., names, date of birth, SSN, employee/student IDs) is not required to complete the survey or participate in drawings/incentives.** It is anticipated that some questions may trigger feelings of discomfort. It is important to note, that **participants have the right to withdraw from completing responses in the assessment at any time without penalty to students, staff, or faculty benefits.**

Statement of Confidentiality for Participation

Personally identifiable information will be disassociated from data findings. Where it may concern instances of data collection responses of fewer than 6-7 individuals, those responses will be combined to prevent potential identification through demographic factors.

The survey is deployed by an external consulting firm (Culture Journey—Critical Social Change Project) through Qualtrics XM—a confidential data collection platform protected by web server firewall.

Statement of Anonymity for Comments

This survey provides participants the opportunity to respond and/or expand upon multiple choice questions with additional comments. It is important to note that any and all comments submitted in the survey will be de-identified to ensure anonymity of responders.

Right to Inquiry

Questions regarding the DEII Cultural Climate Assessment may be directed, in confidence, to:

Culture Journey – Critical Social Change Project (CJ-CSCP)

LaDonna McCullough

ladonna@criticalchange.org

Jose Torres

culturejourney2018@icloud.com

Questions regarding the DEII Cultural Climate Assessment process may also be directed to:

Dr. Alina Luna

DEII Chair

deii@western.edu

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Appendix C

Your Voice. Your Western! ***Cultural Climate Assessment Terms and Definitions***

Survey Terms and Definitions

The following are a list of defined terms that re in the survey. Definitions will be accessible via “hyperlink” or “mouseover” within the survey form.

Ableism: prejudiced thoughts and discriminatory action based on difference in physical, mental, and/or emotional ability; usually that of able-bodied/minded persons against people with illness, disability, or less developed skills/talents.

Academic Progress: maintaining a satisfactory level of academic achievement in coursework.

Accessibility: the ability to access the full functionality and possible benefit of an event, system and/or organization through *direct access* (i.e., unassisted) and *indirect access* (i.e., assistive technology).

Ageism/ist: prejudiced thoughts and discriminatory actions based on differences in age; usually that of younger persons against older persons.

Androgynous: identifying and/or presenting as neither distinguishably masculine nor feminine.

Bias: prejudice; an inclination or preference, especially one that interferes with impartial judgment.

Explicit Bias: attitudes and beliefs about a person or group on a conscious level. Expressions of explicit bias (discrimination, hate speech, etc.) occur as the result of deliberate thought. [aka conscious bias]

Implicit Bias: attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. *These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control.* [aka unconscious bias]

Biphobia: the fear or hatred of homosexuality (and other non-heterosexual identities), and persons perceived to be bisexual.

Biracial: someone whose parents or ancestors are from two different racial/ethnic backgrounds.

Cis gender: one who identifies as their assigned sex at birth.

Classism/ist: prejudiced thoughts and discriminatory actions based on difference in socio-economic status, income, class; usually by upper classes against lower.

Cultural Climate: held perceptions of value that vary from person to person (depending upon organizational group status and cultural identity factors), living and/or working in the environment, that impacts productivity, motivation, and engagement.

Cultural Representations: mindful interpretation of concepts, ideas and emotions that are symbolic of a cultural group.

Culture: the shared traditions, beliefs, customs, history, folklore, and institutions of a group of people. Culture is shared by people of the same ability/disability, race/ethnicity, language, nationality, and religion. Culture is also applicable to other sociocultural identity backgrounds, such as geographic region and locale (e.g., Northwestern U.S. region vs. Southern U.S. region; or rural location vs. inner-city). It is a system of rules that are the base of who we are and affect how we express ourselves as part of a group and as individuals.

DACA: Deferred Action for Childhood Arrival, a U.S. immigration policy that protects immigrant youth (who came to the U.S. as children) from deportation.

DAPA: Deferred Action for Parental Accountability, grants immigrants living in the U.S. since 2010, with children (who are American citizen or lawful permanent residents) protection from deportation and access to a 3-year, renewable work permit.

Difficult Conversations: situations where opinions and/or perceptions of involved parties are diverse and triggers strong emotional feelings or responses.

Disability: an individual who has a physical (e.g., or mental impairment that has substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Discrimination: actions, based on conscious or unconscious prejudice, which favor one group over others in the provision of goods, services, or opportunities.

Diversity: the wide variety of shared and different personal and group characteristics among human beings.

Dominant Culture: the cultural values, beliefs, and practices that are assumed to be the most common and influential within a given society (e.g., American society).

Equity: a process that ensures everyone has access to the same opportunities and considers the disadvantages and barriers that exist for historically underrepresented or marginalized groups. It is an approach that moves beyond equality and seeks to distribute supports and resources that specific to cultural need of the individual or group.

Ethnocentric: judgmental evaluation of individuals, groups or community's culture or traditions based on the belief that one's own cultural/ethnic group is inherently superior or better.

Experiential Learning: learning occurs through first-hand experience. Knowledge and skill development occur the experience(s) acquired outside of the traditional classroom environment and tied back into the curricula.

Gender: the socially constructed concepts of masculinity and femininity; the 'appropriate' qualities accompanying biological sex.

Genderqueer: an umbrella term that can refer to anyone who transgresses society's view of gender or sexuality. Individuals may see themselves as being both male and female, neither male or female, or identify in other categories.

Gender Expression: external appearance of one's gender identity, usually expressed through behavior, clothing, styling of hair and/or voice, and may or may not conform to socially defined behaviors and characteristics typically associated with being either feminine or masculine.

Gender Identity: one's innermost concept of self as female, male, a blend of both or neither (perception of self in reference to oneself and may align or differ from assigned birth sex).

Gender Non-Binary: an adjective describing a person who does not identify exclusively as female or male.

Harassment: repeated or continuing discrimination based on race, religion, sex, national origin, age (40 or older), disability.

Hidden Curriculum: a set of implicit rules pertaining to norms, values and expectations within a course, academic program, or educational institution.

Historically Underrepresented (e.g., marginalized, stigmatized): racial/ethnic or cultural (e.g., disability) populations disproportionately represented.

Homophobia: irrational hatred or fear of homosexuals or homosexuality.

Incivility: being uncivil, ambiguous intent and/or discourteous behavior or treatment.

Inclusion: a commitment to foster a climate that represents and values members of diverse social identity groups. Inclusive practices occur at the individual, cultural and institutional levels, creating a culture where all members feel they are welcomed and belong.

Inclusive Classroom(s): a learning environment where *all* students feel supported to learn, explore ideas, bravely participate, and express their views with civility in class discussions. These spaces are thoughtful, support mutual respect (e.g., minimizing stigmatization, dismissive behavior, exclusionary practices) and critical learning by students and faculty.

Institutional Capital: capital that exists within an institution. Refers to the quantity and quality of information and knowledge individuals have about the culture of the institution, resources, and support to maximize their sense of belonging and success within the institution.

-Ism: a social phenomenon and psychological state where prejudice is accompanied by the power to systemically enact it.

Intercultural Competence: distinct awareness, humility, knowledge (of one's own cultural background as well as cultural difference), responsiveness, and skills essential to creating transformative welcoming and inclusive environments.

Internationalization: integrating an international and intercultural dimension into the academic and service functions of the university.

Intersectionality: classifications such as gender, race, class, and others cannot be examined in isolation from one another. They interact and intersect in individuals' lives, in society, in social systems, and are mutually constitutive.

Intersex: an umbrella term used to describe chromosomal variations of gender traits (often visible at birth but not apparent until puberty).

Intellectual/Learning Disability: significant limitations in both *intellectual functioning* (i.e., reasoning, learning, problem solving) and *adaptive behavior* (a range of everyday social and practical skills) originating during the lifespan developmental period (birth to 18 years of age).

LGBTQA: acronym encompassing the diverse group of lesbian, gay, bisexual, transgendered populations, and allies; and/or lesbian, gay, bisexual, and transgender alliances/associations.

Marginalized: excluded, ignored, or relegated to the outer edge of a group/society/community.

Microaggressions: subtle words, cues, and/or behaviors that insult, invalidate, or exclude traditionally marginalized group members. The long-term effect of microaggressions can be significantly negative to one's health.

Military/Veteran Status: any student who has served or is currently serving in the U.S. military (including military reserves and National Guard) regardless of deployment status.

Multiracial: someone whose parents are of two or more different racial/ethnic groups.

Need Based Scholarships: monies for students with financial need.

Non-Need or Merit Based Scholarships: financial awards based on a student's academic success, extracurricular, leadership and/or community involvement.

Oppression: results from the use of institutional power and privilege where one person or group benefits at the expense of another. Oppression is the use of power and the effects of domination.

Pansexual: an individual who has the potential for emotional, romantic, or sexual attraction to people of any gender though not necessarily simultaneously, in the same way or to the same degree.

Pell Grant: federal need-based financial aid awards for undergraduate students.

People of Color: a collective term for men and women of Asian, African, Latin, and Native American backgrounds, as opposed to the collective “White” for those of European ancestry.

Prejudice: a preconceived judgment about a person or group of people; usually indicating negative bias.

Privilege: systemic favoring, enriching, valuing, validating, and including of certain social identities over others. Individuals cannot “opt out” of systems of privilege; rather these systems are inherent to the society in which we live.

Psychological/Psychiatric Disability: mental disorder or condition (e.g., anxiety, depression, obsessive compulsive disorder, posttraumatic stress, schizophrenia) that influences one’s emotions, cognitions, behaviors.

Race/ethnicity (e.g., racial identity): individual or group identification based on supposed physical or genetic traits and/or shared practices and perspectives (e.g., cultural heritage).

Racial/Ethnic Profiling: a discriminatory practice of targeting an individuals or groups based on their racial or ethnic background.

Racism/ist: prejudiced thoughts and discriminatory actions based on difference in race/ethnicity; usually by white/European descent groups against people of color.

Service Learning: teaching and learning strategies designed around meaningful community service initiatives central to the academic program. Student reflection and civic responsibility are integrated into curricula design for an enriched learning experience.

Sexism/ist: discrimination against people on the basis of sex; specifically, discrimination against, and prejudicial stereotyping of, women.

Sexual Identity: an individual’s sense of self as a sexual being, including gender identity, gender role, sexual orientation, and sexual self-concept.

Silencing: the conscious or unconscious processes by which the voice or participation of particular social identities is excluded or inhibited.

Social Capital: a social relations resource that represents the quantity and quality of information, resources, knowledge, and skills that are shared among individuals in relationship or social networks.

Social Class: (as in upper class, middle class, lower class, working class) refers to people’s socioeconomic status, based on factors such as wealth, occupation, education, income, etc.

Social Identity: it involves the ways in which one characterizes oneself, the affinities one has with other people, the ways one has learned to behave in stereotyped social settings,

the things one values in oneself and in the world, and the norms that one recognizes or accepts governing everyday behavior.

Socioeconomic Status: the economic and sociological combined total measure of an individual's work experience, individual or family economic and social position in relation to others, based on income, education, and occupation.

Transgender: individuals whose gender identity and/or expression is different from cultural expectations based on their sex assigned at birth.

Transphobia: the fear and hatred of, or discomfort with, transgender people.

Tuition Remission: the cost of tuition waived by the University for its employee(s) and/or their dependent(s).

Underserved: individuals or populations who have historically been excluded or marginalized where it concerns equitable access to healthcare and education.

Universal Design (i.e., for learning): an educational practice that reduces barriers in instruction through supports and resources that ensure appropriate accommodations are in place for all students, including students with disabilities and limited language proficiencies.

Xenophobia: the fear or hatred of foreigners and/or anything foreign (i.e., customs, religions, traditions, etc.).

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