



2010-2011 HERI Faculty Survey:  
**DIVERSITY CLIMATE  
REPORT**

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# INTRODUCTION

## BACKGROUND

To further Western's commitment to supporting diverse faculty, and in response to the priorities of campus groups, including the Faculty Senate, Minority Employee Council, and Lesbian, Gay, Bisexual and Transgender (LGBT) Advocacy Council, Western contracted with the Higher Education Research Institute (HERI) at UCLA to conduct their nationally recognized Faculty Survey. Western selected HERI due to its highly respected work developing and administering campus surveys and its ability to provide benchmark data from peer institutions who participated in the 2010-2011 Faculty Survey. Western's Equal Opportunity (EO) Office facilitated the HERI Faculty Survey and served as the primary point of contact with HERI.

The HERI Faculty Survey measures a broad range of issues impacting faculty and administrators, including faculty perceptions of institutional priorities; workload activities; institutional impacts and changes resulting from the economic downturn; goals and expectations for students; pedagogical strategies; stress and satisfaction; and the connection of learning activities to the local and global community. A separate Report analyzes this general Faculty Survey data and provides benchmark comparisons.

This Diversity Climate Report focuses exclusively on the responses to survey questions directly addressing the equal opportunity climate and the values placed by faculty and Western on issues of diversity. Most particularly, the Report identifies differences in responses within the comparison groups: race, sexual orientation and gender.

This Report is intended to identify (1) faculty experiences, perceptions and beliefs regarding matters related to diversity at Western and (2) particular experiences of faculty of color; lesbian, gay, bisexual and other faculty who do not identify as heterosexual (LGBO); and female faculty. Awareness of all faculty's experiences, perceptions and beliefs, including the particular experiences of faculty belonging to these diverse groups, can inform departmental, college, and institution-wide efforts to foster a climate that is welcoming to and inclusive of all Western faculty.

## **EXECUTIVE SUMMARY**

This Report analyzes responses to survey questions regarding eight subject areas: (1) Climate and Inclusiveness; (2) Fairness and Discrimination; (3) Workforce Diversity; (4) Valuing Diversity; (5) Climate Satisfaction; (6) Faculty Support; (7) Educational Goals; and (8) Teaching and Research. Similarities and differences in answers were analyzed by respondents' race (people of color or non-minority), sexual orientation (LGBO or heterosexual), and gender (female or male). Notable differences in responses by race, sexual orientation, and gender include the following statistically significant results:

### Climate and Inclusiveness

- 47.2% of faculty of color felt to a great extent that they have to work harder than their colleagues to be perceived as legitimate scholars, compared with 20.4% of non-minority faculty.
- 45.5% of female faculty felt that “colleges should prohibit racist/sexist speech on campus,” compared to 25.5% of male faculty.

### Fairness and Discrimination

- 23.3% of LGBO faculty and 15.7% of female faculty reported being sexually harassed at Western, compared to 6.4% of heterosexual faculty and 1.4% of male faculty.
- 18.2% of faculty of color, 21.7% of LGBO faculty, and 15% of female faculty reported that subtle discrimination (e.g., prejudice, racism, sexism) was an extensive source of stress during the last two years, as compared to 8.1% of non-minority, 7.8% of heterosexual, and 4.9% of male faculty.
- 33.3% of LGBO faculty found the statement that “faculty here respect each other” very descriptive, compared to almost 55% of heterosexual faculty.
- Almost 22.8% of faculty of color either somewhat or strongly agreed with the statement: “There is a lot of campus racial conflict here,” compared to 2.8% of their non-minority faculty counterparts.

- Faculty of color (27.1%), LGBO faculty (23.3%), and female faculty (24.6%) either somewhat or strongly disagreed that “Faculty of Color are treated fairly here,” compared to 9.4% of non-minority, 9.2% of heterosexual and 7.2% of male faculty.
- LGBO (16.7%) and female (17.6%) faculty either somewhat or strongly disagreed that “Women faculty are treated fairly here,” compared to 10.5% of heterosexual and 5.1% of male faculty.
- Faculty of color (14.7%) and LGBO faculty (30%) either somewhat or strongly disagreed that “Gay and Lesbian faculty are treated fairly here,” compared to 9.3% of non-minority and 7.5% of heterosexual faculty.
- 61.3% of female faculty perceived that the University treated “promot[ing] gender equity among faculty” as either a low or medium priority, and 45% of male faculty felt the same.

### Workforce Diversity

- Faculty of color were more likely (31.4%) than non-minority faculty (15.1%) to agree strongly that additional women faculty should be hired.

Additional findings, looking across all identity groups, are:

- At least 80% of all respondents either somewhat or strongly agreed that the University should hire more faculty of color. At the same time, at least 59% of all respondents in each comparison group believed that increasing the representation of people of color in the faculty and administration was a medium or low priority for Western.
- At least 70% of respondents somewhat or strongly agreed that the University should hire more women faculty. Yet at least 67% of all respondents believed that Western considered increasing the representation of women in the faculty and administration to be a medium or low priority.

### Valuing Diversity

- 20% of minority faculty, compared to 4.2% of non-minority faculty believed it was a low priority at Western “to develop an appreciation for multiculturalism.”
- 99.2% of female faculty, and 95% of male faculty, either agreed somewhat or strongly that a “racially/ethnically diverse student body enhances the educational experience of all students.”

### Educational Goals

- At least 65% of all faculty, regardless of identity group, felt that enhancing “student knowledge of and appreciation for other racial/ethnic groups” was either very important or essential.
- Female faculty were more likely (61.9%) than male faculty (39.1%) to state that teaching students tolerance and respect for different beliefs is an essential educational goal.

### Teaching and Research

- Faculty of color (39%) were more likely than non-minority faculty (21%) to have conducted research or writing focused on racial or ethnic minorities in the past two years. Similarly, 40% of LGBO faculty had conducted such research or writing in the past two years, compared to 23% of their heterosexual counterparts.
- Female faculty (37%) were more likely than male faculty (14%) to have “[c]onducted research or writing focused on women and gender issues” in the past two years.
- Female faculty (25%) were more likely than male faculty (17.5%) to strongly agree that: “Racial and ethnic diversity should be more strongly reflected in the curriculum.” Similarly, 27.6% of LGBO faculty strongly agreed to such a statement, compared to 18.6% of heterosexual faculty.

## **METHODOLOGY**

### Survey Distribution

To ensure respondents' confidentiality, HERI rather than Western administered distribution of the web-based survey. Invitations were sent to all full-time and part-time faculty. Overall, 900 individuals were invited to participate.

President Bruce Shepard and then President of the Faculty Senate, Scott Pearce, sent an introductory email to all faculty prior to the opening of the survey to encourage their participation. The subsequent email invitation and link to the survey came from HERI, along with three weekly reminders and requests for faculty to respond. President Shepard and Faculty Senate President Pearce sent an additional follow-up email during the third week of the survey period. The survey remained open for one month.

### Response Rates and Demographics

Of the 900 surveys sent out, 333 were returned for a response rate of 37%, well above HERI's 20% expected average. Of the 333 respondents, 270 were full-time undergraduate faculty, 45 were part-time undergraduate faculty, and 18 did not identify. **Only responses from full-time undergraduate faculty were included in this Report's analyses.** Race, sexual orientation, and gender demographics of the respondents are as follows: 13.0% people of color and 84.1% non-minority; 11.1% LGBO and 86.3% heterosexual; 47% female and 51.5% male.

Due to the small number of faculty respondents within certain racial and ethnic minority categories and the resulting risk of identifying particular individuals, all individuals who identified a specific race or ethnicity other than white/Caucasian were aggregated into the "people of color" category for reporting purposes. Faculty members who identified their race as "other" were not included in the comparison analysis by race, as their numbers were too small and racial identity was not clear. Faculty numbers were also too small to report findings based on the category of "transgender" in the analyses by gender. However, responses from those who identified their race as "other" are included in the analyses by gender and sexual orientation, and responses from those who identified as transgender are included in analyses by race and sexual orientation.

## Demographic Tables

### **Faculty Type**

<b>Faculty</b>	<b>N=Respondents</b>	<b>% Respondents</b>
<b>Part-Time Undergraduate Faculty/Other Staff</b>	63	18.9%
<b>Full-Time Undergraduate Faculty</b>	270	81.1%
<b>All Respondents</b>	333	100%

### **Race**

<b>Race</b>	<b>N=Respondents</b>	<b>% Respondents</b>
<b>People of Color</b>	35	13.0%
<b>Non-Minority (White/Caucasian)</b>	227	84.1%
<b>No Response</b>	8	3.0%
<b>All Full-Time Undergraduate Faculty</b>	270	100%

### **Gender**

<b>Gender</b>	<b>N =Respondents</b>	<b>% Respondents</b>
<b>Female</b>	127	47.0%
<b>Male</b>	139	51.5%
<b>No Response</b>	4	1.5%
<b>All Full-Time Undergraduate Faculty</b>	270	100%

### **Sexual Orientation**

<b>Sexual Orientation</b>	<b>N=Respondents</b>	<b>% Respondents</b>
<b>LGBO</b>	30	11.1%
<b>Heterosexual</b>	233	86.3%
<b>No Response</b>	7	2.6%
<b>All Full-Time Undergraduate Faculty</b>	270	100%

## Analyses Based on Race, Sexual Orientation and Gender

This Diversity Climate Report analyzes climate-related questions from the broader HERI survey regarding perceptions, beliefs and experiences related to race, ethnicity, gender and sexual orientation at Western. The terms “faculty of color” and “minority” are used to refer to respondents who did not identify as white/Caucasian.

In addition to standard questions asked by HERI, the EO Office coordinated with relevant campus groups to include additional questions. These additional questions allowed for comparative analyses meaningful to campus constituency groups and afforded a more robust analysis of the climate for diverse faculty. The following two questions regarding gender identity and sexual orientation were developed and included in consultation with Western’s LGBT Advocacy Council:

- Do you identify as transgender? Response options were “yes” or “no.”
- How do you most identify? Response options were: “heterosexual/straight” or “lesbian,” “gay male,” “bisexual” or “other.”

The Office of Institutional Research conducted the statistical analyses utilizing HERI data and SPSS software pursuant to HERI methodology for three separate comparison groups: race (people of color/non-minority), sexual orientation (LGBO/heterosexual), and gender (female/male). Tests for statistical significance were conducted on all survey items using either the t-test or a Chi-square test, as appropriate. The t-test was used for questions with continuous variables where the response options were in a rating scale (e.g. very satisfied to very dissatisfied). It examined the extent to which any difference in means between two groups was likely due to chance. The reported p-value, or statistical significance level, represents the probability of error involved in rejecting the null hypothesis of equality between the two groups. For example,  $p < .05$  means that there is a 95% probability that the difference between the two means is real and did not occur by chance. Pearson’s Chi-square test was used for questions with two response categorical variables (e.g. yes/no). The Chi-square test calculated the difference between the actual responses and the expected responses, where the expected responses would be equal distribution between two groups. Like the t-test, the p-value, or significance level, for the Chi-square represents the probability of error involved in rejecting the null hypothesis of equality between the two groups.

The statistical significance cut off level for this report was  $p \leq .05$ . If statistical significance is noted then the associated p-value will  $\leq .05$ . The reported statistical significance level for both the t-test and the Chi-square test are based on the following convention recommended by HERI: .05 and below = statistically significant.

Except where otherwise noted, this Report presents detailed discussion only about those responses where the differences within the three comparison groups – race (people of color/non-minority), sexual orientation (LGBQ/heterosexual), and gender (female/male) – were statistically significant. Because the t-test analyzes differences in means, the discussion of t-tests indicates the means, which are based on Likert Scale response categories. The discussion also includes additional frequency information to support further understanding of the differences (e.g. the t-test indicates that differences exist between two comparison groups, the frequency tells us where the differences are). When reporting on statistical significance, the letter “p” indicates probability and the letter “m” indicates the mean of the individual faculty group.

## FINDINGS AND ANALYSIS

### I. CLIMATE AND INCLUSIVENESS

The category of Climate and Inclusiveness is a compilation of questions relevant to understanding if faculty felt personally respected and included, if they viewed the campus climate as inclusive of diversity, and if they agreed about the priority given by the University to diversity initiatives. The statistical analysis looked for similarities and differences between the three comparison groups (people of color/non-minority, female/male, and LGBO/heterosexual).

#### Statistically Significant Findings

##### A. Please indicate the extent to which you feel that you have to work harder than your colleagues to be perceived as a legitimate scholar.

Findings are statistically significant by race based on the two tailed t-test, but are not significant by gender or sexual orientation. It is noteworthy that respondents of color were more likely than non-minority respondents to report feeling a need to work harder in order to be perceived as a legitimate scholar. The optional responses to this question were based on a rating scale of 1= not at all, 2= to some extent, and 3= to a great extent (See Figure I A-1).

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Not at all	25.0%	43.1%	30.0%	41.8%	34.6%	46.4%
To some extent	27.8%	36.6%	40.0%	34.9%	38.6%	31.9%
To a great extent	47.2%	20.4%	30.0%	23.3%	26.8%	21.7%

Figure I A-1 – Feel a need to work harder than colleagues to be perceived as a legitimate scholar.

#### **Race**

Faculty of color (m=2.2) were more likely than non-minority faculty (m=1.8) to report a need to work harder than their colleagues to be perceived as a legitimate scholar. The finding is statistically significant (p<.05). 47.2% of respondents of color reported feeling the need to

work harder to a great extent to be perceived as a legitimate scholar compared to only 20.4% of non-minority respondents who reported feeling this way. (Figure I A-2)

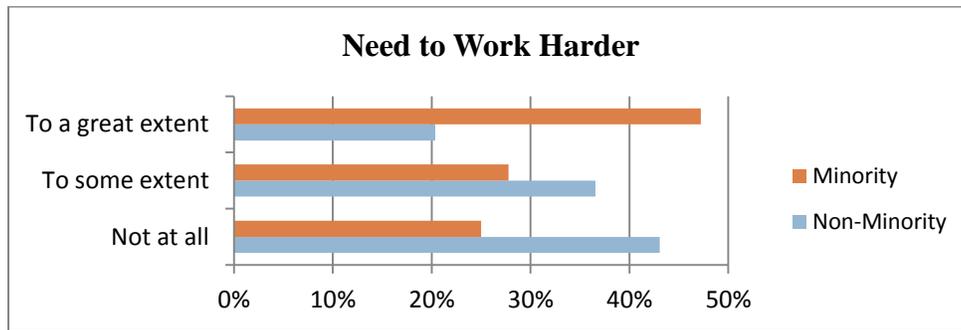


Figure I A-2

**B. Please indicate your agreement with the following statement: “Colleges should prohibit racist/sexist speech on campus.”**

Findings are statistically significant by gender based on the two tailed t-test. The findings based on race and sexual orientation are not statistically significant. Female respondents indicated the strongest agreement with this statement (45.5%). Even though findings were not statistically significant based on the response mean for race, it is interesting to note that 48.6% of respondents of color agreed that colleges should prohibit racist/sexist speech on campus. The optional responses were based on a rating scale of 1= disagree strongly, 2= disagree somewhat, 3= agree somewhat, and 4= agree strongly (See Figure I B-1).

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Disagree strongly	8.6%	13.1%	14.3%	13.0%	8.9%	16.8%
Disagree somewhat	22.9%	29.9%	32.1%	28.3%	21.1%	35.8%
Agree somewhat	20.0%	22.9%	25.0%	23.0%	24.4%	21.9%
Agree strongly	48.6%	34.1%	28.6%	35.7%	45.5%	25.5%

Figure I B-1 –Colleges should prohibit racist/sexist speech on campus

## Gender

Female faculty responded to a greater extent ( $m=3.07$ ) than male faculty ( $m=2.56$ ) that colleges should prohibit racist/sexist speech on campus. The finding is statistically significant ( $p<.05$ ). Findings show that 45.5% of female respondents agreed strongly that colleges should prohibit racist/sexist speech on campus as compared to 25.5% of their male counterparts who answered this way (Figure I B-2).

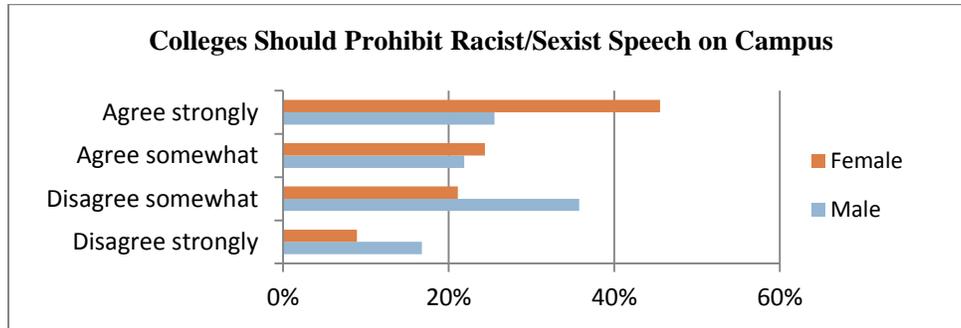


Figure I B-2

## Not Statistically Significant

**A. Indicate how important you believe the priority listed below is at your college or university: "To recruit more minority students."**

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Low priority	14.3%	7.9%	20.0%	8.3%	11.3%	8.0%
Medium priority	42.9%	40.2%	40.0%	38.9%	39.5%	39.4%
High priority	25.7%	45.3%	30.0%	45.4%	41.9%	44.5%
Highest priority	17.1%	6.5%	10.0%	7.4%	7.3%	8.0%

**B. Indicate the extent to which you agree or disagree with the following: “My research is valued by faculty in my department.”**

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Low priority	2.8%	1.9%	3.4%	2.6%	4.0%	1.5%
Medium priority	25.0%	17.9%	34.5%	17.0%	15.9%	22.4%
High priority	41.7%	48.1%	31.0%	48.5%	50.8%	42.5%
Highest priority	30.6%	32.1%	31.0%	31.9%	29.4%	33.6%

**C. Indicate how important you believe the priority listed below is at your college or university: “To create a diverse multi-cultural campus environment.”**

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Low priority	11.4%	5.6%	10.0%	6.1%	6.5%	6.6%
Medium priority	51.4%	42.5%	40.0%	44.1%	43.5%	44.5%
High priority	17.1%	39.7%	36.7%	37.1%	38.7%	35.0%
Highest priority	20.0%	12.1%	13.3%	12.7%	11.3%	13.9%

**D. Indicate the extent to which you agree or disagree with the following: “My teaching is valued by faculty in my department.”**

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Disagree strongly	0.0%	0.5%	3.3%	0.9%	2.4%	0.0%
Disagree somewhat	11.4%	6.0%	10.0%	6.1%	7.9%	5.1%
Agree somewhat	42.9%	40.9%	33.3%	41.3%	38.9%	42.3%
Agree strongly	45.7%	52.6%	53.3%	51.7%	50.8%	52.6%

**E. Indicate how well the following statement describes your college or university: “There is respect for the expression of diverse values and beliefs.”**

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Not descriptive	11.1%	6.9%	6.7%	8.2%	7.9%	8.0%
Somewhat descriptive	55.6%	48.6%	56.7%	47.8%	52.0%	46.4%
Very descriptive	33.3%	44.4%	36.7%	44.0%	40.2%	45.7%

## II. FAIRNESS AND DISCRIMINATION

The category of Fairness and Discrimination is a compilation of questions regarding actual experience of discrimination or harassment, as well as perceptions of fairness. The statistical analysis looked for similarities and differences within the three comparison groups.

### Statistically Significant Findings

#### A. Have you been sexually harassed at this institution?

Findings are statistically significant by sexual orientation and gender ( $p < .05$ ). Findings are not statistically significant by race. Statistical analysis was done using Pearson’s Chi-square test and response options were “yes” or “no” (See Figure II A-1).

Figure II A-1 Have you been sexually harassed at this institution?

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Sexually Harassed	11.1%	7.4%	23.3%	6.4%	15.7%	1.4%

LGBO faculty (23.3%) were more likely to report being sexually harassed at this institution than any other faculty group. Female faculty (15.7%) were more likely to report that they had been sexually harassed at this institution than male faculty (1.4%) (Figure II A-2).

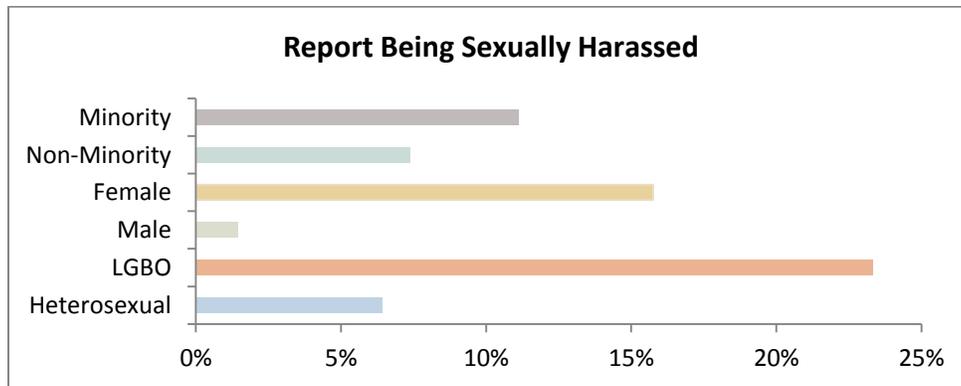


Figure II A-2

**B. Indicate how well the following describes your college or university: “Faculty here respect each other.”**

Findings are statistically significant based on sexual orientation, using the two tailed t-test. LGBO respondents were less likely to find the statement that “faculty here respect each other” very descriptive, as compared to their heterosexual counterparts. Optional response categories to this question were 1= not descriptive, 2= somewhat descriptive, and 3= very descriptive (Figure II B-1).

Figure II B-1 Faculty here respect each other

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Not descriptive	8.3%	4.2%	13.3%	5.2%	9.4%	2.9%
Somewhat descriptive	50.0%	42.1%	53.3%	40.1%	39.4%	44.2%
Very descriptive	41.7%	53.7%	33.3%	54.7%	51.2%	52.9%

**Sexual Orientation**

LGBO faculty (m=2.20) were less likely to report that faculty here respect each other than heterosexual faculty (m=2.50). The finding is statistically significant (p=<.05). 13.3% of LGBO respondents found the statement “faculty here respect each other” not descriptive, compared to only 5.2% of heterosexual respondents who found this statement not descriptive (Figure II B-2).

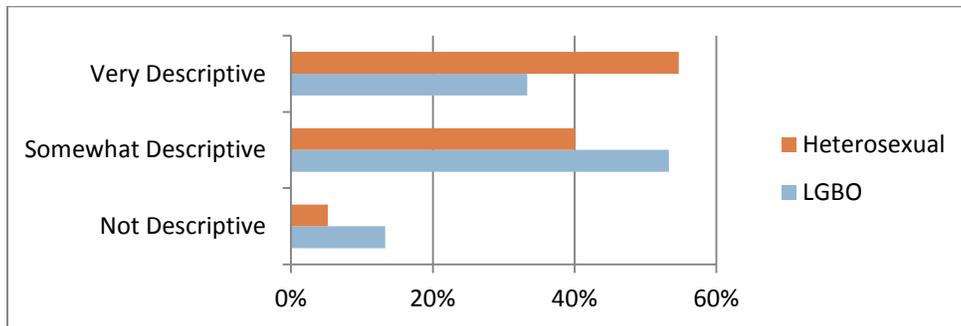


Figure II B-2

**C. Please indicate the extent to which subtle discrimination (e.g., prejudice, racism, sexism) has been a source of stress for you during the last two years.**

Findings are statistically significant by race, sexual orientation and gender. Several faculty chose not to respond to this question, but for those who did, there are clear differences between groups. Statistical analysis was based on the two tailed t-test. The optional responses were based on a rating scale of: 1= not at all, 2= somewhat, and 3= extensive (See Figure II C-1).

Figure II C-1 – Stress from Subtle Discrimination

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Not at all	54.5%	77.3%	39.1%	77.5%	58.9%	85.4%
Somewhat	27.3%	14.6%	39.1%	14.7%	26.2%	9.8%
Extensive	18.2%	8.1%	21.7%	7.8%	15.0%	4.9%

**Race**

Faculty of color (m=1.64) were more likely to report subtle discrimination is a source of stress than non-minority faculty (m=1.31). The finding of differences in stress level based on subtle discrimination is statistically significant (p<.05). 18.2% of respondents of color reported subtle discrimination had been an extensive source of stress, compared to 8.1% of non-minority respondents, and 27.3% of respondents of color reported subtle discrimination had somewhat been a source of stress compared to 14.6% of non-minority respondents who answered this way (Figure II C-2).

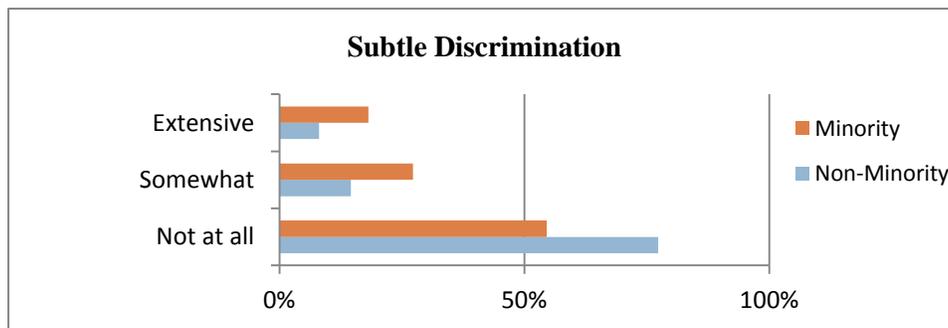


Figure II C-2

## Sexual Orientation

LGBO faculty (m=1.83) were more likely to report subtle discrimination is a source of stress than were heterosexual faculty (m=1.30). Findings are statistically significant ( $p < .01$ ). 21.7% of LGBO respondents reported subtle discrimination was an extensive source of stress, compared to 7.8% of heterosexual faculty. 39.1% of LGBO respondents reported subtle discrimination had somewhat been a source of stress, compared to 14.7% of their heterosexual counterparts (Figure II C-3).

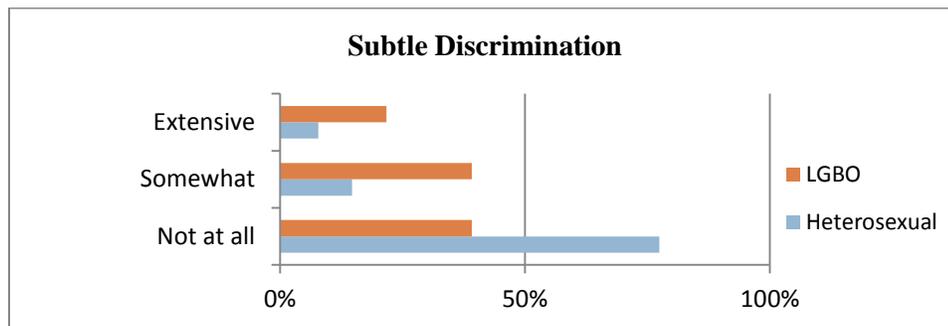


Figure II C-3

## Gender

Female faculty (m=1.56) were more likely to report that subtle discrimination was a source of stress than were male faculty (m=1.20). The finding of stress caused by on subtle discrimination is statistically significant ( $p < .01$ ). Notably, 15.0% of female respondents reported that subtle discrimination had been an extensive source of stress, compared to 4.9% of male respondents who reported similarly. Additionally, 26.2% of female respondents reported that subtle discrimination had somewhat been a source of stress compared to 9.8% of their male counterparts who reported this way (Figure II C-4).

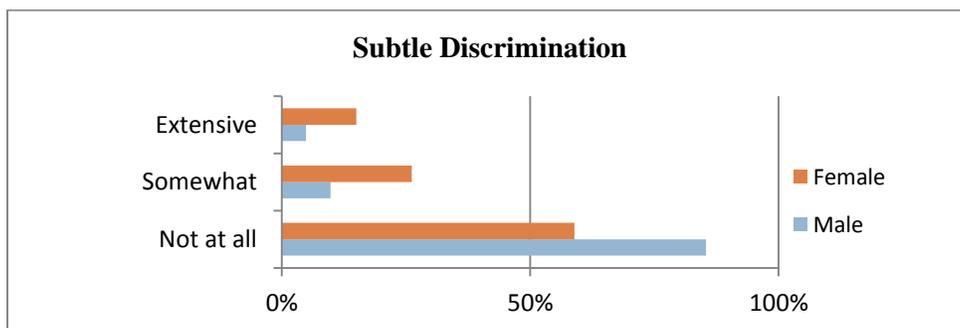


Figure II C-4

**D. Indicate the extent to which you agree or disagree with the following: “There is a lot of campus racial conflict here.”**

Findings are statistically significant by race and sexual orientation based on the two tailed t-test. Findings are not statistically significant by gender. Faculty of color were more likely than any other faculty group to agree somewhat and strongly that there is a lot of campus racial conflict here. The response categories were based on a rating scale of 1= disagree strongly, 2= disagree somewhat, 3= agree somewhat, and 4= agree strongly.

Figure II D-1 - Campus Racial Conflict

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Disagree strongly	40.0%	64.3%	39.3%	62.6%	56.8%	64.3%
Disagree somewhat	37.1%	32.9%	50.0%	32.2%	36.8%	32.9%
Agree somewhat	17.1%	2.3%	10.7%	3.9%	4.0%	2.3%
Agree strongly	5.7%	0.5%	0.0%	1.3%	2.4%	0.5%

**Race**

Faculty of color (m=1.89) were more likely to report that there is a lot of campus racial conflict here than non-minority faculty (m=1.39). The reported findings are statistically significant (p<.05). 17.1% of respondents of color agreed somewhat that there is a lot of campus racial conflict here, compared to 2.3% of non-minority faculty who responded this way. In addition, 5.7% of faculty of color agreed strongly that there is a lot of campus racial conflict here, compared 0.5% of non-minority faculty who felt similarly (Figure II D-2).

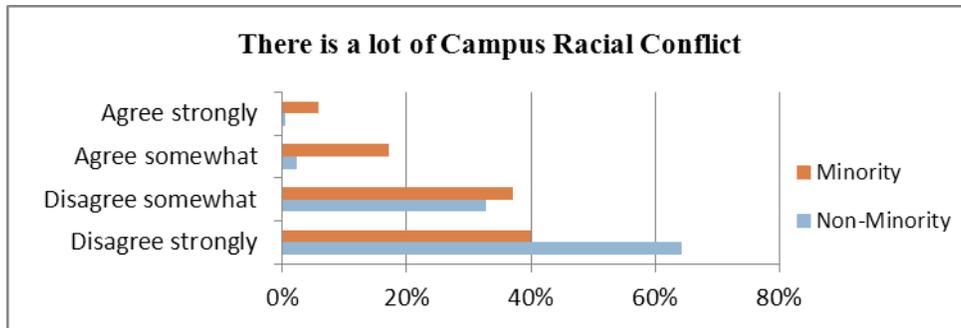


Figure II D-2

### Sexual Orientation

LGBO faculty (m=1.71) were more likely to report that there is a lot of campus racial conflict here than heterosexual faculty (m=1.44). Findings are statistically significant ( $p < .05$ ). 10.7% of LGBO respondents agreed somewhat that there is a lot of campus racial conflict here, compared to 3.9% of heterosexual faculty who responded this way (Figure II D-3).

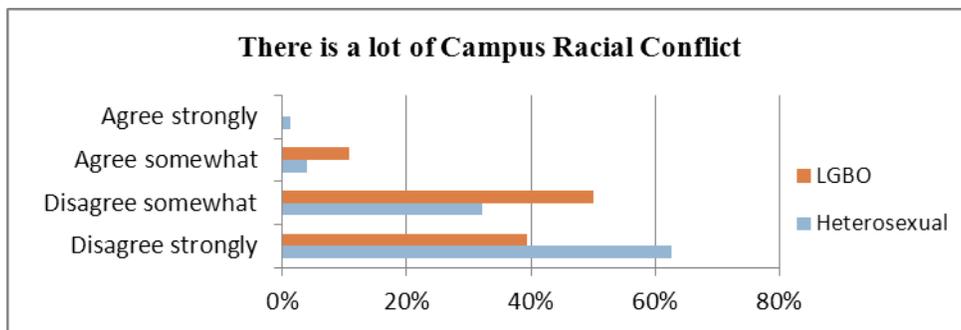


Figure II D-3

### E. Indicate the extent to which you agree or disagree with the following: “Faculty of Color are treated fairly here.”

Findings are statistically significant for all three comparison groups based on the two tailed t-test, with faculty groups representing diversity less likely to agree that faculty of color are treated fairly here. The optional responses were based on a rating scale of 1= disagree strongly, 2= disagree somewhat, 3= agree, and 4= agree strongly.

Figure II E-1 – Faculty of color are treated fairly here

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Disagree strongly	5.7%	0.5%	0.0%	1.3%	2.4%	0.0%
Disagree somewhat	11.4%	8.9%	23.3%	7.9%	12.2%	7.2%
Agree somewhat	57.1%	49.1%	60.0%	48.0%	51.2%	48.6%
Agree strongly	25.7%	41.6%	16.7%	42.8%	34.1%	44.2%

### Race

Faculty of color (m=3.03) were less likely than non-minority faculty (m=3.32) to agree that faculty of color are treated fairly here. The findings are statistically significant (p<.05). 5.7% of respondents of color disagreed strongly that faculty of color are treated fairly here, compared to less than 0.5% of non-minority respondents who responded this way. In addition, 11.4% of respondents of color disagreed somewhat, compared to 8.9% of their non-minority counterparts (Figure II E-2).

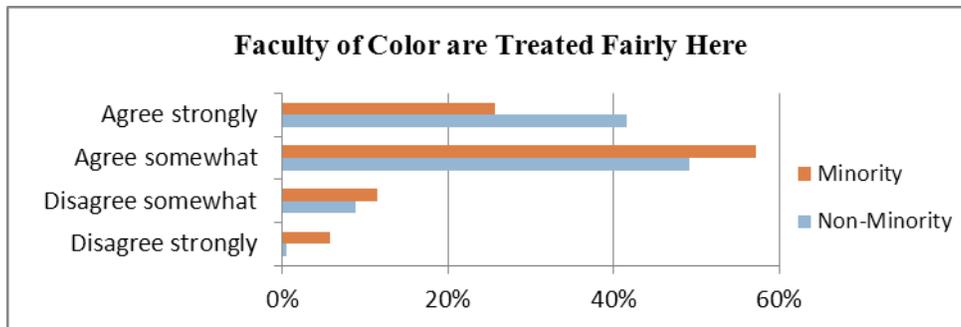


Figure II E-2

### Gender

Female faculty (m=3.17) were less likely than male faculty (m=3.37) to agree that faculty of color are treated fairly here. The findings are statistically significant (p<.05). 12.2% of female respondents disagreed somewhat that faculty of color are treated fairly here compared to 7.2% of their counterparts (Figure II E-3).

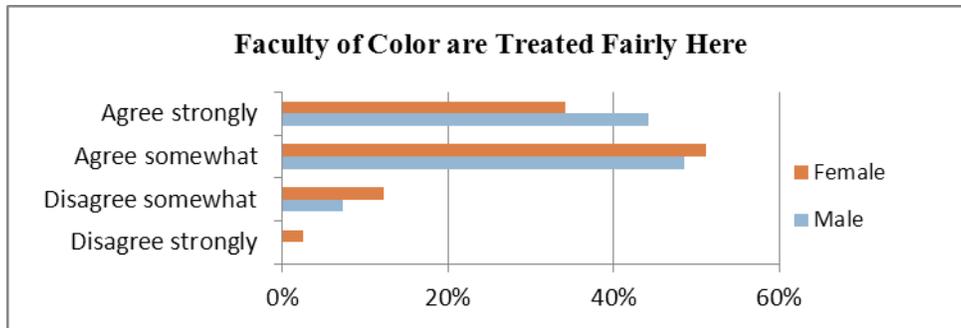


Figure II E-3

### Sexual Orientation

LGBO faculty (m=2.93) were less likely than heterosexual faculty (m=3.32) to agree that faculty of color are treated fairly here. Findings are statistically significant ( $p < .05$ ). None (0%) of LGBO respondents disagreed strongly that faculty of color are treated fairly here compared to 1.3% of heterosexual respondents. Additionally, 23.3% of LGBO respondents disagreed somewhat that faculty of color are treated fairly here compared to 7.9% of heterosexual respondents (Figure II E-4).

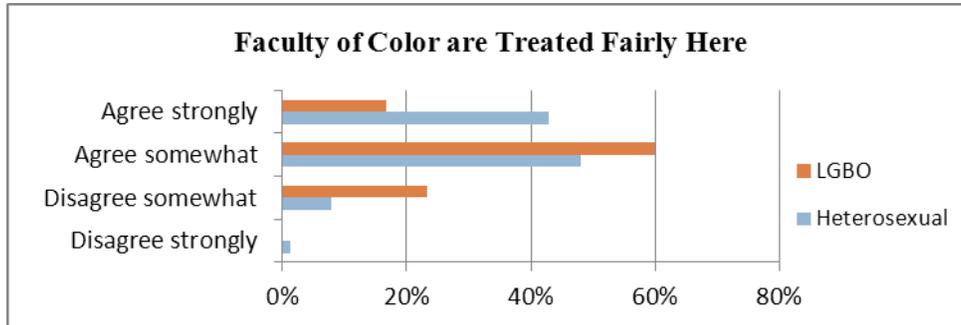


Figure II E-4

### F. Indicate the extent to which you agree or disagree with the following: “Women Faculty are treated fairly here.”

Findings are statistically significant by gender and sexual orientation based on the two tailed t-test, with faculty groups representing diversity less likely to agree that women faculty are treated fairly here. The response options were based on a scale of 1= disagree strongly, 2= disagree somewhat, 3= agree somewhat and 4= agree strongly.

Figure II F-1 Women Faculty are treated fairly here

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Disagree strongly	5.7%	1.4%	0.0%	2.2%	4.0%	0.0%
Disagree somewhat	2.9%	9.8%	16.7%	8.3%	13.6%	5.1%
Agree somewhat	65.7%	43.3%	60.0%	43.9%	46.4%	46.4%
Agree strongly	25.7%	45.6%	23.3%	45.7%	36.0%	48.6%

### Gender

Female faculty (m=3.14) were less likely than male faculty (m=3.43) to agree that women faculty are treated fairly here. Findings are statistically significant (p<.05). 4.0% of female respondents disagreed strongly and 13.6% disagreed somewhat that women faculty are treated fairly. By comparison, 0% of male respondents disagreed strongly and 5.1% disagreed somewhat with this statement. Further, 36% of female respondents agreed strongly that women faculty are treated fairly here, compared to 48.6% of male respondents (Figure II F-2).

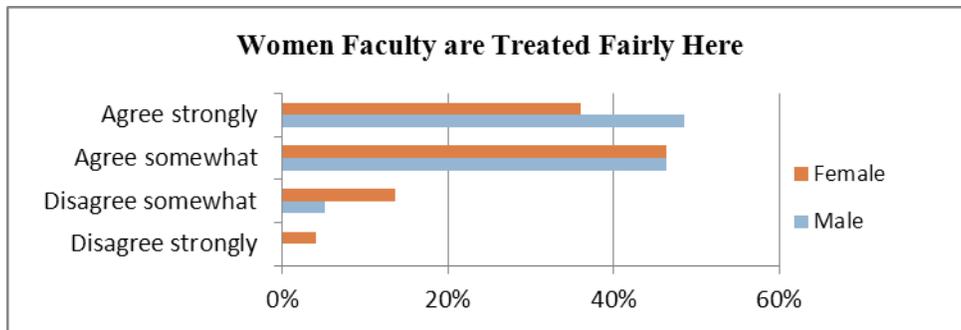


Figure II F-2

### Sexual Orientation

LGBO faculty (m=3.07) were less likely than heterosexual faculty (m=3.33) to agree that women faculty are treated fairly here. Findings are statistically significant (p<.05). None (0%) of LGBO respondents disagreed strongly compared to 2.2% of heterosexual respondents. Additionally, 16.7% of LGBO respondents disagreed somewhat that women faculty are treated fairly here, compared to 8.3% of their heterosexual counterparts (Figure II F-3).

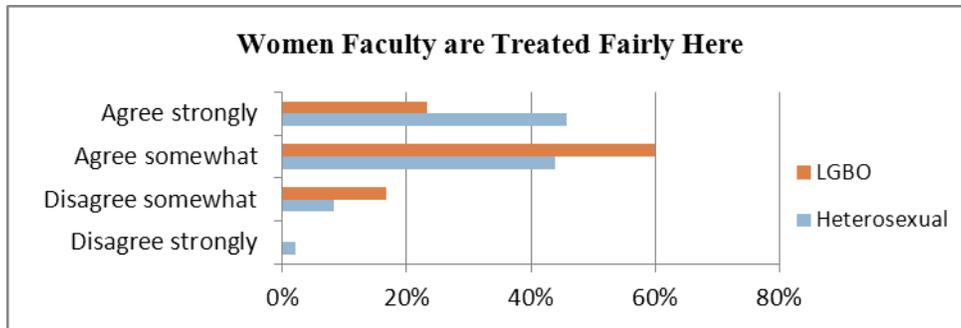


Figure II F-3

**G. Indicate the extent to which you agree or disagree with the following: “Gay and Lesbian faculty are treated fairly here.”**

Findings are statistically significant by race and sexual orientation with faculty groups representing diversity less likely to agree that gay and lesbian faculty are treated fairly here. The response options were based on a scale of 1= disagree strongly, 2= disagree somewhat, 3= agree somewhat and 4= agree strongly (Figure II G-1).

Figure II G-1 – Gay and Lesbian faculty are treated fairly here

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Disagree strongly	0.0%	2.3%	13.3%	0.9%	3.3%	1.5%
Disagree somewhat	14.7%	7.0%	16.7%	6.6%	10.6%	5.1%
Agree somewhat	64.7%	46.0%	46.7%	48.0%	48.8%	47.8%
Agree strongly	20.6%	44.6%	23.3%	44.5%	37.4%	45.6%

**Sexual Orientation**

LGBO faculty (m=2.80) were less likely than heterosexual faculty (m=3.36) to agree that gay and lesbian faculty are treated fairly here. The findings are statistically significant (p=<.05). 13.3% of LGBO respondents disagreed strongly that gay and lesbian faculty are treated fairly here compared to 0.9% of heterosexual respondents. In addition, 16.7% of LGBO respondents disagreed somewhat that gay and lesbian faculty are treated fairly here, compared to 6.6% of heterosexual respondents (Figure II G-2).

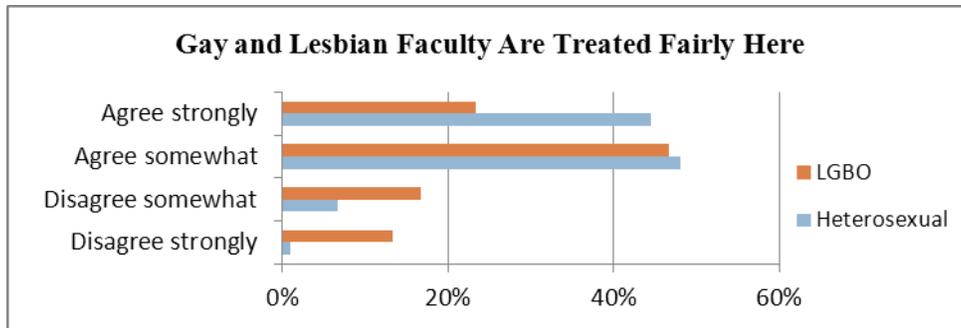


Figure II G-2

### Race

Faculty of color (m=3.06) were less likely than non-minority faculty (m=3.33) to agree that gay and lesbian faculty are treated fairly here. The findings are statistically significant ( $p < .05$ ). In addition, when looking at frequency of responses, while none (0%) of faculty of color disagreed strongly with this statement, 14.7% disagreed somewhat, compared to 7.0% of their non-minority counterparts who disagreed somewhat and 2.3% who disagreed strongly. The greatest difference is that 20.6% of respondents of color agreed strongly, compared to 44.6% of non-minority respondents who agreed strongly that gay and lesbian faculty are treated fairly here (Figure II G-3).

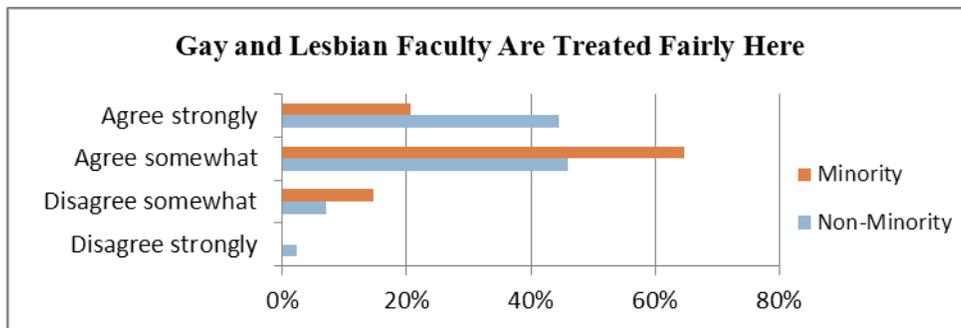


Figure II G-3

### H. Indicate how important you believe the priority listed is at your college or university: "To promote gender equity among faculty."

Findings are statistically significant by gender based on the two tailed t-test. Findings are not statistically significant by race or sexual orientation. The optional response categories were based on a rating scale of 1= low priority, 2= medium priority, 3= high priority, and 4= highest priority (Figure II H-1).

Figure II H-1 – Perceived priority of promoting gender equity

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Low priority	5.7%	8.9%	20.0%	7.9%	14.5%	4.4%
Medium priority	51.4%	43.2%	40.0%	43.9%	46.8%	41.2%
High priority	34.3%	38.0%	30.0%	38.6%	30.6%	43.4%
Highest priority	8.6%	9.9%	10.0%	9.6%	8.1%	11.0%

### Gender

Female faculty (m=2.32) were less likely than male faculty (m=2.61) to respond that the promotion of gender equity among faculty is an important priority to Western. Findings are statistically significant ( $p < .05$ ). 14.5% of female faculty perceived this as a low institutional priority, compared to 4.4% of their male counterparts. In addition, 46.8% of female faculty respondents believed promoting gender equity among faculty was a medium priority for Western, compared to 41.2% of males who responded this way (Figure II H-2).

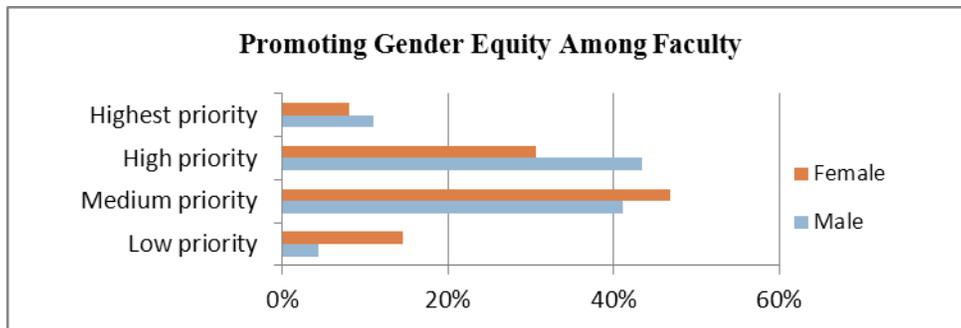


Figure II H-2

### III. WORKFORCE DIVERSITY

The category of Workforce Diversity is a compilation of questions regarding perceptions of needed diversity within Western’s faculty and administration. Regardless of identity group, at least 70% of all respondents agreed or strongly agreed that Western should hire more women faculty. At least 80% of all respondents agreed or strongly agreed that the University should hire more faculty of color, even though differences by demographic categories were not statistically significant. At the same time more than 59% of all respondents believed that increasing the representation of people of color in the faculty and administration was a medium or low priority for Western, and at least 67% of all respondents believed that Western considered increasing the representation of women in the faculty and administration to be a medium or low priority.

#### **Statistically Significant Findings**

##### **A. Indicate the extent to which you agree or disagree with the following: “This institution should hire more women faculty.”**

Findings based on race are statistically significant based on the two tailed t-test, but are not statistically significant based on gender and sexual orientation. Response options were based on a rating scale of 1= disagree strongly, 2= disagree somewhat, 3= agree somewhat, and 4= agree strongly (Figure III B-1). As noted above, regardless of identity group, 70% to 80% of respondents in each comparison group agreed or strongly agreed that Western should hire more women faculty.

Figure III B-1 – Hire more women faculty

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Disagree strongly	2.9%	4.2%	0.0%	4.8%	4.8%	3.7%
Disagree somewhat	17.1%	25.0%	20.0%	24.2%	22.6%	24.4%
Agree somewhat	48.6%	55.7%	53.3%	53.7%	50.0%	57.0%
Agree strongly	31.4%	15.1%	26.7%	17.2%	22.6%	14.8%

**Race**

Faculty of color (m=3.09) were more likely than non-minority faculty (m=2.82) to agree that Western should hire more women faculty. Findings are statistically significant based on the two tailed t-test (p=<.05). 31% of respondents of color agreed strongly that Western should hire more women faculty compared to 15% of non-minority respondents (Figure III B-2).

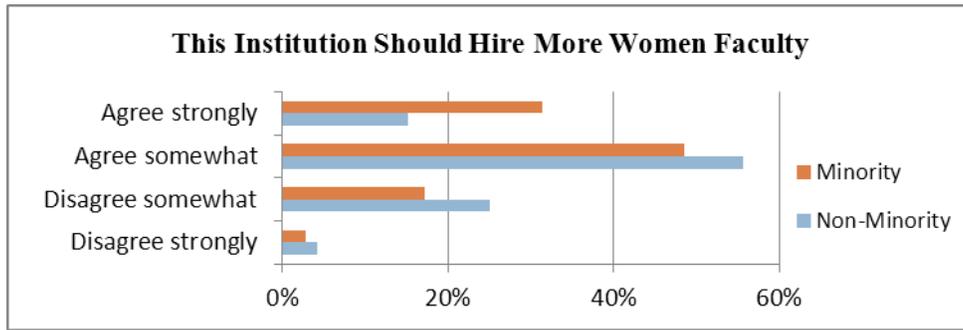


Figure III B-2

**Not Statistically Significant**

**A. Indicate your perception of the degree to which Western prioritizes increasing the representation of minorities in the faculty and administration.**

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Low priority	22.9%	12.1%	26.7%	13.1%	13.7%	16.1%
Medium priority	48.6%	47.2%	36.7%	48.0%	46.0%	47.4%
High priority	20.0%	35.5%	30.0%	33.2%	35.5%	29.9%
Highest priority	8.6%	5.1%	6.7%	5.7%	4.8%	6.6%

**B. This institution should hire more faculty of color.**

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Disagree strongly	2.9%	3.3%	0.0%	3.5%	2.4%	3.7%
Disagree somewhat	8.6%	14.6%	16.7%	13.6%	15.3%	12.5%
Agree somewhat	40.0%	53.5%	53.3%	50.9%	43.5%	57.4%
Agree strongly	48.6%	28.6%	30.0%	32.0%	38.7%	26.5%

**C. Indicate your perception of the degree to which Western prioritizes increasing the representation of women in the faculty and administration.**

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Low priority	8.6%	15.0%	23.3%	14.0%	17.7%	12.5%
Medium priority	62.9%	55.9%	46.7%	57.0%	57.3%	55.1%
High priority	25.7%	24.4%	26.7%	24.6%	22.6%	26.5%
Highest priority	2.9%	4.7%	3.3%	4.4%	2.4%	5.9%

**IV. VALUING DIVERSITY**

The Valuing Diversity category regards the personal value faculty place on diversity and their perceptions of the extent to which Western values diversity.

**Statistically Significant Findings**

**A. Indicate the importance to you personally of: “Helping to promote racial understanding.”**

Findings are statistically significant by sexual orientation and gender based on the two tailed t-test, but not based on race. Optional responses categories were based on a rating scale of 1= not important, 2= somewhat important, 3= very important and 4= essential (Figure IV A-1).

Figure IV A-1- Helping to promote racial understanding

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Not important	0.0%	4.6%	0.0%	4.3%	1.6%	5.8%
Somewhat important	22.2%	21.2%	10.0%	21.5%	15.7%	25.2%
Very important	30.6%	32.7%	26.7%	33.9%	31.5%	33.8%
Essential	47.2%	41.5%	63.3%	40.3%	51.2%	35.3%

**Sexual Orientation**

LGBO faculty (m=3.53) were more likely than heterosexual faculty (m=3.10) to indicate a belief that helping to promote racial understanding is important. Findings were statistically significant (p=<.05). 63.3% of LGBO respondents indicated that promoting racial understanding was essential compared to 40.3% of heterosexual respondents (Figure IV A-2).

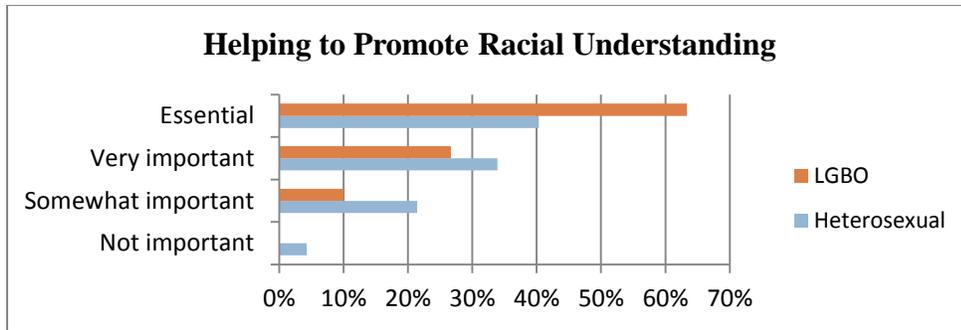


Figure IV A-2

**Gender**

Female faculty (m=3.32) were more likely than male faculty (m=2.99) to indicate a belief that helping to promote racial understanding was important. Findings are statistically significant (p<.05). 51% of female respondents indicated that promoting racial understanding was essential, compared to 35.3% of male respondents (Figure IV A-3).

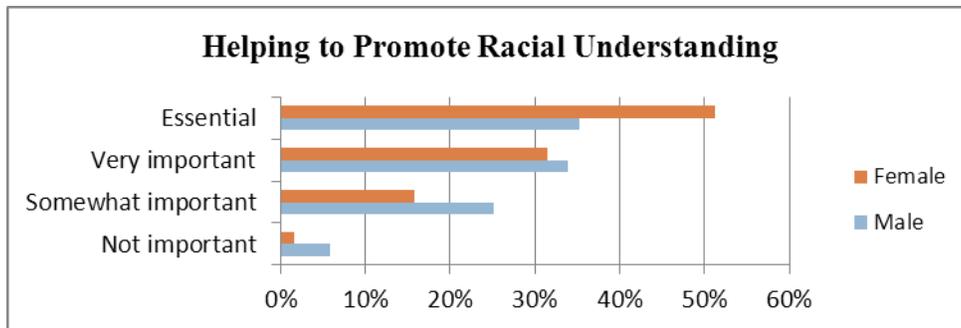


Figure IV A-3

**B. How important to Western is developing an appreciation for multiculturalism?**

Findings are statistically significant by race based on the two tailed t-test, but are not statistically significant by sexual orientation or gender. The response options were based on a rating scale of 1= low priority, 2= medium priority, 3= high priority, and 4= highest priority (Figure IV B-1).

Figure IV B-1 – Western’s prioritizing of developing an appreciation for multiculturalism

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Low priority	20.0%	4.2%	10.3%	5.3%	6.5%	6.6%
Medium priority	40.0%	40.6%	44.8%	41.2%	36.6%	45.6%
High priority	31.4%	42.0%	34.5%	40.8%	42.3%	37.5%
Highest priority	8.6%	13.2%	10.3%	12.7%	14.6%	10.3%

**Race**

Faculty of color (m=2.29) were less likely than non-minority faculty (m=2.64) to perceive that developing an appreciation for multiculturalism is an important priority for Western. Findings are statistically significant (p<.05). These differences are reflected across all levels of responses with 20.0% of respondents of color believing it is a low priority for Western compared to 4.2% of non-minority respondents (Figure IV B-2).

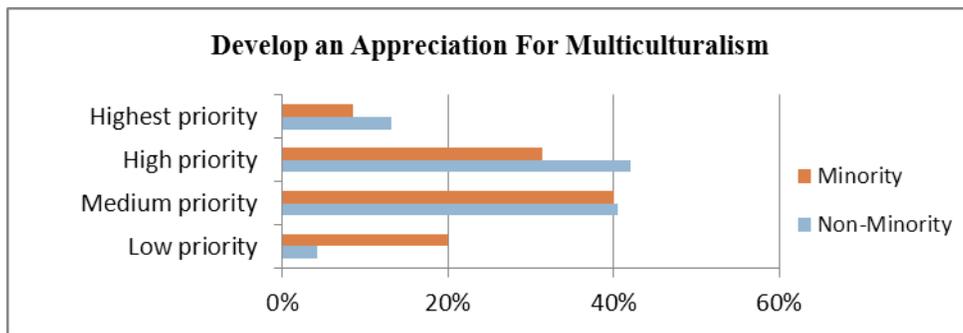


Figure IV B -2

**C. Please indicate the extent of your agreement with: “Promoting diversity leads to the admission of too many underprepared students.”**

Findings by gender are statistically significant based on the two tailed t-test, but are not statistically significant by race or sexual orientation. The response options are based on a scale of 1= disagree strongly, 2= disagree somewhat, 3= agree somewhat, and 4= agree strongly (Figure IV C-1).

Figure IV C-1 – Promoting diversity leads to admission of underprepared students

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Disagree strongly	36.1%	43.9%	56.7%	42.1%	52.0%	36.8%
Disagree somewhat	44.4%	42.9%	30.0%	43.9%	39.2%	44.9%
Agree somewhat	13.9%	12.7%	10.0%	13.2%	8.0%	16.9%
Agree strongly	5.6%	0.5%	3.3%	0.9%	0.8%	1.5%

### Gender

Female faculty (m=1.58) were less likely than male faculty (m=1.83) to agree that promoting diversity leads to the admission of too many unprepared students. Responses are statistically significant ( $p < .05$ ). 52% of female respondents disagreed strongly that the focus on diversity leads to the admission of too many underprepared students, compared to 36.8% of male respondents (Figure IV C-2).

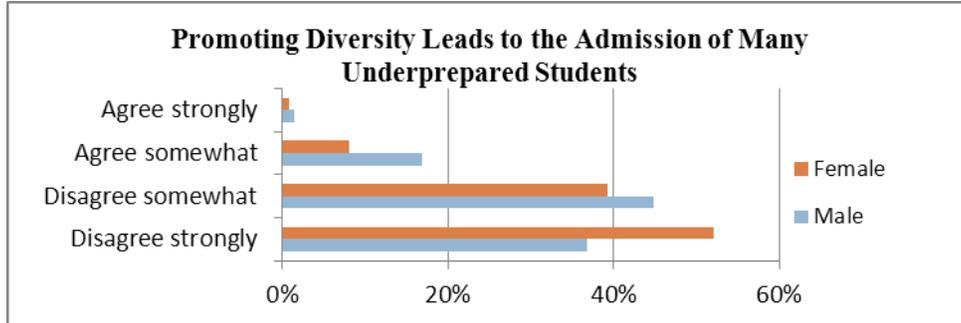


Figure IV C-2

### D. Please indicate the extent of your agreement with: “A racially/ethnically diverse student body enhances the educational experience of all students”

Findings are statistically significant by gender based on the two tailed t-test, but are not statistically significant based on race or sexual orientation. The response options are based on a scale of 1= disagree strongly, 2= disagree somewhat, 3= agree somewhat, and 4= agree strongly. A majority of faculty “agree strongly” with this statement (Figure IV D-1).

Figure IV D-1 Diversity enhances the educational experience

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Disagree strongly	0.0%	0.5%	0.0%	0.4%	0.0%	0.7%
Disagree somewhat	2.8%	2.3%	3.3%	2.6%	0.8%	4.3%
Agree somewhat	33.3%	36.7%	26.7%	35.9%	26.4%	42.8%
Agree strongly	63.9%	60.5%	70.0%	61.0%	72.8%	52.2%

### Gender

Female faculty (m=3.72) were more likely than male faculty (m=3.46) to agree that a racially/ethnically diverse student body enhances the educational experience of all students. Responses are statistically significant ( $p < .05$ ). Notably, 72.8% of female respondents agreed strongly that a racially/ethnically diverse student body enhances the educational experience of all students, compared to 52.2% of male respondents (Figure IV D-2).

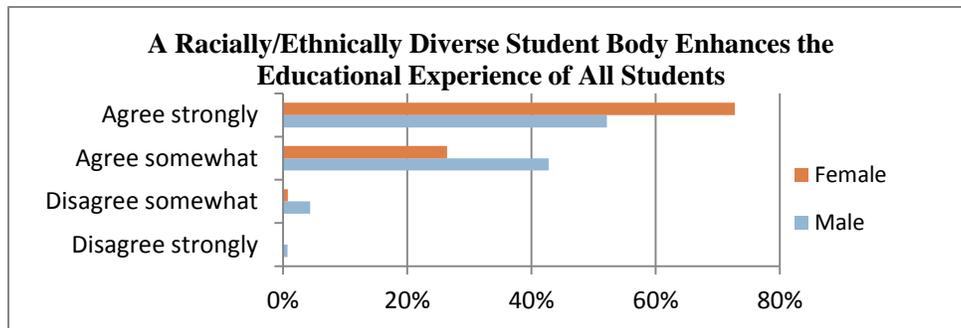


Figure IV D-2

**Not Statistically Significant**

**A. Indicate the importance to you personally of influencing social values.**

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Not important	5.6%	12.0%	10.0%	11.2%	9.4%	12.9%
Somewhat important	33.3%	34.6%	20.0%	35.2%	28.3%	38.1%
Very important	41.7%	38.2%	50.0%	36.9%	44.9%	32.4%
Essential	19.4%	15.2%	20.0%	16.7%	17.3%	16.4%

**B. Indicate the extent to which you agree or disagree that your values are congruent with the dominant institutional values.**

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Disagree strongly	5.7%	2.3%	3.3%	2.6%	4.0%	1.5%
Disagree somewhat	20.0%	15.0%	13.3%	17.0%	18.5%	15.3%
Agree somewhat	57.1%	59.3%	70.0%	57.2%	55.6%	61.3%
Agree strongly	17.1%	23.4%	13.3%	23.1%	21.8%	21.9%

**C. Indicate how important you believe the priority of helping student learn to bring about change in society.**

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Low priority	11.1%	14.5%	16.7%	13.5%	10.4%	16.8%
Medium priority	50.0%	50.9%	40.0%	52.6%	56.0%	47.4%
High priority	30.6%	25.2%	26.7%	25.7%	23.2%	27.7%
Highest priority	8.3%	9.3%	16.7%	8.3%	10.4%	8.0%

## V. CLIMATE SATISFACTION

Questions in the Climate Satisfaction category explored faculty satisfaction with professional and social dynamics at Western and potential differences in satisfaction levels by race, sexual orientation and gender. There are no statistically significant differences within the comparison groups.

### Not Statistically Significant

#### A. How satisfied are you with your professional relationships with other faculty?

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Not satisfied	13.9%	5.1%	3.3%	6.9%	6.3%	6.5%
Marginally satisfied	11.1%	19.0%	36.7%	15.5%	15.0%	20.3%
Satisfied	55.6%	48.1%	26.7%	51.3%	51.2%	47.1%
Very satisfied	19.4%	27.8%	33.3%	26.3%	27.6%	26.1%

#### B. How satisfied are you with your social relationships with other faculty?

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Not satisfied	13.9%	6.8%	17.2%	6.8%	6.6%	9.1%
Marginally satisfied	27.8%	24.2%	34.5%	23.4%	20.5%	28.0%
Satisfied	41.7%	48.8%	24.1%	50.9%	51.6%	45.5%
Very satisfied	16.7%	20.3%	24.1%	18.9%	21.3%	17.4%

**C. How satisfied are you with your departmental leadership?**

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Not satisfied	13.9%	8.5%	3.3%	10.0%	10.2%	8.9%
Marginally satisfied	27.8%	24.9%	43.3%	21.8%	23.6%	25.2%
Satisfied	36.1%	34.7%	23.3%	38.0%	38.6%	34.1%
Very satisfied	22.2%	31.9%	30.0%	30.1%	27.6%	31.9%

**VI. FACULTY SUPPORT**

The Faculty Support category examined whether faculty felt supported in their career development. There are no statistically significant differences between comparison groups.

**Not Statistically Significant**

**A. The criteria for advancement and promotion decisions are clear.**

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Disagree strongly	0.0%	4.2%	0.0%	4.3%	3.2%	4.3%
Disagree somewhat	17.1%	11.2%	13.3%	10.9%	12.0%	10.9%
Agree somewhat	74.3%	57.7%	70.0%	58.3%	58.4%	60.1%
Agree strongly	8.6%	27.0%	16.7%	26.5%	26.4%	24.6%

**B. There is adequate support for faculty development.**

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Disagree strongly	5.7%	9.3%	13.3%	8.7%	8.9%	9.4%
Disagree somewhat	37.1%	36.3%	30.0%	36.5%	32.3%	39.1%
Agree somewhat	54.3%	47.0%	56.7%	47.4%	50.8%	46.4%
Agree strongly	2.9%	7.4%	0.0%	7.4%	8.1%	5.1%

## VII. EDUCATIONAL GOALS

The Educational Goals category examines faculty goals for the education of undergraduate students in matters relating to differences and social change.

### Statistically Significant Findings

#### **A. Indicate the importance to you of the following education goal for undergraduate students: “Enhance student knowledge of and appreciation for other racial/ethnic groups.”**

Findings are statistically significant by gender based on the two tailed t-test. Findings are not statistically significant for race or sexual orientation. Response options were based on a rating scale of 1= not important, 2= somewhat important, 3= very important, and 4= essential.

Figure VII A-1 Enhance student knowledge of and appreciation for other racial/ethnic groups

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Not important	2.8%	5.5%	0.0%	5.6%	2.4%	7.2%
Somewhat important	16.7%	22.1%	13.3%	21.9%	14.3%	27.3%
Very important	30.6%	33.2%	43.3%	33.0%	37.3%	30.9%
Essential	50.0%	39.2%	43.3%	39.5%	46.0%	34.5%

### **Gender**

Female faculty (m=3.27) were more likely than male faculty (m=2.93) to agree that enhancing student knowledge of and appreciation for other racial/ethnic groups was important. Responses are statistically significant ( $p < .05$ ). 46% of female respondents indicated that enhancing student knowledge of and appreciation for other racial/ethnic groups is essential, compared to 34.5% of male respondents (Figure VII A-2).

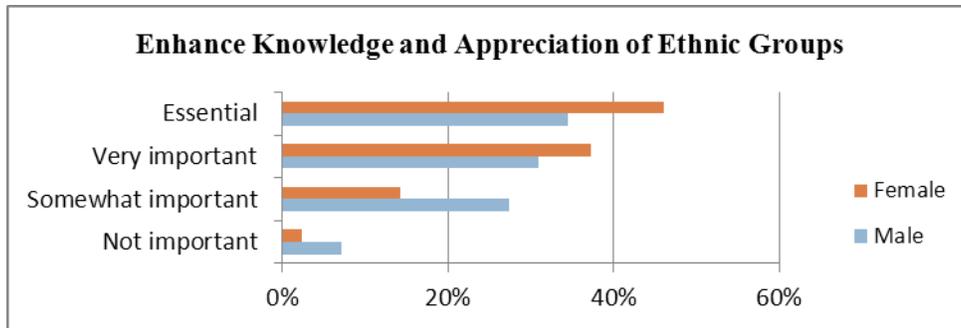


Figure VII A-2

**B. Indicate the importance to you of the following education goal for undergraduate students: “Teach students tolerance and respect for different beliefs.”**

Findings are statistically significant by gender based on the two tailed t-test, but are not statistically significant by race or sexual orientation. Optional responses were based on a rating scale of 1= not important, 2= somewhat important, 3= very important, and 4= essential (Figure VII B-1).

Figure VII B-1 Teach students tolerance and respect for different beliefs

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Not important	2.8%	3.2%	0.0%	3.4%	1.6%	4.3%
Somewhat important	16.7%	13.9%	17.2%	13.7%	10.3%	17.4%
Very important	27.8%	33.8%	20.7%	34.3%	26.2%	39.1%
Essential	52.8%	49.1%	62.1%	48.5%	61.9%	39.1%

**Gender**

Female faculty (m=3.48) were more likely than male faculty (m=3.13) to agree that teaching students tolerance and respect for different beliefs is important. The group means were statistically significant (p=<.05). 61.9% of female respondents indicated that teaching tolerance and respect for different beliefs is essential, compared to 39.1% of male respondents who indicated that it is essential (Figure VII B-2).

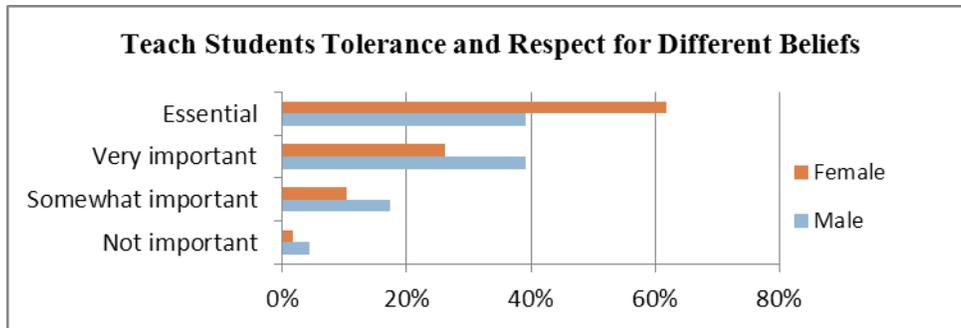


Figure VII B-2

**C. Indicate the importance to you of the following education goal for undergraduate students: “Encourage students to become agents of social change.”**

Findings are statistically significant by gender based on the two tailed t-test, but are not statistically significant by race or sexual orientation. Optional response categories are based on a rating scale of 1= not important, 2= somewhat important, 3= very important, and 4= essential (Figure VII C-1).

Figure VII C-1

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Not important	11.1%	11.1%	13.3%	10.7%	9.5%	12.2%
Somewhat important	25.0%	33.2%	16.7%	33.0%	25.4%	36.7%
Very important	25.0%	29.5%	20.0%	30.0%	30.2%	27.3%
Essential	38.9%	26.3%	50.0%	26.2%	34.9%	23.7%

**Gender**

Female faculty (m=2.90) were more likely than male faculty (m=2.63) to indicate that encouraging students to become agents of social change is important. The group means were statistically significant (p=<.05). 35% of female respondents reported that encouraging students to become agents of social change is essential, compared to 24% of male respondents (Figure VII C-2).

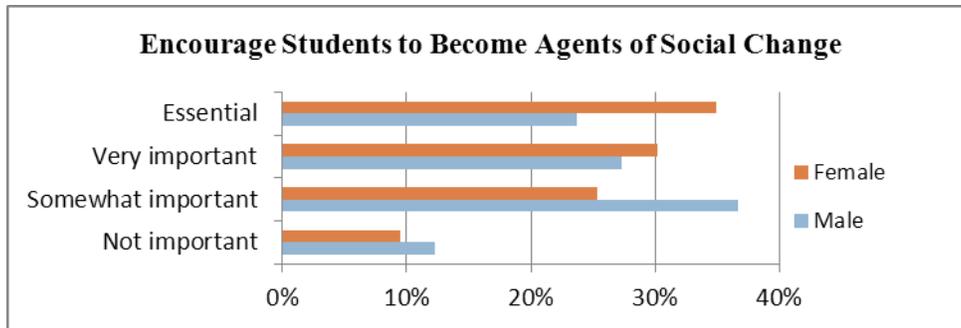


Figure VII C-2

**Not Statistically Significant**

**A. Indicate the importance of engaging students in civil discourse around controversial issues.**

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Not important	8.3%	5.6%	3.4%	6.4%	4.8%	7.2%
Somewhat important	8.3%	22.2%	13.8%	20.6%	15.9%	23.2%
Very important	30.6%	38.9%	27.6%	38.2%	38.1%	36.2%
Essential	52.8%	33.3%	55.2%	34.8%	41.3%	33.3%

## VIII. TEACHING AND RESEARCH

The category of Teaching and Research queries the extent to which faculty actively participate in teaching or research regarding certain issues of diversity and equality.

### Statistically Significant Findings

#### **A. During the past two years, have you taught an Ethnic Studies course?**

Findings are statistically significant by race and sexual orientation ( $p < .05$ ), but are not statistically significant by gender. Statistical analysis was run using Pearson's Chi-square test. Optional response categories were yes and no. In the past two years, 25% of faculty of color had taught an Ethnic Studies course, compared with 9% of their non-minority counterparts. Additionally, 23% of LGBO faculty had taught an Ethnic Studies course, compared with 10% of heterosexual faculty (Figure VIII A-1).

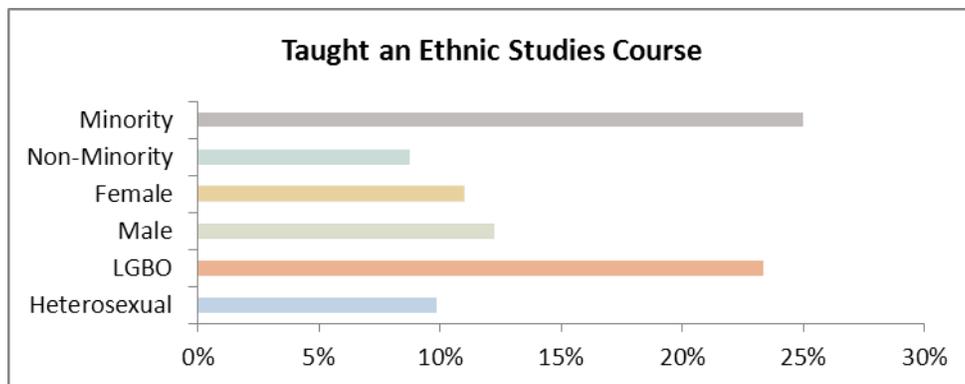


Figure VIII A-1

#### **B. During the past two years, have you taught a Women's Studies course?**

Findings are statistically significant by gender and sexual orientation ( $p < .05$ ), but are not statistically significant by race. The optional responses were "yes" or "no." Female faculty were more likely than male faculty (17% compared to 3%) to have taught a Women's Studies course in the past two years. 20% of LGBO faculty had taught a Women's Studies course in the past two years, compared to 8% of their heterosexual counterparts (Figure VIII B-1).

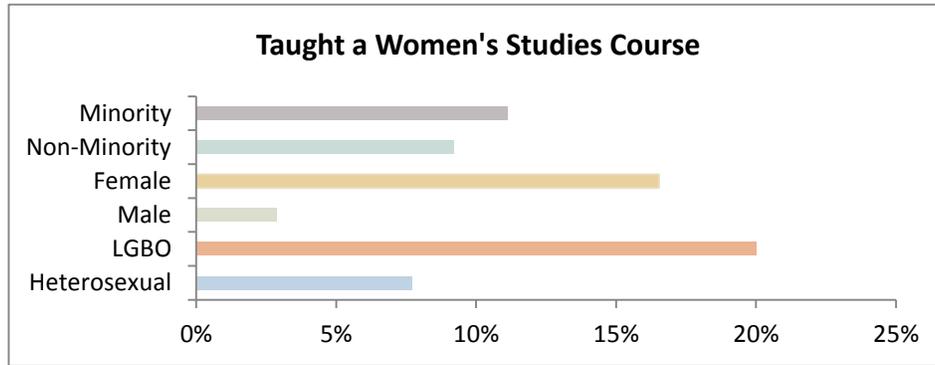


Figure VIII B-1

**C. During the past two years, have you conducted research or writing focused on racial or ethnic minorities?**

Findings are statistically significant by race and sexual orientation ( $p < .05$ ), but are not statistically significant by gender. Statistical analysis was done using Pearson's Chi-square test. In the past two years, 39% of faculty of color had conducted research or writing focused on racial or ethnic minorities, compared to 21% of non-minority faculty. Similarly, 40% of LGBO faculty had conducted such research or writing in the past two years, compared to 23% of their heterosexual counterparts (Figure VIII C-1).

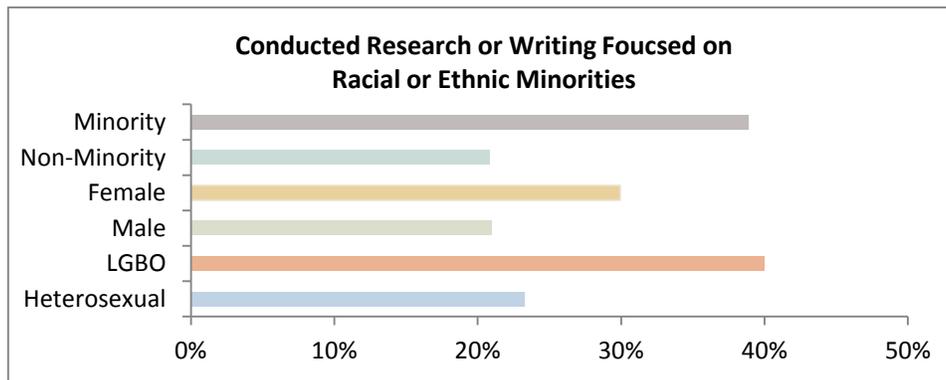


Figure VIII C-1

**D. During the past two years, have you conducted research or writing focused on women and gender issues?**

Findings are statistically significant by gender ( $p < .05$ ), but are not statistically significant by race or sexual orientation. The statistical analysis was done using Pearson's Chi

Square Test. In the past two years, 37% of female faculty had conducted research or writing focused on women and gender issues, compared to 14% of male faculty (Figure VIII D-1).

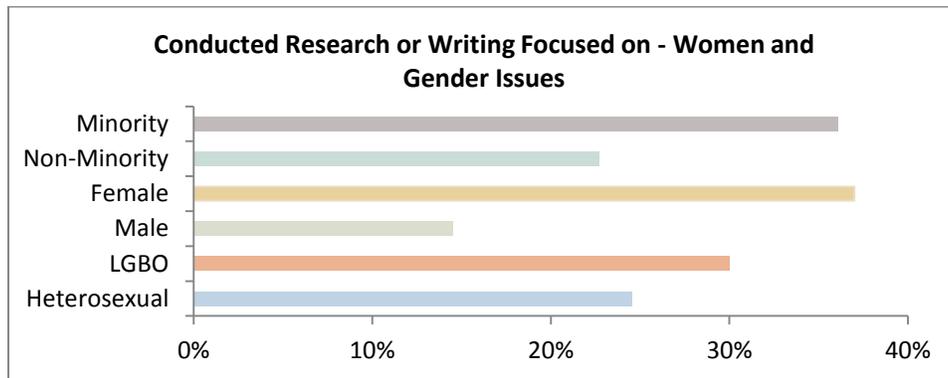


Figure VIII D-1

**E. Indicate the extent to which you agree or disagree with the following: “Racial and ethnic diversity should be more strongly reflected in the curriculum.”**

Based on the two tailed t-test, findings are statistically significant by sexual orientation and gender, but are not statistically significant by race. Optional response categories were based on a rating scale of 1= disagree strongly, 2= disagree somewhat, 3= agree, and 4= agree strongly (Figure VIII E-1).

Figure VIII E-1 Racial and ethnic diversity should be more strongly reflected in the curriculum

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Disagree strongly	11.4%	6.6%	3.4%	7.5%	4.0%	6.6%
Disagree somewhat	17.1%	32.5%	17.2%	32.5%	28.2%	32.5%
Agree	40.0%	43.4%	51.7%	41.2%	42.7%	43.4%
Agree strongly	31.4%	17.5%	27.6%	18.9%	25.0%	17.5%

**Sexual Orientation**

LGBO faculty (m=3.03) were more likely than heterosexual faculty (m=2.71) to agree that racial and ethnic diversity should be more strongly reflected in the curriculum (p<.05). Specifically, 27.6% of LGBO respondents agreed strongly that racial and ethnic diversity should

be more strongly reflected in the curriculum, compared to 18.9% of heterosexual respondents (Figure VIII E-2).

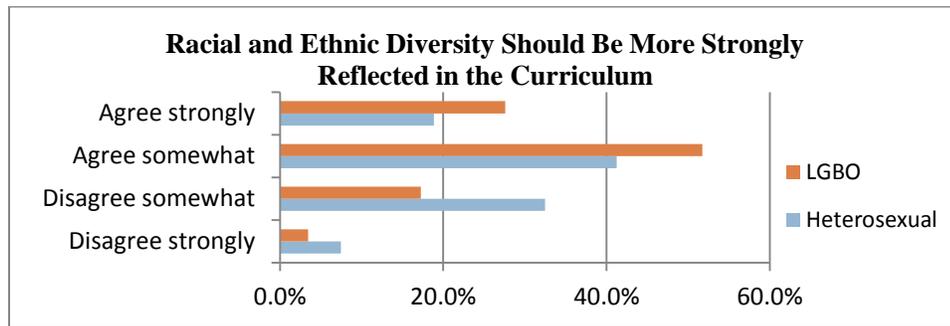


Figure VIII E-2

### Gender

Female faculty (m=2.89) were more likely than male faculty (m=2.64) to agree that racial and ethnic diversity should be more strongly reflected in the curriculum ( $p < .05$ ). 25% of female respondents agreed strongly that racial and ethnic diversity should be more strongly reflected in the curriculum, compared to 17.5% of male respondents (Figure VIII E-3).

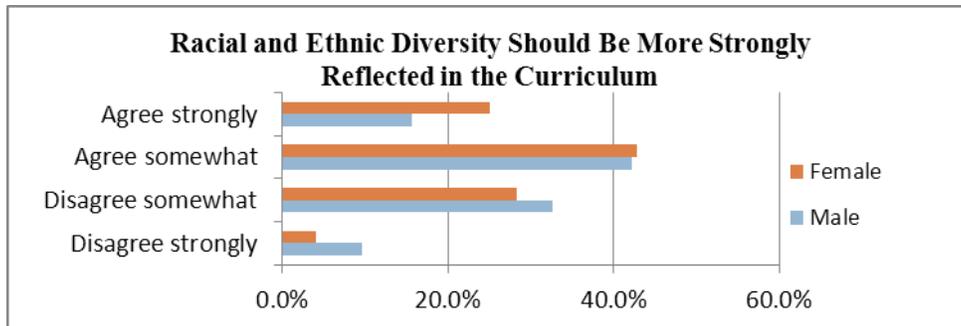
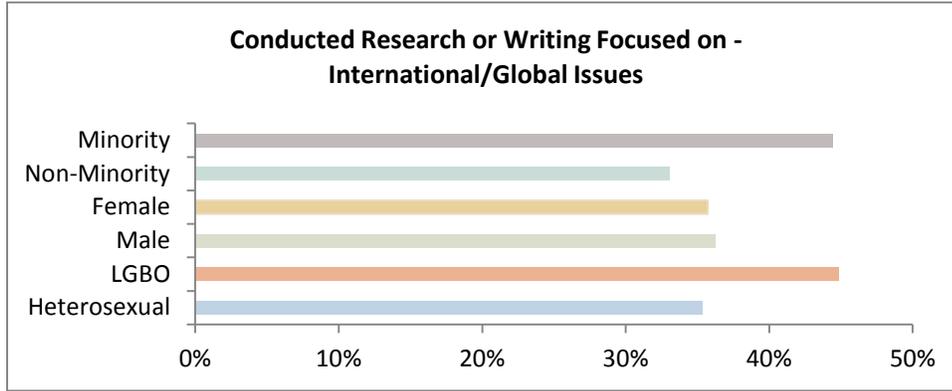


Figure VIII E-3

**Not Statistically Significant**

**A. During the past two years have you conducted research or writing focused on international/global issues?**



## CONCLUSION

This Report's findings indicate that faculty of color, LGBO faculty and women faculty have important concerns about the equal opportunity and diversity climate at Western. Included among these are:

- 47.2% of faculty of color felt to a great extent that they have to work harder than their colleagues to be perceived as legitimate scholars, compared with 20.4% of non-minority faculty.
- 23.3% of LGBO faculty and 15.7% of female faculty reported being sexually harassed at Western, compared to 6.4% of heterosexual faculty and 1.4% of male faculty.
- 45.5% of faculty of color, 60.8% of LGBO faculty, and 41.2% of female faculty reported that subtle discrimination (e.g., prejudice, racism, sexism) was either somewhat a source of stress or an extensive source of stress during the last two years, as compared to 22.7% of non-minority, 22.5% of heterosexual, and 14.7% of male faculty.

Additionally, a majority of respondents across comparison groups believe it is important to increase racial and gender diversity among Western's faculty, but do not believe the University highly prioritizes doing so:

- At least 80% of all respondents either agreed somewhat or strongly that the University should hire more faculty of color. At the same time, at least 59% of all respondents in each comparison group believed that increasing the representation of people of color in the faculty and administration was a medium or low priority for Western.
- At least 70% of respondents agreed somewhat or strongly that the University should hire more women faculty. Yet at least 67% of all respondents believed that Western considered increasing the representation of women in the faculty and administration as a medium or low priority.

Overall, the findings in this Report demonstrate a substantial need for robust institution-wide efforts to address diverse faculty's perceptions. The Report should inform conversations and concerted actions across campus aimed at furthering a culture of respect and inclusion and ensuring that all Western faculty are treated equitably. These findings likewise indicate a need for future similar surveys and analyses to assess the equal opportunity climate for diverse Western employees on an ongoing basis.