

2019 Campus Climate Assessment Executive Summary



Campus Climate Survey Work Group:

Dion Crommarty, MS, Chair

Lee Roy Esposito, PharmD student

David Garcia, PhD

Katie Gilsdorf, MEd

Natalie Grosser, BS

Jennifer Harris, MSW

Evanlene Melting Tallow, BA

James Mohr, PhD

Jennifer Robinson, PharmD

Summary of the full report that was prepared by the Social & Economic Sciences Research Center

Introduction

Washington State University Health Sciences Spokane sponsored a survey in 2019 to evaluate perceptions and experiences of their students, faculty, and staff with regard to diversity and climate issues. WSU Health Sciences implemented online surveys of currently enrolled students and faculty and staff in spring 2019. After the survey data were collected, WSU Health Sciences contracted with the Social and Economic Sciences Research Center (SESRC) to analyze the survey results. The purpose of this report is to provide a summary of that analysis.

Background

WSU Health Sciences Spokane is home to three colleges: College of Nursing, College of Pharmacy and Pharmaceutical Sciences, and the Elson S. Floyd College of Medicine, and includes academic programs in Medicine, Nursing, Pharmacy, Pharmaceutical Sciences, Nutrition and Exercise Physiology, Speech & Hearing Sciences, and Education. In 2019, there were approximately 226 full-time, and 96 part-time faculty, affiliated with this campus; and there were 306 full-time, and 25 part-time staff. In Spring 2019, there were 1,644 students were enrolled in academic programs on this campus, and approximately 28% of these students are multicultural. The average age for students was 22 years old, 70% were female, and 30% were first generation. Of those students enrolled Spring 2019, 34% were undergraduate, 19% were graduate, 40% were professional pharmacy, and 7% were professional medical.

Through its Student Diversity Center, WSU Health Sciences Spokane supports diversity on campus and aspires to bring all students together in celebrating Diversity, Equity and Inclusion in the student's experience and the campus community. Student Diversity Center has as its mission to support students from traditionally under-represented backgrounds and promote an inclusive community for all students through advocacy, education, support, and resources. To that end, the stated values are inclusion, compassion, innovation, collaboration, empowerment, respect, and social justice.

Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued. A broad definition includes not only race, ethnicity, and gender — the groups that most often come to mind when the term "diversity" is used — but also age, national origin, religion, disability, sexual orientation, gender identity and expression, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values.

Objectives of the Campus Climate Survey

The WSU Health Sciences Community does not have baseline measurements for different climate perceptions, experiences, and concerns that Health Science students, faculty and staff may be having. The WSU Health Sciences Community came together to create a survey to reflect on the students, faculty, and staff experiences at WSU Health Sciences, both overall and related to diversity and inclusion, with a goal to create change for the better for the campus. The data from this a survey will be useful in planning for the future and improving the climate at WSU Health Science. This report focuses on the Student Campus Climate Survey. The results of the Faculty and Staff Campus Climate Survey are presented in the companion report, SESRC Report 19-054B.

Survey Implementation and Response

In November 2017, the WSU Health Sciences Diversity Committee started the Climate survey discussion and the date to launch the survey in Spring 2019. In April 2018, the first Climate survey subcommittee was launched to focus on the campus survey.

In Spring 2019, the Diversity Committee, with support from the Chancellor's office, the Associated Students of Washington State University Health Sciences, (ASWSUHS), the College of Pharmacy and Pharmaceutical Sciences, the

College of Nursing and the Elson S. Floyd College of Medicine, the Student Diversity Center, the Division of Student Affairs and the WSU Community launched our first WSU Health Sciences Campus-wide Climate Survey.

The **Student Campus Climate Survey** was launched on February 25, 2019 with an email invitation to complete the survey, with a delayed start for medical students who received an invitation to take the survey on February 28, 2019. Students who had not yet responded to the survey received weekly emails reminders to take the survey during the data collection period. Of the 1663 students invited to participate in the survey, 737 students started the survey and 613 students completed the survey. The 124 responses with incomplete data were not included in the results. A 37% response rate was obtained for the Student Campus Climate Survey.

The purpose of this report will be to summarize the univariate frequency listing for each of the questions asked in the survey, including a qualitative summary for the text response questions. In addition, based on the demographic profile of survey responses, there is a cross tabulated analysis for three main demographic variables of interest: gender, sexual orientation, and race. The cross tabulated analysis focuses on a key subset of the large number of questions included in the survey:

- University Connectedness – feeling valued, being able to fulfill requirements, and having opportunities to grow or advance or succeed.
- University Environment related to Diversity
- Perceptions of diversity and equity on campus
- Comfort and safety related to diversity and the university environment
- Gender based violence and the university environment
- Experiences with discrimination at WSU Health Sciences

A one-way analysis of variance (ANOVA) is used to determine if there are significant differences in responses given by gender groups, sexual orientation groups, and/or race groups. The cross-tabulated results for those variables with a statistically significant difference by one or more of the demographic variables will be discussed further. The full set of cross-tabulated results for the survey questions of interest by gender, sexual orientation, and race are included in Appendix A.

Student Respondent Demographics

The vast majority of survey respondents are from the Spokane campus, 84%, while 16% are from the Yakima campus. The majority of students are seeking professional degrees in either Pharmacy (41.9%) or Medicine (10.8%). Just over another third of respondents are seeking a Bachelor's degree (34.5%), while 5.6% are seeking a Master's degree and 6.0% are seeking a Doctorate degree (Table 1.1)

In terms of populations represented, 43.6% are in the College of Pharmacy and Pharmaceutical Sciences, 30.8% are in the College of Nursing, and 23.0% are in the Elson S. Floyd College of Medicine which includes Speech and Hearing Sciences and Nutrition and Exercise Physiology (Table 1.2).

The vast majority of respondents identified themselves as female (75.2%) or male (23.8%). The remaining 1.3% identified as non-binary (0.8%), genderqueer (0.2%), or other (0.3%). There are no respondents identifying as transgender represented in the results (Table 1.3).

Ninety-one percent of respondents indicated their sexual orientation is heterosexual and 4.1% indicated they are bisexual, 1.2% are lesbian, 1.0% are gay, and 1.0% are pansexual. Other sexual orientations are represented by less than one percent each: queer, asexual, questioning/unsure, or other (Table 1.3).

A majority of respondents (61.3%) are white, while a fifth (21.2%) are Asian and 6.9% are multiple races. Other race groups are each represented by less than 5%: Hispanic, African American, American Indian, Native Hawaiian/Pacific Islander, or Other (Table 1.4).

While just over half of respondents identified as Christian (51.2%), another 37.6% identified as having no religion (no affiliation, agnostic, and atheist). Eight percent (8.2%) identified with other the other world religions and 3% indicated “other” (Table 1.5).

Other demographic characteristics of interest show that 2.3% of respondents have a military status, 9.6 % have dependent children, 4.1% have a major disability, or 1.3% have been in foster care (Table 1.6).

Table 1.1. Student: Campus/Degree Standing

WSU Campus	Number	Percent
Spokane	515	84.0%
Yakima	98	16.0%
TOTAL	605	100.0%
Degree	Number	Percent
Bachelor	217	34.5%
Masters	34	5.6%
PhD	37	6.0%
Professional: Medicine	66	10.8%
Professional: Pharmacy	257	41.9%
Other	2	0.3%
TOTAL	613	100%

Table 1.2. Student: Degree Area/Program

Degree Area	Number	Percent
College of Pharmacy and Pharmaceutical Sciences,	267	43.6%
College of Nursing	189	30.8%
Elson S. Floyd College of Medicine	146	23.0%
College of Education	4	0.7%
Other	7	1.1%
TOTAL	613	100%
Program	Number	Percent
Administrator's Credential	2	<1%
Criml Justice and Crmlgy, M.A.	1	<1%
Crmnl Justice and Crmlg, Ph.D.	1	<1%
Diet, Nutr, and Exr Phys, M.S.	10	2%
Doctor of Medicine	66	11%
Educational Leadership, Ed.D.	1	<1%
Educational Leadership, Ed.M.	3	1%
Health Policy and Admin, MHPA	2	<1%
Math and Sci Educ, Ph.D.	1	<1%
Neuroscience, Ph.D.	1	<1%
Nursing Practice, D.N.P.	13	2%
Nursing, BS	167	27%
Nursing, M.Nurs.	2	<1%
Nursing, Ph.D.	7	1%
Nutrition & Exercise Phys, BS	19	3%
Pharmaceutical Sci, Ph.D.	10	2%
Doctor of Pharmacy	257	42%
Prevention Science, Ph.D.	3	1%
Psychology, Ph.D.	1	<1%
Speech & Hearing Sciences, BA	31	5%
Speech and Hearing Sci, M.S.	15	2%
TOTAL	613	100%

Table 1.3. Student: Gender and Sexual Orientation Information (Q36-Q37)

Gender (Q36, multiple response)	Number	Percent
Female	459	75.2%
Male	145	23.8%
Trans man	0	0.0%
Trans woman	0	0.0%
Non-binary or genderqueer	6	1.0%
Other	2	0.3%
Gender (collapsed, single response)	Number	Percent
Female	457	74.9%
Male	145	23.8%
Other	8	1.3%
TOTAL	610	100%
Sexual Orientation (Q37, multiple response)	Number	Percent
Heterosexual	551	90.9%
Bisexual	25	4.1%
Lesbian	7	1.2%
Gay	6	1.0%
Pansexual	6	1.0%
Queer	4	0.7%
Questioning/Unsure	5	0.8%
Asexual	5	0.8%
Other	4	0.7%
Sexual Orientation (collapsed, single response)	Number	Percent
Heterosexual	549	90.6%
Bisexual	22	3.6%
Other identity	35	5.8%
TOTAL	606	100%
Sexual Orientation (collapsed, single response)	Number	Percent
Heterosexual	549	90.6%
LGBTQIA+	57	9.4%
TOTAL	606	100%

Table 1.4. Student: Minority Status (Q38)

Race (Q38, multi-response)	Number	Percent
White	408	67.4%
Asian	143	23.6%
Hispanic	39	6.4%
African American	21	3.5%
American Indian	15	2.5%
Native Hawaiian or other Pacific Islander	6	1.0%
Other	17	2.8%
Race (collapsed)	Number	Percent
White	371	61.3%
Asian	128	21.2%
Hispanic	26	4.3%
African American	18	3.0%
Other	20	3.3%
Multiple races	42	6.9%
TOTAL	605	100%
Minority/Nonminority	Number	Percent
White	371	61.3%
Minority	192	38.7%
TOTAL	605	100%

Table 1.5. Student: Religion (Q39)

Religious Affiliation (single response)	Number	Percent
Christian	310	51.2%
Jewish	6	1.0%
Buddhist	20	3.3%
Islamic	15	2.5%
Sikh	6	1.0%
Hindu	3	0.5%
Agnostic	74	12.2%
Atheist	45	7.4%
Other	18	3.0%
No religious affiliation	109	18.0%
TOTAL	606	100%

Table 1.6. Student: Other Characteristics (Q40-Q43)

Military Status	Number	Percent
None	595	97.7%
Veteran/Prior military experience	8	1.3%
Reserves or National Guard	4	0.7%
On active duty	2	0.3%
TOTAL	609	100.0%
Dependent Children	Number	Percent
No	547	90.4%
Yes	58	9.6%
TOTAL	605	100.0%
Disability	Number	Percent
No	585	95.9%
Yes	25	4.1%
TOTAL	605	100.0%
Ever been in foster care?	Number	Percent
No	597	97.9%
Yes	8	1.3%
Don't know	5	0.8%
TOTAL	605	100.0%

Overall Findings

The Campus Climate Survey Report has numerous findings and this section examines those findings that led to the recommendations and their potential strategies. The page numbers in each heading refers to the relevant page in the main report.

University Connectedness (p. 9-10 and p. 52)

Students were asked about overall feelings of being connected to WSU Health Sciences in terms of feeling valued, being able to fulfill requirements, and having opportunities to grow or advance or succeed. Overall, there were many positive responses related to connectedness and belonging.

89% of students agreed/strongly agreed with the statement, “I have opportunities for academic success that are similar to those of my classmates.” However, Hispanic, African American, and Asian students tended to disagree or be neutral at higher rates compared to White and Multiracial students on this item.

85% of students agree/strongly agree with the statement, “I can fulfill requirements of my coursework without unduly repressing my own identity, background or experience. There were no significant differences in responses based on race, gender, or sexual orientation.

78% of students agree/strongly agree with the statement, “I would be very happy to continue the rest of my education at WSU Health Sciences.” However, only 65% of African American students agreed with this statement. 89% of students indicated they plan to graduate from WSU Health Sciences though 18% of African Americans indicated they may not continue to graduation at WSU. (p. A-39, A-40)

Around four fifths of students feel valued by other students (82% agree/strongly agree), by staff (81% agree/strongly agree), and by faculty (79% agree/strongly agree). Yet, this means about 1 out of 5 students disagreed/strongly disagreed or felt neutral about these categories.

A significant minority did not agree/strongly agree with being connected to the university. 64% of students indicate they have a sense of belonging to WSU Health Sciences, 67% of students agree/strongly agree that they feel close to people at WSU Health Sciences, and 70% of students agree/strongly agree that they feel a sense of community on campus.

Satisfaction with Academics (p. 11)

Students were asked their satisfaction with their unit or department, in terms of the advising they received, and from faculty and staff. More than three quarters indicated they are satisfied/very satisfied with the following areas of academic support: your academic experience at WSU Health Sciences (76%), support received from faculty (78%), and support from staff (78%). A number of students (17%, 16%, and 17% respectively) felt neutral to these topics. On one item, only 60% indicated they are satisfied/ very satisfied with the academic advising they receive at WSU Health Sciences,” with 11.5% feeling neutral. Students are most satisfied with “relationships with other students at WSU Health Sciences” (81% satisfied/very satisfied).

Experience with Diversity (p. 12-13)

Students evaluated their experience with diversity in terms of discussions they had in and out of the classroom. Only two topics were discussed out of the classroom by more than 70% of the students - socio-economic difference (70%) and mental illness (78%). All other categories (race/ethnic relations, sexual orientation, gender expression/identity, ability/disability, and gender equality/inequality) were in the 60% to 69% range leaving a significant minority of people not discussing these topics outside of the classroom.

In most categories, there is less conversation happening in the classrooms than outside the classroom, which may represent student interest in topics that are not being addressed in the classroom. Only mental health (77%), socio-economic status (73%), and ability/disability (63%) were discussed at a higher rate in the classroom than outside the classroom.

In comparing in-class and out-of-class discussions (see table below), it seems students are having discussions about these topics but are not getting to have the discussions in the classroom with an experienced faculty member facilitating and providing connections to the health field. With most of the discussions being under 70%, there are opportunities to increase these types of discussions in- and out-of-class.

Table 1. Comparison of Diversity Discussions in and out of the Classroom

I have participated in discussions about:	% Strongly Agree/Agree for <i>Outside the Classroom</i>	% Strongly Agree/Agree for <i>Inside the Classroom</i>
Race/ethnic relations	69%	66%
Sexual orientation/identity	63%	56%
Gender expressions/identity	60%	57%
Ability/Disability	60%	63%
Gender equality/inequality	66%	55%
Socio-economic differences	70%	73%
Mental illness	78%	77%
Religion/spirituality	61%	47%

Opportunities to Learn about History, Culture, and Societal Issues

Students were asked to think about the opportunities WSU Health Sciences has offered to learn about the history, culture, and societal issues associated with diverse groups. For four of eight diverse groups, a majority of respondents agreed/strongly agreed that sufficient learning opportunities have been provided with regard to: people with mental illness (71%), people with socio-economic differences (61%), cultural groups (60%), and disability (57%). For the remaining four diverse groups, less than half of students indicated they agreed/strongly agreed that sufficient learning opportunities have been provided: gender equality/inequality (48%); lesbian, gay, bisexual groups (44%); trans/non-binary groups (40%), and religion/spirituality (40%).

University Environment and Diversity and Equity on Campus (p. 15-18 and p. 54-55)

Students were asked about their perspective on the university environment related to diversity. 80% of said they often have the opportunity to work with students from diverse backgrounds and perspectives with no difference in rankings based on identity group.

76% of students think diverse perspectives are encouraged in class discussions and assignments with people of color having lower rates compared to whites. 59% of students think faculty are skilled in teaching about diversity and equity with there being a significant difference based on race with people of color having lower ratings compared to whites. 64% of respondents think faculty are skilled at facilitating discussions with students with different backgrounds and perspectives with students of color reporting lower rates.

49% of students say that WSU Health Sciences offers a sufficient variety of courses in which to learn topics related to diversity and equity and students of color are more likely to have lower scores for this area. 52% of students say there is a sufficient amount of discussion on diversity and equity covered throughout the curriculum with students of color ranking this area lower than white students.

In the open comments for this section, one-quarter of respondents provided a response. Of those, one-third provided a positive response, one-fifth indicated they felt isolated or unsupported, seventeen percent indicated the need for more diversity instruction, and other themes were mentioned by less than 10% of the respondents.

Perceptions of the Campus Environment (p. 18-20, 56-58)

In this section, students were asked to reflect on their perceptions of the campus environment related to diversity and equity. Four items related to diverse groups getting along and being treated fairly and with respect, had positive ratings of over 82%

Overall, when discussing diversity and equity on campus students of color tended to rank the following items lower than whites:

- The diversity of faculty and staff
- WSU Health Sciences' commitment to diversity
- Individuals from different backgrounds getting along at the university
- Faculty and staff giving feedback and evaluating students fairly
- WSU Health Sciences providing access to diversity-related training for the campus community
- Respectful interaction through email and online learning tutors
- Budgeting and monitoring diversity programs receiving the same consideration as non-diversity programs

Comfort and Safety Related to Diversity and the University Environment (p. 21-22 and p. 59-61)

Students were asked to reflect on their sense of safety on campus, ease with people of different backgrounds, and the recruitment and retention of diverse students, faculty, and staff. The majority of respondents feel safe on campus (90%) and feel at ease with people of different backgrounds (88%).

50% of respondents indicated they are afraid to disagree with members of other groups for fear of being called prejudiced and only 49% indicated they would know where to report incidents of discrimination, either experienced or witnessed.

On the topics of recruiting and retaining more students, faculty, and staff of color, 47% of respondents indicated they neither agree nor disagree with this statement. However, the next largest percentages agree/strongly agreed for students of color (45%) and faculty and staff (46%). For increasing representation of lesbian, gay, bisexual, transgender and/or queer representatives 50% neither agree nor disagree and 40% agree/strongly agree. For increasing support for students, faculty, and staff with disabilities, 37% of students neither agree nor disagree and 59% agree/strongly agree

Gender Based Violence and University Environment (p. 23-25, 63-64) and Student Experience with Gender-Based Violence (p. 37-39).

Students were asked questions about their experiences related to gender-based violence while enrolled at WSU Health Sciences. In six of the ten items, women were less likely than men to agree that WSU Health Sciences was doing a good job on these metrics. While students agree/strongly agree there is a clear sense of appropriate behavior among faculty (82%), staff (85%), and students (82%), there is still a good number of students who do not agree with those statements.

For the following areas, a significant number of respondents neither agreed nor disagreed with the statements on whether WSUHS is doing a good job: educating students about sexual harassment (34%), trying to prevent sexual assault from happening (37%), providing needed services to victims of sexual assault (47%), investigating incidents of sexual assault (60%), and holding people accountable for committing sexual assault (59%).

Women are also less likely to agree than men that WSU Health Sciences is doing a good job providing victim services, investigating incidents of sexual assault, trying to prevent sexual assault, and holding people accountable for committing sexual assault.

11% of students experienced some type of gender-based violence while enrolled at WSU Health Sciences with the areas broken out as unwanted sexual contact (6%), stalking (4%), domestic violence (3%), dating violence (3%), and interpersonal dating violence (2%). Of those who experienced gender-based violence only 1% - 2% reported it. Of those students, 71% indicated they had trouble with schoolwork and 71% said it led to problems with friends, roommates, or peers.

Interprofessional Education (p. 26-28)

Students were asked to reflect on their experiences in the Interprofessional Education program. 58% of respondents agree/strongly agree there are sufficient interprofessional activities on campus and 58% of students agree/strongly agree that they have had sufficient opportunities to work in teams. 70% of students agree/strongly agree that they want to engage in more interprofessional collaboration at student led events and 70% of students agree/strongly agree that they understand the scope of practice of healthcare providers from other disciplines. The open comment section produced three main themes: more events or activities are needed, IPEs need improvement, and the respondents had a good IPE experience.

Clinical, Rotations, and Practicums (p. 28-34)

Students were asked to reflect on their clinical, rotation, or practicum experience (CRP) and if they received sufficient opportunity and support to work with diverse populations. Eighty-two percent of respondents participating in a CRP

indicated they are satisfied with their clinical experience at WSU Health Sciences and another 10% are neutral. Three quarters are satisfied with the support they receive from faculty and 78% were satisfied with the support they received from the preceptor while at their clinicals.

73% of Students agreed/strongly agreed with being prepared to work with individuals from diverse socioeconomic backgrounds, mental illness, or different levels of education. 44% of students agreed/strongly agreed they were prepared to work with the LGB populations and 41% agreed/strongly agreed they were prepared to work with transgender/non-binary populations. Other categories included working with people of a different cultural identity (64%), disability (66%), gender equality (52%), and religion 54%).

Students were also asked about whether they were prepared to seek out resources in response to potential discrimination towards them. Only for mental illness (59%), diverse levels of education (53%), and disability (51%) did students break 50% in agreeing/strongly agreeing. All other categories were under 50%. About one-third of students reported neither agreeing nor disagreeing with the statements.

Students were also asked if they were prepared to respond to discrimination toward them and none of the categories were above 50% agreeing/strongly agreeing with slightly more than one-third indicating neither agree nor disagree.

In the open comments, the most common theme that emerged was that students felt positive about their experiences—it was a good experience, which helped them feel prepared, they felt supported, and they learned how to help diverse patients. Students commented that they needed more training opportunities or that they had issues with their faculty, instructors or preceptors. Some indicated they did not feel supported or that they needed more training opportunities.

Student Well-Being (p. 35-36)

Students were asked to reflect on their overall well-being. In the past 30 days, students are feeling things are hopeless (25%), overwhelmed (67%), exhausted (not from physical activity, 67%) , so depressed it was difficult to function (19%), overwhelming anxiety (45%), overwhelming anger (18%), intentionally cut or otherwise hurt themselves (2%), seriously considered suicide (3%), and attempted suicide (.6%).

Awareness of Student Resources on Campus (p. 40)

When asked about their awareness of various resources for students available on campus, 23.5% indicated they are aware of the “AWARE Report” (Table 22, Figure 22). Seventy-nine percent are aware of counseling services and 69% are aware of the writing specialists. Sixty-one percent are aware of the learning and career specialist, and 58% are aware of the after-hours crisis hotline.

Financial Strains and Impacts (p. 41-46)

Students were asked to reflect on their experiences related to meeting their basic needs while employed/enrolled at WSU Health Sciences. More than three-quarters, 77%, indicated they did not experience any adverse financial events during the academic year. 15% indicated they experienced “not being able to pay the full amount of rent or mortgage”, 12% experienced “not being able to pay the full amount of their utilities”, and 11% had to move in with other people due to financial problems. Only 1% experienced not knowing where they were going to sleep at night (for even one night), and only 1% did not have a home. 3% are doubled up living with friends but not on a lease, 2% were couch surfing, and less than one percent were living in a hotel/motel, car, or church.

When asked about what adverse experiences they may have had due to the financial strains during the academic year, the more frequent experience students had was not being able to afford to eat balanced meals (18.5%), cut the size of meals or skip meals when there wasn’t enough food (17%).

Experiences with Discrimination at WSU Health Sciences (p. 47-49 and p. 65-66)

Students were asked to reflect on their experiences concerning possible discriminatory or bias acts. 7.5% of students indicated they had been negatively impacted on the WSU Health Sciences campus because of discrimination. Of those negatively impacted by discrimination, 44% indicated it was based on race, 36% indicated it was based on gender, 24% indicated it was based on age, 20% indicated it was based on mental illness, 11% indicated it was based on sexual orientation, but none indicated it was based on gender expression/identity. Of those affected, they indicated that it impacted their grades/schoolwork (67%), impacted friends, roommates, or peers (33%), family members (13%), and boss or co-workers (9%).

9% of students indicated they witnessed an act or acts of discrimination against others and 10% indicated they witnessed an act or acts of bias against others. 12.2% of students experienced an act of bias that did not rise to a level of discrimination and 9.9% students witnessed such acts.

A higher percentage of men reported being negatively impacted based on an identity group (9%), experiencing discriminatory acts (4.9%), and witnessing non-discriminatory acts of bias (11.8%). Women were higher in reporting witnessing acts of discrimination (8.6%). Both equally report experiencing non-discriminatory acts of bias. Other Gender reports higher levels for all areas: negative impact (25%), experiencing discriminatory acts (25%), witnessing acts of discrimination against others (25%), experiencing non-discriminatory acts of bias (25%), and witnessing non-discriminatory acts of bias (12.5%). The reporting in this section does not mean these discriminatory or bias acts were based on gender. These acts may be based on any identity characteristic not necessarily gender.

Bisexual (13.6%) and Other Sexual Orientation (11.4%) report higher rates of being negatively impacted based on an identity group. Other reported higher levels of experiencing discrimination (11.4%) and witnessing non-discriminatory acts of bias (20%). Bisexuals (22.7%) and Other (17.1%) reported higher levels of witnessing discrimination and experiencing non-discriminatory acts of bias. These acts may be based on any identity characteristic not necessarily sexual orientation.

African Americans (29.4%) and Other Racial Group (20%) report the highest levels of experiencing negative impacts because of an identity and Other report the highest rate of being threatened or experiencing discriminatory acts (15%). Hispanic (12%) and African American (12.5%) report witnessing acts of discrimination at a higher level than other groups. African American (23.5%) and Other (20%) report higher rates of experiencing non-discriminatory acts of bias, while Whites (11.4%) and Asians (13.3%) were higher than Hispanic (8%) and Multiracial (9.5%). These acts may be based on any identity characteristic not necessarily race.

Recommendations

Ten recommendations with corresponding strategies were developed and based on the findings above, additional findings in the full report, and the comprehensive framework from Strategic Diversity Leadership: Activating Change and Transformation. The full recommendations with strategies are within the full report. This framework challenges institutions to define diversity in terms of:

1. Access and equity of outcomes, diversifying our institutions and ensuring that diverse communities of students, faculty, and staff are being successful, as judged by measurable performance indicators (Access and Equity)
2. Measuring the multicultural and inclusive campus climate, to understand and ultimately address differences in perceptions of the environment, feelings of belonging, spaces for inclusion, and campus diversity crisis that may emerge (Multicultural & Inclusive Campus and Climate)
3. Advancing domestic and international diversity focused research, scholarship, and creative endeavors to drive the diversity knowledge creation processes of the institution (Diversity and Health Equity Scholarship and Research)

4. Creating learning opportunities for students, faculty, and staff to be prepared to lead in a diverse and global world, and most directly in a multicultural campus community (Prepare Students for Diverse World and improving the work life of health care providers)

The ten recommendations and their location within the framework are as follows:

Recommendations	Strategies	Access and Equity	Multicultural and Inclusive Campus	Preparing Students	Research and Scholarship
Recommendation 1: Appropriately staff and fund diversity, equity, and inclusion efforts on campus	<ol style="list-style-type: none"> a. Hire a full-time Executive Level Position that serves on the Campus Leadership Team/cabinet b. Provide a budget of \$75,000 to assist in funding the recommendations including but not limited to the following areas as needed: <ul style="list-style-type: none"> • Faculty stipends to update curriculum • Educational opportunities • Intergroup Dialogue • Intercultural Development Inventory (IDI) • Affinity groups • Programs and activities c. Colleges and Campus Units properly appoint members to the Diversity, Equity, and Inclusion Committee and the work groups outlined in these recommendations d. Students serve as members of the DEI Committee and work groups e. Develop campus-wide definitions for diversity, equity, and inclusion 	x	x	x	x
Recommendation 2: Build a greater sense of community among students	<ol style="list-style-type: none"> a. Do an audit of current community building efforts including virtual efforts and attempts to recruit and retain diverse students b. Create opportunities for more connections among Underrepresented groups to increase the number of students planning to stay at WSU Health Sciences to graduate c. Develop intentional first year programs to connect students and welcome them to the WSU Health Sciences community d. Develop multicultural/underrepresented and international student orientations 		x		
Recommendation 3: Expand and Improve student support with resources and services	<ol style="list-style-type: none"> a. Develop and implement a bias response and support team b. Provide support and resources to campus pantry 	x			

	<ul style="list-style-type: none"> c. Expanding processes, marketing, and resources on emergency funding for students d. Provide more extensive resources on WSU Sciences scholarships and other resources comparable to those of the other WSU campuses (e.g. programs and waivers including WSU for transfer students and the border bill). e. Establish an area (person/department) within Student Affairs, that is responsible for ensuring students have information and access to campus, local, and state resources to fulfill their basic needs, (housing, food, transportation, finances, childcare) 				
Recommendation 4: Expand opportunities for students to have conversations on different social identities (.e.g. age, socio-economic status, ethnicity, gender, physical and mental ability, race, sexual orientation, spiritual practices, and other human differences)	<ul style="list-style-type: none"> a. Review curriculum for opportunities to add conversations about social identities, power, and privilege into the classroom. b. Consider ways to allow students to discuss faith in the classroom in terms of how they can work with patients of differing faiths and how practitioners can keep their faith while still serving all people c. Review curriculum for opportunities to discuss diversity, social determinants of health, and working with populations to address stereotypes without perpetuating them. d. Create an interprofessional class/program on how individual and systemic racism and other forms of oppression are a health crisis. e. Provide funding to faculty to update curriculum f. Provide opportunities for faculty to learn how to lead and facilitate conversations in the classroom on these topics g. Send faculty and staff to be educated on Intergroup Dialogue so we can be more intentional about providing opportunities for these types of discussions outside of the classroom h. Increase funding and amount of programming and educational opportunities on topics of diversity, equity, and inclusion 		x		
Recommendation 5: Diversify Faculty, Staff, and Administrators	<ul style="list-style-type: none"> a. Develop and implement required training related to diversity, equity, and inclusion. b. Review onboarding experience for faculty and staff, especially of color and women to increase retention. c. Determine national or regional databases WSU Health Sciences can use that will assist in recruiting more diverse candidates. 	x			

	<ul style="list-style-type: none"> d. Audit current attempts to recruit and retain faculty and staff of color, women, and people with disabilities. e. Develop retention strategies for diverse faculty and staff. f. Find ways to provide additional support to faculty and staff with disabilities. g. Create campus-wide statements on diversity, equity, and inclusion. h. Develop mandatory training materials for WSU Health Sciences' Search Committee members <ul style="list-style-type: none"> a. Include Unconscious Bias Training 				
Recommendation 6: Disseminating the importance of Diversity, Inclusion, Equity, and Inclusive Excellence	<ul style="list-style-type: none"> a. Develop and implement a marketing campaign on how to report incidents of discrimination, Title IX, bullying, similar issues, who people can reach out to for help, learn about possible accommodations, and explain the conduct process related to this topic works. b. Have the VP/Chancellor of Health Sciences send out a communication at the beginning of each academic year explaining the seriousness of sexual assault and harassment and how to report it. c. Add a required online component to student orientation related to sexual assault, domestic violence, dating violence, and stalking. d. Develop an annual report that provides information on how many and what type of policy violations have been reported, how many reports are under investigation, how many have been adjudicated along with general descriptions of any disciplinary actions to be taken. The report will be shared with the academic community (National Academies of Sciences, Engineering, and Medicine 2018) 		x		
Recommendation 7: Expand interprofessional opportunities on campus	<ul style="list-style-type: none"> a. Provide adequate funding for faculty to develop new and maintain current interprofessional opportunities and provide appropriate materials for activities b. Create a platform or system for interprofessional opportunities on WSUHS c. Engage research students in interprofessional opportunities with professional and undergraduate students 			x	

	d. Develop interprofessional opportunities that reflect diverse populations and intersections of social identities				
Recommendation 8: Prepare students to work with diverse populations and how to respond to issues of discrimination, sexual harassment, and sexual misconduct	a. Review curriculum to determine how students can be better prepared to work with diverse populations b. Incorporate discussions about working with diverse populations in different setting e.g. clinicals, labs, classrooms, camps, simulations, etc. c. Incorporate work with diverse populations in experiential learning opportunities e.g. scholarly projects, mentoring and shadowing experiences, research, etc. d. Bring in speakers from diverse groups to discuss their experience in their fields e. Provide educational opportunities for students to learn how to respond to acts of discrimination, sexual harassment, and sexual misconduct. f. Educate students how to report acts of discrimination and what resources are available. Include this information in preparations for clinicals, rotations, Internships, experiential education, labs, student teacher and other practices.	x		x	x
Recommendation 9: Increase educational opportunities for faculty, staff, and administrators on the topics of discrimination, sexual harassment, mental health, suicide prevention, and bystander training	a. Educational opportunities for faculty, staff, and administrators on discrimination, implicit bias, ally training, bystander training, and other diversity, equity, and inclusion related topics. b. Educate students, faculty and staff on Mental Health First Aid Training, QPR Suicide Prevention, and trauma-informed practices c. Provide funding to develop on-campus facilitators for Mental Health First Aid Training and QPR Suicide Prevention d. Educate faculty and staff to recognize and respond to students' needs, providing referrals as needed. e. Sponsor ongoing suicide prevention, mental health, and stigma reduction campaigns f. Review all academic programs to determine how work-life balance is valued g. Educate on how to balance power relationships within an academic environment h. Work with the Office for Civil Rights Complaints and Investigations (CRCI) improve the current	X	X		

	<p>sexual harassment training provided to faculty and staff.</p> <p>i. Add additional educational opportunities for faculty and staff related to sexual misconduct and harassment.</p>				
<p>Recommendation 10: Analyze the research enterprise at WSU Health Sciences for ways it challenges and reinforces diversity, equity, and inclusion</p>	<p>a. Develop a framework for assessing the depth and breadth of diversity, equity, and inclusion research</p> <p>b. Prioritize research programs for partnerships and efforts that support diversity, equity, and inclusion.</p> <p>c. Review ways to engage power-diffusion mechanisms (i.e., mentoring networks or committee-based advising and departmental funding rather than funding only from a principal investigator) to reduce the risk of discrimination and sexual harassment.</p> <p>d. Review what research and publications are considered scholarly and acceptable for advancement.</p> <p>e. Support opportunities to engage in research relevant to diverse populations</p>			X	X

Conclusion

The WSU Health Sciences Spokane Climate Survey was released in February 2019 achieving a 37% student response rate. The survey was completed by students in the Elson S. Floyd College of Medicine, College of Nursing, College of Pharmacy and Pharmaceutical Sciences, and College of Education programs located on the Spokane campus. It involved students in the Spokane and Yakima locations. After completing an analysis of the data, ten recommendations with multiple strategies were developed to provide direction to WSU Health Sciences in creating change related to issues of diversity, equity, and inclusion.