

# 2019 Campus Climate Assessment Faculty and Staff Executive Summary



*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 faculty, staff, and students with regard to diversity and climate issues. WSU Health Sciences implemented online surveys of faculty and staff and currently enrolled students 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. The campus includes academic programs in Medicine, Nursing, Pharmacy, Pharmaceutical Sciences, Nutrition and Exercise Physiology, Speech & Hearing Sciences, Criminal Justice and Education. In 2019, there were approximately 226 full-time and 96 part-time faculty affiliated with this campus. In addition, the campus employed 306 full-time and 25 part-time staff. In spring 2019, 1,644 students enrolled in academic programs on this campus, and approximately 28% of these students were multicultural. The average age for students was 22 years old, 70% were female, and 30% were first generation students. Of those students enrolled in 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. The Student Diversity Center's mission is 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 WSU Student Diversity Center's 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 faculty, staff, and students may have. The WSU Health Sciences Community came together to create a survey to reflect on the faculty, staff, and students experiences at WSU Health Sciences, both overall and related to diversity and inclusion, with a goal to create campus change for the better. The data from this survey will be useful in planning for the future and improving the climate at WSU Health Sciences. This report focusses on the Faculty and Staff Campus Climate Survey. The results of

the Student Campus Climate Survey are presented in the companion report, SESRC Report 19-054A.

## Survey Implementation and Response

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

In spring 2019, The Diversity Committee, with support from the Chancellor's office, ASWSUHS, The College of Pharmacy, The College of Nursing and Elson S. Floyd College of Medicine, The Student Diversity Center, Division of Student Affairs and WSU Community launched the first WSU Health Sciences Campus-wide Climate survey.

The Faculty and Staff Campus Climate Survey was launched on February 28, 2019 with an email invitation sent to 712 faculty and staff to complete the survey. Faculty and staff who had not yet responded to the survey received weekly reminder emails. There were 336 faculty or staff who started the survey and of those 251 completed the survey. The 85 responses with incomplete data were not included in the results. A 35% response rate was obtained for the Faculty and Staff 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 four main demographic variables of interest: gender, sexual orientation, race and age. 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. (Q1A-F and Q2A-E)

University Environment related to Diversity (Q08A-G)

Perceptions of diversity and equity on campus (Q10A-Y)

Comfort and safety related to diversity and the university environment (Q11A-J)

Gender based violence and the university environment (Q13A-L)

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, race groups, and/or age 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, race, and age are included in Appendix A.

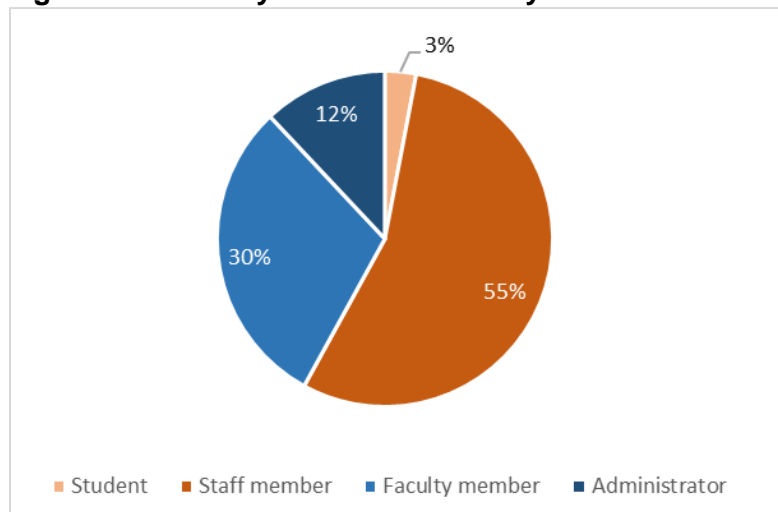
## Faculty and Staff Respondent Demographics

The majority of survey respondents are either staff members (55%) or faculty members (30%), while 12% were administrators, and 3% indicated they are students. (Table 1.1).

**Table 1.1. Faculty and Staff: Primary role at WSU Health Sciences**

	Number	Percent
Administrator	30	11.9%
Faculty member	75	29.9%
Staff member	139	55.4%
Student	7	2.8%
<b>TOTAL</b>	<b>251</b>	<b>100.0%</b>

**Figure 1.1. Faculty and Staff: Primary role at WSU Health Sciences**



Ninety-seven percent of respondents are from the Spokane campus, while 3% are from the Yakima campus. College affiliations include, 35.5% are in the Elson S. Floyd College of Medicine, 16% are in the College of Nursing, 13% are in the College of Pharmacy and Pharmaceutical Sciences, and the remaining 34% are not affiliated with a department (Table 1.2).

**Table 1.2. Faculty and Staff: Campus/Department**

WSU Campus	Number	Percent
Spokane	224	96.6%
Yakima	8	3.4%
<b>TOTAL (21 no answer)</b>	<b>232</b>	<b>100.0%</b>
College or Administrative Unit	Number	Percent
College of Arts and Sciences	1	0.4%
College of Education	3	1.3%
College of Nursing	36	15.8%
College of Pharmacy and Pharmaceutical Sciences	30	13.2%
Elson S. Floyd College of Medicine	81	35.5%
At large, not affiliated with department or unit	77	33.8%
<b>TOTAL (no answer given25)</b>	<b>228</b>	<b>100.0%</b>

The vast majority of respondents identified themselves as female (64%) or male (36%). The remaining 1.3% identified as genderqueer (0.4%) or “another identity (0.9%). There are no respondents identifying as transgender or non-binary represented in the results (Table 1.3).

Ninety-five percent of respondents (95%) indicated their sexual orientation as heterosexual, 4% identified as gay, lesbian, or bisexual. The remaining 2% indicated “other sexual orientation” (Table 1.3).

**Table 1.3. Faculty and Staff: Gender and Sexual Orientation Information (Q27-Q28)**

<b>Gender</b> (Q27, multiple response) N=233	<b>Number</b>	<b>Percent</b>
Woman	149	63.9%
Man	83	35.6%
Trans man	0	0.0%
Trans woman	0	0.0%
Genderqueer	1	0.4%
Non-binary	0	0.0%
Another Identity	2	0.9%
<b>Gender</b> (collapsed, single response)		
Female	149	63.9%
Male	83	35.6%
Other	3	1.3%
<b>TOTAL</b> (20 no answer)	<b>233</b>	<b>100%</b>
<b>Sexual Orientation</b> (Q28, multiple response) N=225		
Heterosexual	213	94.7%
Gay	2	0.9%
Lesbian	3	1.3%
Bisexual	4	1.8%
Pansexual	1	0.4%
Queer	0	0.0%
Questioning or Unsure	1	0.4%
Asexual	0	0.0%
Another Identity	2	0.9%
<b>Sexual Orientation</b> (collapsed, single response)		
Heterosexual	212	94.7%
Gay/Lesbian/Bisexual	9	4.0%
Other identity	4	1.8%
<b>TOTAL</b> (28 no answer)	<b>225</b>	<b>100%</b>
<b>Sexual Orientation</b> (collapsed, single response)		
Heterosexual	212	94.7%
LGBTQIA+ Community	13	5.8%
<b>TOTAL</b> (28 no answer)	<b>225</b>	<b>100%</b>

A majority of respondents (83%) are white, while 6% are multiple races. Among specific race/ethnic groups, 3% are Hispanic, 2 % are African American, 2% are American Indian, 1% are Asian, and 0% are Native Hawaiian/Pacific Islander (Table 1.4).

**Table 1.4 Faculty and Staff: Minority Status (Q29)**

<b>Racial/ethnic background</b> ( <i>multi-response</i> ) <i>N=224</i>	<b>Number</b>	<b>Percent</b>
White	198	88.4%
Asian/Asian American	7	3.1%
Latino/a, Chicano/a, or Hispanic	13	5.8%
Black, African, or African American	6	2.7%
American Indian or Alaskan Native	8	3.6%
Native Hawaiian or other Pacific Islander	2	0.9%
Another identity	6	2.7%
No answer given	29	11.4%
<b>Race</b> ( <i>single response</i> )		
	<b>Number</b>	<b>Percent</b>
White	186	83.0%
Asian	3	1.3%
Hispanic	7	3.1%
African American	5	2.2%
American Indian	4	1.8%
Native Hawaiian or other Pacific Islander	0	0.0%
Multiple races	14	6.4%
Other	5	2.2%
<b>TOTAL</b> ( <i>29 no answer</i> )	<b>224</b>	<b>100%</b>
<b>Minority/Nonminority</b>		
	<b>Number</b>	<b>Percent</b>
White	186	83.0%
Minority	24	10.7%
Multiple races	14	6.3%
<b>TOTAL</b> ( <i>29 no answer</i> )	<b>224</b>	<b>100%</b>

The age of survey respondents ranges from 18 years old to 74 year old, with the mean age of approximately 47. Twenty-three percent are 18-35 years old, 247% are 36-45 years old, 26% are 46-55 years old, 22% are 56-65 years old, and 5% are 66-74 years old (Table 1.5).

**Table 1.5. Faculty and Staff: Age (Q26)**

<b>Age</b>	<b>Number</b>	<b>Percent</b>
18-35 years	51	22.9%
36-45 years	53	23.7%
46-55 years	58	26.0%
56-65 year	50	22.5%
66-74 years	11	4.9%
<b>TOTAL</b> ( <i>30 no answer</i> )	<b>223</b>	<b>100%</b>
<b>Age range</b>	<b>18 years to 74 years</b>	
<b>Mean age</b>	<b>46.86</b>	
<b>Std. Dev.</b>	<b>12.69</b>	
<b>Mode</b>	<b>46 years</b>	

While over half of respondents identified as Christian (54%), another 40% identified as having no religion (no affiliation, agnostic, and atheist). Two percent identified with one of the other world religions and 3.5% indicated “other” (Table 1.6).

**Table 1.6. Faculty and Staff: Religion (Q30)**

<b>Religious Affiliation</b> ( <i>single response</i> )	<b>Number</b>	<b>Percent</b>
Christian	125	54.3%
Jewish	1	0.4%
Buddhist	1	0.4%
Islamic	1	0.4%
Sikh	0	0.0%
Hindu	1	0.4%
Agnostic	27	11.7%
Atheist	25	10.9%
Other	8	3.5%
I do not identify with any religious affiliation	41	17.8%
<b>TOTAL</b>	<b>230</b>	<b>100%</b>
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<b>Religion Category</b> ( <i>collapsed</i> )	<b>Number</b>	<b>Percent</b>
Christian	125	54.3%
Other world religion	4	1.7%
No religion, agnostic, atheist	93	40.4%
Other	8	3.5%
<b>TOTAL</b> ( <i>23 no answer</i> )	<b>230</b>	<b>100.0%</b>

Other demographic characteristics of interest show that 8% of respondents have a military status, and 2.5% are international faculty or staff. About half, or 49%, have dependent children, and 6% have a major disability. In terms of educational background of ones’ parents, 30% have parents with a graduate degree, another 26% have parents with a four year college degree, 26% with a 2 year or professional degree, and 17% have parents with a high school diploma. Only 1% have parents with less than a high school degree. (Table 1.7).

**Table 1.7. Faculty and Staff: Other Characteristics (Q31-Q35)**

<b>Military Status</b>	<b>Number</b>	<b>Percent</b>
None	213	91.4%
Veteran/Prior military experience	19	8.2%
Reserves or National Guard	1	0.4%
<b>TOTAL</b> ( <i>20 no answer</i> )	<b>233</b>	<b>100.0%</b>
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<b>International Faculty or Staff</b>	<b>Number</b>	<b>Percent</b>
No	230	97.5%
Yes	6	2.5%
<b>TOTAL</b> ( <i>17 no answer</i> )	<b>236</b>	<b>100.0%</b>
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<b>Disability</b>	<b>Number</b>	<b>Percent</b>
No	221	94.4%
Yes	13	5.6%
<b>TOTAL</b> ( <i>19 no answer</i> )	<b>234</b>	<b>100.0%</b>
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<b>One or more dependent children</b>	<b>Number</b>	<b>Percent</b>
No	119	50.8%
Yes	115	49.1%

<b>TOTAL</b> (19 no answer)	<b>234</b>	<b>100.0%</b>
<b>Highest degree level earned by at least one of your parents/guardians.</b>		
	<b>Number</b>	<b>Percent</b>
2-year college degree	26	11.2%
4-year college degree	61	26.2%
Graduate degree	70	30.0%
High school diploma	39	16.7%
Professional degree	34	14.6%
None	3	1.3%
<b>TOTAL</b> (20 no answer)	<b>233</b>	<b>100.0%</b>

## Recommendations

Four recommendations with corresponding strategies were developed and based on the findings in the full report, findings from the Student Campus Climate Survey, and the comprehensive framework from Strategic Diversity Leadership: Activating Change and Transformation. The selected 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. Preparing students, faculty, and staff to lead in a diverse and global world, and most directly in a multicultural campus community (Prepare Students, Faculty, and Staff for a Diverse and Global World) and improving the work life of health care providers.

There was some crossover in findings between the student survey and the faculty and staff survey. We have connected the recommendations from the faculty and staff survey with the relevant recommendations related to faculty and staff that came from the student survey. We maintained the first recommendation from the student survey as it refers to properly staffing and funding diversity, equity, and inclusion work, which is needed to assist in achieving the recommendations.

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



Recommendations	Strategies	Access and Equity	Multicultural and Inclusive	Preparing Students	Research and Scholarship
<p><b>Recommendation 1: Appropriately staff and fund diversity, equity, and inclusion efforts on campus</b></p>	<ul style="list-style-type: none"> <li>a. Hire a full-time Executive Level Position that serves on the Campus Leadership Team/cabinet</li> <li>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"> <li>• Faculty stipends to update curriculum</li> <li>• Educational opportunities</li> <li>• Intergroup Dialogue</li> <li>• Intercultural Development Inventory (IDI)</li> <li>• Affinity groups</li> <li>• Programs and activities</li> </ul> </li> <li>c. Colleges and Campus Units properly appoint members to the Diversity, Equity, and Inclusion Committee and the work groups outlined in these recommendations</li> <li>d. Students serve as members of the DEI Committee and work groups</li> <li>e. Develop campus-wide definitions for diversity, equity, and inclusion</li> </ul>	x	x	x	x
<p><b>Recommendation 2: Diversify Faculty, Staff, and Administrators</b></p>	<ul style="list-style-type: none"> <li>a. Develop and implement required training related to diversity, equity, and inclusion.</li> <li>b. Review onboarding experience for faculty and staff, especially of color and women to increase retention.</li> <li>c. Determine national or regional databases WSU Health Sciences can use that will assist in recruiting more diverse candidates.</li> <li>d. Audit current attempts to recruit and retain faculty and staff of color, women, and people with disabilities.</li> <li>e. Develop retention strategies for diverse faculty and staff.</li> <li>f. Find ways to provide additional support to faculty and staff with disabilities.</li> <li>g. Create campus-wide statements on diversity, equity, and inclusion.</li> <li>h. Collaborate with HRS to implement mandate for WSU Health Sciences' search</li> </ul>	X			

	<p>committees to include implicit bias training for committee members and to assess trainings.</p> <p>i. Conduct an equity review for each area to ensure no gender or race/ethnicity equity concerns exist (e.g. pay, leadership positions, tenure/non-tenure/, AP/civil service, etc).</p>				
<p><b>Recommendation 3: Disseminating the importance of Diversity, Inclusion, Equity, and Inclusive Excellence</b></p>	<p>a. Training across campus on current university policies and where to receive support.</p> <p>b. Develop and implement a marketing campaign on how to report incidents of discrimination, Title IX violations, bullying, similar issues, and relevant resources.</p> <p>c. 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.</p>		X		
<p><b>Recommendation 4: Increase educational opportunities for faculty, staff, and administrators on the topics of discrimination, sexual harassment, mental health, suicide prevention, and bystander training</b></p>	<p>a. Educational opportunities for faculty, staff, and administrators on discrimination, implicit bias, ally training, bystander training, and other diversity, equity, and inclusion related topics.</p> <p>b. Educational opportunities for faculty on developing skills to engage in diversity, equity, and inclusion conversations with students.</p> <p>c. Educate faculty and staff on Mental Health First Aid Training, QPR Suicide Prevention, and trauma-informed practices</p> <p>d. Training on supporting faculty and staff with mental health needs.</p> <p>e. Review all academic programs to determine how work-life balance is valued</p> <p>f. Educate on how to balance power relationships within an academic environment</p> <p>g. Work with the Office for Compliance and Civil Rights (CCR) to improve the current sexual harassment training provided to faculty and staff.</p> <p>h. Add additional educational opportunities for faculty and staff related to sexual misconduct and harassment.</p> <p>i. Share local events and workshops related to diversity and inclusion with faculty and staff.</p>	X	X		

## **Conclusion**

The WSU Health Sciences Spokane Climate Survey was released in February 2019 achieving a 35% faculty and staff response rate. The survey was completed by faculty and staff in the Elson S. Floyd College of Medicine, College of Nursing, College of Pharmacy and Pharmaceutical Sciences, and staff in the central campus. It involved faculty and staff in the Spokane and Yakima locations. After completing an analysis of the data, four recommendations with multiple strategies were developed to provide direction to WSU Health Sciences in creating change related to issues of diversity, equity, and inclusion.