



Office of Diversity and Inclusion:  
2020 Campus Climate Study Report

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## Executive Summary

### Introduction:

In October of 2020, employees and students at Western Michigan University were invited to participate in a campus climate study to evaluate their experiences of diversity and inclusion on our campus. In total, 1,236 out of 2,065 full-time (60%) employees responded to the survey and 1,886 (12%) fulltime students responded to the survey.

	Caucasian / White	African American / Black	Asian American	Hispanic / Latinx	Native American / Alaska Native	Multiracial	Native Hawaiian/ Pacific Islander
Employee Participants	65%	5%	3%	3%	1%	2%	
Employee University Demographics	75%	7%	5%	3%	0%	2%	0%
Student Participants	52%	4%	4%	3%	0%	2%	0%
Student University Demographics	66%	9%	3%	7%	.4%	3%	0%

### Research Questions:

All employee and student respondents were asked a series of questions on campus diversity and integration, individual experiences of discrimination, bias, and harassment, safety, and overall campus environment. Responses to these larger functional areas are organized to provide answers to five different research questions:

1. What is the perception of faculty, staff, and students of WMU's appreciation of diversity?
2. Do faculty, staff and students feel WMU as welcoming and affirming?
3. Do faculty, staff and students believe that WMU creates a climate that integrates, encourages values inclusion?
4. Do faculty, staff and students believe that institutional policies and practices support equity on campus.
5. How do faculty, staff and students experience diversity and inclusion on campus?

### Key Findings:

- Appreciation of Diversity: 50% or less of employee respondents and student respondents feel multiculturalism or inclusion are core values of WMU's mission. 50% or more of employee respondents and student respondents disagree that WMU puts too much emphasis on diversity.
- Welcoming and Respectful: Student and employee respondents agree that campus is the most welcoming for Caucasian/White individuals and men. For most every group of individuals outside of White and men, less than 70% of student respondents and employee respondents described the campus as welcoming or very welcoming. When asking diverse employees and students if they felt campus was welcoming and respectful, more than 70% employees across gender

identities felt welcomed on campus and more than 70% of international students felt respected by faculty and staff.

- **Integration & Inclusion:** Fostering integration and aligning our value of inclusion with tangible action is an area of opportunity and growth for WMU. Few areas emerged where students and employees who responded to the survey feel strongly that we are an integrated campus.
- **Policies & Practices:** The intersection of policies and the role they play in fostering diversity, equity, and inclusion is an opportunity for growth at WMU.
- **Experiencing Diversity & Inclusion on Campus:** One of the most critical areas for employees who responded was addressing incidents of bias, harassment, and discrimination at WMU. While most who responded feel safe on campus, improving lighting and anonymous reporting would increase a sense of safety for both employees and students.

#### **Data-Informed Recommendations for Action:**

- Develop a plan for distribution of the Campus Climate Survey results. These findings should be shared with the President and his Cabinet, the Board of Trustees, The Provost Council, Faculty Senate, the Racial Justice Advisory Committee (RJAC), Western Student Association and the Graduate Student Association. A public town hall should be held for the campus community at-large to share the positive aspects of the survey as well as the areas in which improvement is needed.
- Various stakeholder groups should identify short-term and long-term actions that can be taken to address the most significant findings. These findings should be utilized by RJAC and the college/divisional level diversity committees to create strategic action steps to mitigate the needs identified in the findings.
- The findings should be used to develop goals in the university strategic plan to address issues of equity, inclusion, belonging and safety.
- The findings should assist in the development of new programs and enhancement of existing programs that promote cultural competencies and equity. For example, we might consider expanding diversity education opportunities to provide more training for students, faculty and staff and identify ways to augment effective existing student support programs so that more students can be impacted.

## Introduction

In October of 2020, Western Michigan University employees and students were invited to participate in a survey to evaluate the campus climate. In total, 1,236 out of 2,065 full-time (60%) employees responded to the survey and 1,886 (12%) fulltime students responded to the survey. Employees who responded were administrators (10%; directors, department chairs, associate deans, etc.), faculty (33%), and staff (57%). For student respondents, 1% were working towards a certificate, 75% a bachelor's, 16% a master's, and 7% towards a doctoral degree. The racial demographic data for employee and student respondents are provided in the table below.

	Caucasian / White	African American / Black	Asian American	Hispanic / Latinx	Native American / Alaska Native	Multiracial	Native Hawaiian/ Pacific Islander
Employee Participants	65%	5%	3%	3%	1%	2%	
University Demographics	75%	7%	5%	3%	0%	2%	0%
Student Participants	52%	4%	4%	3%	0%	2%	0%
University Demographics	66%	9%	3%	7%	.4%	3%	0%

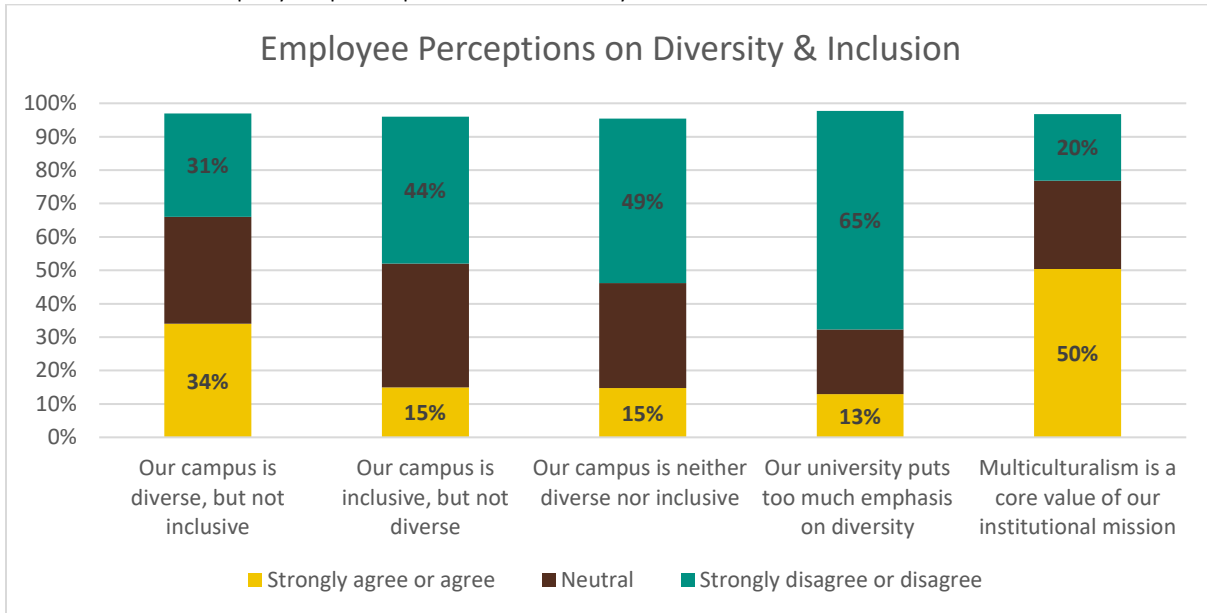
All employee and student respondents were asked a series of questions on campus diversity and integration, individual experiences of discrimination, bias, and harassment, safety, and overall campus environment. Responses to these larger functional areas are organized to provide answers to five different research questions:

1. What is the perception of faculty, staff, and students of WMU's appreciation of diversity?
2. Do faculty, staff and students feel WMU as welcoming and affirming?
3. Do faculty, staff and students believe that WMU creates a climate that integrates, encourages values inclusion?
4. Do faculty, staff and students believe that institutional policies and practices support equity on campus.
5. How do faculty, staff and students experience diversity and inclusion on campus?

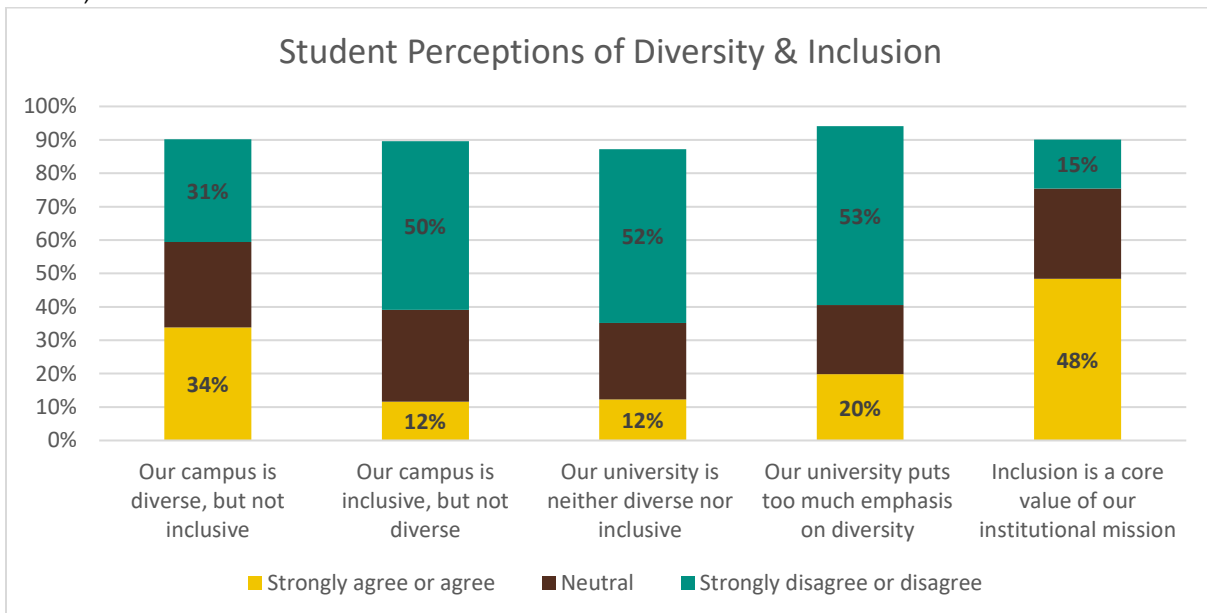
Employees and students were asked to identify their military veteran status, if they have a disability, their religion/worldview/spiritual affiliation, their political affiliation/ideology, LGBTQIA+, if they were an employee of color, and if they were an international employee or student. Employees who identified as a member in any of the identified groups were asked a series of questions about the campus environment. The full data set outlining responses to all the questions on the Campus Climate Study can be made available. The purpose of this report was to organize the information from the study conducted with employees and the study conducted with students in a way to answer the research questions posed.

**Appreciation of Diversity:** What is the perception of faculty, staff, and students of WMU’s appreciation of diversity?

Employees and students were asked a series of questions about their perceptions of diversity and inclusion on campus. Half of employees believe multiculturalism is a core value of our institution’s mission (50%) and 65% strongly disagree or disagree that we put too much emphasis on diversity. The graph below shows employee perceptions of diversity and inclusion.



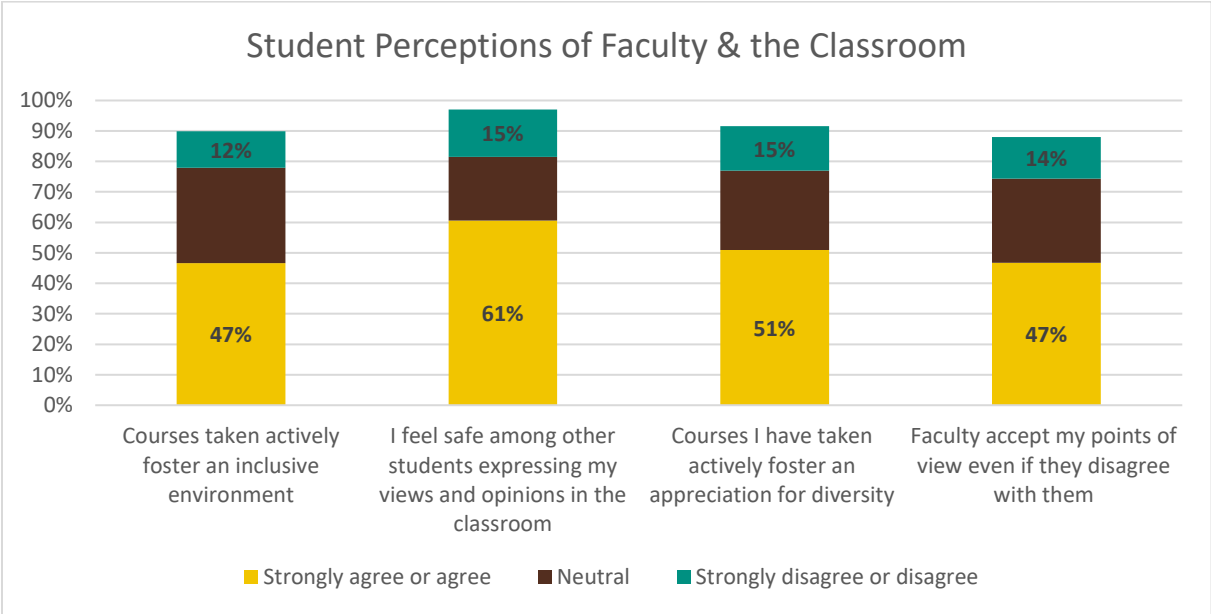
Less than 50% of students agree or strongly agree that WMU is diverse but not inclusive, inclusive but not diverse, or that inclusion is a core value of the WMU mission.



When asked how important the promotion of diversity and inclusion is to the campus leadership, 53% of employees said very important, 28% said somewhat important, while 14% said not that important or not at all important. From the overall employee respondent population, there is a sense that the promotion of diversity and inclusion is important to campus leadership. Less than 50% of

employees agree or strongly agree that an unannounced visit by an accrediting agency regarding diversity matters would be welcomed (47%) or that diverse perspectives can easily be found within our general education programs (37%).

Students have a strong sense that promoting diversity and inclusion is important to campus leadership, 87% said it is very important or somewhat important to campus leadership. Students' respondents also shared their perceptions of appreciation for diversity in their classroom experiences. Half of students believe courses they have taken actively foster and inclusive environment and an appreciation for diversity. Similarly, students (47%) reported that faculty accepted their points of view even if the student and faculty disagreed.

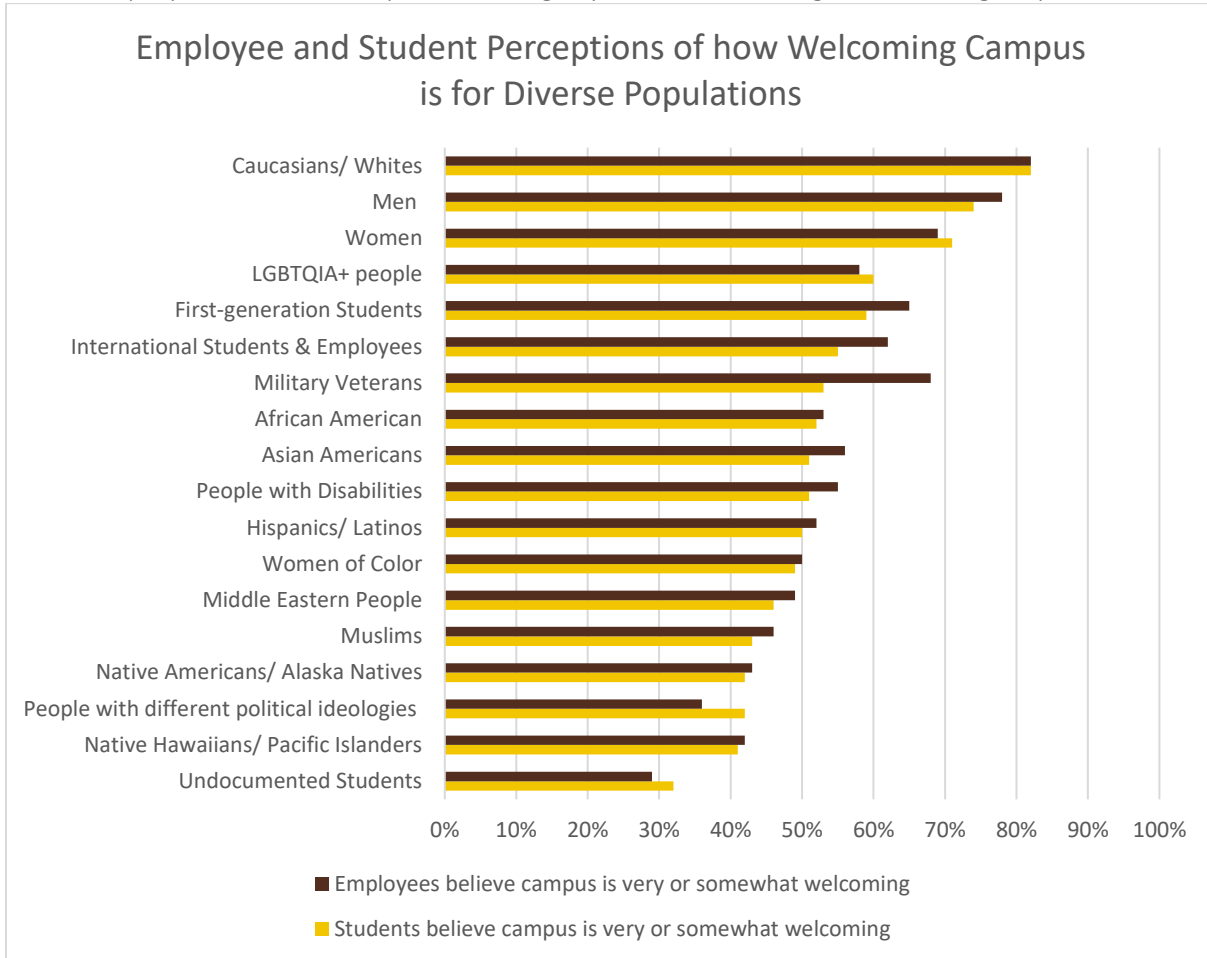


**Appreciation of diversity conclusions:** One strength emerging in this area is that students feel strongly that diversity and inclusion are important to leadership, considerably more so (+34%) more than employees. Developing a culture where students and employees feel diversity is appreciated is an opportunity for growth at WMU. Approximately half of students and employees believe multiculturalism and inclusion are core values to the institutional mission. Many employees (65%) and students (53%) disagree that we put too much emphasis on diversity. One conclusion from this data is to develop two to four strategies to advance an appreciation of diversity and foster inclusion on campus. A target for these metrics in the next evaluation would be 60%.

**Welcoming & Affirming:** Do faculty, staff and students feel WMU is welcoming and affirming?

All employees and students were asked to identify how welcoming they felt WMU was to a variety of diverse groups. Over 75% of employees strongly agree or agree they are satisfied overall with their interactions with other employees (76%). The percent of employees (n = 1,053) who felt WMU was very or somewhat welcoming for each group is provided, along with student responses to the same questions, in the graph below. Employee responses show that campus is the most welcoming for Caucasian/White individuals, men, and women. Campus is least welcoming for undocumented students, people with different political ideologies, Native Hawaiians/Pacific Islanders, and Native American/Alaskan Natives. Like employee responses, student responses show that campus is the most welcoming for Caucasian/White individuals and men. Campus is least welcoming for Middle Eastern

individuals, Native American or Alaskan Native individuals, people with different political ideologies, Native Hawaiian or Pacific Islanders, Muslims, women of color, and undocumented students. The graph also shows employees believe campus to be slightly more welcoming for diverse groups than students.



Employees and students who identified as being diverse, responded to an additional series of questions. Employees identified as military veterans (n = 46), having a disability (n = 57), their religion/worldview (n = 1,130), their political affiliation (n = 1,117), as LGBTQIA+ (n = 103), if they were an employee of color (n = 165), and if they were an international employee (n = 26). Results are provided in the table below.

Group/ Strongly agree and agree	I feel welcome on campus/ Can openly express myself	Treated with respect by students	Treated with respect by faculty	Treated with respect by staff	Treated with respect by administrators
Veterans	61%	49%	46%	61%	57%
Employees with a disability	61%	59%	51%	69%	54%
Religion/ Worldview	42%	37%	38%	46%	38%
Political affiliation	42%	33%	38%	42%	34%
Gender identity	73%	61%	62%	66%	61%
Sexual orientation	63%	54%	54%	58%	52%
Employees of Color	53%	54%	45%	49%	44%

International employees	46%	54%	62%	58%	58%
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Descriptive statistics within the group that self-selected as ‘employees of color’ were calculated for each racial group and are provided in the table below. While over 60% of employees who identify as Asian American or Hispanic/Latinx strongly agree or agree they feel welcomed on campus, less than half of employees who identify as African American/Black, Native American/ Alaska Native, or ‘other’ strongly agree or agree they feel welcome on campus.

Employees	African American / Black	Asian American	Hispanic / Latinx	Native American / Alaska Native	Multiracial	Other
I feel welcome on campus	45%	61%	61%	33%	57%	40%

Based on diverse employee responses, campus is the most welcoming and respectful of gender identity/expression and least welcoming for differing religions/worldviews or political ideologies. Across group responses, staff are perceived as more respectful than other groups. Across most indicators in this table, less than 60% of diverse employees feel welcome or respected. This is congruent with the fact that less than 50% of employees feel a sense of belonging (39%).

For employees who identified as employees of color on the survey, 50% strongly agree or agree that they are comfortable being themselves at work and 55% strongly agree or agree they often mask aspects of their physical, cultural, or emotional self at work. For staff of color responding to the survey, 30% say their cultural, racial, or ethnic identity is reflected in materials produced by WMU and in institutional values.

Students identified as military veterans (n = 45), having a disability (n = 148), their religion/worldview (n = 1,512), political affiliation (1,477), LGBTQIA+ (n = 357), students of color (n=262), and/or international students (n = 7). Their responses are in the table below.

Group/Strongly agree and agree	I feel welcome on campus/ Can openly express myself	I feel welcome in the classroom	Treated with respect by students	Treated with respect by faculty	Treated with respect by staff	Treated with respect by administrators
Veterans	63%	61%	56%	65%	67%	58%
Student with a disability	61%	62%	64%	60%	62%	57%
Religion/ Worldview	64%	58%	58%	62%	60%	58%
Political affiliation	53%	51%	47%	54%	52%	52%
Gender identity	69%	67%	67%	66%	63%	59%
Sexual orientation	68%	67%	64%	66%	62%	58%
Students of Color	63%	66%	63%	63%	66%	59%
International students	68%	68%	61%	70%	70%	67%

Like the employee group, descriptive statistics within the group that self-selected as ‘students of color’ were calculated for each racial group and are provided in the table below. Over 60% of students who identify as Asian American, Hispanic/Latinx, Multiracial, Middle Eastern/ North African, or Native Hawaiian/ Pacific Islander strongly agree or agree they feel welcomed on campus. Fifty percent or less of



students who identify as African American/Black or Native American/ Alaska Native strongly agree or agree they feel welcome on campus.

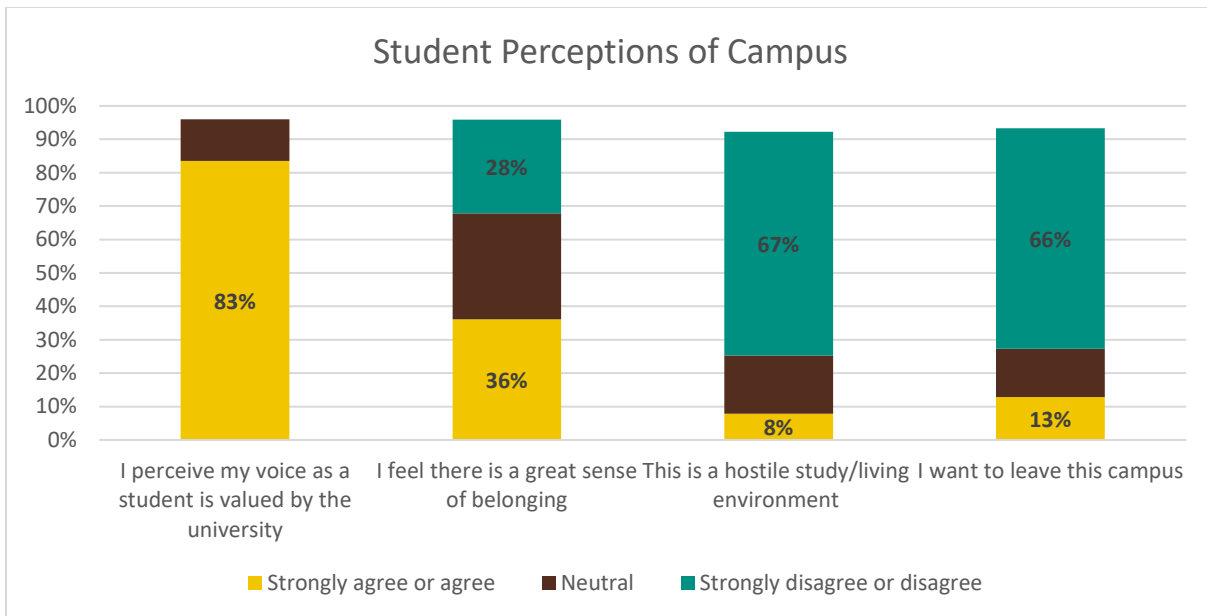
Students	African American / Black	Asian American	Hispanic / Latinx	Native American / Alaska Native	Multiracial	Middle Eastern/ North African	Native Hawaiian/ Pacific Islander
I feel welcome on campus	50%	82%	72%	33%	69%	89%	100%

Diverse student respondents perceive campus as more welcoming than employees. Students feel campus is most welcoming and respectful of international students, gender identity and expression and the least welcoming for differing religions/worldviews and political affiliations. Looking across group responses for students, faculty and staff are perceived as more respectful than students and administrators. Across most indicators in this table, less than 60% of students with differing political ideologies/affiliations or religions/worldviews felt welcomed on campus or respected.

Both employees and students responded to questions on sense of belonging. The breakdown across race on there being a sense of belonging is provided in the table below. Statistical tests for significance were examined across demographic groups for variables related to welcoming and belongingness with no significant differences between Employees of Color and White/Caucasian employees.

There is a great sense of belonging	Caucasian / White	African American / Black	Asian American	Hispanic / Latinx	Native American / Alaska Native	Multi-racial	Middle Eastern/ North African	Native Hawaiian / Pacific Islander
Employees	41%	25%	38%	31%	30%	26%		
Students	36%	36%	44%	34%	14%	31%	33%	100%

Student respondents also had the opportunity to share their perceptions on feeling valued, belonging, if the environment was hostile, and if they want to leave. Student responses are provided in the graph below. More than 80% of students feel their voices are valued. This is one of the greatest strengths that emerged from this study. Few students feel this is a hostile environment or like they want to leave.



**Welcoming and affirming conclusions:** A key strength emerging in this area is that student respondents feel valued by the university. Although students perceive the campus as more welcoming and respectful than employees, both groups agree that the campus is not welcoming for undocumented students, people with different political ideologies, Native Hawaiians/Pacific Islanders, Native American/Alaskan Natives and a number of additional groups. Although employees feel campus is slightly more welcoming for diverse groups, when diverse employees shared their experiences, less than 60% of several diverse groups felt welcomed or respected. One conclusion from this data is to develop two to four strategies to a welcoming and affirming campus. A target for these metrics in the next evaluation would be 75% for students and 65% for employees. Based on responses from employees and students, developing a welcoming culture with respect as a core value is an area of growth and opportunity.

**Integration, Encourage, & Value Inclusion:** Do faculty, staff and students believe that WMU creates a climate that integrates, encourages values inclusion?

When asked to identify how well WMU promotes racial/cultural interaction between diverse groups, 49% of employee respondents said somewhat to very well while 27% said not very well. Employees were asked to categorize the level of interaction between different racial/ethnic groups on campus across different spaces such as the residence halls, during employee meetings, and during sporting events. For each space discussed on the survey, less than 50% of employees felt that the level of interaction was very or somewhat integrated. The area rated with the lowest integration across different racial/ethnic groups is the residence halls and the highest integration is during employee events (47%) followed by on campus in general (46%).

When responding to a similar set of questions, 59% of students said somewhat to very well while 17% said not very well. For all spaces discussed on the survey, except for campus overall, less than 50% of students felt that the level of interaction was very or somewhat integrated. The area rated with the lowest integration is the residence halls and the highest integration is on campus in general. Student respondents strongly agree or agree that students of all background are interacting together in the

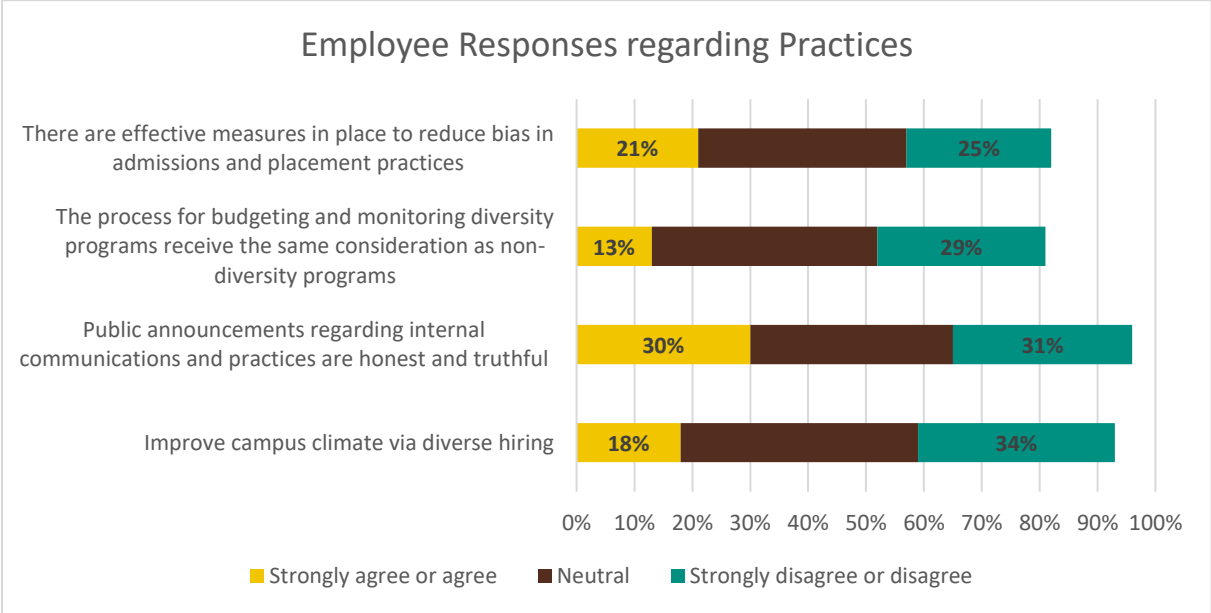
classroom (65%). Very or somewhat integrated responses across spaces for employees and students are provided in the table below. Students have a higher perception of integration than employees.

How would you categorize the level of interaction between different racial/ethnic groups on our campus?	Employee Perceptions Very or Somewhat Integrated	Student Perceptions Very or Somewhat Integrated
On campus	46%	59%
In residence halls	19%	42%
In campus dining areas	24%	43%
During student activities on campus	29%	45%
During sporting events on campus	37%	44%
During meetings with faculty	37%	-
During meetings with administrators	32%	-
During employee events	47%	-

**Integration, encourage, and value inclusion conclusions:** ‘On campus’ was identified as the most integrated space by both employee respondents (46%) and student respondents (59%); however, when asked if specific spaces were seen as fostering interactions across racial/ethnic groups, responses from employees and students ranged from 19%-45%. One conclusion from this data is to develop two to four strategies to a welcoming and affirming campus prioritizing residence halls, dining areas, and activities on campus. A target for these metrics in the next evaluation would be at least 65%.

**Policies & Practices:** Do faculty, staff and students believe that institutional policies and practices support equity on campus.

All employees and students were invited to share their feedback on WMU policies and practices. Employees responded to questions related to the policy to improve campus climate via diverse hiring, public announcements, processes for budgeting diverse programs, and measures to reduce bias. Responses are shown below there is no clear consensus.



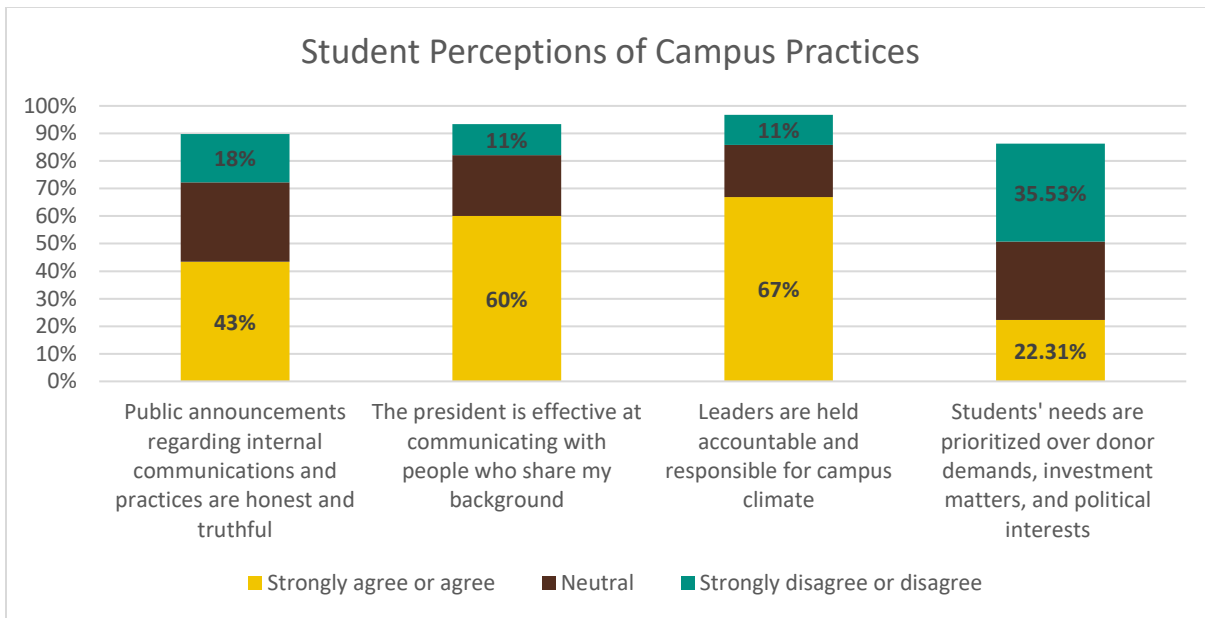
In addition to the data above, many employees (49%) do not feel there are enough qualified administrators to enable the president to delegate authority to establish effective and equitable procedures for our institution. Over 50% of employees report being encouraged to weave diversity/cultural competence into their work (53%). Employees do not believe their contributions to campus diversity efforts have been recognized (9% agreed or strongly agreed). At the same time, 38% are neutral on if they would participate in advancing efforts related to recognitions for contributions to campus diversity (30% strongly agreed or agreed; 23% strongly disagreed or disagreed).

For employees serving on hiring committees in the last two years (37% of respondents), 60% say their search committee required a diverse pool of candidates, 15% said their committee had a dedicated diversity recruitment specialist, 61% said their committee was made up of diverse members, and 23% said members of their search committee frequented diversity recruitment events. All employees were asked to share about departmental practices related to diversity. Few respondents (16%) said their department hosted events for future diverse employees on our campus, 10% said their department participates in an institutional strategic diversity hiring plan, 4% said they participate in diverse employee exchange programs, and 4% said their department has pipeline programs to attract diverse employees.

Employees were asked an additional series of questions related to diversity practices in their departments/divisions/units. For those who responded, 12% strongly agree or agree that a written a diversity plan is required by their area and 18% say their areas are accountable for diversity progress. Additionally, 8% say they have a way to effectively measure departmental/divisional/or unit diversity success. 40% of employees believe we have a campus-wide strategic diversity plan while 8% say we do not and 40% do not know. Employees were asked to respond to a series of questions about the role of senior leadership in creating a culture of diversity and 24% of employees strongly agree or agree that senior leadership establishes the campus vision for diversity, creates a culture of accountability (16%), or shows a visible commitment to campus diversity (21%).

Few employees who responded to the survey feel there is adequate financial support to drive campus diversity efforts (8%). When asked if our diversity committee is effective at engaging the campus in diversity activities, 12% of employees strongly agreed or agreed. Employees had similar opinions of the governing board as being supportive of campus diversity efforts (18% strongly agreed or agreed). When asked 17% felt diversity efforts should be led by each school with oversight by a central office.

The graph below illustrates student feedback on questions related to their overall learning experience. 60% or more of student respondents feel leaders are held accountable and responsible for campus climate and that the president is effective at communicating with people who share students' backgrounds. The greatest opportunity for growth in this section is in students believing their needs are prioritized.



Employees and students identifying as part of diverse groups responded to a question specifically focused on if they felt existing policies and procedures at WMU supported or considered their needs. Less than 50% of veterans, those with diverse worldviews, LGBTQIA+ individuals, employees of color and international employees felt WMU policies support or consider their needs. Less than 50% of students identifying as veterans, with a disability, as LGBTQIA+, or as a student of color felt policies support their needs.

Group/Strongly agree and agree	Percent of employees who feel policies & procedures consider their needs	Percent of students who feel policies and procedures consider their needs
Veterans	24%	49%
Disability	-	45%
Religion/ Worldview	45%	56%
Sexual orientation	27%	48%
Employees or students of Color	26%	49%
International employees	27%	59%

**Policies and practices conclusions:** The intersection of policies and the role they play in fostering diversity and inclusion at WMU is an opportunity for growth. Currently, employees do not largely see campus policies and practices as effective at supporting diversity and inclusion. Less than 60% of diverse students and employees feel the policies and procedures consider their needs. A target for metrics of policies and practices measured in the next evaluation would be at least 60% for metrics associated with employees and 75% for metrics associated with students.

**Diversity, Inclusion, & Safety Experience at WMU:** How do faculty, staff and students experience diversity and inclusion on campus?

*Employee Experiences with Discrimination, Bias, and/or Harassment*

Almost one in two employees at WMU (47%) have experiences or witnessed bullying. Over one-third of employee's report experiencing or witnessing discrimination, bias, and/or harassment based on gender (39%) and/or race/ethnicity (35%). More than one in four have experienced or witnessed discrimination, bias, and/or harassment based on age (28%), the ability to speak English fluently (27%), or based on physical appearance (25%). In addition, 21% report experiencing or witnessing discrimination, bias, and/or harassment based on the presence of an accent, 18% based on political views, and 16% based on gender identity/expression. 17% say they have witnessed or experienced retaliation at WMU. When asked to identify who initiated the offence over 50% of employees said faculty (54%), 50% said staff, 39% said students, 36% said other administrators, and 20% said senior administrator (vice president or dean). It is helpful to keep in mind in this instance that there are significantly fewer senior administrators compared to students, faculty, and staff.

Many employees (66%) did not report the incident(s). Top reasons the incidents were not submitted by employees included the employee not believing anything would happen (53%), a fear of retaliation (43%), feeling there was not enough evidence (33%), not believing WMU would support the employee (28%), not knowing who to report to (26%), fear of job loss (24%), decided it was not important enough (23%), or the employee had no witness for support (21%). For those who did report, the majority (64%) reported the incident(s) to their supervisor, followed by the Office of Institutional Equity (38%), a senior administrator (27%), Human Resources (27%), and a faculty member (19%). Employees were able to select multiple options so these responses may reflect one person sharing the incident(s) with multiple individuals. Employees who have written a bias/discrimination/harassment complaint in the past two years felt their complaint was addressed but not resolved to their satisfaction (40%), their complaint was taken seriously (35%), or nothing was done (34%).

Overall, 50% of employees have experienced microaggressions in their department, division, or unit. When asked if employees had considered leaving the institution, 17% say they had considered leaving due to being bullied at work while 23% said they considered leaving due to not feeling a sense of belonging. **Reducing incidents of bias, discrimination, harassment, and bullying emerge as critical areas in need of attention at WMU.**

*Employees and Safety*

Safety is an area of strength at WMU. When asked how safe they feel on campus, 86% of employees said they strongly agree or agree that they feel safe on campus, 77% say they feel safe off campus, 78% say their family feels they are safe on campus and 72% say their family feels they are safe off campus. Most employees (54%) agree or strongly agree employees are supportive of other employees who have experienced incidences of physical confrontation and 55% say employees are supportive of other employees who have experienced incidences of emotional confrontation (discrimination, sexual, harassment, bullying).

Employees identified several safety measures that must exist on campus for them to feel safe. Many of these measures focused on repairing and increasing existing mechanisms such as lighting and call boxes (e.g., parking lot lighting (83%), walkway light (76%), street lighting (74%), emergency call boxes (74%), maintenance of improperly working safety items such as light bulbs and call boxes (74%), interior lighting inside campus buildings (61%). However, a substantial number of employees (80%)

noted the ability to anonymously report concerns about a student or employee as a necessary safety measure.

Less than half of employees (39%) feel campus police are qualified and trained to deal with all aspects of diversity. Less than half employees believe campus police should be always armed (42%). Most employees strongly agree or agree (87%) that campus policy should be required to participate in ongoing diversity training, should be required to participate in ongoing Title IX training (83%), and should be reflective of the diversity of our students (80%).

#### *Additional Employee Experiences*

The top reasons employees consider leaving include salary/benefits are not adequate (43%), the work is not appreciated (42%), there are no career advancement opportunities (32%), co-worker tensions (25%), and 17% said they were offered a job elsewhere. One in five employees have not considered leaving (22%). More than 60% of employees say they are encouraged to engage in professional development (65%), there are other employees they can get career advice from (68%), and that mentors are important for junior faculty, staff, and administrators (82%).

#### *Student Experiences with Discrimination, Bias, and/or Harassment*

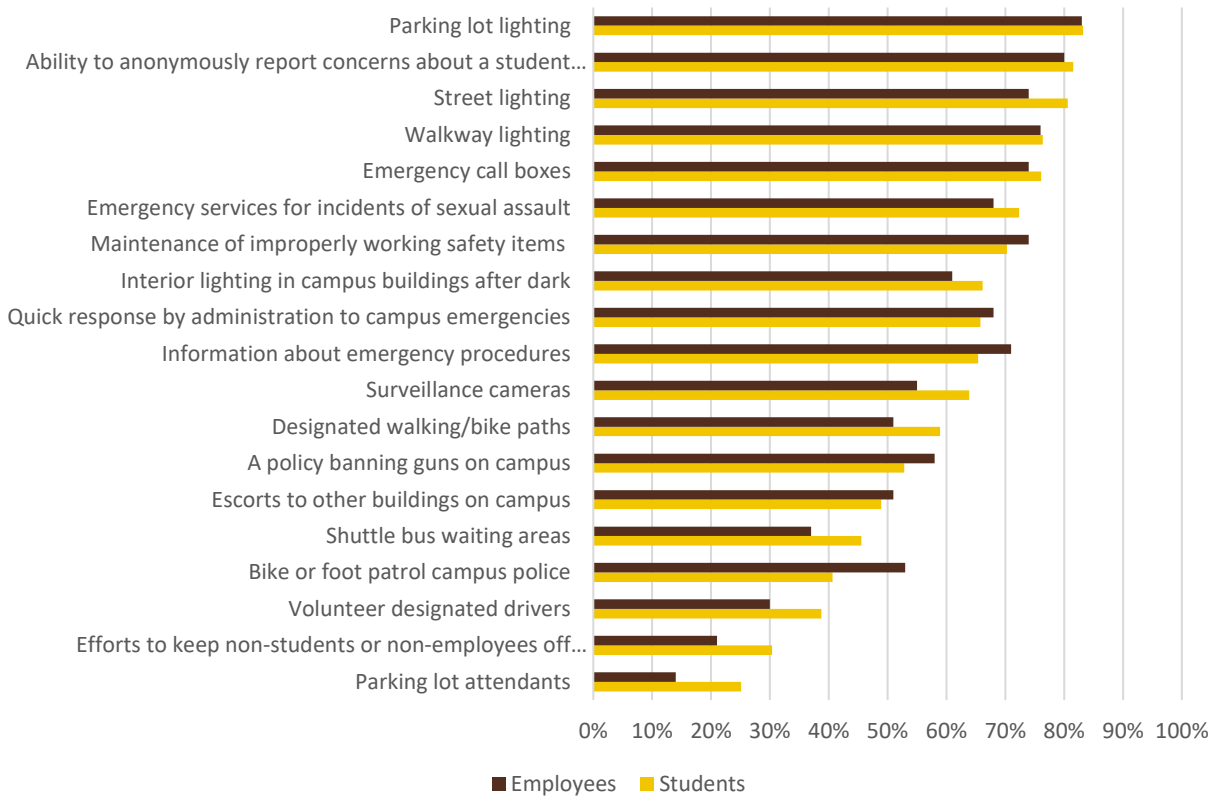
Based on responses, students seem to witness or experience discrimination, bias, or harassment significantly less than employees. Over 25% of students have witnessed or experienced discrimination, bias, or harassment based on political views (27%), based on race/ethnicity (27%) or an illegal act (26%). Greater than 20% have witnessed or experienced bullying (23%) and/ or discrimination based on gender (23%). Many students (43%) say they have not witnessed or experienced discrimination/bias/harassment or other illegal acts or bullying. The areas with highest reports (race/ethnicity, gender, bullying) are concurrent with employees. When asked to identify who initiated the offence, 85% of students said other students, followed by faculty (34%), and staff (22%). When asked, 87% said they had not reported. For students who did report incidents, they reported to faculty (61%) followed by a friend (43%), the Department of Public Safety (26%), a family member (21%), and a senior administrator (17%).

Students are as unlikely as employees to report incidents. For students who did not file a complaint, their reasons for doing so were largely that they did not feel anything would happen (48%), they decided it was not important (40%), they did not know who to report the incident to (40%), they did not believe there was enough evidence (36%), or they did not feel WMU would support them (23%). For those who filed written complaints in the past two years, they described the results as: addressed but not resolved to their satisfaction (49%), nothing was done (41%), the complaint was taken seriously (20%), or the complaint was dismissed (18%).

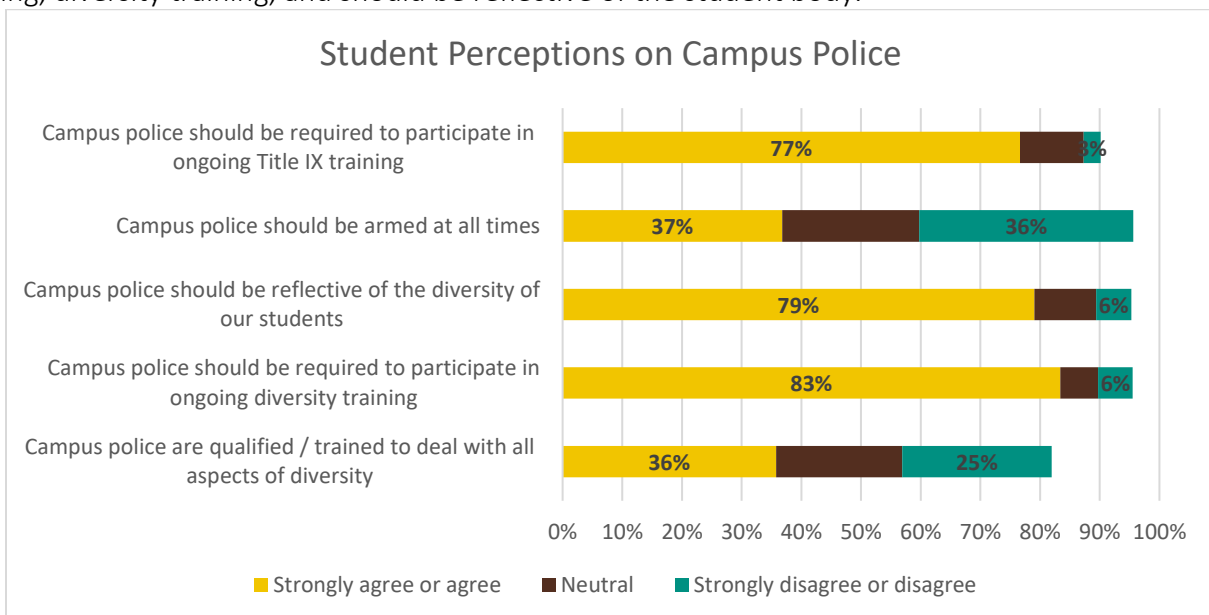
#### *Students and Safety*

Most students (76%) say they feel safe on campus compared to 44% who report feeling safe off campus. Many (69%) students say their families believe they are safe on campus compared to off campus (43%). Many (59%) feel students are supportive of other students who have experienced incidents of physical confrontation or emotional confrontation (60%). Students identified which safety measures must exist for them to feel safe on campus, their responses are provided in the graph below. Lighting consistently emerged as a top priority in addition to the ability to anonymously report concerns. Student responses parallel to those from employees.

## Which of the following safety measures must exist on campus in order for you to feel safe?



Student perceptions on several indicators related to campus police are provided in the graph below. Most students (greater than 60%) feel campus police should be required to participate in Title IX training, diversity training, and should be reflective of the student body.





**Diversity, including & safety experiences conclusions:** Incidents of bias, discrimination, and harassment for staff are a critical concern emerging from this report. Such incidents are few among students who responded to the survey. Designing two-four strategies specifically to reduce such incidents is one possible action item. Several of the measures for fostering the feeling of a safe campus environment were the same across students and staff. Beyond lighting and call boxes, developing an anonymous reporting mechanism for concerns would be an additional action item from this area.

## Conclusions

Half employees and students believe diversity and inclusion to be a core value to the institution but there is no clear consensus on if campus is inclusive or diverse. Based on results, the campus is welcoming and affirming to those in the majority, namely White/Caucasians and men. Responses to if diverse communities felt respected by students, faculty, staff, and administrators largely fell below 60% with employees feeling campus was slightly more welcoming and inclusive than students. Fostering integration is an opportunity for WMU. Students felt campus overall was more integrated than employees did, but when asked if specific spaces fostered integration across racial and ethnic groups, student responses were similar to those of employees. Less than half of employees who responded and identify as veterans, those with diverse worldviews, LGBTQIA+ individuals, employees of color or international felt WMU policies support or consider their needs. Less than half of student respondents identifying as veterans, with a disability, as LGBTQIA+, or as a student of color felt policies support their needs. The rate at which employees experience bias, harassment, or discrimination at WMU is alarming. Most students and employees do not report incidents and for both employees and students not knowing where to report or if the institution would support them in their reports, are a concern. Overall, there are some positive points which emerged from the data regarding student voices feeling heard and people feeling safe on campus. Additionally, there are clear pieces of evidence which point to areas of opportunity to shape WMU as a respectful, welcoming, inclusive, and integrated campus.