

Diversity and Inclusion Campus Climate Survey Results



Prepared by the Office of Institutional Research and Assessment, the Office of the Dean of Students and the Office of the Provost

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INTRODUCTION

Wheaton has spent the last few years in a rigorous examination of our campus-wide commitment to diversity, equity and inclusion. We are doing this in part through the review of facets of our campus culture such as recruitment and retention, hiring, curriculum, assessment and evaluation, responsible leadership, systems for accountability, and data-informed planning. The first comprehensive phase of this work was conducted by the Diversity and Inclusion Task Force, created in 2016, whose work culminated in the Wheaton Diversity and Inclusion Strategic Plan. This strategic plan is intended to serve as the roadmap for the next decade at Wheaton.

We are now at a phase that necessitates our moving from devising a plan to action. Our next decade will be shaped by a clear understanding of diversity and inclusion, a commitment to inclusive excellence, and the focus on ensuring members of the Wheaton community develop capacity and competency in relation to diversity, equity and inclusion (DEI). As a reminder, this is how we have defined these concepts:

Inclusion means that faculty, staff, and students from all backgrounds feel welcomed, acknowledged, embraced, and engaged in the Wheaton experience. It means creating a learning environment that fosters respect for all perspectives, ideas, ways of being, and life experiences no matter how unique or different.

Diversity means variety and heterogeneity among students, faculty, and staff based on a number of demographic factors, and their intersectionalities, including: age, ethnicity, gender, gender orientation, mental ability, nationality, physical ability, race, religion, sexual orientation and social class.

Inclusive excellence means that we believe that actively fostering a learning environment that promotes inclusion and diversity is necessary for our overall institutional goal of providing an academically rigorous experience through an active and interdisciplinary education so that Wheaton students engage in “exceptional intellectual growth” (Wheaton Strategic Plan, p. 2).

Any sustainable, effective, and expansive work on DEI requires that students, staff and faculty have foundational knowledge. This is why capacity and competency development are important. **Capacity** describes institutional and individual potential to be knowledgeable about diversity related topics and also to engage with others who are different in an open and productive manner. **Competency** describes the process individuals engage in to develop skills necessary to positively interact with people who are from a variety of cultural backgrounds and identities to create an inclusive learning environment on campus.

With our DEI strategic plan in place, we now have to examine where we currently stand in relation to the areas identified in the plan. We need to start tracking and assessing our campus climate and related DEI initiatives. As noted in the Strategic Plan, Wheaton must *“Determine best practices in data collection about campus climate and individual experiences. Create campus wide benchmarks for data and determine ways of gathering data through surveys; exit interviews and focus groups. Data should be collected that captures diversity along several dimensions, not only of race and ethnicity, including religion, sexual orientation, gender identity and ability.”*

As a result of this recommendation, in the spring 2018 semester we administered the Diversity and Inclusion Campus Climate Survey, the first of its kind at Wheaton. All faculty, staff, and students received invitations to participate in the survey, which they completed online using Qualtrics software. Questions assessed several broad areas of diversity and inclusion, including the following:

1. Demographics;
2. Perceptions of how Wheaton College values diversity, inclusion, and equity;
3. Feelings of belonging at Wheaton College;

4. Rating of campus climate on six dimensions (Discriminatory/Non Discriminatory; Sexist-Non Sexist; Racist-Non Racist; Heteronormative – Accepting of diverse gender identities and sexual orientations; Religiously intolerant – Religiously accepting; Intolerant of Disability Accommodation – Tolerant of Disability Accommodation) and across four areas: Classroom [Faculty and students only]; in Your Department [Staff only]; in Social Settings; and Overall.
5. Unfair treatment experienced or witnessed across fourteen diversity dimensions (age, gender/gender identity, race/ethnicity, country of origin, sexual orientation, disability, religious/spiritual identification, political ideology, class year, employment status, family responsibilities, marital status, socioeconomic status, status as a veteran). Respondents could also write in other types of categories in which they felt they received unfair treatment;
6. Perceptions related to the college's response to incidents of bias and prejudice;
7. The types of diversity and inclusion training they attended; and
8. Open-ended questions about their experiences.

The climate survey covered a wide range of topics about how faculty, staff, and students perceive and experience diversity and inclusion on the Wheaton campus. Highlights are presented below.

DIVERSITY AT WHEATON COLLEGE

A total of 856 people of 2,251 responded to the survey for an overall response rate of 38%. Respondents consisted of 116 faculty, 195 staff, and 545 students. The highest response rate was among faculty (61%), then staff (52%), followed by students (32%). Survey respondents generally mirrored the campus as a whole in terms of demographics; however, approximately 1/3 of survey respondents did not disclose their race or ethnicity, which makes it difficult to determine the true breakdown by race or ethnicity. The gender breakdown of respondents was 49% female and 22% male respondents. About 2 percent of respondents identified as outside the gender binary (male or female). Approximately 1/4 (27.3%) of respondents chose not to identify their gender identity.

An analysis by gender indicates that male students are underrepresented among survey respondents. Men represent 38.6% of the Wheaton students, but only 18.3% of the survey respondents were male students. In addition, those who are Latino/-a/-x are also underrepresented among students and faculty, but not staff. Therefore, caution should be exercised when generalizing study results, particularly for male students and Latino/-a/-x Students and/or Faculty.

Figure 1. Race/Ethnicity of Survey Respondents vs. Wheaton Overall

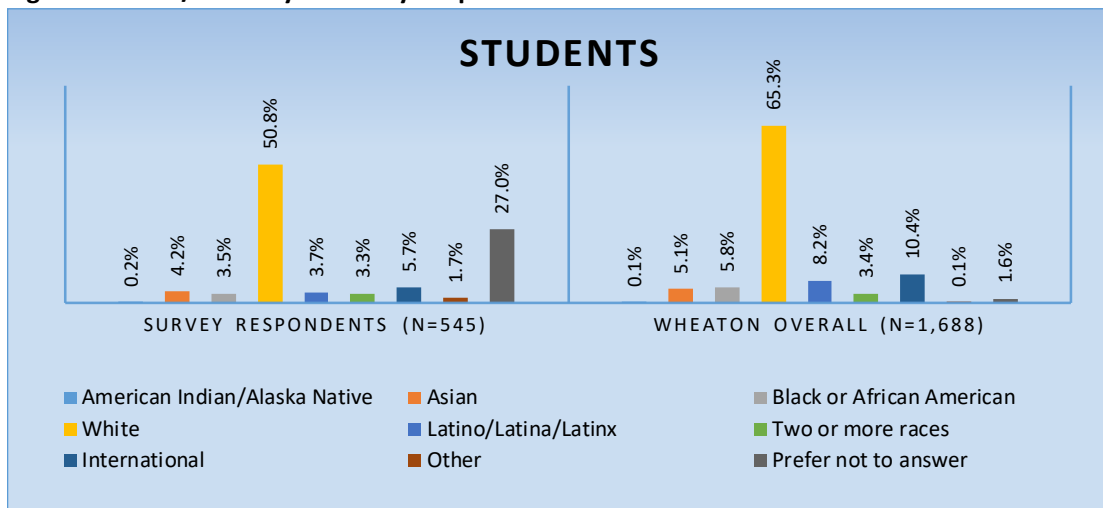


Figure 2. Gender of Survey Respondents vs. Wheaton Overall - Students

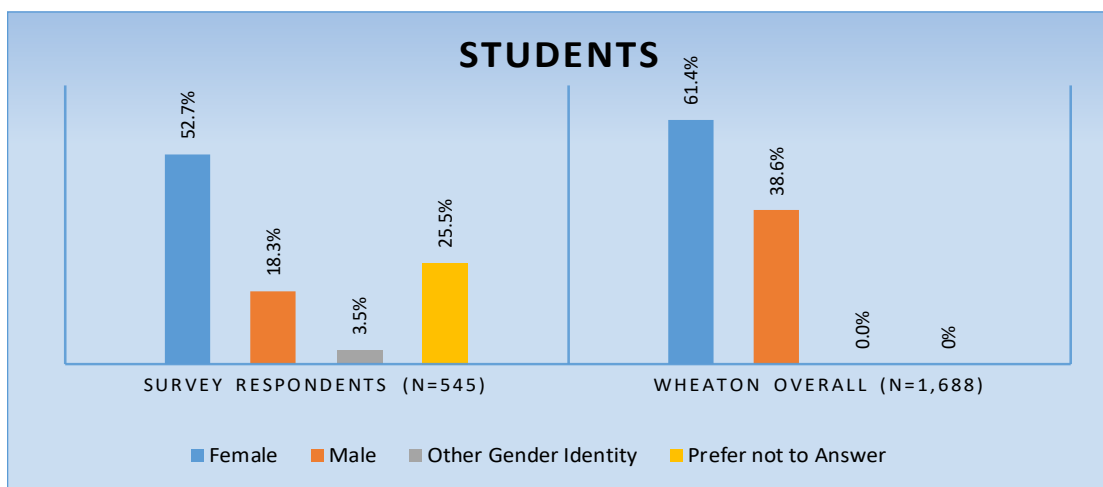


Figure 3. Race/Ethnicity of Survey Respondents vs. Wheaton Overall – Faculty

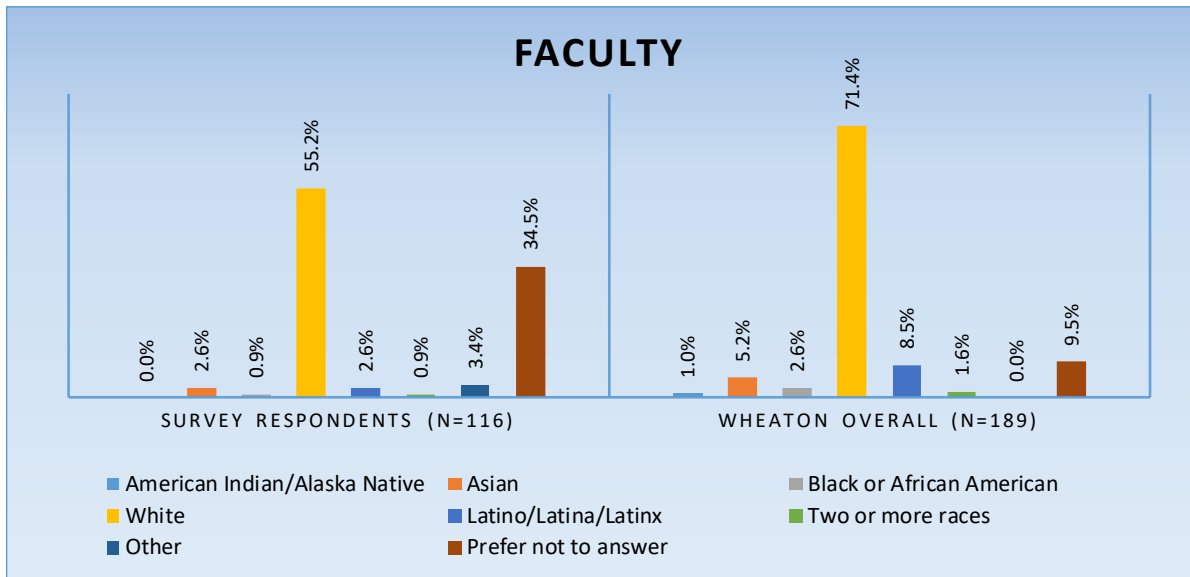


Figure 4. Gender of Survey Respondents vs. Wheaton Overall - Faculty

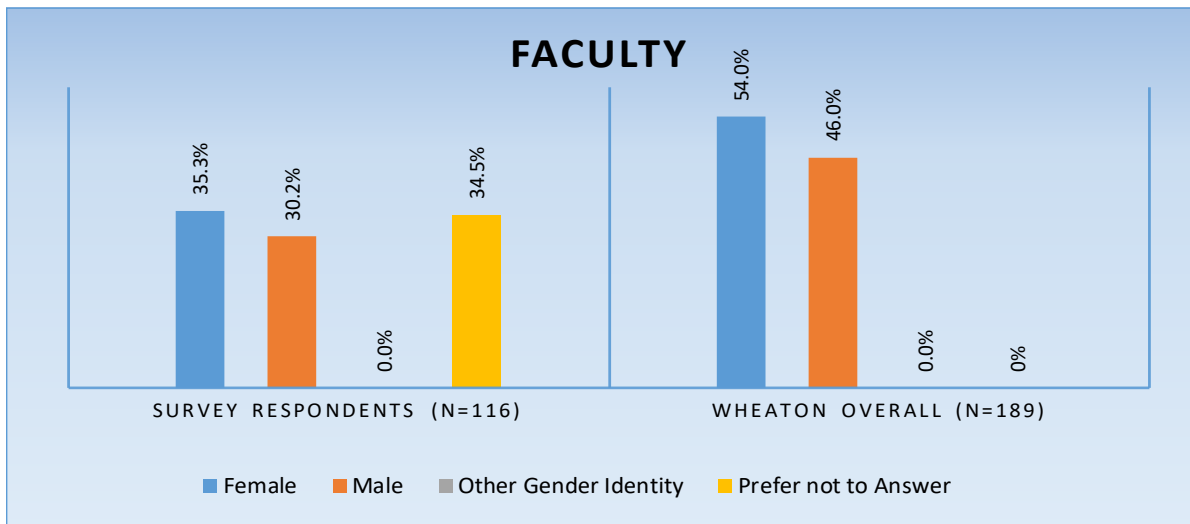


Figure 5. Race/Ethnicity of Survey Respondents vs. Wheaton Overall – Staff

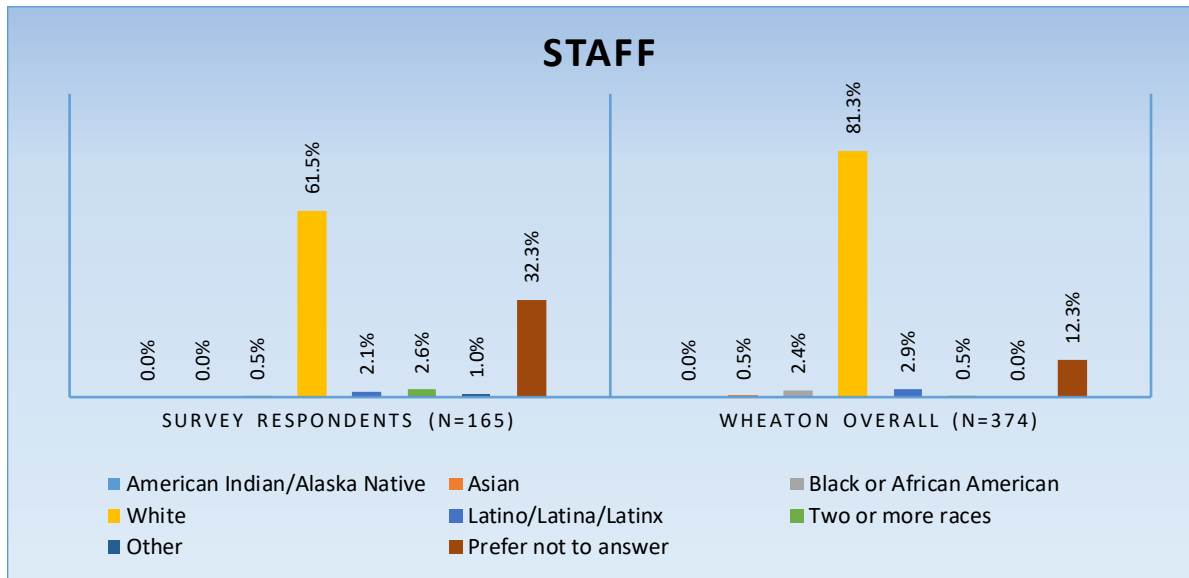
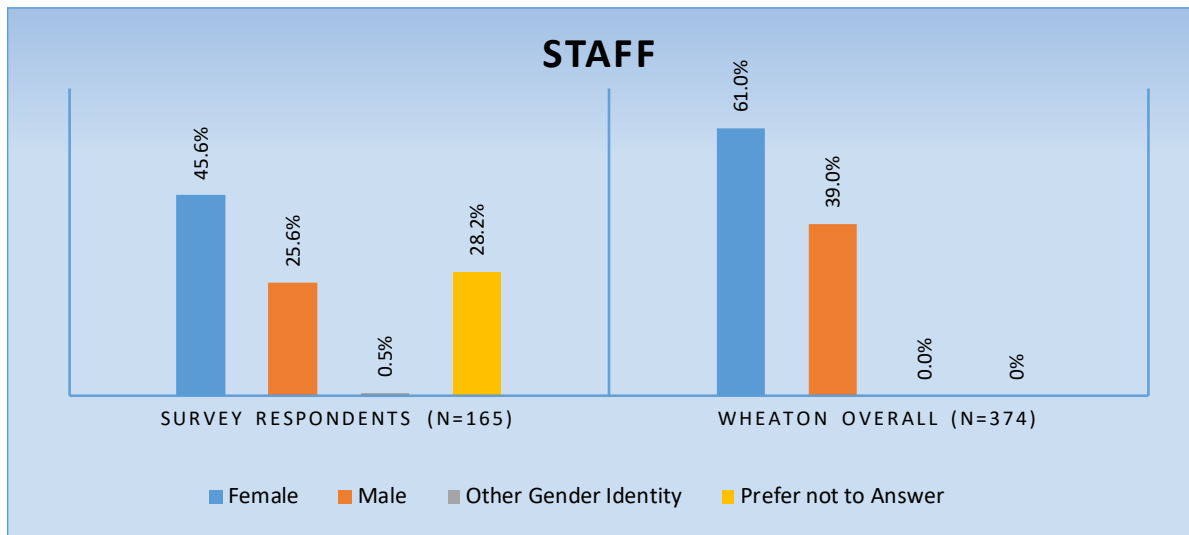


Figure 6. Gender of Survey Respondents vs. Wheaton Overall – Staff



This survey allowed us to get a better picture of other types of diversity across campus, including political affiliation, religious affiliation, sexual orientation, disability status, marital status, socioeconomic status, marital status, veteran status, and other cultural identities. However, a high percentage of respondents chose not to disclose this type of information. Only faculty and staff were asked about their income level and marital status. Less than 1% of respondents were veterans, and 7% of respondents disclosed a cultural identity with which they identify.

Figure 7. Political Affiliation

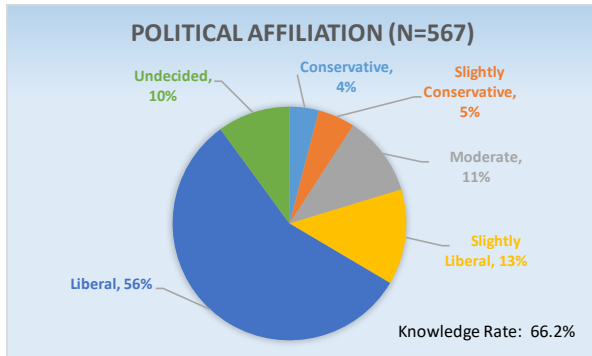


Figure 8. Religious Affiliation

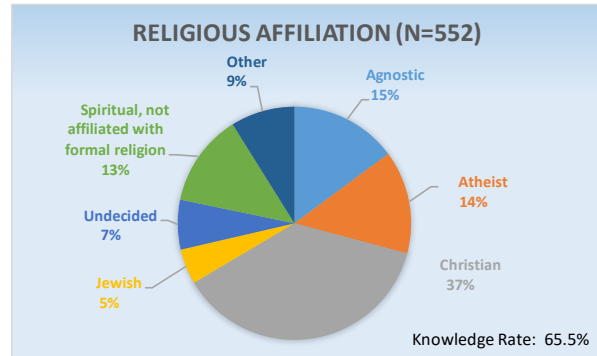


Figure 9. Sexual Orientation

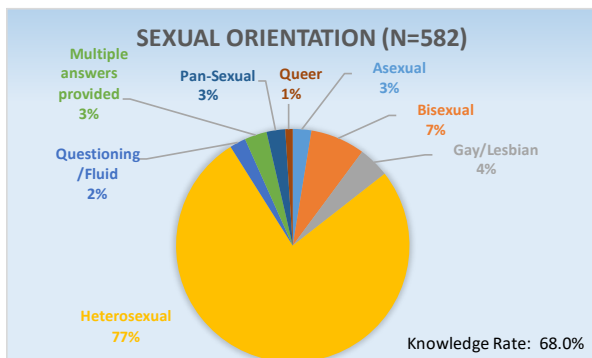
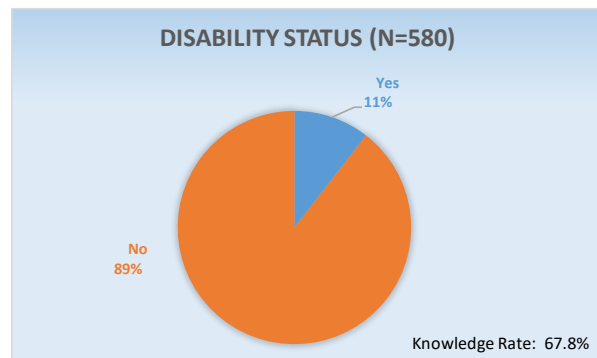


Figure 10. Disability Status



Asked of faculty and staff only:

Figure 11. Marital Status

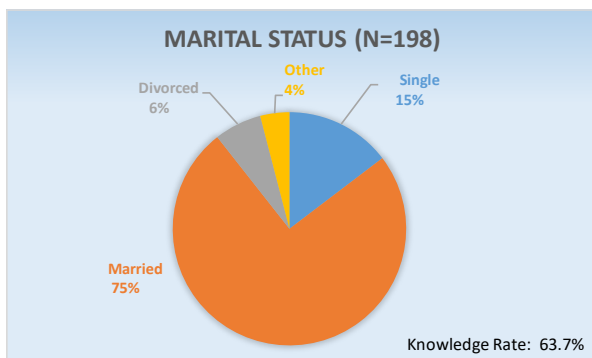
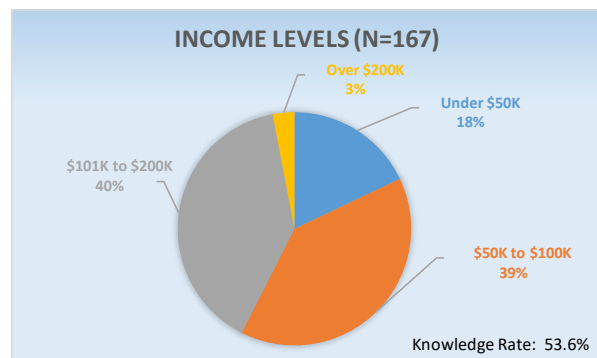


Figure 12. Income Levels



THE WHEATON COLLEGE COMMUNITY

Survey respondents answered three questions about their sense of inclusion in the Wheaton College community, which were comprised of these three questions: “I feel that I belong at this college,” “I feel welcomed at this college,” and “I feel valued at this college.” Responses were on a 7-point scale, such that 1=Strongly Disagree, 2=Disagree, 3=Somewhat Disagree, 4=Neither Agree nor Disagree, 5=Somewhat Agree, 6=Agree, and 7=Strongly Agree. Average scores are presented below. Results indicate:

- Overall feelings of belonging, being welcome, and feeling valued were high, averaging between 5 (Somewhat Agree) and 6 (Agree) across all three dimensions. Overall ratings (average for staff, faculty, and students) were as follows: Belonging (5.74); Welcome (5.85); Valued (5.44); Value opinions (5.11); and Diverse college (6.15).
- Faculty rated the importance of working at a diverse college significantly higher than students (6.4 vs. 6.1).
- Staff rated their sense of belonging and sense of being welcomed on campus higher than either students or faculty, yet rate feelings of being valued lower than the other two groups.
- There were no gender differences on these three dimensions (All non-binary gender identities were grouped into ‘Other’ in order to protect the confidentiality of respondents)

Figure 14. Sense of Belonging, Feeling Welcome, and Feeling Valued at Wheaton by Affiliation

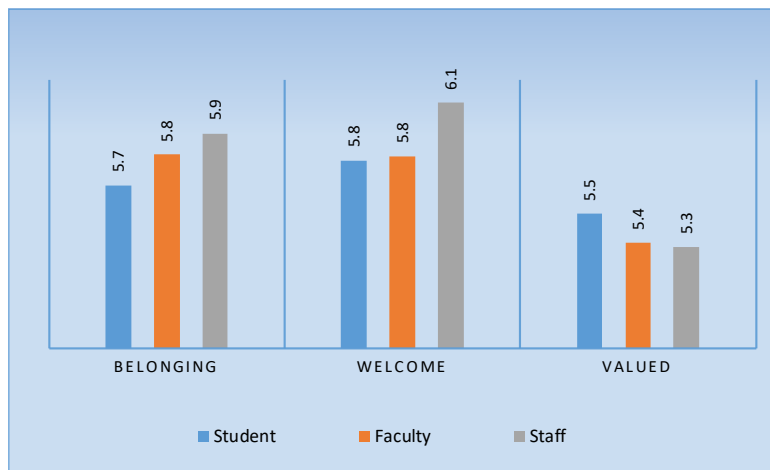
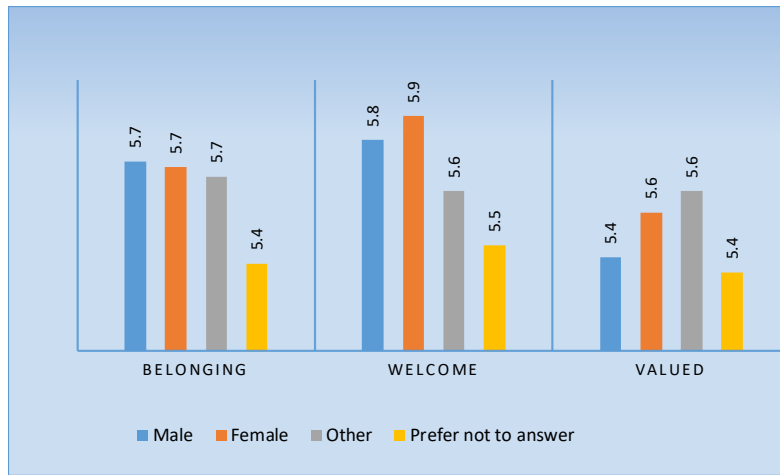
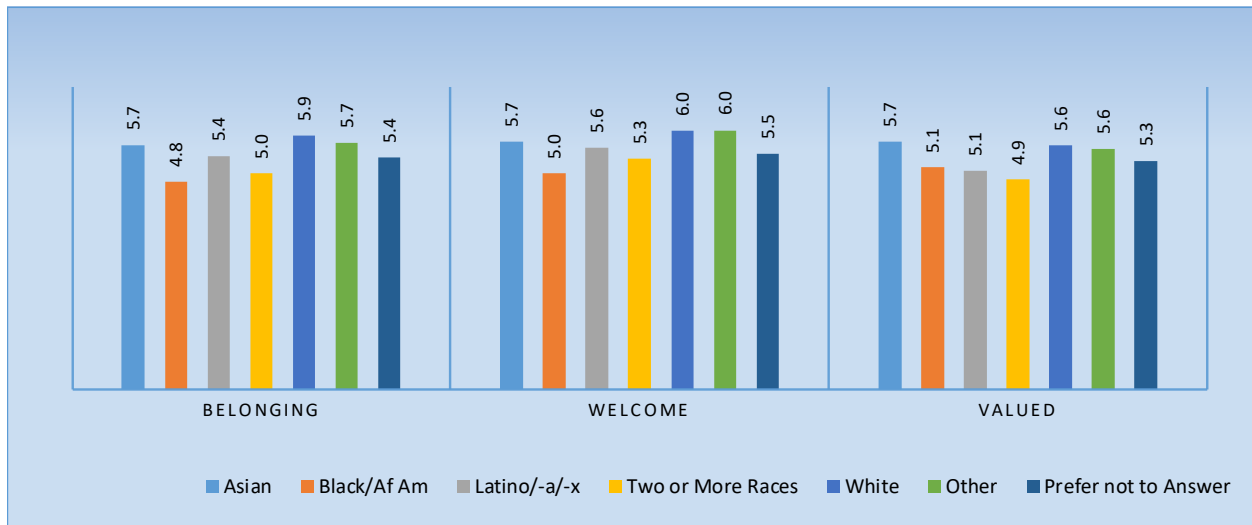


Figure 15. Sense of Belonging, Feeling Welcome, and Feeling Valued at Wheaton by Gender Identity



However, not all groups of students rated these questions the same. There were differences in ratings based on race and ethnicity, **White respondents rated their feelings of belonging as significantly higher than respondents of color, as well as those who preferred not to disclose their race/ethnicity.** Black/African American respondents provided the lowest average ratings on feelings of belonging and feeling welcome at Wheaton than any other racial/ethnic group.

Figure 16. Mean Ratings of Sense of Belonging, Feeling Welcome, and Feeling Valued at Wheaton by Race/Ethnicity



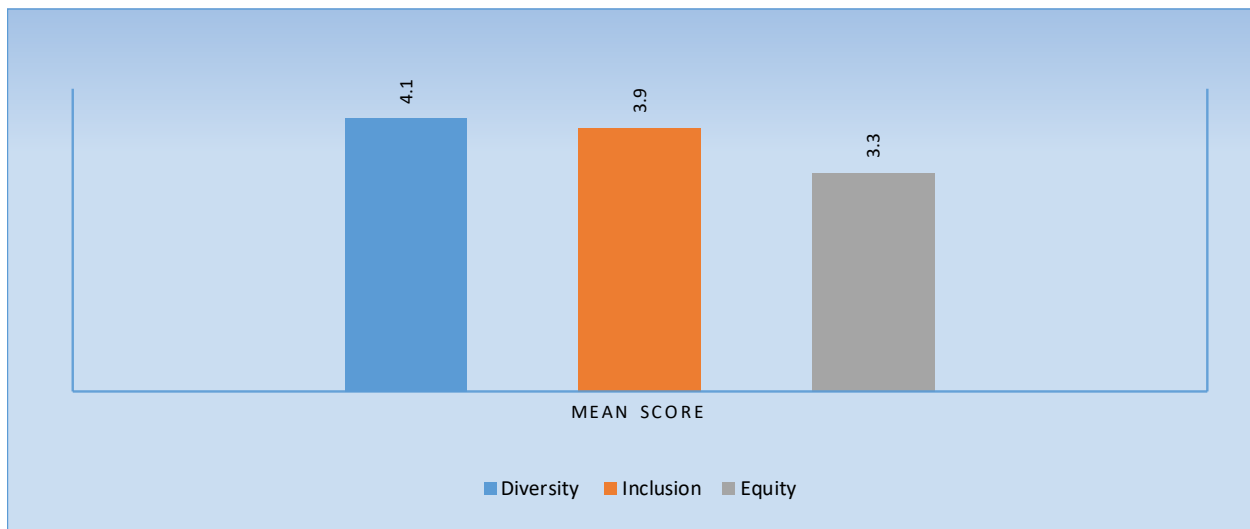
PERCEPTION OF WHEATON'S VALUES

Survey respondents provided their opinion about how diversity, inclusion and equity are valued on the Wheaton campus, in addition to whether or not they think equity is achievable at Wheaton. Definitions of these terms are as follows:

Diversity	Inclusion	Equity
<ul style="list-style-type: none"> • Variety and heterogeneity among students, faculty, and staff • Based on a number of demographic factors and their intersectionalities • Includes categories such as age, ethnicity, gender, gender orientation, mental ability, nationality, physical ability, race, religion, sexual orientation, and social class 	<ul style="list-style-type: none"> • Creating a learning environment that fosters respect for all perspectives, ideas, ways of being and life experiences no matter how unique or different • Faculty, staff and students from all backgrounds feel welcomed, acknowledged, embraced and engaged in the Wheaton experience 	<ul style="list-style-type: none"> • An approach that ensures everyone access to the same opportunities • Equity recognizes that advantages and barriers exist, and that, as a result, we all don't start from the same place • Equity is a process that begins by acknowledging that unequal starting place and continues to correct and address the imbalance

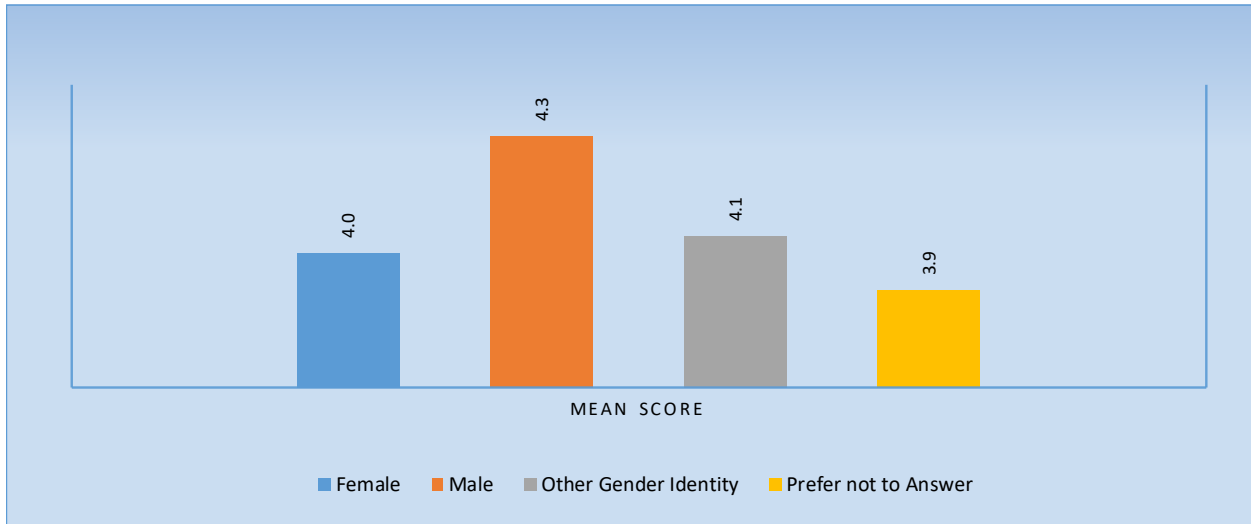
Questions were answered on a 5-point Likert scale from 1 = Strongly Disagree to 5 = Strongly Agree. Average scores are presented in the figures below. There were no statistical differences between faculty/staff/students, between races, or between gender identities on perceptions of how Wheaton values equity, but there were some differences in perceptions of how Wheaton values diversity and inclusion based on gender and race.

Figure 17. Mean Ratings of the Value Wheaton College Places on Diversity, Inclusion, and Equity



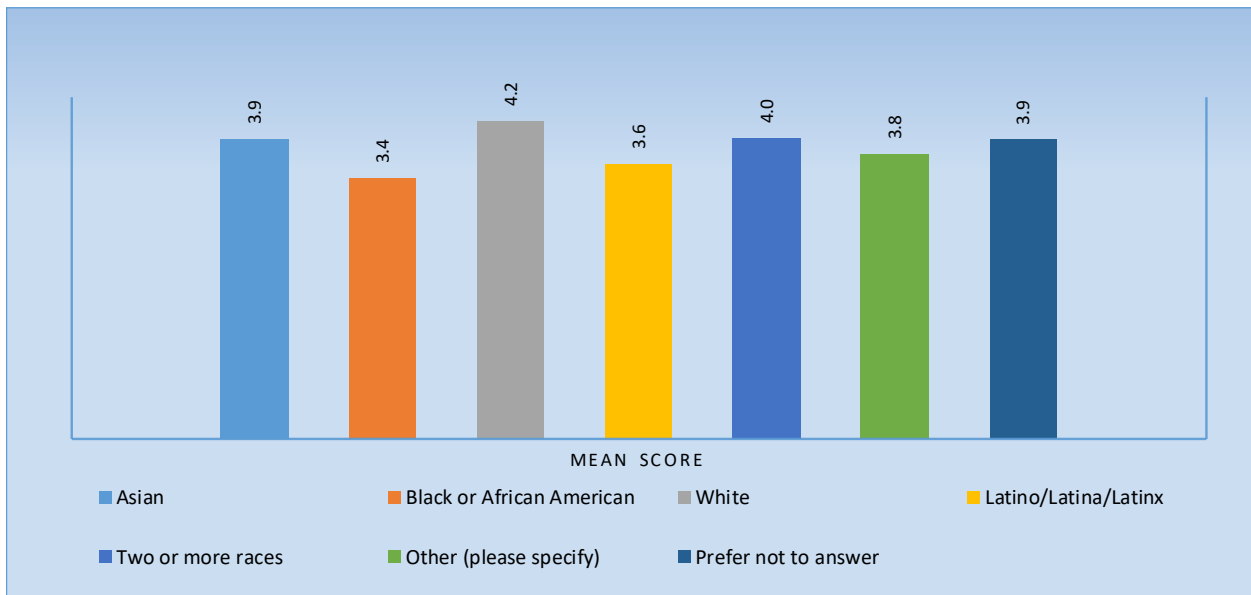
Male respondents rated Wheaton higher than females or those who chose not to identify their gender on how Wheaton values diversity. There were no statistically significant differences in ratings of diversity between males and those who indicated a non-binary gender identity.

Figure 18. Mean Ratings of How Wheaton Values Diversity (by Gender Identity)



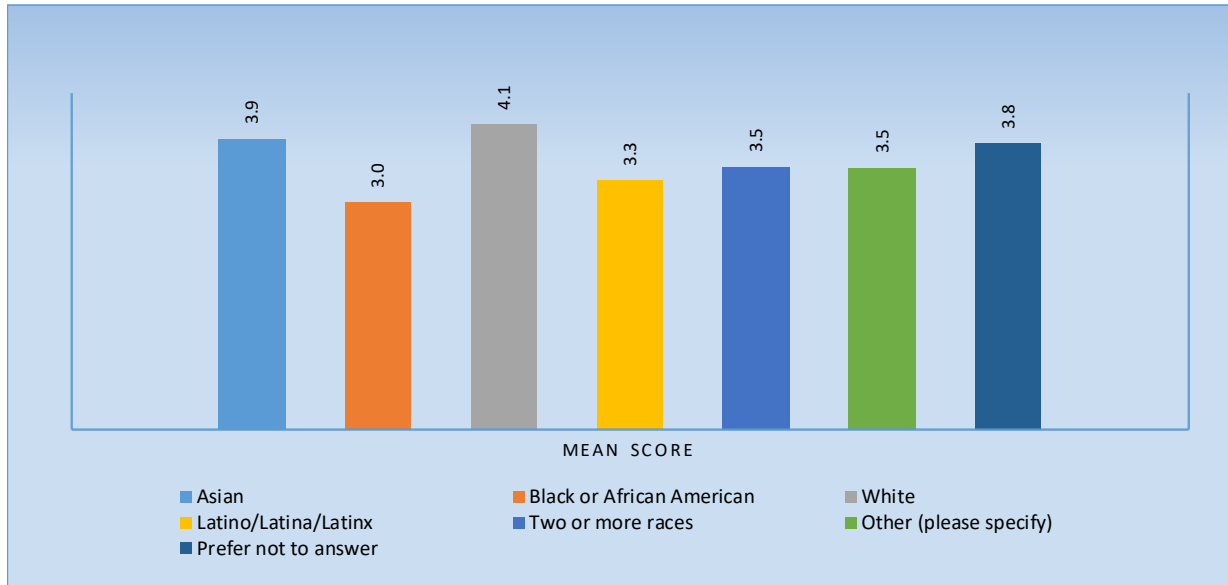
There were also differences among racial/ethnic identities on perceptions of how Wheaton values diversity and inclusion. White respondents provide higher ratings than Black, Latino/-a/-x, and those who chose not to identify their race on whether Wheaton values diversity.

Figure 19. Mean Ratings for How Wheaton Values Diversity (by Race/Ethnicity)



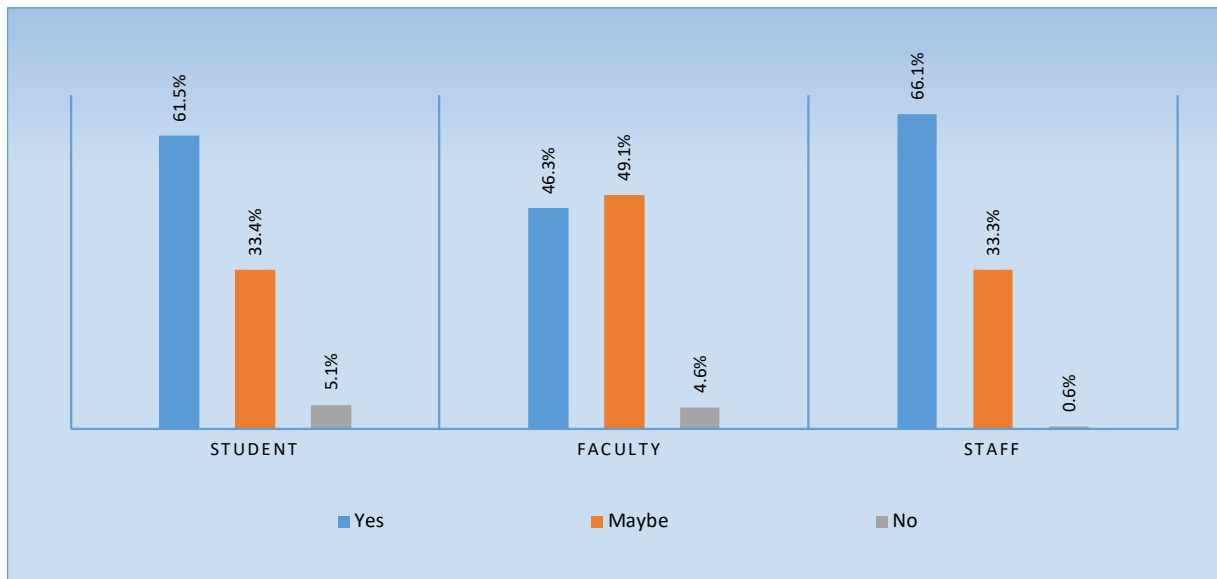
White respondents provided higher ratings on whether Wheaton values inclusion than all other races except Asian respondents. Black/African American respondents had the lowest ratings on both the diversity and inclusion questions.

Figure 20. Mean Ratings for How Wheaton Values Inclusion (by Race/Ethnicity)



There was a high proportion of survey respondents that think that equity is achievable at Wheaton. 60% of respondents who answered the question felt equity is achievable, while 36% felt it might be achievable, and 4% felt it is not achievable (n=780). There were no significant differences in responses based on gender identification or race/ethnicity. However, faculty were less optimistic about whether equity could be achieved on campus than either students or staff. Faculty were split evenly between the “Yes” and “Maybe” response, while students and staff were more likely to respond “Yes” (60% or higher).

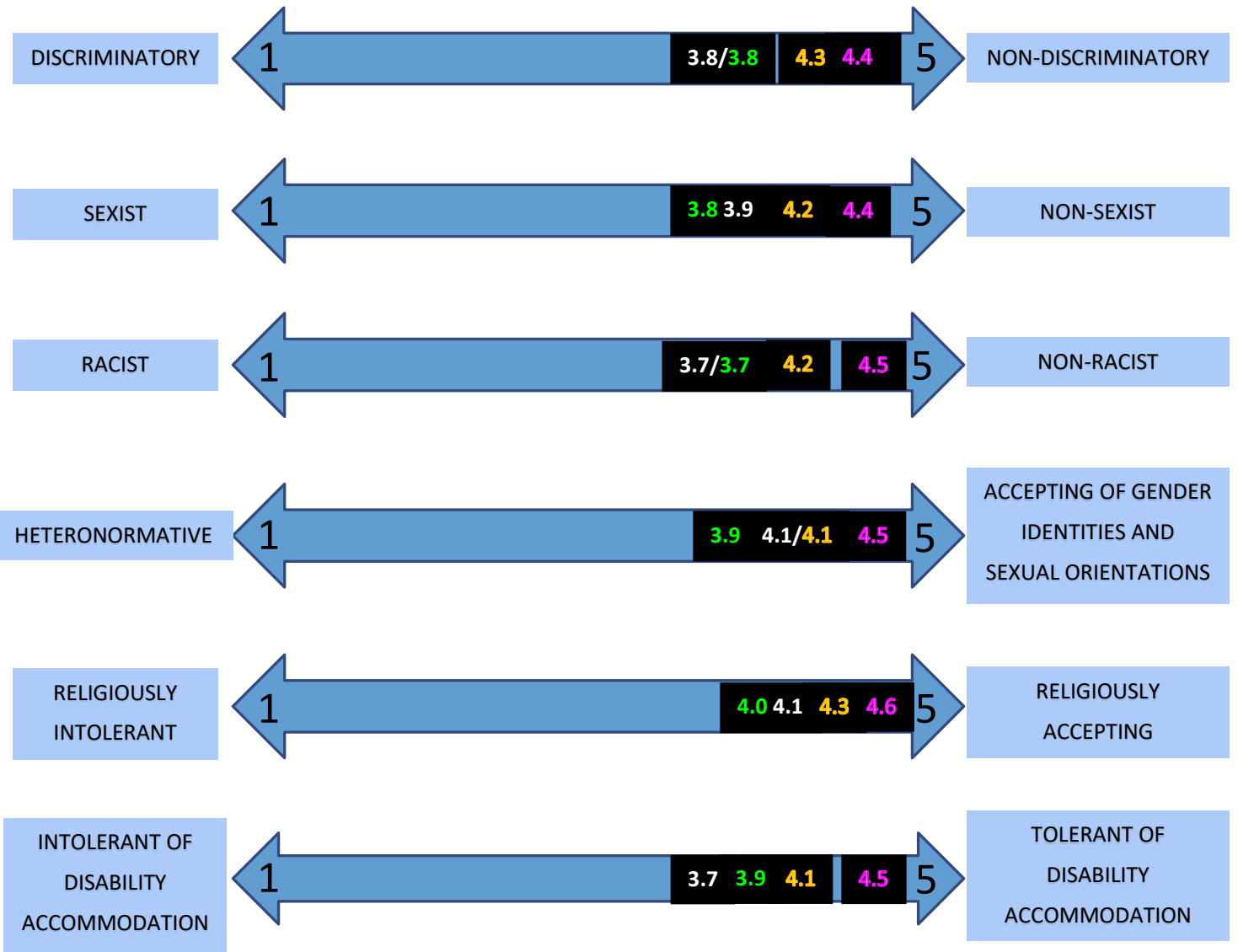
Figure 21. Mean Ratings on Whether Equity is Achievable at Wheaton (by Affiliation)



THE CAMPUS CLIMATE

A large majority (81%) of survey respondents indicated that they felt Wheaton provided a safe college campus. Survey participants also rated the campus climate along six dimensions in four different locations: the overall campus, in the classroom, in the department, and in social settings. Only faculty and students rated the classroom, and only staff rated their department. Ratings were on a scale from one to five, where 1 is most discriminatory and 5 is least discriminatory (i.e., higher scores indicate a less discriminatory environment). Average climate scores are presented below.

A total of 81% of respondents agreed that Wheaton is effective at maintaining a safe campus environment.



The highest overall campus ratings were within the departments, where average scores ranged from 4.4 to 4.6 across all dimensions, followed by classroom settings where average scores ranged from 4.1 to 4.3, followed by social settings where average scores ranged from 3.7 to 4.1. The high marks within departments corresponds to higher staff ratings of inclusiveness across all dimensions.

There were some differences in ratings of campus climate based on gender, gender identity, and race/ethnicity. Students identifying as non-binary genders rated the overall campus climate as less accepting of gender identities and sexual orientations (but not more sexist) than males or females. Black/African American respondents rated the campus as more discriminatory, more racist, more sexist, and more homophobic than did other races (Asian, White, Latino/-a/-x, Multiracial, Other, and those who did not disclose their race).

Figure 22. Student Ratings of Overall Climate by Gender Identity

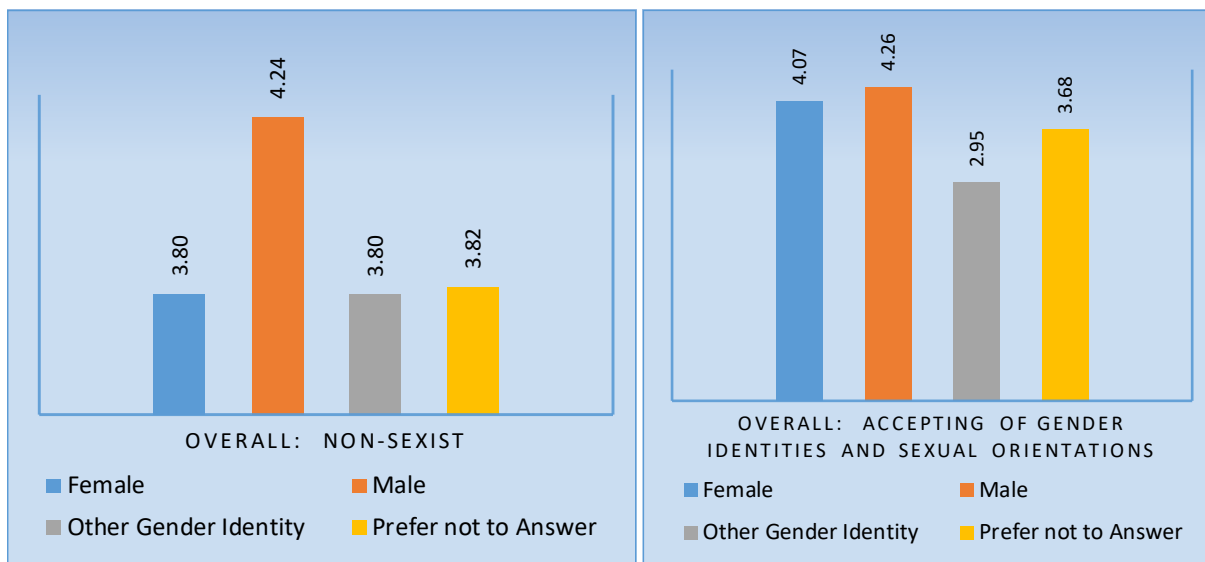
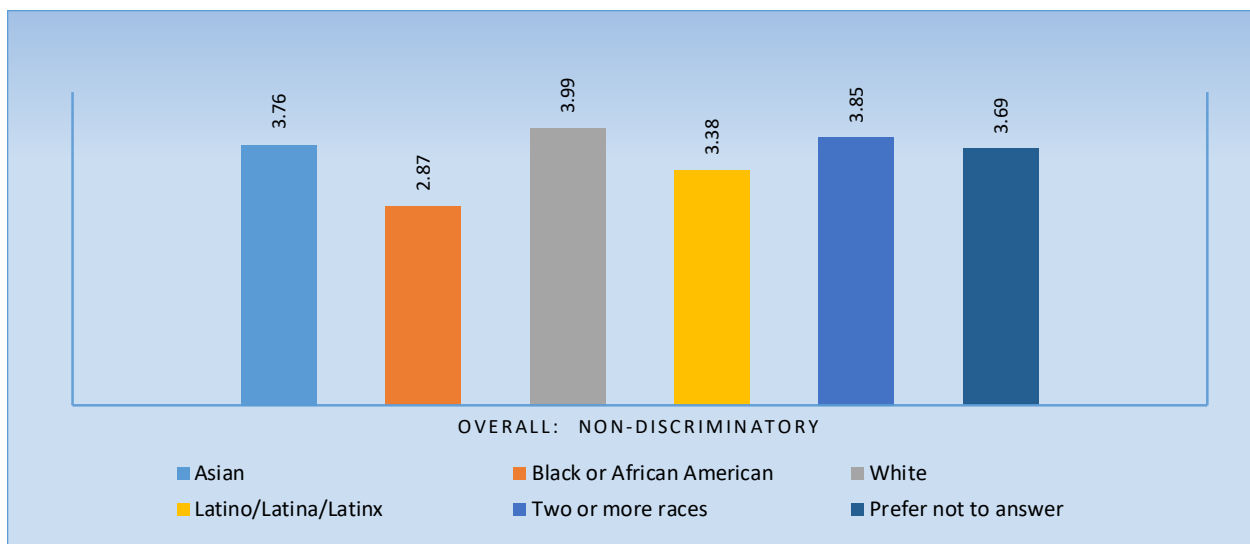


Figure 23. Student Ratings of Overall Climate by Race/Ethnicity



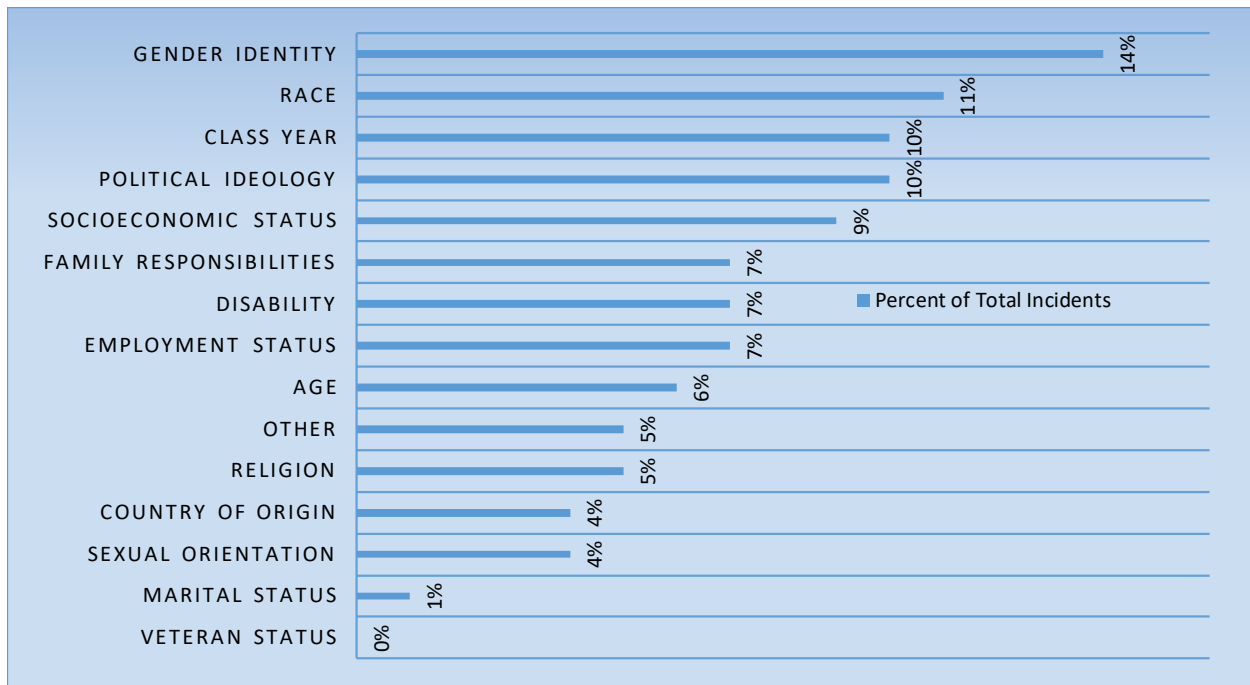
INCIDENTS OF UNFAIR TREATMENT

The survey assessed the incidents of a variety of types of unfair treatment, which was defined as, “Any act directed against a person, group or property expressing hostility or bias based on the basis of gender, age, religion, national or ethnic origin, sexual orientation, disability, or other category. Examples of unfair treatment may include slurs, epithets, name calling, use of degrading language, graffiti, intimidation, harassment or coercion directed at the targeted person or group.”

*A little over half of the 856 survey respondents (55.6%) **did not** experience any unfair treatment at Wheaton College. Nonetheless, there was still a large percentage of respondents who experienced at least one episode of unfair treatment (n=380, 44.4%). Wheaton is dedicated to addressing these issues and creating an atmosphere that is inclusive of all members of our diverse community.*

Fourteen categories of incidents were assessed in the survey, including gender, race, political ideology, class year, socioeconomic status, disability, employment status, family responsibilities, age, country of origin, sexual orientation, marital status, veteran status. Respondents also had the option of writing in other categories. Respondents could report as many incidents as they experienced, and the range was between 1 to 9 incidents. A total of 851 incidents were divulged as part of this survey, and frequencies varied among the different types of incidents. Other categories cited include: Athlete status, work status/salary, mental health, intellectual ability, medical needs, physical attributes, and region of the US.

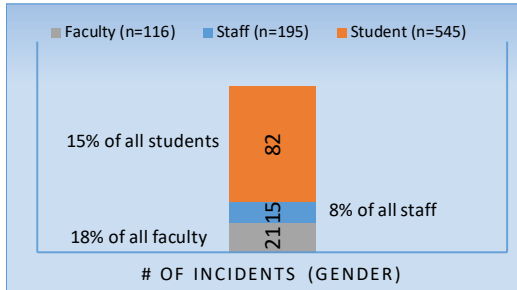
Figure 24. Percent of Total Incidents by Category of Incident (n=851 incidents)



Statistics about the incidents are provided below, and include: The number of incidents reported by each subpopulation, the percent of the total sub-population that experienced the incident, the number and percent of incidents that were reported to an official of Wheaton College, and the group that had the highest percent of its members experiencing the type of incident. Representative quotes are also provided.

GENDER/GENDER IDENTITY

The highest number of incidents reported in the survey had to do with a person's gender/gender identity (n=118).



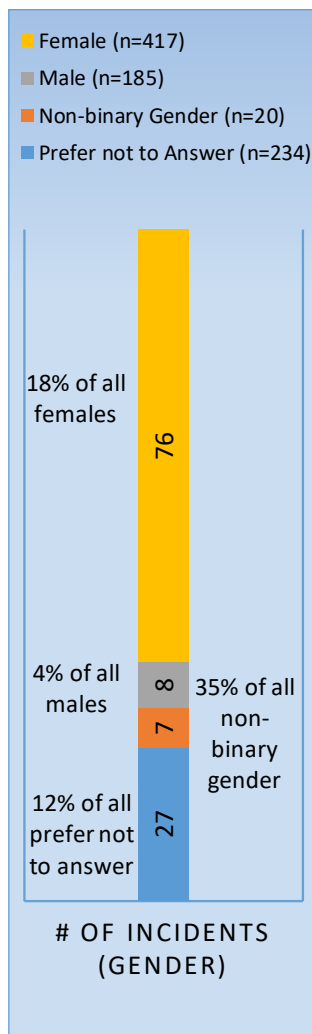
Incidents based on Gender/Gender Identity

Total # incidents disclosed: **118; 78 within the last year**

Incidents reported to Wheaton officials: **19**

% of gender based incidents reported: **16%**

Highest % experiencing incidents: **Non-binary gender**



- DATA POINTS**
- Those identifying as non-binary gender and as female had the highest proportion of incidents based on gender: 35% of all non-binary gender respondents and 18% of all female respondents disclosed a gender-based incident
 - Males had the lowest proportion of gender-based incidents (4%)
 - Faculty experienced higher proportions of gender based incidents (18%), followed by students (15%)
 - Staff had the lowest proportion of incidents based on gender (8%)
 - A total of 16% of gender-based incidents were reported to an official of Wheaton College

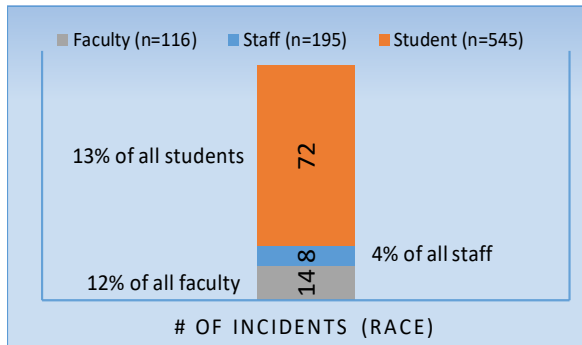
" 1% of women in my career path make it to my level/ position that alone has its challenges in a male dominated industry."

"... it was clear from day one that women's voices would not receive the attention and respect that they deserve. It made learning difficult because when you know you are not valued or respected it is hard to stay motivated and engaged. Particularly when you know your own worth and have received equal treatment from other male professors at Wheaton."

"It's mild and it's subtle. A lot has to do with watching the guys, especially the white men (of all ages), talk freely and forever.... And watching them emphatically repeat what a woman has already said -- with clear assumption of their own originality. By now you'd think they would have learned, but the privilege is thick."

RACE/ETHNICITY

A total of 94 incidents based on race/ethnicity were disclosed.



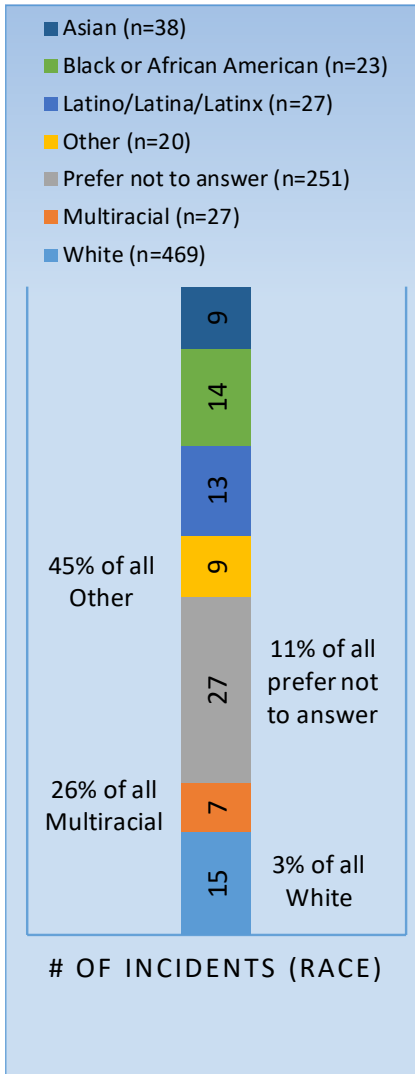
Incidents based on Race/Ethnicity

Total # incidents disclosed: **94; 63 within the last year**

Incidents reported to Wheaton officials: **13**

% of race/ethnicity incidents reported: **14%**

Highest % experiencing incidents: **Black/African Americans**



- DATA POINTS**
- Over half (61%) of Black/African American respondents disclosed race-based incidents, the highest of any race/ethnicity
 - Approximately ½ of Latino/-a /-x (48%) and Other (45%) respondents disclosed an incident
 - Approximately ¼ of all Asian and Multiracial respondents disclosed an incident
 - 3% of White respondents disclosed an incident – comments indicated they felt there was a backlash or a double standard being set

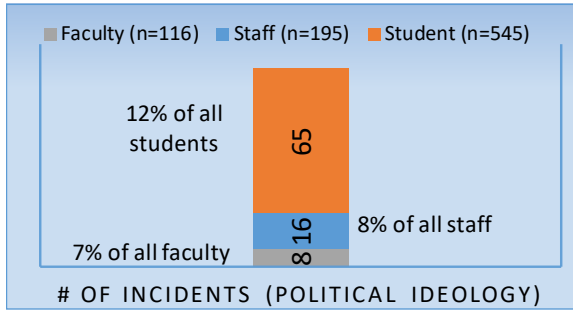
“The harassment I have experienced was veiled, but very distinct, racism. It was often implied that I was both young and not American enough to understand the subtleties of issues presented to me...”

“...There were posters put up all over my hall with racist and derogatory language. I was also called the n word by a visiting student my freshman year.... During my junior year a student at Wheaton dawned black face...”

“Staff of color are always the ones who bring up questions about diversity and inclusion in strategic meetings, search committees, interviews and any other large scale gatherings...Staff and faculty have touched my hair, assumed I am from the inner city, assumed I am not from the US, assumed my religion because of my food choice and I have been told you are not your typical POC. What does that mean?”

POLITICAL IDEOLOGY

A total of 89 incidents based on political ideology were disclosed.



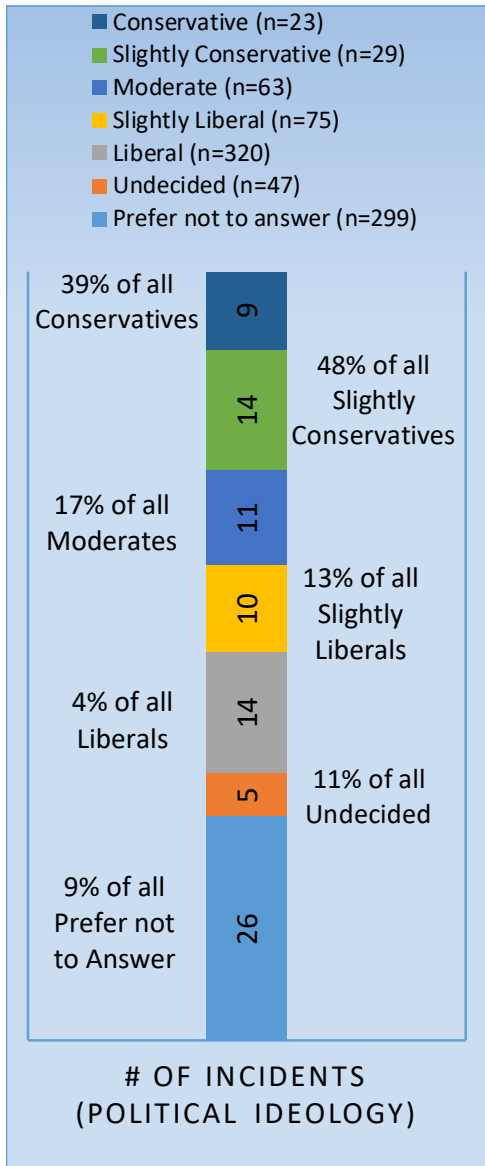
Incidents based on Political Ideology

Total # incidents disclosed: **89; 52 within the last year**

Incidents reported to Wheaton officials: **1**

% of incidents based on political ideology reported: **1%**

Highest % experiencing incidents: **Slightly Conservative**



- DATA POINTS**
- Over two-thirds of conservative members of the Wheaton community experienced an incident of unfair treatment based on political ideology
 - Approximately 1/2 of slightly conservative members of the Wheaton community experienced an incident of unfair treatment based on political ideology
 - Approximately 1/5 of those with liberal or slightly liberal political ideology also experienced unfair treatment based on their political views
 - Very few of these types of incidents are reported to Wheaton officials

“I’m pretty conservative and this is the most liberal college I have ever worked at. It’s almost something I have to hide or be embarrassed about and it’s not safe to express my views and opinions here.”

“I have many times heard people be dismissive to and rude about those not holding liberal beliefs.”

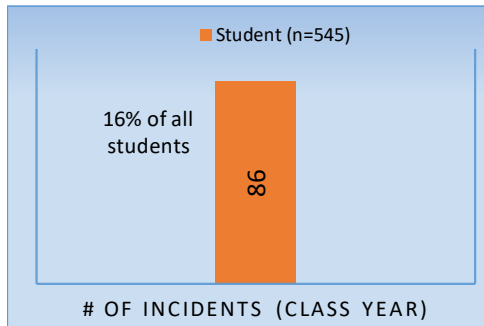
“Have some conservative views and been told by supervision in department in the past that expressing those views could result in being targeted for termination. Few if any on campus have any tolerance for conservative view points.”

“Some students ridicule me for my far left ideology.”

“This college has no space for conservatives. After the election all Conservative students feared for their safety. In the classroom we have no representation of Conservative faculty. In the aftermath of the election I heard deeply upsetting rhetoric about Trump voters from faculty members.”

CLASS YEAR (STUDENTS ONLY)

A total of 86 incidents based on class year were disclosed.



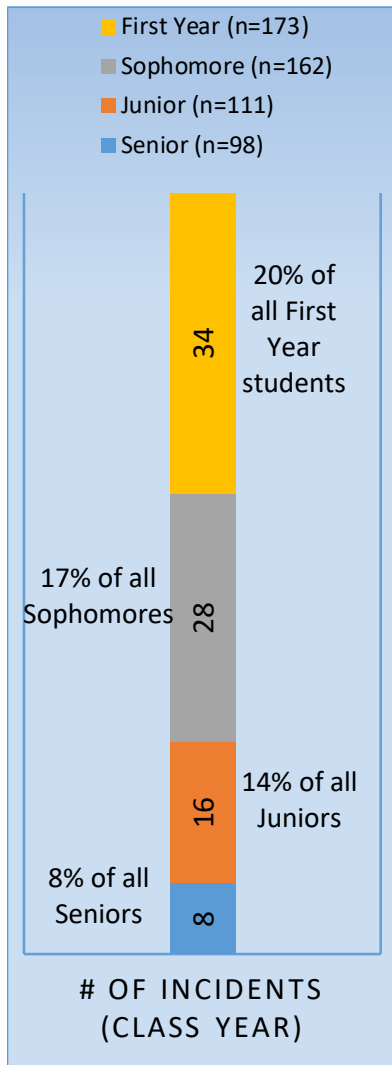
Incidents based on Class Year

Total # incidents disclosed: **86; 52 within the past year**

Incidents reported to Wheaton officials: **2**

% of incidents based on class year reported: **2%**

Highest % experiencing incidents: **First Year Students**



DATA POINTS

- 1/5 of all First Year respondents disclosed an incident of unfair treatment based on class year
- Higher proportions of all class years disclosed incidents than Seniors – twice as high or more
- Incidents based on class year are very infrequently brought to the attention of an official at Wheaton College
- While the highest proportions of incidents happen to First Year and Sophomore students, Juniors also experience these types of incidents

FIRST YEAR STUDENTS: “Ageism is normalized at Wheaton” and “Wasn't a big deal. Older students like to think they're superior just because they're older. Typical stuff.”

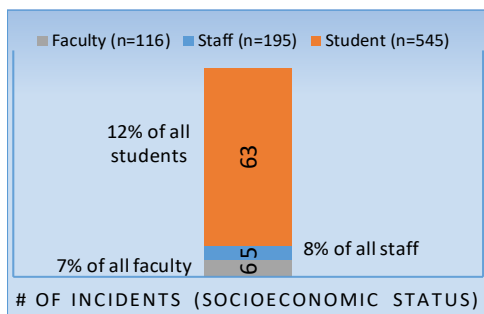
SOPHOMORES: “Intimidation at parties for being a lowerclassman, predatory like behavior” and “Campus groups outright saying, “we liked you and would have taken you if you were an upperclassman.”

JUNIOR: “It's rooted in the framework of society, with age comes a status that some people feel the need to enforce on those around them.”

SENIOR: “When I was a freshman, I felt ignored by some of the faculty here at Wheaton. I really wanted to pursue research over the summer, but it was difficult to get support from my professors/advisors.”

SOCIOECONOMIC STATUS

A total of 74 incidents based on socioeconomic status were disclosed.



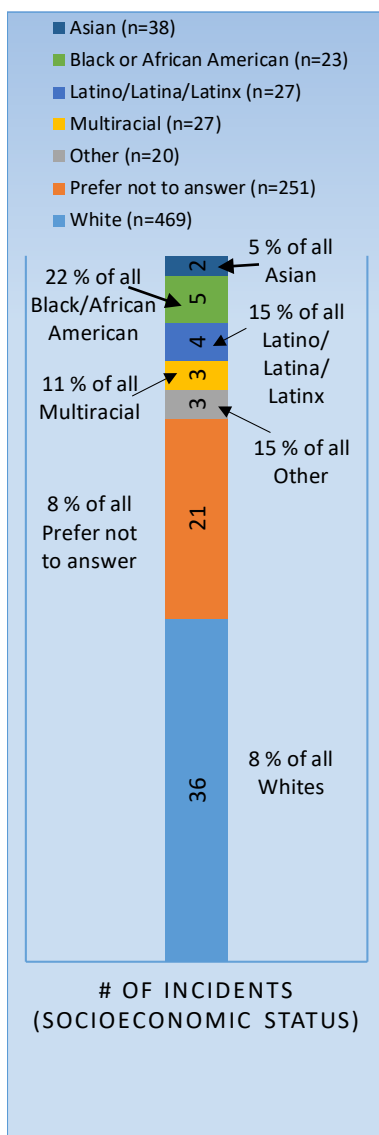
Incidents based on Socioeconomic Status

Total # incidents disclosed: **74; 47 within the last year**

Incidents reported to Wheaton officials: **1**

% of incidents based on socioeconomic status reported: **1%**

Highest % experiencing incidents: **Black/African American**



- DATA POINTS**
- Data could not be broken out by socioeconomic status as too few respondents provided information on their income
 - Non-white respondents disclosed higher proportions of incidents based on socioeconomic status than white respondents
 - Faculty and staff report similar proportions of incidents based on socioeconomic status while students report a higher proportion than either faculty or staff
 - Only 1% of incidents based on socioeconomic status were reported to Wheaton officials

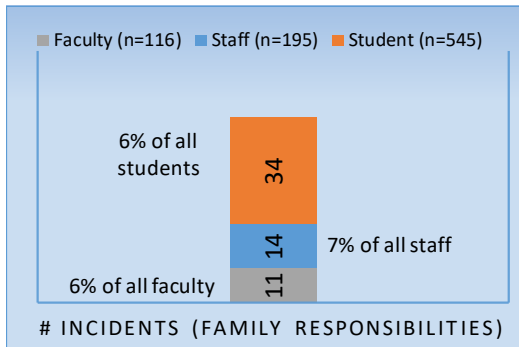
“Couldn't afford to pay for books which is very emotionally stressful” and “Just difficult to survive, can't attend some events because you have to pay”

“Through the years, my socioeconomic status has been brought up to state that I am incapable of understanding larger issues tied to struggle, labor, or equity. Therefore, my opinions are often dismissed, leading me to stop intervening and thus engaging.”

“We do not all make the same amount of money obviously but when we are solicited to give and are talking about staff contributions to things there is a culture of slight shame if you do not participate. Some of us are struggling here financially and cannot always be at social events or donate to the college.”

FAMILY RESPONSIBILITIES

A total of 59 incidents based on family responsibilities were disclosed.



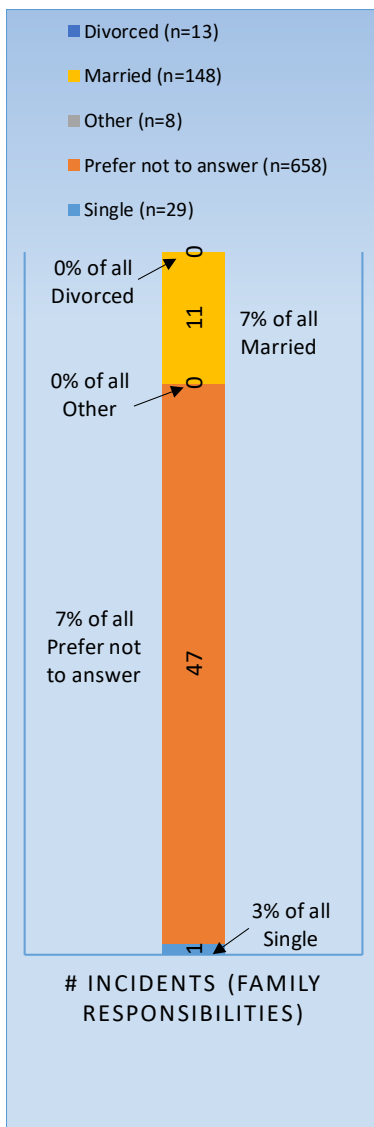
Incidents based on Family Responsibilities

Total # incidents disclosed: **59; 14 within the last year**

Incidents reported to Wheaton officials: **4**

% of incidents based on family responsibilities reported: **7%**

Highest % experiencing incidents: **Married**



- DATA POINTS**
- There were no significant differences between faculty, staff and students on the proportion reporting incidents based on family responsibilities
 - There were no statistical differences between survey respondents who were single, married, divorced, other relationship status or those who preferred not to disclose their marital status on the proportion reporting incidents based on family responsibilities
 - Only 7% of incidents based on family responsibilities were reported to Wheaton officials

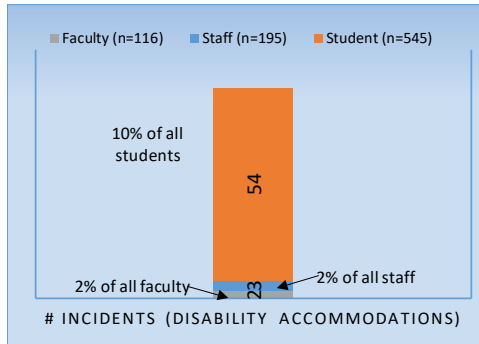
“A concern in which my name was mentioned in a test question that regarded a serious illness in my family was dismissed by a professor.” and “I had two funerals this year, and two times they were still counted as an absence, and negatively effected my participation grade.”

“Required events/meetings or pressure to attend them in evenings and weekends. Brown has a GREAT campus policy about not scheduling events/meetings after childcare hours for this very reason.”

“I believe the college's family medical leave, particularly regarding maternity and paternity leave, could be more flexible and inclusive.” and “[I was] Denied bereavement time for a relative not specifically covered by leave policy while others in department have been given bereavement for relatives not covered by leave policy.”

DISABILITY ACCOMMODATIONS

A total of 59 incidents based on disability accommodations were disclosed. Quotes are provided from students only in order to protect the anonymity of the small number of faculty and staff that reported incidents.



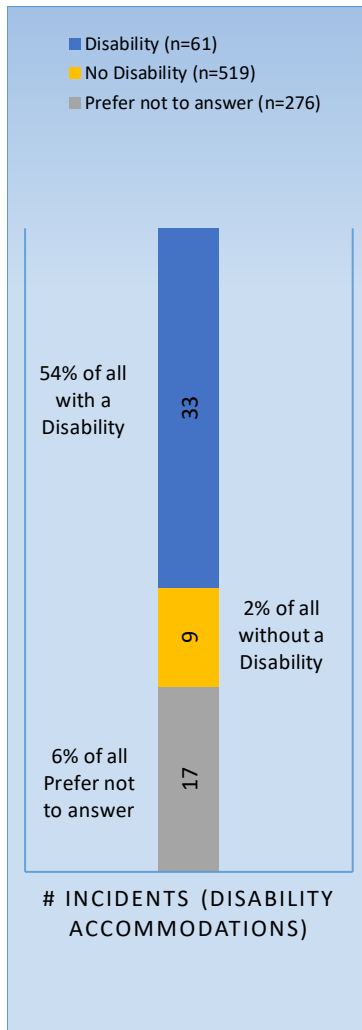
Incidents based on Disability Accommodations

Total # incidents disclosed: **59; 43 within the last year**

Incidents reported to Wheaton officials: **10**

% of incidents on disability accommodations reported: **17%**

Highest % experiencing incidents: **Those with disabilities**



DATA POINTS

- More than half (54%) of all respondents who disclosed a permanent disability experienced unfair treatment based upon disability accommodation
- Students included mental health issues in the category of permanent disabilities, based on their comments, while it is not clear whether or not faculty and staff did so
- A higher percentage of unfair treatment based on disability accommodation were reported than unfair treatment based on other protected categories, including gender and race/ethnicity

STUDENT 1: "The campus needs to be more accessible for disabled people. There are a lot of hills and buildings without handicapped accessibility."

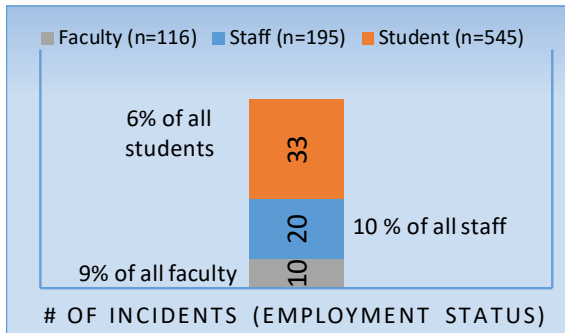
STUDENT 2: "Unfair treatment hasn't been harmful or damaging, but something that could be easily fixed. I am hard of hearing and there are many events that I can't or struggle to participate in."

STUDENT 3: "To get disability accommodation is a very difficult process. They rank you based on how "bad" your disability is, which is very toxic and unfair and also works to undermine the validity of mental illness. Ultimately, I was unable to get the help I needed."

STUDENT 4: "Disregard for my needs - faculty, mocking of mental illness & and learning disability – students"

EMPLOYMENT STATUS

A total of 63 incidents based on employment status were disclosed. Representative quotes are also provided.



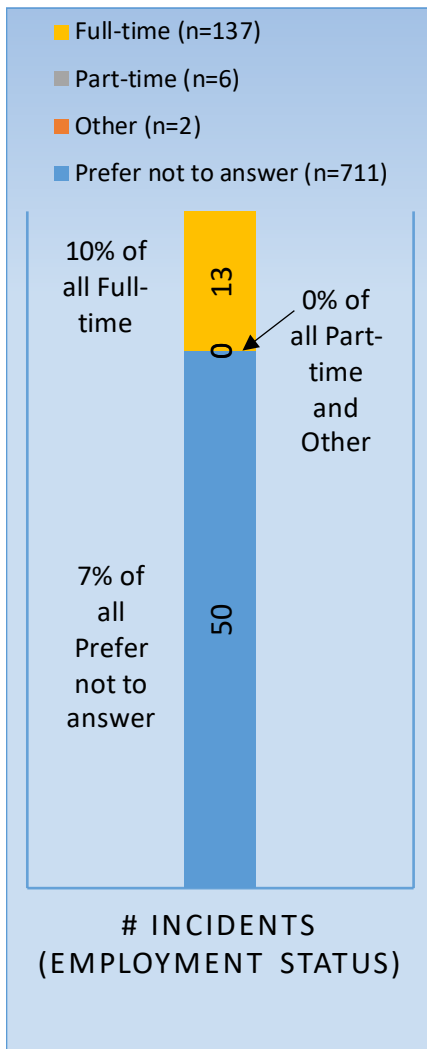
Incidents based on Employment Status

Total # incidents disclosed: **63; 28 within the last year**

Incidents reported to Wheaton officials: **12**

% of incidents on employment status reported: **19%**

Highest % experiencing incidents: **Full-Time Employees**



- DATA POINTS**
- The majority of respondents (83%) did not disclose their employment status, making analysis difficult
 - There were no significant differences between faculty, staff, and students on the proportion of incidents experienced based on employment status
 - Full-time workers experienced the highest proportion of incidents of unfair treatment based upon employment status
 - Faculty comments were centered around pay inequities

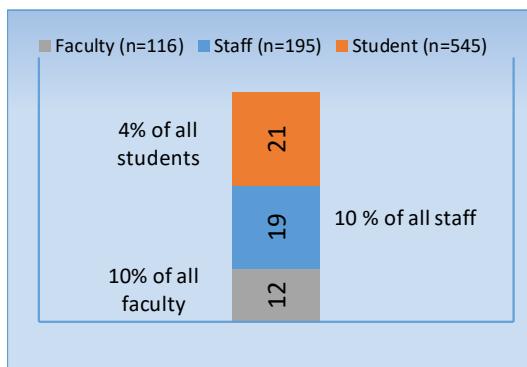
“Very difficult to get campus job as an international student. I suffered freshmen year, didn’t have any source of income and applied for jobs and was rejected because of having Wheaton work instead of Federal work”

“There are very few jobs here on campus that are available to students who do NOT have federal work study. Being a student WITHOUT federal work study myself, I feel like I am being "discriminated" against due to being turned away from jobs, in addition to simply not being able to find jobs that will hire WITHOUT federal work study.”

“Our department is understaffed, underpaid, undervalued and under appreciated. It’s a constant battle to even get respect let alone acknowledgement.” and “Jobs and compensation are not always equitable across campus...”

AGE

A total of 52 incidents based on age were disclosed.



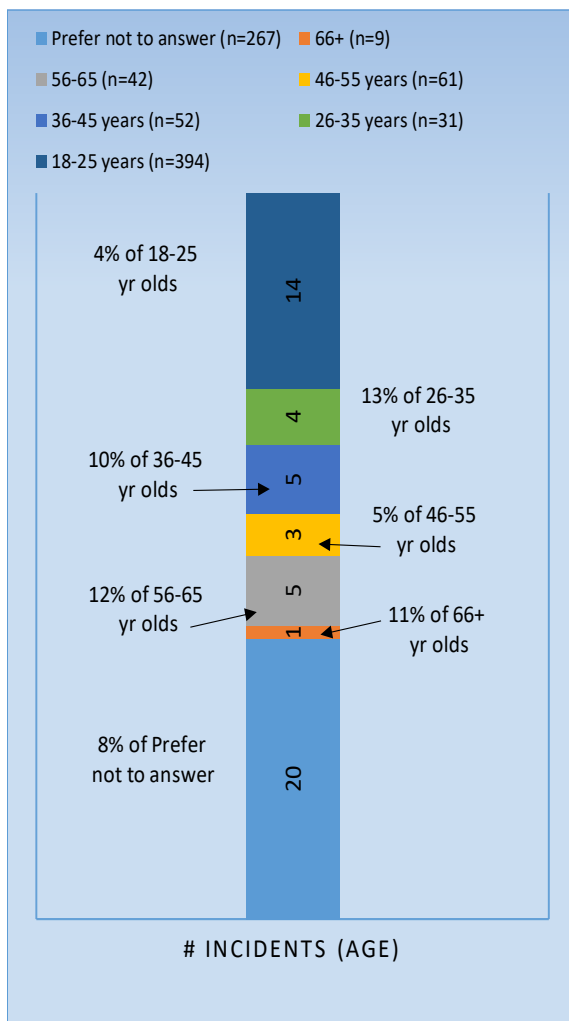
Incidents based on Age

Total # incidents disclosed: **52; 23 within the last year**

Incidents reported to Wheaton officials: **1**

% of incidents based on age reported: **2%**

Highest % experiencing incidents: **26-35 Years**



- DATA POINTS**
- 17% of those 35 and under reported an incident of unfair treatment based on age, compared to 38% of those over the age of 35
 - The group that reported the greatest proportion of incidents was 26-35 year olds (13%), followed by 56-65 year olds (12%) and 66+ (11%)
 - Higher proportions of faculty and staff (10% of both) reported age-based unfair treatment compared to students (4%)

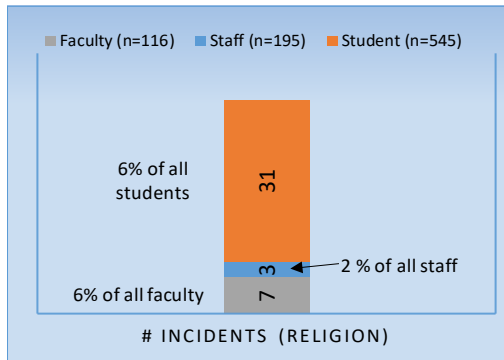
“Professors seeing me as an adult, hence I should know it all and should know better. Other students being treated as kids hence with more consideration and gentle care.”

“It is persistent and attitudinal. There is no discussion of the way ageism impacts later faculty careers; it’s therefore hard to describe, but it surfaces in ideas of popularity and authority, probably more for women than men. But it also intersects with disability attitudes.”

“My (young) age is regularly referenced in conversations that degrade and undermine the amount of experience I bring to the job”

RELIGION

A total of 41 incidents based on religion were disclosed.



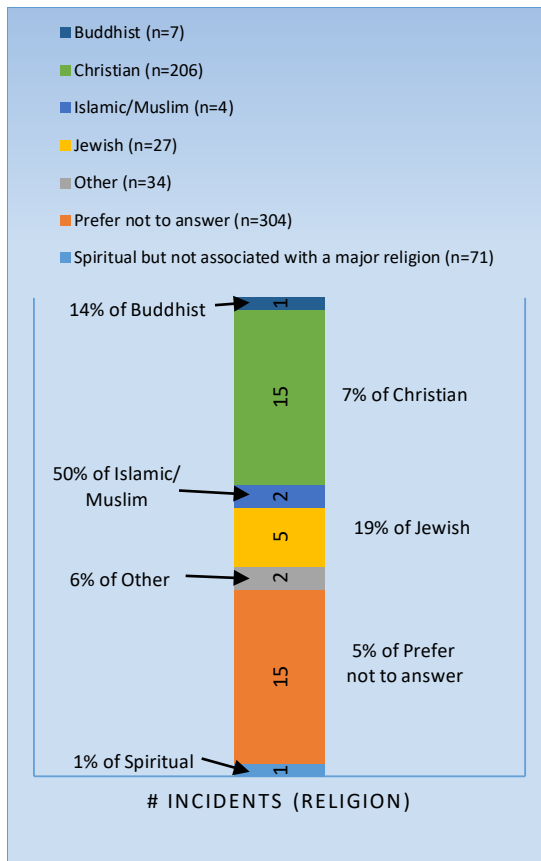
Incidents based on Religion

Total # incidents disclosed: **41; 25 within the last year**

Incidents reported to Wheaton officials: **2**

% of incidents based on religion reported: **5%**

Highest % experiencing incidents: **Islamic/Muslim**



- DATA POINTS**
- Islamic/Muslim respondents experienced the highest proportion of unfair treatment based on religion (50%); however, results should be interpreted with caution due to the small number of Islamic/Muslim survey respondents (n=4)
 - Jewish respondents experienced the second highest proportion of incidents based on religion (19%)
 - There were no reports of incidents based on religion for those who identified as Agnostic, Atheist, Scientologist, Wiccan, or Undecided

“Previous supervisors when I first started made me feel bad and isolated about asking to take off an important Jewish Holiday.”

“I am Jewish, so every so often boys I know will makes anti-semitic jokes/ comments”

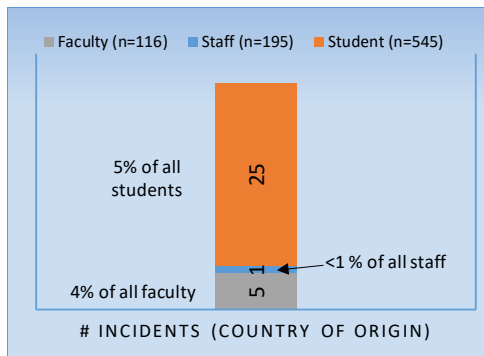
“General atmosphere of genteel disdain for religion, however with numerous exceptions of positive reinforcement. The calendar is not always accommodating to religious holidays.”

“We are not Wheaton Illinois’ is code for ‘we don't like religion here.’”

“Both students and professors make jokes about Christianity, Jesus and God. It's funny for people who are not believers but I feel uncomfortable”

COUNTRY OF ORIGIN

A total of 31 incidents based on country of origin were disclosed. The survey did not solicit data on country of origin, so no further breakdown of data is possible. There were also very few respondents who commented about the incidents based on country of origin; therefore, representative quotes are not provided.



Incidents based on Country of Origin

Total # incidents disclosed: **31; 15 within the last year**

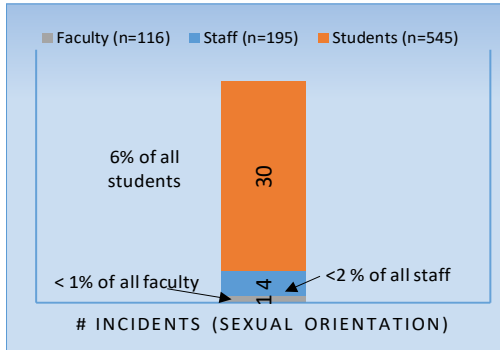
Incidents reported to Wheaton officials: **3**

% of incidents based on country reported: **10%**

Highest % experiencing incidents: **Students**

SEXUAL ORIENTATION

A total of 35 incidents based on sexual orientation were disclosed. Quotes are provided from students only in order to protect the anonymity of the small number of faculty and staff that reported incidents.



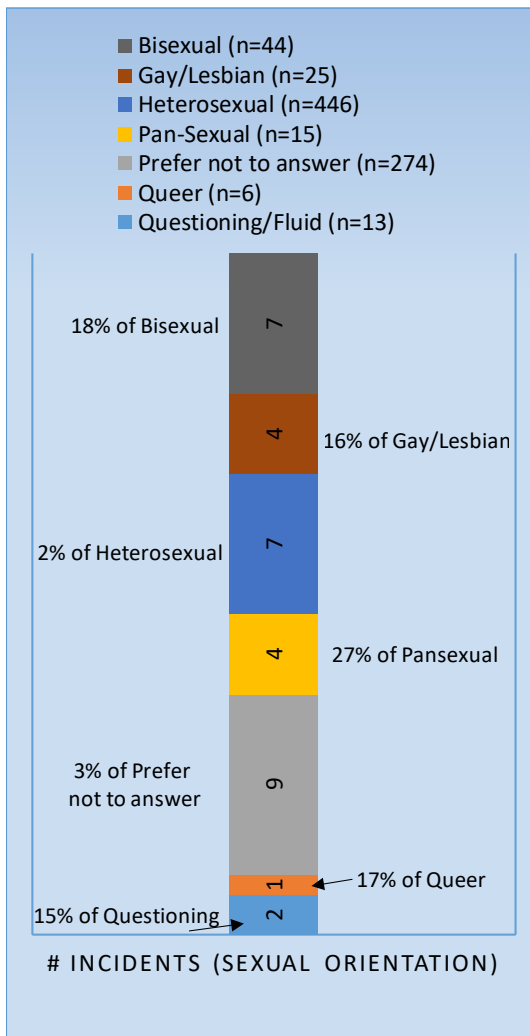
Incidents based on Sexual Orientation

Total # incidents disclosed: **35; 23 within the last year**

Incidents reported to Wheaton officials: **1**

% of sexual orientation incidents reported: **3%**

Highest % experiencing incidents: **Pan-Sexual**



- DATA POINTS**
- Those respondents that identified as Pan-Sexual experienced the highest proportion of incidents based on their sexual orientation
 - Those identifying as Bisexual, Gay/Lesbian, Queer and Questioning experienced similar rates of incidents to each other
 - Respondents who identified as Asexual did not report any incidents
 - A small percentage of incidents based on sexual orientation are reported to Wheaton officials

STUDENT 1: "Treating sexual orientations other than heterosexual as a joke, heteronormativity, harassment of same sex couples"

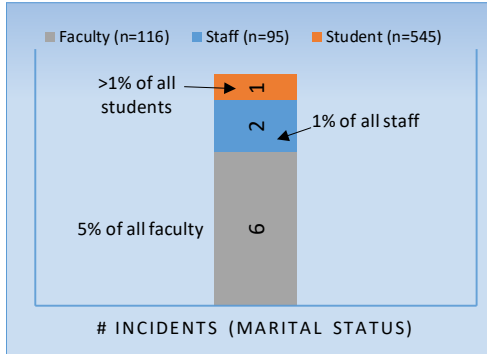
STUDENT 2: "If I feel as though it is pertinent to the conversation, I mention my sexuality in classes and or in social interactions. (I am pan-sexual) I have had people laugh at me, ask if I was attracted to pans (as in the cookware) etc.."

STUDENT 3: "I heard microaggressions from students, but even from some staff and faculty."

STUDENT 4: "Different treatment after I've come out to people, people avoiding me"

MARITAL STATUS

A total of 9 incidents based on sexual orientation were disclosed. No students provided comments for this category. There was one faculty comment regarding a change in health care coverage policy based on marital status. Representative quotes from staff members are provided below.



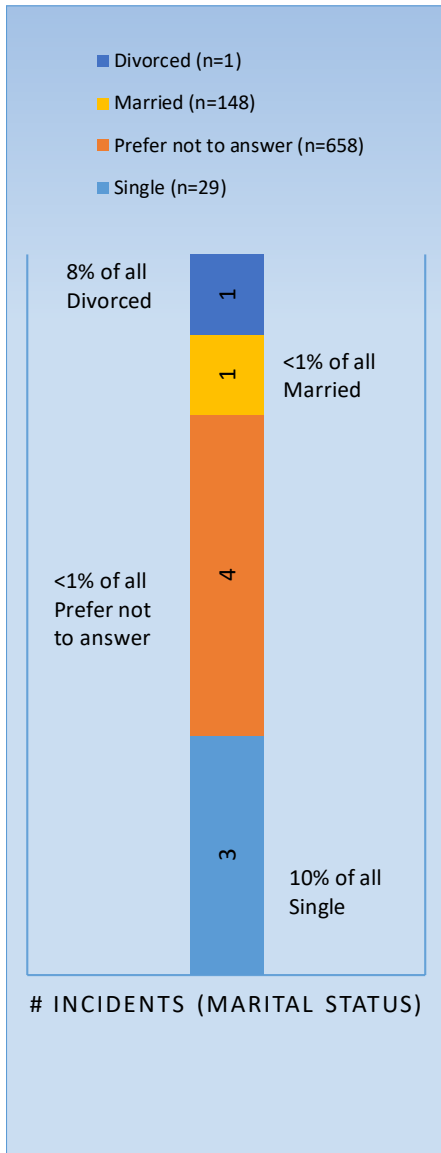
Incidents based on Marital Status

Total # incidents disclosed: **9; 2 within the last year**

Incidents reported to Wheaton officials: **1**

% of incidents based on marital status reported: **11%**

Highest % experiencing incidents: **Single**



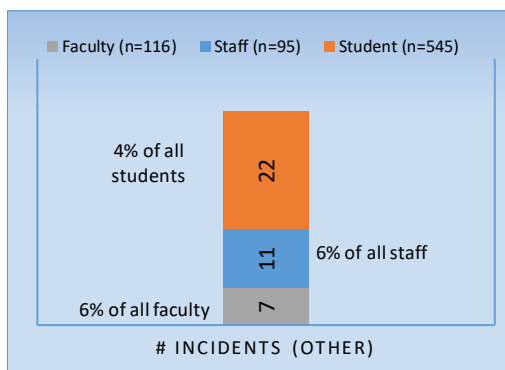
- DATA POINTS**
- Those respondents that identified as Single experienced the highest rates based on marital status
 - Respondents who were Divorced experienced the second highest rate of incidents based on marital status
 - Married respondents and those who chose not to disclose their marital status experienced the lowest rates of incidents based on marital status
 - Faculty experienced higher rates of incidents based on marital status than either staff or students

STAFF 1: "I have been asked to work extra... (Saturdays or weeknights) because I didn't have a family at home so they'd be less disruptive to my life."

STAFF 2: "I'm single...and I've been chastised because I'm not married with kids nor am I taken seriously...It was brought up in a meeting once in front of my staff that I've never had kids so I wouldn't understand something...."

OTHER

A total of 40 incidents based on other identity categories were disclosed. There were no significant differences between faculty, staff, and students in rates of unfair treatment based on other identity categories. Representative quotes are provided below.



Incidents based on Other Categories

Total # incidents disclosed: **40; 21 within the last year**

Incidents reported to Wheaton officials: **7**

% of incidents based on marital status reported: **18%**

Highest % experiencing incidents: **N/A**

"The comments were not intended to be derogatory, and most would not have found them objectionable, but they emphasized my otherness in this particular environment in a way that I had not been aware of beforehand."

"People hold assumptions about certain majors and fields of study on this campus that tend to say 'studying (humanities) is easy; you don't need to be a genius to study (art)' etc. This is discriminatory towards people of different intelligences and legitimate fields of study that contribute just as much to society as the rest of the majors here. This isn't directly harmful, but it does make me upset to hear it."

"Double-standard of socially accepted expression of sexuality for males vs. females, hurtful comments from students."

"Lack of support around leave coverage; and while not intentional, lack of respect for leave time."

"I feel that student-athletes at this school are discriminated against in the classroom and around campus because of stereotypes that people have and stories that people have heard from many years ago. Sometimes when I walk into a classroom in the first week wearing clothing that identifies me as a student-athlete, I can feel professors making judgements about what kind of student I will be without getting to know me. I also know students at the school make judgements and assumption about the character and actions of student-athletes at the school without getting to know them. They assume that student-athletes must get special treatment here because 'that's how it is at every school' when that is most definitely not the case."

"I believe there is special treatment toward student athletes, and have experienced an unfair amount of leniency."

RETENTION IMPLICATIONS OF UNFAIR TREATMENT

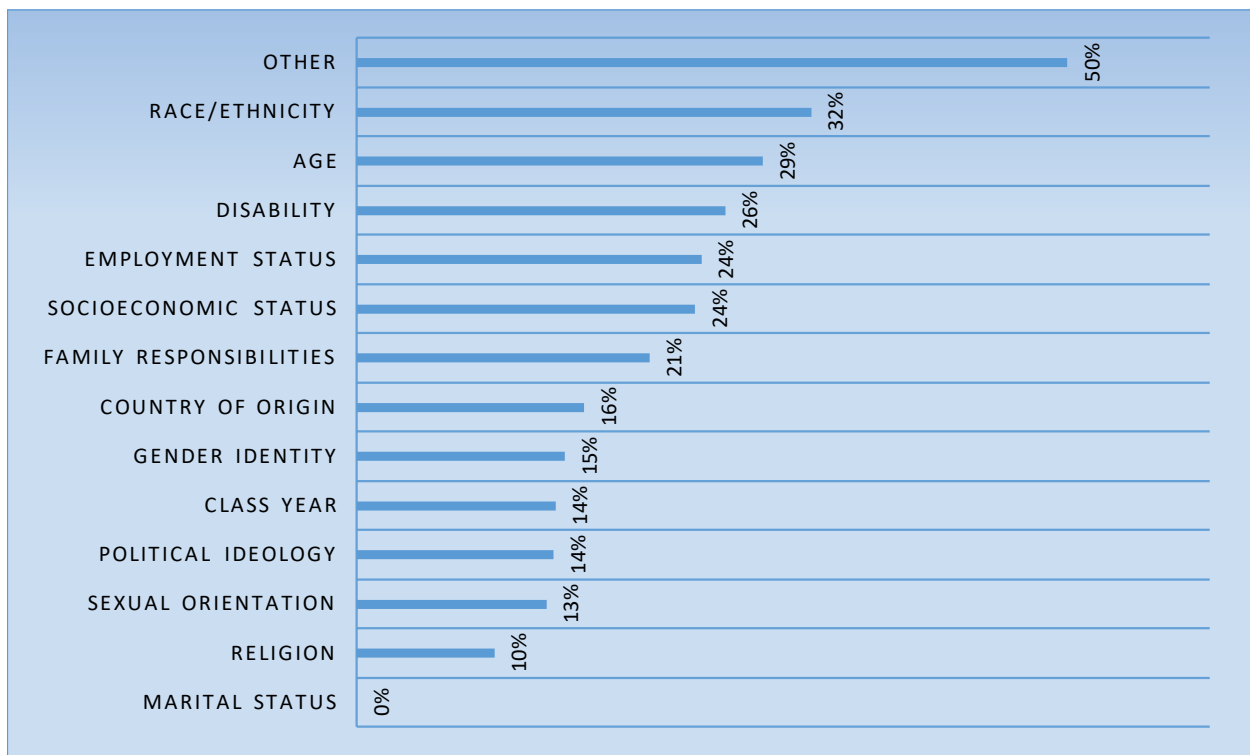
The survey assessed whether those who reported experiencing and/or witnessing unfair treatment had considered leaving Wheaton because of the incident(s).

Nearly one quarter of all students who indicated that they had experienced at least one episode of unfair treatment had considered leaving Wheaton because of that incident.

- Of the 266 students who reported at least one incident of unfair treatment, 23 percent indicated that they had considered leaving Wheaton because of the incident
- A total of 39 students who witnessed incidents of unfair treatment considered leaving Wheaton because of the incident

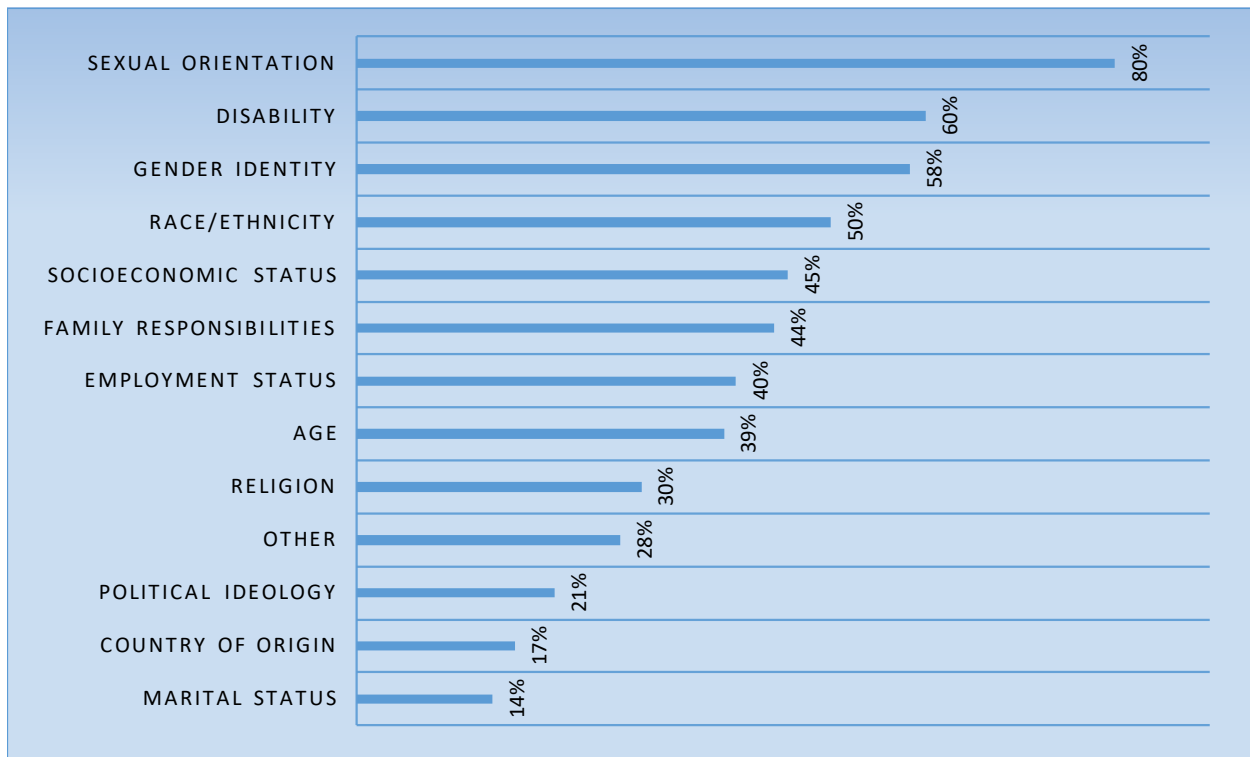
The following figure shows the types of unfair treatment and the percentage of students who considered leaving Wheaton because of the incident. Half of all students who experienced an incident of unfair treatment based on a category not listed in the survey considered leaving Wheaton College due to the incident. It is difficult to determine what these types of incidents were as very few survey respondents indicated what had happened in their comments. Approximately 1/3 of students who experienced unfair treatment based on race/ethnicity and age, while approximately 1/4 of students who experienced unfair treatment based on disability status, employment status, and socioeconomic status considered leaving Wheaton.

Figure 25. Percentage of Students who Considered Leaving Wheaton College by Category of Unfair Treatment Experienced



Faculty and Staff have also considered leaving Wheaton based on experiences of unfair treatment, but the categories break down differently than students. Overall, higher proportions of faculty and staff than considered leaving Wheaton due to unfair treatment than did students. In addition, 80% of faculty and staff who experienced unfair treatment based on sexual orientation considered leaving Wheaton, compared to 13% of students. More than half of faculty and staff who experienced unfair treatment based on disability status, gender identity, and race/ethnicity considered leaving Wheaton. This data indicates that different areas are problematic for faculty and staff than for students, and that different targeted intervention may be required.

Figure 26. Percentage of Faculty and Staff who Considered Leaving Wheaton College by Category of Unfair Treatment Experienced

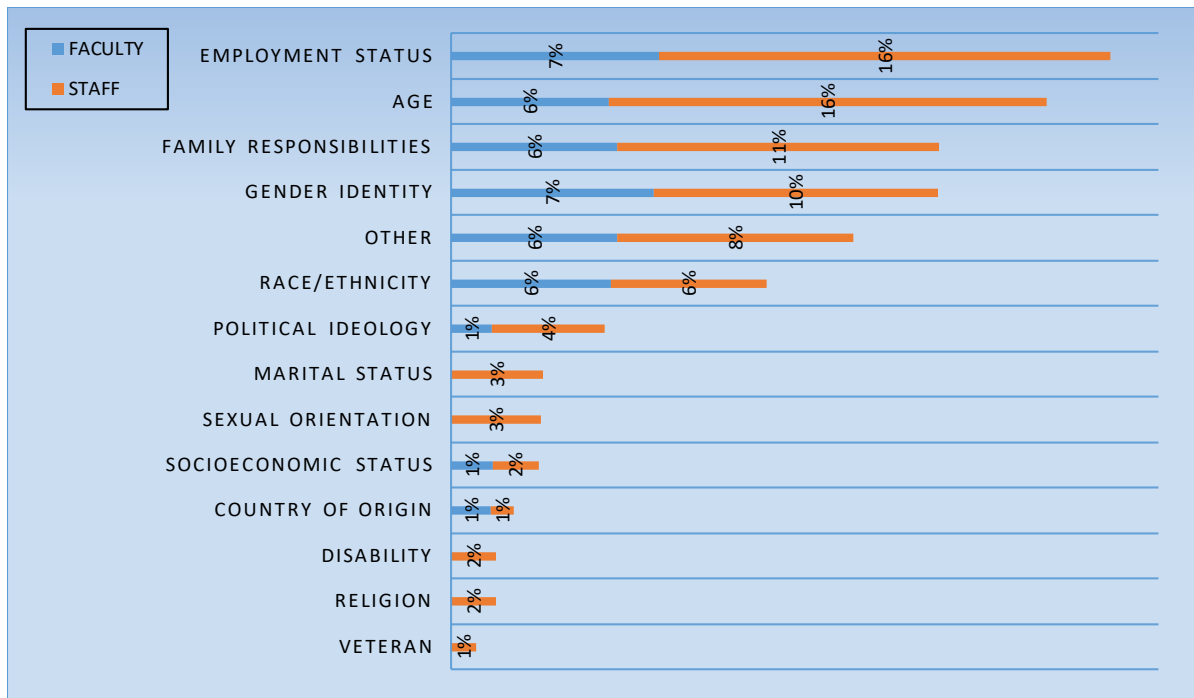


FACULTY AND STAFF PERSPECTIVES

Faculty and Staff were also asked whether their professional growth has been limited at Wheaton based on any of the fourteen dimensions. Professional growth was defined as “options for promotion, opportunities for leadership roles, and receipt of professional development resources.”

Approximately 10% of faculty and 20% of staff respondents indicated that their options for promotion were limited by one of the 14 dimensions. The most frequently mentioned dimensions among faculty included gender, employment status, race, age, and family responsibilities. The most frequently mentioned dimensions among staff include age, employment status, gender/gender identity, and family responsibilities.

Figure 27. Percentage of Faculty/Staff Reporting their Options for Promotion were Limited (by Category)



A slightly higher percentage of faculty (23%) respondents indicated that their opportunities for leadership roles were limited by one of the 14 diversity dimensions. A total of 20% of staff felt the same. The diversity dimension mentioned most by both faculty and staff was age (See Figure 28 below for breakdowns by dimension).

Approximately 15% of both faculty and staff respondents indicated that professional development resources had been limited by one of the 14 dimensions, and the dimensions mentioned most frequently were age, employment status, gender/gender identity (faculty) and family responsibilities (staff). See Figure 29 below for breakdowns by dimension.

Figure 28. Percentage of Faculty/Staff Reporting their Opportunities for Leadership Roles were Limited (by Category)

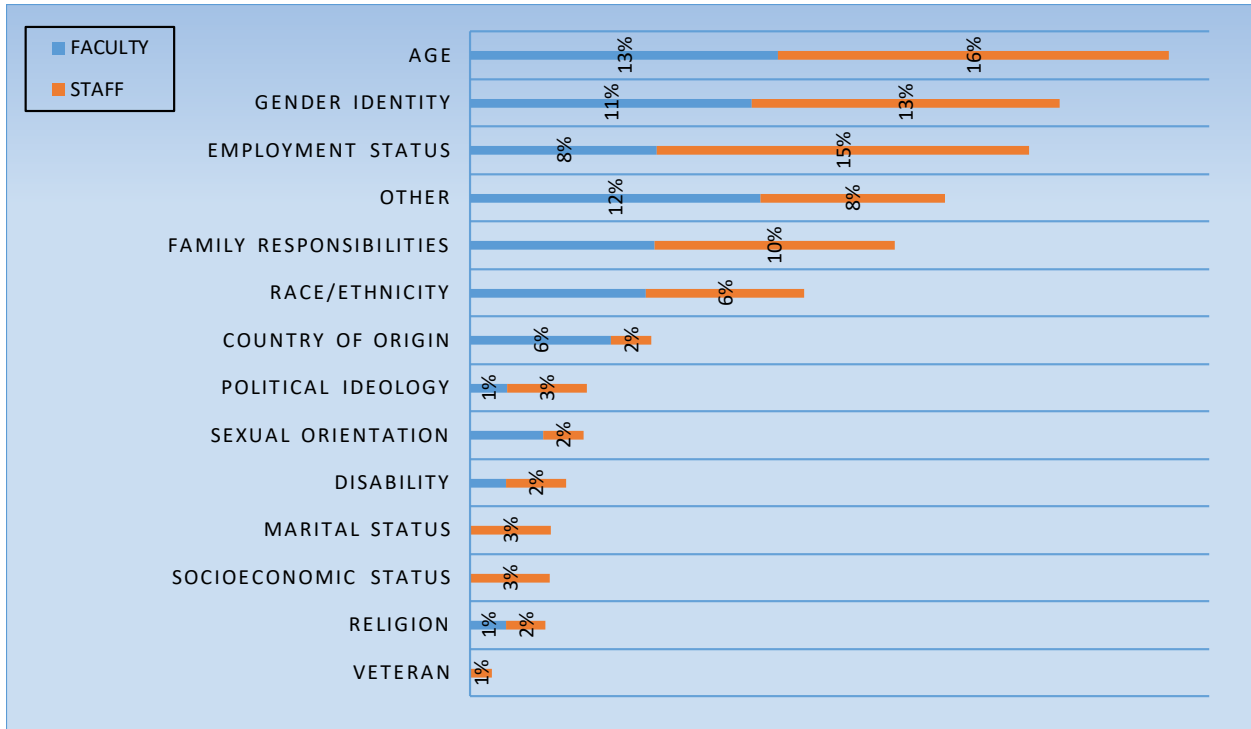
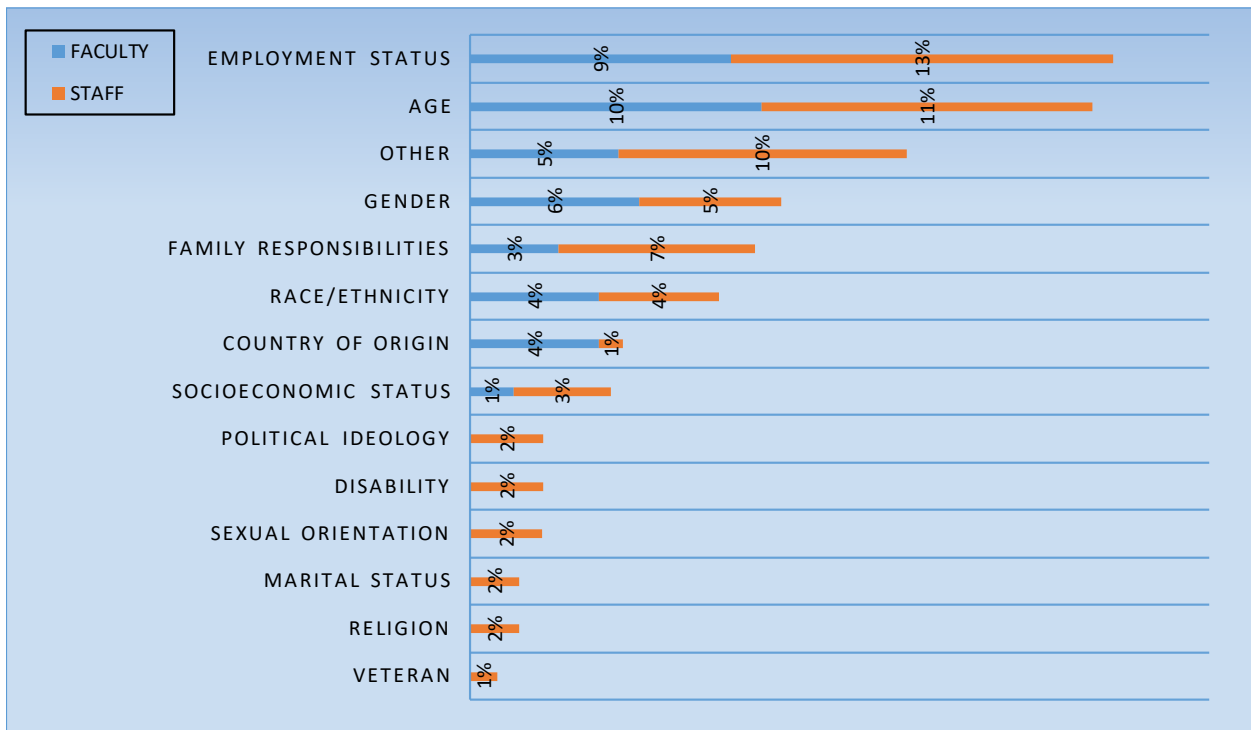


Figure 29. Percentage of Faculty/Staff Reporting their Professional Development Resources were Limited (by Category)



WHO IS IMPLICATED

The survey asked respondents that experienced unfair treatment to identify whether the person who carried out the behavior was a member of the administration, the faculty, the staff, or a student.

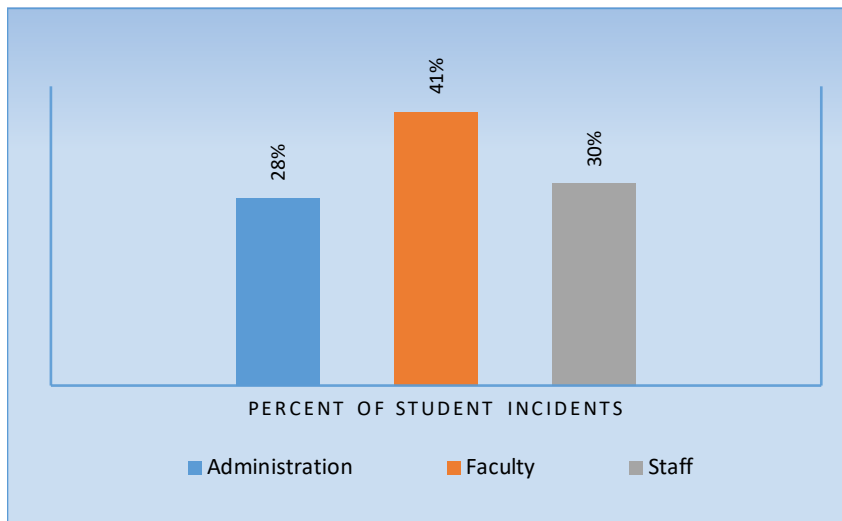
The highest percentage of those who carried out the offense were members of the same affiliation group as the person who reported the incident in the survey.

- 66% of incidents reported by students were performed by students; 64% of incidents reported by faculty were performed by faculty; 62% of incidents reported by staff were performed by staff

Reported offenses involving administrators, faculty or staff members.

- A total of 346 incidents experienced by students were performed by administration (n=98), faculty (n=143), or staff (n=105).

Figure 30. Percent of Student Incidents Carried out by Administration, Faculty, and Staff

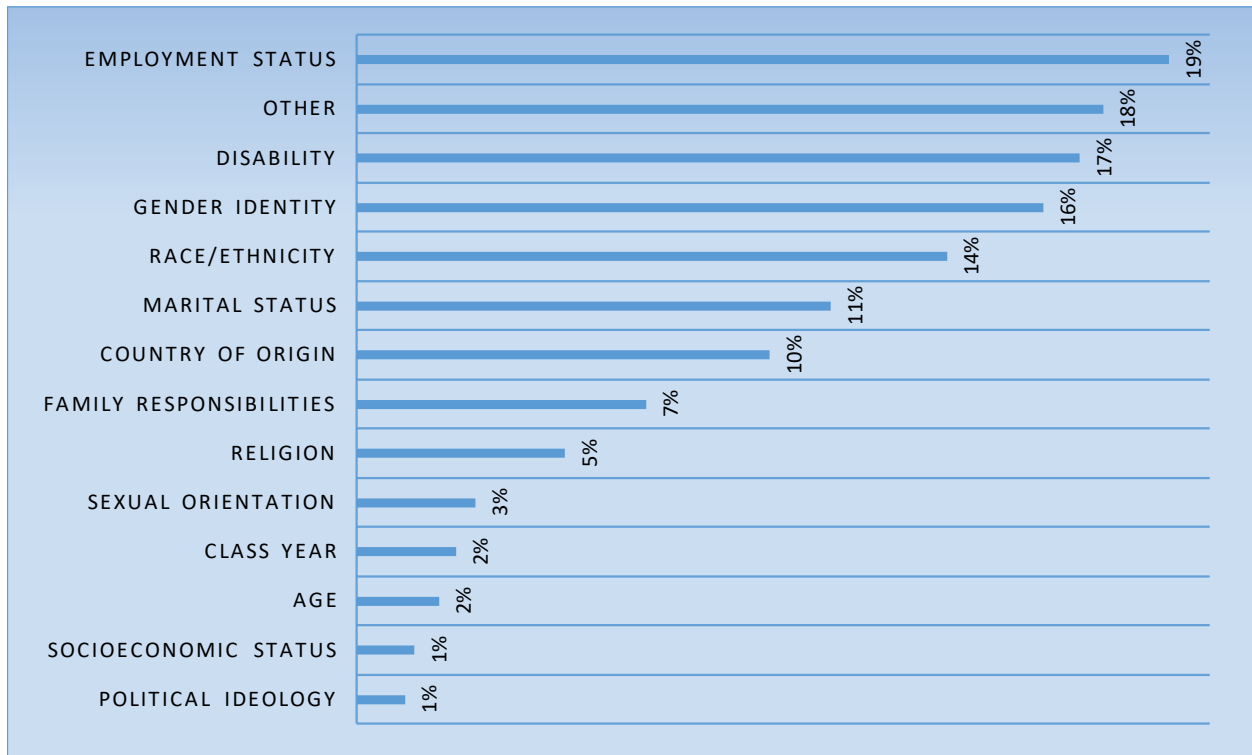


OFFICIAL REPORTING OF INCIDENTS

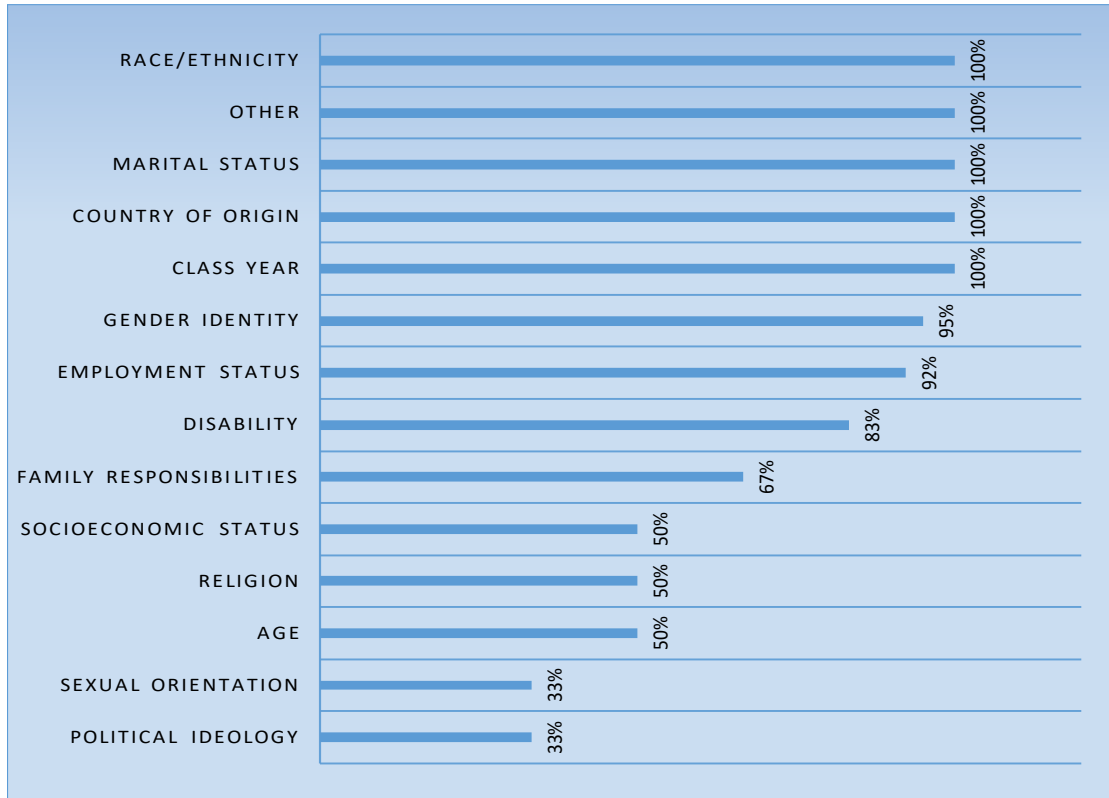
The survey assessed whether the incident described was reported, and if so, whether it was reported to an official of Wheaton College, such as an administrator, a faculty member, or a staff person. In addition, if the incident was not reported, the respondent was asked to specify why they chose not to report the incident.

The majority of incidents that were experienced were not reported at all. **Only 91 of the 851 incidents (11%) identified through the survey were reported**, 9% to Wheaton officials, and 2% to others such as friends, roommates, or family members.

- The most frequently reported incidents to Wheaton officials were based on employment status (19%), other categories (18%), disability status (17%), gender/gender identity (16%), and race (14%).



Of the 11% of incidents that do get reported, it is encouraging to see that 85% were reported to Wheaton officials. Incidents involving sexual orientation and political ideology are least likely to be reported to officials (33%) while incidents in other categories are reported much more frequently to officials— race/ethnicity (100%), country of origin (100%), class year (100%), gender/gender Identity (95%), employment status (92%), and disability (83%).



Of those who indicated experiencing an incident but not reporting it, 30% said they didn't know how to report an incident and 50% did not feel comfortable reporting the incident.

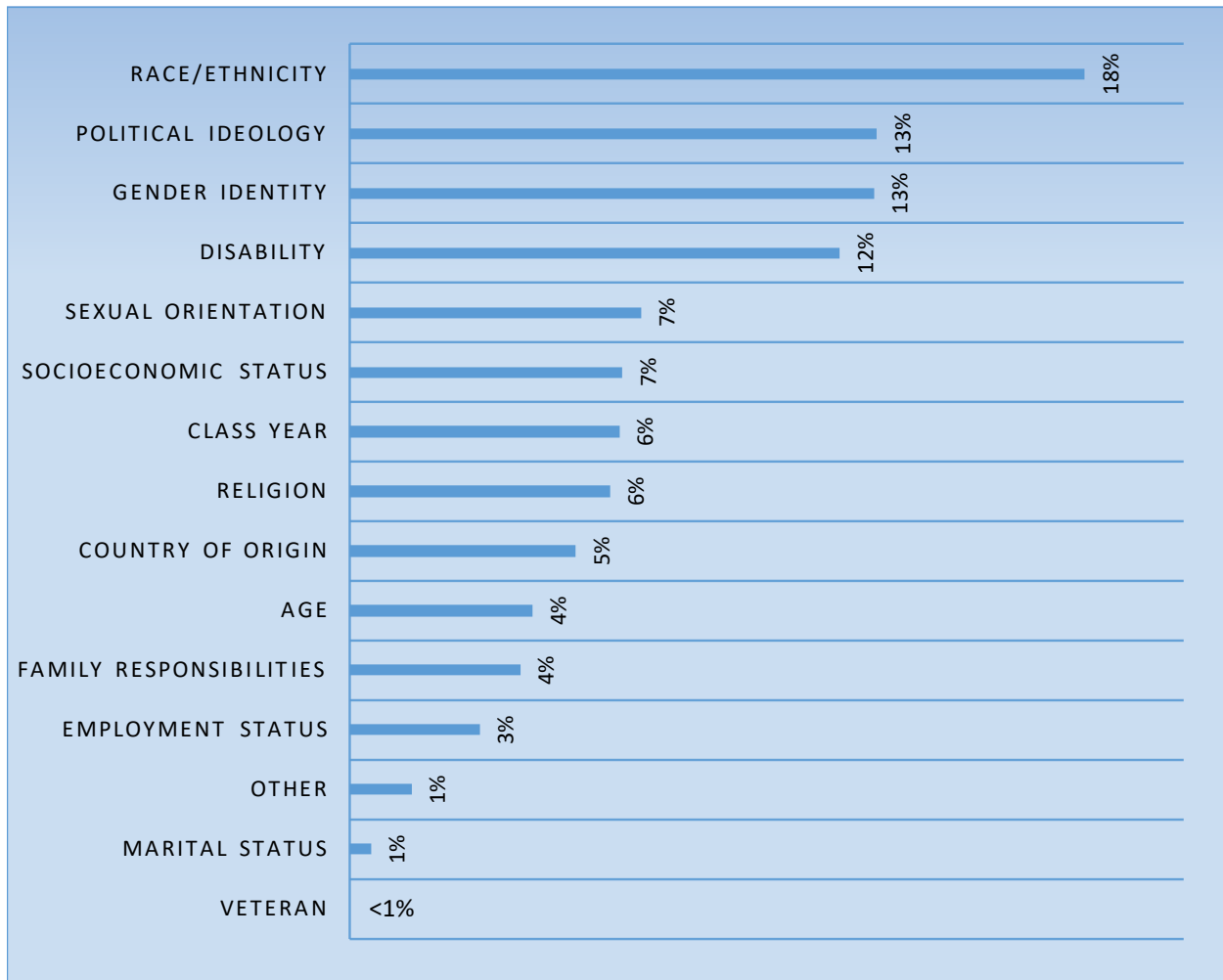
- 30% of those who experienced an incident of unfair treatment disagreed with the statement, “I am aware of where/how to report an incident of unfair treatment at Wheaton College.”
- Half of respondents who did not report an incident disagreed with the statement, “I feel comfortable reporting an incident of unfair treatment to administration officials at Wheaton College.”

WITNESSING OF INCIDENTS

The survey asked respondents whether they witnessed any unfair treatment of others based on any of the 15 categories. Respondents could report as many incidents as they experienced, and the range was between 1 to 13 incidents. **It should be noted that several people could have witnessed the same incident.**

Approximately half of all respondents (50.2%) did not witness any unfair treatment at Wheaton College. A total of 1,344 incidents were witnessed, and frequencies varied among the different types of incidents.

- Respondents most frequently reported witnessing unfair treatment based on race (18%), political ideology (13%), gender/gender identity (13%) and disability (12%);
- Respondents also reported witnessing unfair treatment based on sexual orientation (7%), socioeconomic status (7%), class year (6%), and religion (6%);
- The lowest frequency includes country of origin (5%), age (4%), family responsibility (4%), employment status (3%), marital status (<1%), veteran status (n=1), and other (2%).
- Other reasons reported for unfair treatment witnessed include academic division or rank, athlete status, academic standing or major, work issues, illness, and “not being a contributing member of the community”.



The majority of incidents that respondents witnessed on campus were not reported. Less than 10% of witnessed incidents were reported overall.

COLLEGE HANDLING OF INCIDENTS

There is a general perception that senior administrators could improve how they handle incidents when they arise. Students were least satisfied with how senior leaders handle incidents, and gave them lower ratings than faculty or staff.

- Approximately 25% of students disagreed with the statement, “Wheaton handles reports of unfair treatment quickly,” compared to 15% of staff and 9% of faculty.
- Approximately one third of students disagreed with the statement, “Wheaton handles reports of unfair treatment sufficiently” compared to 16% of staff and 9% of faculty.

DIVERSITY/INCLUSION TRAINING

The highest percent of students attended new student orientation, the highest percent of faculty attended Faculty training day, and the highest percent of staff attended either an online training or a training provided by Human Resources.

- A total of 62% of students indicated that they attended new student orientation, 50% stated that they had attended a speaker on campus, 23% attended Intergroup Dialogue, and 22% attended Safe Zone Training.
- Approximately half of faculty attended the Faculty training day, almost one third completed online training, 14% attended training by Human Resources (such as implicit bias), and 7% attended some other type of training (such as Title IX training).
- One third of staff attended a training by Human Resources and one third attended an online training. In addition, several mentioned that they attended trainings outside of Wheaton.

SUGGESTIONS FOR IMPROVEMENT

The survey asked respondents whether they felt that equity was achievable at Wheaton, and also solicited their ideas for how Wheaton could improve in this area.

Over half of the respondents felt that equity is achievable at Wheaton, while nearly one third answered that it might be achievable. A very small percentage felt that equity is not achievable at Wheaton.

- 60% of respondents who answered the question felt equity is achievable, while 36% felt it might be achievable, and 4% felt it is not achievable (n=780)

A total of 244 comments were made with suggestions for improvement. Themes centered on increasing training, discussions, and opportunities to work together on diversity initiatives, providing more resources, promoting engagement in these activities by faculty and staff, listening to and including a broader audience in decision-making, and institutional changes that would be helpful.

- Increasing training, discussions, etc. – 46%
- Institutional changes: Hire more diverse faculty and staff, incorporate diversity and inclusion into the curriculum – 17%
- Change the college's policy in responding to incidents of bias: be more proactive, less talk/more action, introduce zero tolerance policy – 13%
- Listen more and involve minority groups in decisions – 13%
- Challenge how we think about and discuss these issues: provide speakers who challenge the predominant thinking on campus, less 'groupthink,' 'Wheaton bubble'; increase tolerance during discussions and be self-reflective about bias; expand thinking on the range of issues that get included in definition of diversity – 11%
- Resources: disability accommodations, more resources in general, more help for students from diverse backgrounds – 8%
- Keep doing what we are doing: 8%
- More faculty and staff involvement: 2%

CONCLUSION

There was broad participation in this survey from students, faculty, and staff, and respondents generally reflected the gender and racial makeup of the overall campus. Overall, a majority of respondents (81%) felt that Wheaton maintained a safe campus environment. While slightly more than half of respondents (55.6%) did not experience any incidents of unfair treatment, the fact that over 45% of respondents indicate that they did experience incidents of unfair treatment is deeply concerning. However, it is heartening to see that the majority of the respondents felt that equity is achievable (60%) or might be achievable (36%) at Wheaton.

This study confirmed several of the issues on campus for which we previously had only anecdotal evidence. For example, those with conservative political ideologies report a higher incidence of unfair treatment based on their beliefs than do liberals, as do people of color and those who identify as being religious.

Wheaton community members contributed many ideas for how Wheaton could improve in areas around diversity and inclusion. While the majority of suggestions were about additional training opportunities, there were some complaints that those who need the training the most do not attend, and that while the trainings are impactful over the short term, there needs to be some attention paid to how to sustain and institutionalize these gains.

Based on this feedback, Wheaton students, staff and faculty have a number of opportunities for action. This includes continuing existing training and professional development, new curricular directions, hiring and retention strategies, measures of accountability, and assessment.

The leadership needed to implement meaningful change is already in place. In addition to senior administrative leaders -- President Hanno and President's Council (which includes all Vice Presidents) -- a new position was created in the Office of the Provost, Associate Provost for Diversity and Faculty Development, which has been held by Peony Fhagen, Associate Professor of Psychology, since July 1, 2018. There is also the recently constituted DEAL: Diversity, Equity, and Access Leadership, which is co-Chaired by Fhagen, Shaya Gregory-Poku (Director of the Center for Social Justice and Community Impact) and Raquel Ramos (Dean of the Marshall Center for Intercultural Learning). President Hanno, in consultation with President's Council, has appointed members to two subcommittees formed to address, promote and monitor areas of DEI. These are the Strategic Planning and Accountability Subcommittee and the Programming and Educational Subcommittee (formerly known as the Council on Inclusion and Diversity/CID). In order to ensure true campus-wide involvement, DEI liaisons have been appointed who represent their respective offices or departments. These liaisons will start meeting regularly in Spring 2019.

It is evident that while there are many needed DEI initiatives underway, there is still more to do. Wheaton is a dynamic, ever-changing institution. The composition of our students, staff and faculty change over time. For this reason, we will need to assess and adjust our efforts to reflect the needs of the campus community. This also means providing time and space for feedback, discussion and reflection. With that in mind, President Hanno, VP for Student Affairs McCaffrey and Provost White will be hosting a series of campus discussions where we can explore the contents of this report in more detail and solicit additional feedback from all of you. Details are forthcoming. For those who cannot attend, or would rather communicate with us in private, you can contact any of us or feel free to email DEAL at deal@wheatoncollege.edu.

Overall, this survey identified more clearly some of the diversity and inclusion issues we face on campus, and can serve as baseline data for addressing the issues. In addition, future campus climate surveys can assess the impact of any interventions, trainings, or other actions taken to address these issues to identify those practices that help create a more inclusive and welcoming campus climate. Wheaton will continually work to improve DEI so that our campus climate supports a thriving learning community that meets the diversity needs of community members from a variety of backgrounds and with a wide-range of cultural identities.