Wheaton College
Employee Experience Survey
2025 Report

wheaton college massachusetts

GRAND RIVER SOLUTIONS

PREPARED FOR

Wheaton College
June 2025

PREPARED BY

Grand River Solutions, Inc.
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Contents

Study Design

The Wheaton College Employee Experience Survey surveyed full and part-time employees aged 18 or older. The survey was administered online by Grand River Solutions, an independent company, with a survey tool developed by the Grand River Solutions team.

Wheaton College identified the employee pool for the survey and sent a message to potential participants notifying them to expect an email from Grand River Solutions with the survey link. When possible, Wheaton College provided the race/ethnicity, employment status (full-time or part-time), employment type (administrator, faculty, staff, or other), and years employed of the participant pool. This information was provided to Grand River Solutions through a secure portal. If Wheaton College could not provide this data, a question was included in the survey to obtain it.

Grand River Solutions sent a personalized email to the employees, each with a unique link to the survey, and sent reminder emails to non-respondents over the field period. The number of reminder emails and the field period were mutually agreed upon by Wheaton College and Grand River Solutions.

All personally-identifying information was automatically de-linked from survey responses once submitted. All personally-identifying information was permanently deleted from Grand River Solutions devices and accounts within 60 days of the end of the survey field period and Wheaton College was provided with a signed certification of data destruction.

Participants were informed that their responses were confidential and would be reported in aggregate form and no individually-identifying information would be reported. The survey was provided in English and Spanish, and participants were able to toggle between the two languages throughout the survey. All survey questions were optional to participants. Wheaton College was able to add custom questions to the survey as agreed upon by Wheaton College and Grand River Solutions. The survey was approved by Ethical & Independent Review Services.

No incentives were provided for participating in the survey.

Study Measures

Demographics

The survey included questions pertaining to the employee's self-identification as a confidential resource and supervisor. Employees were also asked to identify their sex assigned at birth, gender identity, sexual orientation, disability status, and how often they interact with students.

Knowledge and campus culture

Employees were asked about their knowledge of key campus policies relevant to sexual misconduct. They were also asked about their perceptions of the campus culture and Wheaton College's prevention and response efforts.

Workplace connectedness

Employees were asked to reflect on their experiences at Wheaton College and to identify their feelings and perceptions of belonging, equity, and well-being.

Sexual harassment and stalking

The survey asked participants about their experiences of sexual harassment and stalking in the past 12 months. The survey included follow-up questions for those who indicated experiencing sexual harassment and/or stalking. These questions asked about professional impacts of their experience, their relationship with the perpetrator, whether or not they reported the incident, and reasons why they did not report the incident, if applicable.

Employee and student disclosures

The survey asked participants about disclosures of sexual misconduct that they received from students and colleagues in the past 12 months. The survey included follow-up questions for those who indicated receiving a disclosure. These questions asked about their relationship to the person who made the disclosure, the perpetrator, whether the incident was reported, and reasons the incident was not reported, if applicable.

Data Analysis Methods

To be considered valid, a respondent had to have answered at least one question beyond the demographic section. To preserve participant confidentiality, any findings with a low response rate were omitted in reports to Wheaton College.

Reports provided to Wheaton College included only statistically significant findings. Statistical significance was determined using chi square tests and a p-value of <0.05. Statistical significance for the difference in means was determined using a t-test or one-way anova. When cell counts were less than 5, a Fisher's t-test was used to evaluate statistical significance.

The personal experience questions were collapsed to yes/no variables for both sexual harassment and stalking. Sexual orientation was collapsed to straight/heterosexual and LGB+. Gender identity was collapsed to man, woman, and transgender, genderqueer, nonbinary, or gender nonconforming (TGQN). Race/ethnicity were collapsed into federally recognized categories of Black, Indigenous, and People of Color (BIPOC), and White. Definitions of these categories are included on the following page.

All likert scales (strongly agree to strongly disagree) were converted to a four-point ranking where 4= positive response and 1= negative response. Likert questions were grouped based on pre-determined themes of belonging, well-being, equity and climate, when applicable. Responses to these questions were averaged for each theme and reported on a scale of 1 to 4.

Key Terms

BIPOC

Black, Indigenous, and People of Color (BIPOC) includes respondents who self-identified as African, Alaska Native, Asian/Asian American, American Indian/Indigenous, Black or African American, Caribbean/West Indian, East Asian, European, Hispanic/Latino/a/x/e, Latin American, Middle Eastern or North African, Native Hawaiian/Pacific Islander, South Asian, Southeast Asian, or another race/ethnicity.

LGB+

Lesbian, gay, and bisexual plus (LGB+) includes participants that self-identified as lesbian, gay, bisexual, asexual, fluid, pansexual, queer, questioning, or another sexual orientation.

Sexual misconduct

Used to refer to sexual harassment, sexual assault, rape, intimate partner violence, and stalking collectively.

TGQN

Transgender, genderqueer, nonbinary, or gender nonconforming (TGQN) includes participants that self-identified as agender, genderqueer/gender-fluid, non binary, questioning, two-spirit, another gender identity, intersex, man but not male assigned at birth, or woman but not female assigned at birth.

Response Rate & Participant Demographics

A total of 605 Wheaton College employees were invited to participate, and 222 (37%) completed the survey. The results of this report reflect only those who participated and may not reflect the experiences of all Wheaton College employees. Findings in this report should not be used to make conclusions about the entire employee population.

Fig. 1 Race and ethnicity

White 79%
BIPOC 21%
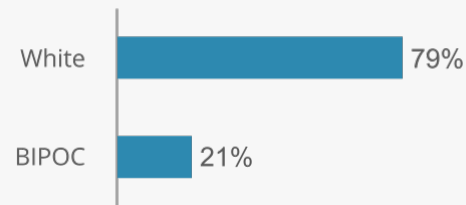
Fig. 2 Gender identity

Woman 65%
Man 32%
TGQN 4%
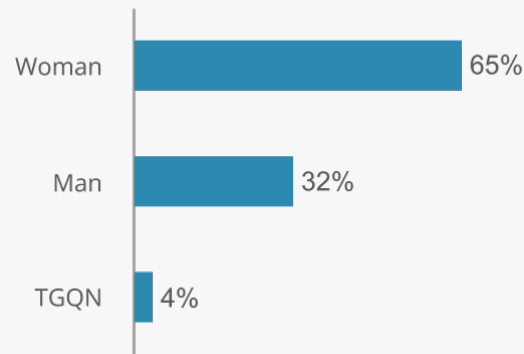
Fig. 3 Sexual orientation

Straight 78%
LGB+ 22%
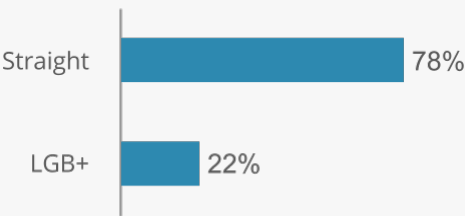
Fig. 4 Disability status

No 87%
Yes 13%
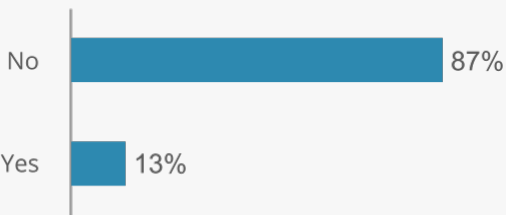
Fig. 5 Employment status

Full-time 87%
Part-time 13%
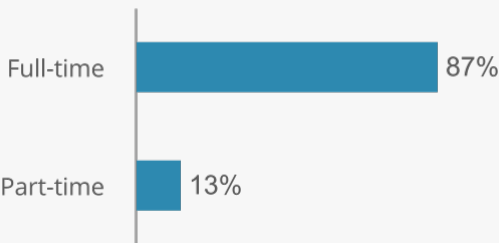
Percentages may not add to 100% due to rounding.

Participant Demographics

Fig. 6 Employment type

Staff — 69%
Faculty — 31%
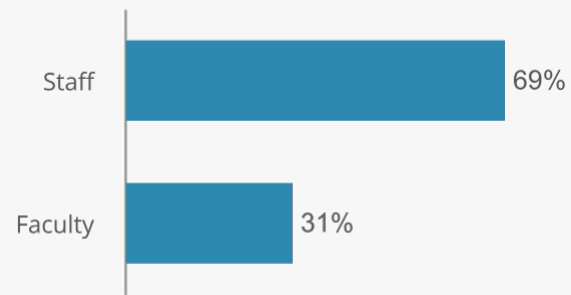
Fig. 7 Supervisor status

No — 65%
Yes — 35%

Fig. 8 Employment length

< 1 Year — 15%
1-5 Years — 37%
6-10 years — 20%
11+ years — 27%
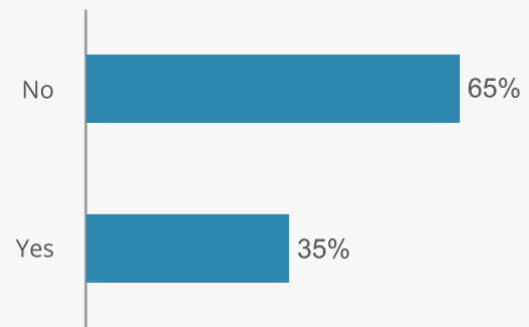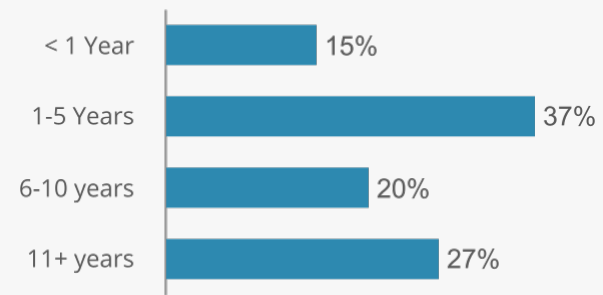
Fig. 9 Confidential resource

No — 67%
Yes — 33%

Fig. 10 Work location

In-person — 73%
Hybrid — 25%
Remote — 2%
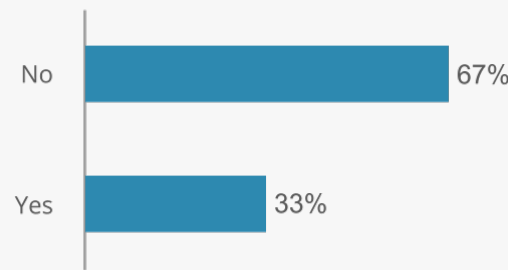
Fig. 11 Interaction with students

Daily to weekly — 74%
Weekly to monthly — 10%
Less than Monthly to Never — 16%

Percentages may not add to 100% due to rounding.

Findings

Executive Summary

Executive Summary

Workplace connectedness

Overall, the majority of employees indicated that they feel a sense of belonging at Wheaton College. Most employees agreed about feeling safe and protected and a sense of equity at Wheaton College.

Knowledge of essential information

Overall, most participants confirmed that they understood key definitions, policies, and trainings relevant to sexual misconduct. Ninety-seven percent (97%) of employees were aware that Wheaton College has a Title IX Coordinator.

Workplace culture

A majority of employees agreed that it is uncommon for people at the school to make sexist comments or jokes, and that Wheaton College is doing a good job of trying to prevent sexual misconduct from occurring and of holding perpetrators accountable.

Confidence in reporting

A majority expressed confidence in the reporting process for both students and employees. Most participants also felt confident in their ability to respond to disclosures of sexual misconduct received from either students or another employee.
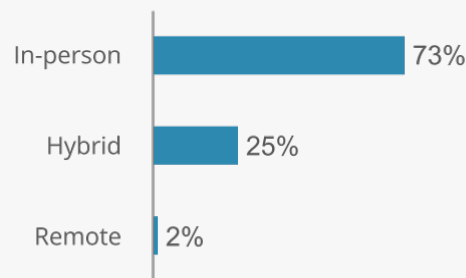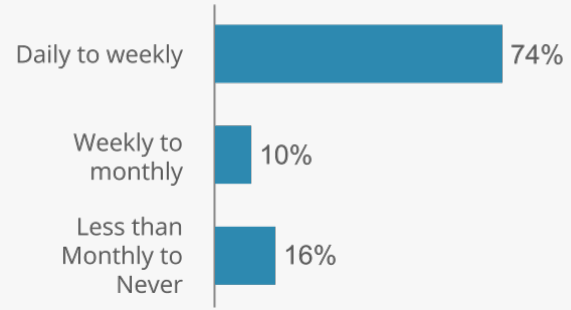
Student and employee disclosures

Nineteen percent (19%) of participants received a disclosure from a student that they had experienced sexual misconduct in the past year. Zero participants indicated that they had received a disclosure from another employee.

Sexual harassment and stalking

Two percent (2%) of participants indicated that they had experienced sexual harassment in the past 12 months and 1% indicated that they had experienced stalking.

Findings

Workplace Connectedness

Perceptions of Belonging, Equity, and Well-being

Employees were asked to what extent they agreed or disagreed with statements about their feelings of belonging, equity, and well-being at Wheaton College. Their responses were scored on a scale from 1 to 4, with 4 being the most positive response.

Belonging

On average, a majority of employees **agreed** that they feel a sense of belonging at Wheaton College.

Equity

On average, a majority of employees **agreed** that Wheaton College treats all employees fairly.

Well-being

On average, a majority of employees **agreed** that Wheaton College cares about their well-being and protects employees from harm.

3.2/4
Belonging

3.0/4
Equity

3.1/4
Well-being

1 = negative response
4 = positive response

Differences in Perceptions of Belonging

Perceptions of belonging varied by employment type and race.

- Staff reported a lower sense of belonging than faculty

- BIPOC employees reported a lower sense of belonging than White employees

Fig. 12 Differences in perceptions of belonging

Category	Score
Faculty	3.2
White	3.2
Overall	3.2
BIPOC	3.0
Staff	3.0
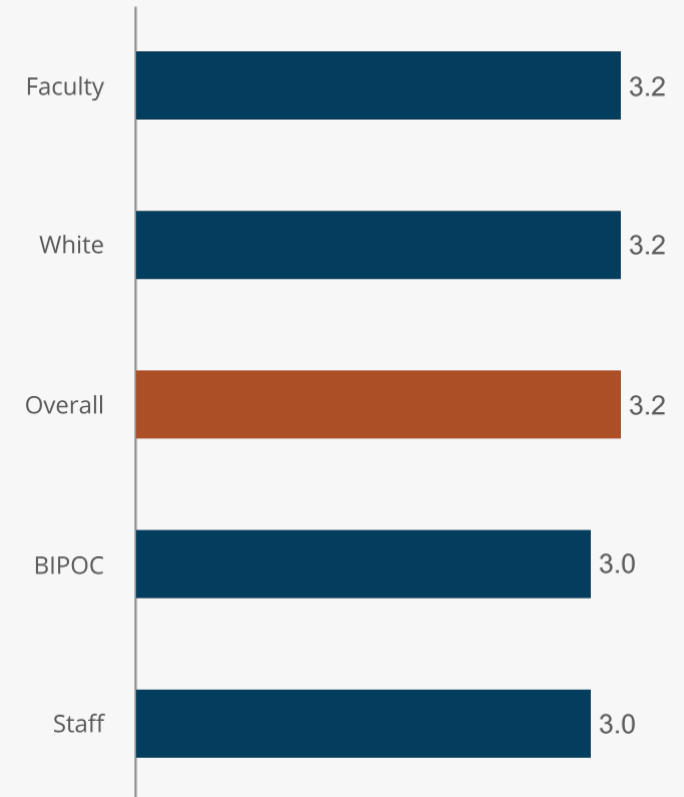
Differences in Perceptions of Equity

Perceptions of equity varied across some demographic groups. Groups that reported a lower sense of equity than their counterparts include:

- TGQN employees
- Faculty
- LGB+ employees
- Non-supervisors
- Women
- Employees who interact with students daily to weekly
- Employees who have worked at Wheaton College for 11 or more years

Fig. 13 Differences in perceptions of equity

Group	Value
Less than one year	3.4
Less than monthly to never	3.3
Supervisor	3.2
Weekly to monthly	3.2
Man	3.1
Straight	3.1
Staff	3.0
Overall	3.0
1-5 years	3.0
6-10 years	3.0
Daily to weekly	3.0
Woman	3.0
Non-supervisor	2.9
11+ years	2.8
LGB+	2.8
Faculty	2.7
TGQN	2.5

Differences in Perceptions of Well-being

Perceptions of well-being varied across some demographic groups. Groups that reported a lower sense of well-being than their counterparts include:

- TGQN employees
- Faculty
- LGB+ employees
- Women
- Non-supervisors
- Employees who interact with students daily to weekly
- Confidential resources
- Employees who have worked for Wheaton College for 6 or more years
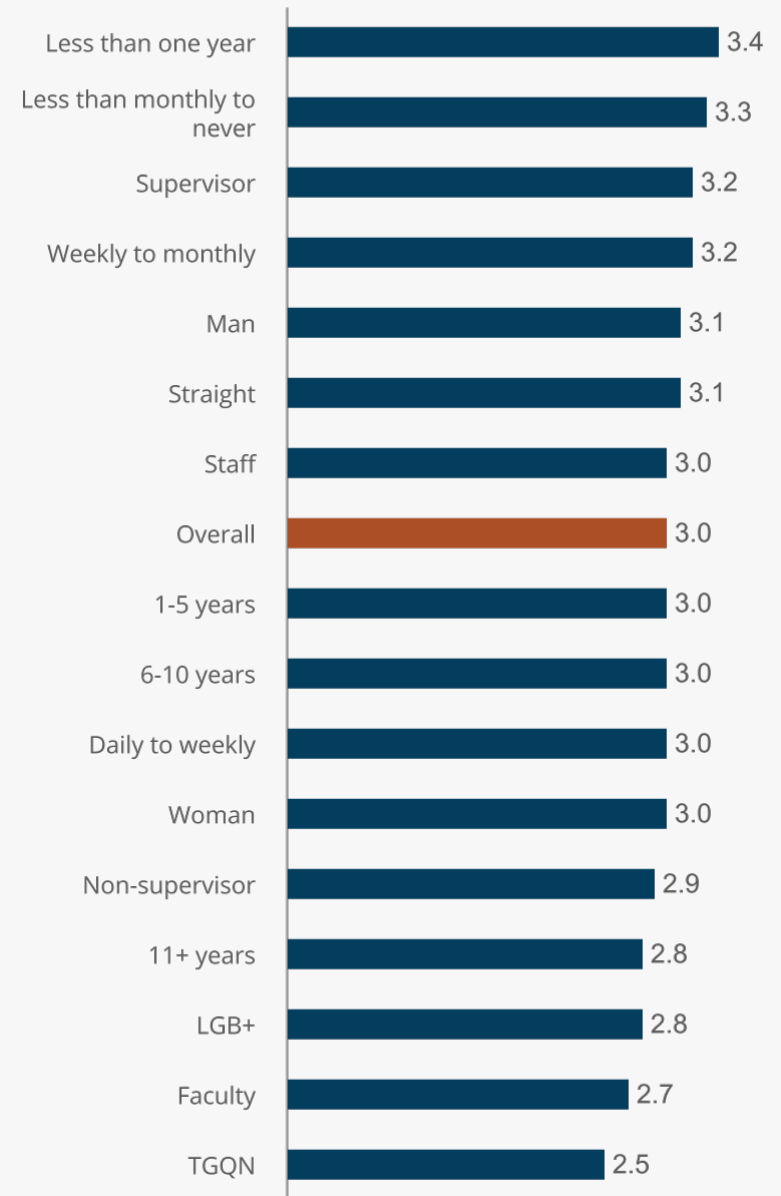

Fig. 14 Differences in perceptions of well-being

Group	Value
Less than one year	3.5
Less than monthly to never	3.4
Man	3.3
Non-confidential resource	3.3
Staff	3.3
Supervisor	3.3
Weekly to monthly	3.3
1-5 years	3.2
Straight	3.2
Overall	3.1
6-10 years	3.1
11+ years	3.1
Confidential resource	3.1
Daily to weekly	3.1
Non-supervisor	3.1
Woman	3.1
LGB+	3.0
Faculty	2.9
TGQN	2.6

Findings

Knowledge of Policies

Knowledge of Campus Policies & Procedures

Employees were asked about their knowledge of campus procedures, policies, and resources relevant to sexual misconduct.

Ninety-one percent (91%) of employees indicated that they knew the definition of sexual misconduct and how to recognize it. Eighty-eight percent (88%) indicated that they were aware of confidential resources available at Wheaton College, and 86% knew who is required to report incidents of sexual misconduct.

Seventy-nine percent (79%) of participants indicated that they understand what happens when a student reports sexual misconduct at Wheaton College, while 84% understood what happens when an employee makes a report.

When asked if Wheaton College has a Title IX Coordinator, 97% of participants answered 'yes' and 3% said that they were 'unsure.'

Fig. 15 Knowledge of campus policies and resources

I know the definition of sexual misconduct and how to recognize it	91%
I know of available confidential resources	88%
I know who is required to report sexual misconduct to campus officials	86%
I understand what happens when an employee reports sexual misconduct	84%
I understand what happens when a student reports sexual misconduct	79%
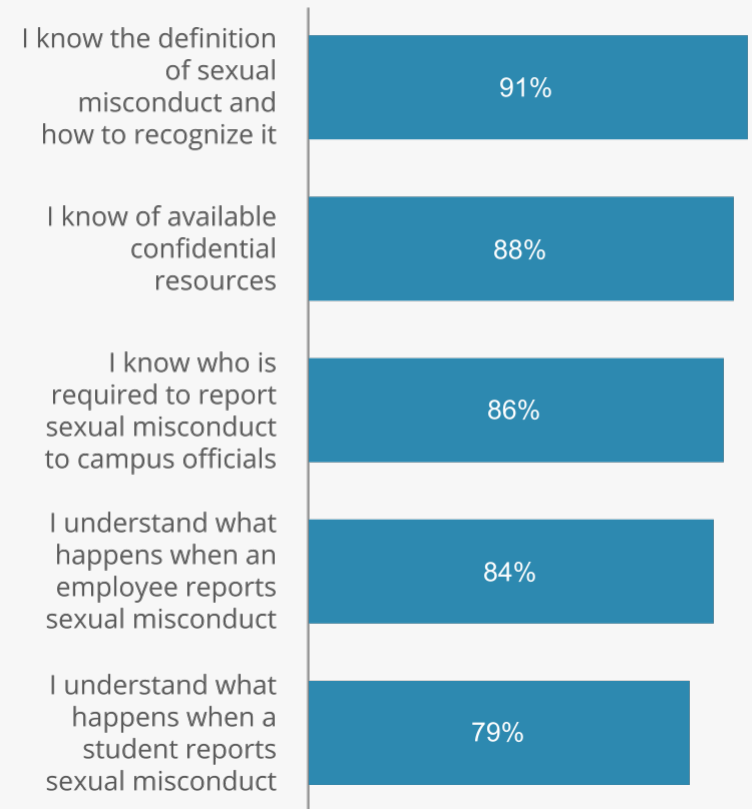
Fig. 16 Does Wheaton College have a Title IX coordinator?

Yes	97%
Unsure	3%
No	0%

Differences in Knowledge of Resources and Policies

Some demographic groups were less likely to agree that they knew about campus resources and policies relevant to sexual misconduct. These groups include:

- Part-time employees
- Faculty
- Non-supervisors

Fig. 17 Differences in knowledge of campus resources and policies

Group	%
Supervisor	90%
Full-time	88%
Staff	88%
Overall	86%
Non-supervisor	83%
Faculty	81%
Part-time	72%
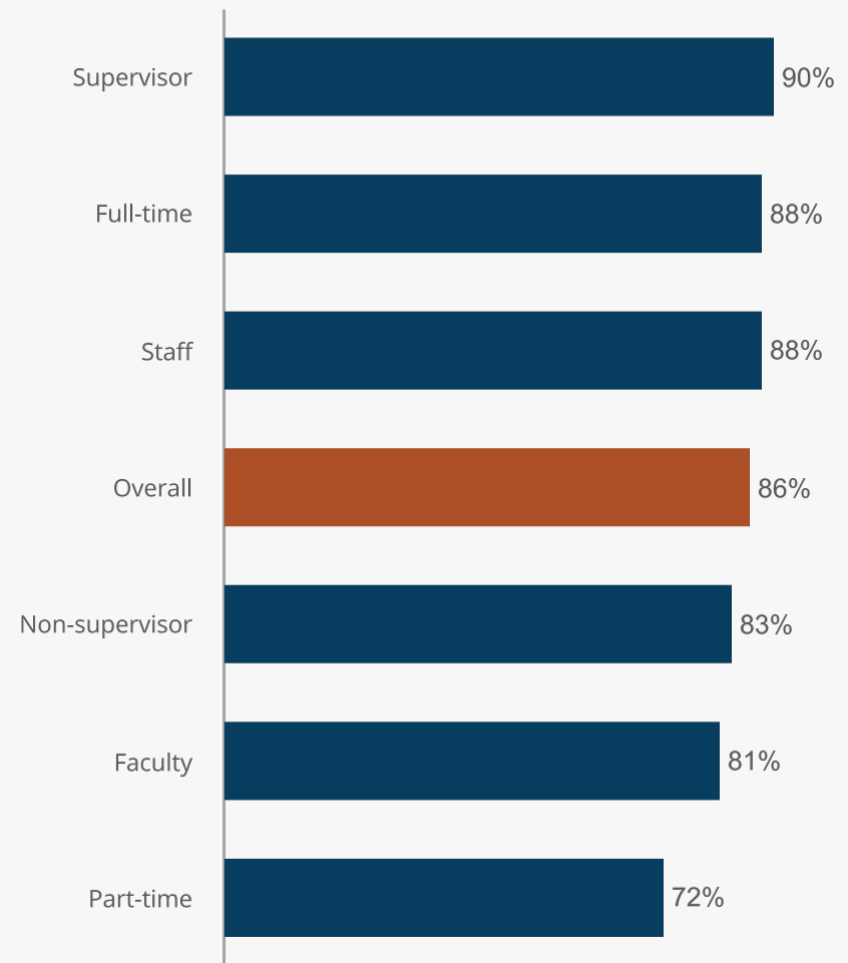
Findings

Workplace Climate

Workplace Culture

Employees were asked to what extent they agreed or disagreed with statements about the culture of sexual harassment at Wheaton College and their perceptions of Wheaton College's prevention and response efforts. Their responses were scored on a scale from 1 to 4, with 4 being the most positive response.

On average, a majority of employees **agreed** that it is uncommon for people at the school to make sexist comments or jokes, and that Wheaton College is doing a good job of trying to prevent sexual misconduct from occurring and of holding perpetrators accountable.

Faculty and non-supervisors were less likely to agree that it is uncommon for people at the school to make sexist comments or jokes, and that the school is doing a good job of trying to prevent and respond to sexual misconduct.

3.3/4

Workplace Culture

1 = negative response
4 = positive response

Fig. 18 Differences in perception of culture

Supervisor	3.4
Staff	3.3
Overall	3.3
Non-supervisor	3.3
Faculty	3.2
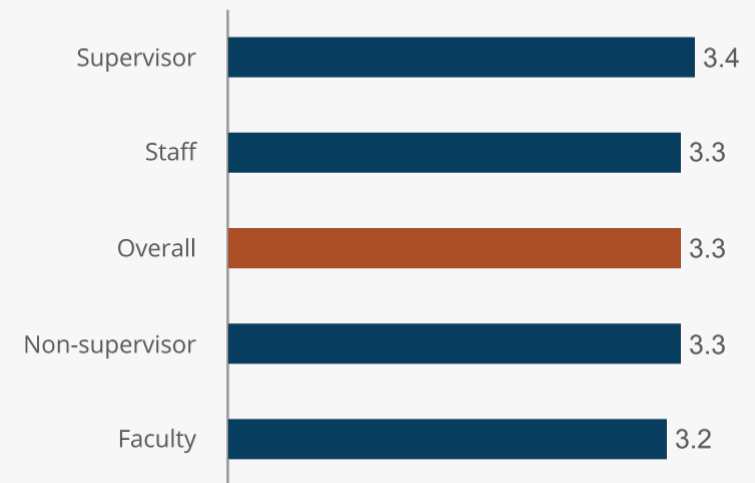
Confidence in Reporting Process for Students

Participants were asked about their confidence in Wheaton College's reporting process and campus resources if a student were to experience sexual misconduct.
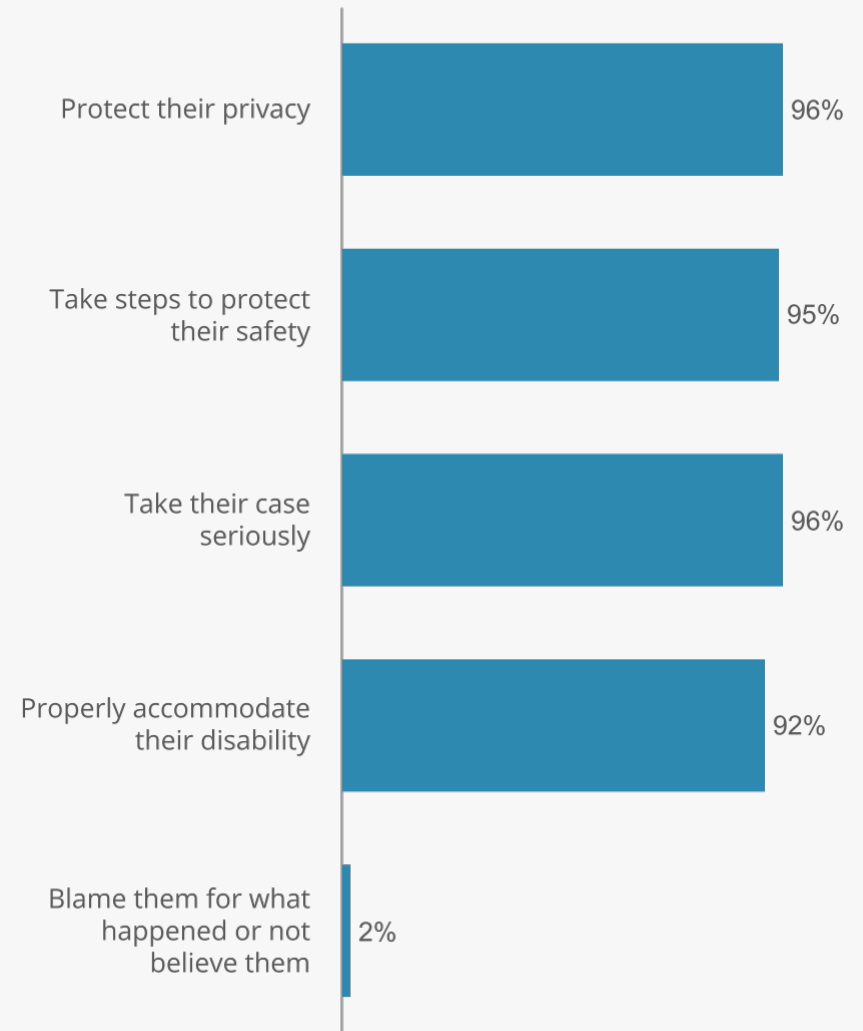
A majority of participants believed that the student's privacy would be protected (96%), and that Wheaton College would take steps to protect the student's safety (95%).

Ninety-six percent (96%) of participants believed that the student's case would be taken seriously, and 92% believed that Wheaton College would properly accommodate the student's disability.

Two percent (2%) agreed that Wheaton College would blame the student or not believe them.

Fig. 19 If a student experienced sexual misconduct, I believe Wheaton College would...

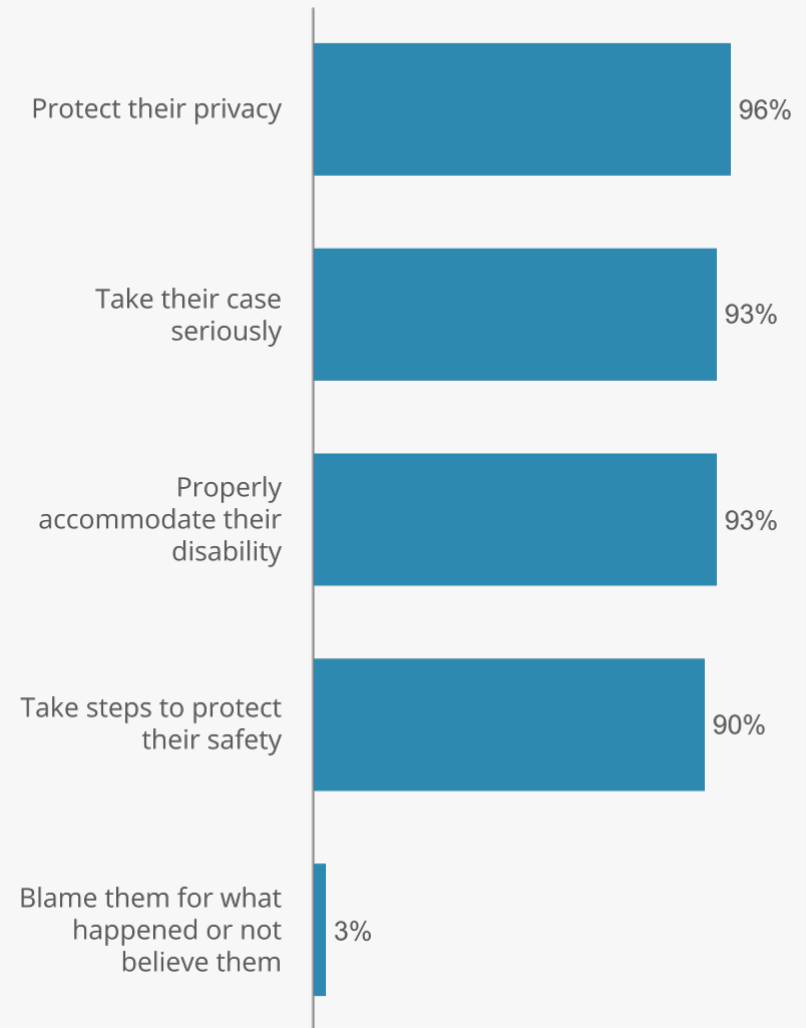| Category	Percentage
Protect their privacy	96%
Take steps to protect their safety	95%
Take their case seriously	96%
Properly accommodate their disability	92%
Blame them for what happened or not believe them	2%

Confidence in Reporting Process for Employees

Participants were also asked about their confidence in Wheaton College's reporting process and campus resources if an employee were to experience sexual misconduct.

A majority of participants believed that the employee's privacy would be protected (96%), and that Wheaton College would take steps to protect the employee's safety (90%).

Ninety-three percent (93%) of participants believed that the employee's case would be taken seriously and 93% believed that Wheaton College would properly accommodate the employee's disability.

Three percent (3%) agreed that Wheaton College would blame the employee or not believe them.

Fig. 20 If an employee experienced sexual misconduct, I believe Wheaton College would...

|	
Protect their privacy	96%
Take their case seriously	93%
Properly accommodate their disability	93%
Take steps to protect their safety	90%
Blame them for what happened or not believe them	3%

Confidence in Ability to Respond to Disclosures

Participants were asked about their confidence in their ability to respond appropriately if they were to receive a disclosure of sexual misconduct from a student or another employee.

A majority of participants believed that they could respond appropriately if a student (93%) or another employee (88%) told them they had experienced sexual misconduct.

Fig. 21 Confidence in ability to respond to disclosure of sexual misconduct

If a student told me they experienced sexual misconduct, I am confident I can respond appropriately — 93%

If another employee told me they experienced sexual misconduct, I am confident I can respond appropriately — 88%
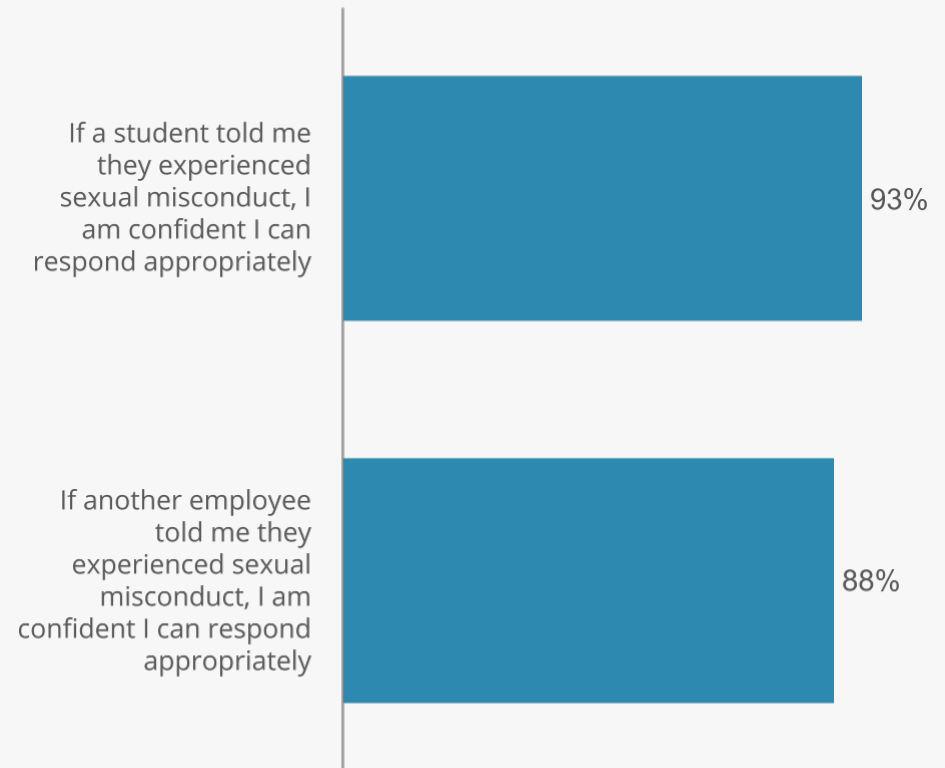
Findings
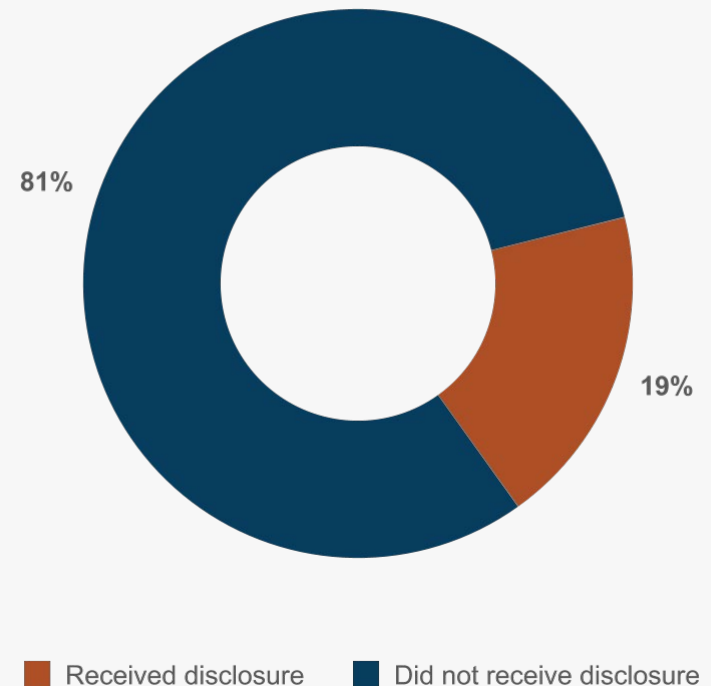
Student & Employee Disclosures

Student Disclosures

Employees were asked if, in the past 12 months, any students had disclosed to them that they were a victim of sexual harassment, sexual assault, intimate partner violence, and/or stalking.

Nineteen percent (19%) of participants had received a disclosure from a student. Of those, 10% reported the incident to a campus official, 80% did not report the incident because they were designated as a confidential resource, and 10% did not report the incident for another reason.

The prevalence of student disclosures was too small to report the reasons why participants who were not a confidential resource did not report the incident.

Fig. 22 Percentage of participants who received a disclosure from a student

81%

19%

■ Received disclosure   ■ Did not receive disclosure

Employee Disclosures

Participants were also asked if, in the past 12 months, any colleagues had disclosed to them that they were a victim of sexual harassment, sexual assault, intimate partner violence, and/or stalking by another employee.

Zero participants responded that they received a disclosure from another employee.

Fig. 23 Percentage of participants who received a disclosure from another employee

100%   0%

■ Received disclosure   ■ Did not receive disclosure
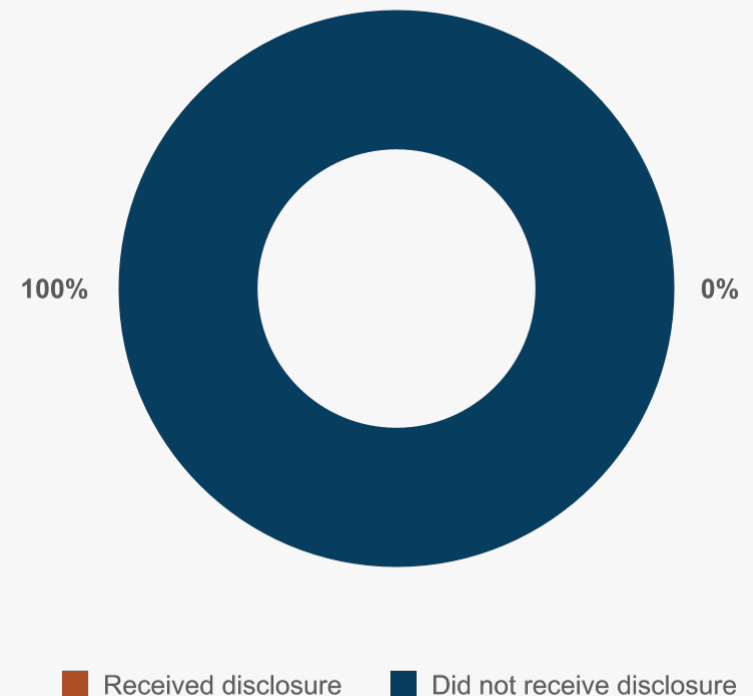
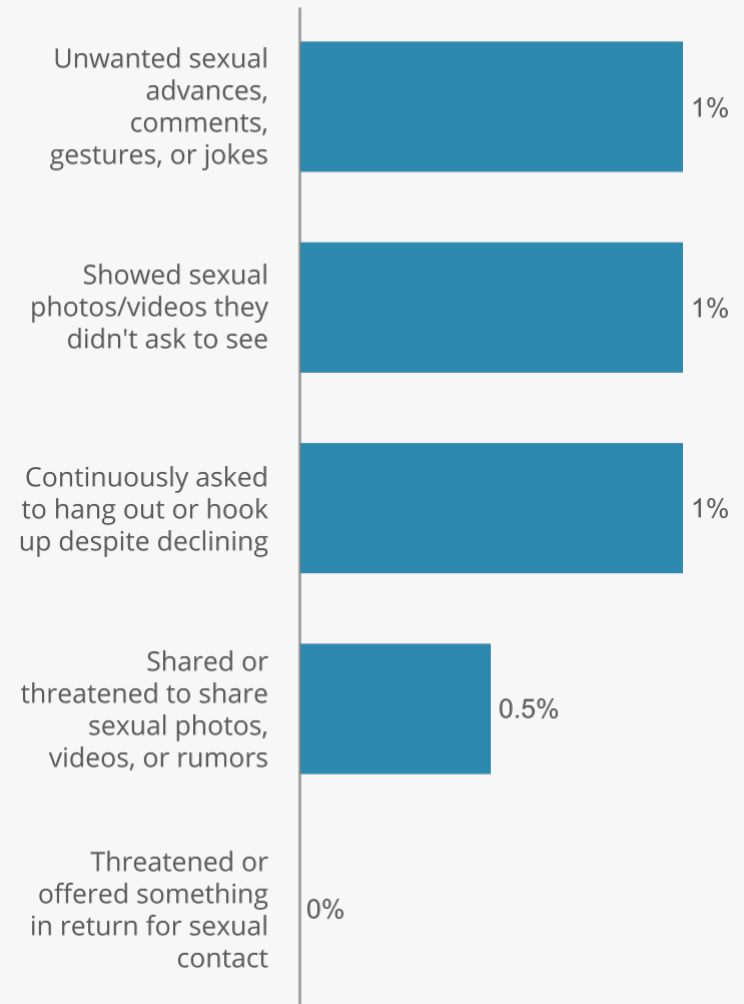Findings

Sexual Harassment & Stalking

2% of Employees Experienced Sexual Harassment

The survey asked employees about their experiences of sexual harassment in the past 12 months. Overall, 2% of participants indicated experiencing at least one form of sexual harassment.

One percent (1%) of employees reported that someone made unwanted sexual advances, comments, gestures, or jokes toward them and 1% reported that someone sent or showed them sexual photos or videos that they did not ask to see. One percent (1%) also reported that someone continuously asked them to hang out or hook up despite saying no.

The prevalence of sexual harassment was too small to report additional information relevant to these experiences, including: the relationship of the employees to the perpetrators, the percentage of employees who reported the incident, and significant differences in prevalence across demographic groups, if applicable.

Fig. 24 Prevalence of sexual harassment

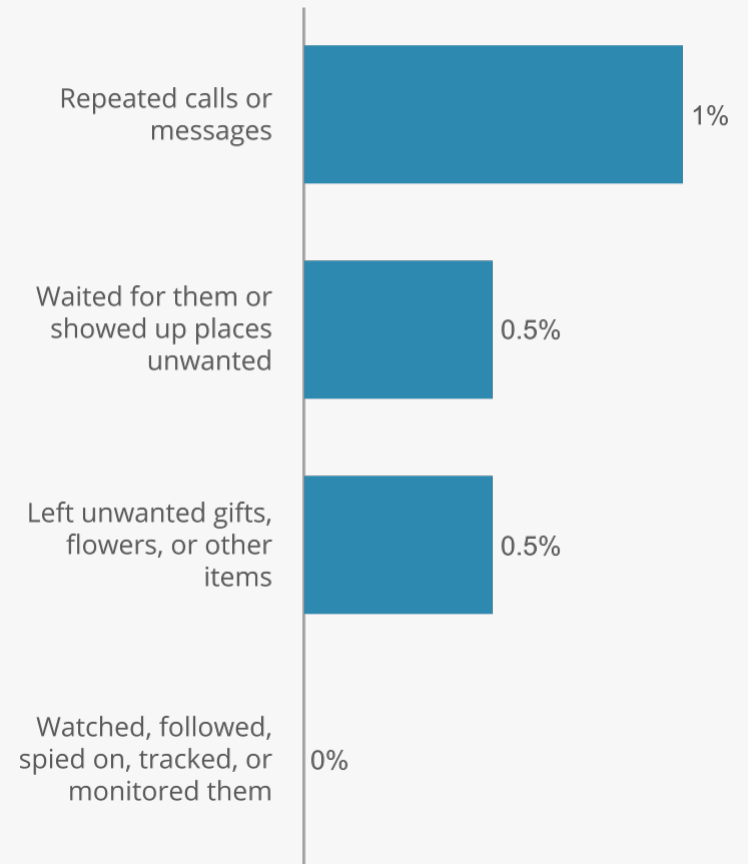| Category	Percentage
Unwanted sexual advances, comments, gestures, or jokes	1%
Showed sexual photos/videos they didn't ask to see	1%
Continuously asked to hang out or hook up despite declining	1%
Shared or threatened to share sexual photos, videos, or rumors	0.5%
Threatened or offered something in return for sexual contact	0%

1% of Employees Experienced Stalking

Employees were asked about stalking situations when someone acted in a way that seemed obsessive or made them concerned for their safety in the past year. Overall, 1% of participants indicated experiencing at least one form of stalking.

One percent (1%) of employees reported that someone repeatedly called them or sent unwanted messages.

The prevalence of stalking was too small to report additional information relevant to these experiences, including: the relationship of the employees to the perpetrators, the percentage of employees who reported the incident, and significant differences in prevalence across demographic groups, if applicable.

Fig. 25 Prevalence of stalking by behavior

Behavior	Percentage
Repeated calls or messages	1%
Waited for them or showed up places unwanted	0.5%
Left unwanted gifts, flowers, or other items	0.5%
Watched, followed, spied on, tracked, or monitored them	0%

Recommendations

Recommendations

Included on the following pages are recommendations to address key findings from the Wheaton College Employee Experience Survey. We recognize that it may not be feasible to implement all of these recommendations, but this list serves as a starting point for you to develop an evidence-based action plan.

Any mention of specific programs is not an endorsement of the program, but a recommendation that was developed based on evidence of risk and protective factors for sexual misconduct, effectiveness, accessibility, and input from experts.

Research supports that effective programming should 1) be implemented at several socio-ecological levels, 2) utilize various approaches, 3) and occur often. Research also shows that retention of knowledge and skills tends to decline after three months, highlighting the importance of frequent training and programming.[2]

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2 McMahon, S., Steiner, J. J., Snyder, S., & Banyard, V. L. (2021). Comprehensive Prevention of Campus Sexual Violence: Expanding Who Is Invited to the Table. Trauma, Violence, & Abuse, 22(4), 843–855.

Developing an Action Plan

An action plan can help you implement and track the effectiveness of the prevention efforts at your institution over time.

Considerations when developing the action plan:

1 **Collaborate with a diverse group of campus stakeholders.** When developing and implementing the action plan you may choose to include students, faculty/staff, leadership, and community partners, among others. This group should be representative of the entire campus population.

2 **Tailor the action plan to your institution.** Our recommendations are broad and should be considered within the context, needs, and culture of your institution. An effective action plan should include a specific goal, actionable steps, allocation of resources, a timeline, and a plan for monitoring and evaluating progress.

3 **Be transparent.** Every campus community member has a vested interest in reducing sexual misconduct. Being open and honest when communicating about the action plan can help build trust.

Key Findings

Some employees expressed concerns about workplace connectedness and culture.

pg. 13-15 & 20

Recommendations

1. Consider holding focus groups with various groups of employees to understand the conditions that are affecting perceptions of belonging, equity, and well-being.

2. Evaluate current steps being taken to protect employees' physical and emotional safety and improvements that can be made.

3. Create an action plan that explains how the institution intends to address these concerns. Communicating this information transparently with employees may help improve perceptions of campus culture and accountability.

Key Findings

Part-time employees, faculty, and non-supervisors may benefit from additional education on College policies and resources.

pg. 18

Recommendations

1. Review all policies to ensure they are explained in plain language that avoids legal jargon.

2. Increase awareness of policies through targeted educational efforts. Consider conducting briefings on the relevant policies and reporting options.

3. Create a marketing and communications plan to ensure employees know where to report, how to report, and what to report.

4. Place policy information in accessible, commonly viewed areas, such as bathrooms, break areas, and on your website.