Results of the 2015 UW-Eau Claire Climate Study

Presented by Melissa Bonstead-Bruns and Jeff Goodman
• Teresa O’Halloran – Affirmative Action
• Caitlin Lee – Affirmative Action
• Mary Canales – Nursing (Previous EDI Fellow)
• Erik Hulman – Student
• Jeff Goodman – Psychology (Current EDI Fellow)
• Melissa Bonstead-Bruns – Sociology (Current EDI Fellow)
The Big Question...

WHAT TOOK YOU SO LONG?
Climate Study Timeline

- **Decision made to update Climate Survey**: Summer, 2013
- **Met with UW – La Crosse Climate Team and gathered research on existing climate studies**: Fall 2013
- **Piloted survey with students and stakeholders**: Spring 2014
- **Revised survey, sought IRB approval, planned roll-out, obtained incentive items**: Fall 2015
- **Survey open!**: February – March 2015
- **Data clean-up**: Summer 2015
- **Initial results released**: May 3rd, 2016
- **Data analysis**: Fall 2015 – Spring 2016
- **Summer, 2013**: Met with UW – La Crosse Climate Team and gathered research on existing climate studies
- **Fall 2013 – Spring 2014**: Piloted survey with students and stakeholders
- **Fall 2015**: Revised survey, sought IRB approval, planned roll-out, obtained incentive items
- **Summer 2015**: Data clean-up
- **May 3rd, 2016**: Initial results released
Why Develop a New Climate Survey?

• Problems with previous survey (Rankin, 2009)
  – The same survey was used for employees and students.
  – Questions did not reflect unique needs of UW – Eau Claire.
  – Numerous measurement issues were discovered.
  – UW – Students and other stakeholders did not have input.

• Some items from the Rankin survey were included to allow for comparisons to be made over time.
Areas of Focus for Preliminary Report:

1. Overall Climate
2. Bias Incidents
3. Perceptions of Climate
4. Sexual Assault
5. Disability: Access and Accommodation
6. Work/Life Balance (Employee only)
7. Inclusive Pedagogy
8. Improving Climate
### Demographics of Respondents

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender Identity:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>1398</td>
<td>347</td>
</tr>
<tr>
<td>Male</td>
<td>581</td>
<td>200</td>
</tr>
<tr>
<td>Transgender, Non-Binary, Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Queer, or Self Identify</td>
<td>31</td>
<td>5</td>
</tr>
<tr>
<td>Other/Prefer not to ID</td>
<td>24</td>
<td>18</td>
</tr>
<tr>
<td><strong>Racial/Ethnic Identity:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>1719</td>
<td>508</td>
</tr>
<tr>
<td>Asian</td>
<td>140</td>
<td></td>
</tr>
<tr>
<td>Latina</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Native</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Pacific</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Multi</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>Total POC</td>
<td>254</td>
<td>57</td>
</tr>
<tr>
<td>Other</td>
<td>43</td>
<td>14</td>
</tr>
</tbody>
</table>

**Sexual Orientation:**

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGBTQ</td>
<td>135</td>
<td>36</td>
</tr>
<tr>
<td>Straight</td>
<td>1744</td>
<td>472</td>
</tr>
<tr>
<td>Other/Prefer not to ID</td>
<td>154</td>
<td>42</td>
</tr>
</tbody>
</table>

**Age:**

- **Traditional**
  - Range: 19-72
  - Mean: 44.7
  - Std. Dev.: 12

- **Non-Traditional**
  - 82

**Nativity:**

- **U.S. born**
  - 1932
  - 522

- **Nat. or Perm. Res.**
  - 49
  - 32

- **Other**
  - 41
  - 17

**Total:**

- **Students**: 3168
- **Employees**: 779

**Total**: 3847
Overall Discomfort with Campus Climate—Student Respondent Means
(1 = Very Comfortable -- 5 = Very Uncomfortable)

- International Student: 2.62
- Nontraditional: 2.05
- White Male: 1.85
- LGBTQ: 2.75
- Straight: 1.92
- POC: 2.43
- Men: 1.93
- Women: 1.97
- All Students: 1.98

Overall Discomfort with Campus Climate—Employee Respondent Means
(1 = Very Comfortable -- 5 = Very Uncomfortable)

- White Male: 2.30
- LGBTQ: 2.24
- Straight: 2.43
- POC: 2.95
- Men: 2.40
- Women: 2.41
- All Employees: 2.43

Overall Climate – Students and Employees
Climate in Eau Claire Community – Students and Employees
Climate in Major Department/Unit – Students and Employees
Climate in Classes – Students and Employees (Instructors Only)
Additional Measures of Overall Climate - Students
Additional Measures of Overall Climate - Students
<table>
<thead>
<tr>
<th>Bias Incident Type</th>
<th>All Students</th>
<th>POC</th>
<th>Women</th>
<th>LGBTQ</th>
<th>Mental Health Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racial Profiling</td>
<td>198</td>
<td>104</td>
<td>96</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>Graffiti</td>
<td>145</td>
<td>39</td>
<td>68</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>Threat of Violence</td>
<td>94</td>
<td>24</td>
<td>30</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>Being a Target of Physical Violence</td>
<td>46</td>
<td>12</td>
<td>10</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Being Stared At</td>
<td>345</td>
<td>120</td>
<td>177</td>
<td>42</td>
<td>51</td>
</tr>
<tr>
<td>Derogatory Remarks</td>
<td>415</td>
<td>87</td>
<td>230</td>
<td>55</td>
<td>70</td>
</tr>
<tr>
<td>Intimidated/Bullied</td>
<td>322</td>
<td>65</td>
<td>180</td>
<td>37</td>
<td>61</td>
</tr>
<tr>
<td>Admitted because of ID</td>
<td>168</td>
<td>98</td>
<td>87</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Poor Grade because of ID</td>
<td>63</td>
<td>18</td>
<td>35</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Speak on Behalf of ID</td>
<td>281</td>
<td>109</td>
<td>134</td>
<td>38</td>
<td>30</td>
</tr>
<tr>
<td>Ignored</td>
<td>306</td>
<td>104</td>
<td>159</td>
<td>41</td>
<td>39</td>
</tr>
<tr>
<td>Unwanted Physical Contact</td>
<td>297</td>
<td>44</td>
<td>166</td>
<td>36</td>
<td>57</td>
</tr>
<tr>
<td><strong>Total # of Types of Incidents Reported</strong></td>
<td>2680</td>
<td>824</td>
<td>1372</td>
<td>304</td>
<td>394</td>
</tr>
<tr>
<td><strong>Total Number of Students Reporting</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being the Target of at Least One Bias Incident</td>
<td>893</td>
<td>172</td>
<td>491</td>
<td>92</td>
<td>136</td>
</tr>
<tr>
<td><strong>Total Respondents</strong></td>
<td>3168</td>
<td>256</td>
<td>1398</td>
<td>135</td>
<td>243</td>
</tr>
<tr>
<td><strong>Percent Experiencing at Least One Bias Incident</strong></td>
<td>28.19%</td>
<td>67.19%</td>
<td>35.12%</td>
<td>68.15%</td>
<td>55.97%</td>
</tr>
</tbody>
</table>
### Number of Employees Reporting Having Experienced Each Bias Incident Type
(Respondents may report more than one incident)

<table>
<thead>
<tr>
<th>Incident</th>
<th>All Employees</th>
<th>POC</th>
<th>Women</th>
<th>LGBTQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racial Profiling</td>
<td>25</td>
<td>12</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Graffiti</td>
<td>18</td>
<td>4</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Threat of Violence</td>
<td>18</td>
<td>2</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Being a Target of Physical Violence</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Being Stared At</td>
<td>91</td>
<td>19</td>
<td>45</td>
<td>4</td>
</tr>
<tr>
<td>Derogatory Remarks</td>
<td>152</td>
<td>22</td>
<td>73</td>
<td>10</td>
</tr>
<tr>
<td>Intimidated/Bullied</td>
<td>161</td>
<td>23</td>
<td>94</td>
<td>8</td>
</tr>
<tr>
<td>Hired Because of ID</td>
<td>28</td>
<td>13</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Speak on Behalf of My ID</td>
<td>76</td>
<td>25</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>Ignored</td>
<td>94</td>
<td>23</td>
<td>50</td>
<td>6</td>
</tr>
<tr>
<td>Poor Evaluation Because of ID</td>
<td>39</td>
<td>15</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>Target of Unwanted Physical Contact</td>
<td>24</td>
<td>2</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Total # of Types of Incidents Reported</td>
<td>733</td>
<td>161</td>
<td>366</td>
<td>43</td>
</tr>
</tbody>
</table>

Total Number of Employees Reporting Being the Target of at Least One Bias

<table>
<thead>
<tr>
<th>Incident</th>
<th>All Employees</th>
<th>POC</th>
<th>Women</th>
<th>LGBTQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Respondents</td>
<td>674</td>
<td>55</td>
<td>332</td>
<td>35</td>
</tr>
<tr>
<td>Percent Experiencing Bias</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Employees</td>
<td>40.65%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POC</td>
<td>74.55%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>44.28%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LGBTQ</td>
<td>48.57%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Composite Measures:

• Qualitative Composite:
  - “Please rate the overall climate on campus on the following dimensions:”

• Personal Experience Composite:
  - “Based on your own experiences and observations, rate the overall climate on campus on the following dimensions:”
    • Non-racist/Racist, Non-sexist/Sexist, Non-homophobic/Homophobic, Not age-biased/Age-biased, Tolerant/Not tolerant of all types of religious beliefs, and Positive/Negative for non-native English speakers.

• What Respondents Would Tell Others Above Climate Composite:
  - “If someone were to ask about the climate at UW – Eau Claire, how positive do you think most people would say the campus is on the following dimensions:”
    • Positive/Negative for people who identify as LGBTQ, Positive/Negative for people of my faith or worldview, Positive/Negative for non-native speakers, Positive/Negative for people who are immigrants, Positive/Negative for international people, Positive/Negative for people who are parents, Positive/Negative for people with disabilities, and Positive/Negative for people with low socioeconomic status.
Perceptions of Climate: Qualitative Composite
Perceptions of Climate: Personal Experience Composite

Based on your own experiences and observations, rate the overall climate on campus on the following dimensions:

- Non-racist/Racist
- Non-sexist/Sexist
- Non-homophobic/Homophobic
- Not age-biased/Age-biased
- Tolerant/Not tolerant of all types of religious beliefs
- Positive/Negative for non-native English speakers
Perceptions of Climate: What to Tell Others Composite

“If someone were to ask about the climate at UW – Eau Claire, how positive do you think most people would say the campus is on the following dimensions:”

Positive/Negative for:
- People who identify as LGBTQ
- People of my faith/worldview
- Non-native speakers
- People who are immigrants
- International people,
- People who are parents,
- People with disabilities
- People with low SES.
A total of 4 transgender and 10 Gender Non-Binary, and Gender Queer students provided responses to climate and bias incident questions.

Campus Climate:
- These 14 students reported the highest levels of discomfort with climate on nearly all of the aforementioned items (Ms 2.3 to 3.0 on the 5-point scale)

Bias Incidents:
- Fifty % or more reported incidents of feeling intimidated, being stared at, and receiving derogatory remarks

Transgender, Gender Non-Binary, and Gender Queer Students
Percent of students in various groups who reported they have seriously considered leaving UW-Eau Claire

- Men 30.5%
- Women 30.8%
- POC 45.3%
- Black/African American 61.5%
- White 28.9%
- Asian American 42.3%
- Latino/Latina American 50.0%
- Straight 28.9%
- LGBTQ 46.7%
- White Men 27.7%
- Women of Color 41.4%
- Men of Color 51.5%
- Trans, Non-Binary 71.4%

Consider Leaving University
What would you do if you observed a student writing a racist statement on a restroom mirror?

- Employees
  - Nothing: 50%
  - Erase It: 20%
  - Report Comment: 10%
  - Report Student: 10%
  - Confront Student: 10%

- Students
  - Nothing: 70%
  - Erase It: 20%
  - Report Comment: 5%
  - Report Student: 5%
  - Confront Student: 0%
### Sexual Assault Data

#### 2015
- Sexual Assaults/Attempted Sexual Assaults - Students: 124 (4.5%)
- Sexual Assaults/Attempted Sexual Assaults - Employees: 0 (0.0%)

#### 2009
- Sexual Assaults – Students and Employees: 88 (2.0%)

### Racial/Ethnic Identity of Victim
- Black: 0.0%
- White: 89.3%
- Asian: 2.7%
- Latino: 2.7%
- More than one race: 4.0%
- Person of color: 9.4%

### Sexual Orientation of Victim
- Asexual: 2.7%
- Bisexual: 9.5%
- Homosexual: 6.8%
- Heterosexual: 70.3%
- Pansexual: 1.4%
- Questioning: 1.4%
- Identifies as more than one: 8.1%
- Total LGBTQ: 19.4%
Sexual Assault Data

Victim Residence
- Live in residence halls: 60.0%
- Live off-campus: 34.7%
- Live with partner/spouse: 2.7%
- Live with parents/family/relatives: 2.7%

University Status of Victim
- First year UG: 30.7%
- Second year UG: 16.0%
- Third year UG: 13.3%
- Fourth year UG: 12.0%
- Fifth year+ UG: 28.0%
### Response to incidents:

<table>
<thead>
<tr>
<th>Support Provided</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sought support from off-campus services</td>
<td>4.0%</td>
</tr>
<tr>
<td>Told a friend</td>
<td>72.7%</td>
</tr>
<tr>
<td>Told a family member</td>
<td>17.4%</td>
</tr>
<tr>
<td>Sought support from CASA</td>
<td>5.8%</td>
</tr>
<tr>
<td>Sought medical services</td>
<td>7.4%</td>
</tr>
<tr>
<td>Sought support from staff</td>
<td>8.3%</td>
</tr>
<tr>
<td>Sought support from faculty</td>
<td>4.1%</td>
</tr>
<tr>
<td>Sought support from spiritual adviser</td>
<td>5.8%</td>
</tr>
<tr>
<td>Sought support online</td>
<td>7.4%</td>
</tr>
<tr>
<td>Told no one</td>
<td>17.4%</td>
</tr>
<tr>
<td>Sought no support</td>
<td>24.2%</td>
</tr>
<tr>
<td>Reported to Campus Police</td>
<td>4.1%</td>
</tr>
<tr>
<td>Reported to other law enforcement</td>
<td>2.5%</td>
</tr>
<tr>
<td>Did not file report</td>
<td>85.1%</td>
</tr>
<tr>
<td>Did not file report but sought support</td>
<td>12.4%</td>
</tr>
</tbody>
</table>

### Percent answering 'Agree' or 'Strongly Agree':

- UWEC officials responded appropriately: 60.0%
- I was taken seriously: 60.0%
- Corrective action was taken: 25.0%
- Steps were taken to protect my safety: 25.0%
- I was referred to appropriate services: 45.0%
- Appropriate steps were taken: 40.0%
- Not enough was done: 35.0%
- I received the support I needed: 35.0%
Accessibility and Accommodations

Respondents with Conditions that Substantially Affect Major Life Activities (n)
2009 and 2015

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Employees</th>
<th>Students</th>
<th>Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>34</td>
<td>12</td>
<td>44</td>
<td>17</td>
</tr>
<tr>
<td>2015</td>
<td>63</td>
<td>6</td>
<td>73</td>
<td>13</td>
</tr>
<tr>
<td>Physical Disability</td>
<td>▪</td>
<td>▪</td>
<td>▪</td>
<td>▪</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>‍  ▪</td>
<td>▪</td>
<td>▪</td>
<td>▪</td>
</tr>
<tr>
<td>Psychological Condition</td>
<td>▪</td>
<td>▪</td>
<td>▪</td>
<td>▪</td>
</tr>
</tbody>
</table>

Respondents with Physical Disability, Learning Disability, and Psychological Condition.
Of the (61) students who reported being issued a VISA, 59* reported on their experiences obtaining accommodations:

- 34.0% have worked with instructors who were resistant to providing needed accommodations (18 of 53);
- 87.5% reported that instructors are friendly when discussing accommodations (49 of 56);
- 66.7% reported that instructors know how to get them the accommodations they need (36 of 54);
- 24.3% have had difficulty finding financial resources to support their accommodations (9 of 37);
- 21.7% report that getting the accommodations they need is so difficult, they rarely request them anymore (10 of 46);
- 21.3% indicated that one or more instructors they have worked with has refused to provide them accommodations or has made the process too difficult to be practical (10 of 47).

* Students who responded N/A are not included in the percentages given.
* Centennial was inadvertently left off of the Employee Survey. Data presented represents student responses only.
<table>
<thead>
<tr>
<th>Building/Service</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dining Facilities</td>
<td>60.0%</td>
</tr>
<tr>
<td>Residence Halls</td>
<td>28.0%</td>
</tr>
<tr>
<td>Classroom labs and studios</td>
<td>47.1%</td>
</tr>
<tr>
<td>Computer labs</td>
<td>59.9%</td>
</tr>
<tr>
<td>D2L</td>
<td>83.3%</td>
</tr>
<tr>
<td>In-class instruction</td>
<td>67.6%</td>
</tr>
<tr>
<td>Online and hybrid courses</td>
<td>73.0%</td>
</tr>
<tr>
<td>UW – Eau Claire website</td>
<td>66.7%</td>
</tr>
<tr>
<td>Classrooms in general</td>
<td>54.1%</td>
</tr>
</tbody>
</table>
Composite Measures:

- **Performance Evaluation**: concern for bringing up issues; feelings of being under scrutiny; navigating “unwritten rules” of the unit

- **Collegial Pressure**: feeling as though one is asked to speak on behalf of their identity; feeling pressure to modify one’s research and/or work harder in order to succeed

- **Career Priority**: feelings of being reluctant to take leave; feeling like the object of higher expectations

- **Commitment/Children**: feeling like employees with children are seen as less committed to their careers; feeling like employees without children feel burdened with extra work, seeing the University as unfair in health benefits provided to single parents

- **Balance**: concern over balancing work and personal life; feeling as though one misses out on things because of work; feeling as though one is not compensated fairly

- **Equity**: feeling as though one has equitable access to work-related resources such as laboratory space, classroom resources, equipment/technology, and supplies; feeling as though one has equitable access to health care and domestic partner benefits

- **Collegial Support**: feeling that one has support and/or can seek advice from colleagues and decision makers

Work/Life Balance – Employees Only
Performance Evaluation: concern for bringing up issues; feelings of being under scrutiny; navigating “unwritten rules” of the unit.

(The larger the mean, the greater the concern over performance evaluation issues.)

Work/Life Balance – Performance Evaluation Scale
Collegial Pressure: feeling as though one is asked to speak on behalf of their identity; feeling pressure to modify one’s research and/or work harder in order to succeed.

(The larger the mean, the greater the collegial pressure.)

Work/Life Balance – Collegial Pressure Scale
Balance: concern over balancing work and personal life; feeling as though one misses out on things because of work; feeling as though one is not compensated fairly.

(The smaller the mean, the greater the concern over balance and compensation.)

Work/Life Balance – Balance Scale
• Classified staff were significantly less likely than all employees to feel they have collegial support (mean = 3.37 vs. 3.53 for all employees).

• Women are significantly more likely than men to feel that their family obligations will make them seem less committed to their job (mean = 2.55 vs. 2.36).

• POC are significantly more likely than all employees to feel that their family obligations will make them seem less committed to their job (mean = 2.80 vs. 2.49).

• On the whole, most employees feel they have equitable access to resources, though the mean for POC was marginally lower than employees as a whole (mean = 3.65 vs. 3.83).

Work/Life Balance – Other Issues of Note
Inclusive Pedagogy: Diverse Cultures
Inclusive Pedagogy: Gender
Inclusive Pedagogy: Race
Inclusive Pedagogy: Sexual Orientation
Faculty Response on Ways to Improve Climate - Means
1 = Strongly Disagree -- 5= Strongly Agree

- Immersion experiences with... 4.06
- Immersion experiences for S-L projects with lower SES... 4.04
- Immersion experiences to learn a second language 3.90
- Rewarding research efforts that evaluate outcomes... 3.62
- Offering diversity training programs as community... 3.87
- Training mentors and leaders w/in departments to... 3.98
- Requiring all writing emphasis classes to involve at... 3.64
- Recognition and rewards for including diversity in... 3.72
- Providing tenure clock options with more flexibility... 4.26
- Requiring EDI training for all search and screen... 3.60
- Including diversity related activities as a criteria for... 3.54
- Reallocating resources to support inclusive changes... 3.77
- Providing department protocol for responding to... 4.28
- Providing campus protocol for responding to bias... 4.38
- Providing mentors for minority... 4.22
- Providing, promoting, and improving sexual assault... 4.29
- Providing gender neutral/family friendly facilities 3.89
- Provide on-campus child-care services 4.11
Eighteen Items from the Symbolic Racism Scale (Henry & Sears, 2002) were modified to evaluate attitudes toward a number of different social groups. Factor analysis resulted in 3 factors:

- **Acknowledging the Continued Effects of Racial Discrimination (8-items; \( \alpha = .89 \))**:  
  - “e.g., Discrimination against Hmong Americans in the US has limited their chances to get ahead”  
  - “e.g., White Americans are responsible for most of the racial tension in the US today”

- **Support for LGBTQ and Diverse Religious Beliefs (5-items; \( \alpha = .85 \))**:  
  - “e.g., Lesbian couples should be allowed to adopt children the same as straight couples”  
  - “e.g., People who are atheists share my vision of America”

- **Endorsement of Meritocracy and Social Dominance (4-items; \( \alpha = .85 \))**:  
  - “e.g., Irish, Italian, Jewish, and many other groups overcame prejudice and worked their way up. African Americans should do the same”  
  - “e.g., On the whole, men make better political leaders than women do”

**General EDI Attitudes: Employees**
• Whites and POC did not differ on any of the 3 scales
• Women reported lower, while Men and White Men reported higher endorsement of Meritocracy
• LGBTQ reported higher Acknowledgment of Racism and Support for LGBTQ and Diverse Religious Beliefs; lower endorsement of Meritocracy than all others
• Christians reported lower Acknowledgment of Racism and Support for LGBTQ and Diverse Religious Beliefs; higher endorsement of Meritocracy than all others

General EDI Attitudes: Employees
Where Do We Go From Here?

- Climate Report published on University website
- Public datasets released
- Additional analysis completed
- Use results to inform campus decisions on EDI Initiatives