



Rankin & Associates, Consulting

Assessment • Planning • Interventions

Seattle
University

Campus Climate Project
Final Report

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Rankin & Associates, Consulting

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Executive Summary

Introduction

Seattle University affirms that diversity and inclusion are crucial to the intellectual and psychosocial vitality of the campus community. It is through freedom of exchange over different ideas and viewpoints in supportive environments that individuals develop the critical thinking and citizenship skills that will benefit them throughout their lives. Diversity and inclusion engender academic, spiritual, and personal engagement where teaching, working, learning, and living take place in pluralistic communities of mutual respect.

As set forth in the university's mission statement, Seattle University is “dedicated to educating the whole person, to professional formation, and to empowering leaders for a just and humane world.”¹

The university’s Statement on Diversity indicates that, “The University has determined that emphasizing diversity as a matter of institutional policy is an integral component of educational excellence. Students learn better in a diverse educational environment, and they are better prepared to become active participants in our pluralistic, democratic society once they leave such a setting. Jesuit schools have traditionally fostered inclusion and openness toward experiences and ideas that are diverse. Achieving and engaging diversity among students, faculty and staff is a cornerstone of that tradition and Seattle University's institutional policy.”

Achieving and engaging diversity has provided the focus for the university’s Task Force on Diversity and Inclusive Excellence. The task force, appointed in September 2013, was charged with assessing the current state of equity and inclusion on campus and recommending further steps for the university to move forward with enhancing our core value of diversity.

In order to better understand the campus climate, the task force and university leaders recognized the need for a comprehensive tool that would provide campus climate metrics for students, faculty, and staff.

¹ <https://www.seattleu.edu/about/mission/>

To that end, the university appointed the Climate Study Working Group (CSWG) in 2014. The CSWG was comprised of faculty, staff, students, and administrators. Ultimately, Seattle University contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled, “Seattle University Assessment for Learning, Living, and Working.” Data gathering focused on the experiences and perceptions of various constituent groups. Based on the findings, the Task Force on Diversity and Inclusive Excellence will develop recommendations to share with the university community.

Project Design and Campus Involvement

The CSWG collaborated with R&A to develop the survey instrument. Together, the CSWG and R&A formulated questions for the campus-wide survey. The Seattle University survey contained 102 items (21 qualitative and 81 quantitative) and was available via a secure online portal from January 20, 2015, through February 10, 2015. Confidential paper surveys were distributed to those individuals who did not have access to an Internet-connected computer or who preferred a paper survey.

Seattle University Participants

Seattle University community members completed 2,634 surveys for an overall response rate of 29%. Only surveys that were at least 50% completed were included in the final data set for analyses.² Response rates by constituent group varied: 24% ($n = 1,081$) for Undergraduate Students, 18% ($n = 362$) for Graduate Students, 36% ($n = 285$) for Law Students, 49% ($n = 566$) for Staff/Administrators, and 46% ($n = 340$) for Faculty. Table 1 provides a summary of selected demographic characteristics of survey respondents. The percentages offered in Table 1 are based on the numbers of respondents in the sample (n) for the specific demographic characteristic.³

²One hundred eleven respondents were removed because they did not complete at least 50% of the survey. Of the 111 respondents who did not complete 50% of the survey, 52 (46.8%) were undergraduate students, 30 (27.0%) were graduate or law students, 17 (15.3%) were faculty, and 12 were staff/administrators (10.8%).

³The total n for each demographic characteristic may differ as a result of missing data.

Table 1. Seattle University Sample Demographics

Characteristic	Subgroup	<i>n</i>	% of Sample
Position Status	Undergraduate Student	1,081	41.0
	Graduate Student	362	13.7
	Law Student	285	10.8
	Faculty	340	12.9
	Staff/Administrator	566	21.5
Gender Identity	Man	863	32.9
	Woman	1,713	65.3
	Transgender	6	0.2
	Genderqueer	31	1.2
	Other/Not Listed	12	0.5
Racial Identity	Person of Color	579	22.0
	White	1,666	63.2
	Multiracial – POC/White	320	12.1
Sexual Identity	LGBQ	406	15.4
	Heterosexual	2,103	79.8
	Asexual/Other	84	3.2
Citizenship Status	U.S. Citizen	2,334	88.6
	Non-U.S. Citizen	226	8.6
	Undocumented Resident	5	0.2
	Multiple Citizenships	53	2.0
Disability Status	Single Disability	552	21.0
	No Disability	1,683	63.9
	Multiple Disabilities	227	8.6
Military Status	Military Service	98	3.7
	No Military Service	2,504	95.1
Religious/Spiritual Affiliation	Catholic	549	20.8
	Christian (Not Catholic)	554	21.0
	Other Faith-Based Affiliation	214	8.1
	No Affiliation	1,065	40.4
	Multiple Affiliations	178	6.8
	Other	34	1.3

Note: The total *n* for each selected demographic characteristic may differ as a result of missing data.

Key Findings – Areas of Strength

1. High levels of comfort with the climate at Seattle University

Climate is defined as the “current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.”⁴ The level of comfort experienced by faculty, staff, and students is one indicator of campus climate.

- 76% ($n = 2,006$) of the survey respondents were “comfortable” or “very comfortable” with the climate at Seattle University.
 - Graduate Student respondents (29%) were significantly more comfortable (“comfortable” or “very comfortable”) with the overall climate at Seattle University than were Staff/Administrator respondents (26%), Faculty respondents (26%), Law Student respondents (24%), and Undergraduate Student respondents (24%).
- 78% ($n = 701$) of Faculty and Staff/Administrator respondents were “comfortable” or “very comfortable” with the climate in their departments/work units.

2. Faculty and Staff/Administrator Respondents – Positive attitudes about workplace climate

Campus climate⁵ is constituted in part by perceptions of work, sense of balance between work and home life, and opportunities for personal and professional development throughout the span of one’s career. Workplace climate is one indicator of campus climate.

- 77% ($n = 681$) of Faculty and Staff/Administrator respondents indicated that they were “very comfortable” or “comfortable” taking leave that they were entitled to without fear that it may affect their job/careers.
- 82% percent ($n = 701$) of Faculty and Staff/Administrator respondents found Seattle University supportive of flexible work schedules.

⁴Rankin & Reason, 2008, p. 264

⁵Settles, Cortina, Malley, & Stewart, 2006

- The majority of Staff/Administrator respondents indicated that they had supervisors (71%, $n = 381$) and colleagues/coworkers (78%, $n = 418$) at Seattle University who give them career advice or guidance when they need it.
- 69% of Staff/Administrator respondents ($n = 375$) each indicated that their supervisors and Seattle University provide them with resources to pursue professional development opportunities.

3. Faculty Respondents – Positive attitudes about faculty work

- Faculty respondents “agreed” or “strongly agreed” that the tenure standards/promotion standards/reappointment standards are reasonable (71%, $n = 223$).
- 72% ($n = 226$) of Faculty respondents felt that their service contributions are important to tenure/promotion/reappointment.
- 69% ($n = 207$) of Faculty respondents felt that their diversity-related research/teaching/service contributions have been/will be valued for promotion or tenure.

4. Student Respondents – Positive attitudes about academic experiences

The way students perceive and experience their campus climate influences their performance and success in college.⁶ Research also supports the pedagogical value of a diverse student body and faculty for improving learning outcomes.⁷ Attitudes toward academic pursuits are one indicator of campus climate.

- 86% ($n = 1,479$) of Student respondents reported that their academic experience has had a positive influence on their intellectual growth and interest in ideas.
- 84% ($n = 1,437$) of Student respondents were satisfied with the extent of their intellectual development since enrolling at Seattle University.
- 80% ($n = 1,372$) of Student respondents were satisfied with their academic experience since enrolling at Seattle University.

⁶Pascarella & Terenzini, 2005

⁷Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004

5. Student Respondents – *Academic Success and Intent to Persist*

A confirmatory factor analysis was conducted on two scales, “Academic Success” and “Intent to Persist,” derived from Question 11 on the survey. No statistical significance was established for the *Intent to Persist* factor owing to the skewed nature of these responses. Analyses using these scales revealed:

- Undergraduate Student respondents with No Disability had greater Academic Success than both Undergraduate Student respondents with a Single Disability and Undergraduate Student respondents with Multiple Disabilities. Undergraduate Student respondents with a Single Disability had more Academic Success than Undergraduate Student respondents with Multiple Disabilities.
- Graduate/Law Student respondents with No Disability had greater Academic Success than both Graduate/Law Student respondents with a Single Disability and Graduate/Law Student respondents with Multiple Disabilities.
- White Undergraduate Student respondents and Multiracial Undergraduate Student respondents experienced greater academic success than did Undergraduate Student Respondents of Color. No significant differences existed for Graduate/Law Student respondents.
- For Undergraduate Students and Graduate/Law Students, no significant differences were noted in the mean responses of Not First-Generation/Low-Income Student respondents and First-Generation/Low-Income Student respondents.

Key Findings – Opportunities for Improvement

1. Members of several constituent groups were differentially affected by exclusionary, intimidating, offensive, and/or hostile conduct.

Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.⁸

Research also underscores the relationship between workplace discrimination and subsequent productivity.⁹ The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

- 28% ($n = 728$) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.¹⁰
 - 27% ($n = 198$) of these respondents indicated that the conduct was based on their gender/gender identity; 23% ($n = 165$) noted that the conduct was based on their age, 21% ($n = 152$) felt that it was based on their ethnicity, and 20% ($n = 146$) felt that it was based on their position status.
 - In most instances the source of the conduct was within cohort (e.g., student on student, faculty, on faculty).
- Differences emerged based on various demographic characteristics, including gender identity, age, and ethnicity. For example:
 - A higher percentage of Transgender/Genderqueer/Other respondents (58%, $n = 28$) than Women respondents (30%, $n = 513$) and Men respondents (22%, $n = 185$) indicated that they experienced exclusionary conduct.
 - Higher percentages of respondents ages 35 through 48 years and ages 49 through 67 years indicated that they had experienced exclusionary conduct than did other respondents.

⁸Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Pascarella & Terenzini, 2005; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001

⁹Silverschanz, Cortina, Konik, & Magley, 2008; Waldo, 1999

¹⁰The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso, Smith, Ceja, & Solórzano, 2009).

- Graduate Students were significantly less likely than other respondents to indicate that they experienced exclusionary conduct.

Respondents were offered the opportunity to elaborate on their experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

2. Several constituent groups indicated that they were less comfortable with the overall campus climate, workplace climate, and classroom climate.

Prior research on campus climate has focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g., women, people of color, people with disabilities, first-generation students, veterans).¹¹

Several groups indicated that they were less comfortable than their majority counterparts with the climates of the campus, workplace, and classroom.

- Differences by gender identity:
 - 76% ($n = 1,303$) of Women respondents, 78% ($n = 675$) of Men respondents, and 43% ($n = 19$) of Transgender/Genderqueer/Other respondents were “very comfortable”/“comfortable” with the overall climate at Seattle University.
- Differences by racial identity:
 - Faculty and Student Respondents of Color (73%, $n = 358$) were significantly less comfortable (“very comfortable”/“comfortable”) with the climate in their classes than were Multiracial respondents (78%, $n = 206$) and White Faculty and Student respondents (85%, $n = 1,058$).
- Differences by sexual identity:
 - LGBTQ respondents (67%, $n = 242$) and Asexual/Other respondents (71%, $n = 51$) were less likely to be “very comfortable”/“comfortable” with the overall climate than were Heterosexual respondents (79%, $n = 1,351$).

¹¹Harper & Hurtado, 2007; Hart & Fellabaum, 2008; Norris, 1992; Rankin, 2003; Rankin & Reason, 2005; Worthington, Navarro, Loewy, & Hart, 2008

- Difference by student status:
Law Student respondents were significantly less comfortable (measured using “very comfortable” response) with the classroom climate than were Undergraduate Student respondents, Graduate Student respondents, and Faculty respondents.
 - o 21% ($n = 61$) of Law Student respondents were “very comfortable” with the classroom climate, compared to 28% ($n = 303$) of Undergraduate Student respondents and 34% each of Graduate Student respondents ($n = 122$) and Faculty respondents ($n = 111$) who were “very comfortable” with the classroom climate.
- Difference by income status
Low-Income Student respondents (76%, $n = 365$) were significantly less comfortable (“very comfortable”/“comfortable”) with the climate in their classes than were Not Low-Income Student respondents (83%, $n = 966$).
- Difference by ability status
Faculty and Student respondents with Multiple Disabilities (66%, $n = 126$) were significantly less comfortable (“very comfortable”/“comfortable”) with the climate in their classes than were Faculty and Student respondents with a Single Disability (79%, $n = 375$) and those with No Disability (86%, $n = 1,064$).
- Difference by citizenship status
U.S. Citizen Faculty and Student respondents (83%, $n = 1,466$) were significantly more likely to feel “very comfortable”/“comfortable” with the climate in their classes than were Non-U.S. Citizen Faculty and Student respondents (75%, $n = 153$).
- Difference by generational status
First-Generation Student respondents (74%, $n = 152$) were significantly less comfortable than were Not First-Generation Student respondents (82%, $n = 1,240$) with the climate in their classes.

3. Faculty and Staff/Administrator Respondents – Challenges with workplace climate

- 67% ($n = 14$) of Administrator – Academic respondents, 59% ($n = 51$) of Administrator – Staff respondents, 57% ($n = 138$) of Exempt Professional Staff respondents, 56% ($n = 112$) of Non-Exempt Staff respondents, 49% ($n = 156$) of Faculty respondents, and 32% ($n = 11$) of Vendor respondents noted that they had seriously considered leaving Seattle University in the past year.
 - 58% ($n = 279$) of those Faculty and Staff/Administrator respondents who seriously considered leaving did so because of inadequate salary.
- Faculty and Staff/Administrator respondents indicated having observed unjust hiring practices (19%, $n = 169$), unfair or unjust disciplinary actions (12%, $n = 108$), or unfair or unjust promotion/tenure/reclassification (28%, $n = 245$).
- 14% ($n = 19$) of Women Faculty respondents and 4% ($n = 5$) of Men Faculty respondents felt that faculty members in their departments who use family accommodation (FMLA) policies are disadvantaged in promotion or tenure.
- 81% ($n = 161$) of Men Staff/Administrator respondents and 66% ($n = 224$) of Women Staff/Administrator respondents found Seattle University supportive of taking leave.
- 35% ($n = 118$) of Faculty respondents and 31% ($n = 173$) of Staff/Administrator respondents were reluctant to bring up issues that concerned them for fear that it would affect their performance evaluations or tenure/merit/promotion decisions.

Faculty and Staff/Administrator respondents were provided the opportunity to elaborate on their experiences with work-life issues.

4. Faculty Respondents – Challenges with faculty work

- While 71% of faculty felt that tenure standards/promotion standards/reappointment standards are reasonable, only 44% ($n = 135$) of Faculty respondents felt that tenure standards/promotion standards/reappointment standards are applied equally to all faculty.
- 50% ($n = 158$) of Faculty respondents felt that they performed more work to help students beyond that of their colleagues with similar performance expectations.

- A significantly higher percentage of Faculty Respondents of Color (66%, $n = 35$) than White Faculty respondents (45%, $n = 103$) felt that they performed more work to help students beyond that of their colleagues with similar performance expectations.

Faculty respondents were provided the opportunity to elaborate on their experiences regarding faculty work.

5. A small but meaningful percentage of respondents experienced unwanted sexual contact.

In 2014, *Not Alone: The First Report of the White House Task Force to Protect Students from Sexual Assault* indicated that sexual assault is a significant issue for colleges and universities nationwide, affecting the physical health, mental health, and academic success of students. The report highlights that one in five women is sexually assaulted while in college. One section of the Seattle University survey requested information regarding sexual assault.

- 3% ($n = 75$) of respondents indicated that they had experienced unwanted sexual contact while at Seattle University.
- These respondents rarely reported to anyone at Seattle University that they had experienced unwanted sexual contact.

Respondents were offered the opportunity to elaborate on why they did not report unwanted sexual contact.

Conclusion

Seattle University campus climate findings¹² are consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.¹³ For example, 70% to 80% of all respondents in similar reports found the campus climate to be “comfortable” or “very comfortable.” A similar percentage (76%) of all Seattle University respondents reported that they were “comfortable” or “very comfortable” with the climate at Seattle University. Likewise, 20%

¹²Additional findings disaggregated by position and other selected demographic characteristics are provided in the full report.

¹³Rankin & Associates Consulting, 2015. Comparisons are based on 150 total institutions including 23 liberal arts colleges, 11 of which are religious-affiliated campuses.

to 25% in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At Seattle University, a slightly higher percentage of respondents (28%) indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. The results also paralleled the findings of other climate studies of specific constituent groups offered in the literature.¹⁴ It is important to note that the majority respondents offered that they were unaware of services available to them when they experienced conduct that interfered with their ability to work or learn.

Seattle University's climate assessment report provides baseline data on diversity and inclusion, and addresses Seattle University's mission and the goals. While the findings may guide decision-making in regard to policies and practices at Seattle University, it is important to note that the cultural fabric of any institution and unique aspects of each campus's environment must be taken into consideration when considering additional action items based on these findings. The climate assessment findings provide the Seattle University community with an opportunity to build upon its strengths and also to develop a deeper awareness of the challenges ahead. Seattle University, with support from senior administrators and collaborative leadership, is in a prime position to continue to actualize its commitment to an inclusive campus and to institute organizational structures that respond to the needs of its dynamic campus community.

¹⁴Guiffreda, Gouveia, Wall, & Seward, 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles et al., 2006; Silverschanz et al., 2008; Yosso et al., 2009

Introduction

History of the Project

Seattle University affirms that diversity and inclusion are crucial to the intellectual and psychosocial vitality of the campus community. It is through freedom of exchange over different ideas and viewpoints in supportive environments that individuals develop the critical thinking and citizenship skills that will benefit them throughout their lives. Diversity and inclusion engender academic, spiritual, and personal engagement where teaching, working, learning, and living take place in pluralistic communities of mutual respect.

As set forth in the university's mission statement, Seattle University is “dedicated to educating the whole person, to professional formation, and to empowering leaders for a just and humane world.”¹⁵

The university's Statement on Diversity indicates that, “The University has determined that emphasizing diversity as a matter of institutional policy is an integral component of educational excellence. Students learn better in a diverse educational environment, and they are better prepared to become active participants in our pluralistic, democratic society once they leave such a setting. Jesuit schools have traditionally fostered inclusion and openness toward experiences and ideas that are diverse. Achieving and engaging diversity among students, faculty and staff is a cornerstone of that tradition and Seattle University's institutional policy.”

Achieving and engaging diversity has provided the focus for the university's Task Force on Diversity and Inclusive Excellence. The task force, appointed in September 2013, was charged with assessing the current state of equity and inclusion on campus and recommending further steps for the university to move forward with enhancing our core value of diversity.

In order to better understand the campus climate, the task force and university leaders recognized the need for a comprehensive tool that would provide campus climate metrics for students, faculty, and staff.

¹⁵ <https://www.seattleu.edu/about/mission/>

To that end, the university appointed the Climate Study Working Group (CSWG) in 2014. The CSWG was comprised of faculty, staff, students, and administrators. Ultimately, Seattle University contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled, “Seattle University Assessment for Learning, Living, and Working.” Data gathering focused on the experiences and perceptions of various constituent groups. Based on the findings, the Task Force on Diversity and Inclusive Excellence will develop recommendations to share with the university community.

Review of the Literature: Campus Climate’s Influence on Academic and Professional Success

Climate for this project is defined as “the current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.”¹⁶ This includes the perceptions and experiences of individuals and groups on a campus. For the purposes of this study, climate also includes an analysis of the perceptions and experiences individuals and groups have of others on campus.

More than two decades ago, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) suggested that in order to build a vital community of learning, a college or university must provide a climate where

...intellectual life is central and where faculty and students work together to strengthen teaching and learning, where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed, where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued, and where the well-being of each member is sensitively supported (Boyer, 1990).

Not long afterward, the Association of American Colleges and Universities (AAC&U) (1995) challenged higher education institutions “to affirm and enact a commitment to equality, fairness, and inclusion” (p. xvi). AAC&U proposed that colleges and universities commit to “the task of

¹⁶Rankin & Reason, 2008, p. 264

creating...inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard” (p. xxi). The report suggested that, in order to provide a foundation for a vital community of learning, a primary duty of the academy is to create a climate grounded in the principles of diversity, equity, and an ethic of justice for all groups.

In the ensuing years, many campuses instituted initiatives to address the challenges presented in the reports. Milem, Chang, and Antonio (2005) proposed that, “Diversity must be carried out in intentional ways in order to accrue the educational benefits for students and the institution. Diversity is a process toward better learning rather than an outcome” (p. iv). Milem et al. further suggested that in order for “diversity initiatives to be successful they must engage the entire campus community” (p. v). In an exhaustive review of the literature on diversity in higher education, Smith (2009) offered that diversity, like technology, was central to institutional effectiveness, excellence, and viability. Smith also maintained that building deep capacity for diversity requires the commitment of senior leadership and support of all members of the academic community. Ingle (2005) recommended that “good intentions be matched with thoughtful planning and deliberate follow-through” for diversity initiatives to be successful (p. 13).

Campus environments are “complex social systems defined by the relationships between the people, bureaucratic procedures, structural arrangements, institutional goals and values, traditions, and larger socio-historical environments” (Hurtado, Milem, Clayton-Pedersen, & Allen, 1998, p. 296). Smith (2009) encouraged readers to examine critically their positions and responsibilities regarding underserved populations in higher education. A guiding question Smith posed was, are special-purpose groups [e.g., Black Faculty Caucus] and locations [e.g., GLBTIQ and Multicultural Student Retention Services] perceived as “‘problems’ or are they valued as contributing to the diversity of the institution and its educational missions” (p. 225)?

Campus climate influences students’ academic success and employees’ professional success, in addition to the social well-being of both groups. The literature also suggests that various identity groups perceive the campus climate differently and that their perceptions may affect working and learning outcomes adversely (Rankin & Reason, 2005). A summary of this literature follows.

Hurtado and Ponjuan (2005) found that when stereotypes “pervade the learning environment for minority students...student academic performance can be undermined” (p. 236). The literature also suggests that students of color who perceive their campus environment as hostile have higher rates of attrition, and have problems with adjustment (Guiffreda et al., 2008; Hurtado & Ponjuan, 2005). Johnson et al. (2007) found that perceptions of the campus racial climate continue to strongly influence minority college students’ sense of belonging. Several other empirical studies reinforce the importance of the perception of non-discriminatory environments to positive learning and developmental outcomes (Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Pascarella & Terenzini, 2005; Whitt et al., 2001). Finally, research supports the pedagogical value of a diverse student body and faculty on enhancing learning outcomes (Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004).

Gurin, Dey, Hurtado, & Gurin (2002) found that students in colleges or universities with more inclusive campus environments felt more equipped to participate in an increasingly multicultural society. When the campus climate was healthy and students had the opportunity to interact with a variety of peers, positive learning occurred and democratic skills developed (Hurtado & Ponjuan, 2005). Racial and ethnic diversity in the campus environment, coupled with the institution’s efforts to foster opportunities for quality interactions and learning, promoted “active thinking and personal development” (Gurin et al., 2002, p. 338).

The personal and professional development of faculty, administrators, and staff are impacted by the complex nature of the campus climate. In a study by Settles et al. (2006), sexual harassment and gender discrimination were found to have a substantial negative effect on the overall attitudes toward employment for women faculty in the academic sciences. Sears (2002) noted that lesbian, gay, and bisexual (LGB) faculty members who judged their campus climate more positively also felt more personally supported and perceived their work unit as more supportive of personnel decisions (i.e., hiring and promoting LGB faculty members). Research that underscores the relationships between workplace discrimination and negative job and career attitudes, as well as between workplace encounters with prejudice and lower health and well-being (i.e., anxiety, depression, and lower life satisfaction and physical health) and greater occupation dysfunction (i.e., organizational withdrawal, and lower satisfaction with work,

coworkers, and supervisors), further substantiates the influence of campus climate on employee satisfaction and subsequent productivity (Silverschanz et al., 2008; Waldo, 1999).

Seattle University Campus-wide Climate Assessment Project Structure and Process

The CSWG collaborated with R&A to develop the survey instrument. Over the course of a year, the CSWG and R&A co-constructed questions for the campus-wide survey. The final survey instrument was completed in December 2014.

The conceptual model used as the foundation for the Seattle University assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003). A power and privilege perspective informs the model, one grounded in critical theory, which establishes that, power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (Johnson, 2005) and influence systems of differentiation that reproduce unequal outcomes. The Seattle University climate assessment team implemented participatory and community-based processes to generate survey questions as a means to capture the various dimensions of power and privilege that shape the campus experience. In this way, the Seattle University assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate, with a specific focus on the distribution of power and privilege among differing social groups.

The Seattle University survey contained 102 items (21 qualitative and 81 quantitative) and was available via a secure online portal from January 20, 2015, through February 10, 2015.

Confidential paper surveys were distributed to those who did not have access to an Internet-connected computer or who preferred a paper survey. This report provides an overview of the results of the campus-wide survey.

Methodology

Conceptual Framework

Diversity is defined by R&A and in this project as the “variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics.”¹⁷ The conceptual model used as the foundation for this assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003).

Research Design

Survey Instrument. The survey questions were constructed based on the work of Rankin (2003) and with the assistance of the CSWG. The CSWG reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be more contextually appropriate for the Seattle University population. The final Seattle University campus-wide survey contained 102 questions,¹⁸ including open-ended questions for respondents to provide commentary. The survey was designed so that respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of Seattle University’s institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both online and pencil-and-paper formats. All survey responses were input into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis.

Sampling Procedure. Seattle University’s Institutional Review Board (IRB) reviewed the project proposal, including the survey instrument. The IRB considered the activity to be designed to assess campus climate within the University and to inform the University’s strategic quality

¹⁷Rankin & Associates Consulting (2015) adapted from AAC&U (1995).

¹⁸To ensure reliability, evaluators must ensure that instruments are properly structured (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, defined critical terms, underwent expert evaluation of items, and checked for internal consistency.

improvement initiatives. The IRB director acknowledged that the data collected from this quality improvement activity also could be used for research. The IRB approved the project in December 2014.

Prospective participants received an invitation from President Sundborg that contained the URL link to the survey. Respondents were instructed that they were not required to answer all questions and that they could withdraw from the survey at any time before submitting their responses. The survey included information describing the purpose of the study, explaining the survey instrument, and assuring the respondents of anonymity. Only surveys that were at least 50% completed were included in the final data set.

Completed online surveys were submitted directly to a secure server, where any computer identification that might identify participants was deleted. Any comments provided by participants also were separated from identifying information at submission so that comments were not attributed to any individual demographic characteristics.

Limitations. Two limitations to the generalizability of the data existed. The first limitation was that respondents “self-selected” to participate. Self-selection bias, therefore, was possible. This type of bias can occur because an individual’s decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study. The second limitation was response rates that were less than 30% (see Table 3). For groups with response rates less than 30%, caution is recommended when generalizing the results to the entire constituent group.

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 22.0). Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to Seattle University in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., by gender identity, racial identity, position status) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data

tables within the narrative, information is presented using valid percentages.¹⁹ Actual percentages²⁰ with missing or “no response” information may be found in the survey data tables in Appendix B. The purpose for this discrepancy in reporting is to note the missing or “no response” data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations.

Factor Analysis Methodology. A confirmatory factor analysis was conducted on two scales embedded in Question 11 of the survey. The first scale, termed “Academic Success” for the purposes of this project, was developed using Pascarella and Terenzini’s (1980) *Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining undergraduate student learning. The first seven sub-questions of Question 11 of the survey reflect the questions on this scale. The second scale, termed “Intent to Persist” for this project, was based on the *Persistence at the Institution* subscale of *The Undergraduate Persistence Intentions Measure (UPI)* (Gloria and Kurpius, 1996; Robinson, 2003). This scale has been used in several studies to examine undergraduate student persistence. The last two sub-questions of Question 11 comprised the questions on this scale.

The questions in each scale were answered on a Likert metric from “strongly agree” to “strongly disagree” (scored 1 for “strongly agree” and 5 for “strongly disagree”). For the purposes of analysis, respondents who did not answer all scale sub-questions were not included in the analysis. Less than 3% of all potential Student respondents were removed from the analysis because of one or more missing responses. The final sub-question (Q11_9) was reverse-coded before it was included in the analysis.

A separate factor analysis was conducted on each scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the two respective scales: “Academic Success” and “Intent

¹⁹Valid percentages were derived using the total number of respondents to a particular item (i.e., missing data were excluded).

²⁰Actual percentages were derived using the total number of survey respondents.

to Persist.”²¹ The internal consistency reliability (Cronbach’s alpha) of each scale was high, meaning that the scales produce consistent results (Table 2).

Table 2. Internal Consistency Reliability for *Academic Success* and *Intent to Persist* Factors

Factor	Cronbach's Alpha	N of Items
<i>Academic Success</i>	0.861	7
<i>Intent to Persist</i>	0.728	2

Factor Scores

Factor scores were created by taking the average of the scores for all the sub-questions in the factor. Each respondent who answered all (i.e., did not skip any) of the questions included in the given factor was assigned a score for *Academic Success* and a score for *Intent to Persist* on a five-point scale.

Lower scores on the *Academic Success* factor suggest that a student or constituent group is more academically successful; lower scores on the *Intent to Persist* factor suggest that a student or constituent group is more likely to persist.

Means Testing Methodology

After creating the two factor scores for respondents based on the factor analysis, means were calculated for Undergraduate Students and for Graduate/Law Students.

Academic Success

Where *n*’s were of sufficient size, analyses were conducted to determine whether the means for the *Academic Success* factor were different for first-level categories in the following demographic areas for students:

- Gender identity (Man, Woman)
- Racial identity (White, Person of Color, Multiracial)
- Sexual identity (LGBQ, Heterosexual, Asexual/Other)

²¹Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

- Disability status (Single Disability, Multiple Disabilities, No Disability)
- First-Generation/Low-Income status

When only two categories existed for the specified demographic variable (e.g., gender identity), a *t* test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d* and any moderate-to-large effects were noted.

When the specific variable of interest had more than two categories (e.g., racial identity, disability status), ANOVAs were run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using η^2 and any moderate-to-large effects are noted.

Intent to Persist

The distribution of the scores (Figure 1) for the *Intent to Persist* factor clearly show that the responses are not normally distributed, and so do not satisfy the assumptions for means testing using any of the methods mentioned above. Means are included later in the narrative to allow for comparisons, but statistical significance is not reported.

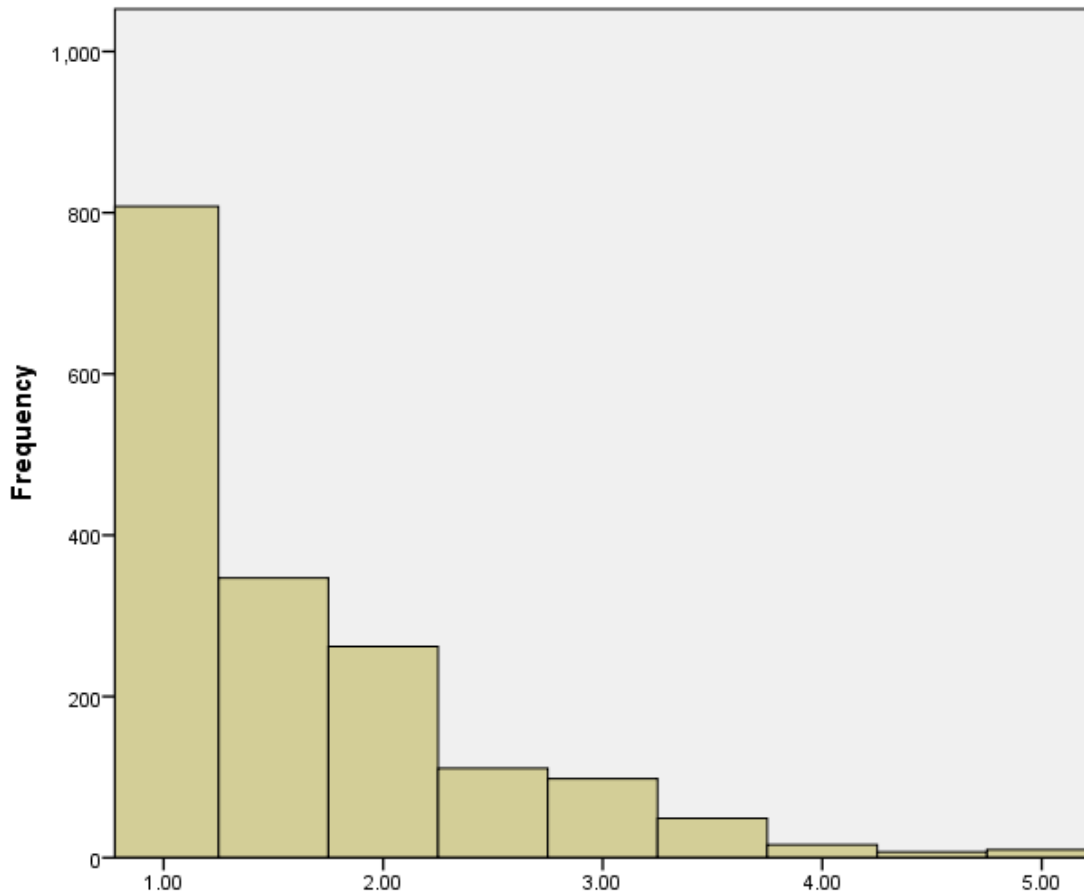


Figure 1. Distribution of Scores for *Intent to Persist* Factor

Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences on the Seattle University campus, elaborate upon their survey responses, and append additional thoughts. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the quantitative items of the survey. These open-ended comments were reviewed²² using standard methods of thematic analysis. R&A reviewers read all comments, and a list of common themes was generated based on their analysis. Most themes reflected the issues addressed in the survey questions and revealed in the quantitative data. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

²²Any comments provided in languages other than English were translated and incorporated into the qualitative analysis.

Results

This section of the report provides a description of the sample demographics, measures of internal reliability, and a discussion of validity. This section also presents the results per the project design, which called for examining respondents' personal campus experiences, their perceptions of the campus climate, and their perceptions of Seattle University's institutional actions, including administrative policies and academic initiatives regarding climate.

Several analyses were conducted to determine whether significant differences existed in the responses between participants from various demographic categories. Where significant differences occurred, endnotes (denoted by lowercase Roman numeral superscripts) at the end of each section of this report provide the results of the significance testing. The narrative also provides results from descriptive analyses that were not statistically significant, yet were determined to be meaningful to the climate at Seattle University.

Description of the Sample²³

Two thousand six hundred thirty-four (2,634) surveys were returned, for a 29% overall response rate. The sample and population figures, chi-square analyses,²⁴ and response rates are presented in Table 3. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by Seattle University.

- Women were significantly overrepresented in the sample.
- Whites, Hispanic/Latino(a)s/Chicano(a)s, and African Americans/Blacks were significantly underrepresented in the sample. Asian/Asian Americans, Multiracial individuals, and Other/Unknown/No Response individuals were overrepresented. Middle Eastern individuals were not indicated in the population but were included in the sample.
- Undergraduate Students and Graduate Students were significantly underrepresented in the sample; Faculty and Staff/Administrators were overrepresented.

²³All frequency tables are provided in Appendix B.

²⁴Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by Seattle University.

Table 3. Demographics of Population and Sample

Characteristic	Subgroup	Population		Sample		Response Rate
		N	%	n	%	
Gender ^a	Man	3,780	41.2	863	32.9	22.83
	Woman	5,392	58.8	1,713	65.3	31.77
	Transgender			6	2	n/a
	Genderqueer			31	7	n/a
	Other			12	13	n/a
Race/Ethnicity ^{1,b}	American Indian/Alaskan Native	50	0.5	14	0.5	28.00
	Asian/Asian American	1,658	18.1	341	12.9	20.57
	African American/Black	333	3.6	78	3.0	23.42
	Hispanic/Latino(a)/Chicano(a)	806	8.8	110	4.2	13.65
	Middle Eastern			17	0.6	n/a
	Native Hawaiian/Pacific Islander	60	0.7	19	0.7	31.67
	White	4,642	50.6	1,666	63.2	35.89
	Multiracial	479	5.2	320	12.1	66.81
	Other/Unknown/No Response	1144	12.5	69	2.6	6.03
Position ^c	Undergraduate Student	4,511	49.2	1,081	41.0	23.96
	Graduate Student	1,967	21.4	362	13.7	18.40
	Law Student	795	8.7	285	10.8	35.85
	Faculty	741	8.1	340	12.9	45.88
	Staff/Administrator	1,158	12.6	566	21.5	48.88

¹Respondents were instructed to indicate all categories that apply.

^a $\chi^2 (1, N = 2,576) = 62.7, p < .001$

^b $\chi^2 (5, N = 2,617) = 643.34, p < .001$

^c $\chi^2 (2, N = 2,634) = 361.74, p < .001$

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey items and consultation with subject matter experts. The survey items were constructed based on the work of Hurtado et al. (1998) and Smith et al. (1997) and were further informed by instruments used in other institutional and organizational studies by the consultant. Several

researchers working in the area of campus climate and diversity, as well as higher education survey research methodology experts, reviewed the bank of items available for the survey, as did the members of Seattle University's CSWG.

Content validity was ensured given that the items and response choices arose from literature reviews, previous surveys, and input from CSWG members. Construct validity—the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors—should be evaluated by examining the correlations of measures being evaluated with variables known to be related to the construct. For this investigation, correlations ideally ought to exist between item responses and known instances of exclusionary conduct, for example. However, no reliable data to that effect were available. As such, attention was given to the manner in which questions were asked and response choices given. Items were constructed to be non-biased, non-leading, and non-judgmental, and to preclude individuals from providing “socially acceptable” responses.

Reliability—Internal Consistency of Responses.²⁵ Correlations between the responses to questions about overall campus climate for various groups (Question 79) and to questions that rated overall campus climate on various scales (Question 80) were moderate-strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients²⁶ are provided in Table 4.

All correlations in the table were significantly different from zero at the .01 level; that is, a relationship existed between all selected pairs of responses.

A strong relationship (between .5 and .7) existed for all five pairs of variables: between Positive for People of Color and Not Racist; between Positive for Lesbian, Gay, Bisexual People and Not

²⁵Internal reliability is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results (Trochim, 2000). The correlation coefficient indicates the degree of linear relationship between two variables (Bartz, 1988).

²⁶Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

Homophobic; between Positive for Women and Not Sexist; between Positive for People of Low Socioeconomic Status and Not Classist; and between Positive for People with Disabilities and Disability-Friendly.

Table 4. Pearson Correlations Between Ratings of Acceptance and Campus Climate for Selected Groups

	Climate Characteristics				
	Not Racist	Not Homophobic	Not Sexist	Not Classist (SES)	Disability-Friendly
Positive for People of Color	.666 ¹				
Positive for Lesbian, Gay, Bisexual People		.586 ¹			
Positive for Women			.565 ¹		
Positive for People of Low Socioeconomic Status (SES)				.698 ¹	
Positive for People with Disabilities					.607 ¹

¹ $p < 0.01$

Sample Characteristics²⁷

For the purposes of several analyses, demographic responses were collapsed into categories established by the CSWG to make comparisons between groups and to ensure respondents' confidentiality. Analyses do not reveal in the narrative, figures, or tables where the number of respondents in a particular category totaled fewer than five ($n < 5$).

²⁷ All percentages presented in the "Sample Characteristics" section of the report are actual percentages.

Primary status data for respondents were collapsed into Undergraduate Student respondents, Graduate Student respondents, Law Student respondents, Staff/Administrator respondents, and Faculty respondents.²⁸ Of all respondents, 41% ($n = 1,081$) were Undergraduate Students, 14% ($n = 362$) were Graduate Students, 11% ($n = 285$) were Law Students, 22% ($n = 566$) were Staff/Administrators, and 13% ($n = 340$) were Faculty (Figure 2). Ninety-two percent ($n = 2,421$) of all respondents were full-time in their primary positions. Subsequent analyses indicated that 99% ($n = 1,070$) of Undergraduate Student respondents, 74% respondents ($n = 268$) of Graduate Student respondents, 86% ($n = 246$) of Law Student respondents, 95% ($n = 537$) of Staff/Administrator respondents, and 89% ($n = 537$) of Faculty respondents were full-time in their primary positions.

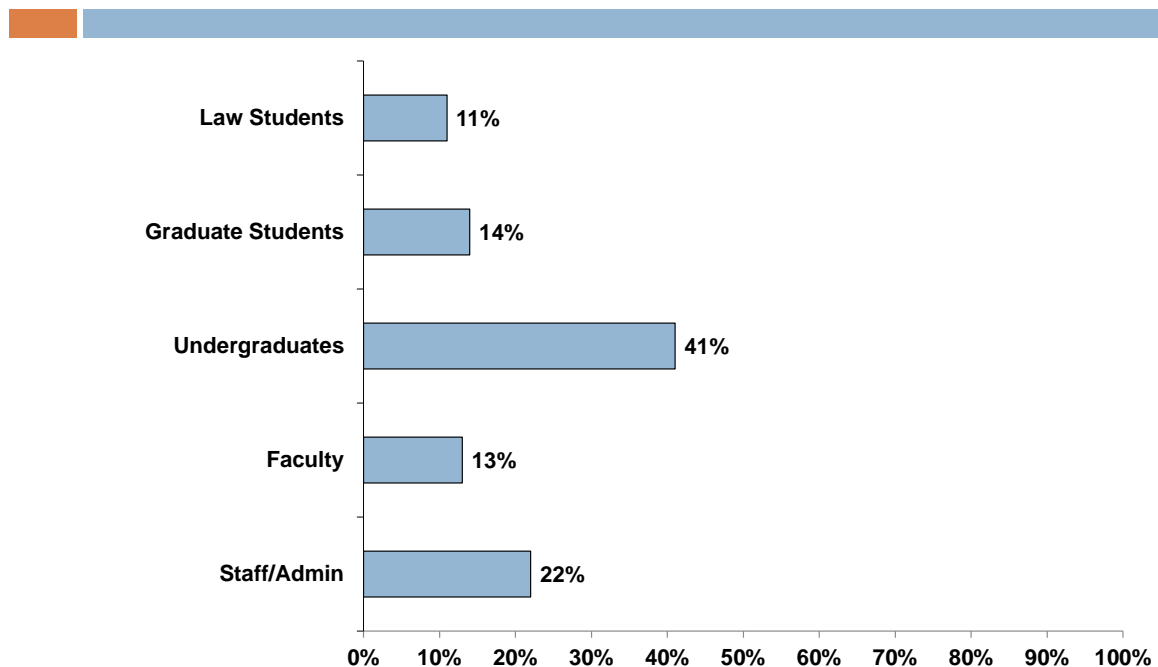


Figure 2. Respondents' Collapsed Position Status (%)

²⁸Collapsed position status variables were determined by the CSWG. "Staff/Administrator" includes Exempt Professional Staff, Non-exempt Staff, Administrators – Staff, and Vendors. "Faculty" includes all faculty subcategories, Librarians, and Administrators – Academic.

With regard to respondents' work-unit affiliations, Table 5 indicates that Staff/Administrator respondents represented various work units across campus. Of Staff/Administrator respondents, 11% ($n = 63$) were affiliated with the Finance and Business Affairs Division, and 10% ($n = 54$) were affiliated with the Student Development Division.

Table 5. Staff/Administrator Respondents' Primary Work-Unit Affiliations

Work Unit	<i>n</i>	%
Albers School of Business and Economics	19	3.4
College of Arts and Sciences	25	4.4
College of Education	7	1.2
College of Nursing	5	0.9
College of Science and Engineering	21	3.7
Enrollment Services Division	40	7.1
Executive Vice President's Division	31	5.5
School of Law	37	6.5
A.A. Lemieux Library	11	1.9
Marketing Communications Division	14	2.5
Matteo Ricci College	< 5	---
Jesuits - Arrupe House	< 5	---
President's Division	< 5	---
Provost's Division	42	7.4
School of Theology and Ministry	11	1.9
Finance & Business Affairs Division	63	11.1
HR and University Services Division	36	6.4
Mission & Ministry Division	9	1.6
Planning Division	14	2.5
School of New and Continuing Studies	0	0.0
Student Development Division	54	9.5
University Advancement Division	40	7.1
University Counsel Division	< 5	---

Note: Table includes Staff/Administrator respondents ($n = 566$) only.

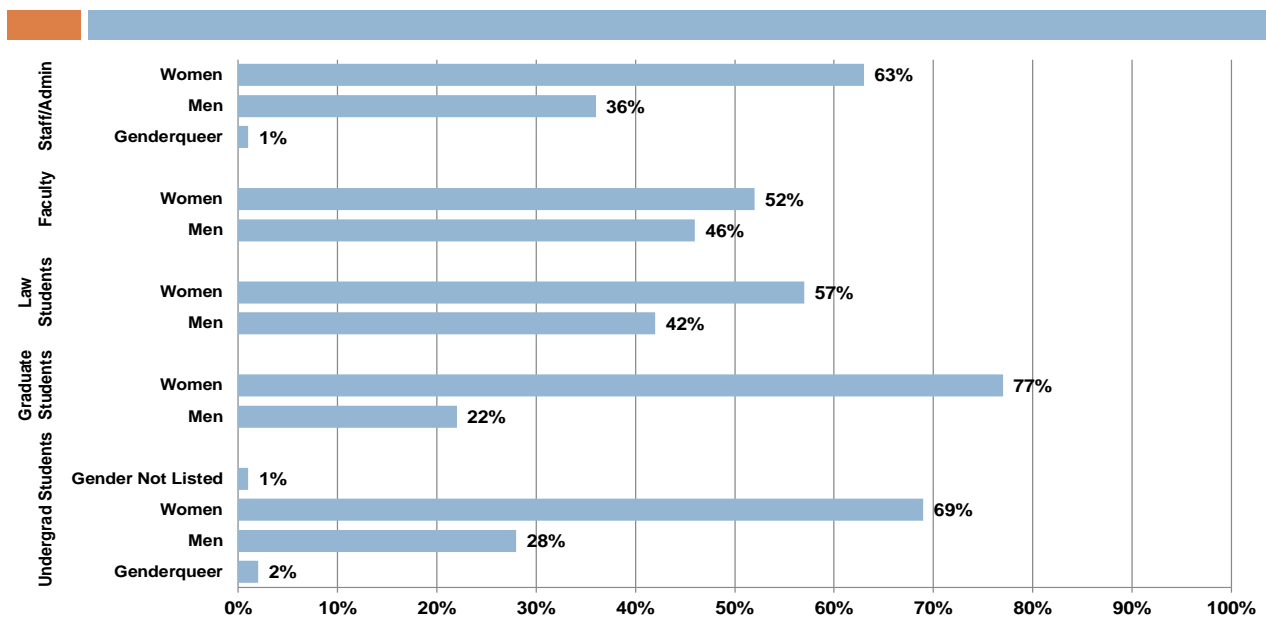
Of Faculty/Academic Administrator respondents, 24% each were affiliated with the College of Arts & Sciences ($n = 82$) and the College of Science and Engineering ($n = 80$), 13% in the School of Law ($n = 45$), and 10% in the School of Nursing ($n = 32$) (Table 6).

Table 6. Faculty Respondents' Primary Work-Unit Affiliations

Academic Division/Department	<i>n</i>	%
A.A. Lemieux Library	5	1.4
Academic Affairs	4	1.2
Albers School of Business and Economics	29	8.5
College of Arts and Sciences	82	24.1
College of Education	16	4.7
College of Nursing	32	9.4
College of Science and Engineering	80	23.5
Matteo Ricci College	10	2.9
School of Law	45	13.2
School of New and Continuing Studies	1	0.3
School of Theology and Ministry	9	2.7
Decline to respond	27	7.9

Note: Table includes Faculty/Academic Administrators respondents ($n = 340$) only.

Almost two-thirds of the sample (65%, $n = 1,713$) were Women (Figure 3), and 33% ($n = 863$) were Men.²⁹ One percent ($n = 31$) identified as Genderqueer. Less than one percent ($n = 6$) of the respondents identified as transgender.³⁰ Twelve respondents (1%) marked “a gender not listed here” and offered identities such as “agender,” “androgynous,” “I do not categorize gender in this way,” “non-binary,” “trans* non-conforming,” “Would be great if you could check more than one category. I am a genderqueer trans man,” and “This question is offensive to trans people....”



Note: Responses with $n < 5$ are not presented in the figure.

Figure 3. Respondents by Gender Identity & Position Status (%)

²⁹The majority of respondents identified their birth sex as female (66%, $n = 1,748$), while 33% ($n = 871$) of respondents identified as male, and $< 1\%$ ($n < 5$) as intersex. Additionally, 62% ($n = 1,642$) identified their gender expression as feminine, 32% ($n = 839$) as masculine, 3% ($n = 69$) as androgynous, and 2% ($n = 41$) as “not listed here.”

³⁰Self-identification as transgender does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked. Because transgender respondents numbered fewer than five, no analyses were conducted or included in the report in order to maintain the respondents’ confidentiality.

The majority of respondents were Heterosexual³¹ (80%, $n = 2,103$); 15% ($n = 406$) were LGBQ (lesbian, gay, bisexual, pansexual, queer, or questioning) (Figure 4). Three percent ($n = 84$) of respondents identified as Asexual/Other.

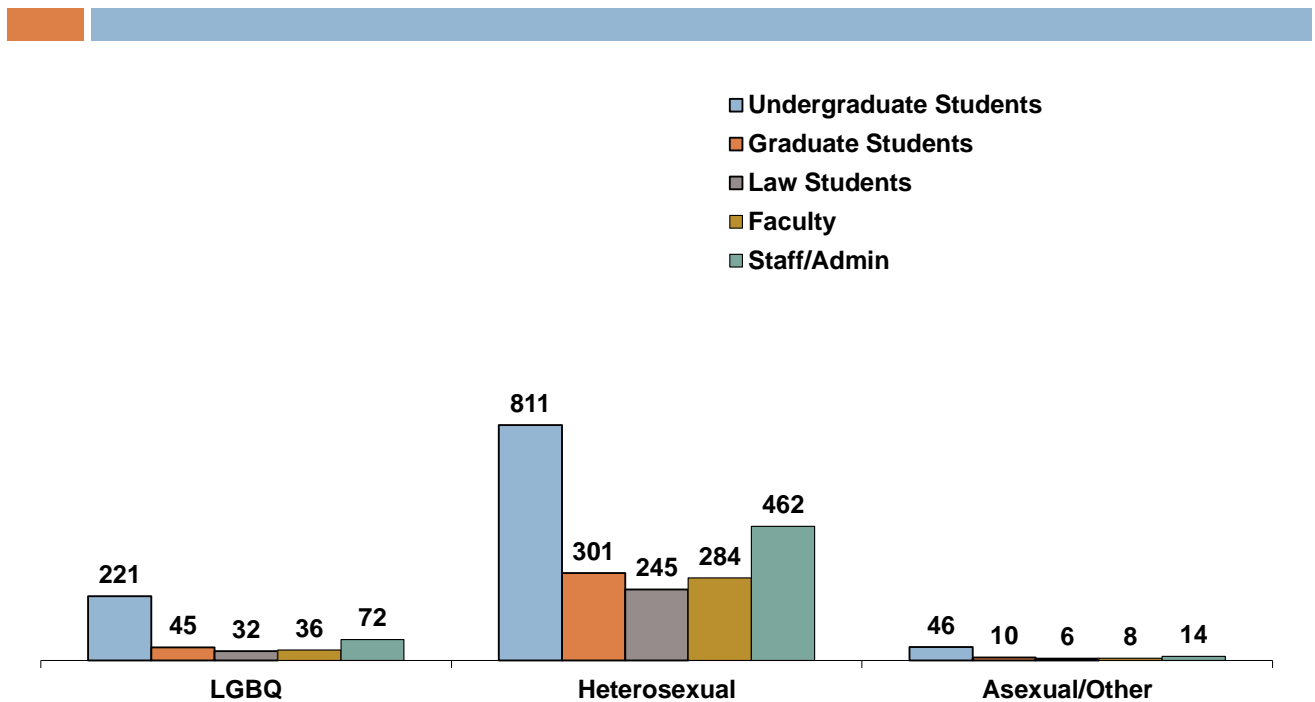
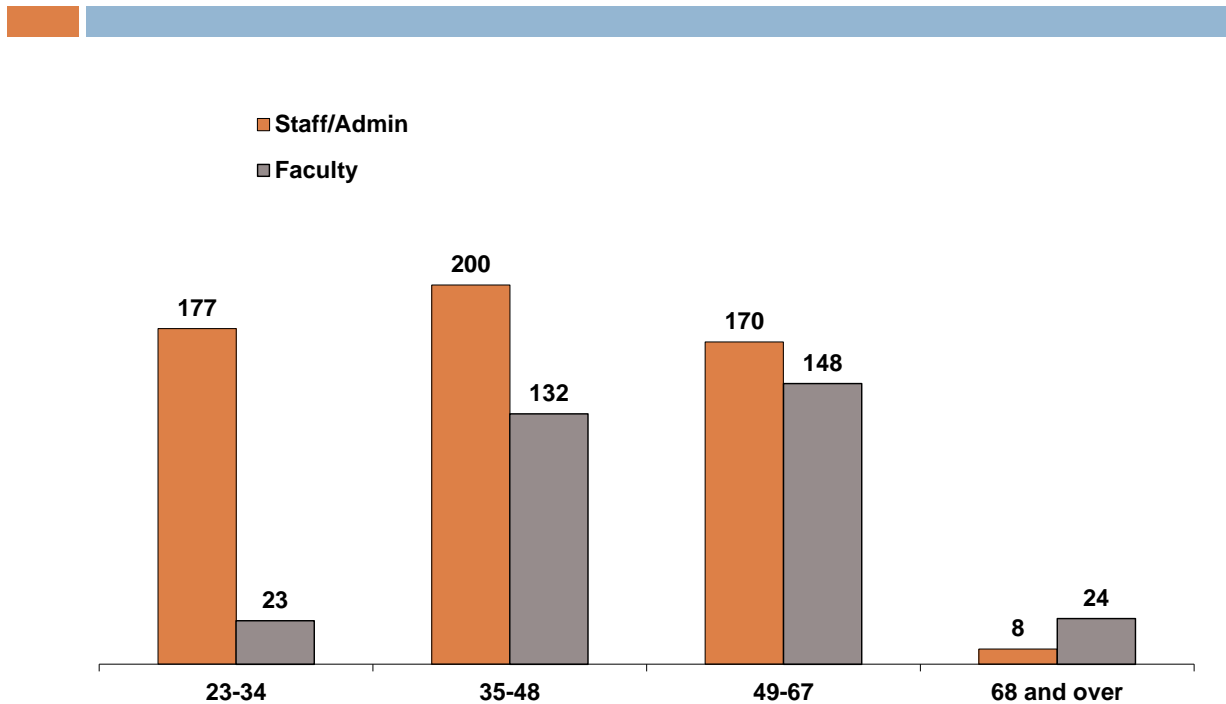


Figure 4. Respondents by Sexual Identity & Position Status (n)

³¹ Respondents who answered “other” in response to the question about their sexual identity and wrote “straight” or “heterosexual” in the adjoining text box were recoded as Heterosexual. Additionally, this report uses the terms “LGBQ” and “sexual minorities” to denote individuals who self-identified as lesbian, gay, bisexual, pansexual, queer, and questioning, and those who wrote in “other” terms such as “homoflexible” and “fluid.”

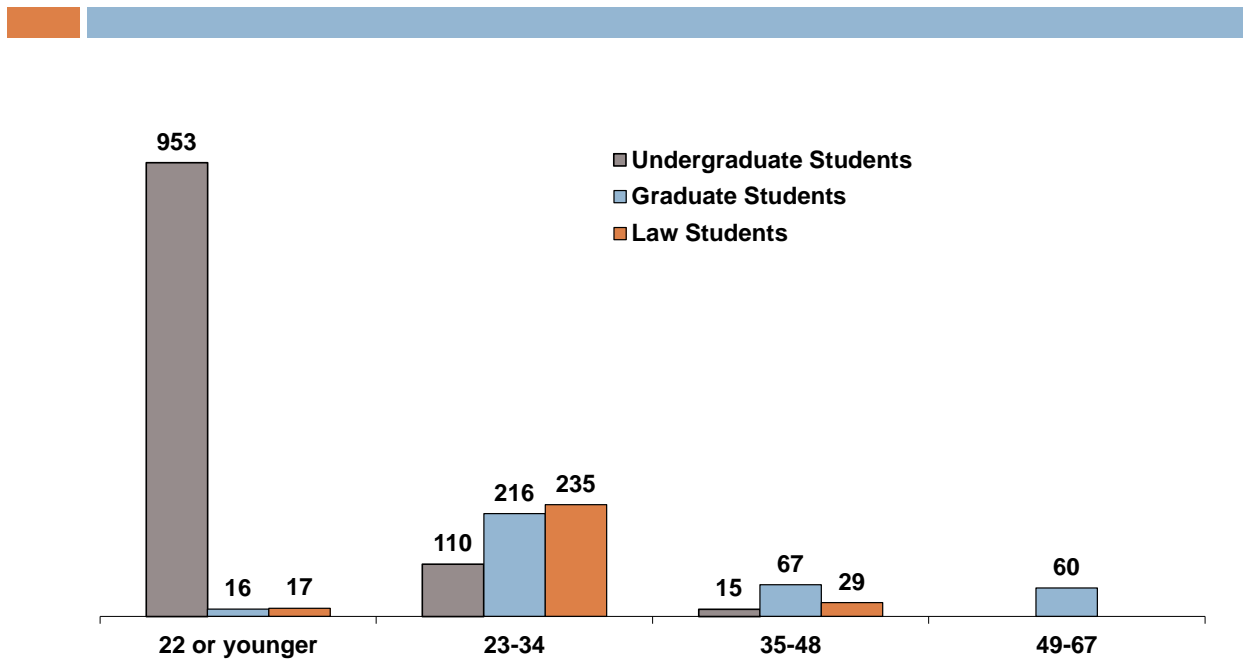
Of Staff/Administrator respondents, 36% ($n = 200$) were between 35 and 48 years old, 32% ($n = 177$) were between 23 and 34 years old, and 31% ($n = 170$) were between 49 and 67 years old. Of Faculty respondents, 45% ($n = 148$) were between 49 and 67 years old, and 40% ($n = 132$) were between 35 and 48 years old (Figure 5).



Note: Responses with $n < 5$ are not presented in the figure.

Figure 5. Employee Respondents by Age & Position Status (n)

Of responding Undergraduate Students, 88% ($n = 953$) were 22 years old or younger, and 10% ($n = 110$) were between 23 and 34 years old. Sixty percent ($n = 216$) of responding Graduate Students were between 23 and 34 years old. Eighty-three percent ($n = 235$) of responding Law Students were between 23 and 34 years old (Figure 6).



Note: Responses with $n < 5$ are not presented in the figure.

Figure 6. Student Respondents by Age and Student Status (n)

With regard to racial identity, 74% ($n = 1,935$) of the respondents identified as White (Figure 7).³² Seventeen percent ($n = 445$) were Asian/Asian American, 8% ($n = 214$) were Hispanic/Latino(a)/Chicano(a), 5% ($n = 132$) were Black/African/African American, 3% ($n = 67$) were American Indian, 2% each were Pacific Islander ($n = 58$) and Middle Eastern ($n = 41$), and < 1% each were Native Hawaiian ($n = 8$) and Alaskan Native ($n = 6$). Some individuals marked the response category “racial identity not listed here” and offered identities such as “Arian Nation,” “Asian,” “Atlantic Islander,” “Culturally Asian,” “European/Asian/American,” “French Creole,” “Greek,” “Human,” “Indian,” “Italian American,” “Jewish,” “mixed race,” “Multiracial,” “Nepali,” “Sikh,” “race isn’t a scientific category,” and “would identify me.”

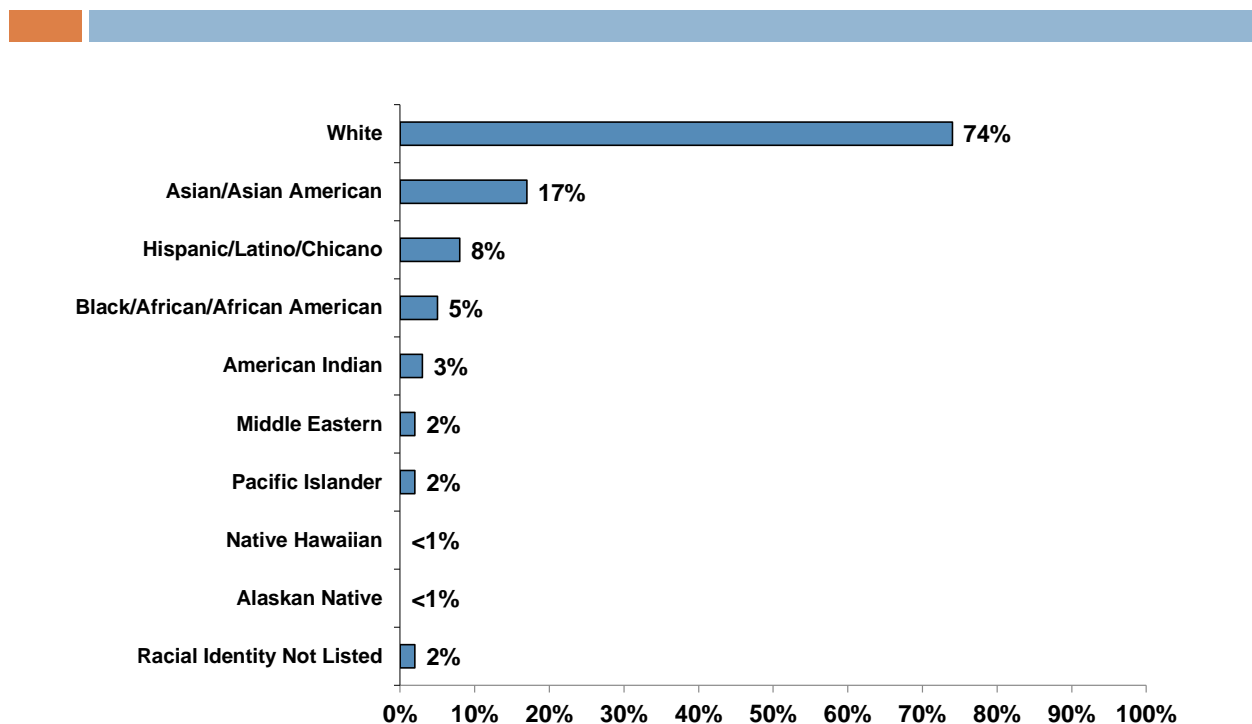


Figure 7. Respondents by Racial/Ethnic Identity (%), inclusive of multiracial and/or multi-ethnic

³²Figure 7 illustrates the duplicated total of responses ($n = 2,960$) for the question, “What is your racial/ethnic identity (If you are of a multiracial/multiethnic/multicultural identity, mark all that apply)?”

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,³³ allowing them to identify as biracial or multiracial. For the purposes of some analyses, the CSWG created three racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White (63%, $n = 1,666$) as their identity (Figure 8).³⁴ Other respondents identified as People of Color³⁵ (22%, $n = 579$), and Multiracial³⁶ (12%, $n = 320$). A substantial percentage of respondents did not indicate their racial identity and were recoded to Other/Missing/Unknown (3%, $n = 69$).

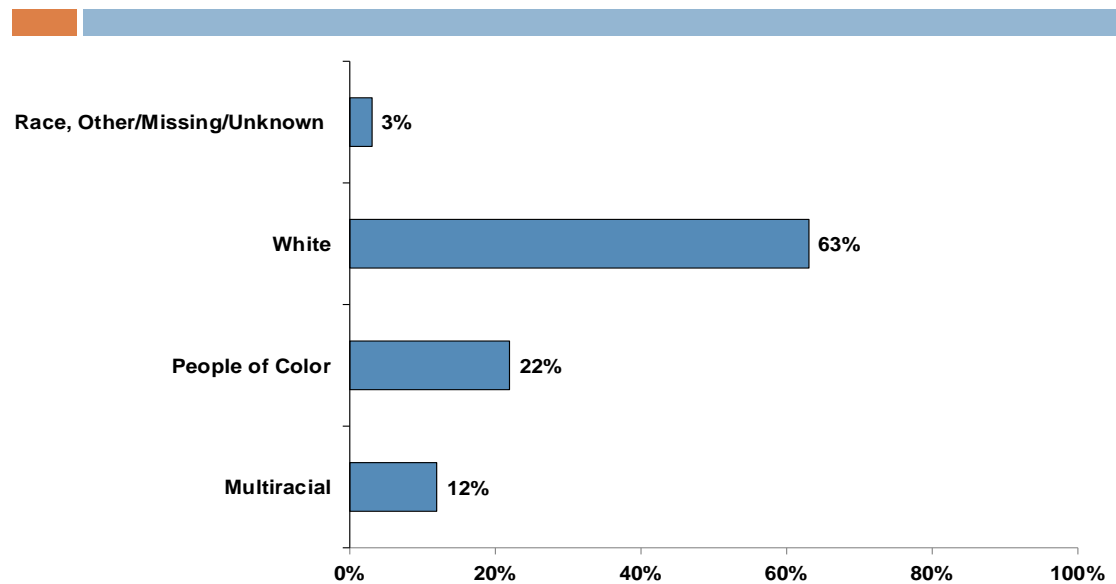


Figure 8. Respondents by Collapsed Categories of Racial Identity (%)

³³While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses as a result of the small numbers of respondents in the individual categories.

³⁴Figure 8 illustrates the unduplicated total of responses ($n = 2,634$) for the question, “What is your race/ethnicity (If you are of a multiracial/multiethnic identity, mark all that apply)?”

³⁵Per the CSWG, the People of Color category included respondents who identified as American Indian, Alaskan Native, Asian/Asian American, Black/African/African American, Latino/Hispanic/Chicano, Middle Eastern, Native Hawaiian, or Pacific Islander.

³⁶Per the CSWG, respondents who identified as more than one racial identity were recoded as Multiracial.

Forty percent ($n = 1,065$) of respondents reported No Religious/Spiritual Affiliation. Twenty-one percent of respondents each identified as Catholic ($n = 549$) and as having a non-Catholic Christian faith-based affiliation ($n = 554$). Eight percent ($n = 214$) of respondents chose Other Faith-Based Affiliation, and 7% ($n = 178$) identified with Multiple Faith-Based Affiliations (Figure 9).

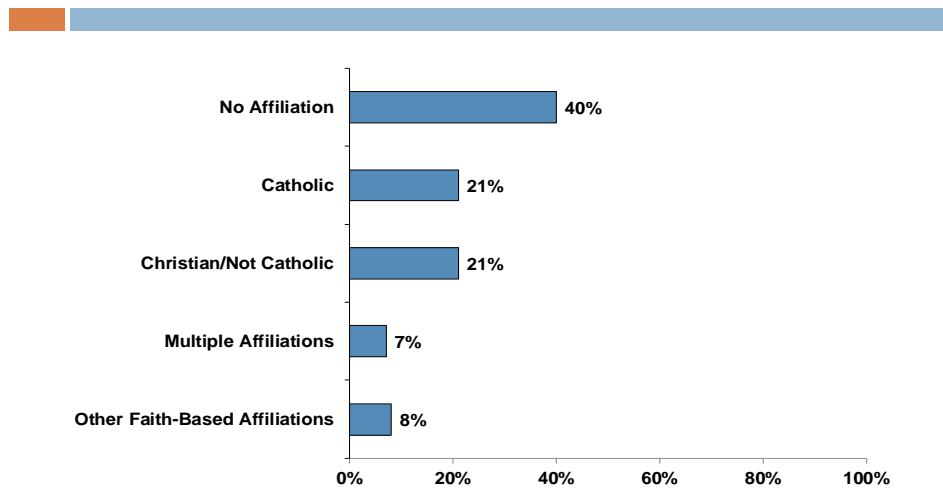
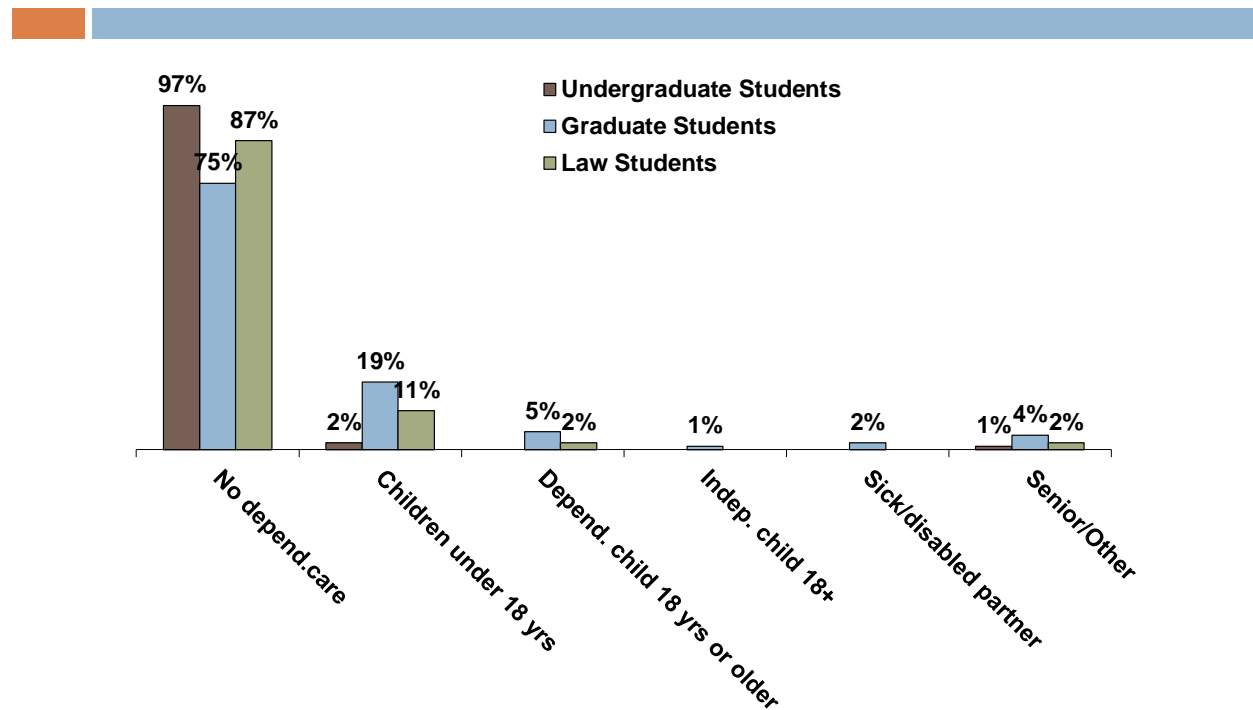


Figure 9. Respondents by Religious/Spiritual Affiliation (%)

Eighty percent ($n = 2,088$) of respondents had no parenting or caregiving responsibilities.

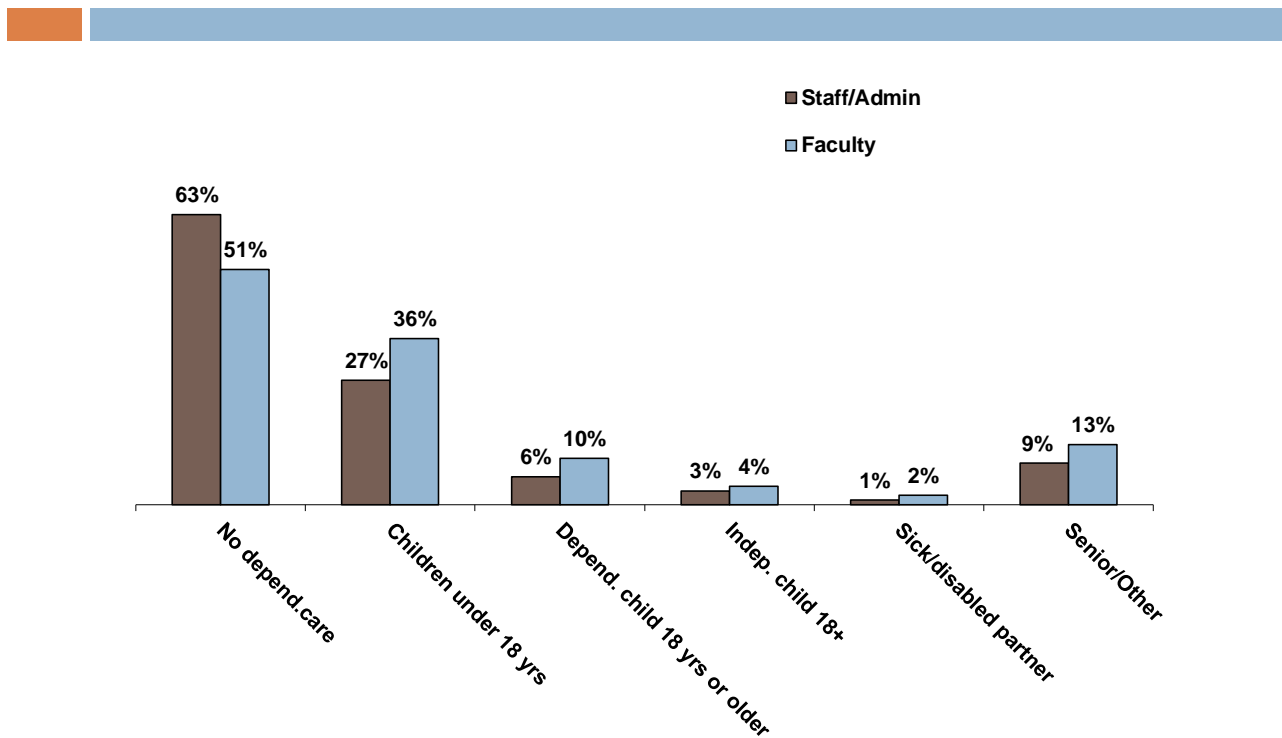
Ninety-seven percent ($n = 1,044$) of Undergraduate Student respondents, 87% ($n = 247$) of Law Student respondents, and 75% ($n = 271$) of Graduate Student respondents had no dependent care responsibilities (Figure 10).



Note: Responses with $n < 5$ are not presented in the figure.

Figure 10. Student Respondents' Dependent Care Responsibilities by Student Status (%)

Sixty-three percent ($n = 355$) of Staff/Administrator respondents and 51% ($n = 171$) of Faculty respondents had no substantial parenting or caregiving responsibilities (Figure 11). Twenty-seven percent ($n = 152$) of Staff/Administrator respondents and 36% ($n = 122$) of Faculty respondents were caring for children under the age of 18 years. Thirteen percent ($n = 43$) of Faculty respondents and 9% ($n = 49$) of Staff/Administrator respondents were responsible for senior or other family members.



Note: Responses with $n < 5$ are not presented in the figure.

Figure 11. Employee Respondents' Dependent Care Responsibilities by Position Status (%)

Additional analyses revealed that 95% ($n = 2,504$) of respondents had never served in the military; 3% ($n = 78$) of respondents were veterans. Fifteen respondents ($< 1\%$) were reservists/National Guard and six respondents ($< 1\%$) were active military.

Thirty percent ($n = 779$) of respondents³⁷ had disabilities that substantially affected learning, working, or living activities. Fourteen percent ($n = 367$) of respondents had mental health/psychological conditions, 7% ($n = 188$) had learning disabilities, and 6% ($n = 163$) had chronic diagnoses or medical conditions (Table 7).

Table 7. Respondents' Disability Status

Disability	<i>n</i>	%
Mental health/psychological condition	367	13.9
Learning disability	188	7.1
Chronic diagnosis or medical condition	163	6.2
Eating disorder	76	2.9
Obesity	68	2.6
Hard of hearing or deaf	48	1.8
Physical/mobility condition that affects walking	48	1.8
Physical/mobility condition that does not affect walking	44	1.7
Low vision or blind	33	1.3
Acquired/Traumatic Brain Injury	26	1.0
A disability/condition not listed here	22	0.8
Speech/communication condition	13	0.5
I have none of the listed conditions	1,683	63.9

Note: Percentages may not sum to 100% as a result of multiple responses.

³⁷Some respondents indicated that they had multiple disabilities or conditions that substantially affected major life activities. The unduplicated total number of respondents with disabilities is 779 (30%). The duplicated total ($n = 1,096$; 42%) is reflected in Table 7 and in Appendix B, Table B19.

Table 8 depicts how respondents answered the survey item, “What is your citizenship status in the U.S.? Mark all that apply.” For the purposes of analyses, the CSWG created four citizenship categories:³⁸ 89% ($n = 2,334$) of respondents were U.S. Citizens, 9% ($n = 226$) were Non-U.S. Citizens, 2% ($n = 53$) claimed Multiple Citizenships, and five ($< 1\%$) were Undocumented Residents. For the purposes of some analyses, Undocumented Residents were included in the Non-U.S. Citizen category. Subsequent analyses revealed that 12% ($n = 127$) of Undergraduate Student respondents, 12% ($n = 43$) of Graduate Student respondents, 7% ($n = 19$) of Law Student respondents, 5% ($n = 16$) of Faculty respondents, and 4% ($n = 21$) of Staff/Administrator respondents were Non-U.S. Citizens.

Table 8. Respondents’ Citizenship Status (Duplicated Totals)

Citizenship	<i>n</i>	%
U.S. citizen	2,387	90.6
Permanent resident	170	6.5
A visa holder (F-1, J-1, H1-B, A, L, G, E, or TN visa)	102	3.9
Undocumented resident	5	0.2
Other legally documented status	10	0.4

Seventy-eight percent ($n = 2,050$) of respondents noted that only English was spoken in their homes. Three percent ($n = 65$) indicated that only a language other than English was spoken in their homes, while 19% ($n = 510$) indicated that English and at least one other language were spoken in their homes. The primary languages other than English that respondents indicated that they spoke at home were Afrikaans, American Sign Language, Amharic, Arabic, Bahasa, Cantonese, Chamorro, Chinese, Czech, Dutch, Farsi, Filipino, French, Ga, German, Greek, Gujarati, Hebrew, Hindi, Hmong, Hopi, Igbo, Indonesian, Italian, Japanese, Kannada, Kapampangan, Kikuyu, Kinyarwanda, Korean, Latvian, Lithuanian, Malayalam, Mandarin,

³⁸For the purposes of analyses, the collapsed categories for citizenship are U.S. citizen, Non-U.S. citizen (includes Permanent Residents, Non U.S. citizens [F-1, J-1, H1-B, A, L, G, E, and TN visa holders], and other legally documented status), Undocumented Residents, and Multiple Citizenship (includes any respondent who marked more than one response).

Nepalese, Polish, Portuguese, Punjabi, Russian, Samoan, Serbian, Spanish, Swahili, Swedish, Tagalog, Telugu, Thai, Turkish, Urdu, Vietnamese, and Zuni.

Twenty-nine percent ($n = 263$) of employee³⁹ respondents indicated that the highest level of education they had completed was a doctoral degree, 25% ($n = 224$) had finished a master's degree, and 16% ($n = 141$) had finished a bachelor's degree.

³⁹Throughout the report, the term “employee respondents” refers to all respondents who indicated that they were staff members, administrators, or faculty members.

Table 9 illustrates the level of education completed by Student respondents' parents or legal guardians. Subsequent analyses indicated that 9% ($n = 94$) of Undergraduate Student respondents, 19% ($n = 68$) of Graduate Student respondents, and 15% ($n = 44$) of Law Student respondents were First-Generation Students.⁴⁰

Table 9. Student Respondents' Parents'/Guardians' Highest Level of Education

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	50	2.9	40	2.3
Some high school	46	2.7	43	2.5
Completed high school/GED	230	13.3	180	10.4
Some college	202	11.7	199	11.5
Business/technical certificate/degree	54	3.1	64	3.7
Associate's degree	82	4.7	78	4.5
Bachelor's degree	503	29.1	432	25.0
Some graduate work	35	2.0	32	1.9
Master's degree	336	19.4	260	15.0
Specialist degree	7	0.4	9	0.5
Doctoral degree	80	4.6	45	2.6
Professional degree (MD, MFA, JD)	91	5.3	73	4.2
Unknown	5	0.3	10	0.6
Not applicable	<5	---	12	0.7

Note: Table reports Student responses ($n = 1,728$) only.

Subsequent analyses indicated that of the 1,081 responding Undergraduate Students, 31% ($n = 339$) were first-year students, 28% ($n = 298$) were second-year students, 22% ($n = 232$) were third-year students, and 18% ($n = 193$) were fourth-year students. Two percent ($n = 18$) were in their fifth year or more of their undergraduate career.

⁴⁰With the CSWG's approval, "First-Generation Students" were identified as those with both parents/guardians having completed no high school, some high school, high school/GED, or some college.

Forty-four percent ($n = 287$) of Graduate Student respondents were in their first year at Seattle University, while 33% ($n = 215$) were in their second year, and 16% ($n = 103$) were in their third year.

Table 10 reveals that 49% ($n = 525$) of Undergraduate Student respondents were in the College of Arts and Sciences, 23% ($n = 248$) in the College of Science and Engineering, and 19% ($n = 204$) in the Albers School of Business and Economics.

Table 10. Undergraduate Student Respondents' Academic Majors

Academic major	<i>n</i>	%
College of Arts and Sciences	525	48.6
Communication	20	3.8
Criminal Justice	40	7.6
Cultural Anthropology	10	1.9
Digital Design	14	2.7
English	26	5.0
English Creative Writing	21	4.0
Environmental Studies	27	5.1
Film Studies	20	3.8
Fine Arts	7	1.3
French	14	2.7
History	23	4.4
International Studies	31	5.9
Journalism	10	1.9
Liberal Studies	8	1.5
Music	5	1.0
Philosophy	12	2.3

Table 10 (cont.)	<i>n</i>	%
Photography	6	1.1
Political Science	39	7.4
Pre-major Studies Program	30	5.7
Psychology	67	12.8
Public Affairs	18	3.4
Social Work	29	5.5
Sociology	25	4.8
Spanish	23	4.4
Sport and Exercise Science	32	6.1
Strategic Communication	21	4.0
Social Work	29	5.5
Visual Art	9	1.7
Women & Gender Studies	22	4.2
Albers School of Business and Economics	204	18.9
Accounting Business and Law Degree	36	17.6
Business Economics	13	6.4
Economics	25	12.3
Finance	36	17.6
International Business	22	10.8
Management	44	21.6
Marketing	53	26.0
Pre-Business	10	4.9
Matteo Ricci College	65	6.0
Humanities	8	12.3
Humanities for Leadership	22	33.8
Humanities for Teaching	34	52.3
College of Nursing	94	8.7
Bachelor of Science in Nursing	87	92.6
College of Science and Engineering	248	22.9
Biochemistry	19	7.7
Biology	48	19.4
Cell and Molecular Biology	19	7.7
Civil and Environmental Engineering	23	9.3
Computer Science/Software Engineering	31	12.5
Diagnostic Ultrasound	14	5.6

Table 10 (cont.)

	<i>n</i>	%
Electrical and Computer Engineering	21	8.5
Environmental Science	7	2.8
Mathematics	23	9.3
Mechanical Engineering	33	13.3
Physics	8	3.2
Post baccalaureate students	5	0.5

Note: Table includes Undergraduate Student respondents ($n = 1,081$) only. Table does not report majors where $n < 5$.
Sum does not total 100% owing to multiple response choices.

Ninety-one percent ($n = 589$) of Graduate Student respondents were pursuing master's degrees, 6% ($n = 39$) were pursuing doctoral degrees, and 2% ($n = 13$) were in certificate programs. Of the Student respondents pursuing doctoral degrees, 44% ($n = 17$) were studying Educational Leadership, 42% ($n = 247$) were pursuing their Juris Doctor, and 13% ($n = 5$) were enrolled in the Doctor Ministry program. Of the master's degree students, 7% ($n = 38$) were enrolled in Student Development Administration, and 5% ($n = 27$) were in the Nursing program.⁴¹

Additional analyses revealed that 61% ($n = 657$) of Undergraduate Student respondents, 71% ($n = 258$) of Graduate Student respondents, and 50% ($n = 142$) of Law Student respondents were employed either on or off campus. Fifty-eight percent ($n = 623$) of Undergraduate Student respondents, 31% ($n = 114$) of Graduate Student respondents, and 39% ($n = 112$) of Law Student respondents were employed on or off campus an average of one to 20 hours per week. Eight percent ($n = 82$) of Undergraduate Student respondents, 25% ($n = 91$) of Graduate Student respondents, and 7% ($n = 19$) of Law Student respondents were employed on or off campus an average of 21 to 40 hours per week.

⁴¹Appendix B, Table B18 contains a comprehensive listing of Graduate Student respondents' academic degree programs.

Forty-six percent ($n = 801$) of Student respondents reported having experienced financial hardship while attending Seattle University, which includes 45% ($n = 481$) of Undergraduate Student respondents, 47% ($n = 170$) of Graduate Student respondents, and 53% ($n = 150$) of Law Student respondents. Of these Student respondents, 71% ($n = 572$) had difficulty affording tuition, 60% ($n = 483$) had difficulty purchasing books and other course supplies, and 55% ($n = 441$) had difficulty affording housing (Table 11).

Table 11. Experienced Financial Hardship

Experience	<i>n</i>	%
Difficulty affording tuition	572	71.4
Difficulty purchasing my books and other course supplies	483	60.3
Difficulty in affording housing	441	55.1
Difficulty in affording other campus fees	350	43.7
Difficulty participating in co-curricular events or activities (alternative spring breaks, class trips, study abroad, etc.)	281	35.1
Difficulty in affording transportation	278	34.7
Difficulty affording food	276	34.5
Difficulty participating in social events	266	33.2
Difficulty traveling home during Seattle University breaks	207	25.8
Difficulty in affording health care	196	24.5
Difficulty in affording professional development	176	22.0
Difficulty in affording child care	33	4.1

Note: Table includes only Student respondents who reported having experienced financial hardship ($n = 801$).

Fifty-six percent ($n = 969$) of Student respondents depended on family contributions to pay for their education at Seattle University (Table 12). Seventy-five percent ($n = 808$) of Undergraduate Student respondents, 28% ($n = 79$) of Law Student respondents, and 23% ($n = 82$) of Graduate Student respondents relied on family contributions to pay for their education. Additionally, 68% ($n = 798$) of Not Low-Income⁴² Student respondents and 27% ($n = 129$) of Low-Income Student respondents relied on family contributions to help pay for college.

Fifty-four percent ($n = 931$) of Student respondents used federal loans to pay for college (Table 12). Subsequent analyses indicated that 80% ($n = 228$) of Law Student respondents, 52% ($n = 188$) of Graduate Student respondents, and 48% ($n = 515$) of Undergraduate Student respondents used federal loans to pay for college. Analyses also revealed that 71% ($n = 360$) of Low-Income Student respondents and 46% ($n = 542$) of Not Low-Income Student respondents used federal loans to pay for college.

⁴²For several analyses in this report, the variables of “Low-Income” and “Not Low-Income” are used. With the CSWG’s approval, Low-Income respondents are respondents with incomes below \$39,999.00. Not Low-Income respondents are respondents with incomes of \$40,000.00 or greater.

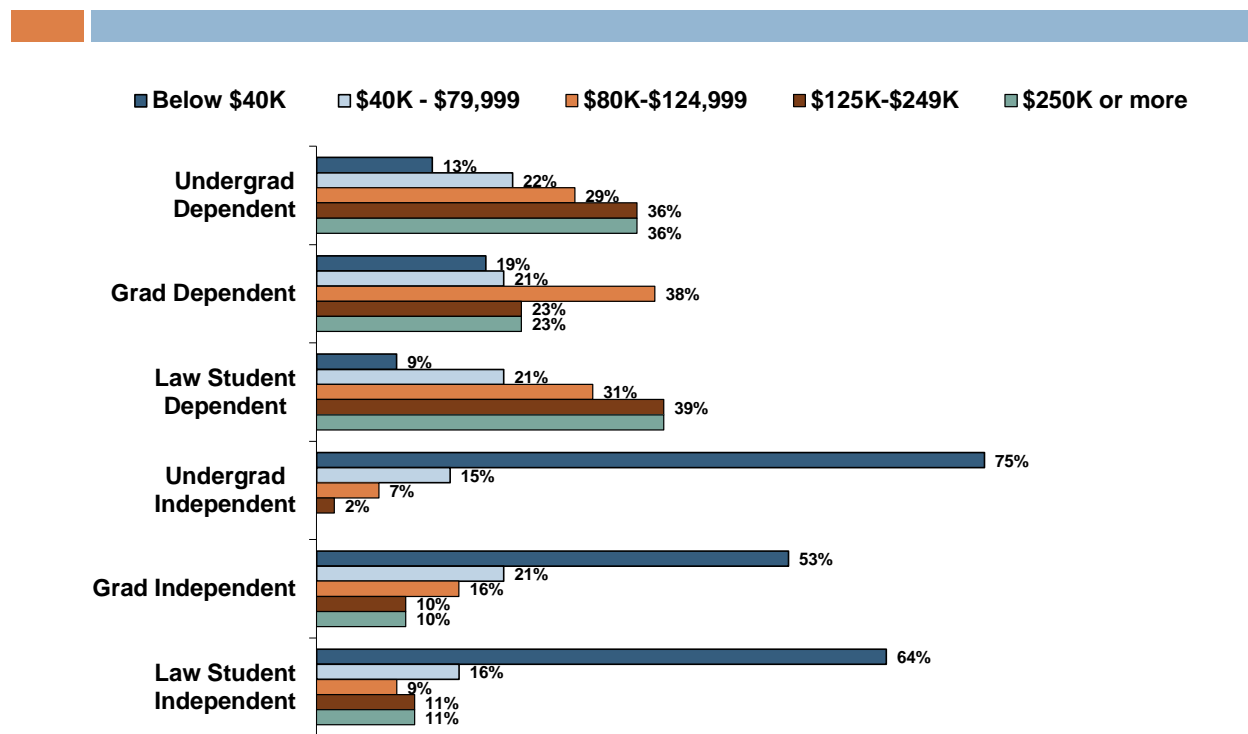
Table 12. How Student Respondents Were Paying for College

Source of funding	<i>n</i>	%
Family contribution	969	56.1
Federal loans	931	53.9
Non-need based scholarship/grants	711	41.1
Personal contribution/job	505	29.2
Need-based scholarship	367	21.2
Private loans	321	18.6
Credit card	201	11.6
Work Study	152	8.8
Government program	80	4.6
Graduate assistantship	67	3.9
Tuition remission	51	3.0
Guaranteed education tuition program	41	2.4
Resident assistant	35	2.0
International Government Sponsored Grants	21	1.2
A method of payment not listed here	59	3.4

Note: Table includes Student respondents ($n = 1,728$) only.

Thirty-two percent ($n = 553$) of Student respondents were the sole providers of their living and educational expenses (i.e., they were financially independent). Subsequent analyses indicated that 13% ($n = 131$) of Undergraduate Student respondents, 68% ($n = 238$) of Graduate Student respondents, and 67% ($n = 184$) of Law Student respondents were the sole providers for their living/educational expenses. Additionally, 71% ($n = 336$) of Low-Income Student respondents and 18% ($n = 204$) of Not Low-Income Student respondents were financially independent. Eighty-seven percent ($n = 916$) of Undergraduate Student respondents, 32% ($n = 114$) of Graduate Student respondents, and 33% ($n = 92$) of Law Student respondents had families who were assisting with their living/educational expenses (i.e., they were financially dependent).

Twenty-eight percent ($n = 486$) of Student respondents reported that they or their families had annual incomes of less than \$40,000. Twenty percent ($n = 337$) reported annual incomes between \$40,000 and \$79,999; 23% ($n = 397$) between \$80,000 and \$124,999; and 17% ($n = 287$) between \$125,000 and \$249,999 annually. Nine percent ($n = 152$) of Student respondents noted that they or their families had annual incomes greater than \$250,000.⁴³ These figures are displayed by student status in Figure 12. Information is provided for those Student respondents who indicated that they were financially independent (i.e., the sole providers of their living and educational expenses) and those who indicated that they were financially dependent on others.



Note: Responses with $n < 5$ are not presented in the figure.

Figure 12. Student Respondents' Income by Dependency Status (Dependent, Independent) and Student Status (%)

⁴³Refer to Table B24 in Appendix B for the combined Student data.

Of the Students completing the survey, 66% ($n = 1,141$) lived in off-campus housing, and 33% ($n = 575$) lived in campus housing (Table 13). Subsequent analyses indicated that 52% ($n = 560$) of Undergraduate Student respondents lived in campus housing, while 98% ($n = 350$) of Graduate Student respondents and 97% ($n = 276$) of Law Student respondents lived in off-campus housing.

Table 13. Student Respondents' Residence

Residence	<i>n</i>	%
Campus housing	575	33.3
Bellarmino Hall	96	16.7
Campion Hall	158	27.5
Chardin Hall	34	5.9
Douglas Apartments	41	7.1
Kolvenbach Homes	1	0.2
Logan Court	2	0.3
Murphy Apartments	95	16.5
Xavier Global House	37	6.4
Off-campus housing	1,141	66.0
Independently in an apartment/house	765	67.0
Living with family member/guardian	181	15.9
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	1	0.1

Note: Table reports Student responses ($n = 1,728$) only.

Thirty-five percent ($n = 599$) of Student respondents did not participate in any student clubs or organizations at Seattle University (Table 14). Twenty-two percent ($n = 379$) were involved with academic organizations, and 15% ($n = 260$) were involved in community service/engagement organizations. When examining the 35% of respondents who indicated that they were not involved in any club/organization, 26% ($n = 284$) were Undergraduate Students and 48% ($n = 315$) were Graduate/Law Students.

Table 14. Student Respondents' Participation in Clubs/Organizations at Seattle University

Club/organization	<i>n</i>	%
I do not participate in any clubs/organizations	599	34.7
Academic	379	21.9
Community service/engagement	260	15.0
Cultural heritage	150	8.7
Health and wellness	37	2.1
Honor societies	143	8.3
Intercollegiate athletics	91	5.3
Media	42	2.4
Political and social justice	176	10.2
Religious, spiritual	104	6.0
Social/community building	123	7.1
Special interest	92	5.3
Sports and recreation	193	11.2
An organization not listed here	134	7.8

Note: Table includes Student responses ($n = 1,728$) only. Percentages may not sum to 100% as a result of multiple responses.

Table 15 indicates that most Student respondents earned passing grades.

Table 15. Student Respondents' Cumulative G.P.A. at the End of Last Term

GPA	<i>n</i>	%
3.50–4.00	979	56.7
3.00–3.49	503	29.1
2.50–2.99	162	9.4
2.00–2.49	55	3.2
1.50–1.99	12	0.7
1.00–1.49	< 5	---
0.00–0.99	< 5	---

Note: Table includes Student responses (*n* = 1,728) only.

Campus Climate Assessment Findings⁴⁴

The following section reviews the major findings of this study.⁴⁵ The review explores the climate at Seattle University through an examination of respondents' personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to the relevant identity⁴⁶ and status of the respondents.

Comfort with the Climate at Seattle University

The survey posed questions regarding respondents' level of comfort with Seattle University's campus. Table 16 illustrates that 76% ($n = 2,006$) of the survey respondents were "comfortable" or "very comfortable" with the climate at Seattle University. Seventy-eight percent ($n = 701$) of Faculty and Staff/Administrator respondents were "comfortable" or "very comfortable" with the climate in their departments/work units.

Table 16. Respondents' Comfort With the Climate at Seattle University

Level of comfort	Comfort with overall climate		Comfort with climate in department/work unit*	
	<i>n</i>	%	<i>n</i>	%

Level of comfort	<i>n</i>	%	<i>n</i>	%
Very comfortable	663	25.2	339	37.5
Comfortable	1,343	51.0	362	40.1
Neither comfortable nor uncomfortable	381	14.5	96	10.6
Uncomfortable	210	8.0	74	8.2
Very uncomfortable	36	1.4	32	3.5

*Faculty and Staff/Administrator respondents ($n = 906$) only

⁴⁴Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

⁴⁵The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

⁴⁶Throughout the report, Transgender and Genderqueer respondents were not included in the analyses because their numbers were too few to ensure confidentiality.

Figure 13 illustrates that Graduate Student respondents (29%) were significantly more comfortable (“very comfortable”) with the overall climate at Seattle University than were Staff/Administrator respondents (26%), Faculty respondents (26%), Law Student respondents (24%), and Undergraduate Student respondents (24%).ⁱ

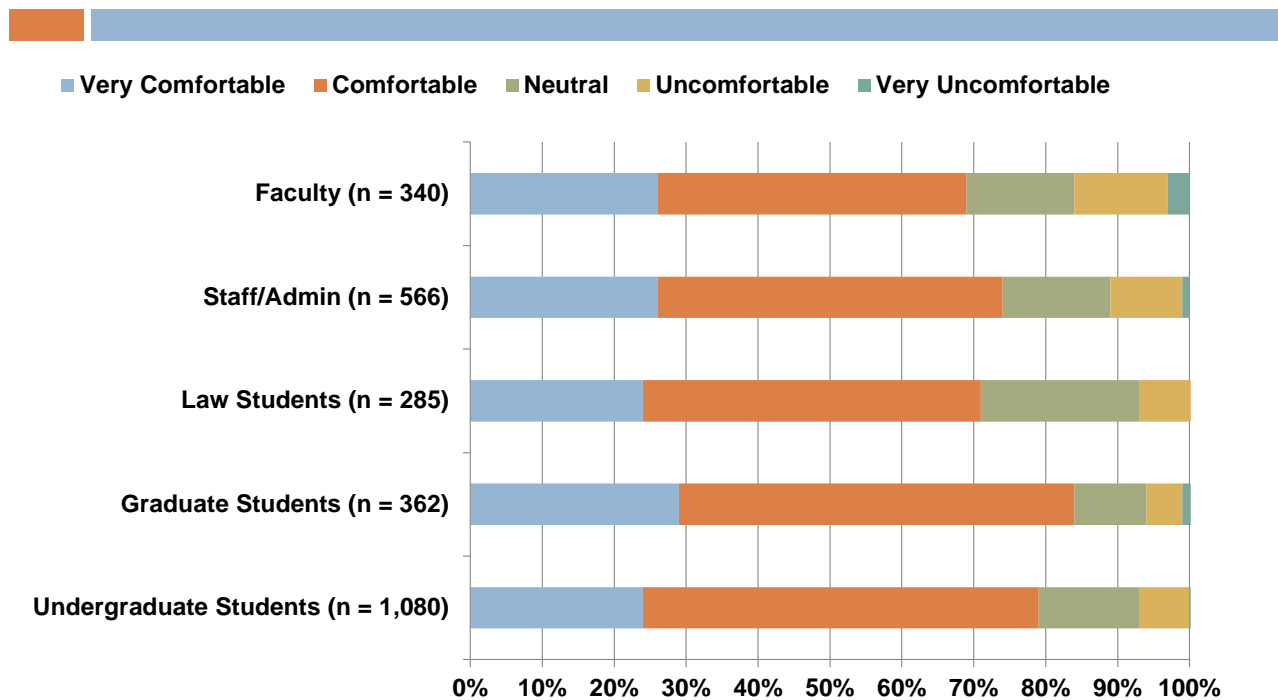


Figure 13. Respondents' Comfort with Overall Climate by Position Status (%)

Figure 14 illustrates that a slightly higher percentage of Faculty respondents (40%) than Staff/Administrator respondents (36%) were “very comfortable” with the climate in their departments/work units at Seattle University.ⁱⁱ

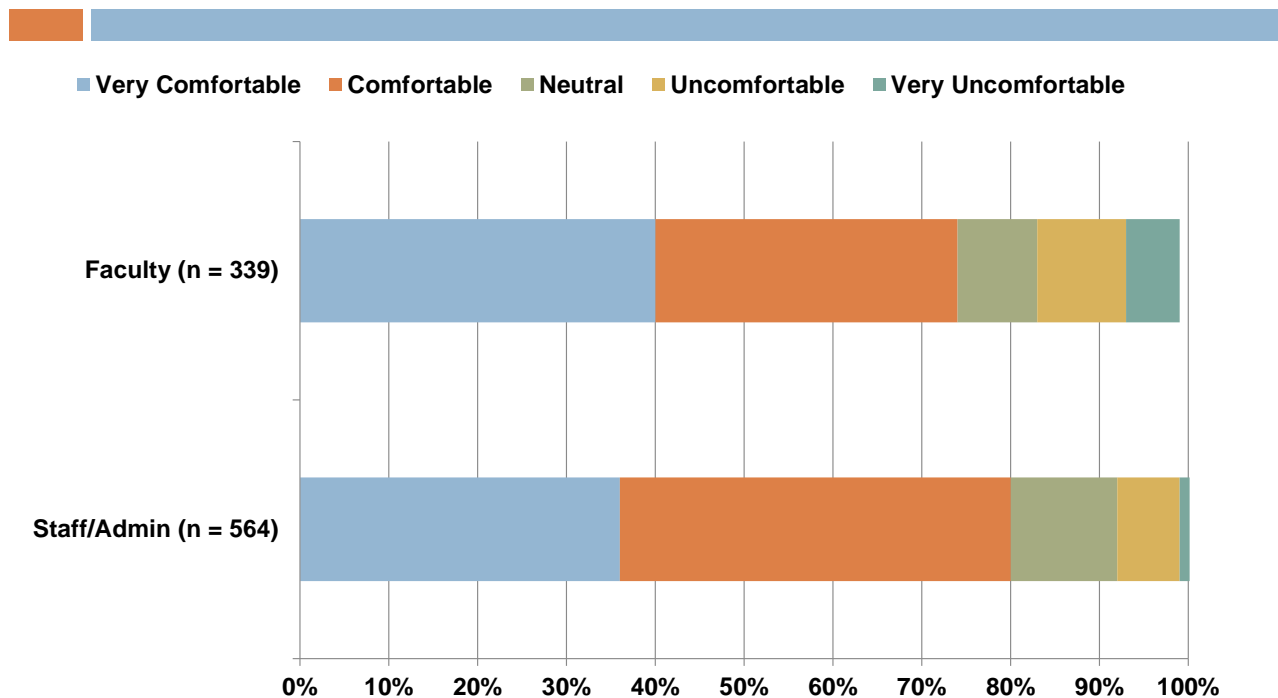
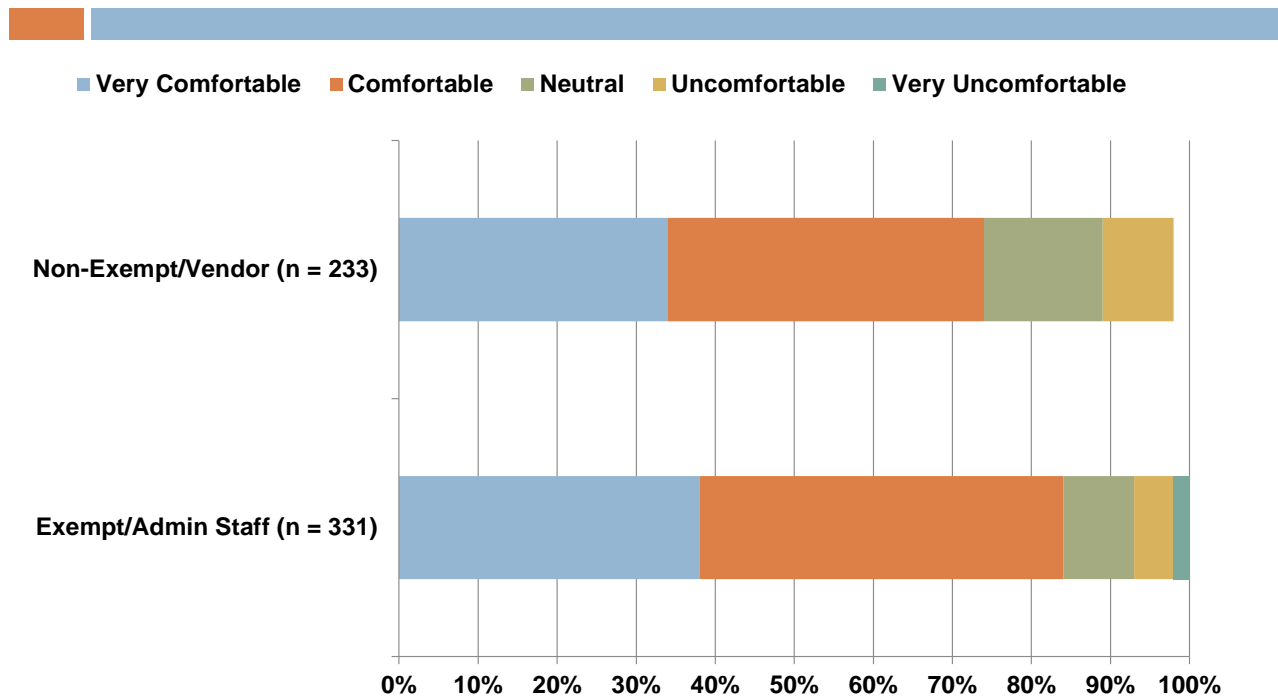


Figure 14. Faculty and Staff/Administrator Respondents’ Comfort with Climate in Department/Work Unit by Position Status (%)

Among Staff/Administrator respondents, subsequent analyses indicated that a significantly higher percentage of Exempt Professional Staff/Administrator – Staff respondents (83%) than Non-Exempt Staff/Vendor respondents (74%) were “very comfortable”/“comfortable” with the climate in their departments/work units^{iii,47} (Figure 15).



Note: Responses with $n < 5$ are not presented in the figure.

Figure 15. Staff/Administrator Respondents' Comfort with Climate in Department/Work Unit by Staff Status (%)

⁴⁷Per the CSWG, no secondary analyses were conducted for Faculty responses because of the low numbers of respondents in faculty subcategories.

With regard to classroom climate, Law Student respondents were significantly less comfortable than were Undergraduate Student respondents, Graduate Student respondents, and Faculty respondents^{iv} (Figure 16). Twenty-one percent ($n = 61$) of Law Student respondents were “very comfortable” with the classroom climate, compared to 28% ($n = 303$) of Undergraduate Student respondents and 34% each of Graduate Student respondents ($n = 122$) and Faculty respondents ($n = 111$) who were “very comfortable” with the classroom climate.

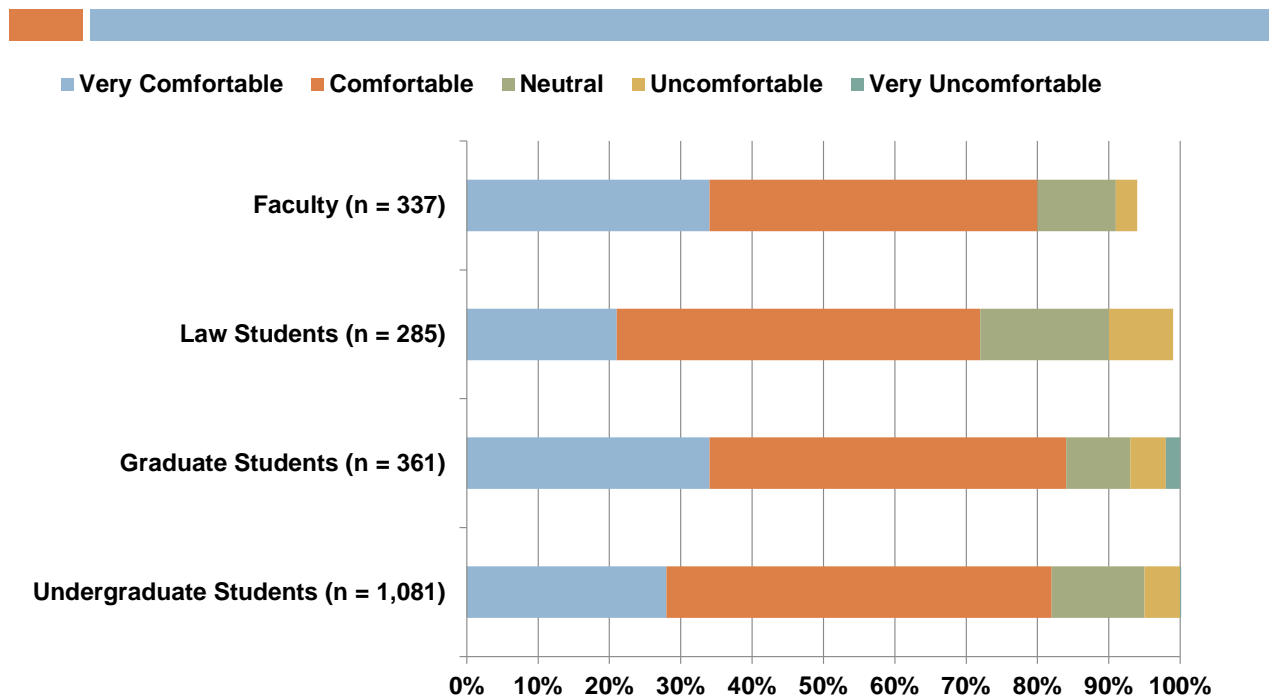
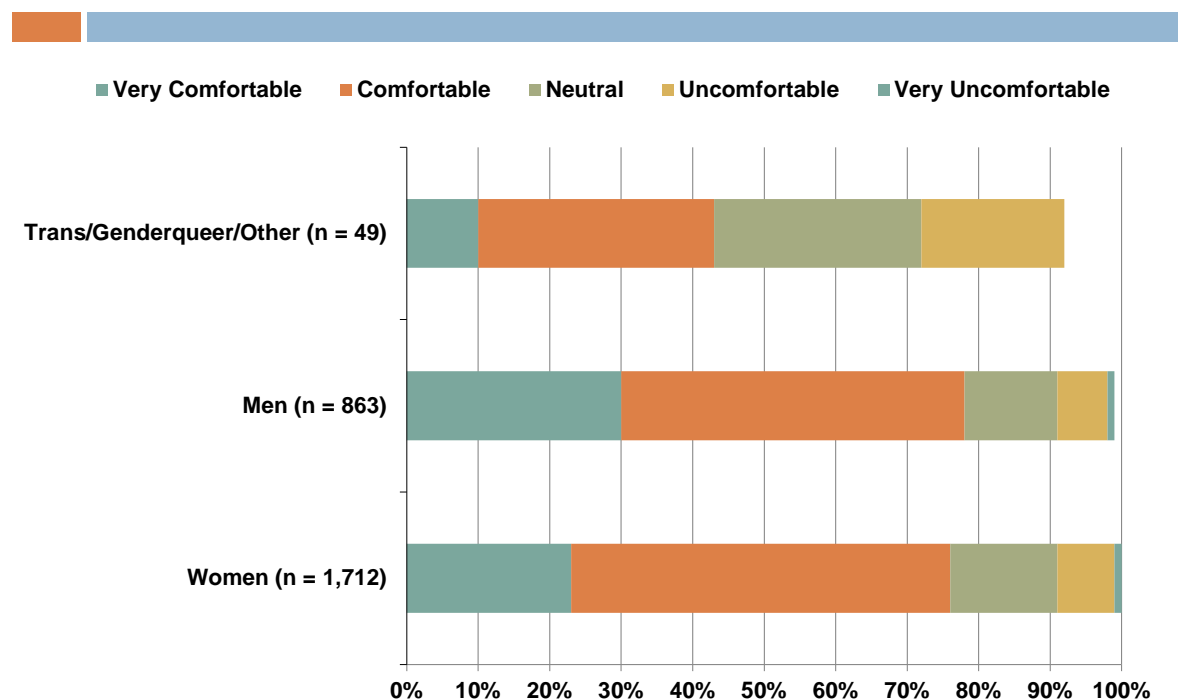


Figure 16. Faculty and Student Respondents' Comfort with Classroom Climate by Position Status (%)

Several analyses were conducted to determine whether respondents' level of comfort with the overall climate, with climate in their departments/work units, or with climate in their classes differed based on various demographic characteristics. No significant differences were noted with respondents' level of comfort with the overall climate, with climate in their departments/work units, or with climate in their classes based on religious/spiritual affiliation.

By gender identity,⁴⁸ 76% ($n = 1,303$) of Women respondents, 78% ($n = 675$) of Men respondents, and 43% ($n = 19$) of Transgender/Genderqueer/Other respondents were “very comfortable”/“comfortable” with the overall climate at Seattle University^v (Figure 17).



Note: Responses with $n < 5$ are not presented in the figure.

Figure 17. Respondents' Comfort with Overall Climate by Gender Identity (%)

⁴⁸For several analyses throughout this report, gender identity was recoded into the categories Man ($n = 863$), Woman ($n = 1,713$), and Transgender/Genderqueer/Other ($n = 49$). For analyses including Faculty and Staff/Administrator respondents only, Transgender/Genderqueer/Other employee respondents ($n = 12$) were not included to maintain the confidentiality of their responses.

Significant differences existed between Men and Women employee respondents regarding their level of comfort with the climate in their departments/work units^{vi} (Figure 18). Forty-five percent of Men Faculty and Staff/Administrator Respondents and 33% of Women Faculty and Staff/Administrator Respondents were “very comfortable” with the climate in their departments/work units.

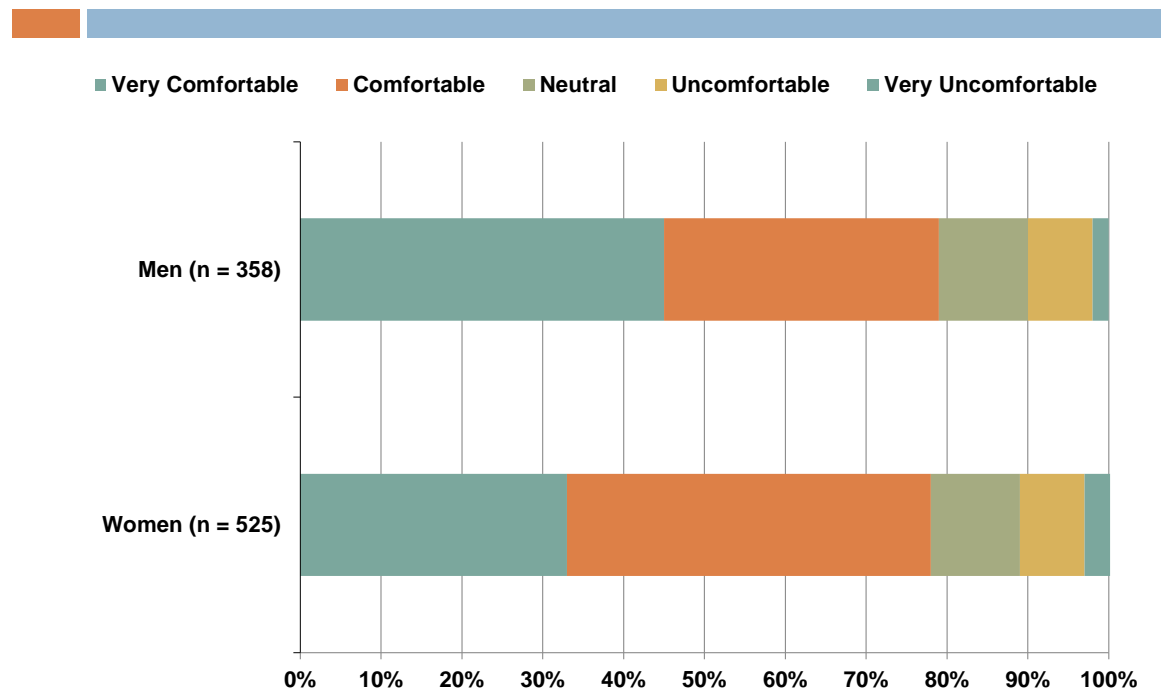
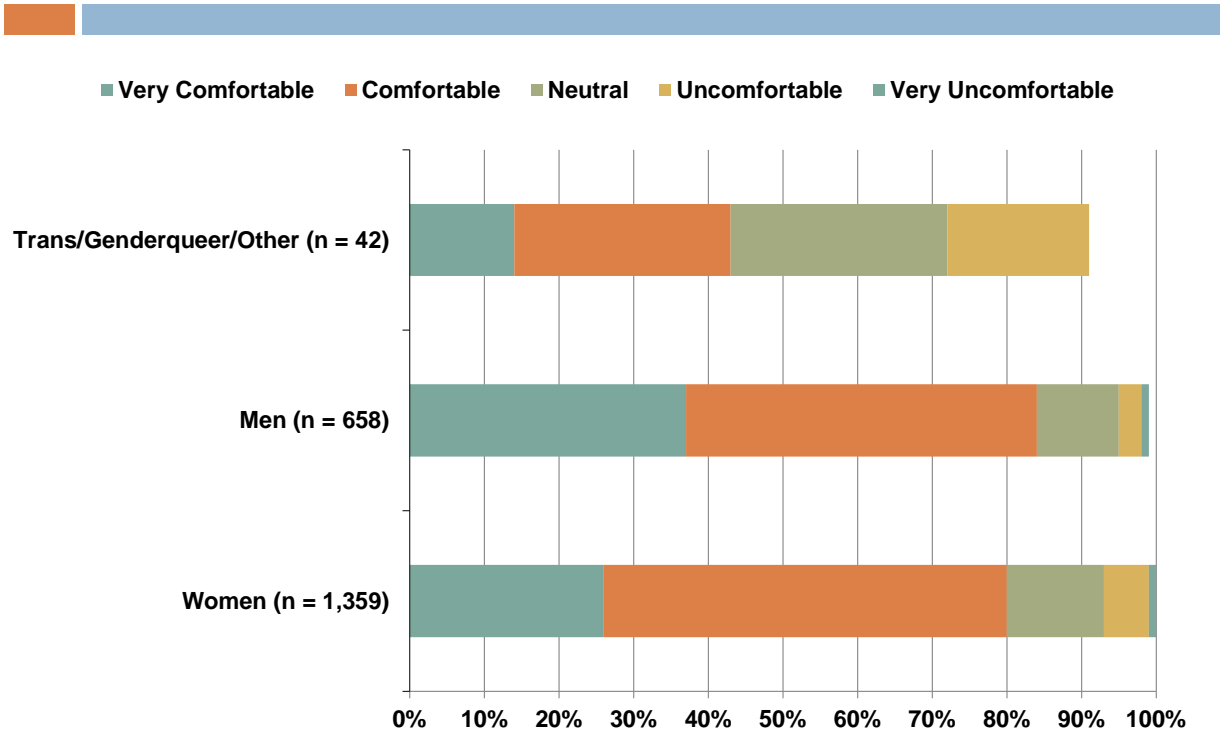


Figure 18. Faculty and Staff/Administrator Respondents’ Comfort with Climate in Department/Work Unit by Gender Identity (%)

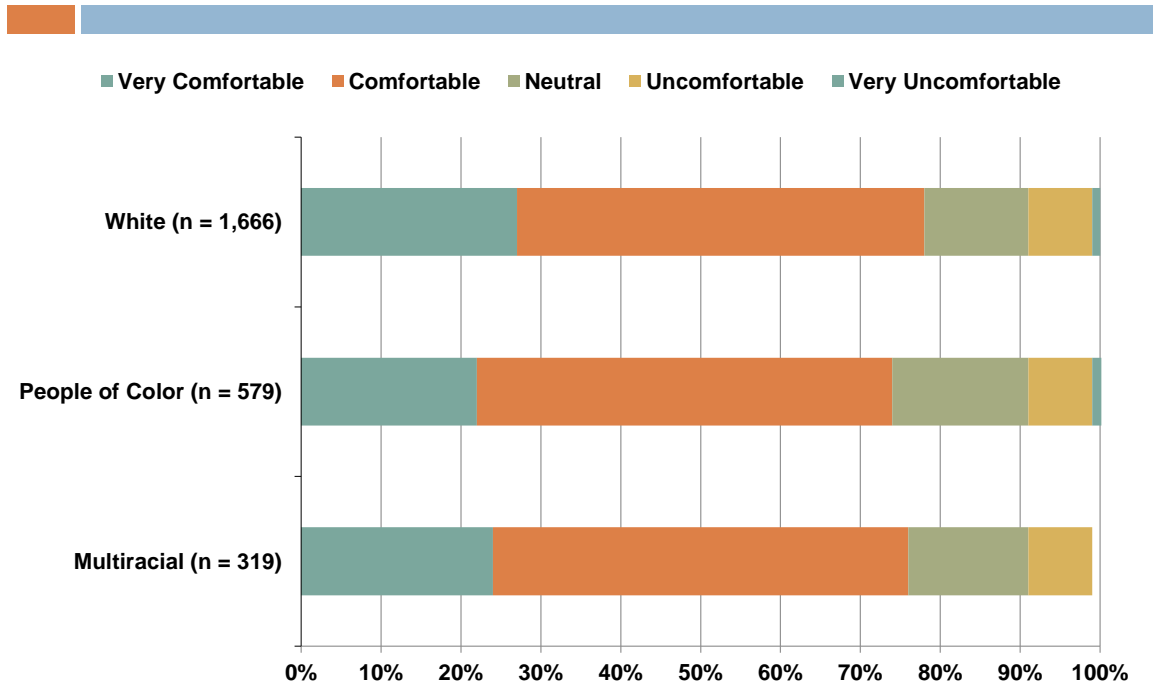
Additionally, a significantly higher percentage of Men Faculty and Student respondents (37%) than Women Faculty and Student respondents (26%) and Transgender/Genderqueer/Other respondents (14%) felt “very comfortable” in their classes^{vii} (Figure 19).



Note: Responses with $n < 5$ are not presented in the figure.

Figure 19. Faculty and Student Respondents' Comfort with Climate in Classes by Gender Identity (%)

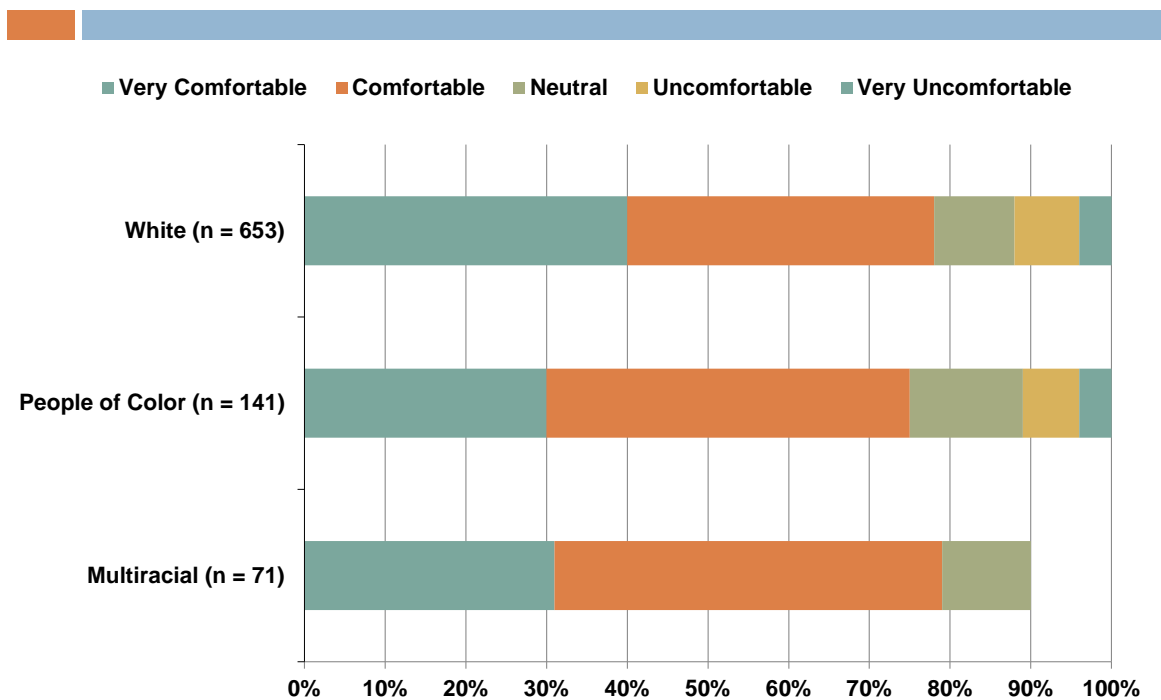
By racial identity, there were no significant differences between White respondents (78%), Multiracial respondents (76%), and Respondents of Color (73%) were “very comfortable”/“comfortable” with the overall climate at Seattle University (Figure 20).



Note: Responses with $n < 5$ are not presented in the figure.

Figure 20. Respondents' Comfort with Overall Climate by Racial Identity (%)

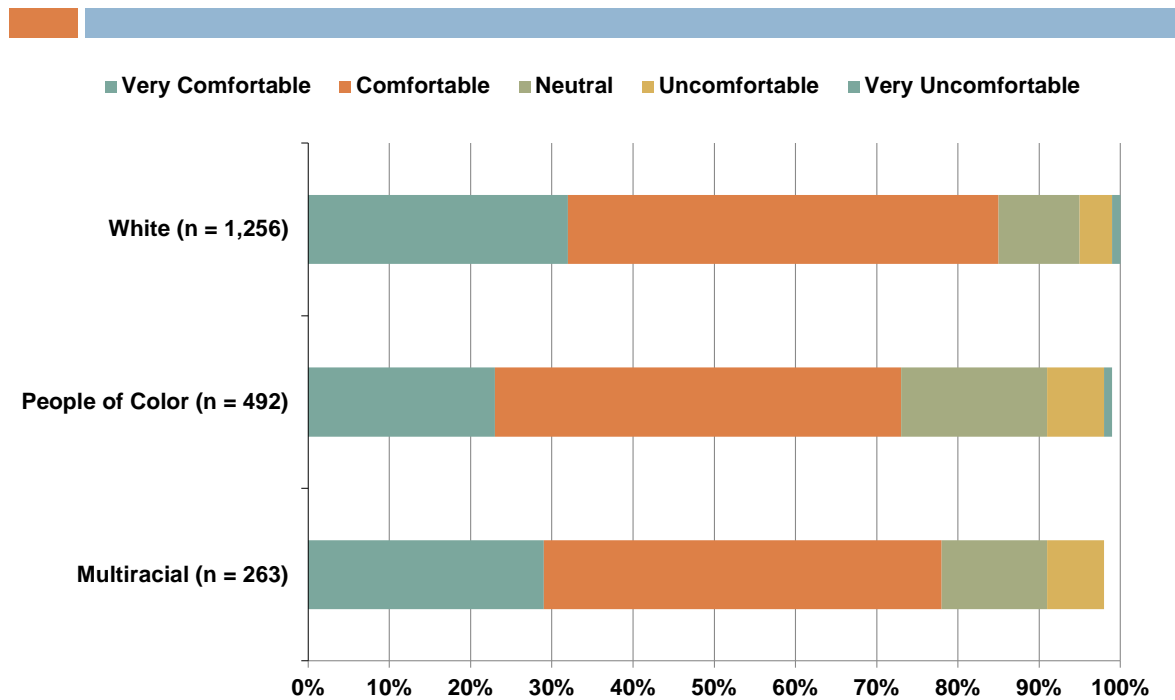
Lower percentages of Multiracial Faculty and Staff/Administrator respondents (31%) and Faculty and Staff/Administrator Respondents of Color (30%) were “very comfortable” with the climate in their departments/work units than were White Faculty and Staff/Administrator respondents (40%) (Figure 21); these differences were not significant.



Note: Responses with $n < 5$ are not presented in the figure.

Figure 21. Faculty and Staff/Administrator Respondents' Comfort with Climate in Department/Work Unit by Racial Identity (%)

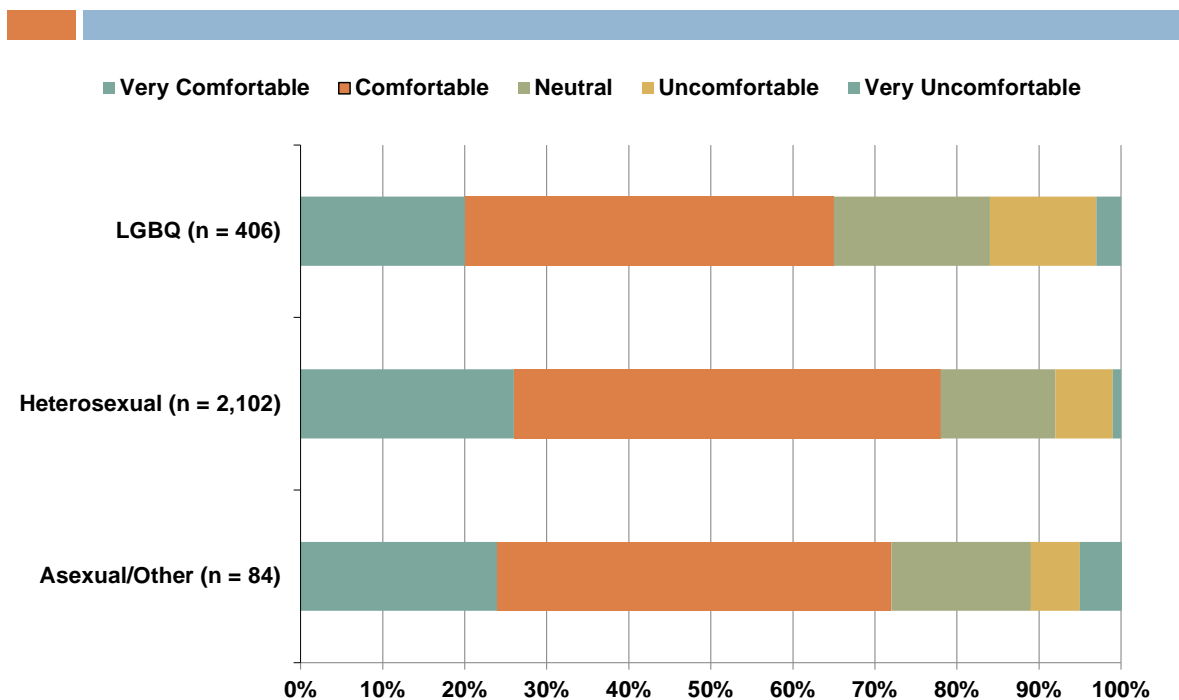
Figure 22 illustrates that Faculty and Student Respondents of Color were significantly less comfortable with the climate in their classes than were other respondents.^{viii}



Note: Responses with $n < 5$ are not presented in the figure.

Figure 22. Faculty and Student Respondents' Comfort with Climate in Classes by Racial Identity (%)

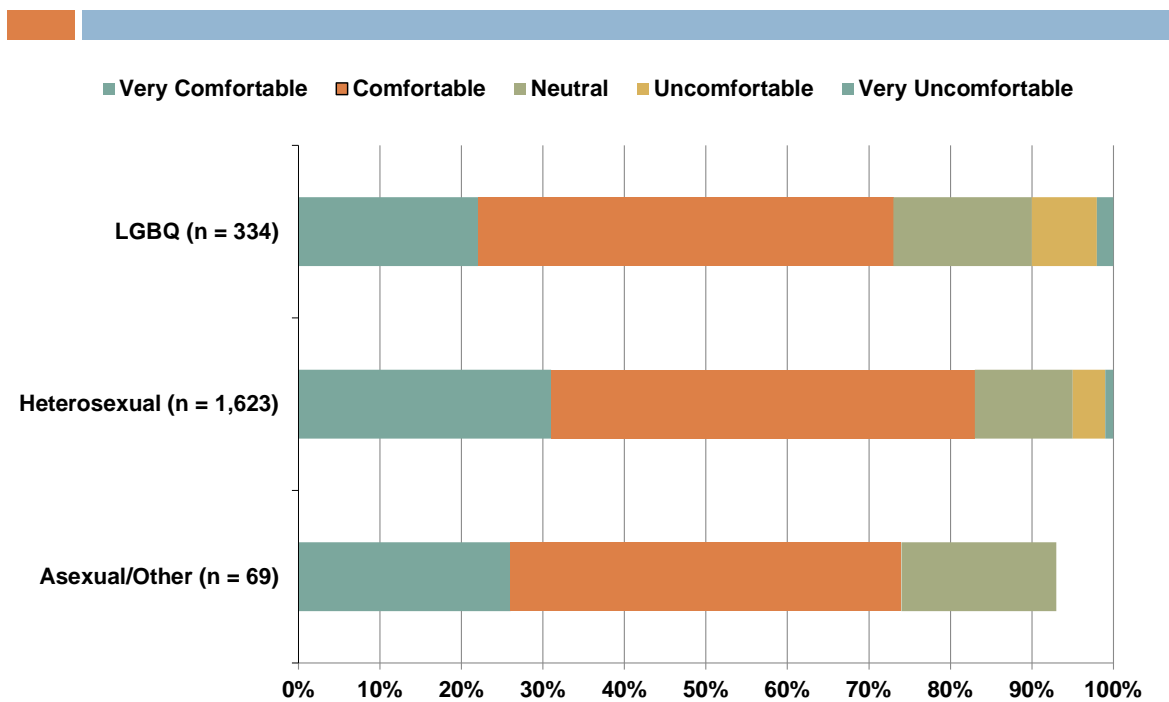
Significant differences in respondents' level of comfort with the overall climate occurred based on sexual identity (Figure 23). LGBTQ respondents (67%) and Asexual/Other respondents (71%) were less likely to be “very comfortable”/“comfortable” with the overall climate than were Heterosexual respondents (79%).^{ix}



Note: Responses with $n < 5$ are not presented in the figure.

Figure 23. Respondents' Comfort with Overall Climate by Sexual Identity (%)

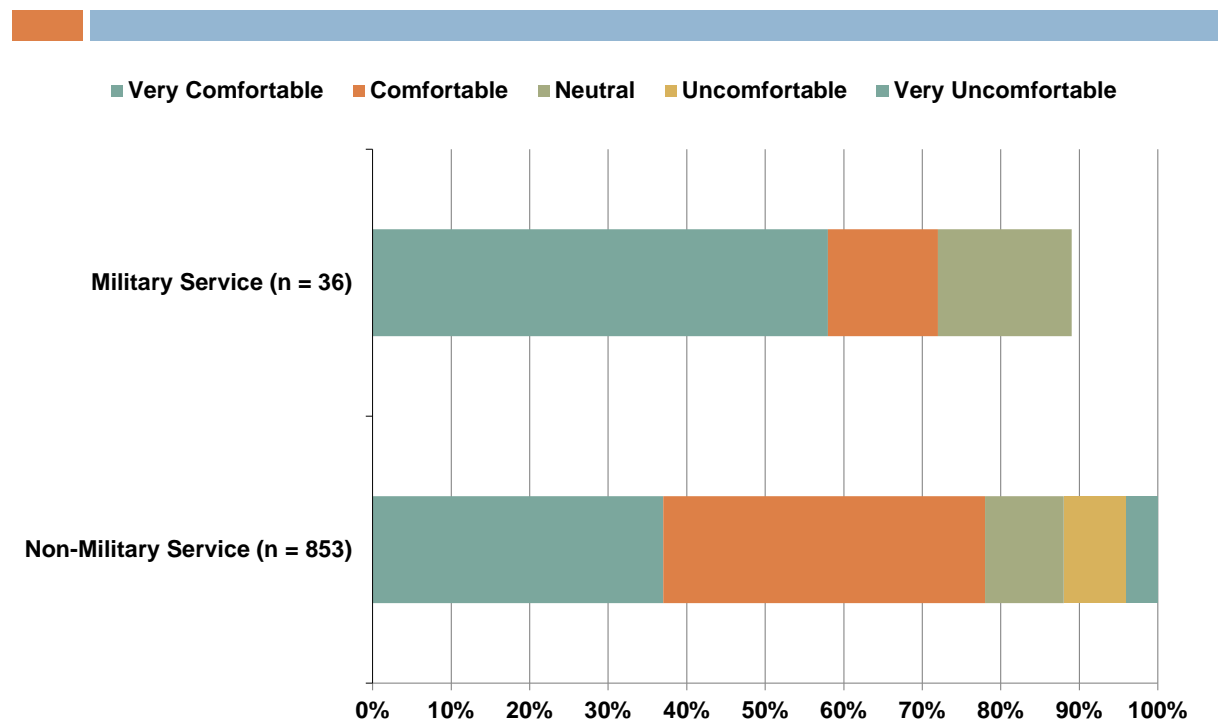
No differences based on sexual identity were noted regarding Faculty respondents and Staff/Administrator respondents' degree of comfort with the climate in their departments/work units. Heterosexual Faculty and Student respondents were more comfortable with the climate in their courses than were other respondents^x (Figure 24).



Note: Responses with $n < 5$ are not presented in the figure.

Figure 24. Faculty and Student Respondents' Comfort with Climate in their Classes by Sexual Identity (%)

When analyzed by military status,⁴⁹ the survey data revealed no significant differences in respondents' comfort with the overall climate. A significantly higher percentage of Faculty and Staff/Administrator respondents with Military Service (58%) than Non-Military Service Faculty and Staff/Administrator respondents (37%) were "very comfortable" with the climate in their departments/work units at Seattle University^{xi} (Figure 25). No significant differences emerged between the level of comfort with the classroom climate of Faculty and Student respondents with Military Service and Non-Military Service Faculty and Student respondents.

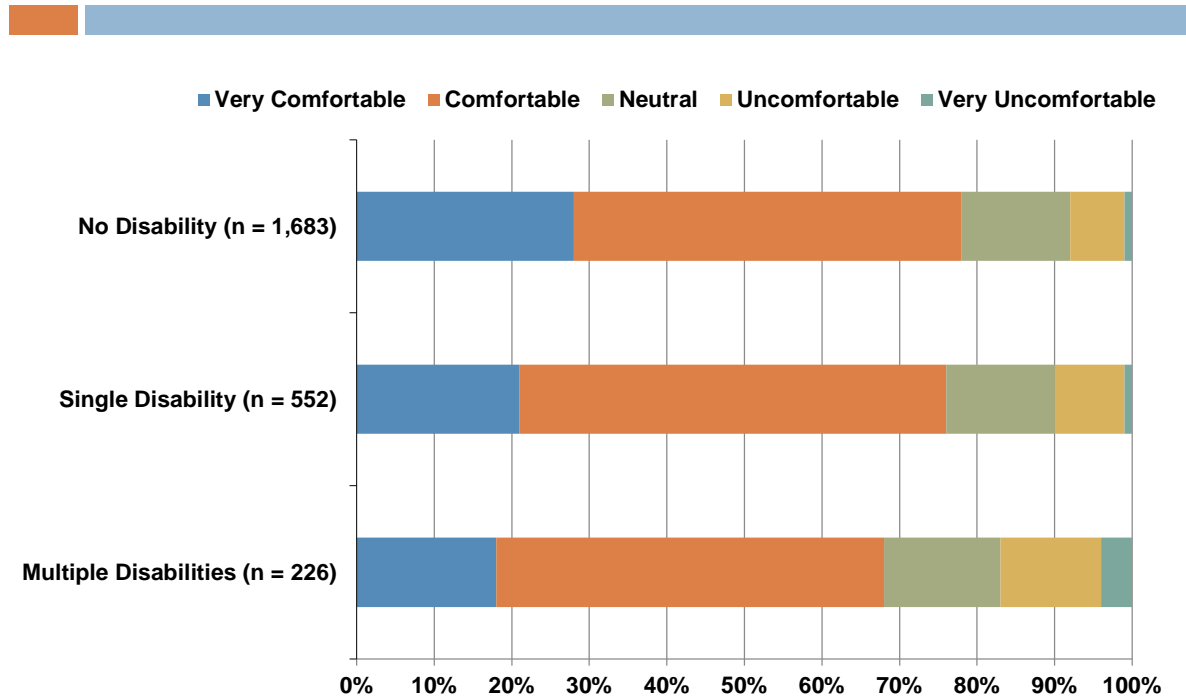


Note: Responses with $n < 5$ are not presented in the figure.

Figure 25. Faculty and Staff/Administrator Respondents' Comfort with Climate in Department/Work Unit by Military Status (%)

⁴⁹Per the CSWG, this report uses the categories "Military Service" to represent respondents who indicated that they were active military, reservists/National Guard, ROTC, or veterans and "Non-Military Service" for respondents who have never served in the military.

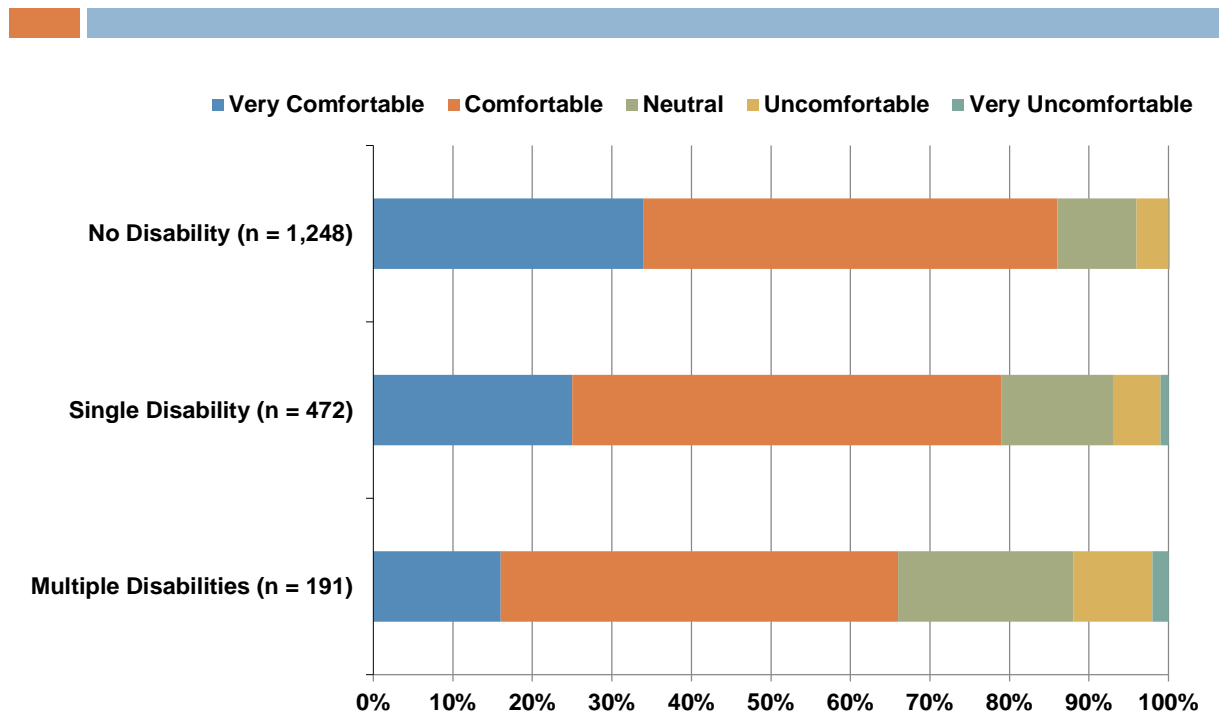
Figure 26 shows that respondents with Multiple Disabilities were significantly less comfortable with the overall climate than were respondents with a Single Disability or No Disability.^{xii}



Note: Responses with $n < 5$ are not presented in the figure.

Figure 26. Respondents' Comfort with Overall Climate by Disability Status (%)

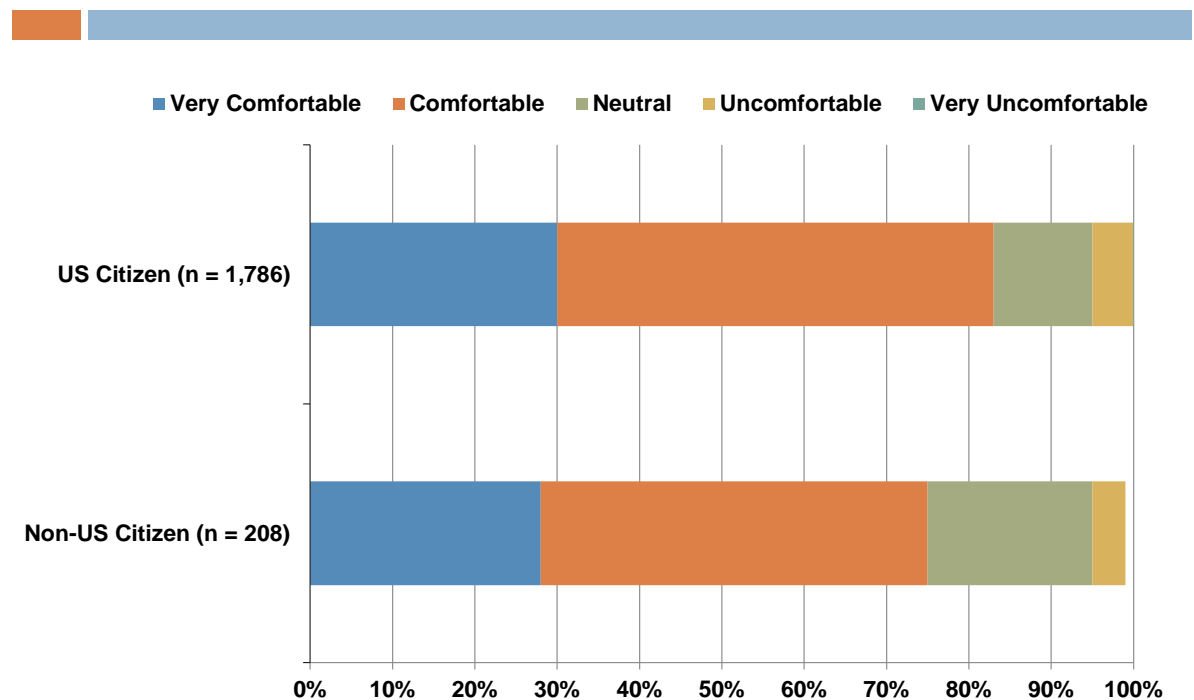
No significant differences emerged in Faculty and Staff/Administrator respondents' level of comfort with the climate in their departments/work units by disability status. However, Faculty and Student respondents with Multiple Disabilities were significantly less comfortable with the climate in their classes than were Faculty and Student respondents with a Single Disability and those with No Disability^{xiii} (Figure 27).



Note: Responses with $n < 5$ are not presented in the figure.

Figure 27. Faculty and Student Respondents' Comfort with Climate in Classes by Disability Status (%)

With regard to citizenship status,⁵⁰ the survey data revealed no significant differences in respondents' comfort with the overall climate or Faculty and Staff/Administrator respondents' comfort with the climate in their departments/work units. U.S. Citizen Faculty and Student respondents were significantly more likely to feel “very comfortable”/“comfortable” with the climate in their classes than were Non-U.S. Citizen Faculty and Student respondents^{xiv} (Figure 28).



Note: Responses with $n < 5$ are not presented in the figure.

Figure 28. Faculty and Student Respondents' Comfort with Climate in Classes by Citizenship Status (%)

⁵⁰Per the CSWG, citizenship was collapsed into four categories: U.S. Citizen ($n = 2,334$), Non-U.S. Citizen ($n = 226$), Multiple Citizenships ($n = 53$), and Undocumented Resident ($n = 5$). Because of low numbers of respondents in the Undocumented Resident category, these responses were recoded to Non-U.S. Citizen. For several analyses by position status, Multiple Citizenship responses were not included to maintain the confidentiality of the respondents (e.g., the Multiple Citizenship Graduate Student respondent, Multiple Citizenship Law Student respondent, and Multiple Citizenship Faculty respondent categories each included fewer than 5 respondents).

In terms of Student respondents' socioeconomic status, no significant differences emerged with regard to Student respondents' comfort with the overall climate. Low-Income Student respondents were significantly less comfortable with the climate in their classes than were Not Low-Income Student respondents^{xv} (Figure 29).

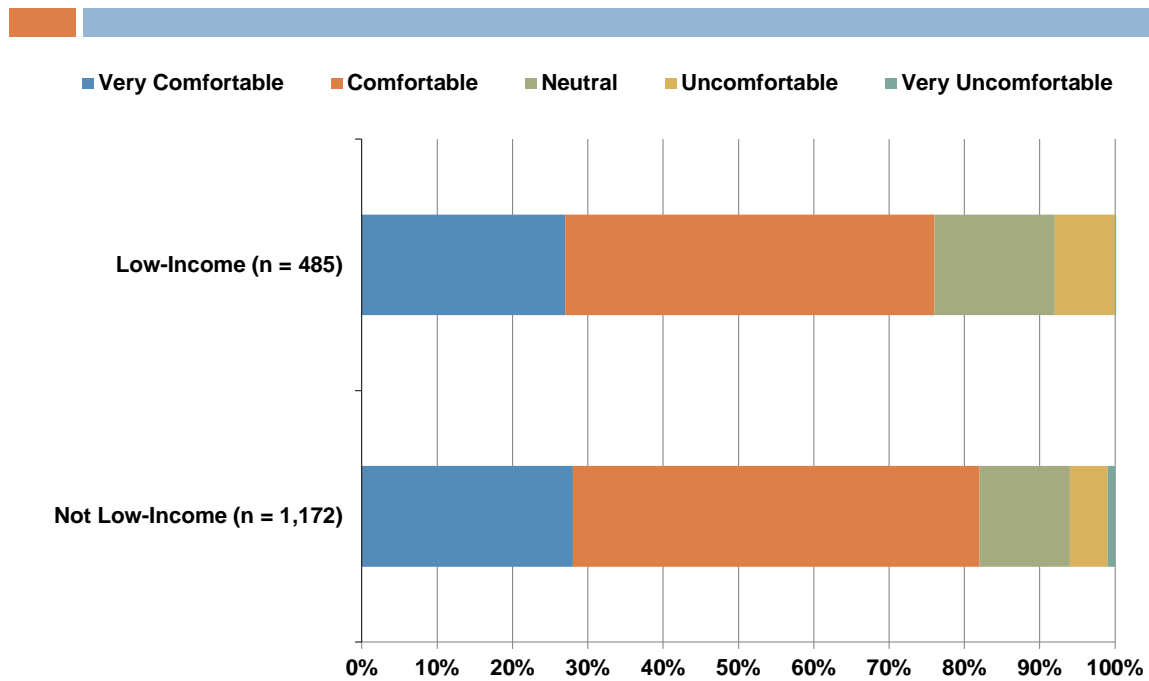
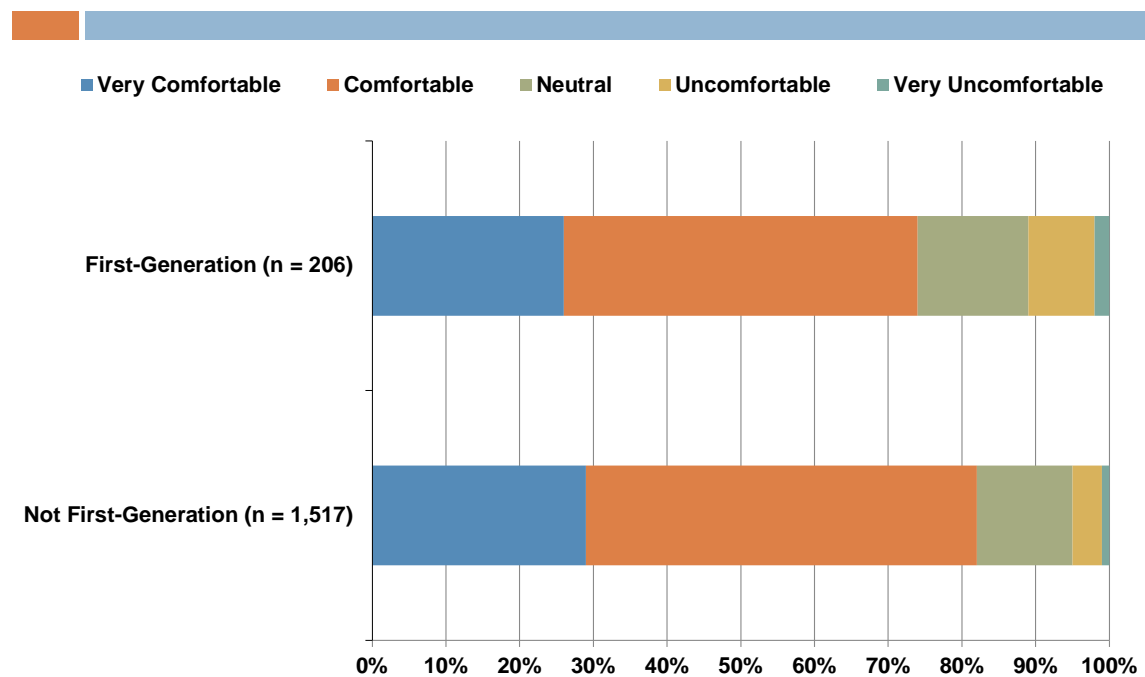


Figure 29. Student Respondents' Comfort with Climate in their Classes by Socioeconomic Status (%)

In terms of first-generation status, First-Generation Student respondents' and Not First-Generation Student respondents' level of comfort with the overall climate did not differ significantly. However, First-Generation Student respondents (74%) were significantly less comfortable than were Not First-Generation Student respondents (82%) with the climate in their classes^{xvi} (Figure 30).



Note: Responses with $n < 5$ are not presented in the figure.

Figure 30. Student Respondents' Comfort with Climate in their Classes by First-Generation Status (%)

ⁱA chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status: $\chi^2(16, N = 2,633) = 65.8, p < .001$.

ⁱⁱA chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents by degree of comfort with the climate in their departments/work units by position status: $\chi^2(4, N = 903) = 18.5, p < .001$.

ⁱⁱⁱA chi-square test was conducted to compare percentages of Staff/Administrator respondents by degree of comfort with the climate in their departments/work units by staff status: $\chi^2(4, N = 564) = 9.8, p < .05$.

^{iv}A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the classroom climate by position status: $\chi^2(12, N = 2,048) = 47.6, p < .001$.

^vA chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by gender identity: $\chi^2(8, N = 2,624) = 57.0, p < .001$.

^{vi}A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents by degree of comfort with the climate in their departments/work units by gender identity: $\chi^2(4, N = 883) = 16.6, p < .01$.

^{vii}A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the classroom climate by gender identity: $\chi^2(10, N = 2,059) = 79.8, p < .001$.

^{viii}A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the classroom climate by racial identity: $\chi^2(10, N = 2,011) = 37.9, p < .001$.

^{ix}A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by sexual identity: $\chi^2(8, N = 2,592) = 54.5, p < .001$.

^xA chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the classroom climate by sexual identity: $\chi^2(8, N = 2,026) = 33.4, p < .001$.

^{xi}A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents by degree of comfort with the climate in their departments/work units by military status: $\chi^2(4, N = 889) = 11.9, p < .05$.

^{xii}A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by disability status: $\chi^2(8, N = 2,000) = 41.8, p < .001$.

^{xiii}A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the classroom climate by disability status: $\chi^2(8, N = 1,911) = 61.1, p < .001$.

^{xiv}A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the classroom climate by citizenship status: $\chi^2(4, N = 1,994) = 12.6, p < .05$.

^{xv}A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the classroom climate by socioeconomic status: $\chi^2(4, N = 1,657) = 13.8, p < .01$.

^{xvi}A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the classroom climate by first-generation status: $\chi^2(4, N = 1,723) = 13.7, p < .01$.

Barriers at Seattle University for Respondents with Disabilities

One survey item asked respondents with disabilities if they had experienced barriers in facilities, technology and the online environment, and educational materials at Seattle University within the past year. Table 17 highlights the responses where 8% or more of respondents with one or more disabilities experienced barriers at Seattle University.⁵¹ Eighteen percent ($n = 67$) of respondents with disabilities experienced barriers in the classroom within the past year.

Table 17. Barriers at Seattle University Experienced by Respondents with Disabilities

Area	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Facilities						
Administrative offices	41	10.6	182	47.0	164	42.4
Classroom buildings	40	10.8	183	49.5	147	39.7
Classrooms	67	18.2	162	43.9	140	37.9
CAPS	36	10.0	159	44.0	166	46.0
Dining facilities	36	10.0	177	49.2	147	40.8
Elevators/lifts	30	8.5	190	53.7	134	37.9
On-campus parking	31	8.9	157	45.0	161	46.1
Restrooms	28	8.0	193	55.5	127	36.5
University housing	38	10.8	138	39.3	175	49.9
Walkways/pedestrian paths/crosswalks	29	8.4	186	53.6	132	38.0
Technology/online environment						
Accessible electronic format	29	8.4	167	48.5	148	43.0
Canvas Course management system	36	10.6	161	47.5	142	41.9
Website	29	8.6	172	50.7	138	40.7
Educational materials						
Textbooks	31	9.1	168	49.4	141	41.5

Note: Only answered by respondents who indicated on the survey that they had a disability ($n = 779$).

⁵¹See Appendix B, Table B75 for all responses to the question, “Within the past year, have you experienced a barrier in any of the following areas at Seattle University?”

Seventy respondents elaborated on their responses related to whether, within the past year, they had experienced a barrier in areas at Seattle University. One theme emerged and is presented below with reflective comments.

Elevator accessibility. These respondents indicated that a major barrier they encounter at Seattle University is related to the elevators. One respondent wrote, “Have experienced problems when elevator is out of service.” Another added, “The elevators are outdated and a bummer to use.” One respondent offered an example of why the elevators have been a barrier: “To get to the 4/F and above at the library is a big hassle, one has to go through 3 different elevators, one from 1/F to 2/F, another one from 2/F to 3/F and a third one to go to 4/F and above. Can we make life a little bit [simpler]?”

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct⁵²

Twenty-eight percent ($n = 728$) of respondents indicated that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct at Seattle University within the past year.⁵³ Table 18 reflects the perceived bases and frequency of exclusionary, intimidating, offensive, and/or hostile conduct. Of the respondents who reported having experienced such conduct, 27% ($n = 198$) indicated that the conduct was based on their gender/gender identity. Twenty-three percent ($n = 165$) noted that the conduct was based on their age, 21% ($n = 152$) felt that it was based on their ethnicity, and 20% ($n = 146$) felt that it was based on their position status.

Table 18. Bases of Experienced Conduct

Basis of conduct	<i>n</i>	%
Gender/gender identity	198	27.2
Age	165	22.7
Ethnicity	152	20.9
Position (staff, faculty, student)	146	20.1
Racial identity	111	15.2
Political views	91	12.5
Philosophical views	89	12.2
Academic performance	84	11.5
Socioeconomic status	84	11.5
Religious/spiritual views	65	8.9
Major field of study	61	8.4
Sexual identity	60	8.2
Educational credentials	58	8.0
Geographic background	57	7.8
Physical characteristics	53	7.3

⁵²This report uses the phrase “exclusionary conduct” as a shortened version of conduct that someone has “personally experienced” including “exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct.”

⁵³The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso et al., 2009).

Table 18 (cont.)

Basis of conduct	<i>n</i>	%
Mental health/psychological disability/condition	51	7.0
Living arrangement	47	6.5
Gender expression	46	6.3
Participation in an organization/team	42	5.8
Relationship status	41	5.6
Learning disability/condition	36	4.9
English language proficiency/accent	30	4.1
Medical disability/condition	24	3.3
International status	21	2.9
Parental status (e.g., having children)	21	2.9
Immigrant/citizen status	16	2.2
Physical disability/condition	14	1.9
Military/veteran status	8	1.1
Pregnancy	7	1.0
Don't know	103	14.1
A reason not listed above	110	15.1

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct ($n = 728$). Percentages do not sum to 100 as a result of multiple responses.

The following figures depict the responses by selected characteristics (gender identity, age, ethnicity, and position) of individuals who responded “yes” to the question, “Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassing) behavior at Seattle University?”

By gender identity, a higher percentage of Transgender/Genderqueer/Other respondents (58%, $n = 28$) than Women respondents (30%, $n = 513$) and Men respondents (22%, $n = 185$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct^{xvii} (Figure 31). Sixty-four percent ($n = 18$) of Transgender/Genderqueer/Other respondents, 31% ($n = 159$) of Women respondents, and 11% ($n = 21$) of the Men respondents who indicated that they had experienced exclusionary conduct indicated that the conduct was based on their gender identity.^{xviii}

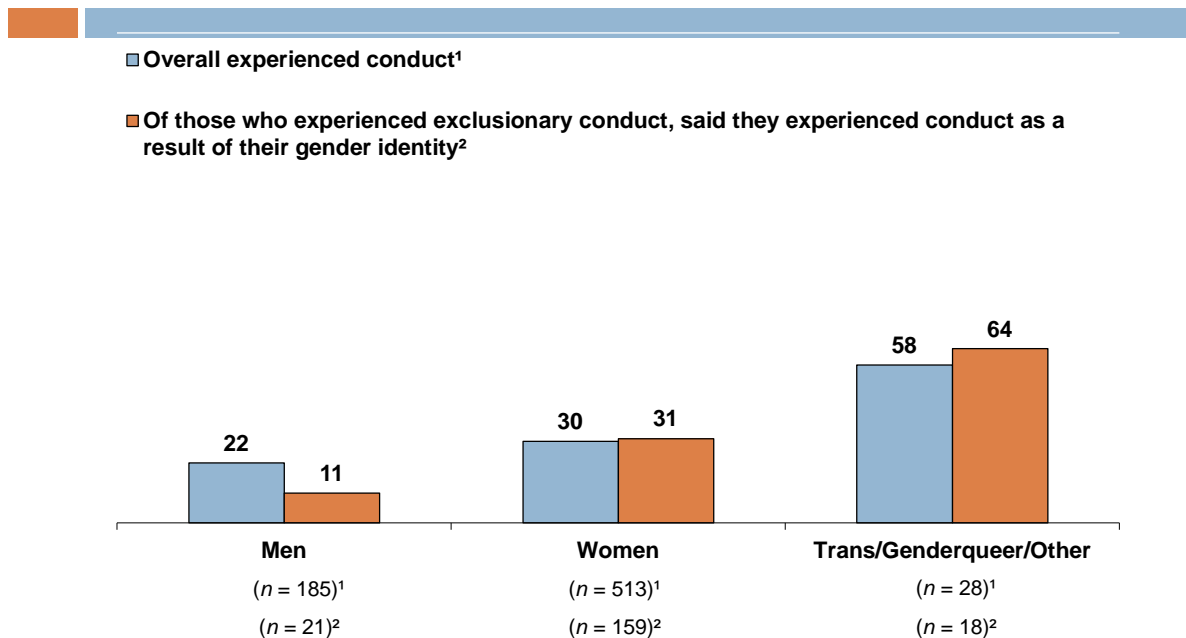


Figure 31. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

As depicted in Figure 32, higher percentages of respondents ages 35 through 48 years and ages 49 through 67 years indicated that they had experienced exclusionary conduct than did other respondents.^{xix} Higher percentages of respondents ages 23 through 34 years and ages 68 years and over, however, felt that the conduct was based on their age.^{xx}

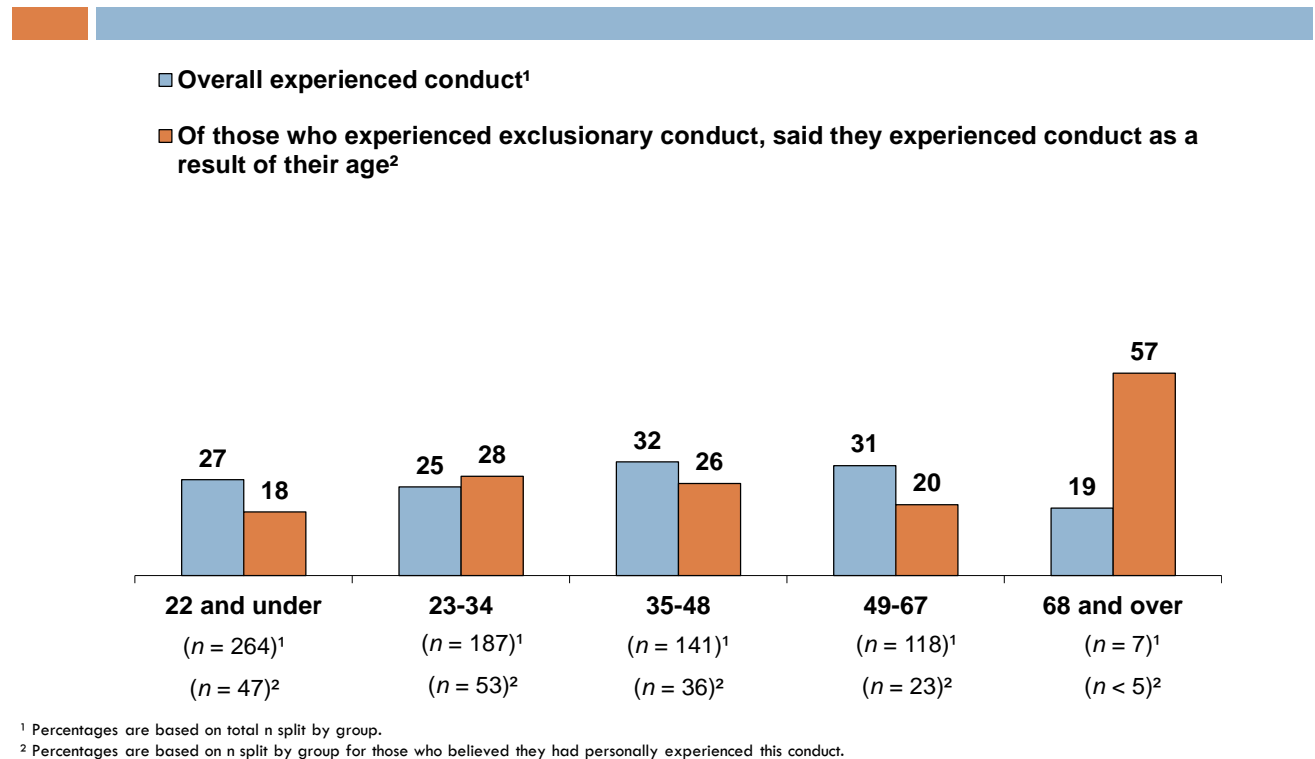


Figure 32. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Age (%)

In terms of racial identity, no significant differences were noted in the percentages of White respondents (26%, $n = 435$), Multiracial respondents (31%, $n = 100$), and Respondents of Color (29%, $n = 167$) who believed that they had experienced this conduct (Figure 33). Of those respondents who believed that they had experienced this conduct, 53% ($n = 88$) of Respondents of Color, 36% ($n = 36$) of Multiracial respondents, and 5% ($n = 20$) of White respondents thought that the conduct was based on their ethnicity.^{xxi}

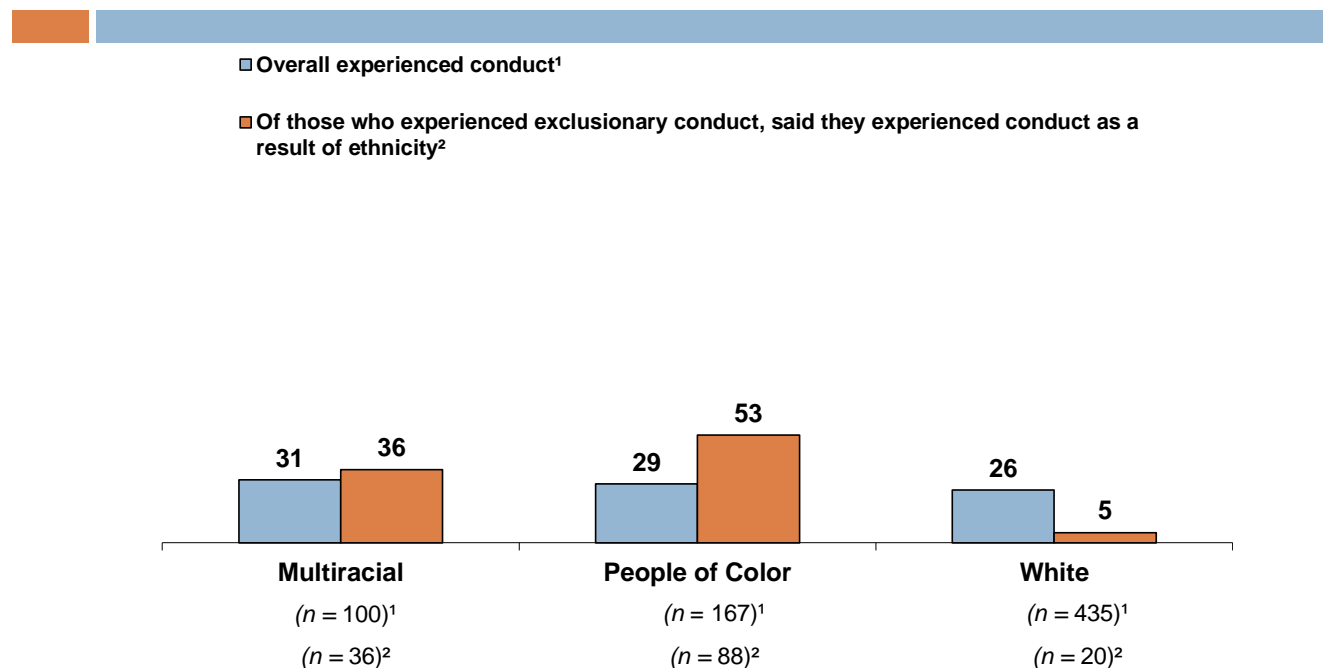
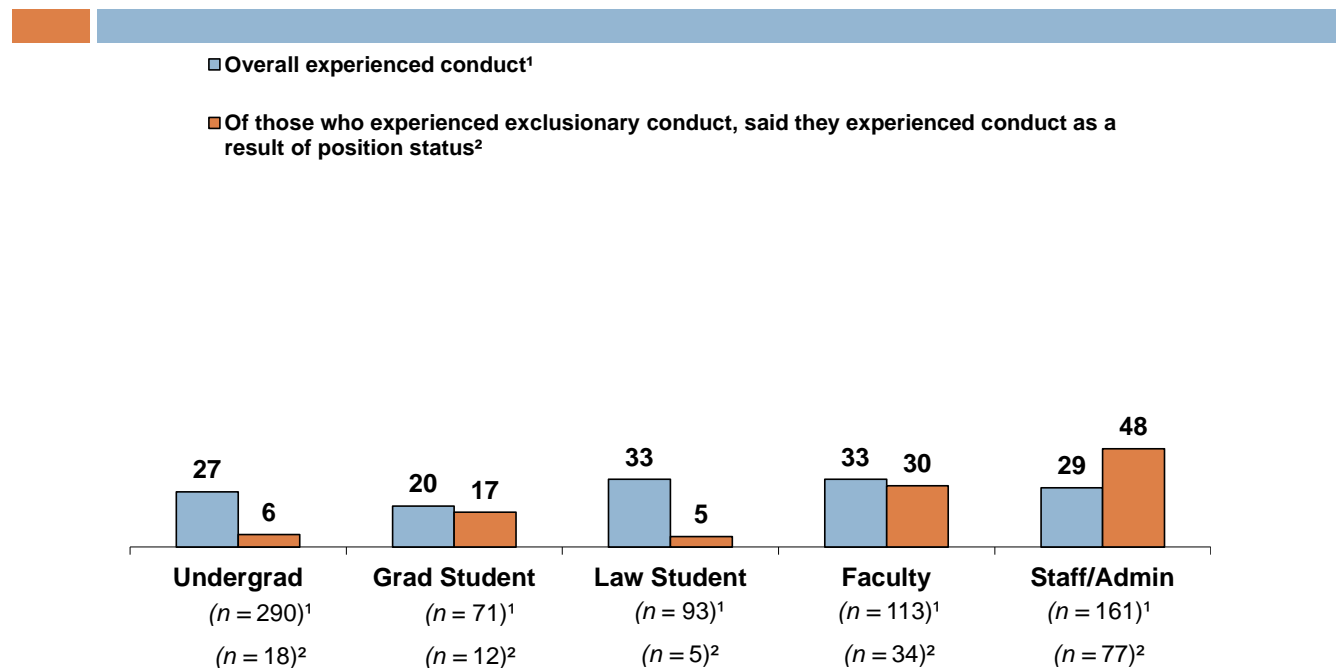


Figure 33. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Ethnicity (%)

In terms of position status, Graduate Students were significantly less likely than other respondents to indicate that they had experienced this conduct^{xxii} (Figure 34). Of those respondents who noted that they had experienced this conduct, 48% ($n = 77$) of Staff/Administrator respondents, 30% ($n = 34$) of Faculty respondents, 17% ($n = 12$) of Graduate Student respondents, 6% ($n = 18$) of Undergraduate Student respondents, and 5% ($n = 5$) of Law Student respondents thought that the conduct was based on their position status.^{xxiii}



¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Figure 34. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position Status (%)

Table 19 illustrates the manners in which respondents experienced exclusionary conduct. Fifty-six percent felt deliberately ignored or excluded, 42% felt isolated or left out, and 26% felt intimidated and bullied.

Table 19. Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	<i>n</i>	% of those who reported having experienced the conduct
I was ignored or excluded	409	56.2
I was isolated or left out	308	42.3
I was intimidated/bullied	190	26.1
I was the target of derogatory verbal remarks	155	21.3
I experienced a hostile classroom environment	137	18.8
I experienced a hostile work environment	123	16.9
I felt others staring at me	115	15.8
I was the target of workplace incivility	102	14.0
I was singled out as the spokesperson for my identity group	96	13.2
The conduct made me fear that I would get a poor grade	74	10.2
I received a low or unfair performance evaluation	69	9.5
Someone assumed I was admitted/hired/promoted due to my identity	57	7.8
I received derogatory written comments	42	5.8
I was the target of racial/ethnic profiling	38	5.2
I received derogatory phone calls/texts messages/e-mail	23	3.2
The conduct threatened my physical safety	18	2.5
I received derogatory/unsolicited messages through social media	14	1.9
Someone assumed I was <u>not</u> admitted/hired/promoted due to my identity	10	1.4
I received threats of physical violence	8	1.1
I was the target of stalking	7	1.0
I was the target of physical violence	7	1.0
An experience not listed above	111	15.2

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct ($n = 728$). Percentages do not sum to 100 as a result of multiple responses.

Thirty-two percent of respondents who reported having experienced exclusionary conduct noted that it occurred in a class/lab/clinical setting; 29% in a meeting with a group of people; 26% in a

public space at Seattle University; 17% while working at a Seattle University job; and 15% in on-campus housing (Table 20). Many respondents who marked “a location not listed above” described the specific office, meeting, building, campus location, or event where the incidents occurred (e.g., “by the side bar,” “a classroom originally designated for my group meeting,” “everywhere,” “email communication with faculty,” “over the phone,” “Seattle U emails from instructors,” “Student Development in-service,” “Student Financial Services,” “Pigot [sic],” “The Lynn Collegium”).

Table 20. Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of respondents who reported having experienced conduct
In a class/lab/clinical setting	232	31.9
In a meeting with a group of people	210	28.8
In a public space at Seattle University	187	25.7
While working at a Seattle University job	127	17.4
In on-campus housing	106	14.6
In a meeting with one other person	102	14.0
At a Seattle University event	100	13.7
In a Seattle University administrative office	87	12.0
In a faculty office	61	8.4
Off campus	60	8.2
While walking on campus	53	7.3
In athletic facilities	35	4.8
On social networking sites/Facebook/Twitter/Yik-Yak	35	4.8
In the library	33	4.5
In a Seattle University dining facility	29	4.0
In off-campus housing	21	2.9
In an experiential learning environment	20	2.7
In Student Health Center/CAPS	2	0.3
On the Nighthawk	2	0.3
A location not listed above	54	7.4

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 728). Percentages do not sum to 100 as a result of multiple responses.

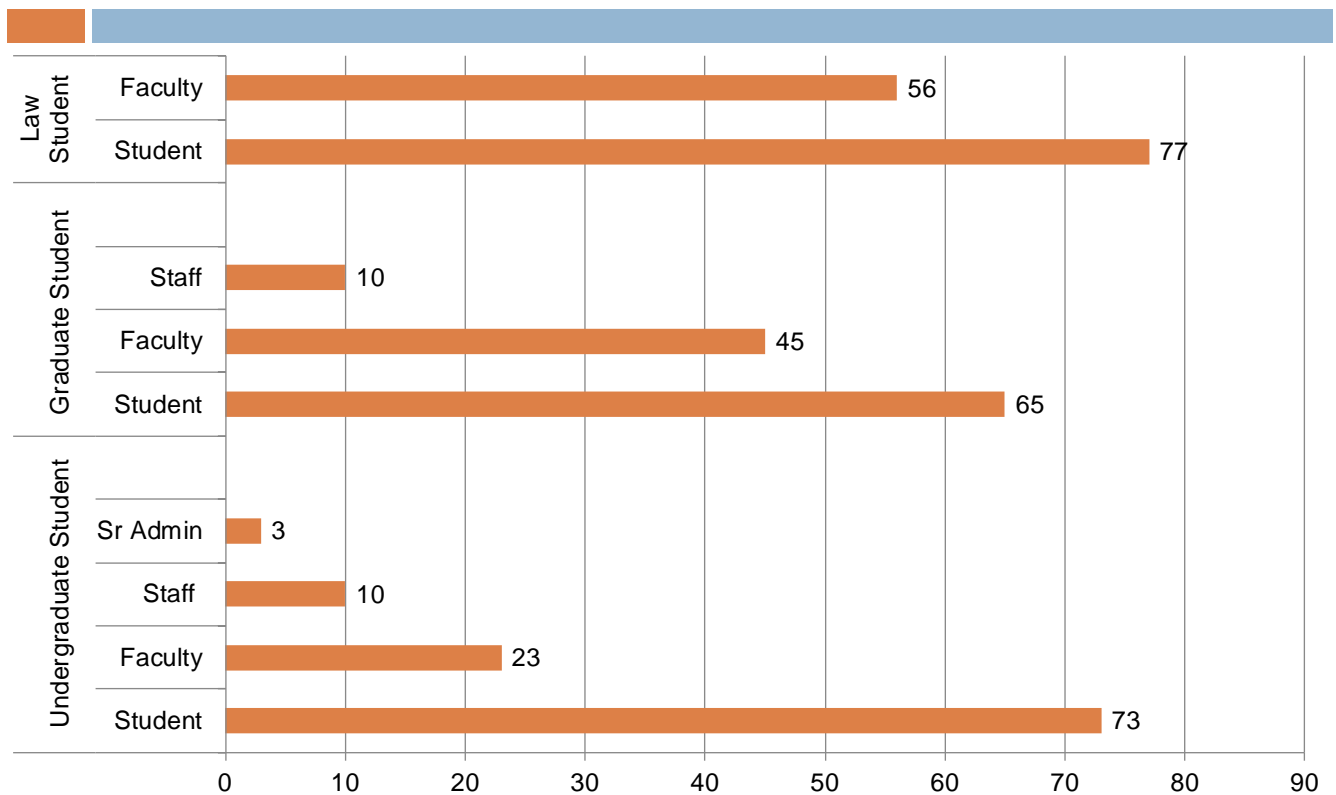
Fifty percent of the respondents who reported having experienced exclusionary conduct identified students, 30% identified faculty members, 14% identified friends, 13% identified coworkers, and 12% identified staff members as the sources of the conduct (Table 21). Sources of exclusionary conduct “not listed above” included “a Marcom representative,” “Adjunct [sic] Faculty,” “athlete,” “cohort,” “Dean of my college,” “not comfortable disclosing,” “roommate,” “teammate,” “The Spectator,” and “Too many people to recall accurately.”

Table 21. Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source	<i>n</i>	% of respondents who reported having experienced conduct
Student	360	49.5
Faculty member	217	29.8
Friend	103	14.1
Coworker	91	12.5
Staff member	88	12.1
Senior administrator	77	10.6
Department chair/head/director	66	9.1
Supervisor	49	6.7
Stranger	43	5.9
Student staff or student leader	27	3.7
Seattle University media	21	2.9
Don't know source	21	2.9
Jesuit or other religious official	20	2.7
Academic advisor	14	1.9
Seattle University Public Safety	14	1.9
Athletic coach/trainer	12	1.6
Off campus community member	12	1.6
Person that I supervise	10	1.4
Campus visitor	9	1.2
Social networking site	9	1.2
Alumni	6	0.8
A source not listed above	45	6.2

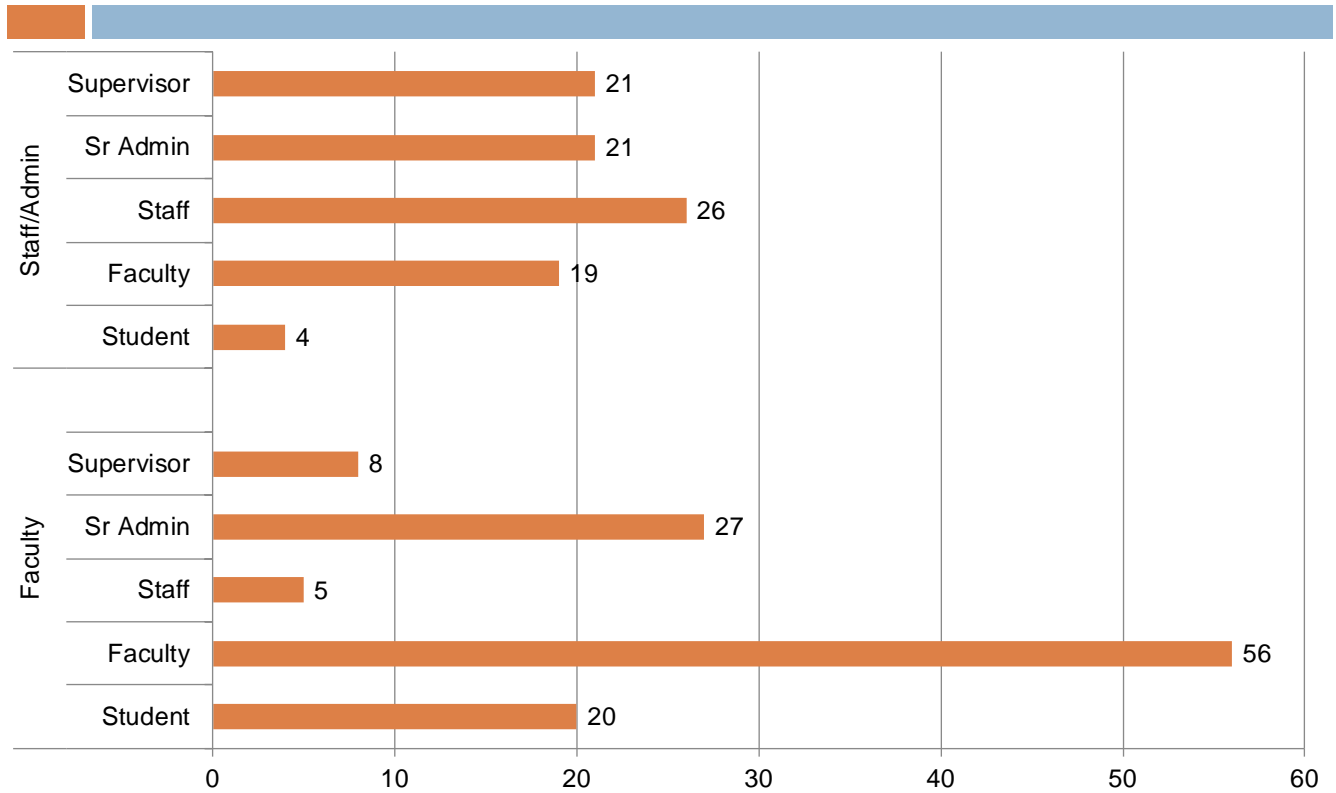
Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct ($n = 728$). Percentages do not sum to 100 as a result of multiple responses.

Figures 35 and 36 review the perceived source of experienced exclusionary conduct by position status. Students were the greatest source of exclusionary conduct for Undergraduate Student, Graduate Student, and Law Student respondents. Faculty respondents most often cited other faculty and senior administrators as the source of the exclusionary conduct. Staff/Administrator respondents identified staff, senior administrators, and supervisors as their greatest sources of exclusionary conduct.



Note: Responses with $n < 5$ are not presented in the figure.

Figure 35. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Student Position Status (%)



Note: Responses with $n < 5$ are not presented in the figure.

Figure 36. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Employee Position Status (%)

In response to this conduct, 61% of respondents were angry, 46% felt embarrassed, 40% told a friend, 32% told a family member, and 29% each avoided the harasser and ignored it (Table 22). While 13% ($n = 91$) of respondents filed an official complaint with Seattle University employees/officials, 14% ($n = 98$) did not know to whom to go, and 13% ($n = 92$) did not report it for fear that their complaints would not be taken seriously. Ten percent ($n = 69$) of respondents did report the incident but felt that the situation was not taken seriously. Of the 79 respondents (11%) who sought support from a Seattle University resource, 19 respondents each sought support from a faculty and from a staff member. Sixteen people sought support from a senior

administrator, and 14 each sought help from a department head/chair/director and from Human Resources. Some “response not listed above” responses were “told the professor,” “concerned about retaliation,” “felt uncomfortable,” “frustrated at the so-called inclusiveness of the school,” “did not report for fear of my friends’ responses,” “fear my complaint would get me a bad grade,” “seek professional support off campus,” “started to report it but was not impressed by how long it took to get a response,” “surprised to find that kind of conduct at SU [Seattle University],” and “upset.”

Table 22. Respondents' Reactions to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reaction	<i>n</i>	% of respondents who reported having experienced conduct
I was angry	442	60.7
I felt embarrassed	337	46.3
I told a friend	291	40.0
I told a family member	232	31.9
I avoided the harasser	214	29.4
I ignored it	208	28.6
I felt somehow responsible	151	20.7
I was afraid	120	16.5
I didn't know who to go to	98	13.5
I didn't report it for fear that my complaint would not be taken seriously	92	12.6
I reported it to a Seattle University employee/official	91	12.5
I sought support from a Seattle University resource*	79	10.9
I confronted the harasser later	71	9.8
I confronted the harasser at the time	69	9.5
I reported it but I did not feel the complaint was taken seriously	69	9.5
I left the situation immediately	59	8.1
It didn't affect me at the time	39	5.4
I sought information online	24	3.3
I reported it and feel the complaint was taken seriously	24	3.3
I reported it, and while the outcome is not what I had hoped for, I feel as though my complaint was taken seriously	17	2.3
I sought support from off-campus hotline/advocacy services	15	2.1
I reported it to my Union representative	6	0.8
I reported it to local law enforcement official	< 5	---
A response not listed above	51	7.0

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 728). Percentages do not sum to 100 as a result of multiple responses.

*See Appendix B, Table B45 for a listing of Seattle University resources.

Fifty respondents elaborated on their experience related to how, within the past year, they personally had experienced exclusionary, intimidating, offensive, and/or hostile behavior at Seattle University. The themes that emerged from the data are presented below, with supporting quotations highlighting how respondents experienced this behavior.

Lack of support in addressing exclusionary behavior. The most common theme that emerged suggested that respondents did not feel supported in their efforts to address the exclusionary behavior. These respondents offered “I vented to my supervisor and co-worker...but nothing has come of it” and “I have experienced serious lack [of] response and support from SU HR department when it comes to dealing with difficult employees.” Another respondent wrote, “I reported it, but was discouraged from reporting it further.” Several of these respondents drew particular attention to their experiences with Human Resources. One respondent wrote, “I do not trust HR, I have filed a previous complaint...the parties were found guilty and nothing happened to them.” Another respondent who indicated that they were advised to go to Human Resources concerning their situation noted, “I wasn't sure what HR does in those situations or in general. I tried to explain the situation without names because I was uncomfortable doing it but I was pressed. The meeting ended with me in tears and still not really understanding what HR does. Now I never want to go back to HR if I feel uncomfortable again. I will just leave.” While several of these respondents drew attention to their negative experiences with Human Resources, others focused on their lack of support from different entities across the institution. One self-identified Student respondent wrote, “As a student I don't feel safe in engaging in public discussions concerning this University's radical departure from its mission statement. I don't feel safe challenging the status quo of wage inflation of our university's administrators while the contractual transparency and wages of our faculty remains opaque and stagnant.” The sentiments of respondents who did not feel supported is reflected by the respondent who noted, “I would have reported it but I [think] it would just be ignored.”

Discriminatory environment. A second theme that emerged from the data suggests that Seattle University is a discriminatory environment. Most of the experiences of discrimination about which respondents wrote were focused on their racial/ethnic identity. One of these respondents noted, “[I] had two professors question my choice in major because of my ethnic background.

Another student of color experienced the same thing with both professors.” An employee respondent wrote, “In meetings, I have often been looked to as the representative of all people of color.” One respondent in particular summed up the discriminatory experience of others, writing, “Racial identity and the blatant lack of racial diversity is completely ignored or treated as ‘something we need to work on’ ...in classroom settings and meetings with faculty.” While discrimination based on race and ethnicity was the most discussed form of discrimination, several respondents drew attention to discrimination based on gender identity and sexual identity. One such respondent wrote, “I feel that many individuals who identify with heteronormative sexual identities don’t know when they make remarks that are rude or embarrassing for members of the community, such as myself, who identify with other sexual orientation.” Another respondent who reported having experienced the same form of discrimination wrote, “I often feel that my gender/sexual identities are not acknowledged or considered in this institution. This [has] put me in many uncomfortable situations in which I felt embarrassed or invisible.”

^{xvii} A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct by gender identity: $\chi^2(2, N = 2,622) = 43.6, p < .001$.

^{xviii} A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct based on gender by gender identity: $\chi^2(2, N = 726) = 46.6, p < .001$.

^{xix} A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct by age: $\chi^2(4, N = 2,608) = 11.2, p < .05$.

^{xx} A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct based on age by age: $\chi^2(4, N = 717) = 13.1, p < .05$.

^{xxi} A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct based on ethnicity by racial identity: $\chi^2(2, N = 702) = 188.4, p < .001$.

^{xxii} A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct by position status: $\chi^2(4, N = 2,630) = 21.1, p < .001$.

^{xxiii} A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct based on position status by position status: $\chi^2(4, N = 728) = 132.2, p < .001$.

Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Respondents' observations of others' experiencing exclusionary conduct also may contribute to their perceptions of campus climate. Thirty-one percent ($n = 811$) of survey respondents observed conduct or communications directed toward a person or group of people at Seattle University that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment⁵⁴ within the past year. Most of the observed exclusionary conduct was based on ethnicity (27%, $n = 216$), gender/gender identity (26%, $n = 211$), racial identity (22%, $n = 174$), and political views (17%, $n = 136$). Fifteen percent ($n = 122$) of respondents indicated that they "Don't Know" the basis.

Figures 37 and 38 separate by demographic categories (i.e., racial identity, gender identity, sexual identity, religious/spiritual affiliation, disability status, citizenship status, position status, and Students' socioeconomic status) the significant responses of those individuals who indicated on the survey that they observed exclusionary conduct within the past year.

No significant differences were indicated in the percentages of respondents who indicated that they had observed exclusionary conduct within the past year by racial identity or by Student respondents' socioeconomic status. Higher percentages of respondents with a Single Disability (39%) and with Multiple Disabilities (48%) than respondents with No Disability (25%) indicated that they had observed such conduct^{xxiv} (Figure 37). A significantly higher percentage of Transgender/Genderqueer/Other respondents (76%) than Women respondents (32%) and Men respondents (27%) noted having observed such conduct.^{xxv} Additionally, a higher percentage of LGBTQ respondents (32%) and Asexual/Other respondents (45%) indicated on the survey that they observed such conduct than Heterosexual respondents (28%).^{xxvi}

⁵⁴This report uses the phrase "exclusionary conduct" as a shortened version of "conduct or communications directed toward a person or group of people at Seattle University that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment."

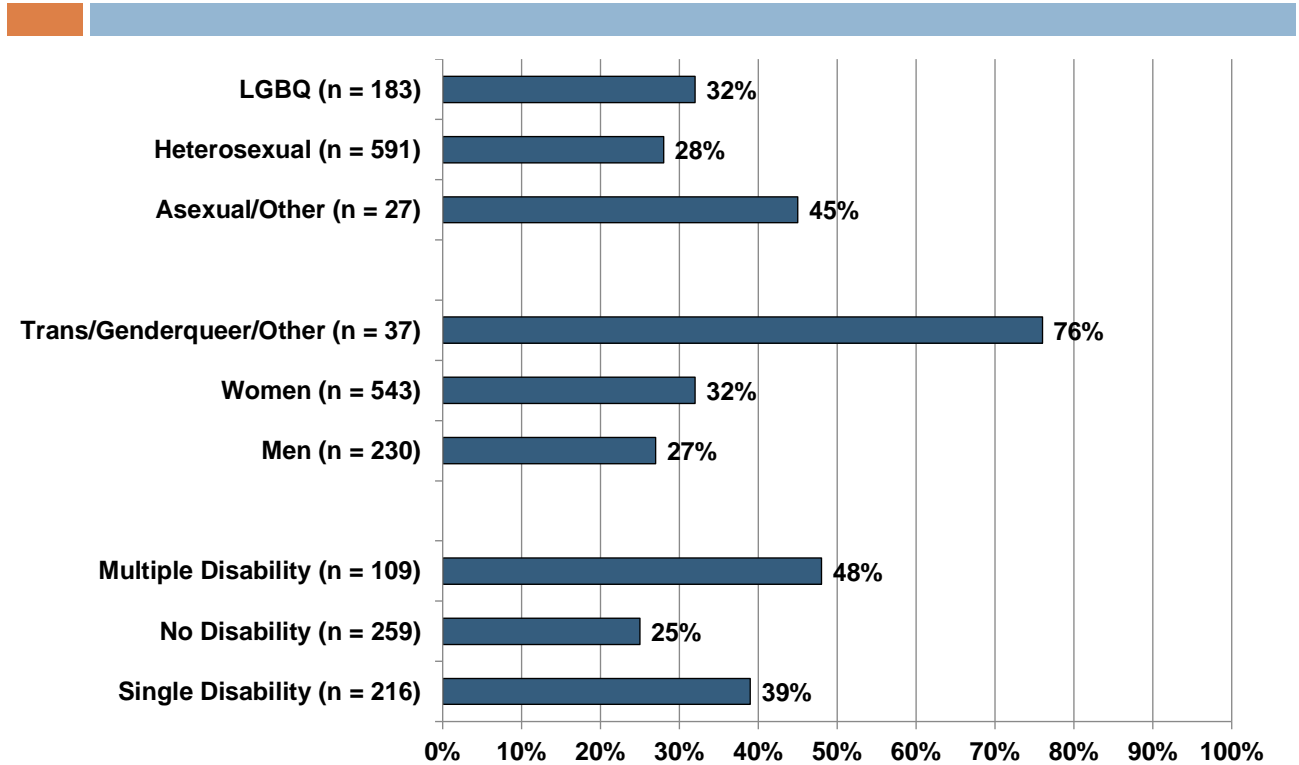


Figure 37. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Sexual Identity, Gender Identity, and Disability Status (%)

U.S. Citizen respondents (32%) were much more likely than Non-U.S. Citizen respondents (21%) and respondents with Multiple Citizenships (15%)^{xxvii} to indicate that they had observed exclusionary conduct within the past year (Figure 38). In terms of religious/spiritual affiliation, respondents with Multiple Affiliations (45%) and No Affiliation (34%) were more likely to indicate that they had witnessed such conduct than were Catholic respondents (30%), Other Faith-Based Affiliation respondents (26%), and Christian (Not Catholic) respondents (25%).^{xxviii}

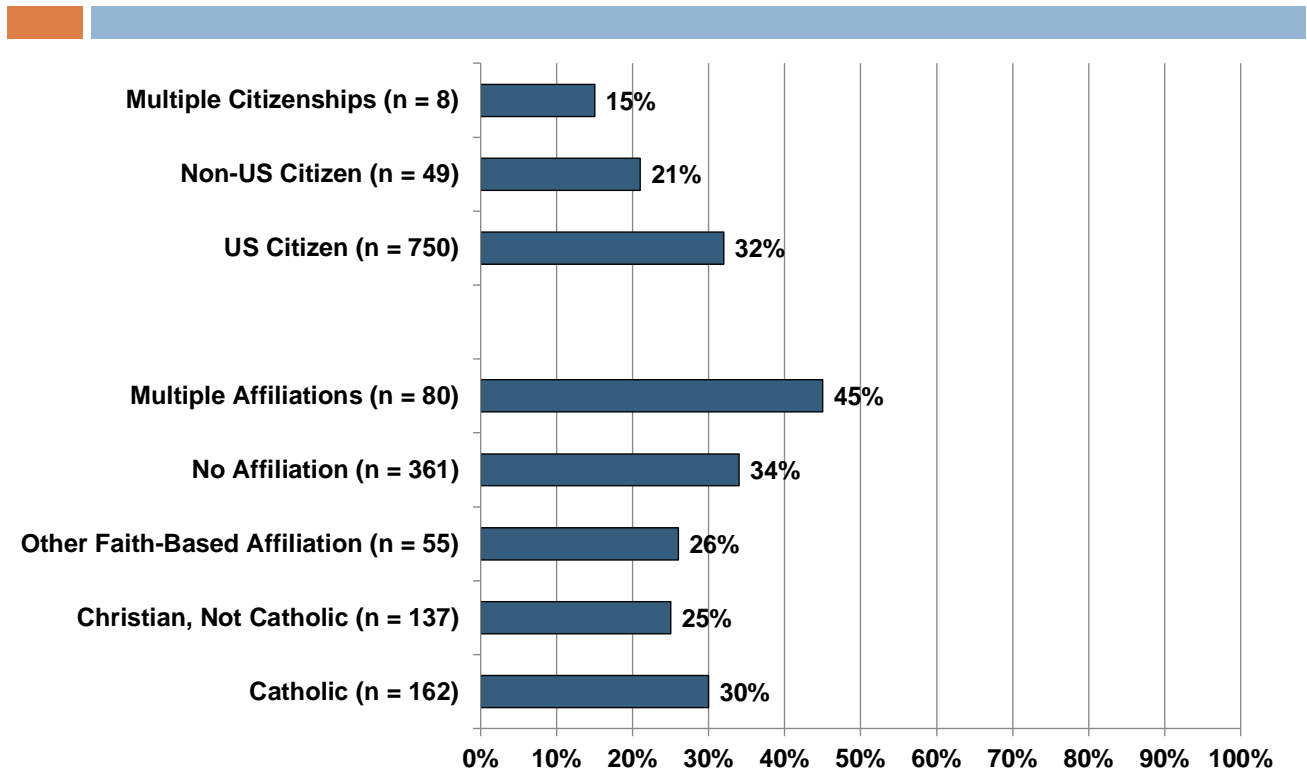


Figure 38. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Citizenship Status and Religious/Spiritual Affiliation (%)

In terms of position at Seattle University, results indicated that higher percentages of Law Student respondents (39%), Faculty respondents (35%), Undergraduate Student respondents (32%), and Staff/Administrator respondents (30%) indicated that they had observed exclusionary, intimidating, offensive, and/or hostile conduct than did Graduate Student respondents (20%) (Figure 39).

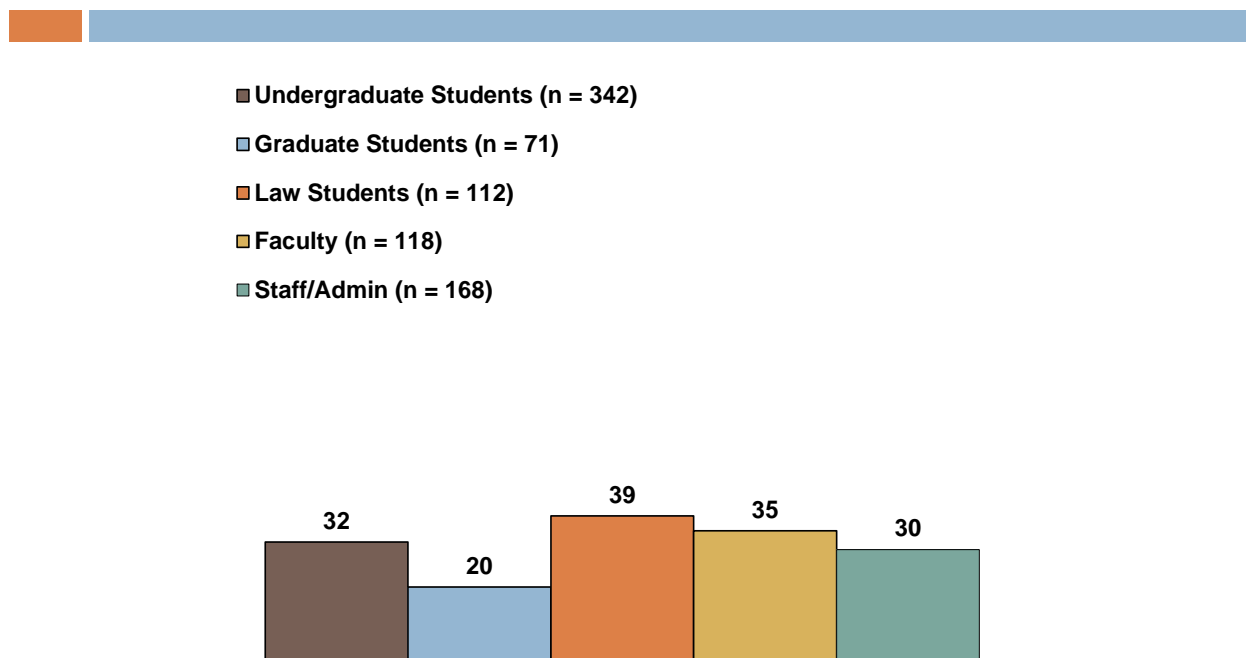


Figure 39. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Position Status (%)

Table 23 illustrates that respondents most often indicated that they had observed this conduct in the form of someone deliberately ignored or excluded (42%, $n = 339$), being intimidated/bullied (35%, $n = 281$), subjected to derogatory remarks (34%, $n = 272$), or being isolated or left out (33%, $n = 270$).

Table 23. Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	<i>n</i>	% of respondents who reported having observed conduct
Person was ignored or excluded	339	41.8
Person was intimidated/bullied	281	34.6
Person was the target of derogatory verbal remarks	272	33.5
Person was isolated or left out	270	33.3
Person experienced a hostile classroom environment	191	23.6
Person was stared at	139	17.1
Person was the target of workplace incivility	131	16.2
Person experienced a hostile work environment	128	15.8
Person was singled out as the spokesperson for their identity group	91	11.2
Person was the target of racial/ethnic profiling	85	10.5
The conduct made the person fear that he/she would get a poor grade	67	8.3
Person was the target of derogatory written comments	63	7.8
Person received a low or unfair performance evaluation	51	6.3
Person was the target of derogatory phone calls/text messages/e-mail	45	5.5
Someone assumed the person was admitted/hired/promoted due to their identity group	40	4.9
Person was the target of derogatory/unsolicited messages through social media (e.g., Facebook posts, Twitter posts, etc.)	37	4.6
Person's physical safety was threatened	24	3.0
Someone assumed the person was <u>not</u> admitted/hired/promoted due to their identity group	16	2.0
Person was the target of stalking	10	1.2
Person received threats of physical violence	10	1.2
Person was the target of physical violence	8	1.0
An experience not listed above	78	9.6

Note: Only answered by respondents who indicated on the survey that they had observed exclusionary conduct ($n = 811$). Percentages do not sum to 100 as a result of multiple responses.

Additionally, 35% ($n = 281$) of the respondents who indicated that they observed exclusionary conduct noted that it happened in a class/lab/clinical setting (Table 24). Some respondents noted that the incidents occurred in a public space at Seattle University (27%, $n = 216$), in a meeting with a group of people (21%, $n = 166$), at a Seattle University event (16%, $n = 130$), in on-campus housing (13%, $n = 101$), or while working at a Seattle University job (12%, $n = 96$).

Table 24. Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location	<i>n</i>	% of respondents who reported having observed conduct
In a class/lab/clinical setting	281	34.6
In a public space at Seattle University	216	26.6
In a meeting with a group of people	166	20.5
At a Seattle University event	130	16.0
In on-campus housing	101	12.5
While working at a Seattle University job	96	11.8
While walking on campus	79	9.7
In a Seattle University administrative office	73	9.0
Off campus	64	7.9
On social networking sites/Facebook/Twitter/Yik-Yak	64	7.9
In a meeting with one other person	55	6.8
In a faculty office	46	5.7
In a Seattle University dining facility	41	5.1
In the library	33	4.1
In athletic facilities	23	2.8
In off-campus housing	21	2.6
In Student Health Center/CAPS	13	1.6
In an experiential learning environment	11	1.4
On the Nighthawk	2	0.2
A location not listed above	45	5.5

Note: Only answered by respondents who indicated on the survey that they had observed exclusionary conduct ($n = 811$). Percentages do not sum to 100 as a result of multiple responses.

Sixty-two percent ($n = 503$) of respondents who indicated that they observed exclusionary conduct noted that the targets of the conduct were students. Other respondents identified friends (26%, $n = 212$), faculty members (18%, $n = 144$), staff members (12%, $n = 98$), and coworkers (12%, $n = 97$) as targets.

Of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 51% ($n = 414$) noted that students were the sources of the conduct. Respondents identified additional sources as faculty members (28%, $n = 227$), staff members (11%, $n = 89$), and senior administrators (9%, $n = 75$).

Table 25 illustrates respondents' reactions to this conduct. Respondents most often felt angry (51%, $n = 416$) or embarrassed (31%, $n = 252$). Twenty-five percent ($n = 205$) told a friend. Eight percent ($n = 64$) reported the incidents to campus employees/officials, while 11% ($n = 87$) did not know to whom to go. Some did not report out of fear that the complaint would not be taken seriously (9%, $n = 74$). Five percent ($n = 42$) did report it but felt that the complaint was not taken seriously. Of the 6% of respondents who sought support from a Seattle University resource, 12 respondents each sought help from Human Resources and from a senior administrator, and 11 respondents each sought assistance from a faculty and from a staff member.

Table 25. Reactions to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reaction	<i>n</i>	% of respondents who reported having observed conduct
I was angry	416	51.3
I felt embarrassed	252	31.1
I told a friend	205	25.3
I told a family member	127	15.7
I avoided the harasser	118	14.5
I ignored it	110	13.6
I confronted the harasser at the time	94	11.6
I didn't know who to go to	87	10.7
I confronted the harasser later	76	9.4
I didn't report it for fear that my complaint would not be taken seriously	74	9.1
I was afraid	72	8.9
It didn't affect me at the time	71	8.8
I reported it to a Seattle University employee/official	64	7.9
I left the situation immediately	46	5.7
I sought support from a Seattle University resource*	46	5.7
I did report it but I did not feel the complaint was taken seriously	42	5.2
I reported it and feel the complaint was taken seriously	20	2.5
I reported it and while the outcome is not what I had hoped for, I feel as though my complaint was taken seriously	15	1.8
I sought information online	12	1.5
I sought support from off-campus hotline/advocacy services	< 5	---
I reported it to my Union representative	< 5	---
I reported it to local law enforcement official	0	0.0
A response not listed above	97	12.0

Note: Only answered by respondents who indicated on the survey that they had observed exclusionary conduct ($n = 811$). Percentages do not sum to 100 as a result of multiple responses.

*See Appendix B, Table B45 for a listing of Seattle University resources.

Two hundred respondents elaborated on whether within the past year they had observed any conduct or communications directed toward a person or group of people at Seattle University that they believe created an exclusionary, intimidating, offensive, and/or hostile working or learning environment. Two themes emerged from these statements and are presented below, with supporting quotations highlighting how respondents observed this behavior.

Faculty responsible. One theme that emerged suggested that many of these respondents felt that faculty were often responsible for the exclusionary conduct. Though the ways in which faculty were described as targeting other members of the community varied, it was overwhelmingly the case that these respondents felt that faculty were the offenders. Respondents offered examples such as, “A professor yelled and made derogatory comments towards the females in my class,” “A long-standing professor has bullied and insulted others in the department for years,” and “A professor made several sexist comments during the course of the year, and he was defensive whenever anyone tried to say something to the contrary.” Other examples of concerns that these respondents expressed regarding faculty behavior included the respondent who discussed a conversation they had with a former classmate, writing, “In speaking to the student a quarter after we had taken this class together, I found that she was still very offended and felt racially discriminated against by our professor, who spoke in condescending, slow speech to her whenever the student asked questions.” One respondent indicated that students constantly report to them the inappropriate behavior of faculty. This respondent indicated that students provide numerous examples of faculty “allowing racist or sexist or otherwise harmful things to be said in class, or faculty saying such things or laughing at such jokes.” The sentiment overall, as expressed by one respondent in particular, is that, “Faculty incivility has reached an all-time high.”

Discriminatory practices. A second theme that emerged regarding the exclusionary conduct respondents observed was related to issues of prejudice and discrimination. One respondent wrote, “Almost every day, I encounter a situation whereby people of color, women, and queer bodies on this campus have experienced some form of discrimination. The events are too numerous to recount.” One respondent who chose to list and describe the discrimination they

witnessed wrote, “SU is racist. I have heard personal accounts of some very racist and xenophobic comments. My black friends are constantly followed on-campus by public safety, even though complaints have been filed.” Another respondent wrote, “An argument with racist undertones was allowed to escalate to the point of yelling, and the instructor did nothing to facilitate the conversation. Certain students of color in the class feared for their safety and no longer wanted to attend class sessions.” As was the case with those who personally experienced exclusionary conduct, observations of discrimination based on gender or sexual identity also were described. One respondent expressed that they noted a “general lack of awareness from students that [they] have observed around issues of sexual orientation/gender identity.” This statement is supported by another respondent, who indicated that in a classroom environment a “student made general, exceedingly homophobic remarks in the context of coursework.” Overall, the statements by respondents who chose to elaborate specifically on the discrimination they observed suggests, as one respondent offered, that “offensive conduct happens on a regular basis.”

^{xxiv}A chi-square test was conducted to compare percentages of respondents who reported having observed exclusionary conduct by disability status: $\chi^2(2, N = 2,456) = 73.1, p < .001$.

^{xxv}A chi-square test was conducted to compare percentages of respondents who reported having observed exclusionary conduct by gender identity: $\chi^2(2, N = 2,618) = 53.3, p < .001$.

^{xxvi}A chi-square test was conducted to compare percentages of respondents who reported having observed exclusionary conduct by sexual identity: $\chi^2(2, N = 2,588) = 45.5, p < .001$.

^{xxvii}A chi-square test was conducted to compare percentages of respondents who reported having observed exclusionary conduct by citizenship status: $\chi^2(2, N = 2,612) = 18.2, p < .001$.

^{xxviii}A chi-square test was conducted to compare percentages of respondents who reported having observed exclusionary conduct by religious/spiritual affiliation: $\chi^2(4, N = 2,556) = 34.0, p < .001$.

Experiences of Unwanted Sexual Contact

Three percent ($n = 75$) of respondents indicated that they had experienced unwanted sexual contact⁵⁵ while a member of the Seattle University community. Subsequent analyses of the data suggest that significantly higher percentages of Women respondents (4%, $n = 62$), Transgender/Genderqueer/Other respondents^{xxix} (10%, $n = 5$), respondents with Multiple Disabilities^{xxx} (8%, $n = 18$), Multiracial respondents^{xxxi} (5%, $n = 16$), and Undergraduate Student respondents^{xxxii} (6%, $n = 59$) than other groups experienced unwanted sexual contact. Fifty-four percent ($n = 39$) of those respondents who indicated on the survey that they had experienced unwanted sexual contact noted that it happened within the past year, and 40% ($n = 29$) noted that it happened two to four years ago.

Students were asked to share where they were in their college career when they experienced unwanted sexual contact. Of the 68 Student respondents who indicated that they experienced such conduct, 25% ($n = 17$) noted that it occurred during their first term at Seattle University, 16% ($n = 11$) noted that it happened in their second term, and 21% ($n = 14$) indicated that it happened in their fifth term at the University (Table 26).

⁵⁵The survey defined unwanted sexual contact as forcible fondling, sexual assault, forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, and sexual assault with an object.

Table 26. Term in Which Student Respondents Experienced Unwanted Sexual Contact

Term	<i>n</i>	%
First term	17	25.0
Second term	11	16.2
Third term	8	11.8
Fourth term	7	10.3
Fifth term	14	20.6
Sixth term	6	8.8
Seventh term	< 5	---
Eighth term or more	11	16.0

Note: Only answered by Students who indicated on the survey that they experienced unwanted sexual contact ($n = 68$).

Fifty-one percent ($n = 38$) of the respondents who indicated on the survey that they experienced unwanted sexual contact identified acquaintances/friends as the perpetrators of the conduct. Respondents also identified other sources as Seattle University students (44%, $n = 33$) and strangers (16%, $n = 12$).

Asked where the incidents occurred, 64% ($n = 48$) of these respondents indicated that they occurred off campus, in locations such as an “apartment,” “house,” “friend’s house,” “my house,” “my apartment,” “while studying abroad,” “party,” and “Off-campus student apartment.” Thirty-seven percent ($n = 28$) of respondents who indicated on the survey that they had experienced unwanted sexual contact indicated that the incidents occurred on campus. Several of these respondents identified places such as “Campion Hall,” “my dorm room,” “Murphy Apartments,” “residence hall,” and “in my office” as locations where on-campus unwanted sexual contact occurred.

Asked what they did in response to experiencing unwanted sexual contact, 75% ($n = 56$) of these respondents indicated that they told a friend, 65% ($n = 49$) felt somehow responsible, 60% ($n = 45$) were embarrassed, 55% ($n = 41$) were angry; and 44% ($n = 33$) were afraid (Table 27). Of

the 12 respondents who sought support from a Seattle University resource, eight respondents sought help from a faculty member, six respondents sought support from CAPS, and five respondents each sought help from Public Safety and from student staff/student leaders. Nineteen percent ($n = 14$) didn't know to whom to go.

Table 27. Reactions to Unwanted Sexual Contact

Reaction	<i>n</i>	%
I told a friend	56	74.7
I felt somehow responsible	49	65.3
I felt embarrassed	45	60.0
I was angry	41	54.7
I was afraid	33	44.0
I did nothing	25	33.3
I didn't know what to do	23	30.7
I told a family member	19	25.3
I ignored it	17	22.7
I didn't know who to go to	14	18.7
I sought support from a Seattle University resource	12	16.0
Faculty member	8	10.7
CAPS	6	8.0
Public Safety	5	6.7
Student staff or student leader	5	6.7
Spiritual advisor	< 5	---
Student Health Center	< 5	---
Dean of Students Office	< 5	---
Housing and Residence Life	< 5	---
Staff member	< 5	---
Campus Ministry	< 5	---
Department chair/head/director	< 5	---
Human Resources	< 5	---
Office for Wellness and Health Promotion	< 5	---
Senior administrator	< 5	---
Faculty Ombudsperson	0	0.0
Teaching assistant/graduate assistant/lab assistant	0	0.0
Title IX Coordinator or Contact	0	0.0
I sought support from a medical professional	10	13.3
I left the situation immediately	10	13.3
I sought support from off-campus hotline/advocacy services	9	12.0
I sought information online	9	12.0
It didn't affect me at the time	8	10.7
I sought support from a faculty member	7	9.3
I sought support from student staff (e.g., peer counselor)	6	8.0

<i>Table 27 (cont.)</i>	<i>n</i>	<i>%</i>
I sought support from a staff person	5	6.7
I contacted a local law enforcement official	< 5	---
I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)	< 5	---
I made an official complaint to a campus employee/official	< 5	---
I sought support from an administrator	< 5	---
I sought support from a teaching assistant/graduate assistant	0	0.0
I sought support from my union representative	0	0.0
Other	7	9.3

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual contact ($n = 75$).

Forty-seven respondents elaborated on why they did not report the unwanted sexual contact to a campus official or staff member. Several themes are presented below, with supporting quotations highlighting commonly cited examples of why respondents did not report the unwanted sexual contact.

Lack of awareness. Most of these respondents indicated that they did not report the unwanted sexual contact because they were unaware of what to do, unaware of whom they could approach, or unaware that they were not responsible. One respondent wrote, “I was so traumatized by the situation that I didn’t know what to do,” while another added that they did not reach out to anybody at Seattle University because they “didn’t know how to.” A respondent who was unaware of whom to contact wrote, “I did [not] think anyone wanted to know and there was nothing to be done since it was over.” Another added, “I did not know that it was sexual assault at the time, I did not feel comfortable talking to a campus official or staff member when I did figure it out.” Those who suggested that they were not responsible wrote, “I did not understand at the time that I was not responsible, even partly, for the contact, and so I did not report it” and “I felt stupid. It wasn’t rape so I didn’t think that there was something to report. I didn’t know what it would be called or considered so I would know how to report it. I felt at fault and I don’t know what difference reporting it would do.” However, while several of these respondents suggested that they did not report the unwanted contact because of their lack of awareness, one respondent

suggested that the problem of not reporting goes much deeper than victim awareness. This respondent wrote, “Happens every day at SU. The culture is toxic. Ask around. Nobody reports.”

Fear of consequences. The second theme that emerged suggested that these respondents did not report the unwanted sexual contact because they were concerned about the consequences. One respondent wrote, “I felt as though the consequences of reporting my rape would be worse for me than they would be for my assailant.” Another respondent noted, “Because we were drinking underage and we’d all get in trouble if I went to campus security.” A self-identified employee respondent wrote, “I felt that it would have consequences for my job and my reputation. I would be a focus of gossip and disapproval.” Coupled with this theme of consequences was a sub theme that some of these respondents were embarrassed about the situation. One such respondent wrote, “I was embarrassed and felt that I had a part in it.” Another simply wrote, “Too afraid, embarrassed, [and] uncomfortable.”

^{xxix} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by gender identity: $\chi^2(2, N = 2,624) = 24.7, p < .001$.

^{xxx} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by disability status: $\chi^2(2, N = 2,461) = 32.3, p < .001$.

^{xxxi} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by racial identity: $\chi^2(2, N = 2,564) = 6.6, p < .05$.

^{xxxii} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by position status: $\chi^2(4, N = 2,633) = 45.9, p < .001$.

Summary

Seventy-six percent of all respondents were “comfortable” or “very comfortable” with the climate at Seattle University and 78% of Faculty and Staff/Administrator respondents were “comfortable” or “very comfortable” with the climate in their departments/work units. The findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2015), where 70% to 80% of all respondents found the campus climate to be “comfortable” or “very comfortable,” suggests that a similar percentage of Seattle University respondents were “comfortable” or “very comfortable” with the climate at Seattle University.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At Seattle University, 28% ($n = 728$) of respondents believed that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. These results also parallel the findings of other climate studies of specific constituent groups offered in the literature, where generally members of historically underrepresented and underserved groups were slightly more likely to believe that they had experienced various forms of exclusionary conduct and discrimination than those in the majority (Guiffreda et al., 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles et al., 2006; Silverschanz et al., 2008; Yosso et al., 2009).

Thirty-one percent ($n = 811$) of Seattle University survey respondents indicated that they had observed conduct or communications directed toward a person or group of people at Seattle University that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. In addition, three percent ($n = 75$) of respondents indicated on the survey that they had experienced unwanted sexual contact while a member of the Seattle University community.

Faculty and Staff/Administrator Perceptions of Climate

This section of the report describes Faculty and Staff/Administrator responses to survey items regarding their perceptions of the workplace climate at Seattle University; their thoughts on work-life and various climate issues; and certain employment practices at Seattle University (e.g., hiring, promotion, and disciplinary actions).

Campus Climate and Work-Life Issues

Several survey items addressed employees' (Faculty and Staff/Administrator respondents')⁵⁶ experiences at Seattle University, their perceptions of specific Seattle University policies, their attitudes about the climate and work-life issues at Seattle University, Faculty attitudes about tenure and advancement processes, and Staff/Administrators' attitudes about resources and support at Seattle University.

Table 28 illustrates responses to some of these questions by position status, gender identity,⁵⁷ racial identity, disability status, sexual identity, military status, citizenship status,⁵⁸ and religious/spiritual affiliation⁵⁹ where the responses for these groups significantly differed from one another; splits are not presented in the table where the results were not statistically significant. No significant differences were noted in responses by military status or citizenship status.

Thirty-three percent ($n = 291$) of employee respondents noted that they were reluctant to bring up issues that concerned them for fear that it would affect their performance evaluations or tenure/merit/promotion decisions. Thirty-five percent ($n = 118$) of Faculty respondents and 31% ($n = 173$) of Staff/Administrator respondents were reluctant to bring up issues that concerned them for fear that it would affect their performance evaluations or tenure/merit/promotion

⁵⁶Throughout this report, the term "employee" includes all Faculty and Staff/Administrator respondents.

⁵⁷Transgender/Genderqueer/Other employee respondents ($n = 11$) were not included in these analyses because their numbers were too few to ensure confidentiality.

⁵⁸Faculty and Staff/Administrator respondents who chose more than one response for citizenship status (i.e., Multiple Citizenships, $n = 10$) were not included in these analyses because their numbers were too few to ensure confidentiality.

⁵⁹Faculty and Staff/Administrator respondents who chose more than one response for religious/spiritual affiliation (i.e., Multiple Faith-Based Affiliations) were not included in these analyses because their numbers were too few to ensure confidentiality.

decisions. Women Faculty and Staff/Administrator respondents (34%, $n = 175$) were more likely to indicate that they were reluctant to bring up issues that concerned them than were Men Faculty and Staff/Administrator respondents (30%, $n = 107$). Likewise, Christian (Not Catholic) Faculty and Staff/Administrator respondents (34%, $n = 68$) were slightly more likely to note being reluctant to bring up issues that concerned them than were Faculty and Staff/Administrator respondents with No Religious/Spiritual Affiliation (32%, $n = 101$), Catholic Faculty and Staff/Administrator respondents (31%, $n = 67$), Faculty and Staff/Administrator respondents with Multiple Affiliations (31%, $n = 14$), and Faculty and Staff/Administrator respondents with Other Faith-Based Affiliations (30, $n = 23$).

Thirty percent ($n = 263$) of employee respondents indicated that their colleagues/coworkers expect them to represent “the point of view” of their identities. Twenty-six percent ($n = 162$) of White employee respondents “strongly agreed”/“agreed” that their colleagues/coworkers expect them to represent “the point of view” of their identities, in contrast with 48% ($n = 66$) of employee Respondents of Color and 36% ($n = 24$) of Multiracial employee respondents who felt that their colleagues/coworkers expect them to represent “the point of view” of their identities. Twenty-eight percent ($n = 183$) of employee respondents with No Disability, 32% ($n = 37$) of employee respondents with a Single Disability, and 51% ($n = 24$) of employee respondents with Multiple Disabilities felt that their colleagues/coworkers expect them to represent “the point of view” of their identities. LGBTQ Faculty and Staff/Administrator respondents (42%, $n = 43$) were much more likely than Heterosexual Faculty and Staff/Administrator respondents (29%, $n = 208$) or Asexual/Other Faculty and Staff/Administrator respondents (29%, $n = 6$) to have noted that their colleagues/coworkers expect them to represent “the point of view” of their identities.

Thirty-eight percent ($n = 337$) of employee respondents believed that salary determinations were clear. Significant differences emerged in the analyses by sexual identity, gender identity, and religious/spiritual affiliation. LGBTQ Faculty and Staff/Administrator respondents (30%, $n = 31$) were much less likely than Heterosexual Faculty and Staff/Administrator respondents (38%, $n = 280$) and Asexual/Other Faculty and Staff/Administrator respondents (67%, $n = 14$) to believe that salary determinations were clear. A higher percentage of Men Faculty and Staff/Administrator respondents (43%, $n = 150$) than Women Faculty and Staff/Administrator

respondents (34%, $n = 178$) believed that salary determinations were clear. In terms of religious/spiritual affiliation, higher percentages of Catholic Faculty and Staff/Administrator respondents (45%, $n = 95$) and Christian (Not Catholic) Faculty and Staff/Administrator respondents (42%, $n = 84$) believed that salary determinations were clear than did Faculty and Staff/Administrator respondents with Multiple Religious/Spiritual Affiliations (37%, $n = 17$), Faculty and Staff/Administrator respondents with Other Faith-Based Affiliations (35%, $n = 27$), and Faculty and Staff/Administrator respondents with No Religious/Spiritual Affiliation (32%, $n = 100$).

Table 28. Attitudes about Work-Related Issues by Gender Identity, Position Status, Racial Identity, Disability Status, Sexual Identity, Citizenship Status, Military Status, and Religious/Spiritual Affiliation

Issue	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision.	96	10.7	195	21.8	379	42.4	224	25.1
Position status ^{xxxiii}								
Faculty	49	14.6	69	20.6	131	39.1	86	25.7
Staff/Administrator	47	8.4	126	22.5	248	44.4	138	24.7
Gender identity ^{xxxiv}								
Man	37	10.4	70	19.7	138	38.9	110	31.0
Woman	54	10.4	121	23.3	232	44.6	113	21.7
Religious/spiritual affiliation ^{xxxv}								
Catholic	24	11.2	43	20.0	84	39.1	64	29.8
Christian (Not Catholic)	13	6.5	55	27.5	84	42.0	48	24.0
Other Faith-Based Affiliation	6	7.7	17	21.8	30	38.5	25	32.1
No Affiliation	41	12.9	60	18.9	141	44.3	76	23.9
Multiple Affiliations	5	11.1	9	20.0	29	64.4	< 5	---
My colleagues/coworkers expect me to represent “the point of view” of my identity.	54	6.2	209	24.0	419	48.2	188	21.6
Racial identity ^{xxxvi}								
Person of Color	14	10.2	52	38.0	57	41.6	14	10.2
White	29	4.6	133	21.1	313	49.6	156	24.7
Multiracial	8	11.9	16	23.9	35	52.2	8	11.9
Disability status ^{xxxvii}								
Single Disability	9	7.8	28	24.1	59	50.9	20	17.2
No Disability	35	5.4	148	22.7	321	49.2	148	22.7
Multiple Disabilities	6	12.8	18	38.3	17	36.2	6	12.8
Sexual identity ^{xxxviii}								
LGBQ	8	7.8	35	34.0	48	46.6	12	11.7
Heterosexual	45	6.3	163	22.7	344	47.8	167	23.2
Asexual/Other	---	---	6	28.6	12	57.1	< 5	---
I believe the process for determining salaries is clear.	37	4.2	300	33.7	323	36.3	230	25.8
Sexual identity ^{xxxix}								
LGBQ	5	4.8	26	24.8	35	33.3	39	37.1
Heterosexual	27	3.7	253	34.3	275	37.3	182	24.7
Asexual/Other	< 5	---	11	52.4	< 5	---	< 5	---
Gender identity ^{xl}								
Man	20	5.7	130	37.2	115	33.0	84	24.1
Woman	15	2.9	163	31.2	202	38.7	142	27.2
Religious/spiritual affiliation ^{xli}								
Catholic	11	5.2	84	39.4	72	33.8	46	21.6
Christian (Not Catholic)	7	3.5	77	38.7	69	34.7	46	23.1
Other Faith-Based Affiliation	7	9.0	20	25.6	30	38.5	21	26.9
No Affiliation	10	3.2	90	28.4	119	37.5	98	30.9
Multiple Affiliations	0	0.0	17	37.0	18	39.1	11	23.9

Note: Table includes Faculty and Staff/Administrator responses (*n* = 916) only.

Table 29 illustrates responses to additional work-life questions by position status, gender identity,⁶⁰ racial identity, disability status, sexual identity,⁶¹ military status, citizenship status,⁶² and religious/spiritual affiliation⁶³ where the responses for these groups significantly differed from one another; splits are not presented in the table where the results were not statistically significant.

Seventy-seven percent ($n = 681$) of Faculty and Staff/Administrator respondents were comfortable taking leave that they were entitled to without fear that it may affect their job/careers. Men Faculty and Staff/Administrator respondents (78%, $n = 271$) were slightly, and significantly, more comfortable taking leave than were Women (76%, $n = 396$) Faculty and Staff/Administrator respondents.

Eighty-two percent ($n = 701$) of Faculty and Staff/Administrator respondents found Seattle University supportive of taking leave.

⁶⁰Transgender and Genderqueer Faculty and Staff/Administrator respondents ($n = 12$) were not included in these analyses because their numbers were too few to ensure confidentiality.

⁶¹Asexual/Other Faculty and Staff/Administrator respondents ($n = 22$) were not included in these analyses because their numbers were too few to ensure confidentiality.

⁶²Faculty and Staff/Administrator respondents who chose more than one response for citizenship status (i.e., Multiple Citizenships, $n = 10$) were not included in these analyses because their numbers were too few to ensure confidentiality.

⁶³Faculty and Staff/Administrator respondents who chose “Other” for religious/spiritual affiliation ($n = 10$) were not included in these analyses because their numbers were too few to ensure confidentiality.

Table 29. Attitudes about Work-Related Issues by Gender Identity, Position Status, Racial Identity, Disability Status, Sexual Identity, Citizenship Status, Military Status, and Religious/Spiritual Affiliation

Issue	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career.	232	26.2	449	50.7	156	17.6	49	5.5
Gender identity ^{xiii}								
Man	112	32.2	159	45.7	57	16.4	20	5.7
Woman	117	22.5	279	53.7	95	18.3	29	5.6
I find that Seattle University is supportive of taking leave.	171	20.0	530	62.1	114	13.3	39	4.6

Note: Table includes Faculty and Staff/Administrator responses (*n* = 916) only.

Sixty percent (*n* = 490) of Faculty and Staff/Administrator respondents felt that Seattle University provides resources to help employees balance work-life needs (Table 30). Sixty-six percent (*n* = 211) of Men Faculty and Staff/Administrator respondents felt that Seattle University provides resources to help employees balance work-life needs, in comparison with 57% (*n* = 273) of Women Faculty and Staff/Administrator respondents who felt that way. Sixty-seven percent (*n* = 349) of Staff/Administrator respondents and 48% (*n* = 141) of Faculty respondents felt that Seattle University provides resources to help employees balance work-life needs.

Thirty-four percent (*n* = 301) of Faculty and Staff/Administrator respondents felt that they had to work harder than they believe that their colleagues/coworkers did to achieve the same recognition. A higher percentage of Faculty respondents (39%, *n* = 131) than Staff/Administrator respondents (31%, *n* = 170) felt that they had to work harder than their colleagues/coworkers did to achieve the same recognition. Similarly, a higher percentage of Women Faculty and Staff/Administrator respondents (36%, *n* = 185) than Men Faculty and Staff/Administrator respondents (31%, *n* = 109) felt that they had to work harder than their colleagues/coworkers did to achieve the same recognition. A much higher percentage of Faculty and Staff/Administrator Respondents of Color (53%, *n* = 73) than Multiracial Faculty and Staff/Administrator respondents (36%, *n* = 25) and White Faculty and Staff/Administrator respondents (29%, *n* = 186) felt that they had to work harder than their colleagues/coworkers did to achieve the same recognition.

Table 30. Attitudes about Work-Related Issues by Gender Identity, Position Status, Racial Identity, Disability Status, Sexual Identity, Citizenship Status, Military Status, and Religious/Spiritual Affiliation

Issue		Strongly agree		Agree		Disagree		Strongly disagree	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel that Seattle University provides available resources to help employees balance work-life needs, such as childcare and elder care.		78	9.5	412	50.4	248	30.3	80	9.8
Gender identity ^{xliii}									
	Man	38	11.9	173	54.2	80	25.1	28	8.8
	Woman	38	7.9	235	48.7	160	33.1	50	10.4
Position status ^{xliv}									
	Faculty	17	5.8	124	42.3	114	38.9	38	13.0
	Staff/Administrator	61	11.6	288	54.9	134	25.5	42	8.0
I have to work harder than I believe my colleagues/coworkers do to achieve the same recognition.		113	12.7	188	21.1	468	52.6	120	13.5
Position status ^{xlv}									
	Faculty	56	16.7	75	22.3	159	47.3	46	13.7
	Staff/Administrator	57	10.3	113	20.4	309	55.9	74	13.4
Racial identity ^{xlvi}									
	Person of Color	34	24.8	39	28.5	49	35.8	15	10.9
	White	68	10.5	118	18.3	368	57.1	91	14.1
	Multiracial	6	8.7	19	27.5	35	50.7	9	13.0
Gender identity ^{xlvii}									
	Man	39	11.1	70	19.9	180	51.3	62	17.7
	Woman	70	13.5	115	22.2	280	53.9	54	10.4

Note: Table includes Faculty and Staff/Administrator responses (*n* = 916) only.

One hundred eighty Faculty and Staff/Administrator respondents elaborated on experiences of their work life relative to several statements. The statements that most of these respondents elaborated on were: “I am comfortable taking leave that I am entitled to without fear that it may affect my job/career” and “I feel that Seattle University provides available resources to help employees balance work-life needs, such as childcare and elder care.”

Disparate views on taking leave. These respondents’ comments suggested mixed sentiments regarding the ability to take leave. One echoed the comments of others, offering, “The outward policies are supportive of [taking] time to renew oneself. However, the reality is that we are expected to respond and handle issues while on vacation.” Another respondent who shared this sentiment wrote, “I think Seattle University as a whole is generally supportive of people taking leave and making decisions that are necessary for one's personal health, however, those in my

departments and other departments I have worked with are not.” The mixed sentiment expressed by these two respondents was elaborated on by myriad others who indicated their anxiety or caution about taking leave. Respondents who were anxious about taking leave often expressed this in relation to their workload. One respondent wrote, “Our department is stretched too thin so even if I take 1 sick day, I feel guilty that I am letting my team down. It is hard to take the amount of vacation that I earn without getting stressed upon my return.” Another added, “There is not adequate coverage for me to feel okay about taking leave. The work just piles up.” Though these respondents expressed concern about the amount of work they would have upon their return, others shared that they were advised by their supervisors against taking leave. One such respondent wrote, “I have been told by my direct supervisor ‘if you take two weeks of vacation there will be someone else at your desk when you come back.’” Another respondent shared, “I sometimes feel that my supervisor may retract permission to take leave when it becomes inconvenient, even though it was previously agreed to.”

Lack of childcare. More than 35 respondents drew attention to the statement related to the extent to which Seattle University provides resources to help balance work-life, but more specifically, childcare. In addressing this statement, these respondents typically wrote, “There is no campus childcare,” “I am unaware of any child care facilities on campus for faculty/staff,” and “We need child care on campus!” Respondents noted that “the lack of child care is a serious problem” and that “it would be awesome if we had more resources for childcare available to staff!” While not all respondents agreed with childcare support, as evidenced by the respondent who wrote, “Seattle U does not provide childcare or elder care and I don't think that they should....I want to make it clear that I do not think they should provide these services,” many others expressed that “subsidized on-campus child care would be incredibly helpful in helping [them] with work-life balance.”

^{xxxiii} A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who were reluctant to bring up issues of concern by position status: $\chi^2(12, N = 856) = 27.6, p < .01$.

^{xxxiv} A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who were reluctant to bring up issues of concern by gender identity: $\chi^2(3, N = 875) = 10.0, p < .05$.

^{xxxv} A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who were reluctant to bring up issues of concern by religious/spiritual affiliation: $\chi^2(3, N = 894) = 9.4, p < .05$.

^{xxxvi} A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who felt that colleagues expected them to represent “the point of view” of their identities by racial identity: $\chi^2(6, N = 835) = 39.0, p < .001$.

^{xxxvii} A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who felt that colleagues expected them to represent “the point of view” of their identities by disability status: $\chi^2(6, N = 815) = 13.7, p < .05$.

^{xxxviii} A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who felt that colleagues expected them to represent “the point of view” of their identities by sexual identity: $\chi^2(6, N = 843) = 13.1, p < .05$.

^{xxxix} A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who believed that the process for determining salaries is clear by sexual identity: $\chi^2(6, N = 863) = 19.7, p < .01$.

^{xl} A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who believed that the process for determining salaries is clear by gender identity: $\chi^2(3, N = 871) = 9.2, p < .05$.

^{xli} A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who believed that the process for determining salaries is clear by religious/spiritual affiliation: $\chi^2(3, N = 853) = 21.8, p < .05$.

^{xlii} A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who were comfortable taking leave they were entitled to by gender identity: $\chi^2(3, N = 868) = 10.5, p < .05$.

^{xliii} A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who felt that Seattle University provided resources to help employees balance work-life needs by gender identity: $\chi^2(3, N = 802) = 9.1, p < .05$.

^{xliv} A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who felt that Seattle University provided resources to help employees balance work-life needs by position status: $\chi^2(3, N = 818) = 28.4, p < .001$.

^{lv} A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who felt that they had to work harder than their colleagues to achieve the same recognition by position status: $\chi^2(3, N = 889) = 9.9, p < .05$.

^{lvi} A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who felt that they had to work harder than their colleagues to achieve the same recognition by racial identity: $\chi^2(6, N = 851) = 37.0, p < .001$.

^{lvii} A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who felt that they had to work harder than their colleagues to achieve the same recognition by gender identity: $\chi^2(3, N = 870) = 10.0, p < .001$.

Perceptions of Employment Practices

The survey queried Faculty and Staff/Administrator respondents about whether they had observed discriminatory employment practices at Seattle University. Nineteen percent each of Staff/Administrator respondents ($n = 105$) and Faculty respondents ($n = 64$) indicated that they had observed hiring practices at Seattle University (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) within the past year/hiring cycle that they perceived to be unfair or unjust or that would inhibit diversifying the community (Table 31).

Table 31. Employee Respondents Who Observed Employment Practices that were Unfair or Unjust, or that Would Inhibit Diversifying the Community

	Hiring practices		Employment-related disciplinary actions		Procedures or practices related to promotion/tenure/reclassification	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
No	725	81.1	782	87.9	646	72.5
Faculty	271	80.9	284	85.5	223	67.0
Staff/Administrator	454	81.2	498	89.2	423	75.8
Yes	169	18.9	108	12.1	245	27.5
Faculty	64	19.1	48	14.5	110	33.0
Staff/Administrator	105	18.8	60	10.8	135	24.2

Note: Table includes Faculty and Staff/Administrator responses ($n = 906$) only.

Of those Faculty and Staff/Administrator respondents who indicated that they had observed discriminatory hiring at Seattle University, 33% ($n = 55$) noted that it was based on gender/gender identity, 25% ($n = 42$) on ethnicity, 22% ($n = 37$) on age, 18% ($n = 31$) on nepotism, and 13% ($n = 22$) on educational credentials.

Subsequent analyses⁶⁴ indicated the following:

- By gender identity: 21% ($n = 111$) of Women employee respondents and 14% ($n = 51$) of Men employee respondents indicated that they had observed discriminatory hiring practices.^{xlviii}

⁶⁴Chi-square analyses were conducted by position status, gender identity, racial identity, age, sexual identity, religious/spiritual affiliation, and disability status; only significant differences are reported.

- By age: 23% ($n = 76$) of employee respondents between ages 35 and 48 years, 20% ($n = 39$) of employee respondents between 23 and 34 years old, and 13% each of employee respondents between 49 and 67 years old ($n = 40$) and 68 years old and older ($n < 5$) indicated that they had observed discriminatory hiring practices.^{xlix}
- By sexual identity: 25% ($n = 27$) of LGBTQ employee respondents, 18% ($n = 132$) of Heterosexual employee respondents, and 5% ($n < 5$) of Asexual/Other employee respondents indicated that they had observed discriminatory hiring practices.¹

Sixty Faculty and Staff/Administrator respondents elaborated on their observation of unfair or unjust hiring practices. Three themes emerged from these responses and are presented below, with supporting quotations highlighting the ways respondents observed this behavior.

Disparate views on diversity concerns in hiring practices. One theme suggested that the unfair or unjust practices that these respondents observed were related to “diversity.” However, respondent comments suggested differences in the ways that diversity plays a role in the hiring process. Several of these respondents suggested that few or unsupported attempts have been made to diversify the workforce at Seattle University, while others feel that diversity is often used to make inappropriate hires. Those who questioned the level of intentionality regarding diversity wrote, for example, “Despite talk of diversity there is no real effort to enhance the diversity of candidate pools in searches in which I have participated.” Another respondent offered, “I believe we have an open hiring process and environment but that more could be done to affirmatively diversify the staff here so that it is more representative of our student body.” Yet another respondent added, “On a hiring committee, members were hesitant to take ethnicity into consideration, although the entire staff was white and diversifying the workforce was a stated value.” However, while these respondents suggested that more needs to be done because diversity was not being given enough emphasis in the hiring process, thus making it unfair or unjust, others indicated the opposite. One such respondent wrote, “Seattle University tends to hire on race and favors those of color. At this point, it is becoming reverse discrimination.” Another added, “SU consistently will higher [sic] minimally or under qualified individuals because they come from an underrepresented minority...rather than higher [sic] based on qualifications.”

Nepotism. The second theme that emerged was related to respondents' believing that individuals were hired into roles because of "who they knew." One respondent wrote, "People are hired into positions based on who they know not their qualifications." Others added that they have "seen hiring based upon outside personal relationships at higher level positions." The general feeling expressed was that "positions are often given to people that hiring managers know but who have not worked at Seattle U before, and they do not conduct a real hiring process, but one that acts as a facade that covers up the fact that they've already made their decision." Multiple respondents offered specific examples that offered "a candidate who was hired was best friends" of several people influential in the hiring process. Overall, among those who expressed their concern about nepotistic hiring practices, the sentiment was that they see "too many folks hired who are friends."

Gender. The third theme that emerged was related to gender. One respondent wrote, "I was in an interview in which multiple, qualified female students were overlooked for faculty/supervisor's perception that the student was 'a sweet girl' and would be better at 'taking care of people's needs' than completing the prospective job, which entailed basic administrative support." Another respondent offered an example of a question that was asked during a search. This respondent wrote, "I have seen faculty challenge candidates in a roundabout way: 'Do you think you can face the challenge of being the only minority person in this department?' 'Our department is short on women.'" Generally, these respondents expressed that they have witnessed "bias based on gender" in hiring decisions.

Twelve percent ($n = 108$) of Faculty and Staff/Administrator respondents indicated that they had observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal, within the past year/hiring cycle at Seattle University. Subsequent analyses indicated that of those individuals, 19% ($n = 21$) noted that they believed that the discrimination was based on ethnicity, 18% ($n = 19$) on position status, 17% ($n = 18$) on philosophical views, 16% ($n = 17$) on age, and 15% each on age ($n = 16$) and racial identity ($n = 16$).

Subsequent analyses⁶⁵ also indicated the following:

- By racial identity: 12% ($n = 76$) of White employee respondents, 3% ($n < 5$) of Multiracial employee respondents, and 16% ($n = 22$) of Employee Respondents of Color reported having observed discriminatory disciplinary actions.^{li}
- By disability status: 23% ($n = 11$) of employee respondents with Multiple Disabilities versus 9% ($n = 10$) of employee respondents with a Single Disability and 11% ($n = 74$) of employee respondents with No Disability reported that they had witnessed discriminatory disciplinary actions.^{lii}

Twenty-eight percent of Faculty and Staff/Administrator respondents ($n = 245$) reported having observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification at Seattle University. Subsequent analyses indicated that respondents believed that this was based on gender/gender identity (24%, $n = 58$), ethnicity (18%, $n = 44$), position (17%, $n = 42$), racial identity (14%, $n = 34$), and age (13%, $n = 31$).

Subsequent analyses⁶⁶ also indicated the following:

- By position: 33% ($n = 110$) of Faculty respondents and 24% ($n = 135$) of Staff/Administrator respondents indicated that they had observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification.^{liii}
- By gender identity: 58% ($n = 7$) of Transgender/Genderqueer/Other employee respondents, 28% ($n = 145$) of Women employee respondents, and 26% ($n = 90$) of Men employee respondents indicated that they had witnessed discriminatory promotion/tenure/reappointment/reclassification.^{liv}
- By sexual identity: 34% ($n = 37$) of LGBTQ employee respondents, 27% ($n = 195$) of Heterosexual employee respondents, and 9% ($n < 5$) of Asexual/Other employee respondents reported having witnessed such conduct.^{lv}
- By age: 33% ($n = 110$) of employee respondents between ages 35 and 48 years, 26% ($n = 80$) of employee respondents between 49 and 67 years old, 19% ($n = 38$) of employee

⁶⁵Chi-square analyses were conducted by position status, gender identity, racial identity, age, sexual identity, religious/spiritual affiliation, and disability status; only significant differences are reported.

⁶⁶Chi-square analyses were conducted by position status, gender identity, racial identity, age, sexual identity, religious/spiritual affiliation, and disability status; only significant differences are reported.

respondents between 23 and 34 years old, and 16% ($n = 5$) of employee respondents 68 and older indicated that they had observed discriminatory promotion/tenure/reappointment/reclassification.^{lvi}

Seventy Faculty and Staff/Administrator respondents elaborated on their observation of unfair or unjust promotion, tenure, reappointment, or reclassification practices at Seattle University. One theme emerged and is presented below, with supporting quotations.

Gender and racial disparity. These Faculty and Staff/Administrator respondents shared that the unfair or unjust practices they observed at Seattle University were related to either the gender or the race of the individual. Though some respondents expressed that “under qualified under-represented minority groups get hired and promoted more frequently,” the overwhelming majority of these respondents expressed the opposite. One respondent wrote, “I am aware of a number of situations whereby faculty of color and women of color have had to fight for their tenure and promotion; although their tenure files are more impressive than a number of their colleagues.” Another respondent added, “I have heard from more than one professor of color that the processes/practices for tenure approval for faculty of color have been unjust - not just for one person but for several historically.” Generally, these respondents suggested that an individual’s race and/or gender is often the basis of the unfair or unjust practices they observe.

^{xlvi}A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who reported having observed discriminatory employment practices related to hiring at Seattle University by gender identity: $\chi^2(2, N = 886) = 8.5, p < .05$.

^{xlix}A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who reported having observed discriminatory employment practices related to hiring at Seattle University by age: $\chi^2(4, N = 873) = 13.0, p < .05$.

^lA chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who reported having observed discriminatory employment practices related to hiring at Seattle University by sexual identity: $\chi^2(2, N = 866) = 6.0, p < .05$.

^{li}A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who reported having observed discriminatory disciplinary practices, up to and including dismissal, at Seattle University by racial identity: $\chi^2(2, N = 854) = 7.6, p < .05$.

^{lii}A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who reported having observed discriminatory disciplinary practices, up to and including dismissal, at Seattle University by disability status: $\chi^2(2, N = 835) = 7.8, p < .05$.

^{liii}A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who reported having observed unfair employment practices related to promotion/tenure/reappointment/reclassification by position status: $\chi^2(1, N = 891) = 8.1, p < .01$.

^{liv}A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who reported having observed unfair employment practices related to promotion/tenure/reappointment/reclassification by gender identity: $\chi^2(2, N = 883) = 6.5, p < .05$.

^{lv}A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who reported having observed unfair employment practices related to promotion/tenure/reappointment/reclassification by sexual identity: $\chi^2(2, N = 863) = 6.5, p < .05$.

^{lvi}A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who reported having observed unfair employment practices related to promotion/tenure/reappointment/reclassification by age: $\chi^2(4, N = 871) = 15.6, p < .01$.

Staff/Administrator Respondents' Views About Work-life, Support, and Resources

Several survey items queried Staff/Administrators about their opinions regarding work-life issues, and support and resources available at Seattle University. Frequencies and significant differences based on gender identity, racial identity, sexual identity,⁶⁷ disability status, and religious/spiritual affiliation are provided in Tables 32 through 34.⁶⁸

Seventy-two percent ($n = 393$) of Staff/Administrator respondents found Seattle University supportive of flexible work schedules (Table 32). Significant differences emerged by gender identity: 81% ($n = 161$) of Men Staff/Administrator respondents and 66% ($n = 224$) of Women Staff/Administrator respondents found Seattle University supportive of taking leave.

Twenty-four percent ($n = 131$) of Staff/Administrator respondents indicated that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children (Table 32). Thirty-six percent ($n = 28$) of Staff/Administrator respondents with a Single Disability, 34% ($n = 12$) of Staff/Administrator respondents with Multiple Disabilities, and 21% ($n = 81$) of Staff/Administrator respondents with No Disability felt that people who do not have children are burdened with work responsibilities beyond those who do have children.

⁶⁷Asexual/Other Staff/Administrator respondents ($n = 14$) were not included in the analyses because their numbers were too few to maintain the confidentiality of their responses.

⁶⁸Analyses were not run by citizenship status or military status because Non-U.S. Citizen Staff/Administrator respondents ($n = 22$) and Staff/Administrator respondents with Military Service ($n = 21$) were too few to maintain the confidentiality of their responses.

Table 32. Staff/Administrator Respondents' Attitudes about Work-Life Issues and Caregiving by Gender Identity, Racial Identity, Disability Status, Sexual Identity, and Religious/Spiritual Affiliation

		Strongly agree		Agree		Disagree		Strongly disagree	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I find that Seattle University is supportive of flexible work schedules.		87	15.9	306	55.8	118	21.5	37	6.8
Gender identity ^{lvii}									
	Man	31	15.6	130	65.3	29	14.6	9	4.5
	Woman	53	15.7	171	50.6	86	25.4	28	8.3
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.		40	7.4	91	16.9	328	60.9	80	14.8
Disability status ^{lviii}									
	Single Disability	11	14.1	17	21.8	44	56.4	6	7.7
	No Disability	23	5.8	58	14.7	247	62.5	67	17.0
	Multiple Disabilities	< 5	---	9	25.7	20	57.1	< 5	---

Note: Table includes Staff/Administrator responses (*n* = 566) only.

Thirty percent (*n* = 162) of Staff/Administrator respondents indicated that they performed more work to help students (e.g., formal and informal advising, helping with student groups and activities, providing other support) beyond that of their colleagues with similar performance expectations. (Table 33). Forty-seven percent (*n* = 237) of Staff/Administrator respondents felt that their diversity-related contributions have been/will be valued for promotion. No significant differences in responses emerged based on gender identity, racial identity, sexual identity, disability status, or religious/spiritual affiliation.

Table 33. Staff/Administrator Respondents' Attitudes by Gender Identity, Racial Identity, Disability Status, Sexual Identity, and Religious/Spiritual Affiliation

		Strongly agree		Agree		Disagree		Strongly disagree	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I perform more work to help students (e.g., formal and informal advising, helping with student groups and activities, providing other support) beyond that of my colleagues with similar performance expectations.		35	6.6	127	24.1	309	58.5	57	10.8
I feel that my diversity-related contributions have been/will be valued for promotion.		12	2.4	225	45.0	241	48.2	22	4.4

Note: Table includes Staff/Administrator responses (*n* = 566) only.

The survey also queried Staff/Administrators about their perceptions of support and resources available at Seattle University. Significant differences based on racial identity, gender identity, sexual identity, disability status, and religious/spiritual affiliation are provided in Table 34.

The majority of Staff/Administrator respondents indicated that they had supervisors (71%, $n = 381$) and colleagues/coworkers (78%, $n = 418$) at Seattle University who give them career advice or guidance when they need it (Table 34). A significantly higher percentage of Staff/Administrator respondents with No Disability (82%, $n = 322$) than with a Single Disability (68%, $n = 53$) or with Multiple Disabilities (69%, $n = 24$) felt that they had colleagues/coworkers who give them career advice or guidance when they need it.

Sixty-nine percent of Staff/Administrator respondents each indicated that their supervisors ($n = 375$) and Seattle University ($n = 375$) provide them with resources to pursue professional development opportunities. A significantly lower percentage of Multiracial Staff/Administrator respondents (49%, $n = 27$) than Staff/Administrator Respondents of Color (72%, $n = 58$) and White Staff/Administrator respondents (71%, $n = 281$) noted that Seattle University provides them with resources to pursue professional development opportunities.

Seventy-four percent ($n = 404$) of Staff/Administrator respondents agreed that their supervisors provide ongoing feedback to help improve their performance. Sixty-seven percent ($n = 365$) of Staff/Administrator respondents noted that they had adequate access to administrative support.

Table 34. Staff/Administrator Respondents' Perceptions of Support and Resources Available at Seattle University by Gender Identity, Racial Identity, Disability Status, Sexual Identity, and Religious/Spiritual Affiliation

		Strongly agree		Agree		Disagree		Strongly disagree	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have supervisors who give me job/career advice or guidance when I need it.		91	16.9	290	54.0	116	21.6	40	7.4
I have colleagues/coworkers who give me job/career advice or guidance when I need it.		75	14.0	343	64.0	93	17.4	25	4.7
Disability status ^{ix}									
	Single Disability	11	14.1	42	53.8	21	26.9	< 5	---
	No Disability	59	15.0	263	66.8	60	15.2	12	3.0
	Multiple Disabilities	5	14.3	19	54.3	6	17.1	5	14.3
My supervisor provides me with resources to pursue professional development opportunities.		97	17.8	278	50.9	125	22.9	46	8.4
Seattle University provides me with resources to pursue professional development opportunities.		65	11.9	310	56.8	121	22.2	50	9.2
Racial identity ^{ix}									
	Person of Color	8	9.9	50	61.7	16	19.8	7	8.6
	White	52	13.2	229	58.1	79	20.1	34	8.6
	Multiracial	5	9.1	22	40.0	21	38.2	7	12.7
My supervisor provides ongoing feedback to help me improve my performance.		91	16.8	313	57.6	105	19.3	34	6.3
I have adequate access to administrative support.		63	11.5	302	55.2	133	24.3	49	9.0

Note: Table includes Staff/Administrator responses (*n* = 566) only.

Ninety Staff/Administrator respondents provided statements to elaborate on their opinions related to work-life issues. The response choice that most of these respondents elaborated on was related to the perceived lack of support for professional development.

Lack of support for professional development. Nearly one-third of these respondents elaborated on their experiences related to professional development. Among their expression of experiences emerged a common theme regarding funding for professional development opportunities. Many of these respondents commented that “budget shortfalls have impacted professional development.” One such respondent wrote, “With the budget cuts, professional development was the first thing to go.” Another respondent added, “Budget cuts have eliminated the money for

professional development.” One respondent expressed that they still have access to some professional development opportunities, but that those opportunities are now limited because “budget cuts are restricting what [they are] able to do.” With the budget constraints, these Staff/Administrator respondents expressed a burgeoning feeling that not providing funding or access to professional developments is sending a negative message. One respondent who felt this way wrote, “It is difficult when onboarding new employees to have to let them know that they will not be able to participate in regional conferences or local [professional development] opportunities [because] we can't afford it. It feels like we are telling them that their interest in our profession is not worth the investment.” The lack of funding for professional development opportunities, according to one self-identified Staff/Administrator respondent, has caused them to “worry about [the] impact on staff morale.” Overall, the sentiment is that “unless the professional development class or training is taught on campus, there isn’t always the funding or support offered to advance [one’s] career.”

^{lvii} A chi-square test was conducted to compare percentages of Staff/Administrator respondents who felt that Seattle University is supportive of flexible work schedules by gender identity: $\chi^2(3, N = 537) = 14.3, p < .01$.

^{lviii} A chi-square test was conducted to compare percentages of Staff/Administrator respondents who felt that people who do not have children are burdened with work responsibilities by disability status: $\chi^2(6, N = 508) = 15.4, p < .05$.

^{lix} A chi-square test was conducted to compare percentages of Staff/Administrator respondents who felt that they had colleagues who give them career advice when they need it by disability status: $\chi^2(6, N = 507) = 17.5, p < .01$.

^{lx} A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who felt that Seattle University provides them with resources to pursue professional development opportunities by racial identity: $\chi^2(6, N = 530) = 12.7, p < .05$.

Staff/Administrator Respondents' Feelings of Value at Seattle University

One question in the survey queried Staff/Administrators about their opinions on a variety of topics, including how they thought others at Seattle University viewed them. Table 35 illustrates Staff/Administrator responses to these items. Analyses were conducted by staff status (Exempt Professional Staff/Administrator – Staff, Non-Exempt Staff/Vendor); significant differences are presented in the table.

The majority of Staff/Administrator respondents felt valued by their coworkers (88%, $n = 493$), by their supervisors/managers (81%, $n = 453$), and by Seattle University students (67%, $n = 371$). Few Staff/Administrator respondents felt that their coworkers (28%, $n = 156$), their supervisors/managers (22%, $n = 123$), or students (18%, $n = 100$) pre-judged their abilities based on their perception of their identity/backgrounds.

Forty-nine percent ($n = 274$) of Staff/Administrator respondents thought that Seattle University administrators were genuinely concerned with their welfare. A small percentage of Exempt Professional Staff/Administrator – Staff respondents (50%, $n = 164$), but a significantly higher percentage than Non-Exempt Staff/Vendor respondents (48%, $n = 110$), thought that Seattle University administrators were genuinely concerned with their welfare.^{lxi}

More than half of Staff/Administrator respondents (59%, $n = 330$) believed that their work unit encouraged free and open discussions of difficult topics. About three-quarters of Staff/Administrator respondents (77%, $n = 429$) felt that their skills were valued.

Table 35. Staff/Administrator Respondents' Feelings of Being Valued at Seattle University

Perception of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by coworkers.	203	36.1	290	51.5	34	6.0	26	4.6	10	1.8
I think coworkers in my department pre-judge my abilities based on their perception of my identity/background.	26	4.6	130	23.2	161	28.7	179	32.0	64	11.4
I feel valued by my supervisor/manager.	213	38.0	240	42.9	54	9.6	30	5.4	23	4.1
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	28	5.0	95	17.1	145	26.1	186	33.5	101	18.2
I think that SU administrators are genuinely concerned with my welfare.	71	12.7	203	36.4	145	26.0	99	17.8	39	7.0
Exempt/Administrator – Staff	42	12.8	122	37.2	90	27.4	61	18.6	13	4.0
Non-Exempt/Vendor	29	12.7	81	35.4	55	24.0	38	16.6	26	11.4
I think that SU administrators pre-judge my abilities based on their perception of my identity/background.	29	5.3	85	15.5	215	39.2	158	28.8	62	11.3
I feel valued by SU students.	113	20.5	258	46.9	154	28.0	154	28.0	21	3.8
I feel that SU students pre-judge my abilities based on their perception of my identity/background.	18	3.3	82	15.1	210	38.7	160	29.5	72	13.3
I believe that my work unit encourages free and open discussion of difficult topics.	101	18.1	229	41.0	127	22.8	70	12.5	31	5.6
I feel that my skills are valued.	144	25.8	285	51.1	62	11.1	47	8.4	20	3.6

Note: Table includes Staff/Administrator responses (*n* = 566) only.

^{lxi}A chi-square test was conducted to compare percentages of Staff respondents who thought that Seattle University administrators were genuinely concerned with their welfare by staff status: $\chi^2(4, N = 557) = 11.6, p < .05$.

Faculty Respondents' Views on University Policies

One survey item queried Faculty about their opinions regarding a variety of issues specific to faculty work (Table 36). Chi-square analyses were conducted⁶⁹ by gender identity, racial identity, sexual identity, citizenship status, religious/spiritual affiliation, and disability status; only significant differences are reported.⁷⁰ The majority of Faculty respondents “agreed” or “strongly agreed” that Seattle University’s tenure/promotion process is clear (59%, $n = 192$) and standards are reasonable (71%, $n = 223$). Subsequent analyses indicated that 65% ($n = 35$) of Faculty Respondents of Color and 60% ($n = 143$) of White Faculty respondents felt that the tenure/promotion process is clear.^{lxii}

Less than half (44%, $n = 135$) of Faculty respondents felt that tenure standards/promotion standards/reappointment standards are applied equally to all faculty. Subsequent analyses indicated that Faculty respondents ages 35 through 48 years (33%, $n = 40$) and ages 23 through 34 years (38%, $n = 8$) were less likely than Faculty respondents ages 49 through 67 years (54%, $n = 74$) and 68 years old or older (62%, $n = 13$) to believe that tenure standards/promotion standards/reappointment standards are applied equally to all faculty.^{lxiii}

Sixty-nine percent ($n = 207$) of Faculty respondents felt that their diversity-related research/teaching/service contributions have been/will be valued for promotion or tenure. Subsequent analyses indicated that 52% ($n = 18$) of LGBTQ Faculty respondents and 73% ($n = 180$) of Heterosexual Faculty respondents believed that their diversity-related research/teaching/service contributions have been/will be valued for promotion or tenure.^{lxiv}

Half (51%, $n = 164$) of Faculty respondents felt that the student evaluation forms used to assess their teaching are fair. Eighty-one percent ($n = 243$) of Faculty respondents believed that the additional methods used to assess teaching are fair. By racial identity, 65% ($n = 32$) of Faculty

⁶⁹Per the CSWG, no secondary analyses were conducted for Faculty because of the low numbers of respondents within faculty subcategories.

⁷⁰For all analyses in this section on Faculty perceptions, Transgender/Genderqueer/Other Faculty respondents ($n = 5$), Asexual/Other ($n = 8$) Faculty respondents, Faculty respondents with Multiple Religious/Spiritual Affiliations ($n = 15$) or Other Religious/Spiritual Affiliations ($n < 5$), Multiracial Faculty respondents ($n = 15$), and Faculty respondents with Multiple Disabilities ($n = 12$) were not included because their numbers were too few to maintain the confidentiality of their responses.

Respondents of Color and 85% ($n = 185$) of White Faculty respondents believed that the additional methods used to assess teaching are fair.^{lxv}

One-quarter (26%, $n = 80$) of Faculty respondents felt pressured to change their scholarship direction to achieve tenure or be promoted at Seattle University. Subsequent analyses indicated 21% ($n = 45$) of White Faculty respondents and 37% ($n = 19$) of Faculty Respondents of Color felt pressured to change their scholarship direction to achieve tenure or be promoted.^{lxvi}

Seventy-two percent ($n = 226$) of Faculty respondents felt that their service contributions are important to tenure/promotion/reappointment. Subsequent analyses revealed no significant differences between groups.

Table 36. Faculty Respondents' Attitudes about Tenure and Advancement Processes

Issue	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that the tenure/promotion/reappointment process is clear.	32	9.8	160	48.8	113	34.5	23	7.0
I believe that the tenure/promotion/reappointment standards are reasonable.	41	13.1	182	58.0	73	23.2	18	5.7
I believe the tenure standards/promotion standards/reappointment standards are applied equally to all faculty.	25	8.2	110	35.9	125	40.8	46	15.0
I feel that diversity related research/teaching/service contributions have been/will be valued for promotion or tenure.	34	11.4	173	57.9	71	23.7	21	7.0
I believe that the student evaluation forms used to assess my teaching are fair.	25	7.8	139	43.2	103	32.0	55	17.1
I believe that the additional methods used to assess teaching are fair.	39	13.0	204	68.2	43	14.4	13	4.3
I feel pressured to change my scholarship direction to achieve tenure/promotion/reappointment.	31	10.2	49	16.1	173	56.9	51	16.8
I feel that my service contributions are important to tenure/promotion/reappointment.	44	14.1	182	58.3	59	18.9	27	8.7

Note: Table includes Faculty respondents (*n* = 340) only.

Seventy Faculty respondents elaborated on their experience of work life related to the preceding statements. The only theme that emerged from these responses was not related to a specific statement, but instead to a specific experience: service. This theme is explicated further below, with supporting quotations.

Excessive service requirements. Several Faculty respondents expressed a level of concern related to their service responsibilities. While some drew attention to the level of service they are engaged in, in relation to their colleagues, others felt that the service requirements in general were excessive. One respondent wrote, “Faculty of color get called upon to do a great deal of service in terms of being the face of diversity on campus and to the external community, involvement in diversity-related initiatives, mentoring students of color, etc., but ‘service’ doesn’t account for much in the promotion/renewal/tenure process.” Another respondent added, “The expectations for service are excessive. They have increased in the last 10 years because our current upper administration is constantly coming up with new initiatives, new ways of reporting, new rules and regulations (e.g., new Faculty Handbook), that we are all expected to respond to immediately, as if we had nothing to do except to respond to these demands.” One particular respondent admitted that, until recently, service was not required but noted that now that it is, the question of “how much [service] can be extracted” from non-tenured faculty members is “ever present.” The sentiment of the Faculty respondent who wrote, “Service responsibilities are heavy for all faculty in my department” reflects the general sentiment of the Faculty members who drew particular attention to this theme as it relates to their work-life experience.

Table 37 illustrates Faculty respondents’ attitudes and perceptions about their work responsibilities and obligations. Each item was tested for significant differences by gender identity, racial identity, disability status, sexual identity, age, and religious/spiritual affiliation; only significant differences are reported.

Forty-one percent ($n = 129$) of Faculty respondents felt burdened by teaching and curricular responsibilities at Seattle University. Forty-nine percent ($n = 80$) of Women Faculty respondents and 31% ($n = 46$) of Men Faculty respondents felt burdened by teaching and curricular responsibilities.^{lxvii} By racial identity, 57% ($n = 31$) of Faculty Respondents of Color and 35% ($n = 81$) of White Faculty respondents felt burdened by teaching and curricular responsibilities.^{lxviii}

Thirty-two percent ($n = 100$) of Faculty respondents felt burdened by scholarship requirements, and 50% ($n = 158$) of Faculty respondents felt that they performed more work to help students beyond that of their colleagues with similar performance expectations. A significantly higher percentage of Faculty Respondents of Color (66%, $n = 35$) than White Faculty respondents (45%, $n = 103$) felt that they performed more work to help students beyond that of their colleagues with similar performance expectations.^{lxi}

Forty-four percent ($n = 137$) of Faculty respondents felt burdened by service responsibilities (e.g., committee memberships, departmental work assignments). Fifty-two percent ($n = 84$) of Women Faculty respondents and 35% ($n = 51$) of Men Faculty respondents felt burdened by service responsibilities.^{lxx} A significantly higher percentage of Faculty Respondents of Color (57%, $n = 30$) than White Faculty respondents (41%, $n = 93$) felt burdened by service responsibilities.^{lxxi}

Thirty-three percent ($n = 104$) of Faculty respondents felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations. A significantly higher percentage of Faculty Respondents of Color (46%, $n = 21$) than White Faculty respondents (29%, $n = 65$) felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations.^{lxxii} Subsequent analyses revealed no significant differences in responses by gender identity, disability status, sexual identity, age, or religious/spiritual affiliation.

Table 37. Faculty Respondents' Attitudes about Responsibilities and Requirements

Issue	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel burdened by teaching & curricular responsibilities.	43	13.5	86	27.0	150	47.0	40	12.5
I feel burdened by scholarship requirements.	24	7.8	76	24.6	158	51.1	51	16.5
I perform more work to help students beyond that of my colleagues with similar performance expectations.	56	17.7	102	32.2	142	44.8	17	5.4
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments).	47	14.9	90	28.6	153	48.6	25	7.9
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of my colleagues with similar performance expectations.	39	12.4	65	20.7	174	55.4	36	11.5

Note: Table includes Faculty respondents (*n* = 340) only.

Table 38 depicts Faculty respondents' attitudes about Seattle University work-life policies. Subsequent analyses were conducted to identify significant differences in responses by gender identity, racial identity, disability status, sexual identity, age, and religious/spiritual affiliation; only significant differences are reported.

Twenty-three percent (*n* = 64) of Faculty respondents have used Seattle University policies on taking leave for childbearing or adoption (SU maternity disability policy). Subsequent analyses revealed no significant differences in responses by gender identity, racial identity, disability status, sexual identity, age, or religious/spiritual affiliation.

Seven percent ($n = 19$) of Faculty respondents have used Seattle University policies on active service-modified duties. Twenty percent ($n = 9$) of Faculty Respondents of Color and 4% ($n = 8$) of White Faculty respondents have used Seattle University policies on active service-modified duties.^{lxxiii} Again, analyses revealed no significant differences in responses by gender identity, racial identity, disability status, sexual identity, age, or religious/spiritual affiliation.

Nine percent ($n = 24$) of Faculty respondents felt that faculty members in their departments who use family accommodation (FMLA) policies are disadvantaged in promotion or tenure. Fourteen percent ($n = 19$) of Women Faculty respondents and 4% ($n = 5$) of Men Faculty respondents felt that faculty members in their departments who use family accommodation (FMLA) policies are disadvantaged in promotion or tenure.^{lxxiv} Likewise, Faculty Respondents of Color (25%, $n = 12$) were more likely than White Faculty respondents (5%, $n = 10$) to note that faculty members in their departments who use family accommodation (FMLA) policies are disadvantaged in promotion or tenure.^{lxxv}

Table 38. Faculty Respondents' Attitudes about Work-life Policies

Issue	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have used Seattle University policies on taking leave for childbearing or adoption (SU maternity disability policy).	29	10.2	35	12.3	106	37.2	115	40.4
I have used Seattle University policies on active service-modified duties.	6	2.1	13	4.6	133	47.0	131	46.3
In my department, faculty members who use family accommodation (FMLA) policies are disadvantaged in promotion or tenure.	< 5	---	20	7.5	152	56.9	91	34.1

Note: Table includes Faculty respondents ($n = 340$) only.

Sixty-six percent ($n = 215$) of Faculty respondents felt that they had adequate access to administrative support. Further analyses revealed no significant differences in responses by

gender identity, racial identity, disability status, sexual identity, age, or religious/spiritual affiliation.

^{lxii} A chi-square test was conducted to compare percentages of Faculty respondents who felt that the tenure/promotion process is clear by racial identity: $\chi^2(3, N = 293) = 9.2, p < .05$.

^{lxiii} A chi-square test was conducted to compare percentages of Faculty respondents who believed that tenure standards/promotion standards/reappointment standards are applied equally to all faculty by age: $\chi^2(9, N = 295) = 24.1, p < .01$.

^{lxiv} A chi-square test was conducted to compare percentages of Faculty respondents who felt that their diversity-related research/teaching/service have been/will be valued for promotion or tenure by sexual identity: $\chi^2(3, N = 281) = 8.3, p < .05$.

^{lxv} A chi-square test was conducted to compare percentages of Faculty respondents who believed that the additional methods used to assess teaching are fair by racial identity: $\chi^2(3, N = 266) = 13.9, p < .01$.

^{lxvi} A chi-square test was conducted to compare percentages of Faculty respondents who felt pressured to change their research agenda to achieve tenure or be promoted by racial identity: $\chi^2(3, N = 270) = 18.7, p < .001$.

^{lxvii} A chi-square test was conducted to compare percentages of Faculty respondents who felt burdened by teaching and curricular responsibilities by gender identity: $\chi^2(3, N = 311) = 14.1, p < .01$.

^{lxviii} A chi-square test was conducted to compare percentages of Faculty respondents who felt burdened by teaching and curricular responsibilities by racial identity: $\chi^2(3, N = 285) = 12.7, p < .01$.

^{lxix} A chi-square test was conducted to compare percentages of Faculty respondents who felt that they performed more work to help students beyond that of their colleagues by racial identity: $\chi^2(3, N = 283) = 8.6, p < .05$.

^{lxx} A chi-square test was conducted to compare percentages of Faculty respondents who felt burdened by service responsibilities by gender identity: $\chi^2(3, N = 307) = 9.7, p < .05$.

^{lxxi} A chi-square test was conducted to compare percentages of Faculty respondents who felt burdened by service responsibilities by racial identity: $\chi^2(3, N = 281) = 8.4, p < .05$.

^{lxxii} A chi-square test was conducted to compare percentages of Faculty respondents who felt burdened by service responsibilities beyond those of their colleagues by racial identity: $\chi^2(3, N = 279) = 9.2, p < .05$.

^{lxxiii} A chi-square test was conducted to compare percentages of Faculty respondents who have used Seattle University policies on active service-modified duties by racial identity: $\chi^2(3, N = 254) = 17.0, p < .001$.

^{lxxiv} A chi-square test was conducted to compare percentages of Faculty respondents who felt that faculty members who use family accommodation (FMLA) policies are disadvantaged in promotion or tenure by gender identity: $\chi^2(3, N = 260) = 8.6, p < .05$.

^{lxxv} A chi-square test was conducted to compare percentages of Faculty respondents who felt that faculty members who use family accommodation (FMLA) policies are disadvantaged in promotion or tenure by racial identity: $\chi^2(3, N = 238) = 18.9, p < .001$.

Faculty Respondents' Feelings of Value at Seattle University

One question in the survey queried Faculty respondents about their opinions on a variety of topics, including how they thought others at Seattle University viewed them. Table 39 illustrates Faculty responses to these items.

The majority of Faculty respondents felt valued by other faculty in their departments (79%, $n = 268$), by their department heads/chairs (77%, $n = 253$), and by students in the classroom (87%, $n = 290$) (Table 39). Few Faculty respondents felt that faculty in their departments (28%, $n = 94$), their department chairs (20%, $n = 65$), students (36%, $n = 120$), or administrators (25%, $n = 81$) pre-judged their abilities based on their perception of their identity/backgrounds. Forty-three percent ($n = 143$) of Faculty respondents noted that they believed that Seattle University administrators were genuinely concerned with their welfare.

More Faculty respondents indicated that they believed that their teaching (73%, $n = 241$) was valued than noted that their service contributions (61%, $n = 202$) and scholarship (51%, $n = 161$) were valued.

Less than half of Faculty respondents (40%, $n = 133$) believed that the campus climate encouraged free and open discussion of difficult topics.

Table 39. Faculty Respondents' Feelings of Being Valued at Seattle University

Perception of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in my department.	124	36.7	144	42.6	32	9.5	28	8.3	10	3.0
I feel that faculty in my department pre-judge my abilities based on their perception of my identity/background.	24	7.3	70	20.5	65	19.7	104	31.5	67	20.3
I feel valued by my department chair.	133	40.3	120	36.4	40	12.1	24	7.3	13	3.9
I feel that my department chair pre-judges my abilities based on their perception of my identity/background.	14	4.4	51	15.9	59	18.4	103	32.1	94	29.3
I feel valued by students in the classroom.	118	35.2	172	51.3	32	9.6	10	3.0	< 5	---
I feel that students pre-judge my abilities based on their perception of my identity/background.	20	6.1	100	30.3	78	23.6	83	25.2	49	14.8
I think SU administrators are genuinely concerned with my welfare.	39	11.6	104	31.0	69	20.6	77	23.0	46	13.7
I feel that SU administrators pre-judge my abilities based on their perception of my identity/background.	19	5.9	62	19.3	102	31.8	78	24.3	60	18.7
I feel that the campus climate encourages free and open discussion of difficult topics.	39	11.7	94	28.1	77	23.1	84	25.1	40	12.0
I feel that my scholarship is valued.	48	15.1	113	35.5	84	26.4	53	16.7	20	6.3
I feel that my teaching is valued.	72	21.8	169	51.2	45	13.6	31	9.4	13	3.9
I feel that my service contributions are valued.	62	18.6	140	42.0	65	19.5	42	12.6	24	7.2

Note: Table includes Faculty responses (*n* = 340) only.

Faculty and Staff/Administrator Respondents Who Have Seriously Considered Leaving Seattle University

Forty-one percent ($n = 1,082$) of respondents had seriously considered leaving Seattle University. With regard to employee position status, 67% ($n = 14$) of Administrator – Academic respondents, 59% ($n = 51$) of Administrator – Staff respondents, 57% ($n = 138$) of Exempt Professional Staff respondents, 56% ($n = 112$) of Non-Exempt Staff respondents, 49% ($n = 156$) of Faculty respondents, and 32% ($n = 11$) of Vendor respondents had seriously considered leaving Seattle University in the past year.^{lxxvi} Subsequent analyses found significant differences by faculty position status, gender identity, citizenship status, religious/spiritual affiliation, and age:

- By gender identity: 83% ($n = 10$) of Transgender/Genderqueer/Other employee respondents, 56% ($n = 292$) of Women employee respondents, and 49% ($n = 176$) of Men employee respondents seriously considered leaving the University.^{lxxvii}
- By citizenship status: 55% ($n = 462$) of U.S. Citizen employee respondents and 32% ($n = 12$) of Non-U.S. Citizen employee respondents seriously considered leaving the University.^{lxxviii}
- By religious/spiritual affiliation: 60% ($n = 193$) of employee respondents with No Affiliation, 59% ($n = 27$) of employee respondents with Multiple Affiliations, 50% ($n = 110$) of Catholic employee respondents, and 46% each of Christian (Not Catholic) employee respondents ($n = 110$) and Other Faith-Based Affiliation employee respondents ($n = 36$) seriously considered leaving the University.^{lxxix}
- By age: 60% ($n = 199$) of employee respondents between ages 35 and 48 years, 52% ($n = 104$) of employee respondents between ages 23 and 34 years, 47% ($n = 150$) of employee respondents between ages 49 and 67 years, and 38% ($n = 127$) of employee respondents ages 68 years and older seriously considered leaving the University.^{lxxx}

Fifty-eight percent ($n = 279$) of those Faculty and Staff/Administrator respondents who seriously considered leaving did so because of inadequate salary (Table 40). Forty-eight percent ($n = 231$) of those Faculty and Staff/Administrator respondents who seriously considered leaving indicated that they saw limited opportunities for advancement at Seattle University. Other reasons included changes in Seattle University's institutional culture (47%), financial reasons (39%), and

increased workload (34%). “Other” responses submitted by respondents included “attitudes from the Provost,” “bullying,” “change in leadership negatively affects work environment,” “campus climate is more tense,” “D1 sports sucking up funds,” “hypocrisy; university claims priority for social justice, but does not practice justice towards its own faculty, staff, and students,” “low morale among staff,” “racism and sexism,” “too liberal,” and “too few staffing resources.”

Table 40. Reasons Why Faculty and Staff/Administrator Respondents Considered Leaving Seattle University

Reason	<i>n</i>	%
Inadequate salary	279	57.9
Limited opportunities for advancement	231	47.9
Changes in Seattle University's institutional culture	224	46.5
Financial reasons	188	39.0
Increased workload	166	34.4
Interested in a position at another institution	142	29.5
Lack of mentoring/support	141	29.3
Tension in department with supervisor/manager	136	28.2
Tension in department/work unit	132	27.4
Governance structure	81	16.8
Recruited or offered a position at another institution	71	14.7
Campus climate was unwelcoming	68	14.1
Family responsibilities	51	10.6
Inadequate benefits	51	10.6
Trauma	33	6.8
Personal reasons	23	4.8
Relocation	18	3.7
Local community did not meet my (my family) needs	17	3.5
Offered position in government or industry	13	2.7
Spouse or partner unable to find suitable employment	6	1.2
Spouse/partner relocated	< 5	---
Other	72	14.9

Note: Table includes responses only from those Faculty and Staff/Administrator respondents who indicated on the survey that they had seriously considered leaving Seattle University in the past year (*n* = 482).

More than 400 respondents elaborated on why they seriously considered leaving Seattle University. The comments largely were disparate for Faculty and Staff/Administrator respondents, resulting in only one common theme, which is provided below along with supporting quotations.

Salary not commensurate with workload/cost of living. These Faculty and Staff/Administrator respondents indicated that they seriously considered leaving the institution mainly as a result of salaries that were not commensurate with workload. Several of these respondents indicated that they felt as if they were “under paid for the type of work required and expected.” Others who shared this sentiment wrote, “Pay does not reflect responsibilities.” The sentiment of pay relative to workload was expressed by others as well. Another respondent wrote, “I’m not properly compensated for my current workload and things continue to be placed on it without an increase in title or pay.” In addition to the concerns about salary related to workload, some of these respondents noted that they seriously considered leaving because of the relative discrepancy in salary and cost of living. One respondent wrote, “I am supporting a family on my salary, it is too low given the high cost of living in Seattle.” Another respondent shared, “As my rent/the cost of living goes up, I can’t afford to work here anymore.” Others simply shared, “Pay does not keep pace with inflation and cost of living.” Generally, the Faculty and Staff/Administrator respondents who seriously considered leaving Seattle University because of salary concerns expressed that they believed they could “receive a more competitive salary elsewhere at another organization that would place more value on [their] work experience and educational level.”

^{lxxvi} A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who seriously considered leaving Seattle University by position status: $\chi^2(5, N = 905) = 12.6, p < .05$.

^{lxxvii} A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who seriously considered leaving Seattle University by gender identity: $\chi^2(2, N = 897) = 8.0, p < .05$.

^{lxxviii} A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who seriously considered leaving Seattle University by citizenship status: $\chi^2(1, N = 883) = 7.8, p < .01$.

^{lxxix} A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who seriously considered leaving Seattle University by religious/spiritual affiliation: $\chi^2(4, N = 866) = 14.1, p < .01$.

^{lxxx} A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who seriously considered leaving Seattle University by age: $\chi^2(4, N = 884) = 13.9, p < .01$.

Summary

The results from this section suggest that most Faculty and Staff/Administrator respondents generally hold positive attitudes about Seattle University policies and processes. Few Seattle University employees had observed unfair or unjust hiring (19%), unfair or unjust disciplinary actions (12%), or unfair or unjust promotion/tenure/reclassification (28%). Gender/gender identity, race, ethnicity, racial identity, position status, and age were the top perceived bases for many of the reported discriminatory employment practices.

The majority of Staff/Administrator respondents “agreed” or “strongly agreed” that Seattle University and their supervisors provide them with support and resources. The majority of Faculty respondents “agreed” or “strongly agreed” that Seattle University’s tenure/promotion process is clear and standards are reasonable. Less than half of Faculty respondents, however, felt that tenure standards/promotion standards/reappointment standards were applied equally to all faculty. Not surprisingly, analyses revealed significant differences in responses among groups, where the responses of Women respondents, Respondents of Color, and respondents with Disabilities were generally less positive than the responses of other groups.

Student Perceptions of Campus Climate

This section of the report is dedicated to survey items that were specific to Seattle University students. Several survey items queried Students about their academic experiences, their general perceptions of the campus climate and their comfort with their classes.

Students' Academic Experiences

The survey asked Students the degree to which they agreed or disagreed with statements regarding a variety of academic experiences (Table 41). Their answers mainly were positive. Analyses were conducted by student status (Undergraduate, Graduate, and Law Student), gender identity, racial identity, sexual identity, disability status, first-generation status, and socioeconomic status; significant findings are included below.

Eighty-six percent ($n = 1,489$) of Student respondents reported that many of their courses this year have been intellectually stimulating. Subsequent analyses indicated that 83% ($n = 297$) of Graduate Student respondents, 87% ($n = 249$) of Law Student respondents, and 87% ($n = 943$) of Undergraduate Student respondents thought that many of their courses this year have been intellectually stimulating.^{lxxxi} Ninety-one percent ($n = 227$) of Multiracial Student respondents, 87% ($n = 873$) of White Student respondents, and 83% ($n = 362$) of Student Respondents of Color believed that many of their courses this year have been intellectually stimulating.^{lxxxii} Likewise, 89% ($n = 886$) of Student respondents with No Disability, 84% ($n = 366$) of Student respondents with a Single Disability, and 80% ($n = 142$) of Student respondents with Multiple Disabilities believed that many of their courses this year have been intellectually stimulating.^{lxxxiii}

The majority (80%, $n = 1,372$) of Student respondents were satisfied with their academic experience since enrolling at Seattle University. Eighty-four percent ($n = 208$) of Multiracial Student respondents, 81% ($n = 816$) of White Student respondents, and 75% ($n = 325$) of Student Respondents of Color were satisfied with their academic experience at the University.^{lxxxiv} Eighty-three percent ($n = 825$) of Student respondents with No Disability, 79% ($n = 340$) of Student respondents with a Single Disability, and 71% ($n = 125$) of Student respondents with Multiple Disabilities were satisfied with their academic experience since enrolling at Seattle

University.^{lxxxv} In terms of first-generation status, Not First-Generation Student respondents (81%, $n = 1,214$) were significantly more likely than First-Generation Student respondents (77%, $n = 157$) to be satisfied their academic experience.^{lxxxvi}

The majority (84%, $n = 1,437$) of Student respondents were satisfied with the extent of their intellectual development since enrolling at Seattle University. Subsequent analyses indicated that 85% ($n = 914$) of Undergraduate Student respondents, 83% ($n = 299$) of Graduate Student respondents, and 79% ($n = 224$) of Law Student respondents were satisfied with the extent of their intellectual development since enrolling at Seattle University.^{lxxxvii} Eighty-six percent ($n = 857$) of Student respondents with No Disability, 82% ($n = 354$) of Student respondents with a Single Disability, and 79% ($n = 142$) of Student respondents with Multiple Disabilities were satisfied with the extent of their intellectual development since enrolling at Seattle University.^{lxxxviii}

Additionally, the majority (86%, $n = 1,479$) of Student respondents reported that their academic experience has had a positive influence on their intellectual growth and interest in ideas. Subsequent analyses indicated that 90% ($n = 324$) of Graduate Student respondents, 87% ($n = 936$) of Undergraduate Student respondents, and 77% ($n = 219$) of Law Student respondents noted that their academic experience has had a positive influence on their intellectual growth and interest in ideas.^{lxxxix} Eighty-eight percent ($n = 881$) of Student respondents with No Disability, 87% ($n = 376$) of Student respondents with a Single Disability, and 76% ($n = 136$) of Student respondents with Multiple Disabilities felt that their academic experience has had a positive influence on their intellectual growth and interest in ideas.^{xc} In terms of sexual identity, Asexual/Other Student respondents (75%, $n = 46$) were significantly less likely than LGBTQ Student respondents (87%, $n = 258$) and Heterosexual Student respondents (86%, $n = 1,167$) to report that their academic experience has had a positive influence on their intellectual growth and interest in ideas.^{xcii} Additionally, 91% ($n = 227$) of Multiracial Student respondents, 88% ($n = 886$) of White Student respondents, and 81% ($n = 348$) of Student Respondents of Color indicated that their academic experience has had a positive influence on their intellectual growth and interest in ideas.^{xcii}

The majority (80%, $n = 1,362$) of Student respondents indicated that their interest in ideas and intellectual matters has increased since coming to Seattle University. Subsequent analyses indicated that 82% ($n = 881$) of Undergraduate Student respondents, 77% ($n = 278$) of Graduate Student respondents, and 72% ($n = 203$) of Law Student respondents indicated that their interest in ideas and intellectual matters has increased since coming to Seattle University.^{xciii} Eighty percent ($n = 793$) of Student respondents with No Disability, 80% ($n = 346$) of Student respondents with a Single Disability, and 79% ($n = 141$) of Student respondents with Multiple Disabilities felt that their interest in ideas and intellectual matters has increased since coming to Seattle University.^{xciv}

Table 41. Student Respondents' Academic Experiences at Seattle University

Academic experience	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Many of my courses this year have been intellectually stimulating.	622	36.1	867	50.3	143	8.3	81	4.7	10	0.6
I am satisfied with my academic experience at Seattle University.	481	28.0	891	51.9	218	12.7	111	6.5	15	0.9
I am satisfied with the extent of my intellectual development since enrolling at Seattle University.	602	35.0	835	48.6	199	11.6	73	4.2	9	0.5
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	665	38.7	814	47.4	170	9.9	62	3.6	7	0.4
My interest in ideas and intellectual matters has increased since coming to Seattle University.	628	36.6	734	42.8	268	15.6	75	4.4	10	0.6

Note: Table includes Student respondents ($n = 1,728$) only.

Figure 41 illustrates the percentage of Student respondents who “strongly agreed”/“agreed” that they were satisfied with their academic experience at Seattle University. Subsequent analyses indicated that significant differences emerged based on student status, racial identity, first-generation status, and disability status.

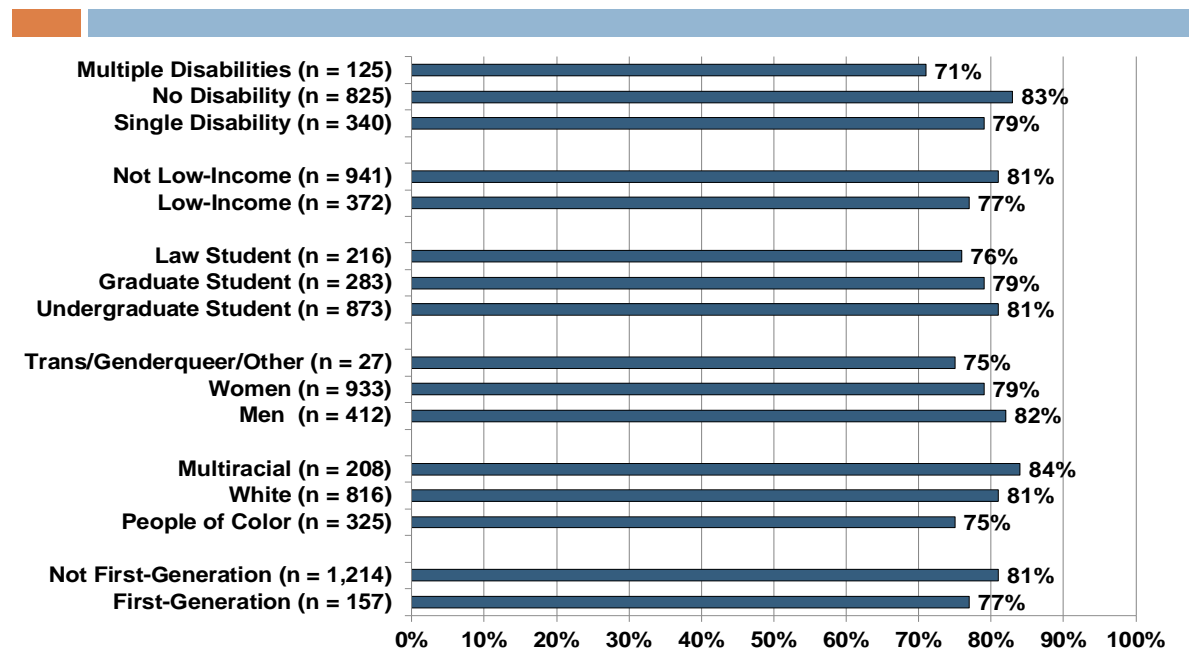


Figure 41. Student Respondents Who Strongly Agreed/Agreed that they were Satisfied with Their Academic Experience at Seattle University by Selected Demographics (%)

Seventy-nine percent ($n = 1,360$) of Student respondents reported that they were performing up to their full academic potential. Fewer than three-quarters of Student respondents indicated that they have performed academically as well as they had anticipated that they would (70%, $n = 1,208$). Table 42 illustrates responses to these questions by student status, gender identity, racial identity, sexual identity, disability status, first-generation status, socioeconomic status, and religious/spiritual affiliation where the responses for these groups significantly differed from one another; splits are not presented in the table where the results were not statistically significant. No significant differences were noted in these Students' responses based on first-generation status, socioeconomic status, or religious/spiritual affiliation.

Table 42. Student Respondents' Academic Experiences at Seattle University

Academic experience	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am performing up to my full academic potential.	458	26.6	902	52.3	198	11.5	155	9.0	12	0.7
Student status ^{xcv}										
Undergraduate	276	25.5	577	53.4	123	11.4	100	9.3	5	0.5
Graduate	139	38.7	171	47.6	31	8.6	15	4.2	< 5	---
Law Student	43	15.1	154	54.0	44	15.4	40	14.0	< 5	---
Gender identity ^{x cvi}										
Man	122	24.2	264	52.4	71	14.1	39	7.7	8	1.6
Woman	329	27.8	617	52.1	118	10.0	116	9.8	< 5	---
Trans/Genderqueer/Other	7	18.9	21	56.8	9	24.3	0	0.0	0	0.0
Racial identity ^{x cvii}										
Person of Color	87	19.9	227	51.9	71	16.2	49	11.2	< 5	---
White	302	29.9	515	51.0	98	9.7	87	8.6	8	0.8
Multiracial	63	25.3	144	57.8	24	9.6	18	7.2	0	0.0
Disability status ^{x cviii}										
Single Disability	92	21.2	234	54.0	49	11.3	55	12.7	< 5	---
No Disability	303	30.2	524	52.3	107	10.7	65	6.5	< 5	---
Multiple Disabilities	40	22.3	81	45.3	27	15.1	26	14.5	5	2.8
Sexual identity ^{x cix}										
LGBQ	65	21.8	151	50.7	47	15.8	34	11.4	< 5	---
Heterosexual	379	28.0	714	52.7	142	10.5	110	8.1	9	0.7
Asexual/Other	13	21.0	30	48.4	6	9.7	11	17.7	< 5	---
I have performed academically as well as I anticipated I would.	465	27.0	743	43.1	269	12.3	212	12.3	33	1.9
Student status ^c										
Undergraduate	269	24.9	466	43.2	185	17.1	137	12.7	22	2.0
Graduate	161	44.8	154	42.9	33	9.2	10	2.8	< 5	---
Law Student	35	12.3	123	43.3	51	18.0	65	22.9	10	3.5
Racial identity ^{ci}										
Person of Color	77	17.8	191	44.1	95	21.9	57	13.2	13	3.0
White	323	31.9	421	41.6	135	13.4	118	11.7	14	1.4
Multiracial	58	23.3	120	48.2	34	13.7	32	12.9	5	2.0
Disability status ^{cii}										
Single Disability	92	21.2	203	46.8	74	17.1	57	13.1	8	1.8
No Disability	308	30.9	432	43.3	145	14.5	98	9.8	15	1.5
Multiple Disabilities	45	25.1	54	30.2	28	15.6	45	25.1	7	3.9
Sexual identity ^{ciii}										
LGBQ	68	23.1	129	43.9	51	17.3	41	13.9	5	1.7
Heterosexual	386	28.5	582	43.0	206	15.2	159	11.7	22	1.6
Asexual/Other	9	14.5	25	40.3	10	16.1	12	19.4	6	9.7

Note: Table includes Student respondents (*n* = 1,728) only.

^{lxxx}A chi-square test was conducted to compare percentages of Student respondents who felt that their courses were intellectually stimulating by student status: $\chi^2(8, N = 1,723) = 15.7, p < .05$.

^{lxxxii}A chi-square test was conducted to compare percentages of Student respondents who felt that their courses were intellectually stimulating by racial identity: $\chi^2(8, N = 1,694) = 35.0, p < .001$.

^{lxxxiii}A chi-square test was conducted to compare percentages of Student respondents who felt that their courses were intellectually stimulating by disability status: $\chi^2(8, N = 1,612) = 35.4, p < .001$.

^{lxxxiv}A chi-square test was conducted to compare percentages of Student respondents who were satisfied with their academic experience since enrolling at Seattle University by racial identity: $\chi^2(8, N = 1,689) = 17.7, p < .05$.

^{lxxxv}A chi-square test was conducted to compare percentages of Student respondents who were satisfied with their academic experience since enrolling at Seattle University by disability status: $\chi^2(8, N = 1,606) = 31.6, p < .001$.

^{lxxxvi}A chi-square test was conducted to compare percentages of Student respondents who were satisfied with their academic experience since enrolling at Seattle University by first-generation status: $\chi^2(4, N = 1,713) = 12.3, p < .05$.

^{lxxxvii}A chi-square test was conducted to compare percentages of Student respondents who were satisfied with the extent of their intellectual development since enrolling at Seattle University by student status: $\chi^2(8, N = 1,718) = 16.4, p < .05$.

^{lxxxviii}A chi-square test was conducted to compare percentages of Student respondents who were satisfied with the extent of their intellectual development since enrolling at Seattle University by disability status: $\chi^2(8, N = 1,607) = 20.5, p < .01$.

^{lxxxix}A chi-square test was conducted to compare percentages of Student respondents who indicated that their academic experience has had a positive influence on their intellectual growth by student status: $\chi^2(8, N = 1,718) = 45.1, p < .001$.

^{xc}A chi-square test was conducted to compare percentages of Student respondents who indicated that their academic experience has had a positive influence on their intellectual growth by disability status: $\chi^2(8, N = 1,608) = 30.0, p < .001$.

^{xc}A chi-square test was conducted to compare percentages of Student respondents who indicated that their academic experience has had a positive influence on their intellectual growth by sexual identity: $\chi^2(8, N = 1,708) = 16.6, p < .05$.

^{xcii}A chi-square test was conducted to compare percentages of Student respondents who indicated that their academic experience has had a positive influence on their intellectual growth by racial identity: $\chi^2(8, N = 1,690) = 32.3, p < .001$.

^{xciii}A chi-square test was conducted to compare percentages of Student respondents who indicated that their interest in ideas and intellectual matters has increased by student status: $\chi^2(8, N = 1,715) = 43.0, p < .001$.

^{xciv}A chi-square test was conducted to compare percentages of Student respondents who indicated that their interest in ideas and intellectual matters has increased by disability status: $\chi^2(8, N = 1,606) = 16.6, p < .05$.

^{xcv}A chi-square test was conducted to compare percentages of Student respondents who noted that they were performing up to their full academic potential by student status: $\chi^2(8, N = 1,725) = 63.3, p < .001$.

^{xcvi}A chi-square test was conducted to compare percentages of Student respondents who noted that they were performing up to their full academic potential by gender identity: $\chi^2(8, N = 1,614) = 48.6, p < .001$.

^{xcvii}A chi-square test was conducted to compare percentages of Student respondents who noted that they were performing up to their full academic potential by racial identity: $\chi^2(8, N = 1,696) = 31.0, p < .001$.

^{xcviii}A chi-square test was conducted to compare percentages of Student respondents who noted that they were performing up to their full academic potential by disability status: $\chi^2(8, N = 1,725) = 26.6, p < .001$.

^{xcix}A chi-square test was conducted to compare percentages of Student respondents who noted that they were performing up to their full academic potential by sexual identity: $\chi^2(8, N = 1,714) = 25.4, p < .001$.

^cA chi-square test was conducted to compare percentages of Student respondents who noted that they have performed academically as well as they anticipated that they would by student status: $\chi^2(8, N = 1,722) = 140.1, p < .001$.

^{ci}A chi-square test was conducted to compare percentages of Student respondents who noted that they have performed academically as well as they anticipated that they would by racial identity: $\chi^2(8, N = 1,693) = 46.0, p < .001$.

^{cii}A chi-square test was conducted to compare percentages of Student respondents who noted that they have performed academically as well as they anticipated that they would by disability status: $\chi^2(8, N = 1,611) = 53.9, p < .001$.

^{ciii}A chi-square test was conducted to compare percentages of Student respondents who noted that they have performed academically as well as they anticipated that they would by sexual identity: $\chi^2(8, N = 1,711) = 30.7, p < .001$.

Students' *Academic Success and Intent to Persist*

As mentioned earlier in this report, a confirmatory factor analysis was conducted on two scales embedded in Question 11 of the survey. The first scale, termed “Academic Success” for the purposes of this project, was developed using Pascarella and Terenzini’s (1980) *Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining undergraduate student learning. The first seven items in Question 11 of the survey reflect the questions on this scale. The second scale, termed “Intent to Persist” for this project, was based on the *Persistence at the Institution* subscale of *The Undergraduate Persistence Intentions Measure (UPI)* (Gloria & Kurpius, 1996; Robinson, 2003). This scale has been used in several studies to examine undergraduate student persistence. The final two items in Question 11 of the survey reflect the questions on this scale. As noted in the methods section of the report, the data for the *Intent to Persist* scale were skewed; therefore, significance testing was not conducted. The means are included in this report for each group and subgroup to allow for comparisons, but statistical significance is not reported.

The questions in each scale were answered on a Likert metric from “strongly agree” to “strongly disagree” (scored 1 for “strongly agree” and 5 for “strongly disagree”). For the purposes of analysis, respondents who did not answer all scale items were not included in the analysis. Fewer than 3% of all potential Student respondents were removed from the analysis because of one or more missing responses. The final item (Q11_9) was reverse-coded before it was included in the analysis.

A separate factor analysis was conducted on each scale using principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the two respective scales: “Academic Success” and “Intent to Persist.”⁷¹ The internal consistency reliability (Cronbach’s alpha) of each scale was high, suggesting that the scales produce consistent results (Table 43).

⁷¹Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

Table 43. Cronbach's Alpha

Factor	Cronbach's Alpha	N of Items
<i>Academic Success</i>	0.861	7
<i>Intent to Persist</i>	0.728	2

Factor Scores

Factor scores were created by taking the average of the scores for all the items in the factor. Each respondent who answered all (i.e., did not skip any) of the questions included in the given factor was assigned a score for *Academic Success* and a score for *Intent to Persist* on a five-point scale.

Lower scores on the *Academic Success* factor suggest that a student or constituent group is more academically successful; lower scores on the *Intent to Persist* Factor suggest that a student or constituent group is more likely to persist.

Means Testing Methodology

After creating the two factor scores for respondents based on the factor analysis, means were calculated for Undergraduate Students and for Graduate/Law Students.

Academic Success

Where *n*'s were of sufficient size, analyses were conducted to determine whether the means for the *Academic Success* factor were different for first-level categories in the following demographic areas for Student respondents:

- Gender identity (Man, Woman)
- Racial identity (White, Person of Color, Multiracial)
- Sexual identity (LGBQ, Heterosexual, Asexual/Other)
- Disability status (Single Disability, Multiple Disabilities, No Disability)
- First-Generation/Low-Income status

When only two categories existed for the specified demographic variable (e.g., gender identity), a *t* test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d* and any moderate-to-large effects are noted.

When the specific variable of interest had more than two categories (e.g., racial identity, disability status), ANOVAs were run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using η^2 and any moderate-to-large effects are noted.

Intent to Persist

The distribution of the scores (Figure 42) for the *Intent to Persist* factor clearly show that the responses are not normally distributed, and so do not satisfy the assumptions for means testing using any of the methods previously mentioned. Means are included below to allow for comparisons, but statistical significance is not reported.

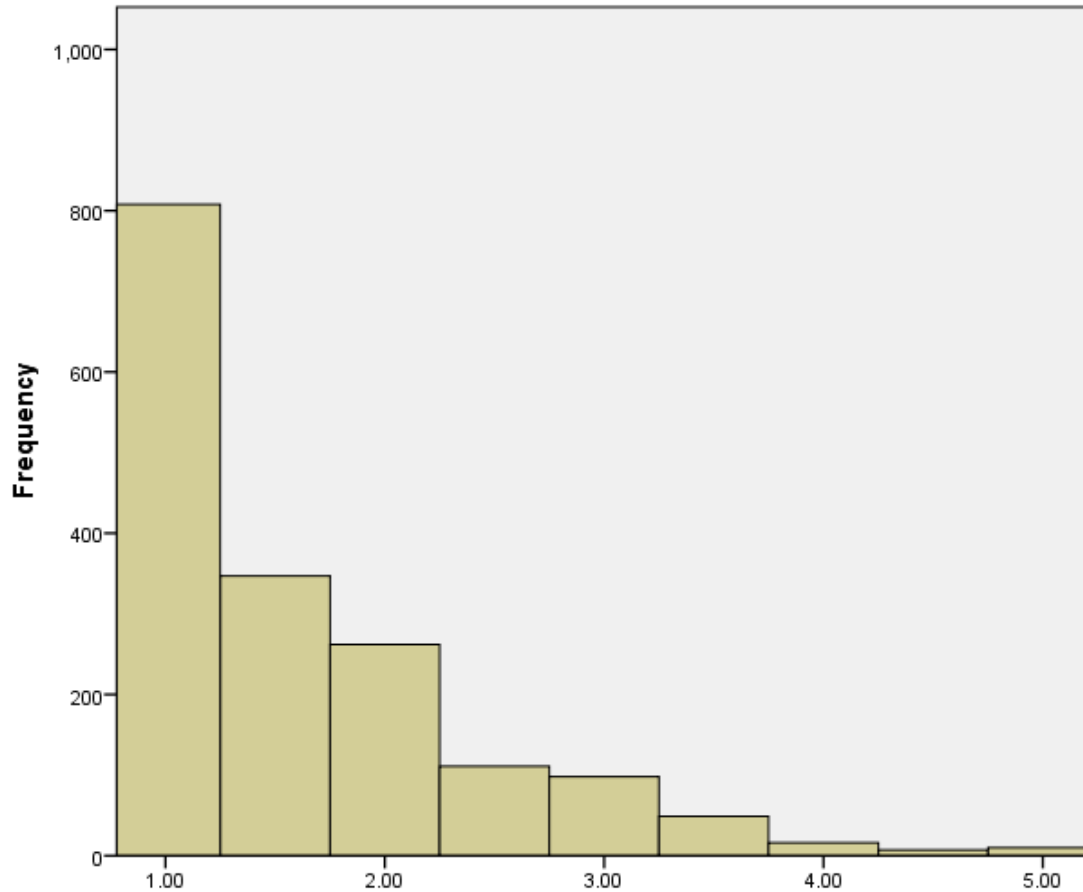


Figure 42. Distribution of Scores for *Intent to Persist* Factor

Means Testing Results

The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Undergraduate and Graduate/Law Student respondents (where possible).

Gender Identity

Undergraduate Students. No significant difference was noted in the means for Undergraduate Student respondents by gender identity on *Academic Success*. Statistical significance was not established for the *Intent to Persist* factor (Table 44).

Table 44. Undergraduate Student Respondents' Academic Success and Intent to Persist by Gender Identity

Gender identity	Academic Success			Intent to Persist		
	N	Mean	Std. Dev.	N	Mean	Std. Dev.
Man	300	1.946	0.614	302	1.618	0.789
Woman	727	1.931	0.614	737	1.626	0.822
Mean difference	0.014			-0.009		

Graduate/Law Students. No significant difference was noted in the means for Graduate/Law Student respondents by gender identity on *Academic Success*. Statistical significance was not established for the *Intent to Persist* factor (Table 45).

Table 45. Graduate/Law Student Respondents' Academic Success and Intent to Persist by Gender Identity

Gender identity	Academic Success			Intent to Persist		
	N	Mean	Std. Dev.	N	Mean	Std. Dev.
Man	196	2.006	0.641	198	1.712	0.852
Woman	423	1.948	0.701	434	1.508	0.698
Mean difference	0.58			0.204		

Racial Identity

Undergraduate Students. A significant difference ($p < .001$) was noted in the overall test for means for Undergraduate Student respondents by racial identity on *Academic Success*. Statistical significance was not established for the *Intent to Persist* factor (Tables 46 & 47).

Table 46. Undergraduate Student Respondents' Academic Success by Racial Identity

Racial identity	N	Mean	Std. Dev.	Minimum	Maximum
Person of Color	280	2.066	0.642	1.00	4.14
White Only	584	1.891	0.607	1.00	4.14
Multiracial	178	1.862	0.550	1.00	4.14

Table 47. Undergraduate Student Respondents' Intent to Persist by Racial Identity

Racial identity	N	Mean	Std. Dev.	Minimum	Maximum
Person of Color	287	1.800	0.875	1.00	5.00
White Only	590	1.541	0.774	1.00	5.00
Multiracial	177	1.585	0.671	1.00	3.50

Subsequent analyses on *Academic Success* for Undergraduate Student respondents were significant for two comparisons: Person of Color vs. White Only, and Person of Color vs. Multiracial. These findings suggest that White Undergraduate Student respondents and Multiracial Undergraduate Student respondents had more academic success than Undergraduate Student Respondents of Color. Statistical significance was not established for the *Intent to Persist* factor (Table 48).

Table 48. Difference Between Means for Academic Success and Intent to Persist in Undergraduate Student Respondents by Racial Identity

Groups compared	<i>Academic Success</i> Mean difference	<i>Intent to Persist</i> Mean difference
Person of Color vs. White Only	0.175*	0.259
Person of Color vs. Multiracial	0.204*	0.215
White Only vs. Multiracial	0.029	-0.044

* $p < .001$

Graduate/Law Students. No significant difference was noted in the overall test for means for Graduate/Law Student respondents by racial identity on *Academic Success*. Statistical significance was not established for the *Intent to Persist* factor (Tables 49 & 50).

Table 49. Graduate/Law Student Respondents' Academic Success by Racial Identity

Racial identity	N	Mean	Std. Dev.	Minimum	Maximum
Person of Color	143	2.060	0.677	1.00	4.14
White Only	404	1.935	0.694	1.00	4.29
Multiracial	66	1.970	0.648	1.00	3.57

Table 50. Graduate/Law Student Respondents' Intent to Persist by Racial Identity

Racial identity	N	Mean	Std. Dev.	Minimum	Maximum
Person of Color	145	1.700	0.744	1.00	5.00
White Only	414	1.513	0.730	1.00	5.00
Multiracial	66	1.636	0.875	1.00	5.00

Subsequent analyses on *Academic Success* were not conducted for Graduate/Law Student respondents because the overall test was not significant. Statistical significance was not established for the *Intent to Persist* factor because of the skewed nature of the data.

Sexual Identity

Undergraduate Students. A significant difference ($p < .05$) was noted in the means for Undergraduate Student respondents by sexual identity on *Academic Success*. Statistical significance for *Intent to Persist* was not established owing to the skewed nature of the responses for this factor; however, means are provided for both factors for comparison (Tables 51 & 52).

Table 51. Undergraduate Student Respondents' Academic Success by Sexual Identity

Sexual identity	N	Mean	Std. Dev.	Minimum	Maximum
LGBQ	214	1.976	0.566	1.00	3.71
Heterosexual	793	1.910	0.624	1.00	4.14
Asexual/Other	45	2.152	0.594	1.00	3.43

Table 52. Undergraduate Student Respondents' Intent to Persist by Sexual Identity

Sexual identity	N	Mean	Std. Dev.	Minimum	Maximum
LGBQ	217	1.673	0.769	1.00	4.50
Heterosexual	802	1.594	0.801	1.00	5.00
Asexual/Other	46	1.924	1.049	1.00	5.00

Subsequent analyses on *Academic Success* for Undergraduate Student respondents were significant for one comparison: Heterosexual vs. Asexual/Other. This finding suggests that Heterosexual Undergraduate Student respondents had more academic success than Asexual/Other Undergraduate Student respondents. Statistical significance was not established for the *Intent to Persist* factor (Table 53).

Table 53. Difference Between Means for Academic Success and Intent to Persist in Undergraduate Student Respondents by Sexual Identity

Groups compared	<i>Academic Success</i> Mean difference	<i>Intent to Persist</i> Mean difference
LGBQ vs. Heterosexual	0.066	0.079
LGBQ vs. Asexual/Other	-0.176	-0.251
Heterosexual vs. Asexual/Other	-0.242*	-0.328

* $p < .05$

Graduate/Law Students. A significant difference ($p < .01$) was noted in the means for Graduate/Law Student respondents by sexual identity on *Academic Success*. Statistical significance for *Intent to Persist* was not established owing to the skewed nature of the responses for this factor; however, means are provided for both factors for comparison (Tables 54 & 55).

Table 54. Graduate/Law Student Respondents' Academic Success by Sexual Identity

Sexual identity	<i>N</i>	Mean	Std. Dev.	Minimum	Maximum
LGBQ	75	2.040	0.691	1.00	3.86
Heterosexual	530	1.951	0.677	1.00	4.29
Asexual/Other	14	2.490	0.954	1.00	3.86

Table 55. Graduate/Law Student Respondents' Intent to Persist by Sexual Identity

Sexual identity	<i>N</i>	Mean	Std. Dev.	Minimum	Maximum
LGBQ	77	1.591	0.850	1.000	5.000
Heterosexual	539	1.562	0.743	1.000	5.000
Asexual/Other	16	1.844	0.676	1.000	3.000

Subsequent analyses on *Academic Success* for Graduate/Law Student respondents were significant for one comparison: Heterosexual vs. Asexual/Other. This finding suggests that Heterosexual Graduate/Law Student respondents have more academic success than Asexual/Other Graduate/Law Student respondents. Statistical significance was not established for the *Intent to Persist* factor (Table 56).

Table 56. Difference Between Means for Academic Success and Intent to Persist in Graduate/Law Student Respondents by Sexual Identity

Groups compared	<i>Academic Success</i> Mean difference	<i>Intent to Persist</i> Mean difference
LGBQ vs. Heterosexual	0.089	0.029
LGBQ vs. Asexual/Other	-0.450	-0.253
Heterosexual vs. Asexual/Other	-0.539*	-0.282

* $p < .05$

Disability Status

Undergraduate Students. A significant difference ($p < .001$) was noted in the means for Undergraduate Student respondents by disability status on *Academic Success*. Statistical significance for *Intent to Persist* was not established owing to the skewed nature of the responses for this factor; however, means are provided for comparison (Tables 57 & 58).

Table 57. Undergraduate Student Respondents' Academic Success by Disability Status

Disability status	<i>N</i>	Mean	Std. Dev.	Minimum	Maximum
Single Disability	283	1.973	0.585	1.00	4.14
No Disability	578	1.858	0.593	1.00	4.14
Multiple Disabilities	126	2.143	0.714	1.00	4.14

Table 58. Undergraduate Student Respondents' Intent to Persist by Disability Status

Disability status	<i>N</i>	Mean	Std. Dev.	Minimum	Maximum
Single Disability	282	1.661	0.829	1.00	5.00
No Disability	590	1.575	0.799	1.00	5.00
Multiple Disabilities	126	1.675	0.773	1.00	5.00

Subsequent analyses on *Academic Success* for Undergraduate Student respondents were significant for all three comparisons: Undergraduate Student respondents with No Disability had greater academic success than both Undergraduate Student respondents with a Single Disability and Undergraduate Student respondents with Multiple Disabilities. Undergraduate Student respondents with a Single Disability had more academic success than Undergraduate Student respondents with Multiple Disabilities. Statistical significance was not established for the *Intent to Persist* factor (Table 59).

Table 59. Difference Between Means for Academic Success and Intent to Persist in Undergraduate Student Respondents by Disability Status

Groups compared	<i>Academic Success</i> Mean difference	<i>Intent to Persist</i> Mean difference
Single Disability vs. No Disability	0.115*	0.086
Single Disability vs. Multiple Disabilities	-0.170*	-0.013
No Disability vs. Multiple Disabilities	-0.285**	-0.099

* $p < .05$; ** $p < .001$

Graduate/Law Students. A significant difference ($p < .001$) was noted in the means for Graduate/Law Student respondents by disability status on *Academic Success*. Statistical significance for *Intent to Persist* was not established owing to the skewed nature of the responses for this factor; however, means are provided for comparison (Tables 60 & 61).

Table 60. Graduate/Law Student Respondents' Academic Success by Disability Status

Disability status	<i>N</i>	Mean	Std. Dev.	Minimum	Maximum
Single Disability	145	2.072	0.685	1.00	4.00
No Disability	393	1.889	0.667	1.00	4.28
Multiple Disabilities	49	2.201	0.735	1.00	3.86

Table 61. Graduate/Law Student Respondents' Intent to Persist by Disability Status

Disability status	<i>N</i>	Mean	Std. Dev.	Minimum	Maximum
Single Disability	146	1.568	0.709	1.00	5.00
No Disability	402	1.527	0.714	1.00	5.00
Multiple Disabilities	51	1.647	0.918	1.00	4.50

Subsequent analyses on *Academic Success* for Graduate/Law Student respondents were significant for two comparisons: Graduate/Law Student respondents with No Disability had greater academic success than both Graduate/Law Student respondents with a Single Disability and Graduate/Law Student respondents with Multiple Disabilities. Statistical significance was not established for the *Intent to Persist* factor (Table 62).

Table 62. Difference Between Means for Academic Success and Intent to Persist in Graduate/Law Student Respondents by Disability Status

Groups compared	<i>Academic Success</i> Mean difference	<i>Intent to Persist</i> Mean difference
Single Disability vs. No Disability	0.182*	0.041
Single Disability vs. Multiple Disabilities	-0.129	-0.079
No Disability vs. Multiple Disabilities	-0.312**	-0.120

* $p < .05$; ** $p < .01$

First-Generation/Low-Income Status

Undergraduate Students. No significant difference was noted in the means for Undergraduate Student respondents by first-generation/low-income status on *Academic Success*. Statistical significance was not established for the *Intent to Persist* factor (Table 63).

Table 63. Undergraduate Student Respondents' Academic Success and Intent to Persist by First-Generation/Low-Income Status

First-generation/low-income status	<i>Academic Success</i>			<i>Intent to Persist</i>		
	<i>N</i>	Mean	Std. Dev.	<i>N</i>	Mean	Std. Dev.
Not First-Generation/ Low-Income	1,021	1.933	0.612	1,036	1.623	0.806
First-Generation/ Low-Income	33	1.974	0.627	32	1.719	0.906
Mean difference	-0.041			-0.096		

Graduate/Law Students. No significant difference was noted in the means for Graduate/Law Student respondents by first-generation/low-income status on *Academic Success*. Statistical significance was not established for the *Intent to Persist* factor (Table 64).

Table 64. Graduate/Law Student Respondents' Academic Success and Intent to Persist by First-Generation/Low-Income Status

First-generation/low-income status	<i>Academic Success</i>			<i>Intent to Persist</i>		
	<i>N</i>	<i>Mean</i>	<i>Std. Dev.</i>	<i>N</i>	<i>Mean</i>	<i>Std. Dev.</i>
Not First-Generation/ Low-Income	580	1.961	0.678	592	1.563	0.753
First-Generation/ Low-Income	47	2.119	0.781	48	1.656	0.745
Mean difference	-0.158			-0.093		

Students' Perceptions of Campus Climate

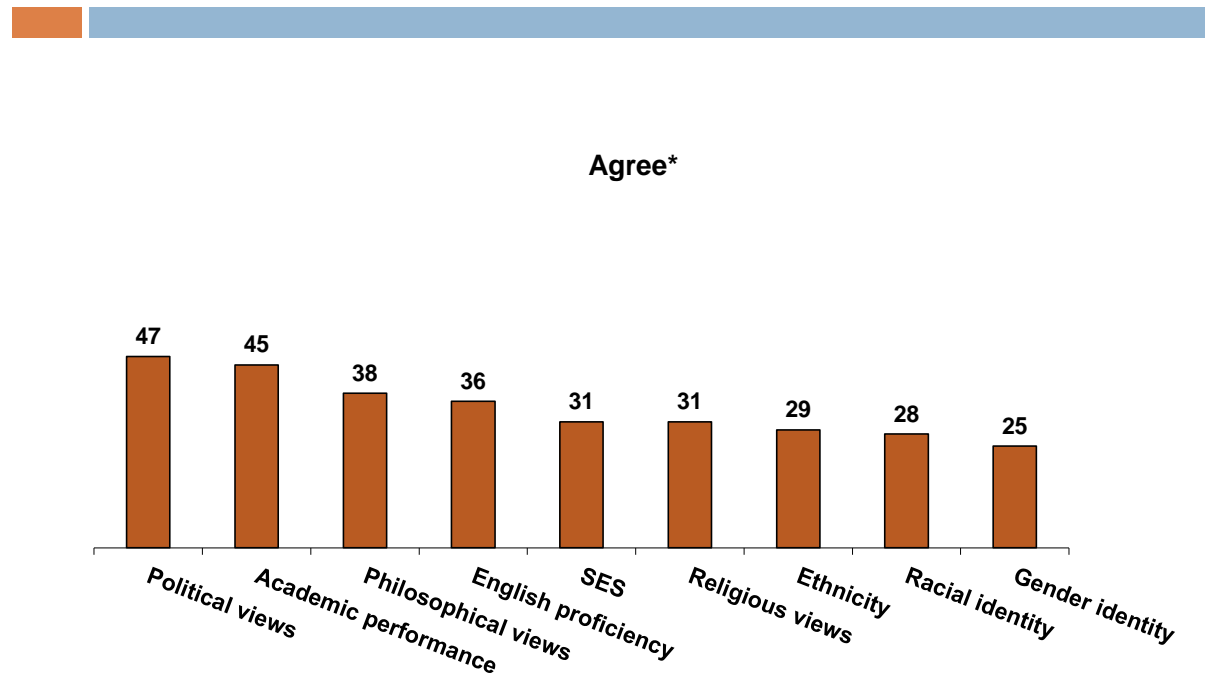
One of the survey items asked Students the degree to which they agreed with several statements about their interactions with faculty, students, and staff members at Seattle University (Table 65). Eighty-four percent ($n = 1,445$) of Student respondents felt valued by faculty in the classroom, and 67% ($n = 1,142$) felt valued by other students in the classroom. Student respondents reported that Seattle University faculty (78%, $n = 1,344$) and staff (71%, $n = 1,214$) were genuinely concerned with their welfare. About one-quarter of Student respondents indicated that faculty (27%, $n = 455$) and staff (23%, $n = 388$) pre-judged the Student respondents' abilities based on their perception of the Student respondents' identities/backgrounds. Seventy-seven percent ($n = 1,322$) of Student respondents had faculty whom they perceived as role models, and 53% ($n = 907$) had staff whom they perceived as role models.

Table 65. Student Respondents' Perceptions of Campus Climate

Perception of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in the classroom.	568	33.0	877	50.9	201	11.7	64	3.7	12	0.7
I feel valued by other students in the classroom.	334	19.5	808	47.1	419	24.4	131	7.6	23	1.3
I think SU faculty are genuinely concerned with my welfare.	569	33.1	775	45.1	278	16.2	77	4.5	18	1.0
I think SU staff are genuinely concerned with my welfare.	477	27.8	737	43.0	376	21.9	100	5.8	23	1.3
I think that faculty pre-judge my abilities based on my perceived identity/background.	108	6.3	347	20.2	524	30.5	561	32.7	176	10.3
I think that staff pre-judge my abilities based on my perceived identity/background.	91	5.3	297	17.4	574	33.7	557	32.7	184	10.8
I have faculty whom I perceive as role models.	618	36.0	704	41.0	279	16.2	99	5.8	18	1.0
I have staff whom I perceive as role models.	373	21.9	534	31.3	586	34.3	165	9.7	49	2.8

Note: Table includes Student responses (*n* = 1,728) only.

The survey also queried Students about the degree to which they perceived tension in classroom discussions based on various participant characteristics. Almost half of Student respondents (47%, $n = 922$) “strongly agreed” or “agreed” that they perceived tensions based on political views (Figure 43). Student respondents most often also perceived tensions based on academic performance (45%, $n = 902$), philosophical views (38%, $n = 734$), English-language proficiency/accent (36%, $n = 711$), socioeconomic status (31%, $n = 597$), religious/spiritual views (31%, $n = 594$), ethnicity (29%, $n = 572$), racial identity (28%, $n = 547$), and gender/gender identity (25%, $n = 491$).



*“Strongly Agree” and “Agree” collapsed into one category

Figure 43. Student Respondents’ Perceptions of Tension in Classroom Discussions Based on Participants’ Characteristics (%)

Two hundred Student respondents elaborated on their observations related to their perceptions of campus climate. The statement that was most reflected in the common theme that emerged from these respondents' comments was "I think SU faculty are genuinely concerned with my welfare."

Disparate views of Faculty concern. These Student respondents offered disparate views regarding Faculty being concerned for their welfare. For example, one respondent wrote, "This is 50/50. I have some professors and staff that are extremely engaged in my personal and academic welfare, but then there are others who are unresponsive." Another Student respondent who shared these mixed feelings wrote, "Some professors do genuinely care about my welfare, others do not, hence I voted in the middle." Those who expressly felt that the faculty were concerned for their welfare indicated that it was individual faculty who made them feel this way. One respondent offered a narrative regarding their potential decision to leave Seattle University. This respondent shared, "When I was considering transferring to an institution where I wouldn't constantly feel on my guard about having to justify who I am, I spoke with a professor who essentially told me that she wanted nothing more than for me to graduate from here and to watch me walk across the stage, but that if I felt it would be better for me to go, I should go. Her wanting what's best for me and giving me permission to leave was ultimately one of the reasons I stayed. She cared enough to tell me what she did, and that meant a lot to me." However, though this respondent's story highlights a positive example of a faculty member's being concerned for their welfare, some of these Student respondents also described contrary experiences. For example, one respondent wrote, "I don't feel like anyone is invested in my future success beyond the scope of their departmental duties."

Students Who Have Seriously Considered Leaving Seattle University

Forty-one percent ($n = 1,082$) of respondents had seriously considered leaving Seattle University. With regard to student status, 40% ($n = 433$) of Undergraduate Student respondents, 31% ($n = 88$) of Law Student respondents, and 22% ($n = 79$) of Graduate Student respondents had seriously considered leaving Seattle University.^{civ} Of the Student respondents who considered leaving, 76% ($n = 454$) considered leaving in their first year as a student, 41% ($n = 343$) in their second year, 13% ($n = 78$) in their third year, and 3% ($n = 18$) in their fourth year.

Subsequent analyses were run for Undergraduate Student respondents who had considered leaving the University ($n = 433$) by gender identity, racial identity, sexual identity, first-generation status, citizenship status, socioeconomic status, disability status, and religious/spiritual affiliation. Significant results for Undergraduate Student respondents indicated that:

- By gender identity, 62% ($n = 18$) of Transgender/Genderqueer/Other Undergraduate Student respondents, 40% ($n = 295$) of Women Undergraduate Student respondents, and 39% ($n = 120$) of Men Undergraduate Student respondents considered leaving the University.^{cv}
- By sexual identity, 52% each of LGBTQ ($n = 114$) and Asexual/Other ($n = 24$) Undergraduate Student respondents and 36% ($n = 294$) of Heterosexual Undergraduate Student respondents considered leaving the University.^{cvi}
- By disability status, 50% ($n = 63$) of Undergraduate Student respondents with Multiple Disabilities, 44% ($n = 125$) of Undergraduate Student respondents with a Single Disability, and 36% ($n = 214$) of Undergraduate Student respondents with No Disability considered leaving the University.^{cvi}

Subsequent analyses were run for Graduate Student respondents who had considered leaving the University ($n = 79$) by gender identity,⁷² racial identity, sexual identity, first-generation status, citizenship status, socioeconomic status, disability, and religious/spiritual affiliation. Significant results for Graduate Student respondents indicated that:

⁷²Transgender/Genderqueer/Other Graduate Student respondents ($n = 6$) were not included in the analyses because their numbers were too few to maintain the confidentiality of their responses.

- By sexual identity, 60% ($n = 6$) of Asexual/Other Graduate Student respondents, 22% ($n = 10$) of LGBTQ Graduate Student respondents, and 21% ($n = 63$) of Heterosexual Graduate Student respondents considered leaving the University.^{cvi}
- By disability status, 50% ($n = 18$) of Graduate Student respondents with Multiple Disabilities, 32% ($n = 28$) of Graduate Student respondents with a Single Disability, and 14% ($n = 30$) of Graduate Student respondents with No Disability considered leaving the University.^{cix}

With regard to Law Student respondents who had considered leaving the University ($n = 88$), no significant differences resulted from analyses run by gender identity, racial identity, sexual identity, first-generation status, citizenship status, socioeconomic status, disability status, and religious/spiritual affiliation.

Fifty-six percent ($n = 334$) of Student respondents who considered leaving suggested that they lacked a sense of belonging at Seattle University (Table 66). Others considered leaving for financial reasons (35%, $n = 207$), because the climate was unwelcoming (31%, $n = 185$), and/or for lack of a support group (30%, $n = 177$). “Other” reasons included “campus conformity with white standards,” “courses are listed but not offered,” “coursework is not reflective of the social justice mission,” “classmates,” “bad teachers,” “athletics/sports,” “not the right fit,” “faculty incivility,” “lack of support from program staff, poor instructional staff,” “poor quality of instruction,” “the cancelling of extracurricular programs,” “want to transfer,” and “weather in Seattle.”

Table 66. Reasons Why Student Respondents Considered Leaving Seattle University

Reason	<i>n</i>	%
Lack of a sense of belonging	334	55.7
Financial reasons	207	34.5
Climate was not welcoming	185	30.8
Lack of a support group	177	29.5
Personal reasons	137	22.8
Homesick	111	18.5
Prestige of academic program	100	16.7
Family reasons	67	11.2
Didn't like major	63	10.5
Desired major was not offered	53	8.8
Coursework was too difficult	52	8.7
Coursework was not difficult	47	7.8
Trauma	38	6.3
My marital/relationship status	33	5.5
Operating hours were inconvenient	33	5.5
Didn't meet the selection criteria for a major	13	2.2
Other	137	22.8

Note: Table includes only those Student respondents who indicated that they considered leaving the University ($n = 600$).

As noted earlier in this report, more than 400 respondents elaborated on why they seriously considered leaving Seattle University. The two themes that emerged from the Student comments are provided below, with supporting quotations.

Cost of tuition. These Student respondents indicated that they seriously considered leaving Seattle University because of the cost of tuition. Students wrote, “I can’t keep spending that much on tuition every year” and that Seattle University has a “quite expensive tuition.” Additionally, several students expressed concern that they were “paying too much for the level of rigor that Seattle University was able to offer.” Other respondents who felt this way wrote, “Too expensive for what this university is worth” and “The education is not worth it, when more prestigious schools are back in my home city.” In drawing particular attention to coursework, one respondent wrote, “Some courses were lacking in substance or ill designed. For the amount being charged per unit, the quality should be very high.” These Student respondents also drew attention toward the level of aid they had relative to the cost of tuition. One respondent wrote, “The cost of an education without a scholarship is unaffordable...even with 4 scholarships I still had loans.” Another respondent wrote that the lack of scholarships was very apparent since they were granted admission at another institution “with a better scholarship than [they] have at Seattle University during [their] sophomore year in college.”

Lack of sense of belonging. The second theme that emerged from these Student respondents’ comments was a general sense of “lack of belonging.” Though statements varied among respondents, several expressed a general feeling of discomfort, anxiety, or a sense of not fitting in with their colleagues. One respondent wrote, “I don’t fit the traditional mold of a student in the social justice program. I’m not ‘liberal enough’. What I bring to the table often felt to be looked at as less valuable.” Another respondent shared, “I did not make any lasting friends and felt very socially awkward.” Respondents also indicated that they did not feel as if they fit in with some segments of the social environment. One respondent wrote, “The school felt very ‘cliquey’ and it was hard to form social connections with people.” Another respondent, who felt similarly, wrote, “Social aspect of a larger university seemed like a better fit. Seattle U is very small and people tend to form small cliques.”

^{civ}A chi-square test was conducted to compare percentages of Student respondents who had seriously considered leaving Seattle University by student status: $\chi^2(2, N = 1,725) = 41.9, p < .001$.

^{cv}A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Seattle University by gender identity: $\chi^2(2, N = 1,080) = 6.0, p < .05$.

^{cvi}A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Seattle University by sexual identity: $\chi^2(2, N = 1,077) = 19.8, p < .001$.

^{cvii}A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Seattle University by disability status: $\chi^2(2, N = 1,010) = 10.6, p < .01$.

^{cviii}A chi-square test was conducted to compare percentages of Graduate Student respondents who had seriously considered leaving Seattle University by sexual identity: $\chi^2(2, N = 356) = 8.6, p < .05$.

^{cix}A chi-square test was conducted to compare percentages of Graduate Student respondents who had seriously considered leaving Seattle University by disability status: $\chi^2(2, N = 347) = 31.0, p < .001$.

Student Experiences of Unwanted Sexual Contact

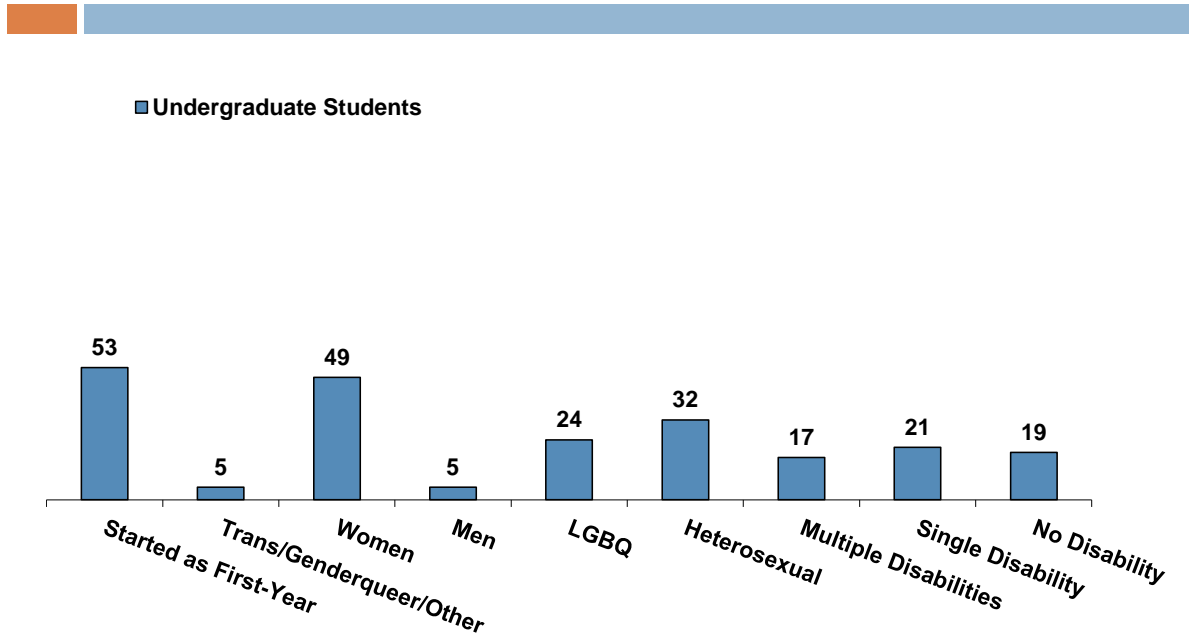
As noted earlier in this report, 75 respondents (3%) experienced unwanted sexual contact while at Seattle University.⁷³ Subsequent analyses indicated that of the respondents who noted on the survey that they had experienced unwanted sexual contact, 59 were Undergraduate Students (6% of Undergraduate Student respondents). Twenty-two percent ($n = 13$) of those Undergraduate Students indicated that the incident occurred during their first term at the University, 14% ($n = 8$) indicated that it happened during their second term, 12% ($n = 7$) indicated that it happened during their third term, 8% ($n = 5$) indicated that it happened during their fourth term, and 24% ($n = 14$) indicated that it happened during their fifth term.

Subsequent analyses,⁷⁴ the results of which are depicted in Figure 40, revealed that for Undergraduate Student respondents:

- By undergraduate position status: 7% ($n = 53$) of Undergraduate Student respondents who started at Seattle University their first year and 1% ($n < 5$) of Undergraduate Student respondents who transferred to Seattle University experienced unwanted sexual contact.^{cx}
- By gender identity: 17% ($n = 5$) of Transgender/Genderqueer/Other Undergraduate Student respondents, 7% ($n = 49$) of Women Undergraduate Student respondents, and 2% ($n = 5$) of Men Undergraduate Student respondents experienced unwanted sexual contact.^{cx}
- By sexual identity: 11% ($n = 24$) of LGBTQ Undergraduate Student respondents, 7% ($n < 5$) of Asexual/Other Undergraduate Student respondents, and 4% ($n = 32$) of Heterosexual Undergraduate Student respondents experienced unwanted sexual contact.^{cxii}
- By disability status: 13% ($n = 17$) of Undergraduate Student respondents with Multiple Disabilities, 7% ($n = 21$) of Undergraduate Student respondents with a Single Disability, and 3% ($n = 19$) of Undergraduate Student respondents with No Disability experienced unwanted sexual contact.^{cxiii}

⁷³The survey defined unwanted sexual conduct as including “forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, sexual assault, sexual assault with an object, and forcible fondling.”

⁷⁴Chi-square analyses were conducted by undergraduate position status, gender identity, racial identity, sexual identity, socioeconomic status, first-generation status, and disability status; only significant differences are reported.



Note: Responses with $n < 5$ are not presented in the figure.

Figure 40. Undergraduate Student Respondents' Experiences of Unwanted Sexual Contact While at Seattle University by Undergraduate Position Status, Gender Identity, Sexual Identity, and Disability Status (n)

Summary

By and large, Students' responses to a variety of items indicated that they held their academic and intellectual experiences and their interactions with faculty and other students at Seattle University in a very positive light. The majority of Student respondents felt that the classroom climate was welcoming for all groups of students, and most Student respondents felt valued by faculty and other students in the classroom. Student respondents also thought that Seattle University faculty and staff were genuinely concerned with their welfare. Forty percent ($n = 433$) of Undergraduate Student respondents, 31% ($n = 88$) of Law Student respondents, and 22% ($n = 79$) of Graduate Student respondents had seriously considered leaving Seattle University, while 92% ($n = 1,579$) of all Student respondents intended to graduate from Seattle University.

Four percent ($n = 68$) of Student respondents indicated on the survey that they experienced unwanted sexual contact while members of the Seattle University community. Twenty-five percent ($n = 17$) of these respondents indicated that the incidents occurred during their first term at the University. Unwanted sexual contact largely went unreported to authorities.

Institutional Actions

The survey asked Faculty respondents to indicate how they thought that various initiatives influenced the climate at Seattle University if they were currently available and how those initiatives would influence the climate if they were not currently available (Table 67).

Respondents were asked to decide whether certain institutional actions positively or negatively influenced the climate, or if they have no influence on the climate. Table 67 illustrates that the majority of Faculty respondents believed that all of the listed initiatives currently were available at Seattle University.

Eighty-three percent ($n = 158$) of the Faculty respondents who thought that flexibility for computing the probationary period for tenure (e.g., family leave) was available felt that it positively influences climate. Of those Faculty respondents who thought that flexibility for computing the probationary period for tenure (e.g., family leave) was not available, 77% ($n = 54$) thought that it would positively influence the climate if it were available.

Sixty-five percent ($n = 97$) of the Faculty respondents who thought that recognition and rewards for including diversity issues in courses across the curriculum were available felt that they positively influence climate. Of those Faculty respondents who thought that recognition and rewards for including diversity issues in courses across the curriculum were not available, 74% ($n = 86$) thought that they would positively influence the climate if they were available.

Seventy-three percent ($n = 125$) of the Faculty respondents who thought that diversity training for faculty was available felt that it positively influences climate. Of those Faculty respondents who thought that diversity training for faculty was not available, 77% ($n = 76$) thought that it would positively influence the climate if it were available.

Eighty-seven percent ($n = 176$) of the Faculty respondents who thought that access to counseling for people who have experienced harassment was available felt that it positively influences climate. Of those Faculty respondents who thought that access to counseling for people who have experienced harassment was not available, 93% ($n = 57$) thought that it would positively influence the climate if it were available.

Eighty-nine percent ($n = 193$) of the Faculty respondents who thought that mentorship for new faculty was available felt that it positively influences climate. Of those Faculty respondents who thought that mentorship for new faculty was not available, 94% ($n = 63$) thought that it would positively influence the climate if it were available.

Eighty-eight percent ($n = 141$) of the Faculty respondents who thought that a clear and fair process to resolve conflicts was available felt that it positively influences climate. Of those Faculty respondents who thought that a clear and fair process to resolve conflicts was not available, 96% ($n = 102$) thought that it would positively influence the climate if it were available.

Sixty percent ($n = 75$) of the Faculty respondents who thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available felt that it positively influences climate. Of those Faculty respondents who thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was not available, 60% ($n = 81$) thought that it would positively influence the climate if it were available.

Seventy percent ($n = 80$) of the Faculty respondents who thought that equity and diversity training for search, promotion, and tenure committees was available felt that it positively influences climate. Of those Faculty respondents who thought that equity and diversity training for search, promotion, and tenure committees was not available, 75% ($n = 109$) thought that it would positively influence the climate if it were available.

Eighty-eight percent ($n = 121$) of the Faculty respondents who thought that career-span development opportunities for faculty were available felt that they positively influence climate. Of those Faculty respondents who thought that career-span development opportunities for faculty were not available, 97% ($n = 119$) thought that they would positively influence the climate if they were available.

^{cx}A chi-square test was conducted to compare percentages of Undergraduate Student respondents who reported having experienced unwanted sexual contact by undergraduate position status: $\chi^2(1, N = 996) = 9.2, p < .01$.

^{cx i} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who reported having experienced unwanted sexual contact by gender identity: $\chi^2(2, N = 1,081) = 18.2, p < .001$.

^{cx ii} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who reported having experienced unwanted sexual contact by sexual identity: $\chi^2(2, N = 1,078) = 16.1, p < .001$.

^{cx iii} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who reported having experienced unwanted sexual contact by disability status: $\chi^2(2, N = 1,011) = 22.3, p < .001$.

Table 67. Faculty Respondents' Perceptions of Institutional Initiatives

Institutional initiative	Initiative Available at Seattle University						Initiative NOT available at Seattle University					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing flexibility for computing the probationary period for tenure (e.g., family leave)	158	82.7	29	15.2	< 5	---	54	77.1	12	17.1	< 5	---
Providing recognition and rewards for including diversity issues in courses across the curriculum	97	64.7	44	29.3	9	6.0	86	73.5	26	22.2	5	4.3
Providing diversity training for faculty	125	73.1	41	24.0	5	2.9	76	76.8	21	21.2	< 5	---
Providing access to counseling for people who have experienced harassment	176	87.1	25	12.4	< 5	---	57	93.4	< 5	---	0	0.0
Providing mentorship for new faculty	193	88.9	23	10.6	< 5	---	63	94.0	< 5	---	0	0.0
Providing a clear and fair process to resolve conflicts	141	87.6	20	12.4	0	0.0	102	96.2	< 5	---	0	0.0
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	75	60.0	40	32.0	10	8.0	81	60.0	29	21.5	25	18.5
Providing equity and diversity training to search, promotion, & tenure committees	80	69.6	30	26.1	5	4.3	109	74.7	29	19.9	8	5.5
Providing career-span development opportunities for faculty	121	87.7	16	11.6	< 5	---	119	96.7	< 5	---	0	0.0

Note: Table includes Faculty responses (*n* = 340) only.

Forty Faculty respondents elaborated on their responses to select statements regarding the influence of institutional actions on the campus climate. Two themes emerged and are presented below, with supporting quotations.

Don't know. The most prominent theme that emerged from the data was that many of these respondents were not aware of the initiatives mentioned and could not elaborate on the potential influence they would have on the campus climate. Respondents wrote, “I am not sure whether or not some of these initiatives are available or not” and “Not really sure about these things!” Others added that they had “inadequate knowledge on these subjects to comment” and that they were “unsure about initiatives [that are] available.” Generally, these respondents shared the sentiment of the individual who wrote, “I realize I don't know about several of these.”

Disparate view regarding diversity training. The second theme that emerged from the data was related to the concept of diversity training. These respondents generally agreed that some form of diversity, equity, or implicit bias training could be beneficial to faculty. One Faculty respondent wrote, “I know that equity and diversity training is available for search, promotion, and tenure committees, but I don't think that many, if any, committees receive the training. I think such training should be mandatory for recruitment and hiring committees, as well as faculty making hiring decisions and all individuals who supervise faculty and staff.” Another added, “I have done diversity training at other institutions and although I thought I was pretty good at diversity, I still learned a lot. I think it would be good to have more of it for faculty here. We have done it somewhat at the college level but there is still much more to do.” While multiple positive expressions as to the benefits of some type of training were shared, divergent viewpoints were offered as well. These respondents generally were concerned by some of the unintended consequences of this type of training. One such respondent wrote, “The impact of diversity training depends hugely on the quality of the training. My negative reaction to including such training specifically for search, promotion and tenure committees is that requiring it for every such committee would make it more time consuming to be [sic] participate in these committees and it would undoubtedly become repetitive as people serve on multiple committees.” Another added, “You need to be careful with equity and diversity training for promotion and tenure

committees since it could have the negative effect of having different standards for different classes of people.”

The survey asked Staff/Administrator respondents ($n = 566$) to respond regarding similar initiatives, which are listed in Table 68. Seventy-nine percent ($n = 255$) of the Staff/Administrator respondents who thought that diversity training for staff was available felt that it positively influences climate. Of those Staff/Administrator respondents who thought that diversity training for staff was not available, 91% ($n = 170$) thought that it would positively influence the climate if it were available.

Ninety percent ($n = 318$) of the Staff/Administrator respondents who thought that access to counseling for people who have experienced harassment was available felt that it positively influences climate. Of those Staff/Administrator respondents who thought that access to counseling for people who have experienced harassment was not available, 94% ($n = 131$) thought that it would positively influence the climate if it were available.

Eighty-eight percent ($n = 206$) of the Staff/Administrator respondents who thought that mentorship for new staff was available felt that it positively influences climate. Of those Staff/Administrator respondents who thought that mentorship for new faculty was not available, 95% ($n = 261$) thought that it would positively influence the climate if it were available.

Eighty-six percent ($n = 241$) of the Staff/Administrator respondents who thought that a clear and fair process to resolve conflicts was available felt that it positively influences climate. Of those Staff/Administrator respondents who thought that a clear and fair process to resolve conflicts was not available, 93% ($n = 202$) thought that it would positively influence the climate if it were available.

Sixty-seven percent ($n = 177$) of the Staff/Administrator respondents who thought that considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available felt that it positively influences climate. Of those Staff/Administrator respondents who thought that considering diversity-related professional experiences as one of the

criteria for hiring of staff/faculty was not available, 67% ($n = 147$) thought that it would positively influence the climate if it were available.

Eighty-nine percent ($n = 296$) of the Staff/Administrator respondents who thought that career development opportunities for staff were available felt that they positively influence climate. Of those Staff/Administrator respondents who thought that career development opportunities for staff were not available, 96% ($n = 170$) thought that they would positively influence the climate if they were available.

Seventy-one percent ($n = 175$) of the Staff/Administrator respondents who thought that recognition and rewards for including diversity as part of assigned work were available felt that they positively influence climate. Of those Staff/Administrator respondents who thought that recognition and rewards for including diversity as part of assigned work were not available, 63% ($n = 148$) thought that they would positively influence the climate if they were available.

Table 68. Staff/Administrator Respondents' Perceptions of Institutional Initiatives

Institutional initiative	Initiative Available at Seattle University						Initiative NOT available at Seattle University					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	n	%	n	%	n	%	n	%	n	%	n	%
Providing diversity training for staff	255	78.7	61	18.8	8	2.5	170	90.9	14	7.5	< 5	---
Providing access to counseling for people who have experienced harassment	318	89.6	36	10.1	< 5	---	131	94.2	5	3.6	< 5	---
Providing mentorship for new staff	206	88.0	26	11.1	< 5	---	261	95.3	11	4.0	< 5	---
Providing a clear and fair process to resolve conflicts	241	86.1	33	11.8	6	2.1	202	93.1	11	5.1	< 5	---
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	177	67.0	71	26.9	16	6.1	147	66.8	52	23.6	21	9.5
Providing career development opportunities for staff	296	89.4	31	9.4	< 5	---	170	95.5	7	3.9	< 5	---
Providing recognition and rewards for including diversity as part of assigned work	175	70.9	57	23.1	15	6.1	148	63.0	63	26.8	24	10.2

Note: Table includes Staff/Administrator responses ($n = 566$) only.

Sixty Staff/Administrator respondents elaborated on their responses to select statements regarding the influence of institutional actions on the campus climate. Two themes emerged and are presented below with supporting quotations.

Don't know. Similar to their Faculty counterparts, Staff/Administrator respondents commented most regarding their lack of awareness about whether the initiatives were available or not at Seattle University and felt that they could not elaborate on the potential influence they would have on the campus climate. Some of these respondents wrote, “I don't have enough information to answer this,” “I have little experience with these resources or their availability,” and “unclear what initiatives SU has in place.” As with some Faculty respondents, the general consensus among these Staff/Administrator respondents was that many were “not completely aware of what programs are and aren't available.”

Need for more diversity training. Again, similar to their Faculty counterparts, Staff/Administrator respondents also commented on the concept of diversity training. However, unlike their Faculty counterparts, these Staff/Administrator respondents generally expressed a need for “more diversity training for staff, faculty, and student leaders.” One Staff/Administrator respondent expressed a concern that diversity training has a tendency to only reach those who care. This respondent wrote, “[M]any times the folks who take part in optional diversity training are those who are interested in it already but those who need the training don't always take part.” As such, other respondents expressed that this type of training should be incorporated into Human Resources and be focused as “multicultural competency training for staff and faculty.” Generally, these respondents expressed a feeling that “while there are pockets of diversity training, mentorship, etc. [Staff] do not experience the university having a cohesive and required system for this.”

Student respondents ($n = 1,728$) also were asked in the survey to respond regarding a similar list of initiatives, provided in Table 69. More than three-quarters of Student respondents indicated that all of the initiatives listed in Table 69 were available at Seattle University and positively influences the climate.

Sixty-one percent ($n = 536$) of the Student respondents who thought that diversity training for students was available felt that it positively influences climate. Of those Student respondents who thought that diversity training for students was not available, 73% ($n = 339$) thought that it would positively influence the climate if it were available.

Seventy-two percent ($n = 655$) of the Student respondents who thought that diversity training for staff was available felt that it positively influences climate. Of those Student respondents who thought that diversity training for staff was not available, 76% ($n = 352$) thought that it would positively influence the climate if it were available.

Eighty percent ($n = 773$) of the Student respondents who thought that diversity training for faculty was available felt that it positively influences climate. Of those Student respondents who thought that diversity training for faculty was not available, 85% ($n = 357$) thought that it would positively influence the climate if it were available.

Eighty-nine percent ($n = 961$) of the Student respondents who thought that a person to address student complaints of classroom inequality was available felt that it positively influences climate. Of those Student respondents who thought that a person to address student complaints of classroom inequality was not available, 90% ($n = 276$) thought that it would positively influence the climate if it were available.

Eighty-two percent ($n = 756$) of the Student respondents who thought that increasing opportunities for cross-cultural dialogue among students was available felt that it positively influences climate. Of those Student respondents who thought that increasing opportunities for cross-cultural dialogue among students was not available, 87% ($n = 384$) thought that it would positively influence the climate if it were available.

Eighty-three percent ($n = 812$) of the Student respondents who thought that increasing opportunities for cross-cultural dialogue between faculty, staff, and students was available felt that it positively influences climate. Of those Student respondents who thought that increasing opportunities for cross-cultural dialogue between faculty, staff, and students was not available, 87% ($n = 340$) thought that it would positively influence the climate if it were available.

Seventy-two percent ($n = 637$) of the Student respondents who thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available felt that it positively influences climate. Of those Student respondents who thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was not available, 71% ($n = 343$) thought that it would positively influence the climate if it were available.

Seventy-six percent ($n = 669$) of the Student respondents who thought that effective faculty mentorship of students was available felt that it positively influences climate. Of those Student respondents who thought that effective faculty mentorship of students was not available, 82% ($n = 399$) thought that it would positively influence the climate if it were available.

Eighty-one percent ($n = 744$) of the Student respondents who thought that effective academic advising was available felt that it positively influences climate. Of those Student respondents who thought that effective academic advising was not available, 87% ($n = 384$) thought that it would positively influence the climate if it were available.

Table 69. Student Respondents' Perceptions of Institutional Initiatives

Institutional initiative	Initiative Available at Seattle University						Initiative NOT available at Seattle University					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity training for students	536	60.5	329	37.1	21	2.4	339	72.7	111	23.8	16	3.4
Providing diversity training for staff	655	71.9	219	24.0	37	4.1	352	75.5	81	17.4	33	7.1
Providing diversity training for faculty	773	79.7	178	18.4	19	2.0	357	85.4	45	10.8	16	3.8
Providing a person to address student complaints of classroom inequality	961	88.6	113	10.4	11	1.0	276	89.6	22	7.1	10	3.2
Increasing opportunities for cross-cultural dialogue among students	756	82.3	154	16.8	9	1.0	384	86.9	50	11.3	8	1.8
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	812	83.0	156	16.0	10	1.0	340	86.7	43	11.0	9	2.3
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	637	72.2	194	22.0	51	5.8	343	71.0	96	19.9	44	9.1
Providing effective faculty mentorship of students	669	75.9	191	21.7	21	2.4	399	82.1	72	14.8	15	3.1
Providing effective academic advisement	744	81.4	155	17.0	15	1.6	384	87.3	49	11.1	7	1.6

Note: Table includes Student responses (*n* = 1,728) only.

One hundred fifty-two Student respondents elaborated on their responses to select statements regarding the influence of institutional actions on the campus climate. One theme emerged and is presented below, with supporting quotations highlighting commonly cited examples of how this theme was expressed by these respondents.

Don't know. Similar to some of their Faculty and Staff/Administrator respondent counterparts, some of these Student respondents did not know whether the initiatives were available or not at Seattle University. Some of these Student respondents wrote, "I honestly have no idea about a lot of these institutional actions," "I have no idea if any of this is available or not," and "I don't know which of these, if any, already exist because none of these have been presented as being available." Others added, "I know nothing about these initiatives," "I feel that I do not have sufficient background knowledge of initiatives available right now to fully answer this question," and "I don't know anything about university initiatives." Those Student respondents who chose to elaborate further added, "I'm not really sure which of these initiatives we have available at SU, but I think they would all significantly help the SU experience" and "I don't really know enough about these institutional initiatives with respect to SU to know if they are or are not available at SU. I think all of them would be good things to have if we don't have them." Overall, while several respondents specifically noted that some of these initiatives would be good to have, the majority of these Student respondents indicated that they didn't "feel informed enough to answer these questions."

More than half of Student respondents "strongly agreed"/"agreed" that the courses offered at Seattle University included sufficient materials on the perspectives and/or experiences of people based on all of the characteristics listed in Table 70.

Table 70. Student Respondents' Perceptions that Courses Offered at Seattle University Included Sufficient Materials on the Perspectives and/or Experiences of People Based on Certain Characteristics

Characteristic	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Age	221	13.5	926	56.5	422	25.8	69	4.2
Commuter status	173	10.6	808	49.7	514	31.6	131	8.1
Disability	220	13.6	909	56.0	402	24.8	92	5.7
Ethnicity	263	16.1	992	60.9	297	18.2	78	4.8
Gender/gender identity	295	18.2	975	60.1	290	17.9	62	3.8
Immigrant/citizen status	198	12.3	852	52.8	486	30.1	77	4.8
International status	201	12.5	894	55.8	444	27.7	63	3.9
Military/veteran status	185	11.5	853	53.1	475	29.6	92	5.7
Philosophical views	278	17.4	1,018	63.5	251	15.7	55	3.4
Political views	223	13.9	936	58.2	369	22.9	80	5.0
Racial identity	255	15.8	974	60.3	305	18.9	81	5.0
Religious/spiritual views	281	17.4	991	61.2	287	17.7	59	3.6
Sexual identity	281	17.4	982	60.9	288	17.9	62	3.8
Socioeconomic status	210	13.0	845	52.3	440	27.2	121	7.5
Transfer status	176	11.0	823	51.4	481	30.1	120	7.5

Note: Table includes Student responses (*n* = 1,728) only.

Of the Student respondents who “strongly agreed”/“agreed” that courses offered at Seattle University included sufficient materials on the perspectives and/or experiences of people based on all of the characteristics listed in Table 70, 28% believed that fewer than one-quarter of the courses in their major included sufficient materials on the perspectives and/or experiences of people based on all of the aforementioned characteristics (Table 71).

Table 71. Percentage of Courses in Major that Include Sufficient Materials on the Perspectives and/or Experiences of People Based on Certain Characteristics

Percentage of courses	<i>n</i>	%
0–24	417	28.1
25–49	386	26.0
50–74	416	28.1
75–100	264	17.8

Note: Table includes answers only from those Student respondents who indicated that they “strongly agreed”/“agreed” with the statement regarding one or more of the characteristics listed in Table 70 (*n* = 1,576).

Summary

In addition to campus constituents’ personal experiences and perceptions of the campus climate, diversity-related actions taken by the institution, or not taken, as the case may be, may be perceived either as promoting a positive campus climate or impeding it. As the above data suggest, respondents hold divergent opinions about the degree to which Seattle University does, and should, promote diversity to shape campus climate.

Next Steps

Embarking on this campus-wide assessment is further evidence of Seattle University's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this report was to assess the climate within Seattle University, including how members of the community felt about issues related to inclusion and work-life issues. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations within the Seattle University community. However, assessments and reports are not enough. A projected plan to develop strategic actions and a subsequent implementation plan are critical. Failure to use the assessment data to build on the successes and address the challenges uncovered in the report will undermine the commitment offered to Seattle University community members when the project was initiated. Also, as recommended by Seattle University's senior leadership, the assessment process should be repeated regularly to respond to an ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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Appendices

Appendix A – Cross Tabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Comment Analysis (Questions #100–#102)

Appendix D – Survey: *Seattle University Assessment of Climate for Learning, Living, and Working*

Appendix A

Cross tabulations by Selected Demographics

		Undergraduate Student		Graduate Student		Faculty		Staff		Administrative Professional		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender Identity	Unknown/Missing	0	0.00%	0	0.00%	0	0.00%	5	1.47%	< 5	---	9	0.34%
	Man	305	28.21%	79	21.82%	120	42.11%	155	45.59%	204	36.04%	863	32.76%
	Woman	747	69.10%	277	76.52%	163	57.19%	175	51.47%	351	62.01%	1713	65.03%
	Transgender/ Genderqueer/Other	29	2.68%	6	1.66%	< 5	---	5	1.47%	7	1.24%	49	1.86%
Racial Identity	Unknown/ Missing/Other	14	1.30%	6	1.66%	10	3.51%	23	6.76%	16	2.83%	69	2.62%
	Person of Color	290	26.83%	87	24.03%	60	21.05%	56	16.47%	86	15.19%	579	21.98%
	White Only	596	55.13%	236	65.19%	180	63.16%	246	72.35%	408	72.08%	1666	63.25%
	Multiple	181	16.74%	33	9.12%	35	12.28%	15	4.41%	56	9.89%	320	12.15%
Sexual Identity	Unknown/Missing	< 5	---	6	1.66%	< 5	---	12	3.53%	18	3.18%	41	1.56%
	LGBQ	207	19.15%	44	12.15%	31	10.88%	36	10.59%	72	12.72%	390	14.81%
	Heterosexual	811	75.02%	301	83.15%	245	85.96%	284	83.53%	462	81.63%	2103	79.84%
	Asexual/Pansexual/ Other	60	5.55%	11	3.04%	7	2.46%	8	2.35%	14	2.47%	100	3.80%

		Undergraduate Student		Graduate Student		Faculty		Staff		Administrative Professional		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Citizenship Status	Unknown/Missing	< 5	---	< 5	---	< 5	---	5	1.47%	7	1.24%	16	0.61%
	US Citizen	912	84.37%	315	87.02%	261	91.58%	317	93.24%	529	93.46%	2,334	88.61%
	Non-US Citizen	127	11.75%	43	11.88%	19	6.67%	16	4.71%	21	3.71%	226	8.58%
	Undocumented	< 5	---	0	0.00%	0	0.00%	0	0.00%	< 5	0.18%	5	0.19%
	Multiple Citizenships	37	3.42%	< 5	---	< 5	---	< 5	---	8	1.41%	53	2.01%
Disability Status	Unknown/Missing	70	6.48%	15	4.14%	26	9.12%	29	8.53%	32	5.65%	172	6.53%
	Single Disability	287	26.55%	88	24.31%	59	20.70%	38	11.18%	80	14.13%	552	20.96%
	No Disability	596	55.13%	223	61.60%	185	64.91%	261	76.76%	418	73.85%	1,683	63.90%
	Multiple Disabilities	128	11.84%	36	9.94%	15	5.26%	12	3.53%	36	6.36%	227	8.62%
Religious/ Spiritual Affiliation	Unknown/Missing	< 5	---	< 5	---	< 5	---	16	4.71%	13	2.30%	40	1.52%
	Catholic	207	19.15%	77	21.27%	43	15.09%	71	20.88%	151	26.68%	549	20.84%
	Christian Affiliation - Other than Catholic	193	17.85%	97	26.80%	63	22.11%	70	20.59%	131	23.14%	554	21.03%
	Other Faith-Based	75	6.94%	31	8.56%	30	10.53%	34	10.00%	44	7.77%	214	8.12%
	No Affiliation	499	46.16%	121	33.43%	125	43.86%	131	38.53%	189	33.39%	1,065	40.43%
	Multiple Affiliations	92	8.51%	23	6.35%	17	5.96%	15	4.41%	31	5.48%	178	6.76%
	Other	12	1.11%	9	2.49%	< 5	---	< 5	---	7	1.24%	34	1.29%

Note: % is the percent of each column for that demographic category (e.g., percent of Undergraduate Student respondents who are Men).

Appendix B
Data Tables
PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B1. What is your primary position at Seattle University? (Question 1)

Position	<i>n</i>	%
Undergraduate Student	1,081	41.0
Started at Seattle University as a first year student	781	72.2
Transferred from another institution	215	19.9
Missing	85	7.9
Graduate Student	362	13.7
Certificate (non-degree)	9	2.5
Master's degree student	297	82.0
Doctoral degree student	21	5.8
Missing	35	9.7
Law Student	285	10.8
Faculty	319	12.1
Tenured-Tenure Track	165	51.7
<i>Assistant Professor</i>	40	12.6
<i>Associate Professor</i>	78	24.5
<i>Professor</i>	46	14.5
Non-Tenure Track/Contingent	92	28.8
<i>Senior Instructor/Instructor</i>	50	15.9
<i>Senior Lecturer /Lecturer</i>	14	4.4
<i>Senior Adjunct/Adjunct</i>	9	2.9
<i>Contract (Law School)</i>	7	2.2
<i>Adjunct (Law School)</i>	6	1.9
<i>Visiting</i>	2	0.6
<i>Emeritus</i>	0	0.0
<i>Librarian</i>	0	0.0
Visiting	1	0.3
Emeritus	2	0.6
Librarian	6	1.9
Missing	53	16.6
Exempt Professional Staff	244	9.3
Non-exempt Staff	201	7.6
Administration – Academic	21	0.8
Administration - Staff	87	3.3
Vendor	34	1.3

Note: There are no missing data for the primary categories in this question; all respondents were required to select an answer. There are missing data for the sub-categories as indicated.

Table B2. Are you full time or part-time in that primary status? (Question 2)

Status	<i>n</i>	%
Full-time	2,421	91.9
Part-time	212	8.0
Missing	1	0.0

Table B3. What is your birth sex (assigned)? (Question 33)

Gender	<i>n</i>	%
Female	1,748	66.4
Intersex	4	0.2
Male	871	33.1
Missing	11	0.4

Table B4. What is your gender/gender identity? (Question 34)

Gender	<i>n</i>	%
Genderqueer	31	1.2
Man	863	32.8
Transgender	6	0.2
Woman	1,713	65.0
A gender not listed here	12	0.5
Missing	9	0.3

Table B5. What is your current gender expression? (Question 35)

Gender	<i>n</i>	%
Androgynous	69	2.6
Feminine	1,642	62.3
Masculine	839	31.9
A gender expression not listed here	41	1.6
Missing	43	1.6

Table B6. What is your racial/ethnic identity? Mark all that apply. (Question 36)

Racial/ethnic identity	<i>n</i>	%
Alaskan Native	6	0.2
American Indian	67	2.5
Asian/Asian American	445	16.9
Black/African/African American	132	5.0
Hispanic/Latino(a)/Chicano(a)	214	8.1
Middle Eastern	41	1.6
Native Hawaiian	8	0.3
Pacific Islander	58	2.2
White	1,935	73.5
A racial identity not listed here	54	2.1

Table B7. Which term best describes your sexual identity(s)? (Question 37)

Sexual Identity	<i>n</i>	%
Asexual	56	2.1
Bisexual	135	5.1
Gay	107	4.1
Heterosexual	2,103	79.8
Lesbian	49	1.9
Queer	61	2.3
Questioning	38	1.4
Pansexual	16	0.6
A sexual identity not listed above	28	1.1
Missing	41	1.6

Table B8. What is your age? (Question 38)

Age	<i>n</i>	%
22 and under	988	37.5
23-34	761	28.9
35-48	443	16.8
49-67	383	14.5
68 and over	36	1.4
Missing	23	0.9

Table B9. Do you have substantial parenting or caregiving responsibility? (mark all that apply) (Question 39)

Group	<i>n</i>	%
No	2,088	79.7
Yes	531	20.3
Children 18 years of age or under	392	73.8
Children over 18 years of age, but still legally dependent (in college, disabled, etc.)	95	17.9
Independent adult children over 18 years of age	41	7.7
Sick or disabled partner	25	4.7
Senior or other family member	126	23.7
A parenting or caregiving responsibility not listed here	14	2.6

Note: Percentages may not sum to 100% due to multiple responses.

Table B10. Are/were you a member of the U.S. Armed Forces? (mark all that apply) (Question 40)

Military status	<i>n</i>	%
I have not been in the military	2,504	95.1
Active military	6	0.2
Reservist/National Guard	15	0.6
ROTC	4	0.2
Veteran	73	2.8
Missing	32	1.2

Table B11. Students Only: What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 41)

Level of education	Parent /legal guardian 1		Parent/legal guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	50	2.9	40	2.3
Some high school	46	2.7	43	2.5
Completed high school/GED	230	13.3	180	10.4
Some college	202	11.7	199	11.5
Business/technical certificate/degree	54	3.1	64	3.7
Associate's degree	82	4.7	78	4.5
Bachelor's degree	503	29.1	432	25.0
Some graduate work	35	2.0	32	1.9
Master's degree	336	19.4	260	15.0
Specialist degree	7	0.4	9	0.5
Doctoral degree	80	4.6	45	2.6
Professional degree (MD, MFA, JD)	91	5.3	73	4.2
Unknown	5	0.3	10	0.6
Not applicable	4	0.2	12	0.7
Missing	3	0.2	251	14.5

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 1,728) only.

Table B12. Staff/Administrators/Faculty Only: What is your highest level of education? (Question 42)

Level of Education	<i>n</i>	%
No high school	4	0.4
Some high school	4	0.4
Completed high school/GED	16	1.8
Some college	38	4.2
Business/Technical certificate/degree	16	1.8
Associate's degree	27	3.0
Bachelor's degree	141	15.6
Some graduate work	83	9.2
Master's degree	224	24.7
Specialist degree	5	0.6
Doctoral degree	263	29.0
Professional degree (e.g. MD, JD, DVM)	75	8.3
Missing	10	1.1

Note: Table includes answers from those respondents who indicated that they were Staff, Administrators, or Faculty in Question 1 (*n* = 906) only.

Table B13. Undergraduate Students Only: How long have you been at Seattle University? (Question 43)

College Status	<i>n</i>	%
I am in my first year	339	31.4
I am in my second year	298	27.6
I am in my third year	232	21.5
I am in my fourth year	193	17.9
I am in my fifth year	15	1.4
I have been here more than 5 years	3	0.3
Missing	1	0.1

Note: Table includes answers from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 1,081) only.

Table B14. Graduate Students Only: Where are you in your graduate career? (Question 44)

College status	<i>n</i>	%
First year	287	44.4
Second year	215	33.2
Third year	103	15.9
Fourth year or more	42	6.5

Note: Table includes answers from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 647) only.

**Table B15. Faculty Only: Which colleges/school/area are you primarily affiliated with at this time?
(Question 45)**

Academic unit	<i>n</i>	%
A.A. Lemieux Library	5	1.4
Academic Affairs	4	1.2
Albers School of Business and Economics	29	8.5
College of Arts and Sciences	82	24.1
College of Education	16	4.7
College of Nursing	32	9.4
College of Science and Engineering	80	23.5
Matteo Ricci College	10	2.9
School of Law	45	13.2
School of New and Continuing Studies	1	0.3
School of Theology and Ministry	9	2.7
Missing	27	7.9

Note: Table includes answers from those respondents who indicated that they were Faculty/Academic Administrators (*n* = 340) in Question 1 only.

Table B16. Staff/Administrators Only: Which college/division are you primarily affiliated with at this time? (Question 46)

Work unit	<i>n</i>	%
Albers School of Business and Economics	19	3.4
College of Arts and Sciences	25	4.4
College of Education	7	1.2
College of Nursing	5	0.9
College of Science and Engineering	21	3.7
Enrollment Services Division	40	7.1
Executive Vice President's Division	31	5.5
School of Law	37	6.5
A.A. Lemieux Library	11	1.9
Marketing Communications Division	14	2.5
Matteo Ricci College	2	0.4
Jesuits - Arrupe House	1	0.2
President's Division	1	0.2
Provost's Division	42	7.4
School of Theology and Ministry	11	1.9
Finance & Business Affairs Division	63	11.1
HR and University Services Division	36	6.4
Mission & Ministry Division	9	1.6
Planning Division	14	2.5
School of New and Continuing Studies	0	0.0
Student Development Division	54	9.5
University Advancement Division	40	7.1
University Counsel Division	2	0.4
Missing	81	14.3

Note: Table includes answers from those respondents who indicated that they were Staff/Administrators in Question 1 (*n* = 566) only.

Table B17. Undergraduate Students Only: What is your academic major? (Select up to 2 choices) (Question 47)

Academic major	<i>n</i>	%
College of Arts and Sciences	525	48.6
Art History	2	0.4
Asian Studies	1	0.2
Communication	20	3.8
Criminal Justice	40	7.6
Cultural Anthropology	10	1.9
Digital Design	14	2.7
English	26	5.0
English Creative Writing	21	4.0
Environmental Studies	27	5.1
Film Studies	20	3.8
Fine Arts	7	1.3
French	14	2.7
History	23	4.4
International Studies	31	5.9
Journalism	10	1.9
Liberal Studies	8	1.5
Modern Languages and Cultures	2	0.4
Music	5	1.0
Philosophy	12	2.3
Photography	6	1.1
Political Science	39	7.4
Pre-major Studies Program	30	5.7
Psychology	67	12.8
Public Affairs	18	3.4
ROTC	0	0.0
Social Work	29	5.5
Sociology	25	4.8
Spanish	23	4.4
Sport and Exercise Science	32	6.1
Strategic Communication	21	4.0
String Performance	0	0.0
Theatre	4	0.8
Theology and Religious Studies	4	0.8
Visual Art	9	1.7
Women & Gender Studies	22	4.2

Table B17. (cont.)	<i>n</i>	%
Albers School of Business and Economics	204	18.9
Economics	25	12.3
Accounting Business and Law Degree	36	17.6
Business Economics	13	6.4
Finance	36	17.6
Individualized Major in Business Administration	1	0.5
International Business	22	10.8
Management	44	21.6
Marketing	53	26.0
Pre-Business	10	4.9
Matteo Ricci College	65	6.0
Humanities	8	12.3
Humanities for Leadership	22	33.8
Humanities for Teaching	34	52.3
College of Nursing	94	8.7
Bachelor of Science in Nursing	87	92.6
College of Science and Engineering	248	22.9
Biochemistry	19	7.7
Biology	48	19.4
Cell and Molecular Biology	19	7.7
Chemistry	4	1.6
Civil and Environmental Engineering	23	9.3
Computer Science/Software Engineering	31	12.5
Diagnostic Ultrasound	14	5.6
Electrical and Computer Engineering	21	8.5
Environmental Science	7	2.8
Mathematics	23	9.3
Marine and Conservation Biology	4	1.6
Mechanical Engineering	33	13.3
Physics	8	3.2
Pre-Engineering	2	0.8
Pre-Science	3	1.2

<i>Table B17. (cont.)</i>	<i>n</i>	<i>%</i>
Post-baccalaureate students	5	0.5
Non-degree-seeking students	3	0.3

Note: Table includes answers from those respondents who indicated that they were Undergraduate Students in Question 1 ($n = 1,081$) only.

Table B18. Graduate Students Only: What is your academic degree program? (Question 48)

Academic program	<i>n</i>	%
Doctoral Degree Programs	39	6.0
Educational Leadership	17	43.6
Health Systems Leader Doctor of Nursing Practice	0	0.0
Doctor of Ministry	5	12.8
Master's Degree Programs	589	91.0
Adult Education and Training	6	1.0
Advanced Practice Nurse Practitioner	5	0.8
Arts Leadership	14	2.4
Bridge	3	0.5
Business Administration	28	4.8
Computer Science	4	0.7
Counseling	19	3.2
Criminal Justice	10	1.7
Divinity	19	3.2
Divinity, Specialization in Chaplaincy	5	0.8
Educational Administration	3	0.5
Finance	1	0.2
Juris Doctor	247	41.9
Juris Doctor/Master of Business Administration (JD/MBA)	13	2.2
Juris Doctor/Master of Professional Accounting (JD/MPAC)	0	0.0
Juris Doctor/Master of Public Administration (JD/MPA)	1	0.2
Juris Doctor/Master of Science in Finance (JD/MSF)	0	0.0
Juris Doctor/Criminal Justice (JD/MACJ)	1	0.2
Juris Doctor/Sport Administration & Leadership (JD/MSAL)	0	0.0
Juris Doctor/Transformational Leadership	1	0.2
Leadership Executive Master of Business Administration	1	0.2
Health Leadership Executive Master of Business Administration	0	0.0
Literacy for Diverse Learners	0	0.0
Nonprofit Leadership	4	0.7
Nursing	27	4.6
Pastoral Studies	15	2.5
Professional Accounting	13	2.2
Professional Accounting-Finance Joint Degree (MPAC-MSF)	0	0.0

Table B18 cont.	<i>N</i>	%
Program for New Principals	0	0.0
Psychology	10	1.7
Public Administration	16	2.7
Relationship & Pastoral Therapy	7	1.2
School Psychology	9	1.5
Software Engineering	2	0.3
Special Education	0	0.0
Sport Administration and Leadership	11	1.9
Student Development Administration	38	6.5
Teacher Preparation	12	2.0
Teacher Preparation with Special Education	1	0.2
Teaching English to Speakers of Other Languages	6	1.0
Transformational Leadership	9	1.5
Transforming Spirituality	5	0.8
Certificates	13	2.0
Certificate in Crime Analysis	0	0.0
Certificate programs - College of Education	4	30.8
Certificate of Graduate Studies in Diaconal Ministry	0	0.0
Executive Leadership Certificate Program (ELP)	1	7.7
Fundamentals of Programming Certificate	0	0.0
Graduate Business Certificates	2	15.4
Graduate Certificate in Health Informatics and Technology	0	0.0
Post-Master's in Community College Teaching	0	0.0
Post-Master's Certificates in Nursing	0	0.0
Post-Master's Certificate in Pastoral Leadership	0	0.0
Post Master's Certificate in Transforming Spirituality	2	15.4
Post-Master's Certificate in Transforming Spirituality/ Spiritual Direction	0	0.0
Missing	6	0.9

Note: Table includes answers from those respondents who indicated that they were Graduate Students in Question 1 ($n = 647$) only.

**Table B19. Which, if any, of the conditions listed below impact your learning, working or living activities?
(Mark all that apply) (Question 49)**

Condition	<i>n</i>	%
Mental health/psychological condition	367	13.9
Learning disability	188	7.1
Chronic diagnosis or medical condition	163	6.2
Eating disorder	76	2.9
Obesity	68	2.6
Hard of hearing or deaf	48	1.8
Physical/mobility condition that affects walking	48	1.8
Physical/mobility condition that does not affect walking	44	1.7
Low vision or blind	33	1.3
Acquired/Traumatic Brain Injury	26	1.0
A disability/condition not listed here	22	0.8
Speech/communication condition	13	0.5
I have none of the listed conditions	1,683	63.9

Note: Percentages may not sum to 100% due to multiple responses.

**Table B20. What is your citizenship status in the US? (mark all that apply)
(Question 50)**

Citizenship status	<i>n</i>	%
U.S. citizen	2,387	90.6
Permanent resident	170	6.5
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN visa holder)	102	3.9
Undocumented resident	5	0.2
Other legally documented status	10	0.4

Table B21. What is the language(s) spoken in your home? (Question 51)

Language at home	<i>n</i>	%
English only	2,050	77.8
English and other language(s)	510	19.4
Other than English	65	2.5
Missing	9	0.3

Table B22. What is your religious or spiritual identity? (Question 52)

Spiritual Identity	<i>n</i>	%		<i>n</i>	%
Catholic	644	24.4	United Church of Christ	17	2.8
Roman Catholic	516	80.1	A Christian affiliation not listed above	27	4.4
Other Catholic	22	3.4	Agnostic	14	0.5
Christian	618	23.5	Atheist	28	1.1
AME	1	0.2	Baha'i	5	0.2
AME Zion	0	0.0	Buddhist	100	3.8
Assembly of God	12	1.9	Confucianist	5	0.2
Baptist	38	6.1	Druid	3	0.1
Christian Orthodox	4	0.6	Hindu	21	0.8
Christian Methodist Episcopal	1	0.2	Jain	2	0.1
Christian Reformed Church	3	0.5	Jehovah's Witness	1	0.0
Church of Christ	10	1.6	Jewish (Conservative, Orthodox, Reformed)	69	2.6
Church of God in Christ	6	1.0	Muslim	23	0.9
Disciples of Christ	4	0.6	Ahmadi	1	4.3
Episcopalian	46	7.4	Shi'ite	3	13.0
Evangelical	11	1.8	Sufi	1	4.3
Greek Orthodox	4	0.6	Sunni	15	65.2
Lutheran	61	9.9	Native American Traditional Practitioner or Ceremonial	14	0.5
Mennonite	3	0.5	Pagan	22	0.8
Moravian	1	0.2	Rastafarian	1	0.0
Nondenominational Christian	104	16.8	Scientologist	0	0.0
Pentecostal	11	1.8	Secular Humanist	34	1.3
Presbyterian	51	8.3	Shinto	2	0.1
Protestant	46	7.4	Sikh	9	0.3
Protestant Reformed Church	1	0.2	Taoist	4	0.2
Quaker	4	0.6	Tenrikyo	0	0.0
Reformed Church of America	1	0.2	Wiccan	12	0.5
Russian Orthodox	5	0.8	Spiritual, but no religious affiliation	428	16.2
Seventh Day Adventist	4	0.6	No affiliation	744	28.2
The Church of Jesus Christ of Latter-day Saints	18	2.9	A religious affiliation or spiritual identity not listed above	46	1.7
United Methodist	39	6.3			
Unitarian Universalist	7	1.1			

Note: Percentages may not sum to 100% due to multiple responses.

Table B23. Students Only: Are you currently financially dependent (family/guardian assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)? (Question 53)

Dependency status	<i>n</i>	%
Dependent	1,122	64.9
Independent	553	32.0
Missing	53	3.1

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 1,728) only.

Table B24. Students Only: What is your best estimate of your family’s yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)? (Question 54)

Income	<i>n</i>	%
Below \$10,000	160	9.3
\$10,000-\$19,999	121	7.0
\$20,000-\$29,999	115	6.7
\$30,000-\$39,999	90	5.2
\$40,000-\$49,999	96	5.6
\$50,000-\$59,999	87	5.0
\$60,000-\$69,999	86	5.0
\$70,000-\$79,999	68	3.9
\$80,000-\$89,999	94	5.4
\$90,000-\$99,999	97	5.6
\$100,000-\$124,999	206	11.9
\$125,000-\$149,999	95	5.5
\$150,000-\$199,999	127	7.3
\$200,000 -\$249,999	65	3.8
\$250,000 -\$299,999	47	2.7
\$300,000-\$399,999	41	2.4
\$400,000-\$499,999	20	1.2
\$500,000 or more	44	2.5
Missing	69	4.0

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 1,728) only.

Table B25. Students Only: Where do you live? (Question 55)

Residence	<i>n</i>	%
Campus housing	575	33.3
Bellarmino Hall	96	16.7
Campion Hall	158	27.5
Chardin Hall	34	5.9
Douglas Apartments	41	7.1
Kolvenbach Homes	1	0.2
Logan Court	2	0.3
Murphy Apartments	95	16.5
Xavier Global House	37	6.4
Off-campus housing	1,141	66.0
Independently in an apartment/house	765	67.0
Living with family member/guardian	181	15.9
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	1	0.1
Missing	11	0.6

Note Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 1,728) only.
 Note: Percentages for sub-categories are valid percentages and do not include missing responses.

Table B26 Students Only: Do you participate in any of the following at Seattle University? (mark all that apply) (Question 56)

Clubs/Organizations	<i>n</i>	%
I do not participate in any clubs/organizations	599	34.7
Academic	379	21.9
Community service/engagement	260	15.0
Cultural heritage	150	8.7
Health and wellness	37	2.1
Honor societies	143	8.3
Intercollegiate athletics	91	5.3
Media	42	2.4
Political and social justice	176	10.2
Religious, spiritual	104	6.0
Social/community building	123	7.1
Special interest	92	5.3
Sports and recreation	193	11.2
An organization not listed here	134	7.8

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 1,728) only. Percentages may not sum to 100% due to multiple responses.

**Table B27. Students Only: At the end of your last quarter/semester, what was your cumulative grade point average?
(Question 57)**

GPA	<i>n</i>	%
3.5 – 4.0	979	56.7
3.0 – 3.49	503	29.1
2.5 – 2.99	162	9.4
2.0 – 2.49	55	3.2
1.5 – 1.99	12	0.7
1.0 – 1.49	2	0.1
0.0 – .99	2	0.1
Missing	13	0.8

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 1,728) only.

**Table B28. Students Only: Have you experienced financial hardship while attending Seattle University?
(Question 58)**

Financial hardship	<i>n</i>	%
No	914	52.9
Yes	801	46.4
Missing	13	0.8

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 1,728) only.

Table B29. Students only: How have you experienced the financial hardship? (Question 59)

Financial hardship experience	<i>n</i>	%
Difficulty affording tuition	572	71.4
Difficulty purchasing my books and other course supplies	483	60.3
Difficulty in affording housing	441	55.1
Difficulty in affording other campus fees	350	43.7
Difficulty participating in co-curricular events or activities (alternative spring breaks, class trips, study abroad, etc.)	281	35.1
Difficulty in affording transportation	278	34.7
Difficulty affording food	276	34.5
Difficulty participating in social events	266	33.2
Difficulty traveling home during Seattle University breaks	207	25.8
Difficulty in affording health care	196	24.5
Difficulty in affording professional development	176	22.0
Difficulty in affording child care	33	4.1
Other	30	3.7

Note: Table includes answers from those respondents who indicated that they were Students and had experienced hardship in Question 60 (*n* = 801) only.

Table B30. Students Only: How are you currently paying for your education at Seattle University? (Question 60)

Source of funding	<i>n</i>	%
Family contribution	969	56.1
Federal Loans	931	53.9
Non-need based scholarship/grants	711	41.1
Personal contribution/job	505	29.2
Need-based scholarship	367	21.2
Private loans	321	18.6
Credit card	201	11.6
Work Study	152	8.8
Government program	80	4.6
Graduate assistantship	67	3.9
Tuition remission	51	3.0
Guaranteed education tuition program	41	2.4
Resident assistant	35	2.0
International Government Sponsored Grants	21	1.2
A method of payment not listed here	59	3.4

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 1,728) only.

Table B31. Students Only: Are you employed on or off-campus? (Question 61)

Employed	<i>n</i>	%
No	671	38.8
Yes, I work on campus	551	31.9
1-10 hours/week	237	43.6
11-20 hours/week	263	48.3
21-30 hours/week	29	5.3
31-40 hours/week	10	1.8
More than 40 hours/week	5	0.9
Yes, I work off campus	589	34.1
1-10 hours/week	154	27.2
11-20 hours/week	195	34.4
21-30 hours/week	81	14.3
31-40 hours/week	72	12.7
More than 40 hours/week	65	11.5

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 1,728) only.

PART II: Findings

The tables in this section contain valid percentages except where noted.

**Table B32. Overall, how comfortable are you with the campus climate at Seattle University?
(Question 3)**

Comfort	<i>n</i>	%
Very comfortable	663	25.2
Comfortable	1,343	51.0
Neither comfortable nor uncomfortable	381	14.5
Uncomfortable	210	8.0
Very uncomfortable	36	1.4

**Table B33. Faculty/Staff/Administrators Only: Over all, how comfortable are you with your department/work
unit climate?
(Question 4)**

Comfort	<i>n</i>	%
Very comfortable	339	37.5
Comfortable	362	40.1
Neither comfortable nor uncomfortable	96	10.6
Uncomfortable	74	8.2
Very uncomfortable	32	3.5

Note: Table includes answers from those respondents who indicated that they were Faculty, Administrators, or Staff in Question 1 (*n* = 906) only.

Table B34. Students/Faculty Only: Over all, how comfortable are you with the classroom climate? (Question 5)

Comfort	<i>n</i>	%
Very comfortable	601	29.1
Comfortable	1,062	51.5
Neither comfortable nor uncomfortable	260	12.6
Uncomfortable	104	5.0
Very uncomfortable	21	1.0
Not applicable	16	0.8

Note Table includes answers from those respondents who indicated that they were Students or Faculty in Question 1 (*n* = 2,068) only.

Table B35. Have you ever seriously considered leaving Seattle University? (Question 6)

Considered leaving	<i>n</i>	%
No	1,548	58.9
Yes	1,082	41.1

Table B36. Students only: When did you seriously consider leaving Seattle University? (Question 7)

Year in school	<i>n</i>	%
During my first year as a student	454	75.7
During my second year as a student	243	40.5
During my third year as a student	78	13.0
During my fourth year as a student	18	3.0
After my fourth year as a student	4	0.7

Note: Table includes answers from those Students who indicated that they considered leaving in Question 6 (*n* = 600) only.

**Table B37. Students only: Why did you seriously consider leaving Seattle University?
(Question 8)**

Reasons considered leaving	<i>n</i>	%
Lack of a sense of belonging	334	55.7
Financial reasons	207	34.5
Climate was not welcoming	185	30.8
Lack of a support group	177	29.5
Personal reasons	137	22.8
Homesick	111	18.5
Prestige of academic program	100	16.7
Family reasons	67	11.2
Didn't like major	63	10.5
Desired major was not offered	53	8.8
Coursework was too difficult	52	8.7
Coursework was not difficult	47	7.8
Trauma	38	6.3
My marital/relationship status	33	5.5
Operating hours were inconvenient	33	5.5
Didn't meet the selection criteria for a major	13	2.2
Other	137	22.8

Note: Table includes answers from those Students who indicated that they considered leaving in Question 6 (*n* = 600) only.

Table B38 Faculty/Staff/Administrators only: Why did you seriously consider leaving Seattle University? (Question 9)

Reasons considered leaving	<i>n</i>	%
Inadequate salary	279	57.9
Limited opportunities for advancement	231	47.9
Changes in Seattle U's institutional culture	224	46.5
Financial reasons	188	39.0
Increased workload	166	34.4
Interested in a position at another institution	142	29.5
Lack of mentoring/support	141	29.3
Tension in department with supervisor/manager	136	28.2
Tension in department/work unit	132	27.4
Governance structure	81	16.8
Recruited or offered a position at another institution	71	14.7
Campus climate was unwelcoming	68	14.1
Family responsibilities	51	10.6
Inadequate benefits	51	10.6
Trauma	33	6.8
Personal reasons	23	4.8
Relocation	18	3.7
Local community did not meet my (my family) needs	17	3.5
Offered position in government or industry	13	2.7
Spouse or partner unable to find suitable employment	6	1.2
Spouse/partner relocated	4	0.8
Other	72	14.9

Note: Table includes answers from those Faculty/Staff/Administrators who indicated that they considered leaving in Question 6 (*n* = 482) only.

Table B39. Students Only: Please indicate the extent to which you agree with each of the following statements regarding your academic experience at Seattle University. (Question 11)

Academic Experience	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am performing up to my full academic potential.	458	26.6	902	52.3	198	11.5	155	9.0	12	0.7
Many of my courses this year have been intellectually stimulating.	622	36.1	867	50.3	143	8.3	81	4.7	10	0.6
I am satisfied with my academic experience at Seattle University	481	28.0	891	51.9	218	12.7	111	6.5	15	0.9
I am satisfied with the extent of my intellectual development since enrolling at Seattle University	602	35.0	835	48.6	199	11.6	73	4.2	9	0.5
I have performed academically as well as I anticipated I would.	465	27.0	743	43.1	269	12.3	212	12.3	33	1.9
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	665	38.7	814	47.4	170	9.9	62	3.6	7	0.4
My interest in ideas and intellectual matters has increased since coming to Seattle University	628	36.6	734	42.8	268	15.6	75	4.4	10	0.6
I intend to graduate from Seattle University	1,119	65.3	460	26.8	109	6.4	15	0.9	11	0.6
I am considering transferring to another college or university due to academic reasons.	50	2.9	95	5.5	187	10.9	449	26.1	939	54.6

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 1,728) only.

Table B40. Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored) intimidating, offensive, and/or hostile (bullying, harassing) behavior at Seattle University? (Question 12)

Experienced conduct	<i>n</i>	%
No	1,902	72.3
Yes	728	27.7

B41. What do you believe the conduct was based upon? (Question 13)

Conduct based upon	<i>n</i>	%
Gender/gender identity	198	27.2
Age	165	22.7
Ethnicity	152	20.9
Position (staff, faculty, student)	146	20.1
Racial Identity	111	15.2
Political views	91	12.5
Philosophical views	89	12.2
Academic performance	84	11.5
Socioeconomic status	84	11.5
Religious/spiritual views	65	8.9
Major field of study	61	8.4
Sexual identity	60	8.2
Educational credentials	58	8.0
Geographic background	57	7.8
Physical characteristics	53	7.3
Mental health/ psychological disability/condition	51	7.0
Living arrangement	47	6.5
Gender expression	46	6.3
Participation in an organization/team	42	5.8
Relationship status	41	5.6
Learning disability/condition	36	4.9
English language proficiency/accent	30	4.1
Medical disability/condition	24	3.3
International status	21	2.9
Parental status (e.g., having children)	21	2.9
Immigrant/citizen status	16	2.2
Physical disability/condition	14	1.9
Military/veteran status	8	1.1
Pregnancy	7	1.0
Don't know	103	14.1
A reason not listed above	110	15.1

Note: Table includes answers from those respondents who indicated that they experienced conduct (*n* = 728) only. Percentages do not sum to 100 due to multiple responses.

Table B42. How would you describe what happened? (Question 14)

Form of conduct	<i>n</i>	%
I was ignored or excluded	409	56.2
I was isolated or left out	308	42.3
I was intimidated/bullied	190	26.1
I was the target of derogatory verbal remarks	155	21.3
I experienced a hostile classroom environment	137	18.8
I experienced a hostile work environment	123	16.9
I felt others staring at me	115	15.8
I was the target of workplace incivility	102	14.0
I was singled out as the spokesperson for my identity group	96	13.2
The conduct made me fear that I would get a poor grade	74	10.2
I received a low or unfair performance evaluation	69	9.5
Someone assumed I was admitted/hired/ promoted due to my identity	57	7.8
I received derogatory written comments	42	5.8
I was the target of racial/ethnic profiling	38	5.2
I received derogatory phone calls/texts messages/e- mail	23	3.2
The conduct threatened my physical safety	18	2.5
I received derogatory/unsolicited messages through social media	14	1.9
Someone assumed I was <u>not</u> admitted/ hired/promoted due to my identity	10	1.4
I received threats of physical violence	8	1.1
I was the target of stalking	7	1.0
I was the target of physical violence	7	1.0
I was the target of graffiti/vandalism	4	0.5
The conduct threatened my family's safety	3	0.4
An experience not listed above	111	15.2

Note: Table includes answers from those respondents who indicated that they experienced conduct (*n* = 728) only. Percentages do not sum to 100 due to multiple responses.

Table B43. Where did this conduct occur? (Question 15)

Location of conduct	<i>n</i>	%
In a class/lab/clinical setting	232	31.9
In a meeting with a group of people	210	28.8
In a public space at Seattle University	187	25.7
While working at a Seattle University job	127	17.4
In on-campus housing	106	14.6
In a meeting with one other person	102	14.0
At a Seattle University event	100	13.7
In a Seattle University administrative office	87	12.0
In a faculty office	61	8.4
Off campus	60	8.2
While walking on campus	53	7.3
In athletic facilities	35	4.8
On social networking sites/Facebook/Twitter/Yik-Yak	35	4.8
In the library	33	4.5
In a Seattle University dining facility	29	4.0
In off-campus housing	21	2.9
In an experiential learning environment	20	2.7
In Student Health Center/CAPS	2	0.3
On the Nighthawk	2	0.3
A location not listed above	54	7.4

Note: Table includes answers from those respondents who indicated that they experienced conduct (*n* = 728) only. Percentages do not sum to 100 due to multiple responses.

Table B44. Who/what was the source of this conduct? (Question 16)

Source of conduct	<i>n</i>	%
Student	360	49.5
Faculty member	217	29.8
Friend	103	14.1
Co-worker	91	12.5
Staff member	88	12.1
Senior administrator	77	10.6
Department chair/head/director	66	9.1
Supervisor	49	6.7
Stranger	43	5.9
Student staff or student leader	27	3.7
Seattle University media	21	2.9
Don't know source	21	2.9
Jesuit or other religious official	20	2.7
Academic advisor	14	1.9
Seattle University Public Safety	14	1.9
Athletic coach/trainer	12	1.6
Off campus community member	12	1.6
Person that I supervise	10	1.4
Campus visitor	9	1.2
Social networking site	9	1.2
Alumni	6	0.8
Tutor	4	0.5
Student health center	3	0.4
Teaching assistant/graduate assistant/lab assistant	2	0.3
Campus minister/residential minister	1	0.1
CAPS	1	0.1
Donor	1	0.1
A source not listed above	45	6.2

Note: Table includes answers from those respondents who indicated that they experienced conduct (*n* = 728) only. Percentages do not sum to 100 due to multiple responses.

Table B45. Please describe your reactions to experiencing this conduct? (Question 19)

Reactions to conduct	<i>n</i>	%
I was angry	442	60.7
I felt embarrassed	337	46.3
I told a friend	291	40.0
I told a family member	232	31.9
I avoided the harasser	214	29.4
I ignored it	208	28.6
I felt somehow responsible	151	20.7
I was afraid	120	16.5
I didn't know who to go to	98	13.5
I didn't report it for fear that my complaint would not be taken seriously	92	12.6
I reported it to a Seattle University employee/official	91	12.5
I sought support from a Seattle University resource	79	10.9
Faculty member	19	24.1
Staff member	19	24.1
Senior administrator	16	20.3
Department chair/head/director	14	17.7
Human Resources	14	17.7
CAPS	13	16.5
Spiritual advisor	9	11.4
Student staff or student leader	9	11.4
Public Safety	5	6.3
Faculty Ombudsperson	4	5.1
Dean of Student Office	2	2.5
Teaching assistant/graduate assistant/lab assistant	0	0.0
I confronted the harasser later	71	9.8
I confronted the harasser at the time	69	9.5
I reported it but I did not feel the complaint was taken seriously	69	9.5
I left the situation immediately	59	8.1
It didn't affect me at the time	39	5.4
I sought information on-line	24	3.3
I reported it and feel the complaint was taken seriously	24	3.3

Table B45 cont.	<i>n</i>	%
I reported it, and while the outcome is not what I had hoped for, I feel as though my complaint was taken seriously	17	2.3
I sought support from off-campus hot-line/advocacy services	15	2.1
I reported it to my Union representative	6	0.8
I reported it to local law enforcement official	2	0.3
A response not listed above	51	7.0

Note: Table includes answers from those respondents who indicated that they experienced conduct ($n = 728$) only. Percentages do not sum to 100 due to multiple responses.

Table B46. While a member of the Seattle University community, have you experienced unwanted sexual contact (including forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, sexual assault, sexual assault with an object, and forcible fondling)? (Question 19)

Experienced unwanted sexual contact	<i>n</i>	%
No	2558	97.1
Yes	75	2.8
Missing	1	0

Table B47. When did the unwanted sexual contact occur? (Question 20)

When experienced unwanted sexual contact	<i>n</i>	%
Within the last year	39	54.2
2-4 years ago	29	40.3
5-10 years ago	2	2.8
11-20 years	2	2.8
More than 21 years ago	0	0.0

Note: Table includes answers from those respondents who indicated that they experienced unwanted sexual contact ($n = 75$) only.

Table B48. Students only: What academic term were you in when you experienced the unwanted sexual contact? (Question 21)

Semester	<i>n</i>	%
First term	17	25.0
Second term	11	16.2
Third term	8	11.8
Fourth term	7	10.3
Fifth term	14	20.6
Sixth term	6	8.8
Seventh term	4	5.9
Eighth term	2	2.9
Ninth term	1	1.5
Tenth term	4	5.9
Eleventh term	2	2.9
Twelfth term	0	0.0
Thirteen term or more	2	2.9

Note: Table includes answers from Student respondents who indicated that they experienced unwanted sexual contact ($n = 68$).

Table B49. Who did this to you? (Question 22)

Source	<i>n</i>	%
Acquaintance/friend	38	50.7
SU Student	33	44.0
Stranger	12	16.0
SU Faculty	4	5.3
SU Staff	2	2.7
Family member	0	0.0
Other	4	5.3

Note: Table includes answers from those respondents who indicated that they experienced unwanted sexual contact (*n* = 75).

Table B50. Where did the incident(s) occur? (Question 23)

Location	<i>n</i>	%
Off-campus	48	64.0
On-campus	28	37.3

Note: Table includes answers from those respondents who indicated that they experienced unwanted sexual contact (*n* = 75).

Table B51. Please describe your reactions to experiencing the incident(s)? (Question 24)

Reactions to unwanted sexual contact	<i>n</i>	%
I told a friend	56	74.7
I felt somehow responsible	49	65.3
I felt embarrassed	45	60.0
I was angry	41	54.7
I was afraid	33	44.0
I did nothing	25	33.3
I didn't know what to do	23	30.7
I told a family member	19	25.3
I ignored it	17	22.7
I didn't know who to go to	14	18.7
I sought support from a Seattle University resource	12	16.0
Faculty member	8	10.7
CAPS	6	8.0
Public Safety	5	6.7
Student staff or student leader	5	6.7
Spiritual advisor	4	5.3
Student Health Center	4	5.3
Dean of Students Office	3	4.0
Housing and Residence Life	3	4.0
Staff member	3	4.0
Campus Ministry	2	2.7
Department chair/head/director	2	2.7
Human Resources	2	2.7
Office for Wellness and Health Promotion	1	1.3
Senior administrator	1	1.3
Faculty Ombudsperson	0	0.0
Teaching assistant/graduate assistant/lab assistant	0	0.0
Title IX Coordinator or Contact	0	0.0

Table B51 cont.	<i>n</i>	%
I sought support from a medical professional	10	13.3
I left the situation immediately	10	13.3
I sought support from off-campus hot-line/advocacy services	9	12.0
I sought information on-line	9	12.0
It didn't affect me at the time	8	10.7
I sought support from a faculty member	7	9.3
I sought support from student staff (e.g. peer counselor)	6	8.0
I sought support from a staff person	5	6.7
I contacted a local law enforcement official	4	5.3
I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)	3	4.0
I made an official complaint to a campus employee/official	3	4.0
I sought support from an administrator	2	2.7
I sought support from a teaching assistant/graduate assistant	0	0.0
I sought support from my union representative	0	0.0
Other	7	9.3

Note: Table includes answers from those respondents who indicated that they experienced unwanted sexual contact ($n = 75$). Percentages do not sum to 100 due to multiple responses.

Table B52. Staff/Administrators/Faculty Only: Please respond to the following statements. (Question 27)

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision	96	10.7	195	21.8	379	42.4	224	25.1
My colleagues/co-workers expect me to represent “the point of view” of my identity	54	6.2	209	24.0	419	48.2	188	21.6
I believe the process for determining salaries is clear	37	4.2	300	33.7	323	36.3	230	25.8
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career.	232	26.2	449	50.7	156	17.6	49	5.5
I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition.	113	12.7	188	21.1	468	52.6	120	13.5
I find that Seattle University is supportive of taking leave	171	20.0	530	62.1	114	13.3	39	4.6
I feel that Seattle University provides available resources to help employees balance work-life needs, such as childcare and elder care	78	9.5	412	50.4	248	30.3	80	9.8

Note: Table includes answers from those respondents who indicated that they were Faculty, Administrators or Staff in Question 1 (*n* = 916).

Table B53. Faculty Only: As a faculty member... (Question 29)

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that the tenure/promotion/reappointment process is clear.	32	9.8	160	48.8	113	34.5	23	7.0
I believe that the tenure/promotion/reappointment standards are reasonable.	41	13.1	182	58.0	73	23.2	18	5.7
I believe the tenure standards/promotion standards/reappointment standards are applied equally to all faculty.	25	8.2	110	35.9	125	40.8	46	15.0
I feel that diversity related research/teaching/service contributions have been/will be valued for promotion or tenure.	34	11.4	173	57.9	71	23.7	21	7.0
I feel burdened by teaching & curricular responsibilities	43	13.5	86	27.0	150	47.0	40	12.5
I believe that the student evaluation forms used to assess my teaching are fair	25	7.8	139	43.2	103	32.0	55	17.1
I believe that the additional methods used to assess teaching are fair	39	13.0	204	68.2	43	14.4	13	4.3
I feel pressured to change my scholarship direction to achieve tenure/promotion/reappointment.	31	10.2	49	16.1	173	56.9	51	16.8
I feel burdened by scholarship requirements	24	7.8	76	24.6	158	51.1	51	16.5
I find that Seattle University is supportive of faculty taking sabbatical/faculty enhancement leave	51	17.3	177	60.0	56	19.0	11	3.7
My department chair/dean provides me with resources to pursue professional development opportunities.	67	20.5	162	49.5	73	22.3	25	7.6
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	60	18.7	195	60.7	46	14.3	20	6.2
I feel that my service contributions are important to tenure/promotion/reappointment.	44	14.1	182	58.3	59	18.9	27	8.7

<i>Table B53 cont.</i>	Strongly agree		<i>n</i>	Agree		<i>n</i>	Disagree		<i>n</i>	Strongly disagree	
	<i>n</i>	%		%	%		%	%			
I perform more work to help students beyond those of my colleagues with similar performance expectations	56	17.7	102	32.2	142	44.8	17	5.4			
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments).	47	14.9	90	28.6	153	48.6	25	7.9			
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of my colleagues with similar performance expectations.	39	12.4	65	20.7	174	55.4	36	11.5			
I have used Seattle University policies on taking leave for childbearing or adoption (SU maternity disability policy).	29	10.2	35	12.3	106	37.2	115	40.4			
I have used Seattle University policies on active service-modified duties.	6	2.1	13	4.6	133	47.0	131	46.3			
In my department, faculty members who use family accommodation (FMLA) policies are disadvantaged in promotion or tenure.	4	1.5	20	7.5	152	56.9	91	34.1			
I have adequate access to administrative support.	41	12.7	174	53.9	76	23.5	32	9.9			

Note: Table includes answers from those respondents who indicated that they were Faculty in Question 1 (*n* = 340).

Table B54. Staff/Administrators Only: Please respond to the following statements (Question 31)

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I find that Seattle University is supportive of flexible work schedules.	87	15.9	306	55.8	118	21.5	37	6.8
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children	40	7.4	91	16.9	328	60.9	80	14.8
I perform more work to help students (e.g., formal and informal advising, helping with student groups and activities, providing other support) beyond those of my colleagues with similar performance expectations.	35	6.6	127	24.1	309	58.5	57	10.8
I feel that my diversity-related contributions have been/will be valued for promotion.	12	2.4	225	45.0	241	48.2	22	4.4
I have supervisors who give me job/career advice or guidance when I need it.	91	16.9	290	54.0	116	21.6	40	7.4
I have colleagues/co-workers who give me job/career advice or guidance when I need it.	75	14.0	343	64.0	93	17.4	25	4.7
My supervisor provides me with resources to pursue professional development opportunities.	97	17.8	278	50.9	125	22.9	46	8.4
Seattle University provides me with resources to pursue professional development opportunities.	65	11.9	310	56.8	121	22.2	50	9.2
My supervisor provides ongoing feedback to help me improve my performance.	91	16.8	313	57.6	105	19.3	34	6.3
I have adequate access to administrative support	63	11.5	302	55.2	133	24.3	49	9.0

Note: Table includes answers from those respondents who indicated that they were Staff or Administrators in Question 1 (*n* = 566).

Table B55. Within the past year, have you observed any conduct or communications directed towards a person or group of people at SU that you believe created an exclusionary, intimidating, offensive and/or hostile (bullied, harassing) working or learning environment? (Question 62)

Observed conduct or communications	<i>n</i>	%
No	1,816	69.1
Yes	811	30.9

Table B56. Who/what were the targets of this conduct? (Question 63)

Target(s) of observed conduct	<i>n</i>	%
Student	503	62.0
Friend	212	26.1
Faculty member	144	17.8
Staff member	98	12.1
Co-worker	97	12.0
Stranger	71	8.8
Student staff or student leader	45	5.5
Don't know source	26	3.2
Department chair/head/director	19	2.3
Person that I supervise	16	2.0
Social networking site (e.g., Facebook, Twitter)	16	2.0
Off-campus community member	15	1.8
Academic advisor	11	1.4
Seattle University public safety	11	1.4
Supervisor	11	1.4
Campus visitor	10	1.2
Senior administrator	8	1.0
Seattle University media	7	0.9
Teaching assistant/graduate assistant/lab assistant	5	0.6
Athletic coach/trainer	4	0.5
Jesuit or other religious official	4	0.5
Alumni	3	0.4
CAPS	3	0.4
Campus minister/Residential minister	1	0.1
Tutor	1	0.1
Donor	0	0.0
Student Health Center	0	0.0
A source not listed above	32	3.9

Note: Table includes answers from those respondents who indicated that they observed conduct (*n* = 811). Percentages do not sum to 100 due to multiple responses.

Table B57. Who/what was the source of this conduct? (Question 64)

Source(s) of observed conduct	<i>n</i>	%
Student	414	51.0
Faculty member	227	28.0
Staff member	89	11.0
Senior administrator	75	9.2
Friend	70	8.6
Stranger	66	8.1
Department chair/head/director	64	7.9
Co-worker	56	6.9
Student staff or student leader	40	4.9
Don't know source	38	4.7
Supervisor	28	3.5
Seattle University public safety	26	3.2
Seattle University media	25	3.1
Social networking site (e.g., Facebook, Twitter)	22	2.7
Jesuit or other religious official	21	2.6
Academic advisor	15	1.8
Athletic coach/trainer	10	1.2
Off-campus community member	10	1.2
CAPS	8	1.0
Teaching assistant/graduate assistant/lab assistant	8	1.0
Campus visitor	6	0.7
Alumni	5	0.6
Student Health Center	4	0.5
Tutor	4	0.5
Person that I supervise	3	0.4
Donor	2	0.2
Campus minister/Residential minister	0	0.0
A source not listed above	39	4.8

Note Table includes answers from those respondents who indicated that they observed conduct (*n* = 811). Percentages do not sum to 100 due to multiple responses.

Table B58. What do you believe the conduct was based upon? (Question 65)

Bases of observed conduct	<i>n</i>	%
Ethnicity	216	26.6
Gender/gender identity	211	26.0
Racial identity	174	21.5
Political views	136	16.8
Don't know	122	15.0
Position (staff, faculty, student)	119	14.7
Sexual identity	112	13.8
Gender expression	111	13.7
Philosophical views	109	13.4
Age	93	11.5
Socioeconomic status	81	10.0
Mental health/psychological condition/condition	71	8.8
Physical characteristics	71	8.8
Academic performance	68	8.4
Religious/spiritual views	67	8.3
English language proficiency/accent	66	8.1
Immigrant/citizen status	60	7.4
Learning disability/condition	60	7.4
International status	49	6.0
Medical disability/condition	46	5.7
Geographic background	39	4.8
Educational credentials	32	3.9
Participation in an organization/team	32	3.9
Physical disability/condition	32	3.9
Major field of study	31	3.8
Relationship status	30	3.7
Living arrangement	21	2.6
Parental status (e.g., having children)	13	1.6
Pregnancy	13	1.6
Military/veteran status	11	1.4
A reason not listed above	93	11.5

Note: Table includes answers from those respondents who indicated that they observed conduct (*n* = 811). Percentages do not sum to 100 due to multiple responses.

**Table B59. What forms of behaviors have you observed or personally been made aware of?
(Question 66)**

Form(s) of observed conduct	<i>n</i>	%
Person was ignored or excluded	339	41.8
Person was intimidated/bullied	281	34.6
Person was the target of derogatory verbal remarks	272	33.5
Person was isolated or left out	270	33.3
Person experienced a hostile classroom environment	191	23.6
Person was stared at	139	17.1
Person was the target of workplace incivility	131	16.2
Person experienced a hostile work environment	128	15.8
Person was singled out as the spokesperson for their identity group	91	11.2
Person was the target of racial/ethnic profiling	85	10.5
The conduct made the person fear that he/she would get a poor grade	67	8.3
Person was the target of derogatory written comments	63	7.8
Person received a low or unfair performance evaluation	51	6.3
Person was the target of derogatory phone calls/text messages/e-mail	45	5.5
Someone assumed the person was admitted/hired/promoted due to their identity group	40	4.9
Person was the target of derogatory/unsolicited messages through social media (e.g., Facebook posts, Twitter posts, etc.)	37	4.6
Person's physical safety was threatened	24	3.0
Someone assumed the person was <u>not</u> admitted/hired/promoted due to their identity group	16	2.0
Person was the target of stalking	10	1.2
Person received threats of physical violence	10	1.2
Person was the target of physical violence	8	1.0
Person was the target of graffiti/vandalism	3	0.4
Person's family's safety was threatened	2	0.2
An experience not listed above	78	9.6

Note: Table includes answers from those respondents who indicated that they observed conduct (*n* = 811). Percentages do not sum to 100 due to multiple responses.

**Table B60. Where did this conduct occur? (mark all that apply)
(Question 67)**

Location of observed conduct	<i>n</i>	%
In a class/lab/clinical setting	281	34.6
In a public space at Seattle University	216	26.6
In a meeting with a group of people	166	20.5
At a Seattle University event	130	16.0
In on-campus housing	101	12.5
While working at a Seattle University job	96	11.8
While walking on campus	79	9.7
In a Seattle University administrative office	73	9.0
Off campus	64	7.9
On social networking sites/Facebook/Twitter/Yik-Yak	64	7.9
In a meeting with one other person	55	6.8
In a faculty office	46	5.7
In a Seattle University dining facility	41	5.1
In the library	33	4.1
In athletic facilities	23	2.8
In off-campus housing	21	2.6
In Student Health Center/CAPS	13	1.6
In an experiential learning environment	11	1.4
On the Nighthawk	2	0.2
A location not listed above	45	5.5

Note Table includes answers from those respondents who indicated that they observed conduct (*n* = 811). Percentages do not sum to 100 due to multiple responses.

Table B61. Please describe your reactions to observing this conduct? (mark all that apply)
(Question 68)

Reactions to observed conduct	<i>n</i>	%
I was angry	416	51.3
I felt embarrassed	252	31.1
I told a friend	205	25.3
I told a family member	127	15.7
I avoided the harasser	118	14.5
I ignored it	110	13.6
I confronted the harasser at the time	94	11.6
I didn't know who to go to	87	10.7
I confronted the harasser later	76	9.4
I didn't report it for fear that my complaint would not be taken seriously	74	9.1
I was afraid	72	8.9
It didn't affect me at the time	71	8.8
I reported it to a Seattle University employee/official	64	7.9
I left the situation immediately	46	5.7
I sought support from a Seattle University resource	46	5.7
Human Resources	12	1.5
Senior administrator	12	1.5
Faculty member	11	1.4
Staff member	11	1.4
Department chair/head/director	8	1.0
CAPS	3	0.4
Faculty Ombudsperson	2	0.2
Spiritual advisor	2	0.2
Student staff or student leader	2	0.2
Dean of Students Office	1	0.1
Public Safety	0	0.0
Teaching assistant/graduate assistant/lab assistant	0	0.0
I did report it but I did not feel the complaint was taken seriously	42	5.2
I reported it and feel the complaint was taken seriously	20	2.5
I reported it and while the outcome is not what I had hoped for, I feel as though my complaint was taken seriously	15	1.8

Table B61 cont.	<i>n</i>	%
I sought information on-line	12	1.5
I sought support from off-campus hot-line/advocacy services	3	0.4
I reported it to my Union representative	3	0.4
I reported it to local law enforcement official	0	0.0
A response not listed above	97	12.0

Note: Table includes answers from those respondents who indicated that they observed conduct ($n = 811$). Percentages do not sum to 100 due to multiple responses.

Table B62. Faculty/Staff/Administrators Only: Have you observed hiring practices at Seattle University (e.g. hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust or would inhibit diversifying the community? (Question 70)

Perceived unfair/ unjust hiring	<i>n</i>	%
No	725	81.1
Yes	169	18.9

Note: Table includes answers from those respondents who indicated that they indicated that they were Faculty or Staff in Question 1 ($n = 906$).

Table B63. Faculty/Staff/Administrators Only: I believe that the unfair and unjust hiring practices were based upon: (Question 71)

Based on	<i>n</i>	%
Gender/Gender identity	55	32.5
Ethnicity	42	24.9
Age	37	21.9
Nepotism	31	18.3
Educational credentials	22	13.0
Racial Identity	21	12.4
Position (staff, faculty, student)	15	8.9
Don't know	14	8.3
Gender expression	11	6.5
Philosophical views	11	6.5
Political views	10	5.9
Sexual identity	9	5.3
Parental status (e.g., having children)	6	3.6
English language proficiency/accent	5	3.0
Socioeconomic status	5	3.0
Geographic background	4	2.4
Immigrant/citizen status	4	2.4
International status	4	2.4
Major field of study	4	2.4
Participation in an organization	4	2.4
Religious/spiritual views	4	2.4
Physical characteristics	2	1.2
Relationship status	2	1.2
Living arrangement	1	0.6
Medical disability/condition	1	0.6
Military/veteran status	1	0.6
Pregnancy	1	0.6
Learning disability/condition	0	0.0
Mental Health/Psychological condition/condition	0	0.0
Physical disability/condition	0	0.0
A reason not listed above	32	18.9

Note: Table includes answers from those respondents who indicated that they perceived discriminatory practices (*n* = 169). Percentages do not sum to 100 due to multiple responses.

Table B64. Faculty/Staff/Administrators only: Have you observed employment-related discipline or action up to and including dismissal at Seattle University that you perceive to be unfair and unjust or would inhibit diversifying the community. (Question 82)

Perceived unfair/unjust disciplinary actions	<i>n</i>	%
No	782	87.9
Yes	108	12.1

Note: Table includes answers from those respondents who indicated that they were Faculty, Administrators or Staff in Question 1 (*n* = 906).

Table B65. Faculty/Staff/Administrators Only: I believe that the unfair and unjust employment-related discipline or action were based upon: (Question 74)

Based on	<i>n</i>	%
Ethnicity	21	19.4
Position (staff, faculty, student)	19	17.6
Philosophical views	18	16.7
Age	17	15.7
Gender/Gender identity	16	14.8
Racial Identity	16	14.8
Don't know	14	13.0
Mental Health/Psychological condition/condition	6	5.6
Political views	5	4.6
Gender expression	4	3.7
Learning disability/condition	4	3.7
Medical disability/condition	4	3.7
Parental status (e.g., having children)	3	2.8
Participation in an organization	3	2.8
Sexual identity	3	2.8
Socioeconomic status	3	2.8
Educational credentials	2	1.9
English language proficiency/accent	2	1.9
Immigrant/citizen status	2	1.9
International status	2	1.9
Religious/spiritual views	2	1.9
Living arrangement	1	0.9
Major field of study	1	0.9
Physical disability/condition	1	0.9
Geographic background	0	0.0
Military/veteran status	0	0.0
Personal medical emergency	0	0.0
Physical characteristics	0	0.0
Pregnancy	0	0.0
Relationship status	0	0.0
A reason not listed above	17	15.7

Note: Table includes answers from those respondents who indicated that they perceived unjust or unfair employment-related discipline or action (*n* = 108).

Percentages do not sum to 100 due to multiple responses.

Table B66. Faculty/Staff/Administrators only: Have you have observed promotion/tenure/reappointment/reclassification practices at Seattle University that you perceive to be unfair or unjust. (Question 76)

Perceived unfair/ unjust promotion	<i>n</i>	%
No	646	72.5
Yes	245	27.5

Note: Table includes answers from those respondents who indicated that they were Faculty, Administrators or Staff in Question 1 (*n* = 906).

Table B67. Staff/Administrators/Faculty only: I believe that the unfair and unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification were based upon: (Question 77)

Based On	<i>n</i>	%
Gender/Gender identity	58	23.7
Ethnicity	44	18.0
Position (staff, faculty, student)	42	17.1
Racial Identity	34	13.9
Age	31	12.7
Don't know	29	11.8
Nepotism	25	10.2
Philosophical views	24	9.8
Major field of study	20	8.2
Educational credentials	17	6.9
Political views	15	6.1
Parental status (e.g., having children)	13	5.3
Gender expression	9	3.7
English language proficiency/accent	7	2.9
Sexual identity	7	2.9
Socioeconomic status	6	2.4
International status	4	1.6
Mental Health/Psychological condition/condition	4	1.6
Pregnancy	4	1.6
Relationship status	4	1.6
Participation in an organization	3	1.2
Physical characteristics	3	1.2
Religious/spiritual views	3	1.2
Living arrangement	2	0.8
Medical disability/condition	2	0.8
Physical disability/condition	2	0.8
Immigrant/citizen status	1	0.4
Learning disability/condition	1	0.4
Geographic background	0	0.0
Military/veteran status	0	0.0
A reason not listed above	64	26.1

Note Table includes answers from those respondents who indicated that they perceived discriminatory practices related to promotion/tenure/reappointment/reclassification (*n* = 245). Percentages do not sum to 100 due to multiple responses.

Table B68. Using a scale of 1-5, please rate the overall climate on campus on the following dimensions: (Question 79)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Friendly/Hostile	852	32.5	1,227	46.8	431	16.4	94	3.6	17	0.6	1.9	0.8
Cooperative/Uncooperative	647	24.8	1,212	46.4	545	20.9	188	7.2	21	0.8	2.1	0.9
Improving/Regressing	483	18.7	980	38.0	827	32.1	221	8.6	69	2.7	2.4	1.0
Positive for persons with disabilities/Negative	641	25.0	947	37.0	738	28.8	183	7.1	51	2.0	2.2	1.0
Positive for people who identify as lesbian, gay, bisexual/Negative	994	38.6	1,038	40.3	438	17.0	90	3.5	16	0.6	1.9	0.9
Positive for people who identify as transgender/Negative	698	27.4	903	35.5	690	27.1	190	7.5	62	2.4	2.2	1.0
Positive for people of Catholic Faith/Negative	1,256	48.6	846	32.8	360	13.9	93	3.6	27	1.0	1.8	0.9
Positive for people of Christian faith/Negative	905	35.2	1,030	40.0	503	19.5	100	3.9	35	1.4	2.0	0.9
Positive for people of other faith backgrounds faith/Negative	686	26.7	942	36.7	719	28.0	180	7.0	42	1.6	2.2	1.0
Positive for people of Color/Negative	675	26.3	914	35.6	627	24.4	273	10.6	77	3.0	2.3	1.1
Positive for white people/Negative	1,474	56.8	741	28.6	289	11.1	61	2.4	30	1.2	1.6	0.9
Positive for men/Negative	1,345	52.2	782	30.4	348	13.5	70	2.7	30	1.2	1.7	0.9
Positive for women/Negative	928	35.7	1,028	39.6	465	17.9	151	5.8	24	0.9	2.0	0.9
Positive for non-native English speakers/Negative	466	18.3	821	32.2	847	33.3	349	13.7	64	2.5	2.5	1.0
Positive for people who are not U.S. Citizens/Negative	543	21.4	821	32.3	892	35.1	235	9.3	49	1.9	2.4	1.0
Welcoming/Not welcoming	858	32.9	1,160	44.5	420	16.1	129	4.9	40	1.5	2.0	0.9
Respectful/disrespectful	845	32.5	1,154	44.4	431	16.6	133	5.1	34	1.3	2.0	0.9
Positive for people of high socioeconomic status/Negative	1,458	56.8	726	28.3	300	11.7	49	1.9	32	1.2	1.6	0.9
Positive for people of low socioeconomic status/Negative	453	17.7	682	26.6	721	28.1	509	19.9	198	7.7	2.7	1.2

Table B69. Using a scale of 1-5, please rate the overall climate on campus on the following dimensions: (Question 80)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Not racist/racist	634	24.3	1,046	40.1	605	23.2	264	10.1	58	2.2	2.3	1.0
Not sexist/sexist	622	24.0	994	38.3	638	24.6	300	11.6	43	1.7	2.3	1.0
Not homophobic/homophobic	829	32.1	1,076	41.7	548	21.2	115	4.5	15	0.6	2.0	0.9
Not transphobic/transphobic	716	28.0	933	36.4	640	25.0	220	8.6	52	2.0	2.2	1.0
Not age biased/age biased	620	24.0	908	35.2	669	25.9	310	12.0	72	2.8	2.3	1.1
Not classist (socioeconomic status)/classist	471	18.3	756	29.4	690	26.8	470	18.3	183	7.1	2.7	1.2
Not classist (position: faculty, staff, student)/ classist	522	20.2	753	29.1	671	25.9	434	16.8	206	8.0	2.6	1.2
Not ablest/ablest	591	23.4	825	32.7	744	29.5	265	10.5	97	3.8	2.4	1.1

Table B70. Students Only: Please indicate the extent to which you agree with each of the following statements: (Question 81)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in the classroom	568	33.0	877	50.9	201	11.7	64	3.7	12	0.7
I feel valued by other students in the classroom	334	19.5	808	47.1	419	24.4	131	7.6	23	1.3
I think SU faculty are genuinely concerned with my welfare	569	33.1	775	45.1	278	16.2	77	4.5	18	1.0
I think SU staff are genuinely concerned with my welfare	477	27.8	737	43.0	376	21.9	100	5.8	23	1.3
I think that faculty pre-judge my abilities based on perceived identity/background	108	6.3	347	20.2	524	30.5	561	32.7	176	10.3
I think that staff pre-judge my abilities based on perceived identity/background	91	5.3	297	17.4	574	33.7	557	32.7	184	10.8
I have faculty whom I perceive as role models	618	36.0	704	41.0	279	16.2	99	5.8	18	1.0
I have staff whom I perceive as role models	373	21.9	534	31.3	586	34.3	165	9.7	49	2.8

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 1,728).

Table B71. Faculty Only: Please indicate the extent to which you agree with the following statements: (Question 83)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in my department	124	36.7	144	42.6	32	9.5	28	8.3	10	3.0
I feel that faculty in my department pre-judge my abilities based on their perception of my identity/background	24	7.3	70	21.2	65	19.7	104	31.5	67	20.3
I feel valued by my department chair	133	40.3	120	36.4	40	12.1	24	7.3	13	3.9
I feel that my department chair pre-judges my abilities based on their perception of my identity/background	14	4.4	51	15.9	59	18.4	103	32.1	94	29.3
I feel valued by students in the classroom	118	35.2	172	51.3	32	9.6	10	3.0	3	0.9
I feel that students pre-judge my abilities based on their perception of my identity/background	20	6.1	100	30.3	78	23.6	83	25.2	49	14.8
I think SU administrators are genuinely concerned with my welfare	39	11.6	104	31.0	69	20.6	77	23.0	46	13.7
I feel that SU administrators pre-judge my abilities based on their perception of my identity/background	19	5.9	62	19.3	102	31.8	78	24.3	60	18.7
I feel that the campus climate encourages free and open discussion of difficult topics	39	11.7	94	28.1	77	23.1	84	25.1	40	12.0
I feel that my scholarship is valued	48	15.1	113	35.5	84	26.4	53	16.7	20	6.3
I feel that my teaching is valued	72	21.8	169	51.2	45	13.6	31	9.4	13	3.9
I feel that my service contributions are valued	62	18.6	140	42.0	65	19.5	42	12.6	24	7.2

Note: Table includes answers from those respondents who indicated that they were Faculty in Question 1 (*n* = 340).

Table B72. Staff/Administrators Only: Please indicate the extent to which you agree with the following statements: (Question 85)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by co-workers	203	36.1	290	51.5	34	6.0	26	4.6	10	1.8
I think co-workers in my department pre-judge my abilities based on their perception of my identity/background	26	4.6	130	23.2	161	28.7	179	32.0	64	11.4
I feel valued by my supervisor/manager	213	38.0	240	42.9	54	9.6	30	5.4	23	4.1
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background	28	5.0	95	17.1	145	26.1	186	33.5	101	18.2
I think that SU administrators are genuinely concerned with my welfare	71	12.7	203	36.4	145	26.0	99	17.8	39	7.0
I think that SU administrators pre-judge my abilities based on their perception of my identity/background	29	5.3	85	15.5	215	39.2	158	28.8	62	11.3
I feel valued by SU students	113	20.5	258	46.9	154	28.0	154	28.0	21	3.8
I feel that SU students pre-judge my abilities based on their perception of my identity/background	18	3.3	82	15.1	210	38.7	160	29.5	72	13.3
I believe that my work unit encourages free and open discussion of difficult topics	101	18.1	229	41.0	127	22.8	70	12.5	31	5.6
I feel that my skills are valued	144	25.8	285	51.1	62	11.1	47	8.4	20	3.6

Note: Table includes answers from those respondents who indicated that they were Staff/Administrators in Question 1 (*n* = 566).

Table B73. Student/Faculty Only: Please indicate the extent to which you agree that you perceive tension in classroom discussions based on following participant characteristics. (Question 87)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Academic performance	205	10.3	697	35.1	617	31.1	353	17.8	115	5.8
Age	70	3.5	381	19.3	735	37.1	599	30.3	194	9.8
English language proficiency/accent	136	6.9	575	29.2	634	32.2	453	23.0	174	8.8
Ethnicity	125	6.3	447	22.6	627	31.7	560	28.3	220	11.1
Gender/gender identity	97	4.9	394	20.0	650	33.0	599	30.4	228	11.6
Gender expression	98	5.0	352	17.9	700	35.6	584	29.7	233	11.8
Geographic background (e.g., urban, rural, suburban, farm)	47	2.4	284	14.5	731	37.3	634	32.3	265	13.5
Immigrant /citizen status	58	3.0	303	15.5	753	38.5	598	30.6	243	12.4
International status	74	3.8	322	16.4	733	37.4	593	30.3	237	12.1
Learning disability/condition	83	4.2	385	19.6	727	37.0	545	27.7	225	11.5
Major field of study	100	5.1	367	18.7	708	36.2	535	27.3	248	12.7
Mental health/psychological disability/condition	68	3.5	352	18.1	776	39.8	523	26.8	231	11.8
Medical disability/condition	59	3.1	267	13.8	803	41.5	558	28.9	247	12.8
Military/veteran status	41	2.1	203	10.4	776	39.8	630	32.3	298	15.3
Parental status (i.e., having children, not having children)	45	2.3	277	14.2	755	38.8	592	30.0	278	14.3
Participation in a student organization	43	2.2	284	14.6	723	37.2	606	31.2	286	14.7
Participation on an athletic team	94	4.9	356	18.4	694	35.9	530	27.4	261	13.5
Philosophical views	138	7.1	596	30.6	625	32.1	422	21.7	166	8.5

Table B74 (cont.)	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Physical characteristics	60	3.1	297	15.3	764	39.4	576	29.7	240	12.4
Physical disability/condition	56	2.9	269	13.9	796	41.1	566	29.2	250	12.9
Political views	271	13.9	651	33.3	563	28.8	340	17.4	129	6.6
Psychological disorder	56	2.9	285	14.8	826	42.8	537	27.8	226	11.7
Racial identity	129	6.6	418	21.4	658	33.7	508	26.0	242	12.4
Religious/spiritual views	128	6.6	466	23.9	710	36.4	451	23.1	194	10.0
Sexual identity	76	3.9	310	15.9	742	38.1	572	29.3	250	12.8
Socioeconomic status	134	6.9	463	23.8	705	36.2	453	23.2	194	10.0

Note: Table includes answers from those respondents who indicated that they were Students or Faculty in Question 1 (*n* = 2,068).

Table B75. Respondents with disabilities only: Within the past year, have you experienced a barrier in any of the following areas at Seattle University? (Question 88)

	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Facilities						
Administrative offices	41	10.6	182	47.0	164	42.4
Admissions Office	6	1.6	191	50.5	181	47.9
Advising centers	27	7.2	180	48.0	168	44.8
Athletic Facilities	12	3.2	168	45.3	191	51.5
Classroom buildings	40	10.8	183	49.5	147	39.7
Classrooms	67	18.2	162	43.9	140	37.9
Collegium spaces	17	4.7	168	46.5	176	48.8
Computer labs	28	7.8	171	47.5	161	44.7
CAPS	36	10.0	159	44.0	166	46.0
Dining facilities	36	10.0	177	49.2	147	40.8
Doors	26	7.2	191	53.2	142	39.6
Elevators/lifts	30	8.5	190	53.7	134	37.9
Emergency preparedness	22	6.2	177	50.0	155	43.8
Event spaces	25	7.1	188	53.4	139	39.5
Faculty offices	26	7.4	188	53.9	135	38.7
Lab spaces	20	5.8	159	46.0	167	48.3
Library and Learning Commons	24	6.9	192	55.3	131	37.8
On-campus parking	31	8.9	157	45.0	161	46.1
Other campus buildings	19	5.5	183	52.7	145	41.8
Performing Arts spaces	12	3.5	152	44.1	181	52.5
Recreational facilities	22	6.3	163	46.7	164	47.0
Restrooms	28	8.0	193	55.5	127	36.5
Sacred spaces on campus	7	2.0	175	50.3	166	47.7
Student Center	18	5.2	196	56.3	134	38.5
Student Offices	9	2.6	166	47.7	173	49.7
Student Health Center	19	5.5	170	49.0	158	45.5
University housing	38	10.8	138	39.3	175	49.9
Walkways/pedestrian paths/crosswalks	29	8.4	186	53.6	132	38.0

Table 75 cont.	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Technology/online environment						
Accessible electronic format	29	8.4	167	48.5	148	43.0
ATM machines	12	3.5	170	50.0	158	46.5
Availability of FM listening systems	11	3.2	138	40.7	190	56.0
Canvas Course management system	36	10.6	161	47.5	142	41.9
Clickers	9	2.7	137	40.8	190	56.5
E-curriculum/curriculum software	18	5.4	145	43.2	173	51.5
Electronic forms	20	5.9	176	51.9	143	42.2
Electronic signage	16	4.7	167	49.4	155	45.9
Electronic surveys (including this one)	16	4.7	181	53.6	141	41.7
Library database	17	5.0	176	52.1	145	42.9
Online training modules (e.g., data security, Think About It, FERPA)	14	4.1	164	48.4	161	47.5
PA system	9	2.7	151	44.8	177	52.5
Video	9	2.7	167	49.4	162	47.9
Website	29	8.6	172	50.7	138	40.7
Educational materials						
Brochures	10	3.0	174	51.5	154	45.6
Food menus	24	7.1	168	49.7	146	43.2
Forms	14	4.1	177	52.4	147	43.5
Events/exhibits/movies	17	5.1	167	49.7	152	45.2
Journal articles	13	3.9	172	51.0	152	45.1
Library books	13	3.8	175	51.8	150	44.4
Other publications	10	2.9	175	51.6	154	45.4
Signage	13	3.8	173	51.2	152	45.0
Textbooks	31	9.1	168	49.4	141	41.5
Video-closed captioning and text description	21	6.1	157	45.9	164	48.0

Note: Table includes answers from those respondents who indicated that they had a disability in Question 49 (*n* = 779).

Table B76. Students Only: Courses at Seattle University provide sufficient materials on the perspectives and/or experiences of groups or individuals with the following characteristics/identities: (Question 90)

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Age	221	13.5	926	56.5	422	25.8	69	4.2
Commuter status	173	10.6	808	49.7	514	31.6	131	8.1
Disability	220	13.6	909	56.0	402	24.8	92	5.7
Ethnicity	263	16.1	992	60.9	297	18.2	78	4.8
Gender/gender identity	295	18.2	975	60.1	290	17.9	62	3.8
Immigrant/citizen status	198	12.3	852	52.8	486	30.1	77	4.8
International status	201	12.5	894	55.8	444	27.7	63	3.9
Military/veteran status	185	11.5	853	53.1	475	29.6	92	5.7
Philosophical views	278	17.4	1,018	63.5	251	15.7	55	3.4
Political views	223	13.9	936	58.2	369	22.9	80	5.0
Racial identity	255	15.8	974	60.3	305	18.9	81	5.0
Religious/spiritual views	281	17.4	991	61.2	287	17.7	59	3.6
Sexual identity	281	17.4	982	60.9	288	17.9	62	3.8
Socioeconomic status	210	13.0	845	52.3	440	27.2	121	7.5
Transfer status	176	11.0	823	51.4	481	30.1	120	7.5

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 1,728).

Table B77. If you responded “Strongly Agree” or “Agree” to Q90, what percentage of courses in your major included materials on the perspectives and/or experiences of groups or individuals with the characteristics listed? (Question 91)

Percentage of courses	<i>n</i>	%
0%-24%	417	28.1
25%-49%	386	26.0
50%-74%	416	28.1
75%-100%	264	17.8

Note: Table includes answers from those students who indicated that they Agreed or Strongly agreed with one of the statements in Question 90 (*n* = 1,576).

Table B78. Students Only: Please respond to the following statement: Courses at Seattle University provide sufficient opportunities for students to interact and dialogue with each other about the following characteristics/identities: (Question 92)

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Age	206	13.0	769	48.6	500	31.6	107	6.8
Commuter status	181	11.6	657	42.0	576	36.8	150	9.6
Disability	208	13.2	787	50.1	473	30.1	104	6.6
Ethnicity	297	19.0	932	59.5	270	17.2	67	4.3
Gender/Gender identity	306	19.5	904	57.7	292	18.6	64	4.1
Immigrant/Citizen status	205	13.1	783	50.2	484	31.0	88	5.6
International status	206	13.2	803	51.5	469	30.1	80	5.1
Military/Veteran status	168	10.8	737	47.4	552	35.5	98	6.3
Philosophical views	374	23.9	917	58.6	227	14.5	47	3.0
Political views	307	19.6	882	56.3	308	19.7	70	4.5
Racial identity	290	18.6	886	56.7	310	19.8	76	4.9
Religious/Spiritual views	320	20.4	915	58.4	271	17.3	62	4.0
Sexual identity	287	18.4	863	55.3	353	22.6	58	3.7
Socioeconomic status	225	14.4	790	50.5	415	26.6	133	8.5
Transfer status	175	11.3	688	44.5	529	34.2	155	10.0

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 1,728).

Table B79. If you responded “Strongly Agree” or “Agree” to Q92, what percentage of courses in your major provided opportunities for students to interact and dialogue with each other about the characteristics/identities listed? (Question 93)

Percentage of courses	<i>n</i>	%
0%-24%	375	26.7
25%-49%	361	25.7
50%-74%	411	29.2
75%-100%	259	18.4

Note: Table includes answers from those students who indicated that they Agreed or Strongly agreed with one of the statements in Question 92 (*n* = 1,497).

Table B80. Faculty only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Seattle University: (Question 94)

Institutional initiatives	Initiative Available at Seattle University						Initiative NOT available at Seattle University					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing flexibility for computing the probationary period for tenure (e.g., family leave)	158	82.7	29	15.2	4	2.1	54	77.1	12	17.1	4	5.7
Providing recognition and rewards for including diversity issues in courses across the curriculum	97	64.7	44	29.3	9	6.0	86	73.5	26	22.2	5	4.3
Providing diversity training for faculty	125	73.1	41	24.0	5	2.9	76	76.8	21	21.2	2	2.0
Providing access to counseling for people who have experienced harassment	176	87.1	25	12.4	1	0.5	57	93.4	4	6.6	0	0.0
Providing mentorship for new faculty	193	88.9	23	10.6	1	0.5	63	94.0	4	6.0	0	0.0
Providing a clear and fair process to resolve conflicts	141	87.6	20	12.4	0	0.0	102	96.2	4	3.80	0	0.0
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	75	60.0	40	32.0	10	8.0	81	60.0	29	21.5	25	18.5
Providing equity and diversity training to search, promotion & tenure committees	80	69.6	30	26.1	5	4.3	109	74.7	29	19.9	8	5.5
Providing career span development opportunities for faculty	121	87.7	16	11.6	1	0.7	119	96.7	4	3.3	0	0.0

Note: Table includes answers from those respondents who indicated that they were Faculty in Question 1 (*n* = 340).

Table B81. Staff/Administrators only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each affects the climate for diversity at Seattle University: (Question 96)

Institutional initiatives	Initiative Available at Seattle University						Initiative NOT available at Seattle University					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity training for staff	255	78.7	61	18.8	8	2.5	170	90.9	14	7.5	3	1.6
Providing access to counseling for people who have experienced harassment	318	89.6	36	10.1	1	0.3	131	94.2	5	3.6	3	2.2
Providing mentorship for new staff	206	88.0	26	11.1	2	0.9	261	95.3	11	4.0	2	0.7
Providing a clear and fair process to resolve conflicts	241	86.1	33	11.8	6	2.1	202	93.1	11	5.1	4	1.8
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	177	67.0	71	26.9	16	6.1	147	66.8	52	23.6	21	9.5
Providing career development opportunities for staff	296	89.4	31	9.4	4	1.2	170	95.5	7	3.9	1	0.6
Providing recognition and rewards for including diversity as part of assigned work	175	70.9	57	23.1	15	6.1	148	63.0	63	26.8	24	10.2

Note: Table includes answers from those respondents who indicated that they were Staff/Administrators in Question 1 (*n* = 566).

Table B83. Students only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Seattle University. (Question 98)

Institutional initiatives	Initiative Available at Seattle University						Initiative NOT available at Seattle University					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity training for students	536	60.5	329	37.1	21	2.4	339	72.7	111	23.8	16	3.4
Providing diversity training for staff	655	71.9	219	24.0	37	4.1	352	75.5	81	17.4	33	7.1
Providing diversity training for faculty	773	79.7	178	18.4	19	2.0	357	85.4	45	10.8	16	3.8
Providing a person to address student complaints of classroom inequality	961	88.6	113	10.4	11	1.0	276	89.6	22	7.1	10	3.2
Increasing opportunities for cross-cultural dialogue among students	756	82.3	154	16.8	9	1.0	384	86.9	50	11.3	8	1.8
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	812	83.0	156	16.0	10	1.0	340	86.7	43	11.0	9	2.3
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	637	72.2	194	22.0	51	5.8	343	71.0	96	19.9	44	9.1
Providing effective faculty mentorship of students	669	75.9	191	21.7	21	2.4	399	82.1	72	14.8	15	3.1
Providing effective academic advisement	744	81.4	155	17.0	15	1.6	384	87.3	49	11.1	7	1.6

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 1,728).

Appendix C

Comment Analysis (Questions #100–#102)

Among the 2,634 surveys submitted for the Seattle University climate assessment, more than 1,505 contained respondents' remarks to the open-ended questions throughout the survey. The follow-up questions that allowed respondents to provide more detail about their answers to a previous survey question were included in the body of the report. This section of the report summarizes the comments¹ submitted for the final three survey questions and provides examples of those remarks that were echoed by multiple respondents. If comments were related to previous open-ended questions, the comments were added to the relevant section of the report narrative and, therefore, are not reflected in this appendix.

Campus vs. Community Environments

Eight hundred respondents commented on whether their experiences on campus were different than those in the community surrounding campus. Two themes emerged from the data and are presented below, with supporting quotations.

No. The most prominent theme that emerged was that these respondents did not believe that their experiences on campus were any different than their experiences in the surrounding community. The most common response written was, “No.” Those who chose to elaborate further wrote, for example, “My experiences on campus are not different from those experienced in the surrounding campus” and “in general, campus experiences are similar to climate of Seattle... tolerant, open, welcoming.” Other respondents noted, “I think the climate on campus is very typical of the community” and “The community and the college have similar vibes and it feels like the same experience on and off campus.” In general, these respondents indicated that their “experiences on campus are quite similar to [their] experiences off campus.”

¹This report provides respondents' verbatim comments.

Feel safer on campus. The second theme that emerged focused on safety. Respondents indicated that they believed the community on campus was safer than the surrounding community. Specifically, some of these respondents wrote, “I do feel physically safer on campus,” “The SU campus feels safer than the surrounding community,” “Yes. It feels a lot more secure on campus than off, especially during the night-time,” and “I feel much safer on campus than off.” Others added that they are more aware of their safety in the evening. These respondents wrote, “I feel much safer on campus when/if alone in the dark that [sic] in the surrounding areas” and “Being on campus does feel more safe especially at night than the surrounding area.” Generally, these respondents expressed a feeling of unease and discomfort in the surrounding community relative to what they experience on campus. One respondent offered a deeper analysis of this notion of safety, writing, “The community of SU is very different from the surrounding community. People on campus smile to passersby, say hello, and I think that they would be ready to help me if there was an emergency. The surrounding community (the central district of Seattle) often feels hostile and dangerous.”

Additional Thoughts on Campus Climate

The second open-ended question allowed respondents to provide additional information on the climate at Seattle University. Three hundred sixty-four respondents elaborated on their survey response by further describing their experiences, or offering additional thoughts about issues. These respondents’ comments revealed one common theme, which is presented in the following paragraph along with supporting quotations.

Still work to be done. The one theme that emerged from these respondent narratives indicated that they believed there was still work to be done at Seattle University. One respondent wrote, “Seattle University is very progressive, but still has some areas in which it can improve, such as being sensitive to race/ethnic struggles as well as socioeconomic struggles.” Another respondent noted, “SU is a great place, situated in a great location. However, it has a lot of growing up to do in terms of supporting faculty, supporting graduate students, and engaging our community more visibly.” Others offered, “In general, I think Seattle U is a good place to work. That doesn't mean there

isn't room for improvement. I hope this survey (and any answers) will be examined in that light.” Overall, it appears that while these respondents were pleased with their general experience, a sentiment that Seattle University could be doing better still existed. One self-identified Student respondent expressed this sentiment clearly when they wrote, “I think SU is a great school and I feel proud to attend, but I feel the campus climate seems less ‘social justice for all’ oriented and more ‘social justice issue de [sic] jour’ oriented. For all the #blacklivesmatter last quarter I did not hear a peep about ISIS or Boko Haram, and when students admit to going to an anti-abortion lecture to protest instead of to listen with open minds the university has failed in its mission.”

Suggestions to Improve the Campus Climate

Five hundred eighty-seven respondents offered suggestions on ways Seattle University might improve the climate. Three distinct suggestions emerged from the data and are presented below, with supporting quotations.

Increase diversity. One of the three suggestions that emerged was related to the diversity at Seattle University. These respondents indicated that they would like to see an increase in diversity and to have it be truly practiced rather than simply spoken about. Specifically, some of these respondents wrote, “Because diversity is part of our mission, we should work to truly incorporate diverse groups of students rather than just talking about it” and “Make racial diversity more of a priority.” Others suggested that Seattle University should “employ more faculty and staff of color” because “the staff/faculty is not diverse enough.” Another respondent added that Seattle University should, “Get some different kinds of people in. Get more professors that can talk about issues like race, class, and gender.” In general, respondents who called for an increase in diversity expressed a desire to “see a better representation of groups of people of color.”

Increase awareness through training. Another suggestion that emerged from the responses related to ways in which Seattle University could improve the climate was the notion of training. These respondents suggested that members of the campus community could benefit from a variety of trainings. Suggested training topics included: “diversity

and workplace sensitivity training,” “social justice training,” “training surrounding working with students with disabilities,” “diversity training,” and “anti-oppression training.” One respondent shared, “Providing annual required training to students and all staff and faculty on topics to promote a culture of inclusion (similar to Racial Justice Leadership Institute) would be very helpful!” Another respondent wrote, “I suggest we invest much more time and energy in diversity training and helping faculty and staff learn more about how to welcome diversity of all kinds on campus.” Overall, respondents who expressed a desire for more training as a means to help improve the climate agreed with the sentiment of the respondent who wrote, “At a minimum we need to provide required and ongoing training and discussion on social justice/multicultural competence that include working with one's own privileged and marginalized identities.”

Engaged community dialogue. The final suggestion that emerged from these responses was that these respondents believe that Seattle University, but mainly Seattle University administrators, needs to be open, ready, and willing to engage in dialogue with community members. Specifically, these respondents wrote, “consult people who will be directly effected [sic] before making institutional changes” and “More open dialogue. Fr. Steve called for this open dialogue in his opening talk of the year at Fac/Staff convocation. I have not seen it a reality in many spaces on campus. Leadership is needed to initiate these dialogues.” Other respondents noted, “There needs to be time and opportunity for ‘all’ to enter into dialogues on difficult topics as they emerge whether about governance, activism, security, or any of the ‘isms.’” Some of these respondents expressed that administrators, upon engaging in intentional conversations with community members, subsequently disregard their feedback. One respondent who felt this way wrote, “Listening and incorporating feedback and desires of faculty into administrative decisions. Often, it seems as if the administration asks for input from faculty, then discounts or ignores it, making unilateral decisions.” In general, many of these respondents agreed that “creating more spaces for dialogue would work toward resolving tensions.”

This survey is accessible in alternative formats.

For more information please contact:

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206-296-5744
okamotr@seattleu.edu
<http://www.seattleu.edu/disabilitiesservices/>

Seattle University

Assessment of Climate for Learning, Living, and Working

(Administered by Rankin & Associates, Consulting)

Purpose

You are invited to participate in a survey of students, faculty, staff, and administrators regarding the climate at Seattle University. Climate refers to the current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Your responses will inform us about the current climate at Seattle University and provide us with specific information about how the environment for learning, living and working at Seattle University can be improved.

Procedures

You will be asked to complete the attached survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 15 and 30 minutes to complete. You must be 18 years of age or older to participate. When you have completed the survey, please return it directly to the external consultants (Rankin & Associates) using the enclosed envelope. Any comments provided by participants are also separated at submission so that comments are not attributed to any demographic characteristics. These comments will be analyzed using content analysis. Anonymous quotes from submitted comments will also be used throughout the report to give "voice" to the quantitative data.

Discomforts and Risks

Some of the questions in the survey are personal and might cause discomfort. You may skip any questions or stop responding to the survey at any time. If you experience any discomfort in responding to these questions and would like to speak with someone or review relevant policies please contact:

Students:

Counseling and Psychological Services (confidential)

Pavilion 120
caps@seattleu.edu
206-296-6090

Dean of Students Office

Pavilion 180
integrity@seattleu.edu
206-296-6060

Faculty/Staff:

Human Resources

718 12th Ave
hr@seattleu.edu
206-296-5870

McKenna Lang

Faculty Ombudsperson
206-296-5898

Benefits

The results of the survey will provide important information about our climate and will help us in our efforts to ensure that the environment at Seattle University is conducive to learning, living, and working.

Voluntary Participation

Participation in this assessment is voluntary. If you decide to participate, you do not have to answer any questions on the survey that you do not wish to answer. **Individuals will not be identified and only group data will be reported** (e.g., the analysis will include only aggregate data). Please note that you can choose to withdraw your responses at any time before you submit your answers. Choosing not to take part in this assessment will involve no penalty or loss of student or employee benefits.

Statement of Confidentiality for Participation

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. Your confidentiality in participating will be insured. The external consultant (Rankin & Associates) will not report any group data for groups of fewer than 5 individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential for demographic information to be identifiable. Please also remember that you do not have to answer any question or questions about which you are uncomfortable. The survey has been approved by the Seattle University Institutional Review Board.

Right to Ask Questions

You can ask questions about this assessment in confidence. Questions concerning this project should be directed to:

Susan R. Rankin, Ph.D.
Principal & Senior Research Associate
Rankin & Associates, Consulting
sue@rankin-consulting.com
814-625-2780

Questions regarding the survey process may also be directed to:

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206-296-6353

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By submitting this survey you are agreeing to take part in this assessment, as described in detail in the preceding paragraphs.

Survey Terms and Definitions

American Indian (Native American): A person having origin in any of the original tribes of North America who maintains cultural identification through tribal affiliation or community recognition.

Asexual: A person who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

Assigned Birth Sex: Refers to the assigning (naming) of the biological sex of a baby at birth.

Bullied: Unwanted offensive and malicious behavior which undermines, patronizes, intimidates or demeans the recipient or target.

Classist: A bias based on social or economic class.

Climate: Current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

Disability: A physical or mental impairment that limits one or more major life activities.

Discrimination: Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which that person belongs rather than on individual merit. Discrimination can be the effect of some law or established practice that confers privileges based on of race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual identity, citizenship, or service in the uniformed services.

Experiential Learning: Experiential learning refers to a pedagogical philosophy and methodology concerned with learning activities outside of the traditional classroom environment, with objectives which are planned and articulated prior to the experience (internship, service learning, co-operative education, field experience, practicum, cross-cultural experiences, apprenticeships, etc.).

Family Leave: The Family Medical Leave Act is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due to one of the following situations: a serious health condition that makes the employee unable to perform his or her job; caring for a sick family member; caring for a new child (including birth, adoption or foster care).

Gender Identity: A person's inner sense of being man, woman, both, or neither. The internal identity may or may not be expressed outwardly, and may or may not correspond to one's physical characteristics.

Gender Expression: The manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as male or female.

Harassment: Harassment is unwelcomed behavior that demeans, threatens or offends another person or group of people and results in a hostile environment for the targeted person/group.

Homophobia: The irrational hatred and fear of homosexuals or homosexuality. Homophobia includes prejudice, discrimination, harassment, and acts of violence brought on by fear and hatred.

Intersex: A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male.

Non-Native English Speakers: People for whom English is not their first language.

People of Color: People who self-identify as other than White.

Physical Characteristics: Term that refers to one's appearance.

Position: The status one holds by virtue of her/his position/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator, etc.)

Racial Identity: A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

Sexual Identity: Term that refers to the sex of the people one tends to be emotionally, physically and sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

Socioeconomic Status: The status one holds in society based on one's level of income, wealth, education, and familial background (e.g., working class, poor, middle class).

Transgender: An umbrella term referring to those whose gender identity or gender expression [previously defined] is different from that traditionally associated with their sex assigned at birth [previously defined].

Transphobic: Showing discriminatory attitudes to or treatment of transgender people.

Unwanted Sexual Contact: Unwanted physical sexual contact includes forcible fondling, sexual assault, forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, and sexual assault with an object.

Directions

Please read and answer each question carefully. For each answer, darken the appropriate oval completely. If you want to change an answer, erase your first answer completely and darken the oval of your new answer. You may decline to answer specific questions. The survey will take between 15 and 30 minutes to complete. You must answer at least 50% of the questions for your responses to be included in the final analyses.

1. What is your **primary** position at Seattle University?

- ☐ Undergraduate student
 - ☐ Started at Seattle University as a first-year student
 - ☐ Transferred from another institution
- ☐ Graduate student
 - ☐ Certificate (non-degree)
 - ☐ Master's degree student
 - ☐ Doctoral degree student (e.g., EdD, DNP, DMin)
- ☐ Law student
- ☐ Faculty
 - ☐ Tenured-Tenure Track
 - ☐ Assistant professor
 - ☐ Associate professor
 - ☐ Professor
 - ☐ Non Tenure Track/Contingent
 - ☐ Senior Instructor/Instructor
 - ☐ Senior Lecturer/Lecturer
 - ☐ Senior Adjunct/Adjunct
 - ☐ Contract (Law School)
 - ☐ Adjunct (Law School)
 - ☐ Visiting
 - ☐ Emeritus
 - ☐ Librarian
- ☐ Visiting
- ☐ Emeritus
- ☐ Librarian
- ☐ Exempt Professional Staff
- ☐ Non-exempt Staff
- ☐ Administrator – Academic (e.g., dean, associate dean, associate provost)
- ☐ Administrator – Staff
- ☐ Vendor

2. Are you full-time or part-time in that **primary** status?

- ☐ Full-time
- ☐ Part-time

Part 1: Personal Experiences

Please reflect on your experiences WITHIN THE PAST YEAR...

3. Overall, how comfortable are you with the campus climate at Seattle University?
- ☐ Very comfortable
 - ☐ Comfortable
 - ☐ Neither comfortable nor uncomfortable
 - ☐ Uncomfortable
 - ☐ Very uncomfortable
4. **Faculty/Staff only:** Overall, how comfortable are you with your department/work unit climate?
- ☐ Very comfortable
 - ☐ Comfortable
 - ☐ Neither comfortable nor uncomfortable
 - ☐ Uncomfortable
 - ☐ Very uncomfortable
5. **Students/Faculty only:** Overall, how comfortable are you with the classroom climate?
- ☐ Very comfortable
 - ☐ Comfortable
 - ☐ Neither comfortable nor uncomfortable
 - ☐ Uncomfortable
 - ☐ Very uncomfortable
 - ☐ Not applicable
6. Have you ever seriously considered leaving Seattle University?
- ☐ No **[Students go to question 11 – Faculty/Staff go to question 12]**
 - ☐ Yes
7. **Students only:** When did you seriously consider leaving Seattle University? **(Mark all that apply)**
- ☐ During my first year as a student
 - ☐ During my second year as a student
 - ☐ During my third year as a student
 - ☐ During my fourth year as a student
 - ☐ After my fourth year as a student
8. **Students only:** Why did you seriously consider leaving Seattle University? **(Mark all that apply)**
- ☐ Climate was not welcoming
 - ☐ Coursework was too difficult
 - ☐ Coursework was not difficult
 - ☐ Didn't like major
 - ☐ Did not meet the selection criteria for a major
 - ☐ Desired major was not offered
 - ☐ Family responsibilities
 - ☐ Financial reasons
 - ☐ Homesick
 - ☐ Lack of a sense of belonging
 - ☐ Lack of support group
 - ☐ My marital/relationship status
 - ☐ Operating hours were inconvenient (support/service offices, dining services, etc.)
 - ☐ Personal reasons (medical, mental health, family emergencies, etc.)
 - ☐ Prestige of academic program
 - ☐ Trauma (bullying, sexual assault, etc.)
 - ☐ Other (please specify) _____

9. **Faculty/Staff only:** Why did you seriously consider leaving Seattle University? **(Mark all that apply)**

- ☐ Campus climate was unwelcoming
- ☐ Changes in Seattle U's institutional culture (e.g., transparency in decision-making, change in leadership)
- ☐ Family responsibilities
- ☐ Financial reasons
- ☐ Governance structure
- ☐ Increased workload
- ☐ Inadequate salary
- ☐ Inadequate benefits
- ☐ Interested in a position at another institution
- ☐ Lack of mentoring/support
- ☐ Limited opportunities for advancement
- ☐ Local community did not meet my (my family) needs
- ☐ Offered position in government or industry
- ☐ Personal reasons (medical, mental health, family emergencies, etc.)
- ☐ Recruited or offered a position at another institution
- ☐ Relocation
- ☐ Spouse or partner relocated
- ☐ Spouse or partner unable to find suitable employment
- ☐ Tension in department/work unit with supervisor/manager
- ☐ Tension in department/work unit
- ☐ Trauma (harassment/bullying, sexual assault, etc.)
- ☐ Other (please specify) _____

10. If you wish to elaborate on why you seriously considered leaving, please do so here.

11. **Students only:** Please indicate the extent to which you agree with each of the following statements regarding your academic experience at Seattle University.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am performing up to my full academic potential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Many of my courses this year have been intellectually stimulating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my academic experience at Seattle University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the extent of my intellectual development since enrolling at Seattle University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have performed academically as well as I anticipated I would.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in ideas and intellectual matters has increased since coming to Seattle University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to graduate from Seattle University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am considering transferring to another college or university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored, condescending), intimidating, offensive and/or hostile (bullied, harassed) behavior at Seattle University?

- ☐ No **[Go to question 19]**
- ☐ Yes

13. What do you believe the conduct was based upon? **(Mark all that apply)**

- ☐ Academic Performance
- ☐ Age
- ☐ Educational credentials (M.S., Ph.D., etc.)
- ☐ English language proficiency/accent
- ☐ Ethnicity
- ☐ Gender/Gender identity
- ☐ Gender expression
- ☐ Geographic background (e.g., urban, rural, suburban, farm)
- ☐ Immigrant/citizen status
- ☐ International status
- ☐ Learning disability/condition
- ☐ Living arrangement
- ☐ Major field of study
- ☐ Mental Health/Psychological disability/condition
- ☐ Medical disability/condition
- ☐ Military/veteran status
- ☐ Parental status (e.g., having children or not having children)
- ☐ Participation in an organization/team (please specify) _____
- ☐ Physical characteristics
- ☐ Physical disability/condition
- ☐ Philosophical views
- ☐ Political views
- ☐ Position (staff, faculty, student)
- ☐ Pregnancy
- ☐ Racial Identity
- ☐ Relationship status (e.g., single, married, partnered, divorced)
- ☐ Religious/spiritual views
- ☐ Sexual identity
- ☐ Socioeconomic status
- ☐ Don't know
- ☐ A reason not listed above (please specify) _____

14. How would you describe what happened? **(Mark all that apply)**

- ☐ I was ignored or excluded
- ☐ I was intimidated/bullied
- ☐ I was isolated or left out
- ☐ I felt others staring at me
- ☐ I experienced a hostile classroom environment
- ☐ The conduct made me fear that I would get a poor grade
- ☐ I experienced a hostile work environment
- ☐ I was the target of workplace incivility
- ☐ I was the target of derogatory verbal remarks
- ☐ I received derogatory written comments
- ☐ I received derogatory phone calls/text messages/e-mail
- ☐ I received derogatory/unsolicited messages through social media (e.g., Facebook posts, Twitter posts, etc.)
- ☐ I was singled out as the spokesperson for my identity group
- ☐ I received a low or unfair performance evaluation
- ☐ Someone assumed I was admitted/hired/promoted due to my identity group
- ☐ Someone assumed I was not admitted/hired/promoted due to my identity group
- ☐ I was the target of graffiti/vandalism
- ☐ I was the target of racial/ethnic profiling
- ☐ I was the target of stalking
- ☐ The conduct threatened my physical safety
- ☐ The conduct threatened my family's safety
- ☐ I received threats of physical violence
- ☐ I was the target of physical violence
- ☐ An experience not listed above (please specify) _____

15. Where did this conduct occur? **(Mark all that apply)**

- ☐ At a Seattle University event
- ☐ In a class/lab/clinical setting
- ☐ In Student Health Center/CAPS
- ☐ In a Seattle University dining facility
- ☐ In a Seattle University administrative office
- ☐ In a faculty office
- ☐ In an experiential learning environment (e.g., service learning, retreat, externship, internship)
- ☐ In a public space at Seattle University
- ☐ In a meeting with one other person
- ☐ In a meeting with a group of people
- ☐ In the library
- ☐ In athletic facilities
- ☐ In on-campus housing
- ☐ In off-campus housing
- ☐ Off campus
- ☐ On social networking sites/Facebook/Twitter/Yik-Yak
- ☐ On the Nighthawk
- ☐ While working at a Seattle University job
- ☐ While walking on campus
- ☐ A location not listed above (please specify) _____

16. Who/what was the source of this conduct? **(Mark all that apply)**

- ☐ Academic Advisor
- ☐ Alumni
- ☐ Athletic coach/trainer
- ☐ Campus Minister/Residential Minister
- ☐ Campus visitor
- ☐ CAPS (Counseling and Psychological Services)
- ☐ Co-worker
- ☐ Department Chair /Head/Director
- ☐ Donor
- ☐ Faculty member
- ☐ Friend
- ☐ Jesuit or other religious official
- ☐ Off-campus community member
- ☐ Person that I supervise
- ☐ Seattle University media (posters, brochures, flyers, handouts, web sites, etc.)
- ☐ Seattle University Public Safety
- ☐ Senior Administrator (e.g., Dean, Vice President)
- ☐ Social networking site (e.g., Facebook, Twitter, Yik-Yak)
- ☐ Staff member
- ☐ Stranger
- ☐ Student
- ☐ Student staff or student leader (e.g. Resident Assistant, Peer Mentor, HAWC, SGSU)
- ☐ Student Health Center
- ☐ Supervisor
- ☐ Teaching assistant/Graduate assistant/Lab assistant
- ☐ Tutor
- ☐ Don't know source
- ☐ A source not listed above (please specify) _____

17. Please describe your reactions to experiencing this conduct. **(Mark all that apply)**

- ☐ I felt embarrassed
- ☐ I felt somehow responsible
- ☐ I ignored it
- ☐ I was afraid
- ☐ I was angry
- ☐ It didn't affect me at the time
- ☐ I left the situation immediately
- ☐ I sought support from off-campus hot-line/advocacy services
- ☐ I confronted the harasser at the time
- ☐ I confronted the harasser later
- ☐ I avoided the harasser
- ☐ I told a friend
- ☐ I told a family member
- ☐ I didn't know who to go to
- ☐ I sought information on-line
- ☐ I sought support from a Seattle University resource:
 - ☐ CAPS (Counseling and Psychological Services)
 - ☐ Dean of Students Office
 - ☐ Department Chair/Head/Director
 - ☐ Faculty member
 - ☐ Faculty Ombudsperson
 - ☐ Human Resources
 - ☐ Public Safety
 - ☐ Senior administrator (e.g., Associate Dean, Dean, Vice President)
 - ☐ Spiritual advisor (e.g., priest, Residential Minister)
 - ☐ Staff member
 - ☐ Student staff or student leader (e.g. Resident Assistant, Peer Mentor, HAWC, SGSU)
 - ☐ Teaching assistant/graduate assistant/lab assistant
- ☐ I reported it to a Seattle University employee/official
- ☐ I reported it to my Union representative
- ☐ I reported it to local law enforcement
- ☐ I didn't report it for fear that my complaint would not be taken seriously
- ☐ I reported it, but I did not feel the complaint was taken seriously
- ☐ I reported it and feel the complaint was taken seriously
- ☐ I reported it, and while the outcome is not what I had hoped for, I feel as though my complaint was taken seriously
- ☐ A response not listed above (please specify) _____

18. If you would like to elaborate on your personal experiences, please do so here.

***If you have experienced any discomfort in responding to these questions and
would like to speak with someone please contact***

Students:

Counseling and Psychological Services

Pavilion 120
caps@seattleu.edu
206-296-6090

Student Health Center (confidential)

Bellarmino Hall 207
studenthealthcenter@seattleu.edu
206-296-6300

Campus Ministry (confidential)

Student Center 120
campusministry@seattleu.edu
206-296-6075

Dean of Students Office

Pavilion 180
integrity@seattleu.edu
206-296-6060

Faculty/Staff:

Employee Assistance Program (confidential)

www.wellspringeap.org
User Name: Seattle University
800-553-7798

Human Resources

718 12th Ave
hr@seattleu.edu
206-296-5870

All Campus Community:

Title IX Coordinator

Helaina Sorey

718 12th Ave
soreyh@seattleu.edu
206-398-4627

Public Safety

University Services Building
publicsafety@seattleu.edu
206-296-5990

Incidents involving forced or unwanted sexual acts are often difficult to talk about. The following questions are related to any experiences you have had with unwanted physical sexual contact. If you have experienced this conduct, the questions may invoke an emotional response.

19. While a member of the Seattle University community, have you experienced unwanted sexual contact (including forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, sexual assault, sexual assault with an object, and forcible fondling)?

- ☐ No **[Students go to question 33 - Faculty/Staff go to question 27]**
- ☐ Yes

20. When did the unwanted sexual contact occur?

- ☐ Within the last year
- ☐ 2-4 years ago
- ☐ 5-10 years ago
- ☐ 11-20 years ago
- ☐ More than 21 years ago

21. **Students only:** What academic term were you in when you experienced the unwanted sexual contact? **(Mark all that apply)**

- ☐ First term
- ☐ Second term
- ☐ Third term
- ☐ Fourth term
- ☐ Fifth term
- ☐ Sixth term
- ☐ Seventh term
- ☐ Eighth term
- ☐ Ninth term
- ☐ Tenth term
- ☐ Eleventh Term
- ☐ Twelfth Term
- ☐ Thirteenth term or more

22. Who did this to you? **(Mark all that apply)**

- ☐ Acquaintance/Friend
- ☐ Family Member
- ☐ SU Faculty
- ☐ SU Staff
- ☐ Stranger
- ☐ SU Student
- ☐ Other (please specify) _____

23. Where did the incident(s) occur? **(Mark all that apply)**

- ☐ Off-campus (please specify location) _____
- ☐ On-campus (please specify location) _____

24. Please describe your response to experiencing the incident(s). **(Mark all that apply)**

- ☐ I did nothing
- ☐ I felt embarrassed
- ☐ I felt somehow responsible
- ☐ I ignored it
- ☐ I was afraid
- ☐ I was angry
- ☐ It didn't affect me at the time
- ☐ I left the situation immediately
- ☐ I sought support from off-campus hot-line/advocacy services/therapist
- ☐ I sought support from a Seattle University resource
 - ☐ Campus Ministry
 - ☐ CAPS (Counseling and Psychological Services)
 - ☐ Dean of Students Office
 - ☐ Department Chair/Head/Director
 - ☐ Faculty member
 - ☐ Faculty Ombudsperson
 - ☐ Housing and Residence Life
 - ☐ Human Resources
 - ☐ Office for Wellness and Health Promotion
 - ☐ Public Safety
 - ☐ Senior administrator (e.g., Associate Dean, Dean, Vice President)
 - ☐ Spiritual advisor (e.g., priest, Residential Minister)
 - ☐ Staff member
 - ☐ Student Health Center
 - ☐ Student staff or student leader (e.g. Resident Assistant, Peer Mentor, HAWC, SGSU)
 - ☐ Teaching assistant/graduate assistant/lab assistant
 - ☐ Title IX Coordinator or Contact
- ☐ I told a friend
- ☐ I told a family member
- ☐ I contacted a local law enforcement official
- ☐ I sought support from a medical professional
- ☐ I sought support from a staff person
- ☐ I sought support from a teaching assistant/graduate assistant
- ☐ I sought support from an administrator
- ☐ I sought support from a faculty member
- ☐ I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)
- ☐ I sought support from student staff (e.g. Resident Assistant, Peer Mentor, HAWC, SGSU)
- ☐ I sought support from my union representative
- ☐ I sought information on-line
- ☐ I didn't know who to go to
- ☐ I didn't know what to do
- ☐ I made an official complaint to a campus employee/official
- ☐ Other (please specify) _____

25. If you did not report the unwanted sexual contact to a campus official or staff member please explain why you did not.

26. If you did report the unwanted sexual contact to a campus official or staff member, did you feel that it was responded to appropriately? If not, please explain why you felt that it was not.

If you have experienced any discomfort in responding to these questions and would like to speak with someone please contact:

Students

Counseling and Psychological Services
(confidential)
Pavilion 120
caps@seattleu.edu
206-296-6090

Student Health Center (confidential)
Bellarmine Hall 207
studenthealthcenter@seattleu.edu
206-296-6300

Campus Ministry (confidential)
Student Center 120
campusministry@seattleu.edu
206-296-6075

Dean of Students Office
Pavilion 180
integrity@seattleu.edu
206-296-6060

Faculty/Staff

Employee Assistance Program (confidential)
www.wellspringeap.org
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718 12th Ave
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Helaina Sorey
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soreyh@seattleu.edu
206-398-4627

Public Safety
University Services Building
publicsafety@seattleu.edu
206-296-5990

Part 2: Work-Life

27. **Staff/Faculty only:** Please respond to the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues/co-workers expect me to represent “the point of view” of my identity (e.g., ability, ethnicity, gender, race, religion, sexual identity).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the process for determining salaries is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find that Seattle University is supportive of taking leave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that Seattle University provides available resources to help employees balance work-life needs, such as childcare and elder care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. **Staff/Faculty only:** If you would like to elaborate on any of your responses to the previous statements, please do so here.

29. **Faculty only:** As a faculty member ...

	Strongly agree	Agree	Disagree	Strongly disagree
I believe that the tenure/promotion/reappointment process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the tenure/promotion/ reappointment standards are reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe the tenure standards/promotion standards/reappointment standards are applied equally to all faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that diversity-related research/teaching/service contributions have been/will be valued for promotion or tenure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel burdened by teaching & curricular responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the student evaluation forms used to assess my teaching are fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the additional methods used to assess teaching (e.g., peer course evaluations) are fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel pressured to change my scholarship direction to achieve tenure/ promotion/ reappointment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel burdened by scholarship requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find that Seattle University is supportive of faculty taking sabbatical/faculty enhancement leave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department chair/dean provides me with resources to pursue professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my service contributions are important to tenure/promotion/ reappointment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of my colleagues with similar performance expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work to help students (e.g., formal and informal advising, sitting for qualifying exams/thesis committees, helping with student groups and activities, providing other support) beyond those of my colleagues with similar performance expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have used Seattle University policies on taking leave for childbearing or adoption (SU maternity disability policy).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have used Seattle University policies on active service-modified duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my department, faculty members who use family accommodation (FMLA) policies are disadvantaged in promotion or tenure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate access to administrative support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. **Faculty only:** If you would like to elaborate on any of your responses to the previous questions, please do so here.

31. **Staff only:** Please respond to the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree
I find that Seattle University is supportive of flexible work schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work week-ends) beyond those who do have children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work to help students (e.g., formal and informal advising, helping with student groups and activities, providing other support) beyond those of my colleagues with similar performance expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my diversity-related contributions have been/will be valued for promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have supervisors who give me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have co-workers who give me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides me with resources to pursue professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seattle University provides me with resources to pursue professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides ongoing feedback to help me improve my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate access to administrative support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. **Staff only:** If you would like to elaborate on any of your responses to the previous statements please do so here.

Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than 5 responses that may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified. You may also skip questions.

33. What is your birth sex (assigned)?

- ☐ Female
- ☐ Intersex
- ☐ Male

34. What is your gender/gender identity?

- ☐ Genderqueer
- ☐ Man
- ☐ Transgender
- ☐ Woman
- ☐ A gender not listed here (please specify) _____

35. What is your current gender expression?

- ☐ Androgynous
- ☐ Feminine
- ☐ Masculine
- ☐ A gender expression not listed here (please specify) _____

36. What is your racial/ethnic identity? **(If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply)**

- ☐ Alaskan Native (if you wish please specify) _____
- ☐ American Indian (if you wish please specify) _____
- ☐ Asian/Asian American (if you wish please specify) _____
- ☐ Black/African/African American (if you wish please specify) _____
- ☐ Hispanic/Latino(a)/Chicano(a)/ (if you wish please specify) _____
- ☐ Middle Eastern (if you wish please specify) _____
- ☐ Native Hawaiian (if you wish please specify) _____
- ☐ Pacific Islander (if you wish please specify) _____
- ☐ White (if you wish please specify) _____
- ☐ A racial/ethnic identity not listed here (please specify) _____

37. Which term best describes your sexual identity?

- ☐ Asexual
- ☐ Bisexual
- ☐ Gay
- ☐ Heterosexual
- ☐ Lesbian
- ☐ Queer
- ☐ Questioning
- ☐ A sexual identity not listed above (please specify) _____

38. What is your age?

- ☐ 22 and under
- ☐ 23 – 34
- ☐ 35 – 48
- ☐ 49 – 67
- ☐ 68 and over

39. Do you have substantial parenting or caregiving responsibility?

- ☐ No
- ☐ Yes **(Mark all that apply)**
 - ☐ Children 18 years of age or under
 - ☐ Children over 18 years of age, but still legally dependent (in college, disabled, etc.)
 - ☐ Independent adult children over 18 years of age
 - ☐ Sick or disabled partner
 - ☐ Senior or other family member
 - ☐ A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending, foster care) (please specify) _____

40. Are/were you a member of the U.S. Armed Forces?

- ☐ I have not been in the military
- ☐ Active military
- ☐ Reservist/National Guard
- ☐ ROTC
- ☐ Veteran

41. **Students only:** What is the highest level of education achieved by your primary parent(s)/guardian(s)?

	No high school	Some high school	Completed high School/GED	Some college	Business/Technical certificate/degree	Associate's degree	Bachelor's degree	Some graduate work	Master's degree (M.A., M.S., MBA)	Specialist degree (Ed.S.)	Doctoral degree (e.g., Ph.D., Ed.D)	Professional degree (e.g., MD., JD.)	Unknown	Not applicable
Parent/Guardian 1:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent/Guardian 2:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. **Staff/Faculty only:** What is your highest level of education?

- ☐ No high school
- ☐ Some high school
- ☐ Completed high school/GED
- ☐ Some college
- ☐ Business/Technical certificate/degree
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Some graduate work
- ☐ Master's degree (M.A, M.S., MBA)
- ☐ Specialist degree (Ed.S.)
- ☐ Doctoral degree (e.g., Ph.D., Ed.D.)
- ☐ Professional degree (e.g., M.D., J.D.)

43. **Undergraduate Students only:** How long have you been at Seattle University?

- ☐ I am in my first year
- ☐ I am in my second year
- ☐ I am in my third year
- ☐ I am in my fourth year
- ☐ I am in my fifth year
- ☐ I have been here more than 5 years

44. **Graduate/Law Students only:** Where are you in your graduate career?

- ☐ First year
- ☐ Second year
- ☐ Third year
- ☐ Fourth year or more

45. **Faculty only:** Which college/school/area are you **primarily affiliated** with at this time?

- ☐ A.A. Lemieux Library
- ☐ Academic Affairs
- ☐ Albers School of Business and Economics
- ☐ College of Arts and Sciences
- ☐ College of Education
- ☐ College of Nursing
- ☐ College of Science and Engineering
- ☐ Matteo Ricci College
- ☐ School of Law
- ☐ School of New and Continuing Studies
- ☐ School of Theology and Ministry

46. **Staff only:** Which college/division are you **primarily affiliated** with at this time?

- ☐ Albers School of Business and Economics
- ☐ College of Arts and Sciences
- ☐ College of Education
- ☐ College of Nursing
- ☐ College of Science and Engineering
- ☐ Enrollment Services Division
- ☐ Executive Vice President's Division
- ☐ School of Law
- ☐ A.A. Lemieux Library
- ☐ Marketing Communications Division
- ☐ Matteo Ricci College
- ☐ Jesuits - Arrupe House
- ☐ President's Division
- ☐ Provost's Division
- ☐ School of Theology and Ministry
- ☐ Finance & Business Affairs Division
- ☐ HR and University Services Division
- ☐ Mission & Ministry Division
- ☐ Planning Division
- ☐ School of New and Continuing Studies
- ☐ Student Development Division
- ☐ University Advancement Division
- ☐ University Counsel Division

47. **Undergraduate Students only:** What is your academic major? (**only allow 2 choices**)

☐ **College of Arts and Sciences**

- ☐ Art History
- ☐ Asian Studies
- ☐ Communication
- ☐ Criminal Justice
- ☐ Cultural Anthropology
- ☐ Digital Design
- ☐ English
- ☐ English Creative Writing
- ☐ Environmental Studies
- ☐ Film Studies
- ☐ Fine Arts
- ☐ French
- ☐ History
- ☐ International Studies
- ☐ Journalism

- ☐ Liberal Studies
- ☐ Modern Languages and Cultures
- ☐ Music
- ☐ Philosophy
- ☐ Photography
- ☐ Political Science
- ☐ Pre-major Studies Program
- ☐ Psychology
- ☐ Public Affairs
- ☐ ROTC
- ☐ Social Work
- ☐ Sociology
- ☐ Spanish
- ☐ Sport and Exercise Science
- ☐ Strategic Communication
- ☐ String Performance
- ☐ Theatre
- ☐ Theology and Religious Studies
- ☐ Visual Art
- ☐ Women & Gender Studies
- ☐ **Albers School of Business and Economics**
 - ☐ Economics
 - ☐ Accounting Business and Law Degree
 - ☐ Business Economics
 - ☐ Finance
 - ☐ Individualized Major in Business Administration
 - ☐ International Business
 - ☐ Management
 - ☐ Marketing
 - ☐ Pre-Business
- ☐ **Matteo Ricci College**
 - ☐ Humanities
 - ☐ Humanities for Leadership
 - ☐ Humanities for Teaching
- ☐ **College of Nursing**
 - ☐ Bachelor of Science in Nursing
- ☐ **College of Science and Engineering**
 - ☐ Biochemistry
 - ☐ Biology
 - ☐ Cell and Molecular Biology
 - ☐ Chemistry
 - ☐ Civil and Environmental Engineering
 - ☐ Computer Science/Software Engineering
 - ☐ Diagnostic Ultrasound
 - ☐ Electrical and Computer Engineering
 - ☐ Environmental Science
 - ☐ Mathematics
 - ☐ Marine and Conservation Biology
 - ☐ Mechanical Engineering
 - ☐ Physics
 - ☐ Pre-Engineering
 - ☐ Pre-Science
- ☐ **Post-baccalaureate students**
- ☐ **Non-degree-seeking students**

48. **Graduate/Law Students only:** What is your academic degree program?

- **Doctoral Degree Programs**
 - Educational Leadership
 - Health Systems Leader Doctor of Nursing Practice
 - Doctor of Ministry
- **Master's Degree Programs**
 - Adult Education and Training
 - Advanced Practice Nurse Practitioner
 - Arts Leadership
 - Bridge
 - Business Administration
 - Computer Science
 - Counseling
 - Criminal Justice
 - Divinity
 - Divinity, Specialization in Chaplaincy
 - Educational Administration
 - Finance
 - Juris Doctor
 - Juris Doctor / Master of Business Administration (JD/MBA)
 - Juris Doctor / Master of Professional Accounting (JD/MPAC)
 - Juris Doctor / Master of Public Administration (JD/MPA)
 - Juris Doctor / Master of Science in Finance (JD/MSF)
 - Juris Doctor / Criminal Justice (JD/MACJ)
 - Juris Doctor / Sport Administration & Leadership (JD/MSAL)
 - Juris Doctor / Transformational Leadership
 - Leadership Executive Master of Business Administration
 - Health Leadership Executive Master of Business Administration
 - Literacy for Diverse Learners
 - Nonprofit Leadership
 - Nursing
 - Pastoral Studies
 - Professional Accounting
 - Professional Accounting-Finance Joint Degree (MPAC-MSF)
 - Program for New Principals
 - Psychology
 - Public Administration
 - Relationship & Pastoral Therapy
 - School Psychology
 - Software Engineering
 - Special Education
 - Sport Administration and Leadership
 - Student Development Administration
 - Teacher Preparation
 - Teacher Preparation with Special Education
 - Teaching English to Speakers of Other Languages
 - Transformational Leadership
 - Transforming Spirituality
- **Certificates**
 - Certificate in Crime Analysis
 - Certificate programs - College of Education
 - Certificate of Graduate Studies in Diaconal Ministry
 - Executive Leadership Certificate Program (ELP)
 - Fundamentals of Programming Certificate
 - Graduate Business Certificates
 - Graduate Certificate in Health Informatics and Technology
 - Post-Master's in Community College Teaching
 - Post-Master's Certificates in Nursing
 - Post-Master's Certificate in Pastoral Leadership
 - Post Master's Certificate in Transforming Spirituality
 - Post-Master's Certificate in Transforming Spirituality/Spiritual Direction

49. Which, if any, of the conditions listed below impact your learning, working or living activities? **(Mark all that apply)**

- ☐ Acquired/Traumatic Brain Injury
- ☐ Eating Disorder
- ☐ Chronic Diagnosis or Medical Condition (e.g., Lupus, Cancer, Multiple Sclerosis, Fibromyalgia, etc.)
- ☐ Hard of Hearing or Deaf
- ☐ Learning Disability (e.g., Dyslexia, ADHD, Autism Spectrum etc.)
- ☐ Mental Health/Psychological Condition
- ☐ Obesity
- ☐ Physical/Mobility condition that affects walking
- ☐ Physical/Mobility condition that does not affect walking
- ☐ Speech/Communication Condition
- ☐ Low Vision or Blind
- ☐ A disability/condition not listed here (please specify) _____
- ☐ I have none of the listed conditions

50. What is your citizenship status in U.S.? **(Mark all that apply)**

- ☐ A visa holder (F-1, J-1, H1-B, A, L, G, E, and TN)
- ☐ Permanent resident
- ☐ Undocumented resident
- ☐ U.S. citizen
- ☐ Other legally documented status

51. What is the language(s) spoken in your home?

- ☐ English only
- ☐ English and other language(s) (please specify) _____
- ☐ Other than English (please specify) _____

52. What is your religious or spiritual identity? **(Mark all that apply)**

- ☐ Catholic
 - ☐ Roman Catholic
 - ☐ Other Catholic
- ☐ Christian, other than Catholic
 - ☐ African Methodist Episcopal
 - ☐ African Methodist Episcopal Zion
 - ☐ Assembly of God
 - ☐ Baptist
 - ☐ Christian Orthodox
 - ☐ Christian Methodist Episcopal
 - ☐ Christian Reformed Church (CRC)
 - ☐ Church of Christ
 - ☐ Church of God in Christ
 - ☐ Disciples of Christ
 - ☐ Episcopalian
 - ☐ Evangelical
 - ☐ Greek Orthodox
 - ☐ Lutheran
 - ☐ Mennonite
 - ☐ Moravian
 - ☐ Nondenominational Christian
 - ☐ Pentecostal
 - ☐ Presbyterian
 - ☐ Protestant
 - ☐ Protestant Reformed Church (PR)
 - ☐ Quaker
 - ☐ Reformed Church of America (RCA)
 - ☐ Russian Orthodox
 - ☐ Seventh Day Adventist
 - ☐ The Church of Jesus Christ of Latter-day Saints
 - ☐ United Methodist
 - ☐ Unitarian Universalist

- ☐ United Church of Christ
- ☐ A Christian affiliation not listed above (please specify) _____
- ☐ Baha'i
- ☐ Buddhist
- ☐ Confucianist
- ☐ Druid
- ☐ Hindu
- ☐ Jain
- ☐ Jehovah's Witness
- ☐ Jewish (Conservative, Orthodox, Reformed)
- ☐ Muslim
- ☐ Native American Traditional Practitioner or Ceremonial
- ☐ Pagan
- ☐ Rastafarian
- ☐ Scientologist
- ☐ Secular Humanist
- ☐ Shinto
- ☐ Sikh
 - ☐ Ahmadi
 - ☐ Shi'ite
 - ☐ Sufi
 - ☐ Sunni
- ☐ Taoist
- ☐ Tenrikyo
- ☐ Wiccan
- ☐ Spiritual, but no religious affiliation
- ☐ No affiliation
- ☐ A religious affiliation or spiritual identity not listed above (please specify) _____

53. **Students only:** Are you currently financially dependent (family/guardian is assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)?

- ☐ Dependent
- ☐ Independent

54. **Students only:** What is your *best estimate* of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?

- ☐ Below \$10,000
- ☐ \$10,000-\$19,999
- ☐ \$20,000-\$29,999
- ☐ \$30,000 - \$39,999
- ☐ \$40,000 - \$49,999
- ☐ \$50,000 - \$59,999
- ☐ \$60,000- \$69,999
- ☐ \$70,000- \$79,999
- ☐ \$80,000 - \$89,999
- ☐ \$90,000- \$99,999
- ☐ \$100,000 - \$124,999
- ☐ \$125,000 - \$149,999
- ☐ \$150,000 - \$199,999
- ☐ \$200,000 - \$249,999
- ☐ \$200,000 - \$249,999
- ☐ \$300,000 - \$399,999
- ☐ \$400,000 - \$499,999
- ☐ \$500,000 or more

55. **Students only:** Where do you live?

- ☐ Campus housing
 - ☐ Bellarmine Hall
 - ☐ Champion Hall
 - ☐ Chardin Hall
 - ☐ Douglas Apartments
 - ☐ Kolvenbach Homes
 - ☐ Logan Court
 - ☐ Murphy Apartments
 - ☐ Xavier Global House
- ☐ Off-campus housing
 - ☐ Independently in an apartment/house
 - ☐ Living with family member/guardian
- ☐ Housing insecure (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)

56. **Students only:** Do you participate in any of the following at Seattle University? **(Mark all that apply)**

- ☐ I do not participate in any clubs/organizations
- ☐ Academic (i.e. Physics Club, Society of Women Engineers, Marketing Association)
- ☐ Community Service/Engagement (i.e. Alpha Phi Omega, Rotaract, Just Serve, Dance Marathon)
- ☐ Cultural Heritage (i.e. Hui 'O Nani Hawai'i, International Club, MECHLA)
- ☐ Health and Wellness (HAWC)
- ☐ Honor Societies (i.e. Alpha Sigma Nu, Tau Beta Pi, Tau Sigma)
- ☐ Intercollegiate athletics (basketball, volleyball)
- ☐ Media (i.e. KSUB, Spectator)
- ☐ Political and Social Justice (i.e. Socialist Alternative, Green Team, Human Trafficking Awareness, Triangle Club, DEEP)
- ☐ Religious, Spiritual (i.e. The Well, Jewish Student Union, Spiritual But Not Religious)
- ☐ Social/Community Building (i.e. SEAC, Redzone)
- ☐ Special Interest (i.e. Dance Alliance, Video Gamers Alliance, Ascend)
- ☐ Sports and Recreation (i.e. Lacrosse, Ultimate Disc)
- ☐ An organizational type not listed here (please specify) _____

57. **Students only:** At the end of your last quarter/semester, what was your cumulative grade point average?

- ☐ 3.5 – 4.0
- ☐ 3.0 – 3.49
- ☐ 2.5 – 2.99
- ☐ 2.0 – 2.49
- ☐ 1.5 – 1.99
- ☐ 1.0 – 1.49
- ☐ 0.0 – .99

58. **Students only:** Have you experienced financial hardship while attending Seattle University?

- ☐ No [Goto question 60]
- ☐ Yes

59. **Students only:** How have you experienced the financial hardship? **(Mark all that apply)**

- ☐ Difficulty affording tuition
- ☐ Difficulty in affording other campus fees
- ☐ Difficulty purchasing my books and other course supplies
- ☐ Difficulty participating in social events
- ☐ Difficulty affording food
- ☐ Difficulty participating in co-curricular events or activities (alternative spring breaks, class trips, study abroad, etc.)
- ☐ Difficulty traveling home during Seattle University breaks
- ☐ Difficulty in affording housing
- ☐ Difficulty in affording health care
- ☐ Difficulty in affording child care
- ☐ Difficulty in affording transportation (e.g., commuting, parking, bus passes)
- ☐ Difficulty in affording professional development (e.g., research, conference travel, association membership)
- ☐ Other (please specify) _____

60. **Students only:** How are you currently paying for your education at Seattle University? **(Mark all that apply)**

- ☐ Credit card
- ☐ Family contribution
- ☐ Government program (e.g., DVR, GI Bill)
- ☐ Graduate assistantship (e.g., staff, research, teaching)
- ☐ Private Loans
- ☐ Federal Loans
- ☐ International Government Sponsored Grants
- ☐ Need-based scholarship/grants (e.g., Gates, Costco, Pell, Washington State)
- ☐ Non-need based scholarship/grants (e.g., athletic, academic, leadership, SACM)
- ☐ Guaranteed education tuition program (GET program)
- ☐ Personal contribution /job
- ☐ Resident assistant
- ☐ Tuition remission (e.g., Seattle U employee, private company, FACHEX)
- ☐ Work Study
- ☐ A method of payment not listed here (please specify) _____

61. **Students only:** Are you employed either on campus or off-campus during the academic year?

- ☐ No
- ☐ Yes, I work **on-campus** – (Please indicate total number of hours you work)
 - ☐ 1-10 hours/week
 - ☐ 11-20 hours/week
 - ☐ 21-30 hours/week
 - ☐ 31-40 hours/week
 - ☐ More than 40 hours/week
- ☐ Yes, I work **off-campus** – (Please indicate total number of hours you work)
 - ☐ 1-10 hours/week
 - ☐ 11-20 hours/week
 - ☐ 21-30 hours/week
 - ☐ 31-40 hours/week
 - ☐ More than 40 hours/week

Part 4: Perceptions of Campus Climate

62. Within the past year, have you observed any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored, condescending), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment?

- ☐ No [Students go to question 79 – Faculty/Staff go to question 70]
- ☐ Yes

63. Who/what was the target of the conduct? (Mark all that apply)

- ☐ Academic Advisor
- ☐ Alumni
- ☐ Athletic coach/trainer
- ☐ Campus Minister/Residential Minister
- ☐ Campus visitor
- ☐ CAPS (Counseling and Psychological Services)
- ☐ Co-worker
- ☐ Department Chair /Head/Director
- ☐ Donor
- ☐ Faculty member
- ☐ Friend
- ☐ Jesuit or other religious official
- ☐ Off-campus community member
- ☐ Person that I supervise
- ☐ Seattle University media (posters, brochures, flyers, handouts, web sites, etc.)
- ☐ Seattle University Public Safety
- ☐ Senior Administrator (e.g., Dean, Vice President)
- ☐ Social networking site (e.g., Facebook, Twitter, Yik-Yak)
- ☐ Staff member
- ☐ Stranger
- ☐ Student
- ☐ Student staff or student leader (e.g. Resident Assistant, Peer Mentor, HAWC, SGSU)
- ☐ Student Health Center
- ☐ Supervisor
- ☐ Teaching assistant/Graduate assistant/Lab assistant
- ☐ Tutor
- ☐ Don't know source
- ☐ A source not listed above (please specify) _____

64. Who/what was the source of the conduct? **(Mark all that apply)**

- ☐ Academic Advisor
- ☐ Alumni
- ☐ Athletic coach/trainer
- ☐ Campus Minister/Residential Minister
- ☐ Campus visitor
- ☐ CAPS (Counseling and Psychological Services)
- ☐ Co-worker
- ☐ Department Chair /Head/Director
- ☐ Donor
- ☐ Faculty member
- ☐ Friend
- ☐ Jesuit or other religious official
- ☐ Off-campus community member
- ☐ Person that I supervise
- ☐ Seattle University media (posters, brochures, flyers, handouts, web sites, etc.)
- ☐ Seattle University Public Safety
- ☐ Senior Administrator (e.g., Dean, Vice President)
- ☐ Social networking site (e.g., Facebook, Twitter, Yik-Yak)
- ☐ Staff member
- ☐ Stranger
- ☐ Student
- ☐ Student staff or student leader (e.g. Resident Assistant, Peer Mentor, HAWC, SGSU)
- ☐ Student Health Center
- ☐ Supervisor
- ☐ Teaching assistant/Graduate assistant/Lab assistant
- ☐ Tutor
- ☐ Don't know source
- ☐ A source not listed above (please specify) _____

65. What do you believe the conduct was based upon? **(Mark all that apply)**

- ☐ Academic Performance
- ☐ Age
- ☐ Educational credentials (M.S., Ph.D., etc.)
- ☐ English language proficiency/accent
- ☐ Ethnicity
- ☐ Gender/Gender identity
- ☐ Gender expression
- ☐ Geographic background (e.g., urban, rural, suburban, farm)
- ☐ Immigrant/citizen status
- ☐ International status
- ☐ Learning disability/condition
- ☐ Living arrangement
- ☐ Major field of study
- ☐ Mental Health/Psychological disability/condition
- ☐ Medical disability/condition
- ☐ Military/veteran status
- ☐ Parental status (e.g., having children or not having children)
- ☐ Participation in an organization/team (please specify _____)
- ☐ Physical characteristics
- ☐ Physical disability/condition
- ☐ Philosophical views
- ☐ Political views
- ☐ Position (staff, faculty, student)
- ☐ Pregnancy
- ☐ Racial Identity
- ☐ Relationship status (e.g., single, married, partnered, divorced)
- ☐ Religious/spiritual views
- ☐ Sexual identity
- ☐ Socioeconomic status
- ☐ Don't know
- ☐ A reason not listed above (please specify) _____

66. How would you describe what happened? **(Mark all that apply)**

- ☐ Person was ignored or excluded
- ☐ Person was intimidated/bullied
- ☐ Person was isolated or left out
- ☐ Person was stared at
- ☐ Person experienced a hostile classroom environment
- ☐ The conduct made the person fear that he/she would get a poor grade
- ☐ Person experienced a hostile work environment
- ☐ Person was the target of workplace incivility
- ☐ Person was the target of derogatory verbal remarks
- ☐ Person was the target of derogatory written comments
- ☐ Person was the target of derogatory phone calls/text messages/e-mail
- ☐ Person was the target of derogatory/unsolicited messages through social media (e.g., Facebook posts, Twitter posts, etc.)
- ☐ Person was singled out as the spokesperson for my identity group
- ☐ Person received a low or unfair performance evaluation
- ☐ Someone assumed the person was admitted/hired/promoted due to my identity group
- ☐ Someone assumed the person was not admitted/hired/promoted due to my identity group
- ☐ Person was the target of graffiti/vandalism
- ☐ Person was the target of racial/ethnic profiling
- ☐ Person was the target of stalking
- ☐ Person's physical safety was threatened
- ☐ Person's family's safety was threatened
- ☐ Person received threats of physical violence
- ☐ Person was the target of physical violence
- ☐ An experience not listed above (please specify) _____

67. Where did this conduct occur? **(Mark all that apply)**

- ☐ At a Seattle University event
- ☐ In a class/lab/clinical setting
- ☐ In Student Health Center/CAPS
- ☐ In a Seattle University dining facility
- ☐ In a Seattle University administrative office
- ☐ In a faculty office
- ☐ In an experiential learning environment (e.g., service learning, retreat, externship, internship)
- ☐ In a public space at Seattle University
- ☐ In a meeting with one other person
- ☐ In a meeting with a group of people
- ☐ In the library
- ☐ In athletic facilities
- ☐ In on-campus housing
- ☐ In off-campus housing
- ☐ Off campus
- ☐ On social networking sites/Facebook/Twitter/Yik-Yak
- ☐ On the Nighthawk
- ☐ While working at a Seattle University job
- ☐ While walking on campus
- ☐ A location not listed above (please specify) _____

68. What was your response to observing this conduct? **(Mark all that apply)**

- ☐ I felt embarrassed
- ☐ I ignored it
- ☐ I was afraid
- ☐ I was angry
- ☐ It didn't affect me at the time
- ☐ I left the situation immediately
- ☐ I sought support from off-campus hot-line/advocacy services
- ☐ I confronted the harasser at the time
- ☐ I confronted the harasser later
- ☐ I avoided the harasser
- ☐ I told a friend
- ☐ I told a family member
- ☐ I didn't know who to go to
- ☐ I sought information on-line
- ☐ I sought support from a Seattle University resource
 - ☐ CAPS (Counseling and Psychological Services)
 - ☐ Dean of Students Office
 - ☐ Department Chair/Head/Director
 - ☐ Faculty member
 - ☐ Faculty Ombudsperson
 - ☐ Human Resources
 - ☐ Public Safety
 - ☐ Senior administrator (e.g., Associate Dean, Dean, Vice President)
 - ☐ Spiritual advisor (e.g., priest, Residential Minister)
 - ☐ Staff member
 - ☐ Student staff or student leader (e.g. Resident Assistant, Peer Mentor, HAWC, SGSU)
 - ☐ Teaching assistant/graduate assistant/lab assistant
- ☐ I reported it to a Seattle University employee/official
- ☐ I reported it to my Union representative
- ☐ I reported it to local law enforcement
- ☐ I didn't report it for fear that my complaint would not be taken seriously
- ☐ I reported it, but I did not feel the complaint was taken seriously
- ☐ I reported it and feel the complaint was taken seriously
- ☐ I reported it, and while the outcome is not what I had hoped for, I feel as though my complaint was taken seriously
- ☐ A response not listed above (please specify) _____

69. If you wish to elaborate on your observations of conduct directed toward a person or group of people on campus that you believe created an exclusionary, intimidating, offensive, and/or hostile working or learning environment, please do so here.

70. **Faculty/Staff only:** Have you observed hiring practices at Seattle University that you perceive to be unjust or that would inhibit diversifying the community? (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool)

- ☐ No [**Go to question 73**]
- ☐ Yes

71. **Faculty/Staff only:** I believe that the unjust hiring practices were based upon...(Mark all that apply)

- ☐ Age
- ☐ Educational credentials (M.S., Ph.D., etc.)
- ☐ English language proficiency/accent
- ☐ Ethnicity
- ☐ Gender/Gender identity
- ☐ Gender expression
- ☐ Geographic background (e.g., urban, rural, suburban, farm)
- ☐ Immigrant/citizen status
- ☐ International status
- ☐ Learning disability/condition
- ☐ Living arrangement
- ☐ Major field of study
- ☐ Mental Health/Psychological disability/condition
- ☐ Medical disability/condition
- ☐ Military/veteran status
- ☐ Nepotism
- ☐ Parental status (e.g., having children or not having children)
- ☐ Participation in an organization (please specify) _____
- ☐ Physical characteristics
- ☐ Physical disability/condition
- ☐ Philosophical views
- ☐ Political views
- ☐ Position (staff, faculty, student)
- ☐ Pregnancy
- ☐ Racial Identity
- ☐ Relationship status (e.g., single, married, partnered, divorced)
- ☐ Religious/spiritual views
- ☐ Sexual identity
- ☐ Socioeconomic status
- ☐ Don't know
- ☐ A reason not listed above (please specify) _____

72. **Faculty/Staff only:** If you wish to elaborate on your observations, please do so here.

73. **Faculty/ Staff only:** Have you observed employment-related discipline or action, up to and including dismissal, at Seattle University that you perceive to be unjust or would inhibit diversifying the community?

- ☐ No [Got o question 76]
- ☐ Yes

74. **Faculty/Staff only:** I believe that the unjust employment-related disciplinary actions were based upon...**(Mark all that apply)**

- ☐ Age
- ☐ Educational credentials (M.S., Ph.D., etc.)
- ☐ English language proficiency/accent
- ☐ Ethnicity
- ☐ Gender/Gender identity
- ☐ Gender expression
- ☐ Geographic background (e.g., urban, rural, suburban, farm)
- ☐ Immigrant/citizen status
- ☐ International status
- ☐ Learning disability/condition
- ☐ Living arrangement
- ☐ Major field of study
- ☐ Mental Health/Psychological disability/condition
- ☐ Medical disability/condition
- ☐ Military/veteran status
- ☐ Parental status (e.g., having children or not having children)
- ☐ Participation in an organization (please specify) _____
- ☐ Personal medical emergency
- ☐ Physical characteristics
- ☐ Physical disability/condition
- ☐ Philosophical views
- ☐ Political views
- ☐ Position (staff, faculty, student)
- ☐ Pregnancy
- ☐ Racial Identity
- ☐ Relationship status (e.g., single, married, partnered, divorced)
- ☐ Religious/spiritual views
- ☐ Sexual identity
- ☐ Socioeconomic status
- ☐ Don't know
- ☐ A reason not listed above (please specify) _____

75. **Faculty/Staff only:** If you wish to elaborate on your observations, please do so here.

76. **Faculty/Staff only:** Have you observed **promotion/tenure/reappointment/reclassification/performance evaluation** practices at Seattle University that you perceive to be unjust?

- ☐ No [Go to question 79]
- ☐ Yes

77. **Faculty/Staff only:** I believe the unjust behavior, procedures, or employment practices related to **promotion/tenure/reappointment/reclassification/performance evaluation** were based upon... **(Mark all that apply)**

- ☐ Age
- ☐ Educational credentials (M.S., Ph.D., etc.)
- ☐ English language proficiency/accent
- ☐ Ethnicity
- ☐ Gender/Gender identity
- ☐ Gender expression
- ☐ Geographic background (e.g., urban, rural, suburban, farm)
- ☐ Immigrant/citizen status
- ☐ International status
- ☐ Learning disability/condition
- ☐ Living arrangement
- ☐ Major field of study
- ☐ Mental Health/Psychological disability/condition
- ☐ Medical disability/condition
- ☐ Military/veteran status
- ☐ Nepotism
- ☐ Parental status (e.g., having children or not having children)
- ☐ Participation in an organization (please specify _____)
- ☐ Physical characteristics
- ☐ Physical disability/condition
- ☐ Philosophical views
- ☐ Political views
- ☐ Position (staff, faculty, student)
- ☐ Pregnancy
- ☐ Racial Identity
- ☐ Relationship status (e.g., single, married, partnered, divorced)
- ☐ Religious/spiritual views
- ☐ Sexual identity
- ☐ Socioeconomic status
- ☐ Don't know
- ☐ A reason not listed above (please specify _____)

78. **Faculty/Staff only:** If you wish to elaborate on your observations, please do so here.

79. Using a scale of 1–5, please rate the overall climate on campus on the following dimensions:

(Note: As an example, for the first item, “friendly—hostile,” 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)

	1	2	3	4	5	
Friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hostile
Cooperative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Uncooperative
Improving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Regressing
Positive for persons with Disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, or bisexual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who identify as lesbian, gay, or bisexual
Positive for people who identify as transgender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who identify as transgender
Positive for people of Catholic Faith	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of Catholic faith
Positive for people of other Christian faith backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of other Christian faith backgrounds
Positive for people of other faith backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of other faith backgrounds
Positive for People of Color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for People of Color
Positive for white people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for white people
Positive for men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for men
Positive for women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for women
Positive for non-native English speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for non-native English speakers
Positive for people who are not U.S. citizens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who are not U.S. citizens
Welcoming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not welcoming
Respectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Disrespectful
Positive for people of high socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of low socioeconomic status

80. Using a scale of 1–5, please rate the overall climate on campus on the following dimensions: **(Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)**

	1	2	3	4	5	
Not racist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Racist
Not sexist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sexist
Not homophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Homophobic
Not transphobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Transphobic
Not age biased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Age biased
Not classist (socioeconomic status)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (socioeconomic status)
Not classist (position: faculty, staff, student)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (position: faculty, staff, student)
Not ablest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ablest

81. **Students only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by faculty in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that SU faculty are genuinely concerned with my welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that SU staff are genuinely concerned with my welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that faculty pre-judge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that staff pre-judge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have faculty whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have staff whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

82. **Students only:** If you wish to elaborate on your observations, please do so here.

83. **Faculty only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by faculty in my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that faculty in my department pre-judge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my department chair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my department chair pre-judges my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that students pre-judge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that SU administrators are genuinely concerned with my welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that SU administrators pre-judge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that the campus climate encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my scholarship is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my teaching is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my service contributions are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

84. **Faculty only:** If you wish to elaborate on your observations, please do so here.

85. **Staff only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by co-workers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that co-workers pre-judge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my supervisor/manager.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my supervisor/manager pre-judges my abilities based on her/his perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that SU administrators are genuinely concerned with my welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that SU administrators pre-judge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by SU students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that SU students pre-judge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that my work unit encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my skills are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

86. **Staff only:** If you wish to elaborate on your observations, please do so here.

87. **Student/Faculty only:** Please indicate the extent to which you agree that you perceive tension in classroom discussions based on following participant characteristics.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Academic Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English language proficiency/accent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender/Gender Identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geographic background (e.g., urban, rural, suburban, farm)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant /citizen status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning disability/condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Major field of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental Health/Psychological disability/condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical disability/condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Military/veteran status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental status (i.e., having children, not having children)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in a student organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation on an athletic team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Philosophical views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical characteristics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical disability/condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychological disorder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious/spiritual views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

88. **(Respondents with disabilities only)** Within the past year, have you experienced a barrier in any of the following areas at Seattle University?

	Yes	No	Not applicable
Facilities			
Administrative offices (e.g., Admin Building, Dean of Students Office, Student Financial Services, Registrar)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Admissions Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising Centers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic facilities (e.g., North Court, Championship Field, SU Park, Connolly Center)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collegium spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CAPS (Counseling and Psychological Services)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elevators/lifts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency preparedness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Event spaces (e.g., Campion Ballroom, Pigott Auditorium, Wyckoff Auditorium, Boeing Room)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty offices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lab spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library and Learning Commons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-campus parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing arts spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreational facilities (e.g., Eisiminger Fitness Center, SU Park, Connolly Center)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sacred spaces on campus (e.g., Chapel, Multifaith Prayer Room)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Offices (e.g., SGSU, KSUB, The Spectator, peer mentor offices)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Health Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walkways/pedestrian paths/crosswalks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology/Online Environment			
Accessible electronic format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATM Machines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of FM listening systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Canvas Course management system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clickers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-curriculum/curriculum software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic surveys (including this one)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library database	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online training modules (e.g., data security, Think About It, FERPA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PA system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational Materials			
Brochures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food menus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Events/Exhibits/Movies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journal articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video-closed captioning and text description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

89. If you wish to elaborate on your responses regarding accessibility, please do so here.

Part 5: Institutional Actions Relative to Climate Issues

90. **Students only:** Courses at Seattle University provide sufficient materials on the perspectives and/or experiences of groups or individuals with the following characteristics/identities:

	Strongly agree	Agree	Disagree	Strongly disagree
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commuter status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender/Gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant/Citizen status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Military/Veteran status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Philosophical views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious/Spiritual views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transfer status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

91. If you responded “Strongly Agree” or “Agree” to Q90, what percentage of **courses in your major** included materials on the perspectives and/or experiences of groups or individuals with the characteristics listed?

- ☐ 0%-24%
- ☐ 25%-49%
- ☐ 50%-74%
- ☐ 75%-100%

92. **Students only:** Please respond to the following statement: Courses at Seattle University provide sufficient opportunities for students to interact and dialogue with each other about the following characteristics/identities:

	Strongly agree	Agree	Disagree	Strongly disagree
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commuter status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender/Gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant/Citizen status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Military/Veteran status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Philosophical views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious/Spiritual views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transfer status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

93. If you responded “Strongly Agree” or “Agree” to Q92, what percentage of **courses in your major** provided opportunities for students to interact and dialogue with each other about the characteristics/identities listed:

- ☐ 0%-24%
- ☐ 25%-49%
- ☐ 50%-74%
- ☐ 75%-100%

94. **Faculty only.** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Seattle University.

	Initiative Available at Seattle University			Initiative NOT Available at Seattle University		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing flexibility for computing the probationary period for tenure (e.g., family leave).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing recognition and rewards for including diversity issues in courses across the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity training for faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people who have experienced harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear and fair process to resolve conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing equity and diversity training to search, promotion & tenure committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing career span development opportunities for faculty at all ranks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

95. If you wish to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

96. **Staff only.** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Seattle University.

	Initiative Available at Seattle University			Initiative NOT Available at Seattle University		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity training for staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people who have experienced harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear and fair process to resolve conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing career development opportunities for staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing recognition and rewards for including diversity as part of assigned work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

97. If you wish to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

98. **Students only.** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Seattle University.

	Initiative Available at Seattle University			Initiative NOT Available at Seattle University		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity training for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity training for staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity training for faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a person to address student complaints of classroom inequity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities for cross-cultural dialogue among students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities for cross-cultural dialogue between faculty, staff and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective faculty mentorship of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective academic advisement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

99. If you wish to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

Part 6: Your Additional Comments

100. Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

101. If you wish to elaborate on any of your survey responses, further describe your experiences, or offer additional thoughts about these issues, please use the space below.

102. If you have any suggestions on ways that Seattle University might improve the climate, please use the space below.

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

To thank all members of the Seattle University community for their participation in this survey, you have an opportunity to win a "Climate Survey Thank You" survey award.

Submitting your contact information for a survey award is optional. ***No survey information is connected to entering your information.***

To be eligible to win a prize, please provide your position (faculty/staff or student), full name and e-mail address. This page will be separated from your survey responses upon receipt by Rankin & Associates and will not be used with any of your responses. Providing this information is voluntary, but must be provided if you wish to be entered into the drawing. Please submit only one entry per person; duplicate entries will be discarded. A random drawing will be held for the following survey awards:

Campus Store gift cards
Bon Appétit gift cards
One term of on-campus parking

- ☐ Faculty
- ☐ Staff
- ☐ Student

Name _____

E-mail address _____

Awards will be reported in accordance with IRS regulations. Please consult with your tax professional if you have questions.

We recognize that answering some of the questions on this survey may have been difficult for people.

If you have experienced any discomfort in responding to these questions and would like to speak with someone please contact:

Students

Counseling and Psychological Services
(confidential)
Pavilion 120
caps@seattleu.edu
206-296-6090

Dean of Students Office
Pavilion 180
integrity@seattleu.edu
206-296-6060

Faculty/Staff

Human Resources
718 12th Ave
hr@seattleu.edu
206-296-5870

McKenna Lang
Faculty Ombudsperson
206-296-5898