

**Summary of Findings**  
Anti-Racism Task Force (ARTF)  
Spring 2023 Climate Survey Results

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## **INTRODUCTION**

The Anti-Racism Task Force (ARTF), composed of faculty, staff, students, and community members, launched in March 2022 and was charged by President Guiyou Huang to recommend and take meaningful actions to dismantle racism and further the WIU's justice, inclusion, diversity, and equity (JIDE) efforts. The ARTF's first objective is to identify anti-racism initiatives and advise/support the creation of WIU's Diversity Plan.

To assist in meeting their objectives, the ARTF conducted a survey in the Spring 2023 semester to better understand if and how harassment and discrimination were being experienced by campus community members on and around the Macomb and Quad Cities campuses. The survey also asked participants questions about campus climate, cultural competence, and (for students) resources.

### **General limitations of the survey and additional notes about the analyses**

As a new entity, the ARTF has only begun to systematically collect data addressing JIDE issues. The findings of the Spring 2023 survey shed light on participants' experiences of harassment and discrimination, as well as their perceptions of campus climate. The findings are not generalizable beyond the participants, however. Furthermore, the survey does not provide enough empirical information on which to base policy recommendations and/or definitive statements regarding the frequency, severity, or prevalence of harassment and discrimination on and around the Macomb and Quad Cities campuses.

Future data collection efforts can be designed to address the survey's limitations, including a low response rate and frequent vague responses to certain questions. For example, most participants did not respond to the open-ended questions, and "none", "N/A", and similar responses were prevalent among the participants who did respond to these questions. In addition, a large number of participants (e.g., more than 100) did not answer some of the close-ended questions that were asked to every participant, as indicated by the number of responses presented in some of the tables and graphs in the Findings section.

Additional information about some of these limitations is provided in the next section, which also describes additional limitations. The remainder of this section provides additional information about the analyses that were conducted.

The percentages reported in the Findings section are not based on the total number of participants (i.e., the people who answered at least one question in the survey). Instead, the percentages are based on the participants who selected or provided an answer to the question. Participants who did not answer a question or who selected a category like

"Not sure," "I don't know," and "N/A" were excluded before the percentages were calculated. This was done so the percentages essentially reflect the participants who answered each survey question. When "responses" is mentioned in this report (including in the tables and graphs), it refers to the number of people who provided an answer to a question.

On a related note, a few questions had a "select all that apply" format. For these questions, participants could select more than one category. Any participants who did not select at least one category were treated as not answering the question. As a result, these participants were not included in the responses for the survey question. In other words, a participant had to select at least one category to be included in the responses for a "select all that apply" question.

Several questions included an "Other" category, and the participants who selected this category were given the opportunity to describe that "Other" category. A small percentage of these descriptions indicated the participant either should have selected another category or did not answer the question, and the data file was altered accordingly. For example, four of the participants who selected "Other" for the survey question about race or ethnicity typed "White," "White American," or "White – Caucasian." One of the existing categories for the race/ethnicity question was "European American/White," and these four participants were classified as "European American/White" based on their descriptions. In addition, another participant typed "Earthling" as their description, and this participant was categorized as not answering the question because they did not indicate or describe their race/ethnicity.

Similarly, students were asked a "select all that apply" question regarding their awareness of various resources. The last category was "Not aware of any." Two of the participants who selected the "Not aware of any" category also selected at least one other category. As a result, these participants were aware of at least one resource, and the data file was changed to reflect that they were not, in fact, unaware of any resources.

## Sample

The sample consisted of 926 people. Just over half of the participants were students, about a third were staff or administrators, and the remainder were faculty. Based on numbers for the Spring 2023 semester reported by Administrative Information Management Systems, the response rate for the entire sample is approximately 11%, which is relatively low. Table 1 presents a more thorough breakdown of the participants and response rates.

**Table 1: Frequencies, percentages, and response rates of faculty, staff, and students**

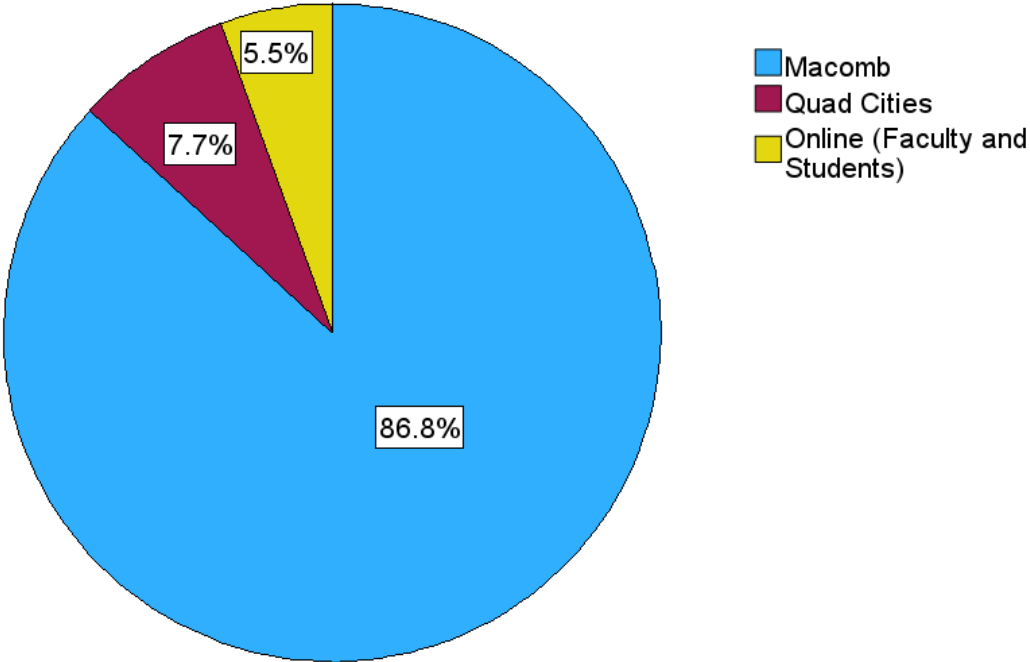
Type	Frequency	Percentage	Response Rate
Faculty	169	18.3%	34.0% of 497 instructional faculty
Staff	293	31.6%	31.8% of 921 administrators and staff
Student	464	50.1%	6.6% of 7,073 enrolled students
Total	926		10.9% of 8,491 people

The response rates for faculty and staff were close to one third, while the response rate for students was almost 7%. Because of this variation and the particularly low response rate for students, the responses of faculty, staff, and students are presented together, instead of separately. This applies to both the close-ended questions and the open-ended questions. Individuals wanting more information about specific group responses should contact the ARTF.

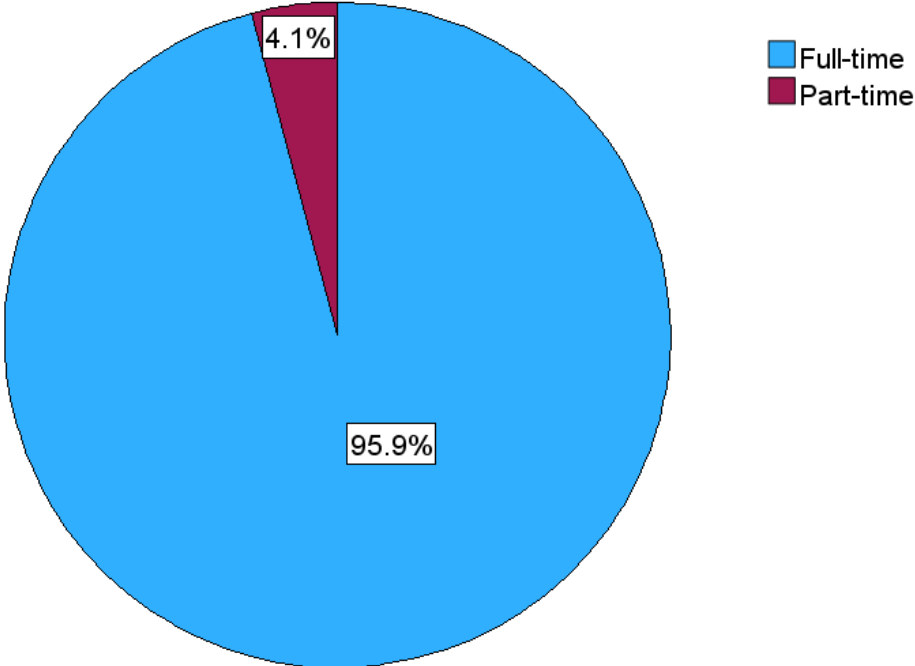
This report also does not compare the responses of participants based on various demographic traits because a majority of participants selected a specific category for the survey question about that trait. For example, almost 90% of participants indicated the Macomb campus was their primary campus, and 96% indicated they were full-time faculty, staff, or students. A participant's primary campus is addressed by Graph 1, and whether they are full-time is addressed by Graph 2.

Both graphs were constructed by combining questions that focused on faculty, staff, or students separately. For example, the questions for faculty asked on which campus they primarily taught, with "online" as an option, and whether they were part-time Unit A, full-time Unit A, part-time Unit B, or full-time Unit B.

**Graph 1: Primary campus** (728 responses)

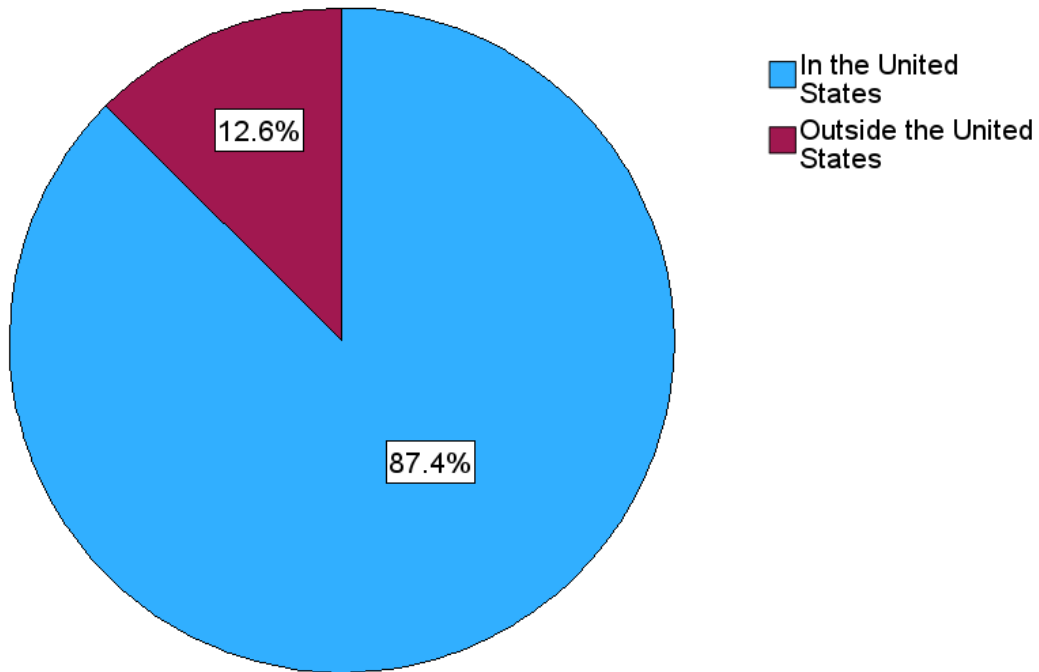


**Graph 2: Part-time or full-time** (726 responses)



As for additional demographic traits, almost 90% of the participants were born in the United States (see Graph 3).

**Graph 3: I was born:** (724 responses)



In addition, over three fourths of participants identified as European American or White. The distribution for race or ethnicity in Table 2 includes a category for “More than one.” The survey question for race/ethnicity had a “select all that apply” format, and the “More than one” category refers to the participants who selected at least two categories.

**Table 2: Race/Ethnicity** (706 responses)

Answer	Percentage
European American/White	76.2%
Hispanic/Latina/Latino	3.1%
Black/African-American	8.2%
Asian/Asian-American	3.4%
Native American	0.1%
Hawaiian/Pacific Islander	0.1%
International	2.0%
Other	1.1%
More than one	5.7%

The last question for which a large majority of participants selected one category is the question for sexual orientation. 82% of participants identified as heterosexual (see Table 3).

**Table 3: I identify my sexual orientation to be:** (700 responses)

Answer	Percentage
Heterosexual	82.0%
Gay	1.6%
Lesbian	3.0%
Bisexual	7.3%
Queer	1.3%
Asexual	2.1%
Other	2.7%

For the remaining demographic traits discussed in this section, there was more variation among the participants. For example, almost two thirds of participants identified as female, a third identified as male, and the remaining 3.4% selected one of the other identities (see Table 4).

**Table 4: My gender identify/expression is:** (725 responses)

Answer	Percentage
Male	33.0%
Female	63.6%
Transgender	0.3%
Gender Neutral	0.1%
Gender Fluid	0.6%
Gender Queer	0.4%
Non Binary	1.1%
Two Spirit	0.1%
Other	0.8%

In addition, about 40% of participants were single, and about the same percentage were married (see Table 5). This might be expected for a sample that includes faculty, staff, and students, given the typical ages and life situations of people who are students or employees. The distributions for age and education (see Tables 6 and 7) also match these expectations.

**Table 5: My current relationship status is:** (716 responses)

Answer	Percentage
Single	40.5%
Married	42.7%
Civil Union	0.0%
Domestic Partner	9.8%
Divorced	4.5%
Widowed	1.5%
Separated	1.0%

**Table 6: I belong to the age group:** (727 responses)

Answer	Percentage
18 or younger	1.9%
19-24	28.5%
25-34	12.7%
35-44	15.5%
45-54	19.8%
55 or older	21.6%

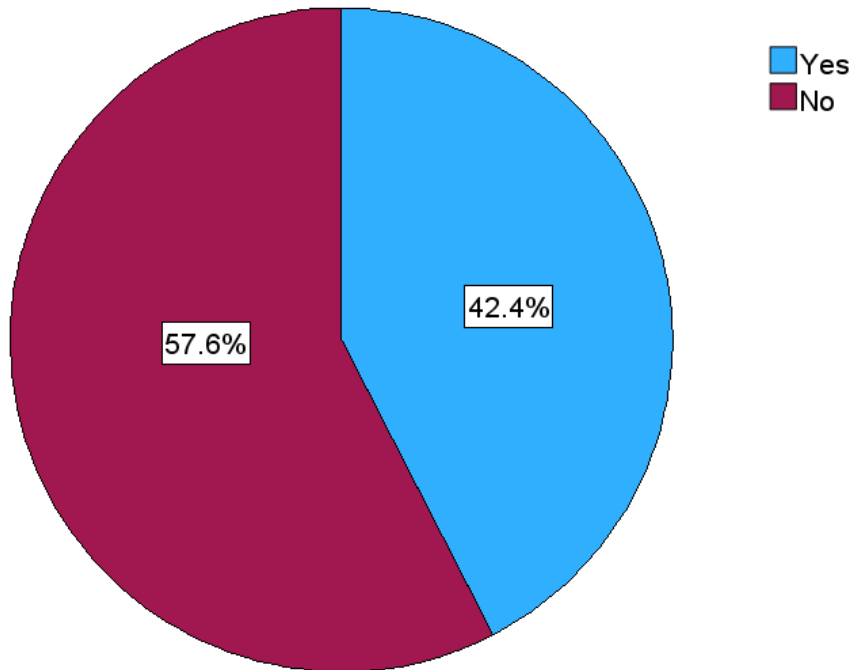
**Table 7: The highest level of education I completed is:** (429 responses)

Answer	Percentage
High School	7.2%
Associate/Technical Degree	9.1%
Bachelor	21.4%
Master	31.2%
Professional Degree – J.D.	1.4%
Ph.D. or equivalent	29.6%



Finally, approximately 40% of the faculty and staff had graduated from WIU (see Graph 4).

**Graph 4: I am a Western Illinois University graduate.** (429 responses)



## **FINDINGS**

The findings of this survey are broken down into four areas: Harassment, discrimination, and acceptance; Campus climate; Cultural competence; and Resources.

### **Harassment, discrimination, and acceptance**

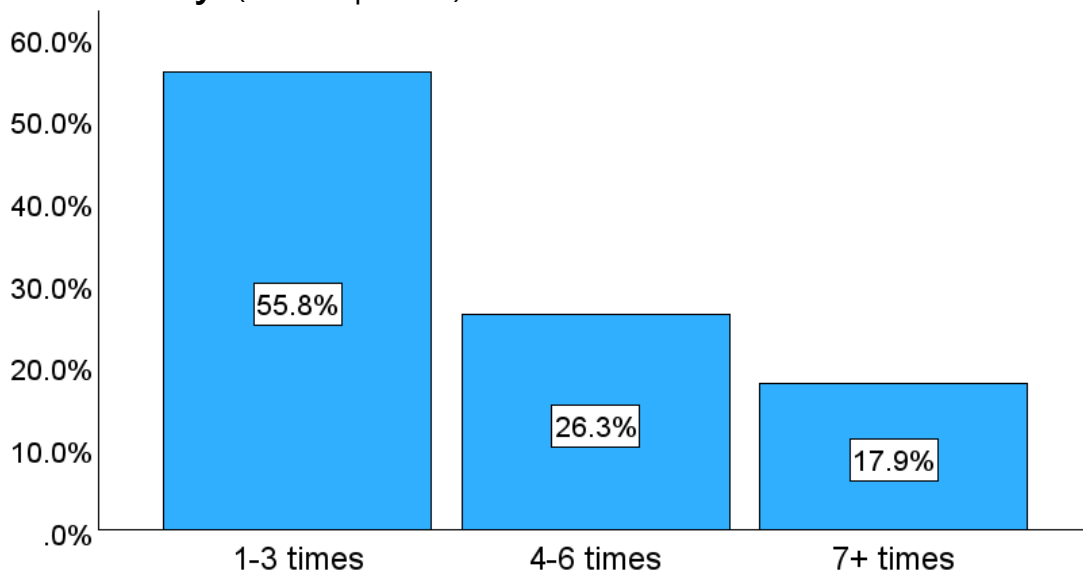
As illustrated in Table 8, about one fourth of the participants experienced discrimination at WIU in the past five years. A similar percentage experienced discrimination in the community (i.e., Macomb or Moline) in the past five years, while almost 10% experienced harassment at WIU that was based on a protected class and that occurred in the past five years.

**Table 8: Questions about experiences of discrimination or harassment**

Question	Yes	No	Responses
In the past five years, have you experienced discrimination at Western Illinois University?	29.7%	70.3%	650
In the past five years, have you experienced discrimination in the cities of Macomb, IL, Moline, IL, or surrounding communities?	22.5%	77.5%	658
In the past five years have you experienced harassment at Western Illinois University based on your membership in a protected class?	8.9%	91.1%	672

Focusing on the participants who experienced discrimination at WIU, over half indicated they experienced some type of discrimination 1-3 times, and over one fourth indicated they experienced some type of discrimination 4-6 times (see Graph 5).

**Graph 5: At what frequency have you experienced discrimination at Western Illinois University? (736 Responses)**



The incidents of discrimination at WIU were most often based on sex or race, followed by ethnicity, sexual orientation, gender identity/expression, or age (see Table 9). There was a similar pattern for the incidents of harassment. There is no table for harassment, however, because there were only 60 responses to the question that asked participants to describe on which protected class(es) their harassment was based.

**Table 9: What was the discrimination at WIU based on? [Select all that apply] (193 Responses)**

Answer	Percent Selected
Race	39.4%
Ethnicity	22.8%
Sex	47.7%
Sexual orientation and/or gender identity/expression	21.8%
Religious preferences	11.9%
Marital status	7.3%
Age	25.4%
Disability	9.8%
National origin	10.4%
Veteran status	3.1%

Note: The sum of the percentages exceeds 100 because participants could select multiple answers.

Participants who experienced discrimination or harassment were asked an additional question about what form the discrimination or harassment took. The most common forms were the participant being treated with less courtesy or respect, the participant being treated as if they were less intelligent, the participant being treated as if their opinions were not welcome, and negative statements directed towards the participant or made within their hearing range (see Table 10).

**Table 10: What form did the discrimination or harassment take? [Select all that apply] (225 Responses)**

Answer	Percent Selected
Negative statements directed towards me.	51.6%
Negative statements made within my hearing range.	47.1%
Being overlooked for training that could improve my performance.	12.9%
Being overlooked for promotion or advancement.	26.2%
Not being included in conversations or social events.	25.3%
Being treated as if my opinions are not welcome.	51.1%
Being treated with less courtesy or respect.	57.3%
Being treated as if I am less intelligent.	51.1%
Having to put up with derogatory jokes.	36.4%
Not being told about opportunities for improvement or personal development.	16.4%
Not being allowed to serve on committees at Western Illinois University.	4.4%
Not being taken seriously when I raised concerns about treatment at Western Illinois University	34.7%
Not being allowed to be in a mentor program.	2.7%
Other form	14.2%

Note: The sum of the percentages exceeds 100 because participants could select multiple answers.

In addition, participants who experienced discrimination were asked to describe the discrimination. In the responses to this open-ended question, race, religion, orientation, sex, and ability were the most often described protected classes. In addition, specific businesses and WIU were contexts discussed by several participants. A few participants mentioned being followed or pulled over for expressing their beliefs. Others wrote about negative interactions related to hiring practices they had on WIU's campus.

Several participants mentioned microaggressions. While speaking of homophobia, one said, "It is rarely threatening, however – usually on the level of microaggressions." After stating that they limit how they share their Christian religious values and ideas, another participant wrote "I try to make sure to not offend anyone including any microaggressions". (As a note, any quotes from participants are presented as they were typed, including any typographical or grammatical errors.)

Several responses suggested that the demographics of WIU students was a topic of discussion in the community. One participant wrote they heard "The more Black people

that are in Macomb, Illinois from Chicago & other surrounding cities the more dangerous it will become". Another participant expressed the belief that, due to his being a White male, folks from the region wanted to talk to him about students using terms like "those students" and "those people" for students of color.

Several participants specifically attributed discriminatory acts to men broadly and to white men more specifically. One wrote, "Men in our community (and in the world) treat women differently. It is so pervasive and accepted, that it is a challenge to come up with specific incidences because I experience it so regularly." This participant managed to describe examples, including situations in which men explained things about which the participant was better educated, the participant having their opinions questioned, and other people calling the participant names for setting healthy boundaries. Another participant wrote, "Freshmen year I was at a bus stop station near the train station and this white man was trying to get me to come this meeting for products for people of color, that a complete lie".

Other participants shared stories about discrimination based on religion. As an example, a participant who identified as a conservative Christian Republican wrote, "I feel that here at Western my views are not always tolerated and accepted. It seems like the only acceptable views are if you are a far left liberal democrat/socialist". They went on to share a story about how they felt discriminated against during the vaccination efforts during Covid. In a similar vein, another participant wrote, "I can't believe the discrimination against religious beliefs in this country! We are supposed to be the land of the free!" An additional participant wrote about their experiences as a non-Christian, and another participant wrote, "They are not okay with me being my own religion, and put pressure on me to change".

Several participants situated discriminatory acts in the local community. One wrote that "local businesses will refuse to do business with 'students' or offer poorer service to those not from Macomb". Another shared stories about buying property and an experience in a local restaurant where folks left when they sat down. An additional participant shared that, after accidentally turning in front of another driver, they were followed home to their driveway by a person of another race. Another participant shared, "I've witnessed people of other nationalities being discriminated against in Macomb. On the other side of that, I've seen people of other nationalities and race use 'the race card' to get what they want and to stir things up". Finally, one wrote, "Being part of the LGBTQ+ community, someone who believes in science, and someone who is obviously not a republican/trump supporter has made myself and some of my friends afraid to go to certain locations around the Macomb area."

As indicated by the previous quote, these participants also shared concerns related to sexual orientation. Another participant wrote,

When out dining in Macomb I have been called a 'd\*ke b\*tch' and a 'f\*g' by strangers on separate occasions, always by white men who appear to be between the ages of 20 and 60. Others that heard were generally apologetic toward me. I just disengaged because it wasn't worth fighting.

An additional participant said, "There is a large disparity in how gay men are treated in the community compared to gay women".

Another topic was pay inequities. One participant wrote, "clerical staff treated as indentured slaves; 2<sup>nd</sup> class citizens". In addition, several responses highlighted the participants' negative perceptions of WIU administrators and/or administrators' actions the participants saw as discriminatory.

Just as participants who experienced discrimination were asked to describe the discrimination, participants who experienced harassment were asked to describe the harassment. Commonly mentioned forms of harassment include jokes, silence, and not having the opportunity to be seen or heard. Examples of these types of responses include, "Expressions of my experience were responded to with silence"; "Not harassed, but not heard by the men in my interactions"; "Sometimes there are jokes in the department that are inappropriate"; "As a female faculty member in a male dominated department, I do not feel like I have a voice in meetings or committees"; and

If respecting someone's pronouns and gender identity is a stretch for most folks here, then we're in real trouble. Most folks have yet to even TRY to use my preferred pronouns. One person has explicitly used my dead name 'as a joke'.

Additional responses focused on negative experiences with administrators and/or supervisors at WIU. These responses mentioned being overmanaged, being passed over for a job that went to a hiring authority's husband, or former supervisors having anger issues and not liking women.

Another participant provided the following response, which refers to both similar and different types of harassment.

I have often had male faculty members in my work area treat me as though I am less intelligent and there specifically to serve them. I have been directed by

faculty members to set aside time-sensitive tasks for my own position to assist them with their assigned responsibilities. I have had faculty members speak to me in a derogatory manner when they are upset about something not going their way. I have had classmates tell me that people like me should be criminalized and put in jail for not conforming to their religious beliefs. And I have had members of administration tell me to my face that I and others working in my classification don't work hard enough to deserve to make a living wage.

To conclude the descriptions of harassment, two participants indicated their interactions were affected by them either not living in or being from Macomb. Another participant wrote, "Scholarships that are targeted toward every race and sex but mine, meaning discrimination by omission".

Every participant was asked a series of questions that addressed campus climate, several of which focused on harassment or acceptance. While a majority of participants agreed or strongly agreed with each question, more than third disagreed or strongly disagreed with each of the following three statements: "The Campus is generally free from sexual harassment.", "The Campus is generally free from racial harassment.", and "Overall, there is an atmosphere of acceptance of different political views on this campus." (see Table 11).

**Table 11: Campus climate questions about harassment and acceptance**

Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Responses
The Campus is generally free from sexual harassment.	5.9%	27.6%	48.9%	17.6%	779
The Campus is generally free from racial harassment.	8.6%	31.8%	44.6%	15.0%	767
The campus is accepting of LGBT*QIA+ individuals.	1.4%	7.3%	57.8%	33.5%	799
Overall, there is an atmosphere of acceptance of different political views on this campus.	10.1%	22.0%	53.6%	14.3%	776
Overall, there is an atmosphere of acceptance of (1) different religious expressions and/or no religious beliefs on this campus (for faculty and staff) or (2) persons with different religious expressions and/or no religious beliefs on this campus (for students).	4.3%	12.2%	61.6%	21.9%	805
Overall, there is an atmosphere of acceptance of international persons on this campus.	3.9%	10.6%	55.2%	30.3%	839
Overall, there is an atmosphere of acceptance of veterans on this campus.	0.5%	3.5%	45.6%	50.5%	810
Overall, there is an atmosphere of acceptance of persons with disabilities on this campus.	3.2%	12.0%	55.0%	29.8%	806



## Campus climate

Participants were asked additional questions about campus climate that did not focus on harassment or acceptance. Some of these questions were asked to all participants (i.e., faculty, staff, and students). This set of questions focused on participants' views regarding being able to express themselves or feeling valued, welcomed, or like they belonged, as well as whether WIU provides opportunities and promotes diversity. A majority of participants agreed or strongly agreed with every item, but at least a third disagreed or strongly disagreed with two statements (see Table 12). Those statements were "I feel like my opinions are valued at Western Illinois University." and "Western Illinois University has a strong commitment to the growth and well-being of (1) faculty (for faculty), (2) faculty, students, and staff (for staff), or (3) students (for students)." In addition, about a fourth disagreed or strongly disagreed with the statement "I would recommend Western Illinois University to others as a good place to (1) work (for faculty and staff) or (2) earn a degree (for students)."

**Table 12: Campus climate questions about community, diversity, and WIU**

Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Responses
Western Illinois University is a place where I can freely and openly express my opinions.	9.8%	19.7%	50.8%	19.6%	866
I feel like my opinions are valued at Western Illinois University.	14.7%	27.8%	42.1%	15.3%	848
I feel a sense of belonging at Western Illinois University.	5.0%	15.6%	51.9%	27.5%	884
I feel welcome in the City of Macomb/Moline and the surrounding community (and also the online environment for students).	3.9%	10.0%	50.2%	35.8%	890
Western Illinois University provides me the opportunity to build networks that help create a positive experience.	4.7%	10.8%	59.4%	25.1%	859

**Table 12 continued**

Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Responses
The administration has demonstrated a commitment to diversity on campus.	4.7%	11.5%	48.6%	35.2%	835
Overall, I am satisfied with what Western Illinois University is doing to promote diversity (for faculty and students) or Overall, WIU is doing a good job promoting diversity (for staff).	7.1%	15.4%	52.1%	25.5%	833
Western Illinois University has a strong commitment to the growth and well-being of (1) faculty (for faculty) (2) faculty, students, and staff (for staff), or (3) students (for students).	11.6%	23.2%	44.4%	20.8%	874
I would recommend Western Illinois University to others as a good place to (1) work (for faculty and staff) or (2) earn a degree (for students)	11.2%	17.5%	44.7%	26.6%	852

The remaining questions about campus climate were not asked to all participants. These questions focused on whether participants were treated with respect by other members of the campus community or had opportunities to engage with JIDE programs or courses.

Almost 60% of faculty and staff disagreed or strongly disagreed with the statement that they had input in WIU's plans, while more than 80% agreed or strongly agreed they were treated with respect by the faculty and/or staff in their department or unit (see Table 13). Similar percentages of staff agreed or strongly agreed they were treated with respect by the students and administrators in their department or unit (see Table 15). In addition, more than 80% of students agreed or strongly agreed they were treated with respect by faculty and staff (see Table 16).

At least 70% of faculty agreed or strongly agreed with each of four statements regarding opportunities to engage in JIDE and anti-racist work (see Table 14). Similarly,

more than 80% of students agreed or strongly agreed they had opportunities to take courses that supported anti-racism and JIDE (see Table 16).

**Table 13: Additional campus climate questions asked to faculty and staff**

Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Responses
I have input (commensurate with my role at WIU for faculty) in the University's plans for the future.	19.8%	38.6%	32.2%	9.4%	415
The faculty/staff in my department/unit treat me with respect.	4.4%	10.2%	41.7%	43.7%	453

**Table 14: Additional campus climate questions asked to faculty**

Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Responses
WIU offers opportunities to engage in anti-racist and JIDE curriculum/programs.	3.1%	10.9%	62.0%	24.0%	129
The curricular and/or outreach programs in my department/unit support anti-racist work that may lead to socially responsible outcomes.	6.9%	14.6%	47.2%	31.3%	144
I have opportunities to engage in JIDE work in my department.	9.6%	19.3%	50.0%	21.1%	114
I have opportunities to engage in JIDE work at WIU.	7.6%	11.9%	60.2%	20.3%	118

**Table 15: Additional campus climate questions asked to staff**

Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Responses
The students in my department/unit treat me with respect.	2.8%	2.8%	47.4%	47.0%	247
The administration in my department/unit treat me with respect.	5.4%	10.4%	42.1%	42.1%	280

**Table 16: Additional campus climate questions asked to students**

Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Responses
I have opportunities to take courses at WIU that support anti-racism and JIDE.	5.8%	10.3%	55.2%	28.8%	330
WIU Faculty treat me with respect and recognize my input.	6.1%	9.9%	49.4%	34.6%	445
WIU Staff members treat me with respect.	4.2%	7.6%	51.3%	36.8%	448

Faculty and staff were asked to rank their reasons for working at Western Illinois University on the scale of 1 to 6, with 1 indicating the most important reason and 6 indicating the least important reason. Information about the responses can be found in Table 17, and Table 18 presents additional statistics that were calculated to gain a better understanding of these responses.

A comparison of the means and medians for each reason indicates faculty and staff tended to rank “It is close to home/family” and “The benefits are good” higher than the other reasons. That is because these reasons had the smallest means and medians. The means and medians are based on the rankings, so smaller means and medians reflect higher rankings (e.g., first and second). In addition, “I need to be around young people striving to be educated” appears to be the lowest ranked reason. That is because it has the largest mean and median, as well as the largest mode.

**Table 17: Please rank the following reasons for working at Western Illinois University on the scale of 1 (Most important) to 6 (Least Important).**

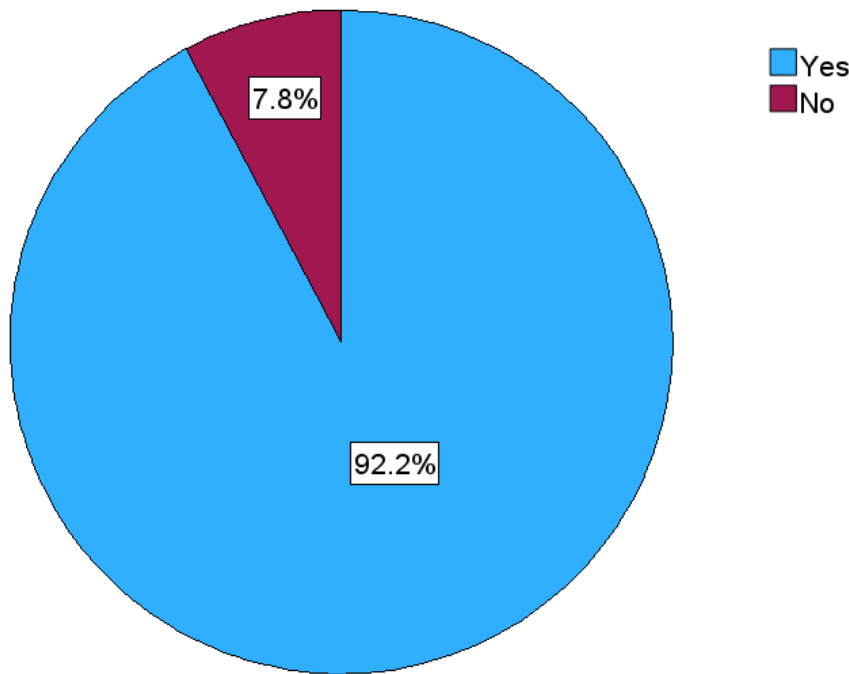
Reasons	Rankings						Responses
	1	2	3	4	5	6	
It is close to home/family.	41.9%	17.2%	10.1%	5.2%	4.5%	21.2%	425
I like the campus.	12.8%	19.1%	23.4%	15.8%	16.3%	12.5%	423
I need to be around young people striving to be educated.	15.4%	14.3%	17.6%	16.2%	13.1%	23.5%	421
The pay is good.	10.0%	17.4%	25.5%	17.2%	11.7%	18.1%	419
The benefits are good.	28.2%	31.8%	20.4%	8.5%	6.4%	4.7%	422
Western Illinois University is a good place to work.	14.8%	18.2%	27.6%	17.7%	13.6%	8.2%	413

**Table 18: Additional statistics for reasons for working at WIU**

Reason	Additional Statistics					Responses
	Mean	Median	Mode	Range	Standard Deviation	
It is close to home/family	2.77	2	1	5	1.98	425
I like the campus	3.41	3	3	5	1.57	423
I need to be around young people striving to be educated	3.68	4	6	5	1.76	421
The pay is good	3.58	3	3	5	1.59	419
The benefits are good	2.47	2	2	5	1.39	422
Western Illinois University is a good place to work	3.22	3	3	5	1.48	413

Faculty and staff were asked if the community (i.e., Macomb or Moline) was a good place to live and raise a family. Over 90% selected "Yes" (see Graph 6).

**Graph 6: Macomb, IL/Moline, IL is a good place to live and raise a family.** (Asked to Faculty and Staff) (335 responses)



At the end of the survey, participants were asked to provide any comments they have about the topics covered in the survey. Some of the responses were related to campus climate. More specifically, several responses indicated campus was more accepting than the local community. One participant wrote,

I am fond of living in a rural environment. But I am also a white, heterosexual female so feel like my experiences around campus and in the community are very different from many other races, and/or gender identities. My Black students in particular have expressed concerns about not feeling welcome in Macomb. On campus is better but they need to feel accepted in the larger community as well.

In addition, several participants questioned the level of commitment that WIU leadership has toward equality and diversity. Their comments mentioned either a lack of interest or intentionally oppositional action. For example, one participant wrote,

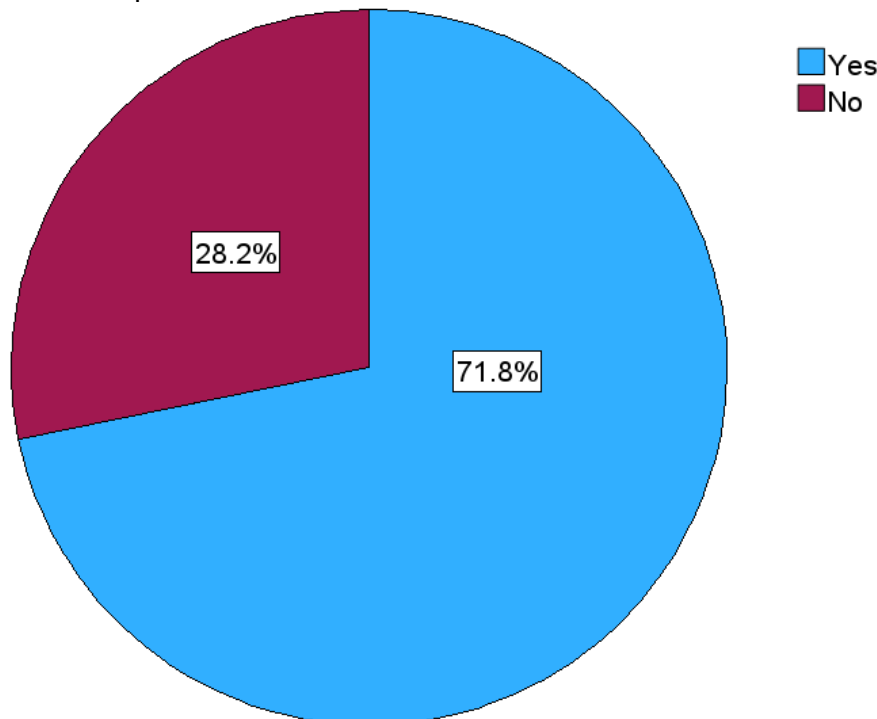
The administration writes a strong mission, values and strategic plan and then financially supports things other than equity, inclusion, diversity and social justice. The hiring by this administration is a joke - people who undermine DEI efforts get promoted and protected, those interested in bringing this campus into the current decade are marginalized.

### Cultural competence

Faculty, staff, and students were asked a series of questions regarding cultural competence (see Table 19). At least 80% agreed or strongly agreed they understood cultural competency, were open to learning about other cultures, were knowledgeable of other cultures, were comfortable interacting with people from different backgrounds, and made efforts to value and respect differences. Over 90% agreed or strongly agreed that diversity strengthens society. Along the same lines, almost 70% disagreed or strongly disagreed that “internationals” and immigrants should adopt American culture. In contrast, about 60% disagreed or strongly disagreed they regularly attended cultural events on campus.

In addition, over 70% agreed or strongly agreed they were aware of the cultural competency training provided at WIU (see Table 19), and a similar percentage participated in training related to JIDE in the past two years (see Graph 7).

**Graph 7: In the past two years, have you participated in training on issues related to Justice, Inclusion, Diversity, and Equity such as the one on Microaggression and Bias? (755 Responses)**



**Table 19: Cultural competency questions**

Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Responses
I understand what cultural competency means.	1.1%	8.9%	55.2%	34.7%	708
I am open to learning about cultures other than my own.	0.4%	0.8%	35.9%	62.9%	754
I am knowledgeable about cultures other than my own.	0.7%	14.7%	55.4%	29.2%	742
Cultural diversity strengthens a society.	1.2%	2.3%	34.0%	62.6%	745
I feel comfortable interacting with people whose backgrounds are different from my own.	0.4%	2.0%	37.7%	59.9%	754
When interacting with people, I make intentional effort to value and respect their differences.	0.4%	0.5%	37.3%	61.8%	748
I feel like internationals in and immigrants to America should adopt American culture.	17.4%	50.6%	22.3%	9.7%	678
I am aware diversity/cultural competency training is offered at Western Illinois University.	7.9%	19.9%	47.8%	24.3%	642
I regularly attend cultural events on campus.	12.3%	48.7%	28.2%	10.7%	698

**Resources**

Students were asked if they were aware of various resources for their academic and social-emotional well-being (see Table 20). Only 2.1% of the students said they were not aware of any resources, and a majority indicated they were aware of every resource except the Veteran Resource Center. In addition, more than three fourths were aware of the University Counseling Center, University Writing Center, and Academic Advising.



**Table 20: I am aware of the campus resources available for my academic and social-emotional well-being [Select all that apply] (Asked to Students) (338 Responses)**

Answer	Percent Selected
Disability Resource Center	51.8%
University Counseling Center	86.4%
Aware of Tutoring (Rocky's Resources or Departmental Tutoring)	69.8%
Academic Success Coaching	55.9%
Veteran Resource Center	38.5%
Academic Success Workshops	50.9%
University Writing Center	84.0%
Academic Advising	79.3%
Career Center	60.1%
Professor	68.9%
Not aware of any	2.1%

Note: The sum of the percentages exceeds 100 because participants could select multiple answers.

Students were also asked to provide suggestions for making these resources more accessible and welcoming. The responses mentioned Western Online, newsletters, better orientation sessions, having resources available on both the Macomb and QC campuses, and sending out reminders. In addition, one participant stated the resources were mentioned in classes.

“Professor” is one of the answers listed in Table 20, and students were also asked to describe instances when faculty did something that made the students feel like they belonged in the classroom. Responses centered on faculty who engaged with students, including “listened to my input”, “knew my name”, and “not doing well on an exam and the professor reassuring anyone that might not have done well and giving input on how to do better next time”. Other responses referred to faculty allowing students to have a greater role in coordinating the class.

In addition, students were asked to describe the resources they would like to see. Responses centered on a desire for more activities and clubs, more parent-friendly activities, and increased support for women and diverse populations. In addition, QC students expressed a desire for lunch/snack options and spaces for students to decompress, with one student specifically mentioning a desire for a better student recreation center.

Finally, students who used any resources to address harassment they experienced were asked to describe the resource(s) they used, while students who did not use any resources were asked to describe why they did not use any resources. One participant shared they used the counseling center. Most participants indicated they had not used any resources, however. As for their reasons for not using resources, one participant wrote using resources “seems like a lot of work and I don’t want to damage my supervisor’s opinion of me.” Another participant indicated they had not used any resources because “I am not sure which would be helpful for female harassment”. Finally, an additional participant said they had not used any resources “because nobody would dare go on record offering a scholarship that overly favors my race/sex as compared to those that currently overtly favor others”.

## **RECOMMENDATIONS**

The recommendations are broken into three areas: Methodological considerations, Programming, and Priority issues.

### **Methodological considerations**

At the broadest level, future data collection should use less legalistic terms (e.g., protected classes) and prioritize measuring discrimination and harassment via specific experiences (e.g., being called names or denied opportunities for professional development). One reason for this recommendation is several responses that suggest participants were confused about (or misunderstood) terms like protected classes. As a more specific recommendation, the items in Table 10 could be transformed into a set of questions that are asked to all participants, instead of just the participants who indicated they experienced harassment and discrimination (see Table 8). The answers to this set of questions could be used to determine how many participants experienced some form of harassment or discrimination.

In addition, it is recommended that different techniques be used to gather different types of information. For example, future surveys could focus on measuring the general prevalence of discrimination and harassment, as well as general attitudes regarding campus climate, while interviews or focus groups could be conducted to gather more in-depth and detailed descriptions of people’s experiences. The open-ended questions in the survey, specifically those that asked participants to describe their experiences with discrimination and harassment, could serve as potential starting questions for interviews or focus groups. The information provided by these qualitative techniques should deepen the understanding of how different campus populations define harassment and discrimination and contextualize the situations in which harassment and discrimination occur.

Furthermore, methodological experts should be consulted when designing future surveys or other data collection instruments in order to avoid understandable and easy-to-make errors (e.g., including “international” among the options for the question about race and ethnicity) and to more fully measure the variables of interest.

### **Programming**

Another term that may not be widely understood or that may not have a common definition is “cultural event.” That is because 61% of participants disagreed or strongly disagreed with the statement “I regularly attend cultural events on campus.” This finding may result from people having a limited view of what constitutes a cultural event and/or being unsure about the definition of a cultural event. It may be beneficial to ask participants how often they attended different types of events. The findings from such a question (or set of questions) may indicate people attend more cultural events, compared to the findings from this survey.

In addition, the findings suggest that one common form of discrimination and harassment was jokes or statements that were framed or presented as jokes. While more research is needed to understand the situations and behaviors that are classified as jokes, a starting step for addressing these issues would be programming on bystander and upstander training, with tip sheets produced by the American Psychological Association (<https://www.apa.org/pi/health-equity/bystander-intervention>) serving as a starting point for engagement.

### **Priority issues**

Given the limitations mentioned in the Introduction, it is difficult to draw meaningful conclusions regarding discrimination and harassment. The findings for three items presented in Table 12 may set a priority, however. These findings are the 42.5% of participants who disagreed or strongly disagreed with the statement “I feel like my opinions are valued at Western Illinois University.”, the 34.8% of participants who disagreed or strongly disagreed with the statement “Western Illinois University has a strong commitment to the growth and well-being of (1) faculty (for faculty) (2) faculty, students, and staff (for staff), or (3) students (for students).”, and the 28.7% of participants who disagreed or strongly disagreed with the statement “I would recommend Western Illinois University to others as a good place to (1) work (for faculty and staff) or (2) earn a degree (for students)”. Further exploring the reasons behind these relatively high percentages could help to improve the campus climate at WIU. In addition, it may be beneficial to know if, and to what extent, these findings are related to JIDE issues.