



UTAH STATE UNIVERSITY 2019

DIVERSITY SURVEY DATA REPORT

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UtahStateUniversity[®]

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Introduction

Survey Methodology

Survey Development

In fall 2019, Utah State University (USU) partnered with Campus Climate Surveys, LLC, to conduct a comprehensive diversity and inclusion survey for the campus community. The Viewfinder® Campus Climate Surveys are designed to help colleges and universities measure and assess both their strengths and weaknesses around diversity and inclusion efforts for students, faculty, staff, and administrators. They provide insight into what shapes the experiences and perceptions of diverse individuals on campus to help institutions create an environment where everyone feels safe, welcome, valued, and respected.

Survey Content

Students, faculty, staff, and administrators participated in different versions of the 2019 climate survey. Each survey was divided into 12 sections. A precursor page explained the intent and general content of the survey, as well as available support resources for completing the survey. A survey definitions index was also included at the beginning of the survey.

Section 1

Tell Us About Yourself: Initial demographic questions varied for each survey population. The student survey included questions about USU campus location, academic college, type of student, level of degree, field of study, reasons for attending USU, and methods for paying for their education. The faculty survey included questions about USU campus location, type of faculty member, length of employment, discipline, reasons for teaching at USU, how individuals learned about their job

opening, and level of understanding for responding to student requests for accommodations due to disabilities. The staff survey included questions about USU campus location, type of employee, length of employment, job area, reasons for working at USU, and how individuals learned about their job opening. The administrator survey included questions about USU campus location, administrator type, length of employment, job area, reasons for working at USU, how individuals learned about their job opening, and level of understanding for responding to student requests for accommodations due to disabilities.

Section 2

Military Veterans: Perceptions of the institution's services for veterans and the university's climate for veterans. These questions were only answered by students, faculty, staff, and administrators who identified as military veterans.

Section 3

People with Disabilities: Perceptions of the institution's services for people with disabilities, accommodations received, and the university's climate for people with disabilities. These questions were only answered by students, faculty, staff, and administrators who identified as having a disability.

Section 4

Religion/Worldview/Spiritual Affiliation: Perceptions of the university's climate related to people's religious/spiritual beliefs and political/worldviews.

Section 5

LGBTQIA+ People: Perceptions of the institution's services for LGBTQIA+ people and the university's climate for them. These questions were only answered by students, faculty, staff, and administrators who identified as being LGBTQIA+.

Section 6

People of Color: Perceptions of the institution's services for people of color and the university's climate for people of color. These questions were only answered by individuals who identified as being a student, faculty member, staff member, or administrator of color.

Section 7

International People: Perceptions of the institution's services for international people and the university's climate for international people. These questions were only answered by individuals who identified as being international students, faculty members, staff members, or administrators.

Section 8

Campus Diversity: Perceptions about mandatory diversity training, the institution's strategic diversity plan, how welcoming the university is, how well it integrates individuals with diverse identities and backgrounds, and university efforts to promote diversity and inclusion. The administrator, faculty, and staff surveys additionally asked about experiences serving on a search committee.

Section 9

Personal Experiences of Discrimination/Bias/Harassment: Experiences of discrimination, bias, harassment, and details about those experiences, including if they were disclosed to others or reported to the university.

Section 10

Safety on Campus and in the Community: Perceptions of campus safety and university police.

Section 11

Overall Campus Experience: Perceptions of overall campus climate and experiences as a student, faculty member, staff member, or administrator.

Section 12

Demographics: Gender, race/ethnicity, age, marital status, citizenship status, and living arrangements. The student survey additionally included number of hours worked per week. The staff survey additionally included highest level of education.

Participation Incentives

A total of \$1,000 in Amazon gift cards (40 \$25 gift cards) were offered via a separate drawing to maintain participant anonymity. Participants who completed the survey could submit their email address to enter the drawing.

Administering the Survey

The survey was administered by Campus Climate Surveys, LLC, using the SurveyMonkey web service. A unique survey link was sent via email to all eligible participants. Data collection opened on October 28, 2019, and ran until 11:59 p.m. on November 22, 2019. The total data collection time period was 26 days.

Distributing and Advertising the Survey

In late October 2019, USU announced the upcoming release of the diversity survey. President Noelle Cockett and Vice President for Student Affairs James Morales sent 32,999 emails to students, faculty, staff, and administrators with the first invitation to participate. Student employees received the survey as a student and as an employee. A news story about the survey was published on November 14, 2019, in *Utah State Today*. Digital and social media advertisements (Twitter, Facebook, Instagram, digital signs, Canvas ads, and student portal ads) were shared at various times during the data collection period by both USU's official and department-specific accounts. Follow-up emails were sent weekly by Campus Climate Surveys, LLC, during the survey period to individuals who had not yet participated.

Population Sample

The survey was made available to all USU students (18 years of age or older), faculty, staff, and administrators at all campuses and statewide locations. The survey excluded concurrent enrollment (high school) students. The total population size was 28,292 based on spring 2019 university members with valid email addresses. Student employees received both the student and employee versions of the survey to complete.

Response Rates

Overall, 5,176 university members participated in the 2019 climate survey. A total of 3,066 students completed the student survey, resulting in a response rate of 14%. A total of 1,527 staff (18% response rate), 496 faculty (28% response rate), and 87 administrators (49% response rate) participated. Data for the administrator survey are not included in this report due to its small sample size.

Completed Survey Response Rate

A total of 3,699 participants completed the 2019 survey to the final question, resulting in a participant survey completion rate of 71% and a completed survey response rate of 11%.

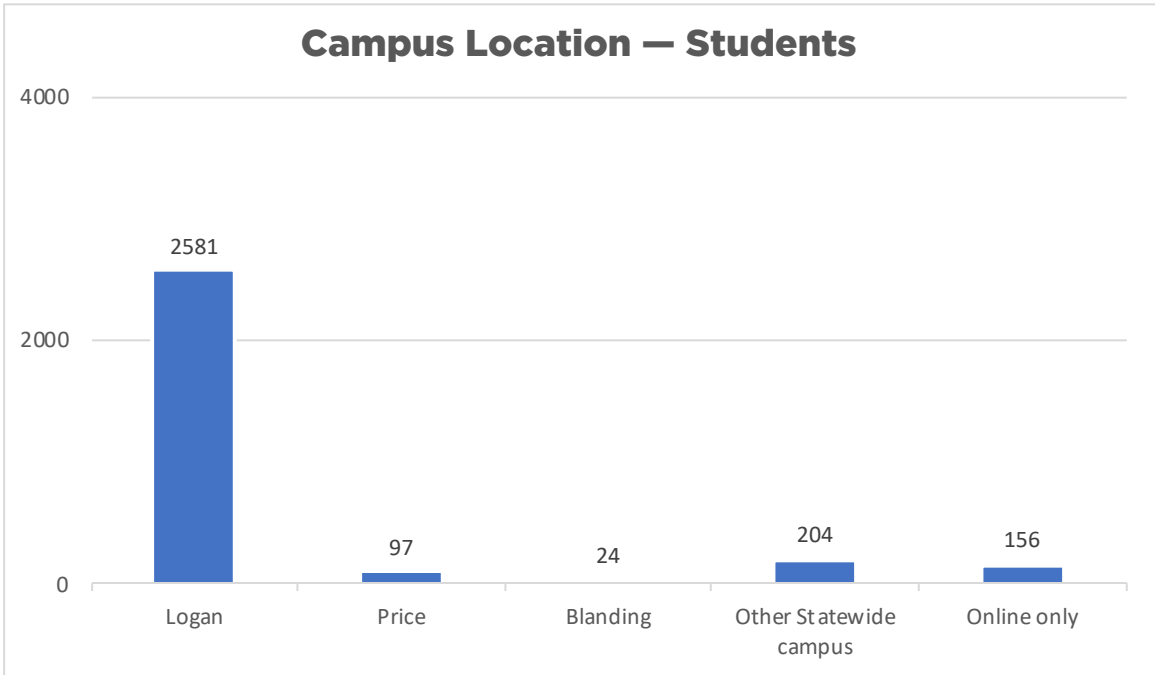
Section 1

Participant Demographics

Students Demographics

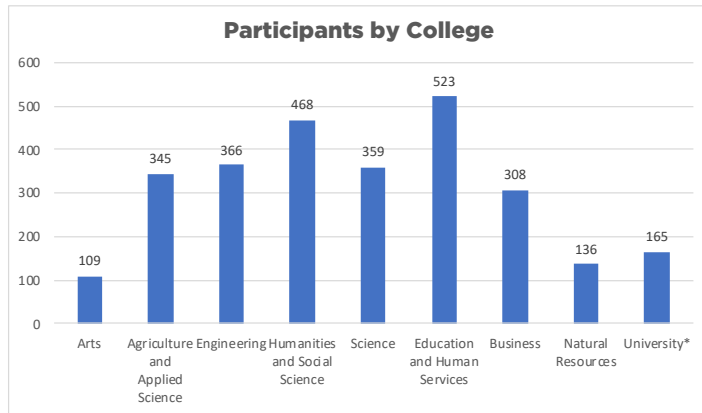
Campus Location

Twelve percent (12%) of Logan campus students, 6% of the Eastern (Price) campus students, 2% of the Blanding campus students, 4% of other Statewide Campus students, and 1% of online-only students responded to the survey. There was an oversampling of Logan campus students by 12%.

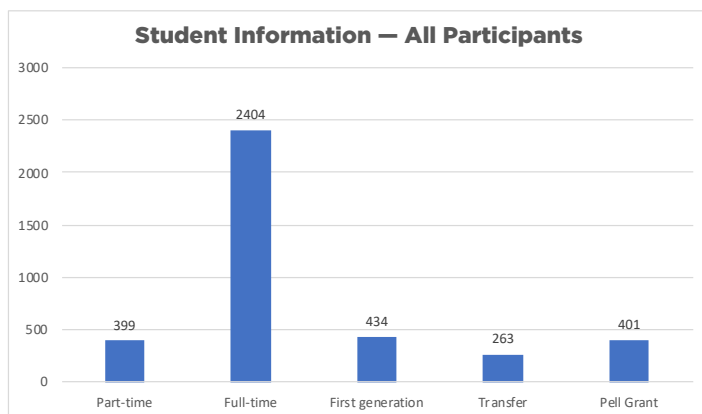
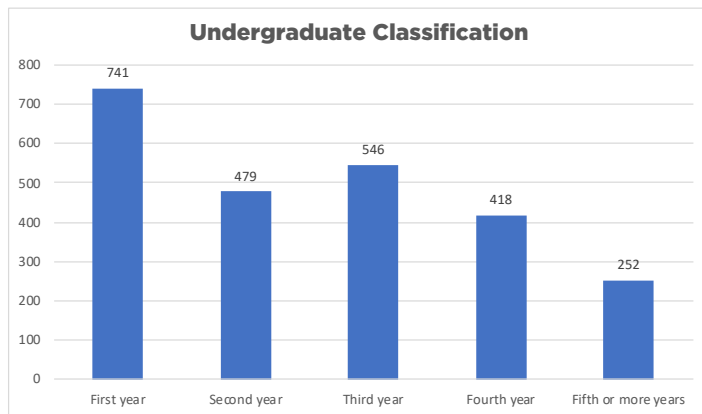
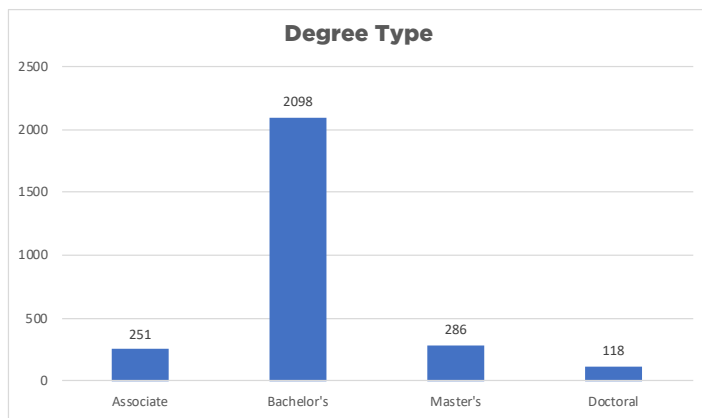


*indicates statistical significance of $p < 0.05$.

Campus Location	Total Population % (N)	Survey Population % (N)	% Difference (N)
Logan	74% (16,167)	86% (2,581)	+12%
Price	6% (1,519)	3% (97)	-3%
Blanding	4% (555)	1% (24)	-3%
Other Statewide	16% (3,694)	7% (204)	-9%



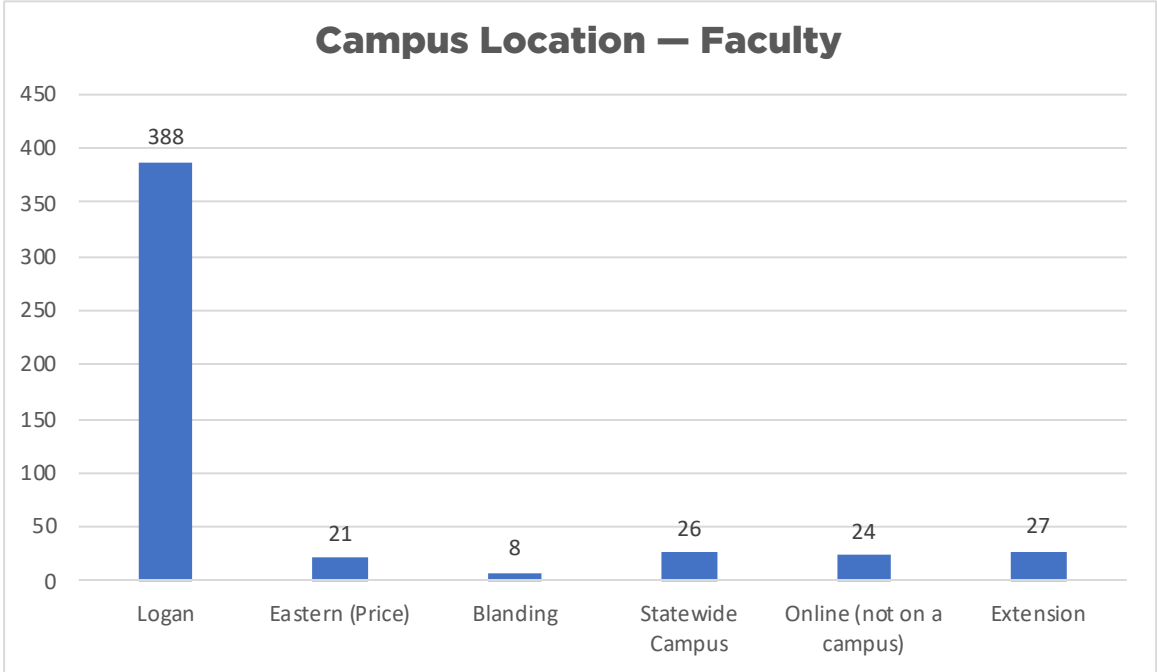
*indicates statistical significance of $p < 0.05$.



Faculty Demographics

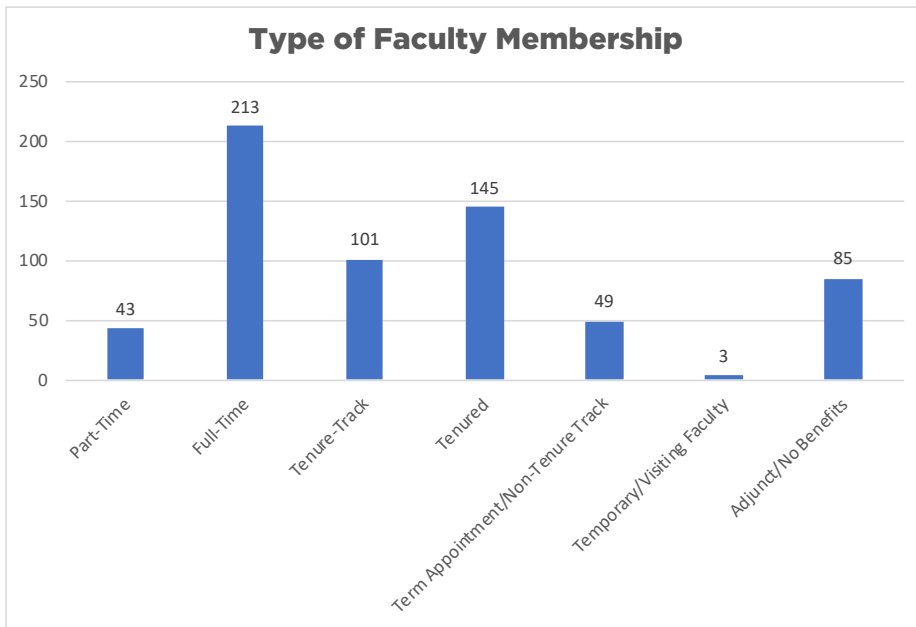
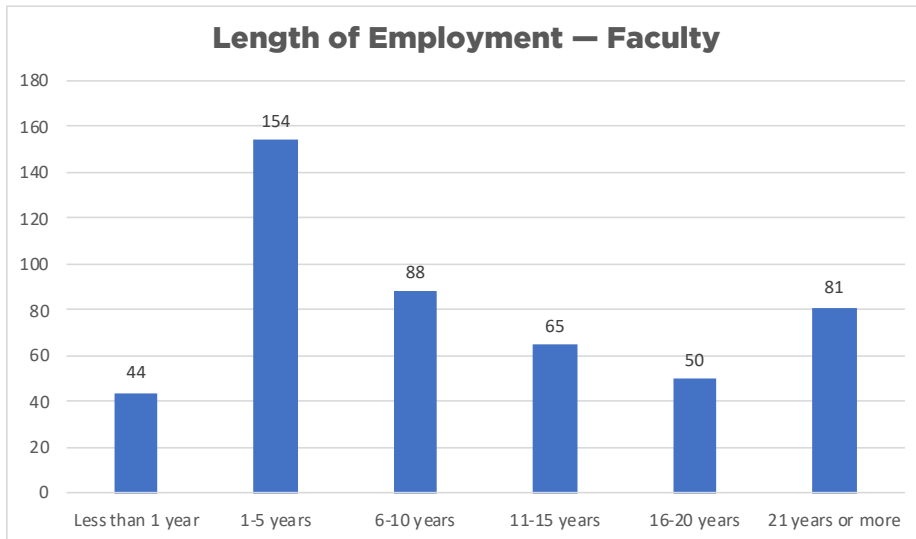
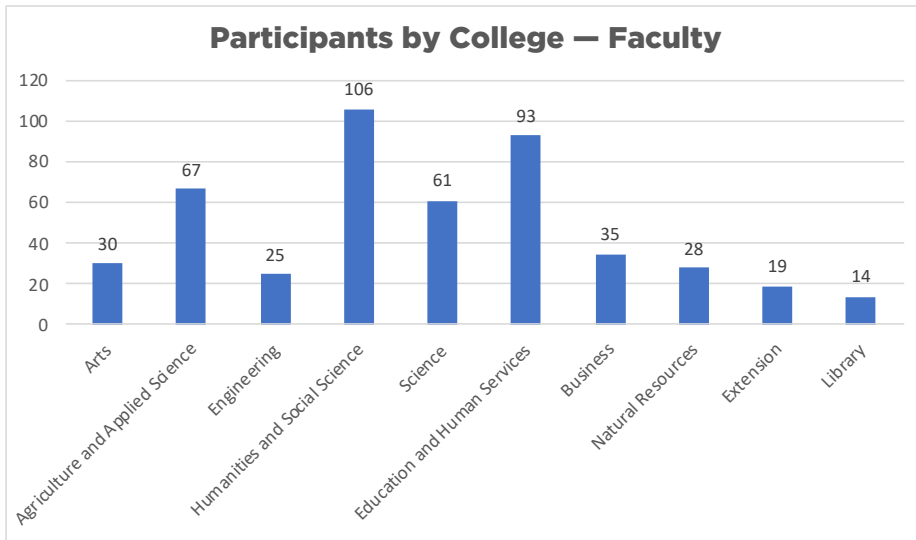
Campus Location

Other Statewide Campuses and online-only employees were slightly under-sampled in the survey.



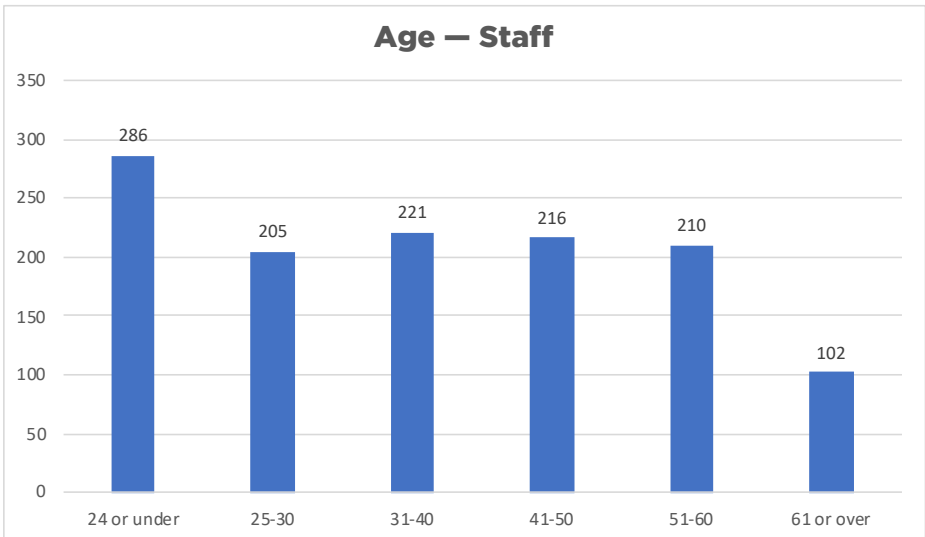
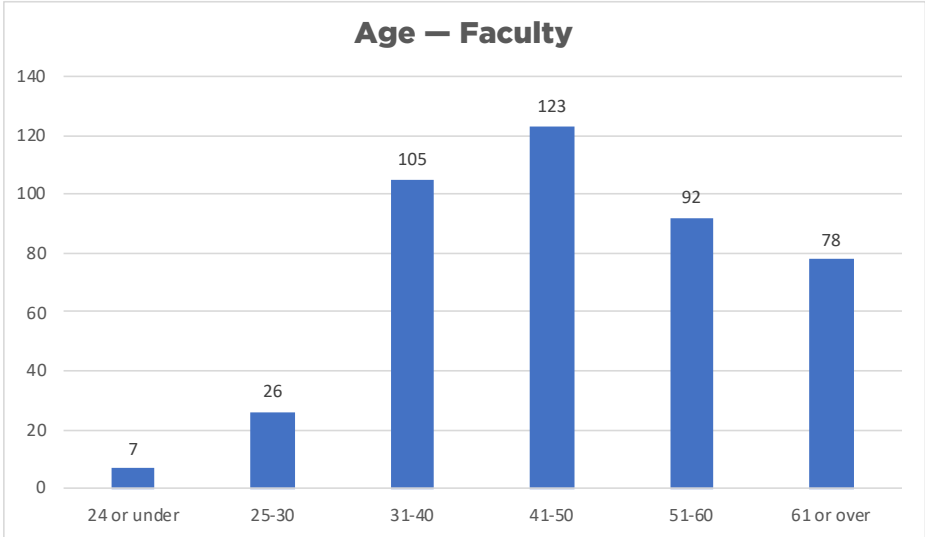
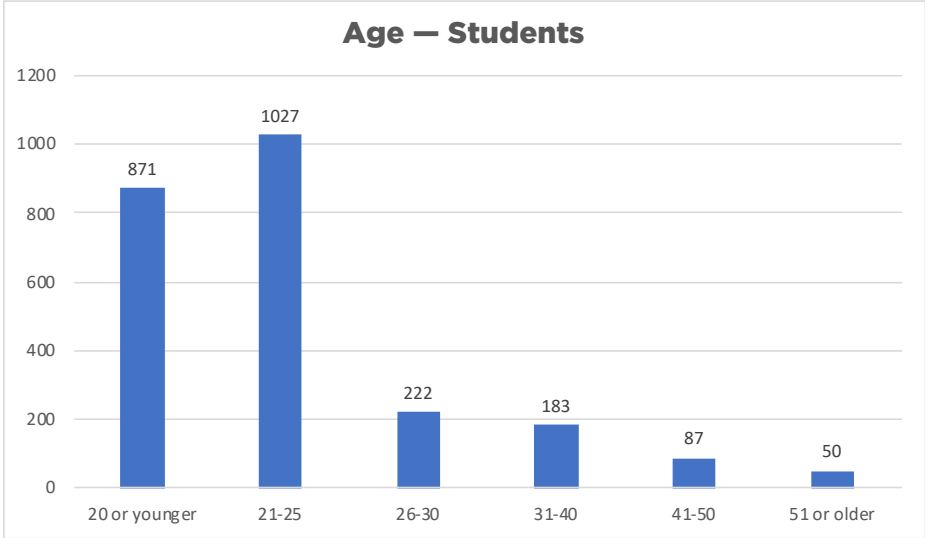
Logan	79% (1,008)	79% (388)	0%
Price and Blanding*	6% (74)	6% (29)	0%
Other statewide	6% (72)	5% (26)	-1%
Online only	9% (115)	5% (24)	-4%
Extension	N/A	5% (27)	N/A
Other	16% (3,694)	7% (204)	-9%

*HR data on the number of employees could not be separated for Blanding and Price campuses for the survey year.



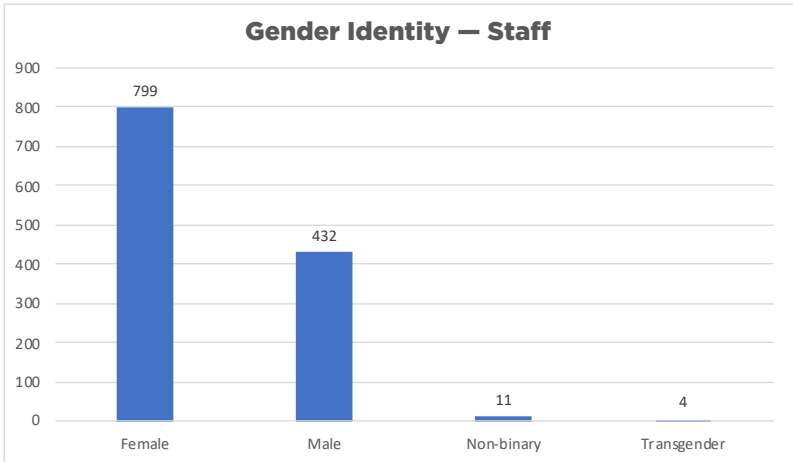
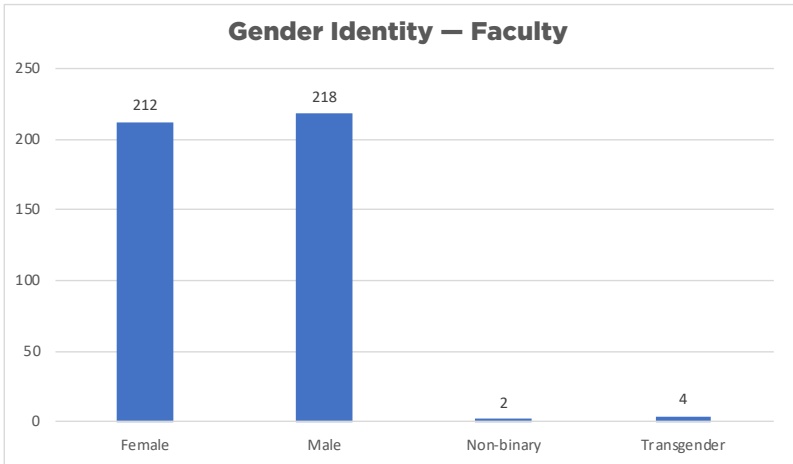
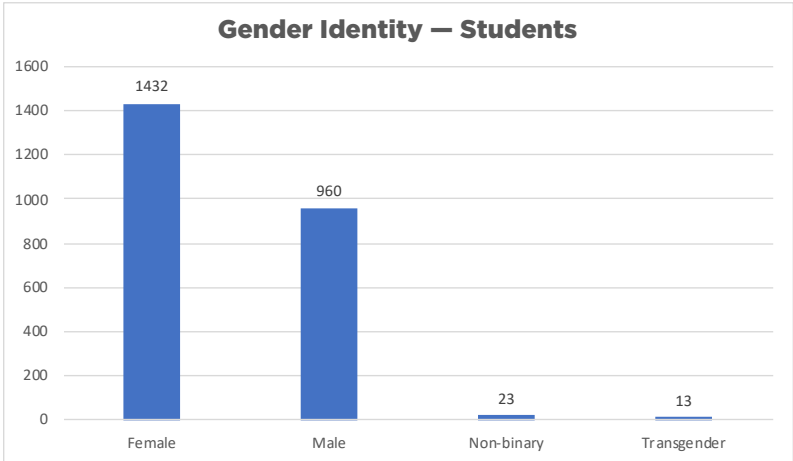
Identity Demographics

Age



Gender Identity

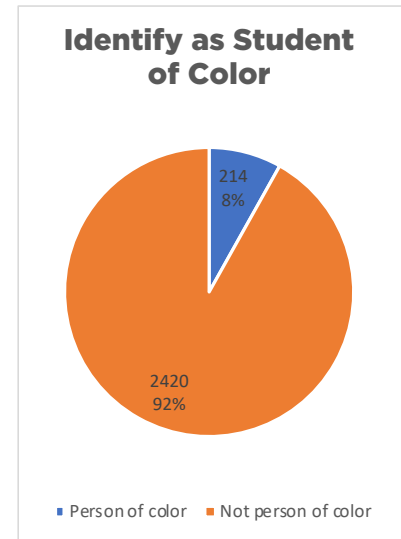
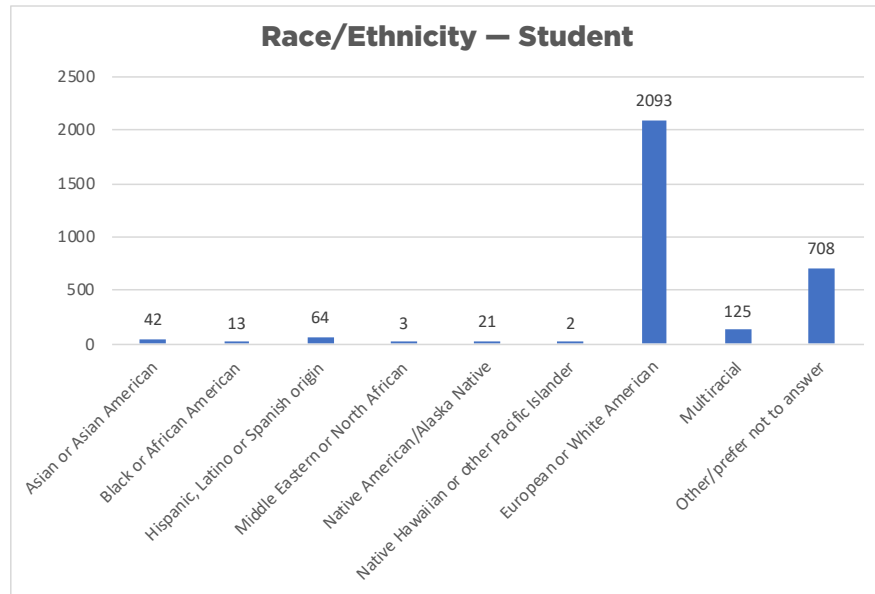
The survey question provided options for “male,” “female,” “non-binary,” and “transgender.” Participants were asked to mark all that apply. The majority of transgender individuals only marked “transgender” and did not mark “male” or “female” at the same time. Therefore, the transgender category was kept on its own rather than recoding them into transmale and transfemale categories. The university collects only binary gender identity data, so we could not assess the representativeness of our sample by comparing it with the population data.



Race/Ethnicity

The university follows the National Center for Education Statistics IPEDS reporting system to collect race/ethnicity data, which uses slightly different categories from the survey.

Student

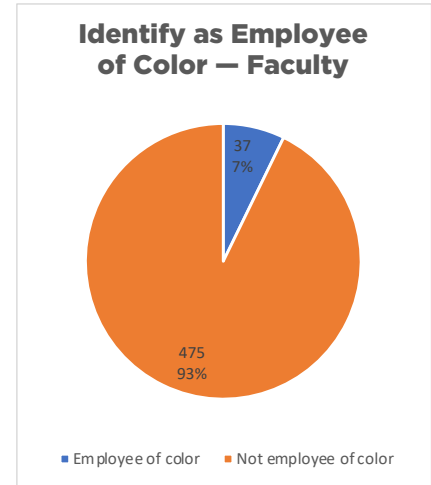
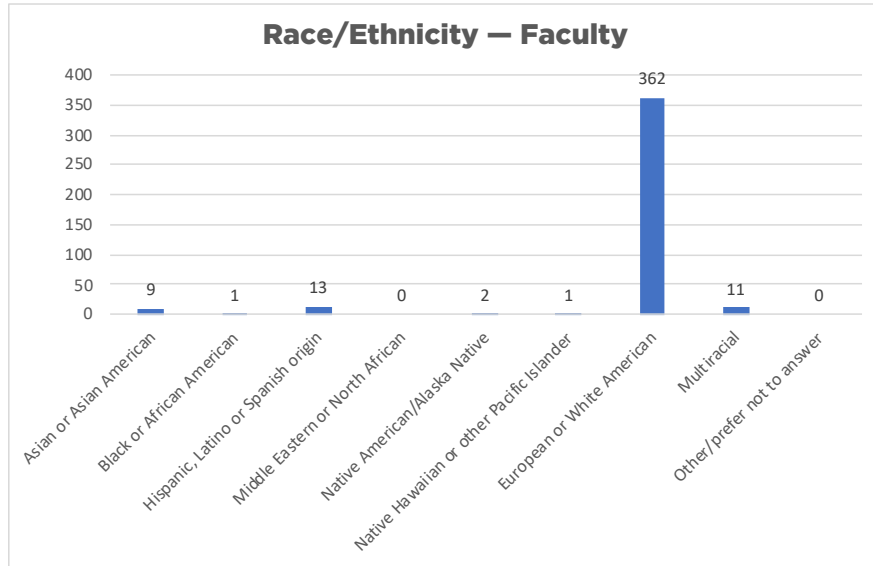


Race/Ethnicity	Total Population % (N)	Survey Population % (N)	% Difference
Asian or Asian American	1% (335)	1% (42)	0%
Black or African American	1% (234)	<1% (13)	- <1%
Hispanic, Latino, or Spanish Origin	7% (1,801)	2% (64)	-4%
Middle Eastern or North African	Not available	<1% (3)	N/A
Native American/Alaska Native	2% (484)	1% (21)	-1%
Native Hawaiian or Other Pacific Islander	<1% (91)	<1% (2)	0%
European or White American	82% (22,757)	68% (2,093)	-14%
Multiracial	2% (641)	4% (125)	+2%
Non-resident alien/ unspecified (USU data)	5% (1,467)	23% (708)	+18%
Other/Prefer not to answer (in the survey)			

Race/Ethnicity

The university follows the National Center for Education Statistics IPEDS reporting system to collect race/ethnicity data, which uses slightly different categories from the survey.

Faculty

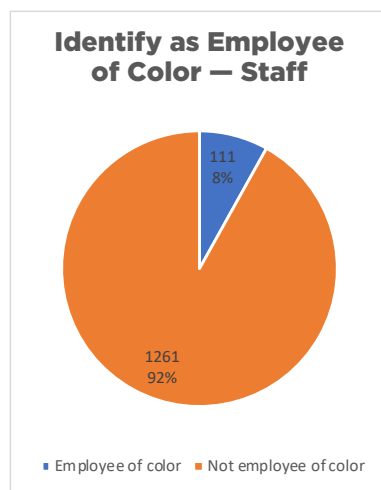
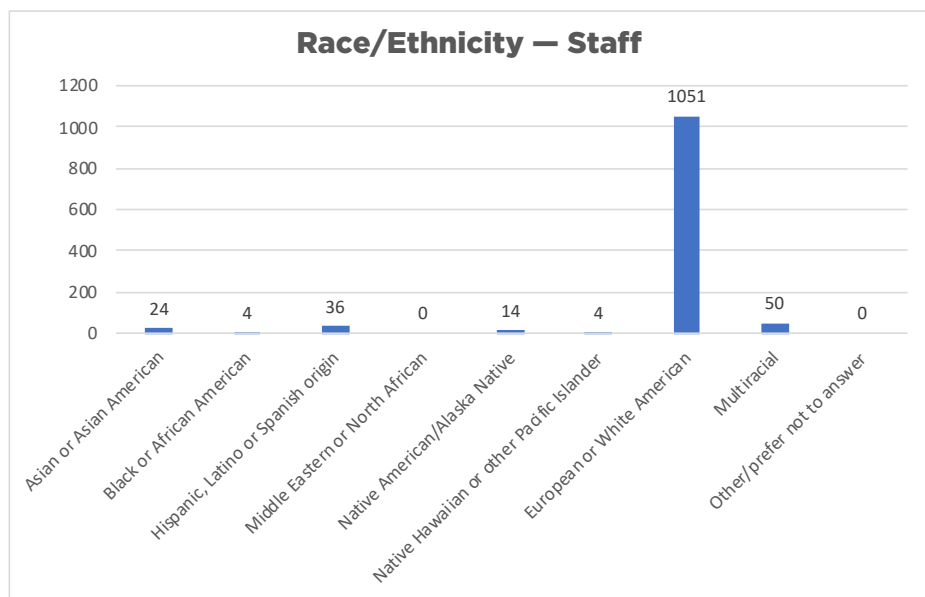


Race/Ethnicity	Total Population % (N)	Survey Population % (N)	% Difference
Asian or Asian American	5% (60)	2% (9)	-3%
Black or African American	<1% (5)	<1% (1)	0%
Hispanic, Latino, or Spanish Origin	4% (48)	3% (13)	-1%
Middle Eastern or North African	Not available	0% (0)	N/A
Native American/Alaska Native	<1% (5)	1% (2)	0%
Native Hawaiian or Other Pacific Islander	<1% (1)	<1% (1)	0%
European or White American	80% (929)	90% (362)	+10%
Multiracial	1% (11)	3% (11)	+2%
Non-resident alien/ unspecified (USU data)	8% (98)	0% (0)	-8%
Other/Prefer not to answer (in the survey)			

Race/Ethnicity

The university follows the National Center for Education Statistics IPEDS reporting system to collect race/ethnicity data, which uses slightly different categories from the survey.

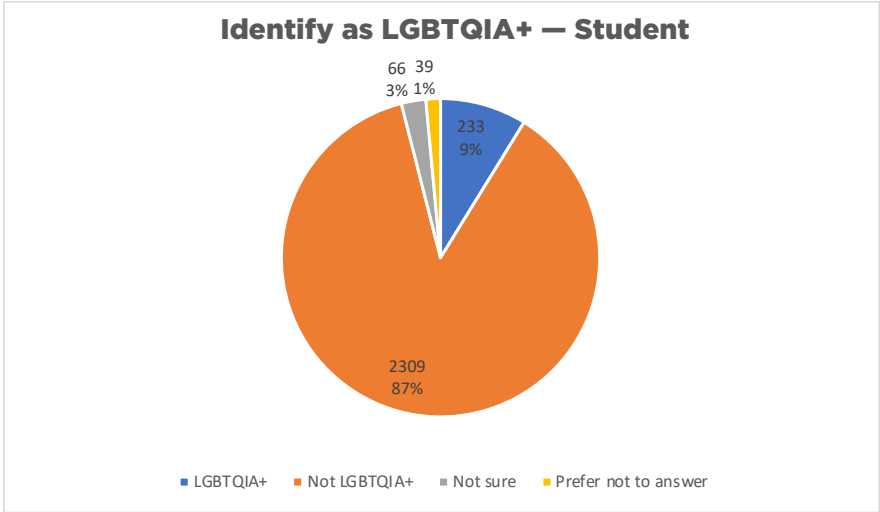
Staff



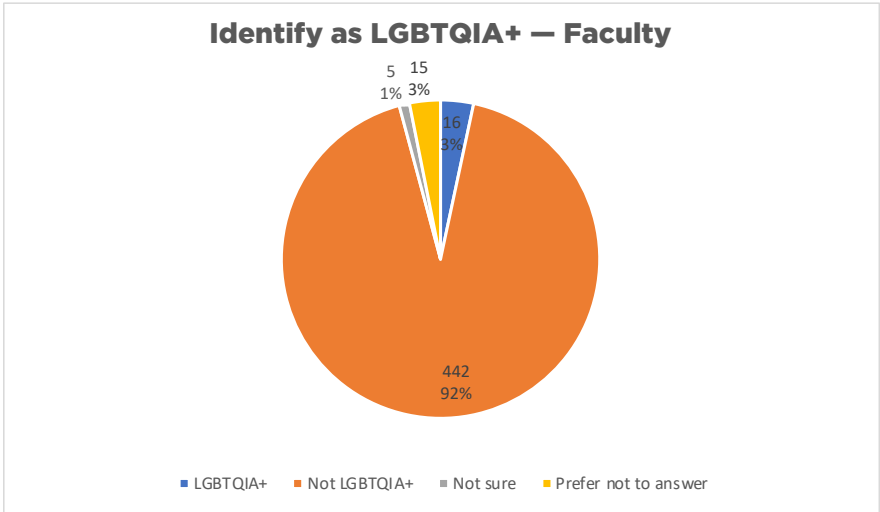
Race/Ethnicity	Total Population % (N)	Survey Population % (N)	% Difference
Asian or Asian American	2% (37)	2% (24)	0%
Black or African American	<1% (9)	<1% (4)	0%
Hispanic, Latino, or Spanish Origin	4% (92)	3% (36)	-1%
Middle Eastern or North African	Not available	0% (0)	N/A
Native American/Alaska Native	1% (24)	1% (14)	0%
Native Hawaiian or Other Pacific Islander	<1% (6)	<1% (4)	0%
European or White American	83% (1955)	89% (1051)	+6%
Multiracial	1% (31)	4% (50)	-3%
Non-resident alien/ unspecified (USU data)	8% (200)	0% (0)	-8%
Other/Prefer not to answer (in the survey)			

LGBTQIA+

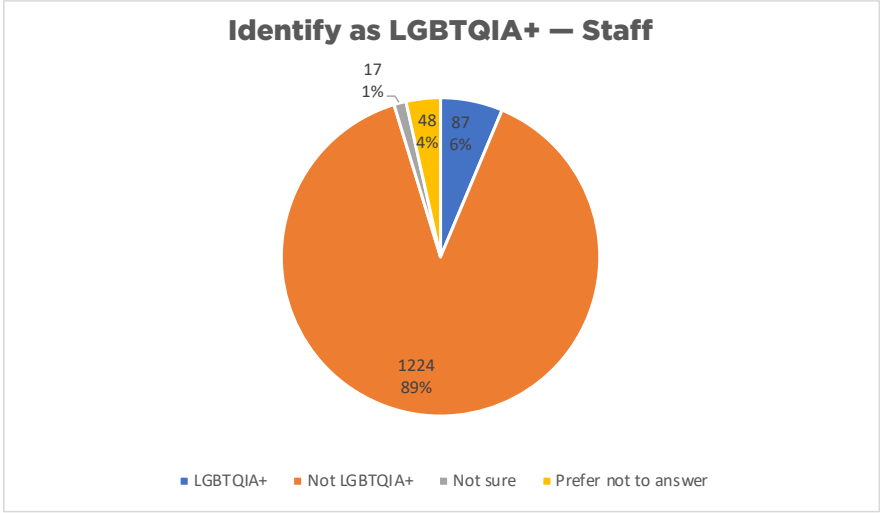
Students



Faculty

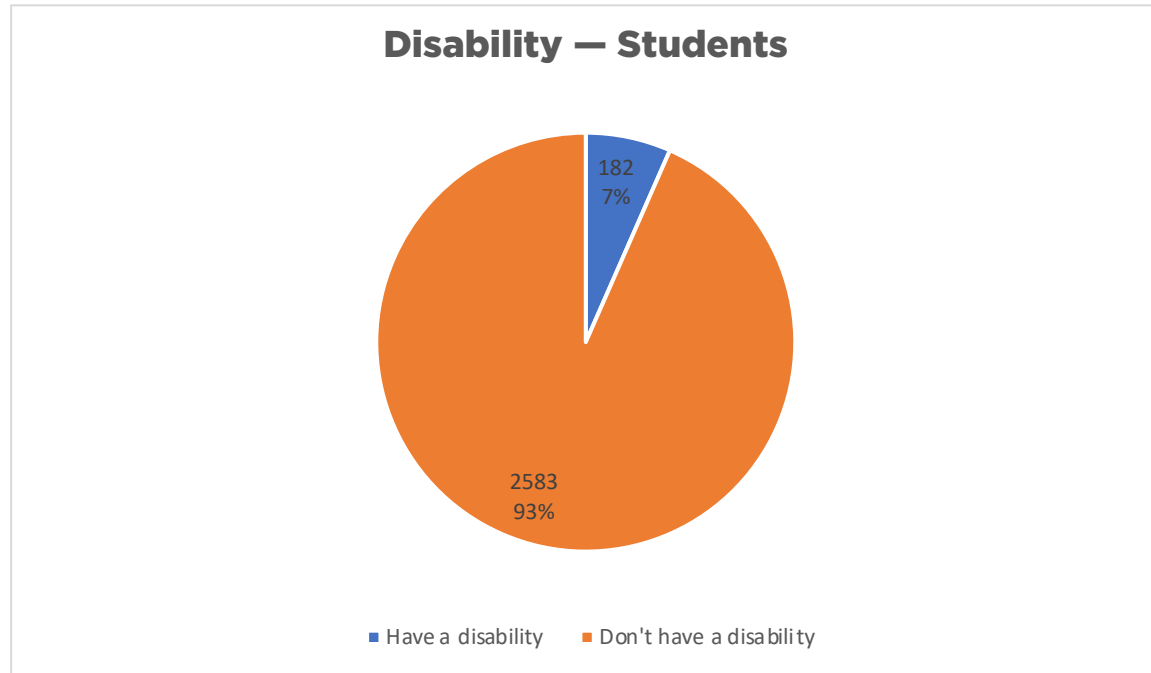


Staff

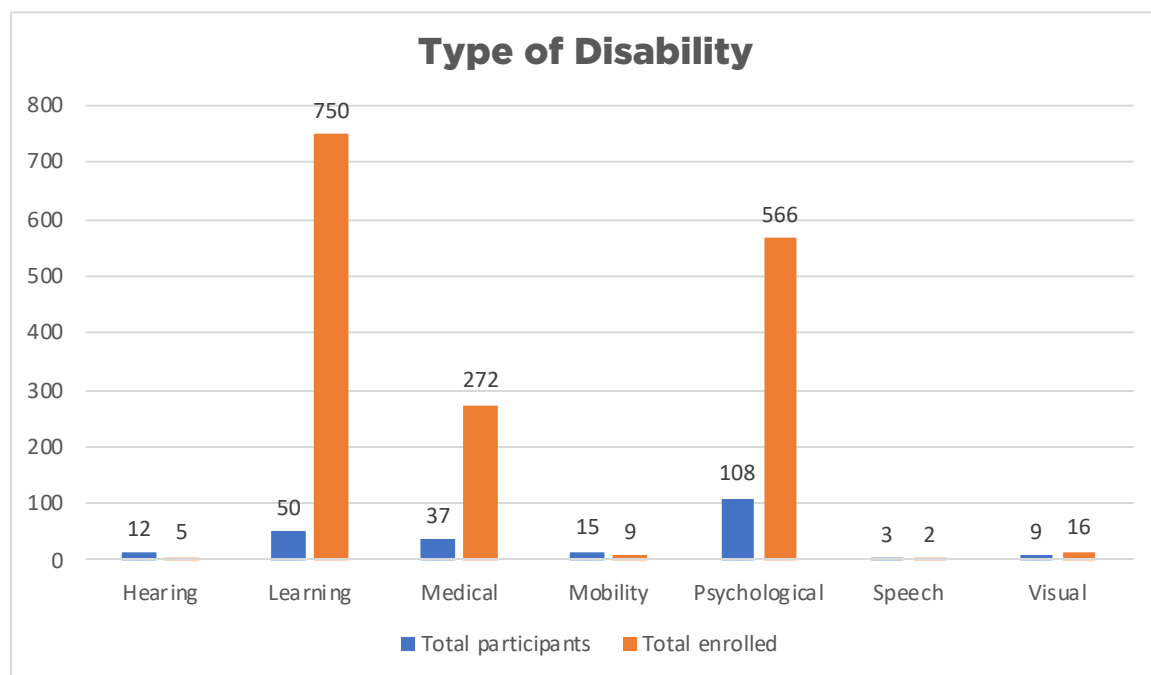


Disability

Students

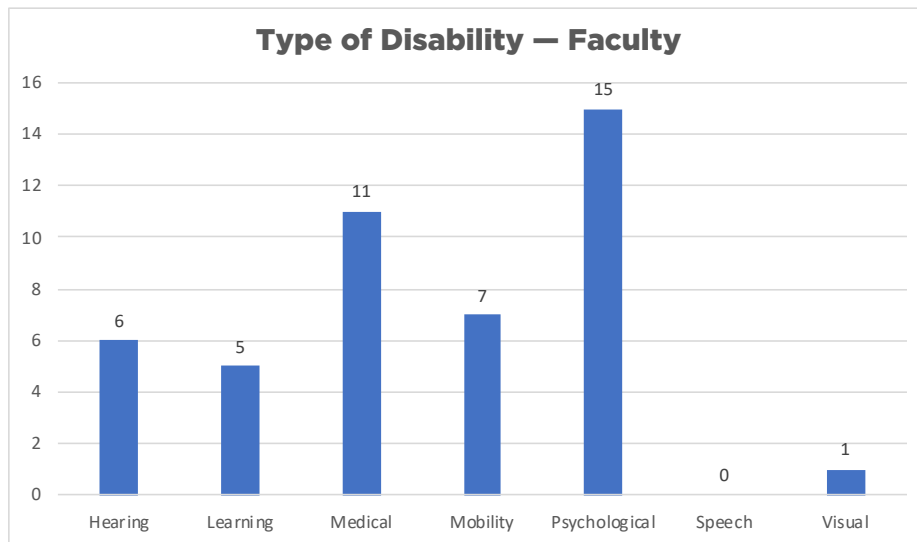
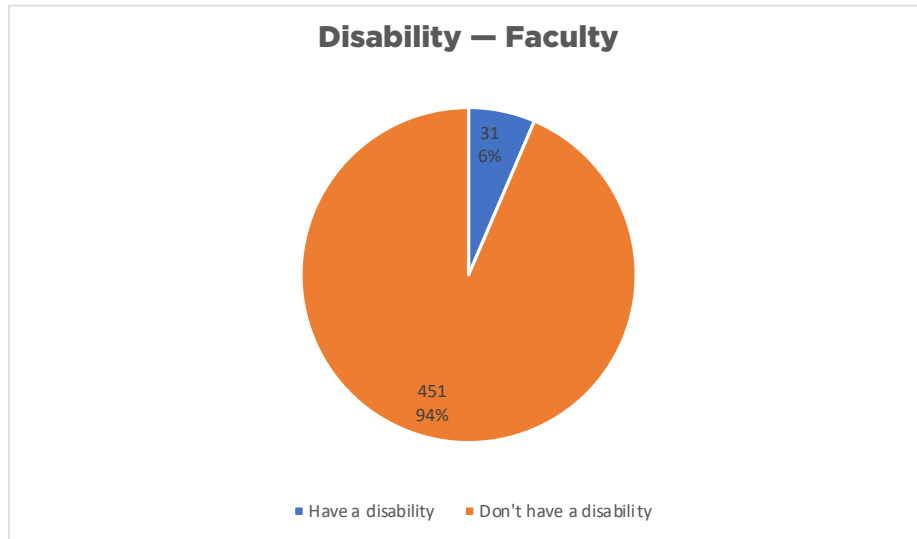


Disability Status	Total Population % (N)	Survey Population % (N)	% Difference
Have a disability	3% (819)	7% (182)	+4%
Don't have a disability	97% (27,948)	93% (2,583)	-4%



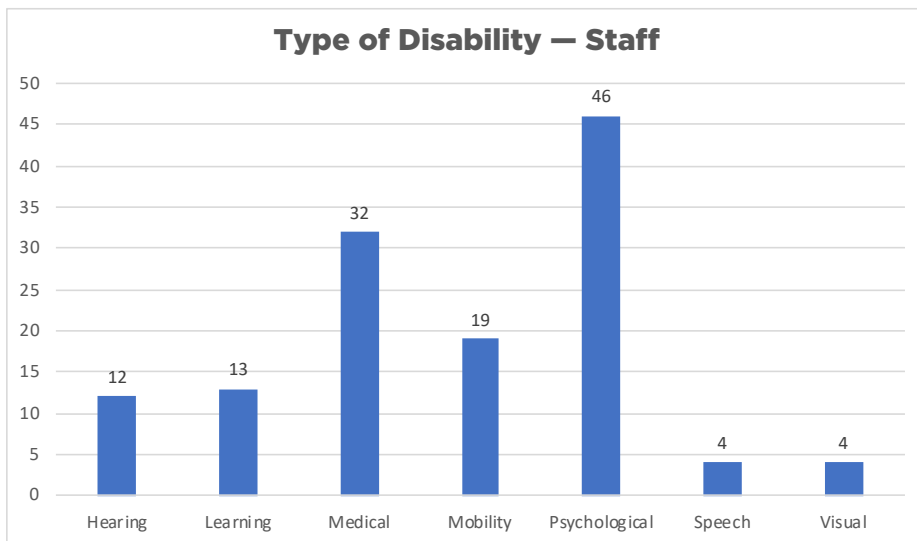
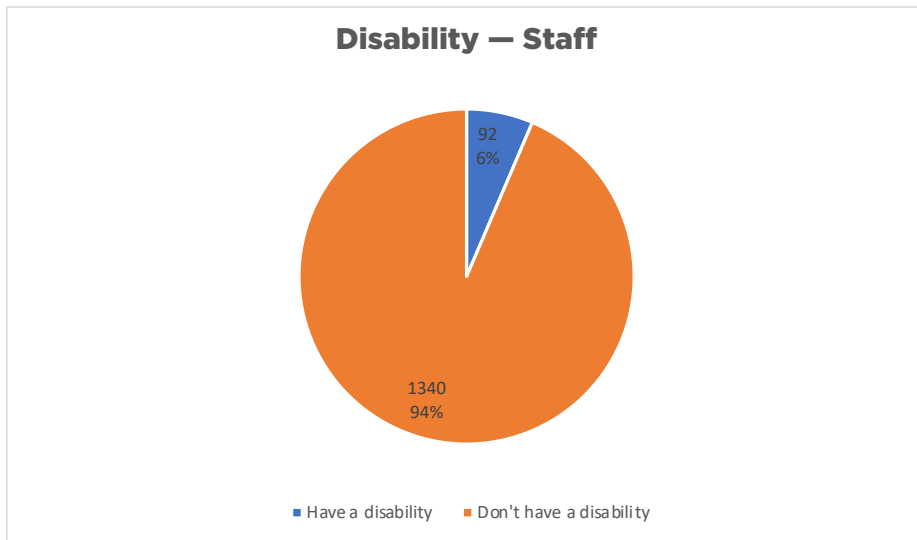
Faculty

USU does not track disability data for employees.



Staff

USU does not track disability data for employees.



International

Students

International Status	Total Population % (N)	Total participant % (N)	% Difference
International students	11% (2,951)	2% (45)	-9%
Not International students	89% (24,859)	98% (2,632)	+9%

Faculty

International Status	Total Population % (N)	Survey Population % (N)	% Difference
International faculty	7% (73)	7% (34)	0%
Not International	93% (989)	93% (443)	0%

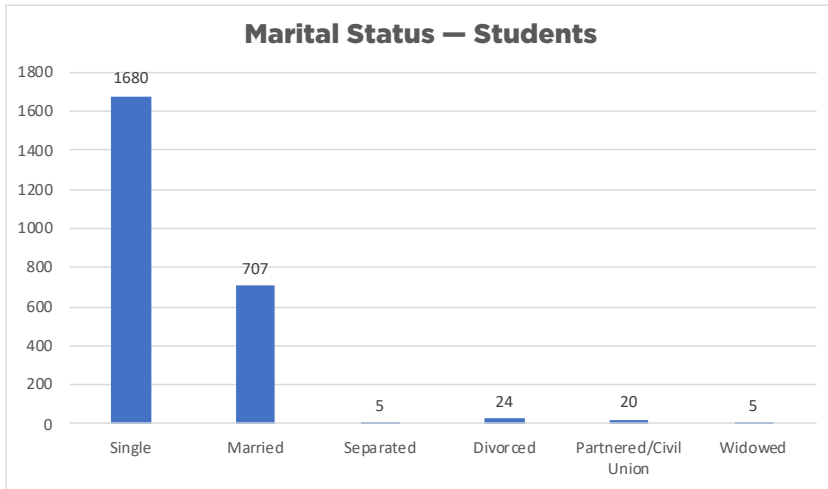
Staff*

International Status	Total Population % (N)	Survey Population % (N)	% Difference
International staff	2% (49)	2% (27)	0%
Not International	98% (2,347)	98% (1,342)	0%

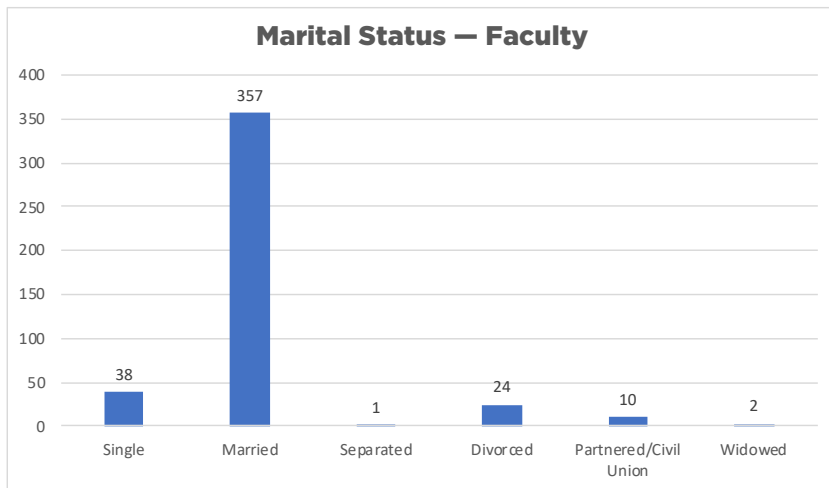
*USU data categorizes employees into non-benefited, faculty, staff and administrators. It was unclear which version (faculty or staff) of the survey was given to international employees who are in the non-benefited category. In the USU data, there were 126 non-benefited international employees (3%) and 3,631 non-benefited USU citizen employees (97%).

Marital Status

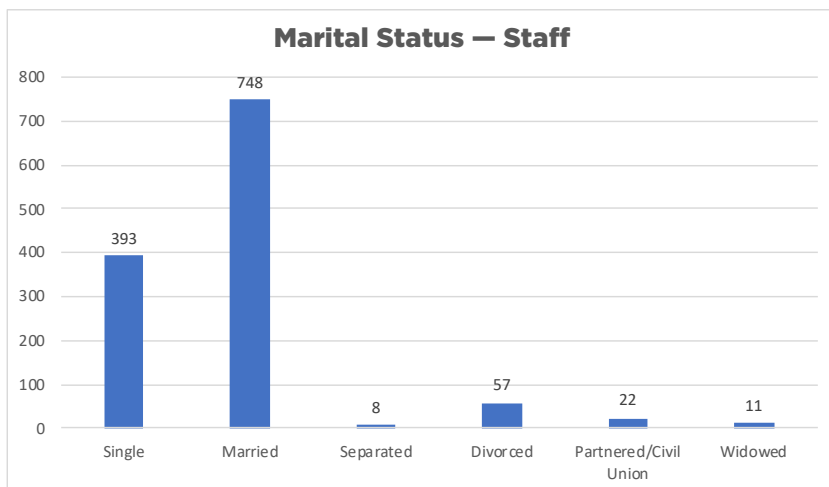
Students



Faculty



Staff



Veteran Status

Students

Veteran Status	Total Population % (N)	Survey Population % (N)	% Difference
Veteran	6% (1,583)	2% (61)	-4%
Not Veteran	89% (24,859)	98% (2,632)	+9%

Faculty

USU categorized veterans into non-benefited, faculty, staff, and administrators. It was unclear which version of the survey (faculty or staff) was given to those classified as non-benefited. There were 23 non-benefited veteran employees (<1%) and 3736 non-benefited employees who are not veterans.

Veteran Status	Total Population % (N)	Survey Population % (N)	% Difference
Veteran	2% (21)	4% (18)	+2%
Not Veteran	98% (1,143)	96% (466)	-2%

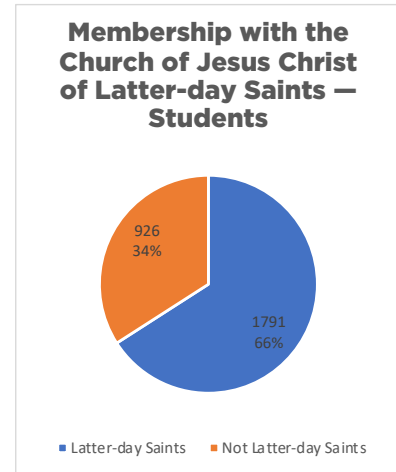
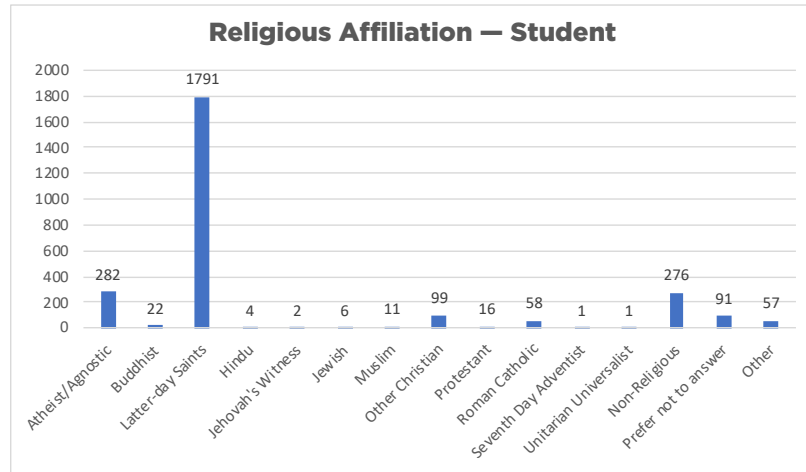
Staff

Veteran Status	Total Population % (N)	Survey Population % (N)	% Difference
Veteran	1% (34)	2% (36)	+1%
Not Veteran	99% (2,363)	98% (1,405)	-1%

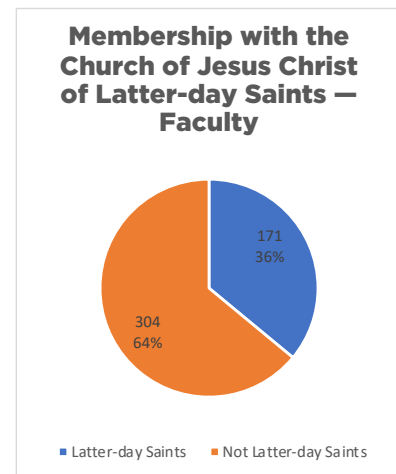
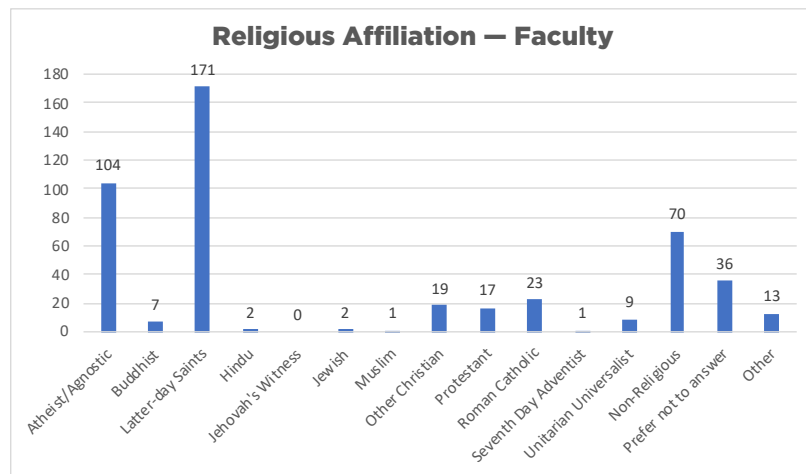
Religious Affiliation

USU does not systematically collect the religious affiliation data of students or employees.

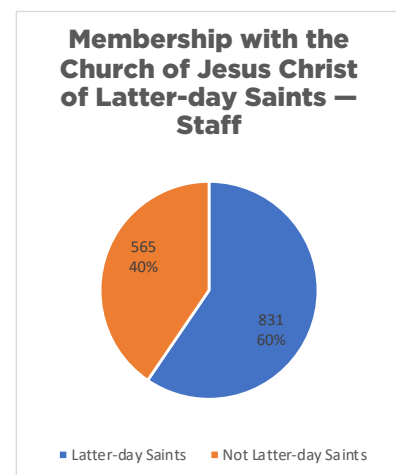
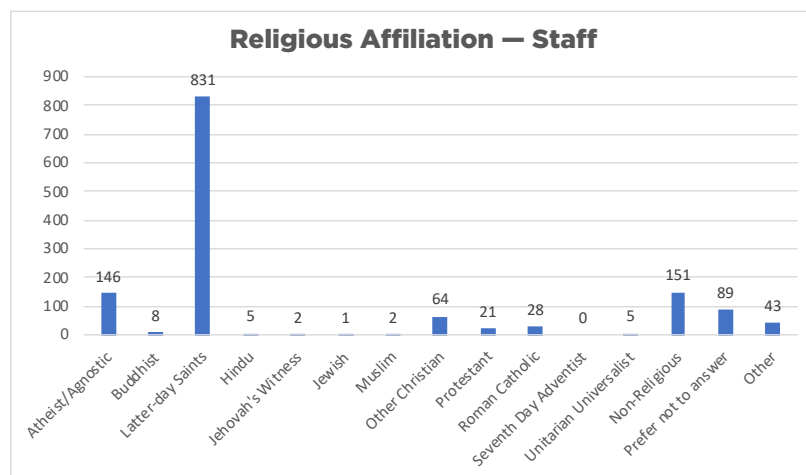
Students



Faculty

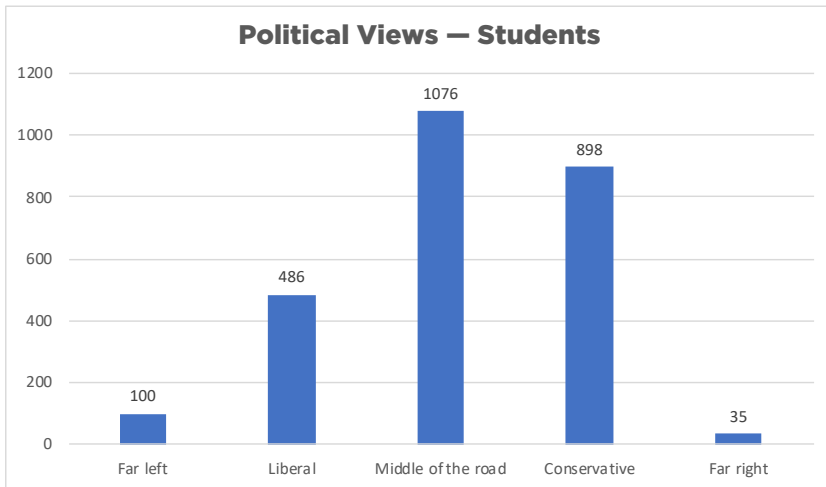


Staff

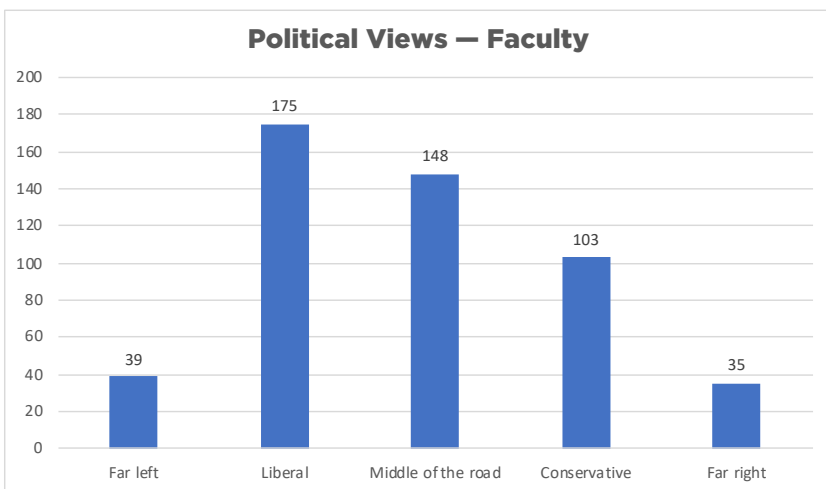


Political Views

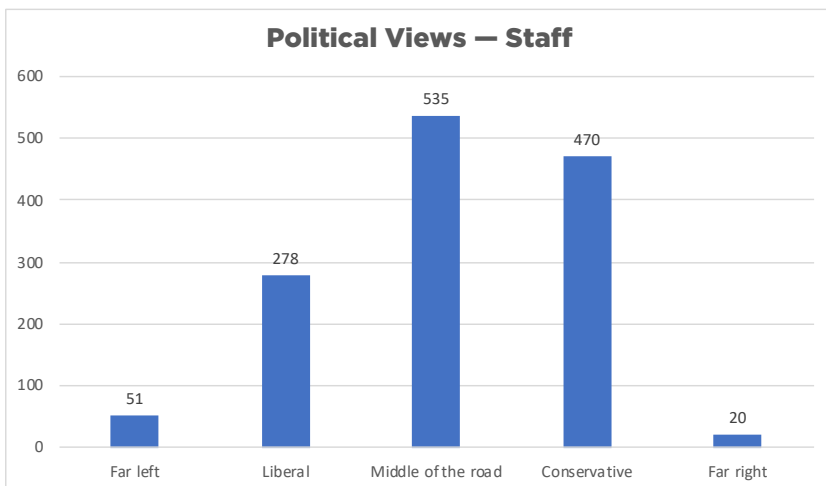
Students



Faculty



Staff



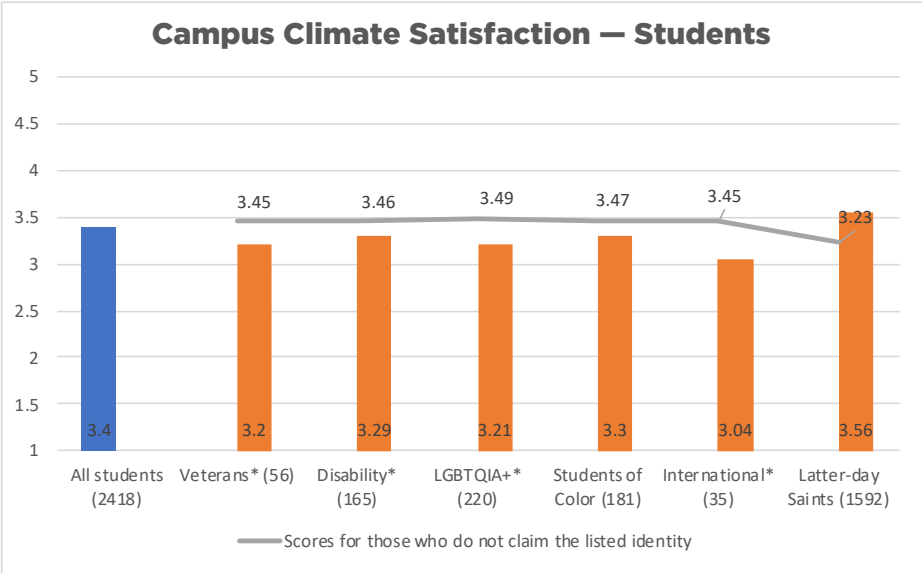
Section 2

Student Experiences

Student Climate Satisfaction

A campus climate satisfaction score was calculated by combining 15 items on the survey (each item was rated on a 1-5 scale, a higher number being more satisfied with 3 being neutral). The scale included a wide range of questions such as “I would recommend my campus to high school students;” “Support for my advancement and success is evident in my classes;” “The process by which my voice can be heard is effective;” “Multiculturalism is a core value of our institution’s mission;” and “Goals of the university are relevant to preparation for the world students will graduate into.” The data consistently showed that students with any of the minoritized identity statuses experience USU to be statistically significantly less satisfying than others who do not share the same minoritized identity.

For comparisons based on religious affiliation, the sample was divided into two groups—members of the Church of Jesus Christ of Latter-day Saints (Latter-day Saints), which consisted of 66% of the student sample, and those who are not members of the church. The latter group was not divided further because the next largest groups, atheist/agnostic and non-religious, were both only 10% of the sample. When these two groups were compared, students who are not Latter-day Saints reported being significantly less satisfied with USU’s campus climate.

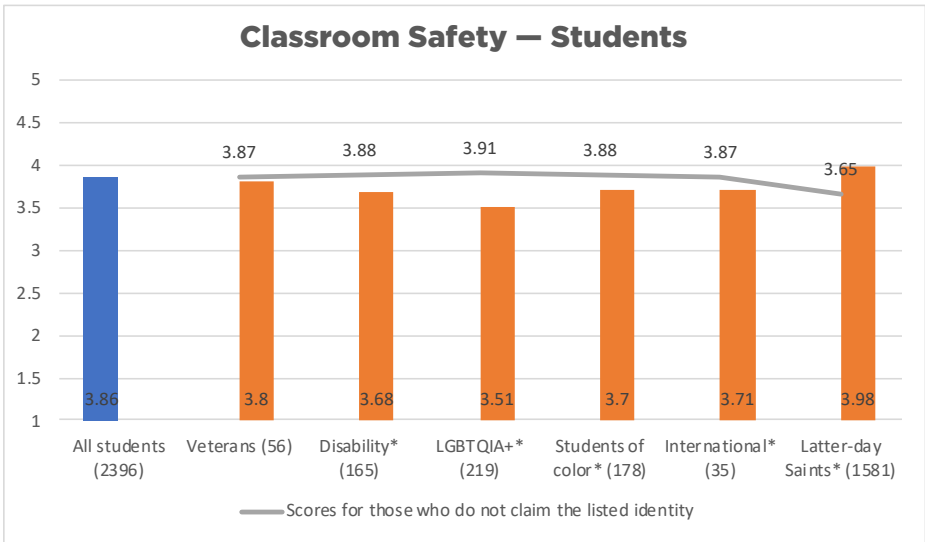


*indicates statistical significance of $p < 0.05$.

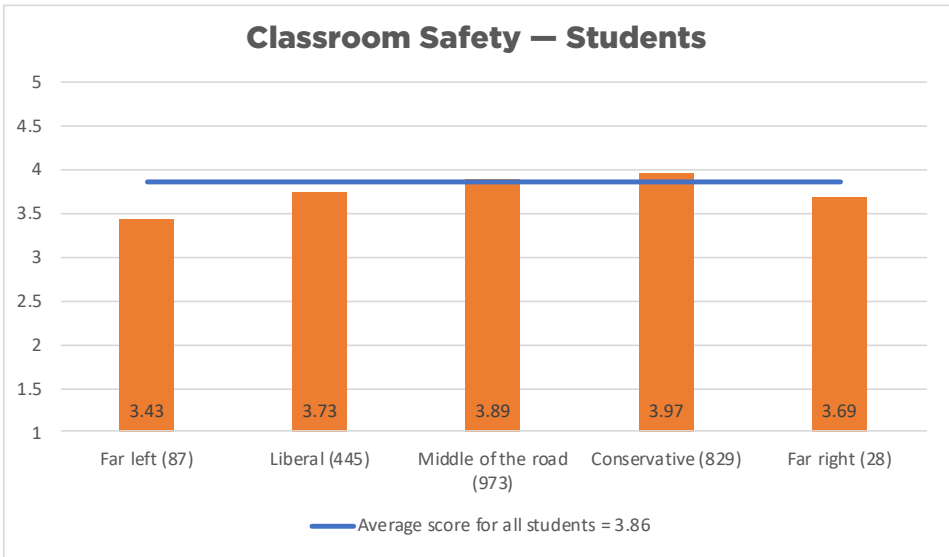
Comparing scores across political views, students' satisfaction with the campus climate seemed to slightly increase for students with more conservative political views.

Classroom Experiences

The overall classroom safety score evaluated a sense of safety for free expression and the amount of cross-cultural interactions. Combined together, students as a whole found classrooms to be safe and inclusive. Comparing specific identity groups, students with a disability, LGBTQIA+ students, students of color, and international students reported feeling significantly less safe in the classroom compared to those who do not share those identities. Students who are not members of the Church of Jesus Christ of Latter-day Saints also reported feeling significantly less safe in the classroom than students who are members of the church. Across political views, students with more extreme views on either end seemed to feel less safe than those more toward the middle.

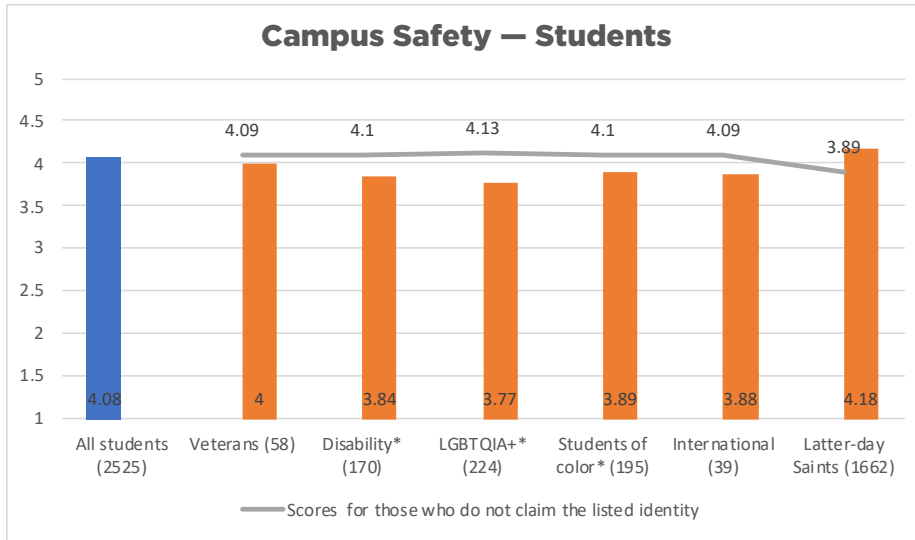


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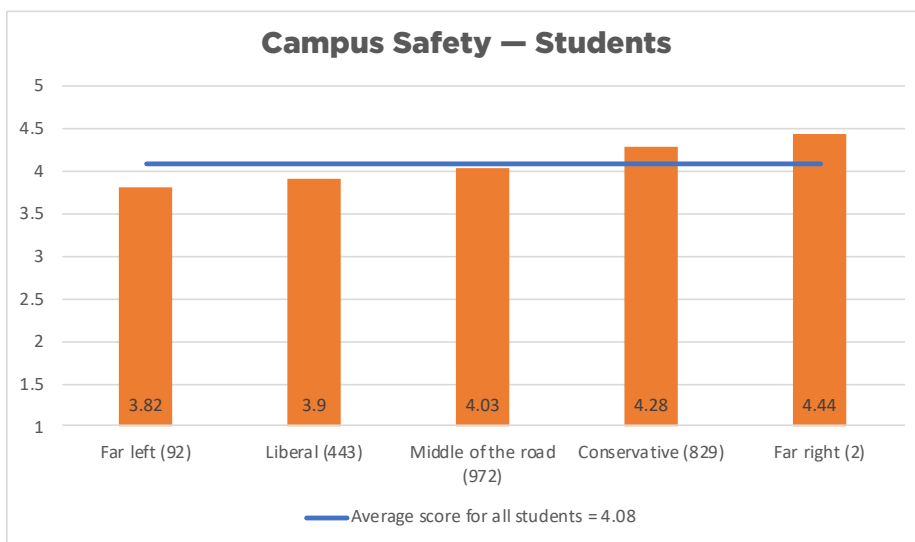


Campus Safety

The sense of safety on campus was assessed by considering the general sense of safety and trust in other students' ability to assist them in times of physical or emotional confrontations. Students with a disability, LGBTQIA+ students, and students of color reported feeling significantly less safe on campus than other students who do not share those identities. Students who are not members of the Church of Jesus Christ of Latter-day Saints also reported feeling a significantly lower sense of campus safety than those who are members of the church. Students' sense of campus safety seemed to increase as their political views became more conservative.

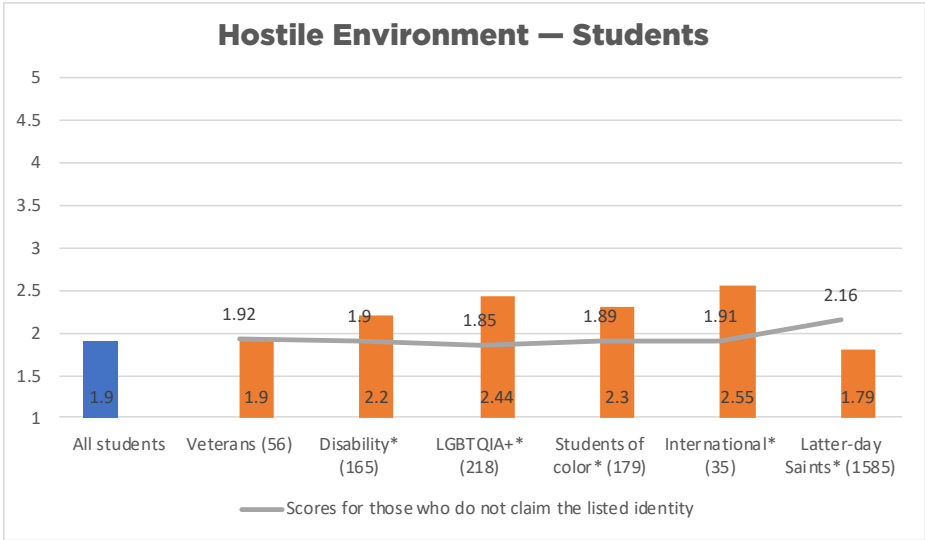


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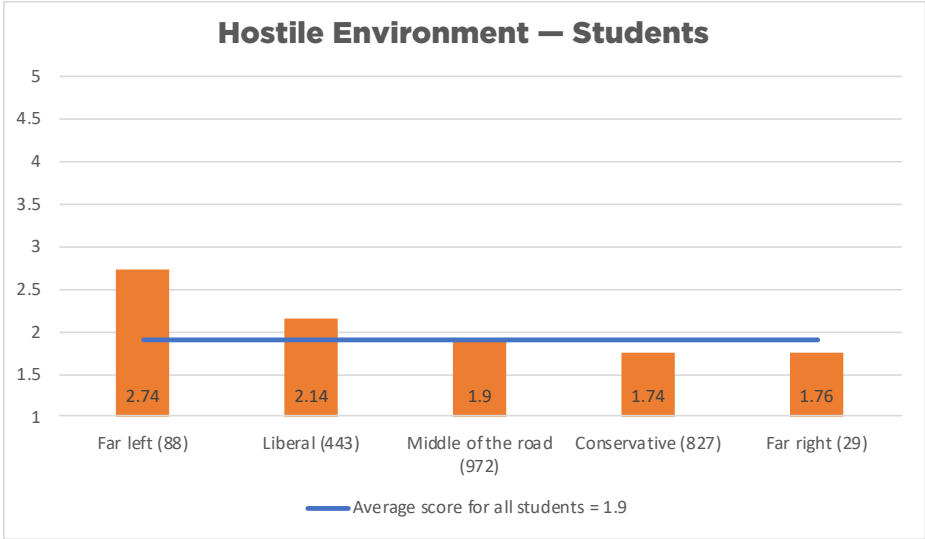


Hostile Environment

The overall environment of hostility was assessed, and experiences such as microaggressions and sense of belonging were parsed out. Overall, students with a disability, LGBTQIA+ students, students of color, international students, and students who are not members of the Church of Jesus Christ of Latter-day Saints found USU to be significantly less welcoming and more hostile compared to others who do not share those identities. With regard to political views, students' perception of hostility seemed to increase as their political views became more liberal.

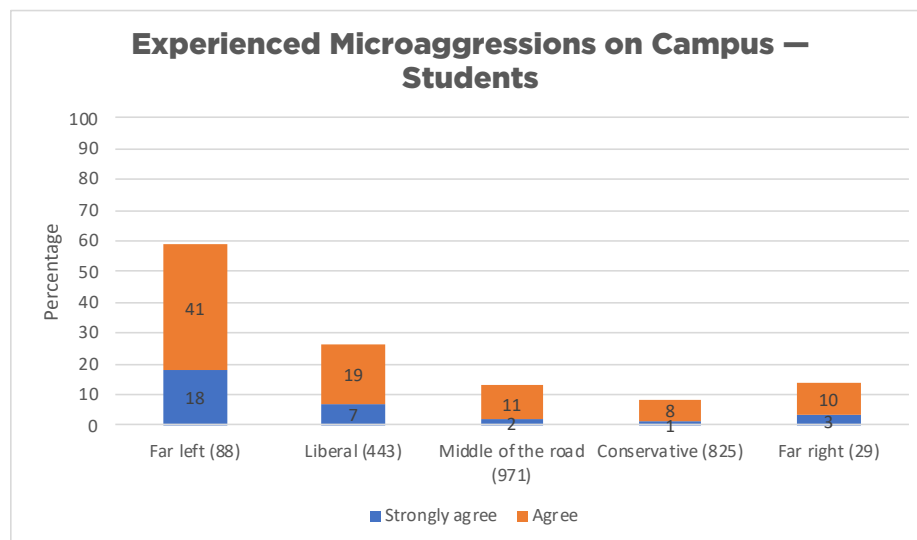
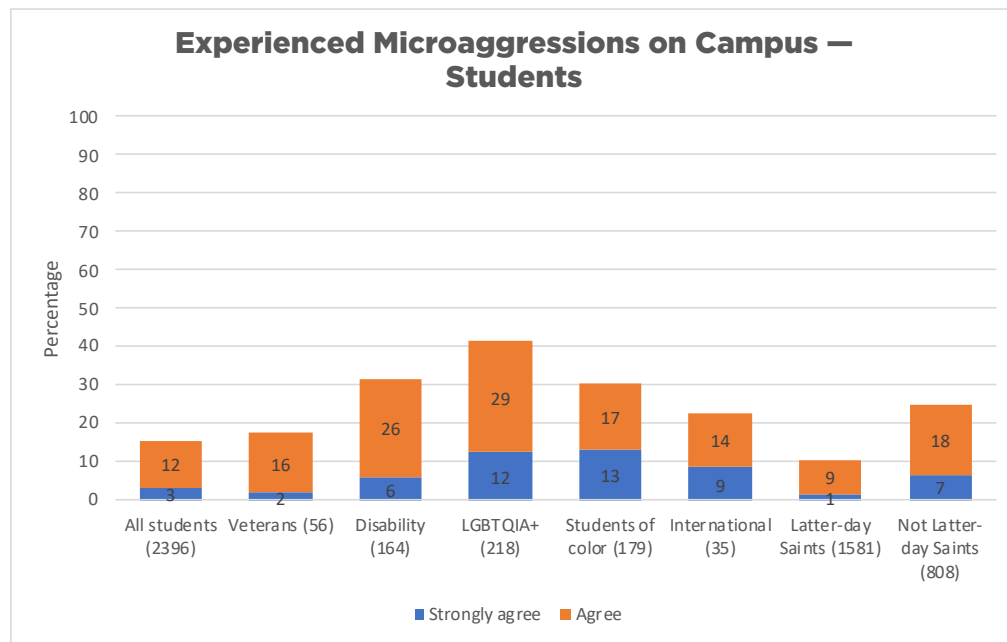


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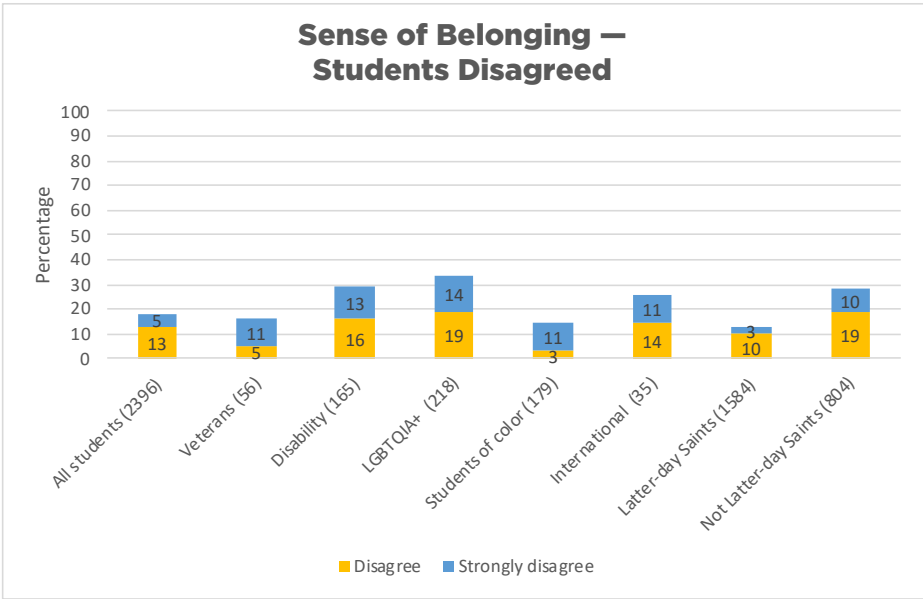
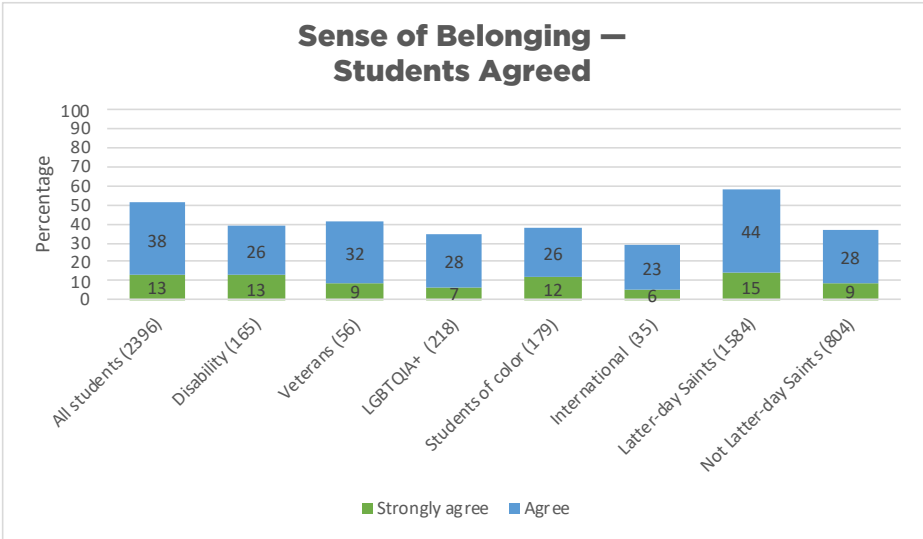
Microaggressions

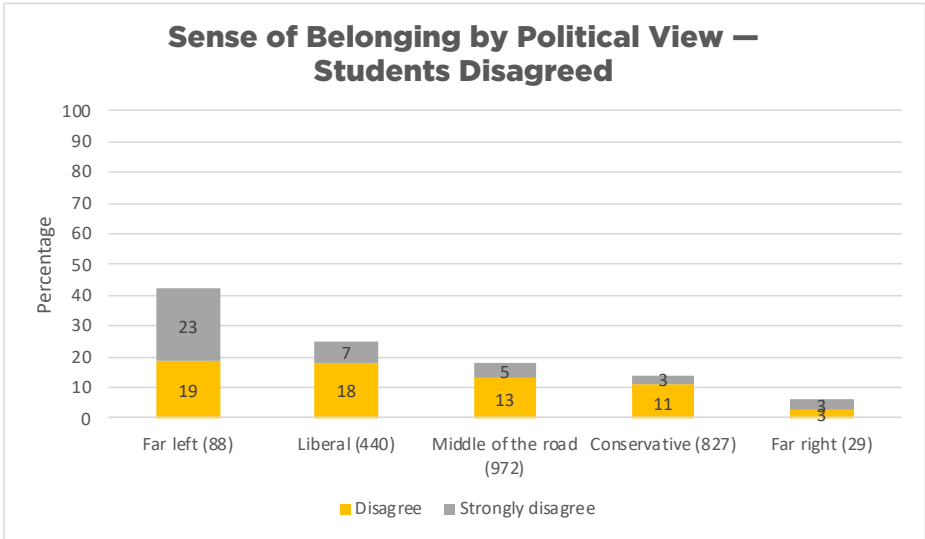
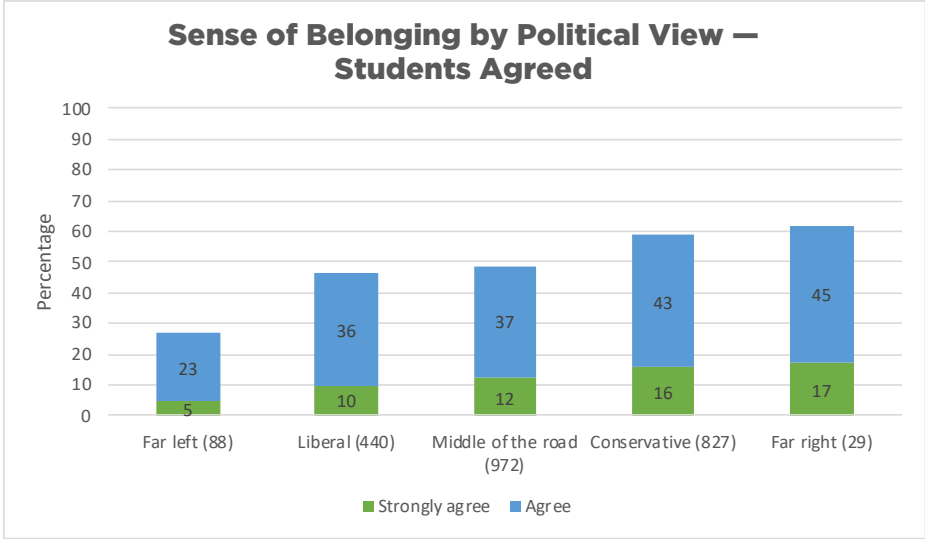
In the survey, microaggressions were defined as “manifestations of prejudice and hatred that are brief and/or subtle but great in the power or magnitude of their consequences.” An example of a microaggression is to ask an Asian American person where they are from, which manifests from a prejudice about Asians not being Americans and leaves the recipient feeling like a foreigner in their own land.



Sense of Belonging

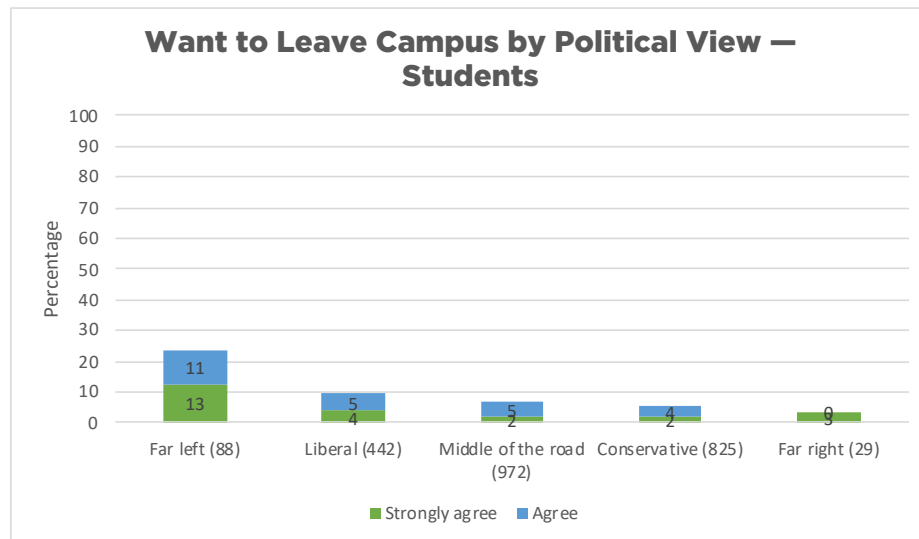
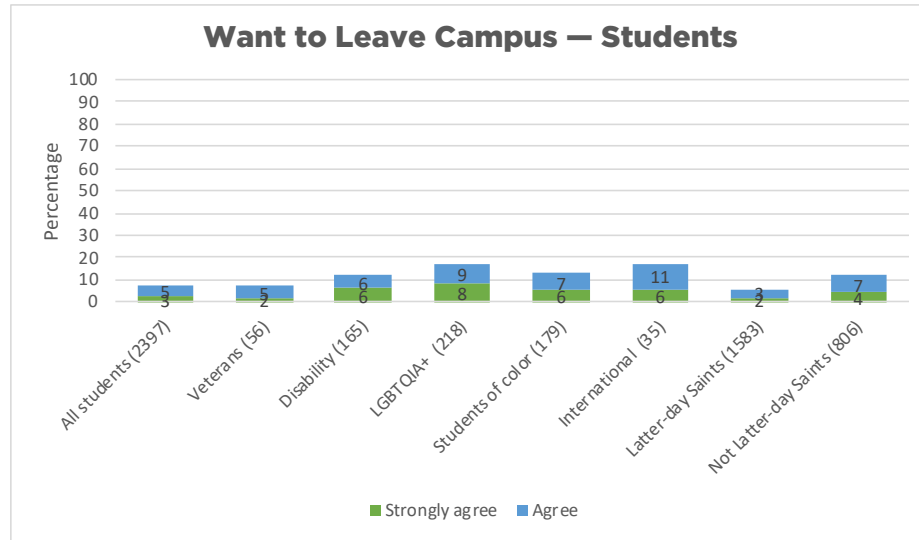
More than half of students reported feeling a great sense of belonging, while 18% denied that sentiment. Students who denied a sense of belonging, however, were greater among some marginalized groups, including 33% of LGBTQ students, 29% of students with a disability, 29% of students who are not members of the Church of Jesus Christ of Latter-day Saints, 26% of students of color, and 26% of international students. Being in the religious majority seemed to result in the largest proportion of members reporting a sense of belonging. The sense of belonging among students also seemed to increase as political views became more conservative.





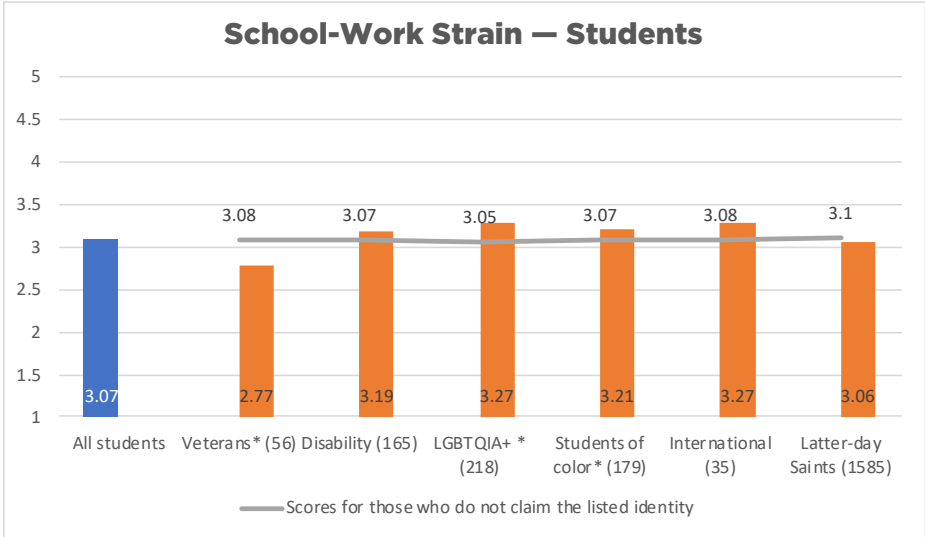
Desire to Leave

Students who want to leave USU appeared to be in the minority overall. However, students in marginalized groups reported a greater desire to leave than the total survey sample. Compared to 7% of combined students, the desire to leave was reported by 12% of students with a disability, 17% of LGBTQIA+ students, 13% of students of color, 17% of international students, and 12% of students who are not members of the Church of Jesus Christ of Latter-day Saints. Politically, more liberal students appeared to express the desire to leave than conservative students.

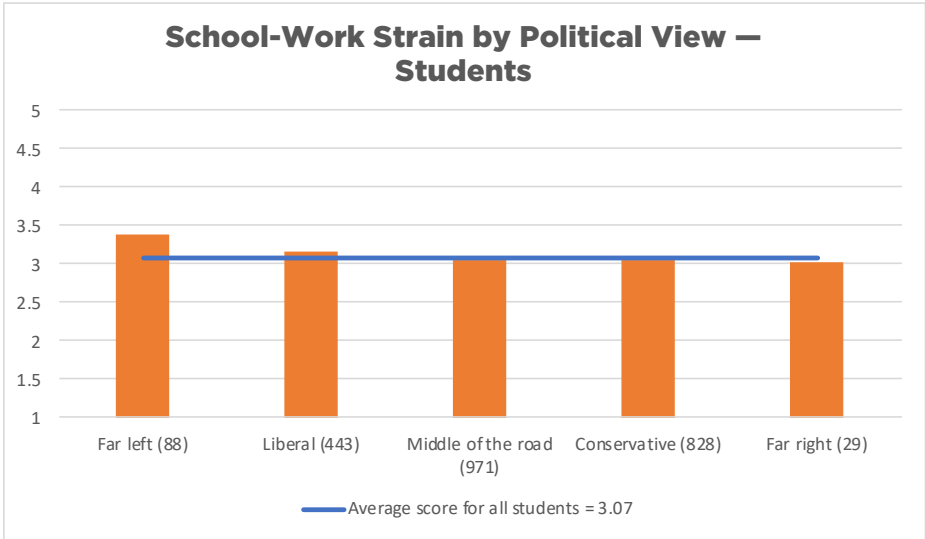


School-Work Strain

The school-work strain scale consists of 3 items that assessed stress from workload and work-life balance. LGBTQIA+ students and students of color reported feeling more school-work strain than those who do not share that identity. Student veterans, however, reported feeling significantly less school-work strain than those who do not identify as veterans. Across political views, school-work strain seems to increase for students as their views became more liberal.



*indicates statistical significance of $p < 0.05$.

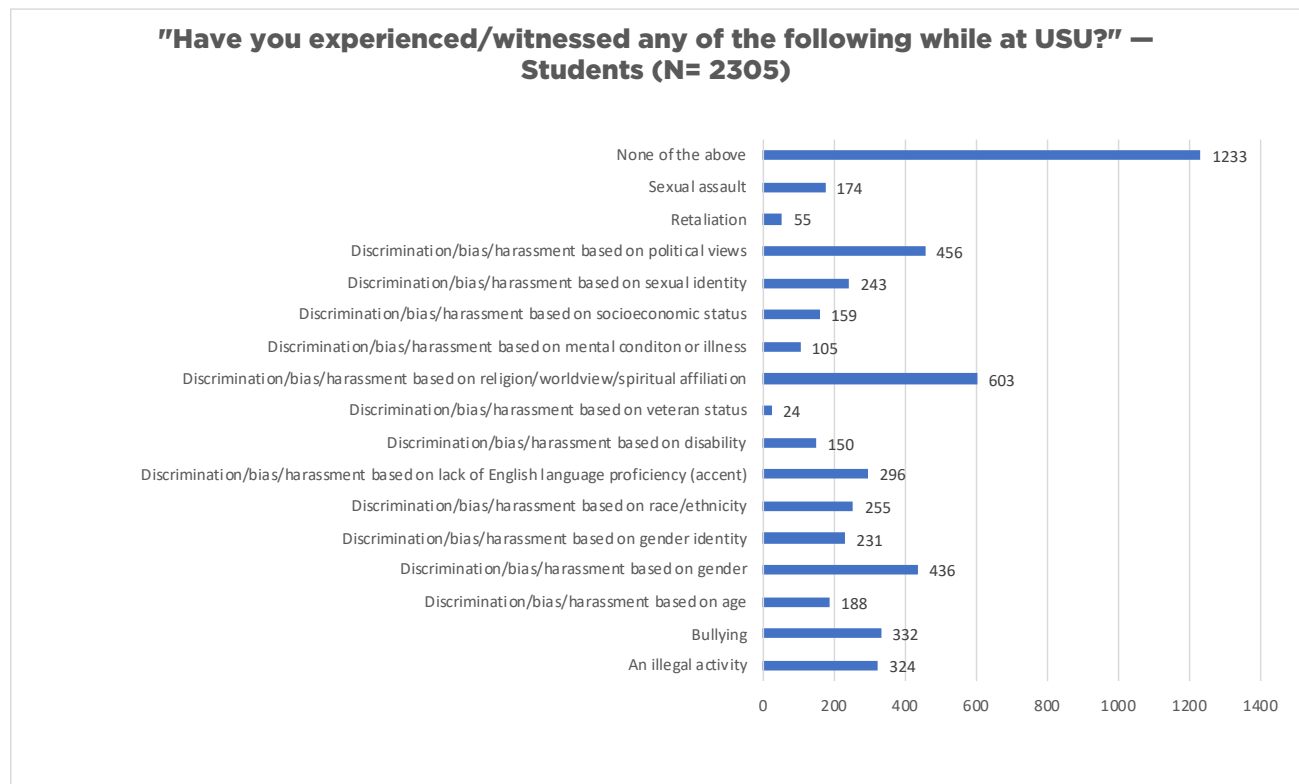


Discrimination/Bias/Harassment

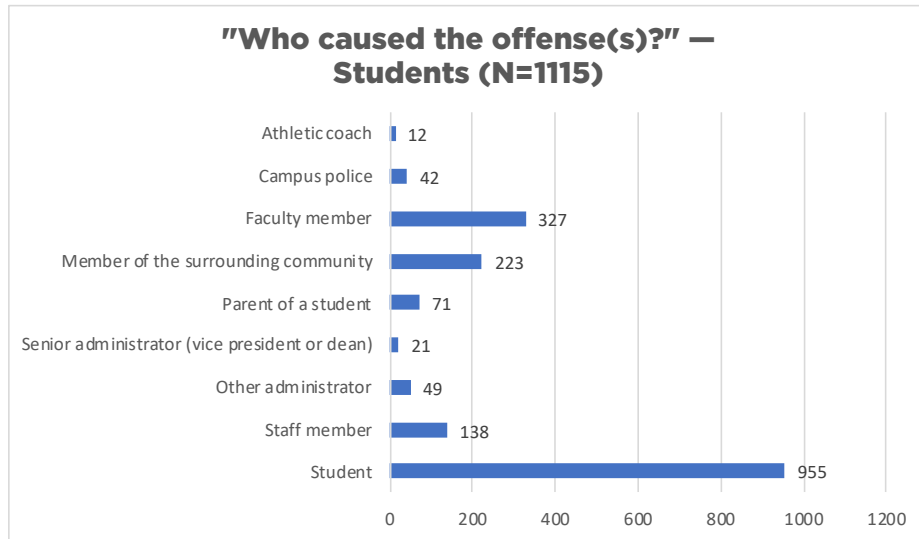
The survey asked if participants experienced or witnessed a variety of discrimination, bias, harassment, and other negative interpersonal experiences. This item was answered by 2,305 students, and the majority (53%) reported not experiencing or witnessing any of the incidents measured in the survey. The balance of 1,072 respondents provided 4,050 cases (total of all other items added) of negative interpersonal experiences, which suggests these individuals witnessed or experienced multiple types of incidents.

Discrimination/bias/harassment based on religion/worldview/spiritual affiliation was the most frequently reported category, followed by discrimination/bias/harassment based on political views. It should be noted that a disproportionately larger number of students identify as a religious minority (i.e., 926 students who participated do not identify as members of the Church of Jesus Christ of Latter-day Saints) than any other marginalized groups (e.g., 214 students of color), and this could contribute to the higher number of reports of religious discrimination/bias/harassment overall.

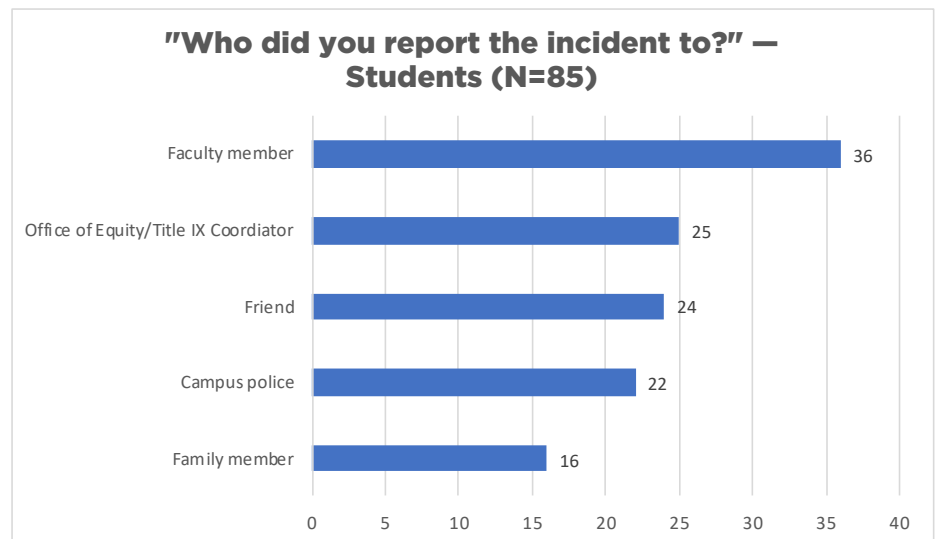
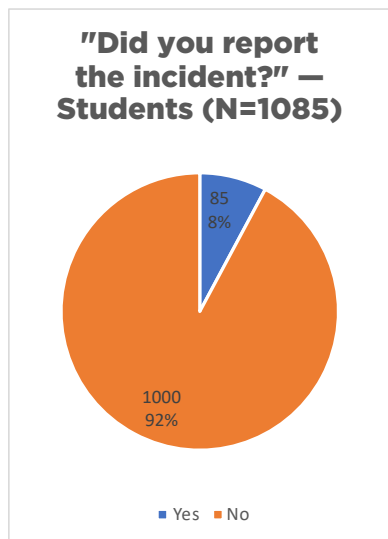
Therefore, while other forms of discriminations/bias/harassment are lower in numbers, they are still important to be recognized as potentially a significant problem among specific groups. For example, race/ethnicity discrimination/bias/harassment was number seven in the ranking and was reported by 255 students, whereas only 214 students identify as students of color in this survey. The survey did not separate students who experienced discrimination/bias/harassment from those who witnessed it.



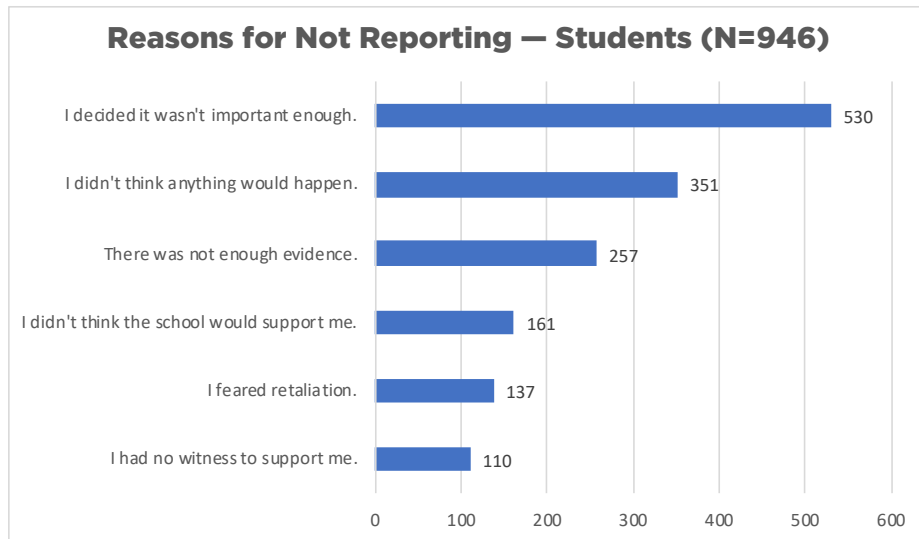
The survey also asked who caused the discrimination/bias/harassment. The overwhelming majority of those who caused the offenses were reported to be other students. A minority were faculty members and members of the surrounding community.



Only 8% indicated they reported or disclosed the incident (85 students). Of those who did, 42% told faculty members, 29% reported it to the Office of Equity/Title IX Coordinator, and 28% told their friends. It should be noted that the survey used the word “report” in these questions, but the term may have been confusing to participants as the term may imply a formal notification to the university and exclude personal disclosures to friends or family.



Among students who did not report the incident, the majority (53%) said it was because they decided it was not important enough. Some were worried about a lack of corroborating evidence and witnesses (26% and 11%, respectively). Others expressed mistrust in the university system and response procedures (35% thought nothing would happen, and 16% did not think the school would support them). Fourteen percent (14%) feared retaliation.



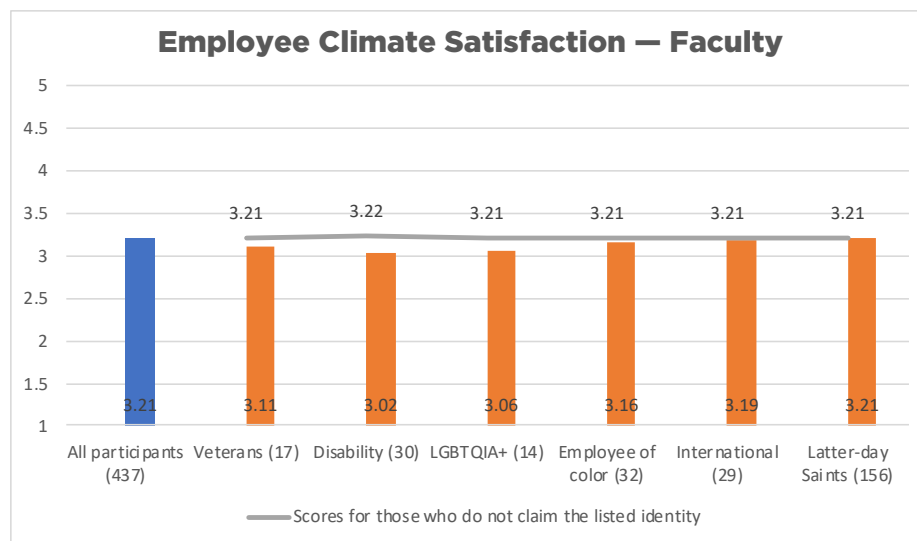
Section 3

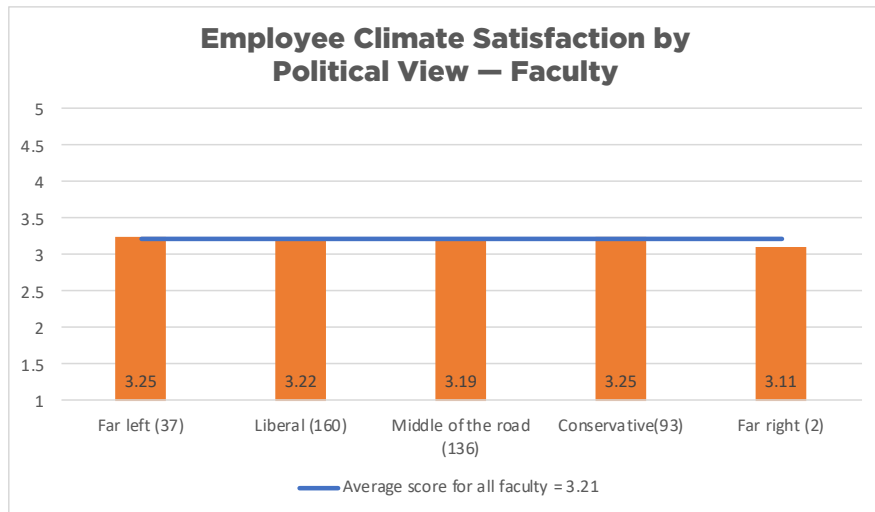
Faculty Experiences

Employee Climate Satisfaction

Employee climate satisfaction scale consisted of 20 items that broadly assessed employees' level of satisfaction on the campus and work climate. Some items overlapped with the student climate satisfaction scale, and others were unique to employees. Examples of items in this scale were "I am satisfied overall with my interactions with other employees;" "The policy to improve campus climate via diverse hiring is effective;" "Our school engages with external communities to understand their interests and respond to their needs;" and "I would recommend my campus to others considering working here."

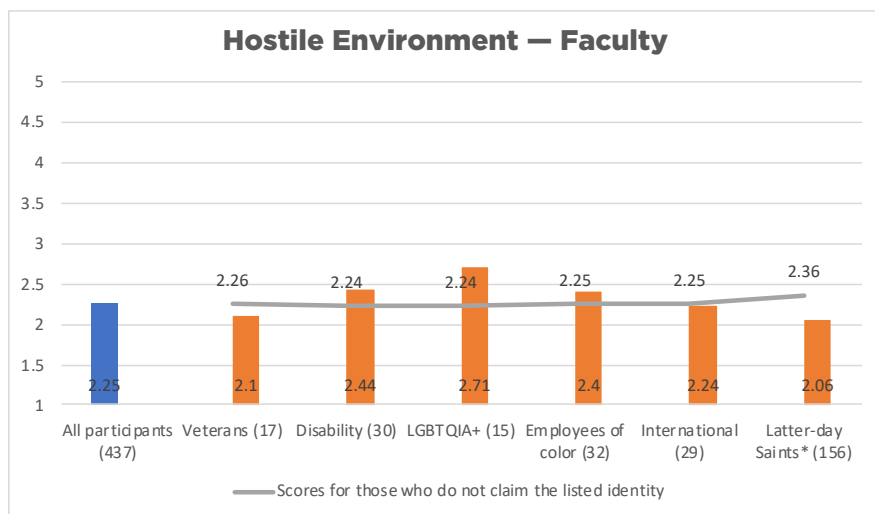
There seemed to be no statistically significant differences between groups and no consistent pattern based on different political views.



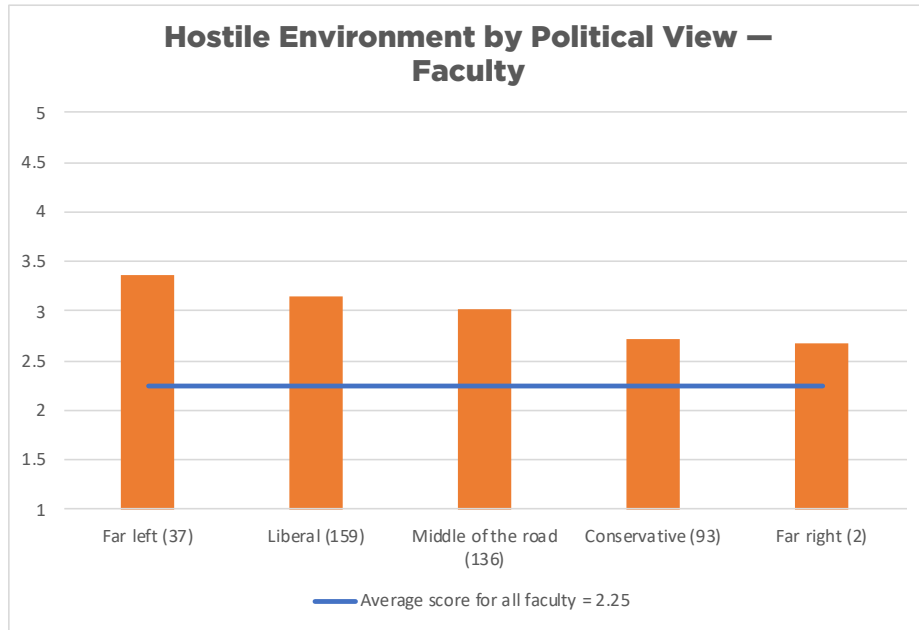


Hostile Environment

There was a statistically significant difference related to faculty membership in the Church of Jesus Christ of Latter-day Saints. Faculty who are not members reported experiencing statistically significantly more hostility in the environment than those who are members of the church. None of the other differences are statistically significant; however, identification with a minoritized identity often seemed to show a higher perception of hostility (i.e., faculty with a disability, LGBTQIA+ faculty, and faculty of color). Experience of environmental hostility also appeared to increase as the political view leaned more to the left.

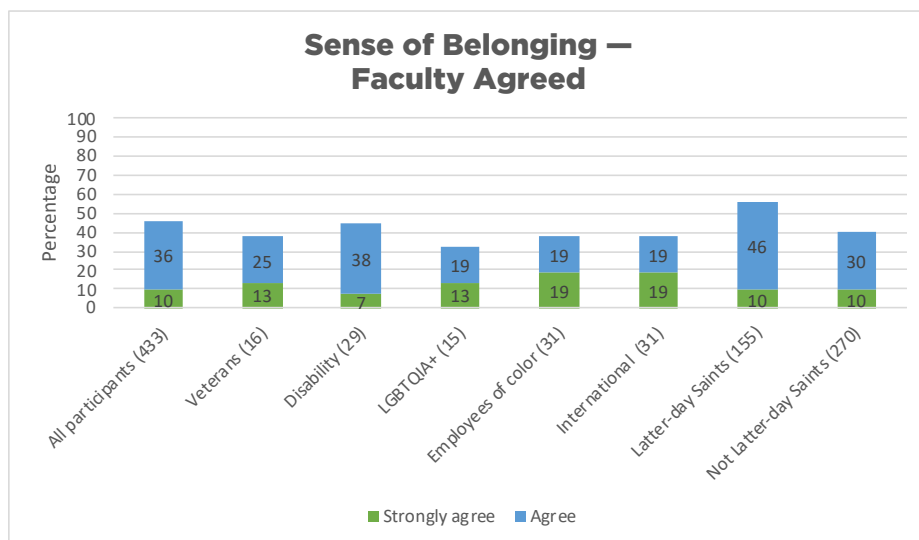


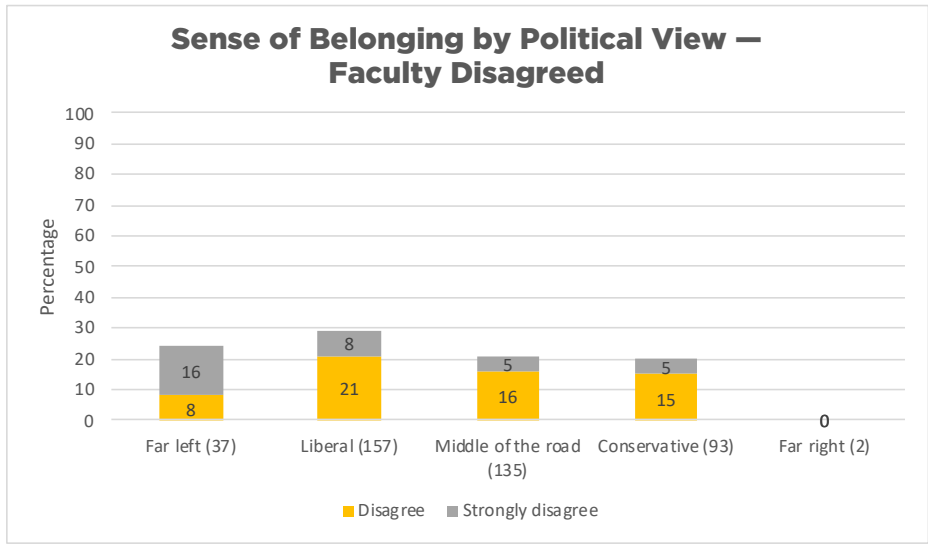
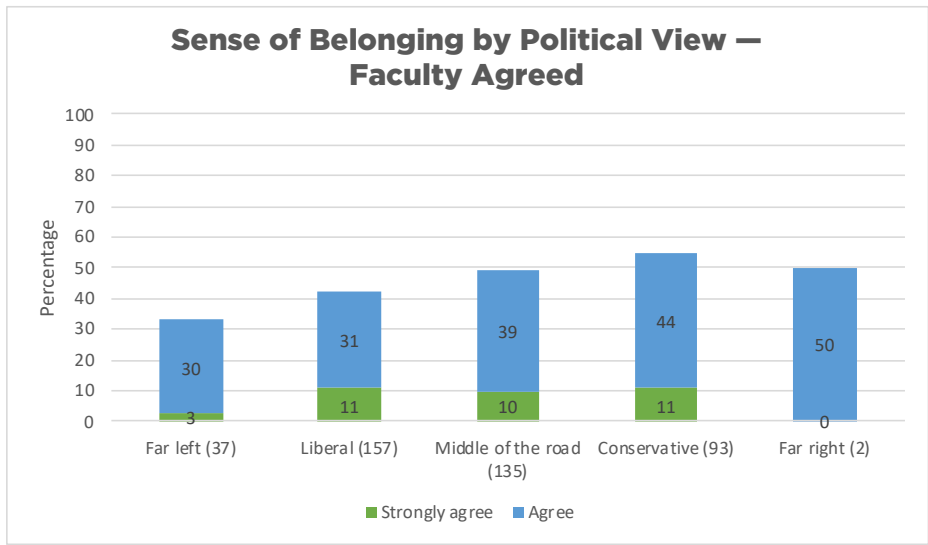
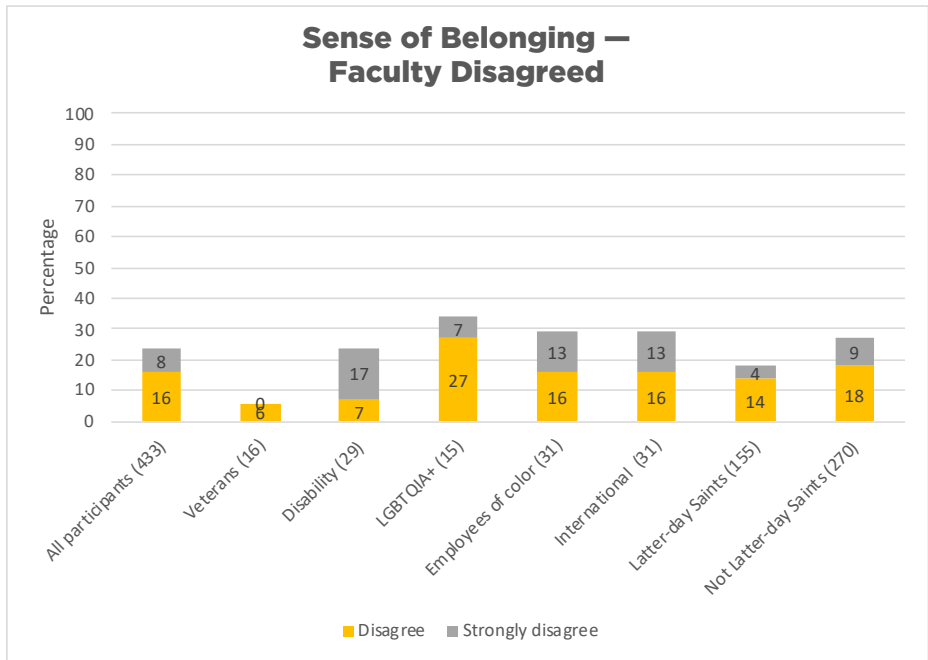
*indicates statistical significance of $p < 0.05$.



Sense of Belonging

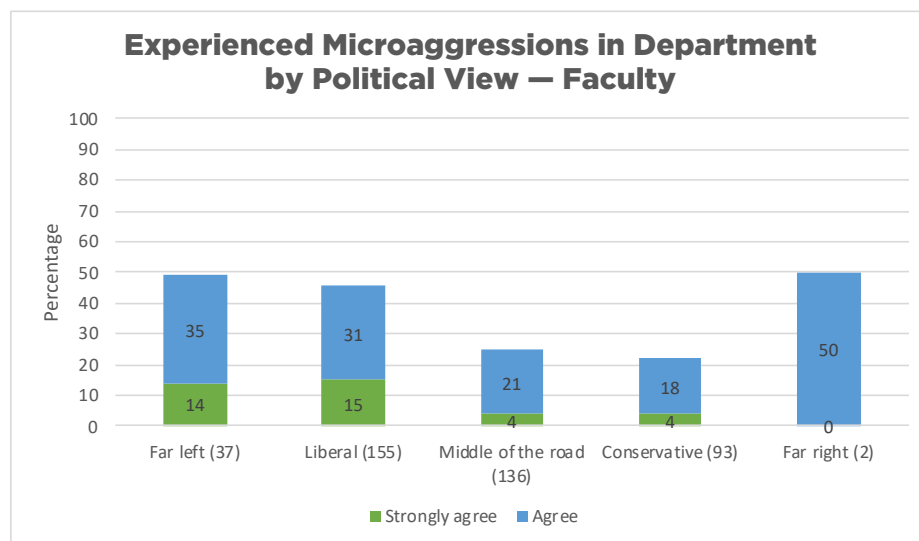
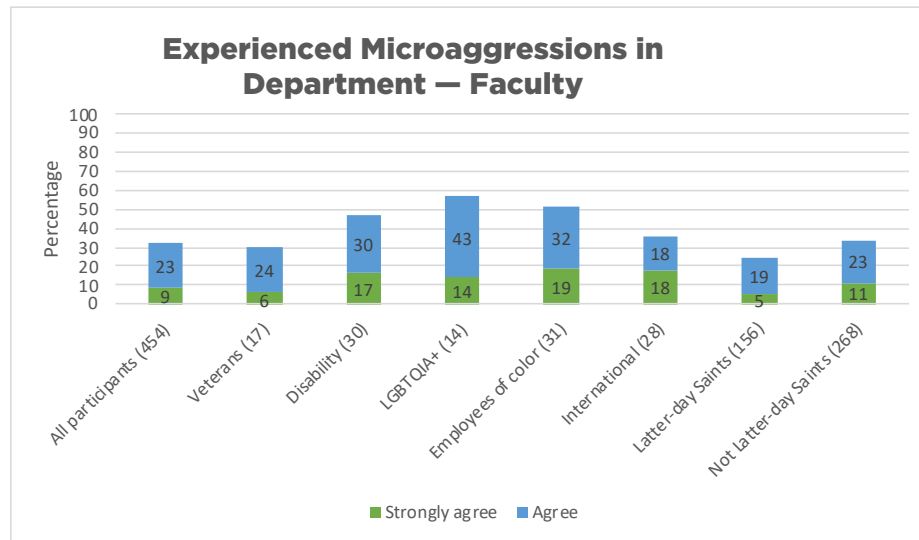
No statistically significant difference was found in the sense of belonging between faculty with a marginalized identity and those who do not share the identity. Overall, almost half (46%) of faculty reported feeling a sense of belonging. The majority (55%) of faculty who identify as members of the Church of Jesus Christ of Latter-day Saints reported feeling a sense of belonging compared to 40% of faculty who are not members of the church. The group that seemed to struggle the most with belonging was LGBTQIA+ faculty; 33% reported a sense of belonging and an equal amount denied feeling a sense of belonging. Comparing political views, a greater amount of people reported a sense of belonging as their political view became more conservative.





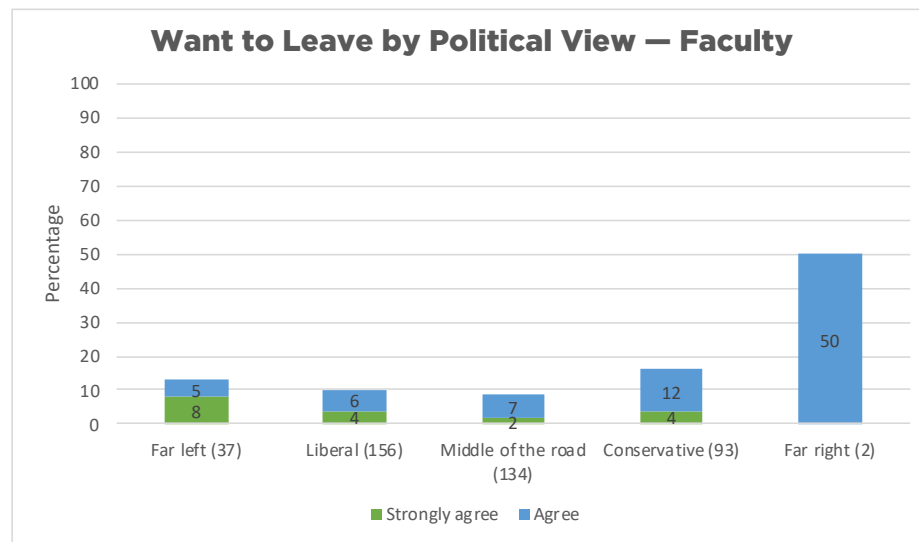
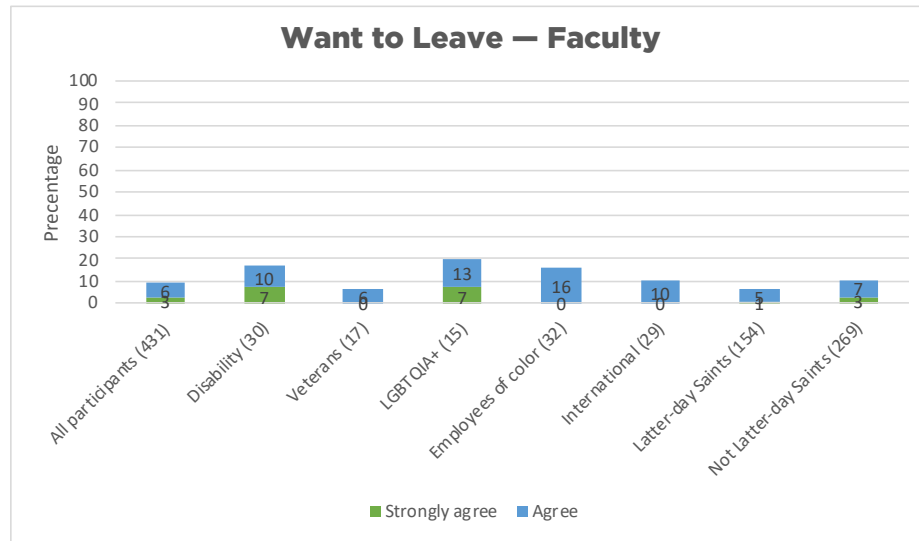
Microaggressions

Overall, 31% of faculty survey participants reported experiencing microaggressions at USU. More LGBTQIA+ faculty reported microaggressions than any other group (57%), followed by faculty of color (52%). The group that was least likely to report microaggressions were members of the Church of Jesus Christ of Latter-day Saints (24%). When participants are divided based on political affiliations, faculty with more liberal views seemed to report more microaggressions.



Desire to Leave

Overall, only a small portion (9%) of faculty reported wanting to quit their job, and most faculty (74%) denied a desire to quit their job. More LGBTQIA+ faculty (20%, N=3) reported a desire to leave than other groups, as well as 17% (N=5) of faculty with a disability and 16% (N=5) of faculty of color.

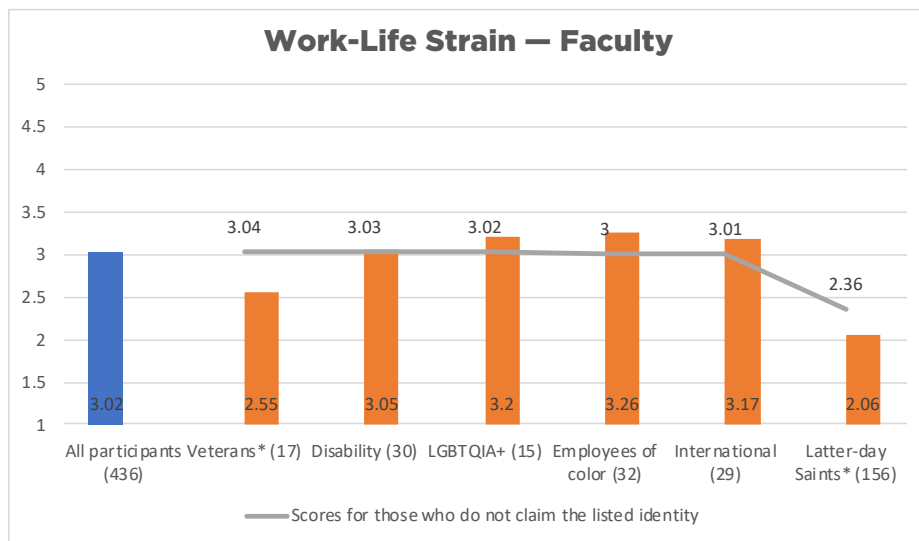


While 29% of faculty reported never considering leaving, 40% reported inadequate salary/benefits as a reason for wanting to leave. Twenty-four percent (24%) of faculty noted their work not being appreciated, 21% reported not feeling a sense of belonging, and 18% reported a problem of belonging in the surrounding community.

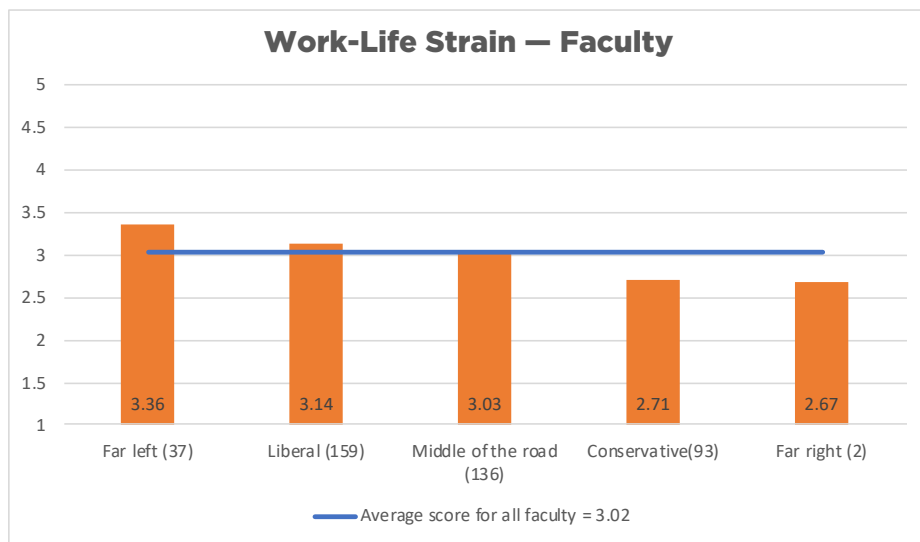


Work-Life Strain

Faculty who are veterans reported significantly less work-life strain than those who are not veterans. Faculty who are members of the Church of Jesus Christ of Latter-day Saints also reported significantly less work-life strain than those who are not members of the Church. Work-life strain also seemed to lessen as political views became more conservative.



*indicates statistical significance of $p < 0.05$.



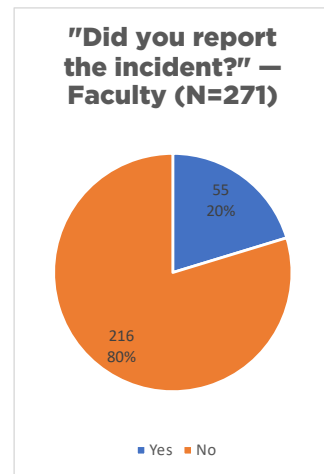
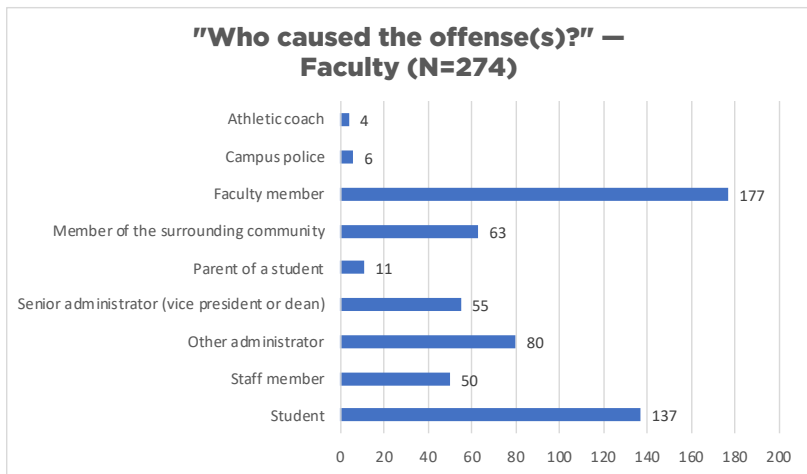
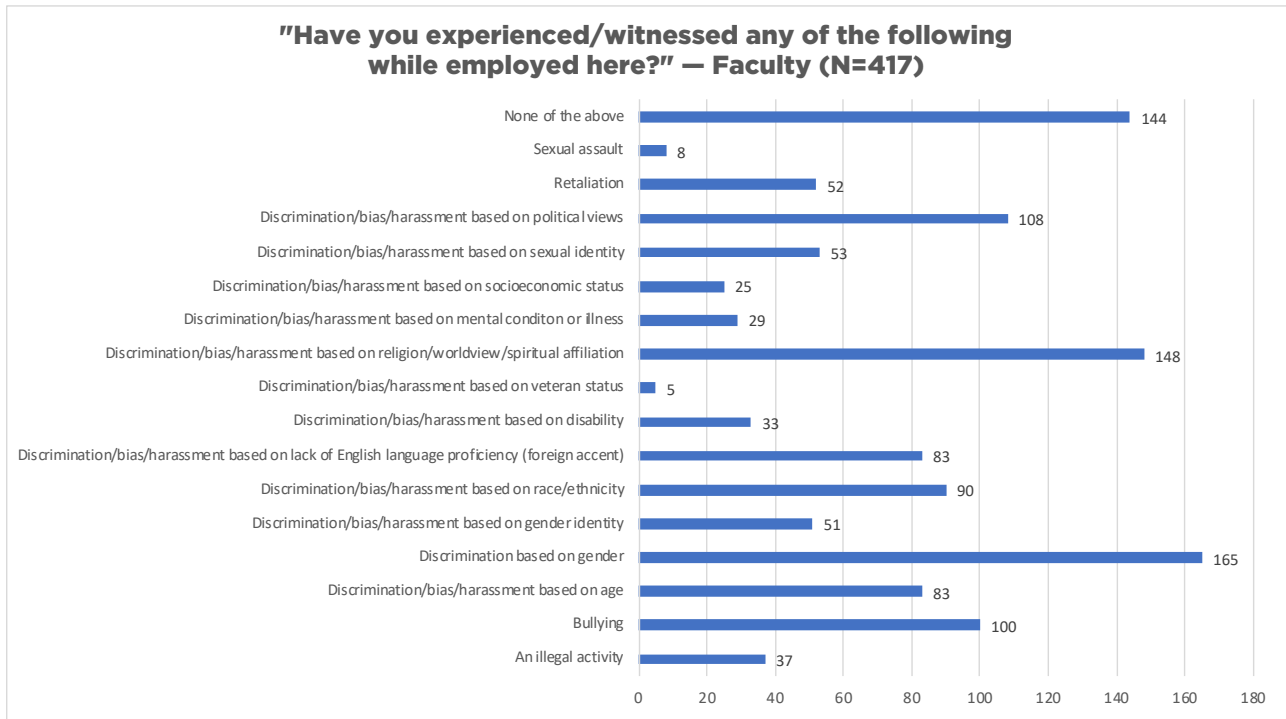
Discrimination/Bias/Harassment

Four hundred and seventeen (417) faculty members responded to the survey question on whether they experienced or witnessed discrimination/bias/harassment or types of illegal activities or interpersonal violence. Thirty-five percent (35%, 144) reported not experiencing or witnessing any of the incidents measured in the survey. The remaining 273 people reported a total of 1,076 cases.

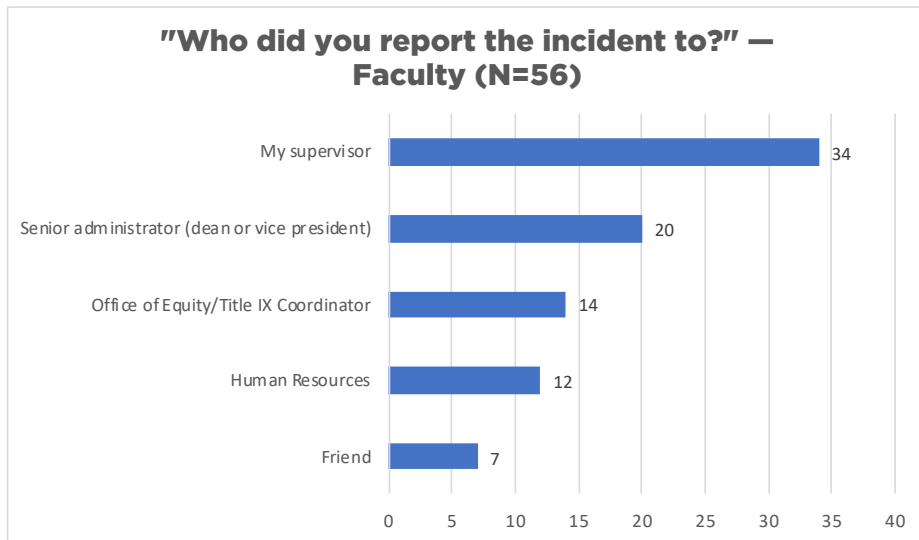
The most frequently reported forms of discrimination/bias/harassment were based on gender (40%, N=165), followed by religion/worldview/spiritual affiliations (35%, N=148). Females and members of the Church of Jesus Christ of Latter-day Saints were the largest minority groups among the faculty participants, which may contribute at least some of the reasons why discrimination/bias/harassment cases in these categories are much higher than in others.

Twenty-six percent (26%, N=108) of faculty reported witnessing or experiencing discrimination/bias/harassment based on political views, 22% (N=90) reported race/ethnic discrimination/bias/harassment, and 20% reported discrimination/bias/harassment based on English proficiency (N=83).

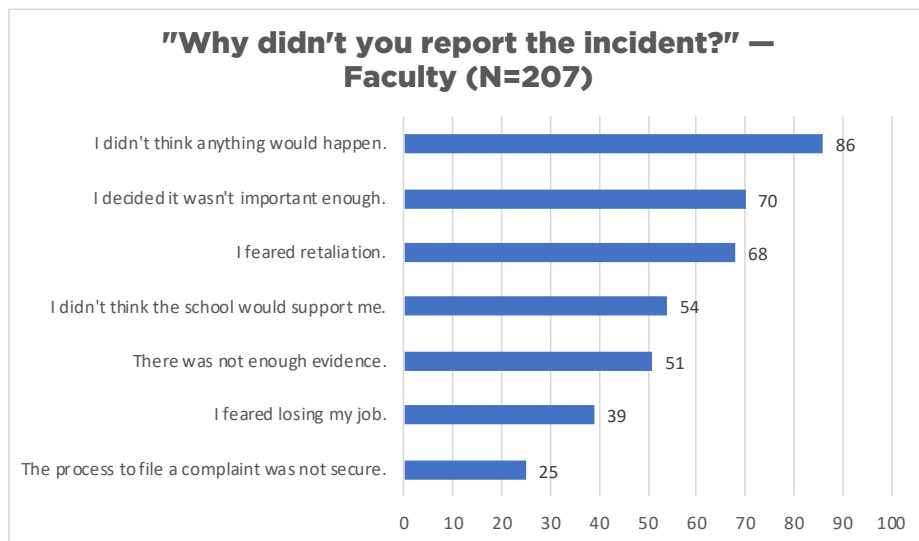
When asked who caused the offense, 65% identified other faculty members (N=177), 50% indicated students (N=137), and 49% reported senior and other administrators (N=135). The survey did not separate faculty who experienced discrimination/bias/harassment from those who witnessed it.



Twenty percent (20%) of faculty indicated they reported the incident (N=55). Of those who reported, 61% reported it to their supervisor and 36% reported it to senior administrators. It should be noted that the survey used the word “report” in these questions, but the term may have been confusing to participants as the term may imply a formal notification to the university and exclude personal disclosures to friends or family.



Among faculty who did not report the incident, 34% did not think it was important enough. The issue of trust was shown in 24% who thought nothing would happen if they reported and 26% who thought the university would not support them. A fear of negative consequence was another theme: 33% feared retaliation, 19% feared losing their job, and 12% did not think the system was secure enough.

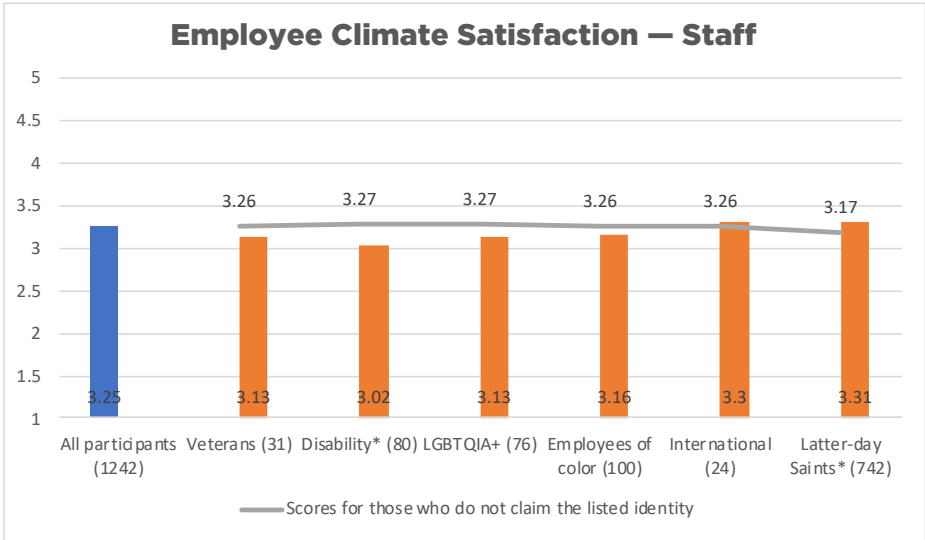


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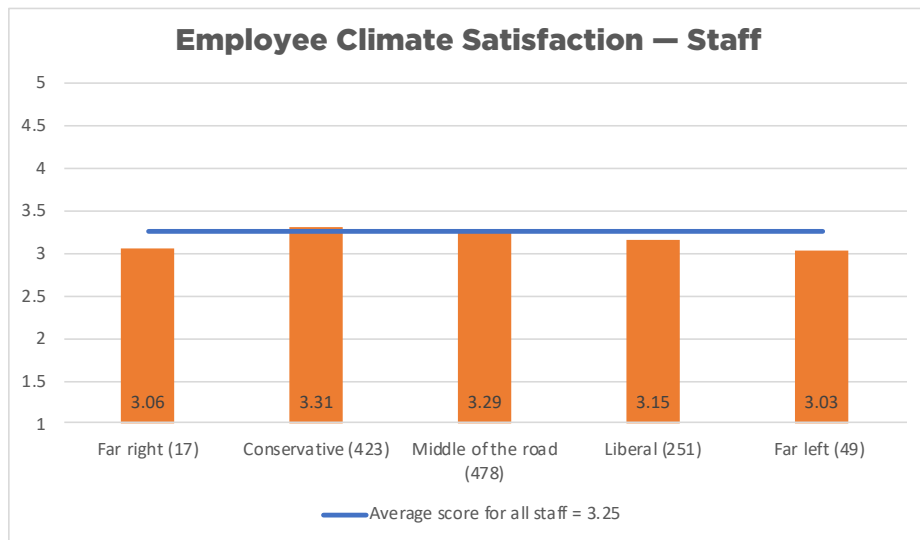
Staff

Employee Climate Satisfaction

Staff members with a disability reported significantly less satisfaction than those without a disability. The climate satisfaction was also significantly lower for staff who do not identify as members of the Church of Jesus Christ of Latter-day Saints than those who are members of the church. Politically, those with middle of the road or conservative views seemed to experience greater climate satisfaction than others.

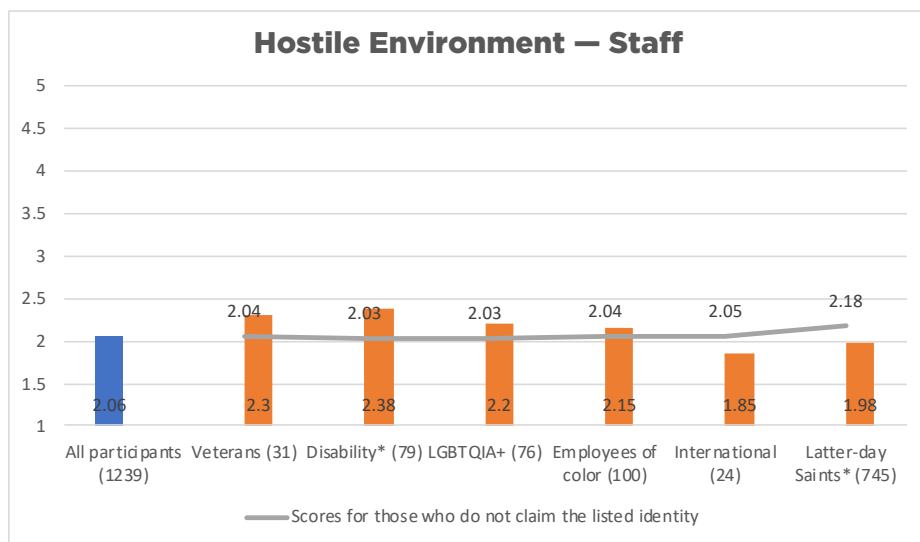


*indicates statistical significance of $p < 0.05$.

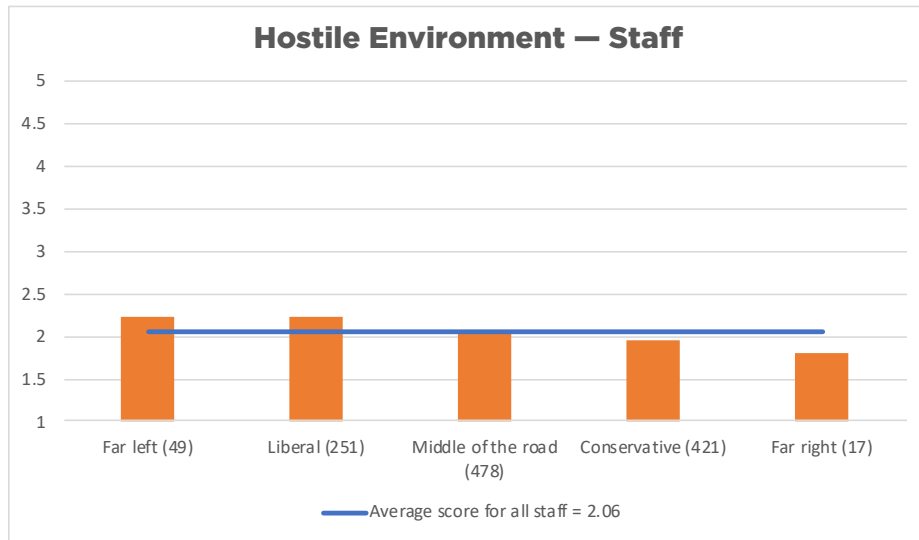


Hostile Environment

Staff with a disability experienced the USU environment to be significantly more hostile than those without a disability. Staff who are not members of the Church of Jesus Christ of Latter-day Saints also experienced USU to be significantly more hostile than those who are members of the Church. Those with other minoritized identities also seemed to report a higher level of hostility in the environment than those without the identity, with the exception of international staff; however, these differences were not statistically significant. Across political views, staff’s perception of hostility in the environment seemed to increase as their political views became more liberal.

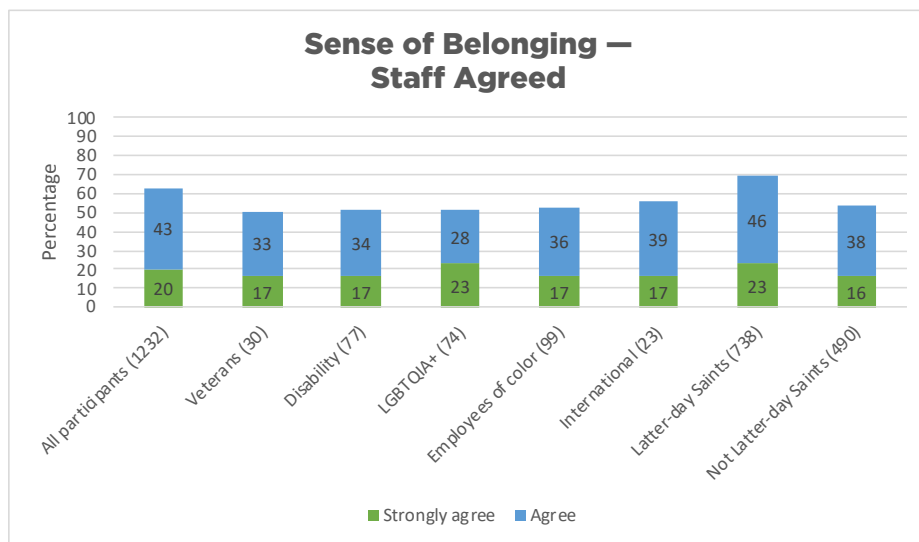


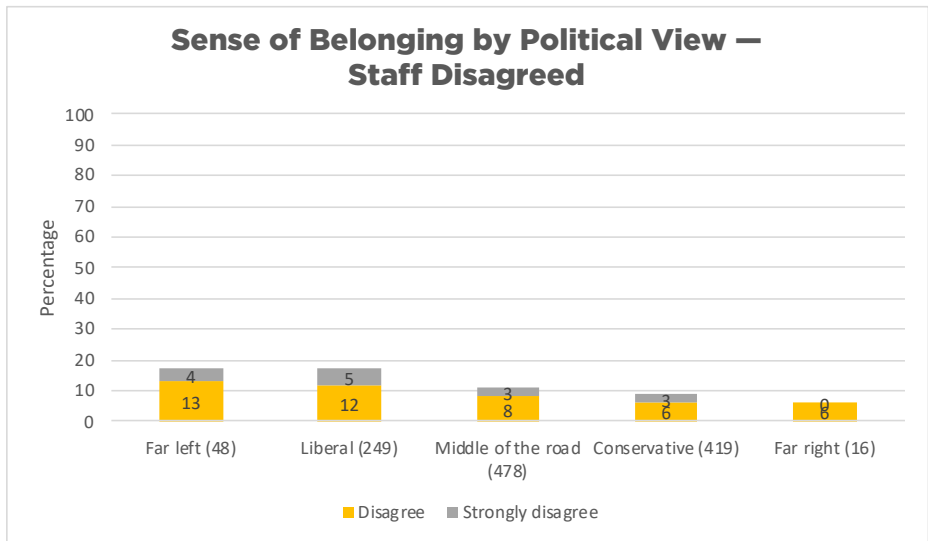
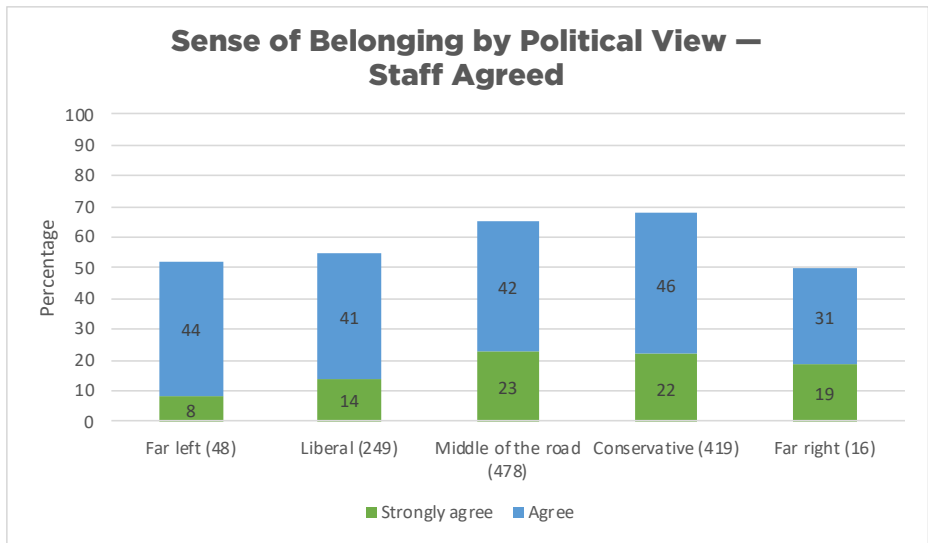
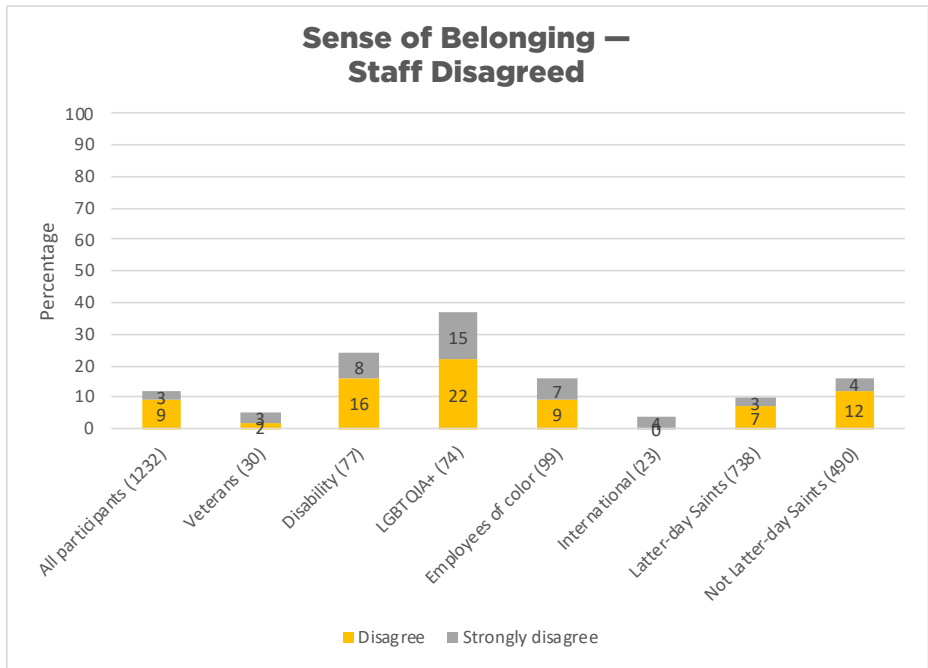
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Sense of Belonging

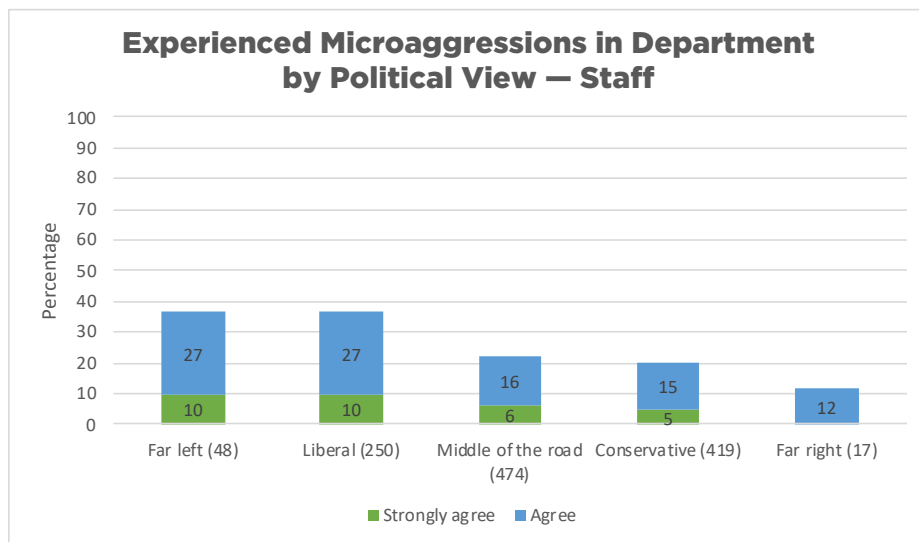
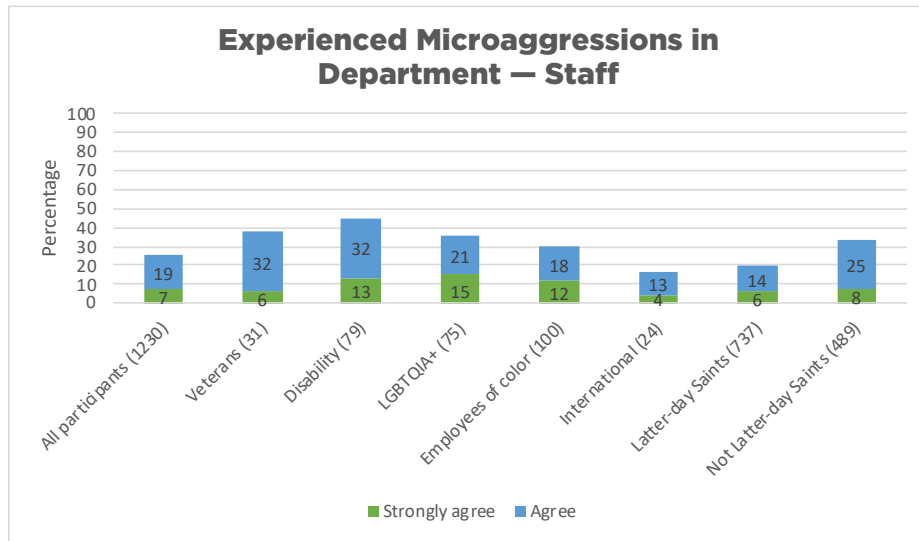
A majority of staff reported feeling a great sense of belonging (63%). The highest percentage of positive belonging was reported among staff who are members of the Church of Jesus Christ of Latter-day Saints (69%). While a majority of LGBTQIA+ staff also reported positive belonging, 36% also reported not feeling a sense of belonging. Across political views, at least half of all groups reported feeling a sense of belonging.





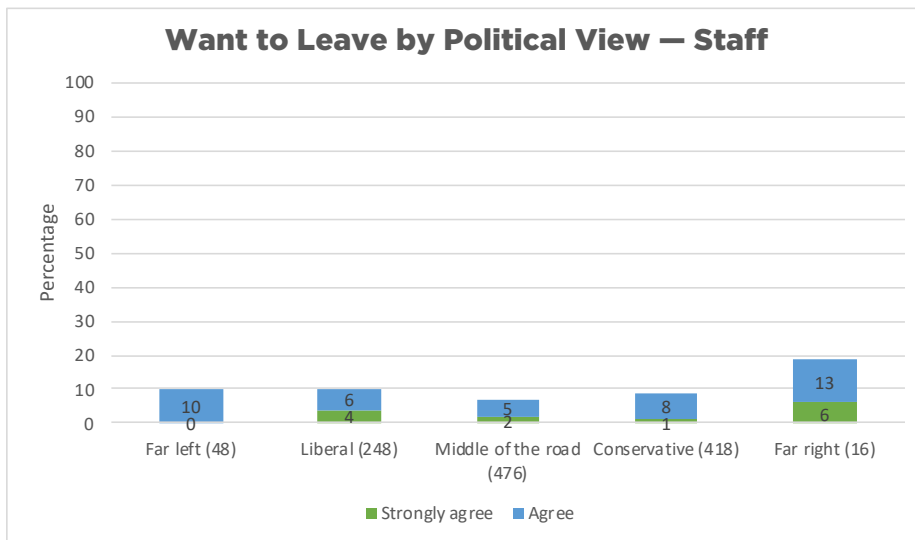
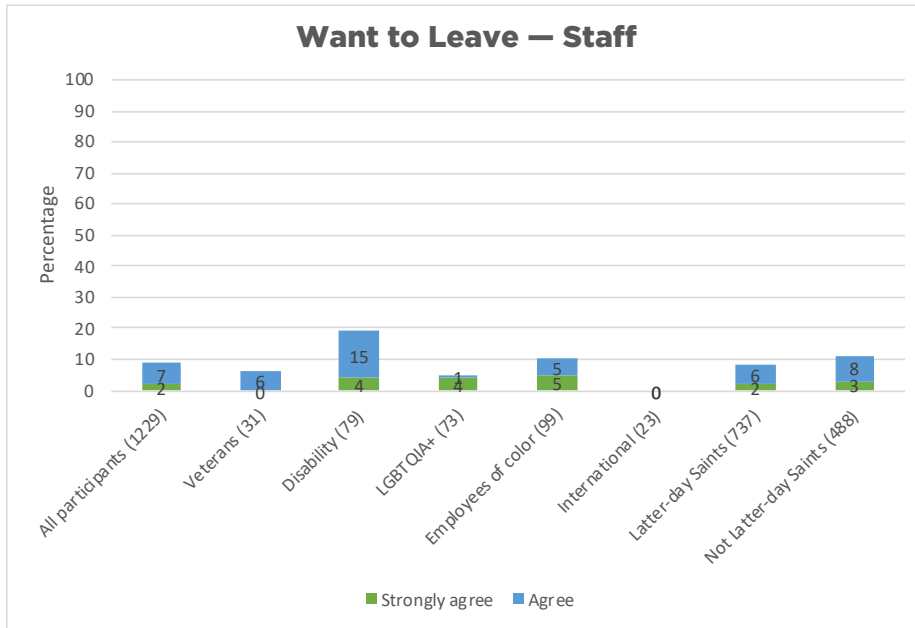
Microaggressions

Overall, 25% of participating staff reported experiencing microaggressions. Staff with a disability were more likely to report microaggressions (44%, N=35) than other groups. A relatively higher proportion of LGBTQIA+ staff (36%, N=27) and staff who are not members of the Church of Jesus Christ of Latter-day Saints (33%, N=161) also reported experiencing microaggressions. Across political views, experiences of microaggressions seemed to increase as views became more liberal, with 38% of far left and 37% of liberal staff reporting microaggressions, compared to 20% of conservative and 12% of far-right staff.



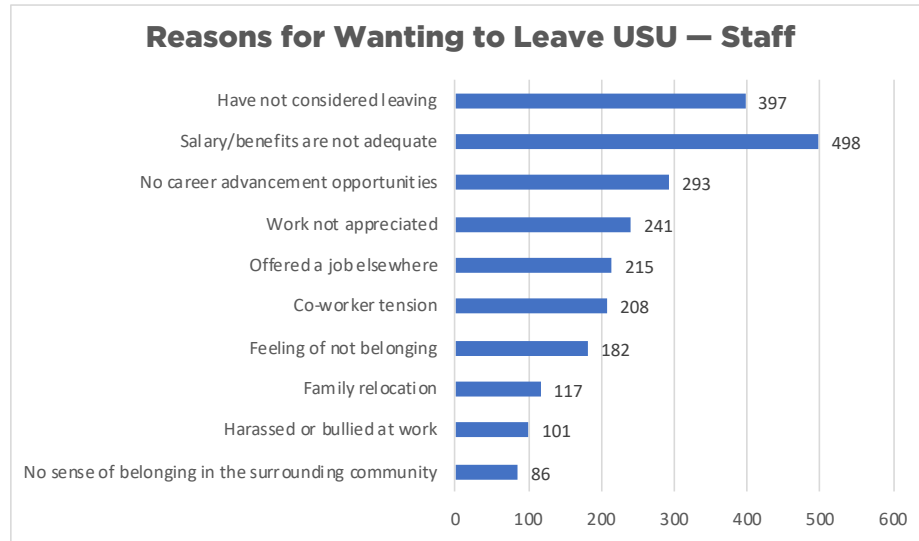
Desire to Leave

Only a small portion of staff expressed a desire to quit their job (9%, N=109). The desire to leave was reported by two times more the percentage of staff with a disability (19%, N=15) than staff members without one. Nineteen percent (19%) of staff with far-right political views also reported the desire to leave, but that finding was based only on three people.



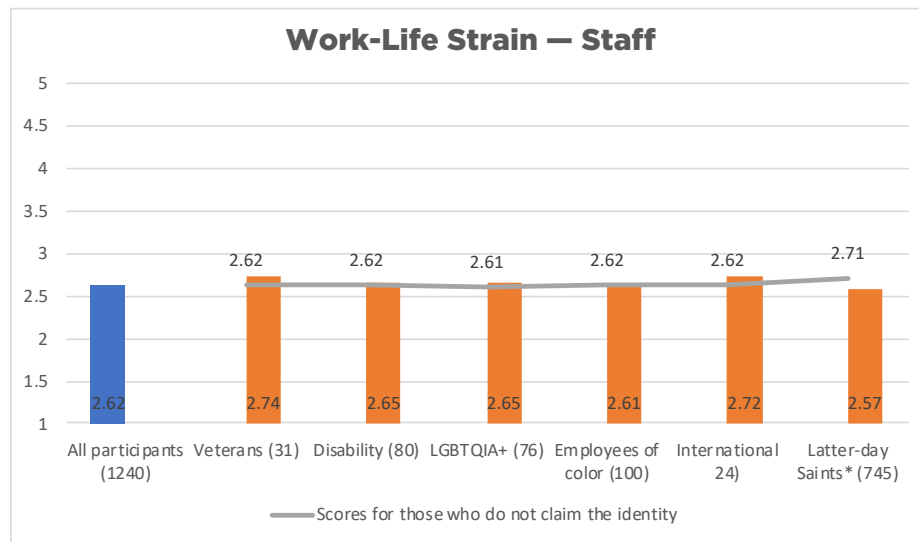
Reasons for Wanting to Leave

The top four reasons for staff wanting to leave USU were related to satisfaction with work: 42% pointed to inadequate salary/benefits, 25% to a lack of career advancement opportunities, and 20% to not feeling appreciated. Eighteen percent (18%) of staff reported receiving another job offer. The next two reasons were interpersonal: 17% reported co-worker tension and 15% reported a lack of belonging.

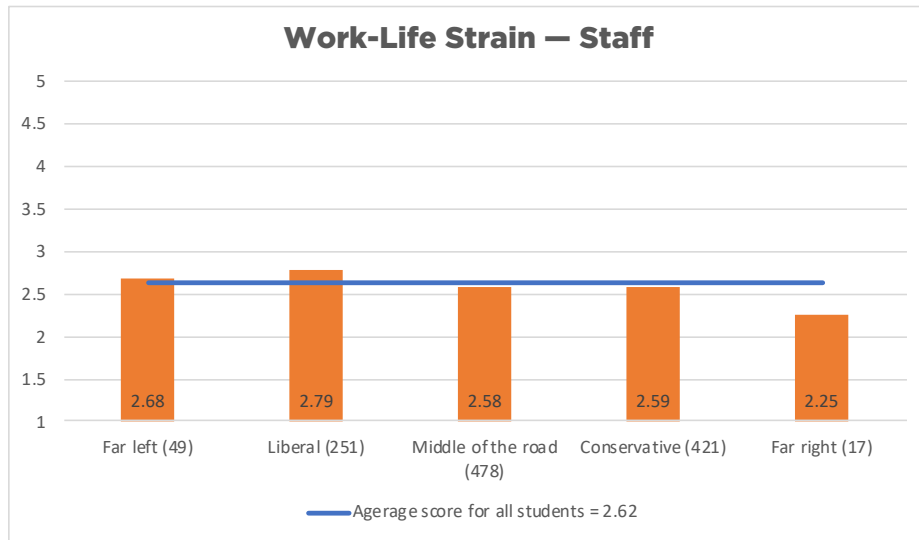


Work-Life Strain

Staff who are not members of the Church of Jesus Christ of Latter-day Saints reported significantly more work-life strain than those who are members of the Church. Work-life strain also seems to decrease as a staff member’s political views become more conservative.



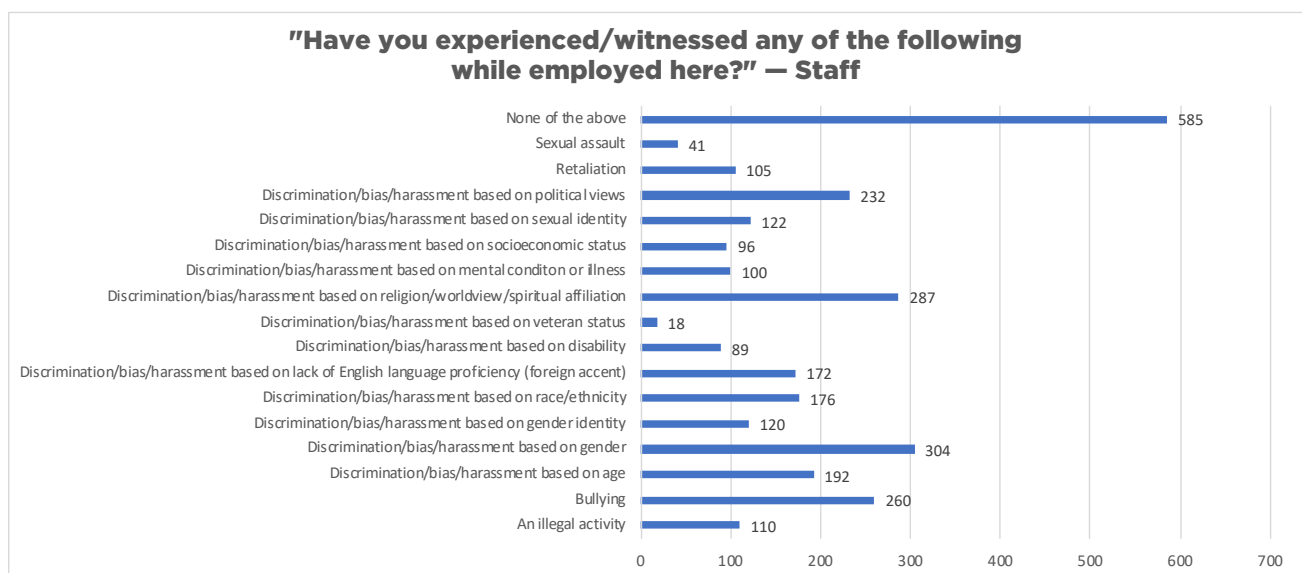
*indicates statistical significance of $p < 0.05$.



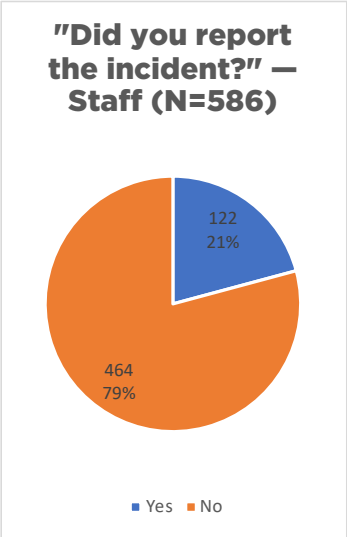
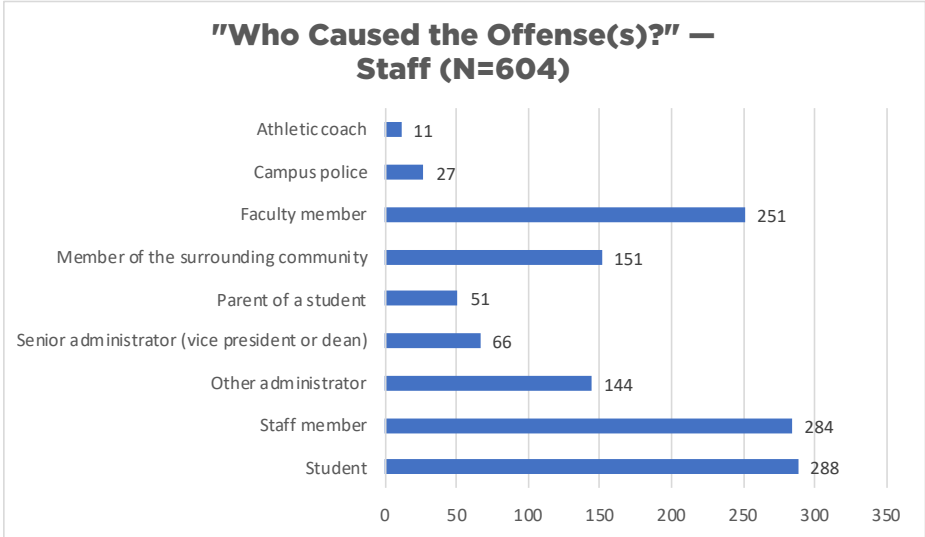
Discrimination/Bias/Harassment

Out of those who completed the questions about discrimination/bias/harassment, 595 staff members reported a total of 2,451 cases.

Discrimination/bias/harassment based on gender was the highest reported category (26%), closely followed by discrimination/bias/harassment based on religion/worldview/spiritual affiliation (24%). This seemed to correspond with the high numbers of participants identifying as female and not being members of the Church of Jesus Christ of Latter-day Saints. Of the staff participants, 799 identify as female, 432 as male, 831 as members of the Church of Jesus Christ of Latter-day Saints, and 565 as not members of the Church of Jesus Christ of Latter-day Saints. Bullying and discrimination/bias/harassment based on political views were also other highly reported categories (22% and 20%, respectively).

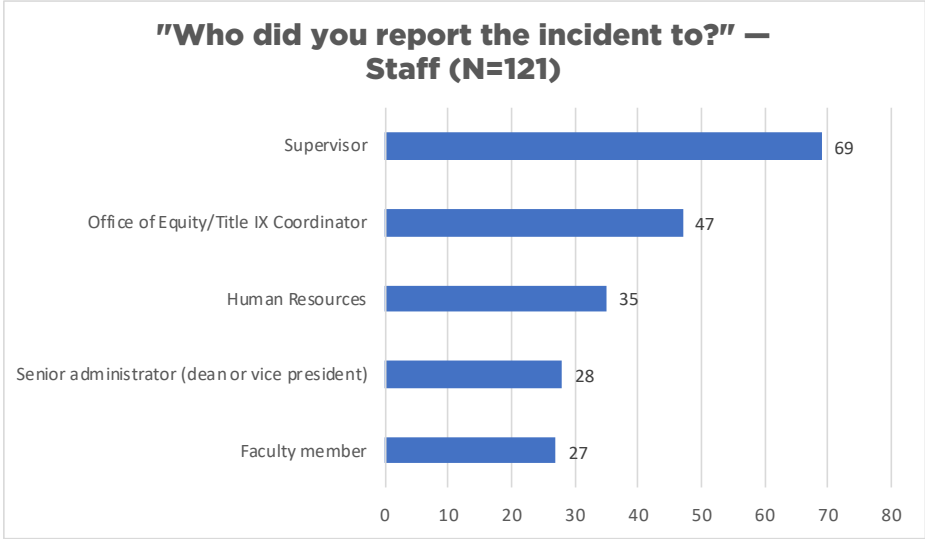


When asked who caused the offense, 48% identified students, 47% indicated other staff and 42% pointed to faculty members. The survey did not separate staff who experienced discrimination/bias/harassment from those who witnessed it.



Of those who experienced or witnessed discrimination/bias/harassment, 21% reported it to the university or disclosed it to a friend. It should be noted that the survey used the word “report” in these questions, but the term may have been confusing to participants as the term may imply a formal notification to the university and exclude personal disclosures to friends or family.

When they were asked why they did not report the incident, 37% of staff indicated they did not think anything would happen or they decided it was not important enough. Some thought they did not have enough corroborating information (30% thought there was not enough evidence and 15% had no witnesses). Others expressed concerns about their job security (28% feared retaliation and 20% feared losing their job). Twenty-four percent (24%) of staff did not think the school would support them.



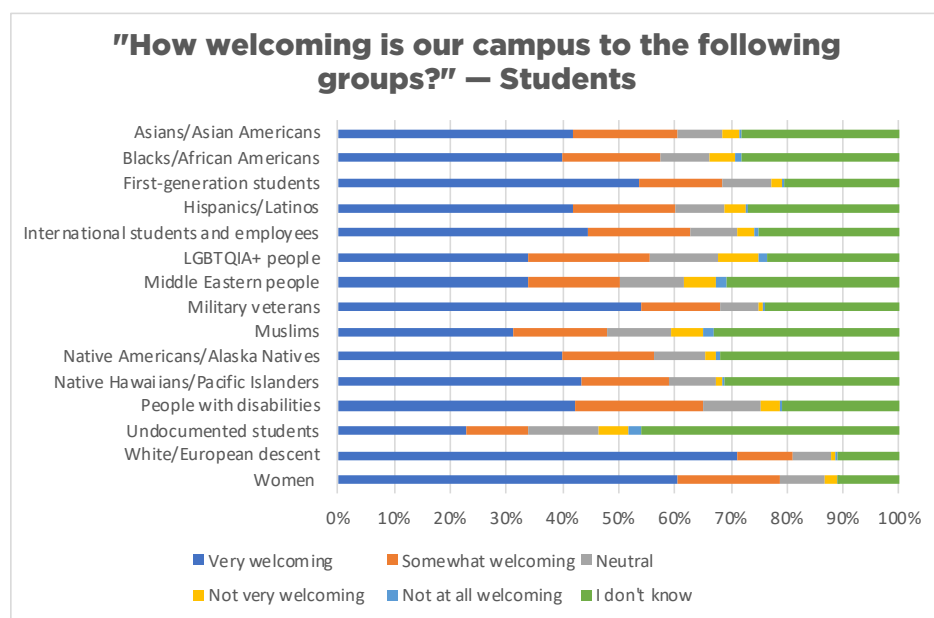
Section 5

Perception of Diversity and Inclusion at USU

How Welcoming Do People Think the USU Campus Is for Everyone?

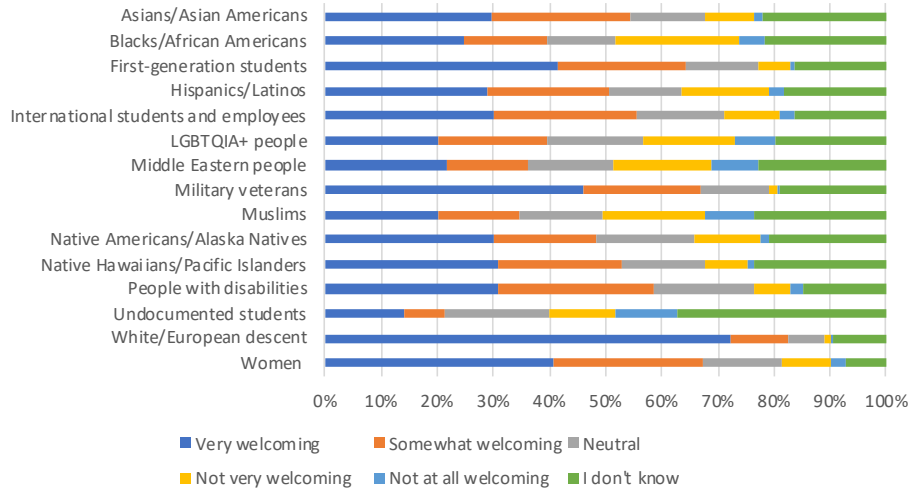
All survey participants rated how welcoming they believe the USU campus is for a number of identity-based groups. Everyone was asked to rate their estimate for all groups. Nearly a quarter to a third of them (25-33%) indicated they do not know how welcoming USU’s campus is for most groups.

Overall, the majority of students believed USU to be welcoming to all marginalized groups, except Muslims and undocumented students (48% and 34%, respectively). Staff responses were similar to students, and the majority believed USU is welcoming to all groups except Middle Eastern people, Muslims, and undocumented students (50%, 46%, and 31%, respectively). Faculty showed more skepticism, and less than 40% believed USU is welcoming for Black/African Americans, LGBTQIA+ people, Middle Eastern people, Muslims, and undocumented students. Less than half of faculty also believed USU is welcoming to Native Americans and Alaska Natives. Not surprisingly, more than three-quarters of students, faculty and staff found USU to be welcoming for White or European descent people (81%, 83%, and 77%).

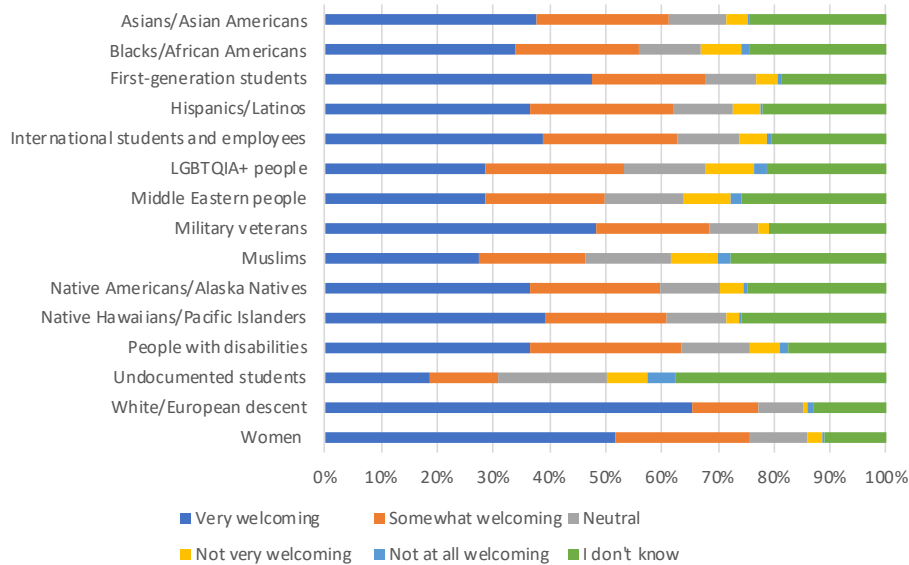


Notably more people responded with “I don’t know” when answering how welcoming the campus community is toward undocumented students than any other group (46% of students, 37% of faculty, and 38% of staff).

"How welcoming is our campus to the following groups?" – Faculty

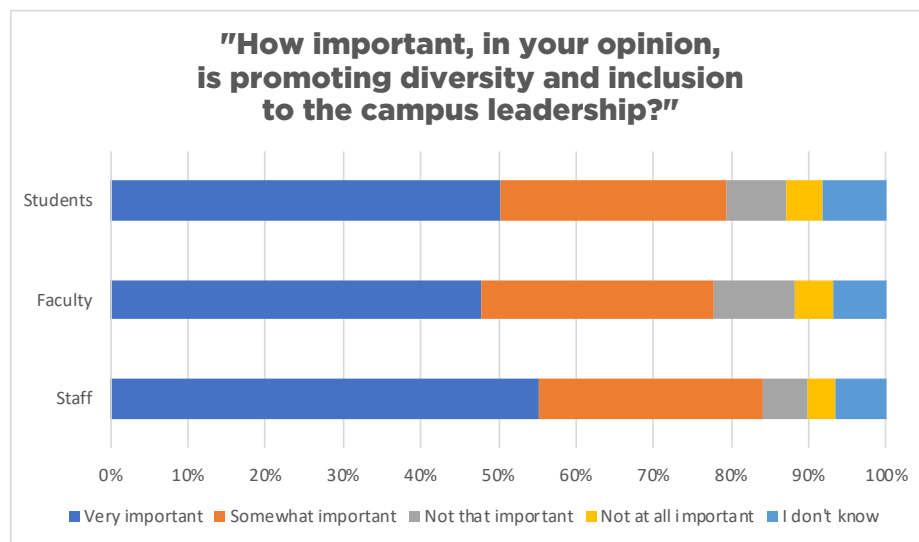
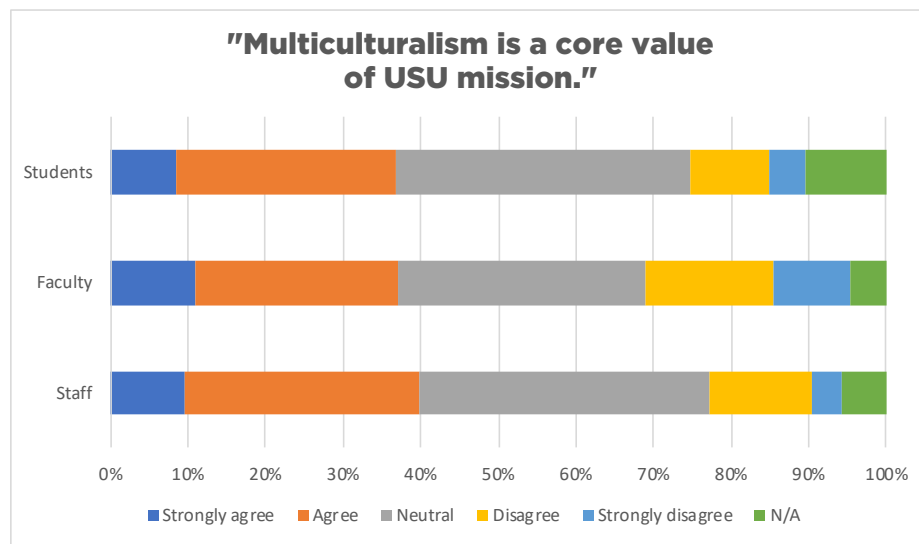


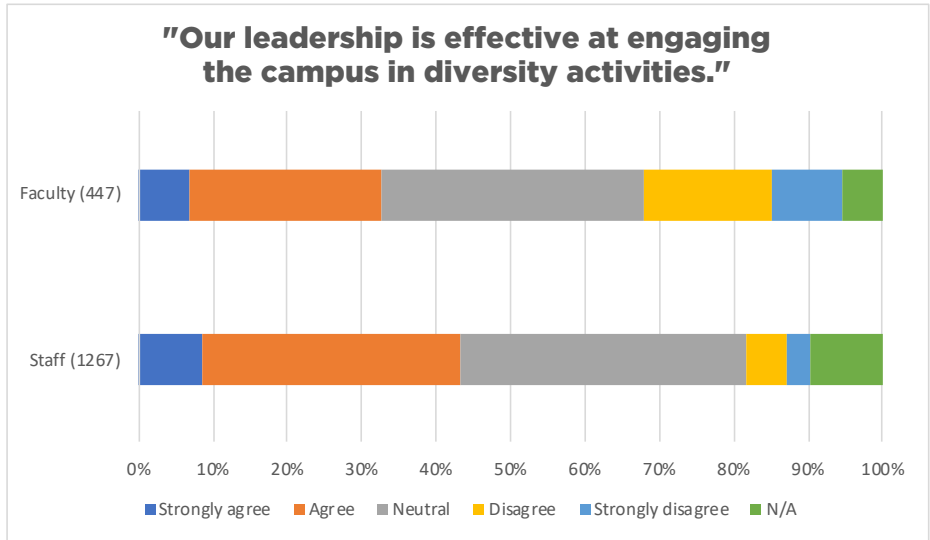
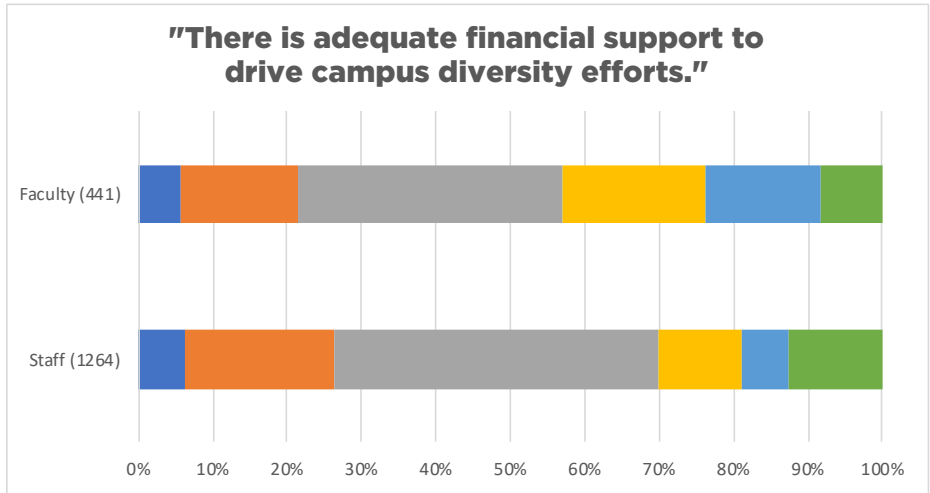
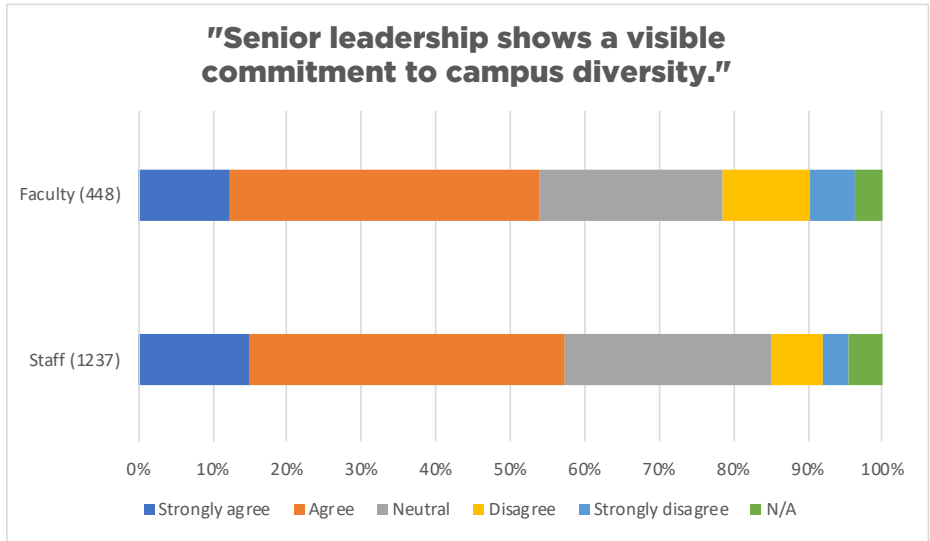
"How welcoming is our campus to the following groups?" – Staff

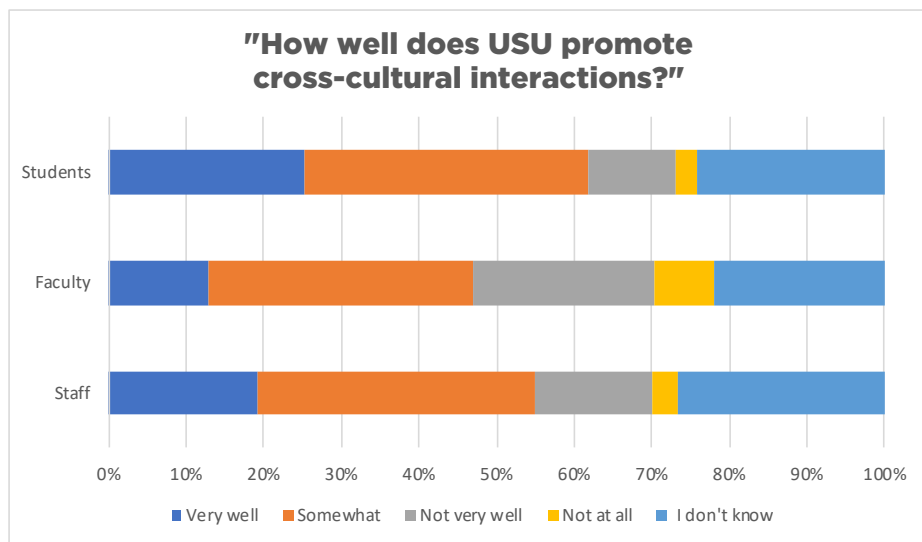


Institutional Value and Commitment

Slightly over a third of students and faculty (37% each) and 40% of staff believed multiculturalism is a core value of USU’s mission. The majority of USU members also believed promoting diversity and inclusion is very important or somewhat important to the campus leadership (80% of students, 78% of faculty, and 83% of staff). While the majority of faculty and staff members thought senior leadership positions show a visible commitment to campus diversity, less than 26% of them believed there is adequate financial support to drive campus diversity efforts. Thirty-three percent (33%) of faculty and 43% of staff also believed USU’s leadership is effective at engaging the campus in diversity activities. However, slightly less than half of faculty and the majority of students and staff believed USU promotes cross-cultural interactions very well or somewhat well (47%, 61%, and 55%, respectively). The student survey did not include several questions only asked to faculty and staff members.

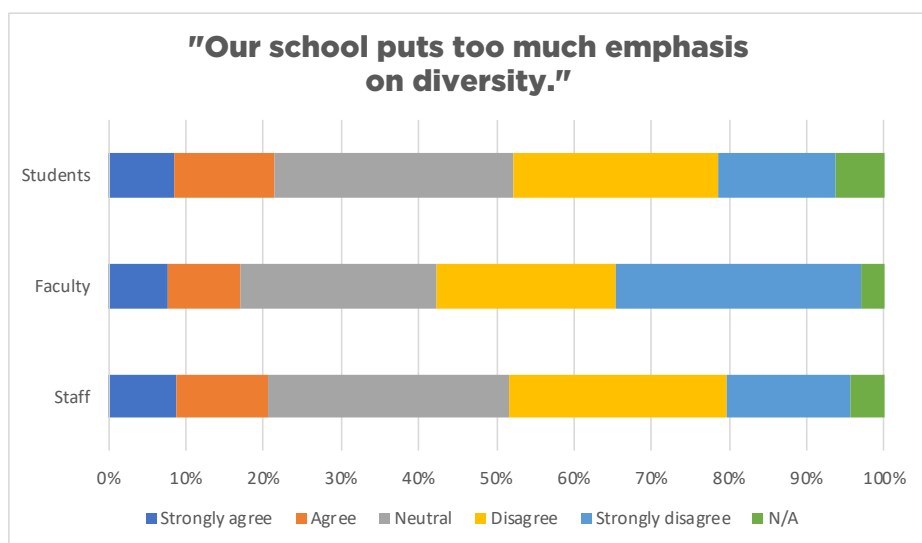






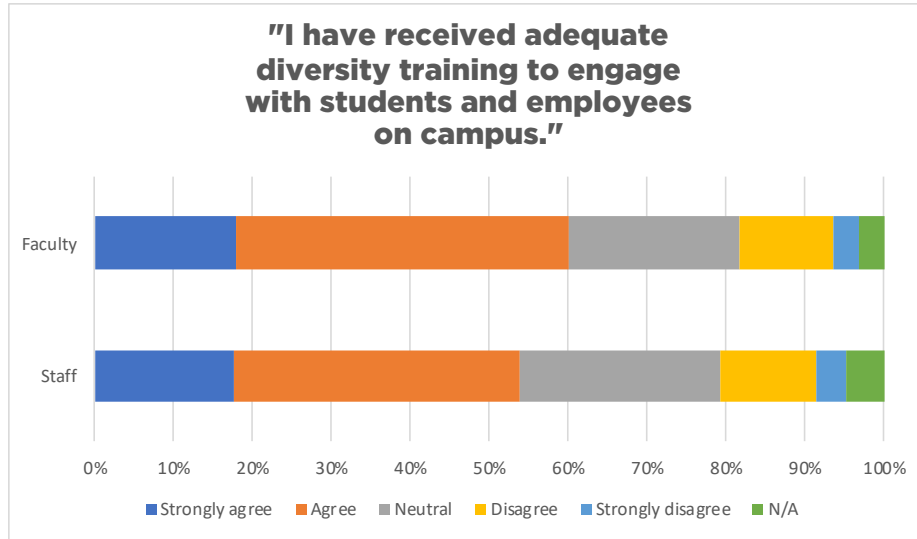
Resistance to Diversity

Less than a quarter of students, faculty and staff believed USU puts too much emphasis on diversity. A much larger portion of respondents did not believe it was too much (41-55%).



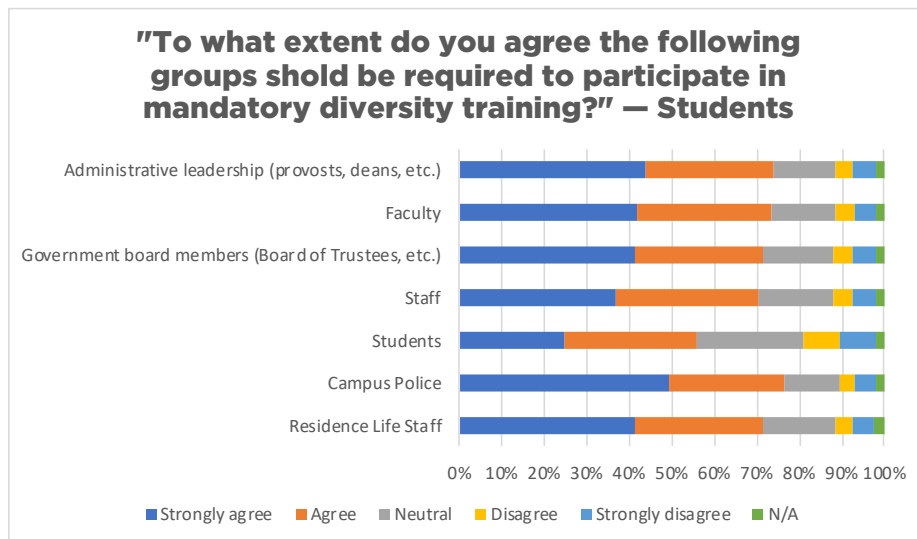
Training

The survey asked faculty and staff if they have received adequate diversity training to engage with students and employees on campus. The majority of faculty (60%) and staff (54%) believed their training is adequate.

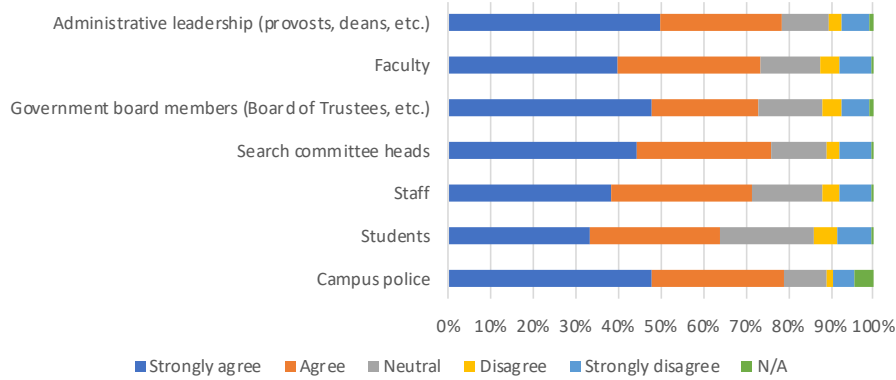


Mandatory Training

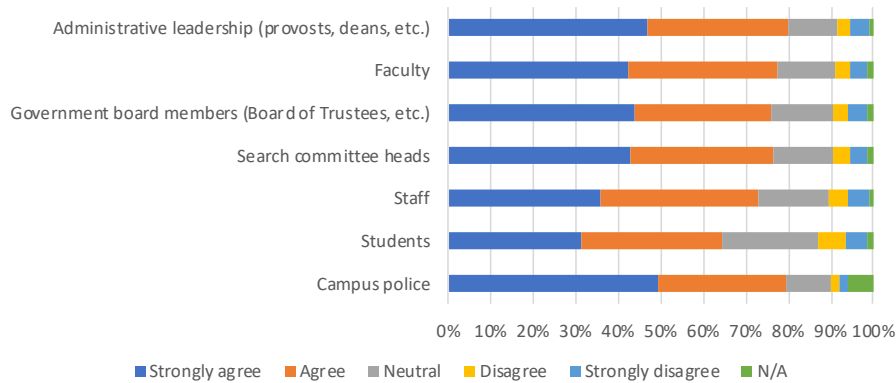
The majority of students, faculty and staff reported all major stakeholders (administrative leadership, faculty, staff, students, etc.) should participate in mandatory diversity training. The majority of students supported mandatory training for themselves, while 17% disagreed or strongly disagreed with that approach. Seventy-three percent (73%) of both faculty and staff supported mandatory training.



"To what extent do you agree the following groups should be required to participate in mandatory diversity training?" – Faculty



"To what extent do you agree the following groups should be required to participate in mandatory diversity training?" – Staff

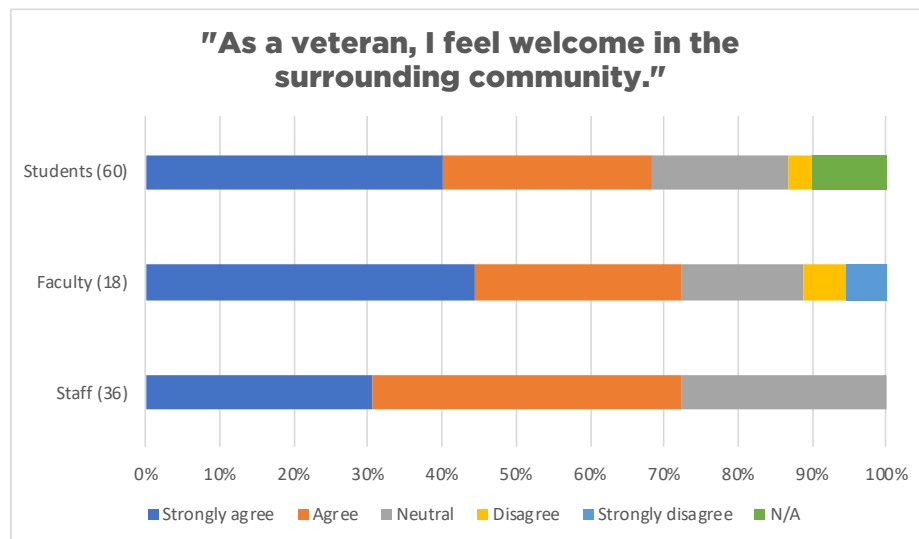
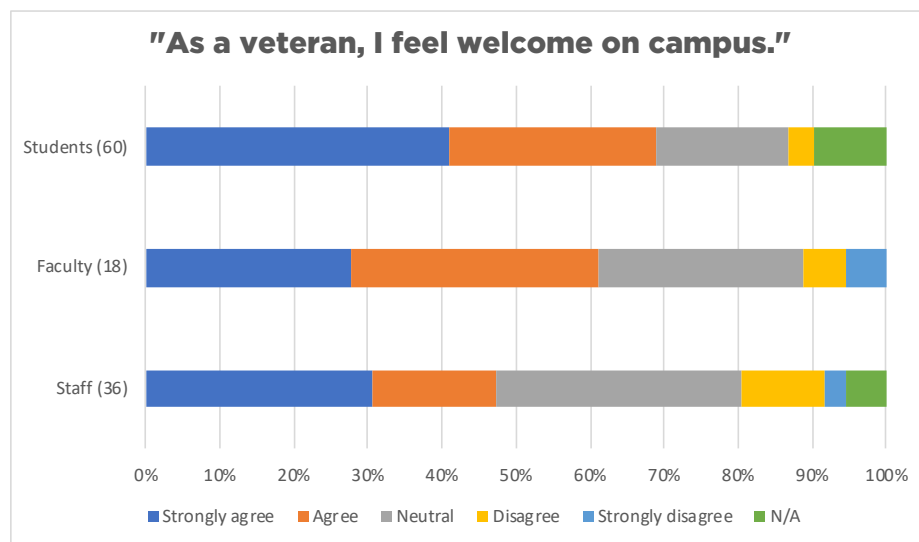


Section 6

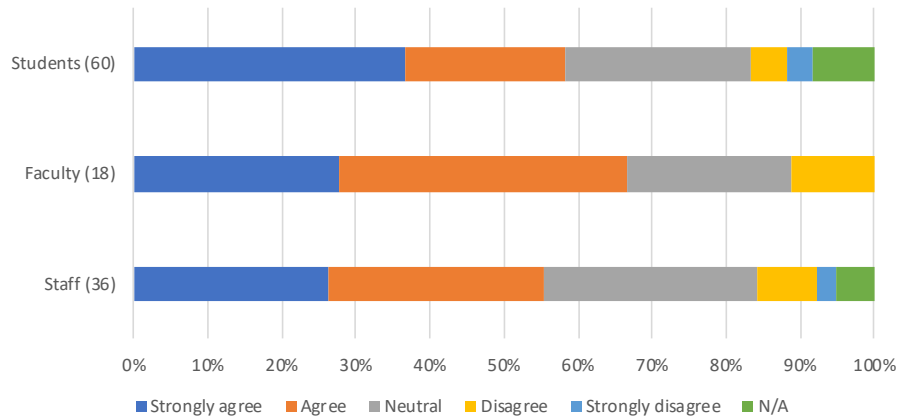
Appendices A – F

The survey asked unique follow-up questions to people who indicated specific marginalized identities. The following sections provide responses for these identity-specific questions.

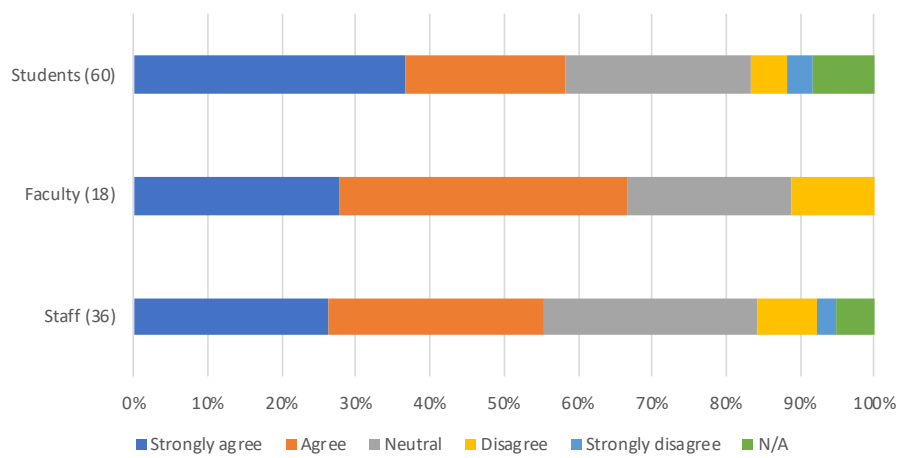
Appendix A: Veterans



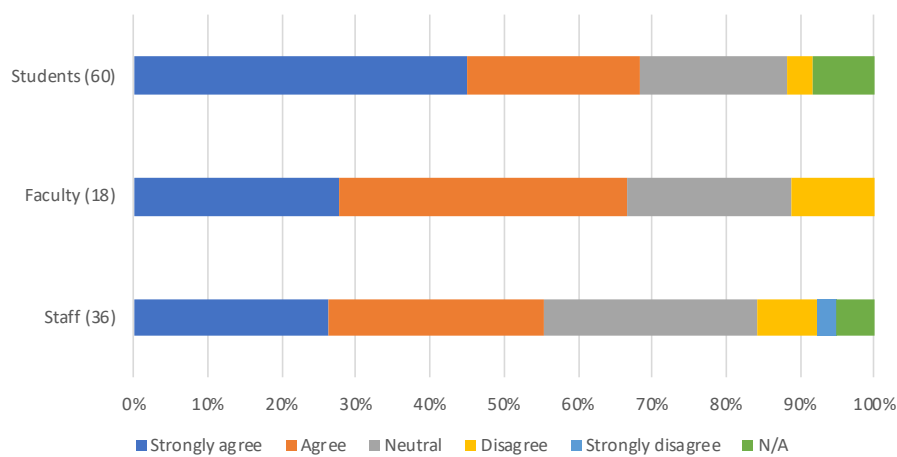
"Veterans are treated with respect by students."

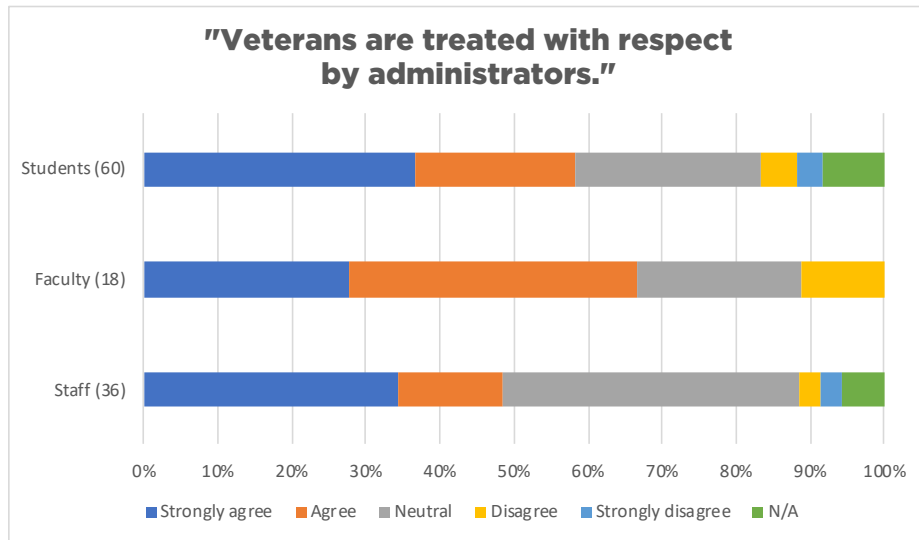


"Veterans are treated with respect by faculty."

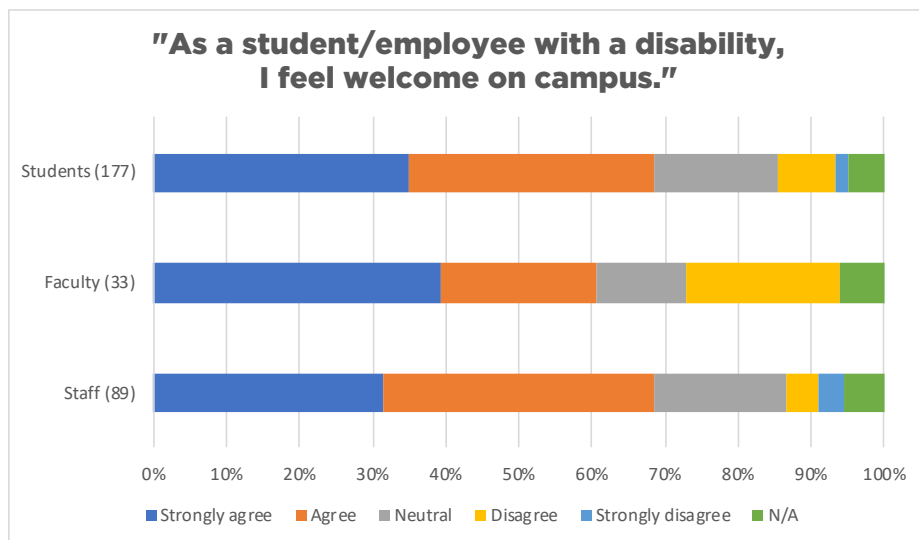


"Veterans are treated with respect by staff."

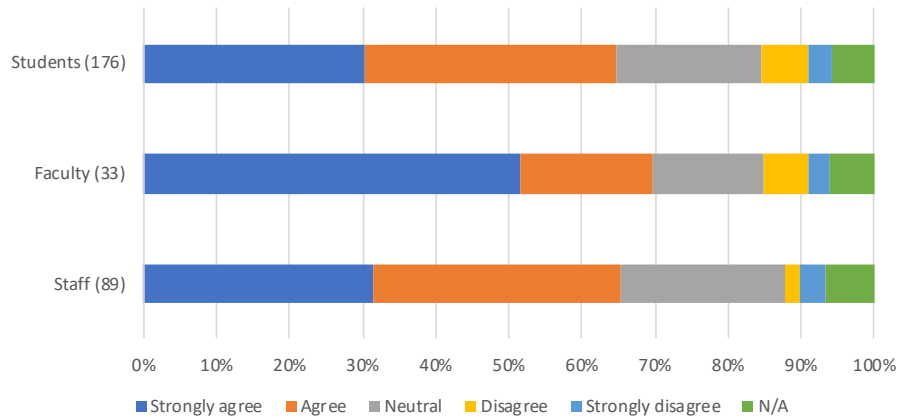




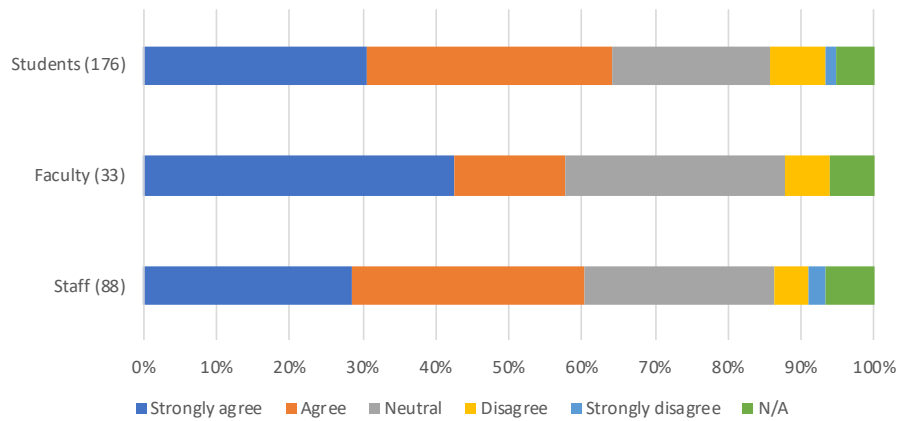
Appendix B: People with a Disability



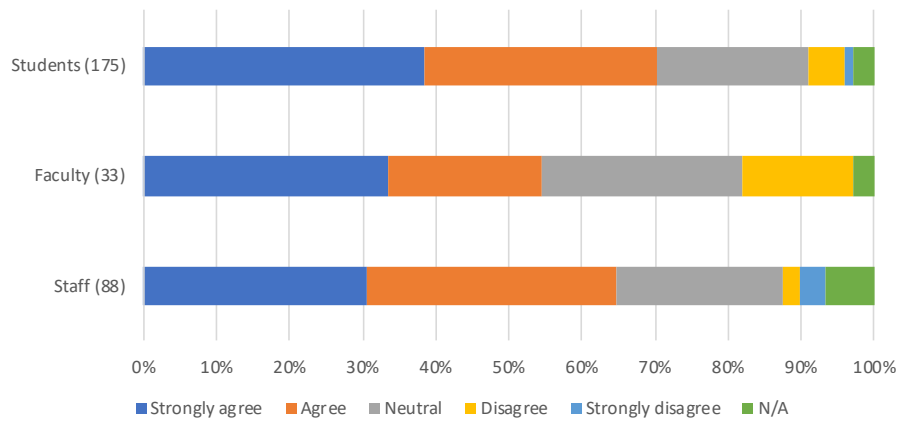
"As a student/employee with a disability, I feel welcome in the surrounding community."



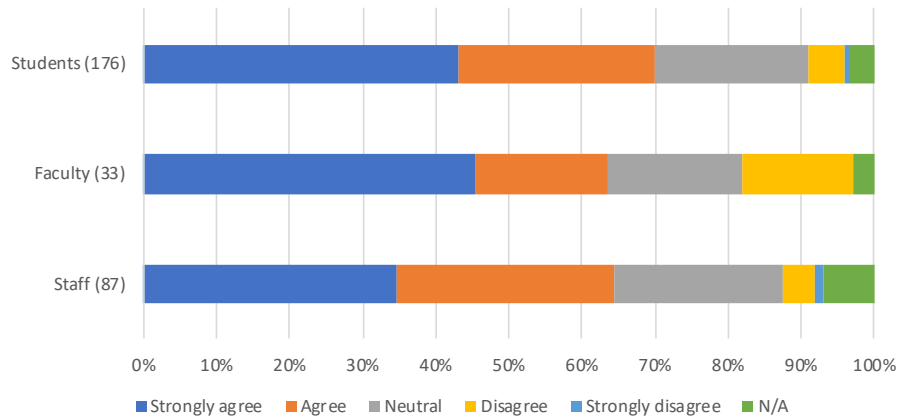
"Students/employees with a disability are treated with respect by students."



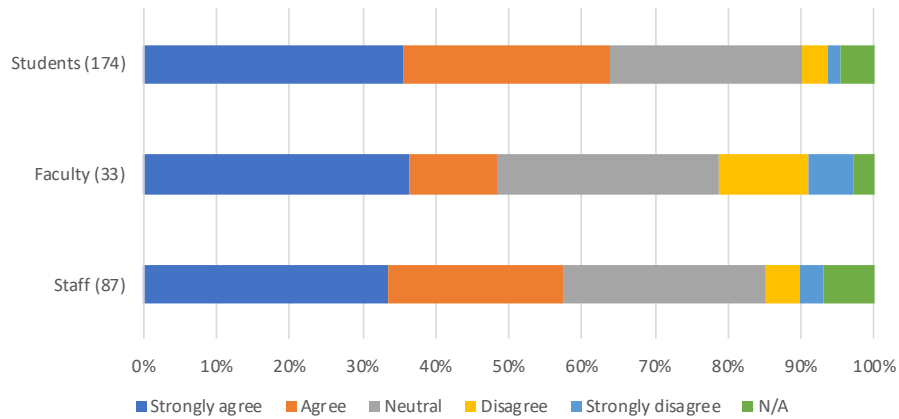
"Students/employees with a disability are treated with respect by faculty."



"Students/employees with a disability are treated with respect by staff."

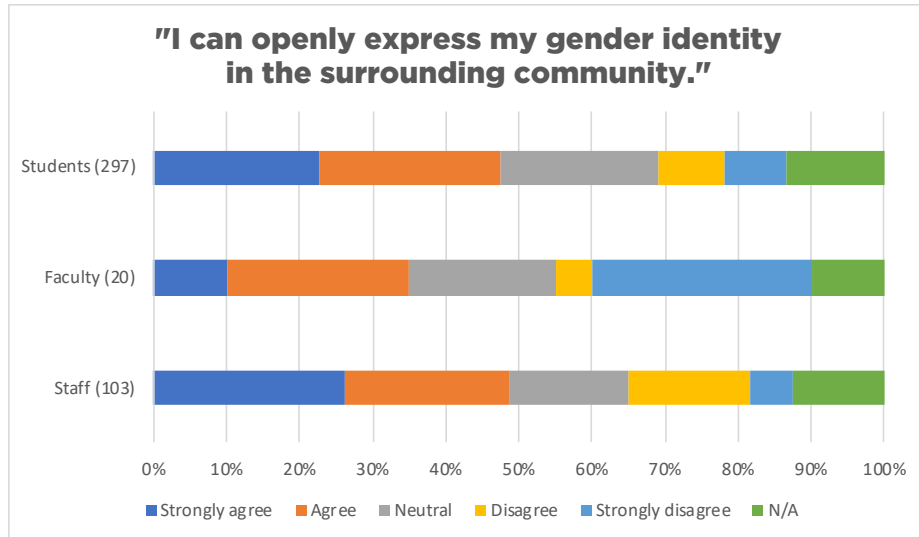
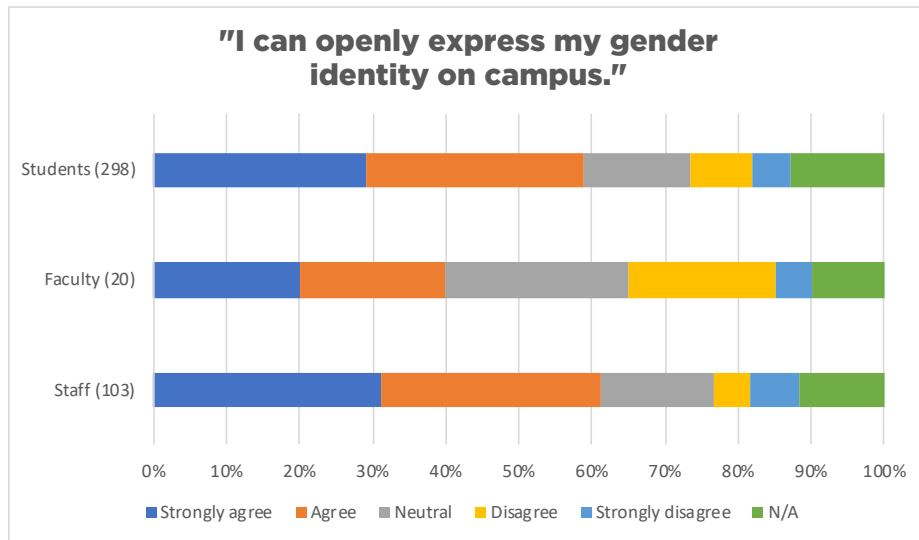


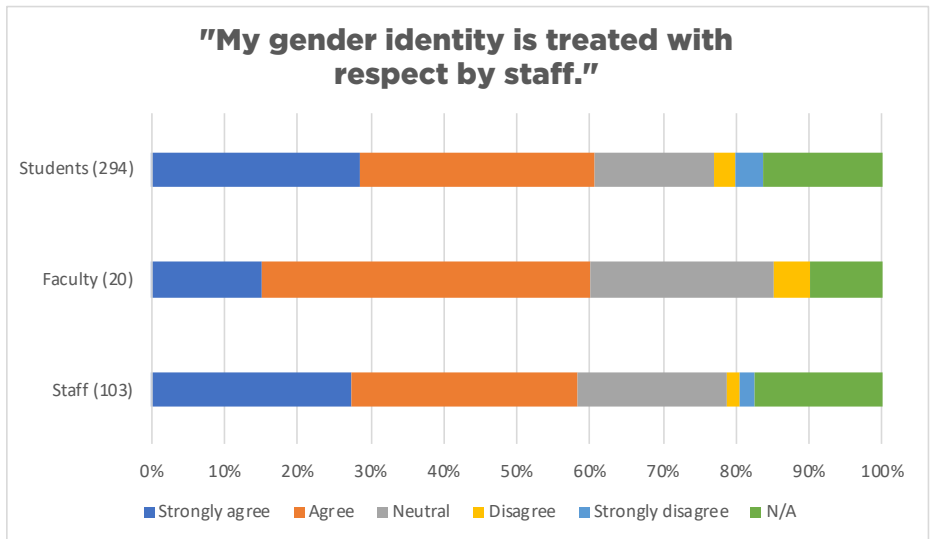
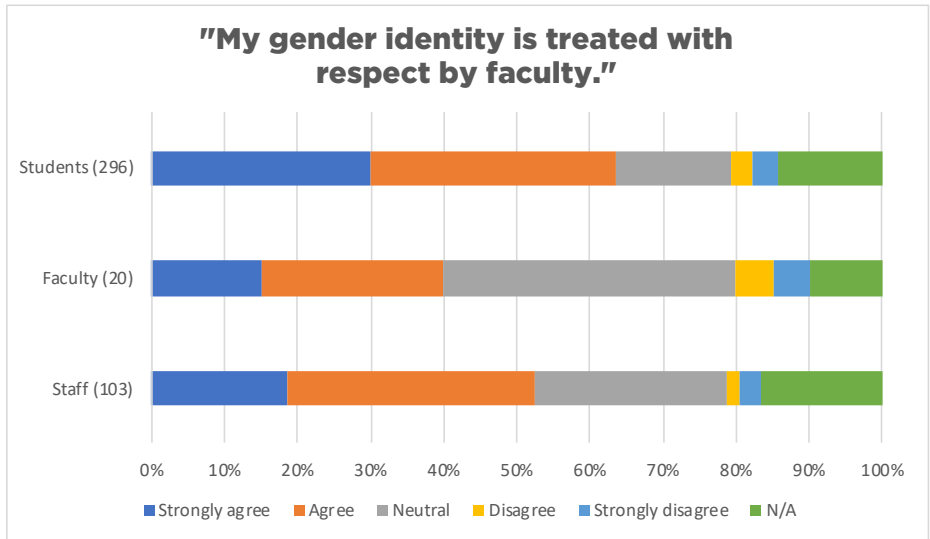
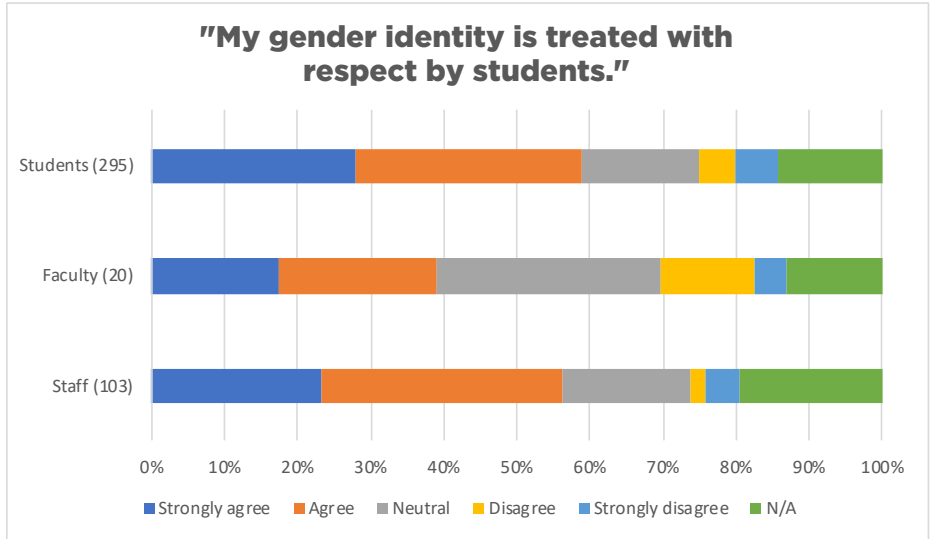
"Students/employees with a disability are treated with respect by administrators."

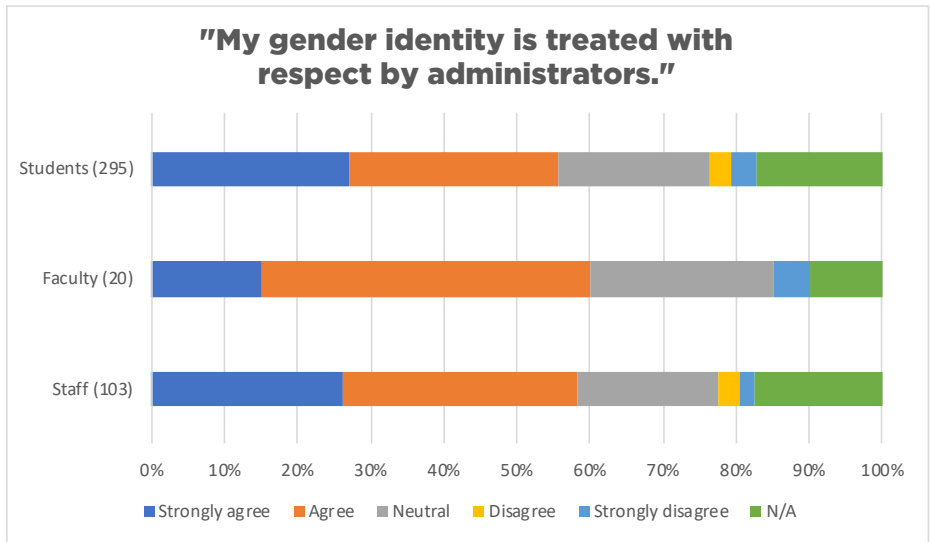


Appendix C: LGBTQIA+

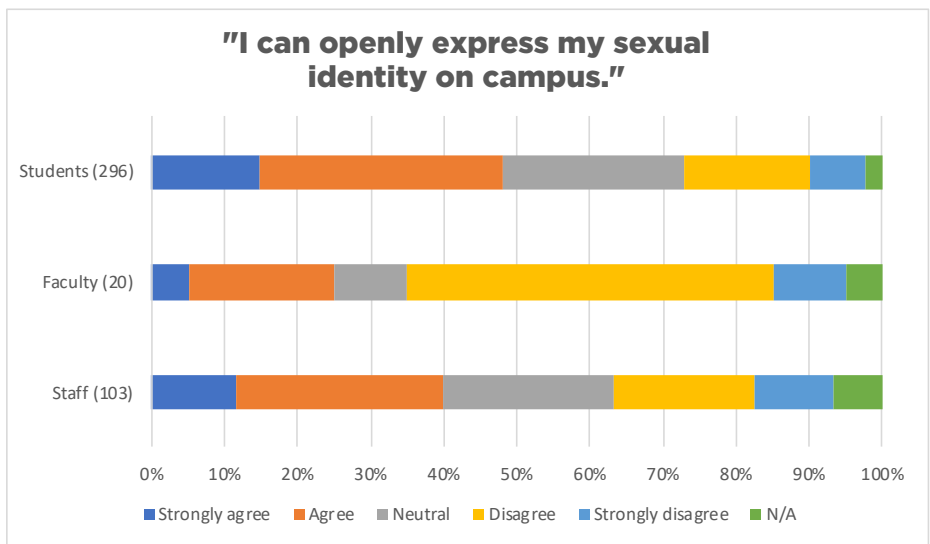
Gender Identity

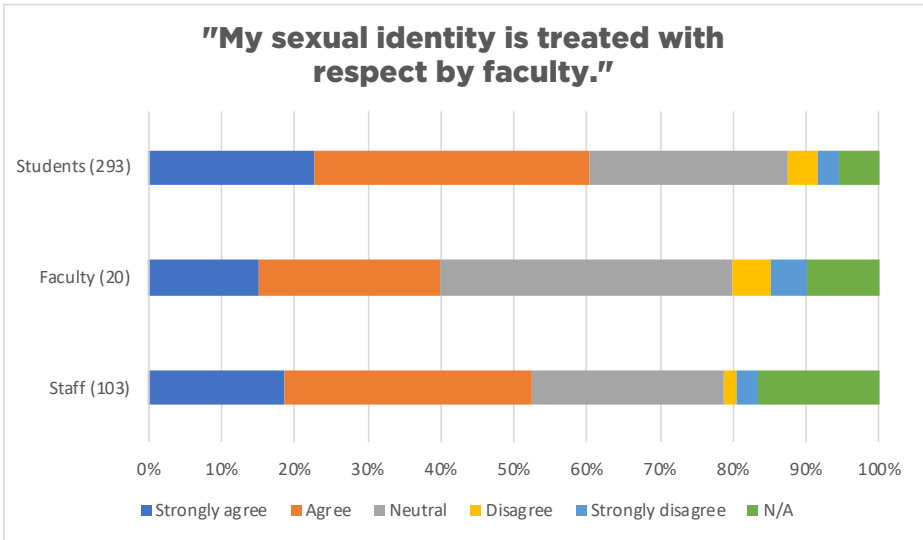
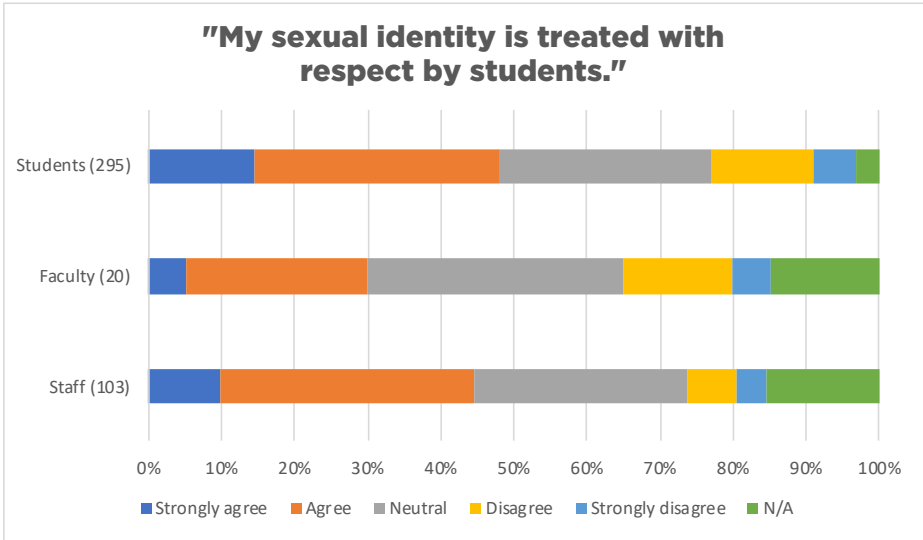
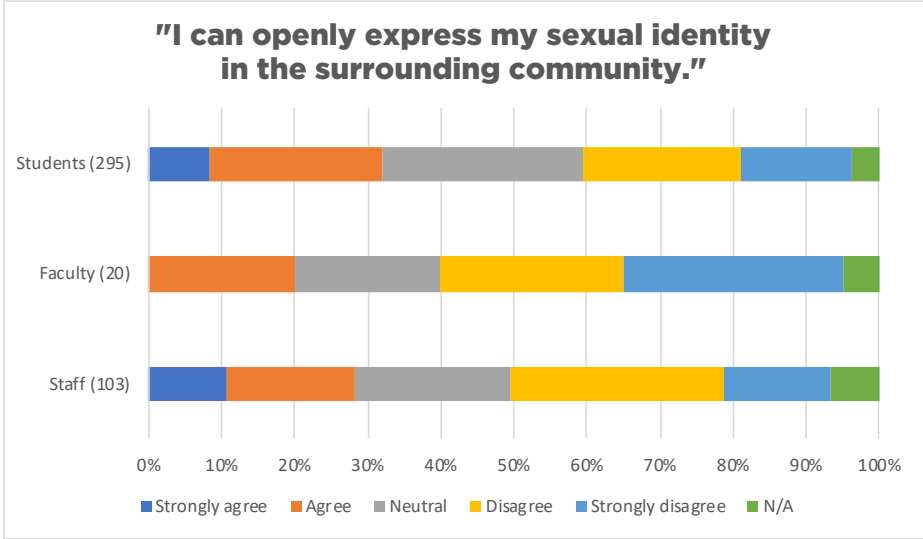


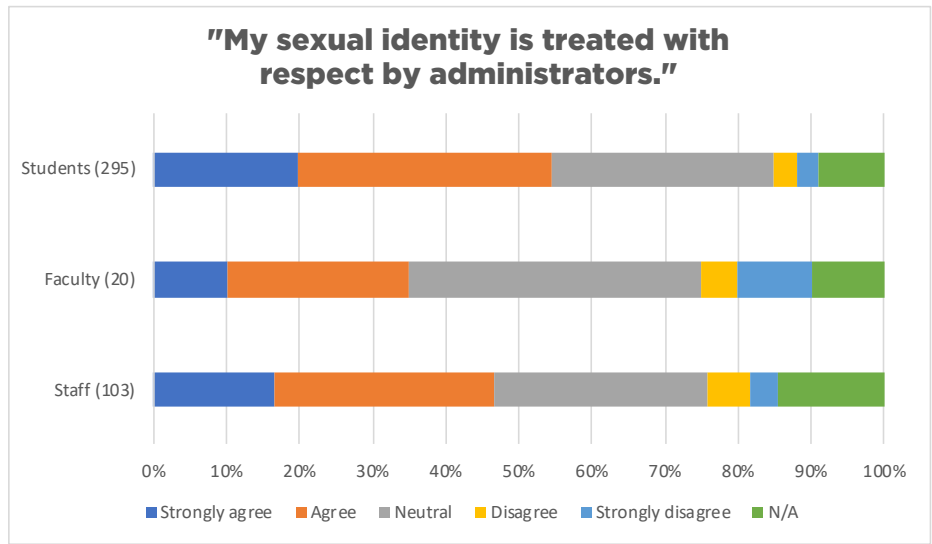
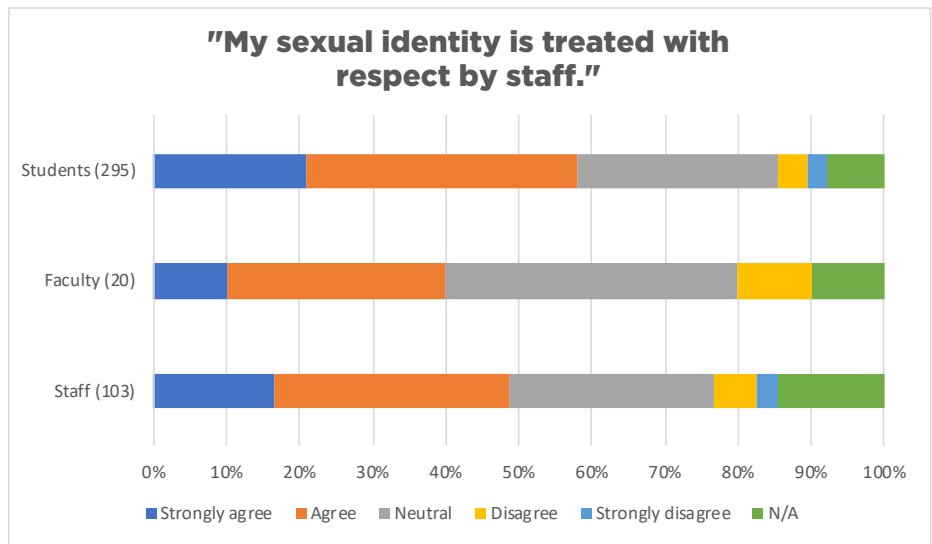




Sexual Identity

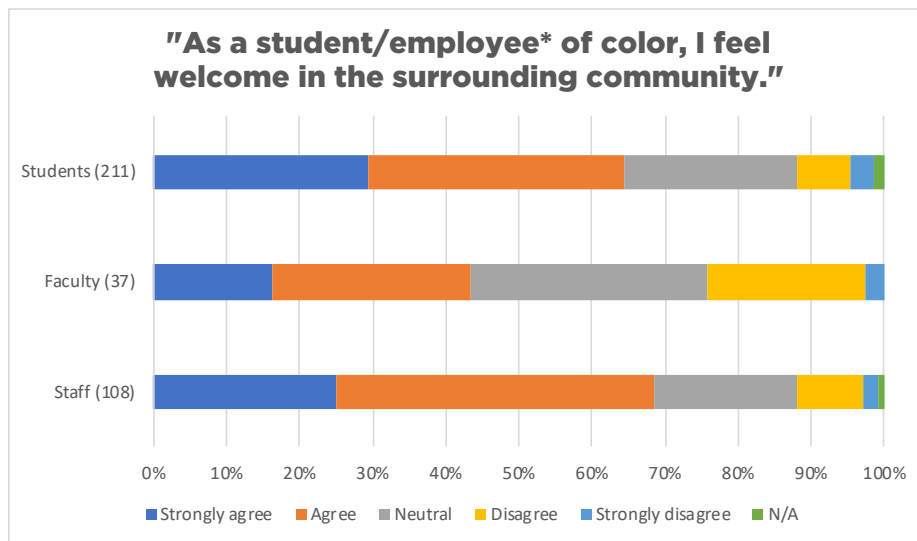
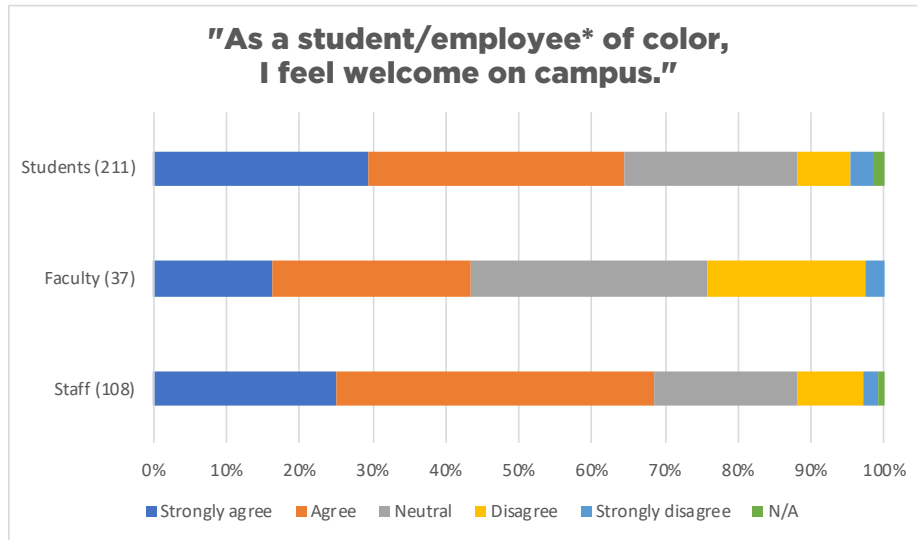




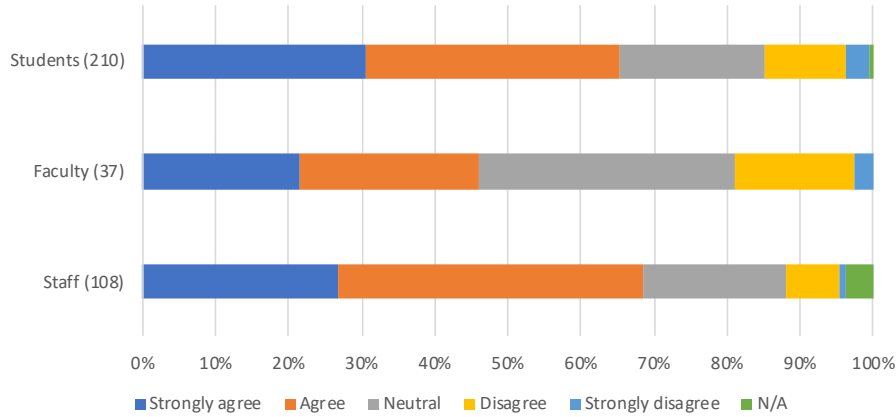


Appendix D: People of Color

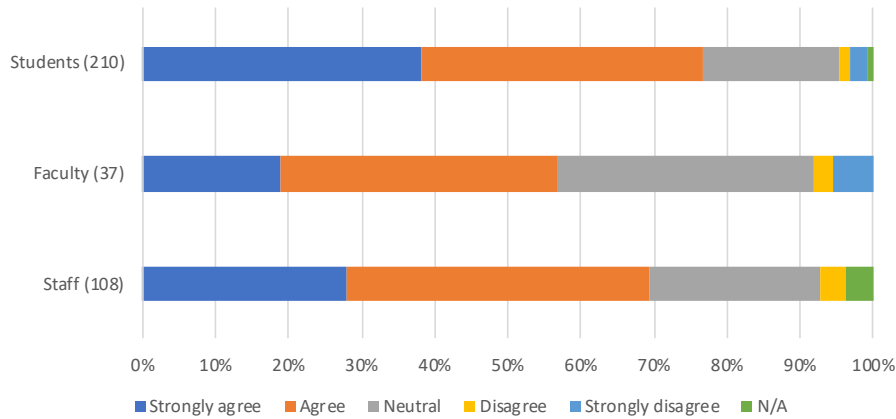
*Students were asked questions for students of color, and faculty and staff were asked about employees of color.



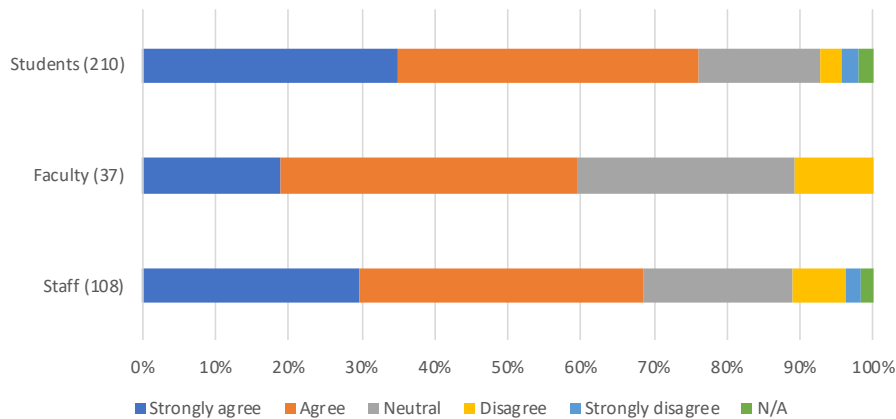
"Students/employees* of color are treated with respect by students."

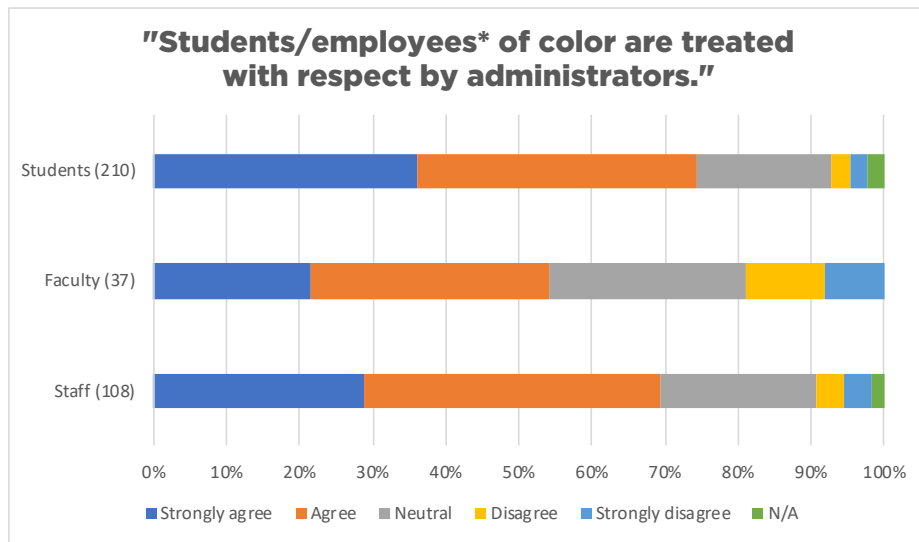


"Students/employees* of color are treated with respect by faculty."

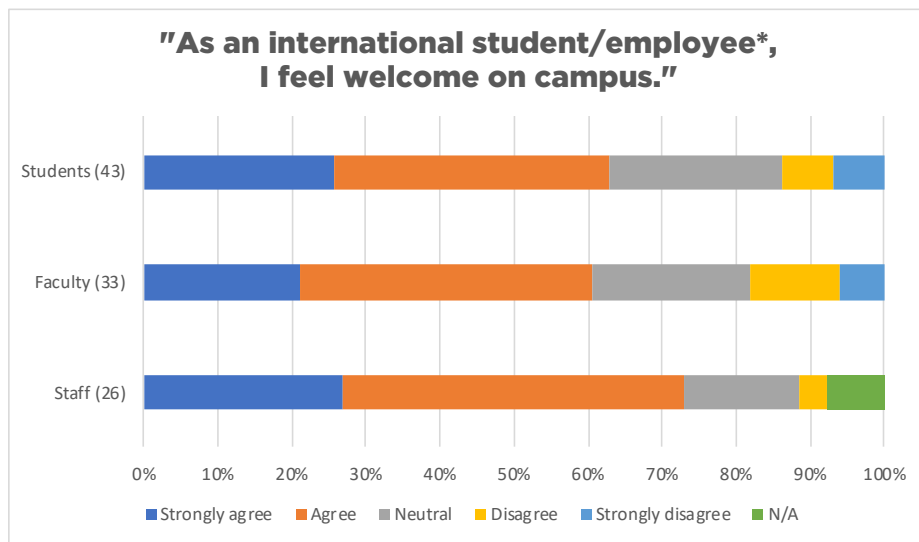


"Students/employees* of color are treated with respect by staff."

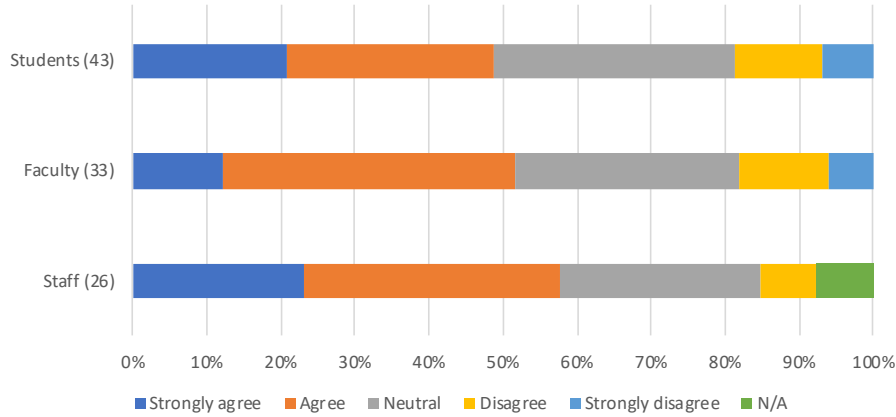




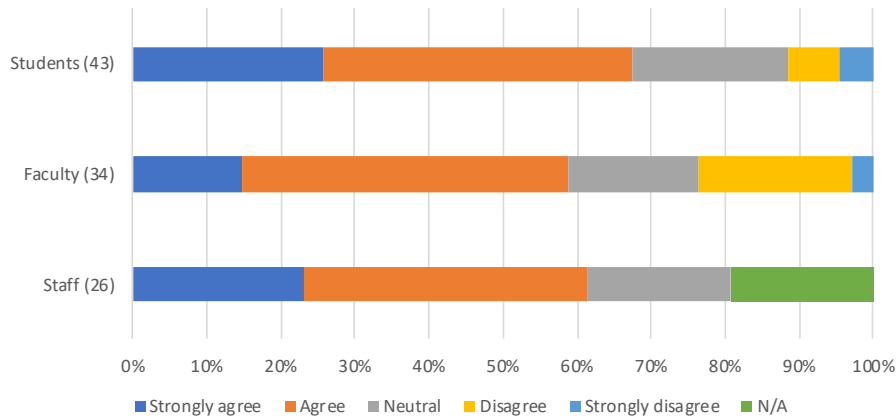
Appendix E: International Students and Employees



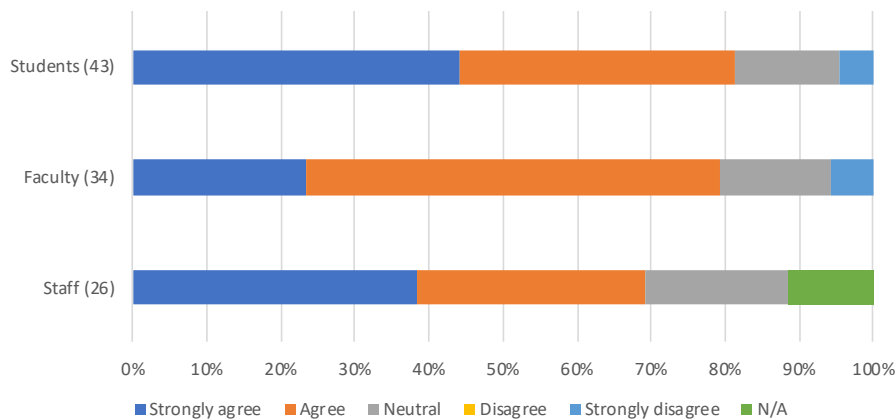
"As an international student/employee*, I feel welcome in the surrounding community."

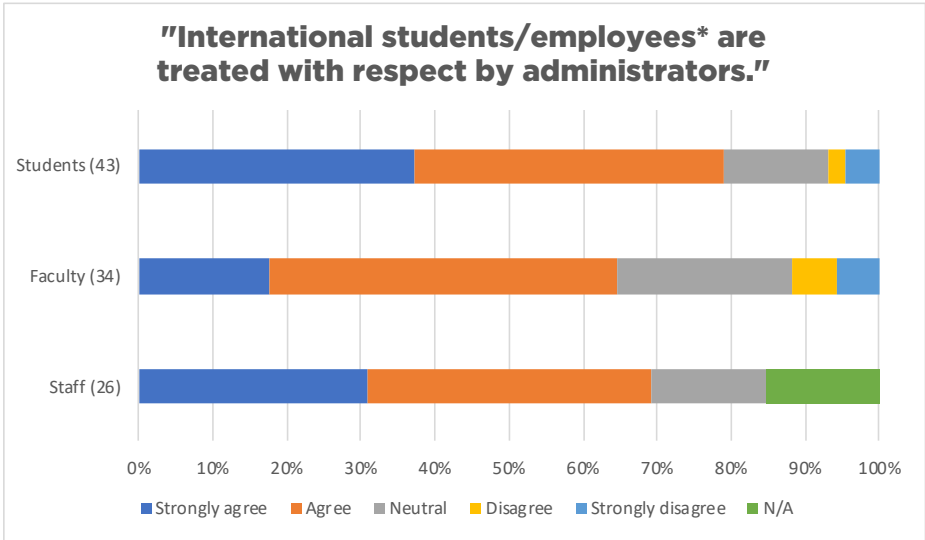
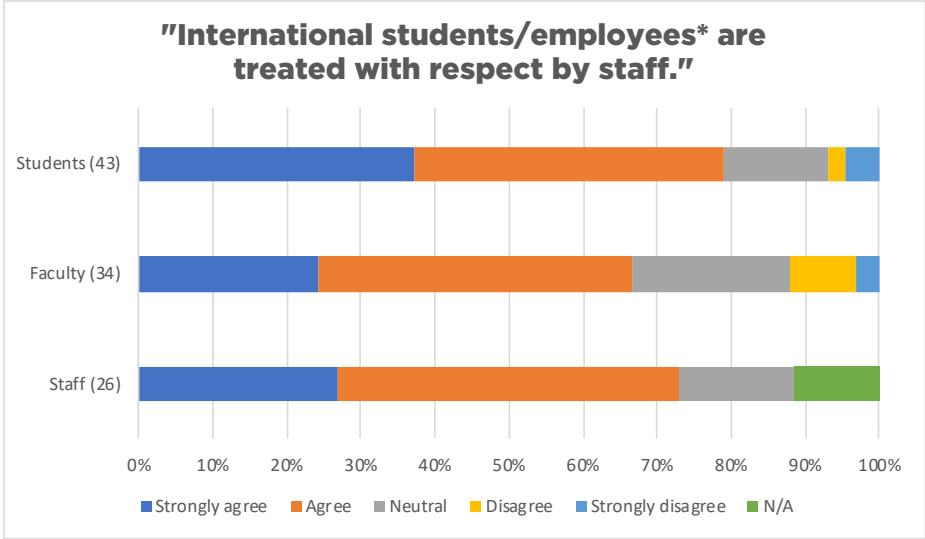


"International students/employees* are treated with respect by students."



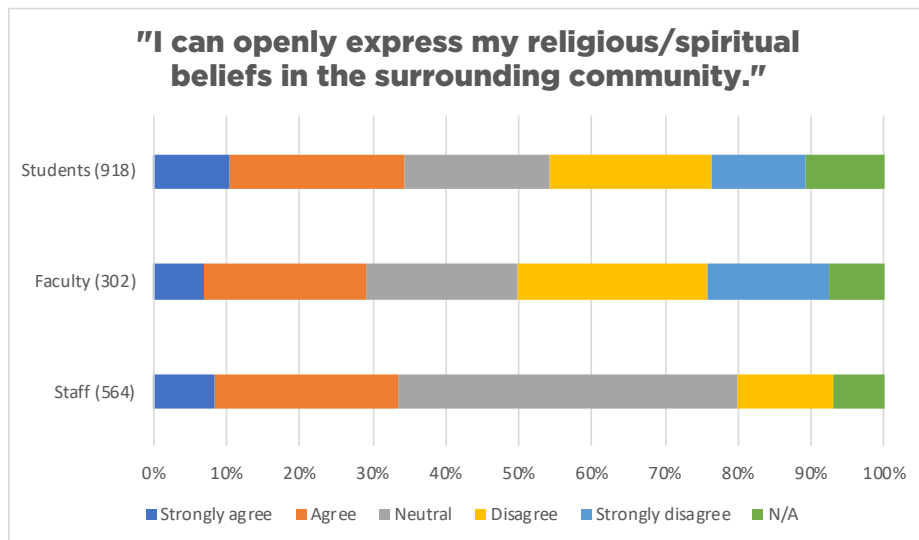
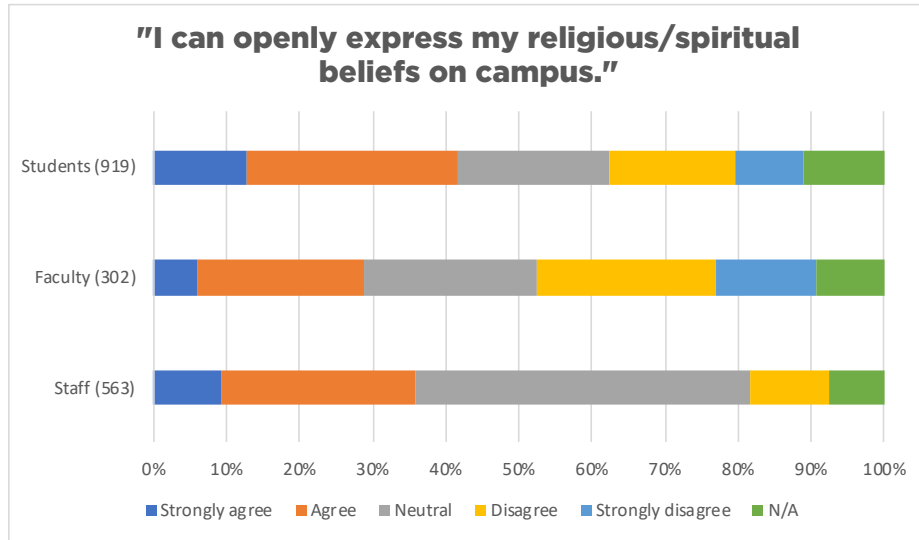
"International students/employees* are treated with respect by faculty."

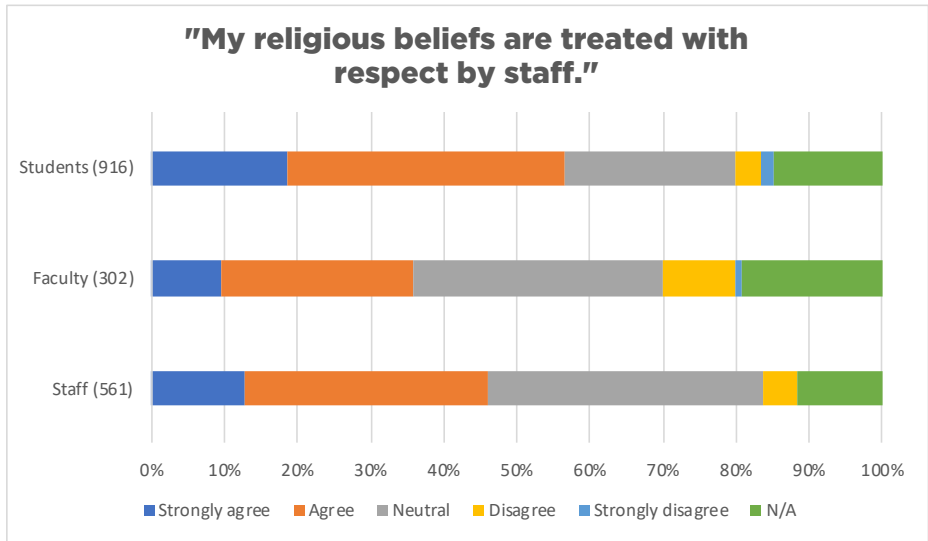
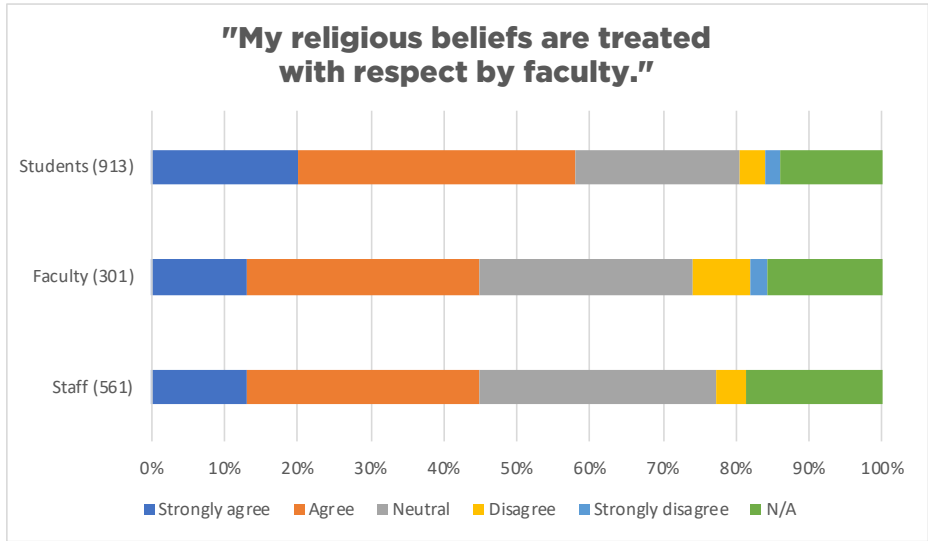
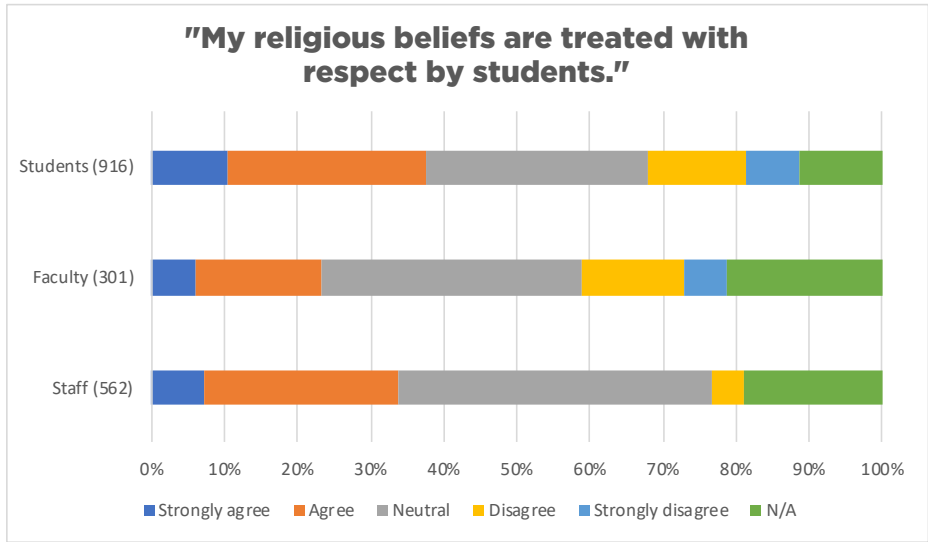




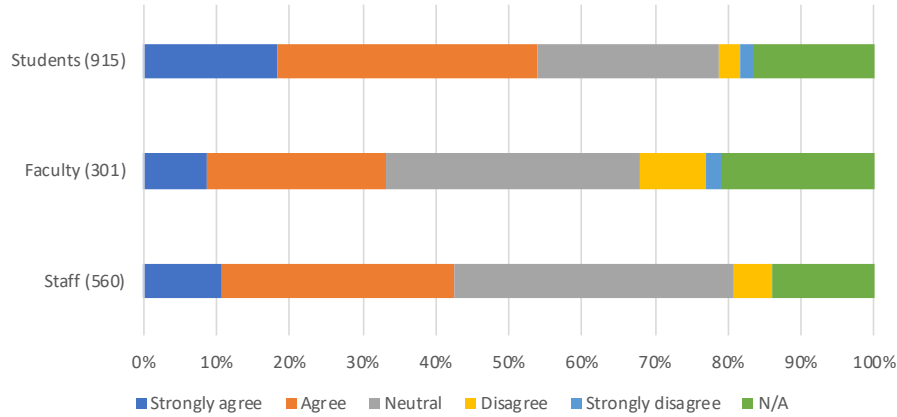
Appendix F: Religion

This group includes those who did not identify as a member of the predominant religion in USU communities, the Church of Jesus Christ of Latter-day Saints.

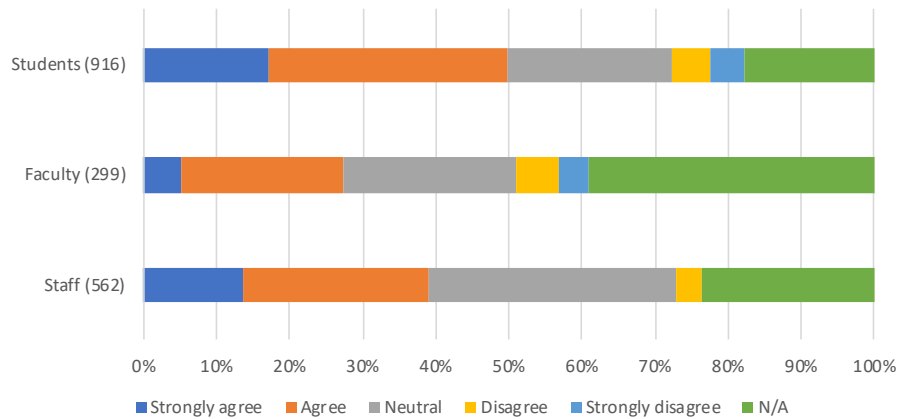




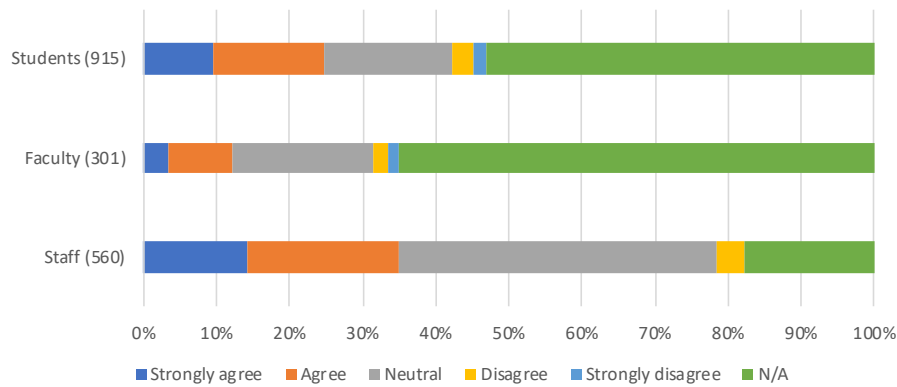
"My religious beliefs are treated with respect by administrators."



"Religious/spiritual holidays I celebrate are respected by the campus community."



"The university accommodates my dietary needs with regard to my religion or religious observances."



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