

# Diversity Program Review 2022-2023

## Climate Survey Results

# Agenda

- Survey Methodology
- Overall Findings
- Undergraduate Student Findings
- Graduate Student Findings
- Staff Findings
- Faculty Findings
- Q&A

Submit a question for Q&A: [tinyurl.com/GWclimatesurvey](https://tinyurl.com/GWclimatesurvey)

# Diversity Program Review Team (DPRT) and Provost Charge

In Spring 2022, the Provost and Executive Vice President for Academic Affairs appointed faculty, staff, and students to conduct a comprehensive review of the university's diversity, equity, and inclusion efforts to develop a sustainable diversity action plan.

# Goals/Purpose of the Community Forums

- Provide a high level summary of results
- Survey is an important data source to help inform ultimate recommendations of the DPRT
- Opportunity to submit questions here for Q&A:

# Survey Methodology

Submit a question for Q&A: [tinyurl.com/GWclimatesurvey](https://tinyurl.com/GWclimatesurvey)

# Survey Development

- Questions came from:
  - ◆ New questions generated by DPRT Central Team and Office of Survey Research and Analysis (SRA)
  - ◆ Previous GW surveys
  - ◆ Other climate surveys in higher education edited to be more GW-specific
  
- Mix of quantitative (Likert scale) and qualitative (open-ended response)

# Survey Administration

- Single anonymous survey link
- Incentives for participation

Monday April 18, 2022	<a href="#">Prenotification email</a> from Provost
Tuesday April 19, 2022	<a href="#">Survey Invitation</a> email from DPRT Printed posters displayed in academic buildings with QR code link to survey
Wednesday April 20, 2022	Announcement in GW Today online magazine
Wednesday April 27, 2022	Reminder email from DPRT
Friday April 29, 2022	Reminder email from DPRT
Tuesday May 17, 2022	Reminder email from DPRT
Friday May 20, 2022	First announced closing date; deadline extended
Thursday May 26, 2022	Final reminder email from DPRT
Friday May 27, 2022	Second announced closing date (no further communication)
Friday June 3, 2022	All open surveys closed and marked as partial

# Response Rates

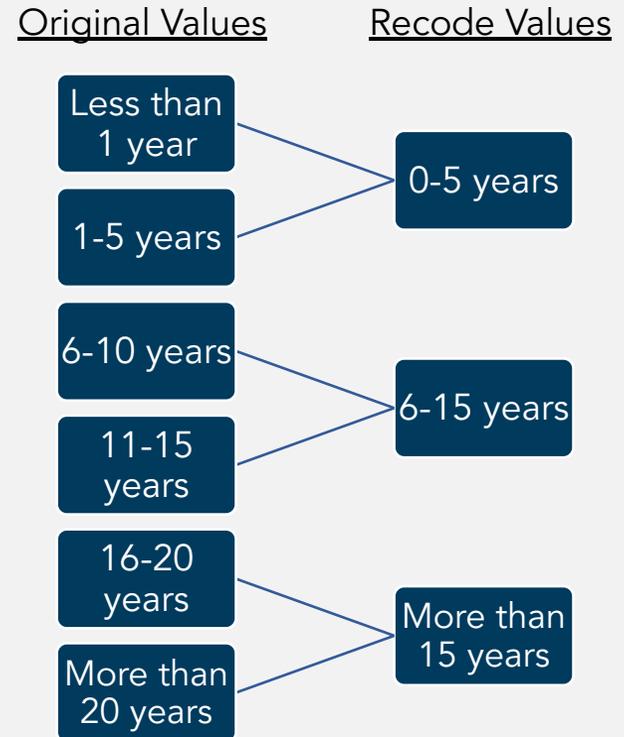
	Population	Total Responses	Completed Responses	Response Rate	Completion Rate
Undergraduate Students	10,356	2,371	1,814	22.9%	76.5%
Graduate Students	15,265	2,900	2,317	19.0%	79.9%
Faculty	3,331	917	809	27.5%	88.2%
Staff	3,447	1,488	1,331	43.2%	89.4%
<b>Total</b>	<b>32,399</b>	<b>7,676</b>	<b>6,271</b>	<b>23.7%</b>	<b>81.7%</b>

Note: Population was determined based on university student and employment records at the time of survey administration. Total responses are the total number of usable responses to the survey where an answers were provided for primary role and at least one other question. Completed responses are responses in which an individual reached the end of the survey. Response rate = (Total Responses / Population). Completion Rate = (Completed Responses / Total Responses).

# Data Handling

- Combined similar categories to increase subgroup sample sizes for statistical analysis
- Transformed 'select all that apply' questions to one field

**Example**  
Q59 For how long have you been an employee at GW?



# Data Analysis

## → Quantitative

- ◆ Descriptive statistics including frequencies and means (averages)
- ◆ Statistical significance tests to explore demographic differences for each survey question (> 500 fields/items)
- ◆ Synthesizing significant findings based on effect size

## → Qualitative

- ◆ Inductive content coding and analysis resulting in themes and subtopics (10 questions > 10,000 comments)
- ◆ Descriptive statistics including the number of comments provided and the number of times specific effective units and programs were listed for Q43 and Q44

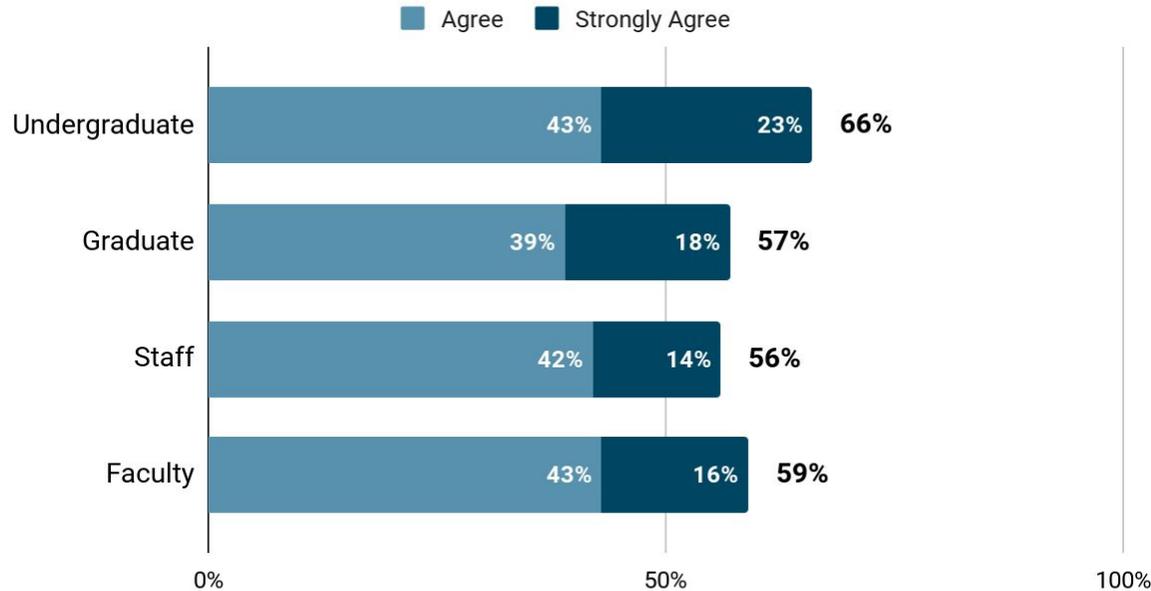
# Overall Findings

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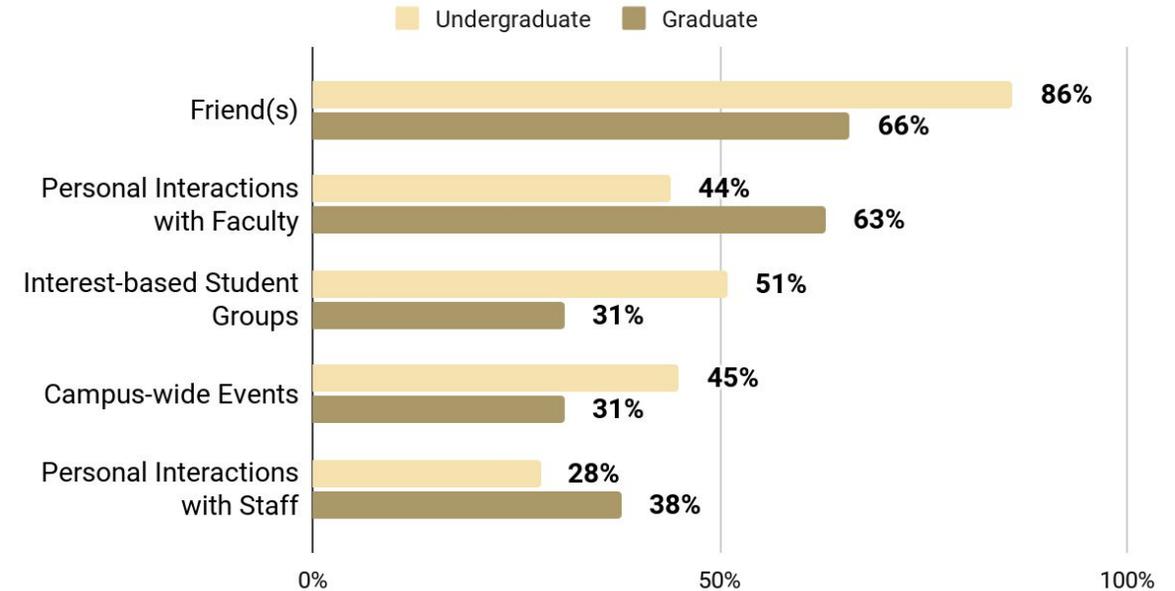
# Areas of Strength

A majority of respondents found a community at GW where they felt they belonged.

I have found a community at GW where I feel like I belong.



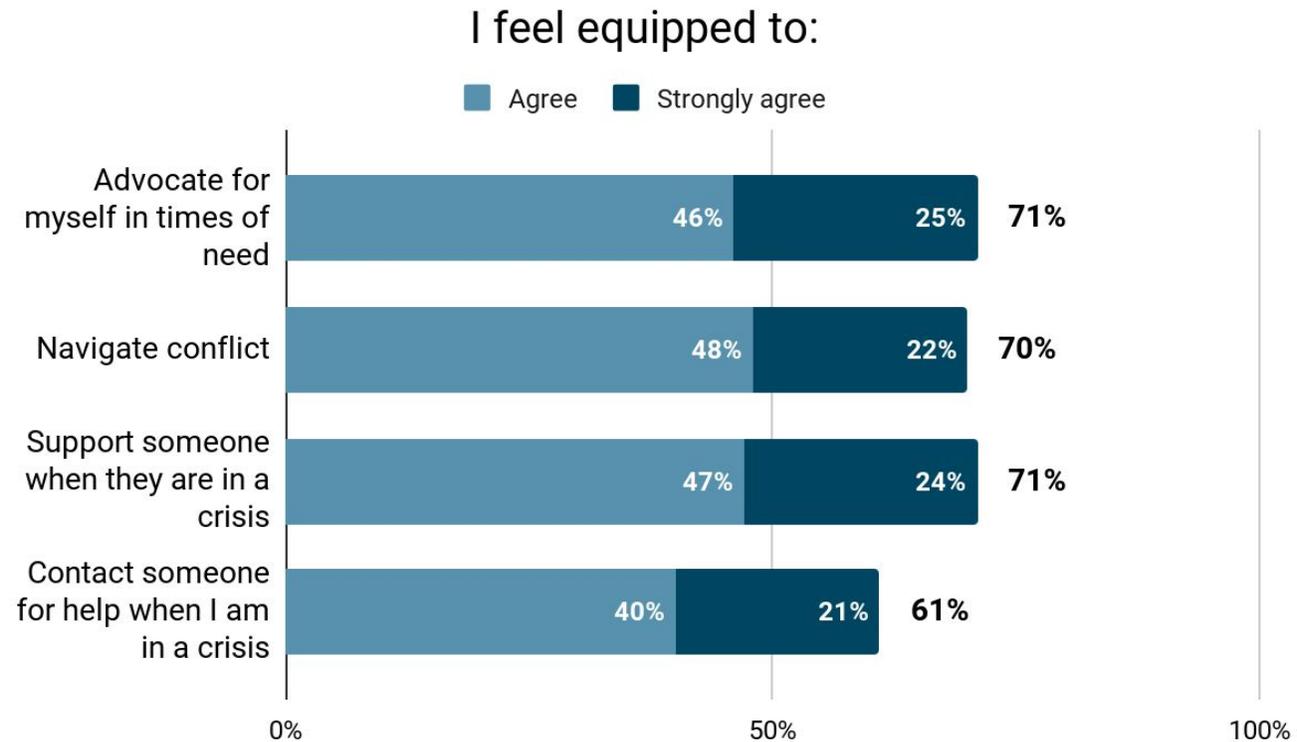
Top 5 Positive Impacts on Belonging for Students



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# Areas of Strength

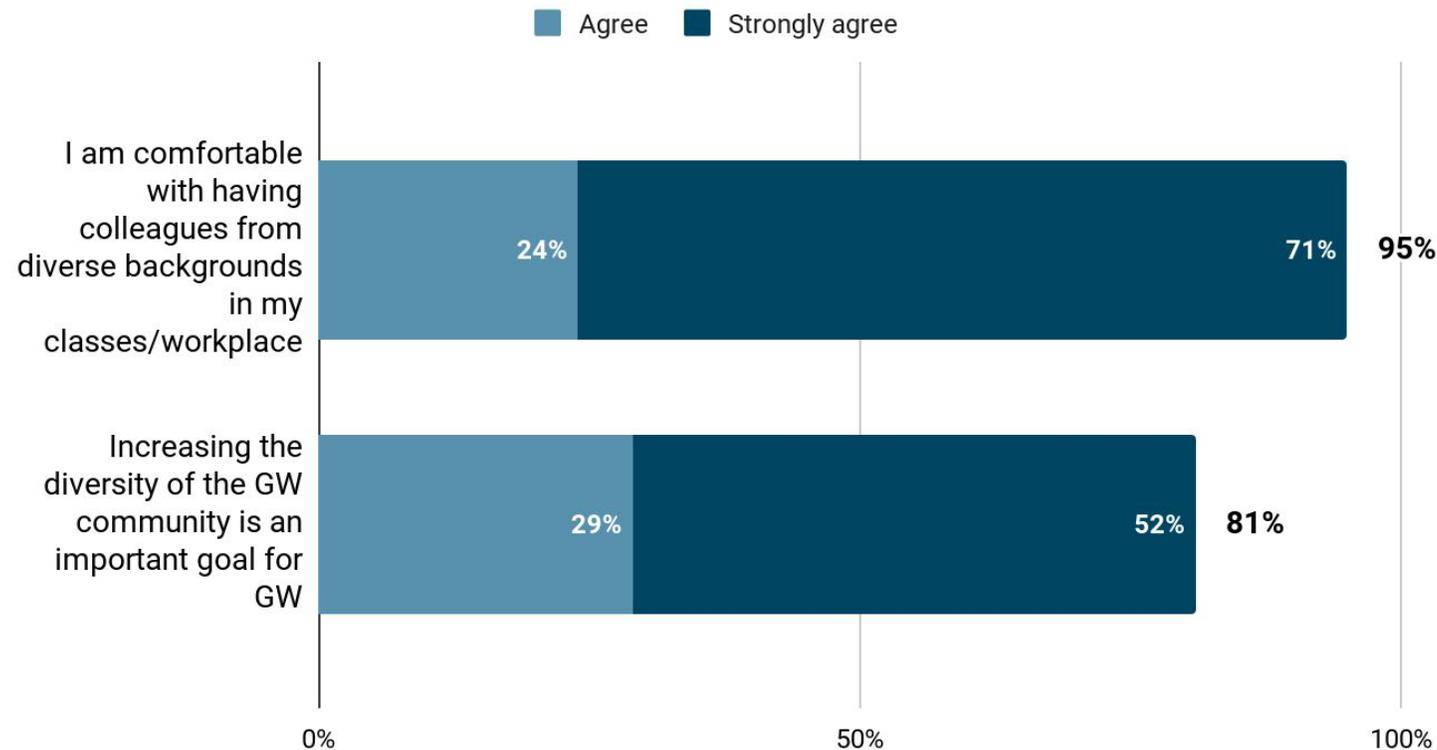
Findings suggest there is a culture of mutual support among GW community members.



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# Areas of Strength

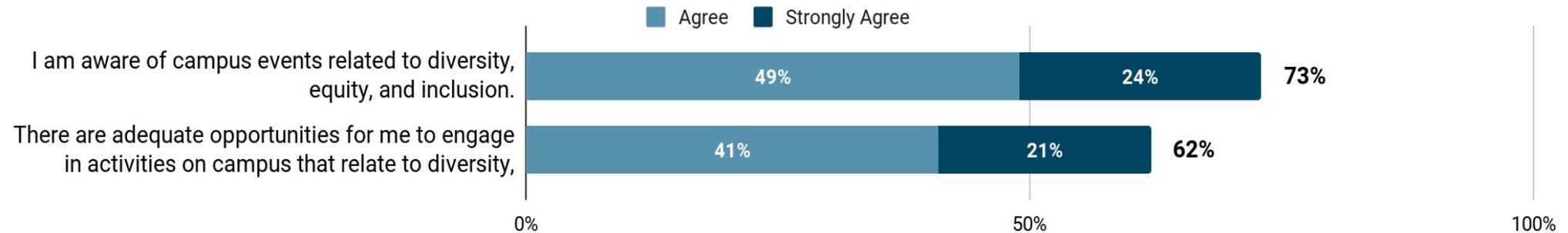
Students, faculty, and staff are personally invested in the diversity of the GW community.



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# Areas of Strength

GW community members highlight exemplary diversity, equity, and inclusion programming on campus in their written comments.



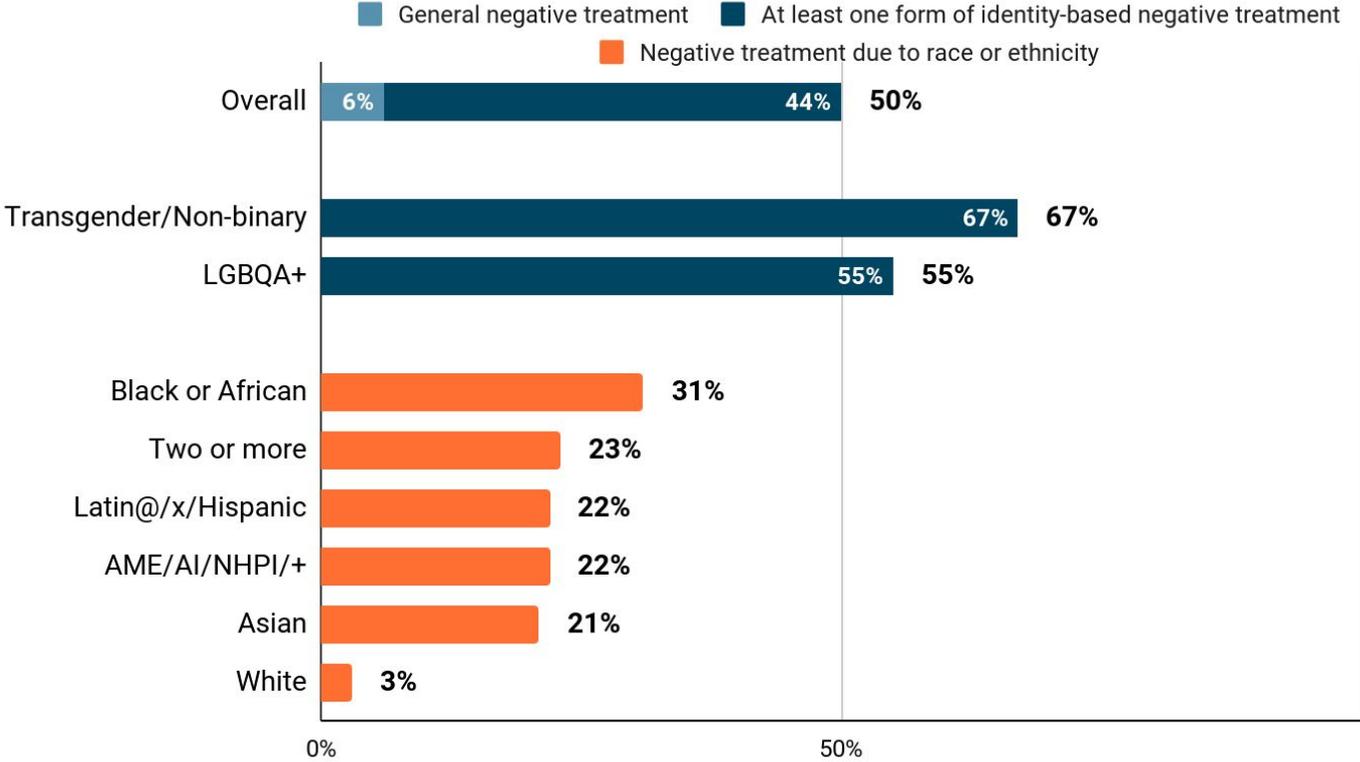
## Sources of Exemplary DEI Programming

<i>Academic Colleges</i>	Everyday behaviors and structural factors like hiring/admissions, personal interactions such as meetings or office hours, and incorporation of DEI content into course curriculum and classroom discussions
<i>University Offices and Groups</i>	Office of Diversity, Equity, and Community Engagement (ODECE), the Multicultural Student Services Center (MSSC), identity-based student groups, and other student life groups
<i>Community-Wide Events</i>	Diversity Summit, specific workshops that encourage concrete behavior change such as unconscious bias training, enlightening discussions and expert guest speakers through different branded and co-sponsored series

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# Opportunities for Improvement

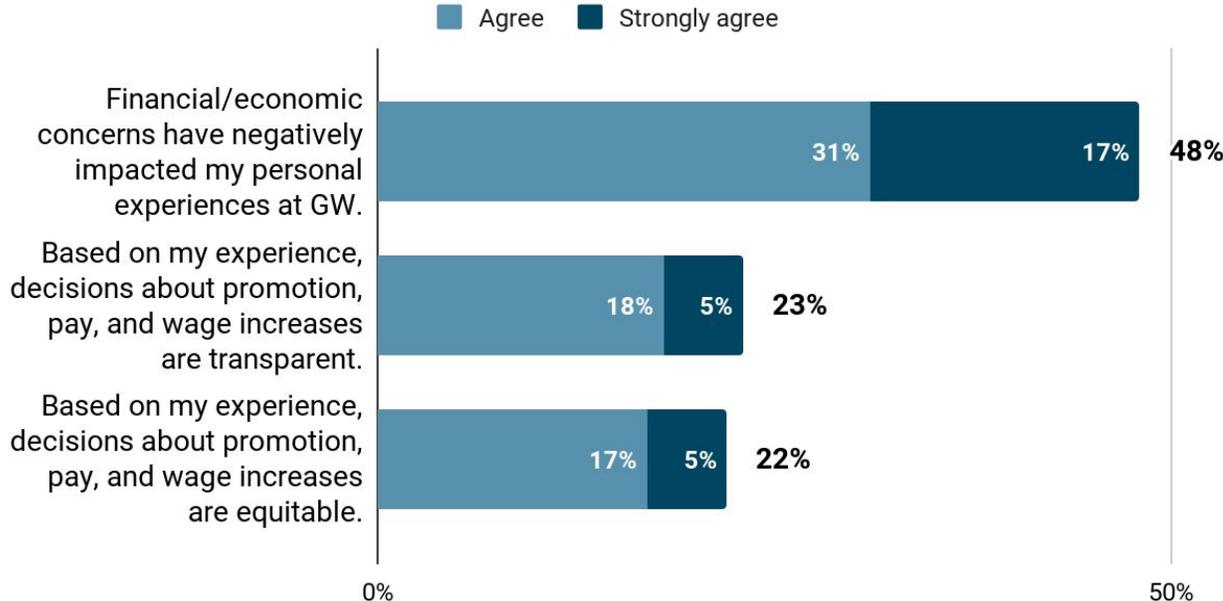
Half of respondents have experienced negative treatment. Community members who have minoritized identities experience it more, specifically targeted toward their identity, via different behaviors, in different locations, and from different people.



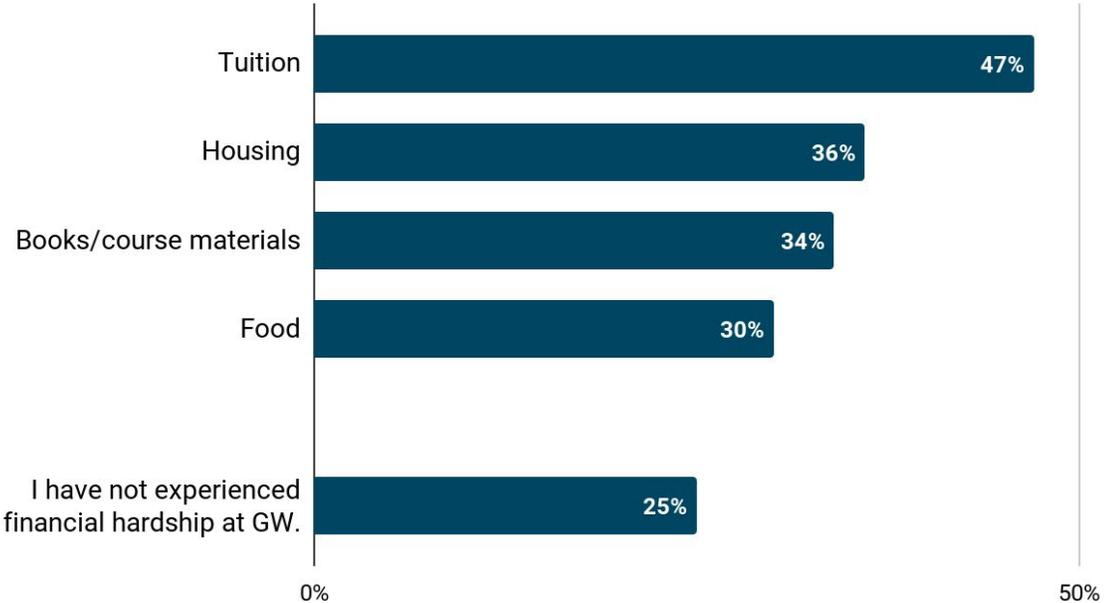
# Opportunities for Improvement

Financial and economic issues were a concern for most students, faculty, and staff, and this was worse for minoritized individuals.

### Faculty and Staff



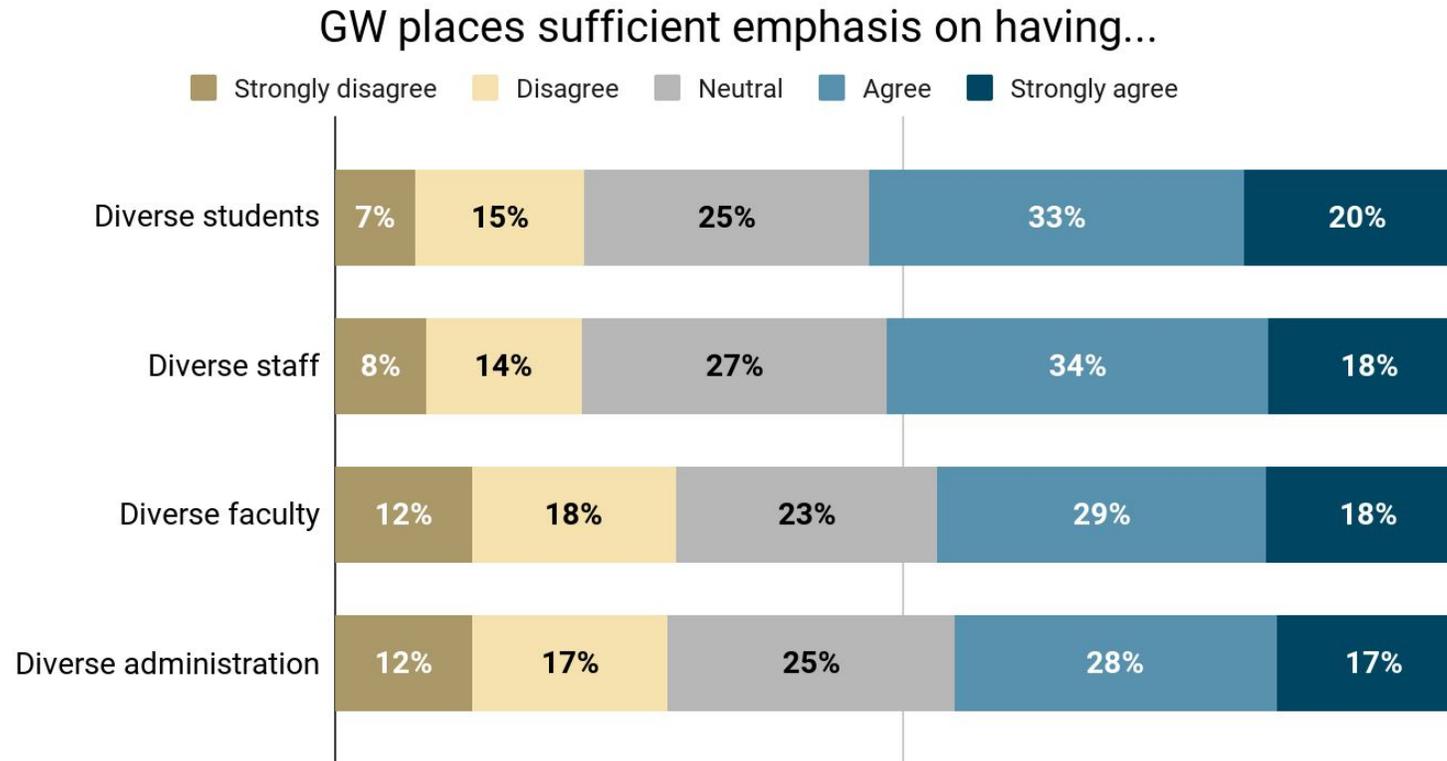
### Difficulty Affording Cost of Attendance for Students



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# Opportunities for Improvement

Respondents had relatively low agreement on the adequacy of the university's emphasis on diversity.



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# Opportunities for Improvement

In their written comments, members of the GW community have concrete suggestions for improvement of the climate.

60%

of comments suggested improvements to DEI-specific aspects of university climate

- Increasing diversity on campus at all levels (students, staff, faculty, leadership)
- Improving inclusion on campus
- Improving leadership support for DEI (e.g., top down buy-in to DEI efforts, leadership modeling behaviors, symbols in culture, university approach to DEI)
- Offering and incentivizing DEI training and programming

Other suggested improvements

- Increasing the overall availability of support (e.g., academic, financial, professional, benefits/services, and social)
- Providing more mechanisms to provide feedback and be heard (e.g., surveys and evaluations)
- Improving the actual change or action in response to reporting and/or campus incidents; perpetrators and/or leadership being held accountable

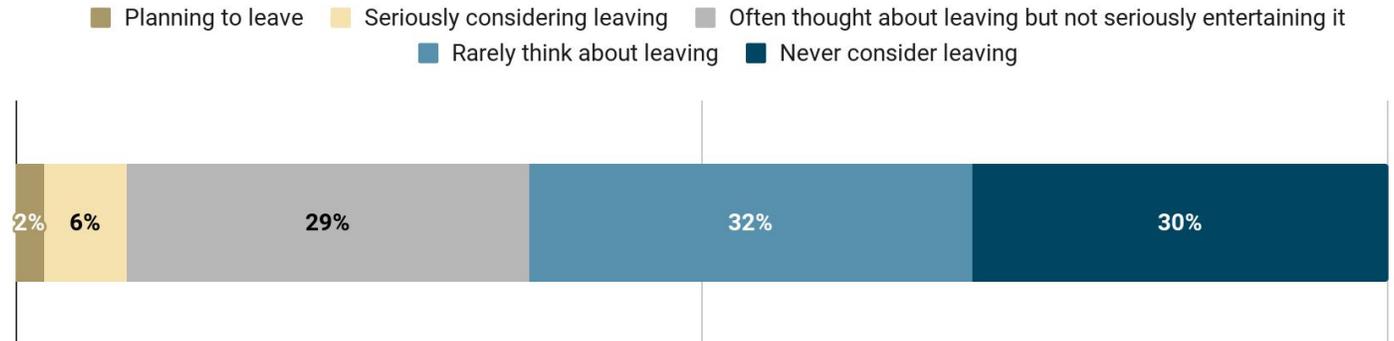
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# Undergraduate Student Findings

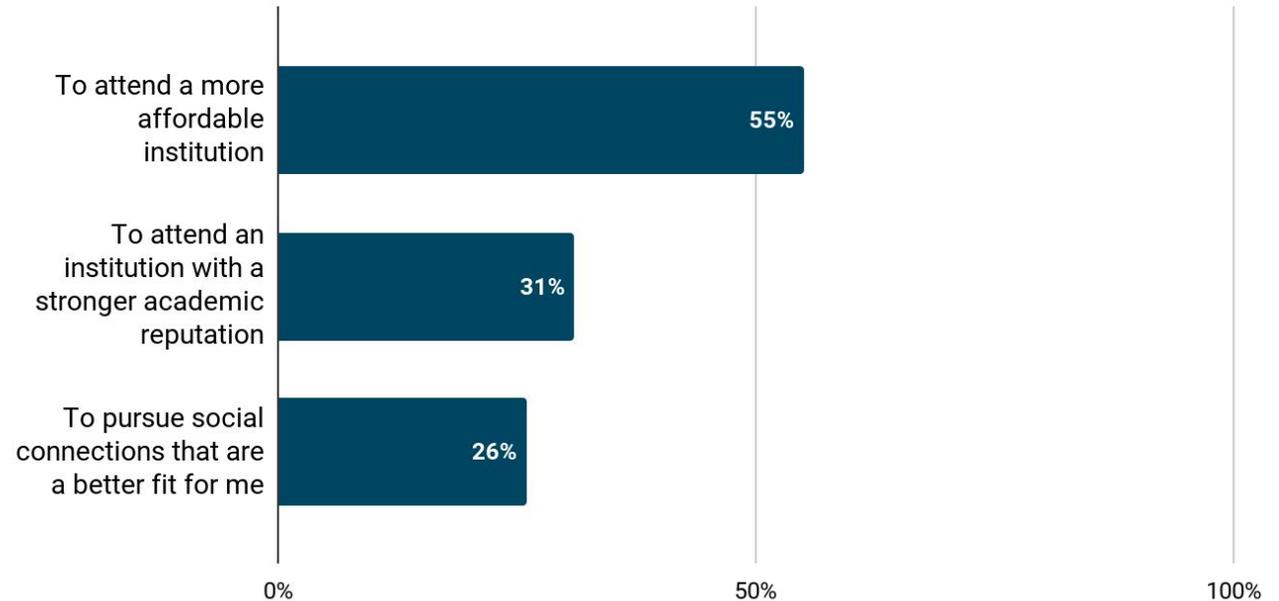
Submit a question for Q&A: [tinyurl.com/GWclimatesurvey](https://tinyurl.com/GWclimatesurvey)

# Areas of Strength

Undergraduate students are overwhelmingly committed to staying at GW, with only eight percent of respondents indicating either plans to leave or serious considerations of leaving.



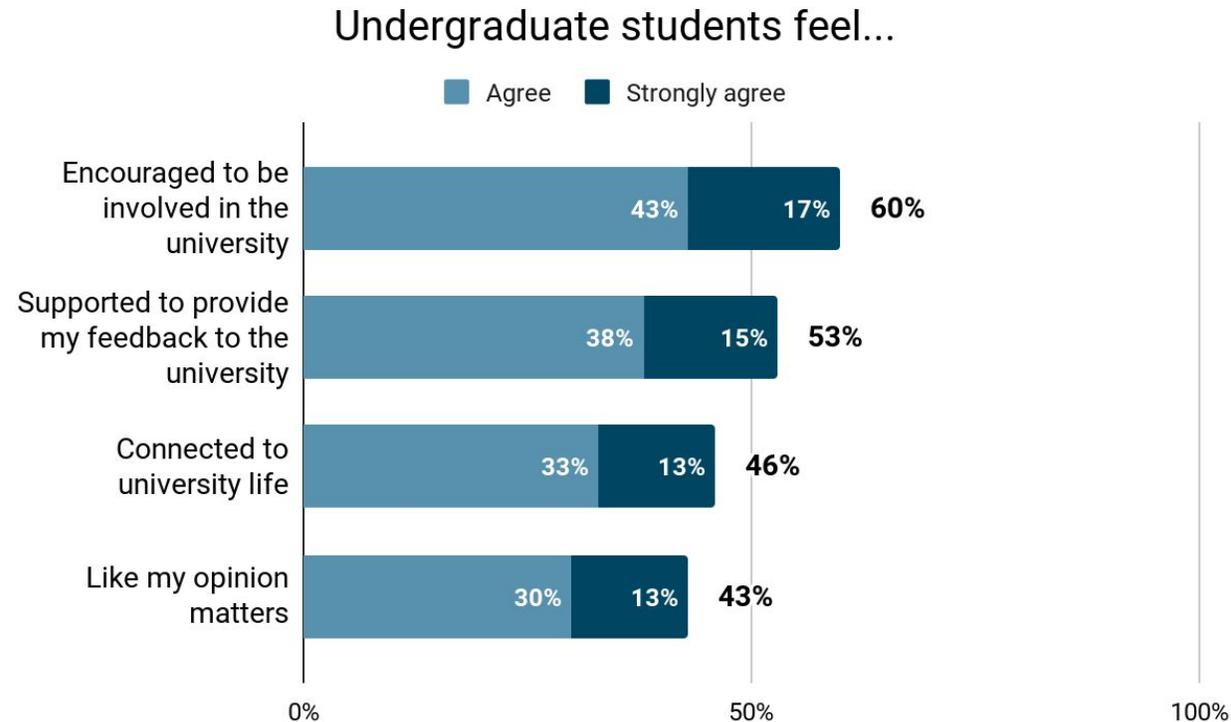
## Top 3 Hypothetical Reasons to Leave GW



Submit a question for Q&A: [tinyurl.com/GWclimatesurvey](https://tinyurl.com/GWclimatesurvey)

# Areas of Strength

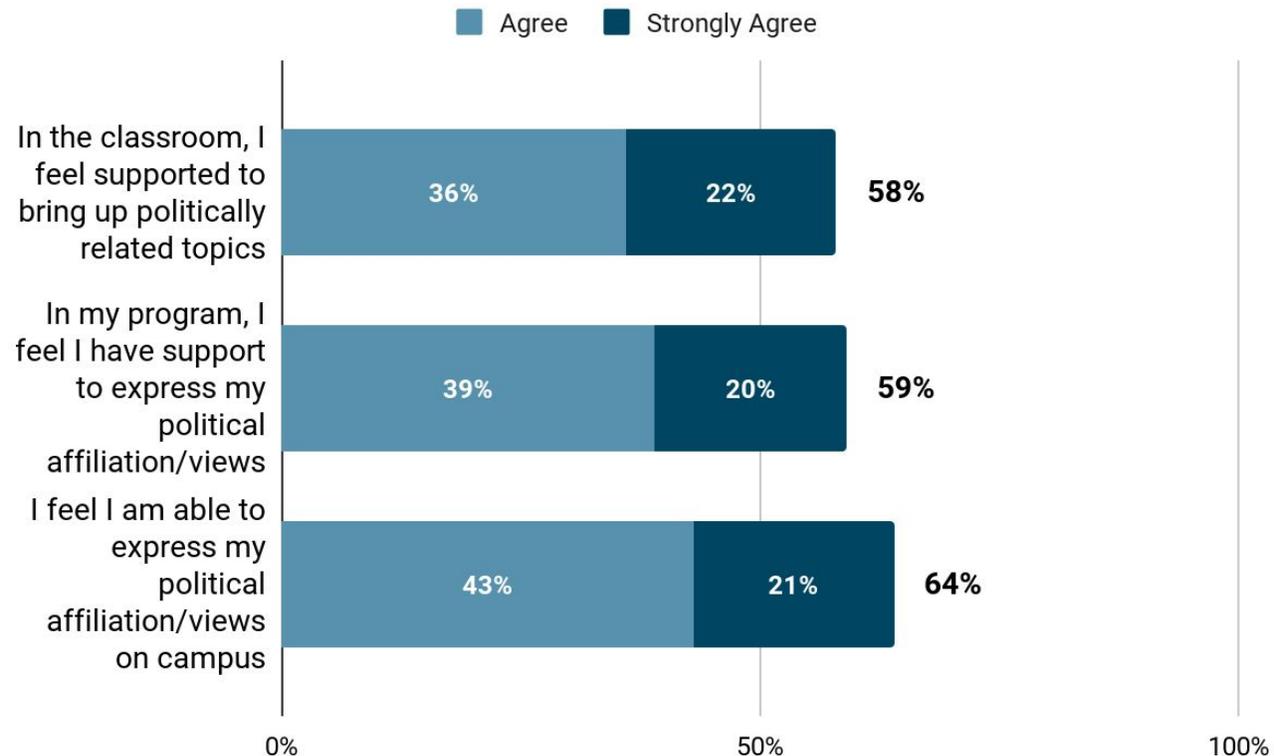
Undergraduate students feel connected to the university, including agreeing that they feel encouraged to be involved in and connected to university life.



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# Areas of Strength

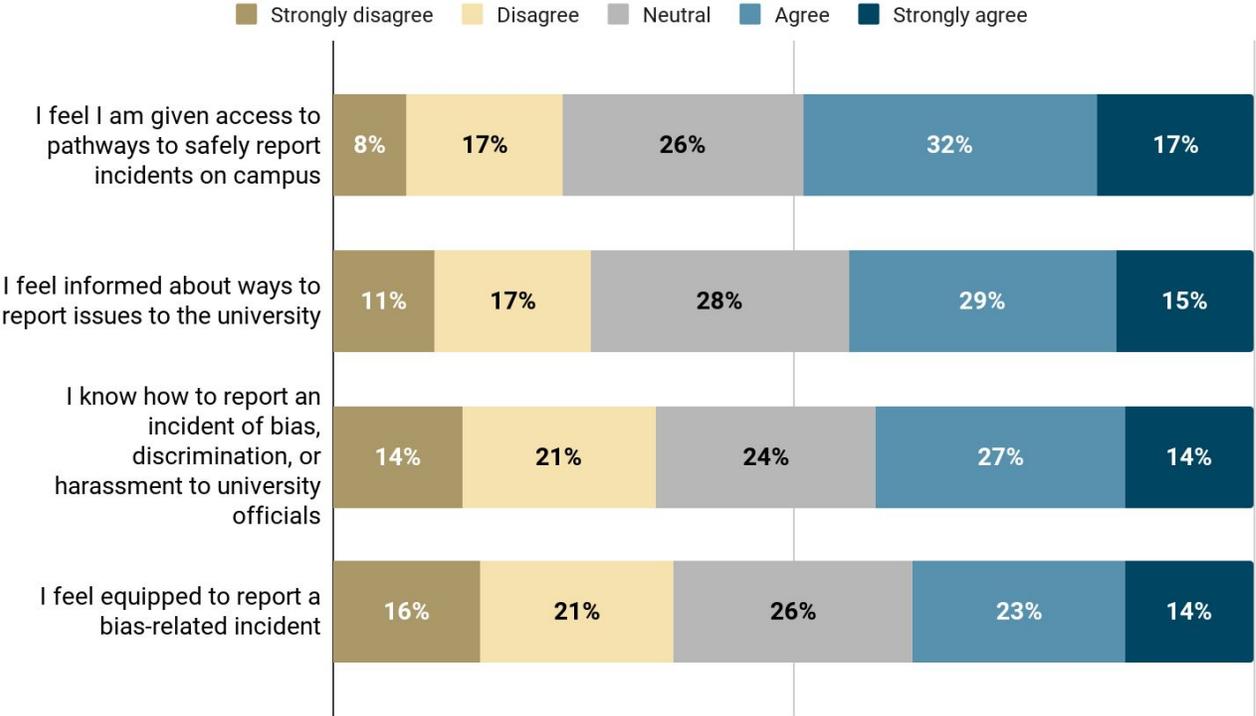
The majority of undergraduate students feel supported at the program level and the university level to express their political opinions.



Submit a question for Q&A: [tinyurl.com/GWclimatesurvey](https://tinyurl.com/GWclimatesurvey)

# Opportunities for Improvement

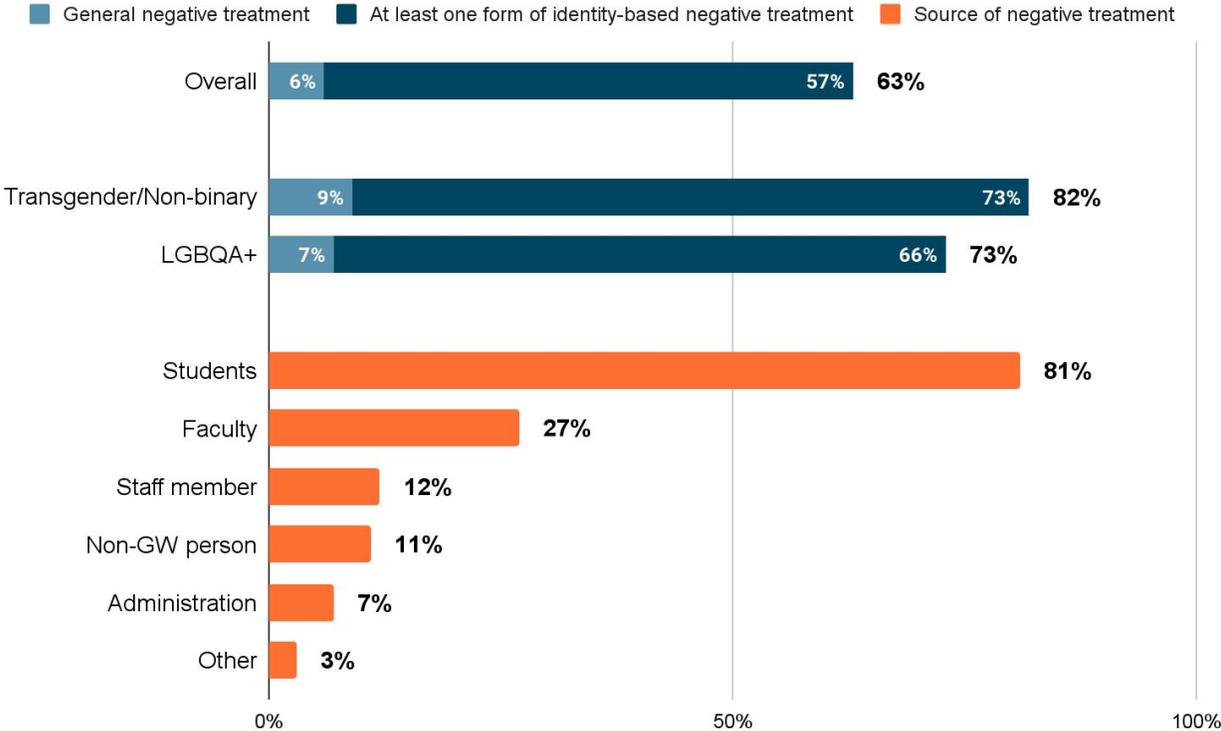
Just under half of undergraduate students felt uninformed about where and how to report instances of bias, harassment, discrimination, or other negative treatment.



Submit a question for Q&A: [tinyurl.com/GWclimatesurvey](https://tinyurl.com/GWclimatesurvey)

# Opportunities for Improvement

Over half of respondents indicated experiencing some form of identity-based negative treatment at least once in the last five years. The sources of these experiences were overwhelmingly other students.



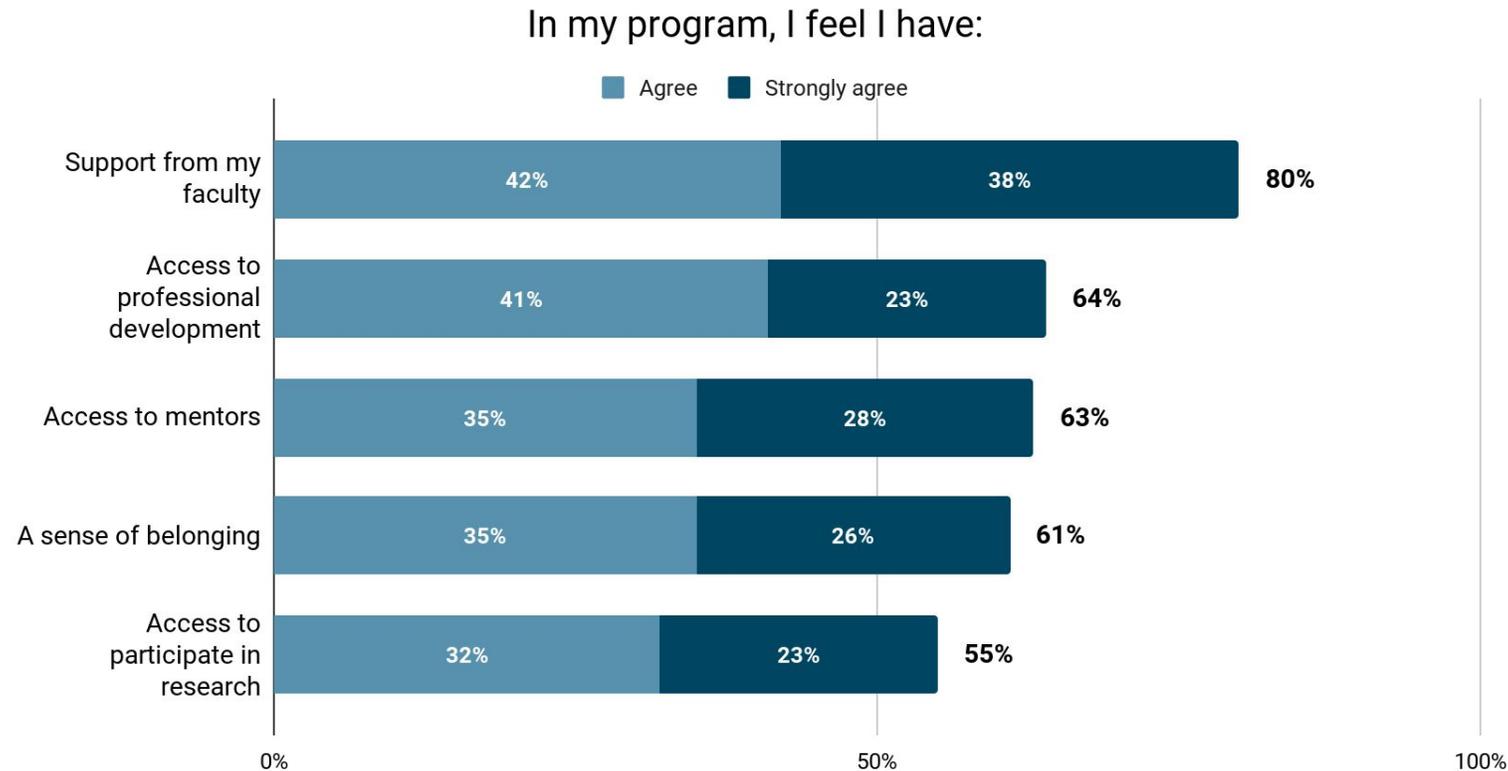
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# Graduate Student Findings

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# Areas of Strength

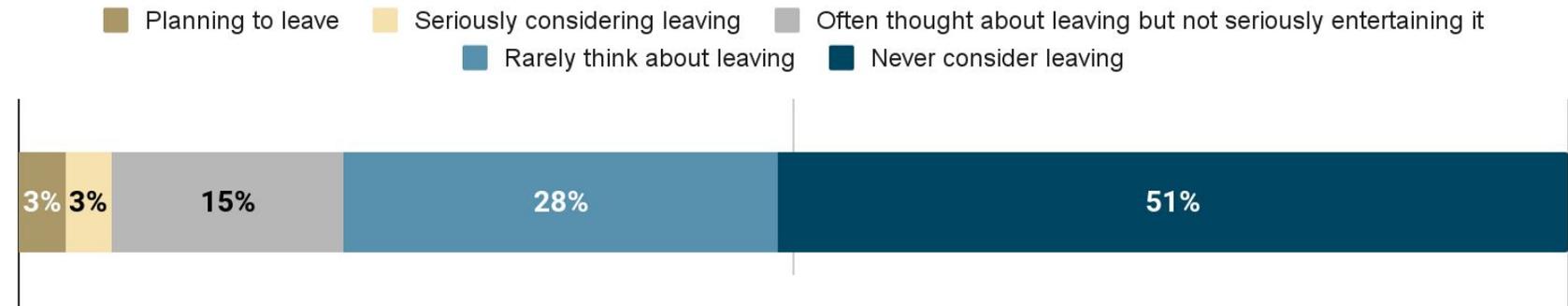
Graduate students have positive perceptions of the climate, specifically within their programs.



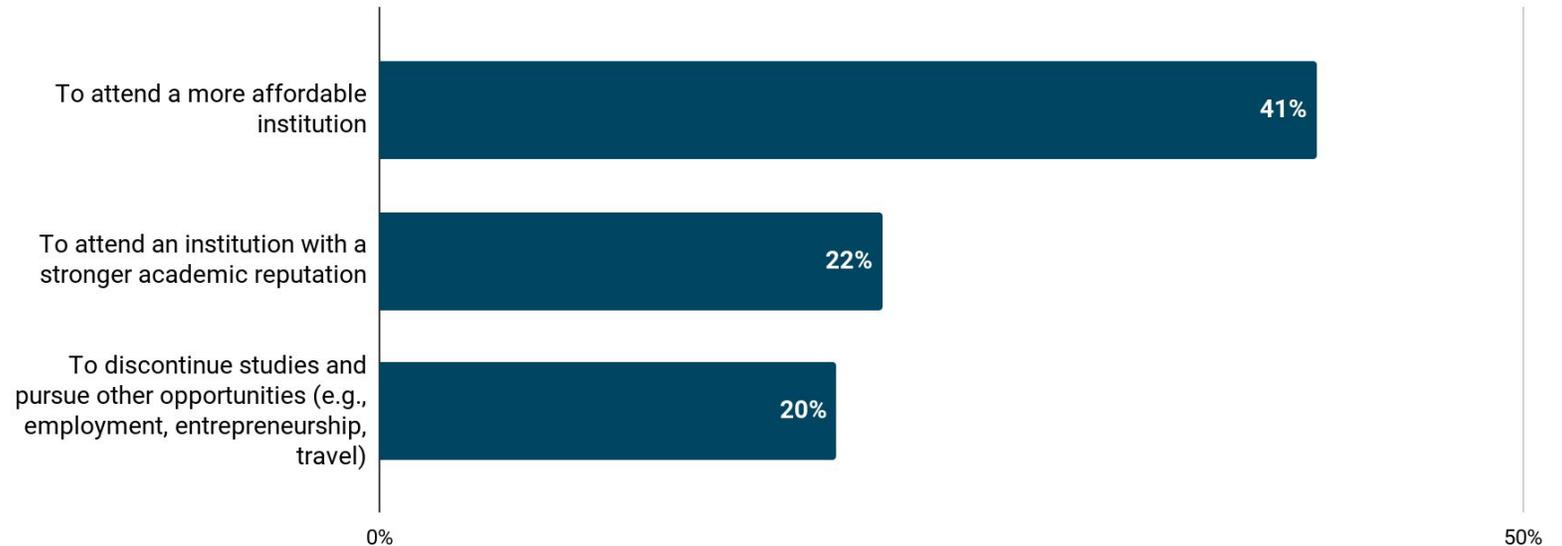
Submit a question for Q&A: [tinyurl.com/GWclimatesurvey](https://tinyurl.com/GWclimatesurvey)

# Areas of Strength

Graduate students are overwhelmingly committed to staying at GW, with only six percent of respondents indicating either plans to leave or serious considerations of leaving.



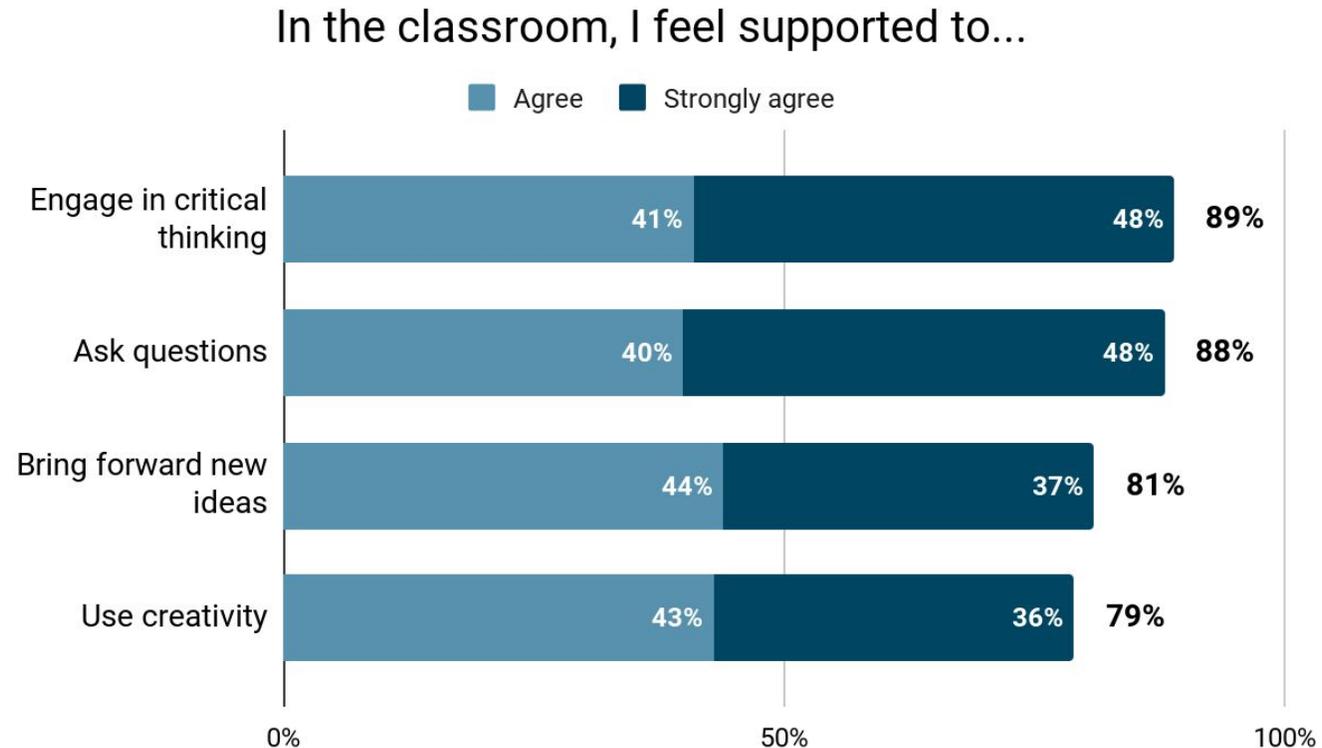
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# Areas of Strength

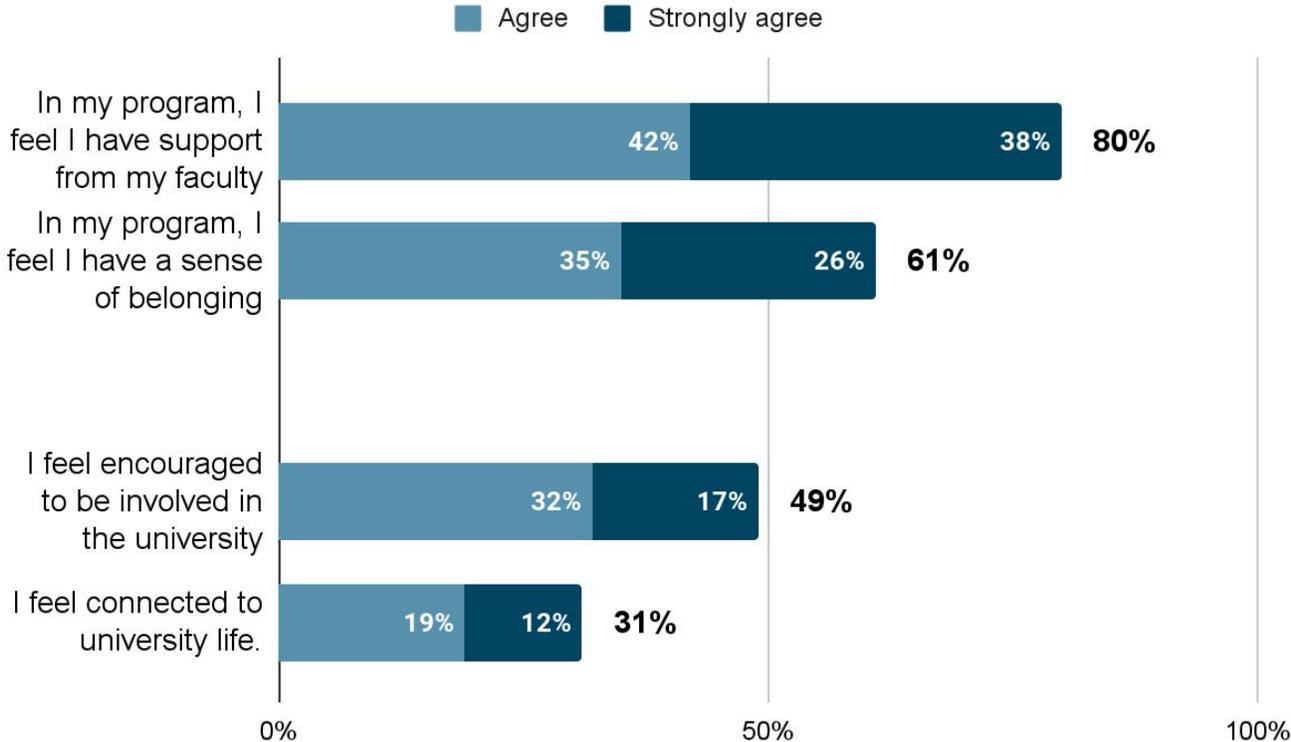
Graduate students feel supported to engage in critical thinking and to ask questions in their classes.



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# Opportunities for Improvement

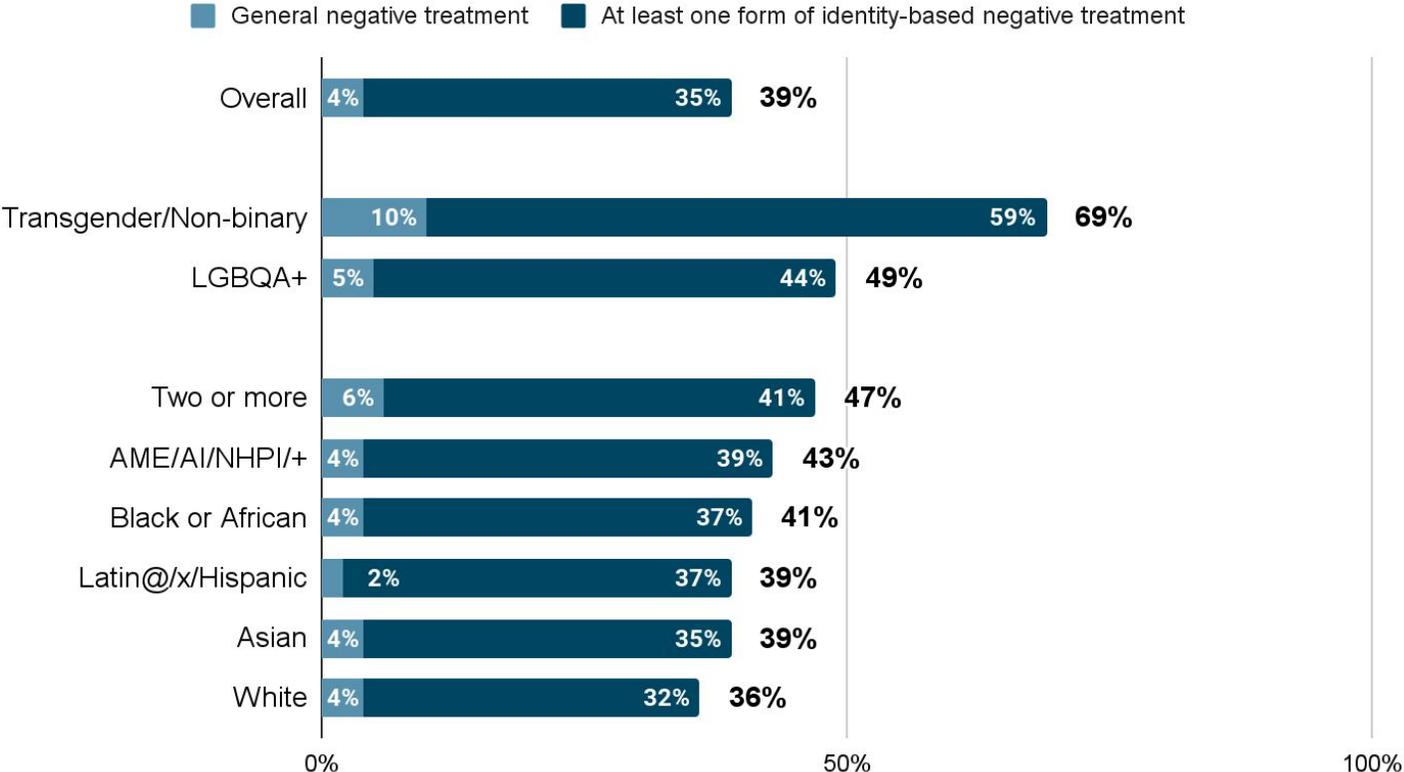
Graduate students feel more connected and supported in their department or program. They do not feel as connected to or supported by the university.



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# Opportunities for Improvement

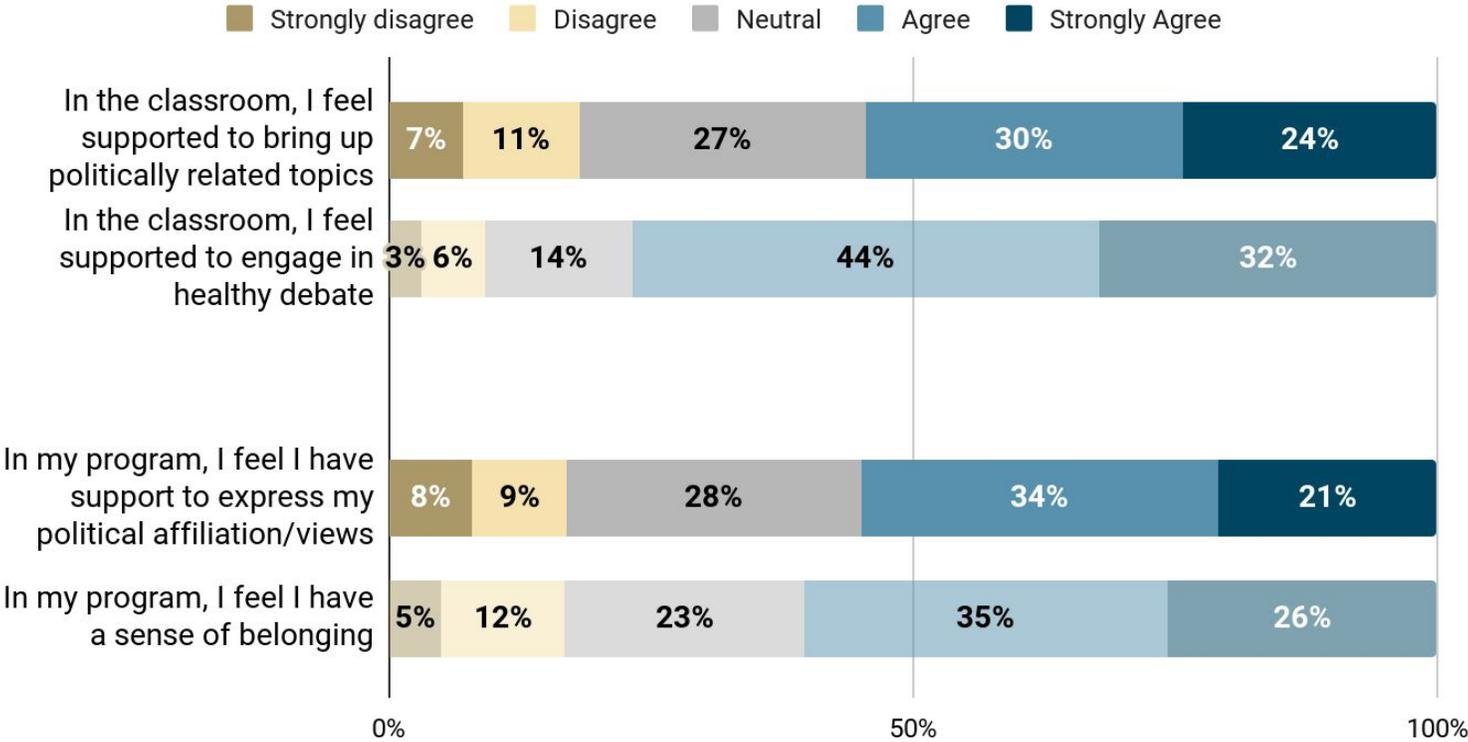
Around a third of graduate students experienced identity-based negative treatment.



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# Opportunities for Improvement

Graduate students were uncomfortable expressing their political opinions on campus and in the classroom as compared to undergraduate students.



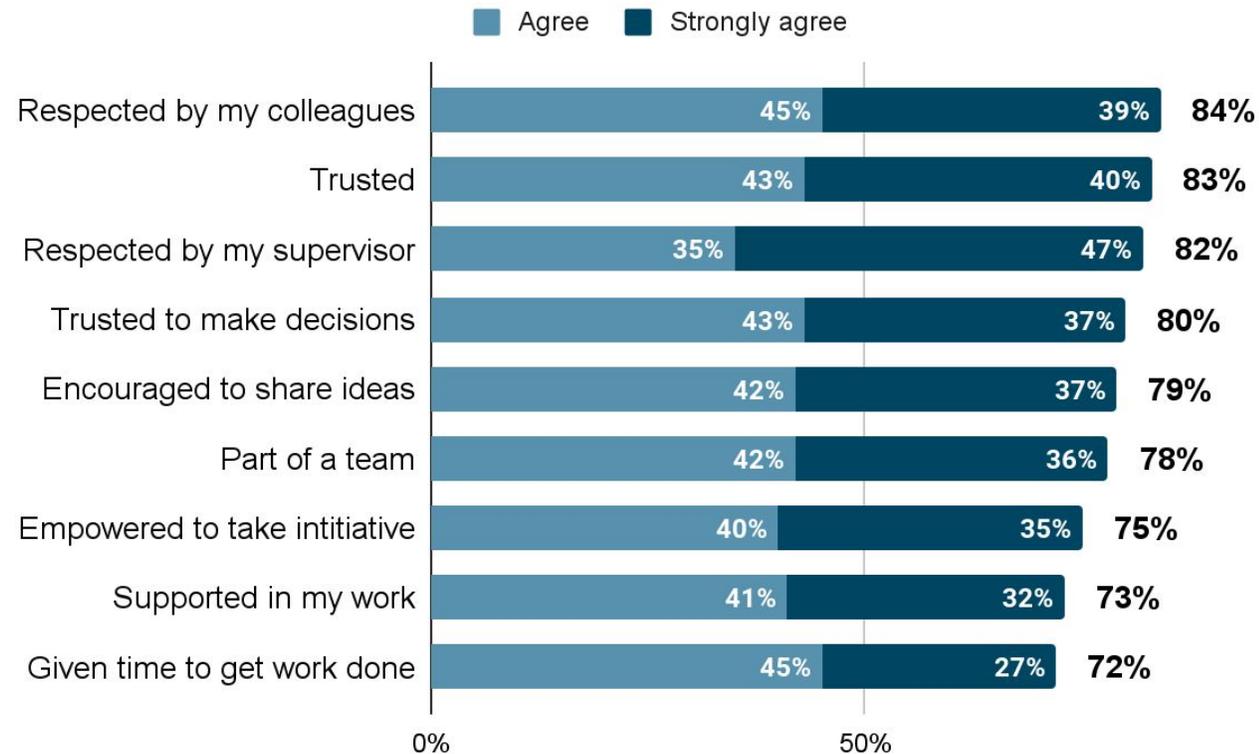
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# Staff Findings

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# Areas of Strength

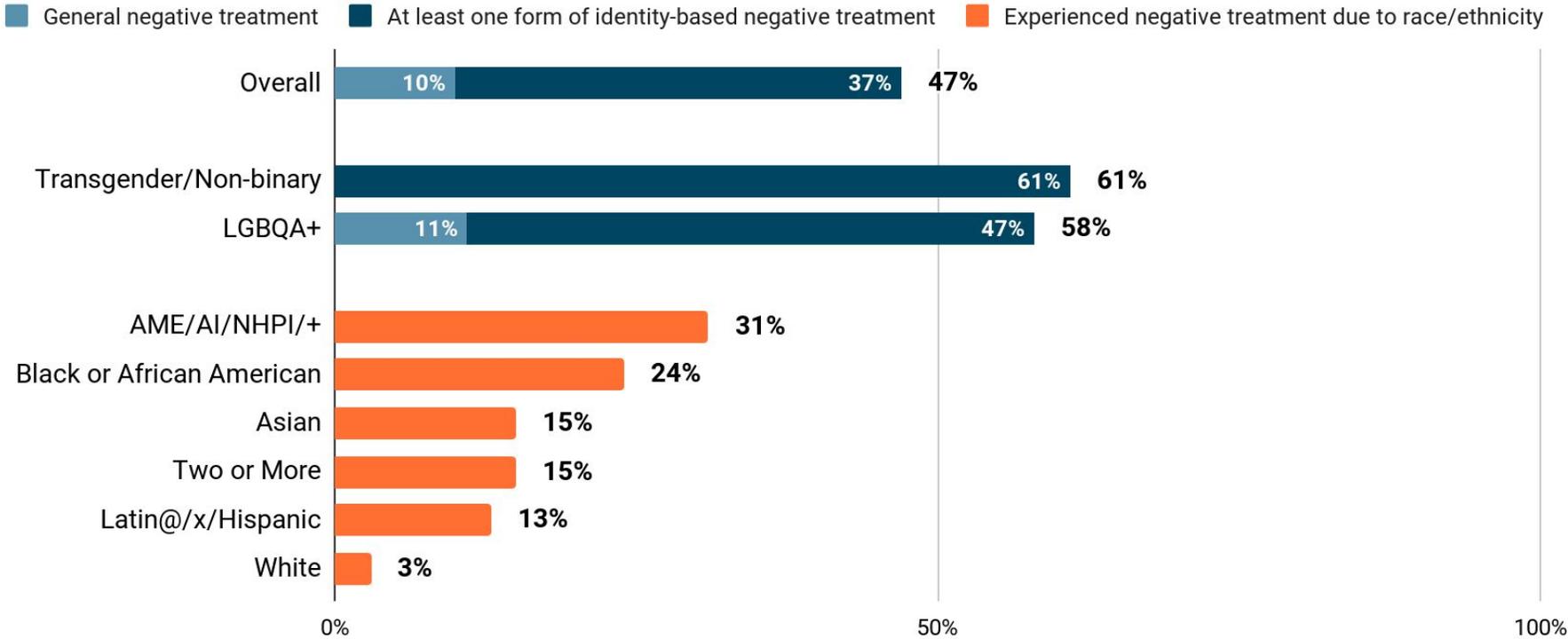
In their departments/units, staff feel respected, trusted, and encouraged to share ideas and to participate in decision-making.



Submit a question for Q&A: [tinyurl.com/GWclimatesurvey](https://tinyurl.com/GWclimatesurvey)

# Opportunities for Improvement

Staff who have minoritized identities experienced identity-based negative treatment more than others.



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# Opportunities for Improvement

In their written comments, staff have concrete suggestions for improvement of the climate.

52%

of comments suggested improvements to DEI-specific aspects of university climate

- Leadership support for DEI
- Offering and incentivizing DEI training and programming
- Increasing diversity at all levels, and improving inclusion on campus

Suggested improvements to policies and practices

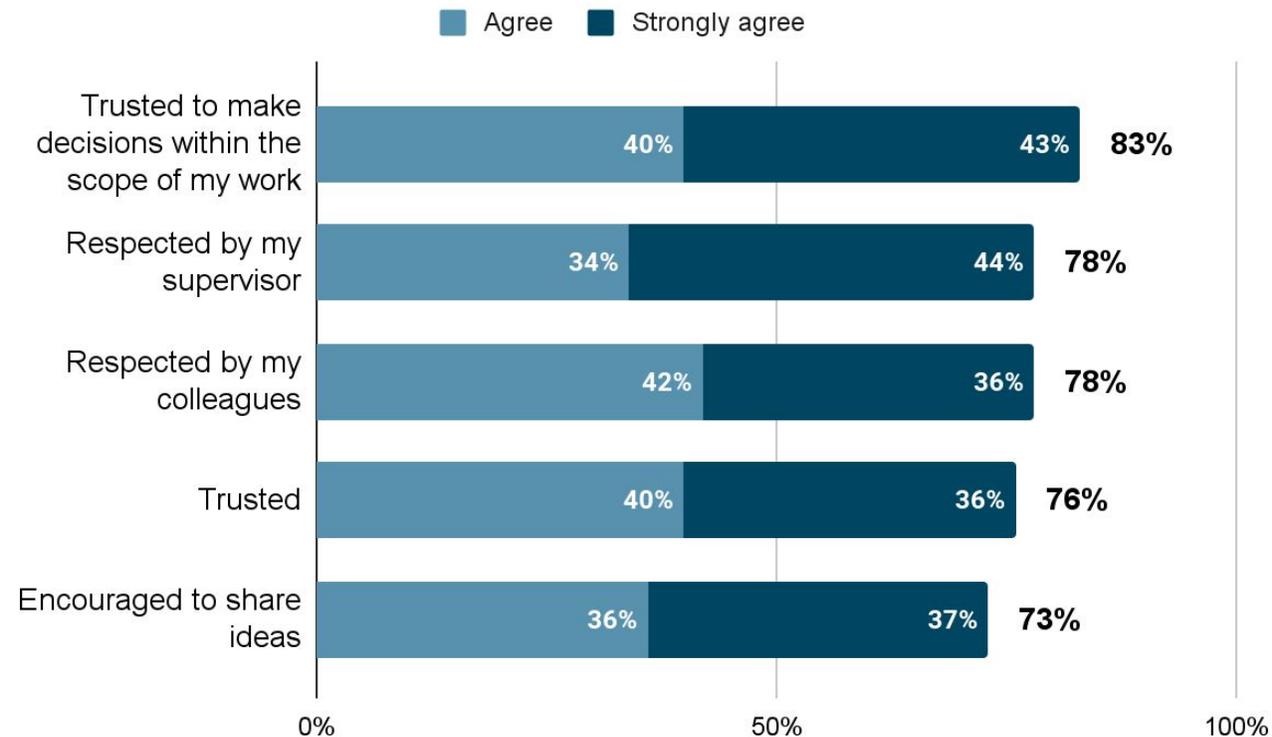
- Increasing salary and benefits
- Providing more mechanisms to provide feedback and be heard (e.g., surveys and evaluations)
- Making changes to HR policies (e.g., filling vacancies and telework/flexible schedules)

# Faculty Findings

Submit a question for Q&A: [tinyurl.com/GWclimatesurvey](https://tinyurl.com/GWclimatesurvey)

# Areas of Strength

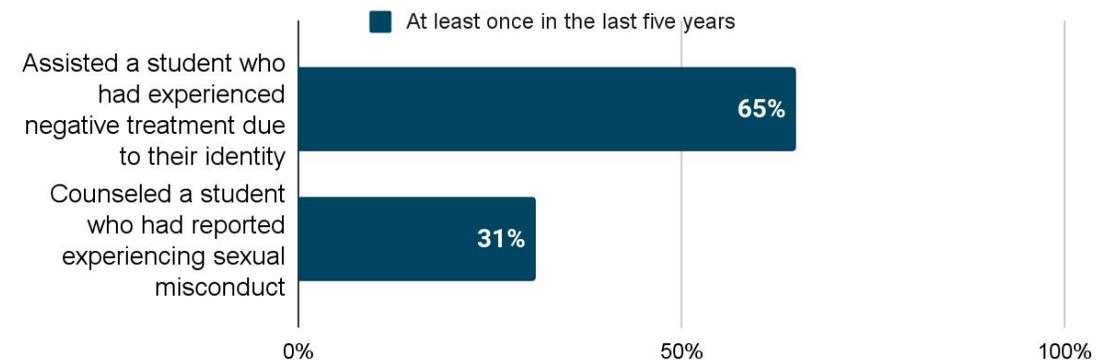
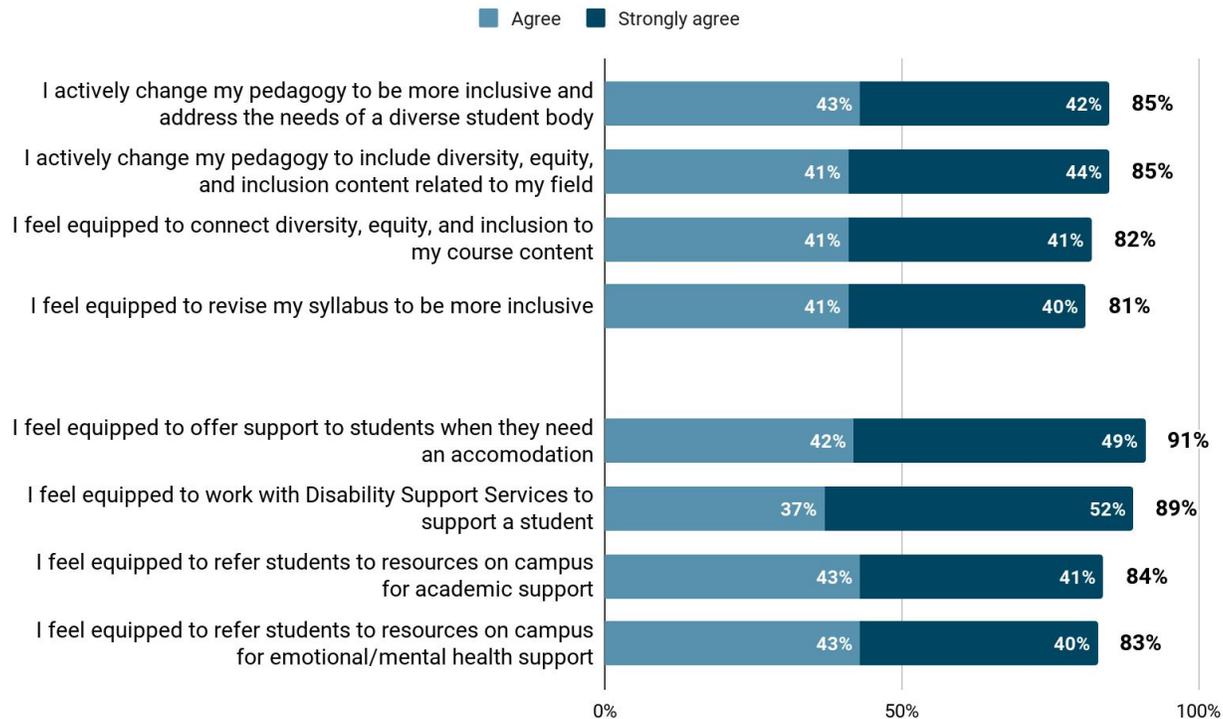
In their departments/units, faculty feel trusted, respected, and given the opportunity to participate in decision-making to a high degree.



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# Areas of Strength

Most faculty indicated that they directly support students in and outside of the classroom through diversity, equity, and inclusion practices.

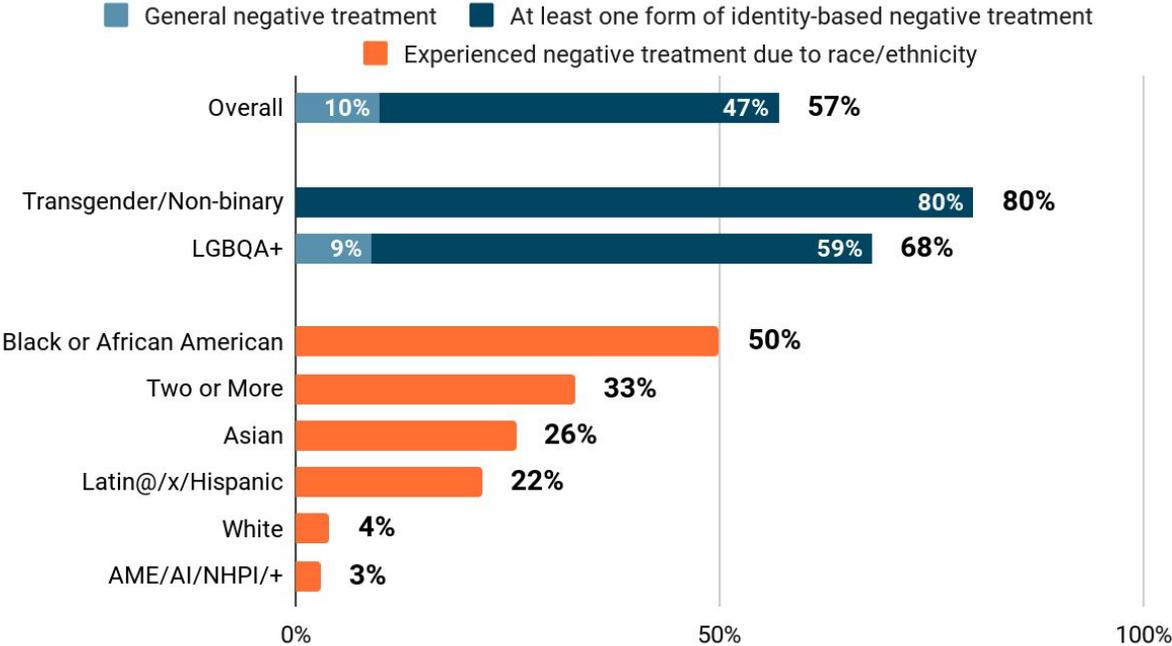


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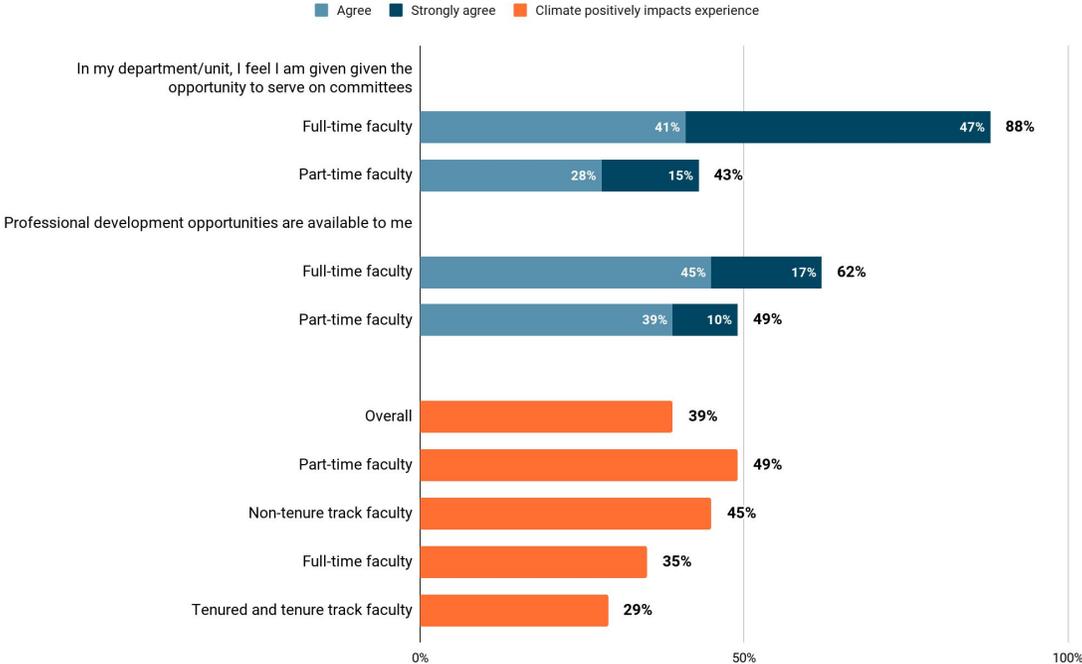
# Opportunities for Improvement

There were significant differences in faculty experiences based on race/ethnicity, gender, sexual orientation, and job status.

## Negative Treatment



## Professional Opportunities and Climate Perceptions



Submit a question for Q&A: [tinyurl.com/GWclimatesurvey](https://tinyurl.com/GWclimatesurvey)

# Opportunities for Improvement

In their written comments, faculty have concrete suggestions for how to improve the climate.

61%

of comments suggested improvements to DEI-specific aspects of university climate

- Improving diversity at all levels
- Access to DEI training and programming
- Leadership support for DEI

Suggested improvements to policies and practices

- Equitable access to resources and increasing salary and benefits, especially for adjunct faculty members
- Providing more mechanisms to provide feedback and be heard (e.g., surveys and evaluations)
- Increase actual change or action when responding to incidents and accountability of leadership broadly

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**Please submit your questions  
via [tinyurl.com/GWclimatesurvey](https://tinyurl.com/GWclimatesurvey)**

# Q&A

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# Thank you for joining!

The slides and recorded presentation will be available on  
our website:

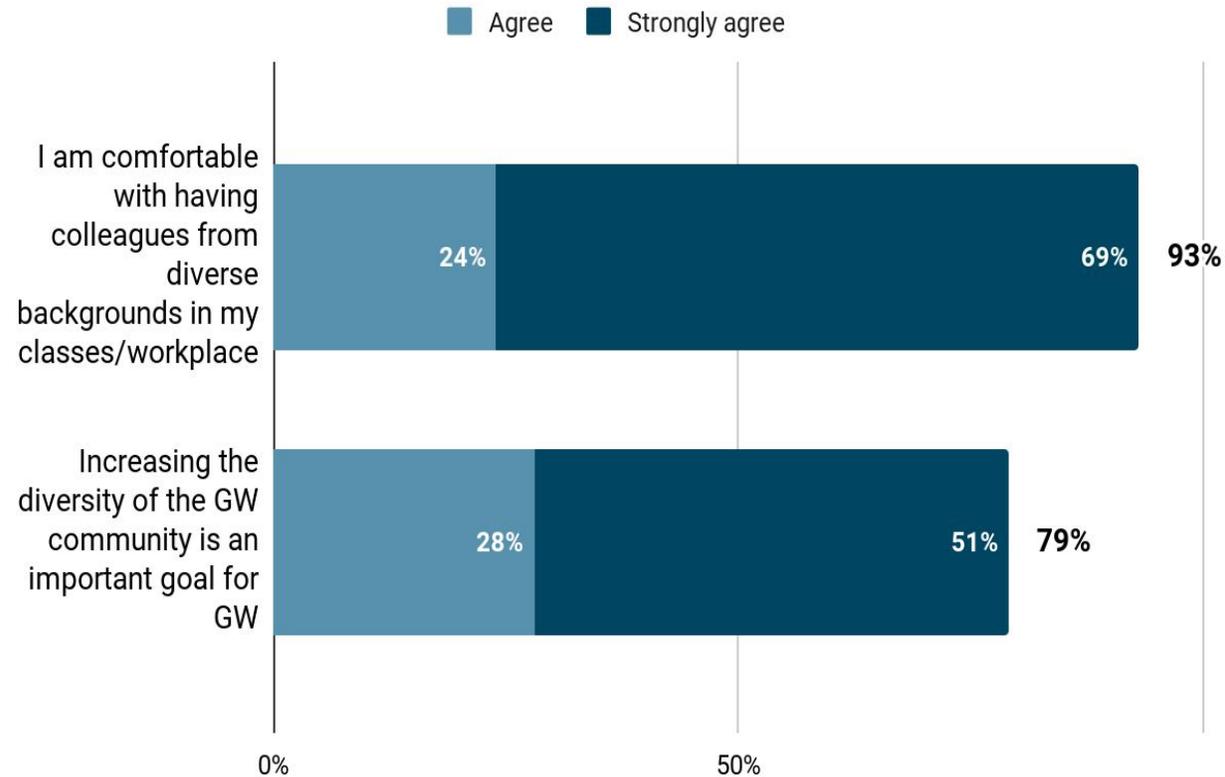
<https://provost.gwu.edu/diversity-program-review-team>

# Undergraduate Supplemental

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# Areas of Strength

Undergraduate students are comfortable with and committed to increasing diversity at GW.

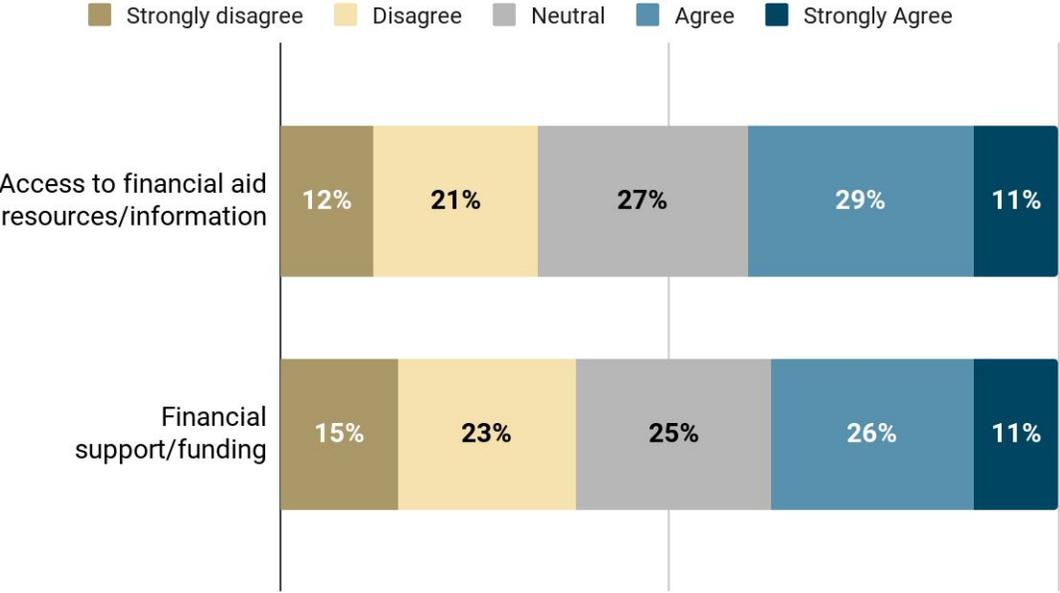


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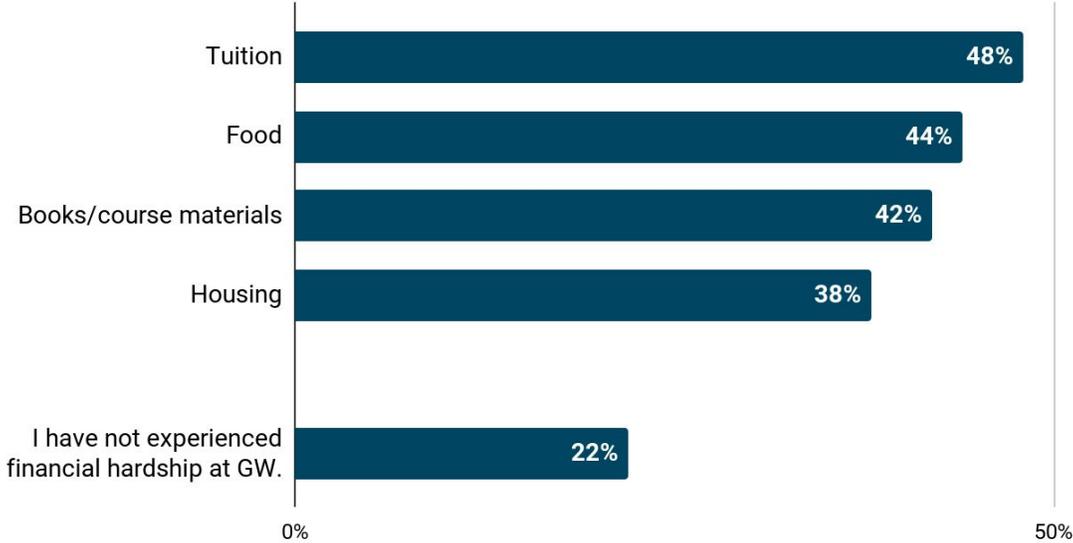
# Opportunities for Improvement

Financial hardship and access to resources were points of concern for many undergraduate students.

In my program I feel I have...



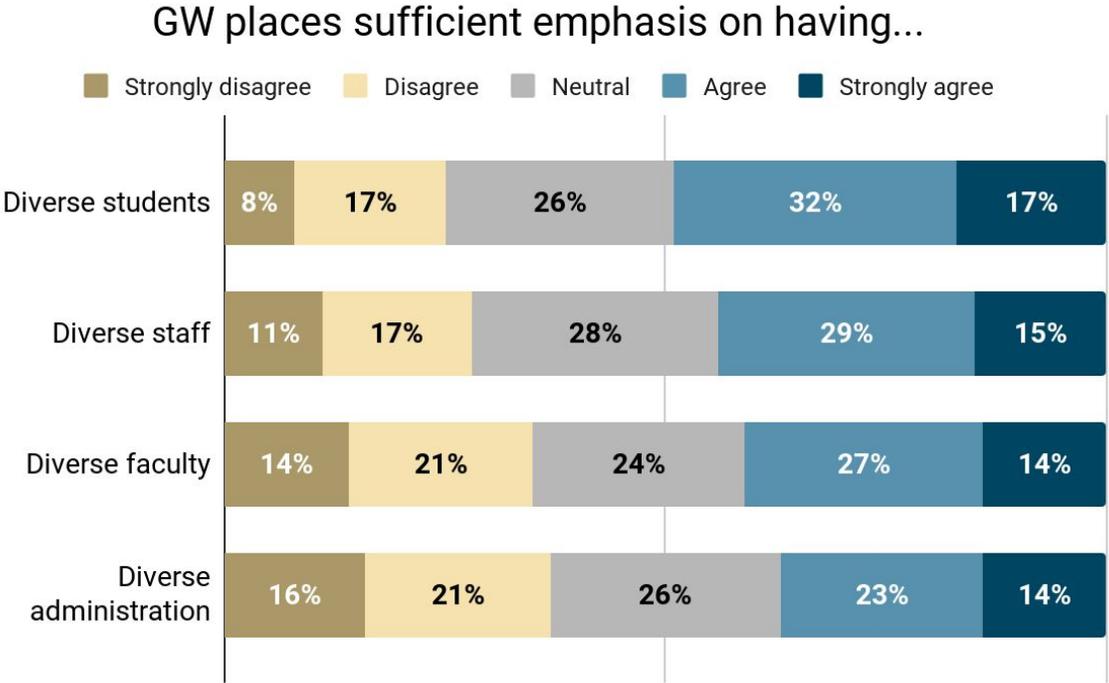
Difficulty Affording Cost of Attendance for Undergraduate Students



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# Opportunities for Improvement

Undergraduate students had low perceptions of the university's DEI climate, with less than half of respondents agreeing that GW is committed to increasing diversity of its members.



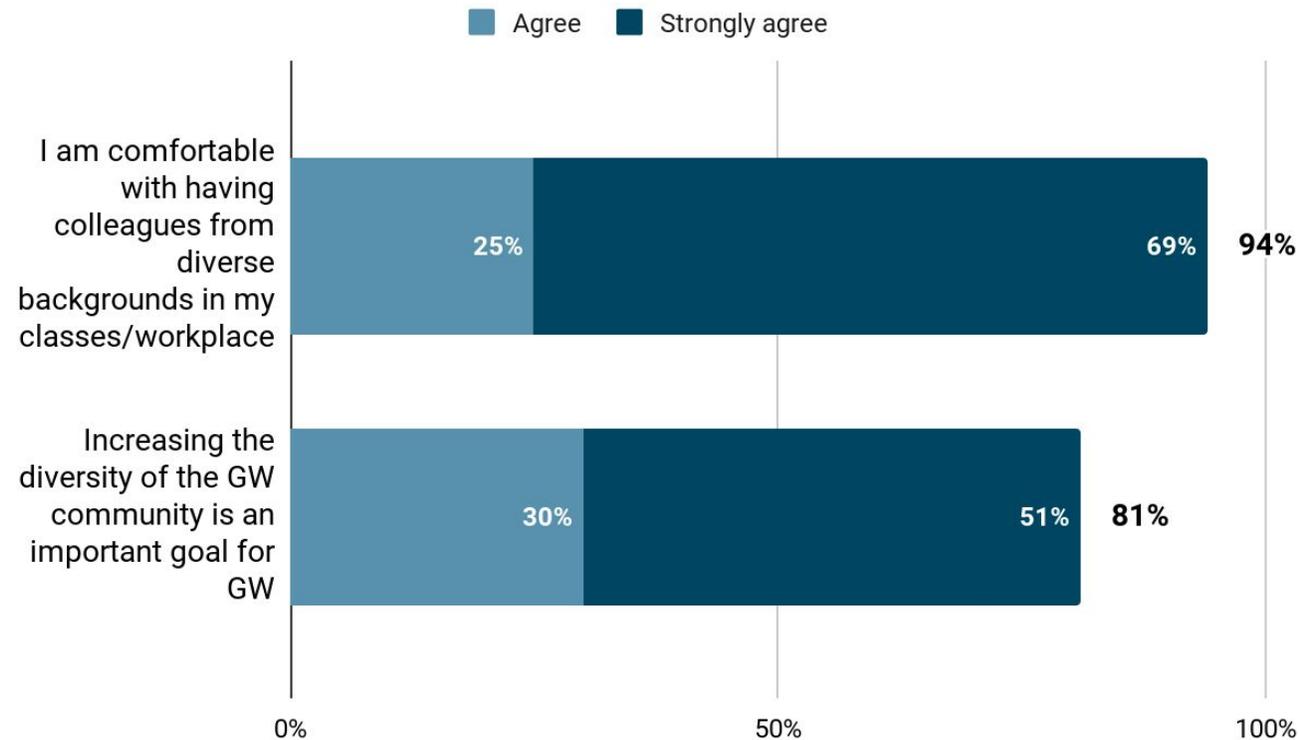
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# Graduate Supplemental

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# Areas of Strength

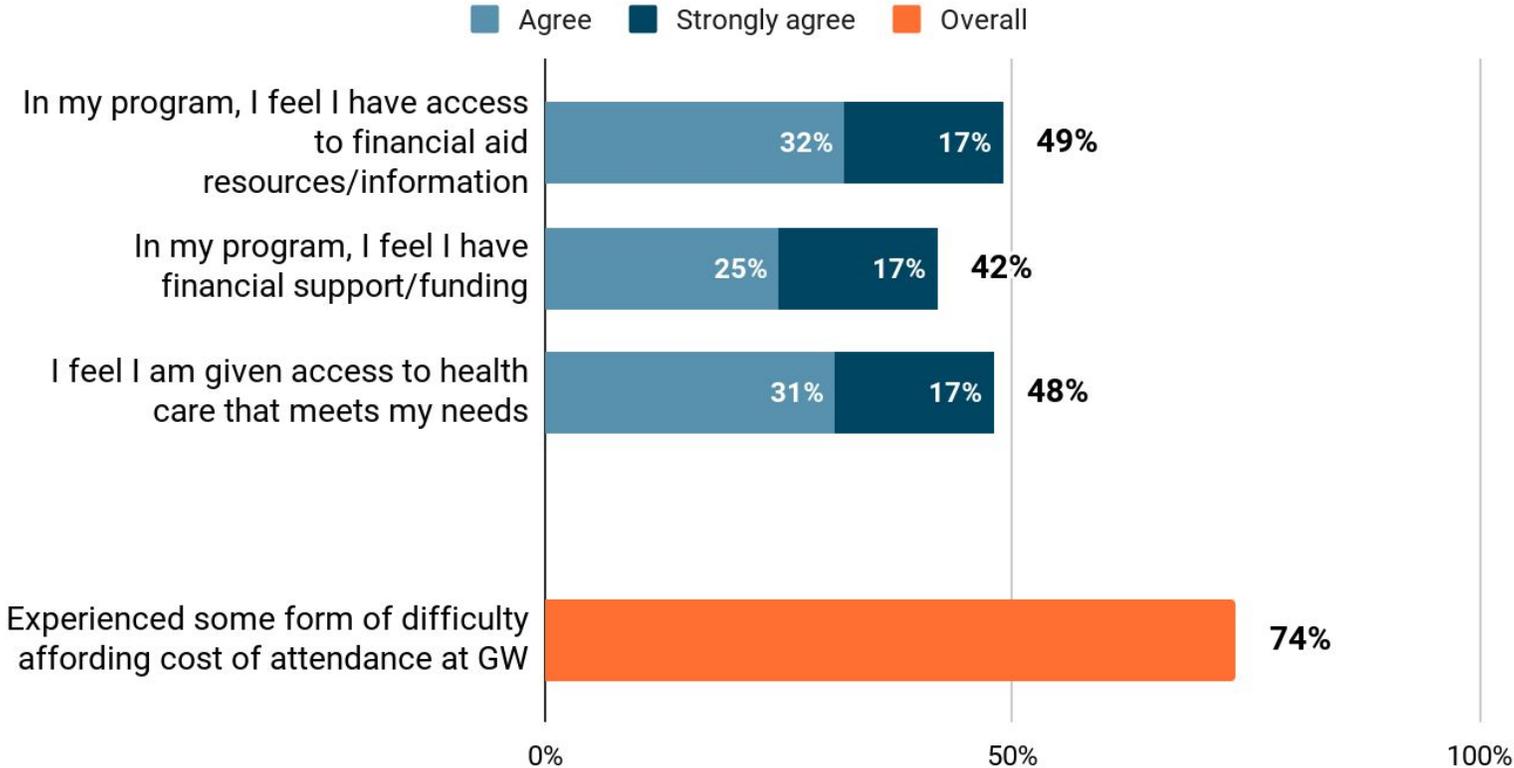
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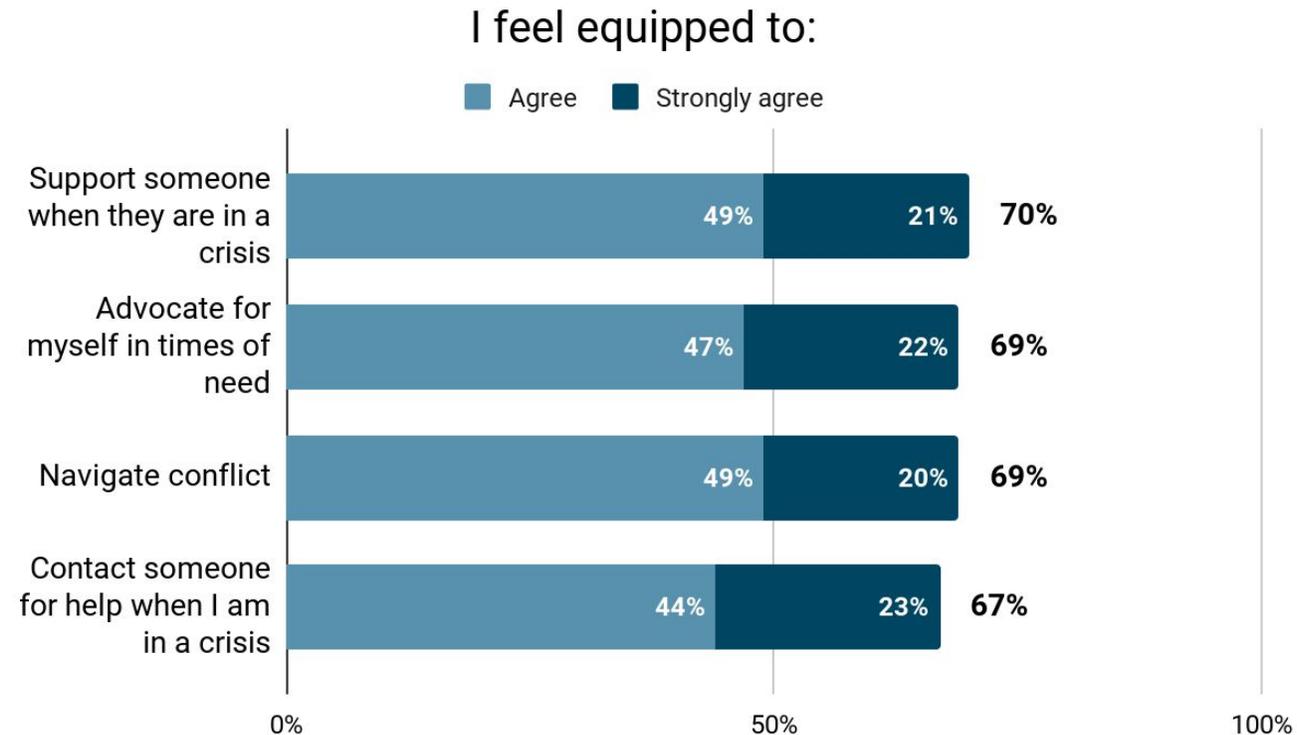
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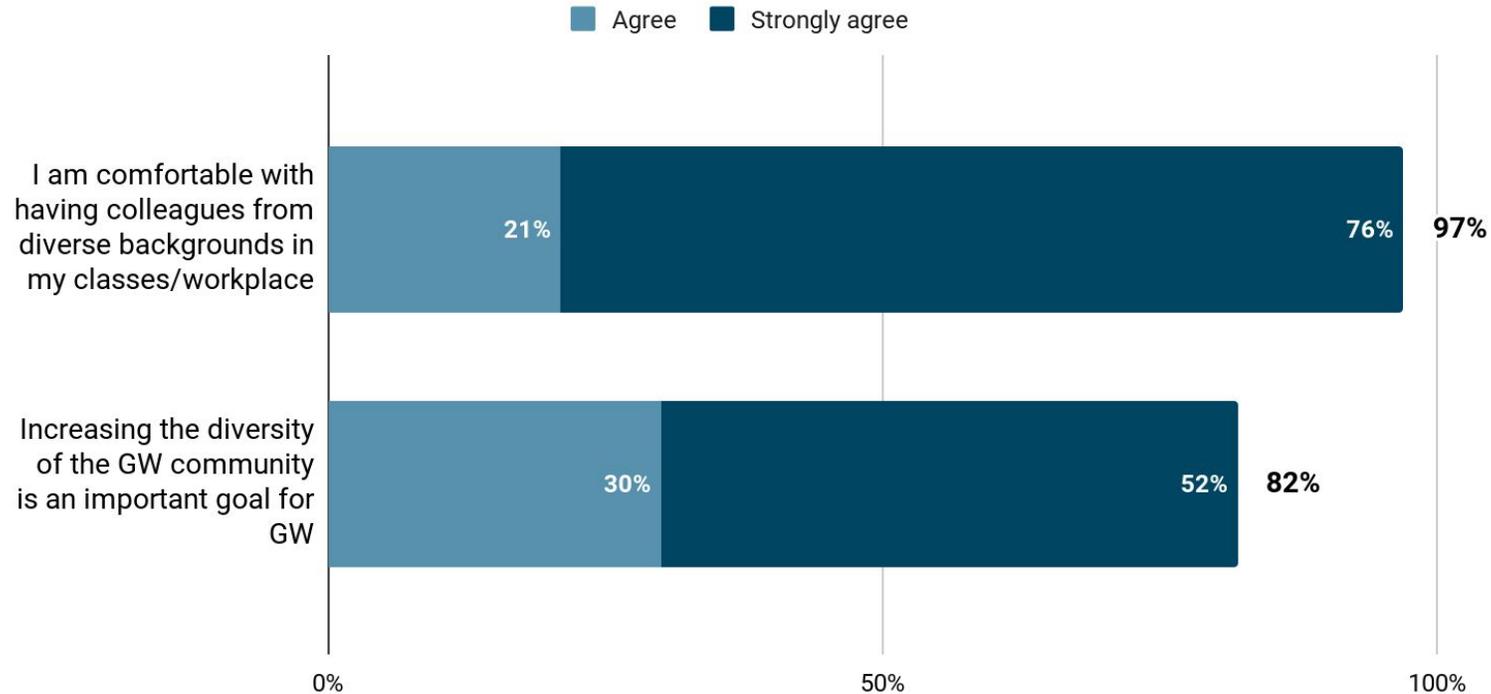
# Areas of Strength

There is strong agreement among staff in their capacity to provide and to receive support from others.



# Areas of Strength

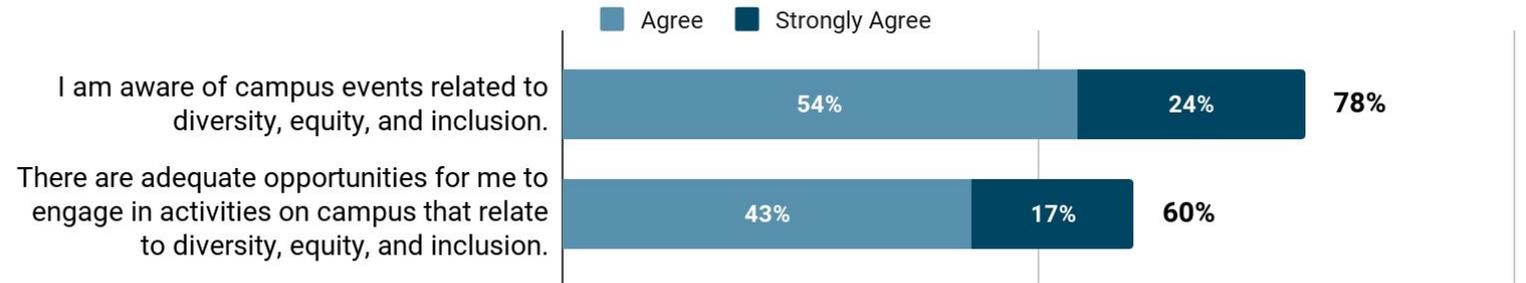
Staff are personally invested in the diversity of the GW community.



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# Areas of Strength

In their written comments, staff highlight exemplary diversity, equity, and inclusion programming on campus.



44%

of comments cited their own schools and academic departments when providing examples of units on campus which effectively advance DEI

26%

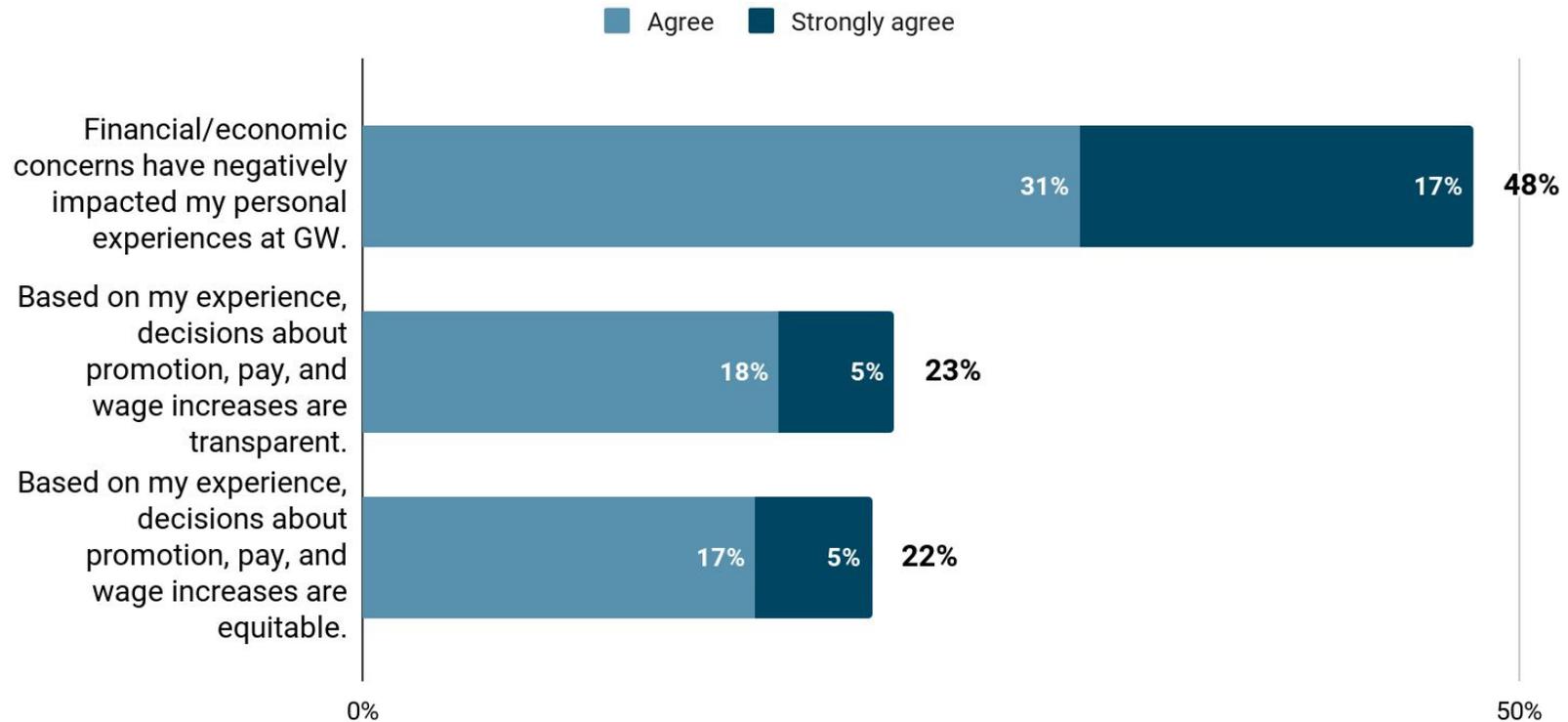
of comments specifically highlighted the efforts of the Office of Diversity, Equity, and Community Engagement for its university-level efforts, workshops, and events within the schools

## Good programs include

- Specific workshops and trainings which directly tie into their work on topics such as unconscious bias or workplace harassment
- Open spaces for reflection on major events which affect particular communities
- Campus-wide scholarly events like the Diversity Summit

# Areas of Strength

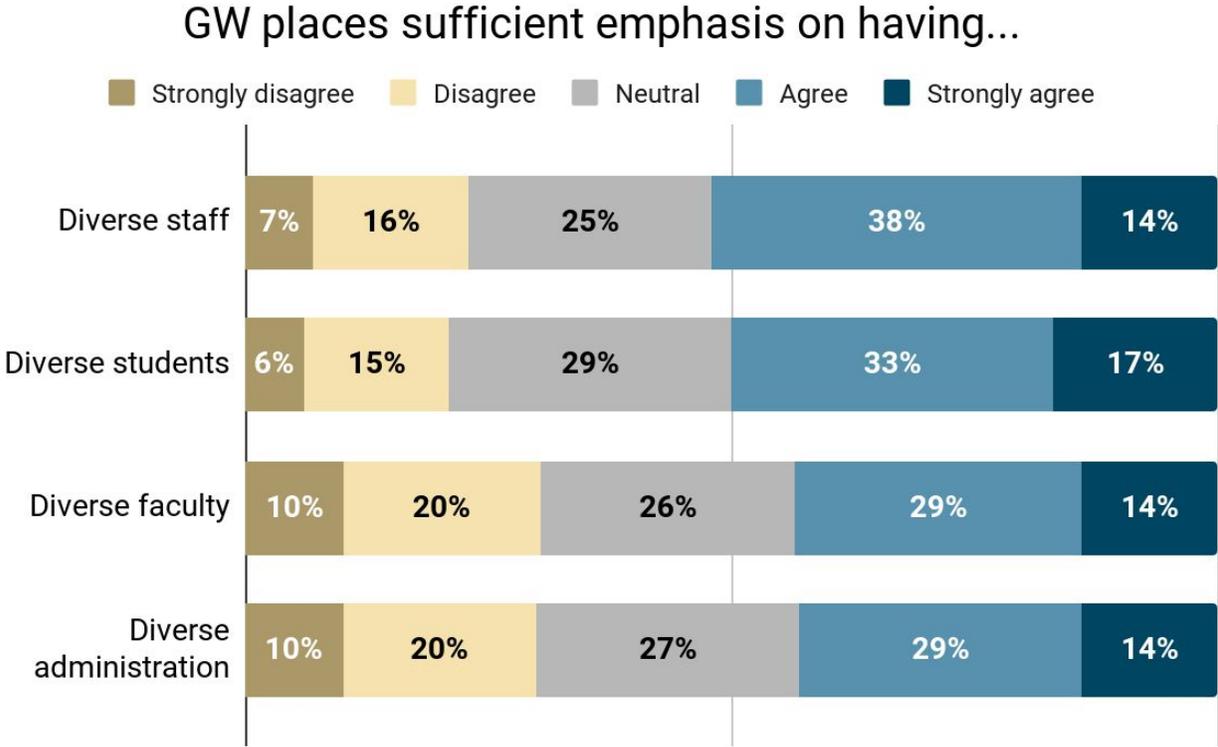
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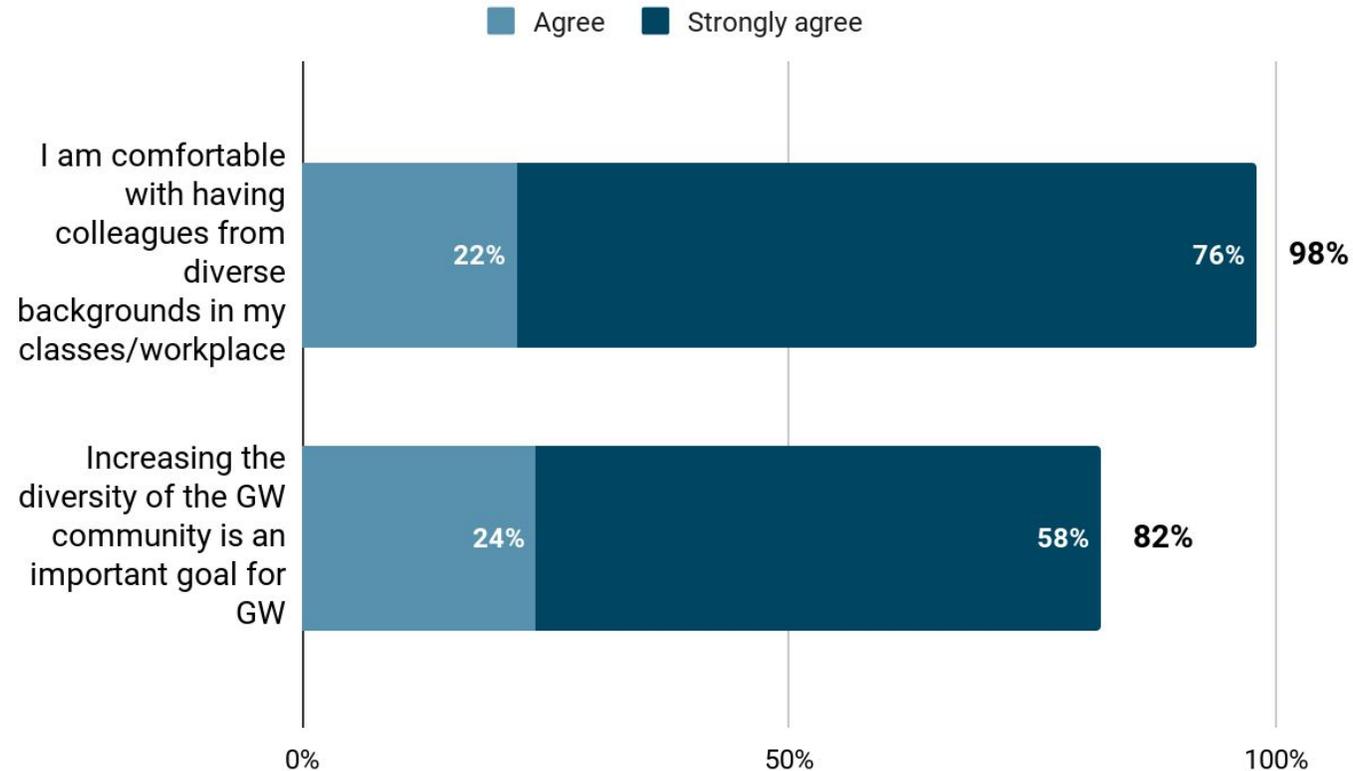
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# Areas of Strength

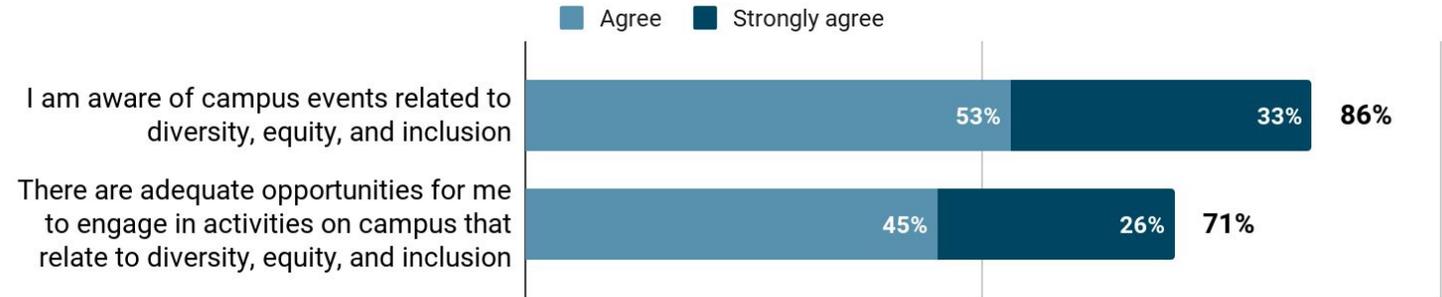
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# Areas of Strength

In their written comments, faculty highlight exemplary diversity, equity, and inclusion programming on campus.



51%

of comments cited their own schools and academic departments when providing examples of units on campus which effectively advance DEI

29%

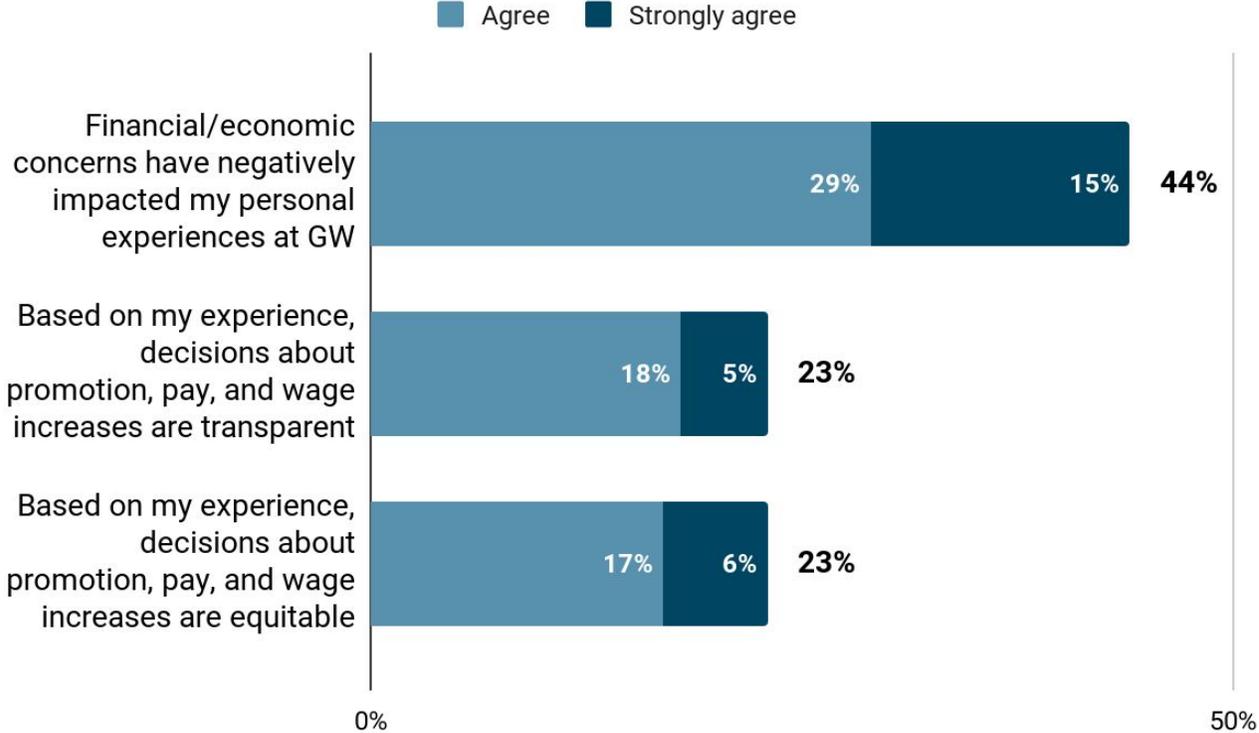
of comments specifically highlighted the efforts of the Office of Diversity, Equity, and Community Engagement for its university-level efforts, workshops, and events within the schools

## Good programs include

- At the school level, communications, tools, workshops, and programs that are provided related to DEI initiatives and how to incorporate these values into areas like admission/hiring, curriculum, and program assessment
- specific workshops on concrete ways to build an inclusive classroom
- enlightening discussions from experts on topics like critical race theory
- campus-wide scholarly events like the Diversity Summit

# Opportunities for Improvement

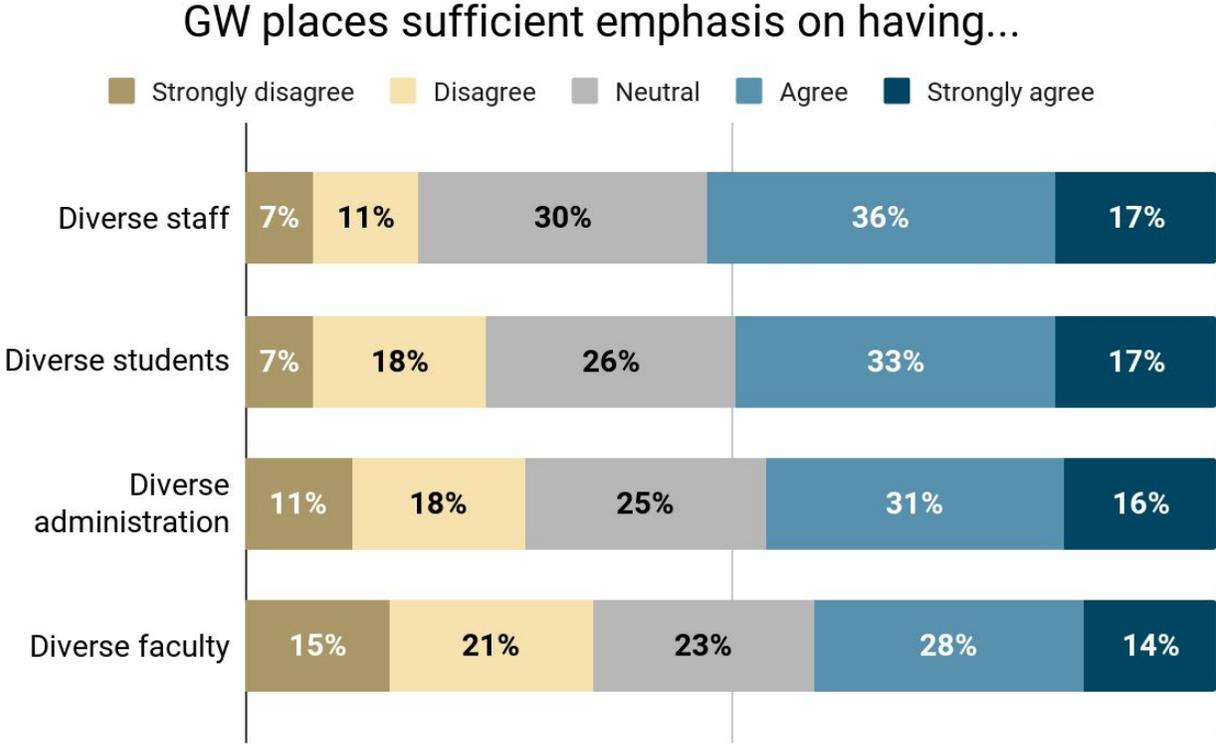
Financial and economic issues were a concern for most faculty.



Submit a question for Q&A: [tinyurl.com/GWclimatesurvey](https://tinyurl.com/GWclimatesurvey)

# Opportunities for Improvement

Faculty had relatively low agreement on the adequacy of the university's emphasis on diversity.



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