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
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:

Submit a question for Q&A: tinyurl.com/GWclimatesurvey
Survey Methodology
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  Prenotification email from Provost
Tuesday April 19, 2022  Survey Invitation email from DPRT
Wednesday April 20, 2022  Printed posters displayed in academic buildings with QR code link to survey
Wednesday April 27, 2022  Announcement in GW Today online magazine
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

Submit a question for Q&A: tinyurl.com/GWclimatesurvey
# Response Rates

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

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).

Submit a question for Q&A: tinyurl.com/GWclimatesurvey
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?

<table>
<thead>
<tr>
<th>Original Values</th>
<th>Recode Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>0-5 years</td>
</tr>
<tr>
<td>1-5 years</td>
<td></td>
</tr>
<tr>
<td>6-10 years</td>
<td>6-15 years</td>
</tr>
<tr>
<td>11-15 years</td>
<td></td>
</tr>
<tr>
<td>16-20 years</td>
<td></td>
</tr>
<tr>
<td>More than 20 years</td>
<td>More than 15 years</td>
</tr>
</tbody>
</table>

Submit a question for Q&A: tinyurl.com/GWclimatesurvey
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
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.

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>43%</td>
<td>23%</td>
</tr>
<tr>
<td>Graduate</td>
<td>39%</td>
<td>18%</td>
</tr>
<tr>
<td>Staff</td>
<td>42%</td>
<td>14%</td>
</tr>
<tr>
<td>Faculty</td>
<td>43%</td>
<td>16%</td>
</tr>
</tbody>
</table>

Top 5 Positive Impacts on Belonging for Students

- Friend(s): Undergraduate 66%, Graduate 86%
- Personal Interactions with Faculty: Undergraduate 44%, Graduate 63%
- Interest-based Student Groups: Undergraduate 31%, Graduate 51%
- Campus-wide Events: Undergraduate 31%, Graduate 45%
- Personal Interactions with Staff: Undergraduate 28%, Graduate 38%

Submit a question for Q&A: tinyurl.com/GWclimatesurvey
Areas of Strength

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

I feel equipped to:

- Advocate for myself in times of need: 46% Agree, 25% Strongly agree, 71% Total
- Navigate conflict: 48% Agree, 22% Strongly agree, 70% Total
- Support someone when they are in a crisis: 47% Agree, 24% Strongly agree, 71% Total
- Contact someone for help when I am in a crisis: 40% Agree, 21% Strongly agree, 61% Total

Submit a question for Q&A: tinyurl.com/GWclimatesurvey
Areas of Strength

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

- I am comfortable with having colleagues from diverse backgrounds in my classes/workplace:
  - Agree: 24%
  - Strongly agree: 71%
  - Total: 95%

- Increasing the diversity of the GW community is an important goal for GW:
  - Agree: 29%
  - Strongly agree: 52%
  - Total: 81%

Submit a question for Q&A: tinyurl.com/GWclimatesurvey
Areas of Strength

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

Sources of Exemplary DEI Programming

**Academic Colleges**
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

**University Offices and Groups**
Office of Diversity, Equity, and Community Engagement (ODECE), the Multicultural Student Services Center (MSSC), identity-based student groups, and other student life groups

**Community-Wide Events**
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

Submit a question for Q&A: tinyurl.com/GWclimatesurvey
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.

- **Financial/economic concerns have negatively impacted my personal experiences at GW.**
  - Agree: 31%
  - Strongly agree: 17%
  - Total: 48%

- **Based on my experience, decisions about promotion, pay, and wage increases are transparent.**
  - Agree: 18%
  - Strongly agree: 5%
  - Total: 23%

- **Based on my experience, decisions about promotion, pay, and wage increases are equitable.**
  - Agree: 17%
  - Strongly agree: 5%
  - Total: 22%

- **Difficulty Affording Cost of Attendance for Students**
  - Tuition: 47%
  - Housing: 36%
  - Books/course materials: 34%
  - Food: 30%
  - I have not experienced financial hardship at GW: 25%
Opportunities for Improvement

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

GW places sufficient emphasis on having...

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diverse students</td>
<td>7%</td>
<td>15%</td>
<td>25%</td>
<td>33%</td>
<td>20%</td>
</tr>
<tr>
<td>Diverse staff</td>
<td>8%</td>
<td>14%</td>
<td>27%</td>
<td>34%</td>
<td>18%</td>
</tr>
<tr>
<td>Diverse faculty</td>
<td>12%</td>
<td>18%</td>
<td>23%</td>
<td>29%</td>
<td>18%</td>
</tr>
<tr>
<td>Diverse administration</td>
<td>12%</td>
<td>17%</td>
<td>25%</td>
<td>28%</td>
<td>17%</td>
</tr>
</tbody>
</table>

Submit a question for Q&A: tinyurl.com/GWclimatesurvey
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

Submit a question for Q&A: tinyurl.com/GWclimatesurvey
Undergraduate Student Findings
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.
## 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.

<table>
<thead>
<tr>
<th>Area</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraged to be involved in the university</td>
<td>43%</td>
<td>17%</td>
<td>60%</td>
</tr>
<tr>
<td>Supported to provide my feedback to the university</td>
<td>38%</td>
<td>15%</td>
<td>53%</td>
</tr>
<tr>
<td>Connected to university life</td>
<td>33%</td>
<td>13%</td>
<td>46%</td>
</tr>
<tr>
<td>Like my opinion matters</td>
<td>30%</td>
<td>13%</td>
<td>43%</td>
</tr>
</tbody>
</table>
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
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
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.

![Bar chart showing the percentage of respondents experiencing negative treatment by source and type.]

Submit a question for Q&A: tinyurl.com/GWclimatesurvey
Graduate Student Findings
Areas of Strength

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

In my program, I feel I have:

- **Support from my faculty**: 42% Agree, 38% Strongly agree
- **Access to professional development**: 41% Agree, 23% Strongly agree
- **Access to mentors**: 35% Agree, 28% Strongly agree
- **A sense of belonging**: 35% Agree, 26% Strongly agree
- **Access to participate in research**: 32% Agree, 23% Strongly agree
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.

Top 3 Hypothetical Reasons to Leave GW

- To attend a more affordable institution: 41%
- To attend an institution with a stronger academic reputation: 22%
- To discontinue studies and pursue other opportunities (e.g., employment, entrepreneurship, travel): 20%

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Areas of Strength

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

In the classroom, I feel supported to...

- Engage in critical thinking: Agree 41%, Strongly agree 48%, Total 89%
- Ask questions: Agree 40%, Strongly agree 48%, Total 88%
- Bring forward new ideas: Agree 44%, Strongly agree 37%, Total 81%
- Use creativity: Agree 43%, Strongly agree 36%, Total 79%

Submit a question for Q&A: tinyurl.com/GWclimatesurvey
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.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my program, I feel I have support from my faculty</td>
<td>42%</td>
<td>38%</td>
</tr>
<tr>
<td>In my program, I feel I have a sense of belonging</td>
<td>35%</td>
<td>26%</td>
</tr>
<tr>
<td>I feel encouraged to be involved in the university</td>
<td>32%</td>
<td>17%</td>
</tr>
<tr>
<td>I feel connected to university life</td>
<td>19%</td>
<td>12%</td>
</tr>
</tbody>
</table>
Opportunities for Improvement

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

- Overall: 4% general negative treatment, 35% at least one form of identity-based negative treatment, 39% total
- Transgender/Non-binary: 10% general negative treatment, 59% at least one form of identity-based negative treatment, 69% total
- LGBQA+: 5% general negative treatment, 44% at least one form of identity-based negative treatment, 49% total
- Two or more: 6% general negative treatment, 41% at least one form of identity-based negative treatment, 47% total
- AME/Al-NHPI+/Other: 4% general negative treatment, 39% at least one form of identity-based negative treatment, 43% total
- Black or African: 4% general negative treatment, 37% at least one form of identity-based negative treatment, 41% total
- Latin@/x/Hispanic: 2% general negative treatment, 37% at least one form of identity-based negative treatment, 39% total
- Asian: 4% general negative treatment, 35% at least one form of identity-based negative treatment, 39% total
- White: 4% general negative treatment, 32% at least one form of identity-based negative treatment, 36% total

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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.
Staff Findings
Areas of Strength

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respected by my colleagues</td>
<td>45%</td>
<td>39%</td>
</tr>
<tr>
<td>Trusted</td>
<td>43%</td>
<td>40%</td>
</tr>
<tr>
<td>Respected by my supervisor</td>
<td>35%</td>
<td>47%</td>
</tr>
<tr>
<td>Trusted to make decisions</td>
<td>43%</td>
<td>37%</td>
</tr>
<tr>
<td>Encouraged to share ideas</td>
<td>42%</td>
<td>37%</td>
</tr>
<tr>
<td>Part of a team</td>
<td>42%</td>
<td>36%</td>
</tr>
<tr>
<td>Empowered to take initiative</td>
<td>40%</td>
<td>35%</td>
</tr>
<tr>
<td>Supported in my work</td>
<td>41%</td>
<td>32%</td>
</tr>
<tr>
<td>Given time to get work done</td>
<td>45%</td>
<td>27%</td>
</tr>
</tbody>
</table>
Opportunities for Improvement

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

Submit a question for Q&A: tinyurl.com/GWclimatesurvey
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)

Submit a question for Q&A: tinyurl.com/GWclimatesurvey
Faculty Findings
Areas of Strength

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

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

Submit a question for Q&A: tinyurl.com/GWclimatesurvey
Opportunities for Improvement

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

Negative Treatment

<table>
<thead>
<tr>
<th>Category</th>
<th>General negative treatment</th>
<th>At least one form of identity-based negative treatment</th>
<th>Experienced negative treatment due to race/ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>10%</td>
<td>47%</td>
<td>57%</td>
</tr>
<tr>
<td>Transgender/Non-binary</td>
<td>9%</td>
<td>59%</td>
<td>68%</td>
</tr>
<tr>
<td>LGBQA+</td>
<td>80%</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or More</td>
<td>33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>26%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin@/x/Hispanic</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AME/AI/NHPI/+</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Professional Opportunities and Climate Perceptions

- In my department/unit, I feel I am given the opportunity to serve on committees:
  - Full-time faculty: 45% Agree, 43% Strongly agree, 88% Agree
  - Part-time faculty: 26% Agree, 15% Strongly agree, 43% Agree

- Professional development opportunities are available to me:
  - Full-time faculty: 45% Agree, 17% Strongly agree, 62% Agree
  - Part-time faculty: 39% Agree, 10% Strongly agree, 49% Agree

- Overall:
  - 39% Agree, 49% Strongly agree, 39% Agree

Submit a question for Q&A: 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

Submit a question for Q&A: tinyurl.com/GWclimatesurvey
Please submit your questions via tinyurl.com/GWclimatesurvey
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
Areas of Strength

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

- **I am comfortable with having colleagues from diverse backgrounds in my classes/workplace:**
  - Agree: 24%
  - Strongly agree: 69%

- **Increasing the diversity of the GW community is an important goal for GW:**
  - Agree: 28%
  - Strongly agree: 51%
Opportunities for Improvement

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

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diverse students</td>
<td>8%</td>
<td>17%</td>
<td>26%</td>
<td>32%</td>
<td>17%</td>
</tr>
<tr>
<td>Diverse staff</td>
<td>11%</td>
<td>17%</td>
<td>28%</td>
<td>29%</td>
<td>15%</td>
</tr>
<tr>
<td>Diverse faculty</td>
<td>14%</td>
<td>21%</td>
<td>24%</td>
<td>27%</td>
<td>14%</td>
</tr>
<tr>
<td>Diverse administration</td>
<td>16%</td>
<td>21%</td>
<td>26%</td>
<td>23%</td>
<td>14%</td>
</tr>
</tbody>
</table>
Graduate Supplemental
Areas of Strength

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

![Bar chart showing data on comfort and commitment to diversity]

Submit a question for Q&A: tinyurl.com/GWclimatesurvey
Opportunities for Improvement

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

- In my program, I feel I have access to financial aid resources/information: 49%
  - Agree: 32%
  - Strongly agree: 17%
  - Overall: 49%
- In my program, I feel I have financial support/funding: 42%
  - Agree: 25%
  - Strongly agree: 17%
- I feel I am given access to health care that meets my needs: 48%
  - Agree: 31%
  - Strongly agree: 17%
- Experienced some form of difficulty affording cost of attendance at GW: 74%

Submit a question for Q&A: tinyurl.com/GWclimatesurvey
Staff Supplemental
## Areas of Strength

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

<table>
<thead>
<tr>
<th>I feel equipped to:</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support someone when they are in a crisis</td>
<td>49%</td>
<td>21%</td>
</tr>
<tr>
<td>Advocate for myself in times of need</td>
<td>47%</td>
<td>22%</td>
</tr>
<tr>
<td>Navigate conflict</td>
<td>49%</td>
<td>20%</td>
</tr>
<tr>
<td>Contact someone for help when I am in a crisis</td>
<td>44%</td>
<td>23%</td>
</tr>
</tbody>
</table>

Submit a question for Q&A: tinyurl.com/GWclimatesurvey
Areas of Strength

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

Submit a question for Q&A: tinyurl.com/GWclimatesurvey
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.

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

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.

Submit a question for Q&A: tinyurl.com/GWclimatesurvey
Areas of Strength

Financial and economic issues were a concern for most staff.

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Opportunities for Improvement

Staff had relatively low agreement on the adequacy of the university’s emphasis on diversity.

<table>
<thead>
<tr>
<th>GW places sufficient emphasis on having...</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
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</thead>
<tbody>
<tr>
<td>Diverse staff</td>
<td>7%</td>
<td>16%</td>
<td>25%</td>
<td>38%</td>
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</tr>
<tr>
<td>Diverse students</td>
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<tr>
<td>Diverse faculty</td>
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<tr>
<td>Diverse administration</td>
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Faculty Supplemental
Areas of Strength

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

Submit a question for Q&A: tinyurl.com/GWclimatesurvey
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.

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
- Enlivening discussions from experts on topics like critical race theory
- Campus-wide scholarly events like the Diversity Summit

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.
Opportunities for Improvement

Financial and economic issues were a concern for most faculty.

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Opportunities for Improvement

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

GW places sufficient emphasis on having...

<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly disagree</th>
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