

2019 Campus Climate Assessment

Student Survey Results



March 2020

Report Prepared by



Social &
Economic Sciences
Research Center

WASHINGTON STATE UNIVERSITY

SESRC Report 19-054A

This page blank for double sided printing.



2019 Campus Climate Assessment

Student Survey Results

Prepared for:

Washington State University
Health Sciences Spokane

Agency Contact:

Dion Crommarty
Assistant Director of Student Diversity

Report Prepared by:

Social and Economic Sciences Research Center
Washington State University

Rose Krebill-Prather, PhD
Principal Investigator

Kristen Petersen, MS
Data Analyst

Campus Climate Survey Work Group:

Dion Crommarty, MS Chair
Lee Roy Esposito, PharmD Student
David Garcia, PhD
Katie Gilsdorf, MA
Natalie Grosser, BS
Jennifer Harris, MSW
Evanlene Melting Tallow, BA
James Mohr, PhD
Jennifer Robinson, PharmD



This page blank for double sided printing.



Table of Contents

Introduction	1
Background	1
Objectives of the Campus Climate Survey	1
Survey Implementation and Response	2
Student Respondent Demographics	3
Results.....	9
University Connectedness	9
Satisfaction with Academic Experiences.....	11
Experience with Diversity	12
Opportunities to Learn about History, Culture, and Societal Issues.....	14
University Environment and Diversity and Equity on Campus	15
Perceptions of the Campus Environment.....	18
Comfort and Safety related to Diversity and the University Environment.....	21
Gender-Based Violence and the University Environment	23
Interprofessional Education and Student Clinical Experience	26
Clinicals, Rotations and Practicums	28
Student Well-Being	35
Student Experience with Gender Based Violence	37
Awareness of Student Resources on Campus.....	40
Financial Strains and Impacts.....	41
Experience with Discrimination at WSU Health Sciences	47
Response Differences for Key Areas of Diversity: Gender, Sexual Orientation, and Race	51
University Connectedness	52
University Environment, and diversity and equity on campus – perceptions and perspectives.....	54
Perceptions of the Campus Environment	56
Comfort and Safety related to Diversity	59
Gender Based Violence and the University Environment	63
Experiences with Discrimination at WSU Health Sciences	65
Diversity , Equity , and Inclusion Committee Recommendations.....	67
Introduction	67
Accomplishing the work.....	67
Framework.....	69

Recommendations and Strategies 71

Appendix A. Cross-Tabulated Results for Key Areas of Diversity: Gender, Sexual Orientation, and Race
..... 1

This page blank for double sided printing.



List of Tables

Table 1.1. Student: Campus/Degree Standing	4
Table 1.2. Student: Degree Area/Program.....	5
Table 1.3. Student: Gender and Sexual Orientation Information (Q36-Q37)	6
Table 1.4. Student: Minority Status (Q38)	7
Table 1.5. Student: Religion (Q39).....	8
Table 1.6. Student: Other Characteristics (Q40-Q43)	8
Table 2.1. Students: University Connectedness (Q1).....	9
Table 2.2. Students: University Connectedness (Q2).....	10
Table 3. Students: Satisfaction with Academic Experiences (Q5).....	11
Table 4. Students: Experience with Diversity Outside the Classroom	12
Table 5. Students: Experience with Diversity within the Classroom (Q06)	13
Table 6. Students: Opportunities to Learn about History, Culture, and Societal Issues (Q7).....	14
Table 7. Students: University Environment Related to Diversity (Q8).....	17
Table 7.1. Student Comments regarding experiences in the classroom at WSU Health Sciences (Q9)	18
Table 8. Students: Diversity and Equity on Campus (Q18)	19
Table 9. Students: Comfort and Safety related to Diversity and the University Environment (Q19).....	21
Table 9.1. Student comments regarding the WSU Health Sciences campus environment (Q20).....	22
Table 10. Students: Gender Based Violence and the University Environment (Q21).....	23
Table 11. Students: Agree/Disagree: “WSU Health Sciences does not tolerate sexual assault.”	25
Table 12. Students: Interpersonal Education (Q16).....	26
Table 12.1. Comments regarding Interprofessional Education experiences (Q17).....	28
Table 13. Students: Participation in Clinical Experience: Clinicals, Rotations, or Practicums (Q10)	28
Table 14. Clinical Students: Satisfaction with Clinical, Rotation, or Practicum Experience at this University (Q11)	29
Table 15. Clinical Students: Clinical, Rotation, or Practicum Experiences provide opportunity to work and serve patients with diverse backgrounds (Q12)	31
Table 16. Clinical Students: WSU Health Sciences preparation to seek out resources in response to potential discrimination toward respondent (Q13).....	32
Table 17. Clinical Students: WSU Health Sciences has prepared respondent to respond discrimination toward him/her (Q14).....	33
Table 17.1. Clinical Students Comments regarding Clinical, Rotation, or Practicum Experiences at WSU Health Sciences (Q15)	34
Table 18. Students: Well-Being while Enrolled at WSU Health Sciences (Q25).....	35
Table 19. Students: Types of Gender Based Violence Incidents while enrolled at WSU Health Sciences.	37
Table 20. Students: Experience with Gender Based Violence while enrolled at WSU Health Sciences (Q22-Q23)	38
Table 21. Students: Gender Based Violence Incident lead to problems (Q24).....	39
Table 22.1. Students: Adverse Financial Event(s) during the Academic Year	42
Table 22.2. Students: Number of Adverse Events due to Financial Strains during the Academic Year (Q28)	43

Table 22.3. Students: Of those with adverse event, which type of event	44
Table 22.4. Students: Living Situation during Fall Semester 2018 (Q29, <i>multiple response</i>)	45
Table 22.5. Students: Adverse Experience due to Financial Strain during the Academic Year (Q30, <i>multiple response</i>).....	46
Table 23.1. Students: Experience with Discrimination at WSU Health Sciences	47
Table 23.2. Students: Negative Impacts due to Discrimination Experience	48
Table 24. Your experiences concerning possible discriminatory acts.	49
Table 24.1 Areas of Diversity	49
Table 25. Key Areas of Diversity.....	Error! Bookmark not defined.
Table 26. University Connectedness.....	52
Table 27. Environment related to Diversity (Q8).....	55
Table 28. Diversity and Equity on Campus (Q18).....	58
Table 29. Comfort and Safety related to Diversity	62
Table 30. Gender based violence and the university environment.....	64
Table 31. Experiences with discrimination at WSU Health Sciences (Q31, Q32, Q33, Q34, Q35).....	66
Table A1. Crosstab Analysis by Gender.....	A-1
Table A2. Crosstab analysis by Sexual Orientation	A-19
Table A3. Crosstab analysis by Race	A-37

List of Figures

Figure 2.1. Students: University Connectedness	9
Figure 2.2. Students: University Connectedness	10
Figure 3. Students: Satisfaction with Academic Experiences.....	11
Figure 4. Students: Experience with Diversity Outside the Classroom.....	12
Figure 5. Students: Experience with Diversity within the Classroom	13
Figure 6. Students: Opportunities to Learn about History, Culture, and Societal Issues.....	14
Figure 7. Students: University Environment Related to Diversity	17
Figure 8. Students: Diversity and Equity on Campus	20
Figure 9. Students: Comfort and Safety related to Diversity and the University Environment.....	22
Figure 10. Students: Gender Based Violence and the University Environment	24
Figure 11. Students: Agree/Disagree: “WSU Health Sciences does not tolerate sexual assault.”	25
Figure 12. Students: Interpersonal Education	27
Figure 13. Students: Participation in Clinical Experience: Clinicals, Rotations, or Practicums	29
Figure 14. Clinical Students: Satisfaction with Clinical, Rotation, or Practicum Experience at this University	29
Figure 15. Clinical Students: Clinical, Rotation, or Practicum Experiences provide opportunity to work and serve patients with diverse backgrounds	31
Figure 16. Clinical Students: WSU Health Sciences preparation to seek out resources in response to potential discrimination toward respondent.....	32
Figure 17. Clinical Students: WSU Health Sciences has prepared respondent to respond discrimination toward him/her.....	33
Figure 18. Students: Well-Being while Enrolled at WSU Health Sciences	36
Figure 19. Students: Types of Gender Based Violence Incidents per person while enrolled at WSU Health Sciences.....	37
Figure 20. Students: Experience with Gender Based Violence while enrolled at WSU Health Sciences...	38
Figure 21. Students: Gender Based Violence Incident lead to problems	39
Figure 22. Students: Awareness of Resources for Students on Campus	40
Figure 22.1. Students: Adverse Financial Event(s) during the Academic Year	42
Figure 22.2. Students: Number of Adverse Events due to Financial Strains during the Academic Year ...	43
Figure 22.3. Students: Of those with adverse event, which type of event (Q28).....	44
Figure 22.4. Students: Living Situation during Fall Semester 2018 (Q29).....	45
Figure 22.5. Students: Adverse Experience due to Financial Strain during the Academic Year	46
Figure 23.1. Students: Experience with Discrimination at WSU Health Sciences.....	47
Figure 23.2. Students: Negative Impacts due to Discrimination Experience.....	48

This page blank for double sided printing.



Introduction

Washington State University Health Sciences Spokane sponsored a survey in 2019 to evaluate perceptions and experiences of their students, faculty, and staff with regard to diversity and climate issues. WSU Health Sciences implemented online surveys of currently enrolled students and faculty and staff in spring 2019. After the survey data were collected, WSU Health Sciences contracted with the Social and Economic Sciences Research Center (SESRC) to analyze the survey results. The purpose of this report is provide a summary of that analysis.

Background

WSU Health Sciences Spokane is home to three colleges: College of Nursing, College of Pharmacy and Pharmaceutical Sciences, and the Elson S. Floyd College of Medicine, and includes academic programs in Medicine, Nursing, Pharmacy, Pharmaceutical Sciences, Nutrition and Exercise Physiology, Speech & Hearing Sciences, Criminal Justice and Education. In 2019, there were approximately 226 full-time, and 96 part-time faculty, affiliated with this campus; and there were 306 full-time, and 25 part-time staff. In Spring 2019, there were 1,644 students were enrolled in academic programs on this campus, and approximately 28% of these students are multicultural. The average age for students was 22 years old, 70% were female, and 30% were first generation. Of those students enrolled Spring 2019, 34% were undergraduate, 19% were graduate, 40% were professional pharmacy, and 7% were professional medical.

Through its Student Diversity Center, WSU Health Sciences Spokane supports diversity on campus and aspires to bring all students together in celebrating Diversity, Equity and Inclusion in the student's experience and the campus community. Student Diversity Center has as its mission to support students from traditionally under-represented backgrounds and promote an inclusive community for all students through advocacy, education, support, and resources. To that end, the stated values are: inclusion, compassion, innovation, collaboration, empowerment, respect, and social justice.

Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued. A broad definition includes not only race, ethnicity, and gender — the groups that most often come to mind when the term "diversity" is used — but also age, national origin, religion, disability, sexual orientation, gender identity and expression, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values.

Objectives of the Campus Climate Survey

The WSU Health Sciences Community does not have baseline measurements for different climate perceptions, experiences, and concerns that Health Science students, faculty and staff may be having. The WSU Health Sciences Community came together to create a survey to reflect on the students, faculty, and staff experiences at WSU Health Sciences, both overall and related to diversity and inclusion, with a goal to create change for the better for the campus.



The data from this a survey will be useful in planning for the future and improving the climate at WSU Health Science. This report focuses on the Student Campus Climate Survey. The results of the Faculty and Staff Campus Climate Survey are presented in the companion report, SESRC Report 19-054B.

Survey Implementation and Response

In November 2017, the WSU Health Sciences Diversity Committee started the Climate survey discussion and the date to launch the survey in Spring 2019. In April 2018, the first Climate survey subcommittee was launched to focus on the campus survey.

In Spring 2019, the Diversity Committee, with support from the Chancellor's office, the Associated Students of Washington State University Health Sciences, (ASWSUHS), the College of Pharmacy and Pharmaceutical Sciences, the College of Nursing and the Elson S. Floyd College of Medicine, the Student Diversity Center, the Division of Student Affairs and the WSU Community we launched our first WSU Health Sciences Campus-wide Climate Survey.

The **Student Campus Climate Survey** was launched on February 25, 2019 with an email invitation to complete the survey, with a delayed start for medical students who received an invitation to take the survey on February 28, 2019. Students who had not yet responded to the survey received weekly emails reminders to take the survey during the data collection period. Of the 1663 students invited to participate in the survey, 737 students started the survey and 613 students completed the survey. The 124 responses with incomplete data were not included in the results. A 37% response rate was obtained for the Student Campus Climate Survey.

The purpose of this report will be to summarize the univariate frequency listing for each of the questions asked in the survey, including a qualitative summary for the text response questions. In addition, based on the demographic profile of survey responses, there is a cross tabulated analysis for three main demographic variables of interest: gender, sexual orientation, and race. The cross tabulated analysis focuses on a key subset of the large number of questions included in the survey:

University Connectedness – feeling valued, being able to fulfill requirements, and having opportunities to grow or advance or succeed. (Q1A-E and Q2A-E)

University Environment related to Diversity (Q8A-I)

Perceptions of diversity and equity on campus (Q18A-K)

Comfort and safety related to diversity and the university environment (Q19A-J)

Gender based violence and the university environment (Q21A-J)

Experiences with discrimination at WSU Health Sciences (Q31, Q32, Q33, Q34, Q35)

A one-way analysis of variance (ANOVA) is used to determine if there are significant differences in responses given by gender groups, sexual orientation groups, and/or race groups. The cross-tabulated results for those variables with a statistically significant difference by one or more of the demographic variables will be discussed further. The full set of cross-tabulated

results for the survey questions of interest by gender, sexual orientation, and race are included in Appendix A.

Student Respondent Demographics

The vast majority of survey respondents are from the Spokane campus, 84%, while 16% are from the Yakima campus. The majority of students are seeking professional degrees in either Pharmacy (41.9%) or Medicine (10.8%). Just over another third of respondents are seeking a Bachelor's degree (34.5%), while 5.6% are seeking a Master's degree and 6.0% are seeking a Doctorate degree (Table 1.1)

In terms of populations represented, 43.6% are in the College of Pharmacy and Pharmaceutical Sciences, 30.8% are in the College of Nursing, and 23.0% are in the Elson S. Floyd College of Medicine which includes Speech and Hearing Sciences and Nutrition and Exercise Physiology (Table 1.2).

The vast majority of respondents identified themselves as female (75.2%) or male (23.8%). The remaining 1.3% identified as non-binary (0.8%), genderqueer (0.2%), or other (0.3%). There are no respondents identifying as transgender represented in the results (Table 1.3).

Ninety-one percent of respondents indicated their sexual orientation is heterosexual and 4.1% indicated they are bisexual, 1.2% are lesbian, 1.0% are gay, and 1.0% are pansexual. Other sexual orientations are represented by less than one percent each: queer, asexual, questioning/unsure, or other (Table 1.3).

A majority of respondents (61.3%) are white, while a fifth (21.2%) are Asian and 6.9% are multiple races. Other race groups are each represented by less than 5%: Hispanic, African American, American Indian, Native Hawaiian/Pacific Islander, or Other (Table 1.4).

While just over half of respondents identified as Christian (51.2%), another 37.6% identified as having no religion (no affiliation, agnostic, and atheist). Eight percent (8.2%) identified with other the other world religions and 3% indicated "other" (Table 1.5).

Other demographic characteristics of interest show that 2.3% of respondents have a military status, 9.6 % have dependent children, 4.1% have a major disability, or 1.3% have been in foster care (Table 1.6).

Table 1.1. Student: Campus/Degree Standing

WSU Campus	Number	Percent
Spokane	515	84.0%
Yakima	98	16.0%
TOTAL	605	100.0%
<hr/>		
Degree	Number	Percent
Bachelor	217	34.5%
Masters	34	5.6%
PhD	37	6.0%
Professional: Medicine	66	10.8%
Professional: Pharmacy	257	41.9%
Other	2	0.3%
TOTAL	613	100%

Table 1.2. Student: Degree Area/Program

Degree Area	Number	Percent
College of Pharmacy and Pharmaceutical Sciences,	267	43.6%
College of Nursing	189	30.8%
Elson S. Floyd College of Medicine	146	23.0%
College of Education	4	0.7%
Other	7	1.1%
TOTAL	613	100%
Program	Number	Percent
Administrator's Credential	2	<1%
Criml Justice and Crmlgy, M.A.	1	<1%
Crmnl Justice and Crmlg, Ph.D.	1	<1%
Diet, Nutr, and Exr Phys, M.S.	10	2%
Doctor of Medicine	66	11%
Educational Leadership, Ed.D.	1	<1%
Educational Leadership, Ed.M.	3	1%
Health Policy and Admin, MHPA	2	<1%
Math and Sci Educ, Ph.D.	1	<1%
Neuroscience, Ph.D.	1	<1%
Nursing Practice, D.N.P.	13	2%
Nursing, BS	167	27%
Nursing, M.Nurs.	2	<1%
Nursing, Ph.D.	7	1%
Nutrition & Exercise Phys, BS	19	3%
Pharmaceutical Sci, Ph.D.	10	2%
Doctor of Pharmacy	257	42%
Prevention Science, Ph.D.	3	1%
Psychology, Ph.D.	1	<1%
Speech & Hearing Sciences, BA	31	5%
Speech and Hearing Sci, M.S.	15	2%
TOTAL	613	100%

Table 1.3. Student: Gender and Sexual Orientation Information (Q36-Q37)

Gender (Q36, multiple (check all that apply) response)	Number	Percent
Female	459	75.2%
Male	145	23.8%
Trans man	0	0.0%
Trans woman	0	0.0%
Non-binary or genderqueer, not specified	6	1.0%
Other	2	0.3%
Gender (collapsed, single response)		
	Number	Percent
Female	457	74.9%
Male	145	23.8%
Other	8	1.3%
TOTAL	610	100%
Sexual Orientation (Q37, multiple (check all that apply) response)		
	Number	Percent
Heterosexual	551	90.9%
Bisexual	25	4.1%
Lesbian	7	1.2%
Gay	6	1.0%
Pansexual	6	1.0%
Queer	4	0.7%
Questioning/Unsure	5	0.8%
Asexual	5	0.8%
Other (including not specified)	4	0.7%
Sexual Orientation (collapsed, single response)		
	Number	Percent
Heterosexual	549	90.6%
Bisexual	22	3.6%
Other identity	35	5.8%
TOTAL	606	100%
Sexual Orientation (collapsed, single response)		
	Number	Percent
Heterosexual	549	90.6%
LGBTQIA+	57	9.4%
TOTAL	606	100%

Table 1.4. Student: Minority Status (Q38)

Race (Q38, multiple (check all that apply) response)	Number	Percent
White	408	67.4%
Asian	143	23.6%
Hispanic	39	6.4%
African American	21	3.5%
American Indian	15	2.5%
Native Hawaiian or other Pacific Islander	6	1.0%
Other	17	2.8%
Race (collapsed)		
	Number	Percent
White	371	61.3%
Asian	128	21.2%
Hispanic	26	4.3%
African American	18	3.0%
Other	20	3.3%
Multiple races	42	6.9%
TOTAL	605	100%
Minority/Nonminority		
	Number	Percent
White	371	61.3%
Minority	192	38.7%
TOTAL	605	100%

Table 1.5. Student: Religion (Q39)

Religious Affiliation (<i>single response</i>)	Number	Percent
Christian	310	51.2%
Jewish	6	1.0%
Buddhist	20	3.3%
Islamic	15	2.5%
Sikh	6	1.0%
Hindu	3	0.5%
Agnostic	74	12.2%
Atheist	45	7.4%
Other	18	3.0%
No religious affiliation	109	18.0%
TOTAL	606	100%

Table 1.6. Student: Other Characteristics (Q40-Q43)

Military Status	Number	Percent
None	595	97.7%
Veteran/Prior military experience	8	1.3%
Reserves or National Guard	4	0.7%
On active duty	2	0.3%
TOTAL	609	100.0%
<hr/>		
Dependent Children	Number	Percent
No	547	90.4%
Yes	58	9.6%
TOTAL	605	100.0%
<hr/>		
Disability	Number	Percent
No	585	95.9%
Yes	25	4.1%
TOTAL	610	100.0%
<hr/>		
Ever been in foster care?	Number	Percent
No	597	97.9%
Yes	8	1.3%
Don't know	5	0.8%
TOTAL	605	100.0%



Results

University Connectedness

Student respondents were asked about overall feelings of being connected to WSU Health Sciences in terms of feeling valued, being able to fulfill requirements, and having opportunities to grow or advance or succeed. On all the indicators of university connectedness, over 60% of respondents indicated favorable ratings (Tables 2.1-2.2, Figures 2.1-2.2). The most highly rated items are:

“I have opportunities for academic success that are similar to those of my classmates” (89% agree/strongly agree)

“I can fulfill requirements of my coursework without unduly repressing my own identity, background or experience” (85% agree/strongly agree)

Around four fifths of respondents feel valued by other students (82% agree/strongly agree), by staff (81% agree/strongly agree), and by faculty (79% agree/strongly agree). A majority agreed or strongly agreed on items asking about a sense of belonging or a sense of community. And a high percentage, 89%, indicated they plan to graduate from WSU Health Sciences.

Table 2.1. Students: University Connectedness (Q1)

	Number	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I feel valued by other students.	611	1%	4%	13%	56%	26%
I feel valued by staff.	610	1%	4%	14%	52%	29%
I feel valued by faculty.	611	1%	4%	15%	49%	30%
I can fulfill requirements of my coursework without unduly repressing my own identity, background or experience.	611	1%	5%	9%	47%	38%
I have opportunities for academic success that are similar to those of my classmates.	609	1%	3%	7%	50%	39%

Figure 2.1. Students: University Connectedness

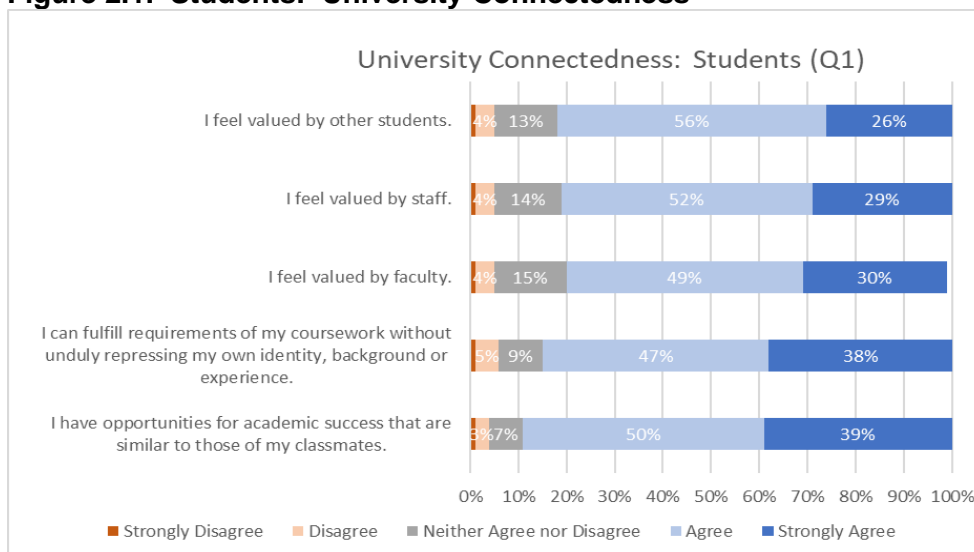
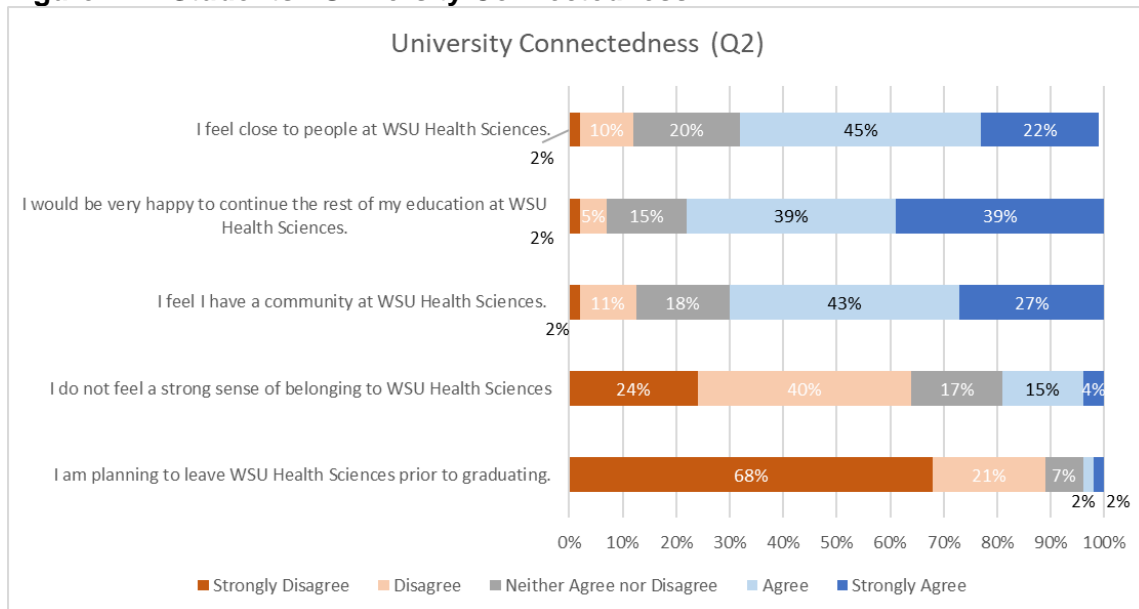


Table 2.2. Students: University Connectedness (Q2)

	Number	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I feel close to people at WSU Health Sciences.	611	2%	10%	20%	45%	22%
I would be very happy to continue the rest of my education at WSU Health Sciences.	611	2%	5%	15%	39%	39%
I feel I have a community at WSU Health Sciences.	610	2%	10.5%	17.5%	43%	27%
I do not feel a strong sense of belonging to WSU Health Sciences	611	24%	40%	17%	15%	4%
I am planning to leave WSU Health Sciences prior to graduating.	610	68%	21%	7%	2%	2%

Figure 2.2. Students: University Connectedness



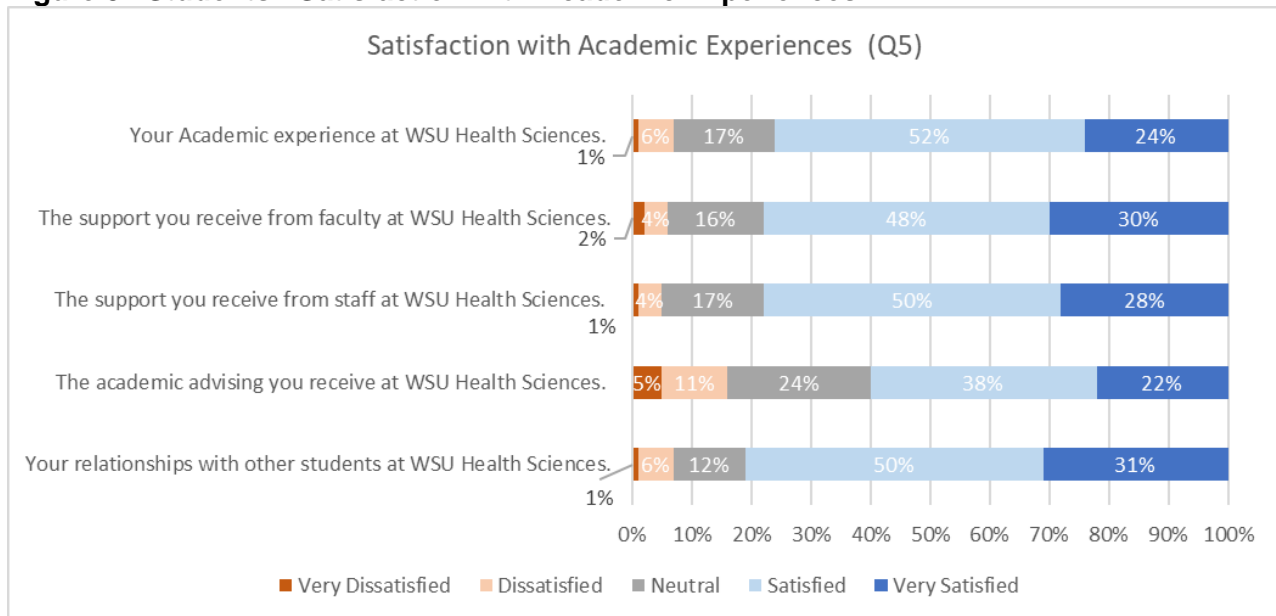
Satisfaction with Academic Experiences

Students were asked their satisfaction with their unit or department, in terms of the advising they received, and from faculty and staff. On all but one of the indicators of satisfaction with academic experiences, more than three quarters indicated they are satisfied or very satisfied. On one item, only 60% indicated they are satisfied or very satisfied with “The academic advising you receive at WSU Health Sciences.” Students are most satisfied with “relationships with other students at WSU Health Sciences” (81% satisfied/very satisfied) (Table 3, Figure 3).

Table 3. Students: Satisfaction with Academic Experiences (Q5)

Aspects of Academic Experience (Q5)	Number	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Your Academic experience at WSU Health Sciences.	611	1%	6%	17%	52%	24%
The support you receive from faculty at WSU Health Sciences.	611	2%	4%	16%	48%	30%
The support you receive from staff at WSU Health Sciences.	609	1%	4%	17%	50%	28%
The academic advising you receive at WSU Health Sciences.	610	5%	11.5%	24%	38%	22%
Your relationships with other students at WSU Health Sciences.	610	1%	6%	12%	50%	31%

Figure 3. Students: Satisfaction with Academic Experiences



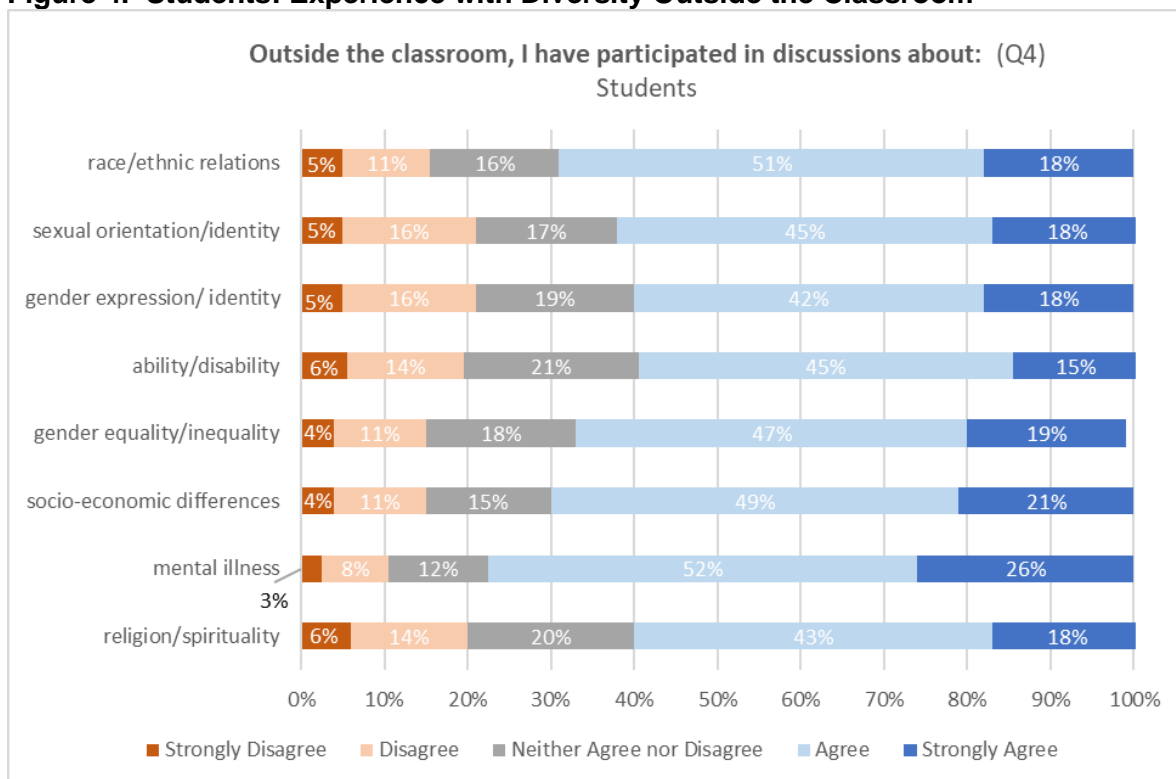
Experience with Diversity

Students were asked to evaluate their experience with diversity outside the classroom and in the classroom in terms of discussions they have had regarding various minority or discriminated against groups. On each of the areas of diversity, sixty percent or more of students agreed/strongly agreed they had experience with discussions about that area of diversity outside of the classroom with the highest levels of agreement (agree/strongly agree) for mental illness (78%), socio-economic difference (70%), and race/ethnic relations (69%) (Table 4, Figure 4).

Table 4. Students: Experience with Diversity Outside the Classroom

Q4 Outside the classroom, I have participated in discussions about:	Number	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
race/ethnic relations	611	5%	10.5%	15.5%	51%	18%
sexual orientation/identity	610	5%	16%	17%	45%	18%
gender expression/ identity	610	5%	16%	19%	42%	18%
ability/disability	605	6%	14%	21%	45%	15%
gender equality/inequality	609	4%	11%	18%	47%	19%
socio-economic differences	605	4%	11%	15%	49%	21%
mental illness	612	3%	8%	12%	52%	26%
religion/spirituality	608	6%	14%	20%	43%	18%

Figure 4. Students: Experience with Diversity Outside the Classroom



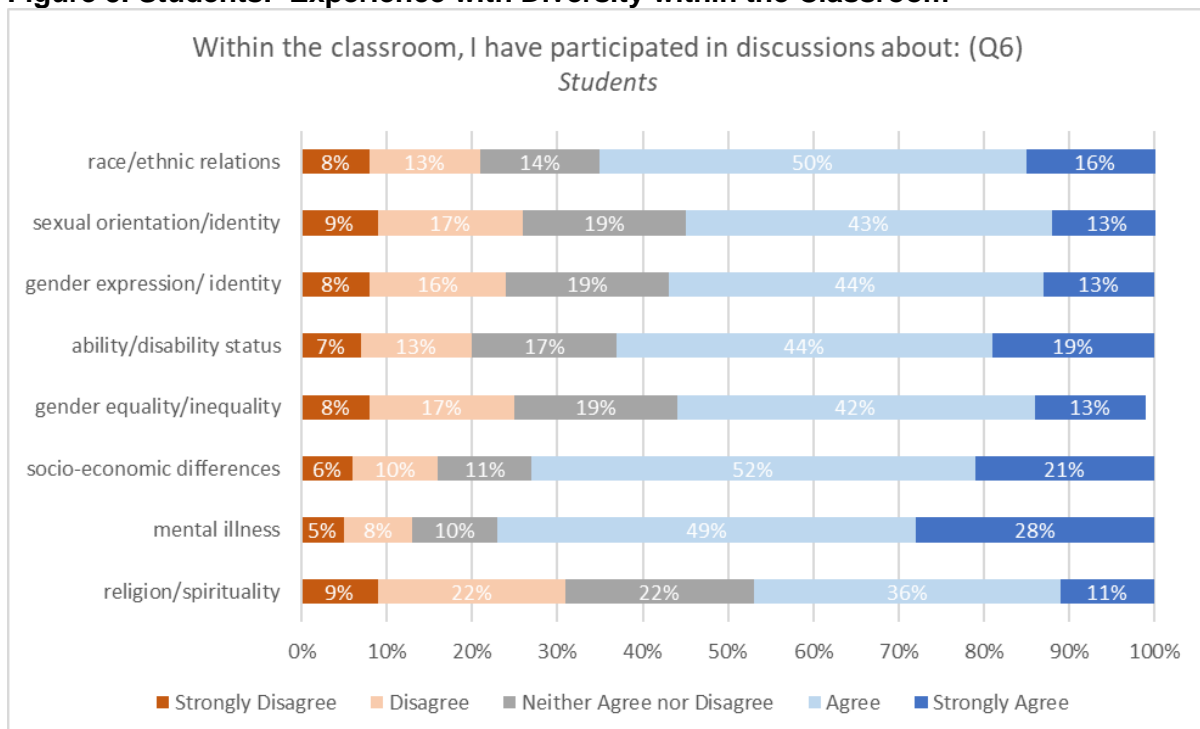
When asked about experience with discussions about areas of diversity within the classroom, a majority agreed/strongly agreed on all but one area, religion/spirituality (47%). Those areas of diversity with the highest levels of agreement regarding experience with discussions within the classroom are the same as outside the classroom mental illness (77%), socio-economic differences (73%), and race/ethnic relations (66%) (Table 5, Figure 5).

Interestingly, on all but two areas of diversity, there is higher agreement with experience with discussions outside the classroom compared to within the classroom. The areas with the highest difference are religion/spirituality (61% agreement outside, 47% agreement within), gender equality/inequality (66% agreement outside, 55% agreement within), and sexual orientation/identity (63% agreement outside, 53% agreement within). On only two areas of diversity, there was slightly higher agreement that discussions occurred within the classroom compared to outside the classroom: ability/disability (60% outside, 63% within) and socio-economic difference (70% outside, 73% within).

Table 5. Students: Experience with Diversity within the Classroom (Q06)

<i>Within the classroom, I have participated in discussions about:</i>	Number	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
race/ethnic relations	609	8%	13%	14%	50%	16%
sexual orientation/identity	607	9%	17%	19%	43%	13%
gender expression/ identity	608	8%	16%	19%	44%	13%
ability/disability status	606	7%	13%	17%	44%	19%
gender equality/inequality	606	8%	17%	19%	42%	13%
socio-economic differences	609	6%	10%	11%	52%	21%
mental illness	608	5%	8%	10%	49%	28%
religion/spirituality	604	9%	22%	22%	36%	11%

Figure 5. Students: Experience with Diversity within the Classroom



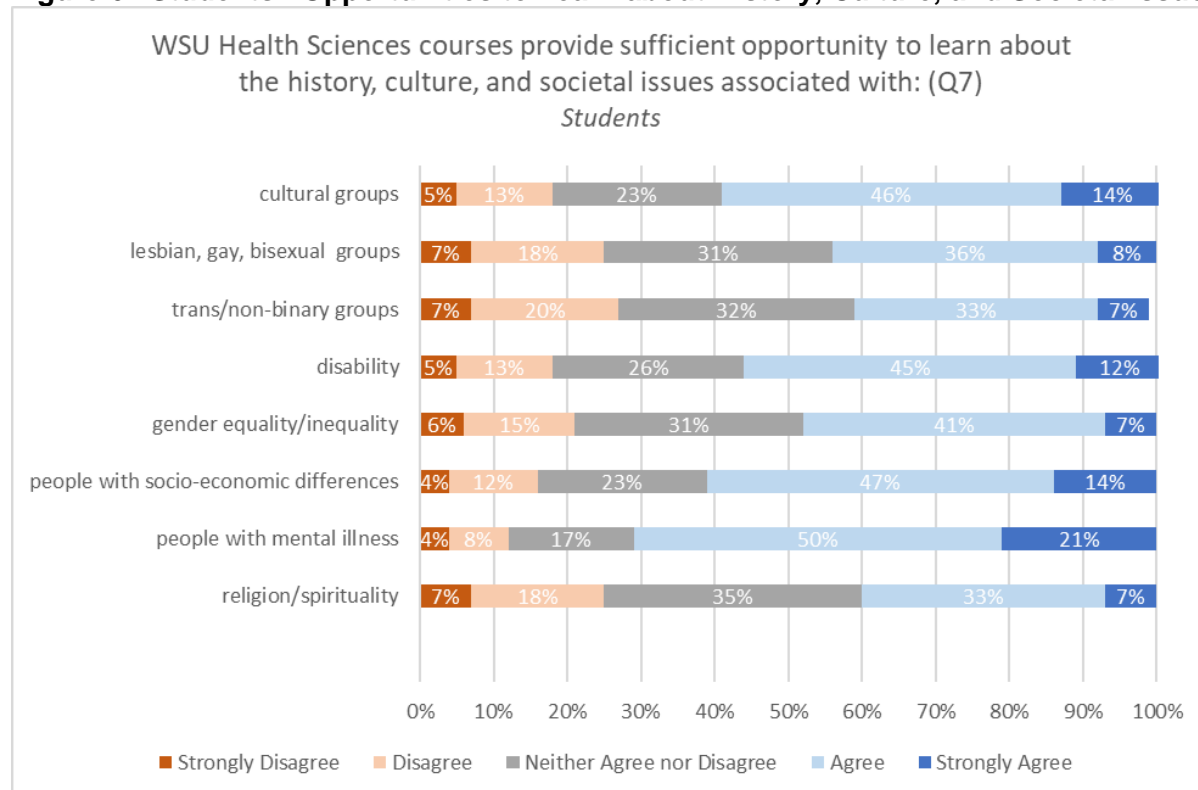
Opportunities to Learn about History, Culture, and Societal Issues

Students were asked to think about the opportunities WSU Health Sciences has offered to learn about history, culture, and societal issues associated with different or diverse groups. For four of eight diverse groups, a majority of respondents agreed/strongly agreed that sufficient learning opportunities have been provided with regard to: people with mental illness (71%), people with socio-economic differences (61%), cultural groups (60%), and disability (57%). For the remaining four diverse groups, less than half of students indicated they agreed/strongly agreed that sufficient learning opportunities have been provided: gender equality/inequality (48%); lesbian, gay, bisexual groups (44%); trans/non-binary groups (40%), and religion/spirituality (40%) (Table 6, Figure 6).

Table 6. Students: Opportunities to Learn about History, Culture, and Societal Issues (Q7)

<i>WSU Health Sciences courses provide sufficient opportunity to learn about the history, culture, and societal issues associated with:</i>	Number	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
cultural groups	607	5%	13%	23%	46%	14%
lesbian, gay, bisexual groups	606	7%	18%	31%	36%	8%
trans/non-binary groups	605	7%	20%	32%	33%	7%
disability	608	5%	13%	26%	45%	12%
gender equality/inequality	606	6%	15%	31%	41%	7%
people with socio-economic differences	605	4%	12%	23%	47%	14%
people with mental illness	606	4%	8%	17%	50%	21%
religion/spirituality	605	7%	18%	35%	33%	7%

Figure 6. Students: Opportunities to Learn about History, Culture, and Societal Issues



University Environment and Diversity and Equity on Campus

Students were asked more about their perspective on the university environment related to diversity. Two items that indicate a positive university environment for diversity were given more than a three-quarters favorable rating (agree/strongly agree) (Table 7, Figure 7):

I often have the opportunity to work with students from backgrounds different than my own. (80%)

Diverse perspectives are encouraged in class discussions and assignments. (76%)

Three items related to diversity in the classroom had 60% or more positive ratings:

Faculty are skilled at facilitating discussions where students with different backgrounds and perspectives. (64%)

I do not feel comfortable contributing to class discussions. (reverse: 61% disagree)

I will not share my own experience and background in class. (reverse: 60% disagree)

Two items related to information on diversity presented through instruction had just over half, or a majority, gave positive ratings are:

Faculty are skilled in teaching about diversity and equity. (56%)

There is sufficient amount of discussion on diversity and equity covered throughout the curriculum. (52%)

And on two items related to diversity and course offerings just under half gave positive ratings:

WSU Health Sciences offers a sufficient variety of courses in which to learn about topics related to diversity and equity. (49%)

I would take diversity and equity elective courses if WSU Health Sciences offered these courses. (48%)

When asked to share comments regarding experiences in the classroom at WSU Health Sciences (Q9), one quarter (24.6%) of respondents provided a response. Several main themes emerged. Of those providing a response, about one-third (52 of 151) provided a positive comment about their experiences. Selected comments:

I have enjoyed my experience at WSU Health Sciences thus far. The faculty are very open and willing to help students with whatever they need and answer any questions we may have. The staff are also kind. . . .

My education has been very good at incorporating diverse perspectives and opportunities for discussion about these.

Courses here at WSU Health Sciences provide well-rounded discussions on all the topics listed above.

Overall I am having an amazing time at WSU-HS!

I think I have had a satisfactory experience regarding diversity education at WSU Health Sciences.

Close to one fifth of those providing a comment (18.5%) indicated they feel isolated or unsupported. Selected comments:

It feels like faculty are preoccupied (maybe worried about their own jobs or research projects) to pay attention to student learning needs.

I am often tokenized in class because I am from a background that is not highly represented at WSU Spokane. This causes discomfort and shows that staff do not know how to have conversations or lead discussions about cultural differences.

There are so many conservative students in my class. They are outspoken and I do not want to create an uncomfortable atmosphere.

I personally do not feel welcomed by my immediate peers and feel like I am not completely supported with all of my issues (sometimes I feel like people overemphasize things like mental illness / conditions instead of emphasizing things like bullying prevention and professionalism).

Most instructors are quite obviously liberal in their political identity and its obvious more conservative opinions are not welcome. It's great to discuss various cultural topics and talk about discrimination, however some of the political opinions should be left out.

About seventeen percent of those providing a comment indicated that more diversity instruction is needed. Selected comments:

I feel like we could have more diversity events in school.

In regards to Faculty are skilled in teaching about diversity and equity/ facilitating discussion where students are with different perspectives and backgrounds - Some are and some are not, but it doesn't seem like they get any training in this area at all.

I feel like in the classroom we never focus on socio-economic or gender equality in the classroom.

I don't think I can recall a time where religion or sexuality was discussed.

At this point there aren't diversity discussions that have taken place in the classroom. At time there are points raised to provoke thought.

I feel like we don't talk about these topics too often.

There is no diversity considered in the classroom and admission.

We don't really talk about our different backgrounds in class, but considering our curriculum, I am unsure where we would fit that in.

Other themes were mentioned by less than ten percent of those providing comments (Table 7.1).



Table 7. Students: University Environment Related to Diversity (Q8)

Perceptions and perspectives	Number	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Diverse perspectives are encouraged in class discussions and assignments.	609	2%	7%	15%	54%	22%
Faculty are skilled in teaching about diversity and equity.	610	3%	12%	25%	44%	15%
Faculty are skilled at facilitating discussions where students with different backgrounds and perspectives	606	2%	10%	24%	45%	19%
I often have the opportunity to work with students from backgrounds different than my own.	607	1%	6%	13%	51%	29%
WSU Health Sciences offers a sufficient variety of courses in which to learn about topics related to diversity and equity.	608	5%	15%	31%	38%	11%
There is sufficient amount of discussion on diversity and equity covered throughout the curriculum	609	4%	18%	26%	38%	14%
I would take diversity and equity elective courses if WSU Health Sciences offered these courses.	607	6%	20%	27%	33%	15%
I do not feel comfortable contributing to class discussions.	609	20%	41%	21%	14%	4%
I will not share my own experience and background in class.	606	19%	41%	20%	15%	5%

Figure 7. Students: University Environment Related to Diversity

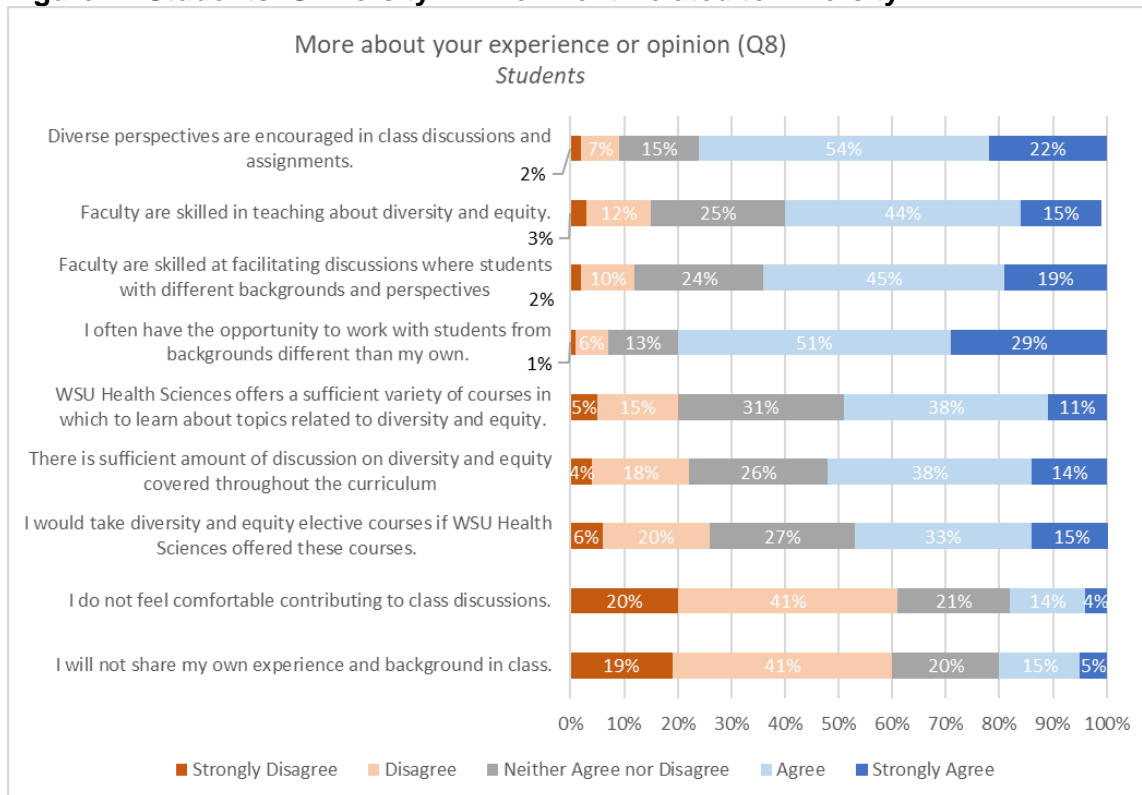


Table 7.1. Student Comments regarding experiences in the classroom at WSU Health Sciences (Q9)

Themes and Sub-themes	Reference Count
Positive comments	52
-Diverse student body	2
-Feel supported	7
-Good experience	10
-Have received diversity training, education	9
-Welcoming, open environment	8
Feeling isolated or unsupported	28
-Need access to, and information about, resources	3
-Uncomfortable sharing political opinions or beliefs	4
More diversity instruction needed	26
-Need better training for faculty	6
Issues with faculty & staff	12
Feeling threatened, disrespected or discriminated against	11
Issues with other students	7
Technology issues	6
Student sees diversity and equity as irrelevant	5
Lack of diversity on campus	4
Difficult topics are avoided	3

462 respondents did not provide a response, another 10 indicate “no answer”.

Perceptions of the Campus Environment

Students were asked to reflect on their perceptions of the campus environment related to diversity (Table 8, Figure 8).

Four items related to diverse groups getting along, being treated fairly and with respect had 82% or more positive ratings:

Members of the campus community interact respectfully when using email and online learning tools. (88%)

Individuals from different backgrounds get along at this university. (85%)

Faculty and instructors give feedback and evaluate students fairly, regardless of student's race, gender, sexual orientation, religion, age, or disability status. (82%)

Members of the campus community are respectful when interacting through social media. (82%)

Two items related to the overall vision on campus had around 75% positive ratings:

WSU Health Sciences is committed to promoting diversity and equity on our campus. (79%)

The students at this university are diverse. (74%)



Four items related to diversity in action had relatively fewer, but still a majority positive ratings:

WSU Health Sciences offers access to diversity-related training for all students, faculty and staff. (66%)

The staff at this university is diverse. (61%)

The faculty at this university is diverse. (56%)

I believe WSU Health Sciences processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs. (54%)

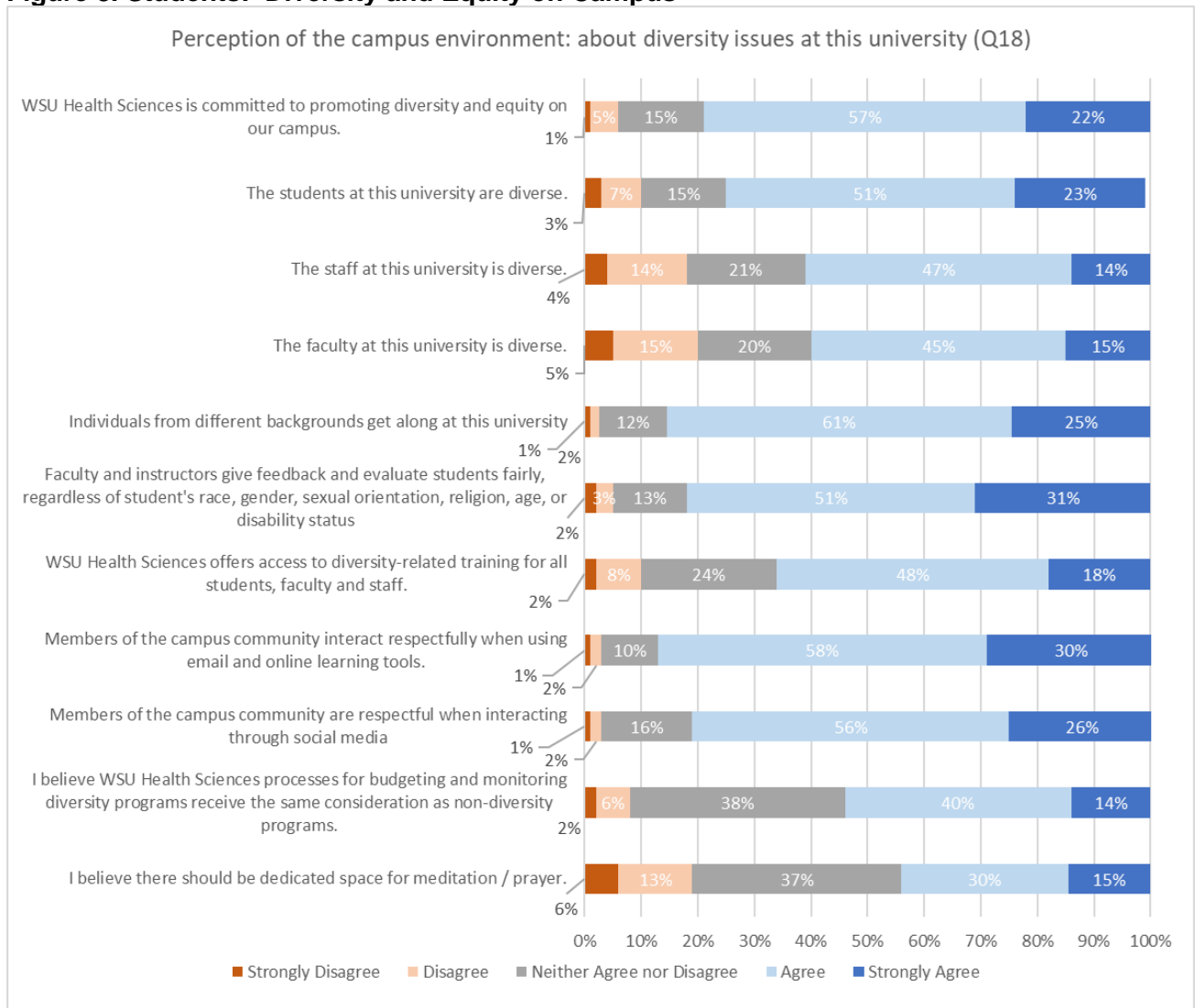
Only one item related to religion/spirituality did not have a majority positive ratings:

I believe there should be dedicated space for meditation / prayer. (44%)

Table 8. Students: Diversity and Equity on Campus (Q18)

Perceptions and perspectives (Q18)	Number	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
WSU Health Sciences is committed to promoting diversity and equity on our campus.	606	1%	5%	15%	57%	22%
The students at this university are diverse.	606	3%	7%	15%	51%	23%
The staff at this university is diverse.	603	4%	14%	21%	47%	14%
The faculty at this university is diverse.	604	5%	15%	20%	45%	15%
Individuals from different backgrounds get along at this university	604	1%	1.5%	12%	61%	24%
Faculty and instructors give feedback and evaluate students fairly, regardless of student's race, gender, sexual orientation, religion, age, or disability status	605	2%	3%	13%	51%	31%
WSU Health Sciences offers access to diversity-related training for all students, faculty and staff.	605	2%	8%	24%	48%	18%
Members of the campus community interact respectfully when using email and online learning tools.	604	1%	2%	10%	58%	30%
Members of the campus community are respectful when interacting through social media	605	1%	2%	16%	56%	26%
I believe WSU Health Sciences processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs.	602	2%	6%	38%	40%	14%
I believe there should be dedicated space for meditation / prayer.	601	6%	13%	37%	29%	15%

Figure 8. Students: Diversity and Equity on Campus



Comfort and Safety related to Diversity and the University Environment

The overwhelming majority of respondents feel safe on campus (90%) and feel at ease with people of different backgrounds (88%). However, half (50%) indicated they are afraid to disagree with members of other groups for fear of being called prejudiced. Only about half (49%) indicated they would know where to report incidents of discrimination, either experienced or witnesses, to campus authorities (Table 9, Figure 9).

Close to half indicated they are neutral about whether more diversity is needed among faculty and staff (47% neither agree/disagree), or if more minority students of color (47% neither agree/disagree) and/or LGBTQ students (50% neither agree/disagree) should be recruited, retained, or represented. However, 40% or more on these diversity items indicated they agree/strongly agree that diversity should be part of the university environment. A majority indicated that support for faculty, staff, and students with disabilities should be increased.

Interestingly, half (50%) think that the university focusses too much attention on diversity-related issues, while another third (32%) neither agree/disagree.

Table 9. Students: Comfort and Safety related to Diversity and the University Environment (Q19)

Perceptions and perspectives	Number	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I feel safe when I'm on campus	610	1%	2%	7%	54%	36%
The university should recruit and retain more faculty and staff of color.	609	1%	6%	47%	28%	18%
The university should recruit and retain more students of color.	609	2%	6%	47%	27%	18%
The university should increase gender diversity of faculty and staff.	607	2%	7%	47%	28%	15%
The university should increase lesbian, gay, bisexual, transgender, and/or queer representation.	609	2%	8%	50%	24%	16%
The university should increase support for faculty, staff and students with disabilities.	607	1%	3%	37%	42%	17%
I feel at ease with people of backgrounds different from my own.	608	1%	1%	10%	51%	37%
The university focuses too much attention on diversity-related issues.	609	12%	30%	32%	20%	6%
I am afraid to disagree with members of other groups for fear of being called prejudiced.	609	15%	35%	20%	24%	6%
In the event that I witness or experience an act of discrimination, I know where to report the incident to campus authorities.	607	5%	26%	19%	39%	10%

Figure 9. Students: Comfort and Safety related to Diversity and the University Environment

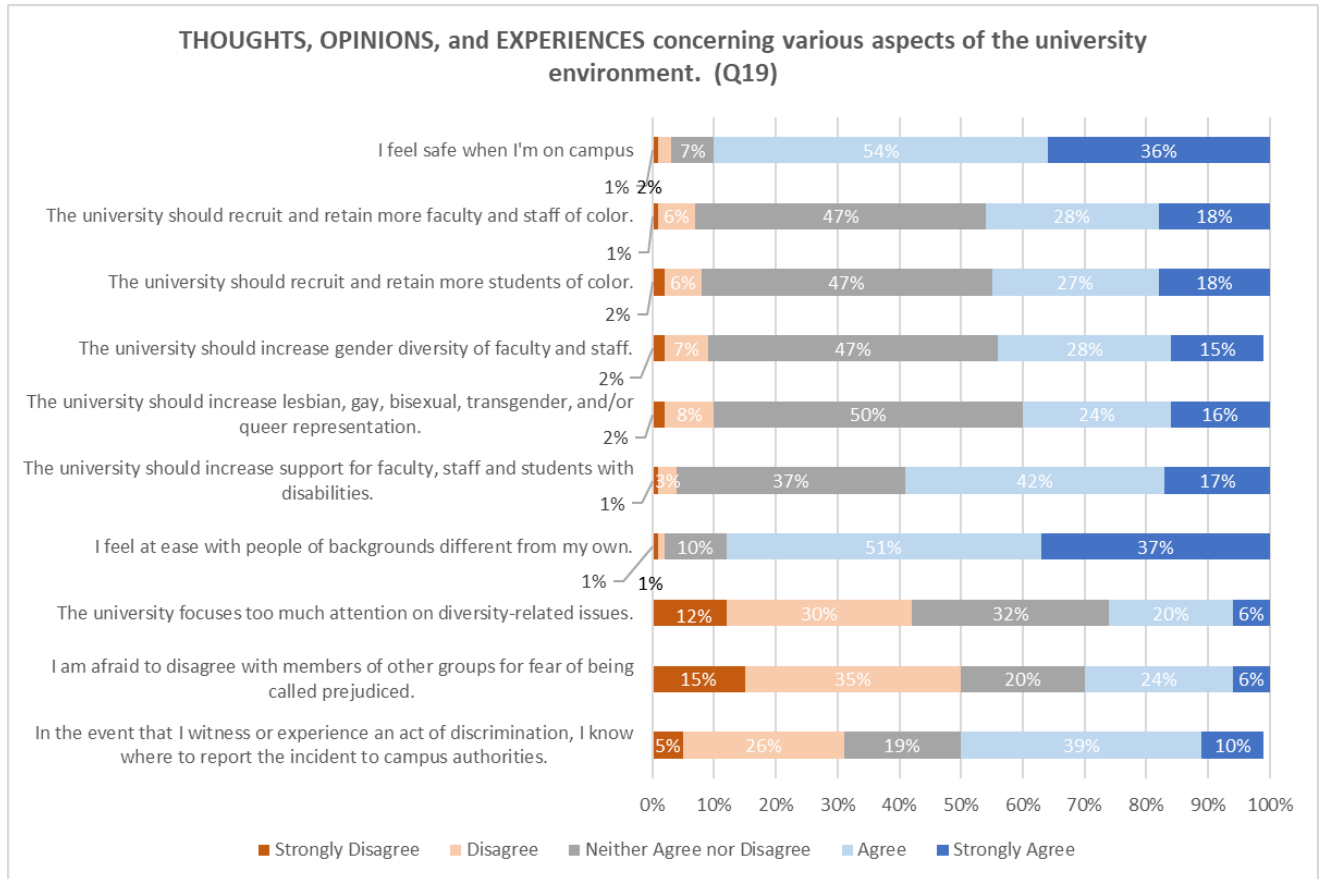


Table 9.1. Student comments you have regarding the WSU Health Sciences campus environment (Q20).

Themes and Sub-themes	Reference Count
Campus is safe and diverse	14
Experiences of discrimination, inequality	6
Feeling isolated or unsupported	6
Feels there's too much emphasis on diversity	33
Need more diversity	12
Need more resources, information, support	9

Gender-Based Violence and the University Environment

This section of the survey asks questions about your (language changes) experiences related to gender-based violence while enrolled WSU Health Sciences. A vast majority agreed/strongly agreed that WSU Health Sciences does not tolerate sexual assault (86%). And respondents believe that faculty, staff, and students have a clear sense of appropriate behavior (82% or more agree/strongly agree for each). (Table 10, Figure 10). While a majority believe WSU Health Sciences is doing a good job training in sexual assault prevention (61%) and preventing sexual assault from happening (55%), fewer than half said WSU Health Sciences is doing a good job educating students about sexual harassment (47%). One third on each of these items indicated they are neutral (31%, 34%, 37% respectively). A majority are neutral with regard to whether WSU Health Sciences is doing a good job investigating incidents of sexual assault (60%), or holding people accountable (59%), while about one third agree/strongly agree on each (36% on each). When asked whether WSU Health Sciences is doing a good job providing needed services to victims of sexual assault, only 46% agree/strongly agree, and another 47% are neutral.

Table 10. Students: Gender Based Violence and the University Environment (Q21)

Perceptions and perspectives	Number	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
WSU Health Sciences does not tolerate sexual assault.	608	1%	1%	12%	48%	38%
WSU Health Sciences takes training in sexual assault prevention seriously.	608	1%	6%	31%	41%	20%
WSU Health Sciences is doing a good job educating students about sexual harassment	609	2%	17%	34%	34%	13%
WSU Health Sciences is doing a good job trying to prevent sexual assault from happening.	607	1%	6%	37%	41%	14%
WSU Health Sciences is doing a good job providing needed services to victims of sexual assault.	608	1%	5%	47%	33%	13%
WSU Health Sciences is doing a good job investigating incidents of sexual assaults	605	1%	3%	60%	26%	10%
WSU Health Sciences is doing a good job holding people accountable for committing sexual assault	604	1%	3%	59%	26%	10%
I believe there is a clear sense of appropriate behavior among faculty at WSU Health Sciences	608	1%	2%	14%	53%	29%
I believe there is a clear sense of appropriate behavior among staff at WSU Health Sciences	606	1%	1%	13%	55%	30%
I believe there is a clear sense of appropriate behavior among student at WSU Health Sciences	606	1%	2%	14%	55%	27%

Figure 10. Students: Gender Based Violence and the University Environment

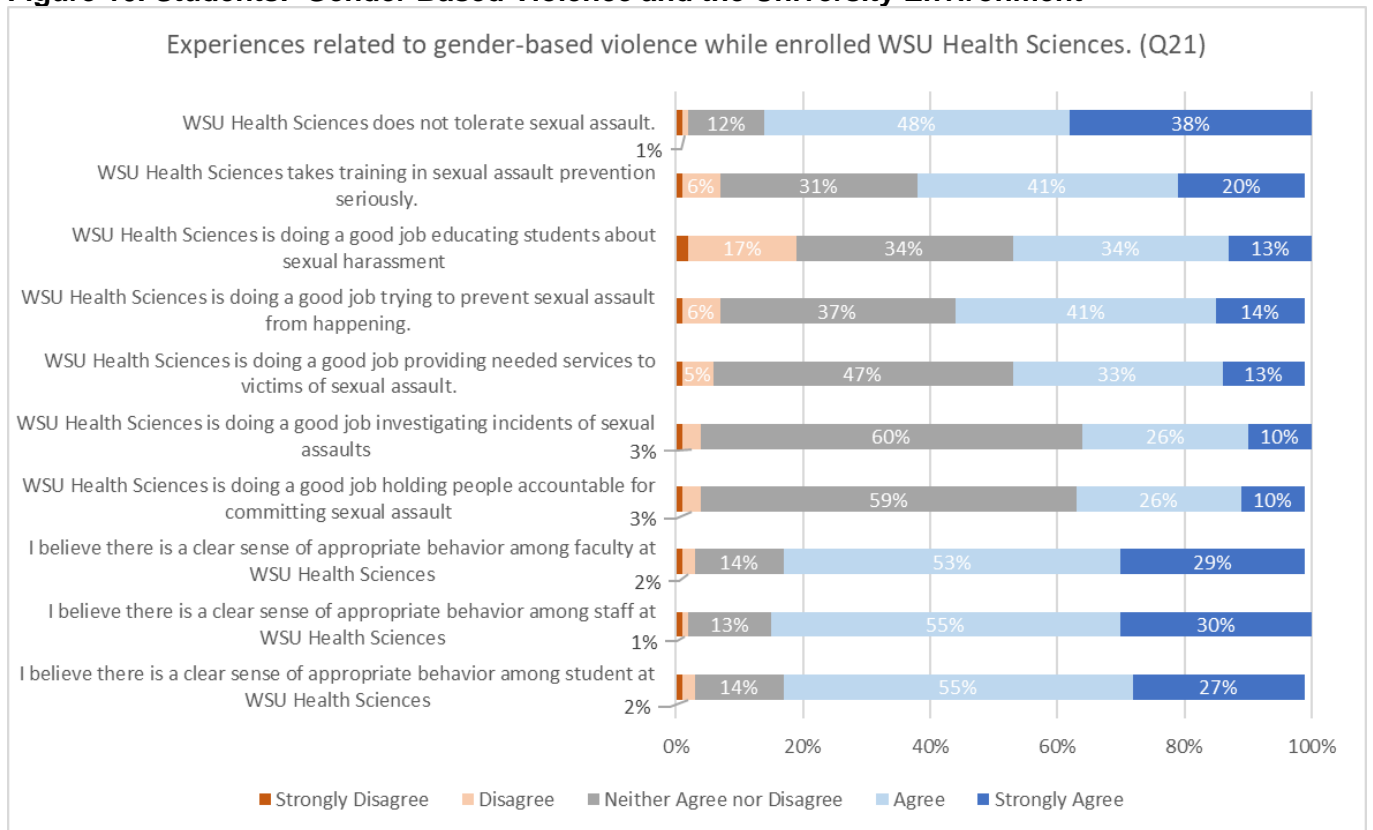
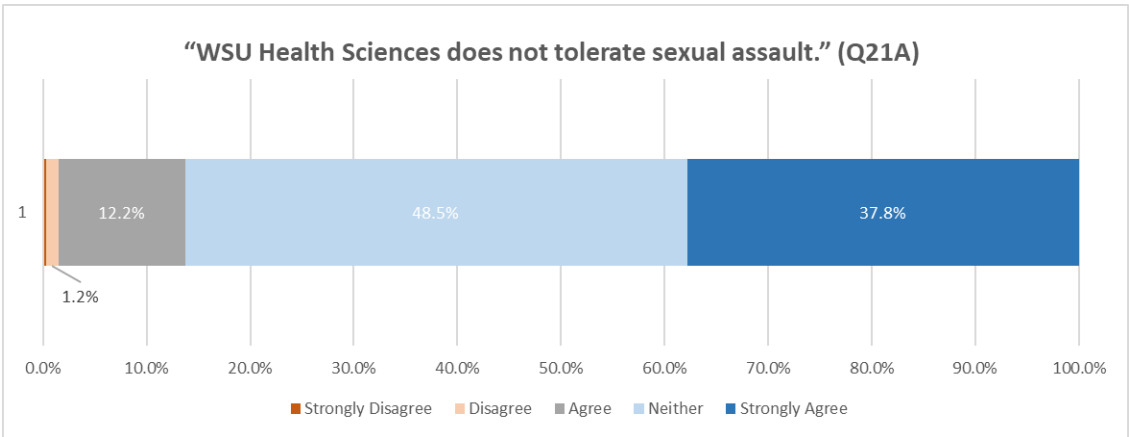


Table 11. Students: Agree/Disagree: “WSU Health Sciences does not tolerate sexual assault.”

	Number	Percent
Strongly Disagree	2	0.3%
Disagree	7	1.2%
Neither	74	12.2%
Agree	295	48.5%
Strongly Agree	230	37.8%
<i>TOTAL</i>	<i>608</i>	<i>100%</i>

Figure 11. Students: Agree/Disagree: “WSU Health Sciences does not tolerate sexual assault.”



Interprofessional Education and Student Clinical Experience

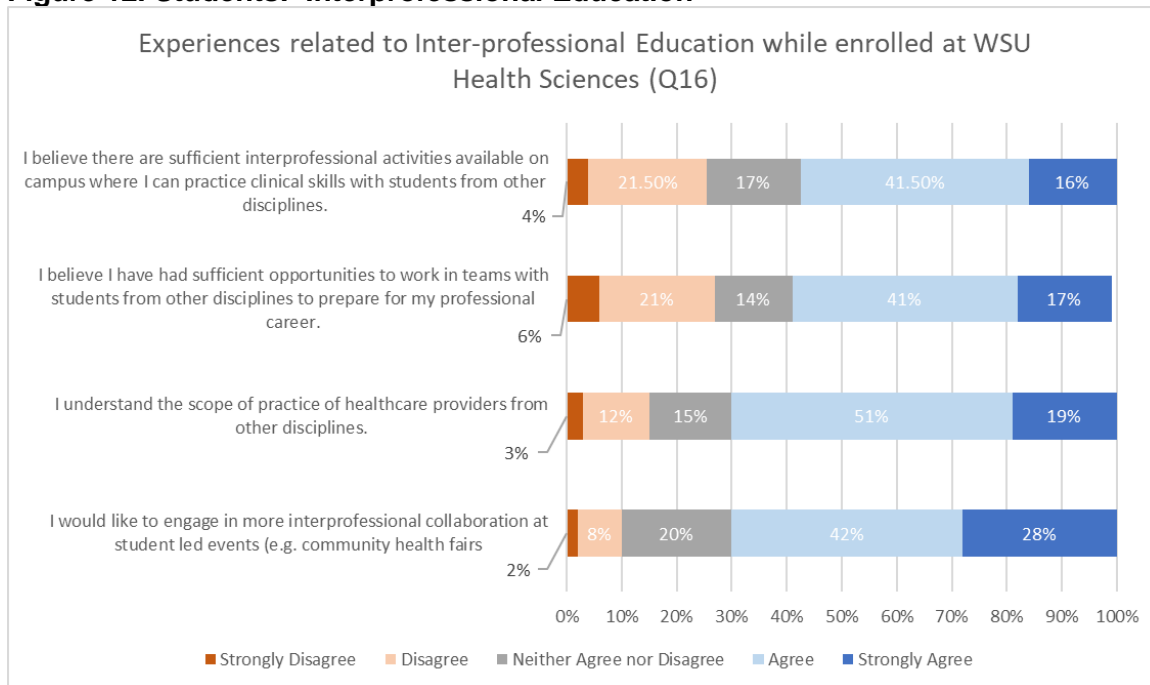
Students participating in the Interprofessional Education (IPE) program while enrolled at WSU Health Sciences were asked to reflect on their experience. Interprofessional education refers to occasions when students from two or more professions in health and social care learn together during all or part of their professional training with the object the being to cultivate collaborative practice for providing patient-centered care.

Seventy percent of students indicated interprofessional experiences helped them to understand the scope of practice of healthcare providers from other disciplines, and 70% indicated they would like to engage in interprofessional collaboration at student led events (Table 12, Figure 12). When asked if they think there are sufficient interprofessional activities available on campus that would allow them to practice clinical skills with students from other disciplines, a majority or 57.5% agreed. When asked if they believed they had sufficient opportunities to work in teams with students from other disciplines to prepare for their professional career, 58% agreed. Around one quarter-disagreed that enough-interprofessional opportunities were provided.

Table 12. Students: Interprofessional Education (Q16)

	Number	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I believe there are sufficient interprofessional activities available on campus where I can practice clinical skills with students from other disciplines.	610	4%	21%	17%	42%	16%
I believe I have had sufficient opportunities to work in teams with students from other disciplines to prepare for my professional career.	609	6%	21%	14%	41%	17%
I understand the scope of practice of healthcare providers from other disciplines.	610	3%	12%	15%	51%	19%
I would like to engage in more interprofessional collaboration at student led events (e.g. community health fairs	609	2%	8%	20%	42%	28%

Figure 12. Students: Interprofessional Education



In their open comments about their interprofessional education experience at WSU Health Sciences, the most frequent theme was that more events or experiences are needed (Table 12.1) (selected comments):

I wish there were more experiences to practice with other professional students in the community rather than just sitting and talking about cases

Research students have very few opportunities to engage with professional students or undergraduates on this campus. This is a disservice because professional students and undergraduates will likely be interacting with researchers later in their careers. Encouraging this type of interprofessionalism could breed fruitful collaborations within the research enterprise of WSU and enrich the education of all students.

I feel that we need more opportunities built into the time we already are required to attend. Not "extra" activities, but required ones!

There are not enough opportunities or events for different disciplines to come together and address these topics. There are some things, but they are not effective in this respect. I think the students here do not think that this aspect is important, but it is.

The second most frequent theme was that the IPEs need improvement:

The interprofessional activities I have participated in have been rushed, forced, and dissatisfying. There is no true engagement with one another and the activities are usually too broad and/or large for meaningful discussion

Most of the required IPE events are slow paced and students do not want to be there. I would much prefer events out in the community that involve individuals who are wanting to attend and excited to work as a team and learn from each other.

I think the interdisciplinary events that are mandatory for the various colleges need some major improvement. I get the idea why we interact and work with other students during these events but I

think they could be more interesting and applicable for each person's future profession.

The interprofessional activity we participate in is a waste of time. We sat near students from other disciplines and listened to professors at the front of the room tell us what different professions may do. A good change would be to work on a small community project together and bring what we know from lectures and clinical experience.

And the third most frequent theme was that the student had a good IPE experience:

I absolutely love the opportunity to work with other students. I have had the privilege to be a part of many IPE events, and have had a great time with each one. Even just sitting in the diversity center is a mini IPE event since so many students hang out there and are willing to share advice.

The activities I have participated in have been very good.

I learn a lot whenever we have an Interprofessional Education here in WSU. Getting to exchange ideas with other programs like nursing, medicine and dental hygienist helps us to work together as a team to provide the best care for the patient.

I thoroughly enjoy these experiences.

Other comments about the IPE pertained to the need for better advertising and the need for more time.

Table 12.1. Comments regarding Interprofessional Education experiences at WSU Health Sciences. (Q17)

Themes and Sub-themes	Reference Count
Better advertising	4
Good IPE experience	24
IPEs need improvement	30
Need more events, experiences	49
Need more time	6

Clinicals, Rotations and Practicums

A majority of students, 63%, who responded to the survey were currently participating in a clinical experience including clinicals, rotations, or practicums (Table 13, Figure 13). Eighty-two percent of these students indicated they are satisfied with their clinical experience at WSU Health Sciences, another 10% are neutral (Table 14, Figure 14). Three quarters are satisfied with the support they receive from faculty and 78% were satisfied with the support they received from the preceptor while at their clinicals.

Table 13. Students: Participation in Clinical Experience: Clinicals, Rotations, or Practicums (Q10)

Currently participating in or have completed	Number	Percent
Yes	383	63%
No	230	38%
TOTAL	613	100%



Figure 13. Students: Participation in Clinical Experience: Clinicals, Rotations, or Practicums

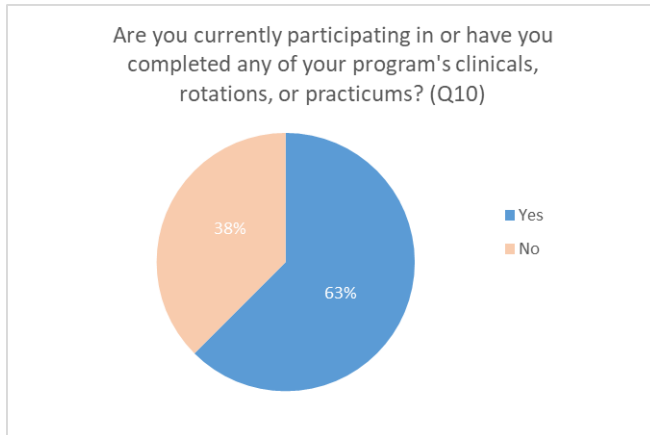
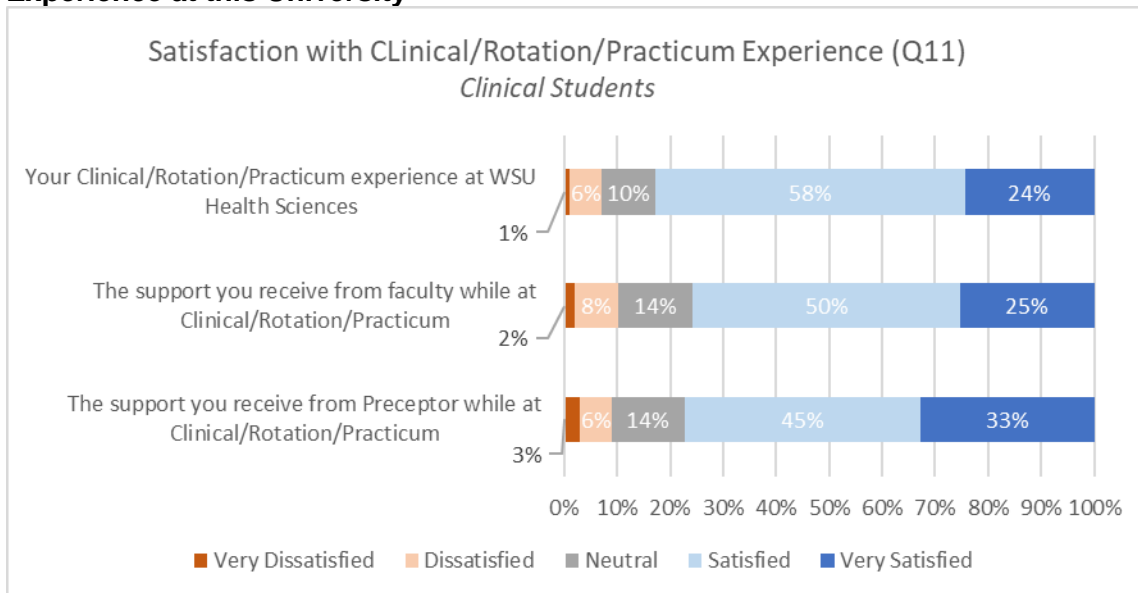


Table 14. Clinical Students: Satisfaction with Clinical, Rotation, or Practicum Experience at this University (Q11)

Satisfaction with:	Number	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Your Clinical/Rotation/Practicum experience at WSU Health Sciences	380	1%	6%	10%	58%	24%
The support you receive from faculty while at Clinical/Rotation/Practicum	377	2%	8%	14%	50%	25%
The support you receive from Preceptor while at Clinical/Rotation/Practicum	377	3%	6%	14%	45%	33%

Figure 14. Clinical Students: Satisfaction with Clinical, Rotation, or Practicum Experience at this University



Clinical students were asked if WSU Health Sciences provides sufficient opportunity to teach students how to work and serve patients with diverse backgrounds. The highest proportion of students agreed they had opportunities to work and serve those who have diverse socioeconomic backgrounds, those with mental illness, or different levels of education, or 73% for each (Table 15, Figure 15). Sixty-six percent agreed they were provided opportunities to work and serve those with a disability; and 64% agreed they had experiences to work with those with diverse cultural identities, 54% for religion/spirituality, and 52% for gender diversity. Less than half indicated that enough opportunities were provided to work and serve those with a lesbian, gay, or bisexual identity (44%), or trans/non-binary identity (41%).

Clinical students were also asked to what extent WSU Health Sciences prepared them to seek out resources in response to various areas of discrimination (Table 16, Figure 16). Just over half of students agreed they had been prepared to seek out resources for mental illness (59%), diverse cultural identities (56%), diverse levels of education (53%), and disabilities (51%). On all other areas of diversity, levels of agreement that they had been prepared to seek out resources ranged from 49% to 41%.

Finally, clinical students were asked if WSU Health Sciences prepared them to respond to discrimination towards him/herself. A clear one third or more of respondents indicated they neither agree/disagree across all areas of discrimination, (Table 17, Figure 17). Across the areas of diversity, between 41% to 49% indicated they agreed that WSU Health Sciences had prepared them to respond to discrimination towards themselves.

Clinical students were asked to share any comments they might have regarding their clinical, rotation, or practicum experiences. The most common theme that emerged from the comments was that students felt positive about their experiences—it was a good experience, which helped them feel prepared, they felt supported, and they learned how to help diverse patients (Table 17.1). Students commented that they needed more training opportunities, or that they had issues with their faculty, instructors or preceptors. Some indicated they did not feel supported, or that they needed more training opportunities.

I have felt well supported and prepared for every aspect of my clinical experiences.

I love clinical and have found that they are really important with regards to hands on learning and applying what we know in class in the real world

My experiences at rotations have been eye-opening in certain aspects of diversity, but I have not had much experience so far.

My rotation last year was helpful in preparing me for my future career. I learned a lot from my rotation and preceptor.

Table 15. Clinical Students: Clinical, Rotation, or Practicum Experiences provide opportunity to work and serve patients with diverse backgrounds (Q12)

Experience with patient diversity based on: (Q12)	Number	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
cultural Identity	382	2%	11%	23%	51%	13%
lesbian, gay, bisexual identity	382	4%	19%	33%	35%	9%
trans/non-binary identity	382	5%	21%	34%	32%	9%
disability	381	3%	10%	21%	44%	22%
gender equality/inequality	381	4%	14%	30%	37%	15%
socio-economic differences	382	3%	8%	17%	50%	23%
mental illness	381	2%	5%	19%	50%	23%
religion/spirituality	380	4%	14%	27%	42%	12%
education level	381	3%	5%	19%	53%	20%

Figure 15. Clinical Students: Clinical, Rotation, or Practicum Experiences provide opportunity to work and serve patients with diverse backgrounds

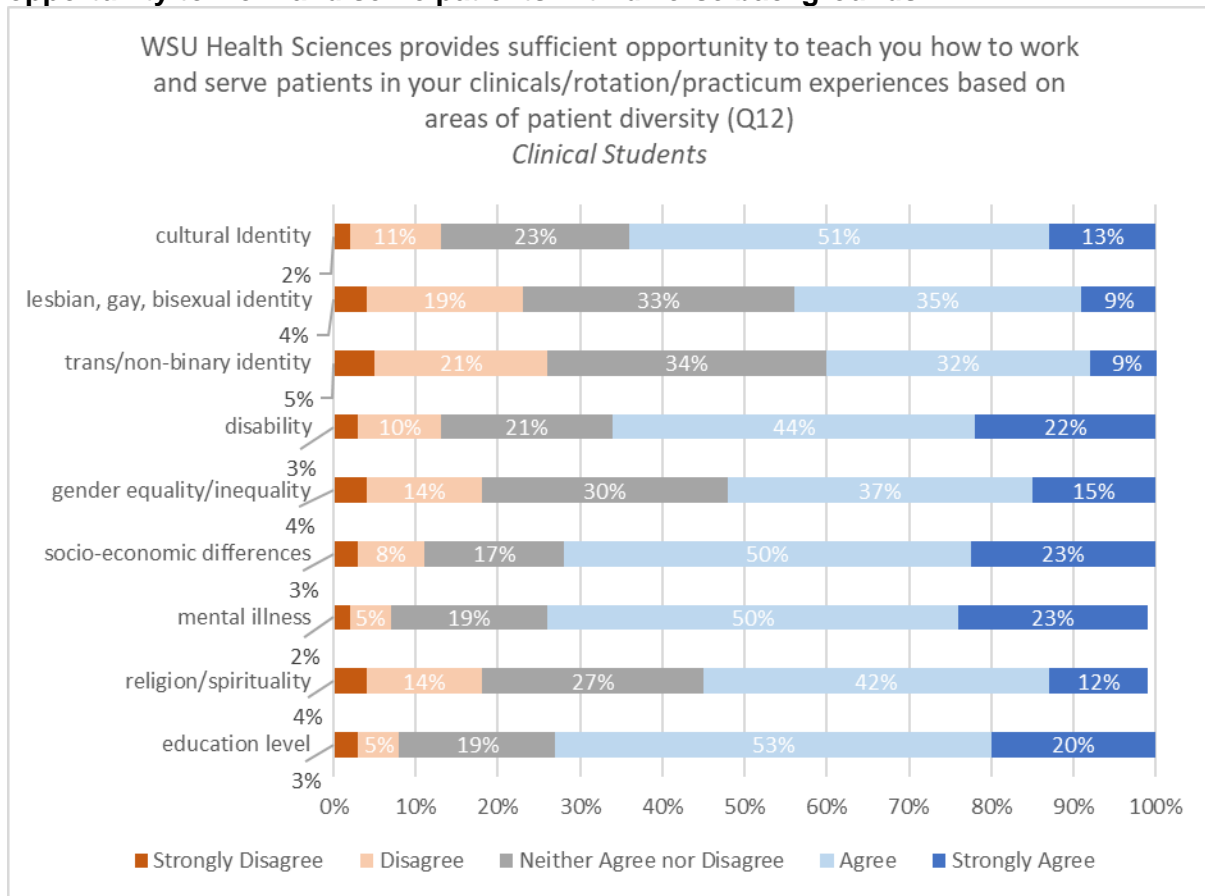


Table 16. Clinical Students: WSU Health Sciences preparation to seek out resources in response to potential discrimination toward respondent (Q13)

Sought resources on discrimination based on respondent's:	Number	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
race/ethnicity	380	5%	16%	33%	37%	9%
sexual orientation/identity	380	4%	15%	36%	36%	8%
gender expression/ identity	380	5%	17%	36%	34%	8%
gender role	379	5%	16%	38%	33%	9%
disability	378	4%	12%	32%	41%	10%
socio-economic differences	380	4%	13%	33%	37%	12%
mental illness	379	3%	10%	27%	44%	15%
educational level	380	4%	13%	30%	41%	12%
religion/spirituality	380	6%	18%	36%	33%	8%
cultural identity	379	6%	15%	34%	35%	11%

Figure 16. Clinical Students: WSU Health Sciences preparation to seek out resources in response to potential discrimination toward respondent

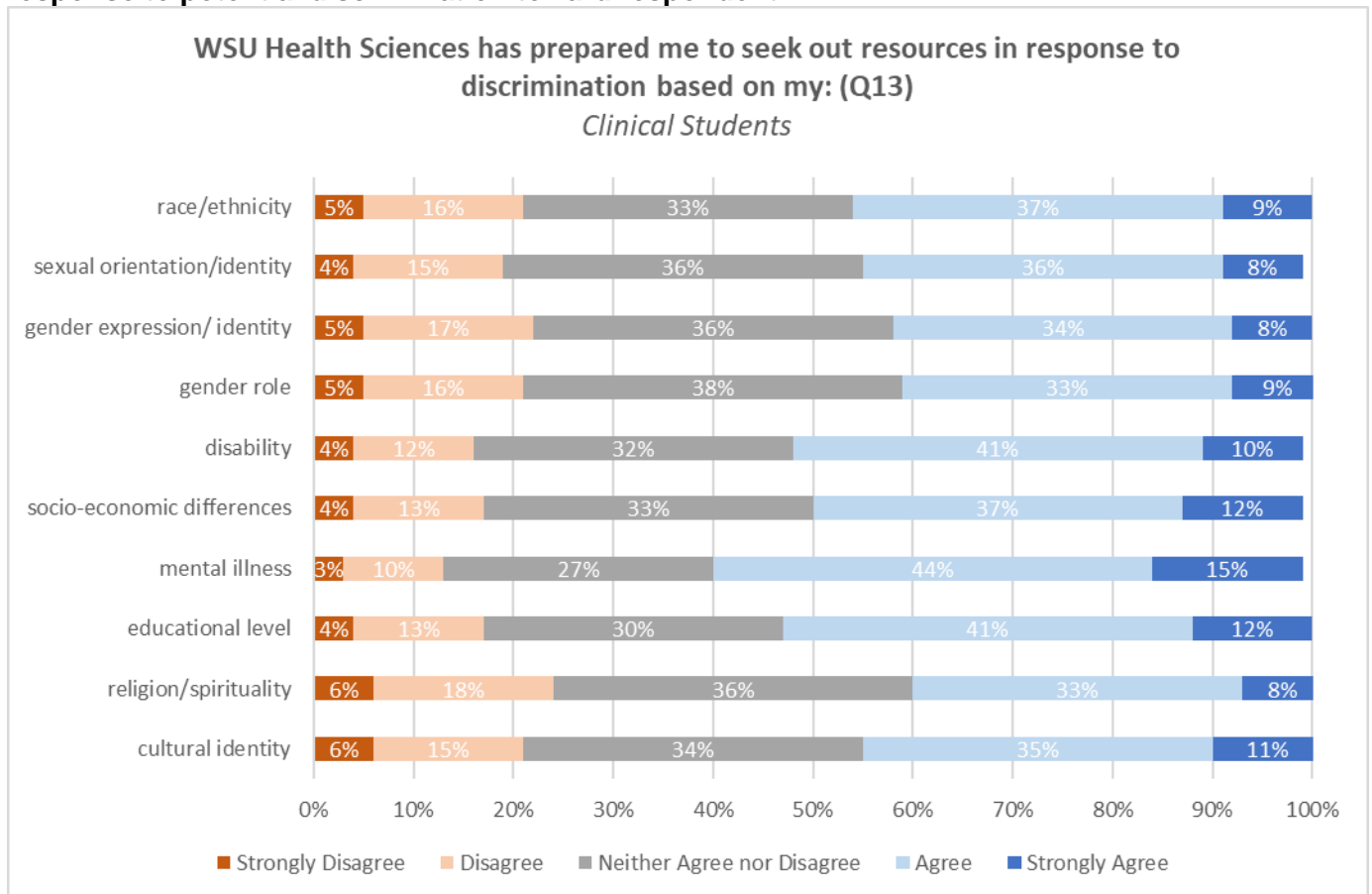


Table 17. Clinical Students: WSU Health Sciences has prepared respondent to respond discrimination toward him/her (Q14)

	Number	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
race/ethnicity	379	5%	18%	34%	35%	8%
sexual orientation/identity	377	4%	19%	37%	33%	8%
gender expression/ identity	379	4%	18%	37%	33%	7%
gender role	378	5%	17%	35%	35%	8%
disability	378	4%	15%	38%	33%	9%
gender role	378	5%	16%	36%	35%	8%
socio-economic differences	378	4%	16%	35%	35%	10%
mental illness	377	4%	15%	35%	34%	12%
educational level	379	5%	14%	33%	38%	11%
religion/spirituality	376	6%	18%	38%	32%	7%
cultural identity	375	5%	17%	37%	33%	9%

Figure 17. Clinical Students: WSU Health Sciences has prepared respondent to respond discrimination toward him/her

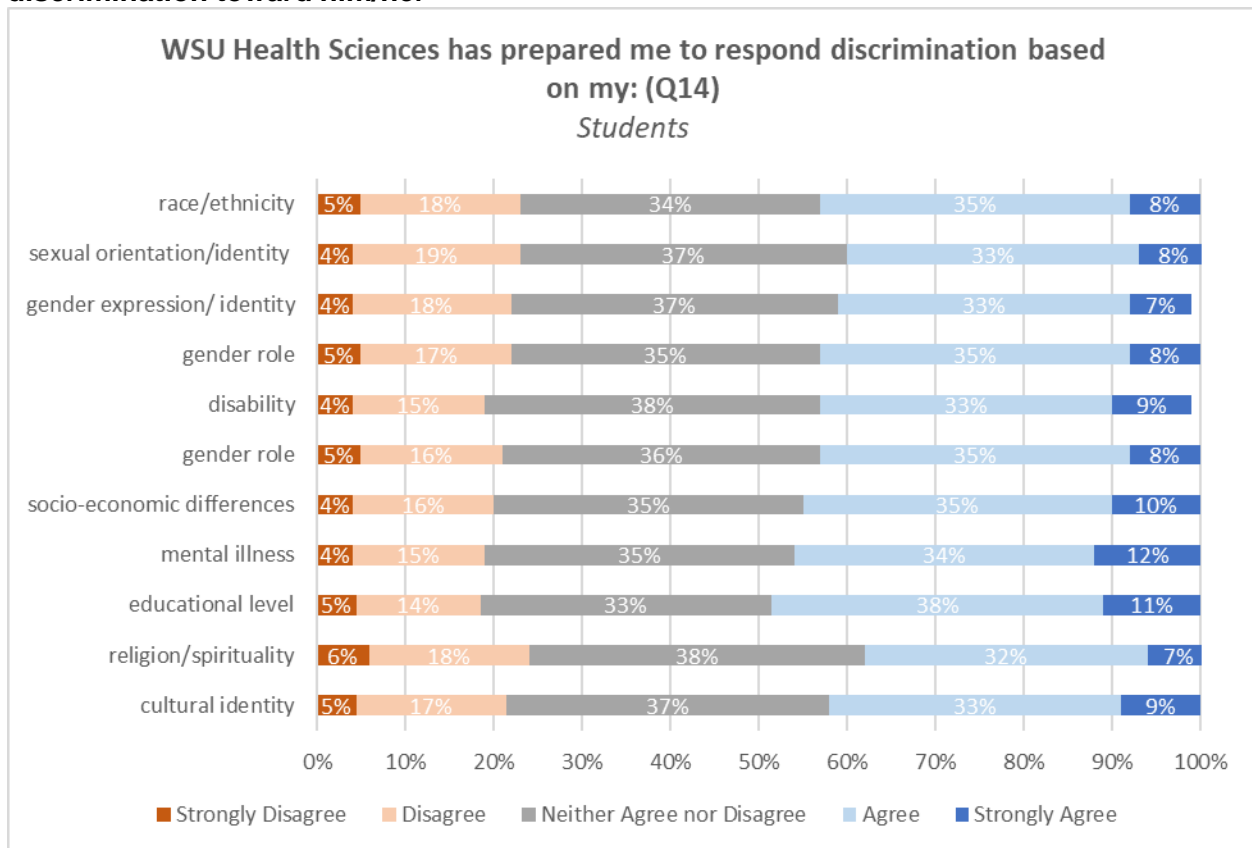


Table 17.1. Clinical Students Comments regarding Clinical, Rotation, or Practicum Experiences at WSU Health Sciences (Q15)

Themes and Sub-themes	Reference Count
Issues with faculty, instructors, preceptors	13
Lack of support	6
More training needed	14
Need more rotation opportunities	3
Positive Comments	32
-Feel supported	10
-Good experience, feel prepared	20
-Learned how to help diverse patients	3

This page blank for double sided printing.

Student Well-Being

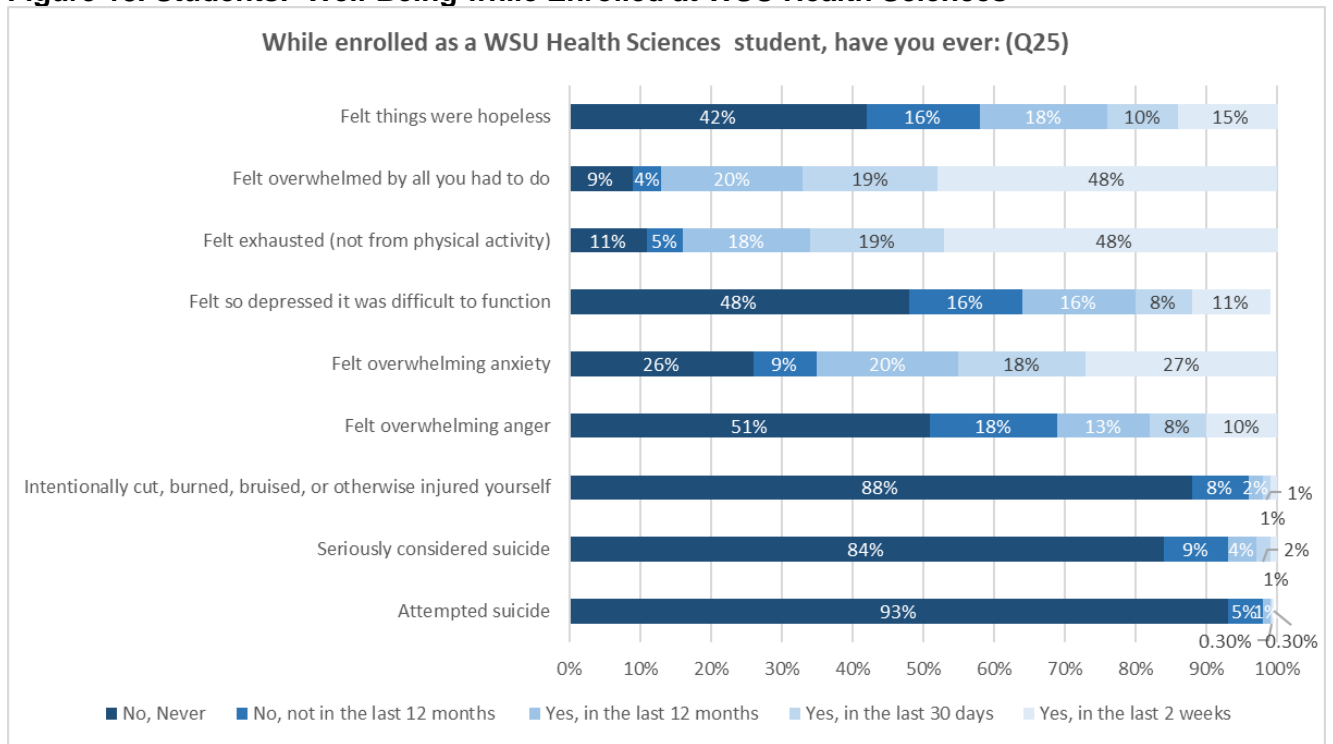
WSU Health Sciences students were asked a series of questions about their overall well-being. Eighty-seven percent of respondents indicated that within the last twelve months they felt overwhelmed by all that they had to do; more specifically, 48% felt overwhelmed within the last two weeks (Table 18, Figure 18). Eighty-four percent felt “exhausted, not from physical activity,” within the last 12 months; more specifically, 48% did within the last two weeks. Close to two thirds of students (65%) felt overwhelming anxiety within the last 12 months; more specifically, 27% did within the last two weeks. Forty-three percent indicated that within the last 12 months they felt things were hopeless; more specifically, only 15% indicated they felt hopeless within the last two weeks. About one third indicated that within the last 12 month, “they felt so depressed it was difficult to function” (35%), and/or “felt overwhelming anger” (31%); more specifically, only 11% felt the depression within the last two weeks, and 10% felt overwhelming anger within the last two weeks.

With regard to more extreme well-being concerns 88% indicated they have never “intentionally injured themselves,” 84% indicated they never “seriously considered suicide,” and 93% indicated they have never attempted suicide. With regard to any of these three more extreme well-being concerns, 2% or less have experienced the well-being concern within the last two weeks.

Table 18. Students: Well-Being while Enrolled at WSU Health Sciences (Q25)

<i>While enrolled as a WSU Health Sciences student, have you ever:</i>	<i>Number</i>	<i>No, Never</i>	<i>No, not in the last 12 months</i>	<i>Yes, in the last 12 months</i>	<i>Yes, in the last 30 days</i>	<i>Yes, in the last 2 weeks</i>
<i>Felt things were hopeless</i>	607	42%	16%	18%	10%	15%
<i>Felt overwhelmed by all you had to do</i>	608	9%	4%	20%	19%	48%
<i>Felt exhausted (not from physical activity)</i>	610	11%	5%	18%	19%	48%
<i>Felt so depressed it was difficult to function</i>	608	48%	16%	16%	8%	11%
<i>Felt overwhelming anxiety</i>	607	26%	9%	20%	18%	27%
<i>Felt overwhelming anger</i>	606	51%	18%	13%	8%	10%
<i>Intentionally cut, burned, bruised, or otherwise injured yourself</i>	609	88%	8%	2%	1%	1%
<i>Seriously considered suicide</i>	609	84%	9%	4%	2%	1%
<i>Attempted suicide</i>	608	93%	5%	1%	<1%	<1%

Figure 18. Students: Well-Being while Enrolled at WSU Health Sciences



Student Experience with Gender Based Violence

About 11% of students experienced some type of gender based violence incident while enrolled at WSU Health Sciences (Table 19, Figure 19). About half (51%) of these individuals had experienced one incident type, 39% had experienced 2-3 incident types, and the remaining 9% had experience 4 or more types.

The most frequent type of gender based violence was “unwanted sexual contact” (Table 20, Figure 20) with 6% of WSU Health Sciences students who experienced this type of behavior while enrolled. Four percent experienced stalking, and 6% experienced unwanted sexual contact. Fewer indicated any one of the other types of incidents had occurred: 3% domestic violence, 3% dating violence, and 2% interpersonal dating violence. Even fewer who experienced any one of these gender based violence behaviors reported the incident (1% - 2%).

Of those who experienced one or more incidents of gender based violence, 71% indicated they had trouble with schoolwork or grades; 71% indicated it led to problems with their friends, roommates or peers; a little less than a third (31%) indicated it led to problems with their family; and 14% said it led to problems with their boss or coworkers (Table 21, Figure 21).

Table 19. Students: Types of Gender Based Violence Incidents per person while enrolled at WSU Health Sciences

Number of types	Number	Percent
None	542	89%
1 incident type	34	5%
2-3 incident types	26	4%
4-5 incidents	4	1%
6 incidents	2	<1%

Figure 19. Students: Types of Gender Based Violence Incidents per person while enrolled at WSU Health Sciences

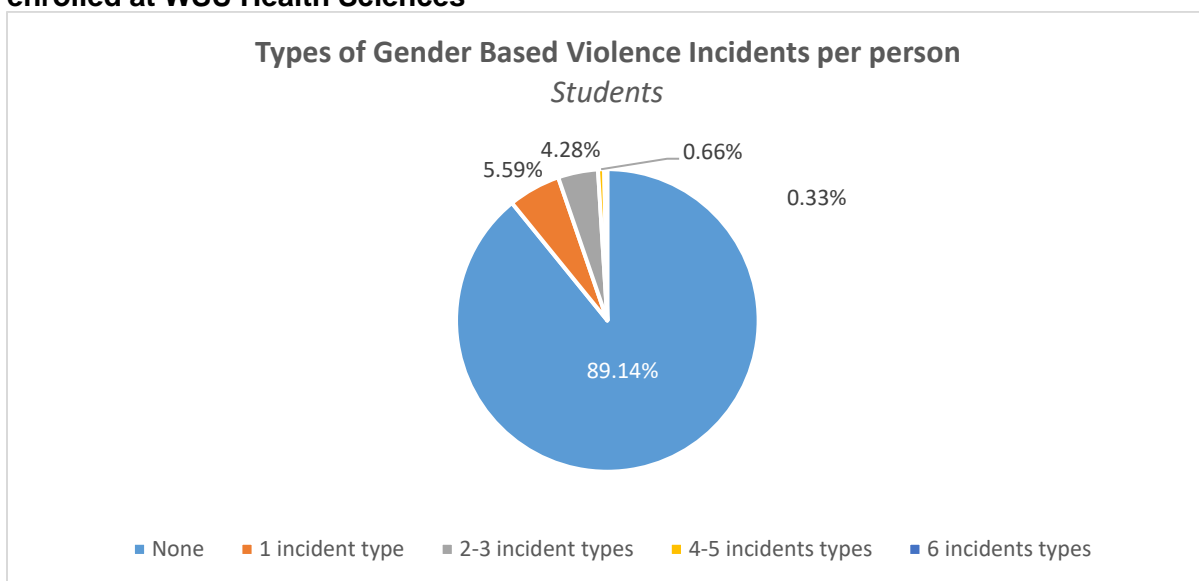


Table 20. Students: Experience with Gender Based Violence while enrolled at WSU Health Sciences (Q22-Q23)

<i>Gender Based Violence</i>	Experienced	Reported the incident?
Sexual assault	3%	2%
Domestic violence	3%	2%
Interpersonal dating violence	2%	2%
Stalking	4%	2%
Dating Violence	3%	2%
Unwanted Sexual contact	6%	1%

Figure 20. Students: Experience with Gender Based Violence while enrolled at WSU Health Sciences

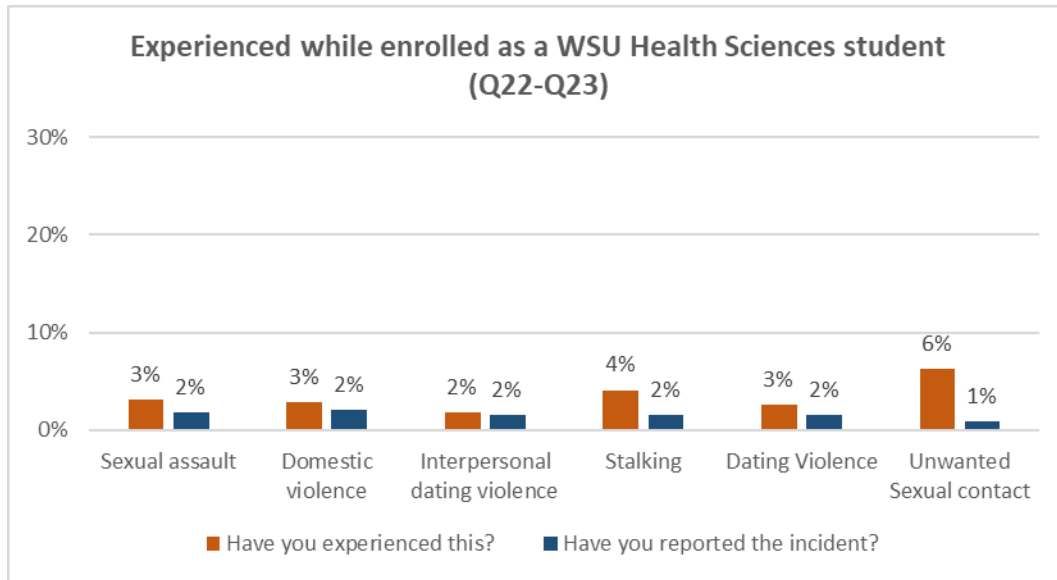
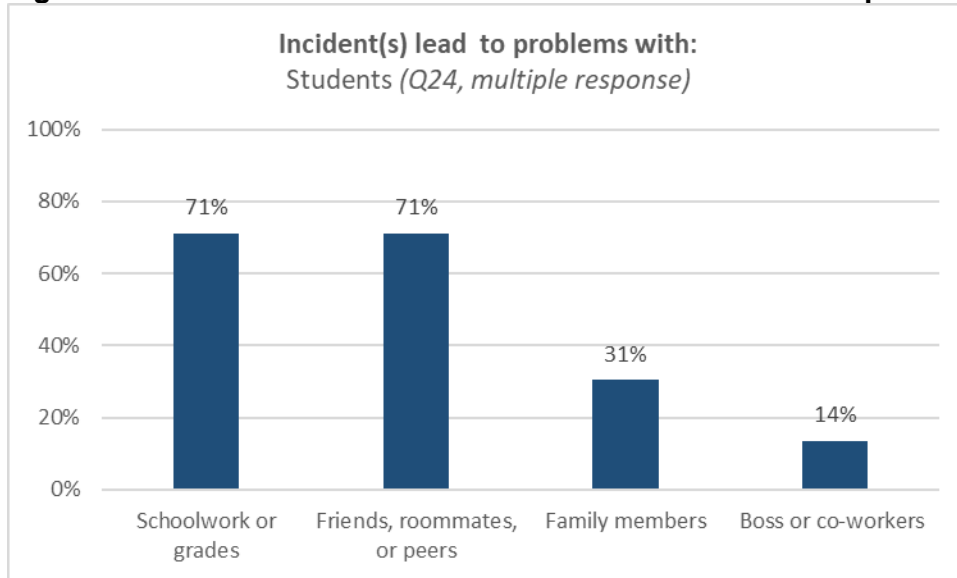


Table 21. Students: Gender Based Violence Incident lead to problems (Q24)

Did this incident(s) lead to problems with: (Q24)	Number	Percent
Schoolwork or grades	42	71%
Friends, roommates, or peers	42	71%
Family members	18	31%
Boss or co-workers	8	14%

Figure 21. Students: Gender Based Violence Incident lead to problems



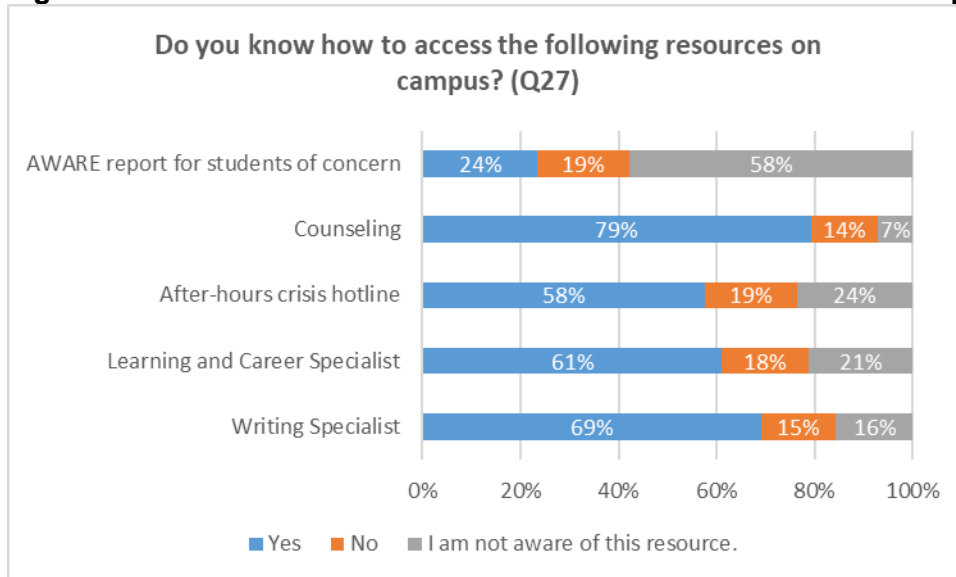
Awareness of Student Resources on Campus

When asked about their awareness of various resources for students available on campus, 23.5% indicated they are aware of the “AWARE Report” (Table 22, Figure 22). Seventy-nine percent are aware of counseling services and 69% are aware of the writing specialists. Sixty-one percent are aware of the learning and career specialist, and 58% are aware of the after-hours crisis hotline.

Table 22. Students: Awareness of Resources for Students on Campus (Q27)

Know how to access various resources on campus?(Q27)	Number	Yes	No	I am not aware of this resource.
AWARE report for students of concern	608	24%	19%	58%
Counseling	608	79%	14%	7%
After-hours crisis hotline	609	58%	19%	24%
Learning and Career Specialist	609	61%	18%	21%
Writing Specialist	609	69%	15%	16%

Figure 22. Students: Awareness of Resources for Students on Campus



Financial Strains and Impacts

Students were asked to reflect on their experiences related to meeting their basic needs while employed/enrolled at WSU Health Sciences. More than three-quarters, 77%, indicated they did not experience any adverse financial events during the academic year (Table 22.1, Figure 2.1). Fifteen percent indicated they experienced “not being able to pay the full amount of rent or mortgage”; 12% experienced “not being able to pay the full amount of their utilities”, and 11% had to move in with other people due to financial problems. Only 1% experienced not knowing where they were going to sleep at night (for even one night), and only 1% did not have a home.

While 77% did not experience any of these adverse financial events during the academic year, 10% experienced only one of them and 8% experienced two adverse events (Table 22.2, Figure 22.2). The remaining 5% experienced three or four (or more) adverse events.

Of those who experienced an adverse financial event, two-thirds (66%) experienced problems paying their rent/mortgage (Table 22.3, Figure 22.3). Just over half (52%) experienced not being able to pay the full amount of their utilities and 44% had to move in with other people due to financial strains. Fewer than 5% each experienced any of the other adverse financial events related to homelessness.

Close to two-thirds of students (66%) indicated they are renting or own their own home during the semester and another 22% are renting a room, and 19% are living with parents or family (Table 22.4, Figure 22.4). Only 3% are doubled up living with friends but not on a lease, 2% were couch surfing between family and friends, and less than a percent each were living in a hotel/motel, car, or church.

When asked about what adverse experiences they may have had due to the financial strains during the academic year, the more frequent experience students had was not being able to afford to eat balanced meals (18.5%), or cut the size of meals or skip meals when there wasn't enough food (17%) (Table 22.5, Figure 22.5).

Table 22.1. Students: Adverse Financial Event(s) during the Academic Year (Q28, multiple response)

At any time during this academic year, since August 2018, have you ever...	Yes	%
Been unable to pay full amount of rent or mortgage?	93	15%
Been unable to pay full amount of utilities?	73	12%
Moved in with other people due to financial problems?	69	11%
Not known where you were going to sleep at night, even for one night?	6	1%
Stayed at an abandoned building, in an automobile, or any other place not meant for housing, even for one night?	3	<1%
Not had a home?	6	1%
None of the above	462	77%
	602	

Figure 22.1. Students: Adverse Financial Event(s) during the Academic Year

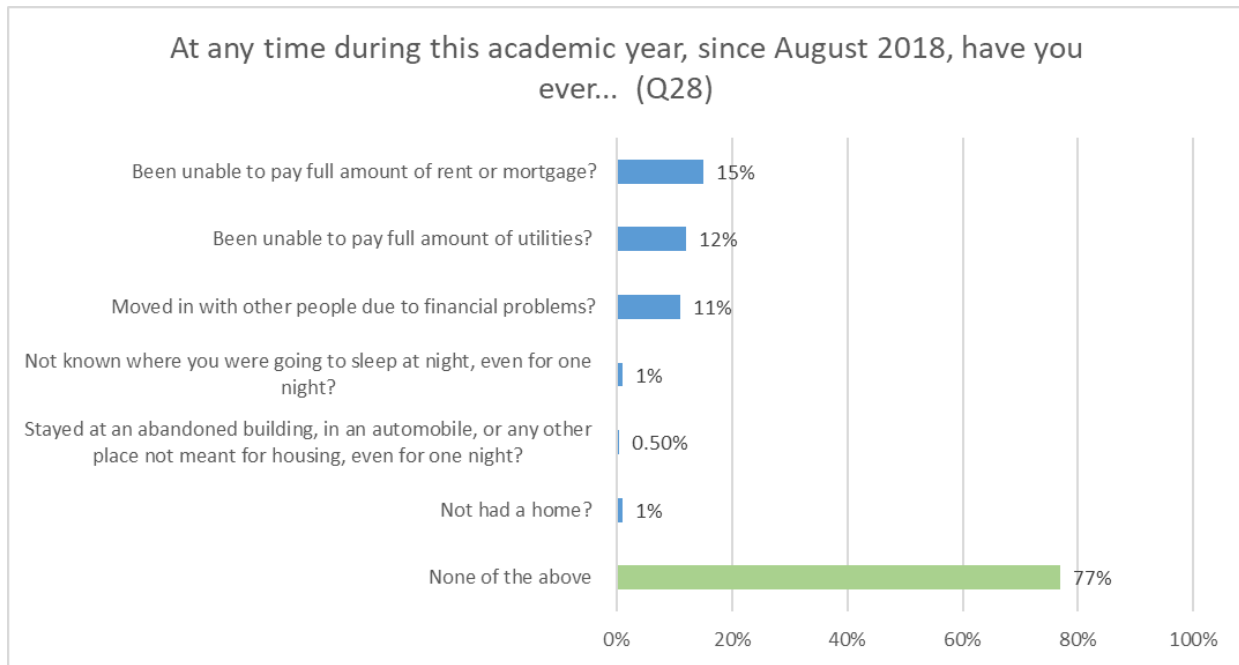


Table 22.2. Students: Number of Adverse Events due to Financial Strains during the Academic Year (Q28)

Number of Adverse Financial Event	Yes	%
None	462	77%
One	61	10%
Two	51	8%
Three	22	4%
Four	6	1%
TOTAL	602	100%

Figure 22.2. Students: Number of Adverse Events due to Financial Strains during the Academic Year

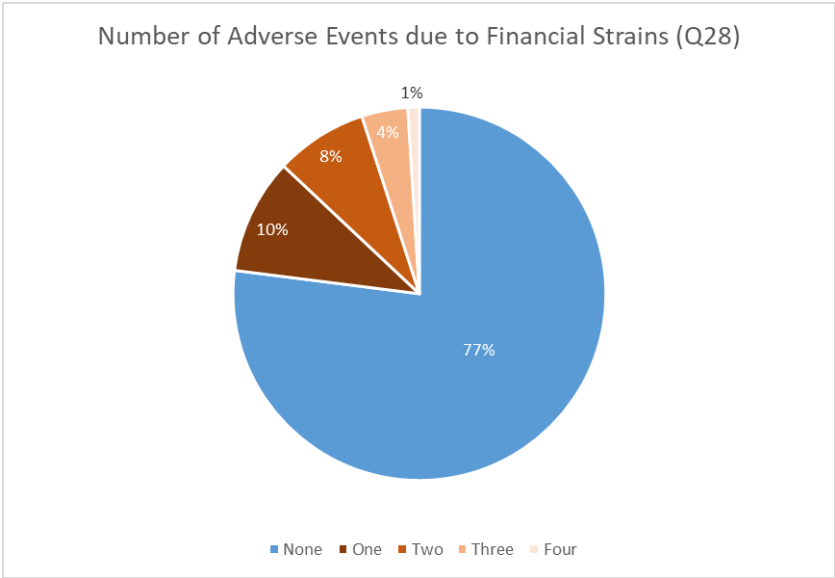


Table 22.3. Students: Of those with adverse event, which type of event

Of those who had an Adverse Financial Event (multiple response) Q28	Yes	%
Been unable to pay full amount of rent or mortgage?	93	66%
Been unable to pay full amount of utilities?	73	52%
Moved in with other people due to financial problems?	69	44%
Not known where you were going to sleep at night, even for one night?	6	4%
Stayed at an abandoned building, in an automobile, or any other place not meant for housing, even for one night?	3	2%
Not had a home?	6	4%

Figure 22.3. Students: Of those with adverse event, which type of event (Q28)

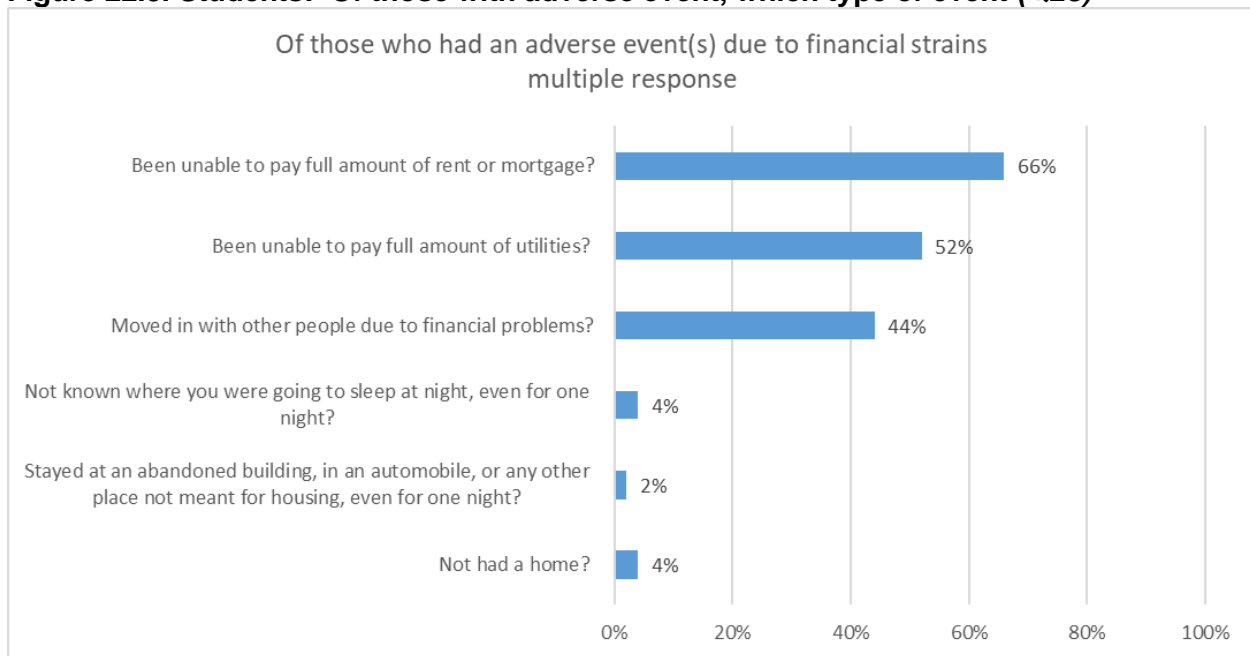
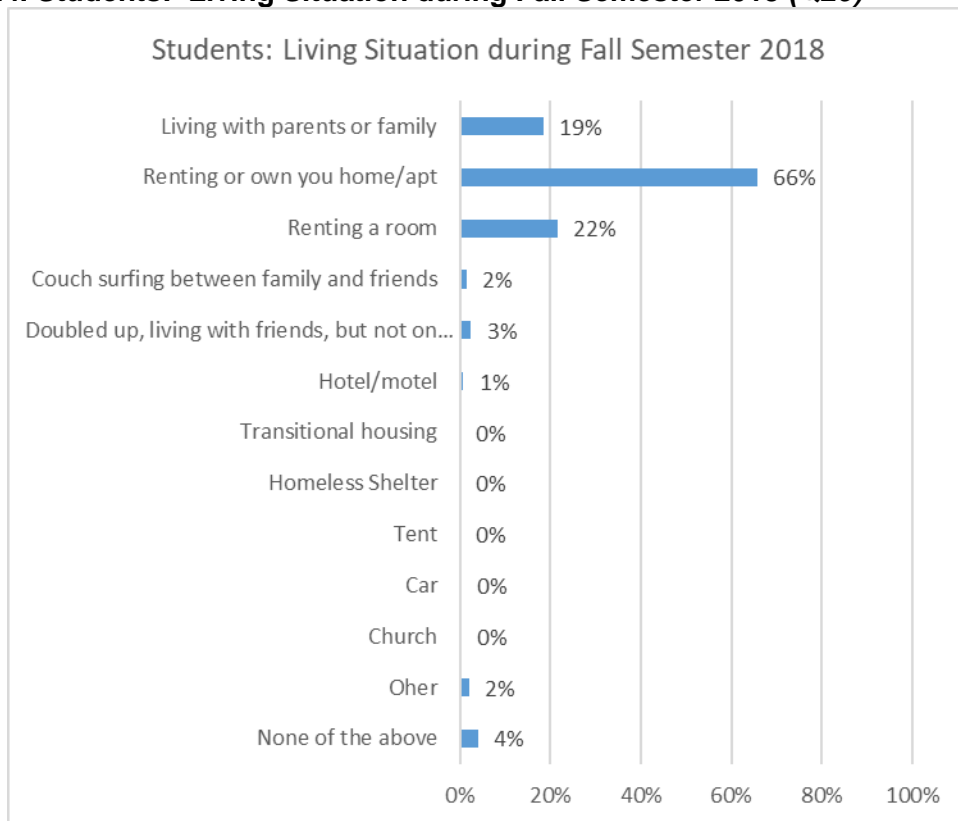


Table 22.4. Students: Living Situation during Fall Semester 2018 (Q29, multiple response)

N=601	Yes	%
Living with parents or family	111	19%
Renting or own you home/apt	398	66%
Renting a room	132	22%
Couch surfing between family and friends	9	2%
Doubled up, living with friends, but not on the lease	15	3%
Hotel/motel	5	1%
Transitional housing	0	0%
Homeless Shelter	0	0%
Tent	0	0%
Car	2	<1%
Church	1	<1%
Oher	14	2%
None of the above	25	4%

Figure 22.4. Students: Living Situation during Fall Semester 2018 (Q29)

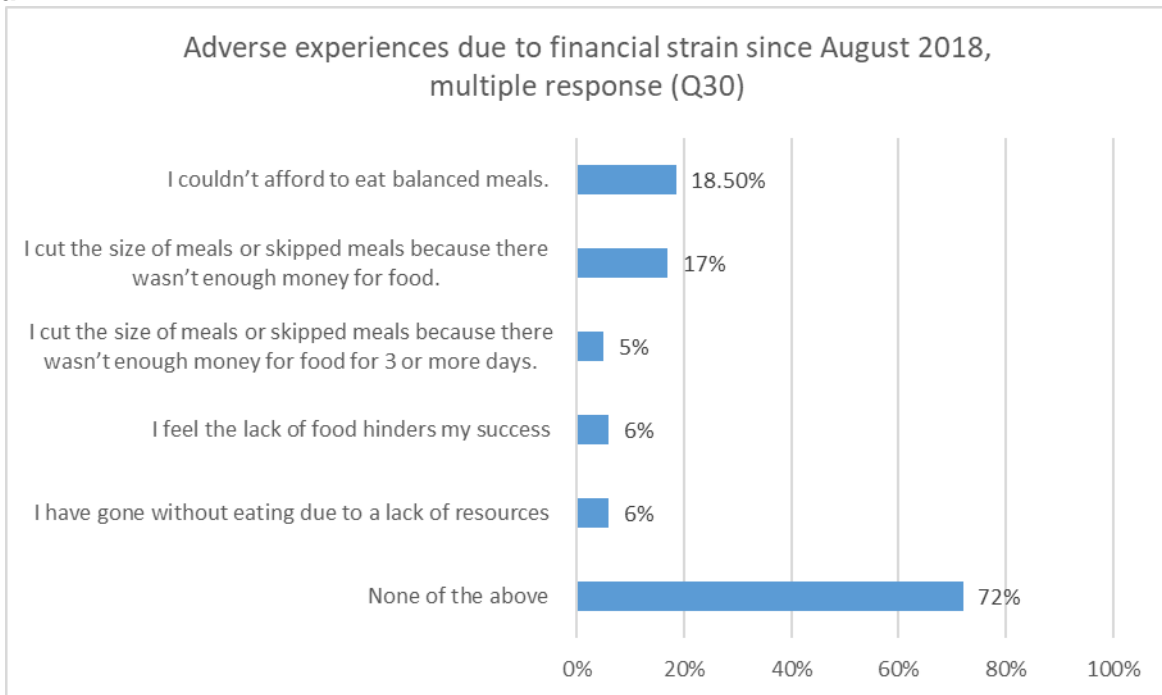


Adverse Experience due to Financial Strain

Table 22.5. Students: Adverse Experience due to Financial Strain during the Academic Year (Q30, multiple response)

Since August 2018, experienced due to financial strain	Yes	%
I couldn't afford to eat balanced meals.	111	19%
I cut the size of meals or skipped meals because there wasn't enough money for food.	104	17%
I cut the size of meals or skipped meals because there wasn't enough money for food for 3 or more days.	30	5%
I feel the lack of food hinders my success	37	6%
I have gone without eating due to a lack of resources	38	6%
None of the above	432	72%

Figure 22.5. Students: Adverse Experience due to Financial Strain during the Academic Year



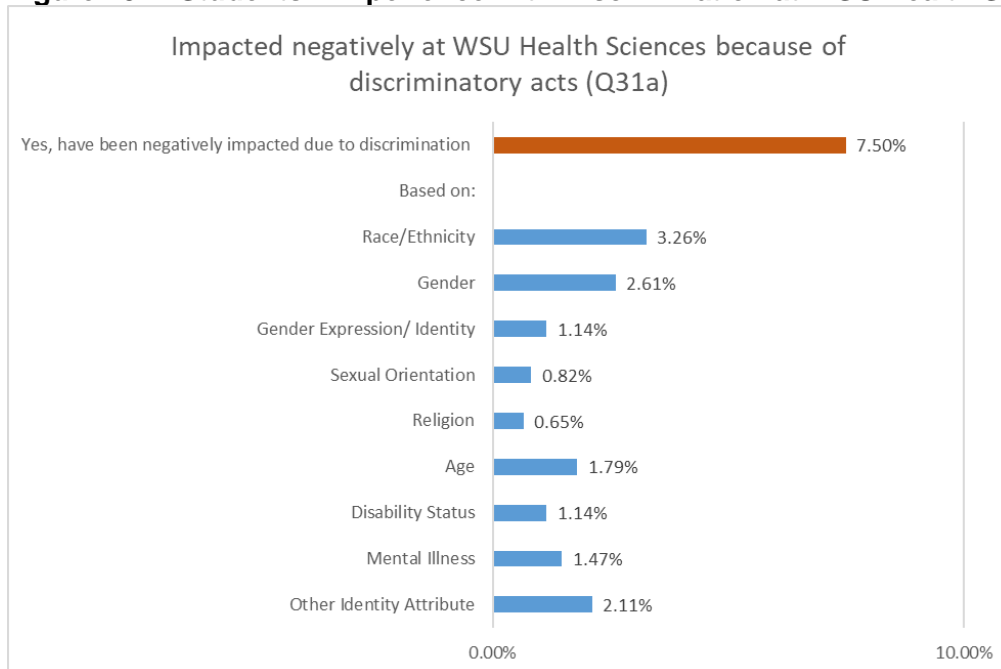
Experience with Discrimination at WSU Health Sciences

Students were asked about their experiences concerning possible discriminatory acts. Only 46 of 613 students responding to the survey, or 7.5%, indicated they have been impacted negatively at WSU Health Sciences because of discrimination (Table 23.1, Figure 23.1). Of those who indicated they experienced discrimination, 44% indicated it was due to race/ethnicity, 33% said it was due to gender, 24% due to age, 20% due to mental illness, 18% due to disability, and 11% due to sexual orientation.

Table 23.1. Students: Experience with Discrimination at WSU Health Sciences

I have been impacted negatively at WSU Health Sciences because of my: (Q31)a	Yes	All Students (n=613)	Of those affected (n=45)
Yes	46	8%	
Race/Ethnicity	20	3%	44%
Gender	15	3%	33%
Gender Expression/ Identity	7	1%	16%
Sexual Orientation	5	1%	11%
Religion	4	1%	9%
Age	11	2%	24%
Disability Status	8	1%	18%
Mental Illness	9	1%	20%
Other Identity Attribute	13	2%	29%

Figure 23.1. Students: Experience with Discrimination at WSU Health Sciences

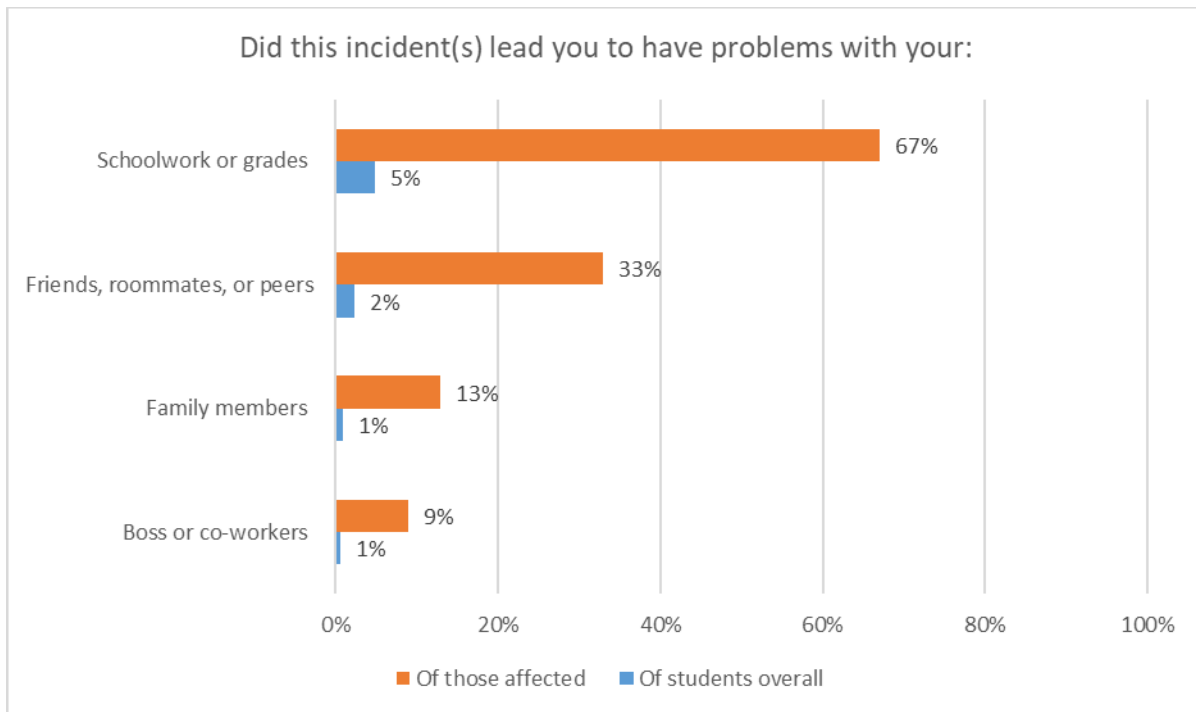


Two thirds of those who experienced discrimination indicated that it negatively impacted their schoolwork or grades, one third indicated it impacted their friends/roommates/peers, 13% indicated it impacted their family members, and 9% indicated it impacted their boss or coworkers (Table 23.2, Figure 23.2).

Table 23.2. Students: Negative Impacts due to Discrimination Experience

Q31d Did this incident(s) lead you to have problems with your:	Yes	All Students (n=613)	Of those affected (n=45)
Schoolwork or grades	30	5%	67%
Friends, roommates, or peers	15	2%	33%
Family members	6	10%	13%
Boss or co-workers	4	1%	9%

Figure 23.2. Students: Negative Impacts due to Discrimination Experience



Students at WSU Health Sciences were asked about their experiences concerning possible discriminatory acts (Table 24). Nine percent indicated they had witnessed an act or acts of discrimination against others within the past year based on diversity, and 10% indicated they witnessed an act or acts of bias against others within the past year based on diversity.

Results indicate that 7.5% of students have been impacted negatively because of their diversity characteristic (Table 24). Of those negatively impacted by discrimination, 44% indicated it was on the basis of race, and 36% indicated it was based on gender (Table 24.1). Twenty-four percent indicated it was on the basis of age, and 20% said it was on the basis of mental illness. Eleven percent indicated it was based on sexual orientation, but none indicated it was on the basis of gender expression/identity.

Three percent of students indicated they had been threatened or experienced discriminatory acts within the past year based on their diversity; 12% indicated they experienced an act or acts of bias (that did NOT rise to the level of discrimination or crime).

Table 24. Your experiences concerning possible discriminatory acts.

At WSU Health Sciences:	Number	Percent
I have been <i>impacted negatively</i> because of my race/ethnicity, gender expression/identity, sexual orientation, religion, age, disability status, gender, mental illness or other identity attribute.	46 of 610	8%
In the past year, I have been <i>threatened or experienced discriminatory acts</i> because of my race/ethnicity, gender expression/identity, sexual orientation, religion, age, disability status, gender, mental illness or other identity attribute.	18 of 608	3%
In the past year, I have <i>witnessed an act or acts of discrimination against others</i> based upon race/ethnicity, gender expression/identity, sexual orientation, religion, age, disability status, gender, or other identity attribute.	52 of 607	9%
I have <i>experienced an act or acts of bias (that did NOT rise to the level of discrimination or crime)</i> based upon race/ethnicity, gender expression/identity, sexual orientation, religion, age, disability status, gender, mental illness, or other identity attribute.	74 of 608	12%
In the past year, I have <i>witnessed an act or acts of bias against others</i> on race/ethnicity, gender expression/identity, sexual orientation, religion, age, disability status, gender, mental illness, or other identity attribute	60 of 604	10%

Table 24.1 Areas of Diversity

Diversity areas	Impacted negatively based on:
Race/ethnicity	44%
Gender expression/Identity	0%
Sexual Orientation	11%
Religion	9%
Age	24%
Disability	16%
Gender	36%
Mental Illness	20%
Other	29%

This page blank for double-sided printing.



Response Differences for Key Areas of Diversity: Gender, Sexual Orientation, and Race

As indicated earlier, WSU Health Sciences has a particular interest in knowing if there are different campus climate perceptions, concerns, and experiences for three key areas of diversity: gender, sexual orientation, and race/ethnicity. Based on the distribution of responses on each of these variables, categories were collapsed for those categories in which there were low numbers. The collapsing maintains confidentiality of the data, such that the identity of any one respondent cannot ever be determined (Table 25).

In order to uncover significant differences in responses to key questions/question sets by gender groups, sexual orientation groups, or race/ethnic groups, a one-way analysis of variance (ANOVA) was used. The one-way analysis of variance (ANOVA) is used to determine whether there are any statistically significant differences between the means of two or more independent (unrelated) groups. Statistically significant differences in this analysis indicate that different gender, sexual orientation, or race/ethnic subgroups (categories) may have different perceptions, experiences, or concerns compared to other subgroups. Then a Post Hoc Tukey Test was used to further uncover the differences among all the combinations of subgroups (categories), and to explore which subgroups potentially have more negative perceptions, experiences, or concerns.

This analysis will help to uncover whether or not a higher proportion of negative responses are given by those in underrepresented subgroups, which implies that prejudice or discrimination could be a factor in the overall campus climate. *It should also be noted that the small numbers in some categories on the key diversity variables may lead to unstable statistical results where differences in attitudes based on the diversity measure may be found that are not true differences. Therefore, the discussion in this report will merely note the patterns found with the understanding that more data should be collected if more reliable/accurate results are needed for decision-making or policy formation within WSU Health Sciences.*

Table 25. Key Areas of Diversity

Gender	Number	Percent
Female	457	74.9%
Male	145	23.8%
Other Identities (non-binary, genderqueer, unspecified)	8	1.3%
TOTAL	610	100%
Sexual Orientation		
	Number	Percent
Heterosexual	549	90.6%
Bisexual	22	3.6%
Other Identities (gay, lesbian, pansexual, queer, questioning, pan-sapio, unspecified)	35	5.8%
TOTAL	606	100%
Race (collapsed)		
	Number	Percent
White	371	61.3%
Asian	128	21.2%
Hispanic	26	4.3%
African American	18	3.0%
Other Identities (American Indian, Native Hawaiian or other Pacific Islander, multiple races, unspecified)	20	3.3%
Multiple races	42	6.9%

TOTAL	605	100%
-------	-----	------

University Connectedness

Reference Tables for Response differences by Key Areas of Diversity for: <i>University Connectedness (Q1-Q2)</i>	
One-way ANOVA results	Table 26, page 53
Cross-tabulated by Gender:	Tables A1.1 - A1.10, pages A-1 through A-4
Cross-tabulated by Sexual orientation	Tables A2.1 - A2.10, pages A-19 through A-22
Cross-tabulated by Race	Tables A3.1 - A3.10, pages A-37 through A-40

In the one-way analysis of variance (ANOVA) for the items measuring University Connectedness (Q1-Q2), no significant differences were found on any of the items for gender. Males, females, and those of another gender do not vary significantly from one another in how connected they feel with WSU Health Sciences (Table 26; Cross tabulated by Gender: Tables A1.1-A1.10; Sexual orientation: Tables A2.1-A2.10; and Race: Tables A3.1-A3.10).

Only one of ten items of University connectedness was found to be significant for sexual orientation: “I have opportunities for academic success that are similar to those of my classmates”. On all other indicators of university connectedness, those with a bisexual or other sexual orientation do not have significantly different feelings of connectedness to WSU Health Sciences compared to those with a heterosexual orientation.

On eight of ten indicators of university connectedness, there are no differences for different race groups. Two of ten university connectedness items were significant for race:

“I have opportunities for academic success that are similar to those of my classmates.”

*Specifically, the analysis suggests that **those identifying as White are more likely to strongly agree** that they have opportunities for academic success that are similar to those of their classmates **than those identifying as Asian.***

“I am planning to leave WSU Health Sciences prior to graduating.”

*Specifically, the analysis suggests that **those identifying as African American are more likely to have a neutral feeling** regarding if they are planning to leave WSU Health Sciences prior to graduating **than those identifying as White or Multi-racial.***

Table 26. University Connectedness: Response differences by Areas of Diversity

Q1	Gender	Sexual Orientation	Race
I feel valued by other students.	$F(2,606)=2.28,$ $p=0.10$	$F(2,602)=0.19,$ $p=0.83$	$F(5,598)=1.01,$ $p=0.41$
I feel valued by staff.	$F(2,605)=1.02,$ $p=0.36$	$F(2,601)=1.16,$ $p=0.32$	$F(5,597)=1.85,$ $p=0.10$
I feel valued by faculty.	$F(2,606)=0.34,$ $p=0.71$	$F(2,602)=0.46,$ $p=0.63$	$F(5,598)=0.75,$ $p=0.59$
I can fulfill requirements of my coursework without unduly repressing my own identity, background or experience.	$F(2,606)=1.47,$ $p=0.23$	$F(2,602)=1.56,$ $p=0.21$	$F(5,598)=0.32,$ $p=0.90$
I have opportunities for academic success that are similar to those of my classmates.	$F(2,604)=1.72,$ $p=0.18$	$F(2,600)=3.48,$ $p=0.03$	$F(5,596)=2.57,$ $p=0.03$

Q2	Gender	Sexual Orientation	Race
I feel close to people at WSU Health Sciences.	$F(2,606)=0.13,$ $p=0.88$	$F(2,602)=1.62,$ $p=0.20$	$F(5,598)=0.64,$ $p=0.67$
I would be very happy to continue the rest of my education at WSU Health Sciences. (Keep things private)	$F(2,606)=0.18,$ $p=0.83$	$F(2,602)=1.09,$ $p=0.34$	$F(5,598)=0.51,$ $p=0.77$
I feel I have a community at WSU Health Sciences. (Not belonging)	$F(2,605)=0.62,$ $p=0.54$	$F(2,601)=1.40,$ $p=0.25$	$F(5,597)=0.93,$ $p=0.46$
I do not feel a strong sense of belonging to WSU Health Sciences	$F(2,606)=0.59,$ $p=0.56$	$F(2,602)=0.94,$ $p=0.39$	$F(5,598)=0.19,$ $p=0.97$
I am planning to leave WSU Health Sciences prior to graduating.	$F(2,606)=2.50,$ $p=0.08$	$F(2,601)=0.80,$ $p=0.45$	$F(5,598)=4.03,$ $p=0.001$

University Environment, and diversity and equity on campus – perceptions and perspectives

<i>Reference Tables for Response differences by Key Areas of Diversity for: University Environment (Q8)</i>	
One-way ANOVA results	Table 27, page 55
Cross-tabulated by Gender:	Tables A1.11 - A1.19, pages A-4 through A-7
Cross-tabulated by Sexual orientation	Tables A2.11 - A2.19, pages A-22 through A-25
Cross-tabulated by Race	Tables A3.11 - A3.19, pages A-40 through A-43

In the one-way analysis of variance (ANOVA) for the items measuring University Environment/Diversity/Equity (Q8), overall perceptions do not vary significantly by gender or for sexual orientation for a majority of the items (Table 27; Cross-tabulated by Gender: Tables A1.11-A1.19; Sexual orientation: Tables A2.11-A2.19; and Race: Tables A3.11-A3.19). Males, females, and those of another gender do not vary in their perceptions of diversity and equity at the University. Bisexual or other sexual orientations do not have a significantly different perception of diversity and equity at the University compared to those with a heterosexual orientation.

Gender was significant on only one item: “I often have the opportunity to work with students from backgrounds different than my own.” Likewise, sexual orientation was significant on only one item (though a different from gender): “There is sufficient amount of discussion on diversity and equity covered throughout the curriculum.” Specifically, the analysis suggests that **heterosexuals are more likely to agree** that there is sufficient amount of discussion on diversity and equity covered throughout the curriculum **than those identifying as neither heterosexual nor bisexual.**

In contrast, race was significantly related to six of nine of the items measuring the university environment/diversity/equity on campus:

Diverse perspectives are encouraged in class discussions and assignments.

*Specifically, the analysis suggests that **those identifying as White are more likely to agree** that diverse perspectives are encouraged in class discussions and assignments **than those identifying as Hispanic or African American.***

Faculty are skilled in teaching about diversity and equity.

*Specifically, the analysis suggests that **those identifying as White are more likely to agree** that faculty are skilled in teaching about diversity and equity **than those identifying as Hispanic or African American.***

Faculty are skilled at facilitating discussions where students with different backgrounds and perspectives

*Specifically, the analysis suggests that **those identifying as White are more likely to agree** that faculty are skilled at facilitating discussions with students with different backgrounds and perspectives **than those identifying as African American.***

WSU Health Sciences offers a sufficient variety of courses in which to learn about topics related to diversity and equity.

Hispanic, Multiracial and Other have overall lower ratings compared to White, and Asian and African American have slightly lower ratings compared to White.

There is sufficient amount of discussion on diversity and equity covered throughout the curriculum

Specifically, the analysis suggests that those identifying as White are more likely to agree that there is a sufficient amount of discussion on diversity and equity covered throughout the curriculum than those identifying as Hispanic or African American.

I would take diversity and equity elective courses if WSU Health Sciences offered these courses.

Specifically, the analysis suggests that those identifying as Asian are more likely to agree that they would take diversity and equity elective courses if WSU Health Sciences offered those courses than those identifying as White, a race not listed, and Multi-racial.

Table 27. Environment related to Diversity: Response differences by Areas of Diversity

Perceptions and perspectives (Q8)	Gender	Sexual Orientation	Race
Diverse perspectives are encouraged in class discussions and assignments.	$F(2,605)=0.34,$ $p=0.71$	$F(2,601)=0.06,$ $p=0.94$	$F(5,597)=4.63,$ $p<0.001$
Faculty are skilled in teaching about diversity and equity.	$F(2,606)=0.17,$ $p=0.85$	$F(2,602)=1.69,$ $p=0.19$	$F(5,598)=4.05,$ $p=0.001$
Faculty are skilled at facilitating discussions where students with different backgrounds and perspectives	$F(2,602)=0.30,$ $p=0.74$	$F(2,598)=1.75,$ $p=0.18$	$F(5,594)=3.39,$ $p=0.005$
I often have the opportunity to work with students from backgrounds different than my own.	$F(2,603)=4.75,$ $p=0.009$	$F(2,599)=1.85,$ $p=0.16$	$F(5,595)=1.81,$ $p=0.11$
WSU Health Sciences offers a sufficient variety of courses in which to learn about topics related to diversity and equity.	$F(2,604)=0.57,$ $p=0.57$	$F(2,600)=2.98,$ $p=0.05$	$F(5,596)=2.99,$ $p=0.01$
There is sufficient amount of discussion on diversity and equity covered throughout the curriculum	$F(2,605)=1.03,$ $p=0.36$	$F(2,601)=3.45,$ $p=0.03$	$F(5,597)=4.49,$ $p=0.01$
I would take diversity and equity elective courses if WSU Health Sciences offered these courses.	$F(2,603)=0.17,$ $p=0.84$	$F(2,599)=1.94,$ $p=0.14$	$F(5,595)=8.26,$ $p<0.001$
I do not feel comfortable contributing to class discussions.	$F(2,605)=0.28,$ $p=0.75$	$F(2,601)=0.70,$ $p=0.50$	$F(5,597)=1.66,$ $p=0.14$
I will not share my own experience and background in class.	$F(2,602)=1.01,$ $p=0.37$	$F(2,598)=0.12,$ $p=0.89$	$F(5,594)=0.98,$ $p=0.43$

Perceptions of the Campus Environment

Reference Tables for Response differences by Key Areas of Diversity for: <i>Diversity and Equity on Campus (Q18)</i>	
One-way ANOVA results	Table 28, <i>page 58</i>
Cross-tabulated by Gender:	Tables A1.20 - A1.30, <i>pages A-7 through A-11</i>
Cross-tabulated by Sexual orientation	Tables A2.20 - A2.30, <i>pages A-25 through A-28</i>
Cross-tabulated by Race	Tables A3.20 - A3.30, <i>pages A-43 through A-47</i>

In the one-way analysis of variance (ANOVA) for the items measuring Diversity and Equity on Campus (Q18), overall perceptions do not vary significantly by gender or for sexual orientation for a majority of the items (Table 28; Cross-tabulated by Gender: Tables A1.20-A1.30; Sexual orientation: Tables A2.20-A2.30; and Race: Tables A3.20-A3.30). Males, females, and those of another gender do not vary in their perceptions of diversity and equity on campus. Bisexual or other sexual orientation do not have significantly different perception of diversity and equity on campus compared to those with a heterosexual orientation.

Gender was significant on only one item: “I believe there should be dedicated space for meditation / prayer.”

*Specifically, the analysis suggests that **women are more likely to agree** that there should be a dedicated space for meditation/prayer **than men**. The mean score for those that identified as other did not significantly differ from women and men.*

Sexual orientation was significant on two items”

WSU Health Sciences is committed to promoting diversity and equity on our campus.

*Specifically, the analysis suggests that **heterosexuals are more likely to agree** that WSU Health Sciences is committed to promoting diversity and equity on campus **than those identifying as neither heterosexual nor bisexual**.*

The students at this university are diverse.

*Specifically, the analysis suggests that **heterosexuals are more likely to agree** that the students at the university are diverse **than those identifying as neither heterosexual nor bisexual**.*

In contrast, race was significantly related to all but one of the items measuring Diversity and Equity on Campus. “Members of the campus community are respectful when interacting through social media” was not statistically significant by race.” Overall, nonwhite race groups compared to Whites are more likely to have variation in their ratings from negative to positive, or overall less strong positive ratings.

WSU Health Sciences is committed to promoting diversity and equity on our campus.

*Specifically, the analysis suggests that **those identifying as African American are less likely to agree** that WSU Health Sciences is committed to promoting diversity and equity on campus **than those identifying as White or a race not listed**.*

The students at this university are diverse.

*Specifically, the analysis suggests that **those identifying as Hispanic are less likely to agree** that the students at the university are diverse **than those identifying as a race not listed**.*



The staff at this university is diverse.

*Specifically, the analysis suggests that **those identifying as African American are less likely to agree** that the staff at the university are diverse **than those identifying as White or a race not listed.***

The faculty at this university is diverse.

*Specifically, the analysis suggests that **those identifying as White are more likely to agree** that the faculty at the university are diverse **than those identifying as African American.***

Individuals from different backgrounds get along at this university

*Specifically, the analysis suggests that **those identifying as White are more likely to agree** that individuals from different backgrounds get along at the university **than those identifying as Asian or African American.** These results also suggest that **those identifying as African American are less likely to agree** with this statement **than those identifying as a race not listed.***

Faculty and instructors give feedback and evaluate students fairly, regardless of student's race, gender, sexual orientation, religion, age, or disability status

*Specifically, the analysis suggests that **those identifying as African American are less likely to agree** that faculty and instructors give feedback and evaluate students fairly, regardless of the student's gender, sexual orientation, religion, age, or disability status **than those identifying as White, Hispanic, or Multi-racial.** These results also suggest that **those identifying as Asian are less likely to agree** with this statement **than those identifying as White.***

WSU Health Sciences offers access to diversity-related training for all students, faculty and staff.

*Specifically, the analysis suggests that **those identifying as White are more likely to agree** that WSU Health Sciences offers access to diversity-related training for all students, faculty, and staff **than those identifying as Hispanic.***

Members of the campus community interact respectfully when using email and online learning tools.

*Specifically, the analysis suggests that **those identifying as White are more likely to agree** that members of the campus community interact respectfully when using email and online learning tools **than those identifying as Asian.***

I believe WSU Health Sciences processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs.

*Specifically, the analysis suggests that **those identifying as African American are less likely to agree** that they believe WSU Health Sciences processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs **than those identifying as White, Asian, or a race not listed.***



I believe there should be dedicated space for meditation / prayer.

Specifically, the analysis suggests that those identifying as Asian are more likely to agree that they believe there should be a dedicated space for meditation/prayer that those identifying as White or a race not listed.

Table 28. Diversity and Equity on Campus: Response differences by Areas of Diversity

Perceptions and perspectives (Q18)	Gender	Sexual Orientation	Race
WSU Health Sciences is committed to promoting diversity and equity on our campus.	$F(2,602)=0.66,$ $p=0.52$	$F(2,599)=3.44,$ $p=0.03$	$F(5,595)=3.65,$ $p=0.003$
The students at this university are diverse.	$F(2,602)=0.88,$ $p=0.41$	$F(2,599)=5.27,$ $p=0.005$	$F(5,595)=2.95,$ $p=0.01$
The staff at this university is diverse.	$F(2,599)=1.47,$ $p=0.23$	$F(2,596)=1.49,$ $p=0.23$	$F(5,592)=3.17,$ $p=0.008$
The faculty at this university is diverse.	$F(2,600)=2.03,$ $p=0.13$	$F(2,597)=1.51,$ $p=0.22$	$F(5,593)=3.40,$ $p=0.002$
Individuals from different backgrounds get along at this university	$F(2,600)=1.29,$ $p=0.28$	$F(2,597)=0.09,$ $p=0.91$	$F(5,593)=4.82,$ $p<0.001$
Faculty and instructors give feedback and evaluate students fairly, regardless of student's race, gender, sexual orientation, religion, age, or disability status	$F(2,601)=0.63,$ $p=0.53$	$F(2,598)=0.22,$ $p=0.81$	$F(5,594)=5.19,$ $p<0.001$
WSU Health Sciences offers access to diversity-related training for all students, faculty and staff.	$F(2,601)=1.11,$ $p=0.33$	$F(2,598)=1.18,$ $p=0.31$	$F(5,5934)=2.81,$ $p=0.02$
Members of the campus community interact respectfully when using email and online learning tools.	$F(2,600)=1.50,$ $p=0.22$	$F(2,597)=0.67,$ $p=0.52$	$F(5,5943)=2.51,$ $p=0.03$
Members of the campus community are respectful when interacting through social media	$F(2,601)=0.04,$ $p=0.97$	$F(2,598)=0.007,$ $p=0.99$	$F(5,594)=1.41,$ $p=0.22$
I believe WSU Health Sciences processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs.	$F(2,598)=2.10,$ $p=0.12$	$F(2,595)=0.95,$ $p=0.39$	$F(5,591)=3.91,$ $p=0.002$
I believe there should be dedicated space for meditation / prayer.	$F(2,597)=5.73,$ $p=0.003$	$F(2,594)=0.33,$ $p=0.72$	$F(5,590)=4.29,$ $p=0.001$

Comfort and Safety related to Diversity

Reference Tables for Response differences by Key Areas of Diversity for: Comfort and Safety related to Diversity (Q19)	
One-way ANOVA results	Table 29, page 62
Cross-tabulated by Gender:	Tables A1.31 - A1.40, pages A-11 through A-14
Cross-tabulated by Sexual orientation	Tables A2.31 - A2.40, pages A-29 through A-32
Cross-tabulated by Race	Tables A3.31 - A3.40, pages A-47 through A-50

In the one-way analysis of variance (ANOVA) was used for the items measuring Comfort and Safety related to Diversity (Q19) (Table 29; Cross-tabulated by Gender: Tables A1.31-A1.40; Sexual orientation: Tables A2.31-A2.40; and Race: Tables A3.31-A3.40).

Gender was significantly related to four of ten items:

The university should increase lesbian, gay, bisexual, transgender, and/or queer representation.

*Specifically, the analysis suggests that **women are more likely to agree** that the university should increase lesbian, gay, bisexual, transgender, and/or queer representation **than men**. The mean score for those that identified as other did not significantly differ from women and men.*

The university focuses too much attention on diversity-related issues.

*Specifically, the analysis suggests that **women are less likely to neither agree nor disagree** that the university focuses too much attention on diversity-related issues **than men**. The mean score for those that identified as other did not significantly differ from women and men.*

I am afraid to disagree with members of other groups for fear of being called prejudiced.

*Specifically, the analysis suggests that **women are less likely to neither agree nor disagree** that they are afraid to disagree with members of other groups for fear of being called prejudiced **than men**. The mean score for those that identified as other did not significantly differ from women and men.*

In the event that I witness or experience an act of discrimination, I know where to report the incident to campus authorities.

*Specifically, the analysis suggests that **women are less likely to agree** that in the even they witnessed or experienced an act of discrimination, they knew were to report the incident to campus authorities **than men**. The mean score for those that identified as other did not significantly differ from women and men.*

Sexual orientation was significantly related to seven of ten items:

The university should recruit and retain more faculty and staff of color.

*Specifically, the analysis suggests that **heterosexuals are less likely to agree** that the university should recruit and retain more faculty and staff of color **than those identifying as neither heterosexual nor bisexual**.*



The university should recruit and retain more students of color.

*Specifically, the analysis suggests that **heterosexuals are less likely to agree** that the university should recruit and retain more students of color **than those identifying as neither heterosexual nor bisexual.***

The university should increase gender diversity of faculty and staff.

*Specifically, the analysis suggests that **heterosexuals are less likely to agree** that the university should increase gender diversity of faculty and staff **than bisexuals.***

The university should increase lesbian, gay, bisexual, transgender, and/or queer representation.

*Specifically, the analysis suggests that **heterosexuals are less likely to agree** that the university should increase lesbian, gay, bisexual, transgender, and/or queer representation **than both bisexuals and those who identify outside heterosexual and bisexual.***

The university should increase support for faculty, staff and students with disabilities.

There is no significant difference in the level of agreement that the university should increase support for faculty, staff, and students with disabilities among those that identify as heterosexual, bisexual, and those that define their sexual orientation outside these categories.

The university focuses too much attention on diversity-related issues.

*Specifically, the analysis suggests that **heterosexuals are more likely to neither agree nor disagree** that the university focuses too much attention on diversity-related issues **than both bisexuals and those who identify outside heterosexual and bisexual.***

I am afraid to disagree with members of other groups for fear of being called prejudiced.

*Specifically, the analysis suggests that **heterosexuals are more likely to neither agree nor disagree** that they are afraid to disagree with members of other groups for fear of being called prejudiced **than those identifying as neither heterosexual nor bisexual.***

Race was significantly related to six of ten items:

The university should recruit and retain more faculty and staff of color.

*Specifically, the analysis suggests that **those identifying as White, or a race not listed are less likely to agree** that the university should recruit and retain more faculty and staff of color **than those identifying as Asian, Hispanic, or African American.** These results also suggest that **those identifying as Multi-racial are less likely to agree** with this statement **than those identifying as African American.***

The university should recruit and retain more students of color.

*Specifically, the analysis suggests that **those identifying as White or a race not listed are less likely to agree** that the university should recruit and retain more students of color **than those identifying as Asian, Hispanic, or African American.** These results also suggest that **those identifying as Multi-racial are also less likely to agree** with the statement **than those identifying as Hispanic or African American.***



The university should increase gender diversity of faculty and staff.

*Specifically, the analysis suggests that **those identifying as African American are more likely to agree** that the university should increase gender diversity of faculty and staff **than those identifying as White, a race not listed, or Multi-racial**. These results also suggest **that those identifying as Asian are more likely to agree** with the statement **than those identifying as White**.*

The university should increase lesbian, gay, bisexual, transgender, and/or queer representation.

*Specifically, the analysis suggests that **those identifying as White or a race not listed are less likely to agree** that the university should increase lesbian, gay, bisexual, transgender, and/or queer representation **than those identifying as Asian, Hispanic, or African American**.*

The university should increase support for faculty, staff and students with disabilities.

*Specifically, the analysis suggests that **those identifying as White are less likely to agree** that the university should increase support for faculty, staff and students with disabilities **than those identifying as Asian or African American**. These results also suggest that **those identifying as Multi-racial are also less likely to agree** with the statement **than those identifying as African American**.*

I feel at ease with people of backgrounds different from my own.

*Specifically, the analysis suggests that **those identifying as Asian are less likely to strongly agree** that they feel at ease with people of background different from their own **than those identifying as White, Hispanic, or a race not listed**.*



Table 29. Comfort and Safety related to Diversity: Response differences by Areas of Diversity

Perceptions and perspectives (Q19)	Gender	Sexual Orientation	Race
I feel safe when I'm on campus	$F(2,606)=2.15$, $p=0.12$	$F(2,602)=0.78$, $p=0.46$	$F(5,599)=0.68$, $p=0.64$
The university should recruit and retain more faculty and staff of color.	$F(2,605)=1.83$, $p=0.16$	$F(2,601)=5.77$, $p=0.003$	$F(5,598)=11.21$, $p<0.001$
The university should recruit and retain more students of color.	$F(2,605)=1.33$, $p=0.27$	$F(2,601)=4.83$, $p=0.008$	$F(5,598)=13.80$, $p<0.001$
The university should increase gender diversity of faculty and staff.	$F(2,603)=2.94$, $p=0.05$	$F(2,599)=5.20$, $p=0.006$	$F(5,596)=6.31$, $p<0.001$
The university should increase lesbian, gay, bisexual, transgender, and/or queer representation.	$F(2,605)=6.25$, $p=0.002$	$F(2,601)=11.32$, $p<0.001$	$F(5,598)=6.50$, $p<0.001$
The university should increase support for faculty, staff and students with disabilities.	$F(2,603)=2.95$, $p=0.05$	$F(2,599)=4.42$, $p=0.01$	$F(5,596)=7.07$, $p<0.001$
I feel at ease with people of backgrounds different from my own.	$F(2,604)=1.36$, $p=0.26$	$F(2,600)=3.05$, $p=0.05$	$F(5,597)=4.39$, $p=0.001$
The university focuses too much attention on diversity-related issues.	$F(2,605)=6.47$, $p=0.002$	$F(2,601)=7.22$, $p=0.001$	$F(5,598)=1.41$, $p=0.22$
I am afraid to disagree with members of other groups for fear of being called prejudiced.	$F(2,605)=5.41$, $p=0.005$	$F(2,601)=6.35$, $p=0.002$	$F(5,598)=0.49$, $p=0.79$
In the event that I witness or experience an act of discrimination, I know where to report the incident to campus authorities.	$F(2,603)=8.36$, $p<0.001$	$F(2,599)=0.53$, $p=0.59$	$F(5,596)=0.72$, $p=0.61$

Gender Based Violence and the University Environment

Reference Tables for Response differences by Key Areas of Diversity for: <i>Gender Based Violence and the University Environment (Q21)</i>	
One-way ANOVA results	Table 30, <i>page 64</i>
Cross-tabulated by Gender:	Tables A1.41 - A1.50, <i>pages A-14 through A-17</i>
Cross-tabulated by Sexual orientation	Tables A2.41 - A2.50, <i>pages A-32 through A-35</i>
Cross-tabulated by Race	Tables A3.31 - A3.50, <i>pages A-50 through A-53</i>

In the one-way analysis of variance (ANOVA) for the items measuring Gender Based Violence and the University Environment (Q21) (Table 30; Cross-tabulated by Gender: Tables A1.41- A1.50; Sexual orientation: Tables A2.41-A2.50; and Race: Tables A3.41-A3.50), gender was significantly related to six of ten items:

WSU Health Sciences takes training in sexual assault prevention seriously.

*Specifically, the analysis suggests that **women are less likely to agree** that WSU Health Sciences takes training in sexual assault prevention seriously **than men**. The mean score for those that identified as other did not significantly differ from women and men.*

WSU Health Sciences is doing a good job educating students about sexual harassment.

*Specifically, the analysis suggests that **women are less likely to agree** that WSU Health Sciences is doing a good job educating students about sexual harassment **than men**. The mean score for those that identified as other did not significantly differ from women and men.*

WSU Health Sciences is doing a good job trying to prevent sexual assault from happening.

*Specifically, the analysis suggests that **women are less likely to agree** that WSU Health Sciences is doing a good job trying to prevent sexual assault from happening **than men**. The mean score for those that identified as other did not significantly differ from women and men.*

WSU Health Sciences is doing a good job providing needed services to victims of sexual assault.

*Specifically, the analysis suggests that **women are less likely to agree** that WSU Health Sciences is doing a good job providing needed services to victims of sexual assault **than men**. The mean score for those that identified as other did not significantly differ from women and men.*

WSU Health Sciences is doing a good job investigating incidents of sexual assaults.

*Specifically, the analysis suggests that **women are less likely to agree** that WSU Health Sciences is doing a good job investigating incidents of sexual assaults **than men**. The mean score for those that identified as other did not significantly differ from women and men.*

WSU Health Sciences is doing a good job holding people accountable for committing sexual assault.

*Specifically, the analysis suggests that **women are less likely to agree** that WSU Health Sciences is doing a good job holding people accountable for committing sexual assault **than men**. The mean score for those that identified as other did not significantly differ from women and men.*



Sexual orientation was not significantly related to any of the items, whereas race was significantly related to only one of the items related to gender based violence:

“I believe there is a clear sense of appropriate behavior among staff at WSU Health Sciences.”

Specifically, the analysis suggests that those identifying as African American are less likely to agree that they believe there is a clear sense of appropriate behavior among staff at WSU Health Sciences than those identifying as White or Hispanic.

Table 30. Gender based violence and the university environment: Response differences by Areas of Diversity

Perceptions and perspectives (Q21)	Gender	Sexual Orientation	Race
WSU Health Sciences does not tolerate sexual assault.	$F(2,604)=1.87,$ $p=0.16$	$F(2,600)=2.30,$ $p=0.10$	$F(5,597)=2.05,$ $p=0.07$
WSU Health Sciences takes training in sexual assault prevention seriously.	$F(2,604)=3.78,$ $p=0.02$	$F(2,600)=0.48,$ $p=0.62$	$F(5,597)=0.84,$ $p=0.52$
WSU Health Sciences is doing a good job educating students about sexual harassment	$F(2,605)=9.63,$ $p<0.001$	$F(2,601)=0.71,$ $p=0.50$	$F(5,598)=1.42,$ $p=0.22$
WSU Health Sciences is doing a good job trying to prevent sexual assault from happening.	$F(2,603)=5.30,$ $p=0.005$	$F(2,599)=1.22,$ $p=0.30$	$F(5,596)=0.33,$ $p=0.89$
WSU Health Sciences is doing a good job providing needed services to victims of sexual assault.	$F(2,604)=6.31,$ $p=0.002$	$F(2,600)=1.03,$ $p=0.36$	$F(5,597)=0.38,$ $p=0.86$
WSU Health Sciences is doing a good job investigating incidents of sexual assaults	$F(2,601)=11.83,$ $p<0.001$	$F(2,597)=0.20,$ $p=0.82$	$F(5,594)=0.32,$ $p=0.90$
WSU Health Sciences is doing a good job holding people accountable for committing sexual assault	$F(2,600)=10.15,$ $p<0.001$	$F(2,596)=0.09,$ $p=0.91$	$F(5,593)=0.31,$ $p=0.91$
I believe there is a clear sense of appropriate behavior among faculty at WSU Health Sciences	$F(2,604)=1.27,$ $p=0.28$	$F(2,600)=0.70,$ $p=0.50$	$F(5,597)=1.60,$ $p=0.16$
I believe there is a clear sense of appropriate behavior among staff at WSU Health Sciences	$F(2,602)=0.52,$ $p=0.60$	$F(2,598)=0.21,$ $p=0.81$	$F(5,595)=2.73,$ $p=0.02$
I believe there is a clear sense of appropriate behavior among student at WSU Health Sciences	$F(2,602)=1.72,$ $p=0.18$	$F(2,598)=0.06,$ $p=0.94$	$F(5,595)=1.94,$ $p=0.08$

Experiences with Discrimination at WSU Health Sciences

Reference Tables for Response differences by Key Areas of Diversity for: <i>Experiences with Discrimination at WSU Health Sciences (Q31-Q35)</i>	
One-way ANOVA results	Table 31, <i>page 66</i>
Cross-tabulated by Gender:	Tables A1.51 - A1.55, <i>page A-18</i>
Cross-tabulated by Sexual orientation	Tables A2.51 - A2.55, <i>page A-36</i>
Cross-tabulated by Race	Tables A3.51 - A3.55, <i>pages A-54 through A-55</i>

Results from an ANOVA (Q31-Q35) (Table 31; Cross-tabulated by Gender: Tables A1.51-A1.55; Sexual orientation: Tables A2.51-A2.55; and Race: Tables A3.51-A3.55) show that gender, sexual orientation, and race were each significantly related to experiences with discrimination. Gender was significantly related to:

In the past year, I have been threatened or experienced discriminatory acts at WSU Health Sciences.

*Specifically, the analysis suggests that **women are more likely to have not been** threatened or experienced discriminatory acts at WSU Health Sciences in the past year **than those that identify themselves outside woman and man. However, this significant result may be due to small sample size for those identifying as other.***

In addition, sexual orientation was also significantly related to:

In the past year, I have been threatened or experienced discriminatory acts at WSU Health Sciences.

*Specifically, the analysis suggests that **heterosexuals and bisexuals are more likely to not have been** threatened or experienced discriminatory acts at WSU Health Sciences in the past year **than those identifying as neither heterosexual nor bisexual.***

In the past year, I have witnessed an act or acts of discrimination against others at WSU Health Sciences.

*Specifically, the analysis suggests that **heterosexuals are more likely to not have witnessed** an act or acts of discrimination against others at WSU Health Sciences in the past year **than bisexuals.***

In the past year, I have witnessed an act or acts of bias (that did NOT rise to the level of discrimination or crime) against others at WSU Health Sciences.

*Specifically, the analysis suggests that **heterosexuals are more likely to not have witnessed** an act or acts of bias (that did NOT rise to the level of discrimination or crime) against others at WSU Health Sciences **than those identifying as neither heterosexual nor bisexual. Significance might sample size related since mean scores are the same for heterosexual and bisexual.***



And race was significantly related to:

I have been impacted negatively at WSU Health Sciences because of my race/ethnicity, gender expression/identity, sexual orientation, religion, age, disability status, gender, mental illness or other identity attribute.

Specifically, the analysis suggests that those identifying as African American are more likely to have been impacted negatively at WSU Health Sciences because of their race/ethnicity, gender expression/identity, sexual orientation, religion, age, disability status, gender, mental illness or other identity attribute than those identifying as White, Asian, Hispanic or Multi-racial.

In the past year, I have been threatened or experienced discriminatory acts at WSU Health Sciences.

Specifically, the analysis suggests that those identifying as a race not listed are more likely have been threatened or experienced discriminatory acts at WSU Health Sciences in the past year than those identifying as White, Asian, Hispanic, or Multi-racial.

Table 31. Experiences with discrimination at WSU Health Sciences: Response differences by Areas of Diversity

Perceptions and perspectives	Gender	Sexual Orientation	Race
I have been impacted negatively at WSU Health Sciences because of my race/ethnicity, gender expression/identity, sexual orientation, religion, age, disability status, gender, mental illness or other identity attribute. (Q31)	$F(2,606)=2.17,$ $p=0.12$	$F(2,602)=1.12,$ $p=0.33$	$F(5,598)=3.54,$ $p=0.004$
In the past year, I have been threatened or experienced discriminatory acts at WSU Health Sciences. (Q32)	$F(2,604)=9.52,$ $p<0.001$	$F(2,600)=5.31,$ $p=0.005$	$F(5,596)=2.64,$ $p=0.02$
In the past year, I have witnessed an act or acts of discrimination against others at WSU Health Sciences. (Q33)	$F(2,603)=1.64,$ $p=0.20$	$F(2,599)=4.85,$ $p=0.008$	$F(5,595)=0.26,$ $p=0.93$
In the past year, I have experienced an act or acts of bias (that did NOT rise to the level of discrimination or crime) at WSU Health Sciences. (Q34)	$F(2,604)=0.64,$ $p=0.53$	$F(2,600)=1.56,$ $p=0.21$	$F(5,596)=0.85,$ $p=0.51$
In the past year, I have witnessed an act or acts of bias (that did NOT rise to the level of discrimination or crime) against others at WSU Health Sciences. (Q35)	$F(2,600)=0.49,$ $p=0.61$	$F(2,597)=5.16,$ $p=0.006$	$F(5,593)=1.80,$ $p=0.11$

Diversity, Equity, and Inclusion Committee Recommendations

Introduction

Creating a culture of belonging, inclusion, and safety is a significant challenge and requires all areas of WSU Health Sciences to collaborate in making the necessary changes. The Diversity, Equity, and Inclusion (DEI) committee is comprised of representatives from units across the WSU Health Sciences campus and colleges. In addition, the DEI committee honors and supports the current efforts happening in the colleges and campus units. However, DEI work cannot happen in isolation as our students, faculty, and staff engage in interprofessional and collaborative work across the colleges. The committee is optimistic that by working together we can better support one another in making a meaningful commitment to diversity and that everyone can see their role in making change.

When we address the idea of change, we are talking about moving beyond legal compliance and into a culture where differences and similarities are honored, respected, and celebrated. Some of the recommendations we have made involve individual change and others are about systemic and cultural change. Our recommendations are based not only on the survey but also national best practices as discussed by Strategic Diversity Leadership: Activating Change and Transformation in Higher Education, the *Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine*, *Evidence for a Mental Health Crisis in Graduate Education*, and *Report on Diversifying Graduate Schools*.

We have recommended ideas about increasing educational and professional development opportunities; improving transparency; reviewing curriculum, clinical placements, and research efforts; addressing stigma, expanding interprofessional opportunities; and resourcing these efforts appropriately.

Accomplishing the work

The recommendations outlined in this report are going to take a concerted effort of the colleges and campus units. Students, faculty, staff, and administrators, working together, will make the difference. It is everyone's responsibility to build the WSU Health Sciences culture of inclusion. The keystone recommendation the committee would like to highlight in order to start this work is three-fold.

- a. Hire a full-time Executive Level Position that serves on the Campus Leadership Team/cabinet.
- b. Provide a budget of \$75,000 to assist in funding the recommendations including but not limited to the following areas as needed:
 - Faculty stipends to update curriculum
 - Educational opportunities



- Intergroup Dialogue
 - Intercultural Development Inventory (IDI)
 - Affinity groups
 - Programs and activities
- c. Colleges and Campus Units properly appoint members to the Diversity, Equity, and Inclusion Committee and the work groups outlined in these recommendations
 - d. Students serve as members of the DEI Committee and work groups
 - e. Develop campus-wide definitions for diversity, equity, and inclusion

To facilitate the implementation of the above keystone recommendation as well as the additional nine recommendations, we are establishing interprofessional working groups that will have representatives from each college and campus units as appropriate. Each group will be tasked with implementing different recommendations and strategies; conducting a Diversity, Equity, and Inclusion (DEI) audit of their areas of responsibilities; and creating and submitting to the DEI Committee by June 1st an annual report outlining the group's work, findings, and recommendations developed during the past year.

The work groups should review the *American Journal of Law & Medicine's* special edition on Critical Race Theory and the Health Sciences, volume 43, issue 2-3, May 2017. It includes articles such as *Cultura Obscura: Race, Power, and Culture Talk in the Health Sciences*," "Theorizing Race and Racism: Preliminary Reflections on the Medical Curriculum," "Intelligence, Disability, and Race: Intersections and Critical Questions," "Police Violence, Use of Force Policies, and Public Health" along with other articles that may be helpful. Though the recommendations are broader than race, a critical race theory provides an excellent process for critical review that can benefit students of all different social identities. The DEI Committee and works groups will receive training related to equity, critical race theory, and the Strategic Diversity Leadership framework.

The work groups are as follows:

- Curriculum/Academics: Charged with conducting a critical analysis of curricula across colleges and programs for opportunities to integrate topics of power and difference; equity and inclusion; diverse representations in classes through readings, projects, placements, and other learning activities; and other relevant areas. Read the *American Journal of Law & Medicine mentioned above*. Implements recommendation 4.a-e, 7, and 8
- Co-curriculum: Charged with conducting a critical analysis of the co-curricular programs inclusive of Student Leadership and Involvement, Student Diversity Center, International Student Life, Community Engagement, Academic Support (writing, learning, tutoring, advising), Admissions and Recruitment, student conduct, professionalism or progress boards, and similar programs. Consider reading *Critical Race Perspectives on Theory in Student Affairs in New Directions for Student Services - Special Issue: Responding to the Realities of Race on Campus*, volume 2007 (120). Implements recommendations: 2, 6, and 8.d-f.
- Human Resources: Charged with conducting a critical analysis of the support, training, and policies related to the recruitment, retention, and career progression of faculty, staff,

and administrators. Will review who engages in what types of service and what service is valued. Consider reading Critical Race Theory and HRD: Moving Race Front and Center in *Advances in Developing Human Resources*, volume 16 (4), 2014. Implement recommendations 4.f-h and 5.

- Research: Charged with conducting a critical analysis of the type of research conducted, what research is supported, what journals are considered acceptable in which to publish, and the power relationships as they exist in the labs, fieldwork, or other location. Implement recommendations 7c, 10.
- Wellbeing: Charged with conducting a critical analysis of wellbeing efforts on campus inclusive of emotional, spiritual, intellectual, physical, environmental, financial, occupational, and social health measures. Implements recommendations 3 and 9.

Framework

The framework we chose to base our recommendations on a comprehensive framework from the balanced scorecard literature, *Strategic Diversity Leadership: Activating Change and Transformation in Higher Education*. This framework challenges institutions to define diversity in terms of:

1. Access and equity of outcomes, diversifying our institutions and ensuring that diverse communities of students, faculty, and staff are being successful, as judged by measurable performance indicators (Access and Equity)
2. Measuring the multicultural and inclusive campus climate, to understand and ultimately address differences in perceptions of the environment, feelings of belonging, spaces for inclusion, and campus diversity crisis that may emerge (Multicultural & Inclusive Campus and Climate)
3. Advancing domestic and international diversity focused research, scholarship, and creative endeavors to drive the diversity knowledge creation processes of the institution (Diversity and Health Equity Scholarship and Research)
4. Creating learning opportunities for students, faculty, and staff to be prepared to lead in a diverse and global world, and most directly in a multicultural campus community (Prepare Students for Diverse World and improving the work life of health care providers)



Access and equity are placed at the top of the model because we believe every institution's diversity efforts must begin with an engagement of the historic and still incomplete goals of achieving access and equity for racially and ethnically diverse individuals, women, and other historically marginalized groups. Creating a diverse student, faculty, and staff community helps create a context in which institutions can become multicultural and diverse in a number of different ways. Indeed, this aspect of the model could also be extended into a conversation of vendor relationships and strategic sourcing, ensuring that minority and women-owned companies are treated fairly in an institution's procurement process.

The presence of a diverse faculty, staff, administration, and student body will enhance the potential of the institution to accomplish the two strategic goals that we have placed at the base of the pyramid: preparing all students, and by extension, faculty and staff for a diverse and global world; and pursuing areas of scholarship and inquiry that will help us to understand issues of diversity across several disciplines. While some administration leaders have begun talking about the diverse educational needs of all students as part of their institutional diversity agenda, they have not similarly embraced the need to support faculty engaged in ethnic or gender studies, or others pursuing scholarship that is critical to understanding our increasingly diverse and multicultural world today. We placed both of these goals at the base corners of the pyramid because they are foundational to higher education and its focus on teaching, learning, research, and service. In the twenty-first century, we must fully embrace diversity as a core dimension of what takes place in these areas and as a result, they must be expressed as part of the contemporary campus diversity agenda. What holds the model together and sits at the center is the need to build a multicultural and inclusive campus climate where every student, staff, faculty, and administrator can thrive. This means not only mitigating overt acts of discrimination and prejudice but creating and promoting identity-themed organizations and initiatives designed to create an inclusive experience for diverse individuals and groups. Some examples might include establishing an affinity organization for women faculty members, creating a curriculum that incorporate learning on issues of power and privilege, or establishing a dedicated prayer and reflection area for students of different faiths.

Recommendations and Strategies

The following table describes each recommendation, strategies that can be implemented to meet the recommendation and how each recommendation meets different components of the framework described above. Work groups will determine the priorities of the strategies to meet the recommendations. This outline represents a multi-year effort.

Recommendations	Strategies	Access and Equity	Multicultural and Inclusive Campus Climate	Preparing Students	Research and Scholarship
<p>Recommendation 1: Appropriately staff and fund diversity, equity, and inclusion efforts on campus</p>	<ul style="list-style-type: none"> a. Hire a full-time Executive Level Position that serves on the Campus Leadership Team/cabinet b. Provide a budget of \$75,000 to assist in funding the recommendations including but not limited to the following areas as needed: <ul style="list-style-type: none"> • Faculty stipends to update curriculum • Educational opportunities • Intergroup Dialogue • Intercultural Development Inventory (IDI) • Affinity groups • Programs and activities c. Colleges and Campus Units properly appoint members to the Diversity, Equity, and Inclusion Committee and the work groups outlined in these recommendations d. Students serve as members of the DEI Committee and work groups e. Develop campus-wide definitions for diversity, equity, and inclusion 	x	x	x	x
<p>Recommendation 2: Build a greater sense of community among students</p>	<ul style="list-style-type: none"> a. Do an audit of current community building efforts including virtual efforts and attempts to recruit and retain diverse students b. Create opportunities for more connections among Underrepresented groups to increase the number of students planning to stay at WSU Health Sciences to graduate c. Develop intentional first year programs to connect students and welcome them to the WSU Health Sciences community d. Develop multicultural/underrepresented and international student orientations 		x		

<p>Recommendation 3: Expand and Improve student support with resources and services</p>	<ul style="list-style-type: none"> a. Develop and implement a bias response and support team b. Provide support and resources to campus pantry c. Expanding processes, marketing, and resources on emergency funding for students d. Provide more extensive resources on WSU Sciences scholarships and other resources comparable to those of the other WSU campuses (e.g. programs and waivers including WSU for transfer students and the border bill). e. Establish an area (person/department) within Student Affairs, that is responsible for ensuring students have information and access to campus, local, and state resources to fulfill their basic needs, (housing, food, transportation, finances, childcare) 	<p>x</p>			
<p>Recommendation 4: Expand opportunities for students to have conversations on different social identities</p> <p>(e.g. age, socio-economic status, ethnicity, gender, physical and mental ability, race, sexual orientation, spiritual practices, and other human differences)</p>	<ul style="list-style-type: none"> a. Review curriculum for opportunities to add conversations about social identities, power, and privilege into the classroom. b. Consider ways to allow students to discuss faith in the classroom in terms of how they can work with patients of differing faiths and how practitioners can keep their faith while still serving all people c. Review curriculum for opportunities to discuss diversity, social determinants of health, and working with populations to address stereotypes without perpetuating them. d. Create an interprofessional class/program on how individual and systemic racism and other forms of oppression are a health crisis. e. Provide funding to faculty to update curriculum f. Provide opportunities for faculty to learn how to lead and facilitate conversations in the classroom on these topics g. Send faculty and staff to be educated on Intergroup Dialogue so we can be more intentional about providing opportunities for these types of discussions outside of the classroom 		<p>x</p>		

	<ul style="list-style-type: none"> h. Increase funding and amount of programming and educational opportunities on topics of diversity, equity, and inclusion 				
<p>Recommendation 5: Diversify Faculty, Staff, and Administrators</p>	<ul style="list-style-type: none"> a. Develop and implement required training related to diversity, equity, and inclusion. b. Review onboarding experience for faculty and staff, especially of color and women to increase retention c. Determine national or regional databases WSU Health Sciences can use that will assist in recruiting more diverse candidates. d. Audit current attempts to recruit and retain faculty and staff of color, women, and people with disabilities e. Develop retention strategies for diverse faculty and staff f. Find ways to provide additional support to faculty and staff with disabilities g. Create campus-wide statements on diversity, equity, and inclusion h. Develop mandatory training materials for WSU Health Sciences' Search Committee members such as unconscious bias training 	x			
<p>Recommendation 6: Disseminating the importance of Diversity, Inclusion, Equity, and Inclusive Excellence</p>	<ul style="list-style-type: none"> a. Develop and implement a marketing campaign on how to report incidents of discrimination, Title IX, bullying, similar issues, who people can reach out to for help, learn about possible accommodations, and explain the conduct process related to this topic works. b. Have the VP/Chancellor of Health Sciences send out a communication at the beginning of each academic year explaining the seriousness of sexual assault and harassment and how to report it. c. Add a required online component to student orientation related to sexual assault, domestic violence, dating violence, and stalking. d. Develop an annual report that provides information on how many and what type of policy violations have been reported, how many reports are under investigation, how many have been adjudicated along with general descriptions of any disciplinary actions to be taken. The report will be 		x		



	shared with the academic community (National Academies of Sciences, Engineering, and Medicine 2018)				
Recommendation 7: Expand interprofessional opportunities on campus	<ul style="list-style-type: none"> a. Provide adequate funding for faculty to develop new and maintain current interprofessional opportunities and provide appropriate materials for activities b. Create a platform or system for interprofessional opportunities on WSUHS c. Engage research students in interprofessional opportunities with professional and undergraduate students d. Develop interprofessional opportunities that reflect diverse populations and intersections of social identities 			x	
Recommendation 8: Prepare students to work with diverse populations and how to respond to issues of discrimination, sexual harassment, and sexual misconduct	<ul style="list-style-type: none"> a. Review curriculum to determine how students can be better prepared to work with diverse populations b. Incorporate discussions about working with diverse populations in different setting e.g. clinicals, labs, classrooms, camps, simulations, etc. c. Incorporate work with diverse populations in experiential learning opportunities e.g. scholarly projects, mentoring and shadowing experiences, research, etc. d. Bring in speakers from diverse groups to discuss their experience in their fields e. Provide educational opportunities for students to learn how to respond to acts of discrimination, sexual harassment, and sexual misconduct. f. Educate students how to report acts of discrimination and what resources are available. Include this information in preparations for clinicals, rotations, Internships, experiential education, labs, student teacher and other practices. 	x		x	x

<p>Recommendation 9: Increase educational opportunities for faculty, staff, and administrators on the topics of discrimination, sexual harassment, mental health, suicide prevention, and bystander training</p>	<ul style="list-style-type: none"> a. Educational opportunities for faculty, staff, and administrators on discrimination, implicit bias, ally training, bystander training, and other diversity, equity, and inclusion related topics. b. Educate students, faculty and staff on Mental Health First Aid Training, QPR Suicide Prevention, and trauma-informed practices c. Provide funding to develop on-campus facilitators for Mental Health First Aid Training and QPR Suicide Prevention d. Educate faculty and staff to recognize and respond to students' needs, providing referrals as needed. e. Sponsor ongoing suicide prevention, mental health, and stigma reduction campaigns f. Review all academic programs to determine how work-life balance is valued g. Educate on how to balance power relationships within an academic environment h. Work with the Office for Civil Rights Complaints and Investigations (CRCI) improve the current sexual harassment training provided to faculty and staff. i. Add additional educational opportunities for faculty and staff related to sexual misconduct and harassment. 	x	x		
---	--	---	---	--	--

<p>Recommendation 10: Analyze the research enterprise at WSU Health Sciences for ways it challenges and reinforces diversity, equity, and inclusion</p>	<ul style="list-style-type: none"> a. Develop a framework for assessing the depth and breadth of diversity, equity, and inclusion research b. Prioritize research programs for partnerships and efforts that support diversity, equity, and inclusion. c. Review ways to engage power-diffusion mechanisms (i.e., mentoring networks or committee-based advising and departmental funding rather than funding only from a principal investigator) to reduce the risk of discrimination and sexual harassment. d. Review what research and publications are considered scholarly and acceptable for advancement. e. Support opportunities to engage in research relevant to diverse populations 			x	x
--	---	--	--	---	---

Appendix A. Cross-Tabulated Results for Key Areas of Diversity: Gender, Sexual Orientation, and Race

Table A1. Crosstab Analysis by Gender

Table A1.1. University Connectedness (Q1A)

Q01A I feel valued by other students.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	5	1	0	6
	%	1.1%	0.7%	0.0%	1.0%
2 Disagree	Count	24	1	1	26
	%	5.3%	0.7%	12.5%	4.3%
3 Neither Agree nor Disagree	Count	55	24	0	79
	%	12.1%	16.6%	0.0%	13.0%
4 Agree	Count	266	72	3	341
	%	58.3%	49.7%	37.5%	56.0%
5 Strongly Agree	Count	106	47	4	157
	%	23.2%	32.4%	50.0%	25.8%
Total	Count	456	145	8	609
	%	100.0%	100.0%	100.0%	100.0%

Table A1.2. University Connectedness (Q1B)

Q01B I feel valued by staff.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	3	2	0	5
	%	0.7%	1.4%	0.0%	0.8%
2 Disagree	Count	18	5	1	24
	%	4.0%	3.4%	12.5%	3.9%
3 Neither Agree nor Disagree	Count	62	21	2	85
	%	13.6%	14.5%	25.0%	14.0%
4 Agree	Count	249	64	3	316
	%	54.7%	44.1%	37.5%	52.0%
5 Strongly Agree	Count	123	53	2	178
	%	27.0%	36.6%	25.0%	29.3%
Total	Count	455	145	8	608
	%	100.0%	100.0%	100.0%	100.0%

Table A1.3. University Connectedness (Q1C)

Q01C I feel valued by faculty.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	5	2	0	7
	%	1.1%	1.4%	0.0%	1.1%
2 Disagree	Count	20	5	1	26
	%	4.4%	3.4%	12.5%	4.3%
3 Neither Agree nor Disagree	Count	67	23	0	90
	%	14.7%	15.9%	0.0%	14.8%
4 Agree	Count	233	64	4	301
	%	51.1%	44.1%	50.0%	49.4%
5 Strongly Agree	Count	131	51	3	185
	%	28.7%	35.2%	37.5%	30.4%
Total	Count	456	145	8	609
	%	100.0%	100.0%	100.0%	100.0%

Table A1.4 University Connectedness (Q1D).

Q01D I can fulfill requirements of my coursework without unduly repressing my own identity, background or experience.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	6	0	1	7
	%	1.3%	0.0%	12.5%	1.1%
2 Disagree	Count	25	4	1	30
	%	5.5%	2.8%	12.5%	4.9%
3 Neither Agree nor Disagree	Count	39	16	0	55
	%	8.6%	11.0%	0.0%	9.0%
4 Agree	Count	221	63	1	285
	%	48.5%	43.4%	12.5%	46.8%
5 Strongly Agree	Count	165	62	5	232
	%	36.2%	42.8%	62.5%	38.1%
Total	Count	456	145	8	609
	%	100.0%	100.0%	100.0%	100.0%

Table A1.5. University Connectedness (Q1E)

Q01E I have opportunities for academic success that are similar to those of my classmates.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	8	0	0	8
	%	1.8%	0.0%	0.0%	1.3%
2 Disagree	Count	14	3	2	19
	%	3.1%	2.1%	25.0%	3.1%
3 Neither Agree nor Disagree	Count	30	12	1	43
	%	6.6%	8.3%	12.5%	7.1%
4 Agree	Count	232	68	1	301
	%	51.1%	46.9%	12.5%	49.6%
5 Strongly Agree	Count	170	62	4	236
	%	37.4%	42.8%	50.0%	38.9%
Total	Count	454	145	8	607
	%	100.0%	100.0%	100.0%	100.0%

Table A1.6. University Connectedness (Q2A)

Q02A I feel close to people at WSU Health Sciences.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	10	4	0	14
	%	2.2%	2.8%	0.0%	2.3%
2 Disagree	Count	47	11	2	60
	%	10.3%	7.6%	25.0%	9.9%
3 Neither Agree nor Disagree	Count	86	36	0	122
	%	18.9%	24.8%	0.0%	20.0%
4 Agree	Count	219	56	3	278
	%	48.0%	38.6%	37.5%	45.6%
5 Strongly Agree	Count	94	38	3	135
	%	20.6%	26.2%	37.5%	22.2%
Total	Count	456	145	8	609
	%	100.0%	100.0%	100.0%	100.0%

Table A1.7. University Connectedness (Q2B)

Q02B I would be very happy to continue the rest of my education at WSU Health Sciences.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	9	1	0	10
	%	2.0%	0.7%	0.0%	1.6%
2 Disagree	Count	18	8	2	28
	%	3.9%	5.5%	25.0%	4.6%
3 Neither Agree nor Disagree	Count	64	24	1	89
	%	14.0%	16.6%	12.5%	14.6%
4 Agree	Count	183	58	0	241
	%	40.1%	40.0%	0.0%	39.6%
5 Strongly Agree	Count	182	54	5	241
	%	39.9%	37.2%	62.5%	39.6%
Total	Count	456	145	8	609
	%	100.0%	100.0%	100.0%	100.0%

Table A1.8. University Connectedness (Q2C)

Q02C I feel I have a community at WSU Health Sciences.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	8	2	0	10
	%	1.8%	1.4%	0.0%	1.6%
2 Disagree	Count	49	13	2	64
	%	10.8%	9.0%	25.0%	10.5%
3 Neither Agree nor Disagree	Count	80	24	1	105
	%	17.6%	16.6%	12.5%	17.3%
4 Agree	Count	197	63	3	263
	%	43.3%	43.4%	37.5%	43.3%
5 Strongly Agree	Count	121	43	2	166
	%	26.6%	29.7%	25.0%	27.3%
Total	Count	455	145	8	608
	%	100.0%	100.0%	100.0%	100.0%

Table A1.9. University Connectedness (Q2D)

Q02D I do not feel a strong sense of belonging to WSU Health Sciences		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	109	32	4	145
	%	23.9%	22.1%	50.0%	23.8%
2 Disagree	Count	178	64	2	244
	%	39.0%	44.1%	25.0%	40.1%
3 Neither Agree nor Disagree	Count	77	27	0	104
	%	16.9%	18.6%	0.0%	17.1%
4 Agree	Count	73	16	2	91
	%	16.0%	11.0%	25.0%	14.9%
5 Strongly Agree	Count	19	6	0	25
	%	4.2%	4.1%	0.0%	4.1%
Total	Count	456	145	8	609
	%	100.0%	100.0%	100.0%	100.0%

Table A1.10. University Connectedness (Q2E)

Q02E I am planning to leave WSU Health Sciences prior to graduating.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	317	90	6	413
	%	69.5%	62.1%	75.0%	67.8%
2 Disagree	Count	98	30	2	130
	%	21.5%	20.7%	25.0%	21.3%
3 Neither Agree nor Disagree	Count	24	18	0	42
	%	5.3%	12.4%	0.0%	6.9%
4 Agree	Count	7	3	0	10
	%	1.5%	2.1%	0.0%	1.6%
5 Strongly Agree	Count	10	4	0	14
	%	2.2%	2.8%	0.0%	2.3%
Total	Count	456	145	8	609
	%	100.0%	100.0%	100.0%	100.0%

Table A1.11. University Environment (Q8A)

Q08A Diverse perspectives are encouraged in class discussions and assignments.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	11	1	1	13
	%	2.4%	0.7%	12.5%	2.1%
2 Disagree	Count	29	10	0	39
	%	6.4%	6.9%	0.0%	6.4%
3 Neither Agree nor Disagree	Count	60	27	3	90
	%	13.2%	18.6%	37.5%	14.8%
4 Agree	Count	254	74	1	329
	%	55.8%	51.0%	12.5%	54.1%
5 Strongly Agree	Count	101	33	3	137
	%	22.2%	22.8%	37.5%	22.5%
Total	Count	455	145	8	608
	%	100.0%	100.0%	100.0%	100.0%

Table A1.12. University Environment (Q8B)

Q08B Faculty are skilled in teaching about diversity and equity.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	17	3	1	21
	%	3.7%	2.1%	12.5%	3.4%
2 Disagree	Count	51	20	2	73
	%	11.2%	13.8%	25.0%	12.0%
3 Neither Agree nor Disagree	Count	117	35	1	153
	%	25.7%	24.1%	12.5%	25.1%
4 Agree	Count	203	64	1	268
	%	44.5%	44.1%	12.5%	44.0%
5 Strongly Agree	Count	68	23	3	94
	%	14.9%	15.9%	37.5%	15.4%
Total	Count	456	145	8	609
	%	100.0%	100.0%	100.0%	100.0%

Table A1.13. University Environment (Q8C)

Q08C Faculty are skilled at facilitating discussions where students with different backgrounds and perspectives		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	12	2	0	14
	%	2.6%	1.4%	0.0%	2.3%
2 Disagree	Count	45	14	2	61
	%	9.9%	9.7%	28.6%	10.1%
3 Neither Agree nor Disagree	Count	109	33	2	144
	%	24.1%	22.8%	28.6%	23.8%
4 Agree	Count	198	71	1	270
	%	43.7%	49.0%	14.3%	44.6%
5 Strongly Agree	Count	89	25	2	116
	%	19.6%	17.2%	28.6%	19.2%
Total	Count	453	145	7	605
	%	100.0%	100.0%	100.0%	100.0%

Table A1.14. University Environment (Q8D)

Q08D I often have the opportunity to work with students from backgrounds different than my own.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	5	0	0	5
	%	1.1%	0.0%	0.0%	0.8%
2 Disagree	Count	30	6	0	36
	%	6.6%	4.2%	0.0%	5.9%
3 Neither Agree nor Disagree	Count	63	18	0	81
	%	13.9%	12.5%	0.0%	13.4%
4 Agree	Count	237	69	3	309
	%	52.2%	47.9%	37.5%	51.0%
5 Strongly Agree	Count	119	51	5	175
	%	26.2%	35.4%	62.5%	28.9%
Total	Count	454	144	8	606
	%	100.0%	100.0%	100.0%	100.0%

Table A1.15. University Environment (Q8E)

Q08E WSU Health Sciences offers a sufficient variety of courses in which to learn about topics related to diversity and equity.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	22	5	1	28
	%	4.8%	3.4%	12.5%	4.6%
2 Disagree	Count	71	20	2	93
	%	15.6%	13.8%	25.0%	15.3%
3 Neither Agree nor Disagree	Count	145	42	1	188
	%	31.9%	29.0%	12.5%	31.0%
4 Agree	Count	165	63	2	230
	%	36.3%	43.4%	25.0%	37.9%
5 Strongly Agree	Count	51	15	2	68
	%	11.2%	10.3%	25.0%	11.2%
Total	Count	454	145	8	607
	%	100.0%	100.0%	100.0%	100.0%

Table A1.16. University Environment (Q8F)

Q08F There is sufficient amount of discussion on diversity and equity covered throughout the curriculum		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	16	4	2	22
	%	3.5%	2.8%	25.0%	3.6%
2 Disagree	Count	88	20	1	109
	%	19.3%	13.8%	12.5%	17.9%
3 Neither Agree nor Disagree	Count	120	40	1	161
	%	26.4%	27.6%	12.5%	26.5%
4 Agree	Count	172	60	1	233
	%	37.8%	41.4%	12.5%	38.3%
5 Strongly Agree	Count	59	21	3	83
	%	13.0%	14.5%	37.5%	13.7%
Total	Count	455	145	8	608
	%	100.0%	100.0%	100.0%	100.0%

Table A1.17. University Environment (Q8G)

Q08G I would take diversity and equity elective courses if WSU Health Sciences offered these courses.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	24	10	1	35
	%	5.3%	6.9%	12.5%	5.8%
2 Disagree	Count	88	30	1	119
	%	19.4%	20.7%	12.5%	19.6%
3 Neither Agree nor Disagree	Count	126	35	3	164
	%	27.8%	24.1%	37.5%	27.1%
4 Agree	Count	148	52	0	200
	%	32.7%	35.9%	0.0%	33.0%
5 Strongly Agree	Count	67	18	3	88
	%	14.8%	12.4%	37.5%	14.5%
Total	Count	453	145	8	606
	%	100.0%	100.0%	100.0%	100.0%

Table A1.18. University Environment (Q8H)

		Gender			Total
		Female	Male	Other	
Q08H I do not feel comfortable contributing to class discussions.					
1 Strongly Disagree	Count	78	42	2	122
	%	17.1%	29.0%	25.0%	20.1%
2 Disagree	Count	205	45	3	253
	%	45.1%	31.0%	37.5%	41.6%
3 Neither Agree nor Disagree	Count	96	29	2	127
	%	21.1%	20.0%	25.0%	20.9%
4 Agree	Count	59	24	1	84
	%	13.0%	16.6%	12.5%	13.8%
5 Strongly Agree	Count	17	5	0	22
	%	3.7%	3.4%	0.0%	3.6%
Total	Count	455	145	8	608
	%	100.0%	100.0%	100.0%	100.0%

Table A1.19. University Environment (Q8I)

		Gender			Total
		Female	Male	Other	
Q08I I will not share my own experience and background in class.					
1 Strongly Disagree	Count	76	37	1	114
	%	16.8%	25.7%	12.5%	18.8%
2 Disagree	Count	194	54	2	250
	%	42.8%	37.5%	25.0%	41.3%
3 Neither Agree nor Disagree	Count	90	25	4	119
	%	19.9%	17.4%	50.0%	19.7%
4 Agree	Count	71	22	1	94
	%	15.7%	15.3%	12.5%	15.5%
5 Strongly Agree	Count	22	6	0	28
	%	4.9%	4.2%	0.0%	4.6%
Total	Count	453	144	8	605
	%	100.0%	100.0%	100.0%	100.0%

Table A1.20. Diversity and Equity on Campus (Q18A)

		Gender			Total
		Female	Male	Other	
Q18A WSU Health Sciences is committed to promoting diversity and equity on our campus.					
1 Strongly Disagree	Count	7	0	0	7
	%	1.5%	0.0%	0.0%	1.2%
2 Disagree	Count	25	3	1	29
	%	5.5%	2.1%	12.5%	4.8%
3 Neither Agree nor Disagree	Count	61	25	2	88
	%	13.4%	17.5%	25.0%	14.5%
4 Agree	Count	263	82	1	346
	%	57.9%	57.3%	12.5%	57.2%
5 Strongly Agree	Count	98	33	4	135
	%	21.6%	23.1%	50.0%	22.3%
Total	Count	454	143	8	605
	%	100.0%	100.0%	100.0%	100.0%

Table A1.21. Diversity and Equity on Campus (Q18B)

Q18B The students at this university are diverse.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	15	4	1	20
	%	3.3%	2.8%	12.5%	3.3%
2 Disagree	Count	33	5	1	39
	%	7.3%	3.5%	12.5%	6.4%
3 Neither Agree nor Disagree	Count	67	26	1	94
	%	14.8%	18.2%	12.5%	15.5%
4 Agree	Count	242	68	0	310
	%	53.3%	47.6%	0.0%	51.2%
5 Strongly Agree	Count	97	40	5	142
	%	21.4%	28.0%	62.5%	23.5%
Total	Count	454	143	8	605
	%	100.0%	100.0%	100.0%	100.0%

Table A1.22. Diversity and Equity on Campus (Q18C)

Q18C The staff at this university is diverse.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	18	5	0	23
	%	4.0%	3.5%	0.0%	3.8%
2 Disagree	Count	63	17	3	83
	%	13.9%	12.1%	37.5%	13.8%
3 Neither Agree nor Disagree	Count	103	24	0	127
	%	22.7%	17.0%	0.0%	21.1%
4 Agree	Count	212	70	1	283
	%	46.8%	49.6%	12.5%	47.0%
5 Strongly Agree	Count	57	25	4	86
	%	12.6%	17.7%	50.0%	14.3%
Total	Count	453	141	8	602
	%	100.0%	100.0%	100.0%	100.0%

Table A1.23. Diversity and Equity on Campus (Q18D)

Q18D The faculty at this university is diverse.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	22	5	0	27
	%	4.8%	3.5%	0.0%	4.5%
2 Disagree	Count	67	22	2	91
	%	14.8%	15.6%	25.0%	15.1%
3 Neither Agree nor Disagree	Count	99	21	0	120
	%	21.8%	14.9%	0.0%	19.9%
4 Agree	Count	206	65	2	273
	%	45.4%	46.1%	25.0%	45.3%
5 Strongly Agree	Count	60	28	4	92
	%	13.2%	19.9%	50.0%	15.3%
Total	Count	454	141	8	603
	%	100.0%	100.0%	100.0%	100.0%

Table A1.24. Diversity and Equity on Campus (Q18E)

Q18E Individuals from different backgrounds get along at this university.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	4	2	1	7
	%	0.9%	1.4%	12.5%	1.2%
2 Disagree	Count	7	1	1	9
	%	1.5%	0.7%	12.5%	1.5%
3 Neither Agree nor Disagree	Count	55	16	0	71
	%	12.1%	11.3%	0.0%	11.8%
4 Agree	Count	289	78	1	368
	%	63.8%	54.9%	12.5%	61.0%
5 Strongly Agree	Count	98	45	5	148
	%	21.6%	31.7%	62.5%	24.5%
Total	Count	453	142	8	603
	%	100.0%	100.0%	100.0%	100.0%

Table A1.25. Diversity and Equity on Campus (Q18F)

Q18F Faculty and instructors give feedback and evaluate students fairly, regardless of student's race, gender, sexual orientation, religion, age, or disability status.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	9	0	0	9
	%	2.0%	0.0%	0.0%	1.5%
2 Disagree	Count	14	3	2	19
	%	3.1%	2.1%	25.0%	3.1%
3 Neither Agree nor Disagree	Count	55	25	1	81
	%	12.1%	17.6%	12.5%	13.4%
4 Agree	Count	235	70	2	307
	%	51.8%	49.3%	25.0%	50.8%
5 Strongly Agree	Count	141	44	3	188
	%	31.1%	31.0%	37.5%	31.1%
Total	Count	454	142	8	604
	%	100.0%	100.0%	100.0%	100.0%

Table A1.26. Diversity and Equity on Campus (Q18G)

Q18G WSU Health Sciences offers access to diversity-related training for all students, faculty and staff.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	9	3	2	14
	%	2.0%	2.1%	25.0%	2.3%
2 Disagree	Count	42	5	0	47
	%	9.3%	3.5%	0.0%	7.8%
3 Neither Agree nor Disagree	Count	104	37	1	142
	%	22.9%	26.1%	12.5%	23.5%
4 Agree	Count	219	70	3	292
	%	48.2%	49.3%	37.5%	48.3%
5 Strongly Agree	Count	80	27	2	109
	%	17.6%	19.0%	25.0%	18.0%
Total	Count	454	142	8	604
	%	100.0%	100.0%	100.0%	100.0%

Table A1.27. Diversity and Equity on Campus (Q18H)

Q18H Members of the campus community interact respectfully when using email and online learning tools.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	3	0	0	3
	%	0.7%	0.0%	0.0%	0.5%
2 Disagree	Count	8	2	0	10
	%	1.8%	1.4%	0.0%	1.7%
3 Neither Agree nor Disagree	Count	42	17	2	61
	%	9.3%	12.0%	25.0%	10.1%
4 Agree	Count	276	70	1	347
	%	60.9%	49.3%	12.5%	57.5%
5 Strongly Agree	Count	124	53	5	182
	%	27.4%	37.3%	62.5%	30.2%
Total	Count	453	142	8	603
	%	100.0%	100.0%	100.0%	100.0%

Table A1.28. Diversity and Equity on Campus (Q18I)

Q18I Members of the campus community are respectful when interacting through social media.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	3	1	0	4
	%	0.7%	0.7%	0.0%	0.7%
2 Disagree	Count	6	3	1	10
	%	1.3%	2.1%	12.5%	1.7%
3 Neither Agree nor Disagree	Count	68	27	2	97
	%	15.0%	19.0%	25.0%	16.1%
4 Agree	Count	269	67	1	337
	%	59.3%	47.2%	12.5%	55.8%
5 Strongly Agree	Count	108	44	4	156
	%	23.8%	31.0%	50.0%	25.8%
Total	Count	454	142	8	604
	%	100.0%	100.0%	100.0%	100.0%

Table A1.29. Diversity and Equity on Campus (Q18J)

Q18J I believe WSU Health Sciences processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	10	2	2	14
	%	2.2%	1.4%	25.0%	2.3%
2 Disagree	Count	27	5	1	33
	%	6.0%	3.6%	12.5%	5.5%
3 Neither Agree nor Disagree	Count	176	50	1	227
	%	38.9%	35.7%	12.5%	37.8%
4 Agree	Count	183	59	1	243
	%	40.4%	42.1%	12.5%	40.4%
5 Strongly Agree	Count	57	24	3	84
	%	12.6%	17.1%	37.5%	14.0%
Total	Count	453	140	8	601
	%	100.0%	100.0%	100.0%	100.0%

Table A1.30. Diversity and Equity on Campus (Q18K)

Q18K I believe there should be dedicated space for meditation / prayer.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	18	17	2	37
	%	4.0%	12.1%	25.0%	6.2%
2 Disagree	Count	57	17	1	75
	%	12.6%	12.1%	12.5%	12.5%
3 Neither Agree nor Disagree	Count	167	54	3	224
	%	36.9%	38.6%	37.5%	37.3%
4 Agree	Count	140	35	2	177
	%	31.0%	25.0%	25.0%	29.5%
5 Strongly Agree	Count	70	17	0	87
	%	15.5%	12.1%	0.0%	14.5%
Total	Count	452	140	8	600
	%	100.0%	100.0%	100.0%	100.0%

Table A1.31. Comfort and Safety related to Diversity (Q19A)

Q19A I feel safe when I'm on campus		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	3	0	1	4
	%	0.7%	0.0%	12.5%	0.7%
2 Disagree	Count	13	1	0	14
	%	2.8%	0.7%	0.0%	2.3%
3 Neither Agree nor Disagree	Count	31	13	1	45
	%	6.8%	9.0%	12.5%	7.4%
4 Agree	Count	255	71	3	329
	%	55.8%	49.3%	37.5%	54.0%
5 Strongly Agree	Count	155	59	3	217
	%	33.9%	41.0%	37.5%	35.6%
Total	Count	457	144	8	609
	%	100.0%	100.0%	100.0%	100.0%

Table A1.32. Comfort and Safety related to Diversity (Q19B)

Q19B The university should recruit and retain more faculty and staff of color.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	5	3	1	9
	%	1.1%	2.1%	12.5%	1.5%
2 Disagree	Count	24	13	0	37
	%	5.3%	9.0%	0.0%	6.1%
3 Neither Agree nor Disagree	Count	210	70	3	283
	%	46.1%	48.6%	37.5%	46.5%
4 Agree	Count	132	36	1	169
	%	28.9%	25.0%	12.5%	27.8%
5 Strongly Agree	Count	85	22	3	110
	%	18.6%	15.3%	37.5%	18.1%
Total	Count	456	144	8	608
	%	100.0%	100.0%	100.0%	100.0%

Table A1.33. Comfort and Safety related to Diversity (Q19C)

Q19C The university should recruit and retain more students of color.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	7	3	1	11
	%	1.5%	2.1%	12.5%	1.8%
2 Disagree	Count	23	15	0	38
	%	5.0%	10.4%	0.0%	6.3%
3 Neither Agree nor Disagree	Count	218	67	3	288
	%	47.8%	46.5%	37.5%	47.4%
4 Agree	Count	127	36	0	163
	%	27.9%	25.0%	0.0%	26.8%
5 Strongly Agree	Count	81	23	4	108
	%	17.8%	16.0%	50.0%	17.8%
Total	Count	456	144	8	608
	%	100.0%	100.0%	100.0%	100.0%

Table A1.34. Comfort and Safety related to Diversity (Q19D)

19D The university should increase gender diversity of faculty and staff.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	7	4	0	11
	%	1.5%	2.8%	0.0%	1.8%
2 Disagree	Count	32	13	0	45
	%	7.0%	9.1%	0.0%	7.4%
3 Neither Agree nor Disagree	Count	209	74	4	287
	%	45.9%	51.7%	50.0%	47.4%
4 Agree	Count	134	35	1	170
	%	29.5%	24.5%	12.5%	28.1%
5 Strongly Agree	Count	73	17	3	93
	%	16.0%	11.9%	37.5%	15.3%
Total	Count	455	143	8	606
	%	100.0%	100.0%	100.0%	100.0%

Table A1.35. Comfort and Safety related to Diversity (Q19E)

Q19E The university should increase lesbian, gay, bisexual, transgender, and/or queer representation.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	5	7	1	13
	%	1.1%	4.9%	12.5%	2.1%
2 Disagree	Count	35	14	0	49
	%	7.7%	9.7%	0.0%	8.1%
3 Neither Agree nor Disagree	Count	219	82	3	304
	%	48.0%	56.9%	37.5%	50.0%
4 Agree	Count	119	25	0	144
	%	26.1%	17.4%	0.0%	23.7%
5 Strongly Agree	Count	78	16	4	98
	%	17.1%	11.1%	50.0%	16.1%
Total	Count	456	144	8	608
	%	100.0%	100.0%	100.0%	100.0%

Table A1.36. Comfort and Safety related to Diversity (Q19F)

Q19F The university should increase support for faculty, staff and students with disabilities.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	2	1	0	3
	%	0.4%	0.7%	0.0%	0.5%
2 Disagree	Count	13	7	0	20
	%	2.9%	4.9%	0.0%	3.3%
3 Neither Agree nor Disagree	Count	165	58	2	225
	%	36.3%	40.6%	25.0%	37.1%
4 Agree	Count	191	59	3	253
	%	42.0%	41.3%	37.5%	41.7%
5 Strongly Agree	Count	84	18	3	105
	%	18.5%	12.6%	37.5%	17.3%
Total	Count	455	143	8	606
	%	100.0%	100.0%	100.0%	100.0%

Table A1.37. Comfort and Safety related to Diversity (Q19G)

Q19G I feel at ease with people of backgrounds different from my own.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	1	1	0	2
	%	0.2%	0.7%	0.0%	0.3%
2 Disagree	Count	6	0	0	6
	%	1.3%	0.0%	0.0%	1.0%
3 Neither Agree nor Disagree	Count	41	21	1	63
	%	9.0%	14.6%	12.5%	10.4%
4 Agree	Count	241	68	1	310
	%	53.0%	47.2%	12.5%	51.1%
5 Strongly Agree	Count	166	54	6	226
	%	36.5%	37.5%	75.0%	37.2%
Total	Count	455	144	8	607
	%	100.0%	100.0%	100.0%	100.0%

Table A1.38. Comfort and Safety related to Diversity (Q19H)

Q19H The university focuses too much attention on diversity-related issues.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	56	12	3	71
	%	12.3%	8.3%	37.5%	11.7%
2 Disagree	Count	151	29	0	180
	%	33.1%	20.1%	0.0%	29.6%
3 Neither Agree nor Disagree	Count	142	51	3	196
	%	31.1%	35.4%	37.5%	32.2%
4 Agree	Count	83	40	1	124
	%	18.2%	27.8%	12.5%	20.4%
5 Strongly Agree	Count	24	12	1	37
	%	5.3%	8.3%	12.5%	6.1%
Total	Count	456	144	8	608
	%	100.0%	100.0%	100.0%	100.0%

Table A1.39. Comfort and Safety related to Diversity (Q19I)

Q19I I am afraid to disagree with members of other groups for fear of being called prejudiced.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	66	22	3	91
	%	14.5%	15.3%	37.5%	15.0%
2 Disagree	Count	178	32	2	212
	%	39.0%	22.2%	25.0%	34.9%
3 Neither Agree nor Disagree	Count	92	31	1	124
	%	20.2%	21.5%	12.5%	20.4%
4 Agree	Count	99	45	1	145
	%	21.7%	31.3%	12.5%	23.8%
5 Strongly Agree	Count	21	14	1	36
	%	4.6%	9.7%	12.5%	5.9%
Total	Count	456	144	8	608
	%	100.0%	100.0%	100.0%	100.0%

Table A1.40. Comfort and Safety related to Diversity (Q19J)

Q19J In the event that I witness or experience an act of discrimination, I know where to report the incident to campus authorities.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	31	2	0	33
	%	6.8%	1.4%	0.0%	5.4%
2 Disagree	Count	137	20	3	160
	%	30.0%	14.0%	42.9%	26.4%
3 Neither Agree nor Disagree	Count	77	37	1	115
	%	16.9%	25.9%	14.3%	19.0%
4 Agree	Count	172	67	1	240
	%	37.7%	46.9%	14.3%	39.6%
5 Strongly Agree	Count	39	17	2	58
	%	8.6%	11.9%	28.6%	9.6%
Total	Count	456	143	7	606
	%	100.0%	100.0%	100.0%	100.0%

Table A1.41. Gender Based Violence and the University Environment (Q21A)

Q21A WSU Health Sciences does not tolerate sexual assault.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	1	1	0	2
	%	0.2%	0.7%	0.0%	0.3%
2 Disagree	Count	7	0	0	7
	%	1.5%	0.0%	0.0%	1.2%
3 Neither Agree nor Disagree	Count	53	18	2	73
	%	11.6%	12.5%	25.0%	12.0%
4 Agree	Count	235	57	3	295
	%	51.6%	39.6%	37.5%	48.6%
5 Strongly Agree	Count	159	68	3	230
	%	34.9%	47.2%	37.5%	37.9%
Total	Count	455	144	8	607
	%	100.0%	100.0%	100.0%	100.0%

Table A1.42. Gender Based Violence and the University Environment (Q21B)

Q21B WSU Health Sciences takes training in sexual assault prevention seriously.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	6	0	0	6
	%	1.3%	0.0%	0.0%	1.0%
2 Disagree	Count	31	8	0	39
	%	6.8%	5.6%	0.0%	6.4%
3 Neither Agree nor Disagree	Count	147	37	3	187
	%	32.3%	25.7%	37.5%	30.8%
4 Agree	Count	189	60	2	251
	%	41.5%	41.7%	25.0%	41.4%
5 Strongly Agree	Count	82	39	3	124
	%	18.0%	27.1%	37.5%	20.4%
Total	Count	455	144	8	607
	%	100.0%	100.0%	100.0%	100.0%

Table A1.43. Gender Based Violence and the University Environment (Q21C)

Q21C WSU Health Sciences is doing a good job educating students about sexual harassment.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	12	2	0	14
	%	2.6%	1.4%	0.0%	2.3%
2 Disagree	Count	89	13	1	103
	%	19.5%	9.0%	12.5%	16.9%
3 Neither Agree nor Disagree	Count	160	43	4	207
	%	35.1%	29.9%	50.0%	34.0%
4 Agree	Count	149	56	2	207
	%	32.7%	38.9%	25.0%	34.0%
5 Strongly Agree	Count	46	30	1	77
	%	10.1%	20.8%	12.5%	12.7%
Total	Count	456	144	8	608
	%	100.0%	100.0%	100.0%	100.0%

Table A1.44. Gender Based Violence and the University Environment (Q21D)

Q21D WSU Health Sciences is doing a good job trying to prevent sexual assault from happening.		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	8	0	0	8
	%	1.8%	0.0%	0.0%	1.3%
2 Disagree	Count	26	11	2	39
	%	5.7%	7.6%	25.0%	6.4%
3 Neither Agree nor Disagree	Count	185	39	1	225
	%	40.7%	27.1%	12.5%	37.1%
4 Agree	Count	182	61	4	247
	%	40.1%	42.4%	50.0%	40.8%
5 Strongly Agree	Count	53	33	1	87
	%	11.7%	22.9%	12.5%	14.4%
Total	Count	454	144	8	606
	%	100.0%	100.0%	100.0%	100.0%

Table A1.45. Gender Based Violence and the University Environment (Q21E)

Q21E WSU Health Sciences is doing a good job providing needed services to victims of sexual assault.		Gender			
		Female	Male	Other	Total
1 Strongly Disagree	Count	7	0	0	7
	%	1.5%	0.0%	0.0%	1.2%
2 Disagree	Count	25	6	1	32
	%	5.5%	4.2%	12.5%	5.3%
3 Neither Agree nor Disagree	Count	228	57	3	288
	%	50.1%	39.6%	37.5%	47.4%
4 Agree	Count	146	51	2	199
	%	32.1%	35.4%	25.0%	32.8%
5 Strongly Agree	Count	49	30	2	81
	%	10.8%	20.8%	25.0%	13.3%
Total	Count	455	144	8	607
	%	100.0%	100.0%	100.0%	100.0%

Table A1.46. Gender Based Violence and the University Environment (Q21F)

Q21F WSU Health Sciences is doing a good job investigating incidents of sexual assaults		Gender			
		Female	Male	Other	Total
1 Strongly Disagree	Count	6	0	0	6
	%	1.3%	0.0%	0.0%	1.0%
2 Disagree	Count	15	1	0	16
	%	3.3%	0.7%	0.0%	2.6%
3 Neither Agree nor Disagree	Count	287	68	5	360
	%	63.5%	47.2%	62.5%	59.6%
4 Agree	Count	107	51	1	159
	%	23.7%	35.4%	12.5%	26.3%
5 Strongly Agree	Count	37	24	2	63
	%	8.2%	16.7%	25.0%	10.4%
Total	Count	452	144	8	604
	%	100.0%	100.0%	100.0%	100.0%

Table A1.47. Gender Based Violence and the University Environment (Q21G)

Q21G WSU Health Sciences is doing a good job holding people accountable for committing sexual assault		Gender			
		Female	Male	Other	Total
1 Strongly Disagree	Count	7	1	0	8
	%	1.6%	0.7%	0.0%	1.3%
2 Disagree	Count	14	2	0	16
	%	3.1%	1.4%	0.0%	2.7%
3 Neither Agree nor Disagree	Count	284	67	5	356
	%	63.0%	46.5%	62.5%	59.0%
4 Agree	Count	108	47	2	157
	%	23.9%	32.6%	25.0%	26.0%
5 Strongly Agree	Count	38	27	1	66
	%	8.4%	18.8%	12.5%	10.9%
Total	Count	451	144	8	603
	%	100.0%	100.0%	100.0%	100.0%

Table A1.48. Gender Based Violence and the University Environment (Q21H)

Q21H I believe there is a clear sense of appropriate behavior among faculty at WSU Health Sciences		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	8	1	0	9
	%	1.8%	0.7%	0.0%	1.5%
2 Disagree	Count	10	2	1	13
	%	2.2%	1.4%	12.5%	2.1%
3 Neither Agree nor Disagree	Count	57	26	3	86
	%	12.5%	18.1%	37.5%	14.2%
4 Agree	Count	251	69	2	322
	%	55.2%	47.9%	25.0%	53.0%
5 Strongly Agree	Count	129	46	2	177
	%	28.4%	31.9%	25.0%	29.2%
Total	Count	455	144	8	607
	%	100.0%	100.0%	100.0%	100.0%

Table A1.49. Gender Based Violence and the University Environment (Q21I)

Q21I I believe there is a clear sense of appropriate behavior among staff at WSU Health Sciences		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	5	0	0	5
	%	1.1%	0.0%	0.0%	0.8%
2 Disagree	Count	6	0	0	6
	%	1.3%	0.0%	0.0%	1.0%
3 Neither Agree nor Disagree	Count	55	23	2	80
	%	12.1%	16.1%	25.0%	13.2%
4 Agree	Count	258	73	2	333
	%	56.8%	51.0%	25.0%	55.0%
5 Strongly Agree	Count	130	47	4	181
	%	28.6%	32.9%	50.0%	29.9%
Total	Count	454	143	8	605
	%	100.0%	100.0%	100.0%	100.0%

Table A1.50. Gender Based Violence and the University Environment (Q21J)

Q21J I believe there is a clear sense of appropriate behavior among student at WSU Health Sciences		Gender			Total
		Female	Male	Other	
1 Strongly Disagree	Count	7	1	0	8
	%	1.5%	0.7%	0.0%	1.3%
2 Disagree	Count	10	1	1	12
	%	2.2%	0.7%	12.5%	2.0%
3 Neither Agree nor Disagree	Count	60	24	2	86
	%	13.2%	16.9%	25.0%	14.2%
4 Agree	Count	266	65	2	333
	%	58.5%	45.8%	25.0%	55.0%
5 Strongly Agree	Count	112	51	3	166
	%	24.6%	35.9%	37.5%	27.4%
Total	Count	455	142	8	605
	%	100.0%	100.0%	100.0%	100.0%

Table A1.51. Experiences with Discrimination at WSU Health Sciences (Q31)

Q31 I have been impacted negatively at WSU Health Sciences because of my race/ethnicity, gender expression/identity, sexual orientation, religion, age, disability status, gender, mental illness or other identity attribute.		Gender			
		Female	Male	Other	Total
1 Yes	Count	31	13	2	46
	%	6.8%	9.0%	25.0%	7.6%
2 No	Count	426	131	6	563
	%	93.2%	91.0%	75.0%	92.4%
Total	Count	457	144	8	609
	%	100.0%	100.0%	100.0%	100.0%

Table A1.52. Experiences with Discrimination at WSU Health Sciences (Q32)

Q32 In the past year, I have been threatened or experienced discriminatory acts at WSU Health Sciences.		Gender			
		Female	Male	Other	Total
1 Yes	Count	8	7	2	17
	%	1.8%	4.9%	25.0%	2.8%
2 No	Count	447	137	6	590
	%	98.2%	95.1%	75.0%	97.2%
Total	Count	455	144	8	607
	%	100.0%	100.0%	100.0%	100.0%

Table A1.53. Experiences with Discrimination at WSU Health Sciences (Q33)

Q33 In the past year, I have witnessed an act or acts of discrimination against others at WSU Health Sciences.		Gender			
		Female	Male	Other	Total
1 Yes	Count	39	10	2	51
	%	8.6%	6.9%	25.0%	8.4%
2 No	Count	415	134	6	555
	%	91.4%	93.1%	75.0%	91.6%
Total	Count	454	144	8	606
	%	100.0%	100.0%	100.0%	100.0%

Table A1.54. Experiences with Discrimination at WSU Health Sciences (Q34)

Q34 In the past year, I have experienced an act or acts of bias (that did NOT rise to the level of discrimination or crime) at WSU Health Sciences.		Gender			
		Female	Male	Other	Total
1 Yes	Count	54	17	2	73
	%	11.9%	11.8%	25.0%	12.0%
2 No	Count	401	127	6	534
	%	88.1%	88.2%	75.0%	88.0%
Total	Count	455	144	8	607
	%	100.0%	100.0%	100.0%	100.0%

Table A1.55. Experiences with Discrimination at WSU Health Sciences (Q35)

Q35 In the past year, I have witnessed an act or acts of bias (that did NOT rise to the level of discrimination or crime) against others at WSU Health Sciences.		Gender			
		Female	Male	Other	Total
1 Yes	Count	41	17	1	59
	%	9.1%	11.8%	12.5%	9.8%
2 No	Count	410	127	7	544
	%	90.9%	88.2%	87.5%	90.2%
Total	Count	451	144	8	603
	%	100.0%	100.0%	100.0%	100.0%

Table A2. Crosstab analysis by Sexual Orientation

Table A2.1. University Connectedness (Q1A)

Q01A I feel valued by other students.		Sexual orientation			Total
		Heterosexual	Bisexual	Other	
1 Strongly Disagree	Count	6	0	0	6
	%	1.1%	0.0%	0.0%	1.0%
2 Disagree	Count	23	3	0	26
	%	4.2%	13.6%	0.0%	4.3%
3 Neither Agree nor Disagree	Count	69	2	8	79
	%	12.6%	9.1%	22.9%	13.1%
4 Agree	Count	308	11	19	338
	%	56.2%	50.0%	54.3%	55.9%
5 Strongly Agree	Count	142	6	8	156
	%	25.9%	27.3%	22.9%	25.8%
Total	Count	548	22	35	605
	%	100.0%	100.0%	100.0%	100.0%

Table A2.2. University Connectedness (Q1B)

Q01B I feel valued by staff.		Sexual orientation			Total
		Heterosexual	Bisexual	Other	
1 Strongly Disagree	Count	5	0	0	5
	%	0.9%	0.0%	0.0%	0.8%
2 Disagree	Count	20	3	1	24
	%	3.7%	13.6%	2.9%	4.0%
3 Neither Agree nor Disagree	Count	73	3	10	86
	%	13.3%	13.6%	28.6%	14.2%
4 Agree	Count	288	8	17	313
	%	52.7%	36.4%	48.6%	51.8%
5 Strongly Agree	Count	161	8	7	176
	%	29.4%	36.4%	20.0%	29.1%
Total	Count	547	22	35	604
	%	100.0%	100.0%	100.0%	100.0%

Table A2.3. University Connectedness (Q1C)

Q01C I feel valued by faculty.		Sexual orientation			Total
		Heterosexual	Bisexual	Other	
1 Strongly Disagree	Count	6	1	0	7
	%	1.1%	4.5%	0.0%	1.2%
2 Disagree	Count	22	3	2	27
	%	4.0%	13.6%	5.7%	4.5%
3 Neither Agree nor Disagree	Count	83	2	5	90
	%	15.1%	9.1%	14.3%	14.9%
4 Agree	Count	271	8	19	298
	%	49.5%	36.4%	54.3%	49.3%
5 Strongly Agree	Count	166	8	9	183
	%	30.3%	36.4%	25.7%	30.2%
Total	Count	548	22	35	605
	%	100.0%	100.0%	100.0%	100.0%

Table A2.4. University Connectedness (Q1D)

Q01D I can fulfill requirements of my coursework without unduly repressing my own identity, background or experience.		Sexual orientation			
		Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count	6	0	1	7
	%	1.1%	0.0%	2.9%	1.2%
2 Disagree	Count	24	3	4	31
	%	4.4%	13.6%	11.4%	5.1%
3 Neither Agree nor Disagree	Count	47	3	4	54
	%	8.6%	13.6%	11.4%	8.9%
4 Agree	Count	263	9	11	283
	%	48.0%	40.9%	31.4%	46.8%
5 Strongly Agree	Count	208	7	15	230
	%	38.0%	31.8%	42.9%	38.0%
Total	Count	548	22	35	605
	%	100.0%	100.0%	100.0%	100.0%

Table A2.5. University Connectedness (Q1E)

Q01E I have opportunities for academic success that are similar to those of my classmates.		Sexual orientation			
		Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count	6	2	0	8
	%	1.1%	9.1%	0.0%	1.3%
2 Disagree	Count	14	2	4	20
	%	2.6%	9.1%	11.4%	3.3%
3 Neither Agree nor Disagree	Count	39	2	2	43
	%	7.1%	9.1%	5.7%	7.1%
4 Agree	Count	272	7	19	298
	%	49.8%	31.8%	54.3%	49.4%
5 Strongly Agree	Count	215	9	10	234
	%	39.4%	40.9%	28.6%	38.8%
Total	Count	546	22	35	603
	%	100.0%	100.0%	100.0%	100.0%

Table A2.6 . University Connectedness (Q2A)

Q02A I feel close to people at WSU Health Sciences.		Sexual orientation			
		Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count	11	2	1	14
	%	2.0%	9.1%	2.9%	2.3%
2 Disagree	Count	53	3	5	61
	%	9.7%	13.6%	14.3%	10.1%
3 Neither Agree nor Disagree	Count	106	6	9	121
	%	19.3%	27.3%	25.7%	20.0%
4 Agree	Count	258	4	14	276
	%	47.1%	18.2%	40.0%	45.6%
5 Strongly Agree	Count	120	7	6	133
	%	21.9%	31.8%	17.1%	22.0%
Total	Count	548	22	35	605
	%	100.0%	100.0%	100.0%	100.0%

Table A2.7. University Connectedness (Q2B)

Q02B I would be very happy to continue the rest of my education at WSU Health Sciences.		Sexual orientation			
		Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count	6	2	2	10
	%	1.1%	9.1%	5.7%	1.7%
2 Disagree	Count	24	2	2	28
	%	4.4%	9.1%	5.7%	4.6%
3 Neither Agree nor Disagree	Count	83	0	7	90
	%	15.1%	0.0%	20.0%	14.9%
4 Agree	Count	220	7	11	238
	%	40.1%	31.8%	31.4%	39.3%
5 Strongly Agree	Count	215	11	13	239
	%	39.2%	50.0%	37.1%	39.5%
Total	Count	548	22	35	605
	%	100.0%	100.0%	100.0%	100.0%

Table A2.8. University Connectedness (Q2C)

Q02C I feel I have a community at WSU Health Sciences.		Sexual orientation			
		Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count	9	1	0	10
	%	1.6%	4.5%	0.0%	1.7%
2 Disagree	Count	53	4	7	64
	%	9.7%	18.2%	20.0%	10.6%
3 Neither Agree nor Disagree	Count	94	4	6	104
	%	17.2%	18.2%	17.1%	17.2%
4 Agree	Count	241	5	16	262
	%	44.1%	22.7%	45.7%	43.4%
5 Strongly Agree	Count	150	8	6	164
	%	27.4%	36.4%	17.1%	27.2%
Total	Count	547	22	35	604
	%	100.0%	100.0%	100.0%	100.0%

Table A2.9. University Connectedness (Q2D)

Q02D I do not feel a strong sense of belonging to WSU Health Sciences		Sexual orientation			
		Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count	136	3	6	145
	%	24.8%	13.6%	17.1%	24.0%
2 Disagree	Count	217	11	13	241
	%	39.6%	50.0%	37.1%	39.8%
3 Neither Agree nor Disagree	Count	94	2	8	104
	%	17.2%	9.1%	22.9%	17.2%
4 Agree	Count	78	4	8	90
	%	14.2%	18.2%	22.9%	14.9%
5 Strongly Agree	Count	23	2	0	25
	%	4.2%	9.1%	0.0%	4.1%
Total	Count	548	22	35	605
	%	100.0%	100.0%	100.0%	100.0%

Table A2.10. University Connectedness (Q2E)

Q02E I am planning to leave WSU Health Sciences prior to graduating			Sexual orientation			
			Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count		373	17	20	410
	%		68.1%	77.3%	58.8%	67.9%
2 Disagree	Count		119	1	8	128
	%		21.7%	4.5%	23.5%	21.2%
3 Neither Agree nor Disagree	Count		35	3	4	42
	%		6.4%	13.6%	11.8%	7.0%
4 Agree	Count		8	1	1	10
	%		1.5%	4.5%	2.9%	1.7%
5 Strongly Agree	Count		13	0	1	14
	%		2.4%	0.0%	2.9%	2.3%
Total	Count		548	22	34	604
	%		100.0%	100.0%	100.0%	100.0%

Table A2.11. University Environment (Q8A)

Q08A Diverse perspectives are encouraged in class discussions and assignments.			Sexual orientation			
			Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count		11	1	1	13
	%		2.0%	4.5%	2.9%	2.2%
2 Disagree	Count		35	1	3	39
	%		6.4%	4.5%	8.6%	6.5%
3 Neither Agree nor Disagree	Count		80	4	5	89
	%		14.6%	18.2%	14.3%	14.7%
4 Agree	Count		300	11	16	327
	%		54.8%	50.0%	45.7%	54.1%
5 Strongly Agree	Count		121	5	10	136
	%		22.1%	22.7%	28.6%	22.5%
Total	Count		547	22	35	604
	%		100.0%	100.0%	100.0%	100.0%

Table A2.12. University Environment (Q8B)

Q08B Faculty are skilled in teaching about diversity and equity			Sexual orientation			
			Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count		17	2	2	21
	%		3.1%	9.1%	5.7%	3.5%
2 Disagree	Count		61	2	10	73
	%		11.1%	9.1%	28.6%	12.1%
3 Neither Agree nor Disagree	Count		142	4	6	152
	%		25.9%	18.2%	17.1%	25.1%
4 Agree	Count		244	10	11	265
	%		44.5%	45.5%	31.4%	43.8%
5 Strongly Agree	Count		84	4	6	94
	%		15.3%	18.2%	17.1%	15.5%
Total	Count		548	22	35	605
	%		100.0%	100.0%	100.0%	100.0%

Table A2.13. University Environment (Q8C)

Q08C Faculty are skilled at facilitating discussions where students with different backgrounds and perspectives			Sexual orientation			
			Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count		11	2	1	14
	%		2.0%	9.5%	2.9%	2.3%
2 Disagree	Count		54	2	5	61
	%		9.9%	9.5%	14.7%	10.1%
3 Neither Agree nor Disagree	Count		126	6	11	143
	%		23.1%	28.6%	32.4%	23.8%
4 Agree	Count		249	5	13	267
	%		45.6%	23.8%	38.2%	44.4%
5 Strongly Agree	Count		106	6	4	116
	%		19.4%	28.6%	11.8%	19.3%
Total	Count		546	21	34	601
	%		100.0%	100.0%	100.0%	100.0%

Table A2.14. University Environment (Q8D)

Q08D I often have the opportunity to work with students from backgrounds different than my own.			Sexual orientation			
			Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count		3	1	1	5
	%		0.5%	4.8%	2.9%	0.8%
2 Disagree	Count		29	3	3	35
	%		5.3%	14.3%	8.6%	5.8%
3 Neither Agree nor Disagree	Count		70	4	6	80
	%		12.8%	19.0%	17.1%	13.3%
4 Agree	Count		288	6	14	308
	%		52.7%	28.6%	40.0%	51.2%
5 Strongly Agree	Count		156	7	11	174
	%		28.6%	33.3%	31.4%	28.9%
Total	Count		546	21	35	602
	%		100.0%	100.0%	100.0%	100.0%

Table A2.15. University Environment (Q8E)

Q08E WSU Health Sciences offers a sufficient variety of courses in which to learn about topics related to diversity and equity.			Sexual orientation			
			Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count		21	2	4	27
	%		3.8%	9.5%	11.4%	4.5%
2 Disagree	Count		80	5	8	93
	%		14.6%	23.8%	22.9%	15.4%
3 Neither Agree nor Disagree	Count		173	2	11	186
	%		31.6%	9.5%	31.4%	30.8%
4 Agree	Count		210	10	9	229
	%		38.4%	47.6%	25.7%	38.0%
5 Strongly Agree	Count		63	2	3	68
	%		11.5%	9.5%	8.6%	11.3%
Total	Count		547	21	35	603
	%		100.0%	100.0%	100.0%	100.0%

Table A2.16. University Environment (Q8F)

Q08F There is sufficient amount of discussion on diversity and equity covered throughout the curriculum		Sexual orientation			
		Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count	14	1	6	21
	%	2.6%	4.8%	17.1%	3.5%
2 Disagree	Count	96	7	7	110
	%	17.5%	33.3%	20.0%	18.2%
3 Neither Agree nor Disagree	Count	149	2	8	159
	%	27.2%	9.5%	22.9%	26.3%
4 Agree	Count	214	7	10	231
	%	39.1%	33.3%	28.6%	38.2%
5 Strongly Agree	Count	75	4	4	83
	%	13.7%	19.0%	11.4%	13.7%
Total	Count	548	21	35	604
	%	100.0%	100.0%	100.0%	100.0%

Table A2.17. University Environment (Q8G)

Q08G I would take diversity and equity elective courses if WSU Health Sciences offered these courses.		Sexual orientation			
		Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count	32	0	3	35
	%	5.9%	0.0%	8.6%	5.8%
2 Disagree	Count	106	6	5	117
	%	19.4%	28.6%	14.3%	19.4%
3 Neither Agree nor Disagree	Count	153	4	6	163
	%	28.0%	19.0%	17.1%	27.1%
4 Agree	Count	184	7	8	199
	%	33.7%	33.3%	22.9%	33.1%
5 Strongly Agree	Count	71	4	13	88
	%	13.0%	19.0%	37.1%	14.6%
Total	Count	546	21	35	602
	%	100.0%	100.0%	100.0%	100.0%

Table A2.18. University Environment (Q8H)

Q08H I do not feel comfortable contributing to class discussions.		Sexual orientation			
		Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count	106	7	8	121
	%	19.3%	33.3%	22.9%	20.0%
2 Disagree	Count	229	7	16	252
	%	41.8%	33.3%	45.7%	41.7%
3 Neither Agree nor Disagree	Count	116	3	7	126
	%	21.2%	14.3%	20.0%	20.9%
4 Agree	Count	77	3	3	83
	%	14.1%	14.3%	8.6%	13.7%
5 Strongly Agree	Count	20	1	1	22
	%	3.6%	4.8%	2.9%	3.6%
Total	Count	548	21	35	604
	%	100.0%	100.0%	100.0%	100.0%

Table A2.19. University Environment (Q8I)

Q08I I will not share my own experience and background in class.			Sexual orientation			
			Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count		98	7	8	113
	%		18.0%	33.3%	22.9%	18.8%
2 Disagree	Count		233	6	10	249
	%		42.8%	28.6%	28.6%	41.4%
3 Neither Agree nor Disagree	Count		107	2	9	118
	%		19.6%	9.5%	25.7%	19.6%
4 Agree	Count		84	3	6	93
	%		15.4%	14.3%	17.1%	15.5%
5 Strongly Agree	Count		23	3	2	28
	%		4.2%	14.3%	5.7%	4.7%
Total	Count		545	21	35	601
	%		100.0%	100.0%	100.0%	100.0%

Table A2.20. Diversity and Equity on Campus (Q18A)

Q18A WSU Health Sciences is committed to promoting diversity and equity on our campus.			Sexual orientation			
			Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count		6	0	1	7
	%		1.1%	0.0%	2.9%	1.2%
2 Disagree	Count		22	2	5	29
	%		4.0%	9.1%	14.3%	4.8%
3 Neither Agree nor Disagree	Count		78	4	6	88
	%		14.3%	18.2%	17.1%	14.6%
4 Agree	Count		315	10	18	343
	%		57.8%	45.5%	51.4%	57.0%
5 Strongly Agree	Count		124	6	5	135
	%		22.8%	27.3%	14.3%	22.4%
Total	Count		545	22	35	602
	%		100.0%	100.0%	100.0%	100.0%

Table A2.21. Diversity and Equity on Campus (Q18B)

Q18B The students at this university are diverse			Sexual orientation			
			Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count		11	3	6	20
	%		2.0%	13.6%	17.1%	3.3%
2 Disagree	Count		35	1	4	40
	%		6.4%	4.5%	11.4%	6.6%
3 Neither Agree nor Disagree	Count		84	3	6	93
	%		15.4%	13.6%	17.1%	15.4%
4 Agree	Count		291	9	9	309
	%		53.4%	40.9%	25.7%	51.3%
5 Strongly Agree	Count		124	6	10	140
	%		22.8%	27.3%	28.6%	23.3%
Total	Count		545	22	35	602
	%		100.0%	100.0%	100.0%	100.0%

Table A2.22. Diversity and Equity on Campus (Q18C)

Q18C The staff at this university is diverse.		Sexual orientation			Total
		Heterosexual	Bisexual	Other	
1 Strongly Disagree	Count	16	4	3	23
	%	3.0%	18.2%	8.6%	3.8%
2 Disagree	Count	73	3	7	83
	%	13.5%	13.6%	20.0%	13.9%
3 Neither Agree nor Disagree	Count	119	1	7	127
	%	22.0%	4.5%	20.0%	21.2%
4 Agree	Count	259	10	12	281
	%	47.8%	45.5%	34.3%	46.9%
5 Strongly Agree	Count	75	4	6	85
	%	13.8%	18.2%	17.1%	14.2%
Total	Count	542	22	35	599
	%	100.0%	100.0%	100.0%	100.0%

Table A2.23. Diversity and Equity on Campus (Q18D)

Q18D The faculty at this university is diverse.		Sexual orientation			Total
		Heterosexual	Bisexual	Other	
1 Strongly Disagree	Count	20	4	3	27
	%	3.7%	18.2%	8.6%	4.5%
2 Disagree	Count	79	3	9	91
	%	14.5%	13.6%	25.7%	15.2%
3 Neither Agree nor Disagree	Count	113	3	4	120
	%	20.8%	13.6%	11.4%	20.0%
4 Agree	Count	251	7	13	271
	%	46.2%	31.8%	37.1%	45.2%
5 Strongly Agree	Count	80	5	6	91
	%	14.7%	22.7%	17.1%	15.2%
Total	Count	543	22	35	600
	%	100.0%	100.0%	100.0%	100.0%

Table A2.24. Diversity and Equity on Campus (Q18E)

Q18E Individuals from different backgrounds get along at this university.		Sexual orientation			Total
		Heterosexual	Bisexual	Other	
1 Strongly Disagree	Count	6	0	1	7
	%	1.1%	0.0%	2.9%	1.2%
2 Disagree	Count	7	1	1	9
	%	1.3%	4.5%	2.9%	1.5%
3 Neither Agree nor Disagree	Count	62	4	4	70
	%	11.4%	18.2%	11.4%	11.7%
4 Agree	Count	340	10	16	366
	%	62.6%	45.5%	45.7%	61.0%
5 Strongly Agree	Count	128	7	13	148
	%	23.6%	31.8%	37.1%	24.7%
Total	Count	543	22	35	600
	%	100.0%	100.0%	100.0%	100.0%

Table A2.25. Diversity and Equity on Campus (Q18F)

Q18F Faculty and instructors give feedback and evaluate students fairly, regardless of student's race, gender, sexual orientation, religion, age, or disability status.			Sexual orientation			
			Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count		7	2	0	9
	%		1.3%	9.1%	0.0%	1.5%
2 Disagree	Count		17	0	3	20
	%		3.1%	0.0%	8.6%	3.3%
3 Neither Agree nor Disagree	Count		72	1	6	79
	%		13.2%	4.5%	17.1%	13.1%
4 Agree	Count		279	12	14	305
	%		51.3%	54.5%	40.0%	50.7%
5 Strongly Agree	Count		169	7	12	188
	%		31.1%	31.8%	34.3%	31.3%
Total	Count		544	22	35	601
	%		100.0%	100.0%	100.0%	100.0%

Table A2.26. Diversity and Equity on Campus (Q18G)

Q18G WSU Health Sciences offers access to diversity-related training for all students, faculty and staff.			Sexual orientation			
			Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count		9	0	5	14
	%		1.7%	0.0%	14.3%	2.3%
2 Disagree	Count		42	3	2	47
	%		7.7%	13.6%	5.7%	7.8%
3 Neither Agree nor Disagree	Count		130	5	6	141
	%		23.9%	22.7%	17.1%	23.5%
4 Agree	Count		267	9	15	291
	%		49.1%	40.9%	42.9%	48.4%
5 Strongly Agree	Count		96	5	7	108
	%		17.6%	22.7%	20.0%	18.0%
Total	Count		544	22	35	601
	%		100.0%	100.0%	100.0%	100.0%

Table A2.27. Diversity and Equity on Campus (Q18H)

Q18H Members of the campus community interact respectfully when using email and online learning tools.			Sexual orientation			
			Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count		2	1	0	3
	%		0.4%	4.5%	0.0%	0.5%
2 Disagree	Count		10	0	0	10
	%		1.8%	0.0%	0.0%	1.7%
3 Neither Agree nor Disagree	Count		55	1	4	60
	%		10.1%	4.5%	11.4%	10.0%
4 Agree	Count		316	13	17	346
	%		58.2%	59.1%	48.6%	57.7%
5 Strongly Agree	Count		160	7	14	181
	%		29.5%	31.8%	40.0%	30.2%
Total	Count		543	22	35	600
	%		100.0%	100.0%	100.0%	100.0%

Table A2.28. Diversity and Equity on Campus (Q18I)

Q18I Members of the campus community are respectful when interacting through social media.			Sexual orientation			
			Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count		3	1	0	4
	%		0.6%	4.5%	0.0%	0.7%
2 Disagree	Count		9	0	1	10
	%		1.7%	0.0%	2.9%	1.7%
3 Neither Agree nor Disagree	Count		87	2	7	96
	%		16.0%	9.1%	20.0%	16.0%
4 Agree	Count		307	13	17	337
	%		56.4%	59.1%	48.6%	56.1%
5 Strongly Agree	Count		138	6	10	154
	%		25.4%	27.3%	28.6%	25.6%
Total	Count		544	22	35	601
	%		100.0%	100.0%	100.0%	100.0%

Table A2.29. Diversity and Equity on Campus (Q18J)

Q18J I believe WSU Health Sciences processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs.			Sexual orientation			
			Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count		9	1	3	13
	%		1.7%	4.5%	8.6%	2.2%
2 Disagree	Count		32	0	1	33
	%		5.9%	0.0%	2.9%	5.5%
3 Neither Agree nor Disagree	Count		203	8	15	226
	%		37.5%	36.4%	42.9%	37.8%
4 Agree	Count		222	9	11	242
	%		41.0%	40.9%	31.4%	40.5%
5 Strongly Agree	Count		75	4	5	84
	%		13.9%	18.2%	14.3%	14.0%
Total	Count		541	22	35	598
	%		100.0%	100.0%	100.0%	100.0%

Table A2.30. Diversity and Equity on Campus (Q18K)

Q18K I believe there should be dedicated space for meditation / prayer.			Sexual orientation			
			Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count		30	4	3	37
	%		5.6%	18.2%	8.6%	6.2%
2 Disagree	Count		71	2	3	76
	%		13.1%	9.1%	8.6%	12.7%
3 Neither Agree nor Disagree	Count		200	6	16	222
	%		37.0%	27.3%	45.7%	37.2%
4 Agree	Count		162	6	8	176
	%		30.0%	27.3%	22.9%	29.5%
5 Strongly Agree	Count		77	4	5	86
	%		14.3%	18.2%	14.3%	14.4%
Total	Count		540	22	35	597
	%		100.0%	100.0%	100.0%	100.0%

Table A2.31. Comfort and Safety related to Diversity (Q19A)

Q19A I feel safe when I'm on campus		Sexual orientation			Total
		Heterosexual	Bisexual	Other	
1 Strongly Disagree	Count	2	0	2	4
	%	0.4%	0.0%	5.7%	0.7%
2 Disagree	Count	12	1	1	14
	%	2.2%	4.5%	2.9%	2.3%
3 Neither Agree nor Disagree	Count	42	1	2	45
	%	7.7%	4.5%	5.7%	7.4%
4 Agree	Count	299	10	17	326
	%	54.6%	45.5%	48.6%	53.9%
5 Strongly Agree	Count	193	10	13	216
	%	35.2%	45.5%	37.1%	35.7%
Total	Count	548	22	35	605
	%	100.0%	100.0%	100.0%	100.0%

Table A2.32. Comfort and Safety related to Diversity (Q19B)

Q19B The university should recruit and retain more faculty and staff of color.		Sexual orientation			Total
		Heterosexual	Bisexual	Other	
1 Strongly Disagree	Count	8	0	1	9
	%	1.5%	0.0%	2.9%	1.5%
2 Disagree	Count	35	2	0	37
	%	6.4%	9.1%	0.0%	6.1%
3 Neither Agree nor Disagree	Count	263	6	12	281
	%	48.1%	27.3%	34.3%	46.5%
4 Agree	Count	153	7	8	168
	%	28.0%	31.8%	22.9%	27.8%
5 Strongly Agree	Count	88	7	14	109
	%	16.1%	31.8%	40.0%	18.0%
Total	Count	547	22	35	604
	%	100.0%	100.0%	100.0%	100.0%

Table A2.33. Comfort and Safety related to Diversity (Q19C)

Q19C The university should recruit and retain more students of color.		Sexual orientation			Total
		Heterosexual	Bisexual	Other	
1 Strongly Disagree	Count	9	1	1	11
	%	1.6%	4.5%	2.9%	1.8%
2 Disagree	Count	36	2	0	38
	%	6.6%	9.1%	0.0%	6.3%
3 Neither Agree nor Disagree	Count	267	5	14	286
	%	48.8%	22.7%	40.0%	47.4%
4 Agree	Count	150	6	6	162
	%	27.4%	27.3%	17.1%	26.8%
5 Strongly Agree	Count	85	8	14	107
	%	15.5%	36.4%	40.0%	17.7%
Total	Count	547	22	35	604
	%	100.0%	100.0%	100.0%	100.0%

Table A2.34. Comfort and Safety related to Diversity (Q19D)

Q19D The university should increase gender diversity of faculty and staff.			Sexual orientation			
			Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count		11	0	0	11
	%		2.0%	0.0%	0.0%	1.8%
2 Disagree	Count		42	2	1	45
	%		7.7%	9.1%	2.9%	7.5%
3 Neither Agree nor Disagree	Count		262	7	16	285
	%		48.0%	31.8%	47.1%	47.3%
4 Agree	Count		159	4	6	169
	%		29.1%	18.2%	17.6%	28.1%
5 Strongly Agree	Count		72	9	11	92
	%		13.2%	40.9%	32.4%	15.3%
Total	Count		546	22	34	602
	%		100.0%	100.0%	100.0%	100.0%

Table A2.35. Comfort and Safety related to Diversity (Q19E)

Q19E The university should increase lesbian, gay, bisexual, transgender, and/or queer representation.			Sexual orientation			
			Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count		12	0	1	13
	%		2.2%	0.0%	2.9%	2.2%
2 Disagree	Count		47	1	1	49
	%		8.6%	4.5%	2.9%	8.1%
3 Neither Agree nor Disagree	Count		283	6	13	302
	%		51.7%	27.3%	37.1%	50.0%
4 Agree	Count		132	4	7	143
	%		24.1%	18.2%	20.0%	23.7%
5 Strongly Agree	Count		73	11	13	97
	%		13.3%	50.0%	37.1%	16.1%
Total	Count		547	22	35	604
	%		100.0%	100.0%	100.0%	100.0%

Table A2.36. Comfort and Safety related to Diversity (Q19F)

Q19F The university should increase support for faculty, staff and students with disabilities.			Sexual orientation			
			Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count		3	0	0	3
	%		0.6%	0.0%	0.0%	0.5%
2 Disagree	Count		19	1	0	20
	%		3.5%	4.5%	0.0%	3.3%
3 Neither Agree nor Disagree	Count		207	6	11	224
	%		38.0%	27.3%	31.4%	37.2%
4 Agree	Count		232	6	13	251
	%		42.6%	27.3%	37.1%	41.7%
5 Strongly Agree	Count		84	9	11	104
	%		15.4%	40.9%	31.4%	17.3%
Total	Count		545	22	35	602
	%		100.0%	100.0%	100.0%	100.0%

Table A2.37. Comfort and Safety related to Diversity (Q19G)

Q19G I feel at ease with people of backgrounds different from my own.		Sexual orientation			
		Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count	2	0	0	2
	%	0.4%	0.0%	0.0%	0.3%
2 Disagree	Count	5	1	0	6
	%	0.9%	4.5%	0.0%	1.0%
3 Neither Agree nor Disagree	Count	59	1	2	62
	%	10.8%	4.5%	5.7%	10.3%
4 Agree	Count	285	8	14	307
	%	52.2%	36.4%	40.0%	50.9%
5 Strongly Agree	Count	195	12	19	226
	%	35.7%	54.5%	54.3%	37.5%
Total	Count	546	22	35	603
	%	100.0%	100.0%	100.0%	100.0%

Table A2.38. Comfort and Safety related to Diversity (Q19H)

Q19H The university focuses too much attention on diversity-related issues.		Sexual orientation			
		Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count	52	6	12	70
	%	9.5%	27.3%	34.3%	11.6%
2 Disagree	Count	164	9	7	180
	%	30.0%	40.9%	20.0%	29.8%
3 Neither Agree nor Disagree	Count	181	5	8	194
	%	33.1%	22.7%	22.9%	32.1%
4 Agree	Count	115	2	6	123
	%	21.0%	9.1%	17.1%	20.4%
5 Strongly Agree	Count	35	0	2	37
	%	6.4%	0.0%	5.7%	6.1%
Total	Count	547	22	35	604
	%	100.0%	100.0%	100.0%	100.0%

Table A2.39. Comfort and Safety related to Diversity (Q19I)

Q19I I am afraid to disagree with members of other groups for fear of being called prejudiced.		Sexual orientation			
		Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count	70	8	12	90
	%	12.8%	36.4%	34.3%	14.9%
2 Disagree	Count	193	7	12	212
	%	35.3%	31.8%	34.3%	35.1%
3 Neither Agree nor Disagree	Count	115	3	4	122
	%	21.0%	13.6%	11.4%	20.2%
4 Agree	Count	135	3	6	144
	%	24.7%	13.6%	17.1%	23.8%
5 Strongly Agree	Count	34	1	1	36
	%	6.2%	4.5%	2.9%	6.0%
Total	Count	547	22	35	604
	%	100.0%	100.0%	100.0%	100.0%

Table A2.40. Comfort and Safety related to Diversity (Q19J)

Q19J In the event that I witness or experience an act of discrimination, I know where to report the incident to campus authorities.		Sexual orientation			
		Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count	29	3	1	33
	%	5.3%	13.6%	3.0%	5.5%
2 Disagree	Count	144	4	11	159
	%	26.3%	18.2%	33.3%	26.4%
3 Neither Agree nor Disagree	Count	107	2	5	114
	%	19.6%	9.1%	15.2%	18.9%
4 Agree	Count	219	6	12	237
	%	40.0%	27.3%	36.4%	39.4%
5 Strongly Agree	Count	48	7	4	59
	%	8.8%	31.8%	12.1%	9.8%
Total	Count	547	22	33	602
	%	100.0%	100.0%	100.0%	100.0%

Table A2.41. Gender Based Violence and the University Environment (Q21A)

Q21A WSU Health Sciences does not tolerate sexual assault.		Sexual orientation			
		Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count	2	0	0	2
	%	0.4%	0.0%	0.0%	0.3%
2 Disagree	Count	6	0	0	6
	%	1.1%	0.0%	0.0%	1.0%
3 Neither Agree nor Disagree	Count	66	2	6	74
	%	12.1%	9.1%	17.1%	12.3%
4 Agree	Count	269	6	17	292
	%	49.3%	27.3%	48.6%	48.4%
5 Strongly Agree	Count	203	14	12	229
	%	37.2%	63.6%	34.3%	38.0%
Total	Count	546	22	35	603
	%	100.0%	100.0%	100.0%	100.0%

Table A2.42. Gender Based Violence and the University Environment (Q21B)

Q21B WSU Health Sciences takes training in sexual assault prevention seriously.		Sexual orientation			
		Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count	5	0	1	6
	%	0.9%	0.0%	2.9%	1.0%
2 Disagree	Count	36	1	2	39
	%	6.6%	4.5%	5.7%	6.5%
3 Neither Agree nor Disagree	Count	169	7	12	188
	%	31.0%	31.8%	34.3%	31.2%
4 Agree	Count	228	7	12	247
	%	41.8%	31.8%	34.3%	41.0%
5 Strongly Agree	Count	108	7	8	123
	%	19.8%	31.8%	22.9%	20.4%
Total	Count	546	22	35	603
	%	100.0%	100.0%	100.0%	100.0%

Table A2.43. Gender Based Violence and the University Environment (Q21C)

Q21C WSU Health Sciences is doing a good job educating students about sexual harassment.		Sexual orientation			
		Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count	11	1	2	14
	%	2.0%	4.5%	5.7%	2.3%
2 Disagree	Count	92	6	5	103
	%	16.8%	27.3%	14.3%	17.1%
3 Neither Agree nor Disagree	Count	184	7	15	206
	%	33.6%	31.8%	42.9%	34.1%
4 Agree	Count	192	3	9	204
	%	35.1%	13.6%	25.7%	33.8%
5 Strongly Agree	Count	68	5	4	77
	%	12.4%	22.7%	11.4%	12.7%
Total	Count	547	22	35	604
	%	100.0%	100.0%	100.0%	100.0%

Table A2.44. Gender Based Violence and the University Environment (Q21D)

Q21D WSU Health Sciences is doing a good job trying to prevent sexual assault from happening.		Sexual orientation			
		Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count	7	0	1	8
	%	1.3%	0.0%	2.9%	1.3%
2 Disagree	Count	34	2	3	39
	%	6.2%	9.1%	8.6%	6.5%
3 Neither Agree nor Disagree	Count	202	8	15	225
	%	37.1%	36.4%	42.9%	37.4%
4 Agree	Count	224	6	13	243
	%	41.1%	27.3%	37.1%	40.4%
5 Strongly Agree	Count	78	6	3	87
	%	14.3%	27.3%	8.6%	14.5%
Total	Count	545	22	35	602
	%	100.0%	100.0%	100.0%	100.0%

Table A2.45. Gender Based Violence and the University Environment (Q21E)

Q21E WSU Health Sciences is doing a good job providing needed services to victims of sexual assault.		Sexual orientation			
		Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count	6	0	1	7
	%	1.1%	0.0%	2.9%	1.2%
2 Disagree	Count	28	1	3	32
	%	5.1%	4.5%	8.6%	5.3%
3 Neither Agree nor Disagree	Count	257	14	17	288
	%	47.1%	63.6%	48.6%	47.8%
4 Agree	Count	180	4	11	195
	%	33.0%	18.2%	31.4%	32.3%
5 Strongly Agree	Count	75	3	3	81
	%	13.7%	13.6%	8.6%	13.4%
Total	Count	546	22	35	603
	%	100.0%	100.0%	100.0%	100.0%

Table A2.46. Gender Based Violence and the University Environment (Q21F)

Q21F WSU Health Sciences is doing a good job investigating incidents of sexual assaults			Sexual orientation			
			Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count		6	0	0	6
	%		1.1%	0.0%	0.0%	1.0%
2 Disagree	Count		15	1	0	16
	%		2.8%	4.5%	0.0%	2.7%
3 Neither Agree nor Disagree	Count		321	13	25	359
	%		59.1%	59.1%	71.4%	59.8%
4 Agree	Count		145	4	7	156
	%		26.7%	18.2%	20.0%	26.0%
5 Strongly Agree	Count		56	4	3	63
	%		10.3%	18.2%	8.6%	10.5%
Total	Count		543	22	35	600
	%		100.0%	100.0%	100.0%	100.0%

Table A2.47. Gender Based Violence and the University Environment (Q21G)

Q21G WSU Health Sciences is doing a good job holding people accountable for committing sexual assault			Sexual orientation			
			Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count		8	0	0	8
	%		1.5%	0.0%	0.0%	1.3%
2 Disagree	Count		15	1	0	16
	%		2.8%	4.5%	0.0%	2.7%
3 Neither Agree nor Disagree	Count		317	15	23	355
	%		58.5%	68.2%	65.7%	59.3%
4 Agree	Count		141	3	10	154
	%		26.0%	13.6%	28.6%	25.7%
5 Strongly Agree	Count		61	3	2	66
	%		11.3%	13.6%	5.7%	11.0%
Total	Count		542	22	35	599
	%		100.0%	100.0%	100.0%	100.0%

Table A2.48. Gender Based Violence and the University Environment (Q21H)

Q21H I believe there is a clear sense of appropriate behavior among faculty at WSU Health Sciences			Sexual orientation			
			Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count		6	3	0	9
	%		1.1%	13.6%	0.0%	1.5%
2 Disagree	Count		11	1	1	13
	%		2.0%	4.5%	2.9%	2.2%
3 Neither Agree nor Disagree	Count		77	3	6	86
	%		14.1%	13.6%	17.1%	14.3%
4 Agree	Count		296	4	18	318
	%		54.2%	18.2%	51.4%	52.7%
5 Strongly Agree	Count		156	11	10	177
	%		28.6%	50.0%	28.6%	29.4%
Total	Count		546	22	35	603
	%		100.0%	100.0%	100.0%	100.0%

Table A2.49. Gender Based Violence and the University Environment (Q21I)

Q21I I believe there is a clear sense of appropriate behavior among staff at WSU Health Sciences		Sexual orientation			
		Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count	4	1	0	5
	%	0.7%	4.5%	0.0%	0.8%
2 Disagree	Count	5	1	0	6
	%	0.9%	4.5%	0.0%	1.0%
3 Neither Agree nor Disagree	Count	72	3	5	80
	%	13.2%	13.6%	14.3%	13.3%
4 Agree	Count	305	6	18	329
	%	56.1%	27.3%	51.4%	54.7%
5 Strongly Agree	Count	158	11	12	181
	%	29.0%	50.0%	34.3%	30.1%
Total	Count	544	22	35	601
	%	100.0%	100.0%	100.0%	100.0%

Table A2.50. Gender Based Violence and the University Environment (Q21J)

Q21J I believe there is a clear sense of appropriate behavior among student at WSU Health Sciences		Sexual orientation			
		Heterosexual	Bisexual	Other	Total
1 Strongly Disagree	Count	7	1	0	8
	%	1.3%	4.5%	0.0%	1.3%
2 Disagree	Count	10	1	1	12
	%	1.8%	4.5%	2.9%	2.0%
3 Neither Agree nor Disagree	Count	79	1	6	86
	%	14.5%	4.5%	17.1%	14.3%
4 Agree	Count	301	11	17	329
	%	55.3%	50.0%	48.6%	54.7%
5 Strongly Agree	Count	147	8	11	166
	%	27.0%	36.4%	31.4%	27.6%
Total	Count	544	22	35	601
	%	100.0%	100.0%	100.0%	100.0%

Table A2.51. Experiences with Discrimination at WSU Health Sciences (Q31)

Q31 I have been impacted negatively at WSU Health Sciences because of my race/ethnicity, gender expression/identity, sexual orientation, religion, age, disability status, gender, mental illness or other identity attribute.			Sexual orientation			
			Heterosexual	Bisexual	Other	Total
1 Yes	Count		38	3	4	45
	%		6.9%	13.6%	11.4%	7.4%
2 No	Count		510	19	31	560
	%		93.1%	86.4%	88.6%	92.6%
Total	Count		548	22	35	605
	%		100.0%	100.0%	100.0%	100.0%

Table A2.52. Experiences with Discrimination at WSU Health Sciences (Q32)

Q32 In the past year, I have been threatened or experienced discriminatory acts at WSU Health Sciences			Sexual orientation			
			Heterosexual	Bisexual	Other	Total
1 Yes	Count		13	0	4	17
	%		2.4%	0.0%	11.4%	2.8%
2 No	Count		533	22	31	586
	%		97.6%	100.0%	88.6%	97.2%
Total	Count		546	22	35	603
	%		100.0%	100.0%	100.0%	100.0%

Table A2.53. Experiences with Discrimination at WSU Health Sciences (Q33)

Q33 In the past year, I have witnessed an act or acts of discrimination against others at WSU Health Sciences.			Sexual orientation			
			Heterosexual	Bisexual	Other	Total
1 Yes	Count		41	5	6	52
	%		7.5%	22.7%	17.1%	8.6%
2 No	Count		504	17	29	550
	%		92.5%	77.3%	82.9%	91.4%
Total	Count		545	22	35	602
	%		100.0%	100.0%	100.0%	100.0%

Table A2.54. Experiences with Discrimination at WSU Health Sciences (Q34)

Q34 In the past year, I have experienced an act or acts of bias (that did NOT rise to the level of discrimination or crime) at WSU Health Sciences.			Sexual orientation			
			Heterosexual	Bisexual	Other	Total
1 Yes	Count		63	4	7	74
	%		11.5%	19.0%	20.0%	12.3%
2 No	Count		484	17	28	529
	%		88.5%	81.0%	80.0%	87.7%
Total	Count		547	21	35	603
	%		100.0%	100.0%	100.0%	100.0%

Table A2.55. Experiences with Discrimination at WSU Health Sciences (Q35)

Q35 In the past year, I have witnessed an act or acts of bias (that did NOT rise to the level of discrimination or crime) against others at WSU Health Sciences.			Sexual orientation			
			Heterosexual	Bisexual	Other	Total
1 Yes	Count		49	2	9	60
	%		9.0%	9.1%	25.7%	10.0%
2 No	Count		494	20	26	540
	%		91.0%	90.9%	74.3%	90.0%
Total	Count		543	22	35	600
	%		100.0%	100.0%	100.0%	100.0%

Table A3. Crosstab analysis by Race

Table A3.1. University Connectedness (Q1A)

		RACE						
Q01A I feel valued by other students.		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	Total
1 Strongly Disagree	Count	1	3	0	1	0	1	6
	%	0.3%	2.3%	0.0%	5.9%	0.0%	2.4%	1.0%
2 Disagree	Count	15	7	1	1	1	1	26
	%	4.0%	5.5%	3.8%	5.9%	5.0%	2.4%	4.3%
3 Neither Agree nor Disagree	Count	47	18	5	2	3	4	79
	%	12.7%	14.1%	19.2%	11.8%	15.0%	9.5%	13.1%
4 Agree	Count	204	70	16	8	10	30	338
	%	55.0%	54.7%	61.5%	47.1%	50.0%	71.4%	56.0%
5 Strongly Agree	Count	104	30	4	5	6	6	155
	%	28.0%	23.4%	15.4%	29.4%	30.0%	14.3%	25.7%
Total	Count	371	128	26	17	20	42	604
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.2. University Connectedness (Q1B)

		RACE						
Q01B I feel valued by staff.		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	Total
1 Strongly Disagree	Count	1	2	1	1	0	0	5
	%	0.3%	1.6%	3.8%	5.9%	0.0%	0.0%	0.8%
2 Disagree	Count	15	5	0	2	1	1	24
	%	4.0%	3.9%	0.0%	11.8%	5.0%	2.4%	4.0%
3 Neither Agree nor Disagree	Count	45	24	5	3	5	3	85
	%	12.1%	18.9%	19.2%	17.6%	25.0%	7.1%	14.1%
4 Agree	Count	190	61	14	7	9	31	312
	%	51.2%	48.0%	53.8%	41.2%	45.0%	73.8%	51.7%
5 Strongly Agree	Count	120	35	6	4	5	7	177
	%	32.3%	27.6%	23.1%	23.5%	25.0%	16.7%	29.4%
Total	Count	371	127	26	17	20	42	603
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.3. University Connectedness (Q1C)

		RACE						Total	
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial		
Q01C I feel valued by faculty.	1 Strongly Disagree	Count	2	3	1	0	1	0	7
		%	0.5%	2.3%	3.8%	0.0%	5.0%	0.0%	1.2%
2 Disagree	Count	18	5	0	1	2	0	26	
	%	4.9%	3.9%	0.0%	5.9%	10.0%	0.0%	4.3%	
3 Neither Agree nor Disagree	Count	55	19	4	3	3	6	90	
	%	14.8%	14.8%	15.4%	17.6%	15.0%	14.3%	14.9%	
4 Agree	Count	171	65	15	8	9	29	297	
	%	46.1%	50.8%	57.7%	47.1%	45.0%	69.0%	49.2%	
5 Strongly Agree	Count	125	36	6	5	5	7	184	
	%	33.7%	28.1%	23.1%	29.4%	25.0%	16.7%	30.5%	
Total	Count	371	128	26	17	20	42	604	
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Table A3.4. University Connectedness (Q1D)

		RACE						Total	
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial		
Q01D I can fulfill requirements of my coursework without unduly repressing my own identity, background or experience.	1 Strongly Disagree	Count	5	1	0	1	0	0	7
		%	1.3%	0.8%	0.0%	5.9%	0.0%	0.0%	1.2%
2 Disagree	Count	21	7	0	0	1	1	30	
	%	5.7%	5.5%	0.0%	0.0%	5.0%	2.4%	5.0%	
3 Neither Agree nor Disagree	Count	28	13	3	4	2	5	55	
	%	7.5%	10.2%	11.5%	23.5%	10.0%	11.9%	9.1%	
4 Agree	Count	162	63	17	5	11	23	281	
	%	43.7%	49.2%	65.4%	29.4%	55.0%	54.8%	46.5%	
5 Strongly Agree	Count	155	44	6	7	6	13	231	
	%	41.8%	34.4%	23.1%	41.2%	30.0%	31.0%	38.2%	
Total	Count	371	128	26	17	20	42	604	
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Table A3.5. University Connectedness (Q1E)

		RACE						Total	
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial		
Q01E I have opportunities for academic success that are similar to those of my classmates.	1 Strongly Disagree	Count	3	4	0	1	0	0	8
		%	0.8%	3.1%	0.0%	5.9%	0.0%	0.0%	1.3%
2 Disagree	Count	9	6	2	0	1	1	19	
	%	2.4%	4.7%	7.7%	0.0%	5.0%	2.4%	3.2%	
3 Neither Agree nor Disagree	Count	23	14	1	3	1	1	43	
	%	6.2%	10.9%	3.8%	17.6%	5.0%	2.4%	7.1%	
4 Agree	Count	176	62	15	8	12	25	298	
	%	47.6%	48.4%	57.7%	47.1%	60.0%	61.0%	49.5%	
5 Strongly Agree	Count	159	42	8	5	6	14	234	
	%	43.0%	32.8%	30.8%	29.4%	30.0%	34.1%	38.9%	
Total	Count	370	128	26	17	20	41	602	
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Table A3.6. University Connectedness (Q2A)

Q02A I feel close to people at WSU Health Sciences.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	7	3	1	1	0	2	14
	%	1.9%	2.3%	3.8%	5.9%	0.0%	4.8%	2.3%
2 Disagree	Count	36	12	2	2	3	5	60
	%	9.7%	9.4%	7.7%	11.8%	15.0%	11.9%	9.9%
3 Neither Agree nor Disagree	Count	71	25	7	4	3	11	121
	%	19.1%	19.5%	26.9%	23.5%	15.0%	26.2%	20.0%
4 Agree	Count	169	63	12	5	10	16	275
	%	45.6%	49.2%	46.2%	29.4%	50.0%	38.1%	45.5%
5 Strongly Agree	Count	88	25	4	5	4	8	134
	%	23.7%	19.5%	15.4%	29.4%	20.0%	19.0%	22.2%
Total	Count	371	128	26	17	20	42	604
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.7. University Connectedness (Q2B)

Q02B I would be very happy to continue the rest of my education at WSU Health Sciences.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	8	1	1	0	0	0	10
	%	2.2%	0.8%	3.8%	0.0%	0.0%	0.0%	1.7%
2 Disagree	Count	15	7	0	0	3	3	28
	%	4.0%	5.5%	0.0%	0.0%	15.0%	7.1%	4.6%
3 Neither Agree nor Disagree	Count	52	19	2	6	1	9	89
	%	14.0%	14.8%	7.7%	35.3%	5.0%	21.4%	14.7%
4 Agree	Count	136	58	14	6	8	16	238
	%	36.7%	45.3%	53.8%	35.3%	40.0%	38.1%	39.4%
5 Strongly Agree	Count	160	43	9	5	8	14	239
	%	43.1%	33.6%	34.6%	29.4%	40.0%	33.3%	39.6%
Total	Count	371	128	26	17	20	42	604
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.8. University Connectedness (Q2C)

Q02C I feel I have a community at WSU Health Sciences.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	4	3	0	1	0	2	10
	%	1.1%	2.3%	0.0%	5.9%	0.0%	4.8%	1.7%
2 Disagree	Count	43	9	5	0	2	5	64
	%	11.6%	7.0%	19.2%	0.0%	10.0%	11.9%	10.6%
3 Neither Agree nor Disagree	Count	61	19	4	6	4	10	104
	%	16.5%	14.8%	15.4%	35.3%	20.0%	23.8%	17.2%
4 Agree	Count	151	64	13	6	11	15	260
	%	40.8%	50.0%	50.0%	35.3%	55.0%	35.7%	43.1%
5 Strongly Agree	Count	111	33	4	4	3	10	165
	%	30.0%	25.8%	15.4%	23.5%	15.0%	23.8%	27.4%
Total	Count	370	128	26	17	20	42	603
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.9. University Connectedness (Q2D)

Q02D I do not feel a strong sense of belonging to WSU Health Sciences		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	86	30	8	4	5	12	145
	%	23.2%	23.4%	30.8%	23.5%	25.0%	28.6%	24.0%
2 Disagree	Count	156	48	9	6	8	15	242
	%	42.0%	37.5%	34.6%	35.3%	40.0%	35.7%	40.1%
3 Neither Agree nor Disagree	Count	54	34	3	3	3	6	103
	%	14.6%	26.6%	11.5%	17.6%	15.0%	14.3%	17.1%
4 Agree	Count	59	12	6	2	2	9	90
	%	15.9%	9.4%	23.1%	11.8%	10.0%	21.4%	14.9%
5 Strongly Agree	Count	16	4	0	2	2	0	24
	%	4.3%	3.1%	0.0%	11.8%	10.0%	0.0%	4.0%
Total	Count	371	128	26	17	20	42	604
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.10. University Connectedness (Q2E)

Q02E I am planning to leave WSU Health Sciences prior to graduating.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	266	82	14	7	9	32	410
	%	71.7%	64.1%	53.8%	41.2%	45.0%	76.2%	67.9%
2 Disagree	Count	72	28	11	5	8	6	130
	%	19.4%	21.9%	42.3%	29.4%	40.0%	14.3%	21.5%
3 Neither Agree nor Disagree	Count	24	10	0	2	2	3	41
	%	6.5%	7.8%	0.0%	11.8%	10.0%	7.1%	6.8%
4 Agree	Count	4	4	0	1	0	1	10
	%	1.1%	3.1%	0.0%	5.9%	0.0%	2.4%	1.7%
5 Strongly Agree	Count	5	4	1	2	1	0	13
	%	1.3%	3.1%	3.8%	11.8%	5.0%	0.0%	2.2%
Total	Count	371	128	26	17	20	42	604
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.11. University Environment (Q8A)

Q08A Diverse perspectives are encouraged in class discussions and assignments.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	7	2	1	0	2	1	13
	%	1.9%	1.6%	3.8%	0.0%	10.0%	2.4%	2.2%
2 Disagree	Count	20	8	3	5	0	3	39
	%	5.4%	6.3%	11.5%	27.8%	0.0%	7.1%	6.5%
3 Neither Agree nor Disagree	Count	38	27	9	5	4	6	89
	%	10.3%	21.1%	34.6%	27.8%	20.0%	14.3%	14.8%
4 Agree	Count	208	69	10	6	10	23	326
	%	56.4%	53.9%	38.5%	33.3%	50.0%	54.8%	54.1%
5 Strongly Agree	Count	96	22	3	2	4	9	136
	%	26.0%	17.2%	11.5%	11.1%	20.0%	21.4%	22.6%
Total	Count	369	128	26	18	20	42	603
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.12. University Environment (Q8B)

Q08B Faculty are skilled in teaching about diversity and equity.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	10	5	2	2	0	2	21
	%	2.7%	3.9%	7.7%	11.1%	0.0%	4.8%	3.5%
2 Disagree	Count	36	15	7	6	4	5	73
	%	9.7%	11.7%	26.9%	33.3%	20.0%	11.9%	12.1%
3 Neither Agree nor Disagree	Count	91	36	6	3	6	10	152
	%	24.6%	28.1%	23.1%	16.7%	30.0%	23.8%	25.2%
4 Agree	Count	161	61	9	5	8	21	265
	%	43.5%	47.7%	34.6%	27.8%	40.0%	50.0%	43.9%
5 Strongly Agree	Count	72	11	2	2	2	4	93
	%	19.5%	8.6%	7.7%	11.1%	10.0%	9.5%	15.4%
Total	Count	370	128	26	18	20	42	604
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.13. University Environment (Q8C)

Q08C Faculty are skilled at facilitating discussions where students with different backgrounds and perspectives		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	8	3	1	2	0	0	14
	%	2.2%	2.3%	3.8%	11.8%	0.0%	0.0%	2.3%
2 Disagree	Count	32	12	4	4	3	6	61
	%	8.7%	9.4%	15.4%	23.5%	15.8%	14.6%	10.2%
3 Neither Agree nor Disagree	Count	77	41	7	5	3	9	142
	%	20.9%	32.0%	26.9%	29.4%	15.8%	22.0%	23.7%
4 Agree	Count	167	56	10	4	9	22	268
	%	45.3%	43.8%	38.5%	23.5%	47.4%	53.7%	44.7%
5 Strongly Agree	Count	85	16	4	2	4	4	115
	%	23.0%	12.5%	15.4%	11.8%	21.1%	9.8%	19.2%
Total	Count	369	128	26	17	19	41	600
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.14. University Environment (Q8D)

Q08D I often have the opportunity to work with students from backgrounds different than my own.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	3	0	1	1	0	0	5
	%	0.8%	0.0%	3.8%	5.6%	0.0%	0.0%	0.8%
2 Disagree	Count	25	1	3	2	0	5	36
	%	6.8%	0.8%	11.5%	11.1%	0.0%	12.2%	6.0%
3 Neither Agree nor Disagree	Count	55	18	0	4	1	2	80
	%	14.9%	14.1%	0.0%	22.2%	5.0%	4.9%	13.3%
4 Agree	Count	173	80	17	5	9	22	306
	%	47.0%	62.5%	65.4%	27.8%	45.0%	53.7%	50.9%
5 Strongly Agree	Count	112	29	5	6	10	12	174
	%	30.4%	22.7%	19.2%	33.3%	50.0%	29.3%	29.0%
Total	Count	368	128	26	18	20	41	601
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.15. University Environment (Q8E)

Q08E WSU Health Sciences offers a sufficient variety of courses in which to learn about topics related to diversity and equity.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	14	6	3	2	0	3	28
	%	3.8%	4.7%	11.5%	11.1%	0.0%	7.1%	4.7%
2 Disagree	Count	50	20	7	3	4	9	93
	%	13.6%	15.6%	26.9%	16.7%	20.0%	21.4%	15.4%
3 Neither Agree nor Disagree	Count	114	39	7	7	7	13	187
	%	31.0%	30.5%	26.9%	38.9%	35.0%	31.0%	31.1%
4 Agree	Count	136	54	8	6	8	15	227
	%	37.0%	42.2%	30.8%	33.3%	40.0%	35.7%	37.7%
5 Strongly Agree	Count	54	9	1	0	1	2	67
	%	14.7%	7.0%	3.8%	0.0%	5.0%	4.8%	11.1%
Total	Count	368	128	26	18	20	42	602
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.16. University Environment (Q8F)

Q08F There is sufficient amount of discussion on diversity and equity covered throughout the curriculum		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	8	4	5	3	1	1	22
	%	2.2%	3.1%	19.2%	16.7%	5.0%	2.4%	3.6%
2 Disagree	Count	64	24	5	3	0	13	109
	%	17.3%	18.8%	19.2%	16.7%	0.0%	31.0%	18.1%
3 Neither Agree nor Disagree	Count	93	42	6	8	6	5	160
	%	25.2%	32.8%	23.1%	44.4%	30.0%	11.9%	26.5%
4 Agree	Count	139	51	8	4	11	17	230
	%	37.7%	39.8%	30.8%	22.2%	55.0%	40.5%	38.1%
5 Strongly Agree	Count	65	7	2	0	2	6	82
	%	17.6%	5.5%	7.7%	0.0%	10.0%	14.3%	13.6%
Total	Count	369	128	26	18	20	42	603
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.17. University Environment (Q8G)

Q08G I would take diversity and equity elective courses if WSU Health Sciences offered these courses.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	23	2	3	0	1	5	34
	%	6.3%	1.6%	11.5%	0.0%	5.0%	11.9%	5.7%
2 Disagree	Count	88	8	4	1	7	9	117
	%	23.9%	6.3%	15.4%	5.6%	35.0%	21.4%	19.5%
3 Neither Agree nor Disagree	Count	112	26	5	7	5	9	164
	%	30.4%	20.5%	19.2%	38.9%	25.0%	21.4%	27.3%
4 Agree	Count	99	68	10	4	6	12	199
	%	26.9%	53.5%	38.5%	22.2%	30.0%	28.6%	33.1%
5 Strongly Agree	Count	46	23	4	6	1	7	87
	%	12.5%	18.1%	15.4%	33.3%	5.0%	16.7%	14.5%
Total	Count	368	127	26	18	20	42	601
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.18. University Environment (Q8H)

		RACE							
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	Total	
Q08H I do not feel comfortable contributing to class discussions.	1 Strongly Disagree	Count	79	22	6	4	3	7	121
		%	21.4%	17.2%	23.1%	22.2%	15.0%	16.7%	20.1%
	2 Disagree	Count	161	50	8	5	5	23	252
		%	43.6%	39.1%	30.8%	27.8%	25.0%	54.8%	41.8%
	3 Neither Agree nor Disagree	Count	75	27	6	6	6	5	125
		%	20.3%	21.1%	23.1%	33.3%	30.0%	11.9%	20.7%
	4 Agree	Count	41	24	6	2	4	6	83
		%	11.1%	18.8%	23.1%	11.1%	20.0%	14.3%	13.8%
	5 Strongly Agree	Count	13	5	0	1	2	1	22
		%	3.5%	3.9%	0.0%	5.6%	10.0%	2.4%	3.6%
Total	Count	369	128	26	18	20	42	603	
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Table A3.19. University Environment (Q8I)

		RACE							
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	Total	
Q08I I will not share my own experience and background in class.	1 Strongly Disagree	Count	75	18	4	5	5	6	113
		%	20.3%	14.2%	16.0%	27.8%	25.0%	14.6%	18.8%
	2 Disagree	Count	158	52	10	4	5	20	249
		%	42.8%	40.9%	40.0%	22.2%	25.0%	48.8%	41.5%
	3 Neither Agree nor Disagree	Count	69	29	3	7	4	5	117
		%	18.7%	22.8%	12.0%	38.9%	20.0%	12.2%	19.5%
	4 Agree	Count	53	23	6	1	4	6	93
		%	14.4%	18.1%	24.0%	5.6%	20.0%	14.6%	15.5%
	5 Strongly Agree	Count	14	5	2	1	2	4	28
		%	3.8%	3.9%	8.0%	5.6%	10.0%	9.8%	4.7%
Total	Count	369	127	25	18	20	41	600	
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Table A3.20. Diversity and Equity on Campus (Q18A)

		RACE							
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	Total	
Q18A WSU Health Sciences is committed to promoting diversity and equity on our campus.	1 Strongly Disagree	Count	3	2	0	1	1	0	7
		%	0.8%	1.6%	0.0%	5.6%	5.0%	0.0%	1.2%
	2 Disagree	Count	17	3	2	2	0	4	28
		%	4.6%	2.3%	7.7%	11.1%	0.0%	9.5%	4.7%
	3 Neither Agree nor Disagree	Count	44	24	5	7	0	6	86
		%	12.0%	18.8%	19.2%	38.9%	0.0%	14.3%	14.3%
	4 Agree	Count	208	81	15	6	12	23	345
		%	56.7%	63.3%	57.7%	33.3%	60.0%	54.8%	57.4%
	5 Strongly Agree	Count	95	18	4	2	7	9	135
		%	25.9%	14.1%	15.4%	11.1%	35.0%	21.4%	22.5%
Total	Count	367	128	26	18	20	42	601	
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Table A3.21. Diversity and Equity on Campus (Q18B)

		RACE						Total	
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial		
Q18B The students at this university are diverse.	1 Strongly Disagree	Count	7	6	3	2	0	2	20
		%	1.9%	4.7%	11.5%	11.1%	0.0%	4.8%	3.3%
	2 Disagree	Count	26	7	3	0	0	3	39
		%	7.1%	5.5%	11.5%	0.0%	0.0%	7.1%	6.5%
	3 Neither Agree nor Disagree	Count	56	17	5	5	2	7	92
		%	15.3%	13.3%	19.2%	27.8%	10.0%	16.7%	15.3%
	4 Agree	Count	185	73	11	6	9	24	308
		%	50.4%	57.0%	42.3%	33.3%	45.0%	57.1%	51.2%
	5 Strongly Agree	Count	93	25	4	5	9	6	142
		%	25.3%	19.5%	15.4%	27.8%	45.0%	14.3%	23.6%
Total		Count	367	128	26	18	20	42	601
		%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.22. Diversity and Equity on Campus (Q18C)

		RACE						Total	
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial		
Q18C The staff at this university is diverse.	1 Strongly Disagree	Count	9	5	2	4	0	3	23
		%	2.5%	3.9%	8.0%	22.2%	0.0%	7.1%	3.8%
	2 Disagree	Count	49	18	7	2	3	4	83
		%	13.4%	14.2%	28.0%	11.1%	15.0%	9.5%	13.9%
	3 Neither Agree nor Disagree	Count	75	28	3	7	4	8	125
		%	20.5%	22.0%	12.0%	38.9%	20.0%	19.0%	20.9%
	4 Agree	Count	175	61	11	3	7	24	281
		%	47.8%	48.0%	44.0%	16.7%	35.0%	57.1%	47.0%
	5 Strongly Agree	Count	58	15	2	2	6	3	86
		%	15.8%	11.8%	8.0%	11.1%	30.0%	7.1%	14.4%
Total		Count	366	127	25	18	20	42	598
		%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.23. Diversity and Equity on Campus (Q18D)

		RACE						Total	
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial		
Q18D The faculty at this university is diverse.	1 Strongly Disagree	Count	10	8	2	3	0	4	27
		%	2.7%	6.3%	7.7%	16.7%	0.0%	9.5%	4.5%
	2 Disagree	Count	53	17	8	4	4	5	91
		%	14.5%	13.4%	30.8%	22.2%	20.0%	11.9%	15.2%
	3 Neither Agree nor Disagree	Count	72	23	5	7	3	8	118
		%	19.7%	18.1%	19.2%	38.9%	15.0%	19.0%	19.7%
	4 Agree	Count	166	66	10	2	7	20	271
		%	45.4%	52.0%	38.5%	11.1%	35.0%	47.6%	45.2%
	5 Strongly Agree	Count	65	13	1	2	6	5	92
		%	17.8%	10.2%	3.8%	11.1%	30.0%	11.9%	15.4%
Total		Count	366	127	26	18	20	42	599
		%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.24. Diversity and Equity on Campus (Q18E)

Q18E Individuals from different backgrounds get along at this university.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	3	3	0	1	0	0	7
	%	0.8%	2.4%	0.0%	5.6%	0.0%	0.0%	1.2%
2 Disagree	Count	2	2	2	1	1	1	9
	%	0.5%	1.6%	7.7%	5.6%	5.0%	2.4%	1.5%
3 Neither Agree nor Disagree	Count	36	20	2	5	0	6	69
	%	9.8%	15.9%	7.7%	27.8%	0.0%	14.3%	11.5%
4 Agree	Count	223	81	19	8	10	25	366
	%	60.8%	64.3%	73.1%	44.4%	50.0%	59.5%	61.1%
5 Strongly Agree	Count	103	20	3	3	9	10	148
	%	28.1%	15.9%	11.5%	16.7%	45.0%	23.8%	24.7%
Total	Count	367	126	26	18	20	42	599
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.25. Diversity and Equity on Campus (Q18F)

Q18F Faculty and instructors give feedback and evaluate students fairly, regardless of student's race, gender, sexual orientation, religion, age, or disability status		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	5	2	0	1	1	0	9
	%	1.4%	1.6%	0.0%	5.6%	5.0%	0.0%	1.5%
2 Disagree	Count	12	3	0	3	1	0	19
	%	3.3%	2.4%	0.0%	16.7%	5.0%	0.0%	3.2%
3 Neither Agree nor Disagree	Count	42	24	2	5	3	3	79
	%	11.4%	18.9%	7.7%	27.8%	15.0%	7.1%	13.2%
4 Agree	Count	174	75	17	7	7	25	305
	%	47.4%	59.1%	65.4%	38.9%	35.0%	59.5%	50.8%
5 Strongly Agree	Count	134	23	7	2	8	14	188
	%	36.5%	18.1%	26.9%	11.1%	40.0%	33.3%	31.3%
Total	Count	367	127	26	18	20	42	600
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.26. Diversity and Equity on Campus (Q18G)

Q18G WSU Health Sciences offers access to diversity-related training for all students, faculty and staff.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	7	3	2	1	1	0	14
	%	1.9%	2.4%	7.7%	5.6%	5.0%	0.0%	2.3%
2 Disagree	Count	23	7	4	3	2	8	47
	%	6.3%	5.5%	15.4%	16.7%	10.0%	19.0%	7.8%
3 Neither Agree nor Disagree	Count	86	28	9	6	3	8	140
	%	23.4%	22.0%	34.6%	33.3%	15.0%	19.0%	23.3%
4 Agree	Count	178	73	8	6	7	18	290
	%	48.5%	57.5%	30.8%	33.3%	35.0%	42.9%	48.3%
5 Strongly Agree	Count	73	16	3	2	7	8	109
	%	19.9%	12.6%	11.5%	11.1%	35.0%	19.0%	18.2%
Total	Count	367	127	26	18	20	42	600
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.27. Diversity and Equity on Campus (Q18H)

Q18H Members of the campus community interact respectfully when using email and online learning tools.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	2	1	0	0	0	0	3
	%	0.5%	0.8%	0.0%	0.0%	0.0%	0.0%	0.5%
2 Disagree	Count	3	3	1	1	1	1	10
	%	0.8%	2.4%	3.8%	5.6%	5.0%	2.4%	1.7%
3 Neither Agree nor Disagree	Count	35	17	1	2	0	4	59
	%	9.5%	13.5%	3.8%	11.1%	0.0%	9.5%	9.8%
4 Agree	Count	208	81	14	10	9	23	345
	%	56.7%	64.3%	53.8%	55.6%	45.0%	54.8%	57.6%
5 Strongly Agree	Count	119	24	10	5	10	14	182
	%	32.4%	19.0%	38.5%	27.8%	50.0%	33.3%	30.4%
Total	Count	367	126	26	18	20	42	599
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.28. Diversity and Equity on Campus (Q18I)

Q18I Members of the campus community are respectful when interacting through social media.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	2	2	0	0	0	0	4
	%	0.5%	1.6%	0.0%	0.0%	0.0%	0.0%	0.7%
2 Disagree	Count	3	3	0	1	1	2	10
	%	0.8%	2.4%	0.0%	5.6%	5.0%	4.8%	1.7%
3 Neither Agree nor Disagree	Count	57	22	5	3	2	6	95
	%	15.5%	17.3%	19.2%	16.7%	10.0%	14.3%	15.8%
4 Agree	Count	203	78	16	9	9	21	336
	%	55.3%	61.4%	61.5%	50.0%	45.0%	50.0%	56.0%
5 Strongly Agree	Count	102	22	5	5	8	13	155
	%	27.8%	17.3%	19.2%	27.8%	40.0%	31.0%	25.8%
Total	Count	367	127	26	18	20	42	600
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.29. Diversity and Equity on Campus (Q18J)

Q18J I believe WSU Health Sciences processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	4	1	3	3	1	1	13
	%	1.1%	0.8%	12.0%	16.7%	5.0%	2.4%	2.2%
2 Disagree	Count	17	8	1	2	1	4	33
	%	4.7%	6.3%	4.0%	11.1%	5.0%	9.5%	5.5%
3 Neither Agree nor Disagree	Count	145	41	13	6	4	16	225
	%	39.7%	32.3%	52.0%	33.3%	20.0%	38.1%	37.7%
4 Agree	Count	142	65	5	7	8	15	242
	%	38.9%	51.2%	20.0%	38.9%	40.0%	35.7%	40.5%
5 Strongly Agree	Count	57	12	3	0	6	6	84
	%	15.6%	9.4%	12.0%	0.0%	30.0%	14.3%	14.1%
Total	Count	365	127	25	18	20	42	597
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.30. Diversity and Equity on Campus (Q18K)

Q18K I believe there should be dedicated space for meditation / prayer.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	23	3	2	0	5	4	37
	%	6.3%	2.4%	7.7%	0.0%	25.0%	9.5%	6.2%
2 Disagree	Count	53	8	0	3	5	6	75
	%	14.6%	6.3%	0.0%	16.7%	25.0%	14.3%	12.6%
3 Neither Agree nor Disagree	Count	145	42	14	6	2	12	221
	%	39.8%	33.3%	53.8%	33.3%	10.0%	28.6%	37.1%
4 Agree	Count	96	48	9	4	5	14	176
	%	26.4%	38.1%	34.6%	22.2%	25.0%	33.3%	29.5%
5 Strongly Agree	Count	47	25	1	5	3	6	87
	%	12.9%	19.8%	3.8%	27.8%	15.0%	14.3%	14.6%
Total	Count	364	126	26	18	20	42	596
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.31. Comfort and Safety related to Diversity (Q19A)

Q19A I feel safe when I'm on campus		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	1	1	0	0	1	0	3
	%	0.3%	0.8%	0.0%	0.0%	5.0%	0.0%	0.5%
2 Disagree	Count	8	2	1	1	1	1	14
	%	2.2%	1.6%	3.8%	5.6%	5.0%	2.4%	2.3%
3 Neither Agree nor Disagree	Count	24	10	2	2	1	5	44
	%	6.5%	7.8%	7.7%	11.1%	5.0%	11.9%	7.3%
4 Agree	Count	203	76	10	10	9	19	327
	%	54.7%	59.4%	38.5%	55.6%	45.0%	45.2%	54.0%
5 Strongly Agree	Count	135	39	13	5	8	17	217
	%	36.4%	30.5%	50.0%	27.8%	40.0%	40.5%	35.9%
Total	Count	371	128	26	18	20	42	605
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.32. Comfort and Safety related to Diversity (Q19B)

Q19B The university should recruit and retain more faculty and staff of color.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	5	1	0	0	1	2	9
	%	1.4%	0.8%	0.0%	0.0%	5.0%	4.8%	1.5%
2 Disagree	Count	28	3	0	0	3	2	36
	%	7.6%	2.3%	0.0%	0.0%	15.0%	4.8%	6.0%
3 Neither Agree nor Disagree	Count	201	39	9	3	8	20	280
	%	54.3%	30.5%	34.6%	16.7%	40.0%	47.6%	46.4%
4 Agree	Count	86	53	8	5	7	10	169
	%	23.2%	41.4%	30.8%	27.8%	35.0%	23.8%	28.0%
5 Strongly Agree	Count	50	32	9	10	1	8	110
	%	13.5%	25.0%	34.6%	55.6%	5.0%	19.0%	18.2%
Total	Count	370	128	26	18	20	42	604
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.33. Comfort and Safety related to Diversity (Q19C)

Q19C The university should recruit and retain more students of color.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	7	0	0	0	2	2	11
	%	1.9%	0.0%	0.0%	0.0%	10.0%	4.8%	1.8%
2 Disagree	Count	28	4	0	0	4	1	37
	%	7.5%	3.1%	0.0%	0.0%	20.0%	2.4%	6.1%
3 Neither Agree nor Disagree	Count	207	38	7	4	6	23	285
	%	55.8%	29.9%	26.9%	22.2%	30.0%	54.8%	47.2%
4 Agree	Count	83	52	8	5	6	9	163
	%	22.4%	40.9%	30.8%	27.8%	30.0%	21.4%	27.0%
5 Strongly Agree	Count	46	33	11	9	2	7	108
	%	12.4%	26.0%	42.3%	50.0%	10.0%	16.7%	17.9%
Total	Count	371	127	26	18	20	42	604
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.34. Comfort and Safety related to Diversity (Q19D)

Q19D The university should increase gender diversity of faculty and staff		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	7	1	1	0	0	2	11
	%	1.9%	0.8%	4.0%	0.0%	0.0%	4.8%	1.8%
2 Disagree	Count	32	5	1	0	3	3	44
	%	8.6%	3.9%	4.0%	0.0%	15.0%	7.1%	7.3%
3 Neither Agree nor Disagree	Count	194	49	8	4	9	20	284
	%	52.4%	38.3%	32.0%	23.5%	45.0%	47.6%	47.2%
4 Agree	Count	94	47	8	5	5	11	170
	%	25.4%	36.7%	32.0%	29.4%	25.0%	26.2%	28.2%
5 Strongly Agree	Count	43	26	7	8	3	6	93
	%	11.6%	20.3%	28.0%	47.1%	15.0%	14.3%	15.4%
Total	Count	370	128	25	17	20	42	602
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.35. Comfort and Safety related to Diversity (Q19E)

Q19E The university should increase lesbian, gay, bisexual, transgender, and/or queer representation.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	8	1	0	0	2	2	13
	%	2.2%	0.8%	0.0%	0.0%	10.0%	4.8%	2.2%
2 Disagree	Count	36	5	1	0	3	3	48
	%	9.7%	3.9%	3.8%	0.0%	15.0%	7.1%	7.9%
3 Neither Agree nor Disagree	Count	204	53	8	6	10	20	301
	%	55.0%	41.4%	30.8%	35.3%	50.0%	47.6%	49.8%
4 Agree	Count	73	44	9	5	2	11	144
	%	19.7%	34.4%	34.6%	29.4%	10.0%	26.2%	23.8%
5 Strongly Agree	Count	50	25	8	6	3	6	98
	%	13.5%	19.5%	30.8%	35.3%	15.0%	14.3%	16.2%
Total	Count	371	128	26	17	20	42	604
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.36. Comfort and Safety related to Diversity (Q19F)

Q19F The university should increase support for faculty, staff and students with disabilities			RACE					Total	
			1 White	2 Asian	3 Hispanic	4 African American	5 Other		6 Multi racial
1 Strongly Disagree	Count		2	0	0	0	0	1	3
	%		0.5%	0.0%	0.0%	0.0%	0.0%	2.4%	0.5%
2 Disagree	Count		18	0	0	0	1	1	20
	%		4.9%	0.0%	0.0%	0.0%	5.0%	2.4%	3.3%
3 Neither Agree nor Disagree	Count		154	37	9	3	9	11	223
	%		41.6%	29.1%	34.6%	17.6%	45.0%	26.2%	37.0%
4 Agree	Count		151	58	10	6	8	18	251
	%		40.8%	45.7%	38.5%	35.3%	40.0%	42.9%	41.7%
5 Strongly Agree	Count		45	32	7	8	2	11	105
	%		12.2%	25.2%	26.9%	47.1%	10.0%	26.2%	17.4%
Total	Count		370	127	26	17	20	42	602
	%		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.37. Comfort and Safety related to Diversity (Q19G)

Q19G I feel at ease with people of backgrounds different from my own.			RACE					Total	
			1 White	2 Asian	3 Hispanic	4 African American	5 Other		6 Multi racial
1 Strongly Disagree	Count		0	1	0	1	0	0	2
	%		0.0%	0.8%	0.0%	5.9%	0.0%	0.0%	0.3%
2 Disagree	Count		3	2	0	1	0	0	6
	%		0.8%	1.6%	0.0%	5.9%	0.0%	0.0%	1.0%
3 Neither Agree nor Disagree	Count		33	20	1	2	1	5	62
	%		8.9%	15.7%	3.8%	11.8%	5.0%	11.9%	10.3%
4 Agree	Count		191	69	10	7	7	23	307
	%		51.5%	54.3%	38.5%	41.2%	35.0%	54.8%	50.9%
5 Strongly Agree	Count		144	35	15	6	12	14	226
	%		38.8%	27.6%	57.7%	35.3%	60.0%	33.3%	37.5%
Total	Count		371	127	26	17	20	42	603
	%		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.38. Comfort and Safety related to Diversity (Q19H)

Q19H The university focuses too much attention on diversity-related issues.			RACE					Total	
			1 White	2 Asian	3 Hispanic	4 African American	5 Other		6 Multi racial
1 Strongly Disagree	Count		37	18	5	5	2	4	71
	%		10.0%	14.1%	19.2%	29.4%	10.0%	9.5%	11.8%
2 Disagree	Count		119	32	8	4	3	13	179
	%		32.1%	25.0%	30.8%	23.5%	15.0%	31.0%	29.6%
3 Neither Agree nor Disagree	Count		121	45	7	4	4	14	195
	%		32.6%	35.2%	26.9%	23.5%	20.0%	33.3%	32.3%
4 Agree	Count		72	26	5	3	9	8	123
	%		19.4%	20.3%	19.2%	17.6%	45.0%	19.0%	20.4%
5 Strongly Agree	Count		22	7	1	1	2	3	36
	%		5.9%	5.5%	3.8%	5.9%	10.0%	7.1%	6.0%
Total	Count		371	128	26	17	20	42	604
	%		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.39. Comfort and Safety related to Diversity (Q19I)

Q19I I am afraid to disagree with members of other groups for fear of being called prejudiced.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	52	23	5	5	2	4	91
	%	14.0%	18.0%	19.2%	29.4%	10.0%	9.5%	15.1%
2 Disagree	Count	130	42	10	2	8	20	212
	%	35.0%	32.8%	38.5%	11.8%	40.0%	47.6%	35.1%
3 Neither Agree nor Disagree	Count	76	28	4	3	1	8	120
	%	20.5%	21.9%	15.4%	17.6%	5.0%	19.0%	19.9%
4 Agree	Count	93	27	6	6	6	7	145
	%	25.1%	21.1%	23.1%	35.3%	30.0%	16.7%	24.0%
5 Strongly Agree	Count	20	8	1	1	3	3	36
	%	5.4%	6.3%	3.8%	5.9%	15.0%	7.1%	6.0%
Total	Count	371	128	26	17	20	42	604
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.40. Comfort and Safety related to Diversity (Q19J)

Q19J In the event that I witness or experience an act of discrimination, I know where to report the incident to campus authorities.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	19	8	0	1	2	3	33
	%	5.1%	6.3%	0.0%	5.9%	10.5%	7.1%	5.5%
2 Disagree	Count	111	24	6	1	2	16	160
	%	30.0%	18.8%	23.1%	5.9%	10.5%	38.1%	26.6%
3 Neither Agree nor Disagree	Count	59	30	8	5	5	4	111
	%	15.9%	23.4%	30.8%	29.4%	26.3%	9.5%	18.4%
4 Agree	Count	145	56	9	8	8	14	240
	%	39.2%	43.8%	34.6%	47.1%	42.1%	33.3%	39.9%
5 Strongly Agree	Count	36	10	3	2	2	5	58
	%	9.7%	7.8%	11.5%	11.8%	10.5%	11.9%	9.6%
Total	Count	370	128	26	17	19	42	602
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.41. Gender Based Violence and the University Environment (Q21A)

Q21A WSU Health Sciences does not tolerate sexual assault.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	1	1	0	0	0	0	2
	%	0.3%	0.8%	0.0%	0.0%	0.0%	0.0%	0.3%
2 Disagree	Count	2	4	0	0	1	0	7
	%	0.5%	3.1%	0.0%	0.0%	5.0%	0.0%	1.2%
3 Neither Agree nor Disagree	Count	42	18	1	3	3	5	72
	%	11.4%	14.1%	3.8%	16.7%	15.0%	11.9%	11.9%
4 Agree	Count	172	68	14	9	8	21	292
	%	46.6%	53.1%	53.8%	50.0%	40.0%	50.0%	48.4%
5 Strongly Agree	Count	152	37	11	6	8	16	230
	%	41.2%	28.9%	42.3%	33.3%	40.0%	38.1%	38.1%
Total	Count	369	128	26	18	20	42	603
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.42. Gender Based Violence and the University Environment (Q21B)

Q21B WSU Health Sciences takes training in sexual assault prevention seriously.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	3	2	0	0	1	0	6
	%	0.8%	1.6%	0.0%	0.0%	5.0%	0.0%	1.0%
2 Disagree	Count	19	8	4	3	1	4	39
	%	5.1%	6.3%	15.4%	16.7%	5.0%	9.5%	6.5%
3 Neither Agree nor Disagree	Count	123	31	9	6	5	12	186
	%	33.3%	24.2%	34.6%	33.3%	25.0%	28.6%	30.8%
4 Agree	Count	142	64	9	7	8	18	248
	%	38.5%	50.0%	34.6%	38.9%	40.0%	42.9%	41.1%
5 Strongly Agree	Count	82	23	4	2	5	8	124
	%	22.2%	18.0%	15.4%	11.1%	25.0%	19.0%	20.6%
Total	Count	369	128	26	18	20	42	603
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.43. Gender Based Violence and the University Environment (Q21C)

Q21C WSU Health Sciences is doing a good job educating students about sexual harassment.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	9	3	1	1	0	0	14
	%	2.4%	2.3%	3.8%	5.6%	0.0%	0.0%	2.3%
2 Disagree	Count	62	20	5	4	1	11	103
	%	16.8%	15.6%	19.2%	22.2%	5.0%	26.2%	17.1%
3 Neither Agree nor Disagree	Count	137	32	10	6	6	15	206
	%	37.0%	25.0%	38.5%	33.3%	30.0%	35.7%	34.1%
4 Agree	Count	113	56	9	5	11	10	204
	%	30.5%	43.8%	34.6%	27.8%	55.0%	23.8%	33.8%
5 Strongly Agree	Count	49	17	1	2	2	6	77
	%	13.2%	13.3%	3.8%	11.1%	10.0%	14.3%	12.7%
Total	Count	370	128	26	18	20	42	604
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.44. Gender Based Violence and the University Environment (Q21D)

Q21D WSU Health Sciences is doing a good job trying to prevent sexual assault from happening.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	6	2	0	0	0	0	8
	%	1.6%	1.6%	0.0%	0.0%	0.0%	0.0%	1.3%
2 Disagree	Count	22	9	1	2	3	2	39
	%	6.0%	7.0%	3.8%	11.1%	15.0%	4.8%	6.5%
3 Neither Agree nor Disagree	Count	137	43	15	6	6	17	224
	%	37.2%	33.6%	57.7%	33.3%	30.0%	40.5%	37.2%
4 Agree	Count	149	57	8	7	8	15	244
	%	40.5%	44.5%	30.8%	38.9%	40.0%	35.7%	40.5%
5 Strongly Agree	Count	54	17	2	3	3	8	87
	%	14.7%	13.3%	7.7%	16.7%	15.0%	19.0%	14.5%
Total	Count	368	128	26	18	20	42	602
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.45. Gender Based Violence and the University Environment (Q21E)

Q21E WSU Health Sciences is doing a good job providing needed services to victims of sexual assault.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	5	1	0	0	1	0	7
	%	1.4%	0.8%	0.0%	0.0%	5.0%	0.0%	1.2%
2 Disagree	Count	17	7	2	2	1	3	32
	%	4.6%	5.5%	7.7%	11.1%	5.0%	7.1%	5.3%
3 Neither Agree nor Disagree	Count	182	53	15	7	8	22	287
	%	49.2%	41.7%	57.7%	38.9%	40.0%	52.4%	47.6%
4 Agree	Count	112	51	6	6	7	14	196
	%	30.3%	40.2%	23.1%	33.3%	35.0%	33.3%	32.5%
5 Strongly Agree	Count	54	15	3	3	3	3	81
	%	14.6%	11.8%	11.5%	16.7%	15.0%	7.1%	13.4%
Total	Count	370	127	26	18	20	42	603
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.46. Gender Based Violence and the University Environment (Q21F)

Q21F WSU Health Sciences is doing a good job investigating incidents of sexual assaults		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	4	1	0	0	1	0	6
	%	1.1%	0.8%	0.0%	0.0%	5.0%	0.0%	1.0%
2 Disagree	Count	9	6	0	1	0	0	16
	%	2.4%	4.8%	0.0%	5.6%	0.0%	0.0%	2.7%
3 Neither Agree nor Disagree	Count	223	65	20	9	12	30	359
	%	60.6%	51.6%	76.9%	50.0%	60.0%	71.4%	59.8%
4 Agree	Count	90	41	4	7	5	9	156
	%	24.5%	32.5%	15.4%	38.9%	25.0%	21.4%	26.0%
5 Strongly Agree	Count	42	13	2	1	2	3	63
	%	11.4%	10.3%	7.7%	5.6%	10.0%	7.1%	10.5%
Total	Count	368	126	26	18	20	42	600
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.47. Gender Based Violence and the University Environment (Q21G)

Q21G WSU Health Sciences is doing a good job holding people accountable for committing sexual assault		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	5	2	0	0	1	0	8
	%	1.4%	1.6%	0.0%	0.0%	5.0%	0.0%	1.3%
2 Disagree	Count	10	4	0	1	0	1	16
	%	2.7%	3.2%	0.0%	5.6%	0.0%	2.4%	2.7%
3 Neither Agree nor Disagree	Count	225	64	20	9	10	27	355
	%	61.3%	50.8%	76.9%	50.0%	50.0%	64.3%	59.3%
4 Agree	Count	82	44	4	6	7	11	154
	%	22.3%	34.9%	15.4%	33.3%	35.0%	26.2%	25.7%
5 Strongly Agree	Count	45	12	2	2	2	3	66
	%	12.3%	9.5%	7.7%	11.1%	10.0%	7.1%	11.0%
Total	Count	367	126	26	18	20	42	599
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.48. Gender Based Violence and the University Environment (Q21H)

Q21H I believe there is a clear sense of appropriate behavior among faculty at WSU Health Sciences		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	6	2	0	0	1	0	9
	%	1.6%	1.6%	0.0%	0.0%	5.0%	0.0%	1.5%
2 Disagree	Count	9	1	1	2	0	0	13
	%	2.4%	0.8%	3.8%	11.1%	0.0%	0.0%	2.2%
3 Neither Agree nor Disagree	Count	45	25	2	5	2	6	85
	%	12.2%	19.5%	7.7%	27.8%	10.0%	14.3%	14.1%
4 Agree	Count	195	68	12	8	12	24	319
	%	52.8%	53.1%	46.2%	44.4%	60.0%	57.1%	52.9%
5 Strongly Agree	Count	114	32	11	3	5	12	177
	%	30.9%	25.0%	42.3%	16.7%	25.0%	28.6%	29.4%
Total	Count	369	128	26	18	20	42	603
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.49. Gender Based Violence and the University Environment (Q21I)

Q21I I believe there is a clear sense of appropriate behavior among staff at WSU Health Sciences		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	2	2	0	0	1	0	5
	%	0.5%	1.6%	0.0%	0.0%	5.0%	0.0%	0.8%
2 Disagree	Count	2	2	0	2	0	0	6
	%	0.5%	1.6%	0.0%	11.1%	0.0%	0.0%	1.0%
3 Neither Agree nor Disagree	Count	45	22	1	4	2	5	79
	%	12.2%	17.3%	3.8%	22.2%	10.0%	11.9%	13.1%
4 Agree	Count	202	68	16	10	9	25	330
	%	54.9%	53.5%	61.5%	55.6%	45.0%	59.5%	54.9%
5 Strongly Agree	Count	117	33	9	2	8	12	181
	%	31.8%	26.0%	34.6%	11.1%	40.0%	28.6%	30.1%
Total	Count	368	127	26	18	20	42	601
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.50. Gender Based Violence and the University Environment (Q21J)

Q21J I believe there is a clear sense of appropriate behavior among student at WSU Health Sciences		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Strongly Disagree	Count	6	2	0	0	0	0	8
	%	1.6%	1.6%	0.0%	0.0%	0.0%	0.0%	1.3%
2 Disagree	Count	6	3	0	2	0	1	12
	%	1.6%	2.4%	0.0%	11.1%	0.0%	2.4%	2.0%
3 Neither Agree nor Disagree	Count	47	24	2	4	3	5	85
	%	12.8%	18.9%	7.7%	22.2%	15.0%	11.9%	14.1%
4 Agree	Count	205	68	14	9	9	25	330
	%	55.7%	53.5%	53.8%	50.0%	45.0%	59.5%	54.9%
5 Strongly Agree	Count	104	30	10	3	8	11	166
	%	28.3%	23.6%	38.5%	16.7%	40.0%	26.2%	27.6%
Total	Count	368	127	26	18	20	42	601
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.51. Experiences with Discrimination at WSU Health Sciences (Q31)

Q31 I have been impacted negatively at WSU Health Sciences because of my race/ethnicity, gender expression/identity, sexual orientation, religion, age, disability status, gender, mental illness or other identity attribute.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1	Count	26	8	1	5	4	2	46
Yes	%	7.0%	6.3%	3.8%	29.4%	20.0%	4.8%	7.6%
2	Count	345	120	25	12	16	40	558
No	%	93.0%	93.8%	96.2%	70.6%	80.0%	95.2%	92.4%
Total	Count	371	128	26	17	20	42	604
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.52. Experiences with Discrimination at WSU Health Sciences (Q32)

Q32 In the past year, I have been threatened or experienced discriminatory acts at WSU Health Sciences.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1	Count	9	3	0	0	3	1	16
Yes	%	2.4%	2.4%	0.0%	0.0%	15.0%	2.4%	2.7%
2	Count	362	124	26	16	17	41	586
No	%	97.6%	97.6%	100.0%	100.0%	85.0%	97.6%	97.3%
Total	Count	371	127	26	16	20	42	602
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.53. Experiences with Discrimination at WSU Health Sciences (Q33)

Q33 In the past year, I have witnessed an act or acts of discrimination against others at WSU Health Sciences.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1	Count	29	11	3	2	1	4	50
Yes	%	7.8%	8.7%	12.0%	12.5%	5.0%	9.5%	8.3%
2	Count	342	116	22	14	19	38	551
No	%	92.2%	91.3%	88.0%	87.5%	95.0%	90.5%	91.7%
Total	Count	371	127	25	16	20	42	601
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.54. Experiences with Discrimination at WSU Health Sciences (Q34)

Q34 In the past year, I have experienced an act or acts of bias (that did NOT rise to the level of discrimination or crime) at WSU Health Sciences.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Yes	Count	42	17	2	4	4	4	73
	%	11.4%	13.3%	8.0%	23.5%	20.0%	9.5%	12.1%
2 No	Count	328	111	23	13	16	38	529
	%	88.6%	86.7%	92.0%	76.5%	80.0%	90.5%	87.9%
Total	Count	370	128	25	17	20	42	602
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A3.55. Experiences with Discrimination at WSU Health Sciences (Q35)

Q35 In the past year, I have witnessed an act or acts of bias (that did NOT rise to the level of discrimination or crime) against others at WSU Health Sciences.		RACE						Total
		1 White	2 Asian	3 Hispanic	4 African American	5 Other	6 Multi racial	
1 Yes	Count	28	15	2	4	4	5	58
	%	7.6%	11.8%	7.7%	23.5%	20.0%	11.9%	9.7%
2 No	Count	339	112	24	13	16	37	541
	%	92.4%	88.2%	92.3%	76.5%	80.0%	88.1%	90.3%
Total	Count	367	127	26	17	20	42	599
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Report and statistical analysis prepared by:

Rose Krebill-Prather, PhD
Assistant Director
Social & Economic Sciences Research Center
Washington State University
PO Box 644014, Wilson-Short Hall # 133
Pullman, WA 99164-4014
Phone: 509-335-6202
Email:krebill@wsu.edu

Kristen R. Petersen, MS
Project Manager
Social & Economic Sciences Research Center
Washington State University
PO Box 644014, Wilson-Short Hall # 133
Pullman, WA 99164-4014
Phone: 509-335-1724
Email:krebill@wsu.edu

This page blank for double-sided printing.



World Class. Face to Face.

Social & Economic Sciences Research Center
Washington State University

P.O. Box 644014
Pullman, Washington 99164-4014
Telephone: (509) 335-1511 Fax: (509) 335-0116

<http://www.sesrc.wsu.edu>

sesrc@wsu.edu
