



WOMEN FACULTY

Findings from the 2010-2011 HERI Faculty Survey: DIVERSITY CLIMATE REPORT

Prepared by:

Equal Opportunity Office
and
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Summary of Statistically Significant Findings by Gender from the 2010-2011 HERI Faculty Survey: Diversity Climate Report

Have you been sexually harassed at this institution?

15.7% of women faculty reported having been sexually harassed at Western, compared to 1.4% of their men counterparts.

Subtle discrimination (e.g., prejudice, racism, sexism) has been a source of stress for you during the last two years.

41.2% of women faculty reported that subtle discrimination has been either an extensive source or somewhat of a source of stress during the last two years, compared to 14.7% of men faculty who reported this.

Colleges should prohibit racist/sexist speech on campus.

69.9% of women faculty agreed somewhat or strongly that colleges should prohibit racist and sexist speech on campus, compared to 47.4% of their men counterparts.

Indicate the extent to which you agree or disagree with the following: Women faculty are treated fairly here.

17.6% of women faculty disagreed somewhat or strongly with this statement, compared with 7.2% of their men counterparts.

Indicate the extent to which you agree or disagree with the following: Faculty of color are treated fairly here.

14.6% of women faculty disagreed somewhat or strongly with this statement, compared with 7.2% of their men counterparts.

Indicate how important you believe it is to Western to promote gender equity among the faculty.

62.3% of women faculty believed this is a medium or low priority for Western. In comparison, 45.6% of men faculty believed gender equity is a medium or low priority for the institution.

Indicate the importance to you personally of helping to promote racial understanding.

82.7% of women faculty say this is essential or very important, compared with 69.1% of their male counterparts. Notably, 51.2% of women identified helping to promote racial understanding as essential, compared to 35.3% of men faculty.

Promoting diversity leads to the admission of too many underprepared students.

Over half (52%) of women faculty disagreed strongly, compared with 36.8% of their men counterparts.

A racially/ethnically diverse student body enhances the educational experience of all students.

72.8% of women faculty agreed strongly with this statement, compared to 52.2% of their male counterparts. Only 0.8% of women faculty disagreed strongly or somewhat with this statement, compared with 5% of men faculty.

Indicate the importance to you of the following education goal for undergraduate students: Enhance student knowledge of and appreciation for other racial /ethnic groups.

83.3% of women faculty identified this as very important or essential to them, compared with 65.4% of men faculty who identified this as very important or essential.

Indicate the importance to you of the following education goal for undergraduate students: Teach students tolerance and respect for different beliefs.

88.1% of women faculty said this educational goal was very important or essential, compared to 78.2% of men faculty.

Indicate the importance to you of the following education goal for undergraduate students: Encourage students to become agents of social change.

65.1% of women faculty believed this is very important or essential, compared with 51% of their men counterparts.

During the past two years, have you conducted research or writing focused on women and gender issues.

In the past two years, 37% of women faculty had conducted such research or writing, compared to 14% of men faculty.

Indicate the extent to which you agree or disagree with the following: Racial and ethnic diversity should be more strongly reflected in the curriculum.

67.7% of women faculty agreed somewhat or strongly with this statement, compared to 60.9% of their men counterparts.

Importance of hiring more women faculty.

The following is particularly noteworthy even though the difference between women's and men's responses to these questions were not statistically significant: Regardless of identity group, at least 70% of all respondents agreed or strongly agreed that Western should hire more women faculty. At the same time, at least 67% of all respondents believed that Western considered increasing the representation of women in the faculty and administration as a medium or low priority.

Statistically Significant Findings by Gender from the 2010-2011 HERI Faculty Survey: Diversity Climate Report

Have you been sexually harassed at this institution?

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Sexually harassed	11.1%	7.4%	23.3%	6.4%	15.7%	1.4%

Subtle discrimination (e.g., prejudice, racism, sexism) has been a source of stress for you during the last two years.

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Not at all	54.5%	77.3%	39.1%	77.5%	58.9%	85.4%
Somewhat	27.3%	14.6%	39.1%	14.7%	26.2%	9.8%
Extensive	18.2%	8.1%	21.7%	7.8%	15.0%	4.9%

Colleges should prohibit racist/sexist speech on campus.

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Disagree strongly	8.6%	13.1%	14.3%	13.0%	8.9%	16.8%
Disagree somewhat	22.9%	29.9%	32.1%	28.3%	21.1%	35.8%
Agree somewhat	20.0%	22.9%	25.0%	23.0%	24.4%	21.9%
Agree strongly	48.6%	34.1%	28.6%	35.7%	45.5%	25.5%

Indicate the extent to which you agree or disagree with the following: Women faculty are treated fairly here.

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Disagree strongly	5.7%	1.4%	0.0%	2.2%	4.0%	0.0%
Disagree somewhat	2.9%	9.8%	16.7%	8.3%	13.6%	5.1%
Agree somewhat	65.7%	43.3%	60.0%	43.9%	46.4%	46.4%
Agree strongly	25.7%	45.6%	23.3%	45.7%	36.0%	48.6%

Indicate the extent to which you agree or disagree with the following: Faculty of color are treated fairly here.

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Disagree strongly	5.7%	0.5%	0.0%	1.3%	2.4%	0.0%
Disagree somewhat	11.4%	8.9%	23.3%	7.9%	12.2%	7.2%
Agree somewhat	57.1%	49.1%	60.0%	48.0%	51.2%	48.6%
Agree strongly	25.7%	41.6%	16.7%	42.8%	34.1%	44.2%

Indicate how important you believe it is to Western to promote gender equity among the faculty.

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Low priority	5.7%	8.9%	20.0%	7.9%	14.5%	4.4%
Medium priority	51.4%	43.2%	40.0%	43.9%	46.8%	41.2%
High priority	34.3%	38.0%	30.0%	38.6%	30.6%	43.4%
Highest priority	8.6%	9.9%	10.0%	9.6%	8.1%	11.0%

Indicate the importance to you personally of helping to promote racial understanding.

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Not important	0.0%	4.6%	0.0%	4.3%	1.6%	5.8%
Somewhat important	22.2%	21.2%	10.0%	21.5%	15.7%	25.2%
Very important	30.6%	32.7%	26.7%	33.9%	31.5%	33.8%
Essential	47.2%	41.5%	63.3%	40.3%	51.2%	35.3%

Promoting diversity leads to the admission of too many underprepared students.

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Disagree strongly	36.1%	43.9%	56.7%	42.1%	52.0%	36.8%
Disagree somewhat	44.4%	42.9%	30.0%	43.9%	39.2%	44.9%
Agree somewhat	13.9%	12.7%	10.0%	13.2%	8.0%	16.9%
Agree strongly	5.6%	0.5%	3.3%	0.9%	0.8%	1.5%

A racially/ethnically diverse student body enhances the educational experience of all students.

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Disagree strongly	0.0%	0.5%	0.0%	0.4%	0.0%	0.7%
Disagree somewhat	2.8%	2.3%	3.3%	2.6%	0.8%	4.3%
Agree somewhat	33.3%	36.7%	26.7%	35.9%	26.4%	42.8%
Agree strongly	63.9%	60.5%	70.0%	61.0%	72.8%	52.2%

Indicate the importance to you of the following education goal for undergraduate students: Enhance student knowledge of and appreciation for other racial /ethnic groups.

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Not important	2.8%	5.5%	0.0%	5.6%	2.4%	7.2%
Somewhat important	16.7%	22.1%	13.3%	21.9%	14.3%	27.3%
Very important	30.6%	33.2%	43.3%	33.0%	37.3%	30.9%
Essential	50.0%	39.2%	43.3%	39.5%	46.0%	34.5%

Indicate the importance to you of the following education goal for undergraduate students: Teach students tolerance and respect for different beliefs.

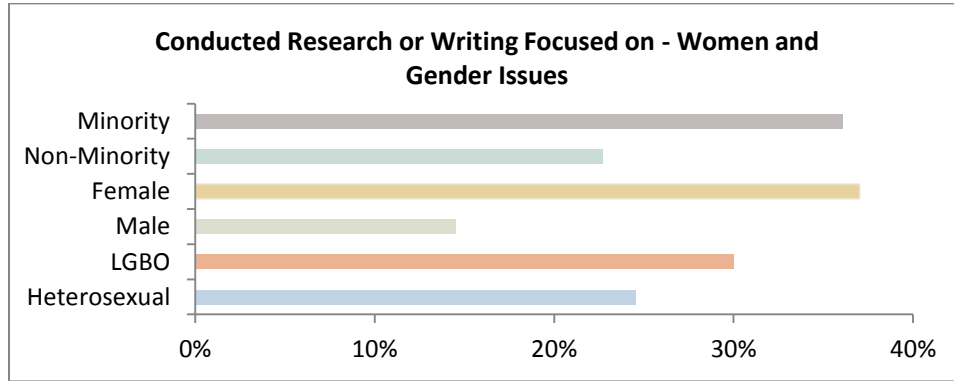
	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Not important	2.8%	3.2%	0.0%	3.4%	1.6%	4.3%
Somewhat important	16.7%	13.9%	17.2%	13.7%	10.3%	17.4%
Very important	27.8%	33.8%	20.7%	34.3%	26.2%	39.1%
Essential	52.8%	49.1%	62.1%	48.5%	61.9%	39.1%

Indicate the importance to you of the following education goal for undergraduate students: Encourage students to become agents of social change.

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Not important	11.1%	11.1%	13.3%	10.7%	9.5%	12.2%
Somewhat important	25.0%	33.2%	16.7%	33.0%	25.4%	36.7%
Very important	25.0%	29.5%	20.0%	30.0%	30.2%	27.3%
Essential	38.9%	26.3%	50.0%	26.2%	34.9%	23.7%

During the past two years, have you conducted research or writing focused on women and gender issues?

In the past two years, 37% of female faculty had conducted research or writing focused on women and gender issues, compared to 14% of male faculty.



Indicate the extent to which you agree or disagree with the following: Racial and ethnic diversity should be more strongly reflected in the curriculum.

	Race		Sexual Orientation		Gender	
	Faculty of Color	Non-Minority	LGBO	Heterosexual	Female	Male
Disagree strongly	11.4%	6.6%	3.4%	7.5%	4.0%	6.6%
Disagree somewhat	17.1%	32.5%	17.2%	32.5%	28.2%	32.5%
Agree somewhat	40.0%	43.4%	51.7%	41.2%	42.7%	43.4%
Agree strongly	31.4%	17.5%	27.6%	18.9%	25.0%	17.5%