EVANS SCHOOL
EQUITY AND INCLUSION SURVEY
SPRING 2017

EXECUTIVE SUMMARY AND FULL REPORT
SPRING 2017 EVANS SCHOOL
EQUITY AND INCLUSION SURVEY
EXECUTIVE SUMMARY

The 2016-2017 Evans School Diversity Committee conducted a school-wide, online, anonymous survey about equity and inclusion. The two goals of the survey were:

1) To collect data to inform our efforts on equity and inclusion moving forward; and
2) To continue tracking metrics to evaluate the success of those efforts.

The committee endeavored to make the survey anonymous and carefully safeguarded the resulting data. We nonetheless acknowledge and appreciate the difficulty that respondents may have felt disclosing personal information and opinions in our small community. For more information on our methods, please see Appendix 1 in the Full Report.

Below we summarize the key findings from the survey. For more information, including response tabulations, please see the Full Report.

DEMOGRAPHICS

- Overall, 60% of Evans School community members responded to the survey.
- The demographics of the survey respondents were generally representative of the community, although staff and faculty were slightly over represented, as were domestic student respondents.
- The respondents were majority white, female, and U.S. born. However, 21% identified as first generation college goers, 25% as non-white, 33% as male, and 9% of students as international.

SCHOOL CLIMATE

- Overall, the climate at the Evans School was described in positive terms, with 85% describing the school as friendly, 84% as respectful, 81% as caring, and 64% as inclusive. However, 5% described the Evans School as hostile, 5% as disrespectful, 6% as indifferent, and 12% described it as not inclusive. Each of these statistics reflect an improvement from the previous year.
- Most, but not all, respondents called the school climate LGBTQ-friendly (81%), anti-sexist (75%), anti-racist (68%), accommodating to those with disabilities (60%), and accepting of religious beliefs (59%). Those who identified as racial or religious minorities were more likely to describe the school as racist or unaccepting of religious beliefs, respectively.
- Most respondents (57%) described the school as politically biased. This is unchanged from the previous year.
• Diversity is a strongly held value at the Evans School. Although opinions still vary, a growing proportion of the community believes the school prioritizes and effectively promotes equity and inclusion.

• There are notable differences in views about how supportive the school is of various groups based on the respondents’ gender, sexual orientation, and race/ethnicity. For example, only 54% of racial/ethnic minority respondents agreed that the school is supportive of minority racial/ethnic groups, compared to 80% of all other respondents. Nonetheless, this is an improvement over last year’s results when 39% of racial/ethnic minority respondents agreed.

• The percentage of respondents who observed or experienced prejudice or discrimination declined between 2016 and 2017. Observed or experienced prejudice most frequently related to political ideology, sex/gender, and race/ethnicity.

SETTING PRIORITIES FOR EQUITY & INCLUSION ACTIVITIES

• There is strong support for the school to pursue a wide range of activities in its approach to addressing race, equity, differences, and inclusion at the school but the strength of support for each of these activities varies among faculty, staff, and students.

• Among the activities unrelated to curriculum, skill-building workshops (83%), guest speakers (76%), and opportunities for informal conversations (75%) were most frequently supported.

• Faculty opinions vary more than student opinions on whether there should be an increased focus on equity in research, service, and communication about school policies. There is increasing agreement that there should be a greater focus on equity in the curriculum.
The 2016-2017 Evans School Diversity Committee conducted a school-wide, online, anonymous survey about equity and inclusion. The two goals of the survey were:

1) To collect data to inform our efforts on equity and inclusion moving forward; and
2) To continue tracking metrics to evaluate the success of those efforts.

The committee endeavored to make the survey anonymous and carefully safeguarded the resulting data. We nonetheless acknowledge and appreciate the difficulty that respondents may have felt disclosing personal information and opinions in our small community. For more information on our methods, please see Appendix 1.

Overall, 60% of Evans School community members responded to the survey. The response rates by staff, faculty, and students were 85%, 82%, and 55%, respectively. The total number of responses was 289. The demographic characteristics of the respondents were generally representative of the community, although staff and faculty were slightly over represented (12% and 11% vs 9% and 8%, respectively), as were domestic student respondents (91% vs 86%). Most results presented in this report are for the full sample of respondents. In some cases, we report responses by sub-groups of interest, including students versus faculty versus staff and specific demographic groups. We omit exact counts or percentages when sub-group analyses produce fewer than 10 respondents within a category, which is consistent with UW's practices for protecting respondents’ anonymity.

The survey covered three broad categories: demographics, perspectives on school climate, and preferred approaches to making the school more equitable and inclusive. Below we summarize the key findings in each area.

DEMOGRAPHICS
This survey continues to be the only survey to collect self-reported demographic characteristics from the entire Evans School community on gender, race/ethnicity, first generation status, and student residency. Figure 1 shows a summary of the results for those who answered each demographic question. A majority of survey respondents were female (60%) and a majority were white (67%). Among students, the vast majority (91%) of respondents were from the United States. Notably, 21% of respondents identified as first generation college goers, 25% as non-white, 33% as male, and 9% of students as international. For context, it is also worth noting the non-response rate for some of the questions related to demographics. Among those who responded to the survey's demographic questions, 4% did not respond to the question about race/ethnicity, 3% did not respond to the question about gender, and 4% did not respond to the question about
first generation status. These demographic distributions are almost identical to those of respondents to last year’s equity and inclusion survey.¹

While the survey did not ask about other demographic characteristics, it did ask whether “you consider yourself to be a minority as compared to your Evans peers” and then listed many characteristics. As Figure 2 shows below, 64% of the respondents saw themselves as a minority along some dimension. This is slightly less than the percentage of respondents who indicated the same thing last year (67%). The three most frequently selected characteristics this year were gender (24%), race/ethnicity (20%), and socioeconomic status (17%). Last year, age (22%), socioeconomic status (20%), and religion (15%) were most frequently selected but gender and race/ethnicity were not options in 2016.² These are subjective assessments of minority status and do not necessarily capture current or past under-representation. Nonetheless, they highlight the multi-dimensionality of diversity and inclusion.

¹ The only demographic differences greater than 1% between 2017 and 2016 were international student respondents (9% in 2017 vs. 7% in 2016) and African American respondents (4% in 2017 vs. 2% in 2016).
² In response to feedback from survey respondents in 2016, gender, race/ethnicity, and first generation status were added to the list of options from which respondents could choose.
SCHOOL CLIMATE

Overall, the climate at the Evans School was described in more positive terms this year than last year, but some concerns remain.

Respondents were given pairs of words that could be used to describe the school’s overall climate and were asked to rate the Evans School on a continuum between those pairs. For instance, on a scale of 1 to 5 is the Evans School friendly (1) or hostile (5).³ Figure 3 presents the results from these paired items. Taking the percentage who selected 1 or 2, the majority of respondents say the school is friendly (85%), respectful (84%), caring (81%), and inclusive (64%). It is also important to note, however, that some respondents experience the Evans School as hostile (5%), disrespectful (4%), indifferent (6%), or not inclusive (12%). Nonetheless, the percentage of respondents who view the school’s overall climate favorably this year was notably higher than last year. For example, in 2016, 78% indicated the school was friendly and 74% indicated the school was respectful.

Similar questions were asked about specific dimensions of the climate important to fostering an equitable and inclusive environment for all students, staff, and faculty. For instance, on a scale of 1 to 5 is the Evans School climate anti-racist (1) or racist (5)? Here, the results are slightly more mixed but still favorable overall. A majority of respondents describe our climate as LGBTQ-friendly (81%), anti-sexist (75%), anti-racist (68%), accommodating to those with disabilities (60%), and accepting of religious beliefs (59%). However, a notable minority describe the climate as racist (14%), sexist (11%), and unaccommodating to those with disabilities (11%). In addition, 12% of respondents described the climate as unaccepting of religious beliefs and 30% selected “3” on this topic indicating the climate was somewhere between accepting and unaccepting of religious beliefs. More than half (57%) view our climate as politically biased, and another 25% selected “3” indicating the climate was somewhat but not entirely politically biased.

³ This year the score of 1 was assigned to generally more positive descriptors and the score of 5 was assigned to generally more negative descriptors. This is the default setting within the survey platform we used and conforms to survey best practices. Last year, the scale was reversed.
This overall pattern mirrors the pattern of perspectives shared in last year’s survey although almost every aspect of the climate covered by the survey received higher favorable scores this year than last year and most aspects received lower unfavorable scores.

### Table 1. Percentage of respondents who rated the school’s climate favorably*

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendly</td>
<td>78%</td>
<td>85%</td>
</tr>
<tr>
<td>Respectful</td>
<td>74%</td>
<td>84%</td>
</tr>
<tr>
<td>Caring</td>
<td>62%</td>
<td>81%</td>
</tr>
<tr>
<td>LGBTQ-Friendly</td>
<td>80%</td>
<td>81%</td>
</tr>
<tr>
<td>Anti-Sexist</td>
<td>64%</td>
<td>75%</td>
</tr>
<tr>
<td>Anti-Racist</td>
<td>59%</td>
<td>68%</td>
</tr>
<tr>
<td>Accommodating to those with disabilities</td>
<td>55%</td>
<td>60%</td>
</tr>
<tr>
<td>Accepting of religious beliefs</td>
<td>48%</td>
<td>59%</td>
</tr>
<tr>
<td>Politically Unbiased</td>
<td>18%</td>
<td>18%</td>
</tr>
</tbody>
</table>

*The inclusive/not inclusive set of polar options is omitted from this table because it replaced an ambiguously-phrased question from last year about competitiveness that is not reasonably comparable.

Student, faculty and staff perspectives were relatively aligned in these assessments of school climate, although students were more likely than faculty and staff to view the school’s climate unfavorably and this was consistent across all categories.
When the responses to these climate questions were examined by selected demographic characteristics, some differences of perspective and experience emerged. Overall, being part of certain demographic groups increased the likelihood of describing related dimensions of the Evans School climate unfavorably. For example, underrepresented racial minorities were twice as likely as other racial/ethnic groups to say the school was racist (22% vs 11%). This discrepancy in perspective is slightly larger than it was last year when 20% of under-represented minorities and 14% of other racial/ethnic groups said the school's climate was racist. Similarly, among respondents who said they were a minority based on their religion, 16% said the school was unaccepting of religious beliefs, compared to 14% among other respondents. Respondents who said they were a minority based on their gender or their sexual orientation were also slightly (3% and 4%) more likely to indicate that the school was sexist or homophobic respectively.

The Evans School community continues strongly to value diversity.

As Figure 4 shows, the majority of Evans School staff, faculty, and students strongly agree that diversity is good for the school (86%), that it should be actively promoted at the school (81%), and that it is a priority for them individually (70%). Another 10%, 12%, and 25% of respondents moderately agree with these statements, respectively. Student, faculty and staff perspectives were relatively aligned on these questions, although students and staff were slightly more likely to agree with each of these statements than faculty; the opposite was true last year when faculty were more likely to agree with these statements. The difference seems to have been an increase in the percentage of students and staff agreeing with these statements rather than any decline in the percentage of faculty who agree with the statements. Overall, the percentage of all respondents agreeing with each of these statements was greater this year than last.

![Figure 4: Valuing Diversity](image)

A growing proportion of the community believes the school prioritizes and effectively promotes equity and inclusion, but opinions still vary.

Last, year, when asked whether diversity was a priority for the school and whether the school supports an inclusive culture, respondents provided mixed opinions: More than half (59%) moderately or strongly agreed with these statements, but 23-24% disagree (Figure 5). This year, 79% moderately or strongly agreed that diversity is a priority at the Evans School and 71% agreed that the Evans School supports an inclusive culture. Still, 9%-14% disagreed.
Student responses continued to show more variability than faculty and staff responses. A large majority of faculty and staff moderately or strongly agreed that diversity is a priority at the school (91%) and that the school supports an inclusive culture (81%), roughly the same share as last year. Student perspectives, while more variable than faculty and staff perspectives, improved from 53% moderately or strongly agreeing with both these statements in 2016 to now 76% agreeing that diversity is a priority at the school and 68% agreeing that the school supports an inclusive culture.

When asked whether the school is supportive of specific groups, 88% of respondents said they feel the school is supportive of “all students, staff, and faculty;” 84% said they feel the school is supportive of women; and 77% said they feel the school is supportive of LGBTQ students, staff, and faculty (Figure 6). Student, faculty and staff opinions were relatively aligned on these questions, although faculty and staff were more likely to strongly agree and very few disagreed at all.

Among female respondents, 82% moderately or strongly agreed that the school is supportive of women, compared to 86% of all other respondents. Sixty-three percent of respondents who identified as a minority with regard to sexual orientation agreed that the school is supportive of its LGBTQ community, compared to 79% of other respondents. Opinions were mixed with regard to whether the school is supportive of racial and ethnic minorities. Seventy-five percent of all respondents said they strongly or moderately agree and 14% said they strongly or moderately disagree. Among those who identified as a racial or ethnic minority, 54% agreed that the school is supportive of them and 28% disagreed,
whereas among all other respondents 80% agreed that the school is supportive of racial and ethnic minorities and 10% disagreed.

The overall pattern described above mirrors the pattern of perspectives shared in last year’s survey with, in most but not all cases, a greater percentage of respondents this year than last year agreeing that the Evans School is supportive of the specified demographic groups.

Table 2. Percentage of respondents who agreed the school is supportive of the groups specified in the survey*

<table>
<thead>
<tr>
<th>Group</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students, faculty, and staff</td>
<td>76%</td>
<td>88%</td>
</tr>
<tr>
<td>Women (all responses)</td>
<td>72%</td>
<td>84%</td>
</tr>
<tr>
<td>Among female respondents</td>
<td>73%</td>
<td>84%</td>
</tr>
<tr>
<td>Among all other respondents</td>
<td>77%</td>
<td>86%</td>
</tr>
<tr>
<td>LGBT students, faculty, and staff (all responses)</td>
<td>70%</td>
<td>77%</td>
</tr>
<tr>
<td>Among minority based on sexual orientation</td>
<td>66%</td>
<td>63%</td>
</tr>
<tr>
<td>Among all other respondents</td>
<td>71%</td>
<td>79%</td>
</tr>
<tr>
<td>Racial and ethnic minorities (all responses)</td>
<td>55%</td>
<td>75%</td>
</tr>
<tr>
<td>Among racial and ethnic minorities</td>
<td>39%</td>
<td>54%</td>
</tr>
<tr>
<td>Among all other respondents</td>
<td>59%</td>
<td>80%</td>
</tr>
</tbody>
</table>

* Some groups are omitted from this comparison to protect respondent identities, especially where cross tabulations result in small N’s.

Survey responses suggest there continues to be room to improve how effective the Evans School is with regard to several diversity-related activities (Figure 7). Over half of respondents said the school is moderately effective or very effective at fostering shared responsibility for an inclusive school climate (58%); research on issues of diversity, equity, and inclusion (55%); and equipping students to engage diverse populations (52%). However, some respondents say the school is very ineffective or moderately ineffective in these and other areas: 26% said the school is not effective at fostering shared responsibility for an inclusive school climate, 33% said the school is not effective at equipping students to engage diverse populations, and 22% said the school is not effective at providing culturally competent student development services. When compared to last year’s survey results, this year’s responses to this question show improvement. Last year, a smaller percentage said that the school was effective at fostering shared responsibility for an inclusive school climate (45% vs 58% this year); at research on issues of diversity, equity, and inclusion (33% vs 55% this year); and at equipping students to engage diverse populations (38% vs 52% this year). The percentage of respondents who indicated that they believed the Evans School was not effective at retaining diverse students also changed substantially from 53% in 2016 to only 12% in 2017. 4 It is noteworthy that many

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4 As was mentioned in last year’s report, graduation data collected by the Evans School demonstrates that the school is fairly effective at retaining diverse students: the three-year average of degrees awarded to US minority students as a share of degrees awarded to all students at the Evans School (21.1%) was roughly equivalent to their share of total enrollment (21.8%) over the same period.
respondents said they had no opinion on how effective the Evans School is in these areas, roughly the same share of respondents as last year.

We continue to be moderately confident about our own abilities to promote equity & inclusion and less confident about the skills of others. As Figure 8 shows, 71% of respondents said they feel equipped to understand the needs and concerns of diverse populations (up from 60% in 2016), 69% of respondents said they feel equipped to contribute to conversations about diversity (the same as in 2016), and 60% said they feel equipped to facilitate inclusive workplace environments (down from 64% in 2016).

Far fewer respondents say that students (46%) and faculty (46%) are equipped to contribute to discussions of diversity, although both of these statistics are up from 2016 when only 40% said that students were equipped for such discussions and only 37% said
faculty were. This pattern was consistent among student, faculty and staff respondents, but students were more likely to disagree with each of the statements than faculty and staff.

**Instances of observed or experienced prejudice or discrimination occurred in and out of the classroom and most frequently related to political ideology, sex/gender, and race/ethnicity.**

Another set of questions within the survey focused on whether individuals had observed or personally experienced prejudice or discrimination within the Evans School in the past year based on several categories of identity. A majority of respondents (between 53% and 93%) had neither observed nor personally experienced prejudice or discrimination based on any of the specified categories (Figure 9). Respondents most frequently indicated they had observed prejudice or discrimination based on political ideology (39% - down from 44% in 2016) and race/ethnicity (26% - down from 34% in 2016). They most frequently indicated they had personally experienced prejudice or discrimination based on sex/gender (16% - down from 20% in 2016), race/ethnicity and age (both 10% and the same as 2016).

The most frequently cited contexts were interpersonal exchanges outside the classroom (70%) and interpersonal exchanges inside the classroom (61%). The majority of incidents occurred between or among students. Seventy-five percent of respondents said the prejudice they observed or experienced *inside* the classroom occurred between students; 59% said it occurred between students and faculty. Among cited experiences that occurred *outside* the classroom, 80% were between students; 18% were between students and faculty. This pattern is largely consistent with the pattern of responses from last year’s survey.6

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5 Percentage totals add up to more than 100% because respondents could select multiple response options in describing the kind of interactions they observed or experienced.

6 In 2016, we asked respondents to describe in an open-ended question the incidents of prejudice or discrimination they experienced or observed. That question was removed from the survey this year because the responses were duplicative of those provided in the open-ended question at the end of the survey.
SETTING PRIORITIES FOR EQUITY & INCLUSION ACTIVITIES

The survey asked whether the following activities should be pursued that address race, equity, differences, and inclusion at the Evans School:

- Informal and open-ended conversations
- Skill-building workshops
- Guest speakers
- Communication of policies and procedures
- Content in required courses
- In-class discussion in required courses
- Elective courses
- Research
- Service
- Other (option to write in a description of the activity)

There is strong support for the school to pursue each activity in its approach to addressing race, equity, and inclusion at the school but the strength of support for each activity varies among faculty, staff, and students.

Each of the proposed activities received support from a majority of respondents with the strongest support expressed for skill-building workshops/training (83%), in-class discussion in required courses (77%) and guest speakers (76%) (Figure 10). Between 8% and 23% of all respondents said that they “did not see an unmet need” for these kinds of activities.

Faculty opinions vary more than student opinions on whether an increased focus on equity in research, service, and communication about school policies is needed. Faculty and students increasingly agree that there should be a greater focus on equity in the curriculum.

There were notable differences among faculty, staff, and students with regard to whether they would like to see more of the specified activities. Faculty were much more likely than students to say there is no unmet need, especially with regard to research (46% among faculty vs 21% among students), service (39% vs 15%), and communication about school policies.
policies (36% vs 23%). Staff were generally more likely than faculty or students to say they have no opinion except with regard to skill-building workshops and guest speakers where they actually expressed more support for these than either faculty or students.

There were also differences between the responses of faculty and students on whether they would like to see more in-class discussions in required courses (68% among faculty vs 81% among student) or more content in required courses (71% vs 77%) to address race, equity, and inclusion. However, there was almost equal support among faculty and students (68% and 67% respectively) for more elective courses. The differences noted above are less than they were last year and there is generally more support for a greater focus on race, equity, differences, and inclusion in the school’s curricula.

**There is strong support for making the non-academic activities available to everyone at the school but especially to students.**

To help the school prioritize its resources, respondents who indicated they would like to see more skill-building workshops, opportunities for informal conversation, guest speakers, or communication about school policies were asked to select each group—students, faculty, and/or staff—for whom that activity should be made available. For each of these four activities, respondents expressed the strongest support for making them available to students with 88% of respondents supporting skill-building workshops for students, 79% supporting opportunities for informal conversations for students, 78% supporting guest speakers for students, and 64% supporting more communication for students about school policies (Figure 11).

![Figure 11. For Whom Should These Activities be Made Available? (N = 215 to 219)](image-url)
GENERAL COMMENTS ABOUT EQUITY AT THE EVANS SCHOOL

Eighty-two respondents offered comments in response to an open-ended question at the end of the survey. They echoed findings elsewhere in the survey and they highlighted the varied perspectives on equity and inclusiveness at the school. For instance, 64 respondents described wanting the Evans School to do more to promote diversity, equity, and inclusion. Fifteen respondents believed the Evans School is on the right track or doing the right things and 4 respondents expressed reservations about the Evans School doing more to address diversity. Some discussed diversity, equity, and inclusion broadly; while others highlighted particular types of diversity that they considered especially important. For example, 14 respondents were especially interested in having the Evans School do more to address race or ethnicity, and 14 wanted the school to be more inclusive of conservative and moderate political or religious beliefs.

Some respondents discussed specific potential future activities and foci at the Evans School, most frequently related to curriculum and school composition. Fifteen respondents wanted the Evans School to achieve more diverse student, faculty and staff populations and noted the effect this would have on the experience of all community members. Twenty-seven respondents supported curricular change to promote diversity, equity, and inclusion; no one explicitly expressed reservations about such changes but some implied the curriculum reflects liberal biases. Among respondents who supported curricular change, responses to this question revealed interest in a range of interventions. Respondents most frequently pointed to four areas: 1) requiring a core course that focuses on diversity and equity, 2) changes in course materials and content, 3) providing training to promote improvements in classroom discussion and faculty facilitation, and 4) more fundamental changes to curricular lenses and frameworks. A few respondents expressed a need for greater support for students with children/families. A small number of students, men and women, expressed frustration with sexism at the school.
APPENDIX 1. SURVEY AND DATA MANAGEMENT METHODS

During the 2015-2016 academic year, the Evans School Diversity Committee, at the request of Dean Archibald, made it a priority to create an equity and inclusion survey that could be used for multiple years and for the entire Evans School community (faculty, staff, and students). At the beginning of the 2016-2017 academic year, we learned that the university planned to initiate a centrally administered climate survey and all schools and colleges were asked to discontinue individual survey efforts related to race, equity and inclusion beginning in 2017-18. Nonetheless, the dean decided, with input from the diversity committee, to continue the school’s equity and inclusion survey for one more year to ensure the diversity committee’s efforts continue to be informed by the most current information possible.

Evans School Diversity Committee

This Evans School Diversity Committee is a special committee appointed by Dean Archibald with equal representation from students, faculty, and staff. Committee membership in 2016-2017, when this survey was fielded was:

- Marie Angeles, Staff
- Carrie Evans, Staff
- Michelle Gonzalez, Faculty
- Crystal Hall, Faculty
- Joaquin Herranz, Associate Dean, ex-officio
- Heather Hill, Faculty, Chair
- Kate Crossman, PhD student
- Joy Turner, MPA student
- Barry Wall, Staff
- Sarah Ward, MPA student

To make suggestions for improving the administration or the design of the survey in coming years contact Adam Sherman, Assistant Dean, at sherma2@uw.edu.

Implementation and Administration

The survey was collaboratively administered by the Diversity Committee and Adam Sherman over the three-week period between April 3 and April 24—earlier than the previous year to avoid the hectic end-of-year schedules of participants. The survey administrators monitored the participation rate daily and sent numerous reminder emails throughout the duration of the survey-fielding period. The survey administrators extended the deadline to complete the survey by one week to ensure a strong response rate among all students, faculty, and staff.
Survey Results and Analysis

Adam Sherman was also charged with developing a summary of data results, stripped of any identifying information, for initial review and analysis by Sandra Archibald, Heather Hill and himself. The above-mentioned individuals took shared responsibility for drafting a report on the results that were shared with the broader Evans School community. Student members of the diversity committee were also given the opportunity to review the summary data and provide feedback on the summary report before it was shared more broadly. Requests for additional analysis must be made through the Diversity Committee with review by the dean's assigned staff member but may only be pursued with approval of the dean.

The survey was distributed to all current faculty and staff as well as all current and graduating students from all academic programs. In total, 478 students, faculty, and staff received an invitation to participate and 289 individuals submitted responses. Based on survey responses, the final participation rates were:

**2016-17 Survey Participation Rates**

<table>
<thead>
<tr>
<th>Group</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>55%</td>
</tr>
<tr>
<td>Faculty</td>
<td>82%</td>
</tr>
<tr>
<td>Staff</td>
<td>87%</td>
</tr>
<tr>
<td>Total</td>
<td>60%</td>
</tr>
</tbody>
</table>

Some survey questions were only presented to some participants based on responses to previous questions, but the multiple-choice questions presented to all respondents received between 285 and 246 responses with the last multiple-choice question seen by all respondents receiving 248 responses indicating a strong survey completion rate of approximately 86%. There was also a reasonably strong response rate for the open-ended question at the end of the survey, which received 82 responses.

Data Management

The E&I survey is anonymous, but combinations of variables and small samples could lead to identification of specific participants. Given the sensitivity of these data, and the possibility of identification, a clear and secure plan for data management is of paramount importance to the committee and to the Dean. The Dean's office, through an assigned staff member (currently Adam Sherman), took sole responsibility for managing the data that result from the survey. The data were permanently cleaned of any identifying information—including proper nouns, names or numbers of classes, and dates—in the open-ended questions. The cleaned data are stored with password protection on the Evans School server with one copy of the data kept on a securely stored external hard drive kept in a locked cabinet in the office of the assigned staff member.