

EQUITY SURVEY REPORT

2023

JOINTLY ADMINISTERED BY
THE UNIVERSITY OF WASHINGTON AND UAW 4121

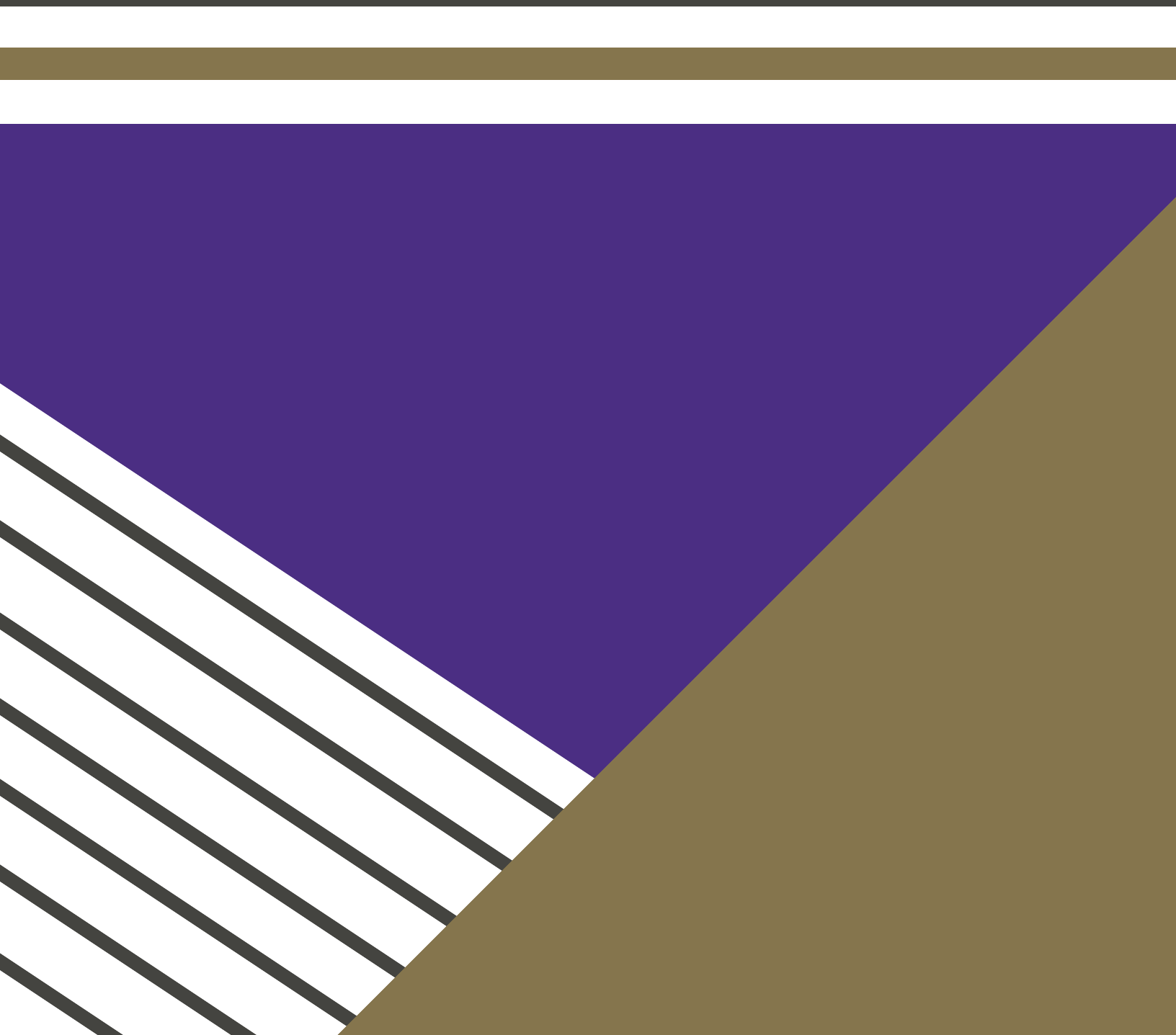


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OVERVIEW

ABOUT THE EQUITY SURVEY

The UW-UAW Equity Survey is enshrined in the collective bargaining agreement between the University of Washington (UW) and UAW 4121, the union that represents Academic Student Employees (ASEs) and postdocs at the UW. The contract stipulates that the survey be conducted annually and be jointly administered. The survey asks ASEs and postdocs to provide an account of how they have experienced and witnessed harassment and how well they are able to access various institutions and resources.

The survey was distributed to ASEs and postdocs over a 4-week period in May & June of 2023. This data provides us with a snapshot into the working conditions of ASEs and postdocs, with the goal of exploring the unique experiences that come from being situated within institutions of academia. While under normal working circumstances, we understand academia to be rich with hierarchal-based inequities.

In this report, we analyze the survey results along several lines: (1) equity, inclusion, and experiences with harassment, (2) experiences with and perceptions of reporting, and (3) equity, inclusion, and career development. The final section provides recommendations for future programming based on this analysis.

We would also like to highlight that this survey data was collected prior to October 7th, 2023, when the world was upturned by what would become an ongoing, violent genocide in Gaza that continues today. We have witnessed actions from the University, ranging from silence to aggression, in support of anti-Palestinian policy and campus culture. We will continue to watch how this narrative evolves over the next year as we gather more stories around our campus' experiences of harassment.



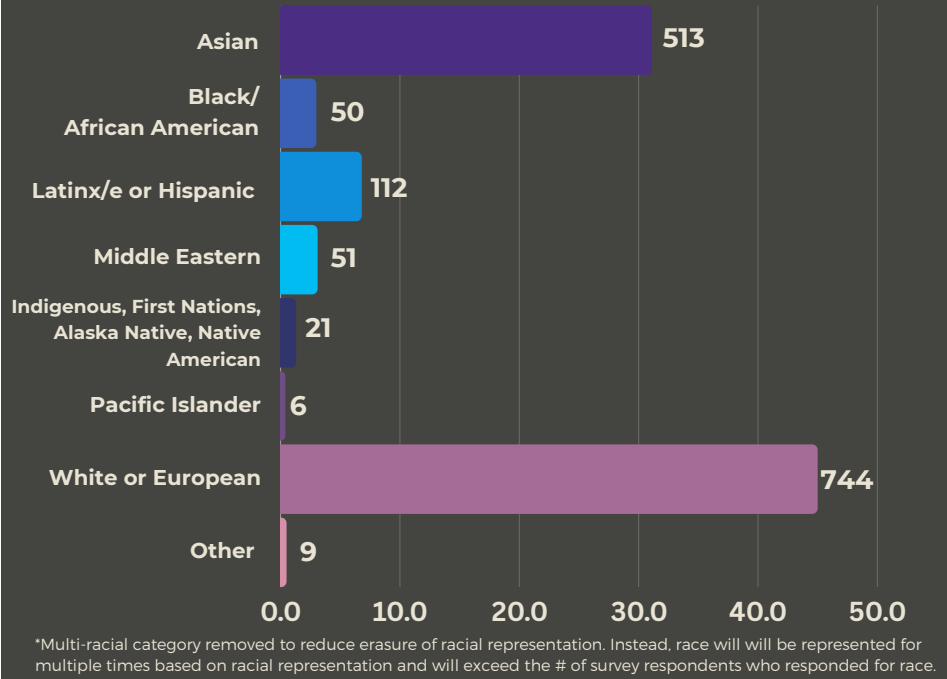
METHODOLOGY & REPRESENTATION

Since 2019, ASEs and postdocs have collaborated towards the development and administration of the UW's annual Equity Survey. Several key partners vet this ongoing process, including: Labor Relations, Office of Learning Assessment, the Graduate School, SafeCampus, College of Engineering, College of Arts and Sciences, School of Medicine, and UAW 4121.

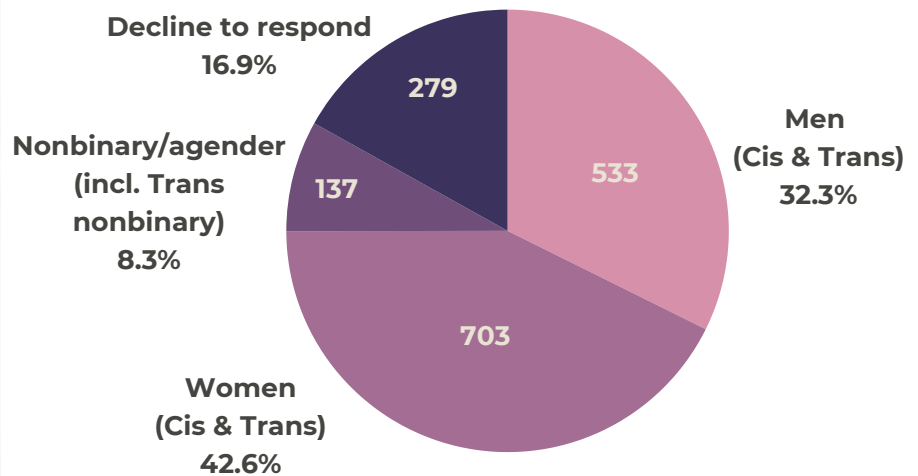
The above partners conducted outreach to ASEs and postdocs via multiple communication channels during the administration period. In total, **1,652 people participated** in the survey, or **about 25.2% of the 6,546 ASEs and Postdocs** outreached for this survey. The College of Arts & Sciences was most represented at 31.5%, with other UW colleges falling between roughly 1% and 19% participation.

We received prior feedback stating that our categories for race and gender lacked inclusivity. In addressing this, we were met with difficulty when working to change survey questions through the UW's Data Governance Policy. We will continue advocating for increased data transparency and representative data collection to give truth to ASE and postdoc experiences. Lack of representation leads to inaccurate data collection, which perpetuates erasure and structural harm towards those most impacted by these harms.

RACIAL DEMOGRAPHICS



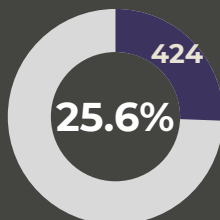
GENDER DEMOGRAPHICS



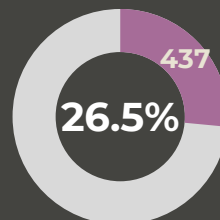
ADDITIONAL KEY DEMOGRAPHICS

- 0.4% Veterans (6)
- 6.2% Parents (103)
- 14.0% First in their family to pursue an undergraduate degree (231)

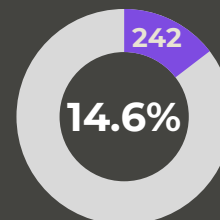
LGBTQA+



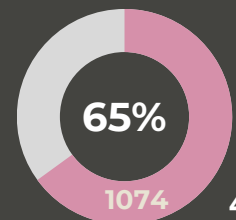
INTERNATIONAL SCHOLARS



DISABLED



RENT BURDENED



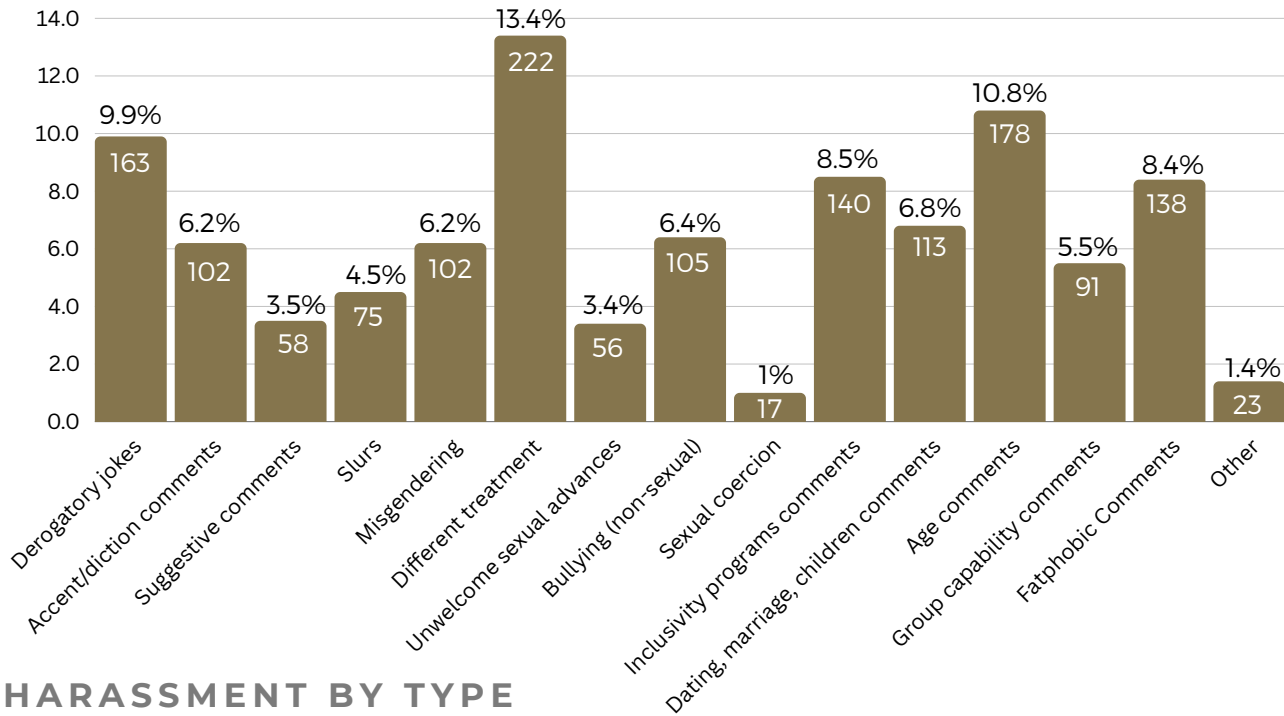
EXPERIENCES OF HARASSMENT

Of the total 2023 sample, **32.3% (n=533)** reported experiencing at least one form of harassment in the past year, compared to 38.89% in 2022 and 33% in 2021. Of the total 2023 sample, 39.5% (n=653) reported witnessing at least one form of harassment in the past year, compared to 39.9% in 2022 and 32% in 2021. This year, “fatphobia” was added to the categories of harassment. Data shows that 8.4% of all survey respondents experienced fatphobia in this last year. This data also represents significant differences in misgendering between those who experience and those who witness it. More information is needed to explore why this disparity exists for how we approach gender identification on our campus.

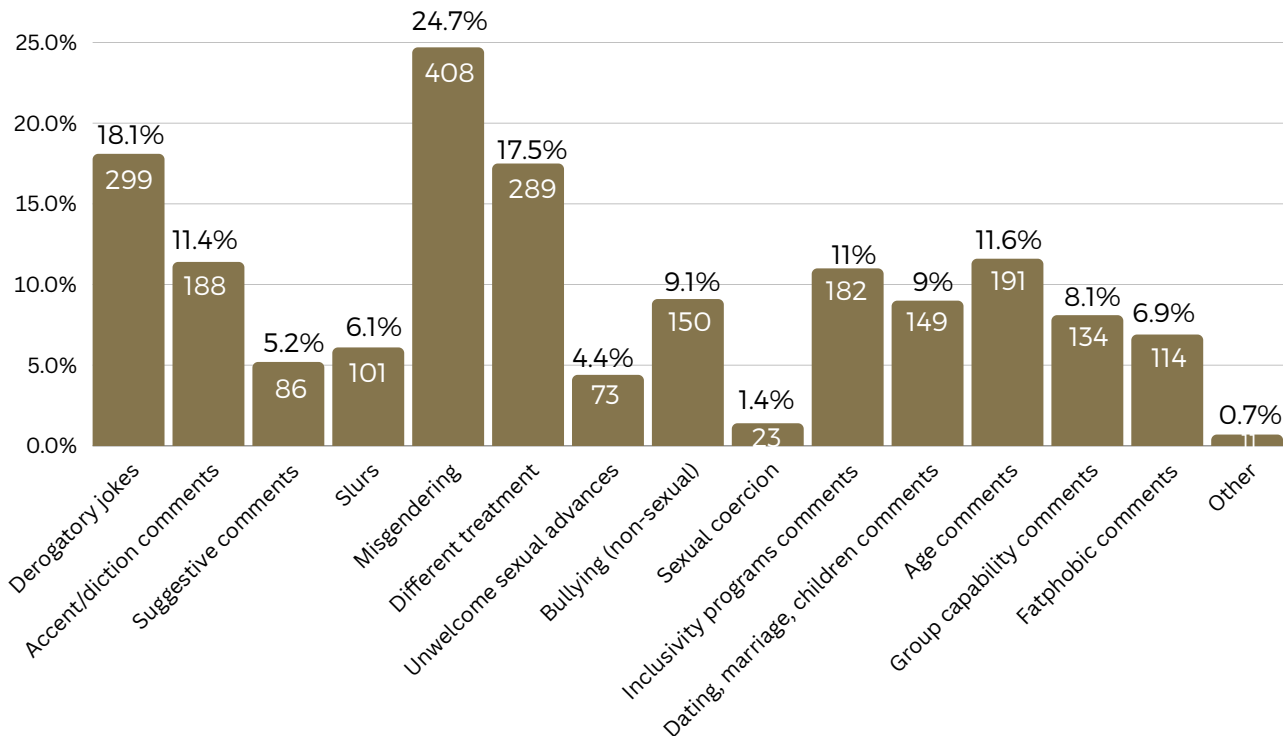


EXPERIENCED AT LEAST ONE FORM OF HARASSMENT IN THE PAST YEAR

EXPERIENCED HARASSMENT BY TYPE



WITNESSED HARASSMENT BY TYPE



REPORTED WITNESSING HARASSMENT

EXPERIENCES OF HARASSMENT

Of folks who experienced harassment, **150 respondents elaborated** on their experience. Our qualitative analysis of these responses indicates that **sexism, physical/sexual harassment, and academic discrimination were especially prevalent issues**: we identified 34 counts of sexism (22.7% of responses), 25 counts of physical/sexual harassment (16.7% of responses), and 21 counts of academic hierarchies (14%). Other issues include transphobia (15 counts), racism (14 counts), discrimination relating to international/immigration status (10 counts), classism (9 counts), and fatphobia (7 counts).

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REPORTS

SEXISM

“I routinely hear from my colleagues (mostly on the postdoc level) that there shouldn't be any special support for female early career researchers who decide to have families even though after childbirth they face much higher barriers to advancing their careers than their male colleagues. It makes me feel like **giving women a fair chance is not something that other people are concerned with.**”

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REPORTS

PHYSICAL/SEXUAL
HARASSMENT

“**My TA at the time made romantic advances toward me** and made a lot of really uncomfortable statements about me / my body. I kind of let that go, but then found out **he had done this to another grad student.** And to top it off, I had an **undergraduate in that class** who the TA asked out, **cornered, and made feel really uncomfortable** when she told him she was uninterested/already engaged.”

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REPORTS

ACADEMIC
HIERARCHIES

“I had a professor who **assigned grades** to the class not based on the percentage (along with rubric) they got on canvas but **based on how much people talk and his own personal feelings.** No idea what those were based on.”

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REPORTS

TRANSPHOBIA

“I am **regularly misgendered by classmates and professors alike and no one except me ever corrects anyone.** Professors include my identity (queer and trans) when they rattle off a list of marginalized groups but course content never speaks to the experiences of people in my group(s). Many professors do not invite people to share their pronouns when they have classmates introduce themselves.”

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REPORTS

RACISM

“**White/Cis people don't understand how to operate in community with one another without there being a hierarchy that they uphold.** Anyone of color or who is transgender in my program who tries to lead (and is very capable of leading well) is **shot down in preference to people who are perceived more white and cisgendered,** even though they don't want to be leading the group. People don't understand how to operate in ways that value all people's strengths.”

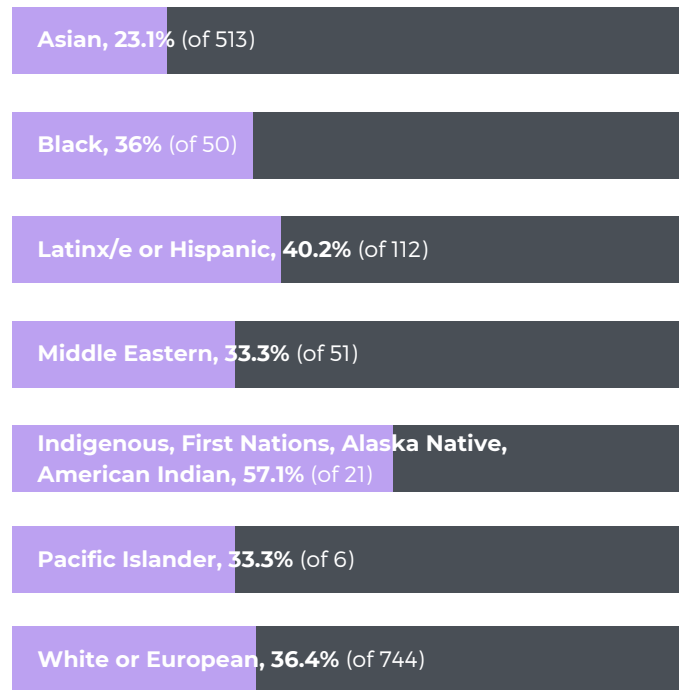
EXPERIENCES OF HARASSMENT

EXPERIENCES OF HARASSMENT BY RACE

Experiences of harassment varied across race, with **Asian individuals reporting the least amount of harassment (23.1%), and Indigenous, First Nations, Aboriginal, Alaska Native, and American Indian individuals reporting the most harassment (57.1%).**

The ongoing structural and individual level discrimination against our Indigenous community members is unacceptable. This data shows that, based on our identities, we do not all have access to safe working and learning environments that we legally and contractually deserve as UW employees, and that our Indigenous community continues to experience this at steep, disproportionate rates.

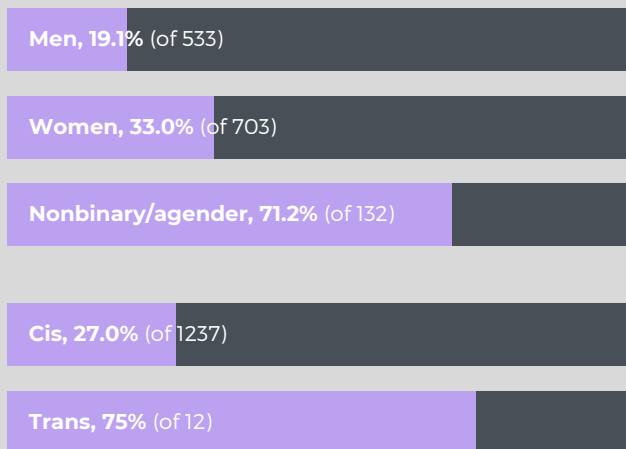
These rates fails to recognize common standards for underreporting that result from response bias in surveys. Response bias can stem from lack of trust in those holding the data to properly respond to honest responses, and can risk costing those who show up authentically with retaliation or increased harm depending on institutional response.



% of demographic that experienced harassment

“My involvement in my department's DEI committee [was viewed] as something that was "inhibiting my personal career success and success in graduate school." I fear working further on the DEI committee because I fear retribution for advocating for myself or other groups to be treated with equity and inclusivity.”

EXPERIENCES OF HARASSMENT BY GENDER



% of demographic that experienced harassment

Larger percentages of **women, nonbinary, and agender folks reported experiencing harassment** compared to cis-men.

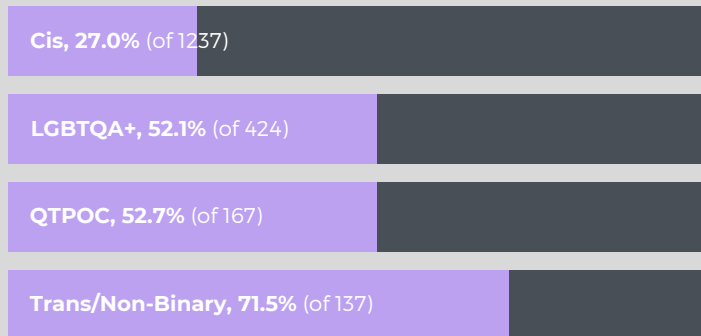
This assessment failed to adequately outreach trans individuals and risks not being able to generalize this data for the trans community in meaningful ways. Unfortunately, this failure is not unique to this year's iteration of the Equity Survey, and we question both outreach as well as rates of staffing overall when considering this disparity.

“I largely do not feel comfortable at all sharing my sexual orientation or pronouns while at work at the university, except with some select fellow students and staff.”

EXPERIENCES OF HARASSMENT

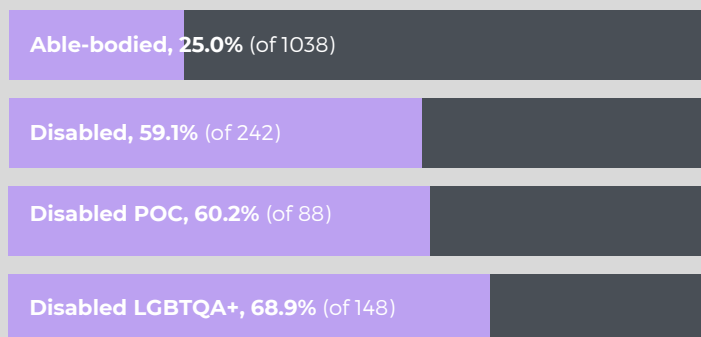
THE EXPERIENCE OF HARASSMENT AND IDENTITY

SEXUAL ORIENTATION/GENDER IDENTITY (SOGI) X RACE



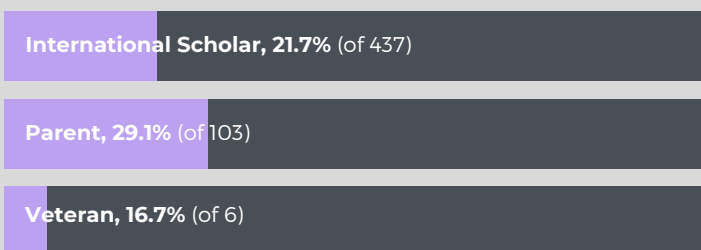
When exploring the intersections of gender, race, and disability, the data shows that **the more minoritized identities a person holds (i.e., gender, race, disability status), the more likely they will experience harassment while on UW campus.**

DISABILITY X RACE X SOGI



This data brings up questions around how our campus community may be encouraging (or discouraging) the safety of some community members over others as it pertains to harassment and discrimination. This also raises questions around how we normalize harassment and oppression, resulting in its pervasiveness as demonstrated in this data. Lack of trust, as well as fear of exclusion and retaliation may play roles in this cultural norming.

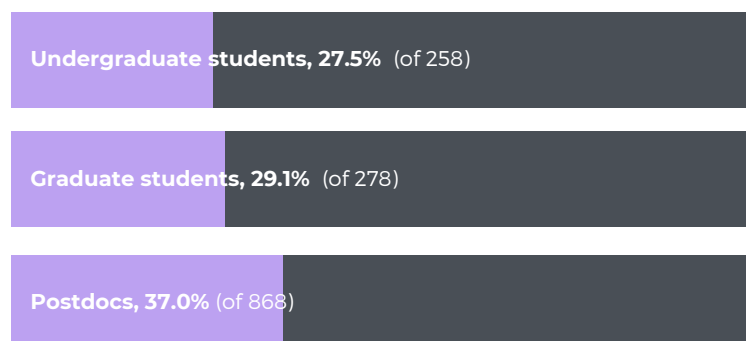
COMMUNITY



The UAW 4121 contract ensures employee protections relating to race, SOGI, and disability status, yet we see here that the UW must do more to ensure that the institution implements these policies. This data demonstrates dissonance between policy and practice.

EXPERIENCES OF HARASSMENT BY ROLE

This year's equity survey was heavily representative of postdocs (PDs), likely due to the bargaining year and the timing of the equity survey during summer quarter. This data shows that PDs experienced more harassment when compared with other roles. In the case of PDs, harm often was not sourced from peers, but rather due to their proximities to and role-based expectations with those in power.



WITNESSING HARASSMENT

Of folks who witnessed harassment, **158 respondents elaborated** on their experience. Our qualitative analysis of these responses indicates that **transphobia, sexism and racism were especially prevalent issues**: we identified 45 counts of transphobia (28.5% of responses), 29 counts of sexism (18.4%), and 24 counts of racism (15.2%). Other issues include physical/sexual harassment (20 counts), marginalization of international students (16 counts), academic hierarchies (12 counts), tokenization (9 counts), ableism (8 counts), ageism (7 counts), classism (7 counts), LGBTQA+ discrimination (6 counts) white fragility (6 counts), fat-phobia (4 counts), isolation of student parents (1 count) and religious discrimination (1 count).

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REPORTS

TRANSPHOBIA

“[I had a conversation with my] PI about **the importance of asking students for [their] pronouns** and [they responded with] **complete dismissal of [the] argument** -- [I] was told that's something 'your generation' does.”

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REPORTS

SEXISM

“[I] have seen men in my program asked fewer tough questions and rewarded more in front of the department. There have been many positive conversations about women choosing to have children during their scientific career and how men do not face the same challenges, however there have also been **negative comments about how a woman's scientific career will be less successful if she chooses to bear children.**”

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REPORTS

RACISM

“We passed by two people having a conversation and immediately afterward the employee said to me '**Asian girls are really cute... until they start talking. Then it's like can't you just speak normally?**'”

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REPORTS

PHYSICAL/
SEXUAL
HARASSMENT

“While at scientific meetings, I witnessed senior scientists in our field **talking disparagingly about somebody's identity, doing unwelcome sexual advances.**”

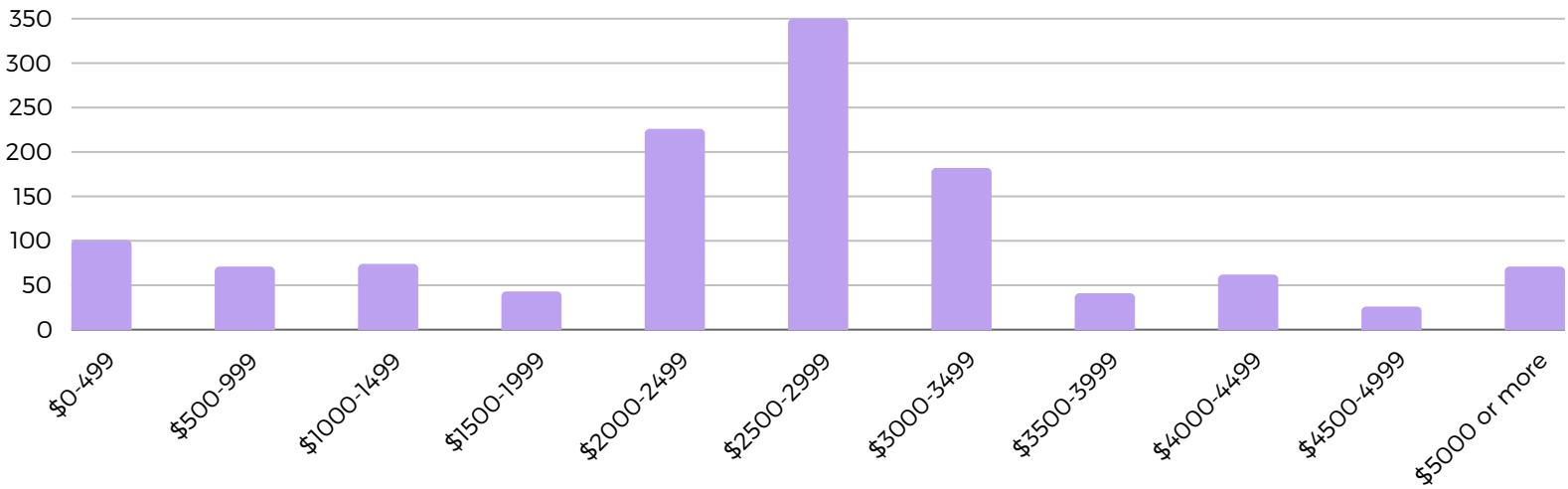
ACCESS: FINANCIAL BURDEN

RENT BURDENED RESPONDENTS

In Seattle, an individual is categorized as low-income if their income does not exceed 80% of the Area Median Income (AMI). As of May 2023, the measure for **80% AMI equaled an annual income of \$70,650/year**. Individuals living in Seattle are deemed to be extremely low income if they make below **30% AMI, or an annual income of \$28,800/year, or \$2400/month**. For reference, the regular Schedule 1 ASE salary for the 2023-2024 academic year starts at **\$2664/month, before taxes**.

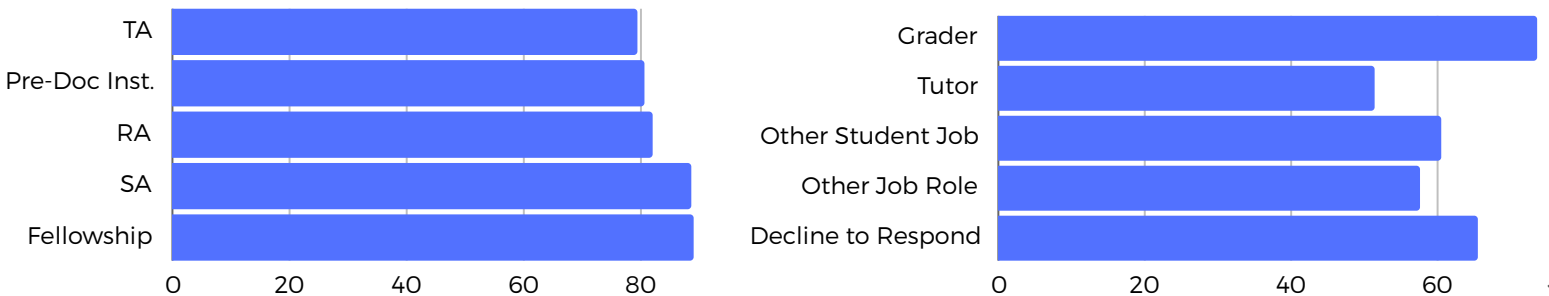
While difficult to ascertain from our data, **up to 38.1% of survey respondents may have earned less than 30% AMI, while up to 5.2% of survey respondents may have earned enough money to not be considered low income**. The table below shows the trend for income of survey respondents. Please keep in mind that this year's survey respondents were heavily represented by PDs who in theory should be making more money than typical ASEs. Also, 20.4% of students reported having worked more than one job.

TRENDS IN EARNED INCOME



The "30% Rule", which originates from public housing regulations, advises that an individual should not spend more than 30% of their income towards rent or housing. When we asked whether ASEs and PDs were following this rule, **75.4% of survey respondents reported spending more than 30% of their income on rent or a housing mortgage**.

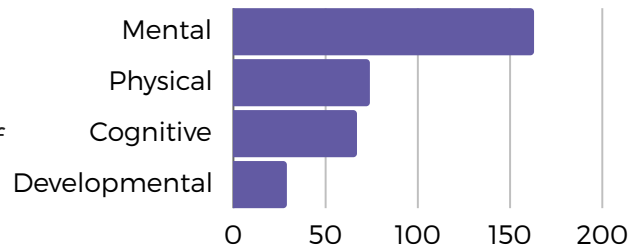
% OF RENT BURDENED STAFF BY ROLE



ACCESS: DISABILITY ACCOMMODATIONS

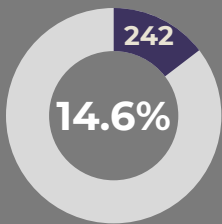
DISABILITY AT UW

Of the total sample, **14.6% (n=242)** of respondents reported having at least one disability. These include a combination of mental (9.9%, n=163), physical (4.5%, n=74), cognitive (4.1%, n=67), and/or developmental (1.8%, n=29) disabilities.

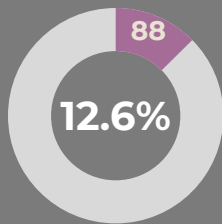


INTERSECTIONS OF DISABILITY & IDENTITY

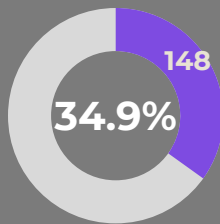
ALL INDIVIDUALS
LIVING WITH A
DISABILITY



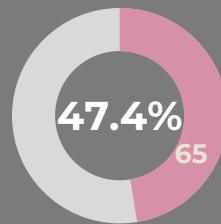
POC W/ DISABILITY



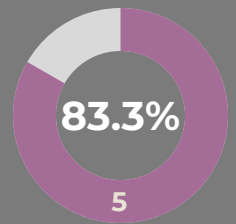
LGBTQA+ W/
DISABILITY



TRANS/
NON-BINARY
SPECTRUM
W/ DISABILITY



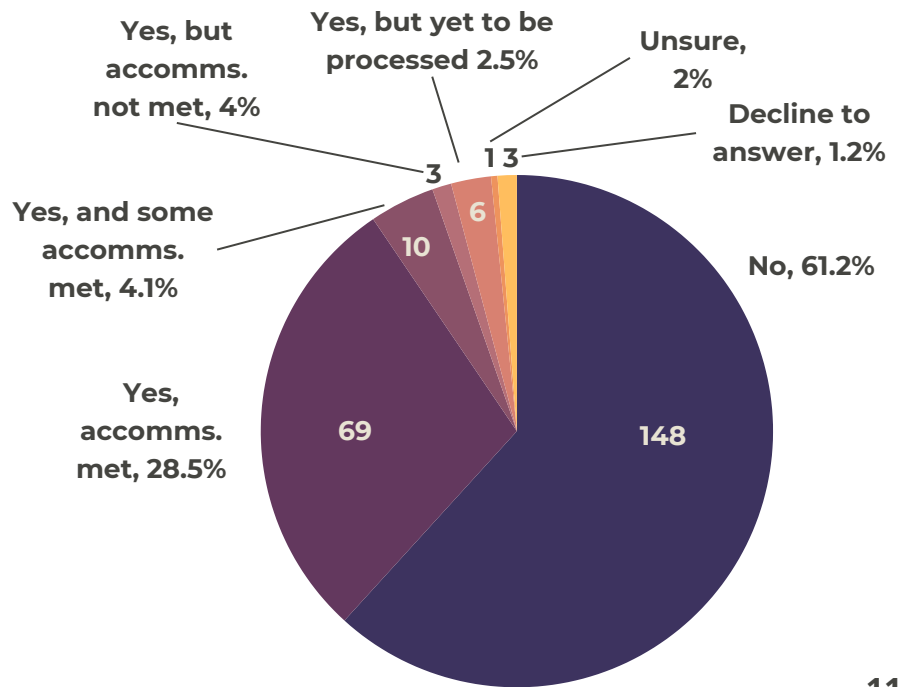
VETERAN



Within this population, 36.3% also identify as BIPOC (n=88, or 12.6% of all POC), 61.2% identify as LGBTQ (n=148, or 34.9% of all LGBTQ), and 26.9% identified within the Trans/Non-Binary (TNB) spectrum (n=65, or 47.4% of all TNB).

MADE A REQUEST THROUGH DRS/DSO

Among those living with a disability, only 28.5% were able to access accommodations through DRS/DSO. **Meanwhile 61.2% did not pursue accommodations through DRS/DSO, citing this was due to wait times, paperwork/diagnosis requirements, and difficulty navigating the process.** With just over one quarter of students reporting that they received the accommodations they need to be successful, the University is leaving a majority of disabled students at a disadvantage relative to their non-disabled peers.



ACCESS: DISABILITY ACCOMODATIONS

26.4% of people living with a disability reported difficulty getting support or accommodations for a disability (n=64). In comparing intersections of identities, 20.4% of TNB folks with a disability reported difficulty in getting support compared to their non-TNB counterparts, 14.4 % of LGBTQA+ folks reported difficulty compared with their heterosexual counterparts, and 36.4% of BIPOC folks with a disability reported difficulty compared to their white counterparts. **This data demonstrates inequities in receiving support and accommodations across race that is not seen for TNB and LGBTQA+ individuals, and begs the question around how disabled survey respondents of color are experiencing racialized harm and denied access to accommodations that should be a legal right.**

EXPERIENCES WITH GETTING SUPPORT

"DRS requires disabled students to renew their accommodations every quarter. This makes accommodations less accessible by increasing transactional costs. Once established, accommodations should be opt-out, rather than opt-in. **My disability doesn't renew itself every two months, so I shouldn't have to keep setting up the same accommodation requests every quarter.**"



"I believe I have a very real learning disability. The way it is set up has had me questioning this about myself and made me not feel like I could go and seek help in determining how I can be better supported. **It feels a bit like gate-keeping, you already have to "know" you need this support in order to get this support.** If no one ever offered this support before though, as in my case, you don't know what may or may not even be considered."



"I have ADHD and chronic pain from a musculoskeletal disorder. **In a normal work place, standard accommodations would include some kind of ergonomic chair or desk for my pain and/or a more private work location with fewer distractions.** Instead, I didn't have any desk or chair, let alone one that was better for my back, and I had to do my work in the same room specifically designated for other employees to eat lunch and take breaks... **Part of the reason I was attracted to this lab was its emphasis on collaboration among its members, but I couldn't partake in the lab's social culture because I didn't even have a space to work.**"

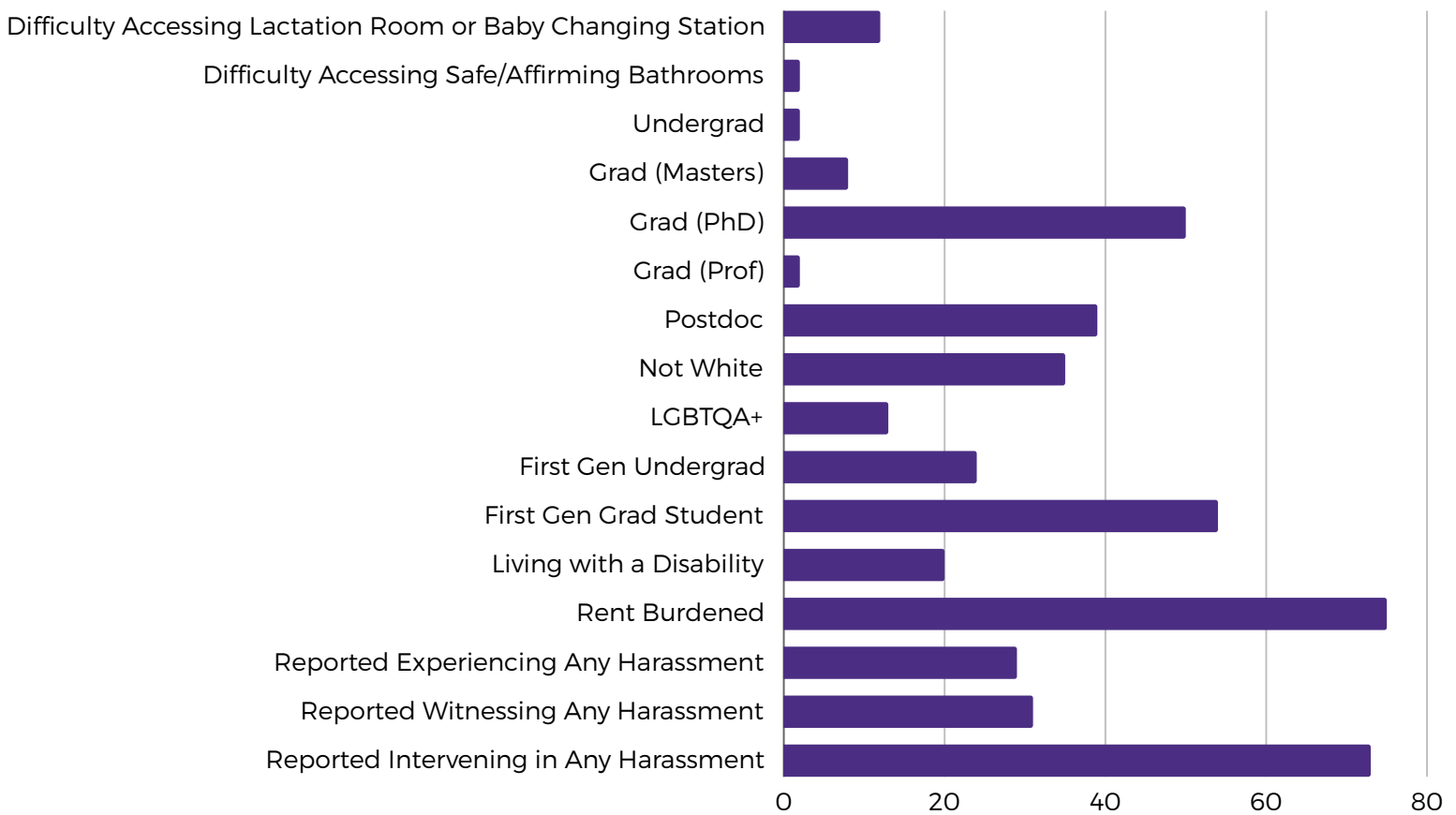


"DRS was helpful with accommodations, **my program was not consistently collaborative** about them."

ACCESS: PARENTING AS UW STUDENTS & POSTDOCS

Out of our survey respondents, **103 individuals identified as parents (6.2%)**. The below table describes the demographics of parents who completed this survey. Out of all the UW roles, parents mainly **identified as PhD students (49.5%)**. **12% of parents experienced difficulty accessing a lactation station or a baby changing station** [Washington state law mandates that lactation rooms be made available on campus for all parents]. Additionally, **75% reported being rent burdened**, which likely equates to additional financial stressors when needing to raise a family.

DEMOGRAPHICS OF PARENTS



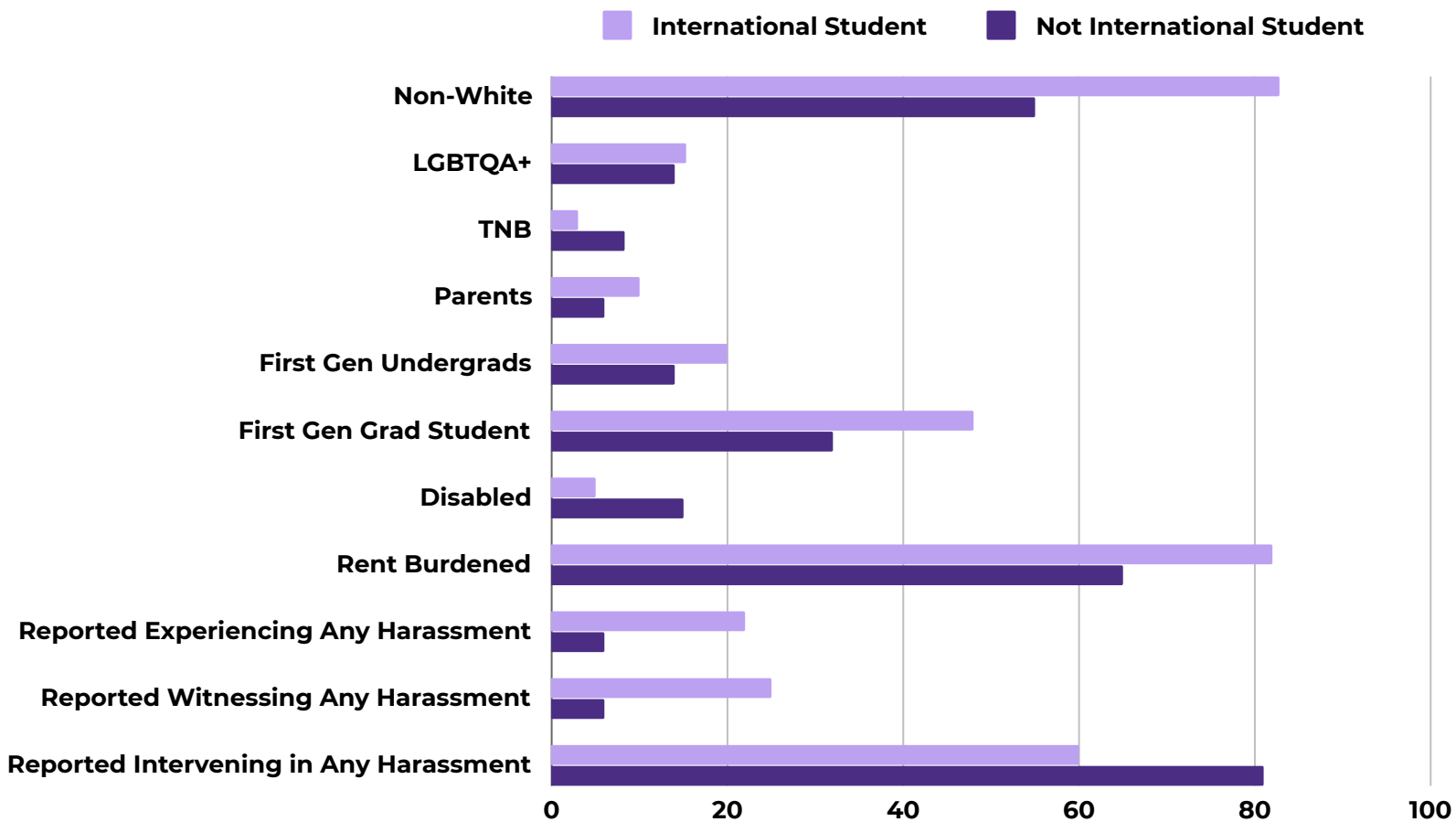
“I find it ironic that in all the attempts to ensure diversity and equity on campus (which are good!) **my personal demographic - middle-aged, married, parent, returning to college after a long absence - is generally ignored.**”



ACCESS: INTERNATIONAL SCHOLARS

Out of our survey respondents, 437 individuals identified as international scholars (30.1%). The below table describes the demographics of the international scholars who completed this survey in comparison with the total survey sample. The table shows that **international students tend to be more diverse** across all demographic characteristics outside of trans/non-binary (TNB) spectrum identity and disability status. **They also tend to experience and witness more harassment**, while having less capacity to intervene.

DEMOGRAPHICS OF INTERNATIONAL STUDENTS



“Of course, the professors treat Americans differently than international students. Of course language barrier is one reason that causes or exacerbates this disparity, but **it's still upsetting to watch professors engage in cordial, friendly conversations with Americans, and you're not included somehow.**”



ACCESS NEEDS

We define an access need as anything that one might need to have access to safe education or in having their holistic needs met on campus. Our qualitative analysis indicates that **GAIP and dental insurance access, gender inclusive bathrooms, and mental/cognitive accommodations were especially prevalent issues when considering these points of access:** we identified 56 counts of insurance access (36.1% of responses), 27 counts relating to gender inclusive bathrooms (17.4%), 24 counts pertaining to mental/cognitive accommodations (15.5%). Other issues include physical accommodations (13 counts), and remote/hybrid access (13 counts).

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REPORTS

INSURANCE

“

“**Finding a primary care provider** who is at least competent in working with trans patients who accepts my GAIP insurance has been **nearly impossible**. Also, the **costs of medication (gender-affirming HRT as well as other necessary medications)** under this insurance plan are **significantly higher with GAIP than on any other insurance** plan I've previously used. Considering that this insurance plan **being described as 'trans-inclusive'** did play a major role in my decision to attend UW, I am **not thrilled** about this.”

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REPORTS

BATHROOMS

“

“My courses are regularly scheduled in buildings where there are only gendered bathrooms, requiring me to **walk to the nearest building with a gender neutral bathroom** in order to pee. On numerous occasions **this has caused me to be late returning to class**. In addition, the one gender neutral bathroom in my college is **regularly used by cisgender people**, which has also caused me to be late to any number of classes and/or meetings.”

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REPORTS

MENTAL/COGNITIVE

“

“**Academia has no place for learning disabilities like ADHD, so I have no idea where to even go for support** or accommodations. I don't even know what kind of accommodations there would be.”

13

REPORTS

PHYSICAL

“

“GAIP is handled with the **underlying assumption that the people using it are healthy** and in their mid to late 20s. I'm a **cancer survivor with one kidney**. The resources available for helping people like me get established with **providers who accept the GAIP insurance are inadequate**.”

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REPORTS

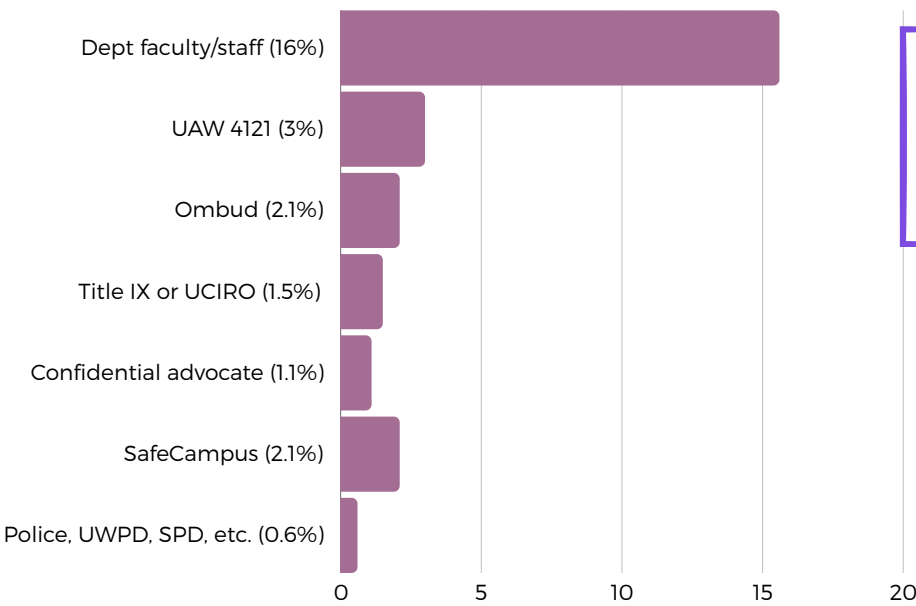
REMOTE/HYBRID

“

“**The ability to protect myself or my students from COVID simply does not exist**. The UW's failure to protect their students, faculty, and staff from this disease while boasting a world-leading public health school is frankly galling... My **classrooms have not had working air filters** while I have taught here, and I have not been informed of the status of the air in them or efforts to improve it... [My students'] inability to access my classroom without endangering themselves is a **clear violation of the ADA**.”

REPORTING SEXUAL HARASSMENT

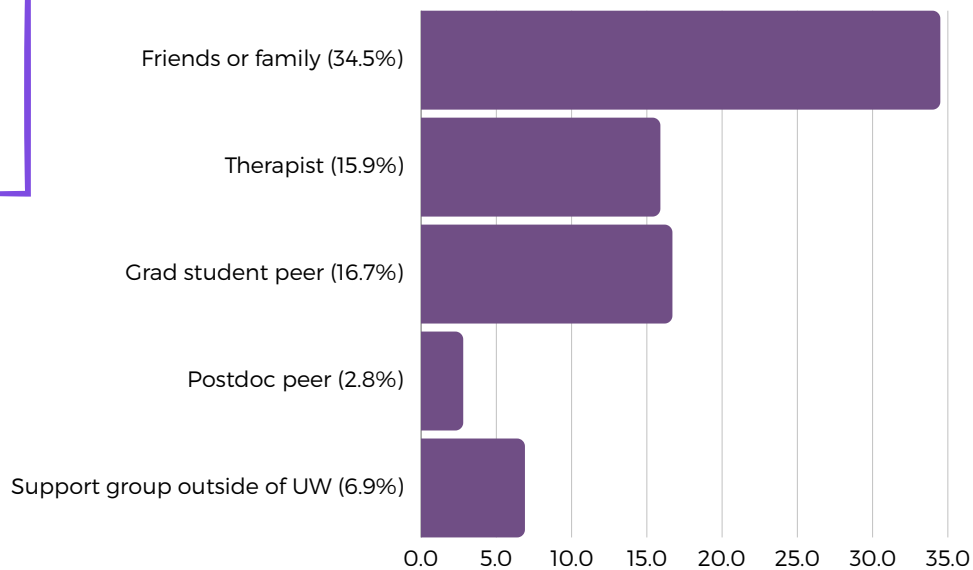
In 2023, **85.4% of people (n=533) who experienced harassment indicated that they did not report their experience formally or informally.** This displays a continued decline in instances of reporting. In 2022, 81.5% of people who experienced harassment indicated that they neither informally nor formally reported the harassment. The following graphs show the formal and informal channels those who reported their experiences of harassment chose to pursue.



Those who reported continue to indicate that they are more likely to seek support from their departments than any other university-provided resource.



Those who reported were more likely to choose to use informal channels of communication. Most commonly, respondents chose friends or family.



REPORTING SEXUAL HARASSMENT - BARRIERS

The data below describes the survey responses from respondents who chose not to report formally or informally report their experience of harassment. Our qualitative analysis of these responses indicate the following factors in choosing not to report: **fear of retaliation, fear of exposure, fear of inaction or no path to report, a deterring belief, and the harassment did not feel severe enough or the reporting process did not seem worthwhile.**

FEAR OF



RETALIATION



EXPOSURE



INACTION

“I don't feel like I have any power to report harassment. **If word gets out, it may hurt my reputation in the department or limit my opportunities** in the future.”

“Considering how class our lab groups are, if there were instances of harassment within the group, it would be **difficult to maintain confidentiality** and it would be **difficult to prevent discomfort and retaliation if the perpetrator weren't removed.**”



DETERING BELIEF

“Based on friends' past experience with reporting tools, as well as universities' responses to sexual harassment in general, **I do not think these reporting tools would be effective at providing students with the resources they need nor at handling the problems.**”

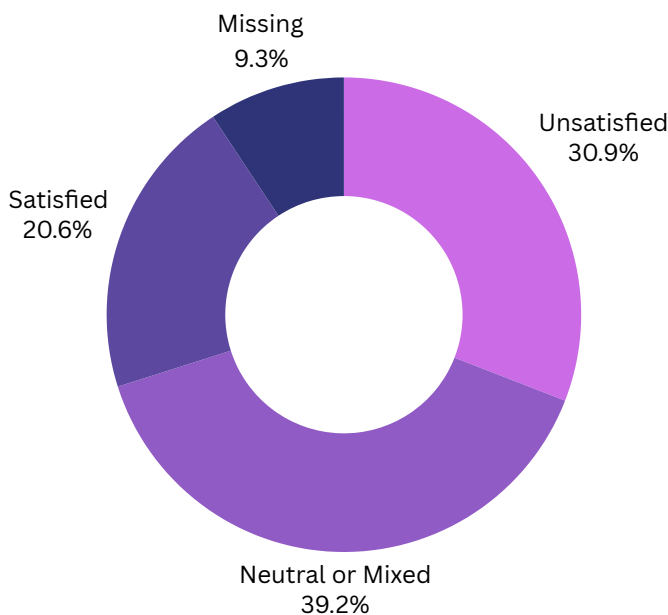


NOT WORTH IT

“I don't feel that making a report would actually have benefits that **outweigh the effort** it'd take to make a report **or potential retaliation** that could occur.”

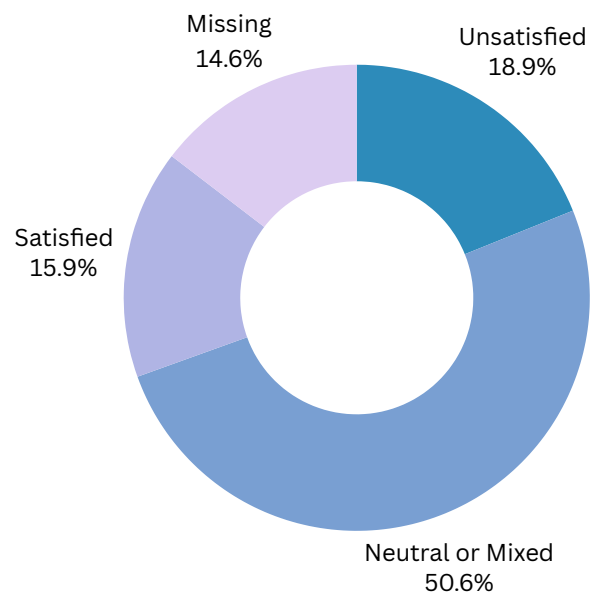
REPORTING SEXUAL HARASSMENT-SATISFACTION

The graphs below reflect respondent satisfaction with each of the most common formal and informal reporting channels. In both processes, **a large majority of respondents described the outcome of their experience to be neutral or mixed**. This suggests complexity in choosing to disclose, as well as variability in expected responses. **The next significant percentage of respondents described the outcome of their reporting process as unsatisfying**, implying that the labor of reporting will not reliably feel worthwhile.



Satisfaction with the Outcome of Reporting Harassment to Family or Friends

Satisfaction with the Outcome of Reporting Harassment to Department Faculty or Staff



“Based on experience, **the process is very slow, resists change, and protects those who have power**. Why would you be able to keep working safely and without interruptions if no actions have been taken to address the harassment?”



REPORTING SEXUAL HARASSMENT-OUTCOMES

Respondents who chose to report their experience of harassment elaborated on the outcomes of their report. Our qualitative analysis of these responses identify examples of the following outcomes: **no change, the person impacted left, the person impacted experienced retaliation, the person impacted experienced support, and the perpetrator was removed.** These outcomes further inform the status of respondent satisfaction with reporting processes.

No Change

“We have **already tried to report behaviors** like bullying of graduate students by faculty in our department to **no effect**. The **anonymous channels don't work**, and the **non-anonymous channels put an undue burden on students** top put their careers at risk.”

Perpetrator Was Removed

“The perpetrator and I **no longer were placed in the same committee**, we also **did not have to be scheduled to work the same evenings** where either one of us would support each other as primary/secondary.”

The Person Impacted:

EXPERIENCED
RETALIATION

LEFT: THE
SITUATION
OR UW

EXPERIENCED
SUPPORT

“I have been **retaliated against** for reporting harassment, and it's been **2 years with no resolution.**”

“No reports were made. The general **advice** was to essentially **save myself by leaving because nothing would come of reporting.**”

“I'm happy to go to the people I trust for support and to leave others out, because **I inherently don't trust the institution.**”

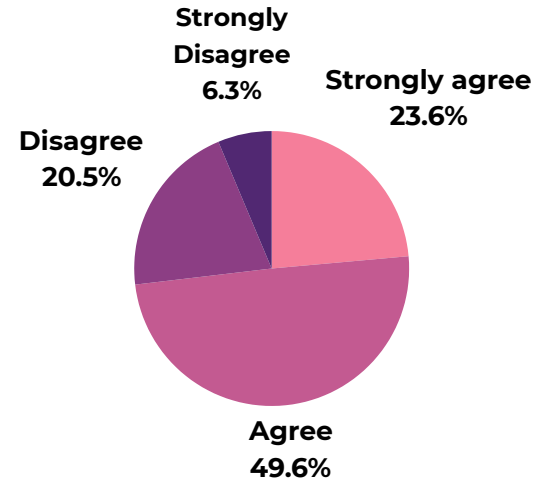
INSTITUTIONAL CONFIDENCE: DEPARTMENTAL LEADERSHIP

Respondents generally reported **confidence in their departmental leadership** about their ability to respond to issues of harassment effectively, contrary to the testimonies shared in this survey. This discrepancy is notable as it highlights gaps in awareness.

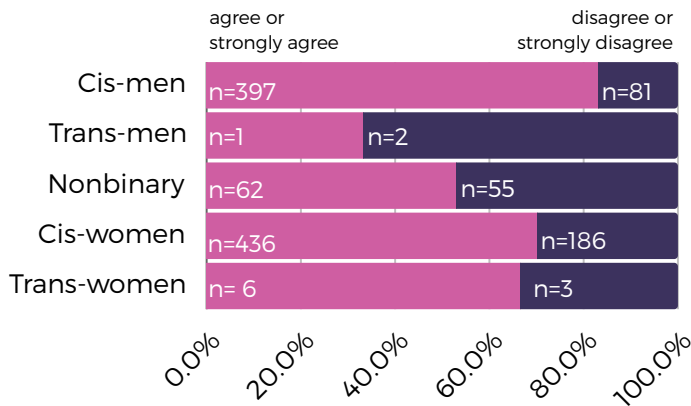
The following graphs portray the valid percent of respondents stratified by **gender**, **academic role**, and **identity factors** that responded with **agree or strongly agree** and **disagree or strongly disagree** to the statement below.

"My department leadership can effectively respond to issues of harassment."

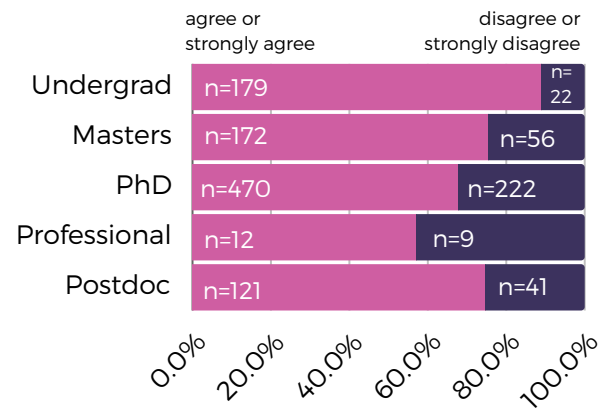
Total



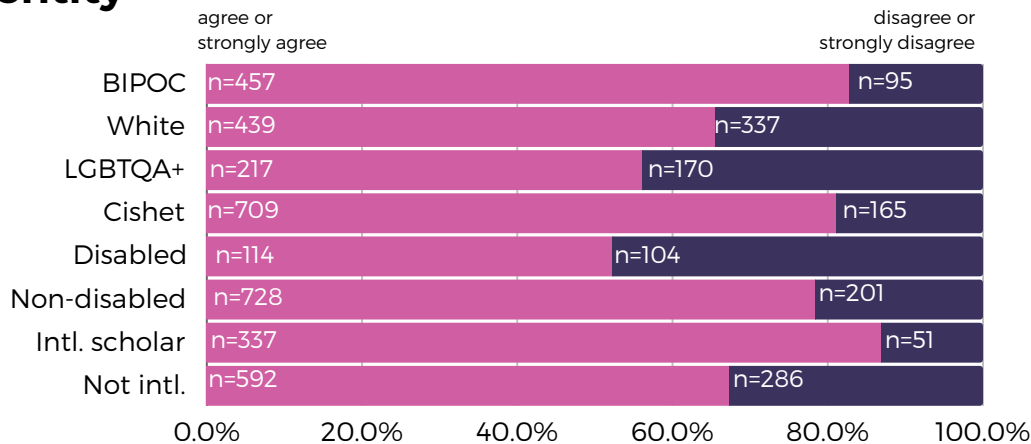
Gender



Academic Role



Identity

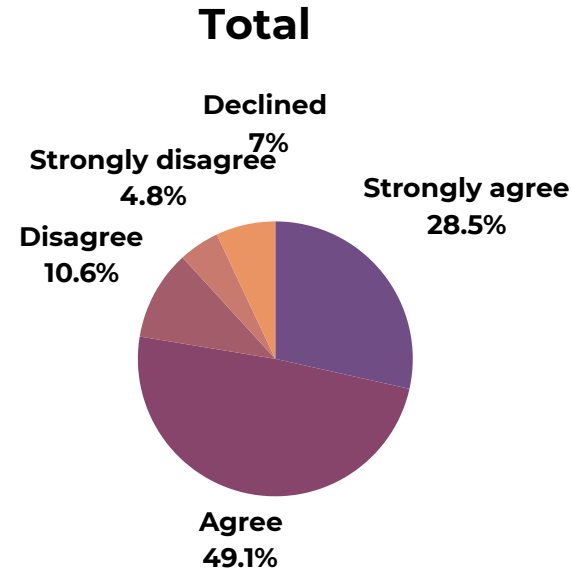


INSTITUTIONAL CONFIDENCE: DEPARTMENTAL LEADERSHIP

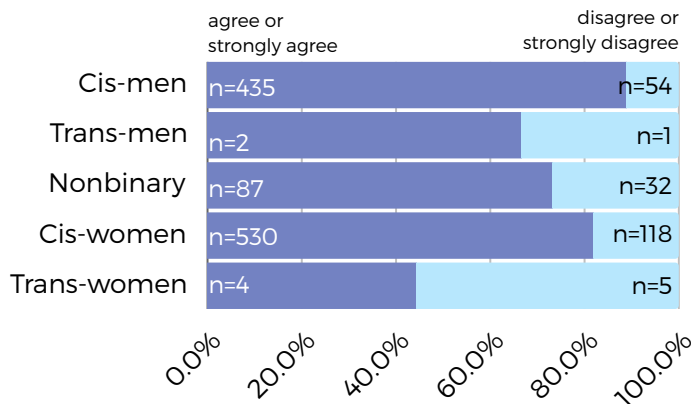
Respondents generally reported **confidence in the commitment of departmental leadership** to harassment, equity, and inclusion. When compared to the confidence in departmental response processes, the confidence in departmental commitment is higher. This may indicate a lack of capacity or resources to translate commitment into change.

The following graphs portray the valid percent of respondents stratified by **gender**, **academic role**, and **identity factors** that responded with **agree or strongly agree** and **disagree or strongly disagree** to the statement below.

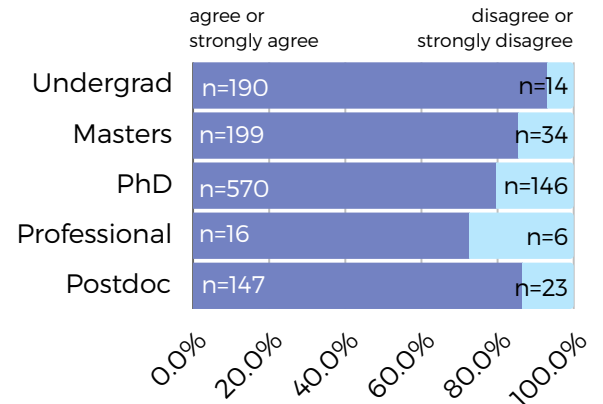
"My department leadership takes issues of harassment, equity, and inclusion seriously."



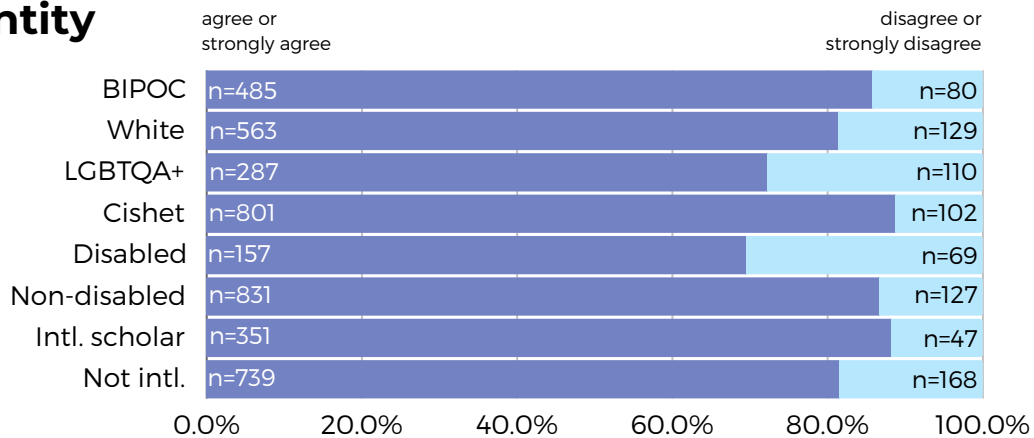
Gender



Academic Role



Identity



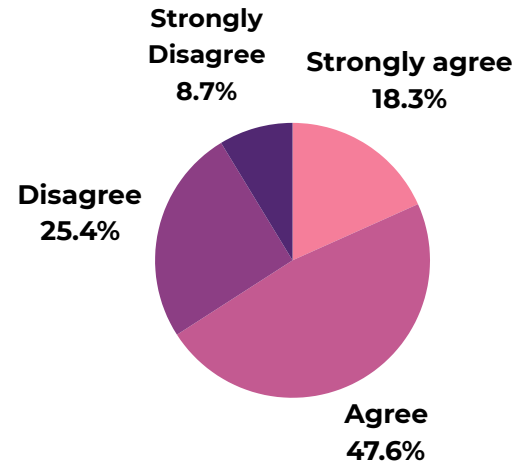
INSTITUTIONAL CONFIDENCE: UNIVERSITY LEADERSHIP

Respondents generally reported **confidence in the university leadership** about their ability to respond to issues of harassment effectively. When compared to departmental confidence, respondents reported less confidence in the university.

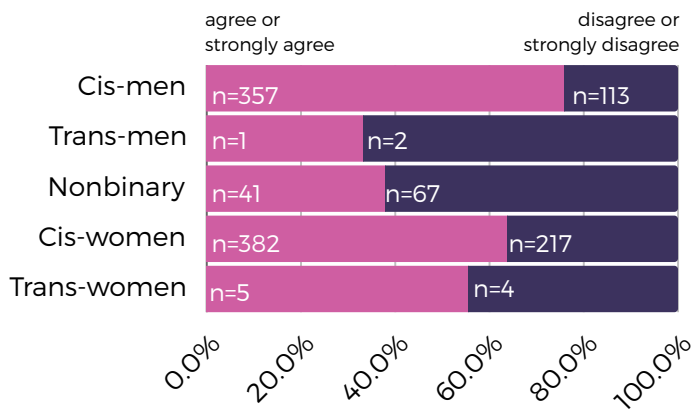
The following graphs portray the valid percent of respondents stratified by **gender, academic role, and identity factors** that responded with **agree or strongly agree** and **disagree or strongly disagree** to the statement below.

"The university leadership can effectively respond to issues of harassment."

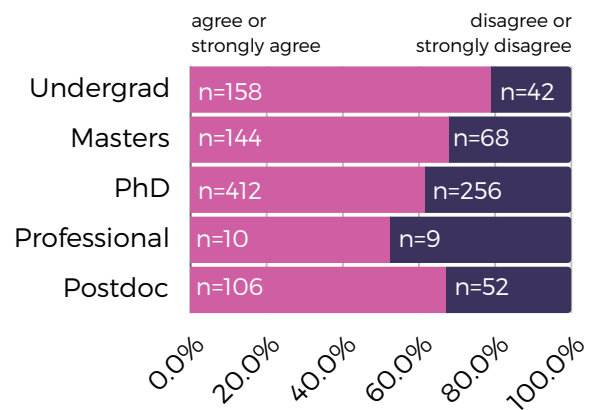
Total



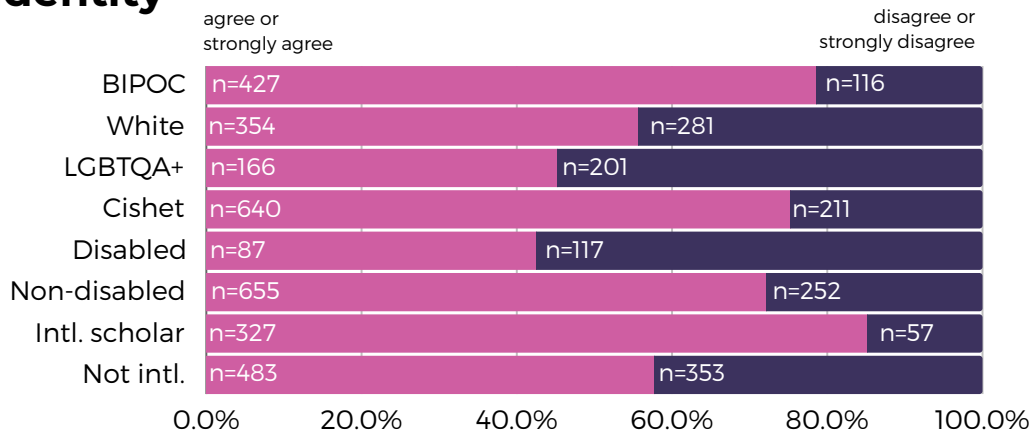
Gender



Academic Role



Identity



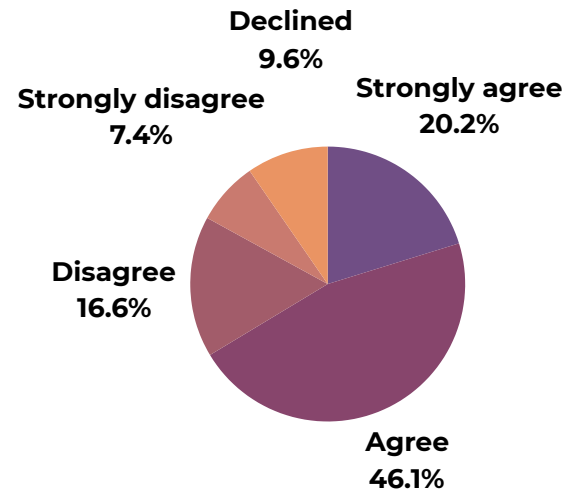
INSTITUTIONAL CONFIDENCE: UNIVERSITY LEADERSHIP

Respondents generally reported **lower confidence in the commitment of university leadership** to harassment, equity, and inclusion when compared to confidence in the departmental leadership's commitment. This highlights a disconnect between the university and departments indicating a need for collaboration and further investigation.

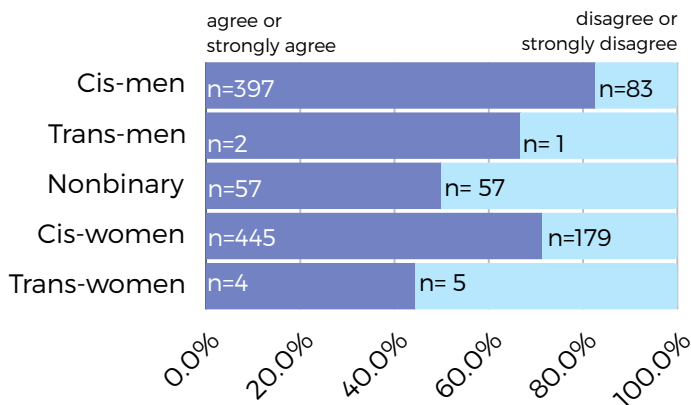
The following graphs portray the valid percent of respondents stratified by **gender, academic role, and identity factors** that responded with **agree or strongly agree** and **disagree or strongly disagree** to the statement below.

"The university leadership takes issues of harassment, equity, and inclusion seriously."

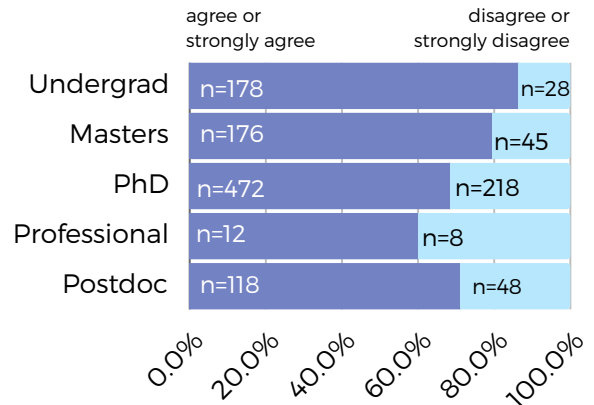
Total



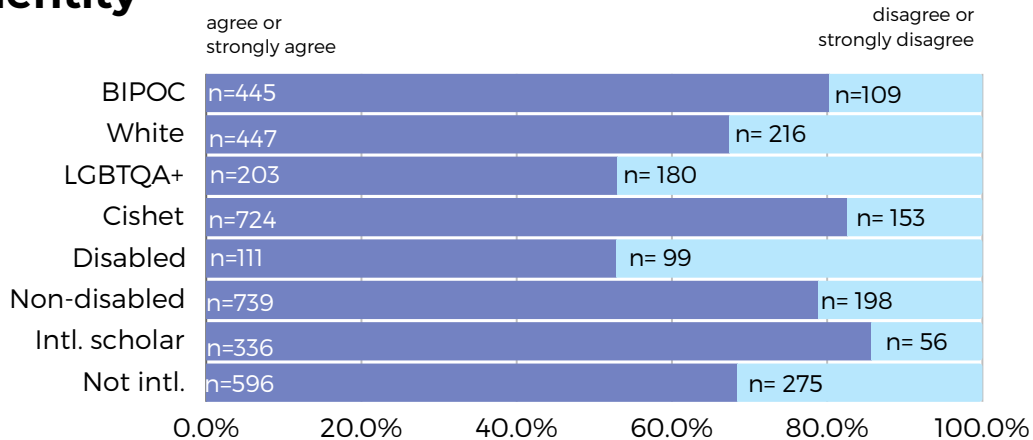
Gender



Academic Role



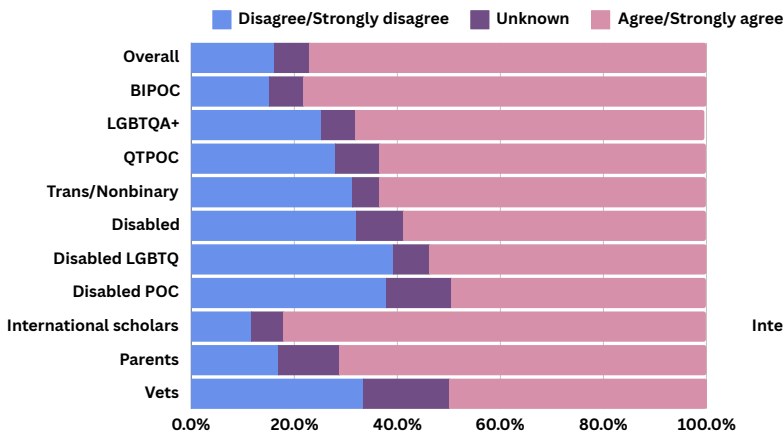
Identity



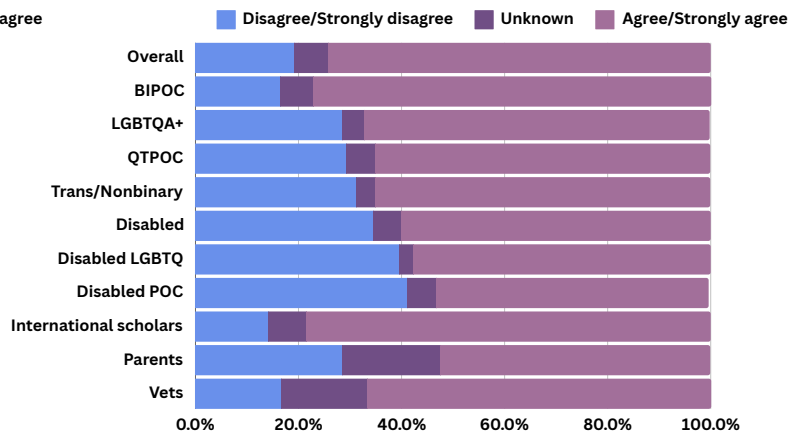
SUPPORT, COMMUNITY AND BELONGING: SUPPORTIVE ENVIRONMENTS

Survey responses around feeling welcomed, encouraged, and supported at UW varied across identity groups, likely due to structural marginalization and discrimination of identity. Survey respondents' perspectives around the institution's ability to provide an environment of support ranged between 49.4-81.9%, dependent on identity. When considering departmental influences, those numbers reflect a very similar range between 52.8-78.5%. **Departments tended to fare slightly better along the lines of supporting LGBTQA+ folks, those living with disabilities, and vets, while the institution was perceived better by people of color, international students and parents.**

UW PROVIDES A WELCOMING & SUPPORTIVE ENVIRONMENT

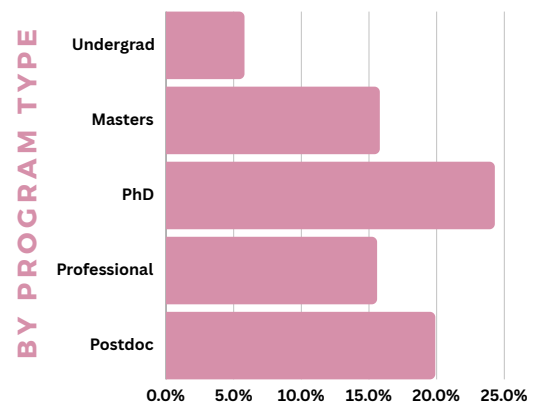
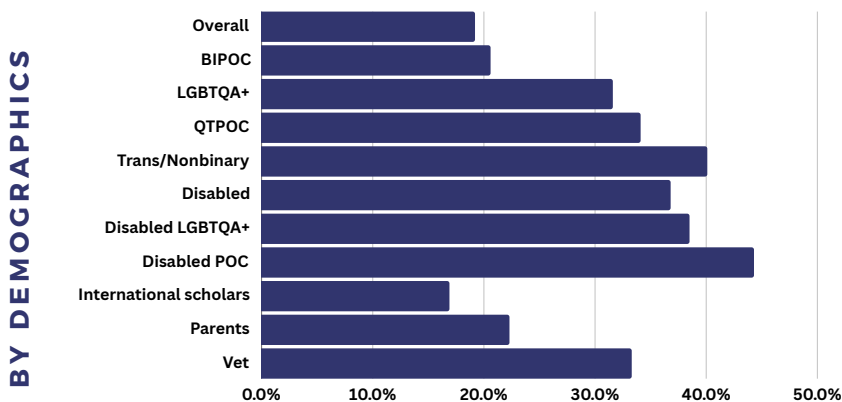


DEPTS PROVIDE A WELCOMING & SUPPORTIVE ENVIRONMENT



The key takeaway from this data shows that the UW, both departmentally and across the institution, does not treat its community members equitably across race, gender, sexual orientation, disability, country of origin, parental status, veteran status, or academic role. Furthermore, the more intersectional and marginalized identities one holds, the more likely they will experience feelings of wanting to leave the UW due to lack of support, as described below.

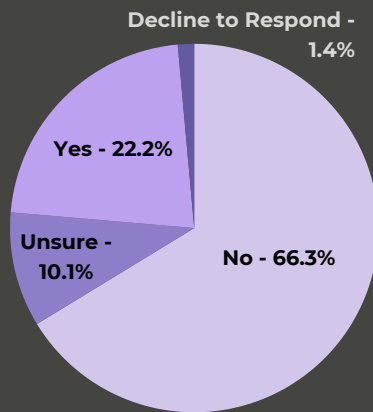
THOUGHTS ABOUT LEAVING UW DUE TO LACK OF SUPPORT



SUPPORT, COMMUNITY AND BELONGING: MENTORSHIP

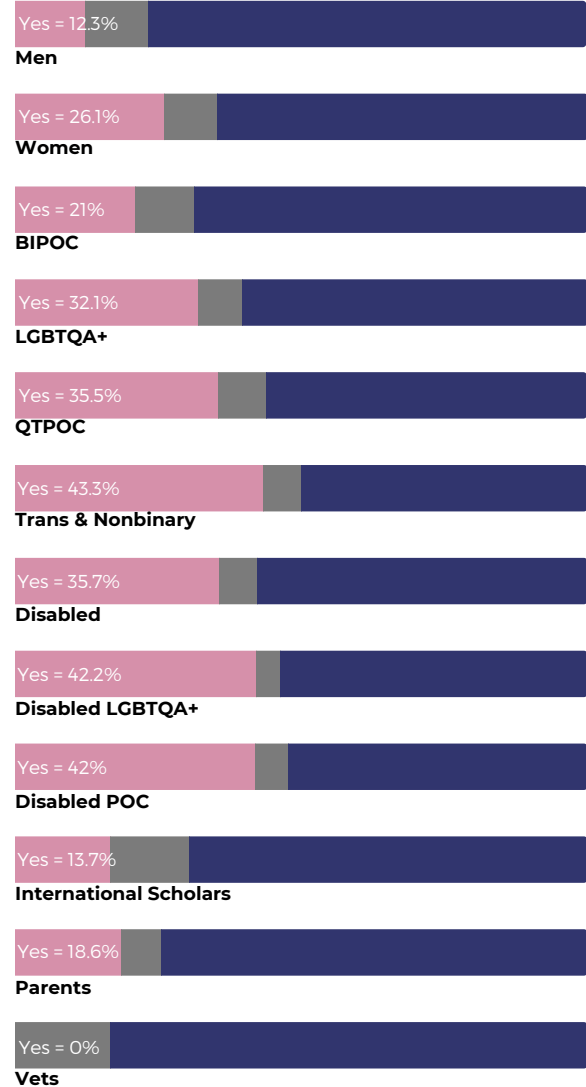
DIFFICULTY FINDING GOOD, AFFIRMING, OR EFFECTIVE MENTORSHIP

Of the 1468 survey respondents who responded to survey questions around mentorship on campus, over one fifth of ASEs and Postdocs at UW expressed difficulty finding good, affirming, or effective mentorship.

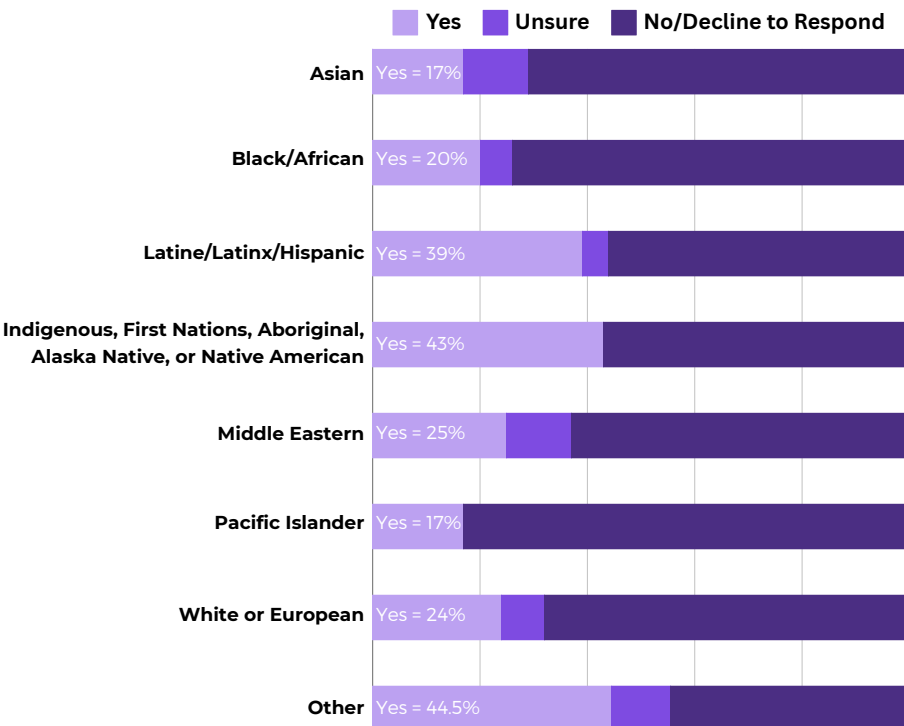


DIFFICULTIES AROUND MENTORSHIP AMPLIFIED WITH INTERSECTIONAL IDENTITIES

Yes Unsure No/Decline to Respond



ACCESS TO MENTORSHIP VARIED ACROSS RACE



PERSISTENT UNCERTAINTY ABOUT WHAT YOU NEED TO DO TO SUCCEED IN YOUR CHOSEN CAREER PATH



Effective mentorship should result in increased self-efficacy and clarity about how to succeed in your career. Overall responses here indicate a substantial mentorship deficit.

MENTORSHIP, COMMUNITY, AND BELONGING

Out of this year's survey respondents, **157 respondents elaborated** on their experiences surrounding mentorship, community, and belonging. Our qualitative analysis of these responses indicates that **racism, ableism, and sexism were especially prevalent issues**: we identified 26 counts of racism (16.6% of responses), 26 counts of ableism (16.6%), and 14 counts of sexism (8.9%). Other issues include **transphobia** (12 counts), **tokenization** (6 counts), **academic hierarchies** (5 counts), **LGBQA+** (3 counts), and ideation of **white supremacy** (1 count).

26
REPORTS

RACISM

“WA state and UW are **predominately white spaces. I seriously consider dropping out almost daily** and I also consider leaving WA state daily.”

26
REPORTS

ABLEISM

“I am still struggling to find a **neurodiverse community** at UW.”

14
REPORTS

SEXISM

“**Being a mother in academia is very lonely experience** since there are not many of us. And it's hard to find other mothers across different departments... I feel like **moms are currently invisible** for everyone and they **need special support, but they are not receiving it.**”

12
REPORTS

TRANSPHOBIA

“**Being one of the few queer students, and even fewer trans* students makes it difficult to find like-community in the department.** I've had more luck connecting with folks around neurodivergence, but still feel like I stand out despite efforts from a few to create some space for me.”

6
REPORTS

TOKENIZATION

“Honestly, I feel like **the only reason I was accepted here was because I looked great on paper and I was a person of color. There was never a plan for me or any interest in my growth and development** as a person/researcher. It was as if it was tick the box, hit the quota, they will figure it out on their own, our job is done. “

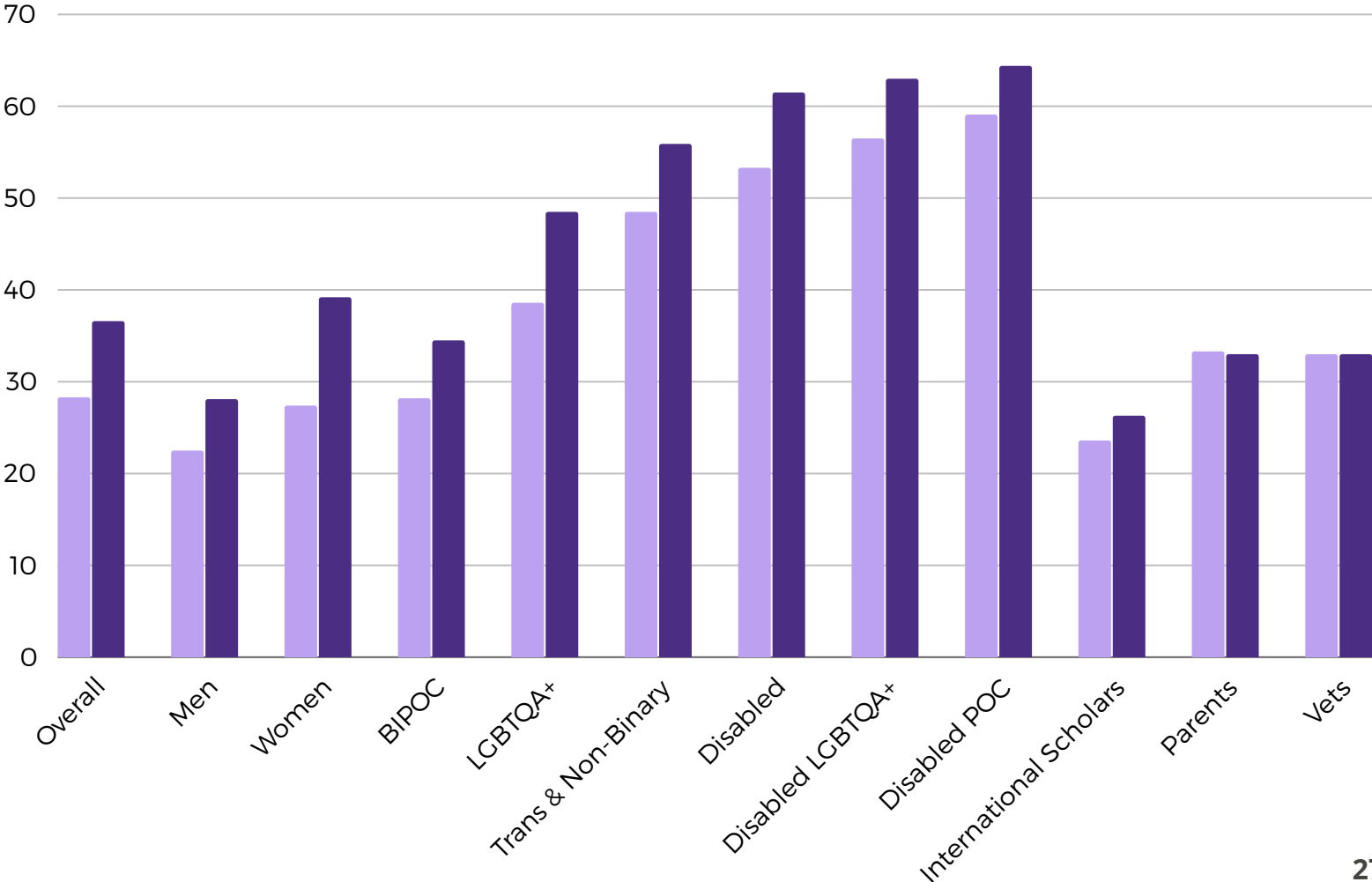
SUPPORT, COMMUNITY AND BELONGING: BELONGING

When it comes to finding a sense of community and belonging on campus, **28.3% of overall survey respondents experienced difficulty finding community with people like them, and 36.6% of people felt as if they didn't belong on campus.** Yet our data represents a very different reality dependent on identities. Those most at risk of isolation and lack of belonging identified as **trans & non-binary (55.9%)** and **disabled (61.5%),** with **disability status further impacted by LGBTQA+ affinity (63%), and race (64.4%).**

Trans & non-binary folks, as well as those who identify as disabled, disabled LGBTQA+, and disabled POC, were **two times more likely than their cis-gender male counterparts to experience isolation and lack of belonging while on campus.** When considering how the risk of experiencing harassment becomes exponentiated in isolation, **we can begin to piece together the very real consequences for these groups when considering their health, safety, and well-being in relationship with both individual level harms and structural discrimination and violence in our campus setting.**

COMMUNITY & BELONGING ON CAMPUS

Difficulty Finding Community Feeling Like You Don't Belong



SUPPORT, COMMUNITY AND BELONGING: BELONGING

When we fail to acknowledge community support and belonging as important and necessary factors for campus culture, we fail to uplift our community to **equitable standards for academic safety and success**.

When we effectively deny our most vulnerable students access to safe education, we **perpetuate systemic oppression**. We as an institution, **must undo the active harms taking place in our community by addressing the need for cultural change** if we hope to lead our local community with courage, innovation, and excellence. We can begin this process by **ensuring that ALL students have access to a safe and quality education**.

“When you **don't feel like you're worth the time of the one person who is supposed to be responsible for you (your PI)**, you think you **clearly must not be worth anyone else's time** (since they didn't sign up to have to interact with you) and that you'd be imposing yourself on them.”

“My department is **extremely white**. I have found faculty that have been supportive but **none that look like me and that can connect with me on those levels**. I have heard multiple stories of faculty of color leaving due to the racism and it makes me nervous to meet perpetrators without knowing it. I have tried building community and it is **disheartening how few bipoc or qtbipoc there are in my field**.”

“By far the biggest problem I've seen here at UW and in academia generally is that **the work of increasing equity and inclusion falls by and large on either those members of the marginalized groups** and/or graduate students who are **already struggling to survive** the ridiculous demands and power dynamics of grad school.”

“At the end of the day, the reward system in **academia incentivizes people to be total jerks with no care for the feelings of others as long as they get what they want**. Our faculty behave like that and the way we accept students and rewards students who behave like that - students who care about getting good grades, no matter what it takes to get it, and care nothing about doing good or equity.”

“I believe in **restorative justice**, which means **the perspective that matters is the harmed person's. What would they need to feel attended to and cared for?**”

“Sprinkling in a couple people from marginalized backgrounds doesn't change culture; **we need a critical mass of, and consistent investment into, community members who have lived experience with oppression**.”



RECOMMENDATIONS

- Based on the timing of this report, we strongly recommend **utilizing this report as a pre-baseline measure for institutional confidence and response prior to the start of the Genocide in Gaza**. We will continue monitoring the UW's harmful rhetoric and actions taken here, and how this impacts the safety of our community members and our campus. We hope that the University can stand with our Palestinian students in calling for a ceasefire and an end to the siege on Gaza.
- The Equity Survey results shows steep **inequities in the experience of campus safety and support across race, SOGI, and disability status**. We strongly recommend addressing ways in which the system can **demonstrate accountability through investment in repair** (i.e., restorative justice practices). A lack of assessment on the system perpetuates these blindspots on the part of the institution, and we also call for community-engaged **evaluative measures to bring to light ways in which the institution can improve safety for all** of its community members.
- We recommend that both university- and department-level administration make plans to **address data transparency around what's happening in the system**. How are we accurately collecting data and information that honors our ASE and PD stories and experiences? How are reports and outcomes being managed? How is feedback being implemented in meaningful ways?
- We want to acknowledge the harm that the Equity Survey participates in by asking people to be vulnerable and share their experiences, while also highlighting our own **limitations around how this data is used**. We hope that **action can be taken by the University and departments around the Equity Survey to take steps towards accountability**. We also hope that this survey can act as an **organizing vehicle for the UAW 4121** with investment towards report outs and data dissemination.
- We acknowledge ASE and PD financial constraints as a basic need, and that **much is lost in priority of survival**. This report unintentionally perpetuates caring about income in a race neutral way OR caring about equity. But **we fail to address the intersectionality in these issues** or access to remedies -- such as grievance processes or coping -- with access to these processes falling along identity lines as well. **We call on the union to investigate how these systems of oppression within our university connect along identity lines, and address the direct implications that this has for the union.**

