



# 2020 Climate Survey on Diversity, Equity, and Inclusion

Final School Report

*Prepared for:*



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## INTRODUCTION

The Evergreen State College, in Olympia, Washington, is dedicated to cultivating a university community that fosters constructive participation in a diverse, multicultural world. The college has a history of supporting initiatives that foster learning and working environments that are safe and inclusive.

To assess current campus climate, The Evergreen State College conducted a survey during Winter Term 2020 on Diversity, Equity, and Inclusion. This study was designed to help The Evergreen State College develop a baseline understanding of perceptions, experiences and perspectives regarding several aspects of these topics among students, faculty, and staff.

The Evergreen State College Campus Climate Survey on Diversity, Equity, and Inclusion (TESC-DEI) was designed to help administrators establish a strong knowledge around issues relating to diversity, equity, and inclusion by learning about the community's perspectives, opinions, and experiences related to these topics. Faculty, staff, and students were surveyed in this study. Data collected will help campus leaders develop a comprehensive understanding of DEI topics from the viewpoints of the individuals who comprise the overall Evergreen community. Specifically, the data collected in the DEI survey will allow The Evergreen State College to establish a baseline understanding of the present climate at Evergreen, help inform current and future decisions about supporting a diverse, inclusive and vibrant campus community, and serve as a benchmark against which to measure change over time.

The TESC-DEI was conducted in Winter Term 2020, with active data collection from January 13, 2020 through February 28, 2020. **This report summarizes the study results for faculty and staff employed at The Evergreen State College as of December 05, 2019 and for students enrolled at The Evergreen State College as of January 6, 2020 initially and then later updated on January 24, 2020 to reflect current enrollment.**

## BACKGROUND & METHODS

### *TESC-DEI Study Groups*

All eligible Evergreen faculty, staff and students were invited to participate in the TESC-DEI survey, thus, for all of these groups, the DEI study was a census.

Eligibility to participate in the DEI was defined as individuals at The Evergreen State College age 18 or older who were:

- Enrolled as an Undergraduate Student (part- or full- time as of January 6, 2020 and then updated on January 24, 2020)
- Employed as Staff (as of December 24, 2020)
- Employed as Faculty (as of December 24, 2020)

The Evergreen State College Registrar provided the list (2,664 students) for the students. The Evergreen State College Human Resources department provided the lists for the faculty (199 faculty) and staff (498 staff). For the TESC-DEI, a total of 3,361 individuals were invited to participate in the survey.

### *2020 TESC-DEI Survey*

The 2020 TESC-DEI survey was developed via a collaboration between SoundRocket, an independent research company that provides custom as well as standardized survey services, and The Evergreen State College. The instrument design was guided, in part, by the National Campus Climate Survey, conducted at the University of Michigan, Ann Arbor, and available as a standardized instrument for other institutions. This standardized instrument was modified to focus on The Evergreen State College and used filtering to direct respondents to appropriate questions throughout the survey based on their designation as a student, faculty, or staff at Evergreen. It should be noted that the office of the First Peoples Multicultural, Trans, And Queer Support Services at The Evergreen State College gave input, which was used to help develop and refine the questions included in the survey. The survey was designed as a self-administered, interactive, web-based survey that would take less than 15 minutes to complete on average.

The final TESC-DEI survey was structured as follows:

#### ***Welcome***

- A brief description of the research and its key objectives, a statement of confidentiality, a note regarding voluntary participation and survey length, information about incentives, and contact information for the SoundRocket survey team.

#### ***Consent***

- An informed, passive consent, wherein study details about the nature and purpose of the research were provided and participants clicked "Next" if they agreed to participate.

#### ***Demographics – Survey Part I***

- Questions were asked to capture the demographics of each participant, including: gender, race/ethnicity, sexual orientation, religious affiliation, disability, military status, and citizenship. Students were asked about their majors and enrollment status; staff and faculty were asked about their primary department/unit.

#### ***Campus Climate – Survey Part II***

- Questions about: satisfaction with The Evergreen State College campus climate with respect to DEI; perceptions of Evergreen overall on various attributes related to diversity, equity, and inclusion; feelings of safety on and around campus; individual opinions about DEI aspects regarding Evergreen as a whole from student, faculty or staff member perspectives; frequency of interactions with diverse people at Evergreen; discriminatory events personally experienced; and ratings regarding particular aspects of being a staff, faculty or student at The Evergreen State College.

#### ***Thank You***

- A final page thanking participants for their time and input.

## TESC-DEI: Data Collection

The 2020 The Evergreen State College DEI was administered as an on-line web survey; the survey was optimized so that it could be completed successfully on mobile devices and tablets, as well as on desktop or laptop computers. Mobile optimization was implemented dynamically during the survey – if the system detected that a mobile-sized screen was in use, it automatically adjusted the view to accommodate the device.

### *Respondent Incentives*

To encourage participation, all eligible TESC-DEI study participants – regardless of whether they actually participated in the survey – were entered into a random drawing to win one of five Evergreen swag prizes within each group (faculty, staff, and students).

### *Data Collection*

The overall data collection design protocol included:

- An email invitation to participate in the web-based survey; emailed between January 13 and January 29, 2020.
- A series of four email reminders to participate in the web-based survey were sent to any non-responders; spaced at approximately 4-day intervals, delivered between January 14 and February 15, 2020.

## Survey Completion Time

Determining the actual time taken to participate in a web-based survey is not a straightforward calculation; however, standard practices were employed to calculate the average length of time for respondents to complete the TESC-DEI survey. To compute an accurate survey completion time, calculations focus specifically on cases in which an individual clicked through the entire survey and submitted their responses.

The surveys were programmed to capture a date and timestamp at the start and end of a survey, and a calculation is used to determine the elapsed time in minutes between those two points; because respondents could leave the survey and return to it later – spans of a few weeks in some cases – a simple subtraction from start- to end-time does not always reflect completion time from one sitting. To identify outliers, a count of the total number of logins to the web survey is captured; thus, if a respondent starts a survey on Monday, leaves and returns on Wednesday, their record shows two logins. This login count allows all cases with 2 or more logins to be excluded from time to complete analysis. Along with multiple logins, another difficulty in ascertaining survey completion time is that some browsers maintain an active link with the survey system; this means that respondents are not logged out while the survey is open but the respondent is not actively engaged in the survey.

A standard survey practice identifies a cutoff for top-end outliers by multiplying the initial median value of single login cases by three and excluding cases above the cutoff. For example, in the TESC-DEI, the initial median completion time for students was 15 minutes; any student who took more than 45 minutes was unlikely to be actively engaged in the survey during that entire time and is thus excluded from the average completion time calculation. Using this method, the top end trimming value identified for TESC faculty was 30 minutes; for staff was 36 minutes, and for students was 45 minutes.

**To preserve confidentiality, if a cell in any table has fewer than 5 cases (responses), the data is suppressed (i.e., not shown). Where appropriate throughout the report, this is indicated in the tables by a dash (–) symbol. Additionally, any cell that has 0 cases (responses) is intentionally left blank.**

Table 1 shows final estimates for the length of the web-based survey.

**Table 1: The Evergreen State College Diversity, Equity, and Inclusivity Campus Climate Survey Completion Time – Faculty, Staff, & Students**

	Mean Completion Time (minutes)	Median Completion Time (minutes)	Standard Deviation (minutes)	Number of Cases (n)
Faculty	10	10	-	-
Staff	11.3	11	1.5	-
Students	16.9	14	7.8	299
<b>All TESC</b>	<b>16.8</b>	<b>14</b>	<b>7.8</b>	<b>303</b>

## Dispositions & Response Rates

Disposition codes, response rates, and completion rates presented in this report are based on Standard Definitions as described by The American Association for Public Opinion Research (AAPOR) in their 2011 publication: Standard Definitions: Final Dispositions of Case Codes and Outcome Rates for Surveys, 7th edition.

### Final Study Dispositions

Survey dispositions were defined as follows:

- Login: an individual who clicked to open the survey but did not consent to participate; these cases were treated as equal to any other nonresponse.
- Visitor: an individual who consented to participate, but who did not answer any other survey questions.
- Partial: an individual who consented and responded to questions, but quit the survey before reaching the physical safety question.
- Complete: an individual who consented to participate and who clicked through the entire survey (answering all or some questions), completed the incentive questions and clicked “submit.”
- Ineligible: a case initially thought eligible to participate, but determined to not be eligible (e.g., due to not being employed on the eligibility date); ineligible cases were removed from the denominator of all response rate calculations.

### Response Rates

Response rates for the TESC-DEI survey were calculated as follows:

- Response Rate: Number of completes (c) plus the number of partials (p) divided by the eligible (e) sample size. This calculation follows AAPOR response rate calculation #2:  $((c+p)/e)$ .
- Completion Rate: Number of completes (c) divided by the sum of completes (c) plus partials (p):  $(c/(c+p))$ .
- Refusals (r): Count of individuals who said that they did not want to participate in the survey.
- Refusal %: Count of refusals divided by the total sample size:  $(r/n)$ .

An individual is considered to have responded to the survey if their submission met the stated criteria to be considered a complete or a partial. Data from all such cases is included in this report. Response and completion rates are shown for the total number of individuals at TESC who responded to the survey.

**Table 2: Evergreen Faculty, Staff, & Students DEI Response & Completion Rates**

	Number of Survey Invitations	Number of Partial	Number of Completes	Response Rate (%)	Completion Rate (%)
Faculty	199	8	115	61.8	93.5
Staff	498	8	259	53.6	97.0
Students	2664	60	803	32.4	93.0
<b>Total</b>	<b>3361</b>	<b>76</b>	<b>1177</b>	<b>37.3</b>	<b>93.9</b>

The response and completion rates in Table 3 show calculations based on all individuals included in the institutional data (population list) provided by The Evergreen State College. Institutional data is needed to calculate response and completion rates because the total number of individuals in each category is known. Data tables in the remainder of this report present categories and frequencies based on responses to survey questions; survey response data is not usable for calculating response and completion rates. Completion rates of greater than 90% are considered very good. While every survey may include some participants who do not respond to all items, it is normal for up to 10% of the cases to not finish the survey once they start. Additionally, the response rates obtained for this study exceeded most typical higher education surveys of this type. These response rates surpassed what we would have expected for most universities without use of large per person incentive payments for participation.

## RESULTS

### *Reading the Results*

Because the TESC-DEI study was designed in part to provide insights and information that could be used to assist in developing DEI programs, key comparison groups are included in the tables. Summary tables in this report include a total column named “TESC Total.” This column shows the combined data of all individuals who completed the 2020 TESC-DEI survey.

Due to the nature of the survey, respondents were not required to answer any questions other than the consent question; if a potential respondent did not consent to participate, they were not shown subsequent survey questions. Because participants could choose to skip any question(s) they did not wish to answer, the number of respondents in data tables varies by question.

The data shown in tables throughout this report are population level data (parameters). Statistical testing is not required in a census because all elements that could be studied are included in the study design. Due to this, any differences observed (e.g., between men and women), represent true differences in the population. The magnitude of any observed differences should be interpreted based on the context of the measure.

**Again - to preserve confidentiality, if a cell in any table has fewer than 5 cases (responses), the data is suppressed (i.e., not shown). Where appropriate throughout the report, this is indicated in the tables by a dash (–) symbol. Additionally, any cell that has 0 cases (responses) is intentionally left blank.**

### *Interpreting the Results*

This effort is intended to provide the institution with the data and results so that local individuals can use them, together with their local knowledge of these issues, to come up with interpretations and meaning.

## Demographics

The first section of the TESC-DEI survey asked about several background and demographic elements. Characteristics of The Evergreen State College responding faculty, staff, and students are shown in Table 3.

**Table 3: Evergreen Faculty, Staff, & Students: Selected Demographics**

	TESC Total	Group		
		Student	Faculty	Staff
<b>Age (in years)</b>				
Mean	33.6	27.4	53.9	45.4
<b>Gender Identity</b>				
Man	29.9	27.9	37.1	33.3
Woman	53.3	50.2	56.9	61.4
Other Gender Identity	16.8	21.9	6.0	5.3
<b>Race/Ethnicity</b>				
African American/Black	4.2	4.2	-	5.4
Asian American/Asian/Pacific Islander	4.4	3.4	8.8	5.4
Hispanic/Latino/a	3.5	4.0	-	2.3
Middle Eastern/North African	-	-	-	-
Native American/Alaskan Native	2.3	2.6	-	2.3
White	68.1	66.1	71.7	73.2
Other Race/Ethnicity	3.5	4.2	4.4	-
More than One	13.8	15.3	11.5	10.0
<b>Religious Affiliation</b>				
Christian	22.6	19.2	25.9	32.0
Jewish	4.1	3.8	6.2	4.2
Muslim	0.7	0.8	-	-
Buddhist	4.4	3.7	8.0	5.0
Other Religious Affiliation	14.5	15.8	10.7	12.0
Agnostic/Atheist	31.7	33.5	31.2	26.3
None	22.0	23.2	17.9	20.1
<b>U.S. Born</b>				
No	7.6	5.8	15.3	10.2
Yes	92.4	94.2	84.7	89.8
<b>Education</b>				
High School/GED	6.1	-	-	8.8
Associate's	3.2	-	-	4.6
Bachelor's	30.3	-	-	42.9
Post-Graduate	58.5	-	95.7	42.1
Other	1.9	-	-	-

Additional information was captured regarding disability status among The Evergreen State College respondents.

**Table 4: Reported Disability Status of Evergreen Students**

	Student Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
	%	%	%	%	%	%	%	%	%	%
Yes, I have a disability	27.2	25	18.8	48.4	18.8	34.5	26.8	27.7	100	
No, I do not have a disability	72.8	75	81.2	51.6	81.2	65.5	73.2	72.3		100

**Table 5: Reported Disability Status of Evergreen Faculty**

	Faculty Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
	%	%	%	%	%	%	%	%	%	%
Yes, I have a disability	14	-	15.4	-	14.1	15.2	11.4	20	100	
No, I do not have a disability	86	90.5	84.6	71.4	85.9	84.8	88.6	80		100

**Table 6: Reported Disability Status of Evergreen Staff**

	Staff Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
	%	%	%	%	%	%	%	%	%	%
Yes, I have a disability	22.3	19.5	23	35.7	18.1	30.9	22.1	23	100	
No, I do not have a disability	77.7	80.5	77	64.3	81.9	69.1	77.9	77		100

Table 7 shows the counts of item missing data for the various demographics collected.

**Table 7: Counts of Demographic Item Missing Data**

	Students	Faculty	Staff
	n	n	n
Age		12	8
Gender Identity	13	7	-
Race/Ethnicity	20	10	6
Religious Affiliation	21	11	8
U.S. Born	13	5	-
Education		8	6
Disability Status	16	9	-



## DEI Perceptions & Experiences: Evergreen College Overall

The second part of the TESC-DEI survey asked respondents to rate their overall satisfaction with The Evergreen State College campus climate/environment based on their experiences in the past 12 months.

**Table 8: Student Satisfaction with Overall Evergreen Campus Climate**

	Student Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
	%	%	%	%	%	%	%	%	%	%
Very Satisfied/Satisfied	55.4	53.8	59.4	48.4	58.5	53.4	59.6	47.4	52.9	56.4
Neutral	26.3	29.1	24.5	27.7	26.3	26.5	25.4	28.2	23.3	27.5
Dissatisfied/Very Dissatisfied	18.3	17.1	16.2	23.9	15.2	20.2	15.0	24.4	23.8	16.1

**Table 9: Faculty Satisfaction with Overall Evergreen Campus Climate**

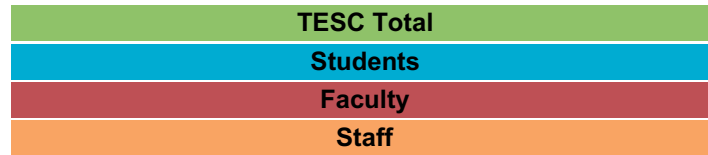
	Faculty Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
	%	%	%	%	%	%	%	%	%	%
Very Satisfied/Satisfied	24.4	35.7	19.7	-	26.6	23.5	24.7	23.7	-	27.8
Neutral	27.7	28.6	28.8	-	27.8	26.5	27.2	28.9	37.5	25.8
Dissatisfied/Very Dissatisfied	47.9	35.7	51.5	71.4	45.6	50.0	48.1	47.4	50.0	46.4

**Table 10: Staff Satisfaction with Overall Evergreen Campus Climate**

	Staff Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
	%	%	%	%	%	%	%	%	%	%
Very Satisfied/Satisfied	23.6	25.0	24.7	-	27.1	18.5	25.7	18.4	16.9	25.9
Neutral	28.8	27.3	28.4	35.7	28.8	27.2	28.8	28.9	23.7	30.2
Dissatisfied/Very Dissatisfied	47.6	47.7	46.9	57.1	44.1	54.3	45.5	52.6	59.3	43.9

After considering overall satisfaction, faculty, staff, and students reflected on several sets of opposite DEI related aspects using a scale called a semantic differential. In this scale, polar adjectives (opposite-meaning terms) are shown and survey participants select a rating for each aspect that they feel best represents their perception of the entity being studied – in this case, individual’s perceptions of the overall Evergreen State College campus community.

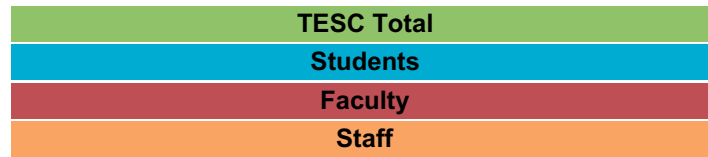
In the following chart, the higher the mean score shown in each bar, the closer ratings were to the positive attribute in each set of adjectives located on the right. A 7-point scale was used to evaluate the paired adjectives, thus the mean values in the following tables utilize the same scale. The colored bars represent the different groups, as defined below:



**Table 11: Perceptions of TESC Overall DEI Aspects (Mean Ratings)**

Hostile	5.1	5.3	4.5	4.6	Friendly
Racist	4.8	5	4.3	4.3	Non-Racist
Homogenous	4.3	4.4	3.8	4.1	Diverse
Disrespectful	5	5.2	4.2	4.4	Respectful
Contentious	4.3	4.6	3.8	3.8	Collegial
Sexist	4.9	5.2	4.2	4.3	Non-Sexist
Individualistic	4.6	4.9	4.1	4.1	Collaborative

**Group definitions:**



**Table 12: Perceptions of TESC Overall DEI Aspects (Mean Ratings) -Continued**

Competitive	5.2	5.4	4.8	4.6	Cooperative
Homophobic	5.9	6.1	5.8	5.5	Queer Positive
Unsupportive	5	5.3	4.1	4.4	Supportive
Ageist	4.9	5.2	4.5	4.2	Non-Ageist
Unwelcoming	5.1	5.4	4.3	4.6	Welcoming
Elitist	4.5	4.7	4.4	3.8	Non-Elitist
Transgender-phobic	5.8	5.9	5.7	5.4	Trans Positive

Exploratory factor analysis (EFA) is a statistical technique that condenses data by grouping variables into factors (sets of variables) based on shared variance, the statistical index of the degree to which two variables are associated (shared variance is indicated by correlation coefficients). Thus, the goal of EFA is to identify related underlying constructs within the survey responses to help make the data more comprehensible and useful for practical applications. EFA was conducted on each set of data (faculty, staff, student) separately, and EFA results differed for each group. Thus, each groups' factors are unique and are comprised of different sets of aspects, for this reason, **it is not advisable to make direct comparisons between EFA results.**

*Student EFA*

The EFA conducted on the semantic differential items answered by students identified two factors: (1) TESC General Climate Elements, and (2) TESC DEI Climate Elements. The variables that make up each of the factors are:

<b>General Climate Elements Factor</b>
Hostile / Friendly
Homogenous / Diverse
Disrespectful / Respectful
Contentious / Collegial
Individualistic / Collaborative
Competitive / Cooperative
Unsupportive / Supportive
Unwelcoming / Welcoming
Elitist / Non-elitist

<b>DEI Climate Elements Factor</b>
Racist / Non-Racist
Sexist / Non-Sexist
Homophobic / Queer-Positive
Ageist / Non-Ageist
Transgender-phobic / Trans Positive

**Table 13: Student Perceptions of Evergreen Overall DEI Aspects**

	Student Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
<b>Mean Factor Score</b>										
General Climate Elements	5.0	5.0	5.2	4.7	5.2	4.9	5.1	4.8	4.9	5.1
DEI Elements	5.5	5.6	5.7	5.0	5.6	5.4	5.6	5.3	5.2	5.6

### Faculty EFA

The EFA conducted on the semantic differential items answered by faculty members identified three factors: (1) TESC General Climate Elements, (2) TESC DEI Climate Elements, and (3) Social Categorization Factor. The variables that make up each of the factors are:

<p><b>General Climate Elements Factor</b></p> <ul style="list-style-type: none"> <li>Hostile / Friendly</li> <li>Homogenous / Diverse</li> <li>Disrespectful / Respectful</li> <li>Contentious / Collegial</li> <li>Individualistic / Collaborative</li> <li>Competitive / Cooperative</li> <li>Unsupportive / Supportive</li> <li>Unwelcoming / Welcoming</li> </ul>	<p><b>DEI Climate Elements Factor</b></p> <ul style="list-style-type: none"> <li>Racist / Non-Racist</li> <li>Sexist / Non-Sexist</li> <li>Homophobic / Queer-Positive</li> <li>Transgender-phobic / Trans Positive</li> </ul>	<p><b>Social Categorization Factor</b></p> <ul style="list-style-type: none"> <li>Elitist / Non-elitist</li> <li>Ageist / Non-Ageist</li> </ul>
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**Table 14: Faculty Perceptions of Evergreen Overall DEI Aspects**

	Faculty Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
<b>Mean Factor Score</b>										
General Climate Elements	4.2	4.5	4.1	3.6	4.2	4.4	4.3	4.0	3.8	4.3
DEI Elements	4.9	5.5	4.7	4.2	5.1	4.6	5.1	4.6	4.9	5.0
Social Categorization Factor	4.5	4.9	4.4	3.3	4.6	4.2	4.5	4.3	4.3	4.5

### Staff EFA

The EFA conducted on the semantic differential items answered by staff identified two factors: (1) TESC General Climate Elements, and (2) TESC DEI Climate Elements. The variables that make up each of the factors are:

<p><b>General Climate Elements Factor</b></p> <ul style="list-style-type: none"> <li>Hostile / Friendly</li> <li>Disrespectful / Respectful</li> <li>Contentious / Collegial</li> <li>Individualistic / Collaborative</li> <li>Competitive / Cooperative</li> <li>Unsupportive / Supportive</li> <li>Unwelcoming / Welcoming</li> <li>Elitist / Non-elitist</li> <li>Ageist / Non-Ageist</li> </ul>	<p><b>DEI Climate Elements Factor</b></p> <ul style="list-style-type: none"> <li>Racist / Non-Racist</li> <li>Homogenous / Diverse</li> <li>Sexist / Non-Sexist</li> <li>Homophobic / Queer-Positive</li> <li>Transgender-phobic / Trans Positive</li> </ul>
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**Table 15: Staff Perceptions of Evergreen Overall DEI Aspects**

	Staff Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
<b>Mean Factor Score</b>										
General Climate Elements	4.3	4.4	4.2	4.1	4.3	4.2	4.3	4.2	3.9	4.4
DEI Elements	4.7	5.0	4.6	4.1	4.9	4.4	4.9	4.4	4.1	4.9

Faculty, staff, and students were asked to report their overall feeling of safety on campus based on how frequently they have felt concerned for their physical safety in the past 12 months. As a follow-up, individuals were asked if they have avoided any areas around campus or their workplace due to fear for their physical safety.

**Table 16: Student Concern for Physical Safety at Evergreen**

	Student Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
	%	%	%	%	%	%	%	%	%	%
Never	46.8	66.4	44.4	27.8	58.9	37.6	48.9	42.9	34.7	51.3
Sometimes	47.2	30.6	50.1	61.1	37.9	54.9	47.3	47.1	56.0	43.9
Often	6.0	3.0	5.5	11.1	3.3	7.5	3.8	10.0	9.3	4.8

**Table 17: Faculty Concern for Physical Safety at Evergreen**

	Faculty Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
	%	%	%	%	%	%	%	%	%	%
Never	47.0	76.2	28.1	-	51.9	32.4	49.4	42.1	31.2	49.5
Sometimes	47.9	23.8	65.6	-	44.2	58.8	46.8	50.0	68.8	45.3
Often	5.1	-	-	-	-	-	-	-	-	5.3

**Table 18: Staff Concern for Physical Safety at Evergreen**

	Staff Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
	%	%	%	%	%	%	%	%	%	%
Never	39.6	55.2	31.7	35.7	45.7	28.4	42.9	31.6	25.4	43.8
Sometimes	53.6	42.5	60.2	50.0	48.6	63.0	52.9	55.3	66.1	49.8
Often	6.8	-	8.1	-	5.7	8.6	4.2	13.2	8.5	6.4

**Table 19: Areas & Activities Avoided by Students Due to Concern for Physical Safety at Evergreen**

	Student Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
	%	%	%	%	%	%	%	%	%	%
Sporting events	2.3	-	1.7	5.0	-	3.5	1.8	3.1	5.3	1.2
Parties or other social gatherings	8.4	6.0	5.7	17.2	4.4	11.6	7.7	9.7	13.8	6.4
Secluded areas on campus	22.9	7.3	28.9	29.4	17.2	27.5	22.9	22.8	26.2	21.7
Residence halls	4.1	2.2	4.3	6.1	1.9	5.1	2.8	6.6	7.1	3.0
Campus buildings	2.9	2.6	1.9	5.6	1.9	3.5	2.2	4.2	4.9	2.1
Busses or bus stops	7.2	3.0	8.1	10.6	4.9	8.8	8.1	5.5	9.3	6.4
Parking lots or garages	18.1	5.2	22.2	25.0	13.4	21.5	16.1	21.8	20.9	17.1
Neighborhoods / Areas surrounding campus	7.0	2.6	8.4	9.4	5.2	8.6	6.2	8.3	6.7	7.1
Off-campus housing	4.1	2.2	4.8	5.0	2.2	5.7	3.7	4.8	5.8	3.5
Walking around campus at night	31.5	9.9	38.8	42.8	23.0	38.5	29.9	34.6	37.8	29.3
CRC	1.6	-	-	3.3	-	2.0	1.1	2.4	2.7	1.2
Classrooms	1.1	-	-	-	-	1.5	1.1	-	2.2	-
Meetings	1.4	-	-	3.9	-	2.0	1.5	-	2.2	1.2
Offices	0.7	-	-	-	-	-	-	1.7	-	-
Laboratories	8.0	6.9	7.4	11.1	6.3	9.7	7.5	9.0	11.6	6.8
Other	47.6	69.0	43.3	30.6	59.8	38.2	46.8	49.1	38.2	50.9

**Table 20: Areas & Activities Avoided by Faculty Due to Concern for Physical Safety at Evergreen**

	Faculty Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
	%	%	%	%	%	%	%	%	%	%
Sporting events										
Parties or other social gatherings	5.0	-	-	-	-	-	-	-	-	-
Secluded areas on campus	26.9	11.9	37.5	-	27.3	26.5	21.5	37.5	50.0	22.1
Residence halls	-	-	-	-	-	-	-	-	-	-
Campus buildings	5.0	-	7.8	-	-	-	-	12.5	-	6.3
Busses or bus stops	-	-	-	-	-	-	-	-	-	-
Parking lots or garages	11.8	-	18.8	-	11.7	14.7	13.9	-	-	10.5
Neighborhoods / Areas surrounding campus	-	-	-	-	-	-	-	-	-	-
Off-campus housing										
Walking around campus at night	21.8	-	34.4	-	20.8	23.5	20.3	25.0	43.8	17.9
CRC	-	-	-	-	-	-	-	-	-	-
Classrooms	5.0	-	-	-	-	-	-	-	-	-
Meetings	-	-	-	-	-	-	-	-	-	-
Offices	-	-	-	-	-	-	-	-	-	-
Laboratories	7.6	-	7.8	-	6.5	-	7.6	-	-	7.4
Other	50.4	78.6	34.4	-	53.2	47.1	55.7	40.0	31.2	54.7

**Table 21: Areas & Activities Avoided by Staff Due to Concern for Physical Safety at Evergreen**

	Staff Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
	%	%	%	%	%	%	%	%	%	%
Sporting events	1.9	-	-	-	2.9	-	-	-	-	-
Parties or other social gatherings	3.8	-	4.3	-	4.0	-	2.6	6.6	-	3.9
Secluded areas on campus	26.8	9.2	34.8	35.7	23.4	32.1	25.9	28.9	39.0	22.7
Residence halls	-	-	-	-	-	-	-	-	-	-
Campus buildings	2.6	-	-	-	-	-	-	-	-	3.0
Busses or bus stops	3.8	-	4.3	-	-	7.4	2.6	6.6	8.5	2.5
Parking lots or garages	13.6	-	18.6	-	13.1	16.0	12.2	17.1	22.0	11.3
Neighborhoods / Areas surrounding campus	6.8	-	7.5	-	4.0	12.3	6.3	7.9	15.3	4.4
Off-campus housing	1.9	-	-	-	-	-	-	-	-	-
Walking around campus at night	30.6	9.2	42.2	-	27.4	35.8	27.0	39.5	44.1	26.1
CRC	-	-	-	-	-	-	-	-	-	-
Classrooms	3.0	-	4.3	-	2.9	-	-	-	10.2	-
Meetings	1.9	-	-	-	-	-	-	-	-	-
Offices	-	-	-	-	-	-	-	-	-	-
Laboratories	9.4	5.7	10.6	-	7.4	13.6	8.5	11.8	10.2	9.4
Other	51.3	77.0	39.1	42.9	58.3	39.5	55.6	40.8	37.3	56.2



Faculty, staff, and students were asked to respond to a series of questions about various aspects, experiences, and perceptions of working or studying at The Evergreen State College. Individuals rated their level of agreement with each statement using the following five-point scale: Strongly Disagree (1), Disagree (2), Neither Agree Nor Disagree (3), Agree (4), Strongly Agree (5). Tables 22-24 show combined responses for “Agree” plus “Strongly Agree” (4+5) ratings.

**Table 22: Student Levels of Agreement with Statements About Enrollment Aspects (Strongly Agree + Agree Responses)**

	Student Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
	%	%	%	%	%	%	%	%	%	%
I feel valued as an individual at TESC	60.9	59.8	66.1	51.1	63.6	58.7	63.4	56.3	55.8	62.7
I feel I belong at TESC	64.3	64.2	68.3	56.2	65.0	63.9	67.2	58.9	61.4	65.4
TESC has a strong commitment to diversity, equity, and inclusion	71.7	79.9	74.8	55.1	76.0	68.7	76.2	63.3	67.4	73.2
I have considered leaving TESC because I felt isolated or unwelcomed	23.2	24.5	17.5	34.8	21.5	24.5	20.5	28.3	31.2	20.1
I am treated with respect at TESC	75.3	74.6	79.4	67.4	77.1	74.2	78.9	68.6	64.1	79.4
I feel others don't value my opinions at TESC	16.2	17.8	13.9	18.4	16.5	15.4	14.0	20.2	20.1	14.8
TESC is a place where I am able to perform up to my full potential	65.5	66.1	70.6	54.2	69.5	62.5	68.8	59.1	59.4	67.6
I have opportunities at TESC for professional success that are similar to those of my colleagues	70.5	74.3	72.3	61.8	72.8	69.0	74.1	63.6	62.5	73.3
I have found one or more communities or groups where I feel I belong at TESC	51.6	56.5	47.7	54.8	47.5	54.9	52.6	49.7	50.2	51.9
There is too much emphasis put on issues of diversity, equity, and inclusion at TESC	20.4	32.6	18.5	7.9	27.2	14.6	20.3	20.6	17.0	21.8
TESC provides sufficient programs and resources to foster the success of a diverse faculty/staff	42.7	44.5	48.1	28.7	48.6	37.8	45.0	38.3	40.8	43.4
I have to work harder than others to be valued equally at TESC	22.7	18.8	20.6	32.6	19.7	24.8	17.7	32.1	33.6	18.7
My experience at TESC has had a positive influence on my professional growth	83.7	84.2	84.4	82.0	83.8	83.8	87.2	77.0	84.2	83.4
TESC places appropriate emphasis on issues of diversity, equity, and inclusion	59.6	59.4	65.4	47.8	62.6	58.0	64.1	51.2	55.6	61.1

**Table 23: Faculty Levels of Agreement with Statements About Work Aspects (Strongly Agree + Agree Responses)**

	Faculty Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
	%	%	%	%	%	%	%	%	%	%
I feel valued as an individual at TESC	56.9	70.7	54.7	-	57.9	61.8	65.4	39.5	37.5	62.8
I feel I belong at TESC	59.8	69.0	57.8	-	63.6	55.9	64.6	50.0	37.5	65.3
TESC has a strong commitment to diversity, equity, and inclusion	49.1	63.4	43.8	-	53.2	41.2	53.8	39.5	31.2	53.2
I have considered leaving TESC because I felt isolated or unwelcomed	42.2	22.0	50.0	-	36.4	50.0	37.2	52.6	50.0	39.4
I am treated with respect at TESC	62.4	76.2	56.2	-	63.6	67.6	72.2	42.1	50.0	66.3
I feel others don't value my opinions at TESC	36.8	23.8	40.6	-	33.8	38.2	32.9	44.7	37.5	34.7
TESC is a place where I am able to perform up to my full potential	43.6	57.1	35.9	-	48.1	35.3	48.1	34.2	-	51.6
I have opportunities at TESC for professional success that are similar to those of my colleagues	47.4	70.7	37.5	-	49.4	47.1	53.8	34.2	31.2	53.2
I have found one or more communities or groups where I feel I belong at TESC	62.1	70.7	62.5	-	64.9	61.8	67.9	50.0	43.8	67.0
There is too much emphasis put on issues of diversity, equity, and inclusion at TESC	21.7	26.8	18.8	-	23.4	15.2	20.5	24.3	-	24.7
TESC provides sufficient programs and resources to foster the success of a diverse faculty/staff	13.0	19.0	9.5	-	13.0	-	10.3	18.9	-	14.9
I have to work harder than others to be valued equally at TESC	35.1	19.5	41.3	-	33.8	31.2	23.4	59.5	50.0	29.3
My experience at TESC has had a positive influence on my professional growth	67.2	78.6	60.3	85.7	62.3	84.8	74.4	52.6	56.2	72.3
TESC places appropriate emphasis on issues of diversity, equity, and inclusion	37.7	51.2	31.7	-	39.0	37.5	42.9	27.0	-	43.5

**Table 24: Staff Levels of Agreement with Statements About Work Aspects (Strongly Agree + Agree Responses)**

	Staff Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
	%	%	%	%	%	%	%	%	%	%
I feel valued as an individual at TESC	54.8	57.6	52.8	64.3	54.9	55.7	53.2	58.7	50.8	55.8
I feel I belong at TESC	48.3	55.8	43.8	42.9	48.3	47.5	50.8	42.1	40.7	50.2
TESC has a strong commitment to diversity, equity, and inclusion	56.7	66.3	53.2	42.9	60.7	46.8	62.2	43.4	46.6	59.5
I have considered leaving TESC because I felt isolated or unwelcomed	38.0	36.0	37.5	57.1	35.6	43.8	36.9	40.8	50.8	34.8
I am treated with respect at TESC	56.7	66.3	52.5	50.0	57.5	56.2	56.7	56.6	45.8	59.7
I feel others don't value my opinions at TESC	34.2	30.2	37.5	-	36.2	29.6	35.3	31.6	39.7	32.7
TESC is a place where I am able to perform up to my full potential	31.8	36.5	30.2	-	33.5	28.7	31.7	32.0	22.4	34.5
I have opportunities at TESC for professional success that are similar to those of my colleagues	40.0	44.2	37.6	50.0	41.6	39.2	40.3	39.2	29.3	43.2
I have found one or more communities or groups where I feel I belong at TESC	58.0	53.5	58.5	71.4	56.3	61.3	59.7	53.9	44.8	61.7
There is too much emphasis put on issues of diversity, equity, and inclusion at TESC	19.8	30.2	15.7	-	23.7	12.3	19.9	19.7	21.1	19.8
TESC provides sufficient programs and resources to foster the success of a diverse faculty/staff	21.5	23.3	20.9	-	22.5	19.0	24.1	14.9	13.6	23.6
I have to work harder than others to be valued equally at TESC	33.0	24.4	36.7	42.9	30.2	38.8	24.7	53.3	50.0	28.0
My experience at TESC has had a positive influence on my professional growth	52.3	55.8	50.9	50.0	53.2	52.5	54.5	46.7	47.5	54.5
TESC places appropriate emphasis on issues of diversity, equity, and inclusion	39.5	42.5	38.4	35.7	42.5	36.2	43.3	30.3	28.8	42.8

A few survey questions directly focused on interactions with others, as well as personal experiences with discriminatory events in the past 12 months. Faculty, staff, and students first considered the characteristics of individuals at The Evergreen State College with whom they interact in a meaningful way on a regular basis.

**Table 25: Student Frequency of Interactions with Diverse People at Evergreen in Past 12 Months**

<i>Meaningful interaction(s) with people...</i>	<b>Never</b>	<b>Seldom/ Sometimes</b>	<b>Often/ Very Often</b>
...whose religious beliefs are very different than your own	2.6	39.5	57.9
...whose political opinions are very different from your own	5.8	58.8	35.4
...who are an immigrant or from an immigrant family	5.8	59.1	35
...who are of a different nationality than your own	2	48	50.1
...who are of a different race or ethnicity than your own	0.7	33.5	65.7
...whose gender is different than your own	0.4	11.2	88.4
...whose sexual orientation is different than your own	0.6	16.1	83.3
...who are from a different social class	1.1	37.5	61.4
...who have physical or other observable disabilities	6.9	60.2	32.8
...who have learning, psychological, or other disabilities that are not readily apparent	2.9	45	52.2
...who are of a different generation than your own	1.2	31.7	67.1
...whose veteran/military status is different than your own	6.2	46.4	47.5

**Table 26: Faculty Frequency of Interactions with Diverse People at Evergreen in Past 12 Months**

<i>Meaningful interaction(s) with people...</i>	<b>Never</b>	<b>Seldom/ Sometimes</b>	<b>Often/ Very Often</b>
...whose religious beliefs are very different than your own	33.9	66.1	
...whose political opinions are very different from your own	69.6	27	3.5
...who are an immigrant or from an immigrant family	43.5	56.5	
...who are of a different nationality than your own	42.2	56	1.7
...who are of a different race or ethnicity than your own	17.4	82.6	
...whose gender is different than your own	4.3	95.7	
...whose sexual orientation is different than your own	7.1	92.9	
...who are from a different social class	17.7	82.3	
...who have physical or other observable disabilities	44	55.2	0.9
...who have learning, psychological, or other disabilities that are not readily apparent	19.5	80.5	
...who are of a different generation than your own	3.4	96.6	
...whose veteran/military status is different than your own	25.2	73	1.7

**Table 27: Staff Frequency of Interactions with Diverse People at Evergreen in Past 12 Months**

Meaningful interaction(s) with people...	Never	Seldom/Sometimes	Often/Very Often
...whose religious beliefs are very different than your own	2.8	34.5	62.7
...whose political opinions are very different from your own	5.5	57.9	36.6
...who are an immigrant or from an immigrant family	4	50.6	45.3
...who are of a different nationality than your own	2	41.4	56.6
...who are of a different race or ethnicity than your own	0.8	26.1	73.2
...whose gender is different than your own	0.4	11.2	88.4
...whose sexual orientation is different than your own	0.4	17.1	82.5
...who are from a different social class	1.2	34.9	63.9
...who have physical or other observable disabilities	2.3	61.2	36.4
...who have learning, psychological, or other disabilities that are not readily apparent	2.4	48.8	48.8
...who are of a different generation than your own	0.4	12.3	87.3
...whose veteran/military status is different than your own	2	44.9	53.1

The survey continued with questions related to whether faculty, staff, or students have personally felt or experienced some form of discrimination at The Evergreen State College during the past 12 months.

**Table 28: Students Who Felt Discrimination in the Past 12 Months at Evergreen**

	Student Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
	%	%	%	%	%	%	%	%	%	%
No	78.7	81.9	83.5	64.8	80.6	77.6	83	70.7	67.9	82.6
Yes	21.3	18.1	16.5	35.2	19.4	22.4	17	29.3	32.1	17.4

**Table 29: Faculty Who Felt Discrimination in the Past 12 Months at Evergreen**

	Faculty Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
	%	%	%	%	%	%	%	%	%	%
No	65.2	85.4	54.7	-	66.2	64.7	69.2	56.8	31.2	71.3
Yes	34.8	14.6	45.3	-	33.8	35.3	30.8	43.2	68.8	28.7

**Table 30: Staff Who Felt Discrimination in the Past 12 Months at Evergreen**

	Staff Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
	%	%	%	%	%	%	%	%	%	%
No	67.3	75.6	64.6	53.8	71.1	61.7	72.3	54.7	50.8	72.1
Yes	32.7	24.4	35.4	46.2	28.9	38.3	27.7	45.3	49.2	27.9

**Table 31: Student Frequency of Experience of One or More Discriminatory Events**

	Student Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
<i>In the past 12 months, I have been discriminated against for my...</i>	%	%	%	%	%	%	%	%	%	%
Ability or disability status	14.0	9.0	7.9	33.1	6.8	19.9	13.1	15.7	39.4	4.7
Racial or ethnic identity	19.4	24.1	18.5	14.8	23.3	16.1	10.6	35.8	22.2	18.4
Sex	21.6	19.2	15.3	37.5	16.1	25.7	22.2	20.6	31.2	18.2
Sexual orientation	13.2	12.5	9.4	21.6	9.9	15.8	12.7	14.2	20.9	10.5
Gender identity or gender expression	18.7	14.3	7.9	47.7	9.9	25.7	19.2	17.8	34.0	13.2
Veteran status	2.6	4.5	-	4.0	2.8	2.5	1.7	4.3	5.1	1.7
Relationship status	8.3	8.5	7.7	8.5	7.6	9.0	7.4	10.0	12.5	6.8
National origin	6.3	7.1	7.4	-	7.3	5.2	3.0	12.4	6.5	6.3
Age	17.3	11.9	18.3	21.0	16.9	17.4	15.0	21.6	25.8	14.0
Religion	9.9	8.5	9.7	11.9	9.9	10.0	7.8	13.8	15.3	8.0
Height or weight	10.8	8.9	10.4	13.6	9.0	12.0	11.4	9.6	19.4	7.6
Political orientation	17.0	21.9	12.9	18.9	18.0	15.9	13.9	22.8	21.3	15.4
Social class or Socioeconomic Status	18.5	15.2	15.6	28.6	14.6	21.8	16.2	22.7	28.2	14.8
Mental Health status	17.6	11.2	11.7	38.1	7.3	26.1	17.7	17.4	37.0	10.4

**Table 32: Faculty Frequency of Experience of One or More Discriminatory Events**

	Faculty Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
<i>In the past 12 months, I have been discriminated against for my...</i>	%	%	%	%	%	%	%	%	%	%
Ability or disability status	8.4	-	11.9	-	-	-	8.0	-	40.0	-
Racial or ethnic identity	25.9	14.6	33.3	-	28.4	22.6	14.7	51.5	46.7	22.5
Sex	31.1	-	46.6	-	23.6	48.4	33.3	25.8	60.0	26.1
Sexual orientation	9.4	-	8.6	-	-	22.6	9.3	-	-	6.8
Gender identity or gender expression	12.3	-	12.1	-	8.3	22.6	12.0	-	-	9.1
Veteran status	-	-	-	-	-	-	-	-	-	-
Relationship status	7.7	-	12.3	-	7.0	-	6.7	-	-	5.7
National origin	7.5	-	-	-	9.6	-	6.6	-	-	6.7
Age	23.1	-	30.0	-	20.3	25.8	18.7	33.3	-	20.2
Religion	10.5	-	12.1	-	11.1	-	10.7	-	-	11.4
Height or weight	7.5	-	8.6	-	6.8	-	-	-	-	7.8
Political orientation	13.2	-	16.9	-	13.7	-	13.3	-	-	13.5
Social class or Socioeconomic Status	15.9	-	22.0	-	13.7	22.6	13.2	22.6	-	16.7
Mental Health status	-	-	-	-	-	-	-	-	-	-

**Table 33: Staff Frequency of Experience of One or More Discriminatory Events**

	Staff Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
<i>In the past 12 months, I have been discriminated against for my...</i>	%	%	%	%	%	%	%	%	%	%
Ability or disability status	11.8	7.1	13.5	-	8.9	19.0	11.5	12.3	29.3	6.7
Racial or ethnic identity	20.9	23.8	18.3	-	20.4	19.0	9.9	48.6	32.8	17.1
Sex	30.2	14.3	36.1	53.8	24.4	40.0	31.7	26.4	37.9	27.2
Sexual orientation	9.8	8.3	9.0	-	5.3	19.0	9.3	11.0	13.8	8.7
Gender identity or gender expression	15.4	9.5	14.3	61.5	10.1	24.1	13.8	19.2	24.1	12.4
Veteran status	2.0	-	-	-	3.0	-	-	-	-	-
Relationship status	10.5	5.9	12.9	-	6.0	18.8	7.7	17.6	18.6	8.2
National origin	9.0	10.6	7.1	-	8.9	7.5	3.8	21.6	8.6	9.2
Age	30.0	24.7	32.1	38.5	25.4	36.2	28.4	33.8	45.8	25.0
Religion	11.3	14.1	9.6	-	9.5	13.8	9.8	14.9	16.9	9.7
Height or weight	11.3	-	14.1	-	7.1	20.0	11.5	10.8	17.2	9.6
Political orientation	16.0	24.7	10.9	-	15.3	16.2	14.2	20.3	17.2	15.7
Social class or Socioeconomic Status	23.0	17.6	25.6	-	18.3	32.1	21.3	27.0	38.6	18.2
Mental Health status	9.7	-	12.1	-	4.7	20.0	8.2	13.7	20.3	6.6

Faculty, staff, and students who indicated that they had experienced some form of religious discrimination over the past 12 months at The Evergreen State College, were asked whether they believe that any of the religious discriminatory events were related to their specific religion. Of the 10.3% of those who reported experiencing a discriminatory event because of their religion, 69.2% agree that they believe it was related to their specific religion.

## Student DEI Perceptions & Experiences

After responding to questions thinking about The Evergreen State College campus as a whole, the next few items inquired about students' communities prior to attending TESC, with questions addressing the racial/ethnic composition of the community in which they grew up, and the composition of the school they graduated from.

**Table 34: Racial/Ethnic Composition of Previous Community**

	Student Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
<i>How would you describe the racial/ethnic composition of the community where you grew up?</i>	%	%	%	%	%	%	%	%	%	%
All or nearly all people of my race/ethnicity	20.0	19.6	21.4	17.7	22.5	18.2	24.3	11.8	17.5	21.0
Mostly people of my race/ethnicity	33.5	34.7	32.3	33.7	34.1	32.4	40.2	20.7	27.6	35.5
Half my race/ethnicity and half people of other races/ethnicities	25.2	25.8	24.1	27.4	22.0	27.7	25.5	24.6	29.5	23.7
Mostly other types of races/ethnicities	11.0	12.4	11.1	9.1	12.4	10.1	6.8	18.9	10.6	11.0
All or nearly all other types of races/ethnicities	10.4	7.6	11.1	12.0	9.0	11.5	3.2	23.9	14.7	8.8

Next, students were instructed to respond to a few questions relating to their experiences in classrooms and classroom settings, interactions with faculty, staff and administrators, and – lastly – their perceptions about how fairly they feel they are treated in different campus settings.

**Table 35: Student Levels of Agreement with Statements About Classroom Aspects (Strongly Agree + Agree Responses)**

	Student Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
<i>In classroom and classroom settings, I feel listened to by...</i>	%	%	%	%	%	%	%	%	%	%
Faculty Instructors	84.9	88.4	86.8	76.7	88.1	81.9	88.0	78.9	81.6	86.1
Other students	74.7	75.0	78.4	66.5	74.9	74.9	80.5	63.9	69.6	76.7
Staff instructors	72.1	74.0	75.5	62.5	75.2	69.4	74.3	68.0	68.4	73.7



**Table 36: Student Levels of Agreement with Statements About Outside Classroom Aspects (Strongly Agree + Agree Responses)**

	Student Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
	%	%	%	%	%	%	%	%	%	%
<i>In spaces outside of the classroom, I feel valued by...</i>										
Faculty Instructors	75.9	77.2	78.0	69.9	78.5	73.6	78.7	70.6	71.9	77.3
Other faculty members	66.9	67.6	71.4	56.2	69.6	64.5	69.8	61.5	66.2	67.1
Other students	67.7	66.5	72.8	58.5	68.5	66.9	70.3	62.7	62.2	69.8
Staff instructors	62.0	63.9	66.6	49.4	66.9	57.9	63.5	59.1	57.3	63.7
TESC administrators	41.3	41.8	49.5	22.3	49.7	34.1	42.3	39.3	33.5	44.3
Campus Police	58.2	58.7	59.6	54.9	59.9	56.6	58.6	57.3	61.6	56.9
Other TESC mentors/advisors	30.1	31.5	37.8	11.5	40.9	21.3	29.9	30.6	27.6	31.2

**Table 37: Student Levels of Agreement with Statements About Campus Aspects (Strongly Agree + Agree Responses)**

	Student Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
	%	%	%	%	%	%	%	%	%	%
I am treated fairly and equitably on campus in general	77.1	77.7	82.5	65.1	80.5	74.7	82.1	67.6	66.7	80.9
I am treated fairly and equitably in classrooms and classroom settings (e.g., lectures, seminars, labs, workshops, studi	82.5	85.5	85.3	73.7	84.3	81.1	88.0	72.2	73.5	85.8
I am treated fairly and equitably in out-of-classroom TESC spaces (e.g., campus events, student activities, CRC, etc.).	72.8	75.7	76.8	61.3	74.0	72.1	76.9	65.1	65.9	75.3

## Faculty DEI Perceptions & Experiences

After responding to questions thinking about The Evergreen State College campus as a whole, faculty were instructed to respond to overall satisfaction with the climate/environment at Evergreen based on their work experiences over the past 12 months.

The final set of survey questions asked TESC faculty to rate conditions in their time as a faculty member. If they taught in two departments, they were requested to “choose one to rate for this survey.”

**Table 38: Faculty Levels of Agreement with Statements About Work Aspects (Strongly Agree + Agree Responses)**

	Faculty Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
<i>I am valued in my department/unit for my...</i>	%	%	%	%	%	%	%	%	%	%
Teaching	79.6	83.3	80.3	-	81.1	79.4	84.4	69.4	73.3	80.6
Research, Scholarship, and/or Creativity	48.6	67.5	38.3	-	57.7	35.3	48.7	48.6	-	53.8
Campus Service Contributions	58.9	67.5	57.4	-	58.3	64.7	65.8	44.4	40.0	62.6
Mentoring of Students	69.6	80.0	67.2	-	75.3	58.8	70.7	67.6	53.3	73.6
Mentoring of Faculty	44.0	61.8	36.8	-	46.2	41.9	48.6	32.1	38.5	45.1
Clinical Practice	24.3	-	29.4	-	23.8	-	26.9	-	-	29.0
Community Service	42.2	43.3	43.2	-	41.5	42.3	40.0	46.4	-	43.3

**Table 39: Faculty Levels of Agreement with Statements About Work Aspects by Area of Employment (Strongly Agree + Agree Responses)**

	Teaching Area		
	Social Science	Science	Arts/ Humanities
<i>I am valued in my department/unit for my...</i>	%	%	%
Teaching	80.6	80.0	81.4
Research, Scholarship, and/or Creativity	61.3	53.6	41.9
Campus Service Contributions	67.7	51.7	59.5
Mentoring of Students	80.0	63.3	71.4
Mentoring of Faculty	55.2	48.1	32.4
Clinical Practice	41.7	-	-
Community Service	65.5	22.7	38.5

**Table 40: Faculty Levels of Agreement with Statements About Department/Unit Aspects (Strongly Agree + Agree Responses)**

	Faculty Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
	%	%	%	%	%	%	%	%	%	%
I have a voice in the decision-making that affects the direction of my department.	38.3	52.4	30.6	-	37.3	47.1	43.6	27.0	-	41.5
The teaching workload is fairly and equitably distributed in my department.	15.7	23.8	9.7	-	16.0	17.6	17.9	-	-	17.0
There are fair and equitable expectations regarding research in my department.	29.7	34.1	30.0	-	30.1	33.3	31.6	25.7	-	31.5
There are fair and equitable expectations regarding service in my department.	21.6	31.0	16.7	-	27.4	-	23.4	17.6	-	25.0
There are fair and equitable processes for determining compensation in my department.	43.5	50.0	41.9	-	42.7	50.0	51.3	27.0	-	47.9
Support is provided fairly and equitably in my department.	17.7	23.8	14.8	-	17.6	18.2	22.1	-	-	19.4
Rewards for work performance are fairly and equitably distributed in my department.	16.7	16.7	16.4	-	13.5	26.5	19.2	-	-	16.1

## Staff DEI Perceptions & Experiences

After responding to questions thinking about The Evergreen State College campus as a whole, staff were instructed to respond to overall satisfaction with the climate/environment at Evergreen based on their work experiences over the past 12 months.

The final set of survey questions asked TESC staff to rate conditions in their “primary work unit.” Individuals who have multiple appointments, were requested to rate the work unit that they consider to be their primary appointment. This was described as: “Normally this [primary work unit] would be the work unit in which you spend the most time (regardless of percentage of budgeted appointment). If you work in two work units to an equal degree, please simply choose one to rate for this survey.”

**Table 41: Staff Levels of Agreement with Statements About Work Aspects (Strongly Agree + Agree Responses)**

	Staff Total	Gender			Orientation		Race/Ethnicity		Disabled	
		Man	Woman	Trans	Hetero	LGBQA+	White	People of Color	Yes	No
	%	%	%	%	%	%	%	%	%	%
My ideas are seriously considered in my unit	68.6	74.1	64.3	84.6	65.7	76.2	67.9	70.3	62.7	70.9
I have a voice in the decision-making that affects my work in my unit	65.1	65.9	65.6	53.8	61.5	73.8	63.6	68.9	61.0	66.8
The workload is fairly and equitably distributed in my unit	39.1	40.0	39.5	-	39.6	37.5	37.5	43.2	37.3	39.8
There are fair and equitable processes for determining compensation in my unit	29.8	27.1	31.8	-	29.6	31.2	28.3	33.8	20.3	33.2
Support is provided fairly and equitably in my unit	54.5	59.5	52.9	38.5	53.6	57.5	54.6	54.1	50.0	56.1
Rewards for work performance are fairly and equitably distributed in my unit	36.9	38.1	36.8	-	35.0	40.0	36.9	37.0	30.4	38.9

## Use Of Findings And Next Steps

The results of this survey underscore the importance of regularly collecting data to apprise The Evergreen State College campus leadership and the broader community about faculty, staff, and student experiences surrounding diversity, equity, and inclusion. Further analyses of survey results will be conducted to inform the work of The Evergreen State College in developing enhanced education and programming efforts, to ensure that ample support is available for individuals who experience discriminatory events, and to bridge gaps in knowledge and/or understanding of all policies and resources regarding DEI at Evergreen.

## Confidentiality

To ensure success of this survey, given the sensitive nature of several of the questions, a key element of the study design was to limit direct access between The Evergreen State College administration and those individuals who were being surveyed. Integral to this effort was the use of an independent contractor (SoundRocket) for data collection efforts, which provided a firewall between respondents' identity and their survey responses. Consistent with standard practices for large data collections such as this, SoundRocket was required to use encryption technologies (including SSL for all web-based interfaces) and adhere to strict guidelines to maintain data security and confidentiality. SoundRocket has been collecting sensitive data from university populations for over 15 years. Our communications, staff training, processes and quality inspections all focus on minimizing disclosure risk. SoundRocket agreed to be held to all standards prescribed by an independent IRB review board, New England IRB (NEIRB), to protect respondents before, during, and after the study.

After the participant list was provided to SoundRocket, no Evergreen State College employee ever came into contact with any identifying information on any potential survey respondent in a way that would allow them to link survey response to individual identity. All staff were SoundRocket employees and/or contractors. This fact was openly disclosed during contacts with respondents so that they were assured that their responses would not be linked back to them. After the study was completed, SoundRocket destroyed all identifiable data (electronic and paper) that was received in the effort.

## DEI Resources

The TESC-DEI Climate Survey Study is one component of the comprehensive campuswide plan to foster and strengthen Diversity, Equity, and Inclusion (DEI) at The Evergreen State College. The information included in this report may be used to help shape DEI plans across Evergreen – as well as within university colleges, units, and departments. For questions about the 2020 Evergreen State College Campus Climate Survey, please contact Inclusive Excellence and Student Success at 360-867-5133 or email at [inclusiveexcellence@evergreen.edu](mailto:inclusiveexcellence@evergreen.edu). For questions about study results, analyses of data collected, or the study methodology, please contact SoundRocket via email at [info@soundrocket.com](mailto:info@soundrocket.com), or by phone at 734-527-2150.