



**evergreen**

## Campus Climate Survey: Executive Summary, 09/02/2020

### **History of the Campus Climate Survey**

In Spring 2018, the Culture and Climate Committee (CCC) was charged with developing “*an assessment of our current organizational culture and climate [as] essential to revitalizing a campus committed to the inclusion and belonging of all community members.*” The assessment was undertaken in the wake of 2017 campus conflicts and continues a longstanding institutional commitment to diversity, equity, and inclusion (DEI). This work includes recent initiatives like the Strategic Equity Plan (2016-17), faculty professional development on equity and inclusion, and the formation and work of the Division of Inclusive Excellence and Student Success.

The CCC contracted SoundRocket, an independent organization based in Ann Arbor, Michigan, to survey community members’ perceptions of inclusion and wellbeing. Questions measured overall satisfaction with campus climate, perceptions of diversity, equity, and inclusion dimensions, statements regarding value and belonging, experiences with discrimination on campus, and safety concerns. While survey responses can be influenced by many factors not directly related to DEI, the results offer a window into the experiences of our community members that will help us strengthen our campus climate and culture.

We encourage readers to look at this Executive Summary alongside the [SoundRocket Final School Report](#) (pages cited).

### **Data Collection & Reporting**

The survey was administered to all members of our Olympia and Tacoma campuses, including undergraduate and graduate programs, from January 13, 2020 to February 28, 2020. The overall response rate was high at 37.3%, including 32.4% of students (n=803), 61.8% of faculty (n=115), and 53.6% of staff (n=259) (p. 4). See pages 6-7 of the report for demographics.

In this summary, we place focus on student, faculty, and staff responses to the survey in areas of strength and opportunities for improvement. Our analysis highlights subgroup similarities and differences across respondents aggregated by gender/gender identity (men, women, trans), sexual orientation (heterosexual, LGBTQA+), race/ethnicity (white, people of color), and disability (yes, no). The category trans includes respondents who identified along a spectrum of transgender, nonbinary, and gender-nonconforming identities.

It is important to note the limitations of the SoundRocket report. At our request, the data report discloses only aggregate results to questions. It does not disclose the sample size (n) of respondents nor standard deviation of responses, and it does not report for groups where there are fewer than 5 respondents. These choices protect the confidentiality and anonymity of survey respondents and prevent interpretation of statistical significance of differences in results (p. 5). We therefore restrict ourselves to descriptive statistical analysis. Similarly, readers should note that categorical variables are not discrete (e.g. the category ‘men’ includes respondents who may also be included under ‘people of color’).

## **Campus Climate Results**

### *Overall Campus Climate and Diversity, Equity, & Inclusion Dimensions*

Student respondents generally had a positive or very positive perception of campus climate. When asked to rate their overall satisfaction, the majority of students reported being satisfied or very satisfied with the campus climate. Satisfaction was highest among respondents identifying as women, heterosexual, or white. Students identifying as trans, LGBTQA+, students of color, and students with a disability had higher dissatisfaction rates than other groups of students (p. 8).

While the majority of faculty and staff were either very satisfied/satisfied/neutral with the overall climate at Evergreen, almost half of faculty and staff respondents said they were dissatisfied or highly dissatisfied. Among faculty, a higher percentage of women and trans faculty reported dissatisfaction than men faculty. Similarly, trans staff, LGBTQA+ staff, staff of color, and staff with a disability had higher percentages of dissatisfaction with overall campus climate than other staff members (p. 8).

Students, faculty, and staff all reported positive perceptions (above 3.5) of the campus climate when asked to rate dimensions using polar adjectives (e.g. racist to non-racist, unwelcoming to welcoming) on a scale of 1 to 7 (p. 9-10). Students consistently gave more positive ratings than faculty and staff. A factor analysis of student responses showed an average score of 5 for general campus climate attributes and 5.5 for diversity, equity, and inclusion attributes (p. 11). Average scores of all students, faculty, and staff rated Evergreen highest on queer positive (5.9), trans positive (5.8) and cooperative (5.2) attributes. Students and faculty gave their lowest scores on the homogeneity/diversity scale and the contentious/collegial scale. Staff gave their lowest scores on the contentious/collegial scale and elitist/non-elitist scale.

### *Value, Belonging, and Growth*

Most respondents indicated positive levels of value, belonging, and growth when asked a variety of statements about working or studying at Evergreen (p. 16-18).

- 83.7% of students, 67.2% of faculty, and 52.3% of staff agreed or strongly agreed that Evergreen positively influences professional growth.
- 75.3% of students, 62.4% of faculty, and 56.7% of staff agreed or strongly agreed that they are treated with respect.
- 71.7% of students, 49.1% of faculty, and 56.7% of staff agreed or strongly agreed that Evergreen has a strong commitment to DEI.

Respondents were less positive when asked about resources Evergreen dedicates to DEI.

- 42.7% of students, 13.0% of faculty, and 21.5% of staff agreed or strongly agreed that Evergreen provides sufficient programs and resources to foster the success of a diverse faculty/staff.

While most students felt a strong sense of value and belonging at Evergreen, agreement was lowest for trans students, students of color, and students with a disability. Similarly, trans

students, students of color, and students with a disability were more likely to agree that they must work harder than others to be valued equally, and that they have considered leaving Evergreen because of feeling isolated or unwelcome, among other questions around equity (p. 16).

Faculty of color expressed a weaker sense of value and belonging than white faculty on almost all questions. Roughly half of faculty of color have considered leaving because they felt isolated or unwelcome, and more than half felt they must work harder than others to be valued equally (p. 17).

Trans staff, LGBQA+ staff, and staff of color had a higher sense of value than all other staff groups, but a lower sense of belonging at Evergreen than most other groups. More than half of trans staff have considered leaving because they feel isolated or unwelcome and roughly half of the staff of color feel they must work harder to be valued equally (p. 18).

Faculty and staff with a disability had a much weaker sense of value and belonging than faculty and staff with no disability on almost all questions. Less than one quarter of staff with a disability believe that Evergreen is a place where they can perform up to their full potential, and only 13.6% of staff with a disability agree or strongly agree that Evergreen provides enough resources to foster the success of a diverse staff (p. 18).

### *Experiences on Campus*

Students overwhelmingly reported a positive sense of respect and fairness in classroom settings (p. 23-24). These results were relatively consistent across subgroups.

- 82.5% of all students felt they were treated fairly and equitably in the classroom settings.
- 84.9% of all students felt listened to by faculty.
- 72.9% of all students felt listened to by their peers in classroom settings.

In campus settings *outside* of the classroom, 75.9 % of students said they felt valued by faculty, 67.7 felt valued by other students, and 58.2% felt valued by the police. Students felt least valued by administrators and mentors/advisors.

In faculty work units, 79.6% of faculty felt valued for teaching and 69.6% felt valued for mentoring of students. A lower percentage felt valued for their research, scholarship, creative work, or service activities. These numbers were lowest for women, LGBQA+, faculty of color, and faculty with a disability. Significantly less than half of faculty expressed agreement with positive statements about an equitable distribution of teaching, research and service expectations, support, rewards for work performance, and having a voice in decision-making (p. 25-26).

In staff work units, 68.6% of staff agreed that their ideas are seriously considered, 65.1% agreed that they have a voice in decision-making, and 54.5% agreed that support is provided fairly and equitably. Trans staff, LGBQA+ staff, and staff of color had stronger positive agreement to these statements than cisgender men and women, heterosexual, and white staff. Staff with a disability responded less positively than staff with no disability. Modest concerns around an equitable distribution of workload, compensation, support, and work performance were shared among staff groups (p. 27).

Most students and staff reported often or very often having meaningful interactions with diverse peoples as part of their campus experience. Faculty were more likely to report seldom or sometimes having meaningful interactions, and many faculty reported no meaningful interaction with people who were very different in political opinion, or who were immigrants, physically disabled, or of a different nationality (p. 19-20).

### *Discrimination on Campus*

The majority of campus community members reported having no personal experience with any form of discrimination at Evergreen during the past 12 months (p. 20).

- 78.7% of students, 65.2% of faculty, and 67.3% of staff **did not** experience discrimination in the past 12 months.
- Students, faculty, and staff who identify as trans, LGBQA+, people of color, and with a disability all experienced discrimination at rates higher than other groups.
- Faculty and staff who identify as women experienced discrimination at rates higher than men.

The report reflected multiple intersections between the forms of discrimination people experienced (p. 21-22).

- 35.8% of students of color, 51.5% of faculty of color, and 48.6% of staff of color experienced discrimination based on racial or ethnic identity in the past 12 months. These groups also experienced higher levels of discrimination based on age and social class than whites.
- 47.7% of trans students and 61.5% of trans staff experienced discrimination based on gender identity or gender expression in the past 12 months. 37.5% of trans students and 53.8% of trans staff experienced discrimination based on sex in the past 12 months. 33.1% of trans students experienced discrimination based on disability in the past 12 months.
- 32.1% of students with a disability, 68.8% of faculty with a disability, and 49.2% of staff with a disability experienced discrimination in the past 12 months. Students with a disability experienced discrimination most often based on disability, mental health status, and gender identity or gender expression. Faculty with a disability experienced discrimination most often based on disability, racial or ethnic identity, or sex. Staff with a disability experienced discrimination most often based on sex, age, or social class.
- LGBQA+ faculty and women faculty were more likely than heterosexual or men faculty to experience discrimination based on sex.
- Compared to other forms of discrimination, men students were more likely to experience discrimination based on political orientation and racial/ethnic identity.

### *Safety Concerns*

When asked about campus safety, 46.8% of students, 47.0% of faculty, and 39.6% of staff reported never being concerned about safety on campus. About an equal amount reported sometimes being concerned for safety on campus (p. 13).

Students reported low levels of concern for physical safety in sporting events, residence halls, campus buildings, off campus housing, classrooms, meeting spaces, and office spaces (p. 14). Students, faculty, and staff said they were more likely to avoid secluded areas, walking around campus at night, and parking lots due to concern for physical safety (p. 14-15).

### **Challenges and Opportunities for Growth**

The data point to several challenges and opportunities for growth:

- In general, community members who identify as trans, people of color, and people with a disability had a less positive sense of belonging and more frequent experiences of discrimination than members of other groups.
- In some areas, community members who identify as women and LGBTQA+ reported less positive experiences of campus climate.
- Faculty and staff responses reveal considerable dissatisfaction with the overall climate at Evergreen, and suggest a need for more meaningful engagement, sense of value, and opportunities for professional development.
- Most community members said they would like to see more programs and resources to foster the success of a diverse student body, faculty, and staff.

### **Next Steps**

This climate assessment provides new data on diversity, equity, and inclusion to build upon our strengths and recommit to addressing our challenges, as our community and nation respond to urgent calls for racial equity and social justice. The data will shape our evidence-based efforts toward fulfilling our mission to our students and community.

The Campus Climate Work Group plans to take the following next steps in collaboration with the Evergreen community: 1) disseminate survey results and the executive summary through campus communications and presentations; 2) facilitate conversation sessions about survey results in campus meeting spaces and one-on-one sessions; 3) provide opportunities for students, faculty, and staff to share stories and experiences to complement the survey results; 4) provide guidance to divisions of the college as they incorporate survey findings into their [Equity Action Plans](#); 5) strengthen policies and programs around recruitment, persistence, and success of underrepresented groups of students, faculty, and staff at Evergreen; and 6) promote community spaces and dialogues dedicated to fostering racial healing, value, and belonging.

Collectively, we aspire to cultivate a strong sense of belonging and value, dismantle institutional barriers to equity and inclusion, and bridge gaps in opportunities and access at Evergreen. We strive to nurture a campus climate that embraces our diversity as our cultural wealth and fosters individual empowerment so that all community members, especially those underserved in higher education, experience an affirming, respectful, and supportive environment in which to learn, work, and thrive.

**Campus Climate Workgroup (Summer 2020)**

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