

B E L L I N G H A M T E C H N I C A L C O L L E G E

Diversity, Equity, and Inclusion

Campus Climate Survey

Spring 2022



Executive Summary and Report

Winter 2023



Executive Summary

In Spring 2022, in alignment with Washington State Senate Bill 5227, Bellingham Technical College (BTC) surveyed students and employees with the goal of developing a baseline understanding of perceptions, experiences, and perspectives related to diversity, equity, and inclusion (DEI) on campus. Results were broken apart by respondent group (student, faculty, and staff) and then again by demographic characteristics (race/ethnicity and gender identity).

Strengths

- Respondents identified BTC's strongest positive attributes as friendliness, respectfulness, welcomeness, and supportiveness.
- Across all respondent groups and demographic groups, respondents generally endorsed positive statements about the general campus climate and DEI climate elements.
- Over 70% of respondents felt valued and like they belong at BTC.
- 91% of faculty felt valued in their department for their teaching.
- A majority of respondents were not frequently concerned about their safety on campus.
- A majority of respondents did not experience discrimination on campus in the 12 months prior to the survey.

Opportunities for growth

- Respondents identified BTC's weakest attribute as campus diversity.
- Staff generally had the least positive ratings of the campus climate compared to students and faculty. Notably, staff rated work aspects such as professional success opportunities and professional growth lower compared to faculty.
- Women faculty had fewer positive ratings of work aspects compared to Men faculty. Women faculty felt they had to work harder than others to be valued at BTC and more negatively responded to statements about professional growth opportunities at BTC compared to Men faculty.
- Transgender/Non-Binary respondents more negatively rated the DEI climate on campus compared to Men and Women. Transgender/Non-Binary respondents felt undervalued and more isolated and reported higher rates of discrimination.
- Black, Indigenous and People of Color (BIPOC) staff more negatively rated the DEI climate on campus compared to White staff. BIPOC staff felt more undervalued, more like they do not belong at BTC, more like their work area is less fair and equitable, and reported higher rates of discrimination.
- Transgender/Non-Binary, Women, and BIPOC faculty and staff less frequently endorsed positive statements about BTC's DEI commitment, programs, and resources compared to Men and White faculty and staff.
- Though a majority of respondents did not express feeling frequently concerned about their safety on campus, the most frequently avoided areas due to concern for physical safety were walking around campus at night and secluded areas of campus. Transgender/Non-Binary respondents and BIPOC staff reported greater concern for their physical safety on campus compared to Women, Men, and White respondents.

Next steps

- The DEI Committee, with support from the DEI Office and Institutional Planning & Assessment (IPA), will use the results to create an updated DEI strategic plan in alignment with Washington Senate Bill 5194 and BTC's institutional strategic plan.
- The DEI Office and the DEI Committee will work to identify areas of focus for enhanced education, programming, and professional development, and to ensure ample support is available for individuals who experience discriminatory events on campus.
- The DEI Office and IPA will use the results of this survey to facilitate listening sessions in Spring 2023.

Executive Report

Instrument

In Spring 2022, in alignment with Washington State Senate Bill 5227, Bellingham Technical College (BTC) surveyed students and employees with the goal of developing a baseline understanding of perceptions, experiences, and perspectives related to diversity, equity, and inclusion (DEI) on campus.

When considering options for survey administration, BTC identified three priorities: (1) protect the identities of survey respondents by ensuring BTC did not have access to respondent-level results, (2) reduce institutional burden for survey administration and analysis due to ctclink implementation, and (3) ensure malleability of the survey instrument to both increase the use of inclusive language (e.g., in relation to citizenship and disability status) and fit BTC's campus culture (e.g., embed organizational structure terminology, include additional questions of interest). As a result of these priorities, third party vendor SoundRocket was selected to administer the survey, analyze the results, and prepare a report for BTC. The DEI Office and Institutional Planning & Assessment (IPA) collaborated with SoundRocket to customize the survey to meet BTC's needs.

Students and employees received the web-based survey link via email; the survey was also marketed via posters, electronic monitors across campus targeted at students and employees, and Canvas posts targeted at students. Survey content included a consent form, demographic questions, and questions about:

- satisfaction with the BTC campus climate with respect to DEI;
- perceptions of BTC overall on various attributes related to DEI;
- frequency of interactions with diverse people at BTC;
- discriminatory events personally experienced at BTC;
- feelings of safety on and around campus; and
- and ratings regarding aspects of being a staff, faculty, or student at BTC.

Confidentiality

Given the sensitive nature of many of the survey questions, anonymity was a key element of the survey design. After the participant list was provided to SoundRocket, no BTC employee had access to individual responses or any respondent identities. SoundRocket aggregated responses, prepared a report for BTC, and deleted all identifiable data (e.g., names, email addresses) that was received from BTC.

Response rate

Individuals were eligible to participate in the survey if they fell into one of the following groups:

- Students: Enrolled (full-time or part-time) in Spring 2022 and over age 18
- Faculty: Employed primarily as faculty and active as of the most recent pay period prior to survey administration
- Staff: Employed primarily as staff and active as of the most recent pay period prior to survey administration

The overall response rate was 33%, which is considered a strong response rate for a survey. Group-level response rates were as follows:

Group	Number of survey invitations	Number of survey respondents	Response rate
Students	1981	568	29%
Faculty	128	80	63%
Staff	181	111	61%
Total	2290	759	33%

Demographics

The following represent key demographic characteristics of survey respondents. For additional demographic details, please refer to page 9 of the complete report.

	Group		
	Student	Faculty	Staff
Gender identity			
Man	40%	37%	23%
Woman	53%	59%	66%
Transgender/Non-Binary	7%	4%	11%
Race/Ethnicity			
African American/Black	2%	0%	1%
Asian American/Asian/Pacific Islander	7%	1%	2%
Hispanic/Latino/a	8%	0%	3%
Middle Eastern/North African	<1%	0%	0%
Native American/Alaskan Native	1%	1%	1%
White	66%	84%	79%
Other race/ethnicity	2%	7%	3%
More than one race/ethnicity	13%	7%	11%

Note. Percentages may not add up to 100% due to rounding.

Reporting

The full report from SoundRocket provides most survey responses by respondent groups (student, faculty, staff), further separated out by gender identity and race/ethnicity. Because breakouts of race/ethnicity oftentimes resulted in cell sizes too small to report (less than 5 responses), non-White race/ethnicity groups were combined into a Black, Indigenous and People of Color (BIPOC) group. Additionally, the Transgender/Non-Binary category reflects respondents who selected a gender identity along a spectrum of Transgender, Non-Binary, and gender-nonconforming identities. Due to the small number of Transgender/Non-Binary faculty who responded to the survey, group responses were not included in the report.

Themes that emerged from the survey analysis are summarized below. Where appropriate, tables from the full report are referenced. Note that categorical variables (race/ethnicity, gender identity) overlap, such that a student would be counted once in each of those group breakdowns (e.g., a BIPOC Woman would be represented in the BIPOC respondent group and the Women respondent group).

DEI Perceptions & Experiences

General Campus Climate (Tables 5-7, 9, & 10)

Description: Satisfaction with the overall BTC campus climate and perceptions of the overall campus climate based on responses to polarized campus aspects (e.g., hostile to friendly, unsupportive to supportive).

Overall, a majority of students were satisfied with the general BTC campus climate. Over 75% of Women, Men, BIPOC, and White students were satisfied or very satisfied with the campus climate. Student satisfaction was lower among Transgender/Non-Binary students, with 69% reporting being satisfied or very satisfied with the campus climate.

While a majority of faculty and staff were satisfied with the general BTC campus climate, satisfaction was higher among faculty (75%) compared to staff (65%). Faculty satisfaction was highest among Women, Men, and White faculty (over 75%) compared to only 46% of BIPOC faculty reporting being satisfied or very satisfied with the campus climate. Staff satisfaction was significantly higher among Men (87%) compared to Women (65%) and Transgender/Non-Binary (33%) staff, and among White staff (72%) compared to BIPOC staff (48%).

When asked to rate BTC on a scale of 1-7 across a range of polarized aspects (e.g., hostile to friendly, unsupportive to supportive), students, faculty, and staff had similarly positive ratings of the general climate on campus (5.5-5.7), with little variance across most respondent groups. BIPOC faculty and staff and Transgender/Non-Binary staff more negatively rated the general campus climate compared to White faculty and staff and Women and Men staff. BTC's strongest positive attributes were all general campus climate attributes: friendliness (5.9-6.2), respectfulness (5.7-6.1), welcomeness (5.7-6.1), and supportiveness (5.6-6). Students generally rated BTC more positively than faculty and staff, except in relation to contention/collegiality, for which they rated BTC as being more contentious than did faculty and staff.

DEI Campus Climate (Tables 8, 9, & 11)

Description: Perceptions of the DEI campus climate based on responses to polarized DEI aspects (e.g., homogenous to diverse, trans-phobic to trans-positive).

When asked to rate BTC on a scale of 1-7 across a range of polarized DEI aspects (e.g., homogenous to diverse, trans-phobic to trans-positive), students, faculty, and staff generally reported positive perceptions (above 4.0), though staff had a less positive rating (4.8) compared to students (5.5) and faculty (5.1). BTC's weakest attribute was a DEI attribute: diversity (4.1-5.3), with faculty and staff in particular reporting BTC to be more homogenous compared to students. Staff also gave a lower score on the sexist/anti-sexist scale (4.9) compared to students (5.7) and faculty (5.4).

There was little variance across respondent groups (student, faculty, and staff) and demographic groups except for Transgender/Non-Binary respondents and BIPOC staff, who reported lower ratings of the DEI campus climate.

Students: Campus and Learning Aspects (Tables 18 & 28-30)

Description: Student levels of agreement with statements about campus aspects, both inside and outside the classroom.

Overall, students rated BTC very positively on campus aspects, with 86% feeling respected at BTC and 85% reporting that their experience at BTC had a positive influence on their academic growth. Over 80% of students felt they were treated fairly and equitably both in and out of the classroom. Almost 70% felt that BTC provides sufficient programs and resources to foster the success of a diverse student body.

Notably, Transgender/Non-Binary students tended to more negatively rate BTC on campus and classroom aspects. For example:

- 61% felt valued as an individual at BTC compared to 70% of Men and 75% of Women. In particular, Transgender/Non-Binary students felt less valued by other students;
- 24% felt like they must work harder to be valued compared to 12% of Men and 10% of Women;
- 58% felt they belonged at BTC, compared to 73% of Men and 80% of Women;
- 15% had considered leaving BTC due to feeling isolated or unwelcome compared to 7% of Men and 9% of Women; and
- 52% agreed or strongly agreed that BTC provides sufficient programs and resources to foster the success of a diverse student body compared to 67% of Men and 75% of Women.

Notably, though Transgender/Non-Binary students felt less listened to by other students and staff instructors compared to Men and Women students, 88% reported feeling listened to by faculty instructors compared to 81% of Men and 83% of Women.

In general, Women more positively rated the BTC campus compared to Men and Transgender/Non-Binary students. Women tended to report higher levels of feeling listened to by other students and BTC employees, with the exception of feeling listened to by faculty instructors. Over 85% of Women felt fairly and equitably treated on campus compared to 77% of Men and 79% of Transgender/Non-Binary students.

Men tended to rate BTC more negatively than Women but more positively than Transgender/Non-Binary students. Additionally, 23% of Men reported that BTC puts too much emphasis on issues of DEI at BTC compared to 16% of Women and 3% of Transgender/Non-Binary students.

In general, BIPOC students reported similar levels of agreements to statements about campus aspects compared to White students.

Faculty: Work Aspects (Tables 19 & 31-32)

Description: Faculty levels of agreement with statements about work and department aspects.

Most faculty reported positive levels of value, respect, belonging, and opportunities for growth. A majority reported feeling they are treated with respect (87%), belong at BTC (79%), are valued as an individual at BTC (78%), and that their experience at BTC has had a positive influence on their professional growth (79%). Women and BIPOC faculty reported lower feelings of value, belonging, respect, and growth at BTC compared to Men and White faculty. For example, 62 % of Women agreed or strongly agreed that they could perform up to their full potential at BTC compared to 82% of Men. Similarly, 64% of Women agreed or strongly agreed that they have opportunities for professional success similar to their peers compared to 85% of Men. Compared to Men and White faculty, Women and BIPOC faculty agreed at much lower rates that BTC provides sufficient programs and resources to foster the success of a diverse faculty, and agreed at higher rates feeling they have to work harder than others to be valued equally at BTC. Additionally, 27% of BIPOC faculty reported having considered leaving BTC because they felt isolated or unwelcome compared to only 15% of White faculty. Only half of BIPOC faculty reported having found a community or group where they felt they belonged compared to 73% of White faculty.

In faculty departments/units, 91% of faculty felt valued for their teaching and 76% felt valued for their mentoring of students. A lower percentage felt valued for their research, scholarship, creativity, faculty mentorship, clinical practice, and community service. Fewer Women and BIPOC faculty felt valued for their teaching compared to Men and White faculty. Additionally, only 24% of Men felt valued for their clinical practice compared to 38% of Women. Though a majority of faculty expressed agreement with positive statements about having a voice in decision-making, and equity in workload distribution, service expectations, compensation processes, and support provision, fewer faculty agreed with positive statements about work rewards and research expectations. Women and White faculty tended to agree less frequently to equity statements (e.g., decision-making, workload, rewards for work performance) and having a voice in decision-making.

Staff: Work Aspects (Tables 20 & 33)

Description: Staff levels of agreement with statements about work and unit/department aspects.

Staff generally rated work aspects lower than faculty, though the majority still reported experiencing positive levels of value (78%), respect (81%), belonging (74%), and professional growth (71%). Transgender/Non-Binary and BIPOC staff reported consistently and significantly lower ratings compared to Men, Women, and White staff. For example:

- 50% of Transgender/Non-Binary staff and 33% of BIPOC staff reported having considered leaving BTC due to feeling isolated or unwelcome compared to 6% of Women, 5% of Men, and 4% of White staff;
- 25% of Transgender/Non-Binary staff and 38% of BIPOC staff reported having found a community or group to which they felt they belonged compared to 61% of Women, 65% of Men, and 63% of White staff;
- 50% of Transgender/Non-Binary and 48% of BIPOC staff felt they have to work harder than others to be valued equally at BTC compared to 18% of both Women and Men, and 14% of White staff; and
- 50% of Transgender/Non-Binary and 38% of BIPOC staff felt that BTC has a strong commitment to diversity, equity, and inclusion compared to 69% of Women, 75% of Men, and 75% of White staff.

In staff's primary work units, a majority of staff felt that their ideas are seriously considered (77%) and that they have a voice in the decision-making that affects their work in that area (73%), though Transgender/Non-Binary and BIPOC staff reported lower percentages. Though overall staff felt support was provided fairly and equitably in their

area (70%), they reported much lower rates of fairness and equity across workload (52% vs 71% of faculty), compensation determination processes (35% vs 62% of faculty), rewards for work performance (39% vs 50% of faculty), and campus/community service expectations (58% vs 71% of faculty). Overall, Women, Transgender/Non-Binary, and BIPOC staff reported lower percentages of fairness and equity in their areas compared to Men and White staff. For example:

- 58% of Transgender/Non-Binary staff and 65% of BIPOC staff felt their ideas are seriously considered in their area compared to 80% of Women, 82% of Men, and 81% of White staff;
- 33% of both Women and Transgender/Non-Binary staff felt there are fair and equitable processes for determining compensation in their area compared to 41% of Men staff;
- 39% of Women, 25% of Transgender/Non-Binary, and 30% of BIPOC staff reported that rewards for work performance are fairly and equitably distributed in their area compared to 59% of Men and 62% of White staff; and
- 71% of Women, 58% of Transgender/Non-Binary, and 60% of BIPOC staff felt support is provided fairly and equitably in their area compared to 77% of Men and 73% of White staff.

Interactions with Diverse People (Tables 21-23)

Description: Frequency of interactions with diverse people in the prior 12 months.

Overall, faculty reported the highest frequency of interacting with diverse people compared to students and staff. All respondent groups consistently reported having frequent interactions with people whose generation, gender, and religion were different than their own.

Additionally, faculty reported having significantly more frequent interactions with the following groups of people:

- 81% reported often or very often interacting with people from a different class or socioeconomic status compared to students (45%) and staff (54%);
- 64% reported often or very often interacting with people who have an invisible disability (e.g., learning, psychological) compared to students (23%) and staff (33%); and
- 65% reported often or very often interacting with people of a different nationality than their own compared to students (48%) and staff (40%).

Overall, students reported the lowest frequency of interacting with diverse people compared to faculty and staff. When frequency of interactions was ranked within each respondent group, respondents consistently reported having the least frequent interaction with people who have physical or other observable disabilities.

Discriminatory Events (Tables 24-27)

Description: Occurrence and frequency of experiencing discriminatory events in the prior 12 months, including type of discrimination.

Over 88% of respondents reported not feeling any discrimination in the previous 12 months. Transgender/Non-Binary respondents, BIPOC faculty, and BIPOC staff reported experiencing significantly more discrimination than Women and Men students, Women and Men staff, White faculty, and White staff:

- 21% of Transgender/Non-Binary students reported experiencing discrimination compared to 7% of Women and 5% of Men;
- 42% of Transgender/Non-Binary staff reported experiencing discrimination compared to 7% of Women and 5% of Men;
- 27% of BIPOC faculty reported experiencing discrimination compared to 8% of White faculty and
- 35% of BIPOC staff reported experiencing discrimination compared to 4% of White staff.

Furthermore, Transgender/Non-Binary students and staff and BIPOC faculty and staff reported experiencing discrimination at a higher frequency across all types of discrimination. Transgender/Non-Binary students reported the highest rates of discrimination related to gender identity/expression, sex, and mental health status, and Transgender/Non-Binary staff most frequently experienced discrimination related to sex and sexual orientation. BIPOC faculty and staff reported the highest rates of discrimination related to racial/ethnic identity, sex, and political orientation. Though the percentage difference between BIPOC and White students reporting having experienced discrimination was much smaller than the difference between BIPOC and White faculty and staff, BIPOC students reported experiencing significantly more discrimination than White students related to racial/ethnic identity and national origin.

Feelings of Safety on Campus (Tables 12-17)

Description: Overall concern for physical safety, and areas/activities avoided due to concern for physical safety.

Overall, most respondents were never concerned about their physical safety on campus. Faculty and staff reported higher concern for physical safety compared to students, with over 35% sometimes or often feeling concerned about their physical safety compared to only 18% of students. Transgender/Non-Binary and BIPOC respondents consistently reported higher concern for physical safety compared to Men, Women, and White respondents.

Respondents most commonly reported avoiding secluded areas, and the most common activity avoided was walking around campus at night. Women students and staff and Transgender/Non-Binary respondents reported at significantly higher levels avoiding secluded areas and walking around campus at night compared to Men. Staff were also more likely than faculty and students to avoid social gatherings due to a concern of physical safety (8% for staff vs 2% for students and 4% for faculty).

Next steps

BTC is committed to diversity, equity, and inclusion, and this value is upheld through the work of this campus climate survey. BTC is engaged in reducing institutional barriers and harm that students and employees of historically underrepresented groups are experiencing daily. Our community is dedicated to working to define, identify, and dismantle inequitable structures of power, privilege and oppression that have hindered and continue to hinder the education of historically underrepresented peoples.

Data collected from this survey will help campus leaders develop a comprehensive understanding of DEI topics from the viewpoints of the individuals who comprise the BTC community. The DEI Committee, with support from the DEI Office and Institutional Planning & Assessment (IPA), will use the results to create an updated DEI strategic plan in alignment with Washington Senate Bill 5194 and BTC's institutional strategic plan. The DEI Office and the DEI Committee will work to identify areas of focus for enhanced education, programming, and professional development, and to ensure ample support is available for individuals who experience discriminatory events on campus.

Additionally, the DEI Office and IPA will use the results of this survey to facilitate listening sessions in Spring 2023. Students and employees will be invited to talk about the campus climate survey and the information shared in this executive summary to further the DEI efforts on BTC's campus.

For more information

Please contact 허나 Hannah Simonetti, BTC Director of DEI, at hsimonetti@btc.edu with any questions about the survey instrument or this report.

