



# Diversity and Equity Campus Climate Survey

## Results for Fall 2021

Campbell Bullock, Ed.D. | Survey & Evaluation Manager, Effectiveness & Research | [campbell.bullock@bellevuecollege.edu](mailto:campbell.bullock@bellevuecollege.edu)

### Introduction

In the Fall of 2021, Bellevue College (BC) partnered with the Higher Education Data Sharing Consortium (HEDS) in order to conduct a comprehensive college-wide [Diversity and Equity Campus Climate Survey](#) (Climate Survey). There were multiple goals associated with this survey effort. One of which was to fulfill the Washington State legislative requirement ([RCW 28B.10.147](#)) which requires institutions of higher learning to obtain feedback about college community members' perceptions, feelings, and opinions on an array of topics related to diversity, equity, and inclusion. Assessments can also include other topics such as the prevalence of harassment and discrimination. In the spirit of the legislation, the long-term goal for BC in conducting this survey is to become a stronger and more inclusive higher education institution. BC plans to administer a Climate Survey every two years (next in the Fall of 2023) so that the campus can track any patterns of concern and trends over time as part of a continuous quality improvement approach.

The following narrative centers on data from the main HEDS survey as well as a series of supplemental questions that were added to the base survey and that were suggested by campus stakeholders. While the survey results are not representative based on the sample received, the survey feedback offers meaningful and crucial data for reflection and planning as well as an opportunity for understanding and growth as a college on the topics of climate, belonging, equity, harassment, and discrimination.

### Table of Contents

Key Findings – Main Survey Questions _____	2
Key Findings – Supplemental Survey Questions _____	3
Survey Findings – Main Questions _____	5
Respondent Demographics _____	5
Climate and Diversity _____	10
Disparaging and Negative Remarks _____	12
Discrimination and Harassment _____	16
Institutional Support for Diversity and Equity _____	24
Survey Findings – Supplemental Questions _____	26
Open-Ended Comments (High Level Themes) _____	39
Appendix   Bellevue College Climate Survey Supplemental Questions _____	44

## Key Findings – Main Survey Questions

- Survey sample and demographics
  - The Climate Survey was sent to 17,427 students, 842 faculty members, and 656 staff and administrators. In addition, the survey went to 40 other potential respondents such as Board members, volunteers, etc.
  - While the overall findings are not representative of the entire college, critically important feedback was provided by 557 respondents (251 students, 146 faculty members, and 160 staff and administrators).
  - The overall response rate was approximately 3%. For students the response rate was 1.4%, faculty 17%, and staff and administrators 24%.
  - 63% identified as cisgender women, 32% cisgender men, and 5% identified as non-binary and/or transgender.
  - Over half (54%) of the respondents were White, 16% identified as multi-racial or multi-ethnic, 13% Asian, 5% Latinx, 5% International, and 4% African American.
  - 28% of the respondents identified as LGBTQ+.
  - 20% had either a long-term disability or a temporary disability.
- Climate and Diversity
  - 53% of respondents were generally or very satisfied with the overall campus climate at BC.
  - 36% were generally or very satisfied that all community members experience a sense of belonging at BC.
  - 34% agreed or strongly agreed that the campus was free from tensions.
  - 88% felt that diversity improves campus interactions.
  - 59% were somewhat or very comfortable sharing views on diversity and equity.
- Disparaging and Negative Remarks
  - Respondents of color were more likely to indicate that they had heard negative remarks about racial/ethnic identity.
  - Cisgender women and those who identified as non-binary and/or transgender were more likely to indicate that they had heard negative remarks about gender or gender identity.
  - Respondents with a long-term or temporary disability were more likely to have heard negative remarks about disabilities.
- Discrimination and Harassment
  - 29% of respondents indicated that they had experienced discrimination or harassment at some point in time at BC.
  - 56% of those who had experienced discrimination or harassment indicated that this had occurred in the past year.
  - When asked about the source(s) of discrimination or harassment, 52% noted faculty, 46% indicated administrators, 41% staff, and 33% students.
  - Respondents of color, cisgender women and those who identified as non-binary and/or transgender, respondents who identified as LGBTQ+, those who identified as conservative, respondents who identified as being disabled, and those who were religious were more likely to indicate that they have experienced discrimination or harassment based on how they identify.

- Only 48% of students, 50% of faculty, and 48% of staff/administrators agreed or strongly agreed that the process for reporting acts of discrimination or harassment at BC was clear to them.

## Key Findings – Supplemental Survey Questions

- Inequitable outcomes and treatment
  - Over half of the staff and administrators who responded to the survey (57%) as well as faculty members (55%) had observed or experienced inequitable *outcomes* due to policies, procedures, or other processes at the college level broadly.
  - About half of staff and administrators and faculty members (53% and 50% respectively) indicated that they had observed or experienced inequitable *treatment* by individuals or groups at the college level broadly.
- Trust, decision-making, and identity validation
  - Staff and administrators were more likely to report that they trusted their supervisor to adequately represent their interests in decision-making (62%) more than any other groups at BC. Faculty members were more likely to trust their supervisors (51%) and their peers (48%) and students were more likely to trust their peers (34%) as compared to other groups.
  - Two-thirds (66%) or more of staff and administrators, faculty, and students felt that they are able contribute meaningfully to decision-making within their immediate environment.
  - About one-third (32%) of staff and administrators as well as 36% of faculty members disagreed or strongly disagreed that they were able to contribute meaningfully to decision-making at the college. Also, 25% of staff and administrators and 29% of faculty members neither agreed nor disagreed.
  - Staff and administrators were more likely to feel that their supervisors and their peers validate their identity more than any other BC group (63% and 60% respectively); faculty members and students were more likely to feel that their peers validated their identity (61% and 46% respectively).
- Respect and safety
  - The majority staff and administrators (58%), faculty (68%), and students (80%) felt that individuals on campus (either in-person or online) demonstrate respect (either well or very well) in their interactions with each other.
  - Some respondents reported that they had felt unsafe at BC and for a variety of reasons (unsafe expressing their views or opinions, unsafe emotionally, unsafe due to COVID-19, and that they have felt unsafe physically); sample sizes ranged from 26 to 68.
- Freedom to express views
  - When asked if they were able to voice their views or opinions without fear of retaliation, 56% of students, 40% of staff and administrators, and 35% of faculty members agreed or strongly agreed.
  - When asked if they believed that if they share their opinions about diversity, equity, and/or social justice issues at BC they will be retaliated against, 28% of staff and administrators, 37% of faculty members, and 38% of agreed or strongly agreed.
- Issues specific to disability
  - Of those who had heard a disparaging remark about disabilities, 60% of staff and administrators, 64% of faculty members, and 40% of students had heard a disparaging remark about

accommodations (such as how difficult they are to provide, how they give people an advantage over others, etc.).

- For staff and administrators (n=37) and faculty members (n=22) who noted that they have a disability, the most common challenge they had faced accessing accommodations was a distrust of Human Resources (51% and 36% respectively). For students (n=65), the most common challenge they had accessing accommodations was being concerned about the social perception of disability or accommodations (42%).
- Additional findings
  - Almost two-thirds of all respondents either agreed or strongly agreed that the college provides them with the information that impacts them.
  - Data findings indicated that 78% of faculty, 65% of staff and administrators, and 53% of students have felt either somewhat more disconnected or much more disconnected due to COVID-19.
  - 109 (68%) staff and administrators, 84 (58%) faculty members, and 70 (28%) students had considered leaving the college for a variety of reasons. For staff and administrators, faculty members, and students who had considered leaving, the most common reason was the college climate (79%, 71%, and 38% respectively).
- Overall context
  - Findings from these supplemental questions indicate that BC has an opportunity to review where issues of inequity are being observed or experienced as well as to discuss the topic of shared decision making and identity validation. Also, the college can look for additional ways to reach out to community members who are feeling unsafe as well as reflect on ways in which all community members can openly share their views and opinions. The college can also work with a team of stakeholders to review and strengthen disability support awareness and processes. In addition, as the college moves into the summer and fall of 2022 (and more people come back to campus), the college can look for ways to strengthen connections and increase a sense of community.

## Survey Findings – Main Questions

### Respondent Demographics

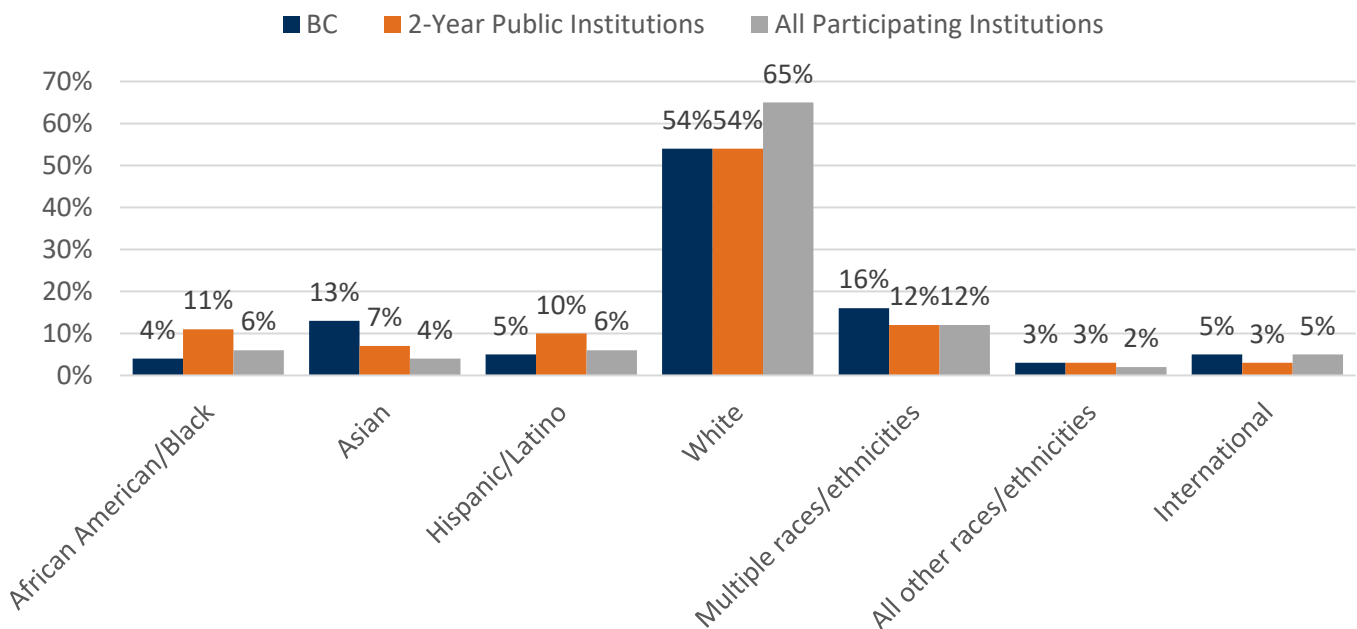
Table 1 shows the ages of the survey respondents. With respect to students, two-thirds (66%) of students were younger than 25 (this included students who were younger than 18), 19% were aged 25 to 34, and 15% were 45 and older.

**Table 1**

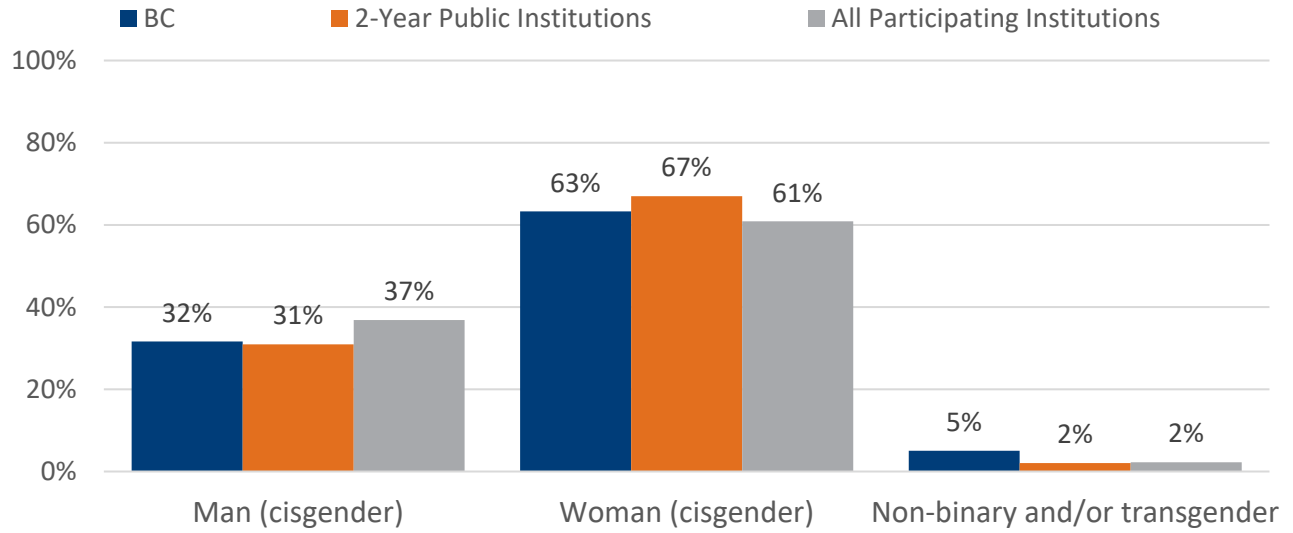
Age of Respondents at BC						
	Undergraduate Students		Faculty		Staff/ Administrators	
	n	%	n	%	n	%
Younger than 25	139	66%	1	1%	4	3%
25–34	39	19%	5	4%	17	13%
35–44	14	7%	38	31%	42	32%
45–54	12	6%	30	24%	43	32%
55–64	5	2%	40	33%	20	15%
65 or older	1	0%	9	7%	7	5%

Figures 1 and 2 provide data on respondents’ race/ethnicity as well as their gender identity for BC as well as other two-year public institutions and all institutions that participated in the HEDS survey between 2019 and 2022 (with BC having a higher percentage of Asian respondents as well as those who identify as multi-racial or multi-ethnic). Figures 3 and 4 indicate that 28% of BC survey respondents identified as LGBTQ+ and that 63% identify as having liberal political views.

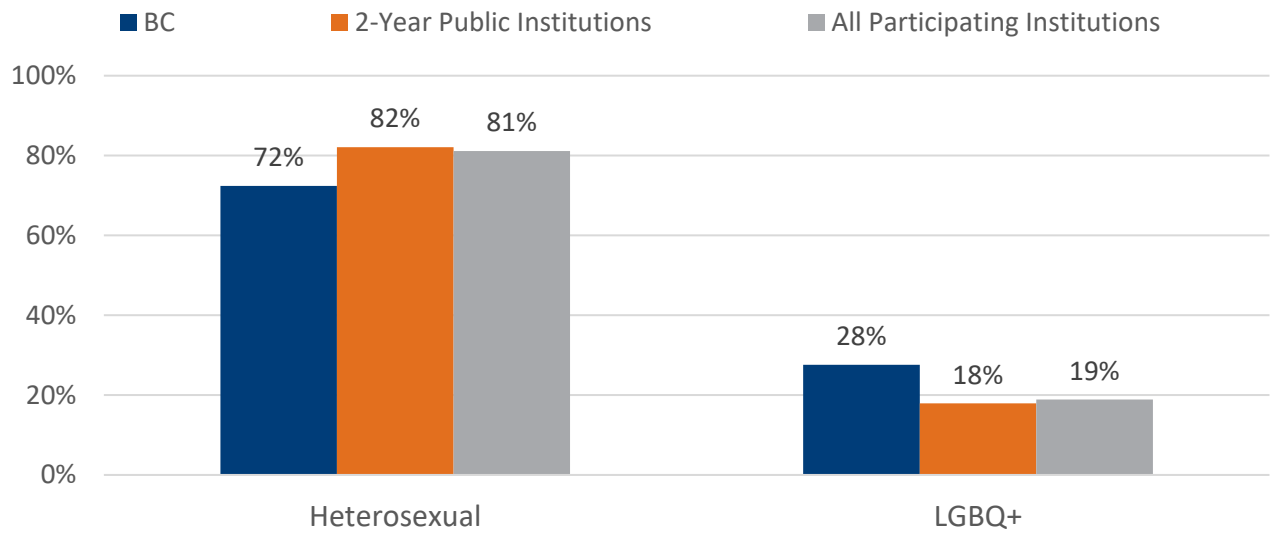
**Figure 1. Respondents by Race/Ethnicity**



**Figure 2. Respondents by Gender Identity**



**Figure 3. Respondents by Sexual Orientation**



**Figure 4. Respondents by Political Views**

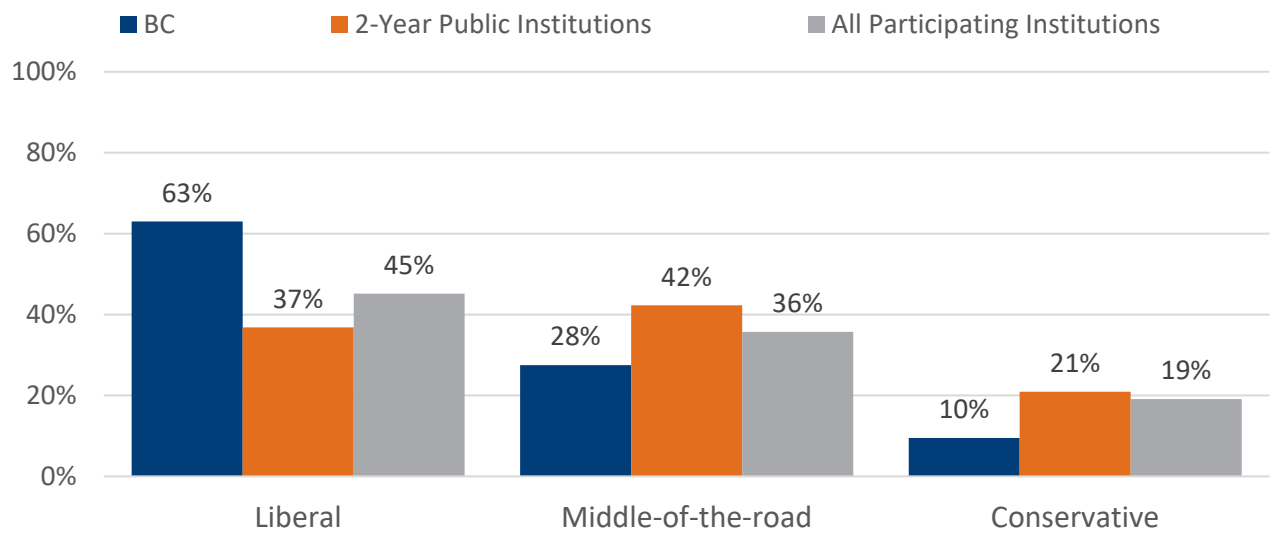
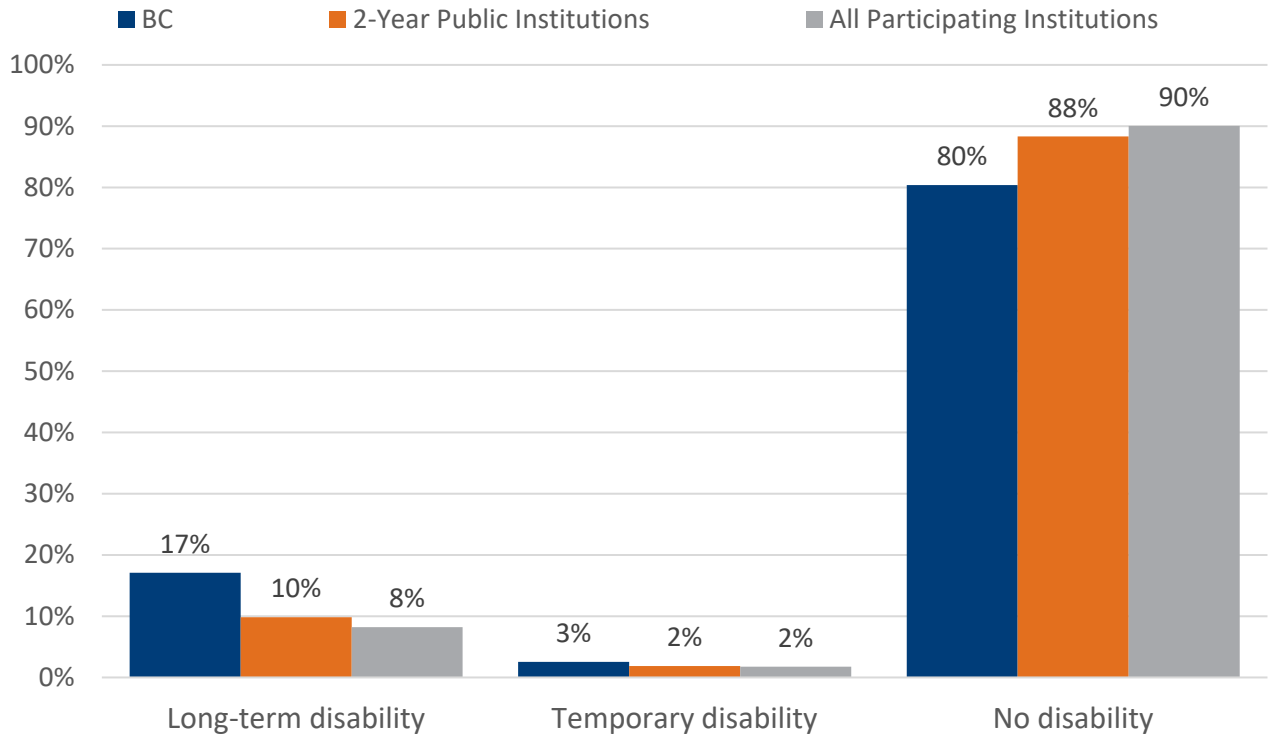
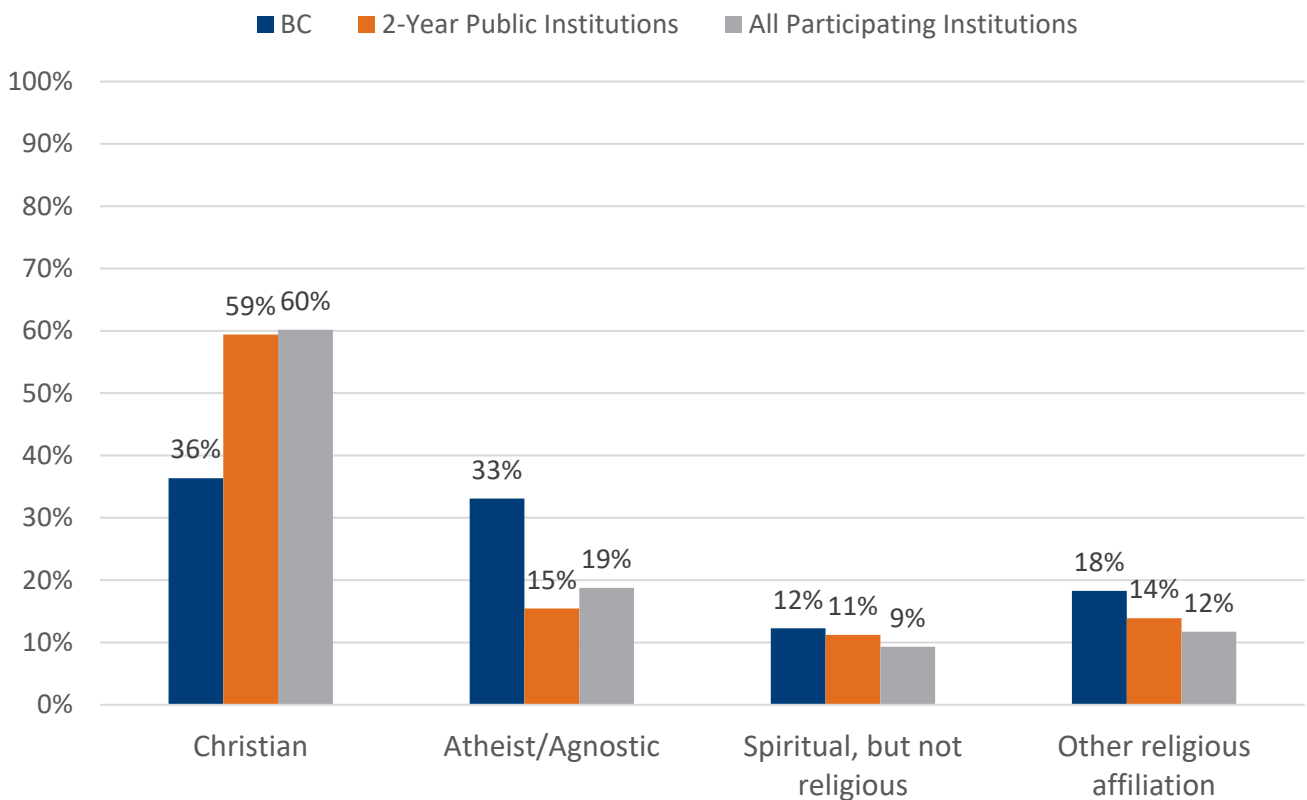


Figure 5 indicates there was a higher percentages of respondents at BC with long-term disabilities. Data from Figure 6 shows that BC respondents were more likely to be atheist or agnostic.

**Figure 5. Respondents by Disability Status**

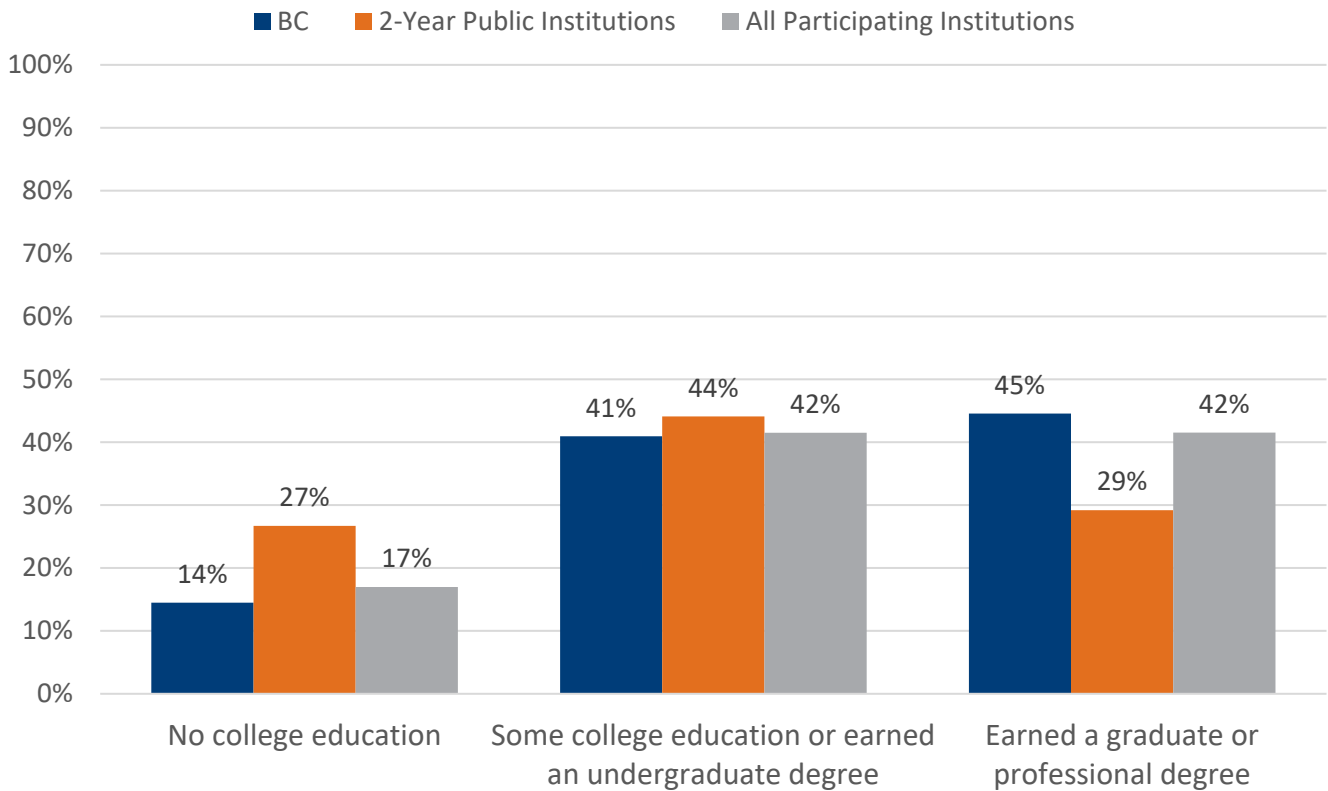


**Figure 6. Respondents by Religious Affiliation**



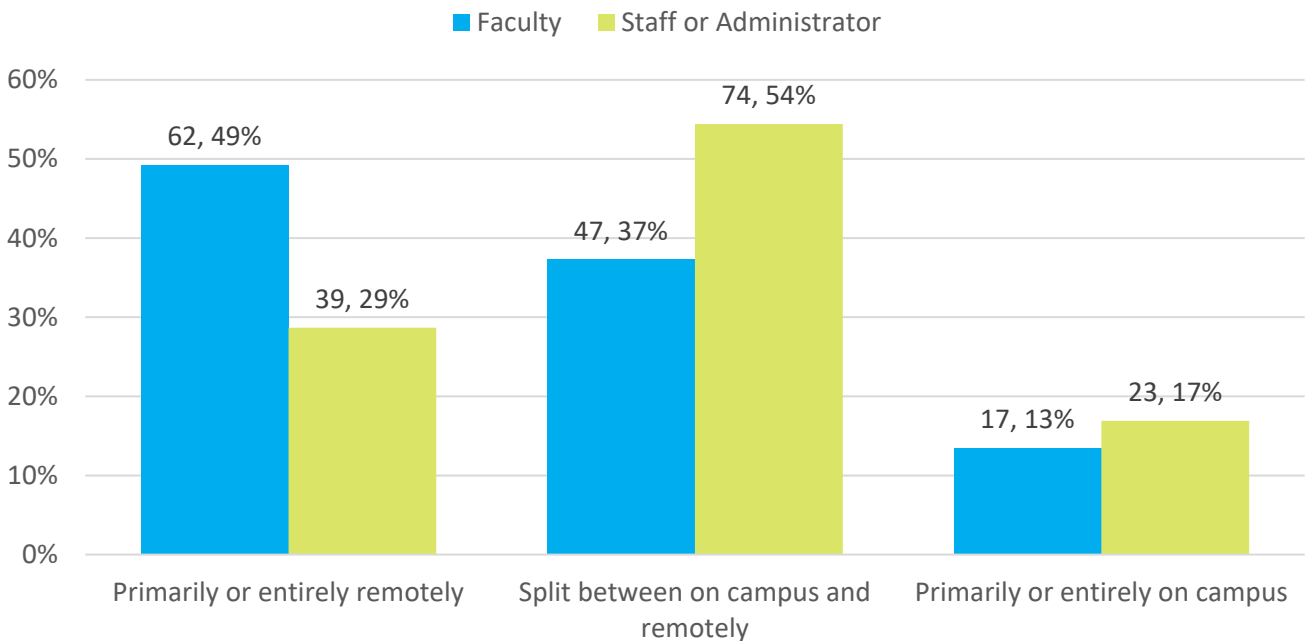
In terms of educational level, BC had a higher percentage of respondents who had earned a graduate or professional degree (Figure 7).

**Figure 7. Respondents by Parent(s) Education Level**



When asked about how they worked, about half (49%) of faculty members and 29% of staff or administrators indicated that they worked primarily or entirely remotely (Figure 8).

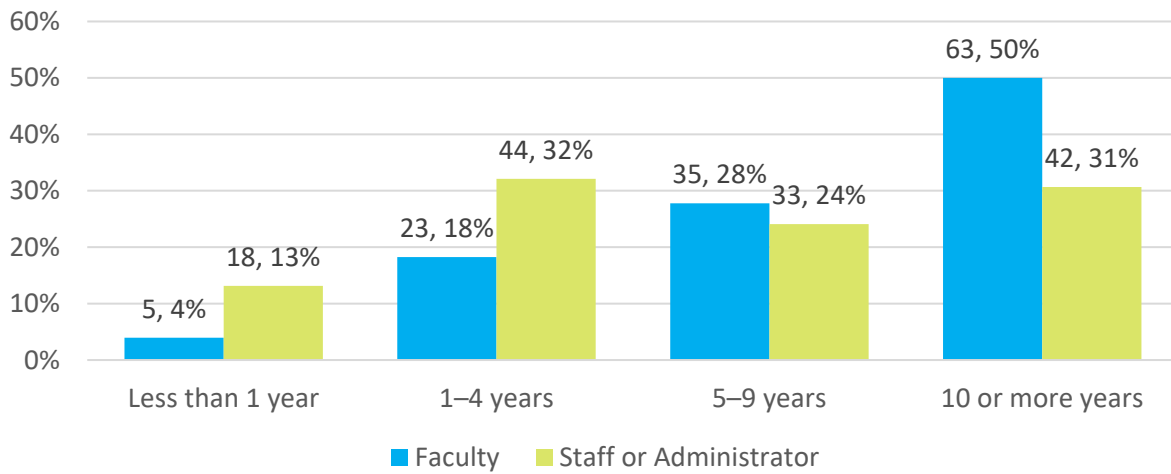
**Figure 8. How do you work at BC?**





Half (50%) of the responding faculty members and 31% of staff and administrators have worked at BC for 10 or more years. This was followed by 28% of faculty and 24% of staff and administrators who had worked at BC for 5 for 9 years.

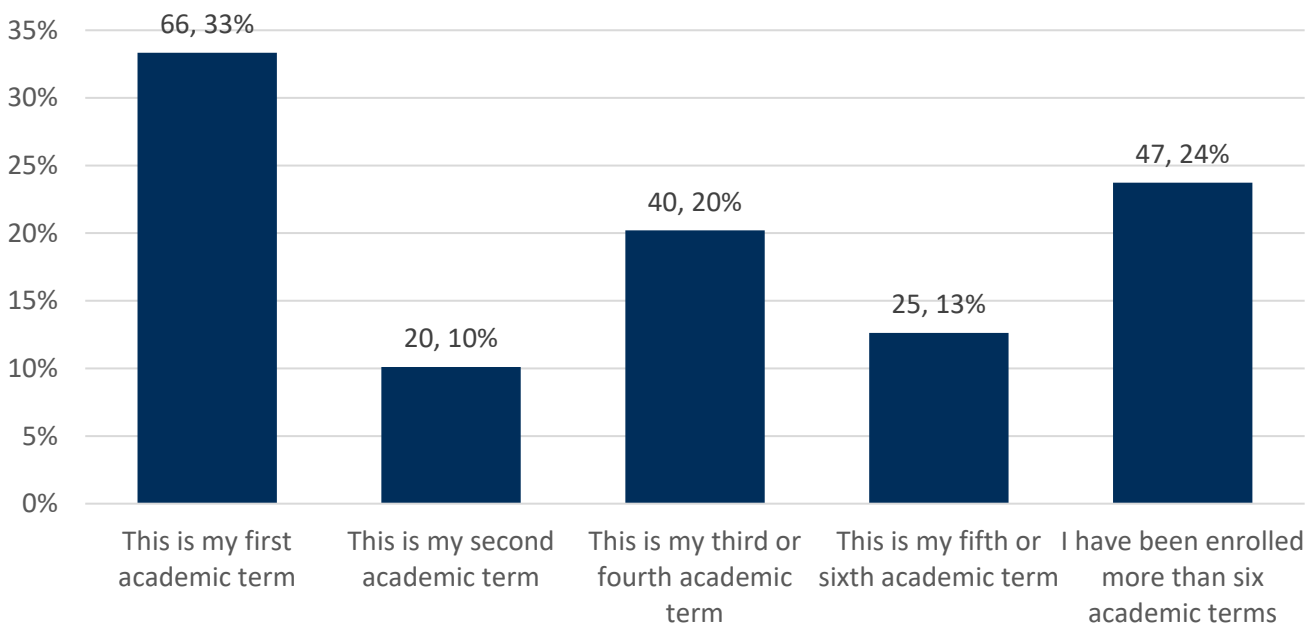
**Figure 9. How long have you worked at BC?**



With respect to full-time or part-time status, 60% of faculty respondents and 86% of the staff or administrators work full-time for BC. Also, in terms of faculty members, 41% (50) of respondents were lecturers, instructors, or adjunct faculty members, 9% (11) were assistant professors, 25% (31) were associate professors, and 25% (30) were full professors. Of those respondents who were staff or administrators, 60% (74) were salaried (exempt) and 40% (50) were hourly (non-exempt).

For one-third of student respondents (33%), the Fall Quarter 2021 was their first academic term. For 10% it was their second, 20% their third or fourth, and for 37% they had been at BC for five or more terms (Figure 10).

**Figure 10. How many total academic terms have you been enrolled at BC?**



Climate and Diversity

Just over half (53%) of BC respondents were generally or very satisfied with the overall climate at the college; this was compared to 81% for other 2-year public institutions. Also, only 36% of BC respondents were generally or very satisfied with the extent that all college community members experience a sense of belonging (Figure 11).

**Figure 11. Percent of Respondents who are Generally or Very Satisfied with Characteristics of the Campus Climate**

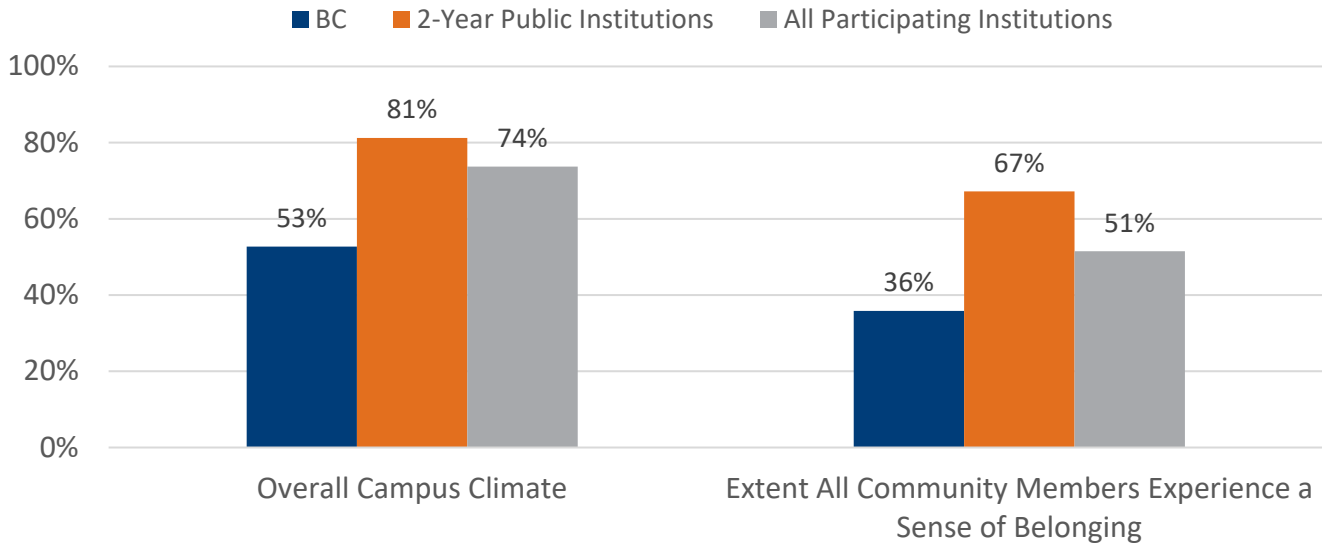
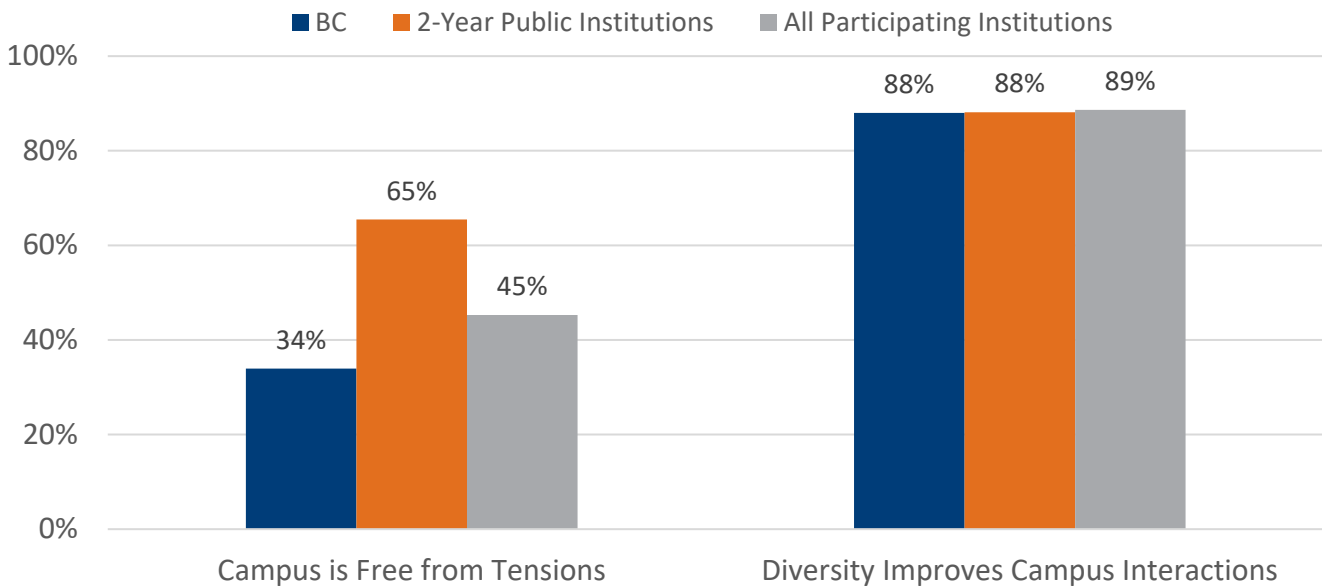


Figure 12 indicates that only one third (34%) of BC respondents agreed or strongly agreed that the campus was free from tensions. Also, while 88% of BC respondents felt that diversity improves campus interactions, only 59% of BC respondents indicated that they were somewhat or very comfortable sharing views of diversity and equity (Figure 13).

**Figure 12. Percent of Respondents who Agree or Strongly Agree with Statements about Diversity on Campus**



**Figure 13. Percent of Respondents who are Somewhat or Very Comfortable with Sharing Views on Diversity and Equity**

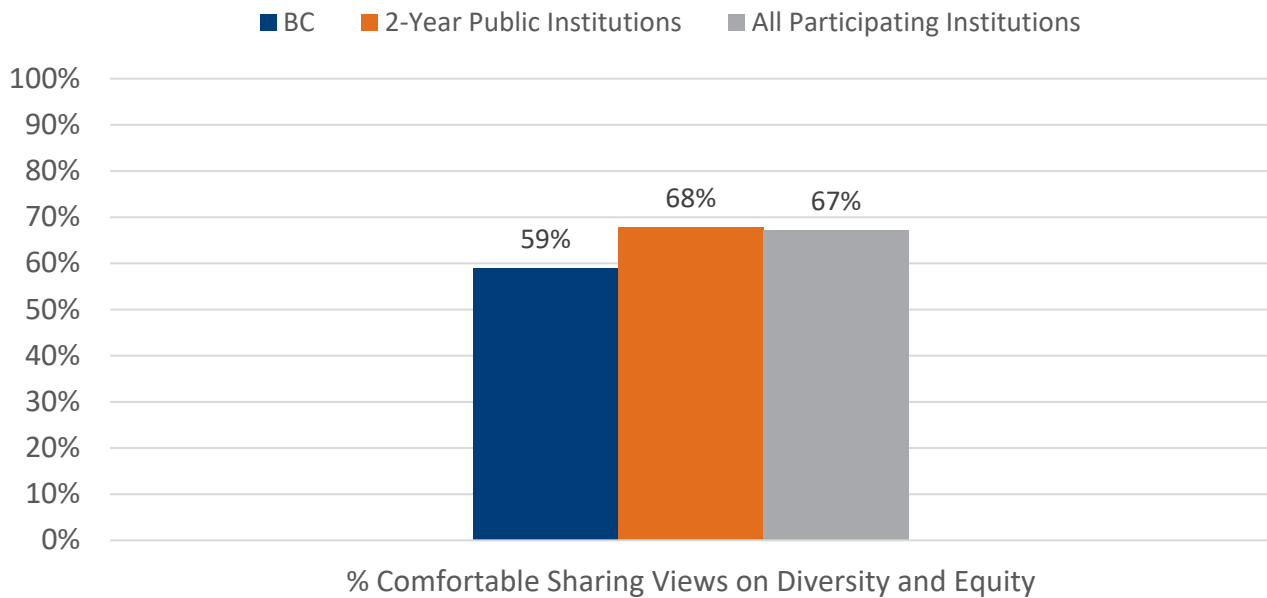


Table 2 provides data on the Campus Climate for Diversity and Equity Indicator. This centers on the average level of satisfaction that a person has with the following three questions: The campus experience/environment regarding diversity at BC; the extent to which you experience a sense of belonging or community at BC; the extent to which you feel all community members experience a sense of belonging or community at BC.

The overall average for BC was 3.31 out of 5 which was lower compared to both all other 2-year public institutions with an average of 4.01 and 3.67 for all participating institutions combined.

**Table 2. Campus Climate for Diversity and Equity Indicator**

	Bellevue College				All 2-Year Public Institutions	All Participating Institutions		
			Effect Size <sup>2</sup>					
	n	Mean	vs. All 2-Year Public Institutions	vs. All Participating Institutions				
<b>Overall Results</b>					n	Mean	n	Mean
BC Campus Climate Indicator	529	3.31	↓↓↓	↓↓	14,959	4.01	162,616	3.67
<b>Results by Role</b>								
Undergraduate Students	217	3.77	↓↓	↔	8,070	4.15	84,403	3.69
Graduate Students	-	-			-	-	13,987	3.78
Faculty	138	3.05	↓↓↓	↓↓↓	2,977	3.94	24,572	3.59
Staff/Administrators	138	2.96	↓↓↓	↓↓↓	3,411	3.83	35,752	3.68

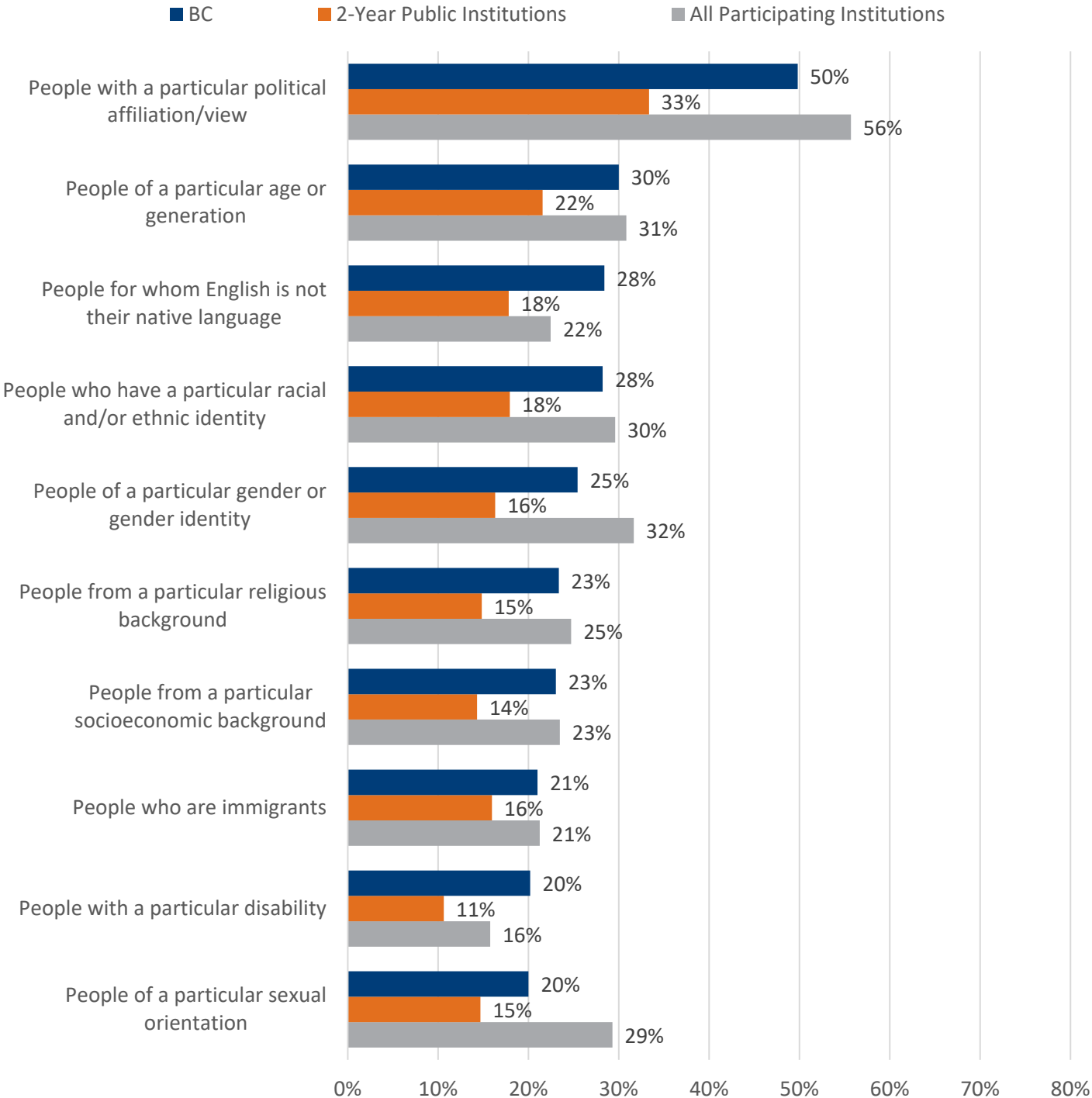
<sup>2</sup>"Effect size" measures the magnitude of the difference between the mean score for your students and employees and the mean score for students and employees at all other institutions. **We only calculate effect size when the mean at your institution includes 10 or more people.**

↑↑↑ Large positive difference    ↑↑ Medium positive difference    ↑ Small positive difference    ≈ No difference  
 ↓↓↓ Large negative difference    ↓↓ Medium negative difference    ↓ Small negative difference

Disparaging and Negative Remarks

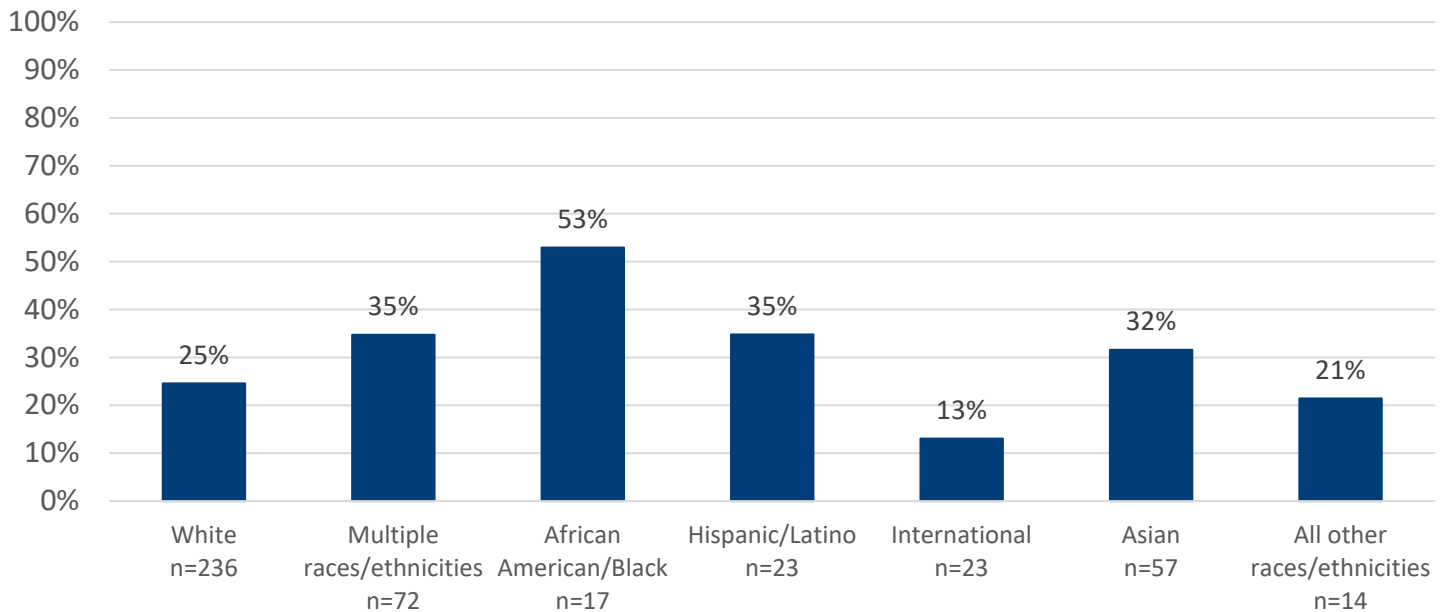
With respect to BC respondents (as compared to other 2-year public institutions) that sometimes, often, or very often heard insensitive or disparaging remarks, higher percentages were found specific to remarks about a particular political affiliation or view, age, specific to those whom English is not their native language, and specific to race/ethnicity (Figure 14).

**Figure 14. Percent of Respondents that Sometimes, Often, or Very Often Heard Insensitive or Disparaging Remarks About:**

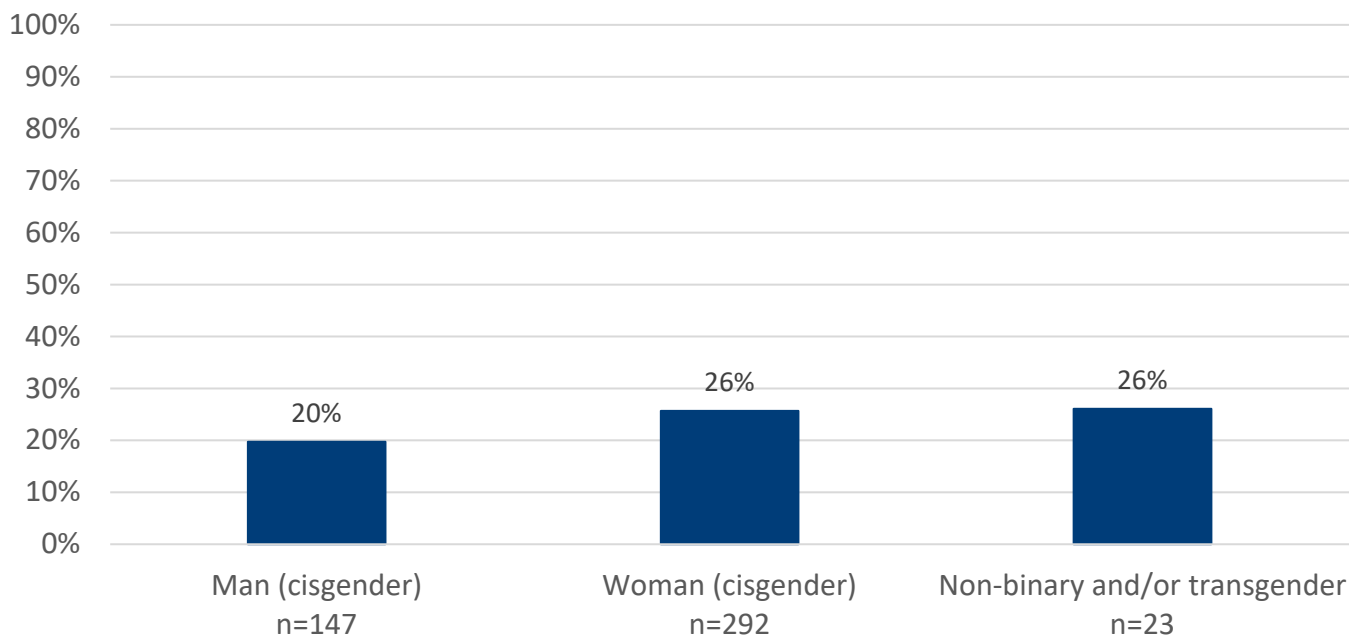


Data in Figure 15 indicates that African American/Black respondents along with those who are Latinx and multi-ethnic were more likely to indicate that they sometimes, often, or very often heard negative remarks about racial/ethnic identity. Also, those who identified as women (cisgender) or non-binary and/or transgender were more likely to indicate that they heard negative comments about gender or gender identity (Figure 16).

**Figure 15. Percent of Respondents who Sometimes, Often, or Very Often Heard Negative Remarks about Racial/Ethnic Identity**

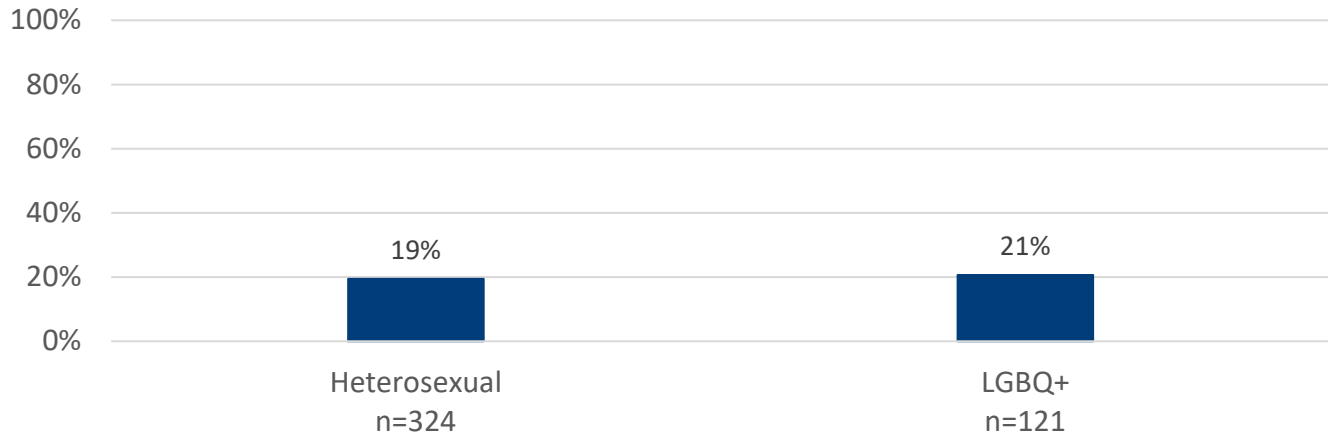


**Figure 16. Percent of Respondents who Sometimes, Often, or Very Often Heard Negative Remarks about Gender or Gender Identity**

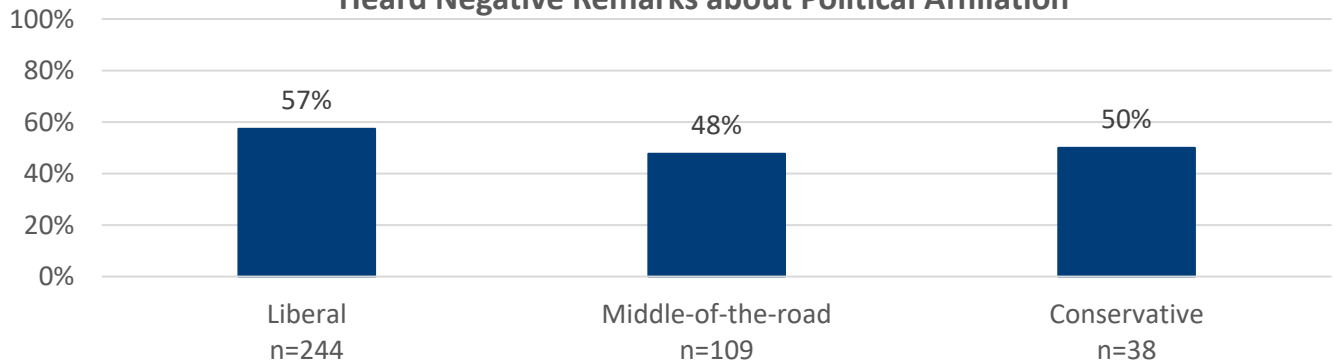


Data in Figure 17 indicates that there were similar findings about negative comments regardless of sexual orientation. Respondents who identified as being liberal and those who identified as Christian were more likely to note that they had heard negative views about political and religious affiliation (Figures 18 and 19). Also, those who identified as either having a long-term or temporary disability were more likely to have heard negative comments about disability (Figure 20).

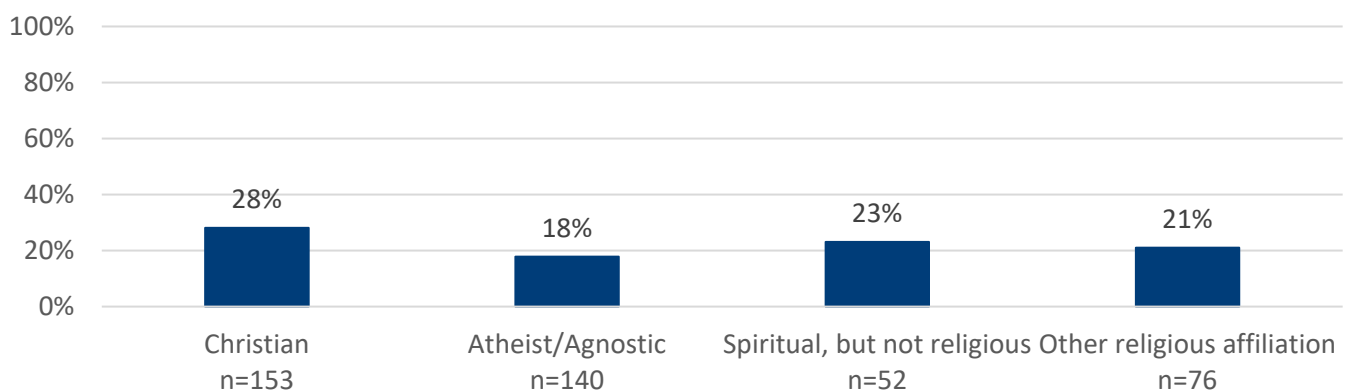
**Figure 17. Percent of Respondents who Sometimes, Often, or Very Often Heard Negative Remarks about Sexual Orientation**



**Figure 18. Percent of Respondents who Sometimes, Often, or Very Often Heard Negative Remarks about Political Affiliation**



**Figure 19. Percent of Respondents who Sometimes, Often, or Very Often Heard Negative Remarks about Religious Background**



**Figure 20. Percent of Respondents who Sometimes, Often, or Very Often Heard Negative Remarks about Disabilities**

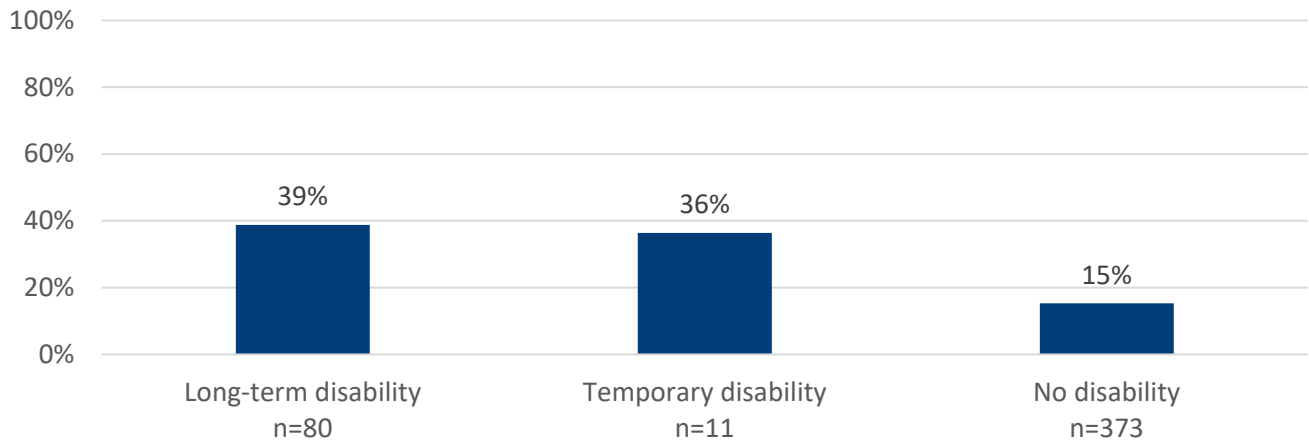


Table 3 summarizes the findings for the Insensitive or Disparaging Remarks Indicator. This indicator is computed by factoring in how often people hear insensitive or disparaging remarks by averaging their responses to the following ten statements (with lower scores being better):

- People who have a particular racial and/or ethnic identity
- People of a particular sexual orientation
- People of a particular gender or gender identity
- People from a particular socioeconomic background
- People from a particular religious background
- People with a particular disability
- People who are immigrants
- People with a particular political affiliation/view
- People of a particular age or generation
- People for whom English is not their native language

The overall average for BC was 1.87 (between never and rarely) out of 5 which was higher than 2-year public institutions with an average of 1.63 and lower than for all participating institutions with an average of 1.96.

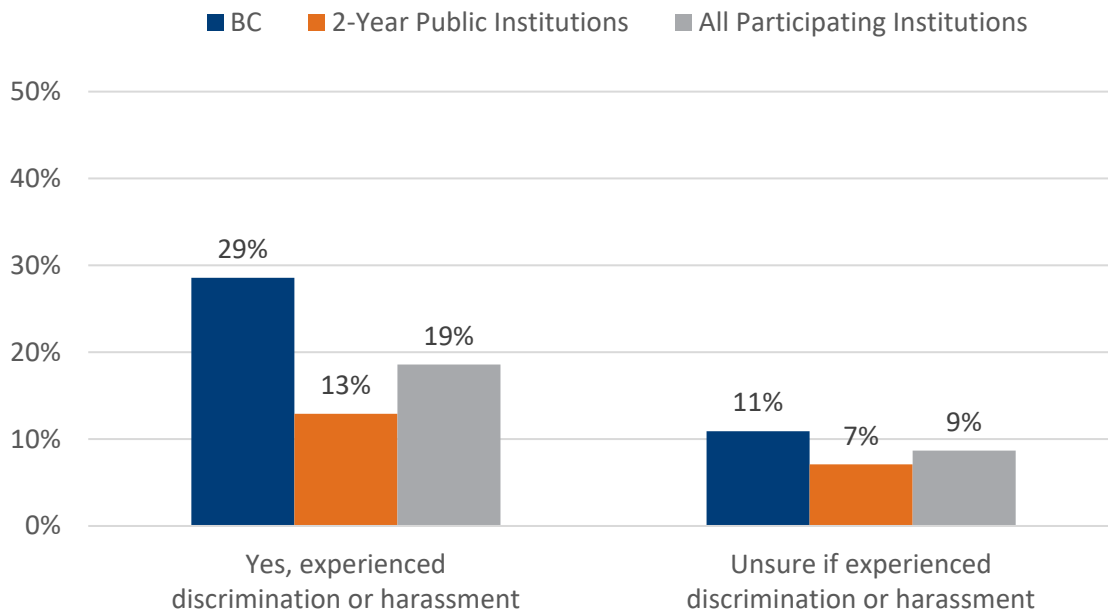
**Table 3. Insensitive or Disparaging Remarks Indicator**

	Bellevue College				All 2-Year Public Institutions		All Participating Institutions	
	n	Mean	Effect Size		n	Mean	n	Mean
			vs. All 2-Year Public Institutions	vs. All Participating Institutions				
<b>Overall Results</b>								
BC Insensitive/Disparaging Remarks Indicator	515	1.87	↑	≠	14,757	1.63	162,178	1.96
<b>Results by Role</b>								
Undergraduate Students	214	1.51	≠	↓↓↓	7,922	1.49	84,462	2.04
Graduate Students	-	-			-	-	13,887	1.76
Faculty	130	2.02	↑↑	↑	2,993	1.72	24,689	1.90
Staff/Administrators	137	2.23	↑↑↑	↑↑	3,405	1.83	35,756	1.87

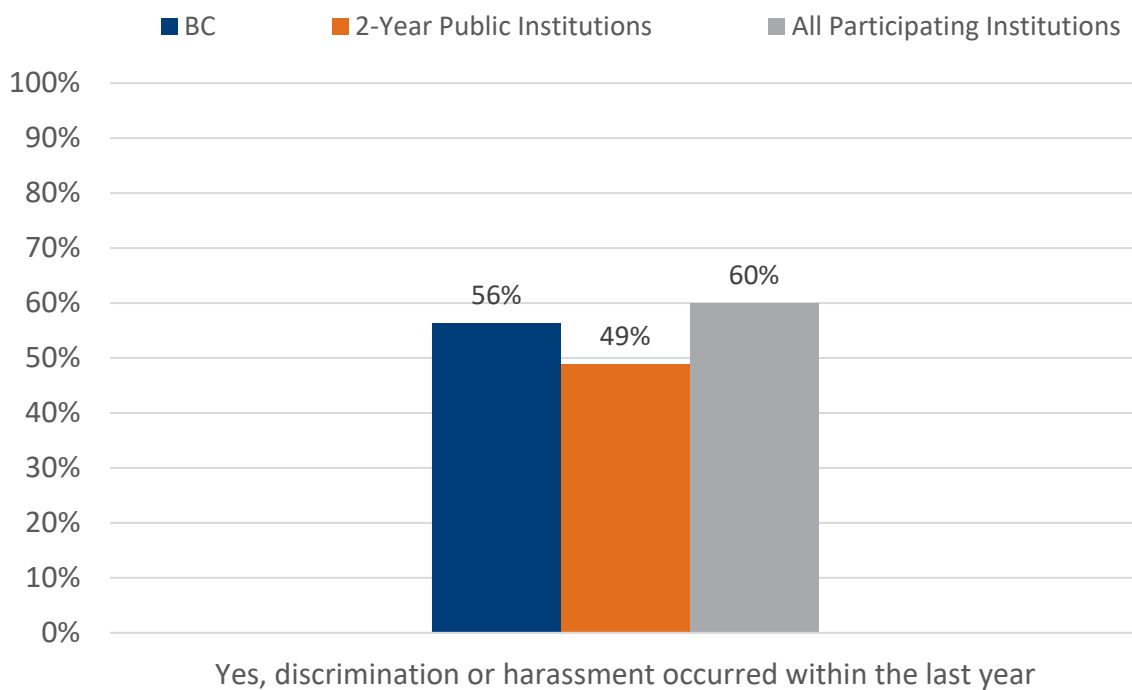
Discrimination and Harassment

About three in ten (29%) BC respondents had experienced discrimination or harassment at BC (Figure 21). Also, 56% of BC respondents who had experienced discrimination or harassment had experienced this in the past year (Figure 22 which displays responses from questions that only appeared to the 152 BC respondents who indicated they had experienced discrimination or harassment).

**Figure 21. Percent of Respondents who Responded Yes or Unsure to Having Experienced Discrimination or Harassment**



**Figure 22. Percent of Respondents who Indicated They'd Experienced Discrimination or Harassment in the Past Year**

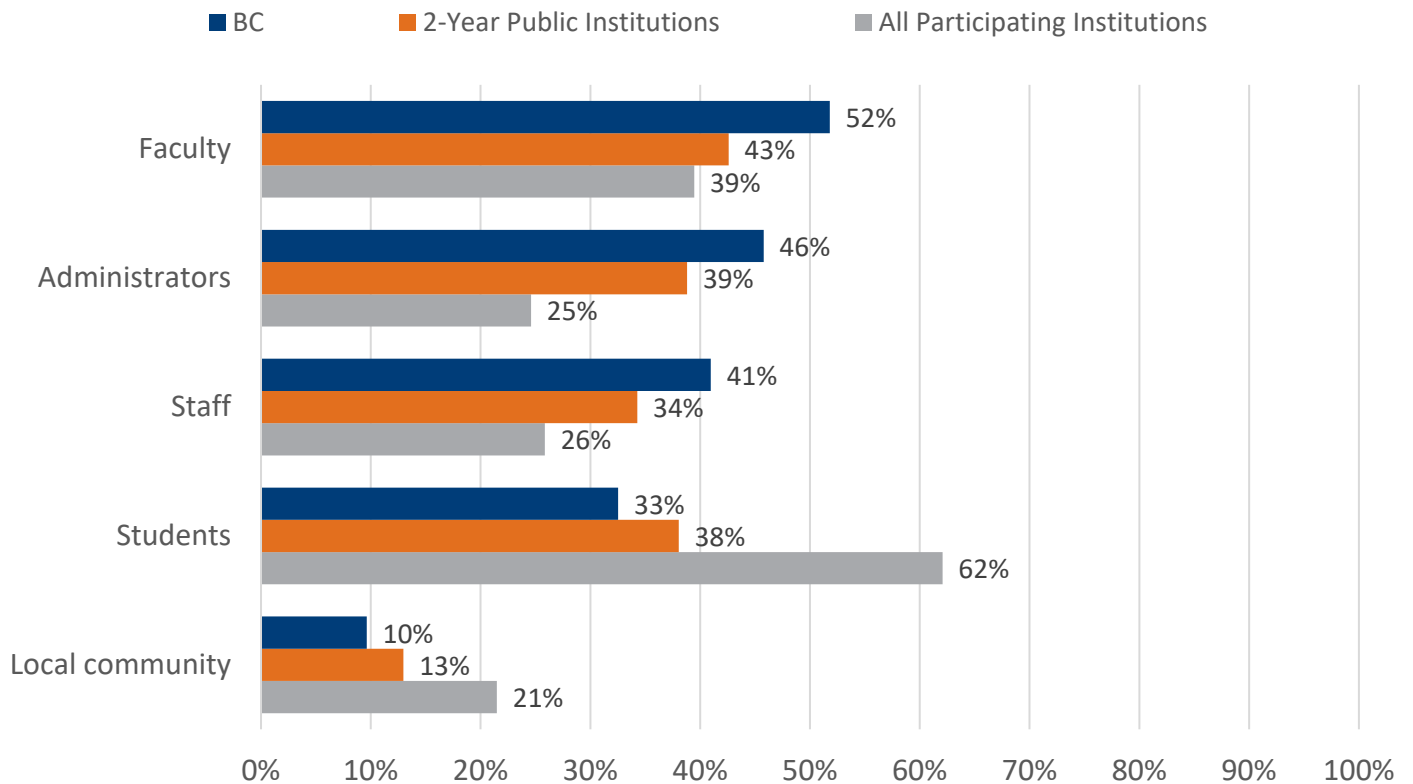




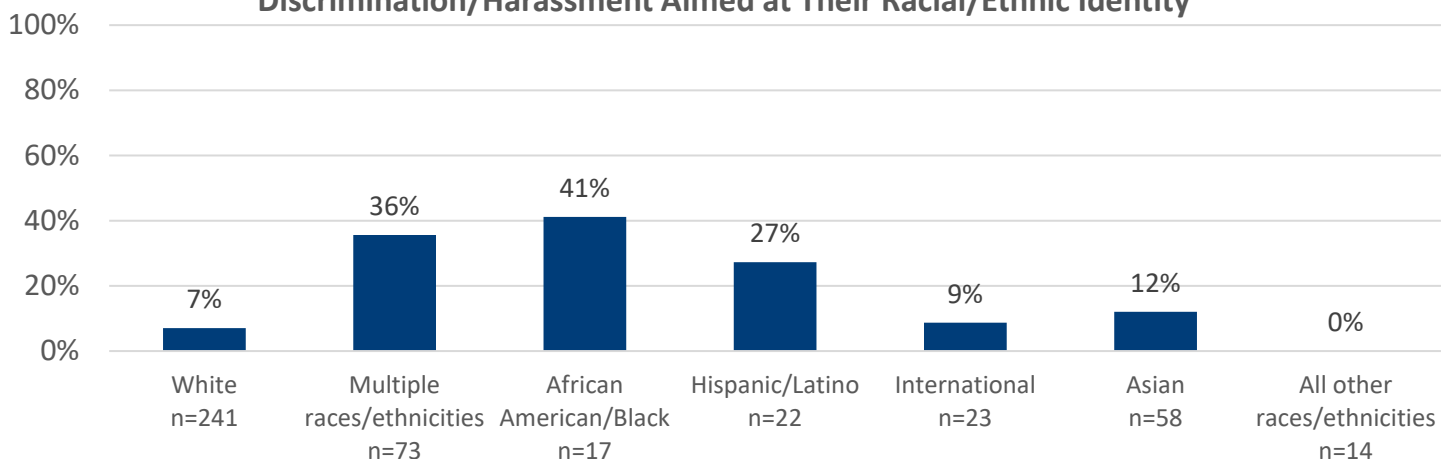
When respondents were asked about who the source of discrimination or harassment was, 52% indicated faculty, 46% indicated administrators, and 41% noted staff (Figure 23 which displays responses from questions that only appeared to the 152 BC respondents who indicated they had experienced discrimination or harassment).

Also, data findings indicate that African American/Black, Latinx, and respondents who are multi-ethnic were more likely to have experienced discrimination or harassment that was aimed at their race or ethnic identity (Figure 24).

**Figure 23. Percent of Respondents who Identified These Groups as the Source(s) of Discrimination or Harassment**

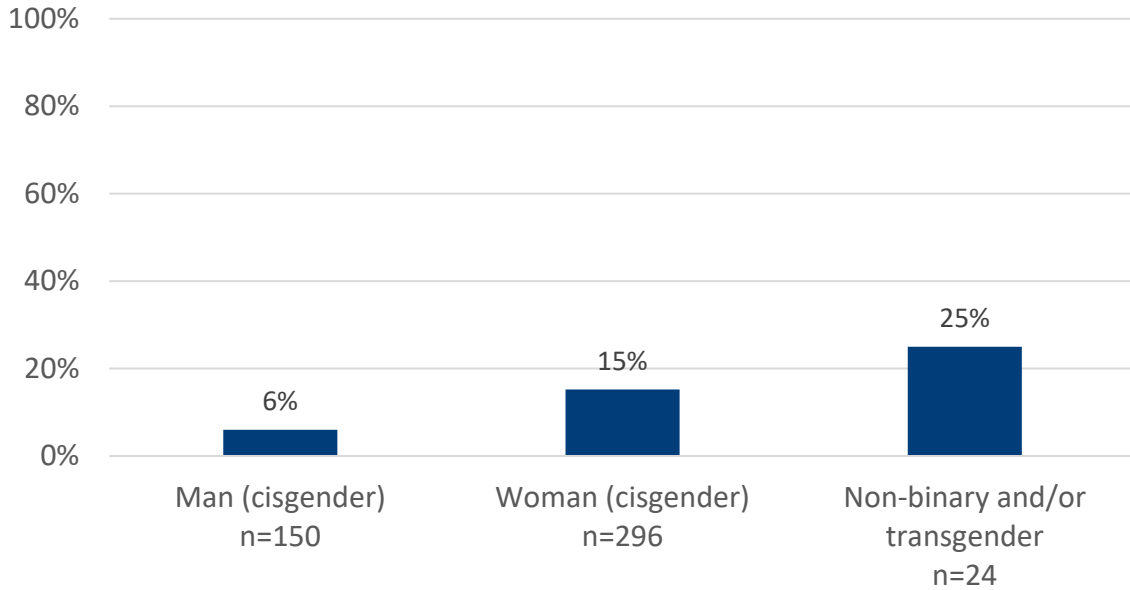


**Figure 24. Percent of Respondents who Experienced Discrimination/Harassment Aimed at Their Racial/Ethnic Identity**

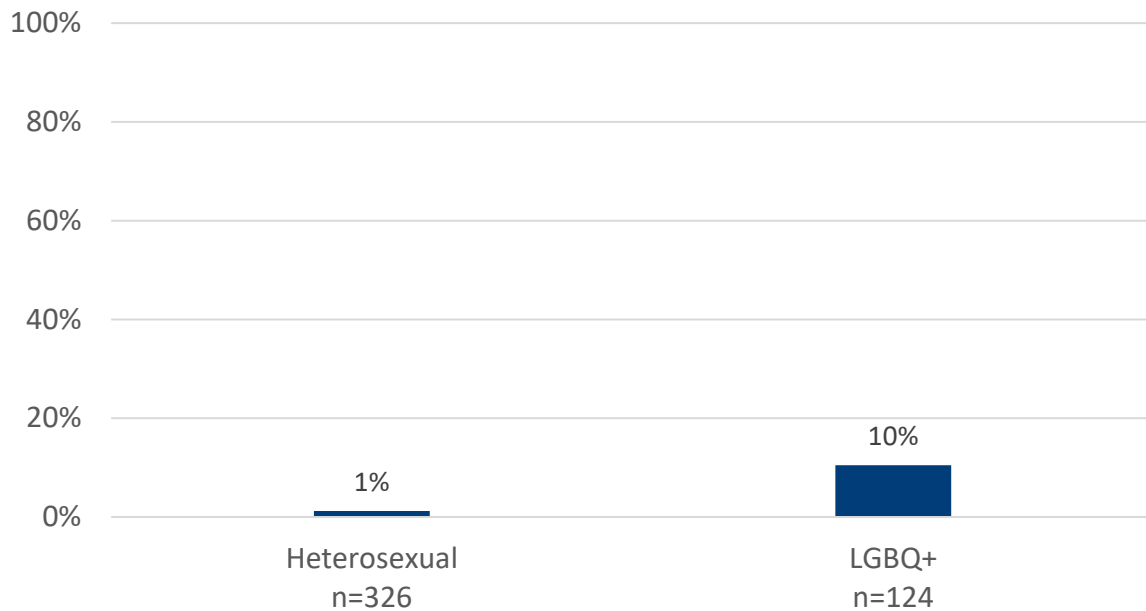


Respondents who identified as non-binary and/or transgender and those who identified as LGBTQ+ were more likely to indicate that they had experienced discrimination or harassment aimed at their gender identity or sexual orientation (Figures 25 and 26).

**Figure 25. Percent of Respondents who Experienced Discrimination/Harassment Aimed at their Gender Identity**

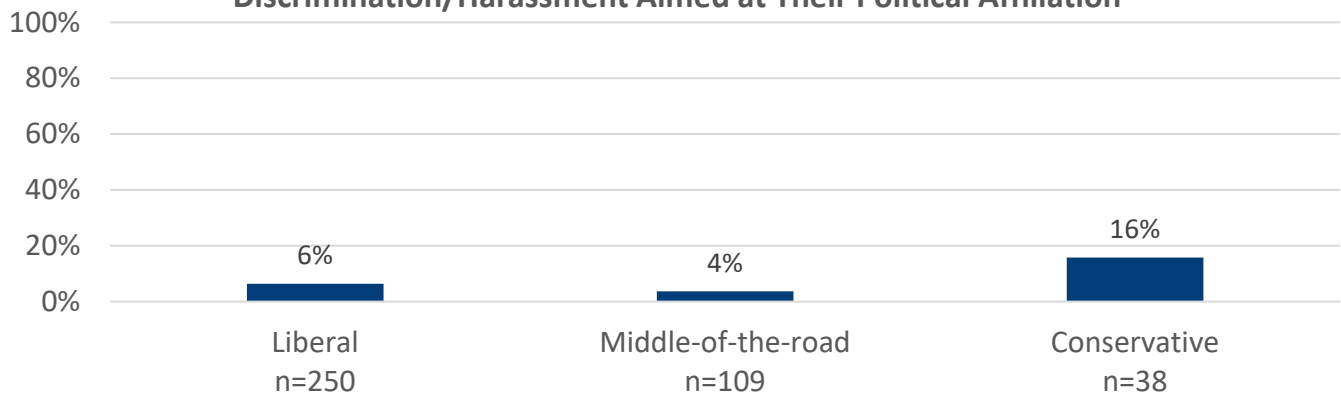


**Figure 26. Percent of Respondents who Experienced Discrimination/Harassment Aimed at their Sexual Orientation**

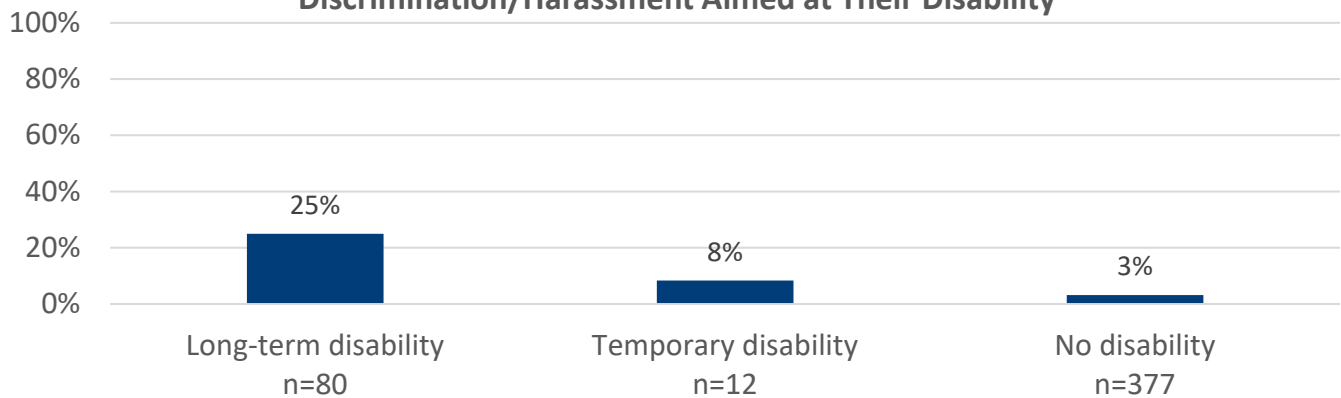


Respondents who identified as having a conservative political affiliation and those who had a long-term or temporary disability were more likely to indicate that they had experienced discrimination or harassment aimed at their political affiliation or their disability status (Figures 27 and 28).

**Figure 27. Percent of Respondents who Experienced Discrimination/Harassment Aimed at Their Political Affiliation**

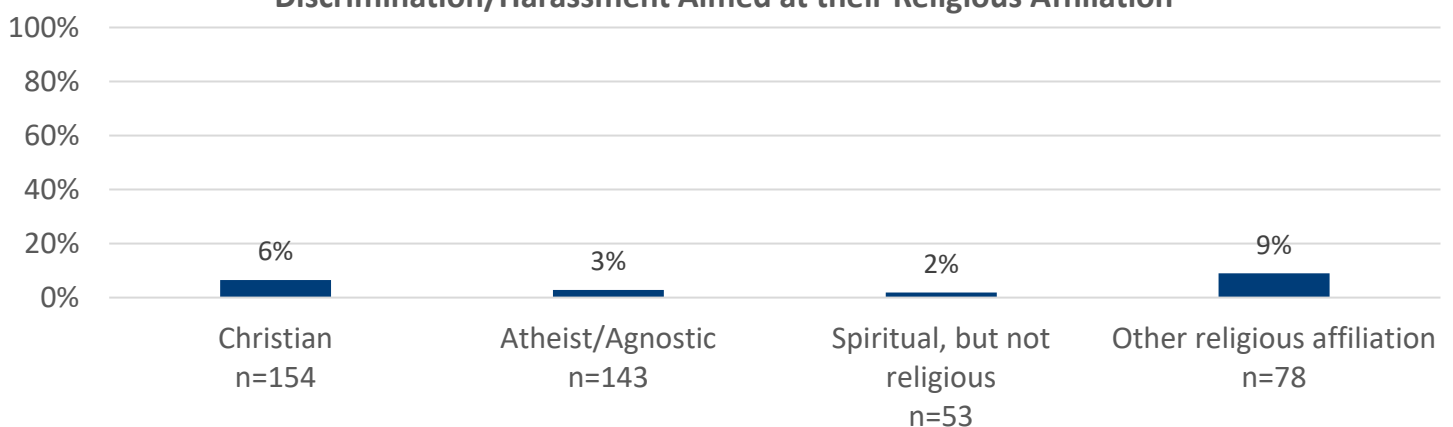


**Figure 28. Percent of Respondents who Experienced Discrimination/Harassment Aimed at Their Disability**



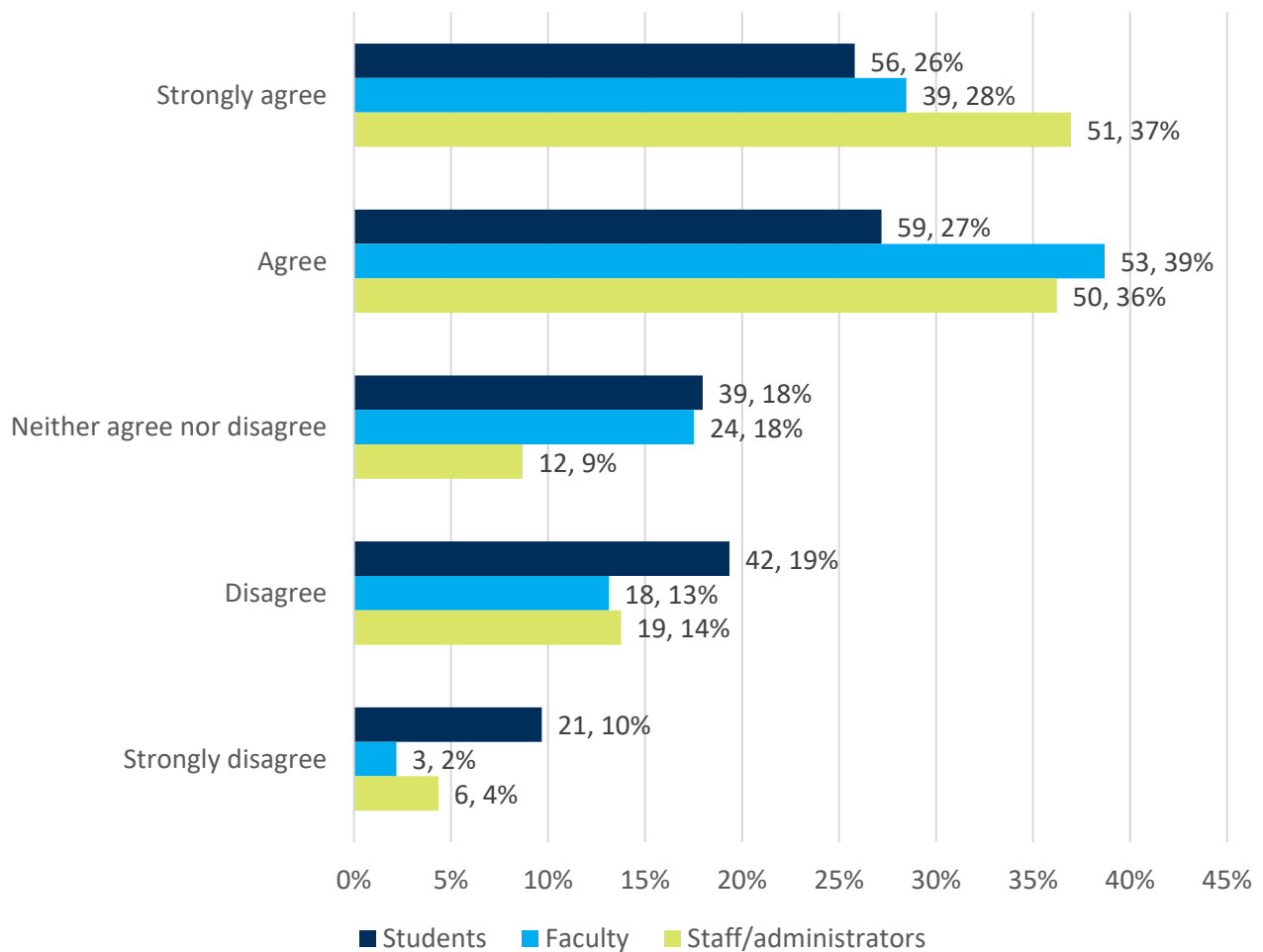
Respondents who identified as being religious were more likely to indicate that they had experienced discrimination or harassment aimed at their religious affiliation (Figures 29).

**Figure 29. Percent of Respondents who Experienced Discrimination/Harassment Aimed at their Religious Affiliation**

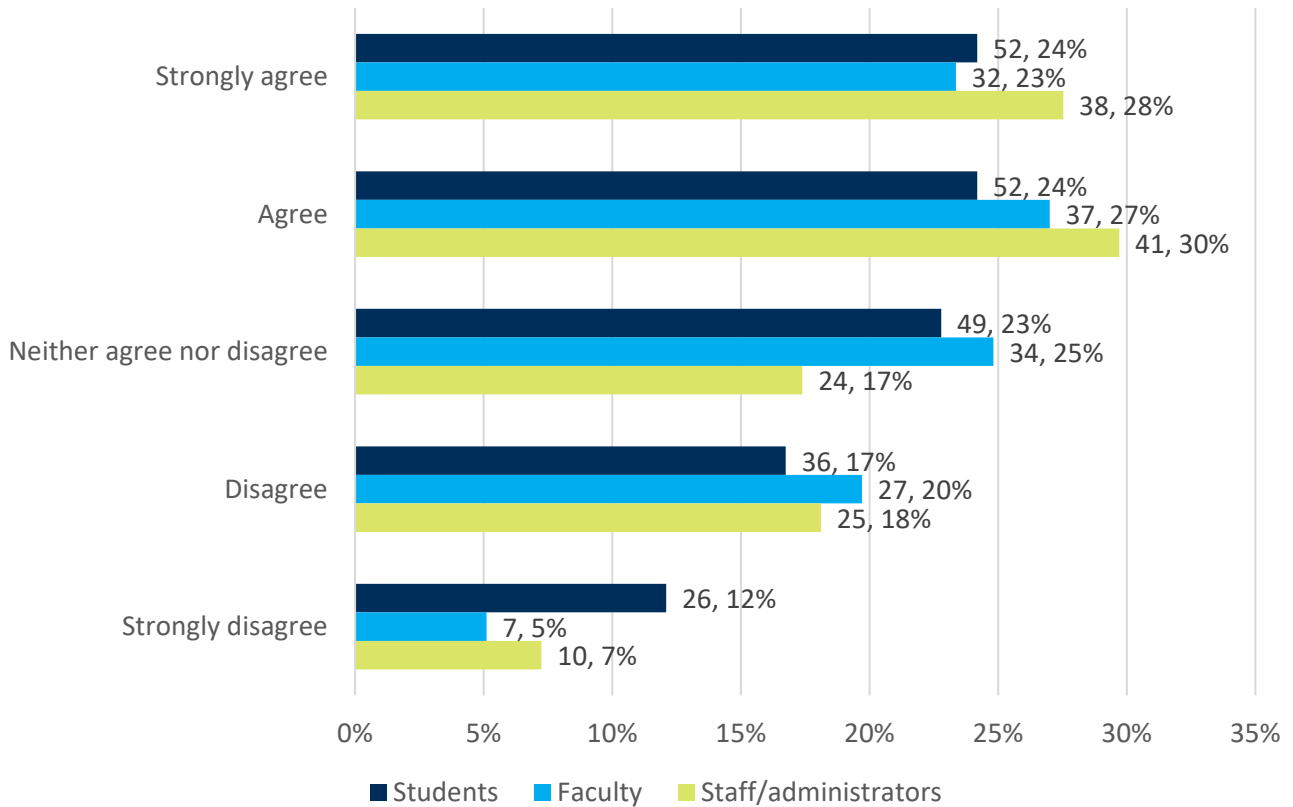


When asked if they experienced or observed an act of discrimination or harassment at BC and whether they would know whom to contact, 47% of students, 33% of faculty, and 27% of staff/administrators neither agreed nor disagreed, disagreed, or strongly disagreed. Also, 52% of students, 50% of faculty, and 42% of staff/administrators neither agreed nor disagreed, disagreed, or strongly disagreed that the process for reporting acts of discrimination or harassment at BC were clear to them. In addition, 58% of students, 67% of faculty, and 60% of staff/administrators neither agreed nor disagreed, disagreed, or strongly disagreed that the process for investigating acts of discrimination or harassment were clear to them (see Figures 30, 31, and 32).

**Figure 30. If I experienced or observed an act of discrimination or harassment while at BC, I know whom to contact to report the incident.**



**Figure 31. The process for reporting acts of discrimination or harassment at BC is clear to me.**



**Figure 32. The process for investigating acts of discrimination or harassment at BC is clear to me.**

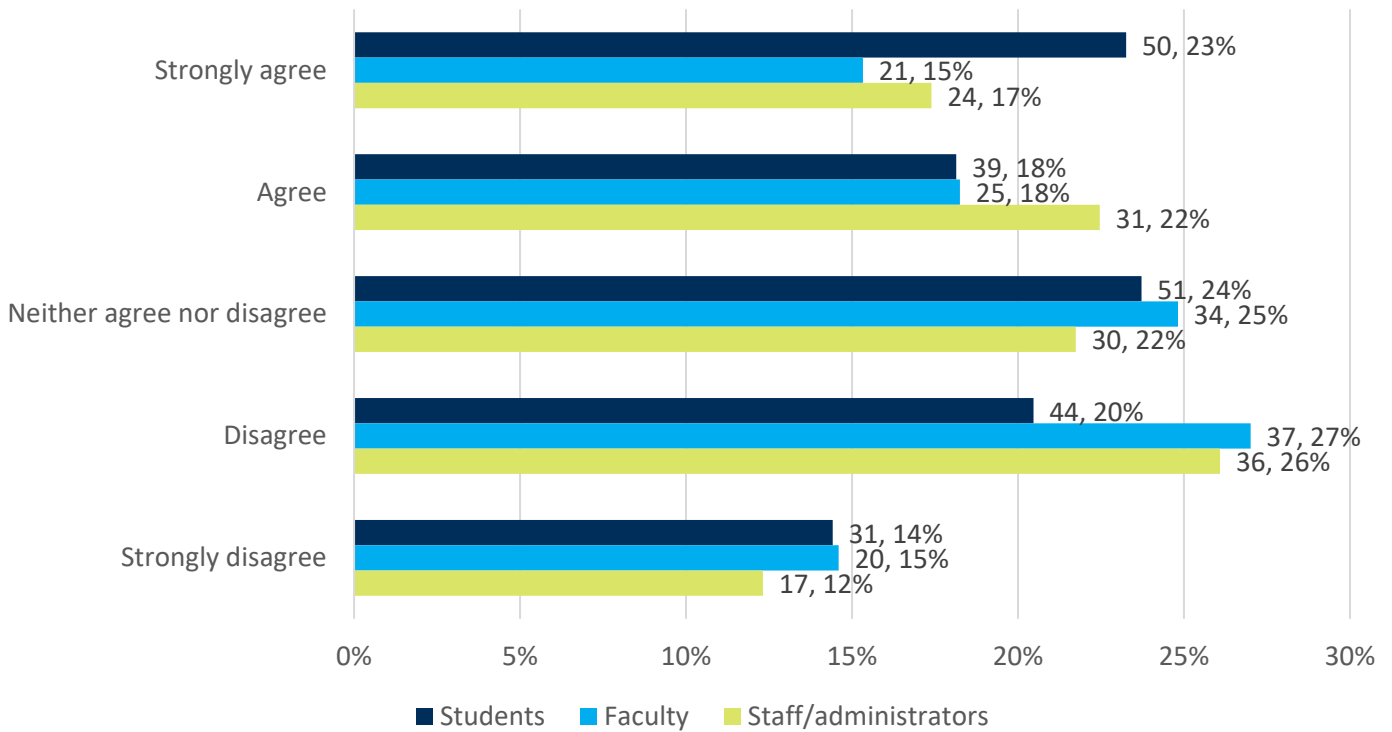


Table 4 provides data on the Experiences of Discrimination or Harassment Indicator which connects with the question: Have you ever been discriminated against or harassed on the BC campus, at an off-campus residence, or at an off-campus program/event affiliated with BC?

Findings indicated that 29% of respondents at BC stated yes compared to 13% at other 2-Year public institutions and 19% of respondents at all participating institutions.

**Table 4. Experiences of Discrimination or Harassment Indicator**

	Bellevue College				All 2-Year Public Institutions		All Participating Institutions	
	Effect Size				n	% Yes	n	% Yes
	n	% Yes <sup>1</sup>	vs. All 2-Year Public Institutions	vs. All Participating Institutions				
<b>Overall Results</b>								
BC Discrimination/Harassment Indicator	532	29%	↑↑	↑	15,209	13%	165,315	19%
<b>Results by Role</b>								
Undergraduate Students	218	15%	↑	↔	8,234	7%	86,144	18%
Graduate Students	-	-			-	-	14,218	14%
Faculty	138	38%	↑↑	↑↑	3,049	17%	25,111	22%
Staff/Administrators	139	37%	↑↑	↑↑	3,464	20%	36,323	19%

<sup>1</sup>Only percentages for groups of five (5) or more people are included in this analysis.

The respondents who indicated that they had experienced discrimination or harassment in the past year were asked to indicate in what form this occurred (see Table 5). For students, the highest frequency of occurrence centered on derogatory remarks, being stared at, and deliberately being ignored, isolated, left out, or excluded. For faculty members, the most common occurrence was derogatory remarks followed by deliberately being ignored, isolated, left out, or excluded, and being intimidated or bullied. For staff or administrators, the most common occurrence was derogatory remarks followed by deliberately being ignored, isolated, left out, or excluded.

Students were most likely to have experienced incidents of discrimination or harassment in the classroom. Faculty had experienced such incidents the most via the internet or social media, in the classroom, and in a departmental office or conference room. For staff or administrators, the most common location was in a departmental office or conference room followed by other locations. When asked if they had reported any incidents to campus officials, 61% or higher of all respondents indicated that they had not.

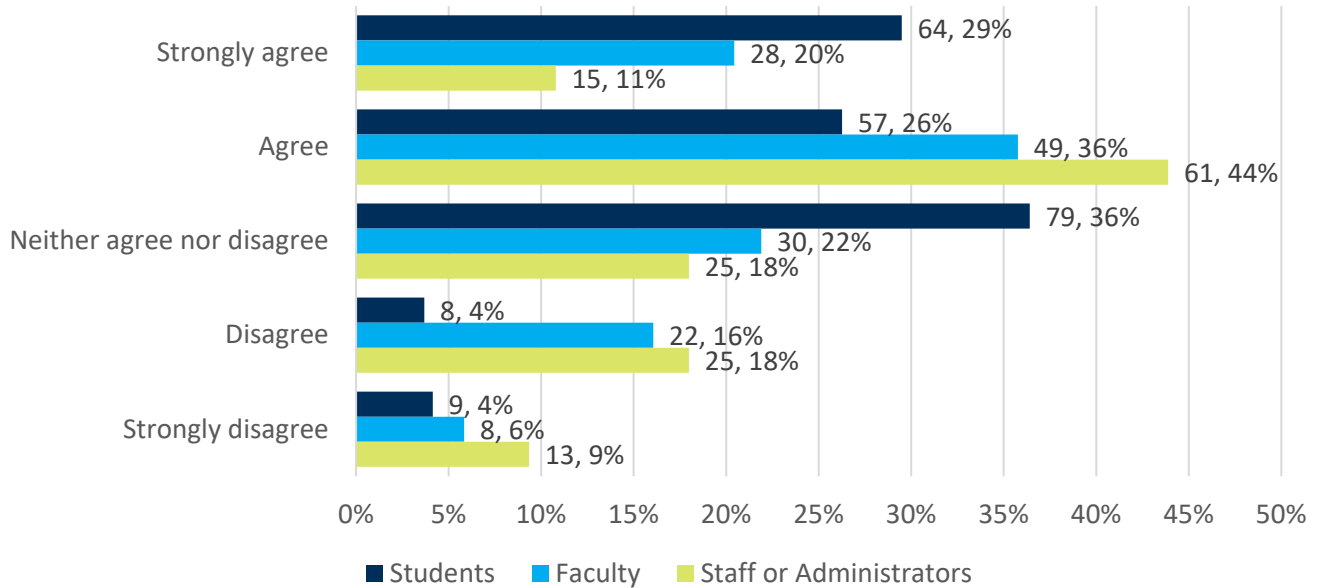
**Table 5. Incidents of Discrimination or Harassment, Location, Source, and Whether the Incident was Reported**

<b>Please indicate which of the following forms of discrimination or harassment you have experienced in the past year. (Check all that apply) (Q16) Respondents who selected "Yes" for Question 15 saw Question 16.</b>						
	Students		Faculty		Staff or Administrators	
Stared at	7	32%	3	11%	5	20%
Deliberately ignored, isolated, left out, or excluded	7	32%	14	50%	19	76%
Singled out as the "resident authority"	2	9%	6	21%	8	32%
Racial/ethnic profiling	4	18%	8	29%	8	32%
Graffiti or other forms of vandalism on campus	0	0%	0	0%	2	8%
Derogatory written comments	5	23%	11	39%	5	20%
Derogatory remarks	13	59%	15	54%	12	48%
Derogatory posts on social media	0	0%	3	11%	0	0%
Derogatory phone calls	1	5%	1	4%	1	4%
Derogatory/unsolicited e-mails	3	14%	5	18%	2	8%
Received a poor grade because of a hostile classroom environment	4	18%	0	0%	0	0%
Received a low performance evaluation	4	18%	5	18%	3	12%
Denied service or access to resources	5	23%	5	18%	5	20%
Intimidated/bullied	6	27%	11	39%	8	32%
Threatened with physical violence	0	0%	1	4%	0	0%
Feared for your physical safety	3	14%	6	21%	1	4%
Feared for your family's safety	1	5%	0	0%	0	0%
Physical violence	0	0%	0	0%	0	0%
Sexual assault/harassment	4	18%	1	4%	2	8%
Other form of discrimination or harassment	5	23%	5	18%	9	36%
<b>Number of respondents who answered this question</b>	<b>22</b>		<b>28</b>		<b>25</b>	
<b>Did any of these incidents of discrimination or harassment occur in the following locations? (Check all that apply) (Q17)</b>						
<i>Respondents who selected "Yes" for Question 15 saw Question 17.</i>						
In a classroom	12	55%	11	39%	0	0%
In a departmental office or conference room	1	5%	10	36%	15	65%
In an individual faculty or staff member's office	2	9%	3	11%	5	22%
In on-campus housing/residences	0	0%	0	0%	0	0%
At a house or residence off-campus	0	0%	0	0%	0	0%
At a program/event affiliated with or sponsored by BC	2	9%	3	11%	3	13%
At a dining hall, recreational space, or athletic facility	1	5%	1	4%	0	0%
Via the internet or social media	7	32%	12	43%	4	17%
Other location	9	41%	4	14%	10	43%
<b>Number of respondents who answered this question</b>	<b>22</b>		<b>28</b>		<b>23</b>	
<b>Was the source of the discrimination/harassment a member of the following groups? (Check all that apply) (Q18)</b>						
<i>Respondents who selected "Yes" for Question 15 saw Question 18.</i>						
Students	10	45%	12	43%	3	12%
Faculty	10	45%	20	71%	9	36%
Staff	10	45%	4	14%	16	64%
Administration	4	18%	11	39%	15	60%
Local Community	3	14%	2	7%	2	8%
<b>Number of respondents who answered this question</b>	<b>22</b>		<b>28</b>		<b>25</b>	
<b>Did you report any incident(s) to campus officials? (Q19)</b>						
<i>Respondents who selected "Yes" for Question 15 saw Question 19.</i>						
No	15	68%	17	61%	21	84%
Yes	7	32%	11	39%	4	16%
<b>Total</b>	<b>22</b>	<b>100%</b>	<b>28</b>	<b>100%</b>	<b>25</b>	<b>100%</b>

Institutional Support for Diversity and Equity

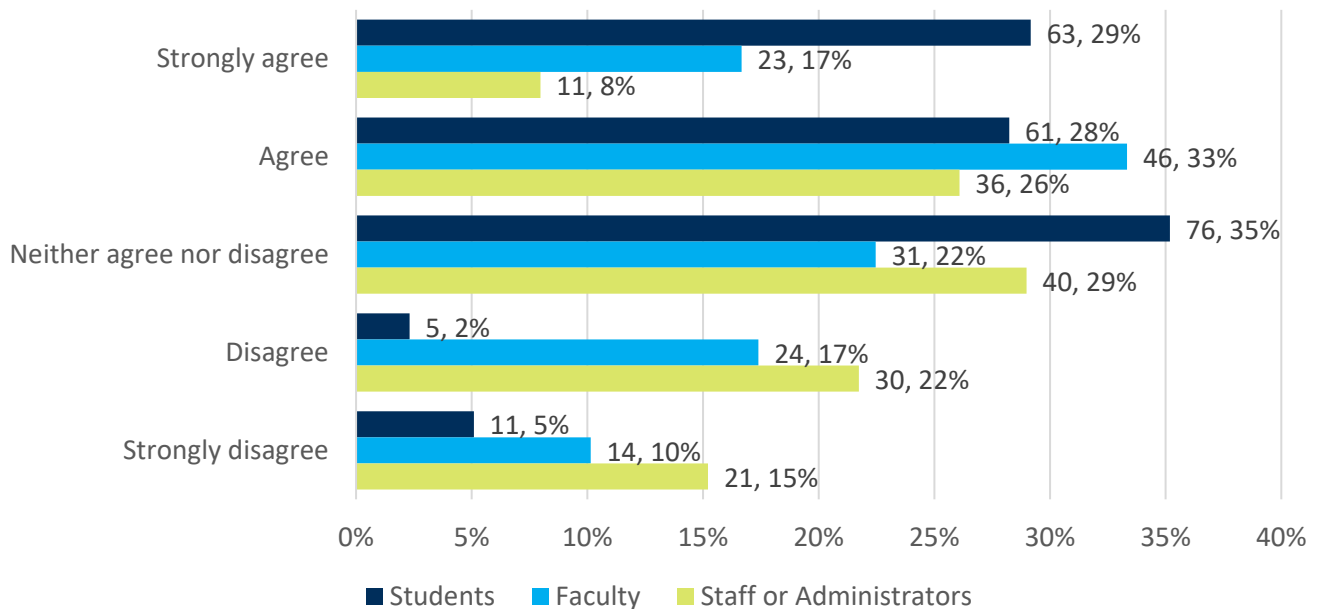
When asked to rate their level of agreement as to whether the recruitment of historically marginalized students, faculty, and staff is an institutional priority, 55% of students, 56% of faculty, and 55% of staff or administrators strongly agreed or agreed.

**Figure 33. Recruitment of historically marginalized students, faculty, and staff is an institutional priority.**



When asked to rate their level of agreement on whether the retention of historically marginalized students, faculty, and staff is an institutional priority, 57% of students, 50% of faculty, and 34% of staff or administrators strongly agreed or agreed.

**Figure 34. Retention of historically marginalized students, faculty, and staff is an institutional priority.**





When asked to rate their level of agreement on whether senior leadership demonstrates a commitment to diversity and equity at BC, 61% of students, 44% of faculty, and 39% of staff or administrators strongly agreed or agreed.

**Figure 35. Senior leadership demonstrates a commitment to diversity and equity on this campus.**

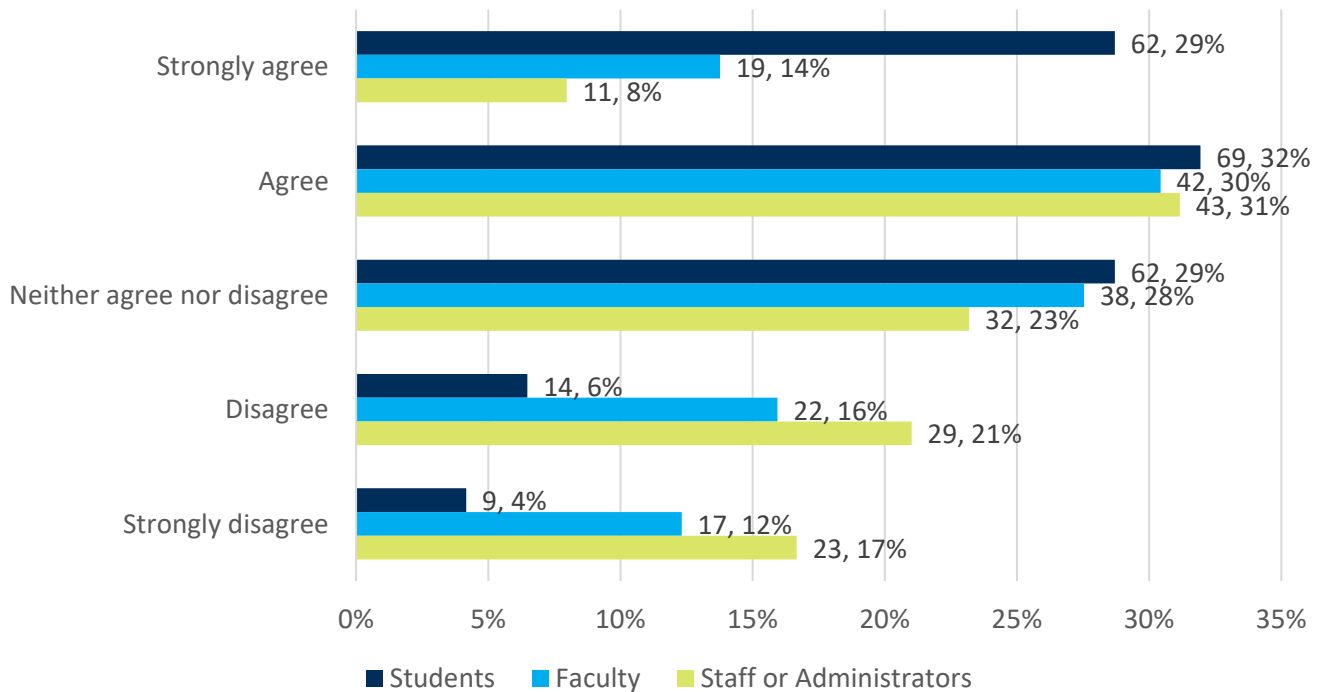


Table 6 centers on findings for the Institutional Support for Diversity and Equity Indicator which provides the overall sense of institutional support for diversity and equity by averaging the level of agreement that a person has with each of the following four elements: The campus environment is free from tensions related to individual or group differences; recruitment of historically marginalized students, faculty, and staff is an institutional priority; retention of historically marginalized students, faculty, and staff is an institutional priority; and, senior leadership demonstrates a commitment to diversity and equity on this campus.

The overall average for BC was 3.25 out of 5 which was lower compared to both all other 2-year public institutions with an average of 3.81 and 3.43 for all participating institutions combined.

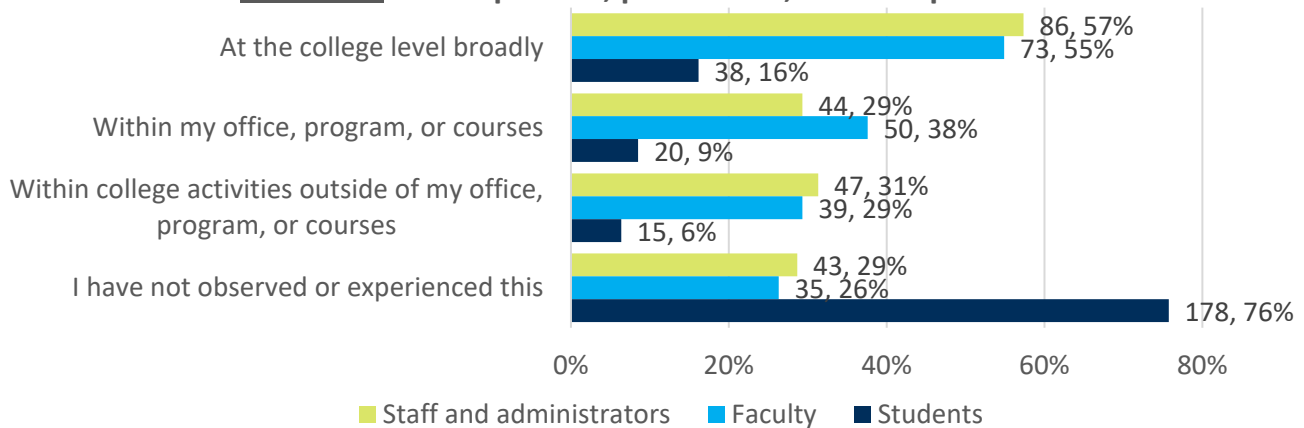
**Table 6. Institutional Support for Diversity and Equity Indicator**

	Bellevue College				All 2-Year Public Institutions		All Participating Institutions	
	n	Mean	Effect Size		n	Mean	n	Mean
			vs. All 2-Year Public Institutions	vs. All Participating Institutions				
<b>Overall Results</b>								
BC Institutional Support Indicator	526	3.25	↓↓↓	↓	15,076	3.81	164,741	3.43
<b>Results by Role</b>								
Undergraduate Students	216	3.74	↓	↑↑	8,093	3.97	85,636	3.46
Graduate Students	-	-			-	-	14,142	3.54
Faculty	137	3.02	↓↓↓	↓↓	3,024	3.70	24,950	3.35
Staff/Administrators	137	2.81	↓↓↓	↓↓↓	3,452	3.59	36,094	3.41

Survey Findings – Supplemental Questions

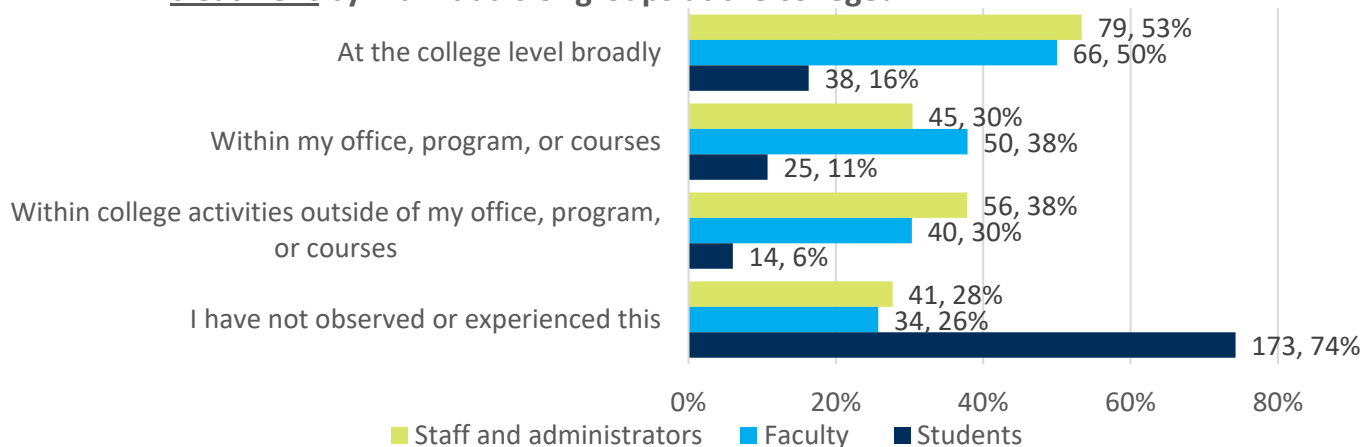
When respondents were asked if they had observed or experienced inequitable *outcomes* due to policies, procedures, and/or other processes, over half of staff and administrators and faculty members (57% and 55% respectively) indicated that they had observed or experienced this at the college level broadly compared to 16% of students. Also, 38% of faculty members, 29% of staff and administrators, and 9% of students had observed or experienced this in their own offices, programs, or courses. This was followed by 31% of staff and administrators, 29% of faculty members, and 6% of students indicating that this had occurred within college activities. It should be noted the 76% of students reported that they had not observed or experienced inequitable outcomes.

**Figure 36. Where, if at all, have you observed or experienced inequitable outcomes due to policies, procedures, or other processes?**



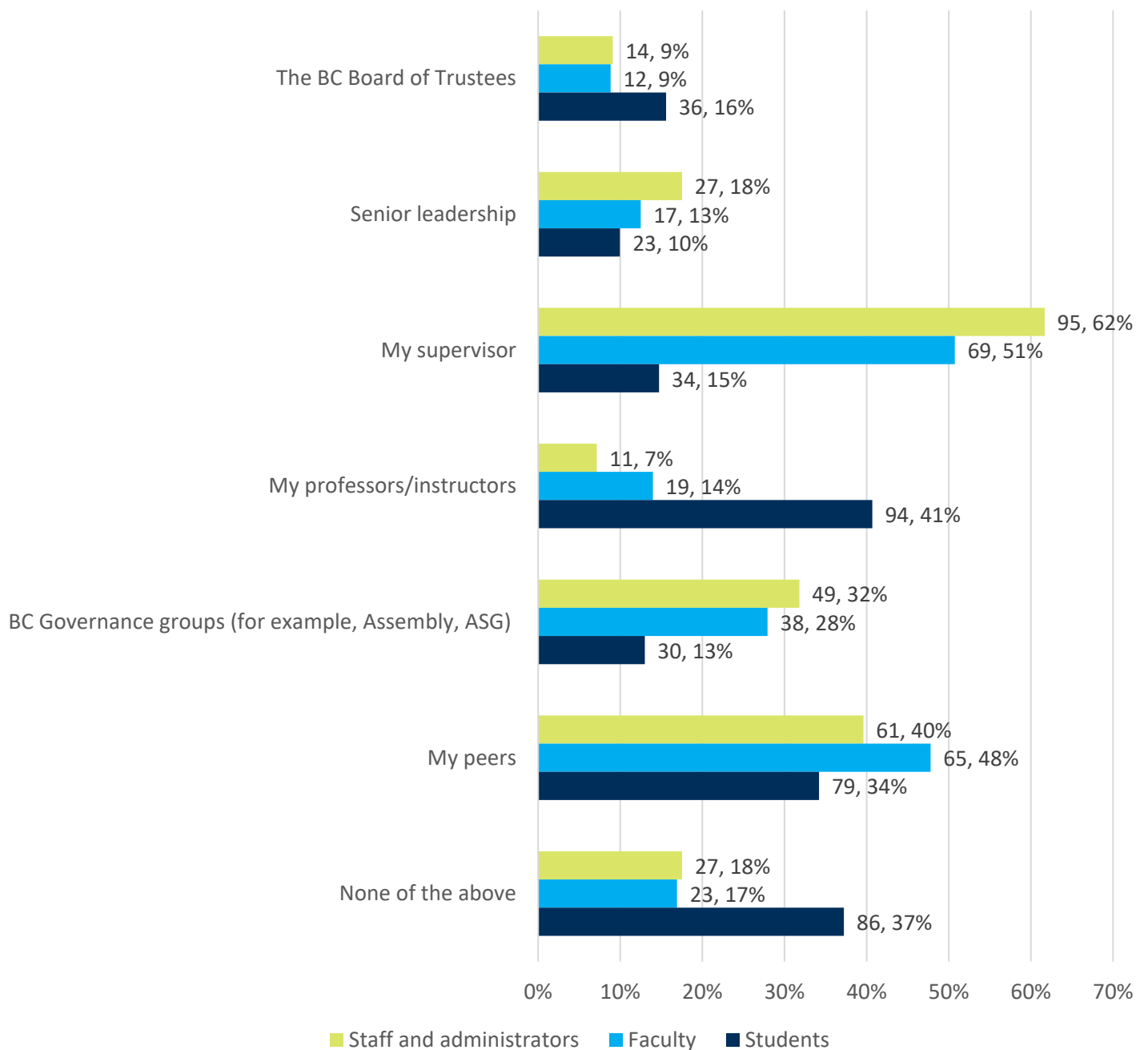
When respondents were asked if they had observed or experienced inequitable *treatment* by individuals or groups, about half of staff and administrators and faculty members (53% and 50% respectively) indicated that they had observed or experienced this at the college level broadly compared to 16% of students. Also, 38% of faculty members, 30% of staff and administrators, and 11% of students had observed or experienced this in their own offices, programs, or courses. This was followed by 38% of staff and administrators, 30% of faculty members, and 6% of students indicating that this had occurred within college activities. Also, 74% of students reported that they had not observed or experienced inequitable treatment.

**Figure 37. Where, if at all, have you observed or experienced inequitable treatment by individuals or groups at the college?**



When respondents were asked who they trust is adequately representing their interests in decision-making, 9% of staff and administrators, 9% of faculty, and 16% of students noted the BC Board of Trustees. Also, 18% of staff and administrators, 13% of faculty, and 10% of students indicated that they trusted senior leadership. Six out of 10 (62%) staff and administrators, half (51%) of faculty members, and 15% of students trusted that their supervisor was adequately representing their interests in decision-making. Four in 10 (41%) of students trusted that their professors/instructors were adequately representing their interests in decision-making. About one-third (32%) of staff and administrators, 28% of faculty members, and 13% of students trusted BC Governance groups. In addition, 48% of faculty members, 40% of staff and administrators, and 34% of students trusted that their peers were adequately representing their interests in decision-making. About one-third (32%) of staff and administrators, 28% of faculty members, and 13% of students trusted BC Governance groups. In addition, 48% of faculty members, 40% of staff and administrators, and 34% of students trusted that their peers were adequately representing their interests in decision-making.

Figure 37. Of the following, who do you trust is adequately representing your interests in decision-making?



When respondents were asked who they feel validates their identity, for staff and administrators, the highest percentages were their supervisors and their peers (63% and 60% respectively). Faculty members noted that it was their peers and their supervisors who validated their identity the most (61% and 42% respectively). Students indicated that it was their peers (46%) and their professors/instructors (42%). Also, 34% of students indicated that none of the entities listed validated their identity.

Figure 38. Of the following, who among the following actively validates your identity?

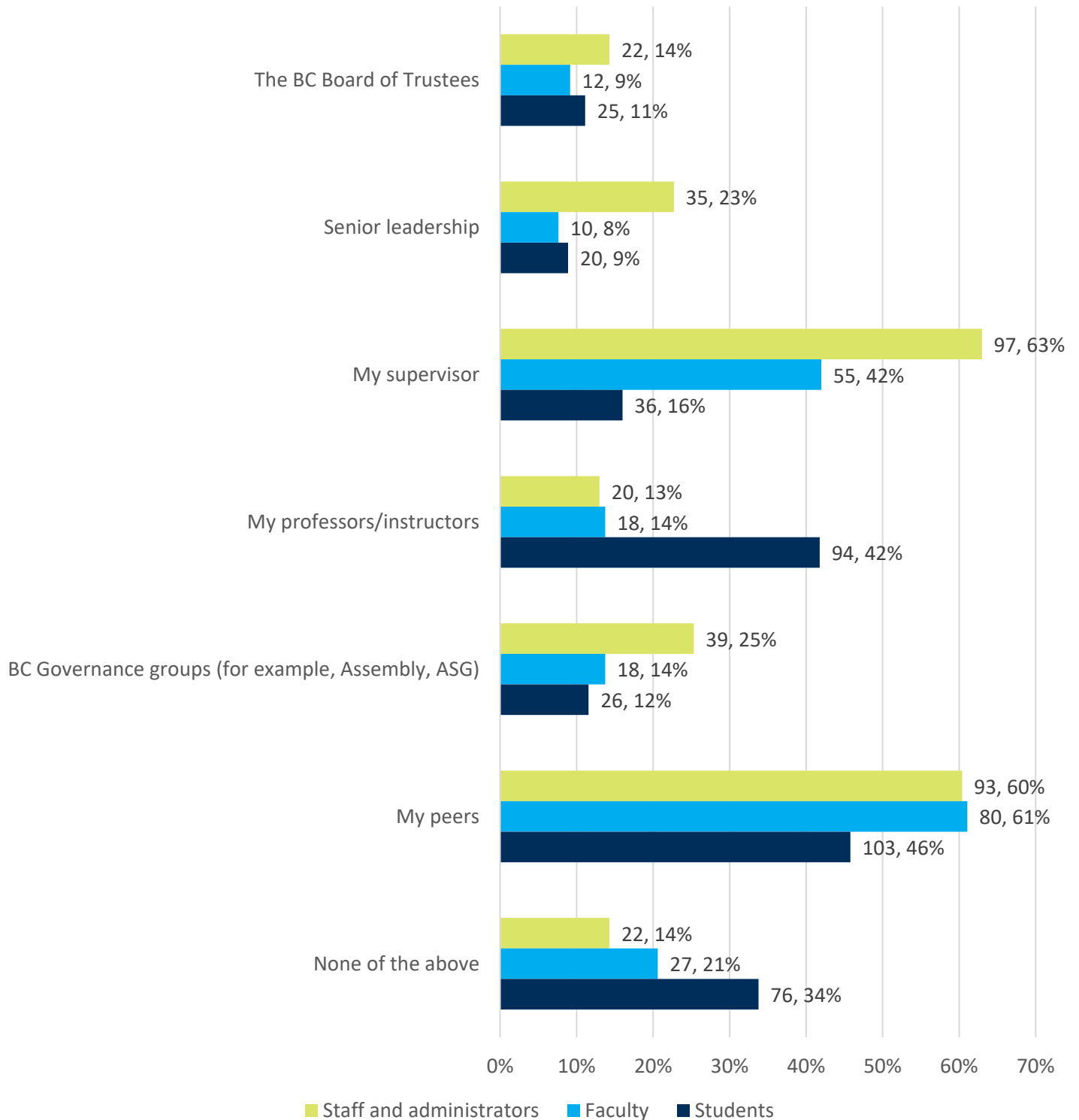
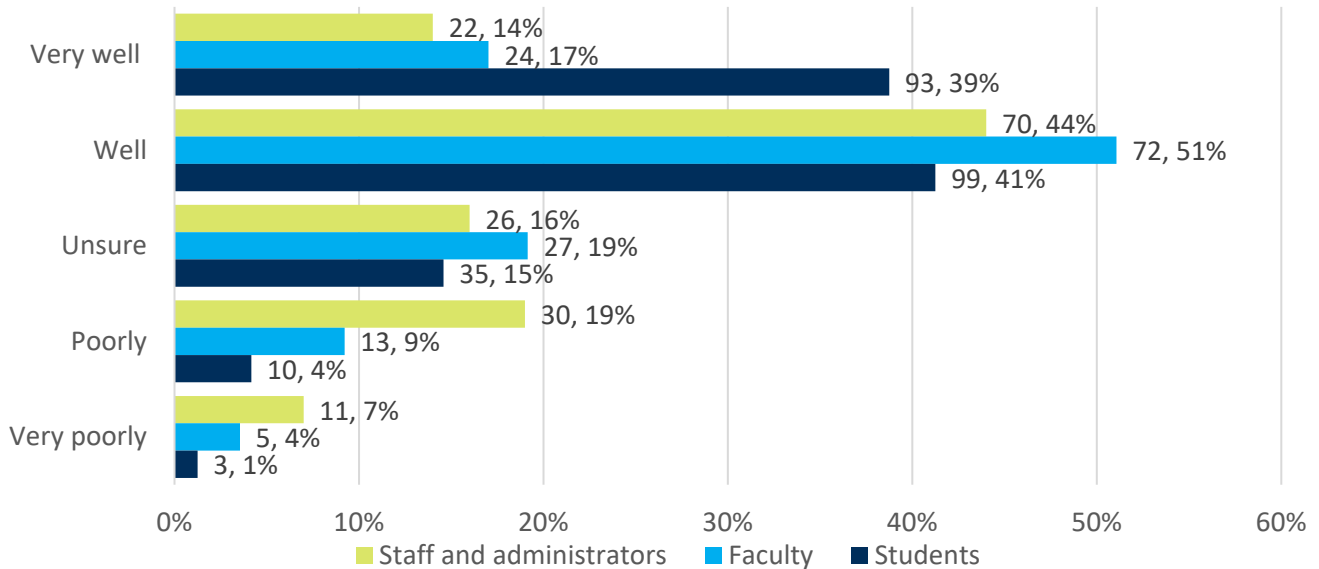


Figure 5 indicates that 39% of students believed that individuals on campus demonstrated respect in their interactions with each other very well compared to 17% of faculty and 14% of staff and administrators. This was followed by 51% of faculty who believed that individuals demonstrated respect well compared to 44% of staff and administrators and 41% of students. In addition, staff and administrators had the highest percentage who believed that individuals demonstrated respect either poorly or very poorly (19% and 7% respectively).

**Figure 39. How well do you believe individuals on campus (either in-person or online) demonstrate respect in their interactions with each other?**



When students were asked if they have ever felt unsafe at BC, 61% indicated that they had not felt unsafe. Another 19% indicated that they had felt unsafe due to COVID-19 and 19% have felt unsafe expressing their views or opinions. Also, 11% of students noted that they have felt unsafe emotionally and 6% have felt unsafe physically. For staff and administrators, 44% had felt unsafe expressing their views or opinions, 38% have felt unsafe emotionally, 35% due to COVID-19, 20% have felt unsafe physically, and 31% have not felt unsafe at BC. With respect to faculty members, 43% noted that they have felt unsafe expressing their views or opinions, 31% have felt unsafe emotionally, 28% due to COVID-19, 19% physically, and 35% have not felt unsafe.

**Figure 40. Have you ever felt unsafe at BC?**

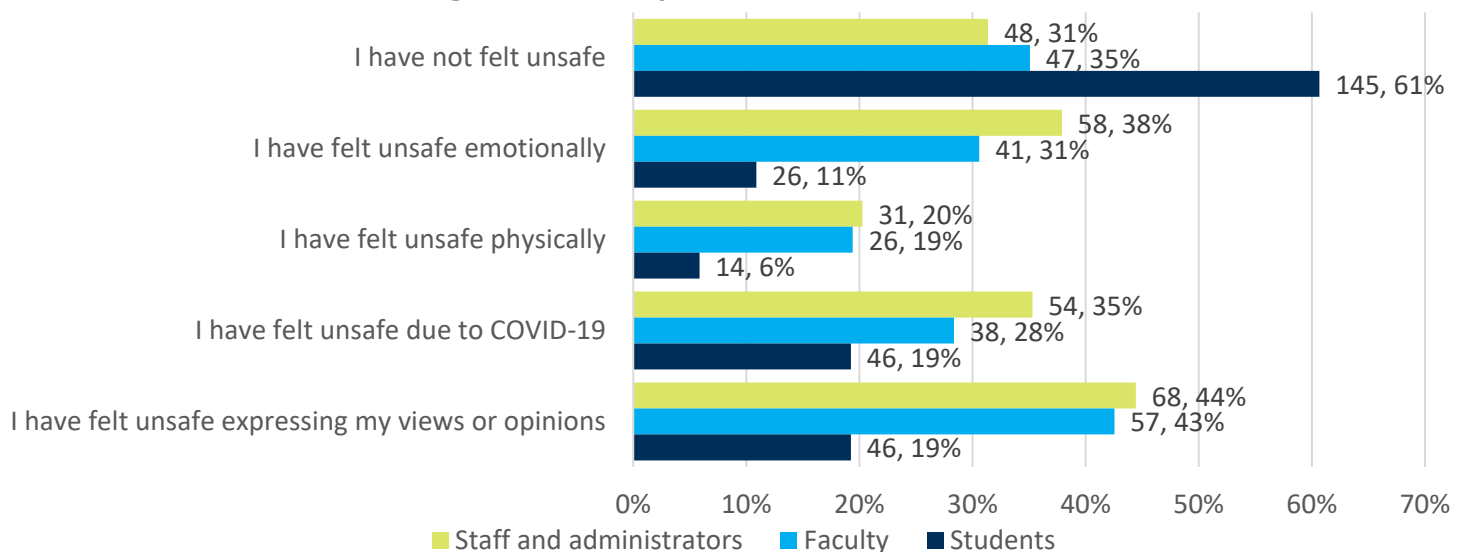
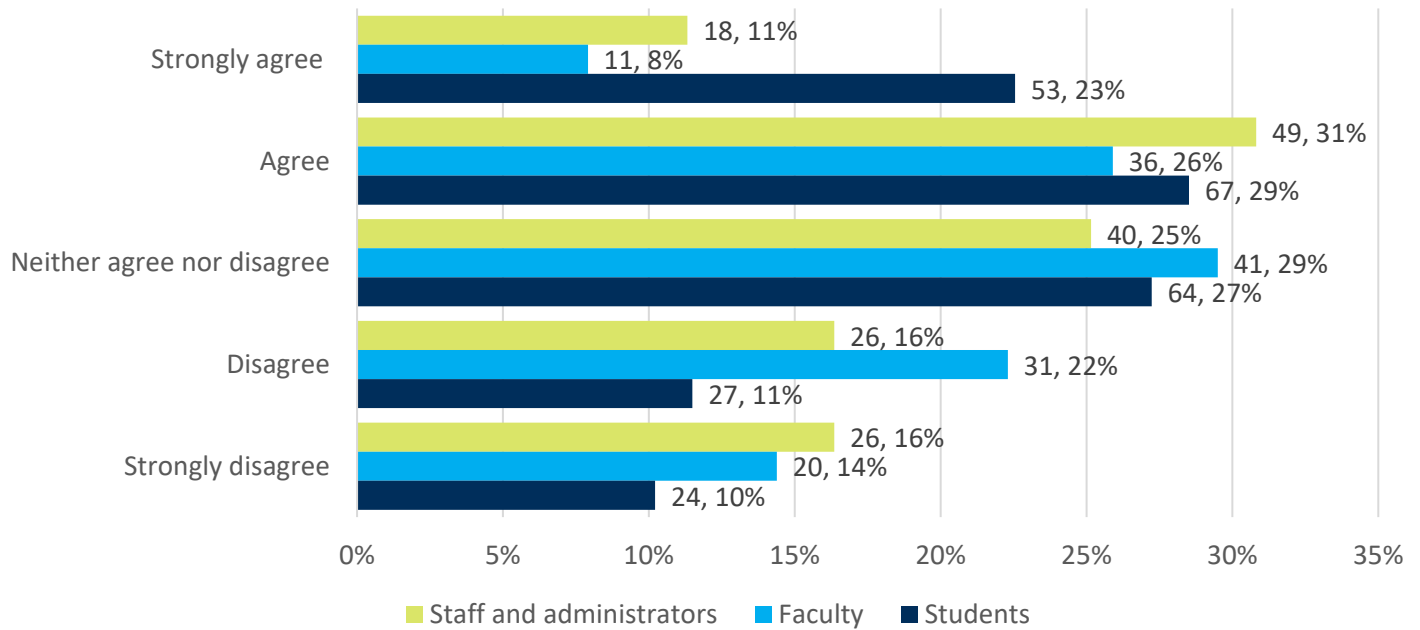
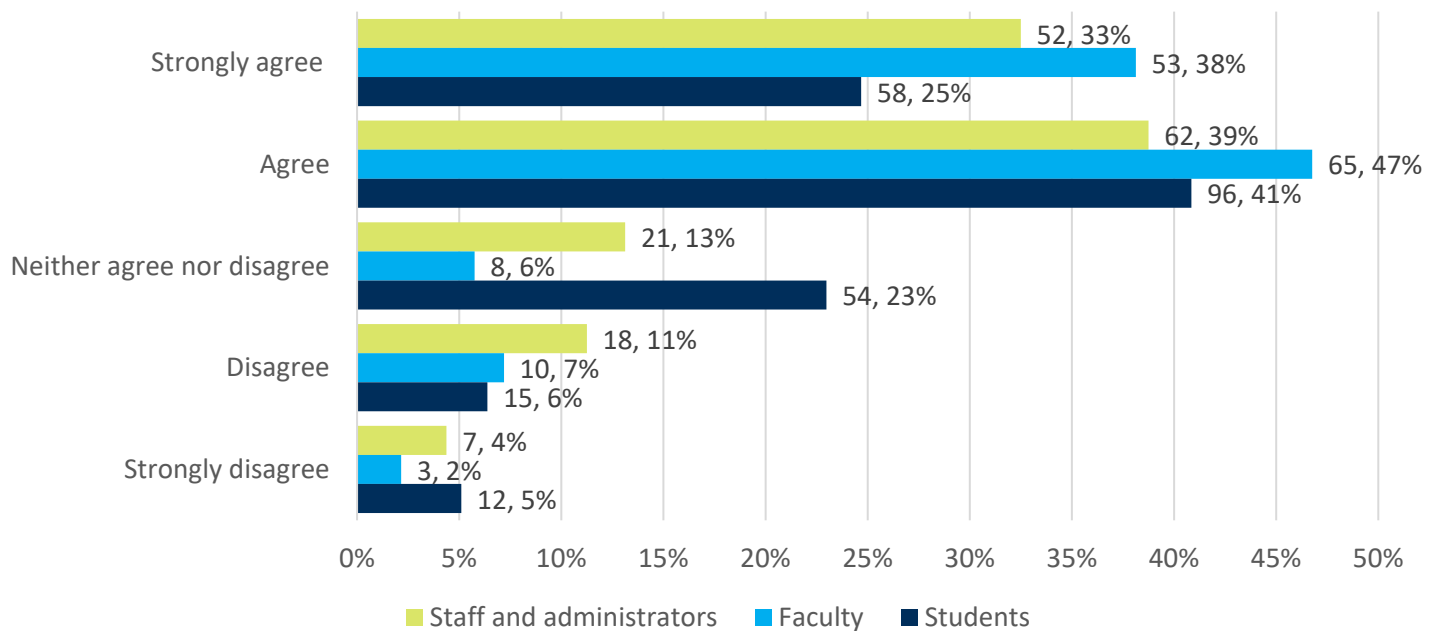


Figure 41 indicates that students were more likely (52% agreeing or strongly agreeing) to indicate that they contribute meaningfully to decision-making at the college overall; this was compared to 42% of staff and administrators and 34% of faculty members. In comparison, respondents were much more likely to agree (Figure 37) that they contributed to decision-making when this connected with their immediate environment (e.g., their classroom, office, department, etc.). More specifically, 85% of faculty, 72% of staff and administrators, and 66% of students agreed or strongly agreed.

**Figure 41. I am able to contribute meaningfully to decision-making at the college overall.**

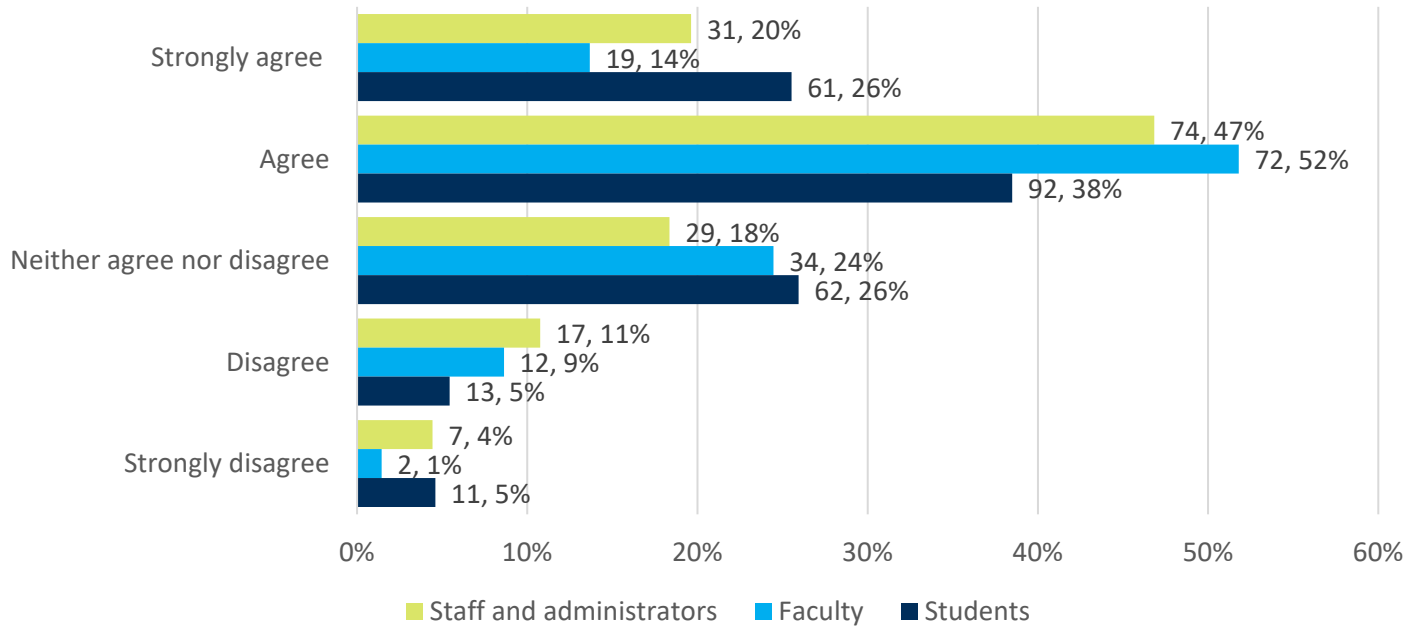


**Figure 42. I am able to contribute meaningfully to decision-making within my immediate environment (for example, classroom, office, department, etc.).**



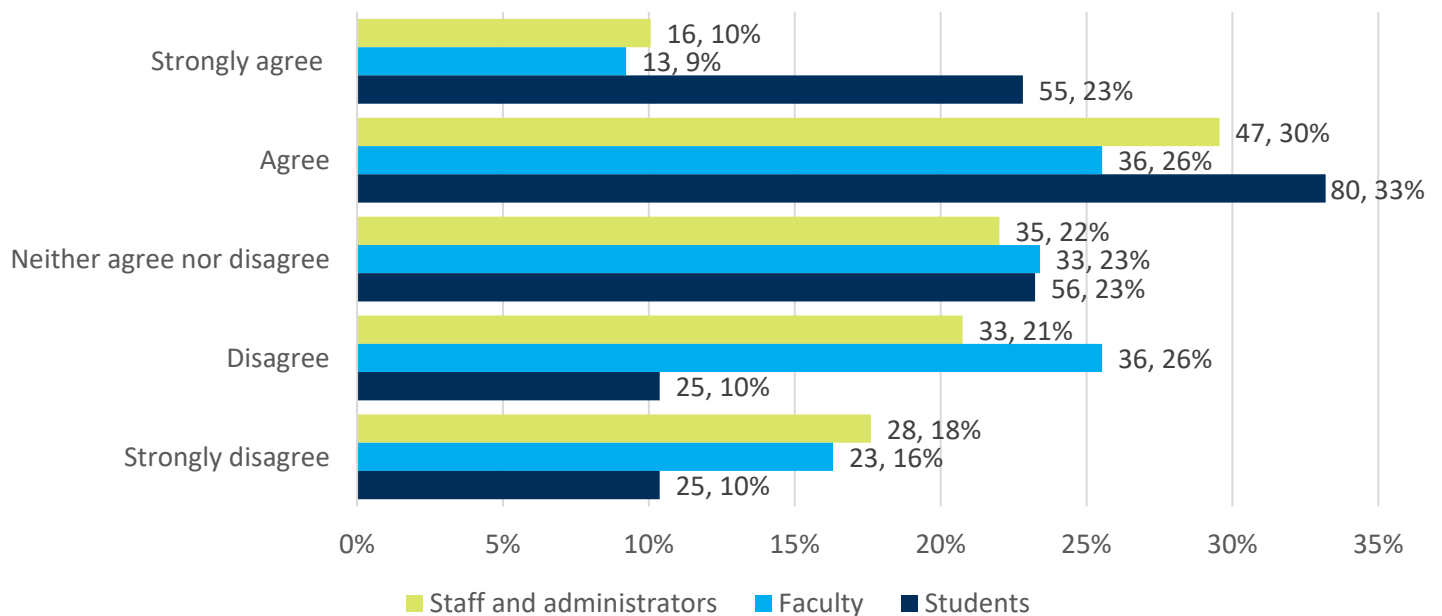
Almost two-thirds of all respondents either agreed or strongly agreed that the college provides them with the information that impacts them. Also, 26% of students, 24% of faculty, and 18% of staff and administrators neither agreed nor disagreed. The highest percentage in disagreement was staff and administrators (15%).

**Figure 43. BC leaders and/or faculty provide me with information that impacts me.**



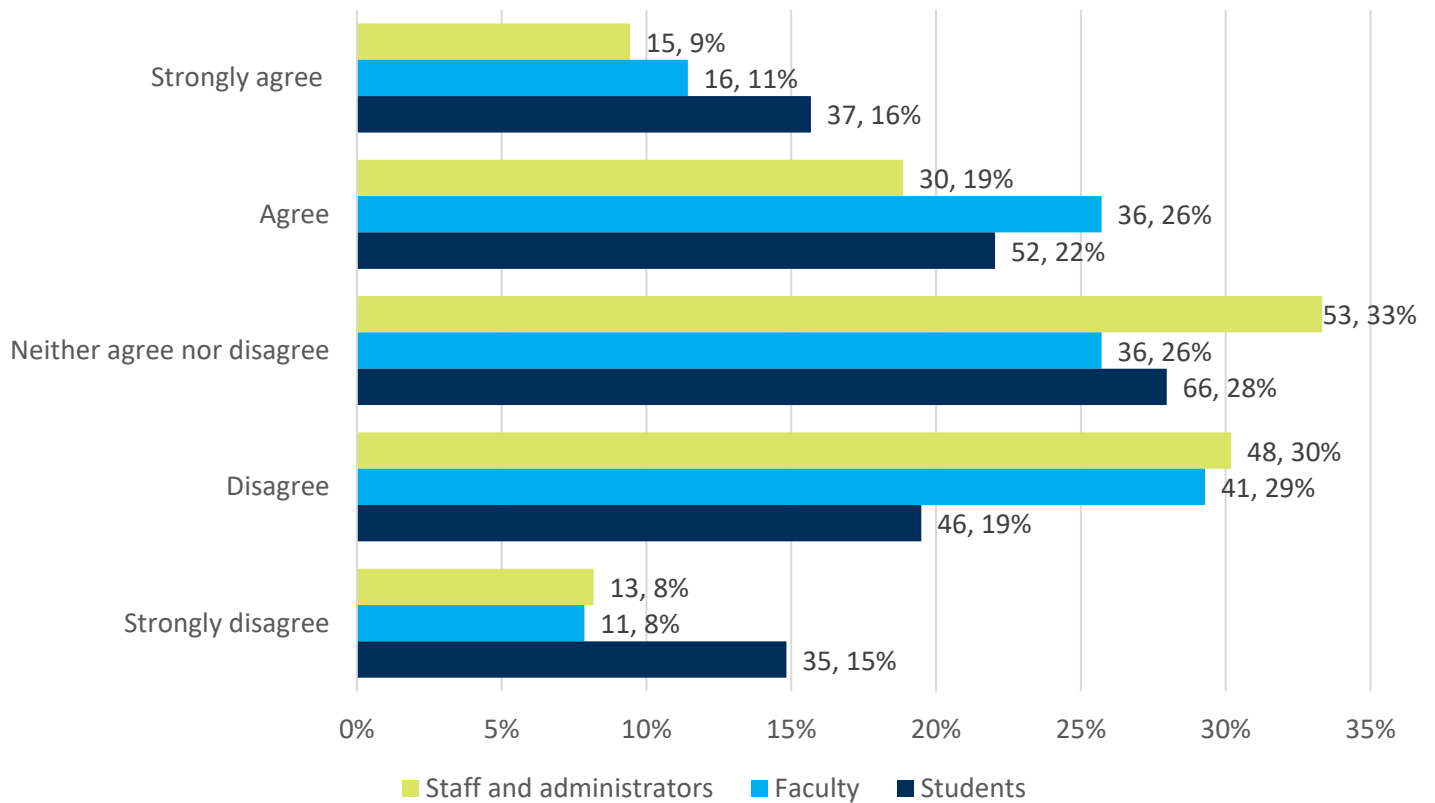
When asked if they felt whether they were able to voice their views or opinions without fear of retaliation, 56% of students, 40% of staff and administrators, and 35% of faculty members agreed or strongly agreed. Moreover, 42% of faculty, 39% of staff and administrators, and 20% of students disagreed or strongly disagreed (Figure 44).

**Figure 44. I am able to voice my views or opinions without fear of retaliation.**



When asked if they believed if they shared their opinions about diversity, equity, and/or social justice at BC that they would be retaliated against, 38% of students, 37% of faculty, and 28% of staff and administrators agreed or strongly agreed.

**Figure 45. I believe that if I share my opinions about diversity, equity, and/or social justice issues at BC, I will be retaliated against.**





Respondents who indicated that they had heard someone make an insensitive or disparaging remark about people with a disability were asked what, in particular, they had observed or experienced. A total of 77 staff and administrators responded to this question. Of this total, 60% noted that they had observed or experienced disparaging remarks about accommodations (such as how difficult they are to provide, how they give people an advantage over others, etc.). Another 58% had experienced situations where accommodations were not provided or where it was made more difficult to get accommodations. Another 40% had observed or experienced the exclusion of disabled persons from activities, 36% had observed or experienced a person being outed as having a disability, 30% had heard disparaging remarks about a specific disabled person, 30% had observed or experienced faculty or staff not interrupting/stopping disparaging remarks or actions toward disabled people, and 29% had heard disparaging remarks about disabled people in general. Also, 21% had observed or experienced retaliation for seeking or using accommodations.

**Table 7**

<b>Staff and Administrators: Regarding discrimination or disparaging remarks regarding disability, which of the following have you observed or experienced at BC?</b>		
Disparaging remarks about accommodations (such as how difficult they are to provide, how they give people an advantage over others, etc.)	46	60%
Not providing accommodations or making it difficult to get accommodations	45	58%
Exclusion of disabled person(s) from activities	31	40%
Person was 'outed' as having a disability	28	36%
Disparaging remarks regarding a specific disabled person	23	30%
Faculty or staff not interrupting/stopping disparaging remarks or actions toward disabled people	23	30%
Disparaging remarks about disabled people in general	22	29%
Retaliation for seeking or using accommodations	16	21%
Perceived fear of violence or threats of violence from disabled people	9	12%
Violence or threats of violence toward disabled people	4	5%
Other	11	14%

A total of 58 faculty members responded to the same question as above. Of this total, 64% noted that they had observed or experienced disparaging remarks about accommodations. Another 52% had experienced situations where accommodations were not provided or where it was made more difficult to get accommodations, 33% had observed or experienced the exclusion of disabled persons from activities, 17% had heard disparaging remarks about disabled people in general, and another 17% had heard disparaging remarks about a specific disabled person.

**Table 8**

<b>Faculty: Regarding discrimination or disparaging remarks regarding disability, which of the following have you observed or experienced at BC?</b>		
Disparaging remarks about accommodations	37	64%
Not providing accommodations or making it difficult to get accommodations	30	52%
Exclusion of disabled person(s) from activities	19	33%
Disparaging remarks about disabled people in general	10	17%
Disparaging remarks regarding a specific disabled person	10	17%
Faculty or staff not interrupting/stopping disparaging remarks or actions toward disabled people	7	12%
Person was 'outed' as having a disability	6	10%
Retaliation for seeking or using accommodations	5	9%
Perceived fear of violence or threats of violence from disabled people	2	3%
Violence or threats of violence toward disabled people	0	0%
Other	1	2%

A total of 45 students responded to the preceding question. Of this total, the most common response (40%) was that they noted that they had observed or experienced disparaging remarks about accommodations (such as how difficult they are to provide, how they give people an advantage over others, etc.). This was followed by 31% who had heard disparaging remarks about disabled people in general and another 31% had experienced situations where accommodations were not provided or where it was made more difficult to get accommodations. Also, 27% had heard disparaging remarks about a specific disabled person.

**Table 9**

<b>Students: Regarding discrimination or disparaging remarks regarding disability, which of the following have you observed or experienced at BC?</b>		
Disparaging remarks about accommodations	18	40%
Disparaging remarks about disabled people in general	14	31%
Not providing accommodations or making it difficult to get accommodations	14	31%
Disparaging remarks regarding a specific disabled person	12	27%
Retaliation for seeking or using accommodations	7	16%
Faculty or staff not interrupting/stopping disparaging remarks or actions toward disabled people	6	13%
Exclusion of disabled person(s) from activities	5	11%
Person was 'outed' as having a disability	5	11%
Violence or threats of violence toward disabled people	1	2%
Perceived fear of violence or threats of violence from disabled people	1	2%
Other	15	33%

For staff and administrators who noted that they have a disability (n=37), the most common challenges they had faced accessing accommodations were a distrust of Human Resources (51%), that the process was too complicated in Human Resources (46%), and that they were concerned about the social perception of a disability or accommodations (43%).

**Table 10**

<b>Staff and Administrators: If you have a disability, what challenges have you faced accessing accommodations?</b>		
Distrust of Human Resources	19	51%
Too complicated a process in Human Resources	17	46%
Concerned about social perception of disability or accommodations	16	43%
Do not have proof of a disability and/or formal diagnosis	10	27%
Fear, distrust, or past retaliation from a previous accommodation process from another college, university, or employer	6	16%
Unaware of how to become registered	5	14%
Denied accommodation(s) due to proof of disability and/or do not have formal diagnosis	3	8%
Office did not provide accommodation requested	3	8%
Fear, distrust, or past retaliation from a previous accommodation process in kindergarten through high school	2	5%
Family does not recognize or support being disabled or using accommodations	2	5%
Distrust of the Disability Resource Center	1	3%
Too complicated a process in the Disability Resources Center	1	3%
Other	8	22%

Another 9 staff members and administrators had not identified needed accommodations and 5 were not aware accommodations were an option.

For those faculty members who noted that they have a disability (n=22), they provided feedback on the kinds of challenges that they have faced accessing accommodations. The most common challenges were a distrust of Human Resources (36%), too complicated a process in Human Resources (32%), and being concerned about the social perception of disability or accommodations (32%).

**Table 10**

<b>Faculty: If you have a disability, what challenges have you faced accessing accommodations?</b>		
Distrust of Human Resources	8	36%
Too complicated a process in Human Resources	7	32%
Concerned about social perception of disability or accommodations	7	32%
Do not have proof of a disability and/or formal diagnosis	4	18%
Unaware of how to become registered	3	14%
Distrust of the Disability Resource Center	3	14%
Fear, distrust, or past retaliation from a previous accommodation process from another college, university, or employer	2	9%
Office did not provide accommodation requested	2	9%
Too complicated a process in the Disability Resources Center	0	0%
Denied accommodation(s) due to proof of disability and/or do not have formal diagnosis	0	0%
Fear, distrust, or past retaliation from a previous accommodation process in kindergarten through high school	0	0%
Family does not recognize or support being disabled or using accommodations	0	0%
Other	4	18%

Another 8 faculty members had not identified needed accommodations and 6 faculty members were not aware accommodations were an option.

For those students who noted that they have a disability (n=65), data findings indicated that the most common challenges they had to accessing accommodations were being concerned about the social perception of disability or accommodations (42%), that they did not have proof of a disability and/or formal diagnosis (25%), and that they were unaware of how to become registered (20%).

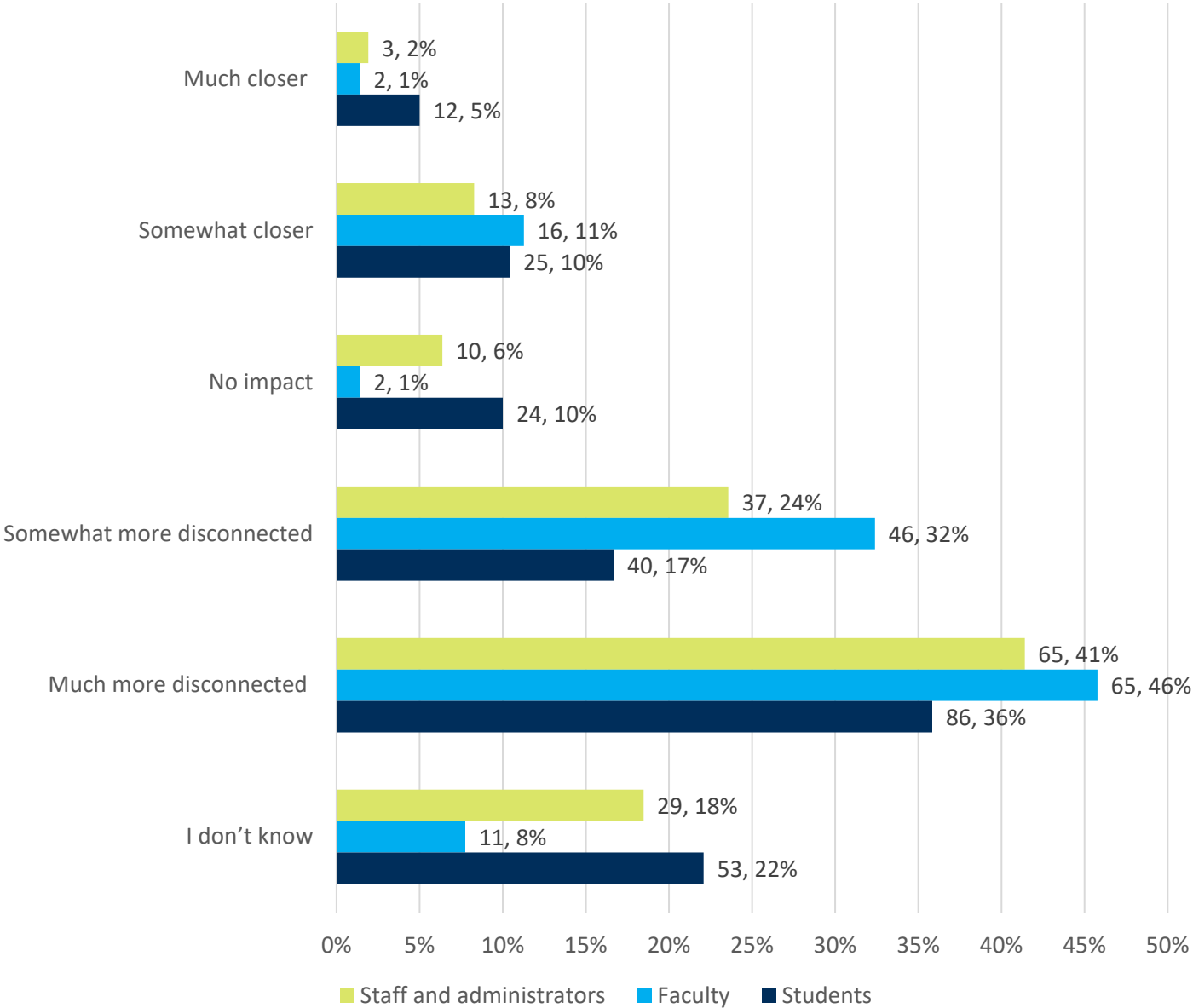
**Table 12**

<b>Students: If you have a disability, what challenges have you faced accessing accommodations?</b>		
Concerned about social perception of disability or accommodations	27	42%
Too complicated a process in the Disability Resources Center	18	28%
Do not have proof of a disability and/or formal diagnosis	16	25%
Unaware of how to become registered	13	20%
Fear, distrust, or past retaliation from a previous accommodation process in kindergarten through high school	8	12%
Family does not recognize or support being disabled or using accommodations	8	12%
Distrust of Human Resources	7	11%
Distrust of the Disability Resource Center	7	11%
Fear, distrust, or past retaliation from a previous accommodation process from another college, university, or employer	7	11%
Office did not provide accommodation requested	4	6%
Too complicated a process in Human Resources	3	5%
Denied accommodation(s) due to proof of disability and/or do not have formal diagnosis	2	3%
Other	17	26%

Another 17 students were not aware accommodations were an option and 16 students had not identified need accommodations.

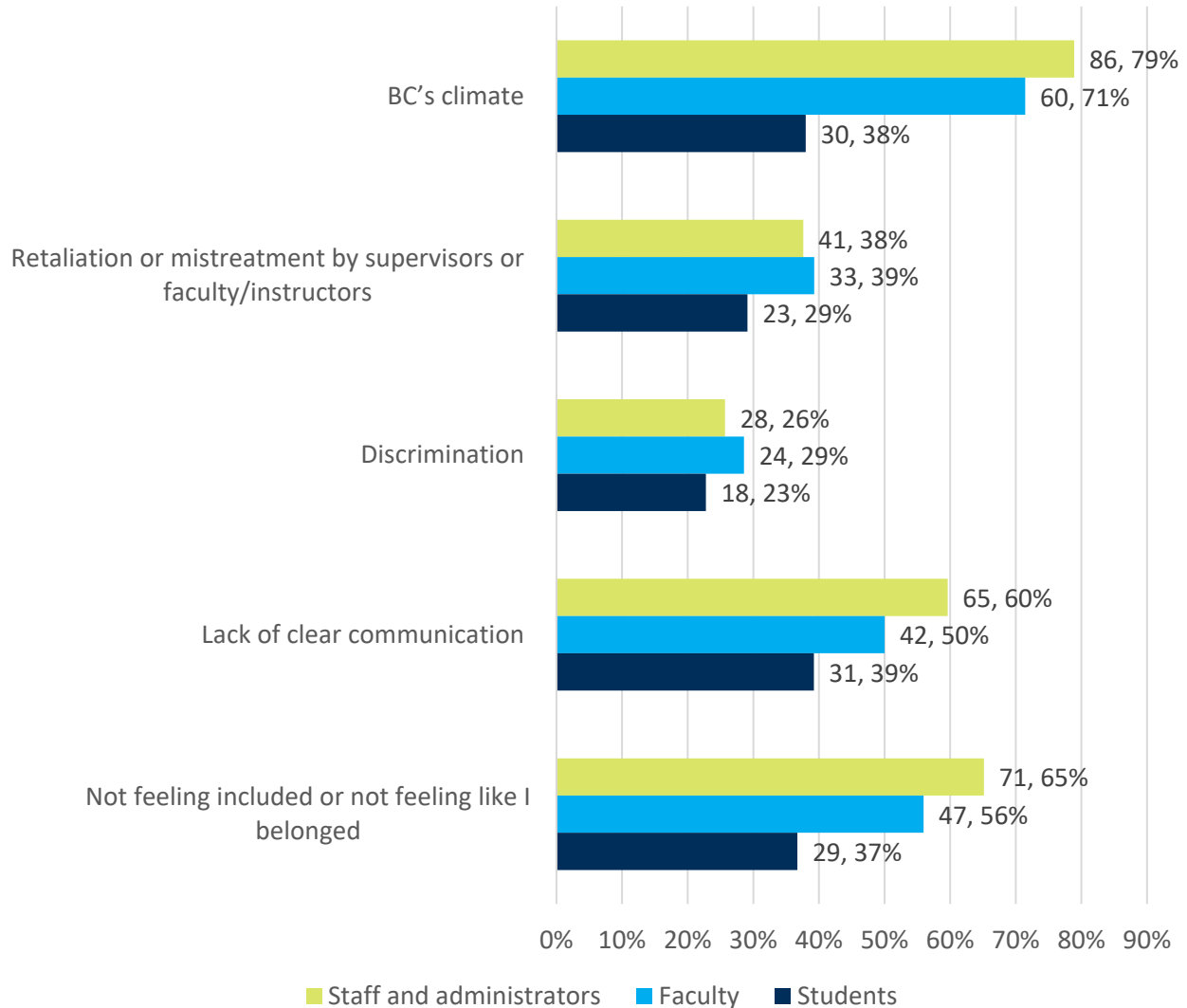
When respondents were asked how COVID-19 impacted the sense of community at Bellevue College, 78% of faculty members, 65% of staff and administrators, and 58% of students felt that BC was somewhat more disconnected or much more disconnected.

Figure 46. How has COVID-19 impacted the sense of community at Bellevue College?



Respondents were asked if they had ever considered leaving BC; 109 (68%) staff and administrators, 84 (58%) faculty members, and 70 (28%) students had considered leaving the college for a variety of reasons. For staff and administrators, faculty members, and students, the most common reason was the college climate (79%, 71%, and 38% respectively) followed by not feeling included or not feeling like they belonged (65%, 56%, and 37% respectively).

**Figure 47. Have any of the following led you to consider leaving BC?**



## Open-Ended Comments (High Level Themes)

*Respondents were asked to describe in one word or sentence the sense of community they feel at BC.*

Staff and Administrators*Positive feedback (38)*

- Diverse (2)
- Inclusive (2)
- Safe (2)
  - Safe and comfortable
- Welcoming (2)
- A supporting inclusive community
- Affirming
- Ambitious
- Belonging
- Connected
- BC is my home away from home.
- BC works hard to be inclusive [of] everyone.
- Connecting, collaborating, and establishing positive relationships.
- Challenged and inspired
- Evolving

*Feedback that was more negative (81)*

- I do not feel a sense of community/connection/non-existent. (8)
  - I do not feel a sense of community/connection at this time.
  - I do not feel any sense or connection to the BC community.
  - I don't really feel like it is a community unfortunately.
  - Non-existent/divided/toxic/just words of a public facade.
  - Non-existing. No one wants to collaborate, and it is really sad.
- Disconnected/disengaged/disjointed (4)
  - The community at BC feels disconnected right now even though there are pockets of belonging - those are made possible by the leadership of those areas but not by the general leadership of the college.
- Broken (3)
  - Broken, but with immense potential.
- Fractured/fragmented (3)
  - Also, having diversity does not equal a great campus climate.
  - I feel really included in certain pockets of campus. Outside of those pockets, it can be kind of a rude awakening that people elsewhere aren't always so inclusive (or can be downright hostile).
  - I would describe the BC community as fragmented and contentious with fiercely individualistic class groups on campus.
- Lacking (3)
  - Lacking; I don't strongly feel a sense of community, the campus feels siloed.
- Limited (2)
- Scattered (2)
- Adversarial

Faculty*Positive feedback (33)*

- Welcoming (4)
  - So far it seems very welcoming of diverse people, perspectives and abilities.
- Inclusive (2)
- Accepting
- Collegial
- Comfortable
- Connected
- Engaged
- Good
- Holistic
- Passion
- Togetherness
- Acceptance of opinions

*Feedback that was more negative (93)*

- Disenchanted/disengaged/disjointed/fractured (10)
  - Strongest within the close groups of my division and within close contacts - such as with individual faculty that I get to know through trainings and group activities.
  - The sense of community I feel at BC extends very little beyond a few people in my program.
  - There are "cells" of healthy communities on campus but there are still a variety of "gated communities" where I don't feel as welcome.
- No sense of community (6)
  - I do not feel that I am belonging to the BC community!
  - What sense of community?
- Separated (4)
  - Lost it over years. Divided by departments.
  - Silos, cliquish.
  - Seriously lacking at the campus wide level, better at the program and division level.
- You did not include adjunct issue. (3)
  - Having two tiers of faculty (full-time tenure track and adjunct) creates a climate that is awkward, uncomfortable, and unfair.
  - I feel thoroughly disposable. BC uses adjuncts as long as they are convenient and then kicks us to the curb the instant it suits them.
- Little sense of community (2)
  - There is precious little community on campus.
  - I feel a sense of community within my department, but leadership has done much damage to the feeling of community within the whole organization.
- Hostile (2)
- Conditional (2)
- Lacking (2)



Students*Positive feedback (116)*

- Diverse (9)
  - Diverse yet comfortable.
  - Diverse and caring people who mostly form groups of like-cultured people whom they needn't worry about offending.
- Safe (8)
- Welcoming (6)
- Inclusive (6)
  - Inclusive of everyone.
- Good/nice (6)
- Comfortable (5)
  - Comfortable and busy life
- Friendly/kindness (5)
- I feel like at home (4)
  - A second home!
- Great. (3)
  - Great but I do not have much chance to communicate with them.
- Helpful (3)
- Equality (3)
- Engaging (2)
  - Engaging, involving, caring, great atmosphere while walking in the campus due to various, diverse students.
- Involved (2)
  - Involved and welcoming
- Accepting

*Feedback that was more negative (56)*

- No sense of community (8)
  - No sense of community: classes have been online or [via] Zoom since starting at BC Spring of 2020, and job at [BC] has been delayed since August.
  - No sense of community; I'm just [talking] to screens everyday.
  - No sense of community; probably because of COVID and with all online classes but wish there was more diversity and community.
- I have not attended class on campus, therefore I do not feel a sense of community. (4)
  - I haven't been on campus since starting classes two years ago, so it's hard to get any sense of community.
  - I haven't stepped foot on campus yet so I wouldn't know.
  - I'm not sure how to describe the community because everything was online this semester but the classes I took this quarter the people were nice.
- Not tolerant of all views (2)
- Hidden

***In your own words, how would you describe Bellevue College's overall climate and/or culture as it relates to diversity, equity, and inclusion?***

Staff/Administrators

With respect to responses from staff and administrators 57 out of 102 (56%) described the climate and/or culture in a more negative way, 25% had a mixed response, 19% provided a description that was positive, and 1% was not sure.

Faculty

With respect to responses from faculty, 57 out of 97 (59%) provided a negative description of the BC climate or culture, 25 (26%) had a mixed response, and 15 (16%) had a positive response. Negative descriptions included that there was a lack of action (5), that it is overemphasized (4), that the campus was intolerant of other views (3), that there was a lack of transparency (3), that it is hostile (2), and that it was tense (2).

Students

When students were asked to describe the overall BC climate and/or culture in their own words as it relates to diversity, equity, and inclusion, 69 out of 122 responses (57%) were positive in nature, 24 (20%) were described in negative terms, 17 (14%) were mixed, 6 students (5%) were not sure how to respond, and one comment was neutral.

***In your own words, how would you describe the ideal state for Bellevue College's overall climate and/or culture as it relates to diversity, equity, and inclusion?***

Staff/Administrators

The ideal state would be focusing on the importance of:

- Dialogue, communication, and collaboration (19)
- DEI (10)
- Friendliness and a concern for others (7)
- Mission, values, and leadership (5)
- Being tolerant of everyone's views (4)
- More diversity in leadership
- The need for the campus to be more welcoming (3)
- Accountability (2)
- The need for safe spaces for all marginalized groups (2)
- Training (2)
- The ability to report concerns (2)
- More solutions (2)
- A focus on resources (2)
- Having an institutional focus (2)
- Measuring, assessing, adjusting (2)

Faculty

- There is a need to adjust the approach to this topic (15)
- All stakeholders need to be given a voice (11)
- Leadership (9)
- Overall environment/sense of place/climate (8)
- Parity for adjunct faculty (7)

- Support, resources, and outreach (7)
- Hiring and retention (3)
- Accountability (2)

### Students

- Less of a focus on these topics (17)
- Accessible and inclusive/welcoming/affirming (16)
- More discussion/discourse/interaction (5)
- No discrimination of any kind/respect for everyone (4)
- Diverse (3)
- Equal access (2)
- Inclusion

***What is one change you would make in order to enhance the sense of community at BC. Responses are found below.***

### Staff and Administrators

- Bring people together for discussion/activities/trainings (18)
- Hold more in-person events (4)
- Accountability (3)
- Better/more effective communication (3)
- Give more voice to a diverse set of people (3)
- More compassion and kindness (3)

### Faculty

- More opportunities for interaction (13)
- Full-time and adjunct faculty parity (3)
- More listening (3)
  - Listen to the voices of those in the lesser empowered groups, really hear their perspectives, and try to mend errors we/the college has been making.
  - Listen to those of us (faculty, staff) on the front lines serving our students and advocating for their needs.
  - Listen to your faculty before making major decisions and then actually support them in the work they do versus acting like you are supporting them.
- Transparency (3)
- Workshops and training (3)
- Affordability of the cost of living in Bellevue or nearby (2)
- Better recruitment of diverse staff (2)
- Mandate community engagement and DEI training in order to be promoted (2)
  - Integrate DEI actions / education into employee evaluations at all levels.

### Students

- More activities so we could meet more people (21)

**Appendix | Bellevue College Climate Survey Supplemental Questions**

- 1) Where, if at all, have you observed or experienced inequitable outcomes due to policies, procedures, or other processes? Select all that apply.
  - a) At the college level broadly
  - b) Within my office, program, or courses
  - c) Within college activities outside of my office, program, or courses
  - d) I have not observed or experienced this
- 2) Where, if at all, have you observed or experienced inequitable treatment by individuals or groups at the college? Select all that apply.
  - a) At the college level broadly
  - b) Within my office, program, or courses
  - c) Within college activities outside of my office, program, or courses
  - d) I have not observed or experienced this
- 3) Of the following, who do you trust is adequately representing your interests in decision-making? Select all that apply.
  - a) The BC Board of Trustees
  - b) Senior leadership
  - c) My supervisor
  - d) My professors/instructors
  - e) BC Governance groups (for example, Assembly, ASG)
  - f) My peers
  - g) None of the above
- 4) Of the following, who among the following actively validate your identity? Select all that apply.
  - a) The BC Board of Trustees
  - b) Senior leadership
  - c) My supervisor
  - d) My professors/instructors
  - e) BC Governance groups (for example, Assembly, ASG)
  - f) My peers
  - g) None of the above
- 5) How well do you believe individuals on campus (either in-person or online) demonstrate respect in their interactions with each other?
  - a) Very well
  - b) Well
  - c) Unsure
  - d) Poorly
  - e) Very poorly

- 6) Have you ever felt unsafe at BC? If yes, in what way have you felt unsafe? Select all that apply.
- a) I have not felt unsafe
  - b) I have felt unsafe emotionally
  - c) I have felt unsafe physically
  - d) I have felt unsafe due to COVID-19
  - e) I have felt unsafe expressing my views or opinions
- 7) I am able to contribute meaningfully to decision-making at the college overall.
- a) Strongly agree
  - b) Agree
  - c) Neither agree nor disagree
  - d) Disagree
  - e) Strongly disagree
- 8) I am able to contribute meaningfully to decision-making within my immediate environment (for example, classroom, office, department, etc.).
- a) Strongly agree
  - b) Agree
  - c) Neither agree nor disagree
  - d) Disagree
  - e) Strongly disagree
- 9) BC leaders and/or faculty provide me with information that impacts me.
- a) Strongly agree
  - b) Agree
  - c) Neither agree nor disagree
  - d) Disagree
  - e) Strongly disagree
- 10) I am able to voice my views or opinions without fear of retaliation.
- a) Strongly agree
  - b) Agree
  - c) Neither agree nor disagree
  - d) Disagree
  - e) Strongly disagree
- 11) I believe that if I share my opinions about diversity, equity, and/or social justice issues at BC, I will be retaliated against.
- a) Strongly agree
  - b) Agree
  - c) Neither agree nor disagree
  - d) Disagree
  - e) Strongly disagree

- 12) Regarding discrimination or disparaging remarks regarding disability, which of the following have you observed or experienced at BC? Select all that apply.
- a) Disparaging remarks about accommodations (such as how difficult they are to provide, how they give people an advantage over others, etc.)
  - b) Disparaging remarks about disabled people in general
  - c) Disparaging remarks regarding a specific disabled person
  - d) Faculty or staff not interrupting/stopping disparaging remarks or actions toward disabled people
  - e) Not providing accommodations or making it difficult to get accommodations
  - f) Violence or threats of violence toward disabled people
  - g) Perceived fear of violence or threats of violence from disabled people
  - h) Retaliation for seeking or using accommodations
  - i) Exclusion of disabled person(s) from activities
  - j) Person was 'outed' as having a disability
  - k) Other
- 13) If you have a disability what challenges have you faced accessing accommodations? Select all that apply.
- a) Unaware accommodations were an option
  - b) Have not identified needed accommodations
  - c) Unaware of how to become registered
  - d) Distrust of Human Resources
  - e) Distrust of the Disability Resource Center
  - f) Too complicated a process in Human Resources
  - g) Too complicated a process in the Disability Resources Center
  - h) Concerned about social perception of disability or accommodations
  - i) Do not have proof of a disability and/or formal diagnosis
  - j) Denied accommodation(s) due to proof of disability and/or do not have formal diagnosis
  - k) Fear, distrust, or past retaliation from a previous accommodation process from another college, university, or employer
  - l) Fear, distrust, or past retaliation from a previous accommodation process in kindergarten through high school
  - m) Family does not recognize or support being disabled or using accommodations
  - n) Office did not provide accommodation requested
  - o) Other
  - p) Not applicable to me
- 14) How has COVID-19 impacted the sense of community at Bellevue College?
- a) Much closer
  - b) Somewhat closer
  - c) No impact
  - d) Somewhat more disconnected
  - e) Much more disconnected
  - f) I don't know

15) Have any of the following led you to consider leaving BC? Select all that apply.

- a) BC's climate
- b) Retaliation or mistreatment by supervisors or faculty/instructors
- c) Discrimination
- d) Lack of clear communication
- e) Not feeling included or not feeling like I belonged
- f) I have not thought about leaving BC

***Open-Ended Questions***

16) In your own words, how would you describe Bellevue College's overall climate and/or culture as it relates to diversity, equity, and inclusion?

17) In your own words, how would you describe the ideal state for Bellevue College's overall climate and/or culture as it relates to diversity, equity, and inclusion?