Diversity, Equity, and Inclusion
Campus Climate Survey
Spring 2022

Bellingham TECHNICAL COLLEGE

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

2022 Bellingham Technical College
Survey on Diversity, Equity, and Inclusion

Final School Report

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Table of Contents

Introduction

Bellingham Technical College (BTC), in Bellingham, WA, is dedicated to cultivating a college community that fosters constructive participation in a diverse, multicultural world. To assess current campus climate, BTC conducted a survey during Spring 2022 on diversity, equity, and inclusion (DEI). This study was designed to help BTC develop a baseline understanding of perceptions, experiences and perspectives regarding several aspects of these topics among students, faculty, and staff.

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

The BTC DEI survey was conducted in Spring 2022 with active data collection from May 17, 2022 through June 6, 2022. **This report summarizes the study results for staff and faculty employed at BTC as of the most recent pay period and for students enrolled at BTC as of Spring 2022.**

Background & Methods

Bellingham Technical College DEI Study Groups

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

Eligibility to participate in the DEI was defined as individuals at BTC age 18 or older who were:
- Enrolled as a student (part- or full-time as of Spring 2022)
- Employed as staff (active as of most recent pay period)
- Employed as faculty (active as of most recent pay period)

The BTC Registrar provided the list (1981 students) for the students. The BTC Human Resources department provided the lists for the faculty (128 faculty) and staff (181 staff). A total of 2290 individuals were invited to participate in the survey.

2022 Bellingham Technical College DEI Survey

The 2022 BTC DEI survey was developed via a collaboration between SoundRocket, an independent research company that provides custom as well as standardized survey services, and BTC. The instrument design was guided, in part, by the National Campus Climate Survey, conducted at the University of Michigan, Ann Arbor, and available as a standardized instrument for other institutions. This standardized instrument was modified to focus on BTC and used filtering to direct respondents to appropriate questions throughout the survey based on their designation as a student, faculty, or staff at BTC. It should be noted that both the DEI and Data & Research Offices at BTC gave input, which was used to help develop and refine the questions included in the survey. The survey was designed as a self-administered, interactive, web-based survey that would take about 15 minutes to complete on average.

The final BTC DEI survey was structured as follows:

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

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

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

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

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

Bellingham Technical College DEI: Data Collection

The 2022 BTC DEI survey was administered as an online web survey; the survey was optimized so that it could be completed successfully on mobile devices and tablets, as well as on desktop or laptop computers. Mobile optimization was implemented dynamically during the survey – if the system detected that a mobile-sized screen was in use, it automatically adjusted the view to accommodate the device.

Respondent Incentives

To encourage participation, all BTC DEI survey respondents who completed the survey were entered into a random drawing to win one $50 dollar gift card and a number of BTC sweatshirts.

Data Collection

The overall data collection design protocol included:

- An email invitation to participate in the web-based survey; emailed on May 17, 2022.
- A resend of the initial invite on May 18, 2022.
- A series of 3 email reminders to participate in the web-based survey were sent to any non-responders; spaced at approximately 4-day intervals, delivered between May 20 and May 28, 2022.

Survey Completion Time

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

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

Table 1: BTC Survey Completion Time

	Mean Completion Time *(minutes)*	Median Completion Time *(minutes)*	Standard Deviation *(minutes)*	Number of Cases *(n)*
Student	14.22	13	6.69	460
Faculty	18.02	16	9.12	63
Staff	16.77	15	7.67	79

Dispositions & Response Rates

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

Final Study Dispositions

Survey dispositions were defined as follows:

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

Response Rates

Response rates for the BTC DEI survey were calculated as follows:

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

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

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

	Number of Survey Invitations	Number of Partials	Number of Completes	Response Rate (AAPOR #2 %)	Completion Rate (%)
Student	1981	56	512	28.7%	90.1%
Faculty	128	8	72	62.5%	90.0%
Staff	181	10	101	61.3%	91.0%

The response and completion rates in Table 2 show calculations based on all individuals included in the institutional data (population list) provided by BTC. Institutional data is needed to calculate response and completion rates because the total number of individuals in each category is known. Data tables in the remainder of this report present categories and frequencies based on responses to survey questions; survey response data is not usable for calculating response and completion rates. Completion rates of greater than 90% are considered very good. While every survey may include some participants who do not respond to all items, it is normal for up to 10% of the cases to not finish the survey once they start.

Results

Reading the Results

Because the BTC DEI study was designed in part to provide insights and information that could be used to assist in developing DEI programs, key comparison groups are included in the tables. Summary tables in this report include a total column named "Total." This column shows the combined data of all individuals who completed the 2022 BTC DEI survey.

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

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

To preserve confidentiality, if any demographic group past Table 5 had fewer than 5 respondents, the question results for that entire group were suppressed. Where appropriate throughout the report, suppression is indicated in the tables by a dash (–) symbol.

Interpreting the Results

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

Demographics

To best understand the survey results, it is important to get an understanding of who completed the survey. The first section of the BTC DEI survey asked about several background and demographic elements. Characteristics of BTC responding faculty, staff, and students are shown in Table 3.

Table 3: BTC Faculty, Staff, & Students: Selected Demographics

	Group		
	Student	**Faculty**	**Staff**
Age			
Average (Years)	29.9	47.9	49.2
Gender Identity			
Man	40.4%	36.8%	22.6%
Woman	52.6%	59.2%	66.0%
Transgender/Non-Binary	7.0%	3.9%	11.3%
Race/Ethnicity			
African American/Black	2.1%	0	1.0%
Asian American/Asian/Pacific Islander	7.0%	1.3%	2.0%
Hispanic/Latino/a	7.8%	0	2.9%
Middle Eastern/North African	0.4%	0	0
Native American/Alaskan Native	1.3%	1.3%	1.0%
White	66.0%	84.0%	79.4%
Other Race/Ethnicity	2.1%	6.7%	2.9%
More Than One Race/Ethnicity	13.3%	6.7%	10.8%
Religious Affiliation			
Agnostic/Atheist	22.0%	23.9%	25.8%
Christian	39.2%	41.8%	32.3%
Dharmic Traditions	3.9%	0	1.1%
Jewish	0.4%	0	2.2%
Muslim	0.8%	0	0
Other Religious Affiliation	10.6%	20.9%	15.1%
None	23.2%	13.4%	23.7%
U.S. Born			
Yes	87.1%	87.8%	89.3%
No	12.5%	12.2%	10.7%
Disability			
Yes, I have a disability	16.4%	9.6%	22.1%
No, I do not have a disability	75.4%	83.6%	69.2%

Black, Indigenous, & People of Color (BIPOC) Reporting

In many places within this report, breakouts of individual race/ethnicity categories will result in cell sizes that are too small to report. As such, we will also present a collapsed version of race/ethnicity, which is abbreviated in report columns as BIPOC (meaning "Black, Indigenous, and People of Color"). This category will include any participant who identified as being African American/Black, Asian American/Asian/Pacific Islander, Hispanic/Latino/a, Middle Eastern/North African, Native American/Alaskan Native, Other Race/Ethnicity, or More Than One Race/Ethnicity.

The following data represents the distribution of the BIPOC categories for all BTC students, faculty and staff.

Table 4: Collapsed Race (BIPOC) Demographic Distribution of Respondents

	Group		
	Student	**Faculty**	**Staff**
BIPOC	34.0%	16.0%	20.6%
White	66.0%	84.0%	79.4%

DEI Perceptions & Experiences: BTC Overall

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

Table 5: Student Satisfaction with Overall BTC Campus Climate

	Total	Gender Identity			Race/Ethnicity	
		Female	Male	Transgender/Non-Binary	White	BIPOC
Dissatisfied/Very Dissatisfied	5.8%	4.7%	6.2%	11.1%	5.5%	6.2%
Neutral	18.6%	18.6%	18.5%	19.4%	19.0%	18.2%
Very Satisfied/Satisfied	75.6%	76.6%	75.4%	69.4%	75.5%	75.6%

Table 6: Faculty Satisfaction with Overall BTC Campus Climate

	Total	Gender Identity			Race/Ethnicity	
		Female	Male	Transgender/Non-Binary	White	BIPOC
Dissatisfied/Very Dissatisfied	6.8%	6.8%	3.7%	—	3.2%	27.3%
Neutral	17.8%	18.2%	14.8%	—	16.1%	27.3%
Very Satisfied/Satisfied	75.3%	75.0%	81.5%	—	80.6%	45.5%

Table 7: Staff Satisfaction with Overall BTC Campus Climate

	Total	Gender Identity			Race/Ethnicity	
		Female	Male	Transgender/Non-Binary	White	BIPOC
Dissatisfied/Very Dissatisfied	13.3%	8.8%	4.3%	41.7%	6.2%	28.6%
Neutral	21.9%	26.5%	8.7%	25.0%	22.2%	23.8%
Very Satisfied/Satisfied	64.8%	64.7%	87.0%	33.3%	71.6%	47.6%

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

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

	Students
	Faculty
	Staff

Table 8: Perceptions of BTC Overall DEI Aspects (Mean Ratings)*

Negative	Students	Faculty	Staff	Positive
Hostile	6.1	6	5.9	**Friendly**
Racist	5.9	5.6	5.3	**Anti-Racist**
Homogenous	5.3	4.2	4.1	**Diverse**
Disrespectful	6.1	5.9	5.7	**Respectful**
Contentious	4.9	5.6	5.4	**Collegial**
Sexist	5.7	5.4	4.9	**Anti-Sexist**
Individualistic	5	5.2	5.1	**Collaborative**

Note: respondents chose one of seven radio buttons in the survey spaced equally between opposite attributes; for analysis purposes, a 7-point scale was used in which 1=negative attribute and 7=positive attribute, mean ratings are calculated based on this 7-point scale.

Table 9: Perceptions of BTC Overall DEI Aspects - Continued (Mean Ratings)*

	Students	Faculty	Staff

	Students	Faculty	Staff	
Competitive	5.2	5.5	5.4	**Cooperative**
Homophobic	5.5	5.3	5.1	**Queer Positive**
Unsupportive	6	5.7	5.6	**Supportive**
Ageist	5.4	5.2	4.8	**Anti-Ageist**
Unwelcoming	6.1	5.9	5.7	**Welcoming**
Elitist	5	5	5	**Anti-Elitist**
Trans-phobic	5.3	5.1	4.8	**Trans-positive**

Note: respondents chose one of seven radio buttons in the survey spaced equally between opposite attributes; for analysis purposes, a 7-point scale was used in which 1=negative attribute and 7=positive attribute, mean ratings are calculated based on this 7-point scale.

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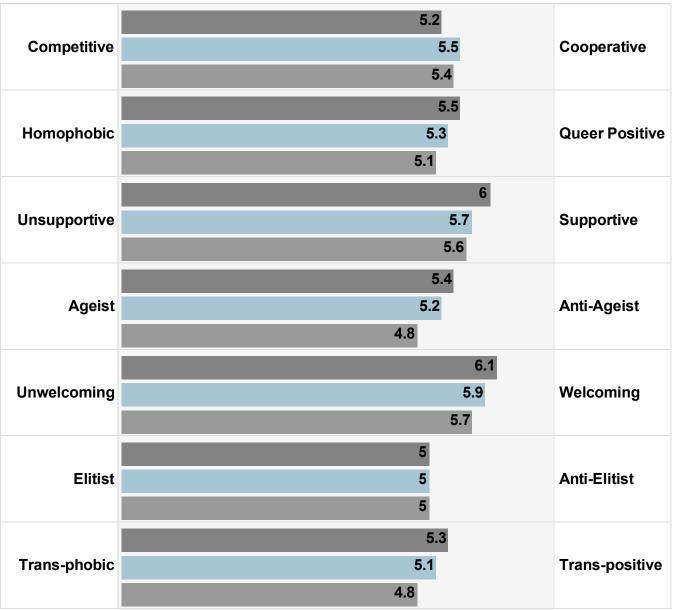FA is to identify related underlying constructs within the survey responses to help make the data more comprehensible and useful for practical applications. EFA was conducted on each set of data (faculty, staff, student) separately, and EFA results differed for each group. Thus, each groups' factors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

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

Factor 1 General Climate Elements	Factor 2 DEI Climate Elements
Hostile/Friendly	Racist/Anti-Racist
Disrespectful/Respectful	Homogenous/Diverse
Contentious/Collegial	Sexist/Anti-Sexist
Individualistic/Collaborative	Homophobic/Anti-Homophobic
Competitive/Cooperative	Elitist/Anti-Elitist
Unsupportive/Supportive	Trans-phobic/Trans-positive
Unwelcoming/Welcoming	
Ageist/Anti-Ageist	

Table 10: Perceptions of BTC General Climate Elements (Factor 1: Mean Ratings)

	Total	Gender Identity			Race/Ethnicity	
		Female	Male	Transgender/Non-Binary	White	BIPOC
Student	5.6	5.7	5.6	5.4	5.6	5.6
Faculty	5.7	5.8	5.8	–	5.7	5.3
Staff	5.5	5.8	5.6	4.7	5.8	4.8

Table 11: Perceptions of BTC DEI Climate Elements (Factor 2: Mean Ratings)

	Total	Gender Identity			Race/Ethnicity	
		Female	Male	Transgender/Non-Binary	White	BIPOC
Student	5.5	5.7	5.4	5.0	5.5	5.4
Faculty	5.1	5.1	5.3	–	5.1	4.9
Staff	4.8	4.9	5.2	4.0	5.1	4.1

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

Table 12: Student Concern for Physical Safety (% Responses)

	Total	Gender Identity			Race/Ethnicity	
		Female	Male	Transgender/Non-Binary	White	BIPOC
Never	82.4%	82.0%	84.6%	72.7%	85.6%	76.7%
Sometimes	16.6%	17.3%	14.4%	24.2%	13.8%	21.5%
Often	1.0%	0.8%	1.0%	3.0%	0.6%	1.7%

Table 13: Faculty Concern for Physical Safety (% Responses)

	Total	Gender Identity			Race/Ethnicity	
		Female	Male	Transgender/Non-Binary	White	BIPOC
Never	64.8%	57.1%	77.8%	—	65.0%	63.6%
Sometimes	31.0%	35.7%	22.2%	—	31.7%	27.3%
Often	4.2%	7.1%	0	—	3.3%	9.1%

Table 14: Staff Concern for Physical Safety (% Responses)

	Total	Gender Identity			Race/Ethnicity	
		Female	Male	Transgender/Non-Binary	White	BIPOC
Never	61.9%	67.6%	65.2%	33.3%	66.7%	52.4%
Sometimes	31.4%	26.5%	30.4%	58.3%	30.9%	33.3%
Often	6.7%	5.9%	4.3%	8.3%	2.5%	14.3%

Table 15: Student Areas & Activities Avoided Due to Concern for Physical Safety (% Responses)

	Total	Gender Identity			Race/Ethnicity	
		Female	Male	Transgender/Non-Binary	White	BIPOC
Social gatherings	2.0%	1.9%	2.4%	0	1.2%	3.5%
Secluded areas on campus	5.5%	9.0%	1.4%	2.9%	4.2%	7.5%
Campus buildings	0.4%	0.4%	0.5%	0	0.3%	0.6%
Buses or bus stops	1.8%	2.6%	1.0%	0	1.5%	2.3%
Parking lots	4.5%	7.1%	1.4%	2.9%	2.4%	8.1%
Neighborhoods or areas surrounding campus	3.9%	5.6%	1.9%	2.9%	3.6%	4.6%
Walking around campus at night	10.6%	17.2%	1.9%	11.8%	8.7%	13.9%
Classrooms	0.8%	0.7%	1.0%	0	0.9%	0.6%
Meetings	0.8%	0.4%	1.4%	0	0.9%	0.6%
Office	0.2%	0	0.5%	0	0	0.6%
Laboratories/Shops	0.6%	0.7%	0.5%	0	0.6%	0.6%
Bathrooms	2.0%	2.6%	0.5%	5.9%	0.9%	4.0%
Other	2.4%	3.4%	1.4%	0	2.7%	1.2%

Note: Total percent may not equal 100% due to multiple responses

Table 16: Faculty Areas & Activities Avoided Due to Concern for Physical Safety (% Responses)

	Total	Gender Identity			Race/Ethnicity	
		Female	Male	Transgender/ Non-Binary	White	BIPOC
Social gatherings	4.1%	4.7%	0	—	4.8%	0
Secluded areas on campus	8.1%	11.6%	3.6%	—	8.1%	9.1%
Campus buildings	5.4%	2.3%	7.1%	—	6.5%	0
Buses or bus stops	1.4%	2.3%	0	—	1.6%	0
Parking lots	12.2%	18.6%	3.6%	—	12.9%	9.1%
Neighborhoods or areas surrounding campus	6.8%	7.0%	7.1%	—	6.5%	9.1%
Walking around campus at night	18.9%	27.9%	7.1%	—	19.4%	18.2%
Classrooms	4.1%	2.3%	3.6%	—	4.8%	0
Meetings	5.4%	4.7%	3.6%	—	6.5%	0
Office	4.1%	2.3%	3.6%	—	4.8%	0
Laboratories/Shops	4.1%	4.7%	0	—	4.8%	0
Bathrooms	0	0	0	—	0	0
Other	8.1%	11.6%	3.6%	—	9.7%	0

Note: Total percent may not equal 100% due to multiple responses

Table 17: Staff Areas & Activities Avoided Due to Concern for Physical Safety (% Responses)

	Total	Gender Identity			Race/Ethnicity	
		Female	Male	Transgender/ Non-Binary	White	BIPOC
Social gatherings	7.6%	5.9%	8.7%	8.3%	4.9%	9.5%
Secluded areas on campus	9.5%	11.8%	0	16.7%	9.9%	9.5%
Campus buildings	2.9%	1.5%	8.7%	0	2.5%	0
Buses or bus stops	1.9%	2.9%	0	0	2.5%	0
Parking lots	5.7%	5.9%	0	16.7%	4.9%	4.8%
Neighborhoods or areas surrounding campus	5.7%	5.9%	4.3%	8.3%	6.2%	4.8%
Walking around campus at night	15.2%	19.1%	4.3%	16.7%	14.8%	19.0%
Classrooms	1.0%	0	4.3%	0	1.2%	0
Meetings	3.8%	2.9%	4.3%	0	1.2%	4.8%
Office	2.9%	2.9%	4.3%	0	2.5%	0
Laboratories/Shops	1.0%	0	4.3%	0	1.2%	0
Bathrooms	1.0%	0	0	8.3%	1.2%	0
Other	6.7%	2.9%	13.0%	16.7%	4.9%	14.3%

Note: Total percent may not equal 100% due to multiple responses

Faculty, staff, and students were asked to respond to a series of questions about various aspects, experiences, and perceptions of working or studying at BTC. Individuals rated their level of agreement with each statement using the following five-point scale: Strongly Disagree (1), Disagree (2), Neither Agree Nor Disagree (3), Agree (4), Strongly Agree (5). Tables 18 - 20 show combined responses for "Agree" plus "Strongly Agree" (4 + 5) ratings.

Table 18: Student Levels of Agreement with Statements About Campus Aspects (% Strongly Agree + Agree Responses)

	Total	Gender Identity			Race/Ethnicity	
		Female	Male	Transgender/ Non-Binary	White	BIPOC
I feel valued as an individual at BTC	72.3%	75.4%	70.3%	60.6%	74.1%	69.2%
I feel I belong at BTC	75.8%	80.2%	73.1%	57.6%	77.6%	72.6%
BTC has a strong commitment to diversity, equity, and inclusion	67.3%	74.0%	61.2%	51.5%	66.3%	69.6%
I have considered leaving BTC because I felt isolated or unwelcomed	8.7%	8.8%	7.4%	15.2%	8.6%	8.3%
I am treated with respect at BTC	85.7%	88.9%	82.7%	78.8%	84.9%	87.0%
I feel others don't value my opinions at BTC	9.4%	8.9%	10.1%	9.1%	8.0%	12.3%
BTC is a place where I am able to perform up to my full potential	79.0%	82.2%	76.8%	66.7%	79.8%	77.8%
I have opportunities at BTC for academic success that are similar to those of my peers	79.3%	81.2%	77.9%	71.9%	78.5%	81.1%
I have found one or more communities or groups where I feel I belong at BTC	37.4%	39.2%	34.7%	39.4%	35.8%	41.1%
There is too much emphasis put on issues of diversity, equity, and inclusion at BTC	17.6%	15.7%	22.5%	3.0%	18.0%	16.4%
BTC provides sufficient programs and resources to foster the success of a diverse student body	69.8%	74.6%	66.7%	51.5%	70.0%	70.4%
I have to work harder than others to be valued equally at BTC	12.1%	10.3%	12.3%	24.2%	10.5%	15.2%
My experience at BTC has had a positive influence on my academic growth	85.2%	88.0%	81.7%	84.8%	85.1%	85.2%
BTC places appropriate emphasis on issues of diversity, equity, and inclusion	63.2%	69.7%	56.2%	54.5%	63.0%	64.5%

Table 19: Faculty Levels of Agreement with Statements About Work Aspects (% Strongly Agree + Agree Responses)

	Total	Gender Identity			Race/Ethnicity	
		Female	Male	Transgender/Non-Binary	White	BIPOC
I feel valued as an individual at BTC	77.5%	76.2%	85.2%	—	78.3%	72.7%
I feel I belong at BTC	78.9%	76.2%	88.9%	—	78.3%	81.8%
BTC has a strong commitment to diversity, equity, and inclusion	80.3%	78.6%	88.9%	—	81.7%	72.7%
I have considered leaving BTC because I felt isolated or unwelcomed	16.9%	14.3%	14.8%	—	15.0%	27.3%
I am treated with respect at BTC	87.3%	88.1%	92.6%	—	88.3%	81.8%
I feel others don't value my opinions at BTC	15.7%	16.7%	11.5%	—	15.0%	20.0%
BTC is a place where I am able to perform up to my full potential	67.6%	61.9%	81.5%	—	68.3%	63.6%
I have opportunities at BTC for professional success that are similar to those of my colleagues	70.4%	64.3%	85.2%	—	68.3%	81.8%
I have found one or more communities or groups where I feel I belong at BTC	70.0%	66.7%	76.9%	—	73.3%	50.0%
There is too much emphasis put on issues of diversity, equity, and inclusion at BTC	21.4%	21.4%	19.2%	—	20.0%	30.0%
BTC provides sufficient programs and resources to foster the success of a diverse faculty	38.6%	28.6%	57.7%	—	40.7%	27.3%
I have to work harder than others to be valued equally at BTC	24.6%	31.0%	8.0%	—	22.0%	40.0%
My experience at BTC has had a positive influence on my professional growth	78.9%	76.2%	88.9%	—	78.3%	81.8%
BTC places appropriate emphasis on issues of diversity, equity, and inclusion	67.1%	64.3%	76.9%	—	66.1%	72.7%

Table 20: Staff Levels of Agreement with Statements About Work Aspects (% Strongly Agree + Agree Responses)

	Total	Gender Identity			Race/Ethnicity	
		Female	Male	Transgender/Non-Binary	White	BIPOC
I feel valued as an individual at BTC	78.4%	80.6%	81.8%	66.7%	82.3%	66.7%
I feel I belong at BTC	73.5%	77.6%	77.3%	50.0%	79.7%	57.1%
BTC has a strong commitment to diversity, equity, and inclusion	67.0%	68.7%	75.0%	50.0%	75.3%	38.1%
I have considered leaving BTC because I felt isolated or unwelcomed	12.7%	6.0%	4.8%	50.0%	3.8%	33.3%
I am treated with respect at BTC	81.4%	83.6%	86.4%	66.7%	86.1%	66.7%
I feel others don't value my opinions at BTC	10.8%	6.0%	14.3%	25.0%	9.0%	14.3%
BTC is a place where I am able to perform up to my full potential	64.1%	71.6%	69.6%	16.7%	70.0%	42.9%
I have opportunities at BTC for professional success that are similar to those of my colleagues	58.0%	60.6%	71.4%	25.0%	59.7%	52.4%
I have found one or more communities or groups where I feel I belong at BTC	57.3%	61.2%	65.2%	25.0%	62.5%	38.1%
There is too much emphasis put on issues of diversity, equity, and inclusion at BTC	17.5%	11.9%	26.1%	33.3%	18.8%	14.3%
BTC provides sufficient programs and resources to foster the success of a diverse staff	36.3%	40.3%	31.8%	25.0%	41.8%	19.0%
I have to work harder than others to be valued equally at BTC	22.5%	17.9%	18.2%	50.0%	13.9%	47.6%
My experience at BTC has had a positive influence on my professional growth	70.9%	82.1%	60.9%	33.3%	76.2%	52.4%
BTC places appropriate emphasis on issues of diversity, equity, and inclusion	59.8%	64.2%	63.6%	33.3%	64.6%	42.9%

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

Table 21: Student Frequency of Interactions with Diverse People in the Past 12 Months (% Responses)

Meaningful interactions with people…	Never	Seldom/Sometimes	Often/Very Often
…whose religious beliefs are different than your own	7.6	43.9	48.5
…whose political opinions are different from your own	6.8	50.2	43.0
…who are immigrants or from an immigrant family	11.4	57.0	31.6
…who are of a different nationality than your own	7.6	44.4	48.0
…who are of a different race or ethnicity than your own	4.2	41.0	54.8
…whose gender is different than your own	5.5	38.4	56.2
…whose sexual orientation is different than your own	11.3	49.7	39.1
…who are from a different social class or socioeconomic status	5.3	49.5	45.2
…who have physical or other observable disabilities	23.4	62.0	14.6
…who have learning, psychological, or other disabilities that are not readily apparent	16.9	59.8	23.3
…who are of a different generation than your own	4.2	33.2	62.6
…whose veteran/military status is different than your own	16.7	53.0	30.4

Table 22: Faculty Frequency of Interactions with Diverse People in the Past 12 Months (% Responses)

Meaningful interactions with people…	Never	Seldom/Sometimes	Often/Very Often
…whose religious beliefs are different than your own	1.6%	25.0%	73.4
…whose political opinions are different from your own	0	31.8%	68.2%
…who are immigrants or from an immigrant family	0	43.3%	56.7%
…who are of a different nationality than your own	0	34.8%	65.2%
…who are of a different race or ethnicity than your own	0	34.8%	65.2%
…whose gender is different than your own	1.4%	18.8%	79.7%
…whose sexual orientation is different than your own	1.5%	47.0%	51.5%
…who are from a different social class or socioeconomic status	0	19.4%	80.6%
…who have physical or other observable disabilities	7.4%	61.8%	30.9%
…who have learning, psychological, or other disabilities that are not readily apparent	0	36.4%	63.6%
…who are of a different generation than your own	0	13.0%	87.0%
…whose veteran/military status is different than your own	1.5%	40.0%	58.5%

Table 23: Staff Frequency of Interactions with Diverse People in the Past 12 Months (% Responses)

Meaningful interactions with people…	Never	Seldom/Sometimes	Often/Very Often
…whose religious beliefs are different than your own	3.2%	39.4%	57.4%
…whose political opinions are different from your own	1.1%	42.1%	56.8%
…who are immigrants or from an immigrant family	3.1%	59.2%	37.8%
…who are of a different nationality than your own	1.0%	58.8%	40.2%
…who are of a different race or ethnicity than your own	0	49.5%	50.5%
…whose gender is different than your own	0	16.3%	83.7%
…whose sexual orientation is different than your own	0	55.2%	44.8%
…who are from a different social class or socioeconomic status	0	46.4%	53.6%
…who have physical or other observable disabilities	6.0%	80.0%	14.0%
…who have learning, psychological, or other disabilities that are not readily apparent	1.0%	66.0%	33.0%
…who are of a different generation than your own	0	16.8%	83.2%
…whose veteran/military status is different than your own	2.0%	53.1%	44.9%

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

Table 24: Student, Staff, and Faculty Who Felt Discrimination in the Past 12 Months (% Responses)

	Total	Gender Identity			Race/Ethnicity	
		Female	Male	Transgender/ Non-Binary	White	BIPOC
Students						
Yes	7.1%	7.4%	4.5%	21.2%	5.8%	9.8%
No	92.9%	92.6%	95.5%	78.8%	94.2%	90.2%
Faculty						
Yes	11.1%	9.3%	7.4%	—	8.2%	27.3%
No	88.9%	90.7%	92.6%	—	91.8%	72.7%
Staff						
Yes	11.9%	7.6%	4.5%	41.7%	3.8%	35.0%
No	88.1%	92.4%	95.5%	58.3%	96.2%	65.0%

Table 25: Students Frequency of Experience of One or More Discriminatory Events (% Responses)

	Total	Gender Identity			Race/Ethnicity	
		Female	Male	Transgender/ Non-Binary	White	BIPOC
Ability or disability status	4.9%	3.9%	3.5%	21.9%	5.0%	5.0%
Racial or ethnic identity	5.0%	3.5%	5.6%	12.5%	2.2%	10.6%
Sex	5.2%	5.5%	2.0%	21.2%	5.0%	5.6%
Sexual orientation	2.7%	0.8%	2.5%	18.8%	2.5%	3.1%
Gender identity or gender expression	2.7%	0.8%	2.0%	21.9%	2.2%	3.7%
Veteran status	0.4%	0.4%	0.5%	0	0.6%	0
Relationship status	1.7%	1.6%	1.0%	6.2%	1.6%	1.9%
National origin	3.5%	3.2%	3.0%	9.4%	1.3%	8.1%
Age	6.8%	8.2%	3.0%	18.8%	7.5%	5.0%
Religion	4.5%	3.1%	5.1%	12.5%	3.7%	6.2%
Height or weight	4.9%	3.5%	6.0%	9.1%	4.7%	4.9%
Political orientation	8.5%	4.7%	12.6%	12.5%	8.7%	8.1%
Social class or socioeconomic status	5.4%	5.6%	4.0%	12.5%	5.0%	6.2%
Mental Health status	5.8%	4.3%	5.0%	21.2%	6.5%	4.3%

Table 26: Faculty Frequency of Experience of One or More Discriminatory Events (% Responses)

	Total	Gender Identity			Race/Ethnicity	
		Female	Male	Transgender/Non-Binary	White	BIPOC
Ability or disability status	1.5%	0	0	—	1.7%	0
Racial or ethnic identity	7.1%	4.9%	7.4%	—	5.1%	18.2%
Sex	14.5%	14.6%	7.7%	—	13.8%	18.2%
Sexual orientation	1.5%	0	3.8%	—	1.7%	0
Gender identity or gender expression	4.3%	4.9%	0	—	3.4%	9.1%
Veteran status	0	0	0	—	0	0
Relationship status	4.3%	4.8%	3.7%	—	3.3%	10.0%
National origin	4.3%	2.4%	7.4%	—	5.0%	0
Age	11.4%	14.3%	3.7%	—	11.7%	10.0%
Religion	4.4%	5.0%	3.7%	—	5.2%	0
Height or weight	4.3%	7.3%	0	—	5.1%	0
Political orientation	10.1%	12.2%	7.4%	—	8.5%	20.0%
Social class or socioeconomic status	4.3%	2.4%	7.4%	—	5.0%	0
Mental Health status	4.3%	2.4%	7.4%	—	5.1%	0

Table 27: Staff Frequency of Experience of One or More Discriminatory Events (% Responses)

	Total	Gender Identity			Race/Ethnicity	
		Female	Male	Transgender/Non-Binary	White	BIPOC
Ability or disability status	7.1%	6.2%	0	16.7%	3.9%	15.0%
Racial or ethnic identity	10.1%	4.7%	13.6%	33.3%	1.3%	45.0%
Sex	17.3%	14.3%	9.1%	50.0%	10.5%	40.0%
Sexual orientation	9.1%	0	18.2%	41.7%	3.9%	30.0%
Gender identity or gender expression	6.1%	1.6%	4.5%	33.3%	2.6%	20.0%
Veteran status	1.0%	0	0	8.3%	0	5.0%
Relationship status	5.1%	1.6%	0	33.3%	2.6%	15.0%
National origin	6.1%	1.6%	9.1%	25.0%	0	30.0%
Age	15.3%	12.7%	9.1%	33.3%	7.9%	35.0%
Religion	9.1%	4.7%	4.5%	33.3%	3.9%	20.0%
Height or weight	3.0%	0	0	16.7%	0	9.5%
Political orientation	11.1%	7.7%	9.1%	33.3%	5.2%	33.3%
Social class or socioeconomic status	6.0%	0	9.1%	25.0%	1.3%	19.0%
Mental Health status	8.0%	6.2%	0	25.0%	3.9%	19.0%

Faculty, staff, and students who indicated that they had experienced some form of religious discrimination over the past 12 months at BTC were asked whether they believe that any of the religious discriminatory events were related to their specific religion. Of the 5.2% of those who reported experiencing a discriminatory event because of their religion, 52.9% agree that they believe it was related to their specific religion.

Student DEI Perceptions & Experiences

After responding to questions thinking about BTC campus as a whole, students were asked to respond to a few questions relating to their experiences in classrooms and classroom settings, interactions with faculty, staff and administrators, and – lastly – their perceptions about how fairly they feel they are treated in different campus settings.

Table 28: Student Levels of Agreement with Statements About Classroom Aspects (% Strongly Agree + Agree Responses)

In my classrooms and classroom settings (e.g., lectures, seminars, labs, workshops, studio sessions, etc.), I feel listened to by:	Total	Gender Identity			Race/Ethnicity	
		Female	Male	Transgender/ Non-Binary	White	BIPOC
Faculty instructors	82.5%	83.2%	80.7%	87.9%	82.9%	82.1%
Other students	78.4%	79.3%	78.6%	72.2%	79.2%	77.8%
Staff instructors	79.2%	84.0%	74.5%	69.7%	80.1%	77.8%

Table 29: Student Levels of Agreement with Statements About Outside Classroom Aspects (% Strongly Agree + Agree Responses)

In spaces outside the classroom, I feel valued by:	Total	Gender Identity			Race/Ethnicity	
		Female	Male	Transgender/ Non-Binary	White	BIPOC
Faculty instructors	73.6%	77.7%	69.5%	66.7%	73.0%	75.0%
Other students	68.0%	71.3%	65.0%	60.6%	69.3%	65.0%
Staff instructors	70.1%	73.7%	66.0%	66.7%	69.9%	71.2%
BTC administrators	50.3%	55.4%	44.6%	45.5%	48.3%	54.4%

Table 30: Student Levels of Agreement with Statements About Campus Aspects (% Strongly Agree + Agree Responses)

	Total	Gender Identity			Race/Ethnicity	
		Female	Male	Transgender/ Non-Binary	White	BIPOC
I am treated fairly and equitably on campus in general	81.7%	85.8%	77.0%	78.8%	81.9%	81.2%
I am treated fairly and equitably in classrooms and classroom settings (e.g., lectures, seminars, labs, workshops, studio sessions, etc.)	82.9%	87.9%	77.6%	78.1%	83.5%	81.5%
I am treated fairly and equitably in out-of-classroom BTC spaces (e.g., campus events, student activities, CRC, etc.).	80.8%	85.4%	75.9%	75.0%	80.9%	80.5%

Faculty DEI Perceptions & Experiences

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

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

Table 31: Faculty Levels of Agreement with Statements About Work Aspects (% Strongly Agree + Agree Responses)

I am valued in my department/unit for my …	Total	Gender Identity			Race/Ethnicity	
		Female	**Male**	**Transgender/ Non-Binary**	**White**	**BIPOC**
Teaching	91.3%	87.8%	100.0%	–	94.9%	70.0%
Research, Scholarship, and/or Creativity	56.7%	58.5%	58.3%	–	57.9%	50.0%
Campus Service Contributions	50.0%	52.4%	50.0%	–	50.0%	50.0%
Mentoring of Students	76.1%	73.2%	84.0%	–	75.9%	77.8%
Mentoring of Faculty	46.3%	46.3%	48.0%	–	44.8%	55.6%
Clinical Practice	32.4%	38.1%	24.0%	–	32.2%	33.3%
Community Service	33.8%	33.3%	36.0%	–	37.3%	11.1%

Table 32: Faculty Levels of Agreement with Statements About Department/Unit Aspects (% Strongly Agree + Agree Responses)

	Total	Gender Identity			Race/Ethnicity	
		Female	**Male**	**Transgender/ Non-Binary**	**White**	**BIPOC**
I have a voice in the decision-making that affects the direction of my area.	74.3%	66.7%	88.5%	–	73.3%	80.0%
The teaching workload is fairly and equitably distributed in my area.	71.2%	67.5%	76.0%	–	71.9%	66.7%
There are fair and equitable expectations regarding research in my area.	44.6%	38.5%	52.0%	–	44.6%	44.4%
There are fair and equitable expectations regarding service in my area.	70.6%	73.2%	69.2%	–	67.8%	88.9%
There are fair and equitable processes for determining compensation in my area.	62.3%	61.9%	61.5%	–	60.0%	77.8%
Support is provided fairly and equitably in my area.	69.6%	66.7%	76.9%	–	66.7%	88.9%
Rewards for work performance are fairly and equitably distributed in my area.	50.0%	47.6%	56.0%	–	50.8%	44.4%

Staff DEI Perceptions & Experiences

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

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

Table 33: Staff Levels of Agreement with Statements About Work Aspects (% Strongly Agree + Agree Responses)

	Total	Gender Identity			Race/Ethnicity	
		Female	**Male**	**Transgender/ Non-Binary**	**White**	**BIPOC**
My ideas are seriously considered in my area.	77.2%	80.3%	81.8%	58.3%	81.0%	65.0%
I have a voice in the decision-making that affects my work in my area.	73.0%	75.4%	77.3%	58.3%	75.6%	65.0%
The workload is fairly and equitably distributed in my area.	51.5%	53.0%	63.6%	25.0%	53.2%	45.0%
There are fair and equitable processes for determining compensation in my area.	34.7%	33.3%	40.9%	33.3%	34.2%	40.0%
Support is provided fairly and equitably in my area.	70.0%	70.8%	77.3%	58.3%	73.1%	60.0%
Rewards for work performance are fairly and equitably distributed in my area.	39.2%	39.4%	50.0%	25.0%	41.8%	30.0%
There are fair and equitable expectations regarding campus/community service in my department.	58.0%	64.6%	59.1%	25.0%	61.5%	45.0%

Use Of Findings & Next Steps

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

Confidentiality

To ensure success of this survey, given the sensitive nature of several of the questions, a key element of the study design was to limit direct access between the BTC survey implementation team (DEI and Data & Research staff) and those individuals who were being surveyed. Integral to this effort was the use of an independent contractor (SoundRocket) for data collection efforts, which provided a firewall between respondents' identity and their survey responses. Consistent with standard practices for large data collections such as this, SoundRocket was required to use encryption technologies (including SSL for all web-based interfaces) and adhere to strict guidelines to maintain data security and confidentiality. SoundRocket has been collecting sensitive data from higher education populations for over 15 years. Our communications, staff training, processes and quality inspections all focus on minimizing disclosure risk.

After the participant list was provided to SoundRocket, no BTC employee ever came into contact with any identifying information on any potential survey respondent in a way that would allow them to link survey response to individual identity. All staff were SoundRocket employees and/or contractors. This fact was openly disclosed during contacts with respondents so that they were assured that their responses would not be linked back to them. After the study was completed, SoundRocket destroyed all identifiable data (electronic and paper) that was received in the effort. BTC never received survey results beyond those presented in this report.

DEI Resources

The BTC DEI Climate Survey Study is one component of the comprehensive campus wide plan to foster and strengthen DEI at BTC. The information included in this report may be used to help shape DEI plans across BTC – as well as within units and departments. For questions about the 2022 BTC Campus Climate Survey, please contact Hannah Simonetti, Director of Diversity, Equity and Inclusion by email at hsimonetti@btc.edu, or by phone at 360-752-8377. For questions about study results, analyses of data collected, or the study methodology, please contact SoundRocket via email at info@soundrocket.com, or by phone at 734-527-2150.