



# CAPSTONE ANALYSIS – DIVERSITY, EQUITY, INCLUSION, AND ANTIRACISM

Prepared for Edmonds College

February 2023

In the following report, Hanover Research synthesizes findings from the 2022 DEIA survey conducted at Edmonds College.



# SURVEY SAMPLE BREAKDOWN

Edmonds College contracted with Hanover Research to conduct a Diversity, Equity, Inclusion, and Antiracism (DEIA) survey.

The DEIA survey was administered using the Qualtrics platform in May-June of 2022.

There was a total of 865 survey respondents:

- 549 students
- 131 faculty members
  - 54% full-time faculty and 4% associate faculty
- 143 staff members
  - 52% classified staff and
  - 48% admin/exempt staff
- 42 administrators

	Student	Faculty	Staff	Administrator
<b>Race/Ethnicity</b>				
White	44%	70%	57%	69%
Asian	31%	5%	16%	10%
Black or African American	13%	4%	3%	5%
Hispanic or Latin(o/a/x)	10%	3%	8%	5%
American Indian or Alaskan Native	4%	2%	3%	2%
Not listed/Prefer to self-describe	4%	0%	2%	0%
Middle Eastern or North African	2%	0%	1%	0%
Native Hawaiian or Pacific Islander	1%	1%	0%	5%
Prefer not to respond	6%	21%	19%	14%
<b>Gender Identity</b>				
Female	60%	57%	59%	64%
Male	32%	24%	24%	19%
Non-binary/Gender non-conforming	3%	2%	1%	2%
Not listed/Prefer to self-describe	1%	0%	1%	0%
Prefer not to respond	5%	17%	14%	14%
<b>Sexual Orientation</b>				
Straight or heterosexual	66%	63%	66%	64%
Bisexual or pansexual	10%	2%	6%	5%
Gay or lesbian	3%	5%	2%	10%
Asexual	4%	1%	2%	0%
Queer	1%	3%	2%	5%
Not listed/Prefer to self-describe	1%	2%	1%	0%
Unsure	2%	0%	0%	0%
Prefer not to respond	12%	25%	20%	17%
<b>Citizenship</b>				
U.S. Citizen - naturalized	68%	79%	85%	90%
Non-U.S. resident on visa (excludes permanent resident)	14%	0%	1%	0%
Permanent resident (immigrant, refugee, asylee, etc.)	11%	3%	5%	2%
Undocumented immigrant	1%	1%	0%	0%
Other	2%	5%	1%	2%
Prefer not to respond	4%	13%	9%	5%
<b>Disability Status</b>				
No	78%	63%	62%	67%
Yes	16%	18%	20%	21%
Prefer not to respond	6%	18%	18%	12%





# PROJECT OBJECTIVE

In follow-up to the Diversity, Equity, Inclusion, and Antiracism (DEIA) survey dashboard and the DEIA Survey Open-Ended Response analysis, Edmonds College is interested in synthesizing the results of both projects to summarize what its respondents (Edmonds College faculty, staff, administrators, and students) perceive to be Edmonds' strengths and areas for improvement. Additionally, Edmonds is interested in taking a deeper look into how it compares to the benchmarked results of Hanover's national DEI survey. This capstone report analyzes the two DEIA-related projects and identifies DEIA-related areas that Edmonds should prioritize moving forward to continue to improve DEIA efforts and perceptions among its institutional stakeholders.

## Identify Edmonds DEIA Strengths and Weaknesses



- ✓ Based on the results of the DEIA survey, what are Edmonds College's key areas for improvement, as well as its perceived strengths, as it relates to DEIA, DEIA Experiences, Instructional Perspectives, Student Support & Resources, and Faculty & Staff Perceptions?
- ✓ In comparison to Hanover's national DEI survey benchmark, in which areas is Edmonds College above, in alignment with, or below the national benchmark?

## Understand Perceptions of Critical DEIA Areas



- ✓ Does the analysis of the open-ended responses further support or deviate from Edmonds College's areas for improvement and perceived strengths?
- ✓ Are there other DEIA-related areas within the open-ended responses that respondents indicate as being important?

## Prioritize Areas for Improvement and Investment



- ✓ Collectively, which areas should Edmonds prioritize moving forward as it relates to:
  - Improving perceptions of and experiences with DEIA
  - Continuing to support its DEIA-related strengths
  - Identifying new areas for DEIA-related support or investment

# RECOMMENDATIONS



## **Continue efforts to increase recruitment of faculty and staff from diverse backgrounds and identities.**

While faculty and staff (82%) largely view the student population as racially/ethnically diverse, only 25% of faculty respondents view the current faculty as diverse, and an even lower percentage (14%) believe faculty demographics mirror the diversity of the student body.



## **Review current faculty and staff promotion and hiring processes to ensure Edmonds is using inclusive practices that promote equity.**

Both faculty and staff, particularly those from historically marginalized racial/ethnic groups, are not confident that faculty and staff of diverse backgrounds are being hired and promoted and that Edmonds ensures equity in promotion decisions. Additionally, faculty are not confident that their peers from all backgrounds receive adequate and culturally relevant support for tenure or promotion.



## **Explore methods to ensure that classroom discussions are inclusive of African American and nonbinary/gender non-conforming students.**

Students who identify as non-binary/gender non-conforming/a self-identified gender are less likely to believe instructors/faculty engage students in meaningful conversations about DEI (60%) than male and female students (76%). Additionally, 62% of Black or African American students agree that topics relevant to DEIA are prominent in classes vs 80% of white students, and 62% of students who identify as non-binary/gender non-conforming/self-identified gender feel topics relevant to DEIA are prominent in class, as compared to 81% of male and female students.



## **Explore ways to provide more classroom opportunities for students to collaborate with peers with differing backgrounds and to think about events from other perspectives.**

While faculty are confident that a majority of their classes provide opportunities for students of differing backgrounds to collaborate, students reported having less of these experiences in a majority of their classes.



## **Ensure that faculty/staff DEIA training and development is inclusive of job role, sexual orientation, disability status, political viewpoints, and religious beliefs.**

Especially compared to the national benchmark results, Edmonds is already performing very well in meeting the needs of students from historically marginalized groups. However, the areas where respondents—especially faculty and staff—perceive lower degrees of progress relate to political, philosophical, and religious beliefs, as well as job function. Disability status is also an area where respondents rated the college more poorly compared to other attributes.

# KEY FINDINGS (1/3)

## Edmonds Students vs. National Student Benchmark

- Edmonds College students report higher levels of institutional support, fewer instances of being singled out negatively based on an aspect of their identity, more classroom engagement with students from differing backgrounds, and feeling more welcome, respected, valued and connected to their peers than do students in Hanover's national DEI benchmarking study. This holds true for students from historically marginalized racial/ethnic groups and students who are non-binary/gender non-conforming or a self-described gender.

## DEIA Priorities

- Respondents identified the following as the top priorities for Edmonds: 1) fostering belonging, 2) promoting access to all courses (including college credit courses) and extracurricular activities to students of diverse identities, 3) ensuring high-quality resources are available for students of diverse identities, and 4) eliminating practices, policies, and procedures that uphold institutional racism.

## Perceptions of Edmonds' Climate

- Although promoting an environment of belonging is an important priority, respondents—particularly, administrators, staff, and faculty—are less confident that students feel a sense of belonging at Edmonds. However, a large proportion of students (77%) report that they personally feel a sense of belonging at Edmonds.
  - Students who are from historically marginalized ethnic/racial groups report a higher sense of belonging (81%), community (80%), and connection to peers (75%) than their white counterparts (77%, 73%, 67%, respectively). White students feel marginally more welcome (92%), respected (90%), and listened to (85%) than their counterparts from historically marginalized groups (89%, 88%, and 83%, respectively).
- **Around a third of Edmonds faculty (32%) and (39%) of staff rate the climate at Edmonds as good or excellent, while around half of faculty (48%) and staff (54%) rate Edmonds as a good or excellent place to work.**
- Among faculty, there are differences in perceptions of Edmonds' climate. Faculty from traditionally marginalized racial/ethnic groups are less likely to share the same positive view of the climate as their white colleagues in a number of areas.
- A recurrent theme that emerged from the data were differences in perceptions and experiences between faculty/staff/administrators and students.
  - Students are more likely to indicate that leadership consider DEI very or extremely important (82%) than staff (71%) or faculty (71%). Students are also more likely to indicate that Edmonds is very or completely supportive of DEIA (81%) than staff (65%) or faculty (60%).
  - Eighty-eight percent of students feel students from diverse backgrounds are given equal access to academic opportunities, while only 59% of faculty feel the same. Faculty (70%) are also more pessimistic about students from diverse backgrounds being engaged and involved on campus than students (82%) are.
  - Faculty and administrators perceive resources for student support and DEIA content in classes much more negatively than students, who are generally satisfied.

# KEY FINDINGS (2/3)

## Personal Experiences

- Less than 10% of respondents report feeling unsafe at Edmonds on a daily or weekly basis due to an aspect of their identity.
- Regardless of race/ethnicity, sexual orientation, gender, or disability status, students largely feel that Edmonds College respects the various aspects of their identity. When compared to students, staff and faculty expressed less agreement about whether Edmonds respects various aspects of their identity.
  - Most of Edmonds' historically marginalized student populations experience levels of discrimination that are comparable to those perceived by their peers, save for those who perceive discrimination based on their sexual orientation.
  - Twenty-three percent of students from historically marginalized racial/ethnic groups report having been singled out in a negative context based on at least one aspect of their identity vs. 24% of their white counterparts. Fifty-three percent of faculty from historically marginalized racial/ethnic groups report having been singled out in a negative context based on at least one aspect of their identity vs. 52% of their white counterparts.
  - **Thirty-five percent of faculty from historically marginalized racial/ethnic groups have felt that they have been singled out in a negative context because of their race**, compared to 19% of staff and 9% of students from historically marginalized racial/ethnic groups
  - **Forty-one percent of faculty from historically marginalized racial/ethnic groups report having been singled out in a negative context because of their ethnicity**, compared to 21% of staff, and 5% of students from historically marginalized racial/ethnic groups
  - Faculty and staff feel the least secure about the Edmonds community's respect for their disability, political affiliation, and religious identity.
- **While most students are complimentary of the college's DEIA commitment and efforts, they largely are not participating in Edmonds' DEIA-focused events.** Eighty-five percent of faculty and 95 percent of administrators report participating in a College DEIA activity or event in the past 12 months, but only 11 percent of students report having done so.
- **About half of faculty and staff don't feel valued or listened to.**
- Administrators appear to feel the strongest pressures to change or hide their identity in college settings and are more likely to report feeling unsafe. Students are the least likely group to report these issues.
- **Only two-thirds of students (67%) "somewhat" or "strongly" agree that they know how to report incidents of harassment or discrimination, though more than 80% of faculty, staff, and administrators do.**
- Faculty and staff are substantially less comfortable reporting such incidents than administrators or students, and they are far less confident that they can report "harassment or discrimination without fear of being punished for speaking out."

## Faculty & Staff Diversity and Hiring/Promotion Practices

- **Only 25% of faculty respondents somewhat or strongly agree that the Edmonds faculty is racially diverse, and 14% believe current faculty demographics mirror the diversity of the student body.**
- Overall, 44% of faculty agree that Edmonds hires and promotes faculty from diverse backgrounds. A significantly larger number of faculty of color believe that Edmonds hires diverse faculty members (58%) than their white counterparts (42%) and a **significantly lower number of faculty of color (27%) believe Edmonds promotes faculty members from diverse backgrounds, as compared to their white colleagues (42%).**

# KEY FINDINGS (3/3)

- Thirty-nine percent of faculty believe that Edmonds ensures equitable distribution of faculty non-teaching opportunities, and less than half (48%) believe Edmonds ensures there is equity in the tenure process.
- About half of faculty (52%) believe that Edmonds treats faculty from all identities and backgrounds with respect regardless of role.
- Sixty-three percent of staff feel that Edmonds hires diverse staff, and 61% believe that Edmonds promotes staff members from diverse backgrounds. A lower percentage of staff from historically marginalized ethnic/racial groups believe Edmonds hires (56%) and promotes (53%) diverse staff.

## Classroom Experience

- Students across most identity groups largely agree that faculty/instructors use course materials with diverse perspectives (80%), speak out against discrimination and racism (77%), encourage students to speak out against discrimination and racism (76%), empower students to advocate for social justice (75%), and engage students in meaningful conversations about DEIA (76%).
  - **However, students who identify as non-binary/gender non-conforming/a self-identified gender are less likely to believe instructors/faculty engage students in meaningful conversations about DEI (60%) than male and female students (76%).**
- Students across most identity groups largely agree that topics relevant to DEIA are prominent in classes (80%), as are topics relevant to antidiscrimination (74%). For example, historically marginalized ethnic/racial groups (80%) and white students (84%) generally agree that topics relevant to DEI are prominent in classes. They also largely agree that topics related to antidiscrimination and antiracism are prominent in classes (historically marginalized groups: 75% and white students: 77%).
  - **However, only 62% of Black or African American students agree that topics relative to DEIA are prominent in classes vs 80% of white students, and 62% of students who identify as non-binary/gender non-conforming/self-identified gender feel topics relative to DEIA were prominent in class, as compared to 81% of male and female students.**
- There is again a disconnect between faculty and student perceptions when it comes to students engaging with others from different backgrounds in the classroom.
  - Overall, 93% of faculty respondents report that most/all of their courses afford students the opportunity to talk with other students from other backgrounds, while 68% of students report having experienced this in most/all of their classes.
  - Eight-four percent of faculty believe that most/all of their classes afford the opportunity for students to work on projects with students from different backgrounds while 63% of students report that most/all of their classes have included this.
  - **Seventy-seven percent of faculty report giving students the opportunity to think about events from another person's perspective, while 57% of students report that most/all of their classes have afforded them this opportunity**



# OVERALL PRIORITIES AND IMPRESSIONS



# DEIA PRIORITIES

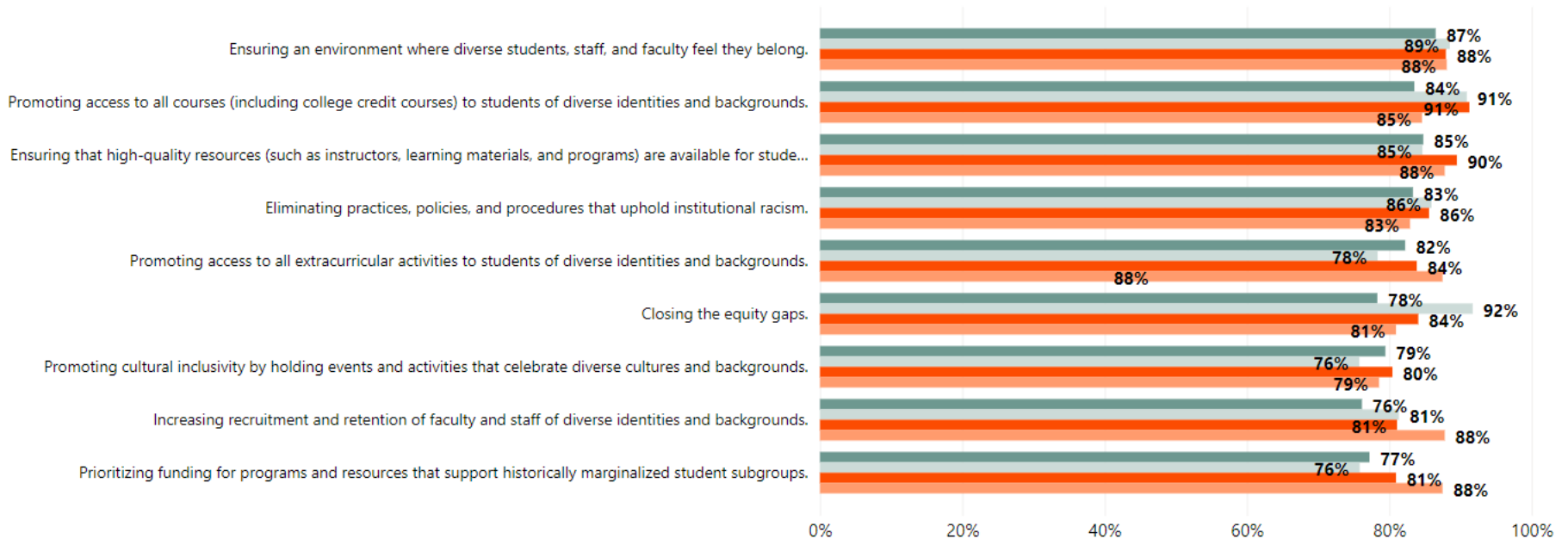
## BELONGING, ACCESS TO COURSES AND EXTRACURRICULAR ACTIVITIES, AND HIGH-QUALITY RESOURCES TOP THE LIST OF PRIORITIES AMONG ALL RESPONDENTS.

All Edmonds constituency groups identified fostering a sense of belonging in their top three priorities. Faculty also identified closing the equity gap among their top three, and administrators identified increasing recruitment of diverse faculty and staff as a priority.

Respondents from traditionally marginalized racial/ethnic groups also identified access to extracurricular activities as a priority, while respondents from non-binary/gender non-conforming or self-described gender identity identify eliminating institutional racism as a priority.

*How important is it for Edmonds College to prioritize the efforts to improve each of the following to support diversity and equity in education for students of diverse backgrounds (% Very Important + % Extremely Important)*

Group ● Student ● Faculty ● Staff member ● Administrator



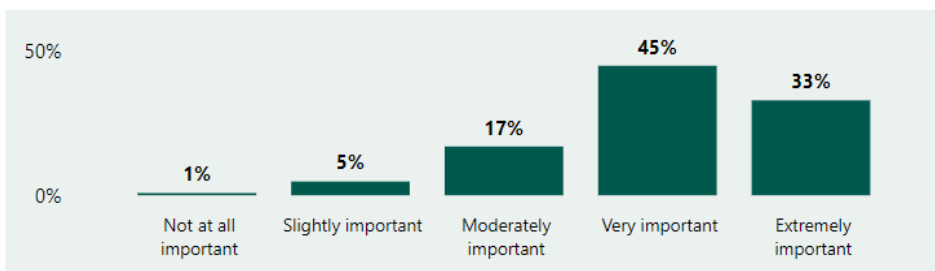
Note: All respondents (faculty, students, staff, and administrators) were asked the question above.

# IMPORTANCE AND SUPPORT FOR DEIA

NEARLY 80% OF OVERALL RESPONDENTS FEEL THAT EDMONDS LEADERSHIP VALUES DEI, AND ALMOST THREE QUARTERS OF RESPONDENTS (73%) FEEL THAT EDMONDS IS VERY OR COMPLETELY SUPPORTIVE OF FOSTERING A CULTURE OF DEI.

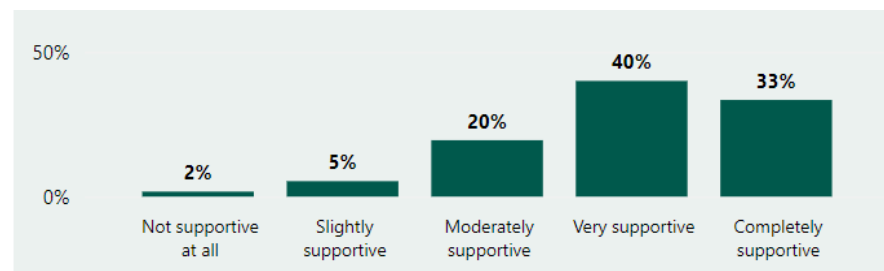
- Perceptions among respondents from various identity groups were similar. However, only 66% of African American/black respondents feel that Edmonds is supportive of fostering a culture of DEI. Similarly, 69% of those who identified as non-binary/gender/non-conforming/self-described gender feel that Edmonds is fostering a culture of DEI.

*How important do Edmonds College leaders consider diversity, equity, and inclusion?*



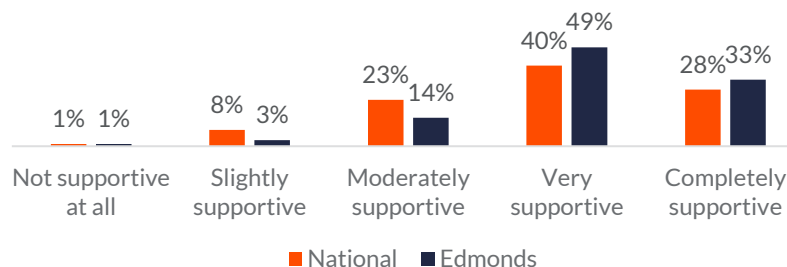
**Top 2  
78%**

*How supportive is Edmonds College of fostering a culture of diversity, equity, and inclusion?*



**Top 2  
73%**

National Benchmark (students)  
vs Edmonds students





# INSTITUTIONAL PERCEPTIONS

# CAMPUS CLIMATE

Participants, particularly students, largely agree that Edmonds has a diverse student population who are engaged and encouraged to express differing points of view.

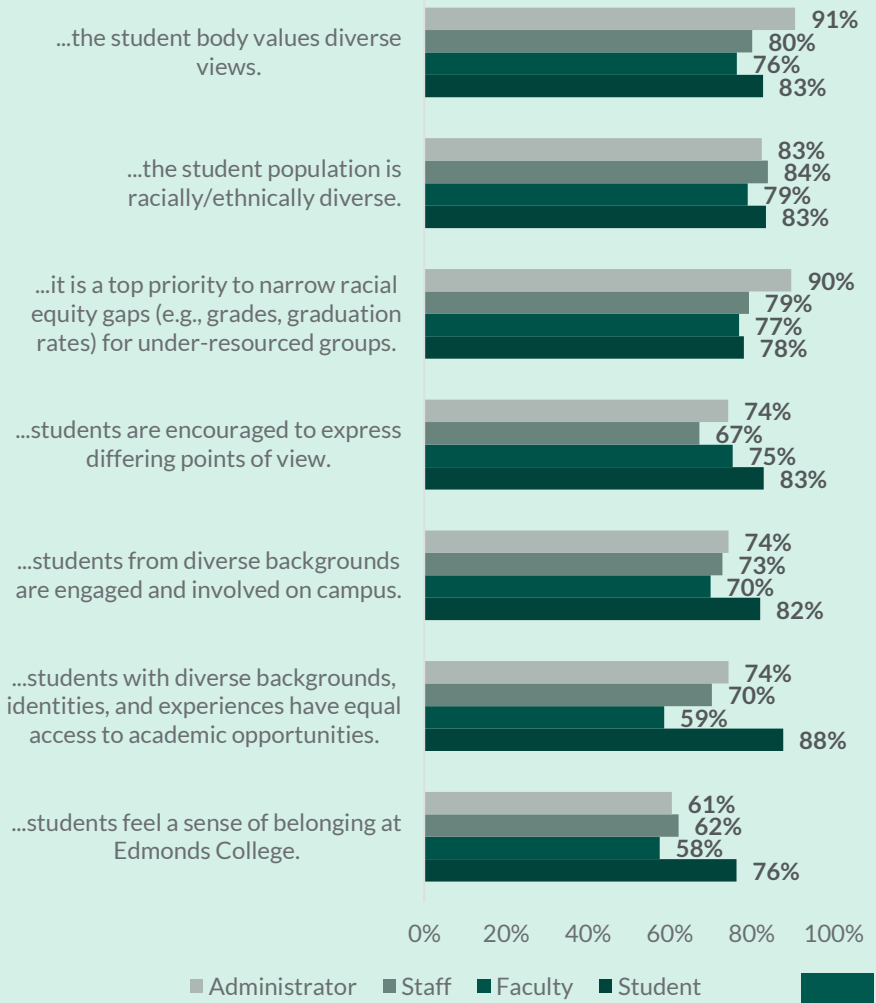
- Notably, there is a marked gap in perceptions related to a number of aspects of climate between student and faculty respondents.
  - For example, 88% of students feel THAT students from diverse backgrounds are given equal access to academic opportunities, while only 59% of faculty feel the same.
  - Similarly, faculty (70%) are more pessimistic about students from diverse backgrounds being engaged and involved on campus than students are (82%).
- There are no significant differences in perception between students from underrepresented racial groups and White students.
- Among faculty, there are differences in perceptions of student climate. Faculty from traditionally marginalized racial/ethnic groups are less likely to share the same positive view of the climate as their white colleagues in a number of areas:
  - The racial/ethnic diversity of the student body (82% vs 71%)
  - Racial equality gaps being a top priority (57% vs 80%)
  - Students being encouraged to express differing points of view (63% vs 82%)
  - Students from diverse backgrounds being engaged and involved on campus (54% vs 75%)

Although promoting an environment of belonging is an important priority, respondents are less confident that students feel a sense of belonging at Edmonds.

- Of all the metrics related to campus climate in this question series, perceptions of students' belongingness ranks the lowest by all constituency groups.
- When looking at student responses by race and ethnicity, there are no difference in perceptions of belonging between underrepresented students and White students.
- 65% of gender non-conforming students report that students feel a sense of belonging, as compared to the perception of belonging expressed by students who identify as female (81%) and student who identify as male (72%).

## PERCEPTIONS OF CAMPUS CLIMATE

The graph below shows the share of students, faculty, staff, and administrators who "somewhat agree" or "strongly agree" with the following statements about DEIA at the College. Items are ranked greatest to least by the average for all respondent groups.





# DEIA RESOURCES

Most stakeholder groups agree about the value of DEIA in the global workforce, the prevalence of clubs and organizations for students from a range of backgrounds, and the availability of opportunities to learn about other identities. However, students from some historically marginalized racial/ethnic groups are less likely to have positive perceptions about Edmonds' DEIA campus resources.

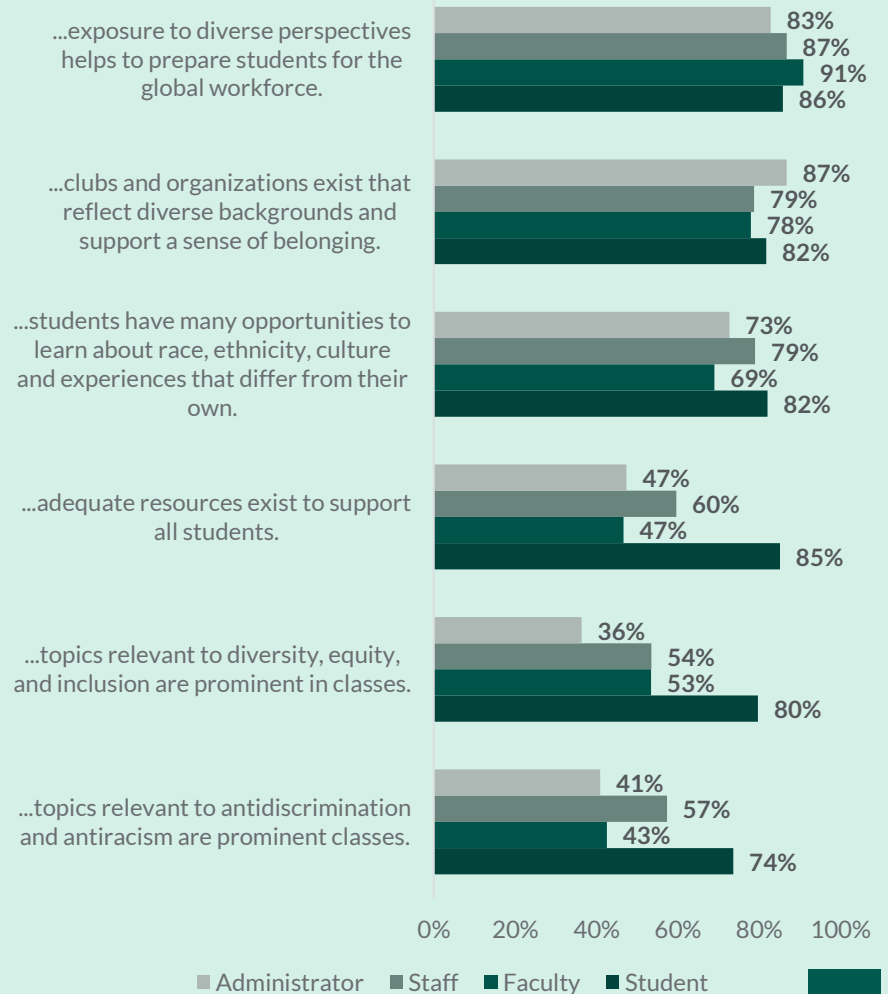
- Faculty and administrators are somewhat less positive regarding the availability of “opportunities for students to learn about race, ethnicity, culture, and experiences that differ from their own.” However, more than two-thirds of both groups affirm this claim.
- Less than 60% of Black or African American students agree that topics relative to DEIA are prominent in classes.

**Faculty and administrators perceive resources for student support and DEIA content in classes much more negatively than students, who are generally satisfied.**

- Eighty-five percent of students somewhat agree or strongly agree that “adequate resources exist to support all students,” compared to just 47% of faculty and administrators.
- Similarly, only 36% of administrators and 53% of faculty agree that DEIA topics are “prominent in classes,” compared to 80% of students. Similar divides are evident when respondents were asked about antidiscrimination and anti-racism content in classes.
- Based on faculty, staff, and administrator responses, student support resources and integration of DEIA topics into the curriculum should be prioritized for enhanced efforts.

## PERCEPTIONS OF CAMPUS RESOURCES

The graph below shows the share of students, faculty, staff, and administrators who “somewhat agree” or “strongly agree” with the following statements about DEIA at the College. Items are ranked greatest to least by the average for all respondent groups.



# DEIA EFFORTS

Student perceptions of Edmonds' DEIA efforts are generally positive, especially relative to faculty and administrators' perceptions, though some student groups have poorer perceptions of Edmonds' DEIA efforts.

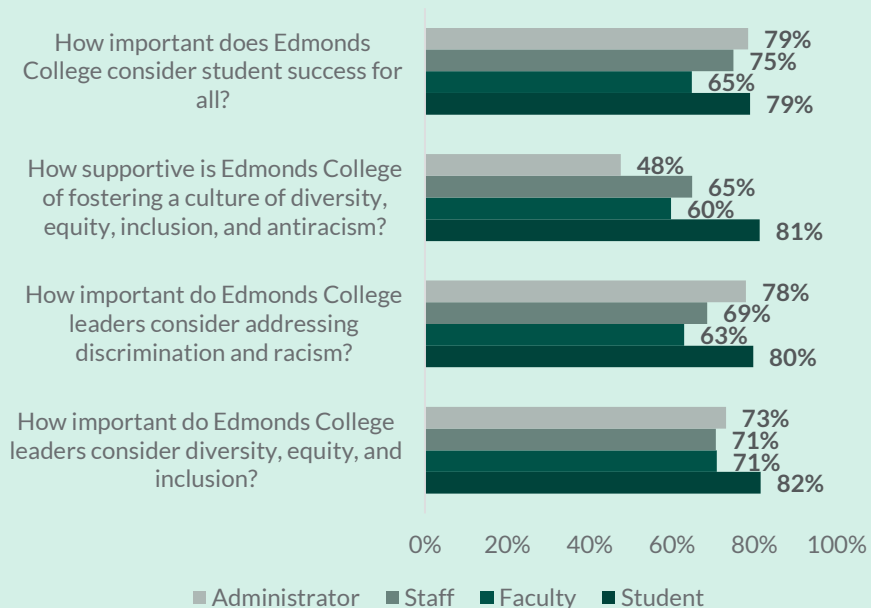
- Roughly four-fifths of students surveyed commend the College's efforts to foster student success and believe the College and its leaders are committed to addressing discrimination and fostering DEIA. **However, some groups are less likely to commend the College's DEIA efforts, including:**
  - 18% of students with a disability believe Edmonds is unsupportive of fostering a culture of DEIA.
  - 16% of Black or African American students believe that Edmonds College leaders do not consider addressing discrimination and antiracism to be important.
- Faculty score Edmonds lower than students on all measures, including Edmonds' commitment to fostering success for all, its commitment to addressing discrimination and racism, the College's support for a culture grounded in DEI, and the importance leaders place on DEI.
- Administrators perceive the college as substantially less supportive of fostering a culture of DEIA than any other group.

**While most students are complimentary of the college's DEIA commitment and efforts, they are largely not participating in DEIA-focused events.**

- Eighty-five percent of faculty and 95% of administrators report participating in a College DEIA activity or event in the past 12 months, but only 11% of students report having done so.
- Students may not feel a strong need for extensive programming. They are far more likely, by margins of 15 to 30%, to say they have never felt a sense of isolation or alienation at the College due to an aspect of their identity, felt unsafe at the College, or felt they had to change an aspect of their identity to fit in.

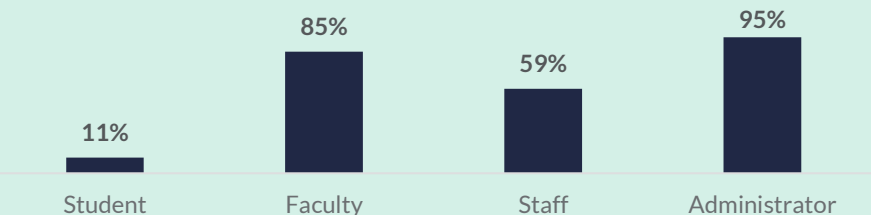
## GENERAL PERCEPTIONS OF DEIA EFFORTS

Share of respondents in each group who describe the college and its efforts as "very" or "extremely/completely" "supportive/important" (top-two values) in forwarding each goal.



## DEIA ACTIVITY PARTICIPATION RATES

Share of respondents in each group who report that they have participated in an Edmonds College event or activity promoting DEIA in the past 12 months.



# FACULTY AND STAFF DIVERSITY

## FACULTY LARGELY AGREE THAT THE FACULTY BODY IS NOT RACIALLY DIVERSE AND THAT CURRENT FACULTY DEMOGRAPHICS DO NOT MIRROR THE DIVERSITY OF THE STUDENT BODY.

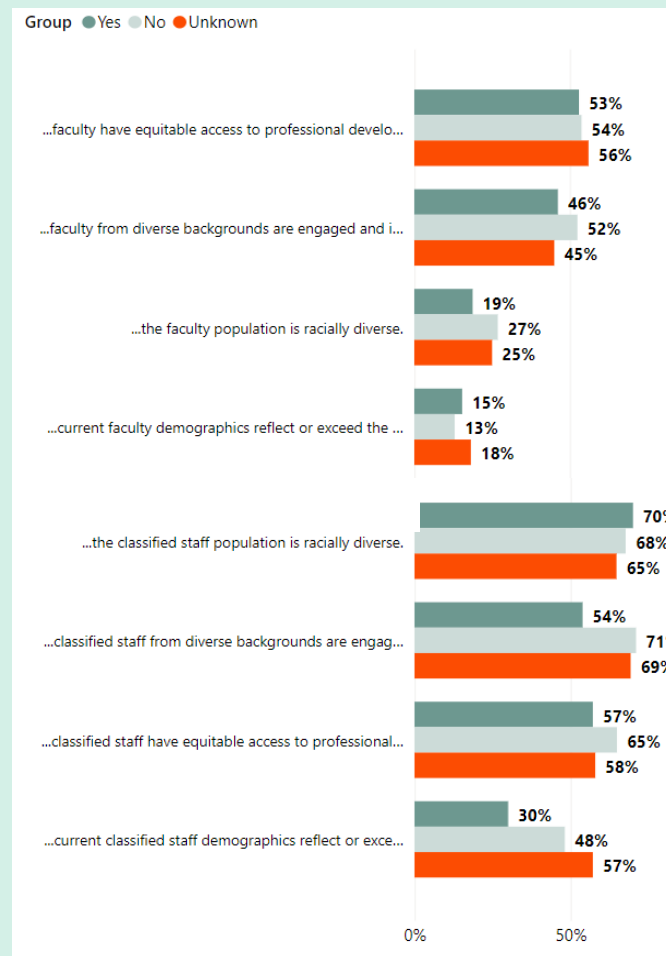
- Only 25% of respondents feel that the faculty population is racially diverse, and an even lower percentage (14%) feel that the current faculty demographics reflect or exceed the diversity of students.
- Only about half of faculty believe that faculty have equitable access to professional development and that faculty from diverse backgrounds are engaged and involved on campus.

## STAFF PERCEIVE THEIR RACIAL DIVERSITY AND ENGAGEMENT MORE FAVORABLE THAN FACULTY.

- Sixty-seven percent of staff agree that Edmonds classified staff is racially diverse and that classified staff from diverse backgrounds are engaged and involved on campus.
- A lower percentage of staff (61%) believe that staff have equitable access to professional development opportunities, and less than half (47%) believe that the demographics of staff reflect or exceed the diversity of the student body.
- As the figure to the right demonstrates, staff from historically marginalized racial/ethnic groups have lower levels of agreement about staff engagement (54% vs. 71% of white staff members), equitable access to professional development (57% vs. 71%), and the diversity of staff relative to the student body (30% vs. 48%).

## FACULTY AND STAFF DIVERSITY

The graph below shows the responses from faculty, staff, and administration.



Questions about staff diversity were shown to staff only, and questions about faculty diversity were shown to faculty only.

“Yes” represents respondents who identified as a member of an historically marginalized racial or ethnic group. “No” indicates respondents who identified as white. “Unknown” indicates respondents who declined to answer racial/ethnic demographic questions.



# INDIVIDUAL EXPERIENCES



# DEI EXPERIENCES – EDMONDS VS. THE NATIONAL BENCHMARK

RELATIVE TO A COMPARABLY-SIZED NATIONAL SAMPLE OF RESPONDENTS AFFILIATED WITH HIGHER EDUCATION INSTITUTIONS, EDMONDS STUDENTS ARE SUBSTANTIALLY LESS LIKELY TO REPORT FEELING NEGATIVELY SINGLED-OUT BASED ON A FACET OF THEIR IDENTITY.

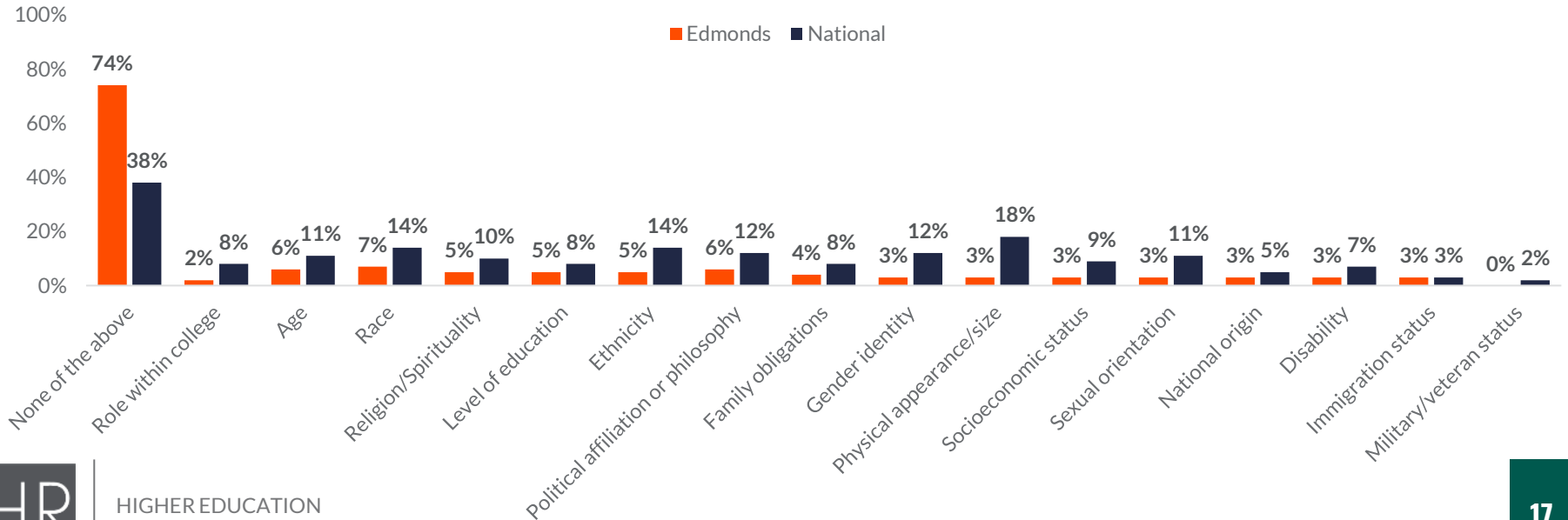
- Students from traditionally marginalized racial/ethnic groups report slightly elevated incidents of feeling singled out in a negative context due to race than white students (9% to 7%) and ethnicity (5% to 3%), but they are also slightly more likely than white students (77% to 76%) to report no experience of this kind.

WHEN THE BENCHMARK CLIMATE COMPARISON INDEX IS SEGMENTED TO LOOK AT EDMONDS STUDENTS, AND SPECIFICALLY AT RACIAL/ETHNIC AND SEXUAL ORIENTATION, FINDINGS SUGGEST THAT THE COLLEGE IS PERFORMING WELL RELATIVE TO NATIONAL TRENDS.

- Edmonds students from historically marginalized racial/ethnic groups report lower levels of racial discrimination than the national benchmark for students from historically marginalized racial/ethnic groups (9% vs. 24%). Edmonds students who identify as non-binary/gender non-conforming or self-described gender are considerably less likely to be singled out based on their gender than their counterparts in the national survey (9% vs 52%).

## DEI EXPERIENCES – EDMONDS RESPONDENTS VS. NATIONAL BENCHMARK

Responses of Edmonds student survey respondents (n=549) compared to the National Student Sample (n=1,096). These findings are based on the share of respondents who report feeling “singled out in a negative context at [their] institution” due to one of the following aspects of their identity.



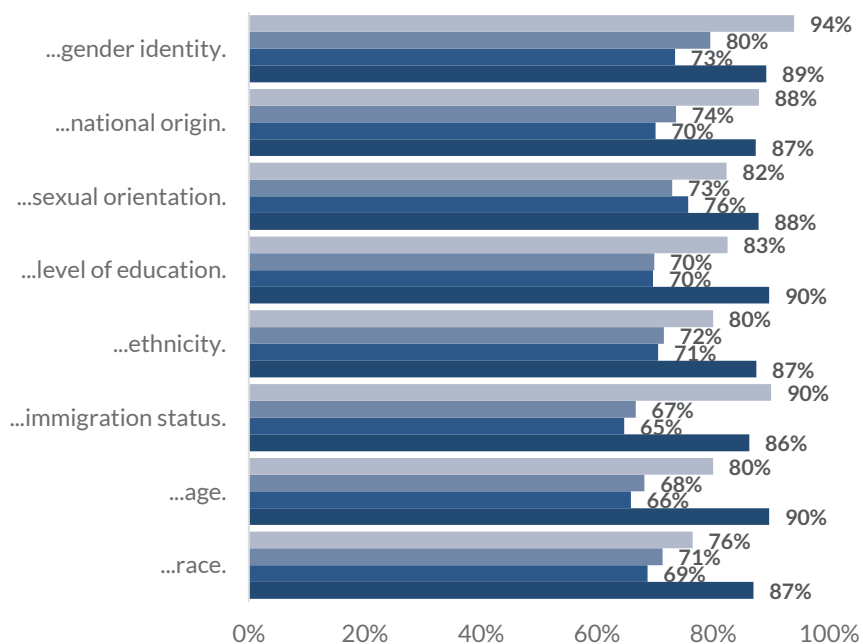
# STAKEHOLDER CONCERNS RANKED BY DEIA ISSUE

AS INDICATED IN THE GRAPHS BELOW, FACULTY AND STAFF FEEL THE LEAST SECURE ABOUT THE EDMONDS COMMUNITY'S RESPECT FOR FACETS OF THEIR POLITICAL AND RELIGIOUS IDENTITY. STUDENTS GENERALLY FEEL HIGHLY RESPECTED.

- Concerns about gender identity, national origin, sexual orientation, education level, and ethnicity are less common among the respondent group.
- Levels of respect for socioeconomic status, role within the college, and disability status score low relative to the other categories but are overall perceived well by students and administrators.

## LEVEL OF RESPECT – MOST SECURE

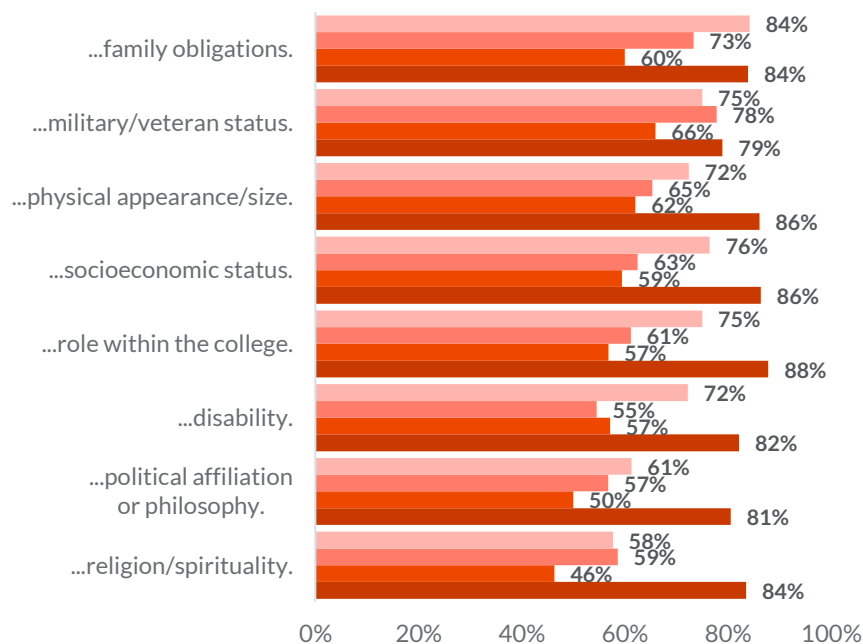
Respondents who “somewhat” or “strongly” agree that Edmonds College respects their identity, segmented by aspects of identity.



■ Administrator ■ Staff ■ Faculty ■ Student

## LEVEL OF RESPECT – LEAST SECURE

Respondents who “somewhat” or “strongly” agree that Edmonds College respects their identity, segmented by aspects of identity.



■ Administrator ■ Staff ■ Faculty ■ Student

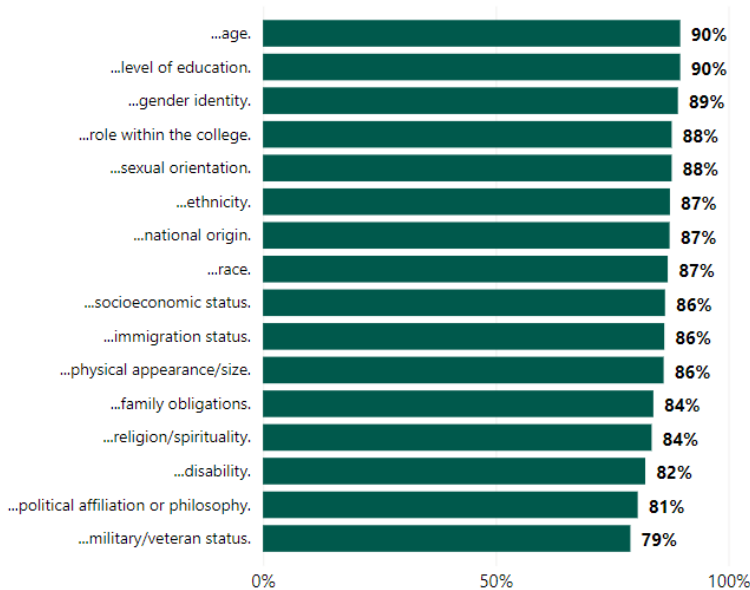


# RESPECT FOR IDENTITY: STUDENTS

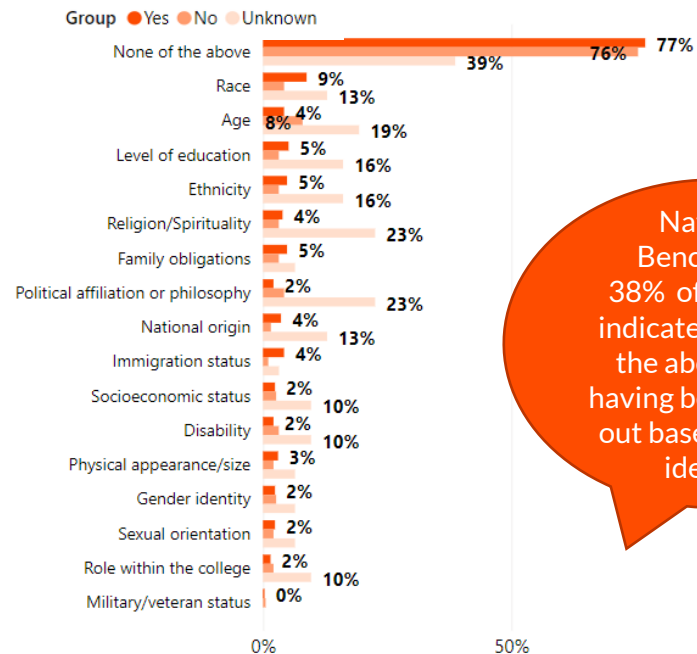
REGARDLESS OF RACE/ETHNICITY, SEXUAL ORIENTATION, GENDER, OR DISABILITY STATUS, STUDENTS LARGELY FEEL THAT EDMONDS COLLEGE RESPECTS THE VARIOUS ASPECTS OF THEIR IDENTITY.

- Seventy-six percent of students from historically marginalized racial groups report having not been singled out in a negative context based on any aspect of their identity vs. 77% of their white counterparts.
- Those student respondents who did not wish to disclose their race/ethnicity report being more likely to be singled out for some aspect of their identity when compared with white students and students from historically marginalized racial groups. Only 39% of this group reported not being singled out in a negative way.

Please indicate the extent to which you agree or disagree with the following statement.  
Edmonds College respects my . . .  
(% somewhat agree + strongly agree)



On the basis of which aspect of your identity have you felt singled out in a negative context?



National Benchmark:  
38% of students indicated "none of the above"/ not having been singled out based on their identity

"Yes" represents respondents who identified as a member of an historically marginalized racial or ethnic group.

"No" indicates respondents who identified as white.

"Unknown" indicates respondents who declined to answer racial/ethnic demographic questions.

# DEI EXPERIENCES - MINORITY VS NON-MINORITY STUDENTS

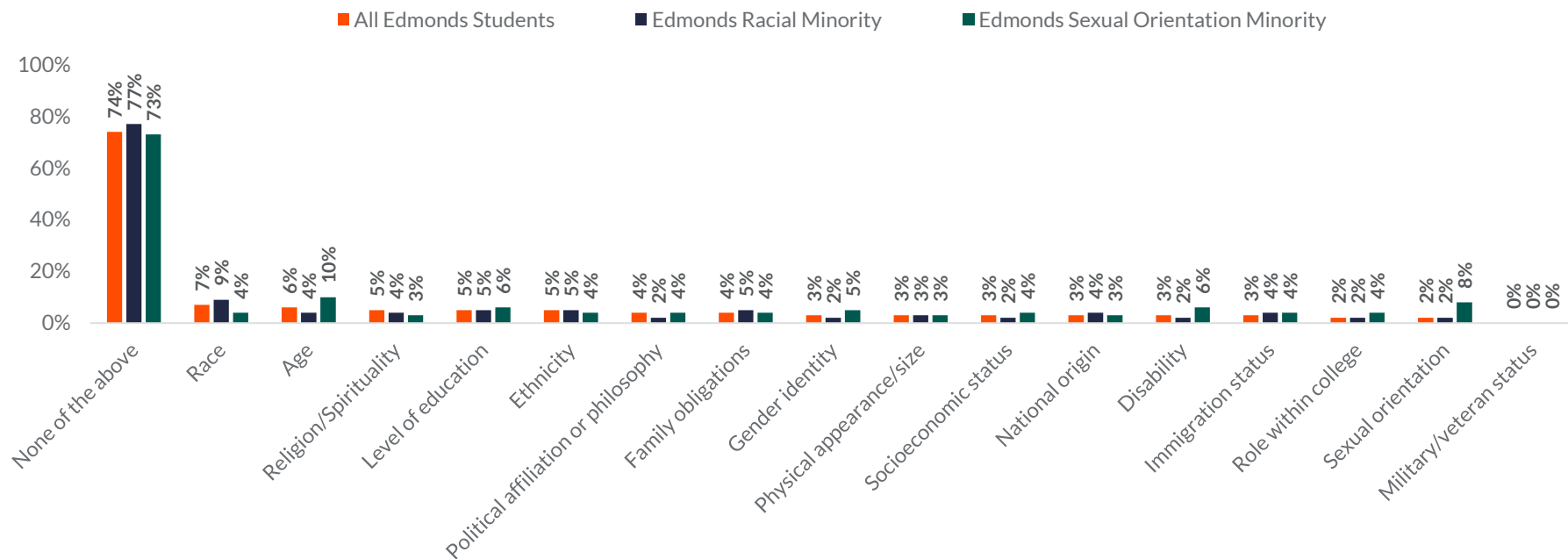
**MOST OF EDMONDS' HISTORICALLY MARGINALIZED STUDENT POPULATIONS EXPERIENCE LEVELS OF DISCRIMINATION THAT ARE COMPARABLE TO THOSE PERCEIVED BY THEIR NON-MINORITY PEERS, SAVE FOR THOSE WHO PERCEIVE DISCRIMINATION BASED ON THEIR SEXUAL ORIENTATION.**

Students report elevated levels of perceived discrimination based on their sexual orientation (6%) and somewhat elevated levels of perceived discrimination based on their gender identity (2%).

➤ Students in historically marginalized racial groups also report slightly elevated levels of perceived discrimination based on their race (2%), but not their ethnicity. However, this group reports overall levels of perceived discrimination that are very close to those of the student body at large.

## DEI EXPERIENCES – EDMONDS MINORITY VS NON-MINORITY STUDENT RESPONDENTS

Responses of Edmonds survey respondents (n=549) segmented by minority status based on their race and/or sexual orientation. These findings are based on the share of respondents who report feeling “singled out in a negative context at [their] institution” due to one of the following aspects of their identity.





# RESPECT FOR IDENTITY: STAFF

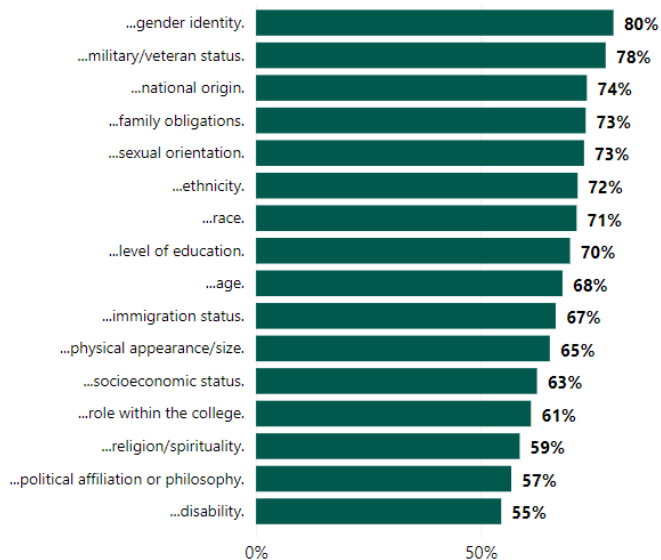
WHEN COMPARED TO STUDENTS, STAFF EXPRESS LESS AGREEMENT ABOUT WHETHER EDMONDS RESPECTS VARIOUS ASPECTS OF THEIR IDENTITY.

Although a high percentage of staff indicate that Edmonds respects their gender identity, military/veteran status, national origin, only slightly over half of staff respondents agree that Edmonds respects their disability (55%) or their political affiliation/philosophy (57%).

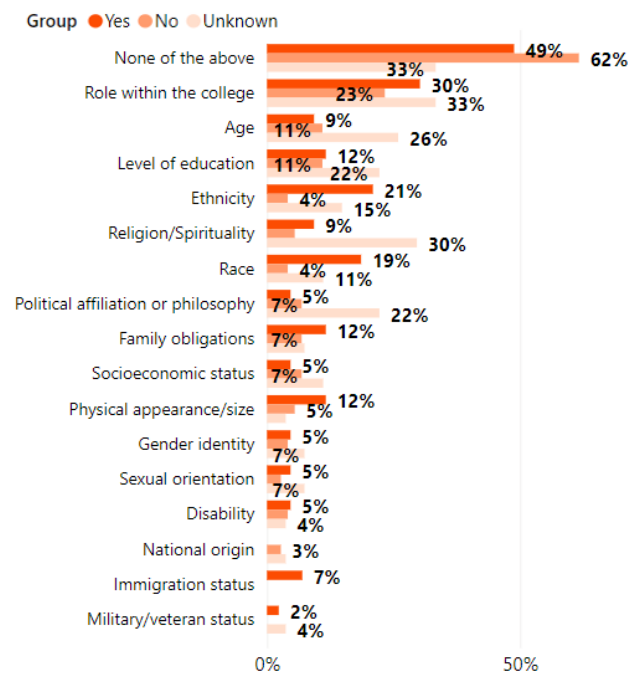
Additionally, 51% of staff from historically marginalized racial/ethnic groups feel that they have been singled out in a negative context on the basis on at least one aspect of their identity, most frequently for their role within the college.

Please indicate the extent to which you agree or disagree with the following statement.

Edmonds College respects my . . .  
(% somewhat agree + strongly agree)



On the basis of which aspect of your identity have you felt singled out in a negative context?



“Yes” represents respondents who identified as a member of an historically marginalized racial or ethnic group.

“No” indicates respondents who identified as white.

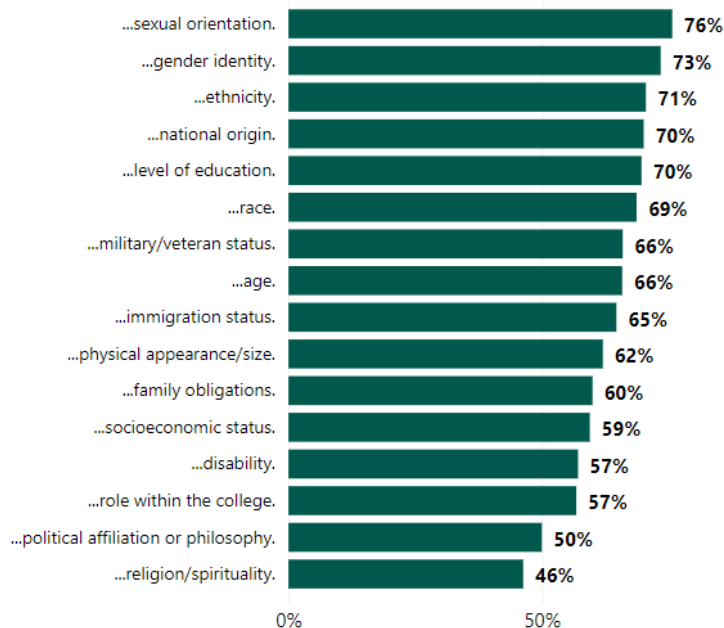
“Unknown” indicates respondents who declined to answer racial/ethnic demographic questions.

# RESPECT FOR IDENTITY : FACULTY

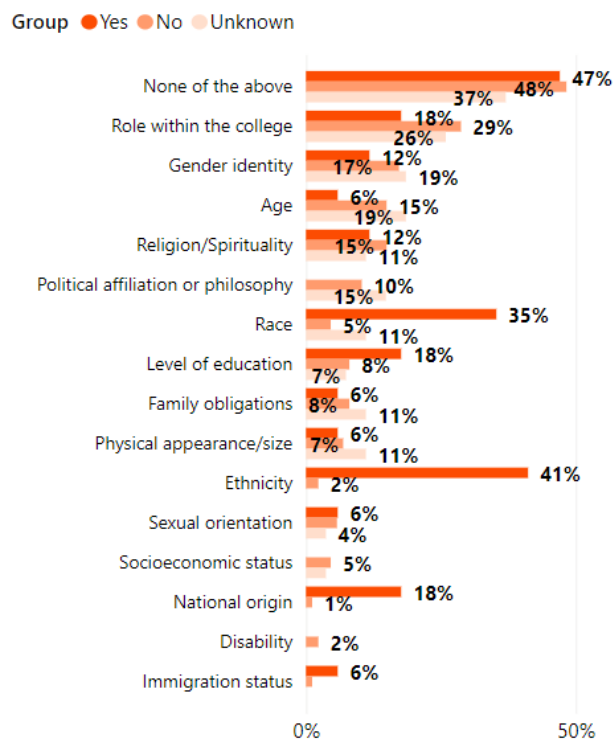
**THIRTY-FIVE PERCENT OF FACULTY FROM HISTORICALLY MARGINALIZED RACIAL/ETHNIC GROUPS FEEL THAT THEY HAVE BEEN SINGLED OUT IN A NEGATIVE CONTEXT BECAUSE OF THEIR RACE, AND 41% PERCENT OF FACULTY FROM HISTORICALLY MARGINALIZED RACIAL/ETHNIC GROUPS FEEL THAT THEY HAVE BEEN SINGLED OUT IN A NEGATIVE CONTEXT BECAUSE OF THEIR ETHNICITY.**

- Thirty-one percent of female-identifying respondents have felt singled out because of their role within the college, as compared to 22% of their male colleagues.
- Overall, less than half (46%) of faculty respondents feel that Edmonds college respects their religion/spirituality, and 50% of faculty feel that Edmonds does not respect their political affiliation or philosophy.

*Please indicate the extent to which you agree or disagree with the following statement.  
Edmonds College respects my . . .  
(% somewhat agree + strongly agree)*



*On the basis of which aspect of your identity have you felt singled out in a negative context?*



“Yes” represents respondents who identified as a member of an historically marginalized racial or ethnic group. “No” indicates respondents who identified as white. “Unknown” indicates respondents who declined to answer racial/ethnic demographic questions.

# CAMPUS CONNECTION

As in other areas, staff and faculty rate their sense of connection lower than do students. While students overwhelmingly indicate that they feel welcome (88%), respected (87%), and listened to (82%), staff and faculty feel less so.

Students who are from historically marginalized ethnic/racial groups report a higher sense of belonging (81%), community (80%) and connection to peers (75%) than their White counterparts (77%, 73%, 67%, respectively). White students feel marginally more welcome (92%), respected (90%), and listened to (85%) than their counterparts from historically marginalized racial/ethnic groups (89% , 88%, and 83%, respectively).

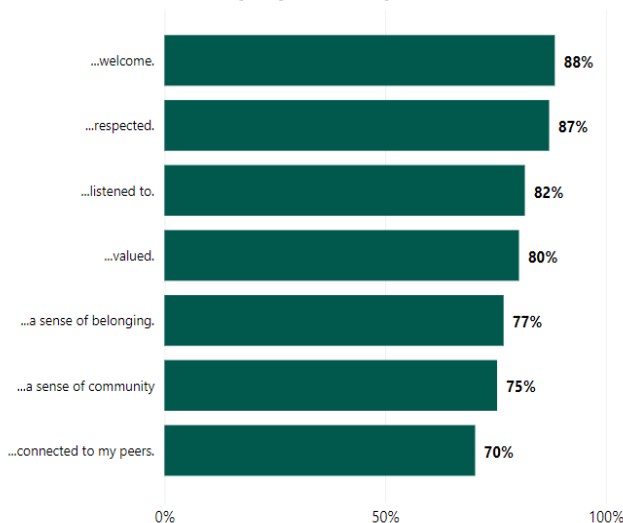
Notably, about half of faculty and staff don't feel valued or listened to.

## National Benchmark: Students

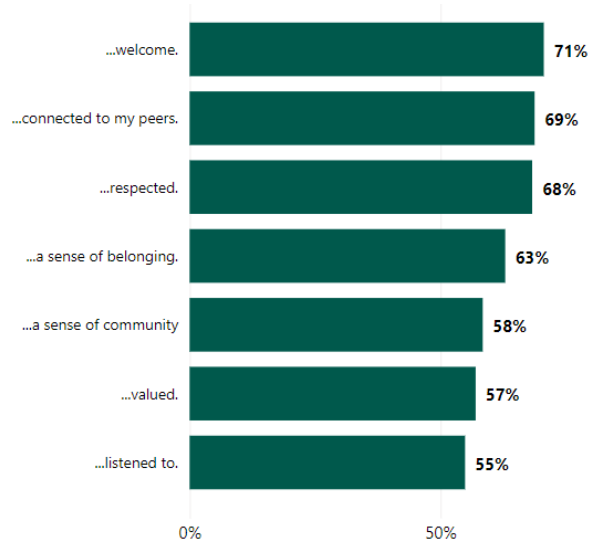


*Please indicate the extent to which you agree or disagree with the following statement.  
Overall, at Edmonds College, I feel . . .  
(% somewhat agree + strongly agree)*

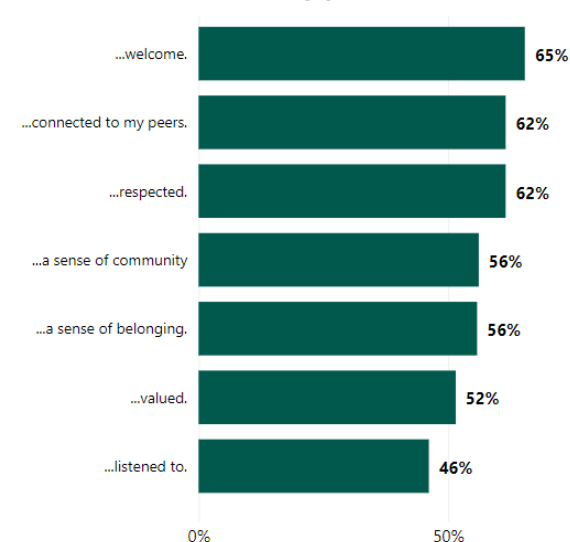
### STUDENTS



### STAFF



### FACULTY



# DISCRIMINATION

## LESS THAN 10% OF RESPONDENTS REPORT FEELING UNSAFE AT EDMONDS ON A DAILY OR WEEKLY BASIS DUE TO AN ASPECT OF THEIR IDENTITY.

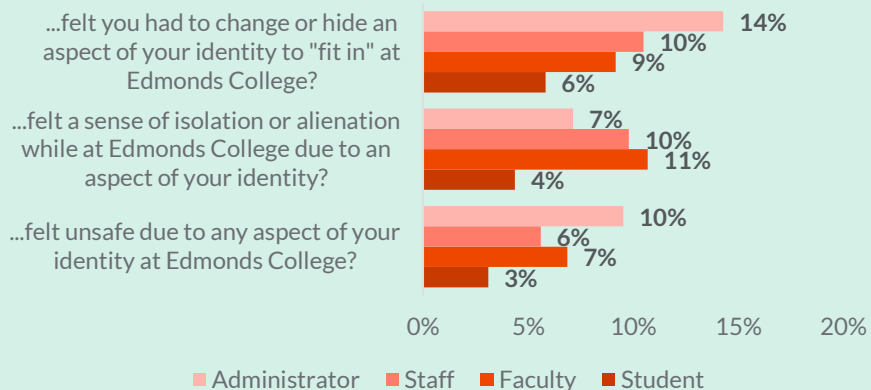
- Administrators appear to feel the strongest pressures to change or hide their identity in College settings and are more likely to report feeling unsafe. Students are the least likely group to report these issues.

## WHILE 84% TO 94% OF RESPONDENTS BELIEVE THAT THEY “RESPOND APPROPRIATELY TO REPORTS OF HARASSMENT OR DISCRIMINATION,” THEY ARE LESS LIKELY TO MAKE SUCH REPORTS.

- Only two-thirds of students (67%) “somewhat” or “strongly” agree that they know how to report incidents of harassment or discrimination, though more than 80 % of faculty, staff, and administrators do.
- Faculty and staff are substantially less comfortable reporting such incidents than administrators or students, and they are far less confident that they can report “harassment or discrimination without fear of being punished for speaking out.”

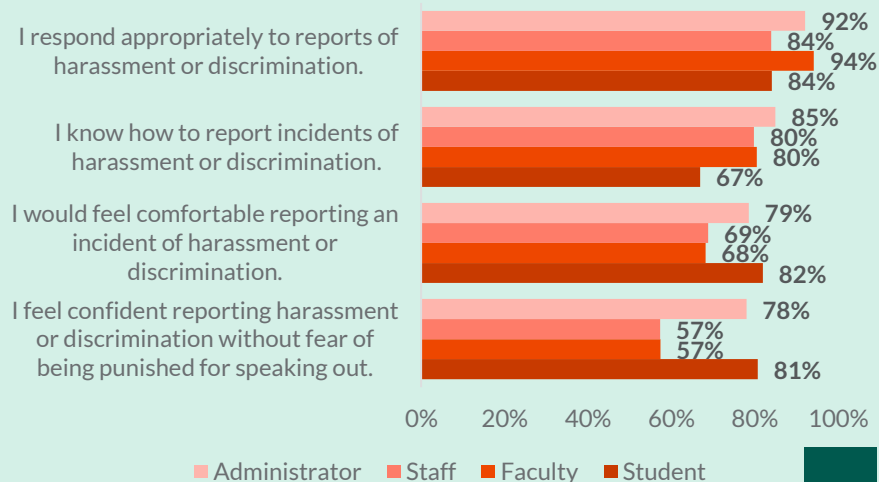
## EXPERIENCES OF DISCRIMINATION

The graph below shows the share of students, faculty, staff, and administrators who reported that within the past 12 months they had felt the following on a “daily” or “weekly” basis.



## CONFIDENCE IN EDMONDS' RESPONSE

The graph below shows the share of students, faculty, staff, and administrators who “somewhat” or “strongly” agree about various experiences at the College.







# INSTRUCTIONAL PERSPECTIVES

# INSTRUCTIONAL PRACTICE—FACULTY AND STUDENTS

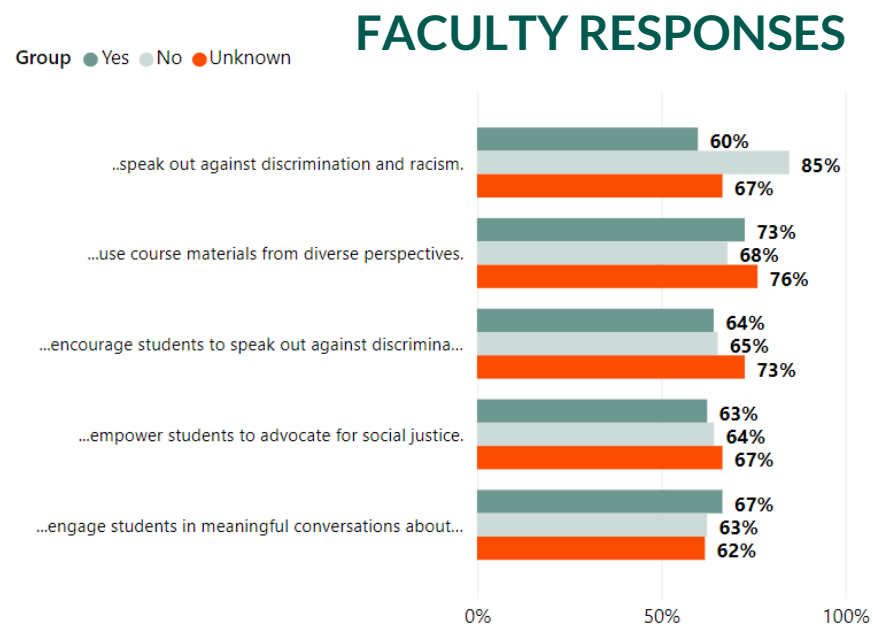
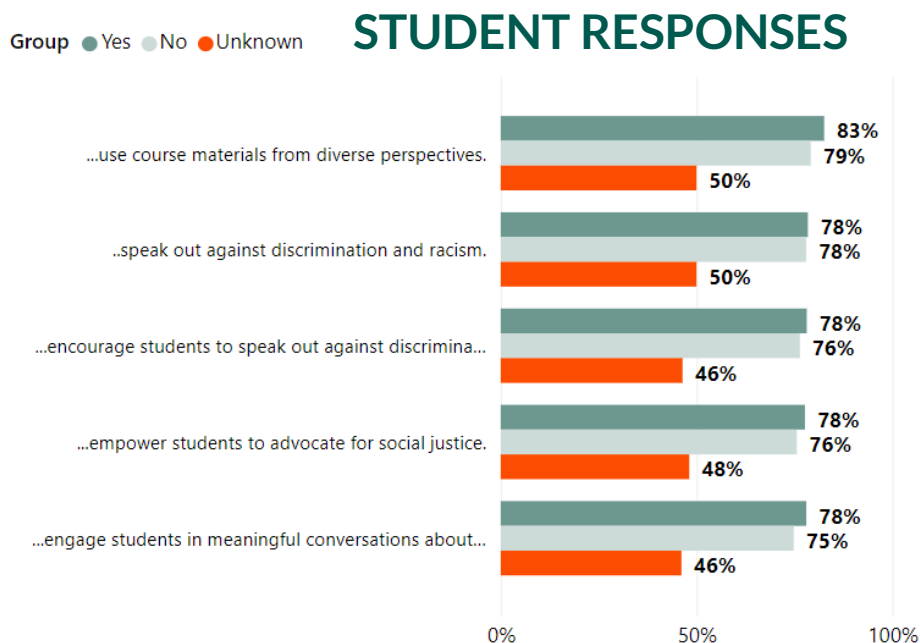
## AS IN OTHER AREAS OF THE SURVEY, STUDENT AND FACULTY ASSESSMENTS DIFFER.

Students from underrepresented groups and White students largely agree that faculty use course materials with diverse perspectives and empower and encourage students to discuss DEIA topics and speak out against discrimination.

Faculty, particularly faculty of color, are less certain that faculty are encouraging students to speak out about racism and empowering students to advocate for social justice.

*Please indicate the extent to which you disagree or agree with the following statements about diversity in instruction (% Somewhat Agree+ % Strongly agree)*

*Instructors/Faculty . . .*



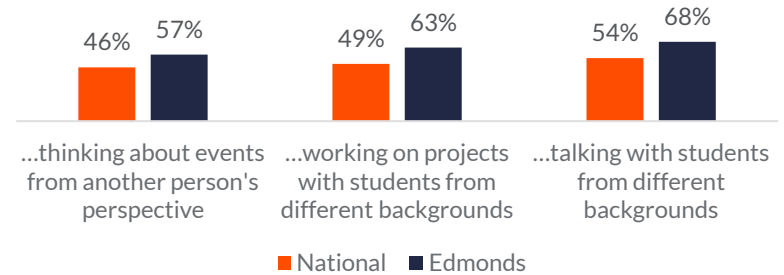
# INSTRUCTIONAL PRACTICE—FACULTY AND STUDENTS (CONT'D)

**THERE IS AGAIN A DISCONNECT BETWEEN FACULTY AND STUDENT PERCEPTIONS WHEN IT COMES TO STUDENTS ENGAGING WITH OTHERS FROM DIFFERENT BACKGROUNDS.**

Overall, 93% of faculty respondents feel that they afford students the opportunity to talk with peers from other backgrounds, while 68% of students feel they have had these experiences in most/all of their classes.

Slightly more than half of students (57%) feel that most/all of their course experiences involve thinking about events from another person's point of view, while 77% of faculty feel that their courses afford students this opportunity.

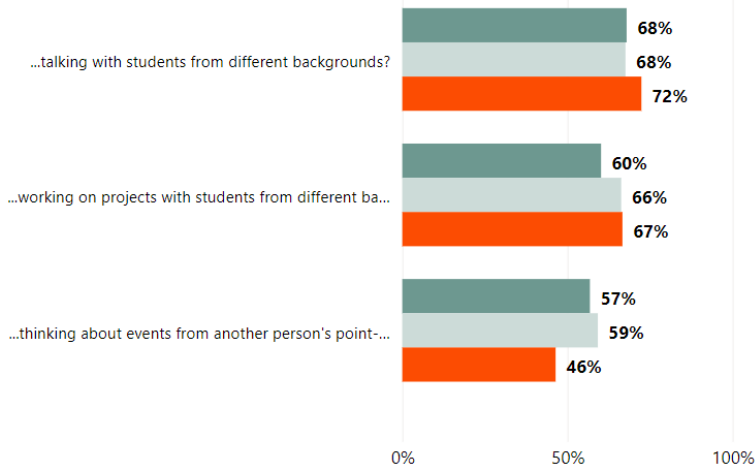
National Benchmark (Student) vs. Edmonds students



*During your time at Edmonds College, how many of your courses included: (% Most + % All)*

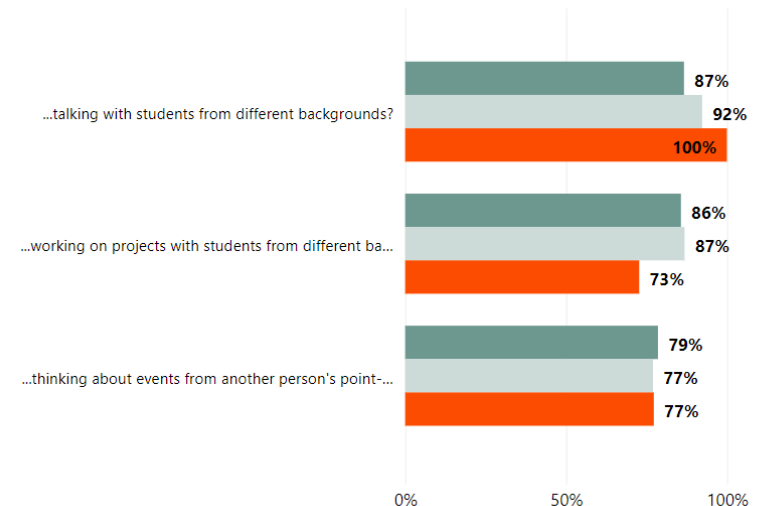
Group ● Yes ● No ● Unknown

## STUDENT RESPONSES



Group ● Yes ● No ● Unknown

## FACULTY RESPONSES



“Yes” represents respondents who identified as a member of an historically marginalized racial or ethnic group.

“No” indicates respondents who identified as white.

“Unknown” indicates respondents who declined to answer racial/ethnic demographic questions.





# ADDITIONAL FACULTY AND STAFF PERSPECTIVES

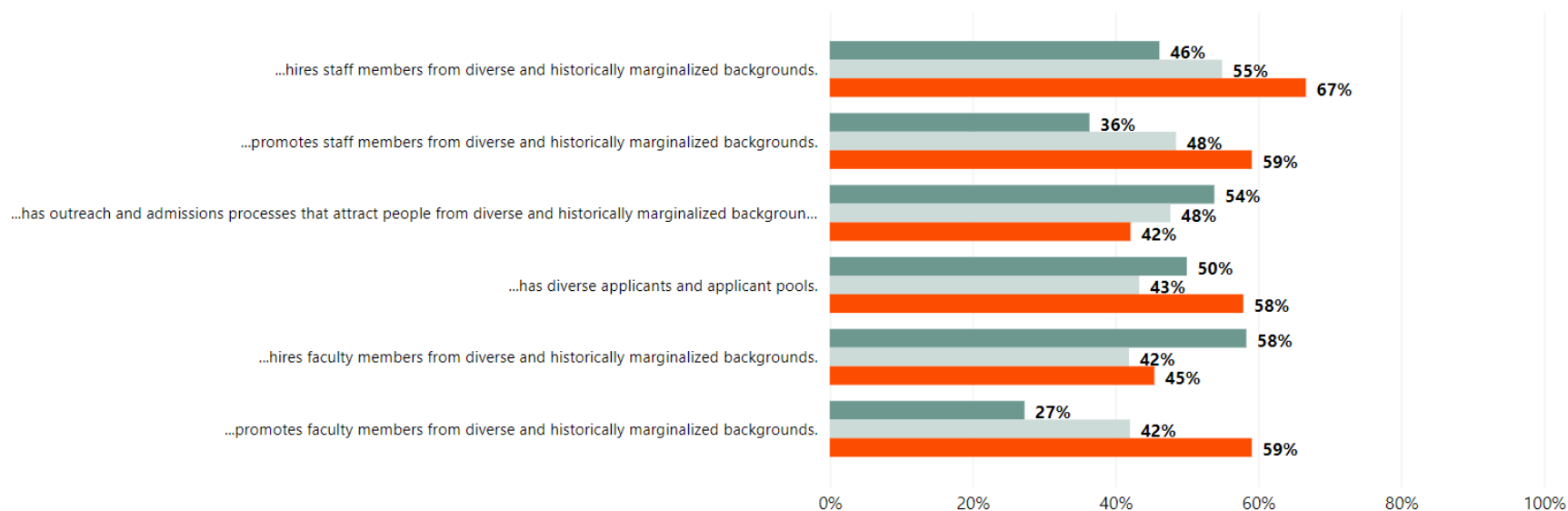
# HIRING AND PROMOTION: FACULTY PERSPECTIVE

**OVERALL, LESS THAN HALF OF FACULTY RESPONDENTS (44%) AGREE THAT EDMONDS HIRES AND PROMOTES FACULTY FROM DIVERSE BACKGROUNDS.**

A significantly larger number of faculty of color believe that Edmonds hires diverse faculty members (58%), and a significantly lower number of faculty of color (27%) believe Edmonds promotes faculty members from historically marginalized backgrounds.

*Please indicate the extent to which you disagree or agree with the following statements about faculty and staff diversity. Edmonds College . . .*  
*(% Somewhat Agree+ % Strongly agree)*

Group ● Yes ● No ● Unknown



“Yes” represents respondents who identified as a member of an historically marginalized racial or ethnic group.

“No” indicates respondents who identified as white.

“Unknown” indicates respondents who declined to answer racial/ethnic demographic questions.





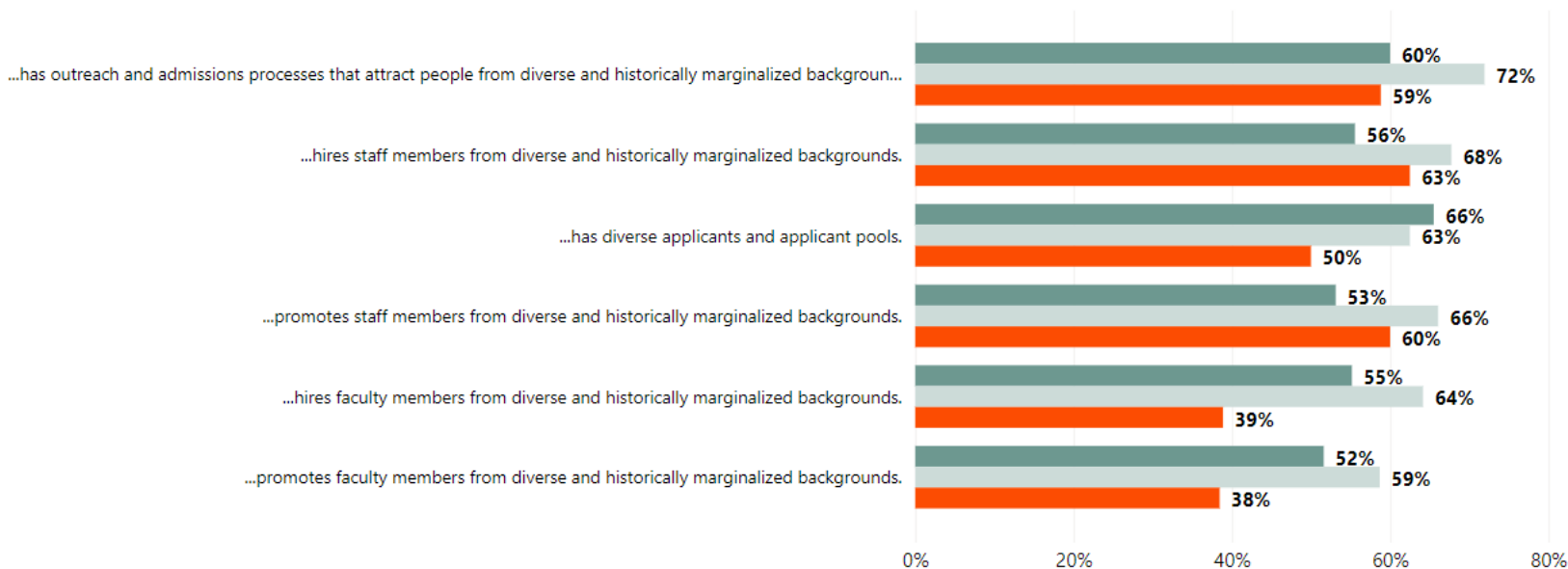
# HIRING AND PROMOTION: STAFF PERSPECTIVE

Compared to faculty, a higher percentage of staff (63%) feel that Edmonds hires staff from diverse backgrounds, and 61% feel Edmonds promotes staff from diverse backgrounds. These figures are lower among staff of color—60% of respondents feel like Edmonds hires diverse staff, and only 56% feel that Edmonds promotes staff members from diverse backgrounds.

Staff have a similar feeling about the hiring and promotion of faculty of color. Overall, 57% of staff agree that Edmonds hires faculty with diverse backgrounds and 53% believe Edmonds promotes faculty from diverse backgrounds.

*Please indicate the extent to which you disagree or agree with the following statements about faculty and staff diversity.  
Edmonds College . . .  
(% Somewhat Agree+ % Strongly agree)*

Group ● Yes ● No ● Unknown



“Yes” represents respondents who identified as a member of an historically marginalized racial or ethnic group.

“No” indicates respondents who identified as white.

“Unknown” indicates respondents who declined to answer racial/ethnic demographic questions.

# CAMPUS CLIMATE: FACULTY AND STAFF

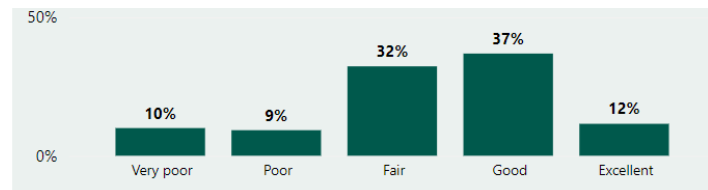
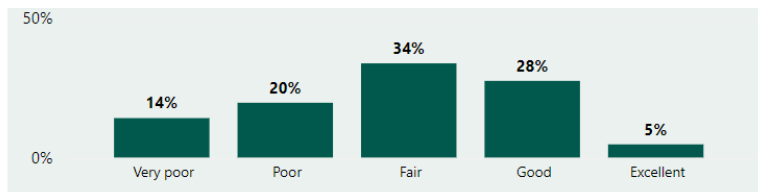
AROUND ONE THIRD OF EDMONDS FACULTY (32%) AND 39% OF STAFF RATE THE CLIMATE AT EDMONDS AS GOOD OR EXCELLENT, WHILE AROUND HALF OF FACULTY (48%) AND STAFF (54%) RATE EDMONDS AS A GOOD OR EXCELLENT PLACE TO WORK.

- A higher percentage of faculty and staff from historically marginalized groups (42%) rate Edmonds climate as good or excellent compared to their white counterparts (35%).
- A slightly higher percentage of white faculty and staff (54%) rate Edmonds as a good or excellent place to work compared to their colleagues from historically marginalized groups (51%).

How do you rate Edmonds College's current climate?

How do you rate Edmonds College as a place to work?

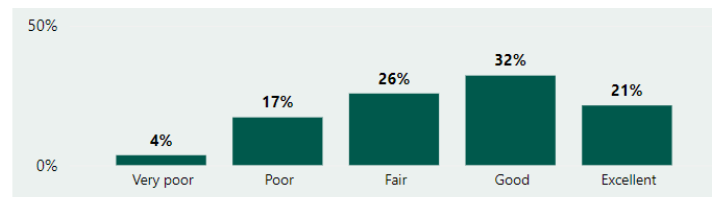
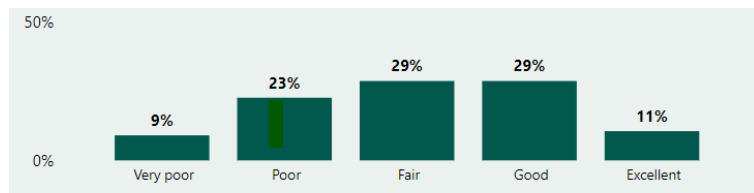
## FACULTY



Top 2  
32%

Top 2  
48%

## STAFF



Top 2  
39%

Top 2  
54%

# SUPPORT AND EQUITY: FACULTY

## OVERALL, FACULTY AGREE THAT THE COLLEGE OFFERS ADEQUATE DEIA PROFESSIONAL DEVELOPMENT AND SUPPORTS ANTIRACIST PEDAGOGIES AND PRACTICES.

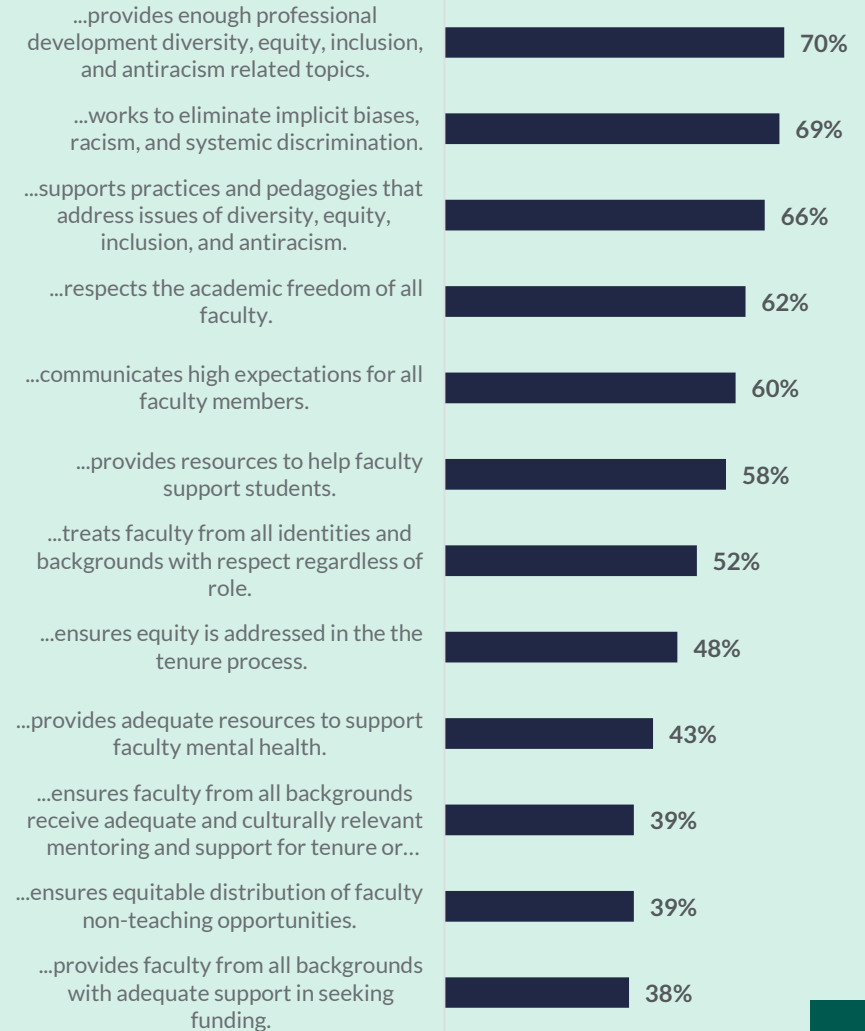
- While faculty generally credit the College's DEIA professional development offerings and efforts to eliminate bias, racism, and systemic discrimination, a substantial minority of up to one-third of the faculty disagrees. Findings do not substantially vary by gender.

## LESS THAN 40% OF FACULTY RESPONDENTS BELIEVE THAT ALL FACULTY RECEIVE ADEQUATE AND CULTURALLY RELEVANT MENTORING AND SUPPORT, ENJOY EQUITABLE ACCESS TO NON-TEACHING OPPORTUNITIES, AND HAVE ADEQUATE ACCESS TO FUNDING.

- Since each of these concerns centers on resources afforded to faculty and there are no statistically significant differences between majority and historically marginalized groups, these concerns may primarily be attributed to financial constraints.

## FACULTY PERCEPTIONS

The graph below shows the share of faculty who "somewhat" or "strongly" agree with the assertion that Edmonds College...



# SUPPORT AND EQUITY: STAFF

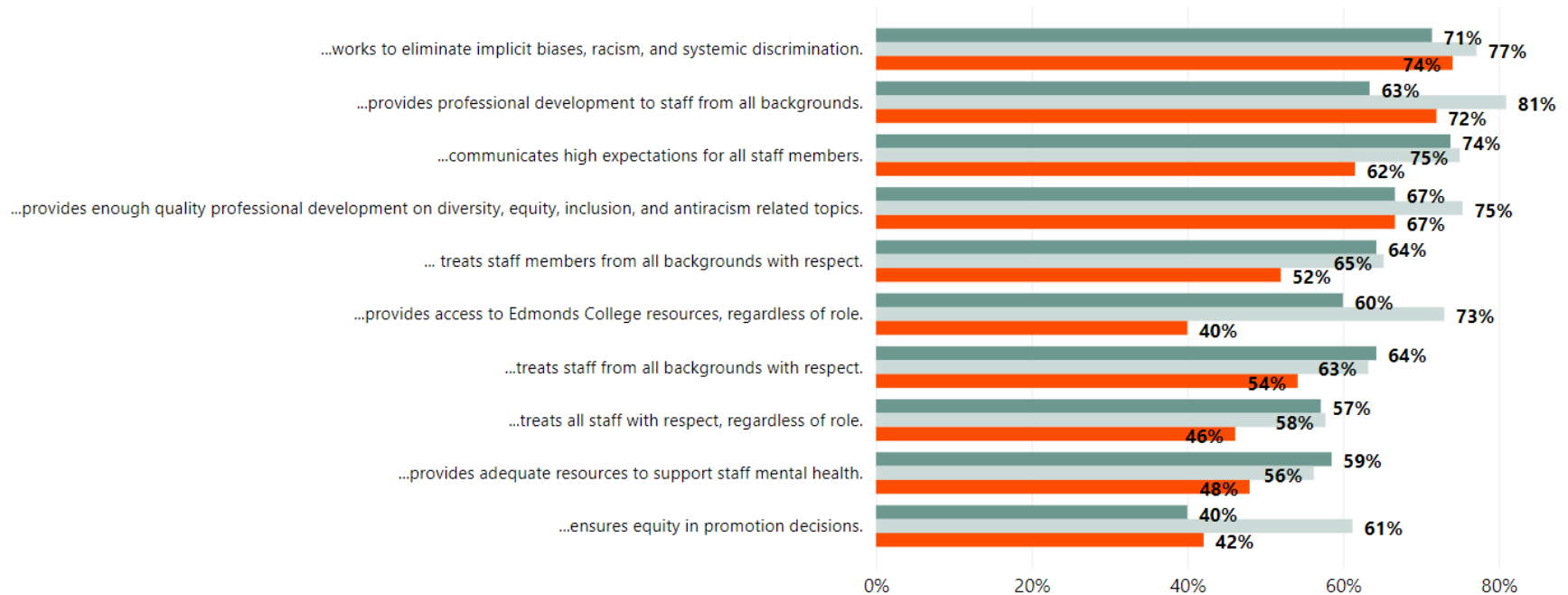
## STAFF FROM HISTORICALLY MARGINALIZED RACIAL/ETHNIC GROUPS REPORT A MARKEDLY DIFFERENT PERCEPTION ON A NUMBER OF CLIMATE-RELATED AREAS.

- Only 40% of staff from historically marginalized racial/ethnic groups believe Edmonds ensures equity in promotion decisions as compared to 61% of their White counterparts.
- Additionally, 73% of White staff believe Edmonds provides access to college resources regardless of role, while 60% of staff from historically marginalized racial/ethnic groups believe equal access is provided.

Please indicate the extent to which you disagree or agree with the following statements  
Edmonds College . . .

(% Somewhat Agree+ % Strongly agree)

Group ● Yes ● No ● Unknown



“Yes” represents respondents who identified as a member of an historically marginalized racial or ethnic group.

“No” indicates respondents who identified as white.

“Unknown” indicates respondents who declined to answer racial/ethnic demographic questions.



# OPEN-ENDED COMMENTS

# KEY FINDINGS



Open-ended responses align with several of the key findings from the DEIA survey analysis, including lack of support from administration/leadership and concerns related to available resources. Across each of the open-ended response questions analyzed, Hanover identified themes related to the lack of support from Edmonds' leadership. Additionally, other common themes related to leadership involve taking more concrete actions to support DEIA on campus and providing more institutional resources to staff/faculty and students.



Hanover's thematic analysis further underlines faculty and staff's beliefs that there is significant room for improvement as it relates to Edmond's current climate and as a place to work. The DEIA survey showed that only 36% of faculty and staff perceive Edmonds as a good or excellent place to work, while less than half favorably rate diversity at Edmonds. Open-ended thematic analysis also uncovered several sentiments related to a lack of appreciation of faculty/staff efforts, feeling unheard by leadership, and a lack of a sense of community.



Respondents provided several thoughts on potential solutions or areas of prioritization for Edmonds to consider in the future. Themes such as Student Empowerment, Prioritization of Hiring/Retention of faculty and staff, and Concrete Actions are some of the themes identified by Hanover. Specifically, respondents believe Edmonds should increase student involvement in DEIA efforts, prioritize retaining staff to avoid burnout, and communicate the concrete impact of DEIA initiatives on campus.



# SUMMARY OF THEMES: EDMONDS CURRENT CLIMATE

Hanover identified additional excerpts of open-ended responses that represent the most commonly identified themes for this survey question.

## Lack of Support from Leadership



““The administration regularly does things that make associate faculty feel unimportant to the college...Giving almost no instructions to associate faculty about how to re-enter the workspace, facilitate office hours, or what the expectations are for associate faculty being on campus or continuing to work remotely.””

## Negative Institutional Climate



““The current climate is very poor. Staff feel unseen, unvalued, and unheard. The mood around the forced return to campus...is creating a more dire situation.””

## Hiring/Promotion Concerns



““Several departments are running for several months short staffed expecting the remaining staff to do their job plus the responsibility of the positions that are not filled.””

# SUMMARY OF THEMES: EDMONDS AS A PLACE OF WORK

Hanover identified additional excerpts of open-ended responses that represent the most commonly identified themes for this survey question.

## Lack of Administration Support

““ The experience of being an employee in my division is a very pleasant one...However, I don't feel supported by the institution or leadership and feel that the goals and priorities of the institution are very different that those of the people working for the institution. ””

## Overworked/Lack of Proper Compensation

““ There are really great people here who really care. Care so much that they go above and beyond with their time and attention to help students succeed. More of those folks are leaving because they are burned out and not paid equitably. Work/life balance doesn't exist at Edmonds if you aren't classified. ””

## Generally Positive Perception

““ I have a great working experience at my department, I love the working culture and the interaction among staff. ””

# OPEN-ENDED COMMENTS – FACULTY AND STAFF

Lack of Support from Leadership and Negative Institutional Climate are the most commonly identified challenges cited by faculty and staff respondents in the open-ended survey questions. These results align with the most widespread faculty concerns expressed on the previous page. However, while other identified themes were not mentioned as often in open-ended responses, they are still of note, specifically Hiring/Promotion Concerns and Fear of Speech Reprisal.

**Q. How do you rate Edmond’s current climate? In the space below, please comment your response.**

Theme	Overall (n=154)	Description	Example Quotes
Lack of Support from Leadership	67	Comments on the disconnect, lack of support, and trust between administration and faculty/staff	“Admin has an attitude of hostility toward faculty viewpoints. Decisions made at admin level do not focus on what would best serve students... Any show of support or listening to us turn out to be false.”
Negative Institutional Climate	43	Responses pertaining to general discontent and dissatisfaction about overall current climate	“The current climate is not conducive to employee connection and ongoing student engagement, but the work gets done and the graduation rates seem ok.”
Hiring/Promotion Concerns	30	Faculty and staff respondents express concerns with being overworked and understaffed	“There is a high degree of turnover at the college. Positions are not being replaced and increased workload falls on fewer people.”
Appreciation of Current Efforts	27	General acknowledgement or appreciation	“The college is making impressive efforts to change the climate. It is appreciated.”
Uncertain about Institutional Commitment	26	Concerns about lack of concrete actions from administration calls to question about performative DEI efforts	“Lots of talk, but little action to improve the climate.”
Lack a Sense of Community	19	Respondents report lack of community and sense of connectedness with the Edmonds community often as a result of pandemic isolation	“Right now, everything is disconnected because of the pandemic. My interactions are narrow, so talking about the overall campus climate is challenging.”
Fear of Speech Reprisal	11	Concerns about potential retaliation as a result of going against DEI narratives	“I feel that speaking one’s mind on certain issues will lead to dismissal.”
Other	10	Miscellaneous comments on various sources of discontent	“Until pay and increases in pay are equitable between staff/faculty/admin - there will be issues.”

# SUMMARY OF THEMES: ADDITIONAL THOUGHTS

When asked to provide any final thoughts on Edmonds College’s DEIA efforts, the largest subset of respondents expressed satisfaction with the campus climate—a trend that is also evident in notably high satisfaction values that exceed national benchmarks. The need to follow through on the College’s commitments with concrete action and expand DEIA efforts to focus on categories other than race are the next-largest subsets of comments.

**Q. Please use the space provided to share any additional thoughts that you may have regarding the institution’s effort to promote student success through Diversity, Equity, and Inclusion and antiracism efforts.**

Theme	Overall (n=282)	Description	Example Quotes
Overall Satisfaction/ Optimistic Experience	56	General positive statements about their experiences at Edmonds	“EC is making great strides in improving the campus culture of inclusion for everyone of diverse backgrounds. It is much better than it was 15 years ago, but there is still room for improvement.”
Need for Concrete Actions	38	Responses pertaining to a need for administration to implement visibly impactful policy changes	“I would say Edmonds is clearly making an effort. I hope that instead of dusting off our hands and saying “okay, we did it,” we can add to this to support multiple marginalized identities at Edmonds.”
Expand DEI Efforts in Addition to Race	22	A desire for Edmonds to also expand supports to identities in addition to race (e.g., class, disability status, gender identity)	“I somewhat disagreed on the mental health and disabilities support section because my stepmom and I were told that the college wouldn't make any accommodations for my autism and ADHD.”
Need for Additional Resources	22	General call for more time, funding, and human resources	“We have limited resources, and I think that gets in the way of DEI. People are busy trying to deal with immediate job issues, and improving DEI is a longer term thing. So it keeps getting pushed back in preference of dealing with immediate issues.”
Student Empowerment	21	Meet student needs and include students in decision-making	“...For change to take place, they need to involve students in the process - not just by asking us what the problems are, but by encouraging us to be part of the solution, and then actually implementing the solutions...”
Distrust of Leadership	14	Overall disconnect between administration and other stakeholder groups	“...The college does not have a clue as to what is going on around them.”
Do Not Feel Valued	14	Comments about faculty/staff not being valued and compensated adequately	“...Staff is not allowed to question or confront faculty. This legitimately leads to staff feeling unappreciated and disrespected.”
Prioritize Hiring/ Retention	13	Responses related to hiring and retaining faculty and staff	“We have had the most turnover...I do not understand why the BOT is not recognizing the low morale on campus and the high turnover and doing something positive about it.”