



Opening Week 2023



Lifting Up the Voices of GRC: Unveiling Insights from the 2022 HEDS Diversity and Equity Survey

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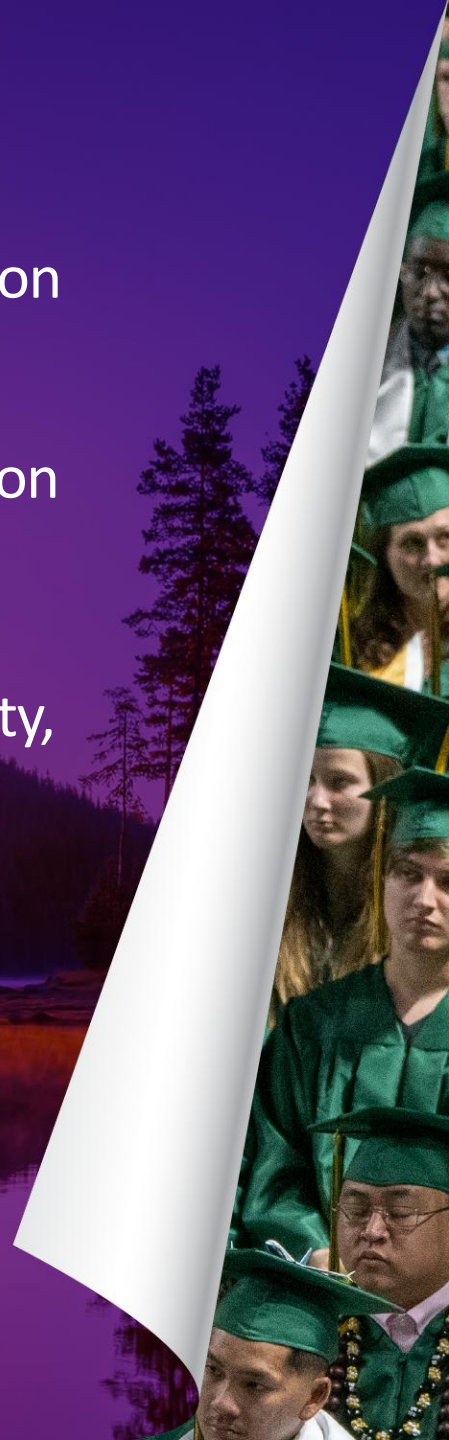


OUR EQUITY STATEMENT

The Green River College Promise: We commit to be an anti-racist institution where all students, faculty, and staff receive the access, resources, and services needed to achieve their educational, career, and personal goals. Green River College makes social and economic justice, equity, and inclusion our highest priorities.

The Green River College definition of equity encompasses all identities, including but not limited to race, ethnicity, economic status, gender identity, sexual identity, disability, religion/spirituality, immigration status, age, and culture. We understand individual needs vary widely, and the effects of discrimination and historical oppression must be taken into account while aiming for equitable opportunities and outcomes for all.

Let this be a call to action to all members of the Green River College Community: everyone must contribute to this on-going effort to achieve equity for all.



Why the HEDS Survey?

Specialized survey focus areas

Impartial and confidential survey instrument

Customizable and accessible

Encompasses students, staff, and faculty

Opportunities to benchmark with peer institutions, two-year institutions, and all participating institutions

Cost-effective

Coordinated support from HEDS Diversity and Equity Staff



Survey Administration Process

- Administered on October 3, 2022 and closed October 24, 2022
- Sent to all students, staff, and faculty over the age of 18
- Survey reminders
 - Initial survey invitation, survey reminder midway through the administration period, and closing survey reminder
 - Sent reminder emails through the GRC-Surveys listserv to all participating staff, students, and employees about the survey
 - Sent Q&A emails twice when we encountered problems with the survey administration process

Survey Administration Considerations

- Issues with ctcLink queries resulting in lack of initial engagement from faculty and staff
- Shorter administration period due to near overlapping survey schedules
- Survey was conducted fall quarter
- Students, faculty, and staff may have believed the survey invitation might have been a spam email
- Survey invitation went to junk email
- Student survey fatigue

Survey sample & response rates



The HEDS Diversity and Equity Campus Climate Assessment was sent to 5,256 students, 260 faculty members, and 447 staff and administrators.



We received 502 total responses, 182 from students, 137 from faculty members, and 183 from staff and administrators.



Overall response rate was approximately 4.5%.

Comparison data: response rates

Role	Response Rate	Two-Year Institutions	All Participating Institutions
Students	4%	6%	13%
Staff/Administration	41%	51%	41%
Faculty	53%	27%	36%

Overview of survey categories

Demographics

Campus Climate

Institutional Support for Diversity and Equity

Disparaging Remarks

Discrimination and Harassment

Impact of Activities Increasing Support



THEMES

- 1) We serve a diverse community at Green River College
- 2) Groups within our community have varying perceptions and experiences with the campus environment.
- 3) Groups within our community report a range of perception and experiences with institutional support.
- 4) Marginalized groups within our community report more disparaging and insensitive remarks.
- 5) Groups within our community report a range of experiences with discrimination or harassment while on campus
- 6) There is a variation on which activities influence support of diversity and equity by role on campus.



Theme #1: Demographics

TAKE-AWAYS

- Our student body is more likely to represent diverse identities on campus.
 - Students are more likely to represent a wider spectrum of genders, sexualities, races, political identities, and ages as compared to staff and faculty.
- Students are more likely to primarily or entirely attend classes remotely as compared to staff and faculty who are less likely to primarily or entirely work remotely.



RESPONDENTS BY GENDER IDENTITY

Students

- 49% Cisgender Women
- 41% Cisgender Men
- 9% Non-binary and/or Transgender

Staff

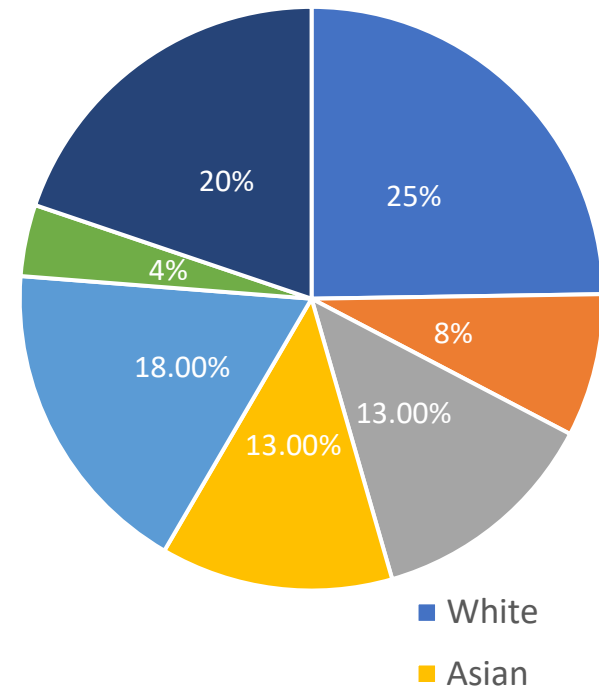
- 65% Cisgender Women
- 32% Cisgender Men
- 3% Non-binary and/or Transgender

Faculty

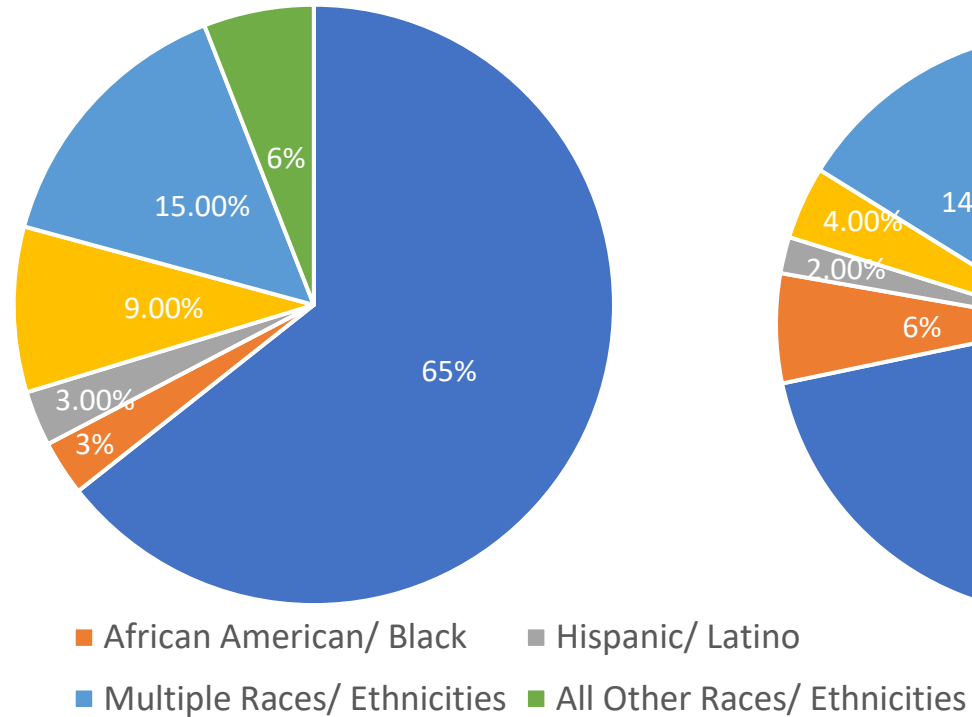
- 63% Cisgender Women
- 36% Cisgender Men
- 1% Non-binary and/or Transgender

RESPONDENTS BY RACE AND/OR ETHNICITY

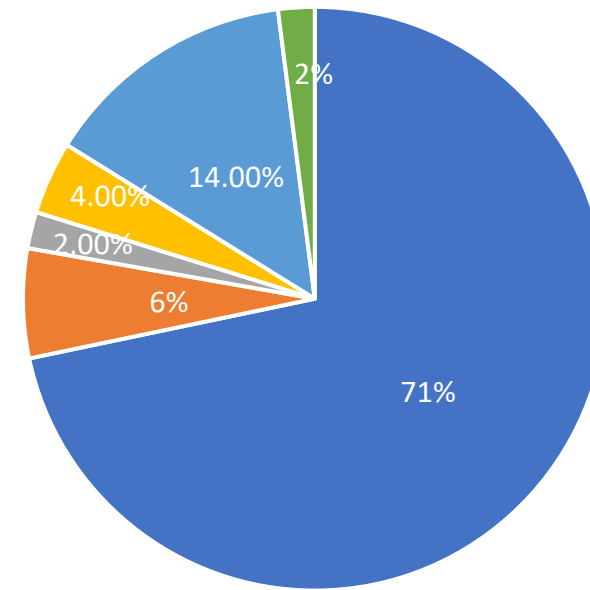
Students



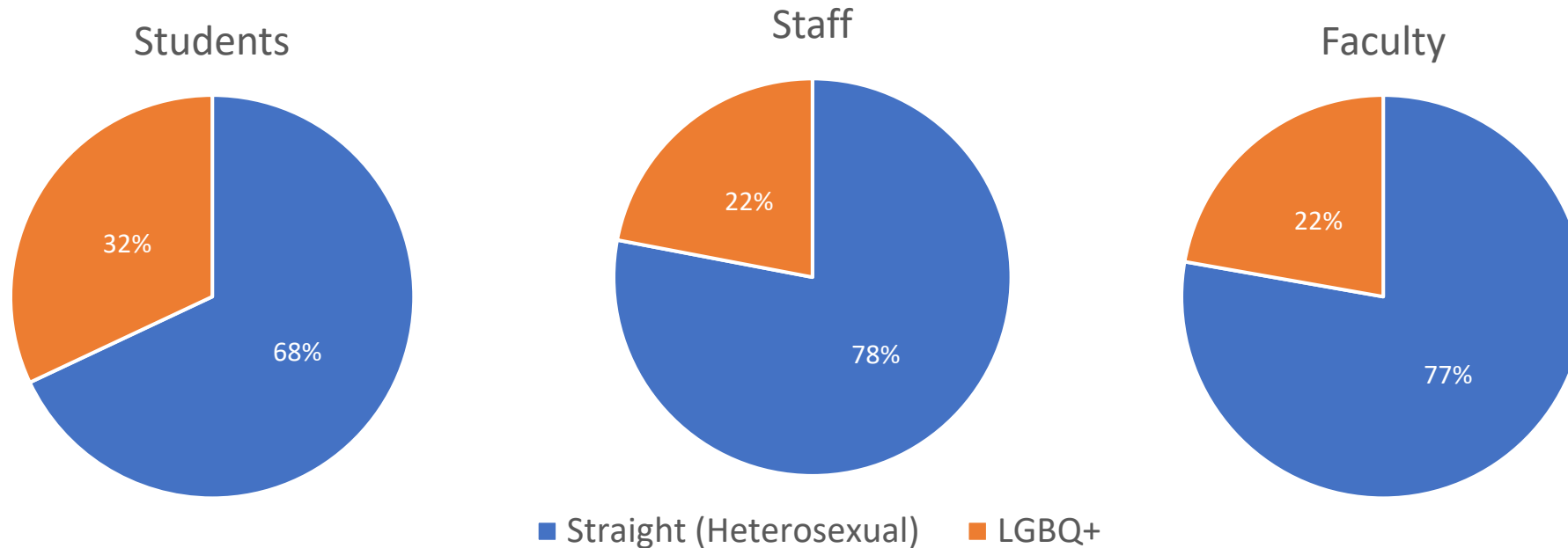
Staff



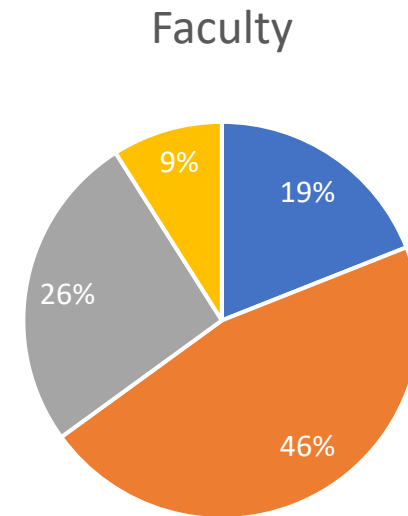
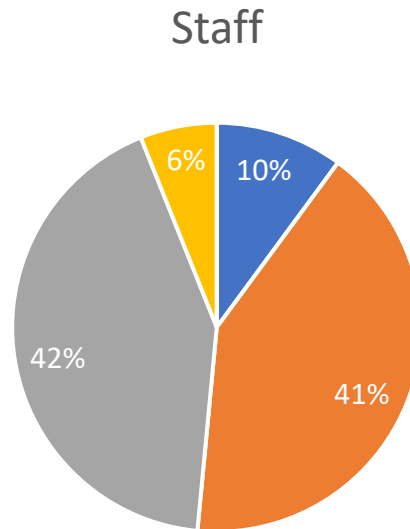
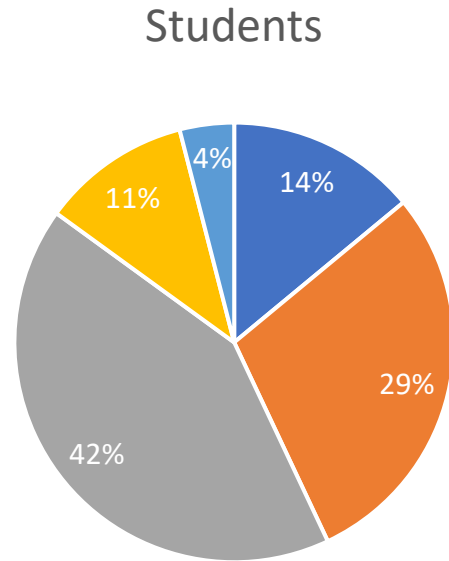
Faculty



RESPONDENTS BY SEXUAL ORIENTATION



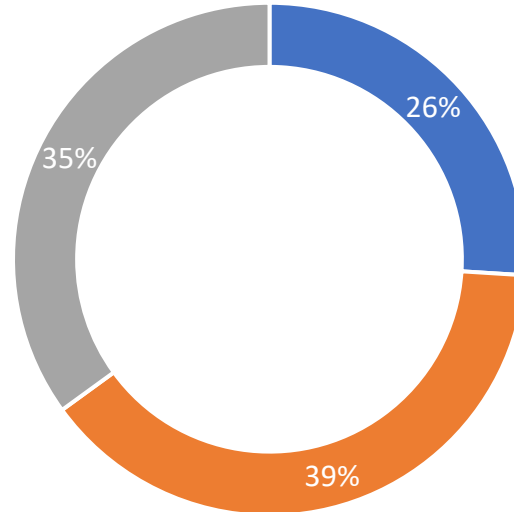
RESPONDENTS BY POLITICAL AFFILIATION



■ Far Left ■ Liberal ■ Middle-of-the-road ■ Conservative ■ Far Right

STUDENTS: HOW DO YOU ATTEND CLASSES AT GRC?

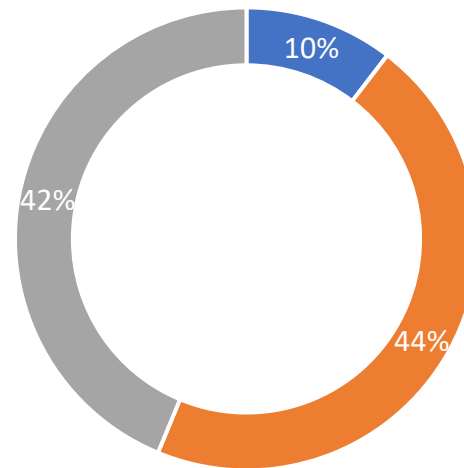
Students



■ Primarily or Entirely Online ■ Split between On-Campus and Online ■ Primarily or Entirely On-Campus

STAFF AND FACULTY: HOW DO YOU WORK AT GRC?

Staff and Faculty



- Primarily or Entirely Remotely
- Primarily or Entirely On-Campus

- Split Between On-Campus and Remotely

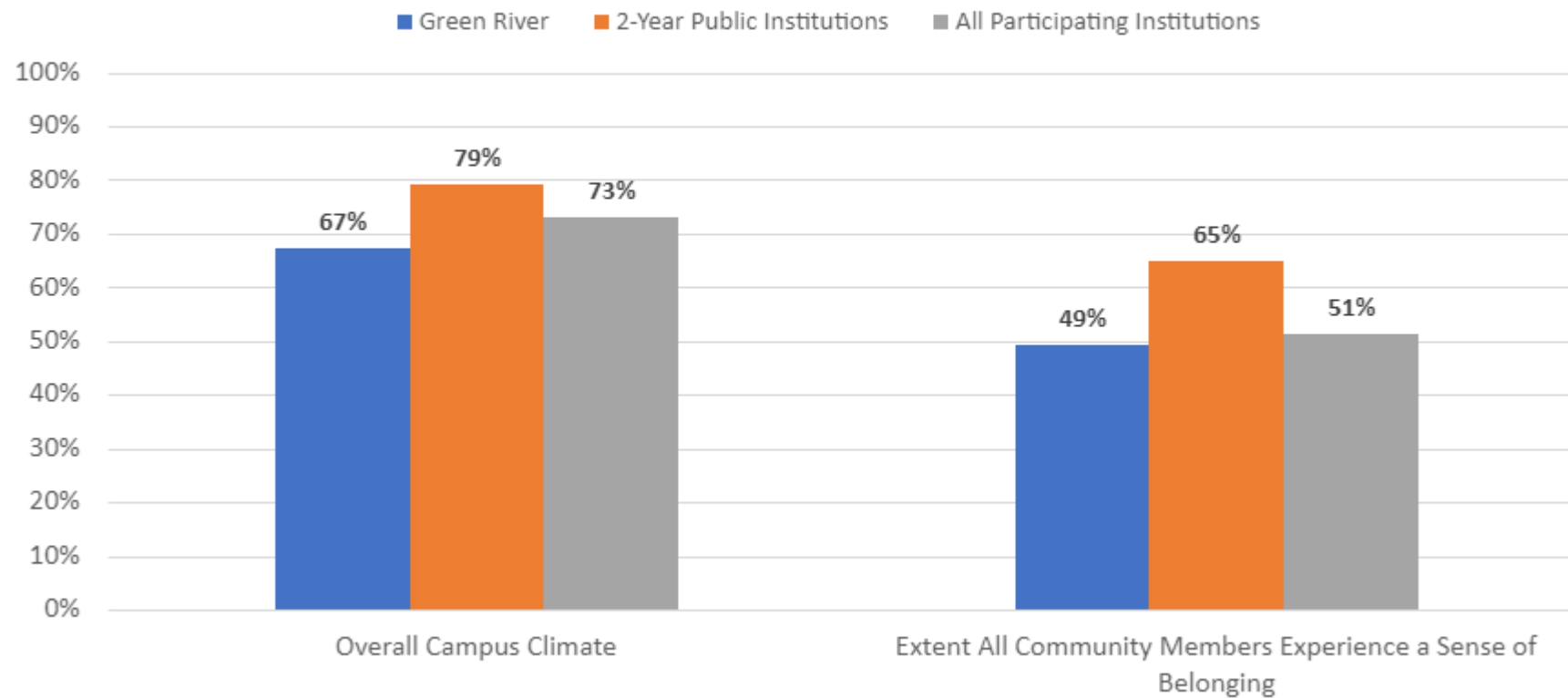
Theme #2: Campus Climate

TAKE-AWAYS

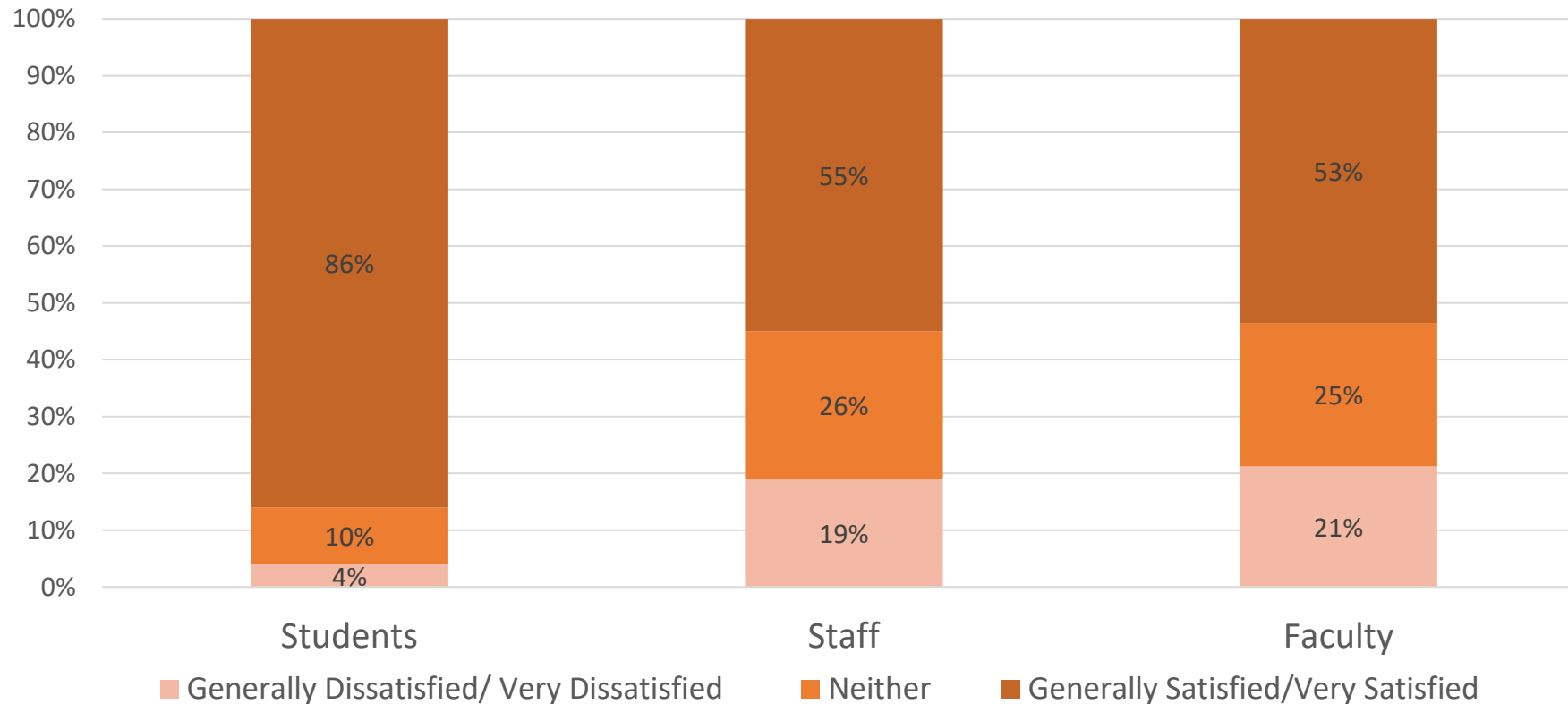
- Students indicate the highest level of satisfaction in regards to campus climate among roles on campus.
- Staff and faculty indicate similar levels of satisfaction in regards to campus climate among roles on campus.
- Staff and faculty report experiencing their own sense of community, but express concern that others do not have a positive sense of community.
- Marginalized members of our community generally report lower satisfaction with our campus climate.



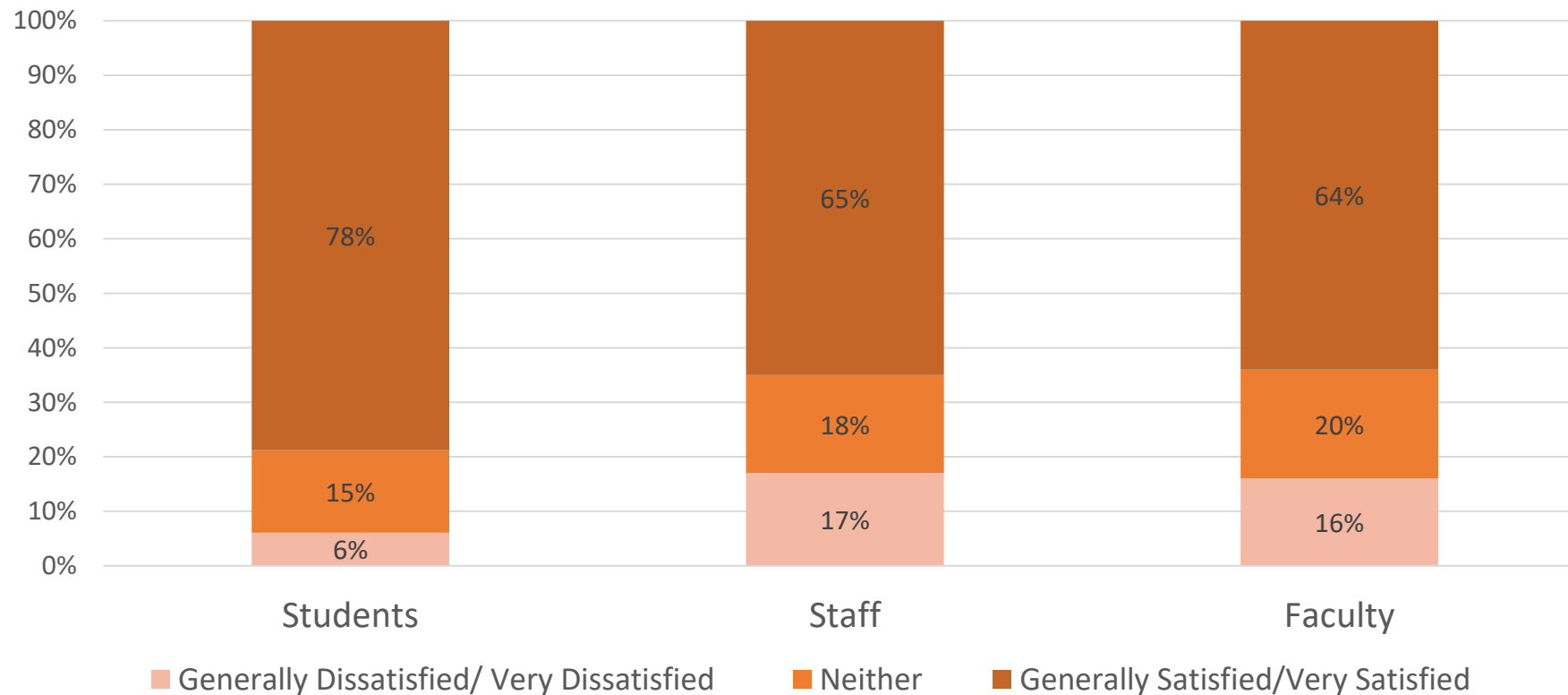
Figure 1. Percent of Respondents who are Generally or Very Satisfied with Characteristics of the Campus Climate



Please indicate your level of satisfaction with the following at Green River: Overall Campus Climate



Please indicate your level of satisfaction with the following at Green River: The extent to which you experience a sense of belonging or community at Green River



Please indicate your level of satisfaction with the following at Green River: The extent to which you feel all community members experience a sense of belonging or community at Green River

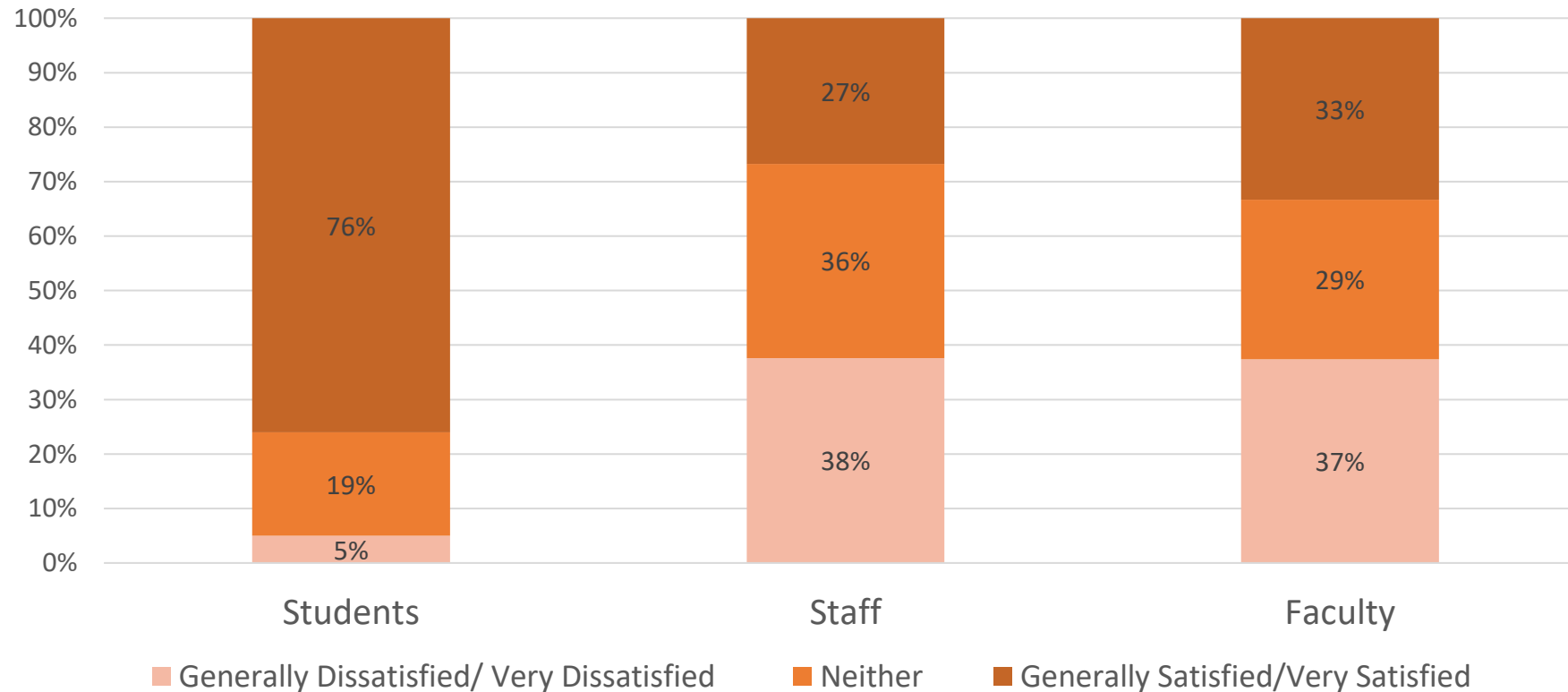
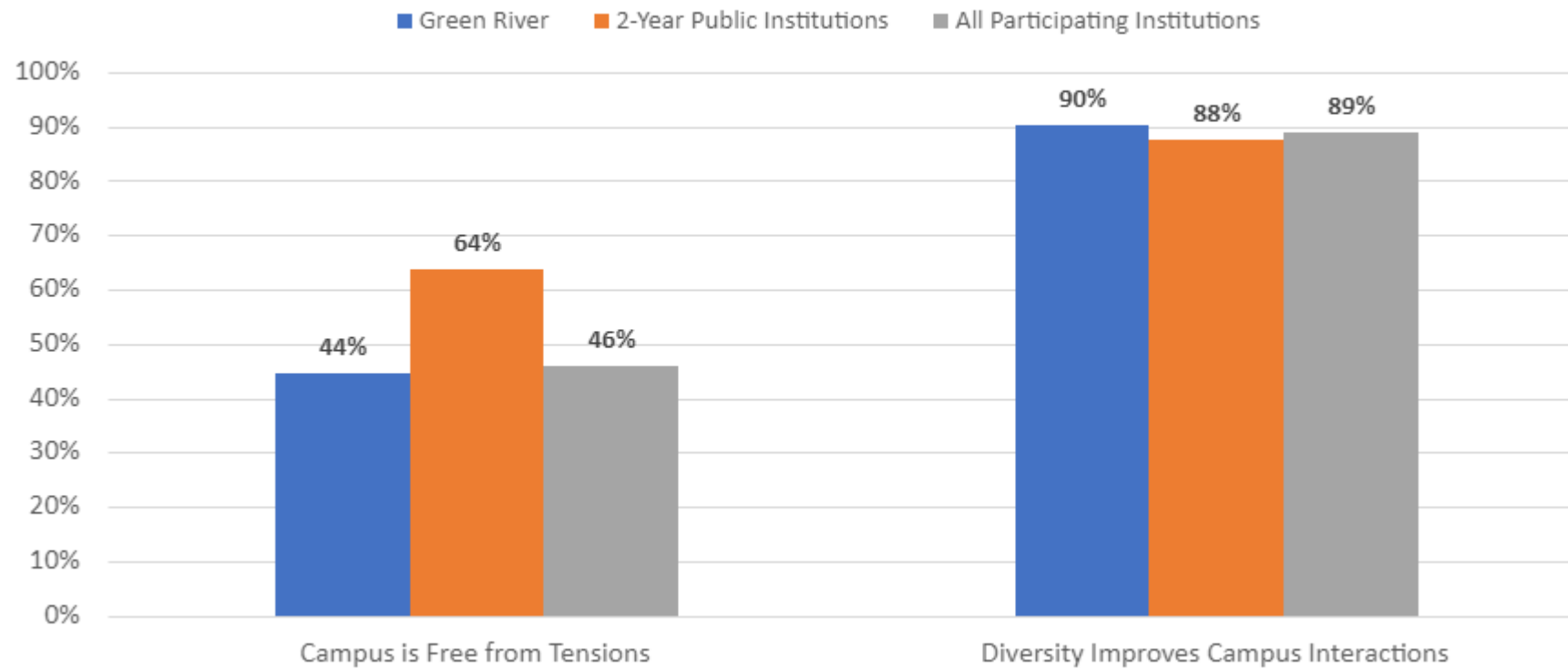
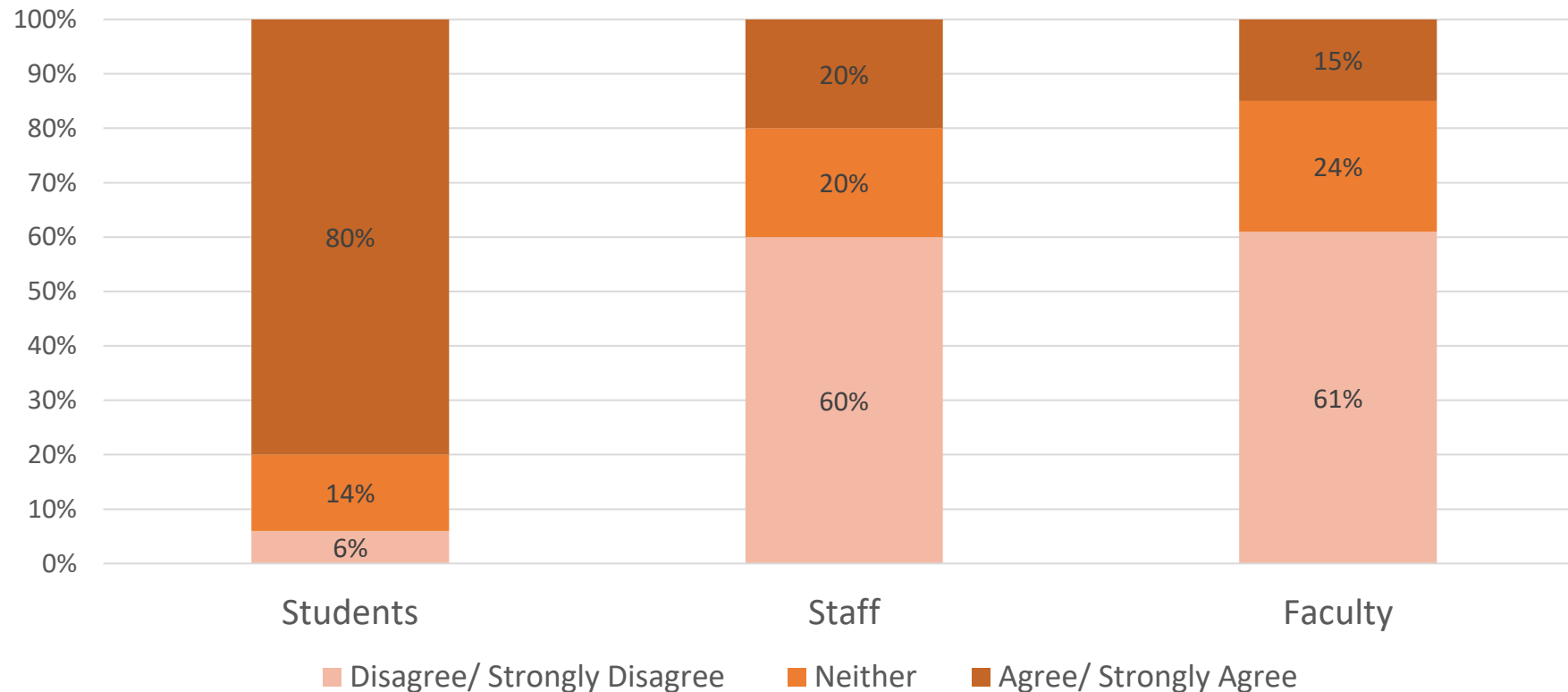


Figure 2. Percent of Respondents who Agree or Strongly Agree with Statements about Diversity on Campus



Please indicate your level of agreement with the following
at Green River: The campus environment is free from
tensions related to individual and group differences



To what extent do you agree that diversity on campus improves experiences and interactions within the classroom, the workplace, and the overall community?

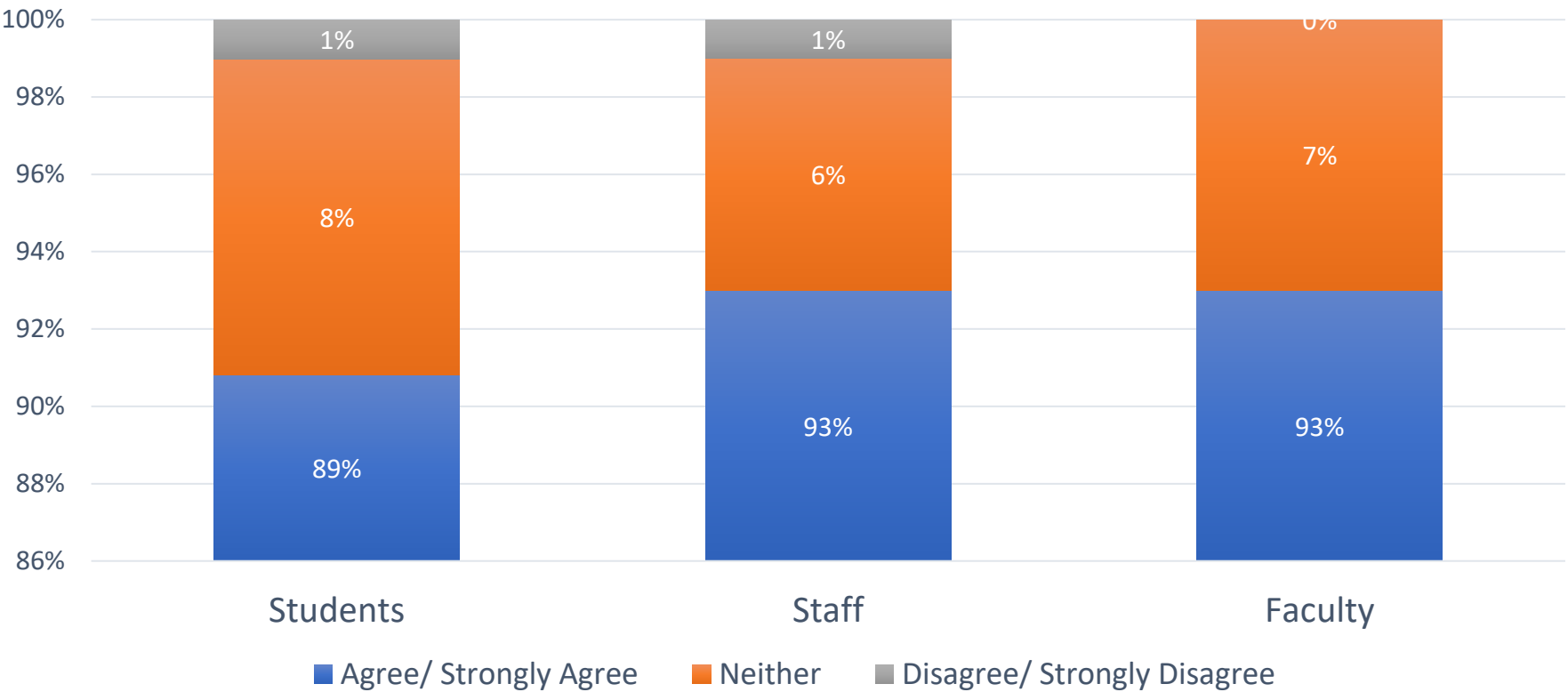
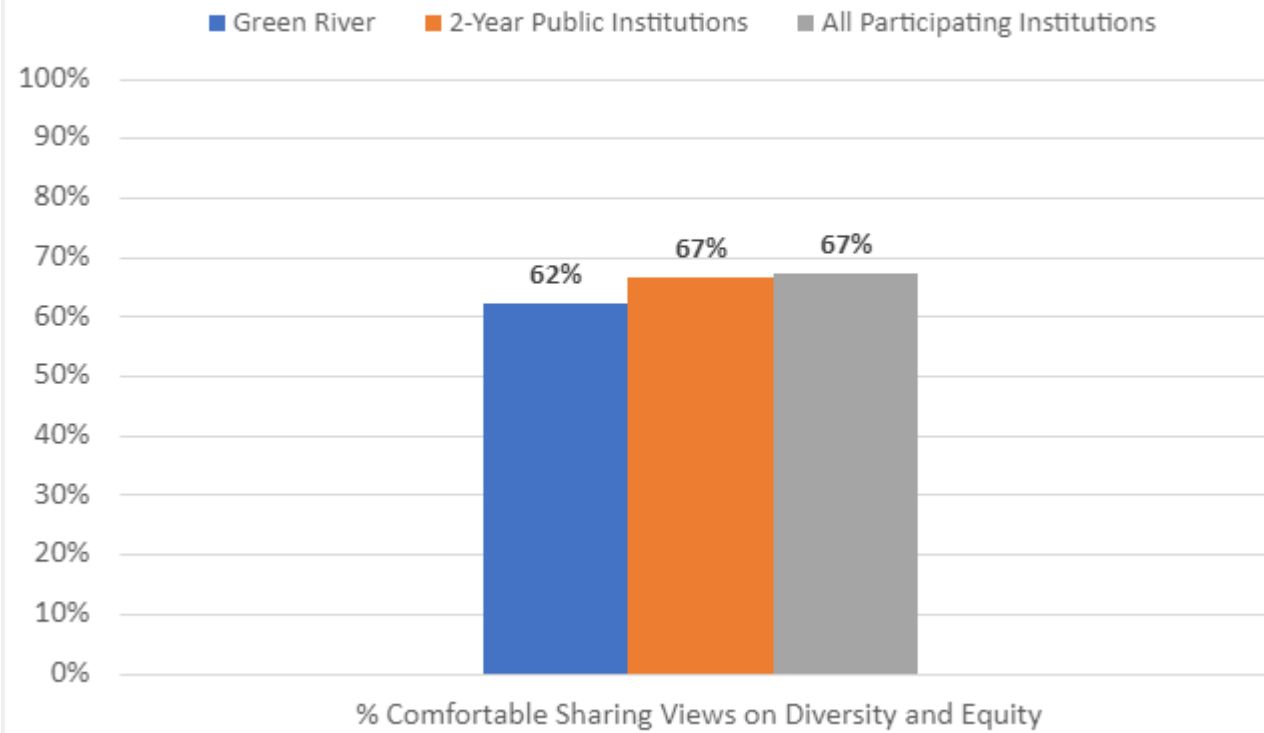
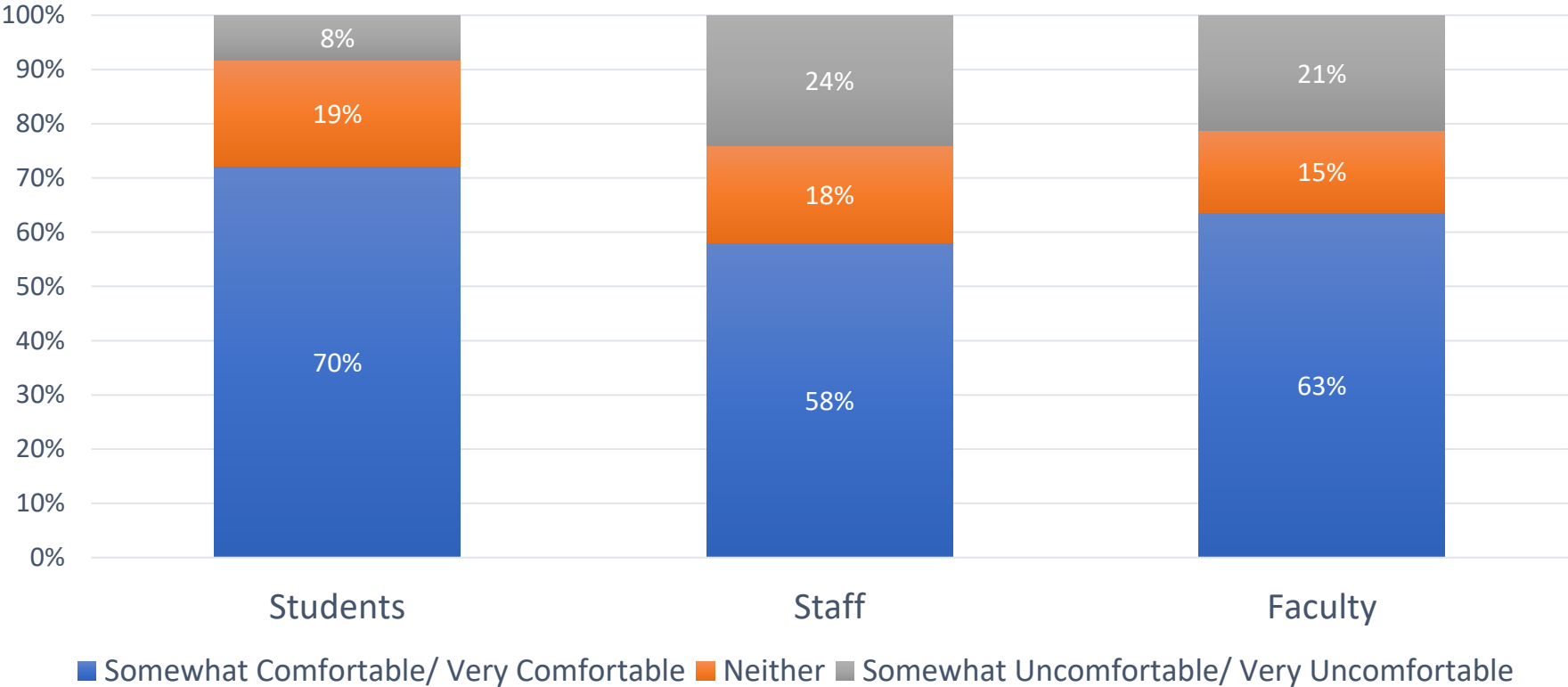


Figure 3. Percent of Respondents who are Somewhat or Very Comfortable with Sharing Views on Diversity and Equity



Overall, how comfortable would you be sharing your views on diversity and equity?



GROUPS PERCEPTION OF CAMPUS CLIMATE

More Negative Perceptions

- African American/ Black respondents
- Asian respondents
- Non-binary and/or transgender respondents
- Cisgender women
- LGBTQ+ respondents
- Liberal respondents
- Respondents with disabilities
- Respondents that identify as having another religious affiliation (Hindu, Muslim, Sikh, etc.)

More Positive Perceptions

- International respondents
- Respondents of multiple races and/or ethnicities
- Cisgender men
- Heterosexual respondents
- Respondents that identify as Middle-of-the-Road
- Respondents with no disability
- Christian respondents
- Respondents that have served in the U.S military

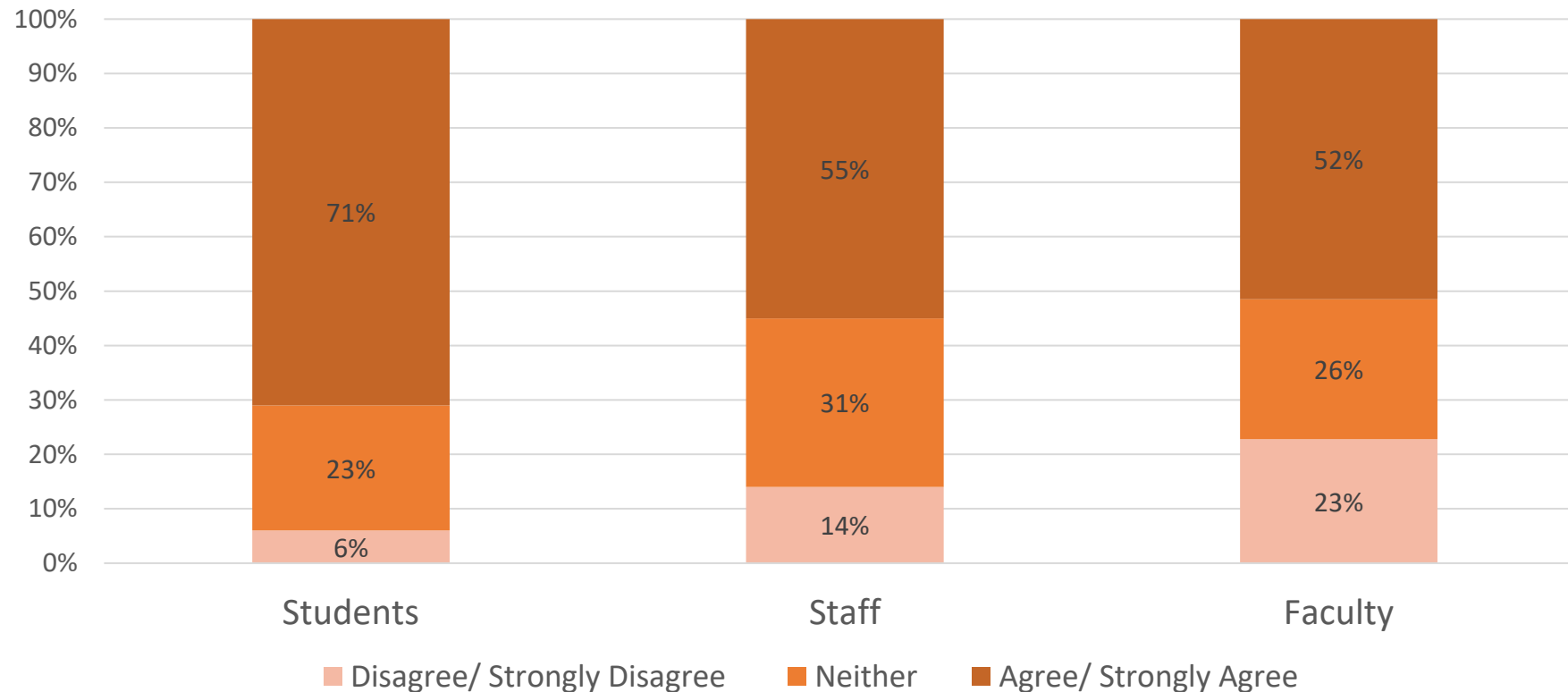
Theme #3: Institutional Support for Diversity & Equity

TAKE-AWAYS

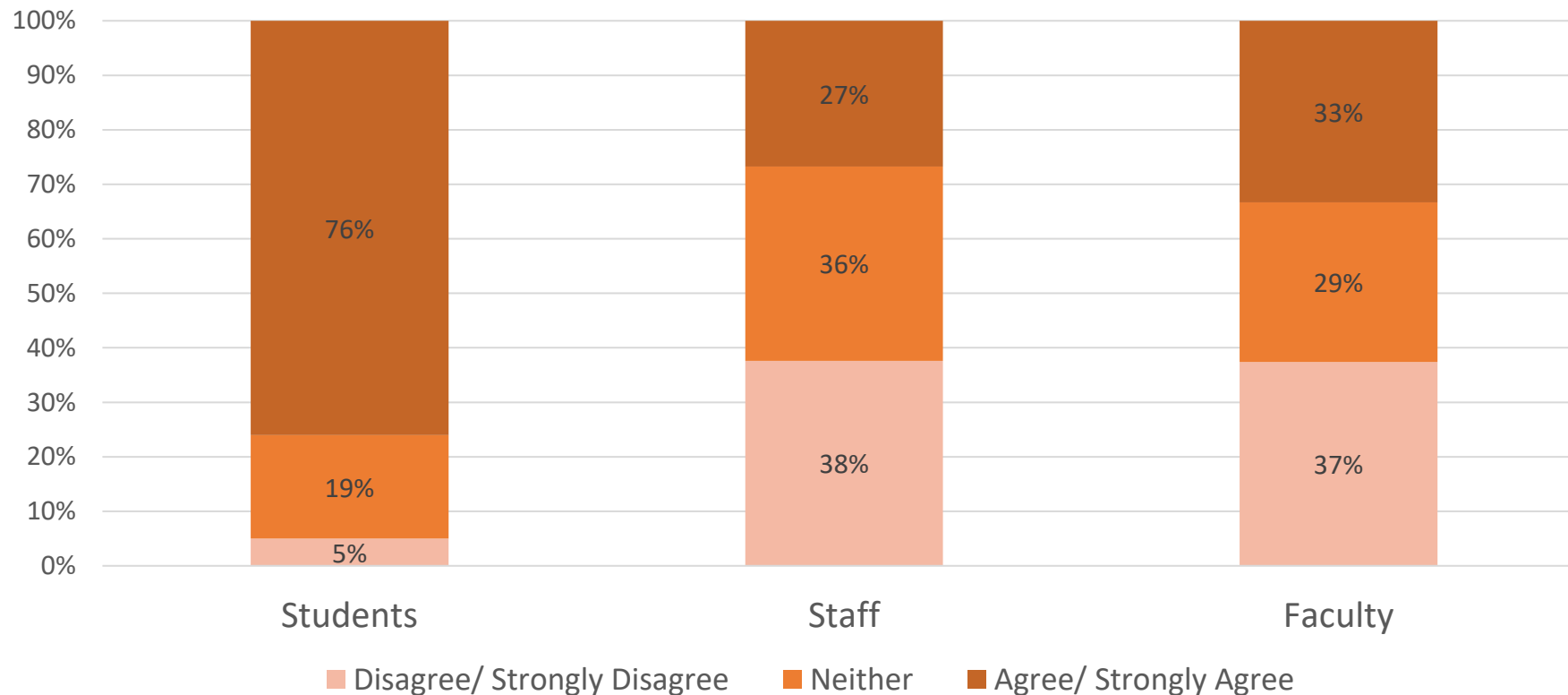
- Students indicate the highest levels of satisfaction in regards to institutional support among roles on campus.
- Staff and faculty indicate there is a stronger institutional prioritization of recruitment of marginalized groups as compared to retention.
- Marginalized members of our community generally report lower satisfaction with institutional support.



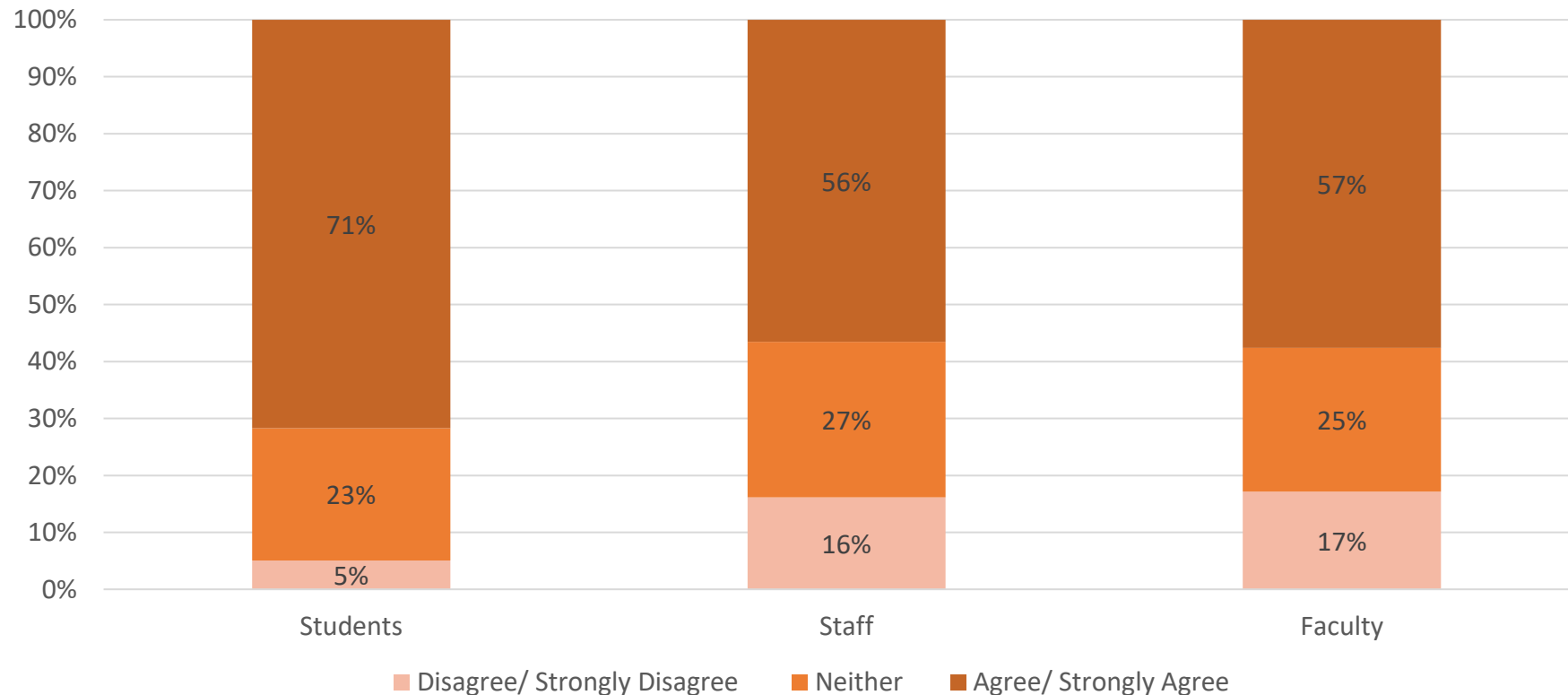
Please indicate your level of agreement with the following at Green River: Recruitment of historically marginalized students, faculty, and staff is an institutional priority



Please indicate your level of agreement with the following
at Green River: Retention of historically marginalized
students, faculty, and staff is an institutional priority



Please indicate your level of agreement with the following
at Green River: Senior leadership demonstrates a
commitment to diversity and equity on this campus



GROUPS INDICATING THEIR AGREEMENT LEVEL WITH SENIOR LEADERSHIP DEMONSTRATES A COMMITMENT TO DIVERSITY AND EQUITY

Higher Agreement Level

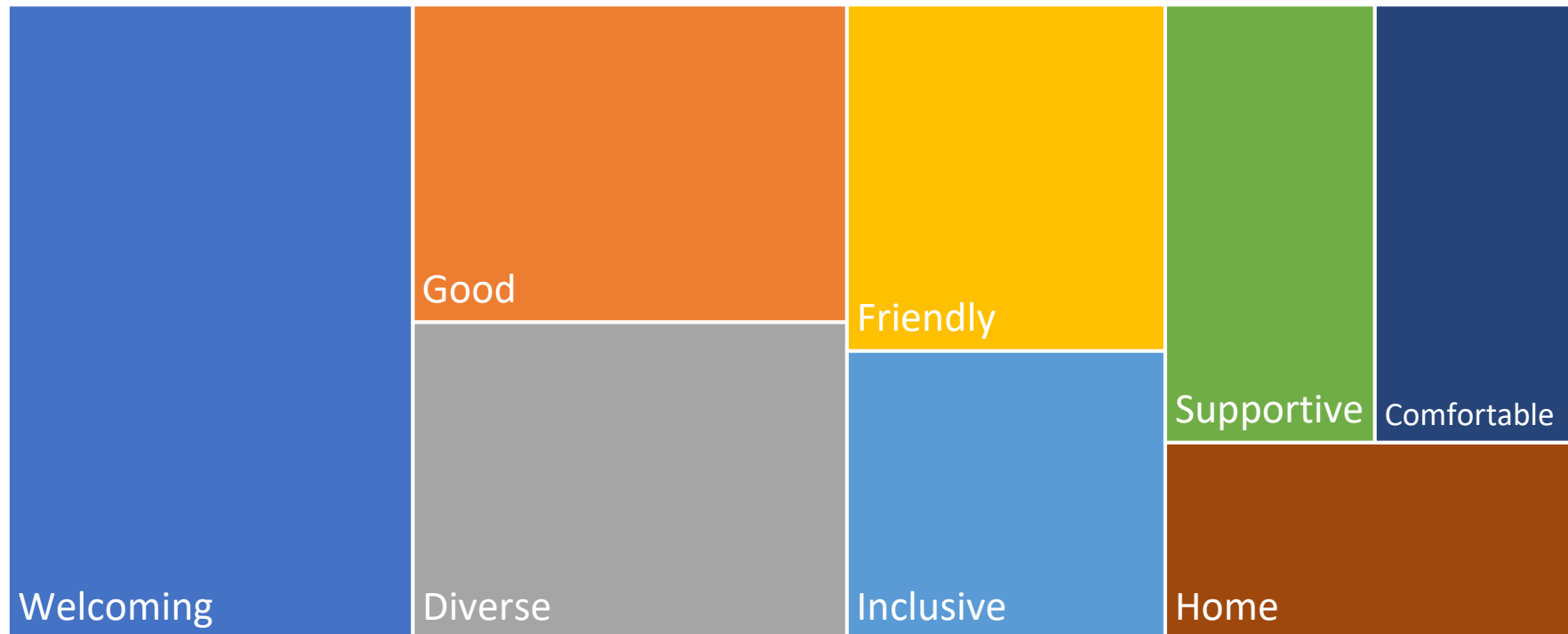
- International respondents
- Respondents of all races and/or ethnicities
- Straight (Heterosexual) respondents
- Respondents with no disability
- Cisgender men
- Middle-of-the road respondents
- Christian respondents

Lower Agreement Level

- Black respondents
- Asian respondents
- LGBTQ+ respondents
- Respondents with disabilities
- Cisgender women
- Non-binary and/or transgender respondents
- Liberal respondents
- Spiritual, but not religious respondents
- Respondents that identify as having another religious affiliation (Hindu, Muslim, Sikh, etc.)

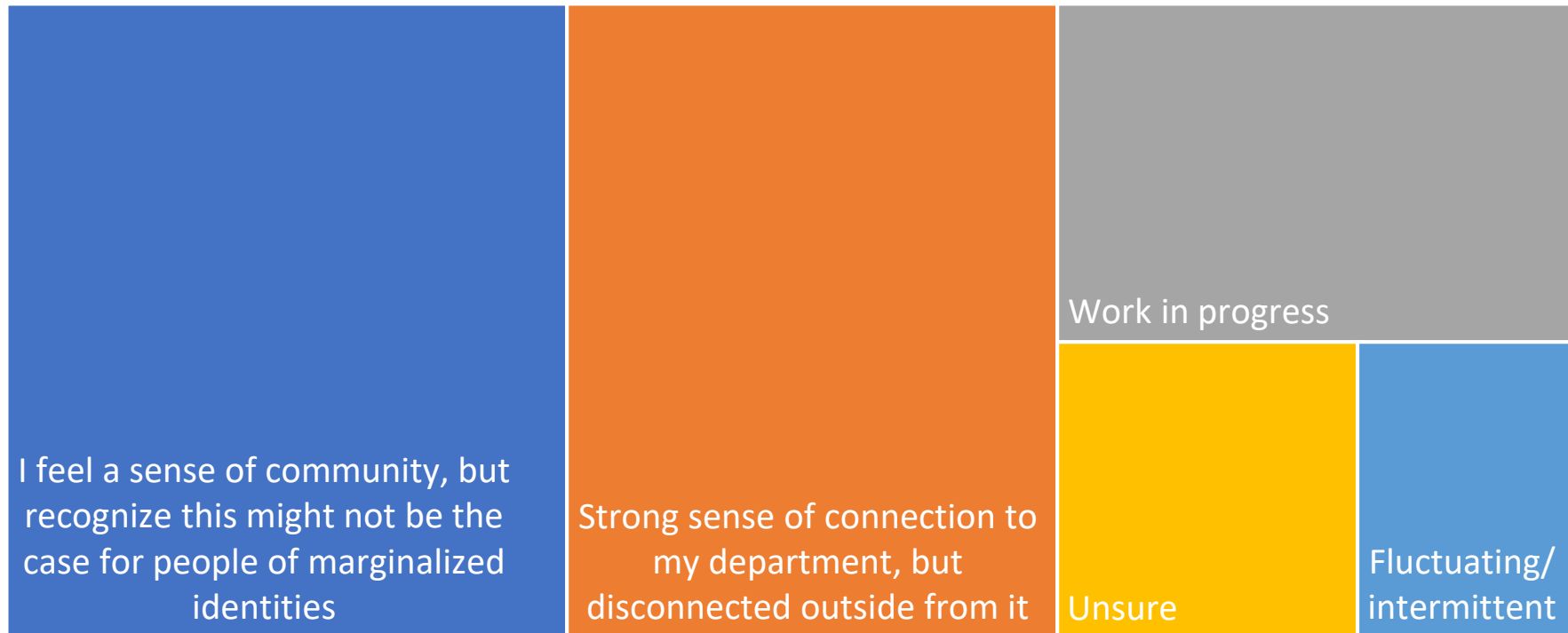
What one word or sentence would you use to describe the sense of community you feel at Green River?

Prominent Positive Feedback



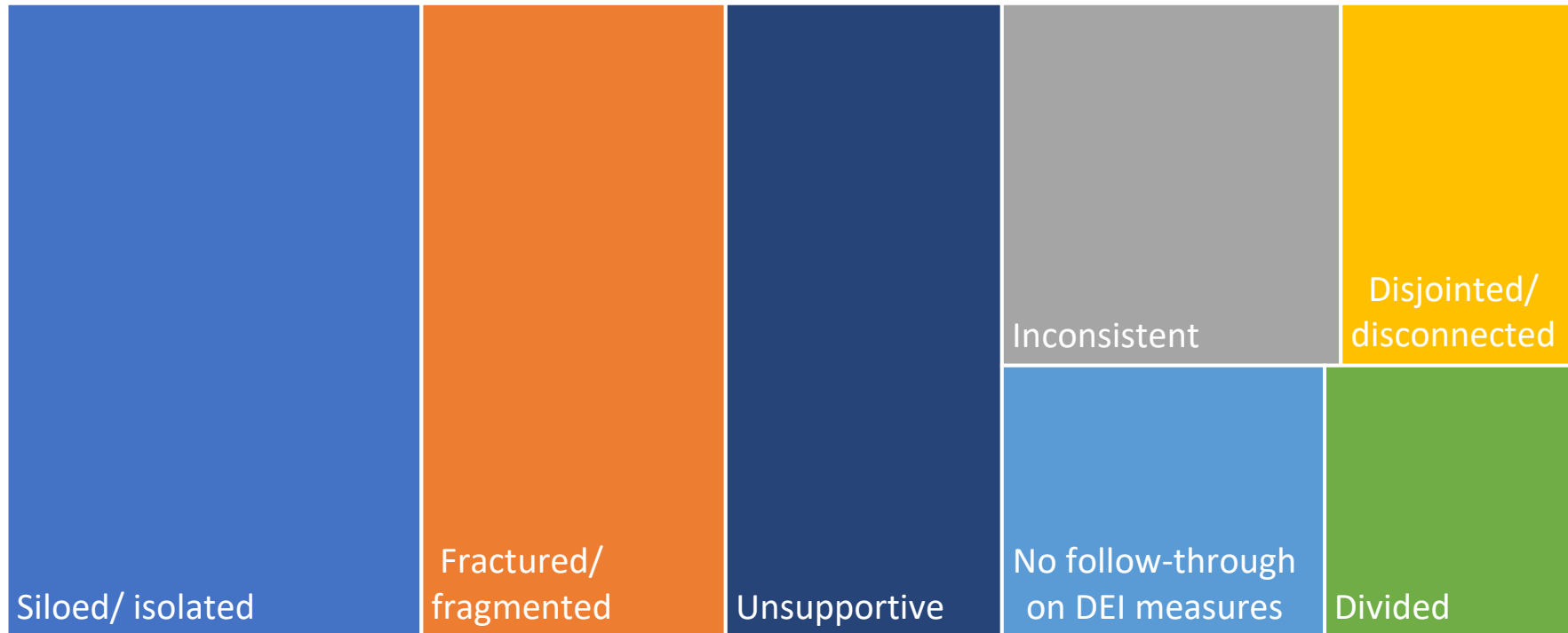
What one word or sentence would you use to describe the sense of community you feel at Green River?

Prominent Neutral Feedback



What one word or sentence would you use to describe the sense of community you feel at Green River?

Prominent Negative Feedback



What one change would you make in order to enhance the sense of community you feel at Green River?

Increase	activities and events on campus, both informally and relating to DEI work
Provide	opportunities to interact and work outside of my division
Support	marginalized folx on campus through recruitment, retention, and general support
Address	the hierarchical structures within departments at Green River
Implement	actionable DEI measures that are put into place expeditiously



Theme #4: Disparaging Remarks

TAKE-AWAYS

- Green River reports more insensitive and disparaging remarks towards marginalized groups on campus than two-year institutions, yet less insensitive and disparaging remarks towards marginalized groups on campus than all-participating institutions.
- Marginalized members of our community generally hear more insensitive or disparaging remarks.
- The source of insensitive and/or disparaging remarks are most often reported to be within peer groups with the exception of faculty.



Figure 1. Percent of Respondents that Sometimes, Often, or Very Often Heard Insensitive or Disparaging Remarks About:

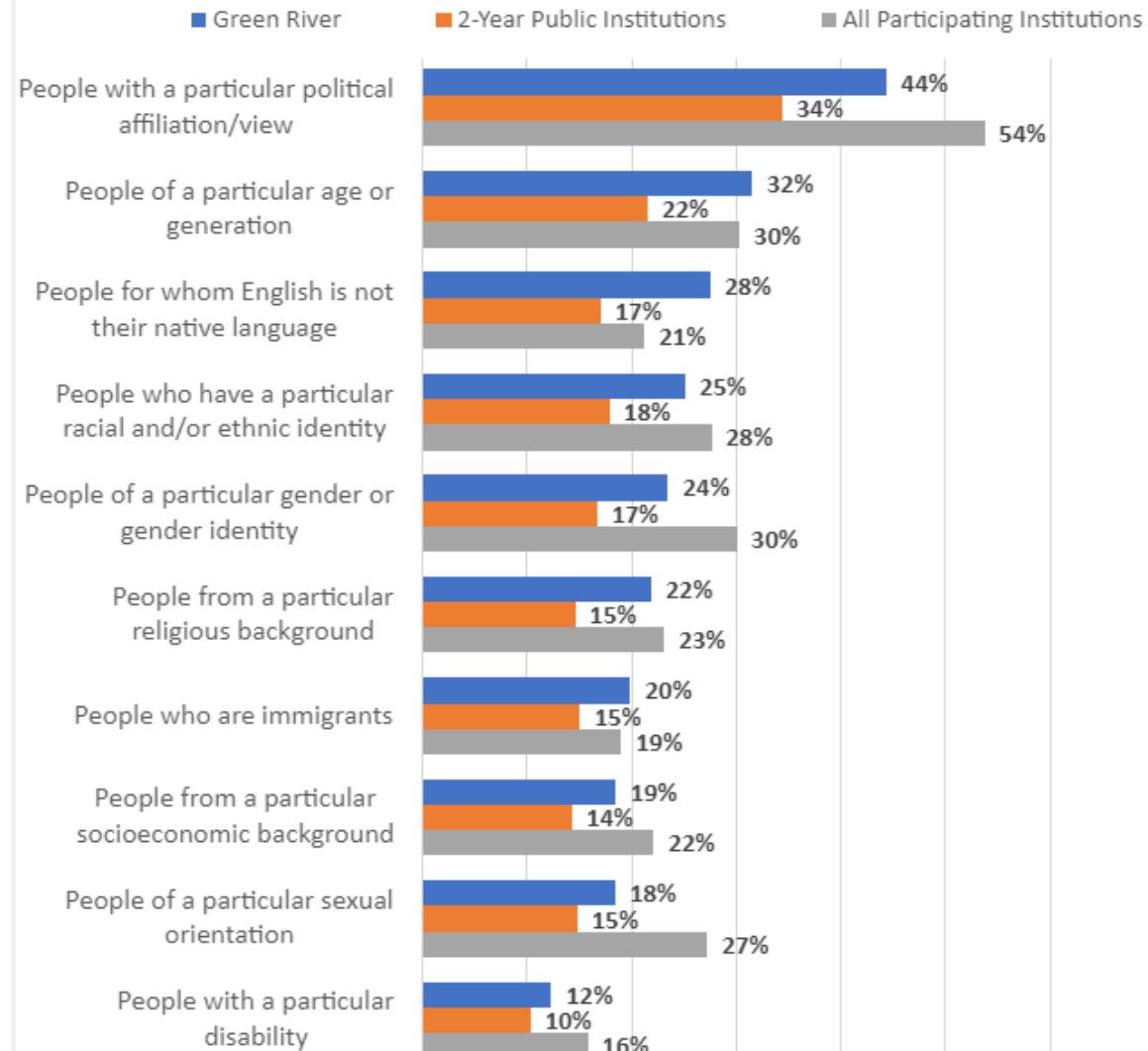
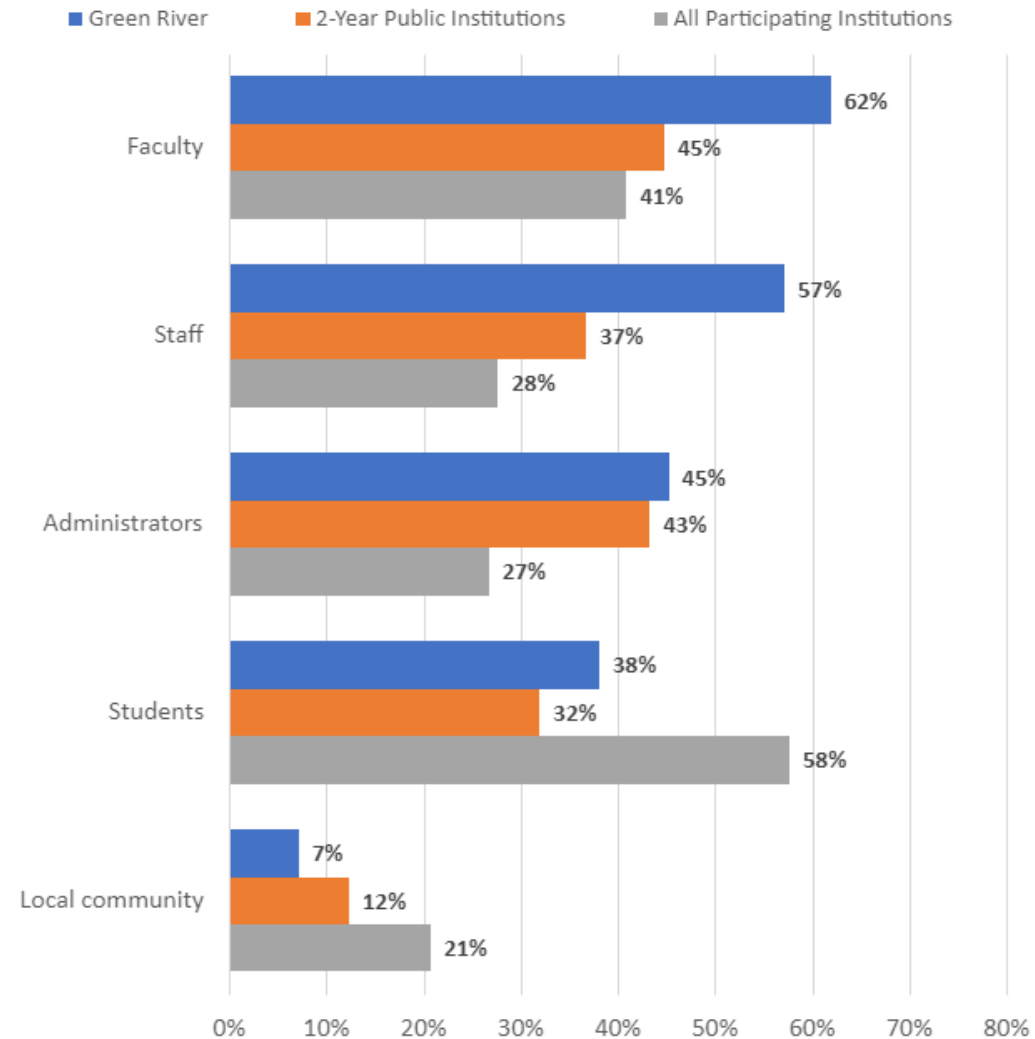
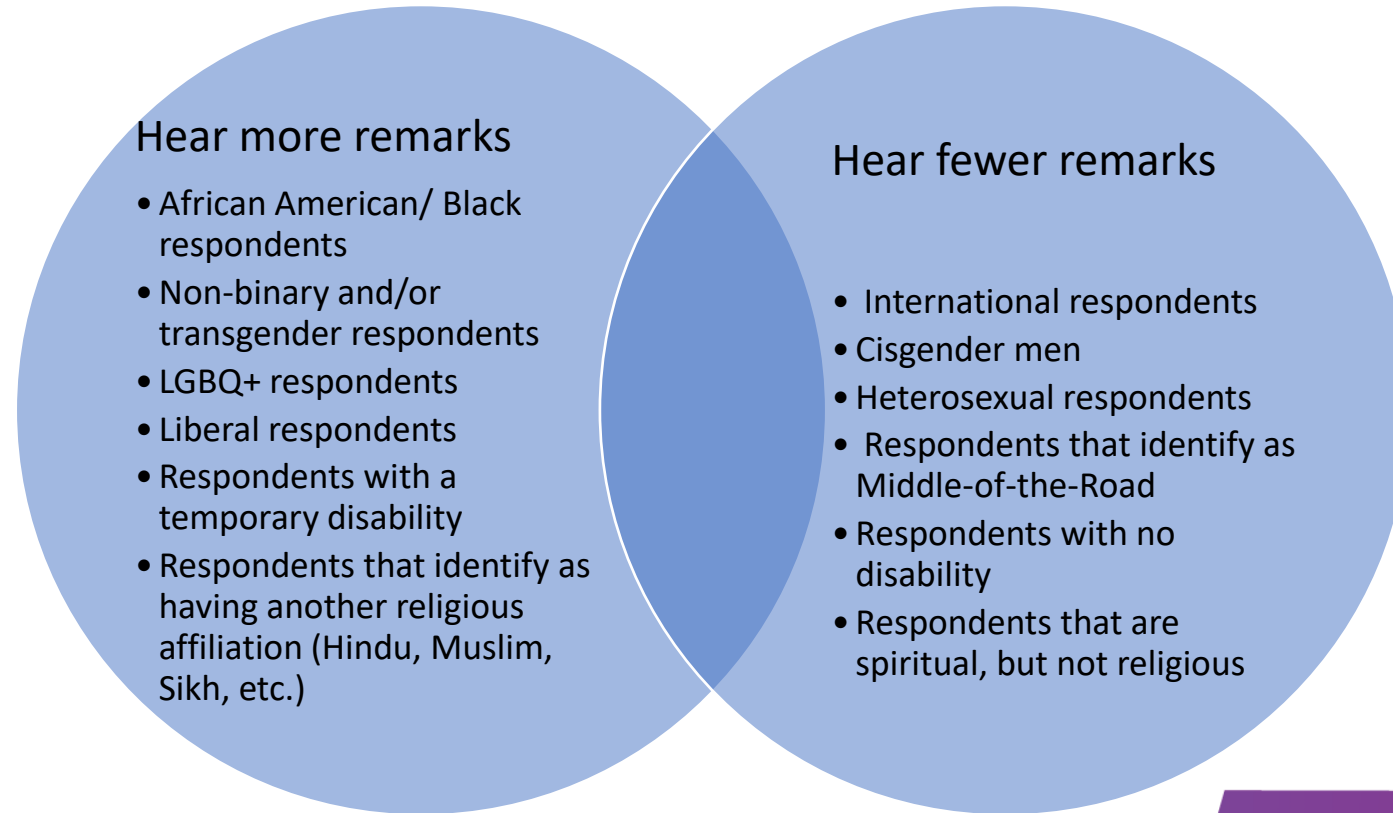


Figure 2. Percent of Respondents that Indicated Each Group was Sometimes, Often, or Very Often the Source of Insensitive or Disparaging Remarks



GROUPS WHICH HEAR INSENSITIVE OR DISPARAGING REMARKS



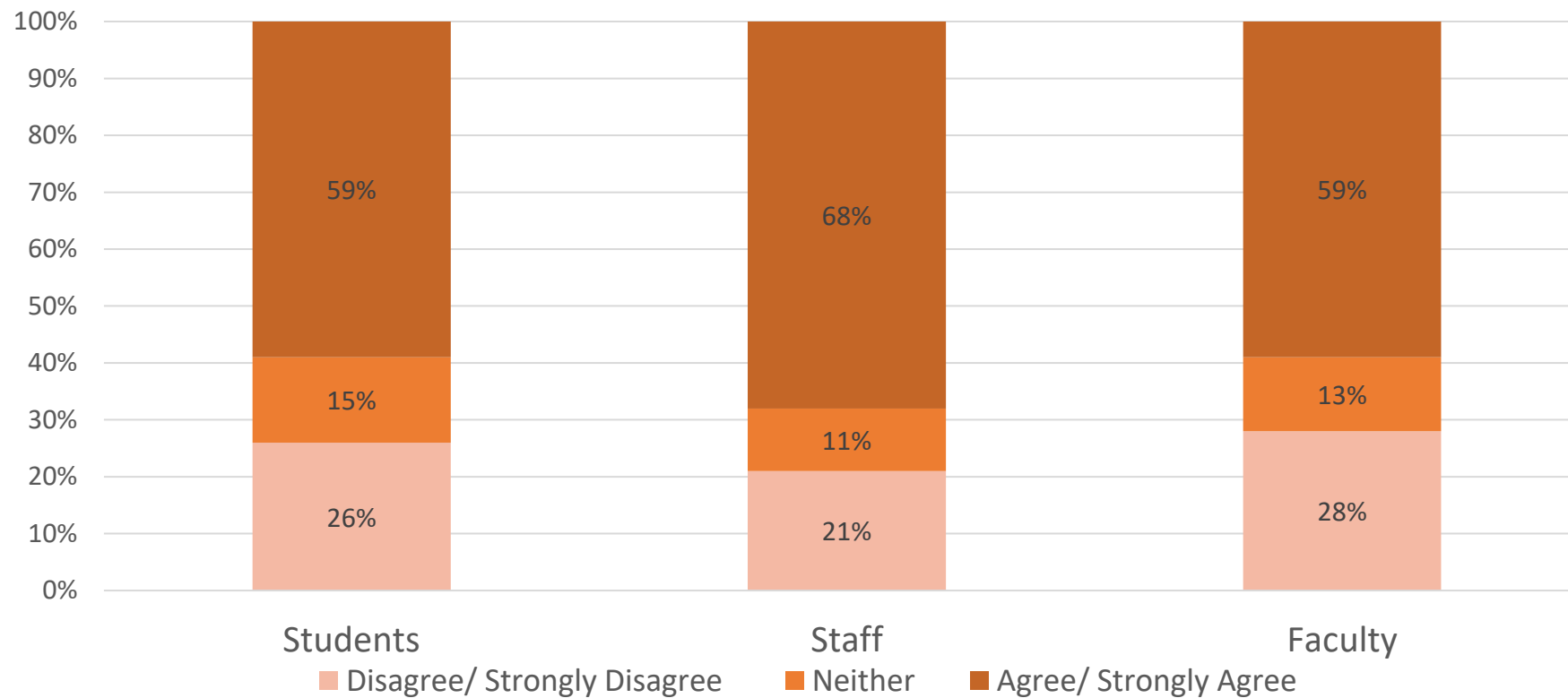
Theme #5: Discrimination & Harassment

TAKE-AWAYS

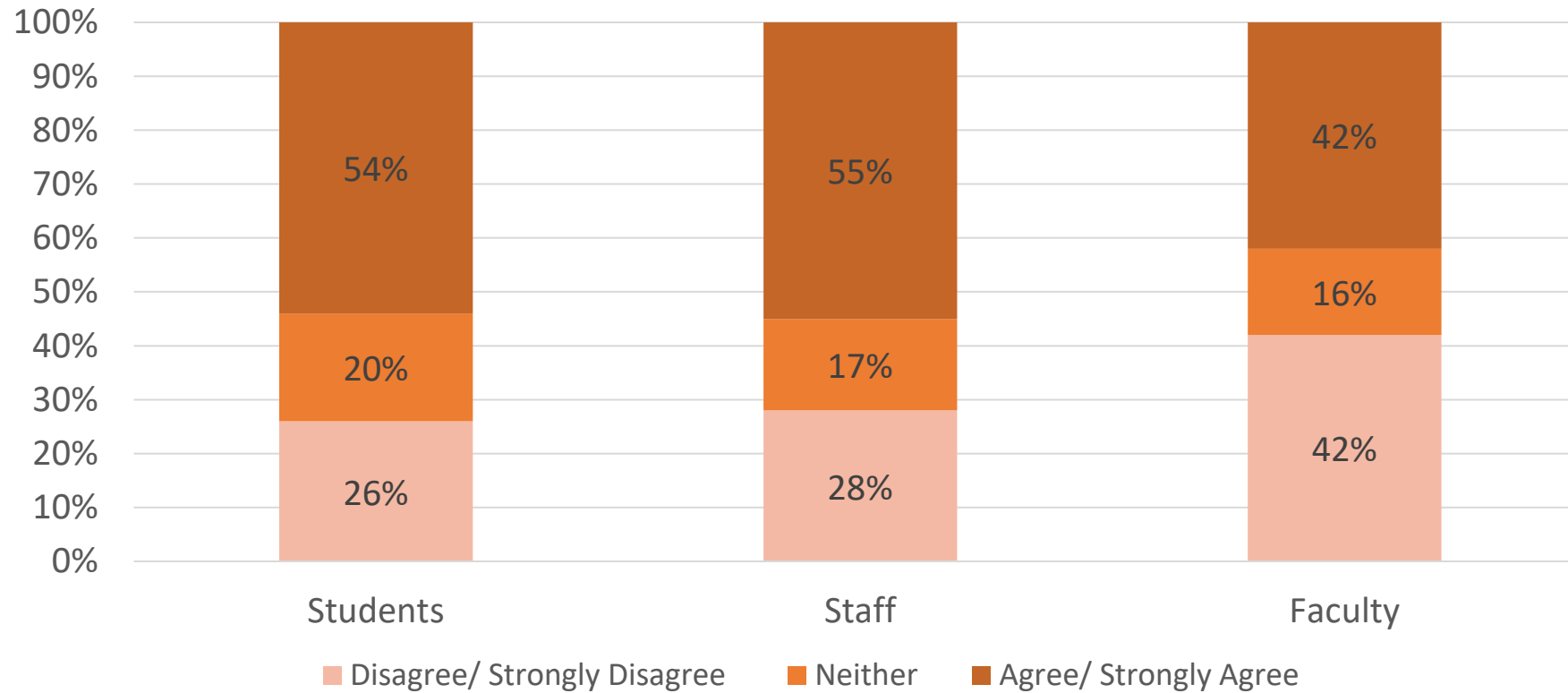
- Marginalized members of our community experience the most discrimination and/or harassment.
- The source of discrimination is most often reported to be within peer groups with the exception of students.
- Acts of discrimination and/or harassment occur in locations that the peer group interacts with the most.
- The most common forms of discrimination and/or harassment include reporting being deliberately ignored, isolated, left out, or excluded, being stared at, and racial/ethnic profiling.
- Faculty indicate less trust in the reporting and investigative process than students and staff.



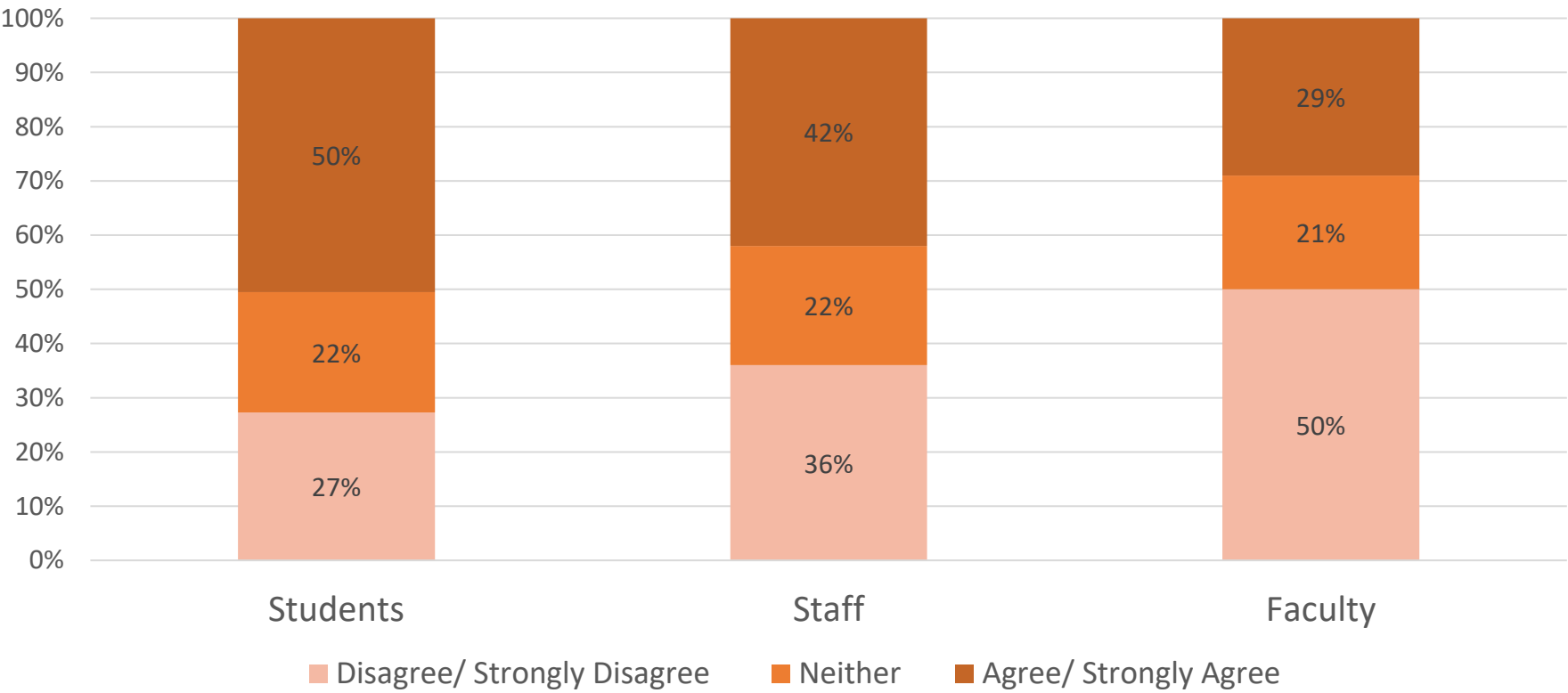
Please indicate your level of agreement with the following at Green River: If I experienced or observed an act of discrimination or harassment while at Green River, I know whom to contact to report the incident



Please indicate your level of agreement with the following
at Green River: The process for reporting acts of
discrimination or harassment at Green River is clear to me



Please indicate your level of agreement with the following at Green River: The process for investigating acts of discrimination or harassment at Green River is clear to me



GROUPS WHICH EXPERIENCE DISCRIMINATION OR HARASSMENT

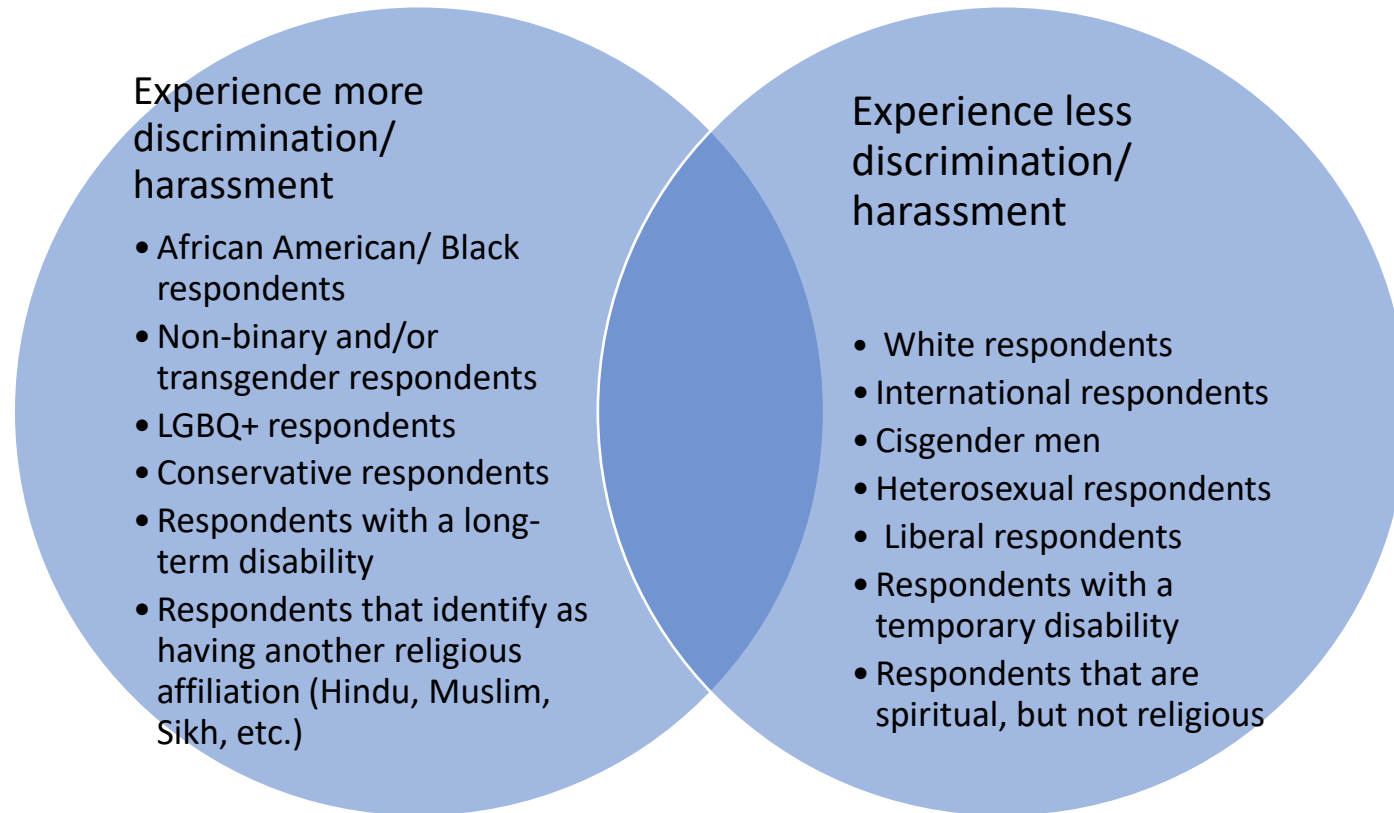
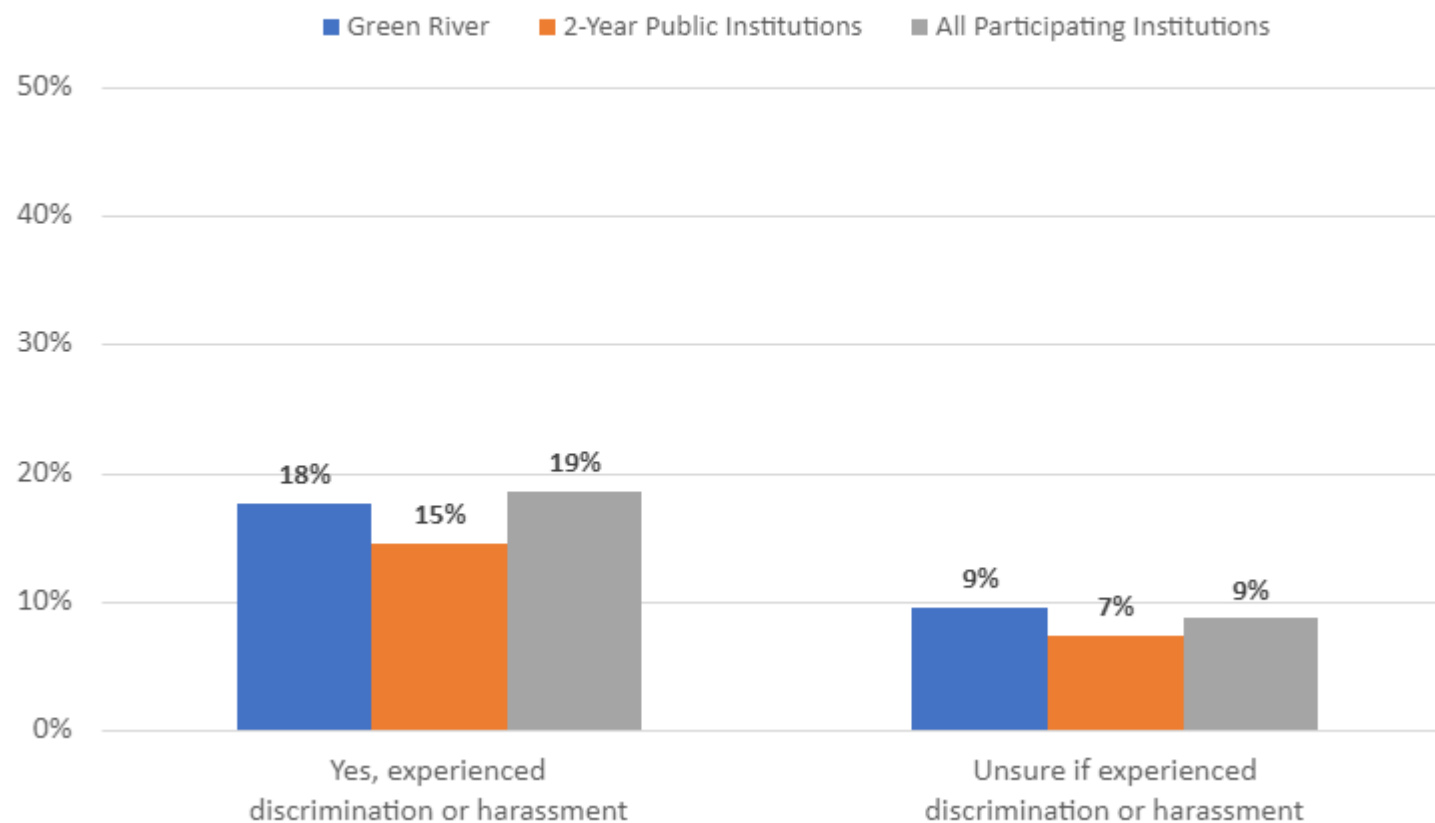
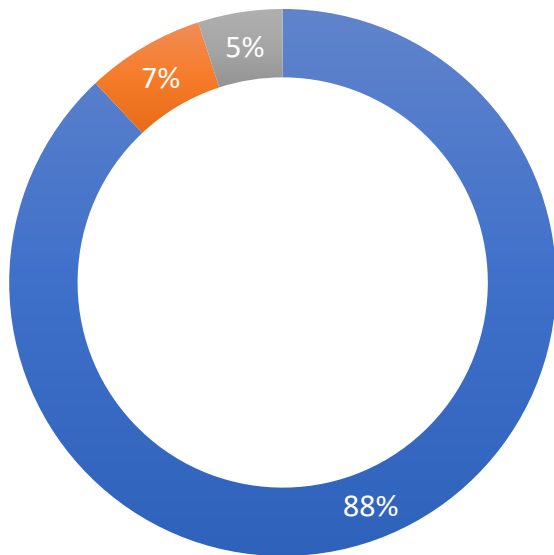


Figure 1. Percent of Respondents who Responded Yes or Unsure to Having Experienced Discrimination or Harassment

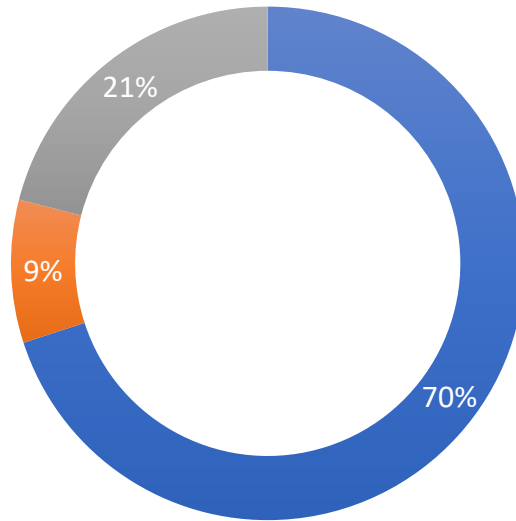


Have you ever been discriminated against or harassed on the Green River campus, at an off-campus program/event affiliated with Green River?

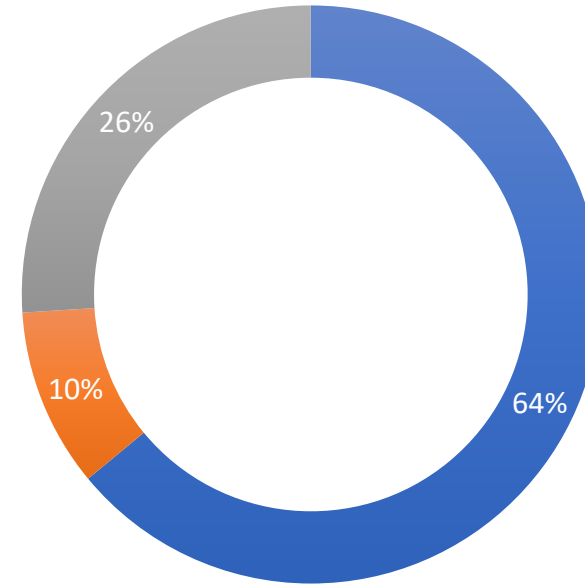
Students



Staff

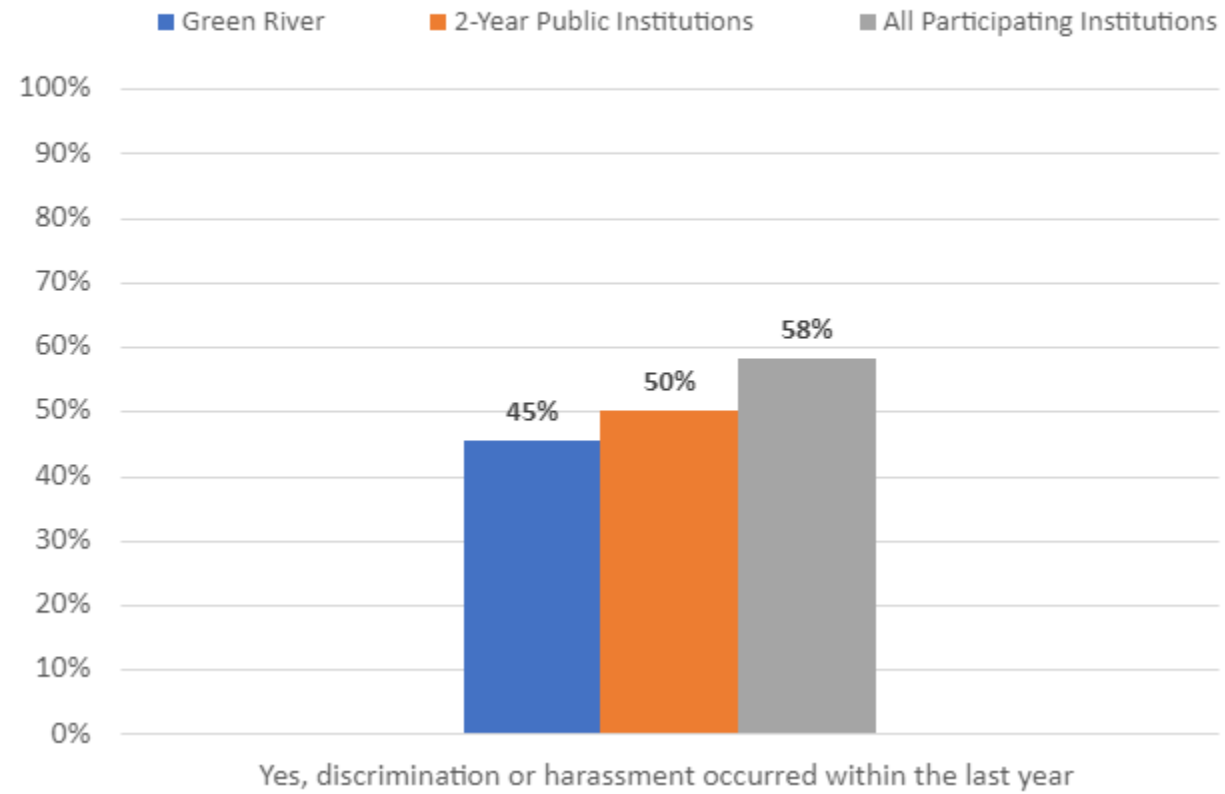


Faculty



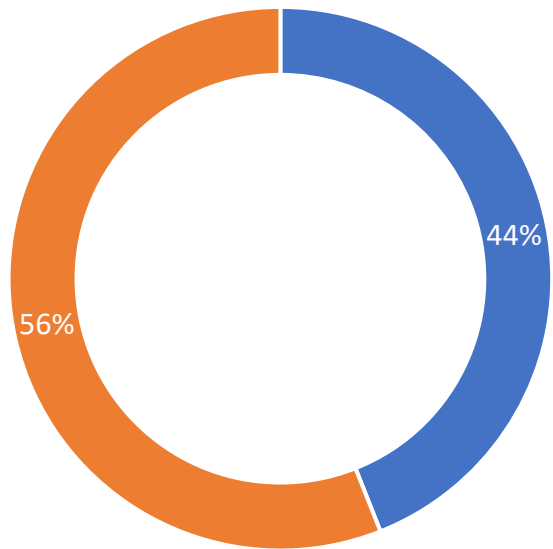
- No, have not experienced discrimination or harassment
- Unsure if experienced discrimination or harassment
- Yes, experienced discrimination or harassment

Figure 2. Percent of Respondents who Indicated They'd Experienced Discrimination or Harassment in the Past Year

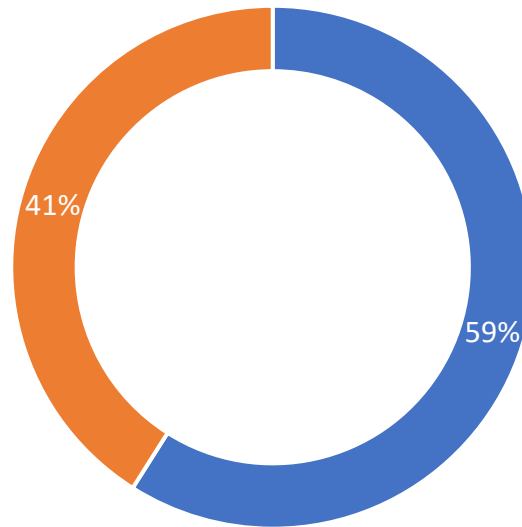


Did any of these incidents of discrimination or harassment at Green River occur in the last year?

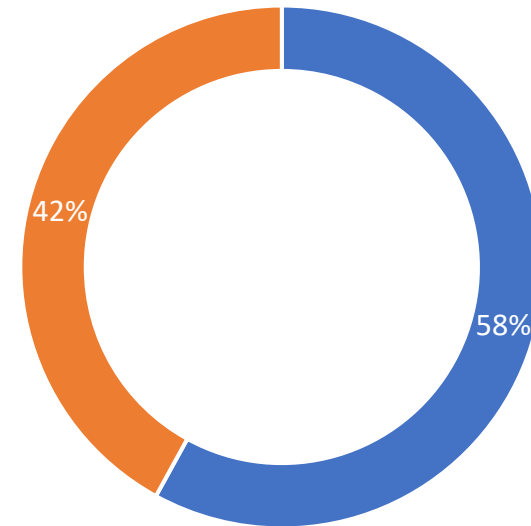
Students (n=9)



Staff (n=39)

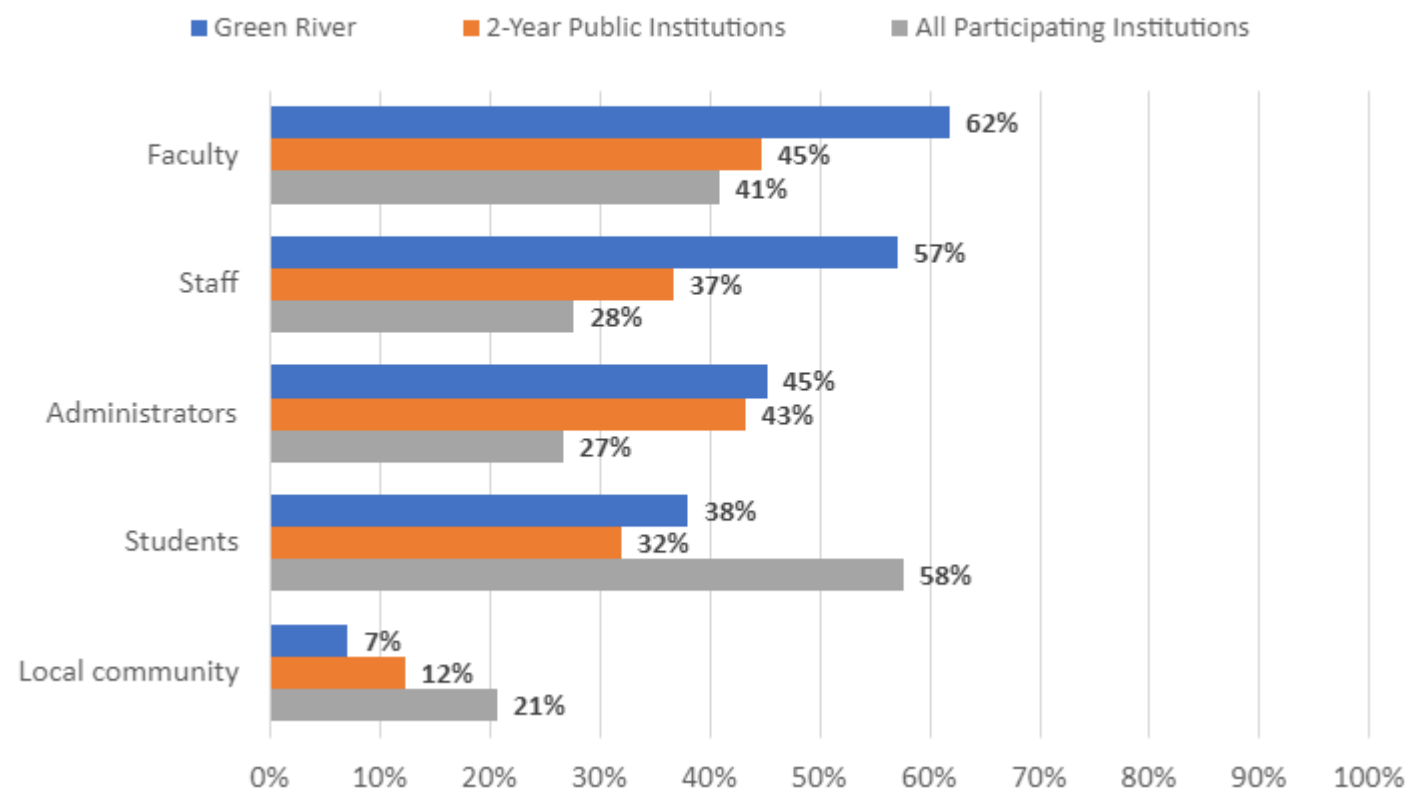


Faculty (n=36)



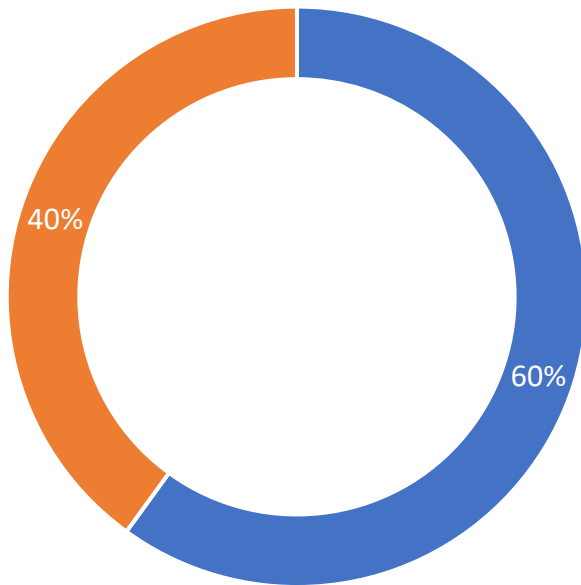
■ No ■ Yes

Figure 3. Percent of Respondents who Identified These Groups as the Source(s) of Discrimination or Harassment

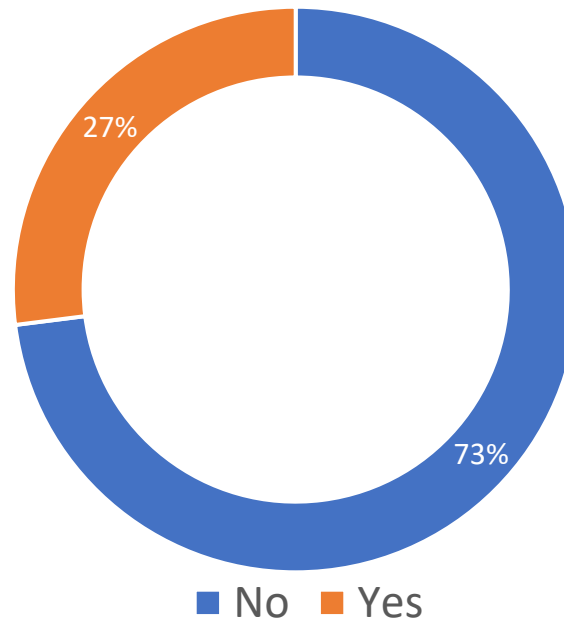


Did you report any incident(s) to campus officials?

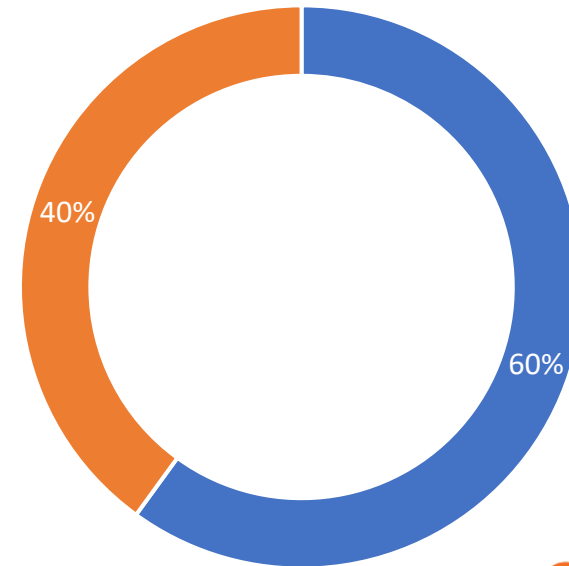
Students (n=5)



Staff (n=15)

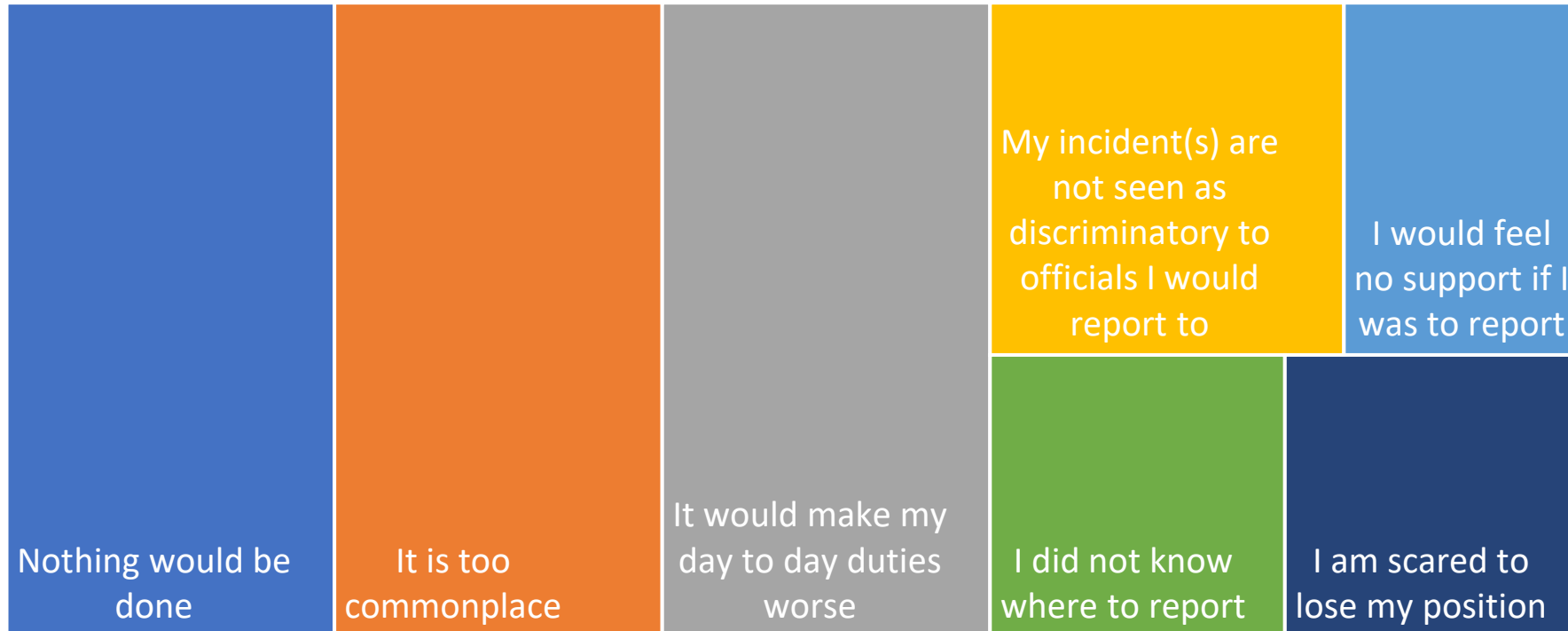


Faculty (n=15)



Common reasons for not reporting incidents

(n=26)



All forms of discrimination or harassment

Stared at

Deliberately ignored, isolated, left out, or excluded

Singled out as the “resident authority”

Racial/ ethnic profiling

Graffiti or other forms of vandalism on campus

Derogatory written comments

Derogatory remarks

Derogatory posts on social media

Derogatory phone calls

Derogatory/ unsolicited e-mails

Received a poor grade because of a hostile classroom environment

Received a low performance evaluation

Denied service or access to resources

Intimidated/ bullied

Threatened with physical violence

Feared for your physical safety

Feared for your family’s safety

Physical violence

Sexual assault/ harassment

Other form of discrimination or harassment



All locations where discrimination or harassment occurred

In a classroom

In a departmental office or conference room

In an individual faculty or staff member's office

In on-campus housing/residences

At a house or residence off-campus

At a program/ event affiliated with or sponsored by Green River

At a dining hall, recreation space, or athletic facility

Via the internet or social media

During a virtual meeting or class via Zoom, Microsoft Teams, Google Meet, etc.

Other location



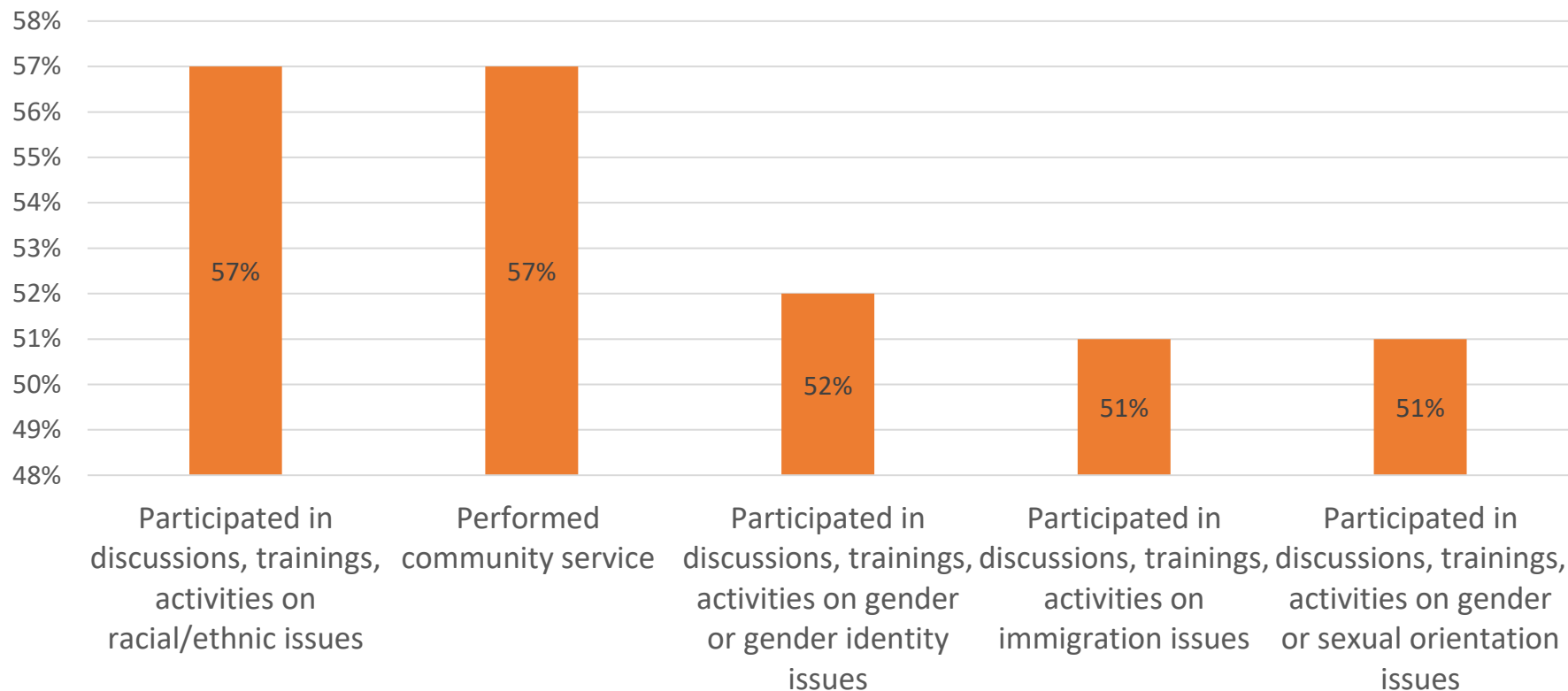
Theme #6: Impact of Activities Increasing Support

TAKE-AWAYS

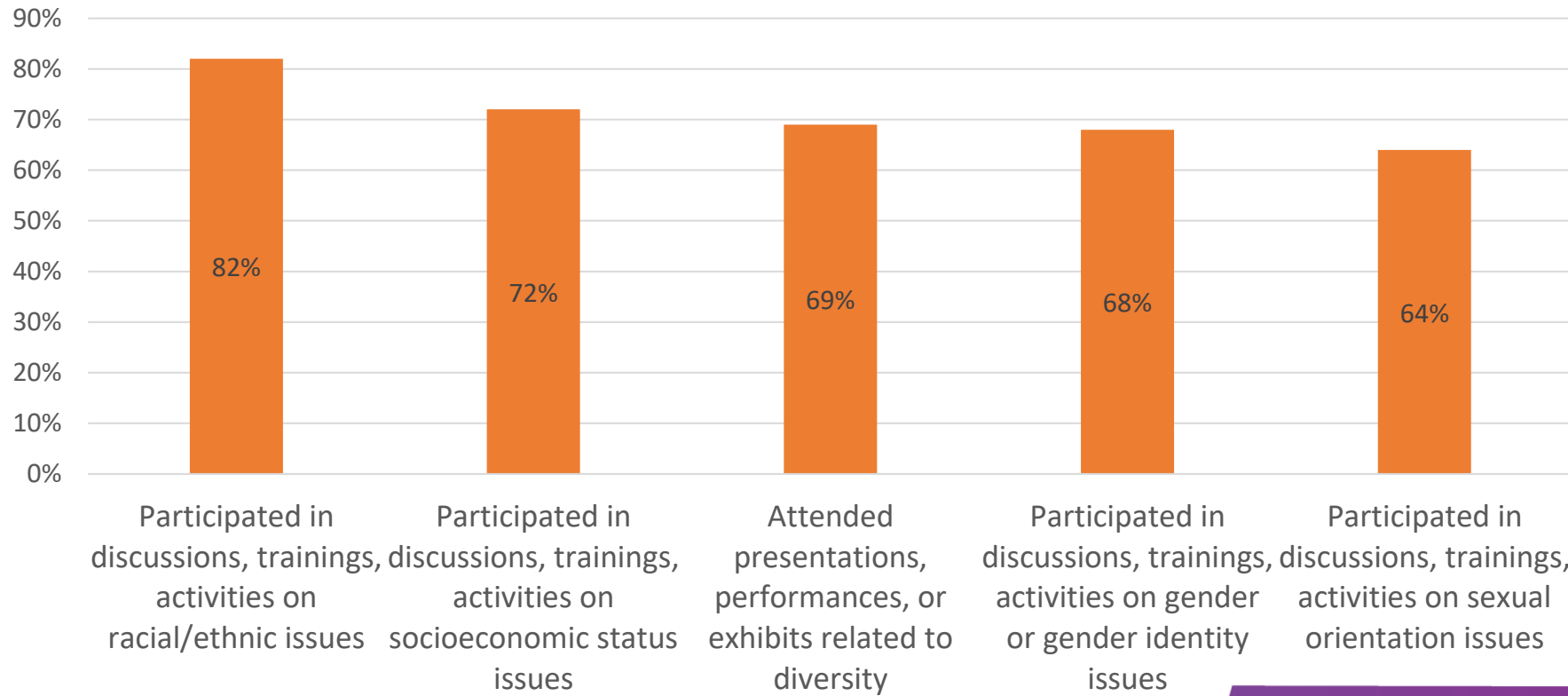
- On average, participation in discussions, trainings, and activities on racial and ethnic issues are the most likely to influence support of diversity and equity.
- On average, marginalized groups are more likely to increase their support after participating in an activity that influences diversity and equity.
- Students are less likely to have engaged in activities that influence support for diversity and equity.



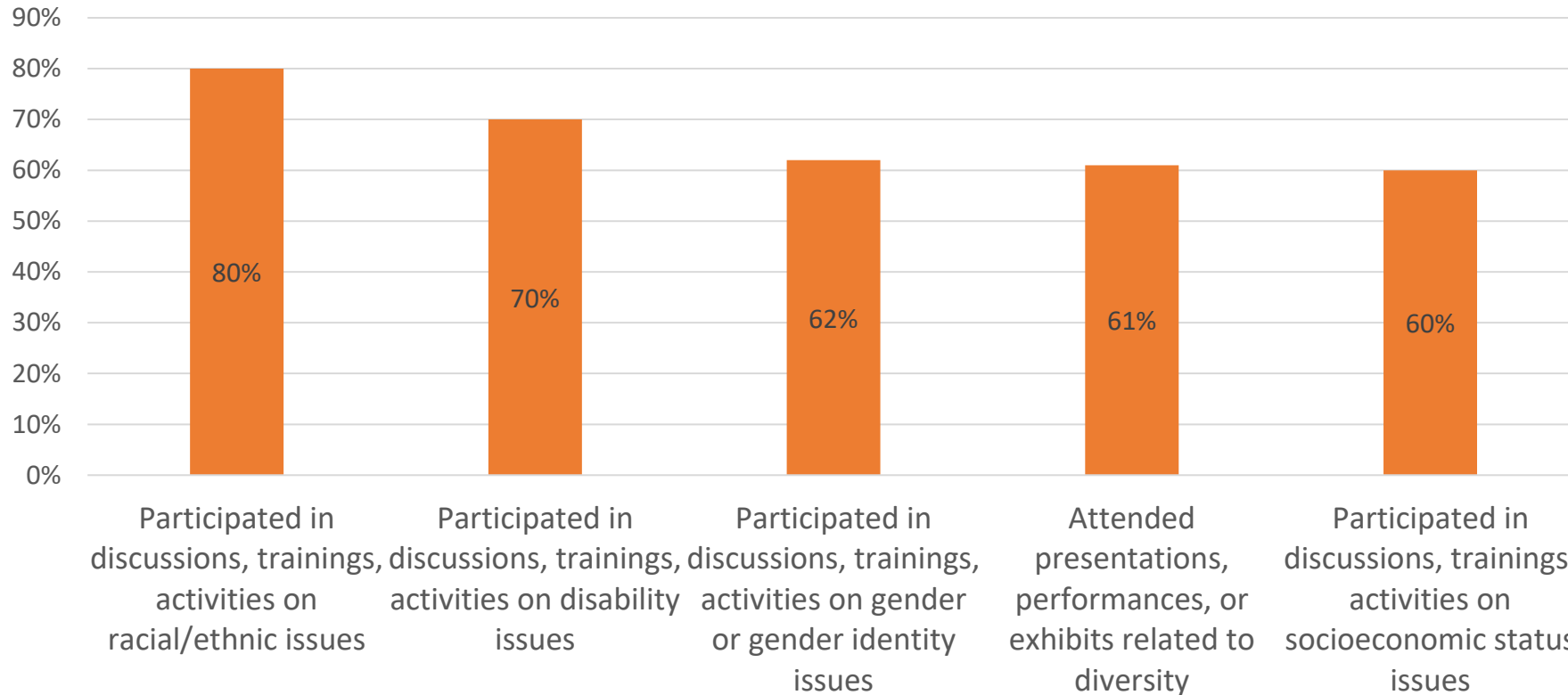
STUDENTS: top 5 activities which greatly increased support of diversity and equity



STAFF: top 5 activities which greatly increased support of diversity and equity



FACULTY: top 5 activities which greatly increased support of diversity and equity



THEMES

- 1) We serve a diverse community at Green River College
- 2) Groups within our community have varying perceptions and experiences with the campus environment.
- 3) Groups within our community report a range of perception and experiences with institutional support.
- 4) Marginalized groups within our community report more disparaging and insensitive remarks.
- 5) Groups within our community report a range of experiences with discrimination or harassment while on campus
- 6) There is a variation on which activities influence support of diversity and equity by role on campus.

