

# OUR CLIMATE AND SENSE OF BELONGING

## Employees' Sense of Belonging

- ▶ Reviewing our HEDS climate assessment employee data
- ▶ Discussing what it means to "belong" as an employee at Cascadia
- ▶ Brainstorming actions that can be taken to

## Students' Sense of Belonging

- ▶ Review our HEDS and qualitative student data
- ▶ Discuss and address gaps to further develop a sense of belonging

OFFICE OF EQUITY & INCLUSION  
CAMPUS CLIMATE SURVEY  
HIGHER EDUCATION DATA  
SHARING  
CONSORTIUM  
(HEDS) RESULTS

# PURPOSE

In May of 2021, the Washington State Legislature enacted Senate Bill 5227 relating to diversity, equity, inclusion, and antiracism at institutions of higher education. Included in that Bill (section 3) is the requirement for all colleges to conduct campus climate assessments (CCAs) and campus listening and feedback sessions. Part of this requirement is to meet with staff and discuss the results and our plan to move forward with what we have learned.



# HEDS SURVEY

Active March 8th to the 28th. Was emailed to 2079 individuals and 175 surveys were completed.

175 completed responses

- 43% Students
- 15% Faculty
- 29% Staff/Administrators
- 13% Other/Not Responded

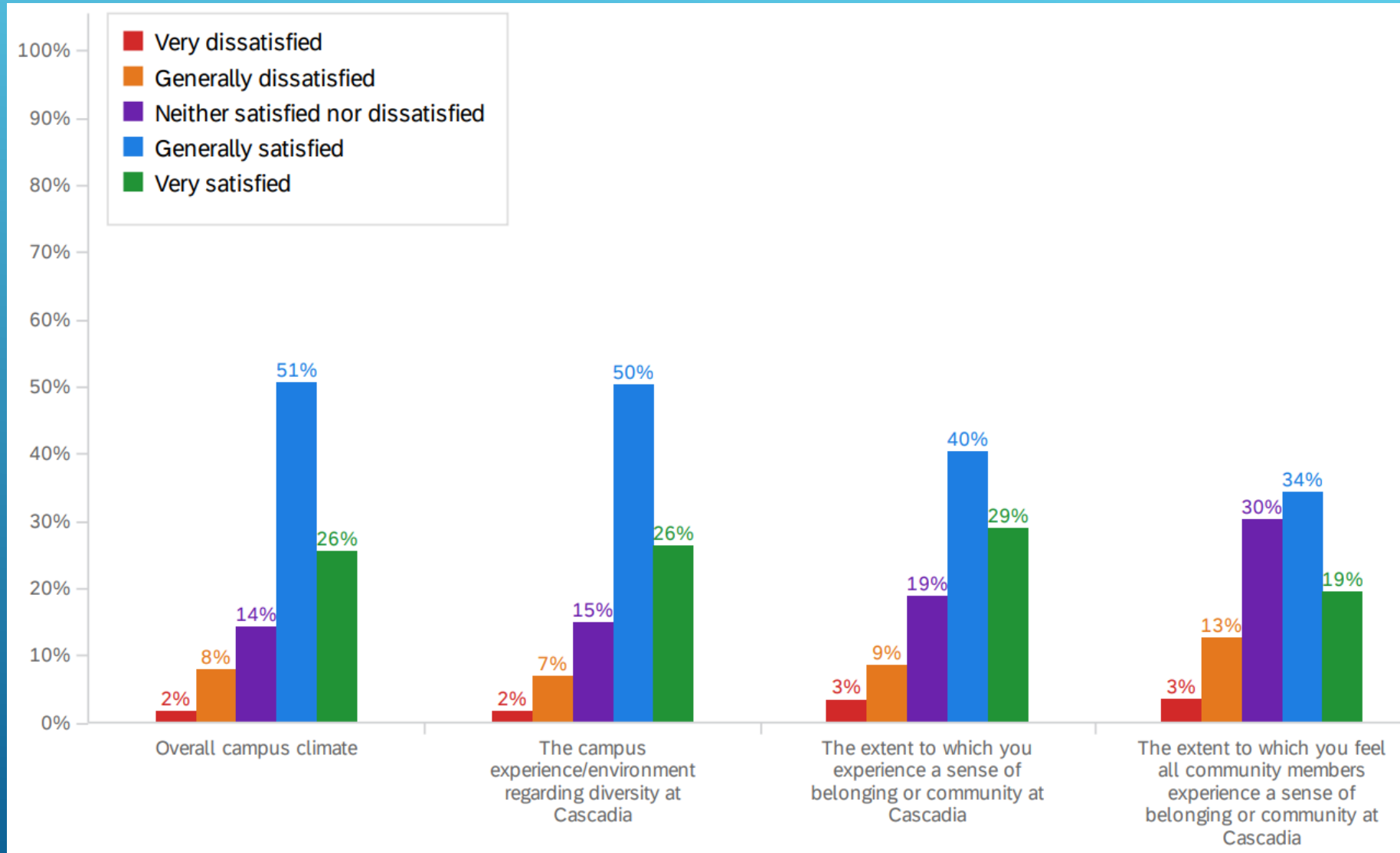
*Higher Education Data Sharing (HEDS)*

	<i>TL Surveys</i>	<b>Responded</b>
Students	1885	75
Faculty	111	26
Staff/Adminis trators	83	51
Other/Did not Reply	--	23

# OVERVIEW

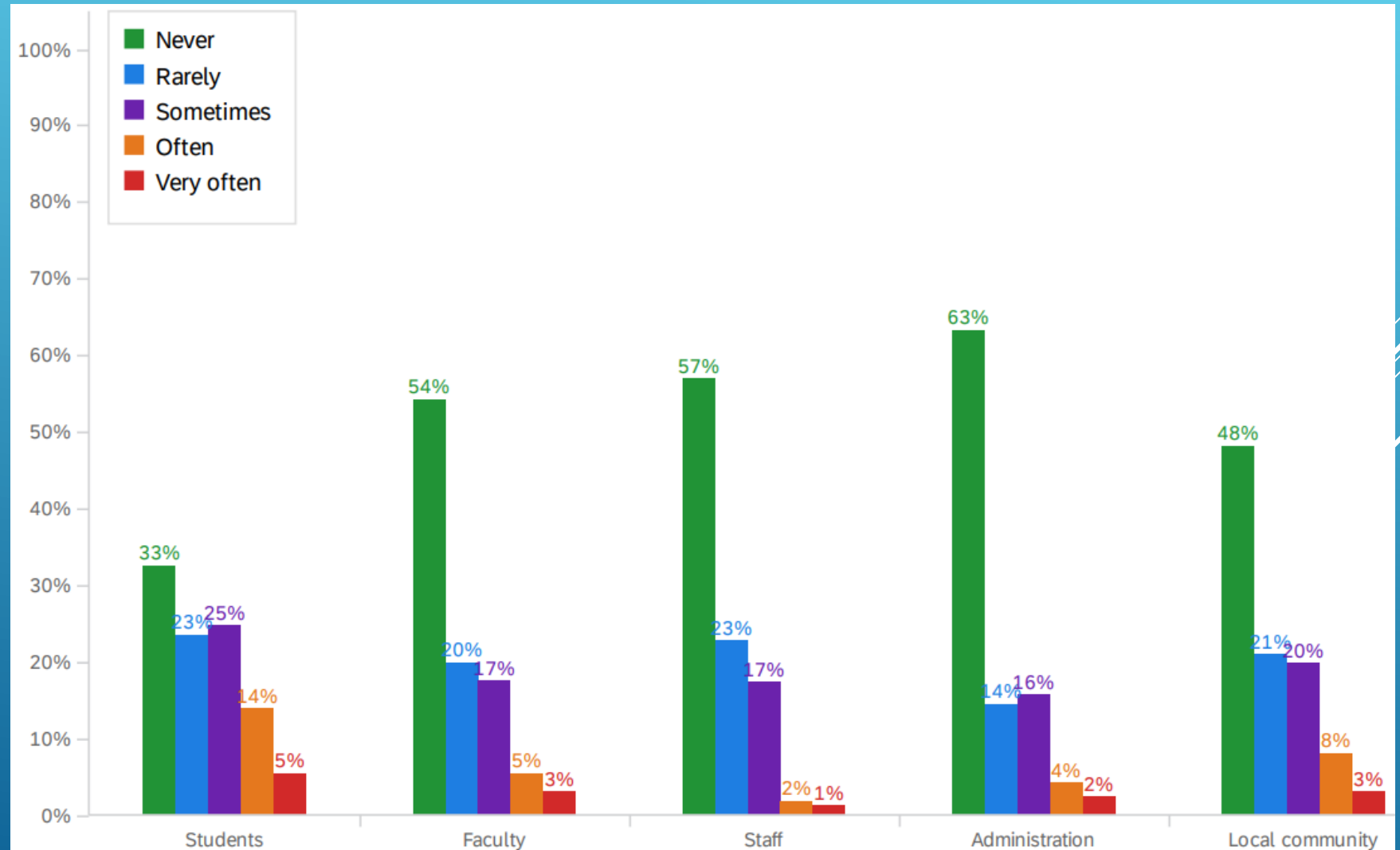
- 76% were satisfied with overall **climate** and their “experience regarding diversity.”
- 17% said they would be uncomfortable sharing their “views on diversity and equity at this institution”
- 69% experience a sense of belonging or community at Cascadia while 12% did *not* experience a sense of belonging or community
- However, the campus was viewed as not free from tensions related to individual and group differences

# CAMPUS CLIMATE FOR DIVERSITY AND EQUITY



# SOURCE OF INSENSITIVE REMARKS

“If you heard someone make an insensitive or disparaging remark, how often was the source of that remark a member of the following groups?”



# EVER EXPERIENCED DISCRIMINATION OR HARASSMENT

- 15% (approx. = 26) of respondents said they had been “discriminated against or harassed” on campus or at an off-campus program/event.
- 75% said they had not, while 10% said they were “unsure”.
- Of those who experienced discrimination or harassment in the past year, 50% were students, 23% were faculty, 19% were staff, 8% unknown role.

*Percentages are reported by HEDS, we do not have the original data.*



# Source of Discrimination/Harassment

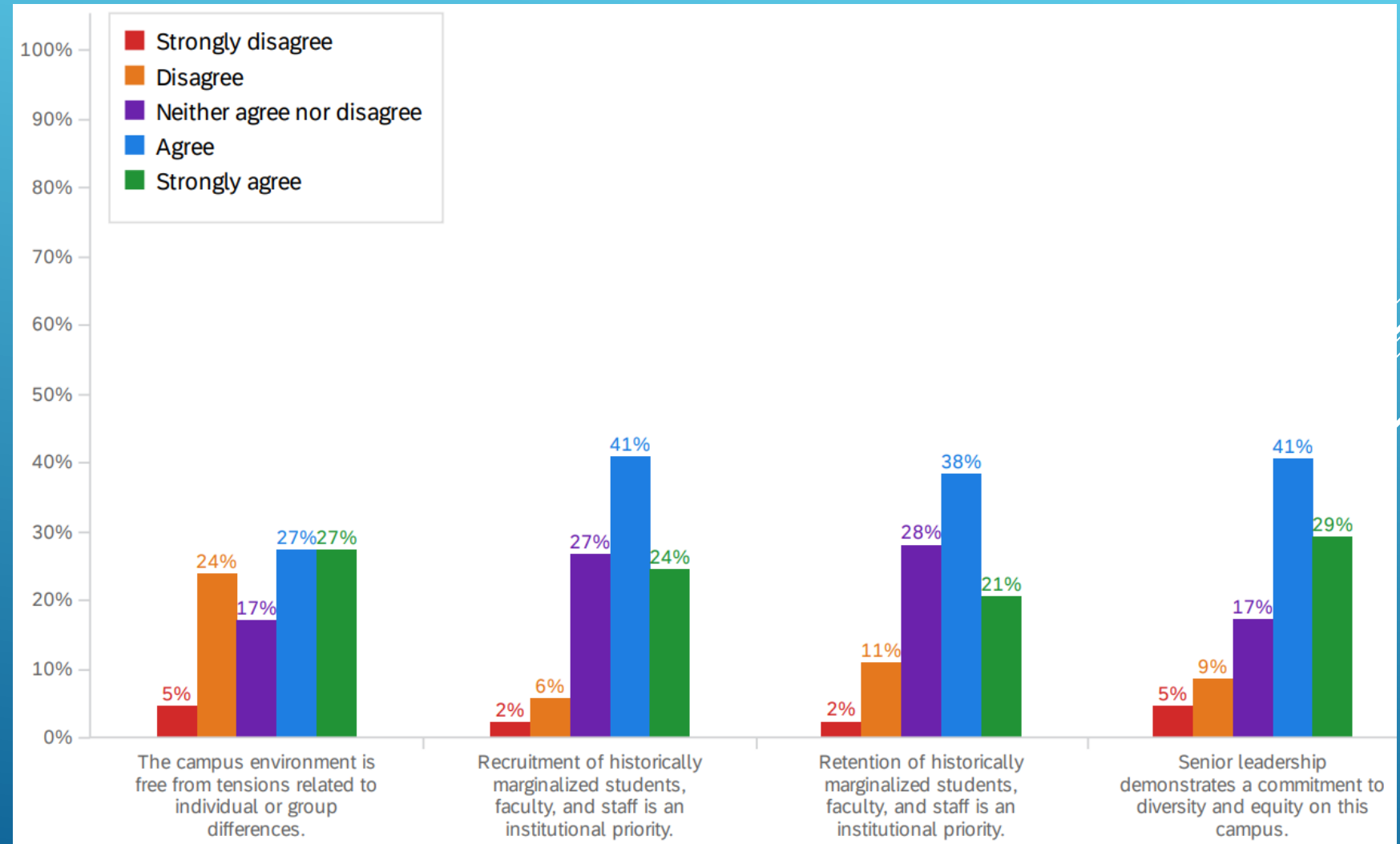
Of those who reported experiencing discrimination/harassment *in the **past year***, respondents said the source of Discrimination/Harassment was:

- 30% said that faculty were the source
- 25% said that staff were the source
- 20% said that administration was the source
- 15% said that students were the source

*Actual numbers of people in each category are small, in single digits.*

# Institutional Support for Diversity and Equity

“The recruitment and retention of historically marginalized students, faculty, and staff is perceived as a College priority (by 59%-65%).”



# WHAT WE ARE CURRENTLY DOING



- Foundations of E&I Course
- Affinity Groups
- Diversity and Equity Center
- Cascadia Scholars
- Professional Development

# WAYS TO CONNECT

- Office of E&I Newsletter
- Webpage / Updates
- Diversity and Equity Center
- Microsoft Forms / Updates





# EQUITY & INCLUSION WEBPAGE

Home | Microsoft 365 | Mail - Davenport, Chari - Outlook | Equity & Inclusion

cascadia.edu/discover/about/diversity/default.aspx

## EQUITY & INCLUSION

Cascadia College values the rich diversity of our students, staff, and faculty and strives to meaningfully include all of the campus community in collectively building a college rooted in equity, social justice, and centering our most vulnerable populations. Moreover, Cascadia prioritizes substantive change over symbolic gestures of solidarity for all of the historically marginalized members of our campus community. Equity & Inclusion at Cascadia is a collective responsibility shared by the entire campus; it is a both an end goal and continual process.

Events

Policy

Inclusive Campus Pledge

Campus Climate Assessment Plan

- Equity & Inclusion Home
- Meet the Staff
- E&I Council
- Student Advisory
- Committee for Equity & Inclusion
- The Diversity and Equity Center
- Cascadia Scholars Program

Contact Us

[equity@cascadia.edu](mailto:equity@cascadia.edu)

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# DISCUSSION

**What ways can we further develop a sense of belonging:**

- What does it mean to "belong" at Cascadia?
- When we assess climate and sense of belonging next, what other questions would help us understand how we are doing and where we can make changes?
- What can your division, department, committee, council, or assembly do to contribute to others' sense of belonging? (i.e. what change of practice can you or your team institute?)





# NEXT STEPS

- ▶ **Summer:** Continue to review, organize all data sets
- ▶ **Fall:**
  - ▶ Share summaries of data and suggested actions with applicable leaders and teams
  - ▶ Integrate actionable items into our work