BENTLEY EQUITY EXPERIENCE

Discovering Who We Are, Uncovering Who We Can Be

Campus Climate Study Results
2021-2022

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BENTLEY
UNIVERSITY

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Big Picture Summary

According to the Bentley Equity Experience Survey...

11 **out of 20** Bentley community members were either **satisfied** or **very satisfied** with the campus climate overall.

What does this mean for Bentley?

KEY TAKEAWAY

In summary, 55% of the Bentley community is satisfied with campus climate, and community members generally view the campus climate as friendly and feel a sense of personal value and belonging. However, experiences of discrimination reduce satisfaction in climate and the community is divided on perceptions of inclusiveness. Deficiencies in climate by concept (e.g., inclusiveness) and among community compositions are identified in this document to allow us to reflect and consider methods of betterment and growth as a community.

HOW DOES THE COMMUNITY DEFINE CLIMATE SATISFACTION?

According to a series of linear regressions, greater climate satisfaction associates with…

> **greater perceptions of community friendliness/agreeableness,**
> **greater feelings of personal value and belonging in our community,**
> greater perceived institutional commitment to DEI,
> greater perceived university commitment to institutional values, and
> **not having experienced discrimination.**

Community **agreeableness** and **feelings of value and belonging** compared to the other survey measures and demographics had the strongest associations with climate satisfaction.

WHY IS A MEANINGFUL PORTION OF OUR POPULATION NEUTRAL ON CAMPUS CLIMATE?

Notably, 55% of survey respondents indicated satisfaction with the campus climate; however, 29% indicated neither satisfaction nor dissatisfaction. There are likely many reasons why community members are neutral on climate satisfaction such as ambivalent attitudes, having both positive and negative thoughts and feelings, on concepts related to climate. For example, community members may be neutral on climate satisfaction, agree the community is overall friendly/agreeable, but do not feel valued in our community or have directly experienced discrimination.

Introduction

The Inclusive Excellence Council, formed in the summer of 2021 in response to the recommendations of the Racial Justice Task Force, began its efforts to conduct a campus-wide climate study during the Fall 2021 semester. The goal of this study was to gather baseline data to understand the Bentley community's perceptions of campus climate, while simultaneously engaging the community in dialogue about the state of the campus climate across the University.

This document contains a detailed review of results from the various engagement components of the study along with guided discussion and reflection questions to help you think about these results in areas of influence within your role as a member of Bentley University's community.

The Context

In response to a strategic recommendation from the Racial Justice Task Force outlined in the Discovery Document published in Summer 2021, the Inclusive Excellence Council was established shortly thereafter with the charge of operationalizing campuswide efforts that seek to advance Inclusive Excellence.

The Inclusive Excellence Council reports directly to the Vice President and Chief Diversity and Inclusion Officer, is administered by the Director of Diversity and Inclusion, and consists of faculty and staff representation from every University division, as well as representation from the undergraduate and graduate student bodies.

CHARGE AND RECOMMENDATIONS

In response to the strategic priorities set by the Racial Justice Task Force, the Inclusive Excellence Council was charged with the immediate implementation of the following action items connected to the strategic priorities identified in the discovery document:

- Create a Racial Equity Workgroup and conduct an equity study that identifies racial equity gaps and develops institutional goals to close them. Report preliminary findings by the end of 2021.
- Solicit and award brave space mini-grants to encourage shared participation in the creation of opportunities for dialogue across differences. Award grants for projects starting in Fall 2021.
- **Launch the University's first campus-wide climate study that includes quantitative and qualitative measures of racial climate. Provide results to campus by the end of 2021.**

The work of launching the campus climate study began in August 2021, coinciding with the Strategic Positioning process led by Dr. E. LaBrent Chrite, the ninth President of Bentley University who began his tenure in June 2021.

The Focus

What is a Campus Climate Study?

A campus climate study is a measure of the real and perceived quality of interpersonal, academic, and professional interactions on a campus[1] and consists of "the current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential."[2]

Engaging in a campus climate study allows us to move beyond representation to an assessment of the lived experience of the community as a measurement of progress towards our diversity, equity and inclusion goals. The results of this study aim to provide a level of transparency about the climate that did not previously exist and act as a foundation from which to identify areas of strength and concern to guide our efforts.

WHY DOES CAMPUS CLIMATE MATTER TO BENTLEY?

Understanding the campus climate is important in that it helps us as a community understand personal experiences and observations and identify opportunities for change to better the experiences of all community members. Campus climate plays a critical role in helping faculty, staff, and students feel connected to the institution, valued, and included.

A campus climate study at Bentley University provides us with the ability to:

- Strengthen Bentley's mission, refine our values, and improve our commitment to diversity, equity, and inclusion
- Better understand the perceptions and lived experiences of our community members related to diversity, equity, and inclusion
- Work with the community to foster and implement critical institutional change
- Make data-informed decisions that will create meaningful impact at Bentley and in higher education

What's Included in this Document

This document outlines the process for executing the study and the results from the various engagement efforts launched in Fall 2021. Below are some of the various items that you will find within this document:

PROCESS OF ENGAGEMENT

The campaign approach adopted by the Bentley Equity Experience study allowed for broad engagement that generated results for the study while also fostering a culture of having critical conversations about Bentley's culture. Details of the various forms of community engagement are included in this document, including an overview of the following:

- **Campus Climate Survey**: a validated and tested questionnaire designed to measure community members' perceptions of campus climates and describe their lived experiences
- **Quick Questions**: periodic pulse checks designed to collect narratives about people's experiences with Bentley's climate and culture
- **Big Questions**: dialogue sessions created to facilitate sense-making around a common understanding of Bentley's climate through the lens of data

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1 Hurtado, S. (1992). The campus racial climate: Contexts of conflict. The Journal of Higher Education, *63*(5), 539-569.
2 Rankin, S. (2003). Campus climates for sexual minorities. New Directions for Student Services, *2005*(111), 17-23, p. 17

DEMOGRAPHIC INFORMATION

To understand the larger context of the results of the Bentley Equity Experience survey, this document includes demographic representation that shows who among the Bentley community responded to the survey and how they identify. Factors such as race/ethnicity, gender, sexual orientation, political orientation, and ability identity are included along with charts reflecting the percentages of the survey respondents.

CAMPUS CLIMATE SURVEY RESULTS

Viewers of this document will be able to see a detailed, high-level summary of the reports, with various charts and mean tables illustrating where the community stands in different aspects of the campus climate broken down by campus role, race, and gender. Data summaries shown in this document include:

- Campus climate satisfaction
- Campus climate dimensions of agreeableness and inclusiveness
- Aspects of diversity, equity and inclusion, including feeling valued and belonging, feeling able to thrive and grow, and institutional commitment to diversity, equity and inclusion
- Cross-cultural interaction and engagement
- Rating of Bentley University's values
- Experiences with safety and discrimination, including impacts of COVID-19
- Feelings of fair treatment
- Likelihood to recommend Bentley University to prospective employees or students (net promoter rating)

COMMUNITY NARRATIVES

Bentley community members also had the opportunity to share narratives and personal understandings of Bentley's climate through a pair of Quick Questions and survey engagement polls posted throughout the Fall 2021 semester. Some of these narratives include:

- Examples of Bentley University at its best
- How Bentley's culture helps or hinders success
- How Bentley community members perceive the culture through creative imagery
- Rationale for feelings of agreeableness on Bentley being hostile/friendly or competitive/cooperative

CLIMATE SCORECARDS

Standardized scorecards to evaluate climate survey metrics are included in this document and in Appendix C. Scorecards are available for all community members, by member type (undergraduate, graduate, faculty, and staff), race and ethnicity, gender identity, and other community compositions. Discussions of climate performance are provided in subsequent sections by metric with emphasis on areas of concern.

Below is the scorecard key that denotes specific areas of strength or concern in tables in forthcoming pages. Appendix C illustrates in greater detail the development of this scorecard key.

- **Exemplary**: an area in which the university excels; respondents tend to be highly satisfied with or strongly agree on positive aspects of the campus climate and experience.
- **Satisfactory**: an area in which the University demonstrates success or progress with room for improvement; respondents express general positive perceptions of campus climate and experience.
- **Needs Improvement**: an area in which improvements are necessary for satisfactory and positive climate; respondents express neutrality or ambivalence on campus climate and experiences.
- **Concern**: an area of critical focus for the University where expectations are not met; respondents express dissatisfaction or disagreement with positive aspects of campus climate and experiences.

How to Use this Document

This document is the product of a critical step towards understanding who we are as a community. However, it is imperative that this document not be viewed as the end of this process. What lies within this document is the opportunity to reflect upon the state of the climate at Bentley University and identify areas of critical change.

As you review this document, we implore you to engage in critical reflection and dialogue within and across peer groups to understand what is fundamentally at the heart of the experiences that you see detailed within this document. We ask that you not just observe *what* is happening but also interrogate *why* certain experiences are happening and for *whom* within our community. As you peruse the data there will be key prompts embedded within this document to help facilitate dialogue not just about where we are as a community, but how you and your respective units, departments, teams, and organizations can begin to think about ways you can improve the climate within your respective spheres.

GENERAL REFLECTION QUESTIONS

Some general questions to consider exploring as you review this document are:

- What do you notice people are saying about their experiences at Bentley University?
- What about Bentley University do you feel might be contributing to the experiences of certain populations within our community?
- What opportunities do you see for potential change across campus? Within your organization or unit?
- What would an equitable experience look like for all members of our community? What steps or interventions might be needed to realize those outcomes?

The Process

A Unique Approach

The intentionality behind the engagement within the Bentley Equity Experience study was grounded in engaged inclusivity, a concept defined by the Association of American Colleges and Universities (AAC&U). Engaged inclusivity "transforms the dialogue on inclusion from general acceptance and tolerance of difference to active institutional transformation, based on the belief that the richness of our culture is because of our diversity and a recognition of our common humanity."[3] This philosophy, married with the spirit of participatory action research, allowed us to adopt a more unique campaign approach that invited the full Bentley community to engage in this effort and permitted us to:

- Facilitate dialogue about inclusion and equity across the community
- Practice critical inquiry about the lived experiences of key populations
- Reflect consistently on our overall context and cultural norms to identify key areas of transformative change
- Engage the community in the journey towards inclusive excellence

Study Elements

Because of our desire to encourage maximum levels of participation across the community and ensure buy-in from the community, the study was designed to employ the following methods of engagement and processes.

CAMPUS CLIMATE SURVEY

From early November to early December 2021, Bentley community members were invited to participate in a campus climate survey. Adapted from University of Michigan's National Campus Climate Survey, the questionnaire collected individual perspectives on the following topics:

- Perceptions of overall campus climate
- Bentley's commitment to diversity, equity, and inclusion and its institutional values
- Experiences with fair treatment and discrimination
- Ways in which one experiences belonging, feeling valued, and the ability to thrive and grow

Faculty, staff, and students at Bentley University who were enrolled or employed as of October 15, 2021 received an email invitation to complete the survey from third-party partner SoundRocket. All questions were optional, and respondents confirmed eligibility for the study and provided informed consent to participate. Responses were connected to one's personal identifiable information at the time of survey administration by SoundRocket (including name, email address, or Bentley ID). The resulting data set was shared with Bentley University with all personal identifiable information removed. All the data collected from this survey were analyzed by Business Intelligence with the goal of informing efforts to improve institutional culture and develop more equitable practices.

3 American Association of Colleges and Universities. (2019). 2019 Diversity, equity, and student success conference.

BIG QUESTIONS FOR BENTLEY

After coming to a better understanding of the cultural barriers and the strategic priorities identified from the Racial Justice Task Force, Bentley created dialogue opportunities to better understand who we truly are as a community and uncover the possibility of what our community can be for all its members. These dialogue spaces—Big Questions for Bentley—brought together students, faculty, and staff to openly and bravely examine the ways in which our campus climate and culture impacts the lived experiences of our community members.

Combining self-reflection, facilitated dialogues, data visualizations and targeted activities, participants were offered the opportunity to engage in sensemaking and reflection on early findings from the study in order to further understand and engage with the culture and climate. Additionally, these conversations supported the strategic work of the Inclusive Excellence Council and the Office of Diversity and Inclusion.

QUICK QUESTIONS FOR BENTLEY

In addition to the survey, Bentley community members were invited to share narratives about their perceptions of the campus climate at Bentley. A pair of Quick Questions were designed to solicit feedback from the community on their experiences and perceptions as well as complement the engagement through the Big Questions sessions. Bentley community members submitted their narratives to Qualtrics surveys that were promoted via email communication and social media. Among the questions that we posed to the community were the following:

1) Tell a story about a time when you experienced Bentley University at its BEST.
2) How has the culture of Bentley University helped or hindered your success?

COMMUNITY TABLING EVENTS

During the month of November, members of the Inclusive Excellence Council hosted community tabling events around campus to encourage participation in the Bentley Equity Experience study. Through these events, Bentley community members were invited to share narratives and personal experiences related to their experiences with the culture and climate at Bentley, including responses to two questions below to stimulate reflection and dialogue.

1) Which adjective would you use to describe the culture at Bentley University and why?
2) How would you describe the culture at Bentley University?

The first question was adapted from one of the questions from the campus climate survey, allowing folks to give rationales for how they felt which adjective best described Bentley's climate and to what degree. The second question employed a tool known as Climer Cards, which allowed for creative stimulation to generate unique interpretations of community member's perceptions of the culture at Bentley University. Further explanation of that data can be found further in the document focusing on Community Narratives.

TARGETED OUTREACH EFFORTS

The Inclusive Excellence Council spent time in the early part of the Fall 2021 semester facilitating outreach to key populations on campus to encourage participation in the Bentley Equity Experience study. Some of the key efforts included but were not limited to:

- Hosting survey completion efforts during class periods as well as departmental, unit-wide, or student organization meetings
- Working with the Facilities department to host an in-person completion event for members of our community who do not have regular access to their email or a working computer
- Conducting targeted outreach to key groups, including Student Government Association, Student Equity and Inclusion Consultants, the Bentley Staff Advisory Council, Identity & Advocacy Organizations, and student fraternities and sororities

26%

of Bentley community members have responded to the Bentley Equity Experience Survey.

20%
of Bentley students have responded.

41%
of Bentley faculty have responded.

63%
of Bentley staff have responded.

Community Snapshot

The resulting efforts of the campaign approach yielded commendable participation rates from members of the Bentley community. In addition to receiving higher than anticipated participation in the campus climate survey, the community was able to engage in critical conversations about the climate at Bentley University in ways that were in alignment with the aspiration of shifting community culture.

Community engagement efforts for the Bentley Equity Experience resulted in the following outcomes:

- Approximately 26% of the Bentley community participated in the Bentley Equity Experience survey from November to December 2021.
- There were 14 engagement sessions with a total of more than 270 Bentley community members, including the President's Cabinet, members of the Board of Trustees, the Student Government Association, and participants in the Bentley Community Learning Conference in July 2021.
- There was a total of more than 320 engagements across the community tabling efforts to promote and encourage participation in the study.
- More than 160 responses were collected from the Quick Question pulse checks across campus during the Fall 2021 semester.

The survey asked respondents a wide range of demographic questions including age, sex, race and ethnicity, gender identity, sexual orientation, and other questions. The resulting figures in this section further break down by community group and demographic variable the level of participation within the Bentley Equity Experience survey. Further data on community narratives is provided further along in the document.

Community Group Demographics

Students were asked to specify their current student status. Students that responded Undergraduate First Year to Fifth Year or More were grouped as Undergraduates. Students that responded Graduate Master's, Graduate Non-Degree, Doctoral, or Certificate Program were grouped as Graduates. Students that did not specify their student status were not included in either Undergraduate or Graduate groups.

Therefore, in this document when referring to Students, included are all students regardless of student status. Undergraduate and Graduate Student subgroups include students as described previously.

As shown in Figure 1A, most respondents in the survey were students (62.9%), followed by staff (23.9%), and faculty (13.2%). However, it is worth noting approximately 63% of staff, 41% of faculty, and 20% of students responded to the Bentley Equity Experience Survey. Additional breakdown of faculty participation can be found in Figure 1B.

Figure 1A | *Survey Respondents by Bentley Community Group*

Faculty **13%**

Staff & Administrators **24%**

50% Undergraduate Students

Graduate Students **12%**

Unidentified Students **1%**
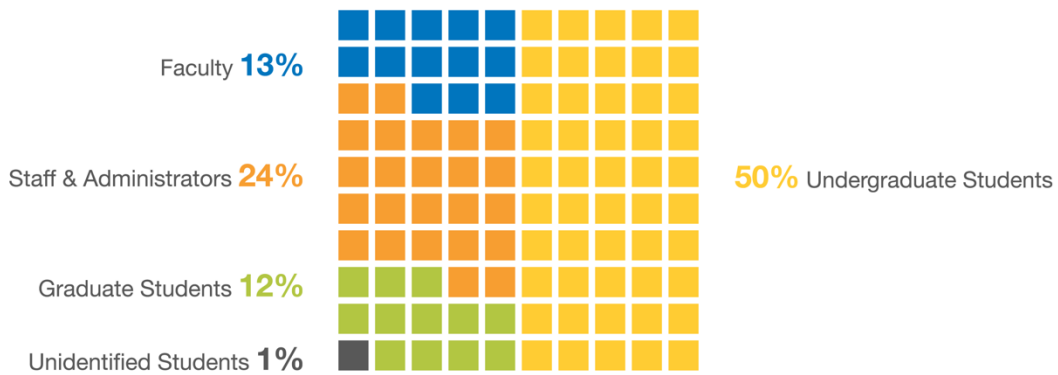
Figure 1B | *Faculty Survey Respondents by Job Title*

Not Specified (n = 23)
10.9%

Adjunct Faculty (n = 36)
17.1%

Lecturer (n = 22)
10.4%

Assistant Professor (n = 24)
11.4%

Senior Lecturer (n = 24)
11.4%

Associate Professor (n = 38)
18.0%

Professor (n = 44)
20.9%
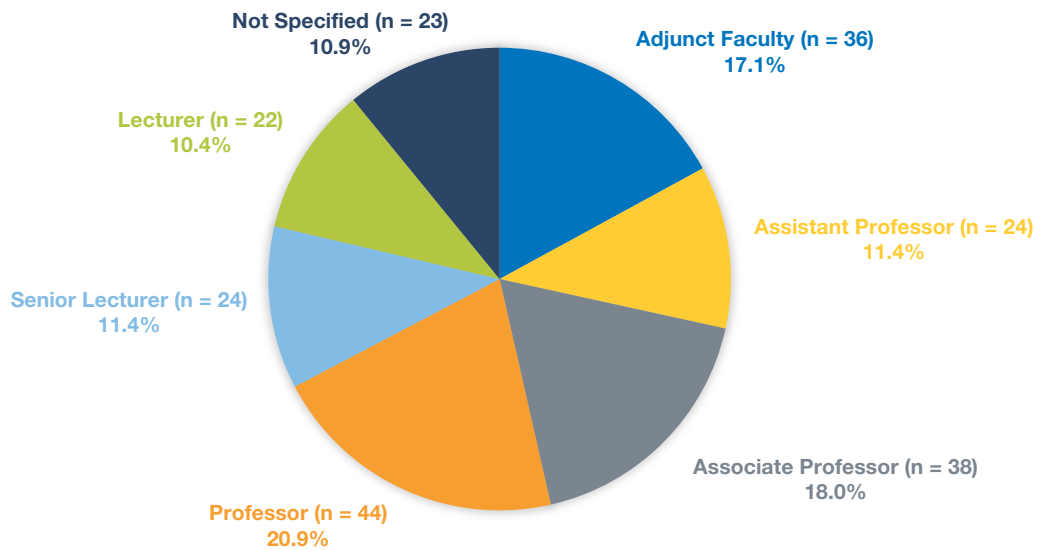
Percentages may not equal 100% due to rounding.

Age Groups

Respondents were asked their current age. The average age of respondents was 31 years old. The average ages of respondents by role were:

- Students: aged 22 years
  - Undergraduates: aged 20 years
  - Graduates: aged 29 years
- Faculty: aged 51 years
- Staff: aged 44 years

Figure 2 | *Survey Respondents: Age Range by Role*
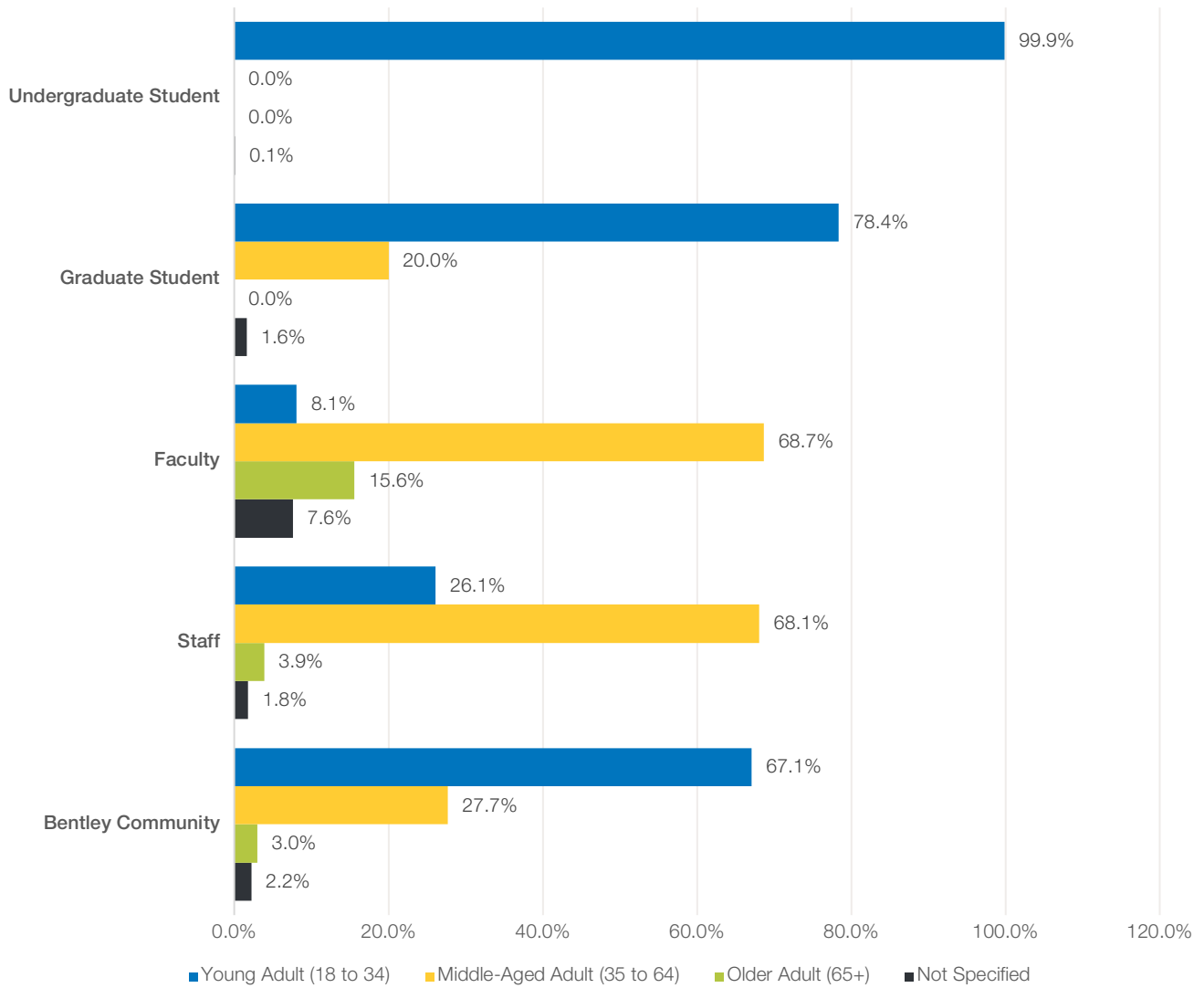
Role	Young Adult (18 to 34)	Middle-Aged Adult (35 to 64)	Older Adult (65+)	Not Specified
Undergraduate Student	99.9%	0.0%	0.0%	0.1%
Graduate Student	78.4%	20.0%	0.0%	1.6%
Faculty	8.1%	68.7%	15.6%	7.6%
Staff	26.1%	68.1%	3.9%	1.8%
Bentley Community	67.1%	27.7%	3.0%	2.2%

Note. Students that did not specify Undergraduate or Graduate not included in Student totals (n = 16). Percentages may not equal 100% due to rounding.

Sex Assigned at Birth

Respondents were asked their sex assigned at birth: male, female, intersex, or preferred response not listed. Respondents that selected preferred response not listed were asked to specify. Responses were:

- Students: 56.7% female, 40.3% male, 0.0% intersex, 3.0% not specified or preferred not to respond.
    - Undergraduates: 57.8% female, 41.1% male, 0.0% intersex, 1.1% not specified or preferred not to respond.
    - Graduates: 56.8% female, 40.5% male, 0.0% intersex, 2.6% not specified or preferred not to respond.
- Faculty: 45.0% female, 50.7% male, 0.0% intersex, 4.3% not specified or preferred not to respond.
- Staff: 65.3% female, 32.9% male, 0.0% intersex, 1.8% not specified or preferred not to respond.

For faculty, females made up 40.5% of the total sample population and 44.5% of the respondents, showing that the female voice was relatively representative of the community as a whole.

For students and staff, however, the differences between the sample and respondent percentages were significant. For students, females made up 42.1% of the sample population but showed a response rate of 57.9%. Similarly, for staff, the sample was 40.1% female, with a response rate of 66.8%.

According to nonresponse analyses conducted by SoundRocket, there was weak evidence to suggest that a response pattern related to community demographics affected the results of this study. Nonetheless, we should consider the study included a higher-than-normal proportion of female students and staff, which could introduce bias on any substantive measures that are associated with sex or gender.

Figure 3 | *Survey Respondents: Sex Assigned at Birth by Role*
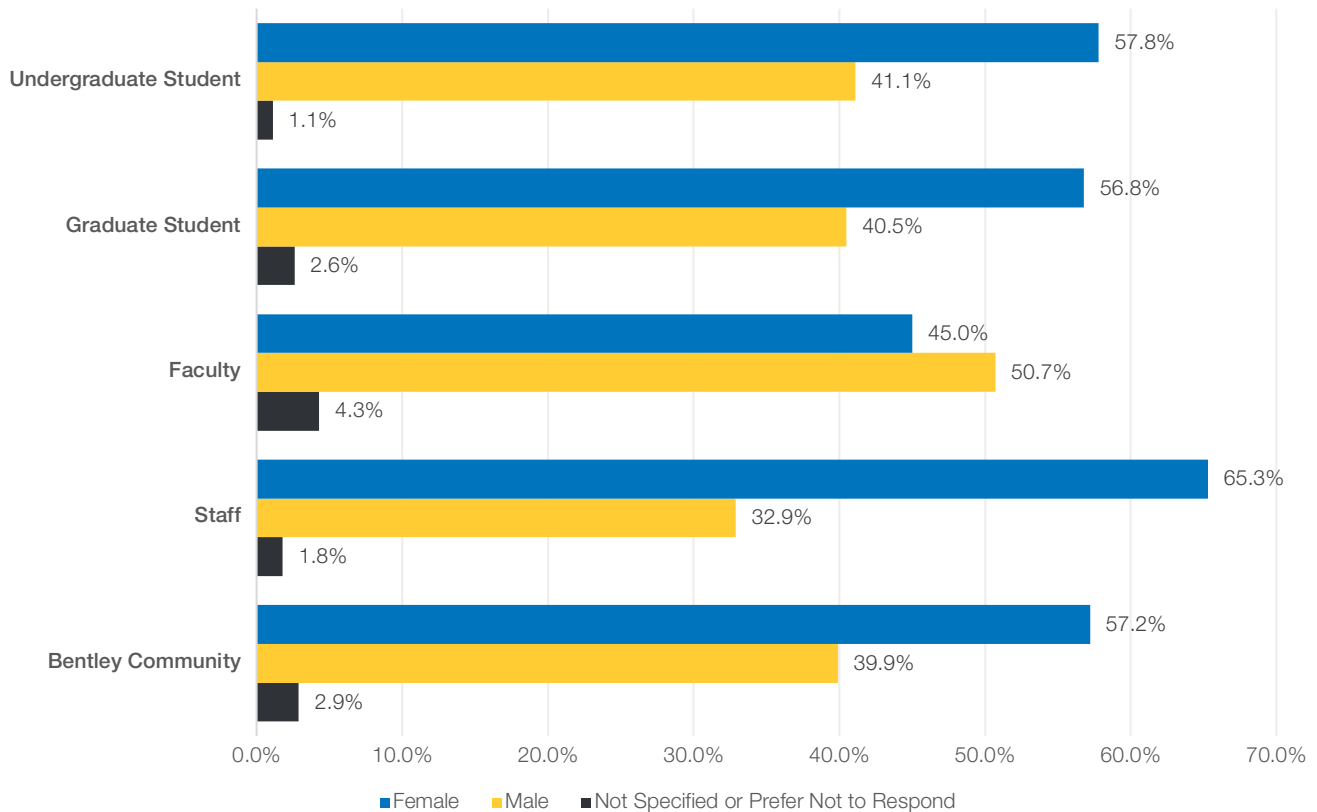
Note. Students that did not specify Undergraduate or Graduate not included in Student totals (n = 16).
Percentages may not equal 100% due to rounding.

Race & Ethnicity

Respondents were asked to provide their racial and ethnic groups with which they identify: African American/Black, Asian American/Asian, Hispanic/Latino/a, Middle Eastern/North African, Native American/Alaskan Native, Native Hawaiian/Other Pacific Islander, White, or to specify their identity.

The response rates for all non-White respondents were relatively similar to the proportions of Black, Indigenous and People of Color (BIPOC) students and faculty at Bentley. There was a small gap amongst BIPOC staff, who made up 22.1% of the total sample but garnered a 17.8% response rate. While there was a difference with this gap, it was considered a small effect overall.

Figure 4 | *Survey Respondents: Race & Ethnicity by Role*
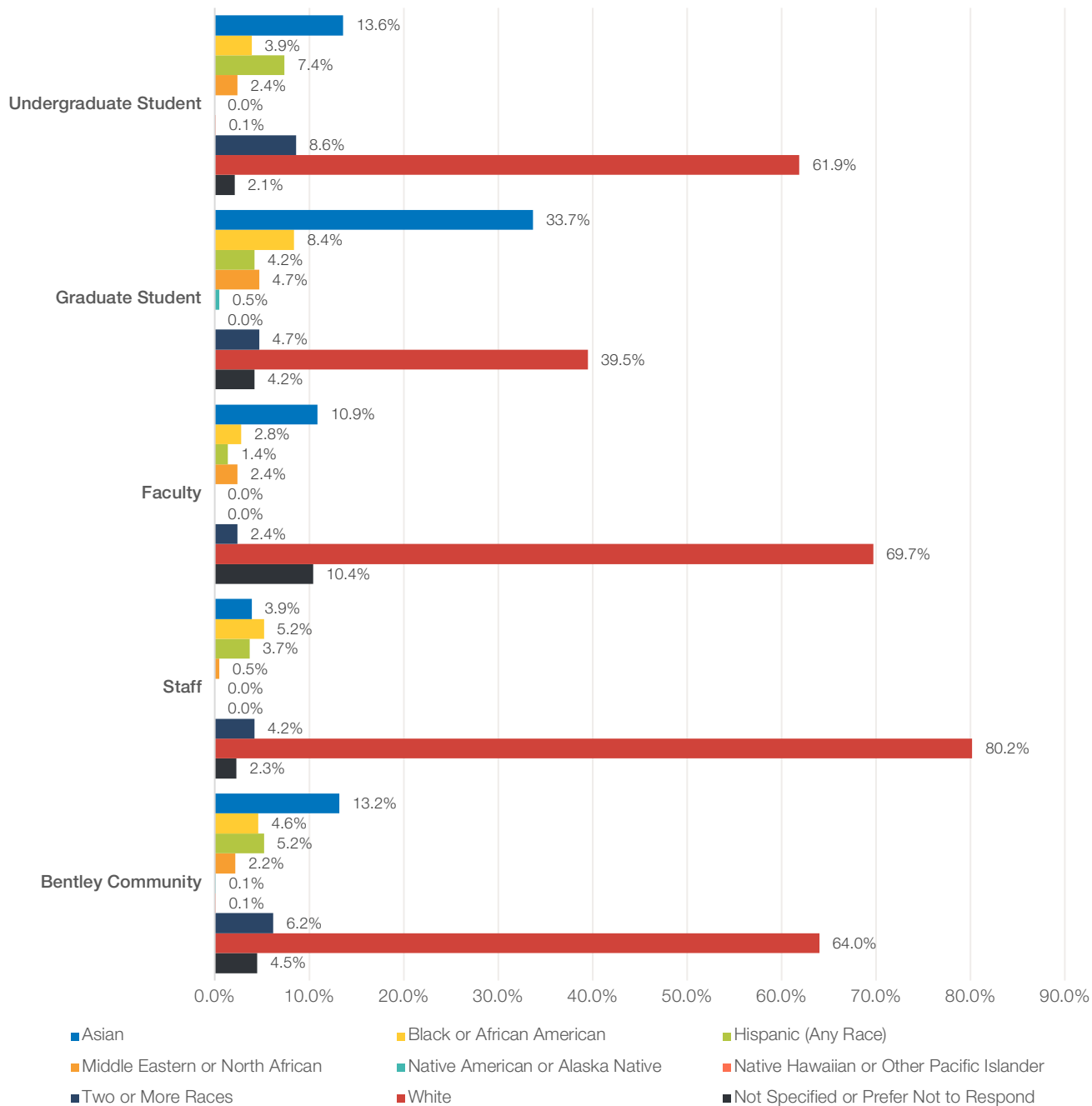
Note. Students that did not specify Undergraduate or Graduate not included in Student totals (n = 16).
Percentages may not equal 100% due to rounding.

Gender

Respondents were asked their gender identity: Man, Woman, Transgender, Cisgender, Agender, Genderqueer, Gender fluid, Gender non-conforming, Non-Binary, Two-spirit, or to specify their identity.

Gender representation for cisgender men and cisgender women is similar to that of sex in our sample. Because sex and gender are different identity variables, it was essential that additional gender representation outside of the binary of cisgender man and cisgender woman be accounted for to highlight the experiences of trans, gender non-confirming, and nonbinary individuals.

Figure 5A | *Survey Respondents: Gender by Role*
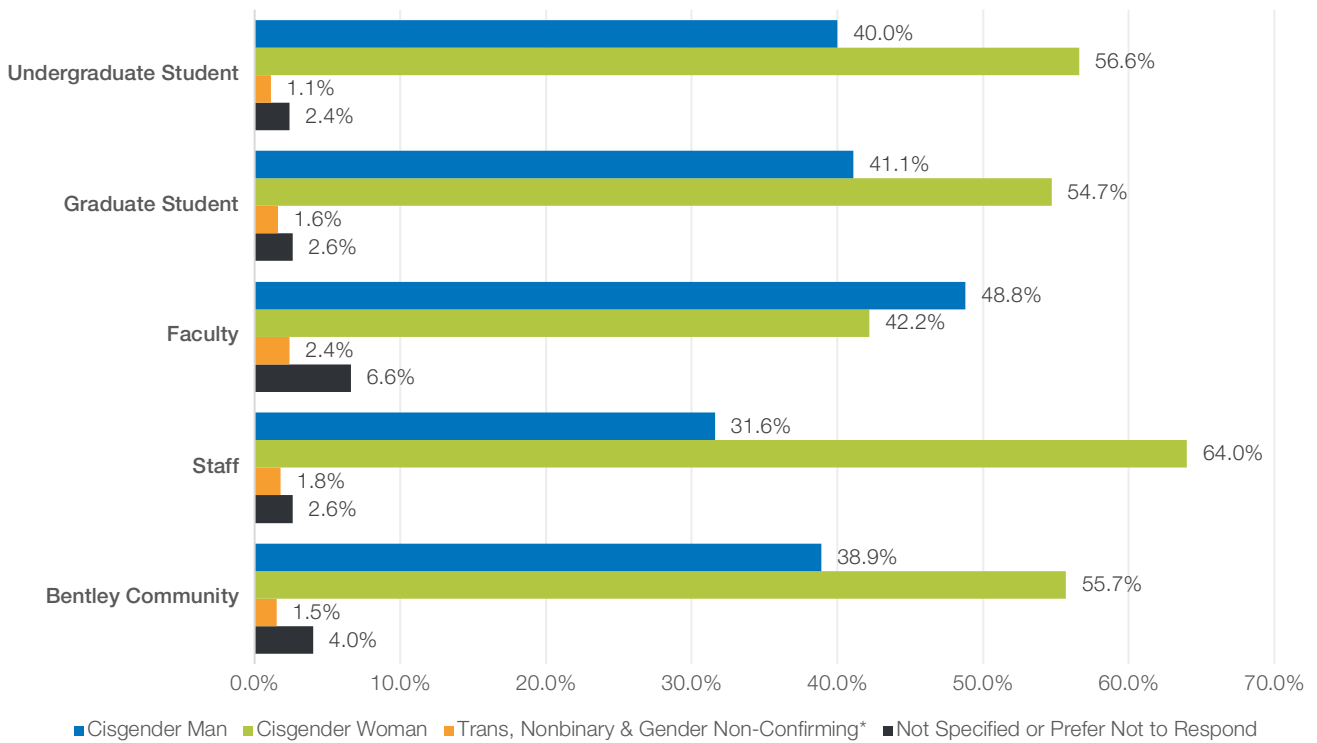
Note. Students that did not specify Undergraduate or Graduate not included in Student totals (n = 16).
*Trans, Nonbinary & Gender Non-Conforming also includes the identities of Genderqueer, Gender Fluid, Agender, or Two-Spirit.

Figure 5B | *Survey Respondents: Gender Disaggregated*
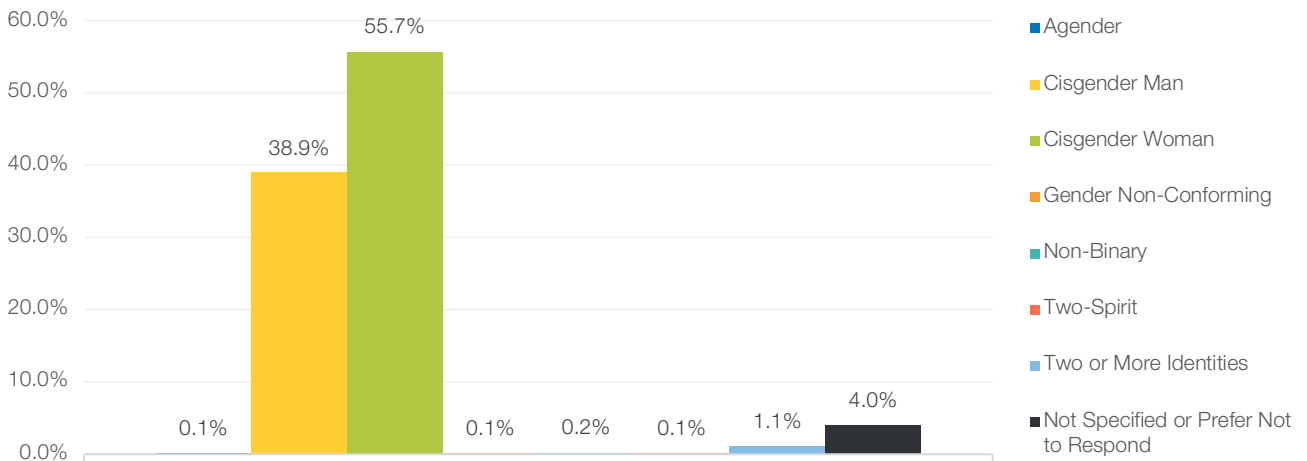
Percentages may not equal 100% due to rounding.

Sexual Orientation

Respondents were asked their sexual orientation: Heterosexual, Bisexual, Gay, Lesbian, Queer, Questioning, Asexual, Polysexual, Pansexual, or to specify their orientation.

Figure 6A | *Survey Respondents: Sexual Orientation by Role*
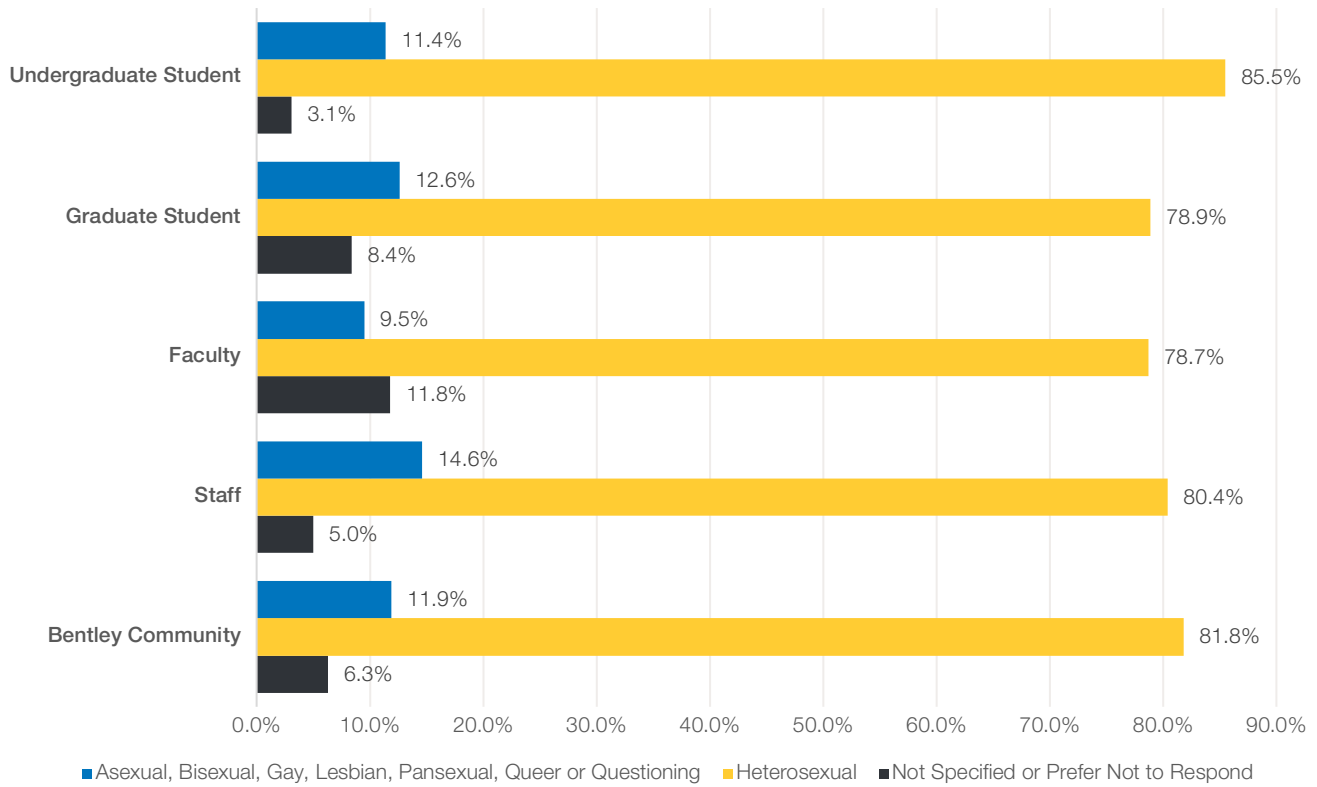
Role	Asexual, Bisexual, Gay, Lesbian, Pansexual, Queer or Questioning	Heterosexual	Not Specified or Prefer Not to Respond
Undergraduate Student	11.4%	85.5%	3.1%
Graduate Student	12.6%	78.9%	8.4%
Faculty	9.5%	78.7%	11.8%
Staff	14.6%	80.4%	5.0%
Bentley Community	11.9%	81.8%	6.3%

Note. Students that did not specify Undergraduate or Graduate not included in Student totals (n = 16).

Figure 6B | *Survey Respondents: Sexual Orientation Disaggregated*

Category	Percentage
Asexual	1.1%
Bisexual	3.9%
Gay	2.1%
Heterosexual	81.8%
Lesbian	1.1%
Pansexual	0.7%
Queer	0.7%
Questioning	0.8%
Two or More Orientations	1.4%
Not Specified or Prefer Not to Respond	6.3%
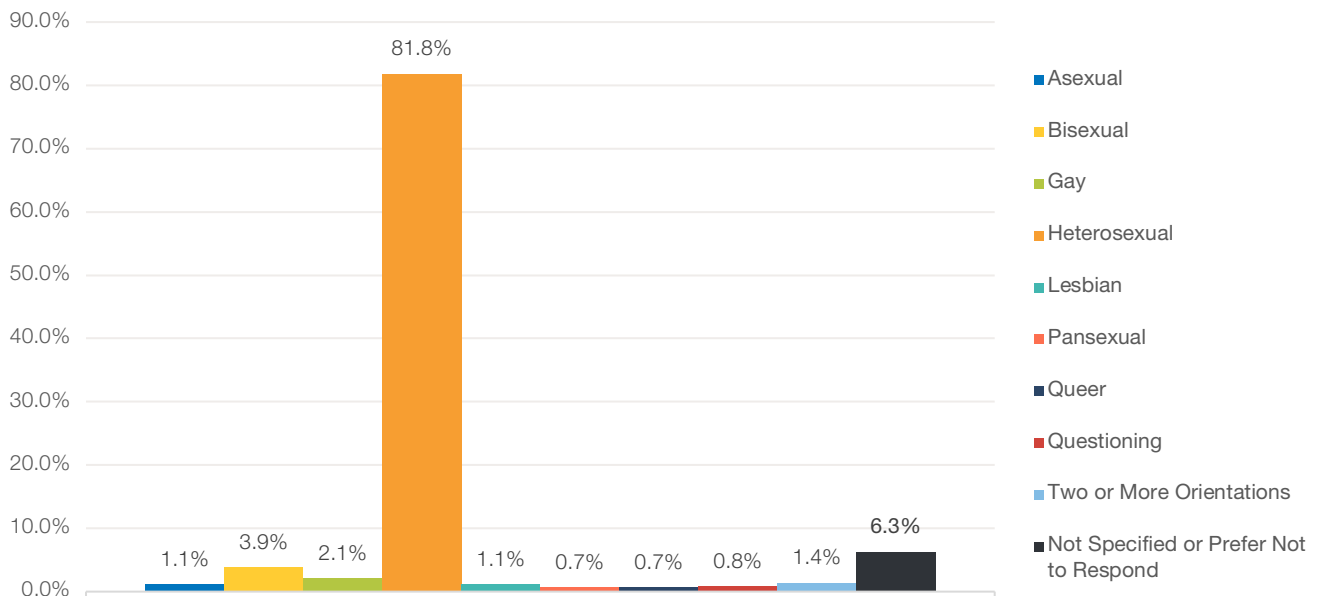
Percentages may not equal 100% due to rounding.

Political Orientation

Respondents were asked about their political orientation: Very Conservative, Conservative, Moderate, Liberal, Very Liberal, or to specify their political ideology or views in an open-ended response.

Conservative includes response options "Very conservative" and "Conservative"; Liberal "Very liberal", "Liberal", and open-response options such as "Democrat" and "Progressive"; Moderate "Moderate"; and Other open-response options such as "apolitical", "Libertarian", "Independent", and other responses.

Figure 7 | *Survey Respondents: Political Views by Role*
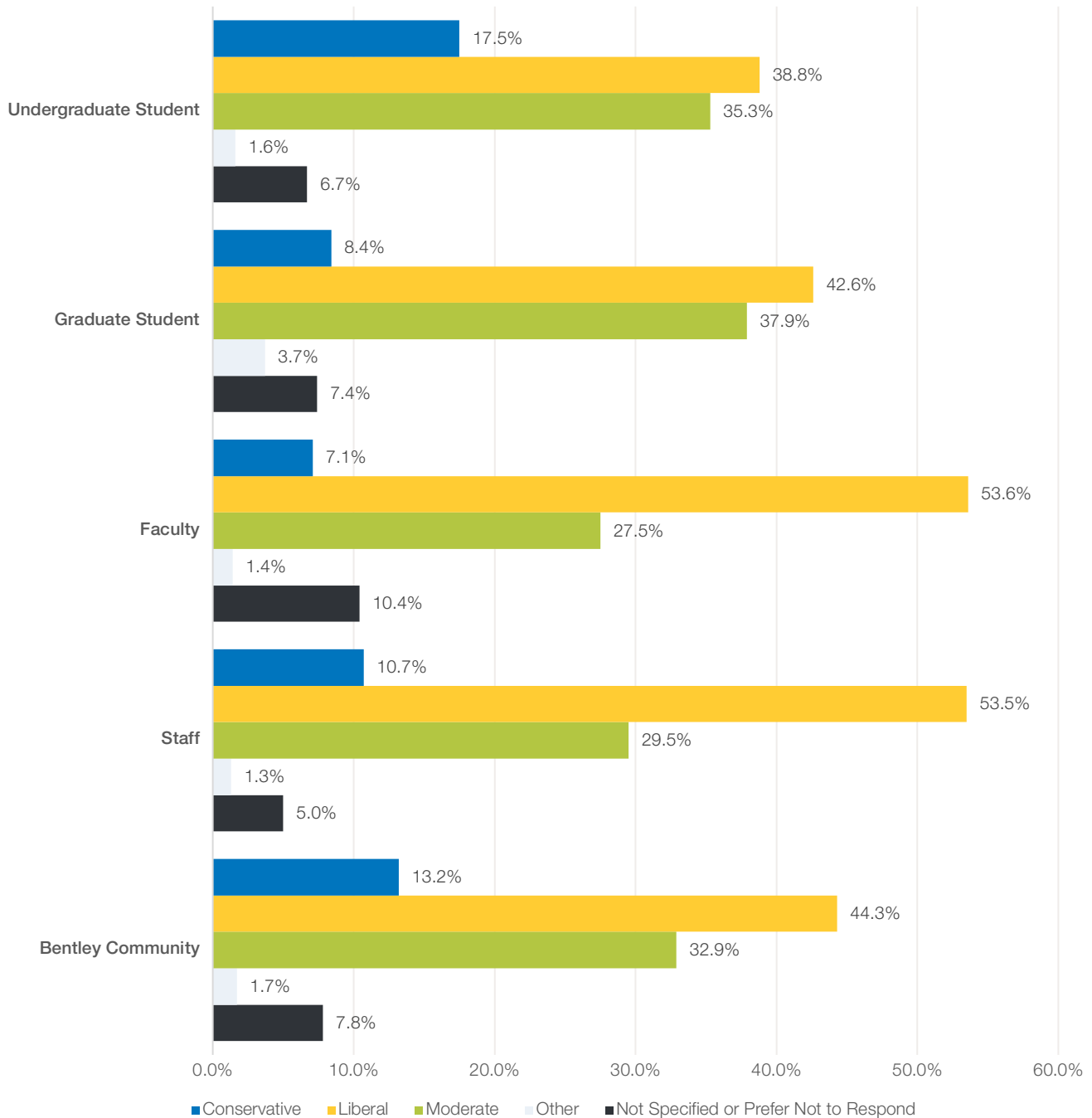
*Note. Political identity was measured on a 5-point scale (1 = Very conservative, 3 = Moderate, 5 = Very liberal) with the option to provide an open-ended response. Students that did not specify Undergraduate or Graduate not included in Student totals (n = 16).*
Percentages may not equal 100% due to rounding.

Religious Identities & Backgrounds

Respondents were asked about their religious backgrounds with the option to select more than one or to specify a religious background or identity not listed. The category Other includes identities with fewer than 15 endorsements.

Figure 8 | *Survey Respondents: Religious Identity by Role*
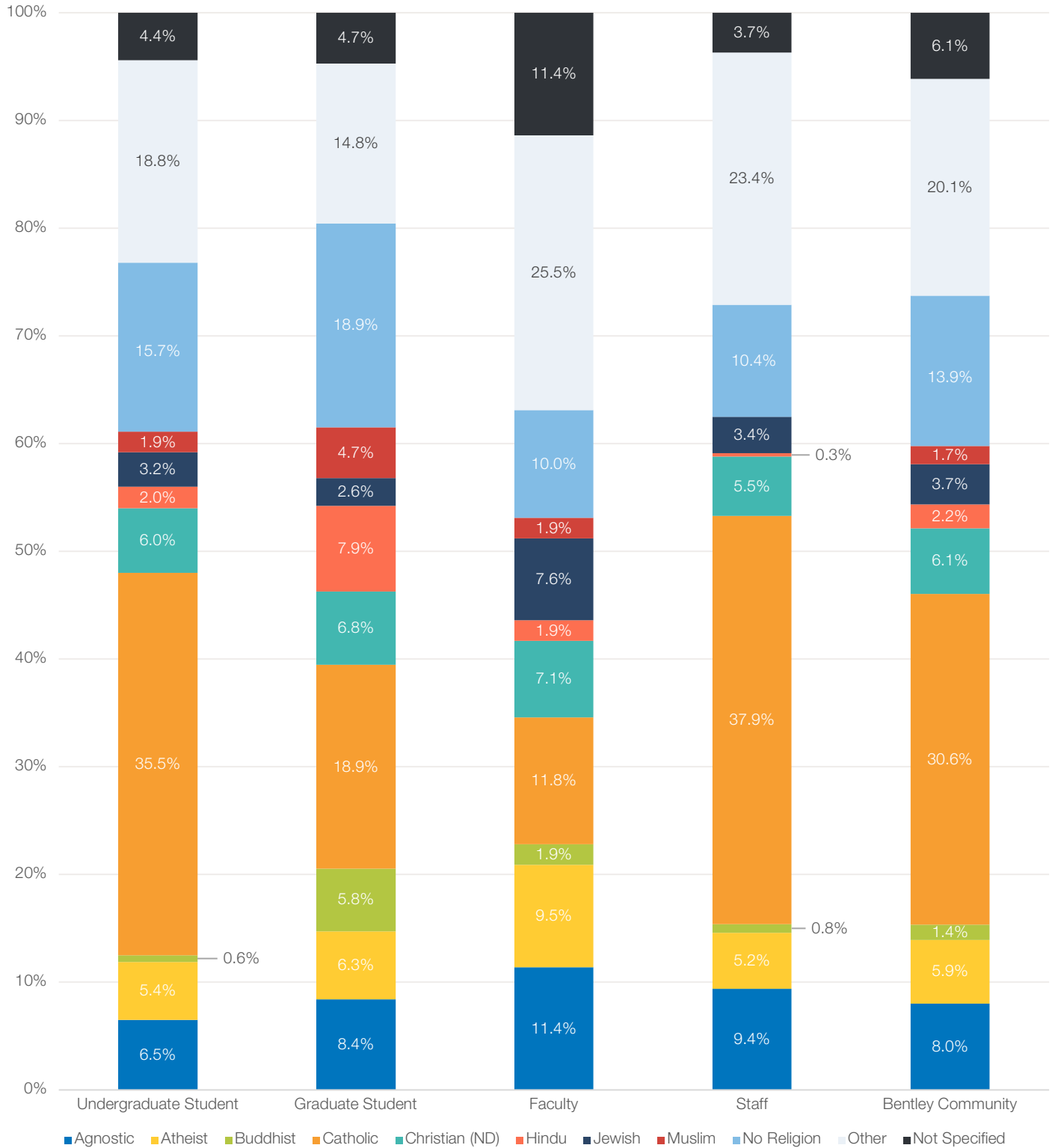
Note. Students that did not specify Undergraduate or Graduate did not specify religion (n = 16). ND = Non-Denominational. Percentages may not equal 100% due to rounding.

Socioeconomic Status

Respondents were asked to indicate their socioeconomic status, using language that described their present financial information. The options that respondents could indicate were: "I don't have to worry about money," "I have extra money after paying the bills," "I am breaking even," "I am barely making it," and "I cannot make ends meet."

Figure 9 | *Survey Respondents: Socioeconomic Status (SES) by Role*

What is your present financial situation?

Role	I don't have to worry about money	I have extra money after paying the bills	I am breaking even	I am barely making it	I cannot make ends meet	Not specified
Undergraduate Student	34.5%	27.1%	19.1%	13.2%	1.1%	5.0%
Graduate Student	19.5%	36.3%	22.6%	14.2%	2.6%	4.7%
Faculty	28.0%	43.1%	13.7%	5.2%	0.5%	9.5%
Staff	13.1%	49.6%	27.4%	6.0%	0.8%	3.1%
Bentley Community	26.4%	35.4%	20.6%	10.4%	1.1%	6.1%
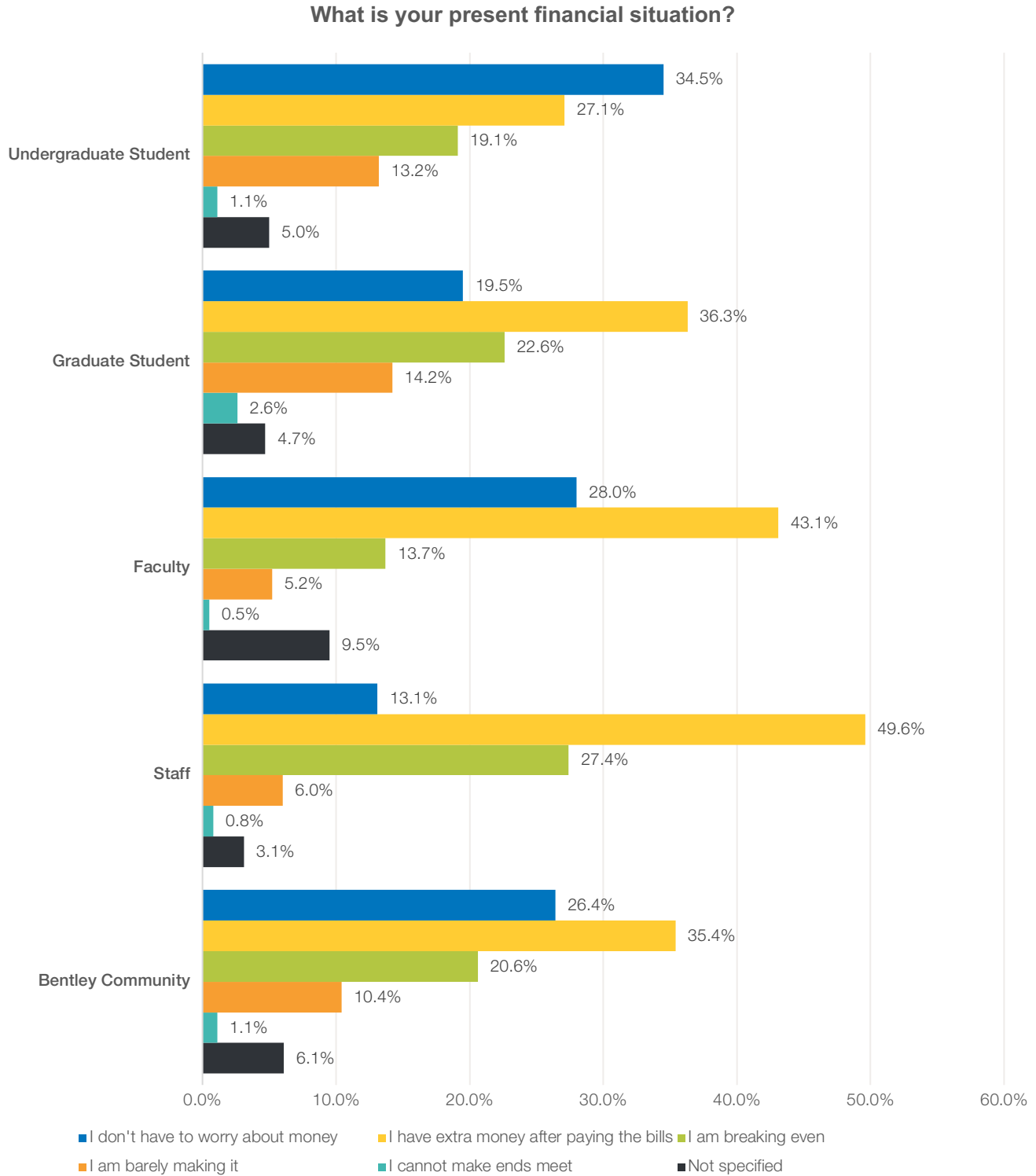
*Note. Students that did not specify Undergraduate or Graduate did not specify SES (n = 16).
Percentages may not equal 100% due to rounding.*

Ability

Respondents were asked to indicate if they had a disability. For those who answered "yes," respondents were asked to indicate the types of disabilities including physical (e.g., mobility issues that affect walking) and psychological (e.g., cognitive or learning disability).

Figure 10A | *Survey Respondents: Ability by Role*

Do you have a disability?
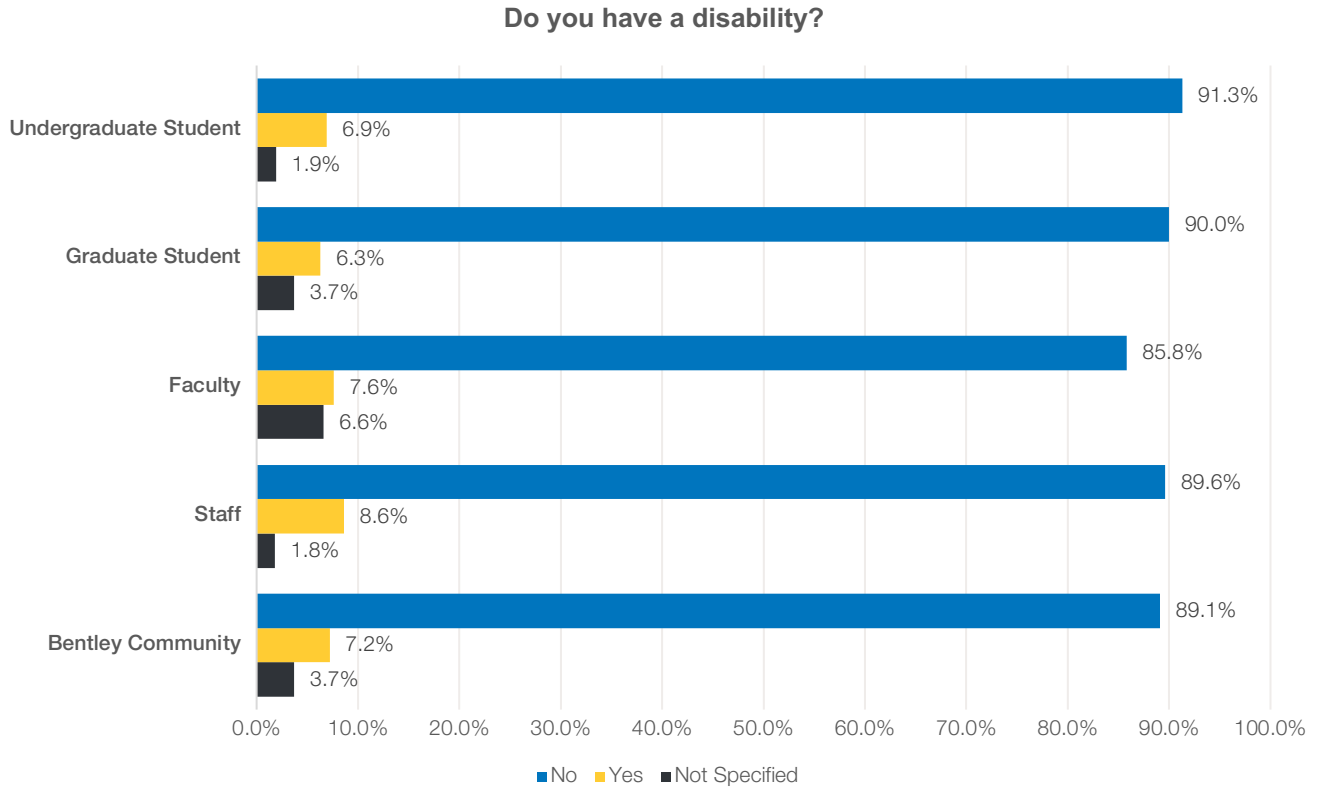
Note. Students that did not specify Undergraduate or Graduate did not specify ability (n = 16).

Figure 10B | *Ability "Yes" Respondents: Disability Types*
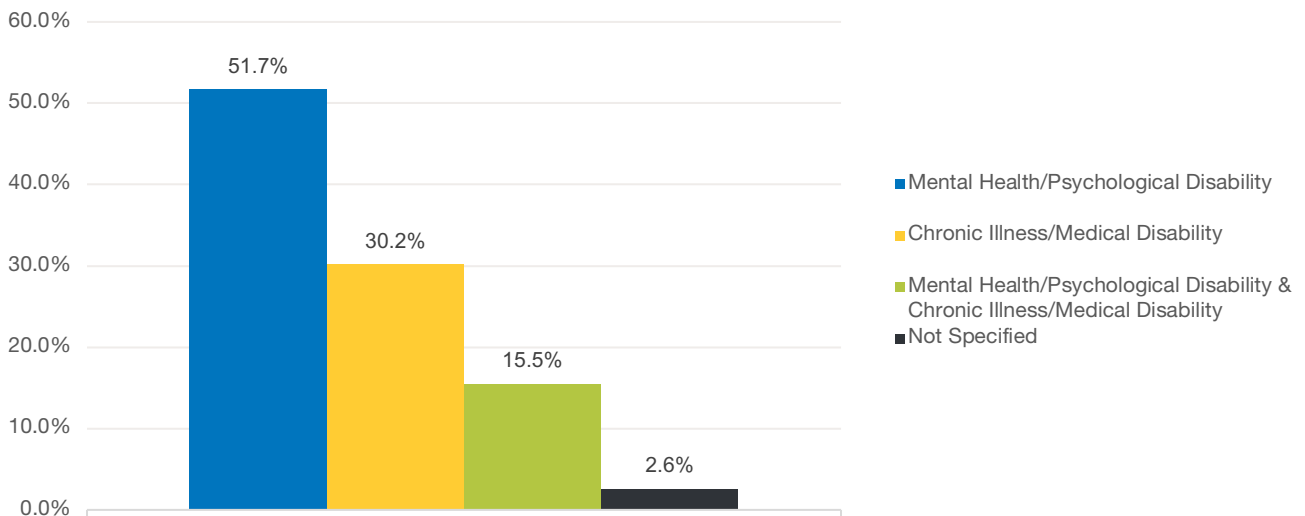
Percentages may not equal 100% due to rounding.

The Findings

Campus Climate Experiences

Bentley climate satisfaction is defined as one's general satisfaction with the university based on their experiences. The concept of campus climate may incorporate multiple experiences and appraisals, and vary by community group (e.g., undergraduates versus faulty).

Climate Satisfaction

Notably, 55% of survey respondents indicated satisfaction with the campus climate; however, 29% were neutral and 16% dissatisfied with climate. Reports of dissatisfaction, ambivalence, and neutral attitudes are of concern and deserve attention. An example of ambivalent attitudes toward climate may include satisfaction with community friendliness but dissatisfaction with inclusiveness.

Figure 11A | *Overall Climate Satisfaction (n = 1,533)*

How satisfied or dissatisfied are you with the overall campus climate/environment that you have experienced at Bentley University within the past 12 months?

	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
Undergraduate	4%	14%	26%	48%	8%
Graduate	1%	8%	34%	44%	13%
Faculty	7%	14%	37%	36%	7%
Staff	3%	10%	27%	49%	11%
All Community	4%	12%	29%	46%	9%
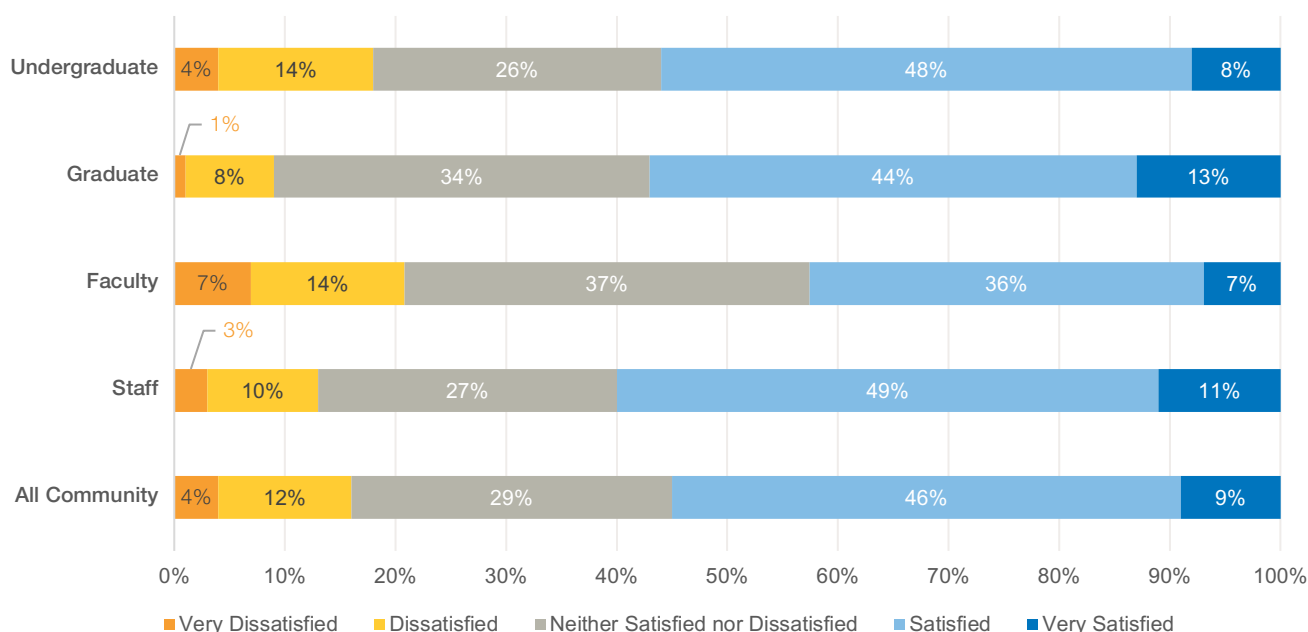
Percentages may not equal 100% due to rounding.

A series of regressions were conducted to understand what demographics, experiences, and concepts relate to climate satisfaction among all community members.

As shown in Appendix F, Table C1, greater climate satisfaction associates with…

> **greater perceptions of community friendliness/agreeableness,**
> **greater feelings of personal value and belonging in our community,**
> greater perceived institutional commitment to DEI,
> greater perceived university commitment to institutional values, and
> **not having experienced discrimination.**

Additional findings include…

- **Community agreeableness and feelings of personal value and belonging compared to the other survey measures and demographics had the strongest associations with climate satisfaction adjusting for the other variables in the model.**

- Among faculty, agreeableness, thriving and growing, and Bentley University's commitment to our values demonstrated associations with climate satisfaction (Appendix F, Table C4).

- **Experiences of discrimination were associated with reduced climate satisfaction.**

- An area of concern is climate satisfaction among Trans/Non-Binary community members. About 33% of Trans/Non-Binary community members are satisfied with climate compared to 57% of cisgender men and 56% of cisgender women.

Figure 11B | *Overall Climate Satisfaction: Disaggregated by Gender Identity (n = 1,533)*

How satisfied or dissatisfied are you with the overall campus climate/environment that you have experienced at Bentley University within the past 12 months?

	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
Cisgender Man	4%	12%	26%	45%	12%
Cisgender Woman	3%	12%	30%	48%	8%
Trans/Non-Binary	13%	13%	42%	33%	
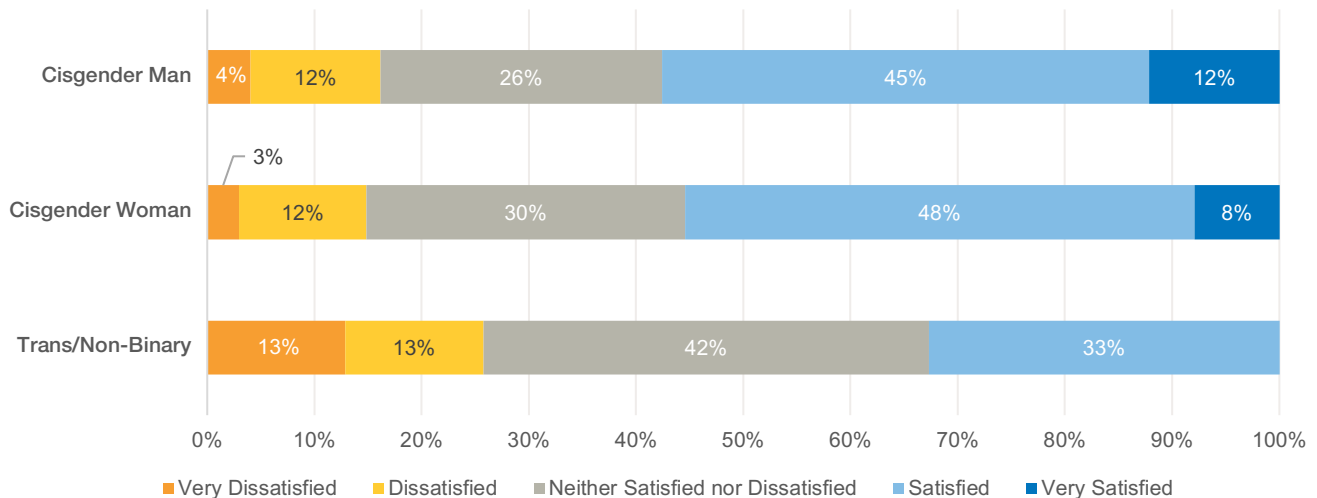
*Trans/Non-Binary identities include Transgender, Agender, Genderqueer, Gender Fluid, Gender Non-Confirming, Non-Binary, and Two-Spirit. Percentages may not equal 100% due to rounding.

Climate Dimensions: Agreeableness & Inclusiveness

Respondents completed a 14-question adjective list to describe their community based on their direct experiences. Questions were categorized into one of two topics: agreeableness and inclusiveness. Questions were presented on a 7-point semantic differential scale with opposite adjective anchors (e.g., Hostile :: Friendly). Adjectives of negative valence appeared on the left and adjectives of positive valence on the right. After data collection, factor analysis revealed a two-factor solution (Agreeableness and Inclusiveness) represents the data well (see Table A). See Appendix D for more details on the Climate Dimensions factor analysis.

Table A | *Dimensions of Campus Climate*

Dimensions of Agreeableness	Dimensions of Inclusiveness
Hostile :: Friendly	Racist :: Non-racist
Disrespectful :: Respect	Homogenous :: Diverse
Contentious :: Collegial	Sexist :: Non-sexist
Individualistic :: Collaborative	Homophobic :: Queer Positive
Competitive :: Cooperative	Ageist :: Non-ageist
Unsupportive :: Supportive	Transgender-phobic :: Transgender Positive
Unwelcoming :: Welcoming	Elitist :: Non-elitist

Agreeableness is the first topic which reflects the friendliness of our community and includes adjectives such as friendly, welcoming, and respectful. Inclusiveness is the second topic which reflects perceptions of discrimination and includes adjectives such as non-sexist, non-racist, and queer positive.

- Community members generally find our community friendly and agreeable. For example, 77% view Bentley as more welcoming than unwelcoming.

- **Community members are a bit divided regarding inclusiveness appraisals. Specifically, most of the community view Bentley as more homogenous than diverse and more sexist than non-sexist.**

- Compared to questions that rate agreeableness, on issues of inclusiveness, community members engage in more fence sitting with larger proportions of respondents indicating neutrality.

- Inclusiveness appraisals tend to be neutral to low among traditionally underrepresented minorities, Trans/Non-Binary, those with a disability, and non-heterosexual community members compared to their counterparts.

- **Overall, the community views Bentley as elitist and competitive. Nonetheless, Bentley is also viewed as generally friendly, but with room for growth on issues of inclusiveness. Although generally friendly, the views that the Bentley community is sexist and neither inclusive nor exclusive are of concern.**

Figure 12A | *Dimensions of Campus Climate: Agreeableness (n = 1,513)*

For the next few questions, select one option between each set of adjectives that best represents how you would rate Bentley University based on your direct experiences:

		Welcoming
Unwelcoming	1% / 4% / 6% / 12% / 23% / 31% / 23%	Welcoming
Hostile	1% / 2% / 7% / 13% / 22% / 32% / 22%	Friendly
Disrespectful	2% / 3% / 8% / 14% / 22% / 31% / 20%	Respectful
Unsupportive	2% / 4% / 7% / 13% / 24% / 31% / 19%	Supportive
Contentious	2% / 6% / 11% / 33% / 19% / 20% / 9%	Collegial
Individualistic	4% / 11% / 13% / 17% / 22% / 23% / 10%	Collaborative
Competitive	11% / 22% / 19% / 19% / 12% / 11% / 5%	Cooperative

Legend: ■ Negative (1) ■ 2 ■ 3 ■ 4 ■ 5 ■ 6 ■ Positive (7)
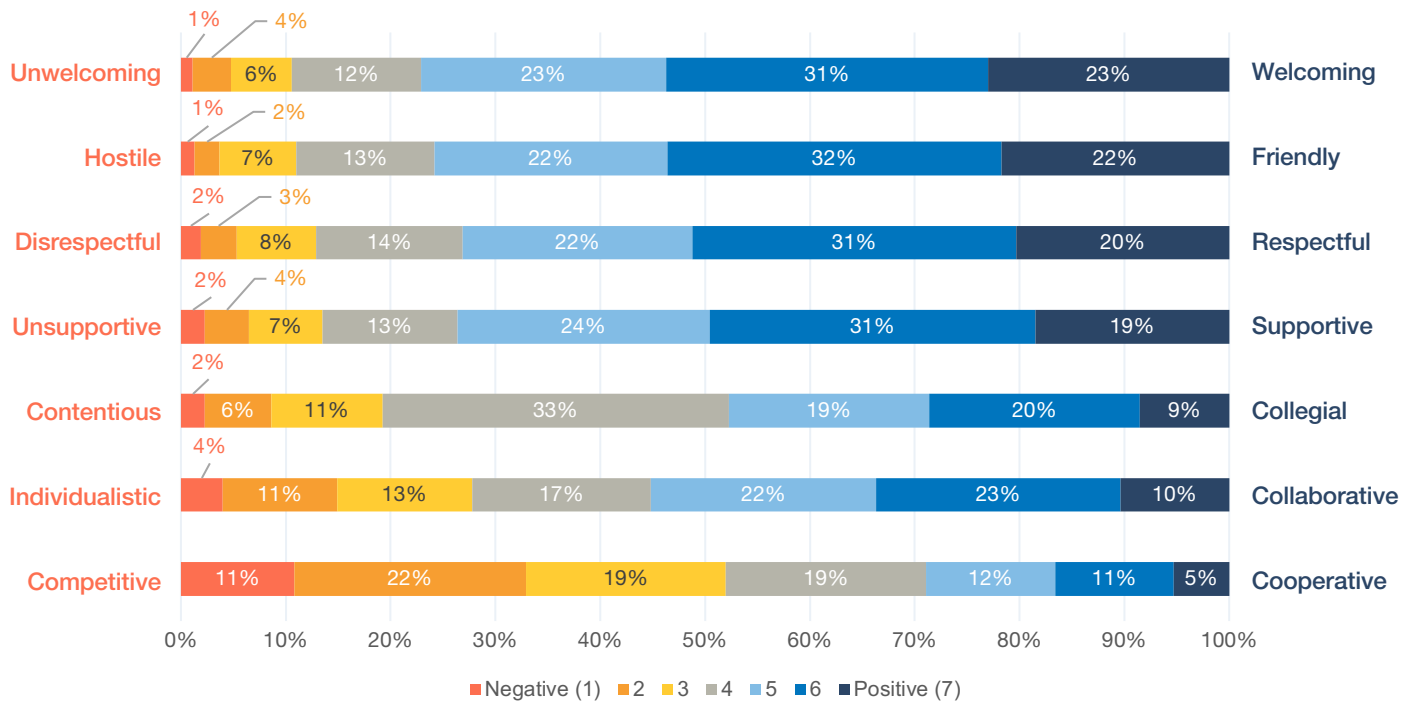
Figure 12B | *Dimensions of Campus Climate: Inclusiveness (n = 1,511)*

For the next few questions, select one option between each set of adjectives that best represents how you would rate Bentley University based on your direct experiences:

Ageist	2% / 6% / 10% / 31% / 12% / 19% / 20%	Non-Ageist
Racist	2% / 8% / 17% / 21% / 15% / 21% / 17%	Non-Racist
Homophobic	2% / 5% / 12% / 30% / 21% / 18% / 13%	Queer-Positive
Trans-Phobic	3% / 6% / 10% / 34% / 16% / 17% / 14%	Trans-Positive
Sexist	7% / 15% / 20% / 19% / 11% / 16% / 13%	Non-Sexist
Homogenous	7% / 22% / 19% / 16% / 16% / 12% / 9%	Diverse
Elitist	12% / 23% / 25% / 23% / 7% / 7% / 4%	Non-Elitist

Legend: ■ Negative (1) ■ 2 ■ 3 ■ 4 ■ 5 ■ 6 ■ Positive (7)
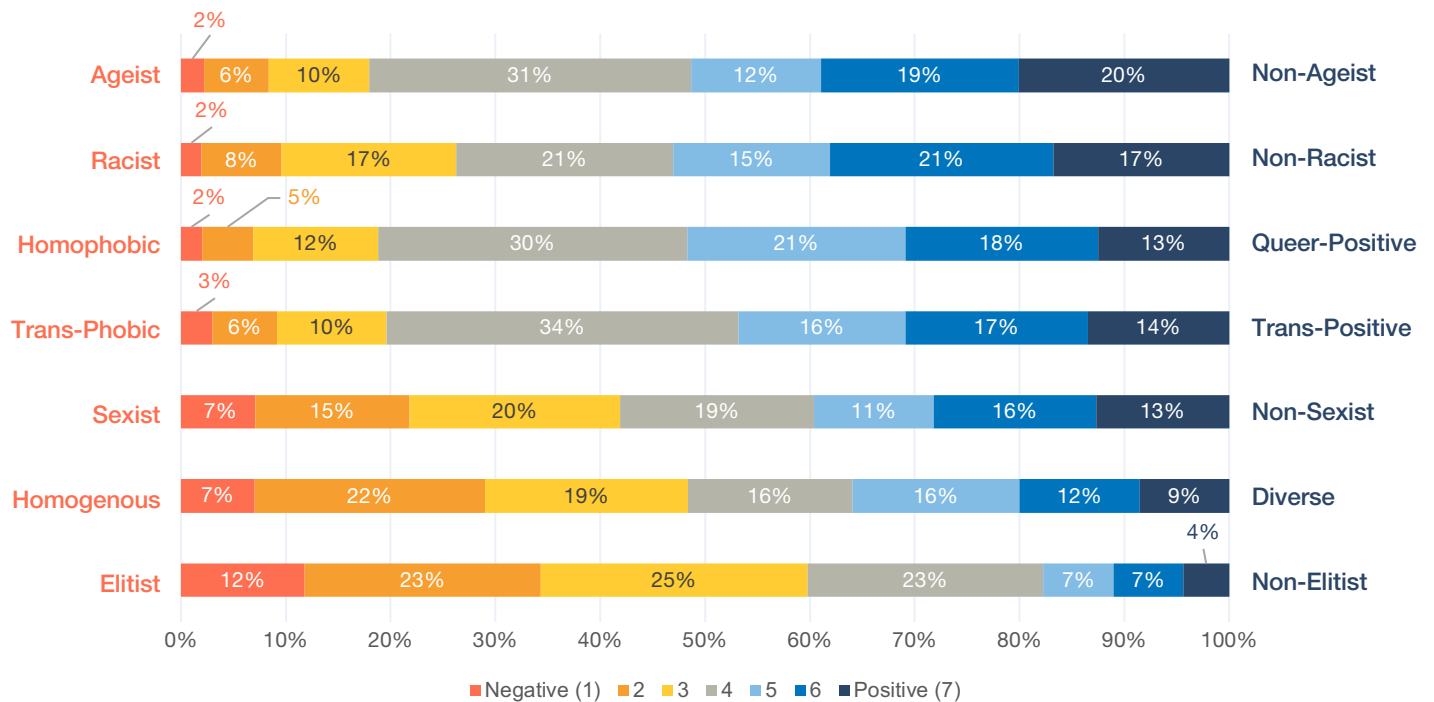
Percentages may not equal 100% due to rounding.

Institutional Values

Most of the community rate Bentley's commitment to its values positively. Bentley's commitment to Learning and Impact are highest.

Comparisons among gender identity and race and ethnicity reveal Trans/Non-Binary and Black or African American community members tend to think Bentley could do more to demonstrate its commitment to our values, namely diversity.

Figure 13 | *Bentley's Commitment to Institutional Values (n = 1,417)*

Please rate the degree to which Bentley University lives up to our institutional values.

Value	Poor	Fair	Average	Good	Excellent
Learning — We are here to learn and develop	2%	5%	16%	44%	34%
Impact — We recognize our potential to make a difference	3%	7%	24%	44%	22%
Collaboration — We welcome new perspectives as we work with others towards a common goal	5%	9%	21%	43%	22%
Honesty — We act with honesty and integrity in our academic, personal and professional affairs	6%	10%	22%	42%	21%
Respect — We treat others as they would like to be treated	5%	10%	22%	42%	20%
Caring — We practice understanding, compassion and kindness	6%	11%	23%	41%	20%
Diversity — We embrace and seek to understand those with different beliefs, backgrounds and life experiences	8%	13%	24%	38%	17%

Percentages may not equal 100% due to rounding.

Table B1 | *Bentley's Commitment to Institutional Values, Mean Table by Race/Ethnicity*

	Asian	Black or African American	Hispanic of Any Race	Middle Eastern or North African	Two or More Races or Some Other Race	White
Learning: We are here to learn and develop	3.93	3.56	3.90	3.75	4.02	4.10
Impact: We recognize our potential to make a difference	3.69	3.24	3.76	3.66	3.81	3.81
Collaboration: We welcome new perspectives as we work with others towards a common goal	3.70	3.20	3.65	3.42	3.72	3.73
Honesty: We act with honesty and integrity in our academic, personal and professional affairs	3.67	3.23	3.54	3.59	3.52	3.66
Respect: We treat others as they would like to be treated	3.77	3.05	3.58	3.69	3.49	3.63
Caring: We practice understanding, compassion and kindness	3.75	3.15	3.42	3.34	3.58	3.61
Diversity: We embrace and seek to understand those with different beliefs, backgrounds and life experiences	3.48	2.65	3.15	3.31	3.22	3.52

Scorecard: ■ Concern | □ Needs Improvement | ■ Satisfactory

Table B2 | *Bentley's Commitment to Institutional Values, Mean Table by Gender*

	Cisgender Man	Cisgender Woman	Trans/Non-Binary
Learning: We are here to learn and develop	3.99	4.06	3.71
Impact: We recognize our potential to make a difference	3.74	3.78	3.14
Collaboration: We welcome new perspectives as we work with others towards a common goal	3.70	3.69	3.24
Honesty: We act with honesty and integrity in our academic, personal and professional affairs	3.65	3.61	3.24
Respect: We treat others as they would like to be treated	3.68	3.56	3.43
Caring: We practice understanding, compassion and kindness	3.63	3.56	3.05
Diversity: We embrace and seek to understand those with different beliefs, backgrounds and life experiences	3.52	3.38	2.90

Scorecard: ■ Concern | □ Needs Improvement | ■ Satisfactory

Aspects of Diversity, Equity and Inclusion

Overall, the community tends to agree Bentley University is a place that is committed to DEI, makes people feel valued, and provides opportunities for growth. However, there are notable differences among community compositions on certain aspects. After data collection, factor analysis revealed three factors describe the data well: Institutional Commitment to DEI, Feeling Valued and Belonging, and Thriving and Growing (Appendix D).

Figure 14 | *Diversity, Equity and Inclusion Aspects (n = 1,483)*

Considering your experiences over the past 12 months, please indicate your level of agreement with each of the following statements:

Statement	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am treated with respect at Bentley University.	1%	6%	14%	56%	23%
My experience at Bentley University has had a positive influence on my academic/professional growth.	2%	8%	14%	52%	24%
I have opportunities at Bentley University for academic/professional success that are similar to those of my peers/colleagues.	4%	10%	15%	48%	23%
I have found one or more communities or groups where I feel I belong at Bentley University.	2%	10%	22%	44%	22%
I feel I belong at Bentley University.	3%	11%	22%	43%	21%
I feel valued as an individual at Bentley University.	3%	10%	20%	50%	17%
Bentley University has a strong commitment to diversity, equity and inclusion.	3%	10%	24%	45%	18%
I have [not] considered leaving Bentley University because I felt isolated or unwelcomed.	8%	15%	13%	28%	35%
Bentley University is a place where I am able to perform up to my full potential.	3%	13%	18%	46%	20%
There is [not] too much emphasis put on issues of diversity, equity and inclusion here at Bentley University.	6%	11%	24%	35%	24%
I feel others [do] value my opinions at Bentley University.	4%	13%	25%	44%	14%
Bentley University places appropriate emphasis on issues of diversity, equity and inclusion.	5%	14%	23%	46%	12%
Bentley University provides sufficient programs and resources to foster the success of a diverse student body/faculty/staff.	4%	15%	27%	41%	13%
I [do not] have to work harder than others to be valued equally at Bentley University.	9%	25%	26%	28%	12%

■ Strongly Disagree　■ Disagree　■ Neither Agree nor Disagree　■ Agree　■ Strongly Agree

Percentages may not equal 100% due to rounding.

Institutional Commitment to Diversity, Equity and Inclusion

Black or African Americans and Trans/Non-Binary community members report low institutional commitment to DEI compared to their counterparts. A lack of appropriate emphasis on DEI and resources to foster a diverse community contribute to negative attitudes on this aspect.

Ambivalent attitudes on institutional commitment are also observed among other community compositions as compared to their counterparts: faculty, individuals with a disability, and non-heterosexual community members.

Table C1 | *DEI Aspects: Institutional Commitment to DEI, Mean Table by Race/Ethnicity*

	Asian	Black or African American	Hispanic of Any Race	Middle Eastern or North African	Two or More Races or Some Other Race	White
Bentley University has a strong commitment to diversity, equity and inclusion.	3.65	3.13	3.61	3.61	3.53	3.74
Bentley University places appropriate emphasis on issues of diversity, equity and inclusion.	3.57	3.15	3.44	3.59	3.33	3.52
Bentley University provides sufficient programs and resources to foster the success of a diverse student body/faculty/staff.	3.51	2.90	3.34	3.29	3.35	3.49
There is [not] too much emphasis put on issues of diversity, equity and inclusion at Bentley University.	3.48	4.15	3.49	3.00	4.01	3.59

Scorecard: ■ Concern | □ Needs Improvement | ■ Satisfactory

Table C2 | *DEI Aspects: Institutional Commitment to DEI, Mean Table by Gender*

	Cisgender Man	Cisgender Woman	Trans/Non-Binary
Bentley University has a strong commitment to diversity, equity and inclusion.	3.74	3.63	3.14
Bentley University places appropriate emphasis on issues of diversity, equity and inclusion.	3.50	3.50	2.77
Bentley University provides sufficient programs and resources to foster the success of a diverse student body/faculty/staff.	3.54	3.38	2.86
There is [not] too much emphasis put on issues of diversity, equity and inclusion at Bentley University.	3.30	3.81	4.41

Scorecard: ■ Concern | □ Needs Improvement | ■ Satisfactory | ■ Exemplary

	Faculty	Graduate	Staff	Undergraduate
Bentley University has a strong commitment to diversity, equity and inclusion.	3.57	3.83	3.87	3.56
Bentley University places appropriate emphasis on issues of diversity, equity and inclusion.	3.24	3.69	3.66	3.42
Bentley University provides sufficient programs and resources to foster the success of a diverse student body/faculty/staff.	3.06	3.62	3.31	3.55
There is [not] too much emphasis put on issues of diversity, equity and inclusion at Bentley University.	3.51	3.38	3.68	3.64

Scorecard: ☐ Needs Improvement | ■ Satisfactory

Feeling Valued and Belonging

Ambivalent attitudes on feeling valued and belonging are observed among Black or African Americans and Trans/Non-Binary community members compared to their counterparts. A lack of belonging and feelings of isolation contribute to ambivalent attitudes on this aspect.

Table D1 | *DEI Aspects: Feeling Valued and Belonging, Mean Table by Race/Ethnicity*

	Asian	Black or African American	Hispanic of Any Race	Middle Eastern or North African	Two or More Races or Some Other Race	White
I am treated with respect at Bentley University.	3.92	3.67	3.91	3.79	3.95	3.95
I feel I belong at Bentley University.	3.60	3.19	3.53	3.50	3.69	3.79
I feel others [do] value my opinions at Bentley University.	3.58	3.37	3.30	3.42	3.63	3.54
I feel valued as an individual at Bentley University.	3.70	3.31	3.53	3.50	3.77	3.71
I have [not] considered leaving Bentley University because I felt isolated or unwelcomed.	3.68	3.12	3.34	3.74	3.61	3.75
I have found one or more communities or groups where I feel I belong at Bentley University.	3.62	3.72	3.65	3.45	3.84	3.77

Scorecard: ☐ Needs Improvement | ■ Satisfactory

Table D2 | *DEI Aspects: Feeling Valued and Belonging, Mean Table by Gender*

	Cisgender Man	Cisgender Woman	Trans/Non-Binary
I am treated with respect at Bentley University.	3.98	3.91	3.32
I feel I belong at Bentley University.	3.72	3.71	2.86
I feel others [do] value my opinions at Bentley University.	3.58	3.50	3.32
I feel valued as an individual at Bentley University.	3.67	3.69	3.18
I have [not] considered leaving Bentley University because I felt isolated or unwelcomed.	3.71	3.69	2.82
I have found one or more communities or groups where I feel I belong at Bentley University.	3.74	3.74	3.09

Scorecard: ■ Concern | □ Needs Improvement | ■ Satisfactory

Table D3 | *DEI Aspects: Feeling Valued and Belonging, Mean Table by Campus Role*

	Faculty	Graduate	Staff	Undergraduate
I am treated with respect at Bentley University.	3.72	4.20	3.91	3.92
I feel I belong at Bentley University.	3.49	3.84	3.79	3.67
I feel others [do] value my opinions at Bentley University.	3.41	3.84	3.45	3.52
I feel valued as an individual at Bentley University.	3.49	3.96	3.66	3.66
I have [not] considered leaving Bentley University because I felt isolated or unwelcomed.	3.73	4.17	3.70	3.53
I have found one or more communities or groups where I feel I belong at Bentley University.	3.52	3.45	3.58	3.92

Scorecard: ■ Satisfactory

Thriving and Growing

Ambivalent attitudes on thriving and growing are observed among both Black or African Americans and Middle Eastern or North Africans, Trans/Non-Binary community members, faculty, individuals with a disability, and non-heterosexual community members compared to their counterparts. Feelings of needing to work harder than others and a lack of the same opportunities as peers contribute to ambivalent attitudes on this aspect.

Table E1 | *DEI Aspects: Thriving and Growing, Mean Table by Race/Ethnicity*

	Asian	Black or African American	Hispanic of Any Race	Middle Eastern or North African	Two or More Races or Some Other Race	White
Bentley University is a place where I am able to perform up to my full potential.	3.60	3.35	3.67	3.52	3.74	3.70
I [do not] have to work harder than others to be valued equally at Bentley University.	2.78	2.51	2.51	2.56	2.69	3.28
I have opportunities at Bentley University for academic/ professional success that are similar to those of my peers/ colleagues.	3.71	3.27	3.65	3.45	3.78	3.83
My experience at Bentley University has had a positive influence on my academic/ professional growth.	3.83	3.66	3.78	3.68	3.91	3.95

Scorecard: ■ Concern | ☐ Needs Improvement | ■ Satisfactory

Table E2 | *DEI Aspects: Thriving and Growing, Mean Table by Gender*

	Cisgender Man	Cisgender Woman	Trans/Non-Binary
Bentley University is a place where I am able to perform up to my full potential.	3.70	3.65	3.23
I [do not] have to work harder than others to be valued equally at Bentley University.	3.25	2.97	2.68
I have opportunities at Bentley University for academic/ professional success that are similar to those of my peers/ colleagues.	3.83	3.73	3.55
My experience at Bentley University has had a positive influence on my academic/ professional growth.	3.92	3.90	3.64

Scorecard: ■ Concern | ☐ Needs Improvement | ■ Satisfactory

Table E3 | *DEI Aspects: Thriving and Growing, Mean Table by Campus Role*

	Faculty	Graduate	Staff	Undergraduate
Bentley University is a place where I am able to perform up to my full potential.	3.28	3.91	3.43	3.81
I [do not] have to work harder than others to be valued equally at Bentley University.	2.94	3.26	3.09	3.04
I have opportunities at Bentley University for academic/ professional success that are similar to those of my peers/ colleagues.	3.30	3.99	3.40	4.01
My experience at Bentley University has had a positive influence on my academic/ professional growth.	3.76	4.03	3.80	3.94

Scorecard: ■ Concern | ☐ Needs Improvement | ■ Satisfactory

Cross-Cultural Interaction and Exposure

Community members rated the frequency with which they meaningfully interacted with out-group (e.g., those with a religious belief different than your own) or specific group members (e.g., those who are immigrants or from an immigrant family). Group identifiers included a mix of hidden and identifiable groups including generation, gender, race and ethnicity, nationality, social status, and veteran status.

Figure 15 | *Cross-Cultural Interaction & Exposure (n = 1,447)*

During the past 12 months at Bentley University, how often have you interacted in a meaningful way with people...

Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
...whose gender is different than your own?	1%	3%	12%	30%	54%
...who are of a different nationality than your own?		1%	5% / 22%	35%	37%
...who are of a different race or ethnicity than your own?		1%	6% / 22%	35%	36%
...whose religious beliefs are different than your own?		3%	8% / 27%	34%	28%
...who are from a different social class?		1%	11% / 30%	34%	24%
...whose political opinions are different from your own?	3%	13%	31%	29%	24%
...who are of a different generation than your own?	7%	15%	23%	27%	28%
...who are immigrants or from an immigrant family?	5%	15%	30%	28%	22%
...whose sexual orientation is different than your own?	6%	15%	30%	26%	23%
...who have learning, psychological, or other disabilities that are not readily apparent?	14%	25%	32%	18%	11%
...who have physical or other observable disabilities?	29%	39%	20%	8%	4%
...whose veteran/military status is different than your own?	41%	29%	17%	7%	6%

■ Strongly Disagree ■ Disagree ■ Neither Agree nor Disagree ■ Agree ■ Strongly Agree

Percentages may not equal 100% due to rounding.

Overall, the Bentley community tends to rate the frequency of interactions higher among identifiable out-groups. The highest rates of meaningful interactions were reported with those of a different gender identity (84% often to very often), nationality (72% often to very often), race and ethnicity (71% often to very often), and religion (62% often to very often).

Other identities such as non-observable disability (29% often to very often), observable disability (13% often to very often), and veteran status (12% often to very often) ranked lowest on rates of cross-culture interaction and exposure.

Regarding community group differences, meaningful interactions with others of non-observable disabilities, political identities, sexual orientations, and generation status were most apparent.

- Faculty reported sometimes interacting with others with non-observable disabilities (40% often to very often), whereas students and staff reported seldom having such interactions (Undergraduates: 33%, Staff: 23%, Graduates: 15% often to very often).
- Faculty and staff reported often having interactions with others of a different sexual orientation (Staff: 65%, Faculty: 58% often to very often), whereas students reported sometimes having such interactions (Undergraduates: 41%, Graduates: 40% often to very often).
- Undergraduates reported often interacting with others of different political identities (62% often to very often), whereas graduates, faculty, and staff reported only sometimes (Faculty: 47%, Staff: 45%, Graduates: 36% often to very often).
- Faculty and staff reported frequent interactions with those of a different generation (Faculty: 89%, Staff: 84% often to very often), whereas graduates reported sometimes or often having such interactions and undergraduates sometimes having interactions with those of a different generation (Graduates: 55%, Undergraduates: 31% often to very often).

Perceptions of Fair Treatment

Students, faculty, and staff were asked distinct sets of questions about their perceptions of fair treatment. Student questions focus on fair treatment by setting (e.g., in the classroom, on campus) and person (e.g., interactions with faculty, other students, campus police, administrators). Faculty and staff questions focus on feelings of value and support, workload, and compensation.

- Students endorse the highest rates of fair treatment in campus and classroom settings, and from other students and faculty.

- Faculty and staff tend to endorse feelings of value and support but moderate rates of fair and equitable compensation.

Figure 16A | *Perceptions of Fair Treatment: Undergraduate Students (n = 720)*

Category	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Treated Fairly in Classrooms	1%	3%	13%	61%	23%
Listened to In Class by Instructors	2%	3%	11%	61%	22%
Treated Fairly in Campus Spaces	1%	4%	15%	58%	22%
Treated Fairly on Campus	2%	4%	17%	56%	20%
Listened to Out of Class by Instructors	1%	5%	21%	55%	18%
Listened to In Class by Students	1%	7%	21%	59%	13%
Listened to Out of Class by Students	1%	6%	19%	59%	14%
Listened to Out of Class by Other Faculty	1%	5%	26%	53%	15%
Listened to Out of Class by Campus Police	1%	6%	27%	49%	17%
Listened to Out of Class by Mentors/Advisors	3%	6%	28%	43%	20%
Listened to Out of Class by Administrators	6%	13%	29%	40%	11%

Percentages may not equal 100% due to rounding.

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Listened to In Class by Instructors	2%	3%	11%	61%	22%
Treated Fairly in Campus Spaces	1%	4%	15%	58%	22%
Treated Fairly on Campus	2%	4%	17%	56%	20%
Listened to Out of Class by Instructors	1%	5%	21%	55%	18%
Listened to In Class by Students	1%	7%	21%	59%	13%
Listened to Out of Class by Students	1%	6%	19%	59%	14%
Listened to Out of Class by Other Faculty	1%	5%	26%	53%	15%
Listened to Out of Class by Campus Police	1%	6%	27%	49%	17%
Listened to Out of Class by Mentors/Advisors	3%	6%	28%	43%	20%
Listened to Out of Class by Administrators	6%	13%	29%	40%	11%

Percentages may not equal 100% due to rounding.

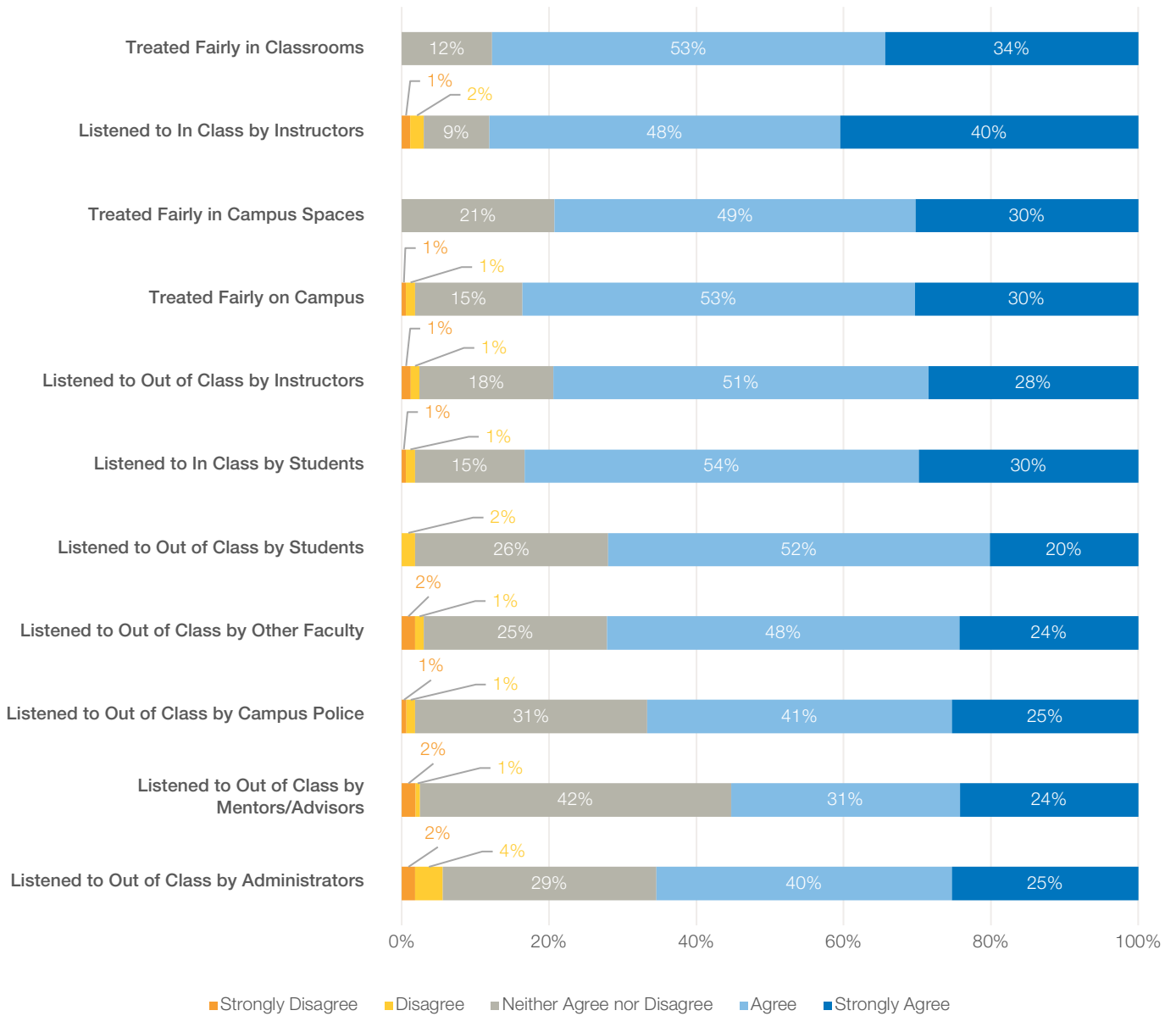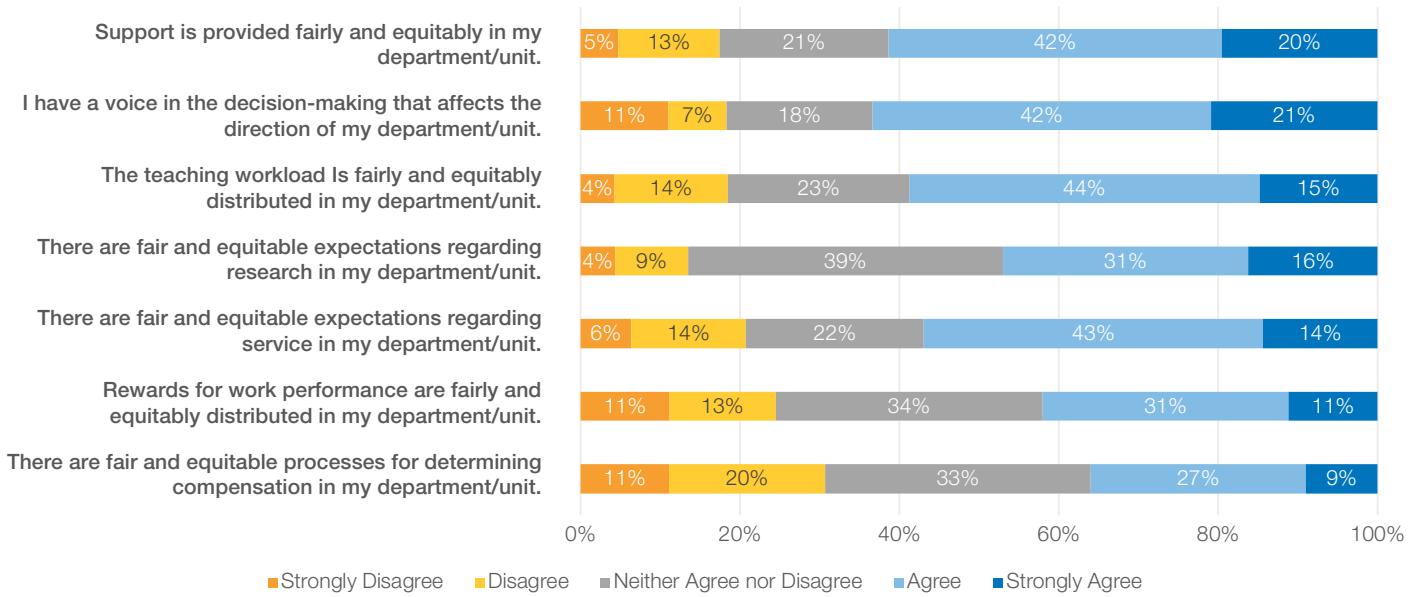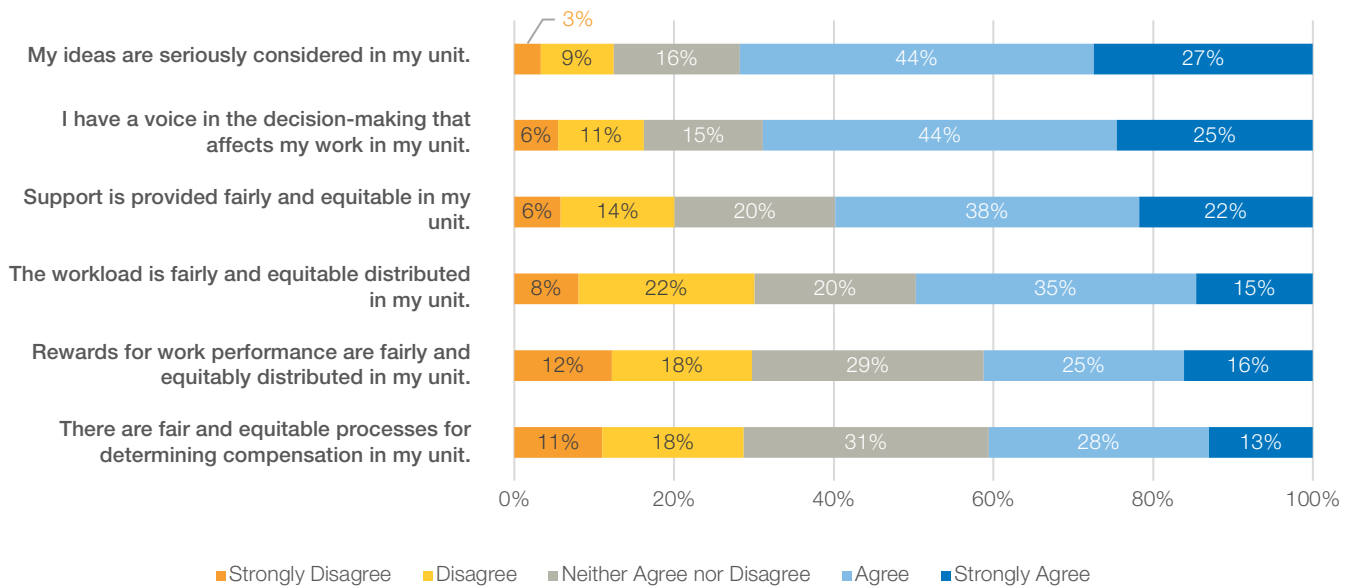**Figure 16B** | *Perceptions of Fair Treatment: Graduate Students (n = 168)*

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Treated Fairly in Classrooms			12%	53%	34%
Listened to In Class by Instructors	1%	2%	9%	48%	40%
Treated Fairly in Campus Spaces			21%	49%	30%
Treated Fairly on Campus	1%	1%	15%	53%	30%
Listened to Out of Class by Instructors	1%	1%	18%	51%	28%
Listened to In Class by Students	1%	1%	15%	54%	30%
Listened to Out of Class by Students		2%	26%	52%	20%
Listened to Out of Class by Other Faculty	2%	1%	25%	48%	24%
Listened to Out of Class by Campus Police	1%	1%	31%	41%	25%
Listened to Out of Class by Mentors/Advisors	2%	1%	42%	31%	24%
Listened to Out of Class by Administrators	2%	4%	29%	40%	25%

Figure 16C | *Perceptions of Fair Treatment: Faculty (n = 191)*

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Support is provided fairly and equitably in my department/unit.	5%	13%	21%	42%	20%
I have a voice in the decision-making that affects the direction of my department/unit.	11%	7%	18%	42%	21%
The teaching workload Is fairly and equitably distributed in my department/unit.	4%	14%	23%	44%	15%
There are fair and equitable expectations regarding research in my department/unit.	4%	9%	39%	31%	16%
There are fair and equitable expectations regarding service in my department/unit.	6%	14%	22%	43%	14%
Rewards for work performance are fairly and equitably distributed in my department/unit.	11%	13%	34%	31%	11%
There are fair and equitable processes for determining compensation in my department/unit.	11%	20%	33%	27%	9%

Percentages may not equal 100% due to rounding.

Figure 16D | *Perceptions of Fair Treatment: Staff (n = 363)*

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
My ideas are seriously considered in my unit.	3%	9%	16%	44%	27%
I have a voice in the decision-making that affects my work in my unit.	6%	11%	15%	44%	25%
Support is provided fairly and equitable in my unit.	6%	14%	20%	38%	22%
The workload is fairly and equitable distributed in my unit.	8%	22%	20%	35%	15%
Rewards for work performance are fairly and equitably distributed in my unit.	12%	18%	29%	25%	16%
There are fair and equitable processes for determining compensation in my unit.	11%	18%	31%	28%	13%

Percentages may not equal 100% due to rounding.

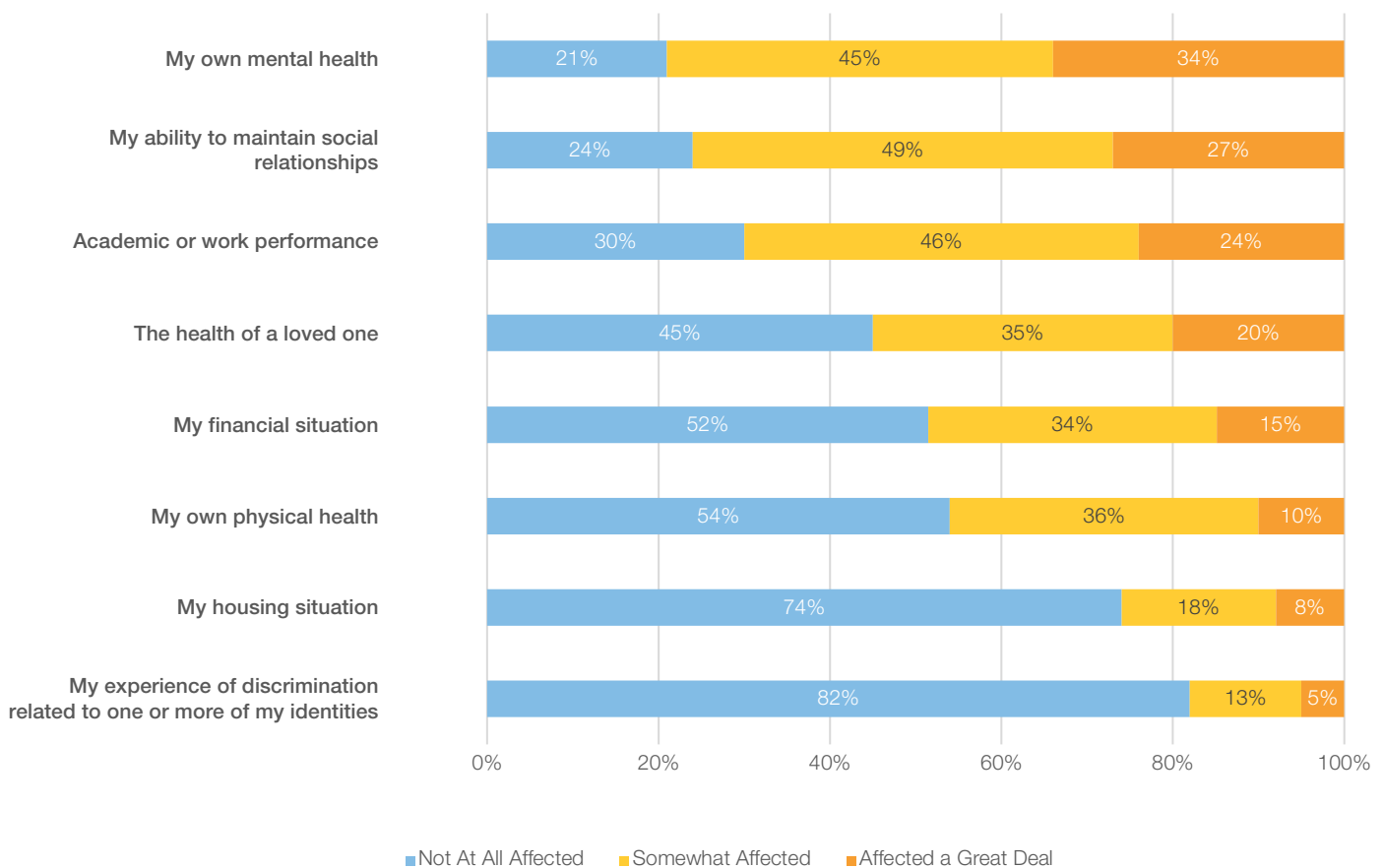# Experiences with Safety and Discrimination

This section examines adverse impacts of COVID-19 on community wellbeing, discrimination experiences, and physical safety.

Adverse Impacts of COVID-19

- Overall, COVID-19 adversely impacts all segments of our community.

- The Bentley community reported COVID-19 had the greatest adverse impact on one's own **mental health (78% somewhat or a great deal affected)**, social relationships (76% somewhat or a great deal affected), and academic or work performance (70% somewhat or a great deal affected).

Figure 17 | *Adverse Impacts of COVID-19 (n = 1,425)*

In general over the past 12 months, how much have you been adversely affected by COVID-19 in the following areas?

Area	Not At All Affected	Somewhat Affected	Affected a Great Deal
My own mental health	21%	45%	34%
My ability to maintain social relationships	24%	49%	27%
Academic or work performance	30%	46%	24%
The health of a loved one	45%	35%	20%
My financial situation	52%	34%	15%
My own physical health	54%	36%	10%
My housing situation	74%	18%	8%
My experience of discrimination related to one or more of my identities	82%	13%	5%

■ Not At All Affected ■ Somewhat Affected ■ Affected a Great Deal

Percentages may not equal 100% due to rounding.

Table F1 | *Adverse Impacts of COVID-19, Mean Table by Race/Ethnicity*

	Asian	Black or African American	Hispanic of Any Race	Middle Eastern or North African	Two or More Races or Some Other Race	White
Academic or work performance	0.99	1.09	1.08	0.88	1.17	0.89
My ability to maintain social relationships	1.10	1.06	0.97	1.18	1.20	0.98
My experience of discrimination related to one or more of my identities	0.56	0.50	0.30	0.15	0.36	0.12
My financial situation	0.78	1.06	0.95	0.82	0.83	0.51
My housing situation	0.49	0.47	0.41	0.42	0.54	0.25
My own mental health	1.04	1.09	1.27	0.91	1.25	1.13
My own physical health	0.61	0.57	0.64	0.41	0.58	0.55
The health of a loved one	0.68	0.95	0.82	0.82	0.88	0.73

Scorecard: ■ Concern | □ Needs Improvement | ■ Satisfactory | ■ Exemplary

Table F2 | *Adverse Impacts of COVID-19, Mean Table by Gender*

	Cisgender Man	Cisgender Woman	Trans/Non-Binary
Academic or work performance	0.88	0.99	1.19
My ability to maintain social relationships	0.92	1.09	1.19
My experience of discrimination related to one or more of my identities	0.18	0.26	0.38
My financial situation	0.62	0.64	0.67
My housing situation	0.29	0.36	0.24
My own mental health	0.94	1.26	1.38
My own physical health	0.47	0.63	0.52
The health of a loved one	0.74	0.75	1.00

Scorecard: ■ Concern | □ Needs Improvement | ■ Satisfactory | ■ Exemplary

Table F3 | *Adverse Impacts of COVID-19, Mean Table by Campus Role*

	Undergraduate	Graduate	Faculty	Staff
Academic or work performance	1.12	0.74	0.96	0.69
My ability to maintain social relationships	1.03	1.06	1.07	0.96
My experience of discrimination related to one or more of my identities	0.26	0.26	0.21	0.16
My financial situation	0.69	0.71	0.42	0.58
My housing situation	0.42	0.38	0.15	0.23
My own mental health	1.24	0.94	0.92	1.10
My own physical health	0.61	0.55	0.45	0.53
The health of a loved one	0.76	0.67	0.65	0.80

Scorecard: ■ Concern | □ Needs Improvement | ■ Satisfactory | ■ Exemplary

Discrimination Experiences

Approximately 18% of the Bentley community reported discrimination experiences at Bentley within the past 12 months. Experiences of discrimination associate with reduced satisfaction in campus climate.

Figure 18A | *Experience of Discrimination (Yes/No) (n = 1,456)*

In general over the past 12 months, have you felt discriminated against at Bentley University?
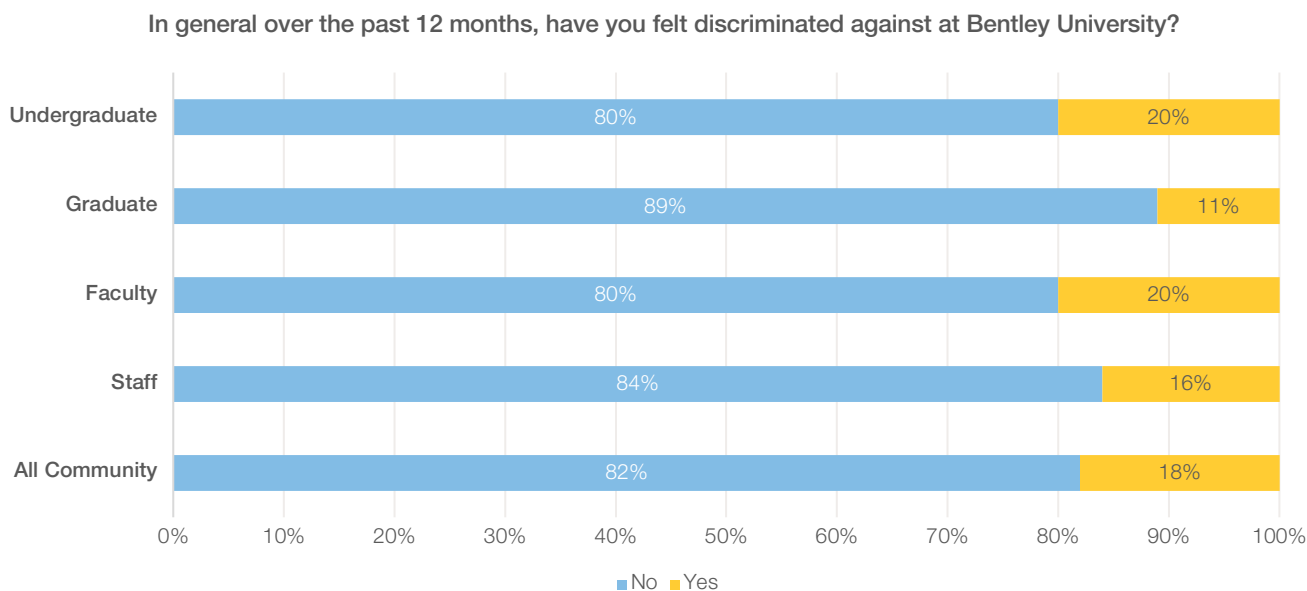
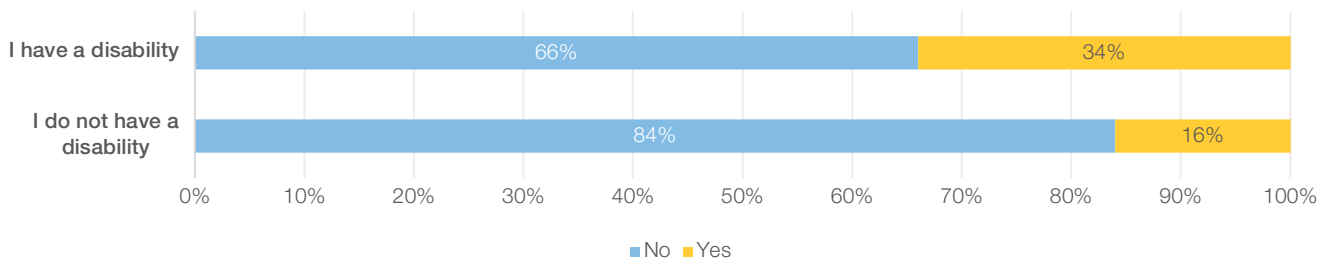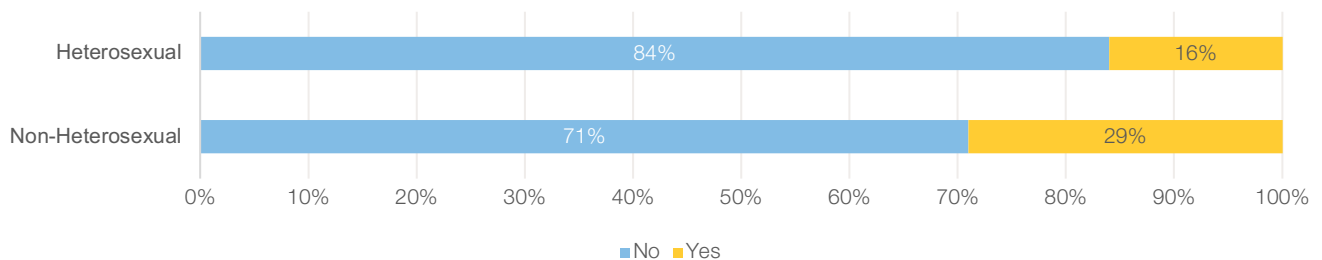*Percentages may not equal 100% due to rounding.*

- ■ **Among undergraduates and faculty, discrimination due to sex was most frequent.** Among undergraduates, 40% of females reported discrimination due to their sex compared to 9% of males. Among faculty, 37% of females reported discrimination due to their sex compared to 5% of males.

- ■ **Among graduates, the experience of discrimination due to their racial and ethnic identity was most frequent.** Approximately 30% of individuals that identify as two or more races or some other race reported discrimination related to their race and ethnicity, along with 26% of individuals that identify as Asian and 23% of individuals that identify as Black or African American.

- ■ **Among staff, discrimination due to age was most frequently reported at 21%.** About 30% of young adults aged 18 to 34 reported discrimination due to their age compared to 17% of adults 35 to 64 years of age and 8% of older adults aged 65 and older.

- ■ Among other community compositions, discrimination experiences are reported more so among…
  - ▪ traditionally underrepresented minorities versus non-underrepresented minorities,
  - ▪ cisgender women and Trans/Non-Binary community members versus cisgender men,
  - ▪ community members with a disability versus those without a disability, and
  - ▪ non-heterosexual versus heterosexual community members.

Figure 18B | *Experience of Discrimination, by Underrepresented Minority Identity (Yes/No) (n = 1,456)*

In general over the past 12 months, have you felt discriminated against at Bentley University?

	No	Yes
Non-URM	86%	14%
URM	69%	31%

■ No ■ Yes
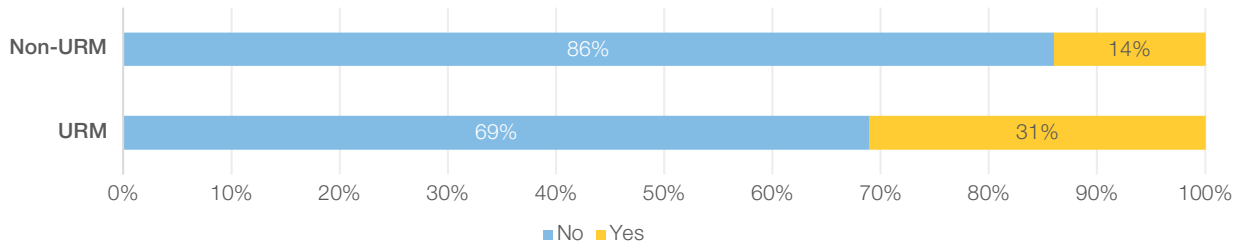
Note: URM (Underrepresented Minority) includes Black or African American, Hispanic of any race, Middle Eastern or North African, Native American or Alaska Native, Native Hawaiian or Other Pacific Islander, or two or more races. Non-URM includes Asian and White.

Figure 18C | *Experience of Discrimination, by Gender (Yes/No) (n = 1,456)*

In general over the past 12 months, have you felt discriminated against at Bentley University?

	No	Yes
Cisgender Man	88%	12%
Cisgender Woman	80%	20%
Trans/Non-Binary	59%	41%

■ No ■ Yes
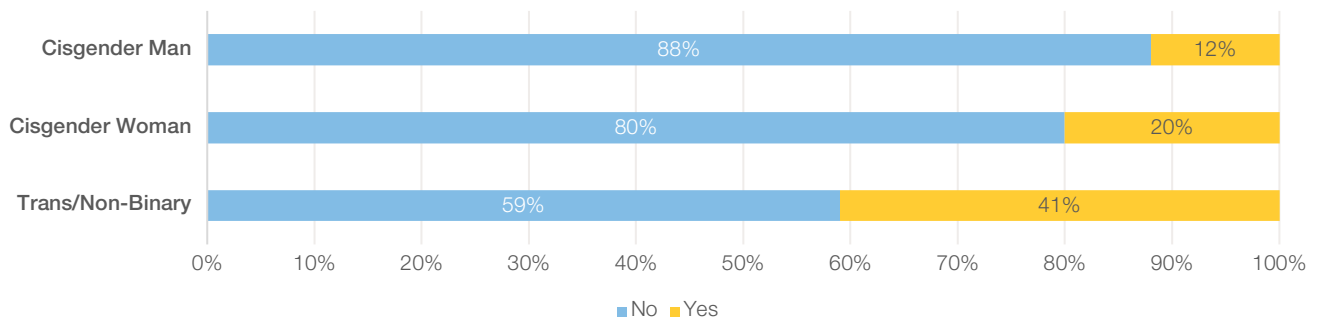
Figure 18D | *Experience of Discrimination, by Ability (Yes/No) (n = 1,456)*

In general over the past 12 months, have you felt discriminated against at Bentley University?

	No	Yes
I have a disability	66%	34%
I do not have a disability	84%	16%

■ No ■ Yes

Figure 18E | *Experience of Discrimination, by Sexual Orientation (Yes/No) (n = 1,456)*

In general over the past 12 months, have you felt discriminated against at Bentley University?

|	No	Yes
Heterosexual	84%	16%
Non-Heterosexual	71%	29%

■ No ■ Yes

Percentages in the above figures may not equal 100% due to rounding.

- A breakdown of circumstances by community group reveals 21% of all members felt discrimination due to their sex, 16% due to political orientation, and 15% due to racial or ethnic identity.

Figure 19 | *Experience of Discrimination (Frequency) (n = 1,447)*

Over the past 12 months, how often have you experienced discriminatory events at Bentley University because of your:

Never *1-2 Times* *3 or More Times*
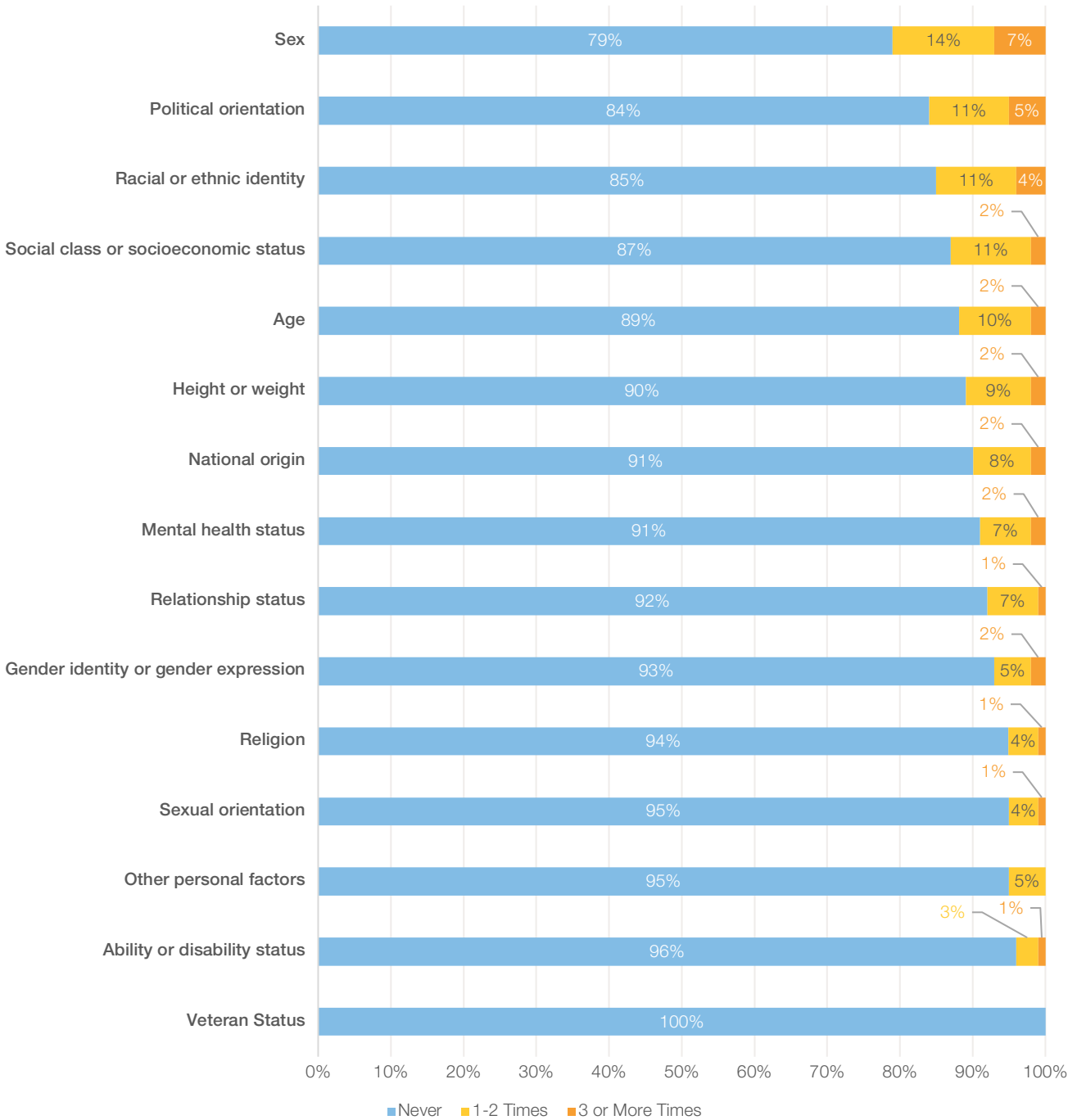
Percentages in the above figure may not equal 100% due to rounding.

■ Rates of specific experiences of discrimination are shown below by community compositions: ability, age, gender, race and ethnicity, sex, sexual orientation, and first-generation student.

Figure 20A | *Rates of Discrimination Experiences, by Ability*

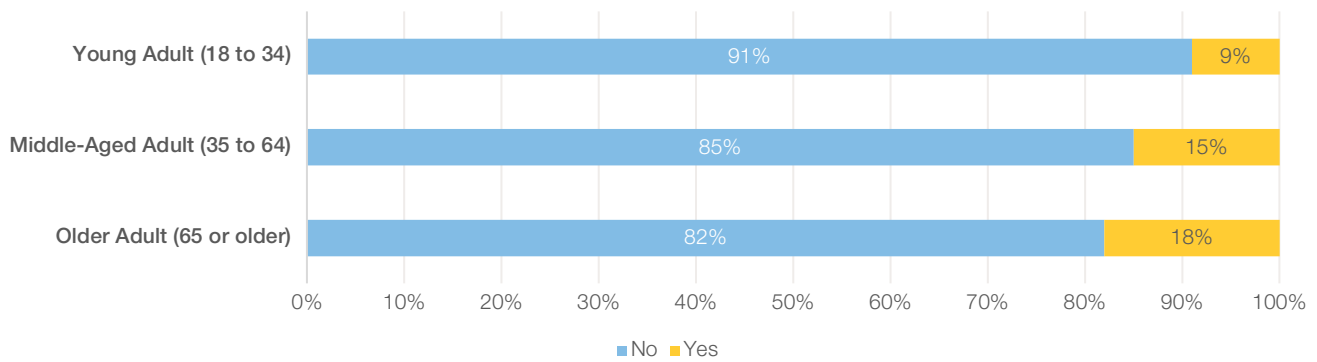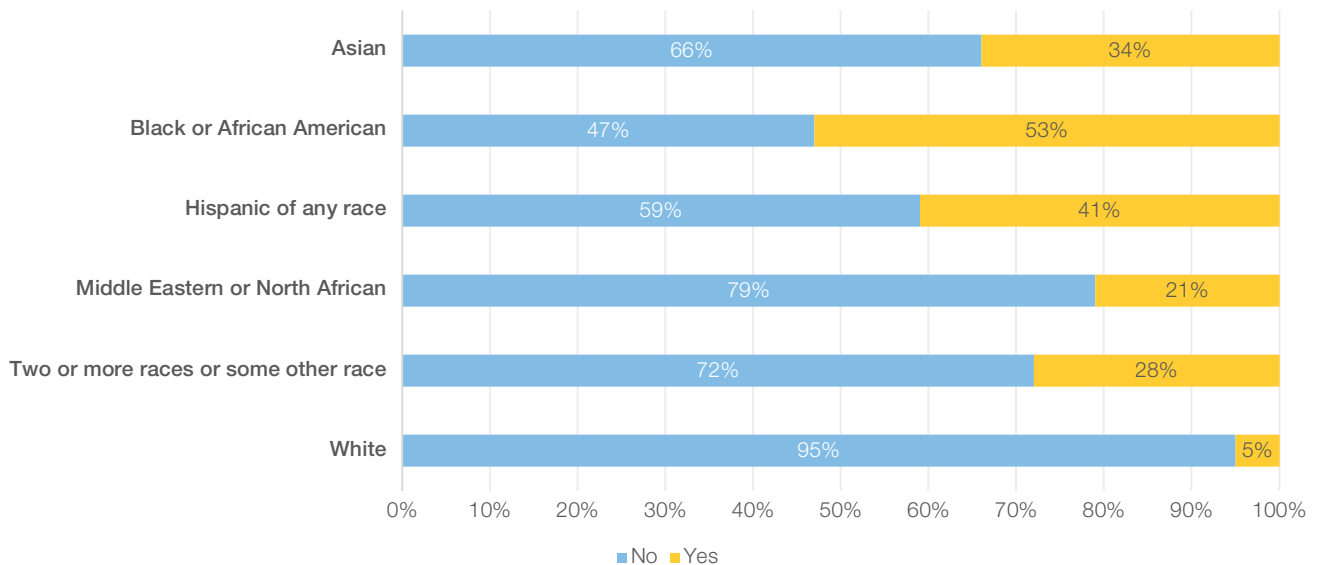In general over the past 12 months, have you felt discriminated against at Bentley University because of your ability?

	No	Yes
I have a disability	71%	29%
I do not have a disability	98%	2%

■ No ■ Yes
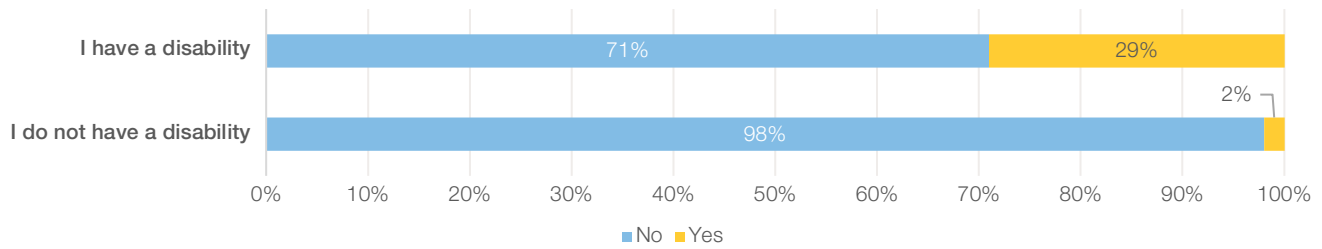
Figure 20B | *Rates of Discrimination Experiences, by Age Group*

In general over the past 12 months, have you felt discriminated against at Bentley University because of your age?

	No	Yes
Young Adult (18 to 34)	91%	9%
Middle-Aged Adult (35 to 64)	85%	15%
Older Adult (65 or older)	82%	18%

■ No ■ Yes

Figure 20C | *Rates of Discrimination Experiences, by Racial or Ethnic Identity*

In general over the past 12 months, have you felt discriminated against at Bentley University because of your race or ethnicity?

	No	Yes
Asian	66%	34%
Black or African American	47%	53%
Hispanic of any race	59%	41%
Middle Eastern or North African	79%	21%
Two or more races or some other race	72%	28%
White	95%	5%

■ No ■ Yes

Percentages may not equal 100% due to rounding.

Figure 20D | *Rates of Discrimination Experiences, by Gender*

In general over the past 12 months, have you felt discriminated against at Bentley University because of your gender?
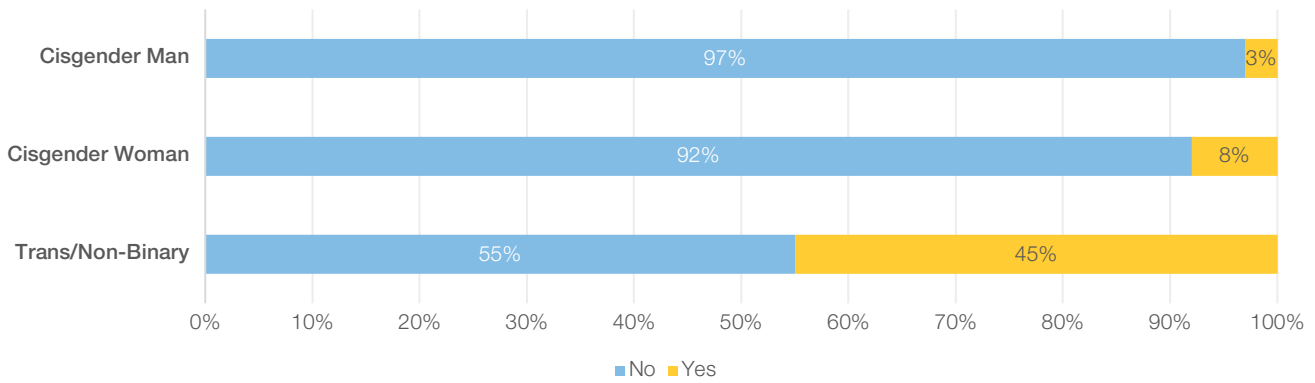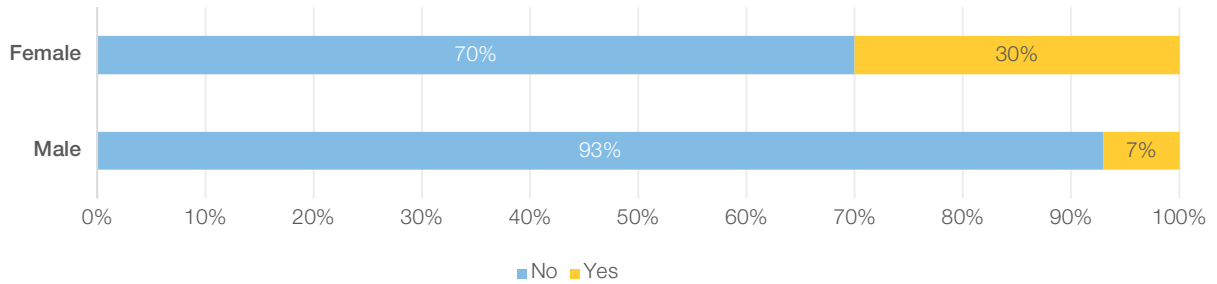
|	No	Yes
Cisgender Man	97%	3%
Cisgender Woman	92%	8%
Trans/Non-Binary	55%	45%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ No ■ Yes

Figure 20E | *Rates of Discrimination Experiences, by Sex Assigned at Birth*

In general over the past 12 months, have you felt discriminated against at Bentley University because of your sex?

	No	Yes
Female	70%	30%
Male	93%	7%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ No ■ Yes

Figure 20F | *Rates of Discrimination Experiences, by Sexual Orientation*

In general over the past 12 months, have you felt discriminated against at Bentley University because of your sexual orientation?

	No	Yes
Non-Heterosexual	76%	24%
Heterosexual	98%	2%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ No ■ Yes
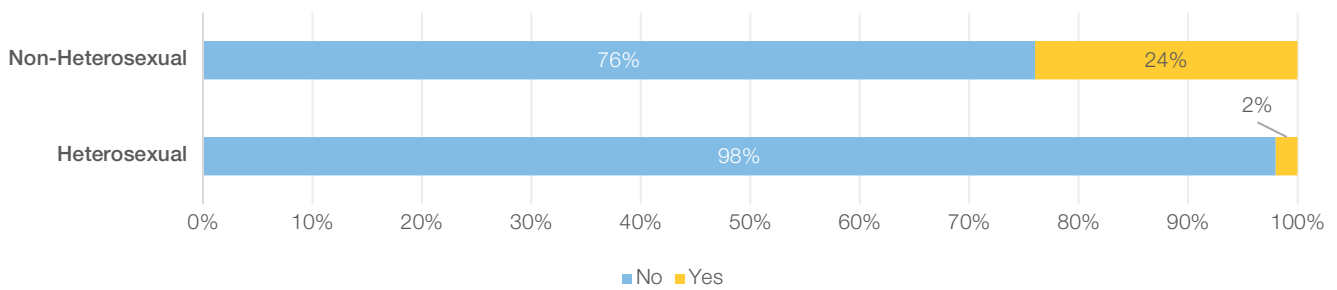
Non-Heterosexual includes Asexual, Bisexual, Gay, Lesbian, Pansexual, Queer or Questioning.
*Percentages may not equal 100% due to rounding.*

Physical Safety

CONCERNS OVER PHYSICAL SAFETY

About 89% of our community report seldom or never being concerned about their physical safety on campus or around their university workplace.

Figure 21 | *Concerns about Physical Safety (n = 1,507)*

In the past 12 months, how often have you been concerned about your physical safety on campus or around your workplace at Bentley University?

65%	24%	11%

■ Never　■ Seldom　■ Sometimes or Often
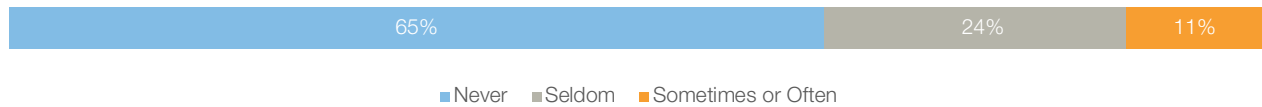
SPACES AVOIDED ON CAMPUS

Regarding specific spaces, about 61% of respondents reported avoidance of at least one space on or off campus due to safety concerns. The most avoided on-campus spaces are walking around campus at night, parties or social gatherings, and secluded areas on campus. These spaces tend to be avoided more so among Trans/Non-Binary and cisgender women than cisgender men.

Table G1 | *Spaces Avoided on Campus, by Gender (% Reported, n = 1516)*

In the past 12 months, which of the following have you avoided at Bentley University due to fear for your physical safety?

	Cisgender Man	Cisgender Woman	Trans/Non-Binary
Walking Around campus at night	2%	24%	27%
Parties or other social gatherings	6%	16%	27%
Secluded areas on campus	2%	15%	18%
Neighborhoods or other areas surrounding campus	3%	14%	9%

Table G2 | *Spaces Avoided on Campus, by Race/Ethnicity (% Reported, n = 1,516)*
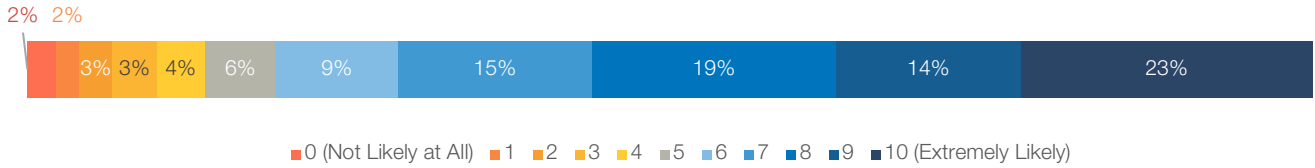
	Asian	Black or African American	Hispanic of Any Race	Middle Eastern or North African	Two or More Races or Some Other Race	White
Walking Around campus at night	17%	19%	20%	12%	22%	14%
Parties or other social gatherings	16%	10%	15%	12%	18%	10%
Secluded areas on campus	13%	13%	12%	12%	18%	8%
Neighborhoods or other areas surrounding campus	11%	10%	6%	6%	12%	9%

Net Promoter

About 80% of respondents are likely to recommend Bentley University to a prospective student or employee.

Figure 22 | *Overall Net Promoter, Entire Bentley Community (n = 1,432)*

Based on your experiences, how likely are you to recommend Bentley University to a prospective student or employee?

2%	2%	3%	3%	4%	6%	9%	15%	19%	14%	23%

■ 0 (Not Likely at All) ■ 1 ■ 2 ■ 3 ■ 4 ■ 5 ■ 6 ■ 7 ■ 8 ■ 9 ■ 10 (Extremely Likely)

■ Modest endorsement of Bentley University was observed among specific community groups: Black or African Americans, Middle Eastern or North Africans, Trans/Non-Binary, community members with a disability, and non-heterosexuals as shown in climate scorecards (Appendix C).

Table H1 | *Net Promoter, Mean Table by Race/Ethnicity*

	Asian	Black or African American	Hispanic of Any Race	Middle Eastern or North African	Two or More Races or Some Other Race	White
Net Promoter	7.32	6.23	7.07	6.45	7.26	7.47

Scorecard: ☐ Needs Improvement | ■ Satisfactory

Table H2 | *Net Promoter, Mean Table by Gender*

	Cisgender Man	Cisgender Woman	Trans/Non-Binary
Net Promoter	7.21	7.46	6.38

Scorecard: ☐ Needs Improvement | ■ Satisfactory

Table H3 | *Net Promoter, Mean Table by Campus Role*

	Undergraduate	Graduate	Faculty	Staff
Net Promoter	7.09	7.82	7.09	7.61

Scorecard: ■ Satisfactory

Community Narratives

While the campus climate survey offered a baseline quantitative measure of the campus climate, we wanted to create space for dialogue and narrative sharing to provide folks with an opportunity to give voice to their experiences with Bentley's climate and culture. We offered folks a chance to answer two Quick Questions via Qualtrics survey, offer narratives at our campuswide survey completion tabling events and provide comments at the conclusion of the campus climate survey.

Quick Questions

Approximately 170 Bentley community members shared responses to the two Quick Questions posed through various means. Below is an overview of each question and their respective responses.

QUICK QUESTION #1: BENTLEY AT ITS BEST

Bentley community members were invited to respond to the following question via a Qualtrics survey distributed by email, via social media, and posted on the Bentley Equity Experience website: **Tell a story about a time when you experienced Bentley University at its BEST.** Respondents to the survey were eligible to receive a prize in a raffle, which they entered via a separate survey. The raffle was in no way connected to the anonymous survey responses.

Below is a summary of the general themes that resulted from the **78 responses** overall with some quotes that connected to each of the themes.

- Almost a quarter of the responses noted the welcoming nature of the community and individuals within Bentley as a positive, amplified by experiences with quality connections and supportive leaders.

  "A time where I experienced Bentley at its BEST was in the beginning of the semester…. The first couple of days included orientation which was the highlight of Bentley's first impression. All of the orientation leaders were fun, energetic, friendly, and very accepting. You could tell they were there for the best interest of the baby falcs. Campus was surrounded with huge groups of freshmen playing zip-zap, name games, and having lunch as a team. This was just the introduction to how friendly and welcoming Bentley's campus is as a whole."

  "Coming back to campus in person for the first time in 18 months I didn't know what to expect. I didn't know many people and had not met anyone in person for months. Coming back to campus I found the most welcoming community and many friends. It was more than I could ask for and that is Bentley at its best."

- Some saw Bentley at its best through their involvement and participation in various activities, organizations and events.

  "I remember showing up for Ultimate Frisbee one night and I did not know a single person there…. [Someone] introduced me to the people organizing the whole thing and although I showed up late, they put me on a team and explained a lot about the way they did things. During my first game, not only did I get encouraged to play but they passed the frisbee. I had just met them, most of them were more experienced than I was but I felt very included from the moment I got there to the moment I left."

  "I ran into a graduate student in [Indian Graduate Student Organization] looking for the [Student Center]. She was really nice so I walked her up there from lower. When we arrived she asked if I wanted to join her for the event. It was one of my best experiences at Bentley. I ate with IGSO members and then learned Indian dances. We danced and danced. I had sweat dripping down my back and a smile wider than my face."

- Many also shared the sense of community that they felt when they experienced Bentley at its best, particularly through leadership experiences.

  "In the Spring of 2020, Black United Body and Kappa Sigma collaborated on an identity & advocacy org/fraternity & sorority life [FSL] org dialogue event called 'Bridging the Gap.' This initiative was entirely student-run and brought organizations from both FSL and the identity & advocacy cluster. Students were given discussion prompts that created space and structure to address misconceptions, relationship-building, and strategies for better bridging these two communities in the future. Students were able to lean on the mutual desire to be a part of organizations that made Bentley feel like home."

  "I have experienced Bentley University at its best when attending the MOSAIC program and listening to the great conversation being held over Falcon Weekend with the President of the university. I believe all Bentley students should take part in active discussions regarding diversity at Bentley and reflect on what we can do to improve."

- Bentley was also seen at its best through experiences that centered impact and action, particularly on issues related to inclusion and sustainability.

  "I experienced Bentley at its best when I attended a Students for Sustainable Business event where fellow Bentley students volunteered their time to come together and fight climate issues. We had a great time in the Waltham community and shared our common passion for using business to solve larger issues."

  "…[W]e built and managed the five-month campaign called 'It's Time for Change: Racial Justice at Bentley,' which was a sustained pledge that centered education and action for all members of the community, with an emphasis on ensuring that resources were as applicable to people of color as they were for our white community members. We had over 300 students, faculty, and staff sign the pledge and receive a weekly email that prompted self-reflection and action-planning. This was, in my experience, Bentley at its best when it comes to our values of Diversity and Learning."

  "I saw Bentley University at its best, the very best it could be, when the student body rallied around the anonymous survivors of a serial rapist on campus last April [of 2021]…. It was incredible to watch students, especially RAs, rise up in support of survivors and demand accountability from their bosses in ResLife/from the administration at large."

- A few also shared experiences where they felt a sense of school spirit or camaraderie through their participation in various events and athletics games.

  "Bentley is at its best when they throw events that bring everyone together. Especially things like trick or treat events, it's like when we all were kids and we didn't see our differences as much."

  "As a member of the women's lacrosse team at Bentley, winning the NE-10 championship last May [of 2021] showed me the true meaning of the Bentley Community. The outpouring of support in the days leading up to the championship game and in the weeks to follow was truly moving. Classmates, teachers, athletic staff and trainers and other student athletes showed their support by attending the game and cheering us on. Winning the championship title was not only a victory for the lacrosse team but for the whole Bentley Community."

- Lastly, a few observed Bentley at its best through the kind interactions they experienced from others.

  "I went to the 921 for a quick dinner. I sat by myself and started to eat when someone walked up to me and invited me to their table. They introduced me to their friends and I really appreciate their kindness."

  "I was walking up the hill to the upper campus and it was a hot sunny day. Somebody in a cart offered me a ride up. They didn't have to stop but they made sure I noticed them even with my headphones on. They dropped me where I wanted to go and 'twas a good day."

QUICK QUESTION #2: BENTLEY'S CULTURE AND ITS IMPACT ON SUCCESS

Bentley community members were invited to respond to the following question via a Qualtrics survey distributed by email, via social media, and posted on the Bentley Equity Experience website: **How has the culture of Bentley University helped or hindered your success?** Respondents to the survey were eligible to receive a prize in a raffle, which they entered via a separate survey. The raffle was in no way connected to the anonymous survey responses.

Below is a summary of the general themes from the 92 survey responses with some quotes that connected to each of the themes. All quotes are from respondents who consented to sharing their comments publicly.

How Bentley's Culture Has Helped Success
Respondents to this question named the following as features of Bentley's culture that supported their success:

- Bentley's culture motivates individuals to work hard and accomplish goals.

  "There is a culture of working hard at Bentley University. It is very much a "work hard, play hard" kind of environment. It helps me to focus on myself and motivates me to get my work done."

  "Bentley has a rigorous and challenging culture which has pushed me to become a better business leader."

- The University is thought of as a place where people are helpful to each other and supportive of others' success.

  "In the six years I have been at Bentley, I have had 5 (yes, 5!) supervisors. It is one thing to have a great manager that respects, supports, and encourages you in your position, but to have all 5 embody those qualities tells me that Bentley is full of exceptional leaders that support their staff and want to see them grow in their positions."

  "The Bentley professors and community have supported me in obtaining my MBA and helping me grow my family simultaneously without needing to take any time off. This kind of support is vital in my career, especially as a woman, because I did not have to choose between a family or an MBA."

- Bentley's progress in its commitment to diversity, equity, and inclusion was cited as important to success and an important learning advantage.

  "The culture of diversity helps in gaining exposure to varied and diverse views, experiences, and information. This promotes learning and has helped me broaden my perspective and knowledge base."

  "I am really taking advantage of all of the diversity and inclusion trainings. They have been very good and incredibly helpful to my growth as a whole person…."

- Some spoke positively about the quantity and quality of resources to support individual success.

  "Bentley's culture is one that embodies transparency and access to resources that enable success. Frequent email communications are beneficial and enable me to take advantage of all that Bentley has to offer."

  "…Bentley has many resources that have allowed me to be ready for my professional career. For example, classes like [Career Development Intensive] and career services have allowed me to fully understand the importance of the recruitment process."

- Lastly, Bentley is described as a positive environment where learning can happen.

  "Bentley has a culture of helping students learn inside and outside the classroom, where emphasis is placed on sharing experiences with fellow students which helps expand your knowledge and worldview."

  "Bentley University has an extremely positive learning environment where everyone cares about each other and is supportive in their educational goals."

How Bentley's Culture Has <u>Hindered</u> Success

Respondents to this question named the following as features of Bentley's culture that served as barriers or hinderances to their success:

- Identity has played a role in someone's negative experiences with the Bentley culture.

    "The assumption that bias and discriminatory treatment against female faculty isn't sexism or is unrelated to institutional sexism."

    "Bentley has given me many opportunities to succeed, but fails to recognize systematic inequalities that have place me farther behind the finish line than many others."

- Some indicated that Bentley can feel elitist and exclusive, as evidenced through the formation of "cliques" or prioritization of specific disciplines or industries.

    "Since arriving to Bentley University, it is clear to me that there is an expectation to maintain elitist culture. Students are not held accountable, and it impacts the general vibe on campus. Being a woman of color, I have experienced disrespect from students and colleagues alike."

    "…any majors that are not finance or accounting tend to be overlooked in terms of opportunities. I myself am a marketing major and while we have strong relationships with certain firms, we have yet to find one that is an equivalent to the 'big 4.' There is also a culture that is fostered by some finance faculty that looks down on other majors at Bentley."

- Bentley to some is not a place where risk-taking is encouraged.

    "There is a serious aversion to risk at Bentley…. On the one hand, it is keeping us from big moves and bold thinking. On the other, it has kept us relatively stable over the past few years of turmoil."

- Some described Bentley as a place that does not acknowledge failures or areas of growth but only focuses on "wins."

    "…we do not have a culture at Bentley that embraces mistakes or shortcomings...related to [diversity, equity, inclusion and justice]…. I have seen this cultural factor lead to a gap in information sharing following difficult incidents. In that gap, rumors and distrust can build, which impacts the experience of all employees, students, and stakeholders."

- A few respondents indicated that the high-rigor environment at Bentley can pose a challenge, particularly given the volume of work and a culture highly focused on career outcomes rather than experiential learning.

    Note: This theme was seen primarily in comments by Bentley community members who expressed that they did not wish to share their comments publicly.

Community Tabling Events

During the month of November, to encourage participation in the Bentley Equity Experience survey, the Inclusive Excellence Council hosted campuswide tabling events at various locations across the campus. This was an additional layer to the campaign approach to not only encourage a commendable response rate for the survey but to stimulate dialogue and share reflections and narratives about Bentley's campus climate and culture. The following two events were offered to the community to foster engagement with the community.

EVENT #1: DIMENSIONS OF BENTLEY'S CULTURE

The Process

For the first community tabling event on November 2, 2021, volunteers from the Inclusive Excellence Council set up tables in the Student Center and Smith Academic Technology Center to interact with community members. Those who visited the tables were invited to respond to a prompt inspired by one of the survey questions: **Which adjective would you use to describe the culture at Bentley University and why?** At each table location, a unique pair of adjectives were posted as signs on a wall or glass surface along with additional signs to indicate a 7-point scale. The Smith ATC location used the adjectives "Hostile" and "Friendly" while the Student Center location used the adjectives "Competitive" and "Cooperative."

Visitors were asked to place a 4"x4" colored Post-it® note along the scale where they felt best described Bentley's culture and invited to share their rationale for their choice in writing on the posted note. Once visitors completed the task, they were invited to partake in refreshments and baked goods provided to them and encouraged to complete the Bentley Equity Experience by looking for an email from SoundRocket in their inboxes.

Figure 23 | *Image of Bentley Community Members Participating in Poll at Community Tabling Event*


This community tabling effort yielded more than **140 responses** from Bentley community members, who all had varied perceptions and rationales for how they described Bentley's culture. The charts below show where the various Post-it® notes were placed on the wall or glass displays, along with some quotes below each of the charts detailing some of the rationales.

The Findings: Hostile or Friendly?

Of the 117 community members who responded to the prompt of whether Bentley is either hostile or friendly, most described Bentley as generally friendly. Below are some general themes from the various comments on this prompt:

- Generally, most thought that Bentley was a place where they felt welcomed and accepted.
- A few responded that faculty and staff have played a role in them feeling welcomed.
- A good number of folks indicated that Bentley can feel "cliquey" which might create feelings of isolation and alienation.
- Identity also played a role in some respondents' perceptions of friendliness (e.g. feeling targeted, excluded, or isolated due to gender, race, political views, etc.).

Figure 24 | *Tally of "Hostile or Friendly" Responses (n = 117)*
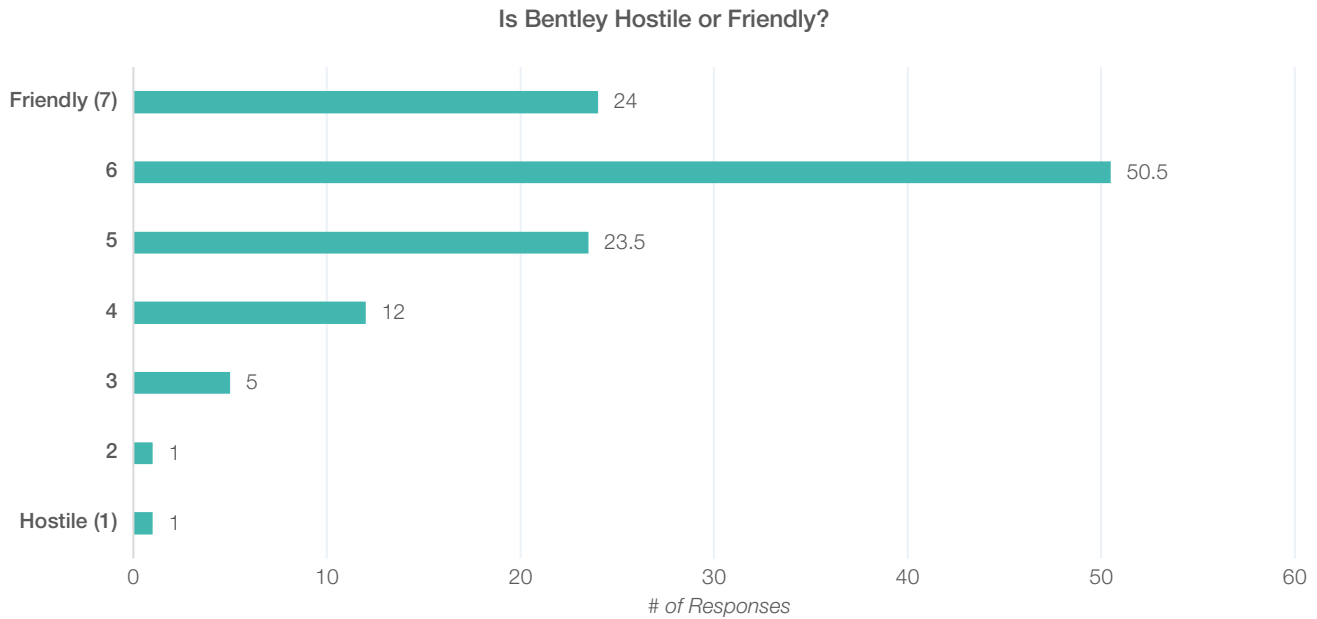
Is Bentley Hostile or Friendly?

Note: Some responses that were in between numbers on the scale (e.g. 1.5, 6.5, etc.) were counted as two half-responses in their bookend scales. For example, a rating of 6.5 would be considered a half-response for both ratings of 6 and 7.

Quotes from the Post-it® notes are shown below along with their rating on the scale:

"In my experience, Bentley can be a cold place if you don't have friends. It is a very cliquey school." (3)

"As a minority, I feel alone" (4)

"I feel everyone is nice and cordial however very cliquey and people don't like to experience things outside of friend groups." (4)

"Neighboring schools were friendlier in comparison." (5)

"Most people are friendly. The classes often shun conservative values though." (5)

"Overall friendly. Professors want you to do your best & I always see a familiar face around." (6)

"Inclusivity and willingness to help. Bentley community wants what's collectively best for everyone." (6)

"The staff and people at Bentley are very friendly and I am enjoying my experience here." (7)
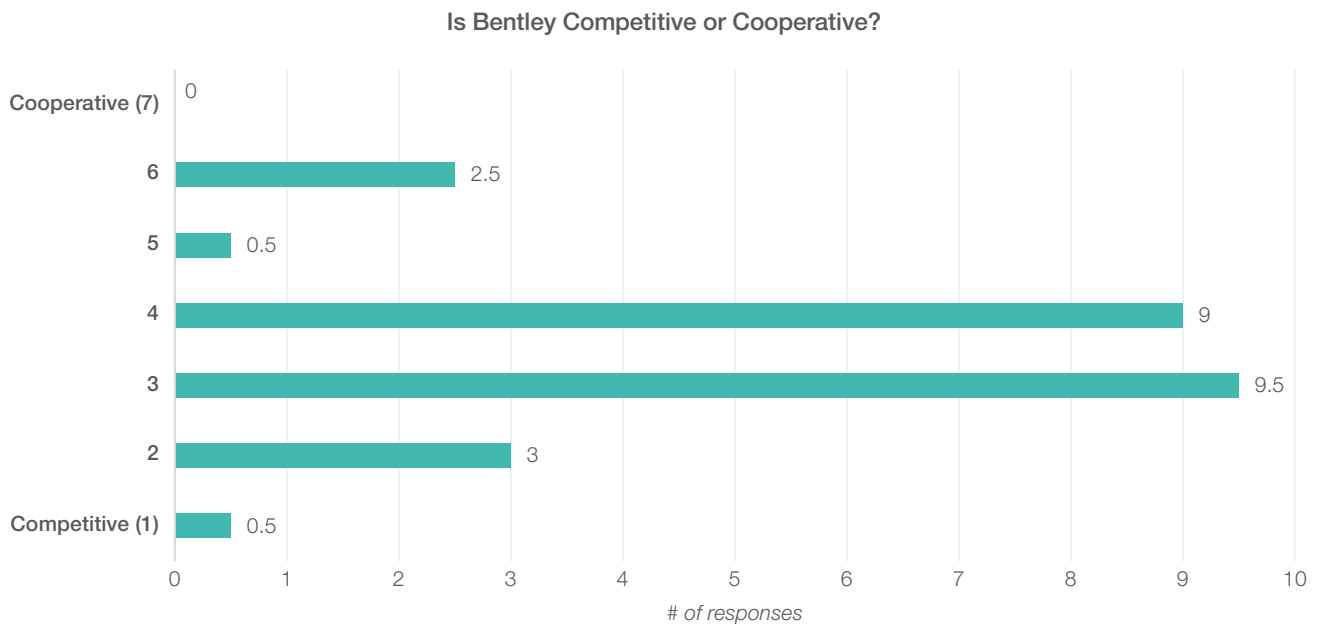
"I love how all groups/clubs are so inclusive and love any and all involvement." (7)

The Findings: Competitive or Cooperative?

Of the 25 community members who responded to the prompt of whether Bentley is either competitive or cooperative, this group of respondents was fairly neutral, with many seeing Bentley as a mix of both attributes.

- Those who were neutral more often than not stated that though Bentley has a strong spirit of competitiveness, they found that there were many in the community willing to support them.
- Those who leaned more towards describing Bentley as competitive saw this attribute mainly through academic projects and competition for jobs and internships.
- While competitiveness might be interpreted as a negative, some saw Bentley's competitive culture as a driving force for their motivation to succeed.
- Those who were "neutral" also described the mixture of competitiveness and cooperativeness as a positive for the culture.

Figure 25 | *Tally of "Competitive or Cooperative" Responses (n = 25)*

Is Bentley Competitive or Cooperative?

Rating	# of responses
Cooperative (7)	0
6	2.5
5	0.5
4	9
3	9.5
2	3
Competitive (1)	0.5

# of responses

Note: Some responses that were in between numbers on the scale (e.g. 1.5, 6.5, etc.) were counted as two half-responses in their bookend scales. For example, a rating of 6.5 would be considered two half-responses for ratings of 6 and 7 each.

Quotes from the Post-it® notes are shown below along with their rating on the scale:

"As a student, I transferred to Bentley and immediately felt like I was behind since I hadn't done an internship yet. The competitive nature of the school pushed me to get one after one semester" (1.5)

"Competitive - because it is such a structured business school, people are always competing for top internships and jobs" (2)

"To me, Bentley is a more competitive campus. On the first day of a finance class, my prof said 'Look around, these aren't your friends, you're all competing for the same jobs.'" (3)

"Competitive in the sense that students have competitive edge, but cooperative in sense that everyone works together" (4)

"Bentley is a good mix of both. There are a lot of resources on campus to help build you up and succeed so the school works together but it also maintains a competitive environment to keep everyone motivated for success" (4)

"Bentley students work together and I think the cooperation is more around internships and jobs. In the classroom, everyone cooperates" (6)

EVENT #2: PERCEPTIONS OF BENTLEY'S "IMAGE"

The Process

On November 17, 2021, for Bentley's second community-wide event, tables were strategically set up in different parts of campus (Smith Academic Technology Center, the Student Center, and the LaCava Café) with members of the Inclusive Excellence Council facilitating an activity to stimulate conversation.

At each of these tables were a series of fifteen (15) images (see Figure 26A below) that were taken from Climer Cards, a tool used to stimulate creative thought and facilitate deep conversations. The images were randomly selected from the 52-card deck by the Office of Diversity and Inclusion team and printed on cardstock with individualized QR codes that linked to a unique survey for that card (see Figure 26B for examples).

Figure 26A | *Images from Climer Card Deck Selected for Survey Completion Event Activity*

Figure 26B | *Examples of Cards with Images and QR Codes used to Respond to Exercise*

Note: The QR codes above are no longer active.

The goal of the activity was to answer the following question: **Which image do you feel best represents the culture at Bentley University, and why?** Community members would select an image by scanning the QR code with their smartphone, which would lead them to the unique Qualtrics survey that explained why they chose that image and requested whether they were a student, faculty, or staff community member.

This tabling event yielded participation from 219 individuals from the community. Once the event was done and all survey responses were collected, each of the 15 Qualtrics surveys was reviewed to detect common themes within the participants' comments explaining why they chose the image they selected to represent Bentley's culture.

The Findings

The table below shows the top four cards chosen, representing nearly half (47.4%) of all participants' choices.

Figure 27 | *Top 4 Selected Climer Cards (n = 219)*

15.5% of responders chose
The Open Door

The majority of the responses mentioned "opening doors" to opportunities and connections, mostly focused beyond Bentley but not while at Bentley.

*"…I really see this school as one that **opens doors for students** and not only makes us feel welcome, but gives us **job opportunities**."*

*"…Bentley's connections **open so many doors beyond just Bentley**."*

*"The **door of opportunity is always open** here at Bentley, it's a matter of if you are going to walk through or not!"*

*"Doorway to **new experiences and people**."*

13.2% of responders chose
The Checklist

There was a lot of focus on "getting things done" and completing tasks to reach the ultimate goal of getting a job but not necessarily about the learning experience.

*"…there is so much to do as a student and everyone is just **trying to check things off their assignments** but also ensure they check all **the boxes needed for success**."*

*"I feel like I always have to check off boxes here. There are **steps that I have to take in order to move on**."*

*"…students are **checking off certain classes and other achievements** to get a job."*

10% of responders chose
The Gears

There was a lot of emphasis on Bentley being viewed as a "well-oiled machine" with different parts of the university working hard together.

*"Everyone at Bentley is focused on **being efficient and making things work**."*

*"…it represents how the culture here **works together to be a well-oiled machine**."*

*"Bentley has **a lot of moving parts**. We are all unique as to our parts in this school. We definitely **work together to make this school the place it is**."*

*"In some ways, Bentley **pushes out cogs into the corporate machine**…"*

8.7% of responders chose
The Target

Some believed that the culture is very goal-oriented and aims to achieve its outcomes, although it's not always perfect.

*"Everyone here is very **focused and goal oriented**…"*

*"…represents the **career-driven attitudes** of Bentley students."*

*"I think **there are times that the school is spot on** with the values and initiatives and student interest but **sometimes the target is missed**."*

*"Through the process of learning **we don't always get it right** the first time so it's all about **trial and error**."*

Conclusion

The purpose of the Bentley Equity Experience study was to not only conduct a baseline measure of the campus climate but also to engage in the process of shifting the culture at Bentley University through dialogue, critical inquiry and shared understanding. We hope that this document offers you insights to see where our campus climate stands and the areas where we can focus on critical change and lasting impact for current and future Falcons.

At the beginning of this document, you were provided a list of key reflection questions. The underlying goal of this document is to provide you with data to not only drive equity-minded decision making but to facilitate real conversations about cultural barriers to success and the ways that these barriers show up at Bentley University. There are tools available to you in addition to this document to help you identify a vision for what Bentley could become.

- Review the Cultural Barriers to Success within the Racial Justice Task Force Discovery Document and identify how these barriers might impact the experiences identified within this document.
- Utilize the Racial Equity Toolkit to think about everyday practices that may be impacting the lived experiences of your colleagues or peers at Bentley.
- Review the Inclusive Excellence Dashboard to see real-time data on our performance in critical areas of access, success, and excellence.

We hope that this document offers you important insights to help "discover who we are." The next phase of this effort is the uncovering and designing of "what we can be" and how we can improve critical areas of the campus climate for members of our community at Bentley University. This phase requires the help and engagement from the entire Bentley community, and a strong infrastructure for diversity, equity and inclusion.

The Inclusive Excellence Council is committed to identifying critical areas of influence and working with the whole community to usher forward a new and important era where belonging, inclusion and equity are valued—and not just espoused—at every corner of the institution.

Appendices

Table of Contents

Appendix A | Bentley Equity Experience Survey Variables

A multi-wave assessment of the campus climate at Bentley University, using an adaptation of a survey instrument validated by the University of Michigan that relies upon several well-define indices and items.

Demographic Variables

To Be Collected from ALL Participants:
- Age
- Sex Assigned at Birth
- Gender Identity
- Sexual Orientation
- Racial or Ethnic Groups
- U.S. Citizenship & Generational Status
- Religious Background
- Disability Identity
- Military/Veteran Status
- Financial Situation
- Parents' Educational Experience
- Socioeconomic Status
- Political Orientation

To Be Collected from Faculty:
- Faculty Rank
- Primary Field Affiliation

To Be Collected from Staff:
- Division Affiliation

To Be Collected from Students:
- First-time enrollment date
- Current enrollment status

Satisfaction with Climate

One question, Likert scale with responses "Very Dissatisfied," "Dissatisfied," "Neither Satisfied or Dissatisfied," "Satisfied," and "Very Satisfied":
- How satisfied or dissatisfied are you with the overall campus climate/environment that you have experienced at Bentley within the past 12 months?

Campus Climate Dimensions: Agreeableness
- Hostile :: Friendly
- Disrespectful :: Respectful
- Contentious :: Collegial
- Individualistic :: Collaborative
- Competitive :: Cooperative
- Unsupportive :: Supportive
- Unwelcoming :: Welcoming

Campus Climate Dimensions: Inclusiveness
- Racist :: Non-Racist
- Homogenous :: Diverse
- Sexist :: Non-Sexist
- Homophobic :: Queer Positive
- Non-Ageist :: Ageist
- Transgender-phobic :: Transgender Positive
- Non-elitist :: Elitist

Perceptions of Safety
- In the past 12 months, how often have you been concerned about your physical safety on campus? *(Students)*
- In the past 12 months, how often have you been concerned about your physical safety on campus or around the workplace at Bentley? *(Faculty and Staff)*
- In the past 12 months, which of the following have you avoided at Bentley due to fear for your physical safety?
  - *Multiple choice options: Busses or bus stops; Campus Buildings; Classrooms; Laboratories; Meetings; Neighborhoods or other areas surrounding campus; Off-campus housing; Offices; Parking lots or garages; Parties or other social gatherings; Residence halls; Secluded areas on campus; Sporting events; Walking around campus at night; Other (Please Specify); None*

DEI Aspects: Institutional Commitment to DEI

- Bentley University has a strong commitment to diversity, equity and inclusion.
- Bentley University provides sufficient programs and resources to foster the success of a diverse student body/faculty/staff.
- Bentley University places appropriate emphasis on issues of diversity, equity and inclusion.
- There is too much emphasis put on issues of diversity, equity, and inclusion here at Bentley University. (reverse-coded)

DEI Aspects: Feeling Valued and Belonging

- I feel valued as an individual at Bentley University.
- I feel I belong at Bentley University.
- I have considered leaving Bentley University because I felt isolated or unwelcomed. (reverse-coded)
- I am treated with respect at Bentley University.
- I feel others don't value my opinions at Bentley University. (reverse-coded)
- I have found one or more communities or groups where I feel I belong at Bentley University.

DEI Aspects: Thriving and Growing

- Bentley University is a place where I am able to perform up to my full potential.
- I have opportunities at Bentley University for academic {students}/professional success {faculty and staff} that are similar to those of my peers/colleagues.
- I have to work harder than others to be valued equally at Bentley University. (reverse-coded)
- My experience at Bentley University has had a positive influence on my academic {students}/professional {faculty and staff} growth.

Cross-Cultural Interaction & Exposure

- During the past 12 months at Bentley, how often have you interacted in a meaningful way with people…
  - …whose religious beliefs are different than your own
  - …whose political opinions are different from your own
  - …who are immigrants or from an immigrant family
  - …who are of a different nationality than your own
  - …who are of a different race or ethnicity than your own
  - …whose gender is different than your own
  - …whose sexual orientation is different than your own
  - …who are from a different social class
  - …who have physical or other observable disabilities
  - …who have learning, psychological, or other disabilities that are not readily apparent
  - …whose veteran/military status is different than your own
  - …who are of a different generation than your own

For Students:

- How would you describe the racial/ethnic composition of the community where you grew up?
- How would you describe the racial/ethnic composition of the school that you graduated from prior to attending Bentley University?

Discrimination Experienced

- In general, over the past 12 months, have you experienced an incident(s) of discrimination at Bentley? *(Yes/No)*
- Over the past 12 months, how often have you experienced discriminatory events at Bentley because of your: *("Never", "1-2 times", "3 or more times")*
  - *Mental health status; Political orientation; Social class or socioeconomic status; Height or weight; Age; Relationship Status; Religion; Veteran Status; National origin; Ability or disability status; Sexual orientation; Sex; Gender identity or gender expression; Racial or ethnic identity*
- Do you believe that any of the religious discriminatory events you have experienced are related to your specific religion? *(Yes/No, displayed only if experiences with religious discrimination are 1 or more)*
- Have you experienced any discriminatory events regarding personal aspects that were not asked about in the previous questions? *(Yes/No)*
  - Please describe any other discriminatory events you have experienced. *(displayed only if "yes" to above question)*

Perceptions of Fair Treatment

Student:

All questions with scale of "Strongly Disagree" to "Strongly Agree"

- In my classroom and classroom settings (e.g. labs, recitation sessions, clinical environments, etc.), I feel listened to by:
  - *Faculty instructors; other students*
- In spaces outside the classroom, I feel valued by:
  - *Faculty instructors; Other faculty members; Other students; Bentley University administrators; Campus police; Other Bentley University mentors/advisors*
- I am treated fairly and equitably on campus in general.
- I am treated fairly and equitably in classrooms and classroom settings (e.g. lectures, seminars, labs, workshops, studio sessions, etc.).
- I am treated fairly and equitably in out-of-classroom spaces at Bentley University (e.g. workshops, co-curricular offerings, etc.).

Faculty:

All questions with scale of "Strongly Disagree" to "Strongly Agree"; additional "N/A" option for first question only.

- I feel valued in my department/unit for (LIST OPTIONS – teaching, research, etc.).
- I have a voice in the decision-making that affects the direction of my department.
- The teaching workload is fairly and equitably distributed in my department.
- There are fair and equitable expectations regarding research in my department.
- There are fair and equitable expectations regarding service in my department.
- There are fair and equitable processes for determining compensation in my department.
- Support is provided fairly and equitably in my department.
- Rewards for work performance are fairly and equitably distributed in my department.

Staff:

All questions with scale of "Strongly Disagree" to "Strongly Agree"

- My ideas are seriously considered in my unit.
- I have a voice in the decision-making that affects my work in my unit.
- The workload is fairly and equitably distributed in my unit.
- There are fair and equitable processes for determining compensation in my unit.
- Support is provided fairly and equitably in my unit.
- Rewards for work performance are fairly and equitably distributed in my unit.

<u>Additional Questions</u>

- Please rate the degree to which Bentley University lives up to our institutional values. *(scale: "Poor" to "Excellent" rated for each of the seven values)*
- In general over the past 12 months, how much have you been adversely affected by COVID-19 in the following areas? *(scale: "Not at all affected," "Somewhat affected," "Affected a Great Deal")*
  - *List of areas: My own physical health; My own mental health; The health of a loved one; My ability to maintain social relationships; My financial situation; My housing situation; My work or academic performance; My experience of discrimination related to one or more of my identities*
- How likely would you recommend Bentley University to a future student/employee? *(scale: "Not likely at all" to "Extremely likely")*

Appendix B | Data Analysis

Respondent composite scores by metric of multi-item scales were calculated as the average of all items of that scale. If a respondent was missing more than one item of a multi-item scale, no composite score was calculated for that respondent unless the multi-item scales included an "N/A" response option.

A series of tests were conducted to determine the validity of the overall climate satisfaction measure. The measure was normally distributed and without outliers. Strong positive associations were observed between climate satisfaction and scales that assessed similar constructs including general climate adjectives, university commitment to our values, and feelings of value and belonging. In contrast, scales measuring divergent constructs such as physical safety and frequency of interactions were weakly or unrelated to overall climate satisfaction. See Appendix F, Tables A1 to A5 for correlations for all community members and by group. Overall, the climate satisfaction measure is deemed to have construct validity and represents the community's appraisals of the campus environment.

Next, backward stepwise linear regression analyses were performed to determine significant associations between climate satisfaction, other survey measures, and respondent demographics to identify factors that associate with the community's climate satisfaction. This approach to start with all possible variables and systematically remove the least significant variables is an acceptable method to model reduction. Additionally, it is not possible to infer causation; that is, all survey measures were completed at the same time, and it is reasonable climate satisfaction may influence feelings of value or other latent constructs. Therefore, observed relationships are discussed in terms of association. Finally, weak evidence of multicollinearity was observed among regression factors. Its presence does not alter the interpretations of the reduced models.

Groups are examined both collectively and separately due to the availability of questionnaires by group. For ease of analysis, race and ethnicity was recoded to two levels: traditionally underrepresented minority (URM) and non-URM. Non-cisgender identities were also grouped together in one category due to small subgroup sample sizes. It is important to recognize this approach limits our discussion of how climate and experiences differ between Trans and Non-Binary identities. Other categorical variables with more than two levels were dummy coded. Variables entered in the full model (Appendix F, Table B) were removed systematically in a backward stepwise regression according to lowest non-significant or non-marginally significant test statistic. Model 1 is the full model which includes all variables, whereas Model 2 is the reduced model of significant or marginally significant factors. Variables were retained in the reduced model when $p \leq 0.10$. Two-way interactions were explored with significant categorical factors; however, no meaningful interaction terms were found.

Follow-up tests were done to explore non-linear relationships between discrimination experiences and overall climate satisfaction to help explain neutral climate attitudes. A logistic regression found the inclusion of a curvilinear term did not improve explained variance and thus this relationship is considered linear. Similarly, associations between curvilinear climate satisfaction and other survey measures did not result in stronger associations.

Finally, a descriptive analysis of qualitative end-of-survey comments was done to help describe additional community perspectives on campus climate. Comments were read and categorized by an experienced researcher according to distinct themes and valence.

Appendix C | Climate Scorecards

A campus climate scorecard was developed to evaluate campus climate performance by metric. This tool serves as a summary of university performance and reflects interpretations of statistical analyses included in this document. Details on the development of the scorecard is provided in this appendix below.

Scorecards are available for all community members, by member type (undergraduate, graduate, faculty, and staff), race and ethnicity, gender identity, and other community compositions. Discussions of climate performance are provided in subsequent sections by metric with emphasis on areas of concern.

Figure 1 | *Bentley Climate Scorecard Key*
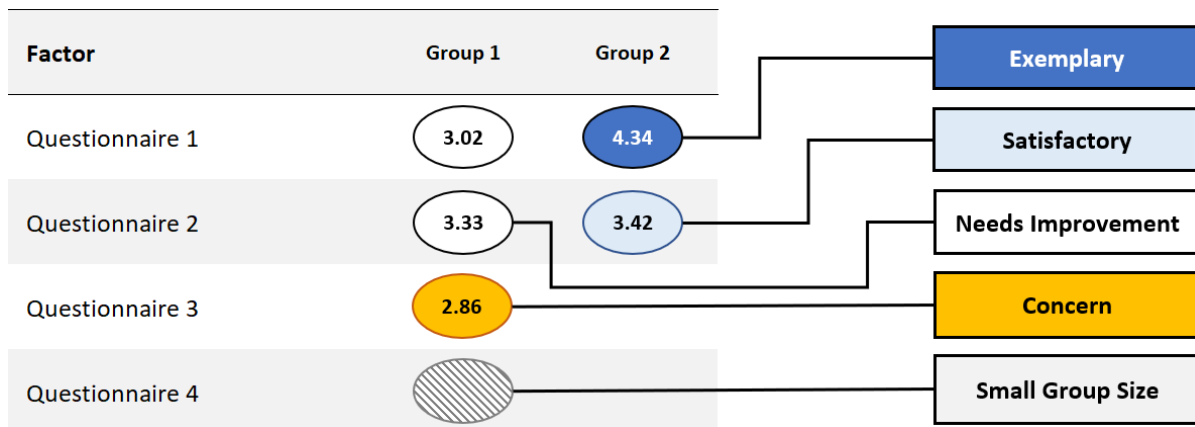
① **Exemplary:** The highest threshold reflects areas in which the university excels. Respondents tend to be highly satisfied or strongly agree on positive campus concepts. For Campus Climate and Experiences scales, this threshold corresponds to about 1.5 standard deviations above a neutral score. For Safety & Discrimination scales, this threshold corresponds to about 2.0 standard deviations above a midpoint score.

② **Satisfactory:** Satisfactory reflects areas in which the university succeeds but can improve. This threshold corresponds to generally positive perceptions and experiences. For Campus Climate and Experiences scales, this threshold corresponds to about 0.5 to 1.5 standard deviations above a neutral score. For Safety & Discrimination scales, this threshold corresponds to about 1.0 to 2.0 standard deviations above a midpoint score.

③ **Needs Improvement:** Needs Improvement reflects areas in which improvement is necessary for the university. This threshold corresponds to neutral and ambivalent ratings. For Campus Climate and Experiences scales, this threshold corresponds to about 0.0 to 0.5 standard deviations above a neutral score. For Safety & Discrimination scales, this threshold corresponds to about 0.0 to 1.0 standard deviations above a midpoint score.

④ **Concern:** The lowest threshold reflects areas of concern in which the university does not meet the expectations of the community. Respondents indicate dissatisfaction or disagree on positive campus concepts. For all scales, this threshold corresponds to scores below a midpoint score.

⑤ **Small Group Size:** Group membership is less than 10. To protect respondent confidentiality, counts less than 10 are not shown in figures and tables.

Scorecard Development

The table below shows how scale scores relate to scorecard categories. Category thresholds were determined through examinations of (1) composite score distributions (means, standard deviations, and skew), (2) test statistics and effect size estimates among community compositions, and (3) questionnaire content and meaning.

Once developed, a confirmatory factor analysis was done to evaluate the grouping of questionnaires by factor excluding the unidimensional construct net promoter. A single-solution model provided acceptable fit, RMSEA = 0.061 [0.043, 0.059], CFI = 0.989; however, factor loadings were not satisfactory for Cross Cultural Interaction & Exposure, Adverse Impacts of COVID-19, Discrimination Experiences, and Physical Safety. A two-factor solution that excludes Cross Cultural Interaction & Exposure provides improved fit and interpretability, RMSEA = 0.051 [0.054, 0.068], CFI = 0.980, factor loadings >= 0.47.

Table A | *Bentley University Campus Climate Scorecard*

Performance		Description	Score Ranges by Factor		
			Campus Climate & Experiences	Discrimination & Safety	Net Promoter
Exemplary		High performance that reflects high community satisfaction.	4.2 to 5.0	COVID: 0.0 to 0.2 DISCRIM: 0.0 to 0.1 PHYS: 1.0 to 1.4	9 to 10
Satisfactory		Satisfactory performance with room for improvement. Reflects positive community reports.	3.4 to 4.2	COVID: 0.2 to 0.4 DISCRIM: 0.1 to 0.2 PHYS: 1.4 to 1.8	7 to 8
Needs Improvement		Areas in need of improvement. Reflects neutral or ambivalent community reports.	3.0 to 3.4	COVID: 0.4 to 0.5 DISCRIM: 0.2 to 0.25 PHYS: 1.8 to 2.0	5 to 6
Concern		Areas of concern that reflect community dissatisfaction.	1.0 to 3.0	COVID: 0.5 to 2.0 DISCRIM: 0.25 to 1.0 PHYS: 2.0 to 5.0	0 to 4
Small Group Size		Data not shown due to group size membership less than 10.			

Note. COVID = Adverse Impacts of COVID-19; DISCRIM = Discrimination Experience (1 = Yes, 0 = No); PHYS = Physical Safety.

Campus Climate & Experiences	Undergraduate	Graduate	Faculty	Staff	All Community
Climate Satisfaction	3.43	3.60	3.21	3.56	3.45
Climate Dimensions: Agreeableness	3.43	3.79	3.51	3.69	3.55
Climate Dimensions: Inclusiveness	3.04	3.53	3.18	3.30	3.18
Institutional Values	3.67	4.01	3.41	3.65	3.67
DEI Aspects: Institutional Commitment	3.51	3.72	3.29	3.61	3.53
DEI Aspects: Feeling Valued & Belonging	3.70	3.91	3.55	3.68	3.70
DEI Aspects: Thriving & Growing	3.70	3.81	3.32	3.43	3.60
Fair Treatment Perceptions	3.81	4.01	3.38	3.44	
Feelings of Value of Faculty			4.20		

Discrimination Experiences & Safety	Undergraduate	Graduate	Faculty	Staff	All Community
Adverse Impacts of COVID-19	0.77	0.67	0.61	0.63	0.70
Discrimination Experience	0.20	0.11	0.20	0.16	0.18
Overall Physical Safety	1.66	1.25	1.29	1.30	1.47

| Net Promoter | 7.09 | 7.83 | 7.09 | 7.61 | 7.31 |

Figure 2B | Bentley Climate Scorecard by Race/Ethnicity

Campus Climate & Experiences	Asian	Black or African American	Hispanic of any race	Middle Eastern or North African	Two or more races or some other race	White
Climate Satisfaction	3.56	3.17	3.49	3.26	3.43	3.47
Climate Dimensions: Agreeableness	3.62	3.40	3.41	3.57	3.49	3.57
Climate Dimensions: Inclusiveness	3.26	2.92	3.01	3.29	3.08	3.20
Institutional Values	3.71	3.15	3.57	3.54	3.62	3.72
DEI Aspects: Institutional Commitment	3.58	3.05	3.46	3.50	3.41	3.58
DEI Aspects: Feeling Valued & Belonging	3.68	3.39	3.54	3.56	3.75	3.75
DEI Aspects: Thriving & Growing	3.48	3.21	3.40	3.30	3.54	3.69
Fair Treatment Perceptions of Students	3.85	3.58	3.69	3.58	3.86	3.90
Fair Treatment Perceptions of Faculty	3.35					3.39
Feelings of Value of Faculty	3.98					4.24
Fair Treatment Perceptions of Staff	4.01	3.12	3.22		3.42	3.47

Discrimination Experiences & Safety	Asian	Black or African American	Hispanic of any race	Middle Eastern or North African	Two or more races or some other race	White
Adverse Impacts of COVID-19	0.78	0.85	0.81	0.70	0.87	0.65
Discrimination Experience	0.22	0.42	0.30	0.18	0.27	0.13
Overall Physical Safety	1.55	1.65	1.53	1.38	1.66	1.43

| Net Promoter | 7.32 | 6.23 | 7.07 | 6.45 | 7.26 | 7.46 |

Figure 2C | Bentley Climate Scorecard by Underrepresented Minority (URM) Status

Campus Climate & Experiences	Non-URM	URM
Climate Satisfaction	3.48	3.36
Climate Dimensions: Agreeableness	3.58	3.45
Climate Dimensions: Inclusiveness	3.21	3.04
Institutional Values	3.72	3.48
DEI Aspects: Institutional Commitment	3.58	3.35
DEI Aspects: Feeling Valued & Belonging	3.74	3.58
DEI Aspects: Thriving & Growing	3.65	3.39
Fair Treatment Perceptions of Students	3.89	3.71
Fair Treatment Perceptions of Faculty	3.39	3.26
Feelings of Value of Faculty	4.20	4.04
Fair Treatment Perceptions of Staff	3.49	3.19

Discrimination Experiences & Safety	Non-URM	URM
Adverse Impacts of COVID-19	0.67	0.83
Discrimination Experience	0.15	0.31
Overall Physical Safety	1.45	1.59

	Non-URM	URM
Net Promoter	7.44	6.85

URM includes Black or African American, Hispanic of any race, Middle Eastern or North African, Native American or Alaska Native, Native Hawaiian or Other Pacific Islander, or two or more races. Non-URM includes Asian and White.

Campus Climate & Experiences	Cisgender Man	Cisgender Woman	Trans/ Non-Binary*
Climate Satisfaction	3.49	3.46	2.96
Climate Dimensions: Agreeableness	3.60	3.53	3.17
Climate Dimensions: Inclusiveness	3.33	3.08	2.67
Institutional Values	3.70	3.66	3.24
DEI Aspects: Institutional Commitment	3.59	3.50	2.92
DEI Aspects: Feeling Valued & Belonging	3.73	3.71	3.10
DEI Aspects: Thriving & Growing	3.68	3.56	3.27
Fair Treatment Perceptions of Students	3.88	3.83	
Fair Treatment Perceptions of Faculty	3.50	3.24	
Feelings of Value of Faculty	4.38	4.04	
Fair Treatment Perceptions of Staff	3.48	3.45	

Discrimination Experiences & Safety	Cisgender Man	Cisgender Woman	Trans/ Non-Binary*
Adverse Impacts of COVID-19	0.63	0.75	0.82
Discrimination Experience	0.12	0.20	0.41
Overall Physical Safety	1.20	1.66	1.68

Net Promoter	7.21	7.46	6.38

Trans/Non-Binary identities include Transgender, Agender, Genderqueer, Gender Fluid, Gender Non-Conforming, Non-Binary and Two-Spirit.

Campus Climate & Experiences	Non-Heterosexual	Heterosexual
Climate Satisfaction	3.30	3.48
Climate Dimensions: Agreeableness	3.34	3.58
Climate Dimensions: Inclusiveness	2.86	3.22
Institutional Values	3.39	3.71
DEI Aspects: Institutional Commitment	3.19	3.58
DEI Aspects: Feeling Valued & Belonging	3.49	3.74
DEI Aspects: Thriving & Growing	3.38	3.64
Fair Treatment Perceptions of Students	3.69	3.86
Fair Treatment Perceptions of Faculty	3.17	3.39
Feelings of Value of Faculty	3.88	4.23
Fair Treatment Perceptions of Staff	3.24	3.49

Discrimination Experiences & Safety	Non-Heterosexual	Heterosexual
Adverse Impacts of COVID-19	0.85	0.68
Discrimination Experience	0.29	0.16
Overall Physical Safety	1.64	1.45

Net Promoter	6.76	7.41

Campus Climate & Experiences	First-Generation Student	Non-First-Generation Student
Climate Satisfaction	3.46	3.47
Climate Dimensions: Agreeableness	3.55	3.49
Climate Dimensions: Inclusiveness	3.21	3.11
Institutional Values	3.72	3.74
DEI Aspects: Institutional Commitment	3.58	3.54
DEI Aspects: Feeling Valued & Belonging	3.70	3.76
DEI Aspects: Thriving & Growing	3.62	3.76
Fair Treatment Perceptions of Students	3.79	3.86

Discrimination Experiences & Safety	First-Generation Student	Non-First-Generation Student
Adverse Impacts of COVID-19	0.84	0.72
Discrimination Experience	0.19	0.18
Overall Physical Safety	1.59	1.58

Net Promoter	7.44	7.15

Figure 2G | *Bentley Climate Scorecard by Most Frequently Reported Religious Identities*

Campus Climate & Experiences	Agnostic	Atheist	Catholic	Christian	Eastern Orthodox	Hindu	Jewish	Muslim	No Religion
Climate Satisfaction	3.25	3.28	3.64	3.35	3.48	3.72	3.33	3.67	3.46
Climate Dimensions: Agreeableness	3.39	3.40	3.65	3.47	3.59	3.82	3.44	3.77	3.54
Climate Dimensions: Inclusiveness	2.89	3.05	3.27	3.21	3.19	3.48	3.07	3.57	3.17
Institutional Values	3.46	3.48	3.85	3.61	3.70	4.02	3.50	3.93	3.64
DEI Aspects: Institutional Commitment	3.24	3.38	3.71	3.58	3.63	3.83	3.42	3.80	3.46
DEI Aspects: Feeling Valued & Belonging	3.51	3.64	3.83	3.64	3.76	3.91	3.72	3.98	3.68
DEI Aspects: Thriving & Growing	3.44	3.62	3.74	3.51	3.66	3.66	3.63	3.68	3.57
Fair Treatment Perceptions of Students	3.65	3.84	3.94	3.78	3.81	4.06	3.88	3.89	3.79
Fair Treatment Perceptions of Faculty	3.39	3.51	3.41	3.13			3.26	3.58 (hatched)	3.58
Feelings of Value of Faculty	4.05	4.25	4.55	4.20			4.01		4.47
Fair Treatment Perceptions of Staff	3.34	3.58	3.50	3.25			3.63		3.46

Discrimination Experiences & Safety	Agnostic	Atheist	Catholic	Christian	Eastern Orthodox	Hindu	Jewish	Muslim	No Religion
Adverse Impacts of COVID-19	0.73	0.64	0.67	0.76	0.64	0.78	0.58	0.62	0.74
Discrimination Experience	0.18	0.11	0.12	0.23	0.30	0.09	0.21	0.16	0.17
Overall Physical Safety	1.52	1.28	1.47	1.46	1.36	1.39	1.46	1.46	1.60

Net Promoter	Agnostic	Atheist	Catholic	Christian	Eastern Orthodox	Hindu	Jewish	Muslim	No Religion
Net Promoter	6.79	6.99	7.72	7.30	7.78	7.87	7.00	7.32	7.18

Appendix D | Scale and Item Analyses

Table A provides survey scales and internal reliabilities of multi-item scales. Internal reliabilities (Cronbach's Alpha) provide a sense of how related the items are within a particular scale. If an item does not have the same pattern of results as other items within the same scale, this will reduce internal reliability and may indicate items are assessing unrelated latent constructs or a survey measurement issue. Generally, a score greater than or equal to 0.70 is considered acceptable, whereas scores below 0.50 are considered poor. Two scales have multiple subfactors: Climate Dimensions and DEI Aspects.

Table A | *BEX Scales & Subscales: Scaling and Internal Consistency*

Scale	Scaling	Items	Cronbach's Alpha				
			UG	GR	FAC	STAFF	ALL
Campus Climate & Experiences							
Climate Satisfaction	1 to 5	1	-	-	-	-	-
Climate Dimensions*	1 to 5	14					
Friendliness/Agreeableness*	1 to 5	7	0.80	0.83	0.90	0.89	0.85
Inclusiveness*	1 to 5	7	0.82	0.83	0.81	0.83	0.83
DEI Aspects	1 to 5	13					
Institutional Commitment**	1 to 5	3	0.82	0.83	0.76	0.75	0.80
Feeling Valued & Belonging	1 to 5	6	0.85	0.82	0.88	0.86	0.85
Thriving & Growing	1 to 5	4	0.69	0.77	0.77	0.82	0.76
Fair Treatment (Student)	1 to 5	11	0.90	0.92	-	-	-
Fair Treatment (Faculty)	1 to 5	7	-	-	0.92	-	-
Fair Treatment (Staff)	1 to 5	6	-	-	-	0.91	-
Institutional Values	1 to 5	7	0.90	0.93	0.93	0.93	0.92
Department Values***	1 to 5 + N/A	6	-	-	0.89	-	-
Discrimination & Safety							
Discrimination Experienced	Yes/No	1	-	-	-	-	-
Discrimination Frequency	Frequency; 0 to 2	14	-	-	-	-	-
Discrimination: Religion	Yes/No + Text	2	-	-	-	-	-
Discrimination: Other	Yes/No + Text	2	-	-	-	-	-
Physical Safety	1 to 5	1	-	-	-	-	-
Physical Safety List	Yes/No	12	-	-	-	-	-
COVID-19	0 to 2	8	0.77	0.81	0.77	0.77	0.78
Net Promoter	0 to 10	1	-	-	-	-	-
Cross Cultural Interaction & Exposure	1 to 5	12	0.80	0.88	0.81	0.85	0.82
Other Comment	Text	1	-	-	-	-	-

Note. Internal consistency not available for frequency or yes/no response option scales.

*Original scaling of 1 to 7 converted to 1 to 5 for ease of comparison to other scales.

**Item DEI Aspects J removed from analysis due to poor performance. Removal of item meaningfully improved internal reliability.

***Scale excludes N/A responses.

Climate Dimensions

First, an exploratory factor analysis was done with maximum likelihood estimation with oblique-oblimin rotation to determine the number of factors. A single factor solution provides poor data fit, RMSEA = 0.129 [0.124, 0.134]. In contrast, a two-factor solution provides acceptable model fit and a parsimonious solution revealing two conceptually distinct factors: agreeableness and inclusiveness, RMSEA = 0.083 [0.077, 0.088], CFI = 0.917. Dimension K (Ageist :: Non-Ageist) did not load onto either factor, however, was retained and included in the inclusiveness factor due to its conceptual similarity with other dimension items and good item performance among staff. Cronbach alphas indicate both factors have good internal consistency (αs > 0.80). In other words, items for each factor seem to measure the same latent construct. For Agreeableness, item correlations range between 0.31 and 0.71, and for Inclusiveness, item correlations range between 0.20 and 0.65, all ps < 0.001.

Table B | Confirmatory Factor Analysis: Climate Dimension Internal Reliabilities & Factor Loadings

Agreeableness (α = 0.85)		Inclusiveness (α = 0.83)	
Item	Factor Loading	Item	Factor Loading
Hostile :: Friendly	0.84	Racist :: Non-racist	0.78
Disrespectful :: Respect	0.81	Homogenous :: Diverse	0.58
Contentious :: Collegial	0.56	Sexist :: Non-sexist	0.79
Individualistic :: Collaborative	0.47	Homophobic :: Queer Positive	0.74
Competitive :: Cooperative	0.45	Ageist :: Non-ageist	0.37
Unsupportive :: Supportive	0.77	Transgender-phobic :: Transgender Positive	0.49
Unwelcoming :: Welcoming	0.82	Elitist :: Non-elitist	0.75

Note. Global score α = 0.89.

DEI Aspects

As with Climate Dimensions, a series of factor analyses and graded response models were conducted to evaluate three pre-determined subscales. The results of these analyses revealed the reverse-coded item *DEI_ASPECTS_j*, "There is too much emphasis put on issues of diversity, equity and inclusion here at Bentley University," was a poor performing item and should be dropped from its associated scale. Specifically, *DEI_ASPECTS_j* was unrelated to many non-subscale items and had inverse weak correlations with other same subscale items (rs = -0.05 to -0.26). The removal of this item meaningfully improves subscale reliability, Cronbach's alpha including Item J = 0.44, Cronbach's alpha excluding Item J = 0.80. For this reason, this item was removed from all subscale composite score calculations and analyses.

Further evaluation of this item and end-of-survey comments indicates that respondents that think there is too much emphasis on DEI may think there's too much talk about DEI but not enough put into practice, that there is too much emphasis on DEI in our community in general, or other thoughts.

Table C | *Confirmatory Factor Analysis: DEI Aspect Internal Reliabilities & Factor Loadings*

Institutional Commitment to DEI (α = 0.80)		Feeling Valued & Belonging (α = 0.85)		Thriving & Growing (α = 0.76)	
Item & Factor Loading		Item & Factor Loading		Item & Factor Loading	
Strong Commitment (C)	0.84	Valued (A)	0.90	Full Potential (G)	0.87
Too Much Emphasis (J)*	-0.12	Belong (B)	0.86	Similar Opportunities (H)	0.75
Sufficient Resources (K)	0.76	Considered Leaving (D)*	0.73	Work Harder (L)*	0.54
Appropriate Emphasis (N)	0.79	Respect (E)	0.87	Positive Influence (M)	0.80
		Opinions (F)*	0.72		
		In-Group (I)	0.48		

*Note. Item J not included in internal reliability calculations. Global score **α** = 0.88. * = Reverse-coded item.*

Appendix E | End-of-Survey Comments

Comments Content Summary

Respondents had the option to provide any thoughts, comments, or suggestions about the survey topics at the end of the survey. A total of 212 respondents provided unique comments excluding written non-responses (e.g., "None", "N/A; n = 30) and survey critiques (e.g., "work unit is vague", "this survey is long"; n = 29). Eligible comments were content coded by valence (positive, negative, or mixed) and theme. Themes from negative comments and negative themes from mixed comments were grouped by topic. A single comment may include more than one theme.

Among relevant comments, 17.2% were rated positive, 67.9% negative, and 14.9% mixed/ambivalent. Comment examples by valence are provided in Table A1. Major themes among negative and ambivalent comments are shown in Table A2.

As shown in Figure 1, the most frequent themes included discussions of DEI (n = 65; DEI in talk but not in practice, n = 20; Too much DEI emphasis, n = 6; Other DEI topics, n = 39), community and campus culture (n = 47; e.g., poor interactions with community members), not feeling supported or valued (n = 40), and direct experiences, second-hand accounts, and general community observations of discrimination, sexism, and/or assault (n = 27).

Table A1 | *Comment Types by Valence*

Comment Valence	Response	Agreeableness Score	Inclusiveness Score	Valued & Belong Score
Positive	I feel that Bentley University is a very welcoming community that excels for almost every test there is regarding campus climate.	3.78	3.38	5.00
Positive	I have always felt included and welcome and like I have a strong chance of success	4.05	3.86	3.50
Negative	I feel that DE&I is talked about a lot, but that in some [aspects] what is practiced is not what is preached	3.48	4.24	2.67
Negative	As an adjunct faculty member I do not have a role other than my teaching. I find this limiting.	3.86	2.91	3.67
Mixed/Ambivalent	I believe Bentley as an institution is trying to foster an inclusive environment, it is not reflected by the student body. I sometimes get nervous meeting new people because I am not sure if I will be discriminated against because of my identity. The overwhelming masculine presence on the campus is not welcoming at times.	2.72	1.86	2.83
Mixed/Ambivalent	Bentley is trying to improve areas of concern, we are offered training often which is great. But there are still many areas that are not addressed	3.19	2.62	2.67

Table A2 | *Negative Comments by Theme*

Negative Comment Theme	Theme Count	Comment Example
DEI (General)	65	A higher focus on treatment of women/minorities in the classroom. Can feel incredibly unwelcoming and disrespectful at times
DEI Not in Practice	20	People need to realize that until we start uncomfortable conversation, Bentley will never foster diversity as it intends to be on paper.
DEI Emphasis (Too Much)	6	This is just too much. i appreciate that Bentley is concerned but I believe they go way beyond on the Diversity education.
Community/Culture	47	The culture at Bentley is different whether you are a student, faculty, or staff member. As an employee, I feel the culture is more accepting and positive than the experience as a student.
Not Supported or Valued	40	Better communication between management, staff, and different departments. Be more open minded about promotions within departments give employees more of a chance to prove one's potential value.
Discrimination, Sexism, & Assault	27	I believe Bentley University is doing the bare minimum in ensuring safety and equal opportunities for every member of campus. I appreciate the school's willingness to address these issues, but I feel there is still a lot of progress still to be made and there are not enough resources or policies enforcing this rule. On paper, discrimination and sexism do not seem like an issue, but in reality, these occurrences are still prevalent on campus and we're not doing enough to prevent them from happening.
Leadership	16	Many things seem to be attempted at the macro level but I don't see these changes at the departmental level or from the leadership of the division.
COVID-19	11	my identity as a parent came to the fore during COVID in a way that it hadn't before. Managing work responsibilities without child care for long periods was extremely taxing.
Compensation	7	Treating adjuncts like crap (respect/financially) is not supporting the image bentley conveys on the outside. It is shameful.
Other	44	Income plays a huge role here. Especially for international students. It's hard to make friends, and transportation is a hassle that takes a lot of energy everyday to figure out how to get to the university. Graduate assistantships are not allocated fairly. Scholarship aid criteria is not clear, with some students getting more than others based purely on negotiation skills and not academic/professional merit. Holidays will be a lonely time.

Note. Other includes accessibility, admissions, career services, and other topics.

Figure 1 | *End-of-Survey Comment Responses by Valence and Theme*
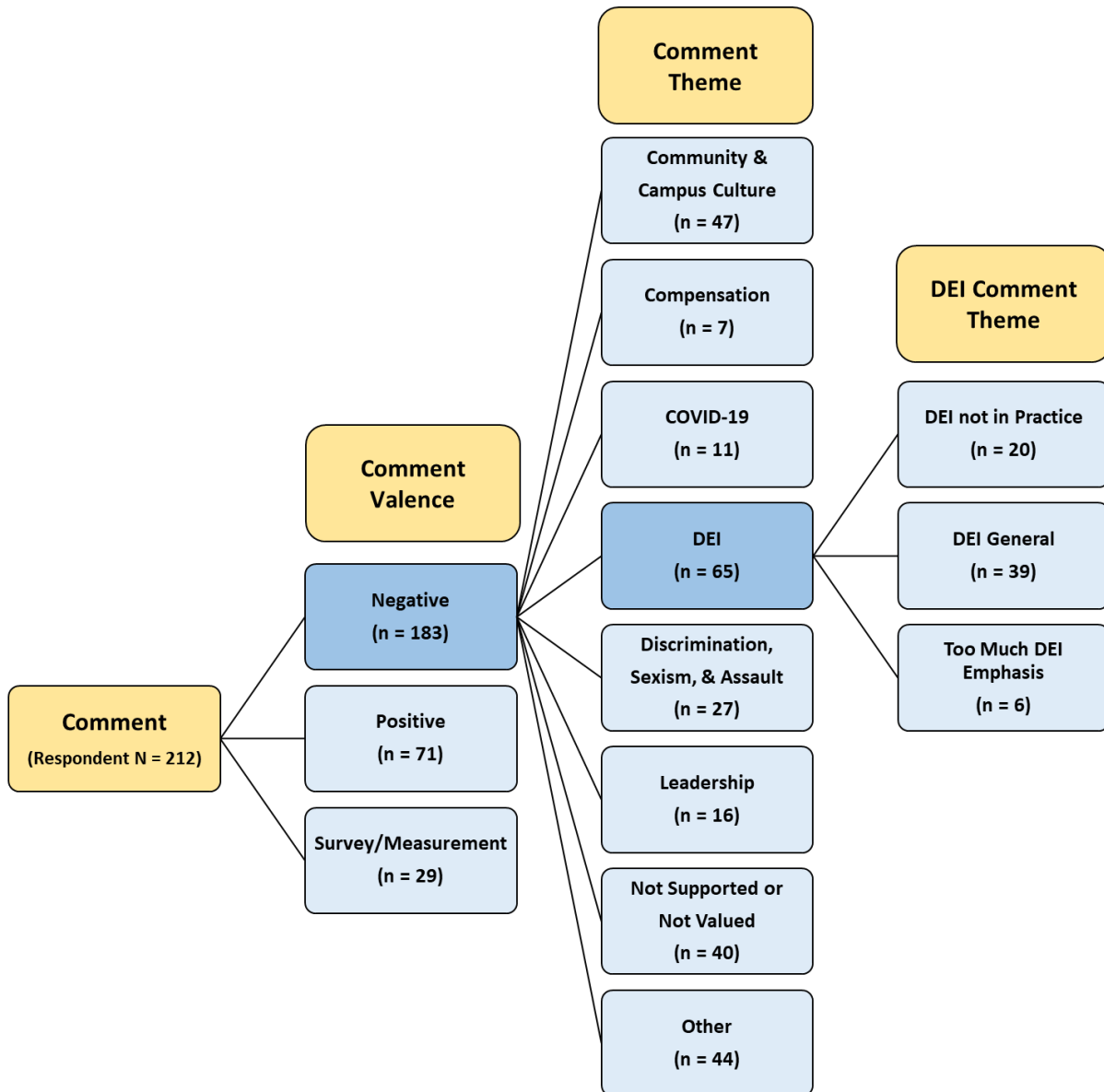
Note. Respondent N = unique comment count by respondent; n = comment theme count. Mixed comments that express negative and positive themes may be counted once in each comment valence group. More than one theme may be expressed in a comment.

Appendix F | Correlation and Regression Tables

Table A1 | *All Community: Scale Means, Standard Deviations (SDs), and Pearson Correlations*

	M	SD	1	2	3	4	5	6	7	8	9	10
1. Climate Satisfaction	3.45	0.95	—									
2. Agreeableness	3.55	0.72	**0.60**	—								
3. Inclusiveness	3.18	0.76	**0.43**	**0.66**	—							
4. Institutional Values	3.67	0.86	**0.59**	**0.72**	**0.57**	—						
5. Institutional Commitment DEI	3.53	0.84	**0.50**	**0.58**	**0.61**	**0.69**	—					
6. Feeling Valued & Belonging	3.70	0.79	**0.60**	**0.69**	**0.43**	**0.70**	**0.56**	—				
7. Thriving & Growing	3.60	0.79	**0.51**	**0.57**	**0.39**	**0.63**	**0.50**	**0.76**	—			
8. Physical Safety	1.47	0.73	-0.20	-0.26	-0.34	-0.23	-0.23	-0.22	-0.22	—		
9. Adverse Impacts of COVID-19	0.70	0.43	-0.21	-0.25	-0.28	-0.23	-0.21	-0.30	-0.28	0.31	—	
10. Net Promoter	7.31	2.51	**0.61**	**0.65**	**0.41**	**0.70**	**0.52**	**0.73**	**0.62**	-0.21	-0.24	
11. Cross Cultural Interaction & Exposure	3.40	0.63	0.04	**0.07**	**0.12**	**0.10**	**0.10**	**0.11**	0.05	-0.02	0.04	**0.09**

Cases excluded pairwise. Bolded correlations (rs >= 0.07) $p < 0.05$.

Table A2 | *Undergraduates: Scale Means, Standard Deviations (SDs), and Pearson Correlations*

	M	SD	1	2	3	4	5	6	7	8	9	10
1. Climate Satisfaction	3.43	0.96	—									
2. Agreeableness	3.43	0.65	**0.57**	—								
3. Inclusiveness	3.04	0.73	**0.41**	**0.64**	—							
4. Institutional Values	3.68	0.83	**0.57**	**0.69**	**0.56**	—						
5. Institutional Commitment DEI	3.51	0.86	**0.47**	**0.54**	**0.59**	**0.67**	—					
6. Feeling Valued & Belonging	3.70	0.77	**0.61**	**0.66**	**0.41**	**0.67**	**0.52**	—				
7. Thriving & Growing	3.70	0.69	**0.49**	**0.53**	**0.38**	**0.60**	**0.51**	**0.72**	—			
8. Physical Safety	1.66	0.80	-0.25	-0.26	-0.40	-0.26	-0.28	-0.25	-0.29	—		
9. Adverse Impacts of COVID-19	0.77	0.44	-0.24	-0.27	-0.30	-0.30	-0.25	-0.36	-0.37	0.30	—	
10. Net Promoter	7.09	2.53	**0.60**	**0.60**	**0.38**	**0.67**	**0.51**	**0.71**	**0.59**	-0.18	-0.24	—
11. Fair Treatment	3.81	0.60	**0.55**	**0.58**	**0.40**	**0.69**	**0.53**	**0.70**	**0.67**	-0.24	-0.34	**0.60**

Cases excluded pairwise. Bolded correlations (rs >= 0.14) $p < 0.05$.

Table A3 | *Graduates: Scale Means, Standard Deviations (SDs), and Pearson Correlations*

	M	SD	1	2	3	4	5	6	7	8	9	10
1. Climate Satisfaction	3.60	0.86	—									
2. Agreeableness	3.79	0.65	**0.57**	—								
3. Inclusiveness	3.52	0.71	**0.48**	**0.72**	—							
4. Institutional Values	4.01	0.73	**0.55**	**0.67**	**0.56**	—						
5. Institutional Commitment DEI	3.72	0.80	**0.56**	**0.62**	**0.60**	**0.76**	—					
6. Feeling Valued & Belonging	3.91	0.66	**0.57**	**0.68**	**0.46**	**0.69**	**0.67**	—				
7. Thriving & Growing	3.81	0.69	**0.47**	**0.59**	**0.40**	**0.64**	**0.56**	**0.75**	—			
8. Physical Safety	1.26	0.52	-0.11	**-0.16**	-0.06	-0.09	-0.08	**-0.20**	**-0.31**	—		
9. Adverse Impacts of COVID-19	0.67	0.45	**-0.23**	**-0.21**	-0.13	-0.13	-0.08	**-0.26**	**-0.30**	0.18	—	
10. Net Promoter	7.82	2.34	**0.58**	**0.59**	**0.35**	**0.69**	**0.59**	**0.70**	**0.67**	-0.18	-0.22	—
11. Fair Treatment	4.01	0.59	**0.59**	**0.67**	**0.55**	**0.77**	**0.70**	**0.76**	**0.65**	-0.24	-0.28	**0.61**

Cases excluded pairwise. Bolded correlations (rs >= 0.14) $p < 0.05$.

Table A4 | *Faculty: Scale Means, Standard Deviations (SDs), and Pearson Correlations*

	M	SD	1	2	3	4	5	6	7	8	9	10	11
1. Climate Satisfaction	3.43	1.00	—										
2. Agreeableness	3.43	0.86	0.71	—									
3. Inclusiveness	3.04	0.77	0.39	0.60	—								
4. Institutional Values	3.68	0.99	0.68	0.80	0.56	—							
5. Institutional Commitment DEI	3.51	0.88	0.54	0.61	0.60	0.68	—						
6. Feeling Valued & Belonging	3.70	0.87	0.61	0.73	0.40	0.73	0.57	—					
7. Thriving & Growing	3.70	0.88	0.62	0.69	0.36	0.65	0.50	0.82	—				
8. Physical Safety	1.66	0.60	-0.19	-0.21	-0.19	-0.24	-0.19	-0.12	-0.27	—			
9. Adverse Impacts of COVID-19	0.77	0.39	-0.20	-0.26	-0.33	-0.23	-0.24	-0.24	-0.31	0.34	—		
10. Net Promoter	7.09	2.87	0.64	0.73	0.36	0.73	0.49	0.79	0.75	-0.24	-0.33	—	
11. Fair Treatment	4.20	0.90	0.28	0.38	0.25	0.37	0.32	0.39	0.38	-0.08	-0.15	0.44	—

Cases excluded pairwise. Bolded correlations ($rs >= 0.14$) $p < 0.05$.

Table A5 | *Staff: Scale Means, Standard Deviations (SDs), and Pearson Correlations*

	M	SD	1	2	3	4	5	6	7	8	9	10
1. Climate Satisfaction	3.56	0.92	—									
2. Agreeableness	3.69	0.76	0.63	—								
3. Inclusiveness	3.30	0.75	0.47	0.65	—							
4. Institutional Values	3.65	0.87	0.60	0.77	0.62	—						
5. Institutional Commitment DEI	3.61	0.76	0.49	0.63	0.66	0.69	—					
6. Feeling Valued & Belonging	3.68	0.80	0.60	0.73	0.51	0.74	0.56	—				
7. Thriving & Growing	3.43	0.89	0.52	0.64	0.50	0.67	0.49	0.82	—			
8. Physical Safety	1.30	0.63	-0.12	-0.22	-0.27	-0.25	-0.20	-0.24	-0.23	—		
9. Adverse Impacts of COVID-19	0.63	0.41	-0.17	-0.18	-0.25	-0.20	-0.20	-0.28	-0.27	0.24	—	
10. Net Promoter	7.61	2.27	0.60	0.72	0.49	0.76	0.53	0.74	0.67	-0.24	-0.17	—
11. Unit Aspects	3.44	0.97	0.48	0.51	0.37	0.59	0.41	0.72	0.74	-0.20	-0.30	0.59

Cases excluded pairwise. Bolded correlations ($rs >= 0.14$) $p < 0.05$.

Table B | *All Community Members: Full Regression Model*

Variable	Unstandardized Coefficient	Standard Error	Standardized Coefficient	t	p
Intercept	0.535	0.313		1.711	0.087
Community Group (UG)	0.081	0.106		0.763	0.446
Community Group (GR)	-0.024	0.104		-0.229	0.819
Community Group (STAFF)	0.083	0.075		1.112	0.266
Disability (Y)	-0.099	0.079		-1.245	0.213
Discrimination Experience (Y)	**-0.106**	**0.061**		**-1.745**	**0.081**
Gender (Cisgender Woman)	-0.255	0.245		-1.043	0.297
Gender (Trans/Non-Binary)	-0.171	0.231		-0.740	0.459
Sex (M)	-0.272	0.242		-1.123	0.262
Sexual Orientation (Hetero.)	-0.115	0.063		-1.822	0.069
Underrepresented Minority (Y)	0.082	0.053		1.548	0.122
Age	0.000	0.003	0.006	0.158	0.874
Adverse Effects of COVID-19	0.019	0.053	0.009	0.355	0.723
Agreeableness	**0.335**	**0.049**	**0.255**	**6.839**	**< .001**
Inclusiveness	0.013	0.040	0.011	0.334	0.739
Institutional Values	**0.154**	**0.041**	**0.140**	**3.741**	**< .001**
Thriving & Growing	0.056	0.042	0.047	1.342	0.180
Institutional Commitment DEI	**0.095**	**0.035**	**0.085**	**2.696**	**0.007**
Feeling Valued & Belonging	**0.266**	**0.047**	**0.220**	**5.710**	**< .001**
Physical Safety	-0.023	0.032	-0.018	-0.739	0.460
Socioeconomic Status	-0.033	0.021	-0.035	-1.559	0.119

Note. Model 1. Standardized Coefficients only computable for continuous factors. Categorical variables dummy coded. Full regression models for students, faculty, and staff include relevant group-specific variables such as Fair Treatment, Department or Unit Aspects, etc.

Table C1 | *All Community Members: Reduced Final Model*

Variable	Unstandardized Coefficient	Standard Error	Standardized Coefficient	t	p
Intercept	0.189	0.118		1.599	0.110
Discrimination Experience (Y)	-0.143	0.054		-2.627	0.009
Agreeableness	**0.341**	**0.041**	**0.257**	**8.234**	**< .001**
Institutional Values	0.157	0.038	0.142	4.121	< .001
Institutional Commitment DEI	0.103	0.032	0.091	3.259	0.001
Feeling Valued & Belonging	**0.309**	**0.037**	**0.255**	**8.404**	**< .001**

Note. Model 2. Standardized Coefficients only computable for continuous factors. Categorical variables dummy coded. Variables remain significant controlling for demographics (age, ability, gender, socioeconomic status, sexual orientation, and underrepresented minority status).

Table C2 | *Undergraduate Community Members: Reduced Final Model*

Variable	Unstandardized Coefficient	Standard Error	Standardized Coefficient	t	p
Intercept	1.192	0.541		2.227	0.026
Age	-0.062	0.023	-0.079	-2.738	0.006
Agreeableness	**0.293**	**0.062**	**0.200**	**4.722**	**< .001**
Institutional Values	0.137	0.052	0.119	2.612	0.009
Feeling Valued & Belonging	**0.353**	**0.056**	**0.284**	**6.293**	**< .001**
Physical Safety	-0.075	0.035	-0.062	-2.126	0.034
Fair Treatment	0.209	0.070	0.130	3.001	0.003

Note. Model 2. Standardized Coefficients only computable for continuous factors. Categorical variables dummy coded.

Table C3 | *Graduate Community Members: Reduced Final Model*

Variable	Unstandardized Coefficient	Standard Error	Standardized Coefficient	t	p
Intercept	0.718	0.479		1.498	0.136
Discrimination Experience (Y)	-0.431	0.207		-2.083	0.039
Sex (M)	-0.293	0.112		-2.605	0.010
Adverse Impacts of COVID-19	-0.231	0.129	-0.120	-1.787	0.076
Agreeableness	0.297	0.120	0.229	2.484	0.014
Fair Treatment	**0.518**	**0.130**	**0.355**	**3.979**	**< .001**

Note. Model 2. Standardized Coefficients only computable for continuous factors. Categorical variables dummy coded.

Table C4 | *Faculty Community Members: Reduced Final Model*

Variable	Unstandardized Coefficient	Standard Error	Standardized Coefficient	t	p
Intercept	0.006	0.221		0.029	0.977
Agreeableness	**0.443**	**0.107**	**0.374**	**4.149**	**< .001**
Thriving & Growing	**0.241**	**0.082**	**0.208**	**2.932**	**0.004**
Institutional Values	**0.251**	**0.088**	**0.242**	**2.844**	**0.005**

Note. Model 2. Standardized Coefficients only computable for continuous factors. Categorical variables dummy coded.

Table C5 | *Staff Community Members: Reduced Final Model*

Variable	Unstandardized Coefficient	Standard Error	Standardized Coefficient	t	p
Intercept	0.277	0.263		1.054	0.293
Discrimination Experience (Y)	-0.229	0.116		-1.983	0.048
Agreeableness	**0.442**	**0.077**	**0.363**	**5.724**	**< .001**
Institutional Commitment DEI	0.107	0.064	0.089	1.665	0.097
Feeling Valued & Belonging	0.219	0.085	0.190	2.588	0.010
Physical Safety	0.106	0.060	0.073	1.775	0.077
Unit Aspects	0.098	0.055	0.102	1.797	0.073

Note. Model 2. Standardized Coefficients only computable for continuous factors. Categorical variables dummy coded.