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Executive Summary

College campuses are complex social systems. They are defined by the relationships between faculty, staff, students, and alumni; bureaucratic procedures embodied by institutional policies; structural frameworks; institutional missions, visions, and core values; institutional history and traditions; and larger social contexts (Hurtado, Milem, Clayton-Pederson, Alma, & Allen, 1998).

Institutional missions suggest that higher education values multicultural awareness and understanding within an environment of mutual respect and cooperation. Academic communities expend a great deal of effort fostering a climate to nurture their missions with the understanding that climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship. Institutional strategic plans advocate creating welcoming and inclusive climates that are grounded in respect, nurtured by dialogue, and evidenced by a pattern of civil interaction.

The climate on college campuses not only affects the creation of knowledge, but also affects members of the academic community who, in turn, contribute to the creation of the campus climate. Several national education association reports and higher education researchers advocate creating a more inclusive, welcoming climate on college campuses (Boyer, 1990; AAC&U, 1995; Harper & Hurtado, 2007; Ingle, 2005; Milem, Chang, & Antonio, 2005). The reports suggest that in order to provide a foundation for a vital community of learning, a primary mission of the academy must be to create a climate that cultivates diversity and celebrates difference. Because of the inherent complexity of the topic of diversity, it is crucial to examine the multiple dimensions of diversity in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002).

Carleton College supports diversity initiatives[1] as evidenced by its support and commitment to this climate assessment project. In the spring of 2007, the Carleton Diversity Initiative Group (DIG) contacted Rankin & Associates (R&A), a leader in conducting campus climate assessments in higher education. DIG invited R&A to present a proposal to the Carleton community and various selected constituent groups, which resulted in Carleton contracting with R&A to facilitate a campus-wide climate assessment.

Fact-finding groups were held in January 2008 to gather information from Carleton College students, staff, and faculty about their perceptions of the system climate. Using the information garnered in the fact-finding groups, R&A and a sub-committee of DIG developed the survey instrument that was administered to campus in April 2008.

The Diversity Initiative Committee (DIG) sub-committee assisted in coordinating the survey effort on campus. The DIG sub-committee reviewed the survey template and revised the instrument to better match the campus context at Carleton College. The final survey contained 100 questions, including open-ended questions for respondents to provide commentary. This report provides an overview of the findings of the internal assessment.

All members of the campus community (e.g., students, faculty, and staff) were invited to participate in the survey. The survey was designed for respondents to provide information about their personal experiences with regard to climate issues, their perceptions of the campus climate, student and employee satisfaction, and respondents' perceptions of institutional actions, including administrative policies and academic initiatives regarding climate issues and concerns on campus.

The DIG sub-committee reviewed a draft of the final report in August 2008. A summary of the findings suggests that while Carleton College faces several challenges with regard to climate issues, these challenges parallel those identified in higher education institutions across

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[1] For more information on Carleton's diversity initiatives see http://apps.carleton.edu/governance/diversity/ and Appendix D that contains the *Carleton College Mission* & *Statement on Diversity.*

the country[2]. The quantitative and qualitative findings uncovered three areas where respondents felt that Carleton was succeeding with regard to climate issues and respondents also identified four major challenges that revolve around an overarching theme of power and privilege. Three strengths/successes emerged from the quantitative and qualitative data. First, many respondents spoke positively about campus climate. These findings should be noted and credited. However, upon further reflection and analysis of the data, many of the respondents who shared encouraging and affirmative feedback about the campus climate were members of majority groups. Most respondents who provided discouraging comments and less confident feelings about the campus climate were from less privileged groups, particularly people of color and those from lower socioeconomic backgrounds. Institutional support for faculty and staff towards professional development was indicated as a major strength of the College, and an important reason why many employees were satisfied with their jobs and how their careers have progressed at Carleton. Student respondents were also very complementary about faculty and their professionalism, knowledge, and skills. A final strength is the appreciation and excitement expressed by a number of respondents for this survey and the initiatives to address and improve the climate taken by the College.

There were also several challenges uncovered in the assessment. The first challenge is institutional classism, which was a source of difficulty for many students and staff members. Numerous student respondents underscored the socioeconomic differences among the student body, and an overall sense of elitism on campus. Twenty seven percent of students reported experiencing harassment on the basis of their socioeconomic status and that the most common source of that harassment were other students. Student respondents referred to the "typical" Carleton student as being privileged with regard to their affluence and educational backgrounds. Socioeconomic differences became evident to many student respondents through conversations where students discussed expensive vacations, having more than one home, or parental careers. One student stated "the rich kids hang out with the rich kids and the poor kids hang out with the poor ones." Students who do not have to work while at Carleton were described as having more opportunity to excel academically. Recommendations to increase socioeconomic diversity

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[2]   Rankin, S. and Reason, R. (forthcoming).*Transformational Tapestry Model: A comprehensive approach for assessing and improving campus climates for underrepresented and underserved populations.* New York: Stylus Publications.

among the student body were offered by student respondents. Similar findings were reported by staff members where perceived inequities between exempt and non-exempt staff were emphasized during the fact-finding groups and in both the quantitative and qualitative findings. Exempt staff respondents were perceived by many to have greater status and therefore greater privilege within the institution than non-exempt staff members. Staff members in general were more likely than faculty and student respondents to experience harassment, and more than one-quarter identified the basis for the harassment as institutional status. Other respondents noted unfair differences between faculty and staff members particularly mentorship opportunities and how some staff members reported feeling like "second class citizens" when compared to faculty.

The second challenge relates to race. More than twice as many people of color reported experiencing harassment than white people at Carleton. Race was the second most common basis for harassment for all respondents at Carleton. A more in-depth analysis suggested fifty-nine percent of respondents of color who experienced harassment indicated it was based on their race as compared to only five percent of white respondents. When compared with white students, students of color felt less valued by faculty and students, and felt faculty, staff, and administrators were less concerned about their welfare. Students of color were also more likely to think faculty pre-judged their abilities based on their identity, and that there were racial/ethnic tension both in the classroom and social situations than their white counterparts. As first-year students, Students of color felt less confident of their abilities to succeed at Carleton and less academically prepared for Carleton than white students. Faculty and staff of color reported that they were more likely to have thought about leaving Carleton compared to white faculty and staff. Throughout the qualitative responses, many white respondents described hearing about experiences with racism both on campus and in the surrounding community, and many respondents of color described experiencing racism in the aforementioned locations.

The experiences shared by women respondents and sexual minority respondents call attention to the third and fourth challenge at Carleton: gender and sexual orientation. Slightly more women reported experiencing harassment than their male counterparts. Of the twenty-one percent of women who reported experiencing harassment, thirty percent indicated the harassment was based on their gender. The results suggest that women were more likely than men to be

sexually harassed and assaulted. When reviewing these results by position women students were the primary target. More than half of sexual minority respondents who experienced harassment indicated it was based on their sexual orientation while less than one percent of heterosexual respondents attributed the harassment to their sexual orientation. Many sexual minority respondents shared their experiences with homophobia on campus and in the surrounding community in their qualitative responses.

Following are summaries of the demographic characteristics of respondents, quantitative data, and qualitative comments. Readers are encouraged to review the full report for more specific details.

Sample Demographics

A total of 1,523 surveys were returned representing the following:

- 56 percent response rate
- 1,056 undergraduate students
  - 300 first year students, 263 second year students, 273 third year students, 220 fourth year students
- 161 faculty members
  - 131 faculty members (tenure/tenure track), 14 adjunct/PEAR faculty members, and 16 visiting faculty members
- 306 staff members
  - 159 exempt staff members, 101 non-exempt/non-union staff members, 40 non-exempt/union staff members, 5 Sodexho staff members
- 340 people of color[3]; 1,160 white respondents
- 20 people who identified as having a physical disability
- 43 people who identified as having a learning disability
- 48 people who identified as having a psychological condition
- 169 people who identified as lesbian, gay, bisexual, questioning, queer, or pansexual
- 907 women; 603 men; 9 transgender/gender queer[4]
- 899 people who identified their spiritual affiliation as other than Christian
- 61 people who identified as having international status.

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[3] While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses due to the small numbers of respondents in the individual categories.

[4] Transgender" refers to identity that does not conform unambiguously to conventional notions of male or female gender, but combines or moves between these (Oxford English Dictionary 2003). OED Online. March 2004. Oxford UW Press. Feb. 17, 2006 <http://dictionary.oed.com/cgi/entry/ 00319380>.

Quantitative Findings

Personal Experiences with Campus Climate[5]

- **Within the past two years, 23 percent of respondents (n = 348) had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (harassing behavior) that has interfered with their ability to work or learn on campus (hereafter referred to as harassment)[6]. Gender was most often cited as the reason given for the harassment. Women, respondents of color, sexual minorities[7], and people with disabilities experienced such harassment more often than their men, white, heterosexual, and able-bodied counterparts. Many of them felt it was due to their gender, race, sexual orientation or disability status. Harassment largely went unreported.**
  - Twenty-three percent of respondents had personally experienced offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus.
  - The conduct was most often based on the respondents' gender.
  - Compared with 18 percent of white people, 38 percent of people of color had personally experienced such conduct.
  - Of respondents of color who reported experiencing this conduct, 59 percent stated it was because of their race.
  - Compared with 21 percent of men, 24 percent of women had personally experienced such conduct.
  - Of the women who experienced this conduct, 39 percent stated it was because of their gender.
  - Compared with 21 percent of heterosexual respondents, 34 percent of sexual minority respondents had personally experienced such conduct.
  - Of sexual minority respondents who experienced this conduct, 51 percent stated it was because of their sexual orientation.

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[5] Listings in the narrative are those responses with the greatest percentages. For a complete listing of the results, the reader is directed to the tables in the narrative and Appendix A.

[6] Under the United States Code Title 18 Subsection 1514(c)1, harassment is defined as "a course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose" (http://www.eeoc.gov/laws/vii.html). In higher education institutions, legal issues discussions define harassment as any conduct that has unreasonably interfered with one's ability to work or learn on campus. The questions used in this survey to uncover participants' personal and observed experiences with harassment were designed using these definitions.

[7] Sexual minorities are defined, for the purposes of this report, as people who identify as lesbian, gay, bisexual, queer, questioning, and pansexual.

- o Faculty and staff respondents were likely to indicate that the harassment was based on their status at Carleton College. Specifically, more than one-third (34%, n = 26) of staff respondents who experienced offensive, hostile or intimidating conduct reported that it was due to their status as staff, while one-quarter (26%, n = 7) of faculty respondents indicated it was due to their status as faculty.
- o Ten percent of participants made complaints to Carleton officials, while 22 percent did not know who to go to, and 10 percent did not report the incident for fear of retaliation.
- o Although International respondents were almost equally as likely to have experienced offensive, hostile, or intimidating conduct at Carleton when compared with U.S. citizen respondents, they were nine times more likely to report that these experiences were based on their country of origin than U.S. citizen respondents.

- **A small percentage of respondents had been sexually harassed.**
  - o Six percent of respondents had been sexually harassed during their time at Carleton College.
  - o Women, people of color, and people who identified as lesbian, gay, bisexual, queer, questioning, and pansexual were more likely than other groups to have been sexually harassed.
  - o Most of the survivors of sexual harassment at Carleton were students (n = 77), female (n = 73), heterosexual (n = 70), and white (n = 58).
  - o The perpetrator of the sexual harassment was most often a student (67%).

- **A small percentage of respondents had been sexually assaulted.**
  - o Two percent of respondents had been sexually assaulted during their time at Carleton College.
  - o Women, people of color, and people who identified as lesbian, gay, bisexual, queer, questioning, and pansexual were more likely than other groups to have been sexually assaulted.
  - o The perpetrator of the sexual assault was most often a student (77%).

Satisfaction with Carleton College

- **Eighty-four percent of Carleton College faculty and staff members were "highly satisfied" or "satisfied" with their jobs at Carleton. Sixty-six percent were "highly satisfied" or "satisfied" with the way their careers have progressed at Carleton College.**
  - o Staff members were slightly less satisfied with their jobs and how their careers have progressed than were faculty members.
  - o Women were most satisfied with their jobs at Carleton College, while respondents of color were less satisfied.
  - o Respondents of color were most satisfied with how their careers have progressed.
  - o Non-Exempt/Union staff members were less satisfied than Non-Exempt/Non-Union and Exempt staff members with their jobs and how their careers have progressed.

- **Ninety-one percent of percent of students were "highly satisfied" or "satisfied" with their education at Carleton, while 77 percent were "highly satisfied" or "satisfied" with the way their academic careers have progressed at Carleton College.**
  o A slightly lower percentage of students of color and sexual minority students were satisfied with their educations and with the way their academic careers have progressed at Carleton College than were other students.
  o Higher percentages of men students, white students, and heterosexual students were satisfied with the way their academic careers have progressed than were women students, students of color, and sexual minority students.

- **Thirty-eight percent of all respondents have seriously considered leaving Carleton College.**
  o Thirty-five percent of students, 44 percent of faculty, and 43 percent of staff have seriously considered leaving Carleton College.
  o Thirty-eight percent of men faculty and 50 percent of women faculty thought of leaving the College.
  o Forty-nine percent of men staff and 39 percent of women staff thought of leaving.
  o More than half (52%) of faculty of color thought of leaving Carleton compared to 41 percent of white faculty.
  o Fifty percent of staff of color thought of leaving Carleton compared to 41 percent of white Staff.
  o Sixty percent of LGBQQP staff thought of leaving Carleton while 41 percent of their heterosexual counterparts thought of doing so.
  o Among students, 35 percent of women and 34 percent of men considered leaving the College.
  o Forty-nine percent of students of color and 30 percent of white students thought of leaving Carleton College, as did 43 percent of LGBQQP students and 34 percent of heterosexual students.

Perceptions of Campus Climate

- **Most respondents indicated that they were "comfortable" or "very comfortable" with the overall climate at Carleton College (81%), in their departments or work units (75%), and in their classes (82%). The figures in the narrative demonstrate some disparities based on race and gender.**
  o Compared with 85 percent of white people, 66 percent of people of color were comfortable with the overall campus climate.
  o Compared with 77 percent of white people, 69 percent of people of color were comfortable with the climate in their departments or work units.
  o Compared with 85 percent of white people, 66 percent of people of color were comfortable with the climate in their departments or work units.
  o Women were slightly less comfortable with the climate at Carleton College, in their departments and work areas, and classes than were men.
- **Almost half (46%) of all respondents were aware of or had observed harassment on campus. The observed harassment was most often based on race. People of color and sexual minorities were more aware of such harassment.**

- o Forty-six percent of the participants had observed or personally been made aware of conduct on campus that created an offensive, hostile, or intimidating working or learning environment.
- o Most of the observed harassment was based on race.
- o Compared with 41 percent of white respondents, 61 percent of respondents of color had observed or personally been made aware of such conduct.
- o Compared with 44 percent of heterosexuals, 65 percent of sexual minorities had observed or personally been made aware of such conduct.
- o Compared with 49 percent of students, 44 percent of faculty and 36 percent of staff had observed such conduct.
- o Exempt staff members were more likely to observe this conduct than Non-Exempt staff members.
- o Non-tenured faculty members were more likely to observe this conduct when compared to tenured faculty members.
- o These incidences were reported to an employee or official only 4 percent of the time.

- **Some employee respondents observed discriminatory what they perceived to be employment practices, and indicated that these practices were most often based on gender.**
  - o Ten percent of employee respondents were aware of discriminatory hiring.
  - o Eleven percent believed that they had observed discriminatory employment-related disciplinary actions at Carleton College (up to and including dismissal).
  - o Seven percent had observed promotion practices that they deemed discriminatory.

- **Student respondents, in general, agreed with the majority of statements that assessed positive feelings of being valued and concerned for by faculty, staff, and students. A more in-depth analysis, however, underscored differences in how white students and students of color responded to these statements.**
  - o Forty-five percent of student respondents perceived racial/ethnic tensions in social situations, and 27 percent of students perceived racial/ethnic tensions in the classroom. Students of color were more likely to report that they felt racial/ethnic tensions both in the classroom and social situations than white students.
  - o Twenty-two percent of students thought faculty pre-judged their abilities based on their identity/background. Students of color were more likely to have felt pre-judged by faculty than their white counterparts.
  - o The majority of students (66%) also felt confident of their abilities to succeed academically at Carleton and academically prepared for Carleton. Students of color felt less confident to succeed academically at Carleton and less prepared academically for Carleton.
  - o More than half of the respondents (56%) believed the campus climate encourages free discussions of difficult topics. Students of color were more likely to disagree with this statement than white students.

- **With regard to campus accessibility for people with disabilities, the College website (55%), restrooms (48%), classrooms and labs (38%), and the Wellness Center (38%)**

were considered the most accessible (rated "very accessible" or "accessible") areas of campus.
- o Ten percent and 11 percent, respectively, of respondents rated on-campus parking and information in alternative formats as "very inaccessible"

Institutional Actions

- **The majority of respondents were supportive of recommendations to improve the climate.**
  - o More than half of the respondents "strongly agreed"/"agreed" that Admissions, the Chapel, Dean of Student's Office, Faculty, GSC, International Student Programs, OIL, Student Organizations, and TRIO/Student Support Services provided visible leadership that fosters inclusion of diverse members of the campus community.
  - o A substantial percentage of respondents were unaware of the degree to which the Board of Trustees, CSA, Dean of the College Office, DIG, and President's Office had visible leadership to support diversity/inclusion.
  - o More than half of all students and faculty felt the courses they took or taught included materials, perspectives, and/or experiences of people from diverse groups. The exceptions included gender expression, learning disability, physical characteristics, psychological condition, and sexual orientation.
  - o Over 60 percent of respondents thought providing immersion experiences for students in civic engagement projects with lower socioeconomic populations, providing, promoting and improving access to quality counseling for people who have experienced sexual assault/harassment, providing more effective mentorship for new minority/new women faculty, providing a clear and fair process to resolve conflicts, increasing funding to support campus climate change efforts, and increasing the diversity of the faculty and staff as well as the student body would be positive steps towards improving the campus climate.
  - o Additionally, approximately half of the respondents strongly agreed or agreed that providing tenure clock options with more flexibility for promotion/tenure for faculty/staff with families, requiring diversity training for college staff and faculty, providing immersion experiences for faculty-staff in civic engagement projects with lower socioeconomic populations, providing diversity and equity training to search and tenure committees, and increasing staff representation in College governance.
  - o Less than half of all employees thought providing recognition and rewards for including diversity in course outlines across the curriculum and including diversity related activities as one of the criteria for hiring and/or evaluation of faculty/staff would positively affect the climate.

Qualitative Findings[8]

Out of the 1,523 surveys received at Carleton College, approximately 675 respondents contributed remarks to the open-ended questions. Respondents included undergraduate students, faculty members, and staff members. The two open-ended questions asked whether their campus experiences differed from experiences in the surrounding community, and for general elaboration of personal experiences and thoughts as well as suggestions for improvement of the campus climate[9].

With regard to the similarities and differences between campus experiences and experiences in the surrounding community, responses generally indicated that Carleton College provides a "bubble" that cuts off community members from the "real world." Two distinct categories emerged from these responses: those who indicated that the "bubble" was positive and comfortable, and those who indicated the "bubble" was harmful and limiting. For those who described the "bubble" as positive, they shared they feel as though they "fit in" among the student body, and therefore benefit from the overall campus climate. Those who described the "bubble" as negative attributed their experiences to a discriminating and homogenous student and employee body. Carleton's climate was described as "seemingly warmer towards 'typical' Carleton students (i.e. affluent, ambitious, intellectual) and colder towards those who may not fit this model." Respondents also elaborated on their experiences with bias on campus that was based on race, socioeconomic status and intellectual ability. Experiences with harassment in the surrounding community that was based on race, sexual orientation, and gender were also noted.

Themes emerged from respondents' suggestions for improvement of the campus climate. Primarily, respondents recommended that the College and administration strive to increase diversity among students, faculty, and staff. Many respondents, however, expressed concern that increasing diversity means lowering standards. Diversity training was a second theme that emerged. There were mixed perspectives on diversity training: many supported the idea of

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[8] Analyses for 13 of the 15 qualitative questions are included within the narrative as these comments allowed respondents to elaborate on specific quantitative questions. The analysis of the final 2 qualitative questions will be provided as an addendum to the final report as the qualitative comments in this section are still under review to ensure the confidentiality of the respondents.

[9] The complete survey is available in Appendix B.

having structured training activities that provided education on multiculturalism to students, faculty, and staff, but others feared the training would force individuals to talk about diversity in ways that were not comfortable and thus they may become resistant. Many respondents offered the suggestion of increasing dialogues on campus that promote communication about difference. Others underscored the need for more diversity to be represented in the curriculum. Finally, financial support was mentioned as a necessity in order to recruit and retain students of difference.

Throughout the qualitative responses, it was evident that white, heterosexual, non-religiously affiliated individuals were more likely to describe the campus climate as welcoming and accepting, while non-majority community members reported experiencing a very different climate that was discriminatory and homogenous. Nonetheless, many respondents expressed hope that Carleton would respond to the outcomes of this survey by increasing diversity and addressing the needs of students, faculty, and staff on campus and in the surrounding community.

Next Steps

Institutions of higher education seek to create an environment characterized by equal access for all students, faculty, and staff regardless of cultural, political, or philosophical differences, where individuals are not just tolerated but valued. Creating and maintaining a community environment that respects individual needs, abilities, and potential is one of the most critical initiatives that universities and colleges undertake. A welcoming and inclusive climate is grounded in respect, nurtured by dialogue, and evidenced by a pattern of civil interaction.

That stated, what do the results of this study suggest? At minimum, they add additional empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations in the campus community. As to the findings themselves, aside from the aforementioned finding that a majority of respondents from historically marginalized groups experience harassment, the results parallel those from similar investigations at higher education institutions across the country.

A more interesting question than what do the results of this study suggest, is given that there is some structure in place to address diversity issues on campus, *how effective have their efforts been in positively shaping and directing campus climate with respect to diversity?*

The current campus climate assessment, beginning in 2007, was a proactive initiative by Carleton College to review the campus climate. It was the intention of the Diversity Initiative Group that the results be used to identify specific strategies for addressing the challenges facing the Carleton community and support positive initiatives already in place on campus. The first "next" step in the process is to present the results of the assessment to the campus community via a series of town meetings. These meetings are to provide feedback regarding the assessment findings and continue to elicit feedback from the community. Following the town meetings a half-day retreat will be conducted to begin addressing the challenges through specific strategic initiatives in areas that based on the literature influence campus climate: (1) access/retention (2) research/scholarship, (3) inter- and intra-group relations, (4) curriculum and pedagogy, (5) university policies and service, and (6) external relations. The final actions will identify well-defined goals, specific intervention actions, person(s) responsible for carrying out the actions, participants involved in the action, time-frames, costs, outcomes, and assessment/accountability.

Introduction
The Importance of Examining Campus Climate

The primary missions of higher education institutions are the discovery and distribution of knowledge. Academic communities expend a great deal of effort fostering environments in which these missions are nurtured, with the understanding that institutional climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship[10]. The climate on college campuses not only affects the creation of knowledge, but also affects members of the academic community who, in turn, contribute to the creation of the campus environment[11]. Several national education association reports advocate creating a more inclusive, welcoming climate on college campuses.

Nearly two decades ago, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) suggested that in order to build a vital community of learning a college or university must provide a climate in which

> …intellectual life is central and where faculty and students work together to strengthen teaching and learning, where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed, where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued, and where the well-being of each member is sensitively supported (Boyer, 1990).

During that same time period, the Association of American Colleges and Universities (AAC&U) (1995) challenged higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion" (p. xvi). AAC&U proposed that colleges and universities commit to "the task of creating…inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard" (p. xxi). The report suggested that to provide a foundation for a vital community of learning, a primary duty of the academy must be to create a climate that cultivates diversity and celebrates difference.

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[10]   For more detailed discussions of climate issues see Hurtado (2005); Bauer (1998), Boyer (1990); Milem, Chang, & antonio, (2005); Peterson (1990); Rankin (1994, 1998); and Tierney & Dilley (1996).

[11]   For further examination of the effects of climate on campus constituent groups and their respective effects on the campus climate see Bauer, (1998); Bensimon (2005); Hurtado (2005), Hurtado, Milem, Clayton-Pedersen, & Allen (1998); Peterson (1990); Rankin (1994, 1998, 1999, 2003, 2005); and Tierney (1990).

In the ensuing years, many campuses instituted initiatives to address the challenges presented in the reports. More recently, Milem, Chang, and antonio (2005) proposed that,

> Diversity must be carried out in intentional ways in order to accrue the educational benefits for students and the institution. Diversity is a process toward better learning rather than an outcome (p. iv).

The report further indicates that in order for "diversity initiatives to be successful they must engage the entire campus community" (p. v). Ingle (2005) strongly supports the idea of a "thoughtful" process with regard to diversity initiatives in higher education.

Carleton College supports diversity initiatives as indicated in their mission statement and in the Statement on Diversity[12] as evidenced by its support and commitment to this climate assessment project. In the spring of 2007, the Carleton Diversity Initiative Group (DIG) contacted Rankin & Associates (R&A), a leader in conducting campus climate assessments in higher education. DIG invited R&A to present a proposal to the Carleton community and various selected constituent groups, which resulted in Carleton contracting with R&A to facilitate a campus-wide climate assessment.

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[12] See Appendix C for *A Statement on Carleton's Mission, Vision, Values and Goals* and Carleton College's *Statement on Diversity.*

Carleton Campus Climate Assessment Project

In the first phase of the project, fact-finding groups were conducted to gather information from Carleton students, faculty, and staff about their perceptions of the campus climate to inform question construction on a system-wide survey instrument. DIG began working with R&A in fall 2007 to assist in identifying participants for the fact-finding groups and developing the protocol that would be used in conducting the groups. The fact-finding groups were conducted at Carleton College on January 21 and 22, 2008. Fifteen fact finding groups were convened and divided by certain demographic characteristics so that participants might feel safe to speak about their own experiences. The groups included:

- Women Students
- White Male Students
- African American Students
- General Students of Color
- Hispanic/Latino/a Students
- Asian American Students
- International Students
- LGBT Students
- Students in the TRIO program
- Students of Faith
- Women Faculty
- Junior Faculty
- LGBT Faculty and Staff
- Faculty/Staff of Color
- General Staff

Using the information gathered in the fact-finding groups and informed by prior work of R&A, the DIG sub-committee created the assessment tool. The final survey contained 100 questions including open-ended questions for respondents to provide commentary. The final survey instrument was administered to the campus in April 2008. This report provides an overview of the findings of the internal assessment, including the results of the campus-wide survey and the thematic analysis of comments provided by survey respondents.

Methodology
Conceptual Framework

This project defines diversity as the "variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual orientation, gender identity, ability and other socially constructed characteristics[13]."The inherent complexity of the topic of diversity requires the examination of the multiple dimensions of diversity in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002).

Research Design

Survey Instrument. The survey questions were constructed based on the work of Rankin, 2003, and informed by the fact-finding groups held in January 2008 at Carleton College. A sub-committee of DIG reviewed the drafts of the survey. The final survey contained 100 questions[14], including open-ended questions for respondents to provide commentary. The survey was designed to have respondents provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of Carleton College's institutional actions including administrative policies and academic initiatives regarding diversity issues and concerns on campus. The survey was available in both on-line and pencil-and-paper formats. All surveys responses were input into a secure site database, stripped of their IP addresses, and tabulated for appropriate analysis.

Sampling Procedure. The project proposal, including the survey instrument, was reviewed and approved on February 28, 2008 by the Carleton College Institutional Review Board (IRB). The proposal indicated that any analysis of the data would insure participant confidentiality. The final

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[13]   Rankin & Associates (2001) adapted from AAC&U (1995).
[14]   To ensure reliability, evaluators must ensure that instruments are properly worded (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, defined critical terms, and underwent "expert evaluation" of items (in addition to checks for internal consistency).

web-based survey and paper-and-pencil surveys were distributed to the campus community in April 2008. Each survey included information describing the purpose of the study, explaining the survey instrument, and assuring the respondents of anonymity. The survey was distributed to the entire population of students and employees via an invitation to participate from President Rob Oden. To encourage participation, members of the Diversity Initiative Group forwarded subsequent invitations.

Limitations. Several limitations of generalizing the data existed. The first limitation occurred because respondents in this study were "self-selected." Self-selection bias is, therefore, possible since participants had the choice of whether to participate. The bias lies in that an individual's decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate.

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 16.0). Numbers and percentages were also calculated by salient group memberships (e.g., by gender, race/ethnicity, position) to provide additional information regarding participant responses. Throughout this report, including the narrative and data tables within the narrative, all information was presented using valid percentages[15]. Refer to the survey data tables in Appendix A for actual percentages[16] where missing or no response information can be found. The rationale for this discrepancy in reporting is to note the missing or no response data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations.

A few survey questions allowed respondents the opportunity to further describe their experiences on Carleton College's campus, expand upon their survey responses, and add any additional thoughts they wished. These open-ended comments were reviewed using standard methods of thematic analysis. One reviewer read all comments and a list of common themes were established based on the judgment of the reviewer. Most themes were based on the issues raised

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[15] Percentages derived using the total number of respondents to a particular item (i.e., missing data were excluded).
[16] Percentages derived using the total number of survey respondents.

in the survey questions and revealed in the quantitative data; however, additional themes that appeared in the comments were noted.

This methodology does not reflect a comprehensive qualitative study. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the body of the survey. Comments were not used to develop grounded hypotheses independent of the quantitative data.

Results

This section of the report describes the sample, provides reliability measures (internal consistency) and validity measures (content and construct), and presents results as per the project design, examining respondents' personal campus experiences, their perceptions of the campus climate, and their perceptions of Carleton College's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns on campus.

Description of the Sample[17]. A total of 1, 523 surveys were returned. As noted previously, there was a deliberate attempt to reach underrepresented groups. The sample and population figures, chi-square analyses, and response rates are presented in Table 1. These chi-squared statistics indicate that survey respondents were largely representative of the campus population in terms of student/faculty/staff status. However, the sample is not entirely representative in regard to gender or race/ethnicity. Women are slightly overrepresented in the sample. The statistically significant chi-squared statistic regarding race/ethnicity is largely the result of the unknown racial distribution of students labeled as "international" in the population file. Two additional chi-square tests were run (one with "international" removed, one with specific categories collapsed into more general categories) that had lower chi-squared statistics, but were nevertheless statistically significant – indicating a non-representative distribution of race/ethnicity in the sample.

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[17] All frequency tables are provided in Appendix A. For any notation regarding tables in the narrative, the reader is directed to these tables.

Table 1.
Carleton College – Population vs. Sample Respondents[18]

Characteristic	Subgroup	Population (N)	Population %	Sample (n)	Sample %	Response Rate
Gender [a]	Male	1259	46%	603	40%	47.9%
	Female	1457	54%	907	60%	62.3%
	Transgender	0	0%	7	0%	n/a
	Other	0	0%	4	0%	n/a
		Population (N)	Population %	Sample (n)	Sample %	Response Rate
Characteristic	Subgroup					
Race/Ethnicity [b,1]	African	0	0%	14	1%	n/a
	African American	120	4%	58	4%	48.3%
	Alaska Native	0	0%	0	0%	n/a
	Asian	0	0%	83	5%	n/a
	Asian American	235	9%	78	5%	33.2%
	Southeast Asian	0	0%	25	2%	n/a
	South Asian	0	0%	16	1%	n/a
	Caribbean/West Indian	0	0%	10	1%	n/a
	Caucasian/White	2103	77%	1244	76%	59.2%
	Latino(a)/Hispanic	131	5%	70	4%	53.4%
	Latin American	0	0%	15	1%	n/a
	Middle Eastern	0	0%	11	1%	n/a
	Native American Indian	13	0%	9	1%	69.2%
	Pacific Islander/Hawaiian Native	0	0%	3	0%	n/a
	International Student	114	4%	75	5%	n/a
	Other	0	0%	10	1%	n/a

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[18] The table population categories for race are those used by the institution. The table sample categories for race are those created by DIG based on their knowledge of the community at Carleton College. For the purposes of this study the population category of African/African American includes the sample categories of African, African American, and Black.

Table 1 (continued)		Population (N)	Population %	Sample (n)	Sample %	Response Rate
Characteristic	Subgroup					
Position [c]	First Year Student	517	19%	300	20%	58.0%
	Second Year Student	513	19%	263	17%	50.9%
	Third Year Student	501	18%	273	18%	54.3%
	Fourth Year Student	455	17%	220	15%	48.9%
	Other Student	0	0%	3	0%	n/a
	Visiting Faculty/Non-Tenured Teaching Faculty	37	1%	23	2%	62.2%
	Assistant Professor	51	2%	36	2%	70.6%
	Associate Professor	41	2%	27	2%	65.9%
	Full Professor	96	4%	65	4%	67.7%
	Staff: Exempt	248	9%	159	11%	64.1%
	Staff: Non-Exempt, non-union	176	6%	101	7%	57.4%
	Staff: Non-exempt, union	81	3%	40	3%	49.8%

[1] Sample size for race/ethnicity calculations are slightly inflated because respondents were instructed to indicate all categories that apply.
[a] X^2 (1, $n = 1,521$) = 24.94, $p = .0001$
[b] X^2 (5, $n = 1,646$) = 103.12, $p = .0001$
[c] X^2 (10, $n = 1,507$) = 16.63, $p = .08$

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey questions and consultation with subject matter experts. The survey questions were constructed based on the work of Hurtado (1999) and Smith (1997) and were further informed by instruments used in other institutional/organizational studies. Several researchers working in the area of diversity, as well as higher education survey research methodology experts reviewed the template used for Carleton College's survey. The survey was also reviewed by members of Carleton's Diversity Initiative Group.

Content validity was ensured given that the items and response choices arose from literature reviews, previous surveys, and input from DIG committee members. Construct validity – the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors – should be evaluated by examining the correlations of measures being evaluated with variables known to be related to the construct. For this investigation, correlations ideally ought to exist between item responses and known instances of harassment, for example. However, no reliable data to that effect were available. As such, meticulous attention was given to the manner

in which questions were asked and response choices given. Items were constructed to be non-biased, non-leading, and non-judgmental, and to preclude individuals from providing "socially acceptable" responses.

Reliability - Internal Consistency of Responses. Correlations between the responses to questions about overall campus climate for various groups (questions 86 and 87) and those that rate overall campus climate on various scales (questions 92 and 93) were moderate to strong (Bartz, 1988) and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for that population. Shaded items indicate only weak correlations between these three items. Interestingly, the correlations suggest that the sample group viewed racism as an issue related to minorities, not whites. Similarly, sexism appears to be an issue related to women, not men. All other correlations are at least moderate in size, with all but two correlations exceeding 0.4. Collectively, these correlations suggest a strong reliability for the questions related to campus climate (Trochim, 2000). Pertinent correlation coefficients[19] are provided in Table 2.

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[19]   Pearson correlation coefficients indicate the degree to which two variables are related. A value of one signifies perfect correlation. Zero signifies no correlation.

Table 2.

Pearson Correlations Between Ratings of Acceptance and Campus Climate for Selected Groups

Respectful of:	Climate Characteristics				
	Non-racist	Non-homophobic	Non-Classist (SES)	Non-sexist	Non-Age-Discrimination
African	.589				
African Americans/Blacks	.674				
Alaskan Natives	.566				
Asians	.498				
Asian Americans	.496				
Southeast Asian	.498				
South Asian	.510				
Caribbean/West Indian	.582				
Caucasian/White (non-Latino(a)/Hispanic)	.164				
Middle Eastern	.599				
Multiracial/multiethnic/ multicultural persons	.577				
Native Americans	.632				
Pacific Islanders/Hawaiian Natives	.555				
Hispanic/Latino(a)	.629				
Immigrants	.573				
International students, staff, or faculty	.508				
Non-native English speakers	.545				
LGBT		.609			
Socioeconomically disadvantaged			.671		
Socioeconomically advantaged			.136		
Men				.187	
Women				.599	
Providing care for other than child					.467
Veterans, Active Military					.372
Parents/Guardians					.398

Note. $p < 0.01$ for all r values

11

Sample characteristics. Approximately 69% (n = 1056) of the sample were students, 11% (n = 161) were faculty, and 20% (n = 306) were staff (Figure 1).

Figure 1
Respondents by Primary Status on Campus
(n)

☐ Students ☐ Faculty ☐ Staff
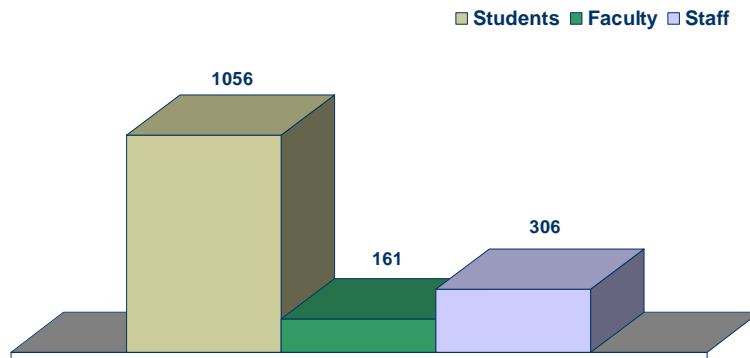
The majority of the sample was female (60%, n = 907, Figure 2). Respondents who indicated "gender queer" were collapsed into "Transgender" since there were fewer than five responses.

Figure 2
Respondents by Gender Identity
& Primary Status (n)
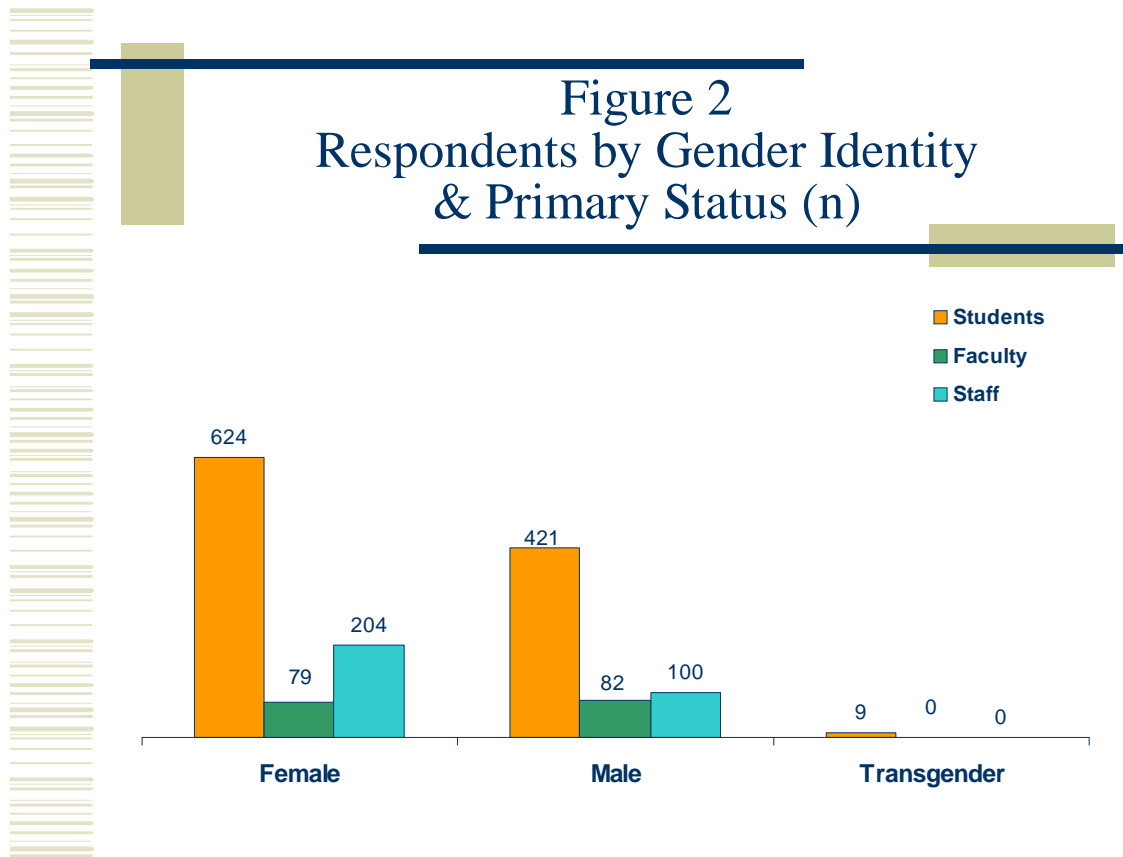
The majority of respondents were heterosexual[20] (85%, n = 1292) and 11 percent (n = 169) were sexual minorities[21] (Figure 3).

Figure 3
Respondents by Sexual Orientation & Primary Status (n)

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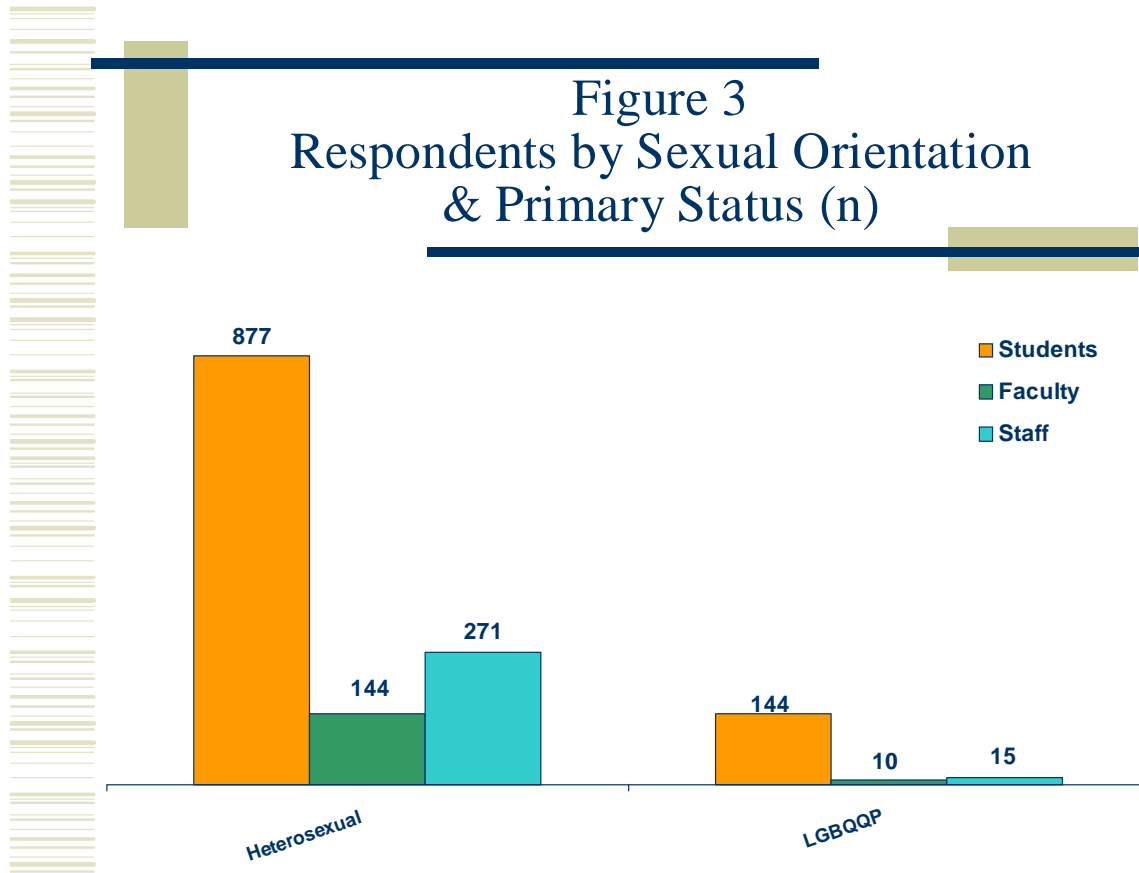
[20] Respondents who answered "other" in response to the question about their sexual orientation and wrote "normal" or "straight" in the adjoining text box were recoded as heterosexual.

[21] This report uses the terms "LGBQQP" and "sexual minorities" to denote individuals who self- identified as lesbian, gay, bisexual, queer, questioning, pansexual, and those who wrote in "other" terms, such as "homoflexible," "fluid," etc.

Student respondents for each year of undergraduate study were represented in the sample (Figure 4).

Figure 4
Student Respondents by Current Status (n)

■ First year student
■ Second year student
■ Third year student
■ Fourth year student

300   263   273   220
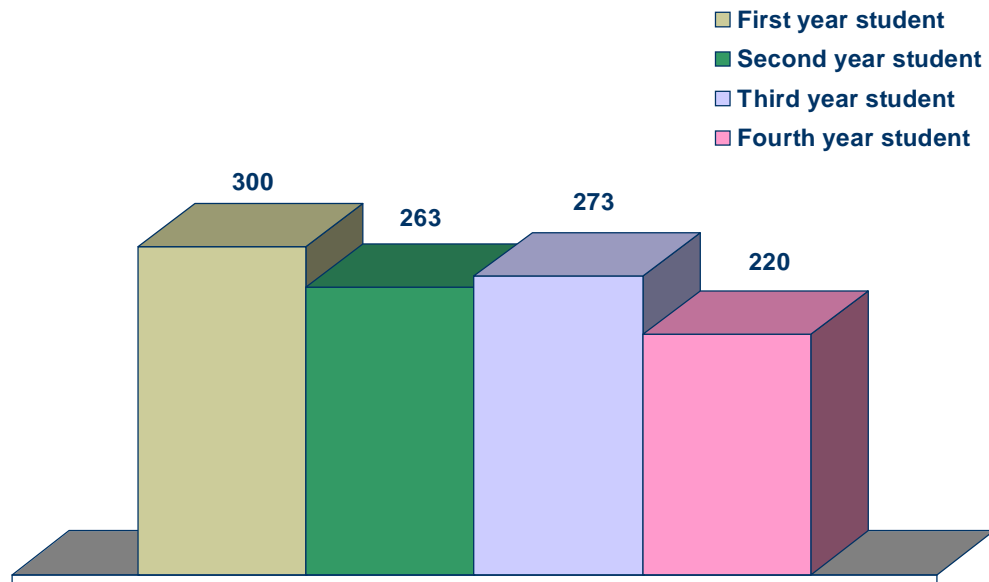
Figures 5 and 6 depict the employee respondent population by Carleton status.

Figure 5
Faculty Respondents by Current Status (n)

- Faculty (tenure/tenure track)
- Visiting Faculty
- Adjunct Faculty
- Faculty in PEAR

131

16

8

6
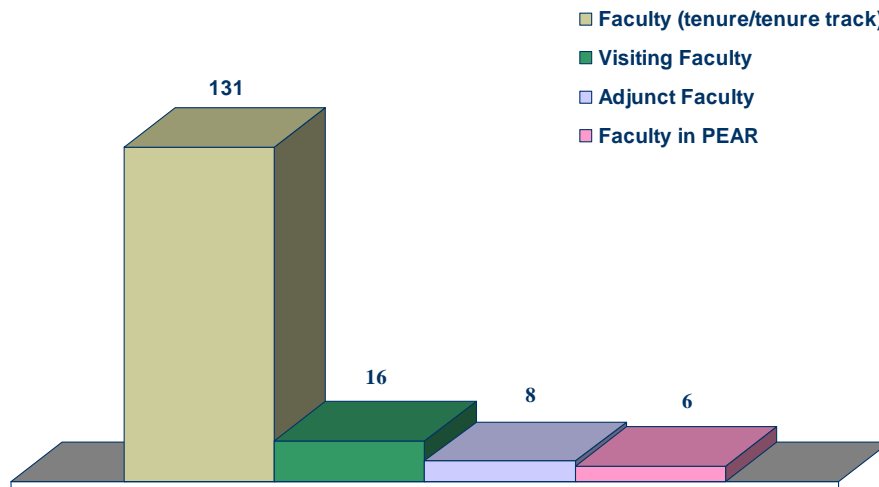
Figure 6
Staff Respondents by Current Status (n)

- Exempt
- Non-exempt, Non-union
- Non-exempt, union
- Sodexho

159

101

40

5
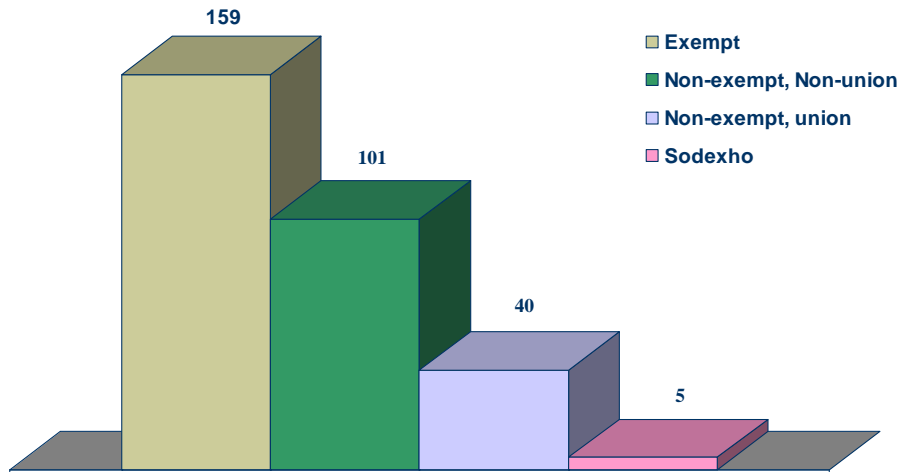
A new faculty variable was created by collapsing faculty responses into the following categories: Tenure/Tenure Track, Adjunct/PEAR Faculty, and Visiting Faculty (Figure 7). Due to the small number of responses from Adjunct/PEAR faculty and Visiting faculty, this variable was collapsed.[22]

Figure 7
Collapsed Faculty Positions (n)

- ☐ Tenure/Tenure Track
- ☐ Adjunct/PEAR Faculty
- ☐ Visiting Faculty

131

14

16

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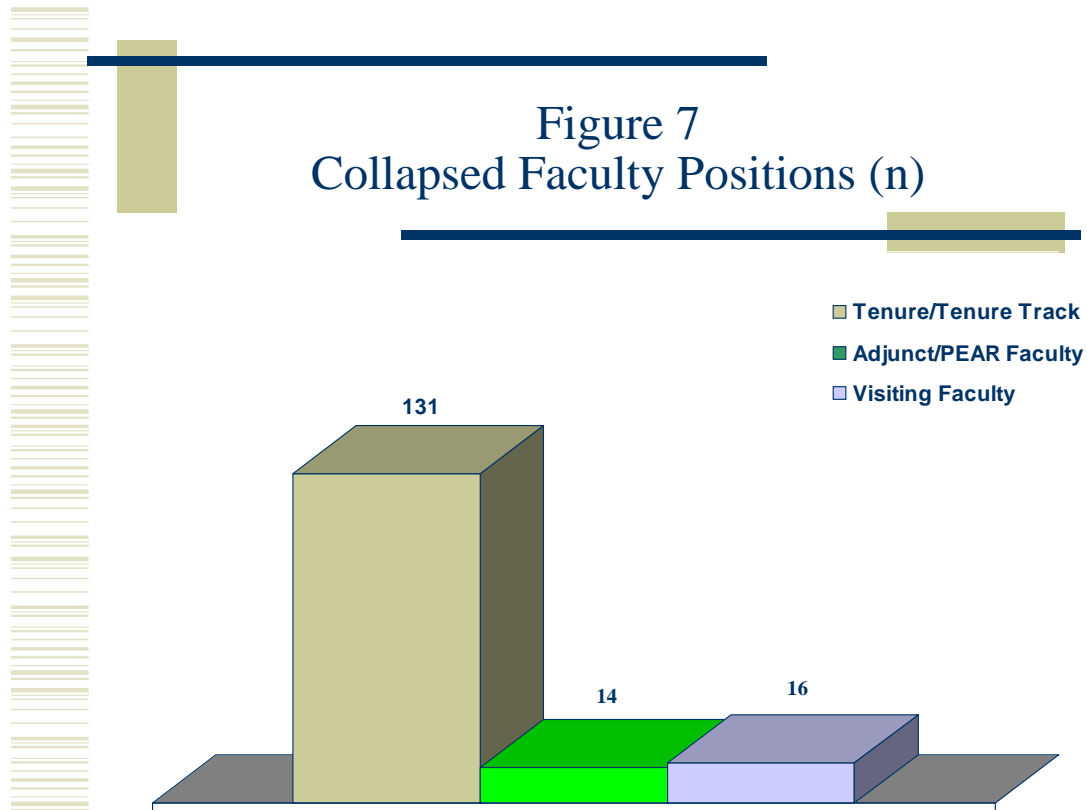
[22] Throughout the analyses, the term "faculty" is used to include tenure/tenure track, adjunct/PEAR faculty, and visiting faculty.

Table 3 presents the types of appointments faculty and staff by gender identity held at Carleton College.

Table 3. Faculty/Staff Appointments by Gender Identity	Women		Men	
Appointment	**n**	**%**	**n**	**%**
Faculty (tenure/tenure track)	65	49.6	66	50.4
Visiting Faculty	9	53.6	7	43.8
Adjunct Faculty/Faculty in PEAR	5	35.7	9	64.3
Exempt	86	54.1	72	45.3
Non-exempt, non-union	92	91.1	9	8.9
Non-exempt, union	20	51.3	19	48.7
Sodexho	5	100.0	0	0.0

Note: Table reports faculty/staff responses only (n = 467).

Twenty one percent of student respondents (n = 250) indicated their academic majors were undeclared at the time of the survey, while ten percent (n = 116) were in biology, six percent were in History (n = 70), Political Science/IR (n = 70), and Psychology (n = 69) (Table 4).

Table 4. Students' Academic Majors	n	%
Undeclared	250	20.5
African/African-American Studies	4	0.3
American Studies	22	1.8
Art History	12	1.0
Art (Studio)	38	3.1
Asian Studies	2	0.2
Biology	116	9.5
Chemistry	45	3.7
Cinema and Media Studies	18	1.5
Classical Languages	6	0.5
Classical Studies	1	0.1

Table 4. Students' Academic Majors (continued)		
Computer Science	30	2.5
Economics	62	5.1
English	50	4.1
French and Francophone Studies	14	1.1
Geology	39	3.2
Greek	1	0.1
History	70	5.7
Latin American Studies	12	1.0
Mathematics	38	3.1
Music	6	0.5
Philosophy	19	1.6
Physics	29	2.4
Political Science	44	3.6
Political Science/IR	70	5.7
Psychology	69	5.7
Religion	28	2.3
Russian	5	0.4
Sociology/Anthropology	46	3.8
Spanish	20	1.6
Theater Arts	1	0.1
Women and Gender Studies	9	0.7
Other	42	3.4

Note: Table reports students' responses only (n = 1056), but respondents could mark more than one response.
The percentages here are based on the total n including multiple responses (n = 1218).

Fifteen percent (n = 69) of faculty and staff respondents were primarily affiliated with Arts and Literature, and 13 percent (n = 61) were affiliated with the Dean of College (Table 5). Eighty-three percent (n = 391) of faculty and staff were full-time in their positions (Table B17).

Table 5. Faculty and Staff Academic Department/Work Unit Affiliations		
Academic/Work Unit	**n**	**%**
Arts and Literature	69	15.1
Humanities	26	5.7
Social Sciences	30	6.6
Mathematics and Natural Sciences	49	10.7
PEAR (Physical Education, Athletics, and Recreation)	11	2.4
Admissions/Financial Aid	16	3.5
Dean of College	61	13.3
Dean of Students Division	42	9.2
Presidents Office	7	1.5
External Relations	45	9.8
Vice President and Treasurer Division (Auxiliary Services and Special Services)	18	3.9
Vice President and Treasurer Division (Facilities Management and Capital Planning)	36	7.9
Vice President and Treasurer Division: Budget Analyst, Business Office, Ombudsperson, Human Resources, Investment Office, Security Services	21	4.6
Other	27	5.9

Note: Table reports only faculty and staff responses who responded to the question (n = 458).

Only staff respondents were asked about their highest level of education. About one-quarter (27%, n = 82) of staff respondents indicated that the highest level of education they completed was a Bachelor's degree (Table B14). Twenty-three percent (n = 71) had finished master degrees, 13 percent (n = 41) some college, 12 percent (n = 36) high school, and 7 percent (n = 23) doctoral or professional degrees.

About one-quarter (26%, n = 119) of faculty and staff respondents have been employed by Carleton for five to 10 years (Figure 8), 16 percent (n = 75) have been at Carleton for less than 2 years, and 15 percent (n = 69) have been at Carleton for 21 to 30 years. Six percent (n = 29) of faculty and staff have been at the College for more than 31 years.

Figure 8
Faculty and Staff Respondents' Time
by Current Status (n)

Legend:
- Less than 2 yrs
- 2-4 years
- 5-10 years
- 11-15 years
- 16-20 years
- 21-30 years
- 31+ years

Faculty: 29, 11, 32, 20, 27, 25, 15

Staff: 46, 40, 87, 37, 36, 44, 14
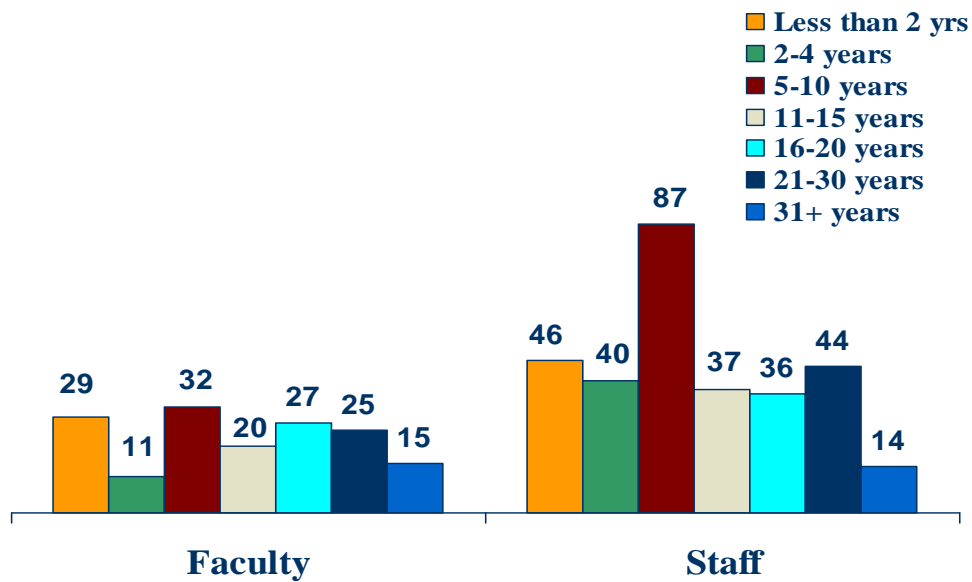
Ten percent of faculty and staff respondents are alumnus of Carleton College (Table 6).

Table 6. Carleton Alumnus	n	%
Yes	48	10.3
No	416	89.7

Note: Table reports faculty and staff responses only (n = 467).

Table 7 illustrates the level of education completed by students' parents or legal guardians.

Table 7. Students' Parents'/Guardians' Highest Level of Education				
	Parent /Legal Guardian 1		Parent/Legal Guardian 2	
Level of Education	n	%	n	%
No high school	18	1.7	28	2.7
Some High school	14	1.3	12	1.1
High School Diploma/GED	66	6.3	51	4.9
Some college	62	5.9	52	5.0
Business/Technical certificate/degree	23	2.2	15	1.4
Associates degree	19	1.8	16	1.5
Bachelors degree	209	19.8	244	23.3
Some graduate work	24	2.3	55	5.2
Masters degree	255	24.2	291	27.8
Doctorate degree	265	25.1	166	15.8
Other professional degree	94	8.9	100	9.5
Unknown	5	0.5	10	1.0
Not applicable	1	0.1	8	0.8

Note: Table reports student responses only (n = 1056).

Eight percent (n = 82) of student respondents reported that their families have annual incomes of less than $24,999. Fourteen percent (n = 144) reported annual incomes between $75,000 and $99,999, 15 percent (n = 152) between $100,000 and $125,999, and 15 percent (n = 149) over $250,000 annually (Figure 9).

Figure 9
Student Respondents' Parents' Yearly Income (n)

Legend:
- $24,999 or below
- $25,000-$49,999
- $50,000-$74,999
- $75,000-$99,999
- $100,000-$125,999
- $126,000-$149,999
- $150,000-$174,999
- $175,000-$199,999
- $200,000-$225,999
- $226,000-$249,999
- $250,000 and above

Values: 82, 78, 109, 144, 152, 75, 63, 56, 63, 23, 149
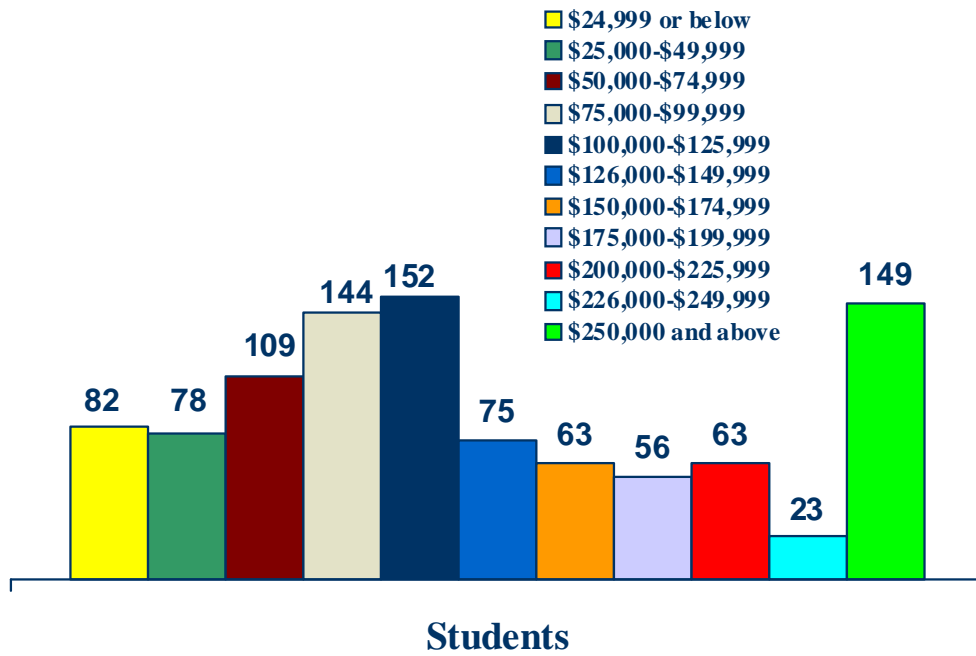
Students

The majority of student respondents (95%, n = 998) were dependent students (i.e., their family/guardians assisted with their living/educational expenses). Fourteen percent of student respondents (n = 152) are employed on average more than 10 hours per week and of those students 79 percent (n = 120) were working 11-15 hours per week, and five percent (n = 7) were working more than 21 hours per week (Figure 10).

Figure 10
Student Respondents Who are Employed More than 10 Hours Per Week (n)
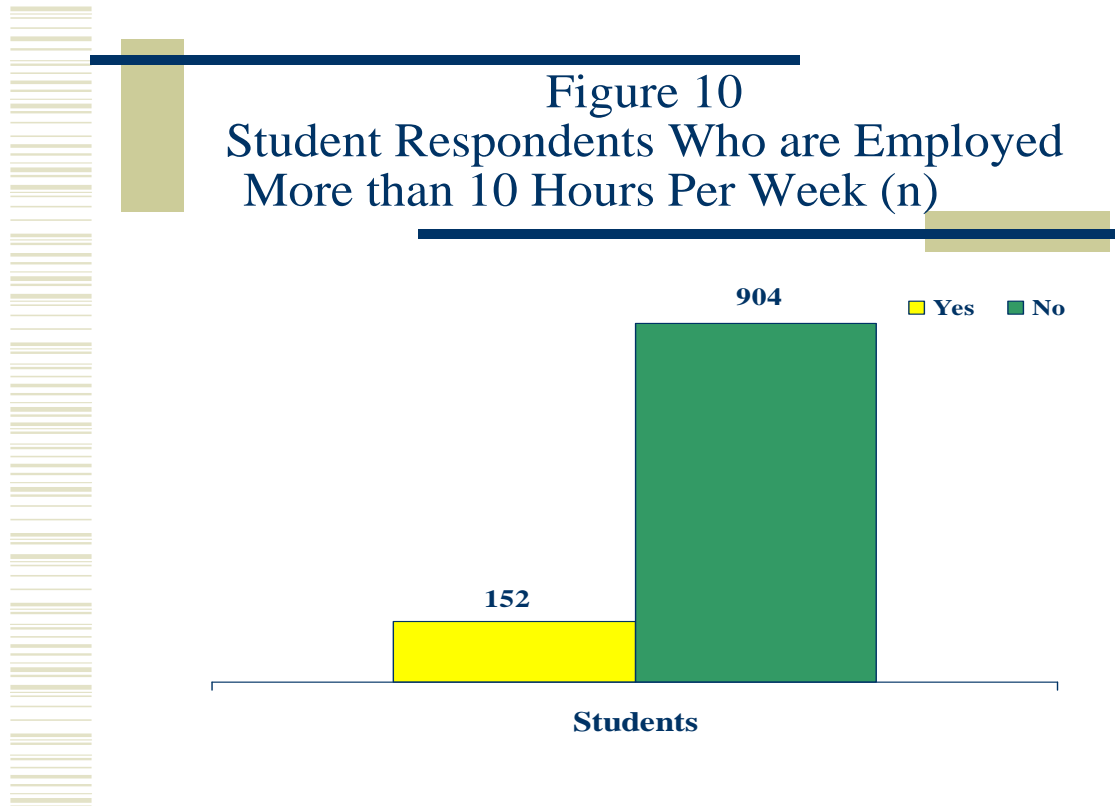
Twenty-nine percent (n = 310) of student respondents reported that they experienced financial hardship while at Carleton College (Table B55). Of these students, 34 percent (n = 105) were unable to purchase their books, 50 percent (n = 156) were unable to participate in social events, 13 percent (n = 43) were unable to afford on-campus housing (Table B56). Forty-three percent (n = 133) of student respondents reported "other."

Of the students completing the survey, 90 percent (n = 944) lived in campus housing and 10

percent (n = 107) lived in a Northfield option (Table 8). Less than one percent reported "other."

Table 8. Students' Residence	n	%
Campus Housing	944	89.6
Northfield Option	107	10.2

With regard to race and ethnicity, 82 percent (n = 1244) of the respondents identified as

White/Caucasian.[23] Five percent (n = 83) identified as Asian, five percent (n = 78) identified as

Asian-American, five percent (n = 70) were Latino(a)/Hispanic, and four percent African

American/Black (n = 58) (Figure 11). One percent or fewer were African, South Asian,

Caribbean/West Indian, Latin American, Middle Eastern, Native American Indian, Pacific

Islander/Hawaiian Native, and Other. Of the Asian respondents, 21 respondents identified as

Chinese, 14 respondents as Japanese, 13 respondents as Korean, 10 respondents as Indian, and

five respondents as Thai. Among Latinos, five respondents identified as Chicano, six

respondents as Cuban, 12 respondents as Mexican, and eight respondents as Puerto Rican. Some

of the "other" responses included "third culture kid," "mixed race," "Jewish," "European," and

"human."

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[23]   Respondents who answered "other" in response to the question about their racial/ethnic identity and wrote
    "White" in the adjoining text box were recoded as white.

Figure 11
Respondents by Racial/Ethnic Identity (n)[1]

Legend:
- African
- African American/Black
- Alaskan Native
- Asian
- Asian American
- Southeast Asian
- South Asian
- Carribean/West Indian
- Caucasian/White
- Latino(a)/Hispanic
- Latin American
- Middle Eastern
- Native American Indian
- Pacific Islander/Hawaiian Native
- Other

Values: 14, 58, 0, 83, 78, 25, 16, 10, 1244, 70, 15, 11, 9, 3, 10

[1]Inclusive of multi-racial and/or multi-ethnic
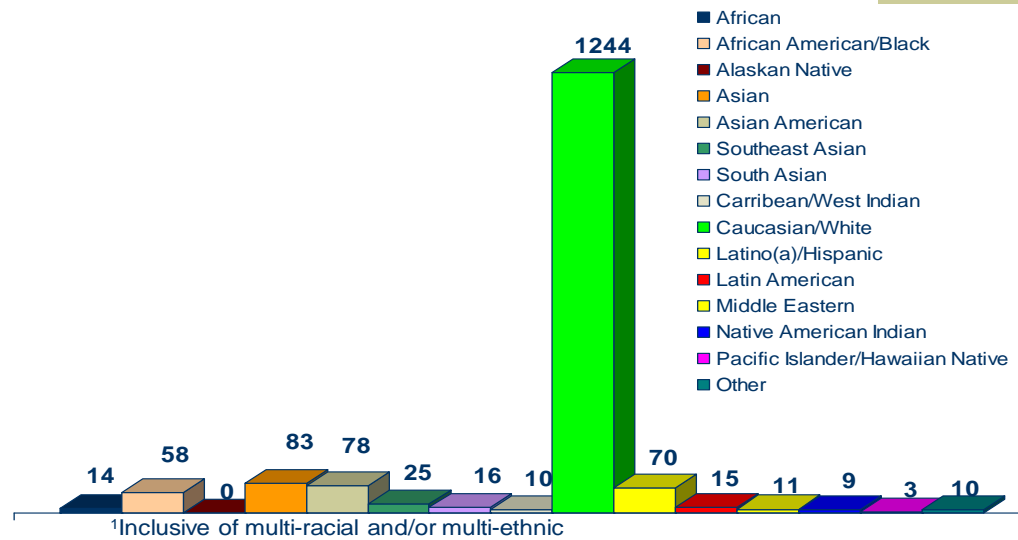
Respondents were given the opportunity to mark multiple boxes regarding their racial identity, allowing them to identify as bi-racial or multi-racial. Given this opportunity, the majority of respondents chose white (76%, n = 1160) as part of their identity and 22 percent of respondents (n = 340) chose a category other than white as part of their identity (Figure 12). Due to the small number of respondents in each racial/ethnic category, many of the analyses and discussion use the collapsed categories of people of color and white people.[24] Two percent of respondents (n = 23) did not answer this question.

Figure 12
Respondents by Racial/Ethnic Identity (n)

- People of Color
- White People
- Missing

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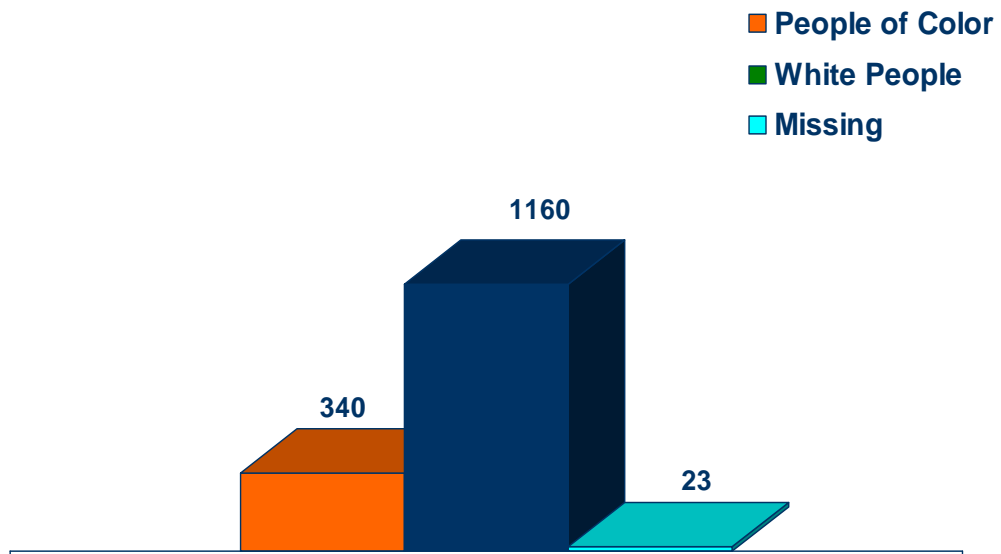
[24] While the authors recognize the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African American or Latino(a) versus Asian American), and those experiences within these identity categories (e.g., Hmong versus Chinese), we collapsed these categories into people of color and white for many of the analyses due to the small numbers in the individual categories.

Table 9 illustrates that approximately 39 percent (n = 582) of the respondents were affiliated with a Christian denomination, while 25 percent (n = 378) identified as having no spiritual affiliation (e.g., no affiliation, atheist, agnostic). Many respondents marked "other, please specify" and provided Christian religions that were not offered as response choices on the survey (e.g., Anglican, Assembly of God, Congregational, Evangelical, Protestant, United Methodist Church) and those identified on the survey (e.g., "Catholic," "Christian,").

Table 9. Respondents' Religious or Spiritual Affiliations		
Affiliation	**n**	**%**
Animist (OTC)	3	0.2
Anabaptist (C)	0	0.0
Agnostic (NA)	146	9.9
Atheist (NA)	163	11.1
Baha'I (OTC)	2	0.1
Baptist (C)	29	2.0
Buddhist (OTC)	22	1.5
Christian Orthodox (C)	16	1.1
Druid (OTC)	1	0.1
Episcopalian (C)	39	2.7
Evangelical/Non-Denominational Christian (C)	49	3.3
Hindu (OTC)	18	1.2
Islam (OTC)	4	0.3
Jehovah's Witness	3	0.2
Jewish (OTC)	95	6.5
LDS (Mormon)	4	0.3
Lutheran (C)	128	8.7
Mennonite (C)	5	0.3
Methodist(C)	51	3.5
Moravian (C)	1	0.1
Muslim (OTC)	2	0.1
Native American Traditional Practitioner (OTC)	1	0.1
Pagan (OTC)	1	0.1
Pentecostal (C)	4	0.3
Presbyterian (C)	34	2.3
Quaker (OTC)	14	1.0
Roman Catholic (C)	162	11.0
Seventh Day Adventist (C)	2	0.1
Shamanist (OTC)	10	0.7
Sikh (OTC)	0	0.0
Taoist (OTC)	1	0.1
Unitarian Universalist (OTC)	35	2.4
United Church of Christ (C)	57	3.9
Wiccan (OTC)	0	0.0
Zoroastrian (OTC)	1	0.1
Spiritual, but no religious affiliation (NA)	131	8.9
No affiliation (NA)	247	16.8
Other	29	2.0

Religious affiliations as well as indications of a lack of affiliation were collapsed into three categories for the purpose of analyses[25]. Figure 13 presents these categories.

Figure 13
Respondents by Religious Affiliations (n)

- Christian
- Other than Christian
- No Affiliation
- Other

582 521 378 29

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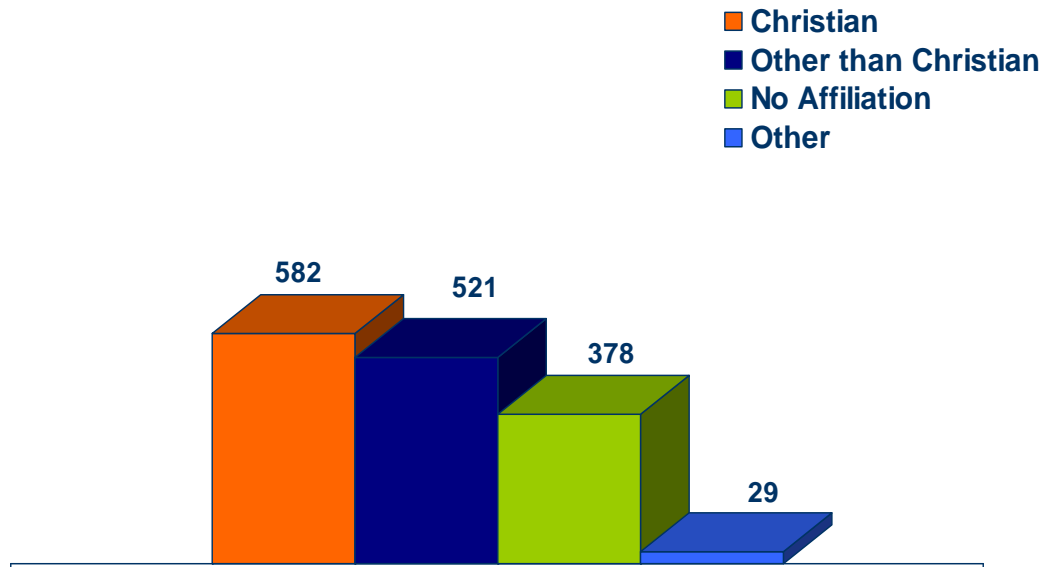
[25]   While the authors recognize the vastly different experiences of people of various religious affiliations, we collapsed these categories into Christian, Other than Christian, No Affiliation, and Other due to the small numbers in the individual categories.

The majority of faculty and staff (64%, n = 293) indicated they are a co-parent with their partner or spouse, while approximately 28 percent (n = 127) had no children (Figure 14). Three percent (n = 12) reported that they were parents of adult children.

Figure 14
Faculty and Staff Respondents' Parental Status (n)
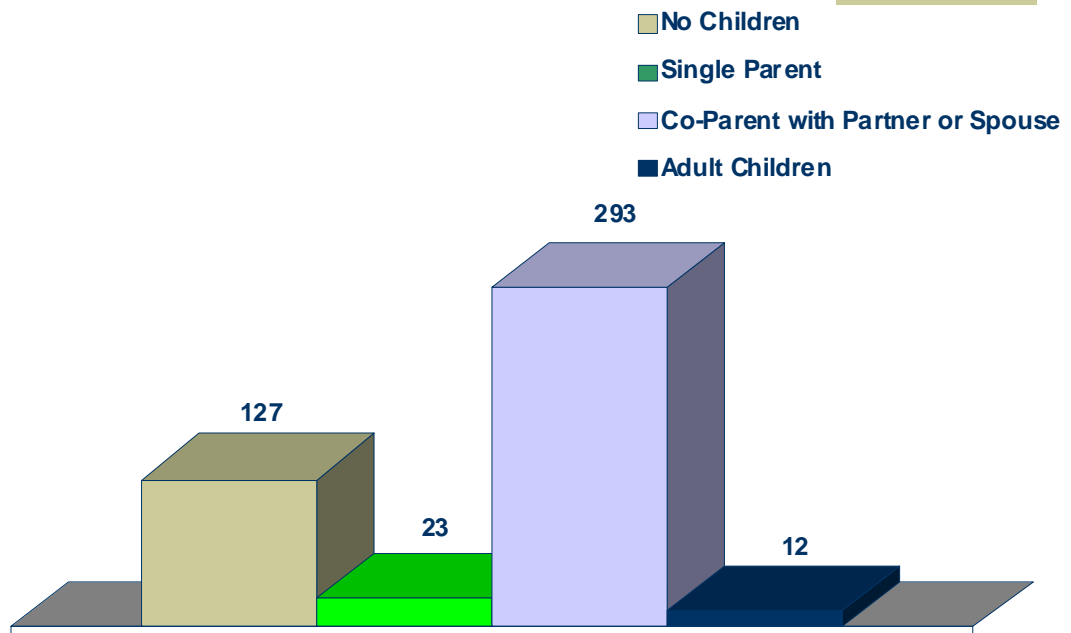
Six percent of respondents (n = 96) had a disability that substantially affects major life activities (Figure 15). Of those respondents, 21 percent (n = 20) said they had physical disabilities, 45 percent (n = 43) had learning disabilities, and 50 percent (n = 48) had psychological conditions.

Figure 15
Respondents with Conditions that Substantially
Affect Major Life Activities (n)

◻ Yes ◼ No

1423

96
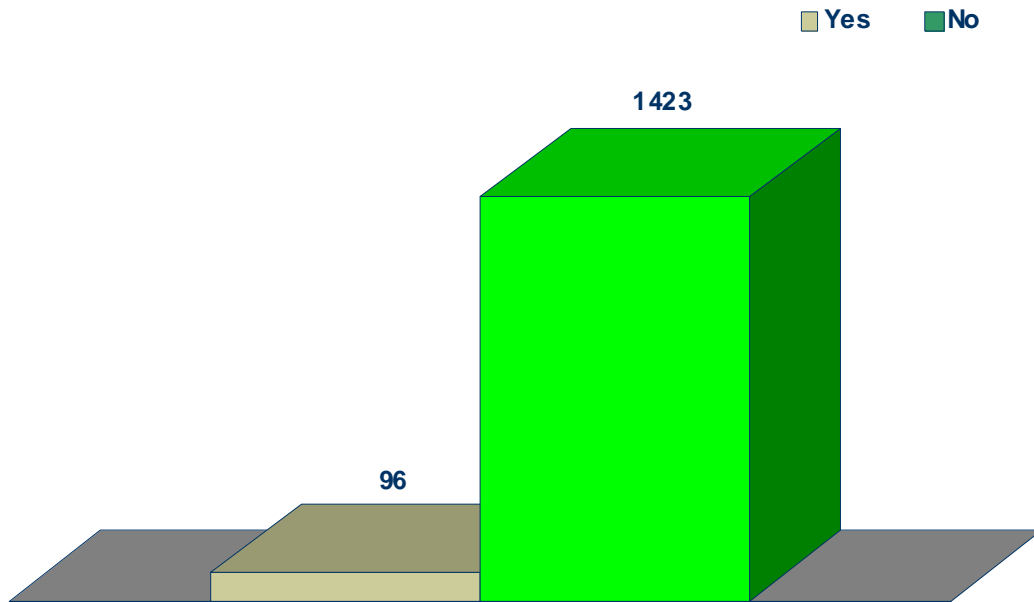
Figure 16
Respondents with Conditions
that Substantially Affect Major Life Activities (n)
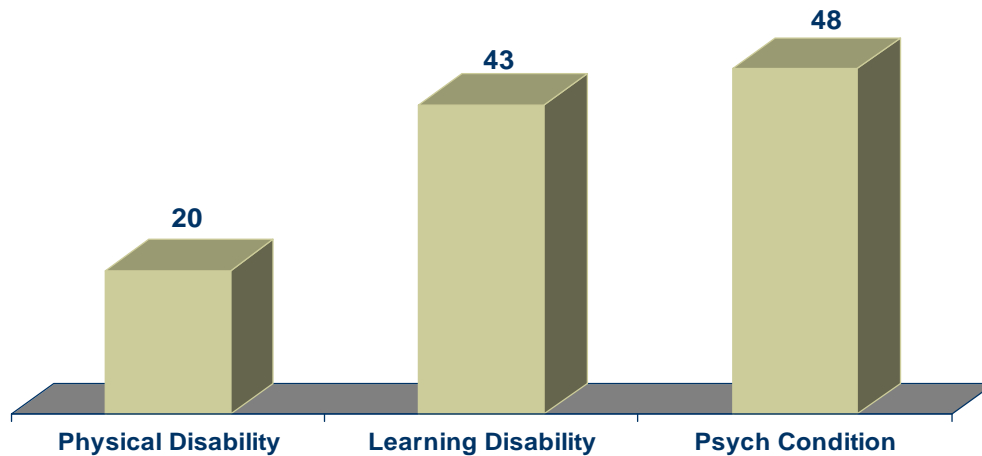
Table 10 indicates that the majority of the sample (91%, n = 1382) were U.S. citizens. Four percent (n = 61) indicated that they were "International" in regards to their citizenship status. Three percent (n = 51) had dual citizenship and two percent (n = 35) were permanent residents.

Table 10. Respondents' Citizen Status		
	Respondents	
	n	**%**
U.S. citizen	1347	88.7
U.S. citizen – naturalized	35	2.3
Dual citizenship	51	3.4
Permanent resident (immigrant)	23	1.5
International (F-1, J-1, or H1-B, or other visa)	61	4.0

Campus Climate Assessment Findings [26]

The following section[27] reviews the major findings of this study. The review explores the climate at Carleton Collage through an examination of respondents' personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues is examined in relation to the identity and position of the respondents.

Personal Experiences

Within the past two years, 23 percent of respondents (n = 348) had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (harassing behavior) that has interfered with their ability to work or learn[28] at Carleton College (Table B34). Respondents suggested these experiences were based most often on their gender (28%, n = 96), race (25%, n = 88) and ethnicity (24%, n = 84) (Table 11)[29].

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[26] All tables are provided in Appendix A. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

[27] The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

[28] Under the United States Code Title 18 Subsection 1514(c)1, harassment is defined as "a course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose" (http://www.eeoc.gov/laws/vii.html). In higher education institutions, legal issues discussions define harassment as any conduct that has unreasonably interferes with one's ability to work or learn on campus. The questions used in this survey to uncover participants' personal and observed experiences with harassment were designed using these definitions.

[29] Rankin's (2003) national assessment of climate for underrepresented groups where 25% (n = 3767) of respondents indicated personally experiencing harassment based mostly on their race (31%), their gender (55%) or their ethnicity (16%).

Table 11. Basis for Conduct	n	%
My gender	96	27.6
My race	88	25.3
My ethnicity	84	24.1
My socioeconomic status	75	21.6
My educational level	58	16.7
My political views	58	16.7
My institutional status	54	15.5
My physical characteristics	45	12.9
My age	35	10.1
My religious/spiritual views	33	9.5
My sexual orientation	33	9.5
My psychological disability (e.g., post-traumatic stress disorder, depression, anxiety)	27	7.8
My English language proficiency/accent	26	7.5
My gender expression	25	7.2
My country of origin	20	5.7
My learning disability	12	3.5
My immigrant status	10	2.9
My parental status	4	1.1
My physical disability	3	0.9
My military/veteran status	1	0.2
Other	92	26.4

Note: Only answered by respondents who experienced harassment (n = 348).
Percentages do not sum to 100 due to multiple responses.

The following figures depict the responses by the demographic characteristics (e.g., race/ethnicity, gender, position) of individuals who responded "yes" to Question 8, "Within the past two years, have you personally experienced any exclusionary (e.g., shunned, ignored),

intimidating, offensive, and/or hostile conduct that has interfered unreasonably with your ability to work or learn at your institution?"

When reviewing these results in terms of race (Figure 17), a higher percentage of respondents of color (38%, n = 130) experienced this conduct than did white Respondents (18%, n = 213). Of those respondents who experienced the conduct, 59 percent (n = 76) of respondents of color said it was based on their race, while only five percent (n = 11) of white respondents thought the conduct was based on race.
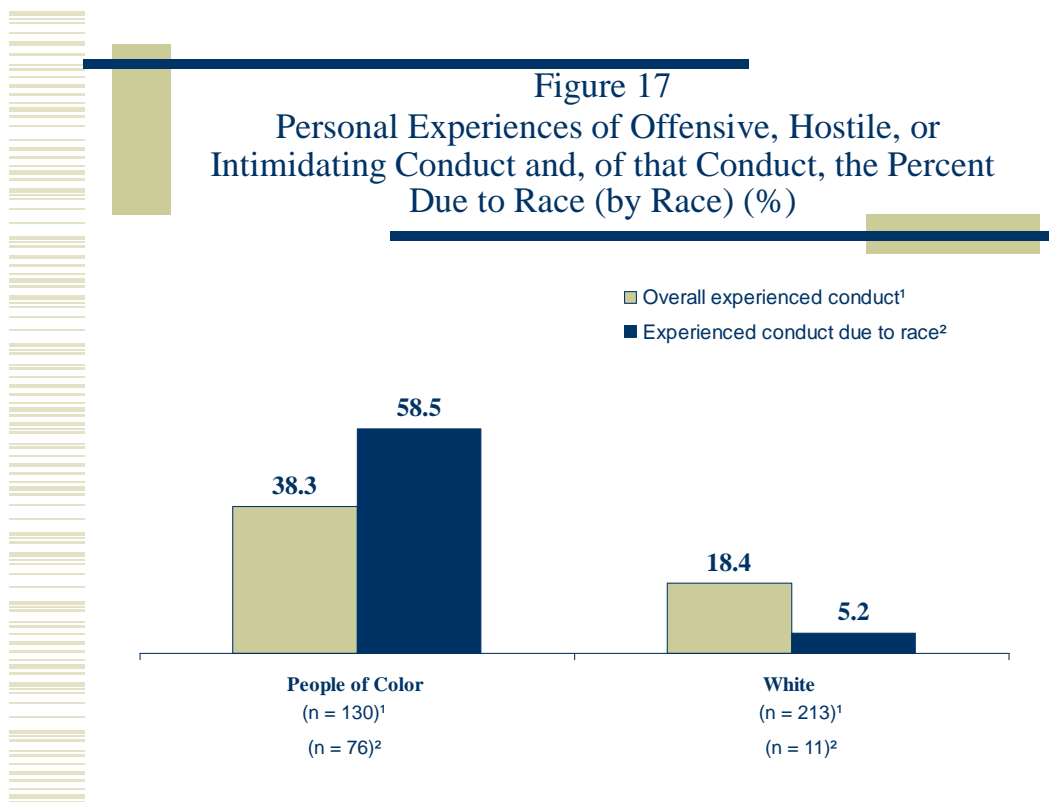
Figure 17
Personal Experiences of Offensive, Hostile, or
Intimidating Conduct and, of that Conduct, the Percent
Due to Race (by Race) (%)

☐ Overall experienced conduct[1]
■ Experienced conduct due to race[2]

People of Color
(n = 130)[1]
(n = 76)[2]

White
(n = 213)[1]
(n = 11)[2]

[1] Percentages are based on total n split by group.
[2] Percentages are based on n split by group for those who have personally experienced this conduct.

When reviewing the data by gender (Figure 18), more women respondents (24%, n = 218) indicated that they experienced offensive, hostile, or intimidating conduct than their men counterparts (21%, n = 124). Thirty-nine percent (n = 84) of women who experienced this conduct – in comparison with eight percent (n = 10) of men – said it was based on gender.
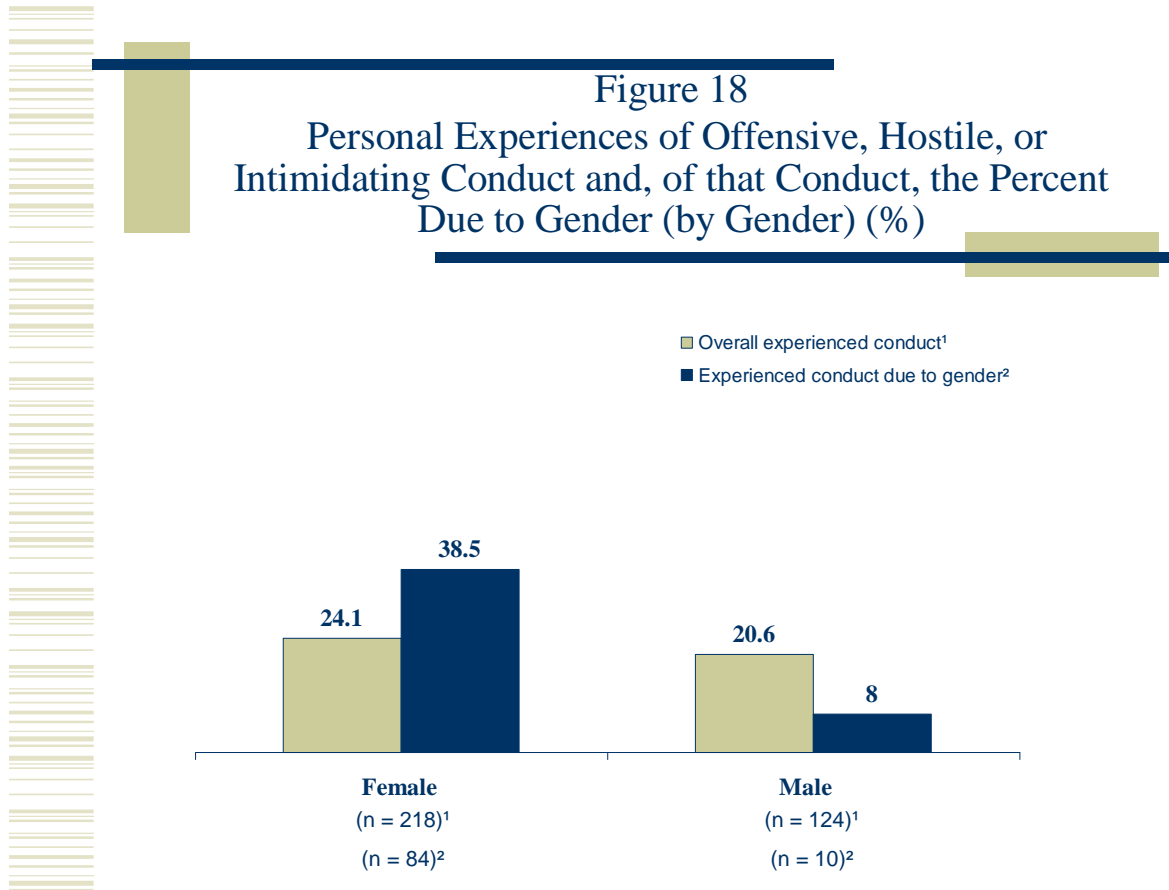
Figure 18
Personal Experiences of Offensive, Hostile, or
Intimidating Conduct and, of that Conduct, the Percent
Due to Gender (by Gender) (%)

□ Overall experienced conduct[1]
■ Experienced conduct due to gender[2]

	Female (n = 218)[1] (n = 84)[2]	Male (n = 124)[1] (n = 10)[2]
Overall experienced conduct	24.1	20.6
Experienced conduct due to gender	38.5	8

[1] Percentages are based on total n split by group.
[2] Percentages are based on n split by group for those who have personally experienced this conduct.

As depicted in Figure 19, a greater percentage of staff respondents were harassed than were other respondents. More faculty and staff respondents indicated the harassment was based on their status at Carleton College. Specifically, more than one-third (34%, n = 26) of staff respondents who experienced offensive, hostile or intimidating conduct reported that it was due to their status as staff, while one-quarter (26%, n = 7) of faculty respondents indicated it was due to their status as faculty.

Figure 19
Personal Experiences of Offensive, Hostile, or
Intimidating Conduct and, of that Conduct, the Percent
Due to Institutional Status (by Primary Status)(%)

Legend:
- ☐ Overall experienced conduct[1]
- ■ Experienced conduct due to status[2]

	Students	Faculty	Staff
Overall experienced conduct	23.2	17	24.9
Experienced conduct due to status	8.6	25.9	34.2

Students (n = 245)[1] (n = 21)[2]
Faculty (n = 27)[1] (n = 7)[2]
Staff (n = 76)[1] (n = 26)[2]

[1] Percentages are based on total n split by position.
[2] Percentages are based on n split by position for those who have personally experienced this conduct.

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Figure 20 illustrates that more than one-third (34%, n = 57) of sexual minorities (i.e., lesbian, gay, bisexual, queer, questioning, and pansexual persons) experienced offensive, hostile, or intimidating conduct, while 21 percent (n = 274) of heterosexual respondents indicated experiencing such conduct. Of those who experienced this type of conduct, more than half (51%, n = 29) of sexual minorities, versus 21 percent of heterosexual respondents, reported that this conduct was based on their sexual orientation.

Figure 20
Personal Experiences of Offensive, Hostile, or Intimidating Conduct and, of that Conduct, the Percent Due to Sexual Orientation (by Sexual Orientation) (%)

□ Overall experienced conduct[1]
■ Experienced conduct due to sexual orientation[2]

	LGBQQP respondents (n = 57)[1] (n = 29)[2]	Heterosexual respondents (n = 274)[1] (n = <5)[2]
Overall experienced conduct[1]	33.7	21.2
Experienced conduct due to sexual orientation[2]	50.8	1

[1] Percentages are based on total n split by group.
[2] Percentages are based on n split by group for those who have personally experienced this conduct.

Higher percentages of people who reported having a physical disability, learning disability, or psychological condition that substantially affects a major life activity than self-identified non-disabled people experienced offensive, hostile, exclusionary, or intimidating conduct (Figure 21). Profoundly, 70 percent (n = 16) of those respondents with psychological conditions who experienced harassment said the conduct was based on their disability. Similarly, one-third (33%, n = <5) of respondents with physical disabilities who had been harassed said it was based on their conditions.

Figure 21
Personal Experiences of Offensive, Hostile, or
Intimidating Conduct and, of that Conduct, the Percent
Due to Disability (by Disability Status) (%)
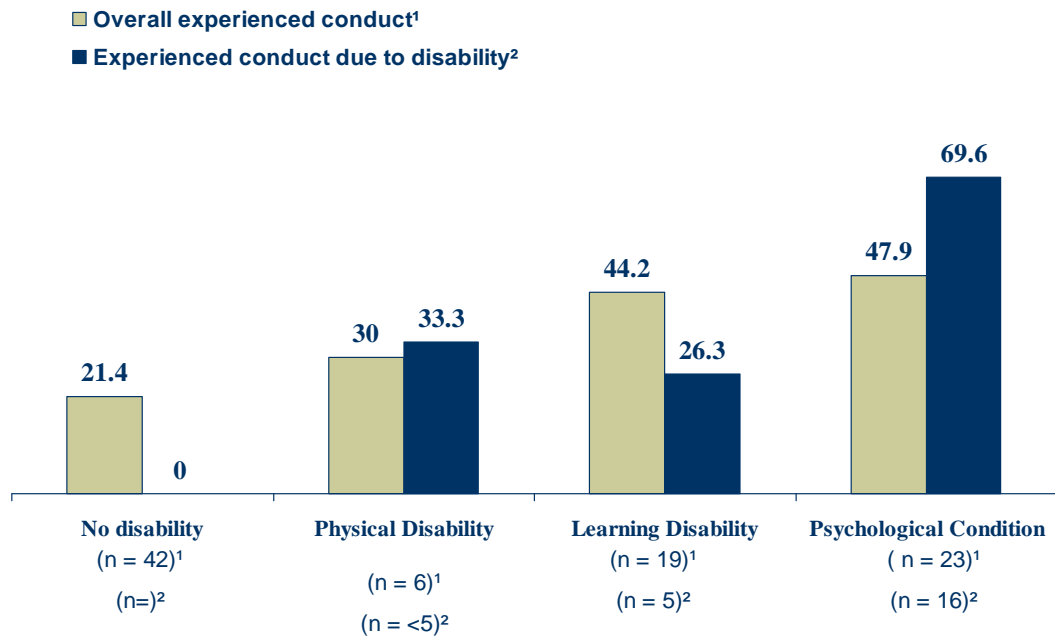
☐ **Overall experienced conduct**[1]
■ **Experienced conduct due to disability**[2]

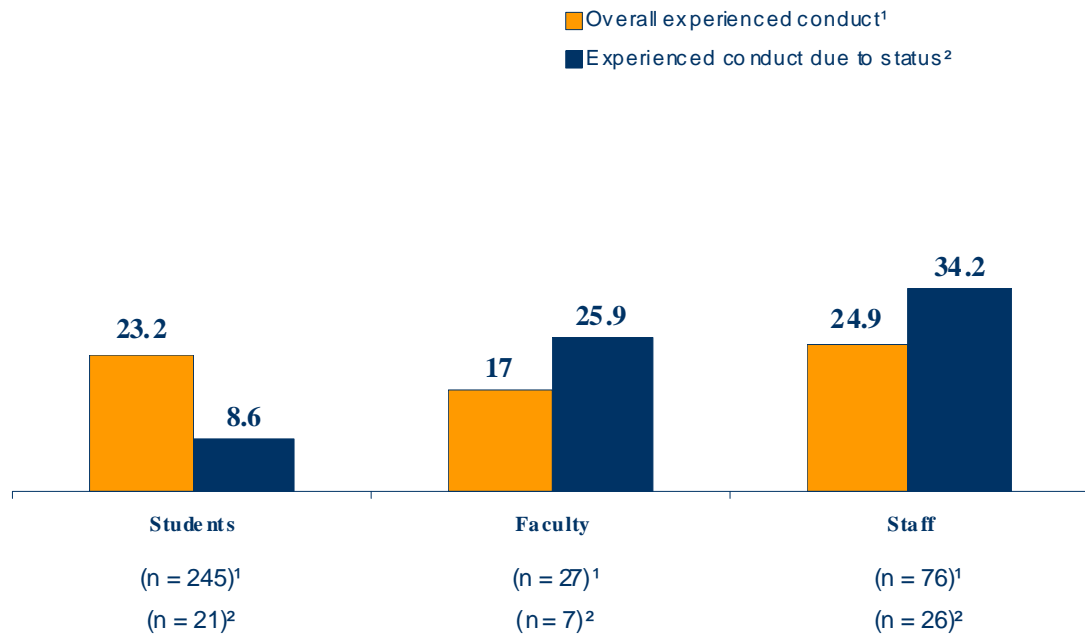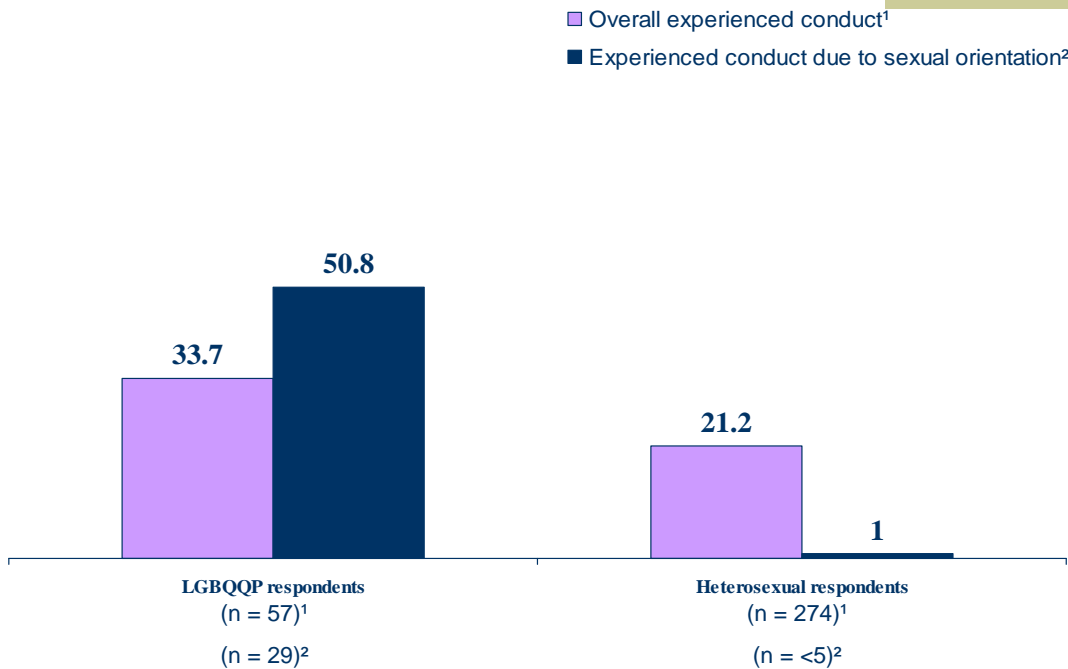|	No disability (n = 42)[1] (n=)[2]	Physical Disability (n = 6)[1] (n = <5)[2]	Learning Disability (n = 19)[1] (n = 5)[2]	Psychological Condition (n = 23)[1] (n = 16)[2]
Overall experienced conduct	21.4	30	44.2	47.9
Experienced conduct due to disability	0	33.3	26.3	69.6

[1] Percentages are based on total n split by group.

[2] Percentages are based on n split by group for those who have personally experienced this conduct.

International respondents (24%, n = 33) reported experiencing offensive, hostile, or intimidating conduct at Carleton similarly to U.S. citizen respondents (23%, n = 312). Nine percent (n = 12) of international respondents reported that these experiences were based on their country of origin.

Table 12 illustrates the manners in which individuals experienced this conduct. Fifty-three percent (n = 185) felt isolated or left out, 51 percent (n = 176) felt deliberately ignored or excluded, 29 percent (n = 101) felt intimidated and bullied, and 29 percent (n = 99) felt isolated or left out when work was required in groups, and 26 percent (n = 89) were the targets of derogatory remarks.

Fifteen percent (n = 52) of respondents indicated they were harassed in "other" ways. A few respondents mentioned varying degrees of sexual harassment and assault, including "Inappropriate sexual contact – sexual misconduct," and "I was the subject of a secret Facebook group about my sexual orientation." Others told of specific incidents of verbal abuse/derogatory remarks, such as "A professor told me to study with students of my own race," "I sensed being perceived as stupid, silly and shallow, someone not to be taken seriously, because of my gender," "Ethnic minorities are not sufficiently respected at Carleton," and "I had to reason and explain the importance of a crucial cultural event to the CSA." Still other comments described incidents between supervisors and employees: "I have been threatened to have my position stripped and be fired," and "I am repeatedly ignored in my department."

Of the respondents who felt isolated or left out, 44 percent (n = 82) said it happened in a class, 41 percent (n = 76) said it happened in campus housing, 40 percent (n = 73) said it happened in a meeting with a group of people, and 37 percent (n = 68) said it happened in a public space on campus. Of the respondents who indicated that they were deliberately ignored or excluded, 45 percent (n = 79) said it occurred in class, 40 percent (n = 70) said it happened in a meeting with a group of people, and 35 percent (n = 61) said it happened in campus housing. Thirty percent (n = 30) of those respondents who were intimidated/bullied said it happened in a meeting with a group of people. Sixty-eight percent (n = 67) of those respondents who indicated that they felt isolated or left out when work was required in groups said it occurred in a class, and 48 percent

(n = 47) said it happened in a meeting with a group of people. Of those respondents who were
targets of derogatory remarks, 53 percent said it happened in a class (n = 47) and in campus
housing (n = 47).[30]

Table 12. Form of Experienced Conduct	n	%
I felt isolated or left out	185	53.2
I feel I was deliberately ignored or excluded	176	50.6
I felt intimidated/bullied	101	29.0
I felt isolated or left out when work was required in groups	99	28.5
I was the target of derogatory remarks	89	25.6
I observed others staring at me	65	18.7
I was singled out as "the resident authority" due to my identity	54	15.5
Someone assumed I was admitted or hired because of my identity	51	14.7
I was the target of racial/ethnic profiling	44	12.6
I received a low performance evaluation	37	10.6
I feared getting a poor grade because of a hostile classroom environment	32	9.2
I received derogatory written comments	18	5.2
I feared for my physical safety	18	5.2
I received derogatory/unsolicited emails	11	3.2
I received threats of physical violence	10	2.9
I was the target of graffiti	9	2.6
I received derogatory phone calls	8	2.3
I was the victim of a crime	7	2.0
I was the target of physical violence	6	1.7
I feared for my family's safety	3	0.9
Other	52	14.9

Note: Only answered by respondents who experienced harassment (n = 348).
Percentages do not sum to 100 due to multiple responses.

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[30] For complete listings of where harassment occurred, see the data tables in Appendix A.

People of color most often experienced harassment in the form of being deliberately ignored or excluded, singled out as the "resident authority" regarding identity, someone assuming they were admitted or hired because of their identity, being a target of racial profiling, and observing others staring at them (Table 13).

Table 13. Form of Experienced Harassment by Race				
	White Respondents n = 213		Respondents of Color n = 130	
Form	n	%	n	%
Target of racial/ethnic profiling	<5	-	42	32.3
Graffiti	<5	-	6	4.6
Derogatory written comments	10	4.7	8	6.2
Derogatory phone calls	5	2.3	<5	-
Threats of physical violence	6	2.8	<5	-
Derogatory/unsolicited e-mails	10	4.7	<5	-
Target of physical violence	<5	-	<5	-
Stares	25	11.7	40	30.8
Deliberately ignored or excluded	102	47.9	72	55.4
Derogatory remarks	50	23.5	37	28.5
Felt intimidated/bullied	65	30.5	36	27.7
Feared for my physical safety	11	5.2	7	5.4
Feared for my family's safety	<5	-	<5	-
Someone assumed I was admitted or hired because of my identity	7	3.3	44	33.8
Victim of a crime	5	2.3	<5	-
Feared getting a poor grade because of hostile classroom environment	9	4.2	23	17.7
Received a low performance evaluation	20	9.4	17	13.1
Singled out as the "resident authority" regarding my identity	28	13.1	25	19.2
Isolated or left out when working in groups	44	20.7	55	42.3
Isolated or left out because of my identity	114	53.5	68	52.3

Note: Only answered by respondents who experienced harassment (n = 348).
Percentages do not sum to 100 due to multiple responses.

Women respondents were more likely to feel deliberately ignored or excluded than their men counterparts (Table 14). Men respondents indicated they more often experienced stares.

Table 14. Form of Experienced Harassment by Gender	Women Respondents n = 218		Men Respondents n = 124	
Form	n	%	n	%
Target of racial/ethnic profiling	24	11.0	20	16.1
Graffiti	7	3.2	<5	-
Derogatory written comments	12	5.5	5	4.0
Derogatory phone calls	6	2.8	<5	-
Threats of physical violence	8	3.7	<5	-
Derogatory/unsolicited e-mails	7	3.2	<5	-
Target of physical violence	5	2.3	<5	-
Stares	33	15.1	29	23.4
Deliberately ignored or excluded	119	54.6	54	43.5
Derogatory remarks	51	23.4	35	28.2
Felt intimidated/bullied	67	30.7	34	27.4
Feared for my physical safety	13	6.0	5	4.0
Feared for my family's safety	<5	-	<5	-
Someone assumed I was admitted or hired because of my identity	33	15.1	18	14.5
Victim of a crime	5	2.3	<5	-
Feared getting a poor grade because of hostile classroom environment	18	8.3	14	11.3
Received a low performance evaluation	24	11.0	12	9.7
Singled out as the "resident authority" regarding my identity	32	14.7	20	16.1
Isolated or left out when working in groups	63	28.9	34	27.4
Isolated or left out because of my identity	114	52.3	67	54.0

Note: Only answered by respondents who experienced harassment (n = 348).
Percentages do not sum to 100 due to multiple responses.

Student respondents were more likely to experience harassment in the form of feeling isolated or excluded because of their identity, being deliberately ignored or excluded, being a target of racial profiling, being stared at, receiving derogatory remarks, having someone assume they were admitted or hired because of their identity, and being singled out as the "resident authority" regarding their identity when compared to faculty and staff respondents (Table 15). Faculty and staff respondents were most likely to experience isolation because of identity and being deliberately ignored or excluded.

Table 15. Form of Experienced Harassment by Primary Status

Form	Student Respondents n = 218 n	Student Respondents n = 218 %	Faculty Respondents n = 124 n	Faculty Respondents n = 124 %	Staff Respondents n = 218 n	Staff Respondents n = 218 %
Target of racial/ethnic profiling	42	17.1	<5	-	<5	-
Graffiti	9	3.7	<5	-	<5	-
Derogatory written comments	12	4.9	<5	-	<5	-
Derogatory phone calls	7	2.9	<5	-	<5	-
Threats of physical violence	9	3.7	0	0	<5	-
Derogatory/unsolicited e-mails	8	3.3	<5	-	<5	-
Target of physical violence	6	2.4	0	0	0	0
Stares	61	24.9	<5	-	<5	-
Deliberately ignored or excluded	131	53.5	8	29.6	37	48.7
Derogatory remarks	77	31.4	<5	-	8	10.5
Felt intimidated/bullied	65	26.5	7	25.9	29	38.2
Feared for my physical safety	15	6.1	<5	-	<5	-
Feared for my family's safety	<5	-	0	0	0	0
Someone assumed I was admitted or hired because of my identity	46	18.8	<5	-	<5	-
Victim of a crime	6	2.4	0	0	<5	-
Feared getting a poor grade because of hostile classroom environment	32	13.1	0	0	0	0
Received a low performance evaluation	24	9.8	<5	-	11	14.5
Singled out as the "resident authority" regarding my identity	48	19.6	<5	-	5	6.6
Isolated or left out when working in groups	76	31.0	<5	-	20	26.3
Isolated or left out because of my identity	139	56.7	11	40.7	34	44.7

Note: Only answered by respondents who experienced harassment (n = 348).
Percentages do not sum to 100 due to multiple responses.

Lesbian, gay, bisexual, queer, questioning, and pansexual respondents most often experienced harassment in the form of feeling ignored or excluded, derogatory remarks, someone staring at them, being singled out as the "resident authority" regarding their identity, and being isolated or left out because of identity (Table 16).

Table 16. Form of Experienced Harassment by Sexual Orientation	LGBQQP Respondents n = 57		Heterosexual Respondents n = 274	
Form	n	%	n	%
Target of racial/ethnic profiling	9	15.8	34	12.4
Graffiti	<5	-	<5	-
Derogatory written comments	<5	-	12	4.4
Derogatory phone calls	0	0	5	1.8
Threats of physical violence	<5	-	8	0.6
Derogatory/unsolicited e-mails	<5	-	9	3.3
Target of physical violence	<5	-	<5	-
Stares	23	40.4	40	14.6
Deliberately ignored or excluded	32	56.1	136	49.6
Derogatory remarks	32	56.1	54	19.7
Felt intimidated/bullied	13	22.8	84	30.7
Feared for my physical safety	<5	-	13	4.7
Feared for my family's safety	<5	-	<5	-
Someone assumed I was admitted or hired because of my identity	10	17.5	39	14.2
Victim of a crime	<5	-	6	2.2
Feared getting a poor grade because of hostile classroom environment	9	15.8	22	8.0
Received a low performance evaluation	6	10.5	30	10.9
Singled out as the "resident authority" regarding my identity	23	40.4	29	10.6
Isolated or left out when working in groups	18	31.6	74	27.0
Isolated or left out because of my identity	32	56.1	144	52.6

Note: Only answered by respondents who experienced harassment (n = 348).
Percentages do not sum to 100 due to multiple responses.

The most common forms of harassment experienced by people with disabilities, regardless of specific disability, were being isolated or left out because of their identity, ignored or excluded, intimidated or bullied, and isolated and left out when working in groups (Table 17)[31].

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[31] An analysis by specific disability (i.e., physical, learning, and psychological) was not possible due to the small number of respondents in each category.

Table 17. Form of Experienced Harassment by Disability Status	People with Disabilities	
Form	**n**	**%**
Isolated or left out because of my identity	28	66.7
Deliberately ignored or excluded	26	61.9
Isolated or left out when working in groups	16	38.1
Felt intimidated/bullied	16	38.1
Singled out as the "resident authority" regarding my identity	12	28.6
Stares	11	26.2
Derogatory remarks	11	26.2
Received a low performance evaluation	10	23.8
Someone assumed I was admitted or hired because of my identity	6	14.3
Feared getting a poor grade because of hostile classroom environment	5	11.9
Target of racial/ethnic profiling	<5	-
Graffiti	<5	-
Derogatory written comments	<5	-
Derogatory phone calls	<5	-
Threats of physical violence	<5	-
Target of physical violence	<5	-
Feared for my physical safety	<5	-
Victim of a crime	<5	-
Derogatory/unsolicited e-mails	0	0
Feared for my family's safety	0	0

Note: Only answered by respondents who experienced harassment (n = 348).
Percentages do not sum to 100 due to multiple responses.

International students were more likely to experience harassment in the form of racial/ethnic profiling, singled out as resident authority due to their identity, feel isolated or left out when

work was required in groups, and have someone assume that they were admitted or hired because of their identity than respondents who were U.S. citizens.

Sixty-four percent (n = 222) of the respondents identified undergraduate students as the sources of the conduct. Almost one-quarter (22%, n = 77) identified faculty, and 18 percent (n = 62) identified colleagues as the sources (Table 18). "Other" responses include "Carleton Ultimate Frisbee Team," "Office Manager," "Student Party Theme," "The Carletonian," and "The Receptionist."

Table 18. Source of Experienced Harassment		
Source	n	%
Undergraduate student	222	63.8
Faculty member	77	22.1
Colleague	62	17.8
Staff member	47	13.5
Supervisor	36	10.3
Administrator	35	10.1
Campus media (posters, brochures, flyers, handouts, web sites, etc.)	28	8.0
Community member	22	6.3
Other	18	5.2
Department chair	16	4.6
Academic administrator	15	4.3
Campus visitor(s)	13	3.7
Don't know source	12	3.4
Faculty advisor	11	3.2
Graduate student	14	3.1
Teaching assistant	10	2.9
Campus security	5	1.4
Person that I supervise	3	0.9
Center director	3	0.7
Research assistant	1	0.2

Note: Only answered by respondents who experienced harassment (n = 348).
Percentages do not sum to 100 due to multiple responses.

Figure 22 reviews the source of harassment by position. Interestingly, but not uniquely, the greatest source of harassment was generally within the position (e.g., student against student, faculty against faculty).

Figure 22
Source of Conduct by Position (%)

Legend:
- Source = Student
- Source = Faculty
- Source = Administrator
- Source = Staff
- Source = Supervisor

Student Respondents: 86.1, 22.9, 6.1, 7.8, 2.4
Faculty Respondents: 25.9, 51.9, 7.4, 3.7, 0
Staff Respondents: 3.9, 9.2, 23.7, 35.5, 39.5
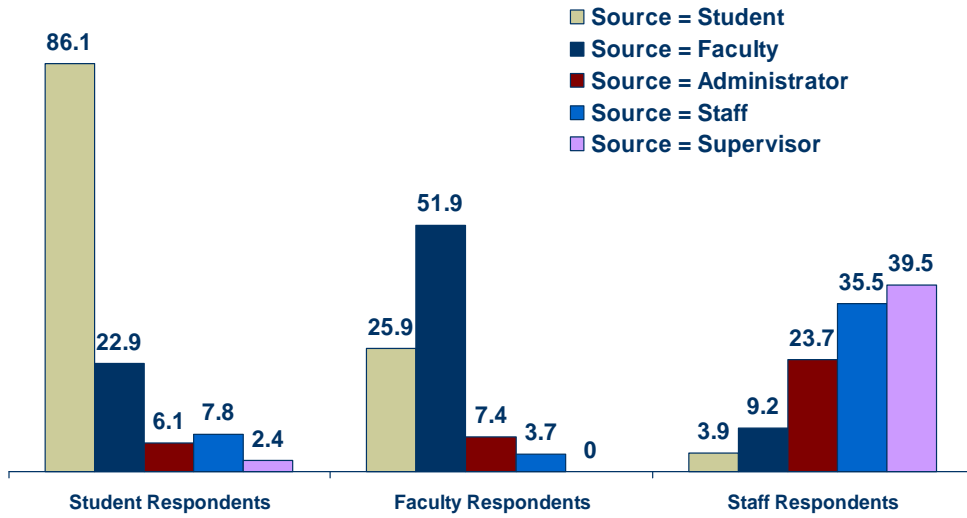
In response to this conduct, 64 percent (n = 223) of respondents were angry, 49 percent (n = 171) told a friend, and 45 percent (n = 156) felt embarrassed (Table 19). While 10 percent (n = 36) of participants made complaints to campus officials, 22 percent (n = 76) did not know who to go to, 11 percent (n = 37) didn't report it for fear their complaints would not be taken seriously, and 10 percent (n = 36) did not report the incident for fear of retaliation.

Table 19. Reactions to Experienced Harassment		
Reactions	N	%
Was angry	223	64.1
Told a friend	171	49.1
Felt embarrassed	156	44.8
Ignored it	123	35.3
Avoided the person who harassed me	106	30.5
Didn't know who to go to	76	21.8
Was afraid	60	17.2
Felt somehow responsible	57	16.4
Sought support from a staff member	45	12.9
Confronted the harasser later	43	9.6
Didn't report it for fear my complaint would not be taken seriously	37	10.6
Made a complaint to a campus employee/official	36	10.3
Confronted the harasser at the time	36	10.3
Didn't report it for fear of retaliation	36	10.3
Sought support from a faculty member	34	9.8
Left the situation immediately	30	8.6
Did report it but my complaint was not taken seriously	27	7.8
Sought support from counseling/advocacy services	26	7.5
Didn't affect me at the time	18	5.2
Other	22	6.3

Note: Only answered by respondents who experienced harassment (n = 348).
Percentages do not sum to 100 due to multiple responses.

Qualitative Question Analysis

A number of respondents elaborated on their responses with regard to their experienced harassment. Many respondents added details about their harassment. A number of respondents indicated that they were judged or misunderstand based on their perceived identities. Others shared their dislike with the word "harassment." One person in particular stated "Calling it harassment is dumb. It's just straight up alienation and a feeling of discouragement." Some student respondents experienced feelings of isolation and exclusion in class, but were apprehensive about calling it "harassment." These students reported the conduct was based on their gender, race, and ethnicity. A few respondents reiterated the poor response to their complaint. One stated "Ultimately I was made to feel like a trouble-maker, which negatively affected my self-esteem to the point where I felt like it was all my fault and no one was listening." Finally, a number of respondents underscored "the great divide" between exempt and non-exempt staff members which leads to "feelings of inadequacies."

Experiences – Sexual Harassment and Assault

One section of the questionnaire asked respondents about whether they had experienced various forms of sexual misconduct (e.g., sexual harassment,[32] sexual assault[33]) during their time at their institution.

More than one-third (37%, n = 568) of the sample indicated that they know someone who has been a victim of sexual harassment (Table B40). Student respondents (42%, n = 440) were most likely to report this experience followed by faculty (31%, n = 50) (Table 20).

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[32] The survey defined sexual harassment as "a repeated course of conduct whereby one person engages in verbal or physical behavior of a sexual nature, that is unwelcome, serves no legitimate purpose, intimidates another person, and has the effect of creating an intimidating, hostile, or offensive work or classroom environment."

[33] The survey defined sexual assault as "intentional physical contact, such as sexual intercourse or touching, of a person's intimate body parts by someone who did not have permission to make such contact."

Table 20. Respondents Who Know Someone Who Has Been a Victim of Sexual Harassment by Primary Status						
	Student		Faculty		Staff	
	n	%	n	%	n	%
Yes	440	41.7	50	31.3	78	25.5
No	615	58.3	110	68.8	228	74.5

Six percent (n = 92) of all respondents said they have personally been a victim of sexual harassment while at Carleton (Table B41). Student respondents (7%, n = 77) were most likely to report experiencing sexual harassment followed by faculty (5%, n = 8) (Table 21).

Table 21. Respondents Who Have Personally Been a Victim of Sexual Harassment by Primary Status						
	Student		Faculty		Staff	
	n	%	n	%	n	%
Yes	77	7.3	8	5.0	7	2.3
No	979	92.7	151	95.0	298	97.7

Respondents of color (9%, n = 32) were more likely to experience sexual harassment than white Respondents (5%, n = 58); women respondents (8%, n = 73) were more likely to experience this conduct than men (3%, n = 18); and sexual minority respondents (12%, n = 20) were likely to experience this conduct than their heterosexual counterparts (5%, n = 70) (Table 22). Sexual minority respondents were the most likely group to report experiencing sexual harassment while at Carleton. U.S. citizen respondents (6%, n = 84) were equally as likely to experience this conduct as international respondents (6%, n = 8), and respondents with disabilities (12%, n = 11) were also more likely to experience sexual harassment than respondents without disabilities (6%, n = 81).

Table 22. Respondents Who Have Personally Been a Victim of Sexual Harassment by Race, Gender, and Sexual Orientation													
	Respondents of Color		White Respondents		W omen		Men		LGBQQP		Heterosexual	
	n	%	n	%	n	%	n	%	n	%	n	%
Yes	32	9.4	58	5.0	73	8.1	18	3.0	20	11.8	70	5.4
No	308	90.6	1101	95.0	832	91.9	584	97.0	149	88.2	1221	94.6

The majority of respondents (67%, n = 62) indicated the source of the harassment was a student, followed by an acquaintance (27%, n = 25), and friend (23%, n = 21) (Table 23).

Table 23. Source of the Sexual Harassment		
Source	n	%
Student	62	67.4
Acquaintance	25	27.2
Friend	21	22.8
Faculty member	10	10.9
Stranger	10	10.9
Other	7	7.6
Co-worker	6	6.5
Partner/spouse	5	5.4
Staff member	3	3.3
Department chair	2	2.2
Supervisor	2	2.2
Faculty advisor	1	1.1
Administrator	0	0.0
Person that I supervise	0	0.0
Teaching Assistant	0	0.0
Academic advisor	0	0.0
Research assistant	0	0.0

Note: Only answered by respondents who experienced sexual harassment (n = 92).
Percentages do not sum to 100 due to multiple responses.

The majority of sexual harassment incidents occurred on campus (89%, n = 82) (Table 24).

Table 24. Location of Sexual Harassment		
Location	n	%
Off-campus	18	19.6
On-campus	82	89.1
Other location	3	3.1

Note: Only answered by respondents who experienced sexual assault (n = 92).
Percentages do not sum to 100 due to multiple responses.

Seventy percent (n = 64) of respondents told a friend about the incident, while one-quarter did nothing (27%, n = 25) or told a family member (25%, n = 23) (Table 25). Five percent (n = 5) of respondents who were victims of sexual harassment reported the incident and it was ignored.

Table 25. Response to Sexual Harassment		
Response	n	%
Told a friend	64	69.6
Did nothing	25	27.2
Told a family member	23	25.0
Sought support from a campus resource (e.g., Wellness Center)	19	20.6
Sought support from a staff person	9	9.8
Sought support from CAASHA	8	8.7
Sought information on-line	6	6.5
Reported the incident and it was ignored	5	5.4
Contacted Campus Security	4	4.3
Sought support from student staff	4	4.3
Sought support from a faculty member	2	2.2
Sought support from a spiritual advisor	2	2.2
Contacted my local law enforcement official	1	1.1
Sought support from off-campus hotline/advocacy service	0	0.0
Contacted my Union	0	0.0
Other	8	8.7

Note: Only answered by respondents who experienced sexual assault (n = 92).
Percentages do not sum to 100 due to multiple responses.

Twenty-seven percent (n = 416) of respondents indicated that they know someone who has been a victim of sexual assault while at Carleton (Table B45). Student respondents (31%, n = 328) were most likely to report this experience followed by faculty (21%, n = 33) (Table 26).

Table 26. Respondents Who Know Someone Who Has Been a Victim of Sexual Assault by Primary Status						
	Student		Faculty		Staff	
	n	%	n	%	n	%
Yes	328	31.1	33	21.0	55	18.0
No	725	68.9	124	79.0	251	82.0

Two percent (n = 34) of respondents indicated they have personally been a victim of sexual assault while at Carleton (Table B46). Three percent (n = 32) of students reported they have experienced sexual assault while at Carleton. Respondents of color were slightly more likely than white respondents to report being assaulted, and sexual minority respondents were more than twice as likely to report experiencing sexual assault when compared to their heterosexual counterparts (Table 27). Three percent (n = 31) of women[34] and four percent (n = 5) of international students reported that they were assaulted while at Carleton.

Table 27. Respondents Who Have Personally Been a Victim of Sexual Assault by Race, Sexual Orientation, and International Status												
	Respondents of Color		White Respondents		LGBQQP Respondents		Heterosexual Respondents		U.S. Citizen Respondents		International Respondents	
	n	%	n	%	n	%	n	%	n	%	n	%
Yes	10	2.9	23	2.0	9	5.3	24	1.9	29	2.1	5	3.7
No	330	97.1	1136	76.4	160	94.7	1266	98.1	1351	97.9	130	96.3

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[34] Due to the small number of responses by men, results for men were not reported for this question.

Women student respondents were more likely to be sexually assaulted than men student respondents. The reported incidents of assault for women increased with their class standing (Figure 23).

Figure 23
Sexual Assaults Reported by Women
by Class Standing (%)

	0	4.5	7	8
	First Year (n = 0)	Second Yr (n = 7)	Third Yr (n = 11)	Fourth Yr (n = 11)
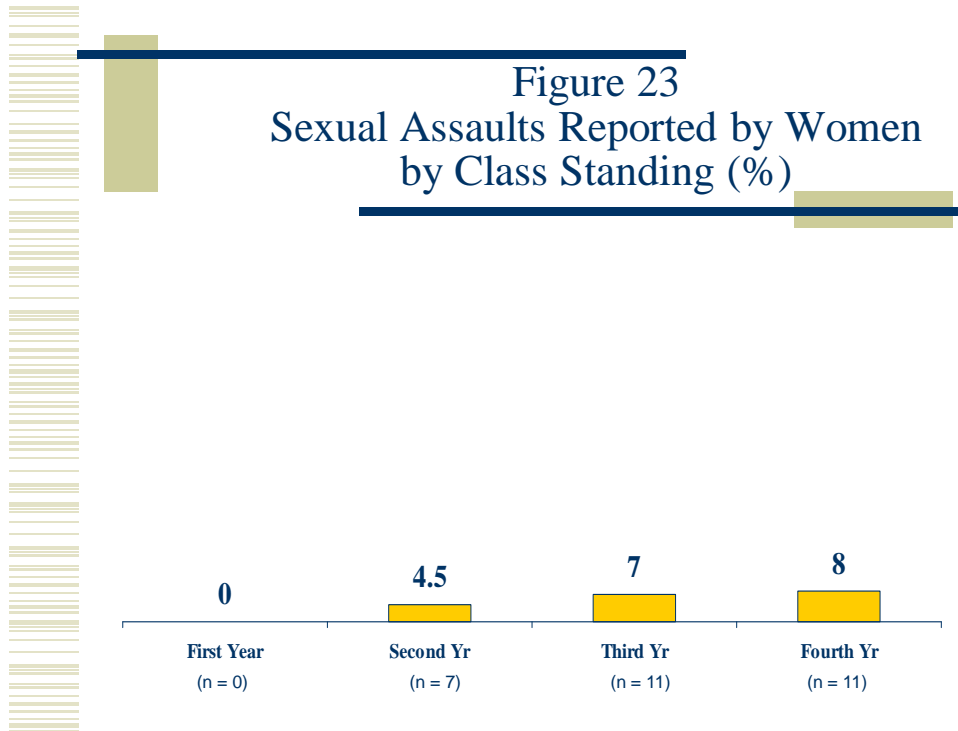
Eighty-two percent (n = 28) of the survivors of sexual assault were assaulted on-campus and 18 percent (n = 6) were assaulted off-campus (Table B48). Of those assaulted on-campus, respondents said the assaults occurred in specific buildings (e.g., Burton Hall, Dining Hall, Facilities Building, Myers, and Sayles), in the dorms and residence halls, and on-campus parties. Of those assaulted off-campus, several indicated the assaults occurred at an apartment in Northfield, off-campus housing, and off-campus parties.

The perpetrator of the sexual assaults against students were most often students (77%, n = 26), acquaintances (32%, n = 11), and friends (32%, n = 11) (Table B47). Responses for faculty and staff members were too small to report.

Those respondents who were sexually assaulted most often told a friend (77%, n = 26), sought support from a campus resource (38%, n = 13), sough support from CAASHA (27%, n = 9), or told a family member (24%, n = 8).

Qualitative Question Analysis

The participants who reported that they were sexually harassed or assaulted and who chose not to report the incidents were asked why they choose not to report it. Several commented that they were "too embarrassed to tell anyone" or did not want others to know the incident occurred. Others said they thought they would not be believed or feared reporting the incident: "As a man who was harassed by a woman who I considered a friend, I did not feel my complaint would be taken seriously. Carleton's climate is extremely hetero-normative," and "I knew it would be an emotionally taxing experience and from other people's experiences I did not think anything productive would come of it. I had heard from other students who had gone through the process that their situation wasn't deemed serious enough." Some did not realize the seriousness of the incident at the time: "At the time, it didn't seem like a big deal – it was a relatively minor incident. Later I learned it would've been better to report, because other people had issues with the same person" and "At the time, it didn't feel that serious. But soon after I realized that I had felt quite threatened by this student who physically cornered me in the office." Some lacked the confidence that reporting the incident would have any positive outcomes: "I felt I would be harassed by male students for doing so and I was concerned that no serious punishment would be

exacted and then I would be stuck seeing people on campus whom I had tried to get in serious trouble," "I didn't want to deal with the political and social repercussion of reporting the incident," "I feared the impact it would have on my tenure decision," and "Carleton tends to blame the victim more than the accused." Several said they did not report the incidents because the perpetrators were their "friends" and "didn't want to get [them] in trouble." For example, "At the time that it happened (numerous rape and physical threats while in a relationship) I did nothing due to fear, love, confusion, psychological stress. I sought help from the Wellness Center a while after that." Still others seemed to minimize the assaults: "It was a Sayles dance. Everyone gets harassed at Sayles dances," and "Technically it was sexual harassment. However, I know how to take a joke. I didn't interpret it as sexual harassment until I thought about it later and realized it could be interpreted as sexual harassment."

Respondents also had the opportunity to elaborate on how the College responded to their reports of sexual harassment or sexual assault. Five respondents indicated that their complaints were responded to appropriately. Of those respondents who did not feel their incidents were responded to appropriately, one stated "Besides telling the harasser to not get close to me, there was no enforcement of the 'punishment' and no further actions taken," a second shared "I felt that campus security officials responded appropriately and helpfully, however I felt like my follow-up with an administrator was not taken seriously and was not what I expected from this institution where I thought safety was a key issue," a third reported "It was not part of the President's agenda at the beginning of his tenure," and a fourth stated "The College's sexual harassment policy was explained to me in differing manners by different people, making the experience more confusing than necessary."

Summary

As noted earlier, 23 percent of respondents across Carleton College personally experienced at least subtle forms of conduct that had interfered with their ability to work or learn on campus. The findings were not surprising that members of historically underrepresented groups were more likely to have experienced various forms of harassment and discrimination than those in the "majority." That is, this type of conduct was most often directed at women, people of color,

people who identify as lesbian, gay, bisexual, queer, questioning, or pansexual and people with disabilities.

National statistics suggest that more than 80 percent of all respondents that experienced harassment, regardless of minority group status, were subject to derogatory remarks. In contrast, respondents in this study suggest that they experienced covert forms of harassment (e.g., feeling ignored and feeling excluded) as well as overt forms of harassment (e.g., derogatory comments and intimidation/bullying).

In addition, more than one-third of the sample indicated they know someone who has been a victim of sexual harassment, and six percent of respondents reported that were personally victims of a sexually assault while at Carleton College.

Satisfaction with Carleton College

Eighty-four (n = 389) percent of Carleton College faculty and staff were "highly satisfied" or "satisfied" with their jobs at Carleton (Table 28). Sixty-six percent (n = 305) were "highly satisfied" or "satisfied" with the way their careers have progressed at Carleton College.

Table 28. Faculty/Staff Satisfaction Issues	Highly Satisfied		Satisfied		Neither Satisfied nor Dissatisfied		Dissatisfied		Highly Dissatisfied	
	n	%	n	%	n	%	n	%	n	%
Your job at Carleton?	148	32.1	241	52.3	40	8.7	28	6.1	4	0.9
The way your career has progressed at Carleton?	105	22.7	200	43.3	97	21.0	49	10.6	11	2.4

Note: Table reports employee responses only (n = 467).

Staff members were less satisfied than were faculty members with their jobs (Figure 24).
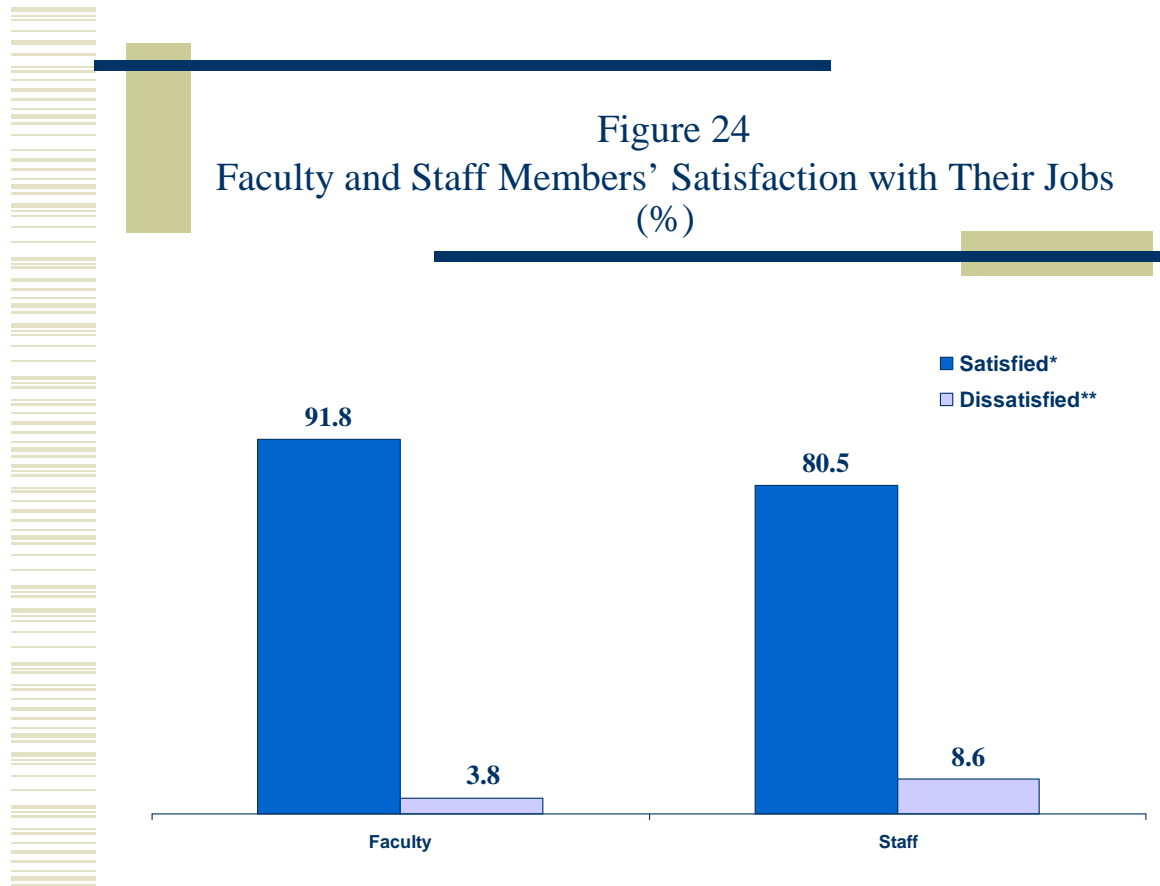
Figure 24
Faculty and Staff Members' Satisfaction with Their Jobs
(%)

* Highly Satisfied and Satisfied collapsed into one category.
** Highly Dissatisfied and Dissatisfied collapsed into one category.

When examining the results by various demographic categories, the reader will note that most employee groups held similar opinions about their satisfaction with their jobs (Figure 25). Faculty and staff of color were slightly less satisfied with their jobs when compared to white faculty and staff. International faculty and staff (95%, n = 17) were more satisfied with their jobs than faculty and staff who were U.S. Citizens (84%, n = 372).

Figure 25
Faculty and Staff Members' Satisfaction with Their Jobs
by Race, Gender, and Sexual Orientation (%)

■ Satisfied*
□ Dissatisfied**

	Respondents of Color	White Respondents	Women	Men	LGBBQP	Heterosexual
Satisfied*	82.1	84.7	85	83.9	83.3	84.9
Dissatisfied**	7.7	6.5	6.8	6.7	4.2	6.8

* Highly Satisfied and Satisfied collapsed into one category.
** Highly Dissatisfied and Dissatisfied collapsed into one category.

Exempt staff members were most satisfied with their jobs at Carleton, while Non-Exempt, Union staff members were most dissatisfied (Figure 26)[35].
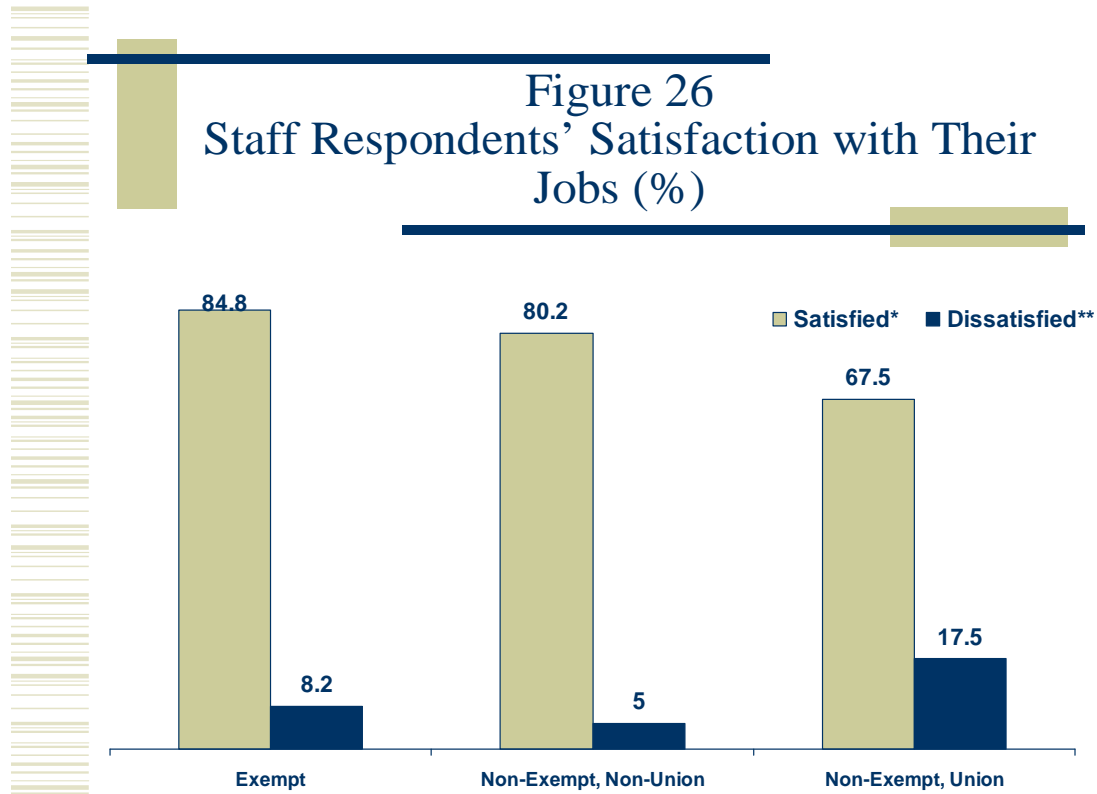
Figure 26
Staff Respondents' Satisfaction with Their Jobs (%)

	Satisfied*	Dissatisfied**
Exempt	84.8	8.2
Non-Exempt, Non-Union	80.2	5
Non-Exempt, Union	67.5	17.5

* Highly Satisfied and Satisfied collapsed into one category.
** Highly Dissatisfied and Dissatisfied collapsed into one category.

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[35] Due to the small number of responses in some of the categories, splits by faculty and tenure status were not possible for question #56. Responses for Sodexho employees were also not reported.

Staff members were less satisfied than were faculty members with the way their careers have progressed at Carleton (Figure 27).

Figure 27
Faculty and Staff Members' Satisfaction with the Way
Their Careers Have Progressed (%)

* Highly Satisfied and Satisfied collapsed into one category.
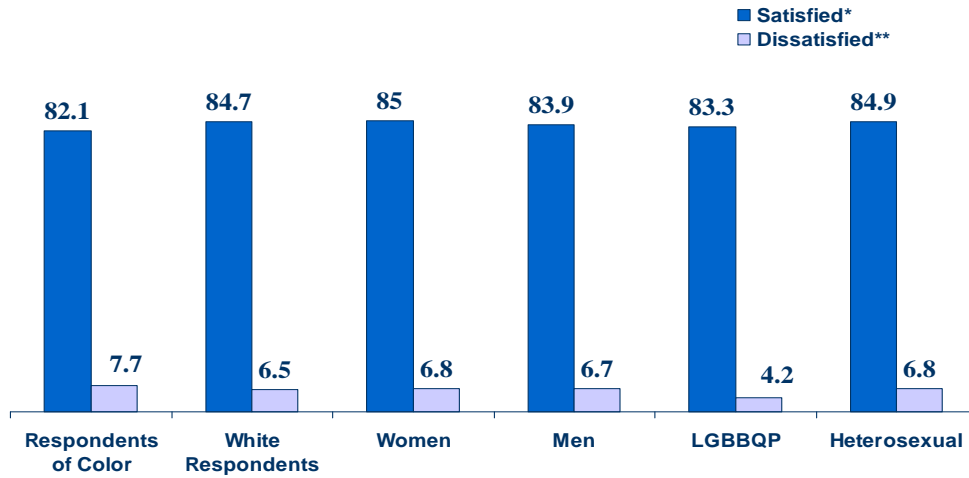** Highly Dissatisfied and Dissatisfied collapsed into one category.

When examining the results by various demographic categories, the reader will note that most employee groups held similar opinions about their satisfaction with the way their careers have progressed at Carleton (Figure 28), with the exception of respondents of color who were more satisfied than any other group. Sexual minority respondents, however, were most dissatisfied with the progression of their careers. International faculty and staff (78%, n = 14) were more satisfied with how their careers have progressed than faculty and staff who were U.S. Citizens (66%, n = 291).

It is important to note that respondents of color as a group were least satisfied with their jobs at Carleton but most satisfied with their how their careers have progressed. Twenty-seven respondents of color elaborated on their level of satisfaction with their jobs and how their careers have progressed. A thematic analysis of these responses is provided below in the qualitative question analysis section which suggests an interpretation of this interesting finding.

Figure 28
Faculty and Staff Members' Satisfaction with the Way
Their Careers Have Progressed (%)
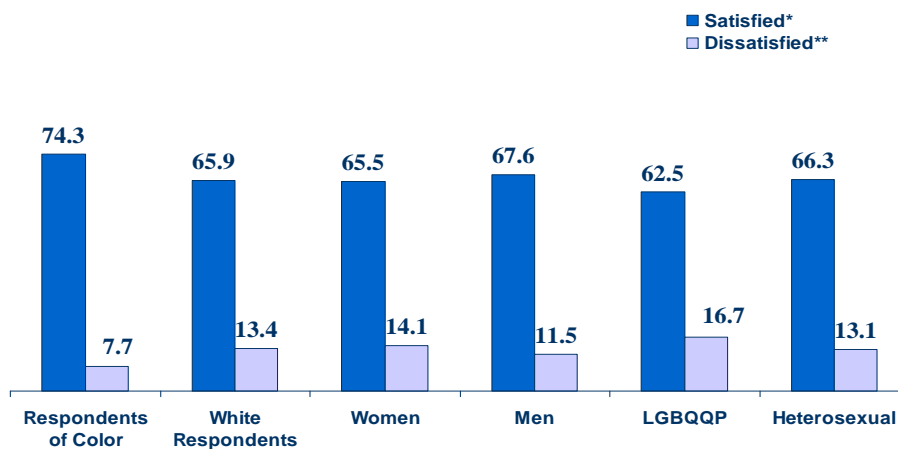
* Highly Satisfied and Satisfied collapsed into one category.
** Highly Dissatisfied and Dissatisfied collapsed into one category.

Exempt staff members were most satisfied with the way their careers have progressed at Carleton, while Non-Exempt, Union staff members were most dissatisfied (Figure 29).
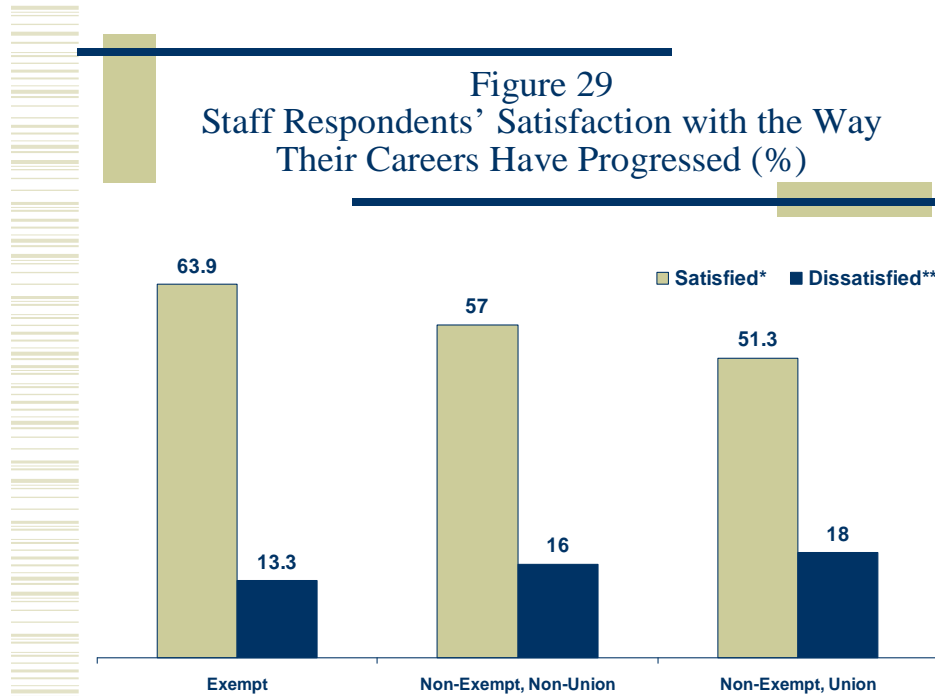
Figure 29
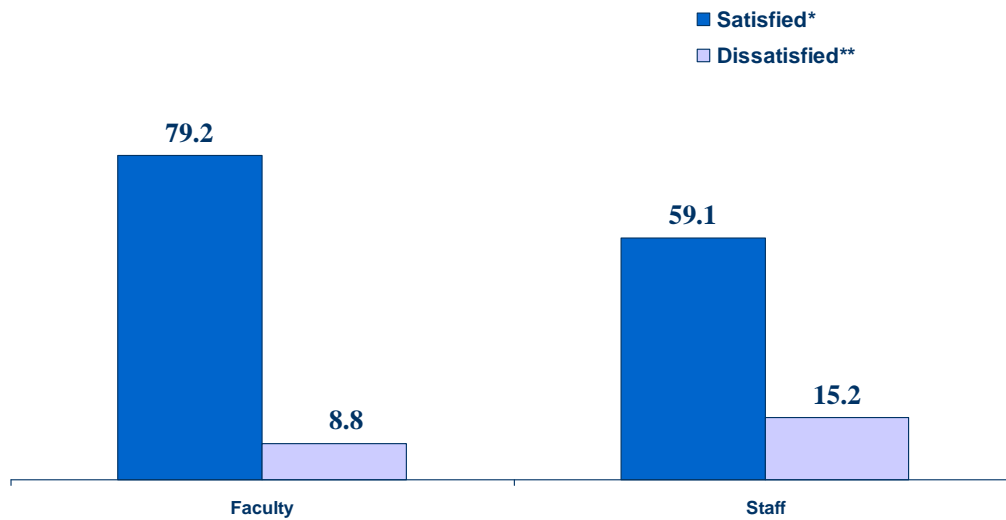**Staff Respondents' Satisfaction with the Way**
Their Careers Have Progressed (%)

* Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

Qualitative Question Analysis

Employees who were satisfied with the way their careers have progressed attributed their successes to the commitment the College has to learning, the support it extends to faculty, staff and students (e.g., research for faculty, extra-curricular support for students), and the departments and/or supervisors who provide "plenty of support to succeed." Other respondents indicated they loved their jobs and the people with whom they work. A number of respondents underscored the excellent support given to visiting/adjunct faculty, and the outstanding nature of the student body. One respondent stated "Excellent students, excellent colleagues, common and strong community understanding of our purpose, generous compensation, administration and colleagues recognize my good efforts and achievements."

A number of faculty members, who were generally dissatisfied with their career progression (but not necessarily their jobs), underscored the difficulty balancing work and family responsibilities. A few respondents referred to their desire for longer-term or permanent positions (i.e., visiting faculty). Others said they experienced difficulty with career advancement since the College does not have "much of a job-ladder." An overwhelmed junior faculty member remarked, "…the stress to balance a demanding teaching load with the innumerable informal obligations placed on junior faculty is often too much for me and my family." A dissatisfied non-exempt staff member shared "I think non-exempt (the very term "non" about says it all) employees are not valued in the same way exempt staff are valued, and it shows up in benefits, accountability, and attitude." Other respondents expressed frustration over being promoted: "I am disappointed in how long it has taken me to "find my stride" at Carleton" and "I am dissatisfied with the way my career has progressed because I have to fight for equitable pay and treatment since I started working at Carleton."

Respondents of color were the group that was least satisfied with their jobs but most satisfied with how their careers have progressed. A major theme emerged from the open-ended responses of twenty-seven respondents of color that offers one explanation of this finding. It appears that respondents of color appreciated the benefits and institutional support provided by the College. In particular, respondents of color benefitted from institutional support of their skill development, teaching, and research. One respondent of color stated "…I feel that there is support for skill development and learning, and there is a general concern for me to improve both my teaching and research agendas, which matters to how valued I feel here." Many respondents of color were satisfied with their overall professional development, promotion, and movement towards their career goals. However, a few respondents of color noted their dissatisfaction with change at Carleton, challenges in the campus climate, increasing difficult dynamics in their departments, and an overwhelming workload due to the difficulty of "saying no." These themes may explain why respondents of color were more satisfied with their career progress and less satisfied with their current jobs. One statement by a respondent of color supported this interpretation, "I am in one of the few jobs at Carleton that I would want to be in and have access to professional development opportunities. My dissatisfaction is impacted by the changes in the overall institutional climate."

Ninety-one (n = 956) percent of students were "highly satisfied" or "satisfied" with their education at Carleton College, while 77 percent (n = 795) were "highly satisfied" or "satisfied" with the way their academic careers have progressed (Table 29).

Table 29. Student Satisfaction with Their Education

Issues	Highly Satisfied		Satisfied		Neither Satisfied nor Dissatisfied		Dissatisfied		Highly Dissatisfied	
	n	%	n	%	n	%	n	%	n	%
Your education at Carleton?	480	45.5	476	45.1	62	5.9	33	3.1	5	0.5
The way your academic career has progressed at Carleton?	301	29.0	494	47.6	154	14.9	77	7.4	11	1.1

Note: Table includes only those who indicated they were students in Question 32 (n = 1056).

When reviewed by demographic categories, slightly lower percentages of students of color, sexual minority students, and international students were satisfied with their educations at Carleton College (Figure 30).
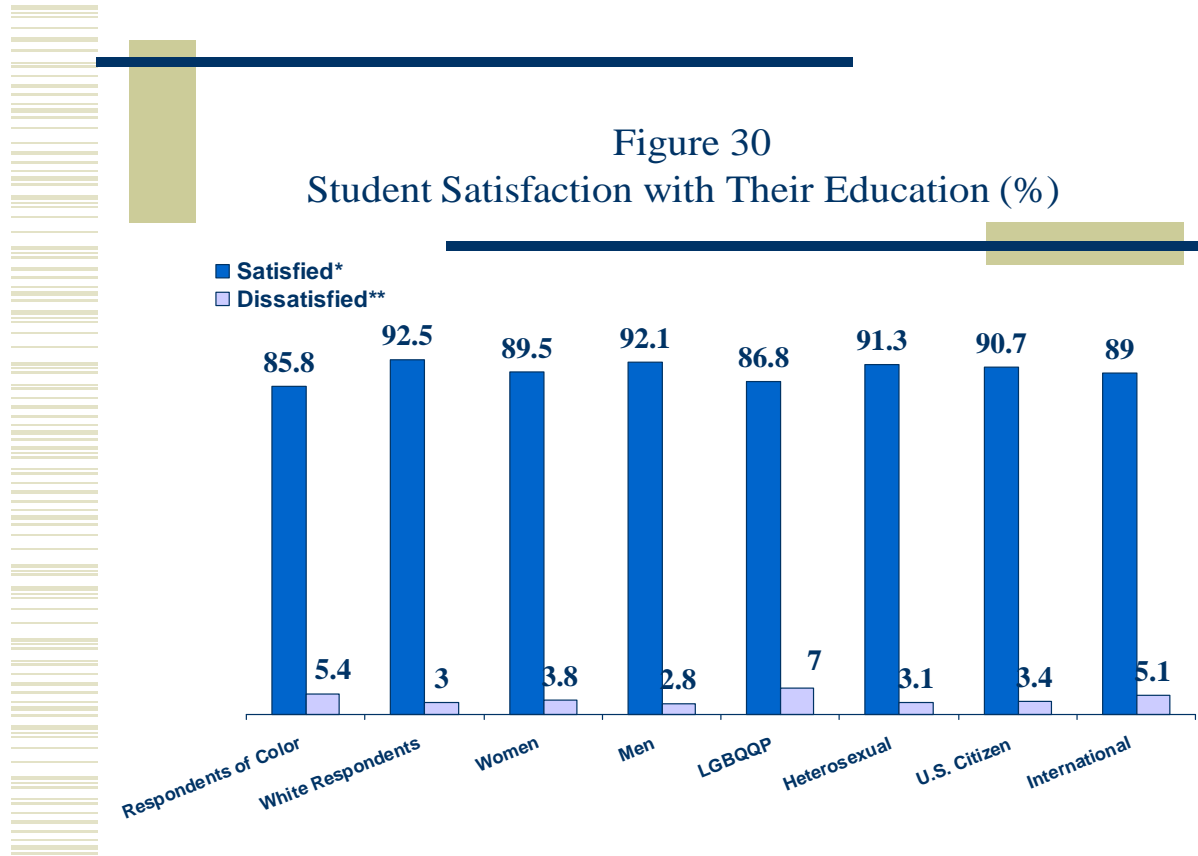
Figure 30
Student Satisfaction with Their Education (%)

■ Satisfied*
☐ Dissatisfied**

Category	Satisfied*	Dissatisfied**
Respondents of Color	85.8	5.4
White Respondents	92.5	3
Women	89.5	3.8
Men	92.1	2.8
LGBQQP	86.8	7
Heterosexual	91.3	3.1
U.S. Citizen	90.7	3.4
International	89	5.1

* Highly Satisfied and Satisfied collapsed into one category.
** Highly Dissatisfied and Dissatisfied collapsed into one category.

Higher percentages of white students, heterosexual students and U.S. citizen students were satisfied with the way their academic careers have progressed than were students of color, sexual minority students, or international students (Figure 31). Although women were slightly (1-2%) less satisfied than men, heterosexual, and U.S. citizen students, their percentages were very similar to these privileged groups.

Figure 31
Student Satisfaction with the Way Their
Academic Careers Have Progressed (%)
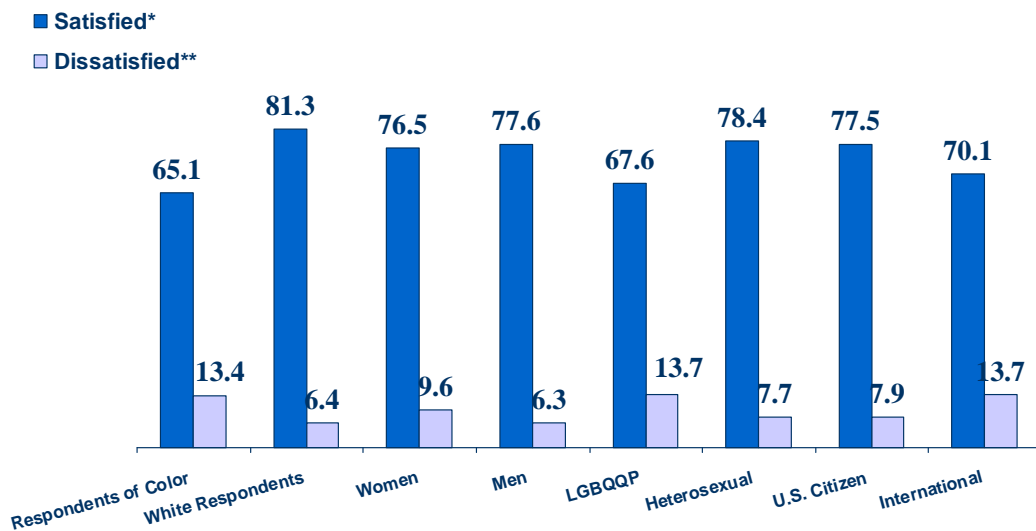
* Highly Satisfied and Satisfied collapsed into one category.
** Highly Dissatisfied and Dissatisfied collapsed into one category.

Qualitative Question Analysis

Students who were satisfied with the way their academic careers have progressed said they enjoyed the "interesting and challenging" aspects of their classes, "exceptional" and "progressive, intelligent, and accommodating" professors and "supportive" advisors, developed strong and applicable life skills, and recognized the value in getting a college education. One student summed up his experience by stating "Carleton has a really good combination of highly

dedicated professors and very sharp students that I think has given me a great educational experience."

Dissatisfied students described their education as "staying boxed within the walls of the classroom." One students stated "…almost all of the profound and valuable experiences I have had during my time at Carleton have been extra-curricular." Another shared "I do not feel my expectations for the quality and character of a Carleton education have been met." A few students expressed disappointment with the "variety of classes" offered as well as the challenge to get into some of them even when they are required to graduate. A few student respondents reported that they felt their professors/ and advisors did not support them. One student stated "I could have been provided with more academic support" and a second shared "I find there is a lack of advising at Carleton. I do not know if this continues after a student chooses a major, but for the first two years it was rather laisse faire." A few expressed concern that they lack necessary academic/life skills. One student stated "I feel like I am incredibly underprepared to enter the 'real world'."

Thirty-eight percent (n = 571) of all respondents reported that they have seriously considered leaving Carleton College (Table B32). Thirty-five percent of students, 44 percent of faculty, and 43 percent of staff have seriously considered leaving Carleton College. Thirty-eight percent of men faculty and 50 percent of women faculty thought of leaving the College, while forty-nine percent of men staff and 39 percent of women staff thought of leaving. More than half (52%) of faculty of color thought of leaving Carleton while 41 percent of white faculty thought of leaving. Fifty percent of staff of color thought of leaving Carleton while 41 percent of white Staff thought of doing so. Sixty percent of LGBQQP staff thought of leaving Carleton compared to 41 percent of their heterosexual counterparts.

Faculty and staff respondents reported various points when they considered leaving Carleton. Many respondents indicated they considered leaving at various points throughout their career, others identified a specific year (i.e., year one, 1980's, 2002, etc.), and some described third year review, the tenure review, before tenure, and post-tenure as times they thought about leaving.

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Many employees who considered leaving did so due to their departmental climate, demands on time that leave limited time to teach and conduct research, family concerns, the geographical location of the College, climate issues, and limited opportunities at Carleton for the respondents as well as their spouses. Several employee respondents indicated they stayed for a permanent position, the students, family reasons, the geographical location of the Carleton, and their love for their job. Other respondents said the other professional opportunities "didn't pan out" or that departmental leadership had changed for the better.

Among students, 35 percent of women and 34 percent of men considered leaving the College. Forty-nine percent of students of color and 30 percent of white students considered leaving, as did 43 percent of LGBQQP students and 34 percent of heterosexual students. Nineteen percent (n = 295) of students considered leaving during their first year, ten percent (n = 156) during their second year, 4 percent (n = 67) during their third year, and 1 percent (n = 16) during their fourth year (Table B33).

Many of the students who considered leaving did so because they had economic or academic reasons to do so (i.e., tuition is too high, courses are very challenging), thought the College is too small, thought classes are too large, thought the College lacks resources and diversity, felt socially restricted, did not like the elitism and academic superiority of the College, and felt they lacked the support of the faculty and administration. Others thought of leaving because of family reasons. Those students who decided to stay did so because their performance and grades improved, had no other place to go, became more accustomed to the campus climate, made friends, and received the support they needed from faculty and administration.

Summary

The results from this section suggest that the majority of the campus community had a high degree of satisfaction with their jobs, educations, and way their careers have progressed at Carleton College. However, a substantial number of students, faculty and staff reported that they have seriously considered leaving Carleton at some point.

Perceptions of Campus Climate

Campus climate is not only a function of what one has personally experienced, but also is influenced by how one perceives others members of the academy are treated on campus. Table 30 illustrates that 81 percent (n = 1227) of the survey respondents were "comfortable" or "very comfortable" with the climate at Carleton College. Seventy-five percent (n = 1135) were comfortable/very comfortable with the climate in their department or work unit; and 82 percent (n = 1002) of faculty and students were comfortable/very comfortable in their classes.

Table 30. Respondents' Comfort with Climate						
	Comfort with Climate at Carleton College		Comfort with Climate in Department/ Work Unit		Comfort with Climate in Classes*	
	n	%	n	%	n	%
Very Comfortable	373	24.5	530	35.0	303	24.9
Comfortable	854	56.1	605	39.9	699	57.4
Neither Comfortable nor Uncomfortable	172	11.3	163	10.8	143	11.8
Uncomfortable	111	7.3	83	5.5	75	6.2
Very Uncomfortable	12	0.8	23	1.5	13	1.1

Note: Only answered by faculty and students (n = 1217).

When comparing the data by the demographic categories of "people of color" and "Caucasian/white," however, respondents of color were generally less comfortable than white respondents with the overall climate at Carleton College, the climate in their departments/work units, and in their classes (Figures 32-34).

Figure 32
Comfort with Overall Campus Climate by Race (%)
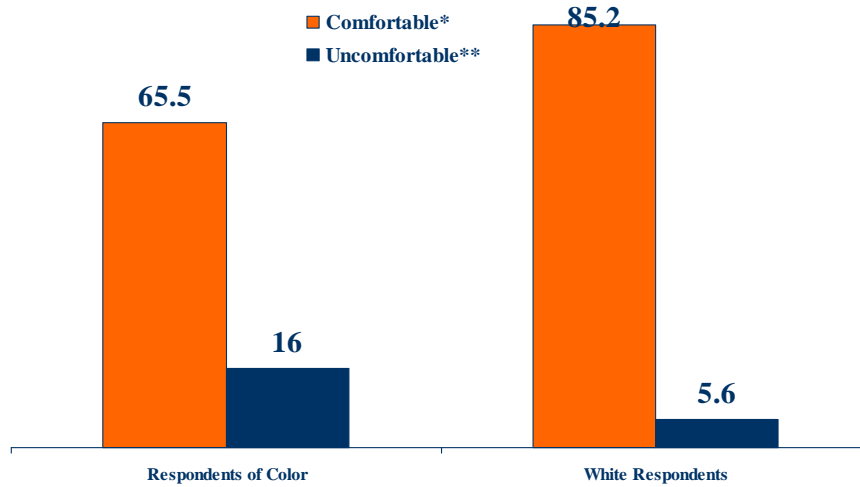
* Comfortable and very comfortable collapsed into one category.
** Uncomfortable and very uncomfortable collapsed into one category.

Figure 33
Comfort with Climate in Department/Work Unit
by Race (%)
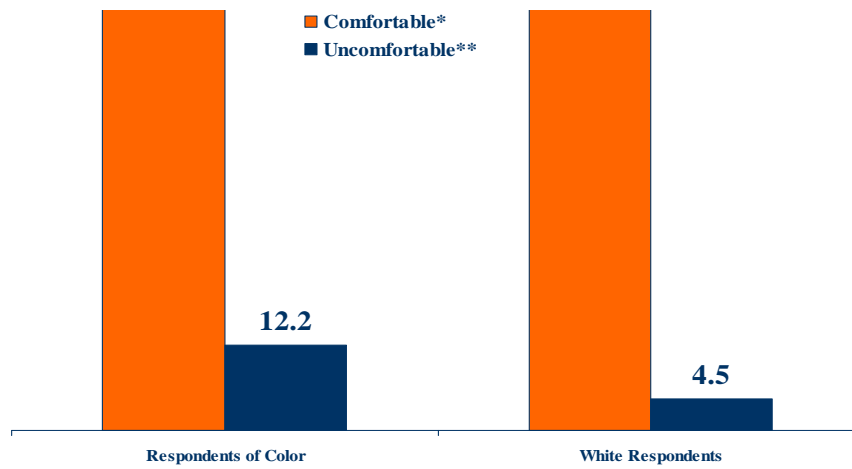
* Comfortable and very comfortable collapsed into one category.
** Uncomfortable and very uncomfortable collapsed into one category.

Figure 34
Comfort with Climate in Classes***
by Race (%)
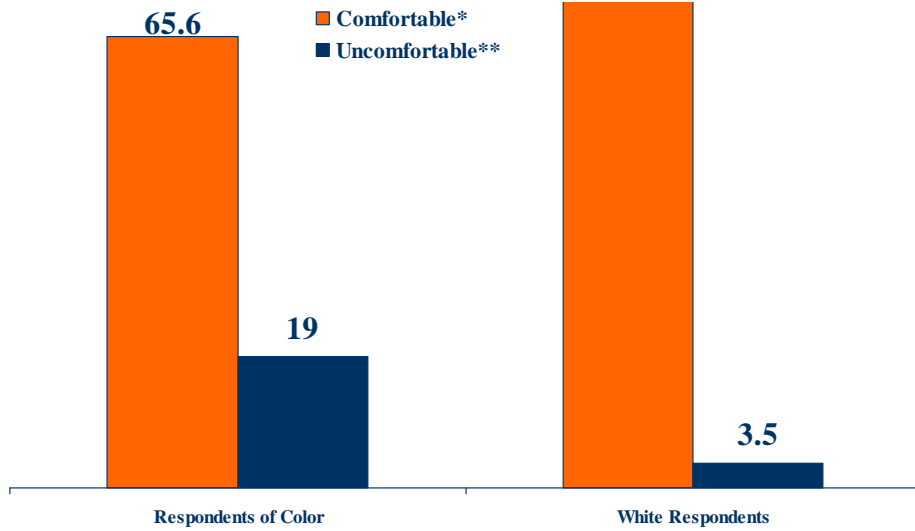
65.6

■ Comfortable*
■ Uncomfortable**

19

3.5

Respondents of Color   White Respondents

* Comfortable and very comfortable collapsed into one category.
** Uncomfortable and very uncomfortable collapsed into one category.
*** Faculty and student responses only.

Women were slightly less comfortable with the climate at Carleton College, in their departments and work areas, and classes than were men (Figures 35-37).
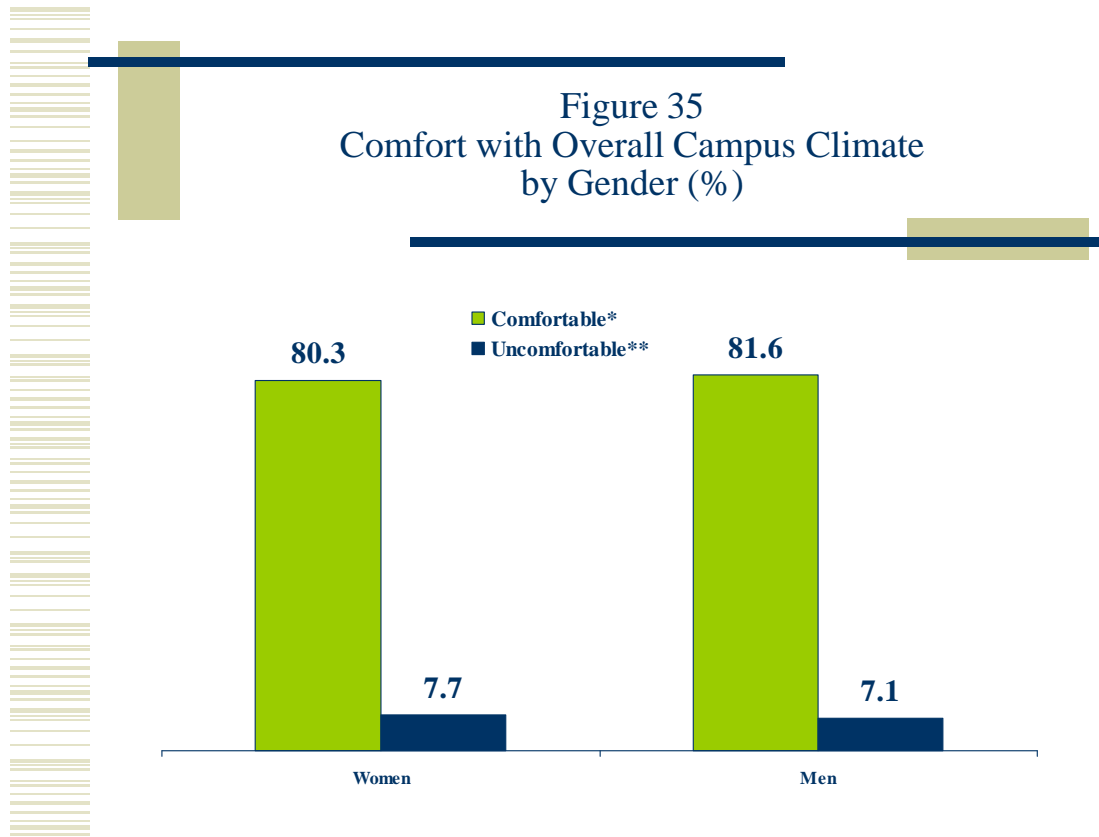
Figure 35
Comfort with Overall Campus Climate
by Gender (%)

■ Comfortable*
■ Uncomfortable**

	Comfortable*	Uncomfortable**
Women	80.3	7.7
Men	81.6	7.1

* Comfortable and very comfortable collapsed into one category.
** Uncomfortable and very uncomfortable collapsed into one category.

**Figure 36
Comfort with Climate in Department/Work Unit
by Gender (%)**
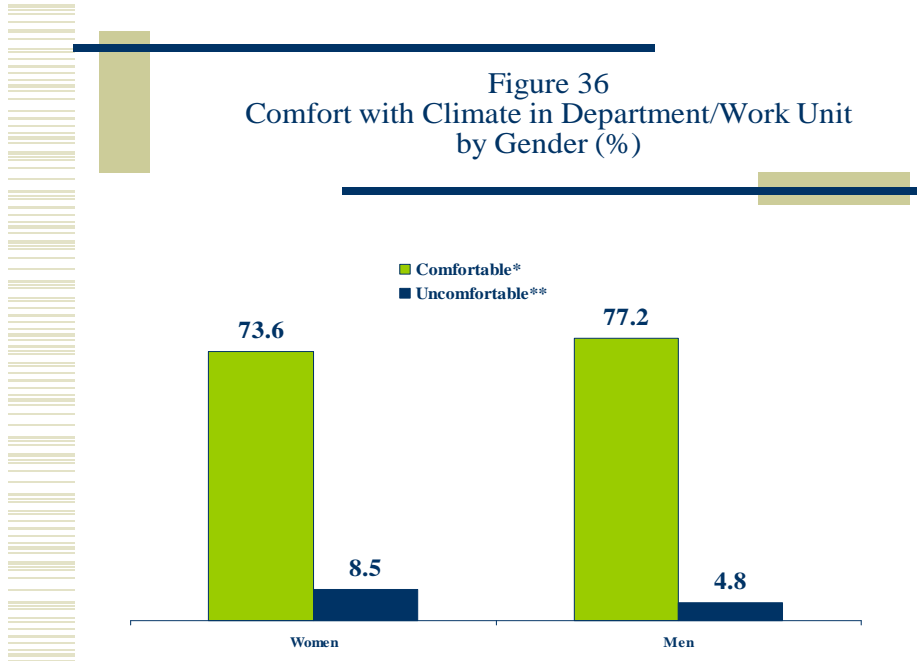
■ Comfortable*
■ Uncomfortable**

73.6   77.2

8.5   4.8

Women   Men

* Comfortable and very comfortable collapsed into one category.
** Uncomfortable and very uncomfortable collapsed into one category.

**Figure 37
Comfort with Climate in Classes***
by Gender (%)**
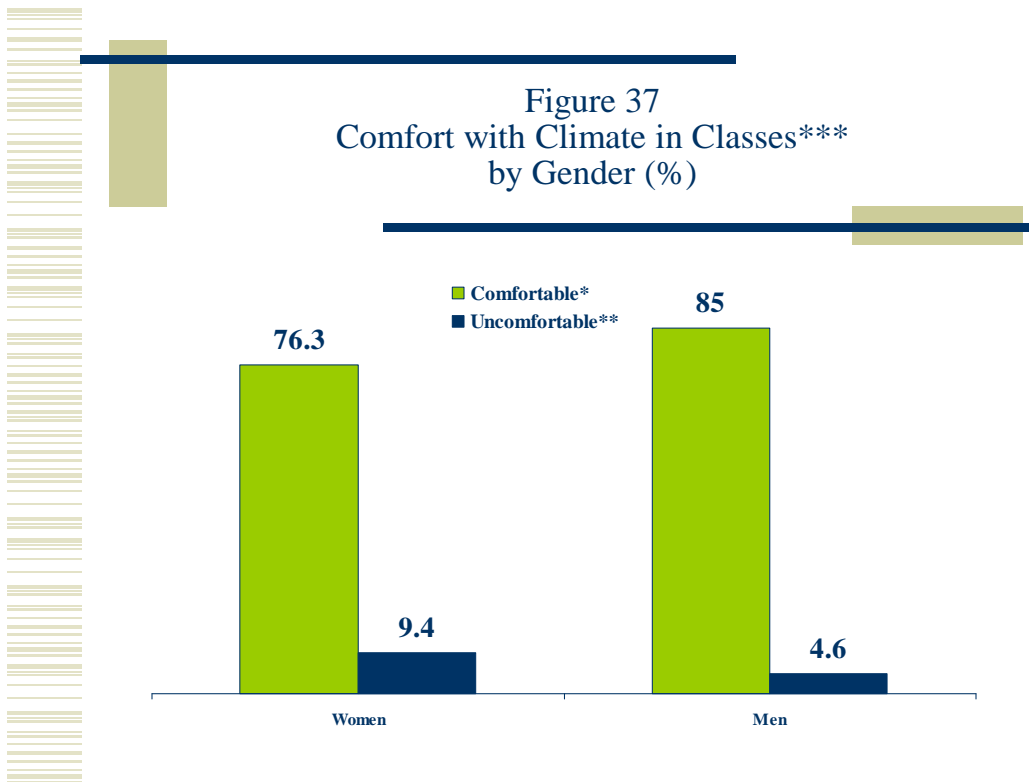
■ Comfortable*
■ Uncomfortable**

76.3   85

9.4   4.6

Women   Men

* Comfortable and very comfortable collapsed into one category.
** Uncomfortable and very uncomfortable collapsed into one category.
***Note: Faculty and student responses only.

With respect to sexual orientation, heterosexual respondents were more comfortable with the climate than were sexual minority respondents (Figures 38-40).
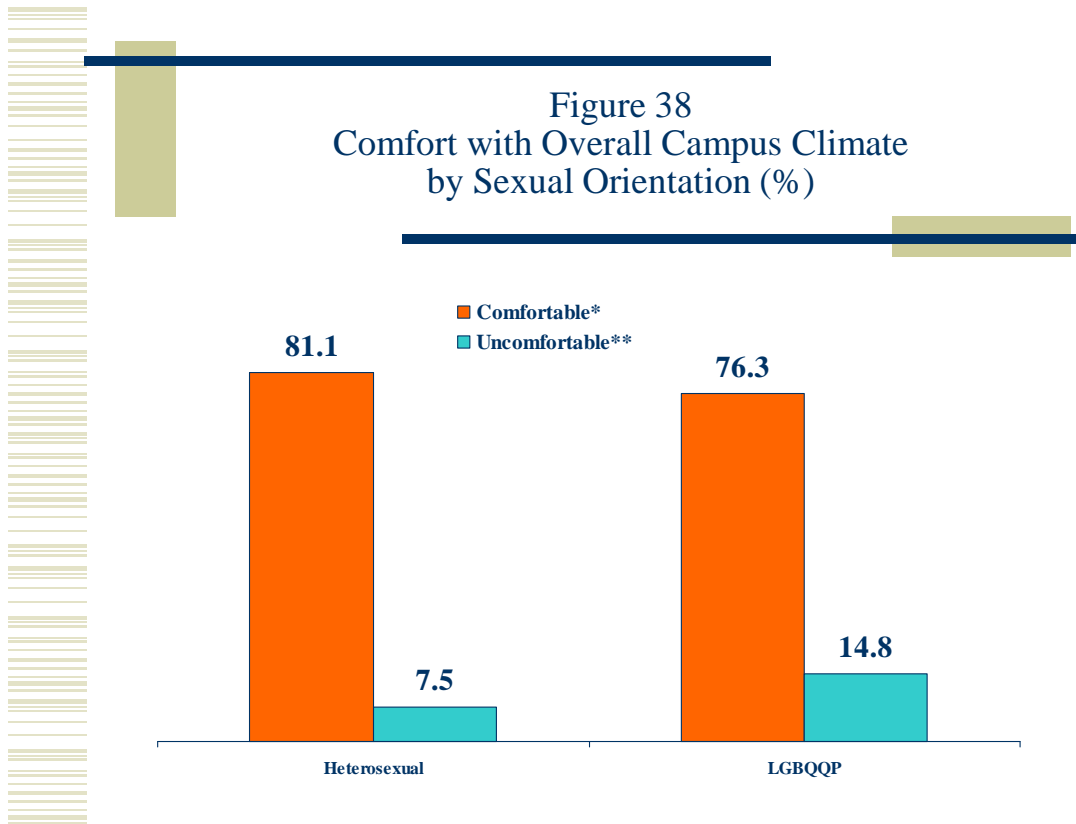
Figure 38
Comfort with Overall Campus Climate
by Sexual Orientation (%)

Legend: ■ Comfortable* ■ Uncomfortable**

- Heterosexual: Comfortable 81.1, Uncomfortable 7.5
- LGBQQP: Comfortable 76.3, Uncomfortable 14.8

* Comfortable and very comfortable collapsed into one category.
** Uncomfortable and very uncomfortable collapsed into one category.

81

Figure 39
Comfort with Climate in Department/Work Unit
by Sexual Orientation (%)
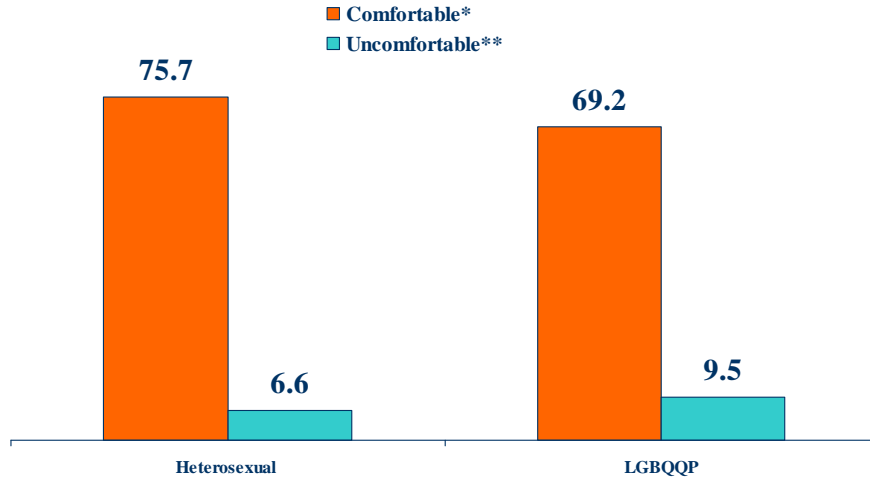
* Comfortable and very comfortable collapsed into one category.
** Uncomfortable and very uncomfortable collapsed into one category.

Figure 40
Comfort with Climate in Classes***
by Sexual Orientation (%)
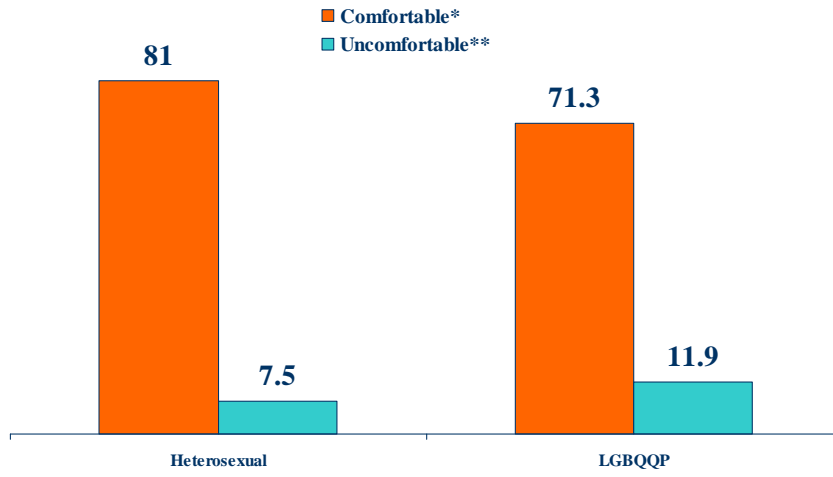
* Comfortable and very comfortable collapsed into one category.
** Uncomfortable and very uncomfortable collapsed into one category.
***Note: Faculty and student responses only.

Qualitative Question Analysis

A number of respondents elaborated on their responses with regard to their comfort with the climate at Carleton, in their department/work unit, or in classes. Many wanted to clarify that at times the climate may be comfortable and other times uncomfortable. One respondent stated "the climate in my department is often comfortable, but at times quite uncomfortable." Others wanted to reinforce their discomfort, comfort, and neutral stance by explaining details of specific times when they felt a certain way. Many student respondents indicated their comfort level depends on their professors and fellow peers, but it appeared from the number of qualitative responses much discomfort stems from interactions in the classroom. One stated "As a minority student, I feel I get ganged up on by other students in the classroom, especially when the discussion relates to my ethnic background or experiences." A second stated "Carleton is full of very smart people. Therefore it is filled with one or two 'know-it-alls' in each class. That is the reason why I am not comfortable. Sometimes I feel like my ideas are not sophisticated as everyone else's in the class." Many underscored their awareness that others are not comfortable, and this is a concern for them as observers. One respondent shared "The climate at Carleton in general makes me uncomfortable because I know that there are people here who are uncomfortable, even if I do not feel disadvantaged I am uncomfortable that people here are." Others shared their positive experiences with Carleton, "Carleton is the place where I've felt safest my whole life."

Respondents' observations of others being harassed also contribute to their perceptions of campus climate. Forty-six percent (n = 692) of the participants reported observing or being personally made aware of conduct on campus that created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or or hostile (harassing) working or learning environment within the past two years (Table B57). Most of the observed harassment was based on race (55%, n = 380), ethnicity (37%, n = 255), gender (31%, n = 212), political views (31%, n = 212), socioeconomic status (29%, n = 202), and sexual orientation (28%, n = 191).

Figures 41 through 44 separate by demographic categories (i.e., race/ethnicity, gender, sexual orientation, and position) the responses of those individuals that observed or were made aware of harassment.

84

A higher percentage of people of color than white people observed offensive, hostile, exclusionary, or intimidating conduct on campus (Figure 41).

Figure 41
Observed Offensive, Hostile, or Intimidating
Conduct by Race (%)

■ White Respondents (n = 477)
■ Respondents of Color (n = 205)

60.7

41.3
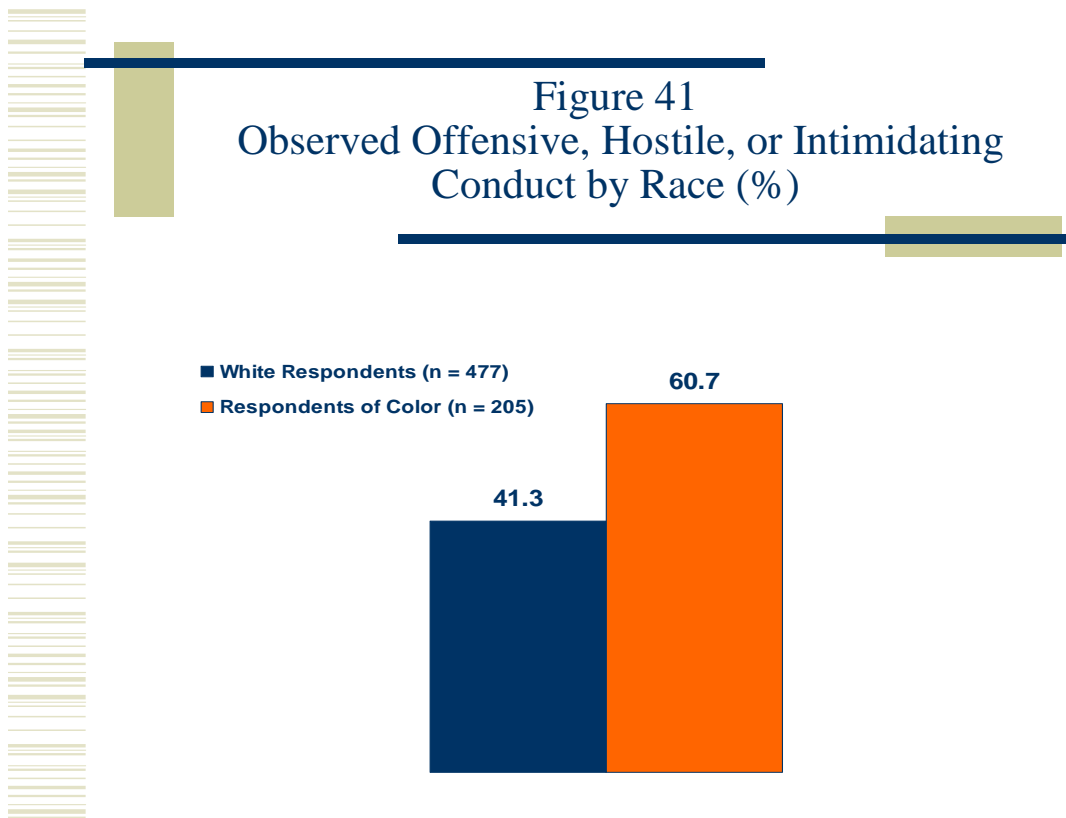
In terms of gender, almost the same percentage of men and women observed offensive, hostile, or intimidating conduct (Figure 42).

Figure 42
Observed Offensive, Hostile, or Intimidating
Conduct by Gender (%)

■ Women (n = 414)
■ Men (n = 268)

45.8	44.7
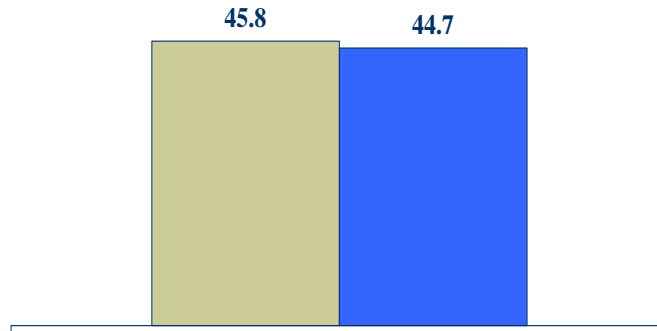
LGBQQP respondents were more likely to have observed offensive, hostile, exclusionary, or intimidating conduct than their heterosexual counterparts (Figure 43).

Figure 43
Observed Offensive, Hostile, or Intimidating
Conduct by Sexual Orientation (%)

■ LGBQQP (n = 109)
■ Heterosexual (n = 563)

65.3	43.7
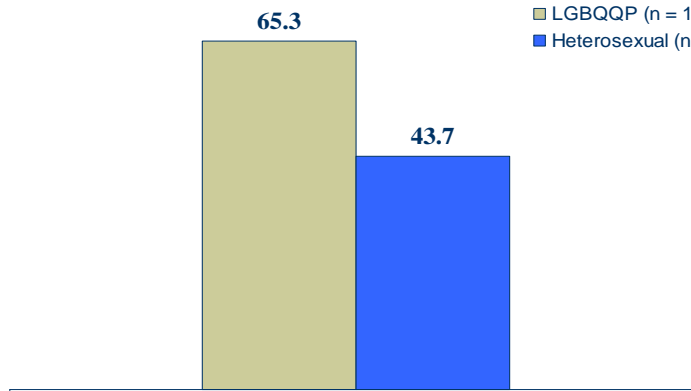
Respondents with disabilities were more likely to observe offensive, hostile, or intimidating conduct than those without disabilities (Figure 44).

Figure 44
Observed Offensive, Hostile, or Intimidating
Conduct by Disability Status (%)

▪ People with Disabilities (n = 58)
▪ No Disability (n = 632)

61.1

44.6
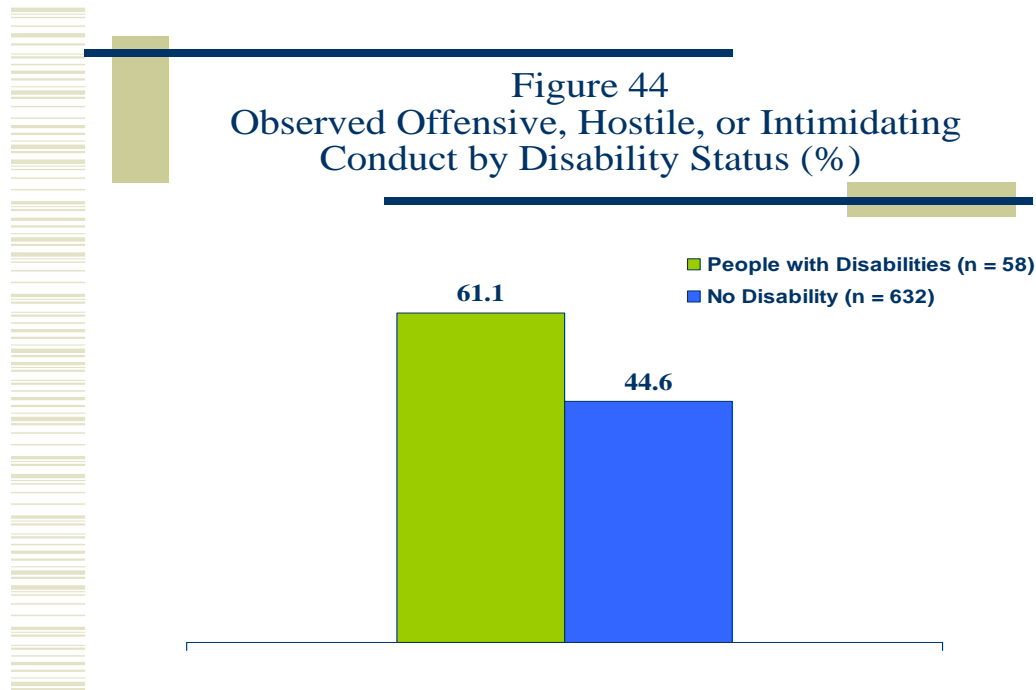
The results also indicate that a higher percentage of students observed this conduct than did other respondents (Figure 45). Faculty members were more likely to observe this conduct than staff.

Figure 45
Observed Offensive, Hostile, or Intimidating
Conduct by Position (%)

▪ Students (n = 512)
▪ Faculty (n = 70)
▪ Staff (n = 110)

48.6

44

36.2

87
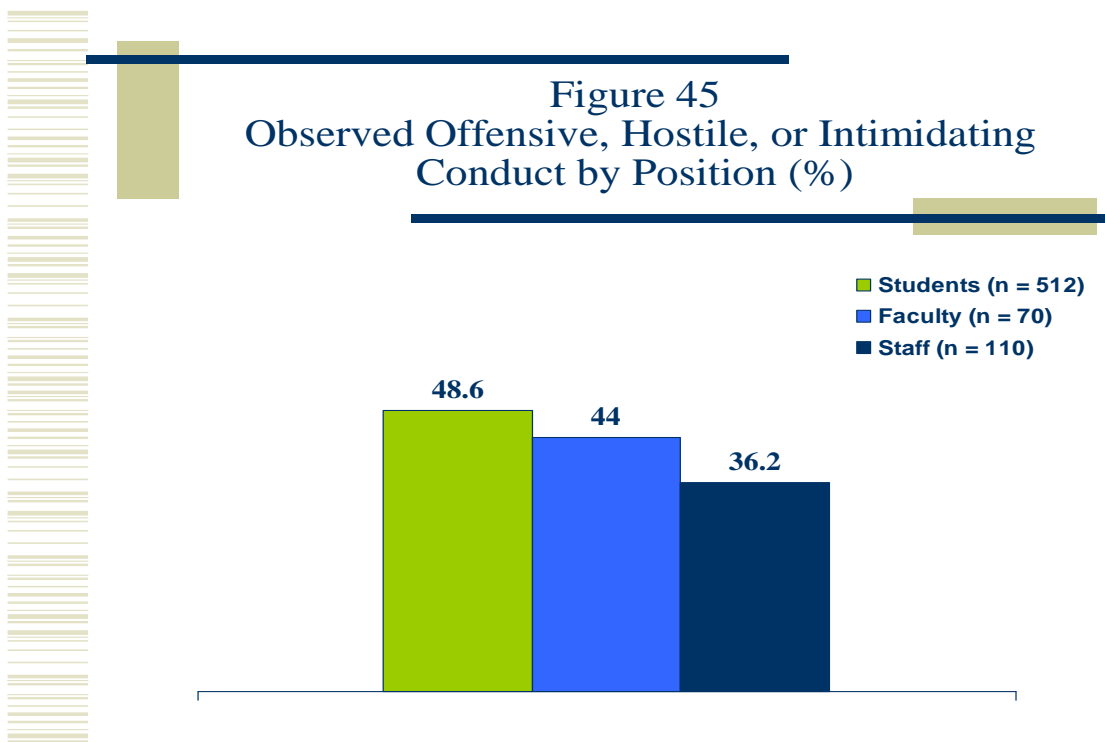
Exempt staff members were most likely to observe offensive, hostile or intimidating conduct when compared to non-exempt staff members (Figure 46). Non-exempt staff members who were in the union were more likely to observe this conduct than their non-union counterparts.

Figure 46
Observed Offensive, Hostile, or Intimidating
Conduct by Staff Position (%)

■ Exempt (n = 68)
■ Non-Exempt, Non-Union (n = 24)
■ Non-Exempt, Union (n = 14)

42.8   24.2   35
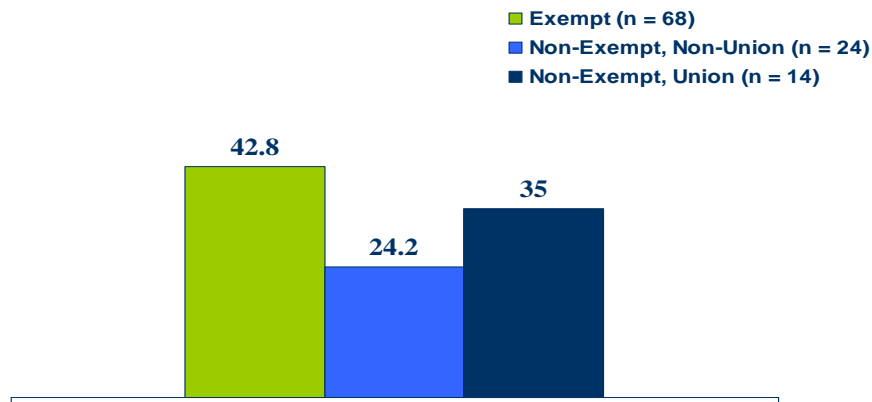
Faculty who are non-tenured wore more likely to observe this conduct than those with tenure (Figure 47).

Figure 47
Observed Offensive, Hostile, or Intimidating
Conduct by Tenure Status (%)

■ Non-Tenure (n = 24)
■ Tenure (n = 39)

66.7   42.9
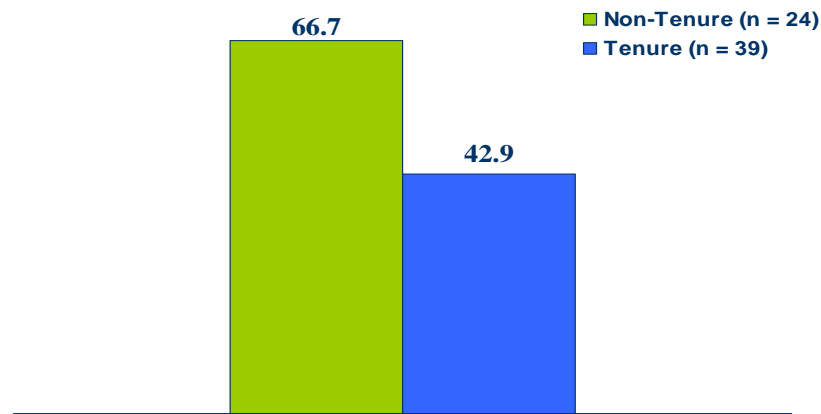
Table 31 illustrates that respondents most often observed or were made aware of this conduct in the form of someone subjected to derogatory remarks (47%, n = 328), deliberately being ignored (45%, n = 313), being isolated or left out because of their identity (45%, n = 310), and racial/ethnic profiling (38%, n = 287).

Table 31. Form of Observed Conduct Form	n	%
Derogatory remarks	328	47.4
Deliberately ignored or excluded	313	45.2
Someone isolated or left out because of their identity	310	44.8
Racial/ethnic profiling	264	38.2
Stares	234	33.8
Someone isolated or left out when working in groups	197	28.5
Someone singled out as the "resident authority" regarding their identity	167	24.1
Intimidation/bullying	144	20.8
Assumption that someone was admitted or hired because of their identity	135	19.5
Someone isolated or left out because of their socioeconomic status	125	18.1
Derogatory written comments	123	17.8
Someone receiving a low performance evaluation	66	9.5
Graffiti	61	8.8
Someone receiving a poor grade because of hostile classroom environment	56	8.1
Derogatory/unsolicited e-mails	43	6.2
Someone fearing for their physical safety	39	5.6
Threats of physical violence	38	5.5
Physical violence	33	4.8
Derogatory phone calls	26	3.8
Victim of a crime	25	3.6
Someone fearing for their family's safety	9	1.3
Other	47	6.8

Note: Only answered by respondents who observed harassment (n = 692).
Percentages do not sum to 100 due to multiple responses.

Of the 47 percent of respondents who observed people making derogatory remarks, 46 percent (n = 150) said they saw people making derogatory comments in campus housing, in a public space (47%, n = 154), in a meeting with a group of people (34%, n = 111), and at a campus event (29%, n = 94). Additionally, of those respondents who witnessed someone being deliberately ignored, isolated or left out due to their identity, or profiled due to their race/ethnicity said it happened most often in a public space on campus and in campus housing.

The majority of respondents observed undergraduate students as the source of this conduct (75%, n = 516) (Table B61). This finding parallels campus climate assessments conducted at other investigations[36]. Other respondents identified sources as faculty members (26%, n = 177), staff members (11%, n = 74), colleagues (10%, n = 67), and campus media (9%, n = 60).

Table 32 illustrates participants' responses to this behavior. Forty-seven percent (n = 328) were angry, 38 percent (n = 263) felt embarrassed, 30 percent (n = 204) told a friend, and 24% (n = 164) ignored the conduct. Four percent (n = 29) made a complaint to a campus employee/official, while 13 percent (n = 91) didn't know who to go to, and 5 percent (n = 33) didn't report it out of fear of retaliation.

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[36] Rankin, S. and Reason, R. (forthcoming).*Transformational Tapestry Model: A comprehensive approach for assessing and improving campus climates for underrepresented and underserved populations.* New York: Stylus Publications.

Table 32. Reactions to Observed Conduct		
Reactions	n	%
Was angry	328	47.4
Felt embarrassed	263	38.0
Told a friend	204	29.5
Ignored it	164	23.7
Avoided the person who harassed me	111	16.0
Felt somehow responsible	93	13.4
Didn't know who to go to	91	13.2
Didn't affect me at the time	89	12.9
Confronted the harasser at the time	65	9.4
Was afraid	47	6.8
Left the situation immediately	44	6.4
Confronted the harasser later	39	5.6
Didn't report it for fear of retaliation	33	4.8
Sought support from a staff member.	33	4.8
Didn't report it for fear my complaint would not be taken seriously	32	4.6
Made a complaint to a campus employee/official	29	4.2
Sought support from a faculty member	23	3.3
Did report it but my complaint was not taken seriously	19	2.7
Sought support from counseling services	10	1.5
Other	76	11.0

Note: Only answered by respondents who observed harassment (n = 692).
Percentages do not sum to 100 due to multiple responses.

Qualitative Question Analysis

Respondents were invited to elaborate on their observations of conduct that created an exclusionary, intimidating, offensive and/or hostile working or learning environment. A number of students underscored the exclusive nature of the classroom environment for students of color.

One stated "I hear of incidents of exclusionary classroom experiences all the time from students of color (feeling left out of groups, feeling put on the spot to represent their group and feeling like less is expected from them and yet they have to work harder to prove themselves.)" Another shared, "As a former student mentor, I've heard confidential stories regarding students of color on this campus and the different isolation they felt as freshman." Specific references were made to incidents of harassment both in and out of the classroom, and on and off campus. The incident where students performed a skit about Hurricane Katrina was emphasized as a negative step towards multiculturalism on campus. General references to incidents of harassment that were based on gender, race, sexual orientation, socioeconomic status, religious status, and political views were also included. A few respondents expressed concern over Carleton's efforts and if such efforts have lead or will lead to positive change. One respondent explained, "We focus so much on 'diversity' on campus that we don't think about what we are actually doing. Are we unifying or dividing the campus ideology?" Another shared, "It shouldn't take a survey [to see] how this campus is not a favorable environment for students who are not white, or from a lower middle class to poor background. You academics refuse to act on it until a study is done. Even then, you'll never understand."

Eighty-five percent (n = 1197) of the respondents indicated that the overall campus climate was "very respectful" and "moderately respectful" of Caucasians/Whites (Table 33). Respondents also indicated the overall campus climate was least respectful of African American/Black persons.

Table 33. Overall Campus Climate for Various Races/Ethnicities											
	Very Respectful		Moderately Respectful		Neither Respectful nor Disrespectful		Moderately Disrespectful		Not at all Respectful		Don't Know	
Group	n	%	n	%	n	%	n	%	n	%	n	%
African	414	29.4	537	38.1	166	11.8	101	7.2	12	0.9	178	12.6
African American/Black (not Hispanic)	336	23.8	512	36.3	173	12.3	210	14.9	29	2.1	149	10.6
Alaskan Native	316	22.7	286	20.5	129	9.2	23	1.6	6	0.4	635	45.5
Asian American	492	35.1	541	38.6	138	9.8	60	4.3	8	0.6	163	11.6
Asian	449	31.9	556	39.5	161	11.4	74	5.3	5	0.4	164	11.6
Southeast Asian	420	30.0	501	35.8	155	11.1	72	5.1	6	0.4	246	17.6
South Asian	422	30.2	513	36.7	151	10.8	52	3.7	6	0.4	254	18.2
Caribbean/West Indian	346	25.1	402	29.2	153	11.1	50	3.6	5	0.4	423	30.7
Caucasian/White (not Latino(a)/Hispanic)	731	51.8	466	33.0	109	7.7	19	1.3	2	0.1	83	5.9
Latino(a)/Hispanic	229	24.4	359	38.2	124	13.2	106	11.3	12	1.3	110	11.7
Middle Eastern	364	26.1	486	34.9	170	12.2	97	7.0	27	1.9	249	17.9
Multiracial, multiethnic, or multicultural persons	431	30.9	520	37.2	172	12.3	88	6.3	11	0.8	174	12.5
Native American Indian	333	23.9	402	28.8	158	11.3	102	7.3	29	2.1	371	26.6
Pacific Islanders/Hawaiian Natives	340	24.5	377	27.2	157	11.3	26	1.9	4	0.3	481	34.7
Other	26	10.7	31	12.8	29	11.9	8	3.3	5	2.1	144	59.3

Table 34 indicates that the majority of respondents thought that the overall campus climate was respectful of all campus groups listed in the table. Individuals with socioeconomic disadvantages were reported as being the least respected group (3%, n = 44).

Table 34. Campus Climate for Particular Groups	Very Respectful		Moderately Respectful		Not Respectful nor Disrespectful		Moderately Disrespectful		Not at all Respectful		Don't Know	
Group	n	%	n	%	n	%	n	%	n	%	N	%
From other than Christian religious affiliations	498	34.2	588	40.4	164	11.3	71	4.9	7	0.5	128	8.8
From Christian affiliations	359	24.6	567	38.9	186	12.8	226	15.5	21	1.4	99	6.8
Gay, lesbian, bisexual, transgender persons	466	32.0	676	46.4	151	10.4	77	5.3	6	0.4	82	5.6
Immigrants	380	26.2	539	37.1	207	14.3	69	4.8	8	0.6	248	17.1
International students, staff, or faculty	548	37.6	592	40.6	159	10.9	67	4.6	7	0.5	84	5.8
Learning disabled	255	17.6	467	32.3	242	16.7	102	7.1	13	0.9	367	25.4
Men	742	51.0	479	32.9	143	9.8	26	1.8	4	0.3	61	4.2
Affected by psychological health issues	191	13.1	467	32.1	264	18.1	151	10.4	18	1.2	365	25.1
Non-native English speakers	332	22.9	583	40.3	243	16.8	141	9.7	14	1.0	135	9.3
Parents/guardians	432	29.9	450	31.1	164	11.3	45	3.1	7	0.5	349	24.1
Providing care for other than a child	219	15.2	305	21.1	176	12.2	44	3.0	10	0.7	689	47.7
Physically disabled	376	26.0	545	37.7	214	14.8	94	6.5	17	1.2	200	13.8
Socioeconomically disadvantaged	293	20.2	471	32.4	286	19.7	245	16.9	44	3.0	114	7.8
Socioeconomically advantaged	503	34.8	558	38.6	207	14.3	65	4.5	10	0.7	104	7.2
Women	518	35.5	605	41.5	199	13.6	92	6.3	8	0.5	37	2.5
Veterans/active military status	167	11.6	218	15.2	193	13.5	93	6.5	14	1.0	749	52.2
Other	12	7.0	15	8.8	19	11.1	9	5.3	6	3.5	110	64.3

With regard to campus accessibility for people with disabilities, the College website (55%, n = 794), restrooms (48%, n = 696), classrooms and labs (38%, n = 561), and the Wellness Center (38%, n = 549) were considered the most accessible (rated "very accessible" or "accessible") areas of campus (Table 35). Ten percent and 11 percent, respectively, of respondents rated on-campus parking and information in alternative formats as "very inaccessible."

Table 35. Accessibility for People with Disabilities	Very Accessible		Accessible		Somewhat Accessible		Very Inaccessible		Don't Know	
Location	n	%	n	%	n	%	n	%	n	%
Academic Support Center	151	10.4	342	23.5	143	9.8	101	6.9	717	49.3
Campus buildings	152	10.4	392	26.8	508	34.7	134	9.1	279	19.0
Classrooms and labs	146	10.0	415	28.4	454	31.1	79	5.4	366	25.1
Information in alternative formats	50	3.4	146	10.0	211	14.5	150	10.3	902	61.8
On-campus parking	96	6.6	324	22.3	341	23.4	159	10.9	536	36.8
Restrooms	186	12.7	510	35.0	316	21.7	81	5.6	366	25.1
Website	309	21.2	485	33.3	100	6.9	22	1.5	542	35.6
Wellness Center	145	10.0	404	27.7	267	18.3	125	8.6	516	35.4
Other	6	2.3	7	2.7	13	4.9	38	14.4	199	75.7

Faculty and Staff Members' Attitudes and Experiences

Several questions were asked of employees only. These items addressed employees' experiences at Carleton College, their satisfaction with their careers at the College, and their attitudes about the climate and work-life issues at Carleton.

Question 53 asked employees to rank on a five-point Likert scale ("strongly agree" to "strongly disagree") the degree to which they agreed with the statements that can be found in the first column of Table 36. Overall, the majority of respondents strongly agreed/agreed that they were comfortable asking questions about performance. The majority of respondents expressed positive attitudes about work-life issues. There were, however, responses that demonstrated less positive attitudes towards their work unit, the clarity of tenure/promotion, and the clarity and fairness of salary determinations, and the diversity of college administration. For example, 35 percent (n =

160) of respondents strongly agreed/agree that there are many unwritten rules concerning how one is expected to interact with colleagues in their work units (Table B50). Forty-nine percent (n= 226) of respondents strongly disagreed/disagreed that salary determinations are clear, and 30% (n = 138) strongly disagreed/disagreed that they are fair. Thirty-two percent (n = 148) of respondents strongly disagreed/disagreed that the college administration adequately reflects diversity of faculty and staff. Finally, 23 percent (n = 107) of respondents strongly disagreed/disagreed that tenure/promotion procedures are clear.

Table 36 depicts the responses of all faculty and staff members, and splits the analyses by gender and race/ethnicity.

Table 36. Employee Attitudes About Work-Life Issues (a)	Strongly agree or agree		Neither agree nor disagree		Strongly disagree or disagree	
Issues	n	%	n	%	n	%
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure decision						
Women	65	23.2	47	16.8	151	53.9
Men	30	16.6	31	17.1	101	55.8
White	81	19.5	68	16.4	235	56.8
People of Color	11	28.2	8	20.5	16	41.0
I am comfortable asking questions about performance expectations						
Women	212	74.9	29	10.2	39	13.8
Men	125	69.4	21	11.7	33	18.3
White	309	74.4	46	11.1	51	12.3
People of Color	24	61.5	<5	-	11	28.2
My colleagues expect me to represent "the point of view" of my identity						
Women	52	18.7	71	25.6	118	42.6
Men	26	14.5	43	23.9	85	47.2
White	58	14.2	103	25.2	188	46.0
People of Color	16	41.0	10	25.6	12	30.7
My colleagues solicit my opinions about their work.						
Women	142	50.6	69	24.6	58	20.6
Men	107	59.1	31	17.1	39	21.5
White	229	55.3	88	21.3	80	19.3
People of Color	18	46.2	8	20.5	13	33.4
My colleagues have lower expectations of me than of other employees						
Women	12	4.3	43	15.4	217	77.5
Men	10	5.6	25	13.8	142	78.4
White	20	4.9	55	13.3	327	79.2
People of Color	<5	-	8	20.5	28	71.8

I constantly feel under scrutiny by my colleagues						
Women	43	15.2	51	18.1	182	64.5
Men	38	21.0	33	18.2	106	58.6
White	72	17.3	70	16.9	263	63.4
People of Color	8	20.5	9	23.1	22	56.4

My research/professional interests are valued by my colleagues*						
Tenured	68	74.0	13	14.1	11	11.9
Non-Tenured	24	66.6	9	25.0	<5	-
Women Faculty	53	67.1	15	19.0	11	14.0
Men Faculty	61	74.4	15	18.3	6	7.4
White Faculty	93	73.2	22	17.3	12	9.4
Faculty of Color	17	63.0	5	18.5	5	18.5

I feel pressured to change my research agenda to make tenure/be promoted*						
Tenured	<5	-	<5	-	57	62.0
Non-Tenured	6	16.7	5	13.9	25	69.5
Women Faculty	<5	-	7	8.9	48	60.7
Men Faculty	6	7.3	10	12.2	42	51.2
White Faculty	8	6.3	9	7.1	74	58.3
Faculty of Color	<5	-	5	18.5	14	51.8

I am reluctant to take family leave that I am entitled to for fear that it may affect my career						
Women	32	11.4	34	12.2	129	46.2
Men	24	13.3	14	7.8	77	52.8
White	46	11.2	44	10.7	187	45.5
People of Color	6	15.4	<5	-	17	43.6

I have to work harder than I believe my colleagues do in order to be perceived as legitimate						
Women	52	18.7	53	19.1	159	57.2
Men	21	11.6	31	17.1	121	66.9
White	59	14.3	76	18.5	153	61.6
People of Color	12	30.7	6	15.4	21	53.8

I have to work harder than I believe my colleagues do in order to achieve the same recognition and awards.						
Women	49	17.7	53	19.1	159	57.4
Men	26	14.4	32	17.8	118	65.5
White	64	15.6	75	18.3	250	61.0
People of Color	10	26.4	6	15.8	22	57.9

There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit.						
Women	90	32.0	61	21.7	119	42.3
Men	69	38.3	30	16.7	77	42.8
White	134	32.5	84	20.3	179	53.4
People of Color	22	56.4	5	12.8	12	30.8

My colleagues have higher expectations of me than other faculty/staff.						
Women	40	14.2	79	28.1	147	52.3
Men	35	19.5	46	25.6	94	52.3
White	66	16.0	109	26.4	218	52.8
People of Color	9	23.1	11	28.2	18	46.2

I feel pressured to change my methods of teaching to achieve tenure/be promoted.						
Women	14	5.1	28	10.2	56	20.4
Men	11	6.1	19	10.5	52	28.7
White	20	4.9	39	9.6	93	22.8
People of Color	<5	-	5	12.8	13	33.3
I believe tenure and promotion practices are fair.						
Women	76	27.6	56	20.4	38	13.8
Men	75	41.7	35	19.4	14	7.8
White	132	32.4	81	19.9	44	10.7
People of Color	17	44.8	6	15.8	6	15.8
I believe tenure and promotion practices are clear.						
Women	59	21.4	47	17.1	74	26.9
Men	51	28.3	39	21.7	33	18.3
White	99	24.3	77	18.9	90	22.0
People of Color	9	23.7	6	15.8	14	36.9
I believe salary determinations are fair.						
Women	77	27.9	85	30.8	100	36.2
Men	81	45.0	52	28.9	38	21.1
White	142	35.0	115	28.1	129	31.5
People of Color	12	31.6	18	47.4	7	18.5
I believe salary determinations are clear.						
Women	53	19.1	62	22.3	148	53.2
Men	45	25.3	50	28.1	77	43.3
White	89	21.8	102	25.0	197	48.3
People of Color	6	15.4	7	17.9	25	64.1
I think the College administration adequately reflects the diversity of the faculty and staff.						
Women	76	27.5	96	34.8	96	34.8
Men	57	31.7	65	36.1	51	28.3
White	125	30.6	152	37.3	119	29.1
People of Color	5	12.9	7	17.9	25	64.1
I think the College understands the value of a diverse faculty and staff.						
Women	210	75.3	38	13.6	28	10.1
Men	133	73.9	31	17.2	14	7.8
White	316	76.9	59	14.4	32	7.8
People of Color	22	56.5	7	17.9	<5	-
I think the College acts effectively to recruit and retain a diverse faculty and staff.						
Women	149	53.4	70	25.1	55	19.7
Men	96	53.3	47	26.1	35	19.4
White	231	56.2	107	26.0	67	16.3
People of Color	10	25.6	7	17.9	21	53.8

Note: Table reports employee responses only (n = 467).

* Faculty responses only (n = 161).

With respect to work-life issues, 33 percent (n = 150) of faculty and staff members have to miss out on important things in their personal lives because of professional responsibilities but 38 percent (n = 176) find that Carleton is supportive of family leave (Table B51). Twenty-four percent (n = 109) of respondents have found that personal responsibilities and commitments have slowed down their career progression, 18 percent (n = 81) of respondents felt that faculty/staff members who do not have children are often burdened with work responsibilities, and 13 percent (n = 59) of respondents felt that faculty/staff members who have children are considered less committed to their careers. Eighty percent (n = 369) of participants thought that Carleton should continue to provide domestic partner benefits, and 26 percent (n = 119) felt they had equitable access to these benefits (although 57 percent indicated that domestic partner benefits did not apply to them). Table 37 indicates faculty and staff members' responses to these items by gender and sexual orientation.

Table 37. Employee Attitudes about Work-Life Issues (b)	Strongly agree or agree		Neither agree nor disagree		Strongly disagree or disagree	
Issues	**n**	**%**	**n**	**%**	**n**	**%**
I often have to forgo professional activities because of my personal responsibilities.						
Women	55	19.8	53	19.1	149	53.6
Men	44	24.5	32	17.8	94	52.2
I find that personal responsibilities and commitments have slowed down my career progression.						
Women	62	22.3	58	20.9	131	47.1
Men	47	26.1	32	17.8	92	51.1
I find that the institution is supportive of my family leave.						
Women	119	42.5	51	18.2	15	5.3
Men	57	31.5	31	17.1	19	10.5
I have to miss out on important things in my personal life because of professional responsibilities.						
Women	77	27.7	51	18.3	134	48.2
Men	73	40.5	29	16.1	72	40.0
I feel that faculty/staff who have children are considered less committed to their careers.						
Women	40	14.3	42	15.0	192	68.6
Men	19	10.5	31	17.2	127	70.5
I feel that faculty/staff who do not have children are often burdened with work responsibilities (e.g., stay late, early classes) beyond those who do have children.						
Women	53	19.0	57	20.5	150	54.0
Men	28	15.5	35	19.3	110	60.8
I think that Carleton should continue to provide domestic partner benefits.						
LGBQQP Employees	25	100.0	0	0	0	0
Heterosexual Employees	331	80.1	50	12.1	21	5.1
I have equitable access to domestic partner benefits.						
LGBQQP Employees	13	52.0	5	20.0	<5	-
Heterosexual Employees	102	24.8	51	12.4	9	2.2

Note: Table reports employee responses only (n = 467).

More than half of all employees believe that they have colleagues or peers at Carleton College who give them career advice or guidance when they need it (67%, n = 310), support from decision makers/colleagues who support their career advancement (53%, n = 242), and equipment and supplies they need to adequately perform their work (79%, n = 364) (Table 38).

Similarly, most employees felt they have equitable work space in terms of quantity and quality (78%, n = 360). Ninety-two percent (n = 422) believed they had equitable access to health benefits. Forty-six percent (n = 210) thought their compensation was equitable to their peers with similar levels of experience. Twenty-five percent (n = 112) disagreed that the College treats exempt and non-exempt employees equitably. Table 38 includes selected analyses by gender, race/ethnicity, and primary status.

Table 38. Faculty/Staff Perceptions of Resources Available at Carleton College						
	Strongly agree or agree		Neither agree nor disagree		Strongly disagree or disagree	
Resources	n	%	n	%	n	%
I have colleagues or peers who give me career advice or guidance when I need it	310	67.3	70	15.2	50	10.9
I feel that the faculty mentor program is effective.						
Tenured	30	32.6	37	40.2	21	22.9
Non-Tenured	10	27.8	<5	-	22	61.1
I have support from decision makers/colleagues who support my career advancement						
Women	138	50.4	81	29.6	30	11.0
Men	104	57.8	36	20.0	24	13.3
White	213	52.4	106	26.0	47	11.6
People of Color	25	65.8	7	18.4	5	13.1
I have the equipment and supplies I need to adequately perform my work	364	79.3	30	6.5	62	13.6
I have equitable work space in terms of quantity and quality as compared to my colleagues	360	78.4	36	7.8	53	11.6
I have equitable access for research support a compared to my colleagues.	173	37.9	49	10.7	24	5.2
I have equitable teaching support (e.g., materials, technology, TAs)	164	36.0	34	7.5	8	1.8
I feel that my compensation is equitable to my peers with a similar level of experience						
Women	118	42.9	84	30.5	61	22.2
Men	92	50.9	54	29.8	26	14.3
White	184	45.0	121	29.6	83	20.3
People of Color	24	63.2	11	28.9	<5	-
I have equitable access to health benefits	422	91.8	21	4.6	6	1.3
I believe the College treats exempt and non-exempt staff members equitably.						
Exempt	44	27.9	40	25.3	70	44.3
Non-exempt[37]	33	24.2	19	13.9	83	60.6

Note: Table reports faculty and staff responses only (n = 467).

Regarding respondents' observations of discriminatory employment practices, 10 percent (n = 154) of all respondents (7% of students, 19% of faculty, 16% of staff) observed discriminatory hiring (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) at Carleton College (Table 39). With regard to faculty, 31 percent

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[37]   Non-exempt staff members include those in the union and those not in the union.

of non-tenured faculty and 19 percent of tenured faculty observed such practices. Exempt staff members (18%) were more likely to observe this conduct than non-exempt staff members (12%). Men and women were equally likely to have observed discriminatory hiring practices (10%), while respondents of color (17%) were more likely than white respondents (8%) to observe such practices (Figure 48). Sexual minority respondents and heterosexual respondents observed these practices at similar rates (9% and 10%, respectively). Of those that observed discriminatory hiring, 38 percent (n = 58) said it was based on race, 32 percent (n = 49) on ethnicity, and 29 percent (n = 45) on gender (Table B64).

Eleven percent (n = 171) of respondents (8% of students, 13% of faculty, 23% of staff) observed unfair, unjust, or discriminatory employment-related disciplinary actions in Carleton College, up to and including dismissal (Table 39). Non-exempt staff members (35%) were more likely to observe this conduct than exempt staff members (20%). Women (13%) were slightly more likely than men (10%) to have observed discriminatory employment-related disciplinary actions, while respondents of color and white respondents observe such actions at similar rates (13% and 11%, respectively, Figure 49). Sexual minority respondents and heterosexual respondents also observed these actions at similar rates (13% and 11%, respectively). Of those that observed discriminatory actions, 16 percent (n = 27) said it was based on gender and age, 14 percent (n = 24) on race, 14 percent (n = 23) on educational level, and 1 percent (n = 22) on ethnicity (Table B66).

Seven percent (n = 108) of all respondents (Table 39) (5% of students, 14% of faculty, and 12% of staff) observed discriminatory practices related to promotion at Carleton College, and believed it was based on gender (24%, n = 26) ethnicity (19%, n = 21), race (18%, n = 19), age (17%, n = 18), and educational level (16%, n = 17) (Table B68). Non-exempt staff members (14%) were more likely than exempt staff (9%) to observe these practices, and non-tenured faculty (19%) were slightly more likely than tenured faculty (16%) to observe these behaviors. Six percent of women and eight percent of men witnessed discriminatory promotion (Figure 50). White respondents and respondents of color experienced similar rates (7% and 8 %, respectively) of such conduct. Ten percent of LGBBQP respondents observed this conduct compared to seven percent of their heterosexual counterparts.

Table 39. Faculty/Staff Respondents who Have Observed Unfair, Unjust, or Discriminatory Employment Practices at Carleton College						
	Hiring Practices		Employment-Related Disciplinary Actions		Procedures or Practices Related to Promotion	
	n	%	n	%	n	%
Yes	154	10.2	171	11.3	108	7.1
No	831	54.8	879	58.3	790	52.1
Don't Know	532	35.1	459	30.4	619	40.8

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Figure 48
Observed Unfair, Unjust, or Discriminatory Hiring
Practices by Gender, Race, Sexual Orientation, and
International Status (%)
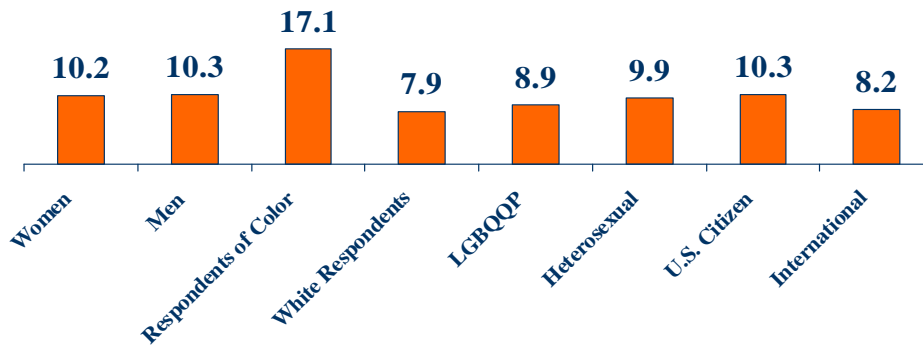
Figure 49
Observed Unfair, Unjust, or Discriminatory Employment-
Related Actions by Gender, Race, Sexual Orientation, and
International Status (%)
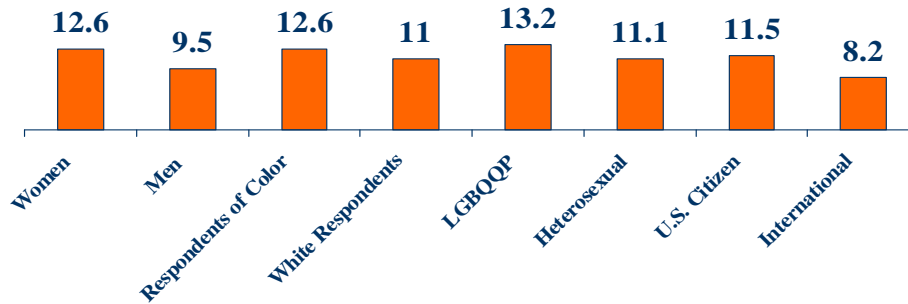
Figure 50
Observed Unfair, Unjust, or Discriminatory Employment
Practices Related to Promotion/Tenure by Gender, Race,
Sexual Orientation, and International Status* (%)
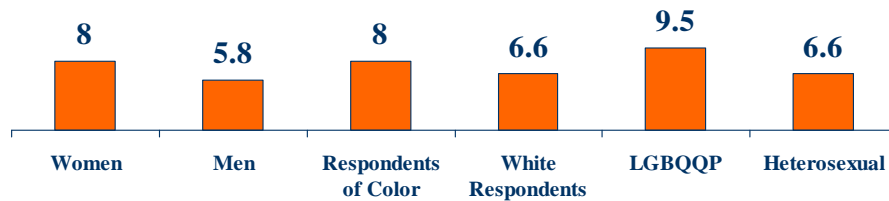
* This question could not be analyzed by international status due to the low number of respondents.

Qualitative Question Analysis

Faculty and staff respondents elaborated on their experiences with regard to discriminatory hiring practices, employment-related actions, and employment practices related to promotion/tenure. Many respondents reported concern over the process of hiring a candidate: there was no search committee that was used, a "fake" search committee was created in order to hire an already identified candidate, or discrimination occurred during the interview and selection process. A few respondents underscored the emphasis that is placed on "traditional education" rather than experience. Others shared their discontent towards affirmative action practices. One stated, "I believe that some under qualified individuals were hired based upon the diversity that they would add to campus. I don't think hiring standards are as high for minorities" and another explained, "I can't believe I am saying this but I see minority students sometimes getting preferential treatment in certain jobs and fellowships for no other reason but their race. That upsets me because I, as well as other students, can't compete with them for that job." A number of respondents expressed disappointment and frustration with the lack of faculty or staff of color as well as towards Carleton's efforts "to find and make reasonable offers to faculty of color." A number of references were made to underscore the need for women faculty of color.

With regard to discriminatory employment-related actions, many respondents shared what they perceived to be unfair firing procedures that were based on age and educational level. Specific references were made to the firing of recent staff members, which were unexpected and left unexplained. Many were also disappointed with the lack of information about the recent firing of the [a staff member]. One respondent summed this theme up by stating, "There have been some recent dismissals that have been surprising and seemed unfair and went by simply unexplained." Many respondents underscored the unsafe climate in the Dining Hall for staff members. One stated "I heard that a dining hall staff member was abused," and a another shared "I know a dining hall worker who claimed she was being discriminated against based on her sexual orientation , and her supervisor refused to do anything about it." Recent "reorganization" of [name deleted] as well as other departments/work units has led to "down-sizing" and the unnecessary firing of many employees without the "chance to apply for new positions."

Finally, respondents shared their knowledge of unfair tenure practices. References were made to faculty who did not receive tenure for various reasons. One stated, "A colleague was denied tenure who was required to teach, and be evaluated for classes that were not part of the original job description." Another underscored the demographic profile of someone who was recently denied tenure: "Tenure denials and third-year review 'failures' are not all that common, but they seem to happen much more frequently to women faculty and faculty of color." Others underscored what they perceived to be unfair promotion practices that were based on gender, sexual orientation, politics of the administration ("seniority over education, capability, qualifications, talent, etc"), and educational background.

Students' Attitudes and Experiences

The survey asked students about the perceptions they held about the Carleton College climate before they enrolled on campus (Table 40). The majority of student respondents thought that the overall campus climate was respectful of all campus groups listed in the table. Veterans or those who have active military status were reported as being the least respected group.

Table 40. Students' Perceptions About Campus Climate for Specific Groups										
Characteristic	Strongly agree		Agree		Neither agree or disagree		Disagree		Strongly disagree	
	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%
From other than Christian religious affiliations	446	45.6	457	46.7	59	6.0	10	1.0	6	0.6
From Christian affiliations	350	35.9	457	46.9	109	11.2	50	5.1	8	0.8
Gay, lesbian, bisexual, transgender persons	489	50.1	417	42.7	60	6.1	9	0.9	2	0.2
Immigrants	389	40.2	433	44.8	126	13.0	12	1.2	7	0.7
International students, staff, or faculty	475	48.8	423	43.4	63	6.5	9	0.9	4	0.4
Learning disabled	328	33.9	412	42.6	181	18.7	34	3.5	13	1.3
Men	513	52.6	373	38.3	75	7.7	10	1.0	4	0.4
Affected by psychological health issues	315	32.4	435	44.8	192	19.8	17	1.8	12	1.2
Non-native English speakers	388	40.0	447	46.0	109	11.2	21	2.2	6	0.6
Parents/guardians	337	34.9	337	34.9	206	21.3	32	3.3	54	5.6
Providing care for other than a child	277	28.7	304	31.5	269	27.9	30	3.1	84	8.7
Physically challenged	366	38.1	409	42.6	139	14.5	27	2.8	19	2.0
Socioeconomically disadvantaged	419	43.1	412	42.3	88	9.0	41	4.2	13	1.3
Women	507	52.1	395	40.6	60	6.2	7	0.7	4	0.4
Veterans/active military status	259	27.1	278	29.0	281	29.4	41	4.3	98	10.2
Other	25	25.8	37	38.1	23	23.7	2	2.1	10	10.3

Note: Table reports student responses only (n = 1056).

Table 41 presents respondents' agreement with statements that pertain to the prevalence of sexual harassment and sexual assault at Carleton College as well as resources and procedures that were in place for victims of harassment or assault at the time of the study. The majority of respondents do not feel sexual harassment or assaults are problems at Carleton. Over twenty percent of respondents; however, do not understand Carleton's formal procedures to adjudicate complaints of sexual harassment or assault.

Table 41. Sexual Harassment and Assault At Carleton

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I think sexual harassment is a problem at Carleton.	62	4.1	234	15.4	395	26.0	425	28.0	129	8.5
Women	33	3.6	148	16.3	244	26.9	242	26.7	58	6.4
Men	27	4.5	85	14.2	143	23.8	182	30.3	71	11.8
Students	58	5.5	197	18.7	276	26.2	296	28.1	85	8.1
Faculty	<5	-	17	10.6	45	28.1	44	27.5	14	8.8
Staff	<5	-	20	6.6	74	24.3	85	28.0	30	9.9
If a friend or I were sexually harassed I know where to go to get help.	440	29.0	843	55.5	114	7.5	81	5.3	20	1.3
I understand Carleton's formal procedures to adjudicate complaints of sexual harassment.	176	11.6	633	41.8	240	15.8	293	19.3	58	3.8
I feel confident that Carleton administers the formal procedures to adjudicate complaints of sexual harassment fairly.	175	11.6	591	39.1	312	20.6	164	10.8	71	4.7
I think sexual assault is a problem at Carleton.	81	5.4	223	14.7	327	21.6	395	26.1	155	10.2
Women	48	5.3	143	15.9	194	21.5	226	25.1	73	8.1
Men	31	5.2	79	13.2	126	21.0	167	27.8	82	13.7
Students	71	6.8	173	16.5	235	22.4	285	27.1	124	11.8
Faculty	<5	-	21	13.1	31	19.4	34	21.3	12	7.5
Staff	7	2.3	29	9.6	61	20.2	76	25.2	19	6.3
If a friend or I were sexually assaulted I know where to go to get help.	394	26.1	869	57.5	104	6.9	72	4.8	15	1.0
I understand Carleton's formal procedures to adjudicate complaints of sexual assault.	170	11.3	620	41.1	254	16.8	273	18.1	47	3.1
I feel confident that Carleton administers the formal procedures to adjudicate complaints of sexual assault fairly.	171	11.3	603	40.0	288	19.1	151	10.0	68	4.5

Respondents (53-88%) positively rated the majority of campus climate by dimensions; however, respondents were least likely to report that Carleton is accessible for people with disabilities, positive for people who are raising children, and positive for people of lower socioeconomic status (Table 42).

Table 42. Overall Campus Climate by Dimensions (a)	1		2		3		4		5	
Dimension	n	%	n	%	n	%	n	%	n	%
Friendly/Hostile	693	45.7	648	42.7	128	8.4	45	3.0	4	0.3
Concerned/Indifferent	362	23.9	703	46.5	291	19.2	125	8.3	31	2.1
Cooperative/Uncooperative	430	28.5	763	50.5	248	16.4	58	3.8	11	0.7
Improving/Regressing	216	14.4	626	41.8	536	35.8	94	6.3	24	1.6
Accessible to persons with disabilities/ Inaccessible	184	12.3	524	35.1	416	27.9	289	19.4	78	5.2
People with Disabilities	11	11.6	25	26.3	33	34.7	14	14.7	12	12.6
No Disability	173	12.4	496	35.6	383	27.5	274	19.7	66	4.7
Positive for people who identify as lesbian, gay, bisexual or transgender/Negative	431	28.8	714	47.8	292	19.5	52	3.5	6	0.4
LGBQQP Respondents	39	23.2	79	47.0	35	20.8	15	8.9	0	0
Heterosexual Respondents	379	29.9	610	48.1	236	18.6	37	2.9	6	0.5
Positive for people of Jewish heritage/Negative	541	36.7	615	41.7	288	19.5	27	1.8	5	0.3
Positive for people of Islamic faith/Negative	268	18.3	520	35.6	557	38.1	91	6.2	25	1.7
Positive for people who practice other than the Christian faith/Negative	384	26.0	618	41.8	407	27.5	59	4.0	10	0.7
Christian	140	24.8	232	41.1	163	28.9	26	4.6	<5	-
Other Than Christian	142	27.8	214	42.0	134	26.3	16	3.1	<5	-
Positive for people who practice the Christian faith/Negative	340	22.8	569	38.1	368	24.7	181	12.1	34	2.3
Christian	117	20.4	201	35.0	146	25.4	85	14.8	25	4.4
Other Than Christian	127	25.0	211	41.5	126	24.8	38	7.5	6	1.2

Table 42. (continued)

Positive for non-native English speakers/Negative	207	14.1	566	38.6	499	34.0	167	11.4	27	1.8
Positive for people who are immigrants/Negative	251	17.2	561	38.4	501	34.3	132	9.0	16	1.1
U.S. Citizen	241	17.3	533	38.2	477	34.2	129	9.2	15	1.1
International	10	16.4	25	41.0	22	36.1	<5	-	<5	-
Positive for international people/Negative	361	24.4	677	45.8	311	21.0	121	8.2	9	0.6
U.S. Citizen	346	24.5	650	46.0	295	20.9	115	8.1	7	0.5
International	15	24.6	24	39.3	14	23.0	6	9.8	<5	-
Welcoming/Non-welcoming	598	39.6	681	45.1	165	10.9	54	3.6	12	0.8
Respectful/Disrespectful	479	31.8	763	50.6	186	12.3	68	4.5	11	0.7
Positive for people who are raising children/Negative	170	11.8	336	23.2	629	43.5	210	14.5	101	7.0
Positive for people of high socioeconomic status/Negative	708	47.4	543	36.4	189	12.7	43	2.9	10	0.7
Positive for people of low socioeconomic status/Negative	151	10.1	407	27.3	458	30.7	366	24.6	108	7.2

Respondents of color rated the campus climate as more racist than white respondents, women rated it as more sexist than men, and LGBQQP respondents rated it as more homophobic than heterosexual respondents (Table 43).

Table 43. Overall Campus Climate by Dimensions (b)										
	1		2		3		4		5	
Dimension	n	%	n	%	n	n	%	%	n	%
Non-racist/Racist	227	15.1	678	45.0	422	28.0	149	9.9	32	2.1
Respondents of Color	25	7.4	111	32.7	114	33.6	68	20.1	21	6.2
White Respondents	196	17.1	561	48.8	304	26.5	78	6.8	10	0.9
Non-sexist/Sexist	309	20.6	685	45.6	366	24.4	116	7.7	26	1.7
Women	158	17.7	391	43.7	246	27.5	79	8.8	20	2.2
Men	149	25.0	291	48.8	117	19.6	33	5.5	6	1.0
Non-homophobic/ homophobic	309	20.7	688	46.1	382	25.6	97	6.5	16	1.1
LGBQQP	19	11.5	70	42.4	47	28.5	24	14.5	5	3.0
Heterosexual	280	22.1	594	46.9	311	24.5	71	5.6	11	0.9
Not age biased/Age biased	380	25.7	591	40.0	359	24.3	124	8.4	25	1.7
Non-classist (e.g., socioeconomic status)/ Classist	187	12.6	498	33.6	374	25.2	323	21.8	101	6.8
Non-classist (e.g., institutional status)/Classist	218	14.8	483	32.8	441	30.0	240	16.3	90	6.1

Summary

Campus climate is not only a function of one's personal experiences, but also is influenced by perceptions of how the campus community treats all of its members. The majority of respondents indicated that they are "comfortable" or "very comfortable" with the climate at Carleton College, in their college/unit, and in their departments. Respondents from underrepresented groups were less likely to feel comfortable than majority respondents. While some respondents *experienced* conduct that has interfered with their ability to work or learn on campus (23% of respondents), twice as many people (46% of respondents) *observed* conduct on campus that they felt created an

exclusionary, intimidating, offensive, and/or hostile working or learning environment. This phenomenon may be a function of one's comfort level, which is to say that respondents may have felt more comfortable reporting having *observed* this conduct, rather than having *experienced* the conduct themselves. Or, it could be a function of more than one person having witnessed the same incidence of harassment. Additionally, the analyses revealed that the various faculty and staff groups at times felt differently about the degree to which the College and their colleagues support their employment and well-being.

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Institutional Actions

Respondents' perceptions of the degree to which their leadership fosters diversity or inclusion also influence campus climate. More than half of the respondents "strongly agreed"/"agreed" that Admissions, the Chapel, Dean of Student's Office, Faculty, GSC, International Student Programs, OIL, Student Organizations, and TRIO/Student Support Services provided visible leadership that fosters inclusion of diverse members of the campus community (Table 44). A substantial percentage of respondents were unaware of the degree to which the Board of Trustees, CSA, Dean of the College Office, DIG, and President's Office had visible leadership to support diversity/inclusion.

Table 44. Visible Leadership to Foster Diversity												
Individual/Office	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Don't Know	
	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%
Admissions	361	15.1	600	41.8	153	10.7	103	7.2	37	2.6	182	12.7
Board of Trustees	103	7.3	197	13.9	201	14.2	212	14.9	85	6.0	622	43.8
Chapel	459	32.1	520	36.3	145	10.1	50	3.5	20	1.4	237	16.6
CSA	153	10.8	350	24.6	261	18.3	170	11.9	58	4.1	431	30.3
Dean of Student's Office	262	18.4	451	31.7	183	12.9	80	5.6	38	2.7	409	28.7
Dean of the College Office	202	14.2	386	27.2	244	17.2	109	7.7	47	3.3	430	30.3
Diversity Initiative Group (DIG)	316	22.2	341	24.0	159	11.2	66	4.6	23	1.6	516	36.3
Faculty	270	18.9	594	41.6	245	17.2	110	7.7	30	2.1	179	12.5
GSC	528	37.1	491	34.5	94	6.6	18	1.3	6	0.4	287	20.2
International Student Programs	440	30.8	450	31.5	130	9.1	54	3.8	14	1.0	340	23.8
OIL	449	31.5	412	28.9	105	7.4	45	3.2	15	1.1	398	27.9
President's Office	261	18.3	365	25.7	216	15.2	107	7.5	52	3.7	422	29.7
Student Organizations	296	20.9	542	38.2	202	14.2	67	4.7	14	1.0	298	21.0
TRIO/Student Support Services	405	28.4	415	29.1	127	8.9	29	2.0	3	0.2	446	31.3

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More than half of all students and faculty felt the courses they took or taught included materials, perspectives, and/or experiences of people based on eight of the 13 characteristics listed in Table 45. The exceptions included gender expression, learning disability, physical characteristics, physical disability, psychological ability, and sexual orientation.

Table 45. Students and Faculty Who Believed the Courses they Took/Taught Included Materials, Perspectives, and/or Experiences of People Based on Certain Characteristics													
Characteristic	Strongly agree		Agree		Neither agree or disagree		Disagree		Strongly disagree		Don't Know	
	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%
Country of origin	337	30.7	512	46.6	94	8.6	58	5.3	33	3.0	64	5.8
Ethnicity	312	28.4	529	48.2	100	9.1	67	6.1	33	3.0	57	5.2
Gender	317	29.0	476	43.5	116	10.6	88	8.1	29	2.7	67	6.1
Gender expression	179	16.4	306	28.0	199	18.2	234	21.4	76	7.0	98	9.0
Immigrant status	196	18.1	378	35.0	193	17.9	151	14.0	54	5.0	108	10.0
Learning disability status	63	5.8	124	11.5	214	19.9	366	34.0	164	15.2	147	13.6
Physical characteristics	104	9.6	234	21.7	216	20.0	266	24.6	119	11.0	141	13.1
Physical disability status	60	5.6	153	14.3	220	20.5	328	30.6	153	14.3	159	14.8
Psychological ability status	109	10.1	242	22.4	201	18.6	259	24.0	129	11.9	141	13.0
Race	312	28.6	507	46.5	112	10.3	64	5.9	35	3.2	61	5.6
Religion/spiritual status	281	25.8	470	43.2	142	13.1	84	7.7	38	3.5	73	6.7
Sexual orientation	178	16.4	319	29.3	209	19.2	213	19.6	63	5.8	106	9.7
Socioeconomic status	233	21.5	393	36.2	180	16.6	130	12.0	65	6.0	85	7.8

Note: Table includes responses only from those who indicated they were students or faculty in Question 32 (n = 1217).

More than half of all student respondents felt that the classroom climate is welcoming for students based on 11 of the 17 characteristics listed in Table 46. Learning disability status, marital/partner status, parental status, psychological disability, political views, and veterans/activity military status were indicated as being less welcomed. Thirty percent of women and 44 percent of men thought the classroom climate was welcoming based on gender. Only 13 percent of Respondents of Color – in comparison with 25 percent of white respondents – thought

the classroom climate was welcoming based on race. Respondents with Other than Christian religions (20%) rated the classroom more welcoming based on religion than those from Christian religions (16%). Likewise, 20 percent of LGBQQP students and 29 percent of heterosexual students thought the climate was welcoming for students based on sexual orientation.

Characteristic	Strongly agree (n)	%	Agree (n)	%	Neither agree or disagree (n)	%	Disagree (n)	%	Strongly disagree (n)	%	Don't Know (n)	%
Table 46. Classroom Climate is Welcoming for Students Based on Demographic Characteristics												
Country of origin	346	29.8	525	45.2	148	12.7	62	5.3	9	0.8	71	6.1
Ethnicity	304	26.0	513	44.0	158	13.5	113	9.7	29	2.5	50	4.3
Gender	417	35.6	517	44.2	142	12.1	49	4.2	14	1.2	31	2.6
Women	203	30.0	322	47.6	87	12.9	41	6.1	6	0.9	18	2.7
Men	211	43.8	189	39.2	54	11.2	8	1.7	7	1.5	13	2.7
Gender expression	271	23.2	456	39.1	214	18.4	92	7.9	23	2.0	110	9.4
Immigrant status	278	24.0	433	37.4	214	18.5	60	5.2	13	1.1	159	13.7
Learning disability status	162	13.9	378	32.5	267	23.0	122	10.5	30	2.6	203	17.5
Marital/partner status	179	15.5	268	23.2	275	23.8	67	5.8	15	1.3	352	30.4
Parental status	229	19.8	313	27.0	237	20.4	65	5.6	20	1.7	295	25.5
Physical characteristics	267	23.1	478	41.3	245	21.2	69	6.0	20	1.7	78	5.1
Physical disability status	214	18.6	454	39.5	227	19.8	87	7.6	18	1.6	149	13.0
Psychological disability status	142	12.3	328	28.3	289	25.0	163	14.1	33	2.8	203	17.5
Political views	134	11.5	317	27.2	270	23.2	322	27.6	82	7.0	40	3.4
Race	248	21.3	452	38.9	219	18.8	147	12.7	49	4.2	47	4.0
Respondents of Color	40	12.5	103	32.3	68	21.3	67	21.0	32	10.0	9	2.8
White Respondents	204	24.7	346	41.8	147	17.8	78	9.4	15	1.8	37	4.5
Religion/spiritual status	222	19.1	446	38.4	239	20.6	157	13.5	29	2.5	68	5.9
Christian	60	16.4	130	35.6	69	18.9	74	20.3	16	4.4	16	4.4
Other Than Christian	93	20.0	192	41.3	99	21.3	44	9.5	10	2.2	27	5.8
Sexual orientation	315	27.1	517	44.5	192	16.5	61	5.3	14	1.2	62	5.3
LGBQQP	30	20.1	63	42.3	32	21.5	16	10.7	3	2.0	5	3.4
Heterosexual	277	28.5	435	44.8	151	15.6	45	4.6	10	1.0	53	5.5
Socioeconomic status	228	19.6	430	37.0	240	20.7	140	12.1	49	4.2	74	6.4
Veterans/active military status	119	10.3	153	13.3	295	25.6	84	7.3	29	2.5	473	41.0

Note: Only answered by faculty and students (n = 1217).

The majority of student respondents agreed with the statements that assessed feelings of being valued and concerned for by faculty, staff, and students (Table 47). Forty-five percent of student respondents (n = 464) perceived racial/ethnic tensions in social situations, 27 percent of students (n = 279) perceived racial/ethnic tensions in the classroom, and 22 percent (n = 230) thought faculty pre-judged their abilities based on their identity/background. The majority of students (66%, n = 681) also felt confident of their abilities to succeed academically at Carleton and academically prepared (67%, n = 688) for Carleton. More than half of the respondents (56%, n = 580) believed the campus climate encourages free discussions of difficult topics.

Statements in Table 47 were also analyzed by race uncovering the following findings. When compared with white students, students of color felt less valued by faculty and students, and felt faculty, staff, and administrators were less concerned about their welfare. Students of color were also more likely to feel that faculty pre-judged their abilities based on their identity and more likely to report that they perceived racial/ethnic tension both in the classroom and in social situations as compared to their white counterparts. As first-year students, students of color felt less confident of their abilities to succeed at Carleton and less academically prepared for Carleton than white students.

Table 47. Students' Level of Agreement with Statements												
Statement	**Strongly agree**		**Agree**		**Neither agree or disagree**		**Disagree**		**Strongly disagree**		**Don't Know**	
	(n)	**%**	**(n)**	**%**	**(n)**	**%**	**(n)**	**%**	**(n)**	**%**	**(n)**	**%**
I feel valued by faculty in the classroom.	306	29.3	544	52.0	116	11.1	63	6.0	17	1.6	0	0.0
Students of Color	52	17.4	145	48.5	51	17.1	39	13.0	12	4.0	0	0.0
White Students	250	34.0	393	53.5	63	8.6	24	3.3	5	0.7	0	0.0
I feel valued by other students in the classroom.	151	14.6	516	49.8	224	21.6	107	10.3	32	3.1	7	0.7
Students of Color	22	7.4	122	41.2	68	23.0	58	19.6	23	7.8	3	1.0
White Students	126	17.3	386	52.9	156	21.4	49	6.7	8	1.1	4	0.5
I think faculty are genuinely concerned with my welfare.	360	34.5	501	48.0	103	9.9	60	5.8	14	1.3	5	0.5
Students of Color	75	25.3	126	42.4	47	15.8	37	12.5	9	3.0	3	1.0
White Students	280	38.1	371	50.5	54	7.4	22	3.0	5	0.7	2	0.3
I think that staff are genuinely concerned with my welfare.	249	24.0	489	47.1	201	19.3	62	6.0	17	1.6	21	2.0
Students of Color	52	17.7	125	42.5	69	23.5	32	10.9	11	3.7	5	1.7
White Students	194	26.5	360	49.1	128	17.5	30	4.1	5	0.7	16	2.2
I think administrators are genuinely concerned with my welfare.	174	16.7	390	37.3	279	26.7	119	11.4	48	4.6	35	3.3
Students of Color	35	11.8	94	31.6	77	25.9	61	20.5	22	7.4	8	2.7
White Students	138	18.8	291	39.5	198	26.9	57	7.7	25	3.4	27	3.7
I think faculty pre-judge my abilities based on my identity/background.	59	5.7	171	16.4	216	20.8	387	37.2	153	14.7	54	5.2
Students of Color	37	12.5	85	28.6	69	23.2	70	23.6	27	9.1	9	3.0
White Students	21	2.9	83	11.4	145	19.8	312	42.7	126	17.2	44	6.0
I perceive racial/ethnic tensions in the classroom.	61	5.9	218	21.0	177	17.0	360	34.6	202	19.4	21	2.0
Students of Color	32	10.8	76	25.7	59	19.9	82	27.7	44	14.9	3	1.0
White Students	28	3.8	137	18.7	118	16.1	273	37.3	157	21.5	18	2.5

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Table 47. (continued)

I perceive racial/ethnic tensions in social situations.	101	9.8	363	35.2	184	17.8	240	23.3	129	12.5	14	1.4
Students of Color	44	15.1	113	38.8	48	16.5	56	19.2	28	9.6	2	0.7
White Students	56	7.7	244	33.5	136	18.7	179	24.6	101	13.9	12	1.6
I believe the campus climate encourages free and open discussions of difficult topics.	166	16.0	414	39.9	215	20.7	165	15.9	71	6.8	7	0.7
Students of Color	33	11.2	104	35.3	62	21.0	51	17.3	43	14.6	2	0.7
White Students	130	17.8	308	42.1	148	20.2	114	15.6	26	3.6	5	0.7
As a first-year student, I feel/felt confident of my ability to succeed academically at Carleton.	254	24.8	427	41.6	126	12.3	128	12.5	75	7.3	16	1.6
Students of Color	48	16.3	112	38.1	35	11.9	54	18.4	40	13.6	5	1.7
White Students	203	28.2	309	42.9	91	12.6	72	10.0	35	4.9	11	1.5
As a first-year student, I feel/felt academically prepared for Carleton.	270	26.3	418	40.7	125	12.2	123	12.0	78	7.6	13	1.3
Students of Color	47	16.0	107	36.5	44	15.0	44	15.0	47	16.0	4	1.4
White Students	220	30.4	305	42.2	80	11.1	78	10.8	31	4.3	9	1.1

Note: Table includes only those who indicated they were students in Question 32 (n = 1056).

More than half of all employee respondents thought the workplace climate was welcoming for employees based on all the characteristics listed in Table 48 except institutional status, learning disability status, physical disability status, political views, psychological disability status, socioeconomic status, and veteran/military status. The reader will note that a number of respondents chose both the neutral response ("neither agree nor disagree") and the "don't know" response for this survey item.

Table 48. Workplace Climate is Welcoming for Faculty and Staff Based on Demographic Characteristics											
	Strongly agree		Agree		Neither agree or disagree		Disagree		Strongly disagree		Don't Know	
Characteristic	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%
Age	77	17.0	226	49.8	84	18.5	41	9.0	9	2.0	17	3.7
Country of origin	87	19.2	226	49.9	74	16.3	16	3.5	<5	-	49	10.8
Ethnicity	89	19.6	227	50.0	74	16.3	22	4.8	<5	-	40	8.8
Gender	97	21.5	240	53.1	72	15.9	21	4.6	<5	-	18	4.0
Gender expression	72	16.0	198	43.9	86	19.1	25	5.5	<5	-	66	14.6
Immigrant status	72	16.1	184	41.1	84	18.8	25	5.6	<5	-	82	18.3
Institutional status	58	13.0	148	33.2	115	25.8	76	17.0	17	3.8	32	7.2
Learning disability status	45	10.0	125	27.8	113	25.1	24	5.3	9	2.0	134	29.8
Marital/partner status	91	20.2	236	52.3	77	17.1	17	3.8	<5	-	26	5.8
Parental status	87	19.3	214	47.6	81	18.0	22	4.9	10	2.2	36	8.0
Physical characteristics	65	14.5	213	47.7	100	22.4	25	5.6	<5	-	42	9.4
Physical disability status	58	12.9	162	36.1	113	25.2	48	10.7	11	2.4	57	12.7
Political views	43	9.6	165	36.8	128	28.6	70	15.6	17	3.8	25	5.6
Psychological disability status	40	8.9	127	28.3	131	29.2	37	8.2	<5	-	110	24.5
Race	69	15.3	216	48.0	98	21.8	34	7.6	7	1.6	26	5.8
Sexual orientation	77	17.1	234	51.9	81	18.0	20	4.4	<5	-	36	8.0
Socioeconomic status	60	13.3	162	36.0	130	28.9	61	13.6	10	2.2	27	6.0
Veterans/active military status	41	9.2	103	23.1	106	23.8	21	4.7	12	2.7	163	36.5

Note: Table includes employee respondents only (n = 467).

When analyzed by demographic characteristics, the data reveal that women, respondents of color, and sexual minority respondents were less likely to believe the workplace climate was welcoming for employees based on gender, race and sexual orientation than their men, white, and heterosexual counterparts (Table 49).

Table 49. Workplace Climate is Welcoming for Faculty and Staff Based on Gender, Race, and Sexual Orientation by Gender, Race and Sexual Orientation						
Characteristic	**Strongly agree/Agree**		**Neither Agree Nor Disagree**		**Strongly Disagree/Disagree**	
	(n)	**%**	**(n)**	**%**	**(n)**	**%**
Gender						
Women	200	72.7	44	16.0	23	8.4
Men	136	77.3	28	15.9	<5	-
Respondents of Color	26	66.6	10	25.6	<5	-
White Respondents	305	75.5	60	14.9	23	5.7
LGBQQP	17	68.0	7	28.0	0	0
Heterosexual	306	76.1	55	13.7	24	6.0
Race						
Women	169	62.1	63	23.2	9.2	25
Men	116	65.6	34	19.2	16	9.0
Respondents of Color	19	50.0	8	21.1	10	26.4
White Respondents	263	65.3	87	21.6	28	7.0
LGBQQP	14	56.0	5	20.0	6	24.0
Heterosexual	260	65.0	81	20.3	34	8.6
Sexual Orientation						
Women	191	69.7	47	17.2	17	6.2
Men	120	68.2	34	19.3	6	3.4
Respondents of Color	22	56.5	9	23.1	7	17.9
White Respondents	284	70.5	69	17.1	16	3.9
LGBQQP	14	56.0	5	20.0	6	24.0
Heterosexual	284	70.8	66	16.5	16	3.9

Note: Table includes employee respondents only (n = 467).

Recommendations to Improve the Climate

The survey asked employees to rate how strongly they agreed that the suggestions listed in Tables 50 and 51 would positively affect the climate at the Carleton College campus. Over 60 percent of respondents thought providing immersion experiences for students in civic

engagement projects with lower socioeconomic populations, providing, promoting and improving access to quality counseling for people who have experienced sexual assault/harassment, providing more effective mentorship for new minority/new women faculty, providing a clear and fair process to resolve conflicts, increasing funding to support campus climate change efforts, and increasing the diversity of the faculty and staff as well as the student body would be positive steps towards improving the campus climate. Additionally, approximately half of the respondents strongly agreed or agreed that providing tenure clock options with more flexibility for promotion/tenure for faculty/staff with families, requiring diversity training for college staff and faculty, providing immersion experiences for faculty-staff in civic engagement projects with lower socioeconomic populations, providing diversity and equity training to search and tenure committees, and increasing staff representation in College governance.

Less than half of all employees thought providing recognition and rewards for including diversity in course outlines across the curriculum and including diversity related activities as one of the criteria for hiring and/or evaluation of faculty/staff would positively affect the climate.

Table 50. Employees' Perceptions that Initiatives Would Positively Affect the Climate at Carleton College										
	Strongly Agree		Agree		Do not Agree or Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
Providing tenure clock options with more flexibility for promotion/tenure for faculty/staff with families	63	13.8	161	35.3	64	14.0	15	3.3	2	0.4
Providing recognition and rewards for including diversity in course objectives across the curriculum.	34	7.5	104	22.9	115	25.3	51	11.2	23	5.1
Requiring diversity training for college staff.	75	16.5	176	38.7	105	23.1	46	10.1	17	3.7
Providing diversity training for faculty.	78	17.3	156	34.5	99	21.9	41	9.1	17	3.8
Providing immersion experiences for faculty-staff in civic engagement projects with lower socioeconomic populations.	59	13.1	163	36.3	115	25.6	37	8.2	13	2.9
Providing immersion experiences for students in civic engagement projects with lower socioeconomic populations.	80	17.8	197	43.8	91	20.2	15	3.3	7	1.6
Providing, promoting, and improving access to quality counseling for people who have experienced sexual assault/harassment.	106	23.6	208	46.2	66	14.7	8	1.8	0	0
Providing more effective mentorship for new minority/new women faculty.	95	21.1	173	38.4	72	16.0	8	1.8	1	0.2
Providing a clear and fair process to resolve conflicts.	112	24.7	238	52.4	55	12.1	6	1.3	1	0.2
Increasing funding to support campus climate change efforts.	69	15.3	169	37.6	118	26.2	29	6.4	5	1.1
Including diversity related activities as one of the criteria for hiring and/or evaluation of staff/faculty.	48	10.7	117	26.2	107	23.9	68	15.2	46	10.3
Providing diversity and equity training to search and tenure committees.	77	17.1	153	34.0	86	19.1	33	7.3	21	4.7
Increasing staff representation in College governance.	64	14.3	167	37.3	119	26.6	28	6.3	12	2.7
Increasing the diversity of the faculty and staff.	116	25.7	187	41.5	95	21.1	16	3.5	4	0.9
Increasing the diversity of the student body.	100	22.5	183	41.1	109	24.5	17	3.8	4	0.9

Note: Table includes only those who indicated they were faculty or staff in Question 32 (n = 467).

More than half of all student respondents thought the following initiatives would also positively affect the climate on campus: provide diversity training for all staff (54%) and faculty (57%), provide an ombudsperson to adjudicate student complaints of classroom inequality (51%), increase the diversity of the faculty and staff (61%), and student body (69%), increase opportunities for cross-cultural dialogue among students (79%) and between faculty, staff, and students (81%), incorporate issues of diversity and cross-cultural competence more effectively into the curriculum (65%), and provide more effective mentorship of students (70%). Less than half (41%) of students strongly agreed or agreed that the College should provide diversity training for all students.

Table 51. Students' Perceptions that Initiatives Would Positively Affect the Climate at Carleton College										
	Strongly Agree		Agree		Do not Agree or Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
Provide diversity training for all students.	166	16.5	248	24.6	222	22.0	223	22.1	107	10.6
Provide diversity training for all staff.	217	21.6	323	32.1	206	20.5	134	13.3	67	6.7
Provide diversity training for all faculty.	235	23.5	334	33.5	185	18.5	124	12.4	66	6.6
Provide an ombudsperson to adjudicate student complaints of classroom inequity.	145	14.6	360	36.3	204	20.6	88	8.9	34	3.4
Increase the diversity of the faculty and staff.	321	32.0	292	29.1	231	23.0	87	8.7	34	3.4
Increase the diversity of the student body.	387	38.5	305	30.3	192	19.1	63	6.3	32	3.2
Increase opportunities for cross-cultural dialogue among students.	415	41.4	373	37.2	139	13.9	36	3.6	21	2.1
Increase opportunities for cross-cultural dialogue between faculty, staff and students.	423	42.6	379	38.2	123	12.4	26	2.6	17	1.7
Incorporate issues of diversity and cross-cultural competence more effectively into the curriculum.	348	34.7	307	30.6	188	18.7	87	8.7	43	4.3
Provide more effective mentorship of students.	377	37.9	322	32.4	185	18.6	46	4.6	12	1.2

Note: Table includes only those who indicated they were students in Question 32 (n = 1056).

Summary

In addition to campus constituents' personal experiences and perceptions of the campus climate, diversity-related actions taken by the institution, or not taken, as the case may be, could be perceived either as promoting a positive campus climate, or impeding it. As the above data

suggest, respondents hold widely divergent opinions about the degree to which Carleton does, and should, promote diversity to shape campus climate. Overall, the results noted in this section parallel those in similar investigations where people of color, women, sexual minorities, and people with disabilities tend to feel that the institution is not addressing diversity issues as favorably as their white, male, heterosexual, and able-bodied respondents, respectively.

Next Steps

Institutions of higher education seek to create an environment characterized by equal access for all students, faculty, and staff regardless of cultural, political, or philosophical differences, where individuals are not just tolerated but valued. Creating and maintaining a community environment that respects individual needs, abilities, and potential is one of the most critical initiatives that universities and colleges undertake. A welcoming and inclusive climate is grounded in respect, nurtured by dialogue, and evidenced by a pattern of civil interaction.

That stated, what do the results of this study suggest? At minimum, they add additional empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations in the campus community. As to the findings themselves, aside from the aforementioned finding that a majority of respondents from historically marginalized groups experience harassment, the results parallel those from similar investigations at higher education institutions across the country. The quantitative and qualitative findings underscored four major challenges at Carleton College that revolve around power and privilege. First, institutional classism among students, faculty and staff has caused difficulty for many respondents. For students, a great socioeconomic divide exists. For staff members, there was inequitable treatment of exempt and non-exempt staff members. Furthermore, staff members feel as though they were treated as "second class citizen" by faculty. Racism both on campus and in the surrounding community was another challenge that respondents faced. Students of color shared less than comfortable experiences in the classroom, on campus, and in social situations. Finally, experiences with harassment that were based on gender and sexual orientation were third and fourth challenges that have impacted the campus climate at Carleton College. Three

emergent strengths of the College are also important to note. First, the climate at Carleton was described by many in positive and affirmative ways. However, many of these responses were provided by majority group members, and less than positive responses about the campus climate were more commonly provided by respondents from historically oppressed groups. A second strength was the institutional support provided to faculty and staff in their pursuit of their professional goals with regard to teaching, research, and skill development. A final strength is the appreciation and excitement expressed by a number of respondents for this survey and the initiatives to address and improve the climate taken by the College.

A more interesting question than what do the results of this study suggest, is given that there is some structure in place to address diversity issues on campus, *how effective have their efforts been in positively shaping and directing campus climate with respect to diversity?*

The current campus climate assessment, beginning in 2007, was a proactive initiative by Carleton College to review the campus climate. It was the intention of the Diversity Initiative Group that the results be used to identify specific strategies for addressing the challenges facing the Carleton community and support positive initiatives already in place on campus. The first "next" step in the process is to present the results of the assessment to the campus community via a series of town meetings. These meetings are to provide feedback regarding the assessment findings and continue to elicit feedback from the community. Following the town meetings a half-day retreat will be conducted to begin addressing the challenges through specific strategic initiatives in areas that based on the literature influence campus climate: (1) access/retention (2) research/scholarship, (3) inter- and intra-group relations, (4) curriculum and pedagogy, (5) university policies and service, and (6) external relations. The final actions will identify well-defined goals, specific intervention actions, person(s) responsible for carrying out the actions, participants involved in the action, time-frames, costs, outcomes, and assessment/accountability.

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Appendices

Appendix A – Data Tables

Appendix B – Survey Instrument

Appendix C – Carleton College Mission & Statement on Diversity