

Table of Contents

Executive Summary	i
Quantitative Findings.....	vii
Qualitative Findings.....	xiii
Introduction.....	1
The Importance of Examining Campus Climate	1
History of the Grinnell College Project	2
Methodology	3
Conceptual Framework.....	3
Research Design.....	4
Results.....	6
Personal Experiences	32
Satisfaction with Grinnell College.....	56
Perceptions of Campus Climate.....	71
Institutional Actions.....	112
Next Steps	119
References.....	120
Appendices.....	122
Appendix A – Comments Analysis.....	123
Appendix B – Data Tables.....	131
Appendix C – Survey Instrument.....	188

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). 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).

Grinnell College has a long history of supporting diversity initiatives¹ as evidenced by the college's support and commitment to this climate assessment project. In the fall of 2007, the senior administration led by Elena Bernal, Vice-President for Diversity and Achievement, began to investigate consulting firms that conduct climate assessments in higher education. Rankin &

¹ For more information on Grinnell diversity initiatives see <http://www.grinnell.edu/offices/president/diversity/>

Associates (R&A) was identified as a leader in conducting multiple identity studies in higher education. In August 2008, R&A presented a proposal to the President's Staff, the Diversity Steering Committee, and representatives from various constituent groups, which resulted in a subsequent contract with R&A to facilitate a college-wide climate assessment.

Fact-finding groups were held in September and December 2008 to gather information from Grinnell College students, staff, and faculty about their perceptions of the campus climate. Using the information garnered in the fact-finding groups and informed by previous R&A work, a Campus Climate Survey Team developed the final survey instrument.

The final survey contained 104 questions, including open-ended questions for respondents to provide commentary. 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. All members of the campus community (e.g., students, faculty, and staff) were invited to respond to the survey in April and May 2009.

Elena Bernal, Vice-President for Diversity and Achievement, and Kathleen Skerrett, Associate Dean of the College, were provided a review draft of the final report at the end of October 2009. A summary of the findings suggests that while the Grinnell faces several challenges with regard to campus climate, these challenges parallel those identified in higher education institutions across the country.² The quantitative and qualitative findings uncovered two areas where respondents felt that Grinnell was succeeding with regard to climate issues and respondents also identified five challenges that revolve around an overarching theme of power and privilege.

Two strengths/successes emerged from the quantitative data. These findings should be noted and credited. First, high percentages of students (88%) and employees (77%) were highly satisfied and satisfied with their education and jobs at Grinnell College, respectively. The majority of

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.

employees (62%) were highly satisfied and satisfied with their career progression. Second, over 60% of employees and students reported that they were very comfortable and comfortable with the climate at Grinnell College and in their department or work unit, and 84% of faculty and students were very comfortable and comfortable with the classroom climate. However, disparities existed where respondents from underrepresented groups typically reported less satisfaction and comfort at Grinnell than the majority counterpart respondents. Additionally, higher percentages of Respondents of Color and sexual minorities have seriously considered leaving Grinnell College and higher percentages of all underrepresented respondents (except sexual minority employees) felt pressured to leave the College.

Several challenges were also revealed in the assessment. The first challenge relates to race. Thirty-six percent of Respondents of Color reported personally experiencing exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (harassing behavior) that has interfered with their ability to work or learn at Grinnell College while only 28% of their white counterparts reported the same. A more in-depth analysis suggest that 48% of Respondents of Color who experienced harassment indicated it was based on their race as compared to only three percent of White respondents. Disparities in the form of harassment also existed. People of Color reported that someone assumed they were admitted or hired because of their identity five times more than did White respondents. Respondents of Color also reported being isolated or left out when working in groups, being the targets of derogatory remarks, and being racially/ethnically profiled at higher rates than their White counterparts who were also harassed. Respondents' observations of others being harassed also contributed to their perceptions of campus climate. Of those who observed harassment, 26% believed it was based on race and 20% believed the misconduct was based on ethnicity, and higher percentages of People of Color observed offensive, hostile, exclusionary, or intimidating conduct.

The following is an outline of the perceived disparities in the workforce at Grinnell College. While 68% of respondents believed the workplace was welcoming based on race, only 46% of Employees of Color agreed. Disparities also existed when employees were asked to rank the degree to which they agreed with certain statements. Zero Faculty of Color versus 22% of White faculty strongly agreed that their colleagues solicit their opinions regarding work. More than

twice as many Faculty of Color than White faculty felt they had to work harder than their colleagues to be perceived as legitimate. In terms of diversity initiatives, smaller percentages of Employees of Color (both faculty and staff) strongly agreed and agreed that leaders of Grinnell College understood the value of diversity and act effectively to retain diverse employees compared to their White counterparts. Seventeen percent fewer Employees of Color agreed that they had the support from those who support their career advancement. Lastly, race was the third most commonly observed basis for discriminatory employment-related disciplinary actions and discriminatory promotion practices, and also was listed as the fifth reason for discriminatory hiring.

Students of Color reported perceived disparities in the educational setting, as well. When compared with White students, Students of Color were more likely to think faculty pre-judged their abilities based on their identity, and that there were racial/ethnic tensions both in the classroom and social situations. Fifty percent of Faculty and Students of Color and 77% of White faculty and students thought the classroom climate was welcoming based on race.

The experiences shared by women respondents and sexual minority respondents call attention to the second and third challenges at Grinnell College: gender and sexual orientation. Slightly more women reported experiencing harassment than their male counterparts. Of the 30% of women who reported experiencing harassment, 34% indicated the harassment was based on their gender – in comparison with seven percent of men. Gender was the second most common basis for all experienced harassment and the fourth most common basis for all observed harassment. Of the twenty-eight individuals who had been the target of sexual assault, 23 were women. The results suggest that women were more likely than men to be sexually harassed and assaulted.

In the workforce, gender was the most commonly observed basis for discriminatory hiring and second most common basis for observed discriminatory employment-related disciplinary actions (up to and including dismissal) and discriminatory promotion practices. Nineteen percent fewer women faculty strongly agreed that their compensation was equitable to their peers with a similar level of experience when compared to the responses of male faculty. A substantially higher percentage of women compared to men strongly agreed and agreed that they have to work harder

than their colleagues do in order to be perceived as legitimate and in order to receive the same recognition and awards.

More than half of sexual minority respondents who experienced harassment indicated it was based on their sexual orientation while less two percent of heterosexual respondents attributed the harassment to their sexual orientation. Sexual orientation was the fourth most common reason for experienced harassment and 17% more sexual minorities reported being the victims of a crime (19% sexual minorities as compared to 2% of heterosexual respondents). Sexual orientation was the leading basis for observed harassment at 55%, followed by gender expression at 35%. A substantially higher percentage of lesbian, gay, bisexual, and queer respondents observed harassment than did their heterosexual counterparts (80% vs. 58%, respectively). Sixty-seven percent of LGBQ students and faculty and 78% of heterosexual students and faculty thought the climate was welcoming for students based on sexual orientation. When compared with heterosexual students, sexual minorities were also more likely to think faculty pre-judged their abilities based on their identity.

Also in the workforce, evidence of “institutional classism” emerged as a fourth challenge, in which non-exempt staff members experienced the campus differently than did other employees, including exempt staff members and faculty members. Many of the non-exempt staff members’ responses indicated they were less satisfied with their jobs and less satisfied with the way their careers have progressed at Grinnell than were other employees. Furthermore, quantitative and qualitative responses described ways in which non-exempt employees felt they were often overworked and underpaid, and given fewer benefits than their exempt staff colleagues. Less than one-quarter of all employees believed the college treated exempt and non-exempt staff equitably.

The fifth challenge that Grinnell faces relates to disability status. Less than half of all employee respondents thought the workplace climate was welcoming for those employees based on learning disability status, physical disability status, and psychological disability status. Less than half of all student and faculty respondents felt that the classroom climate was welcoming for students based on learning disability status and psychological disability status. When compared

with students without disabilities, students with disabilities were also more likely to think faculty pre-judged their abilities based on their identity. Less than half of all students and faculty felt the courses they took or taught included materials, perspectives, and/or experiences of people based on learning disability status (19%), physical disability status (25%), and psychological disability status (32%).

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.

730 surveys were returned representing the following:

- 31% response rate
- 384 (53%) students, 131 (18%) faculty, 106 (15%) staff non-exempt, and 100 (14%) staff exempt
- 111 (16%) People of Color;³ 584 (84%) White respondents
- 25 (3%) people who identified as having a physical disability
- 18 (2%) people who identified as having a learning disability
- 37 (5%) people who identified as having a psychological condition
- 131 (18%) people who identified as lesbian, gay, bisexual, or queer; 24 (3%) who were questioning their sexuality; 561 (77%) who identified as heterosexual
- 417 (57%) women; 294 (40%) men; 7 (1%) transgender⁴
- 401 (55%) people who identified their spiritual affiliation as other than Christian (including those with no affiliation)

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 Grinnell Press. Feb. 17, 2006 <<http://dictionary.oed.com/cgi/entry/00319380>>.

Quantitative Findings

Personal Experiences with Campus Climate⁵

- **A percentage of respondents had personally experienced offensive, hostile, exclusionary, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus (hereafter referred to as harassment)⁶ within the past two years. Harassment largely went unreported.**
 - 30% (n = 214) of respondents had personally experienced offensive, hostile, exclusionary, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus.
 - The conduct was most often based on the respondents' position⁷ at the College (37%, n = 79), gender (23%, n = 50), religious/spiritual status (20%, n = 42), sexual orientation (17%, n = 36), educational level (16%, n = 35), and political views (16%, n = 35).
 - Compared with 28% (n = 160) of White people, 36% (n = 40) of People of Color had personally experienced such conduct.
 - Of Respondents of Color who reported experiencing this conduct, 48% (n = 19) stated it was because of their race.
 - Compared with 28% (n = 81) of men, 30% (n = 125) of women had personally experienced such conduct.
 - Of the women who experienced this conduct, 34% (n = 43) stated it was because of their gender.
 - Compared with 25 percent (n = 142) of heterosexual respondents, 60% (n = 53) of sexual minority⁸ respondents had personally experienced such conduct.
 - Of sexual minority respondents who experienced this conduct, 60% (n = 32) stated it was because of their sexual orientation.
 - Compared with 28% (n = 184) of respondents without disabilities, 36% (n = 9) of respondents with physical disabilities, 33% (n = 6) of respondents with learning disabilities, and 43% (n = 16) of respondents with psychological conditions had personally experienced such conduct.

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 B.

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 College status was defined in the questionnaire as "Within the institution, the status one holds by virtue of their status/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator)."

⁸ This report uses the terms "LGB" and "sexual minorities" to denote individuals who self-identified as lesbian, gay, bisexual, queer, and those who wrote in "other" terms, such as "pan-sexual," "homoflexible," "fluid," etc.

- Of those that experienced harassment, 11% (n = 1) of respondents with physical disabilities, 33% (n = 2) of respondents with learning disabilities, and 50% (n = 8) of respondents with psychological conditions said the harassment was based on their disability.
 - 13% (n = 28) of participants made complaints to Grinnell officials, while 29% (n = 61) did not know whom to go to, 18% (n = 38) did not report the incident for fear of retaliation, and 12% (n = 26) did not report it for fear their complaint would not be taken seriously.
- **Sexual harassment and sexual assault**
 - 16% (n = 119) of all respondents thought sexual harassment was a problem at Grinnell College.
 - 17% (n = 120) of all respondents thought sexual assault was a problem at Grinnell College.
 - Twenty-eight people (4%) had been sexually assaulted while at Grinnell College.
 - Women (6%, n = 23), bisexual respondents (13%, n = 5), People of Color (6%, n = 7), and individuals with psychological conditions (14%, n = 5) were more likely than other groups to have experienced sexual assault.
 - 93% (n = 26) were assaulted on campus.
 - The perpetrators of the sexual assault were most often students (75%, n = 21), acquaintances (18%, n = 5), friends (14%, n = 4), and strangers (14%, n = 4).

Satisfaction with Grinnell

- **77% (n = 254) of Grinnell College employees were “highly satisfied” or “satisfied” with their jobs at Grinnell. 62% (n = 206) were “highly satisfied” or “satisfied” with the way their careers have progressed at Grinnell College.**
 - Term faculty members were most satisfied with their jobs, compared to other employees.
 - People of Color were least satisfied with the way their careers have progressed at Grinnell College.
- **88% (n = 339) of students were “highly satisfied” or “satisfied” with their education at Grinnell College.**
 - Slightly lower percentages of Students of Color and sexual minority students were satisfied with their educations at Grinnell College than were other students.
- **46% (n = 331) of all respondents have seriously considered leaving Grinnell College.**
 - Among employees, 57% of men and 52% of women considered leaving Grinnell College.
 - 67% of Employees of Color, in comparison with 51% of White employees, have seriously considered leaving Grinnell. Additionally, 80% of sexual minority employees, compared to 51% of heterosexual respondents, have seriously considered leaving the institution.

- Among students, 37% of women and 42% of men considered leaving the College.
- 46% of Students of Color and 39% of White students considered leaving Grinnell, as did 47% of LGBTQ students and 38% of heterosexual students.

- **Employees were asked to rank on a five-point Likert scale (“strongly agree” to “strongly disagree”) the degree to which they agreed with the statements regarding diversity and work-related issues.**
 - The majority of faculty and staff respondents strongly agreed/agreed that they were comfortable asking questions about performance expectations (78%, n = 100 and 66%, n = 133, respectively).
 - 38% (n = 49) of faculty respondents and 43% (n = 87) of staff were reluctant to bring up issues that concern them for fear that it will affect their performance evaluation or tenure decisions.
 - 47% (n = 61) of faculty and 47% (n = 96) of staff believed there were many unwritten rules concerning how one is expected to interact with colleagues in their work units.
 - 50% (n = 166) of employees found Grinnell College supportive of family leave.
 - 41% (n = 135) of employees have had to miss out on important things in their personal lives because of professional responsibilities.
 - 13% (n = 42) of employees felt that employees who have children were considered less committed to their careers, and 24% (n = 79) felt that employees who do not have children were often burdened with work responsibilities.
 - 76% (n = 247) employees believed Grinnell should continue providing domestic partner benefits.
 - 50% (n = 163) of employees thought their compensation was equitable to their peers with similar levels of experience.
 - 49% (n = 158) of employees felt their performance evaluations truly reflected their performance.
 - 24% (n = 79) of employees believed the college treats exempt and non-exempt staff equitably.

- **Students were asked to indicate their level of agreement with a variety of statements regarding their experiences and perceptions at Grinnell College.**
 - The majority of students felt valued by faculty (85%, n = 317) and other students (63%, n = 236) in the classroom.
 - In addition, they thought faculty (84%, n = 313), other students (65%, n = 244), staff (71%, n = 266), and administrators (48%, n = 180) were genuinely concerned with their welfare.
 - 16% (n = 45) of White students and 32% (n = 25) of Students of Color perceived racial tensions in the classroom.
 - 26% (n = 71) of White students and 47% (n = 37) of Students of Color perceived racial tensions in social situations.

Perceptions of Campus Climate

- **Most respondents indicated that they were “comfortable” or “very comfortable” with the overall climate at Grinnell College (63%, n = 457), in their departments or work units (68%, n = 491), and in their classes (84%, n = 429). The figures in the narrative demonstrate some disparities based on race.**
 - Compared with 67% of White people, 52% of People of Color were “comfortable” or “very comfortable” with the overall campus climate.
 - Compared with 69% of White people, 63% of People of Color were “comfortable” or “very comfortable” with the climate in their departments or work units.
 - Compared with 88% of White people, 72% of People of Color were “comfortable” or “very comfortable” with the climate in their classes.

- **More than half of all respondents were aware of or had observed harassment on campus within the past two years.**
 - 60% (n = 436) of the participants had observed or personally been made aware of conduct on campus that created an offensive, hostile, exclusionary, or intimidating working or learning environment.
 - Most of the observed harassment was based on sexual orientation (55%, n = 240), gender expression (35%, n = 152), political views (32%, n = 140), gender (30%, n = 131), position at the College (27%, n = 118), race (26%, n = 113), religion/spiritual views (22%, n = 97), ethnicity (20%, n = 89), and socioeconomic status (20%, n = 85).
 - Compared with 58% (n = 335) of White respondents, 72% (n = 79) of Respondents of Color had observed or personally been made aware of such conduct.
 - Compared with 58% (n = 315) of heterosexuals, 80% (n = 88) of sexual minorities had observed or personally been made aware of such conduct.
 - 64% (n = 245) of students and 68% (n = 88) of faculty observed such conduct compared to 59% (n = 59) of staff exempt and 40% (n = 42) of staff non-exempt
 - Six percent (n = 27) made a complaint to a campus employee/official, while 14% (n = 61) did not know whom to go to, and eight percent (n = 36) did not report it out of fear of retaliation.

- **Some employee respondents observed discriminatory employment practices, and indicated that these practices were most often based on gender.**
 - 27% (n = 89) of employee respondents had observed discriminatory hiring.
 - 36% (n = 118) had observed discriminatory employment-related disciplinary actions at Grinnell College (up to and including dismissal).
 - 22% (n = 70) had observed discriminatory promotion practices.

- **With regard to campus accessibility for people with disabilities, most respondents were unaware of how accessible the different areas of campus were.**
 - Respondents believed South Campus (25%, n = 159) and North Campus (23%, n = 148) residence halls were “very inaccessible.”

- **Several items suggested a type of “institutional classism” existed at the College, in which non-exempt staff (i.e., staff paid an hourly wage) experiences differed from those experiences of faculty and exempt staff.**
 - A slightly lower percentage of non-exempt staff (73%) than other employee groups (75% - 87%) were satisfied with their jobs at the College.
 - Similarly, a lower percentage of non-exempt staff (52%) than other employee groups (57% - 80%) was satisfied with the way their careers had progressed at Grinnell.
 - A number of non-exempt staff who indicated they were dissatisfied with their career progression said that staff had few opportunities for career advancement at the College and were not compensated or appreciated for their level of job responsibility.
 - Non-exempt staff who considered leaving Grinnell cited several reasons for wanting to leave; among them: experiencing tense relationships with or being harassed by supervisors and/or co-workers, feeling underappreciated and overworked, and searching for “potential career advancement opportunities.”
 - 14% of non-exempt staff, 17% of faculty, and 44% of exempt staff believe the college treats exempt and non-exempt staff equitably.
 - Respondents’ qualitative comments throughout the survey described specific instances of institutional classism. For example, non-exempt staff felt “like second class citizens” and pointed to some institutional policies which discriminated against non-exempt staff (e.g., policies which allow exempt staff to use college equipment and prohibit non-exempt staff from using college equipment).

Institutional Actions

- **Faculty recommendations**
 - 57% (n = 68) of faculty respondents thought providing tenure clock options with more flexibility for promotion/tenure for faculty/staff with families would positively affect the climate.
 - More than half of the faculty respondents thought it would be a good idea to provide diversity training for college staff (51%, n = 61) and faculty (54%, n = 65).
 - 73% (n = 87) of faculty thought Grinnell ought to provide more effective mentorship for new minority/new women faculty.
 - 66% (n = 79) of faculty felt providing, promoting, and improving access to counseling for people who have experienced sexual assault/harassment would positively affect the climate.

- The majority of the faculty respondents thought the following initiatives would positively affect the climate: providing clear and fair processes to resolve conflicts (83%, n = 100), increasing funding to support campus climate change efforts (53%, n = 64), providing diversity and equity training to search and tenure committees (53%, n = 63), increasing staff representation in College governance (60%, n = 72), and increasing the diversity of the faculty and staff (76%, n = 91) and student body (77%, n = 93).
- **Staff recommendations**
 - More than half of the staff respondents thought it would be a good idea to provide diversity training for college staff (55%, n = 108) and faculty (48%, n = 94).
 - 57% (n = 111) of staff thought Grinnell ought to provide more effective mentorship for new minority/new women faculty.
 - 68% (n = 133) felt providing, promoting, and improving access to counseling for people who have experienced sexual assault/harassment would positively affect the climate.
 - Staff members thought the following immersion experiences would positively affect the climate: for faculty/staff in civic engagement projects (52%, n = 100) and for students in service learning projects (62%, n = 119).
 - The majority of the staff respondents thought the following initiatives would positively affect the climate: providing clear and fair processes to resolve conflicts (77%, n = 150), providing diversity and equity training to search and tenure committees (52%, n = 99), increasing staff representation in College governance (62%, n = 117), and increasing the diversity of the faculty and staff (52%, n = 101).
- **Student recommendations**
 - More than three-quarters of the students were in favor of providing a method to address student complaints of classroom inequity (82%, n = 299), increasing opportunities for cross-cultural dialogue among students (79%, n = 279), increasing opportunities for cross-cultural dialogue between faculty, staff, and students (79%, n = 281), and providing more effective faculty mentorship of students (77%, n = 271).
 - More than half of the student respondents thought providing diversity training for all students (51%, n = 182), staff (62%, n = 220), and faculty (64%, n = 226) would positively affect the climate.
 - Students supported increasing the diversity of the faculty and staff (57%, n = 203) and student body (61%, n = 216).
 - 61% (n = 217) of students believed incorporating issues of diversity and cross-cultural competence more effectively into the curriculum would positively affect the climate at Grinnell College.

Qualitative Findings

Out of the 730 surveys received at Grinnell College, 591 different people responded to one or more of the open-end questions. No respondents commented on all open-ended questions. Respondents included students, faculty, staff exempt, and staff non-exempt. The open-ended questions asked whether their campus experiences differed from experiences in the surrounding community,⁹ for general elaboration of personal experiences and thoughts, to name three things the respondent would like to see changed on campus and three things they would like to see remain the same, and to describe the current classroom and campus climates.

Of the respondents who provided comments regarding these questions, they were divided between whether attention to diversity was a positive or negative aspect of Grinnell College. Many praised Grinnell's efforts to create a welcoming atmosphere, asserted that the climate had improved in recent years, and/or suggested the campus would benefit from further actions to promote diversity. Others believed, however, that diversity efforts were over-emphasized or have led to reverse discrimination. These comments indicate that many respondents believe not only that diversity efforts are unnecessary, but that diversity efforts are actively harmful.

While many respondents reported positive experiences with diversity and diversity initiatives, some individuals described common experiences including lack of adequate responses to specific types of complaints. It is not suggested that these experiences are typical, or that the conclusions drawn by the commenter are accurate representations of what happened. Rather, these examples "give voice" to the experiences reported in the quantitative findings of the report. As mentioned in the comments, some respondents indicated they would not report complaints because of perceived lack of support at the College.

Overall, the results in this report 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 systemic, structural, and informal issues as favorably as for their White, male,

⁹ The complete survey is available in Appendix C.

heterosexual, and able-bodied respondents. Similarly, the role of employment status, or class on campus, plays a significant role in addition to the aforementioned identities, emerging as “institutional classism” for staff.

The next steps in this project are to use the results of this assessment to identify specific strategies for addressing the challenges facing the community and to support positive initiatives on campus.

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

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).

climate that cultivates diversity and celebrates difference.

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.

History of the Grinnell College Project

Grinnell College has a long history of supporting diversity initiatives¹² as evidenced by the College’s support and commitment to this climate assessment project. In 2008, the senior administration led by Elena Bernal, Vice-President for Diversity and Achievement, began to investigate consulting firms that conduct climate assessments in higher education. Rankin & Associates (R&A) was identified as leader in conducting multiple identity studies in higher education. In August 2008, R&A presented a proposal to the Diversity Steering Committee and representatives from various constituent groups, which resulted in a subsequent contract with R&A to facilitate a College-wide climate assessment.

In the first phase of the project, fact-finding groups were conducted to gather information from Grinnell College students, staff, and faculty about their perceptions of the campus climate, to inform question construction on a College-wide survey instrument. The Diversity Steering Committee began working with R&A to assist in identifying participants for the fact-finding groups and developing the protocol that would be used in conducting the groups. The fact-

¹² For more information on Grinnell diversity initiatives see <http://www.grinnell.edu/offices/president/diversity/>

finding groups were conducted at Grinnell on September 10, 2008. One hundred fourteen (114) people participated in the 15 fact finding groups, which were divided by certain demographic characteristics so that participants might feel safe to speak about their own experiences. Of the 113 participants, 66 were women, 47 were men, and one was transgender. Additionally, 72 participants were students and 42 were faculty, staff, or administrators. At each group, participants were offered the contact information of R&A staff for the opportunity to discuss any issue not addressed during the groups. Four individuals who were not able to participate in the groups provided additional comments about the climate for diversity via telephone conversations with R&A. A second round of fact-finding groups was held in December 2008 at the request of the Diversity Steering Committee to provide more opportunity for staff input into the assessment process.

Using the information gathered in the fact-finding groups and informed by prior work of R&A, the Diversity Steering Committee developed the final survey instrument that was administered to the campus community in April-May 2009. The results of the internal assessment will be used to help to lay the groundwork for future initiatives.

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).

¹³ Rankin & Associates (2001) adapted from AAC&U (1995).

Research Design

Survey Instrument.¹⁴ The survey questions were constructed based on the work of Rankin, (2003) and informed by the fact-finding groups held in September and December 2008 at Grinnell. The Diversity Steering Committee was instrumental in reviewing the drafts of the survey. The final survey contained 104 questions,¹⁵ 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, student and employee satisfaction, and their perceptions of Grinnell College 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 23, 2009 by the Grinnell College Institutional Review Board (IRB). The proposal indicated that any analysis of the data would insure participant confidentiality. The final Web-based survey and paper-and-pencil surveys were distributed to the campus community in April and May 2009. 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 Osgood. To encourage participation, members of the Diversity Steering Committee forwarded subsequent invitations.

¹⁴ The original project that served as the foundation for survey was conducted in 2000-2001. The sample included 15,356 respondents from ten geographically diverse campuses (three private and eight public colleges and universities). Subsequent to the original project, the survey questions have been modified based on the results of sixty additional campus climate project analyses. For a more detailed review of the survey development process (e.g., content validity, construct validity, internal reliability, factor analysis), the reader is directed to: Rankin, S. and Reason, R. (2008). A Comprehensive Approach to Transforming Campus Climate. *Journal of Diversity in Higher Education*.

¹⁵ 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).

Limitations. Several limitations to the generalizability of 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. Additionally, data may have been skewed by the events unfolding on campus before and during the time of the assessment.

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 17.0). Numbers and percentages were also calculated by salient group memberships (e.g., by gender, race/ethnicity, status) 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.¹⁶ Refer to the survey data tables in Appendix B for actual percentages.¹⁷

A few survey questions allowed respondents the opportunity to further describe their experiences on Grinnell 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 in the survey questions and revealed in the quantitative data; however, additional themes that appeared in the comments were noted in the narrative and in the “Comments Analysis” appendix.

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.

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

¹⁷ Percentages derived using the total number of survey respondents.

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 the Grinnell College's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns on campus.

Description of the Sample.¹⁸ Seven hundred thirty (730) surveys were returned. The sample and population figures, chi-square analyses, and response rates are presented in Table 1. Particular characteristics of the sample should be noted.

The sample had a significantly greater proportion of women and smaller proportion of men than did the population. Additionally, the sample had a significantly larger proportion of Whites, and significantly smaller proportions of African Americans/Blacks, Asians/Asian Americans, and Latino(a)/Hispanics than did the population. The analysis did not include 356 individuals from the population and 67 individuals from the sample due to lack of correspondence in categories of race/ethnicity.

The sample also had significantly smaller proportions of Students and Continuing Non-Tenure Faculty, and significantly larger proportions of all other categories of faculty and staff than did the population. And finally, the sample had significantly larger proportions of U.S. Citizens and individuals with Dual Citizenship, and smaller proportions of Permanent Residents (Immigrants) and International individuals than did the population. Given these results, caution must be used when comparing these groups to their corresponding majority groups.

¹⁸ All frequency tables are provided in Appendix B. For any notation regarding tables in the narrative, the reader is directed to these tables.

Table 1. Demographics of Population and Sample¹⁹

Characteristic	Subgroup	Population		Sample		Response Rate
		N	%	n	%	
Gender ^a	Male	1096	46.2%	294	40.6%	26.8%
	Female	1275	53.8%	417	57.5%	32.7%
	Transgender			7	1.0%	n/a
	Other			7	1.0%	n/a
Race/Ethnicity ^{b,1}	African			5	0.7%	n/a
	African American/Black	104	4.4%	25	3.4%	24.0%
	Asian/Asian American	146	6.2%	34	4.7%	23.3%
	Caribbean/West Indian			3	0.4%	n/a
	Indian Subcontinent			13	1.8%	n/a
	Latino(a)/Hispanic	117	4.9%	22	3.0%	18.8%
	Latin American			11	1.5%	n/a
	Middle Eastern			11	1.5%	n/a
	Native American Indian	16	0.7%	7	1.0%	43.8%
	Pacific Islander/Hawaiian Native			2	0.3%	n/a
	Southeast Asian			4	0.5%	n/a
	White	1632	68.8%	619	84.8%	37.9%
	F/N	179	7.5%			n/a
	Unknown	177	7.5%			n/a
Other			18	2.5%	n/a	
Position	Student	1633	68.9%	384	52.6%	23.5%
	Term Faculty	29	1.2%	15	2.1%	51.7%
	Pre-Tenure Faculty	50	2.1%	37	5.1%	74.0%
	Tenured Faculty	120	5.1%	64	8.8%	53.3%
	Continuing Non-Tenure Faculty	79	3.3%	15	2.1%	19.0%
	Staff Non-Exempt	291	12.3%	106	14.5%	36.4%
	Staff Exempt	169	7.1%	100	13.7%	59.2%
	Other			9	1.2%	n/a
Citizenship ^d	US Citizen	2104	88.7%	670	92.7%	31.8%
	Dual Citizenship	23	1.0%	17	2.4%	73.9%
	Permanent Resident (Immigrant)	57	2.4%	6	0.8%	10.5%
	International	187	7.9%	30	4.1%	16.0%

¹ Respondents were instructed to indicate all racial/ethnic categories that apply.

^a $X^2(1, N = 711) = 6.73, p = .0095$

^b $X^2(4, N = 707) = 22.35, p = .0001$

^c $X^2(6, N = 721) = 135.15, p = .0001$

^d $X^2(3, N = 723) = 34.79, p = .0001$

¹⁹ The table population categories for race are those used by the institution. The table sample categories for race are those created by the Diversity Steering Committee based on their knowledge of the community at Grinnell College.

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 the Grinnell survey. The survey was also reviewed by members of the Grinnell Diversity Steering Committee.

Content validity was ensured given that the items and response choices arose from literature reviews, previous surveys, and input from Diversity Steering 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 96 & 98) and those that rate overall campus climate on various scales (question 90) were moderate and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for that population (Bartz 1988).

Moderate relationships existed between non-racist and respect for African Americans/Blacks, non-homophobic and respect for LGBT individuals, non-classist and respect for socioeconomically disadvantaged individuals, non-sexist and respect for women, and positive climate for non-native English speakers and respect for non-native English speakers. A low-

moderate relationship existed between non-racist and respect for Latino(a)/Hispanics. The consistency of these results suggests that the survey data were internally reliable (Trochim, 2000). Pertinent correlation coefficients²⁰ are provided in Table 2.

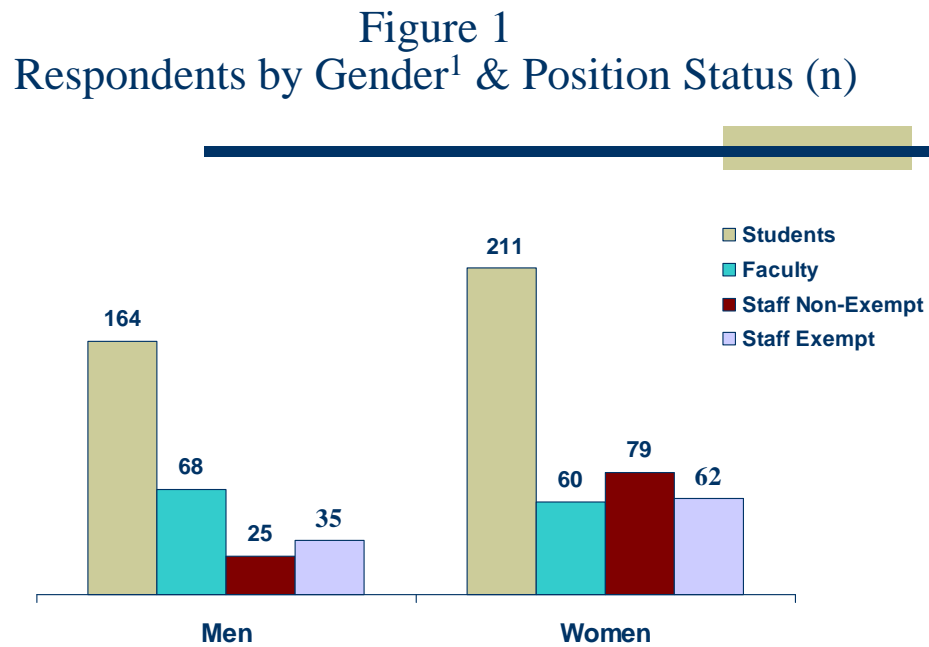
²⁰ Pearson correlation coefficients indicate the degree to which two variables are related. A value of one signifies perfect correlation. Zero signifies no correlation.

Table 2.
Pearson Correlations between Ratings of Acceptance and Campus Climate for Selected Groups

Respectful of:	Climate Characteristics				
	Non-Racist	Non-Homophobic	Non-Classist	Non-Sexist	Positive for Non-Native English Speakers
African Americans/Blacks	.418				
Alaskan Natives	.277				
Asians	.318				
Asian Americans	.323				
Latino(a)/Hispanics	.392				
Middle Eastern persons	.336				
Multiracial/multiethnic/ multicultural persons	.351				
Native Americans	.317				
Pacific Islanders/Hawaiian Natives	.288				
LGBT individuals		.457			
Socioeconomically Disadvantaged persons			.419		
Women				.463	
Non-native English Speakers					.448

p = 0.01 for all r values

Sample Characteristics.²¹ The majority of the sample were women (57%, n = 417, Figure 1). Seven (1%) transgender²² individuals completed the survey; however, they are not included in Figure 1 to maintain the confidentiality of the small number of transgendered respondents.

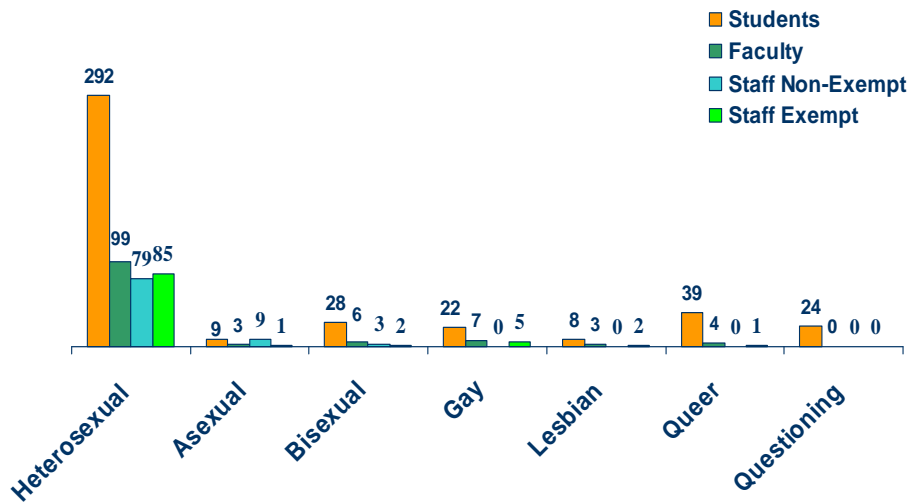


²¹ All percentages presented in the “Sample Characteristics” section of the report are valid percentages.

²² Self-identification as “transgender” does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been separately reported in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.

The majority of respondents were heterosexual²³ (77%, n = 561) and 18% (n = 131) were sexual minorities²⁴ (Figure 2). Eighteen percent represents the duplicated total of responses as individuals were able to “mark all responses that apply” for this survey item. For example, one respondent may have marked “gay” and “queer.”

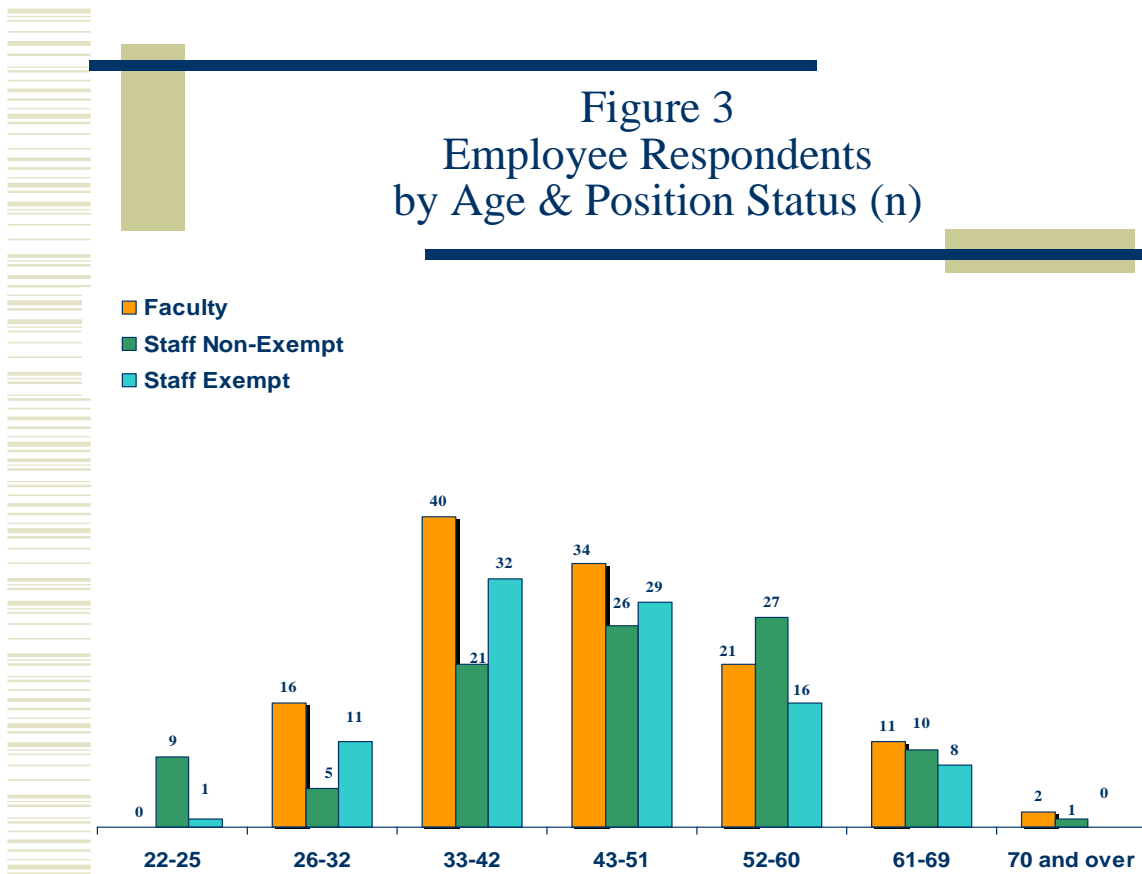
Figure 2
 Respondents by Sexual Orientation
 & Position Status (n)



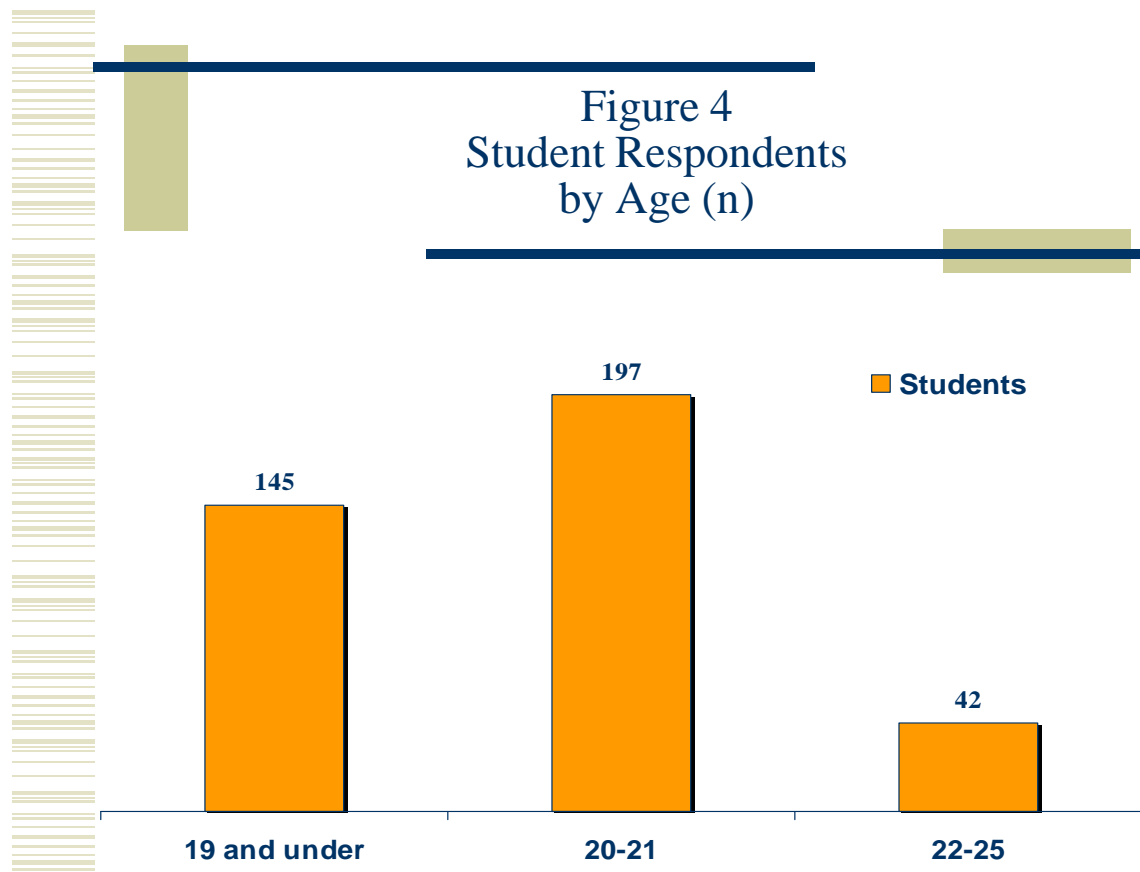
²³ Respondents who answered “other” in response to the question about their sexual orientations and wrote “normal” or “straight” in the adjoining text box were recoded as heterosexual.

²⁴ This report uses the terms “LGB,” “LGBQ,” and “sexual minorities” to denote individuals who self-identified as lesbian, gay, bisexual, queer, and those who wrote in “other” terms, such as “pan-sexual,” “homoflexible,” “fluid,” etc.

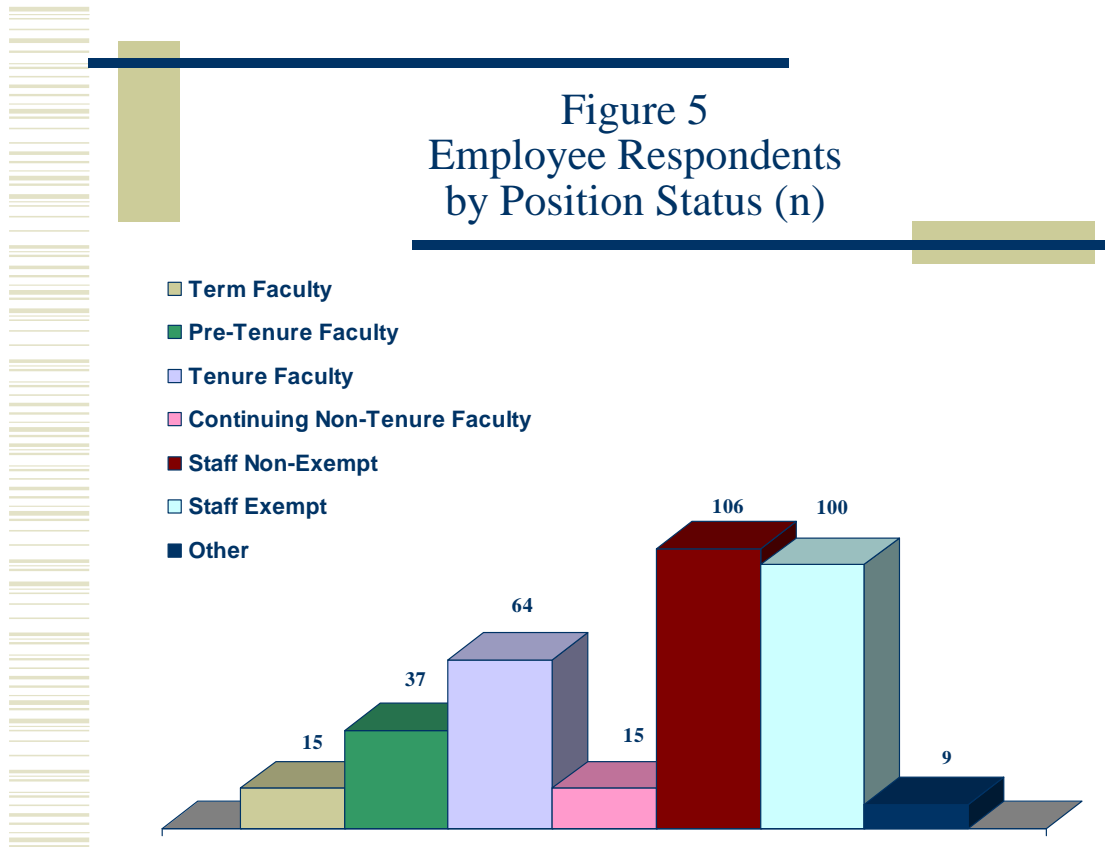
Thirty-two percent (n = 40) of faculty members were 33 to 42 years old, and 27% (n = 34) of faculty respondents were between the ages of 43 to 51 (Figure 3). Twenty-seven percent (n = 29) of staff non-exempt were between the ages of 52 and 60, and 33% (n = 32) of staff exempt were between the ages of 33 and 42.



Fifty-one percent (n = 197) of responding students were 20 to 21 years old (Figure 4).

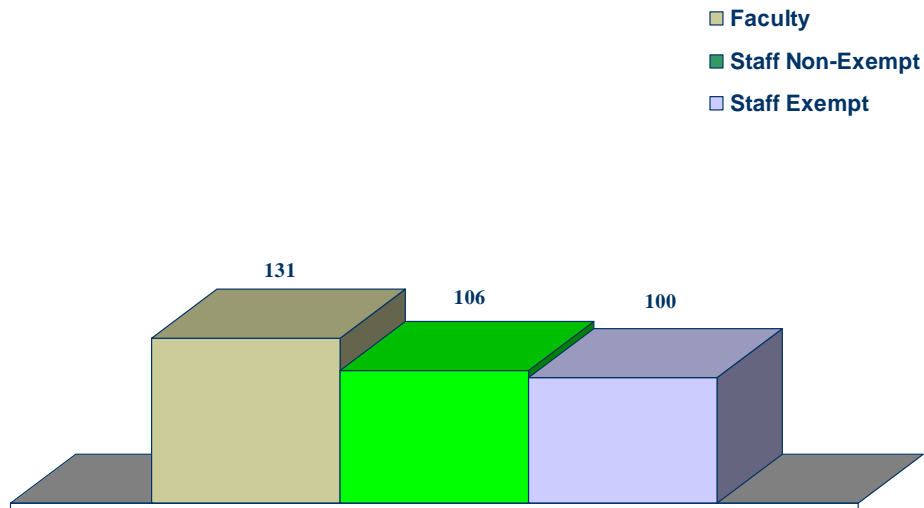


Figures 5 and 6 depict the employee respondent population by Grinnell status (Figure 5).



For the purposes of some analyses, employee “status” data were collapsed²⁵ into the following categories: faculty, staff exempt, and staff non-exempt (Figure 6). Thirty-nine percent (n = 131) of employee respondents were faculty, 31% (n = 106) were staff non-exempt, and 30% (n = 100) were staff exempt. .

Figure 6
Collapsed Employee Position Status (n)



²⁵ Throughout the analyses, the term “faculty” is used to include term faculty, pre-tenure (tenure track) faculty, tenure faculty, and continuing non-tenure faculty. “Staff exempt” denotes staff members who are paid a salary. “Staff non-exempt” includes staff members paid an hourly wage. These categories were collapsed for the purposes of analyses and to ensure the confidentiality of respondents.

Table 3 presents the types of appointments faculty and staff held at Grinnell College.

Table 3. Faculty/Staff Appointments

Appointment	Men		Women	
	n	%	n	%
Term Faculty	9	60.0	6	40.0
Pre-Tenure (tenure-track) faculty	19	51.4	18	48.6
Tenure faculty	34	54.0	27	42.9
Continuing non-tenure faculty	6	40.0	9	60.0
Staff non-exempt	25	24.0	79	76.0
Staff exempt	35	35.4	62	62.6

Note: Table reports employee responses only (n = 337).

Thirty-nine percent (n = 51) of faculty respondents were affiliated with the Science Division, while 29% (n = 38) were affiliated with the Humanities Division, and 28% (n = 37) with the Social Studies Division (Table B10).

About one-fifth of the staff respondents were affiliated with College Services (20%, n = 42) and another fifth were affiliated with Academic Affairs (22%, n = 45, Table 4). Eighty-nine percent (n = 300) of employees were full-time in their status (Table B13).

Table 4. Staff Division/Department/Work Unit /Program Affiliations

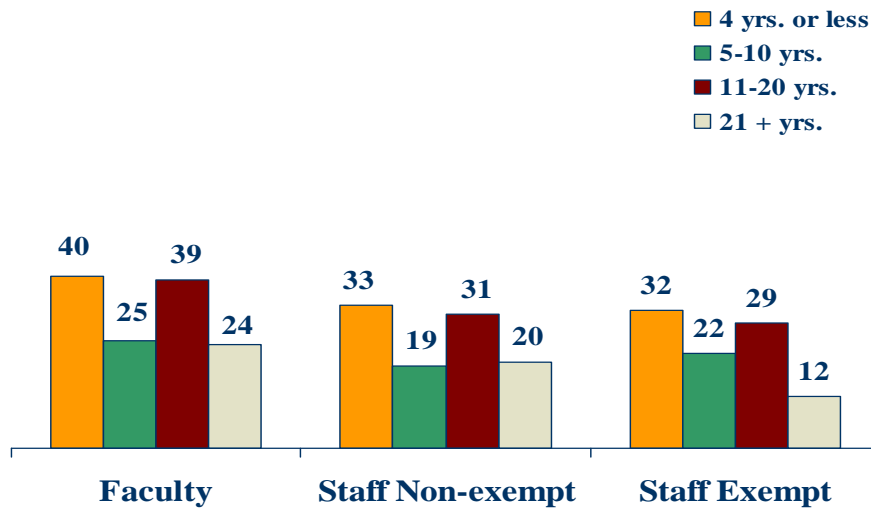
Primary Affiliation	n	%
Student Affairs	21	10.2
College Services	42	20.4
Treasurer	7	3.4
Academic Affairs	45	21.8
College and Alumni Relations	29	14.1
Admission and Financial Aid	7	3.4
Institutional Planning	20	9.7
Facilities Management	6	2.9
Other	20	9.7

Note: Table reports staff responses only (n = 206).

About eight percent (n = 27) of employee respondents indicated that the highest level of education they completed was high school or GED. Six percent (n = 20) had finished associates degrees, 18 % (n = 59) bachelor’s degrees, 16 % (n = 54) master’s degrees, and 36% (n = 122) doctoral or professional degrees (Table B9).

About 20% (n = 66) of employee respondents have been employed by Grinnell College for less than two years, another 20% (n = 66) have been at Grinnell for five to 10 years and 17% (n = 57) have been at Grinnell for 11 to 15 years (Figure 7). Seventeen percent (n = 56) of employees have been at the College for more than 20 years.

Figure 7
Employee Respondents' Time at Grinnell (n)



Approximately 29% (n = 110) of the student respondents were second-year students, and 28% (n = 109) were first-year students (Figure 8).

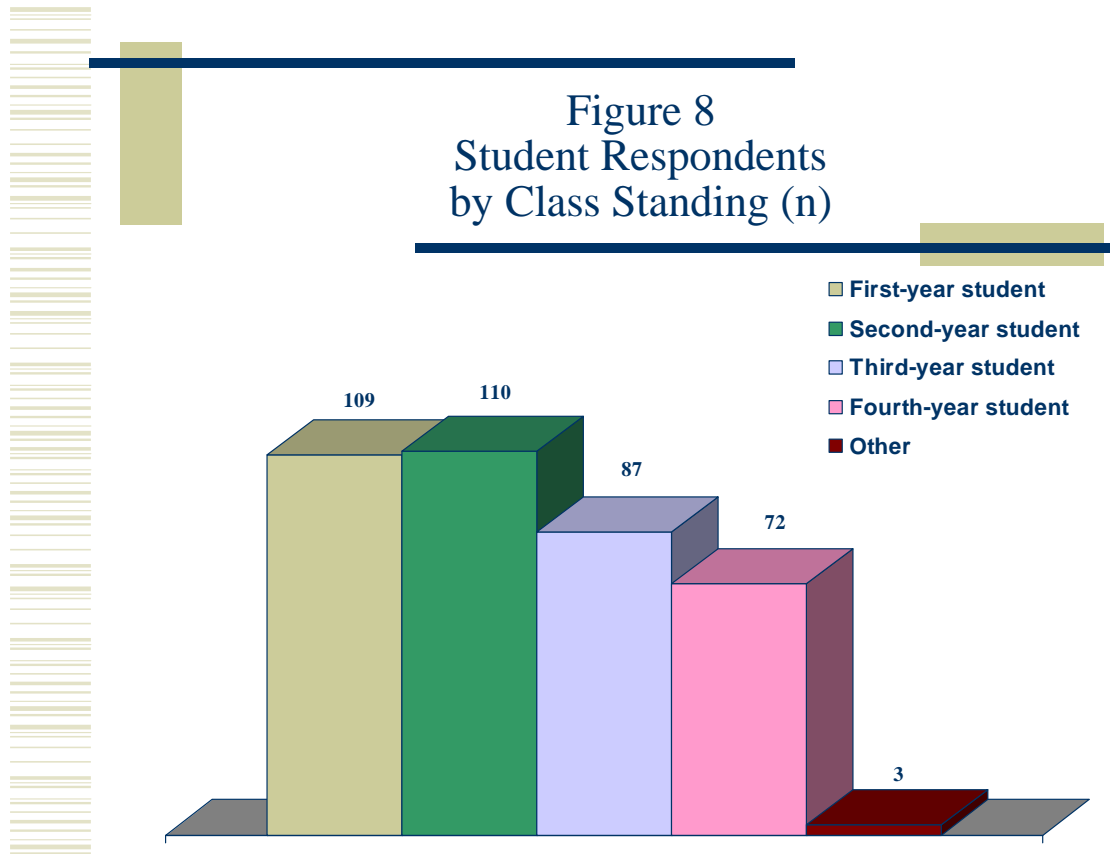


Table 5 illustrates the level of education completed by students' parents or legal guardians.

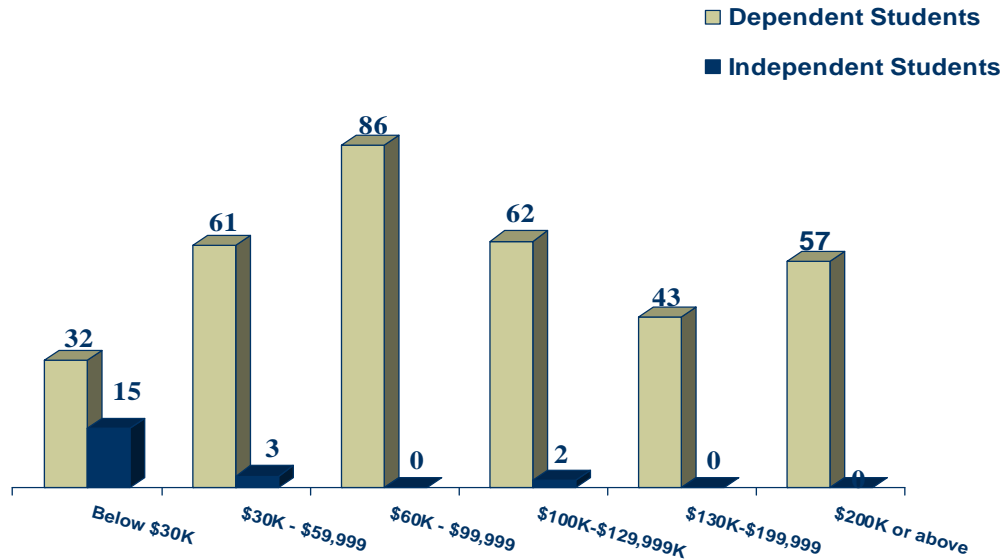
Table 5. Students' Parents'/Guardians' Highest Level of Education

Level of Education	Parent /Legal Guardian 1		Parent/Legal Guardian 2	
	n	%	n	%
No high school	50	6.8	34	4.7
High school	100	13.7	106	14.5
Some college	65	8.9	55	7.5
Business/Technical certificate/degree	16	2.2	26	3.6
Associate's degree	15	2.1	22	3.0
Bachelor's degree	133	18.2	140	19.2
Some graduate work	26	3.6	41	5.6
Master's degree	156	21.4	158	21.6
Doctorate degree	112	15.3	73	10.0
Other professional degree	40	5.5	38	5.2
Unknown	1	0.1	4	0.5
Not applicable	7	1.0	11	1.5

Ninety-four percent (n = 362) of student respondents were currently dependent students (i.e., their family/guardians assisted with their living/educational expenses), and five percent (n = 20) were independent students (i.e., they were the sole providers for their living/educational expenses) (Table B20). Thirty-three percent (n = 125) of all students were working more than 10 hours per week (Table B23).

Thirteen percent (n = 48) of student respondents reported their families have annual incomes of less than \$30,000 (Table B21). Seventeen percent (n = 64) reported annual incomes between \$30,000 and \$59,999, 39% (n = 150) between \$60,000 and \$99,999, 11% (n = 43) between \$100,000 and \$129,999, and 23% (n = 87) over \$130,000 annually. These figures are displayed by student status in Figure 9, where information is provided for students based on their status as financially independent or dependent.

Figure 9
Income by Students' Dependency Status (n)



Of the students completing the survey, 36% (n = 138) lived in North Campus and 31% (n = 118) lived in South Campus (Table 6). Seventeen percent (n = 64) lived off-campus.

Table 6. Students' Residence	n	%
North Campus	138	35.9
East Campus	53	13.8
South Campus	118	30.7
Off-campus housing – college owned	22	5.7
Off-campus housing – not-college owned	42	10.9
Studying Abroad	10	2.6

Table 7 illustrates students' actual or intended academic major(s) and concentration(s).

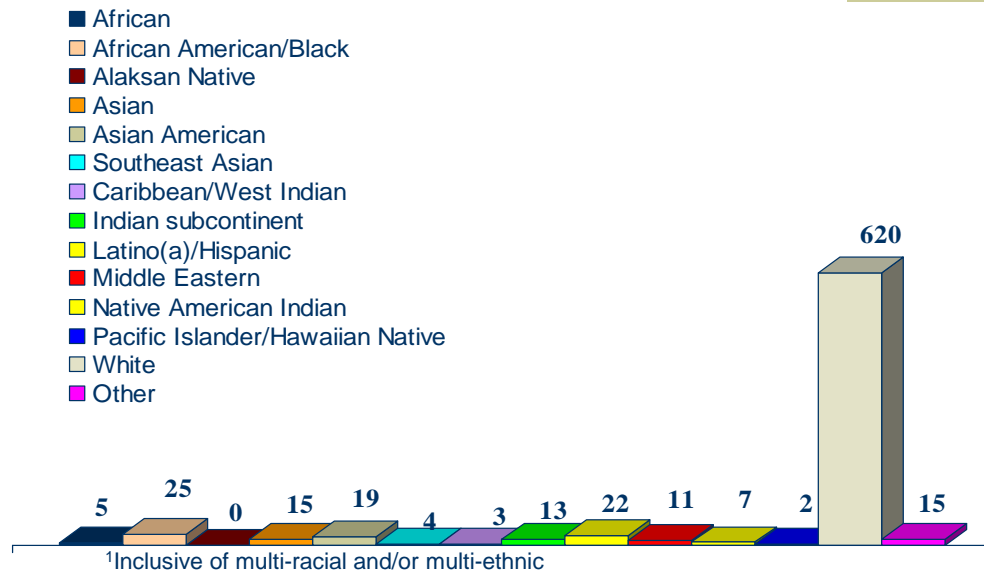
Table 7. Students' Majors/Concentrations

Major/Concentration	n	%
Humanities		
Art	15	3.9
Chinese & Japanese	9	2.3
Classics	1	0.3
English	39	10.2
French	24	6.2
German	7	1.8
Music	13	3.4
Philosophy	13	3.4
Religious Studies	13	3.4
Russian	8	2.1
Spanish	28	7.3
Theatre & Dance	4	1.0
Science		
Biological Chemistry	28	7.3
Biology	33	8.6
Chemistry	17	4.4
Computer Science	15	3.9
Mathematics & Statistics	27	7.0
Physics	25	6.5
Psychology	28	7.3
Social Studies		
Anthropology	43	11.2
Economics	34	8.9
Education	11	2.9
History	47	12.2
Political Science	46	12.0
Sociology	43	11.2
Concentrations		
American Studies	9	2.3
East Asian Studies	6	1.6
Environmental Studies	17	4.4
Gender & Women's Studies	31	8.1
Global Development Studies	32	8.3
Latin American Studies	10	2.6
Linguistics	9	2.3
Neuroscience	22	5.7
Policy Studies	11	2.9
Russian, Central and Eastern European Studies	0	0.0
Technology Studies	2	0.5
Western European Studies	3	0.8

Note: Table includes only those who answered that they were students (n = 384).
 Note: Percentages may not sum to 100% due to multiple responses.

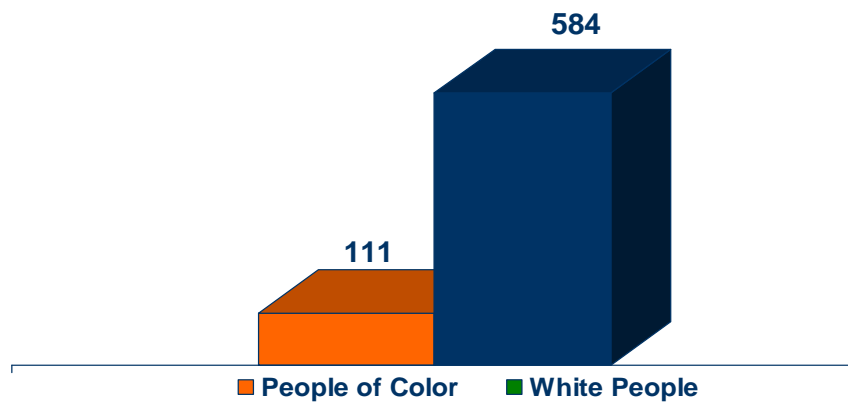
With regard to race and ethnicity, 85% (n = 620) of the respondents identified as White (Figure 10). Three percent each identified as African American/Black (n = 25), Asian American (n = 19), and Latino/Hispanic (n = 22), and Two percent each identified as Asian (n = 15), from the Indian Subcontinent (n = 13), Latin American (n = 11), and Middle Eastern (n = 11). . One percent or fewer each were African (n = 5), Southeast Asian (n = 4), Caribbean/West Indian (n = 3), Native American Indian (n = 7), and Pacific Islander/Hawaiian Native (n = 2). No one identified as Alaskan Native. Nine people who choose “other” wrote in comments such as “Jewish,” “European-American,” “I do not choose to identify myself along racial/ethnic lines,” “International student,” and “Race is a social/legal construct.”

Figure 10
 Respondents by Racial/Ethnic Identity (n)¹



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 (n = 584, 84%) as part of their identity and 111 respondents (16%) chose a category other than White as part of their identity (Figure 11). 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.²⁶

Figure 11
Respondents by Racial/Ethnic Identity (n)



²⁶ 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.

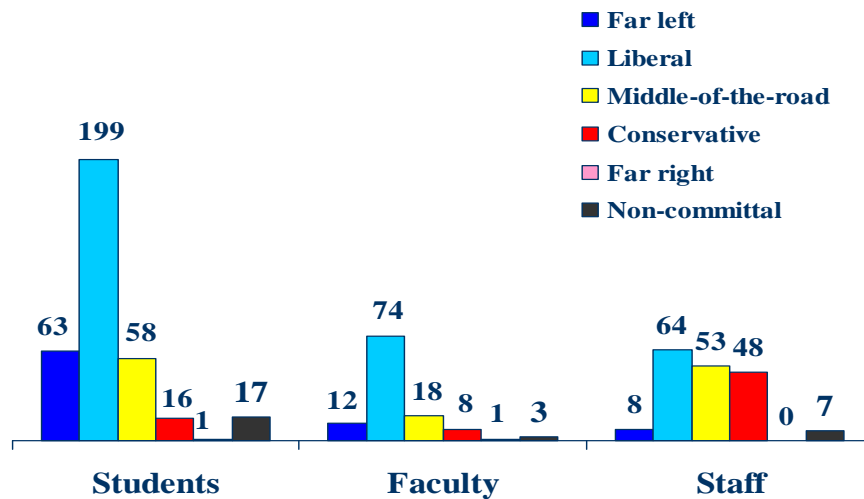
Table 8 illustrates that approximately 42% (n = 305) of the respondents were affiliated with a Christian denomination, while 33% (n = 240) identified as having no spiritual affiliation (e.g., no affiliation, atheist, agnostic).

Table 8. Respondents' Spiritual/Religious Affiliations

Spiritual Affiliation	n	%	Spiritual Affiliation	n	%
Animist	0	0.0	Native American Traditional Practitioner	0	0.0
Anabaptist	0	0.0	Nondenominational Christian	36	4.9
Agnostic	65	8.9	Pagan	3	0.4
Atheist	70	9.6	Pentecostal	4	0.5
Baha'i	0	0.0	Presbyterian	22	3.0
Baptist	15	2.1	Quaker	11	1.5
Buddhist	12	1.6	Roman Catholic	87	11.9
Christian Orthodox	14	1.9	Seventh Day Adventist	1	0.1
Confucianist	0	0.0	Shamanist	0	0.0
Druid	1	0.1	Shinto	0	0.0
Eastern Orthodox	3	0.4	Sikh	0	0.0
Episcopalian	17	2.3	Taoist	0	0.0
Hindu	3	0.4	Unitarian Universalist	13	1.8
Jehovah's Witness	0	0.0	United Church of Christ	25	3.4
Jewish	26	3.6	Wiccan	0	0.0
Latter Day Saints (Mormon)	4	0.5	Zoroastrian	0	0.0
Lutheran	29	4.0	Spiritual, but no religious Affiliation	50	6.8
Mennonite	3	0.4	No affiliation	105	14.4
Methodist/AME	45	6.2	Other	37	5.1
Moravian	0	0.0			
Muslim	5	0.7			

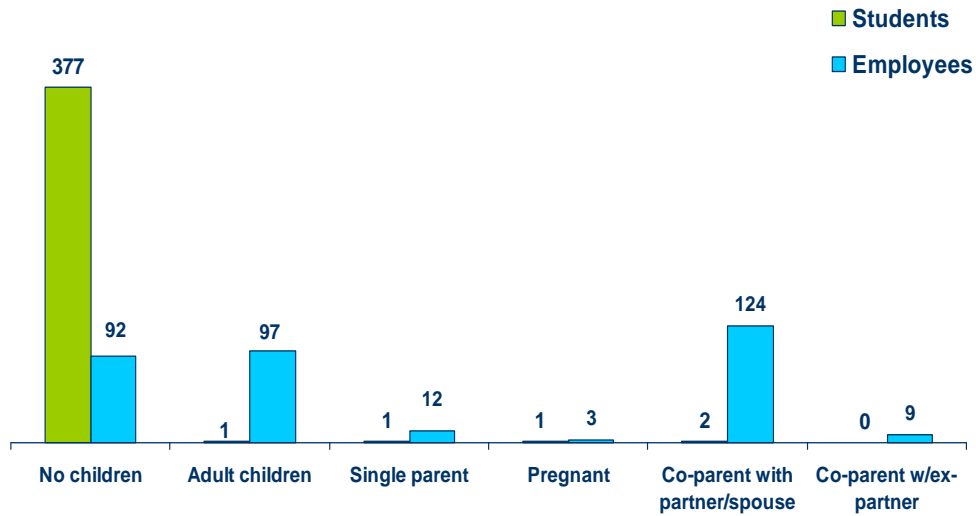
When asked how they would characterize their political views, 47% (n = 342) of the respondents indicated they held “liberal” political views (Figure 12). Another 12% (n = 84) considered themselves on the “far left” end of the spectrum. Eighteen percent (n = 130) were “middle of the road,” while 10% (n = 73) were politically “conservative” and less than one percent (n = 2) considered themselves “far right.” Twelve people wrote in “libertarian,” three people wrote in “anarchist,” and two individuals considered themselves “communists.”

Figure 12
 Respondents’ Political Views (n)



Few students had children. Thirty-seven percent (n = 124) of employee respondents were co-parenting with a spouse or partner, while approximately 27% (n = 92) had no children (Figure 13).

Figure 13
Respondents' Parental Status
by Position Status (n)



Ten percent (n = 70) of respondents had a disability that substantially affects major life activities (Table B14). Of those 70 respondents, 25 (36%) said they had physical disabilities, 18 (26%) had learning disabilities, and 37 (53%) had psychological conditions (Figure 14).

Figure 14
Respondents with Conditions
that Substantially Affect Major Life Activities (n)

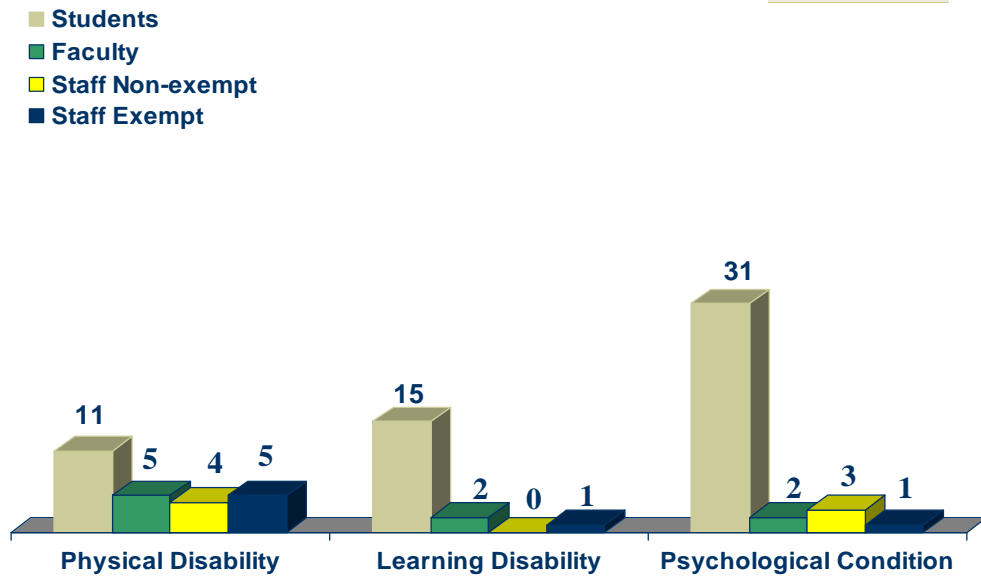


Table 9 indicates that approximately 92% (n = 670) of all participants who completed this survey were U.S. citizens.

Table 9. Respondents' Citizenship Status

	Students		Employees	
	n	%	n	%
U.S. citizen	341	89.0	321	96.7
Dual citizenship	12	3.1	5	1.5
Permanent resident	1	0.3	5	1.5
International (F-1, J-1, or H1-B, or other visa)	29	7.6	1	0.3

Twelve respondents (2%) identified as active military status or veterans (Table B7).

Campus Climate Assessment Findings²⁷

The following section²⁸ reviews the major findings of this study. The review explores the climate at Grinnell College 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 status of the respondents.

Personal Experiences

Within the past two years, 30% (n = 214) of respondents 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 learn²⁹ at Grinnell College (Table B33). Respondents indicated these experiences were based most often on their position at the College (37%, n = 79), gender (23%, n = 50), religious/spiritual status (20%, n = 42), sexual orientation (17%, n = 36), educational level (16%, n = 35), and political views (16%, n = 35) (Table 10). The percentage of respondents experiencing harassment at Grinnell College is higher than the percentage of respondents who experienced harassment in studies of other institutions.³⁰

²⁷ All tables are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

²⁸ 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).

²⁹ 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.

³⁰ 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%).

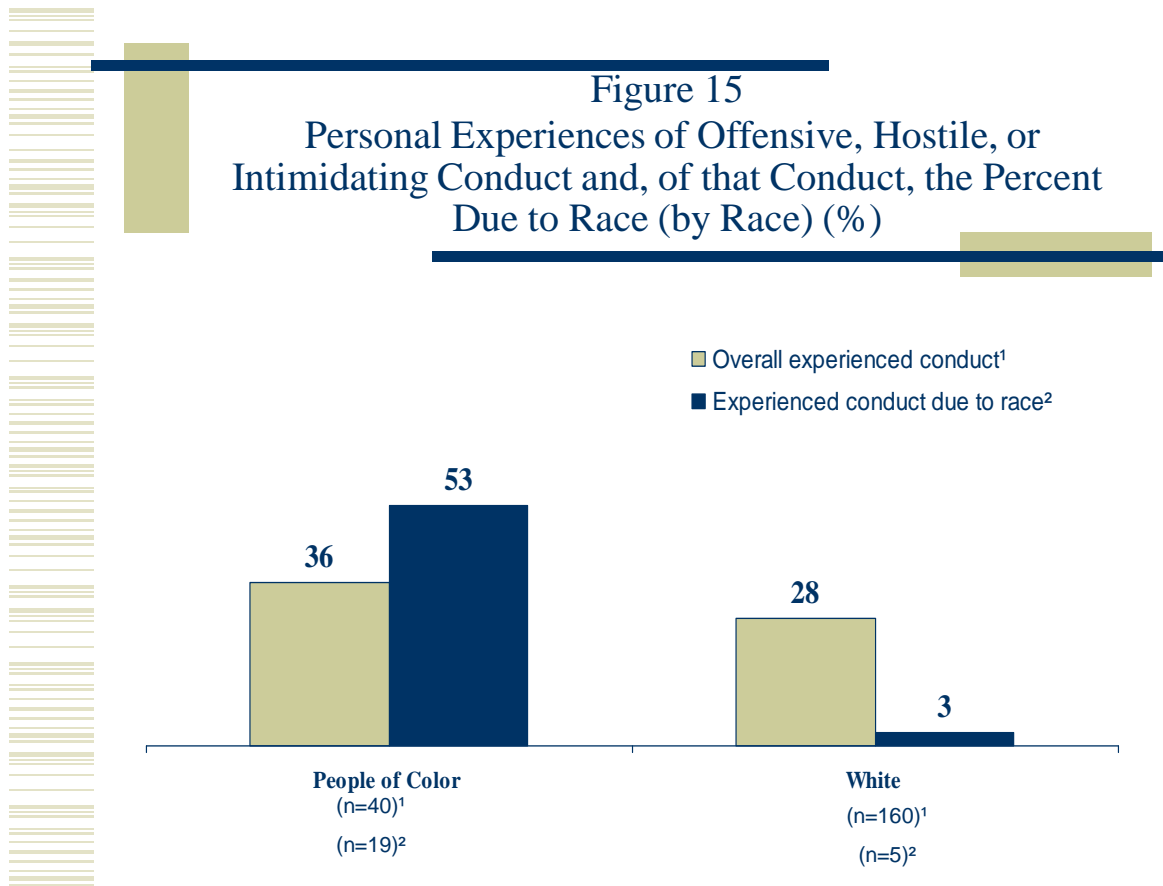
Table 10. Basis of Experienced Conduct

	n	%
My position at the College	79	36.9
My gender	50	23.4
My religious/spiritual status	42	19.6
My sexual orientation	36	16.8
My educational level	35	16.4
My political views	35	16.4
My socioeconomic status	29	13.6
My ethnicity	26	12.1
My race	26	12.1
My physical characteristics	25	11.7
My age	24	11.2
My psychological disability (e.g., depression, anxiety)	20	9.3
My gender expression	15	7.0
My country of origin	14	6.5
My English language proficiency/accent	13	6.1
Parental status (e.g., having children)	11	5.1
My immigrant status	4	1.9
My learning disability	2	0.9
My military/veteran status	1	0.5
My physical disability	1	0.5
Other	70	32.7

Note: Only answered by respondents reporting experience of harassment (n = 214).
 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, status) of individuals who responded “yes” to the question, “Within the past two years, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (harassing behavior) that has interfered unreasonably with your ability to work or learn at Grinnell College?”

When reviewing these results in terms of race a higher percentage of Respondents of Color (36%, n = 40) experienced this conduct than did White respondents (28%, n = 160) (Figure 15). Of those respondents who experienced the conduct, 48% (n = 19) of Respondents of Color said it was based on their race, while only three percent (n = 5) of White respondents thought the conduct was based on race.

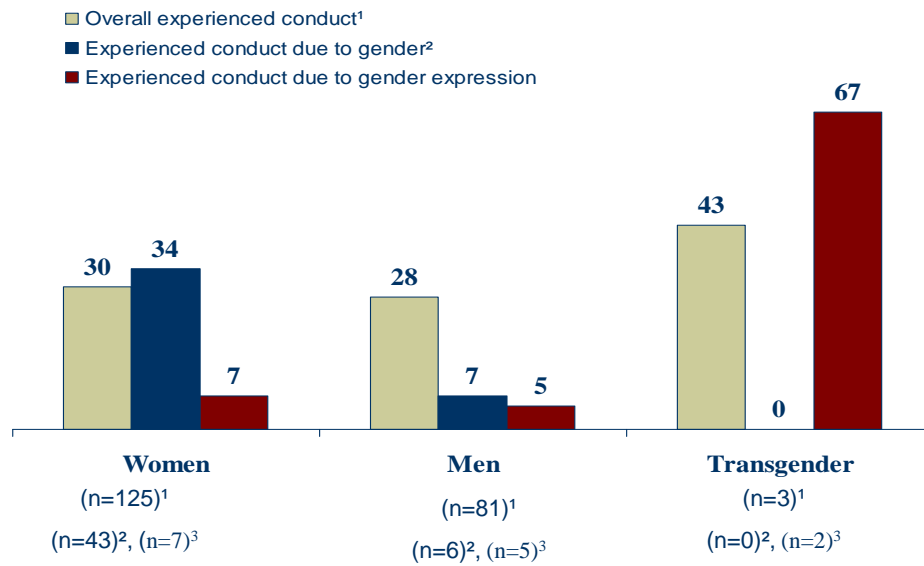


¹ Percentages are based on total n split by group.

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

When reviewing the data by gender a similar percentage of men and women respondents (28%, n = 81 and 30%, n = 125, respectively) experienced offensive, hostile, exclusionary, or intimidating conduct (Figure 16). Thirty-four percent (n = 43) of women that experienced this conduct – in comparison with seven percent (n = 6) of men – said it was based on gender. Three out of seven transgender respondents also experienced this conduct, and two indicated it was based not on their gender, per se, but on their gender expression.³¹

Figure 16
Personal Experiences of Offensive, Hostile, or Intimidating Conduct and, of that Conduct, the Percent Due to Gender (by Gender) (%)



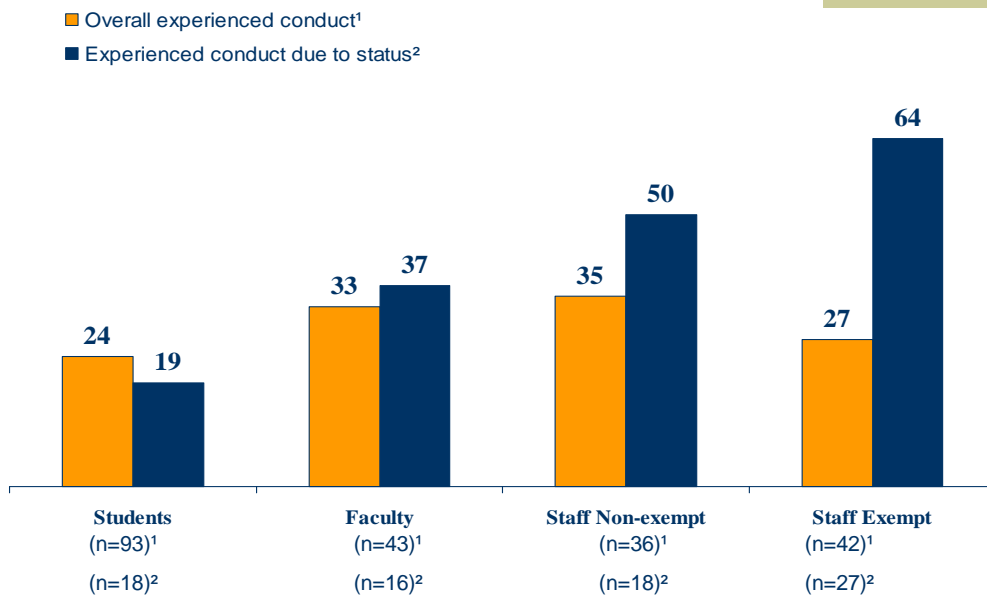
¹ Percentages are based on total n split by group.

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

³¹ In this survey gender expression is defined as the manner in which a person outwardly represents their gender, regardless of the physical characteristics that might typically define them as male or female.

Greater percentages of staff respondents (42%, n = 27) were harassed than were other respondents. Additionally, 50% (n = 18) of staff non-exempt and 64% (n = 27) staff exempt that were harassed said the conduct was based on their position at Grinnell College (Figure 17).

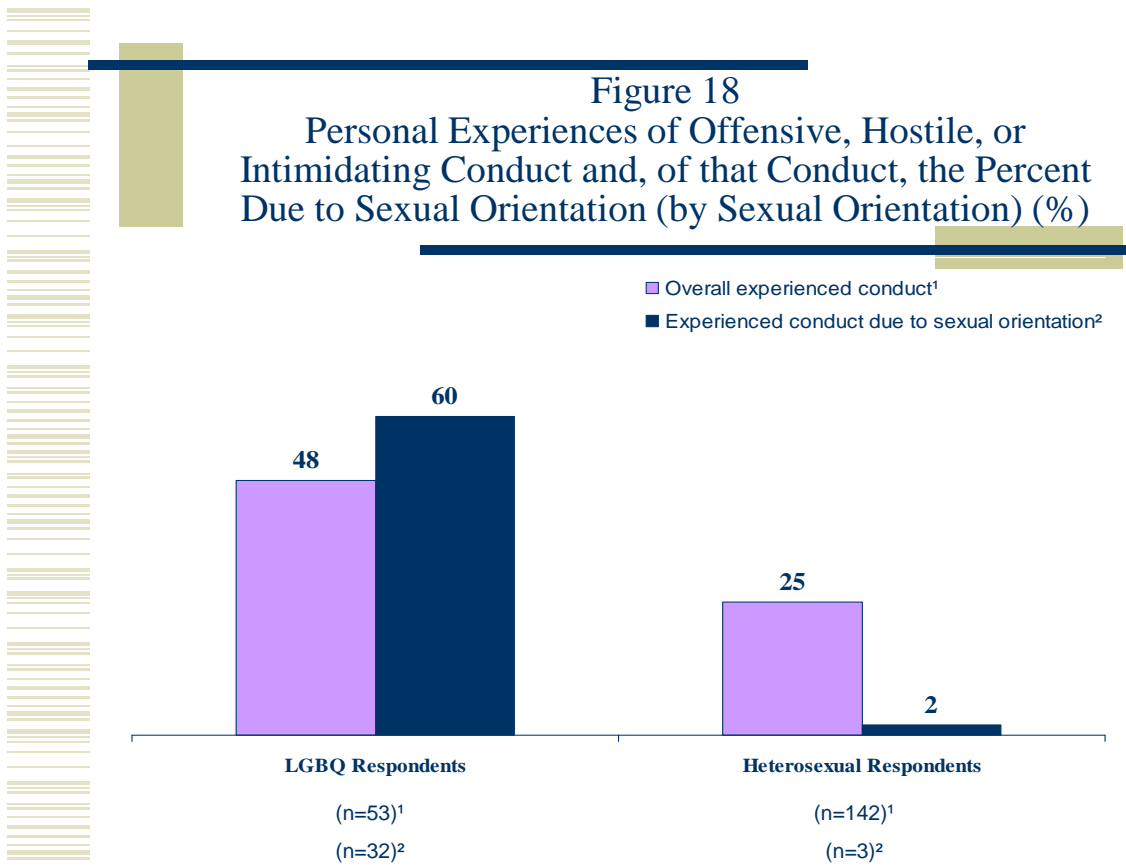
Figure 17
Personal Experiences of Offensive, Hostile, or Intimidating Conduct and, of that Conduct, the Percent Due to Position Status (by Position Status) (%)



¹ Percentages are based on total n split by status.

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

Figure 18 illustrates that a significantly higher percentage of sexual minorities (i.e., lesbian, gay, bisexual, and queer persons) than heterosexual respondents experienced this conduct. Of those that experienced this type of conduct, 60% (n = 32) of sexual minorities, versus two percent (n = 3) of heterosexual respondents, reported that this conduct was based on their sexual orientations.

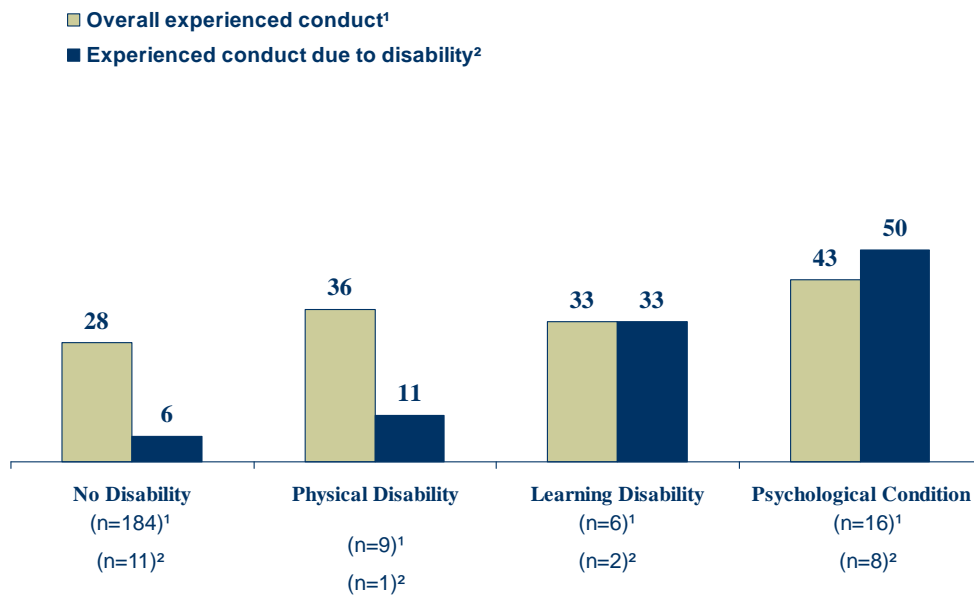


¹ Percentages are based on total n split by group.

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 19). Profoundly, 50% (n = 8) of those respondents with psychological conditions who experienced harassment said the conduct was based on their conditions. Similarly, 33% (n = 2) of respondents with learning disabilities who had been harassed said it was based on their conditions.

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



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.

Table 11 illustrates the manners in which individuals experienced this conduct. Fifty-one percent (n = 108) felt intimidated and bullied, 47% (n = 100) felt deliberately ignored or excluded, 43% (n = 91) were isolated or left out, and 26% (n = 56) were the targets of derogatory remarks.

Table 11. Form of Experienced Harassment	n	%
Intimidation/bullying	108	50.5
I was deliberately ignored or excluded	100	46.7
I was isolated or left	91	42.5
Target of derogatory remarks	56	26.2
I was isolated or left out when working in groups	46	21.5
Derogatory written comments	29	13.6
Stares	28	13.1
I was singled out as the “resident authority” regarding their identity	26	12.1
Derogatory/unsolicited e-mails	24	11.2
I feared for my physical safety	24	11.2
I received a low performance evaluation	23	10.7
Assumption that I was admitted or hired because of my identity	22	10.3
I feared getting a poor grade because of hostile classroom environment	15	7.0
Target of racial/ethnic profiling	14	6.5
Victim of a crime	13	6.1
Graffiti	6	2.8
Target of physical violence	6	2.8
Derogatory phone calls	6	2.8
Threats of physical violence	5	2.3
I feared for my family’s safety	3	1.4
Other	39	18.2

Note: Only answered by respondents who experienced harassment (n = 214). Percentages do not sum to 100 due to multiple responses.

People of Color most often experienced harassment in the form of being deliberately ignored and excluded (63%, n = 25), derogatory remarks (45%, n = 18), and being left out when working in groups (40%, n = 16) (Table 12). Twenty-five percent of People of Color who were harassed believed they were the target of racial/ethnic profiling.³² Shaded areas indicate substantial disparities between groups' responses.

³² Although not defined in the survey, racial/ethnic profiling is often defined as when security officials use race or ethnicity as a factor that causes an officer to react with suspicion and take action. (Racial Profiling Data Collection Resource Center) Racial Profiling Data Collection Resource Center at Northeastern Grinnell, Feb. 17, 2006. <<http://www.racialprofilinganalysis.neu.edu/background/glossary.php>>

Table 12. Form of Experienced Harassment by Race

Form	White Respondents n = 160		Respondents of Color n = 40	
	n	%	n	%
Target of racial/ethnic profiling	4	2.5	10	25.0
Graffiti	3	1.9	3	7.5
Derogatory remarks	35	21.9	18	45.0
Target of physical violence	4	2.5	1	2.5
Victim of a crime	11	6.9	2	5.0
Singled out as “resident authority” due to my identity	14	8.8	9	22.5
Derogatory written comments	21	13.1	7	17.5
Derogatory phone calls	4	2.5	1	2.5
Threats of physical violence	4	2.5	0	0.0
Derogatory/unsolicited emails	19	11.9	4	10.0
Received a low performance evaluation	13	8.1	6	16.0
Deliberately ignored or excluded	66	41.2	25	62.5
Intimidated/bullied	78	48.8	18	45.0
Isolated/left out when working in groups	25	15.6	16	40.0
Isolated/left out because of my identity	65	40.6	19	47.5
Feared for my physical safety	17	10.6	5	12.5
Feared for my family’s safety	1	0.6	0	0.0
Feared getting a poor grade because of a hostile classroom environment	6	3.8	7	17.5
Observed others staring at me	15	9.4	11	27.5
Someone assumed I was admitted or hired because of my identity	9	5.6	13	32.5

Note: Only answered by respondents who experienced harassment (n = 214). Percentages do not sum to 100 due to multiple responses.

Lesbian, gay, bisexual, and queer respondents most often experienced harassment in the forms of derogatory remarks (42%, n = 22), feeling ignored or excluded (40%, n = 21), and being intimidated or bullied (36%, n = 19) (Table 13).

Table 13. Form of Experienced Harassment by Sexual Orientation

Form	Heterosexual Respondents n = 142		LGB Respondents n = 53	
	n	%	n	%
Target of racial/ethnic profiling	9	6.3	4	7.5
Graffiti	4	2.8	2	3.8
Derogatory remarks	32	22.5	22	41.5
Target of physical violence	1	0.7	5	9.4
Victim of a crime	3	2.1	10	18.9
Singled out as “resident authority” due to my identity	11	7.7	12	22.6
Derogatory written comments	15	10.6	13	24.5
Derogatory phone calls	5	3.5	1	1.9
Threats of physical violence	2	1.4	3	5.7
Derogatory/unsolicited emails	12	8.5	12	22.6
Received a low performance evaluation	15	10.6	7	13.2
Deliberately ignored or excluded	69	48.6	21	39.6
Intimidated/bullied	76	53.5	19	35.8
Isolated/left out when working in groups	27	19.0	14	26.4
Isolated/left out because of my identity	59	41.5	22	41.5
Feared for my physical safety	9	6.3	14	26.4
Feared for my family’s safety	1	0.7	2	3.8
Feared getting a poor grade because of a hostile classroom environment	9	6.3	4	7.5
Observed others staring at me	19	13.4	7	13.2
Someone assumed I was admitted or hired because of my identity	12	8.5	9	17.0

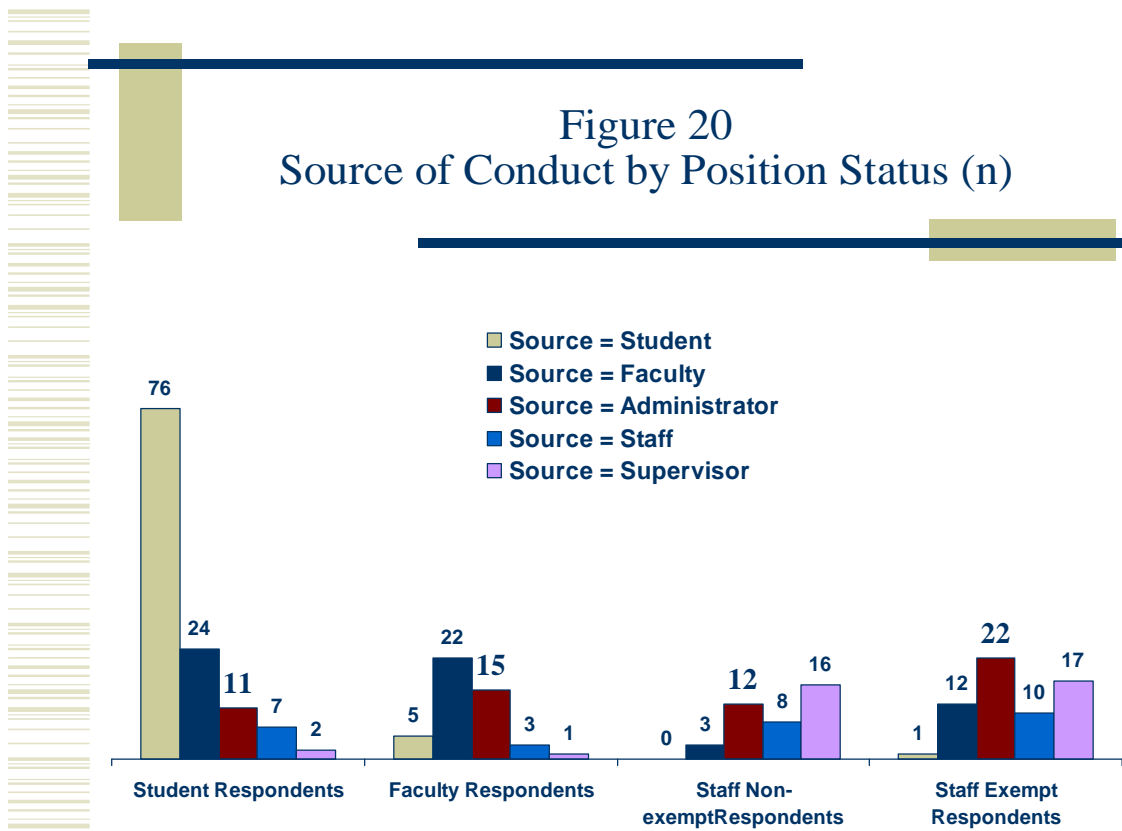
Note: Only answered by respondents who experienced harassment (n = 214).
 Percentages do not sum to 100 due to multiple responses.

Thirty-eight percent (n = 82) of the respondents identified students as the sources of the conduct. Twenty-nine percent (n = 61) identified faculty members, and 28% (n = 60) identified administrators as the sources (Table 14). “Other” responses include “co-worker,” “former supervisor,” “random people in town,” “Trustees,” and “a lot of people on this campus are unintentionally offensive or exclusionary.”

Table 14. Source of Experienced Harassment	n	%
Student	82	38.3
Faculty member	61	28.5
Administrator	60	28.0
Colleague	45	21.0
Supervisor	35	16.4
Department chair/director	33	15.4
Staff member	28	13.1
Don't know source	19	8.9
Community member	16	7.5
Campus media	10	4.7
Campus visitor(s)	8	3.7
Faculty advisor	7	3.3
Person that I supervise	5	2.3
Campus security	3	1.4
Teaching assistant	0	0.0
Other	9	4.2

Note: Only answered by respondents who experienced harassment (n = 214). Percentages do not sum to 100 due to multiple responses.

Figure 20 reviews the source of harassment by position. Among students and faculty members, the greatest source of harassment was generally within the status (e.g., student against student, faculty against faculty). Both non-exempt and exempt staff respondents felt the greatest source of harassment were administrators.



In response to this conduct, 69% (n = 148) of respondents were angry, 42% (n = 89) told a friend, and 40% (n = 86) felt embarrassed (Table 15). While 13% (n = 28) of participants made complaints to campus officials, 29% (n = 61) did not know whom to go to, 18% (n = 38) did not report the incident for fear of retaliation, and 12% (n = 26) did not report it for fear their complaints would not be taken seriously.

Table 15. Reactions to Experienced Harassment

Reactions	n	%
Was angry	148	69.2
Told a friend	89	41.6
Felt embarrassed	86	40.2
Avoided the harasser	74	34.6
Ignored it	62	29.0
Didn't know who to go to	61	28.5
Was afraid	57	26.6
Sought support from a staff member	41	19.2
Didn't report it for fear of retaliation	38	17.8
Confronted the harasser at the time	32	15.0
Felt somehow responsible	32	15.0
Sought support from a faculty member	29	13.6
Made a complaint to a campus employee/official	28	13.1
Didn't report it for fear my complaint would not be taken seriously	26	12.1
Sought support from counseling services	25	11.7
Did report it but my complaint was not taken seriously	25	11.7
Left the situation immediately	18	8.4
Confronted the harasser later	15	7.0
Didn't affect me at the time	8	3.7
Other	20	9.3

Note: Only answered by respondents who experienced harassment (n = 214).
 Percentages do not sum to 100 due to multiple responses.

Experiences – Sexual Misconduct

One section of the questionnaire asked respondents about whether they had experienced various forms of sexual misconduct (e.g., sexual harassment,³³ sexual assault³⁴) during their time at Grinnell College.

Sixteen percent (n = 119) of all respondents thought sexual harassment was a problem at Grinnell College (Table 16). Seventy-three percent (n = 525) would know where to go for help if they were sexually harassed, and 37% (n = 266) understand Grinnell’s formal procedures to address complaints of sexual harassment. Forty-nine percent (n = 357) have confidence that Grinnell College administers the formal procedures to address complaints of sexual harassment fairly.

Seventeen percent (n = 120) of all respondents thought sexual assault was a problem at Grinnell College. Seventy-two percent (n = 521) would know where to go for help if they were sexually assaulted, and 37% (n = 269) understand Grinnell’s formal procedures to address complaints of sexual assault. Forty-eight percent (n = 350) have confidence that Grinnell College administers the formal procedures to address complaints of sexual assault fairly.

³³ 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.”

³⁴ 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 16. Opinions About Sexual Harassment/Assault at Grinnell College

Race/Ethnicity	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
I think sexual harassment is a problem at Grinnell College.	26	3.6	93	12.8	200	27.5	195	26.8	71	9.8
If a friend or I were sexually harassed I would know where to go to get help.	157	21.7	368	50.8	108	14.9	75	10.3	17	2.3
I understand Grinnell College's formal procedures to address complaints of sexual harassment.	53	7.3	213	29.3	186	25.6	216	29.8	58	8.0
I have confidence that Grinnell College administers the formal procedures to address complaints of sexual harassment fairly.	74	10.2	283	39.1	262	36.2	61	8.4	44	6.1
I think sexual assault is a problem at Grinnell College.	28	3.9	92	12.7	167	23.1	187	25.9	59	8.2
If a friend or I were sexually assaulted I would know where to go to get help.	134	18.6	387	53.7	105	14.6	77	10.7	18	2.5
I understand Grinnell College's formal procedures to address complaints of sexual assault.	54	7.5	215	29.8	195	27.0	212	29.4	46	6.4
I have confidence that Grinnell College administers the formal procedures to address complaints of sexual assault fairly.	71	9.8	279	38.6	184	25.4	54	7.5	38	5.3

Twenty-eight percent (n = 205) of all respondents knew someone who had been a target of sexual assault at Grinnell College (Table B39).

Twenty-eight people (4%) had been the targets of sexual assault while at Grinnell College (Table B40). Analyses of the data suggest that women (6%, n = 23), bisexual respondents (13%, n = 5), People of Color (6%, n = 7), and individuals with psychological conditions (14%, n = 5) were more likely than their counterpart groups to have experienced sexual assault. Figures 21 through 26 indicate the percentage of respondents by demographic groups who have suffered a sexual assault while at Grinnell College.

Figure 21
 Sexually Assaulted
 by Gender (%)

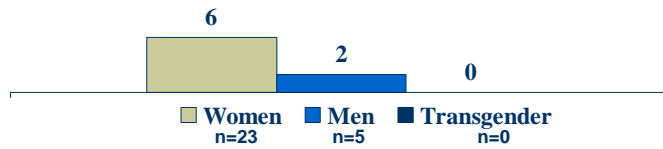


Figure 22
 Sexually Assaulted
 by Sexual Orientation (%)

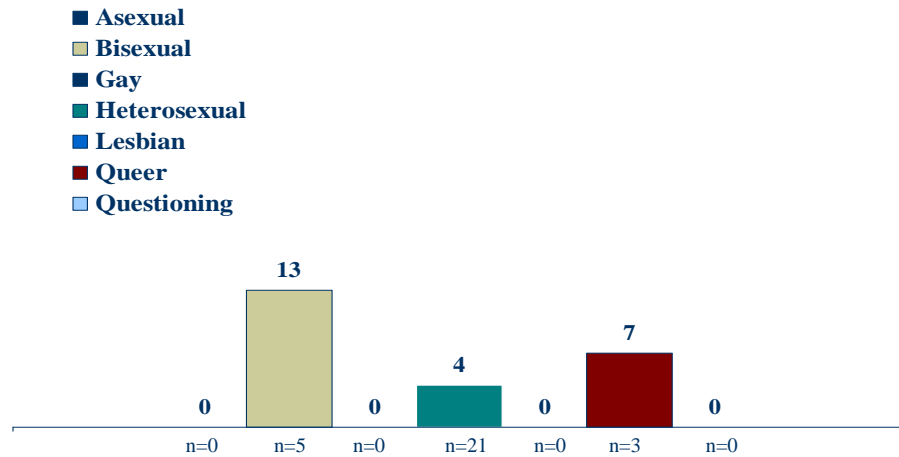


Figure 23
Sexually Assaulted
by Race (%)

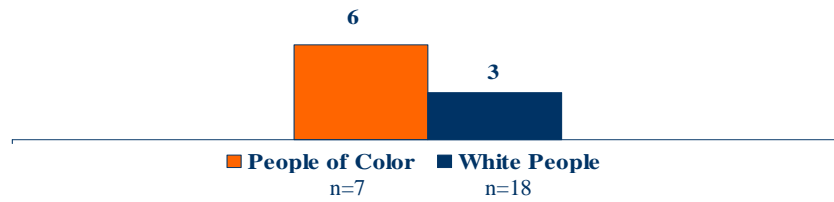


Figure 24
Sexually Assaulted
by Disability (%)

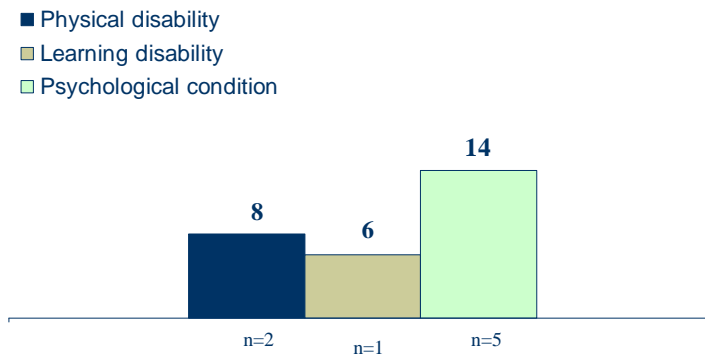


Figure 25
Sexually Assaulted
by Position Status (%)

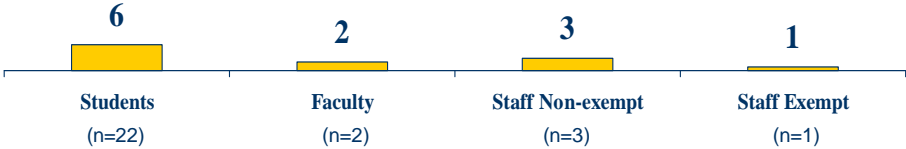
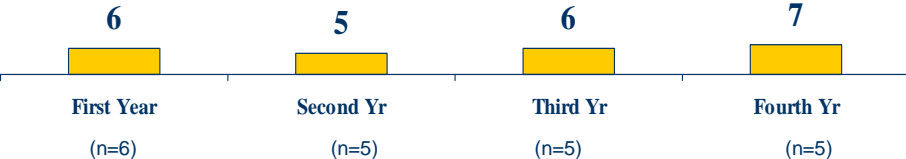


Figure 26
Students Sexually Assaulted
by Class Standing (%)



Fourteen percent of the survivors of sexual assault (n = 4) were assaulted off-campus and 93% (n = 26) were assaulted on-campus (Table B42). Of those assaulted off-campus, one said the assault happened on “High Street” and the other said it happened on the “streets of Grinnell.” Of those assaulted on-campus, a few respondents said the assaults occurred in specific buildings (e.g., Harris Center, Noyce Science Center, Dibble Hall), while four people (15%) said the incidents happened at parties. Ten respondents (38%) said the assaults happened in residence halls or dorm rooms.

As indicated in Table 17, the perpetrators of the sexual assaults against students were most often other students (n = 19, 86%), acquaintances (n = 5, 23%), friends (n = 4, 18%), and strangers (n = 3, 14%). Among employees, two respondents (33%) had been sexually assaulted by administrators and two by students (33%), one (17%) had been assaulted by faculty, and one (17%) had been assaulted by a co-worker.

Table 17. Sexual Assault Perpetrator

	Students n = 22	Employees n = 6
Acquaintance	5	0
Administrator	0	2
Department chair/director	0	0
Co-worker	1	1
Faculty advisor	0	0
Faculty member	1	1
Friend	4	0
Partner/spouse	1	0
Person that I supervise	0	0
Research assistant		
Staff member	0	0
Stranger	3	1
Student	19	2
Supervisor	0	0
Other	0	0

Note: Only answered by respondents who experienced sexual assault (n = 28).
 Percentages do not sum to 100 due to multiple responses.

Those respondents who were sexually assaulted most often told a friend (61%, n = 17) and 32% (n = 9)_did nothing (Table 18). Only seven percent (n = 2) contacted campus security, and one person (4%) contacted local law enforcement officials.

Table 18. Responses to Sexual Assault	n	%
Told a friend	17	60.7
Did nothing	9	32.1
Told a family member	4	14.3
Sought support from a campus resource	4	14.3
Sought support from a staff person	3	10.7
Sought support from a spiritual advisor	3	10.7
Sought support from off-campus hotline/advocacy service	2	7.1
Contacted campus security	2	7.1
Sought support from a faculty member	2	7.1
Sought support from student staff	2	7.1
Contacted a local law enforcement official	1	3.6
Reported the incident and it was ignored	1	3.6
Sought information on-line	1	3.6
Contacted my Union representative	0	0.0
Other	1	3.6

Note: Only answered by respondents who experienced sexual assault (n = 28). Percentages do not sum to 100 due to multiple responses.

The respondents who were sexually assaulted who chose not to report the assault were asked why they choose not to report it. Several commented that they were too embarrassed or did not want others to know the assault occurred. For example, “I was ashamed that I had allowed myself to become vulnerable.” Others said they thought they would not be believed or dreaded reporting the assault: “It was incredibly embarrassing and I was not willing to go thru the humiliation knowing nothing would be done to that person.” Some lacked confidence that reporting the assault would have any positive outcomes: “The perpetrator is well-known, well-liked, and is a prominent figure in Grinnell.” Still others seemed to blame themselves for the

assaults: “I didn’t tell him to stop at first,” and “I let myself into a situation that I shouldn’t have and that it was more my fault.”

Three respondents answered the question, “If you did report the sexual assault to a campus official or staff member, did you feel that it was responded to appropriately?” None of the three respondents indicated that their complaints were responded to appropriately. Some of their comments included, “I felt that the proceedings against the other person were intentionally delayed by the administration,” and “I think our judicial system is very biased and slanted. Men’s views are not taken seriously. Actions are taken against accused people with no real evidence.”

Summary

As noted earlier, 30% (n = 214) of respondents across Grinnell 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, or queer, and people with disabilities.

National statistics suggest that more than 80% of all respondents who 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).

While small percentages of respondents felt sexual harassment (16%, n = 119) and sexual assault (17%, n = 120) were problems at Grinnell College, 28 respondents (4%) were sexually assaulted while at the College. The majority of respondents reporting their opinions about sexual harassment and assault at Grinnell know where to go for help in situations of sexual harassment and assault at Grinnell. Those respondents who were sexually assaulted most often told a friend

(61%, n = 17) and 32% (n = 9)_did nothing. Only seven percent (n = 2) contacted campus security, and one person (4%) contacted local law enforcement officials.

Satisfaction with Grinnell College

Seventy-seven percent (n = 254) of Grinnell College employees were “highly satisfied” or “satisfied” with their jobs at Grinnell (Table 19). Sixty-two percent (n = 206) were “highly satisfied” or “satisfied” with the way their careers have progressed at Grinnell College.

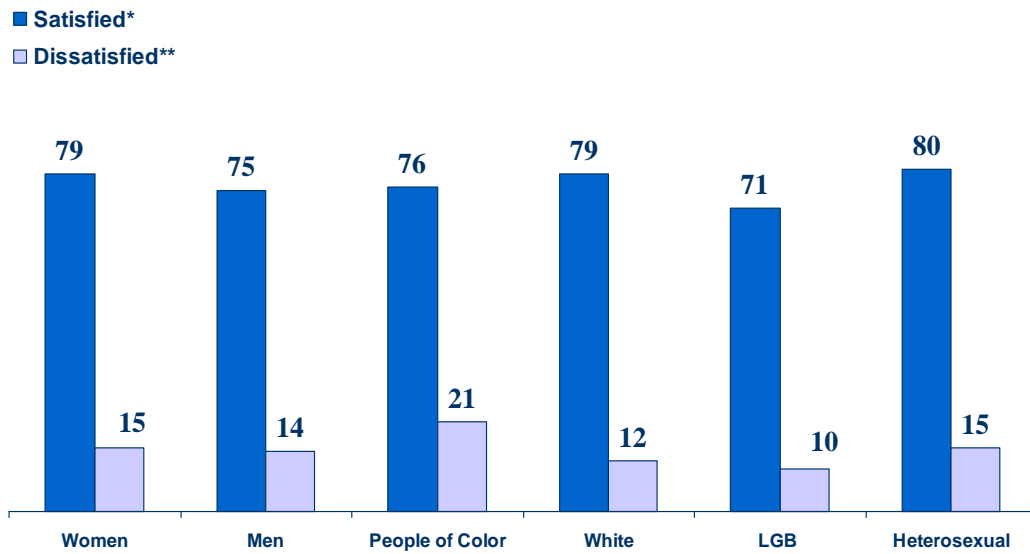
Table 19. Employee Satisfaction

	Highly satisfied		Satisfied		Neither satisfied nor dissatisfied		Dissatisfied		Highly dissatisfied	
	n	%	n	%	n	%	n	%	n	%
Your job at Grinnell College	77	23.3	177	53.6	27	8.2	36	10.9	13	3.9
The way your career has progressed at Grinnell College	72	21.8	134	40.6	58	17.6	53	16.1	13	3.9

Note: Table reports employee responses only (n = 337).

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 27).

Figure 27
Employee Satisfaction with Their Jobs (%)



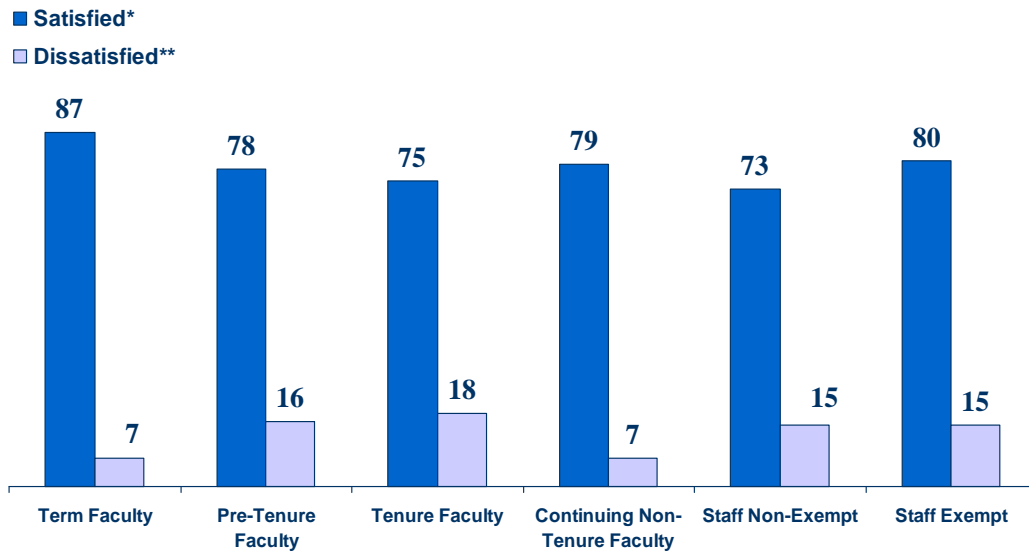
*

Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

Term faculty members were more satisfied with their jobs than were other employee groups (Figure 28).

Figure 28
Employee Satisfaction with Their Jobs (%)



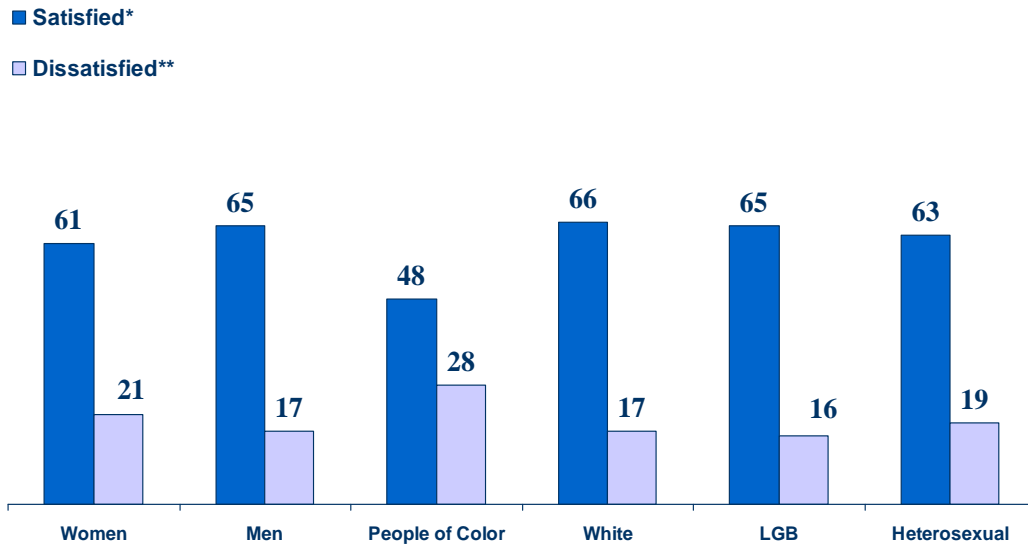
*

Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

People of Color were less satisfied with the way their careers have progressed at Grinnell College than were other groups (Figure 29).

Figure 29
Employee Satisfaction with the Way
Their Careers Have Progressed (%)

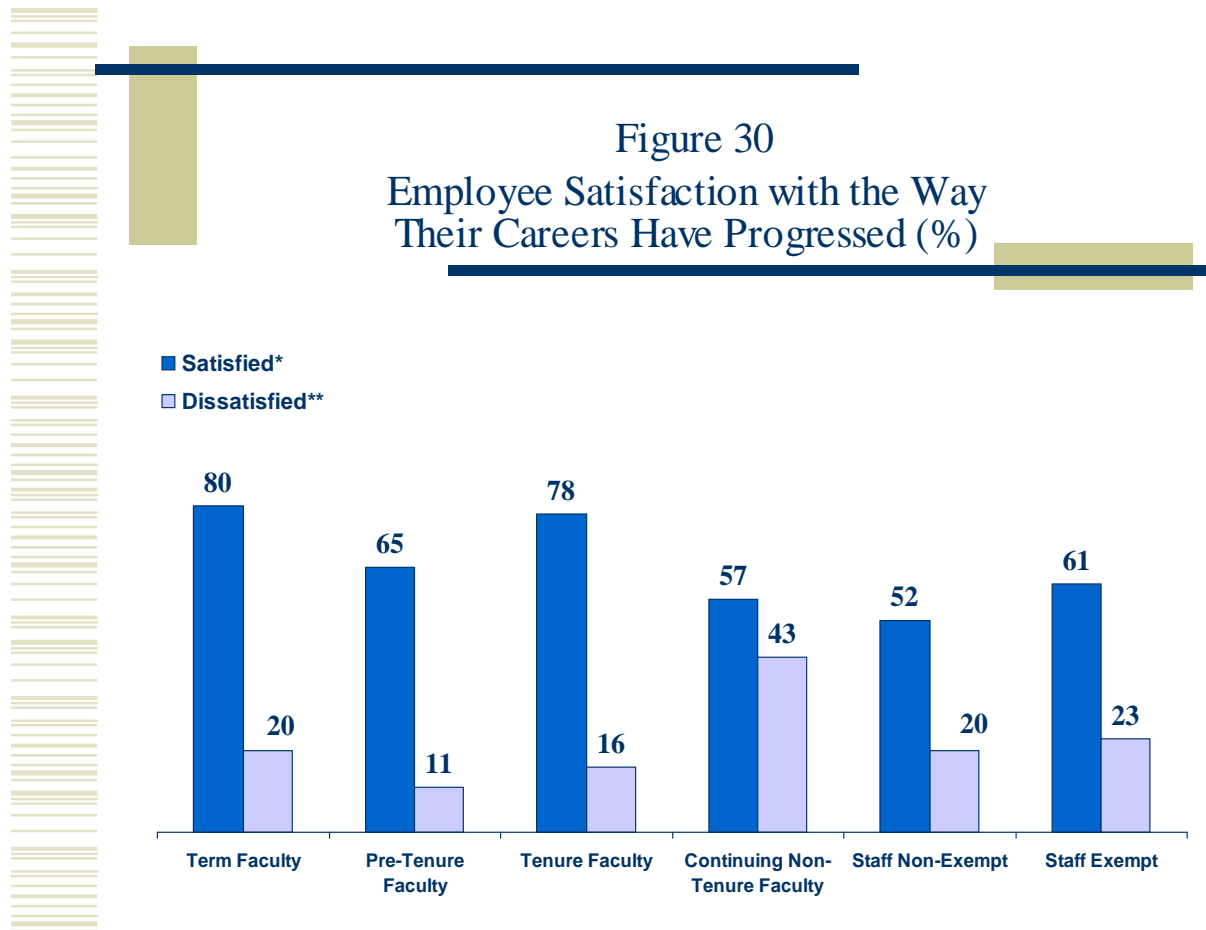


*

Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

Figure 30 indicates that term faculty and tenure faculty were more satisfied with the way their careers have progressed at Grinnell College than were other employee groups.



Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

Employees who were satisfied with the way their careers have progressed attributed their successes to their own hard work and commented that they had supportive departments and/or supervisors. Other respondents indicated they felt challenged in their jobs, they loved their jobs and the people with whom they work, or felt they “helped a lot of students.”

A number of “support staff,” many of whom indicated they were dissatisfied with their career progression (but not necessarily their jobs), said that staff have few opportunities to advance or be compensated for their level of responsibility. Others said job instability (one-year contracts) created a great deal of stress and lack of opportunities for advancement. Dissatisfied faculty suggested they had too many varied responsibilities. Some employees said their departments and colleagues were not “good fits” for them.

Eighty-eight percent (n = 339) of students were “highly satisfied” or “satisfied” with their education at Grinnell College (Table 20).

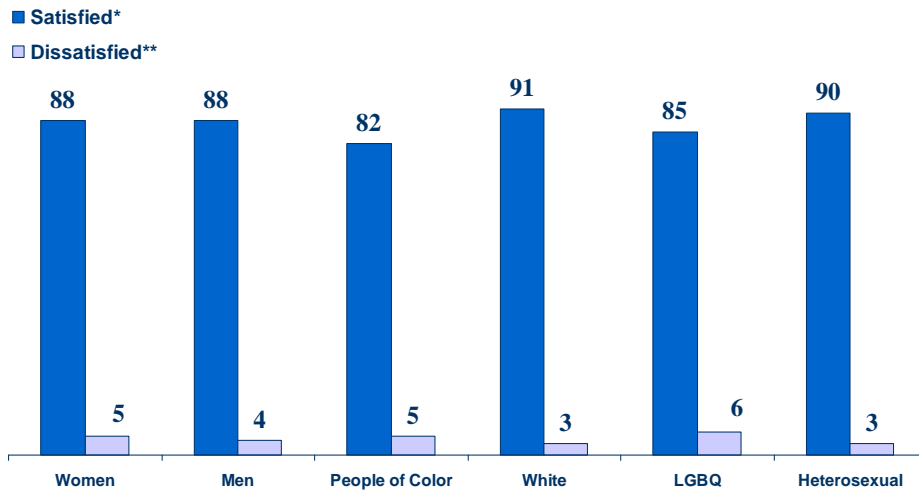
Table 20. Student Satisfaction

	Highly satisfied		Satisfied		Neither satisfied nor dissatisfied		Dissatisfied		Highly dissatisfied	
	n	%	n	%	n	%	n	%	n	%
Your education at Grinnell College	149	38.8	190	49.5	29	7.6	15	3.9	1	0.3

Note: Table reports student responses only (n = 384).

When broken down by demographic categories, slightly lower percentages of Students of Color and sexual minority students were satisfied with their educations at Grinnell College than were other students (Figure 31).

Figure 31
Student Satisfaction with Grinnell Education (%)



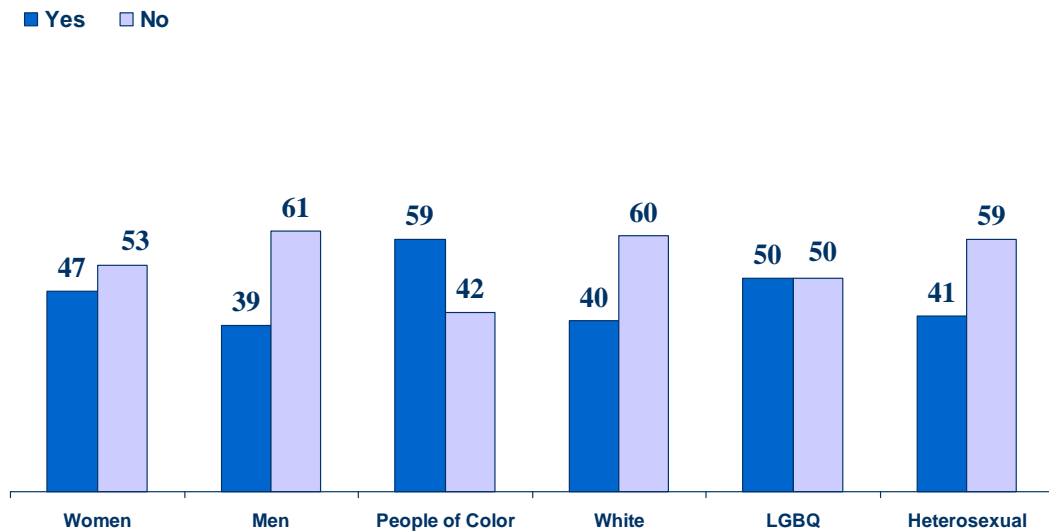
* Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

Students who were satisfied with their Grinnell education said their experiences have met their expectations at Grinnell. They liked the small class sizes; rigorous courses; discussion-based learning; “brilliant” and “supportive” faculty; various opportunities to engage in co-curricular activities; the “community” of “serious” students; and the degree to which they have learned to think critically as a result of their Grinnell educations. Dissatisfied students worried that their educations would not translate into “real world” skills or jobs; believed some courses ought not solely use discussion-based teaching; were overwhelmed by the workload; worried Grinnell was losing good faculty; and felt the course selection/availability was lacking.

Forty-four percent (n = 169) of all student respondents experienced financial hardship at Grinnell College (Table B50). Figure 32 shows that higher percentages of women (47% vs. 39%), Students of Color (59% vs. 40%), and sexual minority students (50% vs. 41%) than their counterpart groups (men, White students, and heterosexual students, respectively) experienced financial hardship.

Figure 32
 Students Experiencing Financial Hardship
 at Grinnell (%)



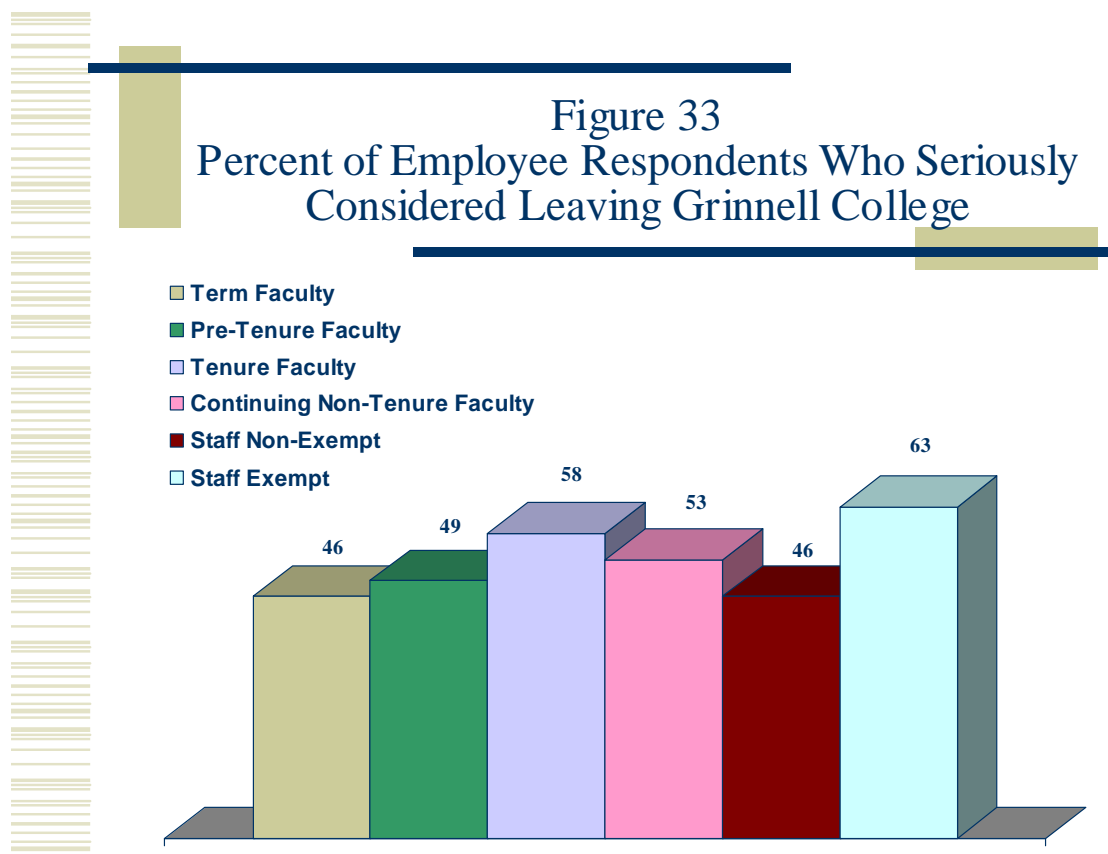
When asked in what ways they experienced financial hardships, several said they struggled to afford textbooks, either forgoing their purchase or buying the books over time. Others said they could not afford Grinnell dining hall meal plans and/or had trouble paying for food during school breaks (when the dining halls were closed). Many said they could not afford to travel home for school breaks. While some students indicated the FAFSA did not accurately qualify them for student loans (or enough student loans), a great many of the students said they have taken on more debt (including student loans and credit card debt) than makes them comfortable. One person echoed the sentiments of other respondents in writing, “I have not so much encountered financial hardship as felt inferior to fellow students.”

Leaving Grinnell College

Forty-six percent (n = 331) of all respondents have seriously considered leaving Grinnell College. Forty percent of students, 54% of faculty, 46% of staff non-exempt, 63% of staff

exempt have seriously considered leaving Grinnell College. Among employees, 57% of men and 52% of women considered leaving the institution. Sixty-seven percent of Employees of Color, in comparison with 51% of White employees, have seriously considered leaving Grinnell College. Additionally, 80% of sexual minority employees, compared to 51% of heterosexual respondents, have seriously considered leaving the institution.

Figure 33 illustrates the responses of the various groups of employees. Sixty-three percent of staff exempt and 58% of tenured faculty have seriously considered leaving the College.



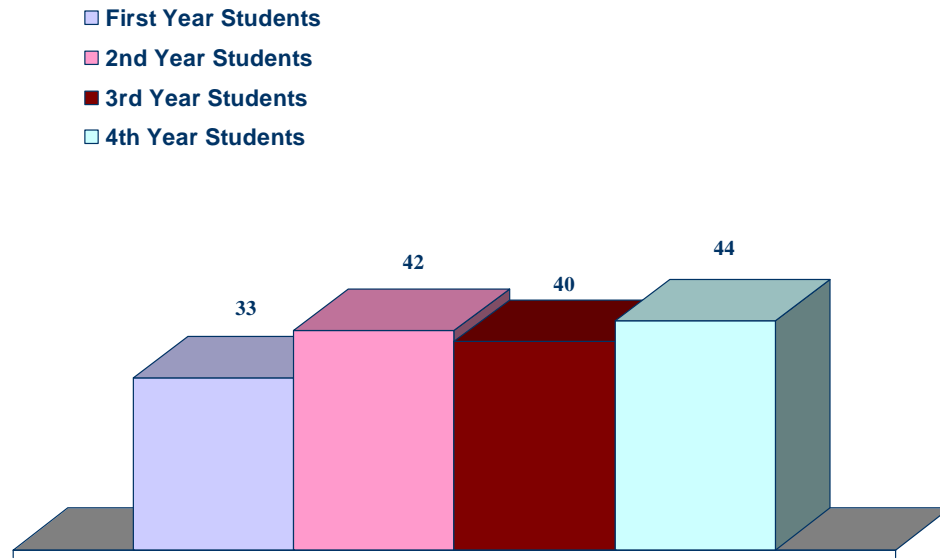
Asked when they considered leaving Grinnell, faculty responses varied. Several said they considered leaving after the first year, while some considered leaving “every year,” “continuously,” or “most years I’ve been here.” A few said they have thought about leaving “post tenure,” though most said they considered leaving after two or four years.

Reasons faculty considered leaving Grinnell College included: pursuing “attractive career opportunities,” lack of spousal employment, or preferred a different geographic location. Several faculty said their departments were “insensitive to multicultural issues,” and gave examples where they or their colleagues were mistreated by the department or others in the College. Some cited a “generational rift” among the faculty, and quite a few said the tension between the administration and the faculty caused them to think of leaving Grinnell. Several faculty members said they stayed because they have not found jobs elsewhere yet. Some said they stayed because their research is well supported. Others said their particular situations improved.

The staff who considered leaving Grinnell did so from “after a couple of months” to “after 20 years of employment at Grinnell.” Staff who considered leaving Grinnell cited several reasons for wanting to leave; among them: experiencing tense relationships with or being harassed by supervisors and/or co-workers, feeling underappreciated and overworked, feeling “it’s time to leave for professional reasons,” wanting to move from the area, and searching for “potential career advancement opportunities.” Staff decided to stay at Grinnell because they enjoyed working with the students; had “good benefits;” “needed the salary;” changes occurred in supervisors, administrative staff, and/or co-workers; wanted to stay in the area; or other professional opportunities did not pan out.

Among students, 37% of women and 42% of men considered leaving the College. Forty-six percent of Students of Color and 39% of White students considered leaving Grinnell College, as did 47% of LGBTQ students and 38% of heterosexual students. The majority of student respondents indicated that they considered leaving in their first year (Figure 34).

Figure 34
Percent of Student Respondents Who Seriously Considered Leaving Grinnell College



Among the students who considered leaving Grinnell, 35% (n = 117) said they considered leaving during their first year at the College (Table 21). Very few considered leaving during or after their third years as students.

Table 21. When Respondents Considered Leaving Grinnell College

	n	%
During my first year as a student	117	35.3
During my second year as a student	74	22.4
During my third year as a student	21	6.3
During my fourth year as a student	7	2.1

The reasons students gave for considering leaving Grinnell fell in a few major categories. Some students' financial needs were unmet and those students thought they ought to attend a school where more of their need was met. One student echoed many in writing, "I considered leaving because I did not feel that I was obtaining an education sufficiently better than I could receive at a state school, given the price difference between the two." Some said they did not like the "small environment." Others said they disliked their peers' "pompous attitudes," "sense of entitlement," and competitive nature. Many students indicated they thought of leaving during their first year when they "didn't feel connected to the school" or "didn't have any friends." Students stayed at Grinnell because they made friends and did not want to "start over" if they transferred.

One survey item asked respondents, "Have you ever felt pressure to leave Grinnell College?" Eleven percent (n = 78) of all respondents have felt pressured to leave. Among employees, higher percentages of term faculty, staff non-exempt, and staff exempt felt pressured to leave than other employee groups (Figure 35).

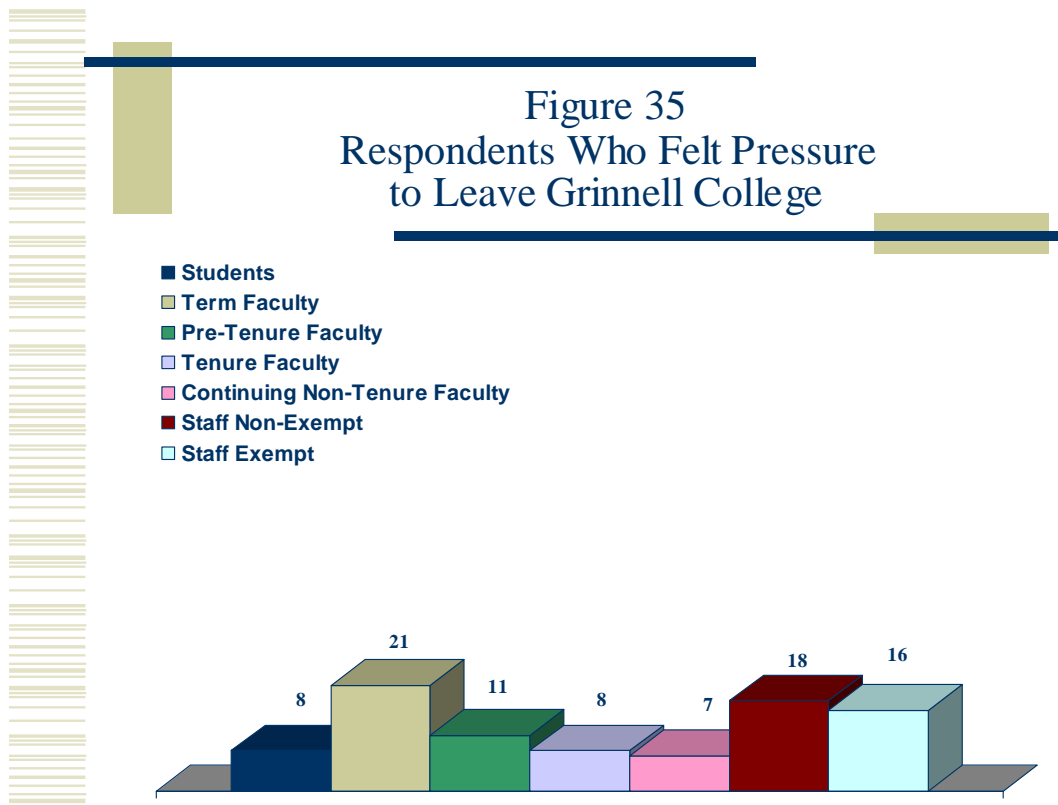
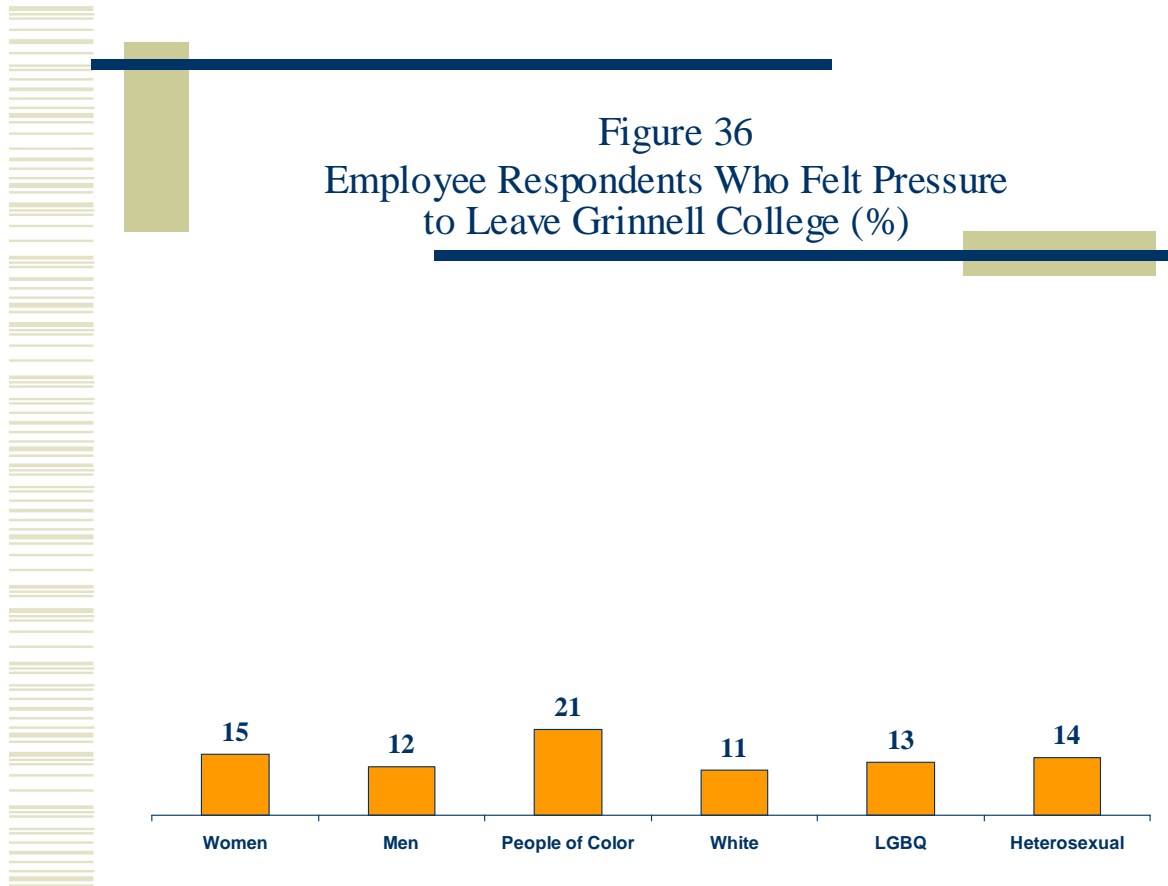
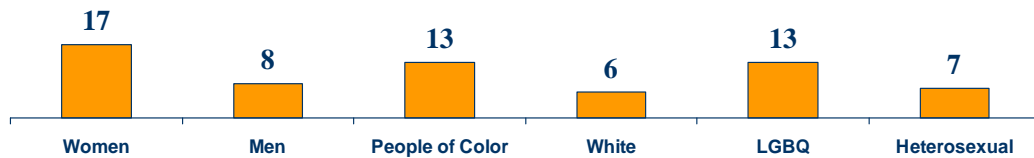


Figure 36 illustrates that a higher percentage of Employees of Color felt pressured to leave Grinnell than did other employee groups.



Among students, higher percentages of women, Students of Color, and LGBQ students than men, White students, and heterosexual students felt pressured to leave Grinnell College (Figure 37).

Figure 37
Student Respondents Who Felt Pressure
to Leave Grinnell College (%)



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 Grinnell College. Nearly half of all responding students (44%, n = 169) have encountered financial hardships while at Grinnell.

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 22 illustrates that 63% (n = 457) of the survey respondents were “comfortable” or “very comfortable” with the climate at Grinnell College. Sixty-eight percent (n = 491) were comfortable/very comfortable with the climate for diversity in their department or work unit; and 84% (n = 429) of faculty and students were comfortable/very comfortable in their classes.

Table 22. Respondents’ Comfort with Climate

	Comfort with Climate at Grinnell College		Comfort with Climate in Department/ Work Unit		Comfort with Climate in Classes*	
	n	%	n	%	n	%
Very Comfortable	117	16.1	186	25.6	181	35.4
Comfortable	340	46.7	305	42.0	248	48.5
Neither Comfortable nor Uncomfortable	128	17.6	89	12.3	49	9.6
Uncomfortable	114	15.7	64	8.8	23	4.5
Very Uncomfortable	29	4.0	35	4.8	8	1.6

Note: Only answered by faculty and students (n = 515).

When comparing the data by the demographic categories of “People of Color” and “Caucasian/White,” however, People of Color were less comfortable than White people particularly with the overall climate for diversity at Grinnell College and in their classes (Figures 38-40). Respondents of Color were slightly less comfortable than White respondents with the climate in their departments of work units.

Figure 38
Comfort with Overall Campus Climate by Race (%)

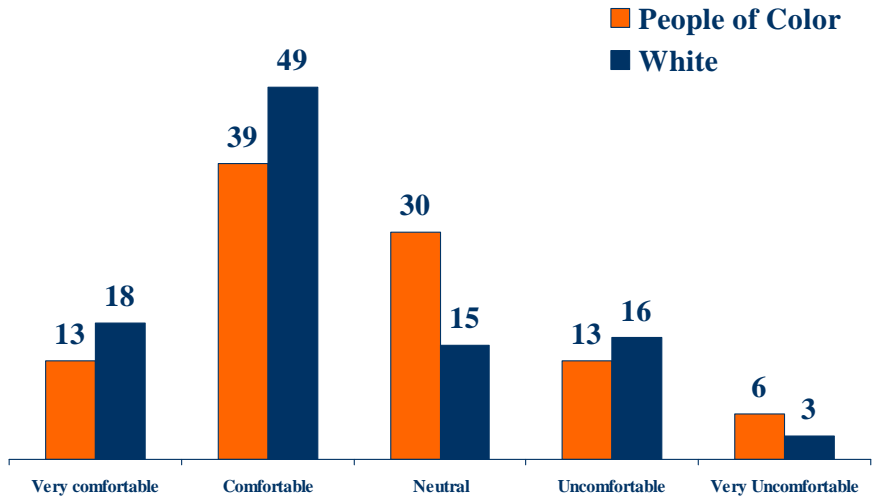


Figure 39
Comfort with Climate in Department/Work Unit by Race (%)

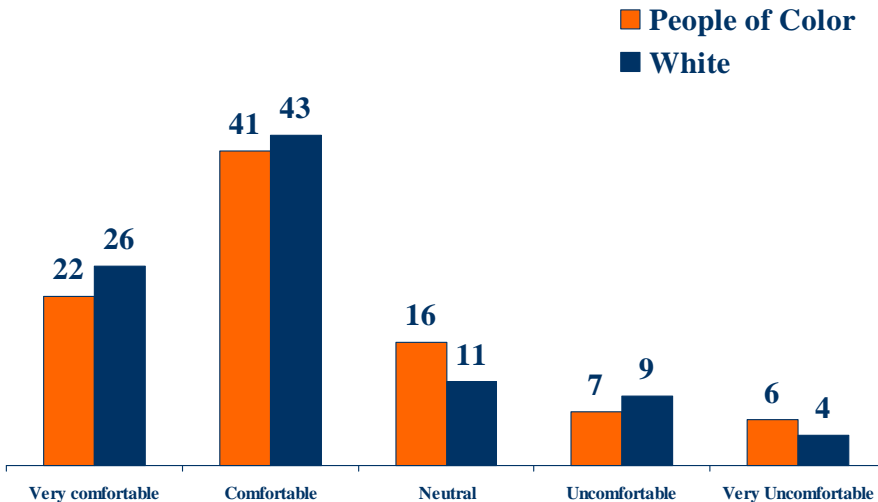
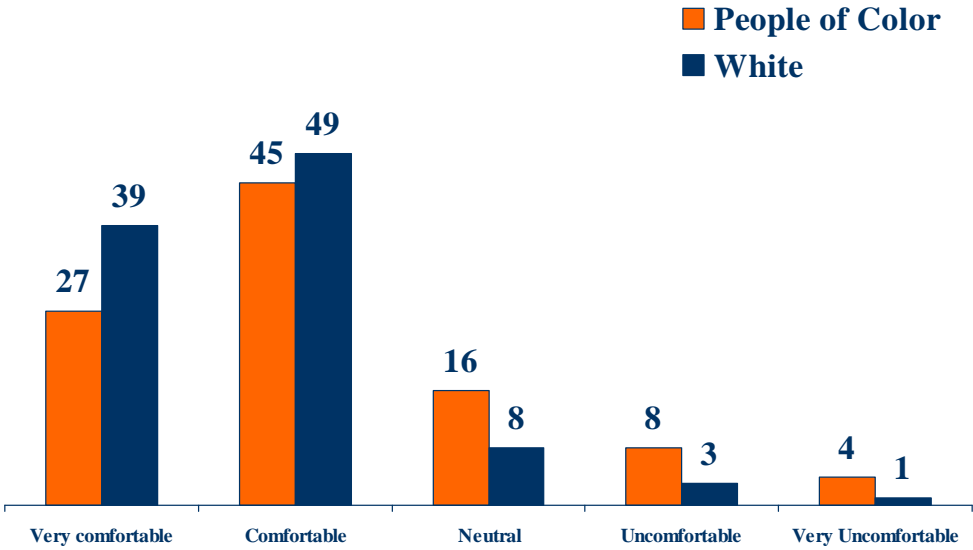


Figure 40
Comfort with Climate in Classes*
by Race (%)



* Note: Faculty and student responses only.

Women were slightly less comfortable with the climate at Grinnell College, in their departments and work areas, and classes than were men (Figures 41-43).

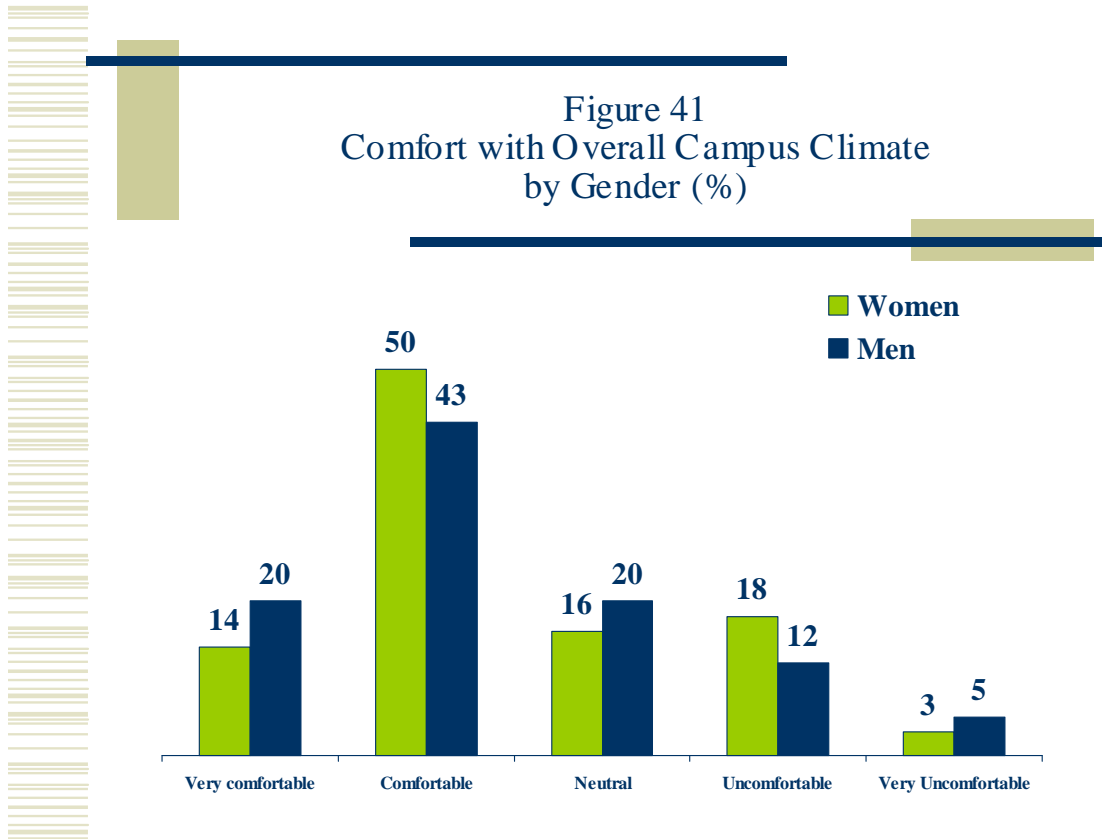


Figure 42
Comfort with Climate in Department/Work Unit
by Gender (%)

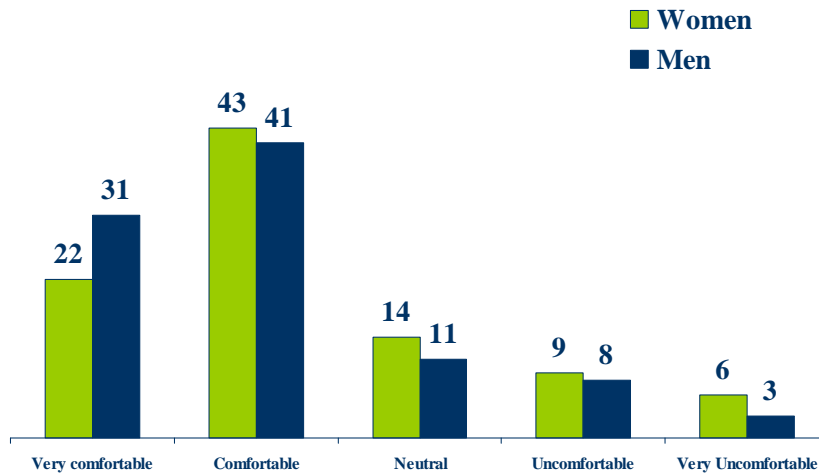
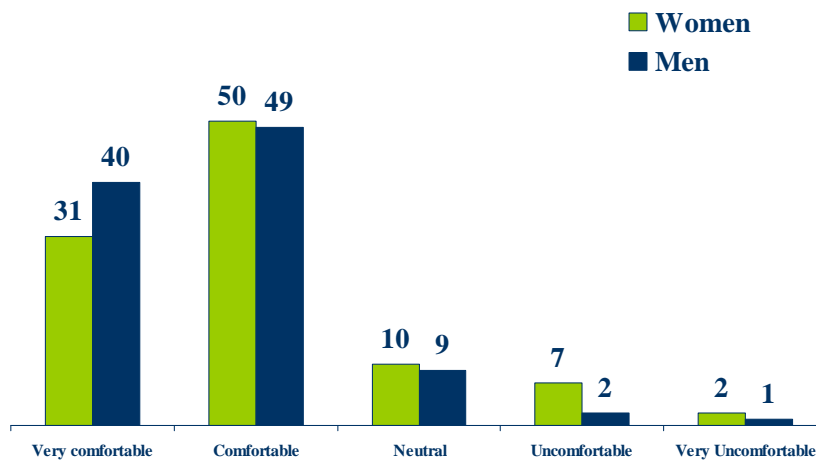


Figure 43
Comfort with Climate in Classes*
by Gender (%)



* Note: Faculty and student responses only.

With respect to sexual orientation, heterosexual respondents were more comfortable with the climate in all three areas than were sexual minority respondents, particularly with the overall climate and climate in their classes (Figures 44-46).

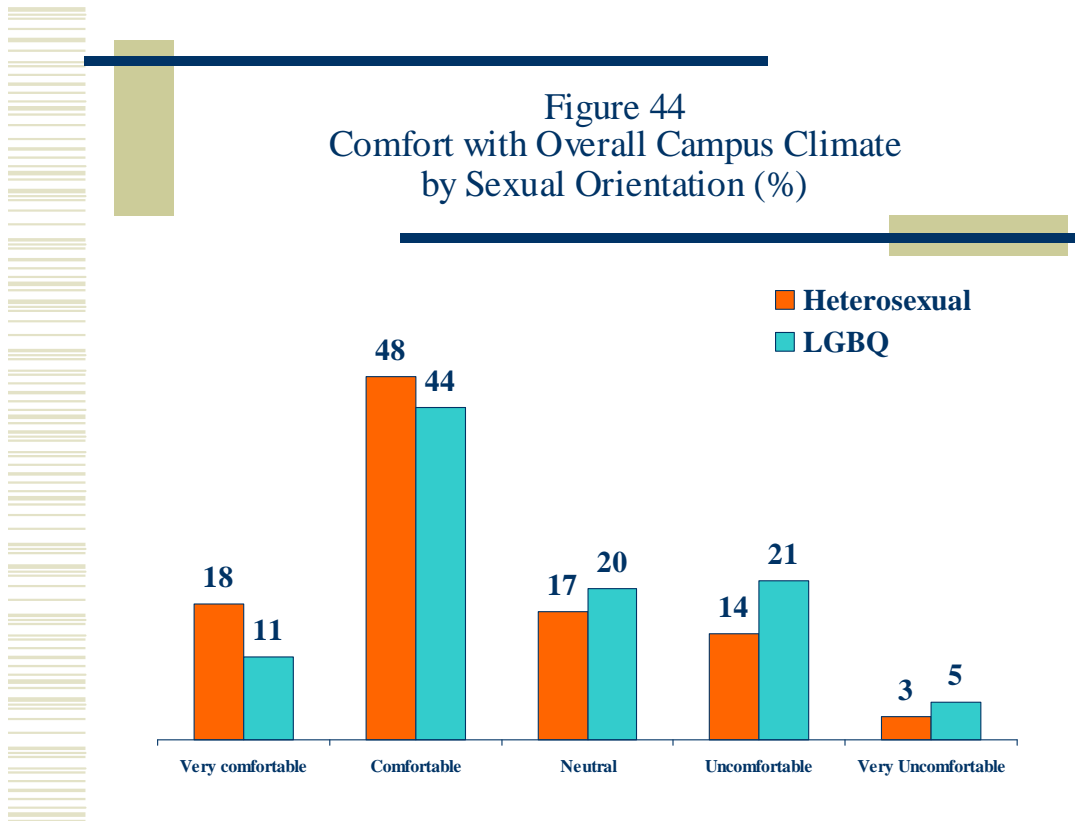


Figure 45
Comfort with Climate in Department/Work Unit
by Sexual Orientation (%)

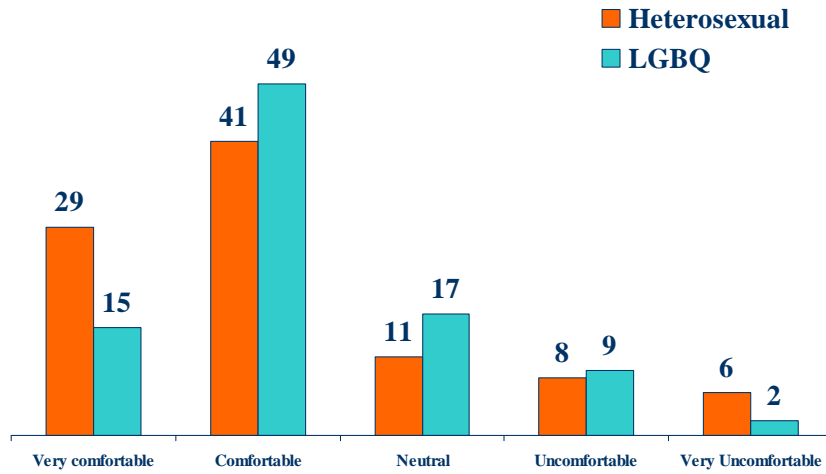
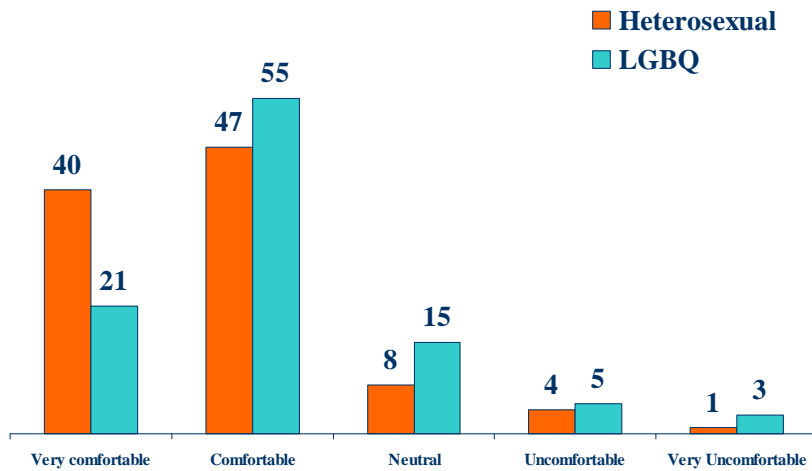


Figure 46
Comfort with Climate in Classes*
by Sexual Orientation (%)



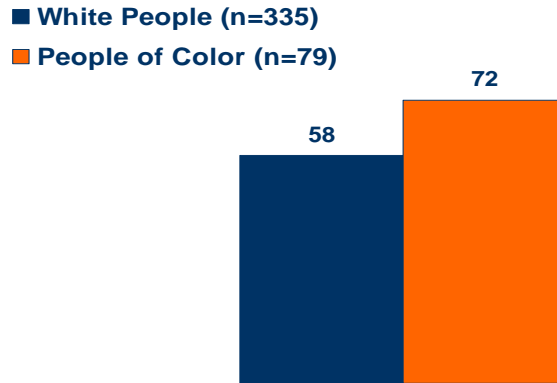
*Note: Faculty and student responses only.

Respondents' observations of others being harassed also contribute to their perceptions of campus climate. Sixty percent of the participants (n = 436) 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 B51). Most of the observed harassment was based on sexual orientation (55%, n = 240), gender expression (35%, n = 152), political views (32%, n = 140), gender (30%, n = 131), position at the College (27%, n = 118), race (26%, n = 113), religion/spiritual views (22%, n = 97), ethnicity (20%, n = 89), and socioeconomic status (20%, n = 85).

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

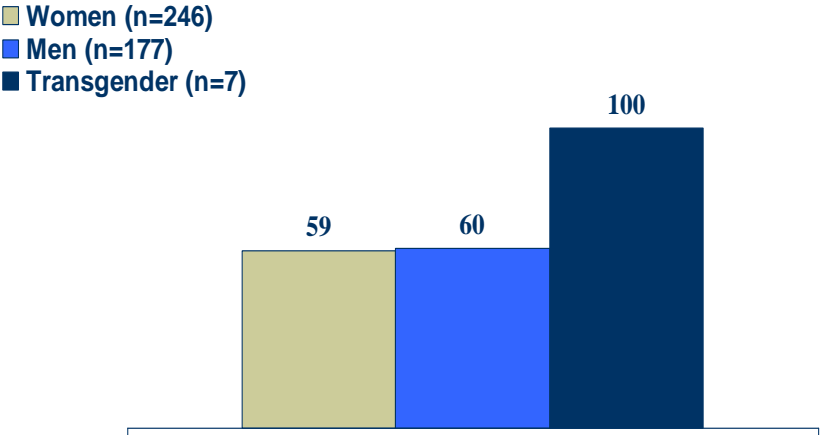
A higher percentage of People of Color than White people observed offensive, hostile, exclusionary, or intimidating conduct on campus (Figure 47).

Figure 47
Observed Offensive, Hostile, or Intimidating
Conduct by Race/Ethnicity (%)

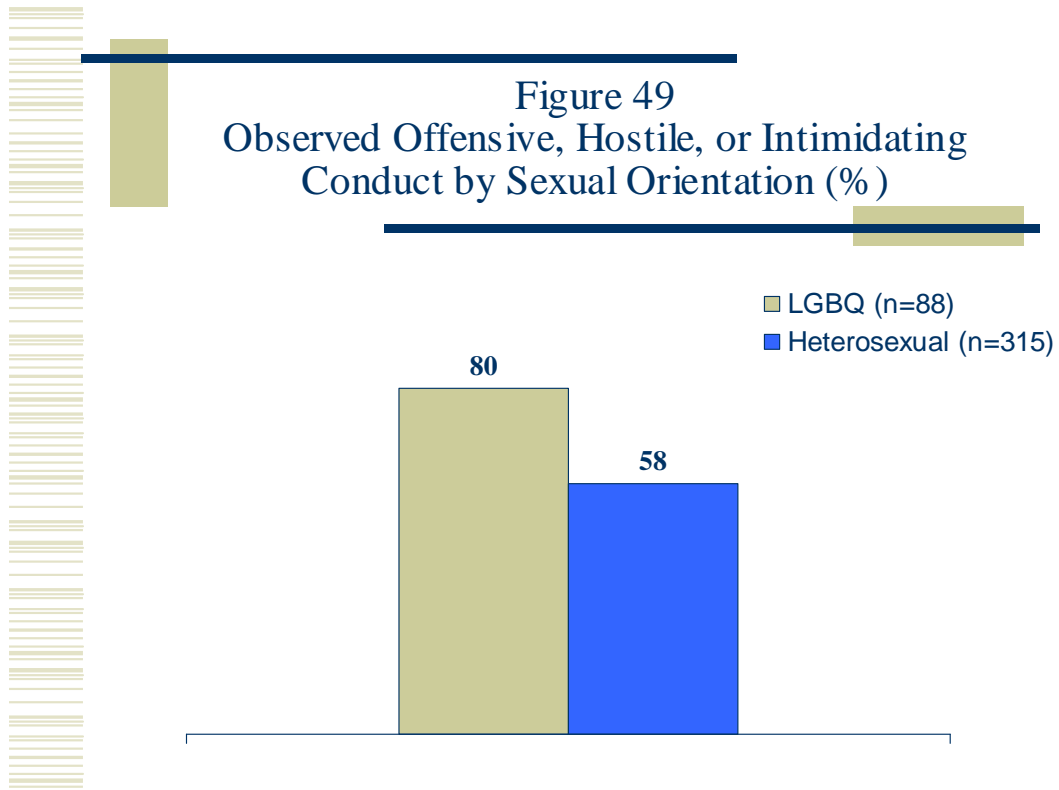


In terms of gender, almost the same percentage of men and women observed offensive, hostile, exclusionary, or intimidating conduct (Figure 48). All transgender respondents (n = 7), however, observed or were made aware of harassment.

Figure 48
Observed Offensive, Hostile, or Intimidating
Conduct by Gender (%)



The data provided in Figure 49 indicates that a higher percentage of lesbian, gay, bisexual, and queer respondents observed offensive, hostile, exclusionary, or intimidating conduct than did heterosexual respondents.



The results also indicate that a higher percentage of students and faculty members observed offensive, hostile, exclusionary, or intimidating conduct than did other respondents (Figure 50).

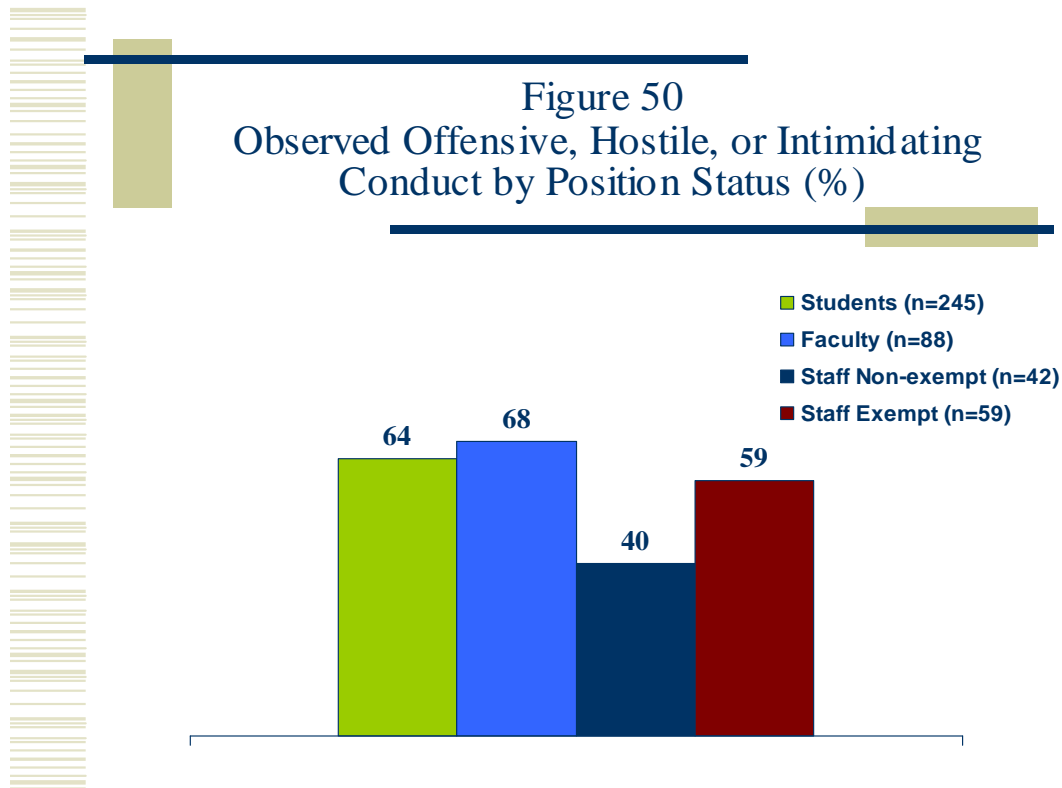


Table 22 illustrates that respondents most often observed or were made aware of this conduct in the form of someone subjected to derogatory written comments (49%, n = 213), remarks (46%, n = 200), graffiti (42%, n = 184), and someone being deliberately ignored or excluded (31%, n = 137).

Table 22. Form of Observed Offensive, Hostile, Exclusionary, or Intimidating Conduct

	n	%
Derogatory written comments	213	48.9
Derogatory remarks	200	45.9
Graffiti	184	42.2
Someone being deliberately ignored or excluded	137	31.4
Stares	115	26.4
Someone isolated or left out	115	26.4
Intimidation/bullying	114	26.1
Racial/ethnic profiling	102	23.4
Derogatory/unsolicited e-mails	101	23.2
Someone singled out as the “resident authority”	80	18.3
Someone fearing for their physical safety	73	16.7
Assumption that someone was admitted or hired because of their identity	63	14.4
Victim of a crime	56	12.8
Someone isolated or left out because of their socioeconomic status	55	12.6
Someone isolated or left out when working in groups	54	12.4
Threats of physical violence	41	9.4
Someone receiving a low performance evaluation	41	9.4
Derogatory phone calls	40	9.2
Someone receiving a poor grade because of hostile classroom environment	28	6.4
Physical violence	20	4.6
Someone fearing for their family’s safety	2	0.5
Other	25	5.7

Note: Only answered by respondents who observed harassment (n = 436). Percentages do not sum to 100 due to multiple responses.

Forty-two percent (n = 184) of those respondents who observed harassment said it occurred in a public space on campus (Table B54). Others said it happened in campus housing (42%, n = 181),

in a class (27%, n = 118), in a meeting with a group of people (22%, n = 97), or at a campus event (20%, n = 89).

The majority of respondents observed students as the source of observed, offensive, hostile, exclusionary, or intimidating conduct (63%, n = 273) (Table B55). Other respondents identified sources as faculty members (22%, n = 95), administrators (18%, n = 77), colleagues (12%, n = 51), and campus media (12%, n = 50). Twenty-four percent (n = 106) did not know the source of the conduct.

Table 23 illustrates participants' responses to this behavior. Respondents most often felt angry (54%, n = 234), and embarrassed when encountering this behavior (34%, n = 148). Twenty-five percent (n = 110) told a friend, 16% (n = 70) ignored the conduct, and 15% (n = 65) avoided the harasser. Six percent (n = 27) made a complaint to a campus employee/official, while 14% (n = 61) did not know whom to go to, and eight percent (n = 36) did not report it out of fear of retaliation.

Table 23. Reactions to Observing Offensive, Hostile, Exclusionary, or Intimidating Conduct

	n	%
Was angry	234	53.7
Felt embarrassed	148	33.9
Told a friend	110	25.2
Ignored it	70	16.1
Avoided the harasser	65	14.9
Didn't know who to go to	61	14.0
Didn't affect me at the time	56	12.8
Was afraid	51	11.7
Confronted the harasser at the time	44	10.1
Didn't report it for fear of retaliation	36	8.3
Sought support from a staff member	28	6.4
Made a complaint to a campus employee/official	27	6.2
Felt somehow responsible	26	6.0
Left the situation immediately	23	5.3
Confronted the harasser later	22	5.0
Didn't report it for fear that my complaint would not be taken seriously	20	4.6
Sought support from a faculty member	19	4.4
Did report it but my complaint was not taken seriously	10	2.3
Sought support from counseling services	9	2.1
Other	58	13.3

Note: Only answered by respondents who observed harassment (n = 436).
 Percentages do not sum to 100 due to multiple responses.

Forty-five percent (n = 282) of the respondents indicated that the overall campus climate was “very respectful” for White people (Table 24). The majority of respondents also indicated the overall campus climate was respectful of people from all the race/ethnicities listed in the table.

Table 24. Overall Campus Climate for Various Races/Ethnicities

Race/Ethnicity	Very Respectful		Moderately Respectful		Neither Respectful nor Disrespectful		Moderately Disrespectful		Very Disrespectful	
	n	%	n	%	n	%	n	%	n	%
African	188	30.0	262	41.9	61	9.7	21	3.4	11	1.8
African American/Black	176	27.9	269	42.6	59	9.4	49	7.8	15	2.4
Alaskan Native	142	22.9	172	27.7	57	9.2	8	1.3	5	0.8
Asian	185	29.8	276	44.4	61	9.8	20	3.2	9	1.4
Asian American	203	32.5	265	42.4	59	9.4	19	3.0	8	1.3
Southeast Asian	180	29.0	262	42.2	66	10.6	17	2.7	10	1.6
Caribbean/West Indian	164	26.6	222	36.0	58	9.4	14	2.3	8	1.3
Indian subcontinent	191	30.8	259	41.7	54	8.7	22	3.5	9	1.4
Latino(a)/Hispanic	180	28.8	263	42.1	59	9.4	33	5.3	19	3.0
Latin American	184	29.6	257	41.4	59	9.5	24	3.9	16	2.6
Middle Eastern	166	26.8	248	40.1	76	12.3	27	4.4	10	1.6
Native American Indian	164	26.5	204	32.9	60	9.7	10	1.6	10	1.6
Pacific Islanders/Hawaiian Natives	178	28.8	224	36.2	56	9.1	9	1.5	6	1.0
White	282	45.0	238	38.0	65	10.4	13	2.1	0	0.0
Multiracial, multiethnic, or multicultural persons	183	29.5	268	43.2	64	10.3	15	2.4	13	2.1

Table 25 indicates that the majority of respondents also thought that the overall campus climate was respectful of 12 of the 16 campus groups listed in the table. Less than half of the respondents thought the climate was respectful (“very respectful” and “moderately respectful”) of individuals

who were learning disabled (49%, n = 325), providing care for other than a child (37%, n = 246), socioeconomically disadvantaged (49%, n = 331), and veterans/active military (27%, n = 181).

Table 25. Respondents' Perceptions of Overall Campus Climate for Various Campus Groups

Group	Very Respectful		Moderately Respectful		Neither Respectful nor Disrespectful		Moderately Disrespectful		Very Disrespectful	
	n	%	n	%	N	%	n	%	n	%
Affected by psychological health issues	93	13.8	271	40.3	119	17.7	63	9.4	14	2.1
From religious affiliations other than Christian	187	27.7	297	44.0	105	15.6	37	5.5	5	0.7
From Christian affiliations	127	18.8	241	35.8	114	16.9	126	18.7	33	4.9
Gay, lesbian, bisexual, transgender	244	36.1	311	46.1	60	8.9	29	4.3	5	0.7
Immigrants	169	25.2	271	40.4	99	14.8	23	3.4	11	1.6
International students, staff, or faculty	240	35.8	297	44.3	70	10.4	22	3.3	8	1.2
Learning disabled	87	13.0	238	35.6	132	19.7	48	7.2	10	1.5
Men	261	38.7	254	37.7	93	13.8	33	4.9	3	0.4
Non-native English speakers	130	19.5	295	44.3	108	16.2	64	9.6	8	1.2
Parents/guardians	158	23.6	240	35.8	104	15.5	26	3.9	11	1.6
Providing care for other than a child	79	11.9	167	25.1	119	17.9	26	3.9	11	1.7
Physically disabled	104	15.6	256	38.3	124	18.6	72	10.8	21	3.1
Socioeconomically disadvantaged	101	15.1	230	34.3	127	18.9	110	16.4	42	6.3
Socioeconomically advantaged	177	26.6	266	39.9	115	17.3	44	6.6	6	0.9
Women	181	26.8	308	45.6	97	14.4	54	8.0	8	1.2
Veterans/active military status	50	7.6	131	19.8	137	20.7	52	7.9	26	3.9

With regard to campus accessibility for people with disabilities, most respondents were unaware of how accessible the different areas of campus were. Respondents believed South Campus (25%, n = 159) and North Campus (23%, n = 148) residence halls were “very inaccessible” (Table 26).

Table 26. Ratings of Campus Accessibility

Area	Very Accessible		Accessible		Somewhat Accessible		Very Inaccessible		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Assistive technology	42	6.4	185	28.3	60	9.2	20	3.1	347	53.1
Burling Library and Kistler Science Library	45	6.9	229	35.0	128	19.6	24	3.7	228	34.9
Classroom buildings	40	6.1	200	30.7	195	29.9	31	4.8	186	28.5
Classrooms	36	5.6	178	27.5	200	30.9	31	4.8	203	31.3
College-owned off-campus housing	14	2.2	53	8.2	111	17.1	103	15.9	367	56.6
Computing labs	36	5.6	185	28.8	104	16.2	45	7.0	273	42.5
Course exams	60	9.3	219	34.1	45	7.0	14	2.2	305	47.4
Course materials	81	12.7	212	33.2	48	7.5	9	1.4	288	45.1
East Campus residence halls	126	19.5	179	27.7	26	4.0	9	1.4	306	47.4
Grinnell College website	68	10.6	187	29.1	94	14.6	37	5.8	257	40.0
Health center	47	7.3	146	22.7	131	20.4	66	10.3	252	39.3
North Campus residence halls	14	2.2	56	8.8	109	17.2	148	23.3	308	48.5
On campus parking	44	6.9	187	29.3	109	17.1	52	8.1	247	38.7
Physical Education Center (PEC) & New Athletic Center	40	6.3	177	27.7	106	16.6	34	5.3	281	44.0
Public buildings (JRC, JCC, Forum, PEC)	61	9.5	221	34.3	139	21.6	37	5.7	187	29.0
Restrooms	52	8.1	235	36.5	137	21.3	33	5.1	186	28.9
Science Labs	33	5.2	141	22.1	62	9.7	27	4.2	376	58.8
Sidewalks, pathways, and building entrances	48	7.4	216	33.4	182	28.1	44	6.8	157	24.3
South Campus residence halls	18	2.8	51	7.9	97	15.1	159	24.7	318	49.5

Studios	16	2.5	82	13.0	39	6.2	20	3.2	475	75.2
---------	----	-----	----	------	----	-----	----	-----	-----	------

Employees' Attitudes and Experiences

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

More than half of all employee respondents thought the workplace climate was welcoming for employees based 11 of the 19 characteristics listed in Table 27; the exceptions include: institutional status (46%, n = 139), learning disability status (43%, n = 128), physical disability status (47%, n = 141), psychological disability status (40%, n = 118), political views (37%, n = 113), religious/spiritual views (48%, n = 146), socioeconomic status (49%, n = 147), and veteran/active military status (32%, n = 97). 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.

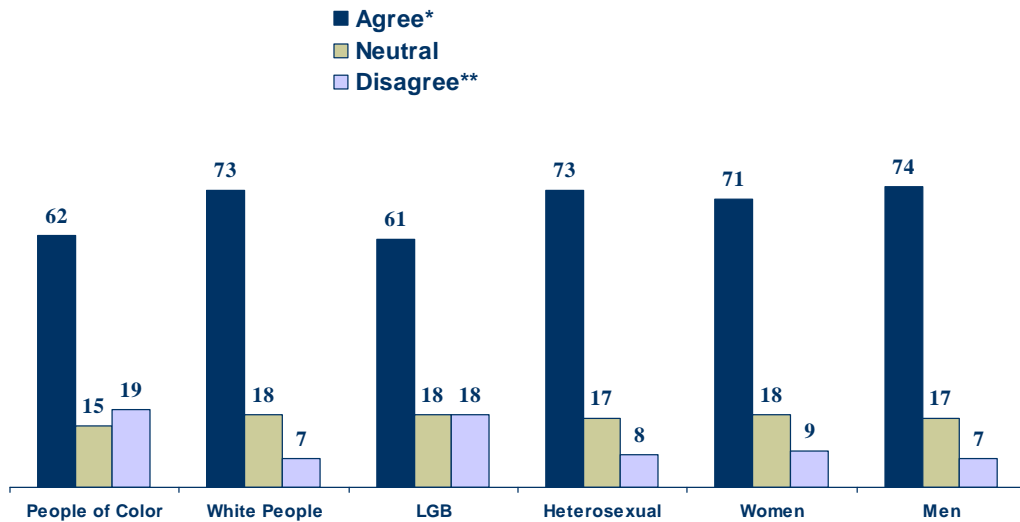
Table 27. Workplace Climate is Welcoming for Employees Based on Demographic Characteristics

Characteristic	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%	n	%
Age	30	9.9	161	53.0	73	24.0	27	8.9	6	2.0	7	2.3
Country of origin	39	12.9	169	56.0	62	20.5	10	3.3	3	1.0	19	6.3
Ethnicity	46	15.1	167	54.9	49	16.1	20	6.6	5	1.6	17	5.6
Gender	46	15.0	173	56.5	54	17.6	20	6.5	7	2.3	6	2.0
Gender expression	41	13.7	137	45.8	69	23.1	17	5.7	9	3.0	26	8.7
Immigrant status	37	12.4	132	44.1	70	23.4	9	3.0	4	1.3	47	15.7
Institutional status	27	9.0	112	37.2	68	22.6	49	16.3	23	7.6	22	7.3
Learning disability status	21	7.0	107	35.5	82	27.2	20	6.6	6	2.0	65	21.6
Marital/partner status	49	16.3	153	51.0	68	22.7	15	5.0	6	2.0	9	3.0
Parental status	41	13.6	153	50.7	71	23.5	13	4.3	8	2.6	16	5.3
Physical characteristics	33	11.0	148	49.5	80	26.8	17	5.7	8	2.7	13	4.3
Physical disability status	34	11.3	107	35.5	88	29.2	32	10.6	12	4.0	28	9.3
Psychological disability status	25	8.4	93	31.2	96	32.2	26	8.7	12	4.0	46	15.4
Political views	23	7.6	90	29.7	83	27.4	62	20.5	32	10.6	13	4.3
Race	44	14.5	162	53.5	60	19.8	19	6.3	8	2.6	10	3.3
Religious/spiritual views	30	9.9	116	38.4	77	25.5	40	13.2	26	8.6	13	4.3
Sexual orientation	52	17.4	168	56.2	55	18.4	8	2.7	5	1.7	11	3.7
Socioeconomic status	30	10.0	117	39.1	83	27.8	35	11.7	23	7.7	11	3.7
Veterans/active military status	24	8.0	73	24.4	93	31.1	20	6.7	17	5.7	72	24.1

Note: Table includes employee respondents only (n = 337).

When analyzed by demographic characteristics, the data indicates that Respondents of Color and sexual minority respondents were least likely to believe the workplace climate was welcoming for employees based on gender (Figure 51).

Figure 51
Employee Perceptions of Welcoming Workplace Climate based on Gender (%)

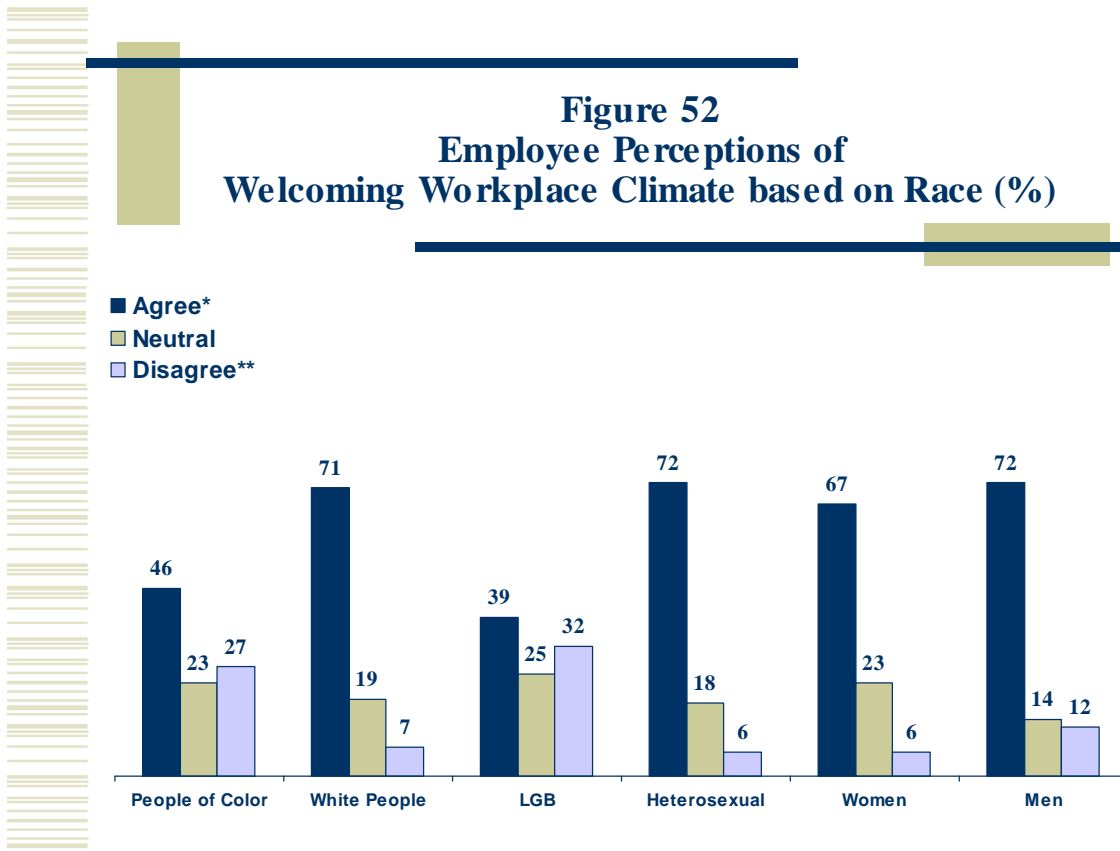


* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

While 68% (n = 206) of all respondents thought the workplace climate was welcoming based on race (Table B68), 46% of Respondents of Color and 39% of sexual minority respondents agreed (Figure 52).

Figure 52
Employee Perceptions of Welcoming Workplace Climate based on Race (%)

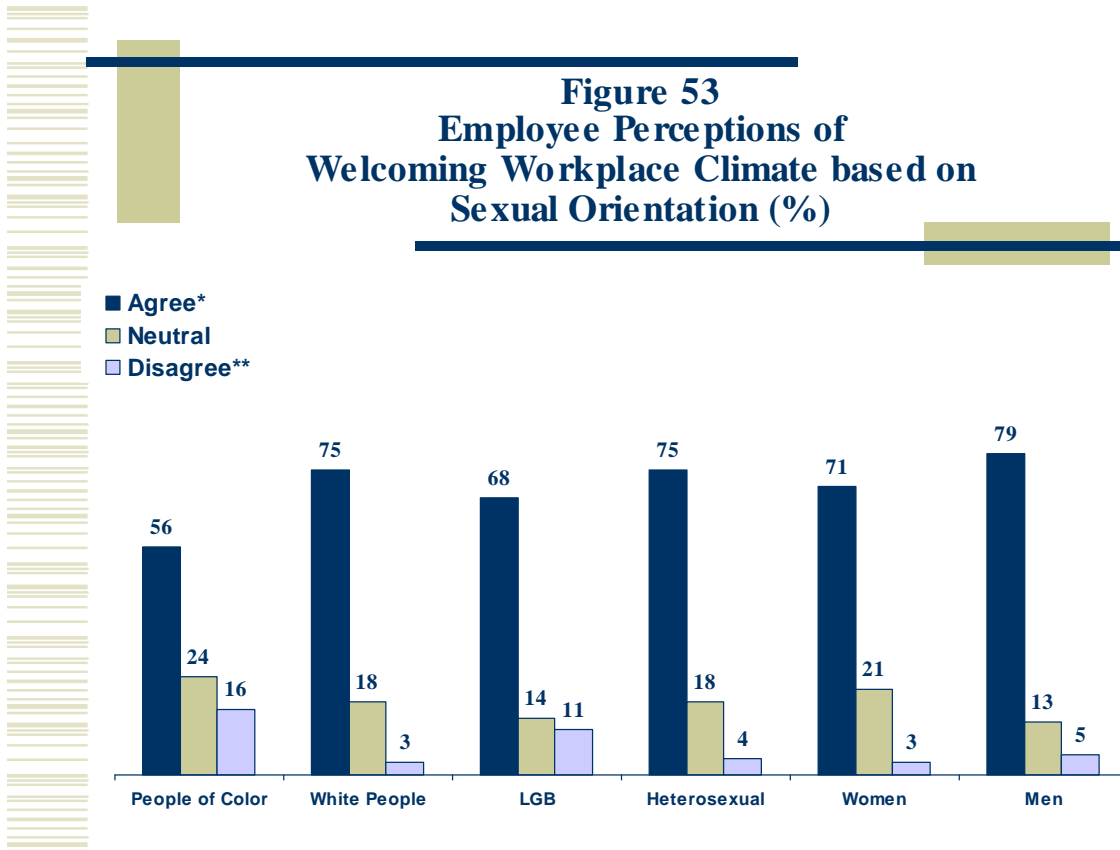


* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Vastly different from the responses of other employees, only 56% of Employees of Color believed the workplace climate was welcoming based on sexual orientation (Figure 53).

Figure 53
Employee Perceptions of Welcoming Workplace Climate based on Sexual Orientation (%)



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Questions 26 and 27 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 the Tables. Tables 22 and 23 depict the responses of faculty respondents, and Tables 24 and 25 illustrate staff members’ responses. Tables 26 through 28 include both faculty and staff members’ responses.

The majority of faculty and staff respondents strongly agreed/agreed that they were comfortable asking questions about performance expectations (78%, n = 100 and 66%, n = 133, respectively). Thirty-eight percent (n = 49) of faculty respondents and 43% (n = 87) of staff were reluctant to bring up issues that concern them for fear that it will affect their performance evaluation or tenure decisions. Forty-seven percent (n = 61) of faculty and 47% (n = 96) of staff believe there are many unwritten rules concerning how one is expected to interact with colleagues in their work units. Highlighted cells in Tables 22 through 25 indicate where substantial discrepancies existed in the responses between groups.

Table 22. Faculty Attitudes about Climate for Diversity and Work-Related Issues by Gender and Race/Ethnicity

Issues	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	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	22	17.1	27	20.9	24	18.6	25	19.4	31	23.7
Women	9	15.0	10	16.7	14	23.3	12	20.0	15	25.0
Men	11	16.4	17	25.4	10	14.9	13	19.4	16	23.9
White	16	15.7	21	20.6	19	18.6	16	15.7	30	29.4
People of Color	4	22.2	3	16.7	5	27.8	5	27.8	1	5.6
I am comfortable asking questions about performance expectations	42	32.6	58	45.0	16	12.4	9	7.0	4	3.1
Women	23	38.3	28	46.7	4	6.7	4	6.7	1	1.7
Men	19	28.4	30	44.8	12	17.9	4	6.0	2	3.0
White	35	34.3	48	47.1	11	10.8	6	5.9	2	2.0
People of Color	7	38.9	6	33.3	4	22.2	1	5.6	0	0.0

Table 22 (continued)	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
My colleagues expect me to represent “the point of view” of my identity	11	8.6	16	12.5	46	35.9	32	25.0	23	18.0
Women	4	6.7	11	18.3	26	43.3	14	23.3	5	8.3
Men	5	7.6	5	7.6	20	30.3	18	27.3	18	27.3
White	7	6.9	11	10.8	37	36.3	26	25.5	21	20.6
People of Color	2	11.1	3	16.7	6	33.3	6	33.3	1	5.6
My colleagues solicit my opinion about their work	23	18.3	50	39.7	17	13.5	25	19.8	11	8.7
Women	9	15.3	30	50.8	9	15.3	8	13.6	3	5.1
Men	14	21.5	20	30.8	8	12.3	16	24.6	7	10.8
White	22	21.8	45	44.6	11	10.9	18	17.8	5	5.0
People of Color	0	0.0	4	23.5	5	29.4	4	23.5	4	23.5
My colleagues have lower expectations of me than of other faculty	3	2.4	10	7.9	16	12.6	48	37.8	50	39.4
Women	1	1.7	6	10.2	8	13.6	21	35.6	23	39.0
Men	2	3.0	3	4.5	7	10.6	27	40.9	27	40.9
White	1	1.0	7	6.9	12	11.9	36	35.6	45	44.6
People of Color	1	5.6	3	16.7	3	16.7	7	38.9	4	22.2
I constantly feel under scrutiny by my colleagues	8	6.3	22	17.5	25	19.8	40	31.7	31	24.6
Women	3	5.0	13	21.7	13	21.7	18	30.0	13	21.7
Men	4	6.2	8	12.5	12	18.8	22	34.4	18	28.1
White	4	4.0	15	15.2	18	18.2	33	33.3	29	29.3
People of Color	1	5.6	5	27.8	6	33.3	4	22.2	2	11.1
My research interests/professional are valued by my colleagues	27	21.1	36	28.1	26	20.3	25	19.5	14	10.9
Women	12	20.3	18	30.5	14	23.7	10	16.9	5	8.5
Men	15	22.4	18	26.9	12	17.9	14	20.9	8	11.9
White	25	24.5	28	27.5	20	19.6	21	20.6	8	7.8
People of Color	2	11.8	4	23.5	6	35.3	2	11.8	3	17.6
I feel pressured to change my research agenda to make tenure/be promoted	5	4.1	10	8.2	21	17.2	36	29.5	50	41.0
Women	2	3.6	5	9.1	10	18.2	17	30.9	21	38.2
Men	2	3.1	5	7.7	11	16.9	18	27.7	29	44.6
White	2	2.1	7	7.3	19	19.8	27	28.1	41	42.7
People of Color	1	5.6	0	0.0	1	5.6	8	44.4	8	44.4
I am reluctant to take family leave that I am entitled to for fear that it may affect my career	5	4.1	7	5.7	47	38.2	28	22.8	36	29.3
Women	3	5.4	5	8.9	19	33.9	13	12.2	16	28.6
Men	1	1.5	2	3.1	27	41.5	15	23.1	20	30.8
White	4	4.2	6	6.2	38	39.6	20	20.8	28	29.2
People of Color	0	0.0	1	5.6	5	27.8	7	38.9	5	27.8

Table 22 (continued)	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I have to work harder than I believe my colleagues do in order to be perceived as legitimate	16	12.6	20	15.7	22	17.3	32	25.2	37	29.1
Women	9	15.5	13	22.4	8	13.8	14	24.1	14	24.1
Men	6	9.0	7	10.4	13	19.4	18	26.9	23	34.3
White	9	9.0	14	14.0	15	15.0	28	28.0	34	34.0
People of Color	4	22.2	5	27.8	5	27.8	1	5.6	3	16.7
I have to work harder than I believe my colleagues do in order to achieve the same recognition/rewards	18	14.1	21	16.4	29	22.7	30	23.4	30	23.4
Women	16	27.1	19	32.2	4	6.8	13	22.0	7	11.9
Men	7	10.3	18	26.5	20	29.4	14	20.6	9	13.2
White	14	13.7	30	29.4	21	20.6	21	20.6	16	15.7
People of Color	3	16.7	6	33.3	4	22.2	5	27.8	0	0.0

Note: Table reports faculty responses only (n = 131).

Table 23. Faculty Attitudes about Climate for Diversity and Work-Related Issues by Gender and Race/Ethnicity

Issues	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit	24	18.6	37	28.7	25	19.4	27	20.9	16	12.4
Women	16	27.1	19	32.2	4	6.8	13	22.0	7	11.9
Men	7	10.3	18	26.5	20	29.4	14	20.6	9	13.2
White	14	13.7	30	29.4	21	20.6	21	20.6	16	15.7
People of Color	3	16.7	6	33.3	4	22.2	5	27.8	0	0.0
My colleagues have higher expectations of me than of other faculty	4	3.1	22	17.3	39	30.7	41	32.3	21	16.5
Women	0	0.0	8	13.8	19	32.8	20	34.5	11	19.0
Men	4	6.0	14	20.9	18	26.9	21	31.3	10	14.9
White	2	2.0	15	15.0	29	29.0	34	34.0	20	20.0
People of Color	0	0.0	4	22.2	8	44.4	5	27.8	1	5.6
I feel pressured to change my methods of teaching to achieve tenure/be promoted	10	8.1	15	12.1	21	16.9	44	35.5	34	27.4
Women	2	3.6	8	14.3	7	12.5	24	42.9	15	26.8
Men	6	9.1	7	10.6	14	21.2	20	30.3	19	28.8
White	3	3.1	11	11.3	17	17.5	35	36.1	31	32.0
People of Color	3	16.7	3	16.7	4	22.2	5	27.8	3	16.7

Table 23 (continued)	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I believe that tenure and promotion procedures are fair	32	25.6	36	28.8	30	24.0	17	13.6	10	8.0
Women	14	25.0	20	35.7	12	21.4	7	12.5	3	5.7
Men	18	26.9	16	23.9	17	25.4	10	14.9	6	9.0
White	27	27.3	32	32.3	19	19.2	14	14.1	7	7.1
People of Color	5	27.8	2	11.1	9	50.0	2	11.1	0	0.0
I believe that tenure and promotion procedures are clear	26	20.5	37	29.1	24	18.9	30	23.6	10	7.9
Women	12	21.1	17	29.8	11	19.3	13	22.8	4	7.0
Men	14	20.6	20	29.4	12	17.6	17	25.0	5	7.4
White	24	24.0	31	31.0	17	17.0	20	20.0	8	8.0
People of Color	2	11.1	5	27.8	5	27.8	6	33.3	0	0.0
I believe that salary determinations are fair	12	9.3	36	27.9	45	34.9	22	17.1	14	10.9
Women	5	8.5	19	32.2	22	37.3	7	11.9	6	10.2
Men	7	10.3	17	25.0	23	33.8	14	20.6	7	10.3
White	10	9.8	30	29.4	33	32.4	17	16.7	12	11.8
People of Color	2	11.1	4	22.2	11	61.1	1	5.6	0	0.0
I believe that salary determinations are clear	6	4.7	40	31.0	33	25.6	34	26.4	16	12.4
Women	3	5.1	19	32.2	16	27.1	14	23.7	7	11.9
Men	3	4.4	21	30.9	17	25.0	19	27.9	8	11.8
White	5	4.9	34	33.3	24	23.5	26	25.5	13	12.7
People of Color	1	5.6	4	22.2	8	44.4	5	27.8	0	0.0
I think the college administration understands the value of a diverse faculty	16	12.6	46	36.2	29	22.8	17	13.4	19	15.0
Women	9	15.5	22	37.9	8	13.8	10	17.2	9	15.5
Men	7	10.4	24	35.8	21	31.3	7	10.4	8	11.9
White	15	15.0	38	38.0	22	22.0	12	12.0	13	13.0
People of Color	1	5.6	5	27.8	5	27.8	5	27.8	2	11.1
I think that faculty leaders act effectively to recruit a diverse faculty	17	13.4	53	41.7	25	19.7	19	15.0	13	10.2
Women	9	15.8	27	47.4	6	10.5	11	19.3	4	7.0
Men	8	11.8	26	38.2	19	27.9	8	11.8	7	10.3
White	16	16.0	45	45.0	19	19.0	14	14.0	6	6.0
People of Color	1	5.6	7	38.9	3	16.7	5	27.8	2	11.1
I think that faculty leaders act effectively to retain a diverse faculty	13	10.3	26	20.6	23	18.3	35	27.8	29	23.0
Women	6	10.5	14	24.6	5	8.8	18	31.6	14	24.6
Men	7	10.4	12	17.9	18	26.9	17	25.4	13	19.4
White	12	12.0	25	25.0	20	20.0	27	27.0	16	16.0
People of Color	1	5.9	1	5.9	1	5.9	7	41.2	7	41.2

Note: Table reports faculty responses only (n = 131).

Table 24. Staff Attitudes about Climate for Diversity and Work-Related Issues by Gender and Race/Ethnicity

Issues	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation	38	18.7	49	24.1	36	17.7	59	29.1	21	10.3
Women	29	20.4	35	24.6	24	16.9	39	27.5	15	10.6
Men	9	14.8	13	21.3	11	18.0	22	36.1	6	9.8
White	31	16.3	44	23.2	35	18.4	60	31.6	20	10.5
People of Color	5	45.5	2	18.2	1	9.1	2	18.2	1	9.1
I am comfortable asking questions about performance expectations	38	18.9	95	47.3	29	14.4	28	13.9	11	5.5
Women	26	18.6	65	46.4	22	15.7	21	15.0	6	4.3
Men	10	16.4	33	54.1	6	9.8	7	11.5	5	8.2
White	35	18.5	92	48.7	27	14.3	26	13.8	9	4.8
People of Color	2	18.2	7	63.6	0	0.0	1	9.1	1	9.1
My colleagues expect me to represent “the point of view” of my identity	8	4.1	21	10.9	97	50.3	43	22.3	24	12.4
Women	3	2.2	16	11.9	68	50.7	27	20.1	20	14.9
Men	5	8.5	5	8.5	29	49.2	18	30.5	2	3.4
White	6	3.3	19	10.6	88	48.9	44	24.4	23	12.8
People of Color	2	18.2	2	18.2	6	54.5	1	9.1	0	0.0
My colleagues solicit my opinion about their work	20	10.1	86	43.4	64	32.3	21	10.6	7	3.5
Women	14	10.2	63	46.0	37	27.0	17	12.4	6	4.4
Men	6	10.0	23	38.3	26	43.3	4	6.7	1	1.7
White	18	9.8	81	44.0	57	31.0	21	11.4	7	3.8
People of Color	1	9.1	4	36.4	6	54.5	0	0.0	0	0.0
My colleagues have lower expectations of me than of other staff	1	0.5	14	7.0	45	22.6	87	43.7	52	26.1
Women	1	0.7	11	8.0	27	19.6	59	42.8	40	29.0
Men	0	0.0	2	3.3	17	28.3	30	50.0	11	18.3
White	1	0.5	12	6.5	42	22.7	84	45.4	46	24.9
People of Color	0	0.0	2	18.2	2	18.2	3	27.3	4	36.4
I constantly feel under scrutiny by my colleagues	11	5.5	39	19.4	38	18.9	81	40.3	32	15.9
Women	8	5.7	26	18.6	27	19.3	56	40.0	23	16.4
Men	3	5.0	13	21.7	12	20.0	23	38.3	9	15.0
White	10	5.3	31	16.6	37	19.8	79	42.2	30	16.0
People of Color	1	9.1	5	45.5	1	9.1	2	18.2	2	18.2
My professional interests are valued by my colleagues	20	10.2	92	46.7	56	28.4	22	11.2	7	3.6
Women	14	10.3	60	44.1	43	31.6	13	9.6	6	4.4
Men	5	8.3	31	51.7	15	25.0	8	13.3	1	1.7
White	18	9.8	87	47.5	52	28.4	20	10.9	6	3.3
People of Color	1	9.1	5	45.5	4	36.4	0	0.0	1	9.1

Table 24 (continued)		Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
		n	%	n	%	n	%	n	%	n	%
I am reluctant to take family leave that I am entitled to for fear that it may affect my career		14	7.0	26	12.9	62	30.8	65	32.3	34	16.9
	Women	10	7.0	21	14.8	42	29.6	48	33.8	21	14.8
	Men	3	5.1	5	8.5	19	32.2	19	32.2	13	22.0
	White	12	6.4	24	12.8	55	29.3	66	35.1	31	16.5
	People of Color	1	9.1	2	18.2	4	36.4	1	9.1	3	27.3
I have to work harder than I believe my colleagues do in order to be perceived as legitimate		24	11.9	30	14.9	48	23.9	69	34.3	30	14.9
	Women	19	13.5	20	14.2	33	23.4	48	34.0	21	14.9
	Men	5	8.3	9	15.0	15	25.0	23	38.3	8	13.3
	White	21	11.2	26	13.8	43	22.9	71	37.8	27	14.4
	People of Color	2	18.2	2	18.2	4	36.4	1	9.1	2	18.2
I have to work harder than I believe my colleagues do in order to achieve the same recognition/rewards		28	13.9	37	18.3	41	20.3	67	33.2	29	14.4
	Women	24	16.9	26	18.3	23	16.2	50	35.2	19	13.4
	Men	4	6.7	10	16.7	18	30.0	18	30.0	10	16.7
	White	23	12.2	35	18.5	37	19.6	67	35.4	27	14.3
	People of Color	4	36.4	1	9.1	3	27.3	1	9.1	2	18.2

Note: Table reports staff responses only (n = 206).

Table 25. Staff Attitudes about Climate for Diversity and Work-Related Issues by Gender and Race/Ethnicity

Issues	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		
	n	%	n	%	n	%	n	%	n	%	
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit		34	16.7	62	30.5	48	23.6	41	20.2	18	8.9
	Women	23	16.2	46	32.4	32	22.5	28	19.7	13	9.2
	Men	11	18.0	14	23.0	17	27.9	15	24.6	4	6.6
	White	30	15.8	56	29.5	46	24.2	41	21.6	17	8.9
	People of Color	2	18.2	5	45.5	3	27.3	1	9.1	0	0.0
My colleagues have higher expectations of me than of other faculty		15	7.5	44	21.9	68	33.8	57	28.4	17	8.5
	Women	10	7.1	29	20.6	46	32.6	43	30.5	13	9.2
	Men	5	8.3	13	21.7	22	36.7	16	26.7	4	6.7
	White	13	6.9	39	20.7	64	34.0	56	29.8	16	8.5
	People of Color	1	9.1	2	18.2	4	36.4	3	27.3	1	9.1

Table 25 (continued)		Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
		n	%	n	%	n	%	n	%	n	%
I believe that salary/wage determinations are fair		11	5.5	58	29.0	56	28.0	52	26.0	23	11.5
	Women	8	5.7	40	28.6	38	27.1	37	26.4	17	12.1
	Men	3	5.0	20	33.3	16	26.7	16	26.7	5	8.3
	White	11	5.9	59	31.6	49	26.2	50	26.7	18	9.6
	People of Color	0	0.0	1	9.1	4	36.4	3	27.3	3	27.3
I believe that salary/wage determinations are clear		7	3.5	46	23.0	43	21.5	66	33.0	38	19.0
	Women	4	2.9	29	20.7	30	21.4	46	32.9	31	22.1
	Men	3	4.9	18	29.5	14	23.0	20	32.8	6	9.8
	White	7	3.7	46	24.5	39	20.7	64	34.0	32	17.0
	People of Color	0	0.0	1	9.1	3	27.3	3	27.3	4	36.4
I think the college administration understands the value of a diverse staff		24	12.1	96	48.5	42	21.2	22	11.1	14	7.1
	Women	16	11.7	66	48.2	31	22.6	16	11.7	8	5.8
	Men	8	13.1	30	49.2	12	19.7	6	9.8	5	8.2
	White	25	13.5	92	49.7	40	21.6	19	10.3	9	4.9
	People of Color	0	0.0	4	36.4	1	9.1	2	18.2	4	36.4
I think that the administrative leadership effectively recruits a diverse staff		13	6.5	72	36.2	68	34.2	30	15.1	16	8.0
	Women	9	6.5	47	33.8	48	34.5	22	15.8	13	9.4
	Men	2	3.3	24	40.0	24	40.0	7	11.7	3	5.0
	White	11	5.9	69	37.1	67	36.0	26	14.0	13	7.0
	People of Color	1	9.1	3	27.3	2	18.2	2	18.2	3	27.3
I think that the administrative leadership effectively retains a diverse staff		10	5.0	43	21.6	82	41.2	46	23.1	18	9.0
	Women	6	4.3	26	18.7	55	39.6	39	28.1	13	9.4
	Men	3	5.0	17	28.3	29	48.3	6	10.0	5	8.3
	White	8	4.3	42	22.6	81	43.5	42	22.6	13	7.0
	People of Color	1	9.1	1	9.1	1	9.1	3	27.3	5	45.5

Note: Table reports staff responses only (n = 206).

With respect to work-life issues, 50% (n = 166) of employees found Grinnell College supportive of family leave (Table 26). Forty-one percent (n = 135) have had to miss out on important things in their personal lives because of professional responsibilities. Thirteen percent (n = 42) felt that employees who have children were considered less committed to their careers, and 24% (n = 79) felt that employees who do not have children were often burdened with work responsibilities. Seventy-six percent (n = 247) believed Grinnell should continue providing domestic partner benefits. Thirty-six percent (n = 115) thought they had equitable access to domestic partner benefits. Table 26 indicates employees' responses to these items by gender, parenting status, and

sexual orientation, and highlighted cells indicate where substantial discrepancies existed in the responses between groups.

Table 26. Employee Attitudes about Work-Life Issues

Issues	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	N	%	n	%	n	%	n	%	n	%
I often have forego professional activities because of personal responsibilities	18	5.5	62	19.0	67	20.6	113	34.7	52	16.0
Women	13	6.6	38	19.2	39	19.7	66	33.3	31	15.7
Men	5	3.9	24	18.8	28	21.9	47	36.7	21	16.4
I find that personal responsibilities and commitments have slowed down my career progression	18	5.5	51	15.7	78	24.0	113	34.8	52	16.0
Women	15	7.6	32	16.2	44	22.3	64	32.5	32	16.2
Men	3	2.3	20	15.6	34	26.6	49	38.3	19	14.8
I find that Grinnell College is supportive of family leave	40	12.2	126	38.4	87	26.5	24	7.3	8	2.4
Women	28	14.1	74	37.2	51	25.6	16	8.0	5	2.5
Men	13	10.1	54	41.9	36	27.9	9	7.0	1	0.6
I have to miss out on important things in my personal life because of professional responsibilities	43	13.1	92	28.1	67	20.5	93	28.4	23	7.0
Women	31	15.6	56	28.1	40	20.1	55	27.6	12	6.0
Men	12	9.4	35	27.3	28	21.9	38	29.7	11	8.6
I feel that faculty/staff who have children are considered less committed to their careers	11	3.4	31	9.5	81	24.8	123	37.6	69	21.1
Non-parenting	0	0.0	2	2.5	22	27.5	26	32.5	20	25.0
Parenting	10	4.4	28	12.3	56	24.6	84	36.8	48	21.1
I feel that faculty/staff who do not have children are often burdened with work responsibilities beyond those who do have children	26	8.0	53	16.2	85	26.0	93	28.4	52	15.9
Non-parenting	19	23.8	17	21.2	19	23.8	12	15.0	4	5.0
Parenting	6	2.6	34	14.9	59	25.9	73	32.0	47	20.6
I think that Grinnell College should continue to provide domestic partner benefits	171	52.3	76	23.2	51	15.6	12	3.7	12	3.7
LGB Employees	26	83.9	2	6.5	1	3.2	0	0.0	2	6.5
Heterosexual Employees	132	50.0	71	26.9	39	14.8	10	3.8	9	3.4
I have equitable access to domestic partner benefits	61	19.2	54	17.0	91	28.7	8	2.5	5	1.6
LGB Employees	9	29.0	4	12.9	8	25.8	3	9.7	2	6.5
Heterosexual Employees	48	18.6	46	17.8	72	27.9	5	1.9	3	1.2

Note: Table reports employee responses only (n = 337).

More than half of all employees believed that they had colleagues or peers at Grinnell College who gave them career advice or guidance when they need it (69%, n = 226), equipment and supplies they needed to adequately perform their work (74%, n = 246), and equitable work space in terms of quantity and quality (77%, n = 254) (Table 27). Fifty percent (n = 163) thought their compensation was equitable to their peers with similar levels of experience, and 49% (n = 158) feel their performance evaluations truly reflect their performance. Twenty-four percent (n = 79) believe the college treats exempt and non-exempt staff equitably. Table 27 includes selected analyses by gender, race/ethnicity, and position status. Again, highlighted cells illustrate where considerable differences emerged in the responses of various groups of respondents.

Table 27. Employees' Perceptions of Resources Available at Grinnell College

Resources	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I have colleagues or peers who give me career advice or guidance when I need it	57	17.3	169	51.4	36	10.9	29	8.8	19	5.8
I feel that the faculty mentor program is effective	7	2.2	21	6.5	69	21.4	23	7.1	21	6.5
I have support from decision makers/colleagues who support my career advancement	42	13.0	116	35.8	68	21.0	40	12.3	29	9.0
Women	28	14.2	69	35.0	39	19.8	25	12.7	17	8.6
Men	15	11.8	46	36.2	30	23.6	15	11.8	11	8.7
White	38	13.2	109	38.0	59	20.6	37	12.9	18	6.3
People of Color	3	10.7	6	21.4	8	28.6	2	7.1	6	21.4
I have the equipment and supplies I need to adequately perform my work	64	19.2	182	54.7	20	6.0	36	10.8	26	7.8
I have equitable work space in terms of quantity and quality as compared to my colleagues	91	27.6	163	49.4	17	5.2	28	8.5	25	7.6
I have equitable access for research support as compared to my colleagues	53	16.3	90	27.7	38	11.7	19	5.8	16	4.9
I feel that my compensation is equitable to my peers with a similar level of experience	47	14.4	116	35.5	34	10.4	57	17.4	28	8.6
Women	27	13.6	55	27.8	22	11.1	42	21.2	20	10.1
Men	21	16.3	60	46.5	12	9.3	15	11.6	7	5.4
White	41	14.2	106	36.7	27	9.3	48	16.6	23	8.0
People of Color	5	17.2	9	31.0	7	24.1	4	13.8	2	6.9
I have equitable access to health benefits	128	39.3	167	51.2	13	4.0	10	3.1	4	1.2
I believe that the college treats exempt and non-exempt staff equitably	19	5.8	60	18.3	58	17.7	70	21.4	71	21.7
Faculty	8	6.3	13	10.2	24	18.9	18	14.2	28	22.0
Non-exempt Staff	4	4.0	10	10.0	18	18.0	33	33.0	29	29.0
Exempt Staff	7	7.0	37	37.0	16	16.0	19	19.0	14	14.0
I feel pressured to provide positive performance evaluations regardless of performance	12	3.7	46	14.0	66	20.1	61	18.6	36	11.0
I feel that my performance evaluation truly reflects my performance	32	9.8	126	38.8	63	19.4	51	15.7	21	6.5

Note: Table reports employee responses only (n = 337).

Regarding respondents' observations of discriminatory employment practices, 27% (n = 89) of all employees (31% of faculty, 22% of staff exempt, and 27% of staff non-exempt) observed discriminatory hiring (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) at Grinnell College. Men were less likely than women to have observed discriminatory hiring practices (22% vs. 29%, respectively), as were Employees of Color (38% vs. 24% of White respondents). Thirty-nine percent of sexual minority

respondents and 25% of heterosexual respondents observed discriminatory hiring. Of those that observed discriminatory hiring, 24% (n = 21) said it was based on gender, 24% (n = 21) on ethnicity, 23% (n = 20) on position at the College, and 20% (n = 18) on educational level, and 20% (n = 18) on race.

A survey item asking respondents to elaborate on their observations of discriminatory hiring prompted 47 individuals to comment. Of those individuals, nine specifically mentioned incidents in the Student Affairs office in which many Grinnellians perceived bias in the hiring of a particular mid-level administrator. Five respondents indicated they observed situations where the new employee was personal friends with or otherwise “connected to” the hiring supervisor. While three people felt there had been discrimination against male applicants and White applicants in recent searches, six respondents’ comments described search committee bias against non-White applicants. Two individuals said faculty members’ spouses were hired unjustly.

Thirty-six percent (n = 118) of respondents observed unfair, unjust, or discriminatory employment-related disciplinary actions in Grinnell College, up to and including dismissal. Of those individuals, 36% (n = 42) said the discrimination was based on position at the College, 25% on gender (n = 30), 14% (n = 16) on educational level, and 10% (n = 12) on race. Similar percentages of women and men (37% and 34%, respectively) observed the discriminatory practices. Forty-eight percent of sexual minorities and 35% of heterosexual respondents witnessed discriminatory disciplinary actions. While 41% of Employees of Color witnessed such disciplinary actions, 34% of White respondents did. Additionally, faculty members (40%) were more likely than staff non-exempt (34%) and staff exempt (33%) to have observed discriminatory disciplinary actions.

Of the 51 respondents who provided qualitative commentary on their observations of discriminatory firing, 17 people said that the VP for Student Affairs unjustly terminated one (or two) individuals in that division. Four people noted where women employees were treated unfairly (e.g., supervisors “reduced” or reassigned the women’s positions, while being

“encouraged to stay home with their children”). Three people said staff were treated unfairly, two of whom said staff could not be promoted or hired for other jobs without bachelor’s degrees.

Twenty-two percent (n = 70) of all employees observed discriminatory practices related to promotion at Grinnell College, and believed it was based on position at the College (30%, n = 21), gender (23%, n = 16), race (19%, n = 13), educational level (17%, n = 12), age (14%, n = 10), and political views (14%, n = 10). Twenty-two percent of women and 19% of men witnessed discriminatory promotion, as did 20% of heterosexual respondents and 26% of LGB respondents. A higher percentage of White respondents (20%) than Respondents of Color (14%) witnessed such conduct. And, faculty members (27%) were more likely than staff exempt (11%) or staff non-exempt (24%) to have observed unfair promotion.

Of the 28 people who commented on their observations of discriminatory promotion, six said they witnessed situations in which individuals were promoted based on their personal relationships with their supervisors or other administrators. Several respondents indicated that procedures for promotion were nebulous at best, which often worked against staff receiving promotions. Four people mentioned that colleagues of color were not promoted, re-contracted, or retained for reasons such as “not being sufficiently Grinnellian in their practice, not fitting the “Grinnell mold,” and for being the victims of “racial bias... clearly evident in student evaluations.”

Table 28. Employee Respondents who Have Observed Unfair, Unjust, or Discriminatory Employment Practices at Grinnell College

	Hiring Practices		Employment-Related Dismissal Actions		Procedures or Practices Related to Promotion	
	n	%	n	%	n	%
Yes	89	27.1	118	36.0	70	21.5
No	174	52.9	133	40.5	166	50.9

Note: Table reports employee responses only (n = 337).

Students' Attitudes and Experiences

The survey asked students about the perceptions they held about the Grinnell College climate before they enrolled on campus (Table 29). Before they enrolled at Grinnell, more than half of all student respondents thought the climate was welcoming for all of the groups listed in Table 32.

Table 29. Students' Pre-enrollment Expectations of Welcoming Campus Climate

Group	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
Affected by psychological health issues	128	37.8	140	41.3	62	18.3	7	2.1	2	0.6
From religious affiliations other than Christian	158	47.3	144	43.1	23	6.9	5	1.5	4	1.2
From Christian affiliations	119	35.5	152	45.4	38	11.3	20	6.0	6	1.8
Gay, lesbian, bisexual, transgender	207	61.4	103	30.6	21	6.2	4	1.2	2	0.6
Immigrants	164	49.4	132	39.8	34	10.2	0	0.0	2	0.6
International students, staff, or faculty	183	54.6	130	38.8	18	5.4	2	0.6	2	0.6
Learning disabled	134	40.2	120	36.0	63	18.9	12	3.6	4	1.2
Men	172	51.2	126	37.5	30	8.9	5	1.5	3	0.9
Non-native English speakers	156	46.6	133	39.7	39	11.6	5	1.5	2	0.6
Parents/guardians	125	37.3	113	33.7	74	22.1	3	0.9	20	6.0
Providing care for other than a child	111	33.1	101	30.1	92	27.5	5	1.5	26	7.8
Physically challenged	128	38.1	135	40.2	55	16.4	11	3.3	7	2.1
Socioeconomically disadvantaged	163	48.7	125	37.3	31	9.3	11	3.3	5	1.5
Women	188	56.0	120	35.7	25	7.4	1	0.3	2	0.6
Veterans/active military status	99	29.9	78	23.6	101	30.5	19	5.7	34	10.3

Note: Table reports student responses only (n = 384).

Question 92 asked students to indicate their level of agreement with a variety of statements regarding their experiences and perceptions at Grinnell College. Table 30 indicates that the majority of students felt valued by faculty (85%, n = 317) and other students (63%, n = 236) in the classroom. In addition, they thought faculty (84%, n = 313), other students (65%, n = 244), staff (71%, n = 266), and administrators (48%, n = 180) were genuinely concerned with their welfare.

Table 30. Students' Attitudes

Resources	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I feel valued by faculty in the classroom	114	30.5	203	54.3	29	7.8	21	5.6	5	1.3
I feel valued by other students in the classroom	61	16.4	175	46.9	96	25.7	29	7.8	10	2.7
I think faculty are genuinely concerned with my welfare	133	35.5	180	48.0	34	9.1	16	4.3	9	2.4
I think other students are genuinely concerned with my welfare	89	23.8	155	41.4	87	23.3	29	7.8	13	3.5
I think that staff are genuinely concerned with my welfare	92	24.6	174	46.5	71	19.0	50	5.3	10	2.7
I think administrators are genuinely concerned with my welfare	51	13.7	129	34.6	86	23.1	55	14.7	39	10.5
I think faculty pre-judge my abilities based on my identity/background	26	7.0	51	13.7	73	19.6	137	36.7	64	17.2
White Students	12	4.3	30	10.7	55	19.6	112	40.0	54	19.3
Students of Color	12	15.0	20	25.0	13	16.2	23	28.8	7	8.8
Heterosexual Students	18	6.6	29	10.7	48	17.7	106	39.1	55	20.3
LGBQ Students	5	6.5	19	24.7	16	20.8	24	31.2	7	9.1
Students with Disabilities	4	8.5	12	25.5	9	19.1	13	27.7	6	12.8
Students without Disabilities	22	6.7	39	11.9	64	19.6	125	38.2	58	17.7
I perceive racial/ethnic tensions in classroom discussions	16	4.3	58	15.7	75	20.3	132	35.7	79	21.4
White Students	5	1.8	40	14.3	51	18.3	107	38.4	67	24.0
Students of Color	10	12.8	15	19.2	21	26.9	21	26.9	11	14.1
I perceive racial/ethnic tensions in social situations	24	6.5	88	23.8	65	17.6	124	33.5	60	16.2
White Students	11	4.0	60	21.6	46	16.5	100	36.0	53	19.1
Students of Color	12	15.2	25	31.6	15	19.0	20	25.3	7	8.9
I believe the campus climate encourages free and open discussion of difficult topics	73	19.6	146	39.2	64	17.2	56	15.1	29	7.8
I am reluctant to disclose my religious identity in the classroom	36	9.7	68	18.2	59	15.8	117	31.4	85	22.8
As a first year student, I feel/felt academically prepared for Grinnell College	100	27.0	138	37.2	39	10.5	54	14.6	34	9.2
As a first-year student, I feel/felt confident of my ability to succeed academically at Grinnell College	99	26.7	146	39.4	46	12.4	51	13.7	25	6.7

Note: Table reports student responses only (n = 384).

More than half of all student and faculty respondents felt that the classroom climate was welcoming for students based on nine of the 16 characteristics listed in Table 31. The exceptions include: learning disability status (47%, n = 227), marital/partner status (47%, n = 228), parental status (48%, n = 235), psychological disability status (48%, n = 233), political views (36%, n = 175), religious/spiritual views (49%, n = 241), and veteran/active military status (31%, n = 148).

Eighty-two percent of women faculty and students and 84 percent of men faculty and students thought the classroom climate was welcoming based on gender. Fifty percent of faculty and students of color and 77 percent of White faculty and students thought the classroom climate was welcoming based on race. Sixty-seven percent of LGBTQ students and faculty and 78 percent of straight students and faculty thought the climate was welcoming for students based on sexual orientation.

Table 31. Classroom Climate is Welcoming for Students Based on Demographic Characteristics

Characteristic	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%	n	%
Country of origin	153	31.6	227	46.9	49	10.1	22	4.5	8	1.7	25	5.2
Ethnicity	156	31.8	219	44.7	54	11.0	31	6.3	12	2.4	18	3.7
Gender	187	38.2	213	43.5	56	11.4	19	3.9	7	1.4	8	1.6
Gender expression	138	28.2	207	42.2	69	14.1	29	5.9	18	3.7	29	5.9
Immigrant status	145	29.7	186	38.0	74	15.1	17	3.5	11	2.2	56	11.5
Learning disability status	68	13.9	159	32.6	111	22.7	55	11.3	15	3.1	80	16.4
Marital/partner status	105	21.6	123	25.3	119	24.5	28	5.8	7	1.4	104	21.4
Parental status	107	22.0	128	26.3	107	22.0	30	6.2	12	2.5	102	21.0
Physical characteristics	105	21.6	188	38.7	111	22.8	34	7.0	11	2.3	37	7.6
Psychological disability status	78	15.9	155	31.6	117	23.9	73	14.9	18	3.7	49	10.0
Political views	48	9.8	127	25.9	110	22.4	142	28.9	55	11.2	9	1.8
Race	145	29.7	201	41.1	69	14.1	38	7.8	20	4.1	16	3.3
Religious/spiritual views	82	16.8	159	32.6	106	21.7	94	19.3	31	6.4	16	3.3
Sexual orientation	150	30.7	215	44.0	66	13.5	24	4.9	12	2.5	22	4.5
Socioeconomic status	103	21.1	180	36.8	101	20.7	57	11.7	27	5.5	21	4.3
Veterans/active military status	60	12.4	88	18.2	123	25.4	38	7.9	19	3.9	156	32.2

Note: Table includes faculty and student respondents only (n = 515).

Summary

Campus climate for diversity 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 for diversity at Grinnell College, in their college/unit, and in their departments. Respondents from underrepresented groups were less likely to feel comfortable than majority respondents. Additionally, the analyses revealed that the various employee groups at times felt differently about the degree to which the institution and their colleagues support their employment and well-being. While some respondents *experienced* conduct that has interfered with their ability to work or learn on campus (30%, n = 214 of respondents), twice as many people (60%, n = 436 of respondents) *witnessed* conduct on campus that they felt created an offensive, hostile, exclusionary, or intimidating 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.

Institutional Actions

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 10 of the 14 characteristics listed in Table 32. The exceptions include: learning disability status (19%, n = 80), physical characteristics (37%, n = 158), physical disability status (25%, n = 104), psychological disability status (32%, n = 134), and veteran/active military status (17%, n = 69).

Table 32. Students and Faculty Who Thought the Courses they Took/Taught Included Materials, Perspectives, and/or Experiences of People Based on Certain Characteristics

Characteristics	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Country of origin	126	29.4	190	44.4	36	8.4	29	6.8	18	4.2
Ethnicity	137	31.6	191	44.1	41	9.5	21	4.8	17	3.9
Gender	161	37.2	174	40.2	38	8.8	19	4.4	13	3.0
Gender expression	106	24.8	124	29.0	66	15.4	63	14.7	27	6.3
Immigrant status	76	17.9	150	35.3	72	16.9	58	13.6	27	6.4
Learning disability status	26	6.2	54	12.8	86	20.4	136	32.2	59	14.0
Physical characteristics	50	11.8	108	25.6	90	21.3	83	19.7	35	8.3
Physical disability status	31	7.5	73	17.5	92	22.1	113	27.2	47	11.3
Psychological disability status	37	8.8	97	23.1	87	20.7	97	23.1	46	11.0
Race	151	35.4	182	42.6	36	8.4	19	4.4	15	3.5
Religious/spiritual views	88	20.8	156	36.9	67	15.8	48	11.3	28	6.6
Sexual orientation	103	24.5	137	32.6	60	14.3	56	13.3	26	6.2
Socioeconomic status	105	24.8	170	40.2	49	11.6	39	9.2	24	5.7
Veterans/active military status	18	4.4	51	12.5	75	18.3	108	26.4	60	14.7

Note: Table includes responses only from those who indicated they were students or faculty (n = 515).

Recommendations to Improve the Climate

The survey asked faculty, staff, and students to rate how strongly they agreed that the suggestions listed in Tables 33, 34, and 35 would positively affect the climate at the Grinnell College campus.

Fifty-seven percent (n = 68) of faculty respondents thought providing tenure clock options with more flexibility for promotion/tenure for faculty/staff with families would positively affect the climate. More than half of the respondents thought it would be a good idea to provide diversity training for college staff (51%, n = 61) and faculty (54%, n = 65). Seventy-three percent (n = 87) thought Grinnell ought to provide more effective mentorship for new minority/new women faculty. Sixty-six percent (n = 79) felt providing, promoting, and improving access to counseling for people who have experienced sexual assault/harassment would positively affect the climate.

Faculty members thought the following immersion experiences would positively affect the climate: for faculty/staff in civic engagement projects (55%, n = 65) and for students in service learning projects (66%, n = 80). Additionally, the majority of the faculty respondents thought the following initiatives would positively effect the climate: providing clear and fair processes to resolve conflicts (83%, n = 100), increasing funding to support campus climate change efforts (53%, n = 64), providing diversity and equity training to search and tenure committees (53%, n = 63), increasing staff representation in College governance (60%, n = 72), and increasing the diversity of the faculty and staff (76%, n = 91) and student body (77%, n = 93).

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

Table 33. Faculty Members’ Perceptions that Initiatives Would Positively Affect the Climate at Grinnell College

Initiative	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Providing tenure clock options with more flexibility for promotion/tenure for faculty/staff with families	30	25.0	38	31.7	25	20.8	16	13.3	1	0.8
Providing recognition and rewards for including diversity in course objectives across the curriculum.	23	19.2	26	21.7	26	21.7	28	23.3	10	8.3
Providing diversity training for college staff	26	21.7	35	29.2	24	20.0	11	9.2	12	10.0
Providing diversity training for faculty	28	23.1	37	30.6	26	21.5	11	9.1	11	9.1
Providing immersion experiences for faculty/staff in civic engagement projects	22	18.5	43	36.1	26	21.8	13	10.9	6	5.0
Providing immersion experiences for students in service learning projects	30	24.6	50	41.0	21	17.2	6	4.9	4	3.3
Providing, promoting and improving access to counseling for people who have experienced sexual assault/harassment	37	31.1	42	35.3	20	16.8	4	3.4	1	0.8
Providing more effective mentorship for new minority/new women faculty	48	40.3	39	32.8	18	15.1	6	5.0	2	1.7
Providing a clear and fair process to resolve conflicts	63	52.5	37	30.8	12	10.0	3	2.5	2	1.7
Increasing funding to support campus climate change efforts	32	26.7	32	26.7	28	23.3	12	10.0	5	4.2
Including diversity-related activities as one of the criteria for hiring and/or evaluation of staff/faculty	24	20.2	30	25.2	21	17.6	18	15.1	16	13.4
Providing diversity and equity training to search and tenure committees	27	22.5	36	30.0	24	20.0	15	12.5	11	9.2
Increasing staff representation in College governance	27	22.5	45	37.5	30	25.0	6	5.0	3	2.5
Increasing the diversity of the faculty and staff	45	37.5	46	38.3	20	16.7	6	5.0	2	1.7
Increasing the diversity of the student body	41	33.9	52	43.0	21	17.4	6	5.0	1	0.8

More than half of the staff respondents thought it would be a good idea to provide diversity training for college staff (55%, n = 108) and faculty (48%, n = 94) (Table 34). Fifty-seven percent (n = 111) of staff thought Grinnell ought to provide more effective mentorship for new minority/new women faculty. Sixty-eight percent (n = 133) of staff felt providing, promoting,

and improving access to counseling for people who have experienced sexual assault/harassment would positively affect the climate.

Staff members also thought the following immersion experiences would positively affect the climate: for faculty/staff in civic engagement projects (52%, n = 100) and for students in service learning projects (62%, n = 119). Additionally, the majority of the staff respondents thought the following initiatives would positively affect the climate: providing clear and fair processes to resolve conflicts (77%, n = 150), providing diversity and equity training to search and tenure committees (52%, n = 99), increasing staff representation in College governance (62%, n = 117), and increasing the diversity of the faculty and staff (52%, n = 101).

Less than half of all staff respondents thought increasing funding to support campus climate change efforts (48%, n = 94), increasing the diversity of the student body (48%, n = 92), and including diversity-related activities as one of the criteria for hiring and/or evaluation of staff/faculty (33%, n = 63) would positively affect the climate.

Table 34. Staff Members' Perceptions that Initiatives Would Positively Affect the Climate at Grinnell College

Initiative	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Providing diversity training for college staff	26	13.3	82	42.1	43	22.1	25	12.8	5	2.6
Providing diversity training for faculty	29	14.9	65	33.3	46	23.6	18	9.2	6	3.1
Providing immersion experiences for faculty/staff in civic engagement projects	29	15.0	71	36.8	51	26.4	16	8.3	3	1.6
Providing immersion experiences for students in service learning projects	34	17.8	85	44.5	39	20.4	8	4.2	4	2.1
Providing, promoting and improving access to counseling for people who have experienced sexual assault/harassment	38	19.5	95	48.7	37	19.0	2	1.0	1	0.5
Providing more effective mentorship for new minority/new women staff	41	21.1	70	36.1	48	24.7	11	5.7	2	1.0
Providing a clear and fair process to resolve conflicts	72	36.7	78	39.8	27	13.8	7	3.6	4	2.0
Increasing funding to support campus climate change efforts	35	18.0	59	30.4	56	28.9	18	9.3	6	3.1
Including diversity-related activities as one of the criteria for hiring and/or evaluation of staff/faculty	18	9.5	45	23.8	64	33.9	26	13.8	15	7.9
Providing diversity and equity training to search committees	26	13.5	73	38.0	45	23.4	16	8.3	11	5.7
Increasing staff representation in College governance	51	26.8	66	34.7	40	21.1	12	6.3	2	1.1
Increasing the diversity of the faculty and staff	36	18.7	65	33.7	59	30.6	9	4.7	3	1.6
Increasing the diversity of the student body	33	17.1	59	30.6	66	34.2	10	5.2	2	1.0

Table 35 illustrates that more than three-quarters of the students were in favor of providing a method to address student complaints of classroom inequity (82%, n = 290), increasing opportunities for cross-cultural dialogue among students (79%, n = 279), increasing opportunities for cross-cultural dialogue between faculty, staff, and students (79%, n = 281), and providing more effective faculty mentorship of students (77%, n = 271).

More than half of the student respondents thought providing diversity training for all students (51%, n = 182), staff (62%, n = 220), and faculty (64%, n = 226) would positively affect the climate. They also supported increasing the diversity of the faculty and staff (57%, n = 203) and student body (61%, n = 216). Sixty-one percent (n = 217) of students believed incorporating issues of diversity and cross-cultural competence more effectively into the curriculum would positively affect the climate at Grinnell College.

Table 35. Students' Perceptions that Initiatives Would Positively Affect the Climate at Grinnell College

Initiative	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Providing diversity training for all students	82	23.0	100	28.1	75	21.1	45	12.6	36	10.1
Providing diversity training for all staff	106	29.9	114	32.1	59	16.6	36	10.1	23	6.5
Providing diversity training for all faculty	108	30.7	118	33.5	49	13.9	35	9.9	24	6.8
Providing a method to address student complaints of classroom inequity	127	36.1	163	46.3	30	8.5	13	3.7	8	2.3
Increasing the diversity of the faculty and staff	123	34.6	80	22.5	56	15.5	35	9.9	18	5.1
Increasing the diversity of the student body	119	33.6	97	27.4	83	23.4	26	7.3	17	4.8
Increasing opportunities for cross-cultural dialogue among students	144	40.6	135	38.0	44	12.4	13	3.7	9	2.5
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	156	44.1	125	35.3	40	11.3	11	3.1	11	3.1
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	115	32.5	102	28.8	84	23.7	25	7.1	16	4.5
Providing more effective faculty mentorship of students	152	42.9	119	33.6	55	15.5	10	2.8	4	1.1

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, may 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 Grinnell College 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. A more interesting question is, given that there is some structure in place to address diversity issues on campus, *how effective have campus's efforts been in positively shaping and directing campus climate with respect to diversity?*

Following this premise, the campus climate assessment, beginning in 2008, was a proactive initiative by Grinnell College to review the campus climate. It was the intention of the Diversity Steering Committee that the results be used to identify specific strategies for addressing the challenges facing their community and support positive initiatives on campus. The recommended next steps include the Diversity Steering Committee and other campus constituent groups using the results of the internal assessment to help to lay the groundwork for future initiatives.

References

- Association of American Colleges and Universities (AAC&U). (1995). *The drama of diversity and democracy*. Washington, DC: Association of American Colleges and Universities.
- Bauer, K. (1998). Campus climate: Understanding the critical components of today's colleges and universities. *New Directions for Institutional Research*, No.98. San Francisco: Jossey-Bass.
- Bensimon, E. (2005). *Equality as a fact, equality as a result: A matter of institutional accountability*. Washington, DC: American Council on Education.
- Bogdan, R. C., & Biklen, S. K. (2003). *Qualitative research for education* (4th ed). Boston: Allyn and Bacon.
- Boyer, E. (1990). *Campus life: In search of community*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.
- Harper, S. & S. Hurtado. (2007). Nine themes in campus racial climates and implications for institutional transformation. *New Directions for Student Services*, no.120, p7-24.
- Hurtado, S., Milem, J., Clayton-Pedersen, A., & Allen, W. (1998). *Enacting diverse learning environments: Improving the climate for racial/ethnic diversity in higher education*. ASHE-ERIC Higher Education Report, vol. 26, no.8. Washington, DC: Association for the Study of Higher Education.
- Ingle, G. (2005). Will your campus diversity initiative work. *Academe*, 91(5), 6-10
- Kuh, G., & Whitt, E. J. (1988). *The invisible tapestry: Culture in American colleges and universities*. ASHE-ERIC Higher Education Report, no. 1. Washington, DC: Association for the Study of Higher Education.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Milem, J., Chang, M., & Antonio, A. (2005). *Making diversity work on campus: A research-based perspective*. Washington, DC: Association of American Colleges and Universities.
- Peterson, M., & Spencer, M. (1990). Understanding academic culture and climate. In W. Tierney (Ed.), *Assessing academic climates and cultures*. San Francisco: Jossey-Bass.
- Rankin, S. (2006). Campus climate for sexual minority students: Challenges and best practices. In J. Jackson & M. Terrell (Eds.), *Toward administrative reawakening: Creating and maintaining safe college campuses*. Herndon, VA: Stylus.

- Rankin, S., & Reason, R. (2005). Differing perceptions: How students of color and white students perceive campus climate for underrepresented groups. *Journal of College Student Development*, 46(1), 43-61.
- Rankin, S. (2003). Campus climate for lesbian, gay, bisexual & transgender people: A legal perspective. *Focus on Law Studies*, 19(1), 10-17.
- Rankin, S. (2003). *Campus climate for LGBT people: A national perspective*. New York: NGLTF Policy Institute.
- Smith, D. G., Gerbick, G. L., Figueroa, M. A., Watkins, G. H., Levitan, T., Moore, L. C., Merchant, P. A., Beliak, H. D., & Figueroa, B. (1997). *Diversity works: The emerging picture of how students benefit*. Washington, DC: Association of American Colleges and Universities.
- Tierney, W. G. (Ed.). (1990). *Assessing academic climates and cultures*. San Francisco: Jossey-Bass.
- Trochim, W. (2000). *The research methods knowledge base* (2nd ed.). Cincinnati, OH: Atomic Dog.

Appendices

Appendix A – Comments Analysis

Appendix B – Data Tables

Appendix C – Survey