

## 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 initiatives<sup>1</sup> 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 &

---

<sup>1</sup> 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.<sup>2</sup> 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

---

<sup>2</sup> 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 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 White respondents. Respondents of Color also reported being isolated or left out when working in groups, the target of derogatory remarks, and racial and ethnic profiling at significantly higher rates than their White counterparts who were also harassed. Respondents' observations of others being harassed also contribute 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 felt they had to work harder than their colleagues to be perceived as legitimate. In terms of diversity initiatives, significantly smaller percentages of Employees of Color (both faculty and staff) strongly agreed and agreed that leaders of Grinnell College understand 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, while also 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 also more likely to think faculty prejudged their abilities based on their identity, and that there were racial/ethnic tensions both in the classroom and social situations. The experiences shared by women respondents and sexual minority respondents call attention to the second and third challenge 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% percent 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 significantly 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 than 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 victim 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 significantly higher percentage of lesbian, gay, bisexual, and queer respondents observed harassment than did their heterosexual counterparts (80% v. 58%, respectively). Among students, seventy-four percent of sexual minorities compared to 53% of heterosexual students thought the climate was welcoming 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 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;<sup>3</sup> 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%) transgender<sup>4</sup>
- 401 (55%) people who identified their spiritual affiliation as other than Christian (including those with no affiliation)

---

<sup>3</sup> 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.

<sup>4</sup> “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 Climate<sup>5</sup>

- **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)<sup>6</sup> 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' position<sup>7</sup> 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 minority<sup>8</sup> 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.

---

<sup>5</sup> 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.

<sup>6</sup> 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.

<sup>7</sup> 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)."

<sup>8</sup> 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%) were 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 undergraduate and graduate students, as well as faculty, staff exempt, and staff non-exempt. The open-ended questions asked whether their campus experiences differed from experiences in the surrounding community,<sup>9</sup> 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,

---

<sup>9</sup> 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.