Executive Summary

Introduction

Dartmouth College affirms that diversity and inclusion are crucial to the intellectual vitality of the campus community. It is through freedom of exchange over different ideas and viewpoints in supportive environments that individuals develop the critical thinking and citizenship skills that will benefit them throughout their lives. Diversity and inclusion engender academic engagement where teaching, working, learning, and living take place in pluralistic communities of mutual respect.

Dartmouth College is dedicated to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in Dartmouth College's mission statement, "Dartmouth embraces diversity with the knowledge that it significantly enhances the quality of a Dartmouth education."[1] In order to better understand the campus climate, the senior administration at Dartmouth College recognized the need for a comprehensive tool that would provide campus climate metrics for Dartmouth College students, faculty, and staff.

To that end, members of Dartmouth College formed the Community Study Working Group (CSWG) in 2015. The CSWG was composed of faculty, staff, students, and administrators. Ultimately, Dartmouth College contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled, "Dartmouth College Climate Assessment for Learning, Living, and Working." Data gathered via reviews of relevant Dartmouth College literature, focus groups, and a campus-wide survey focused on the experiences and perceptions of various constituent groups. Based on the findings of this study the Dartmouth community will assist in the development of action initiatives.

Project Design and Campus Involvement

The CSWG collaborated with R&A to develop the survey instrument. In the first phase, R&A conducted 19 focus groups, which were composed of 157 participants (72 students; 77 faculty and staff; and 8 graduate students/professional school/post-docs/research associates). In the

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[1]http://dartmouth.edu/mission-statement

second phase, the CSWG and R&A used data from the focus groups to co-construct questions for the campus-wide survey. The final survey instrument was completed in September 2015. Dartmouth College's survey contained 110 items (21 qualitative and 89 quantitative) and was available via a secure online portal from October 6 – November 6, 2015. Confidential paper surveys were distributed to those individuals who did not have access to an Internet-connected computer or who preferred a paper survey.

The conceptual model used as the foundation for Dartmouth College's assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003). A power and privilege perspective informs the model, one grounded in critical theory, which establishes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (Johnson, 2005) and influence systems of differentiation that reproduce unequal outcomes. The CSWG implemented participatory and community-based processes to generate survey questions as a means to capture the various dimensions of power and privilege that shape the campus experience. In this way, Dartmouth College's assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate, with a specific focus on the distribution of power and privilege among differing social groups. This report provides an overview of the results of the campus-wide survey.

Dartmouth College Participants

Dartmouth College community members completed 2,753 surveys for an overall response rate of 26%. Only surveys that were at least 50% completed were included in the final data set for analyses.[2] Response rates by constituent group varied: 18% ($n = 781$) for Undergraduate Students, 17% ($n = 336$) for Graduate Students, 28% ($n = 25$) for Post-Doc/Research Associates, 36% ($n = 1,243$) for Staff, and 35% ($n = 368$) for Faculty. Table 1 provides a summary of

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[2]Forty-six (46) surveys were removed because they did not complete at least 50% of the survey, and 8 duplicate submissions were removed. Surveys were also removed from the data file if the respondent did not provide consent ($n = 27$). An additional 44 responses were removed because they were judged to have been problematic (i.e., the respondent did not complete the survey in good faith).

selected demographic characteristics of survey respondents. The percentages offered in Table 1 are based on the numbers of respondents in the sample (*n*) for each demographic characteristic.[3]

Table 1. **Dartmouth College Sample Demographics**

Characteristic	Subgroup	*n*	% of Sample
Position status	Undergraduate Student	781	28.4
	Graduate Student	336	12.2
	Post-Doc/Research Associate	25	0.9
	Faculty	368	13.4
	Staff	1,243	45.2
Gender identity	Man	1,105	40.1
	Woman	1,562	56.7
	Transspectrum	19	0.7
	Other/Multiple Identities	39	1.4
Racial identity	Person of Color	442	16.1
	White	2,044	74.2
	Multiracial – POC/White	158	5.7
Sexual identity	LGBQ	320	11.6
	Heterosexual	2.295	83.4
	Asexual/Other	57	2.1
Citizenship status	U.S. Citizen, birth	2,304	83.7
	U.S. Citizen, naturalized	139	5.0
	Non-U.S. Citizen	238	8.6
	Undocumented Resident	3	0.1
	Multiple Citizenships	53	1.9
Disability status	No Disability	2,468	89.6
	Single Disability	187	6.8
	Multiple Disabilities	74	2.7
Military status	Military Service	100	3.6
	No Military Service	2,625	95.4
Faith-based affiliation	Christian Affiliation	913	33.2
	Other Faith-Based Affiliation	262	9.5
	No Affiliation	1,244	45.2
	Multiple Affiliations	226	8.2

Note: The total *n* for each demographic characteristic may differ as a result of missing data.

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[3]The total *n* for each demographic characteristic may differ as a result of missing data.

Key Findings – Areas of Strength

1. **High levels of comfort with the climate at Dartmouth College**

   Climate is defined as the "current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential."[4] The level of comfort experienced by faculty, staff, and students[5] is one indicator of campus climate.

   - 70% ($n = 1,921$) of all survey respondents were "comfortable" or "very comfortable" with the climate at Dartmouth College.[6]
   - 73% ($n = 1,170$) of Faculty and Staff respondents were "comfortable" or "very comfortable" with the climate in their departments/work units.[5]
   - 85% ($n = 1,275$) of Student and Faculty respondents were "comfortable" or "very comfortable" with the climate in their classes.[5]

2. **Faculty Respondents – Positive attitudes about faculty work**

   - Among all Faculty respondents (69%, $n = 248$) felt that their individual teaching was valued.[7]
   - Among all Faculty respondents (64%, $n = 230$) felt that their individual research/scholarship was valued.[6]
   - Tenure-Track Faculty respondents felt that in general teaching (74%, $n = 183$) and research (84%, $n = 210$) were valued by Dartmouth College.[8]
   - Non-Tenure-Track Faculty respondents felt that in general teaching (74%, $n = 86$) and research (70%, $n = 83$) were valued by Dartmouth College.[9]

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[4]Rankin & Reason, 2008, p. 264
[5]Throughout the report, the term "Faculty respondents" refers to all faculty, "Student respondents" refers to all undergraduate and graduate students. Additional analyses were conducted when the sample size was sufficient to protect the anonymity of the respondents and are noted (e.g., Tenure Track Faculty, Non-Tenure-Track Faculty)
[6]Please refer to Table 18, p.44
[7]Please refer to Table 64, p. 169
[8]Please refer to Table 53, p. 147
[9]Please refer to Table 57, p. 152

3. **Staff Respondents –Positive attitudes about staff work**

- 68% ($n = 836$) of Staff respondents believed that they were given a reasonable time frame to complete assigned responsibilities.[10]

- 65% ($n = 799$) of Staff respondents believed that Dartmouth College provided them with resources to pursue training/professional development opportunities.[11]

- Staff respondents believed that they had supervisors (62%, $n = 766$) and colleagues/coworkers (68%, $n = 833$) who gave them job/career advice or guidance when they needed it.[12]

4. **Student Respondents – Positive attitudes about academic experiences**

The way students perceive and experience their campus climate influences their performance and success in college.[13] Research also supports the pedagogical value of a diverse student body and faculty for improving learning outcomes.[14] Attitudes toward academic pursuits are one indicator of campus climate.

- 83% ($n = 933$) of Student respondents felt valued by faculty in the classroom.[15]

- 75% ($n = 855$) of Student respondents felt valued by Dartmouth College staff.[15]

- 72% ($n = 806$) of Student respondents felt valued by other students in the classroom.[14]

- 76% ($n = 860$) of Student respondents had faculty whom they perceived as role models.[16]

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[10]Please refer to Table 45, p. 125
[11]Please refer to Table 46, p. 131
[12]Please refer to Table 42, p. 119
[13]Pascarella & Terenzini, 2005
[14]Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004
[15]Please refer to Table 83, p. 192
[16]Please refer to Table 85, p. 195

5. **Student Respondents – Perceptions of** *Academic Success*

A confirmatory factor analysis was conducted on the scale, *Perceived Academic Success*, derived from Question 11 on the survey. Analyses using these scales revealed:

- White Undergraduate Student respondents have more *Perceived Academic Success* than Undergraduate Student Respondents of Color.[17]

- Undergraduate Student respondents with No Disability had greater *Perceived Academic Success* than Students with a Single Disability and Students with Multiple Disabilities.[18]

- Undergraduate Student respondents who were Not-First-Generation/Low-Income had greater *Perceived Academic Success* than did those who were. No significant difference existed for Graduate Student respondents.[19]

Key Findings – Opportunities for Improvement

1. **Members of several constituent groups reported experiencing exclusionary, intimidating, offensive, and/or hostile conduct.**

Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.[20] Research also underscores the relationship between workplace discrimination and subsequent productivity.[21] The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

- 21% ($n = 565$) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.[22]
  - 28% ($n = 160$) noted that the conduct was based on their gender/gender identity, 16% ($n = 90$) felt that it was based on their ethnicity, and 14% ($n = 79$) felt that it was based on their age.[23]

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[17]Please refer to Table 70, p. 183
[18]Please refer to Table 76, p. 186
[19]Please refer to Table 79, p. 187
[20]Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Pascarella & Terenzini, 2005; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001
[21]Silverschanz, Cortina, Konik, & Magley, 2008; Waldo, 1999
[22]The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso, Smith, Ceja, & Solórzano, 2009). Please refer to p. 70.

- Differences emerged based on various demographic characteristics, including gender identity, ethnicity, and age. For example:
  - A higher percentage of Transspectrum respondents (53%, $n = 10$) and Other/Multiple Gender Identity respondents (53%, $n = 20$) than Women respondents (22%, $n = 345$) and Men respondents (17%, $n = 184$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct.[24]
  - Significantly greater percentages of Respondents of Color (46%, $n = 45$) and Multiracial respondents (34%, $n = 13$) than White respondents (7%, $n = 26$) thought that the conduct was based on their ethnicity.[25]
  - Significantly higher percentages of respondents ages 35 through 48 years and ages 49 through 67 years indicated that they had experienced exclusionary conduct than did other respondents.[26]

Respondents were offered the opportunity to elaborate on their experiences of exclusionary, intimidating, offensive, and/or hostile conduct. More than 200 respondents from all constituent groups contributed further data regarding their personal experiences of exclusion, intimidation, and hostility at Dartmouth. Three themes emerged from narratives provided in this data: hostility, lack of reporting, and experiences of harassment. They described hostility, bullying, and intimidation they experienced on campus. Dartmouth respondents elaborated on the perceived efficacy of reporting conduct-related concerns. The data reflected respondents' lack of understanding of the reporting process, confidentiality concerns, fear of retaliation, and fear that their efforts would be inconsequential. Lastly, they provided more details of their campus experiences of harassment.

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[23]Please refer to Table 24, p. 70
[24]Please refer to Figure 32, p. 73
[25]Please refer to Figure 33, p. 74
[26]Please refer to Figure 34, p. 75

2. **Several constituent groups indicated that they were less comfortable with the overall campus climate, workplace climate, and classroom climate.**

   Prior research on campus climate has focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g., women, people of color, people with disabilities, first-generation students, veterans).[27] Several groups at Dartmouth indicated that they were less comfortable than their majority counterparts with the climates of the campus, workplace, and classroom.

   - Differences by gender identity:
     - 74% ($n = 816$) of Men respondents, 69% ($n = 1,072$) of Women respondents, and 38% ($n = 15$) of Other/Multiple Gender Identity respondents were "very comfortable" or "comfortable" with the overall climate at Dartmouth College.[28]

   - Differences by racial identity:
     - Multiracial respondents (65%) and Respondents of Color (68%) were significantly less likely to be "very comfortable" or "comfortable" with the overall climate at Dartmouth College than were White respondents (72%).[29]

   - Differences by sexual identity:
     - Asexual/Other respondents (47%) and LGBQ respondents (58%) were less likely to be "very comfortable" or "comfortable" with the overall climate than were Heterosexual respondents (72%).[30]

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[27]Harper & Hurtado, 2007; Hart & Fellabaum, 2008; Norris, 1992; Rankin, 2003; Rankin & Reason, 2005; Worthington, Navarro, Loewy, & Hart, 2008
[28]Please refer to Figure 14, p. 47
[29]Please refer to Figure 17, p. 50
[30]Please refer to Figure 20, p. 53

3. **Faculty and Staff Respondents – Challenges with work-life issues**

- 69% ($n = 173$) of Tenure-Track Faculty respondents, 53% ($n = 62$) of Non-Tenure-Track Faculty respondents, and 59% ($n = 726$) of Staff respondents had seriously considered leaving Dartmouth College in the past year.[31]
  - 50% ($n = 480$) of those Faculty and Staff respondents who seriously considered leaving did so because of limited opportunities for advancement.[30]
- Faculty and Staff respondents reported observing unjust hiring (23%), unfair or unjust disciplinary actions (15%), or unfair or unjust promotion, tenure, and/or reclassification (24%).[32]
- 53% ($n = 656$) of Staff respondents felt that they were included in opportunities that would help their careers as much as others in similar positions.[33]
- 34% ($n = 415$) of Staff respondents felt that Dartmouth College provided adequate resources to help them manage work-life balance.[34]
- 24% ($n = 85$) of Faculty respondents thought that Dartmouth College provided adequate resources to help them manage work-life balance.[35]
- 53% ($n = 191$) of Faculty respondents believed that people who have children or elder care were burdened with balancing work and family responsibilities.[35]

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[31]Please refer to p. 172
[32]Please refer to Table 41, p. 111
[33]Please refer to Table 42, p. 119
[34]Please refer to Table 44, p. 122
[35]Please refer to Table 60, p. 159

4. **Faculty Respondents – Challenges with faculty work**

- Less than half of Tenure-Track Faculty respondents (42%, $n = 104$) "agreed" or "strongly agreed" that tenure standards/promotion standards were applied equally to all faculty in their schools/division.[36]

- One-third (31%, $n = 77$) of Tenure-Track Faculty respondents felt that their service contributions were valued by Dartmouth College.[37]

- 27% ($n = 66$) of Tenure-Track Faculty respondents felt that faculty opinions were taken seriously by senior administrators.[38]

- 44% ($n = 108$) of Tenure-Track Faculty respondents believed that faculty opinions were valued within Dartmouth College committees.[38]

Faculty respondents were provided the opportunity to elaborate on their experiences regarding faculty work. The value of research was perceived by some Tenured and Tenure-Track Faculty respondents as too high, while other Tenured and Tenure-Track Faculty respondents perceived the value of research as too low. Overall Faculty respondents perceived the policies and practices executed by Dartmouth administration as inconsistent as a result of a lack of transparency, equity, and logic. The intersection of family and benefits was consistently contentious among Faculty respondents at Dartmouth. In particular, several respondents noted that while the child care center is deeply respected and appreciated, the costs are perceived as "extraordinarily expensive."

5. **Staff Respondents – Challenges with staff work**

- One-quarter of Staff respondents (25%, $n = 304$) believed that staff opinions were valued on Dartmouth College committees.[39]

- 16% ($n = 196$) of Staff respondents believed that staff opinions were valued by Dartmouth College faculty.

- 23% ($n = 281$) of Staff respondents believed that staff opinions were valued by Dartmouth College administration.

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[36]Please refer to Table 52, p. 146
[37]Please refer to Table 53, p. 147
[38]Please refer to Table 55, p. 149
[39]Please refer to Table 48, p. 135

Staff respondents were provided the opportunity to elaborate on their experiences regarding their employment experiences at Dartmouth. Lack of advancement opportunities and ineffective professional development were the dominant theme. Other themes offered through Staff comments included a perceived inequitable "social hierarchy" at Dartmouth, concerns about staff job security, and inconsistencies among leadership in interpreting/applying college policies.

6. **A small but meaningful percentage of all respondents experienced unwanted sexual contact.**

   In 2014, *Not Alone: The First Report of the White House Task Force to Protect Students from Sexual Assault* indicated that sexual assault is a significant issue for colleges and universities nationwide, affecting the physical health, mental health, and academic success of students. The report highlights that one in five women is sexually assaulted while in college. One section of the Dartmouth College survey requested information regarding sexual assault.

   - 5% (*n* = 144) of all respondents indicated that they had experienced unwanted sexual contact while at Dartmouth College.[40]
   - 102 of the 144 respondents who experienced unwanted sexual assault were Undergraduate Students; 97 were Women.[39]
   - These respondents rarely reported to anyone at Dartmouth College that they had experienced unwanted sexual contact.[41]

Respondents were offered the opportunity to elaborate on why they did not report unwanted sexual contact. Two themes emerged among Dartmouth's respondents who explained why they did not report unwanted sexual contact. The primary rationale cited for not reporting these incidents were negative perceptions about the reporting process. The second most common rationale provided for not reporting unwanted sexual contact was the respondents' perception that "it was not a big deal."

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[40]Please refer to p. 101
[41]Please refer to Table 28, p. 106

Conclusion

Dartmouth College campus climate findings[42] were consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.[43] For example, 70% to 80% of respondents in similar reports found the campus climate to be "comfortable" or "very comfortable." A similar percentage (70%) of all Dartmouth College respondents reported that they were "comfortable" or "very comfortable" with the climate at Dartmouth College. Likewise, 20% to 25% in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At Dartmouth College, a similar percentage of respondents (21%) indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. The results also paralleled the findings of other climate studies of specific constituent groups offered in the literature.[44]

Dartmouth College's climate assessment report provides baseline data on diversity and inclusion, and addresses Dartmouth College's mission and goals. While the findings may guide decision-making in regard to policies and practices at Dartmouth College, it is important to note that the cultural fabric of any institution and unique aspects of each campus's environment must be taken into consideration when deliberating additional action items based on these findings. The climate assessment findings provide the Dartmouth College community with an opportunity to build upon its strengths and to develop a deeper awareness of the challenges ahead. Dartmouth College, with support from senior administrators and collaborative leadership, is in a prime position to actualize its commitment to an inclusive campus and to institute organizational structures that respond to the needs of its dynamic campus community.

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[42]Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.
[43]Rankin & Associates Consulting, 2015
[44]Guiffrida, Gouveia, Wall, & Seward, 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz et al., 2008; Yosso et al., 2009

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