Rankin & Associates, Consulting

Assessment • Planning • Interventions

Dartmouth College

Climate Assessment for Learning, Living, and Working

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Rankin & Associates, Consulting

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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

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

and staff; and 8 graduate students/professional school/post-docs/research associates). In the 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, pgs. 74-75
[24]Please refer to Figure 32, p. 71
[25]Please refer to Figure 33, p. 72
[26]Please refer to Figure 34, p. 73

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, pgs. 122-123
[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.[40] 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.[41]

   - 102 of the 144 respondents who experienced unwanted sexual assault were Undergraduate Students; 97 were Women.[41]

   - These respondents rarely reported to anyone at Dartmouth College that they had experienced unwanted sexual contact.[42]

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]Additional studies have been conducted since 2011 that substantiate this issue but critique several findings of the original report (Krebs, et.al. 2016; Cantor & Fisher, 2015; Rankin & Associates, 2016)
[41]Please refer to p. 102
[42]Please refer to Table 39, p. 106

Conclusion

Dartmouth College campus climate findings[43] were consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.[44] 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.[45]

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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[43]Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.
[44]Rankin & Associates Consulting, 2015
[45]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

Introduction

History of the Project

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."[46] 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 Community Study: Assessment of Climate for Learning, Working, and Living." 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.

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

Review of the Literature: Campus Climate's Influence on Academic and Professional Success

Climate is defined for this project 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."[47] This includes the perceptions and experiences of individuals and groups on campus. For the purposes of this study, climate also includes an analysis of the perceptions and experiences individuals and groups have of others on campus.

More than 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 where

> 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).

Not long afterward, 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, in order to provide a foundation for a vital community of learning, a primary duty of the academy is to create a climate grounded in the principles of diversity, equity, and an ethic of justice for all groups.

In the ensuing years, many campuses instituted initiatives to address the challenges presented in the reports. 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.

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[47]Rankin & Reason, 2008, p. 264

Diversity is a process toward better learning rather than an outcome" (p. iv). Milem et al. further suggested that for "diversity initiatives to be successful they must engage the entire campus community" (p. v). In an exhaustive review of the literature on diversity in higher education, Smith (2009) offered that diversity, like technology, was central to institutional effectiveness, excellence, and viability. Smith also maintained that building deep capacity for diversity requires the commitment of senior leadership and support of all members of the academic community. Ingle (2005) recommended that "good intentions be matched with thoughtful planning and deliberate follow-through" for diversity initiatives to be successful (p. 13).

Campus environments are "complex social systems defined by the relationships between the people, bureaucratic procedures, structural arrangements, institutional goals and values, traditions, and larger socio-historical environments" (Hurtado, Milem, Clayton-Pedersen, & Allen, 1998, p. 296). Smith (2009) encouraged readers to examine critically their positions and responsibilities regarding underserved populations within the campus environment. A guiding question Smith posed was, are special-purpose groups (e.g., Black Faculty Caucus) and locations (e.g., GLBTIQ and Multicultural Student Retention Services) perceived as "'problems' or are they valued as contributing to the diversity of the institution and its educational missions" (p. 225)?

Campus climate influences students' academic success and employees' professional success, in addition to the social well-being of both groups. The literature also suggests that various identity groups may perceive the campus climate differently from each other and that their perceptions may adversely affect working and learning outcomes (Chang, 2003; D'Augelli & Hershberger, 1993; Navarro, Worthington, Hart, & Khairallah, 2009; Nelson-Laird & Niskodé-Dossett, 2010; Rankin & Reason, 2005; Tynes, Rose, & Markoe, 2013; Worthington, Navarro, Lowey & Hart, 2008). A summary of this literature follows.

Several scholars (Guiffrida, Gouveia, Wall, & Seward, 2008; Hurtado & Ponjuan, 2005; Johnson, Soldner, Leonard, Alvarez, Inkelas, Rowan, & Longerbeam, 2007; Solórzano, Ceja, & Yosso, 2000; Strayhorn, 2013; Yosso, Smith, Ceja & Solórzano, 2009) found that when students of color perceive their campus environment as hostile, outcomes such as persistence and

academic performance are negatively impacted. Several other empirical studies reinforce the importance of the perception of non-discriminatory environments to positive learning and developmental outcomes (Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Gurin, Dey, Hurtado, & Gurin, 2002; Pascarella & Terenzini, 2005; Whitt et al., 2001). Finally, research supports the value of a diverse student body and faculty on enhancing learning outcomes and interpersonal and psychosocial gains (Chang, Denson, Sáenz, & Misa, 2006; Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Pike & Kuh, 2006; Sáenz, Ngai, & Hurtado, 2007).

The personal and professional development of faculty, administrators, and staff also are influenced by the complex nature of the campus climate. Owing to racial discrimination within the campus environment, faculty of color often report moderate to low job satisfaction (Turner, Myers, & Creswell, 1999), high levels of stress related to their job (Smith & Witt, 1993), feelings of isolation (Johnsrud & Sadao, 1998; Turner et al., 1999), and negative bias in the promotion and tenure process (Patton & Catching, 2009; Villalpando & Delgado Bernal, 2002). For women faculty, experiences with gender discrimination in the college environment influence their decisions to leave their institutions (Gardner, 2013). Lesbian, gay, bisexual, and Trans* (LGBT) faculty felt that their institutional climate forced them to hide their marginalized identities if they wanted to avoid alienation and scrutiny from colleagues (Bilimoria & Stewart, 2009). Therefore, it may come as no surprise that LGB faculty members who judged their campus climate more positively felt greater personal and professional support (Sears, 2002). The literature that underscores the relationships between workplace encounters with prejudice and lower health and well-being (i.e., anxiety, depression, and lower levels of life satisfaction and physical health) and greater occupation dysfunction (i.e., organizational withdrawal; lower satisfaction with work, coworkers, and supervisors), further substantiates the influence of campus climate on employee satisfaction and subsequent productivity (Silverschanz et al., 2008).

Finally, in assessing campus climate and its influence on specific populations, it is important to understand the complexities of identity and to avoid treating identities in isolation of one another. Maramba & Museus (2011) agreed that an "overemphasis on a singular dimension of students' [and other campus constituents'] identities can also limit the understandings generated by climate and sense of belonging studies" (p. 95). Using an intersectional approach to research

on campus climate allows individuals and institutions to explore how multiple systems of privilege and oppression operate within the environment to influence the perceptions and experiences of groups and individuals with intersecting identities (see Griffin, Bennett, & Harris, 2011; Maramba & Museus, 2011; Patton, 2011; Pittman, 2010; Turner, 2002).

Dartmouth College Campus-wide Community Study Project Structure and Process
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 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.

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Methodology

Conceptual Framework

R&A 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 identity, gender identity, ability, and other socially constructed characteristics."[48] The conceptual model used as the foundation for this assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003).

Research Design

Focus Groups. As noted earlier, the first phase of the climate assessment process was to conduct a series of focus groups at Dartmouth College to gather information from students, staff, faculty, and administrators about their perceptions of the campus climate. On May 17, 2015, Dartmouth College students, staff, faculty, and administrators participated in 19 focus groups conducted by R&A facilitators. The groups were identified by the CSWG and invited to participate via a letter from President Hanlon and Provost Dever. The interview protocol included four questions addressing participants' perceptions of the campus living, learning, and working environment; initiatives/programs that Dartmouth has implemented that has directly influenced participants' success; the greatest challenges for various groups at Dartmouth College; and suggestions to improve the campus climate at Dartmouth College.

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). Participants in each group were given the opportunity to follow up with R&A with any additional concerns. The CSWG and R&A used the results to inform questions for the campus-wide survey.

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[48]Rankin & Associates Consulting (2015) adapted from AAC&U (1995).

Survey Instrument. The survey questions were constructed based on the results of the focus groups, the work of Rankin (2003), and with the assistance of the CSWG. The CSWG reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually more appropriate for the Dartmouth College population. The final Dartmouth College campus-wide survey contained 110 questions,[49] including open-ended questions for respondents to provide commentary. The survey was designed so that respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of Dartmouth College's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both online and pencil-and-paper formats. All survey responses were input into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis.

Sampling Procedure. Dartmouth College's Institutional Review Board (IRB) reviewed the project proposal, including the survey instrument. The IRB considered the activity to be designed to assess campus climate within the College and to inform Dartmouth's strategic quality improvement initiatives. The IRB director acknowledged that the data collected from this quality improvement activity also could be used for research. The IRB approved the project in September 2015.

Prospective participants received an invitation from Provost Dever that contained the URL link to the survey. Respondents were instructed that they were not required to answer all questions and that they could withdraw from the survey at any time before submitting their responses. The survey included information describing the purpose of the study, explaining the survey instrument, and assuring the respondents of anonymity. Only surveys that were at least 50% completed were included in the final data set.

Completed online surveys were submitted directly to a secure server, where any computer identification that might identify participants was deleted. Any comments provided by

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[49]To ensure reliability, evaluators must ensure that instruments are properly structured (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, underwent expert evaluation of items, and checked for internal consistency.

participants also were separated from identifying information at submission so that comments were not attributed to any individual demographic characteristics.

Limitations. Two limitations to the generalizability of the data existed. The first limitation was that respondents "self-selected" to participate. Self-selection bias, therefore, was possible. This type of bias can occur because 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 in the study. The second limitation was response rates that were less than 30% (see Table 3). For groups with response rates less than 30%, caution is recommended when generalizing the results to the entire constituent group.

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 22.0). Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to Dartmouth College in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., by gender identity, racial identity, position status) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information is presented using valid percentages.[50] Actual percentages[51] with missing or "no response" information may be found in the survey data tables in Appendix B. The purpose for this discrepancy in reporting is to note the missing or "no response" data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations.

Factor Analysis Methodology. A confirmatory factor analyses were conducted on scales embedded in questions specific to students. The resultant scale was Students' *Perceived Academic Success*.

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[50]Valid percentages were derived using the total number of respondents to a particular item (i.e., missing data were excluded).
[51]Actual percentages were derived using the total number of survey respondents.

The questions in each scale (Table 2) were answered on a Likert metric from "strongly agree" to "strongly disagree" (scored 1 for "strongly agree" and 5 for "strongly disagree"). For the purposes of analysis, respondents who did not answer all scale items were not included in the analysis. Fewer than 4% of all potential Student respondents were removed from the analysis because of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.[52] One question from the scale (Q11_A_2) did not hold with the construct and was removed; the scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach's alpha) of the scale was 0.864 (after removing the question noted above) which is high, meaning that the scale produces consistent results. With Q11_A_2 included, Cronbach's alpha was only 0.730.

Table 2. **Survey Items Included in the *Perceived Academic Success* Factor Analyses**

Scale	Academic experience
Perceived Academic Success	I am performing up to my full academic potential. I am satisfied with my academic experience at Dartmouth.
	I am satisfied with the extent of my intellectual development since enrolling at Dartmouth. I have performed academically as well as I anticipated I would.
	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	My interest in ideas and intellectual matters has increased since coming to Dartmouth.

Factor Scores

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent that answered all of the questions (i.e., did not skip any) included in the given factor was given a score on a five-point scale. Lower scores on *Perceived Academic Success* factor suggested a student or constituent group is more academically successful.

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[52]Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

Means Testing Methodology

After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for undergraduate students and graduate students were analyzed using a t-test for difference of means.

Additionally, where *n*'s were of sufficient size, analyses were conducted to determine whether the means for the *Academic Success* factor were different for first-level categories in the following demographic areas separately for undergraduate students and graduate students:

- o Gender identity (Man, Woman)
- o Racial identity (White, Person of Color, Multiple Races/Ethnicities)
- o Sexual identity (LGBQ, Heterosexual, Asexual/Other)
- o Disability status (Disability, Multiple Disability, No Disability)
- o First-generation/Low-income status (First-Generation/Low-Income, Not-First-Generation/Not-Low-Income)
- o Faith-based affiliation (Christian, Other Faith-Based, No Affiliation, Multiple Affiliations)

When only two categories existed for the specified demographic variable (e.g., gender identity), a t-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d* and any moderate-to-large effects were noted.

When the specific variable of interest had more than two categories (e.g., racial identity, disability status), ANOVAs were run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using eta^2 and any moderate-to-large effects are noted.

Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences on the Dartmouth College campus, elaborate upon their survey responses, and append additional thoughts. Comments were solicited to give voice to the data and to highlight areas of concern

that might have been missed in the quantitative items of the survey. These open-ended comments were reviewed[53] using standard methods of thematic analysis. R&A reviewers read all comments, and a list of common themes was generated based on their analysis. Most themes reflected the issues addressed in the survey questions and revealed in the quantitative data. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

Results

This section of the report provides a description of the sample demographics, measures of internal reliability, and a discussion of validity. This section also presents the results per the project design, which called for examining respondents' personal campus experiences, their perceptions of the campus climate, and their perceptions of Dartmouth College's institutional actions, including administrative policies and academic initiatives regarding climate.

Several analyses were conducted to determine whether significant differences existed in the responses between participants from various demographic categories. Where significant differences occurred, endnotes (denoted by lowercase Roman numeral superscripts) at the end of each section of this report provide the results of the significance testing. The narrative also provides results from descriptive analyses that were not statistically significant, yet were determined to be meaningful to the climate at Dartmouth College.

Description of the Sample[54]

Two thousand seven hundred fifty-three (2,753) surveys were returned, for a 26% overall response rate. The sample and population figures, chi-square analyses,[55] and response rates are presented in Table 3. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by Dartmouth College.

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[53]Any comments provided in languages other than English were translated and incorporated into the qualitative analysis.
[54]All frequency tables are provided in Appendix B.
[55]Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by Dartmouth College.

Caution should be used in interpreting the results due to over or under sampling as offered in the following.

- Women were significantly overrepresented in the sample.
- Whites and respondents from two or more races were significantly overrepresented in the sample. Middle Eastern individuals were present in the sample but were not counted in the population. All other groups were underrepresented in the sample.
- U.S. Citizens were overrepresented in the sample; three Undocumented Residents were in the sample and four in the population. Respondents with Multiple Citizenships were identified in the sample but not in the population. Non-U.S. Citizens and individuals of Unknown citizenship were underrepresented in the sample.
- Undergraduate and Graduate Student/Post-Doc/Research Associates were significantly underrepresented in the sample; Post-Doc/Research Associates, Staff, and Faculty were overrepresented.

Table 3. **Demographics of Population and Sample**

Characteristic	Categories	Population		Sample		Response Rate
		N	*%*	*n*	*%*	
Gender identity[a]	Man	5,359	49.6	1,127	40.2	21.0
	Woman	5,435	50.4	1,587	56.6	29.2
	Transgender	Not available	Not available	27	1.0	N/A
	Genderqueer	Not available	Not available	42	1.5	N/A
	Other/Missing/Unknown	Not available	Not available	20	0.7	N/A
Race/Ethnicity[b,1]	American Indian/Alaskan Native	126	1.3	24	0.9	19.1
	Asian/Asian American	919	9.4	251	9.1	27.3
	African American//Black	393	4.0	71	2.6	18.07
	Hispanic/Latino(a)/Chicano(a)	492	5.0	63	2.3	12.80
	Middle Eastern	Not available	Not available	32	1.2	N/A
	Native Hawaiian/Pacific Islander	13	0.1	< 5	---	7.7
	White	7,165	73.4	2,044	74.2	28.5
	Multiple Race	298	3.1	158	5.7	53.0
	Other/Unknown/No Response	359	3.7	109	4.0	30.4
Citizenship[c]	U.S. Citizen	8,985	83.2	2,443	88.7	27.2
	Non-U.S. Citizen	1,571	14.6	238	8.6	15.2
	Undocumented Resident	< 5	---	< 5	---	75.0
	Multiple Citizenships	Not available	Not available	53	1.9	N/A
	Unknown	234	2.2	16	0.6	6.8
Position status[d]	Undergraduate Student	4,320	40.0	781	28.4	18.1
	Graduate Student	1,948	18.0	336	12.2	17.3
	Post-Doc/Research Associate	91	0.8	25	0.9	27.5
	Faculty	1,058	9.8	368	13.4	34.8
	Staff	3,377	31.3	1,243	45.2	36.8

[a] $X^2 (1, N = 2,714) = 70.46, p < .001$
[b] $X^2 (7, N = 2,721) = 123.30, p < .001$
[c] $X^2 (3, N = 2,700) = 138.41, p < .001$
[d] $X^2 (4, N = 2,753) = 348.72, p < .001$
[1] Race/ethnicity data for non-U.S. residents was not available for the population, so population numbers for this category only include U.S. Citizens

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 items and consultation with subject matter experts. The survey items were constructed based on the work of Hurtado et al. (1998) and Smith et al. (1997) and were further informed by instruments used in other institutional and organizational studies by the consultant. Several researchers working in the area of campus climate and diversity, as well as higher education survey research methodology experts, reviewed the bank of items available for the survey, as did the members of Dartmouth College's CSWG.

Content validity was ensured given that the items and response choices arose from literature reviews, previous surveys, and input from CSWG 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 exclusionary conduct, for example. However, no reliable data to that effect were available. As such, 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.[56] Correlations between the responses to questions about overall campus climate for various groups (Question 92) and to questions that rated overall campus climate on various scales (Question 93) were moderate-strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these

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[56]Internal reliability is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results (Trochim, 2000). The correlation coefficient indicates the degree of linear relationship between two variables (Bartz, 1988).

results suggests that the survey data were internally reliable. Pertinent correlation coefficients[57] are provided in Table 4.

All correlations in the table were significantly different from zero at the .01 level; that is, a relationship existed between all selected pairs of responses.

Strong relationships (between .6 and .8) existed for all five pairs of variables - between Positive for People of Color and Not Racist; between Positive for Lesbian, Gay, Bisexual People and Not Homophobic; between Positive for Women and Not Sexist; between Positive for People of Low Socioeconomic Status and Not Classist; and between Positive for People with Disabilities and Disability-Friendly.

Table 4. **Pearson Correlations Between Ratings of Acceptance and Campus Climate for Selected Groups**

	Climate Characteristics				
	Not Racist	**Not Homophobic**	**Not Sexist**	**Not Classist (SES)**	**Disability Friendly**
Positive for People of Color	.642[1]				
Positive for Lesbian, Gay, Bisexual People		.663[1]			
Positive for Women			.609[1]		
Positive for People of Low Socioeconomic Status				.713[1]	
Positive for People with Disabilities					.682[1]

[1]$p < 0.01$

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[57]Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

Sample Characteristics[58]

For the purposes of several analyses, demographic responses were collapsed into categories established by the CSWG to make comparisons between groups and to ensure respondents' confidentiality. Analyses do not reveal in the narrative, figures, or tables where the number of respondents in a particular category totaled fewer than five ($n < 5$).

Primary status data for respondents were collapsed into Undergraduate Student respondents, Graduate Student/Post-Doc/Research Associate/ respondents, Tenure-Track Faculty respondents, Non-Tenure-Track Faculty respondents, and Staff respondents.[59] Of all respondents, 28% ($n = 781$) were Undergraduate Students, 13% ($n = 361$) were Graduate Student/Post-Doc/Research Associates, 9% ($n = 250$) were Tenure-Track Faculty respondents, 4% ($n = 118$) were Non-Tenure-Track Faculty respondents, and 45% ($n = 1,243$) were Staff respondents (Figure 1). Ninety-four percent ($n = 2,592$) of respondents were full-time in their primary positions. Subsequent analyses indicated that 97% ($n = 755$) of Undergraduate Student respondents, 96% respondents ($n = 345$) of Graduate Student/Post-Doc/Research Associate respondents, 96% ($n = 239$) of Tenure-Track Faculty respondents, 73% ($n = 86$) of Non-Tenure-Track Faculty respondents, and 94% ($n = 1,187$) of Staff respondents were full-time in their primary positions.

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[58]All percentages presented in the "Sample Characteristics" section of the report are actual percentages.
[59]Collapsed position status variables were determined by the CSWG.
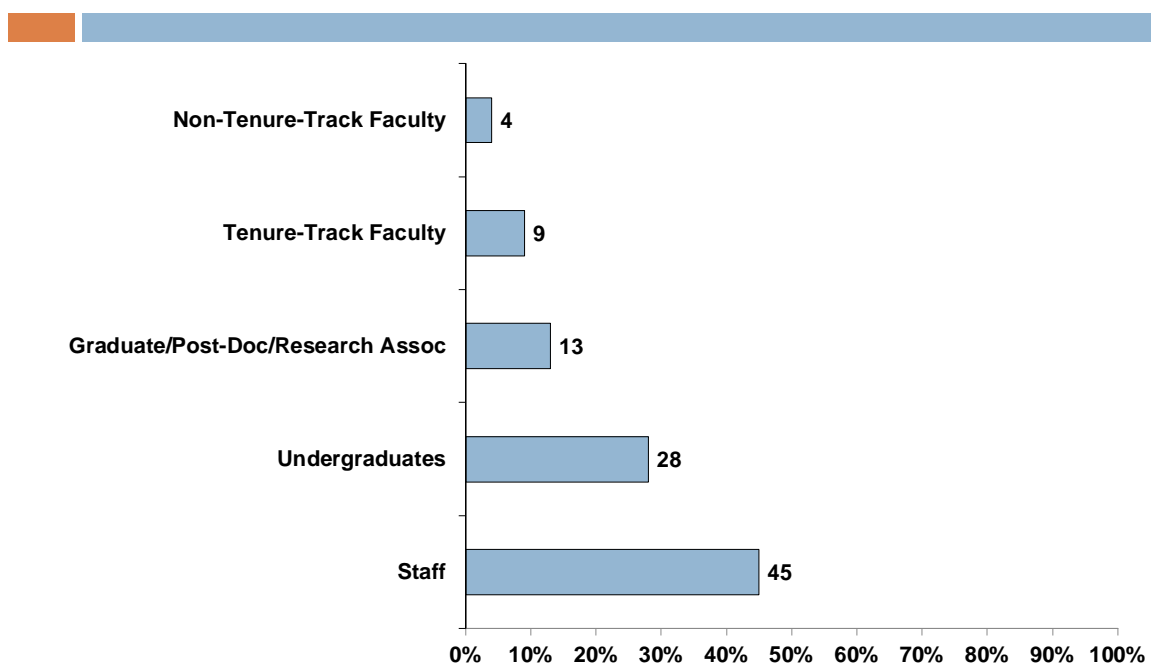
Figure 1. Respondents' Collapsed Position Status (%)

With regard to respondents' work-unit affiliations, Table 5 indicates that Staff respondents represented various work units across campus. Of Staff respondents, 24% ($n = 298$) were affiliated with the Provost's Division, 18% ($n = 225$) were affiliated with Geisel School of Medicine, 11% ($n = 132$) were affiliated with Campus Services, and 10% ($n = 129$) were affiliated with Arts and Sciences/Dean of the Faculty of Arts & Sciences.

Table 5. **Staff Respondents' Primary Work Unit Affiliations**

Work unit	*n*	%
Provost's Division	298	24.0
Information Technology Services	*50*	*16.8*
Library	*41*	*13.8*
Vice Provost for Student Affairs (formerly Dean of the College)	*69*	*23.2*
Other not listed here	*101*	*33.9*
Missing	*37*	*12.4*
Geisel School of Medicine (including TDI, NCCC)	225	18.1
Campus Services (including, PDC, FOM, DDS, Residential Ops, REO, Skiway)	132	10.6
Arts and Sciences/Dean of the Faculty of Arts & Sciences	129	10.4
Advancement	109	8.8
Finance and Administration	96	7.7
Tuck School of Business	94	7.6
Athletics	49	3.9
President's Division (e.g., OVIS, OGC, Public Affairs, Investment Office)	29	2.3
Thayer School of Engineering	26	2.1
Missing	56	4.5

Note: Table includes Staff respondents (*n* = 1,243) only.

Thirty-four percent (*n* = 414) of Staff respondents have been employed at Dartmouth College for one to five years; 17% (*n* = 208) of Staff respondents have been employed at Dartmouth College six to 10 years; 17% (*n* = 206) for more than 20 years; 16% (*n* = 192) for 11 to 15 years; 9% (*n* = 109) for 16 to 20 years; and 9% (*n* = 108) for less than one year.

Of Faculty respondents, 27% (*n* = 99) were affiliated with Arts & Humanities, 23% (*n* = 85) with the Geisel School of Medicine, and 17% (*n* = 63) were affiliated with Social Sciences (Table 6).

Table 6. **Faculty Respondents' Primary Academic Division Affiliations**

Academic division	*n*	%
Arts & Humanities	99	26.9
Geisel School of Medicine	85	23.1
Social Sciences	63	17.1
Sciences	54	14.7
Tuck School of Business	22	6.0
Thayer School of Engineering	21	5.7
Interdisciplinary Programs	16	4.3
Missing	8	2.2

Note: Table includes Faculty respondents (*n* = 368) only.

Thirty percent (*n* = 74) of Tenure-Track Faculty respondents have been employed at Dartmouth College more than 20 years; 24% (*n* = 58) of Tenure-Track Faculty respondents have been employed at Dartmouth College one to five years; 18% (*n* = 45) for 11 to 15 years; 16% (*n* = 39) for six to 10 years; and 11% (*n* = 26) for 16 to 20 years.

Twenty-three percent (*n* = 27) of Non-Tenure-Track Faculty respondents have been employed at Dartmouth College for one to five years; 22% (*n* = 26) of Non-Tenure-Track Faculty respondents have been employed at Dartmouth College six to 10 years; 21% (*n* = 24) for 11 to 15 years; 15% (*n* = 18) for more than 20 years; 10 % (*n* = 12) for 16 to 20 years; and 9% (*n* = 10) for less than one year.

More than half of the sample (58%, $n = 1,587$) were Women and 41% ($n = 1,127$) were Men.[60]
Two percent ($n = 42$) identified as Genderqueer. One percent ($n = 27$) of the respondents
identified as Transgender.[61] Twenty respondents (<1%) marked "a gender not listed here" and
offered identities such as "demigirl," "doesn't matter all that much," "genderfluid, demiboy," "I
am currently trying to figure this out," "inter*," "pansexual," "two-spirit," "transvestite in
private," "none of your business."

For the purpose of some analyses, gender identity was collapsed into four categories determined
by the CSWG. Fifty-seven percent ($n = 1,562$) of the respondents marked only "Woman" as their
gender identity, and 40% ($n = 1,105$) marked only "Man." Responses that marked only
Transgender or Genderqueer were collapsed into the "Transspectrum" category (1%, $n = 19$).
Respondents were given the opportunity to "mark all that apply," so that one of the categories
was Other/Multiple Gender Identities (1%, $n = 39$).

Figure 2 illustrates that there were slightly more women than men Graduate Student/Post-
Doc/Research Associate respondents and Undergraduate Student respondents, and 2% each of
Transspectrum and Other/Multiple Gender Identity Graduate Student/Post-Doc/Research
Associate respondents and Undergraduate Student respondents. Sixty-seven percent of Staff
respondents and 59% of Non-Tenure-Track Faculty respondents were women, while 59% of
Tenure-Track Faculty respondents were men.

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[60]The majority of respondents identified their birth sex as female (58%, $n = 1,601$), while 41% ($n = 1,121$) of
respondents identified as male, and < 1% ($n = 12$) as intersex. Additionally, 56% ($n = 1,539$) identified their gender
expression as feminine, 40% ($n = 1,093$) as masculine, 2% ($n = 42$) as androgynous, and 1% ($n = 32$) as "not listed
here."

[61]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 reported
separately in order to reveal the presence of a relatively new campus identity that might otherwise have been
overlooked. Because transgender respondents numbered fewer than five, no analyses were conducted or included in
the report in order to maintain the respondents' confidentiality.
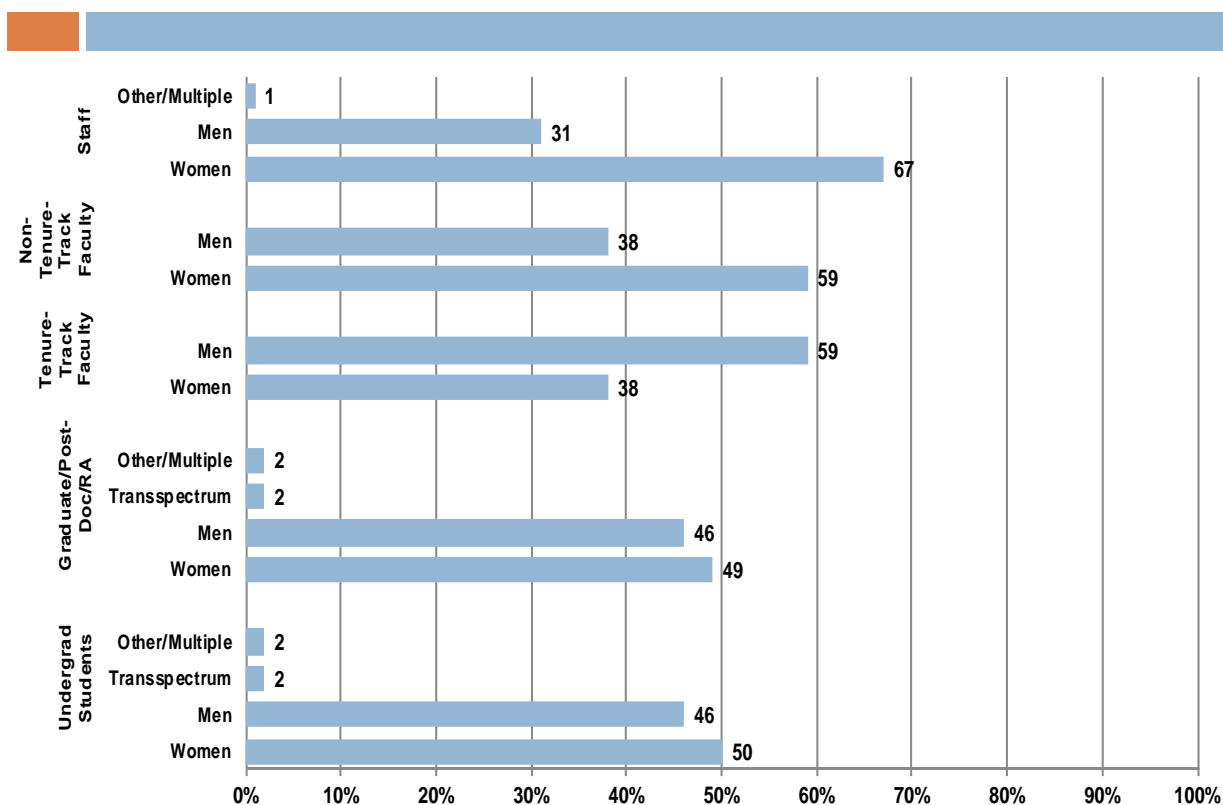
Note: Responses with n < 5 are not presented in the figure.

Figure 2. Respondents by Gender Identity and Position Status (%)

The majority of respondents were Heterosexual[62] (83%, $n = 2,295$); 12% ($n = 320$) were LGBQ (lesbian, gay, bisexual, pansexual, queer, or questioning); and 2% ($n = 57$) were Asexual/Other (Figure 3).
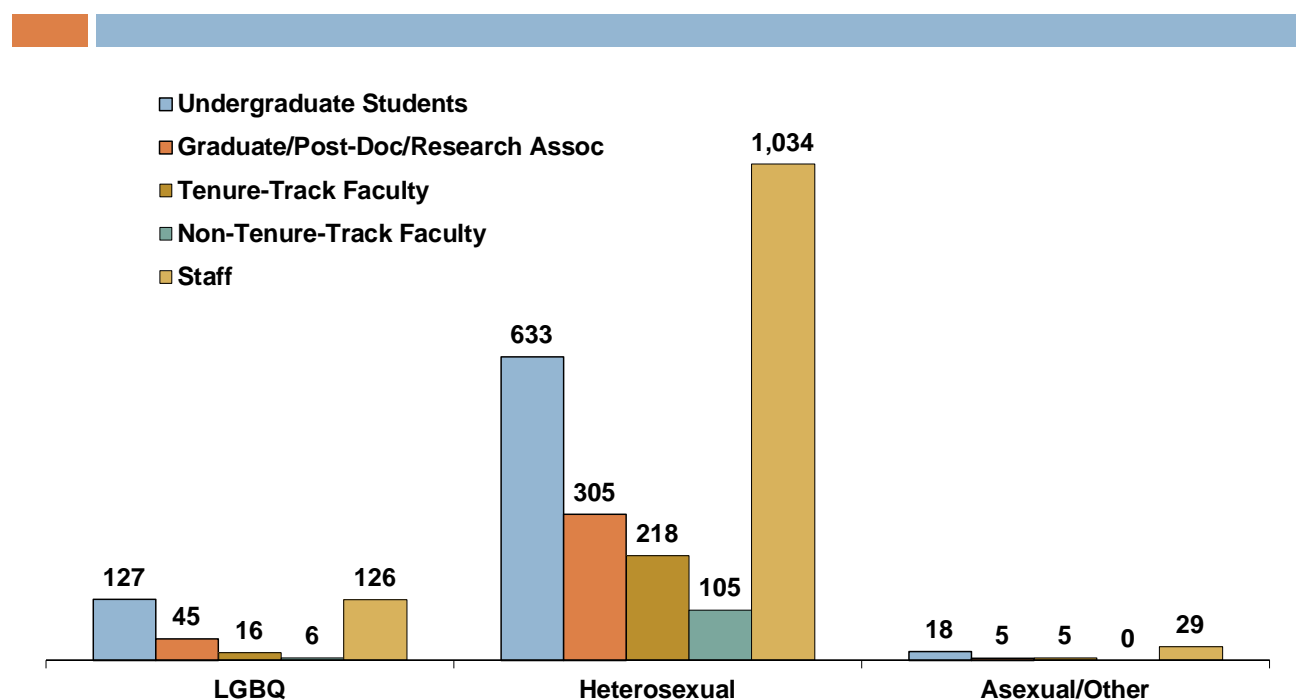
Figure 3. Respondents by Sexual Identity and Position Status (*n*)

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[62]Respondents who answered "other" in response to the question about their sexual identity and wrote "straight" or "heterosexual" in the adjoining text box were recoded as Heterosexual. Additionally, this report uses the terms "LGBQ" and "sexual minorities" to denote individuals who self-identified as lesbian, gay, bisexual, pansexual, queer, and questioning, and those who wrote in "other" terms such as "homoflexible" and "fluid."

Of Staff respondents, 29% ($n = 337$) were between 45 and 54 years old, 23% ($n = 270$) were between 55 and 64 years old, and 22% ($n = 257$) were between 35 and 44 years old. Of Tenure-Track Faculty respondents, 31% ($n = 66$) were between 45 and 54 years old, and 30% ($n = 64$) were between 35 and 44 years old (Figure 4). Thirty-nine percent ($n = 40$) on Non-Tenure-Track Faculty respondents were between 45 and 54 years old, 18% ($n = 19$) were between 55 and 64 years old, and 1% ($n = 18$) were between 35 and 44 years old.
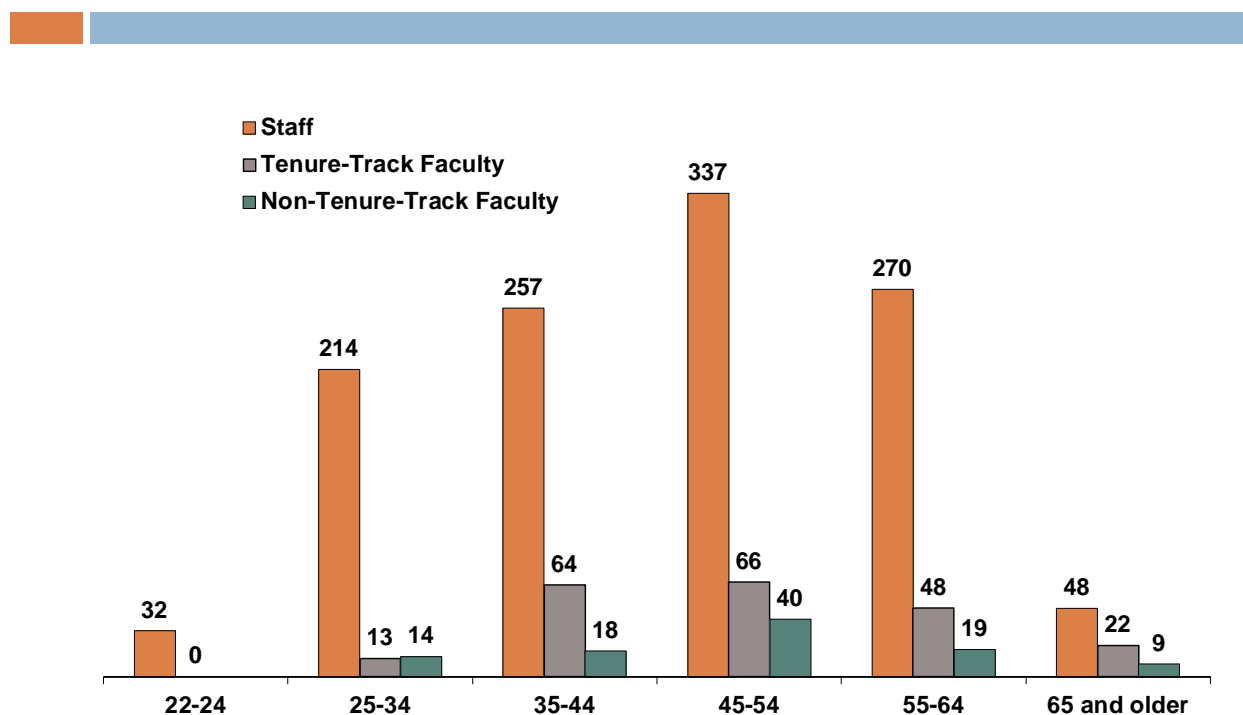
Note: Responses with $n < 5$ are not presented in the figure.

Figure 4. Employee[63] Respondents by Age and Position Status (*n*)

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[63]Throughout the report, the term "employee respondents" refers to all respondents who indicated that they were staff members or faculty members.

Of responding Undergraduate Students, 87% ($n = 664$) were 21 years old or younger, and 11% ($n = 82$) were between 22 and 24 years old. Sixty-six percent ($n = 230$) of responding Graduate/Post-Doc/Research Associates were between 25 and 34 years old and 25% ($n = 88$) were between 22 and 24 years old (Figure 5).
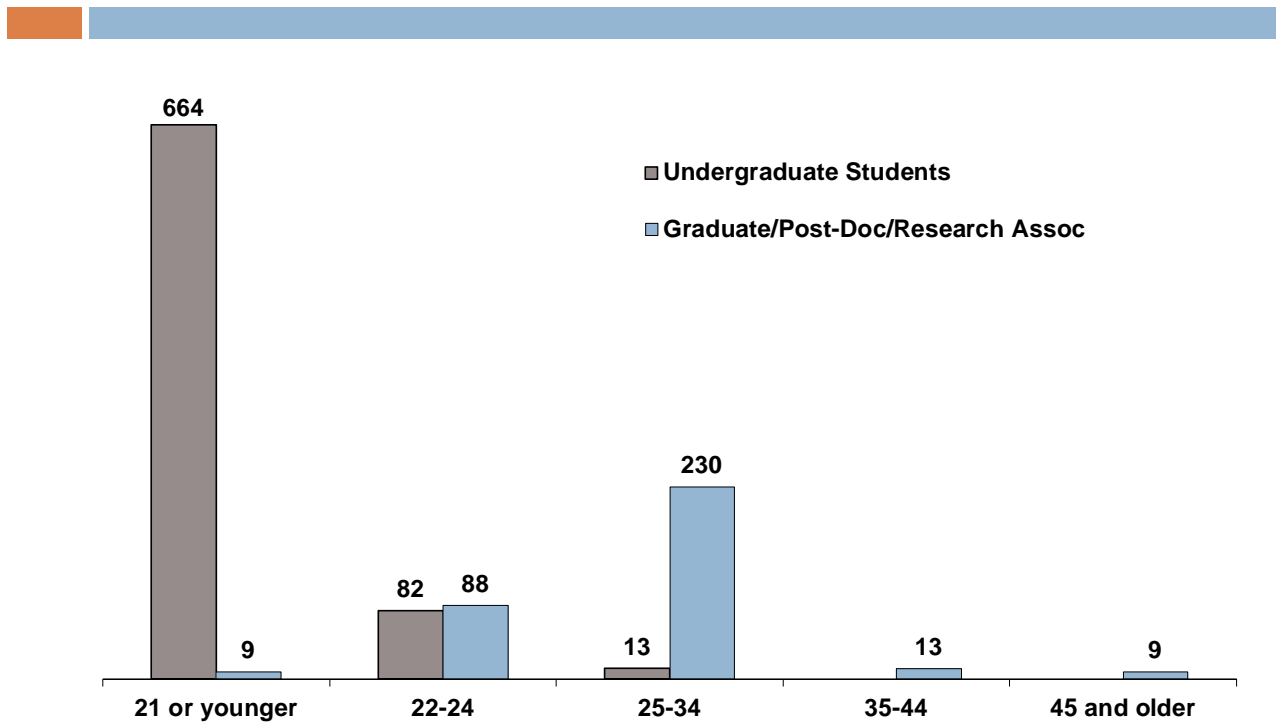
Note: Responses with $n < 5$ are not presented in the figure.

Figure 5. Student Respondents by Age and Student Status (n)

With regard to racial identity, 80% (n = 2,199) of the respondents identified as White/European American (Figure 6). Eleven percent (n = 300) of respondents were Asian/Asian American, 4% (n =) were Hispanic/Latino(a)/Chicano(a), 4% (n = 102) were Black/African/African American, 3% (n = 75) were American Indian/Native, 2% (n = 55) were Middle Eastern/Southwest Asian and < 1% each were Pacific Islander (n = 15), Alaskan Native (n = 12), and Native Hawaiian (n = 11). Some individuals marked the response category "a racial/ethnic identity not listed here" and wrote "Armenian," "American," "Askenazi," "Bulgarian," "Canadian First Nation," "Egyptian," "I am offended by questions of race," and "You people are overly obsessed with race and gender. Can't people just be people?"
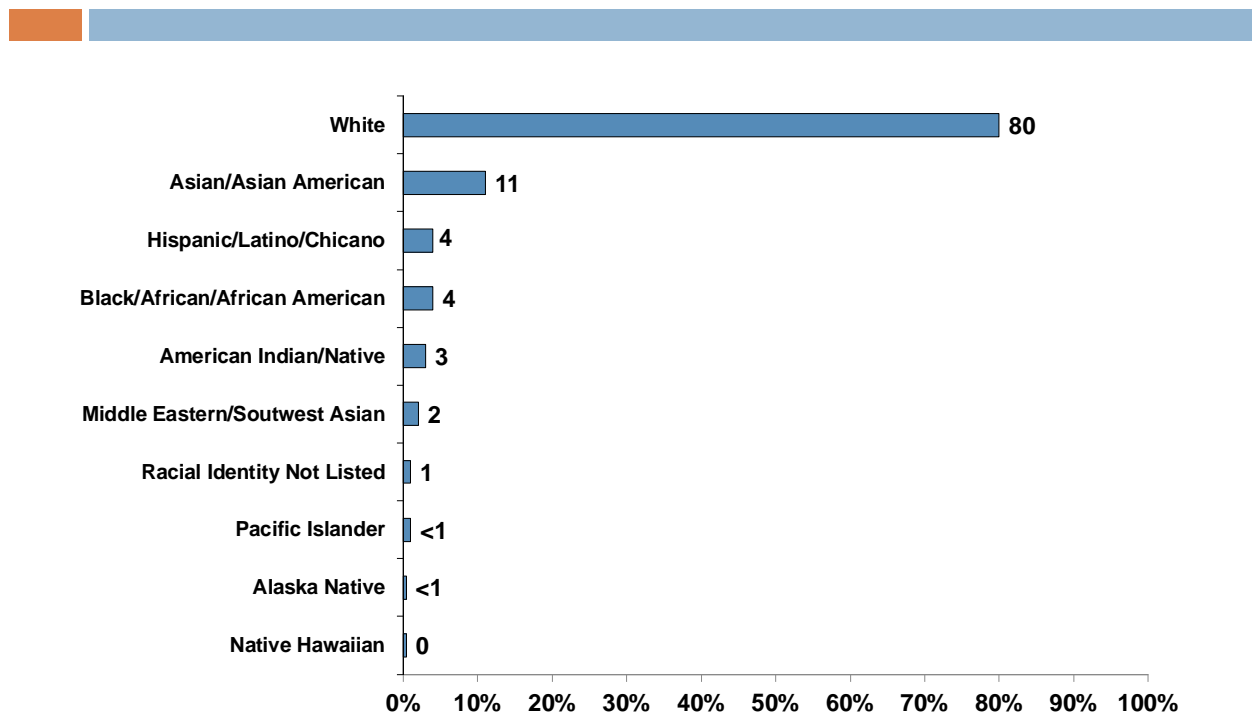
Figure 6. Respondents by Racial/Ethnic Identity (%),

Inclusive of Multiracial and/or Multi-Ethnic

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,[64] allowing them to identify as biracial or multiracial. For the purposes of some analyses, the CSWG created three racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White (74%, $n = 2,044$) as their identity (Figure 7).[65] Other respondents identified as People of Color[66] (16%, $n = 442$), and Multiracial[67] (6%, $n = 158$). A substantial percentage of respondents did not indicate their racial identity and were recoded to Other/Missing/Unknown (4%, $n = 109$).
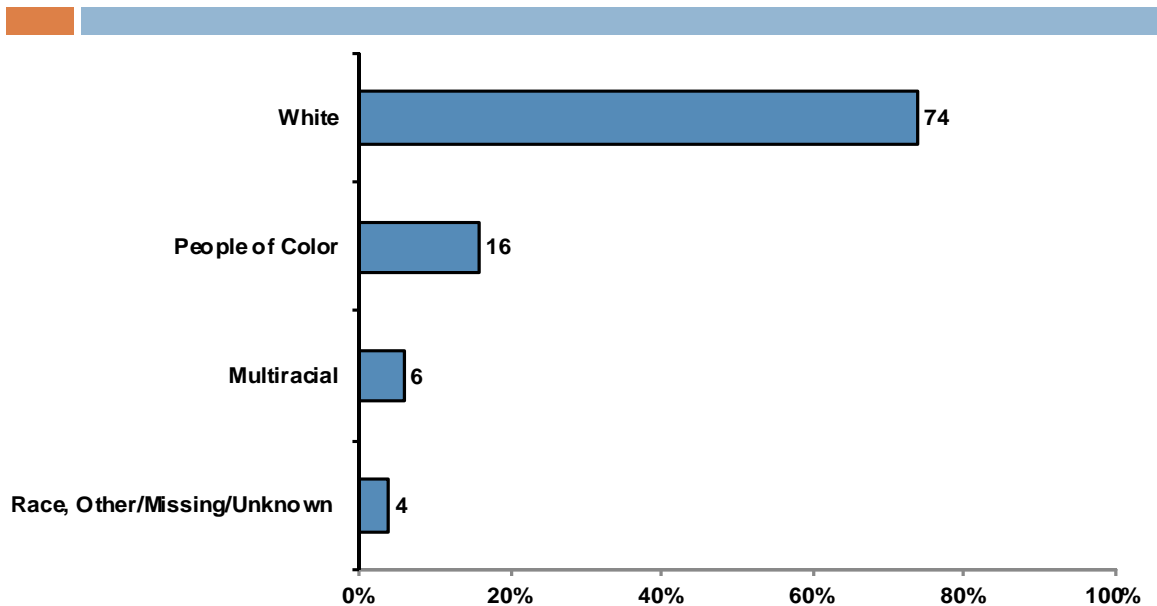
Figure 7. Respondents by Collapsed Categories of Racial Identity (%)

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[64]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 as a result of the small numbers of respondents in the individual categories.

[65]Figure 7 illustrates the unduplicated total of responses ($n = 2,753$) for the question, "Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification (If you are of a multiracial/multiethnic/multicultural identity, mark all that apply)."

[66]Per the CSWG, the People of Color category included respondents who identified as American Indian/Native, Alaska Native, Asian/Asian American, Black/African/African American, Latino/Hispanic/Chicano, Middle Eastern/Southwest Asian, Native Hawaiian, or Pacific Islander.

[67]Per the CSWG, respondents who identified as more than one racial identity were recoded as Multiracial.

Forty-five percent (n = 1,244) of respondents reported No Faith-Based Affiliation (Figure 8).
Thirty-three percent (n = 913) of respondents each identified as having a Christian Faith-Based
Affiliation. Ten percent (n = 262) of respondents chose Other Faith-Based Affiliation, and 8% (n
= 226) identified with Multiple Faith-Based Affiliations.
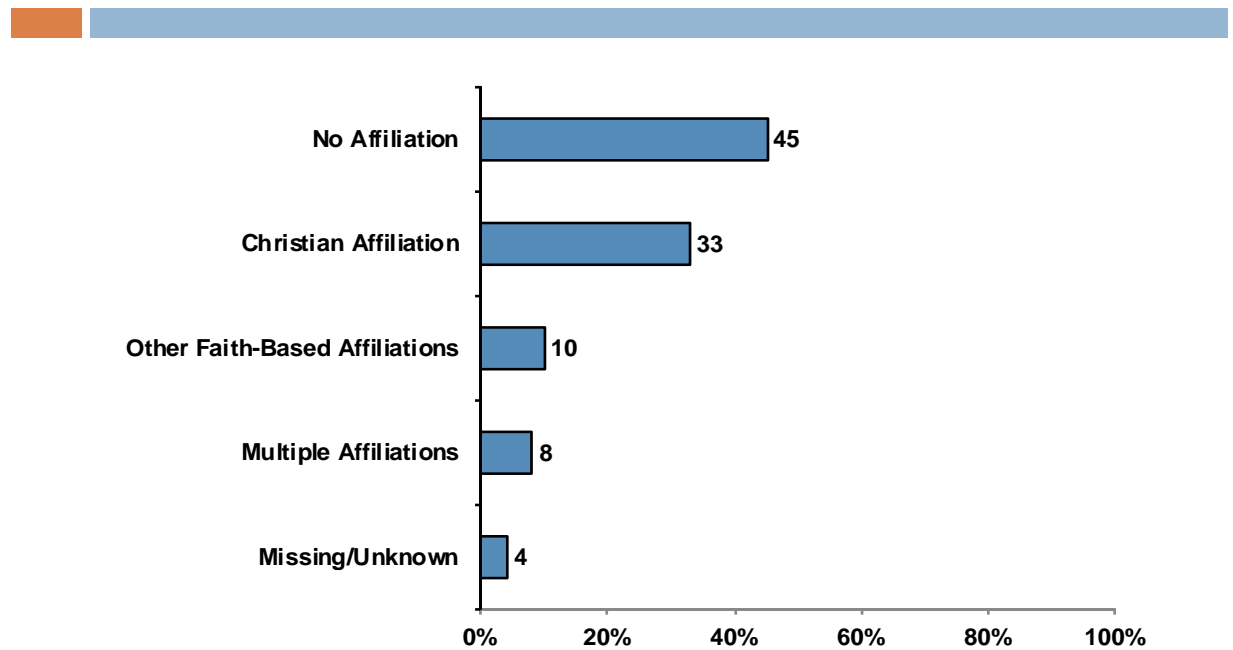
Figure 8. Respondents by Faith-Based Affiliation (%)

Ninety-six percent (*n* = 764) of Undergraduate Student respondents and 90% (*n* = 325) of Graduate Student/Post-Doc/Research Associate respondents had no dependent care responsibilities (Figure 9).
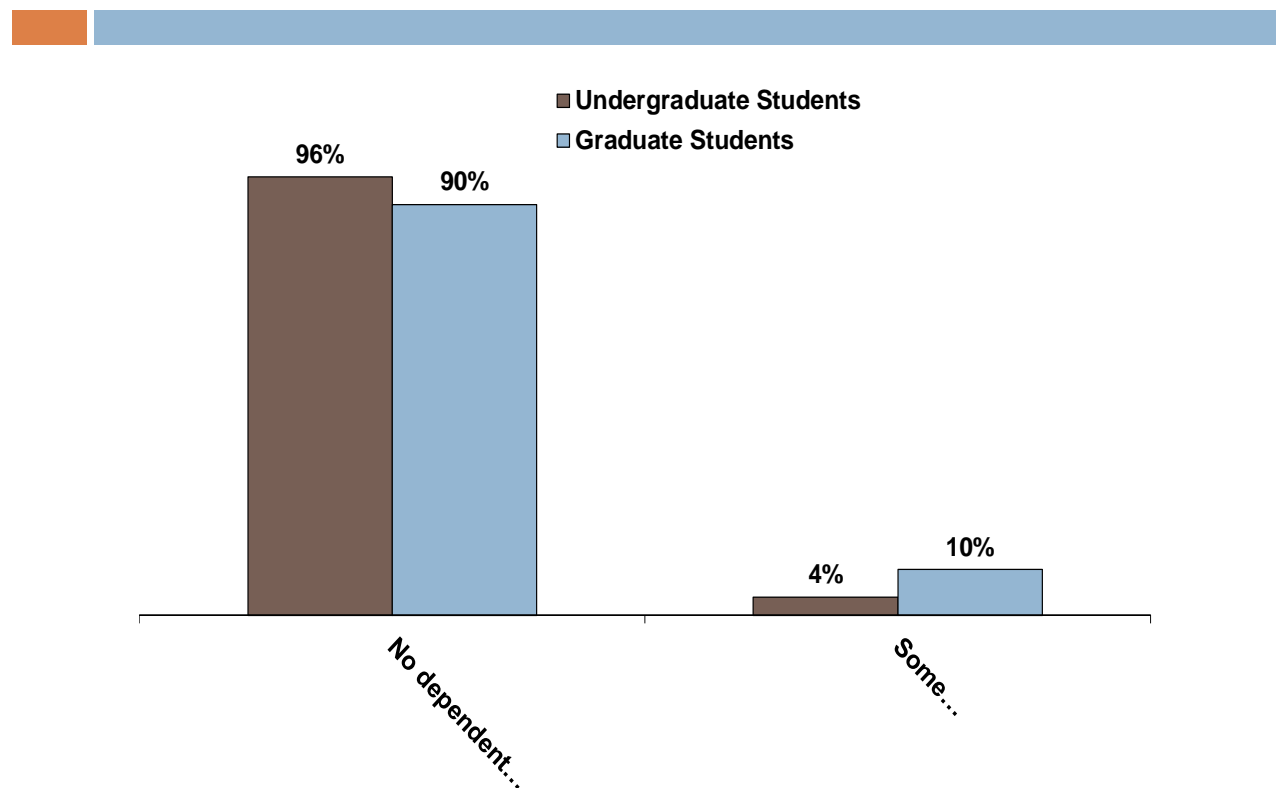
Note: Responses with *n* < 5 are not presented in the figure.

Figure 9. Student Respondents' Dependent Care Responsibilities by Student Status (%)

Fifty-five percent ($n = 674$) of Staff respondents, 42% ($n = 48$) of Non-Tenure-Track Faculty respondents, and 40% ($n = 99$) of Tenure-Track Faculty respondents had no substantial parenting or caregiving responsibilities (Figure 10). Thirty-three percent ($n = 409$) of Staff respondents, 48% ($n = 120$) of Tenure-Track Faculty respondents, and 45% ($n = 53$) of Non-Tenure-Track Faculty respondents were caring for children under the age of 18 years. Seventeen percent ($n = 42$) of Tenure-Track Faculty respondents, 12% ($n = 143$) of Staff respondents, and 11% ($n = 13$) of Non-Tenure-Track Faculty respondents were caring for senior or other family members.
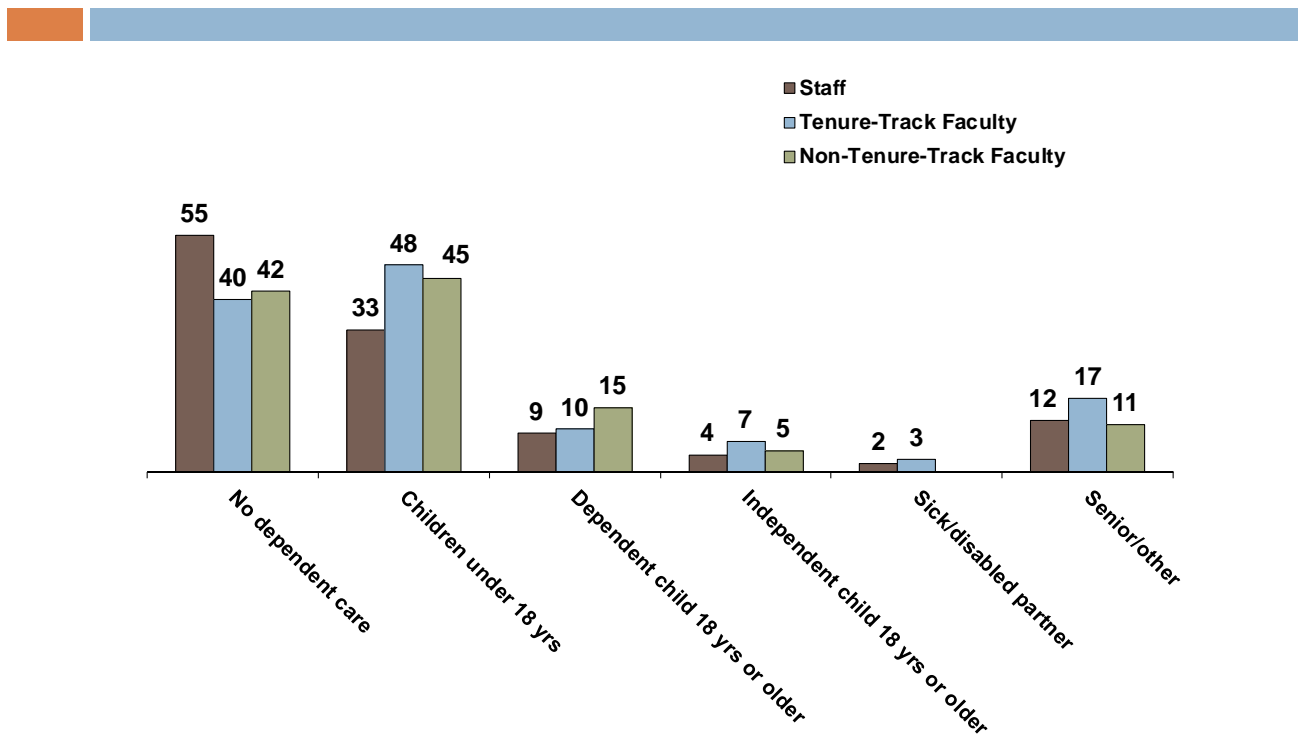
Note: Responses with $n < 5$ are not presented in the figure.

Figure 10. Employee Respondents' Caregiving Responsibilities by Position Status (%)

Additional analyses revealed that 95% ($n = 2,625$) of respondents had never served in the military. Fifteen respondents ($< 1\%$) were on active duty (including Reserved/National Guard)

and 68 respondents (3%) formerly were active military. Less than 1% (*n* = 17) of respondents were in ROTC.

Ten percent (*n* = 279) of respondents[68] had conditions that substantially influenced learning, working, or living activities. Thirty-two percent (*n* = 90) of respondents had mental health/psychological conditions, 29% (*n* = 81) had chronic health or medical conditions, and 21% (*n* = 58) had Attention Deficit Disorder (including Hyperactivity Disorder) (Table 7).

Table 7. **Respondents' Conditions That Affect Learning, Working, Living Activities**

Conditions	*n*	%
Mental health/psychological condition	90	32.3
Chronic health or medical condition (e.g., lupus, cancer, multiple sclerosis, fibromyalgia)	81	29.0
Attention Deficit Disorder (including Hyperactivity Disorder)	58	20.8
Learning disability (e.g., dyslexia, dyscalculia, disorder of written expression)	37	13.3
Physical/mobility condition that affects walking	30	10.8
Hearing impaired or deaf	21	7.5
Visually-impaired or blind	15	5.4
Asperger's/autism spectrum	14	5.0
Physical/mobility condition that does not affect walking	14	5.0
Acquired/Traumatic Brain Injury	12	4.3
Speech/communication condition	7	2.5
Manual dexterity impairment	6	2.2
A disability/condition not listed here	7	2.5

Note: Percentages may not sum to 100% as a result of multiple responses.

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[68]Some respondents indicated that they had multiple disabilities or conditions that substantially influenced major life activities. The unduplicated total number of respondents with disabilities is 279 (10%). The duplicated total (*n* = 392; 14%) is reflected in Table 7 and in Appendix B, Table B21.

Table 8 depicts how respondents answered the survey item, "What is your citizenship status in the U.S.? Mark all that apply." For the purposes of analyses, the CSWG created five citizenship categories:[69] 84% ($n = 2,304$) of respondents were U.S. Citizens by birth, 5% ($n = 139$) of respondents were Naturalized U.S. Citizens, 9% ($n = 238$) were Non-U.S. Citizens, 2% ($n = 53$) claimed Multiple Citizenships, and ($< 1\%$) were Undocumented Residents. For the purposes of some analyses, Undocumented Residents were included in the Non-U.S. Citizen category.

Table 8. **Respondents' Citizenship Status (Duplicated Totals)**

Citizenship	*n*	*%*
U.S. citizen, birth	2,354	85.5
A visa holder (F-1, J-1, H1-B, A, L, G, E or TN visa holder)	165	6.0
U.S. citizen, naturalized	146	5.3
Permanent resident	126	4.6
DACA (Deferred Action for Childhood Arrival)	12	0.4
Undocumented resident	11	0.4
Refugee status	9	0.3
Other legally documented status	8	0.3
Currently under a "withholding of removal" status	6	0.2
DAPA (Deferred Action for Parental Accountability)	6	0.2

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[69]For the purposes of analyses, the collapsed categories for citizenship are U.S. Citizen by birth, naturalized U.S. Citizen, Non-U.S. Citizen (includes Permanent Residents; F-1, J-1, H1-B, A, L, G, E, and TN visa holders; DACA, DAPA, refugee status, other legally documented status), Undocumented Residents, and Multiple Citizenship (includes any respondent who marked more than one response).

Eighty-two percent (n = 2,248) of respondents reported that only English was spoken in their homes. Six percent (n = 153) indicated that only a language other than English was spoken in their homes, while 12% (n = 330) indicated that English and at least one other language were spoken in their homes. Some of the languages that respondents indicated that they spoke at home were Albanian, Arabic, Bulgarian, Burmese, Cantonese, Chinese, Danish, Dutch, Fanti, Farsi, French, German, Greek, Gujurati, Haka, Hausa, Hebrew, Hindi, Hungarian, Italian, Japanese, Kannada, Kiswahili, Korean, Lakota, Lithuanian, Malay, Mandarin, Marathi, Nepali, Persian, Polish, Portuguese, Russian, Sentinelese, Serbian, Sinhala, Spanish, Swedish, Tamil, Taiwanese, Telugu, Twi, Urdu, Ukrainian, Vietnamese, and Yoruba.

Forty-one percent (n = 1,127) of respondents commuted 10 minutes or less one-way to Dartmouth (Table 9). Additional analyses indicated that 83% (n = 644) of Undergraduate Student respondents, 45% (n = 160) of Graduate Student/Post-Doc/Research Associate respondents, and 20% (n = 323) of Faculty and Staff respondents commuted 10 minutes or less one-way. Thirty-five percent (n = 127) of Graduate Student/Post-Doc/Research Associate respondents and 30% (n = 485) of Faculty and Staff respondents commuted 11 to 20 minutes one-way.

Table 9. **Respondents' One-Way Commute to Dartmouth**

Minutes	*n*	%
10 or less	1,127	40.9
11-20	653	23.7
21-30	397	14.6
31-40	237	8.6
41-50	127	4.6
51-60	63	2.3
61 and over	122	4.4
Missing	27	1.0

Thirty-two percent ($n = 396$) of Staff respondents indicated that the highest level of education they had completed was a master's degree, 29% ($n = 356$) had finished a bachelor's degree, and 9% ($n = 108$) had finished some graduate work.

Table 10 illustrates the level of education completed by Student respondents' parents or legal guardians. Subsequent analyses indicated that 12% ($n = 96$) of Undergraduate Student respondents and 17% ($n = 60$) of Graduate Student/Post-Doc/Research Associate respondents were First-Generation Students.[70]

Table 10. **Student Respondents' Parents'/Guardians' Highest Level of Education**

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	n	*%*	*n*	*%*
No/some high school	39	3.4	46	4.1
Completed high school/GED	80	7.0	87	7.3
Some college	64	5.6	59	5.2
College degree	55	4.6	73	6.4
Some graduate work	246	21.5	352	30.8
Advanced degree	651	57	493	43.1
Unknown	< 5	---	6	0.5
Not applicable	< 5	---	22	1.9

Note: Table reports Student responses ($n = 1,142$) only.

Subsequent analyses indicated that of the responding Undergraduate Students, 21% ($n = 161$) were first-year students, 24% ($n = 187$) were second-year students, 28% ($n = 220$) were third-year students, and 25% ($n = 196$) were fourth-year students. Two percent ($n = 16$) were in their fifth year or more of their undergraduate career.

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[70]With the CSWG's approval, "First-Generation Students" were identified as those with both parents/guardians having completed no high school, some high school, high school/GED, or some college.

Table 11 reveals that 39% ($n = 307$) of Undergraduate Student respondents were in the Social Sciences, 30% ($n = 231$) in the Sciences, and 19% ($n = 148$) were undeclared.

Table 11. **Undergraduate Student Respondents' Academic Majors**

Academic major	*n*	%
Undeclared Major	**148**	**19.0**
Arts & Humanities	**122**	**15.6**
Sciences	**231**	**29.6**
Social Sciences	**307**	**39.3**
Interdisciplinary Programs	**68**	**8.7**
Thayer School of Engineering	**90**	**11.5**

Note: Table includes Undergraduate Student respondents ($n = 781$) only. Table does not report majors where $n < 5$. Sum does not total 100% owing to multiple response choices.

Forty-three percent ($n = 144$) of Graduate Student respondents were in Graduate Arts & Sciences, 22% ($n = 73$) were in the Geisel School of Medicine, 21% ($n = 70$) were in the Tuck School of Business, and 15% (n = 49) were in the Thayer School of Engineering (Table 12).

Table 12. **Graduate Student Respondents' Academic Divisions**

Academic division	*n*	%
Geisel School of Medicine (including MPH in TDI)	73	21.7
Graduate Arts and Sciences (including PhD/MS programs in TDI, PEMM, and MCB)	144	42.9
Thayer School of Engineering	49	14.6
Tuck School of Business	70	20.8

Note: Table includes Graduate Student respondents ($n = 336$) only. Table does not report majors where $n < 5$. Sum does not total 100% owing to multiple response choices.

Analyses revealed that 51% ($n = 401$) of Undergraduate Student respondents and 28% ($n = 101$) of Graduate Student/Post-Doc/Research Associate respondents were employed on campus. Additional analyses indicated that 15% ($n = 116$) of Undergraduate Student respondents and 11% ($n = 40$) of Graduate Student/Post-Doc/Research Associate respondents were employed off campus. Sixty-one percent ($n = 240$) of Undergraduate Student respondents and 37% ($n = 35$) of

Graduate Student/Post-Doc/Research Associate respondents who were employed on or off campus worked an average of one to 10 hours per week. Thirty-one percent ($n = 120$) of Undergraduate Student respondents and 18% ($n = 17$) of Graduate Student/Post-Doc/Research Associate respondents who were employed on or off campus worked an average of 11 to 20 hours per week. Seven percent ($n = 29$) of Undergraduate Student respondents and 14% ($n = 13$) of Graduate Student/Post-Doc/Research Associate respondents were employed on or off campus an average of 21 to 40 hours per week. Thirty-two percent ($n = 31$) of Graduate Student/Post-Doc/Research Associate respondents were employed on or off campus an average more than 40 hours per week.

Thirty percent ($n = 339$) of Student respondents experienced financial hardship while attending Dartmouth College, including 29% ($n = 228$) of Undergraduate Student respondents and 32% ($n = 111$) of Graduate Student/Post-Doc/Research Associate respondents. Of these Student respondents, 55% ($n = 186$) had difficulty affording tuition, 48% ($n = 164$) had difficulty purchasing books and other course materials, and 46% ($n = 155$) had difficulty participating in social events (Table 13). "Other" responses including "affording off-campus counseling," "as a postdoc, I have acquired large student loan in my home country which require monthly payments on a small salary," "can't afford phone," "dental care," "laundry," "parking," "purchase of winter clothing," and "commuting to see family in distant cities."

Table 13. **Experienced Financial Hardship**

Experience	*n*	*%*
Difficulty affording tuition	186	54.9
Difficulty purchasing my books/course materials	164	48.4
Difficulty participating in social events	155	45.7
Difficulty affording unpaid internships/research opportunities	131	38.6
Difficulty affording travel to and from Dartmouth	131	38.6
Difficulty affording housing	107	31.6
Difficulty affording health care	106	31.3
Difficulty affording co-curricular events or activities	101	29.8
Difficulty affording alternative spring breaks	91	26.8
Difficulty affording food	85	25.1
Difficulty affording other campus fees	84	24.8
Difficulty affording commuting to campus	41	12.1
Difficulty affording child care	18	5.3
Other	19	5.6

Note: Table includes only Student respondents who experienced financial hardship ($n = 339$).

Sixty-four percent ($n = 725$) of Student respondents depended on family contributions to pay for their education at Dartmouth College (Table 14). Eighty-two percent ($n = 637$) of Undergraduate Student respondents and 24% ($n = 88$) of Graduate Student/Post-Doc/Research Associate respondents relied on family contributions to pay for their education. Additionally, 78% ($n = 621$) of Not-Low-Income[71] Student respondents and 26% ($n = 82$) of Low-Income Student respondents relied on family contributions to help pay for college. Likewise, 68% ($n = 666$) of Not-First-Generation Student respondents and 37% ($n = 58$) of First-Generation Student respondents depended on family contributions.

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[71]For several analyses in this report, the variables of "Low-Income" and "Not-Low-Income" are used. With the CSWG's approval, Low-Income respondents are respondents with incomes below $49,999.00. Not-Low-Income respondents are respondents with incomes of $50,000.00 or greater.

Twenty-nine percent ($n = 336$) of Student respondents used loans to pay for college. Subsequent analyses indicated that 30% ($n = 108$) of Graduate Student/Post-Doc/Research Associate respondents and 29% ($n = 228$) of Undergraduate Student respondents used loans to pay for college. Analyses also revealed that 30% ($n = 95$) of Low-Income Student respondents and 29% ($n = 133$) of Not-Low-Income Student respondents used loans to pay for college. Forty-three percent ($n = 67$) of First-Generation Student respondents and 27% ($n = 267$) of Not-First-Generation Student respondents had loans to pay for college.

Table 14. **How Student Respondents Were Paying for College**

Source of funding	*n*	**%**
Family contribution	725	63.5
Need-based Dartmouth scholarship/aid	365	32.0
Loans	336	29.4
Personal contribution/job	334	29.2
Non-Dartmouth grant/scholarship (e.g., Pell, Gates)	199	17.4
Work-Study job	147	12.9
Credit card	98	8.6
Undergraduate advisor (UGA)	44	3.9
A method of payment not listed here	132	11.6

Note: Table includes Student respondents ($n = 1,142$) only.

Thirty percent ($n = 327$) of Student respondents were the sole providers of their living and educational expenses (i.e., they were financially independent). Subsequent analyses indicated that 8% ($n = 62$) of Undergraduate Student respondents and 74% ($n = 265$) of Graduate Student/Post-Doc/Research Associate respondents were the sole providers for their living/educational expenses. Additionally, 70% ($n = 218$) of Low-Income Student respondents, 13% ($n = 102$) of Not-Low-Income Student respondents, 53% ($n = 80$) of First-Generation students, and 26% ($n = 246$) of Not-First-Generation Student respondents were financially independent. Ninety-two percent ($n = 691$) of Undergraduate Student respondents and 26% ($n =$

91) of Graduate Student/Post-Doc/Research Associate respondents had families who were assisting with their living/educational expenses (i.e., students were financially dependent).

Twenty-eight percent ($n = 314$) of Student respondents reported that they or their families had annual incomes of less than $50,000. Seventeen percent ($n = 195$) reported annual incomes between $50,000 and $99,999; 14% ($n = 160$) between $100,000 and $149,999; 16% ($n = 180$) between $150,000 and $249,999; 13% ($n = 146$) between $250,000 and $499,999; and 10% ($n = 111$) $500,000 or more.[72] These figures are displayed by student status in Figure 11. Information is provided for those Student respondents who indicated that they were financially independent (i.e., students were the sole providers of their living and educational expenses) and those Student respondents who were financially dependent on others.

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[72]Refer to Table B25 in Appendix B for the combined Student data.

Legend:
- Below $50K
- $50K - $99,999
- $100K-$149,999
- $150K - $249,999
- $250K-$499,999
- $500K or more

Undergrad Dependent
- 11
- 17
- 19
- 21
- 19
- 14

Grad/Post-Doc/RA Dependent
- 26
- 20
- 8
- 24
- 11
- 12

Undergrad Independent
- 67
- 18
- 5
- 2

Grad/Post-Doc/RA Independent
- 71
- 16
- 7
- 4
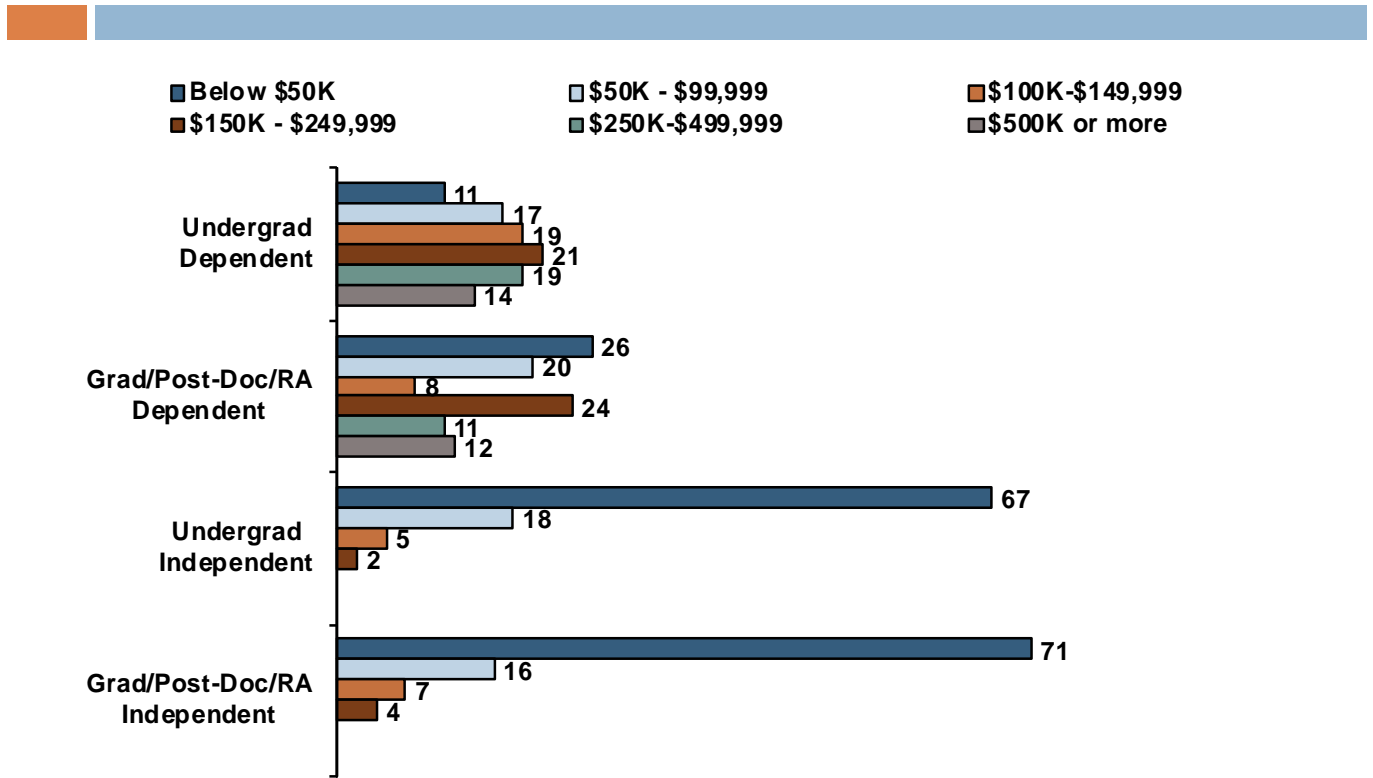
Note: Responses with *n* < 5 are not presented in the figure.

Figure 11. Student Respondents' Income
by Dependency Status (Dependent, Independent) and Student Status (%)

Of the Students completing the survey, 61% ($n = 694$) lived in campus housing, 37% ($n = 425$) lived in non-campus housing, and 2% ($n = 17$) identified as transient (Table 15). Subsequent analyses indicated that 86% ($n = 597$) of Undergraduate Student respondents lived in campus housing, while 81% ($n = 71$) of Graduate Student/Post-Doc/Research Associate respondents lived in non-campus housing.

Table 15. **Student Respondents' Residence**

Residence	*n*	%
Campus housing	**694**	**60.8**
Residence hall	400	72.9
Affinity house/Living, learning community	75	13.7
Greek letter organization or society house	74	13.5
Non-campus housing	**425**	**37.2**
College-owned housing	67	18.4
Independently in an apartment/house	287	78.8
Living with family member/guardian	10	2.7
Transient (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	**17**	**1.5**

Note: Table reports Student responses ($n = 1,142$) only.

Thirteen percent (n = 151) of Student respondents did not participate in any student clubs or organizations at Dartmouth College (Table 16). Thirty-three percent (n = 378) were involved with recreational organizations; 31% (n = 358) were involved with Greek letter organizations, Undergraduate Society, or Senior Society; and 28% (n = 315) were involved in club sports.

Table 16. Student Respondents' Participation in Clubs/Organizations at Dartmouth College

Club/organization	*n*	*%*
Recreational organization (e.g., Dartmouth Outing Club, Ledyard Canoe Club, Chess Club)	378	33.1
Greek letter organization, Undergraduate Society, or Senior Society	358	31.3
Club sport	315	27.6
Service or philanthropic organization	272	23.8
Professional or pre-professional organization	239	20.9
Faith or spirituality-based organization	215	18.8
Political or issue-oriented organization	206	18.0
Culture-specific organization	181	15.8
Publication/media organization	159	13.9
Academic or academic competition organization	154	13.5
Performance organization	154	13.5
Athletic team	152	13.3
I do not participate in any clubs or organizations at Dartmouth	151	13.2
Health and wellness organization	131	11.5
Governance organization (Student Assembly, Programming Board, Graduate Student Council)	122	10.7
Student organization not listed above	69	6.0

Note: Table includes Student responses (n = 1,142) only. Percentages may not sum to 100% as a result of multiple responses.

Table 17 indicates that most Student respondents earned passing grades.

Table 17. **Student Respondents' Cumulative G.P.A. at the End of Last Semester**

G.P.A.	*n*	%
3.75 - 4.00	435	38.1
3.25 - 3.74	440	38.5
3.00 - 3.24	113	9.9
2.50 - 2.99	32	2.8
2.00 - 2.49	5	0.4
Below 2.00	< 5	---
Missing	113	9.9

Note: Table includes Student responses (*n* = 1,142) only.

Campus Climate Assessment Findings[73]

The following section reviews the major findings of this study.[74] The review explores the climate at Dartmouth 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 was examined in relation to the relevant identity and status of the respondents.

Comfort with the Climate at Dartmouth College

The survey posed questions regarding respondents' level of comfort with Dartmouth College's campus climate. Table 18 illustrates that 70% ($n = 1,921$) of the survey respondents were "comfortable" or "very comfortable" with the climate at Dartmouth College. Seventy-three percent ($n = 1,170$) of Faculty and Staff respondents were "comfortable" or "very comfortable" with the climate in their departments/work units. Eighty-five percent ($n = 1,275$) of Student and Faculty respondents were "comfortable" or "very comfortable" with the climate in their classes.

Table 18. **Respondents' Comfort with the Climate at Dartmouth College**

Level of comfort	Comfort with overall climate		Comfort with climate in department/ work unit*		Comfort with climate in class**	
	n	*%*	*n*	*%*	*n*	*%*
Very comfortable	649	23.6	546	34.0	643	42.9
Comfortable	1,272	46.3	624	38.8	632	42.1
Neither comfortable nor uncomfortable	459	16.7	193	12.0	150	10.0
Uncomfortable	301	10.9	191	11.9	46	3.1
Very uncomfortable	69	2.5	53	3.3	29	1.9

*Faculty and Staff respondents ($n = 1,611$) only.
**Faculty and Student respondents ($n = 1,510$) only.

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[73]Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.
[74]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).

Figure 12 illustrates that Undergraduate Student respondents (30%) and Graduate Student/Post-Doc/Research Associate respondents (31%) were significantly more comfortable ("very comfortable") with the overall climate at Dartmouth College than were Staff respondents (18%), Non-Tenure-Track Faculty respondents (20%), and Tenure-Track Faculty respondents (21%).[i]
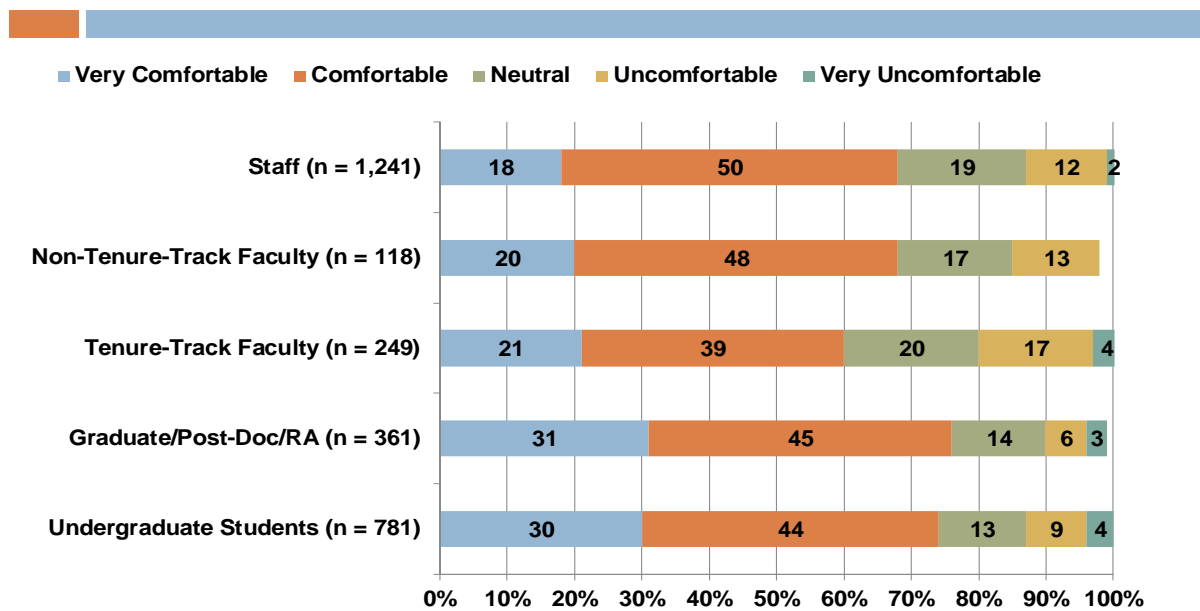
Note: Responses with $n < 5$ are not presented in the figure.

Figure 12. Respondents' Comfort with Overall Climate by Position Status (%)

Figure 13 illustrates that a similar percentages of Staff respondents (34%), Non-Tenure-Track Faculty respondents (31%), and Tenure-Track Faculty (37%) were "very comfortable" with the climate in their departments/work units at Dartmouth College. No significant differences emerged between Non-Exempt Staff respondents' (71%, $n = 139$) and Exempt Staff respondents' (73%, $n = 249$) level of comfort with the climate in their departments/work units.

■ **Very Comfortable** ■ **Comfortable** ■ **Neutral** ■ **Uncomfortable** ■ **Very Uncomfortable**
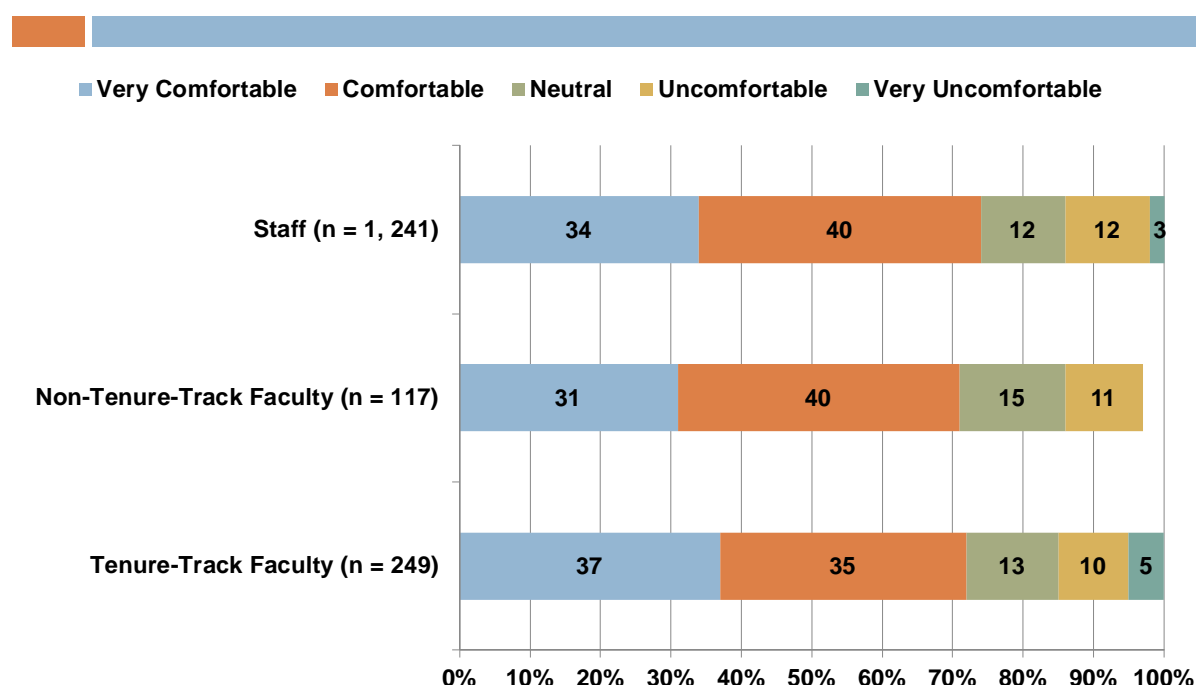
Figure 13. Faculty and Staff Respondents' Comfort with Climate in Department/Work Unit by Position Status (%)

When analyzed by position status, no significant differences emerged with respect to level of comfort with classroom climate. Between 43% and 45% of Student and Faculty respondents, including Undergraduate Student respondents (43%, $n = 333$), Graduate Student/Post-Doc/Research Associate respondents (43%, $n = 153$), Tenure-Track Faculty respondents (43%, $n = 106$), and Non-Tenure-Track Faculty respondents (45%, $n = 51$), were "very comfortable" with the climate.

Several analyses were conducted to determine whether respondents' level of comfort with the overall climate, with climate in their departments/work units, or with climate in their classes differed based on various demographic characteristics.

By gender identity,[75] 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 (Figure 14).[ii]
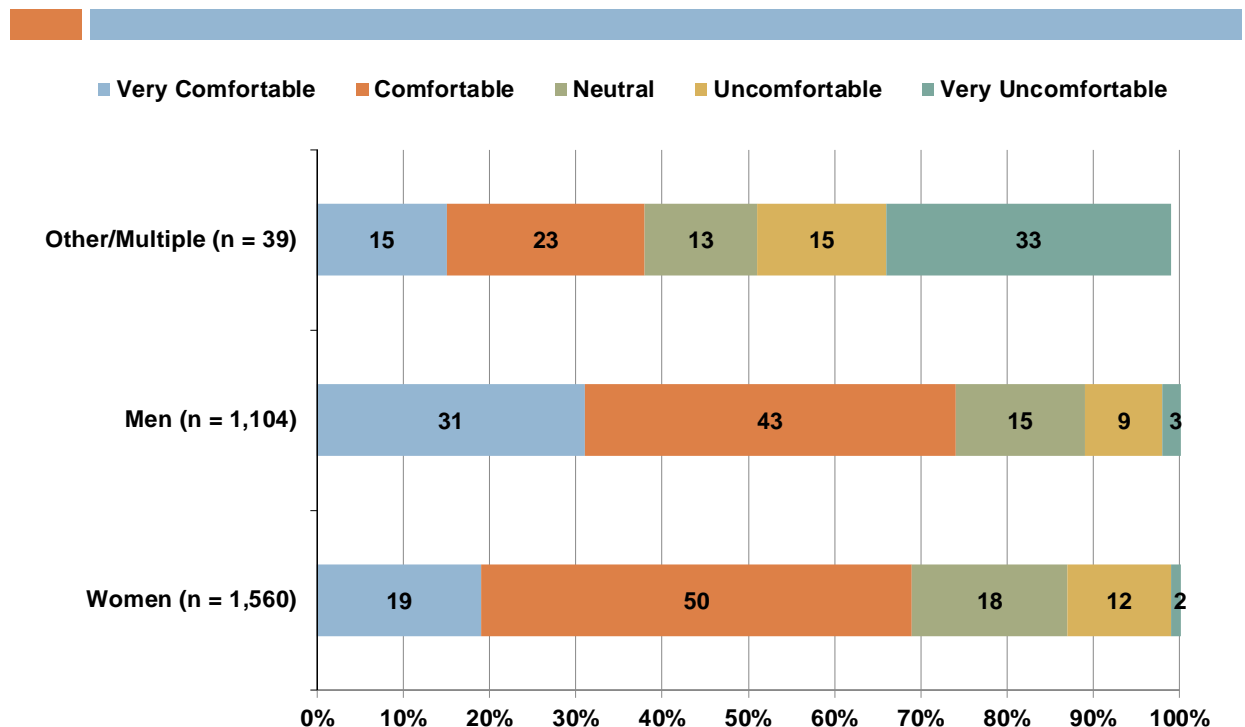
Note: Responses with n < 5 are not presented in the figure.

Figure 14. Respondents' Comfort with Overall Climate by Gender Identity (%)

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[75]Per the CSWG, gender identity was recoded into the categories Man (n = 1,105), Woman (n = 1,562), Transspectrum (n = 19), and Other/Multiple Gender Identity (n = 39), where Transspectrum respondents included those individuals who marked "transgender" or 'genderqueer' only. Other/Multiple Gender Identity included those respondents who marked more than one response for the question, "What is your gender/gender identity (mark all that apply)?" For several analyses, Transspectrum respondents were not included to maintain the confidentiality of their responses.

Significant differences existed between Men and Women employee respondents regarding their level of comfort with the climate in their departments/work units[76] (Figure 15). Seventy-six percent[77] of Men Faculty and Staff respondents and 72% of Women Faculty and Staff respondents were "very comfortable" with the climate in their departments/work units.[iii]

Legend: ■ Very Comfortable ■ Comfortable ■ Neutral ■ Uncomfortable ■ Very Uncomfortable

Men (n = 578): 39 | 36 | 11 | 11 | 2
Women (n = 996): 31 | 41 | 12 | 12 | 4
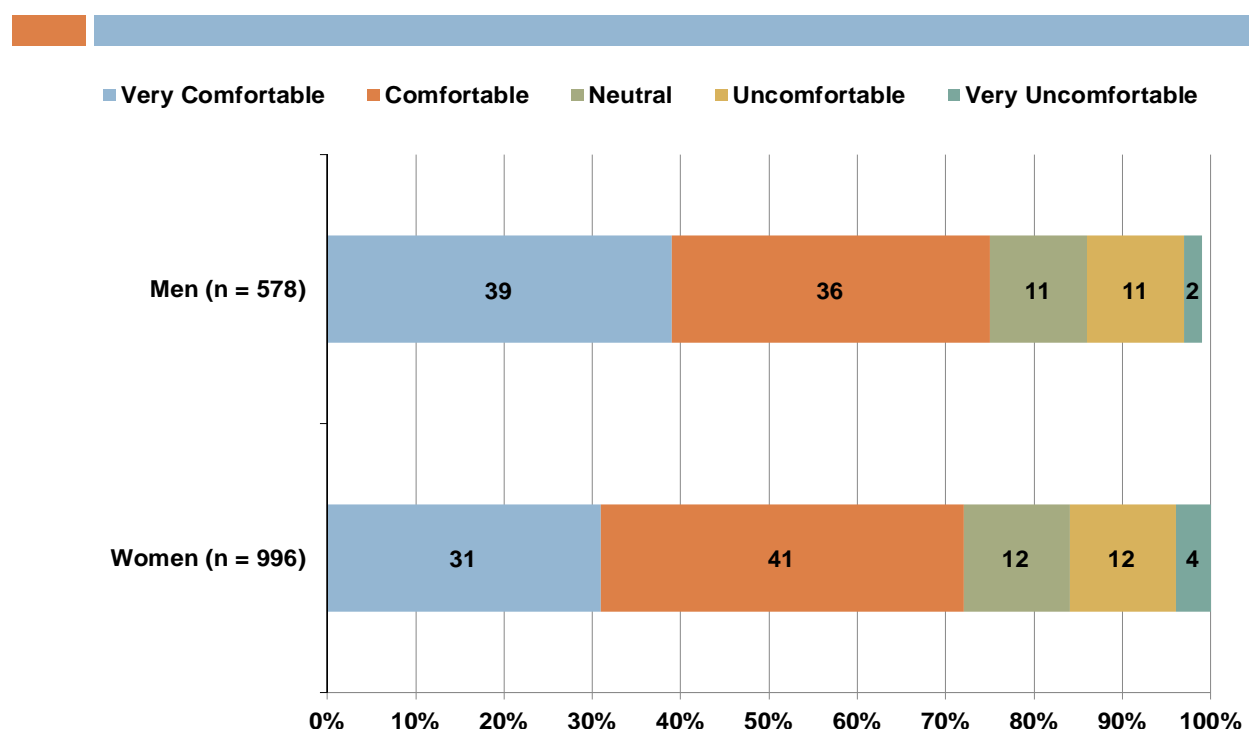
Figure 15. Faculty and Staff Respondents' Comfort with Climate in Department/Work Unit by Gender Identity (%)

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[76]Other/Multiple Gender Identity Faculty and Staff respondents were not included in the analyses because their numbers were too few to ensure confidentiality ($n = 12$).

[77]In several places throughout the report narrative, the figure may not provide the total noted in the narrative as a result of rounding the numbers in the figure to the nearest whole number. For instance, according to the analyses, 39.4% of Men Faculty and Staff respondents were "very comfortable" and 36.2% were "comfortable" with the climate in their department/work units. In the figure, those numbers were rounded to 39% and 36%, respectively. 39.4% + 36.2% = 75.6%, which was rounded to 76% of Men Faculty and Staff respondents who were "very comfortable" or "comfortable" with the climate in their department/work units. Figure 15, however, rounds the numbers to 39% and 36%, which would total 75%.

Additionally, a significantly higher percentage of Men Faculty and Student respondents (54%) than Women Faculty and Student respondents (33%) felt "very comfortable" in their classes[78] (Figure 16).[iv]
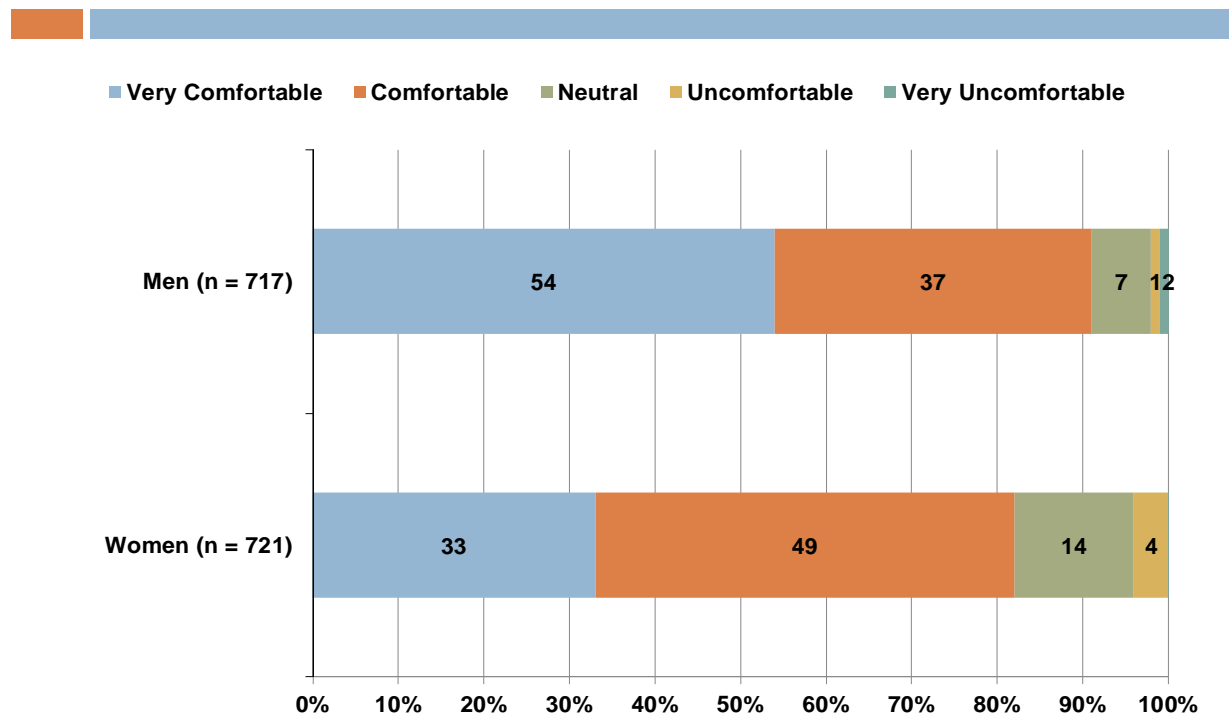
Figure 16. Faculty and Student Respondents' Comfort with Climate in Classes by Gender Identity (%)

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[78]Transspectrum (*n* = 19) and Other/Multiple Gender Identity (*n* = 30) Faculty and Student respondents were not included in these analyses because their numbers were too few to ensure confidentiality.

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%) (Figure 17).[v]
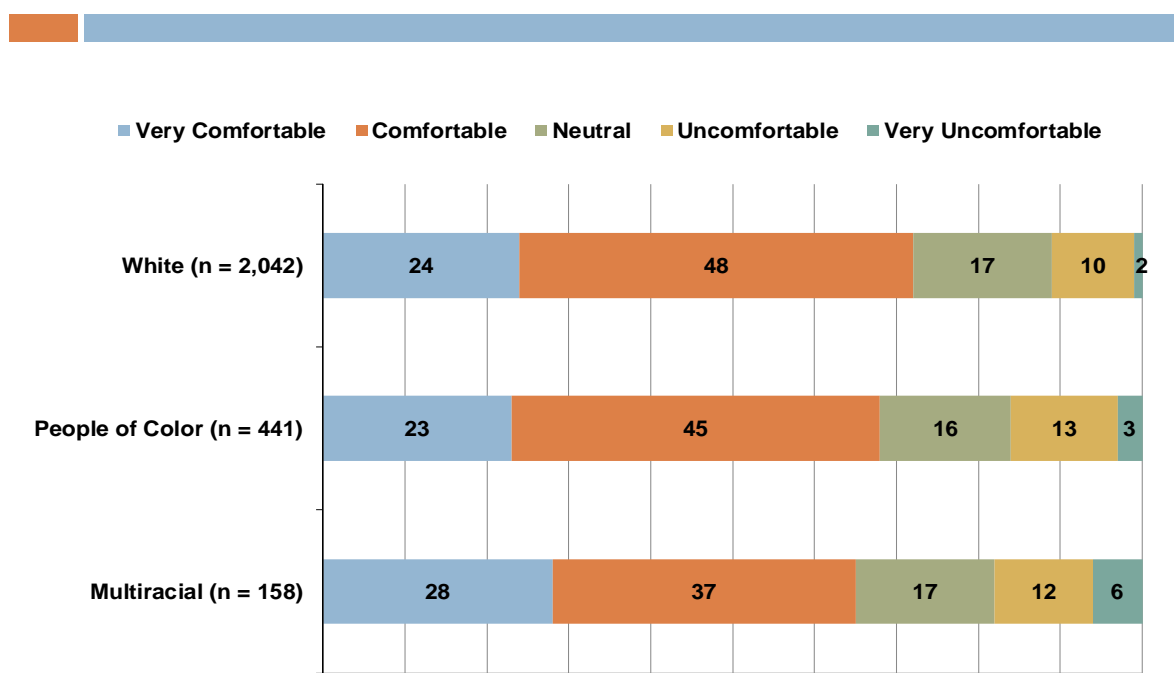
Figure 17. Respondents' Comfort with Overall Climate by Racial Identity (%)

Higher percentages of Multiracial Faculty and Staff respondents (79%) and White Faculty and Staff respondents (74%) were "very comfortable" or "comfortable" with the climate in their departments/work units than were Faculty and Staff Respondents of Color (64%) (Figure 18); these differences were not significant.
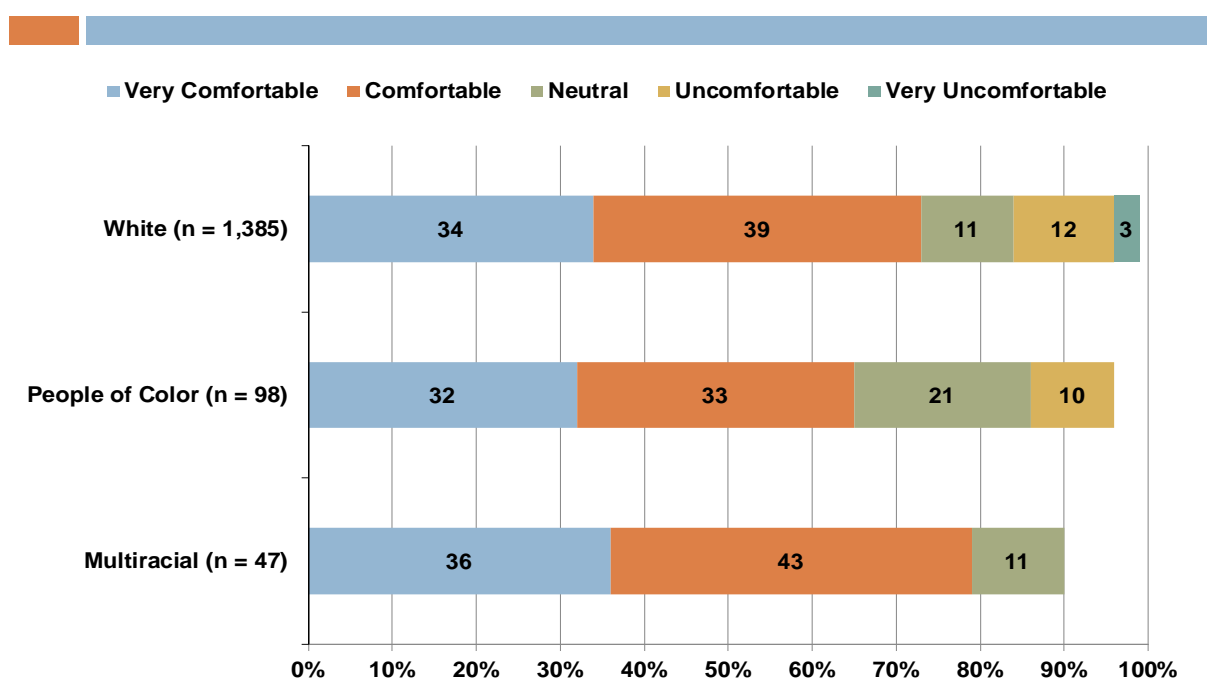
Note: Responses with *n* < 5 are not presented in the figure.

Figure 18. Faculty and Staff Respondents' Comfort with Climate
in Department/Work Unit by Racial Identity (%)

Figure 19 illustrates that White Faculty and Student respondents (89%) were significantly more likely to be "very comfortable" or "comfortable" with the climate in their classes than were Faculty and Student Respondents of Color (80%) and Multiracial Faculty and Student Respondents (76%).[vi]

■ Very Comfortable ■ Comfortable ■ Neutral ■ Uncomfortable ■ Very Uncomfortable

	Very Comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
White (n = 939)	47	41	8	2	2
People of Color (n = 383)	36	45	14	5	
Multiracial (n = 125)	35	42	13	5	6
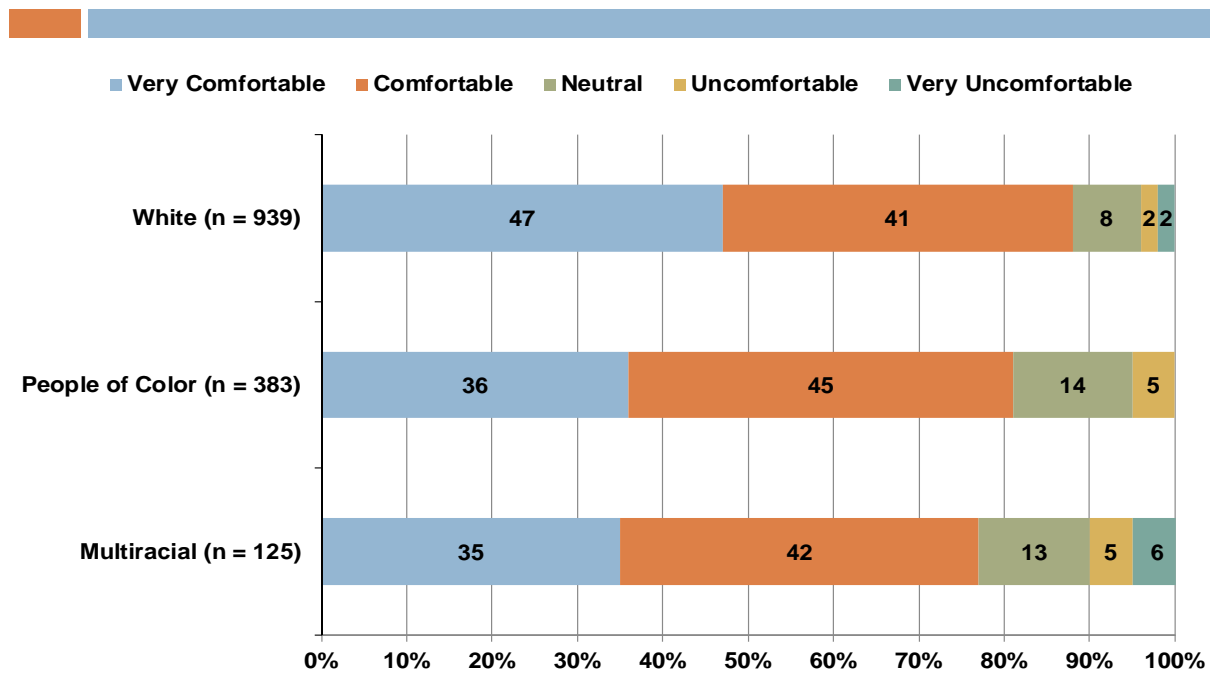
Note: Responses with *n* < 5 are not presented in the figure.

Figure 19. Faculty and Student Respondents' Comfort with Climate in Classes
by Racial Identity (%)

52

Significant differences occurred in respondents' level of comfort with the overall climate occurred based on sexual identity (Figure 20). 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%).[vii]
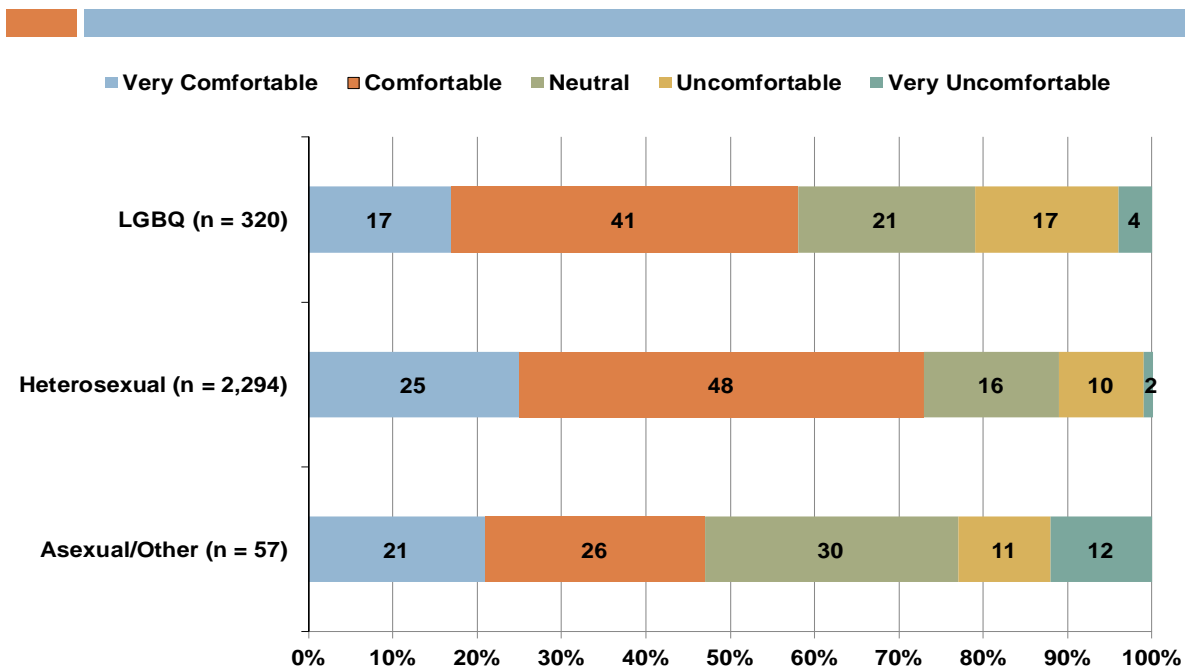
Figure 20. Respondents' Comfort with Overall Climate by Sexual Identity (%)

No significant differences in Faculty and Staff respondents' level of comfort with the climate in their department/work unit occurred based on sexual identity[79] (Figure 21).
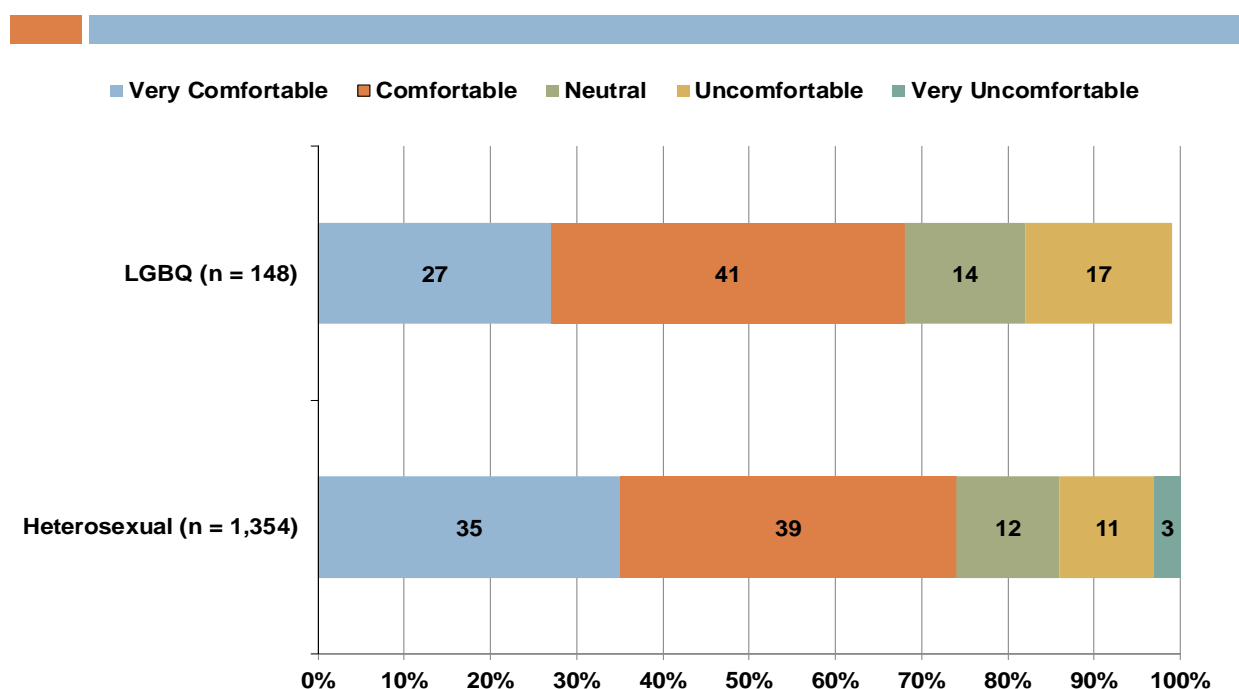
Figure 21. Faculty and Staff Respondents' Comfort with Climate
in Department/Work Unit by Sexual Identity (%)

Heterosexual Faculty and Student respondents were more comfortable with the climate in their courses than were other respondents[80] (Figure 22).[viii]

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[79]Asexual/Other Faculty and Staff respondents ($n = 34$) were not included in this analysis because their numbers were too few to ensure confidentiality.

[80]Asexual/Other Faculty and Student respondents ($n = 28$) were not included in this analysis because their numbers were too few to ensure confidentiality.
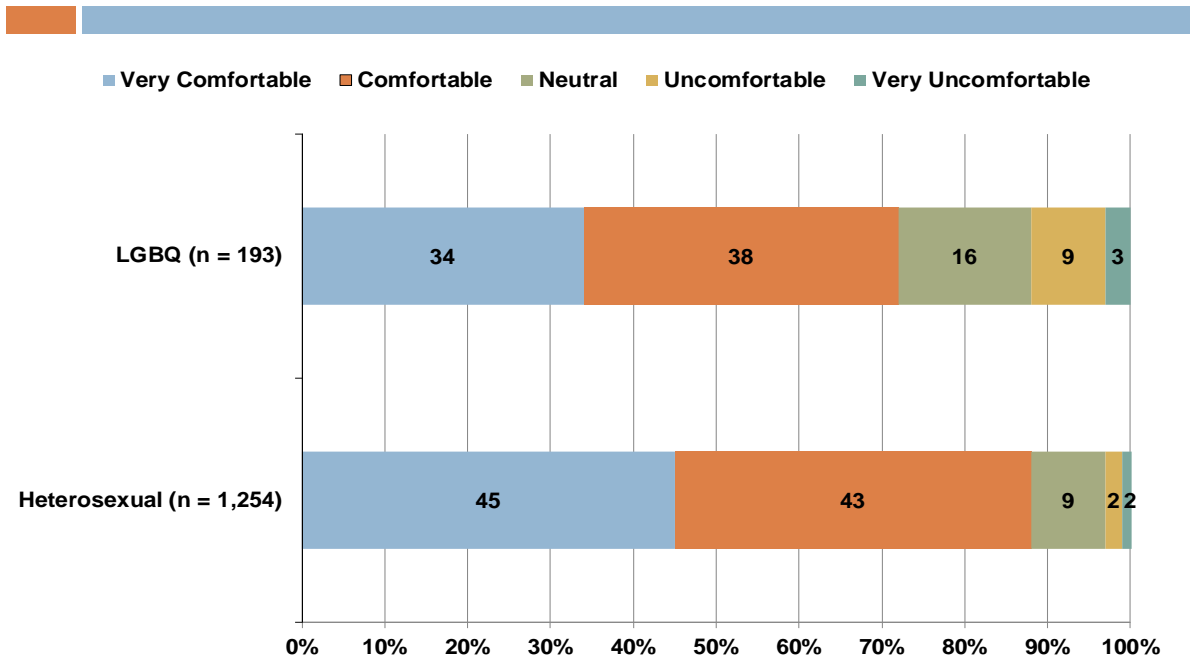
Figure 22. Faculty and Student Respondents' Comfort with Climate in Their Classes
by Sexual Identity (%)

Note: Responses with *n* < 5 are not presented in the figure.

Significant differences in respondents' level of comfort with the overall climate occurred based on faith-based affiliation (Figure 23). Respondents from Christian Affiliations (75%) and respondents from Other Faith-Based Affiliations (73%) were more likely to be "very comfortable" or "comfortable" with the overall climate than were respondents with No Affiliation (68%) and respondents with Multiple Affiliations (65%).[ix] No significant differences in responses emerged with respect to Faculty and Staff respondents' level of comfort with the climate in their department/program/work unit or in Faculty and Student respondents' level of comfort with the classroom climate based on faith-based affiliation.
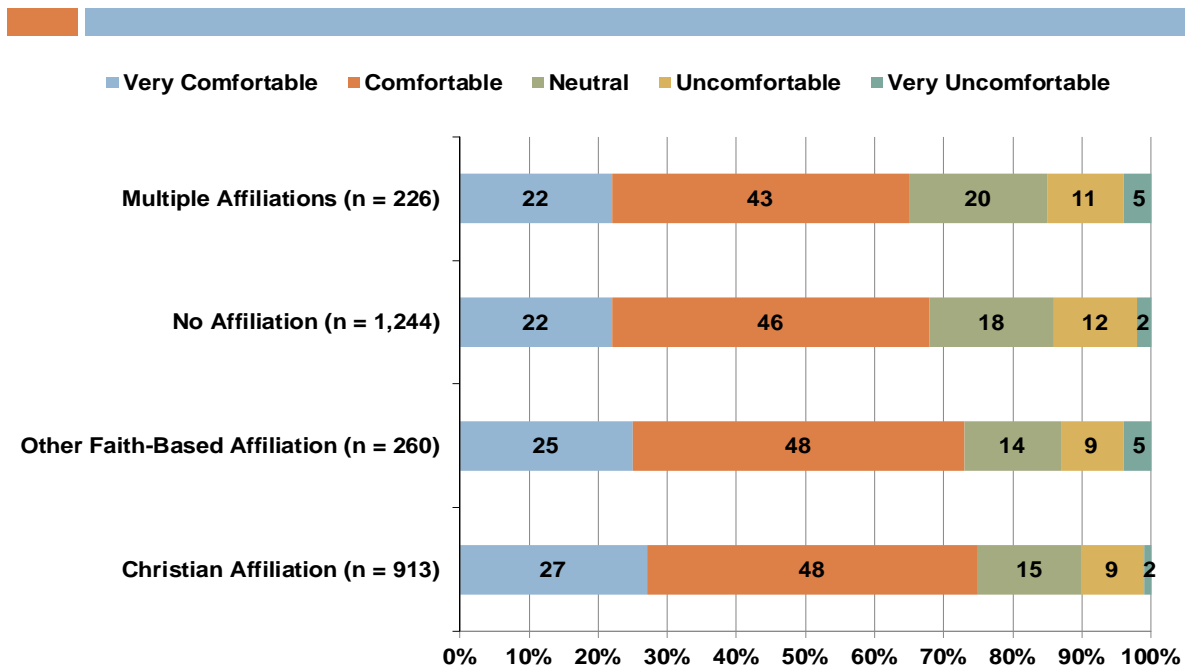
Figure 23. Respondents' Comfort with Overall Climate by Faith-Based Affiliation (%)

When analyzed by military status,[81] the survey data revealed that Military Service respondents (35%) were significantly more likely to be "very comfortable" with the overall climate than were Non-Military Service respondents (23%)[x] (Figure 24). The data revealed no significant differences in the perceptions of Military Service Faculty and Staff respondents and Non-Military Faculty and Staff respondents regarding their level of comfort with the climate in their departments/work units.

Legend: ■ Very Comfortable ■ Comfortable ■ Neutral ■ Uncomfortable ■ Very Uncomfortable

	Very Comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
Military Service (n = 100)	35	30	12	15%	8
Non-Military Service (n = 2,623)	23	47	17	10%	2
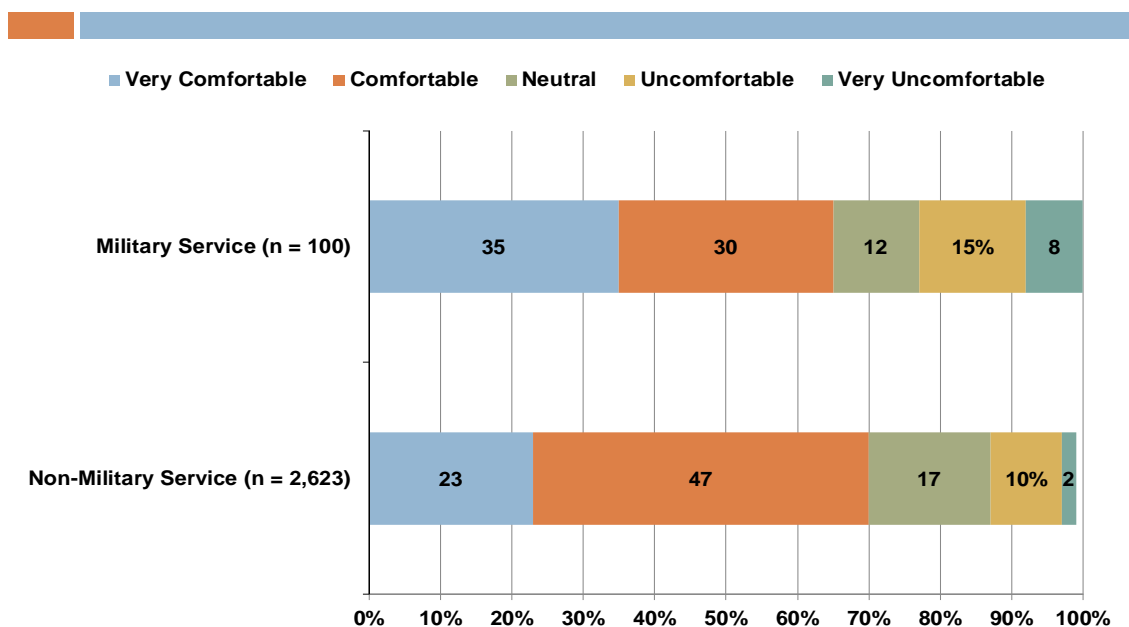
Figure 24. Respondents' Comfort with Overall Climate by Military Status (%)

A significantly higher percentage of Faculty and Students respondents with Military Service (60%) than Non-Military Service Faculty and Student respondents (42%) were "very comfortable" with the climate in their classes at Dartmouth College (Figure 25).[xi]

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[81]Per the CSWG, this report uses the categories "Military Service" to represent respondents who indicated that they were active military, reservists/National Guard, ROTC, or veterans and "Non-Military Service" for respondents who have never served in the military.
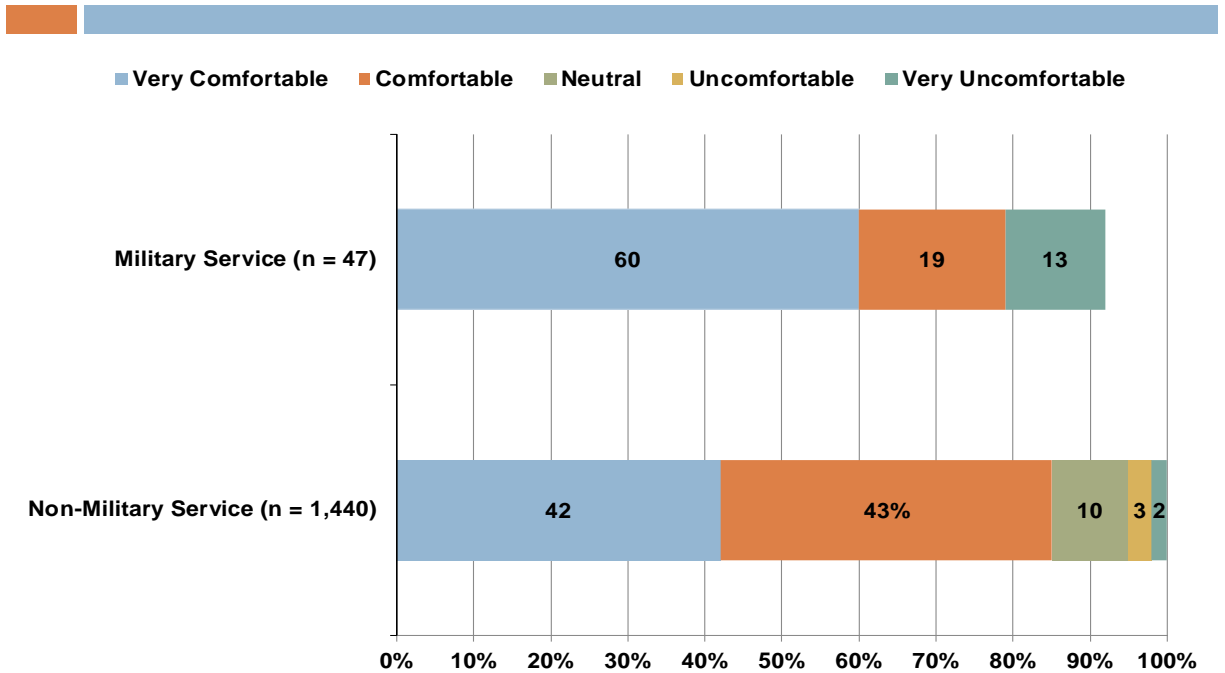
Note: Responses with *n* < 5 are not presented in the figure.

Figure 25. Faculty and Student Respondents' Comfort with Climate in Their Classes
by Military Status (%)

Figure 26 illustrates that respondents with No Disabilities (71%) were significantly more comfortable with the overall climate than were respondents with a Single Disability (63%) or Multiple Disabilities (57%).[xii]

■ Very Comfortable ■ Comfortable ■ Neutral ■ Uncomfortable ■ Very Uncomfortable

	Very Comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
No Disability (n = 2,466)	24	47	16	11	2
Single Disability (n = 187)	22	41	21	12	4
Multiple Disabilities (n = 74)	19	38	16	16	11
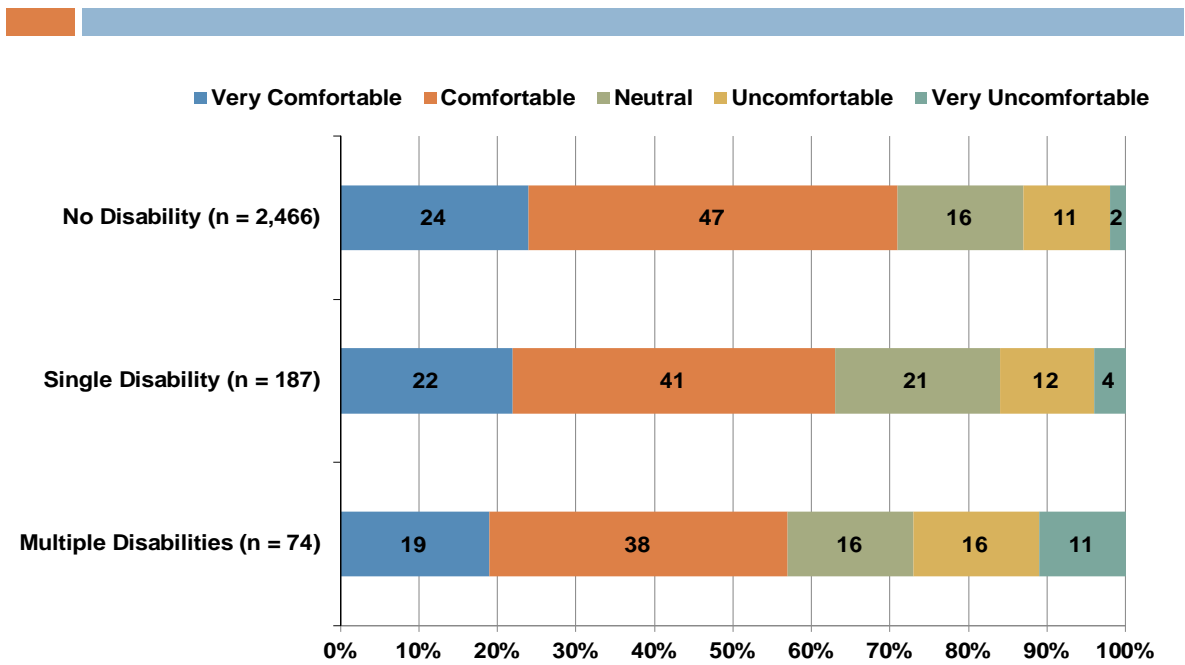
Figure 26. Respondents' Comfort with Overall Climate by Disability Status (%)

No significant differences emerged in Faculty and Staff respondents' level of comfort with the climate in their departments/work units by disability status. However, Faculty and Student respondents with Multiple Disabilities (65%) were significantly less comfortable with the climate in their classes than were Faculty and Student respondents with a Single Disability (82%) and those with No Disability (86%) (Figure 27).
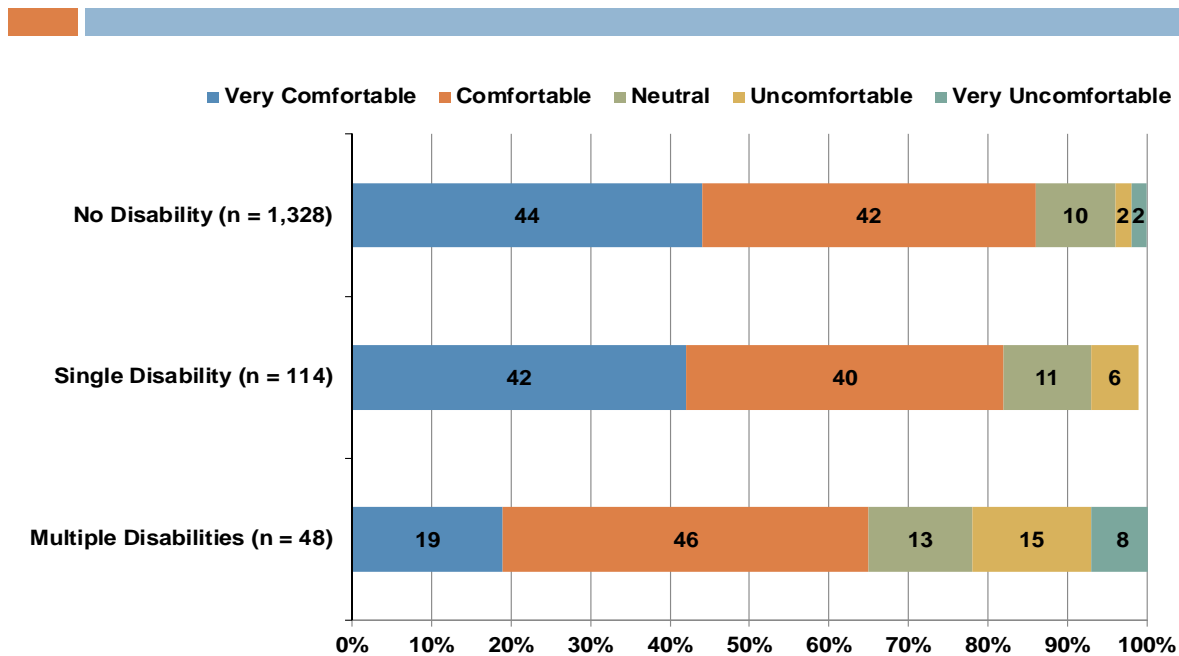
Figure 27. Faculty and Student Respondents' Comfort with Climate in Classes by Disability Status (%)

In terms of Student respondents' socioeconomic status, no significant differences emerged with regard to Student respondents' comfort with the overall climate. Although both groups were tremendously comfortable with the climate in their classes, Low-Income Student respondents (80%) were significantly less comfortable with the climate in their classes than were Not-Low-Income Student respondents (85%) (Figure 28).[xiii]
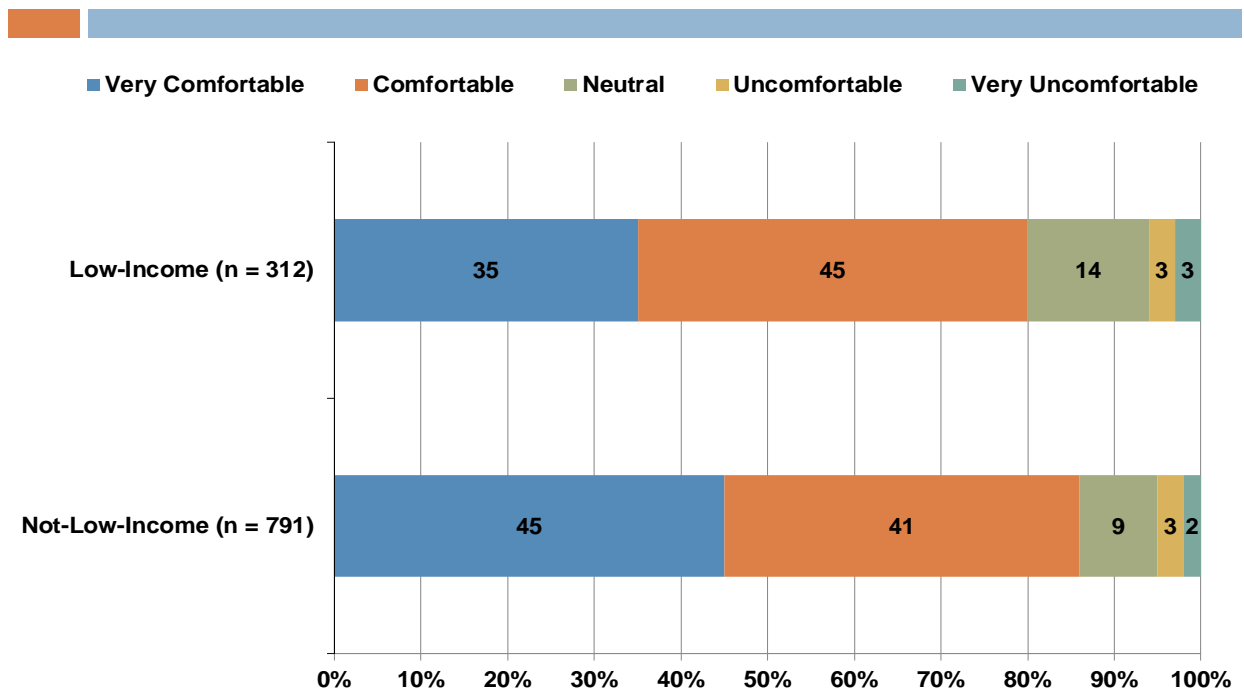
Figure 28. Student Respondents' Comfort with Climate in Their Classes
by Socioeconomic Status (%)

By first-generation status, First-Generation Student respondents (60%) were significantly less comfortable with the overall climate than were Not-First-Generation Student respondents (77%) (Figure 29).[xiv]
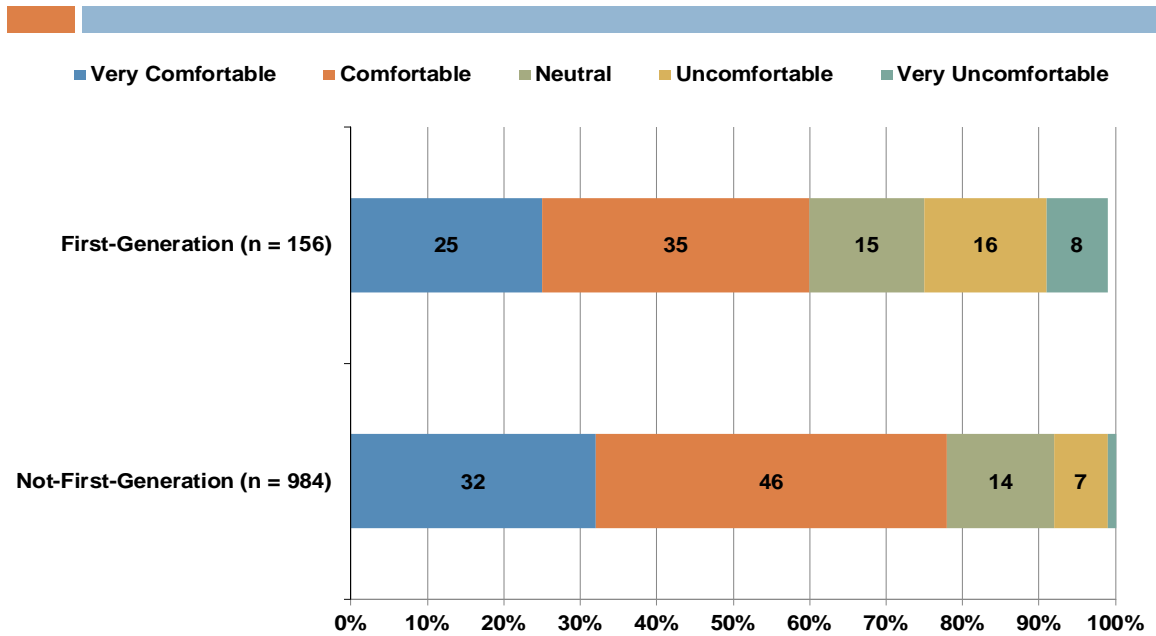
Figure 29. Student Respondents' Comfort with Overall Climate
by First-Generation Status (%)

Additionally, First-Generation Student respondents (73%) were significantly less comfortable with the climate in their classes than were Not-First-Generation Student respondents (86%) (Figure 30).

■ **Very Comfortable**   ■ **Comfortable**   ■ **Neutral**   ■ **Uncomfortable**   ■ **Very Uncomfortable**

	Very Comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
First-Generation (n = 156)	31	42	14	8	6
Not-First-Generation (n = 981)	45	41	10	2	2
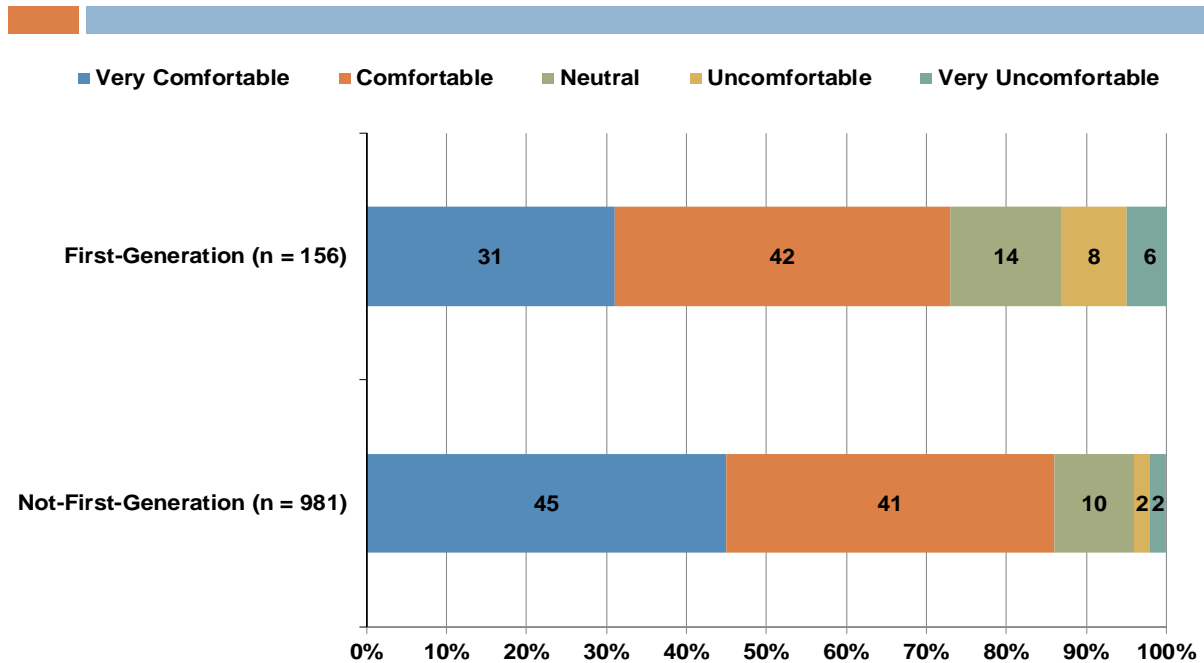
Note: Responses with *n* < 5 are not presented in the figure.

Figure 30. Student Respondents' Comfort with Climate in Their Classes
by First-Generation Status (%)

[i]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status: χ^2 (16, $N = 2{,}750$) = 91.9, $p < .001$.

[ii]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by gender identity: χ^2 (8, $N = 2{,}703$) = 219.4, $p < .001$.

[iii]A chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort with the climate in their departments/work units by gender identity: χ^2 (4, $N = 1{,}574$) = 12.5, $p < .05$.

[iv]A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the climate in their classes by gender identity: χ^2 (4, $N = 1{,}438$) = 77.3, $p < .001$.

[v]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by racial identity: χ^2 (8, $N = 2{,}641$) = 22.3, $p < .05$.

[vi]A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the climate in their classes by racial identity: χ^2 (8, $N = 1{,}447$) = 39.7, $p < .001$.

[vii]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by sexual identity: χ^2 (8, $N = 2671$) = 64.6, $p < .001$.

[viii]A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the climate in their classes by sexual identity: χ^2 (4, $N = 1{,}447$) = 39.1, $p < .001$.

[ix]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by faith-based affiliation: χ^2 (12, $N = 2{,}643$) = 35.8, $p < .001$.

[x]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by military status: χ^2 (4, $N = 2{,}723$) = 27.5, $p < .001$.

[xi]A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the climate in their classes by military status: χ^2 (4, $N = 1{,}487$) = 40.2, $p < .001$.

[xii]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by disability status: χ^2 (8, $N = 2{,}727$) = 32.4, $p < .001$.

[xiii]A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the climate in their classes by socioeconomic status: χ^2 (4, $N = 1{,}103$) = 11.6, $p < .05$.

[xiv]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by first-generation status: χ^2 (4, $N = 1{,}140$) = 33.2, $p < .001$.

Barriers at Dartmouth College for Respondents with Disabilities

One survey item asked respondents with disabilities if they had experienced barriers in facilities, technology and the online environment, and educational materials at Dartmouth College within the past year. Tables 19 through 22 highlight the top 10 responses where respondents with one or more disabilities experienced barriers at Dartmouth College.[82] With regard to Dartmouth's facilities, 32% ($n = 85$) of respondents with disabilities experienced temporary barriers as a result of construction or maintenance and 28% ($n = 76$) experienced barriers with campus transportation/parking within the past year.

Table 19. **Facilities Barriers Experienced by Respondents with Disabilities**

	Yes		No		Not applicable	
Facilities	***n***	**%**	***n***	**%**	***n***	**%**
Temporary barriers due to construction or maintenance	85	32.1	139	52.5	41	15.5
Campus transportation/parking	76	28.4	140	52.2	52	19.4
The building where I work	61	22.8	178	66.4	29	10.8
Walkways, pedestrian paths, crosswalks	54	20.5	180	68.4	29	11.0
Other campus buildings	47	17.5	194	72.4	27	10.1
Signage	46	17.4	185	70.1	33	12.5
Classroom buildings	42	15.5	176	64.9	53	19.6
Health center	40	15.2	143	54.4	80	30.4
Greek organizations and societies	39	14.7	99	37.2	128	48.1
Athletic and recreational facilities	38	14.0	149	54.8	85	31.3
Dining facilities	38	14.2	155	57.8	75	28.0

Note: Only answered by respondents who indicated on the survey that they had a disability ($n = 279$).

Table 20 illustrates that, in terms of the technological or online environment, 15% ($n = 40$) of respondents with one or more disabilities had difficulty with accessible electronic formats, and 13% ($n = 35$) experienced barriers with computer equipment (e.g., screens, mouse, keyboard).

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[82]See Appendix B, Table B83 for all responses to the question, "Within the past year, have you experienced a barrier in any of the following areas at Dartmouth College?"

Table 20. **Barriers in Technology/Online Environment Experienced by Respondents with Disabilities**

Technology/online environment	Yes n	Yes %	No n	No %	Not applicable n	Not applicable %
Accessible electronic format	40	15.2	174	66.2	49	18.6
Computer equipment (e.g., screens, mouse, keyboard)	35	13.4	184	70.2	43	16.4
Course management system	25	9.6	158	60.8	77	29.6
Phone/phone equipment	25	9.5	205	77.7	34	12.9
Website	25	9.7	208	80.3	26	10.0
Electronic surveys (including this one)	24	9.2	200	76.6	37	14.2
Availability of FM listening systems	21	8.0	106	40.5	135	51.5
Electronic forms	20	7.6	186	71.0	56	21.4
Library database	20	7.7	190	72.8	51	19.5
Software (e.g., voice recognition/audiobooks)	20	7.6	173	65.8	70	26.6

Note: Only answered by respondents who indicated on the survey that they had a disability ($n = 279$).

The survey also queried respondents with one or more disabilities about whether they experienced barriers with regard to identity accuracy (Table 21). Fourteen percent ($n = 36$) of respondents with one or more disabilities experienced difficulty with electronic databases and 13% ($n = 34$) experienced barriers with their email accounts.

Table 21. **Barriers in Identity Accuracy Experienced by Respondents with Disabilities**

Identity Accuracy	Yes n	Yes %	No n	No %	Not applicable n	Not applicable %
Electronic databases (e.g., Banner)	36	13.6	201	76.1	27	10.2
Email account	34	12.9	218	82.6	12	4.5
Learning technology	28	10.8	181	69.6	51	19.6
Dartmouth College ID card	23	8.7	224	84.8	17	6.4
Intake forms (e.g., health center)	19	7.3	183	70.7	57	22.0
Surveys	19	7.3	219	83.9	23	8.8
Public Affairs	17	6.5	186	71.0	59	22.5

Note: Only answered by respondents who indicated on the survey that they had a disability ($n = 279$).

In terms of instructional and campus materials, 13% ($n = 34$) of respondents with one or more disabilities had difficulty with food menus and 11% ($n = 29$) experienced barriers with forms (Table 22).

Table 22. **Barriers with Instructional Campus Materials Experienced by Respondents with Disabilities**

Instructional/Campus Materials	Yes		No		Not applicable	
	n	*%*	*n*	*%*	*n*	*%*
Food menus	34	13.1	166	64.1	59	22.8
Forms	29	11.2	194	74.6	37	14.2
Textbooks	26	10.1	155	60.3	76	29.6
Events/Exhibits/Movies	21	8.0	206	78.9	34	13.0
Syllabi	19	7.3	160	61.8	80	30.9
Brochures	18	6.9	202	77.1	42	16.0
Library books	18	6.9	203	77.8	40	15.3
Journal articles	17	6.5	205	78.5	39	14.9
Video-closed captioning and text description	15	5.8	151	58.3	93	35.9
Other publications	14	5.4	204	78.5	42	16.2

Note: Only answered by respondents who indicated on the survey that they had a disability ($n = 279$).

Fifty-nine Dartmouth respondents elaborated on accessibility. The physical accessibility of Dartmouth's campus was the primary theme.

Desire for Enhanced Accessibility on Campus. Dartmouth's respondents who addressed accessibility in their open-ended responses shared concerns about campus navigation, accessible doors, ableism, and gender inclusive bathrooms. One respondent noted, "I am visually impaired, contacts/glasses only correct my vision to a degree, and I find signs to be inadequate in size and placement. Finding my way around an unfamiliar area can be challenging." One Staff respondent elaborated, "Wheelchair accessibility is a joke, and 'accessible' doors and ramps are often cumbersome, out of order, or placed as to be difficult to find/access. It also sends a strong signal as to the second class status of anyone with mobility issues." "Dartmouth is an ableist campus that often forgets about/ignores people with disabilities (especially invisible disabilities)," reported one Undergraduate Student respondent. Another Undergraduate Student respondent

noted, "there are very few visibly gender-inclusive bathrooms across campus." Generally, respondents conveyed, "The campus is not set up for people with disabilities or impairments."

Barriers at Dartmouth College for Respondents Who Identified as Transgender

One survey item asked respondents who identified their gender identity as transgender if they had experienced barriers in facilities and identity accuracy at Dartmouth College within the past year (Table 23). Six out of 16 Transgender respondents experienced barriers with regard to restrooms and 42% ($n = 5$) had difficulty with intake forms within the past year.

Table 23. **Barriers at Dartmouth College Experienced by Trans* Respondents**

Area	Yes		No		Not applicable	
	n	*%*	*n*	*%*	*n*	*%*
**Facilities - ** Restrooms	6	50.0	6	50.0	0	0
**Identity Accuracy - ** Intake forms (e.g., health center)	5	41.7	6	50.0	< 5	---

Note: Only answered by respondents who indicated on the survey that they identified as transgender and did not have a disability ($n = 13$).

Two Trans* identified Student respondents, one Undergraduate Student and one Graduate Student, elaborated on their experiences at Dartmouth.

Students – Trans* Inclusion. The respondents raised concerns regarding bathrooms, gym locker room spaces, and systematic integration of one's preferred name. The Undergraduate Student respondent noted, "There are not enough accessible gender neutral bathrooms on campus. Especially in the older buildings and the library." That respondent also added, "There is also nowhere for me to change in the gym (that I know of). So, I rarely go to the gym." The Graduate Student respondent described, "Preferred name and gender for students in the administrative/ID/E-mail system would be welcome by many (E.g., using a transgender person's old name can be very distressing)." The Graduate Student respondent encouraged Dartmouth to refer to The University of Vermont's policy.

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct[83]

Twenty-one percent (*n* = 565) of respondents indicated that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct that has interfered with their ability to work, learn, or live at Dartmouth College within the past year.[84]

The following figures depict the responses by selected characteristics (position status, gender/gender identity, ethnicity, and age) of individuals who responded "yes" to the question, "Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassing) behavior at Dartmouth College?"

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[83]This report uses the phrase "exclusionary conduct" as a shortened version of conduct that someone has "personally experienced" including "exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct."

[84]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 et al., 2009).

In terms of position status, Staff respondents 24% ($n = 294$) were significantly more likely than other respondents to indicate that they had experienced this conduct (Figure 31).[xv] Of those respondents who noted that they had experienced this conduct, 50% ($n = 147$) of Staff respondents, 47% ($n = 8$) of Non-Tenure-Track Faculty respondents, 23% ($n = 13$) of Graduate Student/Post-Doc/Research Associate respondents, 18% ($n = 9$) of Tenure-Track Faculty respondents, and 5% ($n = 5$) of Undergraduate Student respondents thought that the conduct was based on their position status.[xvi]
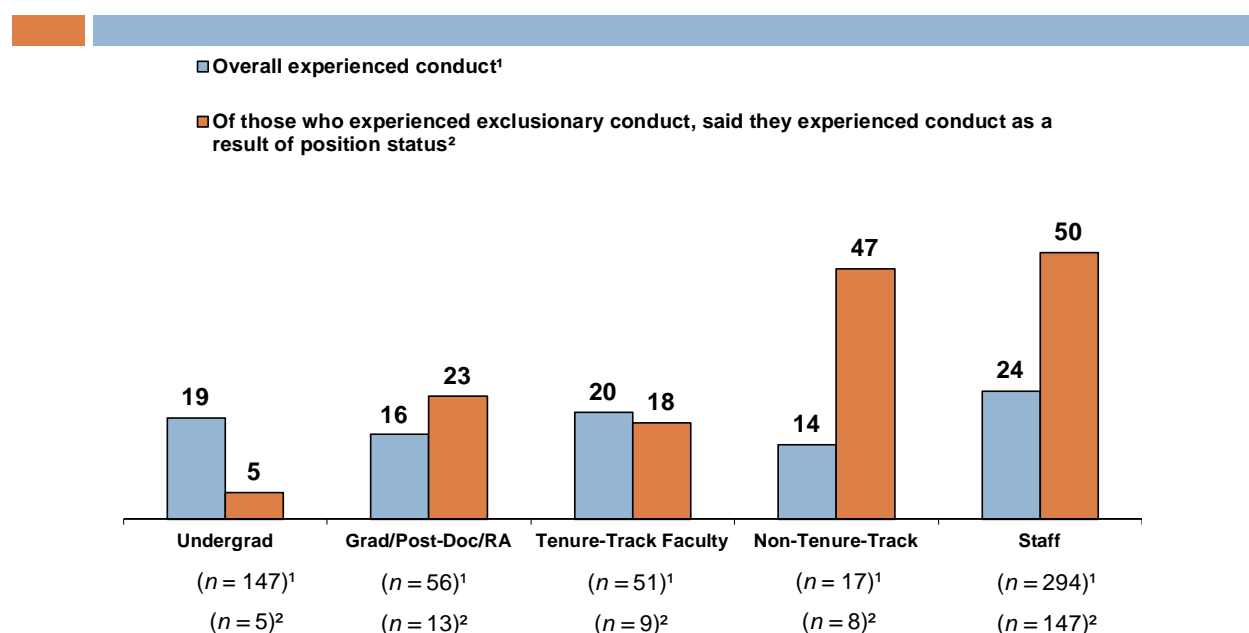
□ Overall experienced conduct[1]

□ Of those who experienced exclusionary conduct, said they experienced conduct as a result of position status[2]

	Undergrad	Grad/Post-Doc/RA	Tenure-Track Faculty	Non-Tenure-Track	Staff
	19 / 5	16 / 23	20 / 18	14 / 47	24 / 50
	($n = 147$)[1]	($n = 56$)[1]	($n = 51$)[1]	($n = 17$)[1]	($n = 294$)[1]
	($n = 5$)[2]	($n = 13$)[2]	($n = 9$)[2]	($n = 8$)[2]	($n = 147$)[2]

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

Figure 31. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position Status (%)

By gender identity, 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 (Figure 32).[xvii] Eighty percent ($n = 16$) of Other/Multiple Gender Identity respondents, 40% ($n < 5$) of Transspectrum respondents, 28% ($n = 98$) of Women respondents, and 22% ($n = 40$) of the Men respondents who indicated that they had experienced exclusionary conduct indicated that the conduct was based on their gender identity.[xviii]

■ Overall experienced conduct[1]

■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of their gender identity[2]

	Men ($n = 184$)[1] ($n = 40$)[2]	Women ($n = 345$)[1] ($n = 98$)[2]	Transspectrum ($n = 10$)[1] ($n < 5$)[2]	Other/Multiple ($n = 20$)[1] ($n = 16$)[2]
Overall experienced conduct[1]	17	22	53	53
Experienced as result of gender identity[2]	22	28	40	80

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

Figure 32. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

In terms of racial identity, no significant differences were noted in the percentages of Multiracial respondents (24%, $n = 38$), Respondents of Color (22%, $n = 99$), and White respondents (19%, $n = 394$) who believed that they had experienced this conduct (Figure 33). Of those respondents who believed that they had experienced this conduct, 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.[xix]
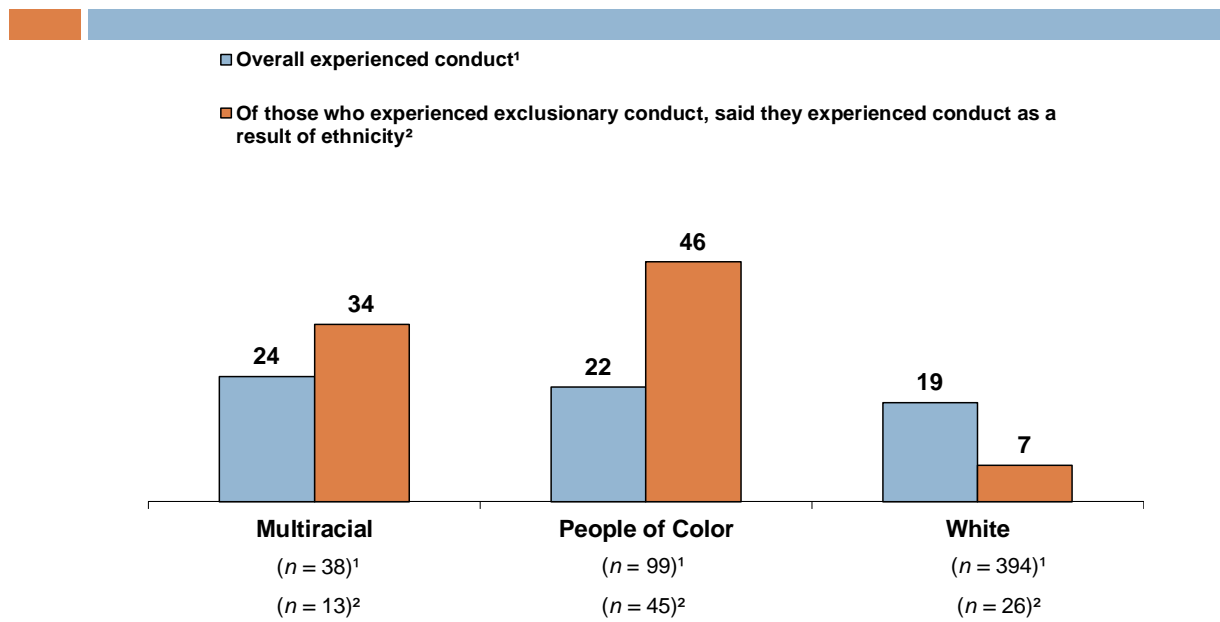
■ Overall experienced conduct[1]

■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of ethnicity[2]

Multiracial	People of Color	White
($n = 38$)[1]	($n = 99$)[1]	($n = 394$)[1]
($n = 13$)[2]	($n = 45$)[2]	($n = 26$)[2]

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

Figure 33. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Ethnicity (%)

As depicted in Figure 34, significantly higher percentages of respondents ages 35 through 44 years and ages 22 through 24 years indicated that they had experienced exclusionary conduct than did other respondents.[xx] Higher percentages of respondents ages 65 years and older (41%, n = 7) and ages 25 through 34 years (26%, n = 23), however, felt that the conduct was based on their age.[xxi]

■ **Overall experienced conduct[1]**

■ **Of those who experienced exclusionary conduct, said they experienced conduct as a result of their age[2]**

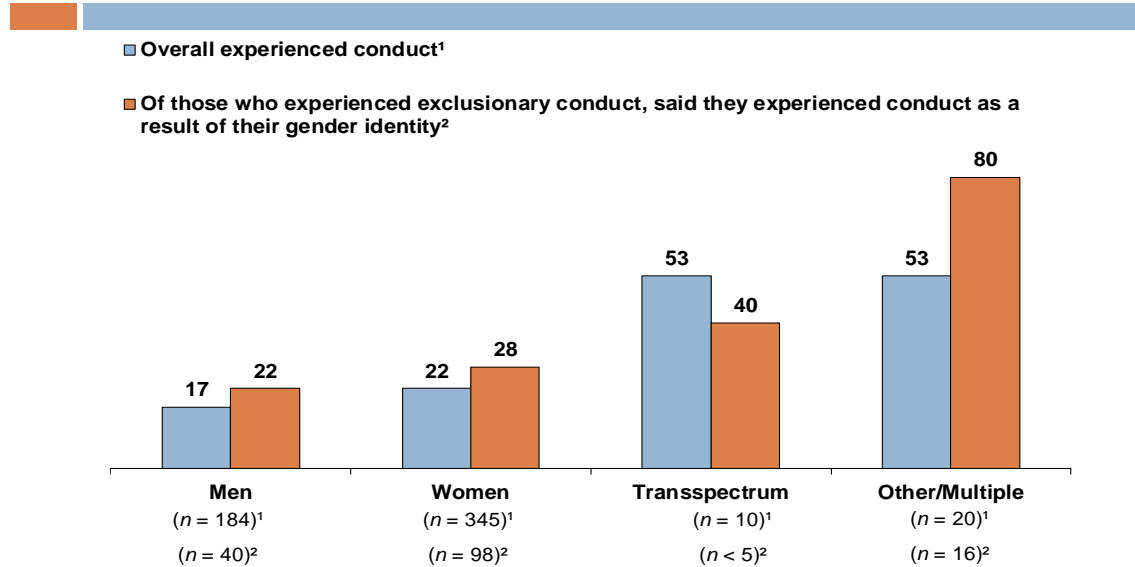|	21 and under	22-24	25-34	35-44	45-54	55-64	65+
Overall experienced conduct[1]	16	24	18	25	21	21	21
Of those who experienced... age[2]	7	14	26	10	10	15	41
	$(n = 110)^1$	$(n = 49)^1$	$(n = 88)^1$	$(n = 87)^1$	$(n = 95)^1$	$(n = 72)^1$	$(n = 17)^1$
	$(n = 8)^2$	$(n = 7)^2$	$(n = 23)^2$	$(n = 9)^2$	$(n = 9)^2$	$(n = 11)^2$	$(n = 7)^2$

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

Figure 34. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Age (%)

Table 24 reflects all of the perceived bases and frequency of exclusionary, intimidating, offensive, and/or hostile conduct offered by the respondents. Of the respondents who experienced such conduct, 33% (*n* = 185) indicated that the conduct was based on their position at Dartmouth. Twenty-eight percent (*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. "Reasons not listed above" included responses such as "leadership approach," "colleague with his/her own problems," "Professor was inappropriately rude," "lack of managerial experience," "association with a faculty member who is disliked by other faculty members," "being not affiliated," "Greek," "harassed for standing up to the administration," "inability for [sic] superior to lead," "nepotism, not part of 'the club,'" and "White privilege."

Table 24. **Bases of Experienced Conduct**

Basis of conduct	*n*	%
Position (staff, faculty, student)	185	32.7
Gender/gender identity	160	28.3
Ethnicity	90	15.9
Age	79	14.0
Philosophical views	75	13.3
Racial identity	69	12.2
Educational credentials (e.g., B.S., M.S., Ph.D.)	68	12.0
Socioeconomic status	66	11.7
Political views	65	11.5
Sexual identity	57	10.1
Length of service at Dartmouth	55	9.7
Physical characteristics	43	7.6
Mental health/psychological disability/condition	42	7.4
Religious/spiritual views	38	6.7
Gender expression	36	6.4
Major field of study	33	5.8
International status/national origin	30	5.3

Table 24 (cont.) **Basis of conduct**	*n*	**%**
Participation in an organization/team	30	5.3
Academic performance	29	5.1
Parental status (e.g., having children)	24	4.2
Marital status (e.g., single, married, partnered)	22	3.9
Immigrant/citizen status	20	3.5
English language proficiency/accent	19	3.4
Physical disability/condition	18	3.2
Learning disability/condition	17	3.0
Medical disability/condition	17	3.0
Pregnancy	10	1.8
Military/veteran status	6	1.1
Don't know	75	13.3
A reason not listed above	139	24.6

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (n = 565). Percentages do not sum to 100 as a result of multiple responses.

Table 25 illustrates the manners in which respondents experienced exclusionary conduct. Forty-eight percent felt ignored or excluded, 42% felt isolated or left out, and 37% felt intimidated and bullied. Other forms of such conduct included, "inappropriate comments," "sexist comments," "senior executive aggressively 'pulled rank' on me," "threats of job loss," "rumor mill has worked against me," "the person reduced me to tears in a meeting and everyone in the room did nothing," and "demoted without being expressly told."

Table 25. **Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (What Happened)**

Form of conduct	*n*	% of those who experienced the conduct
I was ignored or excluded.	271	48.0
I was isolated or left out.	236	41.8
I was intimidated or bullied.	206	36.5
I experienced a hostile work environment.	190	33.6
I was the target of derogatory verbal remarks.	161	28.5
I was the target of workplace incivility.	140	24.8
I was singled out as the spokesperson for my identity group.	83	14.7
I felt others staring at me.	76	13.5
I received derogatory written comments.	68	12.0
I experienced a hostile classroom environment.	67	11.9
I received a low or unfair performance evaluation.	65	11.5
Someone assumed I was admitted/hired/promoted due to my identity group.	57	10.1
I received derogatory phone calls/texts messages/email.	50	8.8
I was the target of racial/ethnic profiling.	50	8.8
The conduct threatened my physical safety.	42	7.4
The conduct made me fear that I would get a poor grade.	41	7.3
I was not fairly evaluated in the promotion and tenure process.	35	6.2
I received derogatory/unsolicited messages online (e.g., Facebook, Twitter, Yik Yak).	33	5.8
I received threats of physical violence.	23	4.1
The conduct threatened my family's safety.	18	3.2
I was the target of physical violence.	18	3.2
Someone assumed I was not admitted/ hired/promoted due to my identity group.	17	3.0
I was the target of graffiti/vandalism.	16	2.8
I was the target of stalking.	15	2.7
An experience not listed above	76	13.5

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 565). Percentages do not sum to 100 as a result of multiple responses.

Thirty-five percent of respondents who indicated that they experienced exclusionary conduct noted that it occurred while working at a Dartmouth job; 33% in a meeting with a group of people; 23% in a Dartmouth administrative office; 18% in a meeting with one other person; and 18% in other public spaces at Dartmouth (Table 26). Many respondents who marked "a location not listed above" described the specific office, meeting, building, campus location, or event where the incidents occurred.

Table 26. **Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	*n*	% of respondents who experienced conduct
While working at a Dartmouth job	199	35.2
In a meeting with a group of people	185	32.7
In a Dartmouth administrative office	131	23.2
In a meeting with one other person	104	18.4
In other public spaces at Dartmouth	100	17.7
In a class/lab	89	15.8
At a Dartmouth event/program	85	15.0
On phone calls/text messages/email	63	11.2
In campus housing	60	10.6
While walking on campus	53	9.4
In a faculty office	51	9.0
In a Greek house (including undergraduate societies)	51	9.0
On social networking sites (Facebook/Twitter/Yik Yak)	49	8.7
In a Dartmouth library	38	6.7
In one of Dartmouth's clinical affiliates	38	6.7
In a Dartmouth dining facility	35	6.2
In athletic facilities	27	4.8
Off campus	27	4.8
In an experiential learning environment	22	3.9

Table 26 *(cont.)*	*n*	% of respondents who experienced conduct
On a campus shuttle	17	3.0
In off-campus housing	16	2.8
In the health center (Dick's House)	16	2.8
In the counseling center (CHD)	15	2.7
In a religious center	14	2.5
In a senior society house	10	1.8
At a venue not listed above	48	8.5

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct
(*n* = 565). Percentages do not sum to 100 as a result of multiple responses.

Thirty-three percent of the respondents who indicated that they experienced exclusionary conduct identified coworkers/colleagues, 31% identified students, 23% identified supervisors or managers, 21% identified faculty members or other instructional staff, and 18% identified staff members as the sources of the conduct (Table 27). Sources of exclusionary conduct "not listed above" included "administrator of the college," "attending veterinarian," feminists and SJWs," "HR consultant", "high level admin staff," "parent of a student," "PI's spouse," "privileged White men," "senior leadership," etc.

Table 27. **Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Source of conduct	*n*	% of respondents who experienced conduct
Coworker/colleague	187	33.1
Student	177	31.3
Supervisor or manager	130	23.0
Faculty member/other instructional staff	116	20.5
Staff member	103	18.2
Department/program chair	82	14.5
Senior administrator (e.g., president, dean, vice president, provost)	73	12.9
Stranger	48	8.5
Friend	45	8.0
Dartmouth media (e.g., posters, brochures, flyers, handouts, websites)	31	5.5
Alumnus/a	29	5.1
Online site (e.g., Facebook, Twitter, Yik Yak)	28	5.0
Academic advisor	25	4.4
Off campus community member	24	4.2
Student staff	24	4.2
Student organization	23	4.1
Direct report	22	3.9
Student advisors (e.g., SAPA, MAV)	19	3.4
Dartmouth safety and security officer	15	2.7
Student teaching assistant/student lab assistant/student tutor	14	2.5
Athletic coach/trainer	12	2.1
Patient	12	2.1
Donor	9	1.6
Don't know source	16	2.8
A source not listed above	36	6.4

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 565). Percentages do not sum to 100 as a result of multiple responses.

Figures 35 through 37 display the perceived source of experienced exclusionary conduct by position status. Students were the greatest source of reported exclusionary conduct for Undergraduate Student respondents and Graduate Student/Post-Doc/Research Associate respondents.
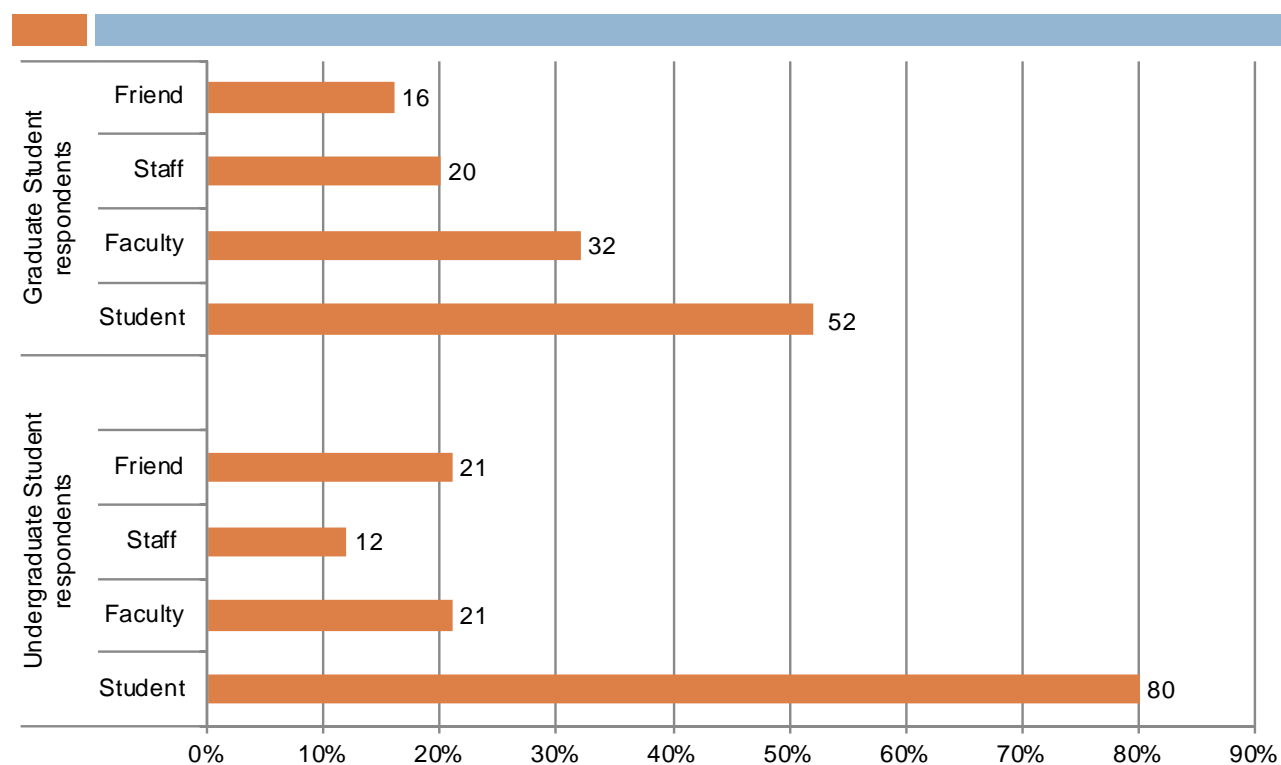
Note: Responses with *n* < 5 are not presented in the figure.

Figure 35. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Student Position Status (%)

Faculty respondents most often cited other faculty, department/program chairs, and senior administrators as the source of the exclusionary conduct (Figure 36).
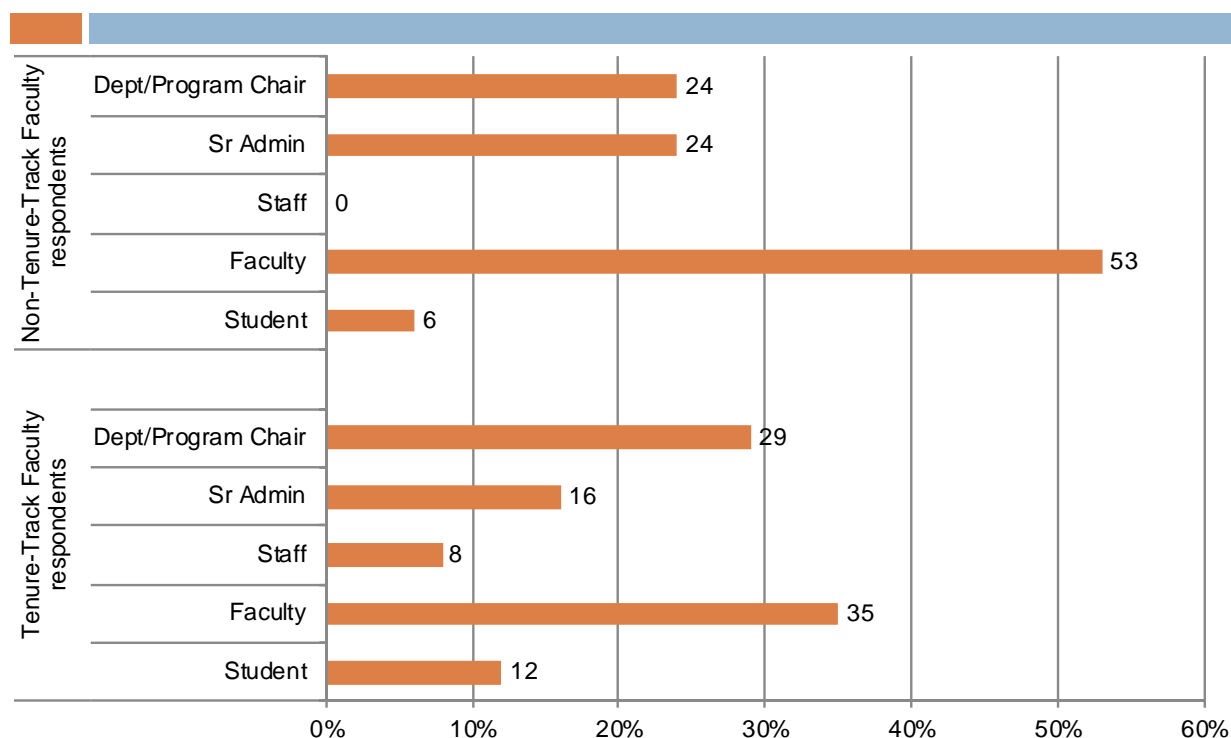
Note: Responses with $n < 5$ are not presented in the figure.

Figure 36. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Faculty Status (%)

Non-Exempt and Exempt Staff respondents identified coworkers, supervisors, and other staff as their greatest sources of exclusionary conduct (Figure 37).
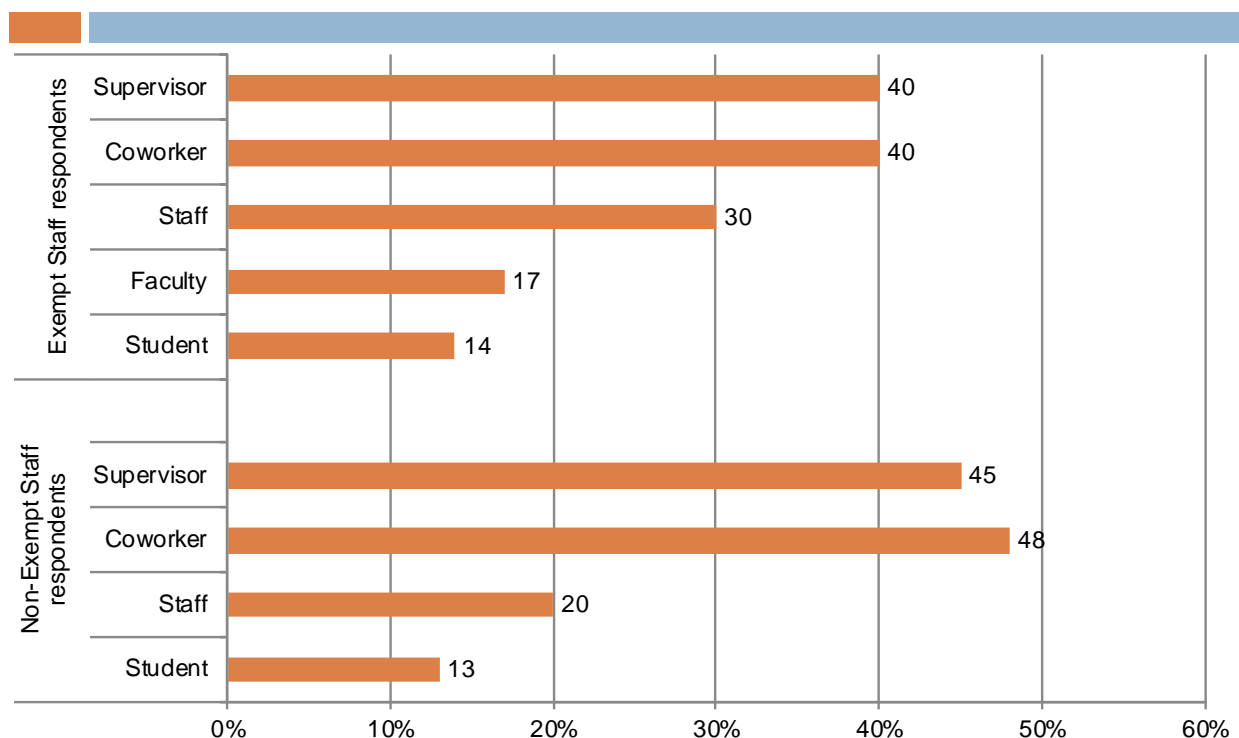
Note: Responses with *n* < 5 are not presented in the figure.

Figure 37. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Staff Position Status (%)

In response to this conduct, 67% of respondents were angry, 45% felt embarrassed, 27% ignored it, 26% were afraid, and 22% felt somehow responsible (Table 28). Several comments indicated that many respondents were "depressed," "concerned for employment," "disappointed," "frustrated," "confused," "degraded," "anxious and insecure," "offended," "sick to my stomach," "shocked," "saddened," and "uneasy."

Table 28. **Respondents' Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Emotional response to conduct	*n*	% of respondents who experienced conduct
I was angry.	378	66.9
I felt embarrassed.	255	45.1
I ignored it.	151	26.7
I was afraid.	144	25.5
I felt somehow responsible.	125	22.1
An experience not listed above	116	20.5

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 565). Percentages do not sum to 100 as a result of multiple responses.

In response to experiencing the conduct, 16% (*n* = 88) of respondents did not know to whom to go, 43% (*n* = 243) told a friend, 38% (*n* = 212) avoided the person/venue, and 35% (*n* = 199) told a family member (Table 29). Of the 116 respondents (21%) who sought support from a Dartmouth College resource, 41 respondents sought support from the Office of Human Resources and 28 sought help from the Employee Assistance Program. Some "response not listed above" comments were "colleagues approached me to see that I was ok and validate my comments," "asked a DH employee to act as my proxy," "commented on my experience online," "discussed with work friend," "gave up; can't fight the system," "avoid any social events and don't date," "I considered legal action," and "THERE IS NOWHERE TO GO."

Table 29. **Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to conduct	*n*	% of respondents who experienced conduct
I told a friend.	243	43.0
I avoided the person/venue.	212	37.5
I told a family member.	199	35.2
I didn't do anything.	193	34.2
I contacted a Dartmouth resource.	116	20.5
Office of Human Resources	*41*	*35.3*
Employee Assistance Program	*28*	*24.1*
Ombudsperson	*27*	*23.3*
Staff person	*25*	*21.6*
Senior administrator (e.g., dean of the faculty, vice president, provost)	*24*	*20.7*
Faculty member	*22*	*19.0*
Counseling	*19*	*16.4*
Dartmouth Safety and Security	*7*	*6.0*
Title IX Coordinator/Clery Act Compliance Officer	*7*	*6.0*
Office of Institutional Diversity and Equity	*7*	*6.0*
Student staff	*7*	*6.0*
I confronted the person(s) at the time.	90	15.9
I didn't know who to go to.	88	15.6
I confronted the person(s) later.	84	14.9
I sought information online.	49	8.7
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	31	5.5
I sought support from off-campus hotline/advocacy services.	18	3.2
I submitted a bias incident report or a report through the Ethics and Compliance Hotline.	15	2.7
I contacted a local law enforcement official.	8	1.4
A response not listed above	115	20.4

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 565).
Percentages do not sum to 100 as a result of multiple responses.

Table 30 illustrates that 78% ($n = 440$) of respondents did not report the incident and that 20% ($n = 114$) of respondents did report the incident. Of the respondents who reported the incident, 5% ($n = 6$) were satisfied with the outcomes, 15% ($n = 17$) felt the complaint received an appropriate response, and 40% ($n = 45$) felt the incident did not receive an appropriate response.

Table 30. **Respondents' Reporting Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Reporting the conduct	*n*	% of respondents who experienced conduct
No, I didn't report it.	440	77.9
Yes, I reported it.	114	20.2
Yes, I reported the incident and was satisfied with the outcome.	6	5.3
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	17	14.9
Yes, I reported the incident, but felt that it was not responded to appropriately.	45	39.5

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct ($n = 565$). Percentages do not sum to 100 as a result of multiple responses.

Two hundred and forty five 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. More than 20% of respondents addressed hostility. Twenty percent of respondents elaborated on their perceptions about reporting at Dartmouth. Less than 20% of respondents noted harassment.

Hostility. Dartmouth respondents who elaborated on exclusionary conduct most often reported hostility, and commonly in tandem with bullying and intimidation. One respondent noted a general reflection of hostility at Dartmouth, "There's a lot of hostility floating around in the air at Dartmouth. Hostility can seem like a default setting to a newcomer." In reference to bullying, one respondent elaborated, "I was being bullied. No matter what I tried to do it was always wrong and brought to my attention. Once brought to the supervisor nothing was done because they don't like conflict." Regarding intimidation, a respondent noted, "One should not be afraid to go to work." Similarly, another respondent elaborated on an interaction between a Staff member and a supervisor escalating such that they stated, "I thought if I were to stand up he would hit me." Several respondents described feeling so intimidated that they expressed fear in

answering the question itself. For example, one respondent noted, "I am afraid of losing my job if I speak out so I am not going to elaborate, thank you." Hostility was the dominant theme in data gathered from all constituent groups at Dartmouth who provided further details about exclusionary conduct.

Perceived Efficacy of Reporting. Dartmouth respondents elaborated on the perceived efficacy of reporting conduct related concerns. The data reflected respondents' lack of understanding the reporting process, confidentiality concerns, fear of retaliation, and fear that their efforts would be inconsequential. One respondent noted, "I didn't realize there was a place to do this" in reference to reporting. A Staff respondent noted confidentiality concerns, "I wouldn't trust that my info would be confidential. Enough said!" Fear of retaliation surfaced in many narratives, as one respondent noted, "Reporting how I feel would only likely result in persecution from the administration." Respondents describe reporting as inconsequential. In an example based on a respondent's previous experience, the respondent noted, "nothing was addressed and the individual was never spoken to about it." Similarly, another respondent explained, "I reported at first, and the lack of reaction/response made me give up reporting in the future."

Harassment. Dartmouth respondents cited harassment in the narratives that provided greater detail about their experiences of intimidating, offensive, and/or hostile conduct. One self-identified female respondent plainly stated, "I was sexually harassed by a staff member through work" and another self-identified female respondent elaborated, "I've also previously received unsolicited remarks (intending to be kind) on my appearance. Most commonly during group meetings or meeting new faculty/staff where I am surrounded by my superiors, so it ends up being awkward, embarrassing and somewhat demeaning." One respondent elaborated on the intersection of religion and harassment at Dartmouth by sharing "I stood up for my religious beliefs and moral convictions, and the result was that I received hateful comments from peers and from strangers, I was treated rudely by an administrator, and I felt very uncomfortable." Other respondents reported, "vicious emails from a colleague," being "asked inappropriate questions about my sexuality," and a perception that "Male staff get absolutely no respect for physical boundaries by the female students" in their descriptions about their experiences of harassment at Dartmouth.

[xv]A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary conduct by position status: χ^2 (4, N = 2,750) = 17.1, p < .01.

[xvi]A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary conduct based on position by position status: χ^2 (4, N = 565) = 98.7, p < .001.

[xvii]A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary conduct by gender identity: χ^2 (3, N = 2,722) = 48.5, p < .001.

[xviii]A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary conduct based on gender identity by gender identity: χ^2 (3, N = 559) = 30.9, p < .001.

[xix]A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary conduct based on ethnicity by racial identity: χ^2 (2, N = 531) = 100.1, p < .001.

[xx]A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary conduct by age: χ^2 (6, N = 2,588) = 14.1, p < .05.

[xxi]A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary conduct based on age by age: χ^2 (6, N = 518) = 27.5, p < .001.

Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Respondents' observations of others' experiencing exclusionary conduct also may contribute to their perceptions of campus climate. Thirty percent ($n = 810$) of survey respondents observed conduct or communications directed toward a person or group of people at Dartmouth College that they believed created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile working or learning environment[85] within the past year. Most of the observed exclusionary conduct was based on gender/gender identity (31%, $n = 249$), ethnicity (28%, $n = 226$), racial identity (26%, $n = 210$), and gender expression (17%, $n = 141$). Eighteen percent ($n = 142$) of respondents indicated that they "don't know" the basis (Table 31).

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[85]This report uses the phrase "exclusionary conduct" as a shortened version of "conduct or communications directed toward a person or group of people at Dartmouth College that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment."

Table 31. **Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Characteristic	*n*	% of respondents who observed conduct
Gender/gender identity	249	30.7
Ethnicity	226	27.9
Racial identity	210	25.9
Gender expression	141	17.4
Position (staff, faculty, student)	137	16.9
Sexual identity	136	16.8
Socioeconomic status	132	16.3
Political views	130	16.0
Philosophical views	83	10.2
Physical characteristics	81	10.0
Immigrant/citizen status	67	8.3
Age	61	7.5
International status/national origin	58	7.2
Religious/spiritual views	55	6.8
Mental health/psychological disability/condition	53	6.5
English language proficiency/accent	50	6.2
Participation in an organization/team	49	6.0
Academic performance	48	5.9
Educational credentials (e.g., B.S., M.S., Ph.D.)	48	5.9
Major field of study	40	4.9
Length of service at Dartmouth	38	4.7
Learning disability/condition	33	4.1
Medical disability/condition	27	3.3
Physical disability/condition	27	3.3
Parental status (e.g., having children)	18	2.2
Marital status (e.g., single, married, partnered)	17	2.1
Military/veteran status	9	1.1
Pregnancy	8	1.0
Don't know	142	17.5
A characteristic not listed above	98	12.1

Note: Only answered by respondents who indicated on the survey that they observed exclusionary conduct (*n* = 810).
Percentages do not sum to 100 as a result of multiple responses.

Figures 38 and 39 separate by demographic categories (i.e., gender identity, racial identity, sexual identity, faith-based affiliation, disability status, citizenship status, position status, and students' socioeconomic status) the significant responses of those individuals who indicated on the survey that they observed exclusionary conduct within the past year. No significant differences were noted in the percentages of respondents who noted that they had observed exclusionary conduct within the past year by citizenship status and by Student respondents' socioeconomic status.

Significantly higher percentages of Other/Multiple Gender Identity respondents (59%) and Transspectrum respondents (58%) than Women respondents (30%) and Men respondents (27%) noted that they observed such conduct.[xxii] Likewise, significantly greater percentages of Multiracial respondents (40%) and Respondents of Color (36%) than White respondents (28%) witnessed exclusionary conduct.[xxiii] Additionally, a higher percentage of LGBQ respondents (45%) and Asexual/Other respondents (35%) indicated on the survey that they observed such conduct than Heterosexual respondents (28%).[xxiv]
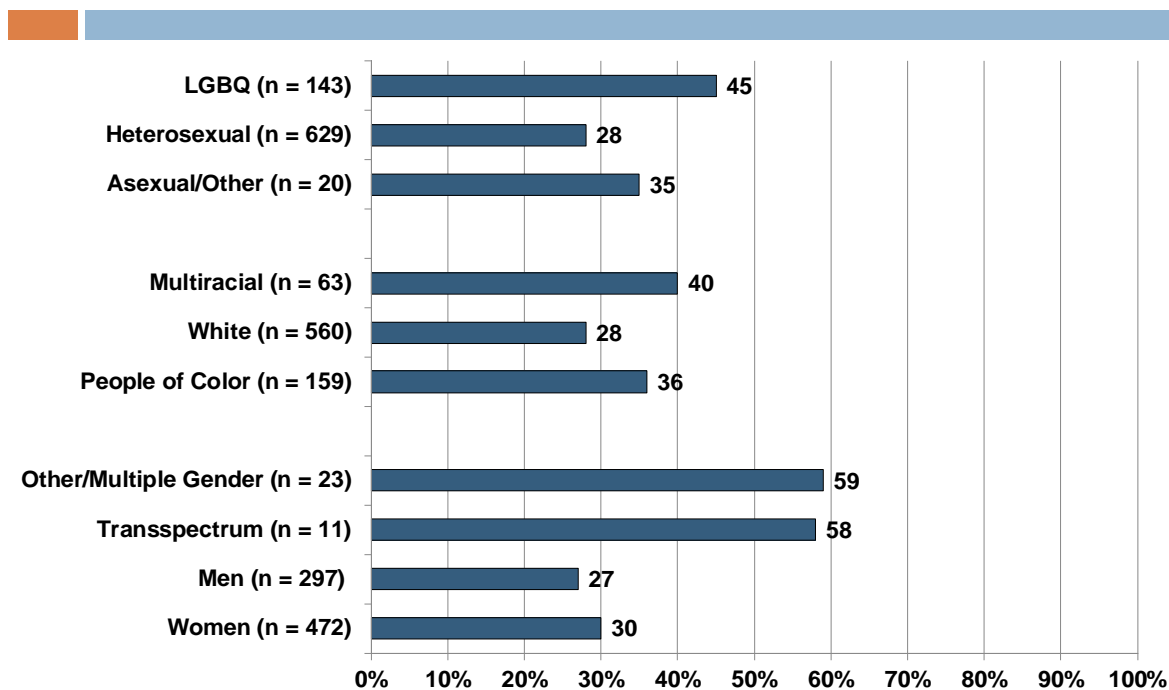
Figure 38. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Sexual Identity, Racial Identity, and Gender Identity (%)

Higher percentages of respondents with a Single Disability (44%) and with Multiple Disabilities (47%) than respondents with No Disability (28%) indicated that they had observed such conduct[xxv] (Figure 38). In terms of faith-based affiliation, respondents with Multiple Affiliations (42%) were more likely to indicate that they had witnessed such conduct than were Other Faith-Based Affiliation respondents (32%), respondents with No Affiliation (29%), and respondents with Christian Affiliations (27%).
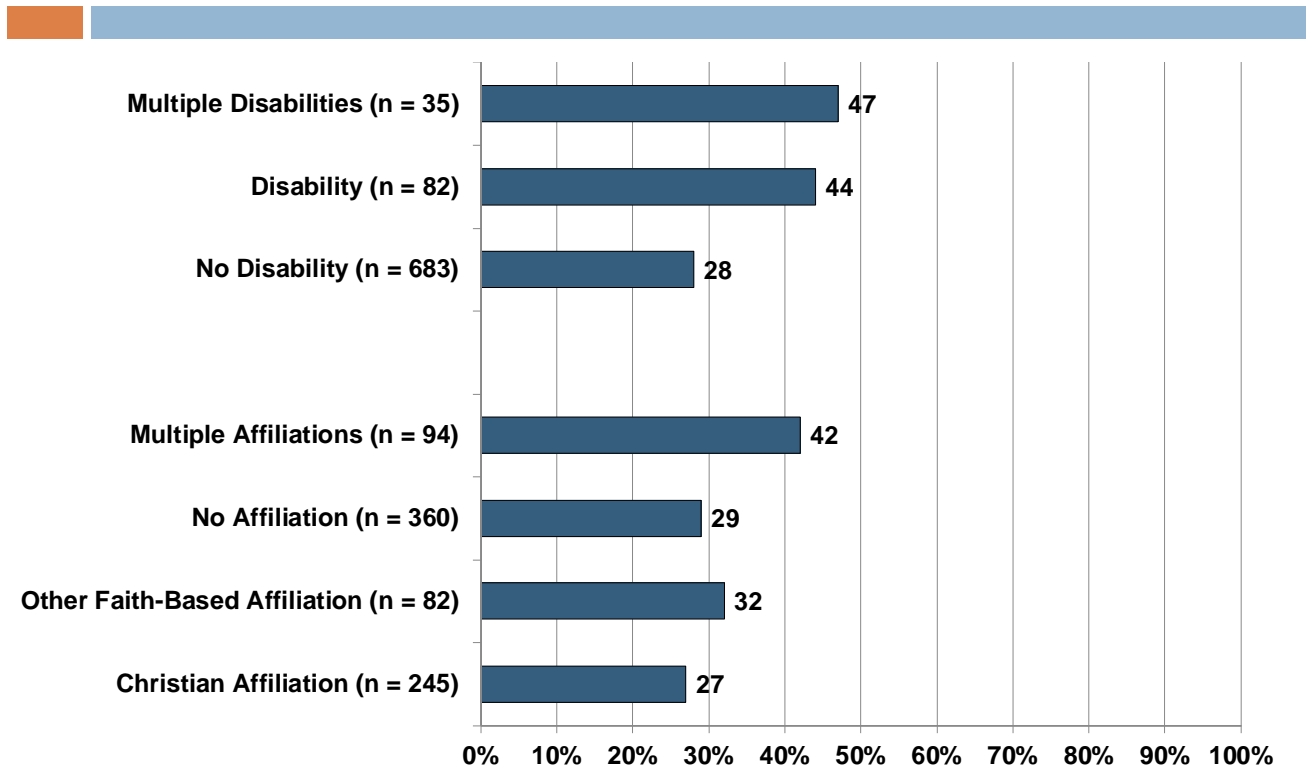
Figure 39. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Disability Status and Faith-Based Affiliation (%)

In terms of position status at Dartmouth College, results indicated that a higher percentage of Undergraduate Student respondents (40%) indicated that they had observed exclusionary, intimidating, offensive, and/or hostile conduct than did Tenure-Track Faculty respondents (31%), Graduate Student/Post-Doc/Research Associate respondents (26%), Staff respondents (25%), and Non-Tenure-Track Faculty respondents (20%)[xxvi] (Figure 40).

■ **Undergraduate Students (n = 310)**
■ **Graduate/Post-Doc/RA (n = 93)**
□ **Tenure-Track Faculty (n = 78)**
■ **Non-Tenure-Track Faculty (n = 24)**
□ **Staff (n = 305)**
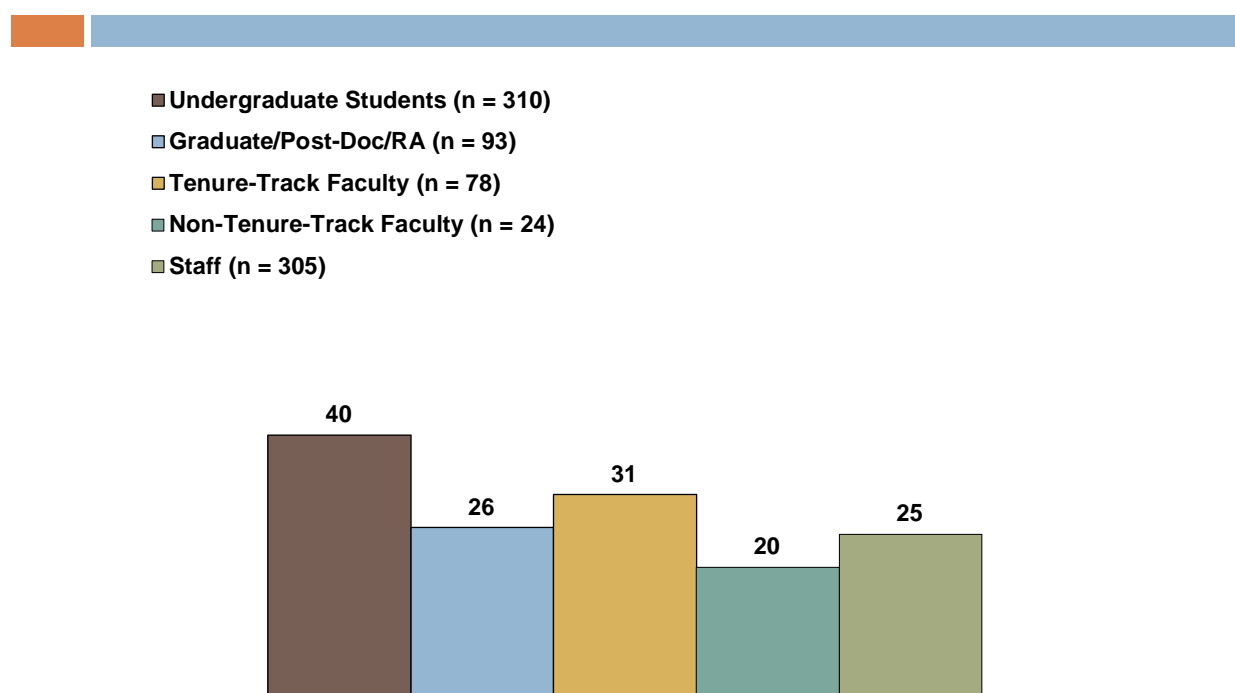
Figure 40. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Position Status (%)

Table 32 illustrates that respondents most often observed this conduct in the form of someone subjected to derogatory remarks (51%, $n = 409$), deliberately ignored or excluded (42%, $n = 343$), being isolated or left out (37%, $n = 300$, or being intimidated/bullied (33%, $n = 270$).

Table 32. **Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Form of conduct	*n*	% of respondents who observed conduct
Derogatory verbal remarks	409	50.5
Person ignored or excluded	343	42.3
Person isolated or left out	300	37.0
Person intimidated/bullied	270	33.3
Person experienced a hostile work environment	197	24.3
Person was the target of workplace incivility	160	19.8
Racial/ethnic profiling	157	19.4
Assumption that someone was admitted/hired/promoted based on his/her identity	145	17.9
Derogatory/unsolicited messages online (e.g., Facebook, Twitter, Yik-Yak)	131	16.2
Derogatory written comments	128	15.8
Person experiences a hostile classroom environment	126	15.6
Singled out as the spokesperson for their identity group	121	14.9
Person being stared at	91	11.2
Person received a low or unfair performance evaluation	75	9.3
Derogatory phone calls/text messages/email	74	9.1
Graffiti/vandalism	63	7.8
Assumption that someone was not admitted/hired/promoted based on his/her identity	59	7.3
Threats of physical violence	54	6.7
Person was unfairly evaluated in the promotion and tenure process	53	6.5
Person received a poor grade	34	4.2
Physical violence	33	4.1
Person was stalked	31	3.8
Derogatory phone calls	29	3.6
Something not listed above	66	8.1

Note: Only answered by respondents who indicated on the survey that they had observed exclusionary conduct (*n* = 810). Percentages do not sum to 100 as a result of multiple responses.

Additionally, 28% ($n = 228$) of the respondents who indicated that they observed exclusionary conduct noted that it happened in public spaces at Dartmouth (Table 33). Some respondents noted that the incidents occurred in a meeting with a group of people (23%, $n = 184$), or while working at a Dartmouth College job (21%, $n = 172$).

Table 33. **Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	n	% of respondents who observed conduct
In other public spaces at Dartmouth	228	28.1
In a meeting with a group of people	184	22.7
While working at a Dartmouth job	172	21.2
In a class/lab	150	18.5
At a Dartmouth event/program	142	17.5
On social networking sites (Facebook/Twitter/Yik Yak)	127	15.7
While walking on campus	109	13.5
In a Greek house (including undergraduate societies)	108	13.3
In campus housing	102	12.6
In a Dartmouth administrative office	98	12.1
In a meeting with one other person	65	8.0
In a Dartmouth dining facility	63	7.8
On phone calls/text messages/email	62	7.7
In a Dartmouth library	61	7.5
In a faculty office	48	5.9
Off campus	41	5.1
In an experiential learning environment	27	3.3
In off-campus housing	27	3.3
In the health center (Dick's House)	16	2.0
On a campus shuttle	16	2.0

Table 33 (cont.) Location of Conduct	n	% of respondents who observed conduct
In athletic facilities	13	1.6
In a senior society house	12	1.5
In the counseling center (CHD)	9	1.1
In a religious center	8	1.0
A venue not listed above	47	5.8

Note: Only answered by respondents who indicated on the survey that they had observed exclusionary conduct ($n = 810$).
Percentages do not sum to 100 as a result of multiple responses.

Fifty-seven percent ($n = 461$) of respondents who indicated that they observed exclusionary conduct noted that the targets of the conduct were students. Other respondents identified coworkers (27%, $n = 220$), friends (23%, $n = 187$), staff members (18%, $n = 142$), and faculty members/instructional staff (11%, $n = 92$) as targets.

Of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 52% ($n = 422$) noted that students were the sources of the conduct. Respondents identified additional sources as faculty members/instructional staff (19%, $n = 153$), coworkers/colleagues (16%, $n = 128$), and supervisors/managers (11%, $n = 90$).

In response to observing the exclusionary, intimidating, offensive, and/or hostile conduct, 36% ($n = 289$) didn't do anything, 26% ($n = 208$) told a friend, 15% ($n = 124$) avoided the person/venue, and 14% ($n = 113$) of respondents filed did not know to whom to go (Table 34). Of the 93 respondents (12%) who sought support from a Dartmouth College resource, 31 respondents sought support from a staff member. Twenty-nine people sought support from a senior administrator.

Table 34. **Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to observed conduct	*n*	% of respondents who observed conduct
I didn't do anything.	289	35.7
I told a friend.	208	25.7
I avoided the person/venue.	124	15.3
I told a family member.	123	15.2
I confronted the person(s) at the time.	119	14.7
I didn't know who to go to.	113	14.0
I confronted the person(s) later.	106	13.1
I contacted a Dartmouth resource.	93	11.5
Staff person	*31*	*33.3*
Senior administrator (e.g., dean of the faculty, vice president, provost)	*29*	*31.2*
Faculty member	*23*	*24.7*
Ombudsperson	*19*	*20.4*
Office of Human Resources	*16*	*17.2*
Office of Institutional Diversity and Equity	*14*	*15.1*
Employee Assistance Program	*13*	*14.0*
Dartmouth Safety and Security	*10*	*10.8*
Counseling	*9*	*9.7*
Title IX Coordinator/Clery Act Compliance Officer	*8*	*8.6*
Student staff	*8*	*8.6*
Sexual Assault Awareness Program (SAAP)	*5*	*5.4*
Student teaching assistant	*< 5*	*---*
I sought information online.	62	7.7
I submitted a bias incident report or a report through the Ethics and Compliance Hotline.	30	3.7
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	21	2.6
I sought support from off-campus hotline/advocacy services.	14	1.7
I contacted a local law enforcement official.	10	1.2
A response not listed above	148	18.3

Note: Only answered by respondents who indicated on the survey that they observed exclusionary conduct (*n* = 810). Percentages do not sum to 100 as a result of multiple responses.
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Table 35 illustrates that 81% ($n = 654$) of respondents did not report the incident and that 16% ($n = 132$) of respondents did report the incident. Of the respondents who reported the incident, 16% ($n = 21$) were satisfied with the outcomes, 23% ($n = 30$) felt that the complaint received an appropriate response, and 30% ($n = 40$) felt that the incident did not receive an appropriate response.

Table 35. **Respondents' Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Reporting the observed conduct	*n*	% of respondents who observed conduct
No, I didn't report it.	654	80.7
Yes, I reported it.	132	16.3
Yes, I reported the incident and was satisfied with the outcome.	*21*	*15.9*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*30*	*22.7*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*40*	*30.3*

Note: Only answered by respondents who indicated on the survey that they observed exclusionary conduct ($n = 810$). Percentages do not sum to 100 as a result of multiple responses.

Two hundred and twenty survey respondents elaborated on observations of exclusionary, intimidating, offensive, and/or hostile conduct at Dartmouth. About one-third of the data provided further details about the types of exclusion and constituent groups involved. Most of Dartmouth's respondents who contributed to this data categorized the exclusion they observed as hostility and intimidation. Student respondents most commonly noted racially biased exclusion. Staff respondents most often noted offensive language in their descriptions of their observations of exclusionary conduct at Dartmouth.

Hostility and Intimidation. The dominant theme, hostility and intimidation, emerged from the data addressing observations of exclusionary conduct, surfaced evenly from all types of survey respondents. A Staff respondent described an example; "There was a situation where a student's conservative political/religious views caused them to be treated hostilely by faculty in a manner." One Post-Doc/Research Associate respondent noted, "Student researcher yelling at Supervisor on multiple occasions." A Student respondent elaborated, "I've witnessed hostility between the archetypal white cisgengered male and those who see him as an oppressor." Based on the data,

none of these events occur in isolation. As one Faculty respondent explained, "I have been told of so many experiences of students being threatened by other students via email or online, or via notes in their rooms; being stalked, harassed, etc. that I have long ago lost count."

Students - Racially Biased Exclusion. Dartmouth's student narratives of exclusion referenced religiously affiliated students, gender and sexual minorities, and the Greek system. However, the most common theme reported among students was racially biased exclusion. One student referred to a professor's reputation as having a "history of racist remarks." Another student respondent noted, "Faculty needs to be talked to about the way they treat students of different races, and stop supposing identities." Another student reported overhearing a conversation regarding "the use of 'blackface' costumes by white individuals."

Staff – Observing Offensive Language. Staff respondents at Dartmouth primarily described the exclusion they observed as offensive language. One Staff respondent noted, "Derogatory remarks about homeless people to a room of faculty and staff at an event." Another Staff respondent noted, "People have gotten yelled out and threatened... told to 'suck it up' and reminded they are lucky to have a job." Several respondents noted a recent incident on campus that was perceived as offensive in reference to Native Americans. One Staff respondent elaborated, "The recent posting of signs meant to hurt and intimidate the Native American community here. The college has responded and it has been great to see many student groups stand up against what happened, but most students didn't view it as a big deal which was disappointing."

[xxii]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by gender identity: χ^2 (3, $N = 2{,}714$) = 27.5, $p < .001$.

[xxiii]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by racial identity: χ^2 (2, $N = 2{,}634$) = 21.1, $p < .001$.

[xxiv]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by sexual identity: χ^2 (2, $N = 2{,}662$) = 40.9, $p < .001$.

[xxv]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by disability status: χ^2 (2, $N = 2{,}719$) $= 33.3$, $p < .001$.

[xxvi]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by position status: χ^2 (4, $N = 2{,}742$) $= 60.8$, $p < .001$.

Experiences of Unwanted Sexual Contact

Five percent ($n = 144$) of respondents indicated on the survey that they had experienced unwanted sexual contact[86] while a member of the Dartmouth College community. Subsequent analyses of the data suggested that significantly higher percentages of Women respondents (6%, $n = 97$), Other/Multiple Gender Identity respondents (28%, $n = 11$), Transspectrum respondents[xxvii] (42%, $n = 8$), than Men respondents (2%, $n = 27$) respondents experienced unwanted sexual contact. White respondents (4%, $n = 74$) were significantly less likely than Respondents of Color (8%, $n = 35$) and Multiracial respondents (17%, $n = 26$) to experience unwanted sexual contact.[xxviii] Similarly, Heterosexual respondents (4%, $n = 91$) were much less likely than LGBQ respondents (13%, $n = 41$) and Asexual/Other Sexual Identity respondents (16%, $n = 9$) to have experienced unwanted sexual contact.[xxix] Much higher percentages of respondents with Multiple Disabilities (19%, $n = 14$) and respondents with a Single Disability (13%, $n = 24$) than respondents with No Disability (4%, $n = 103$) experienced unwanted sexual contact.[xxx] Undergraduate Student respondents (13%, $n = 102$) were significantly more likely than Graduate Student/Post-Doc/Research Associate respondents (5%, $n = 17$), Tenure-Track Faculty respondents (2%, $n < 5$), Non-Tenure-Track Faculty respondents (0%, $n = 0$), and Staff respondents (2%, $n = 21$) to have experienced unwanted sexual contact while a member of the Dartmouth community.[xxxi]

Fifty-six percent ($n = 80$) of those respondents who indicated on the survey that they had experienced unwanted sexual contact noted that it happened within the past year, and 31% ($n = 44$) noted that it happened two to four years ago.

Undergraduate Students were asked to share what year in their college career they experienced unwanted sexual contact. Of the 102 Undergraduate Student respondents who indicated that they experienced such conduct, 47% ($n = 48$) noted that it occurred between Fall 2014 and Summer 2015, 32% ($n = 33$) noted that it occurred between Fall 2013 and Summer 2014, 25% ($n = 25$) noted that it occurred between Fall 2012 and Summer 2013, and 22% ($n = 22$) noted that it

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[86]The survey defined unwanted sexual contact as unwanted or unwelcome touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact.

occurred during Fall 2015 (Table 36). Of note, the greatest percentage of occurrences of unwanted sexual assault happened each fall quarter or first term.

Table 36. **Year in Which Undergraduate Student Respondents Experienced Unwanted Sexual Contact**

Year conduct occurred	*n*	%
Fall 2015	22	21.6
Fall 2014 to Summer 2015	48	47.1
Fall Quarter or First Term	*23*	*47.9*
Winter Quarter or Second Term	*17*	*35.4*
Spring Quarter or Third Term	*19*	*39.6*
Summer Quarter or Fourth Term	*10*	*20.8*
Fall 2013 to Summer 2014	33	32.4
Fall Quarter or First Term	*15*	*45.5*
Winter Quarter or Second Term	*12*	*36.4*
Spring Quarter or Third Term	*14*	*42.4*
Summer Quarter or Fourth Term	*7*	*21.2*
Fall 2012 to Summer 2013	25	24.5
Fall Quarter or First Term	*15*	*60.0*
Winter Quarter or Second Term	*13*	*52.0*
Spring Quarter or Third Term	*7*	*28.0*
Summer Quarter or Fourth Term	*< 5*	*---*
Prior to Fall 2012	*< 5*	---

Note: Only answered by Undergraduate Students who indicated on the survey that they experienced unwanted sexual contact (*n* = 102).

Graduate Student/Post-Doc/Research Associates also were asked to share in what year they experienced unwanted sexual contact. Of the 16 Graduate Student/Post-Doc/Research Associate respondents who indicated that they experienced such conduct, 88% ($n = 14$) noted that it occurred during their first year at Dartmouth College (Table 37).

Table 37. **Year in Which Graduate Student/Post-Doc/Research Associate Respondents Experienced Unwanted Sexual Contact**

Year conduct occurred	*n*	%
First year	14	87.5
Second year	< 5	---
Third year	< 5	---
Fourth year	0	0.0
After fourth year	< 5	---

Note: Only answered by Graduate Student/Post-Doc/Research Associates who indicated on the survey that they experienced unwanted sexual contact ($n = 16$).

Fifty-eight percent ($n = 84$) of the respondents who indicated on the survey that they experienced unwanted sexual contact identified Dartmouth students as the perpetrators of the conduct (Figure 41). Respondents also identified other sources as acquaintances/friends (42%, $n = 60$) and students (27%, $n = 39$).
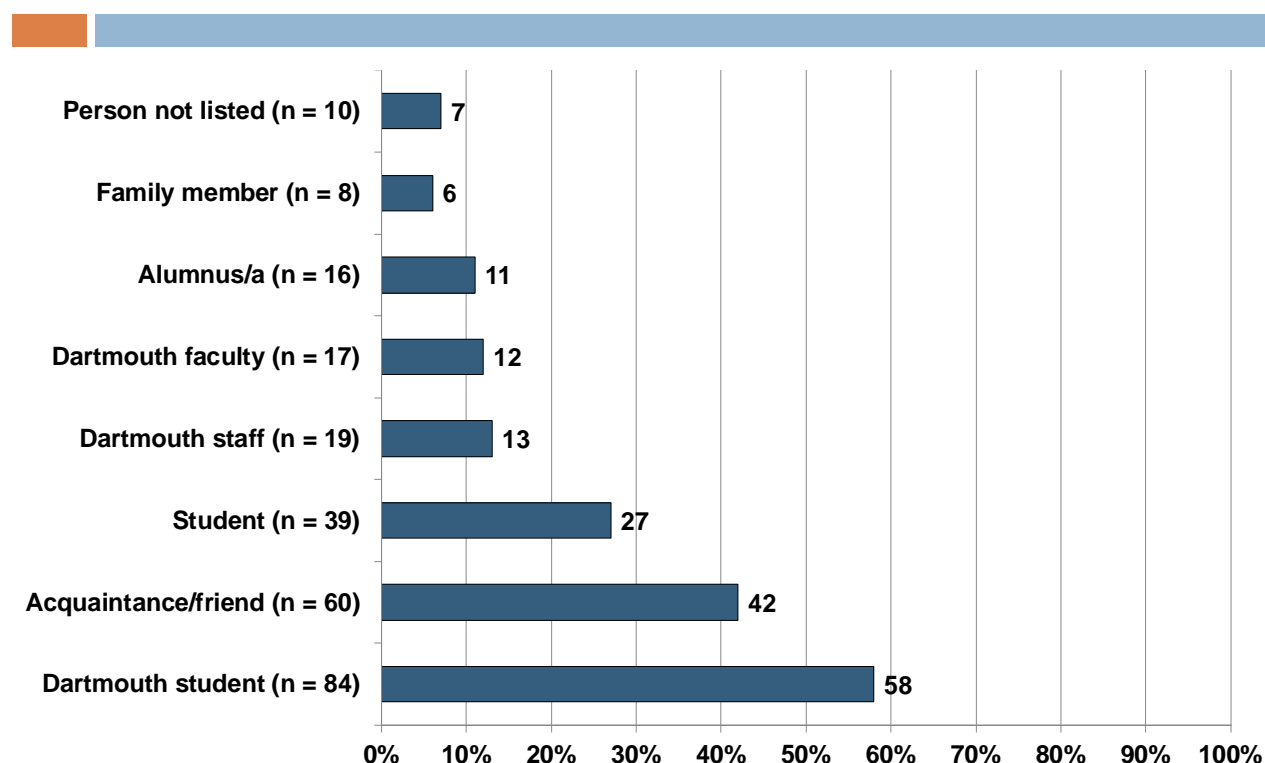
Figure 41. Perpetrator of Unwanted Sexual Contact (%)

Asked where the incidents occurred, 76% ($n = 110$) of these respondents referred to Greek locations including "frat parties," "frat row," "outside a fraternity," and "Greek house." Other locations included, "dorms," "library," "sorority house," "workplace," and "during an HR review of my position." Twenty-eight percent ($n = 40$) of respondents who indicated on the survey that they had experienced unwanted sexual contact specified that the incidents occurred off campus.

Several of these respondents identified places such as private homes, parties, friend's house, "in his car," "shuttle, supermarket, restaurants," "sidewalk," and "Wheelock Street," as locations where on-campus unwanted sexual contact occurred.

Asked how they felt in response to experiencing unwanted sexual contact, 83% ($n = 120$) of these respondents indicated that they felt uncomfortable, 54% ($n = 77$) were embarrassed, 43% each felt somehow responsible ($n = 62$) or were angry ($n = 62$); and 32% ($n = 46$) were afraid (Table 38).

Table 38. **Emotional Reactions to Unwanted Sexual Contact**

Emotional reaction to conduct	*n*	%
I felt uncomfortable.	120	83.3
I felt embarrassed.	77	53.5
I felt somehow responsible.	62	43.1
I was angry.	62	43.1
I ignored it.	49	34.0
I was afraid.	46	31.9
An experience not listed here	20	13.9

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual contact ($n = 144$).

In response to experiencing unwanted sexual conduct, 26 respondents (18%) contacted a Dartmouth resource (Table 39). Nineteen percent ($n = 27$) didn't know to whom to go. Most respondents avoided the person/venue (61%, $n = 88$), told a friend (49%, $n = 70$), or didn't do anything (39%, $n = 56$).

Table 39. **Actions in Response to Unwanted Sexual Contact**

Action	*n*	*%*
I avoided the person/venue.	88	61.1
I told a friend.	70	48.6
I didn't do anything.	56	38.9
I confronted the person(s) at the time.	30	20.8
I confronted the person(s) later.	27	18.8
I didn't know who to go to.	27	18.8
I contacted a Dartmouth resource.	26	18.1
Counseling	*12*	*46.2*
Sexual Assault Awareness Program (SAAP)	*9*	*34.6*
Staff person	*9*	*34.6*
Faculty member	*8*	*30.8*
Dartmouth Safety and Security	*6*	*23.1*
Title IX Coordinator/Clery Act Compliance Officer	*6*	*23.1*
Senior administrator (e.g., dean of the faculty, vice president, provost)	*5*	*19.2*
Office of Institutional Diversity and Equity	*< 5*	*---*
Employee Assistance Program	*< 5*	*---*
Ombudsperson	*< 5*	*---*
Office of Human Resources	*< 5*	*---*
Student teaching assistant	*< 5*	*---*
Student staff	*< 5*	*---*
I told a family member.	23	16.0
I sought information online.	17	11.8
I contacted a local law enforcement official.	12	8.3
I sought support from off-campus hotline/advocacy services.	12	8.3
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	9	6.3
I submitted a bias incident report or a report through the Ethics and Compliance Hotline.	5	3.5
A response not listed above	17	11.8

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual contact (*n* = 144).

Table 40 illustrates that 88% ($n = 126$) of respondents did not report the incident(s) of unwanted sexual conduct and that 10% ($n = 15$) of respondents did report the incident. Of the respondents who reported the incident, 7% ($n < 5$) were satisfied with the outcomes, 13% ($n < 5$) felt the complaint received an appropriate response, and 67% ($n = 10$) felt the incident did not received an appropriate response.

Table 40. **Respondents' Reporting Unwanted Sexual Conduct**

Reporting the unwanted sexual conduct	*n*	% of respondents who experienced conduct
No, I didn't report it.	126	87.5
Yes, I reported it.	15	10.4
Yes, I reported the incident and was satisfied with the outcome.	*< 5*	*---*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*< 5*	*---*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*10*	*66.7*

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual conduct ($n = 144$). Percentages do not sum to 100 as a result of multiple responses.

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 respondent's perception that "it was not a big deal."

Negative Perceptions About Reporting. Dartmouth's respondents expressed thematic reluctance to report unwanted sexual contact because of the belief that efforts would be inconsequential, not taken seriously or have a negative effect on them. One respondent noted, "I don't believe in the integrity or effectiveness of procedures at this school." Several self-identified males shared narratives stating concerns about their gender being used to discount and invalidate their experience in the reporting process. One respondent elaborated, "I'm male. The campus officials seem to believe that only women can be raped or sexually assaulted. I know guys whose cases of sexual assault against them haven't been taken seriously." Regarding fear of retaliation, one

respondent noted, "It was my boss. I was afraid of losing my job." Another respondent noted, "It happens so frequently I didn't think reporting would have any effect."

Confusion: What is reportable at Dartmouth. Respondent's perception that what they experienced as unwanted sexual contact was "not a big deal" was the second most common reason cited for why these incidents went unreported. Respondents also conveyed confusion about what is worthy of reporting and what is not. Respondents who elaborated on not reporting described, "The incident didn't feel serious enough to report," and another noted, "It was a minor case of sexual harassment." A student respondent stated, "It was just a boob grab, haven't ever seen that punished." Another student noted, "It was only making out and groping, nothing too serious but I still felt terrible after." A Staff respondent described, "None of it felt 'serious' enough to report in that it was some guy touching my ass here, some dude touching my back there; it wasn't egregious enough, more just telling that men feel like they are entitled to touch women whenever they want to." One respondent concluded their narrative with the simple statement, "No sexual assault, just unwanted sexual contact, so no reporting."

Eight respondents provided further details about their belief that their reports about unwanted sexual contact were not responded to appropriately by Dartmouth.

Faculty and Staff – Lack of Institutional Support. The four respondents who indicated that their reports about unwanted sexual contact were not appropriately responded to cited examples of a lack of institutional support from Dartmouth. The perception of Dartmouth's lack of support was experienced as invalidating, and the perception was that the institution deemed their concerns a low priority. The theme of lacking of support in the form of invalidation emerged from respondents stating that peers responded to their disclosures by encouraging them to hit their assailant next time. Or, another respondent explained, after reporting, "Explicit advances and sexual comments from 3 gay male students were told to 'forget about it.'" One respondent who felt like their concerns were deemed a lower priority than other concerns on campus noted, "I was told that because the college had another case open against the person (embezzlement), they would not pursue my case." Overall the Faculty and Staff respondents who indicated that their

reports about unwanted sexual contact were not appropriately handled believed this because they experienced Dartmouth's role in their cases to lack the support they desired.

Undergraduate and Graduate Students – Disregard of Students' Needs: Survivor shaming, blaming, and invalidation was reported by three Student respondents who elaborated on their perception that Dartmouth did not respond appropriately to their reports about unwanted sexual contact. Student respondents perceived Dartmouth as being dismissive of and disregarding to student-survivor's needs and concerns. One respondent reported dropping a class because their assailant was allowed to remain in their class. Another respondent described experiencing "mild intimidation and harassment by (fraternity) members and alums." The same respondent also reported experiencing shaming as a result of the perception that the Dartmouth community believed that the survivor was negatively impacting their assailant's future opportunities by holding him accountable for the assault.

[xxvii]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by gender identity: χ^2 (3, $N = 2{,}723$) $= 113.6$, $p < .001$.

[xxviii]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by racial identity: χ^2 (2, $N = 2{,}642$) $= 58.4$, $p < .001$.

[xxix]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by sexual identity: χ^2 (2, $N = 2{,}670$) $= 57.1$, $p < .001$.

[xxx]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by disability status: χ^2 (2, $N = 2{,}727$) $= 55.9$, $p < .001$.

[xxxi]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by position status: χ^2 (4, $N = 2{,}751$) $= 141.2$, $p < .001$.

Summary

Seventy percent of all respondents were "comfortable" or "very comfortable" with the climate at Dartmouth College and 73% of Faculty and Staff respondents were "comfortable" or "very comfortable" with the climate in their departments/work units. The findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2015), where 70% to 80% of respondents found the campus climate to be "comfortable" or "very comfortable," suggests that a slightly higher percentage of Dartmouth College respondents (85%) were "comfortable" or "very comfortable" with the climate at Dartmouth College.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At Dartmouth College, 21% ($n = 565$) of respondents believed that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. These results also parallel the findings of other climate studies of specific constituent groups offered in the literature, where generally members of historically underrepresented and underserved groups were slightly more likely to believe that they had experienced various forms of exclusionary conduct and discrimination than those in the majority (Guiffrida et al., 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles et al., 2006; Silverschanz et al., 2008; Yosso et al., 2009).

Thirty percent ($n = 1,932$) of Dartmouth College survey respondents indicated that they had observed conduct or communications directed toward a person or group of people at Dartmouth College that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. In addition, 5% ($n = 144$) of respondents indicated on the survey that they had experienced unwanted sexual contact while a member of the Dartmouth College community.

Faculty and Staff Perceptions of Climate

This section of the report describes Faculty and Staff responses to survey items focused on certain employment practices at Dartmouth College (e.g., hiring, promotion, and disciplinary actions), their perceptions of the workplace climate at Dartmouth College; and their thoughts on work-life and various climate issues.

Perceptions of Employment Practices

The survey queried Faculty and Staff respondents about whether they had observed discriminatory employment practices at Dartmouth College. Thirty-two percent ($n = 80$) of Tenure-Track Faculty respondents, 22% ($n = 267$) of Staff respondents, and 21% ($n = 25$) of Non-Tenure-Track Faculty respondents indicated that they had observed hiring practices at Dartmouth College (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) within the past year/hiring cycle that they perceived to be unfair or unjust or that would inhibit diversifying the community[xxxii] (Table 41). No significant differences existed between the percentages of Non-Exempt Staff respondents (18%, $n = 36$) and Exempt Staff respondents (23%, $n = 80$) who reported having observed unfair or unjust hiring practices.

Table 41. **Faculty/Staff Respondents Who Observed Employment Practices That Were Unfair or Unjust, or That Would Inhibit Diversifying the Community**

	Hiring practices		Employment-related disciplinary actions		Procedures or practices related to promotion, tenure, and/or reclassification	
	n	*%*	*n*	*%*	*n*	*%*
No	1,227	76.7	1,360	85.4	1,211	76.4
Tenure-Track Faculty	168	67.7	213	86.2	161	65.4
Non-Tenure-Track Faculty	92	78.6	101	87.1	86	73.5
Staff	967	78.4	1,046	85.0	964	78.8
Yes	372	23.3	233	14.6	375	23.6
Tenure-Track Faculty	80	32.3	34	13.8	85	34.6
Non-Tenure-Track Faculty	25	21.4	15	12.9	31	26.5
Staff	267	21.6	184	15.0	259	21.2

Note: Table includes Faculty and Staff responses ($n = 1,611$) only.

- Of those Faculty and Staff respondents who indicated that they had observed discriminatory hiring at Dartmouth College, 22% ($n = 83$) noted that it was based on nepotism/cronyism, 21% ($n = 77$) on gender/gender identity, 18% ($n = 66$) on ethnicity, 16% ($n = 61$) on age, and 15 % each on racial identity ($n = 57$) and educational credentials ($n = 56$). Analyzed by age, the data revealed no significant differences in responses.

Subsequent analyses[87] indicated the following:

- By gender identity: 23% ($n = 230$) of Women Faculty/Staff respondents, 21% ($n = 123$) of Men Faculty/Staff respondents, and 58% ($n = 7$) of Other/Multiple Gender Identity Faculty/Staff respondents indicated that they had observed discriminatory hiring practices.[xxxiii]
- By racial identity: 35% ($n = 34$) of Faculty/Staff Respondents of Color, 30% ($n = 14$) of Multiracial Faculty/Staff respondents, and 22% ($n = 297$) of White Faculty/Staff respondents indicated that they had observed discriminatory hiring practices.[xxxiv]

One hundred and sixty three Dartmouth Faculty and Staff respondents elaborated on observations of unjust hiring practices. The dominant theme reflected in 45% of the data was a perceived lack of commitment to diversity in hiring practices at Dartmouth. Nepotism was the minor theme, described by more than 20% of the Dartmouth Faculty and Staff respondents who elaborated on this question.

Faculty and Staff - Lack of Commitment To Diversity. Dartmouth's Faculty and Staff respondents who provided this data questioned Dartmouth's collective commitment to diversity which was described as a lack of buy in from the community, lack of effort in recruiting, and overtly discriminatory search processes. One Faculty/Staff respondent noted, "Only a handful of faculty and staff members believe in increasing diversity on campus." Concerning the recruiting process, Faculty and Staff respondents described a "Lack of effort in diversifying the recruiting process" and "No outreach to minorities." One respondent who reported overt discrimination noted, "the

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[87]Chi-square analyses were conducted by gender identity, racial identity, and age; only significant differences are reported.

search committee I served on blatantly declared they would not hire veterans." Another respondent cited, "numerous instances of outright disrespect and bias speech directed at potential hires (particularly those of color but also GLBT people and others)."

Faculty and Staff - Nepotism and Cronyism. More than 20% of Faculty and Staff respondents who elaborated on their observations of unjust hiring practices cited nepotism or cronyism. Nepotism was explicitly described by Faculty and Staff respondents who noted, "The amount of nepotism I have seen is OUTRAGEOUS" and "Sadly it has become very commonplace at Dartmouth for high level administrators to hire their friends regardless of their qualifications." Another Faculty/Staff respondent noted, "Cronyism is alive and kicking in this office in a big way." Cronyism was also specifically noted in advancement practices as well, "I have seen many people promoted not based on performance but more because of their connections." Generally, Faculty and Staff respondents thematically conveyed, "Dartmouth is, like most institutions, a place where whom you know matters--when it comes to people in leadership positions."

Fifteen percent ($n = 233$) of Faculty and Staff respondents indicated that they had observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal, within the past year/hiring cycle at Dartmouth College. Subsequent analyses indicated that of those individuals, 24% ($n = 55$) noted that they believed that the discrimination was based on a learning disability/condition, 20% ($n = 46$) on position status, 17% ($n = 39$) on age, and 16% ($n = 38$) on racial identity. No significance differences existed in the responses of Tenure-Track Faculty respondents, Non-Tenure-Track Faculty respondents, and Staff respondents. No significant differences in responses emerged by racial identity or age.

Subsequent analyses[88] also indicated the following:
- By disability status: 28% ($n = 25$) of Faculty/Staff respondents with a Single Disability and 19% ($n = 6$) of Faculty/Staff respondents with Multiple Disabilities versus 14% ($n = 197$) of Faculty/Staff respondents with No Disability reported that they had witnessed discriminatory disciplinary actions.[xxxv]

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[88]Chi-square analyses were conducted by disability status, position status, age, and racial identity status; only significant differences are reported.

Eighty-one Faculty and Staff respondents opted to elaborate on personal observations of employment-related discipline or action, up to and including dismissal practices. Sixty percent of the data revealed a dominant theme of perceived inconsistency across the college. More than 10% of respondents noted abuse, a minor theme in the feedback provided by Dartmouth's Faculty and Staff respondents.

Faculty and Staff – Perceived Inconsistency. Sixty percent of respondents noted inconsistencies across the college and involving a spectrum of leadership and management regarding employment-related discipline, action, and dismissal practices. One Staff respondent stated, "Due to difficult personality conflict, so-called episodes of 'misconduct' were engineered to justify forcing the employee out." One Faculty respondent described, "The current dismissals occurring at are highly unorthodox, and the policies that drive these dismissals appear to be created as they are needed." Respondents most often correlated minorities when citing inconsistencies in employment-related discipline, action, and dismissal practices. One Staff respondent noted, "I have heard a supervisor say they would not hire some because they were too old, had a limp, and because we already had one 'black' and that was enough." Another Staff respondent elaborated, "We hold people to very different standards here…women and people of color are dismissed, talked about behind their backs, support is withdrawn and we actually find ways to exclude them from conversations and make them look bad to others."

Staff - Observations of Abuse. Ten percent of Dartmouth's respondents described employment-related discipline, action, and dismissal practices and all of them were Staff respondents. One Staff respondent noted, "virtual abuse of adjunct faculty should not be occurring at Dartmouth - but it does, commonly, often, and inexcusably." Regarding leadership, another Staff respondent noted, "I watched my director get systematically humiliated and fired which was extremely upsetting to me." One Staff respondent described a scenario with a peer who was "completely pushed out because of the manager's inability to be fair and respectable instead she picked on her, pushed her to a point she could not take it anymore."

Twenty-four percent ($n = 375$) of Faculty and Staff respondents observed unfair or unjust practices related to promotion, tenure, reappointment, and/or reclassification at Dartmouth College. Subsequent analyses indicated that respondents believed that this was based on nepotism/cronyism (26%, $n = 96$), gender/gender identity (17%, $n = 62$), position status (16%, $n = 59$), racial identity (15%, $n = 57$), and ethnicity (13%, $n = 49$). No significant differences existed in responses by gender identity.

Subsequent analyses[89] also indicated the following:

- By position: 35% ($n = 85$) of Tenure-Track Faculty respondents, 27% ($n = 31$) of Non-Tenure-Track respondents, and 21% ($n = 259$) of Staff respondents indicated that they had observed unfair or unjust practices related to promotion, tenure, reappointment, and/or reclassification.[xxxvi]
- By racial identity: 41% ($n = 40$) of Faculty/Staff Respondents of Color, 29% ($n = 13$) of Multiracial Faculty/Staff respondents, and 22% ($n = 300$) of White Faculty/Staff respondents indicated that they had witnessed discriminatory promotion, tenure, reappointment, and/or reclassification.[xxxvii]

Two themes emerged from the data gathered from Dartmouth's Faculty and Staff respondents who elaborated on observations of unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification. The primary theme in the respondents' narratives was the perception of lack of transparency in promotion, tenure, reappointment, and/or reclassification processes. Unjust behavior was the secondary theme noted by Faculty and Staff respondents who addressed exclusionary employment practices at Dartmouth.

Faculty and Staff – Desire for More Transparent Processes. Dartmouth's respondents consistently expressed a desire for more transparent processes in tandem with their disgruntlement with the current lack of transparency in processes regarding promotion, tenure, reappointment, and/or reclassification. One Staff respondent noted, "Dartmouth has a real issue

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[89]Chi-square analyses were conducted by gender identity, position status, and racial identity; only significant differences are reported.

with promoting and offering positions under the table. Not even posting jobs or only posting for a short period of time. It's rampant here and needs to be addressed." A Faculty respondent described, "Very unclear process for promotion. Seems to be departmental gatekeepers whose criteria are unknown and vary across the med school. I see this for faculty and staff." In reference to reclassification, one respondent noted, "Men in our Department have been reassigned, in order to keep them, when national searches did not seem to be fully executed." Finally, another Faculty respondent elaborated on their perceptions of tenure, "I have no idea because the process is ENTIRELY untransparent for reasons that are not clear to me. As a result, I'm left to assume that yes, some instances of tenure and promotion are unfair."

Faculty and Staff – Exclusion. Dartmouth's Faculty and Staff respondents described unjust and exclusionary behaviors regarding promotion, tenure, reappointment, and/or reclassification. One Faculty respondent challenged, "Look at the number of female chairs of science departments at Dartmouth and its affiliated schools. It's depressing how few women are in these leadership positions." One Staff respondent reported that "a very suspicious sequence of years in which women of color were denied tenure." Respondents consistently noted inclusion concerns with the tenure process; for example, "I know of faculty who have been treated abusively on the basis of class, race and sex - as well as field of study and politics - from the moment they arrived. Several left in disgust even before coming up for tenure. Others were unjustly denied tenure." Another Faculty respondent noted, "Mothers seem not to be granted tenure at the same rate as other members of the faculty." Other Staff respondents noted gender identity-related inclusion, "It seems like the men tend to get promotions" and "Executive Education. Simply impossible for a female to succeed in this boy's club."

[xxxii]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated on the survey that they observed discriminatory employment practices related to hiring at Dartmouth College by position status: $\chi^2 (2, N = 1,599) = 13.3, p < .01$.

[xxxiii]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed discriminatory employment practices related to hiring at Dartmouth College by gender identity: $\chi^2 (2, N = 1,578) = 9.3, p < .01$.

[xxxiv]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed discriminatory employment practices related to hiring at Dartmouth College by racial identity: $\chi^2 (2, N = 1,524) = 10.5, p < .01$.

[xxxv]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed discriminatory disciplinary practices, up to and including dismissal, at Dartmouth College by disability status: $\chi^2 (2, N = 1,576) = 14.0, p < .01$.

[xxxvi]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair employment practices related to promotion, tenure, reappointment, and/or reclassification by position status: χ^2 (2, $N = 1,586$) = 20.9, $p < .001$.

[xxxvii]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair employment practices related to promotion, tenure, reappointment, and/or reclassification by racial identity: χ^2 (2, $N = 1,512$) = 19.4, $p < .001$.

Staff Respondents' Views on Workplace Climate and Work-Life Balance

Several survey items queried Staff respondents about their opinions regarding work-life issues, and support and resources available at Dartmouth College. Frequencies and significant differences based on staff status,[90] gender identity,[91] racial identity, sexual identity, disability status,[92] citizenship status, military status, and faith-based affiliation are provided in Tables 42 through 45.

Sixty-two percent ($n = 766$) of Staff respondents believed that they had supervisors who gave them job/career advice or guidance when they needed it (Table 42). A significantly greater percentage of Non-Exempt Staff respondents (70%, $n = 136$) than Exempt Staff (62%, $n = 209$) felt that they had supervisors who gave them career advice when they need it.

Sixty-eight percent ($n = 833$) of Staff respondents thought that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. A significantly higher percentage of Women Staff respondents (71%, $n = 584$) than Men Staff respondents (63%, $n = 240$) indicated they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. Likewise a higher percentage of Staff respondents with No Military Service (68%, $n = 794$) than Staff respondents with Military Service (64%, $n = 33$) felt that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it.

Fifty-three percent ($n = 656$) of Staff respondents felt that they were included in opportunities that would help their careers as much as others in similar positions. By gender identity, 54% ($n = 450$) of Women Staff respondents and 53% ($n = 200$) of Men Staff respondents felt that they were included in opportunities that would help their careers as much as others in similar positions.

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[90]Readers will note that 538 of 1,243 Staff respondents further identified their positions as Non-Exempt Staff ($n = 196$) or Exempt Staff ($n = 342$).
[91]Other/Multiple Gender Identity Staff respondents ($n = 9$) were not included in the analyses because their numbers were too few to maintain confidentiality. No Transspectrum Staff completed the survey.
[92]Multiple Disability Staff ($n = 25$) were not included in these analyses as their numbers were too few to ensure confidentiality.

Table 42. **Staff Respondents' Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I have supervisors who give me job/career advice or guidance when I need it.	**348**	**28.2**	**418**	**33.8**	**219**	**17.7**	**160**	**12.9**	**91**	**7.4**
Staff status[xxxviii]										
Non-Exempt Staff	55	28.2	81	41.5	32	16.4	16	8.2	11	5.6
Exempt Staff	109	32.1	100	29.4	58	17.1	49	14.4	24	7.1
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	**314**	**25.5**	**519**	**42.1**	**255**	**20.7**	**101**	**8.2**	**44**	**3.6**
Gender identity[xxxix]										
Woman	228	27.5	356	43.0	156	18.8	64	7.7	24	2.9
Man	82	21.4	158	41.1	95	24.7	34	8.9	15	3.9
Military status[xl]										
Military Service	16	30.8	17	32.7	11	21.2	< 5	---	7	13.5
No Military Service	296	25.4	498	42.7	241	20.7	99	8.5	33	2.8
I am included in opportunities that will help my career as much as others in similar positions.	**253**	**20.6**	**403**	**32.8**	**284**	**23.1**	**208**	**16.9**	**82**	**6.7**
Gender identity[xli]										
Woman	173	20.9	277	33.5	168	20.3	155	18.7	55	6.6
Man	77	20.3	123	32.4	106	27.9	51	13.4	23	6.1

Note: Table includes Staff responses (*n* = 1,243) only.

Table 43 illustrates that 55% (*n* = 679) of Staff respondents "strongly agreed" or "agreed" that the performance evaluation process was clear. A much higher percentage of Women Staff respondents (59%, *n* = 488) than Men Staff respondents (49%, *n* = 186) felt that the performance evaluation process was clear. When analyzed by sexual identity, higher percentages of Asexual/Other Sexual Identity respondents (69%, *n* = 20) and Heterosexual Staff respondents (57%, *n* = 581) than LGBQ Staff respondents (44%, *n* = 56) felt that the performance evaluation process was clear. A significantly higher percentage of Military Service Staff respondents (19%, *n* = 10) than No Military Staff respondents (14%, *n* = 163) "strongly agreed" that the performance evaluation process was clear.

Thirty-two percent (*n* = 396) of Staff respondents believed that the performance evaluation process was productive. A higher percentage of Women Staff respondents (36%, *n* = 292) than

Men Staff respondents (27%, $n = 103$) felt that the performance evaluation process was productive. A significantly higher percentage of No Disability Staff respondents (33%, $n = 366$) than Single Disability Staff respondents (29%, $n = 21$) "strongly agreed" or "agreed" that the performance evaluation process was productive. When analyzed by faith-based affiliation, higher percentages of Christian Affiliation Staff respondents (36%, $n = 166$), Other Faith-Based Affiliation Staff respondents (35%, $n = 24$), and Multiple Affiliation Staff respondents (33%, $n = 24$) than No Affiliation Staff respondents (29%, $n = 162$) felt that the performance evaluation process was productive.

Table 43. **Staff Respondents' Perceptions of Performance Evaluation Process**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
The performance evaluation process is clear.	**174**	**14.1**	**505**	**40.8**	**294**	**23.8**	**178**	**14.4**	**86**	**7.0**
Gender identity[xlii]										
Woman	129	15.5	359	43.2	183	22.0	113	13.6	47	5.7
Man	44	11.5	142	37.0	100	26.0	63	16.4	35	9.1
Sexual identity[xliii]										
LGBQ	15	11.9	41	32.5	34	27.0	20	15.9	16	12.7
Heterosexual	150	14.6	431	41.9	237	23.0	151	14.7	60	5.8
Asexual/Other	6	20.7	14	48.3	5	17.2	0	0.0	< 5	---
Military service[xliv]										
Military Service	10	18.9	19	35.8	6	11.3	8	15.1	10	18.9
No Military Service	163	13.9	483	41.3	282	24.1	167	14.3	75	6.4
The performance evaluation process is productive.	**117**	**9.6**	**279**	**22.8**	**352**	**28.7**	**326**	**26.6**	**151**	**12.3**
Gender identity[xlv]										
Woman	92	11.2	200	24.3	225	27.3	215	26.1	92	11.2
Man	24	6.3	79	20.8	117	30.9	105	27.7	54	14.2
Disability status[xlvi]										
No Disability	108	9.7	258	23.1	321	28.8	303	27.2	125	11.2
Single Disability	6	8.3	15	20.8	19	26.4	15	20.8	17	23.6
Faith-based affiliation[xlvii]										
Christian	59	12.6	107	22.9	140	30.0	117	25.1	44	9.4
Other Affiliation	6	8.7	18	26.1	22	31.9	16	23.2	7	10.1
No Affiliation	43	7.8	119	21.5	153	27.7	163	29.5	75	13.6
Multiple Affiliations	< 5	---	24	32.9	22	30.1	14	19.2	12	16.4

Note: Table includes Staff responses ($n = 1,243$) only.

Table 44 illustrates frequencies and significant differences based on staff status,[93] gender identity,[94] racial identity, sexual identity, disability status,[95] citizenship status, military status and faith-based affiliation for several items in survey Question 38. Seventy-three percent ($n = 902$) of Staff respondents felt that their supervisors provided adequate support for them to manage work-life balance.

Seventeen percent ($n = 205$) of Staff respondents felt that people who do not have children were burdened with work responsibilities (e.g., stay late, off-hour work, work week-ends) beyond those who do have children.

Few Staff respondents (15%, $n = 178$) felt that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments). However, a significantly greater percentage of Single Disability Staff respondents (27%, $n = 20$) than No Disability Staff respondents (13%, $n = 147$) felt burdened by work responsibilities beyond those of their colleagues with similar performance expectations.

One-third (33%, $n = 401$) of Staff respondents suggested they performed more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support). Thirty-one percent ($n = 379$) of Staff respondents felt that people who have children or elder care are burdened with balancing work and family responsibilities (e.g., evening and evenings programing, workload brought home).

Only 34% ($n = 415$) of Staff respondents felt that Dartmouth College provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care,

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[93]Readers will note that 538 of 1,243 Staff respondents further identified their positions as Non-Exempt Staff ($n = 196$) or Exempt Staff ($n = 342$).
[94]Other/Multiple Gender Identity Staff respondents ($n = 9$) were not included in the analyses because their numbers were too few to maintain confidentiality. No Transspectrum Staff completed the survey.
[95]Multiple Disability Staff ($n = 25$) were not included in these analyses as their numbers were too few to ensure confidentiality.

housing location assistance, transportation). Multiracial Staff respondents (19%, *n* = 6) were much less likely than Staff of Color (35%, *n* = 20) or White Staff respondents (35%, *n* = 375) to believe that Dartmouth College provided adequate resources to help them manage work-life balance. Christian Staff respondents (38%, *n* = 178) were much more likely than No Affiliation Staff respondents (32%, *n* = 177), Other Faith-Based Affiliation Staff (31%, *n* = 21) or Multiple Affiliation Staff respondents (31%, *n* = 23) to believe that Dartmouth College provided adequate resources to help them manage work-life balance.

Table 44. **Staff Respondents' Perceptions of Work-Life Balance**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
My supervisor provides adequate support for me to manage work-life balance.	466	37.9	436	35.5	164	13.4	108	8.8	54	4.4
People who do not have children are burdened with work responsibilities beyond those who do have children.	67	5.4	138	11.2	399	32.4	367	29.8	262	21.2
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations.	51	4.2	127	10.4	411	33.6	458	37.4	178	14.5
Disability status[xlviii]										
No Disability	40	3.6	107	9.6	383	34.4	424	38.1	159	14.3
Single Disability	8	11.0	12	16.4	18	24.7	22	30.1	13	17.8
I perform more work than colleagues with similar performance expectations.	127	10.3	274	22.3	436	35.4	301	24.5	93	7.6
People who have children or elder care are burdened with balancing work and family responsibilities.	98	8.0	281	23.0	553	45.3	215	17.6	75	6.1

Table 44 (cont.) Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Dartmouth College provides adequate resources to help me manage work-life balance.	77	6.3	338	27.6	528	43.1	206	16.8	77	6.3
Racial identity[xlix]										
Staff of Color	8	14.0	12	21.1	22	38.6	12	21.1	< 5	---
White	64	5.9	311	28.7	463	42.8	179	16.5	65	6.0
Multiracial	< 5	---	6	18.8	11	34.4	6	18.8	6	18.8
Faith-based affiliation[l]										
Christian	38	8.1	140	29.9	198	42.3	66	14.1	26	5.6
Other Affiliation	< 5	---	18	26.5	29	42.6	18	26.5	0	0.0
No Affiliation	30	5.4	147	26.6	243	44.0	97	17.6	35	6.3
Multiple Affiliations	< 5	---	20	27.0	25	33.8	18	24.3	8	10.8

Note: Table includes Staff responses ($n = 1,243$) only.

Fifty-seven percent ($n = 699$) of Staff respondents reported that they were able to complete their assigned duties during scheduled hours (Table 45). A significantly greater percentage of Non-Exempt Staff respondents (73%, $n = 141$) than Exempt Staff respondents (55%, $n = 185$) felt that they were able to complete their assigned duties during scheduled hours. Additionally, a significantly larger percentage of Men Staff respondents (60%, $n = 229$) than Women Staff respondents (56%, $n = 461$) reported that they were able to complete their assigned duties during scheduled hours.

The majority (68%, $n = 836$) of Staff respondents believed that they were given a reasonable time frame to complete assigned responsibilities. Less than half (42%, $n = 514$) of Staff respondents indicated that their workload increased without additional compensation as a result of other staff departures (e.g., retirement positions not filled).

Slightly more than one-fourth (27%, $n = 333$) of Staff respondents felt that they were pressured by departmental/program work requirements that occur outside of normally scheduled hours.

Thirty-five percent ($n = 116$) of Exempt Staff respondents and 18% ($n = 34$) of Non-Exempt Staff respondents felt that they were pressured by departmental/program work requirements that occur outside of normally scheduled hours. Thirty-seven percent ($n = 47$) of LGBQ Staff respondents and 26% ($n = 268$) of Heterosexual Staff respondents felt that they were pressured by departmental/program work requirements that occur outside of normally scheduled hours.

Fifty-eight percent ($n = 415$) of Staff respondents felt that a hierarchy existed within staff positions that allowed some voices to be valued more than others. A greater percentage of Single Disability Staff respondents (69%, $n = 50$) than No Disability Staff respondents (57%, $n = 636$) felt that a hierarchy existed within staff positions that allowed some voices to be valued more than others.

Table 45. **Staff Respondents' Perceptions of Workload**

Issues	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I am able to complete my assigned duties during scheduled hours.	217	17.8	482	39.4	172	14.1	245	20.0	106	8.7
Staff status[li]										
Non-Exempt Staff	46	23.8	95	49.2	28	14.5	18	9.3	6	3.1
Exempt Staff	55	16.3	130	38.5	48	14.2	64	18.9	41	12.1
Gender identity[lii]										
Woman	154	18.8	307	37.5	113	13.8	159	19.4	86	10.5
Man	60	15.7	169	44.4	55	14.4	79	20.7	18	4.7
I am given a reasonable time frame to complete assigned responsibilities.	206	16.7	630	51.1	248	20.1	119	9.6	31	2.5
My workload was increased without additional compensation due to other staff departures.	221	18.0	293	23.9	296	24.1	283	23.1	133	10.8
I am pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	94	7.7	239	19.5	277	22.6	440	35.9	174	14.2
Staff status[liii]										
Non-Exempt Staff	11	5.7	23	12.0	31	16.1	88	45.8	39	20.3
Exempt Staff	35	10.4	81	24.1	78	23.2	116	34.5	26	7.7
Sexual identity[liv]										
LGBQ	14	11.1	33	26.2	21	16.7	47	37.3	11	8.7
Heterosexual	75	7.4	193	18.9	239	23.5	370	36.3	142	13.9
There is a hierarchy within staff positions that allows some voices to be valued more than others.	297	24.2	415	33.8	266	21.7	179	14.6	69	5.6
Disability status[lv]										
No Disability	262	23.5	374	33.5	250	22.4	171	15.3	59	5.3
Single Disability	24	33.3	26	36.1	11	15.3	< 5	---	8	11.1

Note: Table includes Staff responses (*n* = 1,243) only.

Three hundred and thirty-seven Staff respondents provided further explanations about their experiences as employees at Dartmouth. The clearly dominant theme that emerged from the responses from more than 30% of Staff respondents were concerns regarding workload, particularly related to work/life balance. Three minor themes surfaced in the data as well: family related issues, perceptions of superiority, and concerns about Dartmouth's annual staff reviews. Finally, several Staff respondents noted inclusion concerns. Though the inclusion concerns made up only a small percentage of the data, the narratives were salient enough to warrant mention.

Staff – Workload. Staff respondents who chose to elaborate on their experiences at Dartmouth were significantly more distressed by their workload than any other theme that emerged in the data. Staff respondents offered their feelings about workload stress. They suggested that workloads stress was the "norm" and that they felt pressure to be "married to their jobs." One respondent offered the sentiment of many suggesting that, "The expectation is that you will work 24/7." Two primary reasons were cited for the increased workload. The first was absorbing the responsibilities of vacant positions that go unfilled for lengthy time periods resulting in many departments being understaffed. The second common explanation for increased workload among Staff respondents was excelling in their position. As one respondent noted, "Work is given to those they feel can do it. Those that cannot or will not adequately perform are not given extra work." Staff respondents who provided this data presented as being near burnout as a result of the 'Do more with less' mentality they perceived. As a result of the workload concerns, Staff respondents perceived the quality of their work was compromised; one respondent noted that a supervisor told them, "We don't have time to do things right." Staff respondents also shared their sincere passion for doing their work with the highest integrity and a desire for Dartmouth to support them to be able to do so in alignment with the college's promotion of work/life balance.

Staff – Family Related Issues. Dartmouth's Staff respondents shared a wide spectrum of narratives addressing the intersection of their work lives and family lives. For some Staff respondents, this intersection was harmonious and a source of gratitude toward Dartmouth. One Staff respondent noted that "[my supervisor] is incredibly supportive when I deal with ongoing medical issues of family members" among other positive reflections. While other Staff respondents stated, "Child care at Dartmouth? Sure, if you can afford it such as being faculty....

but for regular staff, laughable! I would have starved to death." The role of children in family-related concerns for Staff respondents was mentioned in the majority of the data. Many Staff respondents believe that "families are on their own to care for their families" while others believe Dartmouth's offerings for families are "poor and unfair." Similarly, some Staff respondents noted that people "with children are actually discriminated against" while other staff respondents noted "I feel that people with children are given more frequent and more substantial raises due to their need to 'provide for more people.'"

Staff – Power Dynamics. Staff respondents who elaborated on their experiences at Dartmouth voiced concerns about power dynamics on campus. Two categories of power dynamics emerged from the data: perceptions of Staff inferiority and lack of consistency in management decisions. Staff respondents described their perception of the presence of superiority, particularly related to faculty members on campus as feeling "second class" or "I feel undervalued, and in particular relative to faculty." Concerning the inconsistencies expressed by Staff respondents, respondents noted, "flexible time available to some staff, but it is not available college-wide" and "there is a clear appearance of favoritism." Overall, Staff respondents who mentioned power dynamics reflected that their experiences as Staff members were negatively influenced by their perceptions of power imbalances at Dartmouth.

Staff – Professional Growth, Advancement, and Review: Nearly 10% of staff respondents who provided further details about their appointments at Dartmouth expressed concern about their professional growth, advancement, or annual reviews. Among the data submitted on this subject, the annual review process was reflected on the most critically. One Staff respondent stated, "I feel like the annual evaluation process is not productive" while others more bluntly referred to the process as a "joke" or a "waste of time." Staff respondents also presented discouragement concerning inequities with the perception that, "Very few people other than leadership are afforded the opportunity to train and develop on new skills." Equally discouraged were the Staff respondents who reported the perception that their respective "supervisor does not seem interested in my career development." Despite the perceived lack of available opportunities perceived to be available to Dartmouth's Staff respondents, the data reflect a substantial demand

for these opportunities. Further, these responses conveyed a sincere desire of Dartmouth's Staff respondents to use these opportunities to grow in order to contribute to Dartmouth's success.

Staff – Inclusion Concerns of Perceived Minorities: Though the quantity of the data addressing inclusion concerns of perceived minorities among Staff respondents at Dartmouth was minimal statistically, the data contained narratives critical to Dartmouth's ability to reach the standards of inclusion it is striving for. One Staff respondent reflected on Dartmouth's efforts to reach its standards of inclusion by noting, "Dartmouth culture pretends to value diversity, but exercises discrimination in ways that are subtle, difficult to prove, and impossible to address." More specifically, one Staff respondent articulated gender identity-biased inclusion concerns by noting "male voices have a much bigger place at the table." Exclusiveness was also mentioned as a challenge for new employees, with one Staff respondent noting "new employees are not easily integrated into the workplace and feel left out until they have been at Dartmouth long enough to be included. It's a bit like a club and can be very exclusive to new hires."

[xxxviii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they had supervisors who gave them career advice by staff status: $\chi^2(4, N = 535) = 10.3, p < .05$.

[xxxix]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they had colleagues/coworkers who gave them career advice by gender identity: $\chi^2(4, N = 1,212) = 9.8, p < .05$.

[xl] A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they had colleagues/coworkers who gave them career advice by military status: $\chi^2(4, N = 1,219) = 21.5, p < .001$.

[xli]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they felt included in opportunities that would help their careers by gender identity: $\chi^2(4, N = 1,208) = 11.2, p < .05$.

[xlii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that the performance evaluation process was clear by gender identity: $\chi^2(4, N = 1,215) = 13.4, p < .01$.

[xliii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they felt the performance evaluation process was clear by sexual identity: $\chi^2(8, N = 1,184) = 19.8, p < .05$.

[xliv]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they felt the performance evaluation process was clear by military service: $\chi^2(4, N = 1,223) = 16.1, p < .01$.

[xlv]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they felt the performance evaluation process was productive by gender identity: $\chi^2(4, N = 1,203) = 11.1, p < .05$.

[xlvi]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they felt the performance evaluation process was productive by disability status: $\chi^2(4, N = 1,187) = 10.1, p < .05$.

[xlvii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they felt the performance evaluation process was productive by faith-based affiliation: $\chi^2(12, N = 1,162) = 25.5, p < .05$.

[xlviii]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt burdened by work responsibilities beyond those of their colleagues by disability status: $\chi^2(4, N = 1,186) = 16.0, p < .01$.

[xlix]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt that Dartmouth provided adequate resources to help navigate work-life balance by racial identity: $\chi^2 (8, N = 1,171) = 17.7, p < .05$.

[l]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt that Dartmouth provided adequate resources to help navigate work-life balance by faith-based affiliation: $\chi^2 (12, N = 1,162) = 22.3, p < .05$.

[li]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they were able to complete assigned duties during scheduled hours by staff status: $\chi^2 (4, N = 531) = 25.8, p < .001$.

[lii]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they were able to complete assigned duties during scheduled hours by gender identity: $\chi^2 (4, N = 1,200) = 14.8, p < .01$.

[liii]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt pressured by department/program work requirements that occurred outside normally scheduled hours by staff status: $\chi^2 (4, N = 528) = 34.9, p < .001$.

[liv]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt pressured by department/program work requirements that occurred outside normally scheduled hours by sexual identity: $\chi^2 (4, N = 1,145) = 9.6, p < .05$.

[lv]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt that a hierarchy existed within staff positions that allows some voices to be valued more than others by disability status: $\chi^2 (4, N = 1,188) = 14.2, p < .01$.

Staff Respondents' Feelings of Support and Value at Dartmouth College

One question in the survey queried Staff respondents about their opinions on various topics, including their opinions about their support from supervisors and the institution, and Dartmouth College's benefits and salary. Tables 46 to 48 illustrate Staff responses to these items. Analyses were conducted by staff status (Non-Exempt Staff, Exempt Staff), gender identity, racial identity, sexual identity, citizenship, and disability status; significant differences are presented in the tables.

Sixty-five percent ($n = 799$) of Staff respondents believed that Dartmouth College provided them with resources to pursue training/professional development opportunities (Table 46). A significantly lower percentage of Single Disability Staff respondents (51%, $n = 47$) than No Disability Staff respondents (66%, $n = 737$) believed that Dartmouth College provided them with resources to pursue training/professional development opportunities.

Sixty percent ($n = 744$) of Staff respondents thought their supervisors provided them with resources to pursue training/professional development opportunities. A significantly lower percentage of Single Disability Staff respondents (45%, $n = 33$) than No Disability Staff respondents (62%, $n = 693$) thought that their supervisors provided them with resources to pursue training/professional development opportunities.

Thirty-eight percent ($n = 459$) of Staff respondents indicated that Dartmouth College was supportive of taking extended leave (e.g., FMLA, parental). Seventy-five percent ($n = 912$) of Staff respondents believed that their supervisors were supportive of their taking leave (e.g., vacation, parental, personal, short-term disability).

Few Staff respondents (6%, $n = 67$) thought that staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations. Only 22% ($n = 265$) of Staff respondents agreed that Dartmouth College policies (e.g., FMLA) were fairly applied across Dartmouth College. A significantly lower percentage of Women Staff

respondents (21%, n = 167) than Men Staff respondents (25%, n = 94) agreed that Dartmouth College policies (e.g., FMLA) were fairly applied across Dartmouth College.

Half of Staff respondents (50%, n = 612) believed that Dartmouth College was supportive of flexible work schedules. A significantly higher percentage of Men Staff respondents (54%, n = 207) than Women Staff respondents (49%, n = 399) believed that Dartmouth College was supportive of flexible work schedules. Sixty-four percent (n = 780) of Staff respondents thought that their supervisors were supportive of flexible work schedules.

Table 46. **Staff Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Dartmouth provides me with resources to pursue training/professional development opportunities.	189	15.3	610	49.4	224	18.1	160	13.0	52	4.2
Disability status[lvi]										
No Disability	173	15.4	564	50.2	200	17.8	144	12.8	42	3.7
Single Disability	14	19.2	23	31.5	18	24.7	13	17.8	5	6.8
My supervisor provides me with resources to pursue training/professional development opportunities.	230	18.7	514	41.7	263	21.3	157	12.7	68	5.5
Disability status[lvii]										
No Disability	212	18.9	481	42.9	233	20.8	139	12.4	55	4.9
Single Disability	15	20.5	18	24.7	17	23.3	12	16.4	11	15.1
Dartmouth is supportive of taking extended leave (e.g., FMLA, parental).	103	8.4	356	29.1	673	54.9	75	6.1	18	1.5
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	330	27.0	582	47.7	230	18.8	60	4.9	19	1.6
Staff in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	16	1.3	51	4.2	754	62.0	268	22.0	128	10.5
Dartmouth policies (e.g., FMLA) are fairly applied across Dartmouth.	53	4.4	212	17.5	837	69.1	79	6.5	31	2.6
Dartmouth provides me with resources to pursue training/professional development opportunities.	189	15.3	610	49.4	224	18.1	160	13.0	52	4.2

Table 46 (cont.) Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
My supervisor provides me with resources to pursue training/professional development opportunities.	230	18.7	514	41.7	263	21.3	157	12.7	68	5.5
Dartmouth is supportive of taking extended leave (e.g., FMLA, parental).	103	8.4	356	29.1	673	54.9	75	6.1	18	1.5
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	330	27.0	582	47.7	230	18.8	60	4.9	19	1.6
Staff in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	16	1.3	51	4.2	754	62.0	268	22.0	128	10.5
Dartmouth policies (e.g., FMLA) are fairly applied across Dartmouth. Gender identity[lviii]	53	4.4	212	17.5	837	69.1	79	6.5	31	2.6
Women Staff	37	4.6	130	16.0	560	69.0	66	8.1	19	2.3
Men Staff	15	4.0	79	20.9	262	69.3	13	3.4	9	2.4
Dartmouth is supportive of flexible work schedules. Gender identity[lix]	126	10.3	486	39.7	330	26.9	209	17.1	74	6.0
Women Staff	84	10.2	315	38.4	212	25.9	155	18.9	54	6.6
Men Staff	42	11.0	165	43.1	111	29.0	51	13.3	14	3.7
My supervisor is supportive of flexible work schedules.	292	23.9	488	40.0	211	17.3	156	12.8	74	6.1

Note: Table includes Staff respondents (*n* = 1,243) only.

Queried about salary and benefits, less than half of Staff respondents (27%, *n* = 333) "agreed" or "strongly agreed" that staff salaries were competitive (Table 47). Seventy-two percent (*n* = 876) of Staff respondents believed that vacation and personal time benefits were competitive. Fifty-one percent (*n* = 633) of Staff respondents thought that health insurance benefits were competitive.

Only 16% (*n* = 193) of Staff respondents indicated that child care benefits were competitive. A slightly lower percentage of LGBQ Staff respondents (14%, *n* = 18) than Heterosexual Staff respondents (16%, *n* = 164) felt that child care benefits were competitive.

Fifty-four percent ($n = 658$) of Staff respondents felt that retirement benefits were competitive. A slightly lower percentage of LGBQ Staff respondents (43%, $n = 54$) than Heterosexual Staff respondents (56%, $n = 568$) thought that retirement benefits were competitive.

Table 47. **Staff Respondents' Perceptions of Salary and Benefits**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Staff salaries are competitive.	55	4.5	278	22.7	311	25.4	378	30.9	202	16.5
Vacation and personal time benefits are competitive.	178	14.6	698	57.1	210	17.2	101	8.3	36	2.9
Health insurance benefits are competitive.	113	9.2	520	42.4	323	26.3	205	16.7	65	5.3
Child care benefits are competitive.	29	2.4	164	13.5	814	66.9	134	11.0	75	6.2
Sexual identity[lx]										
LGBQ	6	4.8	12	9.6	93	7.4	6	4.8	8	6.4
Heterosexual	21	2.1	143	14.1	664	65.5	123	12.1	63	6.2
Retirement benefits are competitive.	125	10.3	533	43.8	393	32.3	133	10.9	34	2.8
Sexual identity[lxi]										
LGBQ	15	12.0	39	31.2	49	39.2	17	13.6	5	4.0
Heterosexual	107	10.6	461	45.5	316	31.2	103	10.5	24	2.4

Note: Table includes Staff respondents ($n = 1,243$) only.

Twenty-five percent ($n = 304$) of Staff respondents believed that staff opinions were valued on Dartmouth College committees (Table 48). Sixteen percent ($n = 196$) of Staff respondents believed that staff opinions were valued by Dartmouth College faculty.

Twenty-three percent ($n = 281$) of Staff respondents believed that staff opinions were valued by Dartmouth College administration. A greater percentage of Men Staff respondents (29%, $n = 110$) than Women Staff respondents (21%, $n = 169$) thought that staff opinions were valued by Dartmouth College administration. A greater percentage of LGBQ Staff respondents (28%, $n = 34$) than Heterosexual Staff respondents (23%, $n = 232$) thought that staff opinions were valued by Dartmouth College administration.

Seventy-two percent ($n = 880$) of Staff respondents believed that expectations of their responsibilities were clear. Sixteen percent ($n = 193$) of Staff respondents thought that procedures on how they could advance at Dartmouth College were clear. However, a greater percentage of No Disability Staff respondents (16%, $n = 172$) than Single Disability Staff respondents (12%, $n = 11$) believed that clear procedures existed on how they could advance at Dartmouth College.

Thirty-one percent ($n = 382$) of Staff respondents indicated that they felt positively about their career opportunities at Dartmouth College. A significantly larger percentage of LGBQ Staff respondents (38%, $n = 47$) than Heterosexual Staff respondents (31%, $n = 307$) felt positively about their career opportunities at Dartmouth College.

Sixty-three percent ($n = 787$) of Staff respondents indicated that they would recommend Dartmouth College as good place to work. A significantly larger percentage of Non-Exempt Staff respondents (72%, $n = 139$) than Exempt Staff respondents (60%, $n = 203$) would recommend Dartmouth College as good place to work.

Slightly more than half (54%, $n = 666$) of Staff respondents believed that they had job security.

Table 48. **Staff Respondents' Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Staff opinions are valued on Dartmouth committees.	37	3.0	267	22.0	487	40.0	261	21.5	164	13.5
Staff opinions are valued by Dartmouth faculty.	25	2.0	171	14.0	488	40.0	308	25.2	229	18.8
Staff opinions are valued by Dartmouth administration.	34	2.8	247	20.3	439	36.2	283	23.3	211	17.4
Gender identity[lxii]										
Woman	17	2.1	152	18.7	316	38.8	196	24.1	133	16.3
Man	16	4.2	94	24.9	116	30.7	85	22.5	67	17.7
Sexual identity[lxiii]										
LGBQ	8	6.5	26	21.0	34	27.4	31	25.0	25	20.2
Heterosexual	22	2.2	210	20.8	378	37.4	234	23.1	167	16.5
There are clear expectations of my responsibilities.	189	15.4	691	56.3	169	13.8	146	11.9	33	2.7
There are clear procedures on how I can advance at Dartmouth.	36	2.9	157	12.8	380	30.9	440	35.8	215	17.5
Disability status[lxiv]										
No Disability	29	2.6	143	13.4	343	30.7	407	36.5	188	16.8
Single Disability	7	9.6	< 5	---	23	31.5	23	31.5	16	21.9
Positive about my career opportunities at Dartmouth.	77	6.3	305	24.9	404	33.0	306	25.0	132	10.8
Sexual identity[lxv]										
LGBQ	6	4.8	41	33.1	27	21.8	32	25.8	18	14.5
Heterosexual	67	6.6	250	24.5	345	33.8	255	25.0	103	10.1
I would recommend Dartmouth as good place to work.	183	14.8	604	48.9	287	23.2	113	9.1	48	3.9
Staff status[lxvi]										
Non-Exempt Staff	39	20.1	100	51.5	38	19.6	8	4.1	9	4.6
Exempt Staff	43	12.7	160	47.2	87	25.7	36	10.6	13	3.8
I have job security.	123	10.0	543	44.1	306	24.9	171	13.9	88	7.1

Note: Table includes Staff respondents (*n* = 1,243) only.

Three hundred and thirty seven of Dartmouth's Staff respondents elaborated on their employment experiences. Advancement and professional development related concerns, often

mentioned in tandem, were the dominant theme in the data provided by Staff respondents. Three other major themes emerged as well; perceptions of an inequitable social hierarchy, concern about job security, and commentary about leadership.

Staff - Advancement and Professional Development. The data provided by Staff respondents was dominated by concern and dissatisfaction with their perception of Dartmouth's lack of effective systems of advancement and professional development. Staff respondents noted that advancement within Dartmouth was very hard to achieve largely based on the pervasive belief that "if they want to move up they have to look elsewhere and then come back," or as another Staff respondent noted, "It was clear from day one that the only way up was out." This perception seems to have had negative side effects also, which one Staff respondent described by sharing that "There is very little opportunity for advancement within my department. It becomes a problem for morale and productivity." Another Staff respondent expressed concern about the side effects of the lack of advancement by noting that it "doesn't make for very innovative, motivated employees." The Staff respondents who reflected positively on their experience with advancement and professional development at Dartmouth qualified those responses with hesitations such as, "The reason I agree with 'clear procedures on how I can advance at Dartmouth' is because those procedures are spelled out clearly by my department, not by Dartmouth as a whole." Finally, specific concerns about the lack of professional development opportunities as noted by one Staff respondent's comments including "Professional development is used as a reward system" and "HR has not provided opportunities to grow my management skills." Overall, Staff respondents who chose to elaborate in their responses concurred that advancement opportunities were lacking at Dartmouth. According to the data provided, professional development is an under supported part of staff life at Dartmouth and perceived as not very accessible.

Staff – Social Hierarchy. Generally, based on the responses of more than 10% of Staff respondents, Dartmouth has a "definite hierarchy." One Staff respondent noted "There is a clear hierarchical separation between faculty and staff at Dartmouth - more-so than at other educational institutions where I have worked." Another Staff respondent compared their experiences at Dartmouth with other higher education environments, and concluded their narrative by stating, "Dartmouth has the worst staff/community divide of any place I have seen." The essence of the equity discrepancies was "Faculty and Staff are treated very differently." Among the differences noted by Staff respondents, the data repeatedly elaborated, "faculty in some sense is immune from HR policies" and a perception that "faculty receive financial benefits that staff do not." One particularly salient reflection offered a direct comparison of Staff life on campus versus Faculty life on campus, "To a staff member, it feels as if faculty voices are validated, staff voices are not. I have also experienced many instances in which staff members were treated disrespectfully by faculty." Finally, Staff respondents expressed a desire for changing this culture and conveyed "a feeling of equality and appreciation, free of condescension for staff members would make Dartmouth a much better place to work as a staff member." Overall, the Staff respondents who provided this data perceived the social hierarchy to negatively impact the climate at Dartmouth.

Staff – Job Security. Staff respondents at Dartmouth who contributed to the data reported job security concerns as one of the prominent features of the Staff experience. The wide perception reported among Staff respondents who noted job security concerns was that "we are always in fear of our jobs." Similarly, another respondent stated, "I am constantly told that my job can be outsourced!" One staff respondent noted that this concern was exacerbated by widespread gossip as a result of lack of transparency from leadership regarding employment; the respondent noted, "There is a lot of rumor and speculation about changes coming in our department, and no communication from management. People are uncertain about their future here." One Staff respondent concerned with job security also empathized with Dartmouth's challenge to create stability "in the midst of turnover of upper-level administration played a larger part in the instability."

Staff – Positive Reflections on Leadership. Nearly 10% of Staff respondents provided feedback on their perceptions of leadership in response to the opportunity to elaborate on their experiences as Staff at Dartmouth. Among Staff respondents, ten of them offered positive reflections on various levels of leadership at Dartmouth. One Staff respondent noted, "My immediate supervisor is a great support system and encourages training, advancement, etc." Another Staff respondent who reflected positively on leadership at Dartmouth stated, "President Phil Hanlon is approachable and greets people who say hello to him. That speaks volumes about his character and interest in making Dartmouth a good place to be." While positive reflections existed in the data, many of them included qualifiers, particularly perceptions that their positive experiences were unique and likely not "true across the institution."

Staff – Desire for Consistency from Leadership. The primary concern regarding leadership that emerged from the responses of Staff was the perception of inconsistent leadership action. One staff respondent described a "Lack of consistency in the interpretation of written policies" in a reflection on Dartmouth leadership. Another Staff respondent noted that their concerns about leadership were so great that they "would have a difficult time recommending it to even an enemy." The most common inconsistencies noted by Staff respondents were in regard to the allowance of flexibility in work schedules. One respondent noted, "for SOME, the chosen ones, the schedule is accommodating." As a result of the perception of inconsistency among leadership's stances on flexible work schedule, several Staff respondents expressed a desire for more policy on the matter. One Staff respondent noted, "It would be helpful if Dartmouth had a campus wide policy concerning flexible work schedules/work from home/reduced hours etc."

Question 96 queried Staff respondents about the degree to which they felt valued at Dartmouth. Frequencies and significant differences based on staff status,[96] gender identity,[97] racial identity,[98] sexual identity,[99] disability status,[100] and military status are provided in Tables 49 through 51.

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[96]Readers will note that only 538 of 1,243 Staff respondents identified their positions as Non-Exempt Staff ($n = 196$) or Exempt Staff ($n = 342$).

[97]Other/Multiple Gender Identity Staff respondents ($n = 9$) were not included in the analyses because their numbers were too few to ensure confidentiality of their responses. No Transspectrum Staff completed the survey.

[98]Multiracial Staff respondents ($n = 33$) were not included in the analyses because their numbers were too few to ensure confidentiality of their responses.

Eighty-four percent ($n = 1,041$) of Staff respondents felt valued by coworkers in their department (Table 49). A small, but significantly higher percentage of White Staff respondents (86%, $n = 933$) than Staff Respondents of Color (85%, $n = 50$) felt valued by coworkers in their department. A higher percentage of No Disability Staff respondents (85%, $n = 956$) than Single Disability Staff respondents (78%, $n = 56$) felt valued by coworkers in their department/program. Eighty-five percent ($n = 996$) of No Military Service Staff respondents and 73% ($n = 38$) of Military Service Staff respondents felt valued by coworkers in their department.

Seventy-seven percent ($n = 955$) of Staff respondents felt valued by their supervisors/managers. Again, a greater percentage of No Disability Staff respondents (79%, $n = 477$) than Single Disability Staff respondents (68%, $n = 49$) felt valued by their supervisors/managers. Seventy-eight percent ($n = 915$) of No Military Service Staff respondents and 69% ($n = 36$) of Military Service Staff respondents felt valued by their supervisors/managers.

Less than half (43%, $n = 520$) of Staff respondents felt valued by Dartmouth students.

Slightly more than one-third (34%, $n = 408$) of Staff respondents felt valued by Dartmouth faculty. A significantly greater percentage of Heterosexual Staff respondents (35%, $n = 348$) than LBGQ Staff respondents (28%, $n = 35$) felt valued by Dartmouth faculty.

Slightly less than one-third (32%, $n = 393$) of Staff respondents felt valued by Dartmouth College senior administrators (e.g., dean, vice president, provost). Thirty-seven percent ($n = 142$) of Men Staff respondents and 30% ($n = 249$) of Women Staff respondents felt valued by Dartmouth College senior administrators.

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[99]Asexual/Other Staff ($n = 29$) were not included in these analyses as their numbers were too few to ensure confidentiality of their responses.
[100]Multiple Disability Staff ($n = 25$) were not included in these analyses as their numbers were too few to ensure confidentiality of their responses.

Table 49. **Staff Respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by coworkers in my department.	441	35.7	600	48.5	116	9.4	60	4.9	19	1.5
Racial identity[lxvii]										
People of Color	19	32.2	31	52.5	< 5	---	7	11.9	0	0.0
White	401	36.8	532	48.9	96	8.8	46	4.2	14	1.3
Disability status[lxviii]										
No Disability	403	35.8	553	49.2	100	8.9	54	4.8	15	1.3
Single Disability	25	34.7	31	43.1	11	15.3	< 5	---	< 5	---
Military status[lxix]										
Military Service	22	42.3	16	30.8	8	15.4	< 5	---	< 5	---
No Military Service	416	35.6	580	49.6	104	8.9	53	4.5	16	1.4
I feel valued by my supervisor/manager.	472	38.2	483	39.1	117	9.5	111	9.0	51	4.1
Disability status[lxx]										
No Disability	432	38.5	45	40.1	106	9.4	96	8.5	39	3.5
Single Disability	27	37.5	22	30.6	6	8.3	7	9.4	10	13.9
Military status[lxxi]										
Military Service	20	38.5	16	30.8	< 5	---	10	19.2	< 5	---
No Military Service	450	38.6	465	39.8	112	9.6	97	8.3	43	3.7
I feel valued by Dartmouth students.	151	12.4	369	30.2	570	46.6	99	8.1	33	2.7
I feel valued by Dartmouth faculty.	108	8.9	300	24.8	533	44.0	183	15.1	87	7.2
Sexual identity[lxxii]										
LGBQ	9	7.2	26	20.8	48	38.4	28	22.4	14	11.2
Heterosexual	93	9.2	255	25.3	449	44.6	144	14.3	66	6.6
I feel valued by Dartmouth senior administrators (e.g., dean, vice president, provost).	100	8.2	293	23.9	472	38.5	245	20.0	116	9.5
Gender identity[lxxiii]										
Woman	67	8.2	182	22.2	329	40.1	174	21.2	69	8.4
Man	31	8.1	111	29.1	134	35.1	66	17.3	40	10.5

Note: Table includes Staff respondents (*n* = 1,243) only.

Table 50 depicts Staff respondents' attitudes about certain aspects of the climate in their departments/programs and at Dartmouth College. Subsequent analyses were conducted to identify significant differences in responses by Staff status, gender identity, and racial identity; only significant differences are reported.

Seventeen percent ($n = 210$) of Staff respondents thought that coworkers in their work units pre-judged their abilities based on their perceptions of their identity/background. Twenty percent ($n = 38$) of Non-Exempt Staff respondents and 16% ($n = 55$) of Exempt Staff respondents indicated that they believed that coworkers in their work units pre-judged their abilities based on their perceptions of their identity/background. Likewise, 25% ($n = 18$) of Single Disability Staff respondents and 17% ($n = 187$) of No Disability Staff respondents thought that coworkers in their work units pre-judged their abilities based on their perception of their identity/background.

Seventeen percent ($n = 211$) of Staff respondents thought that their supervisors/managers pre-judged their abilities based on their perception of their identity/background. Thirty-two percent ($n = 23$) of Single Disability Staff respondents and 16% ($n = 180$) of No Disability Staff respondents thought that their supervisors/managers pre-judged their abilities based on their perception of their identity/background. Seventeen percent ($n = 197$) of No Military Service Staff respondents and 21% ($n = 11$) of Military Service Staff respondents thought that their supervisors/managers pre-judged their abilities based on their perception of their identity/background.

Twenty-three percent ($n = 274$) of Staff respondents thought that faculty pre-judged their abilities based on their perception of their identity/background.

Table 50. **Staff Respondents' Perception of Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I think that coworkers in my work unit pre-judge my abilities based on their perception of my identity/background.	45	3.7	165	13.5	328	26.8	432	35.3	253	20.7
Staff status[lxxiv]										
Non-Exempt	16	8.3	22	11.4	48	24.9	73	37.8	34	17.6
Exempt	9	2.7	46	13.7	94	28.0	118	35.1	69	20.5
Disability status[lxxv]										
No Disability	40	3.6	147	13.2	295	26.5	405	36.4	227	20.4
Single Disability	< 5	---	14	19.4	20	27.8	14	19.4	20	27.8
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	47	3.8	164	13.4	299	24.4	430	35.1	286	23.3
Disability status[lxxvi]										
No Disability	39	3.5	141	12.6	275	24.6	402	36.0	261	23.3
Single Disability	6	8.3	17	23.6	15	20.8	17	23.6	17	23.6
Military status[lxxvii]										
Military Service	< 5	---	7	13.5	20	38.5	11	21.2	10	19.2
No Military Service	42	3.6	155	13.4	275	23.7	414	35.7	274	23.6
I think that faculty pre-judges my abilities based on their perception of my identity/background.	71	5.9	203	16.9	483	40.1	289	24.0	158	13.1

Note: Table includes Staff respondents (*n* = 1,243) only.

Fewer than half (47%, *n* = 580) of Staff respondents felt that their department/program encouraged free and open discussion of difficult topics (Table 51). Small but significant differences emerged when analyzed by military status. Forty-eight percent (*n* = 553) of No Military Service Staff respondents and 46% (*n* = 24) of Military Service Staff respondents felt that their department/program encouraged free and open discussion of difficult topics.

Seventy-one percent (*n* = 877) of Staff respondents felt that their skills were valued, and 73% (*n* = 907) felt that their work was valued. Seventy-four percent (*n* = 869) of No Military Service

Staff respondents and 65% (*n* = 33) of Military Service Staff respondents felt that their work was valued.

Table 51. **Staff Respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I believe that my department/program encourages free and open discussion of difficult topics.	131	10.7	449	36.7	312	25.5	218	17.8	115	9.4
Military status[lxxviii]										
Military Service	10	19.2	14	26.9	13	25.0	6	11.5	9	17.3
No Military Service	120	10.4	433	37.4	293	25.3	210	18.1	102	8.8
I feel that my skills are valued.	264	21.4	613	49.7	159	12.9	137	11.1	60	4.9
I feel that my work is valued.	287	23.2	620	50.2	147	11.9	125	10.1	56	4.5
Military status[lxxix]										
Military Service	14	27.5	19	37.3	8	15.7	< 5	---	6	11.8
No Military Service	272	23.3	597	51.1	137	11.7	116	9.9	47	4.0

Note: Table includes Staff respondents (*n* = 1,243) only.

[lvi]A chi-square test was conducted to compare percentages of Staff respondents who agreed that Dartmouth provides them with resources to pursue training/professional development opportunities by disability status: χ^2 (4, *N* = 1,196) = 10.3, *p* < .05.

[lvii]A chi-square test was conducted to compare percentages of Staff respondents who agreed that their supervisors provide them with resources to pursue training/professional development opportunities by disability status: χ^2 (4, *N* = 1,193) = 19.4, *p* < .01.

[lviii]A chi-square test was conducted to compare percentages of Staff respondents who agreed that Dartmouth policies were fairly applied across Dartmouth by gender identity: χ^2 (4, *N* = 1,190) = 12.3, *p* < .05.

[lix]A chi-square test was conducted to compare percentages of Staff respondents who agreed that Dartmouth supports flexible work schedules by gender identity: χ^2 (4, *N* = 1,203) = 11.2, *p* < .05.

[lx]A chi-square test was conducted to compare percentages of Staff respondents who agreed that child care benefits were competitive by sexual identity: χ^2 (4, *N* = 1,139) = 11.8, *p* < .05.

[lxi]A chi-square test was conducted to compare percentages of Staff respondents who agreed that retirement benefits were competitive by sexual identity: χ^2 (4, $N = 1,139$) = 11.8, $p < .05$.

[lxii]A chi-square test was conducted to compare percentages of Staff respondents who agreed that staff opinions were valued by Dartmouth administration by gender identity: χ^2 (4, $N = 1,192$) = 14.4, $p < .01$.

[lxiii]A chi-square test was conducted to compare percentages of Staff respondents who agreed that staff opinions were valued by Dartmouth administration by sexual identity: χ^2 (4, $N = 1,135$) = 11.7, $p < .05$.

[lxiv]A chi-square test was conducted to compare percentages of Staff respondents who felt that procedures were clear on how they could advance at Dartmouth by disability status: χ^2 (4, $N = 1,189$) = 15.9, $p < .01$.

[lxv]A chi-square test was conducted to compare percentages of Staff respondents who felt positive about their career opportunities at Dartmouth by sexual identity: χ^2 (4, $N = 1,144$) = 10.7, $p < .05$.

[lxvi]A chi-square test was conducted to compare percentages of Staff respondents who would recommend Dartmouth as a good place to work by staff status: χ^2 (4, $N = 533$) = 13.3, $p < .01$.

[lxvii]A chi-square test was conducted to compare percentages of Staff respondents who felt valued by coworkers in their department by racial identity: χ^2 (4, $N = 1,148$) = 10.2, $p < .05$.

[lxviii]A chi-square test was conducted to compare percentages of Staff respondents who felt valued by coworkers in their department by disability status: χ^2 (4, $N = 1,197$) = 12.8, $p < .05$.

[lxix]A chi-square test was conducted to compare percentages of Staff respondents who felt valued by coworkers in their department by military status: χ^2 (4, $N = 1,221$) = 9.7, $p < .05$.

[lxx]A chi-square test was conducted to compare percentages of Staff respondents who felt valued by their supervisor/manager by disability status: χ^2 (4, $N = 1,197$) = 12.8, $p < .05$.

[lxxi]A chi-square test was conducted to compare percentages of Staff respondents who felt valued by their supervisor/manager by military status: χ^2 (4, $N = 1,219$) = 11.6, $p < .05$.

[lxxii]A chi-square test was conducted to compare percentages of Staff respondents who felt valued by Dartmouth faculty by sexual identity: χ^2 (4, $N = 1,132$) = 10.6, $p < .05$.

[lxxiii]A chi-square test was conducted to compare percentages of Staff respondents who felt valued by senior administrators by gender identity: χ^2 (4, $N = 1,203$) = 10.0, $p < .05$.

[lxxiv]A chi-square test was conducted to compare percentages of Staff respondents who felt that coworkers in their work unit pre-judge them based on perception of identity by Staff status: χ^2 (4, $N = 529$) = 9.9, $p < .05$.

[lxxv]A chi-square test was conducted to compare percentages of Staff respondents who felt that coworkers in their work unit pre-judge them based on perception of identity by disability status: χ^2 (4, $N = 1,186$) = 9.9, $p < .05$.

[lxxvi]A chi-square test was conducted to compare percentages of Staff respondents who believed that their supervisor/manager pre-judges them based on perception of identity by disability status: χ^2 (4, $N = 1,190$) = 13.7, $p < .01$.

[lxxvii]A chi-square test was conducted to compare percentages of Staff respondents who believed that their supervisor/manager pre-judges them based on perception of identity by military status: χ^2 (4, $N = 1,212$) = 10.0, $p < .05$.

[lxxviii]A chi-square test was conducted to compare percentages of Staff respondents who believed that their department/program encouraged free and open discussion on difficult topics by military status: χ^2 (4, $N = 1,210$) = 10.3, $p < .05$.

[lxxix]A chi-square test was conducted to compare percentages of Staff respondents who believed that their work was valued by military status: χ^2 (4, $N = 1,220$) = 9.8, $p < .05$.

Faculty Respondents' Views on Workplace Climate and Work-Life Balance

Three survey items queried Faculty respondents ($n = 368$) about their opinions regarding various issues specific to workplace climate and faculty work (Tables 52 - 55). Question 32 queried Tenure-Track Faculty respondents ($n = 250$), Question 34 addressed the Non-Tenure-Track Faculty respondents ($n = 118$), and Question 36 addressed all Faculty respondents. Chi-square analyses[101] were conducted by gender identity, racial identity, sexual identity, faith-based affiliation, and disability status; only significant differences are reported.[102]

Table 52 illustrates that the majority of Tenure-Track Faculty respondents "agreed" or "strongly agreed" that the criteria for tenure were clear (62%, $n = 154$). 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. Subsequent analyses indicated that 27% ($n = 8$) of Tenure-Track Faculty Respondents of Color and 44% ($n = 84$) of White Tenure-Track Faculty respondents felt that tenure standards/promotion standards were applied equally to all faculty in their schools/division. Similarly, 31% ($n = 5$) of LGBQ Tenure-Track Faculty respondents and 43% ($n = 93$) of Heterosexual Tenure-Track Faculty respondents felt that tenure standards/promotion standards were applied equally to all faculty in their schools/division.

Fifty-three percent ($n = 127$) of Tenure-Track Faculty respondents "agreed" or "strongly agreed" that they felt supported and mentored during the tenure-track years. Nineteen percent ($n = 45$) of Tenure-Track Faculty respondents believed that all faculty used Dartmouth College policies for delay of the tenure-clock.

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[101]Analyses were not run by citizenship status because the numbers of Naturalized U.S. Citizen Tenure-Track Faculty respondents ($n = 29$), Non-U.S. Tenure-Track Faculty respondents ($n = 19$), and Multiple Citizenship Tenure-Track Faculty respondents ($n < 5$) were too low to ensure the confidentiality of their responses.
[102]No Transspectrum Tenure-Track Faculty members completed the survey. For all analyses in this section on Tenure-Track Faculty perceptions, Other/Multiple Gender Identity Tenure-Track Faculty respondents ($n < 5$), Multiracial Tenure-Track Faculty respondents ($n < 5$), Asexual/Other Sexual Identity Tenure-Track Faculty respondents ($n < 5$), Multiple Citizenship Tenure-Track Faculty respondents ($n < 5$), Multiple Faith-Based Affiliations Tenure-Track Faculty respondents ($n = 19$) or Other Faith-Based Affiliations ($n = 27$), and Faculty respondents with Multiple Disabilities ($n < 5$) were not included because their numbers were too few to maintain the confidentiality of their responses.

Table 52. **Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
The criteria for tenure are clear.	35	14.1	119	47.8	44	17.7	34	13.7	17	6.8
The tenure standards/promotion standards are applied equally to faculty in my school/division.	28	11.2	76	30.4	63	25.2	53	21.2	30	12.0
Racial identity[lxxx]										
People of Color	< 5	---	7	23.3	6	20.0	13	43.3	< 5	---
White	26	13.6	58	30.4	50	26.3	33	17.3	24	12.6
Sexual identity[lxxxi]										
LGBQ	0	0.0	5	31.3	< 5	---	8	50.0	< 5	---
Heterosexual	25	11.5	68	31.2	56	25.7	41	18.8	28	12.8
Supported and mentored during the tenure-track years.	46	19.1	81	33.6	59	24.5	38	15.8	17	7.1
Dartmouth policies for delay of the tenure-clock are used by all faculty.	11	4.5	34	14.0	121	49.8	53	21.8	24	9.9

Note: Table includes Tenure-Track Faculty respondents (*n* = 250) only.

Table 53 illustrates that the vast majority (84%, *n* = 210) of Tenure-Track Faculty respondents "agreed" or "strongly agreed" that research was valued by Dartmouth College.

Seventy-four percent (*n* = 183) of Tenure-Track Faculty respondents felt that teaching was valued by Dartmouth College. A significantly greater percentage of Men Tenure-Track Faculty respondents (78%, *n* = 115) than Women Tenure-Track Faculty respondents (67%, *n* = 63) felt that teaching was valued by Dartmouth College. A significantly greater percentage of White Tenure-Track Faculty respondents (77%, *n* = 146) than Tenure-Track Faculty Respondents of Color (57%, *n* = 17) felt that teaching was valued by Dartmouth College.

Less than one-third (31%, *n* = 77) of Tenure-Track Faculty respondents felt that their service contributions were valued by Dartmouth College. A significantly greater percentage of Men

Tenure-Track Faculty respondents (35%, $n = 51$) than Women Tenure-Track Faculty respondents (26%, $n = 24$) felt that service contributions were valued by Dartmouth College.

Eighteen percent ($n = 43$) of Tenure-Track Faculty respondents felt pressured to change their research/scholarship agenda to achieve tenure/promotion.

Table 53. **Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Research is valued by Dartmouth.	115	46.0	95	38.0	14	5.6	20	8.0	6	2.4
Teaching is valued by Dartmouth.	71	28.5	112	45.0	32	12.9	25	10.0	9	12.0
Gender identity[lxxxii]										
Woman	18	19.1	45	47.9	14	14.9	14	14.9	< 5	---
Man	51	34.5	64	43.2	17	11.5	10	6.8	6	4.1
Racial identity[lxxxiii]										
People of Color	7	23.3	10	33.3	6	20.0	< 5	---	< 5	---
White	55	28.9	91	47.9	24	12.6	16	8.4	< 5	---
Service contributions are valued by Dartmouth.	13	5.3	64	26.0	78	31.7	61	24.8	30	12.2
Gender identity[lxxxiv]										
Woman	< 5	---	20	21.3	24	25.5	30	31.9	16	17.0
Man	9	6.2	42	29.0	52	35.9	29	2.0	13	9.0
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	13	5.3	30	12.3	42	17.2	91	37.3	68	27.9

Note: Table includes Tenure-Track Faculty respondents ($n = 250$) only.

Slightly more than one-third (36%, $n = 90$) of Tenure-Track Faculty respondents believed that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations (Table 54). A significantly smaller percentage of Men Tenure-Track Faculty respondents (30%, $n = 44$) than Women Tenure-Track Faculty respondents (45%, $n = 42$) felt that they were burdened by service responsibilities beyond those of their colleagues with

similar performance expectations. A significantly smaller percentage of White Tenure-Track Faculty respondents (12%, $n = 22$) than Tenure-Track Faculty Respondents of Color (30%, $n = 9$) "strongly agreed" that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations.

Forty-seven percent ($n = 115$) of Tenure-Track Faculty respondents thought that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues.

Only 7% ($n = 16$) of Tenure-Track Faculty respondents thought that faculty members in their departments/programs who used family accommodation (FMLA) policies (e.g., child care, elder care) were disadvantaged in promotion and/or tenure.

Table 54. **Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations.	34	13.7	56	22.6	55	22.2	81	32.7	22	8.9
Gender identity[lxxxv]										
Woman	17	18.3	25	26.9	24	25.8	24	25.8	< 5	---
Man	16	10.8	28	18.9	30	20.3	55	37.2	19	12.8
Racial identity[lxxxvi]										
People of Color	9	30.0	< 5	---	7	23.3	10	33.3	< 5	---
White	22	11.6	46	24.3	40	21.1	63	33.3	18	9.5
I perform more work to help students than do my colleagues.	45	18.2	70	28.3	66	26.7	58	23.5	8	3.2
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion and/or tenure.	6	2.4	10	4.1	96	39.2	83	33.9	50	20.4

Note: Table includes Tenure-Track Faculty respondents ($n = 250$) only.

Slightly more than one-quarter (27%, *n* = 66) of Tenure-Track Faculty respondents felt that faculty opinions were taken seriously by senior administrators (e.g., dean, vice president, provost) (Table 55).

Forty-four percent (*n* = 108) of Tenure-Track Faculty respondents believed that faculty opinions were valued within Dartmouth College committees. A significantly higher percentage of White Tenure-Track Faculty respondents (49%, *n* = 91) than Tenure-Track Faculty Respondents of Color (24%, *n* = 7) believed that faculty opinions were valued within Dartmouth College committees.

Twenty-five percent (*n* = 63) of Tenure-Track Faculty respondents wanted more opportunities to participate in substantive committee assignments. Fifty-two percent (*n* = 128) of Tenure-Track Faculty respondents felt that they had opportunities to participate in substantive committee assignments.

Table 55. **Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	13	5.2	53	21.3	71	28.5	74	29.7	38	15.3
Faculty opinions are valued within Dartmouth committees.	16	6.6	92	37.7	82	33.6	37	15.2	17	7.0
Racial identity[lxxxvii]										
People of Color	0	0.0	7	24.1	15	51.7	< 5	---	< 5	---
White	15	8.0	76	40.6	58	31.0	28	15.0	10	5.3
I would like more opportunities to participate in substantive committee assignments.	9	3.6	54	21.8	87	35.1	65	26.2	33	13.3
I have opportunities to participate in substantive committee assignments.	33	13.3	95	38.3	63	25.4	45	18.1	12	4.8

Note: Table includes Tenure-Track Faculty respondents (*n* = 250) only.

Ninety-one of Dartmouth's Tenured and Tenure-Track Faculty respondents elaborated on their experiences. They primarily expressed concern about discrepancies in value, particularly, the value of research compared with the value of teaching at Dartmouth as a whole. The perception of discrepancies and ambiguity in the value of teaching, service and committee work, versus that of the value of research largely contributed to perceptions of inconsistency in the tenure process.

Tenured and Tenure-Track Faculty – Value of Research Versus Teaching. 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. One Tenured and Tenure-Track Faculty respondent stated, "Research is way valued over teaching." Both teaching and service were noted as inferior to research; one respondent commented, "Service should be rewarded more than it is. Research over-producers because they are not doing service should not be rewarded for 'cheating.'"

Tenured and Tenure-Track Faculty – Perception of Tenure-Related Inconsistencies. Tenured and Tenure-Track Faculty respondents at Dartmouth thematically conveyed the perception of tenure related inconsistencies. In tandem with the concerns about tenure-related inconsistencies, inequitable distribution of service, teaching, and committee work was noted. The inequitable distribution was correlated with less opportunity to research and as such perceived as a "detriment" to one's growth and "complicating" the tenure process. One Tenured Faculty respondent noted, "Service contributions are valued. However, to the extent that it takes away from time dedicated to scholarship, service to the institution can be a detriment to promotion." Another respondent raised concerns regarding consistency, "Tenure and promotion are often affected by the personal agendas of those on the committees. It is not always a fair and equitable process." Further, another respondent elaborated, "There is a perception, and I don't think it's wrong, that certain white faculty get every benefit at tenure and promotion time while faculty of color are held to abstract and highly subjective standards of excellence that have, all too often, resulted in unjust tenure and promotion decisions." Another Tenured/Tenure-Track Faculty respondent at Dartmouth reported, "All the senior faculty seem to have their own tenure decision

criteria." Similarly, another respondent noted the perception that "Promotion criteria feels like a moving target." Regarding solutions to the problem, one Tenured/Tenure-Track Faculty respondent suggested that Dartmouth look to peer institutions, "Brown University provides printed documentation of explicit expectations of tenure and promotion, as one example."

Survey Question 34 queried Non-Tenure-Track Faculty respondents on their perceptions as faculty with non-tenure-track appointments. Chi-square analyses[103] were conducted by gender identity;[104] only significant differences are reported.[105] Table 56 indicates that 33% ($n = 38$) of Non-Tenure-Track Faculty respondents "agreed" or "strongly agreed" that the criteria used for contract renewal were clear. A significantly higher percentage of Men Non-Tenure-Track Faculty respondents (45%, $n = 20$) than Women Non-Tenure-Track Faculty respondents (25%, $n = 17$) thought that the criteria used for contract renewal were clear.

Twenty-one percent ($n = 24$) of Non-Tenure-Track Faculty respondents indicated that the criteria used for contract renewal was applied equally to all positions. Sixty-two percent ($n = 73$) of Non-Tenure-Track Faculty respondents believed that expectations of their responsibilities were clear.

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[103]Analyses were not run by racial identity because the numbers of Non-Tenure-Track Faculty Respondents of Color ($n = 9$) and Multiracial Non-Tenure-Track Faculty respondents ($n < 5$) were too low to ensure the confidentiality of their responses. Analyses were not run by citizenship status because the numbers of Naturalized U.S. Citizen Non-Tenure-Track Faculty respondents ($n = 11$), Non-U.S. Non-Tenure-Track Faculty respondents ($n = 6$), and Multiple Citizenship Non-Tenure-Track Faculty respondents ($n < 5$) were too low to ensure the confidentiality of their responses. Likewise, analyses were not run by disability status or sexual identity because the numbers of Single Disability Non-Tenure-Track Faculty respondents ($n = 9$), Multiple Disability Non-Tenure-Track Faculty respondents ($n < 5$), and LBGQ Non-Tenure-Track Faculty respondents ($n = 6$) were too low to ensure the confidentiality of their responses.
[104]No Transspectrum Non-Tenure-Track Faculty members or Other/Multiple Gender Identity Non-Tenure-Track Faculty respondents completed the survey.
[105]For all analyses in this section on Non-Tenure-Track Faculty perceptions, Multiracial Non-Tenure-Track Faculty respondents ($n < 5$) were not included because their numbers were too few to maintain the confidentiality of their responses.

Table 56. **Non-Tenure-Track Faculty respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
The criteria for contract renewal are clear.	13	11.2	25	21.6	43	37.1	25	21.6	10	8.6
Gender identity[lxxxviii]										
Woman	5	7.4	12	17.6	22	32.4	21	30.9	8	11.8
Man	7	15.9	13	29.5	19	43.2	< 5	---	< 5	---
The criteria used for contract renewal are applied equally to all positions.	8	7.0	16	14.0	53	46.5	23	20.2	14	12.3
There are clear expectations of my responsibilities	19	16.1	54	45.8	22	18.6	17	14.4	6	5.1

Note: Table includes Non- Tenure-Track Faculty respondents (*n* = 118) only.

Table 57 illustrates that 70% (*n* = 83) of Non-Tenure-Track Faculty respondents "agreed" or "strongly agreed" that research was valued by Dartmouth College. Seventy-four percent (*n* = 86) of Non-Tenure-Track Faculty respondents felt that teaching was valued by Dartmouth College.

Table 57. **Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Research is valued by Dartmouth.	38	32.2	45	38.1	19	16.1	13	11.0	< 5	---
Teaching is valued by Dartmouth.	28	24.1	58	50.0	18	15.5	7	6.0	5	4.3

Note: Table includes Non- Tenure-Track Faculty respondents (*n* = 118) only.

Twenty percent (*n* = 23) of Non-Tenure-Track Faculty respondents felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments) (Table 58).

Thirty-five percent (*n* = 40) of Non-Tenure-Track Faculty respondents felt that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues. A significantly higher percentage of Men

Non-Tenure-Track Faculty respondents (47%, $n = 20$) than Women Non-Tenure-Track Faculty respondents (30%, $n = 20$) felt that they performed more work to help students than did their colleagues.

Twenty-seven percent ($n = 32$) of Non-Tenure-Track Faculty respondents felt pressured to do extra work that was uncompensated. A greater percentage of Women Non-Tenure-Track Faculty respondents (30%, $n = 21$) than Men Non-Tenure-Track Faculty respondents (20%, $n = 9$) felt pressured to do extra work that was uncompensated.

Thirty-one percent ($n = 36$) of Non-Tenure-Track Faculty respondents felt that Non-Tenure-Track Faculty opinions were taken seriously by senior administrators (e.g., chair, dean, provost). A greater percentage of Men Non-Tenure-Track Faculty respondents (43%, $n = 19$) than Women Non-Tenure-Track Faculty respondents (25%, $n = 17$) indicated that Non-Tenure-Track Faculty opinions were taken seriously by senior administrators.

Twenty-four percent ($n = 28$) of Non-Tenure-Track Faculty respondents felt that they had job security. A greater percentage of Men Non-Tenure-Track Faculty respondents (29%, $n = 13$) than Women Non-Tenure-Track Faculty respondents (20%, $n = 14$) believed that they had job security.

Table 58. **Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	6	5.1	17	14.5	31	26.5	42	35.9	21	17.9
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	9	7.9	31	27.2	38	33.3	30	26.3	6	5.3
Gender identity[lxxxix]										
Women	7	10.4	13	19.4	25	37.3	21	31.3	< 5	---
Men	< 5	---	18	41.9	10	23.3	8	18.6	5	11.6
Pressured to do extra work that is uncompensated.	8	6.8	24	20.3	37	31.4	32	27.1	17	14.4
Gender identity[xc]										
Women	8	11.6	13	18.8	26	37.7	18	26.1	< 5	---
Men	0	0.0	9	20.0	10	22.2	13	28.9	13	28.9
Lecturer/Adjunct, Research Scientist/Engineer, Research Line Faculty opinions are taken seriously by senior administrators (e.g., chair, dean, provost).	8	6.8	28	23.9	31	26.5	30	25.6	20	17.1
Gender identity[xci]										
Women	< 5	---	14	20.3	17	24.6	18	26.1	17	24.6
Men	5	11.4	14	31.8	14	31.8	9	20.5	< 5	---
I have job security.	8	6.8	20	16.9	25	21.2	36	30.5	29	24.6
Gender identity[xcii]										
Women	6	8.7	8	11.6	10	14.5	23	33.3	22	31.9
Men	< 5	---	11	24.4	14	31.1	12	26.7	6	13.3

Note: Table includes Non- Tenure-Track Faculty respondents (*n* = 118) only.

Forty-one Non-Tenure-Track Faculty, Lecturers, and Adjuncts respondents chose to elaborate on their experience at Dartmouth. The most common theme among these reflections was questionable hiring practices and policies. Other common themes of concern involved salary, job security, and workload.

Non-Tenure-Track Faculty, Lecturers and Adjuncts – Questionable Hiring Practices. The data gathered in this question reflects a general lack of, and desire for more, transparency and clear policy addressing hiring practices at Dartmouth for Non-Tenure-Track Faculty, Lecturers, and Adjuncts. Respondents reflected on current perceptions of hiring practices as "very unclear" and that "the systems related to being appointed and renewed seem inconsistent across the institution." One respondent suggested that Dartmouth closely examine peer institutions' hiring and promotion practices of Non-Tenure-Track Faculty, Lecturers, and Adjuncts to develop more effective and inclusive policies. Several respondents noted that they do not believe Dartmouth is competitively progressing with its peer intuitions in regard to the general climate for Non-Tenure-Track Faculty, Lecturers, and Adjuncts. Another respondent suggested that Dartmouth would do well to integrate more awareness of the unique roles, contributions, and avenues for excellence that are specific to their line of work so that hiring and promotion practices are more logical and appropriate for Non-Tenure-Track Faculty, Lecturers, and Adjuncts.

Non-Tenure-Track Faculty, Lecturers, and Adjuncts – Job Security. One of the salient concerns of Non-Tenure-Track Faculty, Lecturers, and Adjuncts at Dartmouth was job security. Respondents stated that given the current climate of Dartmouth they "feel very insecure" and perceived "non-tenure-track faculty (to be) extremely vulnerable." Three respondents expressed concerns about the yielding of seemingly arbitrary "discretion" of renewal of contracts and distribution of assignments. Non-Tenure-Track Faculty, Lecturers, and Adjuncts at Dartmouth presented their dissatisfaction with their job security as a significant challenge in their appointment with the institution.

Non-Tenure-Track Faculty, Lecturers, and Adjuncts – Salary. Appropriate compensation was a charged concern for Non-Tenure-Track Faculty, Lecturers, and Adjuncts at Dartmouth who chose to elaborate on their experiences. One respondent's narrative reflected years of experience

on campus; promotions and positive performance reviews had not yielded any changes in salary. Another respondent reported that gender is a significant identity intersection in terms of salary concerns at Dartmouth, stating that "the financial inequity in salary between others (especially males) in a similar position with equal experience is disheartening." A few respondents cited other concerns. For example, "I have no financial support from the department I work in" and "The school is still getting indirect funds from a raise we will never see." Based on these reflections, the Non-Tenure-Track Faculty, Lecturers, and Adjuncts at Dartmouth were substantially concerned about their salary and financial support.

Non-Tenure-Track Faculty, Lecturers, and Adjuncts – Workload. Respondents reported two concerns that involved their workload in their positions at Dartmouth as Non-Tenure-Track Faculty, Lecturers, and Adjuncts: pressure to do unpaid work and overbearing demands. Among the reflections on concerns about pressure to do unpaid work, one respondent noted that minority faculty particularly are subjected to this pressure regarding mentoring minority students. In addition to this respondent's concern about their workload, this narrative also reflected the perception that while the Dartmouth faculty and staff value the quality of student experiences, the administration does not share that value and, as such, it is not considered a part of their workload although the pressure to do it is strong. The other form of workload stress, the overbearing demands, was elaborated on with statements including, "I feel my workload is overbearing with little to no ability to take vacation time." According to the data, pressure to do unpaid work and overbearing demands were significant experiences noted by Non-Tenure-Track Faculty, Lecturers, and Adjuncts at Dartmouth.

Additionally, Faculty respondents were asked to rate the degree to which they agreed with a series of 14 statements related to faculty workplace climate (Table 59). Chi-square analyses were conducted by faculty status; only significant differences are reported.

Forty-seven percent ($n = 168$) of Faculty respondents believed that salaries for Tenure-Track faculty positions were competitive. A greater percentage of Tenure-Track Faculty respondents (53%, $n = 132$) than Non-Tenure-Track Faculty respondents (33%, $n = 36$) agreed that salaries

for Tenure-Track Faculty positions were competitive. About one-third (34%, $n = 117$) of Faculty respondents thought that salaries for adjunct professors were competitive.

Forty-three percent ($n = 154$) of Faculty respondents reported that health insurance benefits were competitive. A larger percentage of Non-Tenure-Track Faculty respondents (45%, $n = 51$) than Tenure-Track Faculty respondents (41%, $n = 103$) thought that health insurance benefits were competitive.

Only 17% ($n = 61$) of Faculty respondents indicated that child care benefits were competitive. A slightly higher percentage of Tenure-Track Faculty respondents (18%, $n = 44$) than Non-Tenure-Track Faculty respondents (15%, $n = 17$) believed that child care benefits were competitive.

About half (51%, $n = 181$) of Faculty respondents felt that retirement/supplemental benefits were competitive.

Table 59. **Faculty Respondents' Perceptions of Salary and Benefits**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Salaries for Tenure-Track Faculty positions are competitive.	27	7.5	141	39.4	118	33.0	57	15.9	15	4.2
Faculty status[xciii]										
Tenure-Track	20	8.1	112	45.2	48	19.4	53	21.4	15	6.0
Non-Tenure-Track	7	6.4	29	26.4	70	63.6	< 5	---	0	0.0
Salaries for adjunct professors are competitive.	32	9.2	85	24.4	192	55.0	30	8.6	10	2.9
Health insurance benefits are competitive.	14	3.9	140	38.6	104	28.7	84	23.1	21	5.8
Faculty status[xciv]										
Tenure-Track	9	3.6	94	37.8	59	23.7	69	27.7	18	7.2
Non-Tenure-Track	5	4.4	46	40.4	45	39.5	15	13.2	< 5	---
Child care benefits are competitive.	< 5	---	59	16.7	188	53.3	61	17.3	43	12.2
Faculty status[xcv]										
Tenure-Track	< 5	---	43	17.7	117	48.1	46	18.9	36	14.8
Non-Tenure-Track	< 5	---	16	14.5	71	64.5	15	13.6	7	6.4
Retirement/supplemental benefits are competitive.	26	7.4	155	44.0	118	33.5	38	10.8	15	4.3

Note: Table includes Faculty respondents (*n* = 368) only.

Fourteen percent (*n* = 51) of Faculty respondents believed that people who do not have children are burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work weekends) (Table 60). A slightly higher percentage of Tenure-Track Faculty respondents (7%, *n* = 16) than Non-Tenure-Track Faculty respondents (2%, *n* < 5) "strongly agreed" that people who do not have children are burdened with work responsibilities beyond those who do have children.

Fifty-three percent (*n* = 191) of Faculty respondents believed that people who have children or elder care were burdened with balancing work and family responsibilities (e.g., evening and evenings programing, workload brought home, Dartmouth College breaks not scheduled with school district breaks). A larger percentage of Tenure-Track Faculty respondents (57%, *n* = 141)

than Non-Tenure-Track Faculty respondents (44%, $n = 50$) thought that people who have children or elder care were burdened with balancing work and family responsibilities.

Almost one-fourth (24%, $n = 85$) of Faculty respondents thought that Dartmouth College provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation). A slightly higher percentage of Non-Tenure-Track Faculty respondents (30%, $n = 34$) than Tenure-Track Faculty respondents (21%, $n = 51$) indicated that Dartmouth College provided adequate resources to help them manage work-life balance.

Table 60. **Faculty Respondents' Perceptions of Work-Life Balance**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
People who do not have children are burdened with work responsibilities beyond those who do have children.	18	5.0	33	9.2	117	32.5	132	36.7	60	16.7
Faculty status[xcvi]										
Tenure-Track	16	6.5	19	7.7	69	27.8	96	38.7	48	19.4
Non-Tenure-Track	< 5	---	14	12.5	48	42.9	36	32.1	12	10.7
People who have children or elder care are burdened with balancing work and family responsibilities.	58	16.0	133	36.7	116	32.0	48	13.3	7	1.9
Faculty status[xcvii]										
Tenure-Track	49	19.8	92	37.1	68	27.4	33	13.3	6	2.4
Non-Tenure-Track	9	7.9	41	36.0	48	42.1	15	13.2	< 5	---
Dartmouth provides adequate resources to help me manage work-life balance.	9	2.5	76	21.2	158	44.1	78	21.8	37	10.3
Faculty status[xcviii]										
Tenure-Track	< 5	---	47	19.2	103	42.0	59	24.1	32	13.1
Non-Tenure-Track	5	4.4	29	25.7	55	48.7	19	16.8	5	4.4

Note: Table includes Faculty respondents ($n = 368$) only.

As noted in Table 61, 54% (*n* = 194) of all Faculty respondents believed their colleagues included them in opportunities that will help their career as much as they do others in their position.

Forty-two percent (*n* = 154) of Faculty respondents believed that the performance evaluation process was clear. A much higher percentage of Tenure-Track Faculty respondents (49%, *n* = 121) than Non-Tenure-Track Faculty respondents (29%, *n* = 33) agreed that the performance evaluation process was clear.

Sixty-five percent (*n* = 238) of Faculty respondents thought that Dartmouth College provided them with resources to pursue professional development (e.g., conferences, materials, research and course design traveling). Again, a much higher percentage of Tenure-Track Faculty respondents (74%, *n* = 183) than Non-Tenure-Track Faculty respondents (48%, *n* = 55) thought that Dartmouth College provided them with resources to pursue professional development.

More than half (57%, *n* = 208) of Faculty respondents felt positive about their career opportunities at Dartmouth College. A much greater percentage of Tenure-Track Faculty respondents (66%, *n* = 164) than Non-Tenure-Track Faculty respondents (38%, *n* = 44) indicated that they felt positive about their career opportunities at Dartmouth College.

Sixty-three percent (*n* = 227) of Faculty respondents would recommend Dartmouth College as good place to work, and 60 % (*n* = 218) of Faculty respondents believed that they had job security. Seventy-seven percent (*n* = 190) of Tenure-Track Faculty respondents and 24% (*n* = 28) of Non-Tenure-Track Faculty respondents believed that they had job security.

Table 61. **Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
My colleagues include me in opportunities that will help my career as much as they do others in my position.	44	12.2	150	41.6	105	29.1	49	13.6	13	3.6
The performance evaluation process is clear.	26	7.1	128	35.2	91	25.0	85	23.4	34	9.3
Faculty status[xcix]										
Tenure-Track	17	6.8	104	41.8	57	22.9	51	20.5	20	8.0
Non-Tenure-Track	9	7.8	24	20.9	34	29.6	34	29.6	14	12.2
Dartmouth provides me with resources to pursue professional development.	76	20.9	162	44.5	57	15.7	47	12.9	22	6.0
Faculty status[c]										
Tenure-Track	64	25.7	119	47.8	31	12.4	27	10.8	8	3.2
Non-Tenure-Track	12	10.4	43	37.4	26	22.6	20	17.4	14	12.2
Positive about my career opportunities at Dartmouth.	56	15.3	152	41.6	89	24.4	44	12.1	24	6.6
Faculty status[ci]										
Tenure-Track	51	20.4	113	45.2	52	20.8	24	9.6	10	4.0
Non-Tenure-Track	5	4.3	39	33.9	37	32.2	20	17.4	14	12.2
I would recommend Dartmouth as good place to work.	58	16.0	169	46.7	85	23.5	38	10.5	12	3.3
I have job security.	105	29.1	113	31.3	58	16.1	47	13.0	38	10.5
Faculty status[cii]										
Tenure-Track	99	40.2	91	37.0	33	13.4	15	6.1	8	3.3
Non-Tenure-Track	6	5.2	22	19.1	25	21.7	32	27.8	30	26.1

Note: Table includes Faculty respondents (*n* = 368) only.

Eighty-four Faculty respondents elaborated on their experience at Dartmouth. Three major themes and two minor themes emerged from the reflections of Faculty respondents. The major themes included benefits, salary, and perceptions of inconsistencies in practice and policy. The minor themes were job security and minority inclusion.

Faculty – Salary and Benefits. More than one-third of the Faculty respondents mentioned concerns involving salary and or benefits when given the opportunity to elaborate on their

experiences at Dartmouth. The narratives of concern that informed this theme wove salaries and benefits together tightly and as such will be presented as one theme in an effort to capture the fullness of the data provided by the Faculty respondents.

Generally, Faculty respondents did not believe their pay was competitive with peer institutions nor was the combination of salary and benefits perceived by Faculty to be reflective of the cost of living in Hanover. Explicitly stated, one Faculty respondent noted "Salaries are not competitive with other universities." In reference to the cost of living, one Faculty respondent noted that "Hanover/the Upper Valley is an extremely expensive place to live and the pay is not so competitive as to make up for that." In agreement, another Faculty respondent expanded on that notion by stating "I have been offered positions with the same salary in locations where the cost of living is 25% lower and where the health benefits are better…I will always be open to competitive offers from peer institutions." Faculty respondents offered suggestions for improvements via enhanced benefits, including parking, enhanced faculty housing on campus, and greater access to campus and local resources such as gyms and transportation. Faculty respondents at Dartmouth presented as dissatisfied with their salary and benefits packages, yet, several respondents noted that they like Dartmouth enough to stay despite these concerns.

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." Other respondents noted family and benefit-related disappointment with Dartmouth's lack of tuition remission for family members. Additionally, one respondent expressed a perception that elder care was unacknowledged as a layer of family health care at Dartmouth. Faculty respondents generally believe that family concerns are a "serious issue" that needs to be addressed in Dartmouth's benefits packages.

Faculty – Perceptions of Administrative Inconsistences. 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. One Faculty respondent described their department's faculty compensation system as "lacking in transparency and provides the Dean with a degree of

discretion that is problematic." Regarding concerns about equity, one respondent referred to Dartmouth as "still an old boys network." Based on Faculty respondents, Dartmouth offers "no clear guidelines for advancement" and "The requirements for tenure are ambiguous at best." Based on the Faculty respondents' reflections, Dartmouth has failed to provide reliable systems for growth and advancement for its faculty. This shortcoming has led to Faculty respondents' expressing disillusionment with the college that they hope to be remedied in the future.

Faculty - Job Security. One of the minor themes reflected in the data provided by Dartmouth's Faculty respondents was concern about job security. One Faculty respondent described job security concerns involving peer interaction, "there are some members of my department who make me feel as if my position is constantly in jeopardy." Another Faculty respondent noted that "there is NO mechanism of which I am aware for bridge funding" which creates stress for Faculty relying on grants. In some cases, Faculty respondents described job security concerns as damaging for the perceived larger goals of the college and "impedes productivity." In another example, one Faculty respondent stated, "Everyone is concerned or scared about the potential for being let go… No one wants to collaborate, because of fear that their job might be deemed less important than their colleague."

Faculty – Minority Inclusion and Equity. Though the number of Faculty respondents who noted concerns about inclusion and equity for minorities was low, those respondents offered important data. Faculty respondents described the climate as "a much better place to work for those who are white than those who are not" and noted that, "Cases abound of White scholars getting tenure while minorities' scholars get denied." Another Faculty respondent noted that "Women faculty with children are still severely disadvantaged by the tenure model." Faculty respondents perceive Dartmouth as presenting significant challenges to inclusion and equity, particularly for women and perceived racial minorities.

Seventy-three percent ($n = 268$) of all Faculty respondents felt valued by faculty in their department/program (Table 62). A significantly higher percentage of Tenure-Track Faculty respondents (77%, $n = 193$) than Non-Tenure-Track Faculty respondents (65%, $n = 75$) respondents felt valued by faculty in their department/program.

Seventy-two percent ($n = 263$) of Faculty respondents felt valued by their department/program chairs. Again, a greater percentage of Tenure-Track Faculty respondents (73%, $n = 183$) than Non-Tenure-Track Faculty respondents (68%, $n = 80$) felt valued by their department/program chairs.

Sixty-seven percent ($n = 246$) of Faculty respondents felt valued by other faculty at Dartmouth College. Seventy-three percent ($n = 181$) of Tenure-Track Faculty respondents and 56% of Non-Tenure-Track Faculty respondents ($n = 65$) felt valued by other faculty at Dartmouth College.

Eighty-four percent ($n = 302$) of Faculty respondents felt valued by students in the classroom. A significantly greater percentage of Tenure-Track Faculty respondents (87%, $n = 215$) than Non-Tenure-Track Faculty respondents (79%, $n = 87$) felt valued by students in the classroom.

Thirty-eight percent ($n = 137$) of Faculty respondents felt valued by Dartmouth College senior administrators (e.g., dean, vice president, provost). Forty-three percent ($n = 108$) of Tenure-Track Faculty respondents and 25% ($n = 29$) of Non-Tenure-Track Faculty respondents felt valued by Dartmouth College senior administrators.

Table 62. **Faculty Respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by faculty in my department/program.	113	30.9	155	42.3	53	14.5	24	6.6	21	5.7
Faculty status[ciii]										
Tenure-Track	89	35.6	104	41.6	29	11.6	17	6.8	11	4.4
Non-Tenure-Track	24	20.7	51	44.0	24	20.7	7	6.0	10	8.6
I feel valued by my department/program chair.	128	34.9	135	36.8	51	13.9	30	8.2	23	6.3
Faculty status[civ]										
Tenure-Track	100	40.0	83	33.2	32	12.8	22	8.8	13	5.2
Non-Tenure-Track	28	23.9	52	44.4	19	16.2	8	6.8	10	8.5
I feel valued by other faculty at Dartmouth.	78	21.4	168	46.0	90	24.7	21	5.8	8	2.2
Faculty status[cv]										
Tenure-Track	62	24.9	119	47.8	52	20.9	10	4.0	6	2.4
Non-Tenure-Track	16	13.8	49	42.2	38	32.8	11	9.5	< 5	---
I feel valued by students in the classroom.	143	39.9	159	44.4	49	13.7	5	1.4	< 5	---
Faculty status[cvi]										
Tenure-Track	101	40.7	114	46.0	26	10.5	5	2.0	< 5	---
Non-Tenure-Track	42	38.2	45	40.9	23	20.9	0	0.0	0	0.0
I feel valued by Dartmouth senior administrators (e.g., dean, vice president, provost).	53	14.6	84	23.1	104	28.6	83	22.8	40	11.0
Faculty status[cvii]										
Tenure-Track	43	17.3	65	26.2	59	23.8	56	22.6	25	10.1
Non-Tenure-Track	10	8.6	19	16.4	45	38.8	27	23.3	15	12.9

Note: Table includes Faculty respondents (*n* = 368) only.

Table 63 depicts Faculty respondents' attitudes about certain aspects of the climate in their departments/programs and at Dartmouth College. Subsequent analyses were conducted to identify significant differences in responses by faculty status, gender identity, and racial identity; only significant differences are reported.

Sixteen percent (*n* = 59) of Faculty respondents thought that faculty in their departments/programs pre-judged their abilities based on their perception of their identity/background. Fifteen percent (*n* = 36) of Tenure-Track Faculty respondents and 20% (*n* =

23) of Non-Tenure-Track Faculty respondents indicated that they believed faculty in their departments/programs pre-judged their abilities based on their perception of their identity/background. Likewise, 14% ($n = 27$) of Men Faculty and 19% ($n = 31$) of Women Faculty thought that faculty in their departments/programs pre-judged their abilities based on their perception of their identity/background.

Thirteen percent ($n = 48$) of Faculty respondents thought that their departments/program chairs pre-judged their abilities based on their perception of their identity/background. Twelve percent ($n = 29$) of Tenure-Track Faculty respondents and 16% ($n = 19$) of Non-Tenure-Track Faculty respondents thought that their departments/program chairs pre-judged their abilities based on their perception of their identity/background. Sixteen percent of Women Faculty respondents ($n = 26$) and 11% of Men Faculty respondents ($n = 21$) thought that their departments/ program chairs pre-judged their abilities based on their perception of their identity/background.

Thirty-eight percent ($n = 138$) of Faculty respondents believed that Dartmouth College encouraged free and open discussion of difficult topics. Smaller percentages of Women Faculty respondents (29%, $n = 46$) and Faculty of Color respondents (23%, $n = 9$) than Men Faculty respondents (47%, $n = 90$) and White Faculty respondents (40%, $n = 116$) thought that Dartmouth College encouraged free and open discussion of difficult topics.

Table 63. **Faculty Respondents' Perception of Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I think that faculty in my department/program pre-judge my abilities based on their perception of my identity/background.	12	3.3	47	12.9	116	31.9	95	26.1	94	25.8
Faculty status[cviii]										
Tenure-Track	8	3.2	28	11.3	73	29.4	61	24.6	78	31.5
Non-Tenure-Track	< 5	---	19	16.4	43	37.1	34	29.3	16	13.8
Gender identity[cix]										
Woman	6	3.7	25	15.5	60	37.3	42	26.1	28	17.4
Man	6	3.1	21	10.9	54	28.1	51	26.6	60	31.3
I think that my department/program chair pre-judges my abilities based on their perception of my identity/background.	11	3.0	37	10.2	103	28.4	104	28.7	108	29.8
Faculty status[cx]										
Tenure-Track	6	2.4	23	9.3	66	26.8	64	26.0	87	35.4
Non-Tenure-Track	5	4.3	14	12.0	37	31.6	40	34.2	21	17.9
Gender identity[cxi]										
Woman	6	3.7	20	12.4	54	33.5	51	31.7	30	18.6
Man	5	2.6	16	8.4	47	24.6	53	27.7	70	36.6
I believe that Dartmouth encourages free and open discussion of difficult topics.	24	6.6	114	31.4	100	27.5	82	22.6	43	11.8
Gender identity[cxii]										
Woman	8	5.0	38	23.8	50	31.3	47	29.4	17	10.6
Man	16	8.3	74	38.5	49	25.5	30	15.6	23	12.0
Racial identity[cxiii]										
Faculty of Color	< 5	---	7	17.9	12	30.8	7	17.9	11	28.2
White	20	6.9	96	33.3	81	28.1	66	22.9	25	8.7

Note: Table includes Faculty respondents (*n* = 368) only.

Sixty-four percent ($n = 230$) of Faculty respondents felt that their research/scholarship was valued (Table 64). Significant differences emerged when analyzed by faculty status, gender identity, and racial identity. Seventy-one percent ($n = 177$) of Tenure-Track Faculty respondents and 47% ($n = 53$) of Non-Tenure-Track Faculty respondents felt that their research/scholarship was valued. Seventy-four percent ($n = 139$) of Men Faculty respondents and 52% ($n = 84$) of Women respondents felt that their research/scholarship was valued. A greater percentage of White Faculty respondents (66%, $n = 190$) than Faculty Respondents of Color (54%, $n = 21$) felt that their research/scholarship was valued.

Sixty-nine percent ($n = 248$) of Faculty respondents felt that their teaching was valued. Seventy percent ($n = 174$) of Tenure-Track Faculty respondents and 66% ($n = 74$) of Non-Tenure-Track Faculty respondents felt that their teaching was valued. Seventy-five percent ($n = 142$) of Men Faculty respondents and 64% ($n = 101$) of Women respondents felt that their teaching was valued.

Less than half (48%, $n = 175$) of Faculty respondents felt that their service contributions were valued. Again, a significantly higher percentage of Men Faculty respondents (55%, $n = 105$) than Women Faculty respondents (42%, $n = 68$) felt that their service contributions were valued. A higher percentage of White Faculty respondents (53%, $n = 153$) than Faculty Respondents of Color (28%, $n = 11$) felt that their service contributions were valued.

Table 64. **Faculty Respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel that my **research/scholarship** is valued.	78	21.5	152	42.0	68	18.8	46	12.7	18	5.0
Faculty status[cxiv]										
Tenure-Track	69	27.7	108	43.4	30	12.0	31	12.4	11	4.4
Non-Tenure-Track	9	8.0	44	38.9	38	33.6	15	13.3	7	6.2
Gender identity[cxv]										
Woman	23	14.2	61	37.7	41	25.3	27	16.7	10	6.2
Man	53	28.0	86	45.5	24	12.7	19	10.1	7	3.7
Racial identity[cxvi]										
Faculty of Color	6	15.4	15	38.5	9	23.1	< 5	---	6	15.4
White	65	22.6	125	43.6	48	16.7	39	13.6	10	3.5
I feel that my **teaching** is valued.	87	24.2	161	44.7	63	17.5	35	9.7	14	3.9
Faculty status[cxvii]										
Tenure-Track	68	27.4	106	42.7	35	14.1	28	11.3	11	4.4
Non-Tenure-Track	19	17.0	55	49.1	28	25.0	7	6.3	< 5	---
Gender identity[cxviii]										
Woman	25	15.7	76	47.8	36	22.6	16	10.1	6	3.8
Man	60	31.6	82	43.2	23	12.1	18	9.5	7	3.7
I feel that my **service** contributions are valued.	45	12.4	130	35.7	102	28.0	58	15.9	29	8.0
Gender identity[cxix]										
Woman	19	11.7	49	30.2	44	27.2	34	21.0	16	9.9
Man	26	13.6	79	41.4	53	27.7	21	11.0	12	6.3
Racial identity[cxx]										
Faculty of Color	6	15.4	5	12.8	14	35.9	6	15.4	8	20.5
White	38	13.1	115	39.8	73	25.3	45	15.6	18	6.2

Note: Table includes Faculty respondents (*n* = 368) only.

[lxxx]A chi-square test was conducted to compare percentages of Tenure-Track Faculty respondents who felt that tenure standards/promotion standards were applied equally to all faculty in their schools/division by racial identity: $\chi^2 (4, N = 221) = 11.7, p < .05$.

[lxxxi]A chi-square test was conducted to compare percentages of Tenure-Track Faculty respondents who felt that tenure standards/promotion standards were applied equally to all faculty in their schools/division by sexual identity: $\chi^2 (4, N = 234) = 11.1, p < .05$.

[lxxxii]A chi-square test was conducted to compare percentages of Tenure-Track Faculty respondents who felt that teaching was valued by Dartmouth by gender identity: $\chi^2 (4, N = 242) = 9.5, p < .05$.

[lxxxiii]A chi-square test was conducted to compare percentages of Tenure-Track Faculty respondents who felt that teaching was valued by Dartmouth by racial identity: $\chi^2 (4, N = 220) = 11.6, p < .05$.

[lxxxiv]A chi-square test was conducted to compare percentages of Tenure-Track Faculty respondents who felt that service contributions were valued by Dartmouth by gender identity: $\chi^2 (4, N = 239) = 9.9, p < .05$.

[lxxxv]A chi-square test was conducted to compare percentages of Tenure-Track Faculty respondents who felt burdened by service responsibilities beyond those colleagues with similar performance expectations by gender identity: $\chi^2 (4, N = 241) = 12.8, p < .05$.

[lxxxvi]A chi-square test was conducted to compare percentages of Tenure-Track Faculty respondents who felt burdened by service responsibilities beyond those colleagues with similar performance expectations by racial identity: $\chi^2 (4, N = 219) = 10.1, p < .05$.

[lxxxvii]A chi-square test was conducted to compare percentages of Tenure-Track Faculty respondents who believed that faculty opinions were valued within Dartmouth committees by racial identity: $\chi^2 (4, N = 216) = 10.4, p < .05$.

[lxxxviii]A chi-square test was conducted to compare percentages of Non-Tenure-Track Faculty respondents who believed that the criteria used for contract renewal was clear by gender identity: $\chi^2 (4, N = 112) = 13.2, p < .05$.

[lxxxix]A chi-square test was conducted to compare percentages of Non-Tenure-Track Faculty respondents who believed that they performed more work to help students than did their colleagues by gender identity: $\chi^2 (4, N = 110) = 13.9, p < .01$.

[xc]A chi-square test was conducted to compare percentages of Non-Tenure-Track Faculty respondents who felt that they were pressured to do extra work that was uncompensated by gender identity: $\chi^2 (4, N = 114) = 17.1, p < .01$.

[xci]A chi-square test was conducted to compare percentages of Non-Tenure-Track Faculty respondents who felt that Lecturer/Adjunct/Research Scientist/Engineer opinions were taken seriously by senior administration by gender identity: $\chi^2 (4, N = 113) = 10.6, p < .05$.

[xcii]A chi-square test was conducted to compare percentages of Non-Tenure-Track Faculty respondents who believed that they had job security by gender identity: $\chi^2 (4, N = 114) = 11.2, p < .05$.

[xciii]A chi-square test was conducted to compare percentages of Faculty respondents who believed that salaries for tenure-track faculty were competitive by faculty status: $\chi^2 (4, N = 358) = 74.2, p < .001$.

[xciv]A chi-square test was conducted to compare percentages of Faculty respondents who believed that health insurance benefits were competitive by faculty status: $\chi^2 (4, N = 363) = 17.1, p < .01$.

[xcv]A chi-square test was conducted to compare percentages of Faculty respondents who believed that child care benefits were competitive by faculty status: $\chi^2 (4, N = 353) = 10.3, p < .05$.

[xcvi]A chi-square test was conducted to compare percentages of Faculty respondents who thought that people who do not have children were burdened with work responsibilities beyond those who do have children by faculty status: $\chi^2 (4, N = 360) = 15.1, p < .01$.

[xcvii]A chi-square test was conducted to compare percentages of Faculty respondents who thought that people who have children or elder care were burdened with balancing work and family responsibilities by faculty status: $\chi^2 (4, N = 362) = 13.1, p < .05$.

[xcviii]A chi-square test was conducted to compare percentages of Faculty respondents who thought that Dartmouth provided adequate resources to help manage work-life balance by faculty status: $\chi^2 (4, N = 358) = 12.2, p < .05$.

[xcix]A chi-square test was conducted to compare percentages of Faculty respondents who thought that the performance evaluation process was clear by faculty status: $\chi^2 (4, N = 364) = 15.5, p < .01$.

[c]A chi-square test was conducted to compare percentages of Faculty respondents who thought that Dartmouth provided resources to pursue professional development by faculty status: $\chi^2 (4, N = 364) = 28.9, p < .001$.

[ci]A chi-square test was conducted to compare percentages of Faculty respondents who felt positive about their career opportunities at Dartmouth by faculty status: $\chi^2 (4, N = 365) = 31.8, p < .001$.

[cii]A chi-square test was conducted to compare percentages of Faculty respondents who thought that they had adequate job security by faculty status: $\chi^2 (4, N = 358) = 12.2, p < .05$.

[ciii]A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by faculty in their department/program by faculty status: $\chi^2 (4, N = 366) = 12.9, p < .05$.

[civ]A chi-square test was conducted to compare percentages of Faculty respondents who valued by faculty in their department/program chair by faculty status: $\chi^2 (4, N = 367) = 11.1, p < .05$.

[cv]A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by other faculty by faculty status: $\chi^2 (4, N = 365) = 13.9, p < .01$.

[cvi]A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by students in the classroom by faculty status: $\chi^2 (4, N = 358) = 9.7, p < .05$.

[cvii]A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by senior administrators by faculty status: $\chi^2(4, N = 364) = 14.3$, $p < .01$.

[cviii]A chi-square test was conducted to compare percentages of Faculty respondents who felt that faculty in their departments pre-judged them based on perception of identity by faculty status: $\chi^2(4, N = 364) = 13.3$, $p < .01$.

[cix]A chi-square test was conducted to compare percentages of Faculty respondents who felt that faculty in their departments pre-judged them based on perception of identity by gender identity: $\chi^2(4, N = 353) = 10.5$, $p < .05$.

[cx]A chi-square test was conducted to compare percentages of Faculty respondents who felt that their department/program chair pre-judged them based on perception of identity by faculty status: $\chi^2(4, N = 363) = 12.0$, $p < .05$.

[cxi]A chi-square test was conducted to compare percentages of Faculty respondents who believed that their department/program chair pre-judged them based on perception of identity by gender identity: $\chi^2(4, N = 352) = 14.6$, $p < .01$.

[cxii]A chi-square test was conducted to compare percentages of Faculty respondents who believed that Dartmouth encouraged free and open discussion of difficult topics by gender identity: $\chi^2(4, N = 352) = 16.1$, $p < .01$.

[cxiii]A chi-square test was conducted to compare percentages of Faculty respondents who believed that Dartmouth encouraged free and open discussion of difficult topics by racial identity: $\chi^2(4, N = 352) = 16.1$, $p < .01$.

[cxiv]A chi-square test was conducted to compare percentages of Faculty respondents who felt that their research/scholarship was valued by faculty status: $\chi^2(4, N = 362) = 34.2$, $p < .001$.

[cxv]A chi-square test was conducted to compare percentages of Faculty respondents who felt that their research/scholarship was valued by gender identity: $\chi^2(4, N = 351) = 20.5$, $p < .001$.

[cxvi]A chi-square test was conducted to compare percentages of Faculty respondents felt that their research/scholarship was valued by racial identity: $\chi^2(4, N = 326) = 12.7$, $p < .05$.

[cxvii]A chi-square test was conducted to compare percentages of Faculty respondents who felt that their teaching was valued by faculty status: $\chi^2(4, N = 349) = 15.1)$, $p < .01$.

[cxviii]A chi-square test was conducted to compare percentages of Faculty respondents who felt that their teaching was valued by gender identity: $\chi^2(4, N = 352) = 14.6$, $p < .01$.

[cxix]A chi-square test was conducted to compare percentages of Faculty respondents who felt that their service contributions were valued by gender identity: $\chi^2(4, N = 352) = 10.3$, $p < .05$.

[cxx]A chi-square test was conducted to compare percentages of Faculty respondents who felt that their service contributions were valued by racial identity: $\chi^2(4, N = 352) = 16.1$, $p < .01$.

Faculty and Staff Respondents Who Have Seriously Considered Leaving Dartmouth College

Forty-four percent (*n* = 1,211) of respondents had seriously considered leaving Dartmouth College. With regard to employee position status, 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.[cxxi] Subsequent analyses found significant differences by faculty status, sexual identity, military status, disability status, and age:

- By staff status: 62% (*n* = 211) of Exempt Staff respondents and 52% (*n* = 101) of Non-Exempt Staff respondents seriously considered leaving the College.[cxxii]

- By faculty status, 69% (*n* = 173) of Tenure-Track Faculty respondents and 53% (*n* = 62) of Non-Tenure-Track Faculty respondents seriously considered leaving the College.[cxxiii]

- By sexual identity: 72% (*n* = 106) of LGBQ employee respondents, 58% (*n* = 792) of Heterosexual employee respondents, and 44% (*n* = 15) of Asexual/Other Gender Identity employee respondents seriously considered leaving the College.[cxxiv]

- By citizenship status: 61% (*n* = 871) of U.S. Citizen by Birth employee respondents, 55% (*n* = 42) of U.S. Citizen, Naturalized employee respondents, 48% (*n* = 29) of Non-U.S. Citizen employee respondents, and 42% (*n* = 10) of Multiple Citizenships employee respondents seriously considered leaving the College.[cxxv]

- By age: 64% (*n* = 281) of employee respondents between ages 45 and 54 years, 61% (*n* = 206) of employee respondents between ages 55 and 64 years, 56% (*n* = 189) of employee respondents between ages 35 and 44 years, 55% (*n* = 132) of employee respondents between ages 25 and 34 years, 51% (*n* = 40) of employee respondents between ages 65 years and older, 36% (*n* = 13) of employee respondents between ages 22 and 24 years, and 33% (*n* < 5) of employee respondents ages 21 years old and younger seriously considered leaving the College.[cxxvi]

Fifty percent (*n* = 480) of those Faculty and Staff respondents who seriously considered leaving did so because of limited opportunities for advancement (Table 65). Forty-eight percent (*n* = 459) of those Faculty and Staff respondents who seriously considered leaving indicated that they did so for financial reasons. Other reasons included interested in a position elsewhere (32%),

lack of sense of belonging (31%), and increased workload (28%). "Other" responses submitted by respondents included "1-year position," "affordability and cost of living," "been here 'long enough,' feel like moving on," "better hours," "budget cut reduction in hours," "climate of hostility between leadership and departments," "communication from upper levels down to bottom," "contributions not recognized," "disconnect between administrators and staff," "disillusioned with leadership," "feeling that Dartmouth does not really value or support its rank-and-file staff members," "general dysfunction in the college," "new skills," "poor management of medical school budgets," and "uncertainties with restructuring and leadership."

Table 65. **Reasons Why Faculty and Staff Respondents Considered Leaving Dartmouth College**

Reason	*n*	*%*
Limited opportunities for advancement	480	49.9
Financial reasons (e.g., salary, resources)	459	47.8
Interested in a position elsewhere	311	32.4
Lack of sense of belonging	296	30.8
Increased workload	265	27.6
Working relationship with supervisor/manager	251	26.1
Recruited or offered a position elsewhere	207	21.5
Dissatisfied with current benefits	188	19.6
Campus climate was unwelcoming	164	17.1
Working relationship with coworkers/colleagues	161	16.8
Working relationship with dean/department or program chair	111	11.6
Spouse or partner unable to find suitable employment	99	10.3
Local community did not meet my (my family's) needs	95	9.9
Family responsibilities	94	9.8
Personal reasons	64	6.7
Relocation	57	5.9
Spouse or partner relocated	23	2.4
A reason not listed above	210	21.9

Note: Table includes responses only from those Faculty and Staff respondents who indicated on the survey that they had seriously considered leaving Dartmouth College in the past year (*n* = 961).

Seven hundred and ninety four Faculty/Staff respondents provided data that expanded on the experiences that motivated them to seriously considering leaving Dartmouth. The data provided by these respondents revealed two themes. The dominant theme, addressed by 17% of the respondents who elaborated on this possibility, were negative experiences in their respective microclimates. The other theme related to advancement and was offered by 10% of the Faculty/Staff respondents.

Faculty and Staff – Negative Microclimates. Dartmouth's Staff, Tenured Faculty/Tenure-Track Faculty, and Non-Tenure-Track Lecturers and Adjunct Professors respondents predominately cited negative experiences in their microclimates, including departments, programs, and working groups, as the rationale for seriously considering leaving Dartmouth. Among these narratives, leadership was the primary concern. One respondent noted, "My department chair is very difficult to work for; the work is not very challenging or creative." Another respondent elaborated, "There is so much favoritism in my office. Long time staff are treated differently (better) than new staff." The work environment was described by one respondent as lacking "professional courtesy," and by another respondent as, "very dysfunctional." Respondents elaborated on leadership concerns, noting, "My supervisor was abusive. Would make comments saying I was stupid." Similarly, another respondent noted, "My supervisor was/is threatening, a bully." Negative experiences, largely colored by leadership, in microclimates was the primary reason cited by 17% of Dartmouth's respondents who provided data regarding their serious consideration of leaving Dartmouth.

Faculty and Staff – Advancement. Nearly 10% of the data gathered regarding the reasons leading respondents to seriously consider leaving Dartmouth reflected advancement concerns of Faculty and Staff respondents. Simply stated, one Faculty Tenured/Tenure-Track respondent noted, the "Lack of attention to the growth of my career by the leaders of my department" in elaborating about what led to their serious consideration of leaving Dartmouth. A Staff respondent noted, "This is a very hard place to advance. Many people stay here for decades and there's little room for growth at mid-level." Similarly, another Staff respondent stated, "I want to advance my career and I don't see that happening at Dartmouth." Another respondent shared, "New people

come in and sweep up jobs that are never even posted. For those of us that have put our time in, and know our jobs, and are looking to promote; we are not given the chance to do so, jobs in HR are being given to "preferred" candidates and current staff are not being offered opportunities."

[cxxi]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they seriously considered leaving Dartmouth College by position status: χ^2 (2, $N = 1{,}608$) = 12.3, $p < .05$.

[cxxii]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they seriously considered leaving Dartmouth College by staff status: χ^2 (1, $N = 537$) = 5.5, $p < .05$.

[cxxiii]A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they seriously considered leaving Dartmouth College by faculty status: χ^2 (1, $N = 367$) = 9.1, $p < .01$.

[cxxiv]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they seriously considered leaving Dartmouth College by sexual identity: χ^2 (2, $N = 1{,}538$) = 13.0, $p < .01$.

[cxxv]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they seriously considered leaving Dartmouth College by citizenship status: χ^2 (3, $N = 1{,}538$) = 7.9, $p < .05$.

[cxxvi]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they seriously considered leaving Dartmouth College by age: χ^2 (6, $N = 1{,}477$) = 18.3, $p < .01$.

Summary

The results from this section suggest that most Faculty and Staff respondents generally hold positive attitudes about Dartmouth College policies and processes. Few Dartmouth College employees had observed unfair or unjust hiring (23%), unfair or unjust disciplinary actions (15%), or unfair or unjust promotion, tenure, and/or reclassification (24%). Gender/gender identity, race, ethnicity, racial identity, position status, and age were the top perceived bases for many of the reported discriminatory employment practices.

The majority of Staff respondents "agreed" or "strongly agreed" that Dartmouth College and their supervisors provided them with support and resources. While a small majority of Staff respondents agreed that the promotion process was clear, fewer believed that the promotion process was productive. A majority of Staff respondents felt that a hierarchy existed within staff positions that allowed some voices to be valued more than others. Roughly three-fourths of Staff respondents felt that their skills and work were valued at Dartmouth.

The majority of Faculty respondents "agreed" or "strongly agreed" that Dartmouth College's tenure/promotion process was clear. Less than half of Faculty respondents, however, felt that tenure standards, promotion standards, and/or reappointment standards were applied equally to all faculty. Seventy-four percent of Tenure-Track Faculty respondents felt that their teaching was valued by Dartmouth College, while 31% felt that their service contributions were valued.

Not surprisingly, analyses revealed significant differences in responses among groups, where the answers of Women respondents, Respondents of Color, respondents who served in the Military, and respondents with Disabilities were generally less positive than the responses of other groups.

Student Perceptions of Campus Climate

This section of the report is dedicated to survey items that were specific to Dartmouth College students. Several survey items queried Students about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes.

Student Experiences of Unwanted Sexual Contact

As noted earlier in this report, 144 respondents (5%) experienced unwanted sexual contact while at Dartmouth College.[106] Subsequent analyses indicated that of the respondents who experienced unwanted sexual contact, 102 were Undergraduate Students (13% of Undergraduate Student respondents) and 17 were Graduate Student/Post-Doc/Research Associate respondents (5% of Graduate Student/Post-Doc/Research Associate respondents). Undergraduate Students were asked to share what year in their college career they experienced unwanted sexual contact. Of the 102 Undergraduate Student respondents who indicated that they experienced such conduct, 47% ($n = 48$) noted that it occurred between Fall 2014 and Summer 2015, 32% ($n = 33$) noted that it occurred between Fall 2013 and Summer 2014, 25% ($n = 25$) noted that it occurred between Fall 2012 and Summer 2013, and 22% ($n = 22$) noted that it occurred during Fall 2015. Of note, the greatest percentage of occurrences of unwanted sexual assault happened each fall quarter or first term.

Subsequent analyses,[107] the results of which are depicted in Figure 42, revealed that for Undergraduate Student respondents:

- By gender identity: 47% ($n = 9$) of Other/Multiple Gender Identity Undergraduate Student respondents, 33% ($n < 5$) of Transspectrum Undergraduate Student respondents, 18% ($n = 70$) of Women Undergraduate Student respondents, and 5% ($n = 19$) of Men Undergraduate Student respondents experienced unwanted sexual contact.[cxxvii]

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[106]The survey defined unwanted sexual conduct as "unwanted or unwelcome touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact."

[107]Chi-square analyses were conducted by undergraduate position status, gender identity, racial identity, sexual identity, income status, first-generation status, and disability status; only significant differences are reported.

- By racial identity: 21% ($n = 19$) of Multiracial Undergraduate Student respondents, 13% ($n = 28$) of Undergraduate Student Respondents of Color, and 11% ($n = 51$) of White Undergraduate Student respondents experienced unwanted sexual contact.[cxxviii]

- By sexual identity: 39% ($n = 7$) of Asexual/Other Undergraduate Student respondents, 23% ($n = 29$) of LGBQ Undergraduate Student respondents, and 10% ($n = 66$) of Heterosexual Undergraduate Student respondents experienced unwanted sexual contact.[cxxix]

- By disability status: 34% ($n = 11$) of Undergraduate Student respondents with Multiple Disabilities, 22% ($n = 16$) of Undergraduate Student respondents with a Single Disability, and 11% ($n = 75$) of Undergraduate Student respondents with No Disability experienced unwanted sexual contact.[cxxx]
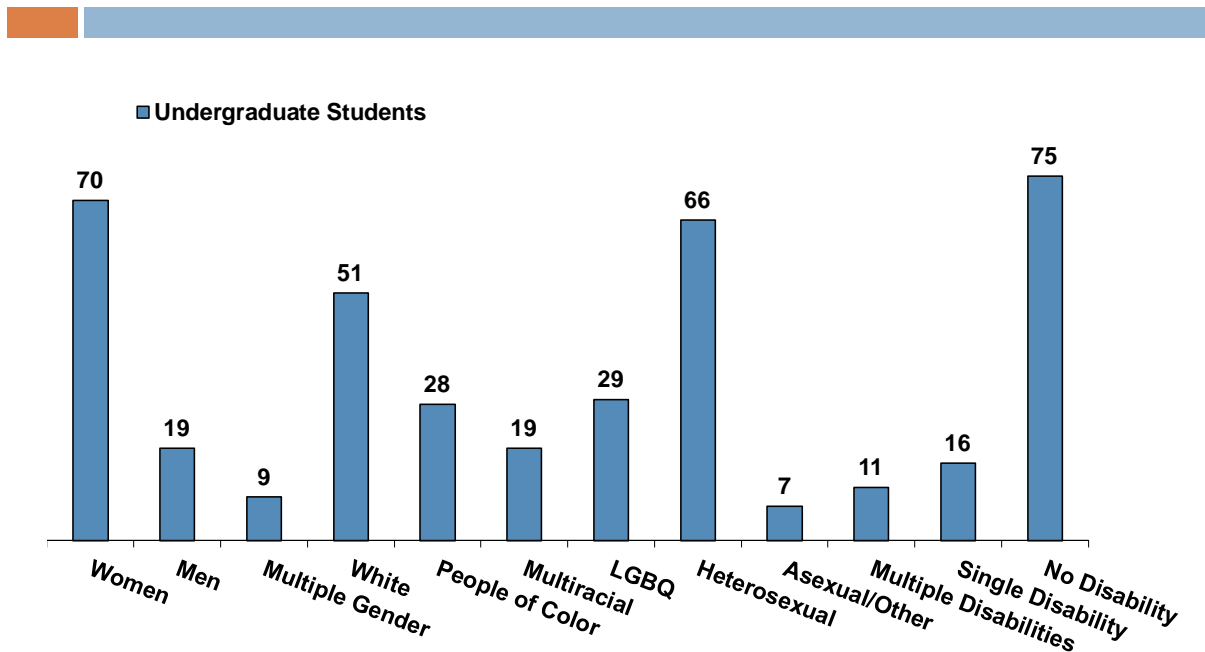
Note: Responses with $n < 5$ are not presented in the figure.

Figure 42. Undergraduate Student Respondents' Experiences of Unwanted Sexual Contact While at Dartmouth College by Undergraduate Position Status, Gender Identity, Sexual Identity, and Disability Status (n)

[cxxvii]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who experienced unwanted sexual contact by gender identity: χ^2 (3, $N = 776$) = 51.3, $p < .001$.

[cxxviii]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who experienced unwanted sexual contact by racial identity: χ^2 (3, $N = 759$) = 6.6, $p < .05$.

[cxxix]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who experienced unwanted sexual contact by sexual identity: χ^2 (3, $N = 778$) = 25.0, $p < .001$.

[cxxx]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who experienced unwanted sexual contact by disability status: χ^2 (2, $N = 778$) = 19.7, $p < .001$.

Students' Perceptions of *Academic Success*

As mentioned earlier in this report, a confirmatory factor analysis was conducted on a scale embedded in Question 11 of the survey. The scale, termed "*Perceived Academic Success*" for the purposes of this project, was developed using Pascarella and Terenzini's (1980) *Academic and Intellectual Development Scale*. This scale has been used in various studies examining undergraduate student learning. The first seven items in Question 11 of the survey reflect the questions on this scale.

The questions in each scale (Table 66) were answered on a Likert metric from "strongly agree" to "strongly disagree" (scored 1 for "strongly agree" and 5 for "strongly disagree"). For the purposes of analysis, respondents who did not answer all scale items were not included in the analysis. Fewer than 4% of all potential Student respondents were removed from the analysis because of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.[108] One question from the scale (Q11_A_2) did not hold with the construct and was removed; the scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach's alpha) of the scale was 0.864 (after removing the question noted above) which is high, meaning that the scale produces consistent results. With Q11_A_2 included, Cronbach's alpha was only 0.730.

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[108]Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

Table 66. **Survey Items Included in the *Perceived Academic Success* Factor Analyses**

Scale	Survey item number	Academic experience
	Q11_1	I am performing up to my full academic potential.
	Q11_3	I am satisfied with my academic experience at Dartmouth.
	Q11_4	I am satisfied with the extent of my intellectual development since enrolling at Dartmouth.
Perceived Academic Success	Q11_5	I have performed academically as well as I anticipated I would.
	Q11_6	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	Q11_7	My interest in ideas and intellectual matters has increased since coming Dartmouth.

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent that answered all of the questions (i.e., did not skip any) included in the given factor was given a score on a five-point scale. Lower scores on *Perceived Academic Success* factor suggested a student or constituent group is more academically successful.

Means Testing Methodology

After creating the two factor scores for respondents based on the factor analysis, means were calculated. The means for undergraduate students and graduate students were analyzed using a t-test for difference of means.

Additionally, where *n*'s were of sufficient size, analyses were conducted to determine whether the means for the Academic Success factor were different for first-level categories in the following demographic areas separately for undergraduate students and graduate students:

- o Gender identity (Man, Woman)
- o Racial identity (White, Person of Color, Multiracial)
- o Sexual identity (LGBQ, Heterosexual, Asexual/Other)
- o Disability status (Disability, Multiple Disability, No Disability)

- First-generation/Low-income status (First-Generation/Low-Income, Not-First-Generation/Not-Low-Income)
- Faith-based affiliation (Christian, Other Faith-Based, No Affiliation, Multiple Affiliations)

When only two categories existed for the specified demographic variable (e.g., Gender identity) a t-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d* and any moderate-to-large effects were noted. When the specific variable of interest had more than two categories (e.g., racial identity, disability status), ANOVAs were run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using Eta^2 and any moderate-to-large effects are noted.

Means Testing Results

The following sections offer analyses to determine differences for the demographic characteristics mentioned above for undergraduate and graduate students (where possible).

Student Status

A significant difference existed in the means for Undergraduate and Graduate Student respondents on *Perceived Academic Success*. Graduate Student respondents had more *Perceived Academic Success* than Undergraduate Student respondents (Table 67).

Table 67. **Undergraduate Students'** *Perceived Academic Success* **by Student Status**

	Perceived Academic Success		
	N	**Mean**	**Std. Dev.**
Undergraduate Students	756	2.115	0.791
Graduate Students	326	1.957	0.674
Mean difference	**0.158****		

**p < .01

Gender Identity

No significant difference existed in the means for Undergraduate or Graduate Student respondents by gender identity on *Perceived Academic Success* (Table 68).

Table 68. Students' *Perceived Academic Success* by Student Status and Gender Identity

	Undergraduate Students			Graduate Students		
	N	Mean	Std. Dev.	N	Mean	Std. Dev.
Woman	376	2.142	0.762	159	1.971	0.661
Man	347	2.037	0.736	153	1.915	0.649
Mean difference	**0.105**			**0.056**		

Racial Identity

A significant difference (p < .001) existed in the overall test for means for Undergraduate Student respondents by racial identity on *Perceived Academic Success* (Table 69).

Table 69. Undergraduate Students' *Perceived Academic Success* by Racial Identity

Racial identity	N	Mean	Std. Dev.	Minimum	Maximum
People of Color	215	2.283	0.779	1.00	4.83
White	435	2.032	0.732	1.00	5.00
Multiracial	85	2.100	0.926	1.00	5.00

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents was significant for one comparison, White versus People of Color (Table 70). This finding suggests that White Student respondents have more *Perceived Academic Success* than Undergraduate Students of Color.

Table 70. Difference Between Means for Undergraduate Students for
Perceived Academic Success by Racial Identity

Groups compared	Mean difference
People of Color vs. White	0.251***
People of Color vs. Multiracial	0.183
White vs. Multiracial	-0.068

***p < .001

No significant difference existed in the overall test for Graduate Student respondents by racial identity (Table 71), so no subsequent analyses on *Perceived Academic Success* for Graduate Students were run.

Table 71. **Graduate Students' *Perceived Academic Success* by Racial Identity**

Racial identity	*N*	Mean	Std. Dev.	Minimum	Maximum
Person of Color	116	2.034	0.639	1.00	4.67
White	182	1.880	0.643	1.00	3.83
Multiracial	21	2.040	0.747	1.00	3.50

Sexual Identity

A significant difference existed in the means for Undergraduate Student respondents (p < .001) by sexual identity on *Perceived Academic Success* (Table 72). No significant difference existed in the overall test for Graduate Student respondents by sexual identity.

Table 72. **Undergraduate Students' *Perceived Academic Success* by Sexual Identity**

Sexual identity	*N*	Mean	Std. Dev.	Minimum	Maximum
LGBQ	121	2.200	0.790	1.00	4.67
Heterosexual	615	2.082	0.763	1.00	5.00
Asexual/Other	17	2.745	1.388	1.00	5.00

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents was significant for two comparisons: LGBQ versus Asexual/Other and Heterosexual versus Asexual/Other (Table 73). This finding suggests that Asexual/Other Undergraduate Student respondents have more *Perceived Academic Success* than LGBQ or Heterosexual Undergraduate Student respondents (Table 73).

Table 73. **Difference between Means for *Perceived Academic Success* for Undergraduate Students by Sexual Identity**

Groups compared	Mean difference
LGBQ vs. Heterosexual	0.117
LGBQ vs. Asexual/Other	-0.545*
Heterosexual vs. Asexual/Other	-0.663**

*p < .05; **p < .01

Table 74. **Graduate Students' *Perceived Academic Success* by Sexual Identity**

Sexual identity	N	Mean	Std. Dev.	Minimum	Maximum
LGBQ	41	2.130	0.769	1.00	5.00
Heterosexual	276	1.921	0.652	1.00	4.67
Asexual/Other	4	2.292	0.459	1.00	2.83

The overall test was not significant, therefore no subsequent analyses on *Perceived Academic Success* for graduate students were run.

Disability Status

A significant difference ($p < .01$) existed in the means for Undergraduate and Graduate Students by disability status on *Perceived Academic Success* (Table 75).

Table 75. **Undergraduate Students' *Perceived Academic Success* by Disability Status**

Disability status	N	Mean	Std. Dev.	Minimum	Maximum
No Disability	649	2.078	0.760	1.00	5.00
Single Disability	73	2.308	0.950	1.00	5.00
Multiple disability	31	2.425	0.929	1.00	5.00

Subsequent analyses on *Perceived Academic Success* was significant for two comparisons: Undergraduate Students with No Disability had greater *Perceived Academic Success* than Students with a Single Disability and Students with Multiple Disabilities (Table 76).

Table 76. **Difference Between Means for Undergraduate Students for**
Perceived Academic Success **by Disability Status**

Groups compared	Mean difference
No Disability vs. Single Disability	-0.230*
No Disability vs. Multiple Disability	-0.347*
Single Disability vs. Multiple Disability	-0.117

*p < .05

Table 77. **Graduate Students'** *Perceived Academic Success* **by Disability Status**

Disability status	N	Mean	Std. Dev.	Minimum	Maximum
No Disability	298	1.928	0.629	1.00	3.83
Single Disability	20	2.117	0.927	1.00	4.67
Multiple Disability	6	2.833	1.265	1.00	5.00

Subsequent analyses on Graduate Students' *Perceived Academic Success* was significant for two comparisons: Graduate Students with No Disability had greater *Perceived Academic Success* than Graduate Students with a Single Disability and Graduate Students with Multiple Disabilities (Table 78).

Table 78. **Difference Between Means for Graduate Students for**
Perceived Academic Success **by Disability Status**

Groups compared	Mean difference
No Disability vs. Single Disability	-0.188
No Disability vs. Multiple Disability	-0.905**
Single Disability vs. Multiple Disability	-0.717

**p < .01

First-Generation/Low-Income Status

A significant difference existed in the means for Undergraduate Students by First-Generation/Low-Income status on *Perceived Academic Success* (Table 79). Undergraduate Student respondents who were Not-First-Generation/Low-Income had greater *Perceived Academic Success*. No significant difference existed for Graduate Student respondents.

Table 79. *Perceived Academic Success* **by Student Status and First-Generation/Low Income Status**

	Undergraduate Students			Graduate Students		
	N	**Mean**	**Std. Dev.**	*N*	**Mean**	**Std. Dev.**
Not-First-Generation/ Low-Income	704	2.097	0.778	284	1.940	0.682
First-Generation/ Low-Income	52	2.362	0.924	42	2.075	0.612
Mean difference	**-0.265***			**-0.136**		

*p < .05

Faith-Based Affiliation

No significant difference in the means for Undergraduate or Graduate Student respondents by faith-based affiliation on *Perceived Academic Success* (Table 80).

Table 80. **Undergraduate Students'** *Perceived Academic Success* **by Faith-based Affiliation**

Faith-based affiliation	*N*	**Mean**	**Std. Dev.**	**Minimum**	**Maximum**
Christian Affiliation	241	2.129	0.742	1.00	4.83
Other Faith-based Affiliation	103	2.044	0.738	1.00	4.33
No Affiliation	325	2.123	0.780	1.00	4.67
Multiple Affiliations	77	2.106	0.955	1.00	5.00

Table 81. **Graduate Students' *Perceived Academic Success* by Faith-based Affiliation**

Faith-based affiliation	*N*	Mean	Std. Dev.	Minimum	Maximum
Christian Affiliation	85	1.892	0.624	1.00	3.83
Other Faith-based Affiliation	49	2.112	0.717	1.00	4.67
No Affiliation	147	1.899	0.633	1.00	3.67
Multiple Affiliations	37	2.068	0.819	1.00	5.00

The overall tests were not significant, so no subsequent analyses on *Perceived Academic Success* for Undergraduate or Graduate Student respondents were run.

Students' Perceptions of Campus Climate

One of the survey items asked Students the degree to which they agreed with nine statements about their interactions with faculty, students, staff members, and senior administrators at Dartmouth College (Table 82). Eighty-one percent ($n = 918$) of Student respondents felt valued by Dartmouth College faculty; 75% ($n = 855$) felt valued by Dartmouth College staff; and 46% ($n = 517$) felt valued by Dartmouth College senior administrators (e.g., dean, vice president, provost). Frequencies and significant differences based on student status, gender identity,[109] racial identity, sexual identity,[110] disability status, socioeconomic status, and first-generation status are provided in Tables 82 through 85.

Eighty-four percent ($n = 441$) of Men Student respondents felt valued by Dartmouth College faculty, in comparison to 79% ($n = 445$) of Women Student respondents. A greater percentage of White Student respondents (84%, $n = 548$) than Student Respondents of Color (79%, $n = 271$) and Multiracial Student respondents (70%, $n = 78$) felt valued by Dartmouth College faculty. A greater percentage of No Disability Student respondents (83%, $n = 822$) than Single Disability Student respondents (71%, $n = 67$) and Multiple Disability Student respondents (63%, $n = 27$) felt valued by Dartmouth College faculty. A significantly greater percentage of Not-First-Generation Student respondents (83%, $n = 813$) than First-Generation respondents (67%, $n = 104$) felt valued by Dartmouth faculty.

Seventy-five percent ($n = 393$) of Men Student respondents felt valued by Dartmouth staff, in comparison to 76% ($n = 431$) of Women Student respondents. A greater percentage of No Disability Student respondents (77%, $n = 763$) than Single Disability Student respondents (67%, $n = 64$) and Multiple Disability Student respondents (58%, $n = 25$) felt valued by Dartmouth staff. Not-First-Generation Student respondents (77%, $n = 755$) were more likely to feel valued by Dartmouth staff than were First-Generation Student Respondents (64%, $n = 99$).

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[109]Transspectrum Student respondents ($n = 9$) and Other/Multiple Gender Identity Student respondents ($n = 27$) were not included in the analyses because their numbers were too few to ensure confidentiality of their responses.
[110]Asexual/Other Sexual Identity Student respondents ($n = 23$) were not included in the analyses because their numbers were too few to ensure confidentiality of their responses.

Graduate Student/Post-Doc/Research Associate respondents (57%, $n = 205$) were more likely than Undergraduate Student respondents (40%, $n = 312$) to feel valued by senior administrators. Forty-six percent each of Men Student respondents ($n = 242$) and Women Student respondents ($n = 257$) felt valued by senior administrators. A greater percentage of No Disability Student respondents (47%, $n = 470$) than Single Disability Student respondents (31%, $n = 29$) and Multiple Disability Student respondents (35%, $n = 15$) felt valued by senior administrators. Fifty-one percent ($n = 159$) of Low-Income Student respondents and 44% ($n = 346$) of Not-Low-income Student respondents felt valued by senior administrators.

Table 82. **Student Respondents' Feelings of Value**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by Dartmouth faculty.	**389**	**34.2**	**529**	**46.4**	**140**	**12.3**	**54**	**4.7**	**27**	**2.4**
Gender identity[cxxxi]										
Woman	168	29.8	277	49.2	80	14.2	29	5.2	9	1.6
Man	205	39.1	236	45.0	50	9.5	21	4.0	12	2.3
Racial identity[cxxxii]										
People of Color	105	30.6	166	48.4	54	15.7	13	3.8	5	1.5
White	234	35.7	314	47.9	62	9.5	30	4.6	15	2.3
Multiracial	34	30.6	44	39.6	21	18.9	7	6.3	5	4.5
Disability status[cxxxiii]										
No Disability	351	35.2	471	47.3	115	11.5	39	3.9	20	2.0
Single Disability	29	30.5	38	40.0	15	15.8	9	9.5	< 5	---
Multiple Disability	8	18.6	19	44.2	7	16.3	6	14.0	< 5	---
First-generation status[cxxxiv]										
First-Generation	44	28.4	60	38.7	33	21.3	9	5.8	9	5.8
Not-First-Generation	345	35.1	468	47.7	107	10.9	44	4.5	18	1.8
I feel valued by Dartmouth staff.	**362**	**31.8**	**493**	**43.4**	**193**	**17.0**	**53**	**4.7**	**36**	**3.2**
Gender identity[cxxxv]										
Woman	156	27.8	275	48.9	98	17.4	22	3.9	11	2.0
Man	192	36.7	201	38.4	87	16.6	28	5.4	15	2.9
Disability status[cxxxvi]										
No Disability	329	33.1	434	43.7	162	16.3	42	4.2	27	2.7
Single Disability	23	24.2	41	43.2	20	21.1	5	5.3	6	6.3
Multiple Disabilities	8	18.6	17	39.5	9	20.9	6	14.0	< 5	---
First-generation status[cxxxvii]										
First-Generation	44	28.2	55	35.3	36	23.1	10	6.4	11	7.1
Not-First-Generation	317	32.4	438	44.7	156	15.9	43	4.4	25	2.6

Table 82 (cont.)	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I feel valued by Dartmouth senior administrators (e.g., dean, vice president, provost).	**188**	**16.5**	**329**	**29.0**	**322**	**28.3**	**156**	**13.7**	**141**	**12.4**
Student status[cxxxviii]										
Undergraduate	109	14.0	203	26.1	223	28.7	122	15.7	120	15.4
Grad/Post-Doc/Research Associate	79	22.0	126	35.1	99	27.6	34	9.5	21	5.8
Gender identity[cxxxix]										
Woman	86	15.3	171	30.5	182	32.4	76	13.5	46	8.2
Man	91	17.4	151	28.9	127	24.3	73	14.0	81	15.5
Disability status[cxl]										
No Disability	177	17.8	293	29.5	280	28.2	129	13.0	114	11.5
Single Disability	7	7.4	22	23.2	30	31.6	15	15.8	21	22.1
Multiple Disabilities	< 5	---	12	27.9	10	23.3	12	27.9	6	14.0
Socioeconomic status[cxli]										
Low-income	57	18.3	102	32.7	98	31.4	36	11.5	19	6.1
Not-Low-income	129	16.4	217	27.5	218	27.7	111	14.1	113	14.3

Note: Table includes Student respondents ($n = 1,142$) only.

The majority (83%, $n = 933$) of Student respondents felt valued by faculty in the classroom, and 72% ($n = 806$) felt valued by other students in the classroom. Table 83 illustrates several significant differences in Students' responses by gender identity, racial identity, disability status, socioeconomic status, and first-generation status.

Table 83. **Student Respondents' Feelings of Being Valued in the Classroom**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by faculty in the classroom.	**423**	**37.6**	**510**	**45.3**	**130**	**11.6**	**41**	**3.6**	**21**	**1.9**
Gender identity[cxlii]										
Woman	176	31.9	277	50.2	74	13.4	20	3.6	5	0.9
Man	233	44.6	214	41.0	50	9.6	16	3.1	9	1.7
Racial identity[cxliii]										
People of Color	104	30.5	176	51.6	45	13.2	11	3.2	5	1.5
White	266	41.2	281	43.5	68	10.5	22	3.4	9	1.4
Multiracial	39	36.1	46	42.6	12	11.1	6	5.6	5	4.6
Sexual identity[cxliv]										
LGBQ	56	33.1	74	43.8	22	13.0	11	6.5	6	3.6
Heterosexual	360	38.9	421	45.5	106	11.5	26	2.8	12	1.3
Disability status[cxlv]										
No Disability	381	38.7	456	46.3	105	10.7	28	2.8	14	1.4
Single Disability	31	33.0	39	41.5	14	14.9	6	6.4	< 5	---
Multiple Disabilities	10	23.8	14	33.3	8	19.0	7	16.7	< 5	---
Socioeconomic status[cxlvi]										
Low-Income	89	28.7	165	53.2	43	13.9	10	3.2	< 5	---
Not-Low-Income	321	41.2	330	42.4	83	10.7	27	3.5	18	2.3
First-generation status[cxlvii]										
First-Generation	36	23.4	76	49.4	24	15.6	12	7.8	6	3.9
Not-First-Generation	387	39.9	433	44.7	106	10.9	28	2.9	15	1.5
I feel valued by other students in the classroom.	**324**	**29.0**	**482**	**43.2**	**223**	**20.0**	**55**	**4.9**	**33**	**3.0**
Student status[cxlviii]										
Undergraduate	212	27.5	329	42.7	156	20.3	46	6.0	27	3.5
Grad/Post-Doc/Res. Assoc.	112	32.3	153	44.1	67	19.3	9	2.6	6	1.7
Gender identity[cxlix]										
Woman	134	24.3	258	46.8	116	21.1	31	5.6	12	2.2
Man	178	34.6	214	41.6	91	17.7	17	3.3	14	2.7
Racial identity[cl]										
People of Color	83	24.3	142	41.6	90	26.4	19	5.6	7	2.1
White	205	32.1	290	45.5	101	15.8	26	4.1	16	2.5
Multiracial	27	25.0	39	36.1	29	26.9	7	6.5	6	5.6
Sexual identity[cli]										
LGBQ	41	24.4	62	36.9	44	26.2	14	8.3	7	4.2
Heterosexual	278	30.3	408	44.4	171	18.6	38	4.1	23	2.5
Disability status[clii]										
No Disability	295	30.2	437	44.7	185	18.9	39	4.0	21	2.1
Single Disability	22	23.4	33	35.1	26	27.7	6	6.4	7	7.4
Multiple Disabilities	6	14.6	11	26.8	10	24.4	10	24.4	< 5	---
Socioeconomic status[cliii]										
Low-Income	72	23.5	131	42.8	78	25.5	21	6.9	< 5	---
Not-Low-Income	243	31.3	336	43.3	137	17.7	32	4.1	28	3.6
First-generation status[cliv]										
First-Generation	27	17.6	59	38.6	43	28.1	15	9.8	9	5.9
Not-First-Generation	297	30.9	423	44.0	179	18.6	39	4.1	24	2.5

Note: Table includes Student respondents (*n* = 1,142) only.

Twenty seven percent (*n* = 300) of Student respondents indicated that faculty pre-judged Student respondents' abilities based on their perception of the Student respondents' identities and backgrounds. Fifty-three percent (*n* = 603) of Student respondents believed that the campus climate encourages free and open discussion of difficult topics. Table 84 illustrates where significant differences in responses were noted.

Table 84. **Student Respondents' Perceptions of Campus Climate**

Perception	Strongly agree n	%	Agree n	%	Neither agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
I think that faculty pre-judge my abilities based on their perception of my identity/background.	**107**	**9.5**	**193**	**17.1**	**298**	**26.4**	**345**	**30.6**	**185**	**16.4**
Gender identity[clv]										
Woman	47	8.5	113	20.3	161	29.0	169	30.4	66	11.9
Man	54	10.4	68	13.1	128	2436	165	31.7	105	20.2
Racial identity[clvi]										
People of Color	41	12.0	71	20.7	115	33.5	81	23.6	35	10.2
White	50	7.8	103	16.0	152	23.6	225	34.9	115	17.8
Multiracial	10	9.0	16	14.4	27	24.3	33	29.7	25	22.5
Socioeconomic status[clvii]										
Low-Income	30	9.6	64	20.5	101	32.4	80	25.6	37	11.9
Not-Low-Income	75	9.6	123	15.7	189	24.1	253	32.3	143	18.3
First-generation status[clviii]										
First-Generation	18	11.5	34	21.8	48	30.8	33	21.2	23	14.7
Not-First-Generation	89	9.2	158	16.3	250	25.8	311	32.1	162	16.7
I believe that the campus climate encourages free and open discussion of difficult topics.	**209**	**18.5**	**394**	**34.9**	**245**	**21.7**	**157**	**13.9**	**123**	**10.9**
Gender identity[clix]										
Woman	96	17.2	204	36.6	135	24.2	84	15.1	38	6.8
Man	103	19.8	183	35.2	101	19.4	63	12.1	70	13.5
Racial identity[clx]										
People of Color	56	16.5	114	33.5	81	23.8	63	18.5	26	7.6
White	131	20.2	241	37.2	132	20.4	72	11.1	71	11.0
Multiracial	15	13.6	32	29.1	29	26.4	15	13.6	19	17.3
Sexual identity[clxi]										
LGBQ	20	11.8	50	29.6	43	25.4	36	21.3	20	11.8
Heterosexual	187	20.2	338	36.5	192	20.7	116	12.5	94	10.1
Disability status[clxii]										
No Disability	190	19.3	358	36.3	216	21.9	127	12.9	95	9.6
Single Disability	12	12.6	27	28.4	18	18.9	23	24.2	15	15.8
Multiple Disabilities	5	11.9	9	21.4	10	23.8	6	14.3	12	28.6
Socioeconomic status[clxiii]										
Low-Income	48	15.6	104	33.8	83	26.9	49	15.9	24	7.8
Not-Low-Income	157	20.0	276	35.2	154	19.6	103	13.1	94	12.0
First-generation status[clxiv]										
First-Generation	16	10.4	36	23.4	40	26.0	37	24.0	25	16.2
Not-First-Generation	193	19.9	358	36.8	204	21.0	119	12.2	98	10.1

Note: Table includes Student respondents (*n* = 1,142) only.

Seventy-six percent ($n = 860$) of Student respondents had faculty whom they perceived as role models and 52% ($n = 591$) had staff whom they perceived as role models. Table 85 illustrates significant differences in Students' responses by gender identity, racial identity, disability status, socioeconomic status, and first-generation status.

Table 85. **Student Respondents' Perceptions of Faculty and Staff as Role Models**

Perception	Strongly agree n	%	Agree n	%	Neither agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
I have faculty whom I perceive as role models.	**405**	**35.7**	**455**	**40.2**	**167**	**14.7**	**72**	**6.4**	**34**	**3.0**
Sexual identity[clxv]										
LGBQ	51	30.0	68	40.0	27	15.9	15	8.8	9	5.3
Heterosexual	348	37.4	373	40.1	137	14.7	52	5.6	21	2.3
Disability status[clxvi]										
No Disability	364	36.7	406	41.0	141	14.2	60	6.1	20	2.0
Single Disability	28	30.9	33	35.1	17	18.1	7	7.4	8	8.5
Multiple Disabilities	10	23.3	15	34.9	9	20.9	< 5	---	6	14.0
First-generation status[clxvii]										
First-Generation	50	32.1	51	32.7	30	19.2	15	9.6	10	6.4
Not-First-Generation	354	36.3	403	41.3	137	14.1	57	5.8	24	2.5
I have staff whom I perceive as role models.	**251**	**22.3**	**340**	**30.1**	**324**	**28.7**	**151**	**13.4**	**62**	**5.5**
Gender identity[clxviii]										
Woman	120	21.6	197	35.4	151	27.2	72	12.9	16	2.9
Man	116	22.3	134	25.8	164	31.5	71	13.7	35	6.7
Disability status[clxix]										
No Disability	228	23.1	301	30.6	280	28.4	136	13.8	40	4.1
Single Disability	15	15.8	22	23.2	35	36.8	10	10.5	13	13.7
Multiple Disabilities	6	14.0	16	37.2	9	20.9	< 5	---	9	20.9

Note: Table includes Student respondents ($n = 1,142$) only.

[cxxxi]A chi-square test was conducted to compare percentages of Student respondents who felt valued by Dartmouth faculty by gender identity: $\chi^2 (4, N = 1,087) = 14.2, p < .01$.

[cxxxii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by Dartmouth faculty by racial identity: $\chi^2 (8, N = 1,109) = 19.7, p < .05$.

[cxxxiii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by Dartmouth faculty by disability status: $\chi^2 (8, N = 1,134) = 26.0, p < .01$.

[cxxxiv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by Dartmouth faculty by first-generation status: $\chi^2 (4, N = 1,137) = 25.2, p < .001$.

[cxxxv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by Dartmouth staff by gender identity: $\chi^2 (4, N = 1,085) = 15.8, p < .01$.

[cxxxvi]A chi-square test was conducted to compare percentages of Student respondents who felt valued by Dartmouth staff by disability status: $\chi^2 (8, N = 1,132) = 20.3, p < .01$.

[cxxxvii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by Dartmouth staff by first-generation status: $\chi^2 (4, N = 1,135) = 17.3, p < .01$.

[cxxxviii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by Dartmouth senior administrators by student status: $\chi^2 (4, N = 1,136) = 41.5, p < .001$.

[cxxxix]A chi-square test was conducted to compare percentages of Student respondents who felt valued by Dartmouth senior administrators by gender identity: $\chi^2 (4, N = 1,084) = 19.6, p < .001$.

[cxl]A chi-square test was conducted to compare percentages of Student respondents who felt valued by Dartmouth senior administrators by disability status: $\chi^2 (8, N = 1,131) = 25.1, p < .01$.

[cxli]A chi-square test was conducted to compare percentages of Student respondents who felt valued by Dartmouth senior administrators by socioeconomic status: $\chi^2 (4, N = 1,100) = 17.4, p < .01$.

[cxlii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by gender identity: $\chi^2 (4, N = 1,074) = 21.4, p < .001$.

[cxliii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by racial identity: $\chi^2 (8, N = 1,095) = 18.9, p < .05$.

[cxliv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by sexual identity: $\chi^2 (4, N = 1,094) = 11.8, p < .05$.

[cxlv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by disability status: $\chi^2 (8, N = 1,120) = 41.7, p < .001$.

[cxlvi]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by socioeconomic status: $\chi^2 (4, N = 1,089) = 19.1, p < .001$.

[cxlvii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by first-generation status: $\chi^2 (4, N = 1,123) = 25.7, p < .001$.

[cxlviii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by student status: $\chi^2 (4, N = 1,117) = 10.2, p < .05$.

[cxlix]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by gender identity: $\chi^2 (4, N = 1,065) = 16.3, p < .01$.

[cl]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by racial identity: $\chi^2 (8, N = 1,087) = 28.0, p < .001$.

[cli]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by sexual identity: $\chi^2 (4, N = 1,086) = 14.3, p < .01$.

[clii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by disability status: $\chi^2 (8, N = 1,131) = 25.1, p < .01$.

[cliii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by socioeconomic status: $\chi^2 (4, N = 1,082) = 18.7, p < .001$.

[cliv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by first-generation status: $\chi^2 (4, N = 1,135) = 17.3, p < .01$.

[clv]A chi-square test was conducted to compare percentages of Student respondents who thought that faculty pre-judged their abilities by gender identity: $\chi^2 (4, N = 1,076) = 23.2, p < .001$.

[clvi]A chi-square test was conducted to compare percentages of Student respondents who thought that faculty pre-judged their abilities by racial identity: $\chi^2 (8, N = 1,099) = 37.2 p < .001$.

[clvii]A chi-square test was conducted to compare percentages of Student respondents who thought that faculty pre-judged their abilities by socioeconomic status: $\chi^2 (4, N = 1,095) = 17.6, p < .01$.

[clviii]A chi-square test was conducted to compare percentages of Student respondents who thought that faculty pre-judged their abilities by first-generation status: $\chi^2 (4, N = 1,126) = 10.0, p < .05$.

[clix]A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encourages free and open discussion by gender identity: $\chi^2 (4, N = 1,077) = 17.5, p < .01$.

[clx]A chi-square test was conducted to compare percentages of Student respondents believed that the campus climate encourages free and open discussion by racial identity: $\chi^2 (8, N = 1,097) = 24.1 p < .01$.

[clxi]A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encourages free and open discussion by sexual identity: $\chi^2 (4, N = 1,096) = 17.0, p < .01$.

[clxii]A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encourages free and open discussion by disability status: χ^2 (8, $N = 1,123$) = 30.1, $p < .001$.

[clxiii]A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encourages free and open discussion by socioeconomic status: χ^2 (4, $N = 1,092$) = 12.7, $p < .05$.

[clxiv]A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encourages free and open discussion by first-generation status: χ^2 (4, $N = 1,126$) = 10.0, $p < .05$.

[clxv]A chi-square test was conducted to compare percentages of Student respondents who believed that they had faculty they perceived as role models by sexual identity: χ^2 (4, $N = 1,101$) = 9.6, $p < .05$.

[clxvi]A chi-square test was conducted to compare percentages of Student respondents who believed that they had faculty they perceived as role models by disability status: χ^2 (8, $N = 1,128$) = 35.9, $p < .001$.

[clxvii]A chi-square test was conducted to compare percentages of Student respondents who believed that they had faculty they perceived as role models by first-generation status: χ^2 (4, $N = 1,131$) = 15.6, $p < .01$.

[clxviii]A chi-square test was conducted to compare percentages of Student respondents who believed that they had staff they perceived as role models by gender identity: χ^2 (4, $N = 1,076$) = 18.5, $p < .001$.

[clxix]A chi-square test was conducted to compare percentages of Student respondents who believed that they had staff they perceived as role models by disability status: χ^2 (8, $N = 1,123$) = 44.7, $p < .001$.

Students Who Have Seriously Considered Leaving Dartmouth College

Forty-four percent (n = 1,221) of respondents had seriously considered leaving Dartmouth College. With regard to student status, 24% (n = 188) of Undergraduate Student respondents and 20% (n = 72) of Graduate Student/Post-Doc/Research Associate respondents had seriously considered leaving Dartmouth College. Of the Student respondents who considered leaving, 75% (n = 194) considered leaving in their first year as a student, 48% (n = 125) in their second year, 24% (n = 62) in their third year, and 9% (n = 24) in their fourth year.

Subsequent analyses were run for Undergraduate Student respondents who had considered leaving the College (n = 188) by gender identity, racial identity, sexual identity, disability status, socioeconomic status, and first-generation status. Significant results for Undergraduate Student respondents indicated that:

- By gender identity, 61% (n = 11) of Multiple/Other Undergraduate Student respondents, 42% (n = 5) of Transspectrum Undergraduate Student respondents, 23% (n = 89) of Women Undergraduate Student respondents, and 22% (n = 80) of Men Undergraduate Student respondents considered leaving the College.[clxx]

- By sexual identity, 40% (n = 51) of LGBQ Undergraduate Student respondents, 41% (n = 7) of Asexual/Other Undergraduate Student respondents, and 21% (n = 130) of Heterosexual Undergraduate Student respondents considered leaving the College.[clxxi]

- By disability status, 45% (n = 14) of Undergraduate Student respondents with Multiple Disabilities, 43% (n = 32) of Undergraduate Student respondents with a Single Disability, and 21% (n = 139) of Undergraduate Student respondents with No Disability considered leaving the College.[clxxii]

- By socioeconomic status, 38% (n = 43) of Low-Income Undergraduate Student respondents and 22% (n = 137) of Not-Low-Income Undergraduate Student respondents considered leaving the College.[clxxiii]

- By first-generation status, 45% (n = 42) of First-Generation Undergraduate Student respondents and 21% (n = 145) of Not-First-Generation Undergraduate Student respondents considered leaving the College.[clxxiv]

Subsequent analyses were run for Graduate Student/Post-Doc/Research Associate respondents who had considered leaving the College ($n = 72$) by gender identity, racial identity, sexual identity, disability status, socioeconomic status, and first-generation status. No significant results existed for Graduate Student/Post-Doc/Research Associate respondents.

Sixty-four percent ($n = 167$) of Student respondents who considered leaving suggested that they lacked a sense of belonging at Dartmouth College (Table 86). Others considered leaving because the climate was not welcoming (50%, $n = 129$), they lacked a support group (41%, $n = 107$), and/or for personal reasons (29%, $n = 75$). "Other" reasons included "alienation," "as a female person, I felt undervalued," "course work too easy," "desire to pursue a different career path," "faculty advisor relationship," "Greek system," "graduate school is hard," "program not rigorous enough," "prejudice against my political beliefs," "racism," "open hostility toward men," and "location."

Table 86. **Reasons Why Student Respondents Considered Leaving Dartmouth College**

Reason	*n*	*%*
Lack of a sense of belonging	167	64.2
Climate was not welcoming	129	49.6
Lack of a support group	107	41.2
Personal reasons (e.g., medical, mental health, family emergencies)	75	28.8
Homesick	50	19.2
Financial reasons	47	18.1
Coursework too difficult	44	16.9
My marital/relationship status	16	6.2
Didn't have my field of study	15	5.8
Didn't have my major	11	4.2
Didn't meet the selection criteria for a major/ field of study	5	1.9
A reason not listed above	87	33.5

Note: Table includes only those Student respondents who indicated that they considered leaving Dartmouth ($n = 260$).

Students – Sense of Belonging. Among the 794 Dartmouth respondents who provided data that expanded on the experiences that motivated them to seriously considering leaving Dartmouth, 545 of them were students. Based on these student responses, the dominant theme of the data regarding leaving Dartmouth was the lack of a sense of belonging. In particular, student respondents described their dissatisfaction with the intellectual community at Dartmouth as "egocentric," "so sensitive," and lacking "intellectual rigor and curiosity." One undergraduate student noted, "The Greek system and lack of a fully inclusive community for all students on campus, regardless of identity, is an extremely alienating force." Another undergraduate respondent elaborated, "I am a low-SES student who felt very isolated on this campus during my sophomore year. I was diagnosed with depression and felt that staying at Dartmouth would lead to suicide. I applied for transfer but was not accepted so I had to stay at Dartmouth." Lack of a sense of belonging was the primary element students experienced at Dartmouth that lead to seriously considering leaving Dartmouth.

Inclusion. Inclusion concerns were wide in scope, including references to race, class, gender identity, religion, and sexuality. One Undergraduate Student respondent noted, "white preppy racist sexist hierarchical system (particularly rooted in the Greek system) was entirely unwelcoming to someone like myself." Another Undergraduate Student elaborated, "This place is a historically white, historically male institution that makes life difficult for anyone who doesn't fit that category. I am often uncomfortable in social settings, which is 90% of what I do here." One Non-Tenure-Track academic appointee described Dartmouth as "Dartmouth a model of institutional racism." A Graduate/Professional Student respondent stated, "Too much of a WASP environment" as part of their rationale for seriously considering leaving Dartmouth. Similarly, an Undergraduate respondent noted, "Not a very inclusive space to minority queer POCs (people of color), especially women."

Figure 43 illustrates that 13% (*n* = 98) of Undergraduate Student respondents and 21% (*n* = 75) of Graduate Student/Post-Doc/Research Associate respondents thought that it was likely that they would leave Dartmouth College.[clxxv] Subsequent analyses were run for Student respondents who thought that it likely that they would leave Dartmouth by gender identity,[clxxvi] racial

identity,[clxxvii] sexual identity,[clxxviii] disability status,[clxxix] socioeconomic status,[clxxx] and first-generation status.[clxxxi] All the analyses yielded significant results.

Not-First-Generation (n = 140) 15
First-Generation (n = 33) 21
Not-Low-Income (111) 14
Low-Income (n = 61) 20
Multiple Disability (n = 6) 14
Single Disability (n = 21) 22
No Disability (n = 144) 15
Heterosexual (n = 141) 15
LGBQ (n = 26) 15
Multiracial (n = 14) 13
White (n = 85) 13
Students of Color (n = 67) 20
Man (n = 96) 19
Woman (n = 65) 12
Grad/Post-Doc/RA (n = 75) 21
Undergraduate (n = 98) 13
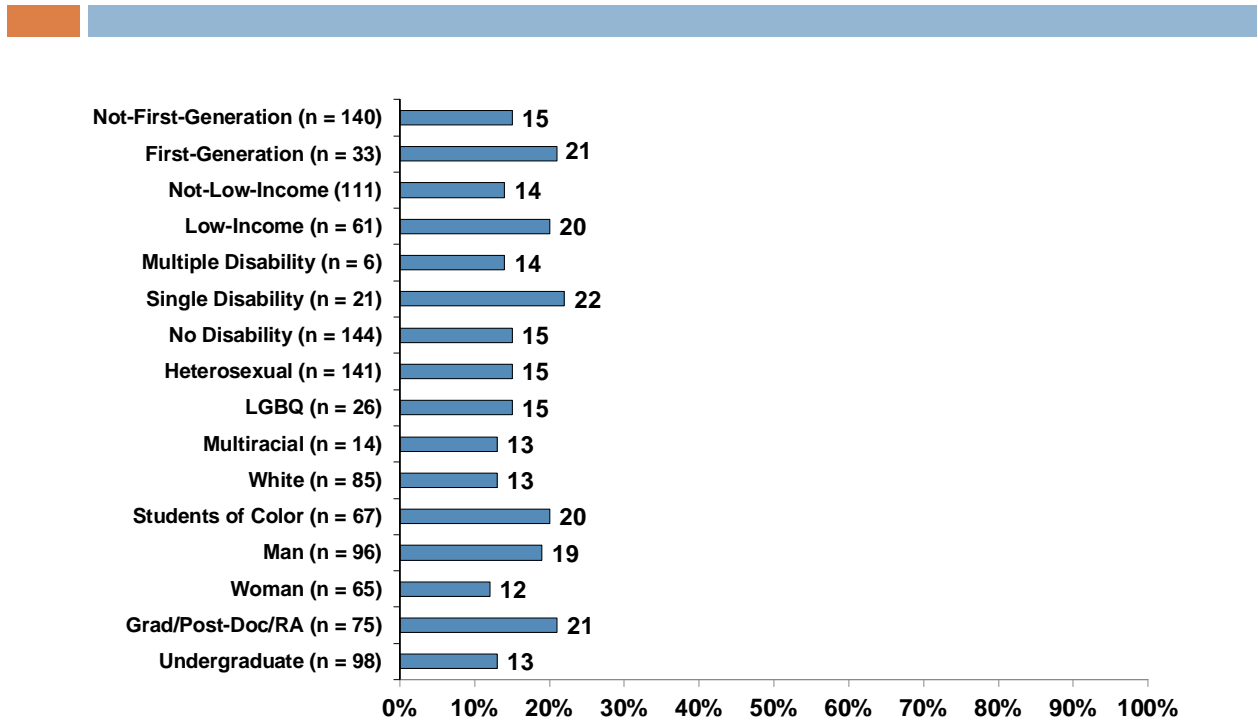
Figure 43. Student Respondents "Strongly Agreed" or "Agreed" That It Is Likely That They Will Leave Dartmouth (%)

Figure 44 illustrates that 79% each of Undergraduate Student respondents ($n = 618$) and Graduate Student/Post-Doc/Research Associate respondents ($n = 281$) would recommend Dartmouth as a good place to pursue a degree.[clxxxii] Subsequent analyses were run for Student respondents who would recommend Dartmouth as a good place to pursue a degree by gender identity,[clxxxiii] racial identity,[clxxxiv] sexual identity,[clxxxv] disability status,[clxxxvi] socioeconomic status,[clxxxvii] and first-generation status.[clxxxviii] All the analyses yielded significant results.
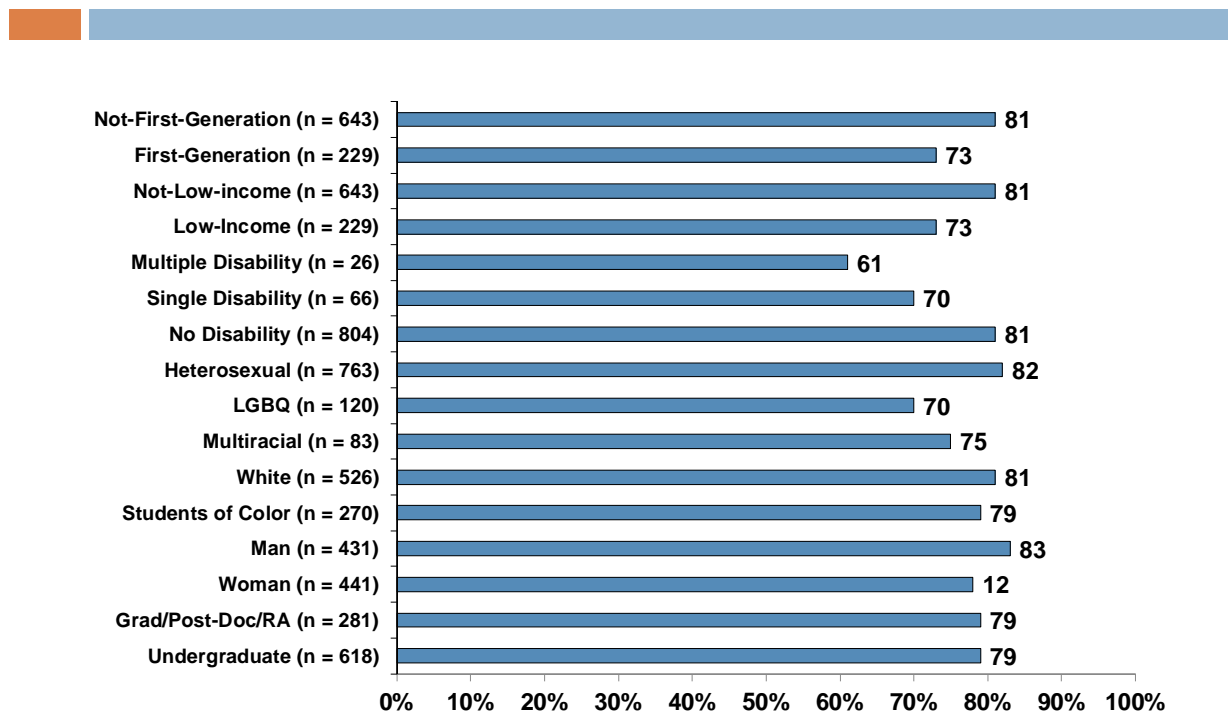
Figure 44. Student Respondents "Strongly Agreed" or "Agreed" That They Would Recommend Dartmouth as a Good Place to Pursue a Degree (%)

[clxx]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Dartmouth College by gender identity: $\chi^2 (3, N = 773) = 16.4$, $p < .01$.

[clxxi]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Dartmouth College by sexual identity: $\chi^2 (2, N = 775) = 24.7$, $p < .001$.

[clxxii]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Dartmouth College by disability status: $\chi^2 (2, N = 775) = 26.6$, $p < .01$.

[clxxiii]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Dartmouth College by socioeconomic status: $\chi^2 (1, N = 751) = 13.9$, $p < .001$.

[clxxiv]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Dartmouth College by first-generation status: $\chi^2 (1, N = 776) = 24.8$, $p < .001$.

[clxxv]A chi-square test was conducted to compare percentages of Student respondents who think it is likely they will leave Dartmouth by student status: $\chi^2 (4, N = 1,124) = 31.9$, $p < .001$.

[clxxvi]A chi-square test was conducted to compare percentages of Student respondents who think it is likely they will leave Dartmouth by gender identity: $\chi^2 (4, N = 1,073) = 26.1$, $p < .001$.

[clxxvii]A chi-square test was conducted to compare percentages of Student respondents who think it is likely they will leave Dartmouth by racial identity: $\chi^2 (8, N = 1,096) = 29.8$, $p < .001$.

[clxxviii]A chi-square test was conducted to compare percentages of Student respondents who think it is likely they will leave Dartmouth by sexual identity: $\chi^2 (4, N = 1,092) = 17.1$, $p < .01$.

[clxxix]A chi-square test was conducted to compare percentages of Student respondents who think it is likely they will leave Dartmouth by disability status: $\chi^2 (8, N = 1,119) = 15.6$, $p < .05$.

[clxxx]A chi-square test was conducted to compare percentages of Student respondents who think it is likely they will leave Dartmouth by socioeconomic status: $\chi^2 (4, N = 1,090) = 27.3$, $p < .001$.

[clxxxi]A chi-square test was conducted to compare percentages of Student respondents who think it is likely they will leave Dartmouth by first-generation status: $\chi^2 (4, N = 1,122) = 17.4$, $p < .01$.

[clxxxii]A chi-square test was conducted to compare percentages of Student respondents who would recommend Dartmouth as a good place to pursue a degree by student status: $\chi^2 (4, N = 1,137) = 11.0$, $p < .05$.

[clxxxiii]A chi-square test was conducted to compare percentages of Student respondents who would recommend Dartmouth as a good place to pursue a degree by gender identity: $\chi^2 (4, N = 1,085) = 19.6$, $p < .001$.

[clxxxiv]A chi-square test was conducted to compare percentages of Student respondents who would recommend Dartmouth as a good place to pursue a degree by racial identity: $\chi^2 (8, N = 1,107) = 26.7$, $p < .001$.

[clxxxv]A chi-square test was conducted to compare percentages of Student respondents who would recommend Dartmouth as a good place to pursue a degree by sexual identity: $\chi^2 (4, N = 1,105) = 17.3$, $p < .01$.

[clxxxvi]A chi-square test was conducted to compare percentages of Student respondents who would recommend Dartmouth as a good place to pursue a degree by disability status: $\chi^2 (8, N = 1,132) = 40.0$, $p < .001$.

[clxxxvii]A chi-square test was conducted to compare percentages of Student respondents who would recommend Dartmouth as a good place to pursue a degree h by socioeconomic status: $\chi^2 (4, N = 1,102) = 31.4$, $p < .001$.

[clxxxviii]A chi-square test was conducted to compare percentages of Student respondents who would recommend Dartmouth as a good place to pursue a degree by first-generation status: $\chi^2 (4, N = 1,135) = 25.0$, $p < .001$.

Summary

For the most part, Students' responses to a variety of items indicated that they held their academic and intellectual experiences and their interactions with faculty and other students at Dartmouth College in a very positive light. The majority of Student respondents felt that the classroom climate was welcoming for all groups of students, and most Student respondents felt valued by faculty and other students in the classroom. Student respondents also thought that Dartmouth College faculty and staff were genuinely concerned with their welfare. Twenty-four percent ($n = 188$) of Undergraduate Student respondents and 20% ($n = 72$) of Graduate Student/Post-Doc/Research Associate respondents had seriously considered leaving Dartmouth College.

One hundred nineteen Student respondents indicated on the survey that they experienced unwanted sexual contact while members of the Dartmouth College community. Forty-seven percent (n = 48) of the Undergraduate Student respondents who experienced unwanted sexual contact indicated that the incidents occurred during their first year at the College. Of note, the greatest percentage of occurrences of unwanted sexual assault happened each fall quarter or first term. Unwanted sexual contact largely went unreported to authorities.

Institutional Actions

In addition to campus constituents' personal experiences and perceptions of the campus climate, diversity-related actions taken by the institution, or not taken, may be perceived either as promoting a positive campus climate or impeding it. As the following data suggest, respondents hold divergent opinions about the degree to which Dartmouth College does, and should, promote diversity to shape campus climate.

The survey asked Faculty respondents to indicate how they thought that various initiatives influenced the climate at Dartmouth College if they were currently available and how those initiatives would influence the climate if they were not currently available (Table 87). Respondents were asked to decide whether certain institutional actions positively or negatively influenced the climate, or if they have no influence on the climate.

Fifty-two percent ($n = 157$) of the Faculty respondents who thought that flexibility for calculating the tenure clock or promotional period was available felt that it positively influenced climate. Of those Faculty respondents who thought that flexibility for calculating the tenure clock or promotional period was not available, 25% ($n = 77$) thought that it would positively influence the climate if it were available.

Twenty percent ($n = 59$) of the Faculty respondents who thought that recognition and rewards for including diversity issues in courses across the curriculum were available felt that they positively influenced climate. Of those Faculty respondents who thought that recognition and rewards for including diversity issues in courses across the curriculum were not available, 36% ($n = 106$) thought that they would positively influence the climate if they were available.

Twenty-five percent ($n = 76$) of the Faculty respondents who thought that diversity, inclusivity, and equity training for faculty was available felt that it positively influenced climate. Of those Faculty respondents who thought that such training for faculty was not available, 31% ($n = 94$) thought that it would positively influence the climate if it were available.

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Fifty-seven percent ($n = 168$) of the Faculty respondents who thought that an inclusive classroom environment was available felt that such an environment positively influenced climate. Of those Faculty respondents who thought that an inclusive classroom environment was not available, 20% ($n = 58$) thought that such an environment would positively influence the climate if it were available.

Seventeen percent ($n = 50$) of the Faculty respondents who thought that tool kits for faculty to create an inclusive classroom environment were available felt that they positively influenced climate. Of those Faculty respondents who thought that such tool kits for faculty were not available, 44% ($n = 131$) thought that they would positively influence the climate if they were available.

Eighteen percent ($n = 52$) of the Faculty respondents who thought that sexual and gender-based awareness training for faculty was available felt that it positively influenced climate. Of those Faculty respondents who thought that such training for faculty was not available, 38% ($n = 111$) thought that it would positively influence the climate if it were available.

Twenty-one percent ($n = 62$) of the Faculty respondents who thought that supervisory training for faculty was available felt that it positively influenced climate. Of those Faculty respondents who thought that such training for faculty was not available, 40% ($n = 116$) thought that it would positively influence the climate if it were available.

Sixty-six percent ($n = 195$) of the Faculty respondents who thought that access to counseling for people who had experienced harassment was available felt that it positively influenced climate. Of those Faculty respondents who thought that access to counseling for people who had experienced harassment was not available, 17% ($n = 49$) thought that it would positively influence the climate if it were available.

Sixty-two percent ($n = 191$) of the Faculty respondents who thought that mentorship for new faculty was available felt that it positively influenced climate. Of those Faculty respondents who

thought that mentorship for new faculty was not available, 27% ($n = 83$) thought that it would positively influence the climate if it were available.

Forty-two percent ($n = 124$) of the Faculty respondents who thought that a clear process to resolve conflicts was available felt that it positively influenced climate. Of those Faculty respondents who thought that a clear process to resolve conflicts was not available, 41% ($n = 123$) thought that it would positively influence the climate if it were available.

Forty-two percent ($n = 124$) of the Faculty respondents who thought that a fair process to resolve conflicts was available felt that it positively influenced climate. Of those Faculty respondents who thought that a fair process to resolve conflicts was not available, 43% ($n = 126$) thought that it would positively influence the climate if it were available.

Seventeen percent ($n = 50$) of the Faculty respondents who thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available felt that it positively influenced climate. Of those Faculty respondents who thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was not available, 28% ($n = 80$) thought that it would positively influence the climate if it were available.

Twenty-one percent ($n = 63$) of the Faculty respondents who thought that equity and diversity training for search, promotion, and tenure committees was available felt that it positively influenced climate. Of those Faculty respondents who thought that equity and diversity training for search, promotion, and tenure committees was not available, 40% ($n = 117$) thought that it would positively influence the climate if it were available.

Twenty-nine percent ($n = 84$) of the Faculty respondents who thought that career-span development opportunities for faculty were available felt that they positively influenced climate. Of those Faculty respondents who thought that career-span development opportunities for faculty were not available, 49% ($n = 141$) thought that they would positively influence the climate if they were available.

Thirty-four percent ($n = 103$) of the Faculty respondents who thought that affordable child care was available felt that it positively influenced climate. Of those Faculty respondents who thought that affordable child care was not available, 55% ($n = 165$) thought that it would positively influence the climate if it were available.

Twenty-eight percent ($n = 86$) of the Faculty respondents who thought that support/resources for spouse/partner employment were available felt that they positively influenced climate. Of those Faculty respondents who thought that support/resources for spouse/partner employment were not available, 55% ($n = 169$) thought that they would positively influence the climate if they were available.

Forty-one percent ($n = 122$) of the Faculty respondents who thought that support/resources for housing were available felt that they positively influenced climate. Of those Faculty respondents who thought that support/resources for housing were not available, 40% ($n = 120$) thought that they would positively influence the climate if they were available.

Table 87. **Faculty Respondents' Perceptions of Institutional Initiatives**

	Initiative Available at Dartmouth College						Initiative NOT available at Dartmouth College					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
Institutional initiative	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Providing flexibility for calculating the tenure clock or promotional period	157	51.6	47	15.5	8	2.6	77	25.3	12	3.9	< 5	---
Providing recognition and rewards for including diversity issues in courses across the curriculum	59	20.0	48	16.3	18	6.1	106	35.9	40	13.6	24	8.1
Providing diversity, inclusivity, and equity training for faculty	76	25.4	60	20.1	12	4.0	94	31.4	39	13.0	18	6.0
An inclusive classroom environment	168	57.3	47	16.0	6	2.0	58	19.8	10	3.4	< 5	---
Providing faculty with tool kits to create an inclusive classroom environment	50	16.9	51	17.3	7	2.4	131	44.4	41	13.9	15	5.1
Providing sexual and gender-based awareness training for faculty	52	17.6	54	18.3	12	4.1	111	37.6	46	15.6	20	6.8
Providing faculty with supervisory training	62	21.2	41	14.0	11	3.8	116	39.7	39	13.4	23	7.9
Providing access to counseling for people who have experienced harassment	195	65.7	41	13.8	6	2.0	49	16.5	5	1.7	< 5	---
Providing mentorship for new faculty	191	61.6	26	8.4	< 5	---	83	26.8	< 5	---	< 5	---
Providing a clear process to resolve conflicts	124	41.8	38	12.8	< 5	---	123	41.4	8	2.7	< 5	---
Providing a fair process to resolve conflicts	124	42.0	35	11.9	< 5	---	126	42.7	8	2.7	< 5	---

Table 87 (cont.)	Initiative Available at Dartmouth College						Initiative NOT available at Dartmouth College					
	Positively influences climate		**Has no influence on climate**		**Negatively influences climate**		**Would positively influence climate**		**Would have no influence on climate**		**Would negatively influence climate**	
Institutional initiative	*n*	**%**	*n*	**%**	*n*	**%**	*n*	**%**	*n*	**%**	*n*	**%**
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	50	17.4	47	16.3	28	9.7	80	27.8	46	16.0	37	12.8
Providing equity and diversity training to search, promotion, and tenure committees	63	21.3	48	16.2	17	5.7	117	39.5	30	10.1	21	7.1
Providing career span development opportunities for faculty at all ranks	84	29.1	42	14.5	< 5	---	141	48.8	15	5.2	< 5	---
Providing affordable child care	103	34.0	24	7.9	5	1.7	165	54.5	< 5	---	< 5	---
Providing adequate child care resources	111	36.8	31	10.3	< 5	---	151	50.0	< 5	---	< 5	---
Providing support/resources for spouse/partner employment	86	27.7	34	11.0	10	3.2	169	54.5	9	2.9	< 5	---
Providing support/resources for housing	122	41.1	34	11.4	7	2.4	120	40.4	13	4.4	< 5	---

Note: Table includes Faculty responses (*n* = 368) only.

Eighty-one of Dartmouth's Faculty, Lecturers, and Adjunct Professors elaborated on their perception of the Dartmouth's institutional actions. The only significant theme that emerged was the College's lack of attention to the child care needs of Faculty, Lecturers, and Adjunct Professors.

Faculty, Lecturers, and Adjunct Professors – More Affordable Child Care. Generally, Faculty, Lecturers, and Adjunct Professor respondents elaborated on child care benefits and accessibility at Dartmouth as "serious issues facing younger faculty." One respondent noted, "I clicked under 'not available' under 'affordable child care' because while Dartmouth has a great child care center that's affordable for low-income parents and wealthy parents, middle-income parents are effectively subsidizing the wealthy ones." Another respondent offered a single parent's perspective, "For single parents, juggling work and parenting in an area this expensive is next to impossible." Other respondents described the cost of child care at Dartmouth as "insane" or "woefully inadequate."

The survey asked Staff respondents ($n = 1,243$) to respond regarding similar initiatives, which are listed in Table 88. Fifty-five percent ($n = 594$) of the Staff respondents who thought that diversity, inclusivity, and equity training for staff was available felt that it positively influenced climate. Of those Staff respondents who thought that diversity and equity training for staff was not available, 19% ($n = 202$) thought that it would positively influence the climate if it were available.

Seventy-four percent ($n = 791$) of the Staff respondents who thought that access to counseling for people who had experienced harassment was available felt that it positively influenced climate. Of those Staff respondents who thought that access to counseling for people who had experienced harassment was not available, 12% ($n = 131$) thought that it would positively influence the climate if it were available.

Fifty-six percent ($n = 604$) of the Staff respondents who thought that supervisory training for supervisors/managers was available felt that it positively influenced climate. Of those Staff

respondents who thought that supervisory training for supervisors/managers was not available, 30% ($n = 319$) thought that it would positively influence the climate if it were available.

Forty-seven percent ($n = 477$) of the Staff respondents who thought that supervisory training for faculty supervisors was available felt that it positively influenced climate. Of those Staff respondents who thought that supervisory training for faculty supervisors was not available, 38% ($n = 386$) thought that it would positively influence the climate if it were available.

Forty-four percent ($n = 467$) of the Staff respondents who thought that mentorship for new staff was available felt that it positively influenced climate. Of those Staff respondents who thought that mentorship for new faculty was not available, 43% ($n = 456$) thought that it would positively influence the climate if it were available.

Fifty percent ($n = 523$) of the Staff respondents who thought that a clear process to resolve conflicts was available felt that it positively influenced climate. Of those Staff respondents who thought that a clear process to resolve conflicts was not available, 36% ($n = 375$) thought that it would positively influence the climate if it were available.

Fifty-two percent ($n = 539$) of the Staff respondents who thought that a fair process to resolve conflicts was available felt that it positively influenced climate. Of those Staff respondents who thought that a fair process to resolve conflicts was not available, 36% ($n = 372$) thought that it would positively influence the climate if it were available.

Thirty-seven percent ($n = 373$) of the Staff respondents who thought that considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available felt that it positively influenced climate. Of those Staff respondents who thought that considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty was not available, 24% ($n = 242$) thought that it would positively influence the climate if it were available.

Fifty-nine percent ($n = 642$) of the Staff respondents who thought that career development opportunities for staff were available felt that they positively influenced climate. Of those Staff respondents who thought that career development opportunities for staff were not available, 30% ($n = 325$) thought that they would positively influence the climate if they were available.

Forty-five percent ($n = 461$) of the Staff respondents who thought that affordable child care was available felt that it positively influenced climate. Of those Staff respondents who thought affordable child care was not available, 42% ($n = 428$) thought that it would positively influence the climate if it were available.

Forty-eight percent ($n = 493$) of the Staff respondents who thought that adequate child care was available felt that it positively influenced climate. Of those Staff respondents who thought adequate child care was not available, 38% ($n = 386$) thought that it would positively influence the climate if it were available.

Forty-seven percent ($n = 481$) of the Staff respondents who thought that support/resources for spouse/partner employment were available felt that they positively influenced climate. Of those Staff respondents who thought that support/resources for spouse/partner employment were not available, 35% ($n = 359$) thought that they would positively influence the climate if they were available.

Forty-nine percent ($n = 508$) of the Staff respondents who thought that support/resources for housing were available felt that they positively influenced climate. Of those Staff respondents who thought that support/resources for housing were not available, 32% ($n = 336$) thought that they would positively influence the climate if they were available.

Table 88. **Staff Respondents' Perceptions of Institutional Initiatives**

	Initiative Available at Dartmouth						Initiative NOT available at Dartmouth					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
Institutional initiative	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Providing diversity, inclusivity, and equity training for staff	594	54.6	215	19.8	23	2.1	202	18.6	47	4.3	6	0.6
Providing access to counseling for people who have experienced harassment	791	74.4	117	11.0	8	0.8	131	12.3	10	0.9	6	0.6
Providing supervisors/managers with supervisory training	604	56.3	118	11.0	8	0.7	319	29.7	20	1.9	< 5	---
Providing faculty supervisors with supervisory training	477	47.2	108	10.7	7	0.7	386	38.2	28	2.8	5	0.5
Providing mentorship for new staff	467	43.8	96	9.0	6	0.6	456	42.8	38	3.6	< 5	---
Providing a clear process to resolve conflicts	523	49.8	100	9.5	15	1.4	375	35.7	32	3.0	5	0.5
Providing a fair process to resolve conflicts	539	51.5	93	8.9	13	1.2	372	35.6	25	2.4	< 5	---
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	373	36.7	205	20.2	42	4.1	242	23.8	105	10.3	49	4.8
Providing career development opportunities for staff	642	59.4	92	8.5	9	0.8	325	30.1	11	1.0	< 5	---
Providing affordable child care	461	44.7	108	10.5	12	1.2	428	41.5	19	1.8	< 5	---

Table 88 (cont.)	Initiative Available at Dartmouth						Initiative NOT available at Dartmouth					
	Positively influences climate		**Has no influence on climate**		**Positively influences climate**		**Would positively influence climate**		**Would have no influence on climate**		**Would negatively influence climate**	
Institutional initiative	*n*	**%**	*n*	**%**	*n*	**%**	*n*	**%**	*n*	**%**	*n*	**%**
Providing adequate child care resources	493	48.1	112	10.9	11	1.1	386	37.6	20	1.9	< 5	---
Providing support/resources for spouse/partner employment	481	46.5	109	10.5	31	3.0	359	34.7	44	4.3	11	1.1
Providing support/resources for housing	508	48.6	148	14.2	11	1.1	336	32.2	37	3.5	5	0.5

Note: Table includes Staff responses (*n* = 1,243) only.

One hundred and eighty-two Staff respondents described their opinions on institutional actions in three themes. Seventeen percent of those respondents expressed concerns regarding a lack of training opportunities. Fourteen percent of those respondents addressed housing. More than 10% noted the cost of child care.

Staff – Desire for Enhanced Professional Development. Dartmouth's Staff respondents expressed desire for additional training and dissatisfaction with the current perceived lack of professional development opportunities. One Staff respondent elaborated, "As an institution of higher learning, a prestigious institution, we do an absolutely terrible job at training our staff." Another Staff respondent noted, "When I started at Dartmouth, regular professional training opportunities were a very much appreciated benefit that was offered. Training budgets have declined in the past few years." Several Staff respondents referenced the perceived need for management training, "There needs to be more training for supervisors/managers so that they have the proper resources to do their jobs well." One Staff respondent suggested "developing a mentorship program at Dartmouth would be excellent. I also think a Dartmouth-wide training for supervisors and staff would be great."

Staff – Local Cost of Housing. Staff respondents at Dartmouth elaborated significant concerns about housing in their reflections on institutional actions and their effect on Staff. Generally, according to Staff respondents' feedback, "Housing is a huge issue for many staff at Dartmouth." One Staff respondent noted, "Although I think the real estate office does a good job providing housing options, most are beyond the means of staff, and all are in NH." Another Staff respondent described, "I came to work here in 1999 and registered for the staff housing list. I have NEVER been contacted. If I did not have a friend that subsidized our housing/ability to purchase a house, we would not have a place to live." Overall Staff respondents concurred, "Housing in Hanover and Norwich is prohibitively expensive."

Staff – Child Care Expenses. More than 10% of Staff respondents noted concern about the cost of child care in their reflections on Dartmouth's institutional actions. One Staff respondent noted, "There needs to be more affordable child care. What is available is not enough and is still too

expensive." Another Staff respondent described, "it is widely assumed to be true that faculty will take precedence over staff when it comes to getting a spot at the child care center." Respondents addressed child care in the local community and Dartmouth's on-campus options. In reference to child care in the local community one Staff respondent noted, "Child care is incredibly expensive in this area and it can be hard to obtain." Another Staff respondent elaborated on Dartmouth's child care, "It would be great if the Dartmouth Child Care center was more affordable. It was the most expensive option out of all the day care centers we looked at."

Student respondents ($n = 1,142$) also were asked in the survey to respond regarding a similar list of initiatives, provided in Table 89. Forty-five percent ($n = 453$) of the Student respondents who thought that diversity, inclusivity, and equity training for students was available felt that it positively influenced climate. Of those Student respondents who thought that diversity training for students was not available, 17% ($n = 176$) thought that it would positively influence the climate if it were available.

Forty-three percent ($n = 427$) of the Student respondents who thought that diversity, inclusivity, and equity training for staff was available felt that it positively influenced climate. Of those Student respondents who thought that diversity training for staff was not available, 20% ($n = 201$) thought that it would positively influence the climate if it were available.

Forty-three percent ($n = 420$) of the Student respondents who thought that diversity, inclusivity, and equity training for faculty was available felt that it positively influenced climate. Of those Student respondents who thought that diversity training for faculty was not available, 22% ($n = 210$) thought that it would positively influence the climate if it were available.

Forty-four percent ($n = 434$) of the Student respondents who thought that a person to address student complaints of bias by faculty/staff in learning environments was available felt that it positively influenced climate. Of those Student respondents who thought that a person to address student complaints of bias by faculty/staff in learning environments was not available, 22% ($n = 214$) thought that it would positively influence the climate if it were available.

Fifty-five percent (*n* = 543) of the Student respondents who thought that increasing opportunities for cross-cultural dialogue among students was available felt that it positively influenced climate. Of those Student respondents who thought that increasing opportunities for cross-cultural dialogue among students was not available, 21% (*n* = 202) thought that it would positively influence the climate if it were available.

Forty-six percent (*n* = 443) of the Student respondents who thought that increasing opportunities for cross-cultural dialogue between faculty, staff, and students was available felt that it positively influenced climate. Of those Student respondents who thought that increasing opportunities for cross-cultural dialogue between faculty, staff, and students was not available, 29% (*n* = 279) thought that it would positively influence the climate if it were available.

Forty-one percent (*n* = 401) of the Student respondents who thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available felt that it positively influenced climate. Of those Student respondents who thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was not available, 25% (*n* = 240) thought that it would positively influence the climate if it were available.

Fifty-seven percent (*n* = 562) of the Student respondents who thought that effective faculty mentorship of students was available felt that it positively influenced climate. Of those Student respondents who thought that effective faculty mentorship of students was not available, 26% (*n* = 253) thought that it would positively influence the climate if it were available.

Sixty-three percent (*n* = 615) of the Student respondents who thought that effective academic advising was available felt that it positively influenced climate. Of those Student respondents who thought that effective academic advising was not available, 21% (*n* = 202) thought that it would positively influence the climate if it were available.

Forty-seven percent (*n* = 455) of the Student respondents who thought that diversity training for student staff (e.g., Collis, UGAs) was available felt that it positively influenced climate. Of those

Student respondents who thought that diversity training for student staff was not available, 14% ($n = 139$) thought that it would positively influence the climate if it were available.

Thirty-three percent ($n = 314$) of the Student respondents who thought that affordable child care was available felt that it positively influenced climate. Of those Student respondents who thought that affordable child care was not available, 33% ($n = 312$) thought that it would positively influence the climate if it were available.

Thirty-three percent ($n = 318$) of the Student respondents who thought that adequate child care resources were available felt that the resources positively influenced climate. Of those Student respondents who thought that adequate child care resources were not available, 33% ($n = 314$) thought that they would positively influence the climate if it were available.

Thirty-five percent ($n = 333$) of the Student respondents who thought that support/resources for spouse/partner employment were available felt that they positively influenced climate. Of those Student respondents who thought that support/resources for spouse/partner employment were not available, 32% ($n = 304$) thought that they would positively influence the climate if it were available.

Forty-three percent ($n = 422$) of the Student respondents who thought that adequate social space outside of Greek space was available felt that it positively influenced climate. Of those Student respondents who thought that adequate social space outside of Greek space was not available, 33% ($n = 321$) thought that it would positively influence the climate if it were available.

Forty-eight percent ($n = 467$) of the Student respondents who thought that support/resources for housing were available felt that they positively influenced climate. Of those Student respondents who thought that support/resources for housing were not available, 31% ($n = 300$) thought that they would positively influence the climate if it were available.

Table 89. **Student Respondents' Perceptions of Institutional Initiatives**

	Initiative Available at Dartmouth						Initiative NOT available at Dartmouth					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
Institutional initiative	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Providing diversity, inclusivity, and equity training for students	453	44.9	192	19.0	95	9.4	176	17.4	64	6.3	29	2.9
Providing diversity, inclusivity, and equity training for staff	427	43.3	192	19.5	69	7.0	201	20.4	75	7.6	22	2.2
Providing diversity, inclusivity, and equity training for faculty	420	43.3	183	18.9	70	7.2	210	21.6	63	6.5	24	2.5
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs)	434	44.4	177	18.1	72	7.4	214	21.9	45	4.6	35	3.6
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, labs)	428	43.6	150	15.3	93	9.5	205	20.9	58	5.9	47	4.8
Increasing opportunities for cross-cultural dialogue among students	543	55.0	144	14.6	43	4.4	202	20.5	42	4.3	13	1.3
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	443	45.7	137	14.1	42	4.3	279	28.8	55	5.7	14	1.4
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	401	41.2	152	15.6	84	8.6	240	24.6	63	6.5	34	3.5

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Table 89 (cont.)	Initiative Available at Dartmouth						Initiative NOT available at Dartmouth					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
Institutional initiative	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing effective faculty mentorship of students	562	57.4	106	10.8	27	2.8	253	25.8	23	2.3	8	0.8
Providing effective academic advising	615	62.8	114	11.6	27	2.8	202	20.6	14	1.4	7	0.7
Providing diversity training for student staff (e.g., Collis, UGA's)	455	47.0	200	20.7	83	8.6	139	14.4	72	7.4	19	2.0
Providing affordable child care	314	32.8	167	17.5	20	2.1	312	32.6	127	13.3	17	1.8
Providing adequate child care resources	318	33.3	162	16.9	20	2.1	314	32.8	128	13.4	14	1.5
Providing support/resources for spouse/partner employment	333	34.7	165	17.2	33	3.4	304	31.7	105	10.9	19	2.0
Providing adequate social space outside of Greek space	422	43.1	147	15.0	43	4.4	321	32.8	26	2.7	20	2.0
Providing support/resources for housing	467	48.4	134	13.9	22	2.3	300	31.1	30	3.1	12	1.2

Note: Table includes Student responses (*n* = 1,142) only.

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Two hundred and twelve Student respondents elaborated on their opinions about institutional actions at Dartmouth. Inclusion, exclusion, and diversity were consistently mentioned from two perspectives. One perspective was that Dartmouth had failed to create diversity and promote inclusion among minorities on campus. The other perspective, though only half as prominent as the first, was that Dartmouth's efforts to create diversity and promote inclusion had been at the expense of the perceived majority.

Students – Exclusion of Perceived Minorities. Almost one-fourth of Dartmouth's Student respondents who elaborated on Dartmouth's institutional impact noted exclusion of minorities on campus. Classism and Racism were most commonly cited in students' narratives. One Student respondent noted, "Where I think Dartmouth needs to improve the most is to be more open about different socioeconomic classes and all races on campus." One Student Respondent suggested, "Actually WELCOMING professors of color instead of pretending to through diversity initiatives and doing absolutely NOTHING to support them in a white dominated society." Generally, Student respondents agreed, "Any form of action that targets ignorance of diversity of peoples would help greatly."

Students – Perceived Inclusion of Minorities at the Expense of Others. While most of Dartmouth's Student respondents described exclusion of minorities, more than 10% of Student respondents believe that inclusion gains have been at the expense of others. One Student respondent described, "Some institutions here [at Dartmouth] work to separate the student body, not bring them together." Another Student respondent stated, "The diversity training is a waste of time. No one is excluded here." Student respondents consistently noted the perception that heterosexual white males bore the brunt of this type of exclusion. Describing this perception, one Student respondent noted, "The obsession with favoring minorities has an equal and opposite effect on the rest, such that a white male is actually punished for being as he is due to the overcompensation of opportunities for other groups." Finally, one student elaborated, "There should be a difference between teaching 'diversity' and teaching 'hate toward (straight) men.'"

Summary

Perceptions of actions taken by Dartmouth College help to shape the way individuals think and feel about the climate in which they work and learn. The findings in this section suggest that respondents generally agree that the actions cited in the survey have, or would have, a positive influence on the campus climate. Notably, substantial numbers of Faculty, Staff, and Student respondents indicated that many of the initiatives were not available on Dartmouth College's campus. If, in fact, these initiatives are available, Dartmouth College would benefit from better publicizing all that the institution offers to positively influence the campus climate.

Next Steps

Embarking on this campus-wide assessment is further evidence of Dartmouth College's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this report was to assess the climate within Dartmouth College, including how members of the community felt about issues related to inclusion and work-life issues. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations within the Dartmouth College community. However, assessments and reports are not enough. A projected plan to develop strategic actions and a subsequent implementation plan are critical. Failure to use the assessment data to build on the successes and address the challenges uncovered in the report will undermine the commitment offered to Dartmouth College community members when the project was initiated. Also, as recommended by Dartmouth College's senior leadership, the assessment process should be repeated regularly to respond to an ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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Appendices

Appendix A – Cross Tabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Comment Analyses (Questions #108, #109, and #110)

Appendix D – Survey: *Dartmouth College Assessment of Climate for Learning, Working, and Living*

Appendix A
Cross Tabulations by Selected Demographics

		Undergraduate Student		Graduate Student		Faculty		Staff		Total	
		n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Gender identity	Woman	387	49.6	178	49.3	164	44.6	833	67.2	1,562	56.7
	Man	358	45.8	167	46.3	193	52.5	387	31.1	1,105	40.1
	Transgender	12	1.5	7	1.9	< 5	---	0	0.0	19	0.7
	Other or Multiple	19	2.4	8	2.2	< 5	---	9	0.7	39	1.4
	Unknown/Missing	5	0.64	< 5	---	8	2.2	14	1.1	28	1.0
Racial identity	Person of Color	222	28.4	122	33.8	39	10.6	59	4.8	442	16.1
	White Only	448	57.4	208	57.6	293	79.6	1,095	88.1	2,044	74.3
	Multiple	89	11.4	22	6.1	14	3.8	33	2.7	158	5.7
	Unknown/Missing/Other	22	2.8	9	2.5	22	5.9	56	4.5	109	4.0
Sexual identity	LGBQ including Pansexual	127	16.3	45	12.8	22	6.0	126	10.1	320	11.6
	Heterosexual	633	81.1	305	84.5	323	87.8	1,034	83.2	2,295	83.4
	Asexual/Other	18	2.3	5	1.4	5	1.4	29	2.3	57	2.1
	Unknown/Missing	< 5	---	6	1.7	18	4.9	54	4.3	81	2.9

		Undergraduate Student		Graduate Student		Faculty		Staff		Total	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%
Citizenship status	U.S. Citizen	669	85.7	259	71.8	332	90.2	1,183	95.1	2,443	88.7
	Non-U.S. Citizen	85	10.9	93	25.7	25	6.8	35	2.8	238	8.7
	Undocumented	< 5	---	< 5	---	0	0.0	0	0.0	< 5	---
	Multiple Citizenships	23	2.9	6	1.7	< 5	---	21	1.7	53	1.9
	Unknown/Missing	< 5	---	< 5	---	8	2.8	< 5	---	16	0.6
Disability Status	No Disability	672	86.0	327	90.6	338	91.9	1,131	90.9	2,468	89.7
	Disability	74	9.5	21	5.8	19	5.1	73	5.9	187	6.9
	Multiple Disability	32	4.1	11	3.1	6	1.6	25	2.0	74	2.7
	Unknown/Missing/Other	< 5	---	< 5	---	5	1.4	14	1.1	24	0.9
Religious/ Spiritual affiliation	Christian Affiliation	251	32.1	94	26.0	94	25.5	474	38.1	913	33.2
	Other Faith-Based, including Unidentified "Other"	108	13.8	52	14.4	33	9.0	69	5.6	262	9.5
	No Affiliation	333	42.6	164	45.4	187	50.8	560	45.1	1,244	45.2
	Multiple Affiliations	79	10.1	41	11.4	31	8.4	75	6.0	226	8.2
	Unknown/Missing	10	1.28	10	2.8	23	6.3	65	5.2	108	3.9

Note: % is the percent of each column for that demographic category (e.g., percent of undergraduates that are men)

Appendix B – Data Tables

PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B1. **What is your primary position at Dartmouth? (Question 1)**

Position	*n*	%
Undergraduate student	**781**	**28.4**
Graduate/professional student	**336**	**12.2**
Post-doc/research associate	**25**	**0.9**
Faculty tenure/tenure-track	**250**	**9.1**
Assistant professor	47	18.8
Associate professor	34	13.6
Professor	51	20.4
Missing	118	47.2
Non-tenure-track academic appointment (e.g., lecturer/ adjunct, research scientist/engineer, research line faculty)	**118**	**4.3**
Staff	**1,243**	**45.2**
Non-exempt (hourly)	196	15.8
Exempt (salary)	342	27.5
Missing	705	56.7

Note: There are no missing data for the primary categories in this question; all respondents were required to select an answer. There are missing data for the sub-categories, as indicated.

Table B2. **Are you full-time or part-time in that primary position? (Question 2)**

Status	*n*	%
Full-time	2,592	94.2
Part-time	154	5.6
Missing	7	0.3

Table B3. **What is your birth sex? (Question 42)**

Birth sex	*n*	%
Female	1,601	58.2
Intersex	12	0.4
Male	1,121	40.7
Missing	19	0.7

Table B4. **What is your gender/gender identity? (Mark all that apply.) (Question 43)**

Gender identity	*n*	%
Genderqueer	42	1.5
Man	1,127	40.9
Transgender	27	1.0
Woman	1,587	57.6
A gender not listed here	20	0.7

Table B5. **What is your current gender expression? (Question 44)**

Gender expression	*n*	%
Androgynous	42	1.5
Feminine	1,539	55.9
Masculine	1,093	39.7
A gender expression not listed here	32	1.2
Missing	47	1.7

Table B6. **What is your citizenship status in the U.S.? (Mark all that apply.)**
(Question 45)

Citizenship status	*n*	%
U.S. citizen, birth	2,354	85.5
A visa holder (F-1, J-1, H1-B, A, L, G, E, or TN visa holder)	165	6.0
U.S. citizen, naturalized	146	5.3
Permanent resident	126	4.6
DACA (Deferred Action for Childhood Arrival)	12	0.4
Undocumented resident	11	0.4
Refugee status	9	0.3
Other legally documented status	8	0.3
Currently under a "withholding of removal" status	6	0.2
DAPA (Deferred Action for Parental Accountability)	6	0.2

Table B7. **Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply. (Question 46)**

Racial/ethnic identity	*n*	%
White/European American	2,199	79.9
Asian/Asian American	300	10.9
Hispanic/Latin@/Chican@	119	4.3
Black/African American	102	3.7
American Indian/Native	75	2.7
Middle Eastern/Southwest Asian	55	2.0
A racial/ethnic identity not listed here	31	1.1
Pacific Islander	15	0.5
Alaska Native	12	0.4
Native Hawaiian	11	0.4

Table B8. **What is your age? (Question 47)**

Age	*n*	%
21 and under	676	24.6
22-24	206	7.5
25-34	484	17.6
35-44	353	12.8
45-54	449	16.3
55-64	341	12.4
65 and over	82	3.0
Missing	162	5.9

Table B9. **Which term best describes your sexual identity. (Question 48)**

Sexual identity	*n*	%
Asexual	43	1.6
Bisexual	94	3.4
Gay	73	2.7
Heterosexual	2,295	83.4
Lesbian	42	1.5
Pansexual	36	1.3
Queer	41	1.5
Questioning	34	1.3
A sexual identity not listed here	14	0.5
Missing	81	2.9

Table B10. **Do you have substantial parenting or caregiving responsibility? (Mark all that apply.) (Question 49)**

Caregiving responsibility	*n*	%
No	**1,910**	**69.4**
Yes	**829**	**31.1**
Children 18 years of age or under	621	74.9
Children over 18 years of age, but still legally dependent (e.g., in college, disabled)	168	20.3
Independent adult children over 18 years of age	82	9.9
Sick or disabled partner	46	5.5
Senior or other family member	210	25.3
A parenting or caregiving responsibility not listed here	30	3.6
Missing	**14**	**0.5**

Note: Percentages may not sum to 100% due to multiple responses.

Table B11. **What is your current relationship status? (Question 50)**

Relationship status	*n*	%
Single	779	28.3
Single (never married) in a casual relationship	123	4.5
Single (never married) in a serious relationship	436	15.8
Single, divorced	164	6.0
Single, widow (partner/spouse deceased)	21	0.8
Legally partnered (civil union/ registered domestic partnership)	13	0.5
Married or remarried	1,172	42.6
Separated	10	0.4
Other relationship status not listed here	13	0.5
Missing	22	0.8

Table B12. **Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard? (Question 51)**

Military status	*n*	%
Never served in the military	2,625	95.4
Now on active duty (including Reserves or National Guard)	15	0.5
On active duty in the past, but not now	68	2.5
ROTC	17	0.6
Missing	28	1.0

Table B13. Students only: **What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 52)**

Level of education	Parent /legal guardian 1		Parent/legal guardian 2	
	n	%	*n*	%
No high school	21	1.8	20	1.8
Some high school	18	1.6	26	2.3
Completed high school/GED	80	7.0	87	7.3
Some college	64	5.6	59	5.2
Business/technical certificate/degree	24	2.1	29	2.5
Associate's degree	28	2.5	33	2.9
Bachelor's degree	3	0.3	11	1.0
Some graduate work	246	21.5	352	30.8
Master's degree (M.A., M.S., MBA)	293	25.7	291	25.5
Specialist degree (Ed.S.)	6	0.5	7	0.6
Doctoral degree (Ph.D., Ed.D.)	149	13.0	62	5.4
Professional degree (MD, MFA, JD)	203	17.8	133	11.6
Unknown	2	0.2	6	0.5
Not applicable	3	0.3	22	1.9
Missing	2	0.2	4	0.4

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 1,142).

Table B14. Staff only: **What is <u>your</u> highest level of education? (Question 53)**

Level of education	*n*	%
No high school	2	0.2
Some high school	5	0.4
Completed high school/GED	65	5.2
Some college	100	8.0
Business/technical certificate/degree	32	2.6
Associate's degree	88	7.1
Bachelor's degree	356	28.6
Some graduate work	108	8.7
Master's degree (MA, MS, MBA)	396	31.9
Specialist degree (Ed.S.)	4	0.3
Doctoral degree (Ph.D., Ed.D.)	54	4.3
Professional degree (MD, MFA, JD)	25	2.0
Missing	8	0.6

Note: Table includes answers only from only those respondents who indicated that they were Staff in Question 1 (*n* = 1,243).

Table B15. Faculty/Staff only: **How long have you been employed at Dartmouth? (Question 54)**

Length of employment	*n*	%
Less than 1 year	122	7.6
1-5 years	499	31.0
6-10 years	273	16.9
11-15 years	261	16.2
16-20 years	147	9.1
More than 20 years	298	18.5
Missing	11	0.7

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,611).

Table B16. Undergraduate Students only: **Where are you in your college career? (Question 55)**

Year in college career	*n*	%
First year	161	20.6
Second year	187	24.0
Third year	220	28.2
Fourth year	196	25.1
Fifth year	12	1.5
Sixth year (or more)	4	0.5
Missing	1	0.1

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 781).

Table B17. Faculty only: **Which academic division are you primarily affiliated with at this time? (Question 56)**

Academic division	*n*	%
Arts & Humanities	99	26.9
Sciences	54	14.7
Social Sciences	63	17.1
Interdisciplinary Programs	16	4.3
Geisel School of Medicine	85	23.1
Thayer School of Engineering	21	5.7
Tuck School of Business	22	6.0
Missing	8	2.2

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 368).

Table B18. Staff only: **Which academic division/work unit are you primarily affiliated with at this time? (Question 57)**

Academic division/work unit	*n*	%
Advancement	109	8.8
Arts and Sciences/Dean of the Faculty of Arts & Sciences	129	10.4
Athletics	49	3.9
Campus Services (including PDC, FOM, DDS, Residential Ops, REO, Skiway)	132	10.6
Finance and Administration	96	7.7
Geisel School of Medicine (including TDI, NCCC)	225	18.1
President's Division (e.g., OVIS, OGC, Public Affairs, Investment Office)	29	2.3
Provost's Division	298	24.0
Information Technology Services	*50*	*16.8*
Library	*41*	*13.8*
Vice Provost for Student Affairs (formerly Dean of the College)	*69*	*23.2*
Other not listed here	*101*	*33.9*
Missing	*37*	*12.4*
Thayer School of Engineering	26	2.1
Tuck School of Business	94	7.6
Missing	56	4.5

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 1,243).

Table B19. Undergraduate Students only: **What is your academic major? (Mark all that apply.)**
(Question 58)

Academic major	*n*	%
Undeclared Major	**148**	**19.0**
Arts & Humanities	**122**	**15.6**
Ancient History	6	4.9
Art History	7	5.7
Asian and Middle Eastern Languages and Literatures	9	7.4
Classical Archaeology	2	1.6
Classical Languages and Literatures	8	6.6
Classical Studies	5	4.1
Comparative Literature	8	6.6
English	31	25.4
Film and Media Studies	6	4.9
French	6	4.9
French Studies	3	2.5
German Studies	6	4.9
Hispanic Studies	3	2.5
Italian	4	3.3
Italian Studies	3	2.5
Music	6	4.9
Philosophy	11	9.0
Religion	7	5.7
Romance Languages	4	3.3
Romance Studies	3	2.5
Russian	6	4.9
Russian Area Studies	6	4.9
Spanish and Portuguese	12	9.8
Studio Art	10	8.2
Theater	8	6.6
Sciences	**231**	**29.6**
Astronomy	4	1.7
Biological Chemistry	8	3.5
Biological Sciences	28	12.1
Biology	37	16.0
Biophysical Chemistry	9	3.9

Table B19 (cont.)

Academic major	*n*	%
Chemistry	18	7.8
Cognitive Science	9	3.9
Computer Science	85	36.8
Earth Sciences	15	6.5
Mathematics	33	14.3
Physics	27	11.7
Social Sciences	**307**	**39.3**
Anthropology	22	5.5
Economics	104	26.2
Geography	24	6.0
Government	87	21.9
History	38	9.6
Neuroscience	28	7.1
Psychology	30	7.6
Sociology	20	5.0
Interdisciplinary Programs	**68**	**8.7**
African and African American Studies	3	4.4
Asian and Middle Eastern Studies	6	8.8
Environmental Studies	25	36.8
Latin American, Latino, and Caribbean Studies	4	5.9
Linguistics	22	32.4
Mathematics and Social Sciences	4	5.9
Native American Studies	5	7.4
Women's and Gender Studies	15	22.1
Senior Fellow	**3**	**0.4**
Thayer School of Engineering	**90**	**11.5**
Biomedical Engineering Sciences	17	18.9
Engineering Physics	8	8.9
Engineering Sciences	68	75.6

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 781).

Table B20. Graduate Students only: **What is your academic division? (Mark all that apply.)**
(Question 59)

Academic division	*n*	%
Geisel School of Medicine (including MPH in TDI)	73	21.7
Graduate Arts and Sciences (including PhD/MS programs in TDI, PEMM, and MCB)	144	42.9
Thayer School of Engineering	49	14.6
Tuck School of Business	70	20.8
Missing	0	0.0

Note: Table includes answers only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 336).

Table B21. **Do you have a condition/disability that influences your learning, working, or living activities?**
(Question 60)

Condition	*n*	%
No	2,468	89.6
Yes	279	10.1
Missing	6	0.2

Table B22. Which, if any, of the conditions listed below impact your learning, working, or living activities? (Mark all that apply.) (Question 61)

Condition	*n*	%
Mental health/psychological condition	90	32.3
Chronic health or medical condition (e.g., lupus, cancer, multiple sclerosis, fibromyalgia)	81	29.0
Attention Deficit Disorder (including Hyperactivity Disorder)	58	20.8
Learning disability (e.g., dyslexia, dyscalculia, disorder of written expression)	37	13.3
Physical/mobility condition that affects walking	30	10.8
Hearing impaired or deaf	21	7.5
Visually-impaired or blind	15	5.4
Asperger's/autism spectrum	14	5.0
Physical/mobility condition that does not affect walking	14	5.0
Acquired/Traumatic Brain Injury	12	4.3
Speech/communication condition	7	2.5
Manual dexterity impairment	6	2.2
A disability/condition not listed here	7	2.5

Note: Table includes answers from only those respondents who indicated that they have a disability in Question 60 (*n* = 279).
Note: Percentages may not sum to 100% due to multiple responses.

Table B23. What is/are the language(s) spoken in your home? (Mark all that apply.) (Question 62)

Citizenship status	*n*	%
English only	2,248	81.7
A language other than English	153	5.6
English and another language	330	12.0

Table B24. **What is your religious or spiritual identity? (Mark all that apply.) (Question 63)**

Spiritual identity	*n*	%		*n*	%
Agnostic	**424**	**15.4**	United Church of Christ	61	5.9
Atheist	**367**	**13.3**	A Christian affiliation not listed above	17	1.6
Baha'i	**8**	**0.3**	**Confucianist**	**7**	**0.3**
Buddhist	**73**	**2.7**	**Druid**	**11**	**0.4**
Christian	**1,035**	**37.6**	**Hindu**	**41**	**1.5**
African Methodist Episcopal (AME)	4	0.4	**Jain**	**3**	**0.1**
AME Zion	3	0.3	**Jehovah's Witness**	**5**	**0.2**
Assembly of God	9	0.9	**Jewish**		
Baptist	46	4.4		**176**	**6.4**
Catholic/Roman Catholic	419	40.5	Conservative	43	24.4
Church of Christ	18	1.7	Orthodox	7	4.0
Church of God in Christ	3	0.3	Reformed	93	52.8
Christian Orthodox	11	1.1	**Muslim**	**25**	**0.9**
Christian Methodist Episcopal	12	1.2	Ahmadi	2	8.0
Christian Reformed Church	7	0.7	Shi'ite	8	32.0
Episcopalian	103	10.0	Sufi	5	20.0
Evangelical	25	2.4	Sunni	18	72.0
Greek Orthodox	12	1.2	**Native American Traditional Practitioner or Ceremonial**	**19**	**0.7**
Lutheran	28	2.7	**Pagan**	**20**	**0.7**
Mennonite	5	0.5	**Rastafarian**	**8**	**0.3**
Moravian	3	0.3	**Scientologist**	**5**	**0.2**
Nondenominational Christian	80	7.7	**Secular Humanist**	**42**	**1.5**
Pentecostal	8	0.8	**Shinto**	**8**	**0.3**
Presbyterian	49	4.7	**Sikh**	**9**	**0.3**
Protestant	80	7.7	**Taoist**	**14**	**0.5**
Protestant Reformed Church	4	0.4	**Tenrikyo**	**6**	**0.2**
Quaker	15	1.4	**Unitarian Universalist**	**32**	**1.2**
Reformed Church of America	3	0.3	**Wiccan**	**15**	**0.5**
Russian Orthodox	10	1.0	**Spiritual, but no religious affiliation**	**288**	**10.5**
Seventh Day Adventist	5	0.5	**No affiliation**	**458**	**16.6**
The Church of Jesus Christ of Latter-day Saints	13	1.3	**A religious affiliation or spiritual identity not listed above**	**34**	**1.2**
United Methodist	48	4.6			

Note: Percentages may not sum to 100% due to multiple responses.

Table B25. Students only: **Are you currently financially dependent (family/guardian assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)? (Question 64)**

Dependency status	*n*	%
Dependent	782	68.5
Independent	327	29.5
Missing	33	2.9

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 1,142).

Table B26. Students only: **What is your *best estimate* of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)? (Question 65)**

Income	*n*	%
Below $30,000	232	20.3
$30,000 - $49,999	82	7.2
$50,000 - $69,999	89	7.8
$70,000 - $99,999	106	9.3
$100,000 - $149,999	160	14.0
$150,000 - $199,999	91	8.0
$200,000 - $249,999	89	7.8
$250,000 - $499,999	146	12.8
$500,000 or more	111	9.7
Missing	36	3.2

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 1,142).

Table B27. Students only: **Where do you live? (Question 66)**

Residence	*n*	%
Campus housing	**694**	**60.8**
Residence hall	400	72.9
Affinity house/Living, learning community	75	13.7
Greek letter organization or society house	74	13.5
Non-campus housing	**425**	**37.2**
College-owned housing	67	18.4
Independently in an apartment/house	287	78.8
Living with family member/guardian	10	2.7
Transient (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	**17**	**1.5**
Missing	**6**	**0.5**

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 1,142). Percentages for sub-categories are valid percentages and do not include missing responses.

Table B28. Students only: **Since having been a student at Dartmouth, have you been a member of or participated in any of the following? (Mark all that apply.) (Question 67)**

Clubs/organizations	*n*	%
Recreational organization (e.g., Dartmouth Outing Club, Ledyard Canoe Club, Chess Club)	378	33.1
Greek letter organization, Undergraduate Society, or Senior Society	358	31.3
Club sport	315	27.6
Service or philanthropic organization	272	23.8
Professional or pre-professional organization	239	20.9
Faith or spirituality-based organization	215	18.8
Political or issue-oriented organization	206	18.0
Culture-specific organization	181	15.8
Publication/media organization	159	13.9
Academic or academic competition organization	154	13.5
Performance organization	154	13.5
Athletic team	152	13.3
I do not participate in any clubs or organizations at Dartmouth	151	13.2
Health and wellness organization	131	11.5
Governance organization (Student Assembly, Programming Board, Graduate Student Council)	122	10.7
Student organization not listed above	69	6.0

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 1,142). Percentages may not sum to 100% due to multiple responses.

Table B29. Students only: **At the end of your last semester, what was your cumulative grade point average? (Question 68)**

GPA	*n*	%
3.75 - 4.00	435	38.1
3.25 - 3.74	440	38.5
3.00 - 3.24	113	9.9
2.50 - 2.99	32	2.8
2.00 - 2.49	5	0.4
Below 2.00	4	0.4
Missing	113	9.9

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 1,142).

Table B30. Students only: **Have you experienced financial hardship while attending Dartmouth? (Question 69)**

Financial hardship	*n*	%
No	786	68.8
Yes	339	29.7
Missing	17	1.5

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 1,142).

Table B31. Students only: **How have you experienced the financial hardship? (Mark all that apply.)**
(Question 70)

Experience	*n*	%
Difficulty affording tuition	186	54.9
Difficulty purchasing my books/course materials	164	48.4
Difficulty participating in social events	155	45.7
Difficulty affording unpaid internships/research opportunities	131	38.6
Difficulty affording travel to and from Dartmouth	131	38.6
Difficulty affording housing	107	31.6
Difficulty affording health care	106	31.3
Difficulty affording co-curricular events or activities	101	29.8
Difficulty affording alternative spring breaks	91	26.8
Difficulty affording food	85	25.1
Difficulty affording other campus fees	84	24.8
Difficulty affording commuting to campus	41	12.1
Difficulty affording child care	18	5.3
Other	19	5.6

Note: Table includes answers only from those Students who indicated that they experienced financial hardship in Question 69 (*n* = 339).

Table B32. *Students only:* How are you currently paying for your education at Dartmouth? (Mark all that apply.) (Question 71)

Source of funding	*n*	%
Family contribution	725	63.5
Need-based Dartmouth scholarship/aid	365	32.0
Loans	336	29.4
Personal contribution/job	334	29.2
Non-Dartmouth grant/scholarship (e.g., Pell, Gates)	199	17.4
Work-Study job	147	12.9
Credit card	98	8.6
Undergraduate advisor (UGA)	44	3.9
A method of payment not listed here	132	11.6

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 1,142).

Table B33. Students only: **Are you employed either on campus or off-campus during the academic year? (Question 72)**

Employed	*n*	%
No	**508**	**44.5**
Yes, I work on campus	**502**	**44.0**
1-10 hours/week	275	56.5
11-20 hours/week	137	28.1
21-30 hours/week	29	6.0
31-40 hours/week	13	2.7
More than 40 hours/week	33	6.8
Yes, I work off campus	**156**	**13.7**
1-10 hours/week	66	46.5
11-20 hours/week	38	26.8
21-30 hours/week	15	10.6
31-40 hours/week	11	7.7
More than 40 hours/week	12	8.5

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 1,142).

Table B34. **How many minutes do you commute to Dartmouth one-way?**
(Question 73)

Minutes	*n*	%
10 or less	1,127	40.9
11-20	653	23.7
21-30	397	14.6
31-40	237	8.6
41-50	127	4.6
51-60	63	2.3
61 and over	122	4.4
Missing	27	1.0

PART II: Findings

The tables in this section contain valid percentages except where noted.

Table B35. **Overall, how comfortable are you with the climate at Dartmouth? (Question 3)**

Comfort	*n*	%
Very comfortable	649	23.6
Comfortable	1,272	46.3
Neither comfortable nor uncomfortable	459	16.7
Uncomfortable	301	10.9
Very uncomfortable	69	2.5

Table B36. Faculty/Staff only: **Overall, how comfortable are you with the climate in your department/program or work unit at Dartmouth? (Question 4)**

Comfort	*n*	%
Very comfortable	546	34.0
Comfortable	624	38.8
Neither comfortable nor uncomfortable	193	12.0
Uncomfortable	191	11.9
Very uncomfortable	53	3.3

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,611).

Table B37. Students/Faculty only: **Overall, how comfortable are you with the climate in your classes? (Question 5)**

Comfort	*n*	%
Very comfortable	643	42.9
Comfortable	632	42.1
Neither comfortable nor uncomfortable	150	10.0
Uncomfortable	46	3.1
Very uncomfortable	29	1.9

Note: Table includes answers only from those respondents who indicated that they were Students or Faculty in Question 1 (*n* = 1,510).

Table B38. **Have you ever seriously considered leaving Dartmouth? (Question 6)**

Considered leaving	*n*	%
No	1,525	55.4
Yes	1,221	44.4
Missing	7	0.3

Table B39. Students only: **When did you seriously consider leaving Dartmouth? (Question 7)**

Year	*n*	%
During my first year as a student	194	74.6
During my second year as a student	125	48.1
During my third year as a student	62	23.8
During my fourth year as a student	24	9.2
During my fifth year as a student	11	4.2
After my fifth year as a student	7	2.7

Note: Table includes answers only from those Students who indicated that they considered leaving in Question 6 (*n* = 260).

***Table B40. Students only*: Why did you seriously consider leaving Dartmouth? (Question 8)**

Reasons	*n*	%
Lack of a sense of belonging	167	64.2
Climate was not welcoming	129	49.6
Lack of a support group	107	41.2
Personal reasons (e.g., medical, mental health, family emergencies)	75	28.8
Homesick	50	19.2
Financial reasons	47	18.1
Coursework was too difficult	44	16.9
My marital/relationship status	16	6.2
Didn't have my field of study	15	5.8
Didn't have my major	11	4.2
Didn't meet the selection criteria for a major/ field of study	5	1.9
A reason not listed above	87	33.5

Note: Table includes answers only from those Students who indicated that they considered leaving in Question 6 (*n* = 260).

Table B41. Faculty/Staff only: **Why did you seriously consider leaving Dartmouth?**
(Question 9)

Reasons	*n*	%
Limited opportunities for advancement	480	49.9
Financial reasons (e.g., salary, resources)	459	47.8
Interested in a position elsewhere	311	32.4
Lack of sense of belonging	296	30.8
Increased workload	265	27.6
Working relationship with supervisor/manager	251	26.1
Recruited or offered a position elsewhere	207	21.5
Dissatisfied with current benefits	188	19.6
Campus climate was unwelcoming	164	17.1
Working relationship with coworkers/colleagues	161	16.8
Working relationship with dean/department or program chair	111	11.6
Spouse or partner unable to find suitable employment	99	10.3
Local community did not meet my (my family's) needs	95	9.9
Family responsibilities	94	9.8
Personal reasons	64	6.7
Relocation	57	5.9
Spouse or partner relocated	23	2.4
A reason not listed above	210	21.9

Note: Table includes answers only from those Faculty/Staff who indicated that they considered leaving in Question 6 (*n* = 961).

Table B42. Students only: **Please indicate the extent to which you agree with each of the following statements regarding your academic experience at Dartmouth. (Question 11)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I am performing up to my full academic potential.	295	25.9	550	48.3	134	11.8	139	12.2	20	1.8
Few of my courses this year have been intellectually stimulating.	94	8.4	167	14.9	142	12.6	449	39.9	272	24.2
I am satisfied with my academic experience at Dartmouth.	338	29.9	551	48.7	137	12.1	78	6.9	27	2.4
I am satisfied with the extent of my intellectual development since enrolling at Dartmouth.	404	35.7	482	12.8	145	12.8	72	6.4	29	2.6
I have performed academically as well as I anticipated I would.	238	21.1	429	38.0	237	21.0	182	16.1	44	3.9
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	422	37.3	522	46.2	113	10.0	46	4.1	28	2.5
My interest in ideas and intellectual matters has increased since coming to Dartmouth.	408	36.1	473	41.9	159	14.1	63	5.6	27	2.4
Thinking ahead it is likely that I will leave Dartmouth.	96	8.5	77	6.9	140	12.5	288	25.6	523	46.5
I would recommend Dartmouth as a good place to pursue a degree.	503	44.2	396	34.8	145	12.8	44	3.9	49	4.3

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 1,142).

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Table B43. **Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored) intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work, learn, or live at Dartmouth? (Question 12)**

Experienced conduct	*n*	%
No	2,185	79.5
Yes	565	20.5

Table B44. **What do you believe was the basis of the conduct? (Mark all that apply.) (Question 13)**

Basis	*n*	%
Position (staff, faculty, student)	185	32.7
Gender/gender identity	160	28.3
Ethnicity	90	15.9
Age	79	14.0
Philosophical views	75	13.3
Racial identity	69	12.2
Educational credentials (e.g., B.S., M.S., Ph.D.)	68	12.0
Income status	66	11.7
Political views	65	11.5
Sexual identity	57	10.1
Length of service at Dartmouth	55	9.7
Physical characteristics	43	7.6
Mental health/psychological disability/condition	42	7.4
Religious/spiritual views	38	6.7
Gender expression	36	6.4
Major field of study	33	5.8
International status/national origin	30	5.3
Participation in an organization/team	30	5.3
Academic performance	29	5.1
Parental status (e.g., having children)	24	4.2
Marital status (e.g., single, married, partnered)	22	3.9
Immigrant/citizen status	20	3.5
English language proficiency/accent	19	3.4
Physical disability/condition	18	3.2
Learning disability/condition	17	3.0
Medical disability/condition	17	3.0
Pregnancy	10	1.8
Military/veteran status	6	1.1
Don't know	75	13.3
A reason not listed above	139	24.6

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 565).
Percentages may not sum to 100 due to multiple responses.

Table B45. **How would you describe what happened? (Mark all that apply.) (Question 14)**

Form	*n*	%
I was ignored or excluded.	271	48.0
I was isolated or left out.	236	41.8
I was intimidated or bullied.	206	36.5
I experienced a hostile work environment.	190	33.6
I was the target of derogatory verbal remarks.	161	28.5
I was the target of workplace incivility.	140	24.8
I was singled out as the spokesperson for my identity group.	83	14.7
I felt others staring at me.	76	13.5
I received derogatory written comments.	68	12.0
I experienced a hostile classroom environment.	67	11.9
I received a low or unfair performance evaluation.	65	11.5
Someone assumed I was admitted/hired/promoted due to my identity group.	57	10.1
I received derogatory phone calls/texts messages/e-mail.	50	8.8
I was the target of racial/ethnic profiling.	50	8.8
The conduct threatened my physical safety.	42	7.4
The conduct made me fear that I would get a poor grade.	41	7.3
I was not fairly evaluated in the promotion and tenure process.	35	6.2
I received derogatory/unsolicited messages online (e.g., Facebook, Twitter, Yik Yak).	33	5.8
I received threats of physical violence.	23	4.1
The conduct threatened my family's safety.	18	3.2
I was the target of physical violence.	18	3.2
Someone assumed I was <u>not</u> admitted/ hired/promoted due to my identity group.	17	3.0
I was the target of graffiti/vandalism.	16	2.8
I was the target of stalking.	15	2.7
An experience not listed above	76	13.5

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 565). Percentages may not sum to 100 due to multiple responses.

Table B46. **Where did the conduct occur? (Mark all that apply.) (Question 15)**

Location	*n*	%
While working at a Dartmouth job	199	35.2
In a meeting with a group of people	185	32.7
In a Dartmouth administrative office	131	23.2
In a meeting with one other person	104	18.4
In other public spaces at Dartmouth	100	17.7
In a class/lab	89	15.8
At a Dartmouth event/program	85	15.0
On phone calls/text messages/e-mail	63	11.2
In campus housing	60	10.6
While walking on campus	53	9.4
In a faculty office	51	9.0
In a Greek house (including undergraduate societies)	51	9.0
On social networking sites (Facebook/Twitter/Yik Yak)	49	8.7
In a Dartmouth library	38	6.7
In one of Dartmouth's clinical affiliates	38	6.7
In a Dartmouth dining facility	35	6.2
In athletic facilities	27	4.8
Off campus	27	4.8
In an experiential learning environment	22	3.9
On a campus shuttle	17	3.0
In off-campus housing	16	2.8
In the health center (Dick's House)	16	2.8
In the counseling center (CHD)	15	2.7
In a religious center	14	2.5
In a senior society house	10	1.8
At a venue not listed above	48	8.5

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 565).
Percentages may not sum to 100 as a result of multiple responses.

Table B47. **Who/what was the source of the conduct? (Mark all that apply.) (Question 16)**

Source	*n*	%
Coworker/colleague	187	33.1
Student	177	31.3
Supervisor or manager	130	23.0
Faculty member/other instructional staff	116	20.5
Staff member	103	18.2
Department/program chair	82	14.5
Senior administrator (e.g., president, dean, vice president, provost)	73	12.9
Stranger	48	8.5
Friend	45	8.0
Dartmouth media (e.g., posters, brochures, flyers, handouts, web sites)	31	5.5
Alumnus/a	29	5.1
Online site (e.g., Facebook, Twitter, Yik Yak)	28	5.0
Academic advisor	25	4.4
Off campus community member	24	4.2
Student staff	24	4.2
Student organization	23	4.1
Direct report	22	3.9
Student advisors (e.g., SAPA, MAV)	19	3.4
Dartmouth safety and security officer	15	2.7
Student teaching assistant/student lab assistant/student tutor	14	2.5
Athletic coach/trainer	12	2.1
Patient	12	2.1
Donor	9	1.6
Don't know source	16	2.8
A source not listed above	36	6.4

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 565).
Percentages may not sum to 100 as a result of multiple responses.

Table B48. **How did you experience the conduct? (Mark all that apply.) (Question 17)**

Experience	*n*	%
I was angry.	378	66.9
I felt embarrassed.	255	45.1
I ignored it.	151	26.7
I was afraid.	144	25.5
I felt somehow responsible.	125	22.1
An experience not listed above	116	20.5

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 565). Percentages may not sum to 100 as a result of multiple responses.

Table B49. **What did you do in response to experiencing the conduct? (Mark all that apply.) (Question 18)**

Response	*n*	%
I told a friend.	243	43.0
I avoided the person/venue.	212	37.5
I told a family member.	199	35.2
I didn't do anything.	193	34.2
I contacted a Dartmouth resource.	116	20.5
Office of Human Resources	*41*	*35.3*
Employee Assistance Program	*28*	*24.1*
Ombudsperson	*27*	*23.3*
Staff person	*25*	*21.6*
Senior administrator (e.g., dean of the faculty, vice president, provost)	*24*	*20.7*
Faculty member	*22*	*19.0*
Counseling	*19*	*16.4*
Dartmouth Safety and Security	*7*	*6.0*
Title IX Coordinator/Clery Act Compliance Officer	*7*	*6.0*
Office of Institutional Diversity and Equity	*7*	*6.0*
Student staff	*7*	*6.0*
Sexual Assault Awareness Program (SAAP)	*3*	*2.6*
Student teaching assistant	*2*	*1.7*
I confronted the person(s) at the time.	90	15.9
I didn't know who to go to.	88	15.6
I confronted the person(s) later.	84	14.9
I sought information online.	49	8.7
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	31	5.5
I sought support from off-campus hotline/advocacy services.	18	3.2
I submitted a bias incident report or a report through the Ethics and Compliance Hotline.	15	2.7
I contacted a local law enforcement official.	8	1.4
A response not listed above	115	20.4

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 565).
Percentages may not sum to 100 as a result of multiple responses.

Table B50. **Did you report the conduct? (Question 19)**

Reported conduct	*n*	%
No, I didn't report it.	440	77.9
Yes, I reported it.	114	20.2
Yes, I reported the incident and was satisfied with the outcome.	6	5.3
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	17	14.9
Yes, I reported the incident, but felt that it was not responded to appropriately.	45	39.5

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 565).
Percentages may not sum to 100 as a result of multiple responses.

Table B51. **While a member of the Dartmouth community, have you experienced unwanted sexual contact (rape or sexual assault, including oral, vaginal, or anal penetration with a body part or object; fondling, including intentional sexual touching, however slight, with any object without consent; use of alcohol or other drugs to incapacitate; gang rape; or sexual harassment involving physical contact)? (Question 21)**

Experienced unwanted sexual contact	*n*	%
No	2,607	94.7
Yes	144	5.2
Missing	2	0.1

Table B52. **When did the unwanted sexual contact occur? (Question 22)**

When experienced unwanted sexual contact	*n*	%
Within the last year	80	55.6
2-4 years ago	44	30.6
5-10 years ago	6	4.2
11-20 years	8	5.6
More than 20 years ago	3	2.1
Missing	3	2.1

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact (*n* = 144). Percentages may not sum to 100 as a result of multiple responses.

Table B53. Undergraduate Students only: **What academic year were you in when you experienced the unwanted sexual contact?** (Mark all that apply.) **(Question 23)**

Year	*n*	%
Fall 2015	22	21.6
Fall 2014 to Summer 2015	48	47.1
Fall Quarter or First Term	*23*	*47.9*
Winter Quarter or Second Term	*17*	*35.4*
Spring Quarter or Third Term	*19*	*39.6*
Summer Quarter or Fourth Term	*10*	*20.8*
Fall 2013 to Summer 2014	33	32.4
Fall Quarter or First Term	*15*	*45.5*
Winter Quarter or Second Term	*12*	*36.4*
Spring Quarter or Third Term	*14*	*42.4*
Summer Quarter or Fourth Term	*7*	*21.2*
Fall 2012 to Summer 2013	25	24.5
Fall Quarter or First Term	*15*	*60.0*
Winter Quarter or Second Term	*13*	*52.0*
Spring Quarter or Third Term	*7*	*28.0*
Summer Quarter or Fourth Term	*3*	*12.0*
Prior to Fall 2012	4	3.9

Note: Table includes answers only from Undergraduate Student respondents who indicated that they experienced unwanted sexual contact (*n* = 102).
Percentages may not sum to 100 as a result of multiple responses.

Table B54. Graduate Students only: **What year in your graduate program were you in when you experienced the unwanted sexual contact? (Mark all that apply.) (Question 24)**

Year	*n*	%
First year	14	87.5
Second year	4	25.0
Third year	2	12.5
Fourth year	0	0.0
After fourth year	1	6.3

Note: Table includes answers only from Graduate Student respondents who indicated that they experienced unwanted sexual contact (*n* = 16). Percentages may not sum to 100 as a result of multiple responses.

Table B55. **Who did this to you? (Mark all that apply.) (Question 25)**

Source	*n*	%
Dartmouth student	84	58.3
Acquaintance/friend	60	41.7
Student	39	27.1
Dartmouth staff	19	13.2
Dartmouth faculty	17	11.8
Alumnus/a	16	11.1
Family member	8	5.6
A person not listed above	10	6.9

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact (*n* = 144). Percentages may not sum to 100 as a result of multiple responses.

Table B56. **Where did the incident(s) occur? (Mark all that apply.) (Question 26)**

Location	n	%
Off campus	40	27.8
On campus	110	76.4

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact (n = 144). Percentages may not sum to 100 as a result of multiple responses.

Table B57. **How did you feel after experiencing the unwanted sexual conduct? (Mark all that apply.) (Question 27)**

Feeling after experiencing conduct	n	%
I felt uncomfortable.	120	83.3
I felt embarrassed.	77	53.5
I felt somehow responsible.	62	43.1
I was angry.	62	43.1
I ignored it.	49	34.0
I was afraid.	46	31.9
An experience not listed here	20	13.9

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact (n = 144). Percentages may not sum to 100 as a result of multiple responses.

Table B58. **What did you do in response to experiencing the unwanted sexual conduct? (Mark all that apply.) (Question 28)**

Reaction	*n*	%
I avoided the person/venue.	88	61.1
I told a friend.	70	48.6
I didn't do anything.	56	38.9
I confronted the person(s) at the time.	30	20.8
I confronted the person(s) later.	27	18.8
I didn't know who to go to.	27	18.8
I contacted a Dartmouth resource.	26	18.1
Counseling	*12*	*46.2*
Sexual Assault Awareness Program (SAAP)	*9*	*34.6*
Staff person	*9*	*34.6*
Faculty member	*8*	*30.8*
Dartmouth Safety and Security	*6*	*23.1*
Title IX Coordinator/Clery Act Compliance Officer	*6*	*23.1*
Senior administrator (e.g., dean of the faculty, vice president, provost)	*5*	*19.2*
Office of Institutional Diversity and Equity	*4*	*15.4*
Employee Assistance Program	*3*	*11.5*
Ombudsperson	*3*	*11.5*
Office of Human Resources	*3*	*11.5*
Student teaching assistant	*3*	*11.5*
Student staff	*3*	*11.5*
I told a family member.	23	16.0
I sought information online.	17	11.8
I contacted a local law enforcement official.	12	8.3
I sought support from off-campus hot-line/advocacy services.	12	8.3
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	9	6.3
I submitted a bias incident report or a report through the Ethics and Compliance Hotline.	5	3.5
A response not listed above	17	11.8

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact (*n* = 144). Percentages may not sum to 100 as a result of multiple responses.

Table B59. **Did you report the unwanted sexual conduct? (Question 29)**

Reported conduct	*n*	%
No, I didn't report it.	126	87.5
Yes, I reported it.	15	10.4
Yes, I reported the incident and was satisfied with the outcome.	*1*	*6.7*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*2*	*13.3*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*10*	*66.7*

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact (*n* = 144). Percentages may not sum to 100 as a result of multiple responses.

Table B60. Tenured and Tenure-Track Faculty only: **As a faculty member at Dartmouth, I feel (or felt)… (Question 32)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The criteria for tenure are clear.	35	14.1	119	47.8	44	17.7	34	13.7	17	6.8
The tenure standards/promotion standards are applied equally to faculty in my school/division.	28	11.2	76	30.4	63	25.2	53	21.2	30	12.0
Supported and mentored during the tenure-track years.	46	19.1	81	33.6	59	24.5	38	15.8	17	7.1
Dartmouth policies for delay of the tenure-clock are used by all faculty.	11	4.5	34	14.0	121	49.8	53	21.8	24	9.9
Research is valued by Dartmouth.	115	46.0	95	38.0	14	5.6	20	8.0	6	2.4
Teaching is valued by Dartmouth.	71	28.5	112	45.0	32	12.9	25	10.0	9	3.6
Service contributions are valued by Dartmouth.	13	5.3	64	26.0	78	31.7	61	24.8	30	12.2
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	13	5.3	30	12.3	42	17.2	91	37.3	68	27.9
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	34	13.7	56	22.6	55	22.2	81	32.7	22	8.9
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	45	18.2	70	28.3	66	26.7	58	23.5	8	3.2
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	6	2.4	10	4.1	96	39.2	83	33.9	50	20.4
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	13	5.2	53	21.3	71	28.5	74	29.7	38	15.3

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Table B60 cont.	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Faculty opinions are valued within Dartmouth committees.	16	6.6	92	37.7	82	33.6	37	15.2	17	7.0
I would like more opportunities to participate in substantive committee assignments.	9	3.6	54	21.8	87	35.1	65	26.2	33	13.3
I have opportunities to participate in substantive committee assignments.	33	13.3	95	38.3	63	25.4	45	18.1	12	4.8

Note: Table includes answers only from those respondents who indicated that they were Tenured or Tenure-Track Faculty in Question 1 (*n* = 250).

Table B61. Non-Tenure-Track Academic Appointments only: **As an employee with a non-tenure-track appointment at Dartmouth, I feel (or felt)…** **(Question 34)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The criteria for contract renewal are clear.	13	11.2	25	21.6	43	37.1	25	21.6	10	8.6
The criteria used for contract renewal are applied equally to all positions.	8	7.0	16	14.0	53	46.5	23	20.2	14	12.3
There are clear expectations of my responsibilities	19	16.1	54	45.8	22	18.6	17	14.4	6	5.1
Research is valued by Dartmouth.	38	32.2	45	38.1	19	16.1	13	11.0	3	2.5
Teaching is valued by Dartmouth.	28	24.1	58	50.0	18	15.5	7	6.0	5	4.3
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	6	5.1	17	14.5	31	26.5	42	35.9	21	17.9
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	9	7.9	31	27.2	38	33.3	30	26.3	6	5.3
Pressured to do extra work that is uncompensated.	8	6.8	24	20.3	37	31.4	32	27.1	17	14.4
Lecturer/Adjunct, Research Scientist/Engineer, Research Line Faculty opinions are taken seriously by senior administrators (e.g., chair, dean, provost).	8	6.8	28	23.9	31	26.5	30	25.6	20	17.1
I have job security.	8	6.8	20	16.9	25	21.2	36	30.5	29	24.6

Note: Table includes answers only from those respondents who indicated that they held non-tenure-track academic appointments in Question 1 (*n* = 118).

Table B62. Faculty only: **As a faculty member at Dartmouth, I feel... (Question 36)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Salaries for tenure-track faculty positions are competitive.	27	7.5	141	39.4	118	33.0	57	15.9	15	4.2
Salaries for adjunct professors are competitive.	32	9.2	85	24.4	192	55.0	30	8.6	10	2.9
Health insurance benefits are competitive.	14	3.9	140	38.6	104	28.7	84	23.1	21	5.8
Child care benefits are competitive.	2	0.6	59	16.7	188	53.3	61	17.3	43	12.2
Retirement/supplemental benefits are competitive.	26	7.4	155	44.0	118	33.5	38	10.8	15	4.3
People who do not have children are burdened with work responsibilities beyond those who do have children.	18	5.0	33	9.2	117	32.5	132	36.7	60	16.7
People who have children or elder care are burdened with balancing work and family responsibilities.	58	16.0	133	36.7	116	32.0	48	13.3	7	1.9
Dartmouth provides adequate resources to help me manage work-life balance.	9	2.5	76	21.2	158	44.1	78	21.8	37	10.3
My colleagues include me in opportunities that will help my career as much as they do others in my position.	44	12.2	150	41.6	105	29.1	49	13.6	13	3.6
The performance evaluation process is clear.	26	7.1	128	35.2	91	25.0	85	23.4	34	9.3
Dartmouth provides me with resources to pursue professional development	76	20.9	162	44.5	57	15.7	47	12.9	22	6.0
Positive about my career opportunities at Dartmouth.	56	15.3	152	41.6	89	24.4	44	12.1	24	6.6
I would recommend Dartmouth as good place to work.	58	16.0	169	46.7	85	23.5	38	10.5	12	3.3
I have job security.	105	29.1	113	31.3	58	16.1	47	13.0	38	10.5

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 368).

Table B63. Staff only: **As a staff member at Dartmouth, I feel… (Question 38)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I have supervisors who give me job/career advice or guidance when I need it.	348	28.2	418	33.8	219	17.7	160	12.9	91	7.4
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	314	25.5	519	42.1	255	20.7	101	8.2	44	3.6
I am included in opportunities that will help my career as much as others in similar positions.	253	20.6	403	32.8	284	23.1	208	16.9	82	6.7
The performance evaluation process is clear.	174	14.1	505	40.8	294	23.8	178	14.4	86	7.0
The performance evaluation process is productive.	117	9.6	279	22.8	352	28.7	326	26.6	151	12.3
My supervisor provides adequate support for me to manage work-life balance.	466	37.9	436	35.5	164	13.4	108	8.8	54	4.4
I am able to complete my assigned duties during scheduled hours.	217	17.8	482	39.4	172	14.1	245	20.0	106	8.7
My workload was increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	221	18.0	293	23.9	296	24.1	283	23.1	133	10.8
I am pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	94	7.7	239	19.5	277	22.6	440	35.9	174	14.2
I am given a reasonable time frame to complete assigned responsibilities.	206	16.7	630	51.1	248	20.1	119	9.6	31	2.5

Table B63 cont.	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
People who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.	67	5.4	138	11.2	399	32.4	367	29.8	262	21.2
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	51	4.2	127	10.4	411	33.6	458	37.4	178	14.5
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	127	10.3	274	22.3	436	35.4	301	24.5	93	7.6
There is a hierarchy within staff positions that allows some voices to be valued more than others.	297	24.2	415	33.8	266	21.7	179	14.6	69	5.6
People who have children or elder care are burdened with balancing work and family responsibilities (e.g., evening and weekend programing, workload brought home, Dartmouth breaks not scheduled with school district breaks).	98	8.0	281	23.0	553	45.3	215	17.6	75	6.1
Dartmouth provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, elder care, housing location assistance, transportation).	77	6.3	338	27.6	528	43.1	206	16.8	77	6.3

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 ($n = 1,243$).

Table B64. Staff only: **As a staff member at Dartmouth, I feel… (Question 40)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Dartmouth provides me with resources to pursue training/professional development opportunities.	189	15.3	610	49.4	224	18.1	160	13.0	52	4.2
My supervisor provides me with resources to pursue training/professional development opportunities.	230	18.7	514	41.7	263	21.3	157	12.7	68	5.5
Dartmouth is supportive of taking extended leave (e.g., FMLA, parental).	103	8.4	356	29.1	673	54.9	75	6.1	18	1.5
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	330	27.0	582	47.7	230	18.8	60	4.9	19	1.6
Staff in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	16	1.3	51	4.2	754	62.0	268	22.0	128	10.5
Dartmouth policies (e.g., FMLA) are fairly applied across Dartmouth.	53	4.4	212	17.5	837	69.1	79	6.5	31	2.6
Dartmouth is supportive of flexible work schedules.	126	10.3	486	39.7	330	26.9	209	17.1	74	6.0
My supervisor is supportive of flexible work schedules.	292	23.9	488	40.0	211	17.3	156	12.8	74	6.1
Staff salaries are competitive.	55	4.5	278	22.7	311	25.4	378	30.9	202	16.5
Vacation and personal time benefits are competitive.	178	14.6	698	57.1	210	17.2	101	8.3	36	2.9
Health insurance benefits are competitive.	113	9.2	520	42.4	323	26.3	205	16.7	65	5.3
Child care benefits are competitive.	29	2.4	164	13.5	814	66.9	134	11.0	75	6.2

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Table B64 cont.	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Retirement benefits are competitive.	125	10.3	533	43.8	393	32.3	133	10.9	34	2.8
Staff opinions are valued on Dartmouth committees.	37	3.0	267	22.0	487	40.0	261	21.5	164	13.5
Staff opinions are valued by Dartmouth faculty.	25	2.0	171	14.0	488	40.0	308	25.2	229	18.8
Staff opinions are valued by Dartmouth administration.	34	2.8	247	20.3	439	36.2	283	23.3	211	17.4
There are clear expectations of my responsibilities.	189	15.4	691	56.3	169	13.8	146	11.9	33	2.7
There are clear procedures on how I can advance at Dartmouth.	36	2.9	157	12.8	380	30.9	440	35.8	215	17.5
Positive about my career opportunities at Dartmouth.	77	6.3	305	24.9	404	33.0	306	25.0	132	10.8
I would recommend Dartmouth as good place to work.	183	14.8	604	48.9	287	23.2	113	9.1	48	3.9
I have job security.	123	10.0	543	44.1	306	24.9	171	13.9	88	7.1

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 1,243).

Table B65. Within the past year, have you OBSERVED any conduct, directed toward a person or group of people on campus, that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullying, harassing) working or learning environment at Dartmouth? (Question 74)

Observed conduct	*n*	%
No	1,932	70.5
Yes	810	29.5

Table B66. **Who or what was the <u>target</u> of this conduct? (Mark all that apply.) (Question 75)**

Target	*n*	%
Student	461	56.9
Coworker/colleague	220	27.2
Friend	187	23.1
Staff member	142	17.5
Faculty member/other instructional staff	92	11.4
Stranger	65	8.0
Student organization	54	6.7
Online site (e.g., Facebook, Twitter, Yik Yak)	49	6.0
Dartmouth media (e.g., posters, brochures, flyers, handouts, web sites)	37	4.6
Student staff	37	4.6
Off campus community member	26	3.2
Dartmouth Safety and Security officer	22	2.7
Senior administrator	22	2.7
Supervisor or manager	22	2.7
Alumnus/a	18	2.2
Athletic coach/trainer	16	2.0
Direct report	15	1.9
Student advisors (e.g., SAPA, MAV)	15	1.9
Academic advisor	13	1.6
Department/program chair	13	1.6
Patient	10	1.2
Student teaching assistant/student lab assistant/ student tutor	10	1.2
Donor	4	0.5
A target not listed above	29	3.6

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 810).
Percentages may not sum to 100 as a result of multiple responses.

Table B67. **Who/what was the <u>source</u> of this conduct? (Mark all that apply.) (Question 76)**

Source	*n*	%
Student	422	52.1
Faculty member/other instructional staff	153	18.9
Coworker/colleague	128	15.8
Supervisor or manager	90	11.1
Stranger	87	10.7
Staff member	85	10.5
Online site (e.g., Facebook, Twitter, Yik Yak)	72	8.9
Senior administrator	63	7.8
Department/program chair	55	6.8
Dartmouth media (e.g., posters, brochures, flyers, handouts, web sites)	54	6.7
Student organization	50	6.2
Friend	46	5.7
Alumnus/a	42	5.2
Off campus community member	25	3.1
Dartmouth Safety and Security officer	23	2.8
Student staff	21	2.6
Athletic coach/trainer	20	2.5
Academic advisor	19	2.3
Student advisors (e.g., SAPA, MAV)	11	1.4
Donor	10	1.2
Patient	10	1.2
Direct report	9	1.1
Student teaching assistant/student lab assistant/ student tutor	7	0.9
Don't know source	54	6.7
A source not listed above	28	3.5

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 810).
Percentages may not sum to 100 as a result of multiple responses.

Table B68. **Which of the target's characteristics do you believe was/were the basis for the conduct? (Mark all that apply.) (Question 77)**

Characteristic	*n*	%
Gender/gender identity	249	30.7
Ethnicity	226	27.9
Racial identity	210	25.9
Gender expression	141	17.4
Position (staff, faculty, student)	137	16.9
Sexual identity	136	16.8
Socioeconomic status	132	16.3
Political views	130	16.0
Philosophical views	83	10.2
Physical characteristics	81	10.0
Immigrant/citizen status	67	8.3
Age	61	7.5
International status/national origin	58	7.2
Religious/spiritual views	55	6.8
Mental health/psychological disability/condition	53	6.5
English language proficiency/accent	50	6.2
Participation in an organization/team	49	6.0
Academic performance	48	5.9
Educational credentials (e.g., B.S., M.S., Ph.D.)	48	5.9
Major field of study	40	4.9
Length of service at Dartmouth	38	4.7
Learning disability/condition	33	4.1
Medical disability/condition	27	3.3
Physical disability/condition	27	3.3
Parental status (e.g., having children)	18	2.2
Marital status (e.g., single, married, partnered)	17	2.1
Military/veteran status	9	1.1
Pregnancy	8	1.0
Don't know	142	17.5
A characteristic not listed above	98	12.1

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 810).
Percentages may not sum to 100 as a result of multiple responses.

Table B69. **Which of the following did you observe because of the target's identity? (Mark all that apply.) (Question 78)**

Form of observed conduct	*n*	%
Derogatory verbal remarks	409	50.5
Person ignored or excluded	343	42.3
Person isolated or left out	300	37.0
Person intimidated/bullied	270	33.3
Person experienced a hostile work environment	197	24.3
Person was the target of workplace incivility	160	19.8
Racial/ethnic profiling	157	19.4
Assumption that someone was admitted/hired/ promoted based on his/her identity	145	17.9
Derogatory/unsolicited messages online (e.g., Facebook, Twitter, Yik-Yak)	131	16.2
Derogatory written comments	128	15.8
Person experiences a hostile classroom environment	126	15.6
Singled out as the spokesperson for their identity group	121	14.9
Person being stared at	91	11.2
Person received a low or unfair performance evaluation	75	9.3
Derogatory phone calls/text messages/e-mail	74	9.1
Graffiti/vandalism	63	7.8
Assumption that someone was not admitted/hired/ promoted based on his/her identity	59	7.3
Threats of physical violence	54	6.7
Person was unfairly evaluated in the promotion and tenure process	53	6.5
Person received a poor grade	34	4.2
Physical violence	33	4.1
Person was stalked	31	3.8
Derogatory phone calls	29	3.6
Something not listed above	66	8.1

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 810). Percentages do not sum to 100 as a result of multiple responses.

Table B70. **Where did this conduct occur? (Mark all that apply.) (Question 79)**

Location	*n*	%
In other public spaces at Dartmouth	228	28.1
In a meeting with a group of people	184	22.7
While working at a Dartmouth job	172	21.2
In a class/lab	150	18.5
At a Dartmouth event/program	142	17.5
On social networking sites (Facebook/Twitter/Yik Yak)	127	15.7
While walking on campus	109	13.5
In a Greek house (including undergraduate societies)	108	13.3
In campus housing	102	12.6
In a Dartmouth administrative office	98	12.1
In a meeting with one other person	65	8.0
In a Dartmouth dining facility	63	7.8
On phone calls/text messages/e-mail	62	7.7
In a Dartmouth library	61	7.5
In a faculty office	48	5.9
Off campus	41	5.1
In an experiential learning environment	27	3.3
In off-campus housing	27	3.3
In the health center (Dick's House)	16	2.0
On a campus shuttle	16	2.0
In athletic facilities	13	1.6
In a senior society house	12	1.5
In the counseling center (CHD)	9	1.1
In a religious center	8	1.0
A venue not listed above	47	5.8

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 810).
Percentages may not sum to 100 as a result of multiple responses.

Table B71. **What was your response to observing this conduct? (Mark all that apply.)**
(Question 80)

Response	n	%
I didn't do anything.	289	35.7
I told a friend.	208	25.7
I avoided the person/venue.	124	15.3
I told a family member.	123	15.2
I confronted the person(s) at the time.	119	14.7
I didn't know who to go to.	113	14.0
I confronted the person(s) later.	106	13.1
I contacted a Dartmouth resource.	93	11.5
Staff person	*31*	*33.3*
Senior administrator (e.g., dean of the faculty, vice president, provost)	*29*	*31.2*
Faculty member	*23*	*24.7*
Ombudsperson	*19*	*20.4*
Office of Human Resources	*16*	*17.2*
Office of Institutional Diversity and Equity	*14*	*15.1*
Employee Assistance Program	*13*	*14.0*
Dartmouth Safety and Security	*10*	*10.8*
Counseling	*9*	*9.7*
Title IX Coordinator/Clery Act Compliance Officer	*8*	*8.6*
Student staff	*8*	*8.6*
Sexual Assault Awareness Program (SAAP)	*5*	*5.4*
Student teaching assistant	*1*	*1.1*
I sought information online.	62	7.7
I submitted a bias incident report or a report through the Ethics and Compliance Hotline.	30	3.7
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	21	2.6
I sought support from off-campus hotline/advocacy services.	14	1.7
I contacted a local law enforcement official.	10	1.2
A response not listed above	148	18.3

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 810).
Percentages may not sum to 100 as a result of multiple responses.

Table B72. **Did you report the conduct? (Question 79)**

Reported conduct	*n*	%
No, I didn't report it.	654	80.7
Yes, I reported it.	132	16.3
Yes, I reported the incident and was satisfied with the outcome.	*21*	*15.9*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*30*	*22.7*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*40*	*30.3*

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 810). Percentages may not sum to 100 as a result of multiple responses.

Table B73. Faculty/Staff only: **Have you observed <u>hiring</u> practices at Dartmouth (e.g. hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust or would inhibit diversifying the community? (Question 83)**

	n	%
No	1,227	76.7
Yes	372	23.3

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,611).

Table B74. Faculty/Staff only: **I believe that the unjust <u>hiring</u> practices were based upon: (Mark all that apply.) (Question 84)**

Characteristic	*n*	%
Nepotism/cronyism	83	22.3
Gender/gender identity	77	20.7
Ethnicity	66	17.7
Age	61	16.4
Racial identity	57	15.3
Educational credentials (e.g., M.S., Ph.D.)	56	15.1
Position (staff, faculty, student)	53	14.2
Length of service at Dartmouth	42	11.3
Socioeconomic status	18	4.8
Major field of study	17	4.6
Sexual identity	17	4.6
Gender expression	15	4.0
Philosophical views	14	3.8
Physical characteristics	13	3.5
Marital status (e.g., single, married, partnered)	12	3.2
Political views	11	3.0
English language proficiency/accent	8	2.2
Parental status (e.g., having children)	8	2.2
Immigrant/citizen status	6	1.6
International status	6	1.6
Participation in an organization/team	3	0.8
Physical disability/condition	3	0.8
Religious/spiritual views	3	0.8
Pregnancy	2	0.5
Learning disability/condition	1	0.3
Medical disability/condition	1	0.3
Military/veteran status	1	0.3
Mental health/Psychological disability/condition	0	0.0
Don't know	29	7.8
A reason not listed above	90	24.2

Note: Table includes answers only from those respondents who indicated that they observed discriminatory practices (*n* = 372). Percentages may not sum to 100 as a result of multiple responses.

Table B75. Faculty/Staff only: **Have you have observed <u>employment-related discipline or action, up to and including dismissal</u> at Dartmouth that you perceive to be unjust or that would inhibit diversifying the community? (Question 86)**

Observed	*n*	%
No	1,360	85.4
Yes	233	14.6

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,611).

Table B76. Staff /Faculty only: **I believe that the unjust <u>employment-related disciplinary actions</u> were based upon… (Mark all that apply.) (Question 87)**

Characteristic	*n*	%
Learning disability/condition	55	23.6
Position (staff, faculty, student)	46	19.7
Age	39	16.7
Racial identity	38	16.3
Major field of study	30	12.9
Philosophical views	26	11.2
Ethnicity	25	10.7
Gender/gender identity	23	9.9
Educational credentials (e.g., M.S., Ph.D.)	19	8.2
Marital status (e.g., single, married, partnered)	14	6.0
Political views	13	5.6
Medical disability/condition	8	3.4
Military/veteran status	8	3.4
Parental status (e.g., having children)	8	3.4
Socioeconomic status	8	3.4
Physical disability/condition	7	3.0
Sexual identity	7	3.0
English language proficiency/accent	5	2.1
Length of service at Dartmouth	5	2.1
Mental health/Psychological disability/condition	5	2.1
Gender expression	4	1.7
Physical characteristics	4	1.7
Immigrant/citizen status	3	1.3
International status	3	1.3
Participation in an organization/team	2	0.9
Religious/spiritual views	2	0.9
Nepotism/cronyism	1	0.4
Pregnancy	1	0.4
Don't know	23	9.9
A reason not listed above	58	24.9

Note: Table includes answers only from those respondents who indicated that they observed unjust disciplinary actions (*n* = 233). Percentages may not sum to 100 as a result of multiple responses.

Table B77. Faculty/Staff only: **Have you observed <u>promotion/tenure/reclassification</u> practices at Dartmouth that you perceive to be unjust? (Question 89)**

Observed	*n*	%
No	1,211	76.4
Yes	375	23.6

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,611).

Table B78. Faculty/Staff only: **I believe that the unjust behaviors, procedures, or employment practices related to <u>promotion/tenure/reappointment/reclassification</u> were based upon: (Question 90)**

Characteristic	*n*	%
Nepotism/cronyism	96	25.6
Gender/gender identity	62	16.5
Position (staff, faculty, student)	59	15.7
Racial identity	57	15.2
Ethnicity	49	13.1
Age	45	12.0
Educational credentials (e.g., M.S., Ph.D.)	35	9.3
Major field of study	32	8.5
Length of service at Dartmouth	30	8.0
Political views	23	6.1
Philosophical views	21	5.6
Marital status (e.g., single, married, partnered)	13	3.5
Socioeconomic status	13	3.5
Parental status (e.g., having children)	9	2.4
Sexual identity	9	2.4
Gender expression	6	1.6
Immigrant/citizen status	4	1.1
Participation in an organization/team	4	1.1
Physical characteristics	4	1.1
English language proficiency/accent	3	0.8
International status	3	0.8
Physical disability/condition	3	0.8
Medical disability/condition	2	0.5
Mental health/psychological disability/condition	1	0.3
Pregnancy	1	0.3
Religious/spiritual views	1	0.3
Learning disability/condition	0	0.0
Military/veteran status	0	0.0
Don't know	49	13.1
A reason not listed above	79	21.1

Note: Table includes answers only from those respondents who indicated that they observed unjust practices (*n* = 375). Percentages may not sum to 100 as a result of multiple responses.

Table B79. **Using a scale of 1-5, please rate the overall climate at Dartmouth on the following dimensions: (Question 92)**

	1		2		3		4		5			Standard
Dimension	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	**Mean**	**Deviation**
Friendly/Hostile	894	32.9	1,167	42.9	488	18.0	136	5.0	33	1.2	**2.0**	**0.9**
Improving/Regressing	457	17.0	1,006	37.3	894	33.2	238	8.8	100	3.7	**2.5**	**1.0**
Positive for persons with disabilities/Negative	495	18.5	830	31.0	1,013	37.8	266	9.9	75	2.8	**2.5**	**1.0**
Positive for people who identify as lesbian, gay, bisexual, queer, or transgender/Negative	617	23.0	1,021	38.1	772	28.8	221	8.2	51	1.9	**2.3**	**1.0**
Positive for people of various religious/ spiritual backgrounds/Negative	571	21.4	960	35.9	913	34.2	169	6.3	59	2.2	**2.3**	**1.0**
Positive for people of color/Negative	539	20.1	874	32.6	801	29.9	360	13.4	107	4.0	**2.5**	**1.1**
Positive for men/Negative	1,226	45.6	847	31.5	455	16.9	74	2.8	88	3.3	**1.9**	**1.0**
Positive for women/Negative	587	21.7	1,011	37.4	682	25.2	346	12.8	78	2.9	**2.4**	**1.0**
Positive for non-native English speakers/Negative	452	16.9	763	28.6	1,072	40.2	330	12.4	51	1.9	**2.5**	**1.0**
Positive for people who are not U.S. citizens/Negative	522	19.6	867	32.5	994	37.3	228	8.5	57	2.1	**2.4**	**1.0**
Welcoming/Not welcoming	823	30.3	1,182	43.6	502	18.5	143	5.3	63	2.3	**2.1**	**1.0**
Respectful/Disrespectful	641	23.7	1,159	42.9	601	22.3	225	8.3	75	2.8	**2.2**	**1.0**
Positive for people of high socioeconomic status/Negative	1,703	63.1	640	23.7	292	10.8	27	1.0	36	1.3	**1.5**	**0.8**
Positive for people of low socioeconomic status/Negative	311	11.5	533	19.8	779	28.9	784	29.1	286	10.6	**3.1**	**1.2**
Positive for people of various political affiliations/Negative	493	18.5	747	28.1	1,209	45.4	139	5.2	75	2.8	**2.5**	**0.9**
Positive for people in active military/Negative	611	23.0	836	31.5	1,076	40.6	85	3.2	45	1.7	**2.3**	**0.9**

Table B80. **Using a scale of 1-5, please rate the overall campus climate on the following dimensions: (Question 93)**

	1		2		3		4		5			
Dimension	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	**Mean**	**Standard Deviation**
Not racist/Racist	525	19.5	930	34.6	763	28.4	358	13.3	110	4.1	**2.5**	**1.1**
Not sexist/Sexist	442	16.4	837	31.1	734	27.3	496	18.4	182	6.8	**2.7**	**1.1**
Not homophobic/Homophobic	603	22.6	949	35.6	769	28.9	280	10.5	64	2.4	**2.3**	**1.0**
Not biphobic/Biphobic	602	23.0	904	34.5	831	31.8	220	8.4	60	2.3	**2.3**	**1.0**
Not transphobic/Transphobic	538	20.6	802	30.7	831	31.9	326	12.5	112	4.3	**2.5**	**1.1**
Not ageist/Ageist	625	23.6	867	32.7	760	28.7	302	11.4	96	3.6	**2.4**	**1.1**
Not classist (socioeconomic status)/Classist	337	12.7	577	21.7	708	26.6	676	25.4	366	13.7	**3.1**	**1.2**
Not classist (position: faculty, staff, student)/Classist	442	16.7	599	22.6	723	27.3	533	20.1	353	13.3	**2.9**	**1.3**
Disability friendly/Not disability friendly	599	22.6	879	33.2	842	31.8	246	9.3	85	3.2	**2.4**	**1.0**
Not xenophobic/Xenophobic	656	24.9	938	35.7	808	30.7	180	6.8	48	1.8	**2.2**	**1.0**
Not ethnocentric/Ethnocentric	541	20.6	839	31.9	802	30.5	333	12.7	114	4.3	**2.5**	**1.1**

*Table B81. Students only***: Please indicate the extent to which you agree with each of the following statements: (Question 94)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by Dartmouth **faculty.**	389	34.2	529	46.4	140	12.3	54	4.7	27	2.4
I feel valued by Dartmouth **staff**.	362	31.8	493	43.4	193	17.0	53	4.7	36	3.2
I feel valued by Dartmouth **senior administrators** (e.g., dean, vice president, provost).	188	16.5	329	29.0	322	28.3	156	13.7	141	12.4
I feel valued by faculty in the classroom.	423	37.6	510	45.3	130	11.6	41	3.6	21	1.9
I feel valued by other students in the classroom.	324	29.0	482	43.2	223	20.0	55	4.9	33	3.0
I think that faculty pre-judge my abilities based on their perception of my identity/background.	107	9.5	193	17.1	298	26.4	345	30.6	185	16.4
I believe that the campus climate encourages free and open discussion of difficult topics.	209	18.5	394	34.9	245	21.7	157	13.9	123	10.9
I have faculty whom I perceive as role models.	405	35.7	455	40.2	167	14.7	72	6.4	34	3.0
I have staff whom I perceive as role models.	251	22.3	340	30.1	324	28.7	151	13.4	62	5.5

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 1,142).

Table B82. Faculty only: **Please indicate the extent to which you agree with each of the following statements: (Question 95)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by faculty in my department/program.	113	30.9	155	42.3	53	14.5	24	6.6	21	5.7
I feel valued by my department/program chair.	128	34.9	135	36.8	51	13.9	30	8.2	23	6.3
I feel valued by other faculty at Dartmouth.	78	21.4	168	46.0	90	24.7	21	5.8	8	2.2
I feel valued by students in the classroom.	143	39.9	159	44.4	49	13.7	5	1.4	2	0.6
I feel valued by Dartmouth senior administrators (e.g., dean, vice president, provost).	53	14.6	84	23.1	104	28.6	83	22.8	40	11.0
I think that faculty in my department/program pre-judge my abilities based on their perception of my identity/background.	12	3.3	47	12.9	116	31.9	95	26.1	94	25.8
I think that my department/program chair pre-judges my abilities based on their perception of my identity/background.	11	3.0	37	10.2	103	28.4	104	28.7	108	29.8
I believe that Dartmouth encourages free and open discussion of difficult topics.	24	6.6	114	31.4	100	27.5	82	22.6	43	11.8
I feel that my **research/scholarship** is valued.	78	21.5	152	42.0	68	18.8	46	12.7	18	5.0
I feel that my **teaching** is valued.	87	24.2	161	44.7	63	17.5	35	9.7	14	3.9
I feel that my **service** contributions are valued.	45	12.4	130	35.7	102	28.0	58	15.9	29	8.0

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 368).

Table B83. Staff only: **Please indicate the extent to which you agree with the following statements: (Question 96)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by coworkers in my department.	441	35.7	600	48.5	116	9.4	60	4.9	19	1.5
I feel valued by my supervisor/manager.	472	38.2	483	39.1	117	9.5	111	9.0	51	4.1
I feel valued by Dartmouth students.	151	12.4	369	30.2	570	46.6	99	8.1	33	2.7
I feel valued by Dartmouth faculty.	108	8.9	300	24.8	533	44.0	183	15.1	87	7.2
I feel valued by Dartmouth senior administrators (e.g., dean, vice president, provost).	100	8.2	293	23.9	472	38.5	245	20.0	116	9.5
I think that coworkers in my work unit pre-judge my abilities based on their perception of my identity/background.	45	3.7	165	13.5	328	26.8	432	35.3	253	20.7
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	47	3.8	164	13.4	299	24.4	430	35.1	286	23.3
I think that faculty pre-judges my abilities based on their perception of my identity/background.	71	5.9	203	16.9	483	40.1	289	24.0	158	13.1
I believe that my department/program encourages free and open discussion of difficult topics.	131	10.7	449	36.7	312	25.5	218	17.8	115	9.4
I feel that my skills are valued.	264	21.4	613	49.7	159	12.9	137	11.1	60	4.9
I feel that my work is valued.	287	23.2	620	50.2	147	11.9	125	10.1	56	4.5

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 1,243).

Table B84. Respondents with disabilities only: **Within the past year, have you experienced a barrier in any of the following areas at Dartmouth? (Question 97)**

	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Facilities						
Athletic and recreational facilities	38	14.0	149	54.8	85	31.3
Changing rooms/locker rooms	25	9.2	140	51.5	107	39.3
Classroom buildings	42	15.5	176	64.9	53	19.6
Classrooms, labs (including computer labs)	31	11.4	167	61.6	73	26.9
College housing	34	12.8	115	43.2	117	44.0
Dining facilities	38	14.2	155	57.8	75	28.0
Doors	34	12.6	196	72.9	39	14.5
Elevators/lifts	34	12.6	195	72.5	40	14.9
Emergency preparedness	27	10.1	183	68.5	57	21.3
Greek organizations and societies	39	14.7	99	37.2	128	48.1
Health center	40	15.2	143	54.4	80	30.4
Office furniture (e.g., chair, desk)	37	13.9	197	74.1	32	12.0
Off-site academic programs (e.g., FSPs, LSAs)	31	11.7	113	42.6	121	45.7
Campus transportation/parking	76	28.4	140	52.2	52	19.4
The building where I work	61	22.8	178	66.4	29	10.8
Other campus buildings	47	17.5	194	72.4	27	10.1
Podium	14	5.2	174	64.9	80	29.9
Restrooms	34	12.7	205	76.5	29	10.8
Signage	46	17.4	185	70.1	33	12.5
Studios/performing arts spaces	22	8.3	149	56.2	94	35.5
Temporary barriers due to construction or maintenance	85	32.1	139	52.5	41	15.5
Walkways, pedestrian paths, crosswalks	54	20.5	180	68.4	29	11.0
Technology/Online Environment						
Accessible electronic format	40	15.2	174	66.2	49	18.6
Alcohol.edu	10	3.8	111	42.4	141	53.8
Availability of FM listening systems	21	8.0	106	40.5	135	51.5
Clickers	17	6.5	110	42.3	133	51.2
Computer equipment (e.g., screens, mouse, keyboard)	35	13.4	184	70.2	43	16.4
Course management system	25	9.6	158	60.8	77	29.6
Closed captioning at athletic events	13	5.0	107	40.8	142	54.2
Electronic forms	20	7.6	186	71.0	56	21.4

Table B84 cont.	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Electronic signage	16	6.1	183	69.8	63	24.0
Electronic surveys (including this one)	24	9.2	200	76.6	37	14.2
Kiosks	14	5.3	167	63.5	82	31.2
Library database	20	7.7	190	72.8	51	19.5
Phone/phone equipment	25	9.5	205	77.7	34	12.9
Software (e.g., voice recognition/audiobooks)	20	7.6	173	65.8	70	26.6
Video/video audio description	17	6.5	183	70.1	61	23.4
Website	25	9.7	208	80.3	26	10.0
Identity Accuracy						
Dartmouth College ID card	23	8.7	224	84.8	17	6.4
Electronic databases (e.g., Banner)	36	13.6	201	76.1	27	10.2
Email account	34	12.9	218	82.6	12	4.5
Intake forms (e.g., health center)	19	7.3	183	70.7	57	22.0
Learning technology	28	10.8	181	69.6	51	19.6
Public Affairs	17	6.5	186	71.0	59	22.5
Surveys	19	7.3	219	83.9	23	8.8
Instructional/Campus Materials						
Brochures	18	6.9	202	77.1	42	16.0
Food menus	34	13.1	166	64.1	59	22.8
Forms	29	11.2	194	74.6	37	14.2
Events/Exhibits/Movies	21	8.0	206	78.9	34	13.0
Journal articles	17	6.5	205	78.5	39	14.9
Library books	18	6.9	203	77.8	40	15.3
Other publications	14	5.4	204	78.5	42	16.2
Syllabi	19	7.3	160	61.8	80	30.9
Textbooks	26	10.1	155	60.3	76	29.6
Video-closed captioning and text description	15	5.8	151	58.3	93	35.9

Note: Table includes answers only from those respondents who indicated that they had a disability in Question 60 (*n* = 279).

Table B85. Respondents who identify as trans only: **Within the past year, have you experienced a barrier in any of the following areas at Dartmouth? (Question 99)**

	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Facilities						
Athletic and recreational facilities	3	25.0	7	58.3	2	16.7
Changing rooms/locker rooms	4	33.3	7	58.3	1	8.3
College housing (including Greek houses, apartments)	1	8.3	8	66.7	3	25.0
Restrooms	6	50.0	6	50.0	0	0.0
Signage	3	25.0	8	66.7	1	8.3
Identity Accuracy						
Dartmouth college ID card	3	25.0	8	66.7	1	8.3
Electronic databases (e.g., Banner)	4	33.3	7	58.3	1	8.3
Email account	3	25.0	8	66.7	1	8.3
Intake forms (e.g., health center)	5	41.7	6	50.0	1	8.3
Learning technology	3	25.0	8	66.7	1	8.3
Public affairs	3	25.0	8	66.7	1	8.3
Surveys	4	33.3	7	58.3	1	8.3

Note: Table includes answers only from those respondents who indicated that they were transgender in Question 43 and did not indicate that they have a disability (*n* = 13).

Table B86. Students only: **Please indicate the extent to which you agree that your distributed requirement courses at Dartmouth include sufficient materials, perspectives and/or experiences of people based on each of the following characteristics. (Question 101)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Disability	115	15.3	143	19.1	247	32.9	175	23.3	70	9.3
Ethnicity	212	28.1	299	39.6	147	19.5	71	9.4	26	3.4
Gender/Gender identity	195	26.0	254	33.9	170	22.7	88	11.7	42	5.6
Immigrant/Citizen status	151	20.2	228	30.4	214	28.6	110	14.7	46	6.1
International status	158	21.0	239	31.8	219	29.2	90	12.0	45	6.0
Military/Veteran status	112	15.0	144	19.3	296	39.6	140	18.7	55	7.4
Philosophical views	221	29.6	285	38.2	165	22.1	43	5.8	33	4.4
Political views	196	26.1	266	35.5	182	24.3	56	7.5	50	6.7
Racial identity	211	28.1	271	36.1	147	19.6	78	10.4	43	5.7
Religious/Spiritual views	158	21.2	262	35.1	205	27.4	79	10.6	43	5.8
Sexual identity	180	23.9	235	31.2	205	27.2	90	12.0	43	5.7
Socioeconomic status	161	21.6	201	26.9	198	26.5	126	16.9	61	8.2

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 1,142).

Table B87. Faculty only: **Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Dartmouth. (Question 102)**

	Initiative available at Dartmouth						Initiative NOT available at Dartmouth					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing flexibility for calculating the tenure clock or promotional period	157	51.6	47	15.5	8	2.6	77	25.3	12	3.9	3	1.0
Providing recognition and rewards for including diversity issues in courses across the curriculum	59	20.0	48	16.3	18	6.1	106	35.9	40	13.6	24	8.1
Providing diversity, inclusivity, and equity training for faculty	76	25.4	60	20.1	12	4.0	94	31.4	39	13.0	18	6.0
An inclusive classroom environment	168	57.3	47	16.0	6	2.0	58	19.8	10	3.4	4	1.4
Providing faculty with toolkits to create an inclusive classroom environment	50	16.9	51	17.3	7	2.4	131	44.4	41	13.9	15	5.1
Providing sexual and gender-based awareness training for faculty	52	17.6	54	18.3	12	4.1	111	37.6	46	15.6	20	6.8
Providing faculty with supervisory training	62	21.2	41	14.0	11	3.8	116	39.7	39	13.4	23	7.9
Providing access to counseling for people who have experienced harassment	195	65.7	41	13.8	6	2.0	49	16.5	5	1.7	1	0.3
Providing mentorship for new faculty	191	61.6	26	8.4	4	1.3	83	26.8	4	1.3	2	0.6
Providing a clear process to resolve conflicts	124	41.8	38	12.8	3	1.0	123	41.4	8	2.7	1	0.3
Providing a fair process to resolve conflicts	124	42.0	35	11.9	1	0.3	126	42.7	8	2.7	1	0.3
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	50	17.4	47	16.3	28	9.7	80	27.8	46	16.0	37	12.8

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	Initiative available at Dartmouth						Initiative NOT available at Dartmouth					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
Table B87 cont.	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing equity and diversity training to search, promotion, and tenure committees	63	21.3	48	16.2	17	5.7	117	39.5	30	10.1	21	7.1
Providing career span development opportunities for faculty at all ranks	84	29.1	42	14.5	3	1.0	141	48.8	15	5.2	4	1.4
Providing affordable childcare	103	34.0	24	7.9	5	1.7	165	54.5	4	1.3	2	0.7
Providing adequate childcare resources	111	36.8	31	10.3	4	1.3	151	50.0	3	1.0	2	0.7
Providing support/resources for spouse/partner employment	86	27.7	34	11.0	10	3.2	169	54.5	9	2.9	2	0.6
Providing support/resources for housing	122	41.1	34	11.4	7	2.4	120	40.4	13	4.4	1	0.3

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 368).

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*Table B88. Staff only***: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each affects the climate for diversity at Dartmouth: (Question 104)**

| | Initiative available at Dartmouth | | | | | | Initiative NOT available at Dartmouth | | | | | |
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | |
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity, inclusivity and equity training for staff	594	54.6	215	19.8	23	2.1	202	18.6	47	4.3	6	0.6
Providing access to counseling for people who have experienced harassment	791	74.4	117	11.0	8	0.8	131	12.3	10	0.9	6	0.6
Providing supervisors/managers with supervisory training	604	56.3	118	11.0	8	0.7	319	29.7	20	1.9	4	0.4
Providing faculty supervisors with supervisory training	477	47.2	108	10.7	7	0.7	386	38.2	28	2.8	5	0.5
Providing mentorship for new staff	467	43.8	96	9.0	6	0.6	456	42.8	38	3.6	3	0.3
Providing a clear process to resolve conflicts	523	49.8	100	9.5	15	1.4	375	35.7	32	3.0	5	0.5
Providing a fair process to resolve conflicts	539	51.5	93	8.9	13	1.2	372	35.6	25	2.4	4	0.4
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	373	36.7	205	20.2	42	4.1	242	23.8	105	10.3	49	4.8
Providing career development opportunities for staff	642	59.4	92	8.5	9	0.8	325	30.1	11	1.0	2	0.2
Providing affordable childcare	461	44.7	108	10.5	12	1.2	428	41.5	19	1.8	3	0.3
Providing adequate childcare resources	493	48.1	112	10.9	11	1.1	386	37.6	20	1.9	4	0.4
Providing support/resources for spouse/partner employment	481	46.5	109	10.5	31	3.0	359	34.7	44	4.3	11	1.1
Providing support/resources for housing	508	48.6	148	14.2	11	1.1	336	32.2	37	3.5	5	0.5

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 1,243).

Table B89. Students only: **Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Dartmouth. (Question 106)**

Institutional initiatives	Initiative available at Dartmouth						Initiative NOT available at Dartmouth					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity, inclusivity and equity training for students	453	44.9	192	19.0	95	9.4	176	17.4	64	6.3	29	2.9
Providing diversity, inclusivity and equity training for staff	427	43.3	192	19.5	69	7.0	201	20.4	75	7.6	22	2.2
Providing diversity, inclusivity and equity training for faculty	420	43.3	183	18.9	70	7.2	210	21.6	63	6.5	24	2.5
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs)	434	44.4	177	18.1	72	7.4	214	21.9	45	4.6	35	3.6
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, labs)	428	43.6	150	15.3	93	9.5	205	20.9	58	5.9	47	4.8
Increasing opportunities for cross-cultural dialogue among students	543	55.0	144	14.6	43	4.4	202	20.5	42	4.3	13	1.3
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	443	45.7	137	14.1	42	4.3	279	28.8	55	5.7	14	1.4
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	401	41.2	152	15.6	84	8.6	240	24.6	63	6.5	34	3.5

| | If this initiative IS available at Dartmouth | | | | | | If this initiative IS NOT available at Dartmouth | | | | | |
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | |
Table B89 cont.	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing effective faculty mentorship of students	562	57.4	106	10.8	27	2.8	253	25.8	23	2.3	8	0.8
Providing effective academic advising	615	62.8	114	11.6	27	2.8	202	20.6	14	1.4	7	0.7
Providing diversity training for student staff (e.g., Collis, UGAs)	455	47.0	200	20.7	83	8.6	139	14.4	72	7.4	19	2.0
Providing affordable childcare	314	32.8	167	17.5	20	2.1	312	32.6	127	13.3	17	1.8
Providing adequate childcare resources	318	33.3	162	16.9	20	2.1	314	32.8	128	13.4	14	1.5
Providing support/resources for spouse/partner employment	333	34.7	165	17.2	33	3.4	304	31.7	105	10.9	19	2.0
Providing adequate social space outside of Greek space	422	43.1	147	15.0	43	4.4	321	32.8	26	2.7	20	2.0
Providing support/resources for housing	467	48.4	134	13.9	22	2.3	300	31.1	30	3.1	12	1.2

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 1,142).

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Appendix C

Comment Analyses (Questions #108, #109, and #110)

Among the 2,753 surveys submitted for the Dartmouth climate assessment, 1,834
contained respondents' remarks to the open-ended questions throughout the survey. The
follow-up questions that allowed respondents to provide more detail about their answers
to a previous survey question were included in the body of the report. This appendix
summarizes the comments submitted for the final three survey questions and provides
examples of those remarks that were echoed by multiple respondents. If comments were
related to previous open-ended questions, the comments were added to the relevant
section of the report narrative and, therefore, are not reflected in this appendix.

Campus versus Surrounding Community

In response to this question, 909 respondents elaborated on their perceptions of the
difference between the climate on campus and the climate in the surrounding areas, based
on their experiences. The Undergraduate Student respondents' data yielded two themes:
Dartmouth as a bubble and diversity concerns. The Faculty data regarding differences
between the campus climate and that of the surrounding areas were inconsistent across
the constituent groups of Non-Tenure-Track Faculty, Tenured Faculty, and Tenure-Track
Faculty. However, the Faculty who contributed to the data consistently pointed to either
stress or diversity as their rationale for preferring one community over another.

Undergraduate Students – The Dartmouth Bubble. The dominant theme among the nearly
300 students who responded was that the two climates were perceived as the same. One
of the differences noted by Undergraduate respondents was the perception that
Dartmouth is a privileged "bubble." One respondent noted, "Dartmouth is a bubble of
privilege with minimal contact with the outside world. We don't care for other Hanover
residents because we are completely caught up with our lives as students. Few students
even know of the communities of lower socioeconomic status that exist not that many
miles away from us." Some Undergraduate respondents described the layer of privilege
as a challenge to the climate at Dartmouth. One respondent noted, "Yes. Campus has that

'bubble' feel, and the socioeconomic disparity between them is very apparent." Another Student respondent stated, "Being first generation and from a lower middle class family has its own challenges." The data reflect class-related concerns of Undergraduates as a salient layer of the climate at Dartmouth in relationship to surrounding areas and beyond.

Undergraduate Students – Inclusion and Diversity. Undergraduate respondents at Dartmouth addressed issues regarding inclusion from a wide spectrum of identities in their reflections on the differences between the local community's climate and the campus climate. Predominately, Undergraduate respondents conveyed, "I find the community here to be much more inclusive of diversity." One Undergraduate respondent elaborated, "My experiences are BETTER on campus. … Dartmouth immediately accepted me with open arms. From my sports team to my fraternity, I have not felt discriminated against at all." However, other respondents' noted different experiences, "The staff treats me like I'm some exotic or amazing person because I'm black. I'm just a normal person." Other Undergraduate respondents shared strong feelings about their preference for getting off campus to "get away from forced diversity indoctrination." Overall though, Undergraduates at Dartmouth felt neutral to positive about their shared experiences in Dartmouth and the surrounding areas.

Staff – Sense of Belonging Lower on Campus. The data presented more than 50 Staff narratives that described a superior sense of belonging in Dartmouth's surrounding communities compared with that on campus. One Staff respondent noted, "Step into Dartmouth. You step into a whole different world. Very uninviting at first." Another Staff respondent reported changes in the sense of belonging, "Dartmouth use to make you feel like you were part of a family, this is no longer the case. No one here really seems to care about anyone else unless they think it is going to help them climb the ladder, then they pretend." According to the data provided by the Staff, respondents' sense of belonging, community, and being valued are disheartening elements of their experience of the climate at Dartmouth. Staff respondents also thematically reflected more positively on the surrounding communities. One such reflection described Hanover as "generally warm, approachable, involved in the town at a personal level, etc." Similarly, another

respondent noted, "In my community - I am an equal. On campus, I am an employee who needs to remember my place."

Faculty – Unique Experiences Both Climates. The Faculty respondents who elaborated on their perceptions of the differences between the climate on campus and the climate in the surrounding areas, based on their experiences, yielded mixed results. About half of the Faculty respondents reported preferring the climate on campus at Dartmouth while the other half reported a preference for the surrounding areas. The Faculty respondents who noted a preference for Dartmouth credited diversity as the main reason. One Faculty respondent reported the climate on campus to be "far *more* welcoming of diversity (in all its various forms) than in surrounding communities." Conversely, other Faculty respondents articulated a preference for the surrounding areas. This preference was primarily attributed to respondents' perceptions of tension and stress on campus. One Staff respondent described this perspective, "Yes. Dartmouth has become overly stressful in my department and as an institution as a whole. My life away from Dartmouth is a refuge from the campus environment."

Recommendations for Improving the Climate at Dartmouth

More Dartmouth respondents ($n = 1,035$) elaborated on specific recommendations for improving the climate at Dartmouth than on any other question in the survey. Overall, diversity was the consistent theme across all constituent groups who contributed recommendations for improving the climate at Dartmouth. Another primary theme that emerged from the data provided by Staff respondents was concern about leadership, particularly a perception of an unhealthy professional hierarchy. Dartmouth's Student respondents addressed Greek life and the need for alternative spaces significantly enough to merit its own theme.

Diversity. More than 25% of Dartmouth's respondents who provided specific recommendations to improve diversity reflected the interests of a wide variety of constituent groups, including conservatives, liberals, white students, perceived racial minorities, men, women, lower income status, wealthy 'trust fund' students, and more.

Most narratives addressed diversity regarding more than one constituent group at a time or simply addressed diversity and/or inclusion as a single topic. One Undergraduate Student respondent recommended, "Actually care about queer people, people of color, gender nonconforming people, lower socioeconomic people, international students, and women. Actually care about people who are NOT white heterosexual rich men." Another Undergraduate Student respondent shared a similar message from a different perspective, "the college should work to instill understanding of and respect for diverse philosophical and political viewpoints in its students … Racial and cultural diversity is only half the equation." Recommendations from Graduate and Undergraduate respondents included "Better training for people who would like to be allies," "Being more open to differing political views," and "Ensure the dorms are diverse." Faculty and Staff respondents recommended, "hiring of more staff and faculty of color," "Increase the socioeconomic diversity of the student body," and "Revisit pay for women and minorities." One Staff respondent noted, "this climate survey is a great step."

Staff – Accountability and Acknowledgment from Leadership. More than 30% of Dartmouth's Staff respondents recommended improvements in accountability of leaders and respect from leadership at all levels. One Staff respondent noted, "I feel that Supervisory staff need to be held accountable for actions and words." Another Staff respondent elaborated, "Hold people accountable. I see time and time [sic], people are not held accountable. Bad behavior and poor work ethic persist, and it infects departments and climate." Another Staff respondent recommended, "I think consistency in leadership and stability at the top will improve the climate at Dartmouth." Staff respondents specifically recommended, "Dartmouth start valuing their staff and giving fair raises to staff not just faculty." Another Staff respondent recommended, "get administrators to say, 'students, faculty, AND STAFF'." Lastly, one Staff respondent recommended, "Make a bigger deal about Staff accomplishments. For example, faculty and students are regularly featured on Dartmouth Now, but not staff."

Undergraduate Students – Decentralize Greek Culture. Second to diversity, Greek life was the prominent theme presented in the data provided by Dartmouth's Student

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respondents. While eight Student respondents noted positive influences of Greek life, many Student respondents, 20%, either wanted to ban or at least decentralize Greek life at Dartmouth. One Undergraduate Student respondent recommended the "Greek system has got to go." Another Undergraduate Student respondent's recommendation for climate improvement noted, "Continue trying to take attention/emphasize [sic] away from Greek system." The most consistent specific recommendation Student respondents provided addressed alternative spaces for non-Greek related student activities. One Undergraduate Student respondent recommended, "Creating more non-Greek social spaces like the Hop Garage." Other Undergraduate Student respondents recommended, "I would like to see more funding put into student events to foster an alternative social scene beyond Greek life," more "Things like book arts, jewelry studio, Collis After Dark," and "Let Parties happen in female dominated social spaces and take power away from fraternities."

Additional Thoughts on Campus Climate

In their final opportunity to contribute to the survey's data, 442 respondents elaborated on their experiences at Dartmouth. Three major themes emerged, each of which was reflected in nearly 20% of the responses to this question. The three major themes noted were inclusion-related concerns; fear of the survey process not inspiring action; and the sense of belonging, or lack thereof, at Dartmouth. The data also presented notable concerns regarding sexual assault. Though the number of responses that explicitly addressed sexual assaults were statistically lower than those that addressed the aforementioned themes, these narratives are imperative to the goals of Dartmouth's climate assessment and, as such, are included in the report.

Inclusion. Dartmouth respondents from a wide variety of backgrounds expressed strong feelings regarding inclusion on campus. Though in the minority, some respondents expressed that Dartmouth's diversity initiatives are perceived as "encouraging separation" and have contributed to "a heightened sensitivity which has frozen up ordinary social dynamics on campus." One respondent noted, "This place is about education-not about catering to the imagined problems and 'microaggressions' of the minority of overly-sensitive students." Further, another respondent noted perceived

minorities with concern "need to figure out how to fix these problems for THEMSELVES, not be babysat all throughout their lives!" However, the majority of the inclusion related concerns noted "serious issues" at Dartmouth for race, class, sexual, gender identity, gender, and religiously affiliated minorities. Further, one respondent's commentary reflects comments from several respondents that "More discussion and awareness is needed" to achieve an inclusive culture. As an example of an inclusion-related concern, a respondent stated, "The overwhelming presence of exclusionary fraternities and sororities perpetuates institutional racism." A self-identified gay respondent noted, "I wouldn't have felt comfortable holding hands with my boyfriend or anything in a number of the 'frattier' frats." Additionally, in reference to classroom culture, one respondent reported that "Faculty members make thinly veiled racist and sexist comments to their students, and during classroom discussion." A narrative of dissatisfaction with Dartmouth diversity was summarized by one respondent's statement, "What about its commitment to diversity and inclusion? I want to believe in Dartmouth, but my time working here has left me skeptical." The narratives provided by the respondents, while equally charged, present two diametrical perspectives on the effectiveness and perceived need for diversity initiatives.

Desire for Action Steps. The 20% of respondents who elaborated on experiences when answering this question expressed desire for action steps to be taken in response to this survey. About half of these respondents conveyed this message through skepticism. One respondent commented, "I am hopeful that Dartmouth will take action, but fearful that little more than lip service will result from this exercise." Similarly, another respondent pleaded, "Please make changes. Don't have us waste time doing this survey and not actually do something about the issues on campus." Other respondents reflected their desire for change as a collective institutional challenge for Dartmouth; for example, "We need to answer the question 'do we really want to change?' … and if so, what is keeping us from changing?" While other respondents expressed a shared commitment to being a part of the solution at Dartmouth. As one respondent stated, "I don't know what the answer is to changing the climate at Dartmouth College, but I'll do everything in my power to help rectify it. I believe in leading by example." Based on the data collected in

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these responses, Dartmouth is ready for change and eager to actively take part in creating that change.

Sense of Belonging. Among the nearly 20% of Dartmouth's 442 respondents who provided this additional feedback to their survey results, sense of belonging was perceived as a weakness by some and a strength by others. Those respondents who reflected that sense of belonging was a weakness at Dartmouth elaborated, "Dartmouth used to be like a family. It no longer feels that way." Particularly, several respondents mentioned Greek life in tandem with concerns about belonging; for example, "I feel that there is a huge emphasis on Greek life that makes people who are not involved feel out of place." The respondents who perceived sense of belonging as a strength at Dartmouth, shared sincere reflections on the community, "Dartmouth is, and always will be, my home." Another respondent noted, "In my experience, the climate is truly remarkable in how friendly, safe, and supportive it is." Feelings of belonging, or not belonging, at Dartmouth exist on a wide spectrum according to the data provided by these respondents. However, regardless of where one fell on that spectrum, respondents clearly conveyed, "everyone wants to be included."

Sexual Assault. Dartmouth respondents who addressed sexual assault in their final reflections about the college provided data regarding safety concerns, disgruntlement with recent situations, and a perception that sexual assault is tolerated. Regarding safety, one respondent stated, "As a woman at Dartmouth, I don't feel safe walking to my car at night which is terrifying given that Hanover/Dartmouth is a relatively insulated community." Another respondent elaborated on disgruntlement with recent situations, "Having spoken to two women who have been assaulted, I am simply ashamed at how things were handled." Finally, one respondent described the perception that Dartmouth is an "institution where sexual assault is tolerated." Though small in number, the respondents who addressed sexual assault in their final contribution to the survey offer narratives that are critical to capturing the individual's experiences of the climate at Dartmouth.

Dartmouth College Community Study:
Assessment of Climate for Learning, Working, and Living
(Administered by Rankin & Associates, Consulting)

This survey is accessible in alternative formats. If you need this survey in alternative formats please contact:

Office of Institutional Diversity and Equity
Suite 304 Blunt Alumni Center
institutional.diversity.&.equity@dartmouth.edu
603-646-3197

Purpose

You are invited to participate in a survey of students, faculty, and staff regarding the environment for learning, working, and living at Dartmouth. Climate refers to 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. Your responses will inform us about the current climate at Dartmouth and provide us with specific information about how the environment for learning, working, and living at Dartmouth can be improved.

Procedures

You will be asked to complete the attached survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete. You must be 18 years of age or older to participate. When you have completed the survey, please return it directly to the external consultants (Rankin & Associates) using the enclosed envelope. Any comments provided by participants are also separated at submission so that comments are not attributed to any demographic characteristics. These comments will be analyzed using content analysis. Anonymous quotes from submitted comments will also be used throughout the report to give "voice" to the quantitative data.

Discomforts and Risks

There are no anticipated risks in participating in this assessment beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. In the event that any questions asked are disturbing, you may skip any questions or stop responding to the survey at any time. Your response will not be reported or disclosed to Dartmouth or a campus official. There are a variety of different resources to make a formal report depending on your affiliation with Dartmouth and the nature of your concern. For a list of these resources see: http://www.dartmouth.edu/~provost/communitystudy_support.pdf

Benefits

The results of the survey will provide important information about our climate and will help us in our efforts to ensure that the environment at Dartmouth is conducive to learning, working, and living.

Voluntary Participation

Participation in this assessment is voluntary. If you decide to participate, you do not have to answer any questions on the survey that you do not wish to answer.

Individuals will not be identified and only group data will be reported (e.g., the analysis will include only aggregate data). Please note that you can choose to withdraw your responses at any time before you submit your answers. Refusal to take part in this assessment will involve no penalty or loss of student or employee benefits.

Statement of Confidentiality for Participation

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. Your confidentiality in participating will be insured. The external consultant (Rankin & Associates) will not report any group data for groups of fewer than 5 individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential for demographic information to be identifiable. Please also remember that you do not have to answer any question or questions about which you are uncomfortable. The survey has been approved by the Dartmouth Committee for the Protection of Human Subjects, the Institutional Review Board for the College.

<u>**Statement of Anonymity for Comments**</u>

Upon submission, all comments from participants will be de-identified to make those comments anonymous. Thus, participant comments will not be attributable to their author. However, depending on what you say, others who know you may be able to attribute certain comments to you. In instances where certain comments might be attributable to an individual, Rankin & Associates will make every effort to de-identify those comments or will remove the comments from the analyses. The anonymous comments will be analyzed using content analysis. In order to give "voice" to the quantitative data, some anonymous comments may be quoted in publications related to this survey.

<u>**Right to Ask Questions**</u>

You can ask questions about this assessment in confidence. Questions concerning this project should be directed to:
Susan R. Rankin, Ph.D.
Principal & Senior Research Associate
Rankin & Associates, Consulting
sue@rankin-consulting.com
814-625-2780

Questions regarding the survey process may also be directed to:
Alicia Betsinger, Associate Provost for Institutional Research
Office of Institutional Research
6230 North Fairbanks, Suite 205
Hanover, NH 03755
Alicia.M.Betsinger@Dartmouth.edu

Questions concerning the rights of participants:
Research at Dartmouth that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to:

Committee for the Protection of Human Subjects
63 South Main Street, Room 302
Hanover, NH 03755
cphs.tasks@dartmouth.edu

PLEASE MAKE A COPY OF THIS CONSENT DOCUMENT FOR YOUR RECORDS, OR IF YOU DO NOT HAVE PRINT CAPABILITIES, YOU MAY CONTACT THE CONSULTANT TO OBTAIN A COPY

By submitting this survey you are agreeing to take part in this assessment, as described in detail in the preceding paragraphs.

Survey Terms and Definitions

Ableist: Discrimination or prejudice against people with disabilities.

Ageist: Discrimination or prejudice against an individual or group of people based on age.

American Indian (Native American): A person having origin in any of the original tribes of North America who maintains cultural identification through tribal affiliation or community recognition.

Asexual: A person who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

Assigned Birth Sex: Refers to the assigning (naming) of the biological sex of a baby at birth.

Biphobia: An irrational dislike or fear of bisexual people. Bisexual people may be attracted, romantically and/or sexually, to people of more than one sex, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree.

Bullied: Unwanted offensive and malicious behavior which undermines, patronizes, intimidates or demeans the recipient or target.

Classist: A bias based on social or economic class.

Climate: 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.

Competitive: Term used by employers to indicate that salaries, benefit packages, etc. are comparable to the local average for your field/position. For example, if the pay is truly "competitive", you should be able to easily make a similar salary in the same job at another institution/organization in your area.

Disability: A physical or mental impairment that limits one or more major life activities.

Discrimination: Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which that person belongs rather than on individual merit. Discrimination can be the effect of some law or established practice that confers privileges based on race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual identity, citizenship, or service in the uniformed services.

Ethnocentrism: Judging another culture solely by the values and standards of one's own culture. Ethnocentric individuals judge other groups relative to their own ethnic group or culture, especially with concern for language, behavior, customs, and religion.

Experiential Learning: Experiential learning refers to a pedagogical philosophy and methodology concerned with learning activities outside of the traditional classroom environment, with objectives which are planned and articulated prior to the experience (internship, service learning, co-operative education, field experience, practicum, cross-cultural experiences, apprenticeships, etc.).

Family Leave: The Family Medical Leave Act is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due to one of the following situations: a serious health condition that makes the employee unable to perform his or her job; caring for a sick family member; caring for a new child (including birth, adoption or foster care). For more information: http://www.dol.gov/whd/fmla/

Gender Identity: A person's inner sense of being man, woman, both, or neither. The internal identity may or may not be expressed outwardly, and may or may not correspond to one's physical characteristics.

Gender Expression: The manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as male or female.

Harassment: Harassment is unwelcomed behavior that demeans, threatens or offends another person or group of people and results in a hostile environment for the targeted person/group.

Homophobia: An irrational dislike and fear of homosexuals.

Intersex: A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male.

Nepotism: The hiring or promoting of family members to positions without proper regard to their qualifications.

Non-Native English Speakers: People for whom English is not their first language.

People of Color: People who self-identify as other than White.

Physical Characteristics: Term that refers to one's appearance.

Position: The status one holds by virtue of her/his position/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator, etc.)

Racial Identity: A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

Sexual Identity: Term that refers to the sex of the people one tends to be emotionally, physically and sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

Sexual Assault: Sexual Assault is unwanted or unwelcome touching of a sexual nature, including: fondling; penetration of the mouth, anus, or vagina, however slight, with a body part or object; or other sexual activity that occurs without valid consent.

Socioeconomic Status: The status one holds in society based on one's level of income, wealth, education, and familial background.

Transgender: An umbrella term referring to those whose gender identity or gender expression is different from that associated with their sex assigned at birth.

Transphobia: An irrational dislike or fear of transgender, transsexual and other gender non-traditional individuals because of their perceived gender identity or gender expression.

Unwanted Sexual Contact: Unwanted or unwelcome touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact.

Xenophobic: Irrational dislike or fear of people from other countries.

Directions

Please read and answer each question carefully. For each answer, darken the appropriate oval completely. If you want to change an answer, erase your first answer completely and darken the oval of your new answer. You may decline to answer specific questions. You must answer at least 50% of the questions for your responses to be included in the final analyses. The survey will take between 20 and 30 minutes to complete.

The survey will take between 20 and 30 minutes to complete. You must answer at least 50%of the questions for your responses to be included in the final analyses.

1. What is your **primary** position at Dartmouth?
   - ○ Undergraduate student
   - ○ Graduate/Professional Student
   - ○ Post-doc/Research Associate
   - ○ Faculty Tenure/Tenure Track
     - ○ Assistant Professor
     - ○ Associate Professor
     - ○ Professor
   - ○ Non-Tenure Track Academic Appointment (e.g., Lecturer/Adjunct, Research Scientist/Engineer, Research Line Faculty)
   - ○ Staff
     - ○ Non-exempt (Hourly)
     - ○ Exempt (Salary)

2. Are you full-time or part-time in that **primary** position?
   - ○ Full-time
   - ○ Part-time

Part 1: Personal Experiences

When responding to the following questions, think about your experiences <u>during the past year </u>at Dartmouth.

3. Overall, how comfortable are you with the climate at Dartmouth?
   - ○ Very comfortable
   - ○ Comfortable
   - ○ Neither comfortable nor uncomfortable
   - ○ Uncomfortable
   - ○ Very uncomfortable

4. **Faculty/Staff only:** Overall, how comfortable are you with the climate in your department/program or work unit at Dartmouth?
   - ○ Very comfortable
   - ○ Comfortable
   - ○ Neither comfortable nor uncomfortable
   - ○ Uncomfortable
   - ○ Very uncomfortable

5. **Students/Faculty only:** Overall, how comfortable are you with the climate in your classes?
   - ○ Very comfortable
   - ○ Comfortable
   - ○ Neither comfortable nor uncomfortable
   - ○ Uncomfortable
   - ○ Very uncomfortable

6. Have you ever **seriously considered** leaving Dartmouth?
   - ○ No **[Skip to Question 11]**
   - ○ Yes

7. **Students only:** When did you seriously consider leaving Dartmouth**? (Mark all that apply.)**
   - ❑ During my first year as a student
   - ❑ During my second year as a student
   - ❑ During my third year as a student
   - ❑ During my fourth year as a student
   - ❑ During my fifth year as a student
   - ❑ After my fifth year as a student

8. **Students only:** Why did you seriously consider leaving Dartmouth? **(Mark all that apply.)**
   - ❑ Climate was not welcoming
   - ❑ Coursework was too difficult
   - ❑ Didn't have my major
   - ❑ Didn't have my field of study
   - ❑ Didn't meet the selection criteria for a major/field of study
   - ❑ Financial reasons
   - ❑ Homesick
   - ❑ Lack of a sense of belonging
   - ❑ Lack of support group
   - ❑ My marital/relationship status
   - ❑ Personal reasons (e.g., medical, mental health, family emergencies)
   - ❑ A reason not listed above (please specify:) _____

9. **Faculty/Staff only:** Why did you seriously consider leaving Dartmouth**? (Mark all that apply.)**
   - ❑ Campus climate was unwelcoming
   - ❑ Dissatisfied with current benefits
   - ❑ Family responsibilities
   - ❑ Financial reasons (e.g., salary, resources)
   - ❑ Increased workload
   - ❑ Interested in a position elsewhere
   - ❑ Lack of sense of belonging
   - ❑ Limited opportunities for advancement
   - ❑ Local community did not meet my (my family) needs
   - ❑ Personal reasons (e.g., medical, mental health, family emergencies)
   - ❑ Recruited or offered a position elsewhere
   - ❑ Relocation
   - ❑ Spouse or partner relocated
   - ❑ Spouse or partner unable to find suitable employment
   - ❑ Working relationship with supervisor/manager
   - ❑ Working relationship with /dean/department or program chair
   - ❑ Working relationship with co-workers/colleagues
   - ❑ A reason not listed above (please specify:) _____

10. We are interested in hearing more about your experiences. If you would like to elaborate on why you seriously considered leaving, please do so here.

11. **Students only:** Please indicate the extent to which you agree with each of the following statements regarding your academic experience at Dartmouth.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am performing up to my full academic potential.	❍	❍	❍	❍	❍
Few of my courses this year have been intellectually stimulating.	❍	❍	❍	❍	❍
I am satisfied with my academic experience at Dartmouth.	❍	❍	❍	❍	❍
I am satisfied with the extent of my intellectual development since enrolling at Dartmouth.	❍	❍	❍	❍	❍
I have performed academically as well as I anticipated I would.	❍	❍	❍	❍	❍
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	❍	❍	❍	❍	❍
My interest in ideas and intellectual matters has increased since coming to Dartmouth.	❍	❍	❍	❍	❍
Thinking ahead it is likely that I will leave Dartmouth.	❍	❍	❍	❍	❍
I would recommend Dartmouth as a good place to pursue a degree.	❍	❍	❍	❍	❍

12. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (bullied, harassed) that has interfered with your ability to work, learn, or live at Dartmouth?
   - ❍ No **[Skip to Question 21]**
   - ❍ Yes

13. What do you believe was the basis of the conduct? (**Mark all that apply.**)
   - ❑ Academic Performance
   - ❑ Age
   - ❑ Educational credentials (e.g., B.S., M.S., Ph.D.)
   - ❑ English language proficiency/accent
   - ❑ Ethnicity
   - ❑ Gender/gender identity
   - ❑ Gender expression
   - ❑ Immigrant/citizen status
   - ❑ International status/national origin
   - ❑ Learning disability/condition
   - ❑ Length of service at Dartmouth
   - ❑ Major field of study
   - ❑ Marital status (e.g., single, married, partnered)
   - ❑ Mental Health/Psychological disability/condition
   - ❑ Medical disability/condition
   - ❑ Military/veteran status
   - ❑ Parental status (e.g., having children)
   - ❑ Participation in an organization/team (please specify:) _____
   - ❑ Physical characteristics
   - ❑ Physical disability/condition
   - ❑ Philosophical views
   - ❑ Political views
   - ❑ Position (staff, faculty, student)
   - ❑ Pregnancy
   - ❑ Racial identity
   - ❑ Religious/spiritual views
   - ❑ Sexual identity
   - ❑ Socioeconomic status
   - ❑ Don't know
   - ❑ A reason not listed above (please specify:) _____

14. How would you describe what happened? (**Mark all that apply**)
- ❑ I was ignored or excluded
- ❑ I was intimidated/bullied
- ❑ I was isolated or left out
- ❑ I felt others staring at me
- ❑ I experienced a hostile classroom environment
- ❑ The conduct made me fear that I would get a poor grade
- ❑ I experienced a hostile work environment
- ❑ I was the target of workplace incivility
- ❑ I was the target of derogatory verbal remarks
- ❑ I received derogatory written comments
- ❑ I received derogatory phone calls/text messages/e-mail
- ❑ I received derogatory/unsolicited messages on-line (e.g., Facebook, Twitter, Yik-Yak, Bored@Baker)
- ❑ I was singled out as the spokesperson for my identity group
- ❑ I received a low or unfair performance evaluation
- ❑ I was not fairly evaluated in the promotion and tenure process
- ❑ Someone assumed I was admitted/hired/promoted due to my identity group
- ❑ Someone assumed I was <u>not</u> admitted/hired/promoted due to my identity group
- ❑ I was the target of graffiti/vandalism
- ❑ I was the target of racial/ethnic profiling
- ❑ I was the target of stalking
- ❑ The conduct threatened my physical safety
- ❑ The conduct threatened my family's safety
- ❑ I received threats of physical violence
- ❑ I was the target of physical violence
- ❑ An experience not listed above (please specify:) _____

15. Where did the conduct occur? **(Mark all that apply.)**
- ❑ At a Dartmouth event/program
- ❑ In a class/lab
- ❑ In a faculty office
- ❑ In a religious center
- ❑ In a Greek house (including undergraduate societies)
- ❑ In a senior society house
- ❑ In a meeting with one other person
- ❑ In a meeting with a group of people
- ❑ In a Dartmouth administrative office
- ❑ In a Dartmouth dining facility
- ❑ In a Dartmouth library
- ❑ In one of Dartmouth's clinical affiliates (e.g., DHMC or the VA Medical Center)
- ❑ In an experiential learning environment (e.g., community-based learning, retreat, externship, internship)
- ❑ In athletic facilities
- ❑ In other public spaces at Dartmouth
- ❑ In campus housing
- ❑ In the Counseling Center (CHD)
- ❑ In off-campus housing
- ❑ In the Health Center (Dick's House)
- ❑ Off campus (including foreign studies programs)
- ❑ On a campus shuttle
- ❑ On phone calls/text messages/e-mail
- ❑ On social networking sites (Facebook/Twitter/ Yik-Yak/ Bored@Baker)
- ❑ While walking on campus
- ❑ While working at a Dartmouth job
- ❑ A venue not listed above (please specify:) _____

16. Who/what was the source of the conduct? **(Mark all that apply.)**
- ❏ Academic Advisor
- ❏ Alumnus/a
- ❏ Athletic coach/trainer
- ❏ Dartmouth media (posters, brochures, flyers, handouts, web sites, etc.)
- ❏ Dartmouth Safety and Security Officer
- ❏ Co-worker/colleague
- ❏ Department/Program Chair
- ❏ Direct Report (e.g., person who reports to me)
- ❏ Donor
- ❏ Faculty member/Other Instructional Staff
- ❏ Friend
- ❏ Off campus community member
- ❏ Patient
- ❏ Senior administrator (e.g., dean, vice president, provost)
- ❏ On-line site (e.g., Facebook, Twitter, Yik-Yak, Bored@Baker)
- ❏ Staff member
- ❏ Stranger
- ❏ Student
- ❏ Student staff (e.g., UGA)
- ❏ Student advisors (e.g., SAPA, MAV)
- ❏ Student Organization (please specify:) _____
- ❏ Supervisor or manager
- ❏ Student Teaching Assistant/Student Lab Assistant/Student Tutor
- ❏ Don't know source
- ❏ A source not listed above (please specify:) _____

17. How did you experience the conduct? **(Mark all that apply.)**
- ❏ I felt embarrassed
- ❏ I felt somehow responsible
- ❏ I was afraid
- ❏ I was angry
- ❏ I ignored it
- ❏ An experience not listed above (please specify:) _____

18. What did you do in response to experiencing the conduct? **(Mark all that apply.)**
- ❑ I didn't do anything
- ❑ I avoided the person/venue
- ❑ I contacted a local law enforcement official
- ❑ I confronted the person(s) at the time
- ❑ I confronted the person(s) later
- ❑ I didn't know who to go to
- ❑ I sought information online
- ❑ I sought support from off-campus hot-line/advocacy services
- ❑ I contacted a Dartmouth resource
  - ❑ Faculty member
  - ❑ Senior administrator (e.g., dean of the faculty, vice president, provost)
  - ❑ Dartmouth Safety and Security
  - ❑ Counseling
  - ❑ Employee Assistance Program
  - ❑ Title IX Coordinator/Clery Act Compliance Officer
  - ❑ Office of Institutional Diversity and Equity
  - ❑ Ombudsperson
  - ❑ Office of Human Resources
  - ❑ Sexual Assault Awareness Program (SAAP)
  - ❑ Student teaching assistant (e.g., tutor, graduate teaching assistant)
  - ❑ Student staff (e.g., UGAs, student coordinators, building managers, Collis event staff)
  - ❑ Staff person (e.g., Undergraduate Dean, a Graduate or Professional School Dean of Student Affairs, Residential Life staff, OPAL)
- ❑ I told a family member
- ❑ I told a friend
- ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
- ❑ I submitted a bias incident report or a report through the Ethics and Compliance Hotline
- ❑ A response not listed above (please specify:) _____

19. Did you report the conduct?
- ❍ No, I didn't report it
- ❍ Yes, I reported it
  - ❍ Yes, I reported the incident and was satisfied with the outcome
  - ❍ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
  - ❍ Yes, I reported the incident, but felt that it was not responded to appropriately

20. We are interested in hearing more about your experience. If you would like to elaborate on your experiences, please do so here.
*Note: **Your response will not be reported or disclosed to Dartmouth or a campus official. There are a variety of different resources to make a formal report depending on your affiliation with Dartmouth and the nature of your concern. For a list of these resources see:***

http://www.dartmouth.edu/~provost/communitystudy_support.pdf

Incidents involving forced or unwanted sexual contact are often difficult to talk about. The following questions are related to any experiences you have had with unwanted physical sexual contact. If you have experienced this conduct, the questions may invoke an emotional response. If you experience any difficulty, please contact one of the resources at the end of this section.

21. While a member of the Dartmouth community, have you experienced unwanted sexual contact (rape or sexual assault, including oral, vaginal, or anal penetration with a body part or object; fondling, including intentional sexual touching, however slight, with any object without consent; use of alcohol or other drugs to incapacitate; gang rape; or sexual harassment involving physical contact)?
    ○ No **[Skip to Question 32]**
    ○ Yes

22. When did the unwanted sexual contact occur?
    ○ Within the last year
    ○ 2-4 years ago
    ○ 5-10 years ago
    ○ 11-20 years ago
    ○ More than 20 years ago

23. **Undergraduate Students only:** What academic year were you in when you experienced the unwanted sexual contact? **(Mark all that apply.)**
    ❑ Fall 2015
    ❑ Fall 2014 to Summer 2015
        ❑ Fall Quarter or First Term
        ❑ Winter Quarter or Second Term
        ❑ Spring Quarter or Third Term
        ❑ Summer Quarter or Fourth Term
    ❑ Fall 2013 to Summer 2014
        ❑ Fall Quarter or First Term
        ❑ Winter Quarter or Second Term
        ❑ Spring Quarter or Third Term
        ❑ Summer Quarter or Fourth Term
    ❑ Fall 2012 to Summer 2013
        ❑ Fall Quarter or First Term
        ❑ Winter Quarter or Second Term
        ❑ Spring Quarter or Third Term
        ❑ Summer Quarter or Fourth Term
    ❑ Prior to Fall 2012

24. **Graduate Students only:** What year in your graduate program were you when you experienced the unwanted sexual contact? **(Mark all that apply.)**
    ❑ First year
    ❑ Second year
    ❑ Third year
    ❑ After fourth year

25. Who did this to you? **(Mark all that apply.)**
    ❑ Acquaintance/Friend
    ❑ Alumnus/a
    ❑ Family member
    ❑ Dartmouth faculty
    ❑ Dartmouth staff
    ❑ Dartmouth student
    ❑ Stranger
    ❑ A person not listed above

26. Where did the incident(s) occur? **(Mark all that apply.**)
    ❑ Off campus (please specify location:) _____
    ❑ On campus (please specify location:) _____

27. How did you feel after experiencing the unwanted sexual conduct? **(Mark all that apply.)**
- ❑ I felt uncomfortable.
- ❑ I felt embarrassed.
- ❑ I felt somehow responsible.
- ❑ I ignored it.
- ❑ I was afraid.
- ❑ I was angry.
- ❑ An experience not listed here (please specify) _____

28. What did you do in response to experiencing the unwanted sexual conduct? **(Mark all that apply.)**
- ❑ I didn't do anything
- ❑ I avoided the person/venue
- ❑ I contacted a local law enforcement official
- ❑ I confronted the person(s) at the time
- ❑ I confronted the person(s) later
- ❑ I didn't know who to go to
- ❑ I sought information online
- ❑ I sought support from off-campus hot-line/advocacy services
- ❑ I contacted a Dartmouth resource
  - ❑ Faculty member
  - ❑ Senior administrator (e.g., dean of the faculty, vice president, provost)
  - ❑ Dartmouth Safety and Security
  - ❑ Counseling
  - ❑ Employee Assistance Program
  - ❑ Title IX Coordinator/Clery Act Compliance Officer
  - ❑ Office of Institutional Diversity and Equity
  - ❑ Ombudsperson
  - ❑ Office of Human Resources
  - ❑ Sexual Assault Awareness Program (SAAP)
  - ❑ Student teaching assistant (e.g., tutor, graduate teaching assistant)
  - ❑ Student staff (e.g., UGAs, student coordinators, building managers, Collis event staff)
  - ❑ Staff person (e.g., Undergraduate Dean, a Graduate or Professional School Dean of Student Affairs, Residential Life staff, OPAL)
- ❑ I told a family member
- ❑ I told a friend
- ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
- ❑ I submitted a bias incident report or a report through the Ethics and Compliance Hotline
- ❑ A response not listed above (please specify) _____

29. Did you report the unwanted sexual conduct?
- ○ No, I didn't report it **[Please respond to Questions 30-31]**
- ○ Yes, I reported it
  - ○ Yes, I reported the incident and was satisfied with the outcome **[Skip to Question 32]**
  - ○ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately **[Skip to Question 32]**
  - ○ Yes, I reported the incident, but felt that it was not responded to appropriately **[Please skip Question 30 and respond to Questions 31]**

30. You indicated that you **DID NOT** report the unwanted sexual contact to a campus official or staff member. Please explain why you did not.
Note: Your response will not be reported or disclosed to the College or a campus official. If you wish to make a formal report, contact the Title IX Coordinator.

31. You indicated that you **DID** report the unwanted sexual contact, but that it was not responded to appropriately. Please explain why you felt that it was not.
Note: Your response will not be reported or disclosed to the College or a campus official. If you wish to make a formal report, contact the Title IX Coordinator.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please contact one of the resources listed here:

http://www.dartmouth.edu/sexualrespect/pdfs/dartmouth_sexual_assault_resources_s2015.pdf

Part 2: Workplace Climate

32. **Tenured and Tenure-Track Faculty only:** As a faculty member at Dartmouth, I feel (or felt)…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria for tenure are clear.	❍	❍	❍	❍	❍
The tenure standards/promotion standards are applied equally to faculty in my school/division.	❍	❍	❍	❍	❍
Supported and mentored during the tenure-track years.	❍	❍	❍	❍	❍
Dartmouth policies for delay of the tenure-clock are used by all faculty.	❍	❍	❍	❍	❍
Research is valued by Dartmouth.	❍	❍	❍	❍	❍
Teaching is valued by Dartmouth.	❍	❍	❍	❍	❍
Service contributions are valued by Dartmouth.	❍	❍	❍	❍	❍
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	❍	❍	❍	❍	❍
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	❍	❍	❍	❍	❍
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	❍	❍	❍	❍	❍
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	❍	❍	❍	❍	❍
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	❍	❍	❍	❍	❍
Faculty opinions are valued within Dartmouth committees.	❍	❍	❍	❍	❍
I would like more opportunities to participate in substantive committee assignments.	❍	❍	❍	❍	❍
I have opportunities to participate in substantive committee assignments.	❍	❍	❍	❍	❍

33. **Tenured and Tenure-Track Faculty only:** We are interested in hearing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

34. **Non-Tenure Track Academic Appointment only:** As an employee with a non-tenure track appointment at Dartmouth (e.g., Lecturer/Adjunct, Research Scientist/Engineer, Research Line Faculty) I feel (or felt)…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria used for contract renewal is clear.	❍	❍	❍	❍	❍
The criteria used for contract renewal is applied equally to all positions.	❍	❍	❍	❍	❍
There are clear expectations of my responsibilities.	❍	❍	❍	❍	❍
Research is valued by Dartmouth.	❍	❍	❍	❍	❍
Teaching is valued by Dartmouth.	❍	❍	❍	❍	❍
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	❍	❍	❍	❍	❍
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	❍	❍	❍	❍	❍
Pressured to do extra work that is uncompensated.	❍	❍	❍	❍	❍
Lecturer/Adjunct, Research Scientist/Engineer, Research Line Faculty, opinions are taken seriously by senior administrators (e.g., chair, dean, provost).	❍	❍	❍	❍	❍
I have job security.	❍	❍	❍	❍	❍

35. **Non Tenure-Track Faculty, Lecturers and Adjuncts only:** We are interested in hearing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

36. **All Faculty:** As a faculty member at Dartmouth, I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Salaries for tenure track faculty positions are competitive.	❍	❍	❍	❍	❍
Salaries for adjunct professors are competitive.	❍	❍	❍	❍	❍
Health insurance benefits are competitive.	❍	❍	❍	❍	❍
Child care benefits are competitive.	❍	❍	❍	❍	❍
Retirement/supplemental benefits are competitive.	❍	❍	❍	❍	❍
People who do not have children are burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work weekends).	❍	❍	❍	❍	❍
People who have children or elder care are burdened with balancing work and family responsibilities (e.g., evening and evenings programing, workload brought home, Dartmouth breaks not scheduled with school district breaks).	❍	❍	❍	❍	❍
Dartmouth provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	❍	❍	❍	❍	❍
My colleagues include me in opportunities that will help my career as much as they do others in my position.	❍	❍	❍	❍	❍
The performance evaluation process is clear.	❍	❍	❍	❍	❍
Dartmouth provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	❍	❍	❍	❍	❍
Positive about my career opportunities at Dartmouth.	❍	❍	❍	❍	❍
I would recommend Dartmouth as good place to work.	❍	❍	❍	❍	❍
I have job security.	❍	❍	❍	❍	❍

37. **All Faculty:** We are interested in hearing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

38. **All Staff:** As a staff member at Dartmouth, I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I have supervisors who give me job/career advice or guidance when I need it.	❍	❍	❍	❍	❍
I have colleagues/co-workers who give me job/career advice or guidance when I need it.	❍	❍	❍	❍	❍
I am included in opportunities that will help my career as much as others in similar positions.	❍	❍	❍	❍	❍
The performance evaluation process is clear.	❍	❍	❍	❍	❍
The performance evaluation process is productive.	❍	❍	❍	❍	❍
My supervisor provides adequate support for me to manage work-life balance.	❍	❍	❍	❍	❍
I am able to complete my assigned duties during scheduled hours.	❍	❍	❍	❍	❍
My workload was increased without additional compensation due to other staff departures (e.g., retirement positons not filled).	❍	❍	❍	❍	❍
I am pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	❍	❍	❍	❍	❍
I am given a reasonable time frame to complete assigned responsibilities.	❍	❍	❍	❍	❍
People who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work week-ends) beyond those who do have children.	❍	❍	❍	❍	❍
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations.	❍	❍	❍	❍	❍
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	❍	❍	❍	❍	❍
There is a hierarchy within staff positions that allows some voices to be valued more than others.	❍	❍	❍	❍	❍
People who have children or elder care are burdened with balancing work and family responsibilities (e.g., evening and evenings programing, workload brought home, Dartmouth breaks not scheduled with school district breaks)	❍	❍	❍	❍	❍
Dartmouth provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	❍	❍	❍	❍	❍

39. **Staff only:** We are interested in hearing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

40. **Staff only:** As a staff member at Dartmouth I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Dartmouth provides me with resources to pursue training/professional development opportunities.	❍	❍	❍	❍	❍
My supervisor provides me with resources to pursue training/professional development opportunities.	❍	❍	❍	❍	❍
Dartmouth is supportive of taking extended leave (e.g., FMLA, parental).	❍	❍	❍	❍	❍
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	❍	❍	❍	❍	❍
Staff in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	❍	❍	❍	❍	❍
Dartmouth policies (e.g., FMLA) are fairly applied across Dartmouth.	❍	❍	❍	❍	❍
Dartmouth is supportive of flexible work schedules.	❍	❍	❍	❍	❍
My supervisor is supportive of flexible work schedules.	❍	❍	❍	❍	❍
Staff salaries are competitive.	❍	❍	❍	❍	❍
Vacation and personal time benefits competitive.	❍	❍	❍	❍	❍
Health insurance benefits are competitive.	❍	❍	❍	❍	❍
Child care benefits are competitive.	❍	❍	❍	❍	❍
Retirement benefits are competitive.	❍	❍	❍	❍	❍
Staff opinions are valued on Dartmouth committees.	❍	❍	❍	❍	❍
Staff opinions are valued by Dartmouth faculty.	❍	❍	❍	❍	❍
Staff opinions are values by Dartmouth administration.	❍	❍	❍	❍	❍
There are clear expectations of my responsibilities.	❍	❍	❍	❍	❍
There are clear procedures on how I can advance at Dartmouth.	❍	❍	❍	❍	❍
Positive about my career opportunities at Dartmouth.	❍	❍	❍	❍	❍
I would recommend Dartmouth as good place to work.	❍	❍	❍	❍	❍
I have job security.	❍	❍	❍	❍	❍

41. **Staff only:** We are interested in hearing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than 5 responses that may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified. You may also skip questions.

42. What is your birth sex (assigned)?
   - ○ Female
   - ○ Intersex
   - ○ Male

43. What is your gender/gender identity? (Mark all that apply)
   - ❑ Genderqueer
   - ❑ Man
   - ❑ Transgender
   - ❑ Woman
   - ❑ A gender not listed here (please specify): _____

44. What is your current gender expression?
   - ○ Androgynous
   - ○ Feminine
   - ○ Masculine
   - ○ A gender expression not listed here (please specify): _____

45. What is your citizenship status in U.S.? **(Mark all that apply)**
   - ❑ A visa holder (such as F-1, J-1, H1-B, and U)
   - ❑ Currently under a withholding of removal status
   - ❑ DACA (Deferred Action for Childhood Arrival)
   - ❑ DAPA (Deferred Action for Parental Accountability)
   - ❑ Other legally documented status
   - ❑ Permanent Resident
   - ❑ Refugee status
   - ❑ Undocumented resident
   - ❑ U.S. citizen, birth
   - ❑ U.S. citizen, naturalized

46. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. (**If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply)**
   - ❑ Alaska Native (if you wish please specify your enrolled or principal corporation) _____
   - ❑ American Indian/Native (if you wish please specify your enrolled or principal tribe) _____
   - ❑ Asian/Asian American (if you wish please specify) _____
   - ❑ Black/African American (if you wish please specify) _____
   - ❑ Hispanic/Latin@/Chican@ (if you wish please specify) _____
   - ❑ Middle Eastern/Southwest Asian (if you wish please specify) _____
   - ❑ Native Hawaiian (if you wish please specify) _____
   - ❑ Pacific Islander (if you wish please specify) _____
   - ❑ White/European American (if you wish please specify) _____
   - ❑ A racial/ethnic identity not listed here (please specify) _____

47. What is your age?

○ 18	○ 30	○ 42	○ 54	○ 66	○ 78	○ 90
○ 19	○ 31	○ 43	○ 55	○ 67	○ 79	○ 91
○ 20	○ 32	○ 44	○ 56	○ 68	○ 80	○ 92
○ 21	○ 33	○ 45	○ 57	○ 69	○ 81	○ 93
○ 22	○ 34	○ 46	○ 58	○ 70	○ 82	○ 94
○ 23	○ 35	○ 47	○ 59	○ 71	○ 83	○ 95
○ 24	○ 36	○ 48	○ 60	○ 72	○ 84	○ 96
○ 25	○ 37	○ 49	○ 61	○ 73	○ 85	○ 97
○ 26	○ 38	○ 50	○ 62	○ 74	○ 86	○ 98
○ 27	○ 39	○ 51	○ 63	○ 75	○ 87	○ 99
○ 28	○ 40	○ 52	○ 64	○ 76	○ 88	
○ 29	○ 41	○ 53	○ 65	○ 77	○ 89	

48. Which term best describes your sexual identity?
- ○ Asexual
- ○ Bisexual
- ○ Gay
- ○ Heterosexual
- ○ Lesbian
- ○ Pansexual
- ○ Queer
- ○ Questioning
- ○ A sexual identity not listed here ()please specify): _____

49. Do you have substantial parenting or caregiving responsibility?
- ○ No
- ○ Yes **(Mark all that apply)**
  - ❑ Children 18 years of age or under
  - ❑ Children over 18 years of age, but still legally dependent (e.g., in college, disabled)
  - ❑ Independent adult children over 18 years of age
  - ❑ Sick or disabled partner
  - ❑ Senior or other family member
  - ❑ A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending), (please specify): _____

50. What is your current relationship status?
- ○ Single
- ○ Single (never married) in a casual relationship
- ○ Single (never married) in a serious relationship
- ○ Single, divorced
- ○ Single, widow (partner/spouse deceased)
- ○ Legally partnered (Civil Union/Registered Domestic Partnership)
- ○ Married or remarried
- ○ Separated
- ○ Other relationship status not listed here (please specify) _____

51. Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard?
- ○ Never served in the military
- ○ Now on active duty (including Reserves or National Guard)
- ○ On active duty in the past, but not now
- ○ ROTC

52. **Students only:** What is the highest level of education achieved by your primary parent(s)/guardian(s)?

Parent/Guardian 1:
❍ No high school
❍ Some high school
❍ Completed high school/GED
❍ Some college
❍ Business/Technical certificate/degree
❍ Associate's degree
❍ Some graduate work
❍ Bachelor's degree (e.g., B.A., B.S.)
❍ Master's degree (M.A, M.S., M.B.A.)
❍ Specialist degree (Ed.S.)
❍ Doctoral degree (e.g., Ph.D., Ed.D.)
❍ Professional degree (e.g., M.D., J.D.)
❍ Unknown
❍ Not applicable

Parent/Guardian 2:
❍ Not applicable
❍ No high school
❍ Some high school
❍ Completed high school/GED
❍ Some college
❍ Business/Technical certificate/degree
❍ Associate's degree
❍ Some graduate work
❍ Bachelor's degree (e.g., B.A., B.S.)
❍ Master's degree (M.A, M.S., M.B.A.)
❍ Specialist degree (Ed.S.)
❍ Doctoral degree (e.g., Ph.D., Ed.D.)
❍ Professional degree (e.g., M.D., J.D.)
❍ Unknown

53. **Staff only:** What is your highest level of education?
❍ No high school
❍ Some high school
❍ Completed high school/GED
❍ Some college
❍ Business/Technical certificate/degree
❍ Associate's degree
❍ Bachelor's degree
❍ Some graduate work
❍ Master's degree (e.g., MA, M.S., MBA, MLS)
❍ Specialist degree (e.g., Ed.S.)
❍ Doctoral degree (e.g., Ph.D., Ed.D.)
❍ Professional degree (e.g., M.D., J.D.)

54. **Faculty/Staff only**: How long have you been employed at Dartmouth?
❍ Less than 1 year
❍ 1-5 years
❍ 6-10 years
❍ 11-15 years
❍ 16-20 years
❍ More than 20 years

55. **Undergraduate Students only:** Where are you in your **college career**?
❍ First year
❍ Second year
❍ Third year
❍ Fourth year
❍ Fifth year
❍ Sixth year (or more)

56. **Faculty only:** Which academic division are you **primarily affiliated** with at this time?
❍ Arts & Humanities
❍ Sciences
❍ Social Sciences
❍ Interdisciplinary Programs
❍ Geisel School of Medicine
❍ Thayer School of Engineering
❍ Tuck School of Business

57. **Staff only:** Which academic division/work unit are you **primarily affiliated** with at this time?
- ○ Advancement
- ○ Arts and Sciences/Dean of the Faculty of Arts & Sciences
- ○ Athletics
- ○ Campus Services (including, PDC, FOM, DDS, Residential Ops, REO, Skiway)
- ○ Finance and Administration
- ○ Geisel School of Medicine (including TDI, NCCC)
- ○ President's Division (e.g., OVIS, OGC, Public Affairs, Investment Office)
- ○ Provost's Division
    - ○ Information Technology Services
    - ○ Library
    - ○ Vice Provost for Student Affairs (formerly Dean of the College)
    - ○ Other not listed here
- ○ Thayer School of Engineering
- ○ Tuck School of Business

58. **Undergraduate Students only:** What is your major (if modified choose the primary department/program, excluding minors)? **(Mark all that apply)**
- ❑ Undeclared Major
- ❑ Arts & Humanities
    - ❑ Ancient History
    - ❑ Art History
    - ❑ Asian and Middle Eastern Languages and Literatures (Arabic, Chinese, Hebrew, Japanese)
    - ❑ Classical Archaeology
    - ❑ Classical Languages and Literatures
    - ❑ Classical Studies
    - ❑ Comparative Literature
    - ❑ English
    - ❑ Film and Media Studies
    - ❑ French
    - ❑ French Studies
    - ❑ German Studies
    - ❑ Hispanic Studies
    - ❑ Italian
    - ❑ Italian Studies
    - ❑ Music
    - ❑ Philosophy
    - ❑ Religion
    - ❑ Romance Languages
    - ❑ Romance Studies
    - ❑ Russian
    - ❑ Russian Area Studies
    - ❑ Spanish and Portuguese
    - ❑ Studio Art
    - ❑ Theater
- ❑ Sciences
    - ❑ Astronomy
    - ❑ Biological Chemistry
    - ❑ Biological Sciences
    - ❑ Biology
    - ❑ Biophysical Chemistry
    - ❑ Chemistry
    - ❑ Cognitive Science
    - ❑ Computer Science
    - ❑ Earth Sciences
    - ❑ Mathematics
    - ❑ Physics

- ❑ Social Sciences
  - ❑ Anthropology
  - ❑ Economics
  - ❑ Geography
  - ❑ Government
  - ❑ History
  - ❑ Neuroscience
  - ❑ Psychology
  - ❑ Sociology
- ❑ Interdisciplinary Programs
  - ❑ African and African American Studies
  - ❑ Asian and Middle Eastern Studies
  - ❑ Environmental Studies
  - ❑ Latin American, Latino, and Caribbean Studies
  - ❑ Linguistics
  - ❑ Mathematics and Social Sciences
  - ❑ Native American Studies
  - ❑ Women's and Gender Studies
- ❑ Senior Fellow
- ❑ Thayer School of Engineering
  - ❑ Biomedical Engineering Sciences
  - ❑ Engineering Physics
  - ❑ Engineering Sciences

59. **Graduate/Professional Students only:** What is your academic division? (Mark all that apply)
    - ❍ Geisel School of Medicine (including MPH in TDI)
    - ❍ Graduate Arts & Sciences (including PhD/MS programs in TDI, PEMM, and MCB)
    - ❍ Thayer School of Engineering
    - ❍ Tuck School of Business

60. Do you have a condition/disability that influences your learning, working or living activities?
    - ❍ No **[Skip to Question 62]**
    - ❍ Yes

61. Which, if any, of the conditions listed below impact your learning, working or living activities? **(Mark all that apply)**
    - ❑ Acquired/Traumatic Brain Injury
    - ❑ Asperger's/Autism Spectrum
    - ❑ Attention Deficit Disorder (including Hyperactivity Disorder)
    - ❑ Chronic Health or Medical Condition (e.g., Lupus, Cancer, Multiple Sclerosis, Fibromyalgia)
    - ❑ Learning Disability (e.g., Dyslexia, Dyscalculia, Disorder of Written Expression)
    - ❑ Manual Dexterity Impairment
    - ❑ Mental Health/Psychological Condition
    - ❑ Physical/Mobility condition that affects walking
    - ❑ Physical/Mobility condition that does not affect walking
    - ❑ Speech/Communication Condition
    - ❑ Visually Impaired or Blind
    - ❑ Hearing impaired or Deaf
    - ❑ A disability/condition not listed here (please specify): _____

62. What is the language(s) spoken in your home?
    - ❍ English only
    - ❍ A language other than English (please specify) _____
    - ❍ English and other language(s) (please specify) _____

63. What is your religious or spiritual identity? **(Mark all that apply)**
    - ❑ Agnostic
    - ❑ Atheist
    - ❑ Baha'i
    - ❑ Buddhist

- ❑ Christian
  - ❑ African Methodist Episcopal
  - ❑ African Methodist Episcopal Zion
  - ❑ Assembly of God
  - ❑ Baptist
  - ❑ Catholic/Roman Catholic
  - ❑ Church of Christ
  - ❑ Church of God in Christ
  - ❑ Christian Orthodox
  - ❑ Christian Methodist Episcopal
  - ❑ Christian Reformed Church (CRC)
  - ❑ Episcopalian
  - ❑ Evangelical
  - ❑ Greek Orthodox
  - ❑ Lutheran
  - ❑ Mennonite
  - ❑ Moravian
  - ❑ Nondenominational Christian
  - ❑ Pentecostal
  - ❑ Presbyterian
  - ❑ Protestant
  - ❑ Protestant Reformed Church (PR)
  - ❑ Quaker
  - ❑ Reformed Church of America (RCA)
  - ❑ Russian Orthodox
  - ❑ Seventh Day Adventist
  - ❑ The Church of Jesus Christ of Latter-day Saints
  - ❑ United Methodist
  - ❑ Unitarian Universalist
  - ❑ United Church of Christ
- ❑ A Christian affiliation not listed above (please specify) _____
- ❑ Confucianist
- ❑ Druid
- ❑ Hindu
- ❑ Jain
- ❑ Jehovah's Witness
- ❑ Jewish
  - ❑ Conservative
  - ❑ Orthodox
  - ❑ Reform
- ❑ Muslim
  - ❑ Ahmadi
  - ❑ Shi'ite
  - ❑ Sufi
  - ❑ Sunni
- ❑ Native American Traditional Practitioner or Ceremonial
- ❑ Pagan
- ❑ Rastafarian
- ❑ Scientologist
- ❑ Secular Humanist
- ❑ Shinto
- ❑ Sikh
- ❑ Taoist
- ❑ Tenrikyo
- ❑ Wiccan
- ❑ Spiritual, but no religious affiliation
- ❑ No affiliation
- ❑ A religious affiliation or spiritual identity not listed above (please specify) _____

64. **Students only:** Are you currently financially dependent (family/guardian is assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)?
   - ○ Dependent
   - ○ Independent

65. **Students only:** What is your *best estimate* of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?
   - ○ Below $30,000
   - ○ $30,000 - $49,999
   - ○ $50,000 - $69,999
   - ○ $70,000 - $99,999
   - ○ $100,000 - $149,999
   - ○ $150,000 - $199,999
   - ○ $200,000 - $249,999
   - ○ $250,000 - $499,999
   - ○ $500,000 or more

66. **Students only:** Where do you live?
   - ○ Campus housing
     - ○ Residence Hall
     - ○ Affinity House/Living, Learning Community
     - ○ Greek Letter Organization or Society House
   - ○ Non-campus housing
     - ○ College-owned housing (e.g., Sachem Village)
     - ○ Independently in an apartment/house
     - ○ Living with family member/guardian
   - ○ Transient (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)

67. **Students only:** Since having been a student at Dartmouth, have you been a member or participating in any of the following? **(Mark all that apply)**
   - ❑ I do not participate in any clubs or organizations at Dartmouth
   - ❑ Academic or Academic Competition organization
   - ❑ Athletic team
   - ❑ Club sport
   - ❑ Culture-specific organization
   - ❑ Faith or spirituality-based organization
   - ❑ Governance organization (Student Assembly, Programming Board, Graduate Student Council)
   - ❑ Greek Letter Organization, Undergraduate Society, or Senior Society
   - ❑ Health and Wellness organization
   - ❑ Performance organization
   - ❑ Political or Issue-oriented organization
   - ❑ Professional or pre-professional organization
   - ❑ Publication/media organization
   - ❑ Recreational Organization (e.g. Dartmouth Outing Club, Ledyard Canoe Club, Chess Club)
   - ❑ Service or Philanthropic organization
   - ❑ A student organization not listed above (please specify) _____

68. **Students only:** At the end of your last semester, what was your cumulative grade point average?
   - ○ 3.75 – 4.00
   - ○ 3.25 – 3.74
   - ○ 3.00 – 3.24
   - ○ 2.50 – 2.99
   - ○ 2.00 - 2.49
   - ○ Below 2.00

69. **Students only**: Have you experienced financial hardship while attending Dartmouth?
   - ○ No **[Skip to Question #71]**
   - ○ Yes

70. **Students only**: How have you experienced the financial hardship? **(Mark all that apply)**
   - ❑ Difficulty affording tuition
   - ❑ Difficulty purchasing my books/course materials
   - ❑ Difficulty participating in social events
   - ❑ Difficulty affording food
   - ❑ Difficulty affording co-curricular events or activities
   - ❑ Difficulty in affording unpaid internships/research opportunities
   - ❑ Difficulty in affording alternative spring breaks
   - ❑ Difficulty affording travel to and from Dartmouth
   - ❑ Difficulty affording commuting to campus
   - ❑ Difficulty in affording housing
   - ❑ Difficulty in affording health care
   - ❑ Difficulty in affording child care
   - ❑ Difficulty in affording other campus fees
   - ❑ Other (please specify) _____

71. **Students only:** How are you currently paying for your education at Dartmouth? **(Mark all that apply)**
   - ❑ Credit card
   - ❑ Family contribution
   - ❑ Loans
   - ❑ Need-based Dartmouth scholarship/aid
   - ❑ Non-Dartmouth Grant/Scholarship (e.g., Pell, Gates)
   - ❑ Personal contribution /job
   - ❑ Undergraduate Advisor (UGA)
   - ❑ Work Study job
   - ❑ A method of payment not listed here (please specify): _____

72. **Students only:** Are you employed either on campus or off-campus during the academic year?
   - ❑ No
   - ❑ Yes, I work **on-campus** – (Please indicate total number of hours you work)
     - ❍ 1-10 hours/week
     - ❍ 11-20 hours/week
     - ❍ 21-30 hours/week
     - ❍ 31-40 hours/week
     - ❍ More than 40 hours/week
   - ❑ Yes, I work **off-campus** – (Please indicate total number of hours you work)
     - ❍ 1-10 hours/week
     - ❍ 11-20 hours/week
     - ❍ 21-30 hours/week
     - ❍ 31-40 hours/week
     - ❍ More than 40 hours/week

73. How many minutes do you commute to Dartmouth one-way?
   - ❍ 10 or less
   - ❍ 11-20
   - ❍ 21-30
   - ❍ 31-40
   - ❍ 41-50
   - ❍ 51-60
   - ❍ 61 and over

Part 4: Perceptions of Campus Climate

74. **Within the past year, have you OBSERVED** any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at Dartmouth?
    - ○ No **[Skip to Question 83]**
    - ○ Yes

75. Who/what was the <u>**target**</u> of the conduct? **(Mark all that apply.)**
    - ❑ Academic Advisor
    - ❑ Alumnus/a
    - ❑ Athletic coach/trainer
    - ❑ Dartmouth media (e.g., posters, brochures, flyers, handouts, web sites)
    - ❑ Dartmouth Safety and Security Officer
    - ❑ Co-worker/colleague
    - ❑ Department/Program Chair
    - ❑ Direct Report (e.g., person who reports to me)
    - ❑ Donor
    - ❑ Faculty member/Other Instructional Staff
    - ❑ Friend
    - ❑ Off campus community member
    - ❑ Patient
    - ❑ Senior administrator (e.g., dean, vice president, provost)
    - ❑ On-line site (e.g., Facebook, Twitter, Yik-Yak, Bored@Baker)
    - ❑ Staff member
    - ❑ Stranger
    - ❑ Student
    - ❑ Student staff (e.g., UGA)
    - ❑ Student advisors (e.g., SAPA, MAV)
    - ❑ Student Organization (please specify) _____
    - ❑ Supervisor or manager
    - ❑ Student Teaching Assistant/Student Lab Assistant/Student Tutor
    - ❑ A source not listed above (please specify) _____

76. Who/what was the **source** of the conduct? **(Mark all that apply.)**
- ❑ Academic advisor
- ❑ Alumnus/a
- ❑ Athletic coach/trainer
- ❑ Dartmouth media (e.g., posters, brochures, flyers, handouts, websites)
- ❑ Dartmouth Safety and Security Officer
- ❑ Co-worker/colleague
- ❑ Department/Program Chair
- ❑ Direct Report (e.g., person who reports to me)
- ❑ Donor
- ❑ Faculty Member/Other Instructional Staff
- ❑ Friend
- ❑ Off campus community member
- ❑ Patient
- ❑ Senior administrator (e.g., dean, vice president, provost)
- ❑ On-line site (e.g., Facebook, Twitter, Yik-Yak, Bored@Baker)
- ❑ Staff member
- ❑ Stranger
- ❑ Student
- ❑ Student staff (e.g., UGA)
- ❑ Student advisors (e.g., SAPA, MAV)
- ❑ Student Organization (please specify) _____
- ❑ Supervisor or manager
- ❑ Student Teaching Assistant/Student Lab Assistant/Student Tutor
- ❑ Don't know source
- ❑ A source not listed above (please specify) _____

77. Which of the target's characteristics do you believe was/were the basis for the conduct? **(Mark all that apply.)**
- ❑ Academic Performance
- ❑ Age
- ❑ Educational credentials (e.g., B.S., M.S., Ph.D.)
- ❑ English language proficiency/accent
- ❑ Ethnicity
- ❑ Gender/gender identity
- ❑ Gender expression
- ❑ Immigrant/citizen status
- ❑ International status/national origin
- ❑ Learning disability/condition
- ❑ Length of service at Dartmouth
- ❑ Major field of study
- ❑ Marital status (e.g., single, married, partnered)
- ❑ Mental Health/Psychological disability/condition
- ❑ Medical disability/condition
- ❑ Military/veteran status
- ❑ Parental status (e.g., having children)
- ❑ Participation in an organization/team (please specify) _____
- ❑ Physical characteristics
- ❑ Physical disability/condition
- ❑ Philosophical views
- ❑ Political views
- ❑ Position (staff, faculty, student)
- ❑ Pregnancy
- ❑ Racial identity
- ❑ Religious/spiritual views
- ❑ Sexual identity
- ❑ Socioeconomic status
- ❑ Don't know
- ❑ A reason not listed above (please specify) _____

78. Which of the following did you observe because of the target's identity? **(Mark all that apply.)**
- ❑ Assumption that someone was admitted/hired/promoted based on his/her identity
- ❑ Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity
- ❑ Derogatory verbal remarks
- ❑ Derogatory phone calls/text messages/e-mail
- ❑ Derogatory/unsolicited messages on-line (e.g., Facebook, Twitter, Yik-Yak, Bored@Baker)
- ❑ Derogatory written comments
- ❑ Derogatory phone calls
- ❑ Graffiti/vandalism
- ❑ Person intimidated/bullied
- ❑ Person ignored or excluded
- ❑ Person isolated or left out
- ❑ Person experiences a hostile classroom environment
- ❑ Person experienced a hostile work environment
- ❑ Person was the target of workplace incivility
- ❑ Person being stared at
- ❑ Racial/ethnic profiling
- ❑ Person received a low or unfair performance evaluation
- ❑ Person received a poor grade
- ❑ Person was unfairly evaluated in the promotion and tenure process
- ❑ Person was stalked
- ❑ Physical violence
- ❑ Singled out as the spokesperson for their identity group
- ❑ Threats of physical violence
- ❑ Something not listed above (please specify) _____

79. Where did this conduct occur? **(Mark all that apply.)**
- ❑ At a Dartmouth event/program
- ❑ In a class/lab
- ❑ In a faculty office
- ❑ In a religious center
- ❑ In a Greek house (including undergraduate societies)
- ❑ In a senior society house
- ❑ In a meeting with one other person
- ❑ In a meeting with a group of people
- ❑ In a Dartmouth administrative office
- ❑ In a Dartmouth dining facility
- ❑ In a Dartmouth library
- ❑ In one of Dartmouth's clinical affiliates (e.g., DHMC or the VA Medical Center)
- ❑ In an experiential learning environment (e.g., community-based learning, retreat, externship, internship)
- ❑ In athletic facilities
- ❑ In other public spaces at Dartmouth
- ❑ In campus housing
- ❑ In the Counseling Center (CHD)
- ❑ In off-campus housing
- ❑ In the Health Center (Dick's House)
- ❑ Off campus (including foreign studies programs)
- ❑ On a campus shuttle
- ❑ On phone calls/text messages/e-mail
- ❑ On social networking sites (Facebook/Twitter/ Yik-Yak/ Bored@Baker)
- ❑ While walking on campus
- ❑ While working at a Dartmouth job
- ❑ A venue not listed above (please specify) _____

80. What was your response to observing this conduct? (**Mark all that apply.**)
- ❏ I didn't do anything
- ❏ I avoided the person/venue
- ❏ I contacted a local law enforcement official
- ❏ I confronted the person(s) at the time
- ❏ I confronted the person(s) later
- ❏ I didn't know who to go to
- ❏ I sought information online
- ❏ I sought support from off-campus hot-line/advocacy services
- ❏ I contacted a Dartmouth resource
  - ❏ Faculty member
  - ❏ Senior administrator (e.g., dean of the faculty, vice president, provost)
  - ❏ Dartmouth Safety and Security
  - ❏ Counseling
  - ❏ Employee Assistance Program
  - ❏ Title IX Coordinator/Clery Act Compliance Officer
  - ❏ Office of Institutional Diversity and Equity
  - ❏ Ombudsperson
  - ❏ Office of Human Resources
  - ❏ Sexual Assault Awareness Program (SAAP)
  - ❏ Student teaching assistant (e.g., tutor, graduate teaching assistant)
  - ❏ Student staff (e.g., UGAs, student coordinator, building managers, Collis event staff)
  - ❏ Staff person (e.g., Undergraduate Dean, a Graduate or Professional School Dean of Student Affairs, Residential Life staff, OPAL)
- ❏ I told a family member
- ❏ I told a friend
- ❏ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
- ❏ I submitted a bias incident report or a report through the Ethics and Compliance Hotline
- ❏ A response not listed above (please specify) _____

81. Did you report the conduct?
- ❍ No, I didn't report it
- ❍ Yes, I reported it
  - ❍ Yes, I reported the incident and was satisfied with the outcome
  - ❍ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
  - ❍ Yes, I reported the incident, but felt that it was not responded to appropriately

82. We are interested in hearing more about your experiences. If you wish to elaborate on your observations of conduct directed toward a person or group of people on campus that you believe created an exclusionary, intimidating, offensive, and/or hostile working or learning environment, please do so here.

83. **Faculty/Staff only:** Have you observed **hiring** practices at Dartmouth (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust or that would inhibit diversifying the community?
    - ○ No **[Skip to Question 86]**
    - ○ Yes

84. **Faculty/Staff only:** I believe that the unjust **hiring** practices were based upon…**(Mark all that apply).**
    - ❑ Age
    - ❑ Educational credentials (e.g., B.S., M.S., Ph.D.)
    - ❑ English language proficiency/accent
    - ❑ Ethnicity
    - ❑ Gender/gender identity
    - ❑ Gender expression
    - ❑ Immigrant/citizen status
    - ❑ International status
    - ❑ Learning disability/condition
    - ❑ Length of service at Dartmouth
    - ❑ Major field of study
    - ❑ Marital status (e.g., single, married, partnered)
    - ❑ Mental Health/Psychological disability/condition
    - ❑ Medical disability/condition
    - ❑ Military/veteran status
    - ❑ Nepotism/cronyism
    - ❑ Parental status (e.g., having children)
    - ❑ Participation in an organization/team (please specify) _____
    - ❑ Physical characteristics
    - ❑ Physical disability/condition
    - ❑ Philosophical views
    - ❑ Political views
    - ❑ Position (staff, faculty, student)
    - ❑ Pregnancy
    - ❑ Racial identity
    - ❑ Religious/spiritual views
    - ❑ Sexual identity
    - ❑ Socioeconomic status
    - ❑ Don't know
    - ❑ A reason not listed above (please specify) _____

85. **Faculty/Staff only:** We are interested in hearing more about your experiences. If you wish to elaborate on your observations of unjust hiring practices, please do so here.

86. **Faculty/ Staff only:** Have you observed **employment-related discipline or action, up to and including dismissal,** at Dartmouth that you perceive to be unjust or would inhibit diversifying the community?
    - ○ No **[Skip to Question 89]**
    - ○ Yes

87. **Faculty/Staff only:** I believe that the unjust **employment-related disciplinary actions** were based upon…**(Mark all that apply.)**
    - ❑ Age
    - ❑ Educational credentials (e.g., B.S., M.S., Ph.D.)
    - ❑ English language proficiency/accent
    - ❑ Ethnicity
    - ❑ Gender/gender identity
    - ❑ Gender expression
    - ❑ Immigrant/citizen status
    - ❑ International status
    - ❑ Job duties
    - ❑ Learning disability/condition
    - ❑ Length of service at Dartmouth
    - ❑ Major field of study
    - ❑ Marital status (e.g., single, married, partnered)
    - ❑ Mental Health/Psychological disability/condition
    - ❑ Medical disability/condition
    - ❑ Military/veteran status
    - ❑ Parental status (e.g., having children)
    - ❑ Participation in an organization/team (please specify) _____
    - ❑ Physical characteristics
    - ❑ Physical disability/condition
    - ❑ Philosophical views
    - ❑ Political views
    - ❑ Position (staff, faculty, student)
    - ❑ Pregnancy
    - ❑ Racial identity
    - ❑ Religious/spiritual views
    - ❑ Sexual identity
    - ❑ Socioeconomic status
    - ❑ Don't know
    - ❑ A reason not listed above (please specify) _____

88. **Faculty/Staff only:** We are interested in hearing more about your experiences. If you wish to elaborate on your observations of employment-related discipline or action, up to and including dismissal practices, please do so here.

89. **Faculty/Staff only:** Have you observed **promotion/tenure/reappointment/reclassification** practices at Dartmouth that you perceive to be unjust?
    - ❍ No **[Skip to Question 92]**
    - ❍ Yes

90. **Faculty/Staff only:** I believe the unjust behavior, procedures, or employment practices related to **promotion/tenure/reappointment/reclassification** were based upon… **(Mark all that apply.)**
    - ❑ Age
    - ❑ Educational credentials (e.g., B.S., M.S., Ph.D.)
    - ❑ English language proficiency/accent
    - ❑ Ethnicity
    - ❑ Gender/gender identity
    - ❑ Gender expression
    - ❑ Immigrant/citizen status
    - ❑ International status
    - ❑ Learning disability/condition
    - ❑ Length of service at Dartmouth
    - ❑ Major field of study
    - ❑ Marital status (e.g., single, married, partnered)
    - ❑ Mental Health/Psychological disability/condition
    - ❑ Medical disability/condition
    - ❑ Military/veteran status
    - ❑ Nepotism/cronyism
    - ❑ Parental status (e.g., having children)
    - ❑ Participation in an organization/team (please specify) _____
    - ❑ Physical characteristics
    - ❑ Physical disability/condition
    - ❑ Philosophical views
    - ❑ Political views
    - ❑ Position (staff, faculty, student)
    - ❑ Pregnancy
    - ❑ Racial identity
    - ❑ Religious/spiritual views
    - ❑ Sexual identity
    - ❑ Socioeconomic status
    - ❑ Don't know
    - ❑ A reason not listed above (please specify) _____

91. **Faculty/Staff only:** We are interested in hearing more about your experiences. If you wish to elaborate on your observations of unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification, please do so here.

92. Using a scale of 1–5, please rate the overall campus climate at Dartmouth on the following dimensions:
(Note: As an example, for the first item, "friendly—hostile," 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)

	1	2	3	4	5	
Friendly	❍	❍	❍	❍	❍	Hostile
Improving/Regressing	❍	❍	❍	❍	❍	Regressing
Positive for persons with disabilities	❍	❍	❍	❍	❍	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, bisexual, or transgender	❍	❍	❍	❍	❍	Negative for people who identify as lesbian, gay, bisexual, or transgender
Positive for people of spiritual/religious backgrounds	❍	❍	❍	❍	❍	Negative for people of spiritual/religious backgrounds
Positive for People of Color	❍	❍	❍	❍	❍	Negative for People of Color
Positive for men	❍	❍	❍	❍	❍	Negative for men
Positive for women	❍	❍	❍	❍	❍	Negative for women
Positive for non-native English speakers	❍	❍	❍	❍	❍	Negative for non-native English speakers
Positive for people who are not U.S. citizens	❍	❍	❍	❍	❍	Negative for people who are not U.S. citizens
Welcoming	❍	❍	❍	❍	❍	Not welcoming
Respectful	❍	❍	❍	❍	❍	Disrespectful
Positive for people of high socioeconomic status	❍	❍	❍	❍	❍	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	❍	❍	❍	❍	❍	Negative for people of low socioeconomic status
Positive for people of political affiliations	❍	❍	❍	❍	❍	Negative for people of political affiliations
Positive for people in active military status/veterans status	❍	❍	❍	❍	❍	Negative for people in active military status/veterans status

93. Using a scale of 1–5, please rate the overall campus climate on the following dimensions:
(Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)

	1	2	3	4	5	
Not racist	❍	❍	❍	❍	❍	Racist
Not sexist	❍	❍	❍	❍	❍	Sexist
Not homophobic	❍	❍	❍	❍	❍	Homophobic
Not biphobic	❍	❍	❍	❍	❍	Biphobic
Not transphobic	❍	❍	❍	❍	❍	Transphobic
Not ageist	❍	❍	❍	❍	❍	Ageist
Not classist (socioeconomic status)	❍	❍	❍	❍	❍	Classist (socioeconomic status)
Not classist (position: faculty, staff, student)	❍	❍	❍	❍	❍	Classist (position: faculty, staff, student)
Disability friendly (not ableist)	❍	❍	❍	❍	❍	Not disability friendly (ableist)
Not xenophobic	❍	❍	❍	❍	❍	Xenophobic
Not ethnocentric	❍	❍	❍	❍	❍	Ethnocentric

94. **Students only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by Dartmouth faculty.	❍	❍	❍	❍	❍
I feel valued by Dartmouth staff.	❍	❍	❍	❍	❍
I feel valued by Dartmouth senior administrators (e.g., dean, vice president, provost).	❍	❍	❍	❍	❍
I feel valued by faculty in the classroom.	❍	❍	❍	❍	❍
I feel valued by other students in the classroom.	❍	❍	❍	❍	❍
I think that faculty pre-judges my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I believe that the campus climate encourages free and open discussion of difficult topics.	❍	❍	❍	❍	❍
I have faculty whom I perceive as role models.	❍	❍	❍	❍	❍
I have staff whom I perceive as role models.	❍	❍	❍	❍	❍

95. **All Faculty and employees with a non-tenure track appointment at Dartmouth (e.g., Lecturer, Adjunct, Research Scientist, Engineer) only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by faculty in my department/program.	❍	❍	❍	❍	❍
I feel valued by my department/program chair.	❍	❍	❍	❍	❍
I feel valued by other faculty at Dartmouth.	❍	❍	❍	❍	❍
I feel valued by students in the classroom.	❍	❍	❍	❍	❍
I feel valued by Dartmouth senior administrators (e.g., dean, vice president, provost).	❍	❍	❍	❍	❍
I think that faculty in my department/program pre-judge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I think that my department/ program chair pre-judges my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I believe that Dartmouth encourages free and open discussion of difficult topics.	❍	❍	❍	❍	❍
I feel that my research/scholarship is valued.	❍	❍	❍	❍	❍
I feel that my teaching is valued.	❍	❍	❍	❍	❍
I feel that my service contributions are valued.	❍	❍	❍	❍	❍

96. **Staff only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by co-workers in my department.	❍	❍	❍	❍	❍
I feel valued by my supervisor/manager.	❍	❍	❍	❍	❍
I feel valued by Dartmouth students.	❍	❍	❍	❍	❍
I feel valued by Dartmouth faculty.	❍	❍	❍	❍	❍
I feel valued by Dartmouth senior administrators (e.g., dean, vice president, provost).	❍	❍	❍	❍	❍
I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I think that faculty pre-judges my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I believe that my department/program encourages free and open discussion of difficult topics.	❍	❍	❍	❍	❍
I feel that my skills are valued.	❍	❍	❍	❍	❍
I feel that my work is valued.	❍	❍	❍	❍	❍

97. **(Respondents with disabilities only)** Within the past year, have you experienced a barrier in any of the following areas at Dartmouth?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities (including stadium, Second College Grant, Skiway.)	❍	❍	❍
Changing Rooms/Locker Rooms	❍	❍	❍
Classroom buildings	❍	❍	❍
Classrooms, labs (including computer labs)	❍	❍	❍
College housing	❍	❍	❍
Dining facilities	❍	❍	❍
Doors	❍	❍	❍
Elevators/Lifts	❍	❍	❍
Emergency preparedness	❍	❍	❍
Greek organizations and societies	❍	❍	❍
Health Center	❍	❍	❍
Office furniture (e.g. Chair, desk)	❍	❍	❍
Off-site academic programs (e.g. FSPs, LSAs)	❍	❍	❍
Campus transportation/parking (including intra-campus)	❍	❍	❍
The building where I work	❍	❍	❍
Other campus buildings	❍	❍	❍
Podium	❍	❍	❍
Restrooms	❍	❍	❍
Signage	❍	❍	❍
Studios/Performing Arts Spaces	❍	❍	❍
Temporary barriers due to construction or maintenance	❍	❍	❍
Walkways, pedestrian paths, crosswalks, overhead clearance	❍	❍	❍
Technology/Online Environment			
Accessible electronic format	❍	❍	❍
Alcohol.edu	❍	❍	❍
Availability of FM listening systems	❍	❍	❍
Clickers	❍	❍	❍
Computer equipment (e.g. Screens, mouse, keyboard)	❍	❍	❍
Course management system	❍	❍	❍
Closed captioning at athletic events	❍	❍	❍
Electronic forms	❍	❍	❍

Electronic signage	❍	❍	❍
Electronic surveys (including this one)	❍	❍	❍
Kiosks	❍	❍	❍
Library database	❍	❍	❍
Phone/Phone equipment	❍	❍	❍
Software (e.g. Voice recognition)	❍	❍	❍
Video / video audio description	❍	❍	❍
Website	❍	❍	❍
Identity Accuracy			
Dartmouth College ID Card	❍	❍	❍
Electronic databases (e.g. Banner)	❍	❍	❍
Email account	❍	❍	❍
Intake forms (e.g. Health Center)	❍	❍	❍
Learning technology (e.g. Canvas)	❍	❍	❍
Public Affairs	❍	❍	❍
Surveys	❍	❍	❍
Instructional/Campus Materials			
Brochures	❍	❍	❍
Food menus	❍	❍	❍
Forms	❍	❍	❍
Events/Exhibits/Movies	❍	❍	❍
Journal articles	❍	❍	❍
Library books	❍	❍	❍
Other publications	❍	❍	❍
Syllabi	❍	❍	❍
Textbooks	❍	❍	❍
Video-closed captioning and text description	❍	❍	❍

98. We are interested in knowing more about your experiences. If you would like to elaborate on your responses regarding accessibility, please do so here.

99. **(Respondents who identify as trans* only)** Within the past year, have you experienced a barrier in any of the following areas at Dartmouth?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities (stadium, Second College Grant, Skiway)	❍	❍	❍
Changing Rooms/Locker Rooms	❍	❍	❍
College housing (including Greek houses, apartments)	❍	❍	❍
Restrooms	❍	❍	❍
Signage	❍	❍	❍
Identity Accuracy			
Dartmouth College ID Card	❍	❍	❍
Electronic databases (e.g. Banner)	❍	❍	❍
Email account	❍	❍	❍
Intake forms (e.g. Health Center)	❍	❍	❍
Learning technology (e.g. Canvas)	❍	❍	❍
Public Affairs	❍	❍	❍
Surveys	❍	❍	❍

100. We are interested in knowing more about your experiences. If you would like to elaborate on your responses, please do so here.

Part 5: Institutional Actions Relative to Climate Issues

101. **Students only:** Please indicate the extent to which you agree that your distributed requirement courses at Dartmouth include sufficient materials, perspectives and/or experiences of people based on each of the following characteristics.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Disability	❍	❍	❍	❍	❍
Ethnicity	❍	❍	❍	❍	❍
Gender/Gender identity	❍	❍	❍	❍	❍
Immigrant/Citizen status	❍	❍	❍	❍	❍
International status	❍	❍	❍	❍	❍
Military/Veteran status	❍	❍	❍	❍	❍
Philosophical views	❍	❍	❍	❍	❍
Political views	❍	❍	❍	❍	❍
Racial identity	❍	❍	❍	❍	❍
Religious/Spiritual views	❍	❍	❍	❍	❍
Sexual identity	❍	❍	❍	❍	❍
Socioeconomic status	❍	❍	❍	❍	❍

102. **Faculty only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Dartmouth.

	Initiative Available At Dartmouth			Initiative NOT Available at Dartmouth		
	Positively influences climate	**Has no influence on climate**	**Negatively influences climate**	**Would positively influence climate**	**Would have no influence on climate**	**Would negatively influence climate**
Providing flexibility for calculating the tenure clock or promotional period	❍	❍	❍	❍	❍	❍
Providing recognition and rewards for including diversity issues in courses across the curriculum	❍	❍	❍	❍	❍	❍
Providing diversity, inclusivity, equity training for faculty	❍	❍	❍	❍	❍	❍
an inclusive classroom environment	❍	❍	❍	❍	❍	❍
Providing faculty with tool-kits to create an inclusive classroom environment.	❍	❍	❍	❍	❍	❍
Providing sexual and gender based awareness training for faculty	❍	❍	❍	❍	❍	❍
Providing faculty with supervisory training	❍	❍	❍	❍	❍	❍
Providing access to counseling for people who have experienced harassment	❍	❍	❍	❍	❍	❍
Providing mentorship for new faculty	❍	❍	❍	❍	❍	❍
Providing a clear process to resolve conflicts	❍	❍	❍	❍	❍	❍
Providing a fair process to resolve conflicts	❍	❍	❍	❍	❍	❍
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	❍	❍	❍	❍	❍	❍
Providing equity and diversity training to search, promotion and tenure committees	❍	❍	❍	❍	❍	❍
Providing career span development opportunities for faculty at all ranks	❍	❍	❍	❍	❍	❍
Providing affordable childcare	❍	❍	❍	❍	❍	❍
Providing adequate childcare resources	❍	❍	❍	❍	❍	❍
Providing support/resources for spouse/partner employment	❍	❍	❍	❍	❍	❍
Providing support/resources for housing	❍	❍	❍	❍	❍	❍

103. We are interested in hearing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

104. **Staff only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Dartmouth.

	Initiative Available At Dartmouth			Initiative NOT Available at Dartmouth		
	Positively influences climate	**Has no influence on climate**	**Negatively influences climate**	**Would positively influence climate**	**Would have no influence on climate**	**Would negatively influence climate**
Providing diversity, inclusivity, and equity training for staff	○	○	○	○	○	○
Providing access to counseling for people who have experienced harassment	○	○	○	○	○	○
Providing supervisors/managers with supervisory training	○	○	○	○	○	○
Providing faculty supervisors with supervisory training	○	○	○	○	○	○
Providing mentorship for new staff	○	○	○	○	○	○
Providing a clear process to resolve conflicts	○	○	○	○	○	○
Providing a fair process to resolve conflicts	○	○	○	○	○	○
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	○	○	○	○	○	○
Providing career development opportunities for staff	○	○	○	○	○	○
Providing affordable childcare	○	○	○	○	○	○
Providing adequate childcare resources	○	○	○	○	○	○
Providing support/resources for spouse/partner employment	○	○	○	○	○	○
Providing support/resources for housing	○	○	○	○	○	○

105. We are interested in hearing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

106. **Students only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Dartmouth.

	Initiative Available At Dartmouth			Initiative NOT Available at Dartmouth		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity, inclusivity, and equity training for students	❍	❍	❍	❍	❍	❍
Providing diversity, inclusivity, and equity training for staff	❍	❍	❍	❍	❍	❍
Providing diversity, inclusivity, and equity training for faculty	❍	❍	❍	❍	❍	❍
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g. classrooms, labs)	❍	❍	❍	❍	❍	❍
Providing a person to address student complaints of bias by other students in learning environments (e.g. classrooms, labs)	❍	❍	❍	❍	❍	❍
Increasing opportunities for cross-cultural dialogue among students	❍	❍	❍	❍	❍	❍
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	❍	❍	❍	❍	❍	❍
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	❍	❍	❍	❍	❍	❍
Providing effective faculty mentorship of students	❍	❍	❍	❍	❍	❍
Providing effective academic advising	❍	❍	❍	❍	❍	❍
Providing diversity training for student staff (e.g., Collis, UGA's).	❍	❍	❍	❍	❍	❍
Providing affordable childcare	❍	❍	❍	❍	❍	❍
Providing adequate childcare resources	❍	❍	❍	❍	❍	❍
Providing support/resources for spouse/partner employment	❍	❍	❍	❍	❍	❍
Providing adequate social space outside of Greek space	❍	❍	❍	❍	❍	❍
Providing support/resources for housing	❍	❍	❍	❍	❍	❍

107. We are interested in hearing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

Part 6: Your Additional Comments

108. Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

109. Do you have any specific recommendations for improving the climate at Dartmouth?

110.This survey has asked you to reflect upon a large number of issues related to the climate and your experiences in this climate, using a multiple-choice format. If you wish to elaborate upon any of your survey responses, further describe your experiences, or offer additional thoughts about these issues and ways that Dartmouth might improve the climate, you are encouraged to do so in the space provided below.

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

To thank all members of the Dartmouth community for their participation in this survey, you have an opportunity to win a "Climate Survey Thank-You" survey award.

Submitting your contact information for a survey award is optional. ***No survey information is connected to entering your information.***

To be eligible to win a survey award, please provide your position (faculty/staff or student), full name and e-mail address. This page will be separated from your survey responses upon receipt by Rankin & Associates and will not be used with any of your responses. Providing this information is voluntary, but must be provided if you wish to be entered into the drawing. Please submit only one entry per person; duplicate entries will be discarded. A random drawing will be held for the following survey awards:

Students
ipad Air
Gift certificate to local restaurants
Lunches and gatherings with President Hanlon and Provost Dever

Staff
ipad Air
Gift certificate to local restaurants
Lunches and gatherings with President Hanlon and Provost Dever
On-campus parking

Faculty
ipad Air
Gift certificate to local restaurants
Lunches and gatherings with President Hanlon and Provost Dever
On-campus parking

****

- ❍ Faculty
- ❍ Staff
- ❍ Student

Name:　　　　＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

E-mail address: ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Awards will be reported in accordance with IRS regulations. Please consult with your tax professional if you have questions.

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Your responses will not be reported or disclosed to Dartmouth or a campus official. There are a variety of different resources to make a formal report depending on your affiliation with Dartmouth and the nature of your concern. For a list of these resources see:

http://www.dartmouth.edu/~provost/communitystudy_support.pdf