

Dartmouth College

Dartmouth College Assessment of Climate for Learning, Working, and Living

April 25, 2016



Climate In Higher Education



Assessing Campus Climate

What is it?

- Campus Climate is a construct

Definition?

- *Current attitudes, behaviors, and standards and practices of employees and students of an institution*

How is it measured?

- Personal Experiences
- Perceptions
- Institutional Efforts

Campus Climate & Students



How students experience their campus environment influences both **learning and developmental outcomes.**¹



Discriminatory environments have a **negative effect** on student learning.²



Research supports the pedagogical value of a **diverse student body** and faculty on **enhancing learning outcomes.**³

¹ Pascarella & Terenzini, 1991, 2005; Harper & Hurtado, 2009; Maramba. & Museus, 2011, Patton, 2011, Strayhorn, 2012

² Cabrera, Nora, Terenzini, Pascarella, & Hagedron, 1999; Feagin, Vera & Imani, 1996; Pascarella & Terenzini, 2005

³ Hale, 2004; Harper & Quaye, 2004; Harper, & Hurtado, 2009; Hurtado, 2003, Nelson & Niskodé-Dossett, 2010; Strayhorn, 2013

Campus Climate & Faculty/Staff



The **personal and professional development** of employees including faculty members, administrators, and staff members are impacted by campus climate.¹



Faculty members who judge their campus **climate more positively** are more likely to feel personally **supported** and perceive their work unit as more supportive.²

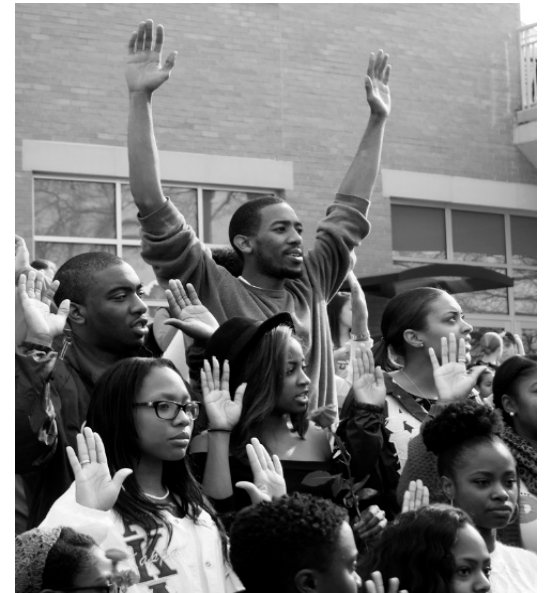


Research underscores the **relationships** between (1) workplace **discrimination** and negative job/career **attitudes** and (2) workplace encounters with **prejudice** and lower health/**well-being**.³

¹Settles, Cortina, Malley, and Stewart , 2006, Gardner, S. (2013); Jayakumar, Howard, Allen, & Han, J. 2009

²Costello, 2012; Sears, 2002; Kaminski, & Geisler, 2012; Griffin, Pérez , Holmes, & Mayo 2010

³Silverschanz, Cortina, Konik, & Magley, 2007; Waldo, 1999



Climate Matters

Student Activism in 2016





Climate Matters

Student Activism in 2016



What Are Students Demanding?



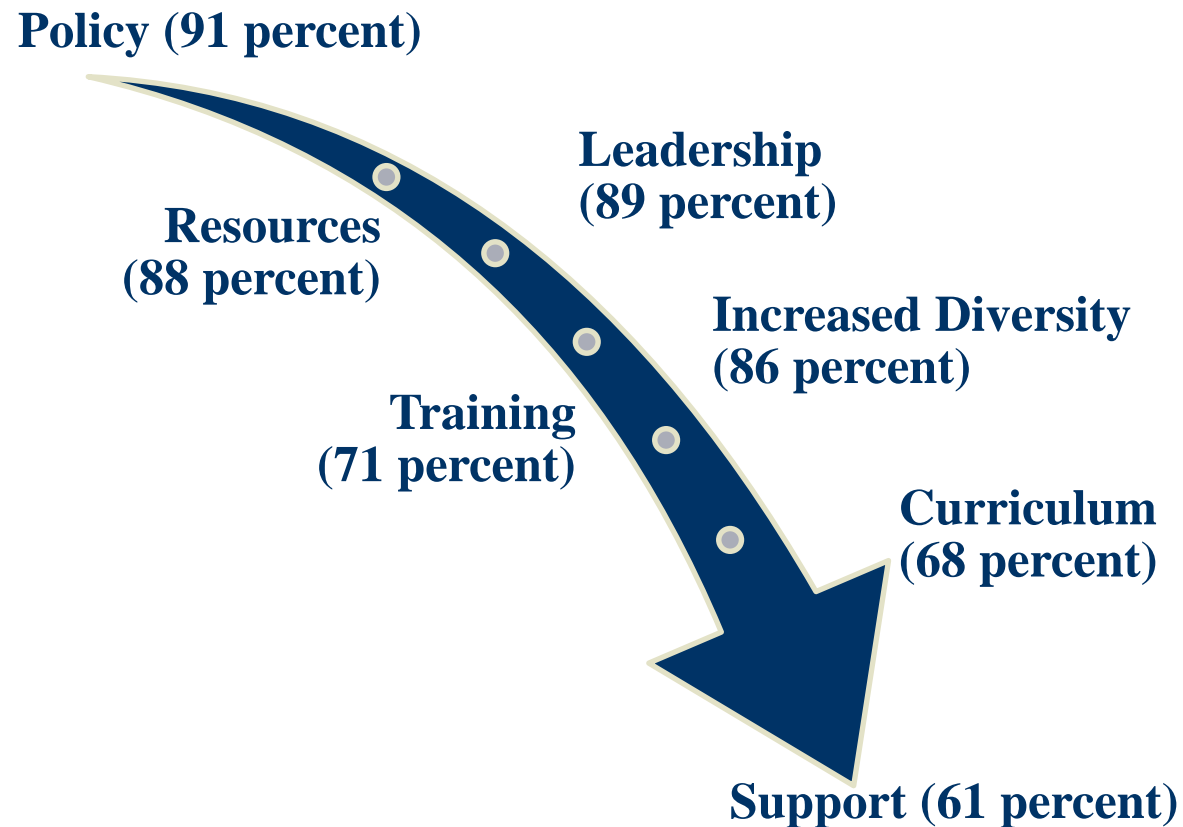
While the demands vary by institutional context, a qualitative analysis reveals similar themes across the 76 institutions and organizations (representing 73 U.S. colleges and universities, three Canadian universities, one coalition of universities and one consortium of Atlanta HBCUs.)



Chessman & Wayt explore these overarching themes in an effort to provide collective insight into what is important to today's students in the heated context of racial or other bias-related incidents on college and university campuses.

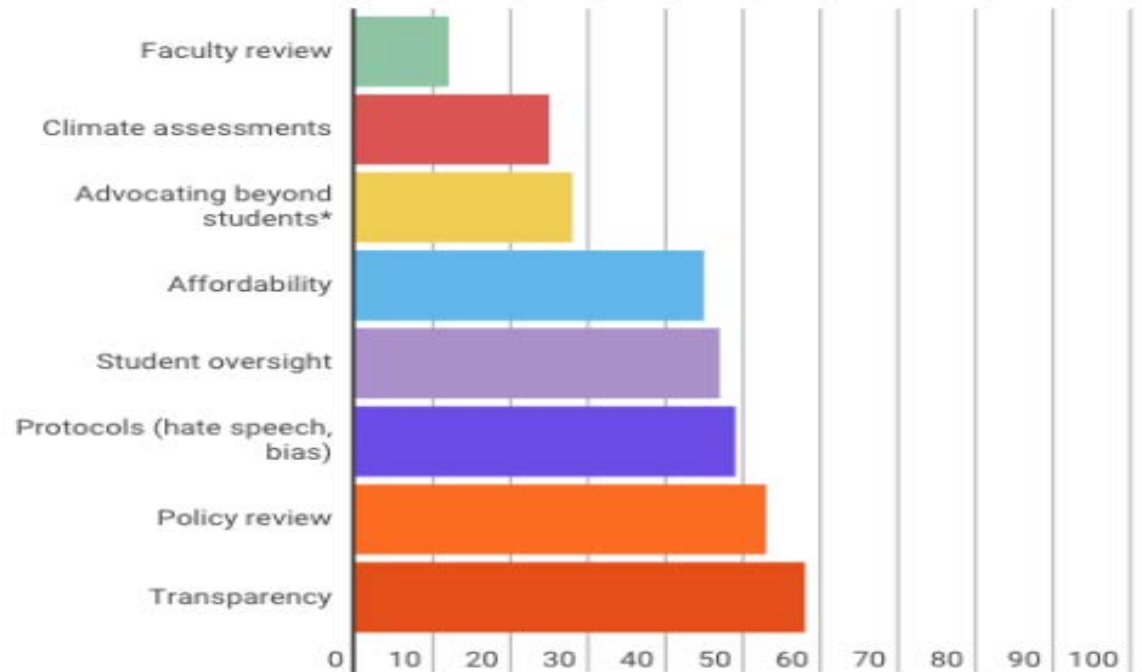


Seven Major Themes





Revising policies

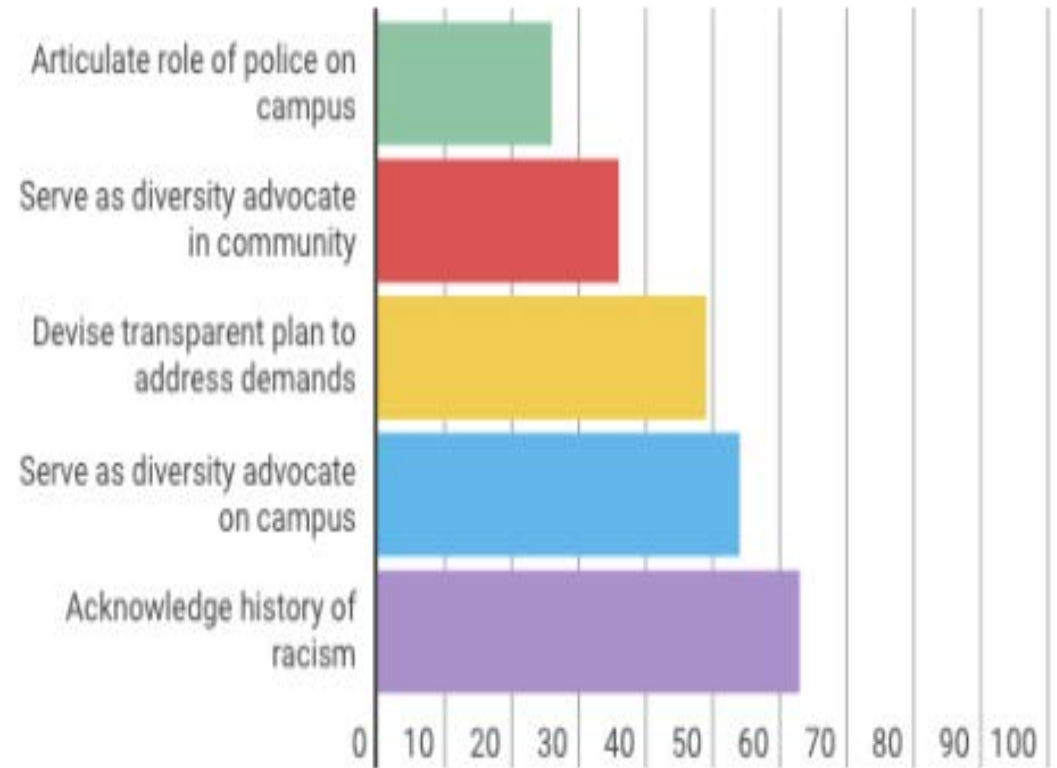


One or more appeared on 91% of lists posted on www.TheDemands.org

* Includes demands for campuses to divest from prisons and adjust human resources practices for specific campus employees (e.g., lower wage, temporary/season staff)

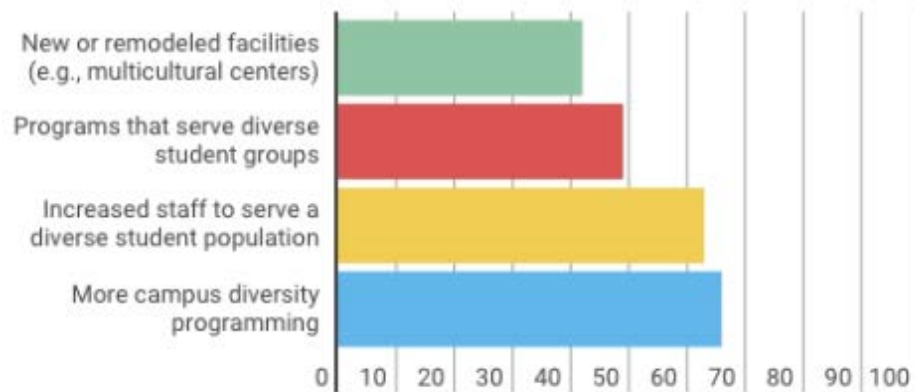


Demands for leadership

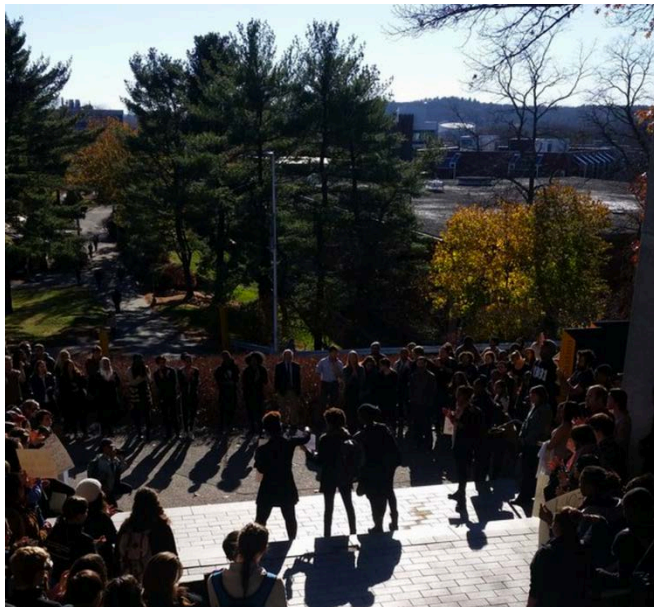


One or more appeared on 89% of lists posted on www.TheDemands.org

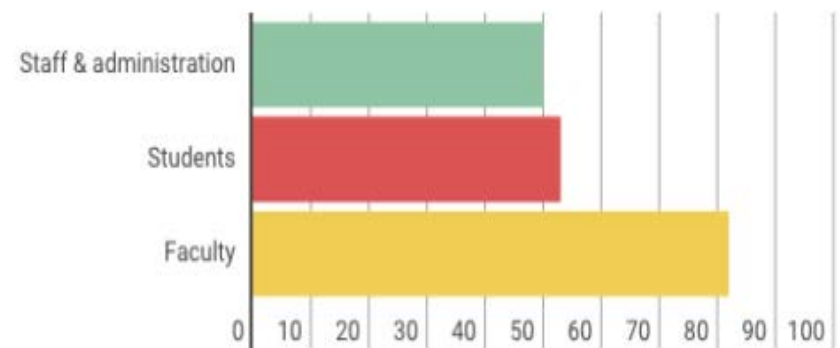
Increasing resources



One or more appeared on 88% of lists posted on www.TheDemands.org

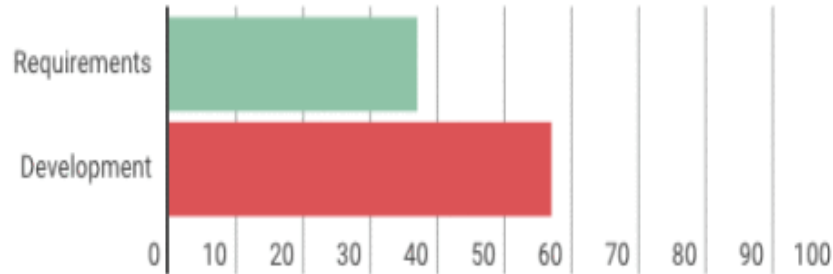


Increasing diversity



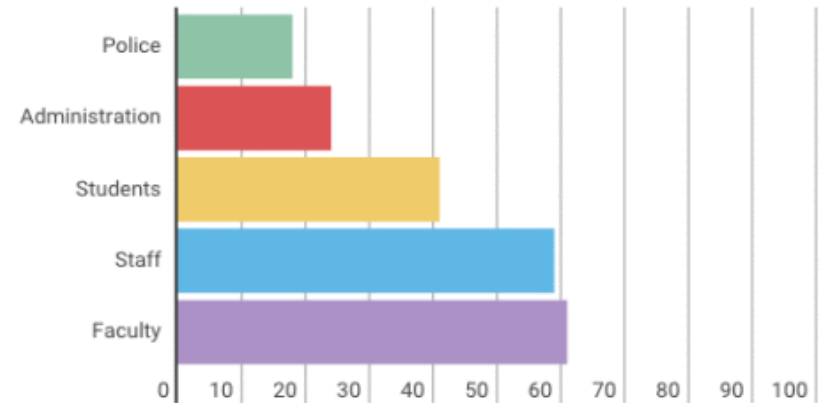
One or more appeared on 86% of lists posted on www.TheDemands.org

Revising the curriculum



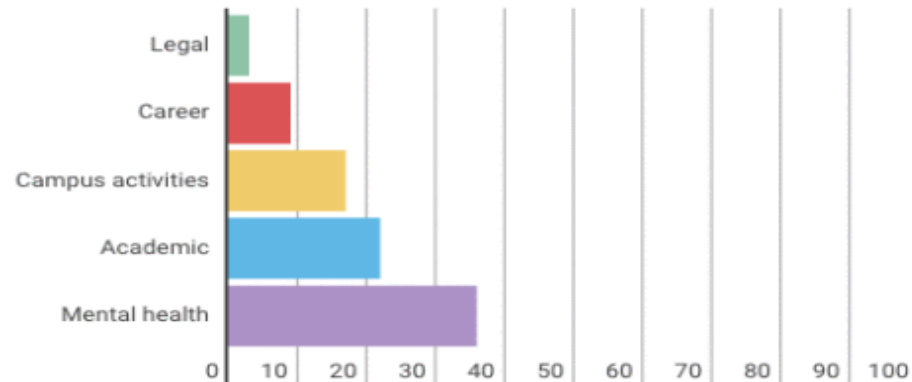
One or more appeared on 68% of lists posted on www.TheDemands.org

Diversity training



One or more appeared on 71% of lists posted on www.TheDemands.org

Increasing support services



One or more appeared on 61% of lists posted on www.TheDemands.org

Climate Issues Influencing Student Success

Retaining
“at-risk”
students

Serving
“invisible”
students

Addressing
physical sexual
misconduct

Retention Rates Undergraduate Students



59% of students who began seeking a bachelor's degree at a 4-year institution in fall 2007 completed that degree within 6 years.



The graduation rate for females (62%) was higher than the rate for males (56%).



Who are the “at-risk” students?

- ◆ **First generation**
 - First-generation students who come from families where neither parent has earned a bachelor’s degree or higher
- ◆ **Low socio-economic status**
 - Low-income - student’s family income falling at or below \$29,999
- ◆ **African-American**
- ◆ **Latino@/Hispanic/Chicano@**
- ◆ **Native American**
- ◆ **Women in STEM**
- ◆ **Queer spectrum/trans spectrum**
- ◆ **Veterans**
- ◆ **Etc....**

Source: National Reports:

http://www.pellinstitute.org/downloads/publications-Indicators_of_Higher_Education_Equity_in_the_US_45_Year_Trend_Report.pdf;

<http://nces.ed.gov/pubs2014/2014001rev.pdf>

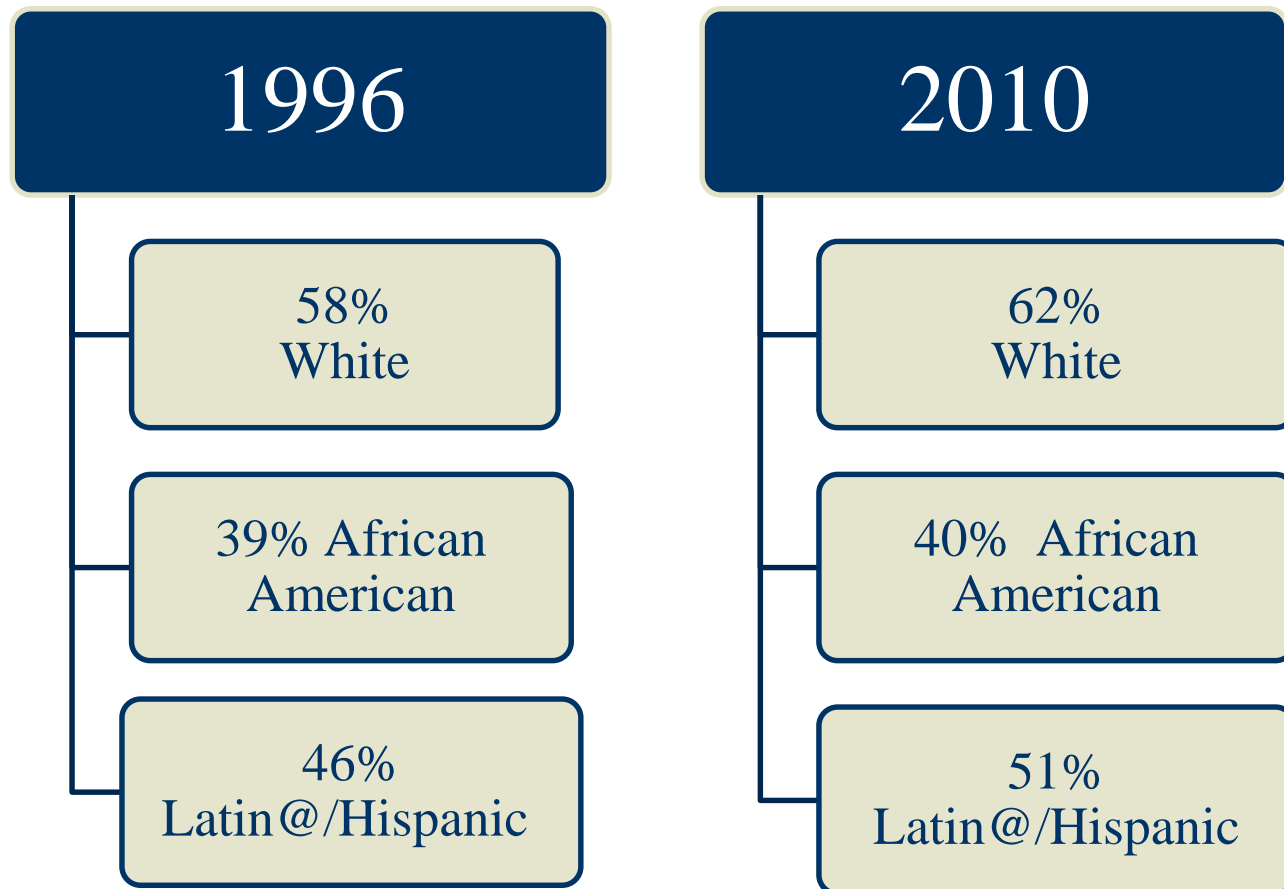
Source: Peer-Reviewed Articles:

Anderson, E., and Kim, D. 2006; Hill, Chang, M.J., Eagan, M.K., Lin, M.H., and Hurtado, S. 2011; Corbett, and Rose 2010; Griffith 2010; Huang, Taddese, and Walter 2000; Kokkelenberg and Sinha 2010

First Generation/Low Income Students Retention Rates

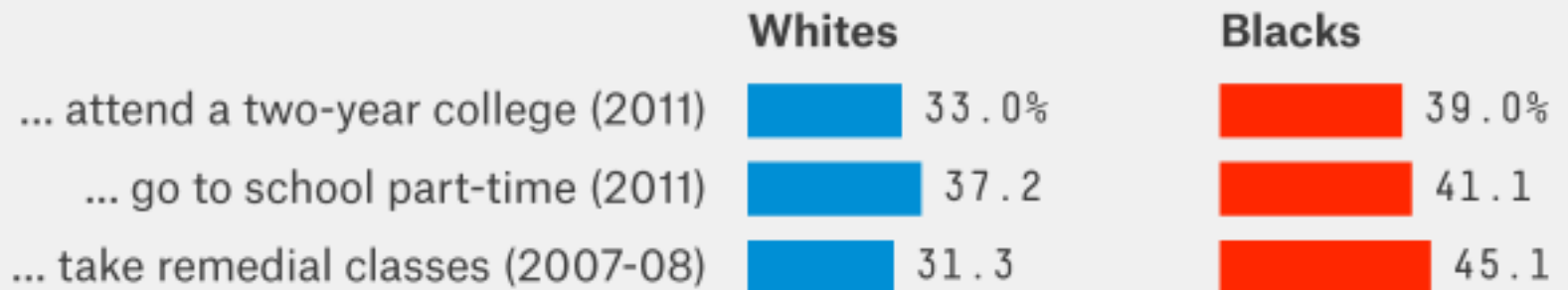
Bachelor's degree completion rates by first-generation and low-income status				
	Attained bachelor's degree	Attained associate's degree or other credentials	Still enrolled	Dropped out
Low-income, first-generation	10.9%	26.1%	16.1%	46.8%
Low-income, not first-generation	24.1%	18.8%	16.5%	40.6%
First-generation, not low-income	24.9%	21.8%	15.5%	37.9%
Not low income and not first- generation	54.0%	9.3%	13.4%	23.3%

Retention Rates by Race Degree in 6 years



African American Retention Rates

Blacks are more likely than whites to ...



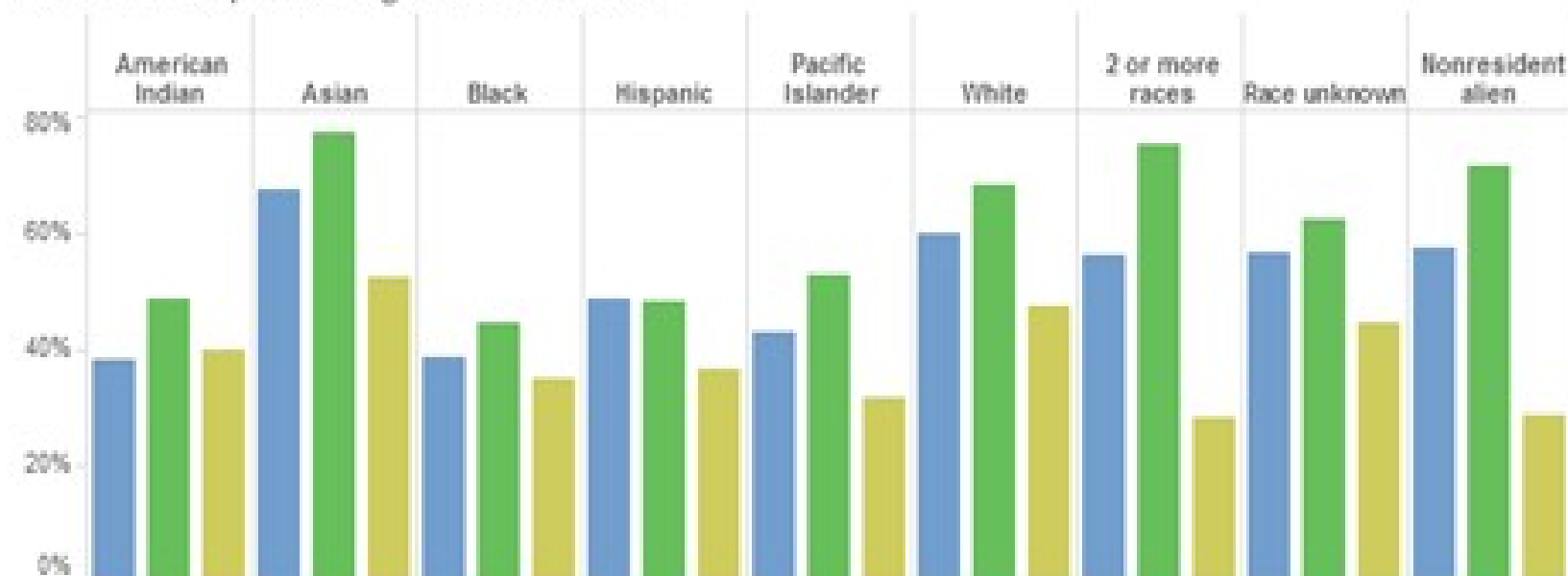
And are less likely than whites to ...



6-year Graduation Rates

6-Year Graduation Rates for Students Enrolling at 4-Year Institutions in 2004, by Type of Institution and Race

Asian students at four-year private nonprofit colleges had the highest graduation rates, while multiracial students at for-profit colleges fared the worst.

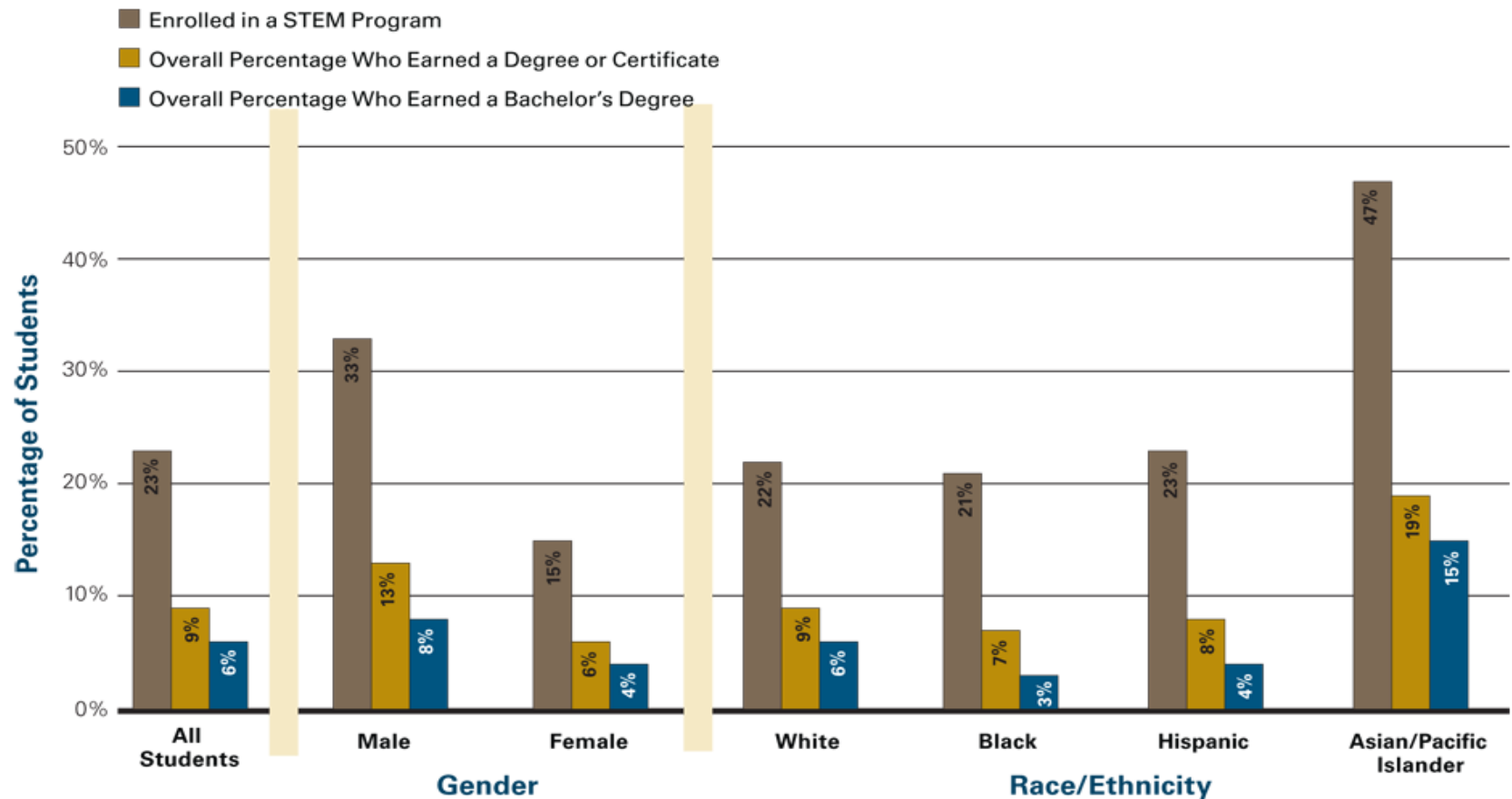


Note: Figures are for students who first enrolled in 2004 seeking a bachelor's or equivalent degree from a four-year institution. The Education Department's racial/ethnic categories are mutually exclusive.

Source: U.S. Education Department

Public Private nonprofit Private for-profit

Gender/Race in STEM Fields Retention Rates



LGBTQ Retention Rates Unknown, but do know...

2003

- Feared for their physical safety
 - LGBQ - 20%
- Concealed their identity to avoid intimidation
 - LGBQ - 51%

2010

- Feared for physical safety
 - Queer spectrum - 13%
 - Trans spectrum – 43%
- Concealed their identity to avoid intimidation
 - Queer spectrum - 43%
 - Trans spectrum - 63%

Undocumented Students Unknown, but do know...

- ◆ “It’s remarkable for undocumented students to even apply to college. I mean, we come from another country; we have to learn English; we face a lot of adversity; and we still graduate from high school and apply to college. Who would be a better candidate for a scholarship? If we get just a little help, then I think we’ll become some of the strongest students and most successful people. I don’t see us as risks; I think of us as smart investments.”

---Irving Pineda, profiled in E4FC’s film,
American Dream Seekers (2007), and now
a graduate of UC Merced (2010)

Campus Climate & Sexual Misconduct

Not Alone: The First Report of the White House Task Force to Protect Students from Sexual Assault

The report highlights that one in five women is sexually assaulted while in college

R&A climate assessments indicate that 3-5% of undergraduate women are sexually assaulted while in college

Sexual Misconduct on College Campuses



84% of the women experienced the incident during their first four semesters on campus.^{1,2}

80% of the women knew the offender (e.g., friend, acquaintance).²

¹Source: Krebs, et al., 2010

²Source: <http://www.bjs.gov/index.cfm?ty=pbdetail&iid=5176>

Sexual Misconduct on College Campuses

23.1% of women undergraduate students experienced sexual assault and sexual misconduct due to physical force, threats of physical force, or incapacitation; 10.8% experienced penetration.

Overall rates of reporting to campus officials and law enforcement or others were low, ranging from 5% to 28%

Most common reason for not reporting “not considered serious enough”. Other reasons : “embarrassed,” “ashamed”, “emotionally difficult,” “did not think anything would be done about it.”

63.3 % believe that a report of sexual assault or sexual misconduct would be taken seriously by campus officials.

Responses to Unwelcoming Campus Climates

What are students behavioral responses?

Lack of Persistence

30% of respondents
have seriously
considered leaving
their institution due to
the challenging
climate

What do students
offer as the main
reason for their
departure?

Similarly, 33% of Queer spectrum
and 38% of Trans-spectrum
respondents have seriously
considered leaving their institution
due to the challenging climate

Suicidal Ideation/Self-Harm

Experienced
Victimization

Lack of Social
Support

Feelings of
hopelessness

Suicidal Ideation
or Self-Harm

Student Activism



University Of Tennessee Condoned Football Rape Culture, Lawsuit Alleges



Six arrested by UGA police after staging a sit-in at UGA's New College to protest the Georgia Board of Regents policies regarding undocumented students

Student Activism

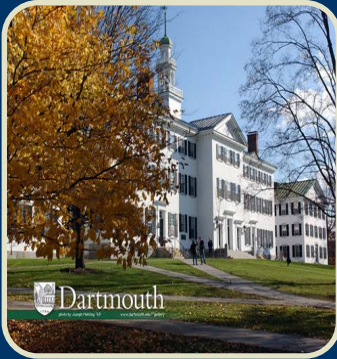


Christian students protest Title IX waivers, allege anti-LGBT discrimination

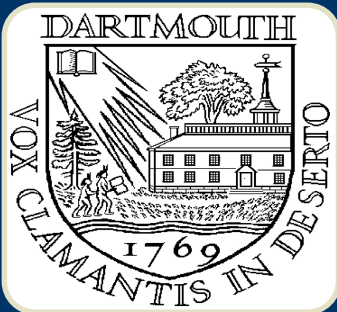


Protests over campus race relations spread to more campuses

Projected Outcomes



Dartmouth College will add to their knowledge base with regard to how constituent groups currently feel about their particular campus climate and how the community responds to them (e.g., work-life issues, curricular integration, inter-group/intra-group relations, respect issues).



Dartmouth College will use the results of the assessment to inform current/on-going work.

Setting the Context for Beginning the Work

Examine the Research

- Review work already completed

Preparation

- Readiness of each campus

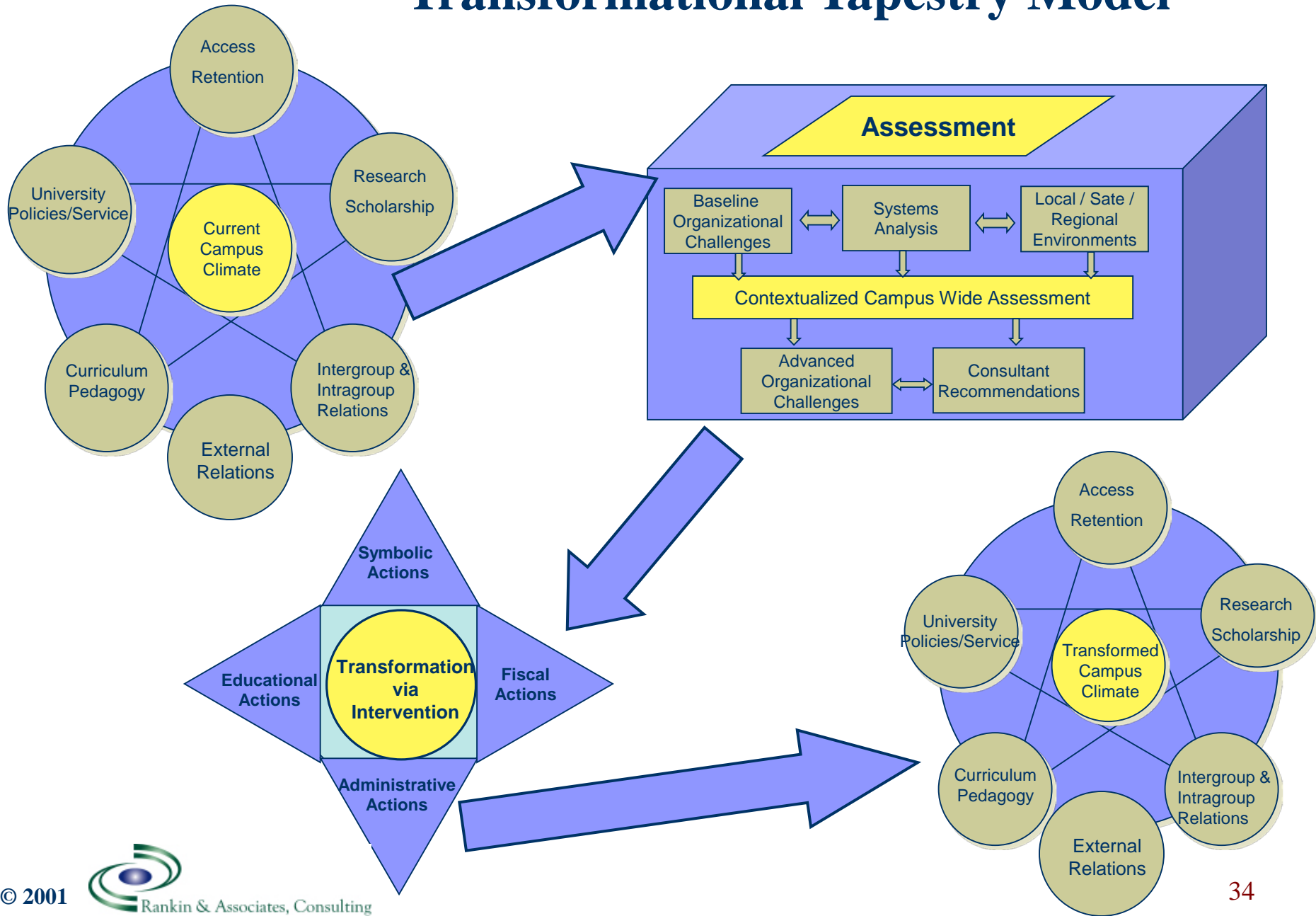
Assessment

- Examine the climate

Follow-up

- Building on the successes and addressing the challenges

Transformational Tapestry Model[©]



Project Overview

Phase I

- **Focus Groups**

Phase II

- **Assessment Tool Development and Implementation**

Phase III

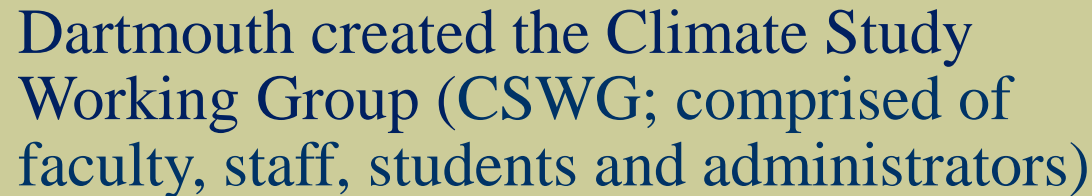
- **Data Analysis**

Phase IV

- **Final Report and Presentation**

Phase I

Winter 2015/Spring 2015



Dartmouth created the Climate Study Working Group (CSWG; comprised of faculty, staff, students and administrators)

19 focus groups were conducted by R&A (157 participants – 72 students; 77 faculty and staff; 8 graduate students/professional school/post-docs/research associates) on May 18th, 2015

Data from the focus groups informed the CSWG and R&A in constructing questions for the campus-wide survey.

Phase II

Summer/Fall 2015



```
graph TD; A[Phase II Summer/Fall 2015] --> B[Meetings with the CSWG to develop the survey instrument]; B --> C[The CSWG reviewed multiple drafts of the survey and approved the final survey instrument.]; C --> D[The final survey was distributed to the entire Dartmouth community (students, faculty, staff, and administrators) via an invitation from Provost Dever.];
```

Meetings with the CSWG to develop the survey instrument

The CSWG reviewed multiple drafts of the survey and approved the final survey instrument.

The final survey was distributed to the entire Dartmouth community (students, faculty, staff, and administrators) via an invitation from Provost Dever.

Instrument/Sample



Final instrument

- 110 questions and additional space for respondents to provide commentary (21 qualitative, 89 quantitative)
- On-line or paper & pencil options



Sample = Population

- All students, faculty, staff, and administrators of Dartmouth's community received an invitation to participate.

Survey Limitations


Self-
selection
bias

Response
rates

Social
desirability

Caution in
generalizing results
for constituent
groups with low
response rates

Method Limitation

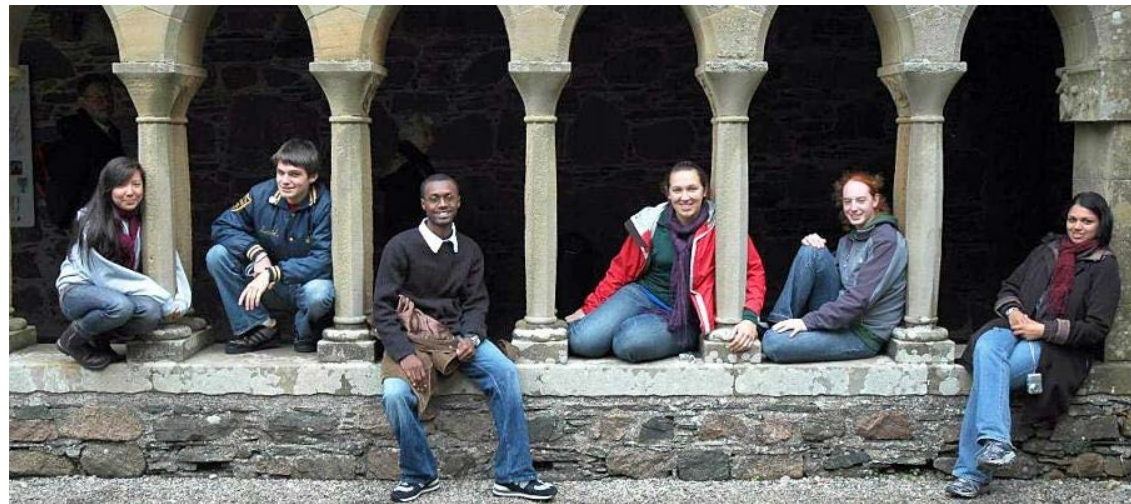


Data were not reported for
groups of fewer than 5
individuals where identity could
be compromised

Instead, small groups were
combined to eliminate possibility
of identifying individuals

Phase III Winter 2016/Spring 2016

Quantitative and qualitative
analyses conducted



Phase IV Spring 2016

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graph TD; A[Phase IV  
Spring 2016] --> B[Report draft reviewed by the  
CSWG]; B --> C[Final report submitted to Dartmouth]; C --> D[Presentation to Dartmouth campus  
community];
```

Report draft reviewed by the
CSWG

Final report submitted to Dartmouth

Presentation to Dartmouth campus
community

Results

Response Rates



Who are the respondents?



2,753 people responded to the call to
participate

26% overall response rate



Response Rates by Student Position

28%

- Post-Doc/Research Associates ($n = 25$)

18%

- Undergraduate Student ($n = 781$)

17%

- Graduate Student ($n = 336$)

Response Rates by Employee Position

37%

- Staff ($n = 1,243$)

35%

- Faculty ($n = 368$)

Response Rates by Gender Identity

29%

- Woman ($n = 1,587$)

21%

- Man ($n = 1,127$)

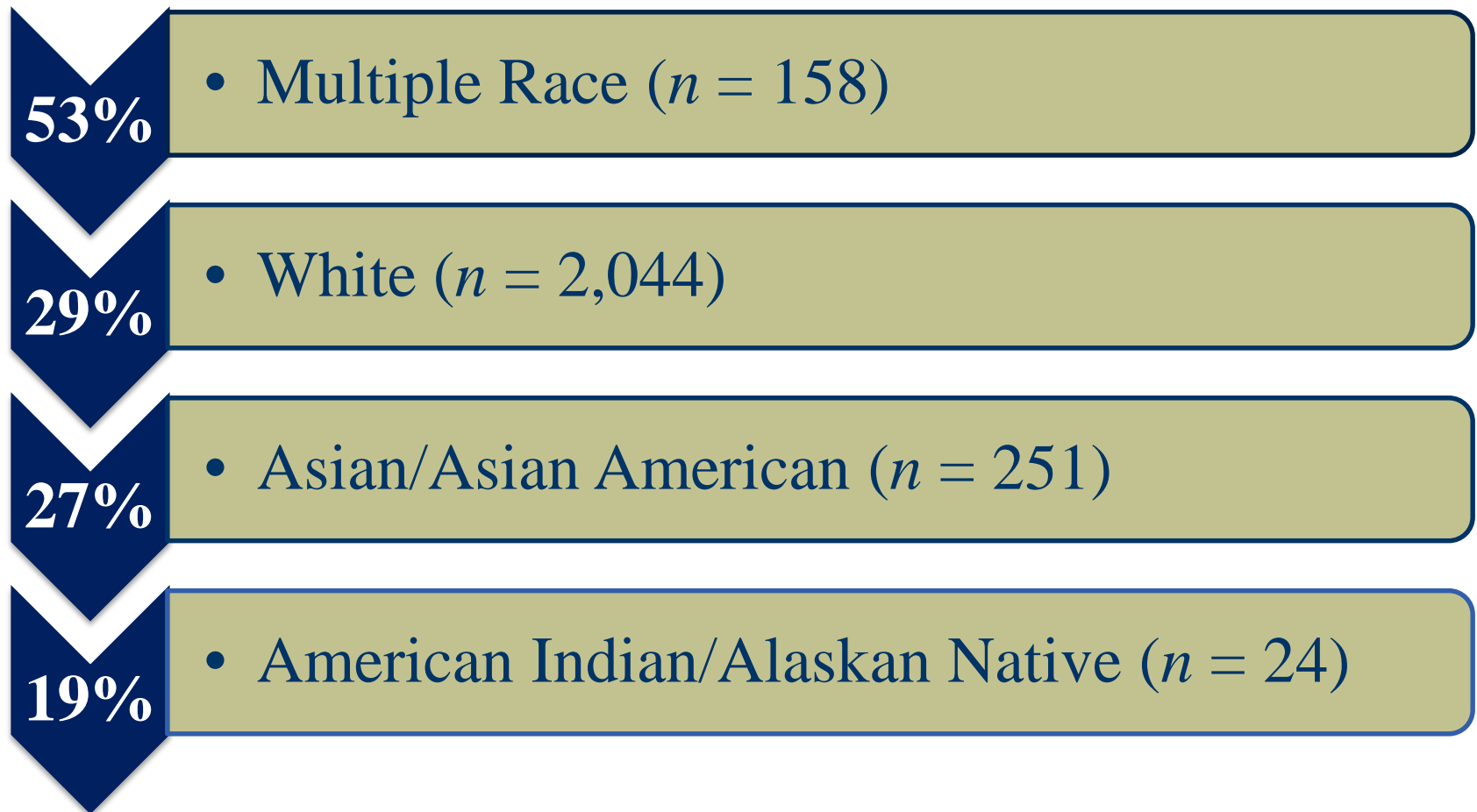
N/A

- Transgender ($n = 27$)

N/A

- Genderqueer ($n = 42$)

Response Rates by Racial Identity



Response Rates by Racial Identity

18%

- African American/Black ($n = 71$)

13%

- Hispanic/Latino(a)/Chicano(a) ($n = 63$)

N/A

- Middle Eastern ($n = 32$)

N/A

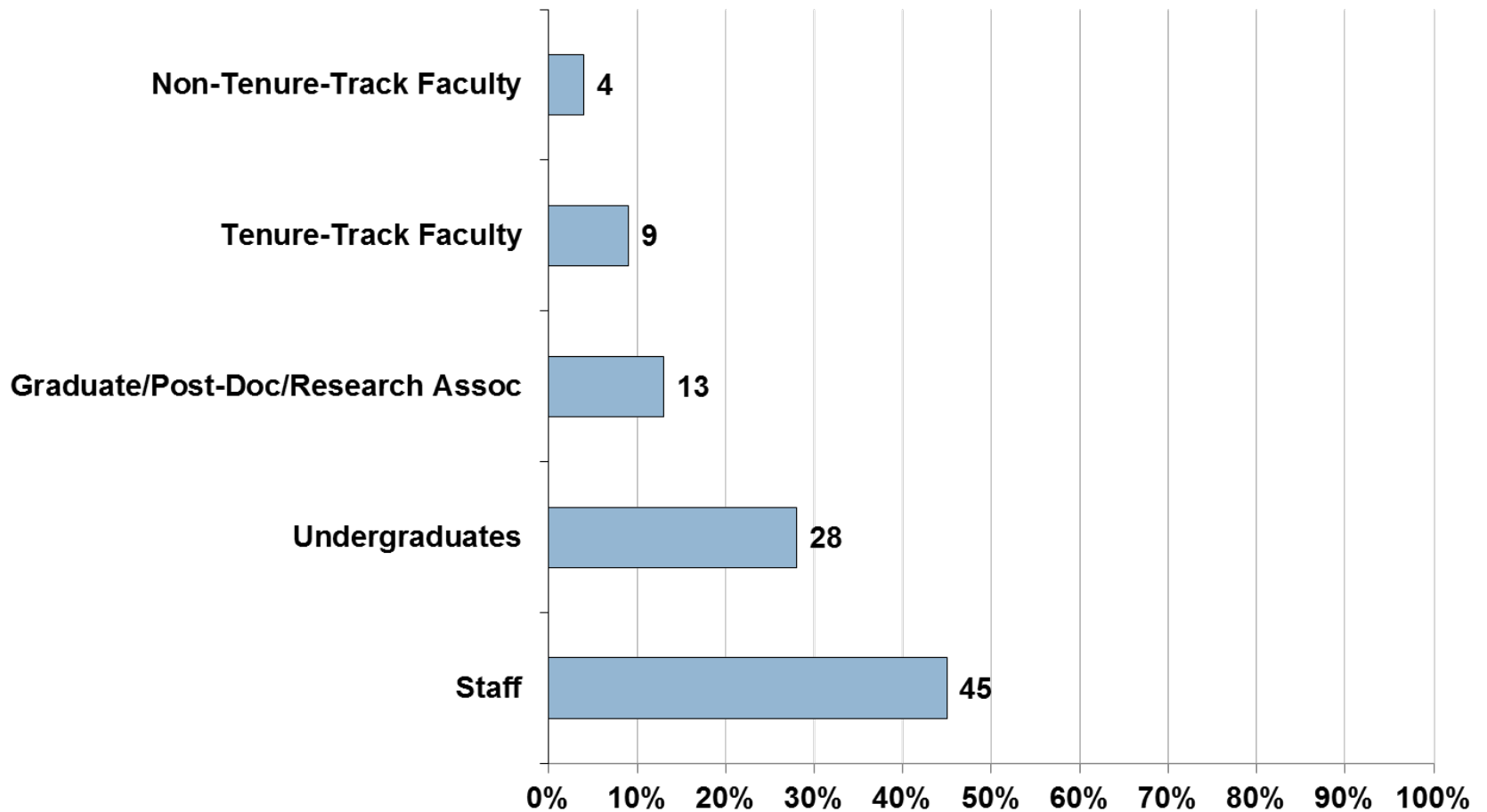
- Native Hawaiian/Pacific Islander ($n < 5$)

Results

Additional Demographic Characteristics



Respondents by Position (%)



Faculty Respondents by Academic Division (%)

Academic division	<i>n</i>	%
Arts and 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

Staff Respondents by Academic Division/Work Unit (%)

Academic division/Work unit	<i>n</i>	%
Provost's Division	298	24.0
Geisel School of Medicine (including TDI, NCCC)	225	18.1
Campus Services	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	29	2.3
Thayer School of Engineering	26	2.1

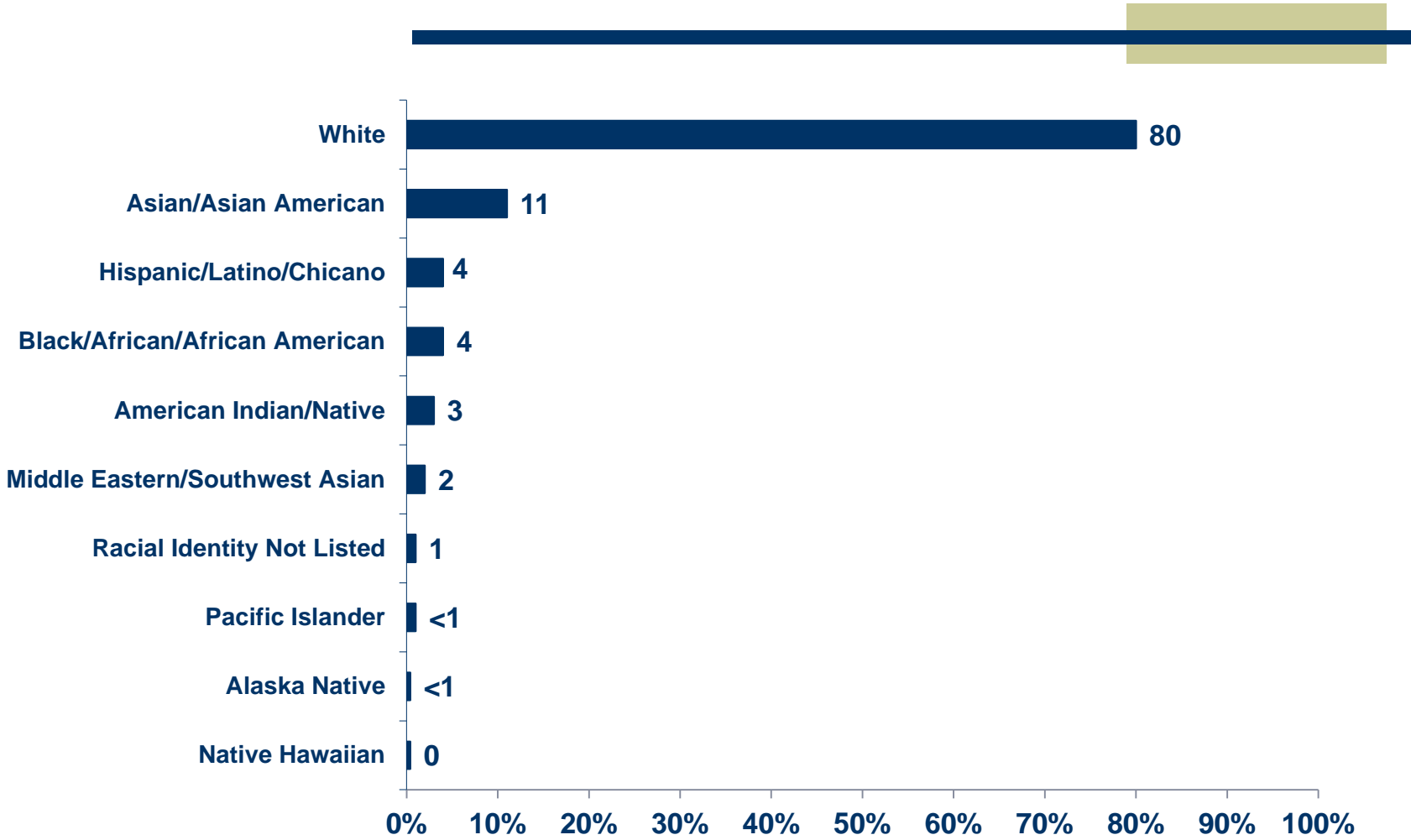
Undergraduate Student Respondents by Academic Major (%)

Academic major	<i>n</i>	%
Social Sciences	307	39.3
Sciences	231	29.6
Undeclared Major	148	19.0
Arts and Humanities	122	15.6
Thayer School of Engineering	90	11.5
Interdisciplinary Programs	68	8.7
Senior Fellow	< 5	---

Graduate Student Respondents by Academic Division (%)

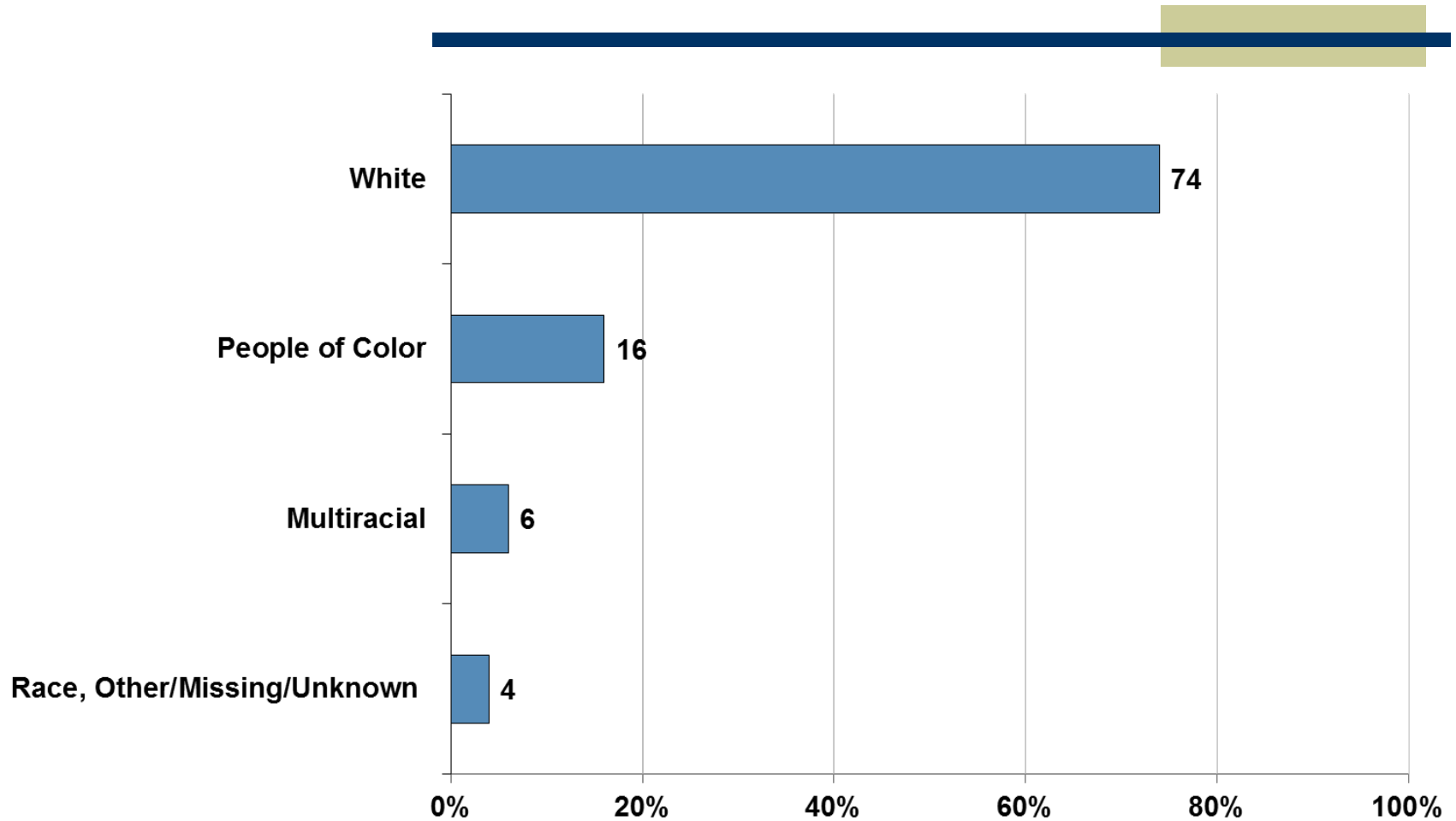
Academic division	<i>n</i>	%
Graduate Arts and Sciences	144	42.9
Geisel School of Medicine	73	21.7
Tuck School of Business	70	20.8
Thayer School of Engineering	49	14.6

Respondents by Racial/Ethnic Identity (%) (Duplicated Total)

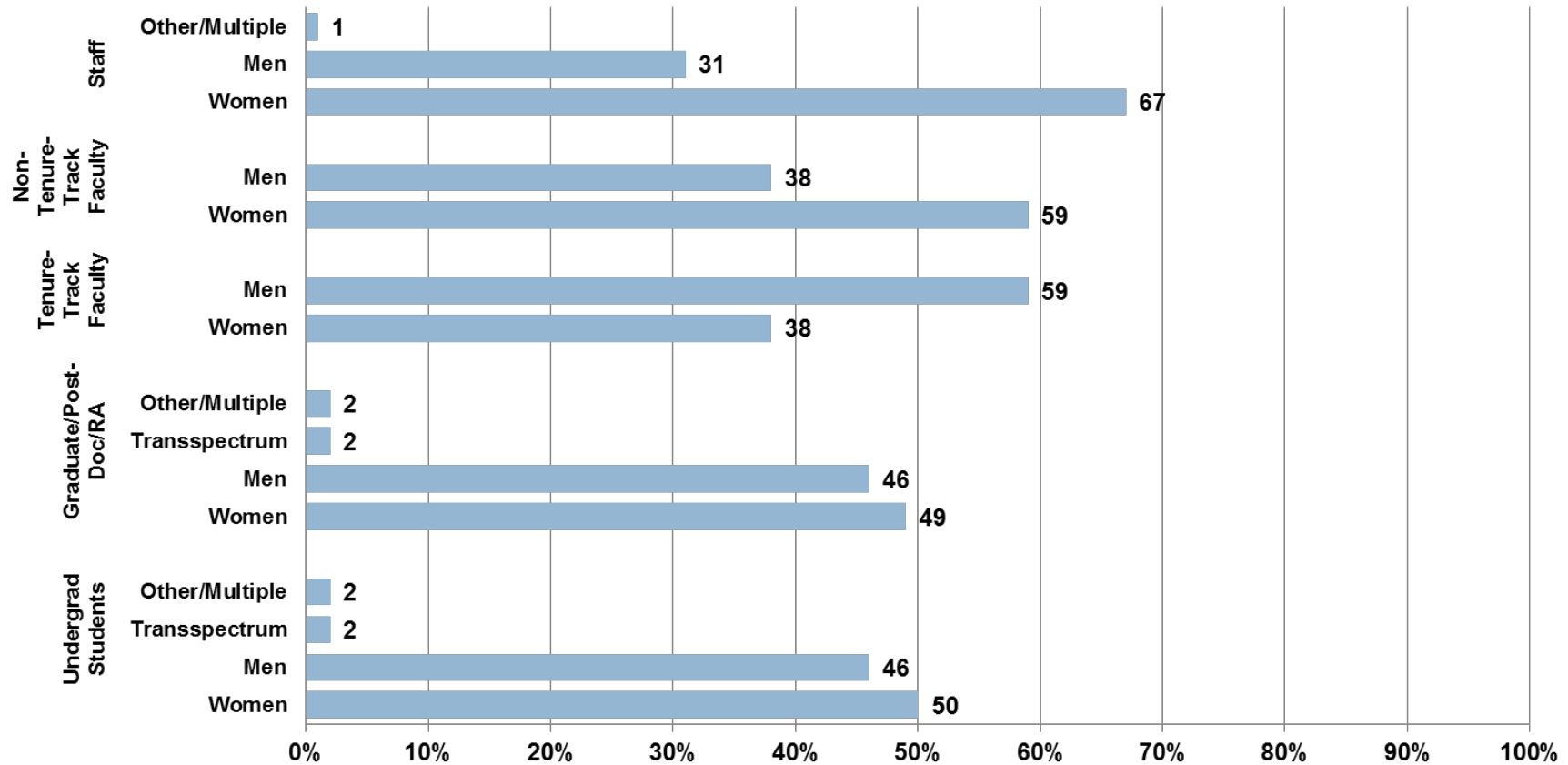


Note: Responses with $n < 5$ are not presented in the figure.

Respondents by Racial/Ethnic Identity (%) (Unduplicated Total)

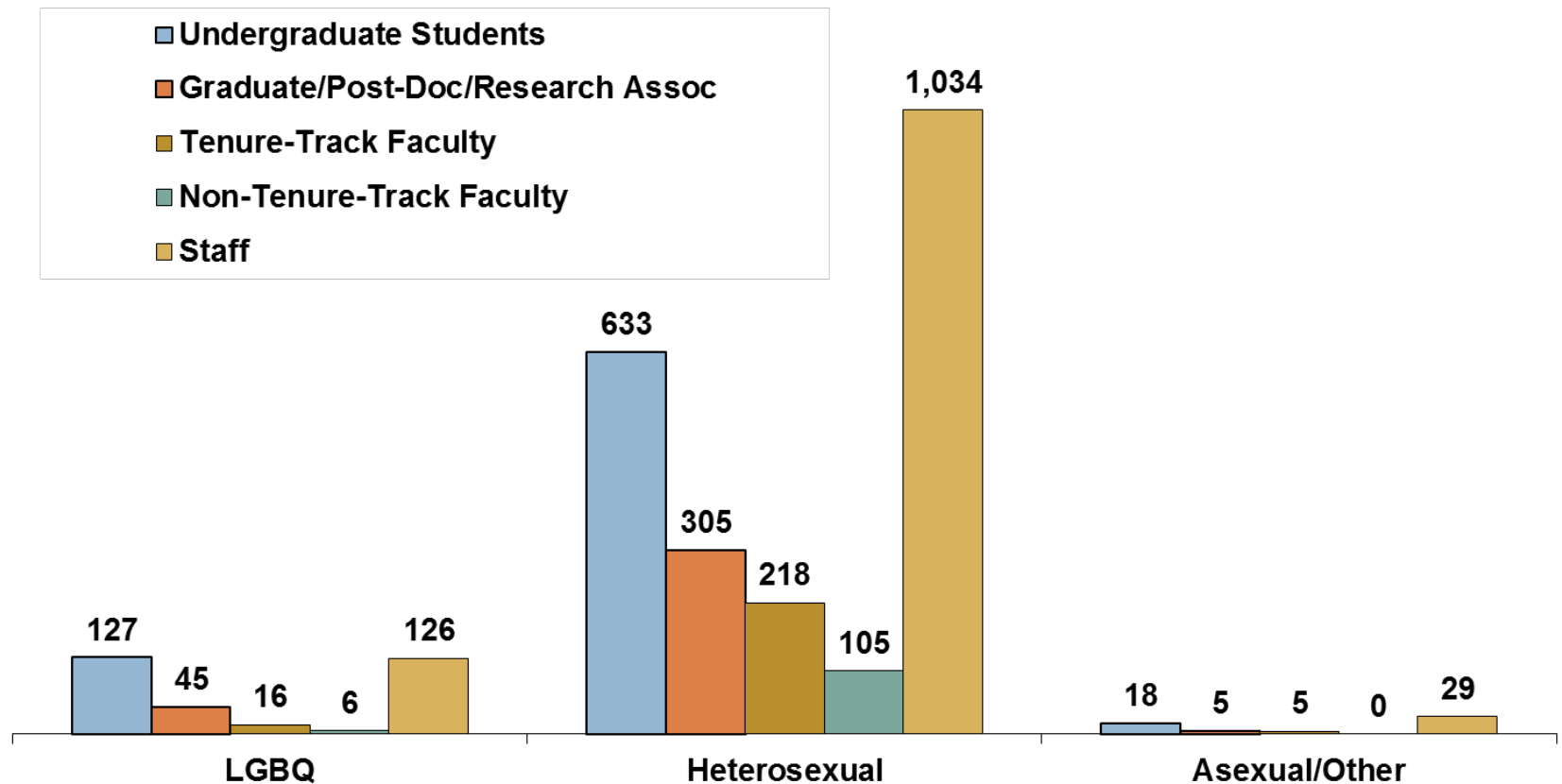


Respondents by Gender Identity and Position Status (%)



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

Respondents by Sexual Identity and Position Status (*n*)

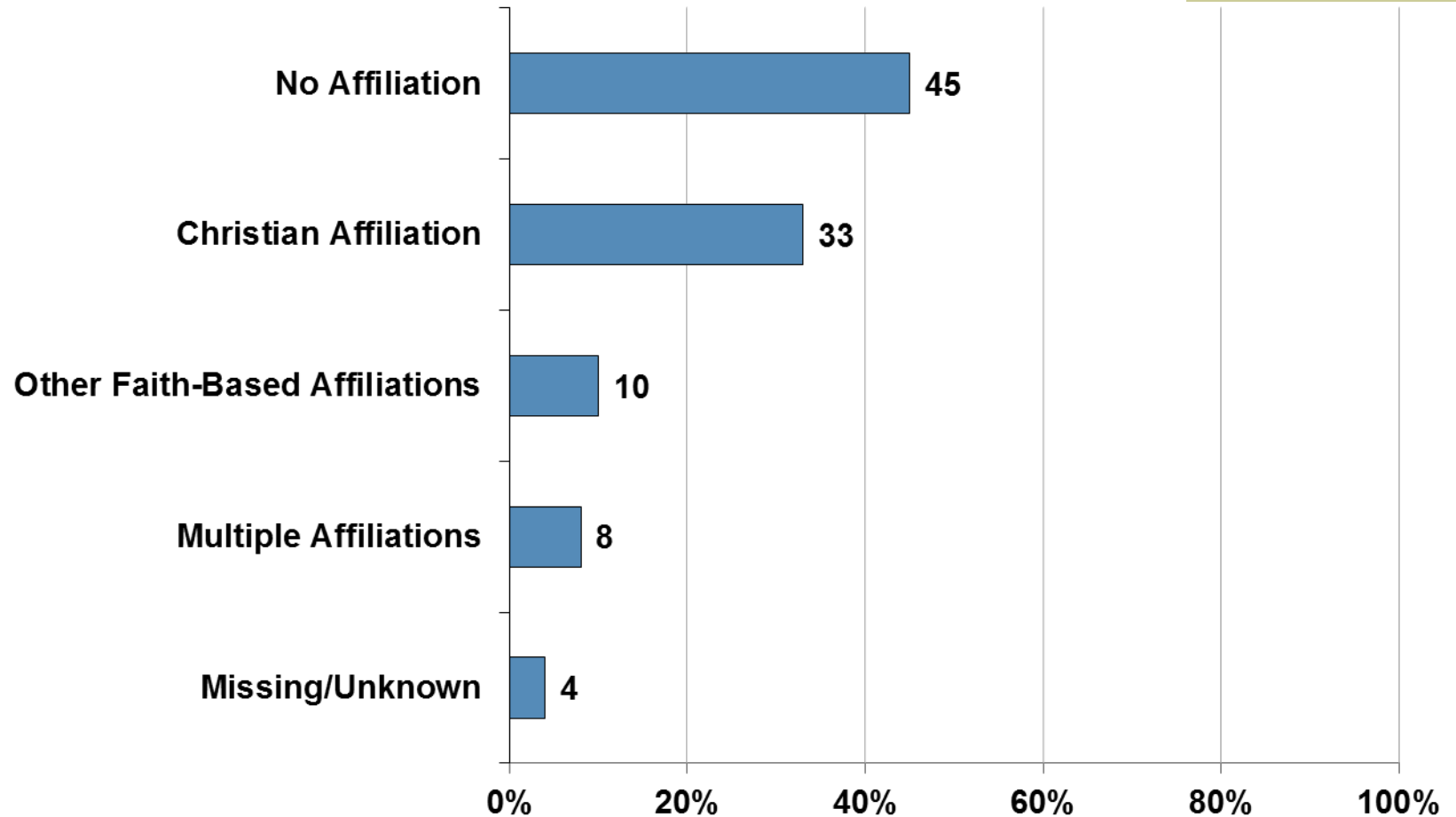


Note: Responses with $n < 5$ are not presented in the figure.

10% ($n = 279$) of Respondents Had Disabilities that Substantially Affected Learning, Working, or Living Activities

Condition	<i>n</i>	%
Mental health/psychological condition	90	32.3
Chronic health or medical condition	81	29.0
Attention Deficit Disorder	58	20.8
Learning disability	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

Respondents by Faith-Based Affiliation (%)



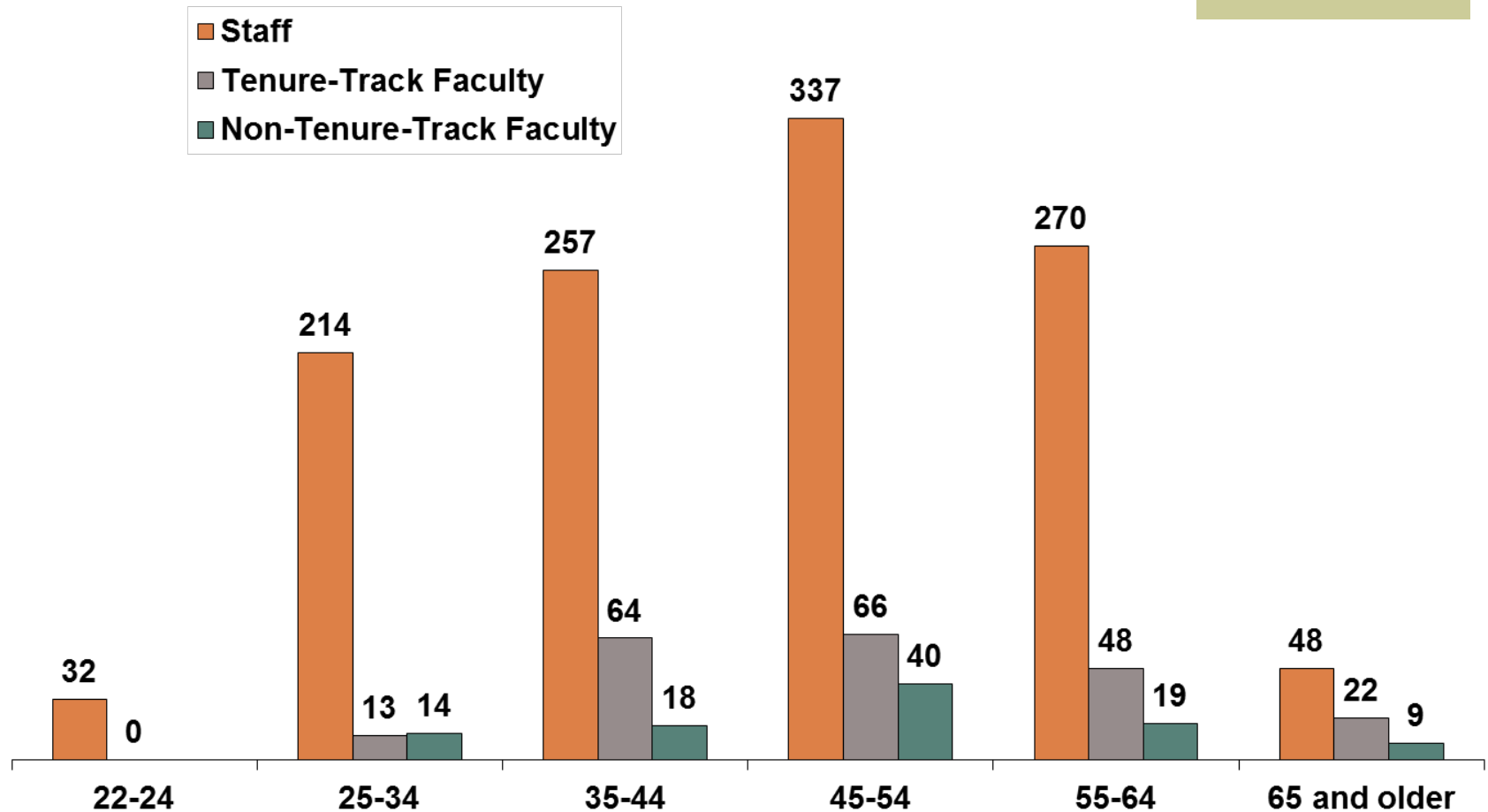
Citizenship Status

Citizenship	<i>n</i>	%
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

Military Status

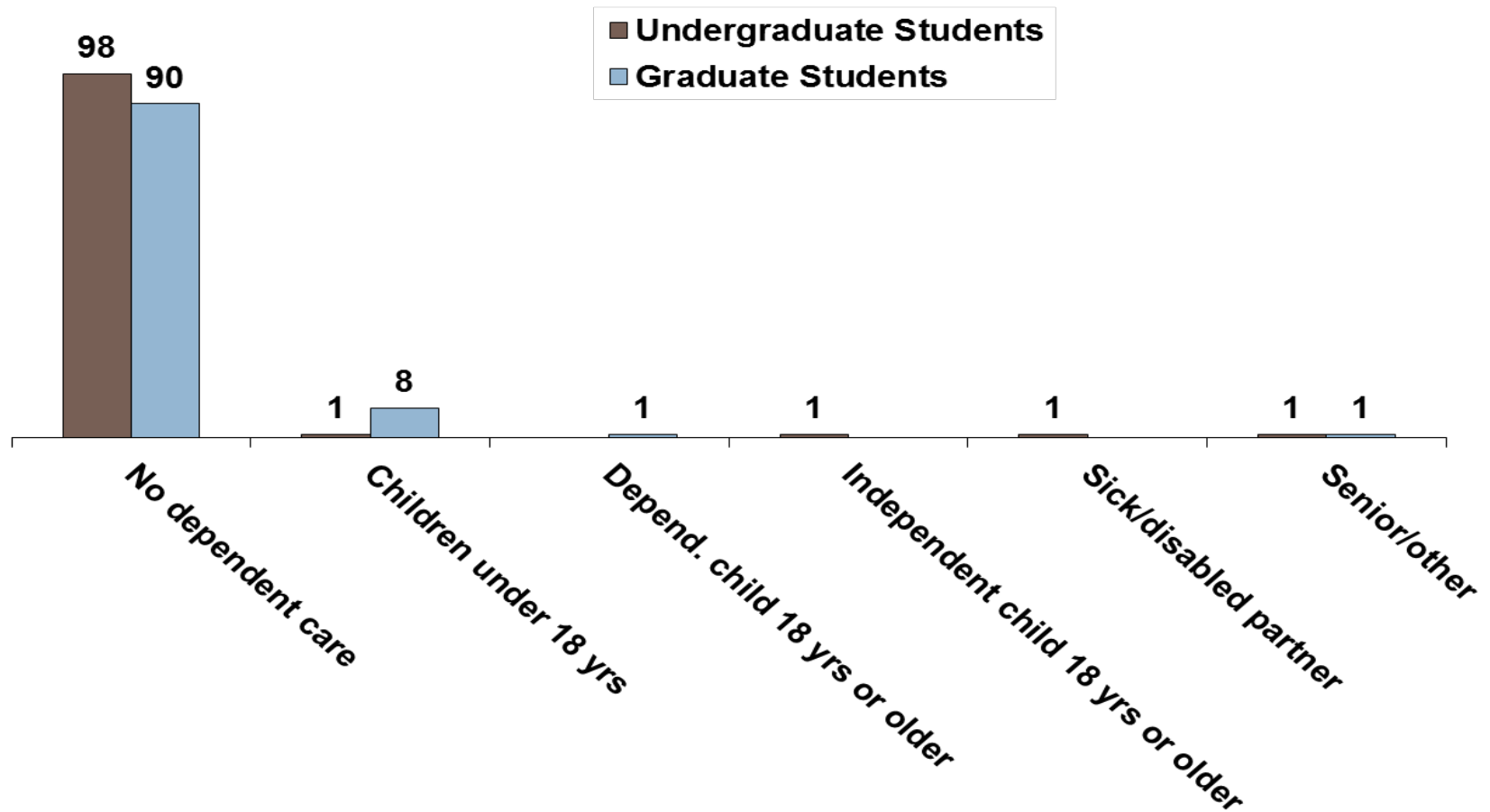
Military	<i>n</i>	%
Never served in the military	2,625	95.4
Now on active duty	15	0.5
On active duty in the past, but not now	68	2.5
ROTC	17	0.6

Employee Respondents by Age (*n*)



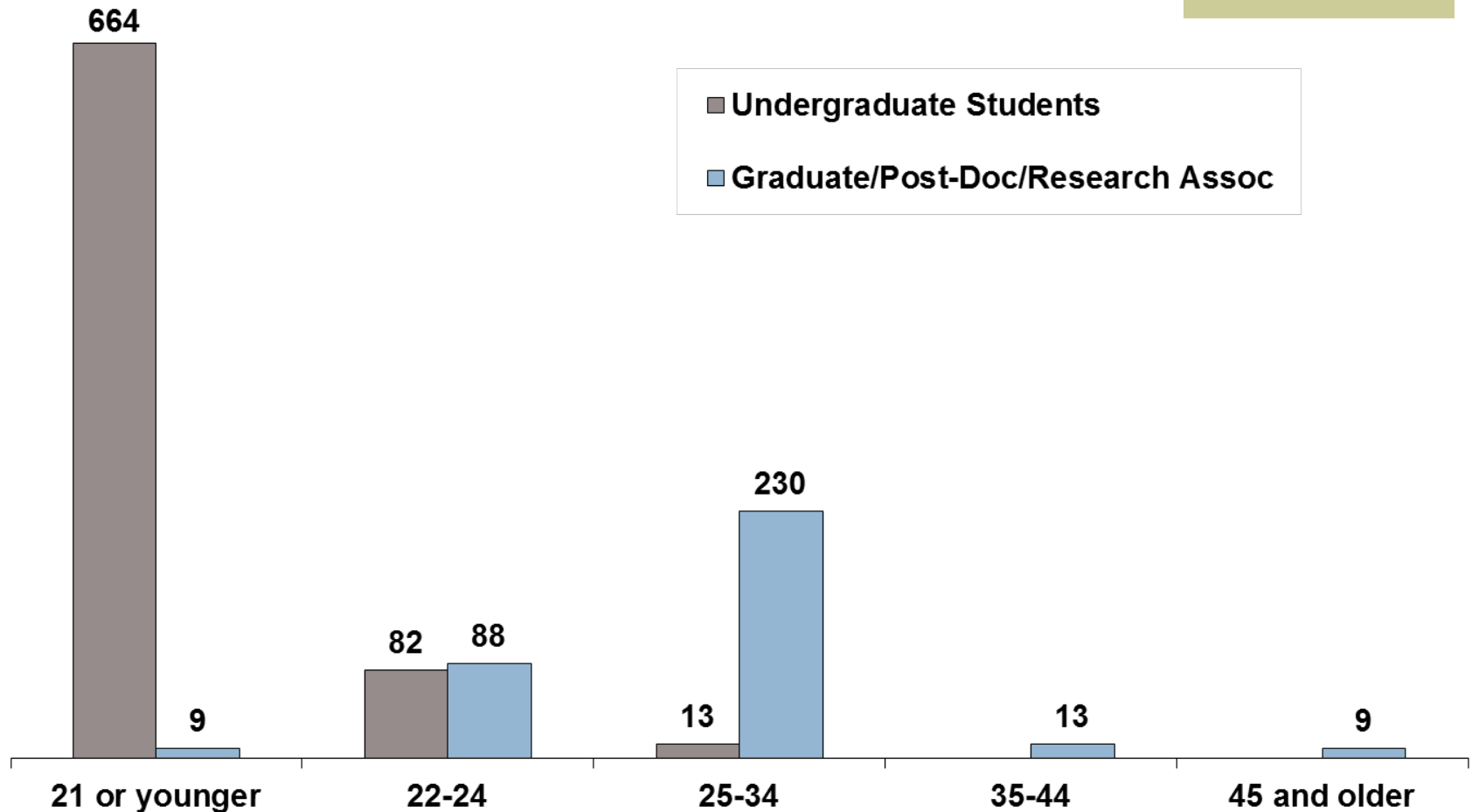
Note: Responses with $n < 5$ are not presented in the figure.

Employee Respondents' Dependent Care Status by Position (%)



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

Student Respondents by Age (*n*)

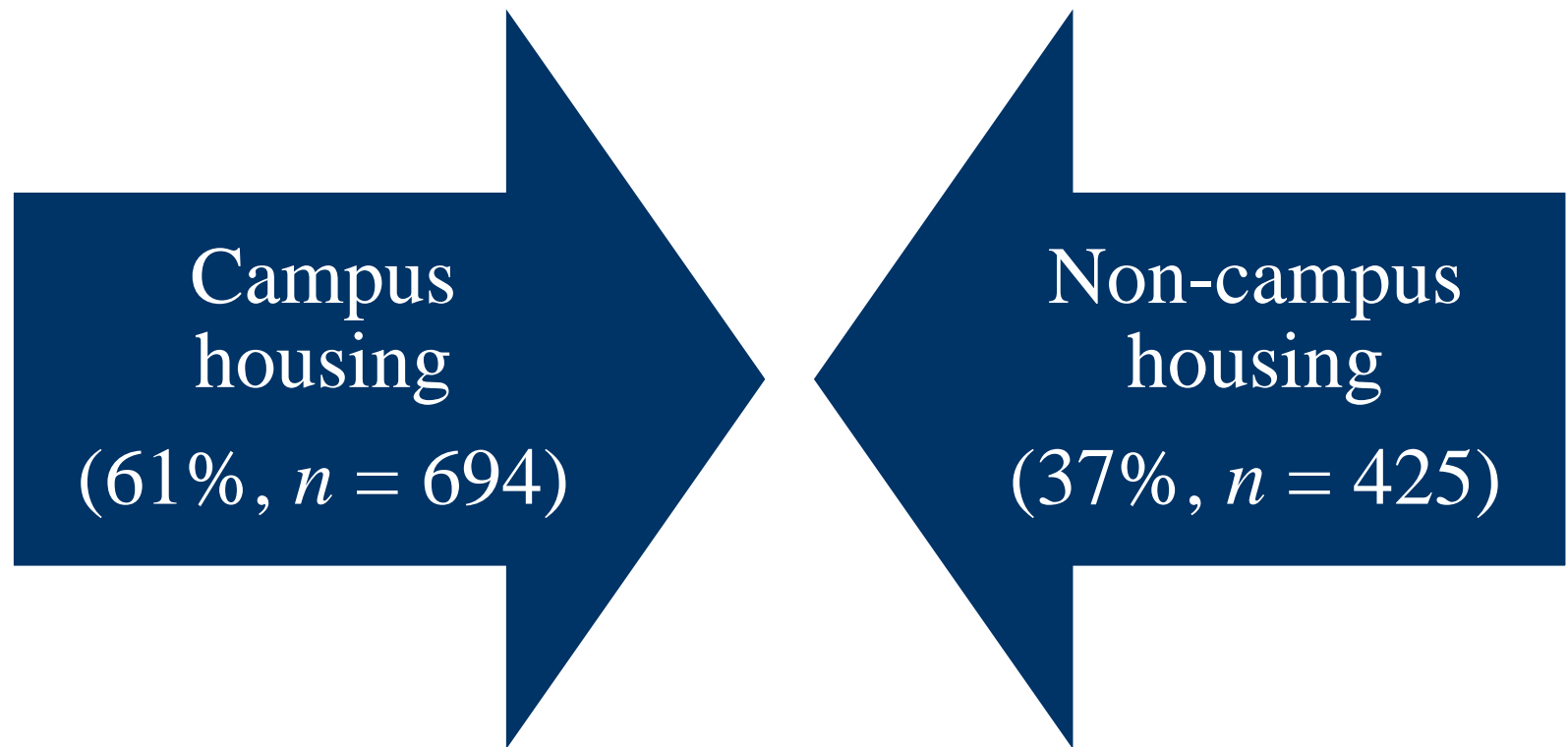


Note: Responses with *n* < 5 are not presented in the figure.

Student Respondents' Employment

Employment	<i>n</i>	%
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

Student Respondents' Residence



Student Respondents' Residence Campus Housing

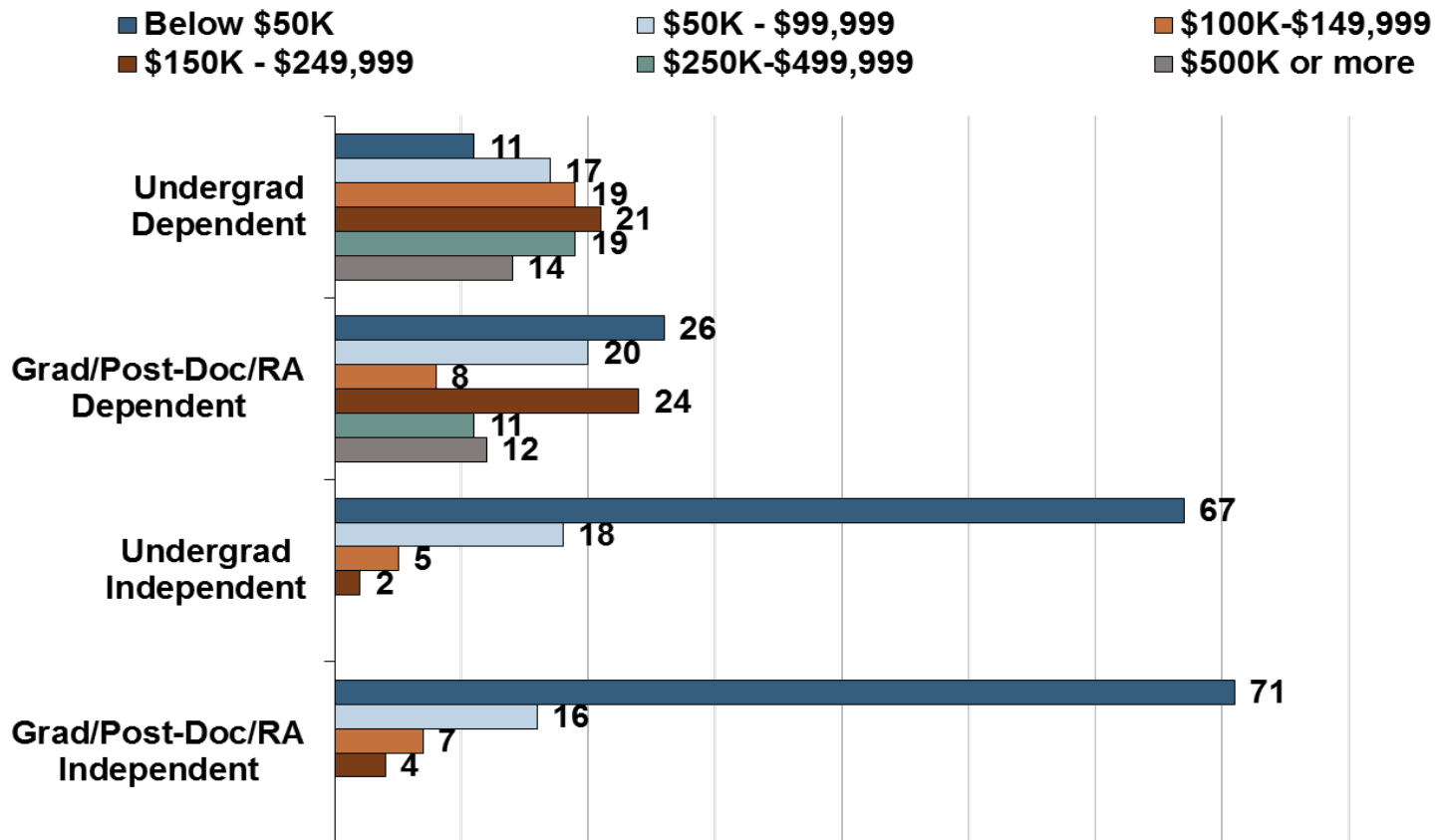
Residence	<i>n</i>	%
Residence hall	400	72.9
Affinity house/Living, learning community	75	13.7
Greek letter organization or society house	74	13.5

Student Respondents' Residence

Non-campus housing

Residence	<i>n</i>	%
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

Student Respondents' Income by Dependency Status and Position (%)



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

30% ($n = 339$) of Student Respondents Reported Experiencing Financial Hardship...

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

Note: Table includes Student respondents who reported having experienced financial hardship ($n = 339$) only. Sum does not total 100% as a result of multiple response choices.

How Student Respondents Were Paying For College

Form	<i>n</i>	%
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	199	17.4
Work-Study job	147	12.9
Credit card	98	8.6

Student Respondents' Participation in Clubs or Organizations at Dartmouth

Clubs/Organizations	<i>n</i>	%
Recreational organization	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

Student Respondents' Participation in Clubs or Organizations (*cont'd*)

Clubs/Organizations	<i>n</i>	%
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	151	13.2
Health and wellness organization	131	11.5
Governance organization	122	10.7
Student organization not listed above	69	6.0

Findings



Comfort Levels

**Overall Campus
Climate
(70%)**

**Department/Work
Unit Climate
(73%)**

**Classroom
Climate (85%)**

Comfort With Overall Climate

Undergraduate
Student and Graduate
Student/Post-
Doc/Research
Associate
respondents more
comfortable than
Staff, Non-Tenure-
Track Faculty, and
Tenure-Track Faculty
respondents

White respondents
more comfortable
than Multiracial
respondents and
Respondents of
Color

Men respondents
more comfortable
than Women and
Other/Multiple
Gender Identity
respondents

Heterosexual
respondents more
comfortable than
Asexual/Other and
LGBQ
respondents

Comfort With Overall Climate

Respondents from Christian Affiliations and from Other Faith-Based Affiliations more comfortable than respondents with No Affiliation and with Multiple Affiliations

Respondents with No Disabilities more comfortable than respondents with a Single Disability or Multiple Disabilities

Military Service respondents more comfortable than Non-Military Service respondents

Not-First-Generation Student respondents more comfortable than First-Generation Student respondents

Comfort With Department/Work Unit Climate

Men Faculty and
Staff respondents
more comfortable
than Women
Faculty and Staff
respondents

Multiracial and
White Faculty and
Staff respondents
more comfortable
than Faculty and
Staff Respondents
of Color

Comfort With Classroom Climate

Men Faculty and Student respondents more comfortable than Women Faculty and Student respondents

Heterosexual Faculty and Student respondents more comfortable than LGBTQ Faculty and Student respondents

White Faculty and Student respondents more comfortable than Faculty and Student Respondents of Color and Multiracial Faculty and Student respondents

Faculty and Students respondents with Military Service more comfortable than Non-Military Service Faculty and Student respondents

Comfort With Classroom Climate

Faculty and Student respondents with a Single Disability and No Disability more comfortable than Faculty and Student respondents with Multiple Disabilities

Not-First-Generation Student respondents more comfortable than First-Generation Student respondents

Not-Low-Income Student respondents more comfortable than Low-Income Student respondents

Challenges and Opportunities

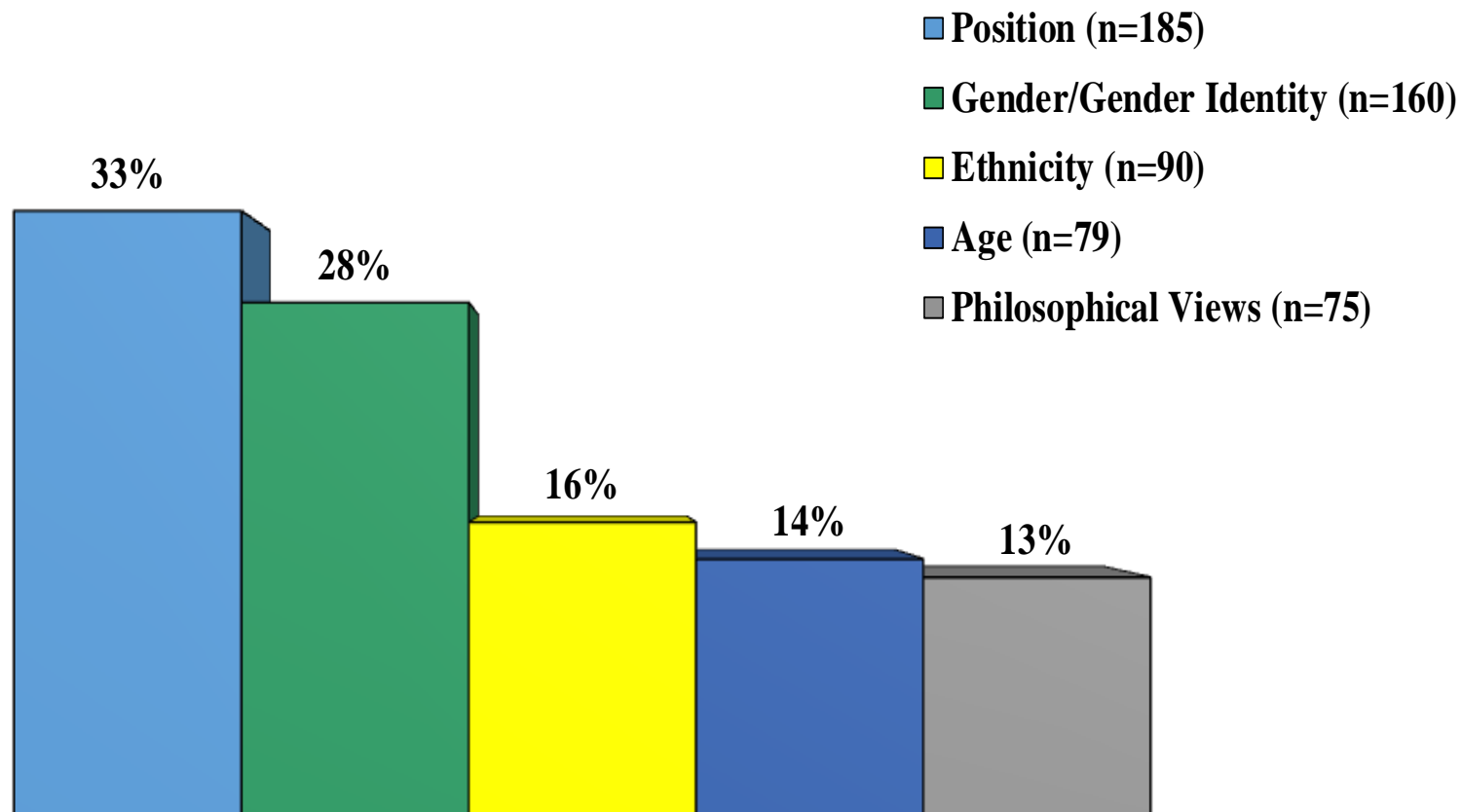


Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct

21%

- **565 respondents indicated that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct at Dartmouth College in the past year**

Personally Experienced Based on...(%)



Note: Only answered by respondents who experienced exclusionary conduct ($n = 565$).
Percentages do not sum to 100 due to multiple responses.

Forms of Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct

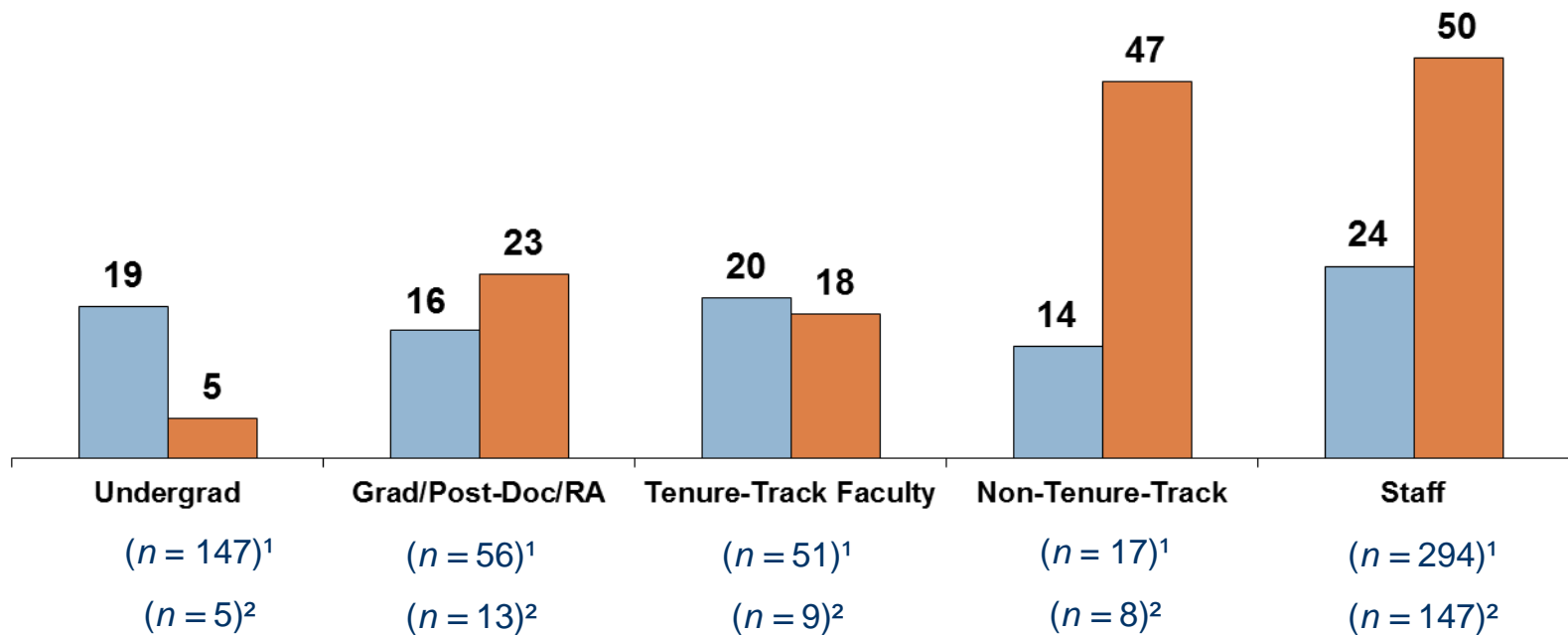
	<i>n</i>	%
Ignored or excluded.	271	48.0
Isolated or left out.	236	41.8
Intimidated or bullied.	206	36.5
Experienced a hostile work environment.	190	33.6
Target of derogatory verbal remarks.	161	28.5
Target of workplace incivility.	140	24.8
Singled out as the spokesperson for my identity group.	83	14.7

Note: Only answered by respondents who experienced exclusionary conduct (*n* = 565).
Percentages do not sum to 100 due to multiple responses.

Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct as a Result of Position Status (%)

■ Overall experienced conduct¹

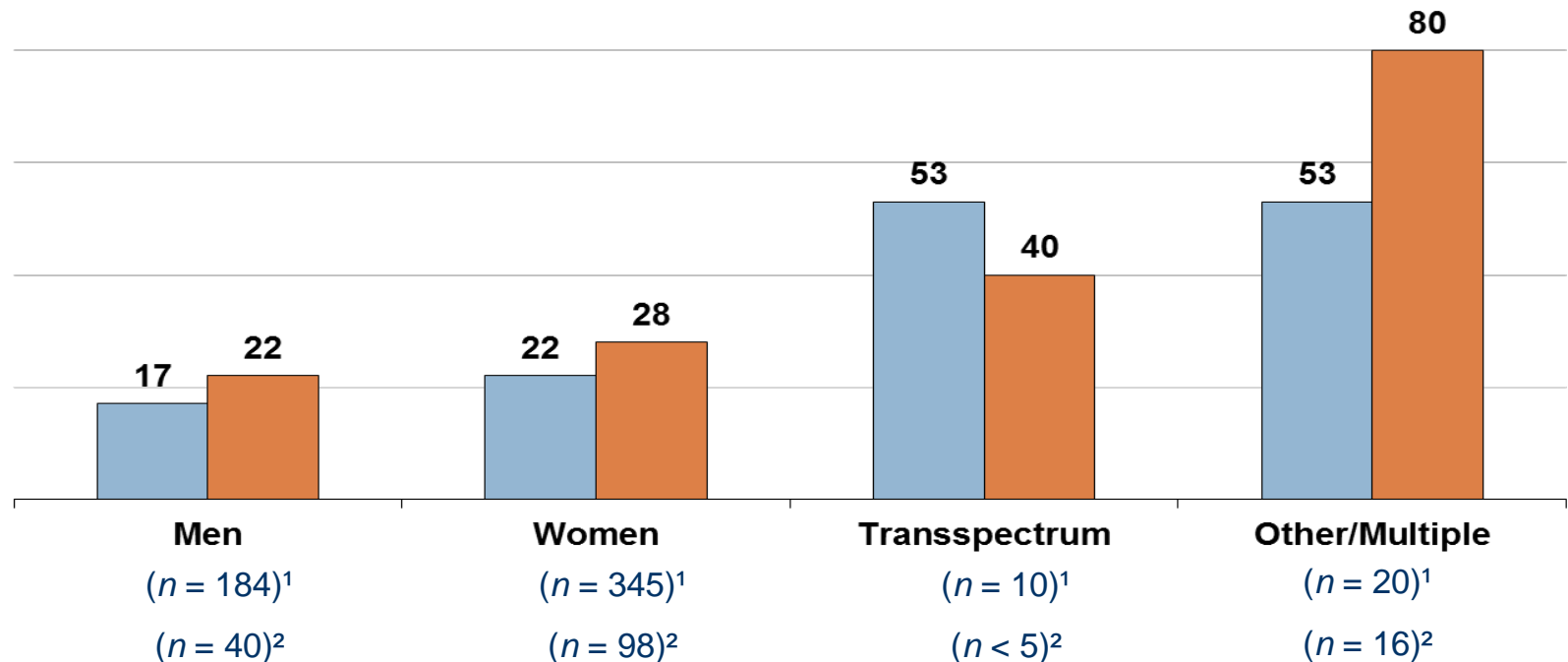
■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of position status²



Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct as a Result of Gender Identity (%)

■ Overall experienced conduct¹

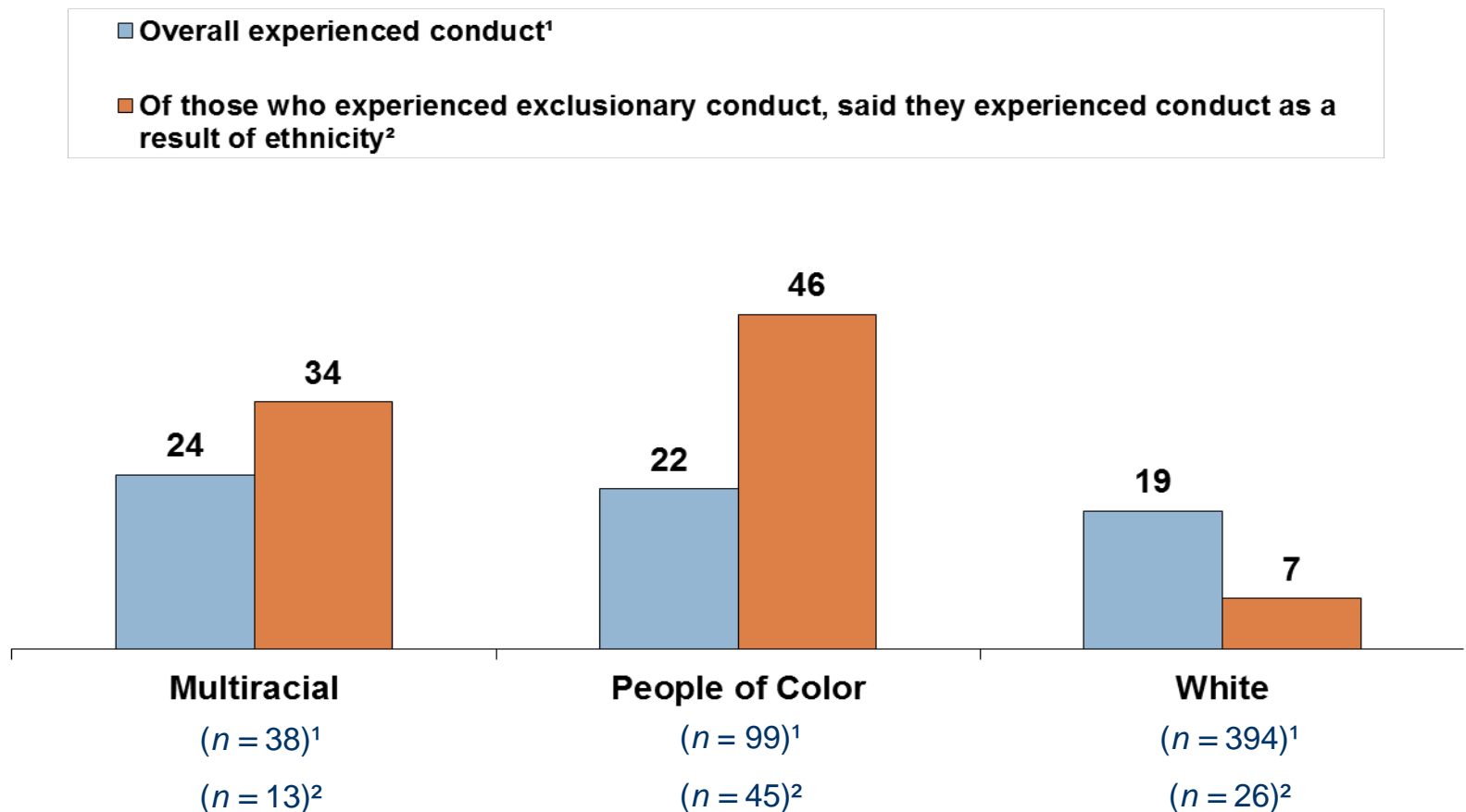
■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of their gender identity²



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.

Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct as a Result of Ethnicity (%)



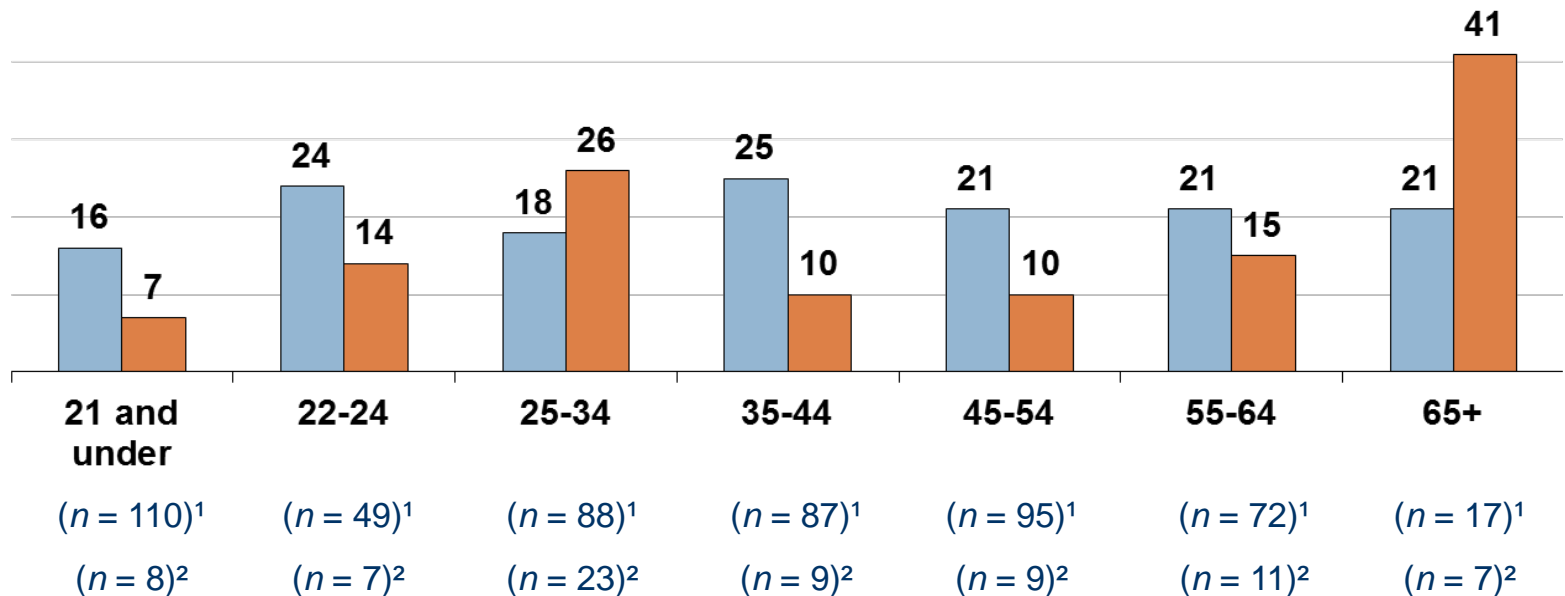
¹ Percentages are based on total n split by group.

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

Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct as a Result of Age (%)

■ Overall experienced conduct¹

■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of their age²



¹ Percentages are based on total n split by group.

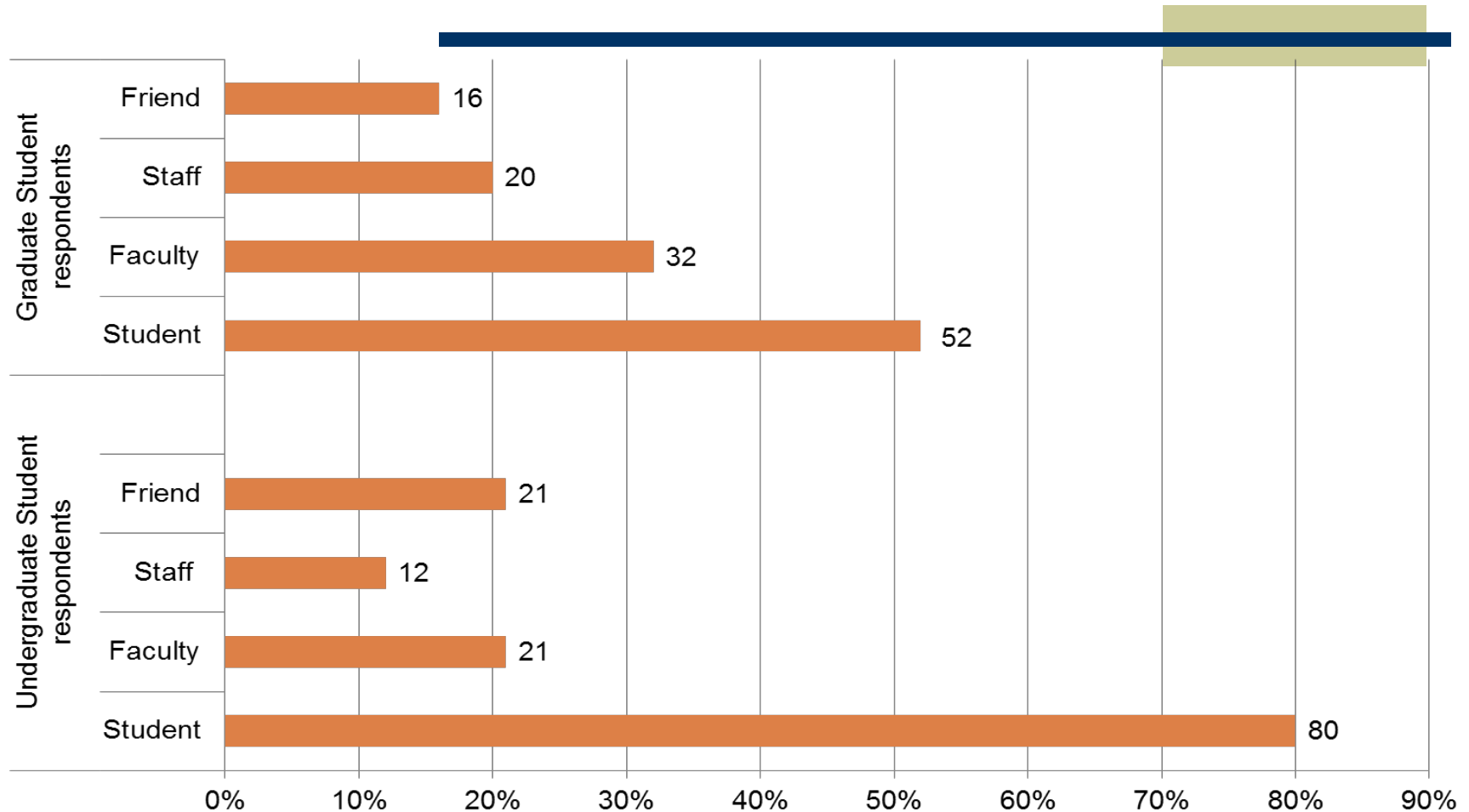
² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Location of Experienced Conduct

	<i>n</i>	%
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

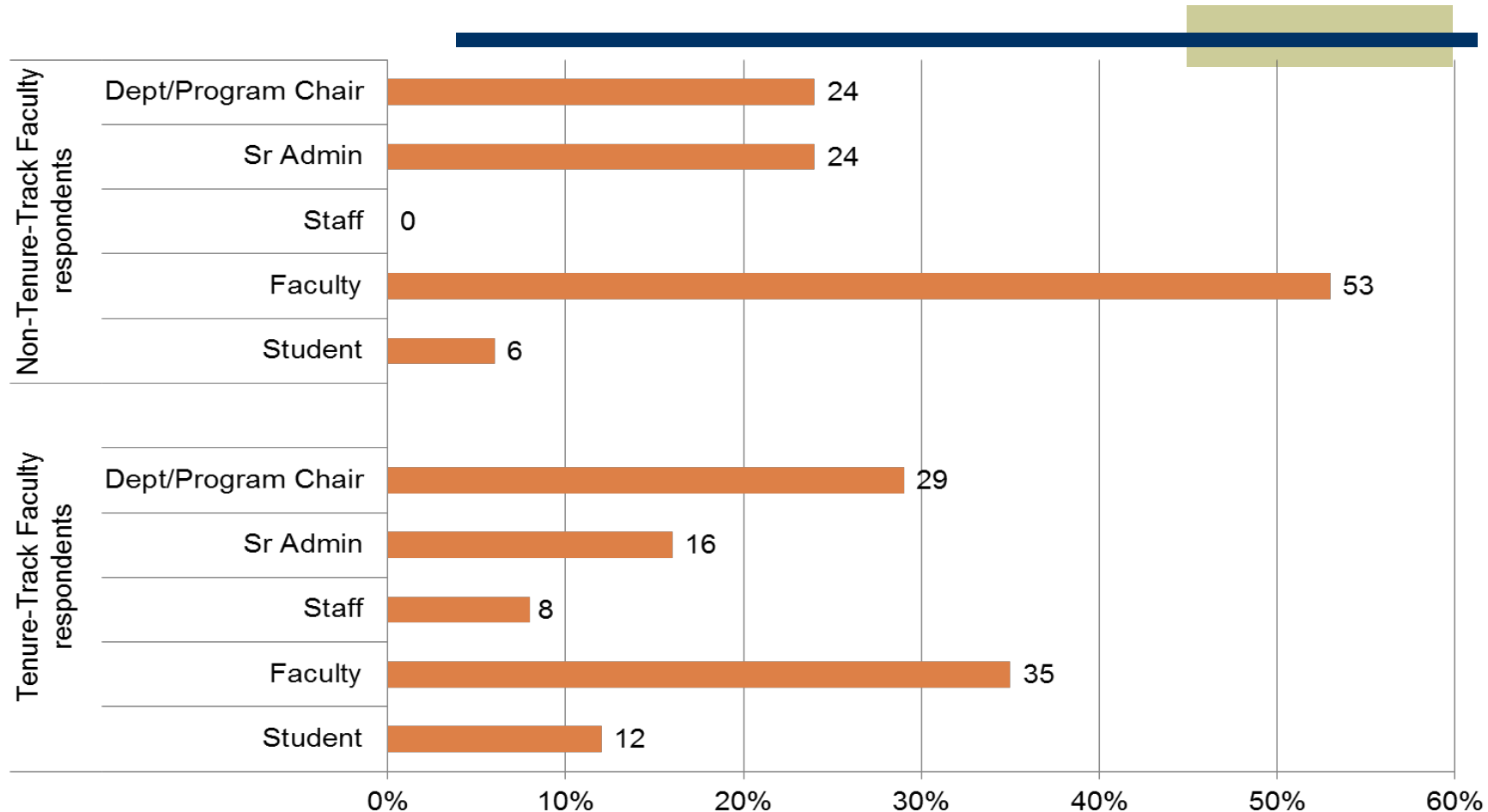
Note: Only answered by respondents who experienced exclusionary conduct (*n* = 565).
Percentages do not sum to 100 due to multiple responses.

Source of Experienced Conduct by Student Position Status (%)



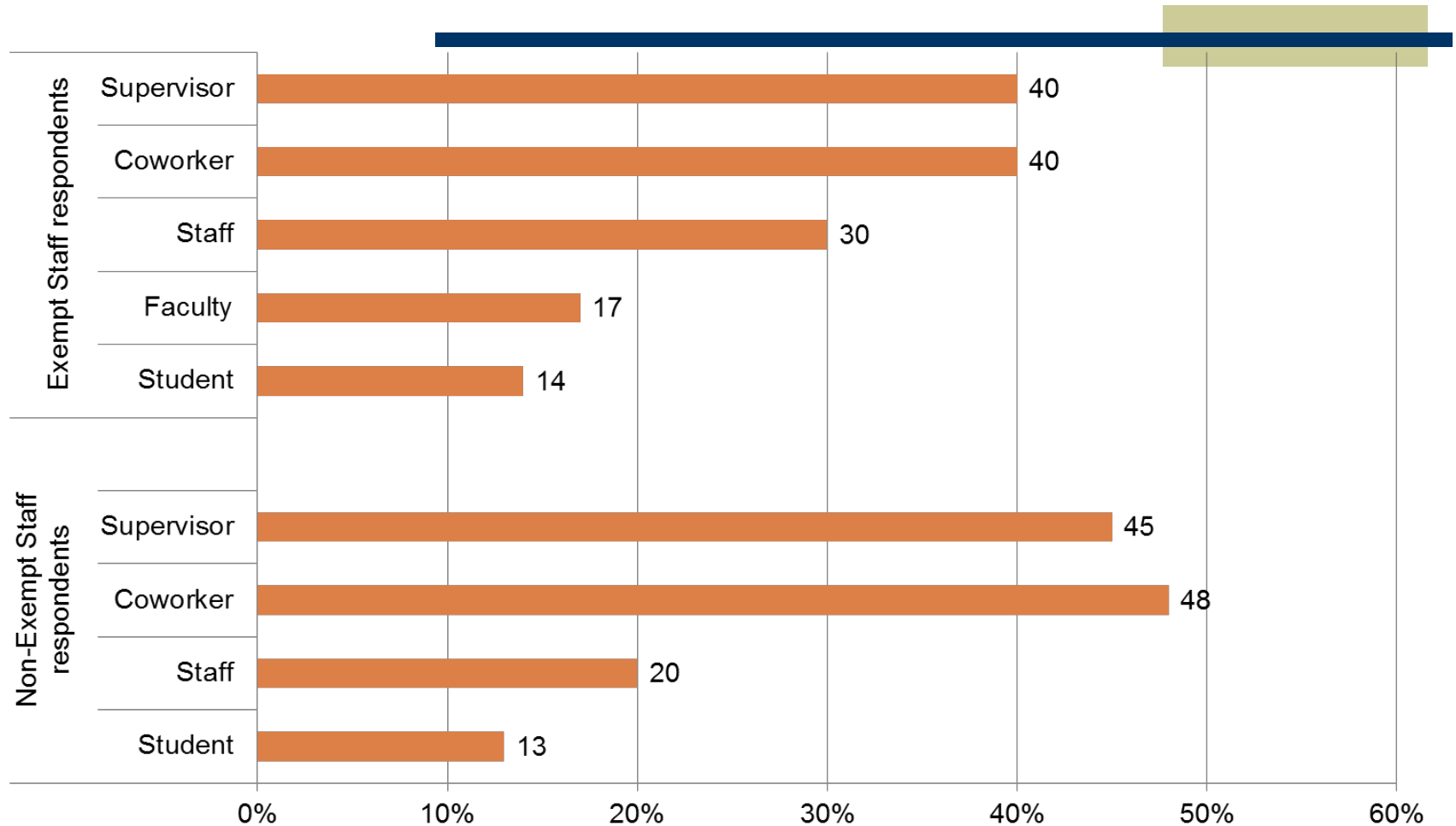
Note: Only answered by respondents who experienced exclusionary conduct ($n = 565$).
Percentages do not sum to 100 due to multiple responses.

Source of Experienced Conduct by Faculty Position Status (%)



Note: Only answered by respondents who experienced exclusionary conduct ($n = 565$).
Percentages do not sum to 100 due to multiple responses.

Source of Experienced Conduct by Staff Position Status (%)



Note: Only answered by respondents who experienced exclusionary conduct ($n = 565$).
Percentages do not sum to 100 due to multiple responses.

What did you do? Emotional Responses

- ◆ Angry (67%)
- ◆ Felt embarrassed (45%)
- ◆ Ignored it (27%)
- ◆ Was afraid (26%)
- ◆ Felt somehow responsible (22%)

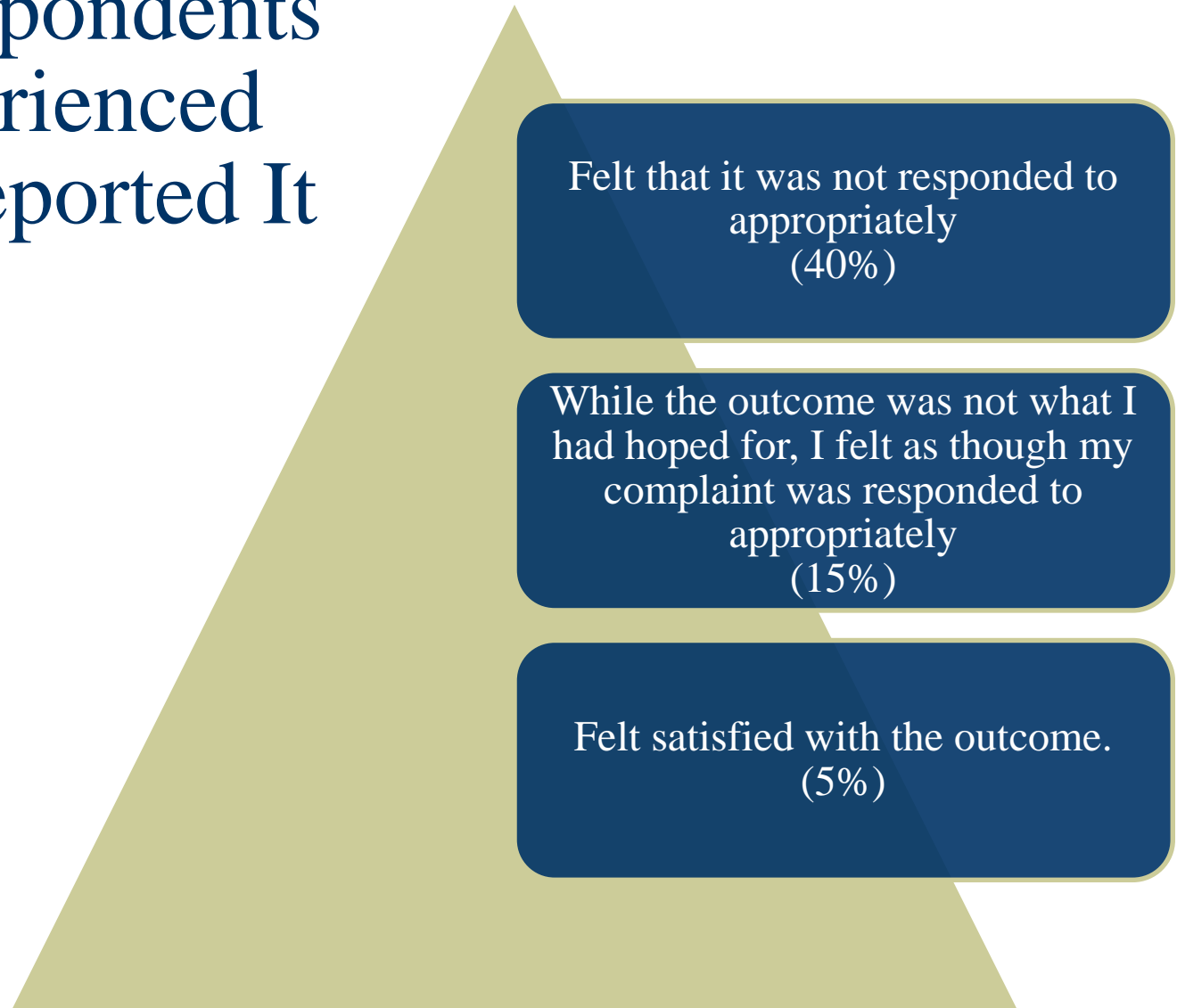
Note: Only answered by respondents who experienced exclusionary conduct ($n = 565$).
Percentages do not sum to 100 due to multiple responses.

What did you do?

- ◆ Told a friend (43%)
- ◆ Avoided the person/venue (38%)
- ◆ Told a family member (35%)
- ◆ Didn't do anything (34%)
- ◆ Contacted a Dartmouth resource (21%)
 - Office of Human Resources (35%)
 - Employee Assistance Program (24%)
 - Ombudsperson (23%)
 - Staff person (22%)

Note: Only answered by respondents who experienced exclusionary conduct ($n = 565$).
Percentages do not sum to 100 due to multiple responses.

20% of Respondents who Experienced Conduct Reported It



Note: Only answered by respondents who experienced exclusionary conduct ($n = 565$).
Percentages do not sum to 100 due to multiple responses.

Qualitative Theme

Experienced Exclusionary Conduct

Hostility

Perceived efficacy of reporting

Harassment in more detail

Unwanted Sexual Contact at Dartmouth College

144 respondents (5%) experienced
unwanted sexual contact at
Dartmouth College

Unwanted Sexual Contact at Dartmouth College

Women
respondents
(6%, $n = 97$)

Multiracial
respondents
(17%, $n = 26$)

Undergraduate
Student
respondents
(13%, $n = 102$)

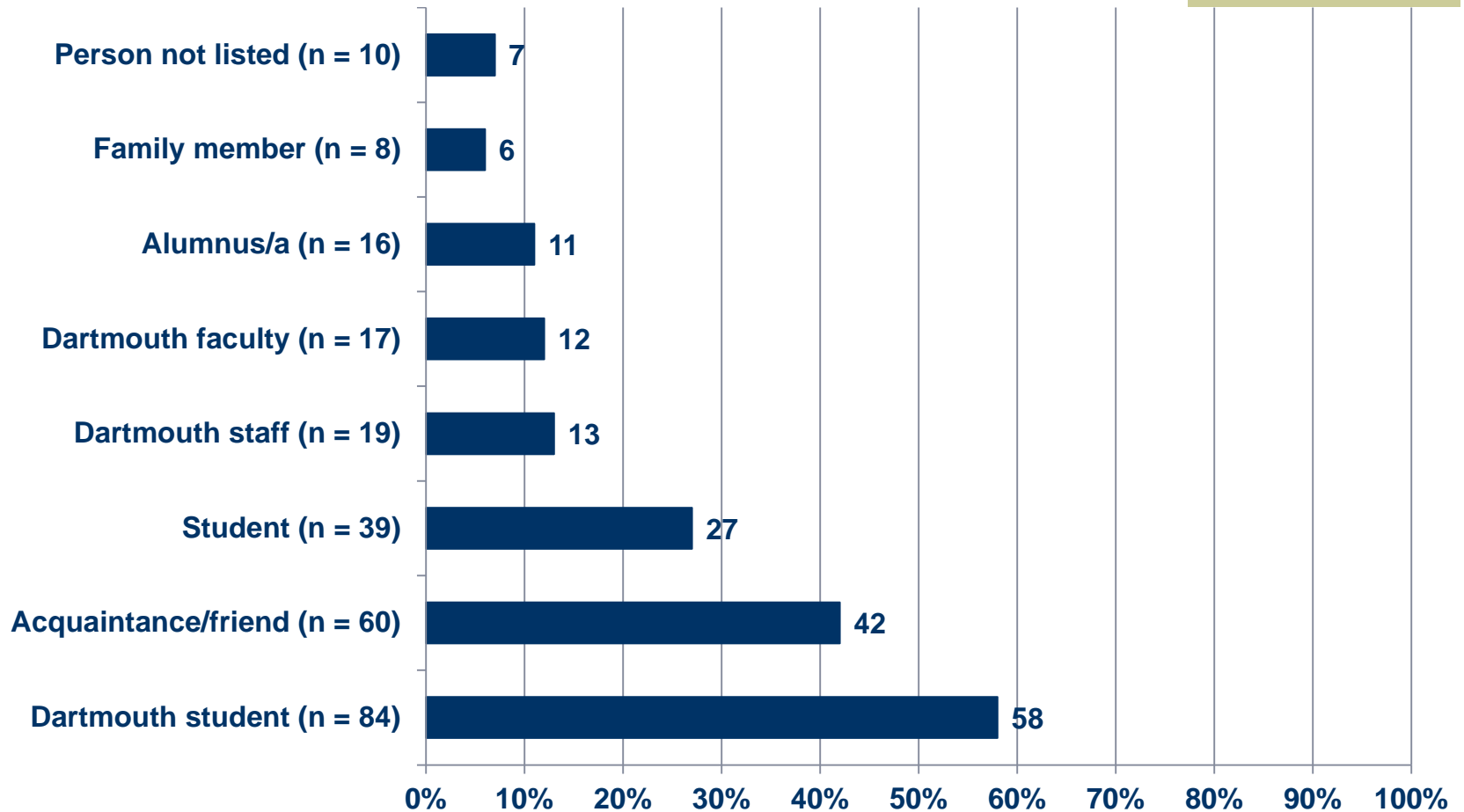
LGBQ
respondents
(13%, $n = 41$)

Location of Unwanted Sexual Contact

On Campus (76%, $n = 110$)

Off Campus (28%, $n = 40$)

Perpetrator of Unwanted Sexual Contact

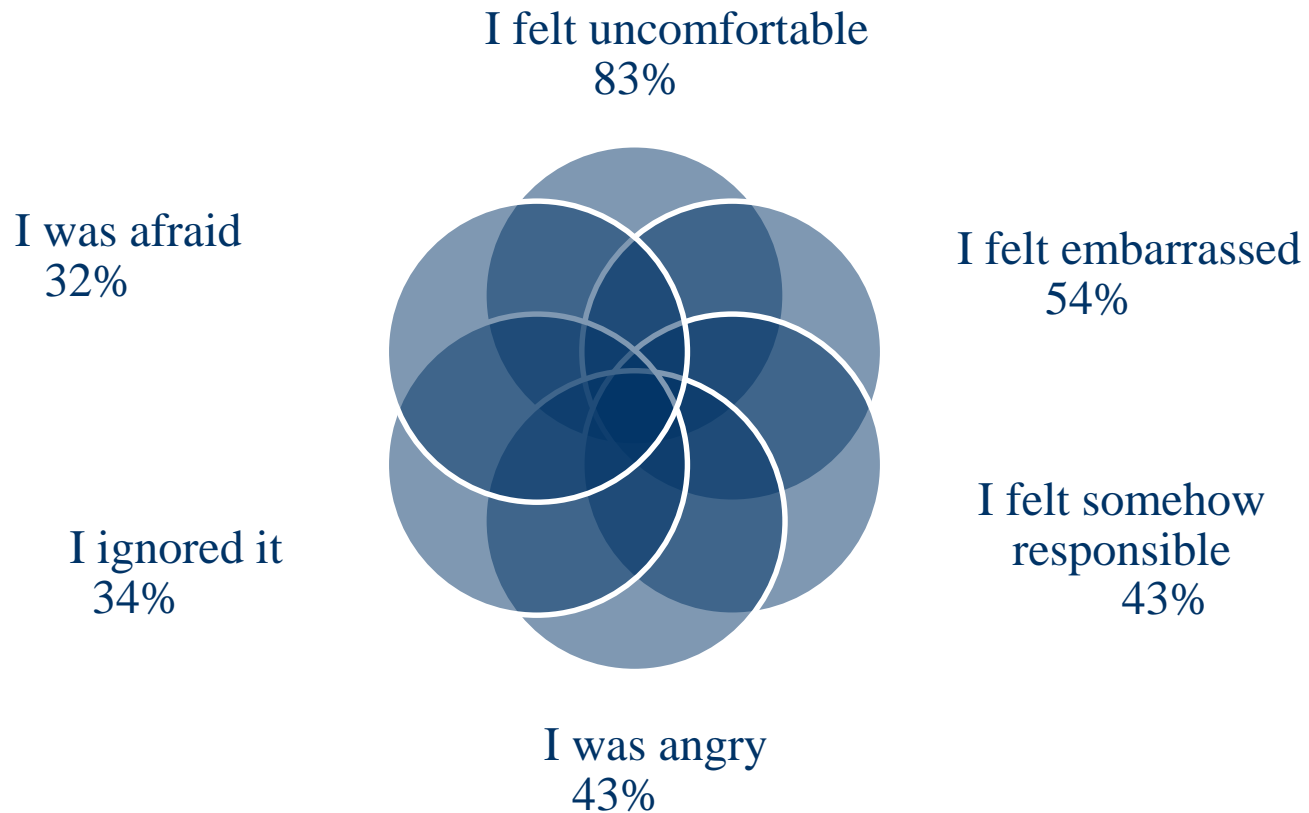


Undergraduate Students: Year in Which Unwanted Sexual Contact Occurred

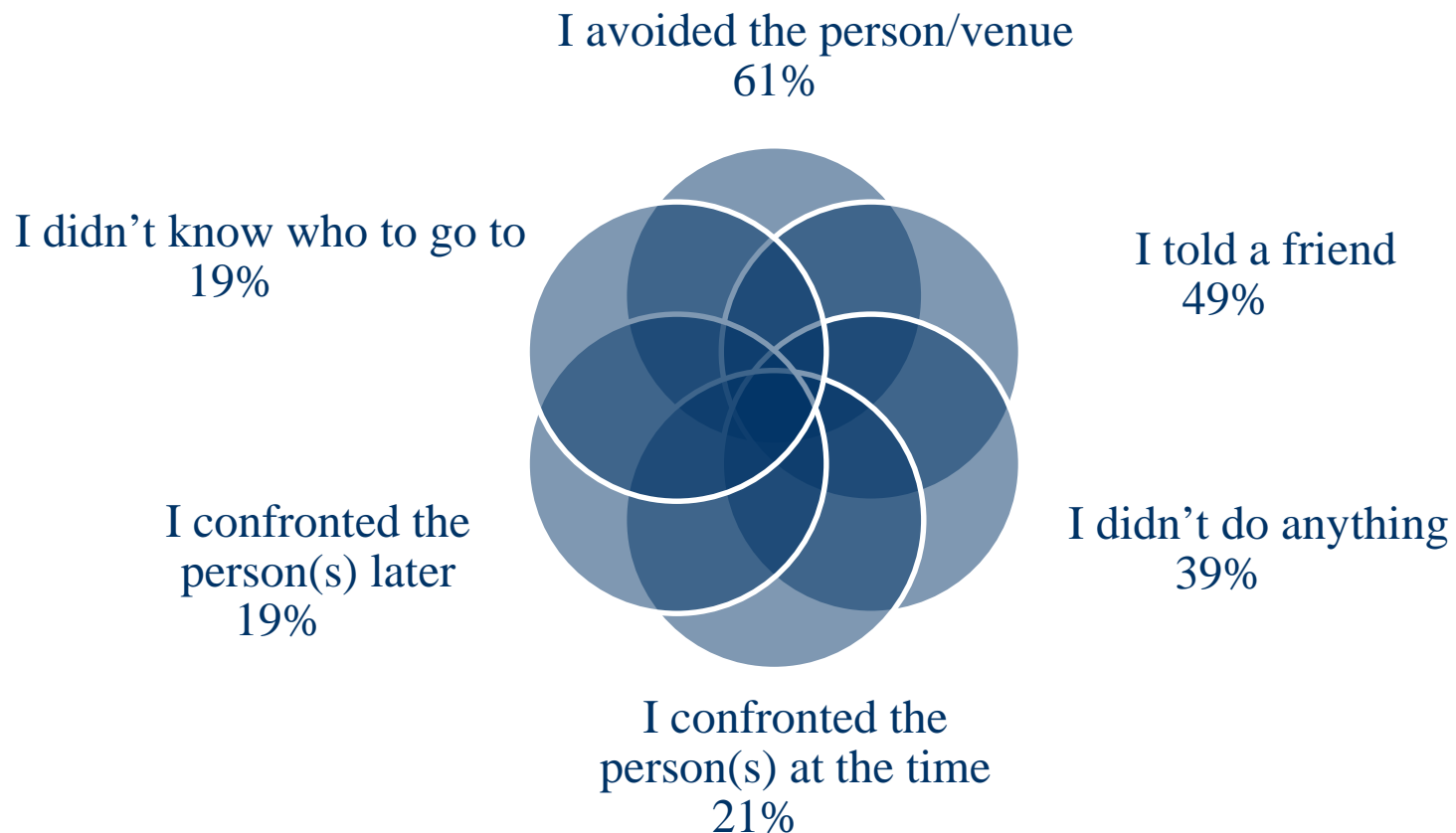
	<i>n</i>	%
Fall 2015	22	21.6
Fall 2014 to Summer 2015	48	47.1
Fall 2013 to Summer 2014	33	32.4
Fall 2012 to Summer 2013	25	24.5
Prior to Fall 2012	< 5	---

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

Emotional Reactions to Unwanted Sexual Contact



Actions in Response to Unwanted Sexual Contact



Qualitative Themes for Respondents: Why they did not report the unwanted sexual contact

Negative perceptions about reporting

- Reluctance to report
- Gender bias

Confusion

- What is reportable?
- Not a big deal

Qualitative Themes for Respondents: Why they did not report the unwanted sexual contact

Faculty and Staff: Lack of institutional support

- Response invalidating
- Concerns were low priority

Students: Disregard of our needs

- Survivor shaming
- Blaming, invalidating, and dismissive

Qualitative Themes for Respondents: Their reports were not responded to appropriately

Supported

- Handled appropriately
- Campus official or staff member showed genuine concern

Not supported

- Not handled appropriately
- Investigation too long and inadequate

Top Facilities Barriers for Respondents with Disabilities

Facilities	<i>n</i>	%
Temporary barriers due to construction or maintenance	85	32.1
Campus transportation/parking	76	28.4
The building where I work	61	22.8
Walkways, pedestrian paths, crosswalks	54	20.5

Top Technology/Online Environment Barriers by Respondents with Disabilities

Technology/Online	<i>n</i>	%
Accessible electronic format	40	15.2
Computer equipment	35	13.4

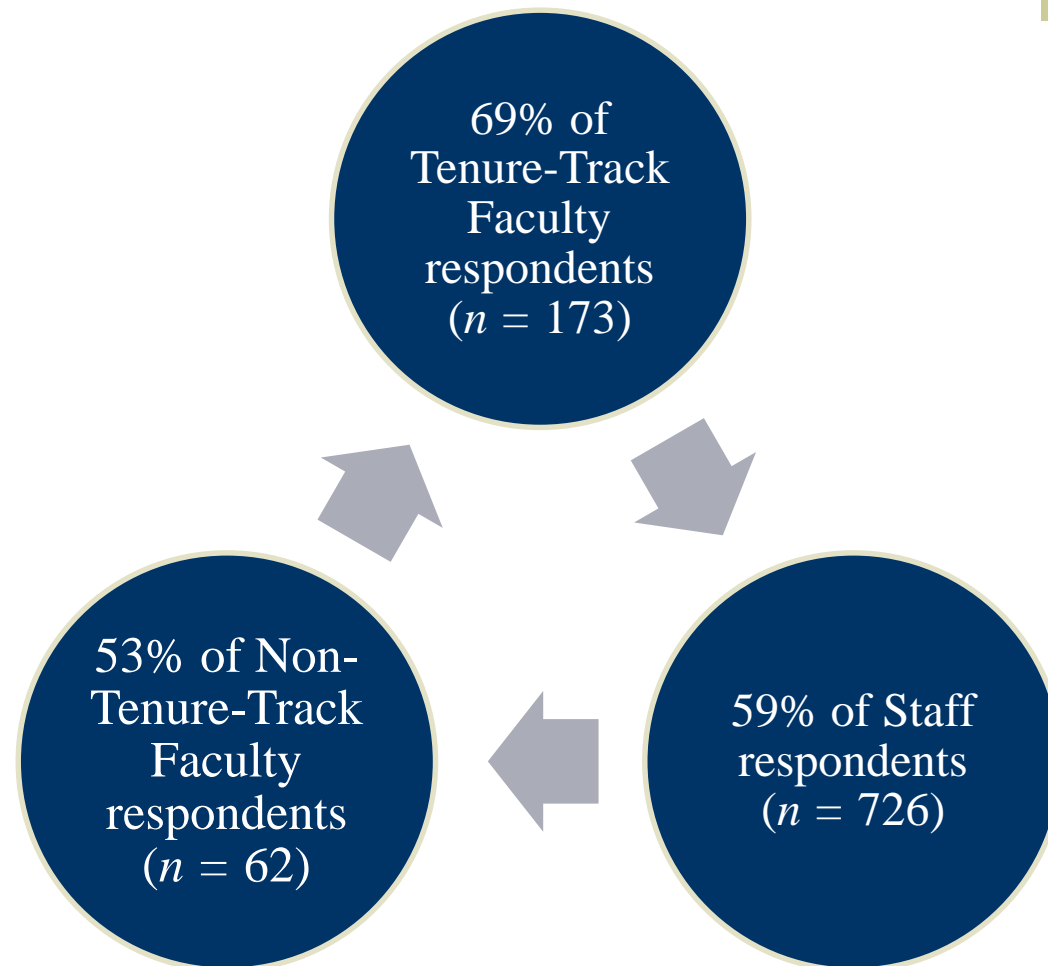
Top Identity Accuracy Barriers by Respondents with Disabilities

Identity Accuracy	<i>n</i>	%
Electronic databases (e.g., Banner)	36	13.6
Email account	34	12.9
Learning technology	28	10.8

Top Instructional Campus Materials Barriers by Respondents with Disabilities

Instructional Campus Materials	<i>n</i>	%
Food menus	34	13.1
Forms	29	11.2
Textbooks	26	10.1

Employee Respondents Who *Seriously Considered Leaving* Dartmouth College



Reasons Employee Respondents *Seriously Considered Leaving* Dartmouth College

	<i>n</i>	%
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

Note: Table includes answers from only those Faculty and Staff respondents who indicated that they considered leaving (*n* = 961).

Qualitative Themes for Employee Respondents

Why Considered leaving...

Negative microclimates

Advancement

Student Respondents Who *Seriously Considered Leaving* Dartmouth College

24% of Undergraduate Student
respondents
($n = 188$)

20% of Graduate Student/Post-
Doc/Research Associate
respondents
($n = 72$)

When Student Respondents
Seriously Considered Leaving Dartmouth College

75% in their first year

48% in their second year

24% in their third year

9% in their fourth year

Top Reasons Why Student Respondents *Seriously Considered Leaving Dartmouth College*

Reason	<i>n</i>	%
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	75	28.8
Homesick	50	19.2
Financial reasons	47	18.1
Coursework too difficult	44	16.9

Note: Table includes answers from only those Student respondents who indicated that they considered leaving (*n* = 260).

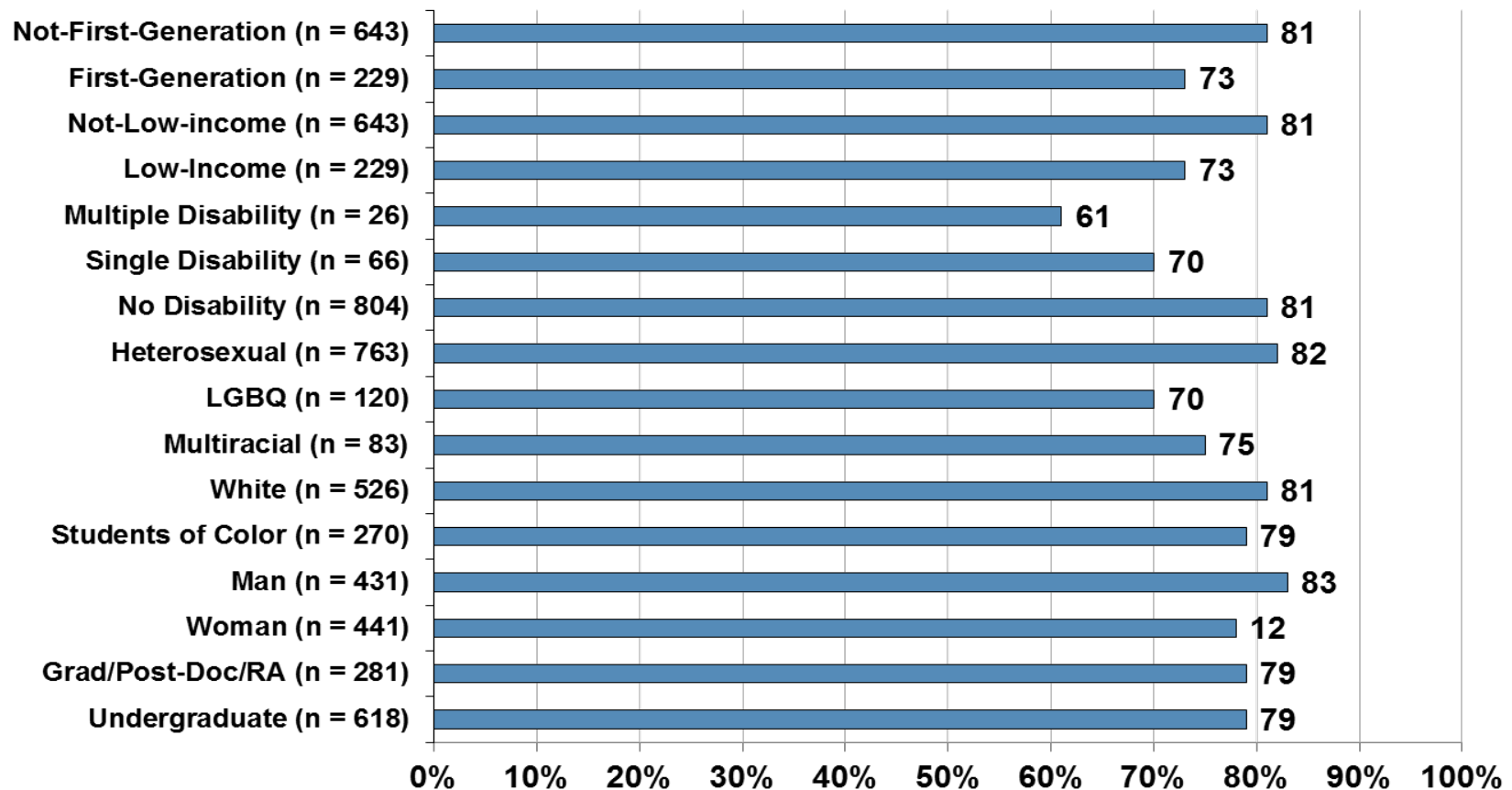
Qualitative Themes

Why Considered leaving...

Sense of belonging

Inclusion

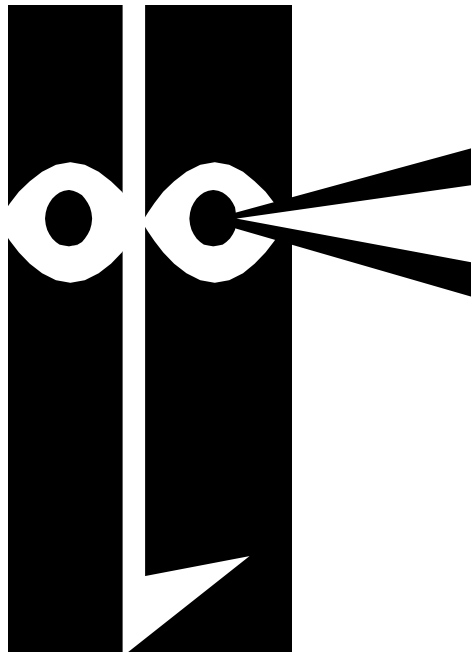
Student Respondents Who Agreed That They Would Recommend Dartmouth



Perceptions



Respondents who observed conduct or communications directed towards a person/group of people that created an exclusionary, intimidating, offensive and/or hostile working or learning environment...



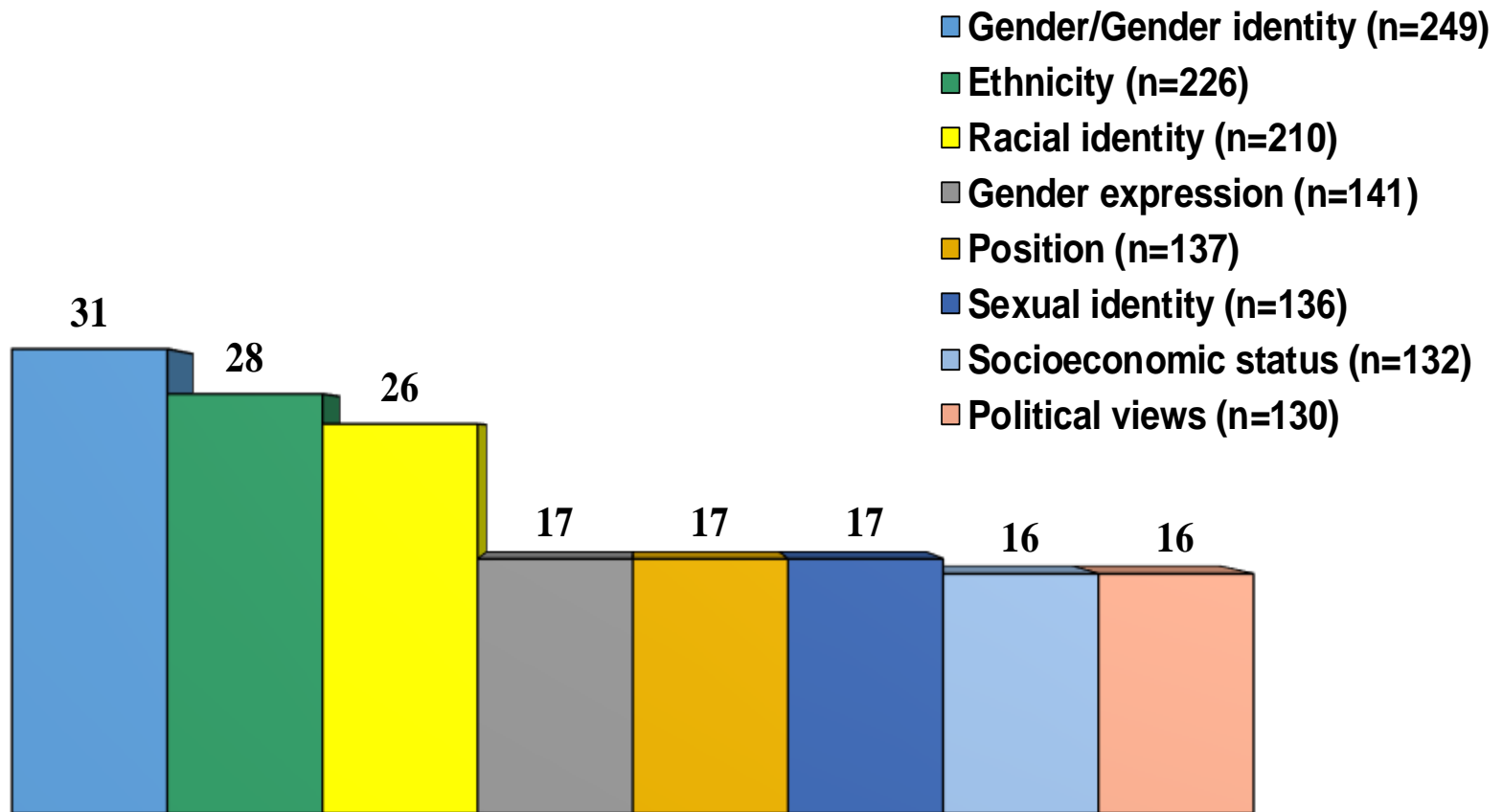
30% (*n* = 810)

Form of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct

	<i>n</i>	%
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	131	16.2
Derogatory written comments	128	15.8
Person experiences a hostile classroom environment	126	15.6

Note: Only answered by respondents who observed harassment (*n* = 810).
Percentages do not sum to 100 due to multiple responses.

Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct Based on...(%)



Note: Only answered by respondents who observed harassment ($n = 810$).
Percentages do not sum to 100 due to multiple responses.

Source of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct (%)

Source

- Student (52%)
- Faculty member/instructional staff (19%)
- Coworker/colleague (16%)
- Supervisor/manager (11%)

Note: Only answered by respondents who observed harassment ($n = 810$).
Percentages do not sum to 100 due to multiple responses.

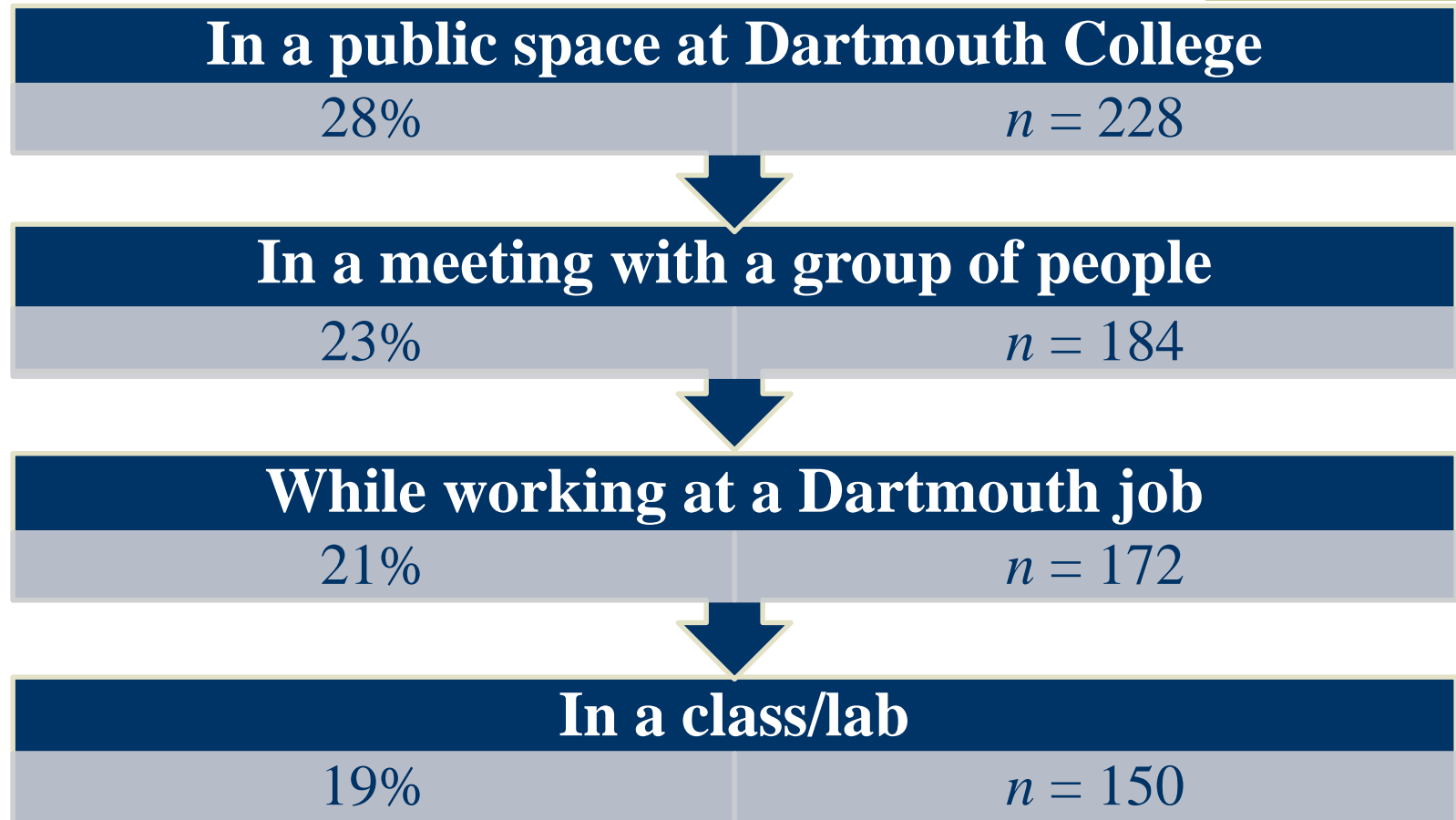
Target of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct (%)

Target

- Student (57%)
- Coworker (27%)
- Friend (23%)
- Staff member (18%)
- Faculty member/instructional staff (11%)

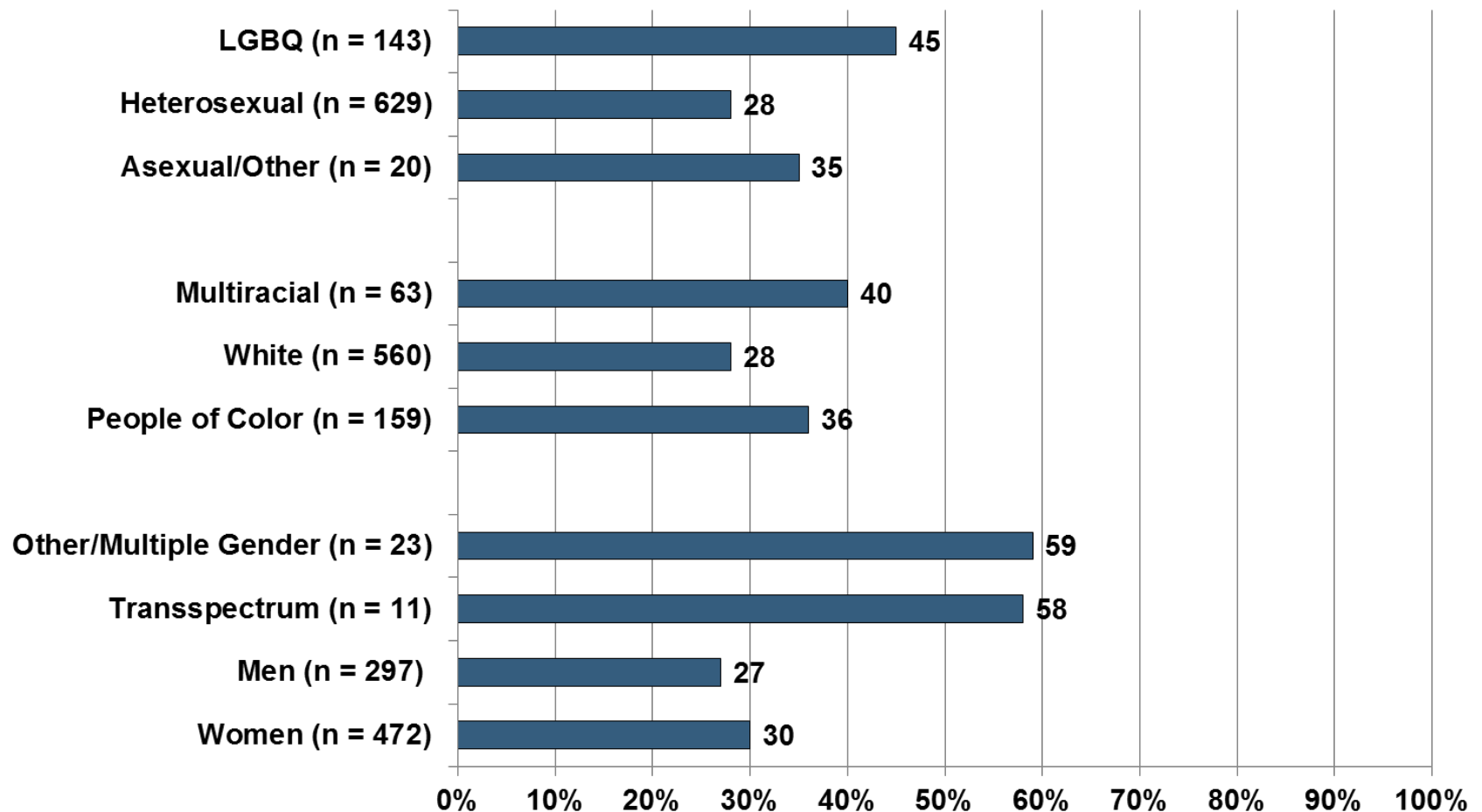
Note: Only answered by respondents who observed harassment ($n = 810$).
Percentages do not sum to 100 due to multiple responses.

Location of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct

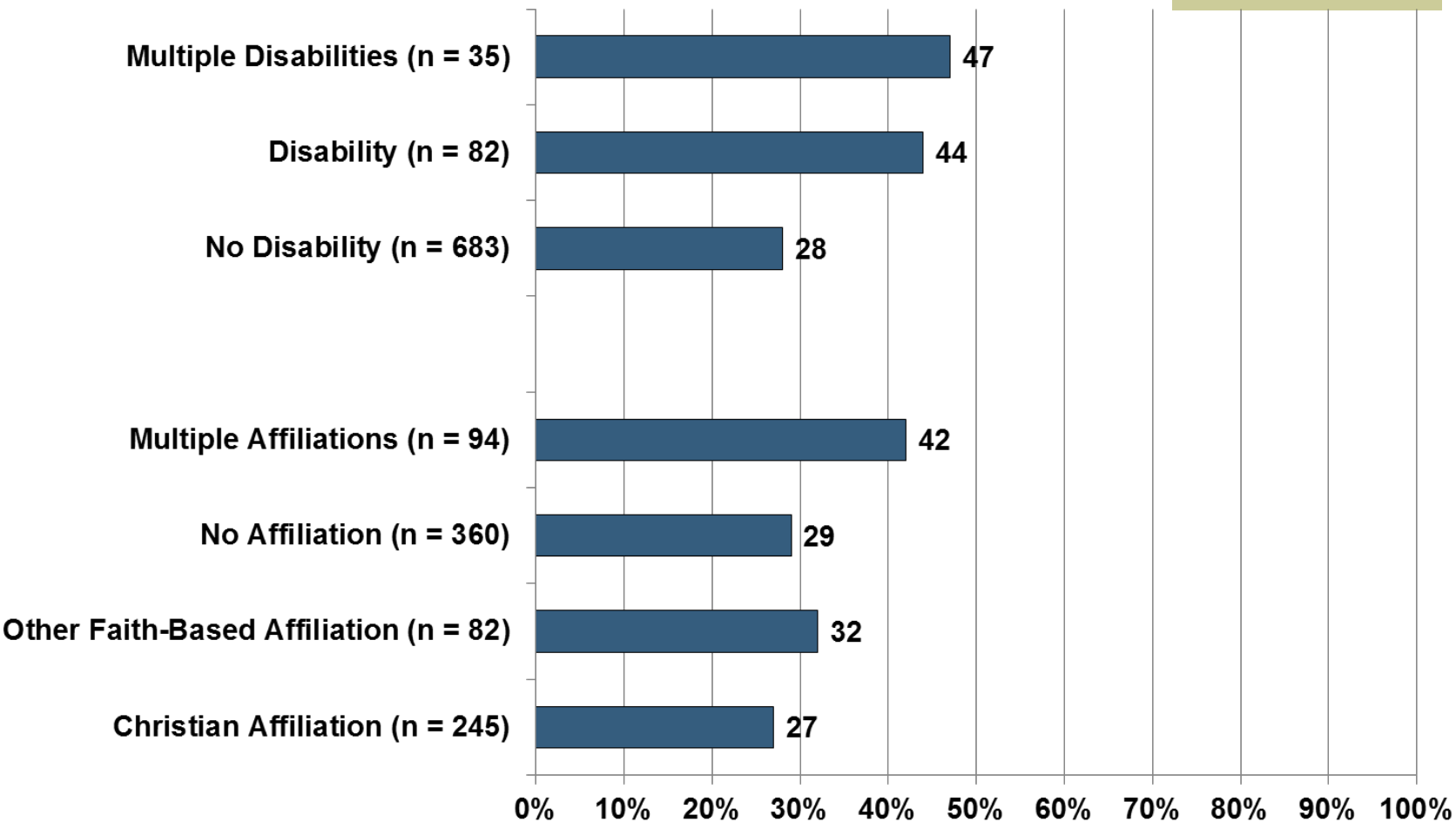


Note: Only answered by respondents who observed harassment ($n = 810$).
Percentages do not sum to 100 due to multiple responses.

Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Select Demographics (%)

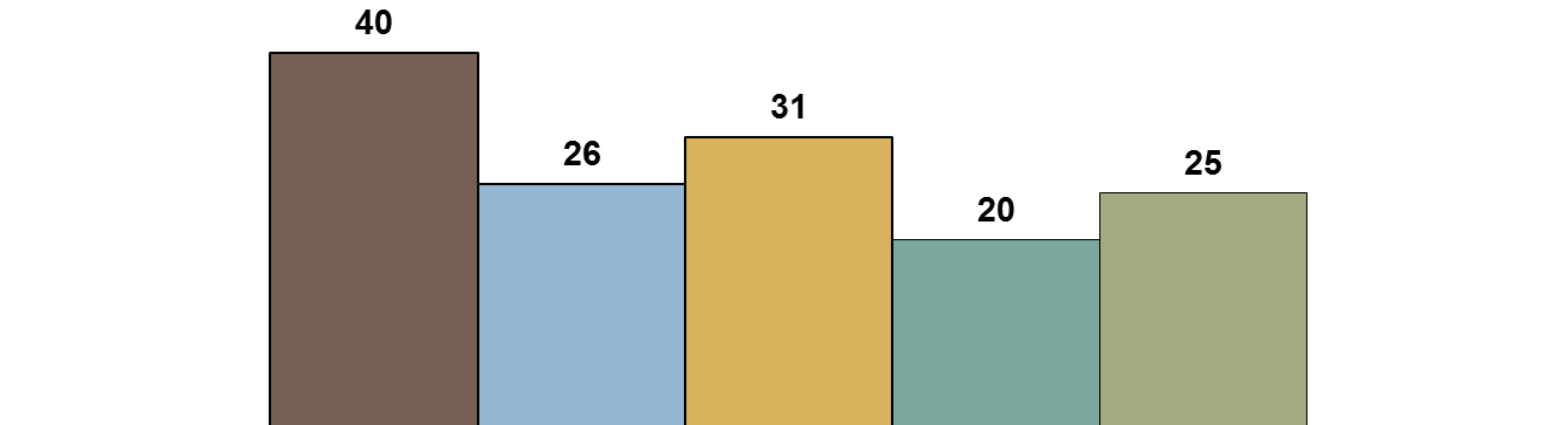


Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Select Demographics (%)



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

- Undergraduate Students (n = 310)
- Graduate/Post-Doc/RA (n = 93)
- Tenure-Track Faculty (n = 78)
- Non-Tenure-Track Faculty (n = 24)
- Staff (n = 305)



Qualitative Themes

Observed Conduct

Hostility and intimidation

Students: Racially biased exclusion

Staff: Observing offensive language

Employee Perceptions



Employee Perceptions of Unfair/Unjust Hiring Practices

22% Staff respondents

32% Tenure-Track Faculty respondents

21% Non-Tenure-Track Faculty respondents

Qualitative Themes

Discriminatory Hiring Practices

Lack of commitment to diversity

Nepotism and cronyism

Employee Perceptions of Unfair/Unjust Employment-Related Disciplinary Actions

15% Staff respondents

14% Tenure-Track Faculty respondents

13% Non-Tenure-Track Faculty respondents

Qualitative Themes

Discriminatory Employment-Related Disciplinary Actions

Perceived inconsistency

Observations of abuse

Employee Perceptions of Unfair/Unjust Practices Related to Promotion

21% Staff respondents

35% Tenure-Track Faculty respondents

27% Non-Tenure-Track Faculty respondents

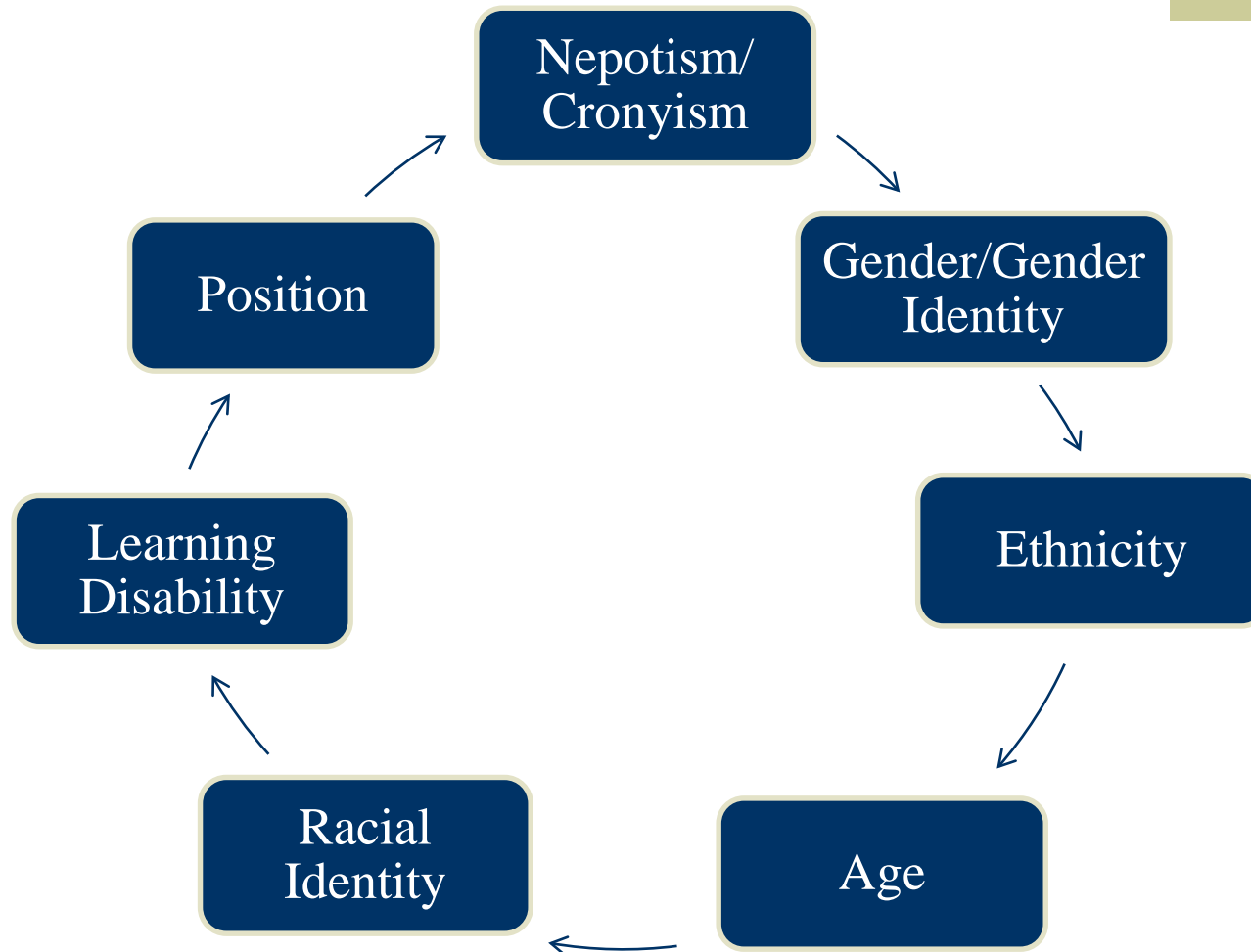
Qualitative Themes

Discriminatory Practices Related to Promotion

Desire for more transparent processes

Exclusion

Most Common Bases for Discriminatory Employment Practices



Work-Life Issues SUCCESSES & CHALLENGES

Positive views of campus climate were held by the majority of employees.



Staff Respondents Examples of Successes

72% of Staff respondents believed
that expectations of their
responsibilities were clear

68% thought that they had
colleagues/coworkers who gave
them job/career advice or
guidance when they needed it

Staff Respondents Examples of Successes

65% believed that Dartmouth
provided them with resources to
pursue training/professional
development opportunities

63% indicated that they would
recommend Dartmouth College
as good place to work

Staff Respondents Examples of Challenges

58%

- Hierarchy existed within staff positions that allowed some voices to be valued more than others

33%

- Performed more work than colleagues with similar performance expectations

27%

- Staff salaries were competitive

Staff Respondents Examples of Challenges

31%

- Felt positively about their career opportunities at Dartmouth College.

25%

- Staff opinions were valued on Dartmouth College committees

23%

- Staff opinions were valued by Dartmouth College administration



Qualitative Themes

Staff Work-Life Attitudes



Workload

Family related issues

Power dynamics

Qualitative Themes
Staff Work-Life Attitudes

Inclusion concerns of perceived
minorities

Professional growth, advancement, and
review

Social hierarchy

Qualitative Themes **Staff Work-Life Attitudes**

Job security concerns

Positive reflections on leadership

Desire for consistency from leadership

Tenure-Track Faculty Respondents Examples of Successes

74% of Tenure-Track
Faculty respondents felt that
teaching was valued by
Dartmouth College

62% felt criteria for
tenure were clear

Tenure-Track Faculty Respondents Examples of Challenges

47%

- Performed more work to help students than did their colleagues

38%

- Burdened by service responsibilities beyond those of their colleagues with similar performance expectations

18%

- Pressured to change their research/scholarship agenda to achieve tenure/promotion.

Qualitative Themes

Tenure-Track Faculty Work-Life Attitudes

Value of research versus teaching

Perception of tenure-related
inconsistencies

Non-Tenure-Track Faculty Respondents

Examples of Successes

74% of Non-Tenure-Track Faculty respondents felt that teaching was valued by Dartmouth College

62% believed that expectations of their responsibilities were clear

70% felt that research was valued by Dartmouth College

Non-Tenure-Track Faculty Respondents Examples of Challenges

35%

- Believed that they performed more work to help students than did their colleagues

27%

- Felt pressured to do extra work that was uncompensated

20%

- Felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations

Non-Tenure-Track Faculty Respondents Examples of Challenges

31%

- Believed that Non-Tenure-Track Faculty opinions were taken seriously by senior administrators

24%

- Felt that they had job security

21%

- Indicated that the criteria used for contract renewal was applied equally to all positions

Qualitative Themes

Non-Tenure-Track Faculty Work-Life Attitudes

Questionable hiring practices

Job security/feeling vulnerable

Appropriate compensation for workload

All Faculty Respondents Examples of Successes

65% of Faculty
respondents thought
that Dartmouth College
provided them with
resources to pursue
professional
development

57% felt positive
about their career
opportunities at
Dartmouth College

64% would
recommend
Dartmouth College
as good place to
work

All Faculty Respondents Examples of Challenges

17%

- Believed that child care benefits were competitive

24%

- Indicated that Dartmouth College provided adequate resources to help them manage work-life balance

34%

- Thought that salaries for adjunct professors were competitive.

Qualitative Themes
All Faculty Work-Life Attitudes

Salary and benefits not competitive

Perceptions of administrative
inconsistencies

Minority inclusion and equity

Student Respondents' Perceptions



Student Respondents' Perceptions of Campus Climate

Majority of Student respondents felt valued by faculty (83%) and other students (72%) in the classroom



Majority felt valued by Dartmouth faculty (81%), staff (75%), and senior administrators (46%)

Student Respondents' Perceptions of Campus Climate

Many had faculty (76%) and less had staff (52%) who they perceived as role models

A large, dark blue downward-pointing arrow with a gold outline, connecting the first box to the second.

27% indicated that faculty pre-judged their abilities based on their perception of their identities/backgrounds

A large, dark blue downward-pointing arrow with a gold outline, connecting the second box to the third.

53% felt that the campus climate encourages free and open discussion of difficult topics

Student Respondents' Perceived Academic Success



Student Respondents' Academic Success

White Undergraduate Student respondents had greater *Perceived Academic Success* than Undergraduate Students of Color.

A large, dark blue downward-pointing arrow with a gold outline, connecting the first box to the second.

Undergraduate Students with No Disability had greater *Perceived Academic Success* than Students with a Single Disability and with Multiple Disabilities

A large, dark blue downward-pointing arrow with a gold outline, connecting the second box to the third.

Undergraduate Student respondents who were Not-First-Generation/Low-Income had greater *Perceived Academic Success* than Undergraduate Student respondents who were First-Generation/Low-Income.

Student Respondents' Academic Experiences

80%

- Satisfied with the extent of their intellectual development since enrolling at Dartmouth

81%

- Academic experience had a positive influence on their intellectual growth and interest in ideas

81%

- Interest in ideas and intellectual matters had increased since coming to Dartmouth

Student Respondents' Academic Experiences

82%

- Satisfied with their academic experience at Dartmouth

77%

- Performed up to their full academic potential

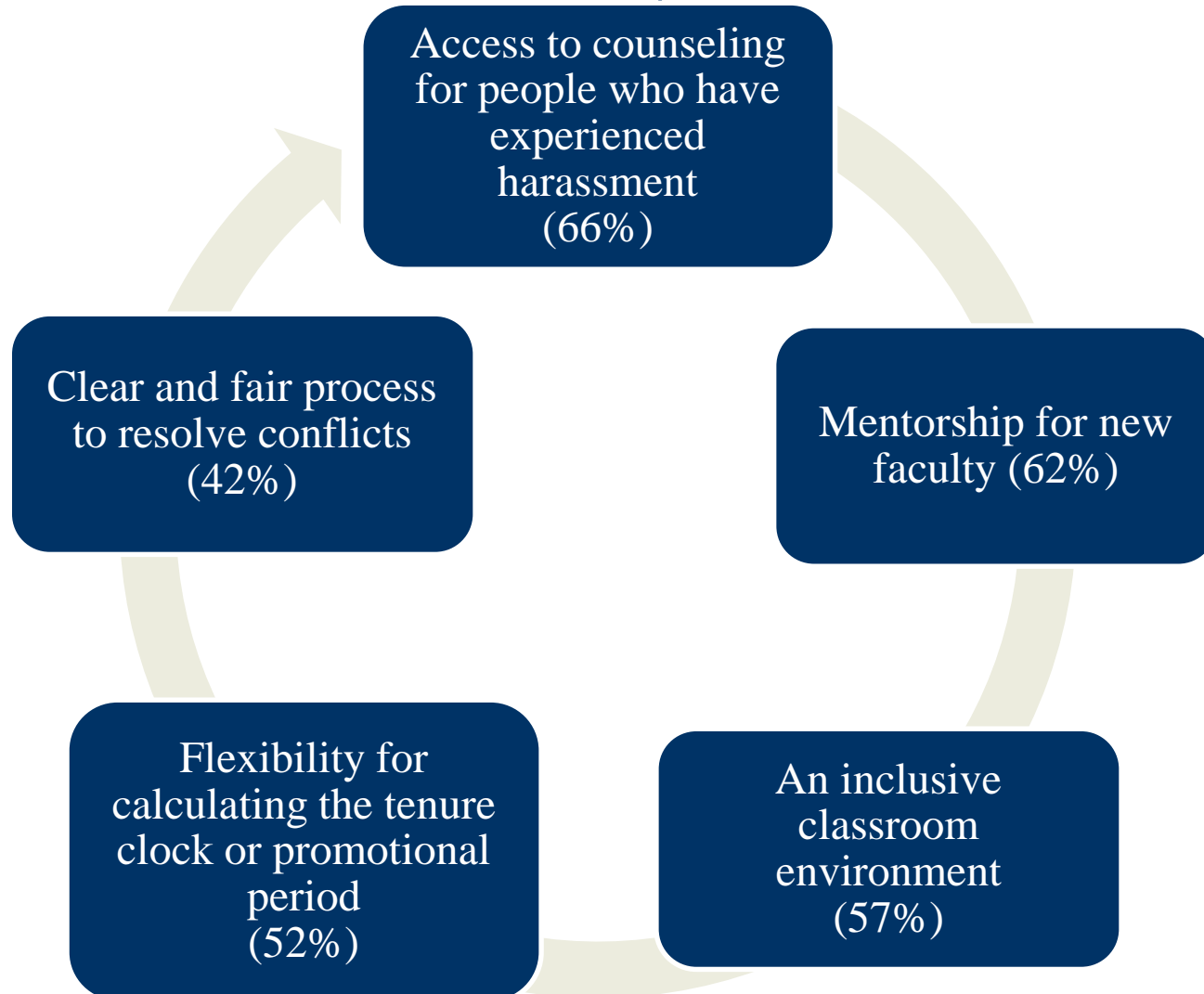
66%

- Performed academically as well as they anticipated they would

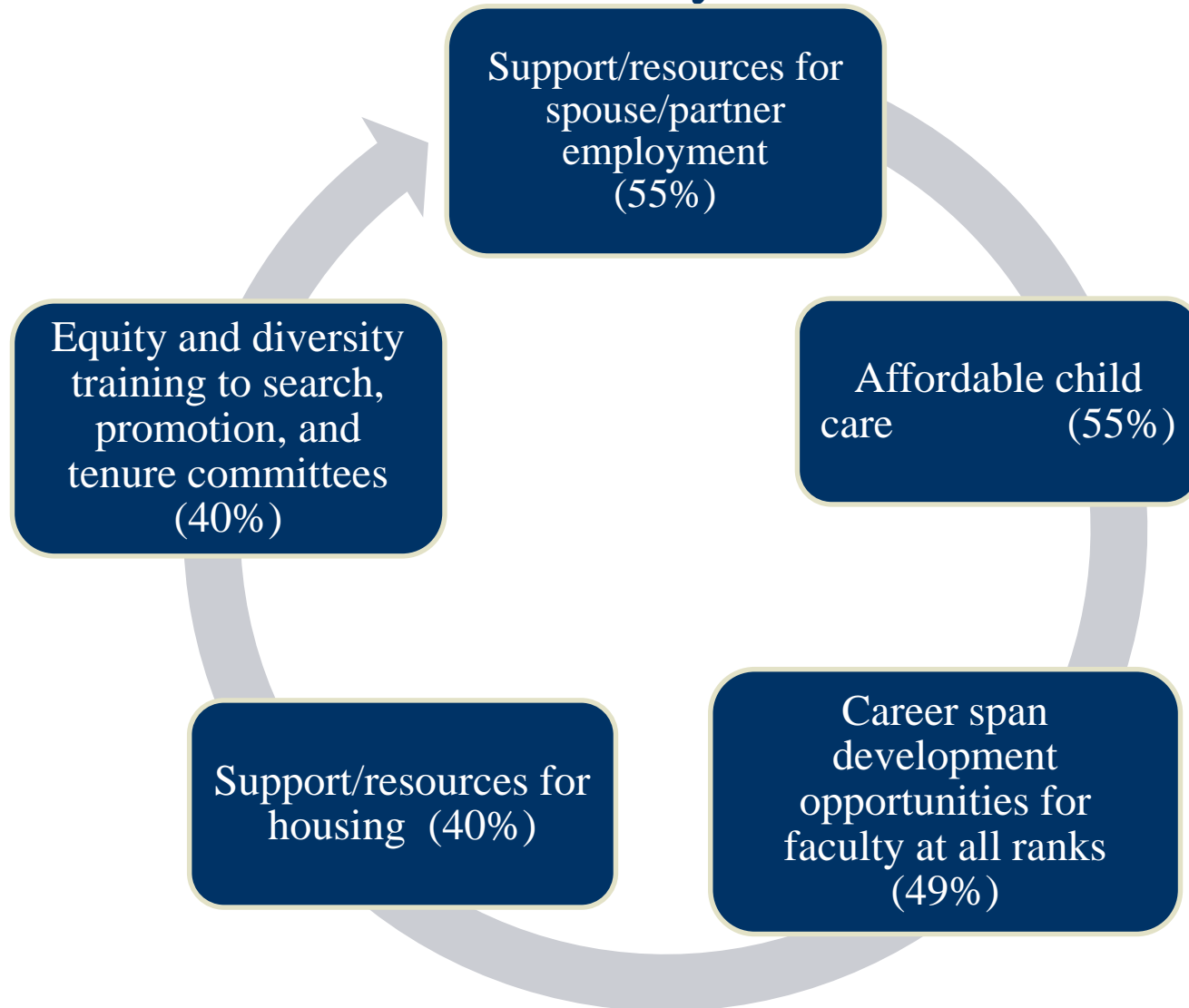
Institutional Actions



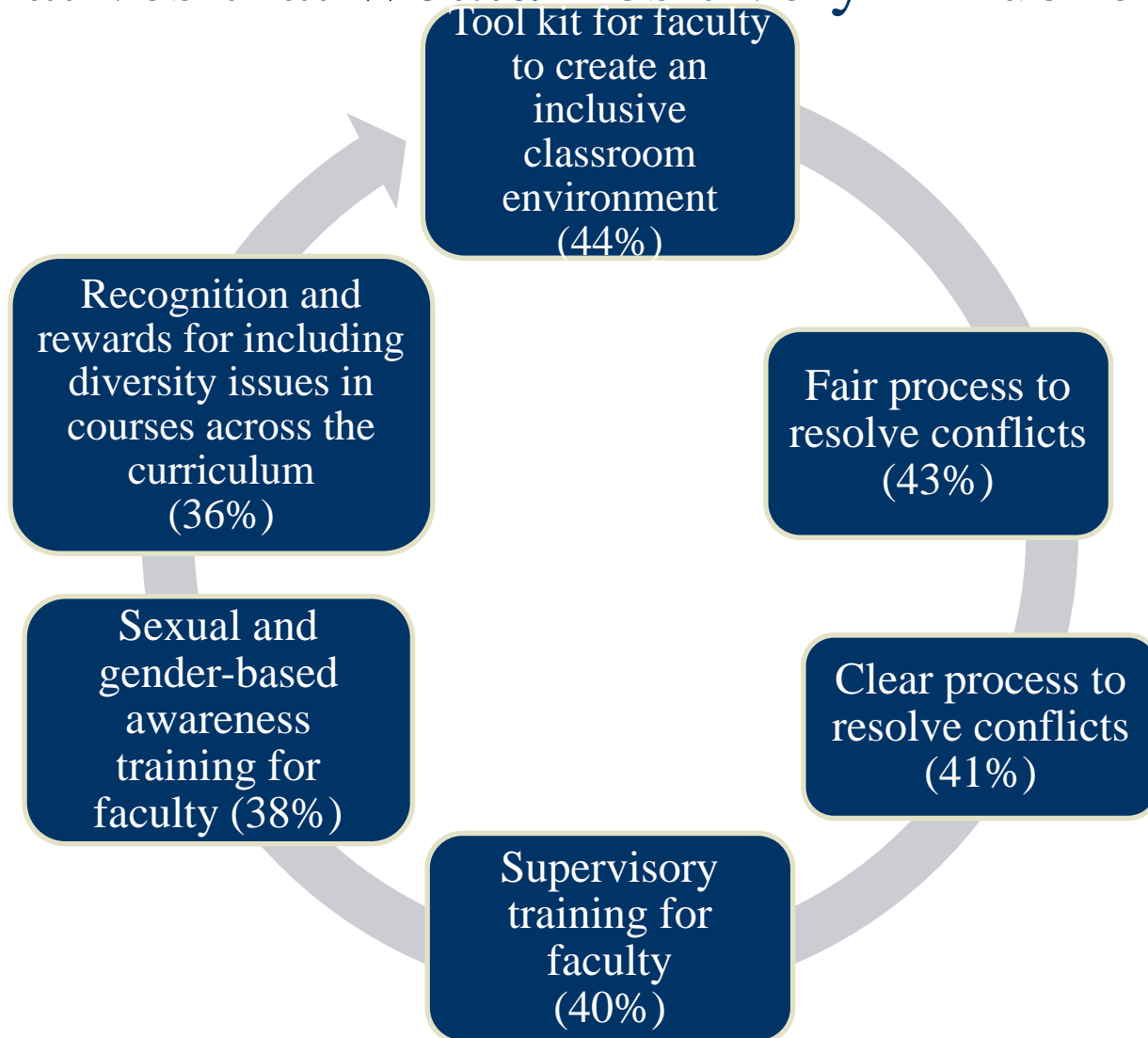
Faculty Perceptions of *Available* Campus Initiatives that Positively Influenced Climate



Faculty Perceptions of *Unavailable* Campus Initiatives that *Would* Positively Influence Climate



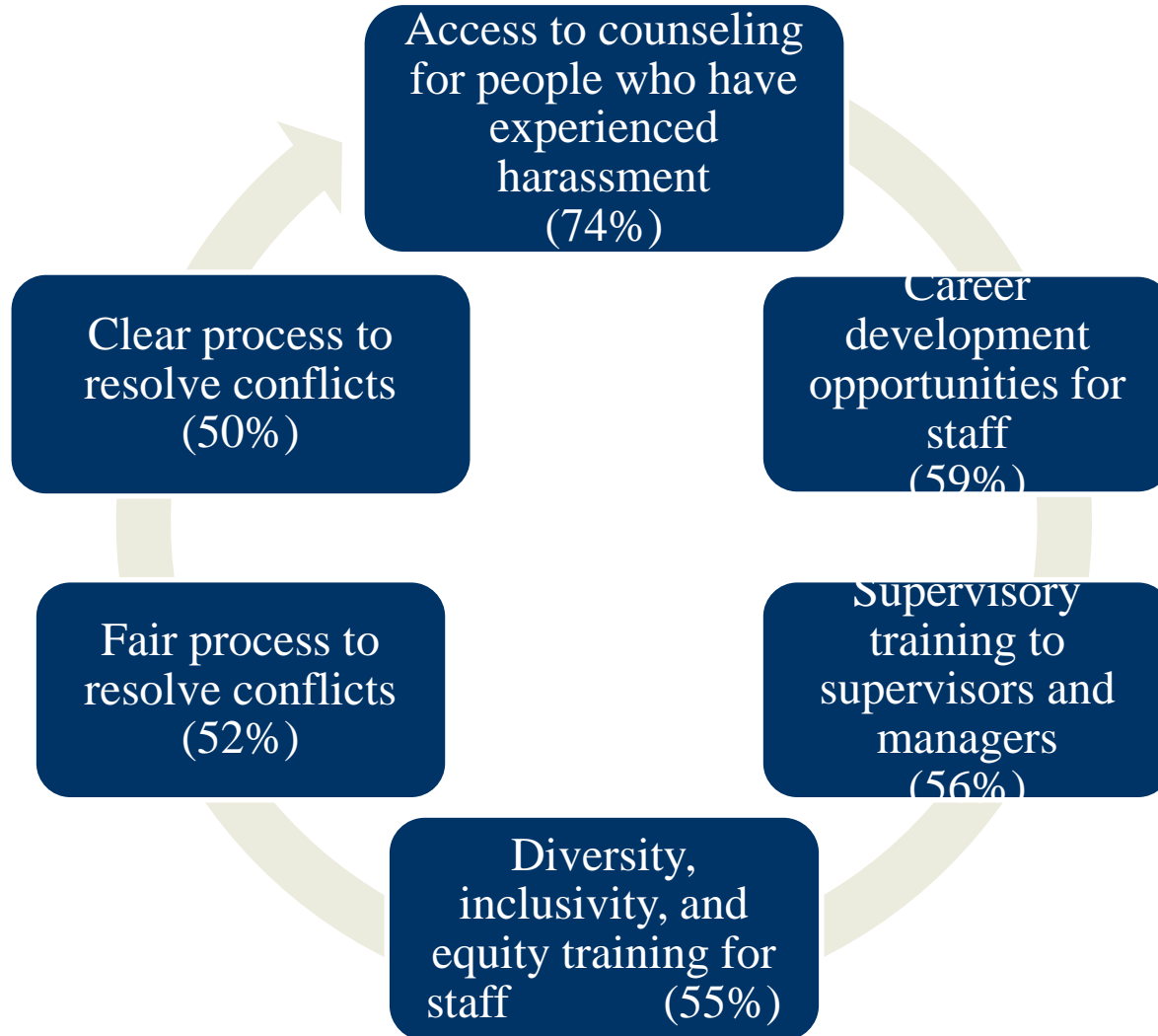
Faculty Perceptions of *Unavailable* Campus Initiatives that *Would* Positively Influence Climate



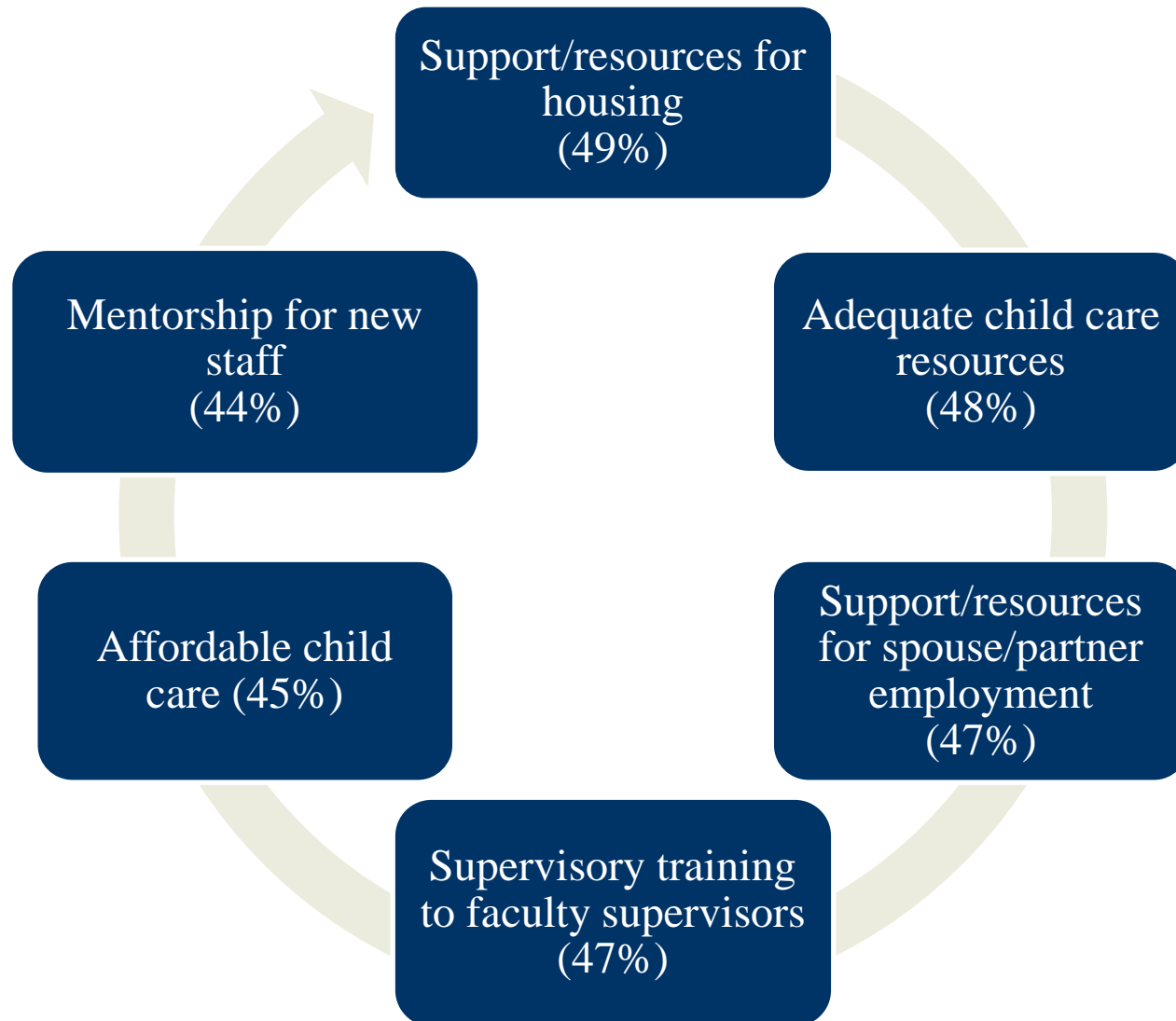
Qualitative Themes **Institutional Actions – Faculty**

More affordable child care for faculty,
lecturers, and adjunct professors

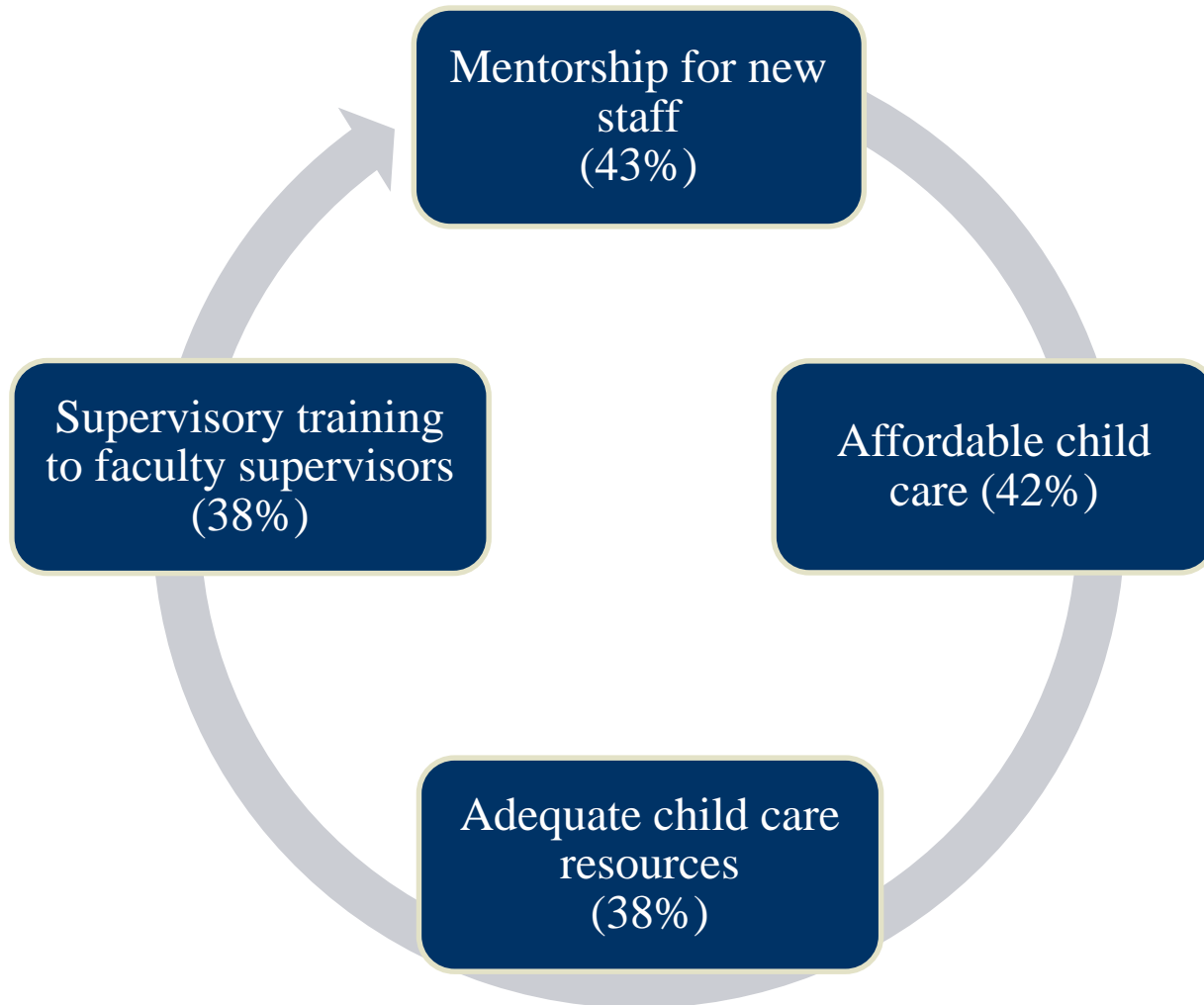
Staff Perceptions of Campus Initiatives that Positively Influenced Climate



Staff Perceptions of Campus Initiatives that Positively Influenced Climate



Staff Perceptions of *Unavailable* Campus Initiatives that *Would* Positively Influence Climate



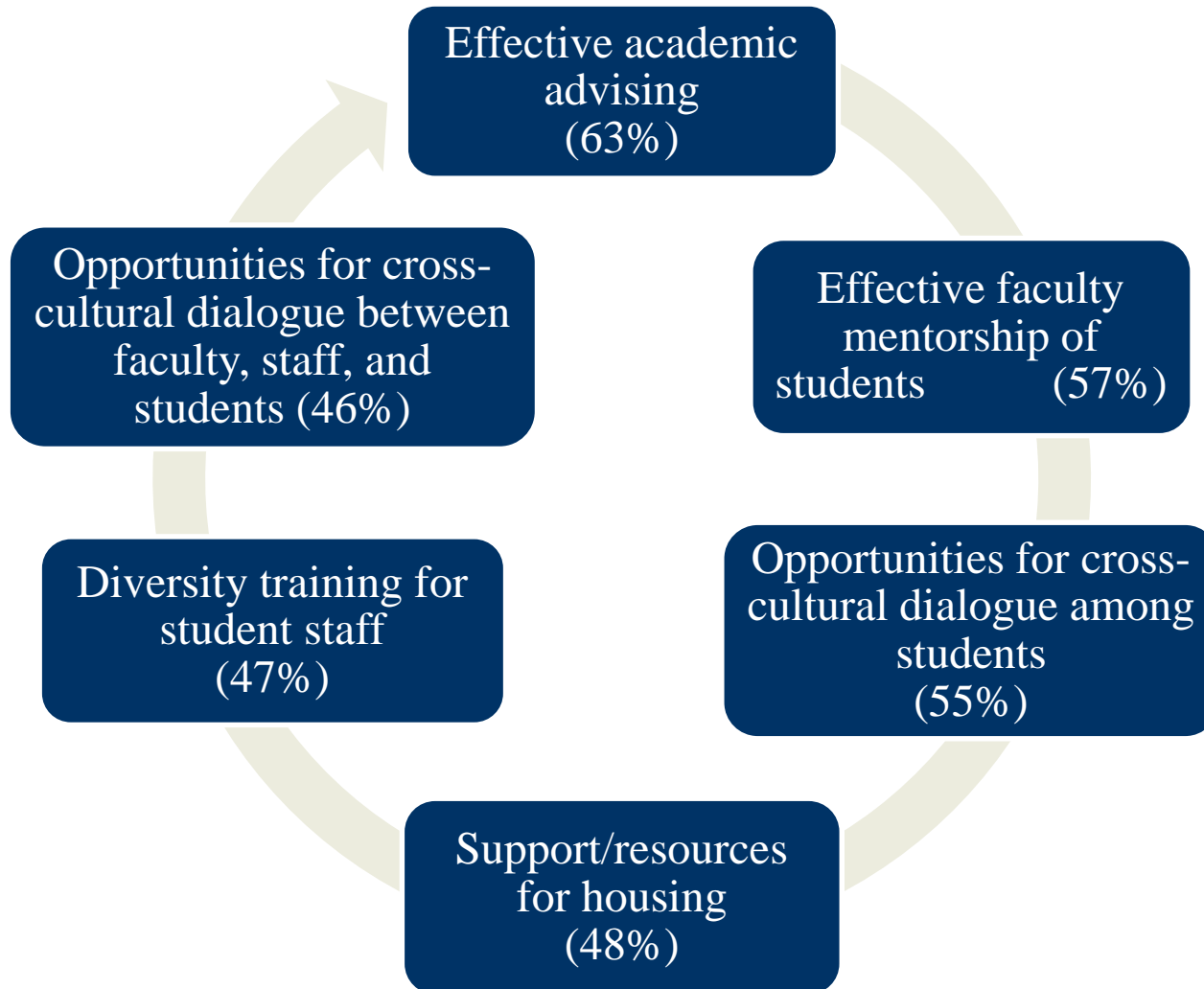
Qualitative Themes
Institutional Actions -Staff

Desire for enhanced professional
development

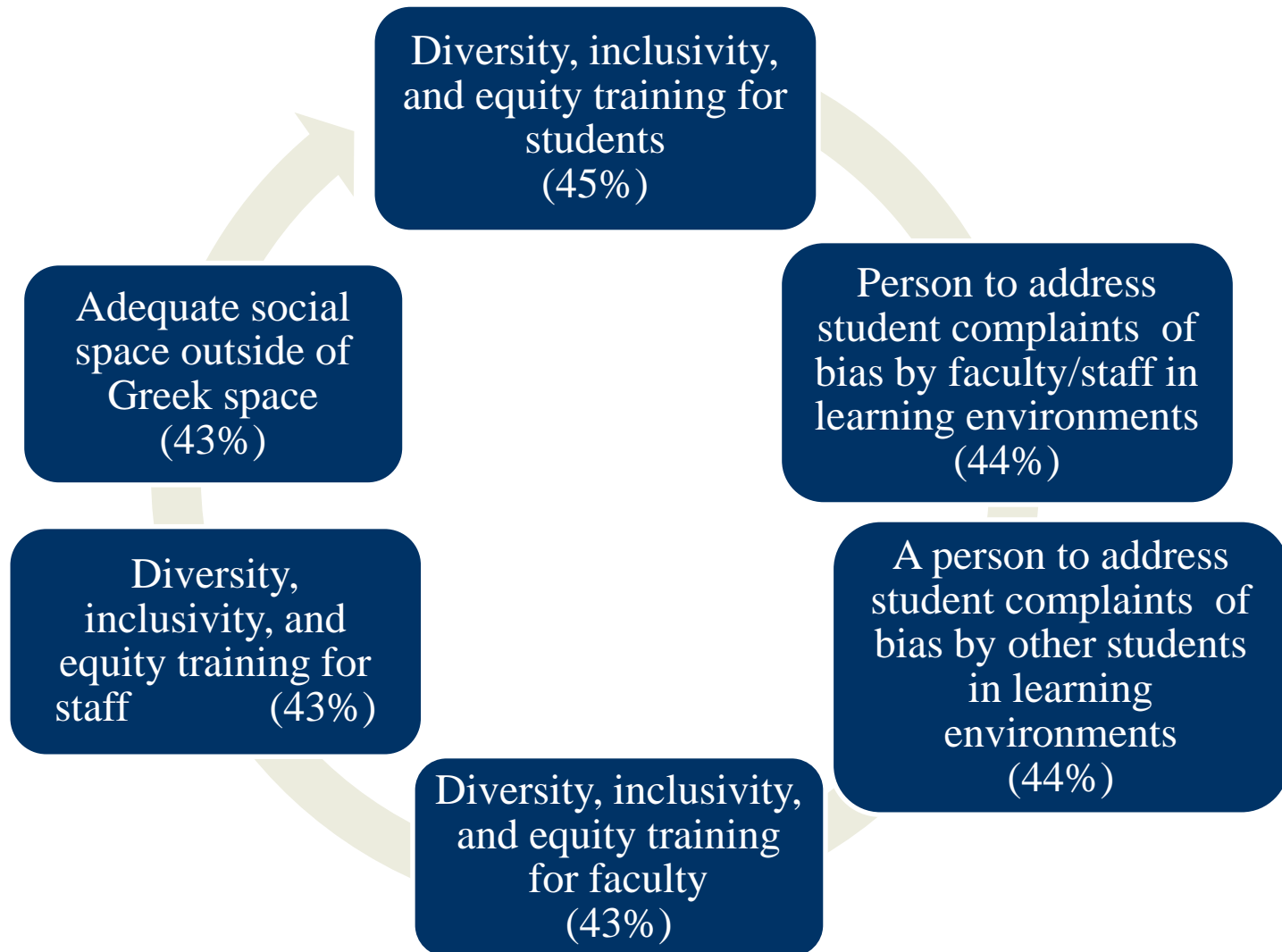
Local cost of housing

Cost of child care expenses

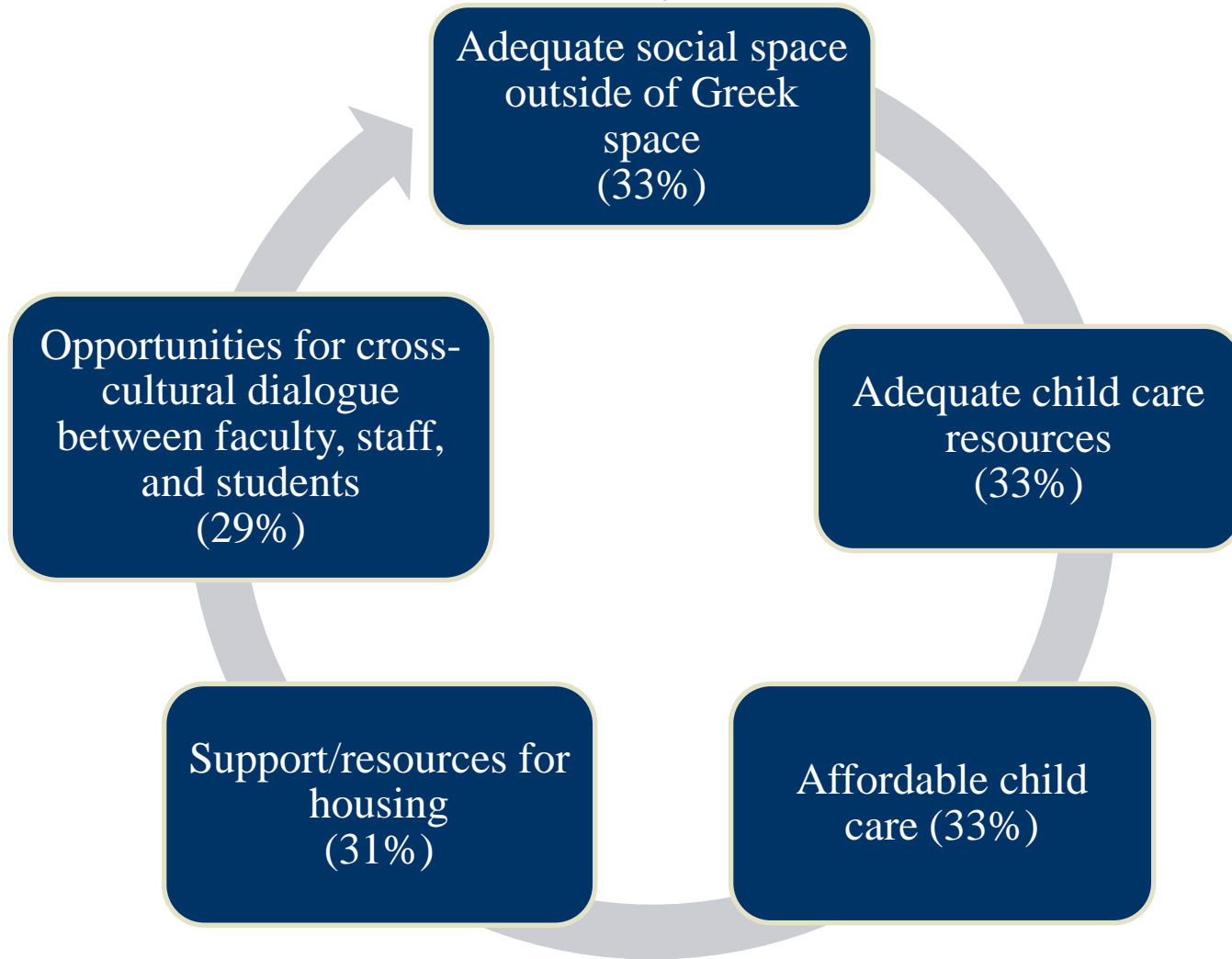
Student Perceptions of Campus Initiatives that Positively Influenced Climate



Student Perceptions of Campus Initiatives that Positively Influenced Climate



Student Perceptions of *Unavailable* Campus Initiatives that *Would* Positively Influence Climate



Qualitative Themes

Institutional Actions - Students

Exclusion of perceived minorities

Perceived inclusion of minorities at the
expense of others

Summary

Strengths and Successes
Opportunities for Improvement

Context

Interpreting the Summary



Although colleges and universities attempt to foster welcoming and inclusive environments, they are not immune to negative societal attitudes and discriminatory behaviors.



As a microcosm of the larger social environment, college and university campuses reflect the pervasive prejudices of society.



Classism, Racism, Sexism, Genderism, Heterosexism, etc.



Overall Strengths and Successes

70-73% of respondents were comfortable with the overall climate and department/work unit climate at Dartmouth

85% of Faculty and Student respondents were comfortable with their classroom climate

The majority of student respondents expressed positive attitudes about their academic experiences at Dartmouth.

The majority of employee respondents expressed positive attitudes about work-life issues at Dartmouth.

Overall Challenges and Opportunities for Improvement

30% had
observed
exclusionary
conduct within
the last year at
Dartmouth

21% had
personally
experienced
exclusionary
conduct within
the last year at
Dartmouth

5%
experienced
unwanted
sexual
misconduct
while at
Dartmouth

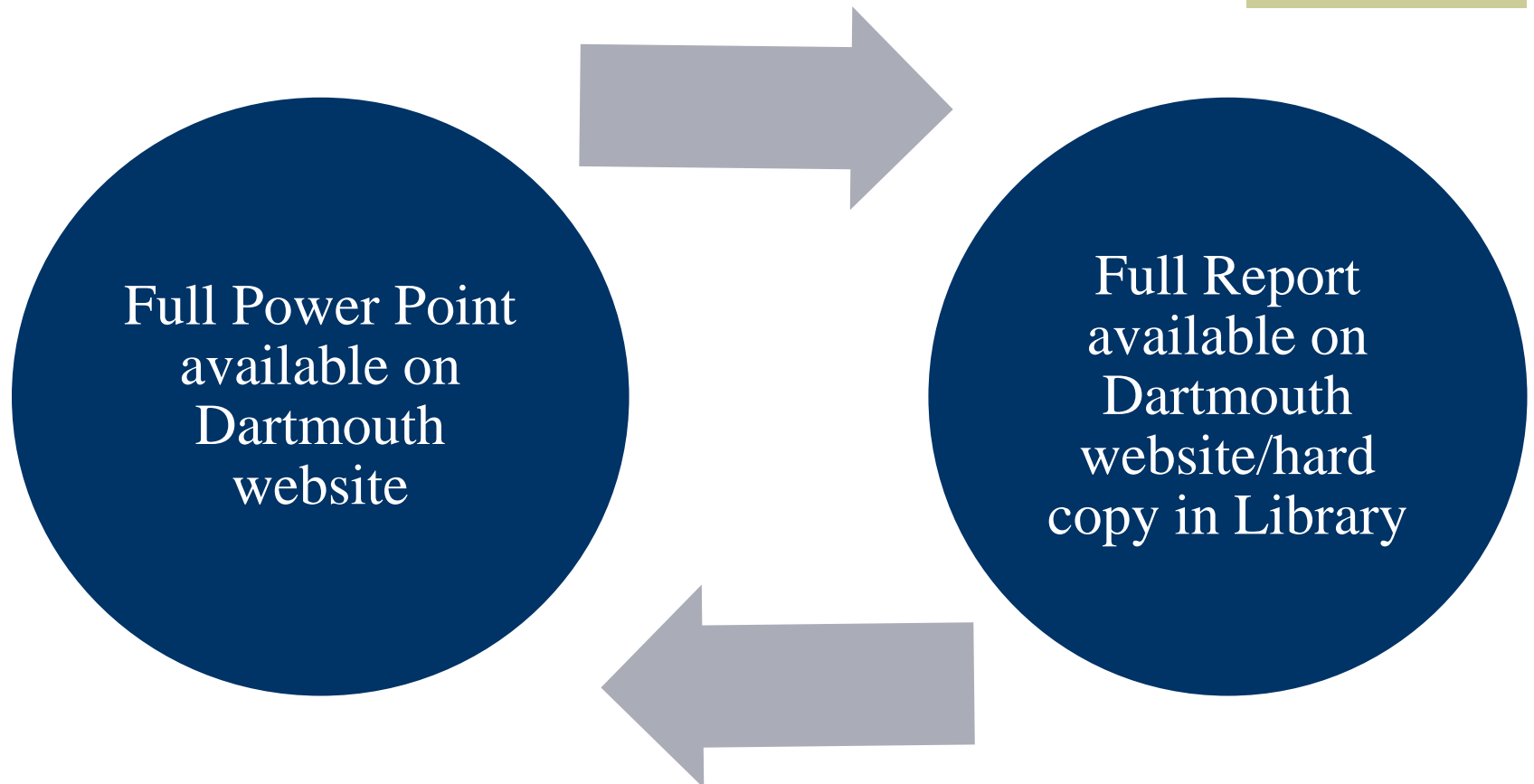
59% of Staff
and 69% of
Faculty
seriously
considered
leaving
Dartmouth

Next Steps



Process Forward

Sharing the Report with the Community



Questions and Discussion

