

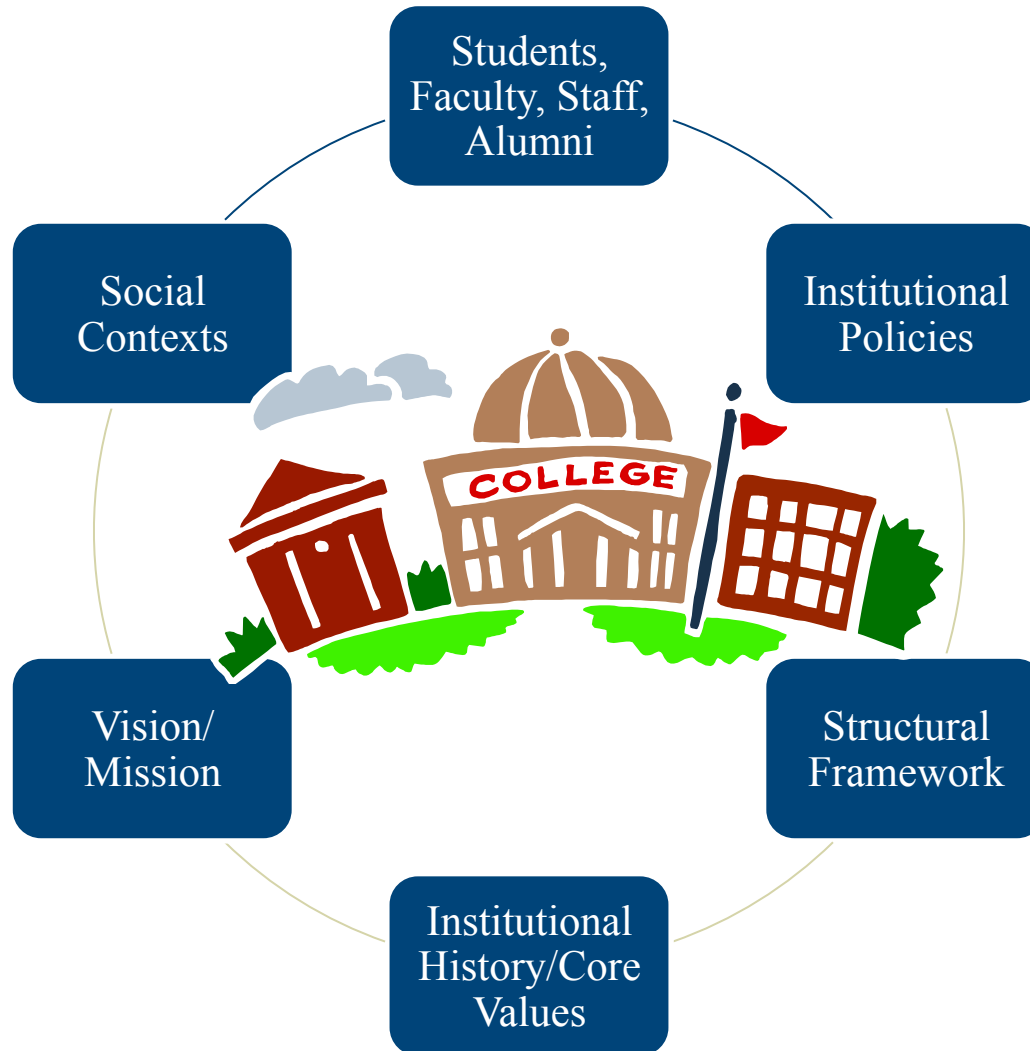
Reed College

Campus Climate Assessment Results Summary May 14, 2013



REED COLLEGE

Campuses as Social Systems



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

² Cabrera, Nora, Terenzini, Pascarella, & Hagedron, 1999; Feagin, Vera & Imani, 1996; Pascarella & Terenzini, 1991.

³ Hale, 2004; Harper & Quaye, 2004; Harper, & Hurtado, 2009; Hurtado, 2003.

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

²Sears, 2002

³Silverschanz, Cortina, Konik, & Magley, 2007; Costello, 2012

Projected Outcomes



Reed College will add to their collective knowledge about how community members perceive campus climate (e.g., pedagogy, curricular issues, professional development, inter-group/intra-group relations, respect issues).



Reed 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

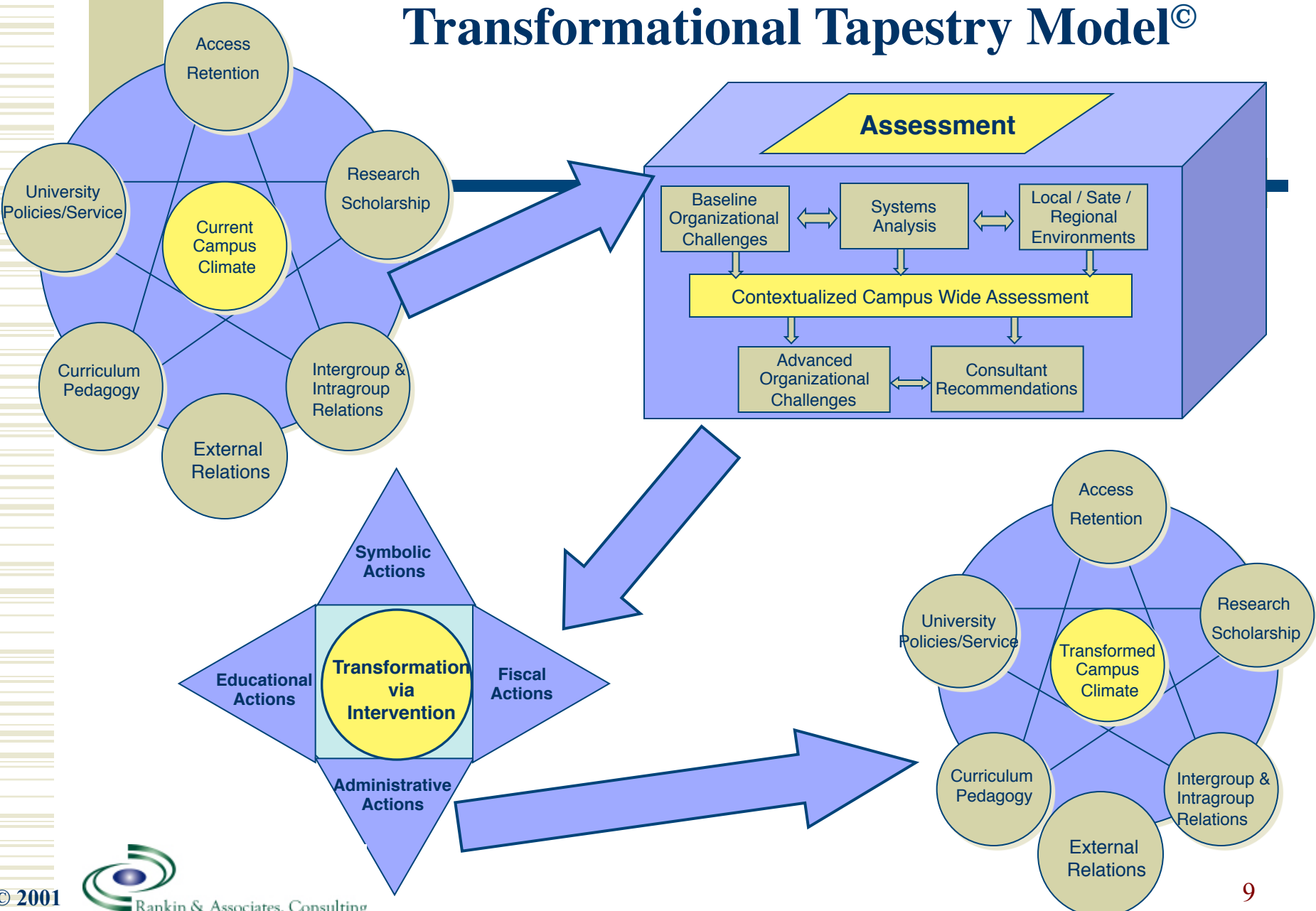
Assessment

- Examine the climate

Follow-up

- Building on the successes and addressing the challenges

Transformational Tapestry Model[©]



Overview of the Project

Phase I

- **Assessment Tool Development and Implementation**

Phase II

- **Data Analysis**

Phase III

- **Final Report and Presentation**

Phase I

Spring 2011 – Fall 2012

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graph TD; A[Phase I  
Spring 2011 – Fall 2012] --> B[Meetings with Reed's Climate Study Working Group (CCWG) to develop the survey instrument.]; B --> C[The CCWG reviewed multiple drafts of the survey and approved the final survey instrument.]; C --> D[The final survey was distributed to the entire population of students and employees via an invitation to participate from President Kroger in fall 2012.];
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Meetings with Reed's Climate Study Working Group (CCWG) to develop the survey instrument.

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

The final survey was distributed to the entire population of students and employees via an invitation to participate from President Kroger in fall 2012.



Instrument/Sample



Final instrument

- 108 questions and additional space for respondents to provide commentary
- On-line or paper & pencil options



Sample = Population

- All students and employees of Reed's community received an invitation to participate from President Kroger and members of the CCGW forwarded subsequent invitations.

Survey Limitations

Self-selection
bias

Response rates

Social
desirability

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 II

Spring 2013

Quantitative and qualitative analyses conducted



Phase III

April - May 2013

Report Draft reviewed by Reed's CCGW

Presentation of survey results to the campus community.

Results

Response Rates



Who are the respondents?

1,165 people responded to the call to participate
(59.4% overall response rate)

878 different respondents contributed remarks to
one or more of the open-ended questions

Response Rates by Position

53%

• Students (n = 777)

77%

• Staff (n = 272)

74%

• Faculty (n = 113)

Student Response Rates

38%

- Undergraduate Student

9%

- Graduate Student

Faculty Response Rates

32%

- Professor

34%

- Associate Professor

71%

- Assistant Professor

46%

- Visiting Professor

Staff Response Rates

57%

- Non-Exempt Staff

64%

- Exempt Staff

46%

- Administrator

Staff Response Rates

40%

- Librarian

23%

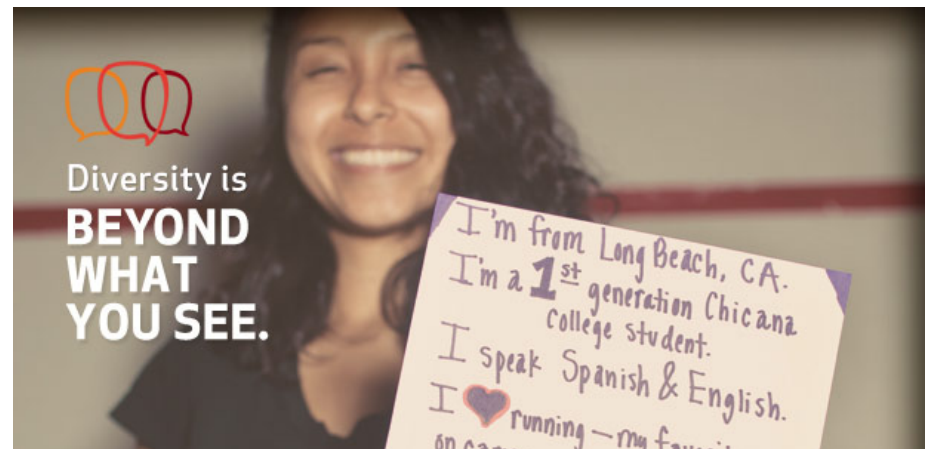
- Union

>100%

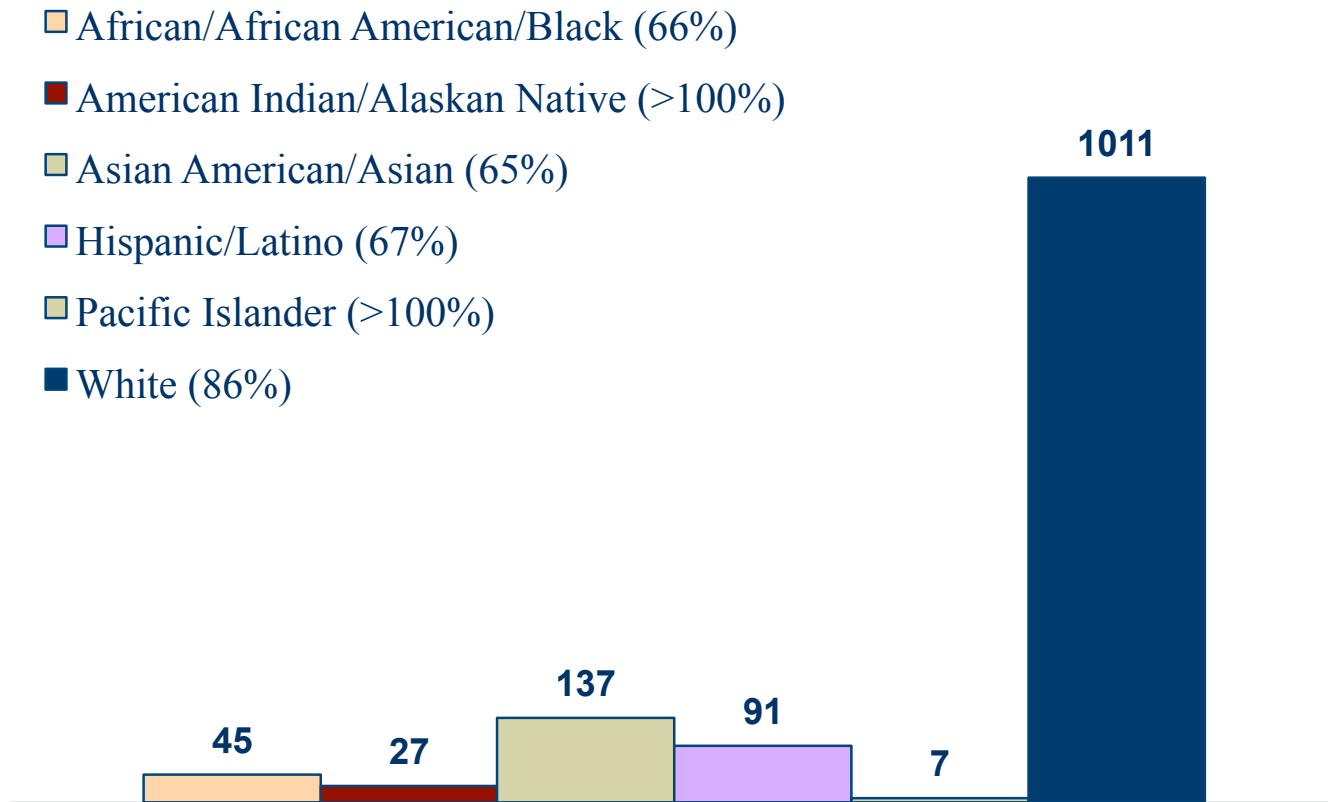
- Contract Employee

Results

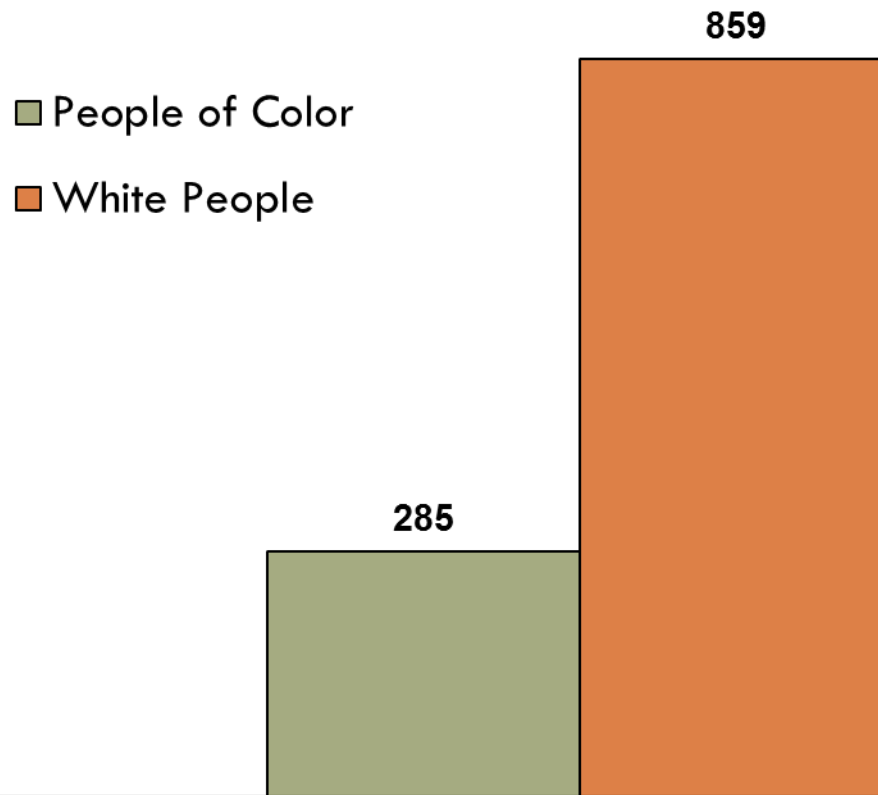
Additional Demographic Characteristics



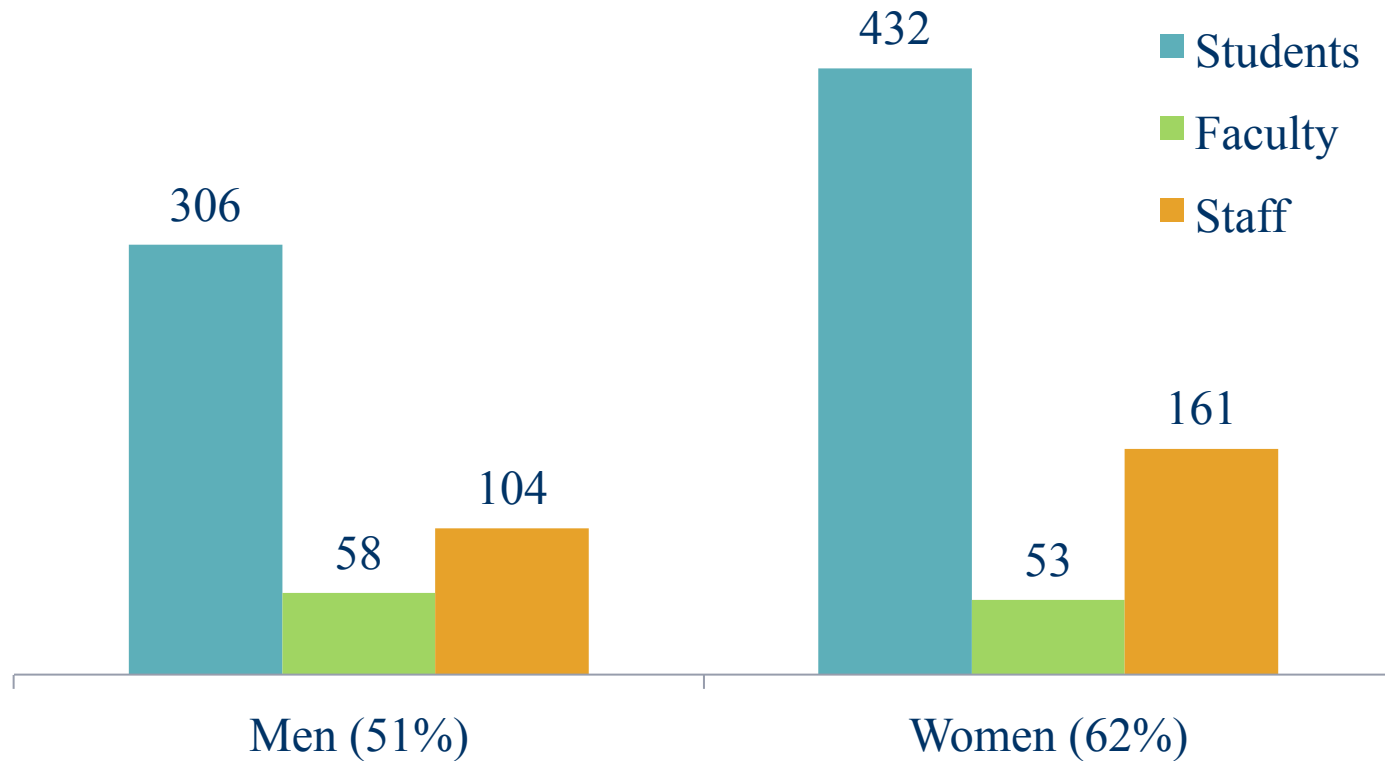
Respondents by Racial/Ethnic Identity (n) (Duplicated Total)



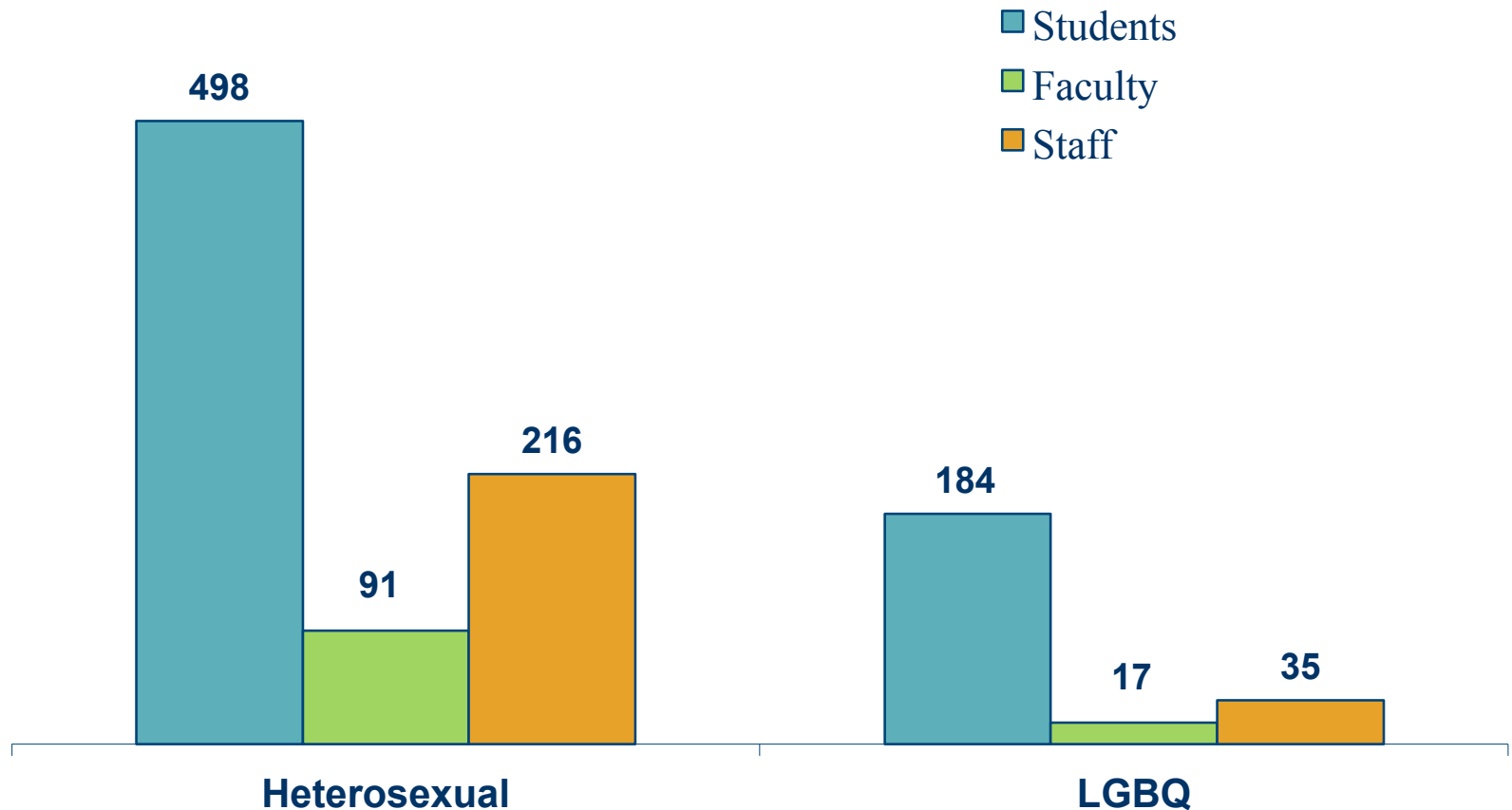
Respondents by Racial/Ethnic Identity (n) (Unduplicated Total)



Respondents by Gender Identity and Position Status (n)



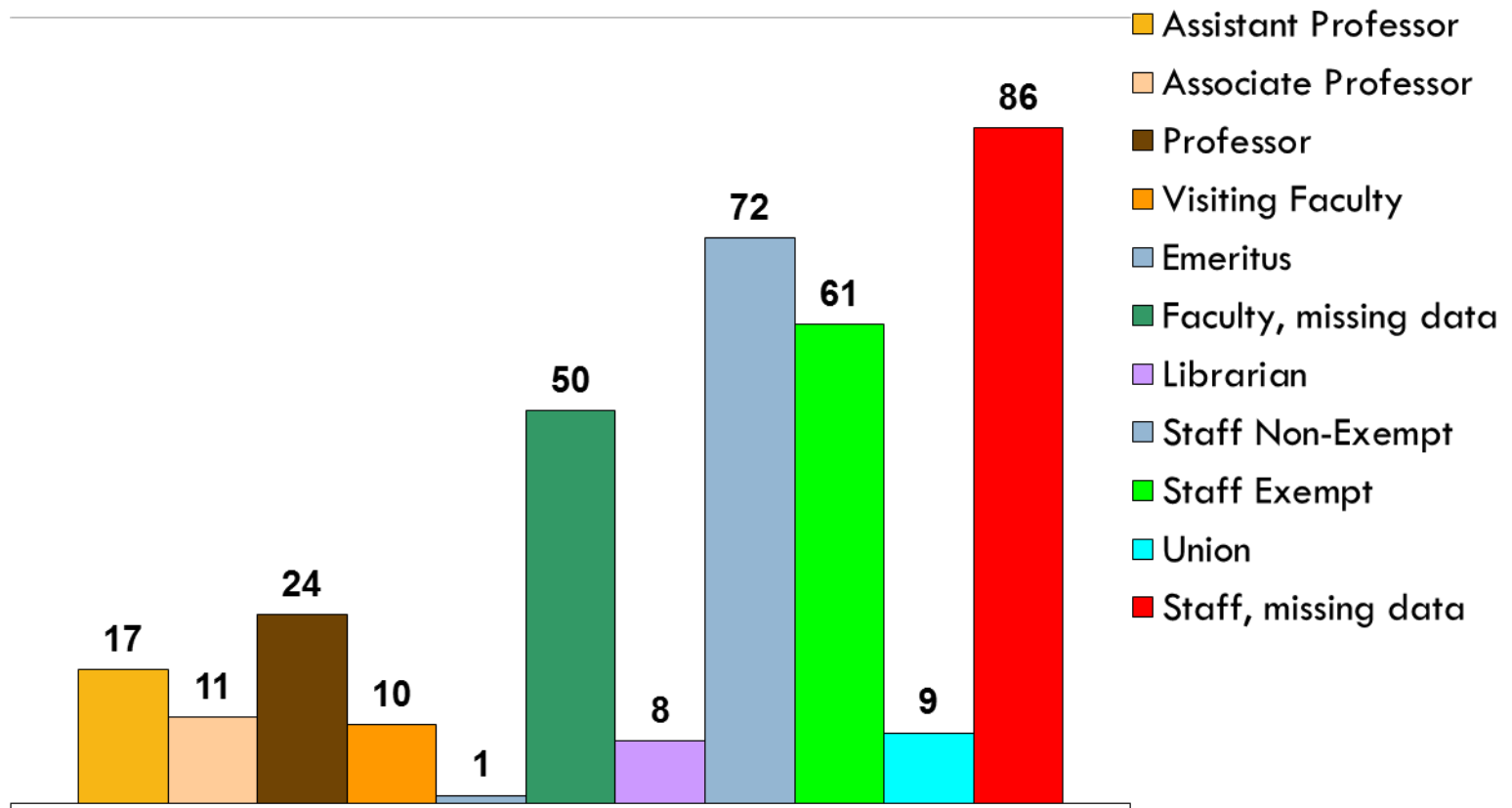
Respondents by Sexual Identity and Position Status (n)



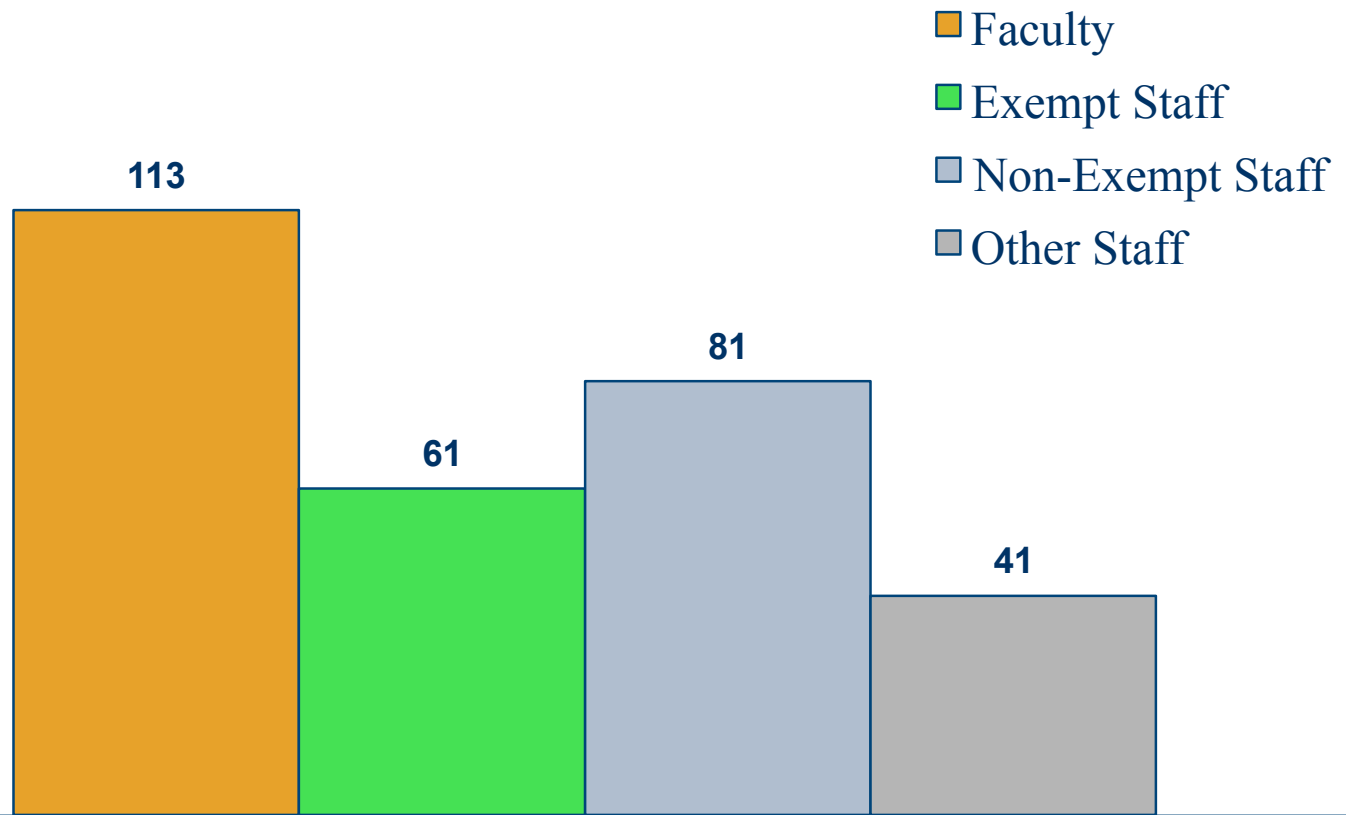
Respondents with Conditions that Substantially Affect Major Life Activities

Disability	n	%
No Disability	645	55.4
Mental health/psychological	193	16.6
Medical condition	78	6.7
ADHD	75	6.4
Learning disability	51	4.4
Low vision	25	2.1
Hard of Hearing	23	2.0
Physical/mobility condition that affects walking	17	1.5
Speech/Communication	15	1.3
Asperger's/Autism Spectrum	13	1.1
Acquired/Traumatic Brain Injury	12	1.0
Physical/mobility that does not affect walking	11	0.9
Other	8	0.7

Employee Respondents by Position (n)



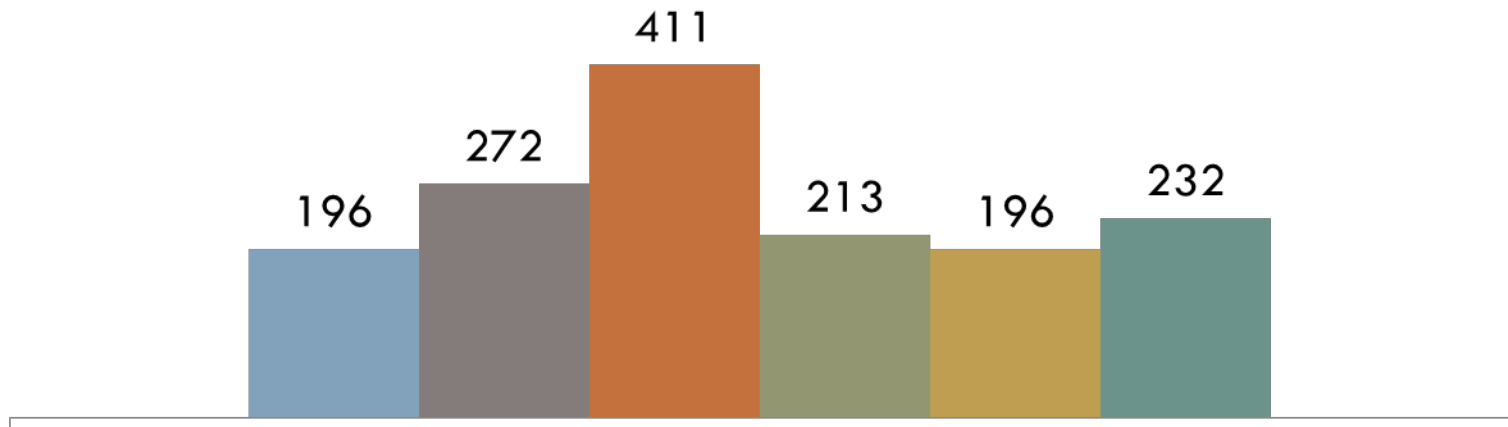
Collapsed Employee Position (n)



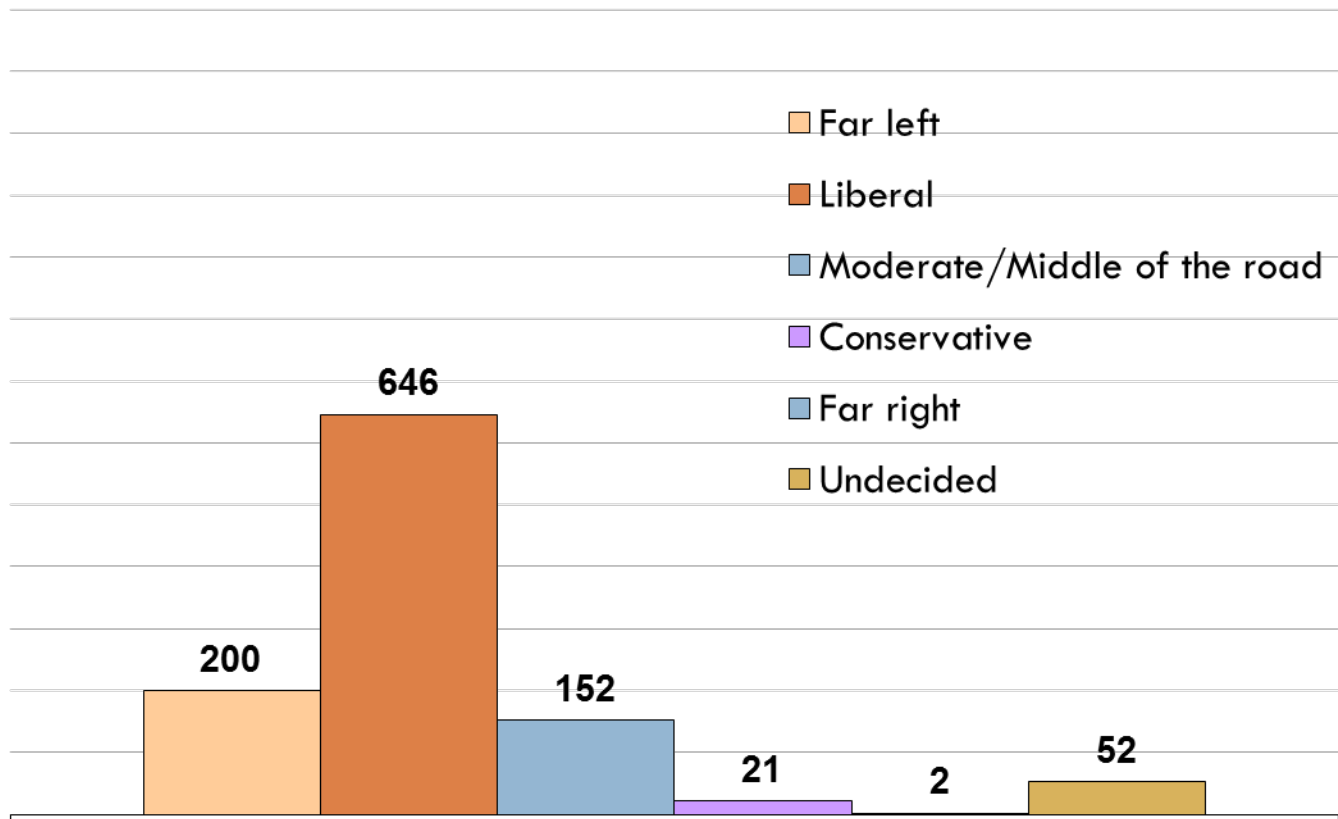
Note: Other staff – respondents who indicated that they were staff but declined to offer subsequent position status

Respondents by Spiritual Affiliation

- Christian
- Other affiliation
- No affiliation
- Spiritual, no affiliation
- Agnostic
- Atheist



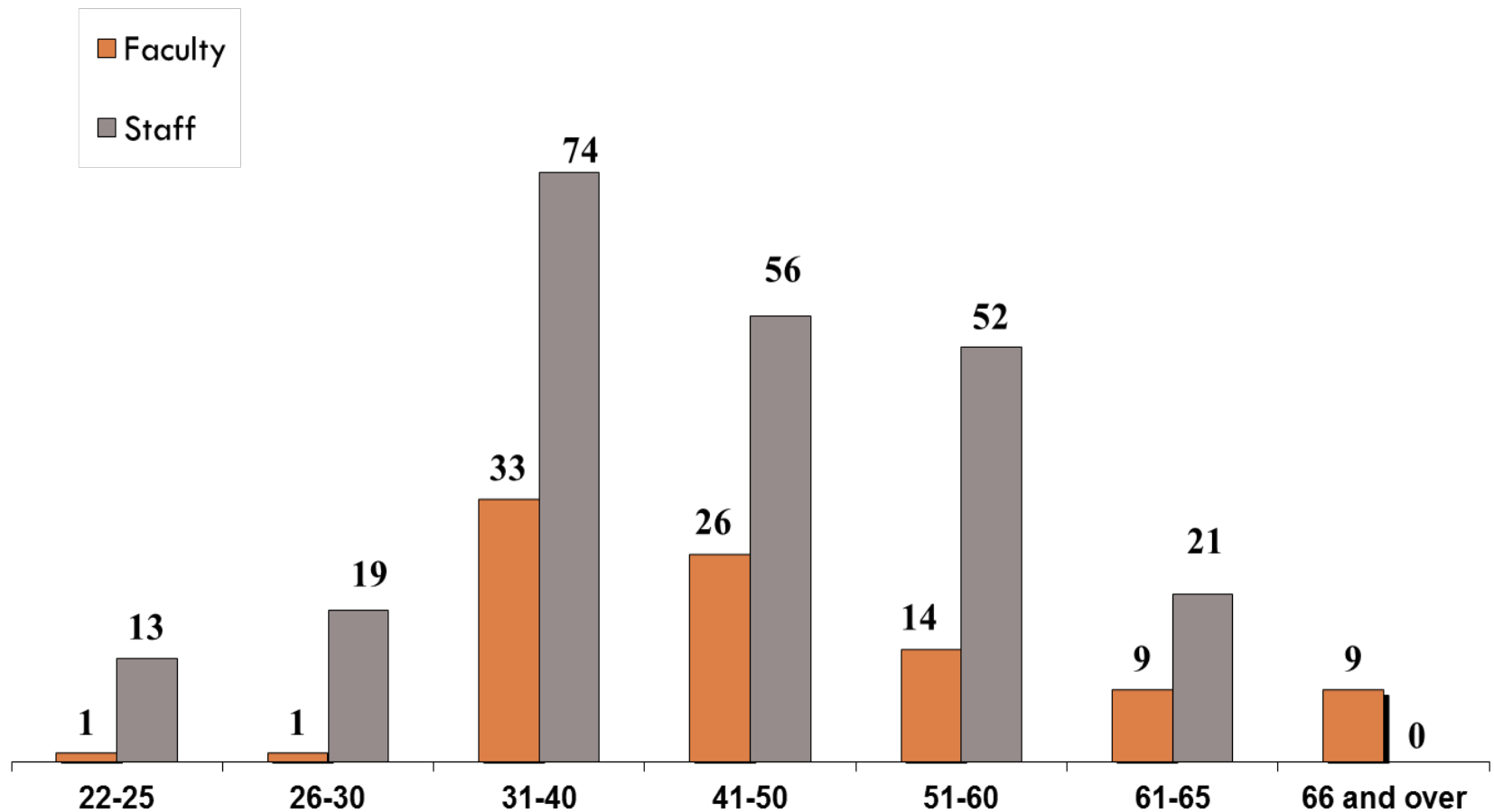
Respondents by Political Views



Citizenship Status

	n	Response Rate (%)
U.S. citizen	1021	61
U.S. citizen – naturalized	19	>100%
Dual citizenship	68	---
Permanent resident (immigrant)	19	58%
International	57	65
Undocumented resident	1	---

Employee Respondents by Age (n)



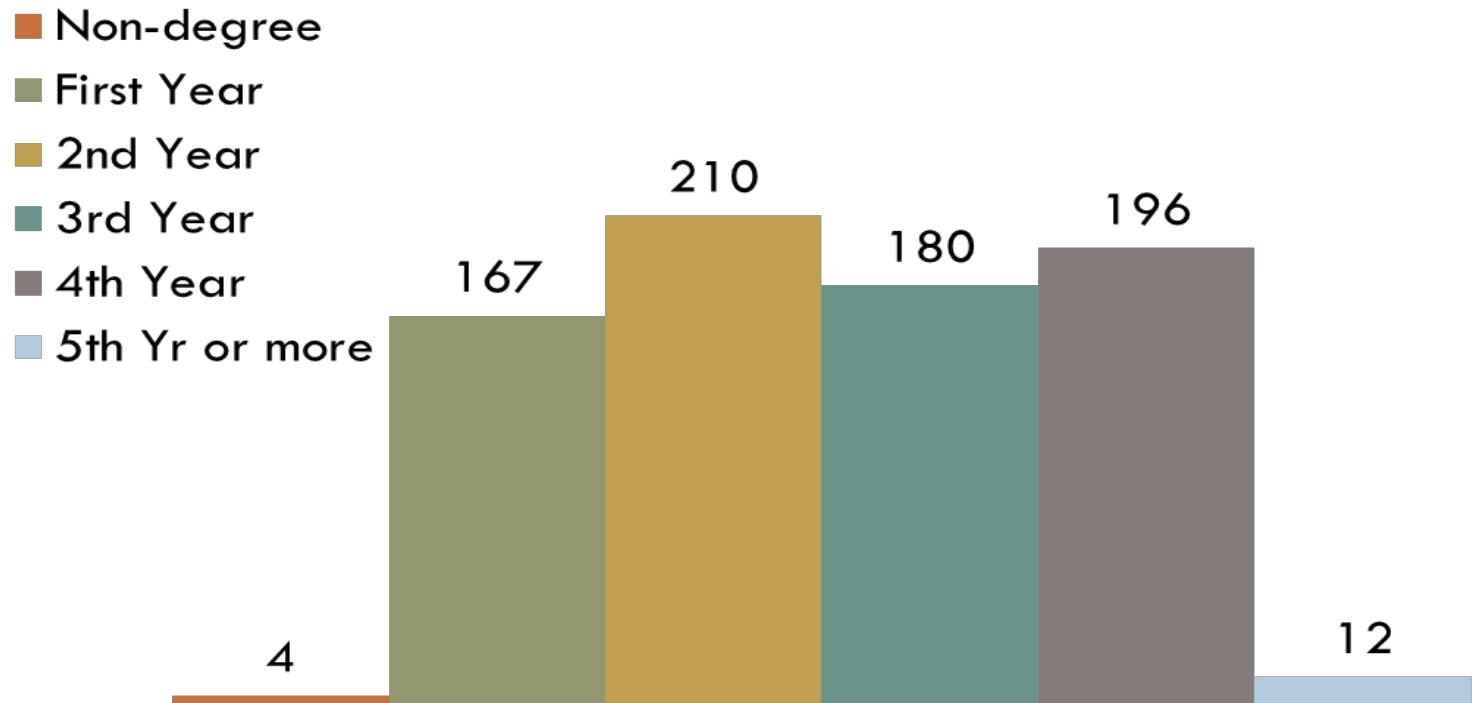
Faculty Academic Department/Work Unit Affiliations

	n	%
The Arts	13	11.5
History and Social Sciences	18	15.9
Literature and Languages	31	27.4
Mathematics and Natural Sciences	20	17.7
Philosophy, Religion, Psychology and Linguistics	21	18.6

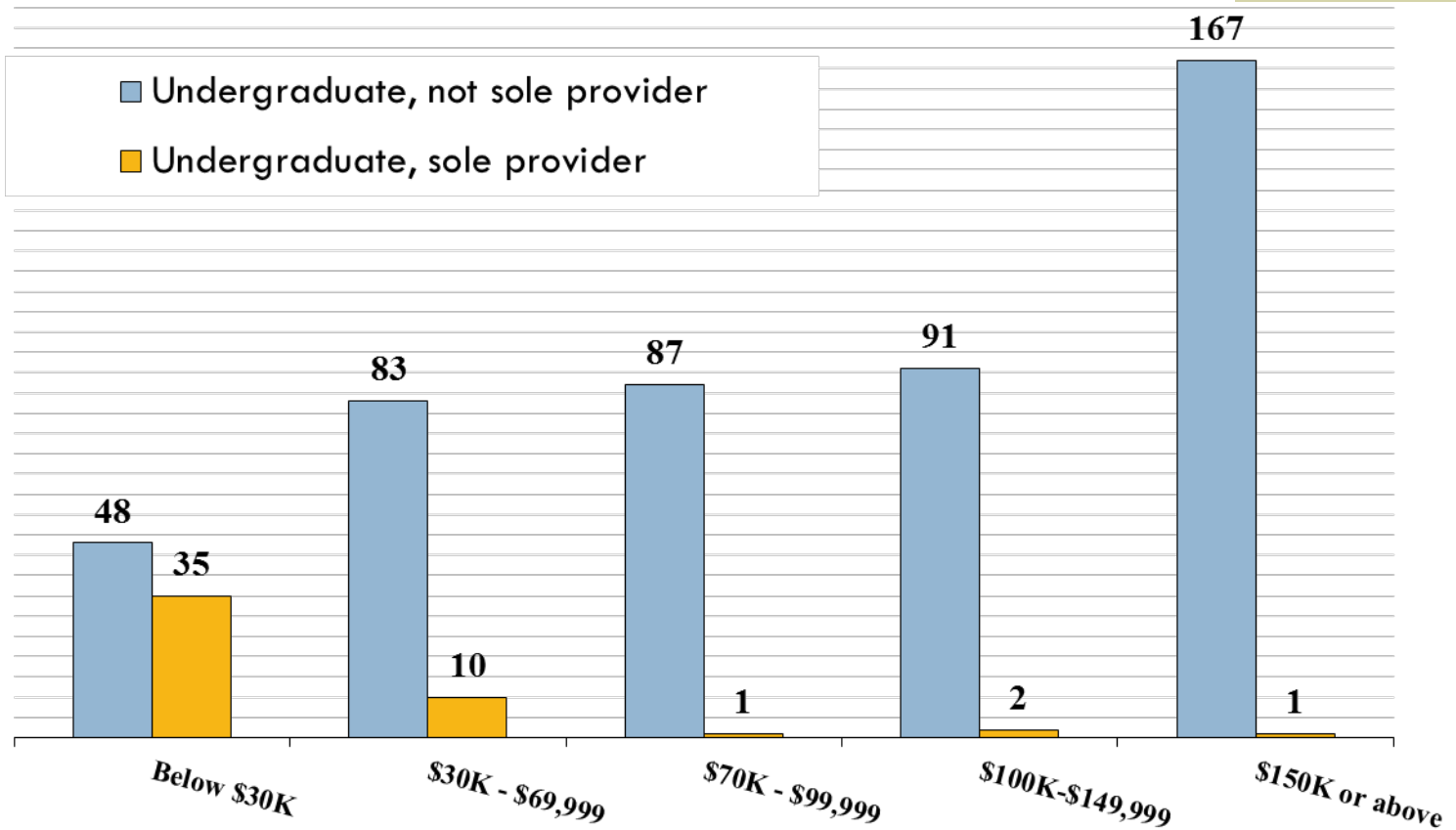
Staff Academic Department/Work Unit Affiliations

	n	%
College Relations	45	16.5
Dean of the Faculty	58	21.3
Facilities Operations / Custodial Services	29	10.7
Finance	23	8.5
President	16	5.9
Student Services	63	23.2
Missing	38	14.0

Students by Class Standing (n)



Students' Family Income by Dependency Status (n)



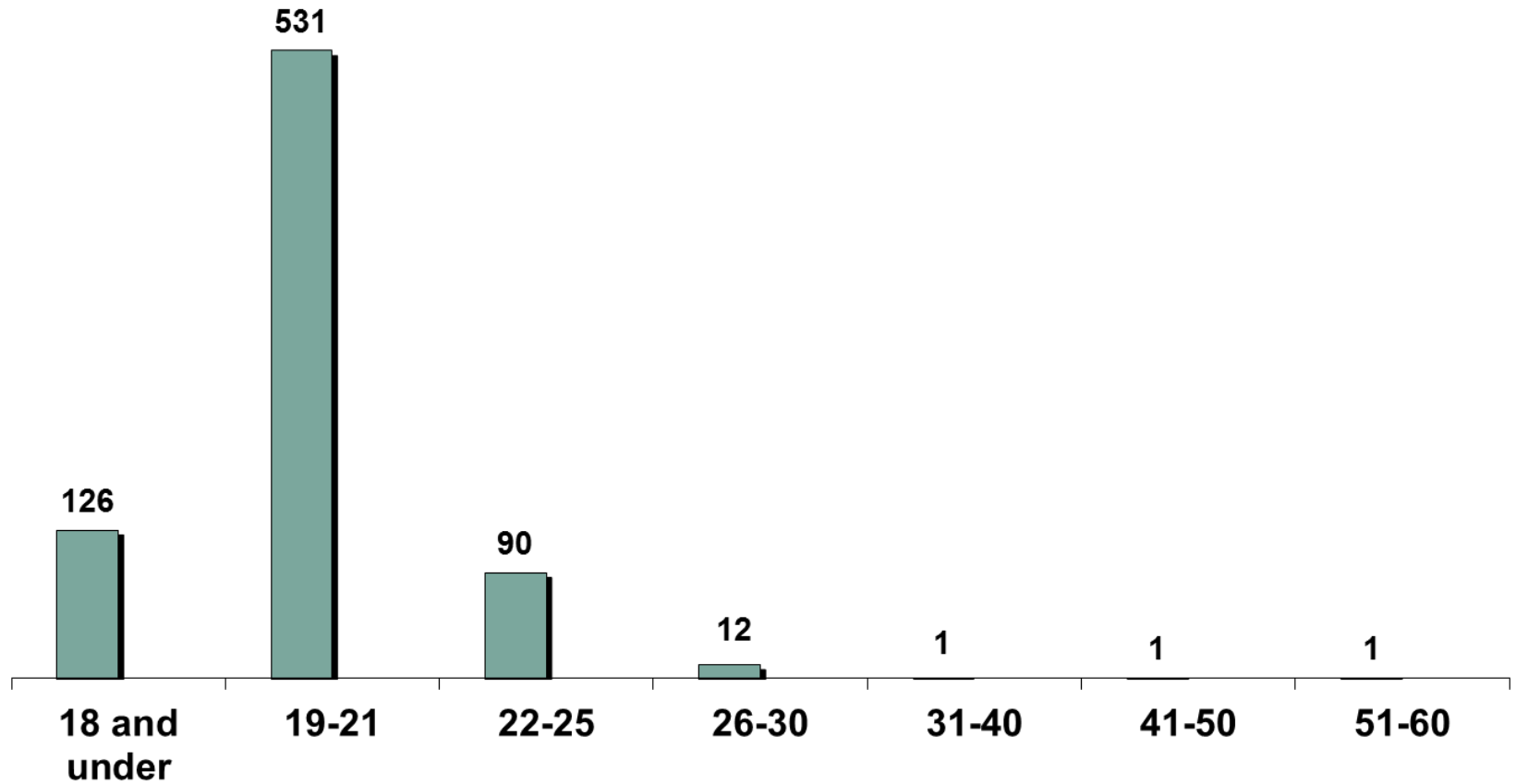
Students' Primary Methods for Paying for Reed

	n	%
Family contribution	637	82.0
Loans	363	46.7
Need based scholarship	363	46.7
Personal contribution/job	237	30.5
Pell grant	209	26.9
Work Study	207	26.6
Non Reed scholarship	102	13.1
Credit card	51	6.6
House advisor	40	5.1

Manners in Which Students Experienced Financial Hardship

	n	%
Difficulty affording tuition	181	62.0
Difficulty purchasing my books	175	59.9
Difficulty participating in social events on or off campus	167	57.2
Difficulty traveling home during college breaks	166	56.8
Difficulty affording college meal plan/food	134	45.9
Difficulty affording housing	98	33.6
Difficulty participating in co-curricular events or activities (alternative spring breaks, class trips, etc.)	96	32.9
Difficulty affording printing charges	90	30.8
Difficulty in traveling to campus	38	13.0

Student Respondents by Age (n)



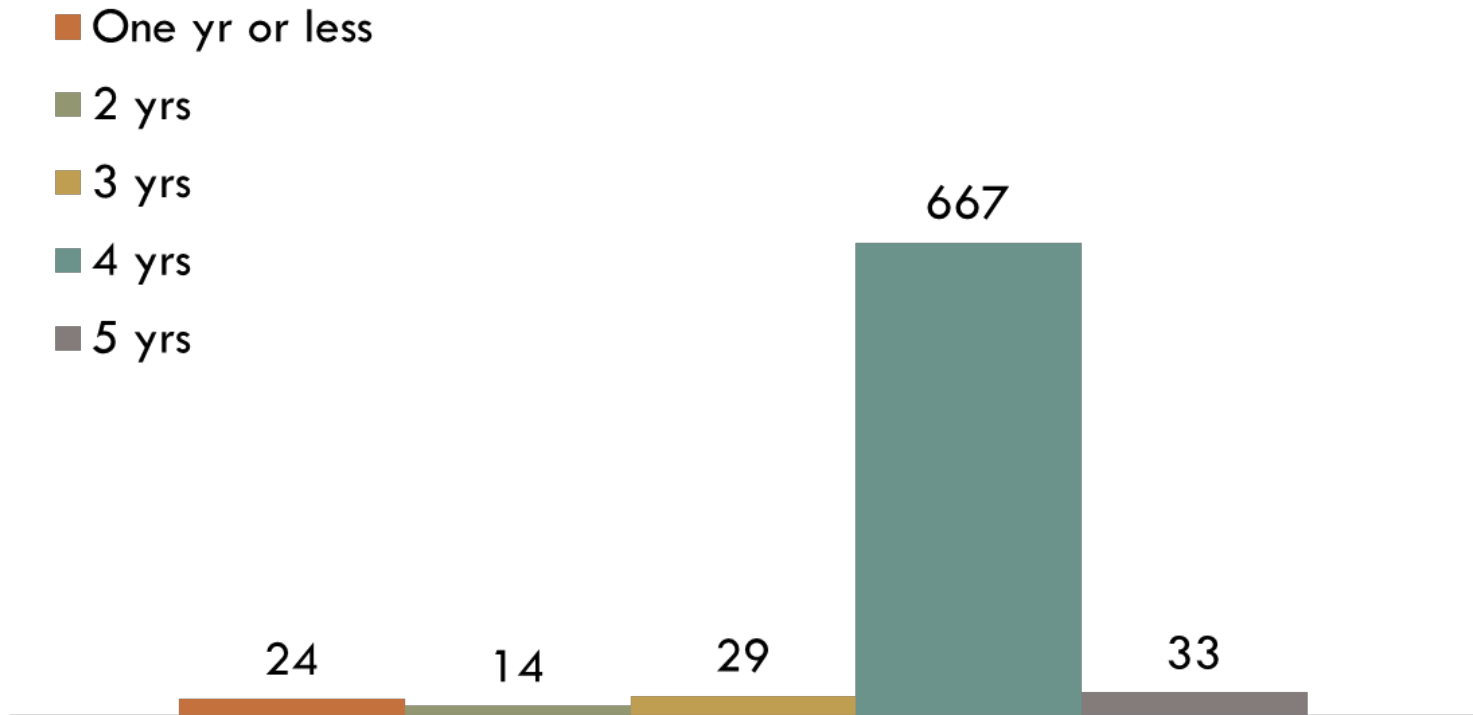
Students' Residence

Residence

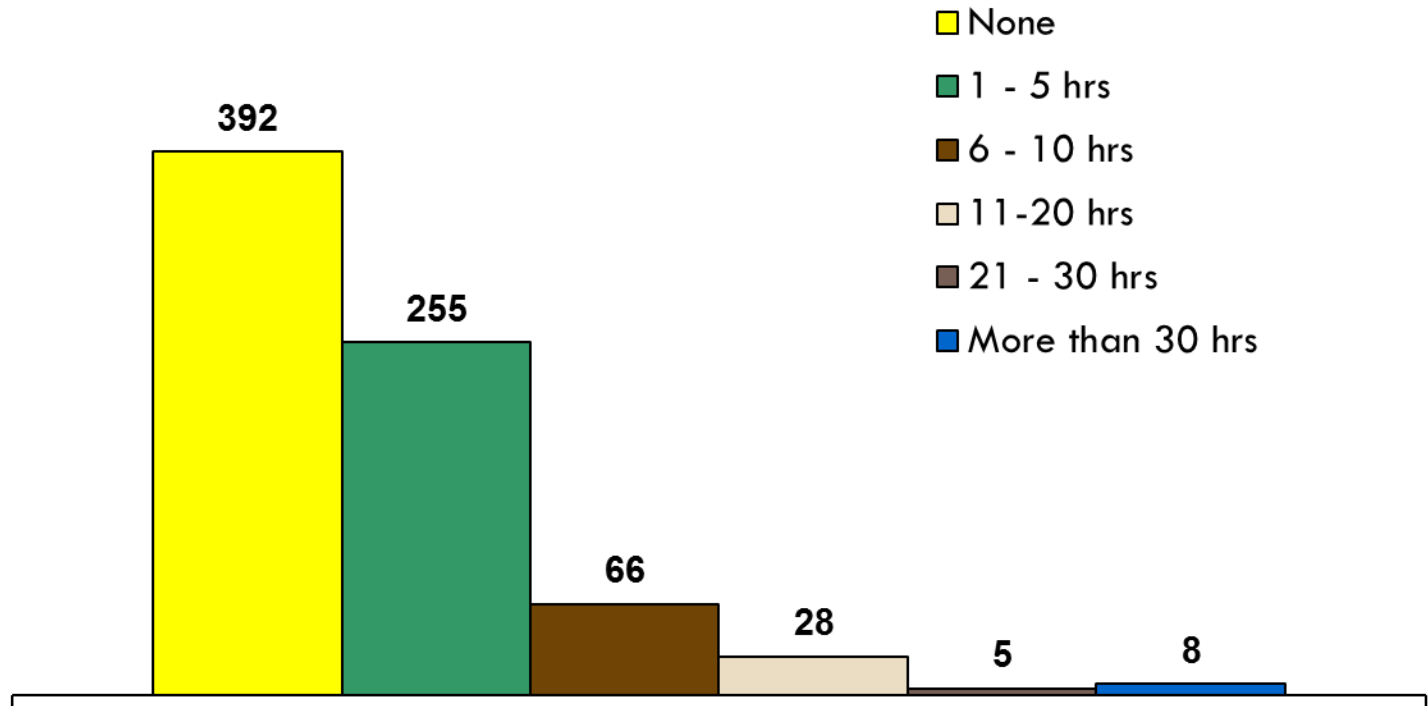
	n	%
On campus housing	372	67.9
Non theme Residence Hall	174	48.9
Theme Dorm	131	36.8
Reed Apartment	51	14.3
Non-campus housing	174	31.8

Note: Table includes undergraduate student respondents (n = 548).

Time Students Expect to Spend at Reed to Complete Degrees (n)



Student Time Spent on Experiential Learning (n)



Student Participation in Clubs or Organizations at Reed

Clubs/Organizations	n	%
Special Interest	206	26.5
I do not participate in any student organizations	198	25.5
Service Organizations	140	18.0
Residential Group	139	17.9
Music/Performance Organizations	120	15.4
Political/Multicultural Campus Community	95	12.2
Sports Teams	95	12.2
Other	67	8.6
Student Government or Leadership	50	6.4
Publications and Media Organizations	47	6.0
Religious/Spiritual	34	4.4
Academic Teams (e.g. Debate, Model UN, etc.)	33	4.2

Findings



“Comfortable”/ “Very Comfortable” with:

Overall Campus Climate (75%)



Department/Work Unit Climate (79%)



Students Work Climate (88%)



Classroom Climate for Students (82%)



Classroom Climate for Faculty (80%)

Comfort With Overall Climate (all respondents)

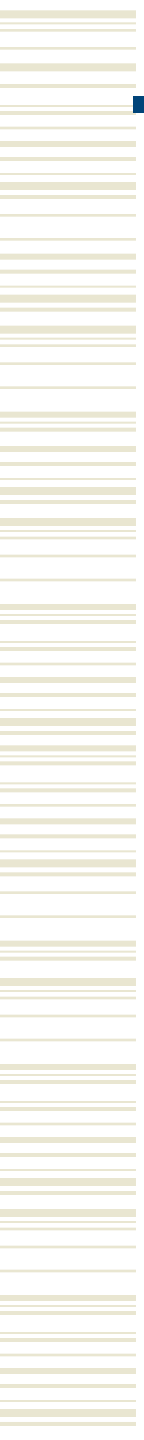
Differences by Demographics

- People of Color less comfortable than White People
- LGBTQ less than heterosexual
- Women and transgender less than men
- People with disabilities less than those without disabilities
- People with conservative political views less than those with liberal views

Comfort With Department/Work Unit Climate (all respondents)

Differences by Demographics

- People of Color less comfortable than White People
- Women and transgender less than men
- People with disabilities less than those without disabilities
- People with conservative political views less than those with liberal views



Student's Comfort with
Climate at Reed Jobs/Classroom Climate
(students only)

There were **NO DIFFERENCES** across
demographics categories

Faculty Comfort with Classroom Climate (faculty only)

Differences by Demographics

- Women faculty were less comfortable than men faculty

Employees' Overall Satisfaction

83%

- “highly satisfied” or “satisfied” with their jobs/careers

74%

- “highly satisfied” or “satisfied” with the way their jobs/careers have progressed

65%

- “highly satisfied” or “satisfied” with their compensation as compared to that of colleagues

Employee Satisfaction with Job/ Careers

LGBQ less satisfied than heterosexual

Women less satisfied than men

White People less satisfied than People of Color

Exempt staff least satisfied by position

Employee Satisfaction with Job/ Career Progression

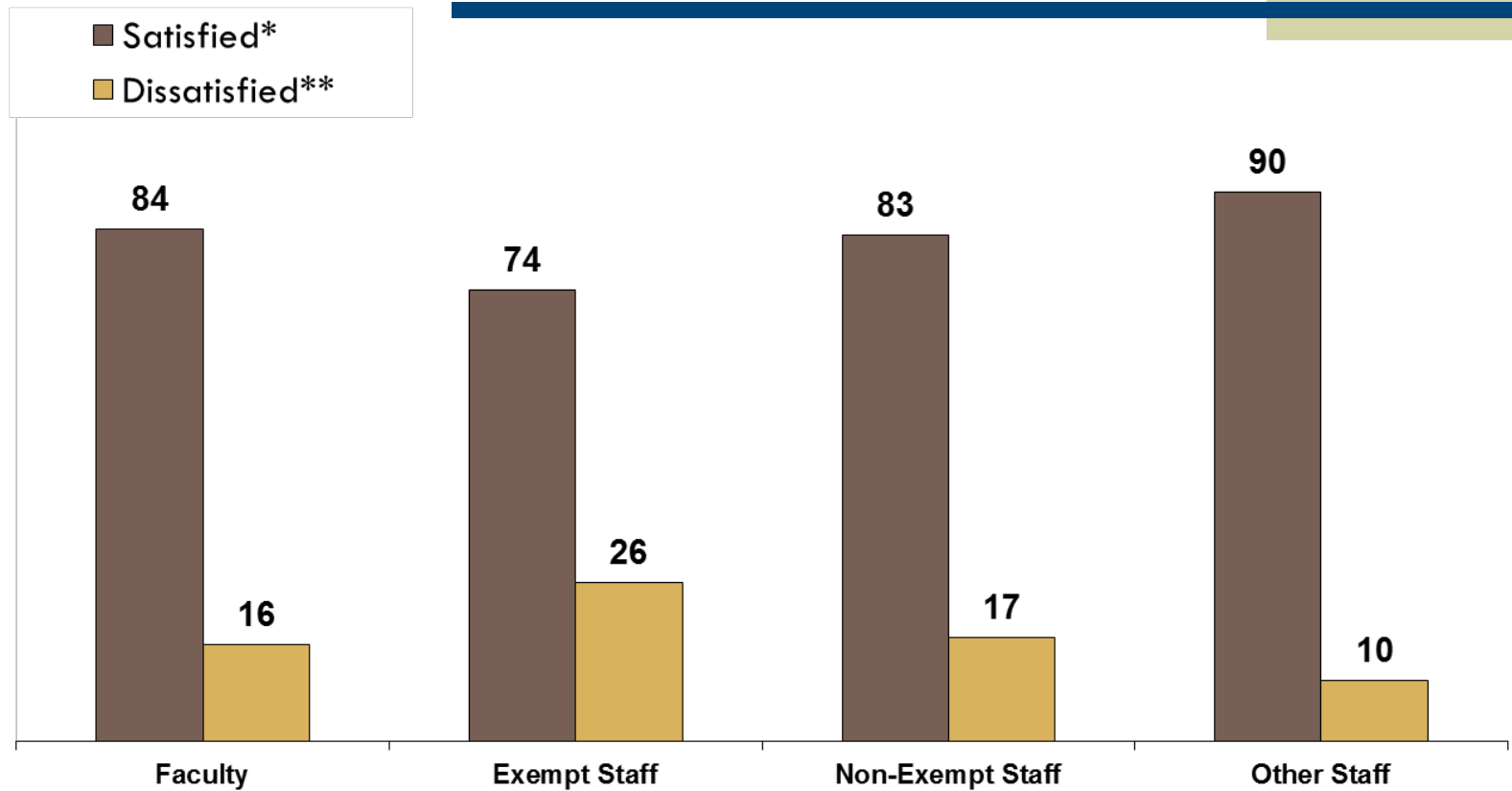
LGBQ less satisfied than heterosexual

Women less satisfied than men

White People less satisfied than People of Color

Non-Exempt staff least satisfied by position

Employee Satisfaction with Jobs/Careers by Position Status (%)

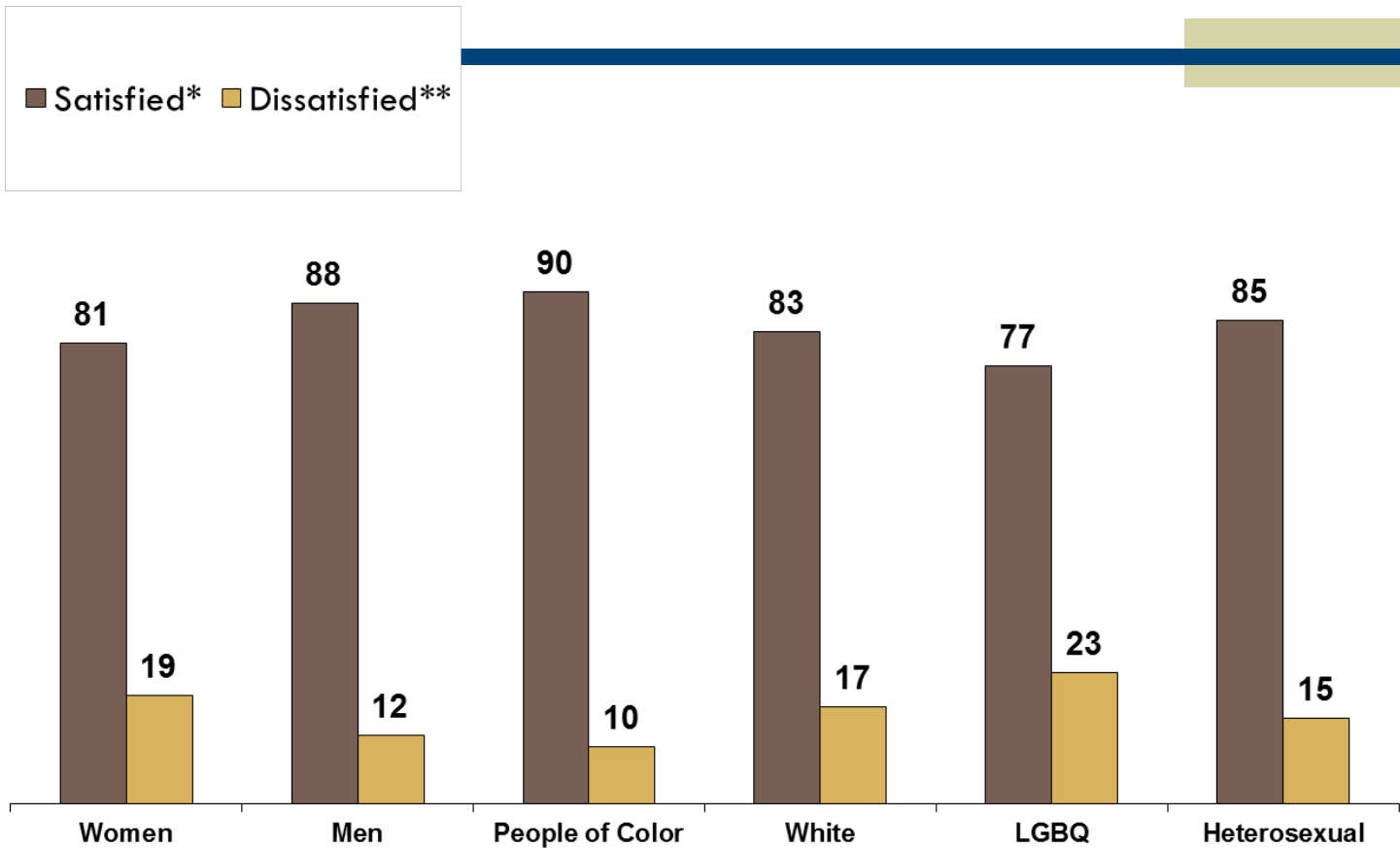


* Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

Note: The category of neither satisfied nor dissatisfied is not included in the graph

Employee Satisfaction with Jobs/Careers by Selected Demographics (%)

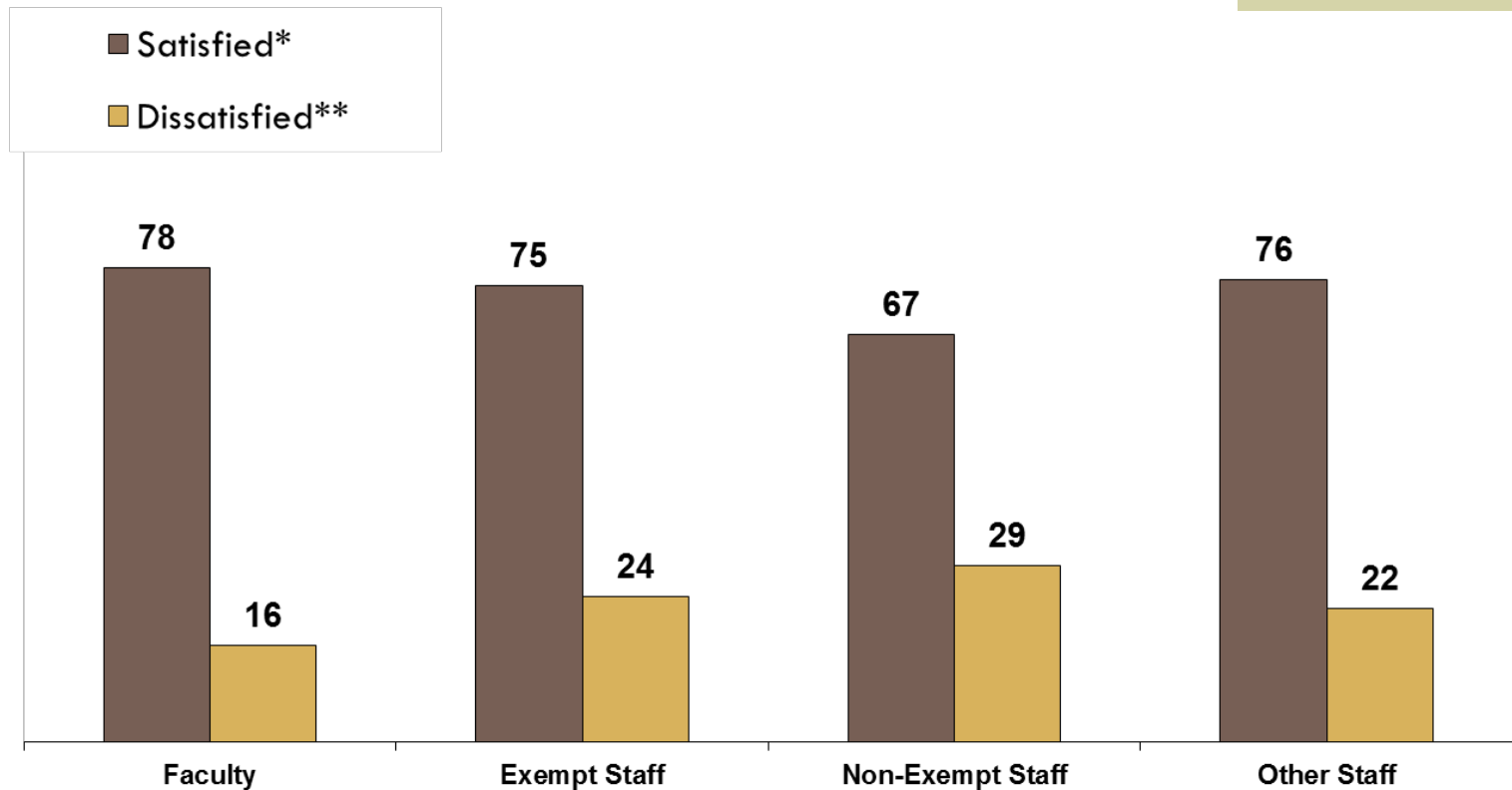


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Employee Satisfaction with Job/Career Progression by Position Status (%)

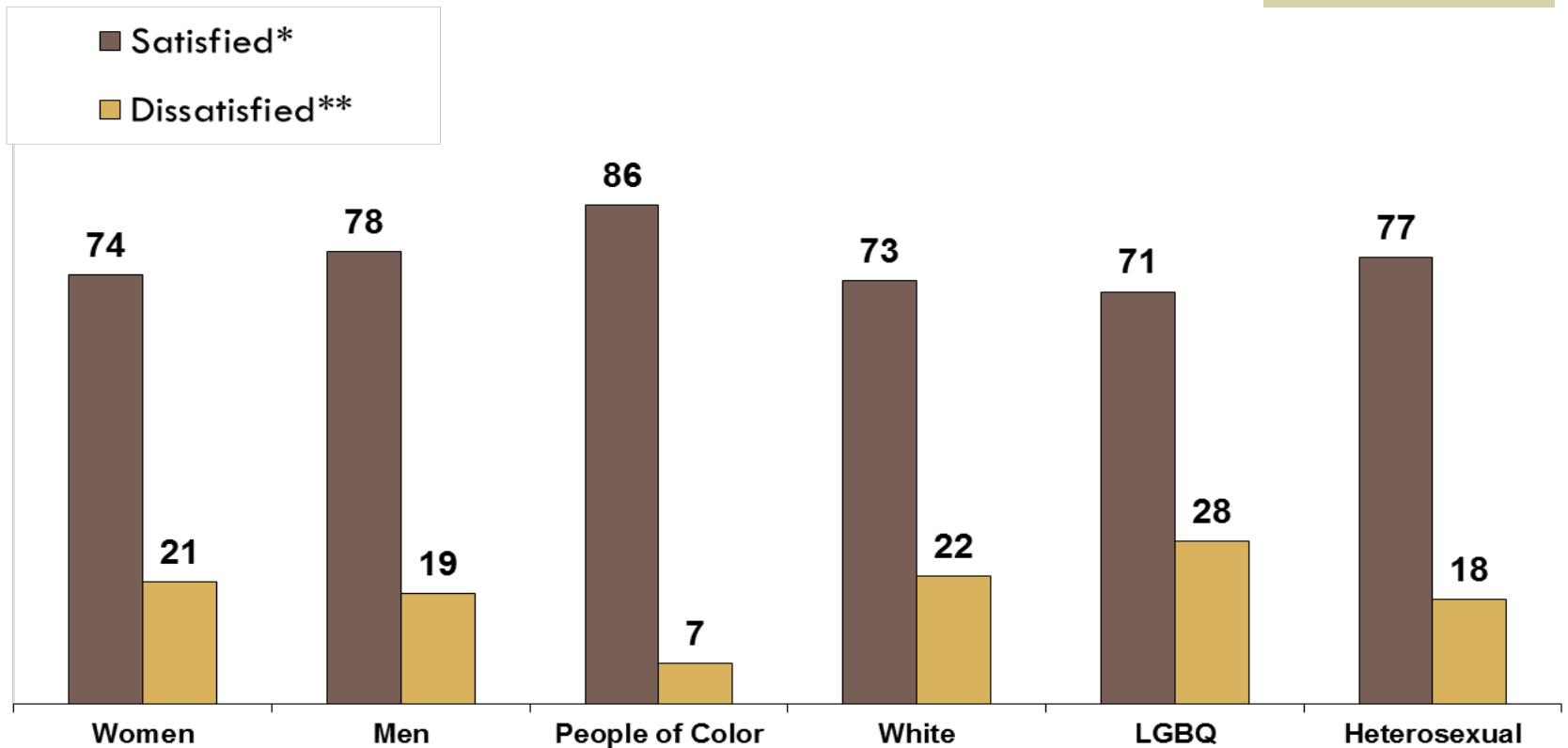


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Employee Satisfaction with Job/Career Progression by Selected Demographics (%)

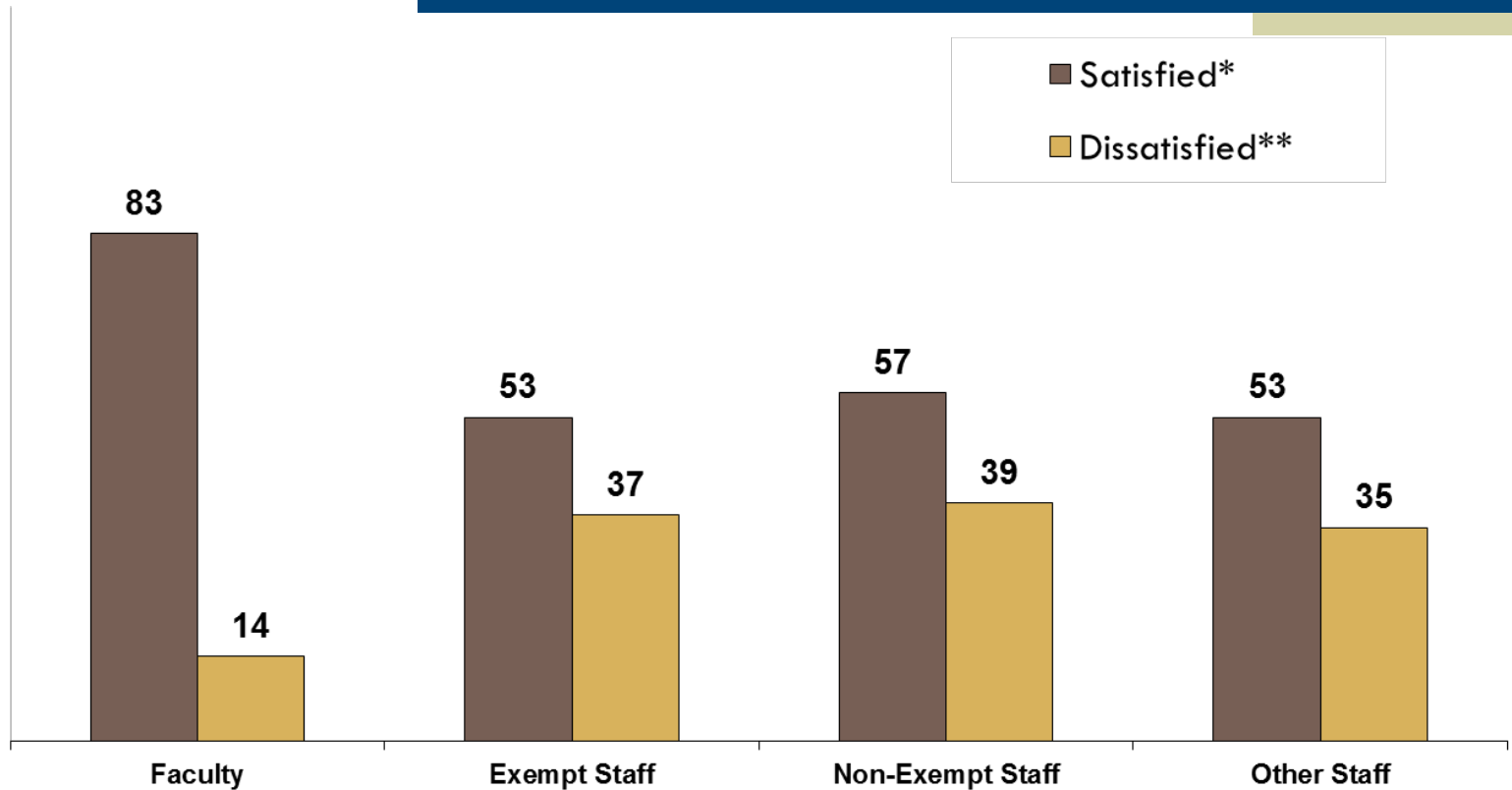


* Highly Satisfied and Satisfied collapsed into one category.

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Note: The category of neither satisfied nor dissatisfied is not included in the graph

Employee Satisfaction with Their Compensation (%)

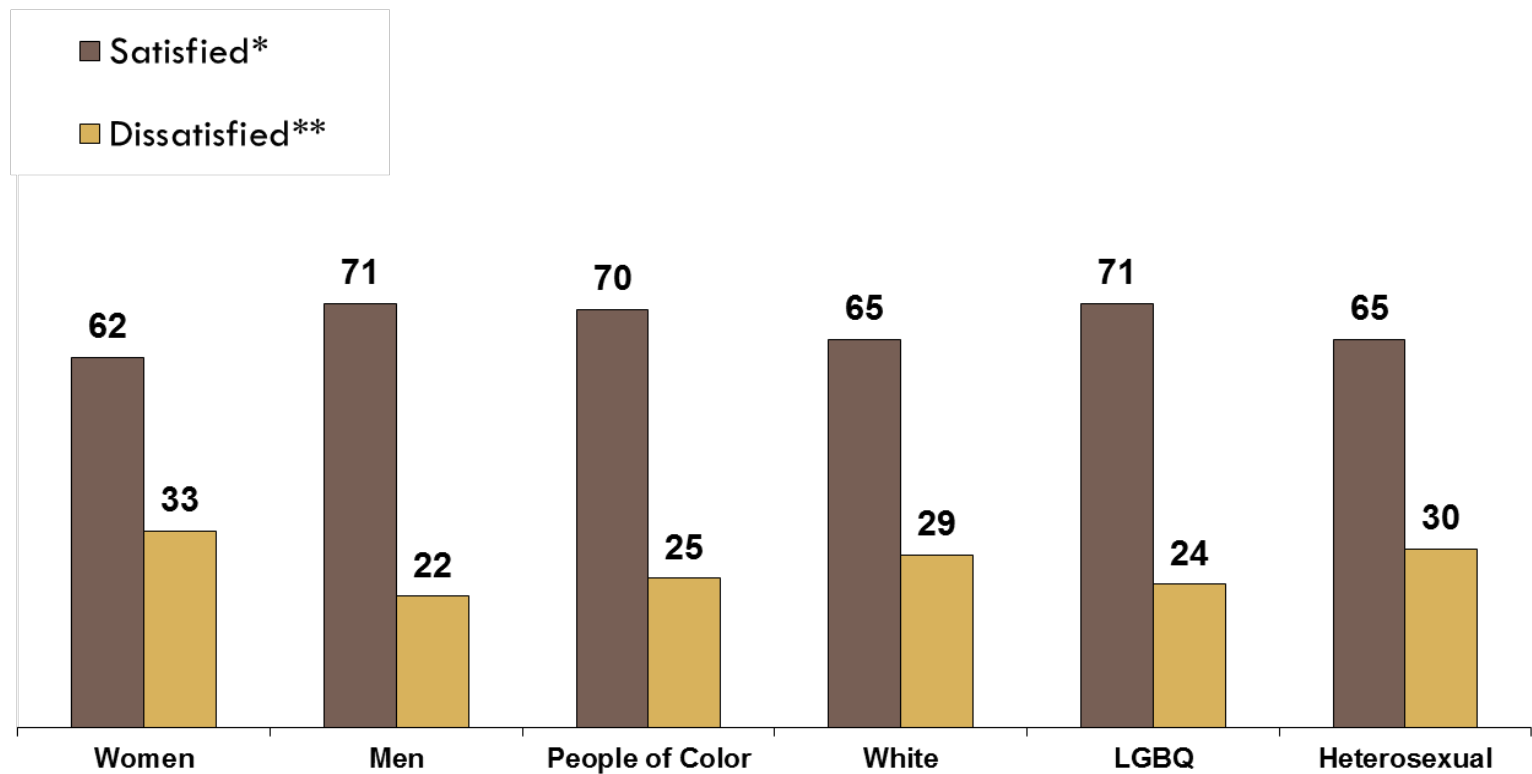


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Employee Satisfaction with Their Compensation (%)



* Highly Satisfied and Satisfied collapsed into one category.

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Note: The category of neither satisfied nor dissatisfied is not included in the graph

Challenges and Opportunities



Experiences with Harassment

33%

- 378 respondents indicated that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (harassing behavior) at Reed.

11%

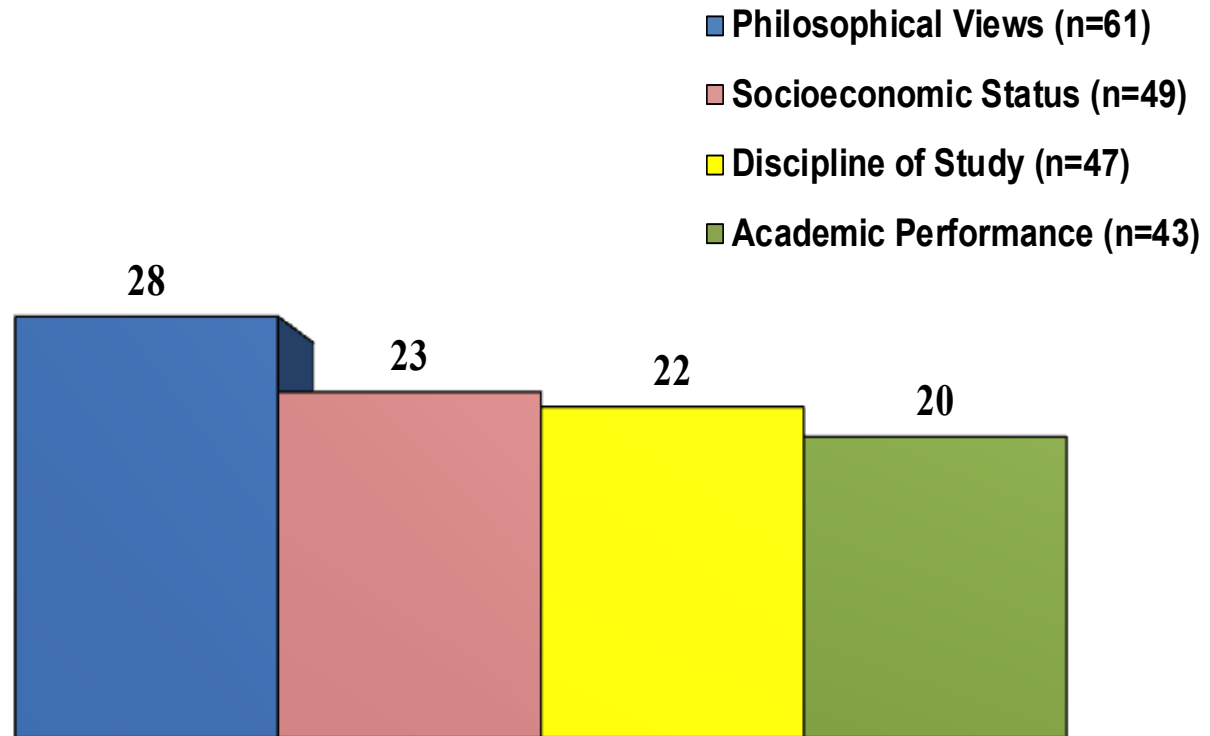
- 124 respondents offered that the conduct they experienced interfered with their ability to work or learn at Reed.

Form of Perceived Offensive, Hostile, or Intimidating Conduct

	n	%
Isolated or left out	190	50.3
Deliberately ignored or excluded	182	48.1
Intimidated/bullied	130	34.4
Target of derogatory verbal remarks	66	17.5
Isolated or left out when work was required in groups	65	17.2

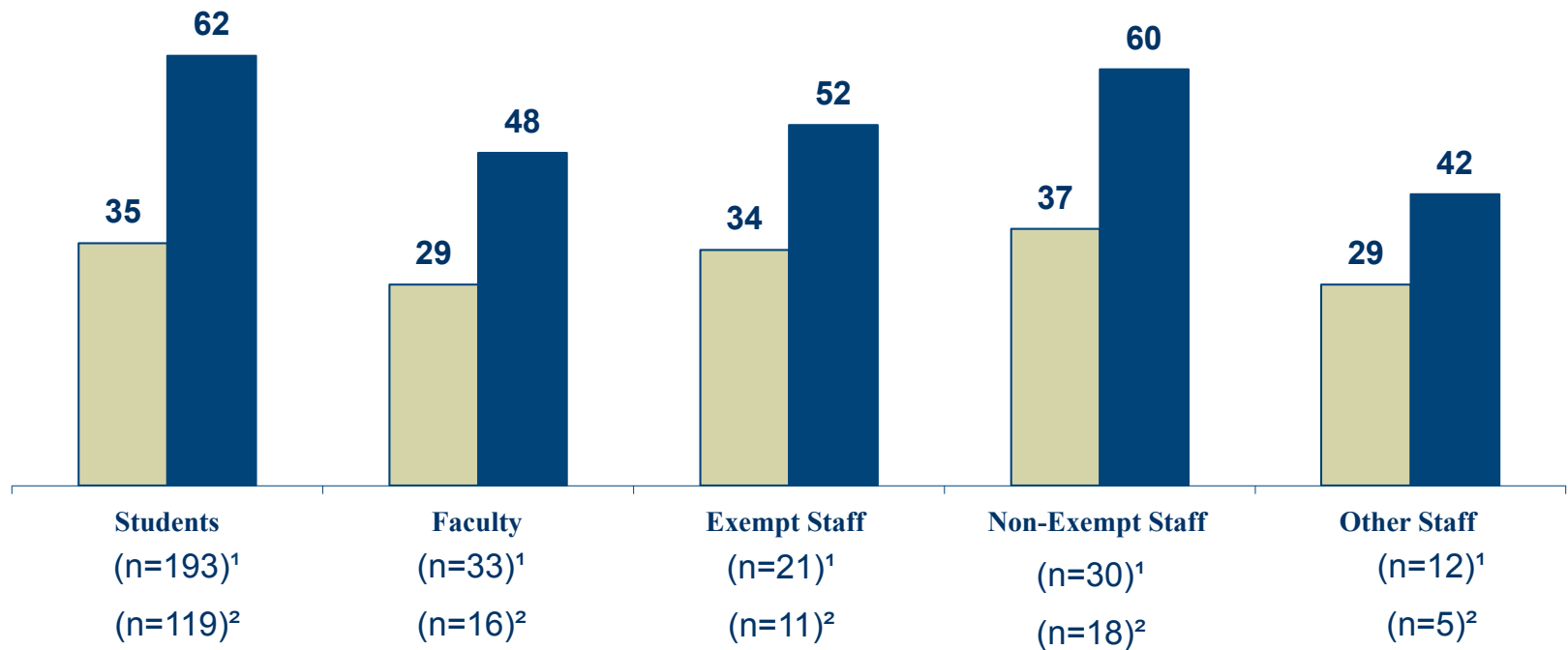
Note: Only answered by respondents who experienced harassment (n = 378). Percentages do not sum to 100 due to multiple responses.

Personally Experienced Based on...(%)



Overall Personal Experiences of Perceived Offensive, Hostile, or Intimidating Conduct Due to College Status (%)

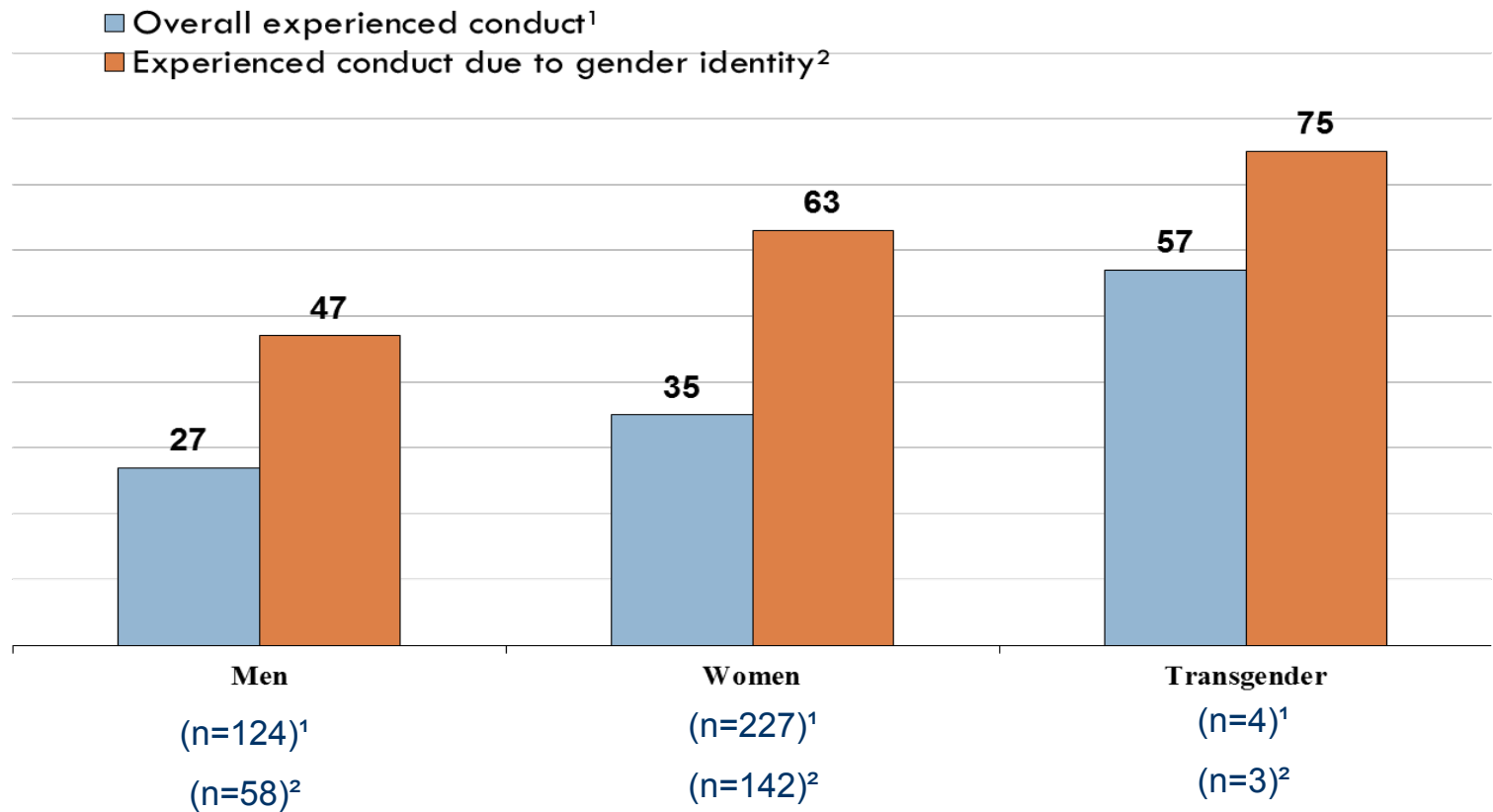
- Overall experienced conduct¹
- Experienced conduct due to status²



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.

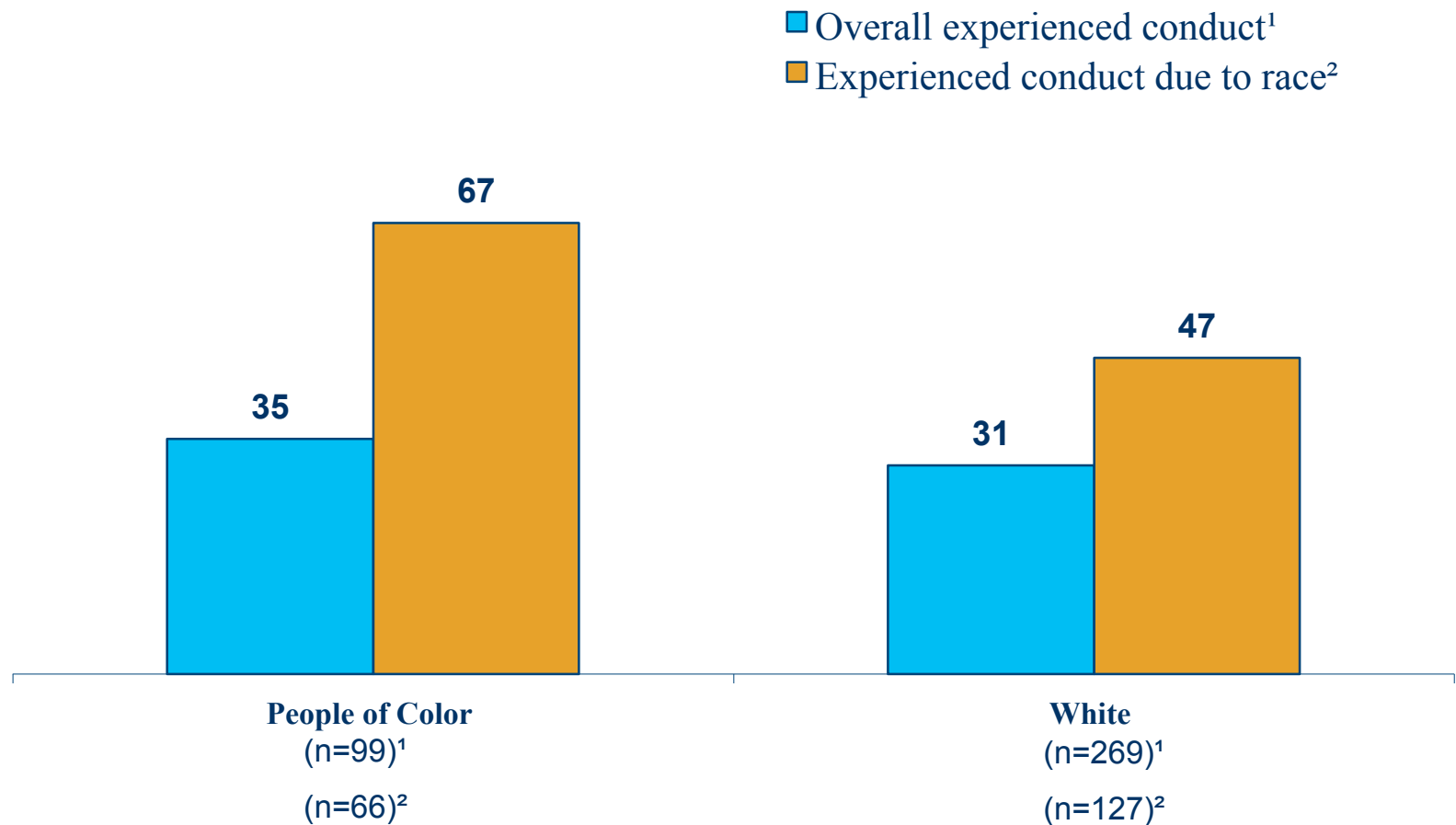
Overall Personal Experiences of Perceived Offensive, Hostile, or Intimidating Conduct Due to Gender Identity (%)



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.

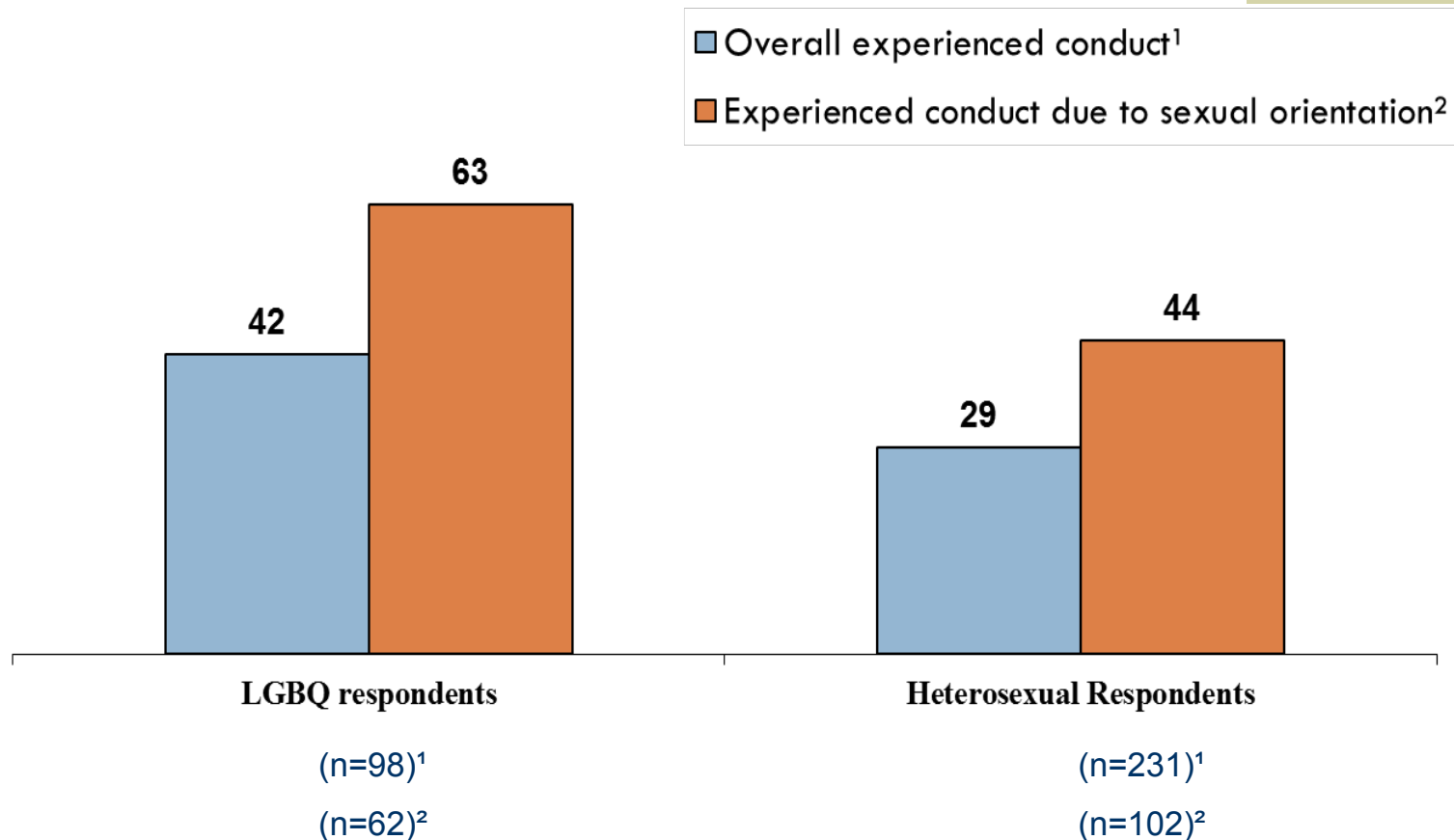
Overall Personal Experiences of Perceived Offensive, Hostile, or Intimidating Conduct Due to Racial Identity (%)



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.

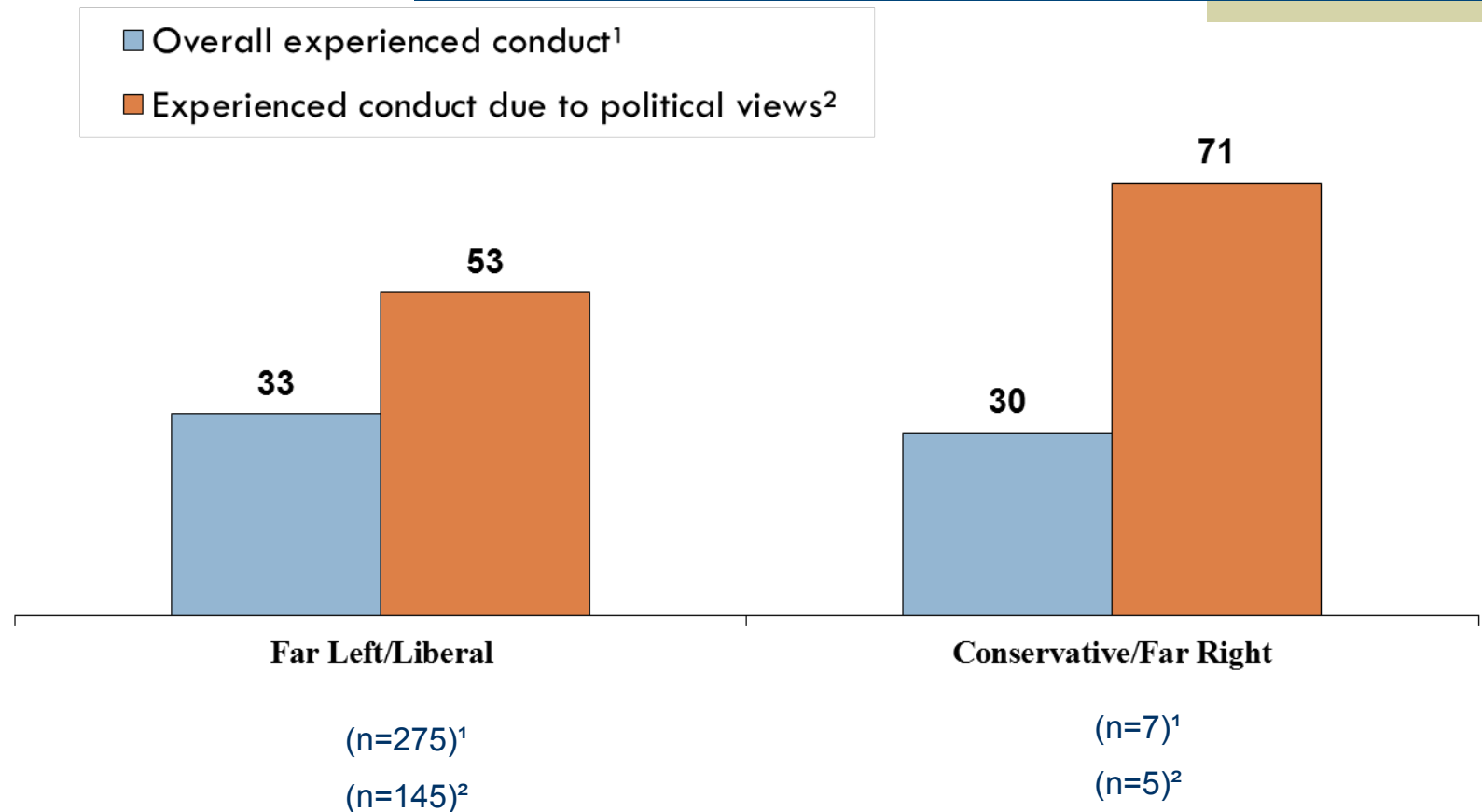
Overall Personal Experiences of Perceived Offensive, Hostile, or Intimidating Conduct Due to Sexual Identity (%)



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

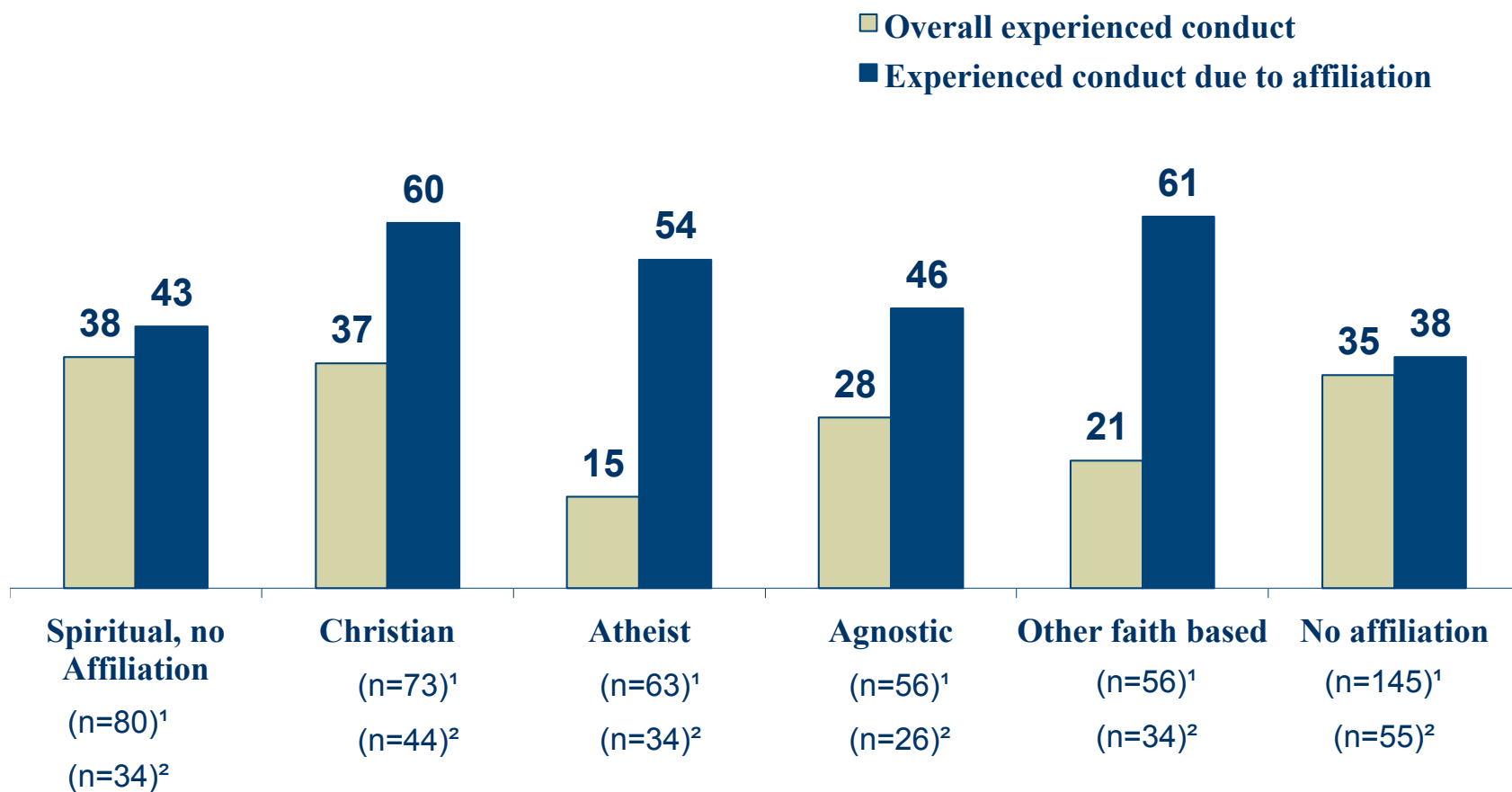
Overall Personal Experiences of Perceived Offensive, Hostile, or Intimidating Conduct Due to Political Views (%)



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.

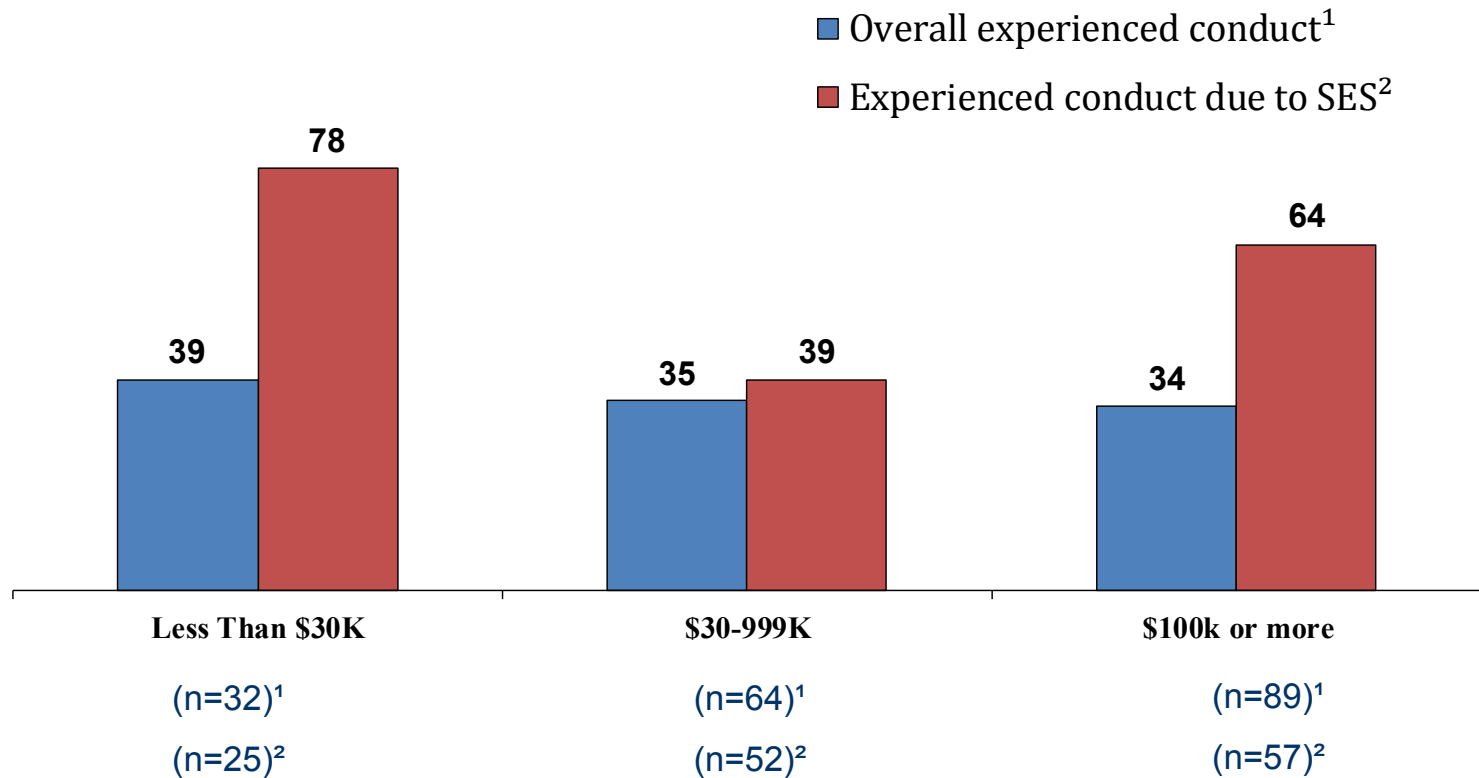
Overall Personal Experiences of Perceived Offensive, Hostile, or Intimidating Conduct by Religious/Spiritual Affiliation (n)



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.

Overall Personal Experiences of Perceived Offensive, Hostile, or Intimidating Conduct Due to Socioeconomic Status (%)



¹ Percentages are based on total n split by group.

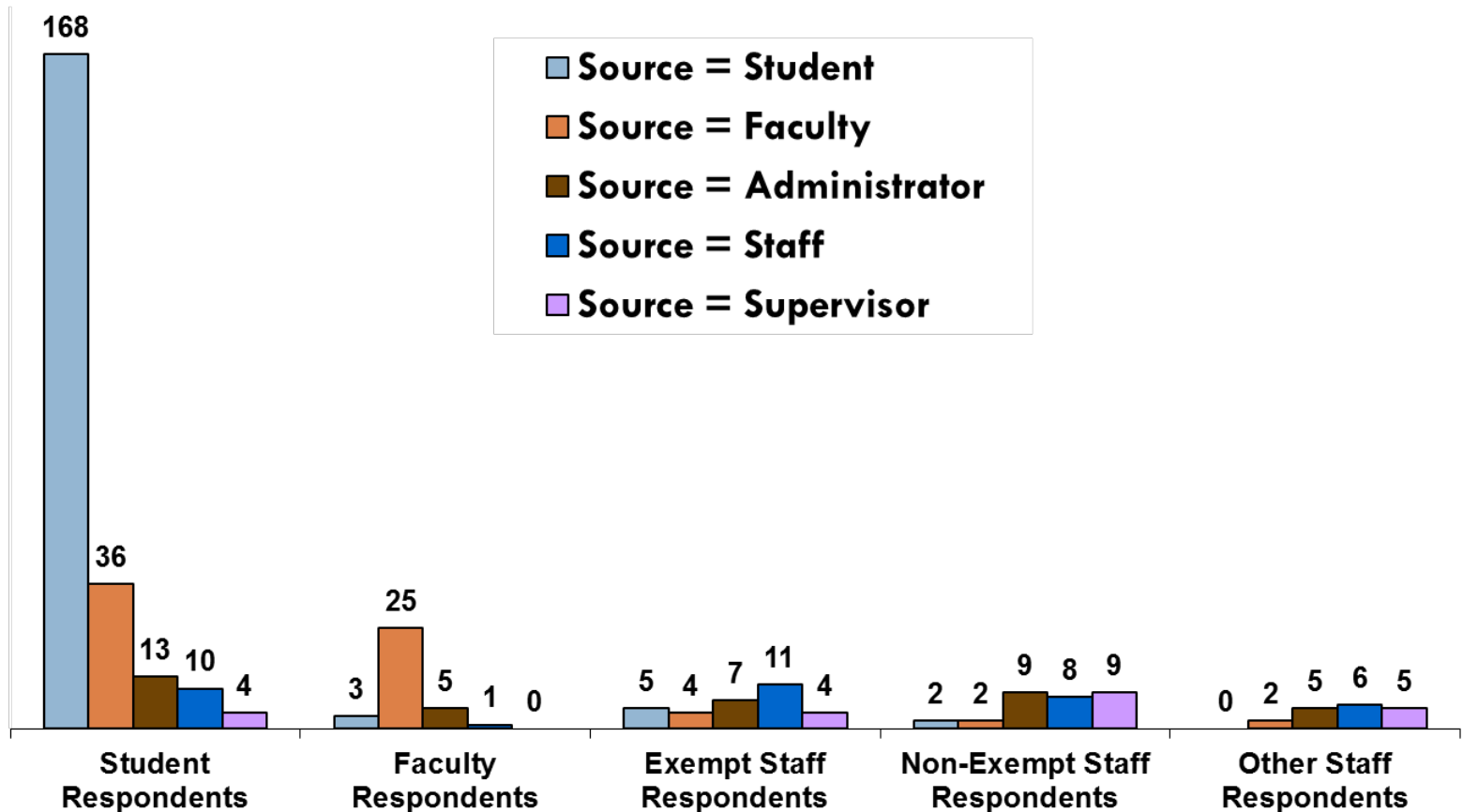
² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Location of Perceived Harassment

	n	%
In a public space on campus	140	37.0
In a class, lab, or other academic setting	117	31.0
In a meeting with a group of people	105	27.8
While working at a Reed college job	92	24.3
In campus housing	81	21.4

Note: Only answered by respondents who experienced harassment (n = 378). Percentages do not sum to 100 due to multiple responses.

Source of Perceived Conduct by Position Status (n)



What did you do?¹

Personal responses:

- ◆ Was angry (51%)
- ◆ Felt embarrassed (50%)
- ◆ Told a friend (43%)
- ◆ Ignored it (32%)

Reporting responses:

- ◆ Didn't know who to go to (11%)
- ◆ Didn't report it for fear their complaints would not be taken seriously (5%)
- ◆ Did report it but didn't feel the complaint was taken seriously (5%)
- ◆ Made complaints to campus officials (5%)

¹ Only answered by respondents who experienced harassment (n = 378).
Respondents could mark more than one response

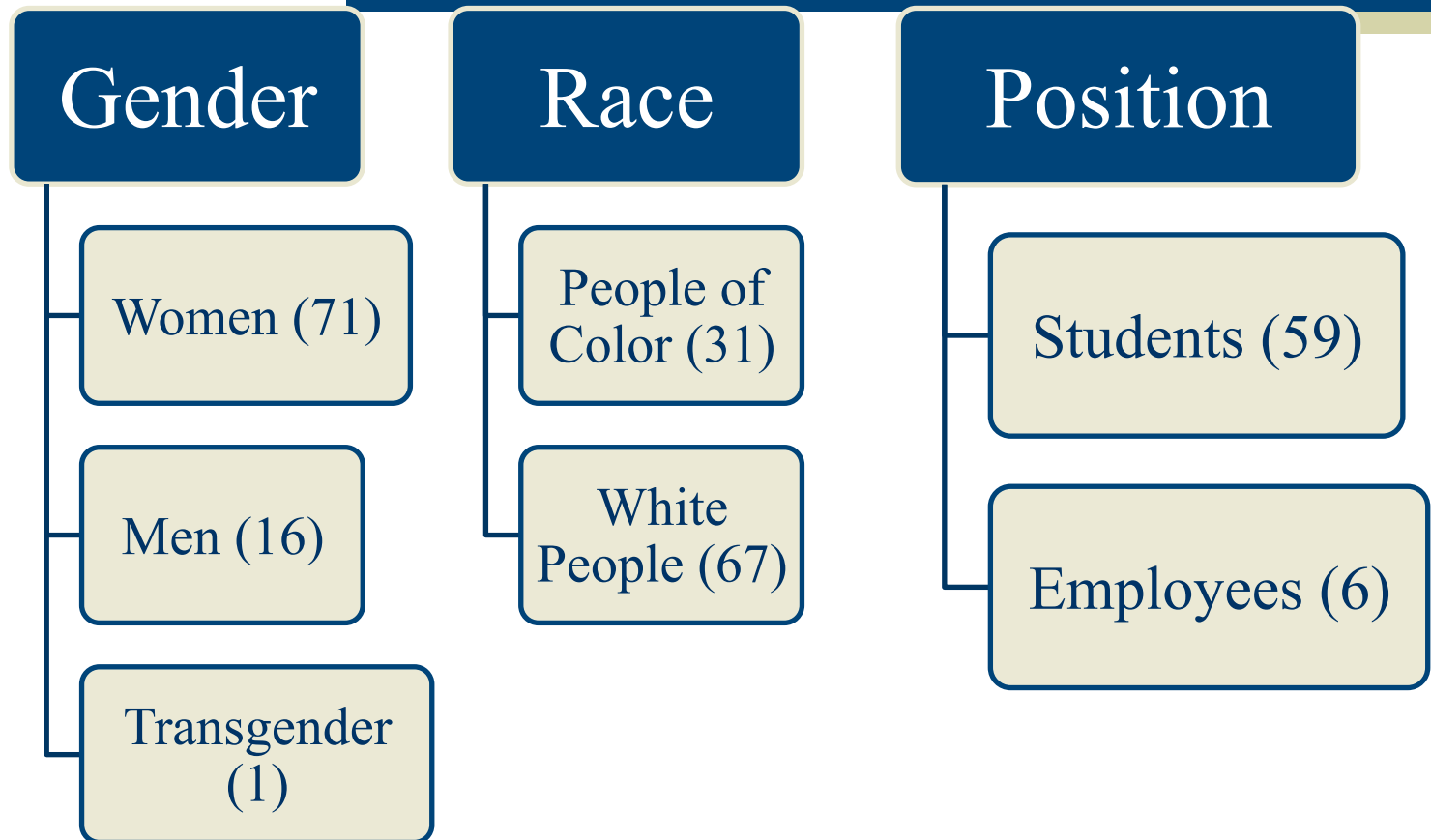
Unwanted Sexual Contact at Reed¹

98 respondents (8%) experienced unwanted sexual contact

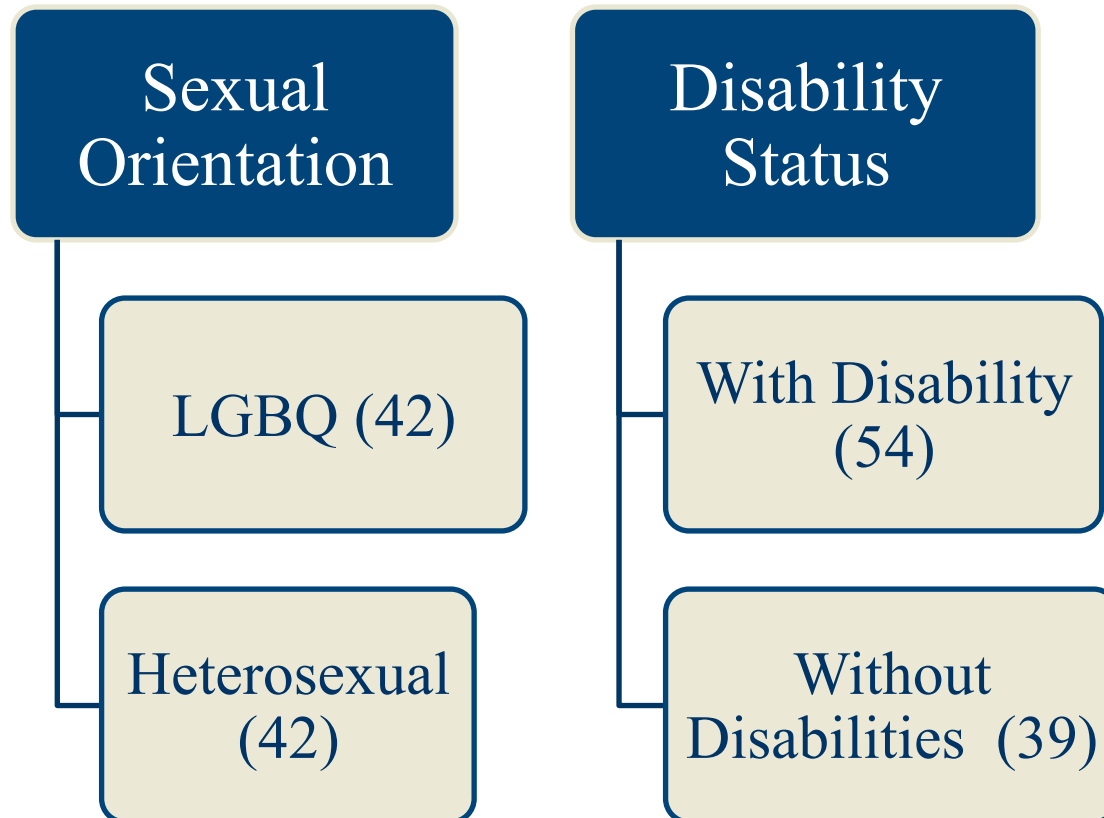
78 respondents indicated that it occurred in the past four years

¹Any sexual act directed against another person, forcibly, and/or with threat of force, and/or against that person's will; or when the survivor is incapable of giving consent, (i.e., is unconscious, mentally incompetent, or intoxicated), including forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, sexual assault, sexual assault with an object, and forcible fondling

Respondents Who Experienced Unwanted Sexual Contact By Select Demographics



Respondents Who Experienced Unwanted Sexual Contact By Select Demographics



Respondents Who Believed They Experienced Unwanted Sexual Contact

Where did it occur?

- ✦ Off-campus (n = 13)
- ✦ On-campus (n = 20)

What did you do¹?

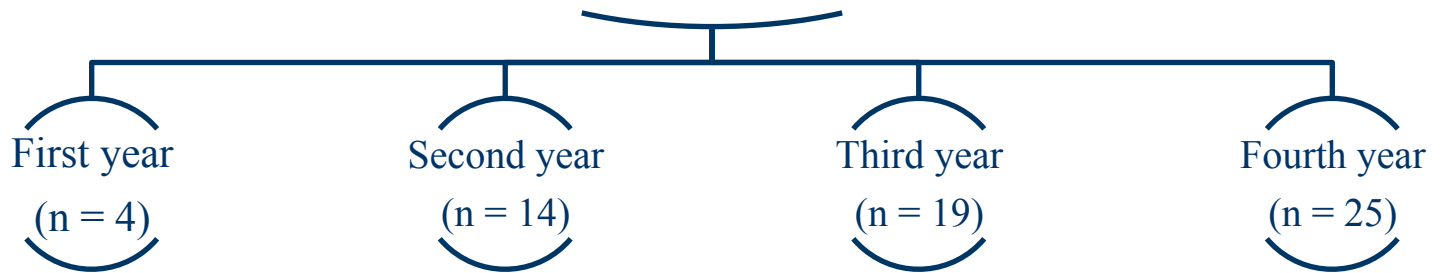
- ✦ Told a friend (n = 54)
- ✦ Felt embarrassed (n = 53)
- ✦ Felt somehow responsible (n = 48)
- ✦ Was angry (n = 45)
- ✦ Did nothing (n = 44)
- ✦ Ignored it (n = 41)

Who were the offenders?

- ✦ Student (n = 58)
- ✦ Acquaintance (n = 39)

Unwanted Sexual Contact by Gender, Position, Current Class Standing

65 women undergraduate students



Employee Respondents Who *Seriously Considered* Leaving Reed

36% (n = 416) of *all* respondents

Other Staff (54%)

Exempt Staff (53%)

Non-Exempt Staff (40%)

Faculty (30%)

Employee Respondents Who *Seriously Considered* Leaving Reed by Demographics

Gender Identity

- Women (42%)
- Men (36%)

Racial Identity

- White Employees (41%)
- Employees of Color (31%)

Sexual Identity

- LGBTQ (46%)
- Heterosexual (39%)

Why Employees Considered Leaving Qualitative Comments

- ◆ Experienced tension in the department with supervisor/manager or colleagues;
- ◆ Expected to take on responsibilities outside their job descriptions;
- ◆ Saw little opportunity for advancement at Reed;
- ◆ Felt unwelcomed, harassed or excluded;
- ◆ Sought career changes unrelated to climate issues;
- ◆ Felt underpaid;
- ◆ Felt Reed did not “truly value diversity and inclusion”;
- ◆ Found the “Honor Principle, in particular the refusal to define it, as an illogical basis for deciding when behavior is acceptable or unacceptable”;
- ◆ Felt like “the weird ones” for “being more conventional”;
- ◆ For personal/family reasons.

34% (n = 263) of Student Respondents *Seriously Considered* Leaving Reed

Racial Identity

- Students of Color (39%)
- White Students (31%)

Sexual Identity

- LGBTQ (44%)
- Heterosexual (30%)

First Gen. Status

- First-Generation (39%)
- Not First-Generation (34%)

Family Income

- Less than \$30k (40%)
- \$30k or greater (34%)

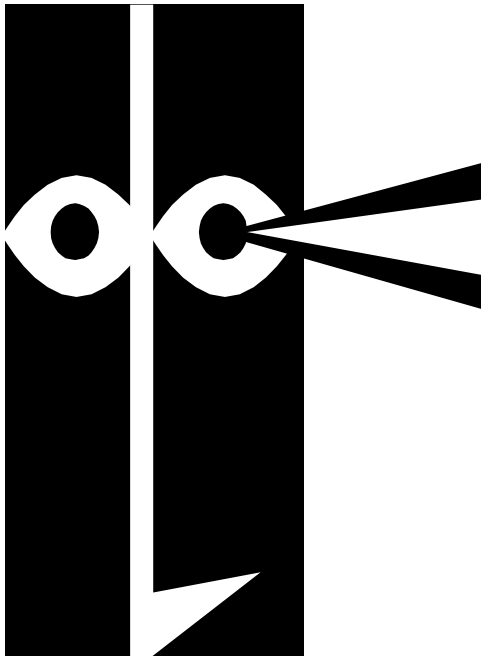
Why Students Considered Leaving Qualitative Comments

- ◆ Felt “some of the professors and students are not really open to diversity”;
- ◆ Wanted to leave the “stress culture” and “academic stress/pressure”;
- ◆ Lack of resources to pay for Reed/cheaper tuition elsewhere; Felt unlike a “typical Reedie by not believing in ‘atheism, communism, free love’”;
- ◆ “lack of practical, *real world* application of available Reed majors”;
- ◆ Felt a lack of a support group;
- ◆ Felt “the lack of diversity, both economic and racial, is a real problem.”

Perceptions



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



	%	n
Within the past year	34.0	391
6 or more times	36.6	127
3-5 times	38.6	134
1-2 times	24.8	86

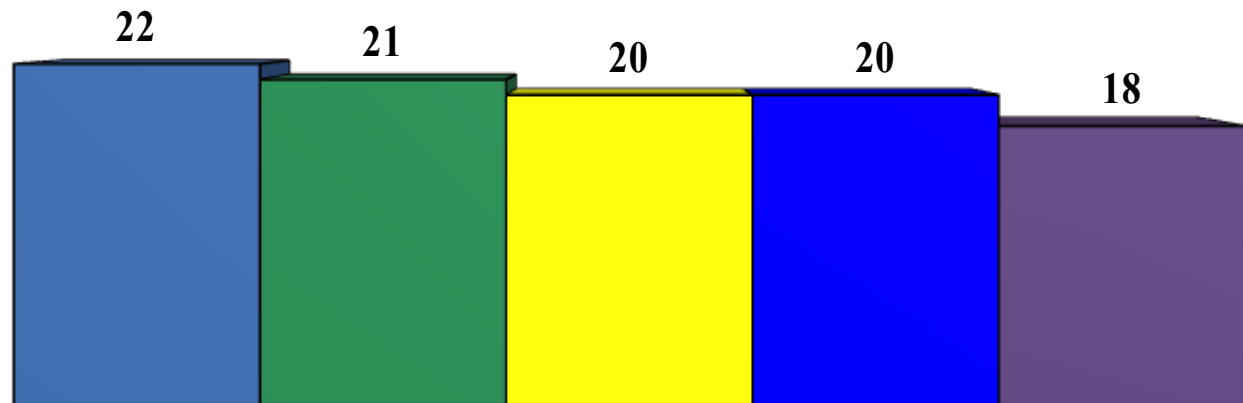
Form of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct

	n	%
Derogatory remarks	213	54.5
Deliberately ignoring or exclusion	145	37.1
Isolation or exclusion	119	30.4
Graffiti/vandalism	113	28.9
Singling out individual as a spokesperson for his/her identity	102	26.1
Assumption that someone was admitted/hired/promoted based on his/her identity	95	24.3
Racial/ethnic profiling	75	19.2
Intimidation/bullying	73	18.7

Note: Only answered by respondents who observed harassment (n = 391). Percentages do not sum to 100 due to multiple responses.

Observed Harassment Based on...(%)

- Race (n=84)
- Gender Identity (n=83)
- Philosophical Views (n=79)
- Religious/Spiritual Views (n=77)
- Political Views (n=71)



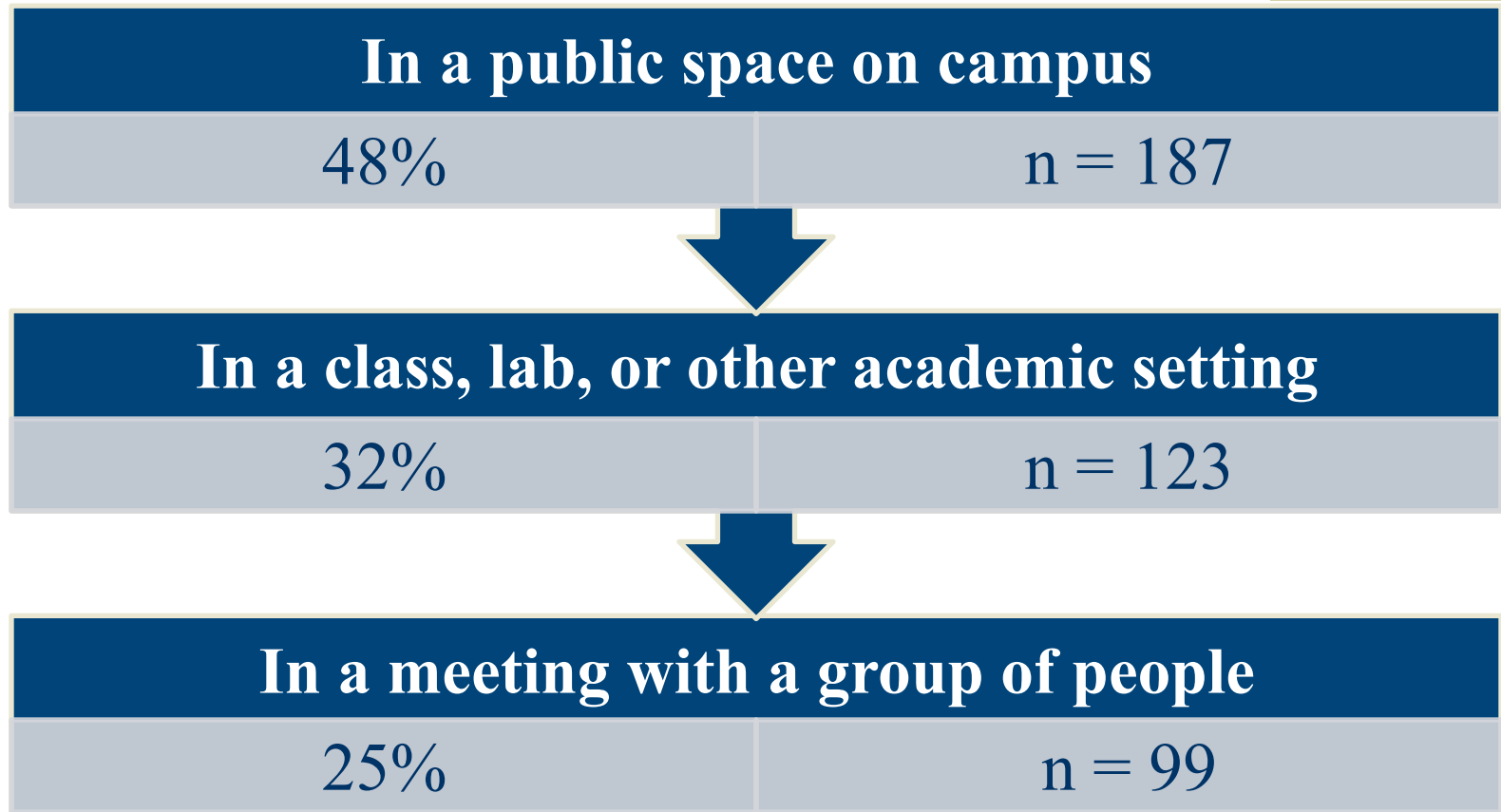
Source of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct (%)

Source

- Student (70%)
- Faculty Member (16%)
- Administrator (9%)
- Community Safety (9%)

Note: Only answered by respondents who observed harassment (n = 391). Percentages do not sum to 100 due to multiple responses.

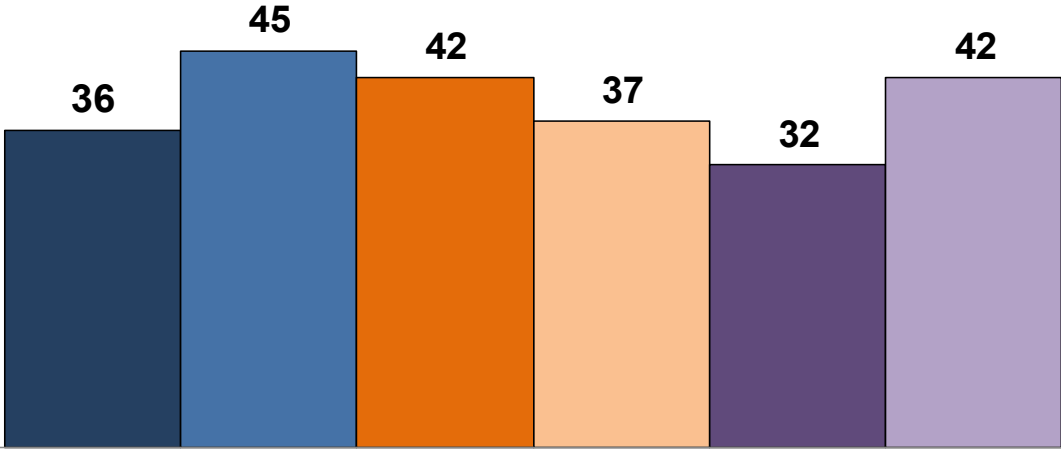
Location of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct



Note: Only answered by respondents who observed harassment (n = 391). Percentages do not sum to 100 due to multiple responses.

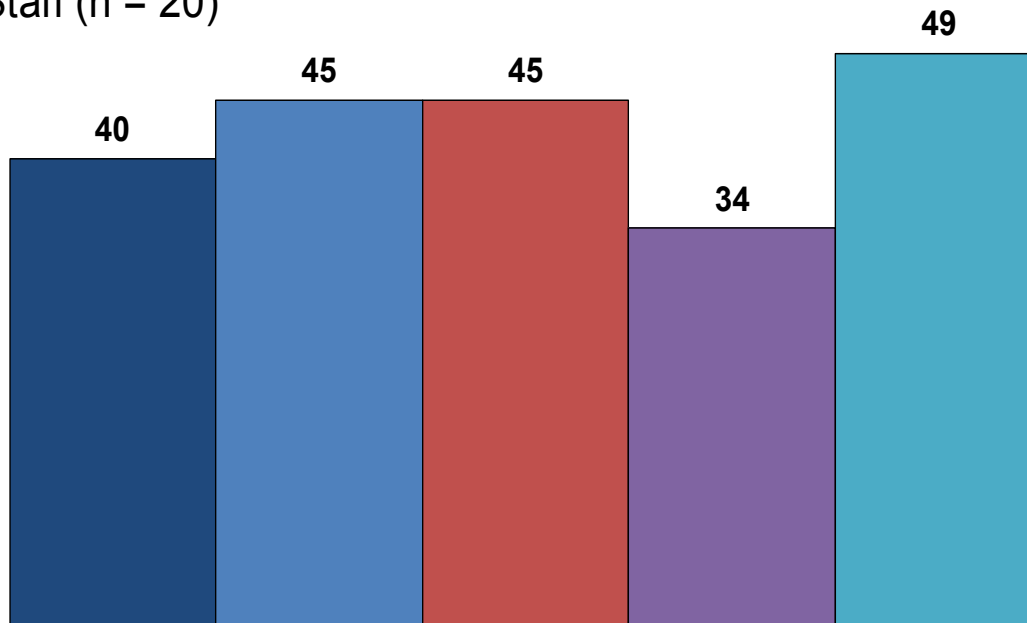
Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct Prior to Last Year by Select Demographics (%)

- White People (n = 296)
- People of Color (n = 121)
- LGBQ (n = 92)
- Heterosexual (n = 290)
- Men (n = 144)
- Women (n = 260)



Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct Prior to Last Year by Position Status (%)

- Students (n = 207)
- Faculty (n = 50)
- Exempt Staff (n = 26)
- Non-Exempt Staff (n = 26)
- Other Staff (n = 20)



Perceived Discrimination Employees

Hiring Practices

22%
n=85

Employment-
Related Disciplinary
Actions

11%
n=43

Employment
Practices Related to
Promotion

25%
n=93

Perceived Discrimination

Race was indicated as the most common basis for discriminatory hiring practices.

Position was cited as the most common basis for discriminatory employment-related disciplinary actions and discriminatory practices related to promotion.

Work-Life Issues

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



Work-Life Issues – All Employees

Successes

- 88% of employee respondents were comfortable asking questions about performance expectations.
- 84% felt their colleagues treated them with the same respect as other colleagues.
- 85% thought their colleagues had similar expectations of them as other colleagues/co-workers.
- 66% felt comfortable taking leave that they were entitled to without fear that it might affect their jobs/careers.
- 66% of faculty and staff found Reed College supportive of their taking leave.

Work-Life Issues – All Employees

Successes

- More than half of all employees believed that they had colleagues or co-workers (74%) and supervisors (63%) who gave them career advice or guidance when they need it.
- A majority had support from their deans/supervisors (70%) and colleagues/co-workers (76%) who supported their career advancement.
- A majority had equipment and supplies (89%) and time (55%) they needed to adequately perform their work.
- 63% thought the college demonstrated that it values a diverse faculty and staff.
- 55% of all faculty and staff respondents felt that salary determinations were fair and clear.

Work-Life Issues – All Employees

Successes

- Many faculty and staff believed their supervisors/deans provided them with time (70%) and resources (75%) to pursue professional development activities.
- 65% found that their departments were supportive of providing leave opportunities.
- 59% felt their supervisors/deans provided on-going feedback to help them improve their performance.
- Very few respondents felt under scrutiny by their colleagues due to their identities (7%).

Work-Life Issues – All Employees

Challenges

- 48% thought there were many unwritten rules concerning how one was expected to interact with colleagues in their work units.
- 35% were reluctant to bring up issues that concern them for fear that it will affect their performance evaluation.
- 24% believed their colleagues expected them to represent the “point of view” of their identities.
- Approximately one-quarter felt they had to work harder than they believed their colleagues do in order to achieve the same recognition (23%) or to be perceived as legitimate (22%).
- Some faculty and staff often have to forgo professional activities because of personal responsibilities (36%) or found that personal responsibilities have slowed down their job/career progression (26%).

Tenure/Teaching Issues - FACULTY

Successes

- The majority felt their teaching expectations (81%) and research requirements (76%) were similar to those of their colleagues.
- 75% felt their research interests were valued by their colleagues.
- 71% felt their access to research support was similar to that of their colleagues and co-workers.
- Few faculty felt pressured to change their teaching methods (17%) or research agendas (10%) to achieve tenure or be promoted.
- Slightly more than half felt the tenure processes (58%) or advancement processes (59%) were clear.
- 73% believed their colleagues included them in opportunities that will help their careers as much as they do others in their positions.

Tenure/Teaching Issues - FACULTY

Successes

- 77% felt their departments created climates that were responsive and supportive of family needs, including usage of family-related leave policies.
- More than half felt the tenure standards (71%) or advancement standards (71%) were reasonable.
- Slightly more than half of all faculty respondents felt their service contributions were important to tenure (60%) or advancement (63%).
- 41% felt their diversity-related research/teaching/service contributions have been/will be valued for advancement or tenure.
- 73% believed their colleagues included them in opportunities that will help their careers as much as they do others in their positions.

Tenure/Teaching Issues - FACULTY

Challenges

- 39% of faculty felt burdened by service responsibilities beyond those of their colleagues.
- 41% believed they performed more work to help students than did their colleagues.
- 26% felt that faculty members who use family-related leave policies are disadvantaged in advancement or tenure.
- 53% believed that perception about using family-related leave policies differ for men and women faculty.



Welcoming Workplace Climate



More than half of all employees thought the workplace climate was welcoming for all characteristics listed

Respondents of Color were least likely to believe the workplace climate was welcoming for employees based on gender, race, and sexual identity.

Christian respondents and respondents with conservative/far right views were least likely to believe the workplace climate was welcoming for employees based on political views and religious/spiritual status.

Welcoming Classroom Climate

More than half of all student/faculty respondents felt that the classroom climate was welcoming for students based on “difference” across all dimensions

Students of Color less comfortable than White students → RACE

Students who identified with as Christian less likely than those who identified as other than Christian → RELIGIOUS/
SPIRITUAL VIEWS

Students from low income less likely than not low income →
SOCIOECONOMIC STATUS

Student Perceptions of Campus Climate


Students felt valued by faculty (88%) and other students (71%) in the classroom.



Students thought that Reed faculty (87%) and staff (82%) were genuinely concerned with their welfare.



The majority knew faculty (81%) and staff (60%) who they perceive as role models.



19% of all students felt faculty pre-judge their abilities based on their identities/backgrounds.

Student Perceptions of Campus Climate

29% did not see enough faculty and staff with whom they identify.



87% had academic opportunities that were similar to those of their classmates.



94% had access to academic support that was similar to that of their classmates.

Institutional Actions



Campus Initiatives That Would Positively Affect the Climate - **Employees**

The majority of employees thought the following would positively affect the climate:

Access to counseling for people who have experienced harassment

Mentorship for new faculty and staff

Clear and fair process to resolve conflicts

Increasing diversity of faculty, staff, administration, and student body

Campus Initiatives That Would Positively Affect the Climate - **Employees**

A smaller number of employees thought the following would positively affect the climate:

- providing flexibility for computing the probationary period for tenure
- providing more flexibility for promotion for faculty
- providing recognition and rewards for including diversity issues in courses across the curriculum and staff
- including diversity-related professional experiences as one of the criteria for hiring of staff/faculty

Campus Initiatives That Would Positively Affect the Climate - **Students**

The majority of students thought the following would positively affect the climate:

Person to address student complaints of classroom inequity

Opportunities for cross-cultural dialogue among students, and between faculty, staff, and students

Increasing the diversity of the faculty, staff, and student body.

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 & Successes

75% of respondents were comfortable with the overall climate, and 79% with dept/work unit climate.

Students thought very positively about their academic experiences at Reed.

82% of students and 80% of faculty were comfortable with the classroom climate.

83% of employees were satisfied with their jobs/careers, and 74% with how their jobs/careers have progressed.

Overall Opportunities for Improvement



33% (n = 378) had personally experienced harassing conduct within the last year.

34% (n = 391) believed that they had observed harassing conduct within the last year.

36% (n = 416) of all respondents have considered leaving Reed College.

8% (n = 98) experienced unwanted sexual contact.

Strengths & Successes

Students

- A majority felt valued by faculty and other students in the classroom.
- A majority felt that employees and administrators were genuinely concerned with their welfare.

Employees

- The majority of employees felt the workplace climate was welcoming based on gender, race, sexual orientation, and all other demographics characteristics listed.

Opportunities for Improvement

Influence of Political and Philosophical Views

- Philosophical views were indicated as the primary basis for experienced harassment at Reed.
 - In particular, 28% (n = 61) of respondents who experienced harassment “very often” or “often” said the conduct was based on their philosophical views.
- Of those respondents who experienced harassment, respondents who identified their political views as conservative/far right (71%) were more likely to attribute the harassment to their political views.
- Political views were also mentioned as a common basis for observed harassment by all respondents.

Opportunities for Improvement

Influence of Political and Philosophical Views

- Respondents who identified their political views as conservative/far right were less comfortable than were respondents with far left/liberal or moderate viewpoints with the overall climate and the climate in their departments/work units.
- Respondents whose political views were conservative/far right were also least likely to agree that their workplace climate was welcoming irrespective of political views and religious/spiritual views.
- Twenty-five percent of students (n = 168) perceived tensions in Reed housing surrounding political views.

Opportunities for Improvement

Racial Tension

- Respondents of Color (35%, n = 99) more often reported personally experiencing harassing conduct when compared to their White counterparts (21%, n = 269).
 - Of Respondents of Color who experienced harassment, 67% (n = 66) said the harassment was based on their race compared with 47 percent (n = 127) of White respondents.
- Race was also the primary basis (22%, n = 84) for observed harassment for all respondents within the last year.
- Respondents of Color (45%) were also more likely to believe they had observed harassing conduct *prior* to the last year than White respondents (36%).

Opportunities for Improvement

Racial Tension

- There were differences in rates of experiences with unwanted sexual conduct by race as well: 11% of Respondents of Color and 8% of White people reported this behavior.
- Respondents of Color were less comfortable than White respondents with the overall climate for diversity at Reed and the climate in their departments/work units.
- Students of Color were slightly less comfortable than White students with the climate at their Reed College job and the classroom climate.
- Employees of Color (69%, n = 37) were less likely to agree that their workplace climate was welcoming based on race than White employees (87%, n = 260).

Opportunities for Improvement

Racial Tension

- Employees of Color were also more likely than White Employees to believe they had observed discriminatory hiring practices, employment-related disciplinary actions, and practices related to promotion at Reed.
- Race was cited as the primary basis for discriminatory hiring; and the third basis for discriminatory related employment practices and fourth for discriminatory practices related to promotion/tenure/reappointment/reclassification at Reed College.
- 39% (n = 88) of Students of Color versus 31% (n = 170) of White students seriously considered leaving Reed College.

Opportunities for Improvement

Gender Disparities

- Women (35%, n = 227) were more likely than men (27%, n = 124) to report experiences with harassment.
 - Of those respondents, more women (63%, n = 142) than men (47%, n = 58) indicated the harassment was based on gender.
- Gender identity was indicated as the secondary basis for observed harassment within the last year.
- Women (42%, n = 260) were also more likely than men (32%, n = 144) to report they had observed harassing conduct *prior* to the last year.
- Women employees (81%, n = 173) was less satisfied than men (88%, n = 139) with their jobs and the way their careers have progressed (74%, n = 155; 78%, n = 121).

Opportunities for Improvement

Gender Disparities

- Women were less satisfied with their compensation as compared to peers with similar positions at Reed College (62% of women, n = 131; 71% of men, n = 110), and were more likely to have witnessed discriminatory promotion/tenure/reappointment/reclassification (26% of women, n = 56; 22% of men, n = 34).
- Women (11%, n = 71) were also more than three times as likely as men (3%, n = 16) to have perceived they had experienced unwanted sexual contact at Reed College.
- Women (82%, n = 170) were less likely to believe the workplace climate was welcoming for employees based on gender when compared with their men counterparts (91%, n = 139).

Opportunities for Improvement

LGBQ Issues and Concerns

- LGBQ respondents (42%, n = 98) were more likely than heterosexual respondents (29%, n = 231) to believe that they had experienced harassment.
 - Of those who believed they had experienced this type of conduct, 63% (n = 62) of LGBQ respondents versus 44% (n = 102) of heterosexual respondents indicated it was based on sexual orientation.
- A higher percentage of LGBQ respondents (42%, n = 92) believed they had observed harassing conduct *prior* to the last year than did heterosexual respondents (37%, n = 290).
- More than three times as many LGBQ respondents (18%, n = 42) than heterosexual respondents (5%, n = 42) perceived they had experienced unwanted sexual contact.

Opportunities for Improvement

LGBQ Issues and Concerns

- LGBQ respondents were slightly less comfortable than heterosexual respondents with the overall climate for diversity at Reed.
- LGBQ employee respondents were less satisfied with their jobs and the way their careers have progressed at Reed than their heterosexual counterparts.
- Finally, 46% (n = 24) of sexual minority employees, compared to 39% (n = 120) of heterosexual employee respondents, have seriously thought of leaving the institution, with 44% (n = 80) of LGBQ students and 30% (n = 148) of heterosexual students reporting the same consideration.

Opportunities for Improvement

Differential Treatment by College Position

- Non-exempt staff (37%, n = 30) respondents personally experienced harassment at higher rates than other employee groups and were most likely to indicate position as the basis (60%, n = 18).
- Staff members were also more likely to report they experienced unwanted sexual conduct at Reed College.
- College position was cited as the primary basis for observed discriminatory employment-related disciplinary actions (16%, n = 7) and practices related to promotion (24%, n = 22).
- More non-exempt staff members reported observing discriminatory practices in general.

Opportunities for Improvement

Differential Treatment by College Position

- Exempt staff were least satisfied with their jobs, and non-exempt staff were the least satisfied group with the way their careers have progressed.
- Exempt staff and “other” staff were more likely than faculty and non-exempt staff to have seriously considered leaving Reed because of the climate.

Process Forward

Sharing the Report with the Community

Spring 2013

Executive
Summary and
Power Point
will be available
on Reed website

Full Report will
also be
available in the
library

Process Forward

Summer/ Fall 2013

- General Campus Forums – Share process forward with the Reed community
- Focused (Topic) Forums – Gather ideas from Reed community for immediate actions
- Committee will meet, compile ideas and develop recommendations
- Recommendations input into strategic plan

Questions and Discussion

