

## **Reed Climate Assessment Project Executive Summary**

College campuses are complex social systems. They are defined by the relationships between faculty, staff, students, and alumni; bureaucratic procedures embodied by institutional policies; structural frameworks; institutional missions, visions, and core values; institutional history and traditions; and larger social contexts (Hurtado, Milem, Clayton-Pederson, Alma, & Allen, 1998; Smith, 2009).

Many institutional missions suggest that higher education values multicultural awareness and understanding within an environment of mutual respect and cooperation. Academic communities expend a great deal of effort fostering climates that nurture their missions with the understanding that climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship. Institutional strategic plans advocate creating welcoming and inclusive climates that are grounded in respect, nurtured by dialogue, and evidenced by a pattern of civil interaction.

The climate on college campuses not only affects the creation of knowledge, but also affects members of the academic community who, in turn, contribute to the creation of the campus climate. Several national education association reports and higher education researchers advocate creating a more inclusive, welcoming climate on college campuses (AAC&U, 1995; Boyer, 1990; Harper & Hurtado, 2007; Ingle, 2005; Milem, Chang, & Antonio, 2005).

The Reed College community has articulated a commitment to being an inclusive living, learning, and working environment as evidenced by the College's Diversity statement. The Climate Assessment Project is an initiative of the Reed College Office for Institutional Diversity and was supported by the President and senior staff. Recognizing the need to understand how students, faculty, and staff experience the Reed College environment, the Campus Climate Working Group supported the initiative. Rankin & Associates (R&A) was identified as a leader in conducting multiple identity studies in higher education. R&A presented a proposal to the College which was accepted and Reed College contracted with R&A to facilitate a college-wide

climate assessment. Members from the faculty, staff, and student bodies served as the Campus Climate Working Group (CCWG)<sup>1</sup> and worked with R&A to design and administer the instrument.

Because of the inherent complexity of the topic of diversity, it is crucial to examine the multiple dimensions of diversity in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002). Informed by previous work of R&A, the CCWG developed the final survey instrument template that was administered at Reed College in fall 2012.

The final climate survey contained 108 questions and was designed for respondents to provide information about their personal experiences with regard to climate issues and work-life experiences, their perceptions of the campus climate, and their perceptions of institutional actions (i.e., administrative policies and academic initiatives regarding climate issues and concerns) on campus. All members of the campus community (e.g., students, faculty, and staff) were invited to participate in the survey.

This report provides an overview of the results of the campus-wide survey. Qualitative comments offered by participants are provided throughout the narrative. Appendix A in the full report contains the commentary offered by respondents for the last two open-ended questions that were not linked to any particular quantitative question. A summary of the findings, presented in bullet form below, suggests that while Reed College has several challenges with regard to diversity issues, these challenges are in keeping with those found in higher education institutions across the country (Rankin & Associates, 2012).

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<sup>1</sup> The project is being led by the dean for institutional diversity with the help of the members of the Campus Climate Working Group (CCWG). Members of the CCWG are: Santi Alston (Assistant Dean for Inclusion, Engagement & Success); Amber Appleton (Human Resources Specialist); Caitlin Bergeon (Office for Institutional Diversity); Mike Brody (Vice President/Dean of Student Services); Arthur Glasfeld (Professor of Chemistry); Doris Hall (Office Manager, Facilities Services); Connie Helleson (Director, Human Resources); Charlene Makley (Associate Professor, Anthropology); Nora McLaughlin (Registrar); Brian Moore (Student); Kathy Oleson (Professor, Psychology); Melissa Osborne (Student); Sonia Sabnis (Assistant Professor, Classics & Humanities); Mike Tamada (Director, Institutional Research); Crystal Williams (Chair; Dean for Institutional Diversity)

## Sample Demographics

Of the Reed College community members, 1165 completed surveys for a response rate of 59.4%. The high response rate for nearly all constituent position categories, allows for the generalizability of these results to the entire population at Reed College. The only constituent position group with less than 30% response rate was Union employees (23%). Therefore, caution is recommended when generalizing the Union employee results to all Union employees at Reed College<sup>2</sup>.

The sample included<sup>3</sup>:

- 777 (67%) students; 113 (10%) faculty; 272 (23%) staff
- 285 (25%) Respondents of Color;<sup>4</sup> 859 (74%) White respondents
- 373 (32%) respondents with self-identified disabilities or conditions that affect major life activities
- 807 (69%) heterosexual people, and 236 (20%) people who identified as lesbian, gay, bisexual, or queer; 52 respondents (5%) who were questioning their sexuality, and 18 people (2%) who identified as asexual.
- 648 (56%) women; 469 (40%) men; 7 (1%) transgender<sup>5</sup>
- 923 (79%) respondents indicated that they had “no affiliation”, “spiritual, but no affiliation”, “agnostic”, “atheist”, or affiliated with “other than Christian” affiliations; 17% of respondents (n = 196) were affiliated with Christian denominations

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<sup>2</sup> Please refer to Table 1 in the narrative for more detailed information

<sup>3</sup> The sample n's offered in the various demographics listed may not add to the total of 1165 as participants did not have to respond to every question.

<sup>4</sup> While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses due to the small numbers of respondents in the individual categories. For demographics by individual racial categories, please see Figure 5 (p. 16).

<sup>5</sup> “Transgender” refers to identity that does not conform unambiguously to conventional notions of male or female gender, but combines or moves between these (Oxford English Dictionary 2003). OED Online. March 2004. Oxford UW Press. Feb. 17, 2006 <<http://dictionary.oed.com/cgi/entry/00319380>>.

## Quantitative Findings<sup>6</sup>

### Experiences with Campus Climate<sup>7</sup>

- **One-third of respondents believed<sup>8</sup> they had personally experienced exclusionary (e.g., stigmatized, shunned, ignored) intimidating, offensive, and/or hostile conduct (hereafter referred to as harassment)<sup>9</sup> within the past year at Reed College. Respondents most often indicated the harassment was based on their philosophical views, socioeconomic status, discipline of study, or academic performance.**
- Of the 1165 respondents to the survey 33% (n = 378) believed they had personally experienced offensive, hostile, or intimidating conduct on campus. Eleven percent of respondents (n = 124) said that the conduct interfered with their ability to work or learn.
  - 28% of respondents who experienced such behavior “very often” or “often” (n = 61) said the conduct was based on their philosophical views. Others said they “very often” or “often” experienced such conduct based on their socioeconomic status (23%, n = 49), discipline of study (22%, n = 47), or academic performance (20%, n = 43).
  - Manners in which respondents experienced harassment included: 50% (n = 190) felt isolated or left out, 48% (n = 182) felt deliberately ignored or excluded, and 34% (n = 130) felt intimidated and bullied.
  - Compared with 31% of White people (n = 269), 35% of Respondents of Color (n = 99) believed they had personally experienced such conduct.
  - Of Respondents of Color who reported experiencing this conduct, 67 % (n = 66) stated it was because of their race.
  - Compared with 27% of men in the sample (n = 124), 35% of women in the sample (n = 227) and 57% of transgender respondents (n = 4) believed they had personally experienced such conduct.

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<sup>6</sup> The quantitative statistics reflect the n’s and percentages of participants who responded to each question. The percentages may not add to 100 and the n’s may not add to the total N for the question because respondents in some instances could mark more than one response. There are also sub-questions within sections where participants only chose those response choices that were salient for them.

<sup>7</sup> Listings in the narrative are those responses with the greatest percentages. For a complete listing of the results, the reader is directed to the tables in the narrative and Appendix B.

<sup>8</sup> The modifiers “believe(d)” and “perceived” are used throughout the report to indicate the respondents’ perceived experiences. These modifiers are not meant in any way to diminish those experiences.

<sup>9</sup> Under the United States Code Title 18 Subsection 1514(c)1, harassment is defined as “a course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose” (<http://www.eeoc.gov/laws/vii.html>). In higher education institutions, legal issues discussions define harassment as any conduct that has unreasonably interfered with one’s ability to work or learn on campus. The questions used in this survey to uncover participants’ personal and observed experiences with harassment were designed using these definitions.

- Of the women who believed they had experienced this conduct, 63% (n = 142) stated it was because of their gender. Of the transgender respondents, 75% (n = 3) said it was based on their gender.
- Compared with 29% of heterosexual respondents (n = 231), 42% of LGBQ respondents (n = 98) believed they had personally experienced such conduct.
- Of the LGBQ respondents who experienced this conduct, 63% (n = 62) said it was based on their sexual orientation.
- In response to experiencing harassment, 51% (n = 194) of respondents were angry, 50% (n = 189) felt embarrassed, 43% (n = 161) told a friend, and 32% (n = 120) ignored it.
- While 5% of participants (n = 20) made complaints to campus officials, 11% (n = 42) did not know who to go to, and 10% (n = 37) didn't report it for fear their complaints would not be taken seriously.
- **Eight percent of respondents believed they had experienced unwanted sexual contact.**
  - 98 respondents (8%) believed that they had experienced unwanted sexual contact during their time at Reed College.
    - Of these respondents, 78 respondents (80%) believed the incident happened off-campus and 20 respondents (20%) believed the incident happened on campus.
  - Higher percentages of women (11%), transgender respondents (14%), LGBQ respondents (18%), respondents of color (11%), respondents with disabilities (15%), and students (11%) experienced unwanted sexual contact.
  - The alleged perpetrators of the perceived sexual assault were most often reported as students (n = 61; 62%).

### Perceptions of Campus Climate

- **A majority of respondents indicated that they were “comfortable” or “very comfortable” with the overall climate at Reed College (75%, n = 873) and in their departments or work units (79%, n = 919). The figures in the narrative show slight disparities based on race, disability, sexual orientation, political views, and students’ socioeconomic status.**
  - 82% of students were “very comfortable” or “comfortable” with the climate in the classes they are taking.
  - 80% of faculty members were comfortable with the climate in the classes they taught.
  
- **Slightly more than one-third of all respondents indicated that they were aware of or believed they had observed harassment on campus within the past year. The perceived harassment was most often based on gender expression and sexual orientation.**
  - 34% of the participants (n = 391) believed that they had observed conduct on campus that created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (harassing) working or learning environment within the past year.
  - Most of the observed harassment was based on race (22%, n = 84), gender identity (21%, n = 83), philosophical views (20%, n = 79), religious/spiritual views (20%, n = 77), political views (18%, n = 71), and gender expression (17%, n = 67).
  - Respondents most often were angry (47%, n = 183) or embarrassed (41%, n = 159) in response. 32% percent (n = 125) told a friend.
  - 48% (n = 187) of the respondents who observed harassment said it happened in a public space on campus.
  - These incidents were reported to an employee or official only 3% of the time (n = 12).
  - Respondents most often believed they had observed this conduct in the form of someone subjected to derogatory remarks (55%), someone being deliberately ignored or excluded (37%), someone being isolated or excluded (30%), or graffiti/vandalism (29%).
  
- **Prior to their last year at Reed College, 38% of the participants (n = 425) observed conduct or communications directed towards a person or group of people at Reed that created an exclusionary, intimidating, offensive and/or or hostile (i.e., harassing) working or learning environment.**
  - Of those 425 respondents, 21% (n = 88) believed the conduct interfered with their ability to work or learn.

**Satisfaction with Reed College**

- **83% of Reed College faculty and staff (n = 311) were “highly satisfied” or “satisfied” with their jobs at Reed College. 74% (n = 277) were “highly satisfied” or “satisfied” with the way their careers have progressed at Reed College.**
  - LGBTQ respondents and staff were least satisfied with their jobs at Reed College.
    - When reviewing the data by position status, exempt staff and administrators were slightly more satisfied with their jobs, and the way their careers had progressed than were faculty members and non-exempt staff.
  - Staff of Color and faculty were most satisfied about the way their careers have progressed.
  - 65% (n = 242) were “highly satisfied” or “satisfied” with their compensation as compared to that of their colleagues.
  - 81% of respondents (n = 307) were “highly satisfied” or “satisfied” with the size and quality of their work space as compared to their departmental colleagues’/co-workers work space.
  
- **Students thought very positively about their academic experiences at Reed College.**
  - 53% of students felt they were performing at their full academic potential.
  - 76% were satisfied with their academic experience at Reed College.
  - 81% were satisfied with the extent of their intellectual development since enrolling at Reed College.
  - 43% felt they performed academically as well as they had anticipated they would.
  - The majority of students felt their academic experience has had a positive influence on their intellectual growth and interest in ideas (85%) and that their interest in ideas and intellectual matters has increased since coming to Reed College (74%).
  - 92% (n = 708) intended to graduate from Reed College; 8% (n = 60) were considering transferring to another institution.
  - 88% of students (n = 663) felt valued by faculty in the classroom.
  - 71% (n = 535) felt valued by other students in the classroom.
  - Many students thought that faculty (87%, n = 660) and staff (82%, n = 618) were genuinely concerned with their welfare.
  - 81% of students (n = 612) had faculty they perceive as role models, and 60% (n = 454) had staff they perceived as role models.
  
- **36% of all respondents (n = 416) have considered leaving Reed College**
  - Among employees, 36% of men (n = 57) and 42% of women (n = 90) thought of leaving the institution.

- 31% of employees of color (n = 18) and 41% of White employees (n = 127) have seriously considered leaving Reed College.
- 46% of LGBQ employees (n = 24) and 39% of heterosexual respondents (n = 120) have seriously thought of leaving the institution.
- Among students, 34% of women (n = 147) and 32% of men (n = 99) considered leaving the College.
- 39% of Students of Color (n = 88) and 31% of White students (n = 170) thought of leaving Reed College, as did 44% of LGBQ students (n = 80) and 30% of heterosexual students (n = 148).
- 39% (n = 12) of first-generation students and 34% (n = 251) of students who were not considered first-generation students considered leaving Reed.
- 40% of students whose annual family incomes were less than \$30,000 (n = 33) and 34% of students whose parents incomes were \$30,000 or greater (n = 156) also seriously considered leaving Reed College.
- **Faculty and Staff Work-Life Issues**
  - 55% of all faculty and staff respondents (n = 206) felt that salary determinations were fair, and 55% (n = 206) felt salary determinations were clear.
  - More than half of faculty and staff respondents thought the college demonstrated that it values a diverse faculty (60%, n = 226) and staff (63%, n = 234).
  - 88% (n = 332) of all faculty and staff respondents “strongly agreed” or “agreed” that they were comfortable asking questions about performance expectations.
  - 84% (n = 314) felt their colleagues treated them with the same respect as other colleagues, and 85% (n = 322) thought their colleagues had similar expectations of them as other colleagues/co-workers.
  - More than half of all faculty and staff respondents (66%, n = 246) felt comfortable taking leave that they were entitled to without fear that it might affect their jobs/careers.
  - 48% (n = 177) thought there were many unwritten rules concerning how one was expected to interact with colleagues in their work units.
  - The majority of faculty respondents felt their teaching expectations (81%, n = 89) and research requirements (76%, n = 84) were similar to those of their colleagues, and 75% (n = 82) felt their research interests were valued by their colleagues.
  - Slightly more than half of all faculty respondents felt the tenure processes (58%, n = 64) and advancement processes (59%, n = 65) were clear. Likewise, more than half of all faculty respondents felt the tenure standards (71%, n = 79) and advancement standards (71%, n = 76) were reasonable.
  - Less than half of all faculty (48%, n = 41) felt their diversity-related research/teaching/service contributions have been/will be valued for advancement or tenure.



- 26% (n = 27) of faculty felt that faculty members who use family-related leave policies are disadvantaged in advancement or tenure.
  - 53% (n = 55) of faculty members believed that perception about using family-related leave policies differ for men and women faculty.
  - Few employee respondents felt that staff (14%, n = 51) and faculty (10%, n = 37) who have children were considered less committed to their careers; and few felt that staff (15%, n = 53) and faculty (11%, n = 38) who do not have children were often burdened with work responsibilities.
  - More than half of all employees believed that they had colleagues or co-workers (74%, n = 273) and supervisors (63%, n = 235) at Reed College who gave them career advice or guidance when they need it.
  - Many faculty and staff believed their supervisors/deans provided them with time (70%, n = 260) and resources (75%, n = 275) to pursue professional development activities.
- **Discrimination in the Workplace. Twenty-two percent of faculty and staff respondents believed that they had observed unfair or unjust employment practices and indicated that they were most often based on race, age or position at Reed College.**
    - 22% of faculty and staff respondents (n = 85) believed that they had observed discriminatory hiring.
    - 11% (n = 43) believed that they had observed discriminatory employment-related disciplinary actions at Reed College (up to and including dismissal).
    - 25% (n = 93) believed that they had observed discriminatory promotion practices.
- **Students expressed financial concerns.**
    - 38% of student respondents (n = 292) indicated they experienced financial hardship at Reed College. Of those students, 62% (n = 181) had difficulty affording tuition, 60% (n = 175) had difficulty purchasing their books, and 57% (n = 167) had difficulty participating in social events.
    - 82% of students relied on family contributions to pay for college. In addition, 47% of student respondents used loans to pay for college, while 47% had need-based scholarships, 31% made personal contributions/had jobs, and 27% had Pell Grants.
- **A substantial number of respondents were unaware of the campus' accessibility for people with disabilities.**

## **Institutional Actions**

### **Faculty and Staff**

- Approximately one-third of faculty and staff thought providing more flexibility for promotion for faculty (30%, n = 101), providing flexibility for computing the probationary period for tenure (36%, n = 122), and providing recognition and rewards for including diversity issues in courses across the curriculum and staff (34%, n = 113) would positively affect the campus climate.
- Faculty and staff believed providing diversity training for staff (65%, n = 226), faculty (59%, n = 204), and students (61%, n = 210) would positively affect the climate.
- More than half of faculty and staff respondents thought increasing the diversity of the faculty (74%, n = 257), staff (73%, n = 255), the administration (74%, n = 258), and the student body (76%, n = 262) would positively affect the climate.
- 52% (n = 177) thought increasing funding to support efforts to change campus climate would positively affect the climate.
- More than half thought providing diversity and equity training to search and tenure committees (59%, n = 201) would positively affect the climate.
- 83% (n = 279) thought providing career development opportunities for staff would positively affect Reed's campus climate.
- 66% (n = 224) thought providing back-up family care would positively affect the campus climate at Reed.
- 60% (n = 201) were in favor of providing lactation accommodations.

### **Students**

- Half of all student respondents felt that providing diversity training for all students (49%, n = 312), staff (48%, n = 307), and faculty (50%, n = 314) would positively affect the climate.
- Students thought increasing the diversity of the faculty and staff (67%, n = 427) and student body (73%, n = 471) would positively affect the climate.
- 62% (n = 389) of students were in favor of providing a person to address student complaints of classroom inequity.
- Many students believed increasing opportunities for cross-cultural dialogue among students (75%, n = 483) and between faculty, staff, and students (74%, n = 472) would positively affect the climate.
- 65% of students (n = 418) thought incorporating issues of diversity and cross-cultural competence more effectively into the curriculum would positively affect the climate at Reed College.

## Qualitative Findings

Out of the 1,165 surveys received at Reed College, 878 different people responded to one or more of the open-end questions.<sup>10</sup> No respondent commented on all open-ended questions. Respondents included undergraduate and graduate students, as well as faculty, exempt staff members, and non-exempt staff.

One of the open-ended items allowed respondents to elaborate on any of their survey responses, further describe their experiences, or offer additional thoughts about climate issues or ways the College might improve the climate. Two hundred twenty-eight (228) respondents offered a wide range of comments to this question. A few individuals applauded Reed for promoting diversity and inclusion and gave examples of the positive steps they have seen. Some individuals commented about the homogeneity of the student body (i.e., most students were White, upper-middle class, and from privileged educational backgrounds) and called for more diversity among students, staff, faculty, and leadership positions at Reed. A number of other respondents were concerned that Reed fails to address socioeconomic issues among lower-income students. Many respondents described the perceived rift or tensions between students and the current administration and hoped the survey and the administration might have addressed these concerns more directly. Lastly, a number of comments suggested that Reed's climate also was affected by the prevalence of drugs on campus, the "stress culture" by which students felt overwhelmed and exhausted, and the lack of attention to students' mental health issues.

In addition, 159 respondents commented on the survey and process itself. Some applauded the College's participation in the study and wanted to make certain that the results of the survey were made public and used to better Reed College. Several respondents insisted that Reed's leadership share with its constituents the climate assessment findings and initiatives instituted as a result. Some individuals said they were uncomfortable hazarding guesses at the experiences of other people on campus. A number of respondents wondered why there were no survey questions

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<sup>10</sup> Please see Appendix A in the full report for a more detailed qualitative analysis inclusive of examples of commentary by respondents.

regarding the “stress culture,” the “drug culture,” student depression, and the “intellectual climate at Reed,” as they felt these topics were more salient at the College.

### **Summary of Strengths and Potential Challenges**

Three strengths/successes emerged from the quantitative data analysis. These findings should be noted and credited. First, 83% (n=311) of all employee respondents were highly satisfied or satisfied with their jobs at Reed College and 74% (n = 277) were highly satisfied or satisfied with how their careers have progressed. Second, 75% (n = 873) of employees and students reported that they were very comfortable and comfortable with the overall climate at Reed, and 79% (n = 919) with their department or work unit. Eighty-two percent of students were either “very comfortable” or “comfortable” with the climate in the classes they are taking, and 80% of faculty members were comfortable with the climate in the classes they taught. Third, students felt and thought very positively about their academic experiences at Reed. Seventy-six percent were satisfied with their academic experience at Reed and 81% were satisfied with the extent of their intellectual development since enrolling at Reed. Ninety-two percent of students intended to graduate from Reed College.

These quantitative results were also supported by various voices offered in response to the open-ended questions, which echoed the positive experiences with the Reed campus climate. However, disparities existed where respondents from underserved College constituent groups typically reported less satisfaction and comfort with the overall campus climate, their department/work unit climate, and their classroom climate at Reed than their majority counterpart respondents. These underserved groups include Respondents of Color, women, LGBQ people, people with disabilities, and staff members.

Five potential challenges were also revealed in the assessment. The first challenge relates to the **political and philosophical views** of campus community members and how these views influence their experiences and perceptions of campus. 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 than those who identified as far left/liberal (53%).

Respondents' observations of others being harassed also contributed to their perceptions of campus climate. Political views were also mentioned as a common basis for observed harassment by all respondents. Further, 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. This challenge also relates to the experiences and perceptions of students. Twenty-five percent of students (n = 168) perceived tensions in Reed housing surrounding political views.

The second challenge relates to **racial tension**. Respondents of Color (35%, n = 99) more often reported personally experiencing exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (harassing behavior) that has interfered with their ability to work or learn at Reed College 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, while 47 percent (n = 127) of White respondents indicated the basis as race. 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 or communications directed towards a person or group of people at Reed *prior* to the last year than White respondents (36%). 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). Employees of Color were also more likely than White Employees to believe they had observed discriminatory hiring practices, discriminatory employment-related disciplinary actions, and discriminatory 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. Employees of Color, however, were most satisfied with their jobs at Reed College and with the way their careers have progressed. Furthermore, Employees of Color (31%, n = 18)) were less likely than their White counterparts (41%, n = 127) to have seriously considered leaving Reed College. This did not extend to students: 39% (n = 88) of Students of Color versus 31% (n = 170) of White students seriously considered leaving Reed College.

A third challenge is **gender disparities** experienced or perceived between women and men. 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 offensive, hostile, or intimidating conduct *prior* to the last year. Although overall employee job satisfaction was high for all respondents, there were differences by gender: women employees (81%, n = 173) were less satisfied than men (88%, n = 139) with their jobs and the way their careers have progressed (74% of women, n = 155; 78% of men, n = 121). 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). With

regard to faculty and staff attitudes about work-life issues, women employees were more likely to agree that: they used or would use college policies on stopping the tenure clock, taking leave for childbearing or adoption; faculty members who use family-related leave policies are disadvantaged in advancement or tenure; and, they believed that perception about using family-related leave policies differ for men and women faculty.

The experiences shared by LGBQ respondents' calls attention to the fourth challenge at Reed College: **homophobia and heterosexism**. LGBQ respondents (42%, n = 98) were more likely than (29%, n = 231) heterosexual respondents 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 that this conduct was based on sexual orientation. A higher percentage of LGBQ respondents (42%, n = 92) believed they had observed offensive, hostile, exclusionary, or intimidating 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 at Reed College.

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.

The fifth and final challenge relates to Reed members based on **college position** and differential treatment among different types/categories of college positions. 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. 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.

At a minimum, the results add additional empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations in the campus community. The findings parallel those from investigations at other colleges and universities. The results should be used to identify specific strategies to address the challenges facing their community and to support positive initiatives on campus. The recommended next steps include the CCWG and other campus constituent groups using the results of the internal assessment to help to lay the groundwork for future initiatives.