BENNINGTON COLLEGE

2019 FACULTY CLIMATE SURVEY REPORT

DELIA SAENZ
OFFICE OF DIVERSITY & INCLUSION

SEPTEMBER 26, 2019

Overview

The Faculty Climate Survey was developed by the Office of Diversity & Inclusion (ODI) under the leadership of Delia Saenz, VP for Institutional Inclusion, Equity, & Leadership Development. Over the course of the Fall term, 2018, the ODI conducted a comprehensive review of climate surveys used at different institutions of higher education across the country. In addition, ODI consulted closely with multiple College offices in an effort to customize dimensions of interest and items pertinent to the Bennington environment. We are especially grateful to staff from the Provost & Dean's Office, Communications, Institutional Initiatives, and Human Resources for their insight throughout the process of crafting the survey. Significant administrative support was provided by Marissa McCallum and Elio Jahaj from the Office of the President, and we extend our gratitude for this work.

This effort represented the first ever climate survey conducted at Bennington College. Content areas included eleven major dimensions: leadership, governance, resources and institutional support, general satisfaction, Bennington faculty, discipline group, staff, campus diversity and inclusion, bias on campus, teaching, and students. The expectation is that results from the survey will be used to set priorities for the work of the College going forward--academically, socially, and collectively

Method, participants, response scales

The survey was administered through Qualtrics, an online platform, during the third week of the Spring, 2019, term. All contract faculty (n = 79, including18% part time) were invited via email to complete the survey anonymously. Seventy-seven faculty started the survey, and 72 completed it. 56% of respondents self-identified as female, 43% as male, and 1.6% as other. Sixty-three faculty reported their race; among these, 68% indicated White, 14% reported membership in an ethnic/racial group, and 18% did not disclose.

The majority of survey items utilized a 5-point Likert scale measuring level of agreement (1= strongly disagree to 5 = strongly agree). Additionally, a portion of items report percentages or frequencies (e.g., yes/no or frequency of practices or events). Unless otherwise indicated, the n for each item or section is based on 90% - 100% of the sample. When there is deviation from this response level, a notation is provided along with the actual number of respondents (n=).
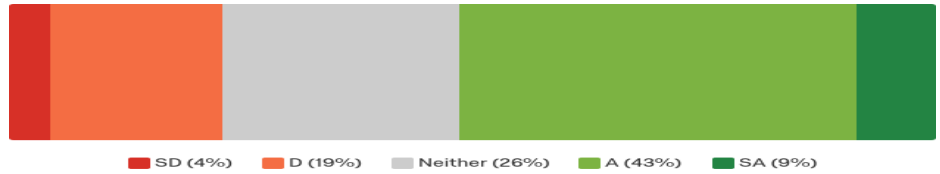
Results are presented both numerically and with a color-coded graphic/bar (red to green). The latter allows for visual capture of patterns within major sections and also across items within sections. Higher numbers (more green on the bar) generally reflect more positive ratings; when the valence of an item is negative, then higher numbers reflect more negative ratings (these items are demarcated with a notation).

For questions, concerns, or additional statistical analyses related to internal validity of the items, please contact Delia Saenz at DeliaSaenz@Bennington.edu.
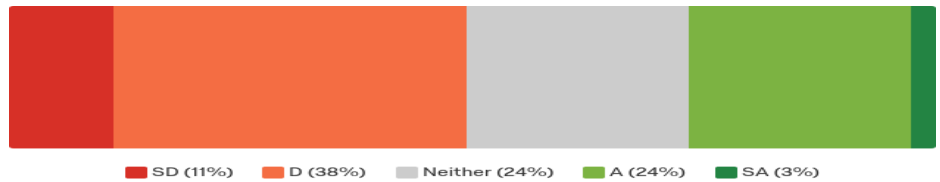
Leadership

- President

**1. The educational aims and strategic priorities of Bennington College are clearly articulated by the administration.**

SD (4%) D (19%) Neither (26%) A (43%) SA (9%)

2. The president actively seeks out and is receptive to faculty input.

SD (11%) D (38%) Neither (24%) A (24%) SA (3%)

3. I believe the president actively seeks out and is receptive to input from staff.

SD (1%) D (9%) Neither (59%) A (24%) SA (7%)
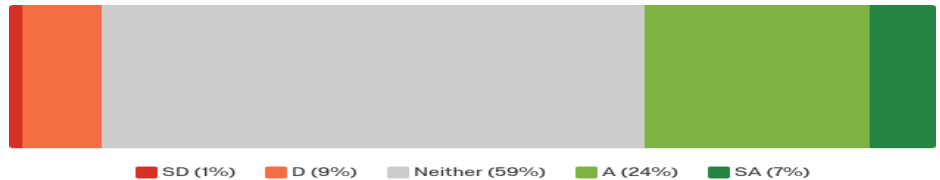
4. Ideas emerging from the faculty get fair consideration from the president.

SD (9%) D (32%) Neither (23%) A (30%) SA (6%)
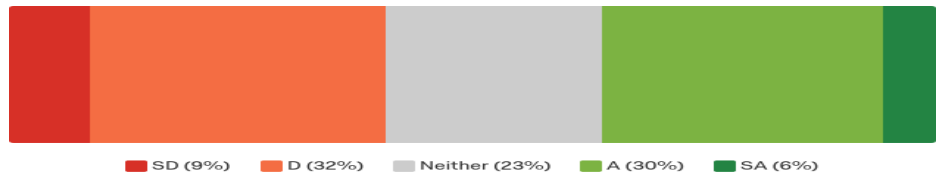
5. Faculty meetings convened by the president and provost serve as an important vehicle for keeping faculty aware of College-level priorities, challenges, and updates.
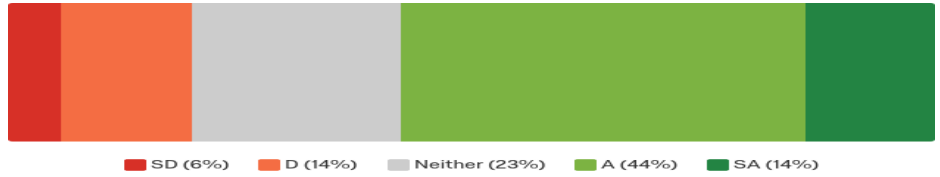
SD (11%) D (24%) Neither (17%) A (44%) SA (4%)
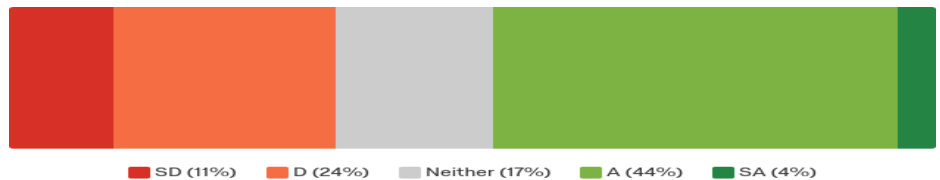
6. It is generally easy to get accurate and timely information about College policies and procedures.

SD (14%) D (24%) Neither (23%) A (30%) SA (10%)

- Provost

7. Ideas emerging from the faculty get fair consideration from the provost.

SD (6%)   D (14%)   Neither (23%)   A (44%)   SA (14%)

8. The provost actively seeks out and is receptive to faculty input.

SD (6%)   D (17%)   Neither (21%)   A (42%)   SA (14%)
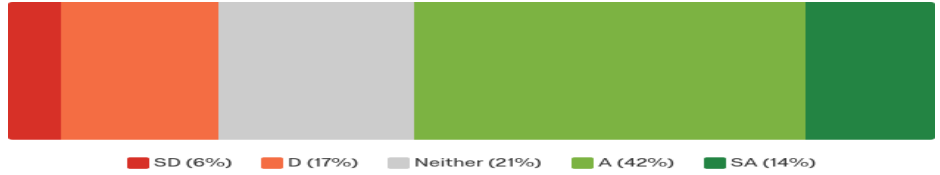
9. I believe the provost actively seeks out and is receptive to input from staff.

SD (1%)   D (16%)   Neither (66%)   A (14%)   SA (3%)
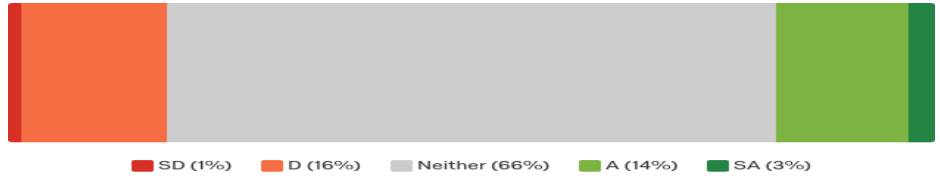
10. I am apprehensive that expressing discontent about policies, practices, and other concerns I have about the College may have a negative effect on my performance review. (note: reverse valence)
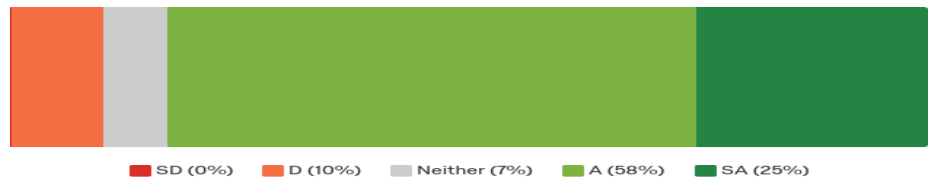
SD (6%)   D (16%)   Neither (30%)   A (30%)   SA (19%)
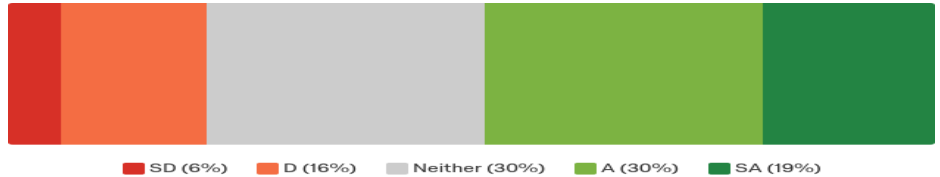
- Support for diversity

11. The president and senior leadership demonstrate a genuine commitment to recruiting a diverse student body.

SD (1%)   D (6%)   Neither (7%)   A (59%)   SA (27%)
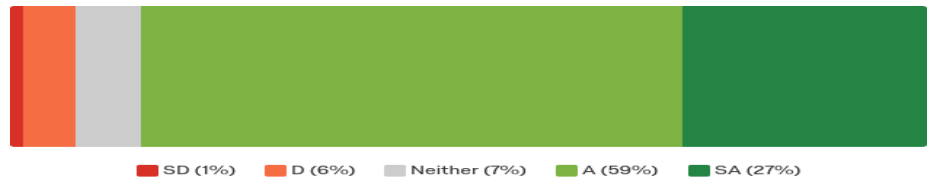
12. The president and senior leadership demonstrate a genuine commitment to recruiting a diverse faculty.

SD (0%)   D (10%)   Neither (7%)   A (58%)   SA (25%)

13. The president and senior leadership engage in visible practices that help retain a diverse student body.

SD (6%)   D (25%)   Neither (34%)   A (28%)   SA (7%)
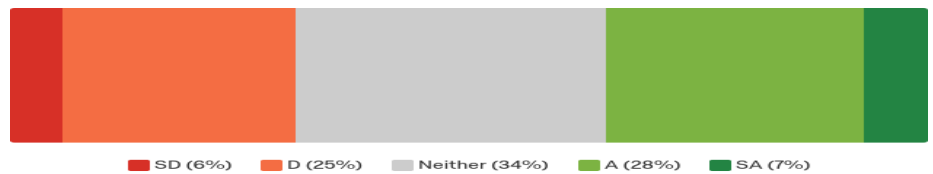
14. The president and senior leadership engage in visible practices that help retain diverse faculty.
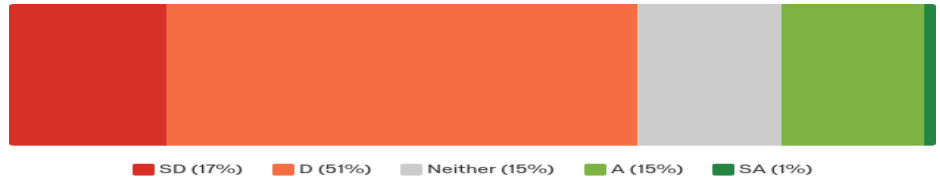
SD (13%) | D (20%) | Neither (38%) | A (23%) | SA (7%)

15. The College provides adequate professional development opportunities related to diversity and inclusion.

SD (9%) | D (19%) | Neither (42%) | A (28%) | SA (3%)

Governance

1. I am satisfied with the current structure and quality of faculty governance at the College.

SD (17%) D (51%) Neither (15%) A (15%) SA (1%)

2. Bennington's existing shared governance structure offers sufficient opportunities for faculty input.

SD (17%) D (31%) Neither (19%) A (30%) SA (3%)
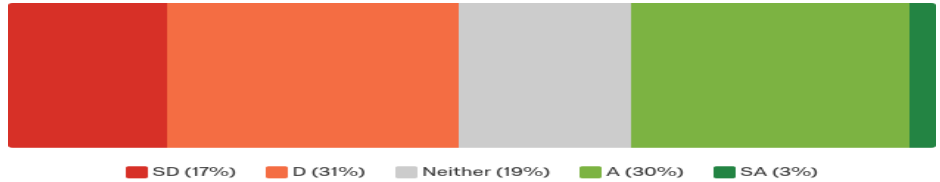
3. Faculty leadership opportunities on campus ensure faculty voice in decision-making.

SD (13%) D (41%) Neither (27%) A (15%) SA (4%)
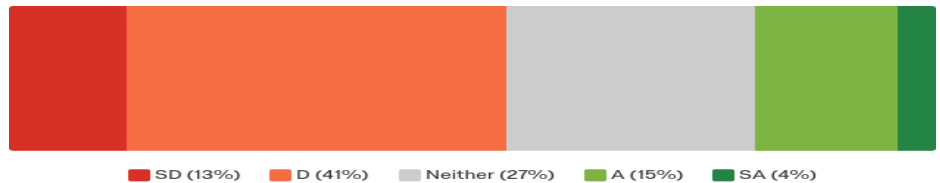
4 I am generally satisfied with the nominated faculty and selections to committees.

SD (4%) D (17%) Neither (19%) A (56%) SA (4%)
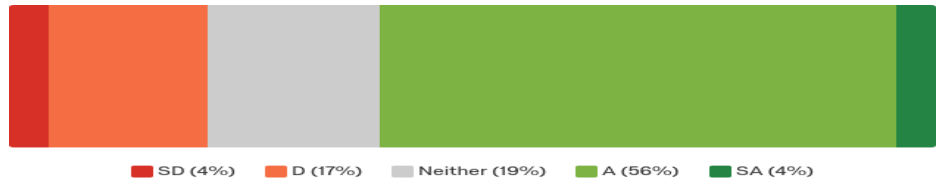
5. I am provided with adequate opportunities/ channels to express ideas and concerns to the administration.

SD (7%) D (17%) Neither (27%) A (44%) SA (6%)
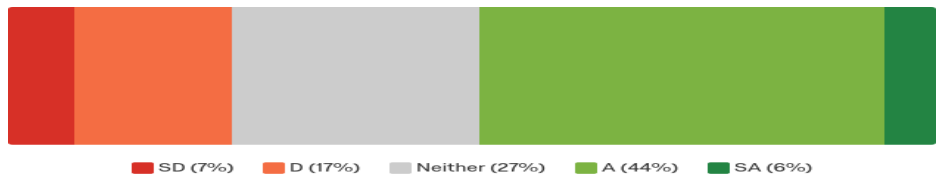
6. The faculty-only meetings serve as a useful channel for identifying faculty concerns that can be communicated to the administration.

SD (9%) D (16%) Neither (17%) A (49%) SA (10%)
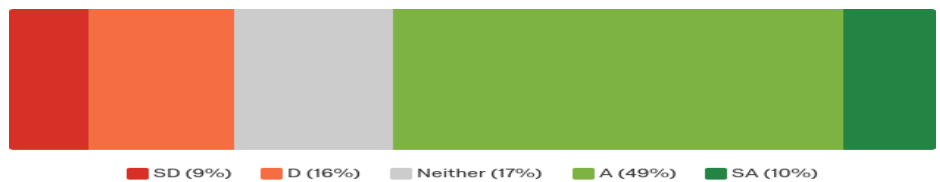
Resources and Institutional Support

- Teaching

1. In relation to your teaching, please rate your level of satisfaction with the following resources:

Legend: ■ Very dissatisfied ■ Somewhat dissatisfied ▢ Neutral ■ Somewhat satisfied ■ Very satisfied

Library

Classroom

Computing and technical support

**Clerical/administrative support**

2. The resources provided to my discipline group to support teaching (e.g., budget for supplies, guest speakers, etc.) allow faculty to deliver the curriculum successfully.

■ SD (3%) ■ D (30%) ▢ Neither (14%) ■ A (49%) ■ SA (3%)
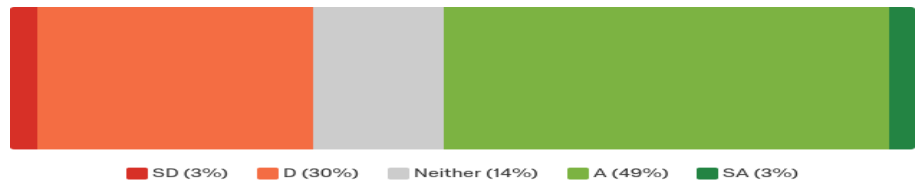
3. The College provides adequate professional development opportunities related to teaching and pedagogy.

■ SD (13%) ■ D (23%) ▢ Neither (36%) ■ A (27%) ■ SA (1%)
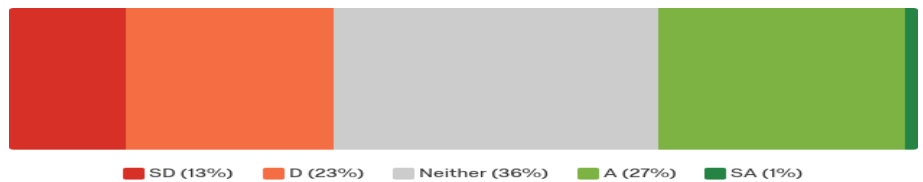
4. There is clarity in how teaching is evaluated in the faculty performance review process.

■ SD (6%) ■ D (25%) ▢ Neither (15%) ■ A (45%) ■ SA (8%)
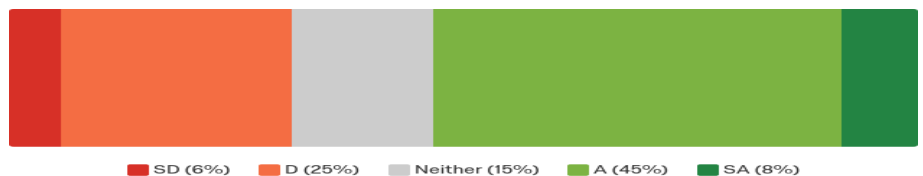
- Scholarship/professional work

5. The support and resources provided by the College for professional work (e.g., sabbaticals, professional development funds) match my needs.
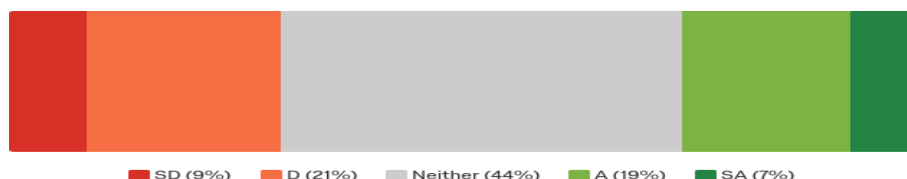
SD (20%) · D (18%) · Neither (21%) · A (35%) · SA (6%)
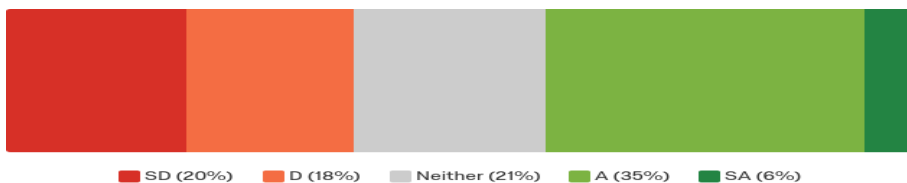
6. There is clarity in how scholarship/ professional work is evaluated in the faculty performance review process.

SD (13%) · D (17%) · Neither (24%) · A (45%) · SA (1%)
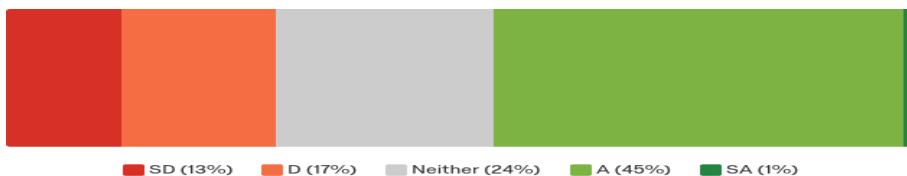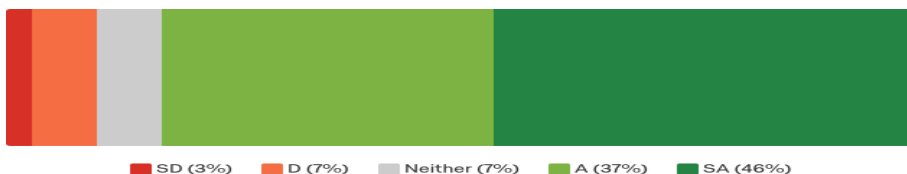
- Advising

7. The College provides adequate professional development opportunities related to advising.

SD (9%) · D (21%) · Neither (44%) · A (19%) · SA (7%)

8. I feel that advising should receive more recognition as part of faculty workload. (note: reverse valence)

SD (3%) · D (7%) · Neither (7%) · A (37%) · SA (46%)

9. There is clarity in how advising is evaluated in the faculty performance review process.

SD (13%) · D (49%) · Neither (17%) · A (20%) · SA (1%)
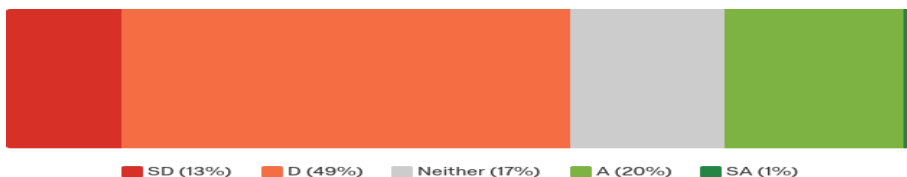
- Service

10. I understand clearly the expectations for College service.

SD (1%) · D (15%) · Neither (18%) · A (54%) · SA (11%)

11. My contributions through service are recognized by the College.

SD (6%) · D (14%) · Neither (37%) · A (32%) · SA (11%)
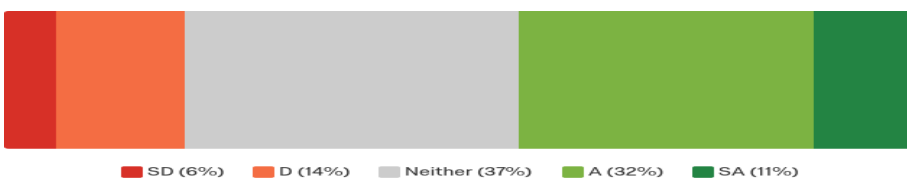
12. There is clarity in how service is evaluated in the faculty performance review process.

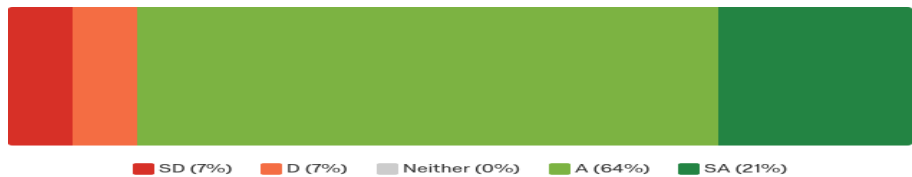|				
SD (8%)	D (30%)	Neither (30%)	A (32%)	SA (0%)
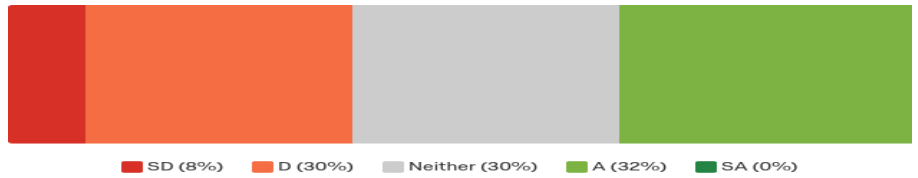
• General

13. I am able to balance the teaching, advising, professional work, and service activities expected of me.

SD (14%)	D (32%)	Neither (27%)	A (23%)	SA (4%)
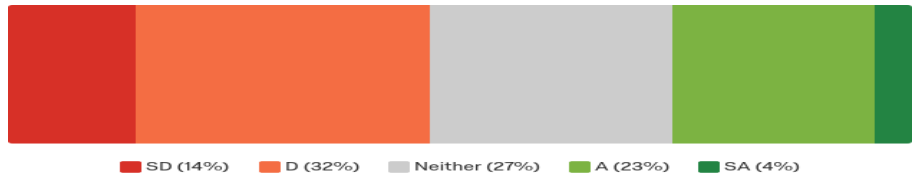
14. *For faculty at Bennington 5 years or less, if applicable:* Start-up funds allowed me to successfully establish or transition my professional practice to Bennington.

SD (7%)	D (7%)	Neither (0%)	A (64%)	SA (21%)

15. *For faculty at the college for 3 years or longer, if applicable:* Overall, I have been treated fairly in the faculty performance review process.

SD (2%)	D (13%)	Neither (2%)	A (37%)	SA (46%)
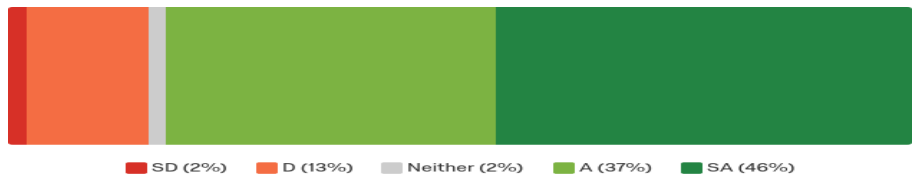
16. Overall, I have been treated fairly in the allocation of support such as faculty grants, non-teaching term awards, and/or early sabbaticals.

SD (3%)	D (11%)	Neither (23%)	A (41%)	SA (23%)

Satisfaction with the College

1. I feel a strong sense of belonging in relation to Bennington College.

SD (3%)   D (7%)   Neither (13%)   A (50%)   SA (28%)
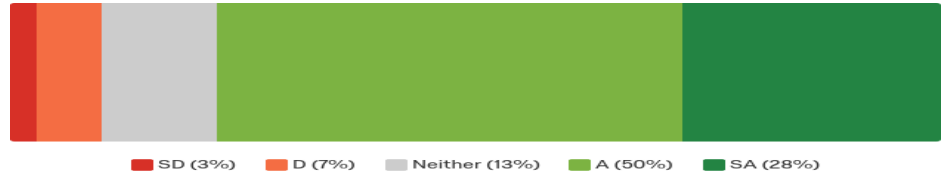
2. I would recommend Bennington College to others as a good place to work.

SD (3%)   D (11%)   Neither (14%)   A (54%)   SA (18%)
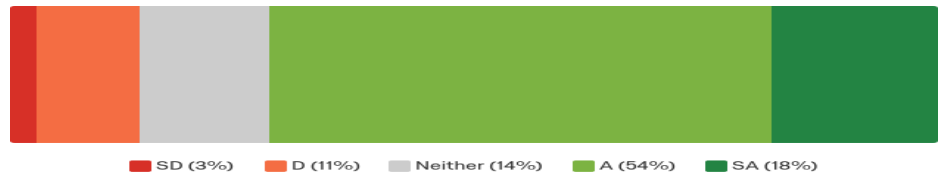
3. Overall, my job satisfaction is:

Very low (3%)   Low (10%)   Moderate (36%)   High (35%)   Very High (17%)
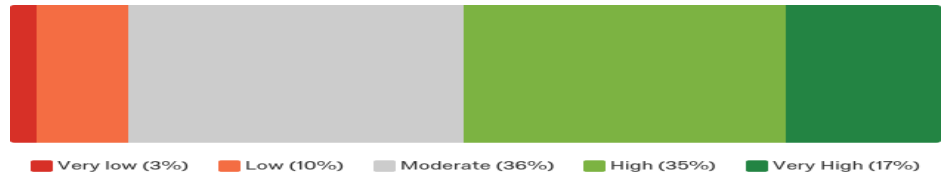
Bennington Faculty at Large

- ## Climate

1. The faculty at Bennington College work well together.

SD (6%) | D (17%) | Neither (31%) | A (44%) | SA (3%)
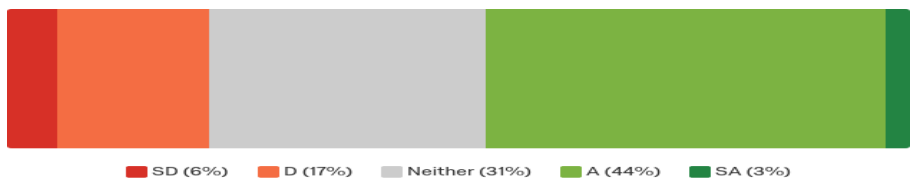
2. Faculty at the College have well-articulated norms of respect for one another.

SD (13%) | D (21%) | Neither (28%) | A (31%) | SA (8%)
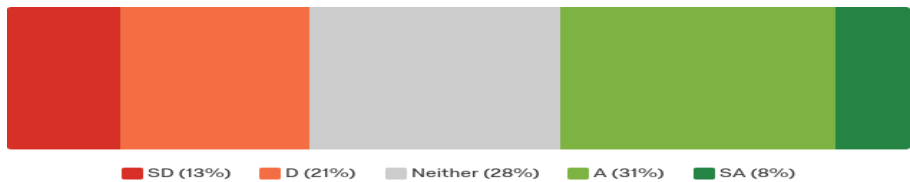
3. Generally, colleagues from across the College treat me in a collegial and respectful manner.

SD (1%) | D (8%) | Neither (10%) | A (51%) | SA (29%)
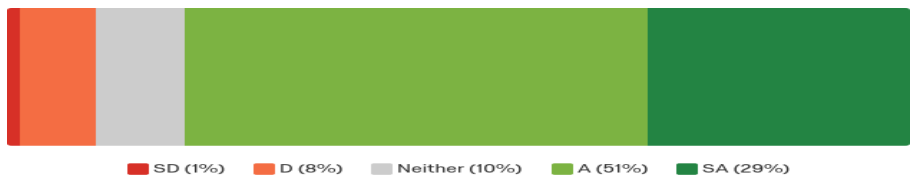
4. I have collaborated multiple times with faculty from other discipline groups.

SD (3%) | D (7%) | Neither (11%) | A (51%) | SA (28%)
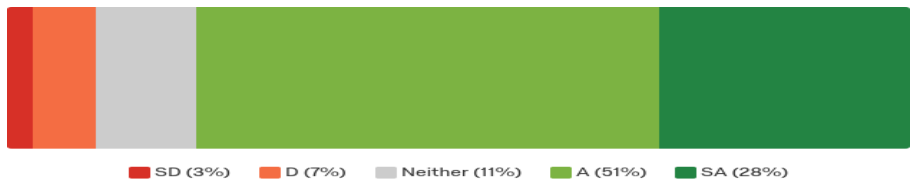
- ## Support for Diversity

5. Bennington provides a supportive environment for recruitment and retention of faculty of color.

SD (7%) | D (19%) | Neither (43%) | A (26%) | SA (4%)
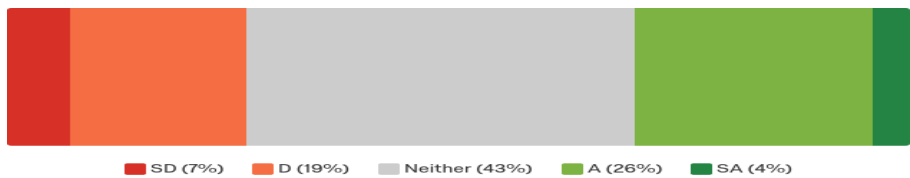
6. Bennington provides a supportive environment for recruitment and retention of women faculty.

SD (3%) | D (13%) | Neither (31%) | A (44%) | SA (10%)
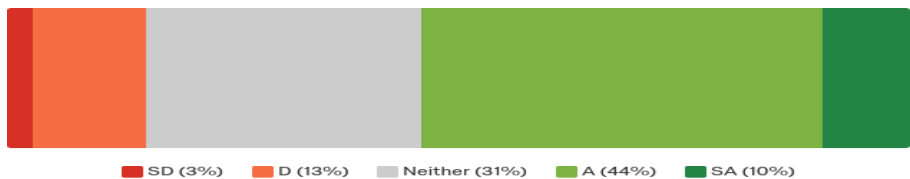
7. Bennington provides a supportive environment for recruitment and retention of LGBTQ faculty.

SD (1%) | D (6%) | Neither (33%) | A (44%) | SA (15%)
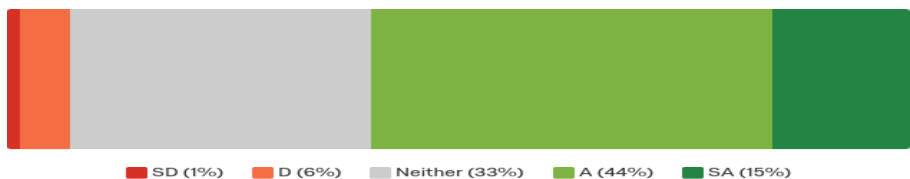
Discipline Group

- Climate

1. My discipline group has a process for scheduling our courses in an equitable/fair way.

SD (5%) D (12%) Neither (10%) A (40%) SA (33%)
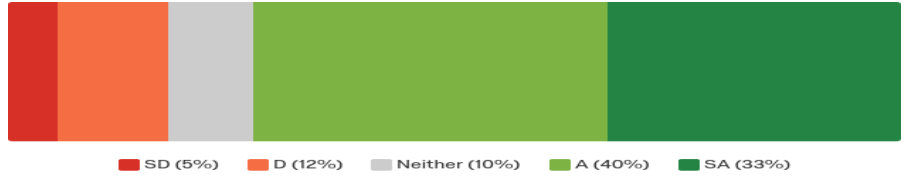
2. My discipline group has a process for sharing administrative tasks in an equitable/fair way.

SD (8%) D (7%) Neither (11%) A (42%) SA (32%)
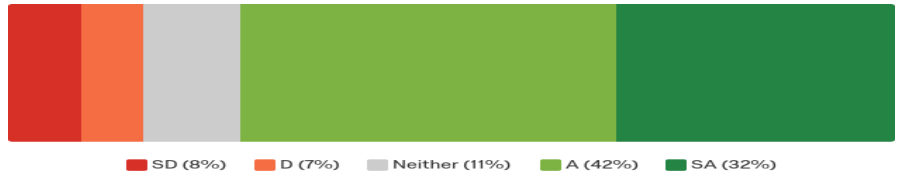
3. My discipline group has a process for sharing resources in an equitable/fair way.

SD (5%) D (7%) Neither (16%) A (41%) SA (30%)
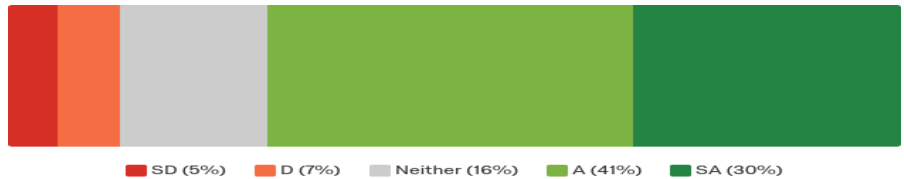
4. I have a say in the shaping of norms/ practices/policies of my discipline group.

SD (3%) D (4%) Neither (8%) A (51%) SA (34%)
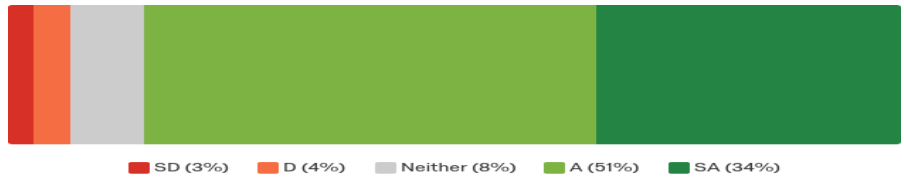
5. I would characterize my discipline group as a positive work environment.

SD (14%) D (11%) Neither (11%) A (36%) SA (29%)
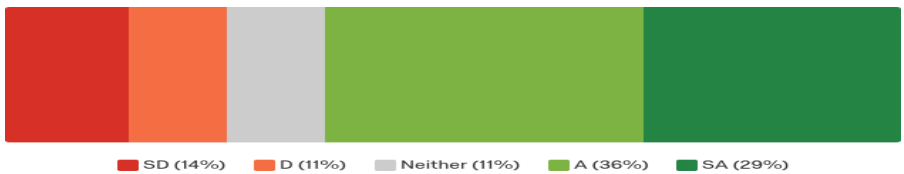
6. The faculty in my discipline group engage in community building activities.

SD (10%) D (16%) Neither (18%) A (27%) SA (29%)
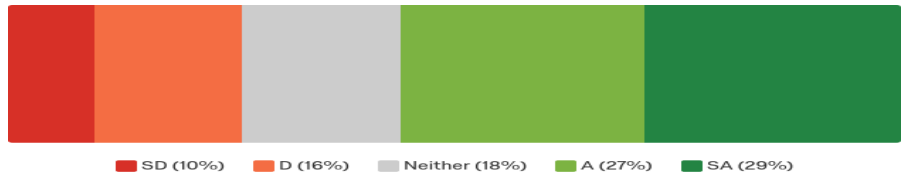
7. Faculty in my discipline group have well-articulated norms of respect for one another.

SD (7%) D (16%) Neither (8%) A (42%) SA (26%)
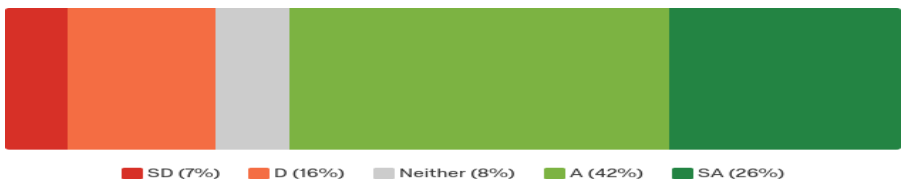
8. Generally, faculty in my discipline group treat one another in a collegial and respectful manner.

SD (7%) D (8%) Neither (7%) A (44%) SA (34%)
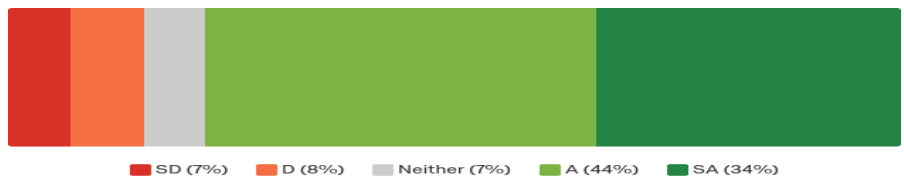
9. Generally, faculty in my discipline group treat the staff in our group in a respectful manner.

SD (0%)   D (0%)   Neither (7%)   A (51%)   SA (42%)
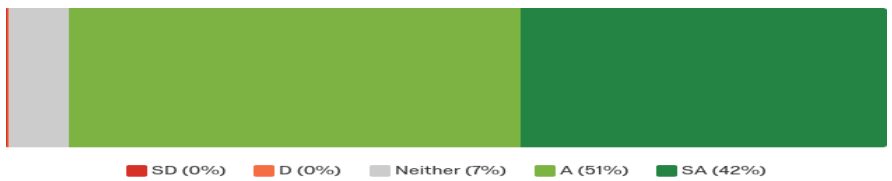
- Specific to me

10. I feel I can trust colleagues in my discipline group.

SD (10%)   D (5%)   Neither (15%)   A (36%)   SA (34%)
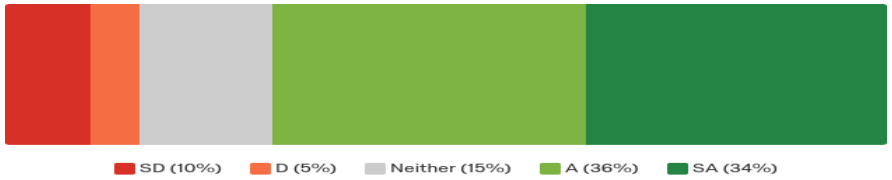
11. Generally, colleagues in my discipline group treat me in a collegial and respectful manner.

SD (3%)   D (7%)   Neither (8%)   A (40%)   SA (42%)
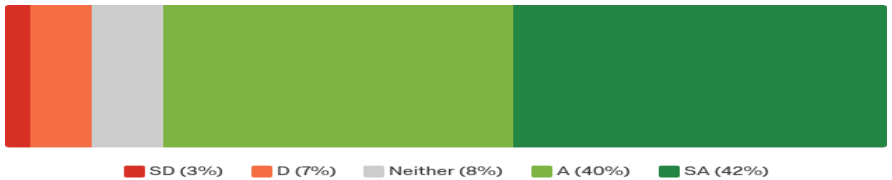
12. I do not feel comfortable expressing my personal identity in my discipline group. (note: reverse valence)

SD (52%)   D (18%)   Neither (19%)   A (8%)   SA (3%)
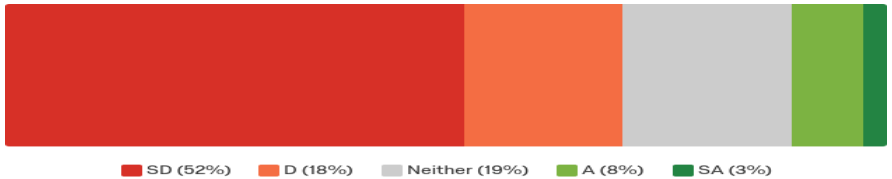
13. I have colleagues in my discipline group who refuse to use my correct pronouns. (note: reverse valence)

SD (53%)   D (25%)   Neither (19%)   A (1%)   SA (1%)
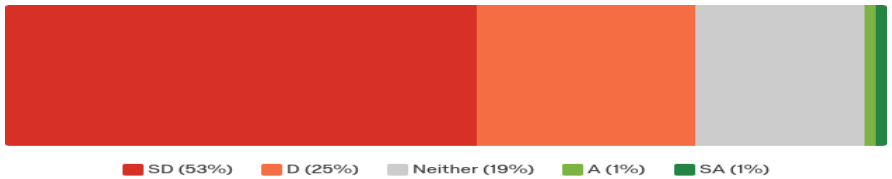
14. I have a strong sense of belonging in relation to my discipline group.

SD (10%)   D (4%)   Neither (16%)   A (32%)   SA (38%)
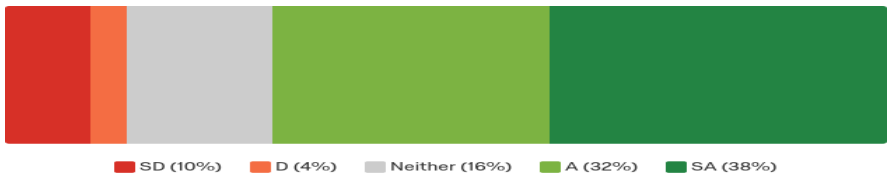
- Support for diversity

15. My discipline group provides a supportive environment for women faculty.

SD (1%)   D (10%)   Neither (14%)   A (39%)   SA (36%)
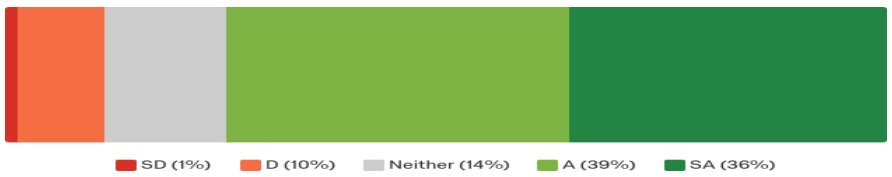
16. My discipline group provides a supportive environment for ethnic/racial minority and multi-racial faculty.

SD (3%)   D (3%)   Neither (28%)   A (42%)   SA (25%)
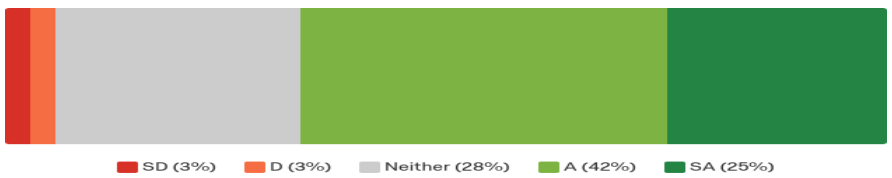
17. My discipline group provides a supportive environment for LGBTQ faculty.

SD (0%) D (1%) Neither (18%) A (42%) SA (38%)

18. Faculty in my discipline group are considerate of family/childcare obligations when scheduling events, meetings, and/or retreats.

SD (3%) D (7%) Neither (15%) A (41%) SA (34%)
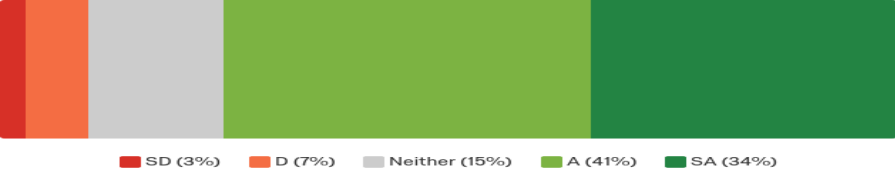
19. In recent faculty hires, my discipline group has prioritized the recruitment of women and persons from diverse ethnic/racial backgrounds.

SD (0%) D (1%) Neither (21%) A (40%) SA (38%)
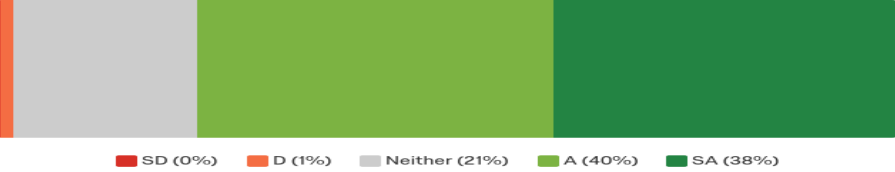
20. In selecting sabbatical replacements in recent years, my discipline group colleagues has prioritized the selection of women and persons from diverse ethnic/racial backgrounds.

SD (4%) D (14%) Neither (30%) A (21%) SA (32%)
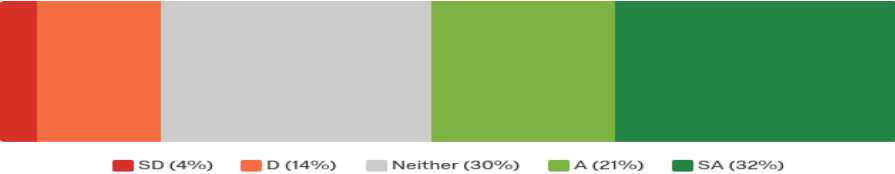
21. Overall, my discipline group does a good job of offering courses that reflect the work/experiences/histories/perspectives of scholars/persons from diverse backgrounds.

SD (1%) D (7%) Neither (32%) A (35%) SA (25%)
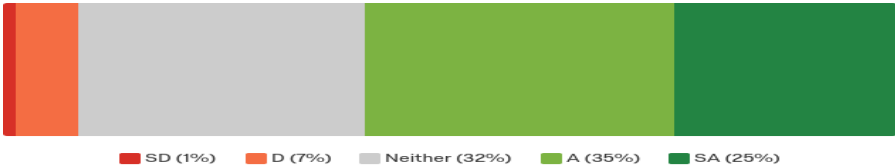
22. I believe my discipline group would benefit from increasing its number of multi-year contract faculty from ethnically/racially diverse backgrounds.

SD (0%) D (3%) Neither (35%) A (32%) SA (31%)
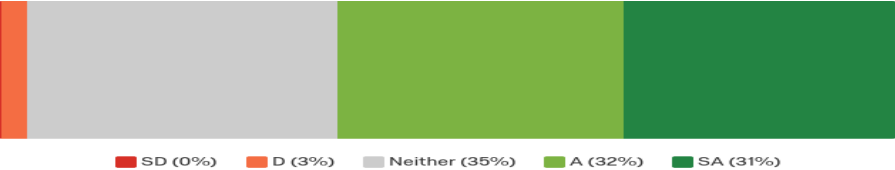
23. I believe my discipline group would benefit from increasing its number of multi-year contract faculty women.

SD (1%) D (12%) Neither (45%) A (23%) SA (18%)
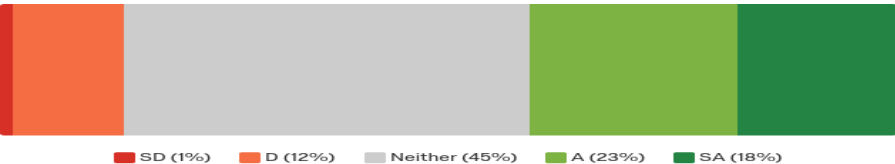
Staff

1. I believe staff play an important role in promoting the success of Bennington students.

SD (0%)　D (4%)　Neither (7%)　A (43%)　SA (46%)
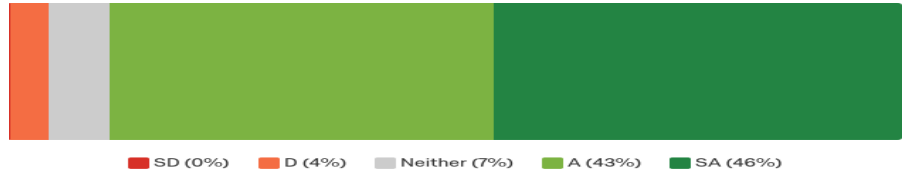
2. I would be willing to participate in joint faculty/ staff committees or working groups focused on non-academic matters.

SD (8%)　D (14%)　Neither (21%)　A (38%)　SA (19%)
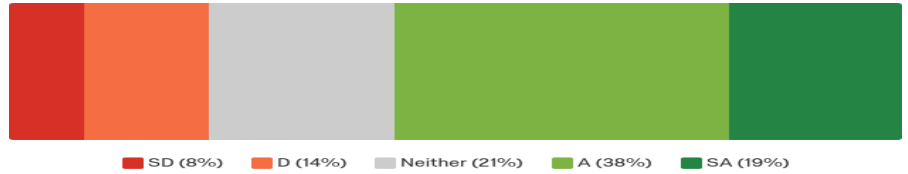
3. I would be willing to participate in joint faculty/staff committees or working groups focused on academic matters.

SD (7%)　D (6%)　Neither (18%)　A (54%)　SA (15%)
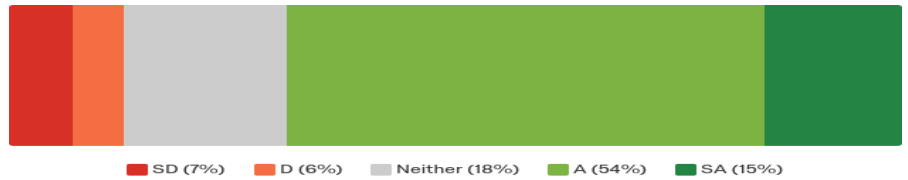
4. I believe College-sponsored events that encourage interaction and collaboration between faculty and staff would be a good way to encourage community-building on campus.

SD (1%)　D (10%)　Neither (22%)　A (39%)　SA (28%)
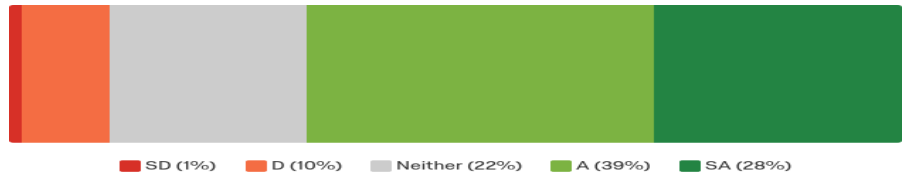
5. Student disability accommodation policies and practices are administered in a way that is fair to both faculty and students.

SD (7%)　D (24%)　Neither (27%)　A (39%)　SA (3%)
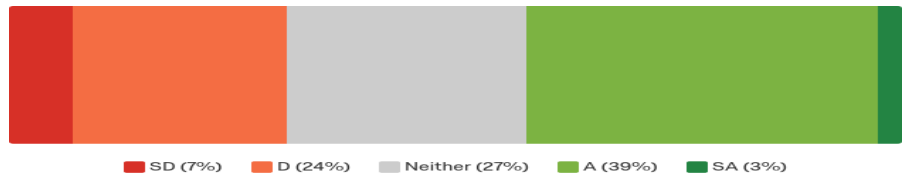
6. The lines of communication between faculty and academic support staff about student issues are clear and unambiguous.

SD (13%)　D (26%)　Neither (24%)　A (31%)　SA (7%)

7. Academic services staff have made changes to student grades that I have assigned, with little to no consultation with me.

never 84.7%　　　　once or twice 11.1%　　　　multiple times 4.2%

		no	yes
8	I believe it would be equitable to extend to Bennington staff the complimentary lunch dining privileges that are currently available to Bennington faculty.	11.4%	88.6%
9	I would be willing to pay a nominal fee (e.g., $3/meal) so that the College could cover the cost of offering similar lunchtime dining privileges to both Bennington faculty and staff.	53.6%	46.4%
10	I would be willing to attend the commencement dinner every other year in order to provide Bennington staff the opportunity to attend.	30.0%	70.0%

Campus Diversity and Inclusion

1. Overall, Bennington College is welcoming of, and open to, difference.

SD (3%)　D (13%)　Neither (17%)　A (42%)　SA (26%)
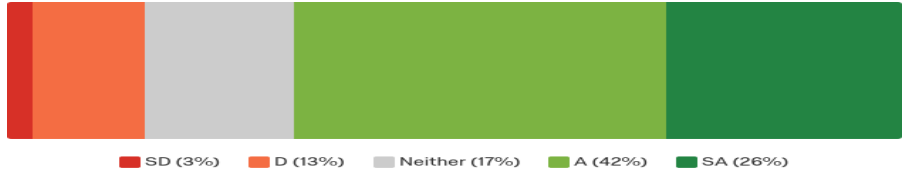
2. I consider myself a strong proponent of equity and inclusion.

SD (0%)　D (0%)　Neither (1%)　A (35%)　SA (64%)
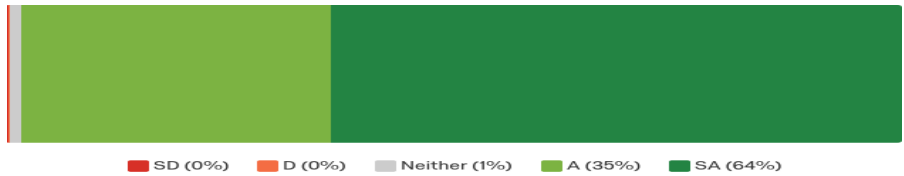
3. I believe it is important for the College to have a diverse student body.

SD (0%)　D (0%)　Neither (3%)　A (28%)　SA (69%)
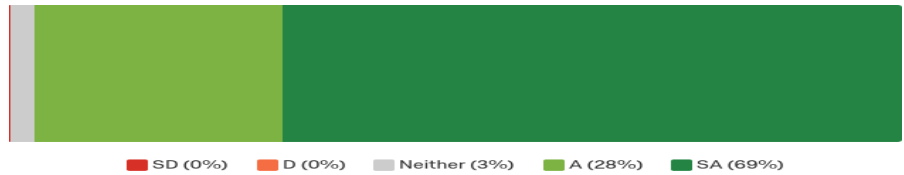
4. I believe it is important for the College to have a diverse faculty.

SD (0%)　D (1%)　Neither (1%)　A (28%)　SA (69%)
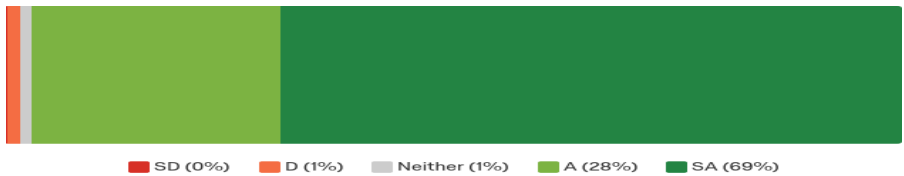
5. I believe it is important for the College to have a diverse staff.

SD (1%)　D (0%)　Neither (6%)　A (32%)　SA (61%)
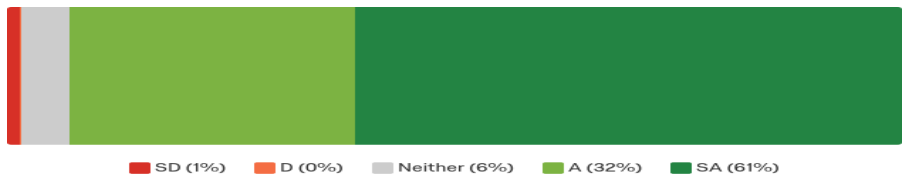
- Opportunity

		fewer	similar	more
6	At Bennington, female faculty are afforded _____ opportunities for leadership and visibility relative to male faculty.	21.1%	71.8%	7.0%
7	Faculty of color at Bennington are afforded _____ opportunities for leadership and visibility relative to White faculty.	11.8%	85.3%	2.9%
8	Gender non-binary faculty at Bennington faculty are afforded _____ opportunities for leadership and visibility relative to cis-normative faculty.	4.4%	92.7%	2.9%

- Recruitment

		a decrease	no change	an increase
9	Going forward, it would be beneficial for the College to have _____ in the number of ethnically/racially diverse faculty.	0.0%	5.7%	94.3%
10	Going forward, it would be beneficial for the College to have _____ in the number of women faculty.	1.5%	56.5%	42.0%
11	Going forward, it would be beneficial for the College to have _____ in the number students from ethnic/racial groups.	0.0%	7.3%	92.8%
12	Going forward, it would be beneficial for the College to have _____ in the number of international students.	0.0%	43.5%	56.5%

Bias on Campus

- Bias incidents - general

1. In the past 12 months, how many times **have you heard a campus member** make disparaging remarks **about other members** of the Bennington community because of the latter's race/ethnicity, gender identity/expression, sex, sexual orientation, social class, citizen status, disability, age, or their intersection? (n=68-69)

		never	1-3 times	4-6 times	7-10 times	11 or more
a	race or ethnicity	63.8%	29.0%	4.4%	0.0%	2.9%
b	gender identity or expression	69.6%	23.2%	1.5%	0.0%	5.8%
c	sex	78.3%	14.5%	2.9%	2.9%	1.5%
d	sexual orientation	94.2%	4.4%	1.5%	0.0%	0.0%
e	social class	72.5%	14.5%	10.1%	0.0%	2.9%
f	disability	84.0%	11.6%	4.4%	0.0%	0.0%
g	citizenship status	92.8%	5.8%	1.5%	0.0%	0.0%
h	age	72.5%	17.4%	5.8%	1.5%	2.9%
i	intersection of these	73.0%	17.5%	3.2%	1.6%	4.8%

2. I generally speak out when I see bullying/harassment/exclusion/ offensive behavior directed at members of the Bennington community.

no   19%   yes   81%

2b. If you do not, what inhibits you from speaking out?
Check all that apply:

	reason	%	count
1	I don't know what to say	22.7%	5
2	I've been criticized in the past for stepping in	22.7%	5
3	I don't want to get caught up in this situation	13.6%	3
4	It doesn't involve me	9.1%	2
5	It's not my responsibility to step in	4.6%	1
6	Prefer not to disclose	4.6%	1
7	Other	22.7%	5
		100%	22

- Bias toward me

3. In the past 12 months, how many times have you **personally experienced** bullying/harassment/exclusion/offensive behavior by <u>**faculty peers**</u> on the basis of your (n=66-70):

		never	1-3 times	4-6 times	7-10 times	11 or more
a	race or ethnicity	82.1%	13.4%	0.0%	3.0%	1.5%
b	gender identity or expression	88.4%	5.8%	1.5%	1.5%	2.9%
c	sex	74.3%	14.3%	7.1%	1.4%	2.9%
d	sexual orientation	90.9%	7.6%	0.0%	0.0%	1.5%
e	social class	92.5%	7.5%	0.0%	0.0%	0.0%
f	disability	97.0%	1.5%	0.0%	1.5%	0.0%
g	citizenship status	100.0%	0.0%	0.0%	0.0%	0.0%
h	age	76.8%	14.5%	5.8%	1.5%	1.5%
i	intersection of these	80.0%	10.8%	3.1%	1.5%	4.6%

4. In the past 12 months, how many times have you **personally experienced** bullying/harassment/exclusion by Bennington <u>**staff or administrators**</u> on the basis of your (n=66-67):

		never	1-3 times	4-6 times	7-10 times	11 or more
a	race or ethnicity	97.0%	1.5%	1.5%	0.0%	0.0%
b	gender identity or expression	95.5%	1.5%	1.5%	0.0%	1.5%
c	sex	94.0%	3.0%	1.%	0.0%	1.5%
d	sexual orientation	98.5%	1.5%	0.0%	0.0%	0.0%
e	social class	100.0%	0.0%	0.0%	0.0%	0.0%
f	disability	100.0%	0.0%	0.0%	0.0%	0.0%
g	citizenship status	98.5%	1.5%	0.0%	0.0%	0.0%
h	age	95.5%	3.0%	0.0%	1.5%	0.0%
i	intersection of these	94.0%	4.5%	1.5%	0.0%	0.0%

5. In the past 12 months, how many times have you **personally experienced** bullying/harassment/exclusion/offensive behavior by <u>Bennington students</u> on the basis of your (n=65-67):

		<u>never</u>	<u>1-3 times</u>	<u>4-6 times</u>	7-10 <u>times</u>	11 or <u>more</u>
a	race or ethnicity	84.9%	10.6%	4.6%	0.0%	0.0%
b	gender identity or expression	88.1%	9.0%	1.5%	1.5%	0.0%
c	sex	85.1%	11.9%	1.5%	1.5%	0.0%
d	sexual orientation	96.9%	3.1%	0.0%	0.0%	0.0%
e	social class	96.9%	3.1%	0.0%	0.0%	0.0%
f	disability	100.0%	0.0%	0.0%	0.0%	0.0%
g	citizenship status	100.0%	0.0%	0.0%	0.0%	0.0%
h	age	86.4%	12.1%	1.5%	0.0%	0.0%
i	intersection of these	83.6%	11.9%	3.0%	0.0%	1.5%

- Campus Response to Bias

6. I believe the process for addressing Title IX or gender-based grievances is articulated clearly by the College.

SD (8%) | D (18%) | Neither (19%) | A (51%) | SA (3%)
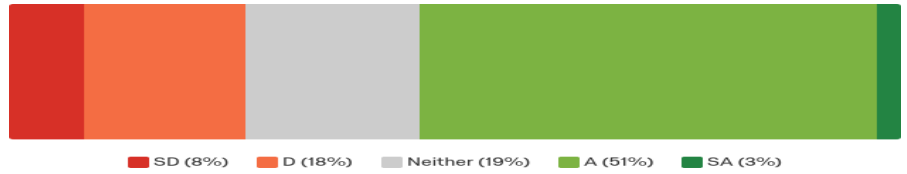
7. I believe the process for addressing ethnicity/race-based bias or grievances is articulated clearly by the College.

SD (15%) | D (22%) | Neither (35%) | A (26%) | SA (1%)
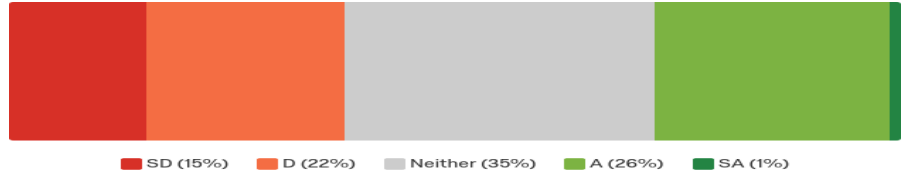
8. I believe the process for addressing other forms of bias or grievance is articulated clearly by the College.

SD (18%) | D (19%) | Neither (36%) | A (25%) | SA (1%)

9. I am confident that if I file a grievance, my concerns will be taken seriously and addressed fairly, in accordance with the policies and procedures in place.

SD (15%) | D (26%) | Neither (18%) | A (36%) | SA (4%)
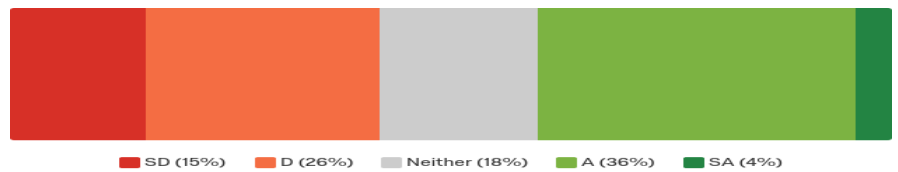
10. Members of the campus community (students, faculty, staff) generally respond to incidents of bias in an atmosphere free of judgment and shaming.

SD (25%) | D (28%) | Neither (21%) | A (22%) | SA (4%)
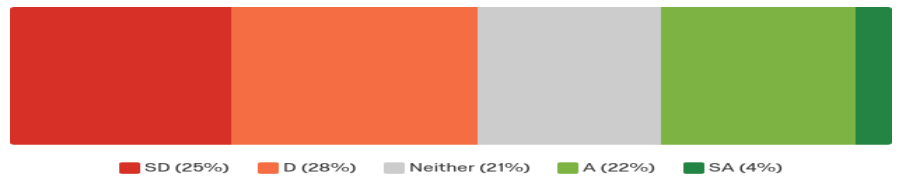
Teaching in Relation to Diversity

- Teaching practices

1. In my interactions with students in the classroom, I am cognizant of my cultural biases.
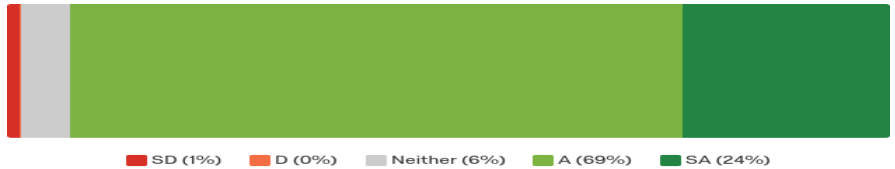
SD (1%)   D (0%)   Neither (6%)   A (69%)   SA (24%)

2. I am confident about my skill level in effectively engaging students in classroom discussions related to race/ethnicity.

SD (1%)   D (17%)   Neither (21%)   A (47%)   SA (14%)
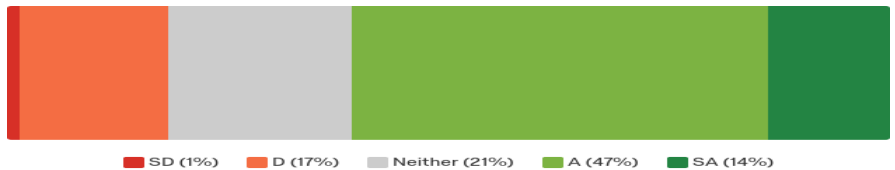
3. I am confident about my skill level in effectively engaging students in classroom discussions of social class issues.
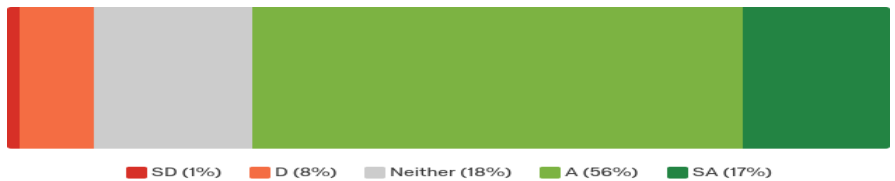
SD (1%)   D (8%)   Neither (18%)   A (56%)   SA (17%)

4. I am confident about my skill level in effectively engaging students in classroom discussions related to gender/gender identity.

SD (1%)   D (14%)   Neither (28%)   A (42%)   SA (15%)
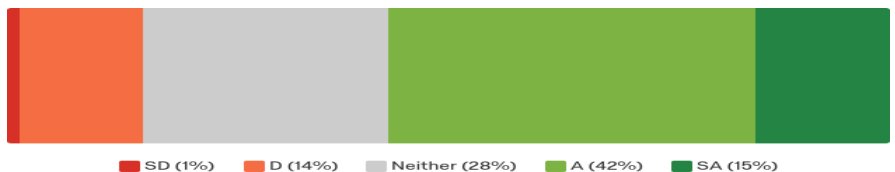
5. I actively and intentionally incorporate diverse perspectives into _____ of the courses I teach at Bennington.

none   5.6%   some   22.2%   most all   72.2%

6. I have personally invited _____ guest speakers/visiting faculty to campus who are members of ethnic/racial minority groups.

no   16.7%   1-3   50%   4 or more   33.3%

		no	yes
7	I have introduced content/activities/materials related to diversity in my courses only to be slammed for not 'getting it right.'	72.9%	27.1%
8	I am intentional in using correct pronouns for students in my courses.	1.4%	98.6%
9	I am intentional in learning and using the correct pronunciation of the names of international and ethnic/racial minority students in my courses.	0.0%	100.0%

- Campus involvement

		no	yes
10	I have familiarized myself with the student programming relevant to diversity that is sponsored by the Office of Student Life or the Office of Diversity & Inclusion.	57.8%	42.3%
11	I see value in the student programming relevant to diversity that is sponsored by the Office of Student Life office or the Office of Diversity & Inclusion.	7.5%	92.5%
12	I am familiar with research findings that demonstrate a strong link between student retention and students' sense of social belonging (e.g., feeling welcome on campus; importance of social connections).	4.4%	95.7%
13	I have partnered with non-academic offices (e.g., Student Life, Diversity & inclusion) in sponsoring out-of-class events/programming for students.	67.6%	32.4%
14	I would be willing to serve on a task force focused on diversifying the curriculum.	56.9%	43.1%

- Understanding and interest

15. I have _____ understanding of how the following constructs may have an impact on classroom dynamics (n=70-72):

	no	some	strong
microaggressions	4.2%	47.9%	47.9%
power and privilege	0.0%	38.9%	61.1%
implicit bias	0.0%	33.8%	66.2%
intersectionality	15.5%	40.9%	43.7%
token status	7.1%	40.0%	52.9%

16. I would have _____ interest in participating in workshops to learn about (n=69-71):

	no	some	strong
effective engagement of classroom discussions related to race/ethnicity	23.9%	45.1%	30.9%
effective engagement of classroom discussions related to social class issues	21.1%	47.9%	30.9%
effective engagement of classroom discussions related to gender/gender identity	21.4%	52.9%	25.7%
microaggressions	20.3%	56.5%	23.2%
power and privilege	18.8%	55.1%	26.1%
implicit bias	20.3%	46.4%	33.3%
Intersectionality	23.2%	44.9%	31.9%
token status	23.2%	50.7%	26.1%
intergroup dialogue	20.3%	47.83	31.9%
mediation	24.6%	37.7%	37.7%
restorative justice	21.7%	40.6%	37.7%

Students

- Interactions

1. I am treated respectfully by students in the courses I teach.

SD (1%) | D (4%) | Neither (10%) | A (46%) | SA (38%)
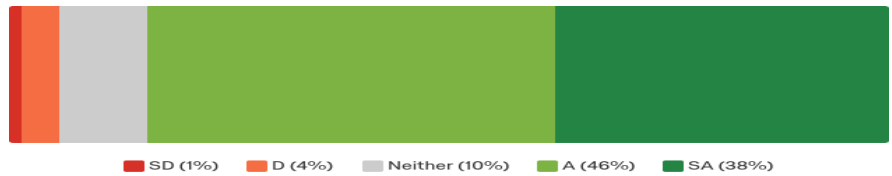
2. I am treated respectfully by the students I advise.

SD (0%) | D (3%) | Neither (8%) | A (42%) | SA (46%)
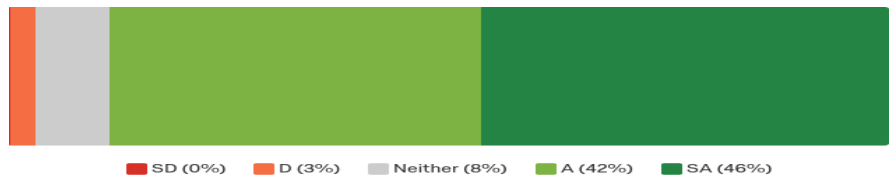
- Diversity and bias

		no	yes
3	Students have expressed to me that there is insufficient representation of diverse perspectives in my course content.	90.1%	9.9%
4	Students have expressed to me that there is insufficient representation of diverse perspectives in the course content of my faculty peers.	59.2%	40.9%
5	Students have accused me directly of being biased against them (e.g., racist, sexist, homophobic, classist).	90.1%	9.9%

6a. In the past 12 months, one or more students has/have reported to me that they have personally experienced bullying/harassment/exclusion/offensive behavior.

never	38%
1-3 times	42%
4-6 times	14%
7-10 times	1%
11 or more	4%

Note: Item 6b on the next page excludes respondents who answered never on this item.

6b. Student(s) reported experiencing bullying/harassment/ exclusion/offensive behavior because of their (student's attribute) from (source of behavior):

	another student	faculty member	staff member	administrator	campus safety	not disclosed	count
race or ethnicity	45.2%	29.0%	0.0%	3.2%	0.0%	22.6%	31
gender identity or expression	31.8%	31.8%	4.6%	0.0%	0.0%	31.8%	22
sex	52.2%	21.7%	4.4%	0.0%	0.0%	21.7%	23
sexual orientation	29.4%	0.0%	11.8%	0.0%	0.0%	58.8%	17
social class	43.5%	21.7%	0.0%	0.0%	0.0%	34.8%	23
disability	21.4%	7.1%	7.1%	0.0%	0.0%	64.3%	14
citizenship status	16.7%	11.1%	5.6%	0.0%	0.0%	66.7%	18
intersection of these	36.0%	24.0%	0.0%	0.0%	0.0%	40.0%	25

- Student need and support

7. _____ of the students currently enrolled in my courses have conveyed to me that they struggle financially to afford the required texts/materials/ supplies

| none | 19% | very few | 26% | some | 34% | many | 21% |

		no	yes	count
8	I believe there are adequate resources/offices/persons available at Bennington to support students who face bias and harassment.	32.1%	67.9%	28
9	I believe the College provides adequate student support (e.g., mental health services) to help students who are struggling emotionally.	55.9%	44.1%	34
10	I believe the College provides adequate financial aid to help students from low income families.	79.3%	20.7%	29
11	I believe the College adequately attends to the needs of students with disabilities.	53.6%	46.4%	28
12	I believe the College provides adequate academic support (e.g., peer tutoring for writing/math) to help students who are struggling academically.	46.0%	54.1%	37

Note: Item 8-12 excludes respondents who chose to skip these items.

- Student performance

		none	very few	some	many
13	I generally find that _____ of the students enrolled in my courses have inadequate writing skills to fulfill the required assignments.	1.4%	32.9%	51.4%	14.3%
14	I generally find that _____ of the students enrolled in my courses have inadequate analytic/quantitative skills to fulfill the required assignments.	11.6%	31.9%	42.0%	14.5%
15	I generally find that _____ of the students enrolled in my courses have inadequate spoken English skills to participate fully in class discussion.	30.4%	46.4%	20.3%	2.9%

		more poorly	about the same	better
17	In my courses, I generally find that relative to White students, domestic minority students perform _____	17.4%	78.3%	4.34%
18	In my courses, I generally find that relative to domestic White students, international students perform _____.	3.0%	68.1%	29.0%

19. For faculty who have been here 5 years or more:

In recent years, I have generally seen _____ in the academic preparation of incoming students.

a decrease   50%   no change   35%   an increase   15%

20. I am generally satisfied with the academic preparation and performance of students enrolled in my classes.

no   35.9%   yes   64.1%   count   39