

**Smith Pathways**  
**Campus Climate Survey**  
(Administered by Rankin & Associates Consulting)

If you need any accommodations in order to fully participate in this survey, please contact:

Laura Rauscher  
Disability Services Director  
413-585-2071  
lrausche@smith.edu

**Purpose**

You are invited to participate in a survey of students, faculty, staff and administrators regarding the environment for learning, living and working at Smith. Climate refers to the current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Your responses will inform us about the current climate at Smith and provide us with specific information about how the environment for learning, living and working at Smith can be improved.

**Procedures**

You will be asked to complete the attached survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete. You must be 18 years of age or older to participate. When you have completed the survey, please return it directly to the external consultants (Rankin & Associates) using the enclosed envelope. Any comments provided by participants are also separated at submission so that comments are not attributed to any demographic characteristics. These comments will be analyzed using content analysis. Anonymous quotes from submitted comments will also be used throughout the report to give "voice" to the quantitative data.

**Discomforts and Risks**

There are no anticipated risks in participating in this assessment beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. We ask these questions to better understand the experiences of our community members so that we may improve our campus climate. In the event that any questions asked are disturbing, you may skip any questions or stop responding to the survey at any time. If you experience any discomfort in responding to these questions and would like to speak with someone or review relevant policies please contact:

**For Students**

**CONFIDENTIAL**  
Schacht Center for Health and Wellness  
Counseling Services  
21 Belmont Avenue  
Phone: 413-585-2840

Dean of Students  
Clark Hall  
Phone: 413-585-4940

Office of Inclusion, Diversity & Equity  
College Hall 302  
Phone: 413-585-2141

**For Faculty/Staff**

**CONFIDENTIAL**  
The Employee Assistance Program (EAP)  
Phone: (800) 828-6025

Office of Human Resources  
Smith College  
30 Belmont Avenue  
Phone: (413) 585-2270

## Benefits

The results of the survey will provide important information about our climate and will help us in our efforts to ensure that the environment at Smith is conducive to learning, living, and working.

## Voluntary Participation

Participation in this assessment is voluntary. If you decide to participate, you do not have to answer any questions on the survey that you do not wish to answer. **Individuals will not be identified and only group data will be reported** (e.g., the analysis will include only aggregate data). Please note that you can choose to withdraw your responses at any time before you submit your answers. Refusal to take part in this assessment will involve no penalty or loss of student or employee benefits.

## Statement of Confidentiality for Participation

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. Your confidentiality in participating will be insured. The external consultant (Rankin & Associates) will not report any group data for groups of fewer than 5 individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential for demographic information to be identifiable. Please also remember that you do not have to answer any question or questions about which you are uncomfortable. The survey has been approved by the Smith College Institutional Review Board.

## Statement of Anonymity for Comments

Upon submission, all comments from participants will be de-identified to make those comments anonymous. Thus, participant comments will not be attributable to their author. However, depending on what you say, others who know you may be able to attribute certain comments to you. In instances where certain comments might be attributable to an individual, Rankin & Associates will make every effort to de-identify those comments or will remove the comments from the analyses. The anonymous comments will be analyzed using content analysis. In order to give "voice" to the quantitative data, some anonymous comments may be quoted in publications related to this survey.

## Right to Ask Questions

You can ask questions about this assessment in confidence. Questions concerning this project should be directed to:

Susan R. Rankin.  
Principal & Senior Research Associate  
Rankin & Associates, Consulting  
sue@rankin-consulting.com  
814-625-2780

Questions regarding the survey process may also be directed to:

Dwight Hamilton  
Vice President for Inclusion, Diversity and Equity  
413-585-2141  
dhamilton@smith.edu

Julianne D. Ohotnicky  
Dean of Students and Associate Dean of the College  
50 Elm Street  
413-585-4940  
johotnic@smith.edu

**Questions concerning the rights of participants:**

Research at Smith that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to:

Nnamdi Pole  
Bass Hall 407  
(413) 585-3936  
npole@smith.edu

Phil Peake  
Bass Hall 301  
(413) 585-3914  
ppeake@smith.edu

PLEASE MAKE A COPY OF THIS CONSENT DOCUMENT FOR YOUR RECORDS, OR IF YOU DO NOT HAVE PRINT CAPABILITIES, YOU MAY CONTACT THE CONSULTANT TO OBTAIN A COPY

By submitting this survey you are agreeing to take part in this assessment, as described in detail in the preceding paragraphs.

**Survey Terms and Definitions**

Following are several terms and definitions that are in the survey. These will be hyperlinked when they appear in the survey.

**Ableist:** Discrimination or prejudice against an individual or group based on their disability.

**Ageist:** Discrimination or prejudice against an individual or group based on their age.

**American Indian (Native American):** A person having origin in any of the original tribes of North America who maintains cultural identification through tribal affiliation or community recognition.

**Asexual:** An asexual person is a person who does not experience sexual attraction.

**Assigned Birth Sex:** Refers to the assigning (naming) of the biological sex of a baby at birth.

**Biphobia:** An irrational dislike or fear of bisexual people. Bisexual people may be attracted, romantically and/or sexually, to people of more than one sex, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree.

**Bullied:** Unwanted offensive and malicious behavior which undermines, patronizes, intimidates or demeans the recipient or target.

**Classist:** Discrimination or prejudice against an individual or group based on their social or economic class.

**Climate:** Current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

**Cronyism:** The hiring or promoting of friends or associates to positions without proper regard to their qualifications.

**Disability:** A physical or mental impairment that limits one or more major life activities.

**Discrimination:** Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which that person belongs rather than on individual merit. Discrimination can be the effect of some law or established practice that confers privileges based on of race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual identity, citizenship, or service in the uniformed services.

**Ethnocentrism:** Discrimination or prejudice against an individual or group based on their culture. Ethnocentric individuals judge other groups relative to their own ethnic group or culture, especially with concern for language, behavior, customs, and religion.

**Experiential Learning:** Experiential learning refers to a pedagogical philosophy and methodology concerned with learning activities outside of the traditional classroom environment, with objectives which are planned and articulated prior to the experience (internship, service learning, co-operative education, field experience, practicum, cross-cultural experiences, apprenticeships, etc.).

**Family Leave:** The Family Medical Leave Act is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due to one of the following situations: a serious health condition that makes the employee unable to perform his or her job; caring for a sick family member; caring for a new child (including birth, adoption or foster care). For more information: <http://www.dol.gov/whd/fmla/>

**Gender Identity:** A person's inner sense of being man, woman, both, or neither. The internal identity may or may not be expressed outwardly, and may or may not correspond to one's physical characteristics.

**Gender Expression:** The manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as male or female.

**Harassment:** Harassment is unwelcomed behavior that demeans, threatens or offends another person or group of people and results in a hostile environment for the targeted person/group.

**Heterosexism:** Discrimination or prejudice against an individual or group based on the assumption that heterosexuality is the only sexual orientation.

**Homophobia:** An irrational fear of, aversion to, or discrimination against homosexuality and individuals who identify as or are perceived as homosexual.

**Hostile classroom environment:** A hostile classroom environment occurs where there is such severe, pervasive, or persistent harassing conduct directed towards an individual based on their protected class status so as to interfere with or limit the ability of an individual to participate in or benefit from a college program or activity.

**Hostile work environment:** A hostile work environment occurs where there is such severe, pervasive, or persistent harassing conduct directed towards an individual based on their protected class status that permeates the work environment and interferes with an individual's ability to perform their job.

**Incivility:** A counterproductive social-organizational behavior ranging on a scale from rudeness to aggression to overt threatening behaviors. Specific behaviors in this category include but are not restricted to the following: rude, demeaning and neglecting behavior; failure to return telephone calls or email messages, giving someone the silent treatment, failure to respond positively when someone needs support, speaking with a condescending tone, etc.

**Intersex:** A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male.

**Nepotism:** The hiring or promoting of family members to positions without proper regard to their qualifications.

**Non-Native English Speakers:** People for whom English is not their first language.

**Pansexual:** A person who is fluid in sexual identity and is attracted to others regardless of their sexual identity or gender.

**People of Color:** People who self-identify as other than White.

**Physical Characteristics:** Term that refers to one's appearance.

**Position:** The status one holds by virtue of her/his/hir position/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator)

**Racial Identity:** A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

**Sexual Identity:** Term that refers to the sex of the people one tends to be emotionally, physically and sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

**Sexual Assault:** Sexual Assault is unwanted or unwelcome touching of a sexual nature, including: fondling; penetration of the mouth, anus, or vagina, however slight, with a body part or object; or other sexual activity that occurs without valid consent.

**Socioeconomic Status:** The status one holds in society based on one's level of income, wealth, education, and familial background.

**Tokenism:** The practice of doing something (such as hiring a person who belongs to a minority group) only to prevent criticism and give the appearance that people are being treated fairly.

**Transgender:** An umbrella term referring to those whose gender identity or gender expression is different from that associated with their sex assigned at birth.

**Transphobia:** An irrational dislike or fear of transgender, transsexual and other gender non-traditional individuals because of their perceived gender identity or gender expression.

**Unwanted Sexual Conduct/Contact:** Unwanted or unwelcome touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; and sexual harassment involving physical conduct.

**Xenophobic:** Irrational dislike or fear of people from other countries.

### Directions

Please read and answer each question carefully. For each answer, darken the appropriate oval completely. If you want to change an answer, erase your first answer completely and darken the oval of your new answer. You may decline to answer specific questions. You must answer at least 50% of the questions for your responses to be included in the final analyses.

**The survey will take between 20 and 30 minutes to complete and must be completed in one sitting to protect your confidentiality. You must answer at least 50% of the questions for your responses to be included in the final analyses.**

1. What is your primary position at Smith?

- Undergraduate student
  - Started at Smith as a first-year student
  - Transferred to Smith
  - Ada Comstock Scholar
- Graduate Student
- Faculty Tenured/Tenure-Track
  - Assistant Professor
  - Associate Professor
  - Professor
- Faculty Non-Tenure-Track
  - Lecturer
  - Instructor (e.g., lab instructor)
  - Post-doctoral scholar
- Staff
  - Non-exempt (Hourly)
    - Union
  - Exempt (Salary)
- Other Faculty (e.g., center directors)
- Other Staff (e.g. director)

2. Faculty/Staff only: Are you full-time or part-time in that primary position?

- Full-time (35 hours/12 month)
- Part-time

## Part 1: Personal Experiences

When responding to the following questions, think about your experiences during the past year at Smith.

3. Overall, how comfortable are you with the climate at Smith?

- Very comfortable
- Comfortable
- Neither comfortable nor uncomfortable
- Uncomfortable
- Very uncomfortable

4. **Faculty/Staff only:** Overall, how comfortable are you with the climate in your department/program or work unit at Smith?

- Very comfortable
- Comfortable
- Neither comfortable nor uncomfortable
- Uncomfortable
- Very uncomfortable

5. **Students/Faculty only:** Overall, how comfortable are you with the climate in your classes at Smith?

- Very comfortable
- Comfortable
- Neither comfortable nor uncomfortable
- Uncomfortable
- Very uncomfortable

6. Have you ever seriously considered leaving Smith?

- No
- Yes

7. **Students only:** When did you seriously consider leaving Smith? (Mark all that apply.)

- During my first year as a student
- During my second year as a student
- During my third year as a student
- During my fourth year as a student
- During my fifth year as a student
- After my fifth year as a student

8. **Students only:** Why did you seriously consider leaving Smith? (Mark all that apply.)

- Climate was not welcoming
- Coursework was too difficult
- Coursework not challenging enough
- Didn't like major
- Didn't have my major
- Didn't meet the selection criteria for a major
- Financial reasons
- Homesick
- Lack of a sense of belonging
- Lack of support group
- Lack of support services
- Medical/Mental Health reasons
- My marital/relationship status
- Personal reasons (e.g., family emergencies)
- A reason not listed above (please specify): \_\_\_\_\_

9. Faculty/Staff only: Why did you seriously consider leaving Smith? (Mark all that apply.)

- Campus climate was unwelcoming
- Family responsibilities (e.g., caregiving)
- Institutional support (e.g., tech support, lab space/equipment)
- Increased workload
- Interested in a position at another institution
- Lack of benefits
- Limited opportunities for advancement
- Local community did not meet my (my family) needs
- Local community climate was not welcoming
- Medical, mental health reasons
- Personal reasons (e.g., family emergencies)
- Lack of professional development opportunities
- Recruited or offered a position at another institution/organization
- Relocation
- Low salary/pay rate
- Spouse or partner relocated
- Spouse or partner unable to find suitable employment
- Tension with supervisor/manager
- Tension with co-workers
- A reason not listed above (please specify:) \_\_\_\_\_

10. We are interested in knowing more about your experiences. If you would like to elaborate on why you seriously considered leaving, please do so here.

11. Students only: Please indicate the extent to which you agree with each of the following statements regarding your academic experience at Smith.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am performing up to my full academic potential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Few of my courses this year have been intellectually stimulating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my academic experience at Smith.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the extent of my intellectual development since enrolling at Smith.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have performed academically as well as I anticipated I would.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in ideas and intellectual matters has increased since coming to Smith.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to graduate from Smith.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking ahead it is likely that I will leave Smith before I graduate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



12. Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work, learn, or live at Smith?

- No
- Yes

13. What do you believe was the basis of the conduct? (Mark all that apply.)

- Academic Performance
- Age
- Educational credentials (e.g., BS, MS, PhD, MD)
- English language proficiency/accent
- Ethnicity
- First generation status
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Learning disability
- Length of service at Smith
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental Health/Psychological disability/condition
- Medical disability/condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization/team (please specify:)
- Physical characteristics
- Physical disability/condition (e.g., sensory, communication, mobility)
- Philosophical views
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status/class
- Don't know
- A reason not listed above (please specify:)

14. How would you describe what happened? (Mark all that apply.)

- I was ignored or excluded
- I was intimidated/bullied
- I was isolated or left out
- I felt others staring at me
- I experienced a hostile classroom environment
- The conduct made me fear that I would get a poor grade
- I experienced a hostile work environment
- I was the target of workplace incivility
- I was the target of derogatory verbal remarks
- I received derogatory written comments
- I received derogatory phone calls/text messages/email
- I received derogatory/unsolicited messages on-line (e.g., Facebook, Twitter, Yik Yak, Smith Confessional)
- I was singled out as the spokesperson for my identity group
- I received a low or unfair performance evaluation
- I was not fairly evaluated in the promotion and tenure process
- Someone assumed I was admitted/hired/promoted due to my identity group
- Someone assumed I was not admitted/hired/promoted due to my identity group
- I was the target of graffiti/vandalism
- I was the target of racial/ethnic profiling
- I was hazed
- I was the target of stalking
- The conduct threatened my physical safety

- The conduct threatened my family's safety
- I received threats of physical violence
- I was the target of physical violence
- An experience not listed above (please specify:) \_\_\_\_\_

15. Where did the conduct occur? (Mark all that apply.)

- At a Smith event/program
- In a class/lab/clinical setting
- At one of the Five College campuses other than Smith
- In a faculty office
- In a religious center
- In a meeting with one other person
- In a meeting with a group of people
- In a Smith administrative office
- In a Smith dining facility
- In a Smith library (Neilson, Hillyer, Josten, Bass)
- In an experiential learning environment (e.g., community-based learning, retreat, externship, internship)
- In athletic facilities
- In other public spaces at Smith
- In campus housing
- In the Counseling Center
- In off-campus housing
- In the Schacht Wellness and Health Center
- Off campus
- On transportation to, from, or within Smith
- On phone calls/text messages/email
- On social networking sites (e.g., Facebook, Twitter, Yik Yak, Smith Confessional )
- While walking on campus
- While working at a Smith job
- A venue not listed above (please specify:) \_\_\_\_\_

16. Who/what was the source of the conduct? (Mark all that apply.)

- Academic Advisor
- Alumnus/a
- Athletic coach/trainer
- Smith media (e.g., posters, brochures, flyers, handouts, web sites)
- Smith Campus Police
- Northampton Police
- Counseling Service personnel
- Schacht Wellness and Health Center personnel
- Co-worker/colleague
- Department/Program Chair
- Direct Report (e.g., person who reports to me)
- Donor
- Faculty member/Other Instructional Staff
- Friend
- Off campus community member
- Senior administrator (e.g., president, dean, vice president, provost)
- On-line site (e.g., Facebook, Twitter, Yik Yak, Smith Confessional)
- Staff member
- Stranger
- Student
- Student house leaders
- Student staff
- Student Organization (please specify:) \_\_\_\_\_
- Supervisor or manager
- Student Teaching Assistant/Student Lab Assistant/Student Tutor/Peer Mentor
- Don't know source
- A source not listed above (please specify:) \_\_\_\_\_

17. How did you feel after experiencing the conduct? (Mark all that apply.)

- I felt embarrassed
- I felt somehow responsible
- I was afraid
- I was frustrated
- I was angry
- I ignored it
- A feeling not listed above (please specify:)

18. What did you do in response to experiencing the conduct? (Mark all that apply.)

- I didn't do anything
- I avoided the person/venue
- I contacted a local law enforcement official
- I confronted the person(s) at the time
- I confronted the person(s) later
- I didn't know who to go to
- I sought information online
- I sought support from off campus hot-line/advocacy services
- I contacted a Smith resource
  - Faculty member
  - Senior administrator (e.g., president, dean, vice president, provost)
  - Smith Campus Police
  - Counseling Services
  - Schacht Wellness and Health Center personnel
  - Employee Assistance Program
  - Title IX Coordinator
  - Institutional Diversity and Equity
  - Office of Human Resources
  - Student teaching assistant
  - Student house leader
  - Student staff
  - Staff person
- I told a family member
- I told a friend
- I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
- I submitted a bias incident report through Ethics Point
- A response not listed above (please specify:)

19. Did you report the conduct?

- No, I didn't report it
- Yes, I reported it
  - Yes, I reported the incident and was satisfied with the outcome
  - Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
  - Yes, I reported the incident, but felt that it was not responded to appropriately

20. We are interested in knowing more about your experience. If you would like to elaborate on your experiences, please do so here.

**If you have experienced any discomfort in responding to these questions and would like to speak with someone, please contact one of the resources listed here:**

For Students

**CONFIDENTIAL**

Schacht Center for Health and Wellness  
Counseling Services  
21 Belmont Avenue  
Phone: 413-585-2840

Dean of Students  
Clark Hall  
Phone: 413-585-4940

Office of Inclusion, Diversity & Equity  
College Hall 302  
Phone: 413-585-2141

For Faculty/Staff

**CONFIDENTIAL**

The Employee Assistance Program (EAP)  
Phone: (800) 828-6025

Office of Human Resources  
Smith College  
30 Belmont Avenue  
Phone: (413) 585-2270

## Part 2: Workplace Climate

21. **Tenured and Tenure-Track Faculty only:** As a faculty member at Smith, I feel (or felt)...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria for tenure are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tenure standards/promotion standards are applied equally to faculty in my school/division.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported and mentored during the tenure-track years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smith policies for delay of the tenure-clock are equally available to all faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research is valued by Smith.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is valued by Smith.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic service contributions are valued by Smith.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service contributions outside of academic service are valued by Smith (e.g., working with students).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty members in my department(s)/program(s) who use family accommodation (FMLA) policies (e.g., childcare, eldercare) are disadvantaged in promotion/tenure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty opinions are taken seriously by senior administrators (e.g., president, dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty opinions are valued within Smith committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like more opportunities to participate in substantive committee assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have opportunities to participate in substantive committee assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. **Tenured and Tenure-Track Faculty only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

23. **Non-Tenure Track Faculty only:** As an employee with a non-tenure track appointment at Smith I feel (or felt)...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria used for contract renewal is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The criteria used for contract renewal is applied equally to all positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are clear expectations of my responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My research is valued by Smith.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teaching is valued by Smith.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured to do extra work that is uncompensated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Tenure-Track Faculty, opinions are taken seriously by senior administrators (e.g., president, dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. **Non-Tenure-Track Faculty only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

25. All Faculty: As a faculty member at Smith, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Salaries for tenure track faculty positions are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salaries for adjunct professors are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health insurance benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Childcare benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement/supplemental benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuition benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accommodations for faculty with disabilities are obtainable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smith provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues include me in opportunities that will help my career as much as they do others in my position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smith provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive about my career opportunities at Smith.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend Smith as good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. All Faculty: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

27. Staff only: As a staff member at Smith, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I have supervisors who give me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have colleagues/co-workers who give me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am included in opportunities that will help my career as much as others in similar positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is productive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service contributions outside of my job responsibilities are valued by Smith.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides adequate support for me to manage work-life balance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to complete my assigned duties during scheduled hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My workload was increased without additional compensation (e.g., retirement positions not filled).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am given a reasonable time frame to complete assigned responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a hierarchy within staff positions that allows some voices to be valued more than others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smith provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Staff only: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.



29. Staff only: As a staff member at Smith I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Smith provides me with resources to pursue training/professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides me with resources to pursue training/professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smith is supportive of taking extended leave (e.g., FMLA, parental).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff in my department(s)/program(s) who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smith policies (e.g., FMLA) are fairly applied across Smith.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smith is supportive of flexible work schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is supportive of flexible work schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff salaries are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vacation and personal time benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health insurance benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Childcare benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuition benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accommodations for staff with disabilities are obtainable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff opinions are valued on Smith committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff opinions are valued by Smith faculty and administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are clear expectations of my responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are clear procedures on how I can advance at Smith.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive about my career advancement opportunities at Smith.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend Smith as good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Staff only: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

### Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than 5 responses that may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified. You may also skip questions.

31. What is your birth sex (assigned)?

- Female
- Intersex
- Male

32. What is your gender/gender identity? (Mark all that apply.)

- Genderqueer
- Gender non-binary
- Man
- Transgender
- Woman
- A gender not listed here (please specify:)

33. What is your current gender expression?

- Androgynous
- Feminine
- Masculine
- A gender expression not listed here (please specify:)

34. What is your residency/immigration status in the U.S.?

- U.S. citizen, birth
- U.S. citizen, naturalized
- Permanent Resident
- A visa holder (such as F-1, J-1, H1-B, and U)
- DACA (Deferred Action for Childhood Arrival)
- DAPA (Deferred Action for Parental Accountability)
- Refugee status
- Other legally documented status
- Currently under a withholding of removal status
- Undocumented resident

35. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. (If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply.)

- Alaska Native (if you wish please specify your enrolled or principal corporation:)
- Native American/Indigenous (if you wish please specify your enrolled or principal tribe:)
- Asian/Asian American (if you wish please specify:)
- Black/African American (if you wish please specify:)
- Hispanic (if you wish please specify:)
- Latin@/Chican@ (if you wish please specify:)
- Middle Eastern/Southwest Asian (if you wish please specify:)
- Native Hawaiian (if you wish please specify:)
- Pacific Islander (if you wish please specify:)
- White/European American (if you wish please specify:)
- A racial/ethnic identity not listed here (please specify:)

36. What is your age?

- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> 18 | <input type="radio"/> 39 | <input type="radio"/> 60 | <input type="radio"/> 81 |
| <input type="radio"/> 19 | <input type="radio"/> 40 | <input type="radio"/> 61 | <input type="radio"/> 82 |
| <input type="radio"/> 20 | <input type="radio"/> 41 | <input type="radio"/> 62 | <input type="radio"/> 83 |
| <input type="radio"/> 21 | <input type="radio"/> 42 | <input type="radio"/> 63 | <input type="radio"/> 84 |
| <input type="radio"/> 22 | <input type="radio"/> 43 | <input type="radio"/> 64 | <input type="radio"/> 85 |
| <input type="radio"/> 23 | <input type="radio"/> 44 | <input type="radio"/> 65 | <input type="radio"/> 86 |
| <input type="radio"/> 24 | <input type="radio"/> 45 | <input type="radio"/> 66 | <input type="radio"/> 87 |
| <input type="radio"/> 25 | <input type="radio"/> 46 | <input type="radio"/> 67 | <input type="radio"/> 88 |
| <input type="radio"/> 26 | <input type="radio"/> 47 | <input type="radio"/> 68 | <input type="radio"/> 89 |
| <input type="radio"/> 27 | <input type="radio"/> 48 | <input type="radio"/> 69 | <input type="radio"/> 90 |
| <input type="radio"/> 28 | <input type="radio"/> 49 | <input type="radio"/> 70 | <input type="radio"/> 91 |
| <input type="radio"/> 29 | <input type="radio"/> 50 | <input type="radio"/> 71 | <input type="radio"/> 92 |
| <input type="radio"/> 30 | <input type="radio"/> 51 | <input type="radio"/> 72 | <input type="radio"/> 93 |
| <input type="radio"/> 31 | <input type="radio"/> 52 | <input type="radio"/> 73 | <input type="radio"/> 94 |
| <input type="radio"/> 32 | <input type="radio"/> 53 | <input type="radio"/> 74 | <input type="radio"/> 95 |
| <input type="radio"/> 33 | <input type="radio"/> 54 | <input type="radio"/> 75 | <input type="radio"/> 96 |
| <input type="radio"/> 34 | <input type="radio"/> 55 | <input type="radio"/> 76 | <input type="radio"/> 97 |
| <input type="radio"/> 35 | <input type="radio"/> 56 | <input type="radio"/> 77 | <input type="radio"/> 98 |
| <input type="radio"/> 36 | <input type="radio"/> 57 | <input type="radio"/> 78 | <input type="radio"/> 99 |
| <input type="radio"/> 37 | <input type="radio"/> 58 | <input type="radio"/> 79 |                          |
| <input type="radio"/> 38 | <input type="radio"/> 59 | <input type="radio"/> 80 |                          |

37. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity?

- Asexual
- Bisexual
- Gay
- Heterosexual
- Lesbian
- Pansexual
- Queer
- Questioning
- A sexual identity not listed here (please specify:)

38. Do you have substantial parenting or caregiving responsibility?

- No
- Yes (Mark all that apply)
  - Children 5 years or under
  - Children 6-18 years
  - Children over 18 years of age, but still legally dependent (e.g., in college, disabled)
  - Independent adult children over 18 years of age
  - Sick or disabled partner
  - Senior or other family member
  - A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending) (please specify:)

39. Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard?

- Never served in the military
- Now on active duty (including Reserves or National Guard)
- On active duty in the past, but not now
- ROTC

40. What is the highest level of education achieved by your primary parent(s)/guardian(s)?

**Parent/Guardian 1:**

- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/Technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree ( MA, MS, MBA)
- Specialist degree ( EdS)
- Doctoral degree (e.g., PhD, Ed.D.)
- Professional degree ( e.g., MD, JD)
- Unknown
- Not applicable

**Parent/Guardian 2:**

- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/Technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree ( MA, MS, MBA)
- Specialist degree ( EdS)
- Doctoral degree (e.g., PhD, Ed.D.)
- Professional degree ( e.g., MD, JD)
- Unknown
- Not applicable

41. **Staff only:** What is your highest level of education?

- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/Technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree (e.g., MA, MS, MBA, MLS)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD)

42. **Faculty/Staff only:** How long have you been employed at Smith?

- Less than 1 year
- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21-30 years
- More than 30 years

43. **Undergraduate Students only:** What year are you in at Smith?

- First year
- Sophomore
- Junior
- Senior
- Ada Comstock Scholar
  - First year
  - Second year
  - Third or more

**44. Undergraduate Students only: Where do you currently live while attending Smith?**

- Center Campus
  - Cutter House
  - Friedman Complex
  - Haven/Wesley House
  - Hopkins House
  - Park House/Park Annex
  - Sessions House/Session Annex
  - Tenney House
  - Ziskind House
- East Quad
  - Cushing House
  - Emerson House
  - Jordan House
  - King House
  - Scales House
- Green Street
  - 44 Green Street
  - 47 Belmont
  - 54 Green Street
  - Chapin House
  - Hubbard House
  - Lawrence House
  - Morris House
  - Tyler House
  - Washburn House
- Lower Elm
  - 150 Elm Street
  - Albright House
  - Baldwin House
  - Chase House
  - Conway House
  - Duckett House
- Upper Elm
  - Capen House
  - Gillett House
  - Lamont House
  - Northrop House
  - Talbot House
- West Quad
  - Comstock House
  - Gardiner House
  - Morrow House
  - Wilder House
  - Wilson House
- Off-Campus

**45. Faculty only: Which academic division are you primarily affiliated with at this time?**

- Division I
- Division II
- Division III
- Interdisciplinary/Interdivisional

46. **Staff only:** Which academic division/work unit are you primarily affiliated with at this time?

- Alumnae Relations
- Inclusion Diversity and Equity
- Dean of the College/VP for Campus Life
- Development
- Enrollment
- Finance and Administration
- President's Office
- Provost
- Public Affairs/Strategic Initiatives

47. **Undergraduate Students only:** What is your declared or intended major (if modified choose the primary department/program, excluding minors)? (Mark all that apply.)

- Undecided
- Self-Designed
- Africana Studies
- Afro-American Studies
- American Studies
- Anthropology
- Art: Architecture & Urbanism
- Art: History
- Art; Studio
- Astronomy
- Biochemistry
- Biological Sciences
- Chemistry
- Classical Studies
- Classics
- Comparative Literature
- Computer Science
- Dance
- Dramatic Literature
- East Asian Languages & Culture
- East Asian Studies
- Economics
- Education & Child Study
- Education of the Deaf
- Engineering Arts
- Engineering Science
- English Language & Literature
- Environmental Science & Policy
- Film Studies
- French Studies
- Geosciences
- German Studies
- Government
- Greek
- History
- Italian Studies
- Jewish Studies
- Latin
- Latino/a Studies
- Mathematics
- Medieval Studies
- Music
- Neuroscience
- Philosophy
- Physics
- Portuguese-Brazilian Studies
- Psychology
- Religion

- Russia, East European, and Eurasian Studies
- Sociology
- Spanish
- Study of Women and Gender
- Theatre

48. Graduate Students only: What is your academic program? (Mark all that apply.)

- Master of Science in Biological Sciences (BIO)
- Master of Science in Exercise and Sport Studies (ESS)
- Master of Arts in Teaching (EDC)
- Master of Fine Arts in Dance (DAN)
- Master of Fine Arts in Theater (THE)
- Center for Women in Mathematics Post-baccalaureate Program (MTH)
- Diploma in American Studies (DIPLOMA)
- Master and Doctor of Social Work (SSW)

49. Do you have a condition/disability that impacts your learning, working or living activities?

- No
- Yes

50. Which, if any, of the conditions listed below impact your learning, working or living activities? (Mark all that apply.)

- Acquired/Traumatic Brain Injury
- Chronic Diagnosis or Medical Condition (e.g., Asthma, Diabetes, Lupus, Cancer, Multiple Sclerosis, Fibromyalgia)
- Hard of Hearing or Deaf
- Learning Difference/Disability (e.g., Asperger's/Autism Spectrum, Attention Deficit/Hyperactivity Disorder, Cognitive/ Language-based)
- Low Vision or Blind
- Mental Health/Psychological Condition (e.g., anxiety, depression)
- Physical/Mobility condition that affects walking
- Physical/Mobility condition that does not affect walking
- Speech/Communication Condition
- A disability/condition not listed here (please specify:)

51. What is the language(s) spoken in your home?

- English
- A language other than English (please specify:)
- English and other language(s) (please specify:)

52. What is your religious or spiritual identity? (Mark all that apply.)

- Agnostic
- Atheist
- Baha'i
- Buddhist
- Christian
  - African Methodist Episcopal
  - African Methodist Episcopal Zion
  - Assembly of God
  - Baptist
  - Catholic/Roman Catholic
  - Church of Christ
  - Church of God in Christ
  - Christian Orthodox
  - Christian Methodist Episcopal
  - Christian Reformed Church (CRC)
  - Episcopalian
  - Evangelical
  - Greek Orthodox
  - Lutheran
  - Mennonite
  - Moravian

- Nondenominational Christian
- Pentecostal
- Presbyterian
- Protestant
- Protestant Reformed Church (PR)
- Quaker
- Reformed Church of America (RCA)
- Russian Orthodox
- Seventh Day Adventist
- The Church of Jesus Christ of Latter-day Saints
- United Methodist
- United Church of Christ
- A Christian affiliation not listed above (please specify:)
- Confucianist
- Druid
- Hindu
- Jain
- Jehovah's Witness
- Jewish
  - Conservative
  - Orthodox
  - Reform
  - Secular
  - A Jewish affiliation not listed above (please specify:)
- Muslim
- Ahmadi
- Shi'ite
- Sufi
- Sunni
- A Muslim affiliation not listed above (please specify:)
- Native American Traditional Practitioner or Ceremonial
- Pagan
- Rastafarian
- Scientologist
- Secular Humanist
- Shinto
- Sikh
- Taoist
- Tenrikyo
- Unitarian Universalist
- Wiccan
- Spiritual, but no religious affiliation
- No affiliation
- A religious affiliation or spiritual identity not listed above (please specify:)

53. **Students only:** Are you currently financially dependent (family/guardian is assisting with your \ living/educational expenses) or independent (you are the sole provider for your living/educational expenses)?

- Dependent
- Independent

54. **Students only:** What is your *best estimate* of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?

- Below \$30,000
- \$30,000 - \$49,999
- \$50,000 - \$69,999
- \$70,000 - \$99,999
- \$100,000 - \$149,999
- \$150,000 - \$199,999
- \$200,000 - \$249,999
- \$250,000 - \$499,999
- \$500,000 or more



55. **Students only:** Where do you live during the academic year?

- Campus housing
- Non-campus housing
  - College-owned housing
  - Independently in an apartment/house
  - Living with family member/guardian
  - Currently living abroad
- Housing undeclared (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)

56. **Students only:** Since having been a student at Smith, have you been a member or participated in any of the following? (Mark all that apply.)

- I do not participate in any clubs or organizations at Smith
- Academic and Academic Honorary Organizations
- Club sport and Recreation
- Cultural heritage organization
- Faith or spirituality-based organization
- College Governance organization
- House Governance/Residential Leadership
- Health and Wellness organization
- Intercollegiate Athletic Team
- Arts and Performance organization
- Political or Social Issue-oriented organization
- Professional or pre-professional organization
- Publication/media organization
- Service or Philanthropic organization

57. **Students only:** At the end of your last semester, what was your cumulative grade point average?

- 3.75 – 4.00
- 3.25 – 3.74
- 3.00 – 3.24
- 2.50 – 2.99
- 2.00 - 2.49
- Below 2.00

58. **Students only:** Have you experienced financial hardship while attending Smith?

- No
- Yes

59. **Students only:** How have you experienced the financial hardship? (Mark all that apply.)

- Difficulty affording tuition
- Difficulty purchasing my books/course materials
- Difficulty participating in social events
- Difficulty affording food
- Difficulty affording co-curricular events or activities
- Difficulty in affording unpaid internships/research opportunities
- Difficulty in affording study/learning experiences abroad
- Difficulty in affording alternative spring breaks
- Difficulty affording travel to and from Smith during breaks
- Difficulty affording technology
- Difficulty affording assistive devices (e.g., glasses)
- Difficulty affording commuting to campus
- Difficulty in affording housing
- Difficulty in affording health care (e.g., medication, dental, co-pays, deductibles)
- Difficulty in affording child care
- Difficulty in affording other campus fees
- Difficulty affording testing for learning disability
- Difficulty affording professional/career development pursuits (e.g., conference, graduate school application fees)
- Difficulty affording course specific
- Other (please specify: ) \_\_\_\_\_

60. **Students only:** How are you currently paying for your education at Smith? (Mark all that apply.)

- Campus employment
- Credit card
- Family contribution
- Graduate fellowship
- GI Bill
- Loans
- Need-based scholarship (e.g., Gates, Ada Scholarship)
- Non-need based scholarship (e.g., merit, Stride, AEMES)
- Grant (e.g., Pell)
- Personal contribution /job
- A method of payment not listed here (please specify:)

61. **Students only:** Are you employed either on campus or off-campus during the academic year? (Mark all that apply.)

- No
- Yes, I work on-campus – (Please indicate total number of hours you work)
  - 1-10 hours/week
  - 11-20 hours/week
  - 21-30 hours/week
  - 31-40 hours/week
  - More than 40 hours/week
- Yes, I work off-campus – (Please indicate total number of hours you work)
  - 1-10 hours/week
  - 11-20 hours/week
  - 21-30 hours/week
  - 31-40 hours/week
  - More than 40 hours/week

#### Part 4: Perceptions of Campus Climate

62. **Within the past year, have you OBSERVED any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at Smith?**

- No
- Yes

63. **Who/what was the target of the conduct? (Mark all that apply.)**

- Academic Advisor
- Alumnus/a
- Athletic coach/trainer
- Smith media (e.g., posters, brochures, flyers, handouts, web sites)
- Smith Campus Police
- Northampton Police
- Counseling Service personnel
- Schacht Wellness and Health Center personnel
- Co-worker/colleague
- Department/Program Chair
- Direct Report (e.g., person who reports to me)
- Donor
- Faculty member/Other Instructional Staff
- Friend
- Off campus community member
- Senior administrator (e.g., president, dean, vice president, provost)
- On-line site (e.g., Facebook, Twitter, Yik Yak, Smith Confessional)
- Staff member
- Stranger
- Student
- Student house leaders
- Student staff
- Student Organization (please specify:)

- Supervisor or manager
- Student Teaching Assistant/Student Lab Assistant/Student Tutor/Peer Mentor
- Don't know target
- A target not listed above (please specify: ) \_\_\_\_\_

64. Who/what was the source of the conduct? (Mark all that apply.)

- Academic Advisor
- Alumnus/a
- Athletic coach/trainer
- Smith media (e.g., posters, brochures, flyers, handouts, web sites)
- Smith Campus Police
- Northampton Police
- Counseling Service personnel
- Schacht Wellness and Health Center personnel
- Co-worker/colleague
- Department/Program Chair
- Direct Report (e.g., person who reports to me)
- Donor
- Faculty member/Other Instructional Staff
- Friend
- Off campus community member
- Senior administrator (e.g., president, dean, vice president, provost)
- On-line site (e.g., Facebook, Twitter, Yik Yak, Smith Confessional)
- Staff member
- Stranger
- Student
- Student house leaders
- Student staff
- Student Organization (please specify: ) \_\_\_\_\_
- Supervisor or manager
- Student Teaching Assistant/Student Lab Assistant/Student Tutor/Peer Mentor
- Don't know source
- A source not listed above (please specify: ) \_\_\_\_\_

65. Which of the target's characteristics do you believe was/were the basis for the conduct? (Mark all that apply.)

- Academic Performance
- Age
- Educational credentials (e.g., BS, MS, PhD, MD)
- English language proficiency/accent
- Ethnicity
- First generation status
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Learning disability
- Length of service at Smith
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental Health/Psychological disability/condition
- Medical disability/condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization/team (please specify: ) \_\_\_\_\_
- Physical characteristics
- Physical disability/condition (e.g., sensory, communication, mobility)
- Philosophical views
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views

- Sexual identity
- Socioeconomic status/class
- Don't know
- A reason not listed above (please specify:)

66. Which of the following did you observe because of the target's identity? (Mark all that apply.)

- Assumption that someone was admitted/hired/promoted based on his/her identity
- Assumption that someone was not admitted/hired/promoted based on his/her identity
- Derogatory verbal remarks
- Derogatory phone calls/text messages/email
- Derogatory/unsolicited messages on-line (e.g., Facebook, Twitter, Yik Yak, Smith Confessional)
- Derogatory written comments
- Graffiti/vandalism
- Person intimidated/bullied
- Person ignored or excluded
- Person isolated or left out
- Person experiences a hostile classroom environment
- Person experienced a hostile work environment
- Person was the target of workplace incivility
- Person being stared at
- Person was the target of racial/ethnic profiling
- Person received a low or unfair performance evaluation
- Person received a poor grade
- Person was unfairly evaluated in the promotion and tenure process
- Person was stalked
- Person was hazed
- Physical violence
- Singled out as the spokesperson for their identity group
- Threats of physical violence
- Something not listed above (please specify:)

67. Where did this conduct occur? (Mark all that apply.)

- At a Smith event/program
- In a class/lab/clinical setting
- At one of the Five College campuses other than Smith
- In a faculty office
- In a religious center
- In a meeting with one other person
- In a meeting with a group of people
- In a Smith administrative office
- In a Smith dining facility
- In a Smith library (Neilson, Hillyer, Josten, Bass)
- In an experiential learning environment (e.g., community-based learning, retreat, externship, internship)
- In athletic facilities
- In other public spaces at Smith
- In campus housing
- In the Counseling Center
- In off-campus housing
- In the Schacht Wellness and Health Center
- Off campus
- On transportation to, from, or within Smith
- On phone calls/text messages/email
- On social networking sites (Facebook/Twitter/ Yik Yak, Smith Confessional)
- While walking on campus
- While working at a Smith job
- A venue not listed above (please specify:)

68. How did you feel after observing the conduct? (Mark all that apply.)

- I felt embarrassed
- I felt somehow responsible
- I was afraid
- I was frustrated
- I was angry
- I ignored it
- A feeling not listed here (please specify:)

69. What was your response to observing this conduct? (Mark all that apply.)

- I didn't do anything
- I avoided the person/venue
- I contacted a local law enforcement official
- I confronted the person(s) at the time
- I confronted the person(s) later
- I didn't know who to go to
- I sought information online
- I sought support from off campus hot-line/advocacy services
- I contacted a Smith resource
  - Faculty member
  - Senior administrator (e.g., president, dean, vice president, provost)
  - Smith Campus Police
  - Counseling Services
  - Schacht Wellness and Health Center personnel
  - Employee Assistance Program
  - Title IX Coordinator
  - Institutional Diversity and Equity
  - Office of Human Resources
  - Student teaching assistant
  - Student house leader
  - Student staff
  - Staff person
- I told a family member
- I told a friend
- I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
- I submitted a bias incident report through Ethics Point
- A response not listed above (please specify:)

70. Did you report the conduct?

- No, I didn't report it
- Yes, I reported it
  - Yes, I reported the incident and was satisfied with the outcome
  - Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
  - Yes, I reported the incident, but felt that it was not responded to appropriately

71. We are interested in knowing more about your experiences. If you wish to elaborate on your observations of conduct directed toward a person or group of people on campus that you believe created an exclusionary, intimidating, offensive, and/or hostile working or learning environment, please do so here.

72. **Faculty/Staff only:** Have you observed hiring practices at Smith (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust or that would inhibit diversifying the community?

- No
- Yes

73. **Faculty/Staff only:** I believe that the unjust hiring practices were based upon...(Mark all that apply.)

- Age
- Educational credentials (e.g., BS, MS, PhD, MD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Learning disability
- Length of service at Smith
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental Health/Psychological disability/condition
- Medical disability/condition
- Military/veteran status
- Nepotism/cronyism
- Parental status (e.g., having children)
- Participation in an organization/team (please specify:)
- Physical characteristics
- Physical disability/condition (e.g., sensory, communication, mobility)
- Philosophical views
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status/Class
- Don't know
- A reason not listed above (please specify:)

74. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust hiring practices, please do so here.

75. **Faculty/Staff only:** Have you observed promotion/tenure/reappointment/reclassification practices at Smith that you perceive to be unjust?

- No
- Yes

76. **Faculty/Staff only:** I believe the unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification were based upon... (Mark all that apply.)

- Age
- Educational credentials (e.g., BS, MS, PhD, MD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Learning disability
- Length of service at Smith
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental Health/Psychological disability/condition
- Medical disability/condition
- Military/veteran status
- Nepotism/cronyism
- Parental status (e.g., having children)
- Participation in an organization/team (please specify:)
- Physical characteristics
- Physical disability/condition (e.g., sensory, communication, mobility)
- Philosophical views
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status/class
- Don't know
- A reason not listed above (please specify:)

77. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification, please do so here.

78. Faculty/ Staff only: Have you observed employment-related discipline or action, up to and including dismissal, at Smith that you perceive to be unjust or would inhibit diversifying the community?

- No
- Yes

79. Faculty/Staff only: I believe that the unjust employment-related disciplinary actions were based upon...(Mark all that apply.)

- Age
- Educational credentials (e.g., BS, MS, PhD, MD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Learning disability
- Length of service at Smith
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental Health/Psychological disability/condition
- Medical disability/condition
- Military/veteran status
- Nepotism/cronyism
- Parental status (e.g., having children)
- Participation in an organization/team (please specify:)
- Physical characteristics
- Physical disability/condition (e.g., sensory, communication, mobility)
- Philosophical views
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Don't know
- A reason not listed above (please specify:)

80. Faculty/Staff only: We are interested in knowing more about your experiences. If you wish to elaborate on your observations of employment-related discipline or action, up to and including dismissal practices, please do so here.





83. Students only: Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by Smith faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Smith staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Smith senior administrators (e.g., president, dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by faculty in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other students outside of the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that faculty pre-judge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I have access to sound advice from my liberal arts advisors (both formal/informal) regardless of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I have access to sound advice from my major advisor (both formal/informal) regardless of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that Smith faculty encourage free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my peers encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have faculty whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have staff whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have equal access to all majors regardless of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have access to tutoring regardless of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have access to experiences outside of the classroom regardless of my identity/background (e.g., honors, study abroad, praxis, summer research).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I have access to office hours regardless of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I have access to work/study opportunities regardless of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that grading policies are fair regardless of one's identity or background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my work-study obligations impeded my academic progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I am tokenized based on their identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

84. Students only: We are interested in knowing more about your experiences. If you wish to elaborate on any of the response choices above or add information on something not offered, please do so here.

85. Students only: Which pedagogical practices that you have experienced at Smith (e.g., types of assignments, size of classes, type of classroom) positively or negatively influence student learning?

86. Faculty only: Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by faculty in my department(s)/program(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my department(s)/program(s) chair(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other faculty at Smith.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Smith senior administrators (e.g., dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that faculty in my department(s)/program(s) pre-judge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my department(s)/ program(s) chair pre-judges my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that Smith encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my research/scholarship is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my teaching is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my academic service contributions are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my service contributions outside of academic service are valued by Smith (e.g., working with students).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

87. Staff only: Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by co-workers in my department(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by co-workers outside my department(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my supervisor/manager.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Smith students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Smith faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Smith senior administrators (e.g., president, dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my supervisor/manager pre-judge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty pre-judge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that my department(s)/program(s) encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my skills are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my work is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

88. (Respondents with disabilities only) Within the past year, have you experienced a barrier in any of the following areas at Smith?

	Yes	No	Not applicable
<b>Facilities</b>			
Athletic and recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms, Science labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom Furniture, Podium, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residence Halls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entrances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interior Doors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bathrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lighting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elevators/lifts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency Evacuation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handrails and stairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walkways, pedestrian paths, crosswalks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office furniture (e.g., chair, desk)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus transportation/parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studios/performing arts spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temporary barriers due to construction /maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Libraries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Museums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Technology/Online Environment</b>			
Accessible electronic reading materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clickers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer equipment ( e.g., screens, mouse, keyboard)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic surveys (including this one)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kiosks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library database	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moodle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone/Phone equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Software (e.g., voice recognition/audiobooks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video /video audio description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smith Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Identity</b>			
Electronic databases (e.g., Banner)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intake forms (e.g., Health Center)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housing, online room draw	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Instructional/Campus Materials</b>			
Brochures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food menus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journal articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syllabi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video-closed captioning and text description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

89. We are interested in knowing more about your experiences. If you would like to elaborate on your responses regarding accessibility, please do so here.

90. (Respondents who identify as genderqueer, gender non-binary, transgender only) Within the past year, have you experienced a barrier in any of the following areas at Smith?

	Yes	No	Not applicable
<b>Facilities</b>			
Athletic and recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changing rooms/locker rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College housing (including houses, apartments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Identity Accuracy</b>			
Smith College ID Card	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic databases (e.g., Banner)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intake forms (e.g., Health Center)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public Affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

91. We are interested in knowing more about your experiences. If you would like to elaborate on your responses, please do so here.

Incidents involving forced or unwanted sexual acts are often difficult to talk about. The following questions are related to any incidents of unwanted sexual conduct/contact you have experienced. If you have had this experience, the questions may prompt an emotional response. If you experience any difficulty, please take care of yourself and seek support from campus or community resources listed.

As a reminder, you can skip any question.

92. While a member of the Smith College community, have you experienced unwanted sexual conduct/contact (including, but not limited to relationship violence, sexual harassment, stalking, sexual assault, forcible fondling, forcible rape, use of drugs to incapacitate)?

- No
- Yes - relationship violence (e.g., ridiculed, controlling, hitting)  
[Please complete questions 93rv – 102rv]
- Yes - stalking (e.g., following me, on social media, texting, phone calls)  
[Please complete questions 93stlk – 102stlk]
- Yes - sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)  
[Please complete questions 93si – 102si]
- Yes - sexual contact/contact (e.g., fondling, rape, sexual assault, penetration without consent)  
[Please complete questions 93sc – 102sc]

93rv. Students only. Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculed, controlling, hitting)?

- No
- Yes
  - Alcohol only
  - Drugs only
  - Both alcohol and drugs

94rv. When did the relationship violence (e.g., ridiculed, controlling, hitting) occur?

- Within the last year
- 2-4 years ago
- 5-10 years ago
- 11-20 years ago
- More than 20 years ago

95rv. Students only: What semester were you in when you experienced the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.)

- During my time as a graduate student at Smith
- Undergraduate first year
  - Fall semester
  - J-Term
  - Spring semester
  - Summer semester
- Undergraduate second year
  - Fall semester
  - J-Term
  - Spring semester
  - Summer semester
- Undergraduate third year
  - Fall semester
  - J-Term
  - Spring semester
  - Summer semester
- Undergraduate fourth year
  - Fall semester
  - J-Term
  - Spring semester
  - Summer semester
- After my fourth year as an undergraduate



96rv. Who did this to you? (Mark all that apply.)

- Acquaintance(s)/friend(s)
- Family member(s)
- Smith faculty member(s)
- Smith staff member(s)
- Stranger(s)
- Smith student(s)
- Current or former dating/intimate partner(s)
- Other role/relationship not listed above

97rv. Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? (Mark all that apply.)

- Off campus (please specify location:) \_\_\_\_\_
- On campus (please specify location:) \_\_\_\_\_

98rv. How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.)

- I felt embarrassed.
- I felt ashamed.
- I felt somehow responsible.
- I felt afraid.
- I felt angry.
- I ignored it.
- A feeling not listed above (please specify:) \_\_\_\_\_

99rv. What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.)

- I didn't do anything.
- I avoided the person/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I didn't know who to go to.
- I sought information online.
- I sought support from off-campus hot-line/advocacy services.
- I contacted a Smith resource.
  - Faculty member
  - Senior administrator (e.g., president, dean, vice president, provost)
  - Smith Campus Police
  - Counseling Services
  - Schacht Wellness and Health Center personnel
  - Employee Assistance Program
  - Title IX Coordinator
  - Institutional Diversity and Equity
  - Office of Human Resources
  - Student teaching assistant
  - Student house leader
  - Student staff
  - Staff person
- I told a family member.
- I told a friend.
- I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- A response not listed above (please specify:) \_\_\_\_\_

100rv. Did you report the unwanted sexual conduct/contact?

- No, I didn't report it
- Yes, I reported the incident
  - Yes, I reported the incident and was satisfied with the outcome
  - Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
  - Yes, I reported the incident, but felt that it was not responded to appropriately

101rv. You indicated that you **DID NOT** report the unwanted sexual conduct/contact to a campus official or staff member. Please explain why you did not.

102rv. You indicated that you **DID** report the unwanted sexual conduct/contact, but that it was not responded to appropriately. Please explain why you felt that it was not.

93stlk. **Students only.** Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls)?

- No
- Yes
  - Alcohol only
  - Drugs only
  - Both alcohol and drugs

94stlk. When did the stalking (e.g., following me, on social media, texting, phone calls) occur?

- Within the last year
- 2-4 years ago
- 5-10 years ago
- 11-20 years ago
- More than 20 years ago

95stlk. **Students only:** What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- During my time as a graduate student at Smith
- Undergraduate first year
  - Fall semester
  - J-Term
  - Spring semester
  - Summer semester
- Undergraduate second year
  - Fall semester
  - J-Term
  - Spring semester
  - Summer semester
- Undergraduate third year
  - Fall semester
  - J-Term
  - Spring semester
  - Summer semester
- Undergraduate fourth year
  - Fall semester
  - J-Term
  - Spring semester
  - Summer semester
- After my fourth year as an undergraduate

96stlk. Who did this to you? **(Mark all that apply.)**

- Acquaintance(s)/friend(s)
- Family member(s)
- Smith faculty member(s)
- Smith staff member(s)
- Stranger(s)
- Smith student(s)
- Current or former dating/intimate partner(s)
- Other role/relationship not listed above



97stlk. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Mark all that apply.)

- Off campus (please specify location: ) \_\_\_\_\_
- On campus (please specify location: ) \_\_\_\_\_

98stlk. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.)

- I felt embarrassed.
- I felt ashamed.
- I felt somehow responsible.
- I felt afraid.
- I felt angry.
- I ignored it.
- A feeling not listed above (please specify: ) \_\_\_\_\_

99stlk. What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.)

- I didn't do anything.
- I avoided the person/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I didn't know who to go to.
- I sought information online.
- I sought support from off-campus hot-line/advocacy services.
- I contacted a Smith resource.
  - Faculty member
  - Senior administrator (e.g., president, dean, vice president, provost)
  - Smith Campus Police
  - Counseling Services
  - Schacht Wellness and Health Center personnel
  - Employee Assistance Program
  - Title IX Coordinator
  - Institutional Diversity and Equity
  - Office of Human Resources
  - Student teaching assistant
  - Student house leader
  - Student staff
  - Staff person
- I told a family member.
- I told a friend.
- I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- A response not listed above (please specify: ) \_\_\_\_\_

100stlk. Did you report the unwanted sexual conduct/contact?

- No, I didn't report it
- Yes, I reported the incident
  - Yes, I reported the incident and was satisfied with the outcome
  - Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
  - Yes, I reported the incident, but felt that it was not responded to appropriately

101stlk. You indicated that you **DID NOT** report the unwanted sexual conduct/contact to a campus official or staff member. Please explain why you did not.

102stlk. You indicated that you **DID** report the unwanted sexual conduct/contact, but that it was not responded to appropriately. Please explain why you felt that it was not.

93si. **Students only.** Were alcohol and/or drugs involved in the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)?

- No
- Yes
  - Alcohol only
  - Drugs only
  - Both alcohol and drugs

94si. When did the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur?

- Within the last year
- 2-4 years ago
- 5-10 years ago
- 11-20 years ago
- More than 20 years ago

95si. **Students only.** What semester were you in when you experienced the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- During my time as a graduate student at Smith
- Undergraduate first year
  - Fall semester
  - J-Term
  - Spring semester
  - Summer semester
- Undergraduate second year
  - Fall semester
  - J-Term
  - Spring semester
  - Summer semester
- Undergraduate third year
  - Fall semester
  - J-Term
  - Spring semester
  - Summer semester
- Undergraduate fourth year
  - Fall semester
  - J-Term
  - Spring semester
  - Summer semester
- After my fourth year as an undergraduate

96si. Who did this to you? **(Mark all that apply.)**

- Acquaintance(s)/friend(s)
- Family member(s)
- Smith faculty member(s)
- Smith staff member(s)
- Stranger(s)
- Smith student(s)
- Current or former dating/intimate partner(s)
- Other role/relationship not listed above

97si. Where did the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? **(Mark all that apply.)**

- Off campus (please specify location: \_\_\_\_\_)
- On campus (please specify location: \_\_\_\_\_)

98si. How did you feel after experiencing the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.)

- I felt embarrassed.
- I felt ashamed.
- I felt somehow responsible.
- I felt afraid.
- I felt angry.
- I ignored it.
- A feeling not listed above (please specify:)

99si. What did you do in response to experiencing the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.)

- I didn't do anything.
- I avoided the person/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I didn't know who to go to.
- I sought information online.
- I sought support from off-campus hot-line/advocacy services.
- I contacted a Smith resource.
  - Faculty member
  - Senior administrator (e.g., president, dean, vice president, provost)
  - Smith Campus Police
  - Counseling Services
  - Schacht Wellness and Health Center personnel
  - Employee Assistance Program
  - Title IX Coordinator
  - Institutional Diversity and Equity
  - Office of Human Resources
  - Student teaching assistant
  - Student house leader
  - Student staff
  - Staff person
- I told a family member.
- I told a friend.
- I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- A response not listed above (please specify:)

100si. Did you report the unwanted sexual conduct/contact?

- No, I didn't report it
- Yes, I reported the incident
  - Yes, I reported the incident and was satisfied with the outcome
  - Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
  - Yes, I reported the incident, but felt that it was not responded to appropriately

101si. You indicated that you **DID NOT** report the unwanted sexual conduct/contact to a campus official or staff member. Please explain why you did not.

102si. You indicated that you **DID** report the unwanted sexual conduct/contact, but that it was not responded to appropriately. Please explain why you felt that it was not.

93sc. **Students only.** Were alcohol and/or drugs involved in the sexual contact/contact (e.g., fondling, rape, sexual assault, penetration without consent)? Note: Regardless of whether alcohol and/or drugs are involved, the perpetrator bears sole responsibility for any non-consensual sexual contact.

- No
- Yes
  - Alcohol only
  - Drugs only
  - Both alcohol and drugs

94sc. When did the sexual contact/contact (e.g., fondling, rape, sexual assault, penetration without consent) occur?

- Within the last year
- 2-4 years ago
- 5-10 years ago
- 11-20 years ago
- More than 20 years ago

95sc. **Students only:** What semester were you in when you experienced the sexual contact/contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.)

- During my time as a graduate student at Smith
- Undergraduate first year
  - Fall semester
  - J-Term
  - Spring semester
  - Summer semester
- Undergraduate second year
  - Fall semester
  - J-Term
  - Spring semester
  - Summer semester
- Undergraduate third year
  - Fall semester
  - J-Term
  - Spring semester
  - Summer semester
- Undergraduate fourth year
  - Fall semester
  - J-Term
  - Spring semester
  - Summer semester
- After my fourth year as an undergraduate

96sc. Who did this to you? (Mark all that apply.)

- Acquaintance(s)/friend(s)
- Family member(s)
- Smith faculty member(s)
- Smith staff member(s)
- Stranger(s)
- Smith student(s)
- Current or former dating/intimate partner(s)
- Other role/relationship not listed above

97sc. Where did the sexual contact/contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Mark all that apply.)

- Off campus (please specify location: ) \_\_\_\_\_
- On campus (please specify location: ) \_\_\_\_\_

98sc. How did you feel after experiencing the sexual contact/contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.)

- I felt embarrassed.
- I felt ashamed.
- I felt somehow responsible.
- I felt afraid.
- I felt angry.
- I ignored it.
- A feeling not listed above (please specify:)

99sc. What did you do in response to experiencing the sexual contact/contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.)

- I didn't do anything.
- I avoided the person/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I didn't know who to go to.
- I sought information online.
- I sought support from off-campus hot-line/advocacy services.
- I contacted a Smith resource.
  - Faculty member
  - Senior administrator (e.g., president, dean, vice president, provost)
  - Smith Campus Police
  - Counseling Services
  - Schacht Wellness and Health Center personnel
  - Employee Assistance Program
  - Title IX Coordinator
  - Institutional Diversity and Equity
  - Office of Human Resources
  - Student teaching assistant
  - Student house leader
  - Student staff
  - Staff person
- I told a family member.
- I told a friend.
- I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- A response not listed above (please specify:)

100sc. Did you report the unwanted sexual conduct/contact?

- No, I didn't report it
- Yes, I reported the incident
  - Yes, I reported the incident and was satisfied with the outcome
  - Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
  - Yes, I reported the incident, but felt that it was not responded to appropriately

101sc. You indicated that you **DID NOT** report the unwanted sexual conduct/contact to a campus official or staff member. Please explain why you did not.

102sc. You indicated that you **DID** report the unwanted sexual conduct, but that it was not responded to appropriately. Please explain why you felt that it was not.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please contact one of the resources listed here:

**On-Campus Resources**

Title IX Coordinator

Office of Inclusion, Diversity, and Equity

Sarah Harebo

413-585-2245

[sharebo@smith.edu](mailto:sharebo@smith.edu?subject=Smith%20College%20Survey)

Campus Police

413-585-2490

**Confidential Resources**

Schacht Center for Health and Wellness

Counseling Services

21 Belmont Avenue

413-585-2840

Schacht Center for Health and Wellness

Medical Services

21 Belmont Avenue

413-585-2811

Dean of Religious Life

413-585-2750

**Off-Campus Resources**

Center for Women and Community

University of Massachusetts – Amherst

413-545-0883

Hotline: 413-545-0800 or 1-888-337-0800

<https://www.umass.edu/cwc/>

Safe Passage

43 Center Street, Suite 304

Northampton, MA 01060

413-586-1125

Hotline: 413-586-5066 or 1-888-345-5282

[info@safepass.org](mailto:info@safepass.org?subject=Smith%20College%20Survey)

<http://www.safepass.org/>

Cooley Dickinson Hospital (Sexual Assault Nurse Examiner (SANE))

413-582-2000

Sexual Assault Prevention and Survivor Services

Commonwealth of Massachusetts – Department of Public Health

[www.mass.gov/eohhs/gov/departments/dph/programs/community-health/dvip/violence/sapss](http://www.mass.gov/eohhs/gov/departments/dph/programs/community-health/dvip/violence/sapss)

Victim/Witness Assistance Unit

Office of the District Attorney

1 Gleason Plaza

Northampton, MA 01060

(413)586-5780

<http://www.northwesterndistrictattorney.org/victim-witness-assistance-unit>

## Part 5: Institutional Actions Relative to Climate Issues

103. **Faculty only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Smith.

	This Initiative IS Available at Smith			If This Initiative NOT Available at Smith		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing flexibility for calculating the tenure clock.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing recognition and rewards for including diversity issues in courses across the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity, inclusivity, equity training for faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty with tool-kits to create an inclusive classroom environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty with supervisory training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people who have experienced harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear process to resolve conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a fair process to resolve conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing equity and diversity training to search, promotion and tenure committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing career span development opportunities for faculty at all ranks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing affordable childcare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support/resources for spouse/partner employment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

104. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

105. Staff only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Smith.

	This Initiative IS Available at Smith			If This Initiative NOT Available at Smith		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity and equity training for staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people who have experienced harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing supervisors/managers with supervisory training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty supervisors with supervisory training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear process to resolve conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a fair process to resolve conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing career development opportunities for staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing affordable childcare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support/resources for spouse/partner employment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

106. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.



107. **Students only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Smith.

	This Initiative IS Available at Smith			If This Initiative NOT Available at Smith		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity and equity training for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and equity training for staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and equity training for faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g. classrooms, labs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a person to address student complaints of bias by other students in learning environments (e.g. classrooms, labs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities for cross-cultural dialogue among students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities for cross-cultural dialogue between faculty, staff and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective faculty mentorship of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective academic advising.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity training for student staff (e.g., Campus Center, Dining Halls, Residence Life staff).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing affordable childcare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing adequate childcare resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support/resources for spouse/partner employment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing adequate social space outside of residential housing (e.g., houses).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

108. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

## Part 6: Your Additional Comments

109. Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

110. Do you have any specific recommendations for improving the climate at Smith?

111. This survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate, using a multiple-choice format. If you wish to elaborate upon any of your survey responses or further describe your experiences you are encouraged to do so in the space provided below.

## THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

We recognize that answering some of the questions on this survey may have been difficult for people. If you have experienced any discomfort in responding to these questions and would like to speak with someone, please contact one of the resources listed here:

### For Students

#### **CONFIDENTIAL**

Schacht Center for Health and Wellness  
Counseling Services  
21 Belmont Avenue  
Phone: 413-585-2840

Dean of Students  
Clark Hall  
Phone: 413-585-4940

Office of Inclusion, Diversity & Equity  
College Hall 302  
Phone: 413-585-2141

### For Faculty/Staff

#### **CONFIDENTIAL**

The Employee Assistance Program (EAP)  
Phone: (800) 828-6025

Office of Human Resources  
Smith College  
30 Belmont Avenue  
Phone: (413) 585-2270