



Rankin & Associates, Consulting

Assessment • Planning • Interventions

Whitman College

Climate for Learning, Living, and Working

November 2016



Rankin & Associates, Consulting

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Executive Summary

Introduction

Whitman College affirms that diversity and inclusion are crucial to the intellectual vitality of the campus community. It is through freedom of exchange over different ideas and viewpoints in supportive environments that individuals develop the critical thinking and citizenship skills that will benefit them throughout their lives. Diversity and inclusion engender academic engagement where teaching, working, learning, and living take place in pluralistic communities of mutual respect.

Whitman College is dedicated to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in Whitman College's mission statement, "Whitman College is committed to providing an excellent, well-rounded liberal arts and sciences undergraduate education. It is an independent, nonsectarian, and residential college. Whitman offers an ideal setting for rigorous learning and scholarship and encourages creativity, character, and responsibility. Through the study of humanities, arts, and social and natural sciences, Whitman's students develop capacities to analyze, interpret, criticize, communicate, and engage. A concentration on basic disciplines, in combination with a supportive residential life program that encourages personal and social development, is intended to foster intellectual vitality, confidence, leadership, and the flexibility to succeed in a changing technological, multicultural world."¹ In order to better understand the campus climate, the senior administration at Whitman College recognized the need for a comprehensive tool that would provide campus climate metrics for Whitman College students, faculty, and staff.

To that end, Whitman College contracted with Rankin & Associates Consulting (R&A) in April 2105 to conduct a campus-wide study entitled, "Whitman College Assessment of Climate for Learning, Living, and Working." To assist with the project, Whitman College formed the Whitman Inclusion, Diversity, and Equity Council (WIDE). WIDE is composed of faculty, staff, students, and administrators. Data was gathered via reviews of relevant Whitman College literature, focus groups, and a campus-wide survey centered on the experiences and perceptions

¹<https://www.whitman.edu/about/mission-statement>

of various constituent groups. Based on the findings of this study, community forums will develop and complete two or three action items by spring 2017.

Project Design and Campus Involvement

WIDE collaborated with R&A to develop the survey instrument. In the first phase, R&A conducted 18 focus groups comprised of 111 participants (37 students and 74 faculty, staff, or administrators). In the second phase, WIDE and R&A used data from the focus groups to co-construct questions for the campus-wide survey. The final survey instrument was completed on February 8, 2015. Whitman College's survey contained 104 items (23 qualitative and 81 quantitative) and was available via a secure online portal from February 16 to March 18, 2016. Confidential paper surveys were distributed to those individuals who did not have access to an internet-connected computer or who preferred a paper survey.

The conceptual model used as the foundation for Whitman College's assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003). A power and privilege perspective informs the model, one grounded in critical theory, which establishes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (Johnson, 2005) and influence systems of differentiation that reproduce unequal outcomes. WIDE implemented participatory and community-based processes to generate survey questions as a means to capture the various dimensions of power and privilege that shape the campus experience. In this way, Whitman College's assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate, with a specific focus on the distribution of power and privilege among differing social groups. This report provides an overview of the results of the campus-wide survey.

Whitman College Participants

Whitman College community members completed 1,089 surveys for an overall response rate of 52%. Only surveys that were at least 50% completed were included in the final data set for

analyses.² Responses by constituent group varied: 67% ($n = 729$) were Students, 13% ($n = 145$) were Faculty members, and 20% ($n = 215$) were Staff/Administrators. Table 1 provides a summary of selected demographic characteristics of survey respondents. The percentages offered in Table 1 are based on the numbers of respondents in the sample (n) for each demographic characteristic.³

²Five surveys were removed because at least 50% of the survey was not completed, and six duplicate submissions were removed. Surveys were also removed from the data file if the respondent did not provide consent ($n = 0$). Any additional responses were removed because they were judged to have been problematic (i.e., the respondent did not complete the survey in good faith).

³The total n for each demographic characteristic may differ as a result of missing data.

Table 1. Whitman College Sample Demographics

Characteristic		Subgroup	<i>n</i>	% of Sample
Position status	Student		729	66.9
	Faculty		145	13.3
	Staff/Administrator		215	19.7
Gender identity	Women		661	60.7
	Men		397	36.5
Racial identity	Asian/Asian American		52	4.8
	Hispanic/Latin@/Chican@		34	3.1
	Other People of Color		16	1.5
	White		854	78.4
	Multiracial		107	9.8
Sexual identity	LGBQ		210	19.3
	Heterosexual		824	75.7
Citizenship status	U.S. Citizen		981	90.1
	Non-U.S./Naturalized Citizen		68	6.2
	Multiple Citizen		35	3.2
Disability status	Single Disability		138	12.7
	No Disability		895	82.2
	Multiple disabilities		50	4.6
Faith-based affiliation	Christian Affiliation		290	26.6
	Other Faith-Based Affiliation		66	6.1
	No Affiliation		599	55.0
	Multiple Affiliation		115	10.6

Note: The total *n* for each demographic characteristic may differ as a result of missing data. More detailed demographic information is available in the narrative (e.g., Table 3).

Key Findings – Areas of Strength

1. High levels of comfort with the climate at Whitman College

Climate is defined as 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.”⁴ The level of comfort experienced by faculty, staff, and students is one indicator of campus climate.

- 72% ($n = 778$) of the survey respondents were “comfortable” or “very comfortable” with the climate at Whitman College.
- 72% ($n = 259$) of Faculty and Staff/Administrator respondents were “comfortable” or “very comfortable” with the climate in their departments/work units.
- 85% ($n = 744$) of Student and Faculty respondents were “comfortable” or “very comfortable” with the climate in their classes.
- 74% ($n = 295$) of Men respondents and 71% ($n = 469$) of Women respondents were “very comfortable” or “comfortable” with the overall climate on campus.

2. Faculty Respondents – Positive attitudes about faculty work

- Tenured and Tenure-Track Faculty respondents felt that teaching (92%, $n = 98$) and research (81%, $n = 85$) were valued by Whitman College.
- Non-Tenure-Track/SSRA Faculty respondents felt that teaching (86%, $n = 31$) was valued by Whitman College.
- 74% ($n = 104$) of Faculty respondents would recommend Whitman College as a good place to work.
- 82% ($n = 86$) of Tenured and Tenure-Track Faculty respondents felt that faculty opinions were taken seriously by their department chair

⁴Rankin & Reason, 2008, p. 264

3. Staff/Administrator Respondents –Positive attitudes about staff work

- A majority of Staff/Administrator respondents believed that vacation and personal time benefits (78%, $n = 166$), health insurance benefits (80%, $n = 168$), and retirement benefits (79%, $n = 170$) were competitive.
- 72% ($n = 154$) of Staff/Administrator respondents thought that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it.
- 76% ($n = 163$) of Staff/Administrator respondents thought their supervisors provided adequate support for them to manage work-life balance.
- 70% ($n = 149$) of Staff/Administrator respondents reported that they were able to complete their assigned duties during scheduled hours.
- 76% ($n = 160$) of Staff/Administrator respondents believed that they were given a reasonable time frame to complete assigned responsibilities.

4. Student Respondents – Positive attitudes about academic experiences

The way students perceive and experience their campus climate influences their performance and success in college.⁵ Research also supports the pedagogical value of a diverse student body and faculty for improving learning outcomes.⁶ Attitudes toward academic pursuits are one indicator of campus climate.

- 89% ($n = 645$) of Student respondents felt valued by Whitman College faculty, 80% ($n = 584$) felt valued by campus staff, and 46% ($n = 330$) felt valued by campus senior administrators.
- 89% ($n = 650$) of Student respondents felt valued by faculty in the classroom.
- 77% ($n = 561$) of Student respondents felt valued by other students in the classroom, and 81% ($n = 593$) felt valued by other students outside of the classroom.
- 85% ($n = 617$) of Student respondents had faculty whom they perceived as role models.

⁵Pascarella & Terenzini, 2005

⁶Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004

Student Respondents' *Perceived Academic Success*

A confirmatory factor analysis was conducted on the scale, *Perceived Academic Success*. The scale was derived from Question 11 on the survey requesting that students provide the perceptions of their own perceived academic success. Analyses using these scales revealed:

- A significant difference existed in the overall test for means for Students by Racial Identity, Sexual Identity, Disability Status, First-Generation Status, Low-Income Status, and Citizenship Status on *Perceived Academic Success*.
 - Subsequent analyses of Racial Identity on *Perceived Academic Success* for Students was significant for one comparison—Hispanic/Latin@/Chican@ vs. White Only. These findings suggest that Hispanic/Latin@/Chican@ Students have less *Perceived Academic Success* than White Students.
 - These findings suggest that LGBQ Students, Students with Disabilities, First-Generation Students, Low-Income Students, and Non-U.S. Citizens have less *Perceived Academic Success* than Heterosexual Students.

Key Findings – Opportunities for Improvement

1. Members of several constituent groups indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct.

Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.⁷ Research also underscores the relationship between workplace discrimination and subsequent productivity.⁸ The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

- 20% ($n = 215$) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.⁹

⁷Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Pascarella & Terenzini, 2005; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001

⁸Silverschanz, Cortina, Konik, & Magley, 2008; Waldo, 1999

⁹The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso, Smith, Ceja, & Solórzano, 2009).

- Of respondents who experienced this conduct, 36% ($n = 77$) noted that the conduct was based on their gender/gender identity, 22% ($n = 48$) felt that it was based on their position status, 16% ($n = 34$) felt that it was based on their ethnicity, and 14% ($n = 30$) felt that it was based on their racial identity.
- Differences emerged based on gender identity:
 - A significantly greater percentage of Women respondents (22%, $n = 143$) than Men respondents (15%, $n = 59$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year
- Differences emerged based on ethnicity/racial identity:
 - Significant differences were noted in the percentages of White respondents (17%, $n = 143$), Hispanic/Latino@/Chicano@ respondents (29%, $n = 10$), Asian/Asian American respondents (29%, $n = 15$), Multiracial (27%, $n = 29$), and Other People of Color respondents (38%, $n = 6$) who believed that they had experienced this conduct.

Respondents were offered the opportunity to elaborate on their experiences of exclusionary, intimidating, offensive, and/or hostile conduct. One hundred and four respondents from all constituent groups contributed further data regarding their personal experiences of exclusion, intimidation, and hostility at Whitman College. Two common themes emerged: (1) a lack of faith in, and confusion about, the reporting process and, (2) inclusion and diversity concerns. Many noted that when attempting to report or address conduct, the situation was mishandled or nothing was done. Students in particular noted offensive and hurtful comments that were said as jokes or to be purposefully upsetting. Concerns regarding gender challenges in classrooms and labs were also noted. Some students cited Greek Life as divisive.

2. Several constituent groups indicated that they were less comfortable with the overall campus climate, workplace climate, and classroom climate.

Prior research on campus climate has focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g.,

women, people of color, people with disabilities, first-generation students, veterans).¹⁰

Several groups at Whitman College indicated that they were less comfortable than their majority counterparts with the climates of the campus, workplace, and classroom.

- 21% ($n = 82$) of Men respondents compared with 14% ($n = 94$) of Women respondents felt very comfortable with the overall climate at Whitman College
- Respondents of Color (8%, $n = 8$) and Multiracial Respondents (10%, $n = 11$) were significantly less likely to be very comfortable with the overall climate at Whitman College than were White respondents (18%, $n = 157$).

3. Faculty and Staff/Administrator Respondents – Challenges with work-life issues

- 59% ($n = 85$) of Faculty respondents and 52% ($n = 110$) of Staff/Administrator respondents had seriously considered leaving Whitman College in the past year.
 - 45% ($n = 88$) of those Faculty and Staff/Administrator respondents who seriously considered leaving did so because of financial reasons.
 - 42% ($n = 82$) of those Faculty and Staff/Administrator respondents who seriously considered leaving indicated that they did so because of limited opportunities for advancement.
- Faculty and Staff/Administrator respondents' observations of unfair, unjust, or discriminatory employment-related actions
 - 25% ($n = 89$) of Faculty and Staff/Administrator respondents observed unjust hiring.
 - 13% ($n = 46$) observed unfair/unjust disciplinary actions
 - 26% ($n = 93$) observed unfair or unjust promotion, tenure, and/or reclassification.
- 37% ($n = 78$) of Staff/Administrator respondents felt that Whitman College provided adequate resources to help them manage work-life balance.
- 54% ($n = 75$) of Faculty respondents and 33% ($n = 70$) of Staff/Administrator respondents noted that they believed that people who have children or elder care responsibilities were burdened with balancing work and family responsibilities

¹⁰Harper & Hurtado, 2007; Hart & Fellabaum, 2008; Norris, 1992; Rankin, 2003; Rankin & Reason, 2005; Worthington, Navarro, Loewy, & Hart, 2008

(e.g., evening and evenings programming, workload brought home, Whitman breaks not scheduled with school district breaks).

- 72% ($n = 154$) of Staff/Administrator respondents felt that a hierarchy existed within staff positions that allowed some voices to be valued more than others.

4. Faculty Respondents – Challenges with faculty work

- 38% ($n = 40$) of Tenured and Tenure-Track Faculty respondents noted that they believed that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations.
- Thirty-two percent ($n = 11$) of Non-Tenure-Track/SSRA Faculty respondents felt pressured to do extra work that was uncompensated.
- Only 27% ($n = 35$) of Faculty respondents thought that salaries for adjunct professors were competitive.

Faculty respondents were provided the opportunity to elaborate on their experiences regarding faculty work. The primary theme noted by respondents was a perceived lack of support. This was stated in regards to resources for course design, child care facilities, and paternity leave. In addition, Faculty respondents were concerned about salary and health benefits especially for part-time and Non-Tenure-Track Faculty.

5. A small, but meaningful, percentage of respondents experienced unwanted sexual contact.

In 2014, *Not Alone: The First Report of the White House Task Force to Protect Students from Sexual Assault* indicated that sexual assault is a significant issue for colleges and universities nationwide, affecting the physical health, mental health, and academic success of students. The report highlights that one in five women is sexually assaulted while in college. One section of the Whitman College survey requested information regarding sexual assault.

- 12% ($n = 134$) of respondents indicated that they had experienced unwanted sexual conduct while at Whitman College.

- 3% ($n = 30$) of respondents experienced unwanted sexual contact while a member of the Whitman community (rape, assault, penetration without consent, gang rape).
- 10% ($n = 104$) of respondents experienced unwanted sexual interaction while a member of the Whitman community (including fondling, sexual exploitation, and sexual harassment).
- These respondents rarely reported to anyone at Whitman College that they had experienced unwanted sexual contact.

Respondents were offered the opportunity to elaborate on why they did not report an unwanted sexual experience. Two themes emerged among Whitman College's respondents who explained why they did not report unwanted sexual experiences. The primary rationales cited for not reporting these incidents was confusion about the reporting process, self-blame, or not feeling that the incident was significant enough or would be perceived as significant enough. Many did not know where/to whom to go, did not know how to classify the interaction, and did not know how to go about reporting without aggravating the situation. Some respondents were still working out the extent to which the situation was normal or significant.

Conclusion

Whitman College climate findings¹¹ were consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.¹² For example, 70% to 80% of respondents in similar reports found the campus climate to be “comfortable” or “very comfortable.” A similar percentage (72%) of Whitman College respondents reported that they were “comfortable” or “very comfortable” with the climate at Whitman College. Likewise, 20% to 25% of respondents in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At Whitman College, a similar percentage of respondents (20%) indicated that they personally had experienced exclusionary,

¹¹Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.

¹²[Rankin & Associates Consulting, 2015](#)

intimidating, offensive, and/or hostile conduct. The results also paralleled the findings of other climate studies of specific constituent groups offered in the literature.¹³

Whitman College's climate assessment report provides baseline data on diversity and inclusion, and addresses Whitman College's mission and goals. While the findings may guide decision-making in regard to policies and practices at Whitman College, it is important to note that the cultural fabric of any institution and unique aspects of each campus's environment must be taken into consideration when deliberating additional action items based on these findings. The climate assessment findings provide the Whitman College community with an opportunity to build upon its strengths and to develop a deeper awareness of the challenges ahead. Whitman College, with support from senior administrators and collaborative leadership, is in a prime position to actualize its commitment to promote an inclusive campus and to institute organizational structures that respond to the needs of its dynamic campus community.

¹³Guiffreda, Gouveia, Wall, & Seward, 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz et al., 2008; Yosso et al., 2009

Introduction

History of the Project

Whitman College affirms that diversity and inclusion are crucial to the intellectual vitality of the campus community. It is through freedom of exchange over different ideas and viewpoints in supportive environments that individuals develop the critical thinking and citizenship skills that will benefit them throughout their lives. Diversity and inclusion engender academic engagement where teaching, working, learning, and living take place in pluralistic communities of mutual respect.

Whitman College is dedicated to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in Whitman College's mission statement, "Our mission at Whitman College is to provide an excellent education in a creative community where learning and values meet, and to foster in students the qualities of mind and heart that will prepare them to reach their full potential as informed citizens of local communities and the world."¹⁴ To better understand the campus climate, the senior administration at Whitman College recognized the need for a comprehensive tool that would provide campus climate metrics for its students, faculty, and staff.

To that end, Whitman College contracted with Rankin & Associates Consulting (R&A) in April 2015 to conduct a campus-wide study entitled, "Whitman College Assessment of Climate for Learning, Living, and Working." To assist with the project, Whitman College formed the Whitman Inclusion, Diversity, and Equity Council (WIDE). WIDE was composed of faculty, staff, students, and administrators. Data was gathered via reviews of relevant Whitman College literature, focus groups, and a campus-wide survey centered on the experiences and perceptions of various constituent groups. Based on the findings of this study, community forums will develop and complete two or three action items by spring 2017.

¹⁴<https://www.whitman.edu/about/mission-statement>

Review of the Literature: Campus Climate's Influence on Academic and Professional Success

Climate is defined for this project as 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.”¹⁵ This includes the perceptions and experiences of individuals and groups on campus. For the purposes of this study, climate also includes an analysis of the perceptions and experiences individuals and groups have of others on campus.

More than two decades ago, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) suggested that in order to build a vital community of learning, a college or university must provide a climate where

intellectual life is central and where faculty and students work together to strengthen teaching and learning, where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed, where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued, and where the well-being of each member is sensitively supported (Boyer, 1990).

Not long afterward, the Association of American Colleges and Universities (AAC&U) (1995) challenged higher education institutions “to affirm and enact a commitment to equality, fairness, and inclusion” (p. xvi). AAC&U proposed that colleges and universities commit to “the task of creating...inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard” (p. xxi). The report suggested that, in order to provide a foundation for a vital community of learning, a primary duty of the academy is to create a climate grounded in the principles of diversity, equity, and an ethic of justice for all groups.

In the ensuing years, many campuses instituted initiatives to address the challenges presented in the reports. Milem, Chang, and Antonio (2005) proposed that, “Diversity must be carried out in intentional ways in order to accrue the educational benefits for students and the institution.

¹⁵Rankin & Reason, 2008, p. 264

Diversity is a process toward better learning rather than an outcome” (p. iv). Milem et al. further suggested that for “diversity initiatives to be successful they must engage the entire campus community” (p. v). In an exhaustive review of the literature on diversity in higher education, Smith (2009) offered that diversity, like technology, was central to institutional effectiveness, excellence, and viability. Smith also maintained that building deep capacity for diversity requires the commitment of senior leadership and support of all members of the academic community. Ingle (2005) recommended that “good intentions be matched with thoughtful planning and deliberate follow-through” for diversity initiatives to be successful (p. 13).

Campus environments are “complex social systems defined by the relationships between the people, bureaucratic procedures, structural arrangements, institutional goals and values, traditions, and larger socio-historical environments” (Hurtado, Milem, Clayton-Pedersen, & Allen, 1998, p. 296). Smith (2009) encouraged readers to examine critically their positions and responsibilities regarding underserved populations within the campus environment. A guiding question Smith posed was, are special-purpose groups (e.g., Black Faculty Caucus) and locations (e.g., GLBTIQ and Multicultural Student Retention Services) perceived as “‘problems’ or are they valued as contributing to the diversity of the institution and its educational missions” (p. 225)?

Campus climate influences students’ academic success and employees’ professional success, in addition to the social well-being of both groups. The literature also suggests that various identity groups may perceive the campus climate differently from each other and that their perceptions may adversely affect working and learning outcomes (Chang, 2003; D’Augelli & Hershberger, 1993; Navarro, Worthington, Hart, & Khairallah, 2009; Nelson-Laird & Niskodé-Dossett, 2010; Rankin & Reason, 2005; Tynes, Rose, & Markoe, 2013; Worthington, Navarro, Lowey & Hart, 2008). A summary of this literature follows.

Several scholars (Guiffrida, Gouveia, Wall, & Seward, 2008; Hurtado & Ponjuan, 2005; Johnson, Soldner, Leonard, Alvarez, Inkelas, Rowan, & Longerbeam, 2007; Solórzano, Ceja, & Yosso, 2000; Strayhorn, 2013; Yosso, Smith, Ceja & Solórzano, 2009) found that when students of color perceive their campus environment as hostile, outcomes such as persistence and

academic performance are negatively influenced. Several other empirical studies reinforce the importance of the perception of non-discriminatory environments to positive learning and developmental outcomes (Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Gurin, Dey, Hurtado, & Gurin, 2002; Pascarella & Terenzini, 2005; Whitt et al., 2001). Finally, research supports the value of a diverse student body and faculty on enhancing learning outcomes and interpersonal and psychosocial gains (Chang, Denson, Sáenz, & Misa, 2006; Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Pike & Kuh, 2006; Sáenz, Ngai, & Hurtado, 2007).

The personal and professional development of faculty, administrators, and staff also are influenced by the complex nature of the campus climate. Owing to racial discrimination within the campus environment, faculty of color often report moderate to low job satisfaction (Turner, Myers, & Creswell, 1999), high levels of stress related to their job (Smith & Witt, 1993), feelings of isolation (Johnsrud & Sadao, 1998; Turner et al., 1999), and negative bias in the promotion and tenure process (Patton & Catching, 2009; Villalpando & Delgado Bernal, 2002). For women faculty, experiences with gender discrimination in the college environment influence their decisions to leave their institutions (Gardner, 2013). Lesbian, gay, bisexual, and Transgender (LGBT) faculty felt that their institutional climate forced them to hide their marginalized identities if they wanted to avoid alienation and scrutiny from colleagues (Bilimoria & Stewart, 2009). Therefore, it may come as no surprise that LGB faculty members who judged their campus climate more positively felt greater personal and professional support (Sears, 2002). The literature that underscores the relationships between workplace encounters with prejudice and lower health and well-being (i.e., anxiety, depression, and lower levels of life satisfaction and physical health) and greater occupation dysfunction (i.e., organizational withdrawal; lower satisfaction with work, coworkers, and supervisors), further substantiates the influence of campus climate on employee satisfaction and subsequent productivity (Silverschanz et al., 2008).

Finally, in assessing campus climate and its influence on specific populations, it is important to understand the complexities of identity and to avoid treating identities in isolation of one another. Maramba & Museus (2011) agreed that an “overemphasis on a singular dimension of students’ [and other campus constituents’] identities can also limit the understandings generated

by climate and sense of belonging studies” (p. 95). Using an intersectional approach to research on campus climate allows individuals and institutions to explore how multiple systems of privilege and oppression operate within the environment to influence the perceptions and experiences of groups and individuals with intersecting identities (see Griffin, Bennett, & Harris, 2011; Maramba & Museus, 2011; Patton, 2011; Pittman, 2010; Turner, Myers, & Creswell, 1999).

Whitman College Campus-Wide Climate Assessment Project Structure and Process

WIDE collaborated with R&A to develop the survey instrument. In the first phase, R&A conducted 18 focus groups comprised of 111 participants (37 students and 74 faculty, staff, or administrator). In the second phase, WIDE and R&A used data from the focus groups to co-construct questions for the campus-wide survey. The final survey instrument was completed on February 8, 2016. Whitman College's survey contained 104 items (23 qualitative and 81 quantitative) and was available via a secure online portal from February 16 to March 18, 2016. Confidential paper surveys were distributed to those individuals who did not have access to an internet-connected computer or who preferred a paper survey.

The conceptual model used as the foundation for Whitman College's assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003). A power and privilege perspective informs the model, one grounded in critical theory, which establishes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (Johnson, 2005) and influence systems of differentiation that reproduce unequal outcomes. WIDE implemented participatory and community-based processes to generate survey questions as a means to capture the various dimensions of power and privilege that shape the campus experience. In this way, Whitman College's assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate, with a specific focus on the distribution of power and privilege among differing social groups. This report provides an overview of the results of the campus-wide survey.

Methodology

Conceptual Framework

R&A defines diversity as the “variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics.”¹⁶ The conceptual model used as the foundation for this assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003).

Research Design

Focus Groups. As noted earlier, the first phase of the climate assessment process was to conduct a series of focus groups at Whitman College to gather information from students, staff, faculty, and administrators about their perceptions of the campus climate. On October 19, 2015, Whitman College students, staff, faculty, and administrators participated in 18 focus groups conducted by R&A facilitators. The groups were identified by WIDE and invited to participate via a letter from President Kathleen Murray. The interview protocol included four questions addressing participants’ perceptions of the campus living, learning, and working environment; initiatives/programs implemented by Whitman College that have directly influenced participants’ success; the greatest challenges for various groups at Whitman College; and suggestions to improve the campus climate.

R&A conducted 18 focus groups comprised of 111 participants (37 students and 74 faculty, staff, or administrators) at Whitman College. Participants in each group were given the opportunity to follow up with R&A about any additional concerns. WIDE and R&A used the results to inform questions for the campus-wide survey.

¹⁶Rankin & Associates Consulting (2015) adapted from AAC&U (1995).

Survey Instrument. The survey questions were constructed based on the results of the focus groups, the work of Rankin (2003), and with the assistance of WIDE. WIDE reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually more appropriate for the Whitman College population. The final Whitman College campus-wide survey contained 104 questions,¹⁷ including open-ended questions for respondents to provide commentary. The survey was designed so respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of Whitman College's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both online and pencil-and-paper formats. All survey responses were input into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis.

Sampling Procedure. Whitman College's Institutional Review Board (IRB) reviewed the project proposal, including the survey instrument. The IRB considered the activity to be designed to assess campus climate within the University and to inform Whitman College's strategic quality improvement initiatives. The IRB director acknowledged that the data collected from this quality improvement activity also could be used for research. The IRB approved the project on January 13, 2016.

Prospective participants received an invitation from President Murray that contained the URL link to the survey. Respondents were instructed that they were not required to answer all questions and that they could withdraw from the survey at any time before submitting their responses. The survey included information describing the purpose of the study, explaining the survey instrument, and assuring the respondents of anonymity. Only surveys that were at least 50% completed were included in the final data set.

Completed online surveys were submitted directly to a secure server, where any computer identification that might identify participants was deleted. Any comments provided by

¹⁷To ensure reliability, evaluators must ensure that instruments are properly structured (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, defined critical terms, underwent expert evaluation of items, and checked for internal consistency.

participants also were separated from identifying information at submission so comments were not attributed to any individual demographic characteristics.

Limitations. Two limitations existed to the generalizability of the data. The first limitation was that respondents “self-selected” to participate. Self-selection bias, therefore, was possible. This type of bias can occur because an individual’s decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study. The second limitation was response rates that were less than 30% for some groups. For groups with response rates less than 30%, caution is recommended when generalizing the results to the entire constituent group.

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 23.0). Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to Whitman College in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., gender identity, racial identity, position status) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information is presented using valid percentages.¹⁸ Actual percentages¹⁹ with missing or “no response” information may be found in the survey data tables in Appendix B. The purpose for this discrepancy in reporting is to note the missing or “no response” data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations.

Factor Analysis Methodology. A confirmatory factor analysis was conducted on one scale embedded in Question 11 of the survey. The scale, termed “Perceived Academic Success” for the purposes of this project, was developed using Pascarella and Terenzini’s (1980) *Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining

¹⁸Valid percentages were derived using the total number of respondents to a particular item (i.e., missing data were excluded).

¹⁹Actual percentages were derived using the total number of survey respondents.

student persistence. The first seven sub-questions of Question 11 of the survey reflect the questions on this scale (Table 2).

The questions in each scale were answered on a Likert metric from strongly agree to strongly disagree (scored 1 for strongly agree and 5 for strongly disagree). For the purposes of analysis, Student respondents who did not answer all scale sub-questions were not included in the analysis. Approximately two percent (2.1%) of all potential Student respondents were removed from the analysis as a result of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.²⁰ One question from the scale (Q11_A_2) did not hold with the construct and was removed; the scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach’s alpha) of the scale was 0.816 (after removing the question noted above) which is high, meaning that the scale produces consistent results. With Q11_A_2 included, Cronbach’s alpha was only 0.778.

Table 2. Survey Items Included in the *Perceived Academic Success* Factor Analyses

Scale	Academic experience
Perceived Academic Success	I am performing up to my full academic potential.
	I am satisfied with my academic experience at Whitman College.
	I am satisfied with the extent of my intellectual development since enrolling at Whitman College.
	I have performed academically as well as I anticipated I would.
	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	My interest in ideas and intellectual matters has increased since coming to Whitman College.

Factor Scores

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent that answered all of the questions

²⁰Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

included in the given factor was given a score on a five-point scale. Lower scores on *Perceived Academic Success* factor suggest a student or constituent group is more academically successful.

Means Testing Methodology

After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for Student respondents were analyzed using a *t*-test for difference of means.

Additionally, where *n*'s were of sufficient size, separate analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first level categories in the following demographic areas:

- Gender identity (Men, Women)
- Racial identity (Asian/Asian American, Hispanics/Latin@/Chican@, Other People of Color, White People, Multiracial)
- Sexual identity (LGBQ, Heterosexual)
- Disability status (Disability, No Disability)
- First-generation status (First-Generation, Not-First-Generation)
- Income status (Low-Income, Not-Low-Income)
- Citizen/immigration status (U.S. Citizen, Non-U.S.-Citizen)

When only two categories for the specified demographic variable (e.g., gender identity) existed, a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d* and any moderate to large effects are noted. When the specific variable of interest had more than two categories (e.g., racial identity), ANOVAs were run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using η^2 and any moderate to large effects were noted.

Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences on the Whitman College, elaborate upon their survey responses, and append additional thoughts. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the quantitative items of the survey. These open-ended comments were reviewed²¹ using standard methods of thematic analysis. R&A reviewers read all comments, and a list of common themes was generated based on their analysis. Most themes reflected the issues addressed in the survey questions and revealed in the quantitative data. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

²¹Any comments provided in languages other than English were translated and incorporated into the qualitative analysis.

Results

This section of the report provides a description of the sample demographics, measures of internal reliability, and a discussion of validity. This section also presents the results per the project design, which called for examining respondents' personal campus experiences, their perceptions of the campus climate, and their perceptions of Whitman College's institutional actions, including administrative policies and academic initiatives regarding climate.

Several analyses were conducted to determine whether significant differences existed in the responses between participants from various demographic categories. Where significant differences occurred, endnotes (denoted by lowercase Roman numeral superscripts) at the end of each section of this report provide the results of the significance testing. The narrative also provides results from descriptive analyses that were not statistically significant, yet were determined to be meaningful to the climate at Whitman College.

Description of the Sample²²

One thousand eighty-two (1,082) surveys were returned for a 52% overall response rate. The sample and population figures, chi-square analyses,²³ and response rates are presented in Table 3. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by Whitman College.

- Women were significantly overrepresented in the sample; men were underrepresented.
- American Indians, Asian/Asian Americans, Black/African Americans, Hispanic/Latin@/Chican@s, Pacific Islanders, and White/European Americans were significantly underrepresented in the sample.
- Faculty, Senior Administrators, and Staff/Administrator were significantly overrepresented in the sample. Students were significantly underrepresented in the sample.

²²All frequency tables are provided in Appendix B.

²³Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by Whitman College.

- U.S. Citizens by birth and Permanent Residents were significantly overrepresented in the sample. Undocumented Residents and Visa Holders were significantly underrepresented.

Table 3. Demographics of Population and Sample

Characteristic	Categories	Population		Sample		Response Rate
		N	%	n	%	
Gender identity ^a	Women	1,195	57.0	661	60.7	55.3
	Men	900	43.0	397	36.5	44.1
	Genderqueer	ND*	ND	12	1.1	ND
	Transgender	ND	ND	< 5	---	ND
	Other/Missing/Unknown	ND	ND	15	1.4	ND
Race/ethnicity ^b	Alaska Native	ND	ND	0	0.0	0.00
	American Indian	36	1.7	< 5	---	---
	Asian or Asian American	244	11.6	52	4.8	21.3
	Black or African American	49	2.3	11	1.0	22.4
	Hispanic/Latin@/Chican@	142	6.8	34	3.1	23.9
	Middle Eastern/Southwest Asian	ND	ND	2	0.2	ND
	Native Hawaiian	ND	ND	< 5	---	---
	Pacific Islander	14	0.7	0	0.0	0.0
	White or European American	1,737	82.9	854	78.4	49.2
	Multiple/Missing/Unknown/Not Specified/Other	ND	ND	133	12.2	ND
Position status ^c	Student	1,513	72.2	729	66.9	48.2
	Faculty	232	11.1	145	13.3	62.5
	Senior Administrator	8	0.4	17	1.6	>100.0
	Staff	342	16.3	198	18.2	57.9
Citizenship ^d	U.S. Citizen, Birth	1,641	78.3	981	90.1	59.8
	U.S. Citizen, Naturalized			25	2.3	N/A
	Permanent Resident	9	0.4	16	1.5	>100.0
	A Visa Holder (such as F-1, J-1, H1-B, and U)	90	4.3	24	2.2	26.7
	DACA (Deferred Action for Childhood Arrival)	ND	ND	< 5	---	---
	Undocumented Resident	5	0.2	0	0.0	0.0
	Multiple Citizenship/Missing	ND	ND	40	3.7	ND

*ND: No Data available

^aX² (1, N = 1,058) = 12.72, p < .001

^bX² (5, N = 953) = 75.39, p < .001

^cX² (3, N = 1,098) = 48.05, p < .001

^dX² (3, N = 1,021) = 87.06, p < .001

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey items and consultation with subject matter experts. The survey items were constructed based on the work of Hurtado et al. (1998) and Smith et al. (1997) and were further informed by instruments used in other institutional and organizational studies by the consultant. Several researchers working in the area of campus climate and diversity, experts in higher education survey research methodology, and members of Whitman College’s WIDE reviewed the bank of items available for the survey.

Content validity was ensured given that the items and response choices arose from literature reviews, previous surveys, and input from WIDE members. Construct validity - the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors- should be evaluated by examining the correlations of measures being evaluated with variables known to be related to the construct. For this investigation, correlations ideally ought to exist between item responses and known instances of exclusionary, intimidating, offensive, and/or hostile conduct, for example. However, no reliable data to that effect were available. As such, attention was given to the manner in which questions were asked and response choices given. Items were constructed to be non-biased, non-leading, and non-judgmental, and to preclude individuals from providing “socially acceptable” responses.

Reliability - Internal Consistency of Responses.²⁴ Correlations between the responses to questions about overall campus climate for various groups (survey Question 93) and to questions that rated overall campus climate on various scales (survey Question 94) were moderate to strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients²⁵ are provided in Table 4.

²⁴Internal reliability is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results (Trochim, 2000). The correlation coefficient indicates the degree of linear relationship between two variables (Bartz, 1988).

²⁵Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

All correlations in the table were significantly different from zero at the .01 level. In other words, a relationship existed between all selected pairs of responses.

A strong relationship (between .52 and .72) existed for all five pairs of variables: between Positive for Other People of Color and Not Racist, between Positive for Lesbian, Gay, Bisexual, Queer, or Transgender People and Not Homophobic, between Positive for Women and Not Sexist, between Positive for People of Low Income status and Not Classist (income status), and between Positive for People with Disabilities and Disability Friendly (not ableist).

Table 4. Pearson Correlations Between Ratings of Acceptance and Campus Climate for Selected Groups

	Climate Characteristics				
	Not Racist	Not Homophobic	Not Sexist	Not Classist (SES)	Disability Friendly
Positive for Other People of Color	.612 ¹				
Positive for Lesbian, Gay, Bisexual People		.577 ¹			
Positive for Women			.519 ¹		
Positive for People of Low Income status				.660 ¹	
Positive for People with Disabilities					.719 ¹

¹ $p < 0.01$

Sample Characteristics²⁶

For the purposes of several analyses, demographic responses were collapsed into categories established by WIDE to make comparisons between groups and to ensure respondents' confidentiality. Analyses do not reveal in the narrative, figures, or tables where the number of respondents in a particular category totaled fewer than five ($n < 5$).

Primary status data for respondents were collapsed into Student respondents, Faculty respondents, and Staff/Administrator respondents.²⁷ Of all respondents, 67% ($n = 729$) were Students, 20% ($n = 215$) were Staff/Administrator respondents, and 13% ($n = 145$) were Faculty respondents (Figure 1). Ninety-five percent ($n = 1,037$) of respondents were full-time in their

²⁶All percentages presented in the "Sample Characteristics" section of the report are actual percentages.

²⁷Collapsed position status variables were determined by WIDE.

primary positions. Subsequent analyses indicated that 99% ($n = 719$) of Student respondents, 87% ($n = 126$) of Faculty respondents, 90% ($n = 192$) of Staff/Administrator respondents were full-time in their primary positions.

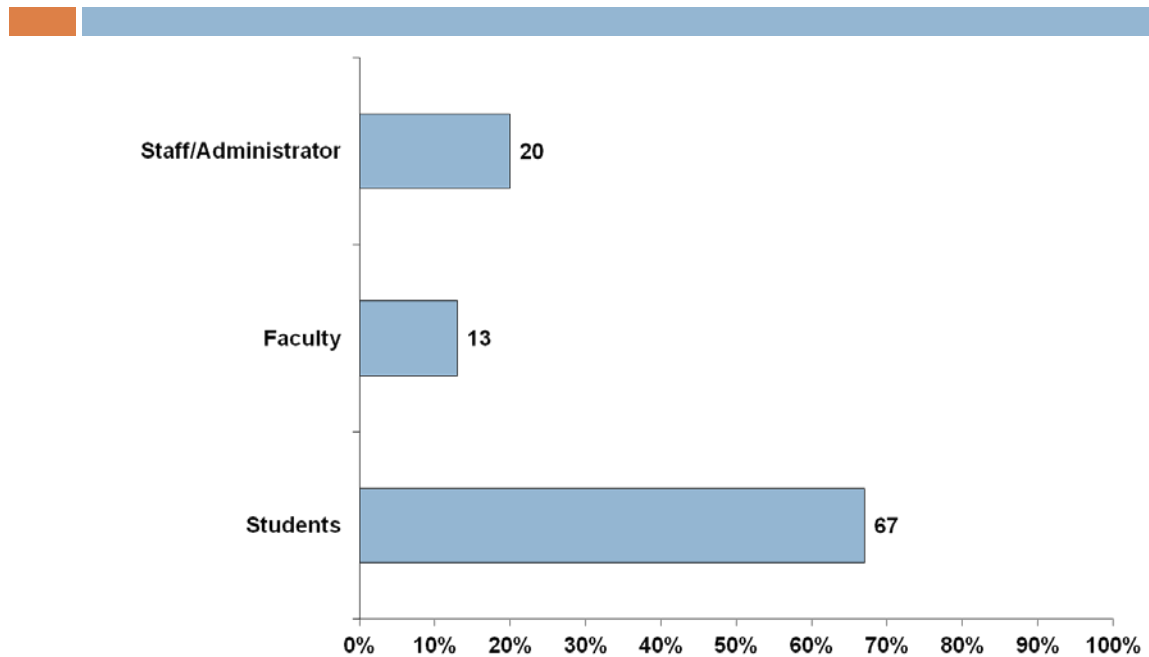


Figure 1. Respondents' Collapsed Position Status (%)

With regard to respondents' work unit affiliations, Table 5 indicates that Staff/Administrator respondents represented various Major Functions/Budget Officers across campus. Of Staff/Administrator respondents, 21% ($n = 44$) reported to Student Services/Dean of Students, 20% ($n = 43$) reported to Provost/Dean of the Faculty, 18% ($n = 38$) reported to the Treasurer, and 10% ($n = 22$) reported to Development & College Relations.

Table 5. Staff/Administrator Respondents' Work Unit Reports to Major Function/Budget Officer

Major Function/Budget Officer	<i>n</i>	%
Student Services/Dean of Students (Chuck Cleveland)	44	20.5
Provost/Dean of the Faculty (Pat Spencer)	43	20.0
Treasurer (Peter Harvey)	38	17.7
Development & College Relations (John Bogley)	22	10.2
Admission and Financial Aid (Tony Cabasco)	14	6.5
Office of Technology (Dan Terrio)	14	6.5
Other	9	4.2
I don't know	8	3.7
Communications	6	2.8
Diversity and Inclusion (Kazi Joshua)	< 5	---
Missing	14	6.5

Note: Table includes only Staff/Administrator respondents (*n* = 215).

Of Faculty respondents, 36% (*n* = 52) were affiliated with Humanities & Arts, 31% (*n* = 45) with the Social Sciences, 25% (*n* = 36) with Natural Sciences & Mathematics, and 3% (*n* = 5) with Interdisciplinary and/or General Studies (Table 6).

Table 6. Faculty Respondents' Primary Academic Division Affiliations

Academic division	<i>n</i>	%
Division 2: Humanities and Arts	52	35.9
Division 1: Social Sciences	45	31.0
Division 3: Natural Sciences and Mathematics	36	24.8
Interdisciplinary and/or General Studies	5	3.4
Missing	7	4.8

Note: Table includes only Faculty respondents (*n* = 145).

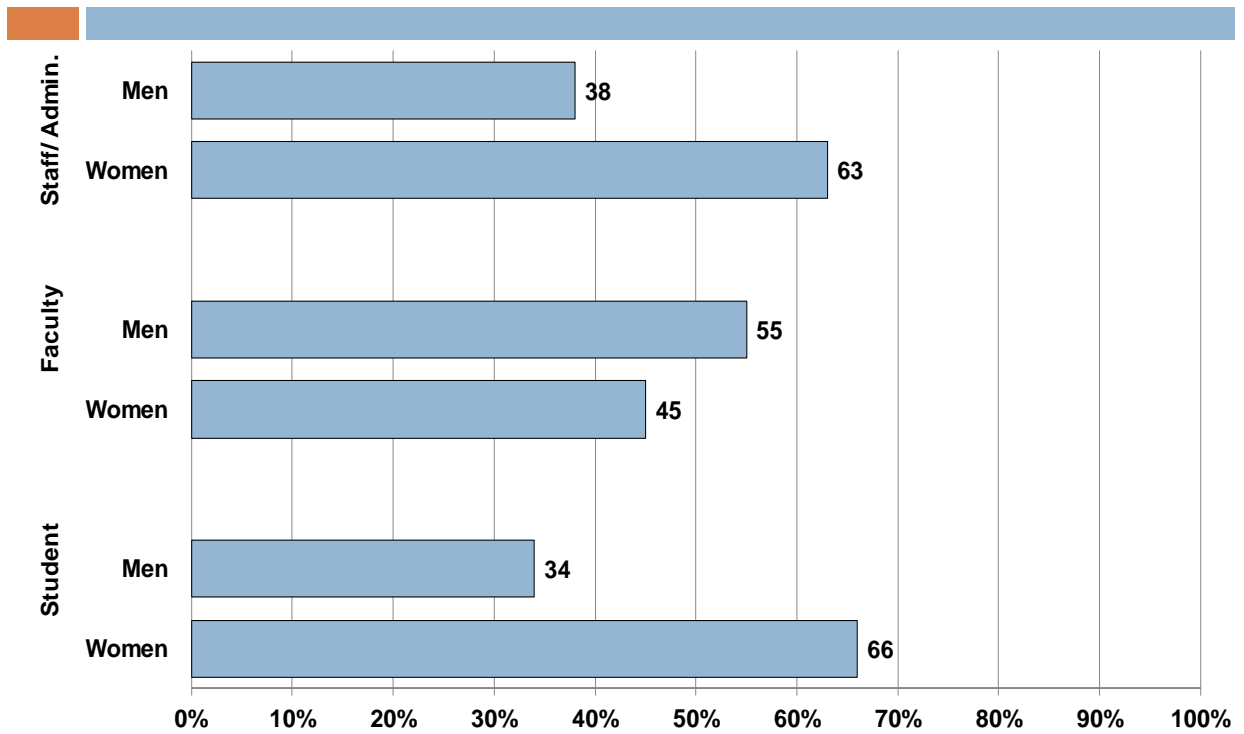
More than half of the sample (61%, $n = 661$) were Women; 37% ($n = 397$) were Men.²⁸ One percent ($n = 12$) of respondents identified as Genderqueer, and less than five respondents identified as Transgender.²⁹ Seven respondents (< 1%) marked “a gender not listed here” and offered identities such as “both transgender and non-binary” and “feminine.”

WIDE decided to collapse Transgender, Genderqueer, and “gender not listed here” into the “Transspectrum” category (2%, $n = 23$). The committee also agreed not to include the Transspectrum category in analyses to maintain the confidentiality of those respondents.

²⁸The majority of respondents identified their birth sex as female (62%, $n = 678$), while 37% ($n = 405$) of respondents identified as male and none identified as intersex. Additionally, 59% ($n = 643$) identified their gender expression as feminine, 36% ($n = 388$) as masculine, 2% ($n = 23$) as androgynous, and 2% ($n = 19$) as “a gender not listed here.”

²⁹Self-identification as transgender/trans* does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked. Because transgender respondents numbered fewer than five, no analyses were conducted or included in the report in order to maintain the respondents’ confidentiality.

Figure 2 illustrates that more Women Student respondents (66%, $n = 467$) than Men Student respondents (34%, $n = 240$) completed the survey. A greater percentage of Staff/Administrator respondents were women (62%, $n = 131$) than were men (38%, $n = 79$). A greater percentage of Faculty respondents identified as men (55%, $n = 78$) than identified as women (45%, $n = 63$).



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

Figure 2. Respondents by Gender Identity and Position Status (%)

The majority of respondents identified as Heterosexual³⁰ (80%, $n = 824$) and 20% ($n = 210$) identified as LGBQ (i.e., lesbian, gay, bisexual, pansexual, queer, or questioning) (Figure 3).

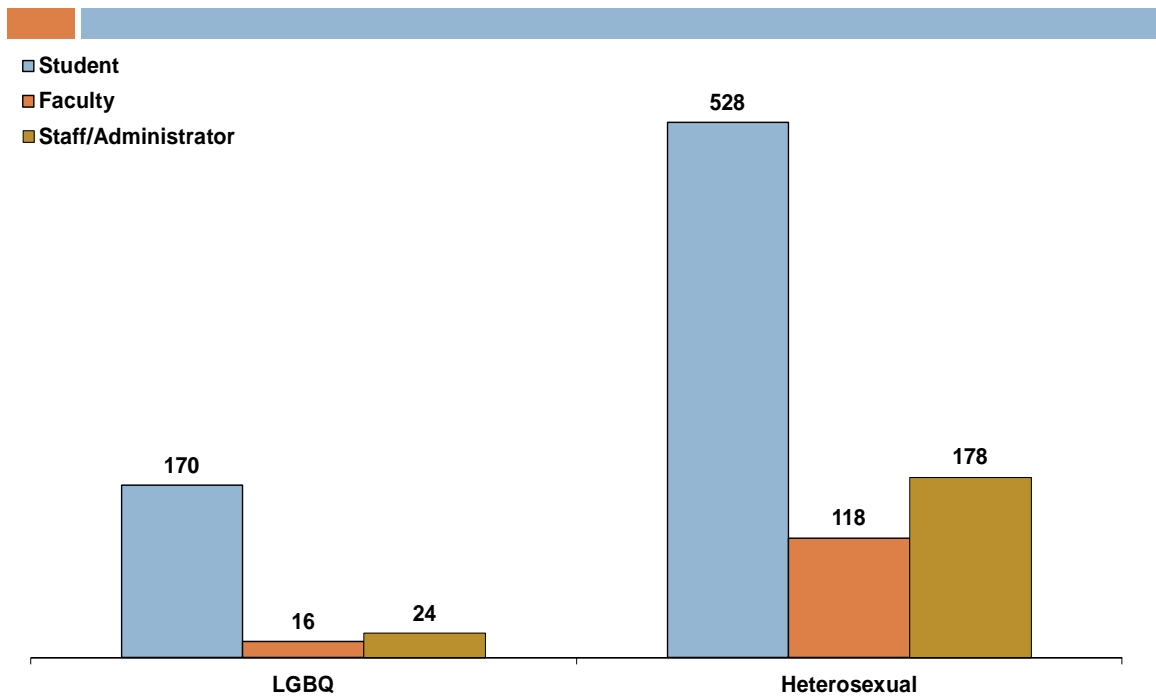


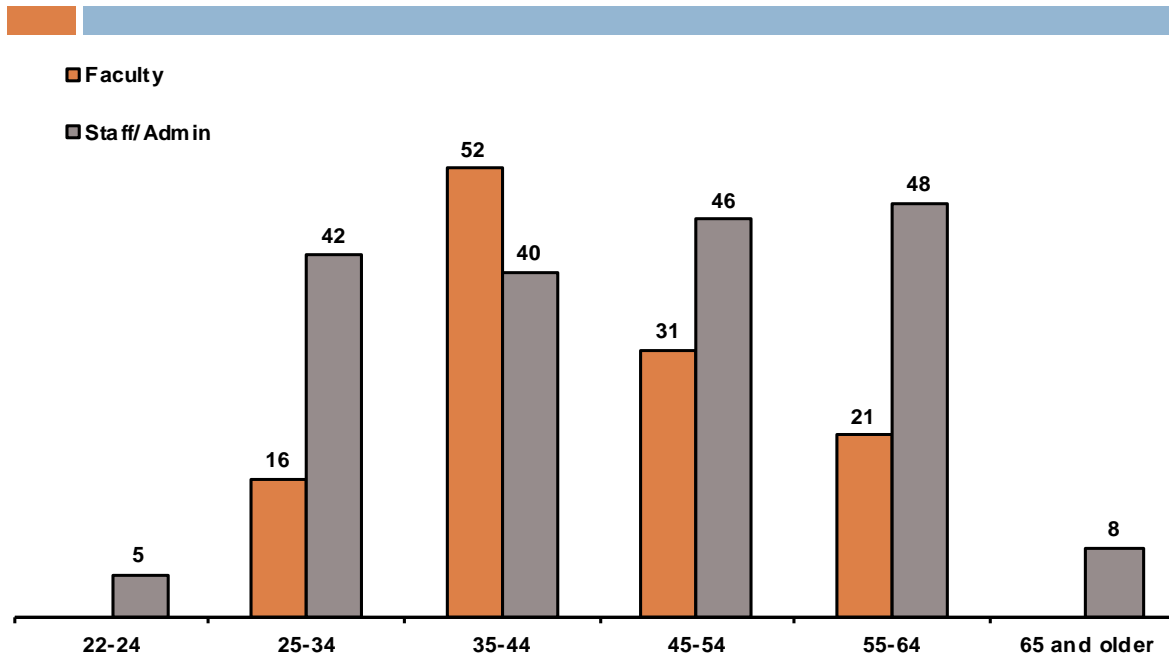
Figure 3. Respondents by Sexual Identity and Position Status (n)

Of Faculty respondents, 13% ($n = 16$) were between 25 and 34 years old, 42% ($n = 52$) were between 35 and 44 years old, 25% ($n = 31$) were between 45 and 54 years old, 17% ($n = 21$) were between 55 and 64 years old, and less than five respondents were 65 and older (Figure 4).

Of Staff/Administrator respondents, 3% ($n = 5$) were between 22 and 24 years old, 22% ($n = 42$) were between 25 and 34 years old, 21% ($n = 40$) were between 35 and 44 years old, 24% ($n =$

³⁰Respondents who answered “other” in response to the question about their sexual identity and wrote “straight” or “heterosexual” in the adjoining text box were recoded as Heterosexual. Additionally, this report uses the terms “LGBQ” and “sexual minorities” to denote individuals who self-identified as lesbian, gay, bisexual, pansexual, queer, and questioning, as well as those who wrote in “other” terms such as “demisexual,” “asexual,” “biromantic,” “grey-asexual,” and “homoromantic asexual.”

46) were between 45 and 54 years old, 25% ($n = 48$) were between 55 and 64 years old, and 4% ($n = 8$) were 65 and older (Figure 4).

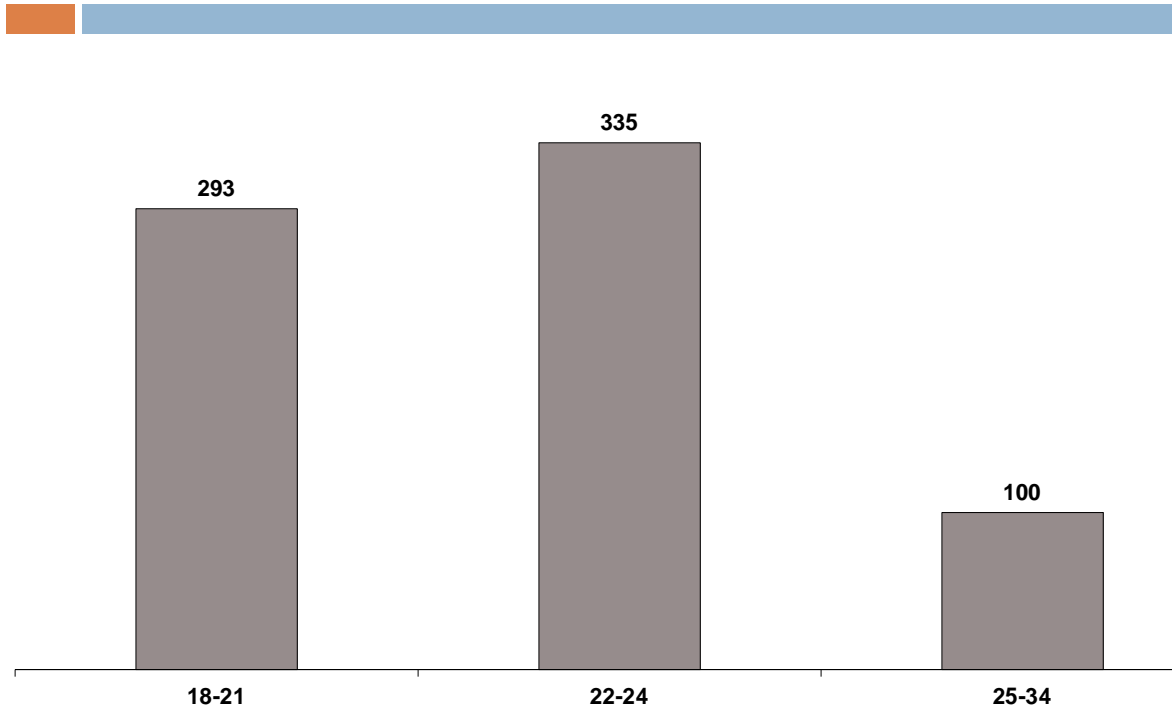


Note: Responses with $n < 5$ are not presented in the figure.

Figure 4. Employee³¹ Respondents by Age and Position Status (n)

³¹Throughout the report, the term “employee respondents” refers to all respondents who indicated that they were staff, administrators, or faculty members.

Of responding Students, 40% ($n = 293$) were 18 to 19, 46% ($n = 335$) were between 20 and 21 years old, and 14% ($n = 100$) were between 22 and 24 years old (Figure 5).



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

Figure 5. Student Respondents by Age (n)

With regard to racial identity, 87% ($n = 949$) of the respondents identified as White/European American (Figure 6). Nine percent ($n = 100$) of respondents identified as Asian/Asian American, 7% ($n = 71$) were Hispanic/Latin@/Chican@, 2% each were Black/African American ($n = 19$) or American Indian ($n = 17$), 1% each were Middle Eastern/Southwest Asian ($n = 7$) or Pacific Islander ($n = 7$), and 1% were Native Hawaiian ($n = 5$). Some individuals marked the response category “a racial/ethnic identity not listed here” and wrote “Jewish,” “American,” “person of color,” “bi-racial,” “White, but not American,” “European,” or identified with a specific country.

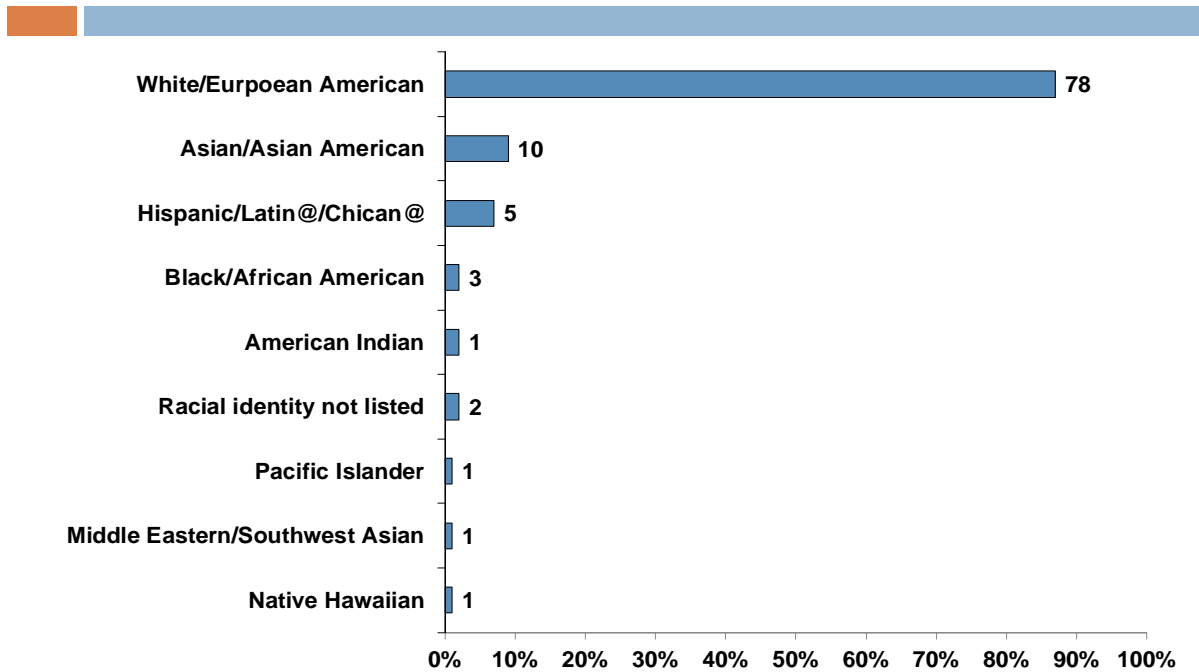


Figure 6. Respondents by Racial/Ethnic Identity (%),
 Inclusive of Multiple Races

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,³² allowing them to identify as biracial or multiracial. For the purposes of some analyses, WIDE created five racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White (78%, $n = 854$) as their identity (Figure 7). Other respondents identified as Multiracial³³ (10%, $n = 107$), Asian/Asian American (5%, $n = 52$), Hispanic/Latin@/Chican@ (3%, $n = 34$), and Other People of Color³⁴ (2%, $n = 16$). A substantial percentage of respondents did not indicate their racial identity and were recoded to Other/Missing/Unknown (2%, $n = 26$).

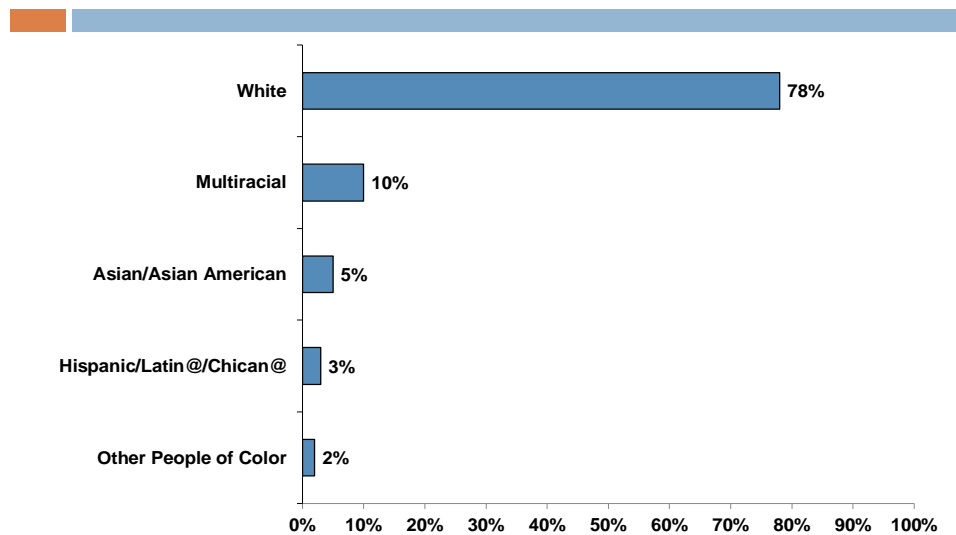


Figure 7. Respondents by Collapsed Categories of Racial Identity (%)

³²While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses as a result of the small numbers of respondents in the individual categories.

³³Per WIDE, respondents who identified as more than one racial identity were recoded as Multiracial.

³⁴Per WIDE, the Other People of Color category included respondents who identified as American Indian, Alaska Native, Black/African American, Middle Eastern, Southwest Asian, Native Hawaiian, or Pacific Islander. This group is used when Asian/Asian American and Hispanic/Latin@/Chican@ are also distinguished. When comparing significant differences, all racial minorities are grouped together when low numbers of respondents existed (referred to, in this report, as People of Color).

The survey question that queried respondents about their religious or spiritual identities provided a multitude of responses. For the purposes of this report, the responses were collapsed into four categories. Fifty-five percent ($n = 599$) of respondents reported No Faith-Based Affiliation (Figure 8). Twenty-seven percent ($n = 290$) of respondents identified as having a Christian Faith-Based Affiliation. Eleven percent ($n = 115$) identified with Multiple Faith-Based Affiliations and 6% ($n = 66$) of respondents chose Other Faith-Based Affiliation.

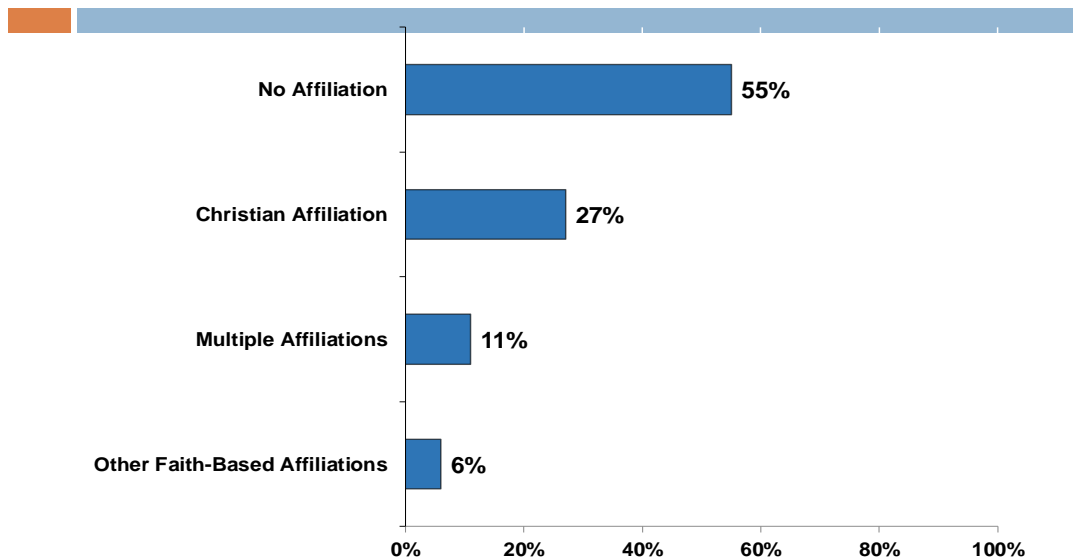
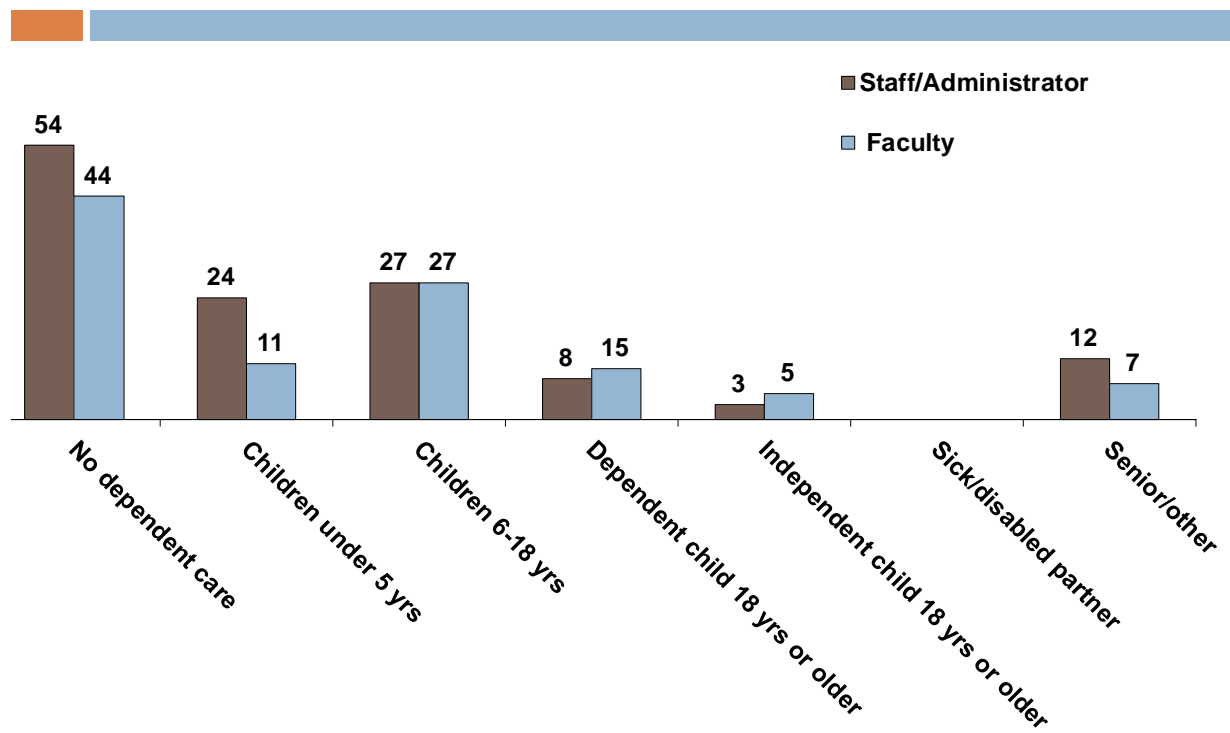


Figure 8. Respondents by Faith-Based Affiliation (%)

Eighty-three percent ($n = 898$) of respondents had no parenting or caregiving responsibilities. Ninety-nine percent ($n = 720$) of Student respondents had no dependent care responsibilities.

Fifty-four percent ($n = 115$) of Staff/Administrator respondents and 44% ($n = 63$) of Faculty respondents had no substantial parenting or caregiving responsibilities (Figure 9). Twenty-four percent ($n = 35$) of Faculty respondents and 11% ($n = 24$) of Staff/Administrator respondents were caring for children under the age of five years. Twenty-seven percent ($n = 39$) of faculty respondents and 27% ($n = 59$) of Staff/Administrator respondents were caring for children ages 6 to 18. Ten percent ($n = 21$) of Staff/Administrator respondents and 8% ($n = 12$) of Faculty

respondents were caring for children over the age of 18 years but still legally dependent. Five percent ($n = 10$) of Staff/Administrator respondents and 3% ($n = 5$) of Faculty respondents had independent children over the age of 18. Less than five Staff/Administrator respondents or Faculty respondents were caring for sick and disabled partners. Seven percent ($n = 16$) of Staff/Administrator respondents and 12% ($n = 17$) of Faculty respondents were caring for senior or other family members.



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

Figure 9. Employee Respondents' Caregiving Responsibilities by Position Status (%)

Eighteen percent ($n = 193$) of respondents³⁵ had conditions that substantially influenced learning, working, or living activities. Of these, forty-four percent ($n = 85$) of respondents had mental health/psychological conditions, 42% ($n = 81$) had learning disabilities, and 17% ($n = 32$) had chronic health diagnoses or medical conditions (Table 7).

Table 7. Respondents' Conditions That Affect Learning, Working, Living Activities

Conditions	<i>n</i>	%
Mental health/psychological condition	85	44.0
Learning disability (e.g., Attention Deficit/Hyperactivity Disorder, Attention Deficit Disorder, Dyslexia)	81	42.0
Chronic diagnosis or medical condition (e.g., lupus, cancer, multiple sclerosis, fibromyalgia)	32	16.6
Asperger's/autism spectrum	8	4.1
Physical/mobility condition that substantially affects walking	8	4.1
Physical/mobility condition that does not affect walking	8	4.1
Visually impaired or blind	7	3.6
Acquired/traumatic brain injury	5	2.6
Hearing impaired or deaf	5	2.6
Speech/communication condition	< 5	---
A disability/condition not listed here	11	5.7

Note: Percentages may not sum to 100% as a result of multiple responses.

³⁵Some respondents indicated that they had multiple disabilities or conditions that substantially influenced major life activities. The unduplicated total number of respondents with disabilities is 193 (18%). The duplicated total ($n = 251$, 16%) is reflected in Table 18 and in Appendix B, Table B18.

Table 8 depicts how respondents answered the survey item, “What is your citizenship status in the U.S.? Mark all that apply.” For the purposes of analyses, WIDE created two citizenship categories:³⁶ 93% ($n = 1,014$) of respondents were U.S. Citizens and 9% ($n = 108$) were Non-U.S. Citizens.

Table 8. Respondents’ Citizenship Status (Duplicated Totals)

Citizenship	<i>n</i>	%
U.S. citizen, birth	1,014	93.1
U.S. citizen, naturalized	26	2.4
Permanent Resident	50	4.6
A visa holder (such as F-1, J-1, H1-B, and U)	25	2.3
DACA (Deferred Action for Childhood Arrival)	< 5	---
DAPA (Deferred Action for Parental Accountability)	0	0.0
Refugee status	0	0.0
Other legally documented status	0	0.0
Currently under a withholding of removal status	0	0.0
Undocumented resident	< 5	---

Eighty-seven percent ($n = 949$) of respondents reported that only English was spoken in their homes. Three percent ($n = 31$) indicated that a language other than English was spoken in their homes, while 10% ($n = 106$) indicated that English and at least one other language were spoken in their homes. Some of the languages that respondents indicated that they spoke at home were Arabic, Cantonese, Chinese, French, German, Spanish, Japanese, Creole, Polish, Portuguese, Vietnamese, Hindi, and Korean.

Thirty-eight percent ($n = 82$) of Staff/Administrator respondents indicated that the highest level of education they had completed was a bachelor’s degree, 23% ($n = 49$) had a master’s degree,

³⁶For the purposes of analyses, the collapsed categories for citizenship are U.S. Citizen and Non-U.S. Citizen (Non U.S. citizen includes U.S. Citizens naturalized, permanent residents; F-1, J-1, H1-B, A, L, G, E, and TN visa holders; DACA, DAPA, refugee status, other legally documented status, currently under a withholding of removal status, and undocumented residents).

4% ($n = 8$) had finished a doctoral degree, 11% ($n = 24$) had finished an associate’s degree, and 10% ($n = 21$) had finished some college.

Table 9 illustrates the level of education completed by Student respondents’ parents or legal guardians. Subsequent analyses indicated that 6% ($n = 61$) of Student respondents were First-Generation Students.³⁷

Table 9. Student Respondents’ Parents’/Guardians’ Highest Level of Education

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	14	1.9	12	1.6
Some high school	7	1.0	13	1.8
Completed high school/GED	28	3.8	27	3.7
Some college	39	5.3	39	5.3
Business/technical certificate/degree	7	1.0	10	1.4
Associate’s degree	21	2.9	18	2.5
Bachelor’s degree	210	28.8	221	30.3
Some graduate work	15	2.1	32	4.4
Master’s degree (e.g., MA, MS, MBA)	189	25.9	201	27.6
Specialist degree (e.g., EdS)	< 5	---	7	1.0
Doctoral degree (e.g., PhD., EdD)	68	9.3	37	5.1
Professional degree (e.g., MD, JD)	125	17.1	93	12.8
Unknown	< 5	---	< 5	---
Not applicable	< 5	---	14	1.9
Missing	0	0.0	< 5	---

Note: Table reports only Student responses ($n = 729$).

³⁷With WIDE’s approval, “First-Generation Students” were identified as those with both parents/guardians having completed no high school, some high school, high school/GED, or some college.

As indicated in Table 10, 27% ($n = 196$) of Student respondents were first-year students, 27% ($n = 193$) were second-year students, 23% ($n = 166$) were third-year students, and 24% ($n = 171$) were fourth-year students. Less than five respondents were in their fifth year or more of their undergraduate career.

Table 10. Students Year in College Career

Year in college career	<i>N</i>	%
First year	196	26.9
Second year	193	26.5
Third year	166	22.8
Fourth year	171	23.5
Fifth year	< 5	---
Sixth year (or more)	0	0.0
Missing	< 5	---

Note: Table includes answers only from Student respondents ($n = 729$).

Table 11 reveals that 14% ($n = 102$) of Student respondents were Undecided about their majors, 13% ($n = 95$) of Student respondents were majoring in Biology, and 12% ($n = 90$) of Student respondents were majoring in Psychology.

Table 11. Student Respondents' Current or Intended Academic Divisions/Majors

Academic division/major	<i>n</i>	%
Undecided	102	14.0
Individually Planned Major (IPM)	7	1.0
Division I: Social Sciences	5	0.7
Anthropology	15	2.1
Economics	36	4.9
Economics—Environmental Studies	11	1.5
Economics—Mathematics	8	1.1
History	37	5.1
Politics	63	8.6
Politics—Environmental Studies	20	2.7
Psychology	90	12.3
Sociology	37	5.1
Sociology—Environmental Studies	14	1.9
Division II: Humanities & Arts	4	.05
Art	30	4.1
Art History & Visual Culture Studies	10	1.4
English	49	6.7
Environmental Humanities	17	2.3
Film & Media Studies	15	2.1
French	9	1.2
German Literature	0	0.0
Music (All Tracks)	20	2.7
Philosophy	19	2.6
Religion	12	1.6
Rhetoric	22	3.0
Spanish	24	3.3
Theatre	16	2.2
Astronomy	5	0.7
Biochemistry, Biophysics, & Molecular Biology	53	7.3

Table 11. (cont.)

Academic division/major	<i>n</i>	%
Division 3: Natural Sciences and Mathematics	5	0.7
Biology	95	13.0
Biology—Environmental Studies	23	3.2
Biology—Geology	0	0.0
Chemistry	14	1.9
Geology	17	2.3
Geology—Environmental Studies	15	2.1
Mathematics	26	3.6
Mathematics—Physics	5	0.7
Math—Pre Computer Science	5	0.7
Natural and Mathematical Sciences	0	0.0
Physics	13	1.8
Physics—Astronomy	5	0.7
Physics—Pre Engineering	7	1.0
General Studies & Interdisciplinary Studies	0	0.0
Gender Studies	9	1.2
Race and Ethnic Studies	5	0.7

Note: Table includes only Student respondents ($n = 729$). Table does not report majors where $n < 5$.
 Sum does not total 100% owing to multiple response choices.

Twenty-nine percent ($n = 213$) of Student respondents experienced financial hardship while attending Whitman College. Of these 213 Student respondents, 73% ($n = 156$) had difficulty affording tuition, 55% ($n = 116$) had difficulty purchasing books, 47% ($n = 100$) had difficulty participating in co-curricular events or activities, and 46% ($n = 98$) had difficulty traveling home during Whitman breaks (Table 12). “Other” responses included difficulty affording “shoes,” “own expenses and family’s expenses,” “expensive,” and “Greek dues.”

Table 12. Experienced Financial Hardship

Financial hardship	N	%
Difficulty affording tuition	156	73.2
Difficulty purchasing my books	116	54.5
Difficulty participating in co-curricular events or activities (e.g., alternative spring breaks, outdoor programs, Greek fees)	100	46.9
Difficulty traveling home during Whitman College breaks	98	46.0
Difficulty affording course fees (e.g., music lessons, art lessons, class trips)	85	39.9
Difficulty participating in social events	77	36.2
Difficulty affording food	72	33.8
Difficulty in affording housing	70	32.9
Difficulty affording off-campus studies	44	20.7
Difficulty in affording health care	42	19.7
Difficulty in affording other campus fees	32	15.0
Difficulty commuting to campus	12	5.6
Other	5	2.3
Difficulty in affording childcare	< 5	---

Note: Table includes only Student respondents who experienced financial hardship ($n = 213$).

Eighty-nine percent ($n = 647$) of Student respondents depended on family contributions to pay for their education at Whitman College (Table 13). Subsequent analyses indicated that 56% ($n = 54$) of Low-Income Student respondents, 94% ($n = 564$) of Not-Low-Income Student

respondents, 51% ($n = 31$) of First-Generation students, and 92% ($n = 616$) of Not-First-Generation Student respondents depended on family contributions.

Fifty-nine percent ($n = 431$) of Student respondents relied on non-need-based scholarships to pay for their education. When analyzed by income status, the data revealed that 60% ($n = 359$) of Not-Low-Income Student respondents and 56% ($n = 54$) of Low-Income Student respondents relied on non-need-based scholarships to help pay for college. Likewise, 60% ($n = 398$) of Not-First-Generation Student respondents and 54% ($n = 33$) of First-Generation Student respondents depended on non-need-based scholarships.

Forty-four percent ($n = 323$) of Student respondents used need-based scholarships to pay for college. When analyzed by income status, the data revealed that 38% ($n = 228$) of Not-Low-Income Student respondents and 91% ($n = 87$) of Low-Income Student respondents relied on need-based scholarships to help pay for college. Analyzed by first-generation status, 40% ($n = 268$) of Not-First-Generation Student respondents and 90% ($n = 55$) of First-Generation Student respondents depended on need-based scholarships.

Thirty-six percent ($n = 265$) of Student respondents used loans to pay for college. Analyses revealed that 51% ($n = 49$) of Low-Income Student respondents and 35% ($n = 208$) of Not-Low-Income Student respondents used loans to pay for college. Fifty-four percent ($n = 33$) of First-Generation Student respondents and 35% ($n = 232$) of Not-First-Generation Student respondents had loans to pay for college.

Table 13. How Student Respondents Were Paying for College

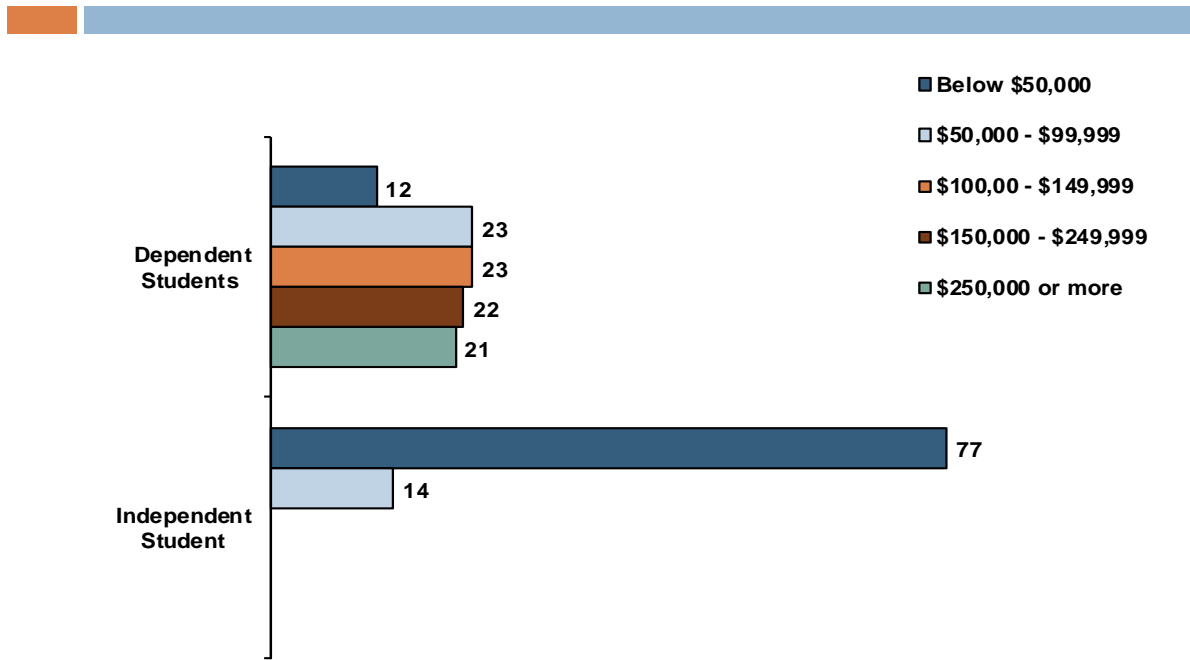
Source of funding	<i>N</i>	%
Family contribution	647	88.8
Non-need based scholarship (e.g., merit)	431	59.1
Need-based scholarship	323	44.3
Loans	265	36.4
Personal contribution (summer employment)	255	35.0
Personal contribution (employed during academic year)	217	29.8
Work-study	197	27.0
Grant (e.g., Pell)	141	19.3
Credit card	63	8.6
Resident Assistant/Student Academic Advisor	49	6.7
<u>A method of payment not listed here</u>	<u>8</u>	<u>1.1</u>

Note: Table includes only Student respondents ($n = 729$).

Three percent ($n = 22$) of Student respondents were the sole providers of their living and educational expenses (i.e., they were financially independent). Subsequent analyses indicated that 18% ($n = 17$) of Low-Income Student respondents, 1% ($n = 5$) of Not-Low-Income Student respondents, 17% ($n = 10$) of First-Generation students, and 2% ($n = 12$) of Not-First-Generation Student respondents were financially independent.

Thirteen percent ($n = 96$) of Student respondents reported that they or their families had annual incomes of less than \$50,000. Twenty-one percent ($n = 155$) reported annual incomes between \$50,000 and \$99,999; 22% ($n = 160$) between \$100,000 and \$149,999; 20% ($n = 146$) between \$150,000 and \$249,999; and 19% ($n = 140$) reported an annual income of \$250,000 or more.³⁸ These figures are displayed by student status in Figure 10. Information is provided for those Student respondents who indicated on the survey that they were financially independent (i.e., students were the sole providers of their living and educational expenses) and those Student respondents who were financially dependent on others.

³⁸Refer to Table B22 in Appendix B for the combined Student respondent data.



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

Figure 10. Student Respondents' Income by Dependency Status (Dependent, Independent) (%)

Of the Students completing the survey, 56% ($n = 408$) lived in campus housing, 44% ($n = 319$) lived in non-campus housing, and less than five identified as transient (Table 14).

Table 14. Student Respondents' Residence

Residence	<i>n</i>	%
Campus housing	408	56.0
Jewett Hall	78	21.4
Anderson Hall	57	15.7
Prentiss Hall - Sorority Section	38	10.4
Interest House Community	36	9.9
Lyman House	35	9.6
Prentiss Hall - Independent Section	29	8.0
Fraternity house	23	6.3
Douglas Hall	20	5.5
North Hall	17	4.7
College House	12	3.3
Tamarac House	12	3.3
Marcus House	7	1.9
Non-campus housing	319	43.8
Independently in an apartment/house	282	98.6
Living with family member/guardian	< 5	---
Housing transient (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	< 5	---
Missing	< 5	---

Note: Table reports only Student responses ($n = 729$).

Forty-seven percent ($n = 345$) of Student respondents participated in sports and recreational activities/clubs, 42% ($n = 309$) participated in academic interest organizations at Whitman College (Table 15). Thirty-eight percent ($n = 279$) were involved with Greek organizations, 36% ($n = 260$) were involved with fine arts and music, and 33% ($n = 243$) participated in community service interest organizations.

Table 15. Student Respondents' Participation in Clubs/Organizations at Whitman College

Club/organization	<i>n</i>	%
Club sports and recreational activities	345	47.3
Academic interest	309	42.4
Greek organizations	279	38.3
Fine arts and music	260	35.7
Community service interest	243	33.3
Political and social interest	143	19.6
Intercollegiate athletics	125	17.1
Environmental interest	114	15.6
Campus media organization	86	11.8
Religion and spirituality	79	10.8
Cultural and historical interest	76	10.4
Student government	48	6.6
Honorary organizations	22	3.0

Note: Table includes only Student responses ($n = 729$). Percentages may not sum to 100% as a result of multiple responses.

Table 16 indicates that most Student respondents earned passing grades. Fifty-eight percent ($n = 422$) earned above a 3.5 grade point average (G.P.A.).

Table 16. Student Respondents' Cumulative G.P.A. at the End of Last Semester

G.P.A.	<i>n</i>	%
3.50 - 4.00	422	57.9
3.00 - 3.49	233	32.0
2.50 - 2.99	55	7.5
2.00 - 2.49	14	1.9
1.50 - 1.99	5	0.7

Note: Table includes only Student responses ($n = 729$).

Campus Climate Assessment Findings³⁹

The following section reviews the major findings of this study.⁴⁰ The review explores the climate at Whitman College through an examination of respondents’ personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to the relevant identity and status of the respondents.

Comfort with the Climate at Whitman College

The survey posed questions regarding respondents’ levels of comfort with Whitman College's campus climate. Table 17 illustrates that 72% ($n = 778$) of the survey respondents were “comfortable” or “very comfortable” with the climate at Whitman College. Seventy-two percent ($n = 259$) of Faculty and Staff/Administrator respondents were “comfortable” or “very comfortable” with the climate in their departments/work units. Eighty-five percent ($n = 744$) of Student respondents and Faculty respondents were “comfortable” or “very comfortable” with the climate in their classes.

Table 17. Respondents’ Comfort With the Climate at Whitman College

Level of comfort	Comfort with overall climate		Comfort with climate in department/work unit*		Comfort with climate in class**	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very comfortable	180	16.5	108	30.0	237	27.1
Comfortable	598	55.0	151	41.9	507	58.1
Neither comfortable nor uncomfortable	188	17.3	50	13.9	100	11.5
Uncomfortable	111	10.2	42	11.7	25	2.9
Very uncomfortable	11	1.0	9	2.5	< 5	---

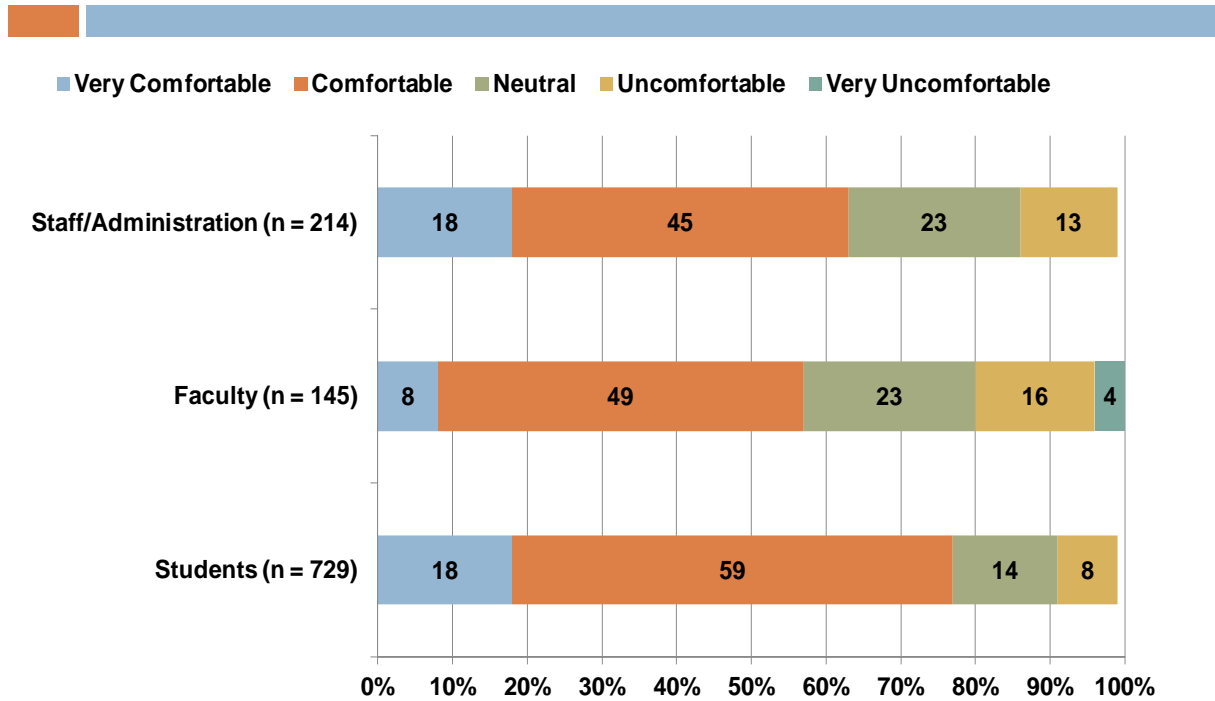
*Faculty and Staff/Administrator respondents ($n = 360$) only.

**Faculty and Student respondents ($n = 874$) only.

³⁹Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

⁴⁰The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

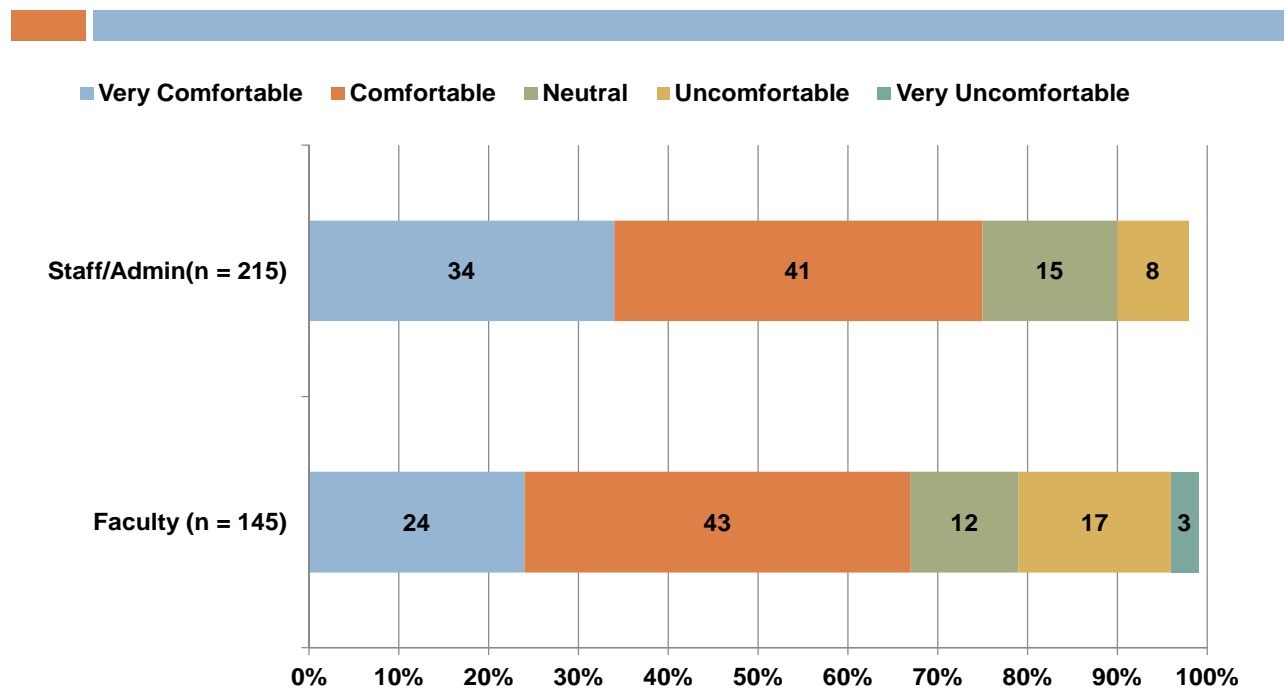
Figure 11 illustrates that Student respondents (18%, $n = 130$) and Staff/Administrator respondents (18%, $n = 39$) were significantly more likely to be “very comfortable” with the overall climate at Whitman College than were Faculty respondents (8%, $n = 11$).ⁱ



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

Figure 11. Respondents’ Comfort With Overall Climate by Position Status (%)

Figure 12 illustrates the significant difference in percentages of Staff/Administrator respondents (34%, $n = 73$) and Faculty respondents (24%, $n = 35$) that were “very comfortable” with the climate in their departments/work units at Whitman College.ⁱⁱ No significant differences emerged between the proportions of Non-Exempt Staff/Administrator respondents and Exempt Staff/Administrator respondents who were very comfortable with the climate in their departments/work units.



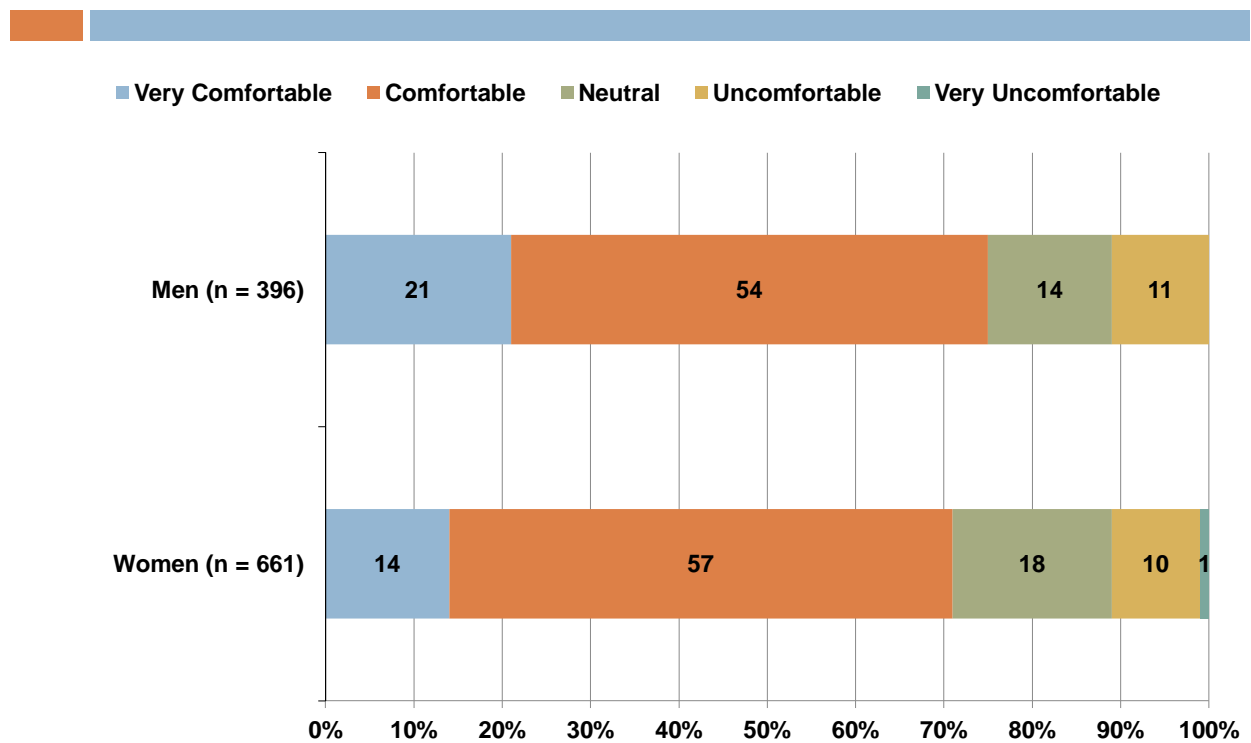
Note: Responses with $n < 5$ are not presented in the figure.

Figure 12. Faculty and Staff/Administrator Respondents’ Comfort With Climate in Department/Work Unit by Position Status (%)

When analyzed by position status, no significant differences emerged with respect to level of comfort with classroom climate among Faculty respondents and Student respondents. Although not significantly different, a higher percentage of Faculty respondents (34%, $n = 49$) than Student respondents (26%, $n = 188$) were very comfortable with the climate in their classes.

Several analyses were conducted to determine whether respondents’ levels of comfort with the overall climate, the climate in their departments/work units, or the climate in their classes differed based on various demographic characteristics.⁴¹

By gender identity,⁴² 21% ($n = 82$) of Men respondents compared with 14% ($n = 94$) of Women respondents felt very comfortable with the overall climate at Whitman College (Figure 13).ⁱⁱⁱ



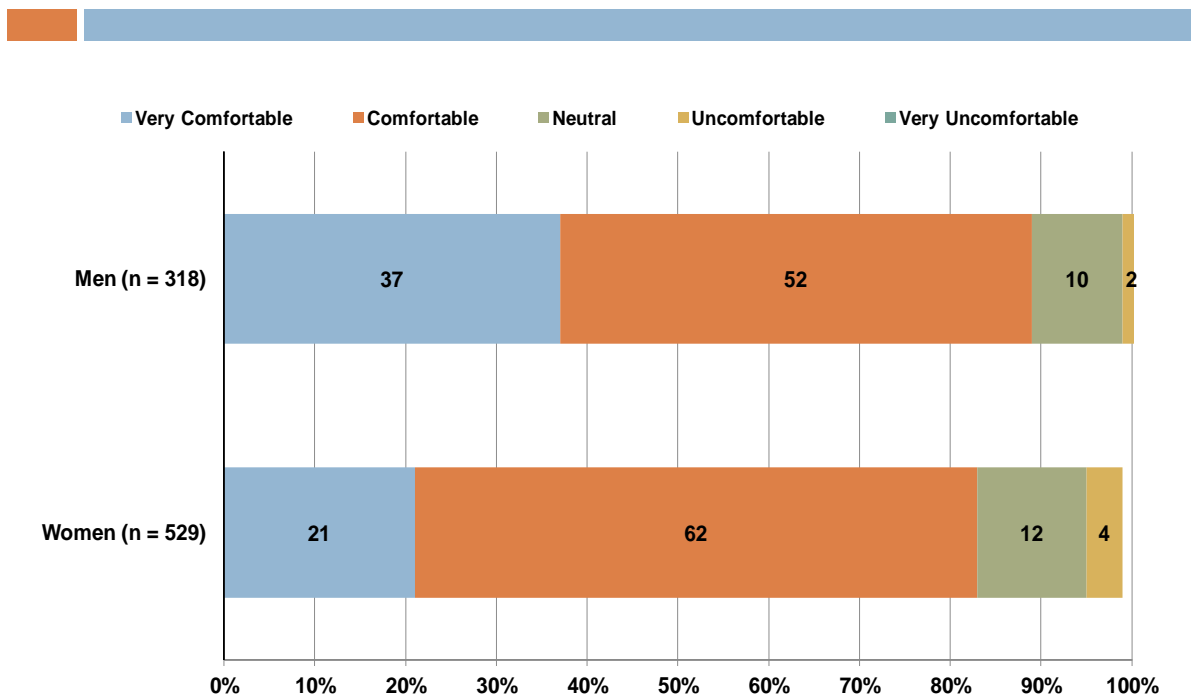
Note: Responses with $n < 5$ are not presented in the figure.

Figure 13. Respondents’ Comfort With Overall Climate by Gender Identity (%)
 No significant differences existed between Men and Women employee respondents’ level of comfort with the climate in their departments/work units.

⁴¹Figures include percentages rounded to the nearest whole number. As a result, the percentages in figures may appear to total to more than 100%.

⁴²Per WIDE, gender identity was recoded into the categories Men ($n = 397$), Women ($n = 661$), Transspectrum/Missing/Unknown ($n = 33$), where Transspectrum respondents included those individuals who marked “transgender,” “trans,” or “genderqueer” only for the question, “What is your gender/gender identity (mark all that apply)?” Transspectrum/Missing/Unknown respondents were not included to maintain the confidentiality of their responses.

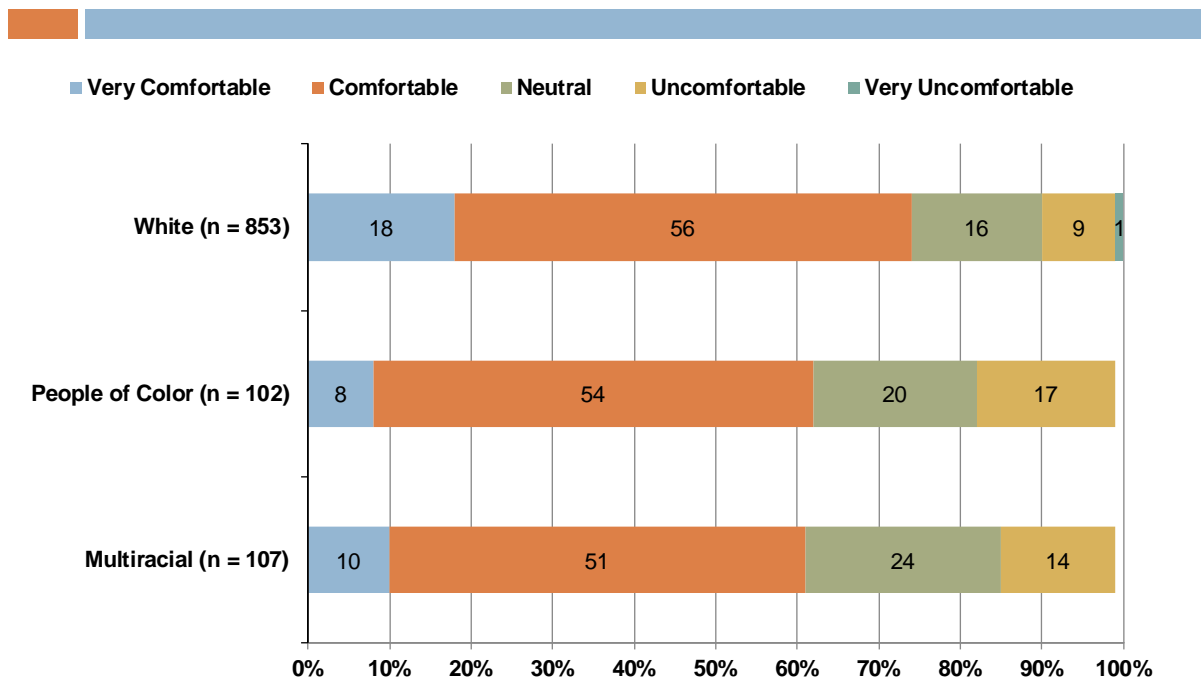
A significantly higher percentage of Men Faculty and Student respondents (37%, $n = 116$) compared to Women Faculty and Student respondents (21%, $n = 113$) felt very comfortable in their classes (Figure 14).^{iv}



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

Figure 14. Faculty and Student Respondents' Comfort With Climate in Classes by Gender Identity (%)

By racial identity,⁴³ Respondents of Color (8%, $n = 8$) and Multiracial Respondents (10%, $n = 11$) were significantly less likely to be very comfortable with the overall climate at Whitman College than were White respondents (18%, $n = 157$) (Figure 15).^v



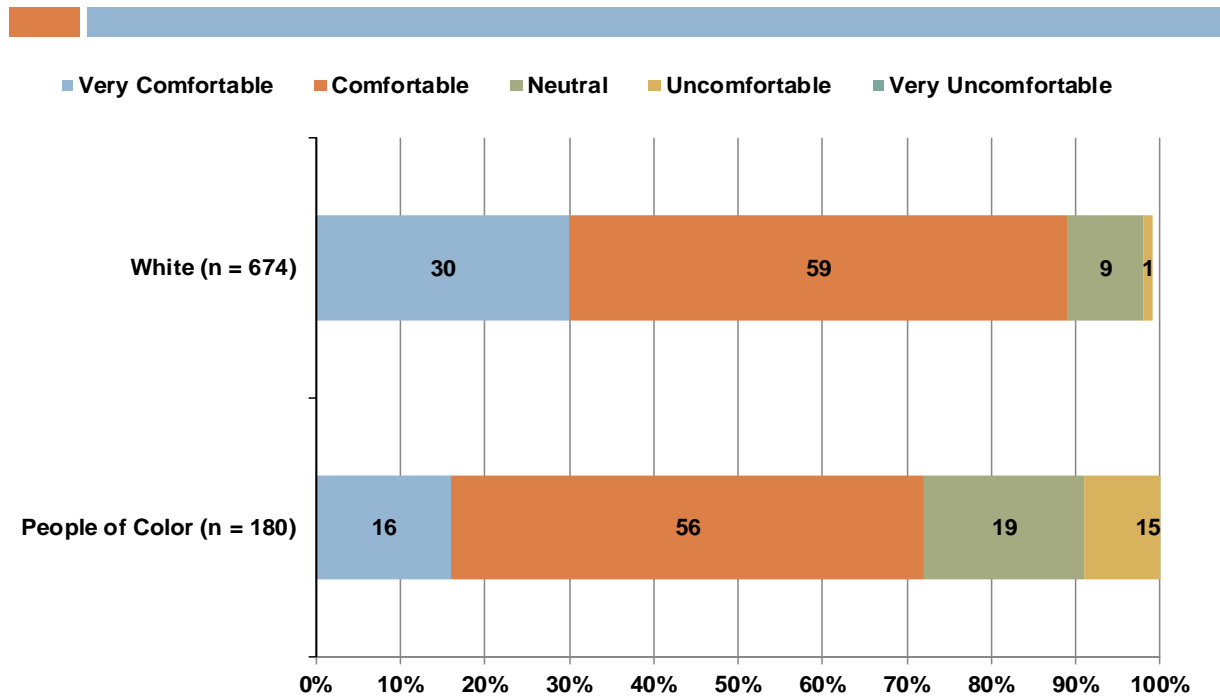
Note: Responses with $n < 5$ are not presented in the figure.

Figure 15. Respondents' Comfort With Overall Climate by Racial Identity (%)

⁴³WIDE proposed five collapsed racial identity categories (White, Asian/Asian American, Hispanic/Latino/Chicano, Other People of Color, and Multiracial). For the purposes of some analyses, this report further collapses racial identity into three categories (White, People of Color, and Multiracial), where the Asian/Asian American, Hispanic/Latino/Chicano, and Other People of Color were collapsed into one People of Color category.

Although no significant differences existed by racial identity for Faculty/Staff, White Faculty and Staff/Administrator respondents (32%, $n = 94$) were more likely to be very comfortable with the climate in their departments/work units than were Faculty and Staff/Administrator Respondents of Color (25%, $n = 6$) and Multiracial Faculty and Staff/Administrator respondents (19%, $n = 5$).

There were significant differences found by racial identity when examining the climate in classes. Figure 16⁴⁴ illustrates that White Faculty and Students (30%, $n = 205$) were significantly more likely to be very comfortable with the climate in their classes than were Faculty and Student Respondents of Color (10%, $n = 9$).^{vi}



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

Figure 16. Faculty and Student Respondents' Comfort With Climate in Classes by Racial Identity (%)

⁴⁴Due to the low numbers of respondents in each of the racial identity categories, racial identity was collapsed into two categories (White and People of Color) for the purposes of some analyses.

Significant differences occurred in respondents' level of comfort with the overall climate based on sexual identity (Figure 17).^{vii} LGBQ respondents (12%, $n = 25$) were less likely to feel very comfortable with the overall climate than were Heterosexual respondents (18%, $n = 149$).

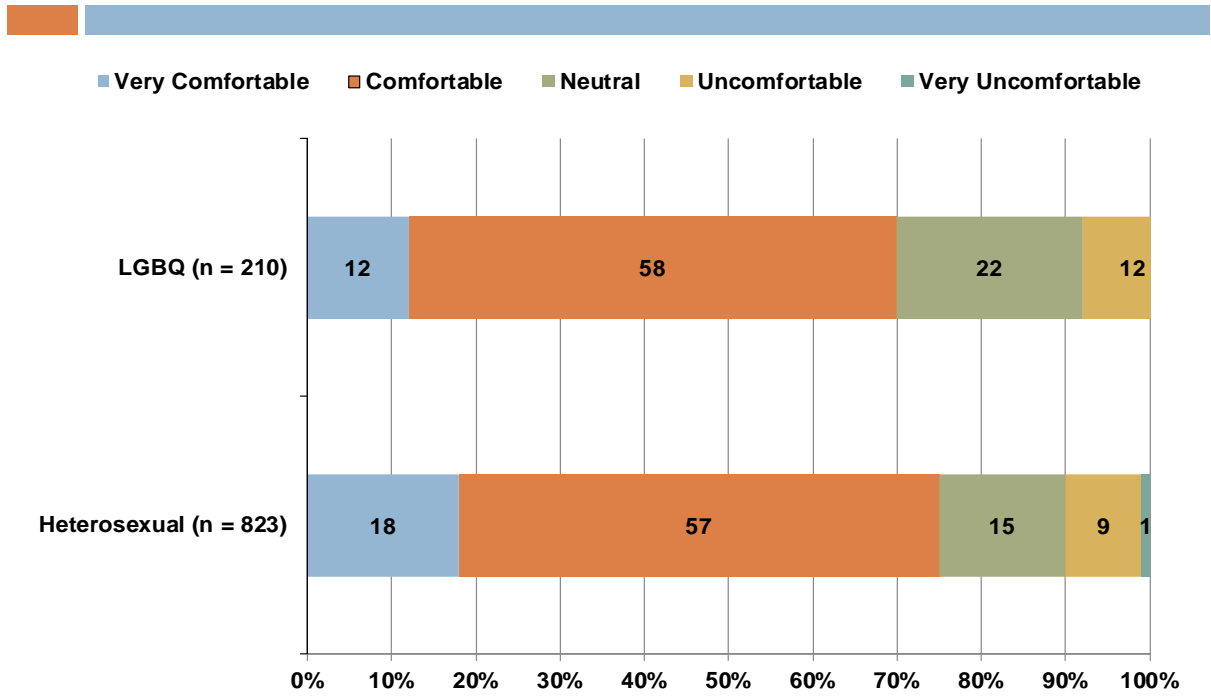
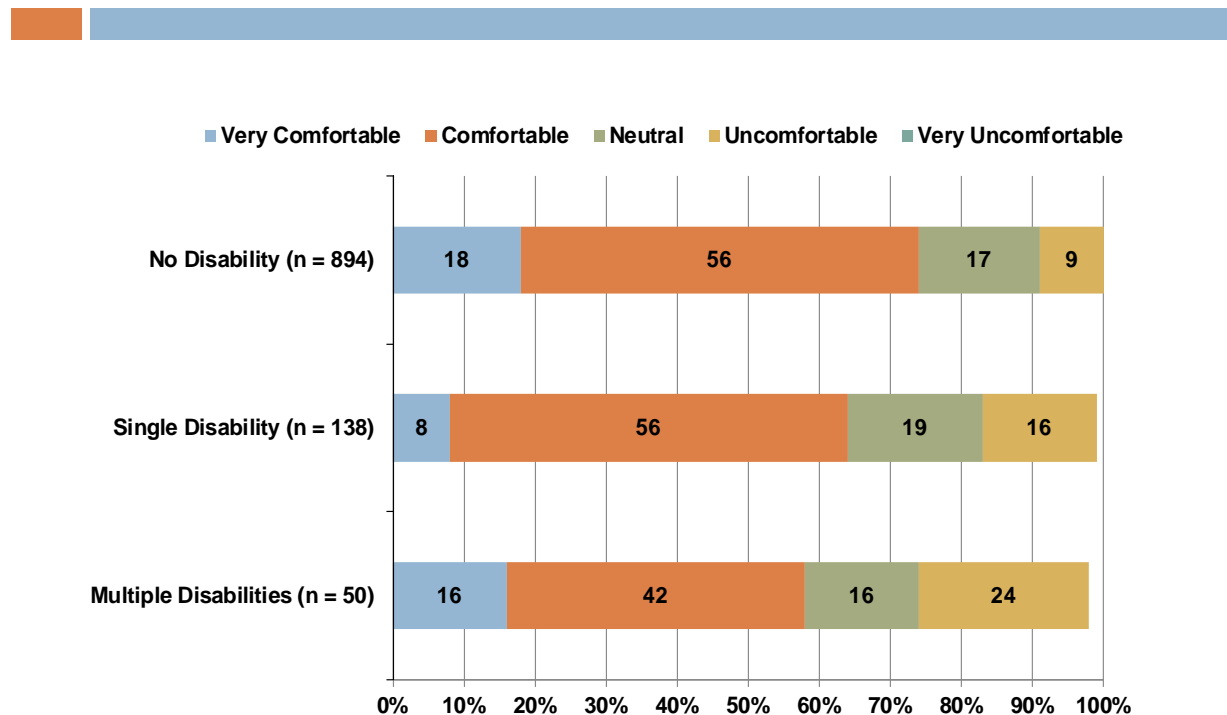


Figure 17. Respondents' Comfort With Overall Climate by Sexual Identity (%)

No significant differences in Faculty and Staff/Administrator respondents' levels of comfort with the climate in their department/work units occurred based on sexual identity. Additionally, Faculty and Student respondents' level of comfort with the climate in their classes did not differ based on sexual identity.

No significant difference existed in respondents' level of comfort with the overall climate, department/work unit climate, or classroom climate based on faith-based affiliation.

Figure 18 illustrates that respondents with No Disability (18%, $n = 161$) and respondents with Multiple Disabilities (16%, $n = 8$) were significantly more likely to be very comfortable with the overall climate than were respondents with a Single Disability (8%, $n = 11$).^{viii}

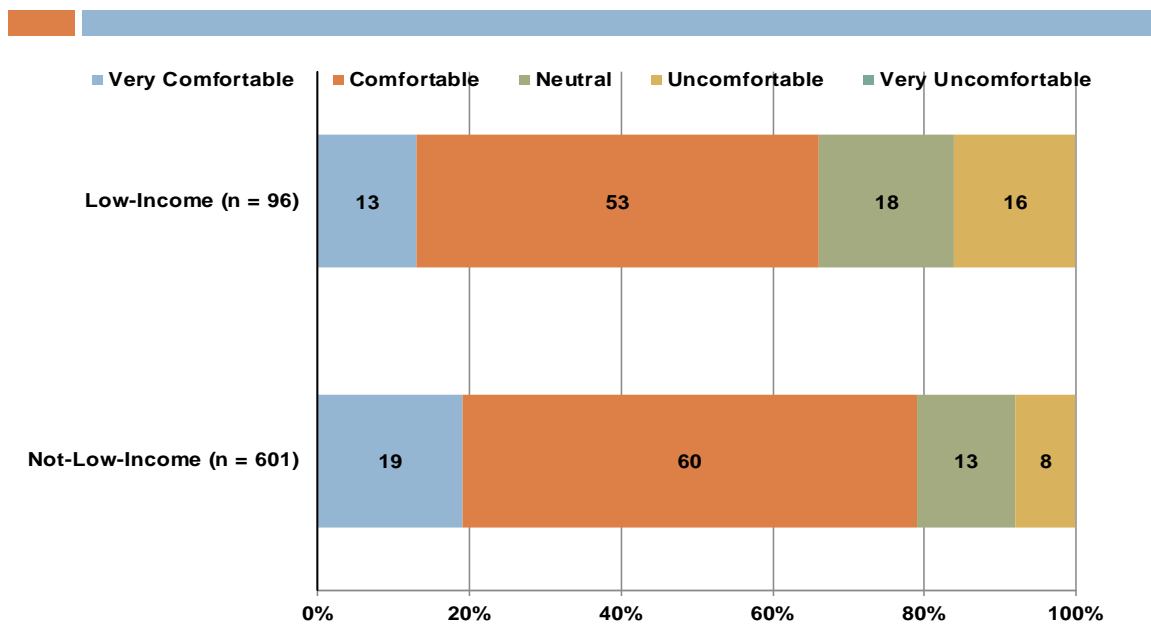


Note: Responses with $n < 5$ are not presented in the figure.

Figure 18. Respondents' Comfort With Overall Climate by Disability Status (%)

No significant differences emerged in Faculty and Staff/Administrator respondents' levels of comfort with the climate in their departments/work units or in Faculty and Student respondents' level of comfort with the climate in their classes by disability status.

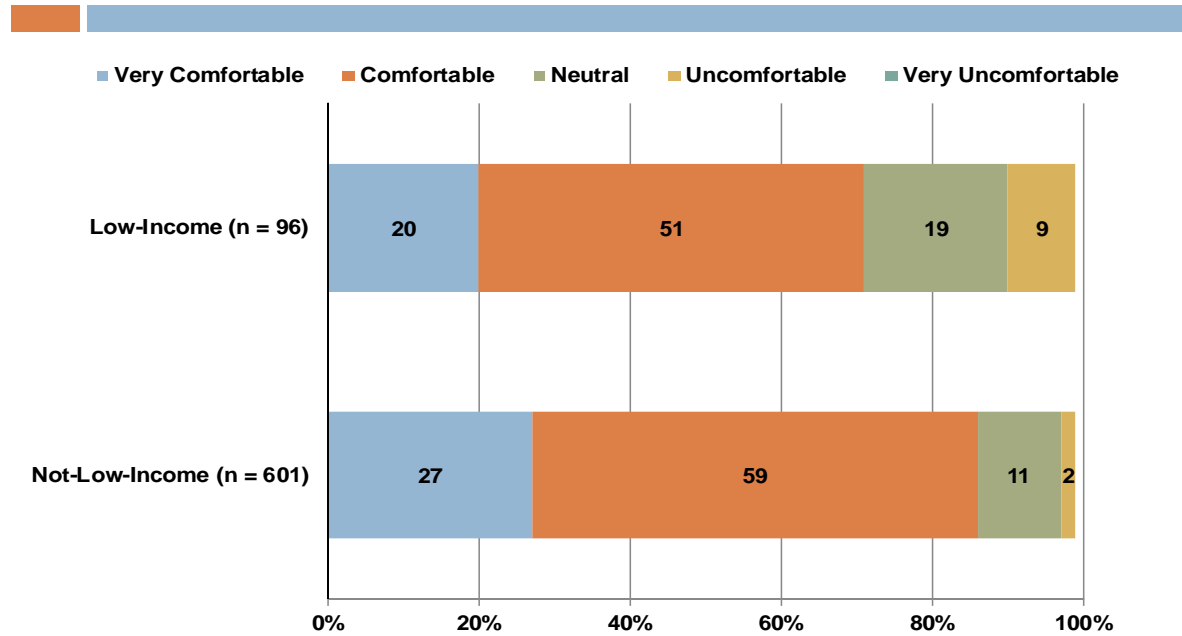
In terms of Student respondents' income status and comfort with the overall climate on campus, significant differences emerged (Figure 19). Low-Income Student respondents (13%, $n = 12$) were significantly less likely to feel very comfortable with the overall climate than were Not-Low-Income Student respondents (19%, $n = 111$).^{ix}



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

Figure 19. Student Respondents' Comfort With Overall Climate by Income Status (%)

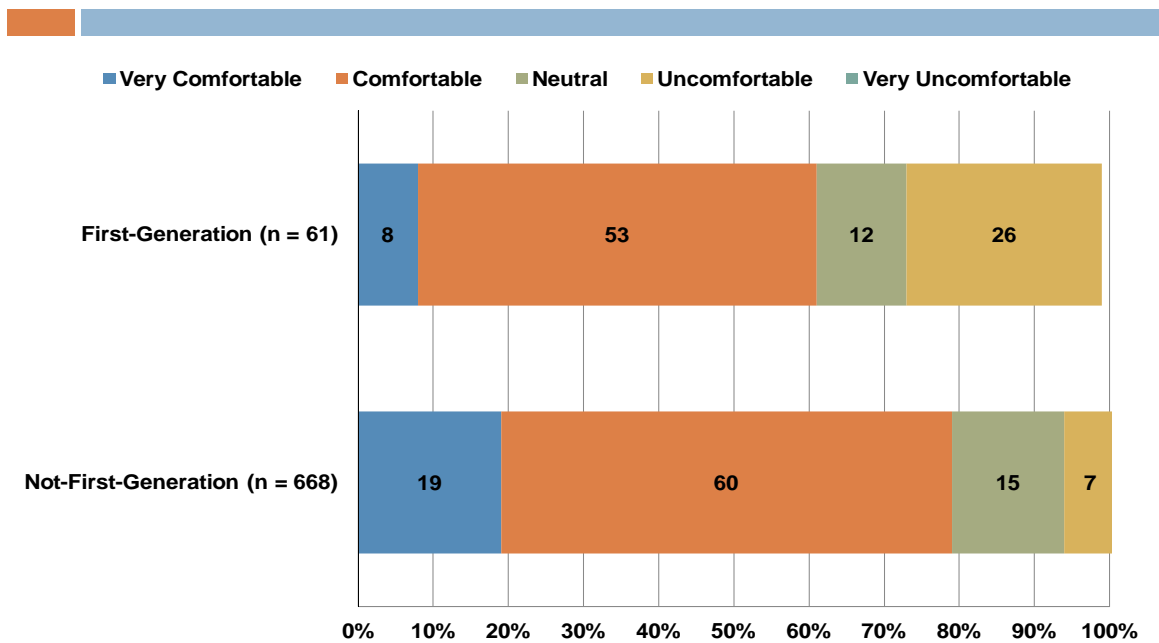
Although the majority of both groups were comfortable with the climate in their classes, Not-Low-Income Student respondents (27%, $n = 160$) were significantly more likely to feel very comfortable with the climate in their classes than were Low-Income Student respondents (20%, $n = 19$) (Figure 20).^x



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

Figure 20. Student Respondents' Comfort With Climate in Their Classes by Income Status (%)

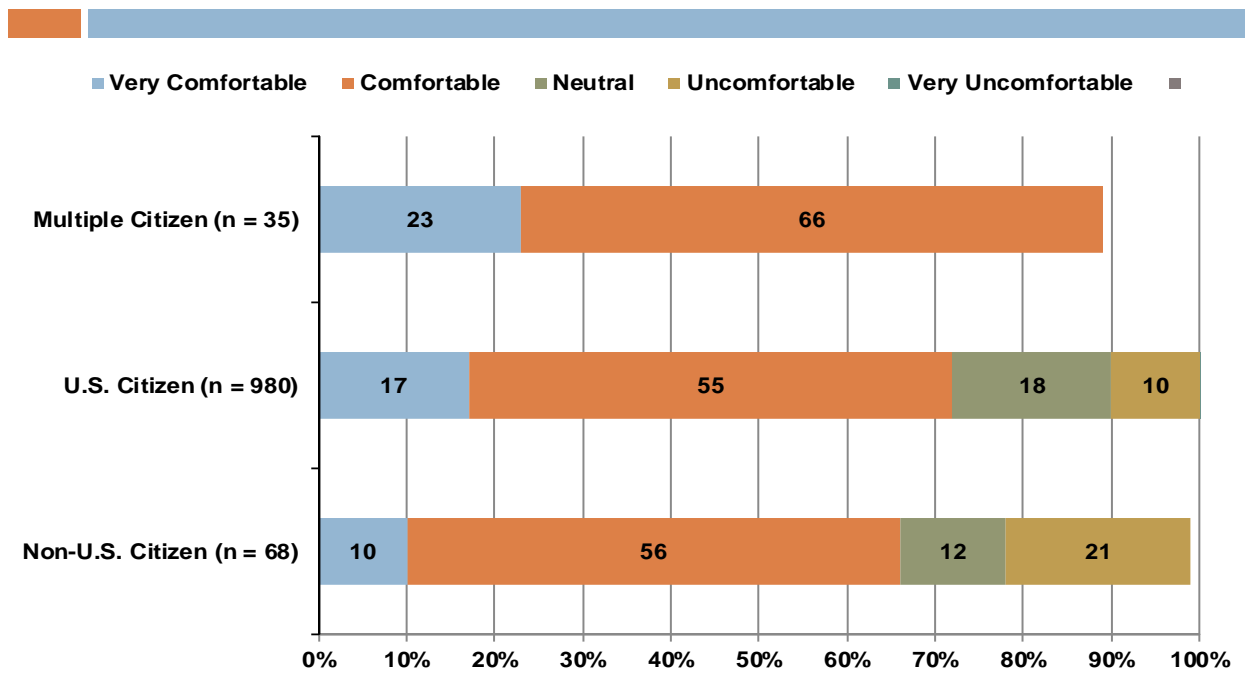
By first-generation status, First-Generation Student respondents (8%, $n = 5$) were significantly less comfortable ("very comfortable") with the overall campus climate than were Not-First-Generation Student respondents (19%, $n = 125$) (Figure 21).^{xi} No significant differences emerged based on first-generation status with regard to Students' comfort with the climate in their classes.



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

Figure 21. Student Respondents' Comfort With Overall Climate by First-Generation Status (%)

Respondents with Multiple Citizenships (23%, $n = 8$) and respondents who were U.S. Citizens (17%, $n = 164$) were more likely to feel very comfortable with the overall climate than were respondents who were Non-U.S. Citizens (10%, $n = 7$) (Figure 22).^{xii} No significant differences based on citizenship status emerged with regard to Faculty and Staff/Administrator respondents' level of comfort with the climate in their departments/work units or Faculty and Student respondents' level of comfort with the climate in their classes.



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

Figure 22. Respondents' Comfort With Overall Climate by Citizenship Status (%)

ⁱA chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status: $\chi^2(8, N = 1,088) = 50.24, p < .001$.

ⁱⁱA chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents by degree of comfort with the climate in their departments/work units by position status: $\chi^2(4, N = 360) = 11.07, p < .05$.

ⁱⁱⁱA chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by gender identity: $\chi^2(4, N = 1,057) = 9.77, p < .05$.

^{iv}A chi-square test was conducted to compare percentages of Faculty and Student respondents' degree of comfort with the classroom climate by gender identity: $\chi^2(4, N = 847) = 23.87, p < .001$.

^vA chi-square test was conducted to compare percentages of respondents' degree of comfort with the overall climate by racial identity: $\chi^2(8, N = 1,062) = 23.55, p < .01$.

^{vi}A chi-square test was conducted to compare percentages of Faculty and Student respondents' degree of comfort with the classroom climate by racial identity: $\chi^2(4, N = 854) = 49.01, p < .001$.

^{vii}A chi-square test was conducted to compare percentages of respondents' degree of comfort with the overall climate by sexual identity: $\chi^2(4, N = 1,033) = 11.13, p < .05$.

^{viii}A chi-square test was conducted to compare percentages of respondents' degree of comfort with the overall climate by disability status: $\chi^2(8, N = 1,082) = 26.42, p < .001$.

^{ix}A chi-square test was conducted to compare percentages of Student respondents' degree of comfort with the overall climate by student income status: $\chi^2(4, N = 697) = 10.89, p < .05$.

^xA chi-square test was conducted to compare percentages of Student respondents' degree of comfort with the classroom climate by student income status: $\chi^2(4, N = 697) = 20.27, p < .001$.

^{xi}A chi-square test was conducted to compare percentages of Student respondents' degree of comfort with the overall climate by first-generation status: $\chi^2(4, N = 729) = 32.16, p < .001$.

^{xii}A chi-square test was conducted to compare percentages of respondents' degree of comfort with the overall climate by citizenship status: $\chi^2(8, N = 1,083) = 16.81, p < .05$.

Barriers at Whitman College for Respondents with Disabilities

One survey item asked respondents with disabilities if they had experienced barriers in facilities, technology and the online environment, or educational materials at Whitman College within the past year. Tables 18 through 21 highlight where respondents with one or more disabilities experienced barriers at Whitman College.⁴⁵ With regard to campus facilities, 17% ($n = 31$) of respondents with disabilities experienced temporary barriers as a result of construction or maintenance and 16% ($n = 29$) experienced barriers with the campus health center within the past year.

Table 18. Facilities Barriers Experienced by Respondents with Disabilities

Facilities	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Athletic/recreational facilities	20	10.7	139	74.3	28	15.0
Classroom buildings	17	9.1	159	85.0	11	5.9
Classrooms, labs (including computer labs)	14	7.5	155	83.3	17	9.1
College housing (including Greek houses, apartments)	23	12.4	113	61.1	49	26.5
College owned rentals	6	3.3	116	63.0	62	33.7
Dining facilities	14	7.6	147	79.5	24	13.0
Doors	8	4.3	162	88.0	14	7.6
Elevators/lifts	12	6.5	160	87.0	12	6.5
Emergency preparedness	9	4.9	145	79.7	28	15.4
Health Center	29	15.9	127	69.8	26	14.3
Library	5	2.7	168	92.3	9	4.9
Office furniture (e.g., chair, desk)	11	6.1	155	85.6	15	8.3
Campus transportation/parking	16	8.8	150	82.9	15	8.3
Other campus buildings	< 5	---	165	91.2	12	6.6
Podium	< 5	---	141	77.9	37	20.4
Restrooms	16	8.8	158	86.8	8	4.4
Signage	7	3.8	159	87.4	16	8.8
Studios/performing arts spaces	10	5.5	144	79.6	27	14.9
Temporary barriers due to construction or maintenance	31	17.0	136	74.7	15	8.2
Walkways, pedestrian paths, crosswalks, ramps	19	10.4	156	85.2	8	4.4

Note: Only answered by respondents who indicated on the survey that they had a disability ($n = 193$).

⁴⁵See Appendix B, Table B86 for all responses to the question, “Within the past year, have you experienced a barrier in any of the following areas at Whitman College?”

Table 19 illustrates that, in terms of the technological or online environment, 10% ($n = 17$) of respondents with one or more disabilities had difficulty with an accessible electronic format and 9% ($n = 16$) experienced barriers with an email account.

Table 19. Barriers in Technology/Online Environment Experienced by Respondents with Disabilities

Technology/online environment	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Accessible electronic format	17	9.6	145	81.5	16	9.0
Clickers	5	2.8	127	72.2	44	25.0
Computer equipment (e.g., screens, mouse, keyboard)	9	5.1	151	85.3	17	9.6
Electronic databases (e.g., Millennium, Datatel)	11	6.2	146	82.0	21	11.8
Electronic forms	8	4.5	150	84.7	19	10.7
Electronic signage	< 5	---	154	87.5	21	11.9
Electronic surveys (including this one)	< 5	---	165	92.7	11	6.2
Email account	16	9.0	148	83.6	13	7.3
Intake forms (e.g., Health Center)	8	4.5	133	74.7	37	20.8
Kiosks	< 5	---	134	75.3	42	23.6
Learning technology	7	4.0	142	80.2	28	15.8
Library database	10	5.6	156	87.6	12	6.7
CLEo	9	5.1	158	88.8	11	6.2
my.Whitman.edu	8	4.5	162	91.5	7	4.0
On-line registration	14	7.9	137	77.0	27	15.2
Phone/phone equipment	< 5	---	154	87.0	19	10.7
Software (e.g., voice recognition/audiobooks)	8	4.5	143	80.3	27	15.2
Video/video audio description	< 5	---	149	83.7	27	15.2
Website	10	5.6	156	88.1	11	6.2

Note: Only answered by respondents who indicated on the survey that they had a disability ($n = 193$).

In terms of instructional/campus materials, 11% ($n = 19$) of respondents with one or more disabilities had difficulty with textbooks, 5% ($n = 9$) had difficulty with journal articles, and 5% ($n = 8$) experienced barriers with food menus (Table 20).

Table 20. Barriers with Instructional Campus Materials Experienced by Respondents with Disabilities

Instructional/Campus Materials	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Brochures	< 5	---	161	89.9	17	9.5
Food menus	8	4.5	151	84.4	20	11.2
Forms	6	3.4	159	88.8	14	7.8
Intake forms (e.g., Health Center)	7	3.9	142	79.8	29	16.3
Journal articles	9	5.1	154	86.5	15	8.4
Library books	6	3.4	156	88.1	15	8.5
Other publications	7	3.9	158	88.8	13	7.3
Syllabi	7	4.0	149	84.2	21	11.9
Textbooks	19	10.6	138	77.1	22	12.3
Video-closed captioning and text description	< 5	---	144	81.4	29	16.4

Note: Only answered by respondents who indicated on the survey that they had a disability ($n = 193$).

Nearly 50 respondents elaborated on their perceptions regarding accessibility. The only significant theme that emerged was the perceived need for more resources to be made available through the health center.

Perceived Need for More Support from the Health Center. Some respondents who elaborated on accessibility were concerned with the health center’s hours of operation and the level of care they receive there. One Student respondent elaborated, “The health center should have a doctor for more than once a day for three hours. There should be a doctor at least from 9-5 PM” and “Expand Health Center Hours for drop in.” Regarding the level of care, one Student respondent shared, “My friend at the health center had a nurse guess that she had herpes and then he had to look up what a prescription was called because he forgot.” Another Student respondent reported that the, “Health Center- Had a nurse tell me to ‘always use a condom’ in the waiting room in front of other students when I went in talk about my birth control prescription.”

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct⁴⁶

Twenty percent ($n = 215$) of respondents indicated that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct that had interfered with their ability to work, learn, or live at Whitman College within the past year.⁴⁷ Table 21 reflects the perceived bases and frequency of exclusionary, intimidating, offensive, and/or hostile conduct. Of the respondents who experienced such conduct, 36% ($n = 77$) indicated that the conduct was based on their gender/gender identity. Twenty-two percent ($n = 48$) noted that the conduct was based on their position at Whitman (e.g., staff, faculty, student), and 16% ($n = 34$) felt that it was based on their ethnicity. “Reasons not listed above” included responses such as “what State I’m from,” “sexually objectified,” “I’m not part of Greek life,” “my boss was unreasonable,” “intellectual disagreement,” “faculty rank,” “time of work shift,” “bullying,” and “being vocal about injustices.”

⁴⁶This report uses the phrases “conduct” and “exclusionary, intimidating, offensive, and/or hostile conduct” as a shortened version of conduct that someone has “personally experienced” including “exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct.”

⁴⁷The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso et al., 2009).

Table 21. Bases of Experienced Conduct

Basis of conduct	<i>n</i>	<i>%</i>
Gender/gender identity	77	35.8
Position (e.g., staff, faculty, student)	48	22.3
A reason not listed above	47	21.9
Ethnicity	34	15.8
Philosophical views	30	14.0
Political views	30	14.0
Racial identity	30	14.0
Length of service at Whitman	28	13.0
Income status	28	13.0
Academic performance	26	12.1
Age	23	10.7
Don't know	22	10.2
Sexual identity	22	10.2
Mental health/psychological disability/condition	20	9.3
Major field of study	18	8.4
Participation in an organization/team	15	7.0
Gender expression	13	6.0
Religious/spiritual views	13	6.0
Educational credentials (e.g., BS, MS, PhD)	12	5.6
English language proficiency/accent	12	5.6
Immigrant status/national origin	9	4.2
Learning disability/condition	7	3.3
Marital status (e.g., single, married, partnered)	7	3.3
Medical disability/condition	5	2.3
Parental status (e.g., having children)	< 5	---
Physical disability/condition	< 5	---
Pregnancy	< 5	---
Military/veteran status	0	0.0

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 215). Percentages do not sum to 100% as a result of multiple responses.

The following figures depict the responses by selected characteristics (gender/gender identity, position status, ethnicity) of individuals who responded “yes” to the question, “Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating,

offensive, and/or hostile (e.g., bullied, harassed) conduct that has interfered with your ability to work, learn, or live at Whitman?”

By gender identity, a significantly greater percentage of Women respondents (22%, $n = 143$) than Men respondents (15%, $n = 59$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Figure 23).^{xiii} Thirty-nine percent ($n = 55$) of Women respondents and 24% ($n = 14$) of Men respondents who noted that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their gender identity.^{xiv}

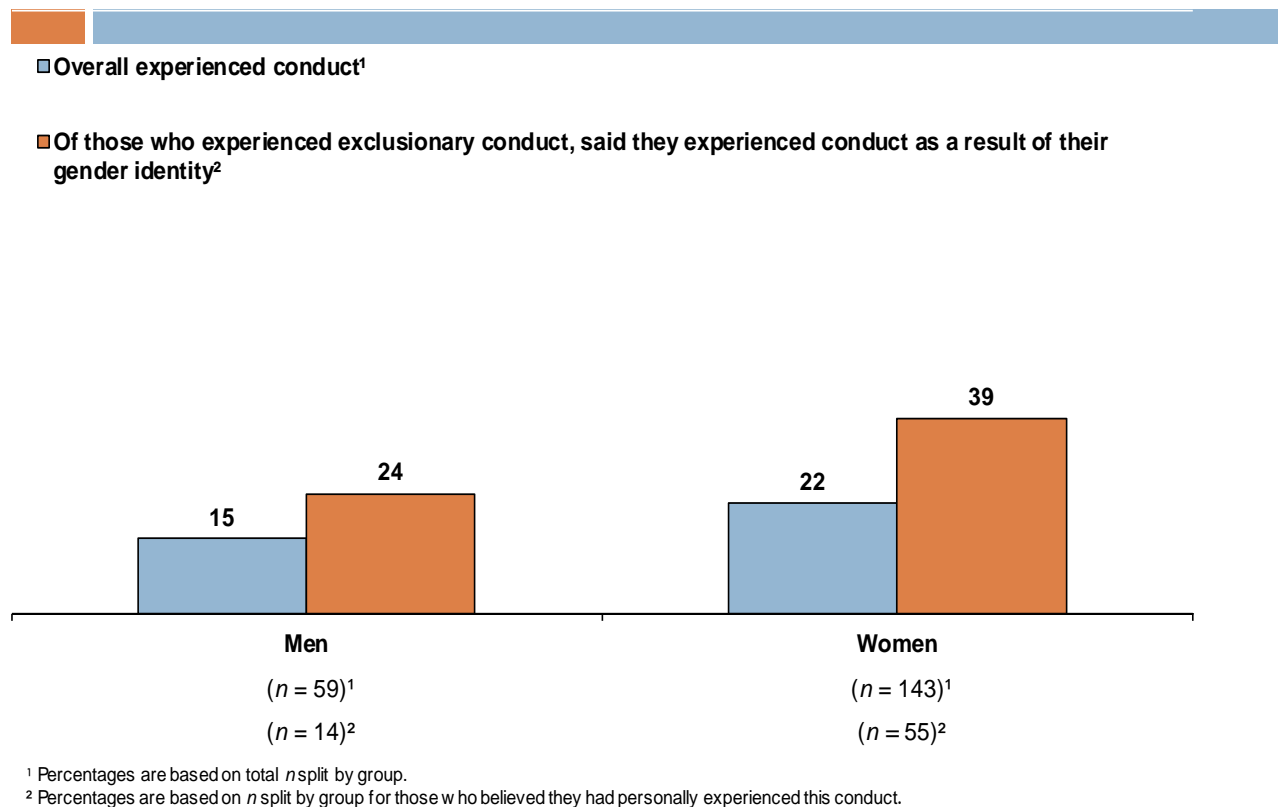


Figure 23. Respondents’ Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

In terms of position status, significant differences existed between respondents who indicated on the survey that they had experienced this conduct (Figure 24).^{xv} Twenty-four percent ($n = 51$) of Staff/Administrator respondents, 28% ($n = 40$) of Faculty respondents, and 17% ($n = 124$) of Student respondents believed that they had experienced this conduct. Of those respondents who noted that they had experienced this conduct, 55% ($n = 28$) of Staff/Administrator respondents, 25% ($n = 10$) of Faculty respondents, and 8% ($n = 10$) of Student respondents thought that the conduct was based on their position status.^{xvi}

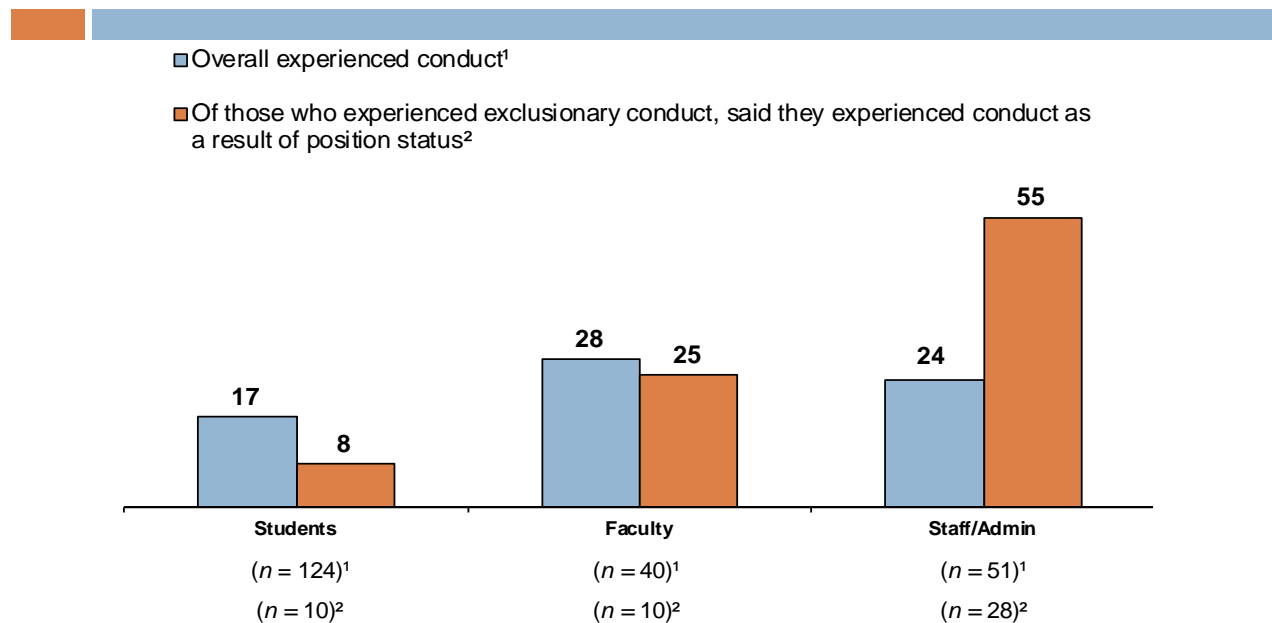


Figure 24. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position Status (%)

In terms of ethnicity/racial identity, significant differences were noted in the percentages of White respondents (17%, $n = 143$), Multiracial Respondents (27%, $n = 29$), Hispanic/Latino@/Chicano@ respondents (29%, $n = 10$), Asian/Asian American respondents

(29%, $n = 15$), and Other Respondents of Color (38%, $n = 6$) who believed that they had experienced this conduct (Figure 25).^{xvii} Of those respondents who noted that they believed that they had experienced this conduct, larger percentages of Hispanic/Latino@/Chicano@ respondents ($n < 5$), Asian/Asian American respondents (67%, $n = 10$), Respondents of Multiple Races (35%, $n = 10$), and other Respondents of Color ($n < 5$) than White respondents (4%, $n = 5$) thought that the conduct was based on their ethnicity/race.⁴⁸

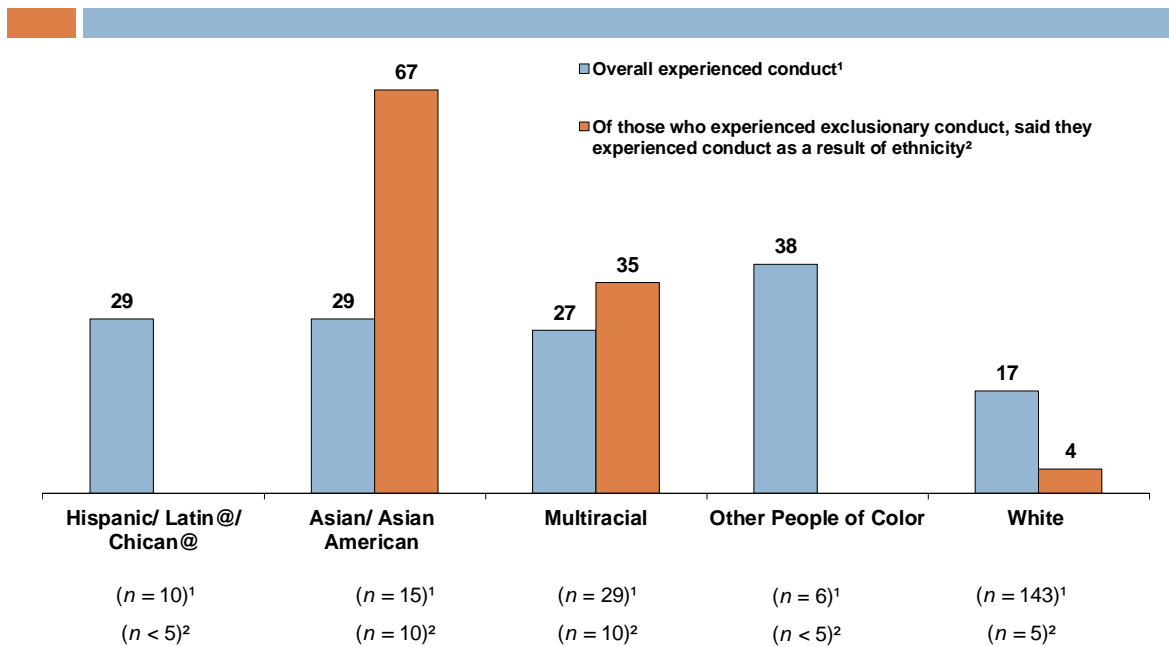


Figure 25. Respondents’ Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Ethnicity (%)

⁴⁸Could not establish chi square significance because 40% of cells had count less than 5.

Table 22 illustrates the manners in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct. Forty-seven ($n = 101$) percent felt isolated or left out, 45% ($n = 97$) felt ignored or excluded, 33% ($n = 70$) felt intimidated/bullied, and 26% ($n = 56$) were the target of derogatory verbal remarks. Other forms of such conduct included “not taken seriously due to my age,” “feel excluded as a woman,” “public humiliation based on ethnicity,” “inappropriate anger by colleague,” “concerns not taken seriously by supervisor,” “unkind behavior on social media,” “unfair punishment,” “being talked over by senior faculty,” “unwanted groping,” and “tenure track colleague interfered with my teaching.”

Table 22. Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (What Happened)

Form of conduct	<i>n</i>	% of those who experienced the conduct
I was isolated or left out.	101	47.0
I was ignored or excluded.	97	45.1
I was intimidated/bullied.	70	32.6
I was the target of derogatory verbal remarks.	56	26.0
I experienced a hostile work environment.	52	24.2
I was the target of derogatory slights, snubs, insults.	49	22.8
I felt others staring at me.	41	19.1
I was the target of workplace incivility.	40	18.6
I experienced a hostile classroom environment.	35	16.3
I was singled out as the spokesperson for my identity group.	35	16.3
An experience not listed above.	30	14.0
I received a low or unfair performance evaluation.	26	12.1
The conduct made me fear that I would get a poor grade.	22	10.2
Someone assumed I was admitted/hired/promoted due to my identity group.	21	9.8
I received derogatory written comments.	16	7.4
The conduct threatened my physical safety.	16	7.4
I was the target of racial/ethnic profiling.	13	6.0
I was the target of stalking.	12	5.6
I received derogatory phone calls/text messages/email.	12	5.6
I received derogatory/unsolicited messages online (e.g., Facebook, Twitter, Yik Yak, WhitmanEncounters).	9	4.2
I received threats of physical violence.	7	3.3
I was not fairly evaluated in the promotion and tenure process.	5	2.3
I was the target of physical violence.	5	2.3
Someone implied I was not admitted/hired/promoted due to my identity group.	<5	---
The conduct threatened my family's safety.	<5	---
I was the target of graffiti/vandalism.	<5	---

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary intimidating, offensive, and/or hostile conduct (*n* = 215). Percentages do not sum to 100% as a result of multiple responses.

Thirty percent (*n* = 64) of respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct noted that it occurred in a meeting

with a group of people, 26% ($n = 56$) in a class/lab, and 23% ($n = 50$) while working at a Whitman job (Table 23). Many respondents who marked “a location not listed above” described email, social media, fraternity house, and faculty department meetings. Respondents also noted the specific office, meeting, building, campus location, or event where the incidents occurred.

Table 23. Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of respondents who experienced conduct
In a meeting with a group of people	64	29.8
In a class/lab	56	26.0
While working at a Whitman job	50	23.3
In a meeting with one other person	43	20.0
In other public space at Whitman	43	20.0
In campus housing	34	15.8
At a Whitman event/program	32	14.9
In a fraternity or sorority	31	14.4
On phone calls/text messages/email	29	13.5
In a Whitman administrative office	28	13.0
In a faculty office	27	12.6
Off-campus	27	12.6
While walking on campus	20	9.3
In a Whitman dining facility	14	6.5
In Penrose Library	14	6.5
Online social networking sites (e.g., Facebook, Twitter, Yik Yak, WhitmanEncounters)	13	6.0
A venue not listed above	12	5.6
In off-campus housing	12	5.6
In athletic facilities	8	3.7
In an experiential learning environment (e.g., service learning, retreat, internship, field trip)	<5	---
In the Welty Health Center	<5	---
In the Counseling Center	<5	---

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 215$). Percentages do not sum to 100% as a result of multiple responses.

Forty-three percent ($n = 92$) of the respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct identified students as the source of the conduct; 30% ($n = 65$) identified faculty members, and 21% ($n = 46$) identified coworkers/colleagues as the sources of the conduct (Table 24). Sources of exclusionary, intimidating, offensive, and/or hostile conduct “not listed above” included “College President,” “President of the College,” “Physical Plant Director,” “group of students,” “CFO,” “member of the community,” and “girlfriend.”

Table 24. Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source of conduct	<i>n</i>	% of respondents who experienced conduct
Student	92	42.8
Faculty member	65	30.2
Coworker/colleague	46	21.4
Friend	36	16.7
Staff/Administrator member	27	12.6
Supervisor or manager	22	10.2
Department/program chair	15	7.0
Senior administrator (e.g., associate dean, vice president, provost)	15	7.0
Stranger	15	7.0
A source not listed above	11	5.1
Off-campus community member	9	4.2
Academic advisor	7	3.3
Don't know source	6	2.8
Student staff (e.g., SA, RA)	6	2.8
Alumnus/a	5	2.3
Bon Appetit employee	5	2.3
Student organization	5	2.3
Online social networking sites (e.g., Facebook, Twitter, Yik Yak, WhitmanEncounters)	<5	---
Whitman media (e.g., posters, brochures, flyers, handouts, web sites)	<5	---
Whitman Safety and Security officer	<5	---
Athletic coach/trainer	<5	---
Student (tutor/peer mentor)	<5	---
Trustee/Overseer	<5	---
College committee	<5	---
Donor	<5	---
Direct report (e.g., person who reports to me)	<5	---

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 215). Percentages do not sum to 100% as a result of multiple responses.

Figures 26 through 28 display the perceived source of experienced exclusionary conduct by position status. Students were the greatest source of reported exclusionary conduct for Student respondents.

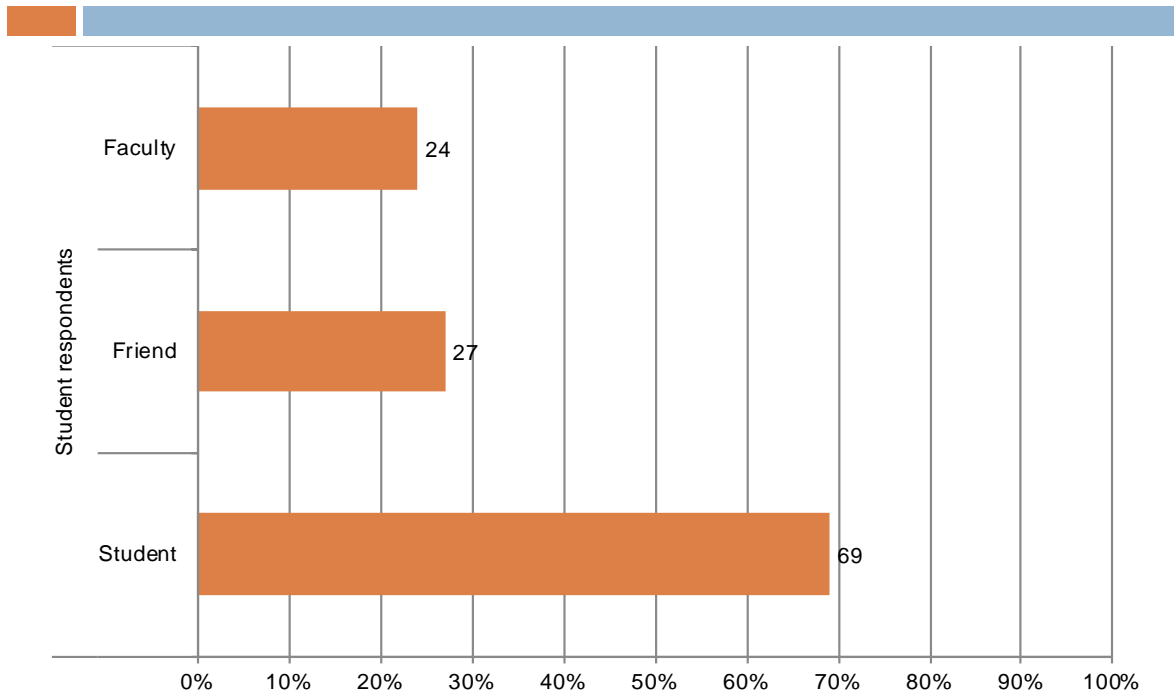
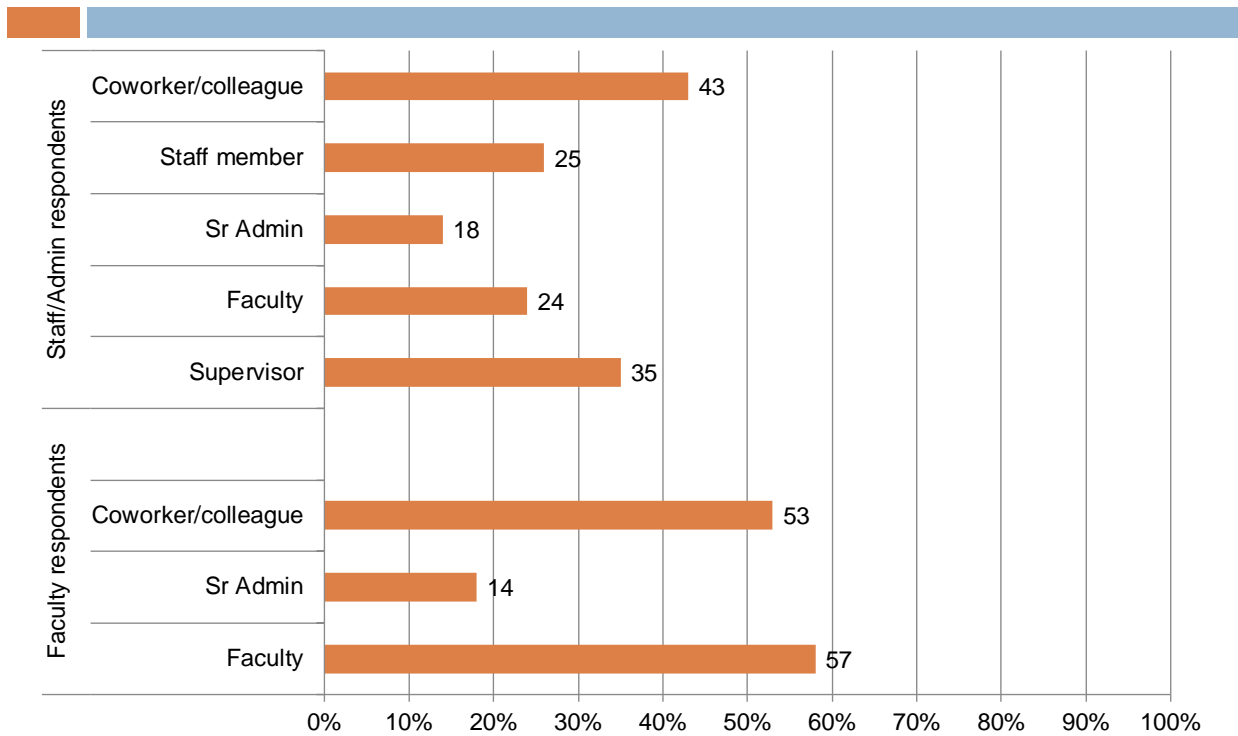


Figure 26. Student Respondents' Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

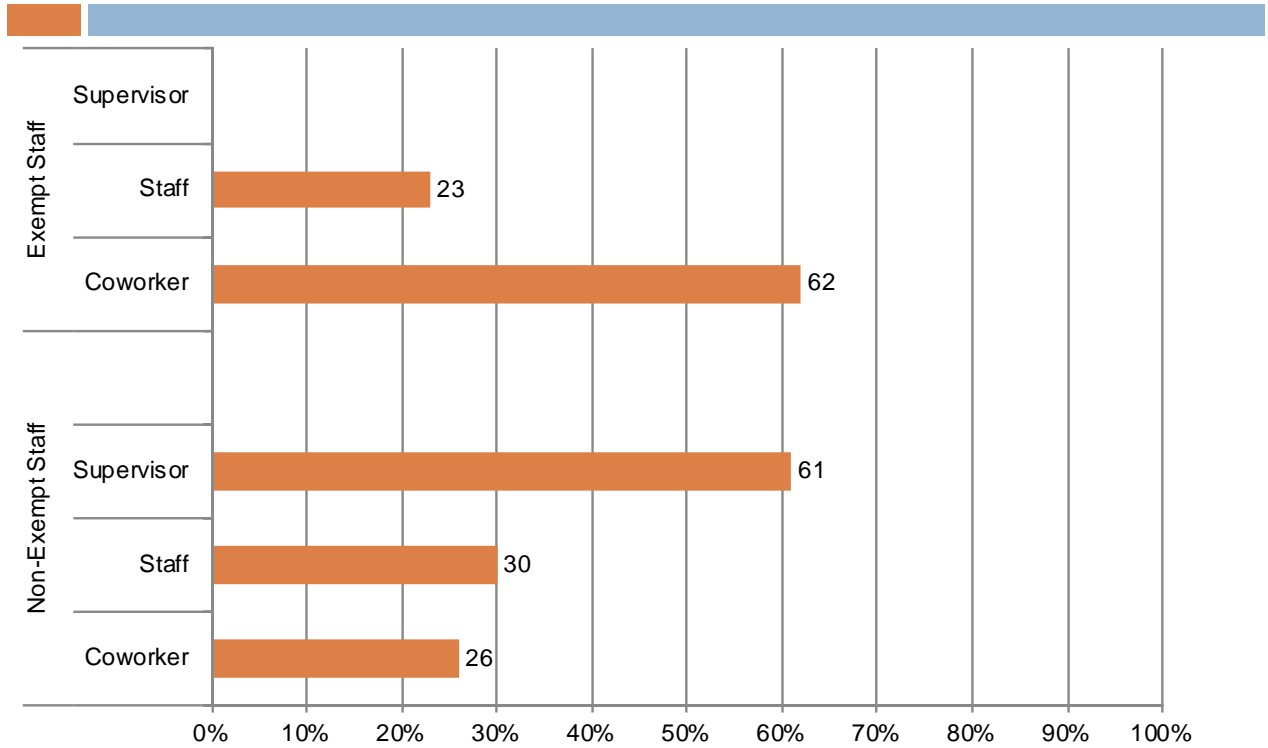
Faculty respondents most often cited coworkers and faculty as the source of the exclusionary conduct. Staff/Administrator respondents most often cited coworkers, supervisors, senior administrators, faculty, and department chairs as the source of the exclusionary conduct (Figure 27).



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

Figure 27. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Employee Position Status (%)

Exempt Staff/Administrator and Non-Exempt Staff/Administrator respondents identified coworkers, supervisors, and staff as their greatest sources of exclusionary conduct (Figure 28).



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

Figure 28. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Staff/Administrator Position Status (%)

In response to this conduct, 72% ($n = 155$) of respondents felt angry, 47% ($n = 100$) felt embarrassed, 34% ($n = 72$) felt afraid, 33% ($n = 70$) felt somehow responsible, and 22% ($n = 47$) ignored it (Table 25). Of respondents who indicated their experience was not listed, the added comments indicated that many respondents felt “anxious,” “frustrated,” “singled-out,” “depressed,” “disrespected,” “distressed,” “demoralized,” “exasperated,” “inadequate,” “marginalized,” “offended,” “misunderstood,” “lonely,” “scared,” and “sad.”

Table 25. Respondents’ Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Emotional response to conduct	<i>n</i>	% of respondents who experienced conduct
I felt angry.	155	72.1
I felt embarrassed.	100	46.5
I felt afraid.	72	33.5
I felt somehow responsible.	70	32.6
An experience not listed above.	50	23.3
I ignored it.	47	21.9

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 215$). Percentages do not sum to 100% as a result of multiple responses.

Also in response to experiencing the conduct, 54% ($n = 117$) told a friend, 39% ($n = 83$) avoided the person/venue, 37% ($n = 79$) told a family member, and 35% ($n = 75$) did not do anything (Table 26). Of the 28% ($n = 60$) of respondents who sought support from a Whitman resource, 38% ($n = 23$) sought support from a senior administrator (e.g., associate dean, vice president, provost) and 30% ($n = 18$) sought help from a faculty member. Some “response not listed above” comments were “spoke to the Dean of Faculty,” “spoke to Human Resources,” “let supervisor know,” and “rebuttal in evaluation.”

Table 26. Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
I told a friend.	117	54.4
I avoided the person/venue.	83	38.6
I told a family member.	79	36.7
I didn't do anything.	75	34.9
I contacted a Whitman resource.	60	27.9
<i>Senior administrator (e.g., associate dean, vice president, provost)</i>	23	38.3
<i>Faculty member</i>	18	30.0
<i>Title IX Administrator</i>	14	23.3
<i>Dean of Students</i>	12	20.0
<i>Office of Human Resources</i>	12	20.0
<i>Counseling Center</i>	10	16.7
<i>Staff/Administrator person</i>	9	15.0
<i>Student staff (RA, SA)</i>	8	13.3
<i>Sexual Assault Victim's Advocate</i>	<5	---
<i>Intercultural Center</i>	<5	---
<i>Whitman Safety and Security</i>	<5	---
<i>Overseer/Trustee</i>	<5	---
I didn't know who to go to.	39	18.1
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	35	16.3
I confronted the person(s) later.	33	15.3
I confronted the person(s) at the time.	28	13.0
I sought information online.	12	5.6
I sought support from off-campus hot-line/advocacy services.	5	2.3
I contacted a local law enforcement official.	<5	---
A response not listed above.	<5	---
I filed an anonymous CARE report (whitman.edu/assist).	<5	---

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 215$). Percentages do not sum to 100% as a result of multiple responses.

Table 27 illustrates that 74% ($n = 154$) of respondents did not report the incident and that 26% ($n = 53$) of respondents did report the incident. Of the respondents who reported the incident, 17% ($n = 5$) felt the complaint received an appropriate response and 60% ($n = 18$) felt the incident did not receive an appropriate response.

Table 27. Respondents’ Reporting of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting the conduct	<i>n</i>	% of respondents who experienced conduct
No, I didn’t report it.	154	74.4
Yes, I reported it.	53	25.6
<i>Yes, I reported it anonymously.</i>	< 5	---
<i>Yes, and it was handled appropriately.</i>	5	16.7
<i>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.</i>	6	20.0
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	18	60.0

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 215$). Percentages do not sum to 100% as a result of multiple responses.

One hundred and four respondents provided further insights into their experiences of exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (e.g., bullied, harassed) conduct at Whitman. Several people who commented suggested they lacked faith in and were confused by the reporting. Several other respondents cited inclusion and diversity concerns that prevented them from reporting.

Reporting; Lack Faith and Confusion. Nearly one-fourth of the narratives addressing conduct mentioned reporting. Many respondents noted their reports were mishandled. Two Staff/Administrator respondents explained, “This was not the first time I related difficulties regarding one colleague in particular. When I had reported the issue previously, I felt it was completely mishandled and I was in fact, told after several months with no response and continued antagonism from the individual that my file/complaint had ‘fallen off the radar’” and

“Nobody did anything to [named position]; he still remains a bully and a liar. Retaliation was very common for speaking out. He disrupted the entire department.” Other respondents reported confusion about the process and/or purpose of reporting. One Student shared, “I didn't know who to tell or even if I could have told someone, if anything could have been done.” A Faculty respondent noted, “Much of the hostile work environment here relies on microaggressions. There is ‘nothing to report’ and nowhere to report it - nothing ‘actionable’.”

Inclusion and Diversity Concerns. More than one-fourth of respondents who elaborated on their experiences at Whitman cited inclusion and diversity-related concerns. A Student respondent noted, “Sometimes people think they are close enough to you to joke about a certain part of your identity... Whitman in general is accepting, but more heteronormative than it is willing to admit.” Similarly, another Student reported, “I was called ‘fucking faggot’ at a party, not in a joking manner (if that is possible).” Other respondents shared challenges regarding gender identity, noting a struggle “related to being a female in a lab environment” and “the professor would make (somewhat derogatory) remarks about my gender, or single me out to talk about gender.” Finally, another respondent stated, “I received a microaggressive email in which an individual suggested that Latinos and black people are the experts on all things crime-related.” Greek Life was consistently mentioned in tandem with inclusion concerns. One Student respondent elaborated on Greek Life: “They divide our entire campus and often make people feel unwelcome and uncomfortable. My time at Whitman would have been immensely better if there was no such thing as Greek Life.”

^{xiii}A chi-square test was conducted to compare percentages of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: $\chi^2(1, N = 1,058) = 7.36, p < .01$.

^{xiv}A chi-square test was conducted to compare percentages of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct based on gender identity by gender identity: $\chi^2(1, N = 202) = 4.03, p < .05$.

^{xv}A chi-square test was conducted to compare percentages of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status: $\chi^2(2, N = 1,089) = 11.21, p < .01$.

^{xvi}A chi-square test was conducted to compare percentages of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct based on their position by position status: $\chi^2(2, N = 215) = 45.92, p < .001$.

^{xvii}A chi-square test was conducted to compare percentages of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct by racial identity: $\chi^2(4, N = 1,063) = 16.55, p < .01$.

Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Respondents’ observations of others experiencing exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct also may contribute to their perceptions of campus climate. Thirty-eight percent ($n = 415$) of survey respondents observed conduct directed toward a person or group of people on campus that they believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at Whitman⁴⁹ within the past year. Most of the observed conduct was based on gender/gender identity (35%, $n = 144$), ethnicity (27%, $n = 111$), racial identity (25%, $n = 104$), and gender expression (19%, $n = 80$). Eight percent ($n = 35$) of respondents indicated that they did not know the basis (Table 28).

Table 28. Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Characteristic	<i>n</i>	% of respondents who observed conduct
Gender/gender identity	144	34.7
Ethnicity	111	26.7
Racial identity	104	25.1
Gender expression	80	19.3
Political views	74	17.8
Socioeconomic status	65	15.7
Sexual identity	55	13.3
Position (staff, faculty, student)	54	13.0
Religious/spiritual views	49	11.8
Physical characteristics	44	10.6
A reason not listed above	43	10.4
Philosophical views	42	10.1
English language proficiency/accent	41	9.9
Don’t know	35	8.4
Academic performance	34	8.2

⁴⁹This report uses “conduct” and the phrase “exclusionary, intimidating, offensive, and/or hostile conduct” as a shortened version of “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 Whitman.”

Table 28. (cont.)

Characteristic	<i>n</i>	% of respondents who observed conduct
Mental health/psychological disability/condition	34	8.2
International status/national origin	29	7.0
Participation in an organization/team	28	6.7
Immigrant status/citizen status	25	6.0
Major field of study	24	5.8
Age	23	5.5
Learning disability/condition	17	4.1
Length of service at Whitman	16	3.9
Educational credentials (e.g., BS, MS, PhD)	12	2.9
Medical disability/condition	11	2.7
Physical disability/condition	11	2.7
Parental status (e.g., having children)	10	2.4
Marital status (e.g., single, married, partnered)	8	1.9
Pregnancy	<5	---
Military/veteran status	<5	---

Note: Only answered by respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 415). Percentages do not sum to 100% as a result of multiple responses.

Figures 29 and 30 separate by demographic categories (i.e., gender identity, racial identity, sexual identity, students' socioeconomic status, and position status) the noteworthy responses of those individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year. No significant differences were noted in the percentages of respondents who indicated on the survey that they had observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year by citizenship status, first-generation status, or Student respondents' income status.

A significantly higher percentage of Transspectrum respondents (70%, *n* = 16) than Women respondents (38%, *n* = 249) and Men respondents (37%, *n* = 146) observed such conduct.^{xviii}

Also noteworthy, but not statistically significant, higher percentages of Hispanic/Latin@/Chican@ respondents (59%, *n* = 20), Asian/Asian American respondents (46%, *n* = 24), Multiracial respondents (40%, *n* = 43) than Other Respondents of Color (38%, *n* = 6) and White respondents (37%, *n* = 313) witnessed exclusionary, intimidating, offensive,

and/or hostile conduct. A higher percentage of LGBQ respondents (55%, $n = 115$) indicated on the survey that they observed such conduct than did Heterosexual respondents (34%, $n = 281$).^{xix}

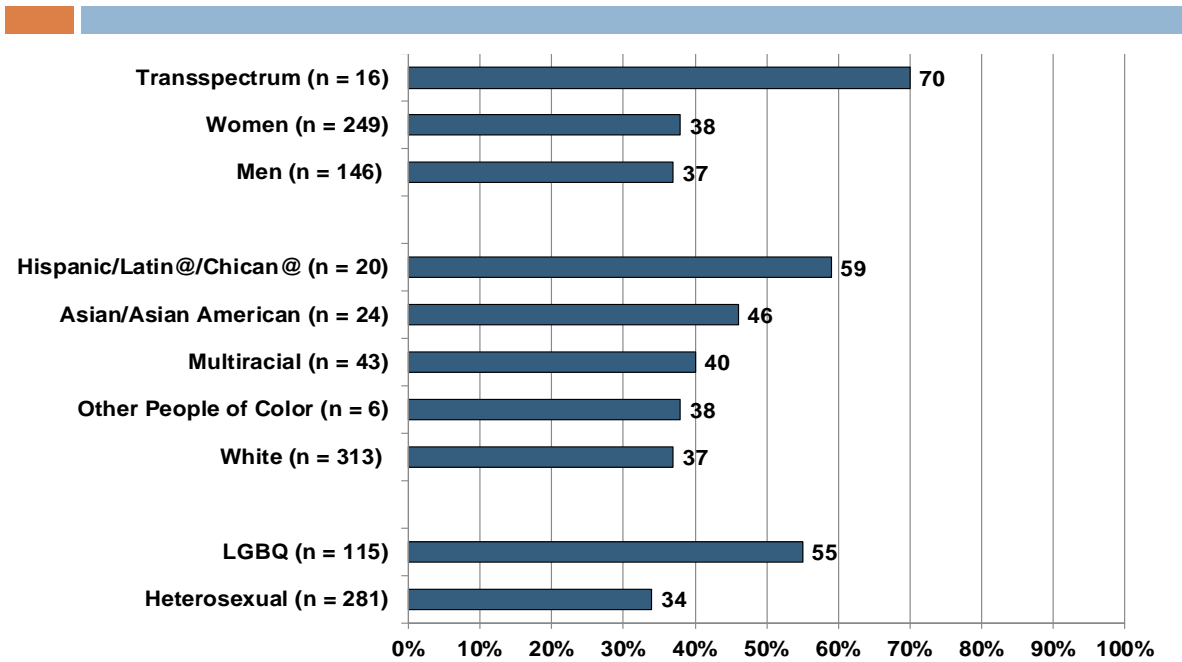


Figure 29. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Gender Identity, Racial Identity, and Sexual Identity, (%)

Higher percentages of respondents with Multiple Disabilities (52%, $n = 26$) than respondents with a Single Disability (43%, $n = 59$) or respondents with No Disability (37%, $n = 327$) indicated that they had observed such conduct (Figure 30).^{xx}

In terms of faith-based affiliation, respondents with Christian Affiliations (30%) were less likely to have witnessed such conduct than were respondents with Multiple Affiliations (37%), Other Faith-Based Affiliation respondents (52%), and respondents with No Affiliation (40%).^{xxi}

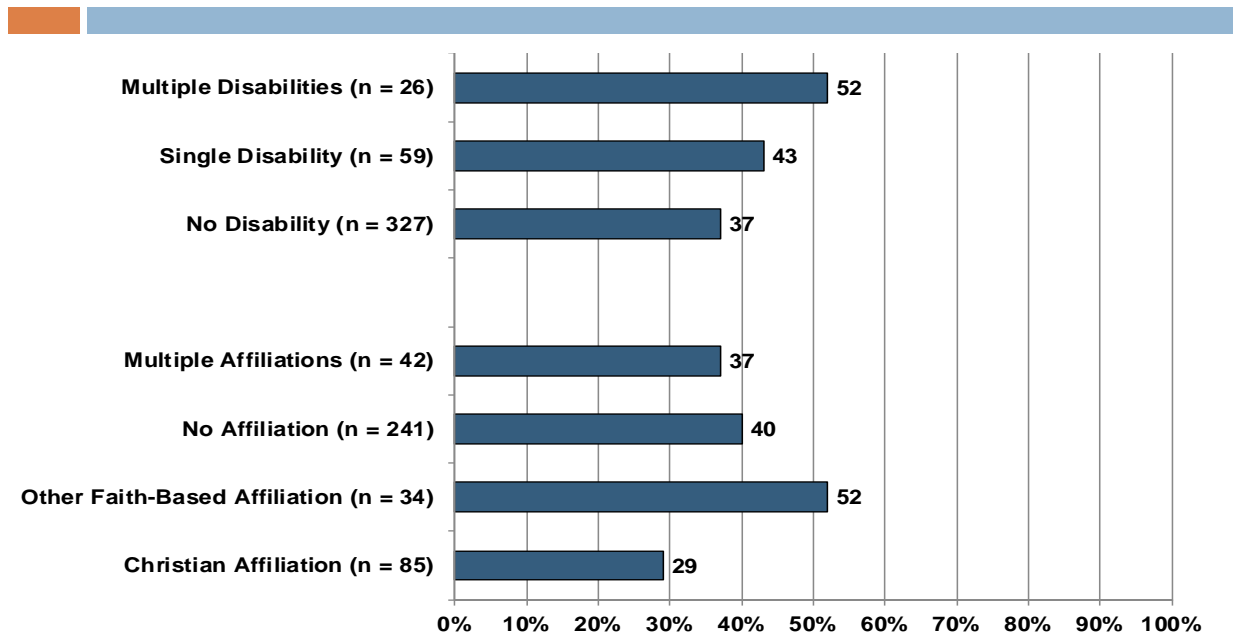


Figure 30. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Disability Status and Faith-Based Affiliation (%)

In terms of position status at Whitman College, significantly higher percentages of Senior Administrator respondents (53%, $n = 9$) and Student respondents (41%, $n = 296$) indicated that they had observed exclusionary, intimidating, offensive, and/or hostile conduct than did Faculty respondents (35%, $n = 50$) or Staff respondents (30%, $n = 69$) (Figure 31).^{xxii}

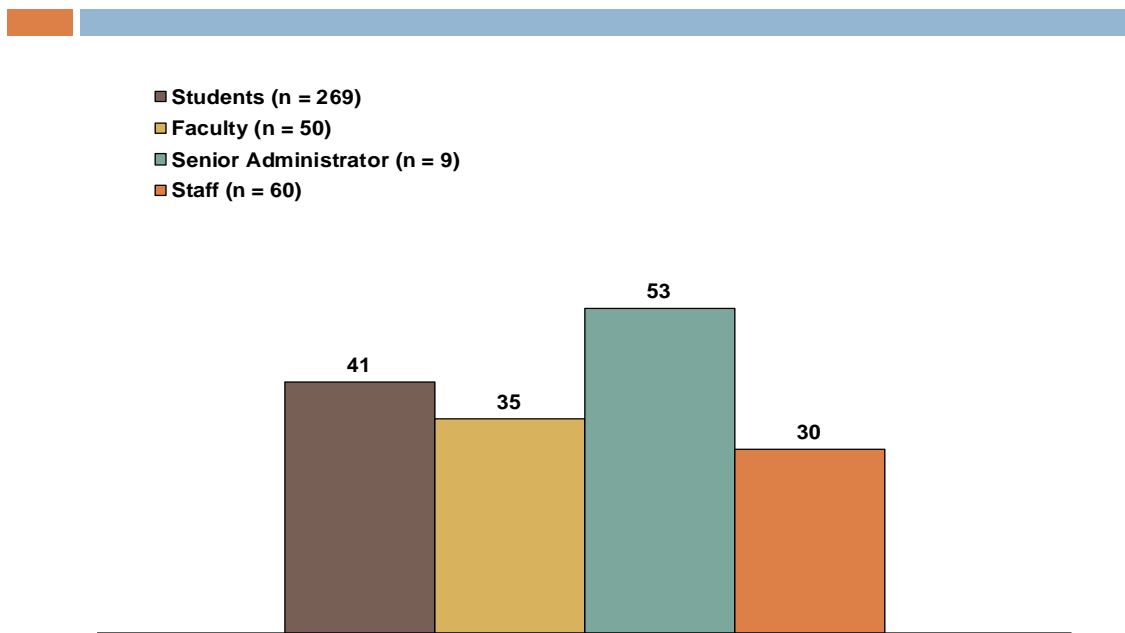


Figure 31. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Position Status (%)

Table 29 illustrates that respondents most often observed this conduct in the form of someone being the target of derogatory verbal remarks (44%, $n = 182$), deliberately ignored or excluded (40%, $n = 167$), being isolated or left out (38%, $n = 157$), subjected to derogatory slights, snubs, insults (35%, $n = 146$), being intimidated/bullied (21%, $n = 87$), or being the target of racial profiling (21%, $n = 85$).

Table 29. Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	<i>n</i>	% of respondents who observed conduct
Person was the target of derogatory verbal remarks.	182	43.9
Person ignored or excluded.	167	40.2
Person isolated or left out.	157	37.8
Person was the target of derogatory slights, snubs, insults.	146	35.2
Person intimidated/bullied.	87	21.0
Person was the target of racial/ethnic profiling.	85	20.5
Person being stared at.	68	16.4
Person experiences a hostile classroom environment.	67	16.1
Person was singled out as the spokesperson for their identity group.	65	15.7
Person was the target of workplace incivility.	52	12.5
Assumption that someone was admitted/hired/promoted based on his/her identity.	50	12.0
Person experiences a hostile work environment.	49	11.8
Person was the target of derogatory/unsolicited messages online (e.g., Facebook, Twitter, Yik Yak, WhitmanEncounters).	46	11.1
Person was the target of derogatory written comments.	44	10.6
Person was the target of derogatory phone calls/text messages/email.	32	7.7
Something not listed above.	32	7.7
Person was stalked.	24	5.8
Assumption that someone was not admitted/hired/promoted based on his/her identity.	22	5.3
Person received a low or unfair performance evaluation.	20	4.8
Person was the target of physical violence.	19	4.6
Person was unfairly evaluated in the promotion and tenure process.	16	3.9
Person received a poor grade.	14	3.4
Person was the target of graffiti/vandalism.	9	2.2
Person received threats of physical violence.	7	1.7
Person's family safety was threatened.	1	0.2

Note: Only answered by respondents who indicated on the survey that they had observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 415). Percentages do not sum to 100% as a result of multiple responses.

Additionally, 31% ($n = 127$) of the respondents who indicated on the survey that they observed exclusionary conduct noted that it happened in other public spaces at Whitman College (Table 30). Some respondents noted that the incidents occurred in a meeting with a group of people (21%, $n = 86$), while working in an on-campus class/lab/clinical setting (20%, $n = 82$), or in a fraternity or sorority (20%, $n = 82$).

Table 30. Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of respondents who observed conduct
In other public spaces at Whitman	127	30.6
In a meeting with a group of people	86	20.7
In a class/lab	82	19.8
In a fraternity or sorority	82	19.8
In campus housing	73	17.6
At a Whitman event/program	71	17.1
Off-campus	67	16.1
While walking on campus	56	13.5
Online social networking sites	41	9.9
In off-campus housing	38	9.2
While working at a Whitman job	37	8.9
In a Whitman dining facility	33	8.0
In a Whitman administrative office	32	7.7
On phone calls/text messages/email	31	7.5
In a meeting with one other person	26	6.3
In Penrose Library	26	6.3
In athletic facilities	21	5.1
In a faculty office	18	4.3
A venue not listed above	16	3.9
In an experiential learning environment (e.g., service learning, retreat, internship, field trip)	6	1.4

Note: Only answered by respondents who indicated on the survey that they had observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 415$). Percentages do not sum to 100% as a result of multiple responses.

Sixty-four percent ($n = 265$) of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct noted that the targets of the conduct were students (Table 31). Other respondents identified friends (33%, $n = 138$), faculty members (12%, $n = 51$), coworkers/colleagues (12%, $n = 48$), and staff members (11%, $n = 44$) as targets. “Other sources not listed” included, “teammate,” “custodial staff,” “campus community,” “Christian students, faculty, and staff,” and “Jewish community at Whitman.”

Table 31. Targets of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Target	<i>n</i>	% of respondents who observed conduct
Student	265	63.9
Friend	138	33.3
Faculty member	51	12.3
Coworker/colleague	48	11.6
Staff/Administrator member	44	10.6
Bon Appetit employee	31	7.5
Off-campus community member	30	7.2
Stranger	27	6.5
Online social networking sites (e.g., Facebook, Twitter, Yik Yak, WhitmanEncounters)	23	5.5
Student staff (e.g., SA, RA)	23	5.5
Don't know target	21	5.1
A source not listed above	19	4.6
Student organization	17	4.1
Student (tutor/peer mentor)	13	3.1
Department/program chair	8	1.9
Whitman media (e.g., posters, brochures, flyers, handouts, web sites)	6	1.4
Alumnus/a	< 5	---
Whitman Safety and Security officer	< 5	---
Academic advisor	< 5	---
Senior administrator (e.g., associate dean, vice president, provost)	< 5	---

Table 31. (cont.)

Target	<i>n</i>	% of respondents who observed conduct
Supervisor or manager	< 5	---
Athletic coach/trainer	< 5	---
Trustee/Overseer	< 5	---
College committee	0	0.0
Donor	0	0.0
Direct report (e.g., person who reports to me)	0	0.0

Note: Table includes answers from only those respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 415$). Percentages may not sum to 100% as a result of multiple responses.

Of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 55% ($n = 227$) noted that students were the sources of the conduct (Table 32). Respondents identified additional sources as faculty members (22%, $n = 91$), staff members (11%, $n = 47$), and strangers (11%, $n = 45$).

Table 32. Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source	<i>n</i>	% of respondents who observed conduct
Student	227	54.7
Faculty member	91	21.9
Staff/Administrator member	47	11.3
Stranger	45	10.8
Friend	42	10.1
Don't know source	31	7.5
Online social networking sites (e.g., Facebook, Twitter, Yik Yak, WhitmanEncounters)	30	7.2
Off-campus community member	26	6.3
Senior administrator (e.g., associate dean, vice president, provost)	23	5.5
Student organization	19	4.6
A source not listed above	16	3.9
Supervisor or manager	16	3.9

Table 32. (cont.)

Source	<i>n</i>	% of respondents who observed conduct
Trustee/Overseer	16	3.9
Department/program chair	15	3.6
Academic advisor	11	2.7
Whitman Safety and Security officer	11	2.7
Alumnus/a	10	2.4
Bon Appetit employee	9	2.2
Whitman media (e.g., posters, brochures, flyers, handouts, web sites)	9	2.2
Athletic coach/trainer	7	1.7
Student (tutor/peer mentor)	6	1.4
College committee	5	1.2
Student staff (e.g., SA, RA)	< 5	---
Donor	0	0.0
Direct report (e.g., person who reports to me)	0	0.0

Note: Table includes answers only from those respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 415$). Percentages may not sum to 100% as a result of multiple responses.

In response to this conduct, 66% ($n = 274$) of respondents felt angry, 34% ($n = 142$) felt embarrassed, and 21% ($n = 87$) felt somehow responsible (Table 33). Of respondents who indicated their experience was not listed, several added comments that indicated many respondents felt “alone, targeted,” “ashamed of the staff supervisor,” “disappointed in the Whitman community for tacit agreement/participation,” “frustrated, but not surprised,” “disappointed,” “upset,” “sympathy,” “like people are ignorant,” and “like I had a responsibility to stop the behavior.”

Table 33. Respondents' Emotional Responses to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Emotional response to conduct	<i>n</i>	% of respondents who experienced conduct
I was angry.	274	66.0
I felt embarrassed.	142	34.2
I felt somehow responsible.	87	21.0
An experience not listed above.	63	15.2
I ignored it.	60	14.5
I was afraid.	58	14.0

Note: Only answered by respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 415$). Percentages do not sum to 100% as a result of multiple responses.

In response to observing the exclusionary, intimidating, offensive, and/or hostile conduct, 40% ($n = 166$) did not do anything, 33% ($n = 138$) told a friend, 17% ($n = 69$) confronted the person(s) at the time, 15% ($n = 61$) confronted the person(s) later, and 13% ($n = 54$) of respondents did not know to whom to go (Table 34). Of the respondents (10%, $n = 41$) who contacted a Whitman College resource, 32% ($n = 13$) sought support from a faculty member and 32% ($n = 13$) sought support from a senior administrator, and 32% ($n = 13$) sought support from a staff/administrator person.

Table 34. Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to observed conduct	<i>n</i>	% of respondents who observed conduct
I didn't do anything.	166	40.0
I told a friend.	138	33.3
I confronted the person(s) at the time.	69	16.6
I confronted the person(s) later.	61	14.7
A response not listed above.	54	13.0
I avoided the person/venue.	54	13.0
I didn't know who to go to.	54	13.0
I told a family member.	46	11.1
I contacted a Whitman resource.	41	9.9
<i>Faculty member</i>	13	31.7
<i>Senior administrator (e.g., associate dean, vice president, provost)</i>	13	31.7
<i>Staff/Administrator person</i>	13	31.7
<i>Student staff (RA, SA)</i>	8	19.5
<i>Office of Human Resources</i>	6	14.6
<i>Dean of Students</i>	5	12.2
<i>Title IX Administrator</i>	5	12.2
<i>Counseling Center</i>	< 5	---
<i>Whitman Safety and Security</i>	< 5	---
<i>Intercultural Center</i>	< 5	---
<i>Sexual Assault Victim's Advocate</i>	< 5	---
<i>Overseer/Trustee</i>	< 5	---
I sought information online.	12	2.9
I filed an anonymous CARE report (whitman.edu/assist).	7	1.7
I contacted a local law enforcement official.	6	1.4
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	< 5	---
I sought support from off-campus hot-line/advocacy services.	< 5	---

Note: Only answered by respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 415). Percentages do not sum to 100% as a result of multiple responses.

Table 35 illustrates that 92% ($n = 364$) of respondents did not report the incident and that 8% ($n = 30$) of respondents did report the incident. Of the respondents who reported the incident, 40% ($n = 12$) were satisfied with the outcome, less than five respondents felt that the complaint received an appropriate response, and 17% ($n = 5$) felt that the incident did not receive an appropriate response.

Table 35. Respondents’ Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting the observed conduct	<i>n</i>	% of respondents who observed conduct
No, I didn’t report it.	364	92.4
Yes, I reported it.	30	7.6
<i>Yes, I reported it anonymously.</i>	<i>< 5</i>	<i>---</i>
<i>Yes, and it was handled appropriately.</i>	<i>12</i>	<i>40.0</i>
<i>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.</i>	<i>< 5</i>	<i>---</i>
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	<i>5</i>	<i>16.7</i>

Note: Only answered by respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 415$). Percentages do not sum to 100% as a result of multiple responses.

One hundred forty-four respondents elaborated on their observations of conduct directed toward a person or group of people on campus that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment. Two themes emerged. Thirty-three percent of those respondents described inclusion concerns for people perceived to be minorities. Approximately 20% of those respondent noted confusion, fear of retaliation and a lack of faith with regard to reporting.

Inclusion Concerns for People Perceived to be Minorities. More than one-third of respondents who elaborated on their observations of conduct directed toward a person or group of people on campus noted inclusion concerns for a range of identities including race, gender, gender identity, sexual identity, and religion. A Student respondent elaborated, “There's not ONE incident that I am thinking of here... just all my observations lumped together. People are racist, classist, sexist...” Another Student respondent reported, “The security here on campus racially profiles

students of color. There have been several incidents yet the problem isn't being addressed.”

Greek life was noted with concern multiple times. One Faculty respondent noted, “The campus Greek system and many off-campus houses create an exceptionally toxic environment for women and those who may not identify along binary gender lines.” Regarding religious affiliation, several respondents offered commentary about a discussion on campus that compared Europeans treatment of Native Americans to the Israeli–Palestinian conflict. This led to some concerns that there may be an anti-Semitic environment at Whitman.

Reporting: Confusion, Fear of Retaliation, and Lack of Faith. Comments addressing the confusion, fear, and lack of faith in the reporting system were noted by more than one-fifth of respondents who commented on this survey item. One Faculty respondent echoed the confusion of many regarding the reporting process with the question, “To whom, exactly, is one supposed to report these things?” One Staff/Administrator expressed a fear of retaliation if they were to report an incident, “There is nowhere for me to go that will not possibly have adverse effects on my job security here. I do not trust my supervisors not to retaliate, so I say nothing.” Several respondents noted sexual assault and harassment in conjunction with reporting. A Student explained, “I didn't report it because from my experience and the experiences of friends, the Whitman administration does not take reports seriously and fails to act. Just as they are failing to act on the reason why my friend was harassed. The harasser has sexually assaulted students and this school has done nothing about it. My friend has been trying to report this and only gets harassed.”

^{xviii}A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: $\chi^2(2, N = 1,080) = 9.99, p < .05$.

^{xix}A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by sexual identity: $\chi^2(1, N = 1,033) = 30.87, p < .001$.

^{xx}A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by disability status: $\chi^2(2, N = 1,082) = 6.45, p < .05$.

^{xxi}A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by faith-based affiliation: $\chi^2(3, N = 1,069) = 15.85, p < .01$.

^{xxii}A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by position status: $\chi^2(3, N = 1,088) = 9.32, p < .05$.

Unwanted Sexual Experiences

Twelve percent ($n = 134$) of respondents indicated on the survey that they had experienced unwanted sexual conduct⁵⁰ (e.g. rape, sexual assault, penetration without consent, including oral, vaginal, or anal penetration with a body part or object or being forced to penetrate; fondling, including intentional sexual touching, however slight, with any object without consent; use of alcohol or other drugs to incapacitate; sexual exploitation; or sexual harassment involving physical contact) while a member of the Whitman community.

Unwanted Sexual Contact

Three percent ($n = 30$) of respondents experienced unwanted sexual contact while a member of the Whitman community (rape, assault, penetration without consent, gang rape).⁵¹ Subsequent analyses of the data suggested that Student respondents (4%, $n = 29$) were significantly more likely to experience unwanted sexual contact than were Faculty respondents ($n < 5$), and Staff/Administrator respondents ($n = 0$) while a member of the Whitman community.^{xxiii} Student respondents (13%, $n = 95$) were also significantly more likely to experience unwanted sexual interaction⁵² (fondling, sexual exploitation, and sexual harassment) than were Faculty respondents ($n < 5$), and Staff/Administrator respondents (2%, $n = 5$) while a member of the Whitman community.^{xxiv}

Subsequent analyses,⁵³ the results of which are depicted in Figure 32, revealed that for respondents who reported unwanted sexual contact (rape, assault, penetration without consent, gang rape), significant differences were found by:

- Gender identity: 4% ($n = 23$) of Women respondents and 2% ($n = 6$) of Men respondents experienced unwanted sexual contact.^{xxv}

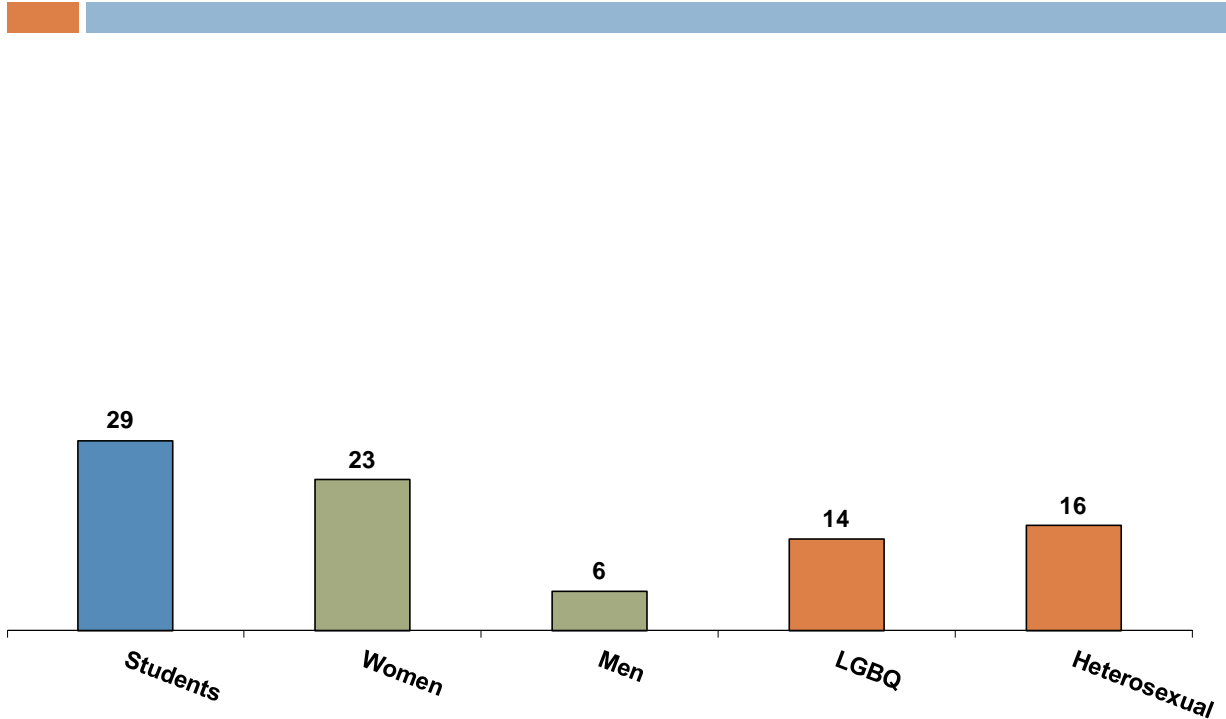
⁵⁰The survey item queried respondents about “unwanted sexual contact,” which was defined as unwanted or unwelcome touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal, or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; and sexual harassment involving physical contact. The report delineates “unwanted sexual contact” as “rape, assault, and penetration without consent, “and uses the term “unwanted sexual interaction” to refer to “fondling, sexual exploitation, and sexual harassment.” The term “unwanted sexual conduct” includes both unwanted sexual contact and unwanted sexual interaction.

⁵¹The report uses the term “unwanted sexual contact” to refer to “rape, assault, penetration without consent.”

⁵²The report uses the term “unwanted sexual interaction” to refer to “fondling, sexual exploitation, and sexual harassment.”

⁵³Chi-square analyses were conducted by gender identity, racial identity, sexual identity, income status, first-generation status, and disability status; only significant differences are reported.

- Sexual identity: 7% ($n = 14$) of LGBQ respondents and 2% ($n = 16$) of Heterosexual respondents experienced unwanted sexual contact.^{xxvi}



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

Figure 32. Respondents’ Experiences of Unwanted Sexual Contact While at Whitman College by Position Status, Gender Identity, and Sexual Identity, (n)

^{xxiii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by position status: $\chi^2(2, N = 1,089) = 12.47, p < .05$.

^{xxiv}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by position status: $\chi^2(2, N = 1,089) = 30.96, p < .001$.

^{xxv}A chi-square test was conducted to compare percentages of respondents who experienced unwanted sexual contact by gender identity: $\chi^2(1, N = 1,058) = 3.60, p < .05$.

^{xxvi}A chi-square test was conducted to compare percentages of respondents who experienced unwanted sexual contact by sexual identity: $\chi^2(1, N = 1,034) = 13.26, p < .001$.

Seventy percent ($n = 21$) of respondents who indicated on the survey that they had experienced unwanted sexual contact (i.e., rape, assault, or penetration without consent) noted that it happened 2 to 4 years ago and 30% ($n = 9$) noted that it happened within the last year.

Students were asked to share what year in their college career they had experienced unwanted sexual contact. Of note, the largest percentage of occurrences of unwanted sexual contact happened each fall semester. Of Student respondents (12%, $n = 134$) who indicated on the survey that they experienced unwanted sexual contact (specifically, rape, assault, penetration without consent, gang rape), 79% ($n = 23$) noted that it occurred within their first year, 24% ($n = 7$) noted that it occurred in their second year, and less than five respondents noted that it occurred in their third year or their fourth year (Table 36).

Table 36. Year in Which Student Respondents Experienced Unwanted Sexual Contact (e.g., Fondling, Rape, Sexual Assault, Penetration Without Consent, Gang Rape)

Year experience occurred	Unwanted Sexual Contact	
	<i>n</i>	%
First year	23	79.3
<i>Fall semester</i>	12	52.2
<i>Spring semester</i>	11	47.8
Second year	7	24.1
<i>Fall semester</i>	5	71.4
<i>Spring semester</i>	< 5	---
Third year	< 5	---
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	< 5	---
Fourth year	< 5	---
<i>Fall semester</i>	0	0.00
<i>Spring semester</i>	< 5	---
After fourth year	0	0.00

Note: Table includes answers only from Student respondents who indicated on the survey that they experienced unwanted sexual contact, including rape, assault, penetration without consent, gang rape ($n = 30$). Percentages may not sum to 100 as a result of multiple responses.

Seventy percent ($n = 21$) of the respondents who indicated on the survey that they experienced unwanted sexual contact (rape, assault, penetration without consent, gang rape) identified acquaintances/friends as the perpetrators of the conduct. Respondents also identified other sources as Whitman students (67%, $n = 20$), and strangers (10%, $n < 5$) (Figure 33).

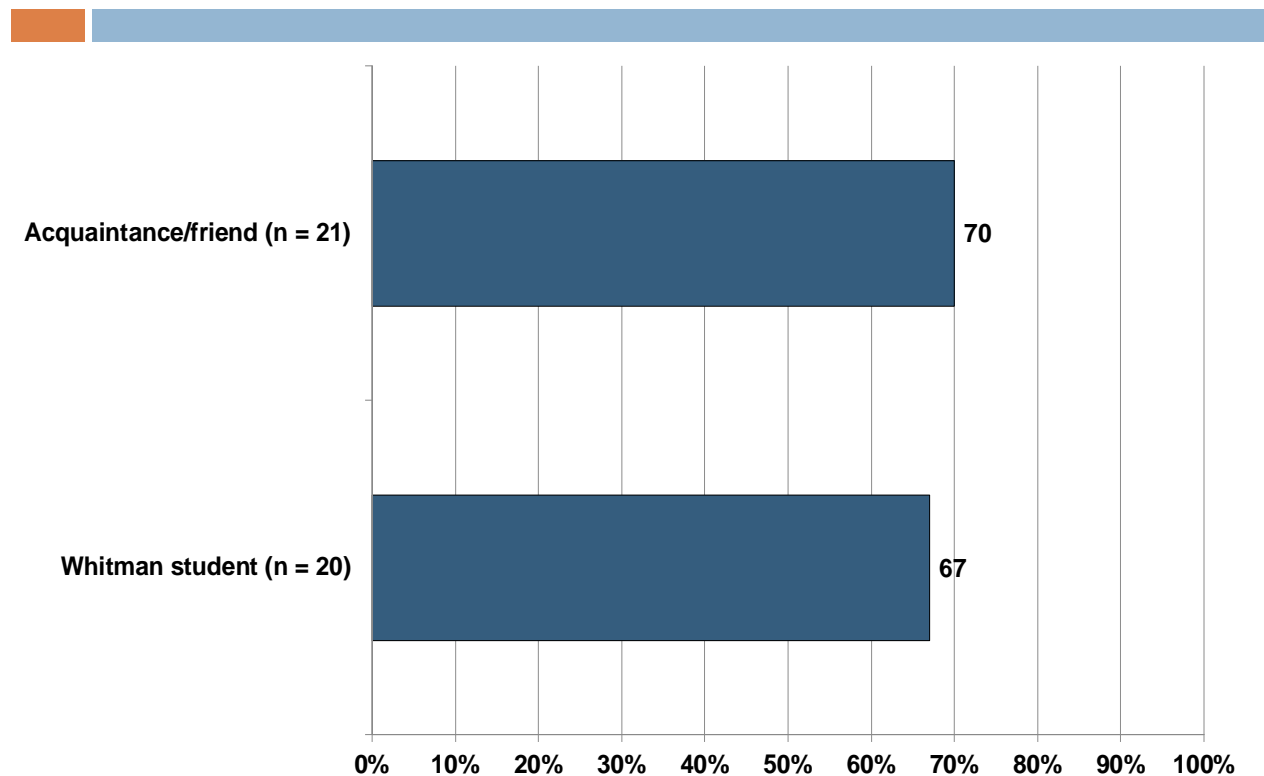


Figure 33. Perpetrator of Unwanted Sexual Contact (%)

Asked where the incidents occurred, 73% ($n = 22$) of respondents who experienced unwanted sexual contact (rape, assault, penetration without consent, gang rape) indicated that it occurred on campus, in locations such as “dorm room,” “student union,” “[Fraternity] basement,” “fraternity house/row,” and specific residence halls. Thirty-seven percent ($n = 11$) of respondents who indicated on the survey that they had experienced unwanted sexual contact specified that the incidents occurred off-campus. Several of these respondents identified places such as

private/friend homes, parties, near home, school trip, and house as locations where off-campus unwanted sexual contact occurred.

Asked how they felt in response to experiencing unwanted sexual contact, 77% ($n = 23$) of these respondents indicated that they felt uncomfortable, 73% ($n = 22$) felt somehow responsible, 67% ($n = 20$) ignored it, 57% ($n = 17$) were embarrassed, 53% ($n = 16$) were afraid, and 47% ($n = 14$) were angry (Table 37).

Table 37. Emotional Reactions to Unwanted Sexual Contact

Emotional reaction to contact	<i>n</i>	%
I felt uncomfortable.	23	76.7
I felt somehow responsible.	22	73.3
I ignored it.	20	66.7
I felt embarrassed.	17	56.7
I felt afraid.	16	53.3
I felt angry.	14	46.7
An experience not listed here	5	16.7

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual contact, including rape, assault, penetration without consent, gang rape ($n = 30$). Percentages may not sum to 100 as a result of multiple responses.

In response to experiencing unwanted sexual contact (rape, assault, penetration without consent), eight (27%) respondents contacted a Whitman College resource (Table 38). Most respondents told a friend (67%, $n = 20$), avoided the person/venue (53%, $n = 16$), did not do anything (43%, $n = 13$), confronted the person(s) later (27%, $n = 8$), and told a family member (23%, $n = 7$). Seventeen percent ($n = 5$) did not know to whom to go.

Table 38. Actions in Response to Unwanted Sexual Contact

Action	n	%
I told a friend.	20	66.7
I avoided the person/venue.	16	53.3
I didn't do anything.	13	43.3
I confronted the person(s) later.	8	26.7
I contacted a Whitman resource.	8	26.7
<i>Counseling Center</i>	5	62.5
<i>Sexual Assault Victim's Advocate</i>	< 5	---
<i>Faculty member</i>	< 5	---
<i>Senior administrator (e.g., associate dean, vice president, provost)</i>	< 5	---
<i>Title IX Administrator</i>	< 5	---
<i>Dean of Students</i>	< 5	---
<i>Whitman Safety and Security</i>	< 5	---
<i>Intercultural Center</i>	0	0.0
<i>Office of Human Resources</i>	0	0.0
<i>Overseer/Trustee</i>	0	0.0
<i>Staff/Administrator person</i>	0	0.0
<i>Student staff (RA, SA)</i>	0	0.0
I told a family member	7	23.3
I didn't know who to go to.	5	16.7
I confronted the person(s) at the time.	< 5	---
I contacted a local law enforcement official.	< 5	---
I filed an anonymous CARE report (whitman.edu/assist)	< 5	---
I sought information online.	< 5	---
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	< 5	---
I sought support from off-campus hot-line/advocacy services.	< 5	---
A response not listed above	0	0.0

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual contact (n = 30).

Table 39 illustrates that 83% (n = 25) of respondents did not report the incident(s) of unwanted sexual contact (rape, assault, penetration without consent, gang rape) and that 17% (n = 5) respondents reported the incident. Of the respondents who reported the incident, none were

satisfied with the outcomes, less than five thought the complaint received an appropriate response, and less than five felt the incident did not receive an appropriate response.

Table 39. Respondents’ Reporting Unwanted Sexual Contact

Reporting the unwanted sexual contact	<i>n</i>	% of respondents who experienced conduct
No, I didn’t report it.	25	83.3
Yes, I reported it.	5	16.7
<i>Yes, I reported it anonymously.</i>	<i>n</i> < 5	---
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	0	0.0
<i>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.</i>	<i>n</i> < 5	---
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	<i>n</i> < 5	---

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual conduct (*n* = 30). Percentages do not sum to 100% as a result of multiple responses.

Unwanted Sexual Interaction

Noted earlier in this report, 12% (*n* = 134) of respondents indicated on the survey that they had experienced unwanted sexual conduct⁵⁴ (e.g. rape, sexual assault, penetration without consent, including oral, vaginal, or anal penetration with a body part or object or being forced to penetrate; fondling, including intentional sexual touching, however slight, with any object without consent; use of alcohol or other drugs to incapacitate; sexual exploitation; or sexual harassment involving physical contact) while a member of the Whitman community.

Ten percent (*n* = 104) of respondents experienced unwanted sexual interaction while a member of the Whitman community (including fondling, sexual exploitation, and sexual harassment).⁵⁵

⁵⁴The survey item queried respondents about “unwanted sexual contact,” which was defined as 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 contact. The report delineates “unwanted sexual contact” as “rape, assault, and penetration without consent, “and uses the term “unwanted sexual interaction” to refer to “fondling, sexual exploitation, and sexual harassment.” The term “unwanted sexual conduct” includes both unwanted sexual contact and unwanted sexual interaction.

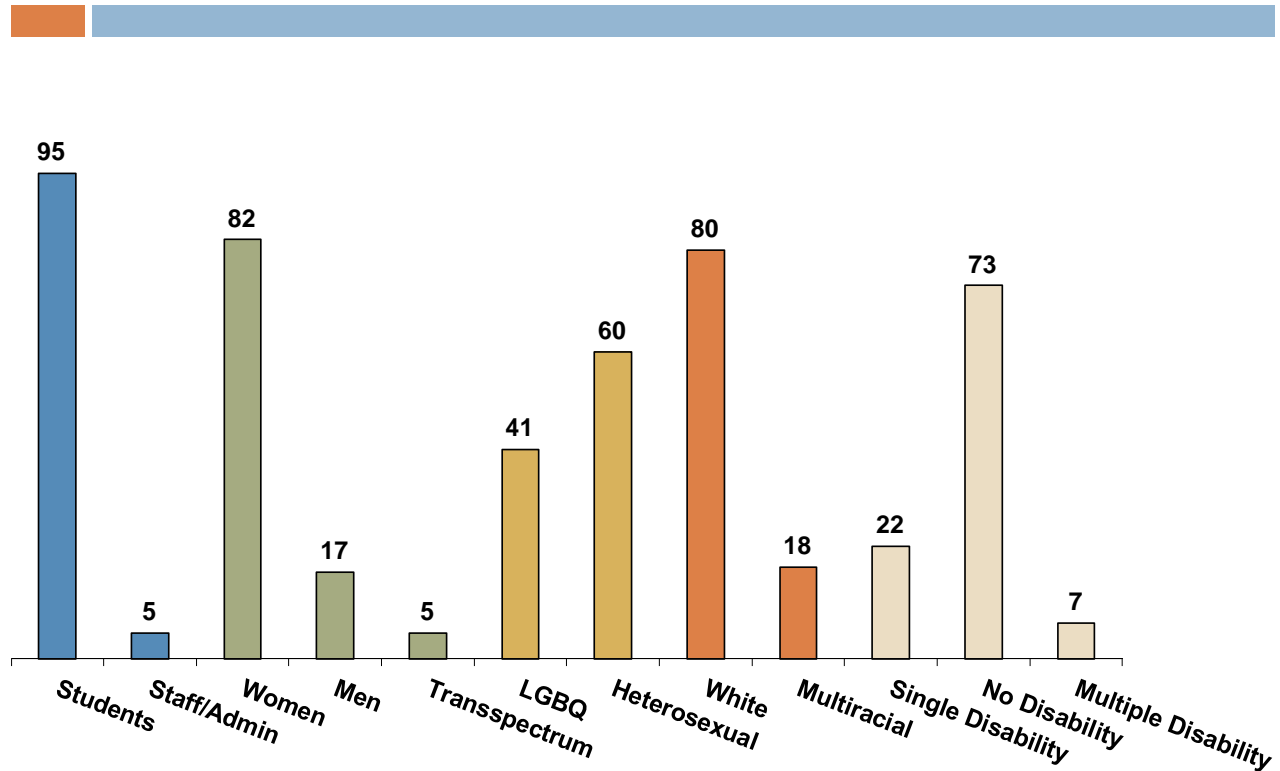
⁵⁵The report uses the term “unwanted sexual interaction” to refer to “fondling, sexual exploitation, and sexual harassment.”

Subsequent analyses of the data suggested that Student respondents (13%, $n = 95$) were significantly more likely to experience unwanted sexual interaction than were Faculty respondents ($n < 5$), and Staff/Administrator respondents (2%, $n = 5$) while a member of the Whitman community.^{xxvii}

Subsequent analyses⁵⁶ revealed that, of respondents who reported unwanted sexual interaction (fondling, sexual exploitation, and sexual harassment), significant differences (Figure 34) were found by:

- By position status, 13% ($n = 95$) of Student respondents, 3% ($n < 5$) of Faculty respondents, and 2% ($n = 5$) of Staff/Admin respondents experienced unwanted sexual interaction.^{xxviii}
- By gender identity: 22% ($n = 5$) of Transspectrum respondents, 12% ($n = 82$) of Women respondents, and 4% ($n = 17$) of Men respondents experienced unwanted sexual interaction.^{xxix}
- By racial identity: 17% ($n = 18$) of Multiracial respondents, 9% ($n = 80$) of White respondents, and 4% ($n < 5$) of Respondent s of Color experienced unwanted sexual interaction.^{xxx}
- By sexual identity: 20% ($n = 41$) of LGBTQ respondents and 7% ($n = 60$) of Heterosexual respondents experienced unwanted sexual interaction.^{xxxi}
- By disability status: 8% ($n = 73$) of respondents with No Disability, 14% ($n = 7$) of respondents with Multiple Disabilities, and 16% ($n = 22$) of respondents with a Single Disability experienced unwanted sexual interaction.^{xxxii}

⁵⁶Chi-square analyses were conducted by position status, gender identity, racial identity, sexual identity, income status, first-generation status, and disability status; only significant differences are reported.



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

Figure 34. Respondents' Experiences of Unwanted Sexual Interaction While at Whitman College by Position Status, Gender Identity, Sexual Identity, Racial Identity, and Disability Status (n)

Forty-two percent ($n = 44$) of respondents who indicated on the survey that they had experienced unwanted sexual interaction (i.e., fondling, sexual exploitation, and sexual harassment) noted that it happened 2 to 4 years ago and 38% ($n = 39$) noted that it happened within the last year.

Students were asked to share what year in their college career they had experienced unwanted sexual interaction. Of note, the largest percentage of occurrences of unwanted sexual contact happened each fall semester. Of Student respondents (12%, $n = 134$) who indicated on the survey that they experienced unwanted sexual interaction (i.e., fondling, sexual exploitation, and sexual harassment), 59% ($n = 56$) noted that it occurred within their first year, 36% ($n = 33$) noted that it

occurred in their second year, and 7% ($n = 7$) Student respondents noted that it occurred in their third year (Table 40).

Table 40. Year in Which Student Respondents Experienced Unwanted Sexual Interaction (fondling, sexual exploitation, and sexual harassment)

Year experience occurred	Unwanted Sexual Contact	
	<i>n</i>	%
First year	56	58.9
<i>Fall semester</i>	38	67.9
<i>Spring semester</i>	30	53.6
Second year	33	34.7
<i>Fall semester</i>	22	66.7
<i>Spring semester</i>	15	45.5
Third year	7	7.4
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	< 5	---
Fourth Year	< 5	---
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	0	0.0
After fourth year	0	0.0

Note: Table includes answers only from Student respondents who indicated on the survey that they experienced unwanted sexual interaction (i.e., fondling, sexual exploitation, and sexual harassment) ($n = 95$). Percentages may not sum to 100 as a result of multiple responses.

Sixty percent ($n = 62$) of the respondents who indicated on the survey that they experienced unwanted sexual interaction (i.e., fondling, sexual exploitation, and sexual harassment) identified Whitman students as the perpetrators of the conduct. Respondents also identified other sources as acquaintances/friends (35%, $n = 36$), and strangers (15%, $n = 16$) (Figure 35).

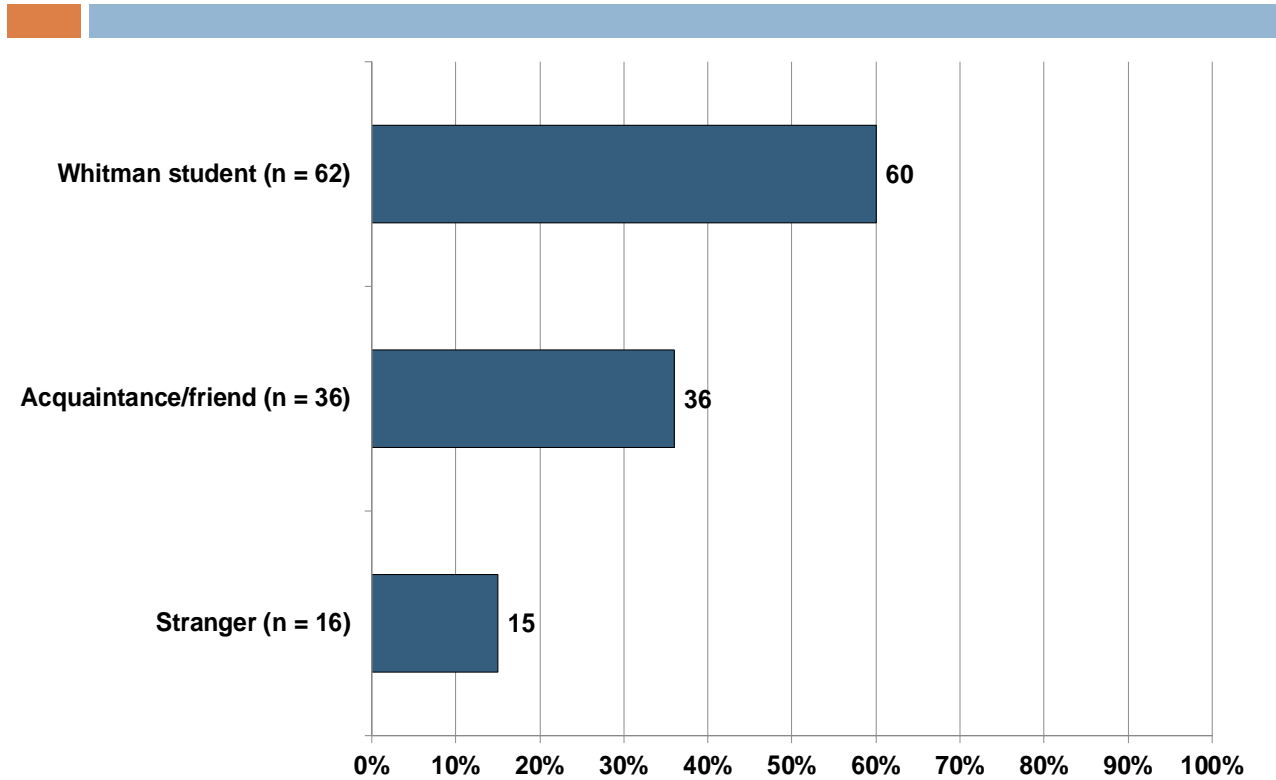


Figure 35. Perpetrator of Unwanted Sexual Interaction (%)

Asked where the incidents occurred, 39% ($n = 41$) of respondents who experienced unwanted sexual interaction (i.e., fondling, sexual exploitation, and sexual harassment) indicated that it occurred on campus, in locations such as “80s dance, dorm,” “dorm room,” “parties,” “sidewalk in front of Prentiss,” “frat,” and specific residence halls, fraternities, and campus buildings. Fifty-one percent ($n = 53$) of respondents who indicated on the survey that they had experienced unwanted sexual interaction specified that the incidents occurred off-campus. Several of these respondents identified places such as bars, home, friends’ homes, fraternities, and house parties.

Asked how they felt in response to experiencing unwanted sexual interaction, 71% ($n = 74$) of these respondents indicated that they felt uncomfortable, 43% ($n = 44$) felt embarrassed, 42% ($n = 44$) ignored it, 38% ($n = 39$) were angry, 34% ($n = 35$) felt somehow responsible, and 23% ($n = 24$) were afraid (Table 41).

Table 41. Emotional Reactions to Unwanted Sexual Interaction

Emotional reaction to contact	<i>n</i>	%
I felt uncomfortable.	74	71.2
I felt embarrassed.	44	42.3
I ignored it.	44	42.3
I was angry.	39	37.5
I felt somehow responsible.	35	33.7
I was afraid.	24	23.1
An experience not listed here	10	9.6

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual interaction (i.e., fondling, sexual exploitation, and sexual harassment) ($n = 104$). Percentages may not sum to 100 as a result of multiple responses.

In response to experiencing unwanted sexual interaction (i.e., fondling, sexual exploitation, and sexual harassment), 48% ($n = 16$) of those respondents avoided the person/venue, 44% ($n = 46$) told a friend, and 40% ($n = 42$) didn't do anything (Table 42). Nine respondents (9%) contacted a Whitman College resource, and 6% ($n = 6$) did not know to whom to go.

Table 42. Actions in Response to Unwanted Sexual Interaction

Action	n	%
I avoided the person/venue.	50	48.1
I told a friend.	46	44.2
I didn't do anything.	42	40.4
I confronted the person(s) at the time.	9	8.7
I contacted a Whitman resource.	9	8.7
<i>Title IX Administrator</i>	< 5	---
<i>Counseling Center</i>	< 5	---
<i>Student staff (RA, SA)</i>	< 5	---
<i>Senior administrator (e.g., associate dean, vice president, provost)</i>	< 5	---
<i>Sexual Assault Victim's Advocate</i>	< 5	---
<i>Staff person</i>	< 5	---
<i>Dean of Students</i>	0	0.0
<i>Faculty member</i>	0	0.0
<i>Intercultural Center</i>	0	0.0
<i>Office of Human Resources</i>	0	0.0
<i>Overseer/Trustee</i>	0	0.0
<i>Whitman Safety and Security</i>	0	0.0
A response not listed above	8	7.7
I confronted the person(s) later.	7	6.7
I didn't know who to go to.	6	5.8
I sought information online.	< 5	---
I told a family member	< 5	---
I filed an anonymous CARE report (whitman.edu/assist)	< 5	---
I sought support from off-campus hot-line/advocacy services.	< 5	---
I contacted a local law enforcement official.	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	0	0.0

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual interaction (n = 104).

Table 43 illustrates that 87% (n = 77) of respondents did not report the incident(s) of unwanted sexual interaction (i.e., fondling, sexual exploitation, and sexual harassment) and that 14% (n = 12) respondents reported the incident. Of the 12 respondents who reported the incident, five respondents (42%) were satisfied with the outcomes, less than five thought the complaint

received an appropriate response, and less than five felt the incident did not receive an appropriate response.

Table 43. Respondents’ Reporting Unwanted Sexual Interaction

Reporting the unwanted sexual interaction	<i>n</i>	% of respondents who experienced conduct
No, I didn’t report it.	77	86.5
Yes, I did report it.	12	13.5
<i>Yes, I reported it anonymously.</i>	<i>< 5</i>	<i>---</i>
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	<i>5</i>	<i>41.7</i>
<i>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.</i>	<i>< 5</i>	<i>---</i>
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	<i>< 5</i>	<i>---</i>

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual interaction (*n* = 104). Percentages do not sum to 100% as a result of multiple responses.

Not Reporting Sexual Contact

Twenty-four respondents elaborated on why they did not report unwanted sexual contact at Whitman. Nearly half of the respondents who contributed to this data described a lack of clarity on the reporting process in reference to why they did not report the unwanted sexual contact. One-fourth of respondents perceived themselves as the one responsible for the incident and cited self-blame as to why they did not report the unwanted sexual contact.

Students: Confusion Regarding the Reporting Process. Forty-five percent of respondents who elaborated on why they did not report unwanted sexual conduct described confusion regarding many aspects of the reporting process. One Student respondent simply stated, “Did not know how to” in reference to reporting. Other Student respondents shared, “Seemed normal and not significant to report. Didn’t want to start something big with the guy” and “I felt that it didn’t count as something worth reporting at the time.” Similarly, another Student respondent explained, “I wasn’t sure if I could classify that interaction as rape, per se. He’s also a fellow student in a small department and I didn’t want to do anything that would aggravate our

relationship.” Lastly, another Student respondent added, “It took me a while to realize that I was raped. I just thought that the person would leave campus eventually and it would be alright. He ended up staying another semester, so that was a shock. It was uncomfortable and I wish I would have reported.”

Students: Self-Blame as A Deterrent From Reporting. Many respondents indicated that they did not report the unwanted sexual conduct because they blamed themselves and felt ashamed. One Student respondent elaborated, “I didn't realize it was sexual assault at the time. I was so un-experienced sexually that I thought it was my fault and that somehow it was something normal that happened in sexual encounters.” Another Student respondent shared, “I went to the counseling center once but since I felt like it was my fault, I didn't do anything afterwards. I stopped going to the counseling center afterwards since I felt ashamed.” Also noting the interplay of alcohol, another Student respondent noted, “Was too drunk and a sober girl had sex with me. Technically rape, but I felt partially responsible, so even if it was wrong of her to do, I don't think she needed to be punished. Also, huge pain in the ass to do.”

Seventy-six Freshman Student respondents elaborated on why they did not report unwanted sexual contact at Whitman. More than half of the respondents who elaborated on this question noted the experiences as perceived as insignificant and, as such, did not report them.

Students: Perceived Insignificant Unwanted Sexual Contact. Fifty-seven percent of Freshman Student respondents perceived their experiences with unwanted sexual contact as insignificant and, as such, did not report it. They felt their alcohol consumption, the “insignificance” of the events, and lack of validation for reporting deterred them from reporting the incidents. Student respondents shared, “Did not feel I should since I was drunk and I didn't think it was that big of a deal” and “Both of us were under the influence of alcohol, and at the time, I didn't think it was that big of a deal. After the fact, I thought of his future, and didn't want to ruin his life.” Several respondents noted how the perception of insignificance, or actual significance, changes for them over time. One Student respondent explained, “I didn't feel that it was enough to report. ... except for he was in the green dot training with me which was uncomfortable. If SVP report box existed, then I would have reported it.”

Reporting Sexual Contact

No respondents wrote comments about reporting unwanted sexual contact at Whitman.

^{xxvii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by position status: $\chi^2(2, N = 1,089) = 30.96, p < .001$.

^{xxviii}A chi-square test was conducted to compare percentages of respondents who experienced unwanted sexual interaction by position status: $\chi^2(2, N = 1,089) = 30.96, p < .001$.

^{xxix}A chi-square test was conducted to compare percentages of respondents who experienced unwanted sexual interaction by gender identity: $\chi^2(2, N = 1,081) = 22.79, p < .001$.

^{xxx}A chi-square test was conducted to compare percentages of respondents who experienced unwanted sexual interaction by racial identity: $\chi^2(2, N = 1,063) = 10.28, p < .01$.

^{xxxi}A chi-square test was conducted to compare percentages of respondents who experienced unwanted sexual interaction by sexual identity: $\chi^2(1, N = 1,034) = 28.46, p < .001$.

^{xxxii}A chi-square test was conducted to compare percentages of respondents who experienced unwanted sexual interaction by disability status: $\chi^2(2, N = 1,083) = 9.79, p < .01$.

Summary

Seventy-two percent ($n = 778$) of respondents were “comfortable” or “very comfortable” with the climate at Whitman College, and 72% ($n = 259$) of Faculty and Staff/Administrator respondents were “comfortable” or “very comfortable” with the climate in their departments/work units. The findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2015), where 70% to 80% of respondents found the campus climate to be “comfortable” or “very comfortable,” suggests a similar range for Whitman College respondents (72%) as “comfortable” or “very comfortable” with the climate at Whitman College.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At Whitman College, 25% ($n = 215$) of respondents noted that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. These results also parallel the findings of other climate studies of specific constituent groups offered in the literature, where generally members of historically underrepresented and underserved groups were slightly more likely to believe that they had experienced various forms of exclusionary, intimidating, offensive, and/or hostile conduct and discrimination than those in the majority (Guiffrida et al., 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles et al., 2006; Silverschanz et al., 2008; Yosso et al., 2009).

Thirty-eight percent ($n = 415$) of Whitman College survey respondents indicated that they had observed conduct or communications directed toward a person or group of people at Whitman College that they noted that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. Additionally, 12% ($n = 134$) of respondents indicated on the survey that they had experienced unwanted sexual contact in any form while a member of the Whitman College community.

Faculty and Staff/Administrator Perceptions of Climate

This section of the report describes Faculty and Staff/Administrator responses to survey items focused on certain employment practices at Whitman College (e.g., hiring, promotion, and disciplinary actions), their perceptions of the workplace climate on campus; and their thoughts on work-life issues and various climate issues.

Perceptions of Employment Practices

The survey queried Faculty and Staff/Administrator respondents about whether they had observed discriminatory employment practices at Whitman College. No significant differences were found between Faculty and Staff/Administrator respondents who indicated on the survey that they had observed hiring practices at Whitman College (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) within the past year/hiring cycle that they perceived to be unfair or unjust or that would inhibit diversifying the community (Table 44).⁵⁷

Table 44. Employee Respondents Who Observed Employment Practices That Were Unfair or Unjust, or That Would Inhibit Diversifying the Community

	Hiring practices		Employment-related disciplinary actions		Procedures or practices related to promotion, tenure, and/or renewal	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
No	270	75.2	312	87.2	264	73.9
Faculty	109	75.7	115	79.9	101	70.6
Staff/Administrator	161	74.9	197	92.1	163	76.2
Yes	89	24.8	46	12.8	93	26.1
Faculty	35	24.3	29	20.1	42	29.4
Staff/Administrator	54	25.1	17	7.9	51	23.8

Note: Table includes Faculty, Staff/Administrator responses only (*n* = 360).

Of those Faculty and Staff/Administrator respondents who indicated that they had observed discriminatory hiring at Whitman College, 26% (*n* = 23) each noted that it was based on

⁵⁷Per WIDE, for analyses, sexual identity was recoded into the categories LGBQ and Heterosexual to maintain the response confidentiality. Gender was recoded as Men and Women.

gender/gender identity or nepotism/cronyism, 20% ($n = 18$) on ethnicity, 19% ($n = 17$) on racial identity, and 15% ($n = 13$) length of service at Whitman. Analyzed by gender identity, racial identity, sexual identity, and position status, the data revealed no significant differences in responses.

More than 50 respondents elaborated on their observations of unjust hiring practices. The dominant theme reflected in the data was perceived unethical and unjust practices, particularly nepotism and cronyism.

Unethical and Unjust Hiring Practices. Nearly one-third of respondents reported unethical and unjust observations of hiring practices. One Senior Administrator respondent noted, “I have witnessed prestige of academic credentials used by faculty to move candidates along in the search process for faculty positions.” A Faculty respondent shared, “I have gone into searches in good faith, having read files, only to watch colleagues engineer an outcome to hire their former students.” One Staff/Administrator respondent explained, “Position ad was developed to mirror the credentials of the person who was eventually hired for the position.” Regarding nepotism and cronyism, one Staff/Administrator respondent noted, “Hiring of family members and paying them more than the starting wage. Promoting family members.” Similarly, one Faculty respondent elaborated, “In the past decade, have seen several tenure-track hires and promotions based on the candidates’ marriage to a tenure-track or tenured colleague.”

Thirteen percent ($n = 46$) of Faculty and Staff/Administrator respondents indicated, within the past year/hiring cycle at Whitman College, that they had observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal that they perceived to be unjust or that would inhibit diversifying the community. Subsequent analyses indicated that of those individuals, 41% ($n = 19$) believed that the discrimination was based on gender/gender identity, 20% ($n = 11$) on “a reason not listed,” 11% ($n = 9$) on political views, and 9% ($n = 5$) on ethnicity. Twenty percent ($n = 29$) of Faculty respondents and 8% ($n = 5$) of Staff/Administrator respondents indicated that they had observed unfair, unjust, or discriminatory employment-related disciplinary actions.^{xxxiii} No significant differences in responses emerged by gender identity, sexual identity, and racial identity.

Fewer than 20 respondents elaborated on observations of employment-related discipline or action, up to and including dismissal practices. However, among those who did respond, more than half noted a lack of due process in dismissal practices.

Lack of Due Process. More than half of the respondents who elaborated on observations of employment-related discipline or action, up to and including dismissal practices described a lack of due process. One Faculty respondent shared, “A member of the tenure track faculty was fired mid-semester, and I am not convinced that there was sufficient reason for this action from the college.” Another Faculty respondent noted, “I believe there was a rushed dismissal (perhaps with a final result that was not unjust, but through an unjust process) that was influenced by the national political climate surrounding title 9.” One Staff respondent reported, “Person here, then gone. Difference of opinion among staff on the issue.” One Faculty conveyed concern, “I’m concerned about clarity / transparency for those involved, opportunities for self-defense, what is considered "evidence", and consistent procedure within employment-related actions.”

Twenty-six percent ($n = 93$) of Faculty and Staff/Administrator respondents indicated that they had observed unjust promotion, tenure, reappointment, reclassification, and/or transfer practices at Whitman College. Subsequent analyses indicated that of those individuals, 20% ($n = 19$) believed that the unjust practices were based on gender/gender identity, and 19% ($n = 18$) each on ethnicity and nepotism/cronyism. The data revealed no significant differences in responses when analyzed by position status, gender identity, racial identity, and sexual identity.

Thirty-eight Faculty and Staff/Administrator respondents provided additional comments about their observations of unjust behavior, procedures, or employment practices related to promotion/advancement/tenure/renewal. Nearly one-third of them addressed inclusion, but with a wide range of perspectives.

Mixed Perspectives on Diversity and Inclusion Efforts. A wide range of perceptions about diversity and inclusion efforts existed at Whitman College and were reported by one-third of the respondents who replied to this question. Some respondents noted the perceived need for more

resources be allocated towards enhancing inclusion. One Faculty respondent elaborated, “Inability to retain most faculty of color, whether they leave due to denial of tenure or contract renewal or whether they see the writing on the wall and take themselves out of the picture. Disproportionate failure to retain women and queer faculty, and particularly faculty who intersect any of these categories.” Another Faculty respondent shared, “A TT faculty colleague of mine was unduly burdened with service obligations because of her sexual/gender identity.” Other respondents conveyed concern towards efforts to promote diversity and inclusion. One Staff/Administrator respondent noted, “Again, there is an obvious bias in favor of members of select, “historically under-represented” groups.” Another Faculty respondent added, “In the cases I’m thinking of, a weak candidate was hired in the interests of enhancing diversity.”

Staff/Administrator Respondents' Views on Workplace Climate and Work-Life Balance

Several survey items queried Staff/Administrator respondents about their opinions regarding work-life issues, support, and resources available at Whitman College. Frequencies and significant differences based on staff status (Exempt Staff or Non-Exempt Staff) gender identity, racial identity, sexual identity, citizenship status, disability status, and faith-based affiliation are provided in Tables 45 through 48.⁵⁸

Sixty-four percent ($n = 137$) of Staff/Administrator respondents believed that they had supervisors who gave them job/career advice or guidance when they needed it (Table 45). No statistically significant differences were found between groups.

Seventy-two percent ($n = 154$) of Staff/Administrator respondents thought that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. No statistically significant differences were found between groups.

Sixty-three percent ($n = 134$) of Staff/Administrator respondents felt that they were included in opportunities that would help their careers as much as others in similar positions. Seventy-one percent ($n = 66$) of Exempt Staff respondents and 54% ($n = 56$) of Non-Exempt Staff respondents felt that they were included in opportunities that would help their careers as much as others in similar positions.^{xxxiv}

⁵⁸Per WIDE, for all analyses, sexual identity was recoded into the categories LGBQ and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Table 45. Staff/Administrator Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have supervisors who give me job/career advice or guidance when I need it.	64	29.8	73	34.0	34	15.8	34	15.8	10	4.7
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	63	29.3	91	42.3	43	20.0	43	20.0	3	1.4
I am included in opportunities that will help my career as much as others in similar positions.	45	21.0	89	41.6	37	17.3	32	15.0	11	5.1
Staff status										
Non-Exempt Staff	18	17.3	38	36.5	23	22.1	17	16.3	8	7.7
Exempt Staff	20	21.5	46	49.5	12	12.9	14	15.1	<5	---

Note: Table includes only Staff/Administrator responses (*n* = 215).

Table 46 illustrates that 60% (*n* = 130) of Staff/Administrator respondents “strongly agreed” or “agreed” that the performance evaluation process was clear. No statistically significant differences were found between groups.

Forty-three percent (*n* = 92) of Staff/Administrator respondents they believed that the performance evaluation process was productive. No statistically significant differences were found between groups.

Table 46. Staff/Administrator Respondents' Perceptions of Performance Evaluation Process

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The performance evaluation process is clear.	39	18.1	91	42.3	43	20.0	43	20.0	14	6.5
The performance evaluation process is productive.	26	12.2	66	31.0	53	24.9	49	23.0	19	8.9

Note: Table includes Staff/Administrator responses only (*n* = 215).

Table 47 illustrates frequencies and significant differences based on staff status (Exempt Staff and Non-Exempt Staff),⁵⁹ gender identity, racial identity, sexual identity, disability status, citizenship status, and faith-based affiliation for several items in survey Question 38.⁶⁰

Seventy-six percent ($n = 163$) of Staff/Administrator respondents felt that their supervisors provided adequate support for them to manage work-life balance. No statistically significant differences were found between groups.

Sixteen percent ($n = 33$) of Staff/Administrator respondents felt that people who do not have children were burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children. No statistically significant differences were found between groups.

Few Staff/Administrator respondents (10%, $n = 21$) felt that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments). No statistically significant differences were found between groups.

Twenty-four percent ($n = 52$) of Staff/Administrator respondents suggested they performed 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). No statistically significant differences were found between groups.

Thirty-three percent ($n = 70$) of Staff/Administrator respondents felt that people who have children or elder care were burdened with balancing work and family responsibilities (e.g., evening and evenings programming, workload brought home, Whitman breaks not scheduled with school district breaks). Twenty-seven percent ($n = 28$) of Non-Exempt Staff respondents,

⁵⁹Readers will note that 211 of 248 Staff/Administrator respondents further identified their positions as Non-Exempt Staff ($n = 71$) or Exempt Staff ($n = 140$).

⁶⁰Per WIDE, for all analyses, sexual identity was recoded into the categories LGBQ and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

and 34% ($n = 32$) of Exempt Staff respondents felt that they were burdened with balancing work and family responsibilities. ^{xxxv}

Only 37% ($n = 78$) of Staff/Administrator respondents felt that Whitman College provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation). Women Staff/Administrator respondents (30%, $n = 38$) were much less likely than Men Staff/Administrator respondents (44%, $n = 34$) to believe that Whitman College provided adequate resources to help them manage work-life balance. ^{xxxvi}

Table 47. Staff/Administrator Respondents' Perceptions of Work-Life Issues

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
My supervisor provides adequate support for me to manage work-life balance.	90	42.1	73	34.1	30	14.0	19	8.9	< 5	---
People who do not have children are burdened with work responsibilities beyond those who do have children.	7	3.3	26	12.2	65	30.5	77	36.2	38	17.8
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations	5	2.4	16	7.5	67	31.6	94	44.3	30	14.2
I perform more work than colleagues with similar performance expectations.	14	6.5	38	17.8	70	32.7	73	34.1	19	8.9
People who have children or elder care are burdened with balancing work and family responsibilities.	14	6.5	56	26.2	92	43.0	39	18.2	13	6.1
Staff status										
Non-Exempt	< 5	---	28	26.9	41	39.4	21	20.2	11	10.6
Exempt	9	9.6	23	24.5	43	45.7	19	18.1	< 5	---
Whitman provides adequate resources to help me manage work-life balance.	15	7.0	63	29.6	103	48.4	26	12.2	6	2.8
Gender identity										
Woman	12	9.2	26	20.0	71	54.6	17	13.1	< 5	---
Man	< 5	---	34	43.6	31	39.7	9	11.5	< 5	---

Note: Table includes Staff/Administrator only responses ($n = 215$).

Seventy percent ($n = 149$) of Staff/Administrator respondents reported that they were able to complete their assigned duties during scheduled hours (Table 48). A significantly greater percentage of Non-Exempt respondents (82%, $n = 85$) than Exempt respondents (64%, $n = 59$) noted that they believed that they were able to complete their assigned duties during scheduled hours. ^{xxxvii}

The majority (76%, $n = 160$) of Staff/Administrator respondents noted that they believed that they were given a reasonable time frame to complete assigned responsibilities. No statistically significant differences were found between groups.

Less than a quarter (24%, $n = 51$) of Staff/Administrator respondents indicated that their workload increased without additional compensation as a result of other staff departures (e.g., retirement positions not filled). No statistically significant differences were found between groups.

Seventeen percent ($n = 36$) of Staff/Administrator respondents felt that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours. Eight percent ($n = 8$) of Non-Exempt Staff respondents and 9% ($n = 12$) of Exempt Staff respondents “agreed” that they felt pressured by departmental/program work requirements that occurred outside of normally scheduled hours.^{xxxviii}

Seventy-two percent ($n = 154$) of Staff/Administrator respondents felt that a hierarchy existed within staff positions that allowed some voices to be valued more than others.

Table 48. Staff/Administrator Respondents' Perceptions of Workload

Issues	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I am able to complete my assigned duties during scheduled hours.	51	23.9	98	46.0	25	11.7	28	13.1	11	5.2
Staff status										
Non-Exempt Staff	39	37.5	46	44.2	8	7.7	9	8.7	< 5	---
Exempt Staff	12	13.0	47	51.1	15	16.3	12	13.0	6	6.5
My workload was permanently increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	15	7.0	36	16.8	56	26.2	72	33.6	35	16.4
I am pressured by departmental work requirements that occur outside of my normally scheduled hours.	14	6.6	22	10.4	58	27.5	87	41.2	30	14.2
Staff status										
Non-Exempt Staff	< 5	---	8	7.7	26	25.0	44	42.3	23	22.1
Exempt Staff	10	11.0	12	13.2	25	27.5	38	41.8	6	6.6
I am given a reasonable time frame to complete assigned responsibilities.	50	23.8	110	52.4	35	16.7	14	6.7	< 5	---
There is a hierarchy within staff positions that allows some voices to be valued more than others.	62	29.1	92	43.2	34	16.0	22	10.3	22	10.3

Note: Table includes Staff/Administrator only responses (n = 215).

Sixty-six Staff/Administrator respondents elaborated on their employment related experiences at Whitman. Fifteen percent of respondents noted perceived favoritism and no other significant theme emerged in the data.

Staff/Administrator: Perceived Favoritism and Hierarchy. Fifteen percent of respondents described perceived favoritism and inconsistencies in value of voices among Staff/Administrator members. Staff/Administrator respondents noted, “Some employees are given preferential treatment” and “There is no question that certain staff voices are valued more than others.” More specifically, another Staff/Administrator respondent shared, “Professional development opportunities are not equal, which in the end just hurts projects and progress.” The perceived favoritism was also noted in tandem with Staff/Administrator’s ability advocate for themselves,

one Staff/Administrator respondent reported, “Whitman is a place where the squeaky wheel gets the grease.”

^{xxxiii} A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who indicated that they witnessed discriminatory disciplinary actions racial identity: $\chi^2(1, N = 358) = 11.43, p < .001$.

^{xxxiv} A chi-square test was conducted to compare percentages of Staff/Administrator respondents who indicated that they were included in opportunities that will help their careers as much as others in similar positions by staff status: $\chi^2(4, N = 197) = 9.47, p < .05$.

^{xxxv} A chi-square test was conducted to compare percentages of Staff/Administrator/Administrator respondents who indicated that people who have child or elder care responsibilities are burdened with balancing work and family responsibilities by staff status: $\chi^2(4, N = 198) = 9.70, p < .05$.

^{xxxvi} A chi-square test was conducted to compare percentages of Staff/Administrator respondents who indicated that Whitman provided adequate resources to help manage work-life balance by gender identity: $\chi^2(4, N = 208) = 14.30, p < .01$.

^{xxxvii} A chi-square test was conducted to compare percentages of Staff/Administrator respondents who indicated that they were able to complete assigned duties during scheduled hours by staff status: $\chi^2(4, N = 196) = 18.20, p < .01$.

^{xxxviii} A chi-square test was conducted to compare percentages of Staff/Administrator respondents who indicated that they were pressured by departmental work requirements that occur outside of their normally scheduled hours by staff status: $\chi^2(4, N = 195) = 14.19, p < .01$.

Staff/Administrator Respondents' Feelings of Support and Value at Whitman College

One question in the survey queried Staff/Administrator respondents about their opinions on various topics, including their support from supervisors and the institution as well as Whitman College's benefits and salary. Tables 49 to 51 illustrate Staff/Administrator responses to these items. Analyses were conducted by staff status (Exempt or Non-Exempt),⁶¹ gender identity, citizenship status, racial identity, sexual identity, faith-based affiliation, and disability status; significant differences are presented in the tables.⁶²

Sixty-eight percent ($n = 145$) of Staff/Administrator respondents believed that Whitman College provided them with resources to pursue training/professional development opportunities (Table 49). Fifty-one percent ($n = 53$) of Non-Exempt Staff/Administrator respondents and 81% ($n = 76$) of Exempt Staff/Administrator respondents felt that they were provided them with resources to pursue training/professional development opportunities.

Sixty-five percent ($n = 138$) of Staff/Administrator respondents thought that their supervisors provided them with resources to pursue training/professional development opportunities. A significantly lower percentage of Women Staff/Administrator respondents (57%, $n = 74$) than Men Staff/Administrator respondents (79%, $n = 61$) believed that their supervisors provided them with resources to pursue training/professional development opportunities. When analyzed by sexual identity, significantly lower percentage of LGBTQ Staff/Administrator respondents (46%, $n = 11$) than Heterosexual Staff/Administrator respondents (67%, $n = 128$) believed that their supervisors provided them with resources to pursue training/professional development opportunities.

Fifty percent ($n = 107$) of Staff/Administrator respondents indicated that Whitman College was supportive of taking extended leave (e.g., FMLA, parental).

⁶¹Readers will note that 199 of 216 Staff/Administrator respondents further identified their positions as Non-Exempt Staff/Administrator ($n = 95$) or Exempt Staff/Administrator ($n = 104$).

⁶²Per WIDE, for all analyses, sexual identity was recoded into the categories LGBTQ and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Eighty-two percent ($n = 175$) of Staff/Administrator respondents noted that they believed that their supervisors were supportive of their taking leave (e.g., vacation, parental, personal, short-term disability).

Few Staff/Administrator respondents (3%, $n = 7$) thought that staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations.

Twenty-eight percent ($n = 58$) of Staff/Administrator respondents agreed that Whitman College policies (e.g., FMLA) were fairly applied across Whitman College. A significantly higher percentage of Men Staff/Administrator respondents (30%, $n = 23$) than Women Staff/Administrator respondents (27%, $n = 35$) noted that they believed that Whitman College policies (e.g., FMLA) were fairly applied across Whitman College.

More than half of Staff/Administrator respondents (55%, $n = 117$) noted that they believed that Whitman College was supportive of flexible work schedules.

Two-thirds of Staff/Administrator respondents (66%, $n = 141$) noted that they believed that their supervisors were supportive of flexible work schedules. A significantly higher percentage of Women Staff/Administrator respondents (69%, $n = 90$) than Men Staff/Administrator respondents (62%, $n = 48$) noted that they believed that their supervisors were supportive of flexible work schedules.

Table 49. Staff/Administrator Respondents' Perceptions of Workplace Climate

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Whitman College provides me with resources to pursue training/professional development opportunities.	47	22.0	98	45.8	37	17.3	26	12.1	6	2.8
Staff status ^{xxxix}										
Non-Exempt Staff	13	12.5	40	38.5	24	23.1	21	20.2	6	5.8
Exempt Staff	25	26.6	51	54.3	13	13.8	5	5.3	0	0.0

Table 49. Staff/Administrator Respondents' Perceptions of Workplace Climate

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My supervisor provides me with resources to pursue training/professional development opportunities.	49	23.0	89	41.8	46	21.6	22	10.3	7	3.3
Gender identity ^{xi}										
Women	26	20.0	48	36.9	35	26.9	16	12.3	5	3.8
Men	23	29.5	38	48.7	10	12.8	5	6.4	< 5	---
Sexual identity ^{xii}										
LGBQ	< 5	---	11	45.8	< 5	---	< 5	---	< 5	---
Heterosexual	45	25.6	73	41.5	40	22.7	15	8.5	< 5	---
Whitman College is supportive of taking extended leave (e.g., FMLA, parental).	34	16.0	73	34.3	91	42.7	8	3.8	7	3.3
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	64	29.9	111	51.9	26	12.1	9	4.2	< 5	---
Staff/Administrator in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	< 5	---	< 5	---	115	54.2	64	30.2	26	12.3
Whitman College policies (e.g., FMLA) are fairly applied across Whitman College.	17	8.1	41	19.4	123	58.3	18	8.5	12	5.7
Gender identity ^{xlii}										
Women	15	11.6	20	15.5	71	55.0	14	10.9	9	7.0
Men	< 5	---	21	27.3	48	62.3	< 5	---	< 5	---
Whitman College is supportive of flexible work schedules.	29	13.6	88	41.1	59	27.6	28	13.1	10	4.7
My supervisor is supportive of flexible work schedules.	50	23.4	91	42.5	45	21.0	20	9.3	8	3.7
Gender identity ^{xliii}										
Women	29	22.1	61	46.6	20	15.3	13	9.9	8	6.1
Men	20	25.6	28	35.9	23	29.5	7	9.0	0	0.0

Note: Table includes only Staff/Administrator respondents (*n* = 215).

Queried about salary and benefits, less than half of Staff/Administrator respondents (21%, *n* = 44) “agreed” or “strongly agreed” that staff salaries were competitive (Table 50). Seventy-eight

percent ($n = 166$) of Staff/Administrator respondents noted that they believed that vacation and personal time packages were competitive.

Eighty percent ($n = 168$) of Staff/Administrator respondents thought that health insurance benefits were competitive. Only 18% ($n = 37$) of Staff/Administrator respondents indicated that child care benefits were competitive. Seventy-nine percent ($n = 170$) of Staff/Administrator respondents felt that retirement benefits were competitive.

Table 50. Staff/Administrator Respondents' Perceptions of Salary and Benefits

Perceptions	Strongly agree		Agree		Disagree		Neither agree nor disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staff salaries are competitive.	7	3.3	37	17.3	42	19.6	61	28.5	67	31.3
Vacation and personal time packages are competitive.	45	21.0	121	56.5	30	14.0	14	6.5	< 5	---
Health insurance benefits are competitive.	53	25.1	115	54.5	25	11.8	13	6.2	5	2.4
Child care benefits are competitive.	9	4.3	28	13.3	139	65.9	25	11.8	10	4.7
Retirement benefits are competitive.	72	33.5	98	45.6	44	20.5	0	0.0	< 5	---

Note: Table includes Staff/Administrator only respondents ($n = 215$).

Thirty-five percent ($n = 74$) of Staff/Administrator respondents noted that they believed that staff opinions were valued on Whitman College committees (Table 51). Twenty-six percent ($n = 56$) of Staff/Administrator respondents noted that they believed that staff opinions were valued by Whitman College faculty and administration.

Seventy-six percent ($n = 163$) of Staff/Administrator respondents noted that they believed that there were clear expectations of their responsibilities. Only 15% ($n = 31$) of Staff/Administrator respondents thought there were clear procedures on how they could advance at Whitman College.

Forty percent ($n = 83$) of Staff/Administrator respondents indicated that they felt positive about their career opportunities at Whitman College. Seventy-six percent ($n = 162$) of Staff/Administrator respondents indicated that Whitman College was a good place to work. Seventy-one percent ($n = 152$) of Staff/Administrator respondents indicated that they had job security.

Table 51. Staff/Administrator Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staff opinions are valued on Whitman committees.	13	6.1	61	28.8	69	32.5	43	20.3	26	12.3
Staff opinions are valued by Whitman faculty and administration.	9	4.2	47	22.1	57	26.8	59	27.7	41	19.2
There are clear expectations of my responsibilities.	34	15.8	129	60.0	28	13.0	22	10.2	< 5	---
There are clear procedures on how I can advance at Whitman College.	< 5	---	28	13.1	79	37.1	68	31.9	35	16.4
Positive about my career opportunities at Whitman College	23	11.0	60	28.6	61	29.0	45	21.4	21	10.0
Whitman College is a good place to work.	53	24.9	109	51.2	42	19.7	6	2.8	< 5	---
I have job security.	43	20.2	109	51.2	35	16.4	18	8.5	8	3.8

Note: Table includes Staff/Administrator only respondents ($n = 215$).

Fifty-seven Staff/Administrator respondents described their experiences regarding leave time, professional development and other employment related issues. One-third of respondents noted salary dissatisfaction and or concern. Nearly twenty percent of respondents reported a perceived lack of support for professional development.

Staff/Administrator: Salary Dissatisfaction. More than thirty percent of respondents who elaborated on their experiences regarding leave time, professional development, and other

employment related issues addressed their salaries. Generally, the notion that Whitman College's salaries were not competitive with industry standards was widely echoed in sentiments like, "Our staff salaries are below other likewise professions." One Staff/Administrator respondent elaborated, "I was appalled by the low salary I was offered here. But, I took the job because it is stable and has good health benefits. However, I am barely making ends meet." Similarly, another Staff/Administrator respondent noted, "You can work as hard as you can and only see a very small pay increase. Sometimes it seems as if you're not at the right status you don't get much. No one at Whitman should have to work extra jobs to make ends meet." Other respondents acknowledged the role benefits play in their perceived value in compensation. For example, one respondent noted, "I come from state employment where stability, promotional opportunities and salaries are far better. But you can't beat the college tuition remission program and that is why I am here."

Staff/Administrator: Perceived Lack of Support for Professional Development and Advancement.

Nearly twenty percent of respondents who elaborated on this question noted a perceived lack of support for professional development and advancement. One Staff/Administrator respondent reported, "I think Whitman could do a better job of offering more career development. It would be great if there were more room for advancement. It would also be great if Whitman would help with those employees who would like to continue their education." Another Staff/Administrator respondent shared, "No advancement in my position is possible at Whitman. Benchmarking with peer institutions consistently shows us that we are behind in staff salaries. And yet it isn't a priority for the institution. It feels like faculty are a priority, students are a priority, and we are nothing." Similarly, another Staff/Administrator respondent agreed, "Many staff jobs are stagnant. There isn't room for a promotion unless you take a new job in a new office."

Question 91 on the survey queried Staff/Administrator respondents about the degree to which they felt valued at Whitman College. Frequencies and significant differences based on staff status (Non-Exempt or Exempt),⁶³ gender identity, racial identity,⁶⁴ sexual identity, disability status are provided in Tables 52 through 54.⁶⁵ No significant differences in responses emerged.

⁶³Readers will note that 199 of 216 Staff/Administrator respondents further identified their positions as Non-Exempt Staff/Administrator ($n = 95$) or Exempt Staff/Administrator ($n = 104$).

Eighty-nine percent ($n = 191$) of Staff/Administrator respondents felt valued by coworkers in their department (Table 52). Seventy-five percent ($n = 161$) of Staff/Administrator respondents felt valued by coworkers outside of their department. Seventy-seven percent ($n = 163$) of Staff/Administrator respondents felt valued by their supervisors/managers.

More than two-thirds (69%, $n = 146$) of Staff/Administrator respondents felt valued by Whitman College students, while 40% ($n = 83$) of Staff/Administrator respondents felt valued by Whitman College faculty.

Forty-nine percent ($n = 105$) of Staff/Administrator respondents felt valued by Whitman College senior administrators (e.g., president, dean, vice president, provost) and 53% ($n = 110$) of Staff/Administrator respondents felt valued by the Walla Walla community.

⁶⁴In analyses where WIDE Level 1 Analyses would yield invalid results, racial minorities are grouped into People of Color.

⁶⁵Per WIDE, for all analyses, sexual identity was recoded into the categories LGBQ and Heterosexual to maintain response confidentiality. Gender identity was recoded as Men and Women.

Table 52. Staff/Administrator Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by coworkers in my department.	97	45.1	94	43.7	9	4.2	13	6.0	< 5	---
I feel valued by coworkers outside my department.	51	23.7	110	51.2	36	16.7	16	7.4	< 5	---
I feel valued by my supervisor/manager.	84	39.4	79	37.1	26	12.2	17	8.0	7	3.3
I feel valued by Whitman College students.	53	25.1	93	44.1	52	24.6	12	5.7	< 5	---
I feel valued by Whitman College faculty.	26	12.4	57	27.1	78	37.1	38	18.1	11	5.2
I feel valued by Whitman College senior administrators (e.g., president, dean, vice president, provost).	30	14.1	75	35.2	66	31.0	29	13.6	13	6.1
I feel valued by the Walla Walla community.	39	18.7	71	34.0	84	40.2	13	6.2	< 5	---

Note: Table includes only Staff/Administrator respondents (*n* = 215).

Table 53 depicts Staff/Administrator respondents' attitudes about certain aspects of the climate in their departments/programs and at Whitman College. Subsequent analyses were conducted to identify significant differences in responses by Staff/Administrator status, gender identity, and racial identity; only significant differences are reported.

Eleven percent (*n* = 23) of Staff/Administrator respondents thought that coworkers in their work units pre-judged their abilities based on their perceptions of their identity/background. Eleven percent (*n* = 24) of Staff/Administrator respondents thought that their supervisors/managers pre-judged their abilities based on their perception of their identity/background. Twenty-one percent (*n* = 44) of Staff/Administrator respondents thought that faculty prejudged their abilities based on their perception of their identity/background.

Table 53. Staff/Administrator Respondents' Perception of Climate

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that coworkers in my work unit prejudice my abilities based on their perception of my identity/background.	< 5	---	20	9.6	69	33.0	75	35.9	42	20.1
I think that my supervisor/manager prejudices my abilities based on their perception of my identity/background.	5	2.4	19	9.0	63	30.0	72	34.3	51	24.3
I think that faculty prejudices my abilities based on their perception of my identity/background.	15	7.2	29	13.9	89	42.6	47	22.5	29	13.9

Note: Table includes only Staff/Administrator respondents (*n* = 215).

More than half (55%, *n* = 117) of Staff/Administrator respondents felt that their department/program encouraged free and open discussion of difficult topics (Table 54).

Seventy-four percent (*n* = 157) of Staff/Administrator respondents felt that their skills were valued, and 72% (*n* = 152) felt that their work was valued.

Seventy-six percent (*n* = 162) of Staff/Administrator respondents think that Whitman College is a good place to work. Seventy-one percent (*n* = 152) of Staff/Administrator respondents believed they had job security.

Table 54. Staff/Administrator Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that my department/program encourages free and open discussion of difficult topics.	29	13.6	88	41.1	48	22.4	30	14.0	19	8.9
I feel that my skills are valued.	43	20.3	114	53.8	26	12.3	19	9.0	10	4.7
I feel that my work is valued.	50	23.6	102	48.1	34	16.0	16	7.5	10	4.7
Whitman College is a good place to work.	53	24.9	109	51.2	42	19.7	6	2.8	< 5	---
I have job security.	43	20.2	109	51.2	35	16.4	18	8.5	8	3.8

Note: Table includes Staff/Administrator and Administrators respondents only (*n* = 215).

^{xxxix} A chi-square test was conducted to compare percentages of Staff/Administrator/Administrator respondents who agreed that Whitman College provided them with resources to pursue training/professional development opportunities by staff status: $\chi^2(4, N = 198) = 23.79, p < .001$.

^{xl} A chi-square test was conducted to compare percentages of Staff/Administrator respondents who agreed that their supervisors provided them with resources to pursue training/professional development opportunities by gender identity: $\chi^2(4, N = 208) = 9.90, p < .05$.

^{xli} A chi-square test was conducted to compare percentages of Staff/Administrator respondents who agreed that their supervisors provided them with resources to pursue training/professional development opportunities by sexual identity: $\chi^2(4, N = 200) = 10.52, p < .05$.

^{xlii} A chi-square test was conducted to compare percentages of Staff/Administrator respondents who agreed that Whitman College policies (e.g., FMLA) were fairly applied across Whitman College by gender identity: $\chi^2(4, N = 206) = 12.06, p < .05$.

^{xliii} A chi-square test was conducted to compare percentages of Staff/Administrator respondents who agreed that their supervisors were supportive of flexible work schedules by gender identity: $\chi^2(4, N = 209) = 11.17, p < .05$.

Faculty Respondents' Views on Workplace Climate and Work-Life Balance

Three survey items queried Faculty respondents ($n = 145$) about their opinions regarding various issues specific to workplace climate and faculty work (Tables 55 through 67). Question 32 queried Tenured and Tenure-Track Faculty respondents ($n = 106$), Question 33 addressed Non-Tenure-Track/SSRA Faculty respondents ($n = 37$), and Question 35 addressed all Faculty respondents. Chi-square analyses were conducted by gender identity, racial identity, sexual identity, faith-based affiliation, citizenship status, and disability status; only significant differences are reported.⁶⁶

Table 55 illustrates that the majority of Tenured and Tenure-Track Faculty respondents “agreed” or “strongly agreed” that the criteria for tenure were clear (78%, $n = 83$) and that tenure standards/promotion standards were applied equally to faculty in their schools/division (51%, $n = 54$).

Sixty-one percent ($n = 65$) of Tenured and Tenure-Track Faculty respondents “agreed” or “strongly agreed” that they felt supported and mentored during the tenure-track years. Only 11% ($n = 11$) of Tenured and Tenure-Track Faculty respondents noted that they believed that faculty used Whitman College policies for delay of the tenure-clock.

⁶⁶Per WIDE, for all analyses, sexual identity was recoded into the categories LGBQ and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Table 55. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria for tenure are clear.	25	23.6	58	54.7	13	12.3	9	8.5	< 5	---
The tenure standards/promotion standards are applied equally to faculty in my school/division.	17	16.0	37	34.9	24	22.6	19	17.9	9	8.5
Supported and mentored during the tenure-track years	26	24.5	39	36.8	18	17.0	17	16.0	6	5.7
Whitman College policies for delay of the tenure-clock are used by faculty.	< 5	---	9	8.9	54	53.5	27	26.7	9	8.9

Note: Table includes only Tenured and Tenure-Track Faculty respondents (*n* = 106).

Table 56 illustrates that 81% (*n* = 85) of Tenured and Tenure-Track Faculty respondents felt that research was valued by Whitman College. A greater percentage of Tenured and Tenure-Track Faculty respondents (92%, *n* = 98) felt that teaching was valued by Whitman College.

Forty percent (*n* = 42) of Tenured and Tenure-Track Faculty respondents felt that their service contributions were valued by Whitman College.

Fourteen percent (*n* = 15) of Tenured and Tenure-Track Faculty respondents felt pressured to change their research/scholarship agenda to achieve tenure/promotion.

Table 56. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Research is valued by Whitman College.	35	33.3	50	47.6	10	9.5	9	8.6	< 5	---
Teaching is valued by Whitman College.	49	46.2	49	46.2	< 5	---	< 5	---	< 5	---
Service contributions are valued by Whitman College.	12	11.4	30	28.6	34	32.4	18	17.1	11	10.5
Pressured to change my research/scholarship agenda to achieve tenure/promotion	5	4.7	10	9.4	17	16.0	38	35.8	36	34.0

Note: Table includes only Tenured and Tenure-Track Faculty respondents (*n* = 106).

More than one-third (38%, *n* = 40) of Tenured and Tenure-Track Faculty respondents believed that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations (Table 57).

Thirty-seven percent (*n* = 39) of Tenured and Tenure-Track Faculty respondents thought that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues.

Less than five Tenured and Tenure-Track Faculty respondents thought that faculty members in their departments/programs who used family accommodation (FMLA) policies (e.g., child care, elder care) were disadvantaged in promotion and/or tenure.

Table 57. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations	22	20.8	18	17.0	25	23.6	30	28.3	11	10.4
I perform more work to help students than do my colleagues.	18	17.1	21	20.0	37	35.2	23	21.9	6	5.7
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion and/or tenure.	< 5	---	< 5	---	41	39.8	36	35.0	23	22.3

Note: Table includes only Tenured and Tenure-Track Faculty respondents (*n* = 106).

Eighty-two percent (*n* = 86) of Tenured and Tenure-Track Faculty respondents felt that faculty opinions were taken seriously by their department chair (Table 58).

More than three-quarter (85%, *n* = 87) of Tenured and Tenure-Track Faculty respondents felt that faculty opinions were taken seriously by their division chair (Table 58).

Less than one-half (40%, *n* = 41) of Tenured and Tenure-Track Faculty respondents felt that faculty opinions were taken seriously by senior administrators (e.g., dean, vice president, provost) (Table 58).

Less than two-thirds (63%, *n* = 65) of Tenured and Tenure-Track Faculty respondents noted that they believed that faculty opinions were valued within Whitman College committees.

Table 58. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Faculty opinions are taken seriously by my department chair.	50	47.6	36	34.3	7	6.7	8	7.6	< 5	---
Faculty opinions are taken seriously by my division chairs.	46	44.7	41	39.8	12	11.7	< 5	---	0	0.0
Faculty opinions are taken seriously by senior administrators (e.g., associate dean, vice president, provost).	7	6.6	34	32.1	27	25.5	28	26.4	10	9.4
Faculty opinions are valued within Whitman College committees.	13	12.5	52	50.0	34	32.7	< 5	---	< 5	---

Note: Table includes only Tenured and Tenure-Track Faculty respondents (n = 106).

Nearly 50 Faculty respondents elaborated on tenure, service, and research related experiences. One third of respondents who elaborated on this question noted workload discrepancies, particular regarding service. Another third of respondents who elaborated on this question reported concern and confusion regarding the tenure process and the research expectations associated with it.

Workload and Service Expectations Discrepancies. One-third Faculty respondents who elaborated on tenure, service, and research related experiences reported discrepancies in workload. One Faculty respondent explained, “As a young woman on tenure-track I feel that I am doing more service than many of my male peers. I do not know if I get asked more often, or if it is that I say "yes" more often. Expectations for service on our campus are unclear... I also notice that more female students seek me out as their adviser and for advice.” Another Faculty respondent elaborated, “There is extensive inequity in teaching responsibilities among faculty on the campus ... Some faculty also do extensive mentoring of students outside of academic courses (which includes thesis), yet that is given little consideration in salary increases.” Other Faculty

respondents reported, “Service work is not valued and neither is mentoring” and “It seems that service is valued in that people are happy that someone is doing the work, but it does not seem to have a place in faculty review for tenure.” One Faculty respondent acknowledged this wide perception with concern, “It wouldn't surprise me if everyone claims they "perform more work to help students." The "I work harder than you do" attitude here is divisive and toxic.”

Tenure Process and Research Standards. One-third of Faculty respondents who elaborated on tenure, service, and research related experiences cited the tenure process and research standards associated with it. Most Faculty respondents agreed that the tenure process was clear. One Faculty respondent noted, “The criteria for tenure are clear as they can be. I think some colleagues think other institutions like Whitman (with both teaching and research expectations) have clearer tenure and promotion criteria than does Whitman, but I doubt this is the case.” Two types of concerns were noted regarding the tenure process. The primary concerns regarding tenure were the perceived ambiguous research standards, for example, one Faculty respondent noted, “The research standards for tenure are not clearly defined.” Another Faculty respondent elaborated, “Some people earn tenure with seriously sketchy research agendas. I think the bar for research is set way too low, and those of us who produce (while maintaining excellent teaching and robust service loads) frankly do more than do many others.” Another Faculty respondent who noted the perception that “tenure and promotion standards are not that rigorous”, which echoed the concern with the low bar for research.

Survey Question 33 queried Non-Tenure-Track/SSRA Faculty respondents on their perceptions as faculty with non-tenure-track appointments. Chi-square analyses were not able to be conducted due to the small number of Non-Tenure-Track/SSRA Faculty respondents.

Table 59 indicates that 51% ($n = 18$) of Non-Tenure-Track/SSRA Faculty respondents “agreed” or “strongly agreed” that the criteria used for contract renewal were clear.

Twenty percent ($n = 7$) of Non-Tenure-Track/SSRA Faculty respondents indicated that the criteria used for contract renewal was applied equally to positions. Sixty-one percent ($n = 22$) of Non-Tenure-Track/SSRA Faculty respondents noted that they believed that expectations of their responsibilities were clear.

Table 59. Non-Tenure-Track/SSRA Faculty Respondents’ Perceptions of Workplace Climate

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria for contract renewal are clear.	< 5	---	16	45.7	7	20.0	7	20.0	< 5	---
The criteria used for contract renewal are applied equally to positions.	< 5	---	6	17.1	16	45.7	7	20.0	5	14.3
There are clear expectations of my responsibilities	6	16.7	16	44.4	5	13.9	9	25.0	0	0.0

Note: Table includes only Non-Tenure-Track/SSRA Faculty respondents ($n = 36$).

Table 60 illustrates that 59% ($n = 20$) of Non-Tenure-Track/SSRA Faculty respondents “agreed” or “strongly agreed” that research was valued by Whitman College and 86% ($n = 31$) of Non-Tenure-Track/SSRA Faculty respondents “agreed” or “strongly agreed” that teaching was valued by Whitman College.

Table 60. Non-Tenure-Track/SSRA Faculty Respondents’ Perceptions of Workplace Climate

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Research is valued by Whitman.	5	14.7	15	44.1	9	26.5	< 5	---	< 5	---
Teaching is valued by Whitman College.	10	27.8	21	58.3	< 5	---	< 5	---	0	0.0

Note: Table includes only Non-Tenure-Track/SSRA Faculty respondents (*n* = 36).

Seventy-one percent (*n* = 24) of Non-Tenure-Track/SSRA Faculty respondents felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments) (Table 61).

Twenty-nine percent (*n* = 10) of Non-Tenure-Track/SSRA Faculty respondents felt that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues.

Thirty-two percent (*n* = 11) of Non-Tenure-Track/SSRA Faculty respondents felt pressured to do extra work that was uncompensated.

Seventy-two percent (*n* = 26) of Non-Tenure-Track/SSRA Faculty respondents felt that their opinions were taken seriously by their department chair.

Sixty-three percent (*n* = 22) of Non-Tenure-Track/SSRA Faculty respondents felt that their opinions were taken seriously by their division chair.

Thirty-three percent (*n* = 12) of Non-Tenure-Track/SSRA Faculty respondents felt that their opinions were taken seriously by senior administrators (e.g., department head, president, dean, provost).

Table 61. Non-Tenure-Track/SSRA Faculty Respondents' Perceptions of Workplace Climate

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Service contributions are valued by Whitman.	6	17.6	18	52.9	7	20.6	< 5	---	< 5	---
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments)	< 5	---	8	23.5	11	32.4	11	32.4	< 5	---
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).	< 5	---	7	20.0	17	48.6	6	17.1	< 5	---
Pressured to do extra work that is uncompensated	< 5	---	8	22.9	10	28.6	11	31.4	< 5	---
Faculty opinions are taken seriously by my department chair.	14	38.9	12	33.3	8	22.2	< 5	---	< 5	---
Faculty opinions are taken seriously by my division chairs.	8	22.9	14	40.0	12	34.3	< 5	---	0	0.0
Non-Tenure-Track/SSRA opinions are taken seriously by senior administrators (e.g., chair, dean, provost).	< 5	---	8	22.2	16	44.4	6	16.7	< 5	---

Note: Table includes only Non-Tenure-Track/SSRA Faculty respondents (*n* = 36).

Additionally, Faculty respondents were asked to rate the degree to which they agreed with a series of 14 statements related to faculty workplace climate (Table 62). Chi-square analyses were conducted by gender identity, citizenship status, racial identity, sexual identity, faith-based affiliation, and disability status; only significant differences are reported.

Sixty-seven percent ($n = 93$) of Faculty respondents noted that they believed that salaries for Tenure-Track faculty positions were competitive. Only 27% ($n = 35$) of Faculty respondents thought that salaries for Non-Tenure-Track/SSRAs were competitive.

Sixty-nine percent ($n = 94$) of Faculty respondents reported that health insurance benefits were competitive. Only 29% ($n = 38$) of Faculty respondents indicated that child care benefits were competitive. More than two-thirds (69%, $n = 92$) of Faculty respondents felt that retirement benefits were competitive.

Table 62. Faculty Respondents' Perceptions of Salary and Benefits

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Salaries for tenure-track faculty positions are competitive.	15	10.8	78	56.1	33	23.7	9	6.5	4	2.9
Salaries for non-tenure-track/SSRAs are competitive.	6	4.7	29	22.5	78	60.5	78	60.5	6	4.7
Health insurance benefits are competitive.	21	15.3	73	53.3	32	23.4	9	6.6	2	1.5
Childcare benefits are competitive (e.g., paid parental leave, tenure-clock delay, day-care).	12	9.2	26	19.8	67	51.1	14	10.7	12	9.2
Retirement benefits are competitive.	27	20.1	65	48.5	38	28.4	4	3.0	0	0.0

Note: Table includes only Faculty respondents ($n = 145$).

Twenty-two percent ($n = 30$) of Faculty respondents believed that people who do not have children are burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work weekends) (Table 63).

More than half (54%, $n = 75$) of Faculty respondents believed that people who have children or elder care were burdened with balancing work and family responsibilities (e.g., evening programs, workload brought home, Whitman College breaks not scheduled with school district breaks).

Twenty percent ($n = 28$) of Faculty respondents thought that Whitman College provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).

Table 63. Faculty Respondents' Perceptions of Work-Life Balance

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
People who do not have children are burdened with work responsibilities beyond those who do have children.	11	8.0	19	13.9	39	28.5	42	30.7	26	19.0
People who have children or elder care are burdened with balancing work and family responsibilities.	22	15.9	53	38.4	42	30.4	15	10.9	6	4.3
Whitman College provides adequate resources to help me manage work-life balance.	7	5.1	21	15.3	61	44.5	31	22.6	17	12.4

Note: Table includes only Faculty respondents ($n = 145$).

As noted in Table 64, 50% ($n = 69$) of Faculty respondents noted that they believed that their colleagues included them in opportunities that will help their career as much as they do others in their position.

Fifty-five percent ($n = 66$) of Faculty respondents noted that they believed that the performance evaluation process was clear.

Eighty-seven percent ($n = 122$) of Faculty respondents thought that Whitman College provided them with resources to pursue professional development (e.g., conferences, materials, research and course design, and traveling).

Two-thirds (66%, $n = 92$) of Faculty respondents felt positive about their career opportunities at Whitman College. Seventy-four percent ($n = 104$) of Faculty respondents would recommend Whitman College as a good place to work. Sixty-seven percent ($n = 94$) of Faculty respondents indicated that they had job security.

Table 64. Faculty Respondents' Perceptions of Workplace Climate

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My colleagues include me in opportunities that will help my career as much as they do others in my position.	20	14.5	49	35.5	49	35.5	15	10.9	5	3.6
The performance evaluation process is clear.	19	13.8	57	41.3	19	13.8	36	26.1	7	5.1
Whitman College provides me with resources to pursue professional development.	66	47.1	56	40.0	11	7.9	4	2.9	< 5	---
Positive about my career opportunities at Whitman College	35	25.2	57	41.0	28	20.1	13	9.4	6	4.3
Whitman is a good place to work.	36	25.5	68	48.2	26	18.4	6	4.3	5	3.5
I have job security.	47	33.6	47	33.6	22	15.7	15	10.7	9	6.4

Note: Table includes only Faculty respondents ($n = 145$).

Approximately 50 Faculty respondents described their employment related experiences with Whitman College. Concern and dissatisfaction with salary and or benefits was the minor theme reflected in the data, noted by 14% of respondents who elaborated on this topic. Nearly one-third of Faculty respondents noted the major theme, perceived lack of support in their narratives addressing their employment related experiences with Whitman College.

Salary and Benefits. Fourteen percent of respondents who elaborated on their employment related experiences with Whitman addressed their salaries and benefits. One Faculty respondent commented, “Salaries for non-t-track may be competitive but they are insufficient.” Another Faculty respondent added, “The questions should be whether or not compensation for faculty members is fair, not (simply) whether it is ‘competitive.’” Regarding benefits, a Faculty respondent shared, “I would like to see more health benefits provided to part time employees.” Another Faculty respondent elaborated more on benefits, “The big gap of eligibility of benefits between teaching four classes to three classes a year is hard for a part-timer since there is no other way to gain the eligibility to keep the benefits if the teaching load is down to three classes.”

Perceived Lack of Support and Resources. Nearly one-third of Faculty respondents who elaborated on their employment related experiences with Whitman described a perceived lack of support and resources. One Faculty respondent reported, “I have asked repeatedly about resources for course design and never received any definitive answer or offer of support or resources beyond the offer of free desk copies of student texts.” Support in the form of child care was mentioned more than any other type of support. One Faculty respondent described, “Childcare is a serious source of stress for me. Finding a provider is difficult. The on-campus option, Kids Place, is very expensive, has had management problems, and has historically been difficult to gain admission.” Another Faculty respondent reported, “The lack of childcare facilities and lack of paternity leave is unfortunate. I think the institution should be more progressive in these areas.”

Eighty-two percent ($n = 118$) of Faculty respondents felt valued by faculty in their department/program (Table 65). Eighty-one percent ($n = 115$) of Faculty respondents felt valued by their department/program chairs. Sixty-three percent ($n = 91$) of Faculty respondents felt valued by other faculty at Whitman College, while 95% ($n = 137$) felt valued by students in the classroom. Only 45% ($n = 65$) of Faculty respondents felt valued by Whitman College senior administrators (e.g., president, dean, vice president, provost). Fifty percent ($n = 73$) of Faculty respondents felt valued by the Walla Walla community.

Table 65. Faculty Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in my department/program.	68	47.2	50	34.7	13	9.0	7	4.9	6	4.2
I feel valued by my department/program chair.	69	48.9	46	32.6	14	9.9	7	5.0	5	3.5
I feel valued by other faculty at Whitman.	27	18.6	64	44.1	35	24.1	16	11.0	< 5	---
I feel valued by students in the classroom.	72	49.7	65	44.8	6	4.1	< 5	---	0	0.0
I feel valued by Whitman senior administrators (e.g., associate dean, vice president, provost).	18	12.5	47	32.6	44	30.6	21	14.6	14	9.7
I feel valued by the Walla Walla community.	31	21.4	42	29.0	55	37.9	14	9.7	< 5	---
I feel valued by faculty in my department/program.	68	47.2	50	34.7	13	9.0	7	4.9	6	4.2

Note: Table includes only Faculty respondents ($n = 145$).

Table 66 depicts Faculty respondents' attitudes about certain aspects of the climate in their departments/programs and at Whitman College. Subsequent analyses were conducted to identify significant differences in responses by gender identity, citizenship status, racial identity, sexual identity, faith-based affiliation, and disability status; no significant differences emerged.⁶⁷

⁶⁷Per WIDE, for all analyses, sexual identity was recoded into the categories LGBQ and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Twenty-two percent ($n = 32$) of Faculty respondents thought that faculty in their departments/programs pre-judged their abilities based on their perception of their identity/background.

Fifteen percent ($n = 21$) of Faculty respondents thought that their departments/program chairs pre-judged their abilities based on their perception of their identity/background.

Thirty-nine percent ($n = 55$) of Faculty respondents noted that they believed that Whitman College encouraged free and open discussion of difficult topics.

Table 66. Faculty Respondents' Perception of Climate

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that faculty in my department/program pre-judge my abilities based on their perception of my identity/background.	8	5.6	24	16.9	39	27.5	46	32.4	25	17.6
I think that my department/program chair pre-judges my abilities based on their perception of my identity/background.	< 5	---	18	12.9	39	27.9	45	32.1	35	25.0
I believe that Whitman College encourages free and open discussion of difficult topics.	5	3.5	50	35.2	45	31.7	29	20.4	13	9.2

Note: Table includes only Faculty respondents ($n = 145$).

Fifty-three percent ($n = 76$) of Faculty respondents felt that their research/scholarship activity was valued (Table 67). Eighty-eight percent ($n = 127$) of Faculty respondents felt that their teaching was valued.

Slightly more than half (51%, $n = 73$) of Faculty respondents felt that their service contributions were valued. Seventy-four percent ($n = 104$) of Faculty respondents felt that Whitman College is a good place to work.

Table 67. Faculty Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel that my research/scholarship activity is valued.	18	12.6	58	40.6	44	30.8	18	12.6	5	3.5
I feel that my teaching is valued.	41	28.3	86	59.3	9	6.2	7	4.8	< 5	---
I feel that my service contributions are valued.	15	10.4	58	40.3	32	22.2	28	19.4	11	7.6
Whitman College is a good place to work.	36	25.5	68	48.2	26	18.4	6	4.3	5	3.5

Note: Table includes only Faculty respondents ($n = 145$).

Faculty and Staff/Administrator Respondents Who Have Seriously Considered Leaving Whitman College

Forty-one percent ($n = 446$) of respondents had seriously considered leaving Whitman College (Figure 36). With regard to employee position status, 59% ($n = 85$) of Faculty respondents and 52% ($n = 110$) of Staff/Administrator respondents had seriously considered leaving Whitman College in the past year. Analyses found no significant differences by employee position status, gender identity, citizenship status, racial identity, sexual identity, faith-based affiliation, or disability status.

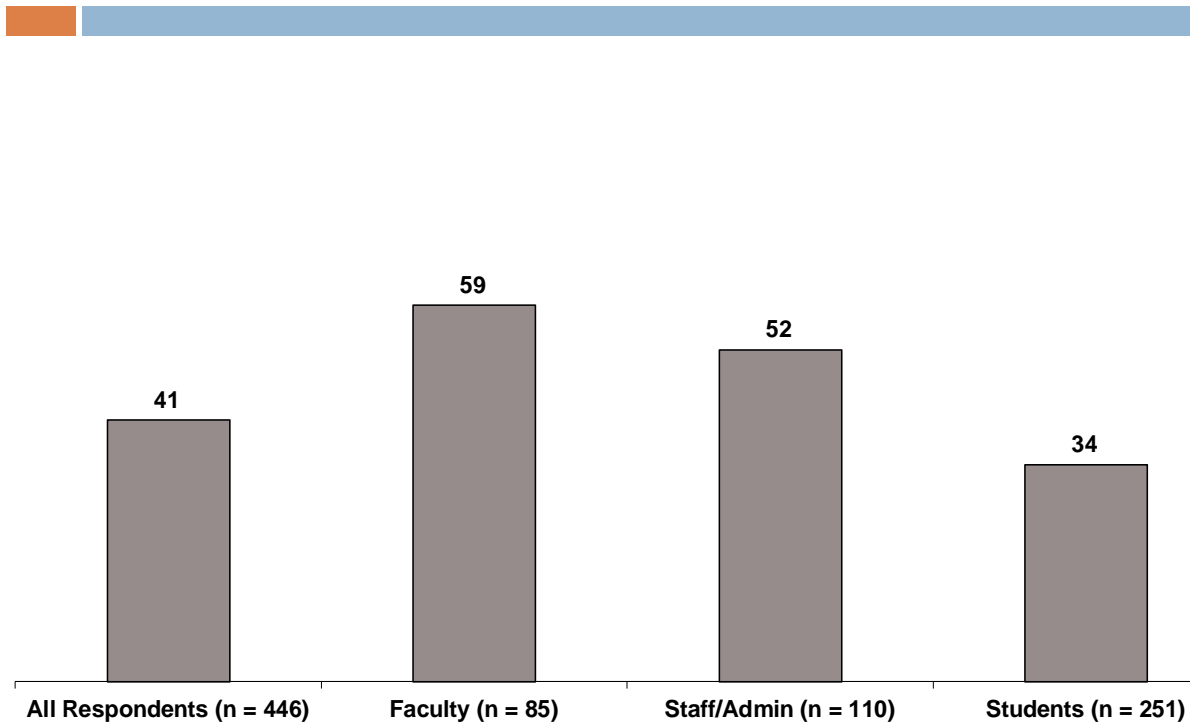


Figure 36. Respondents Who Had Seriously Considered Leaving Whitman College (%)

Forty-five percent ($n = 88$) of those Faculty and Staff/Administrator respondents who seriously considered leaving did so for financial reasons (e.g., salary, resources) (Table 68). Forty-two percent ($n = 82$) of those Faculty and Staff/Administrator respondents who seriously considered leaving indicated that they did so because of limited opportunities for advancement. Other

reasons included interested in a position elsewhere (39%), actively pursued another position (35%), and lack of sense of belonging (31%). “Other” responses submitted by respondents included “administration,” “rampant sexism,” “management/leadership style,” “faculty very difficult to work with,” “limited teaching opportunities in areas of specialty,” “lack of top down transparency,” “lack of leadership in many top positions,” “despaired of my second class status,” “disagreed strongly with some decisions regarding both hiring and policies/procedures that affect students,” “frustration with lack of intellectual seriousness of the faculty,” “lack of security of job continuation,” and “work place harassment.”

Table 68. Reasons Why Faculty and Staff/Administrator Respondents Considered Leaving Whitman College

Reason	<i>n</i>	%
Financial reasons (e.g., salary, resources)	88	45.1
Limited opportunities for advancement	82	42.1
Interested in a position elsewhere	75	38.5
Actively pursued another position	69	35.4
Lack of sense of belonging	60	30.8
Local community did not meet my (my family) needs	46	23.6
Working relationship with supervisor/manager	46	23.6
Campus climate was unwelcoming	42	21.5
Increased workload	42	21.5
A reason not listed above	39	20.0
Working relationship with co-workers/colleagues	39	20.0
Recruited or offered a position elsewhere	35	17.9
Spouse or partner unable to find suitable employment	33	16.9
Working relationship with dean/division chair/department or program chair	31	15.9
Family responsibilities	24	12.3
Personal reasons (e.g., medical, mental health, family emergencies)	20	10.3
Relocation	19	9.7
Dissatisfied with current benefits	17	8.7
Spouse or partner relocated	10	5.1

Note: Table includes responses only from those Faculty and Staff/Administrator respondents who had seriously considered leaving Whitman College in the past year (*n* = 195).

One hundred twenty-nine respondents elaborated on why they seriously considered leaving Whitman College. Among those respondents, more than 22% of them addressed inclusion and equity concerns for perceived minorities at Whitman College. In particular, survivors of sexual assault reported feeling marginalized and unsupported. However, the dominant theme, reflected

by more than two-thirds of respondents who elaborated on why they seriously considered leaving cited a low sense of belonging at Whitman College. Faculty and Staff/Administrator responses are highlighted below. Students' responses are highlighted in a subsequent section.

Inclusion and Equity Concerns of Perceived Minorities. Twenty-two percent of respondents who elaborated on why they seriously considered leaving Whitman College described inclusion and equity concerns. A Staff/Administrator respondent explained, "I thought of leaving because of the race environment." Sexual assault survivors also noted equity and safety concerns in their responses about why they seriously considered leaving Whitman College. One Faculty respondent elaborated, "I was sexually harassed at Whitman. We had no sexual harassment policy at the time. I was told to put up or shut up."

Sense of Belonging. Two-thirds of the respondents who elaborated on why they seriously considered leaving reported a low sense of belonging at Whitman College. A Faculty respondent noted, "The faculty here seem to embrace mediocrity." A Staff/Administrator respondent added, "Poor work ethics on behalf of some staff that is tolerated by management or overlooked."

Summary

The results from this section suggest that most Faculty and Staff/Administrator respondents generally hold positive attitudes about Whitman College policies and processes. Few Whitman College employees had observed unfair or unjust hiring (25%, $n = 89$), unfair or unjust disciplinary actions (13%, $n = 46$), or unfair or unjust promotion, tenure, and/or reclassification (26%, $n = 93$). Gender/gender identity, ethnicity, racial identity, and nepotism/cronyism were the top perceived bases for many of the reported discriminatory employment practices.

The majority of Staff/Administrator respondents “agreed” or “strongly agreed” that Whitman College and their supervisors provided them with support and resources. While a small majority of Staff/Administrator respondents agreed that the performance evaluation process was clear, fewer noted that they believed that the performance evaluation process was productive. A majority of Staff/Administrator respondents felt that a hierarchy existed within staff positions that allowed some voices to be valued more than others. Roughly three-fourths (74%, $n = 157$) of Staff/Administrator respondents felt that their skills and work (72%, $n = 152$) were valued at Whitman College.

The majority of Faculty respondents “agreed” or “strongly agreed” that Whitman College’s tenure/promotion process was clear. Only 51% ($n = 54$) of Faculty respondents, however, felt that tenure standards, promotion standards, and/or reappointment standards were applied equally to faculty. The majority (88%, $n = 127$) of Tenure-Track Faculty respondents felt that their teaching was valued by Whitman College.

Analyses revealed significant differences in responses among groups, where the answers of Women respondents and Non-Exempt Staff respondents were slightly less positive than the responses of other groups.

Student Perceptions of Campus Climate

This section of the report is dedicated to survey items that were specific to Whitman College students. Several survey items queried Student respondents about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes.

Student Experiences of Unwanted Sexual Conduct

As noted earlier in this report, 119 (11%) respondents had unwanted sexual experiences of any kind, either unwanted sexual contact (e.g., rape, assault, penetration without consent, gang rape) and/or unwanted sexual interaction (e.g., fondling, sexual exploitation, sexual harassment) while at Whitman College, with 110 (15%) being Student respondents. Student respondents reported 124 (93%) cases of unwanted contact of any kind.⁶⁸

Subsequent analyses indicated that of the Student respondents who indicated on the survey that they had unwanted sexual experiences, 4% ($n = 29$) reported unwanted sexual contact⁶⁹ and 13% ($n = 95$) reported unwanted sexual interaction.⁷⁰

Thirty-one percent ($n = 9$) noted that unwanted sexual contact (e.g., rape, assault, penetration without consent) occurred within the last year (between Spring 2015 and Fall 2015), and 69% ($n = 20$) noted that it occurred 2 to 4 years prior to Spring 2015. Of note, the greatest percentage of occurrences of unwanted sexual assault happened their first year and each fall semester.

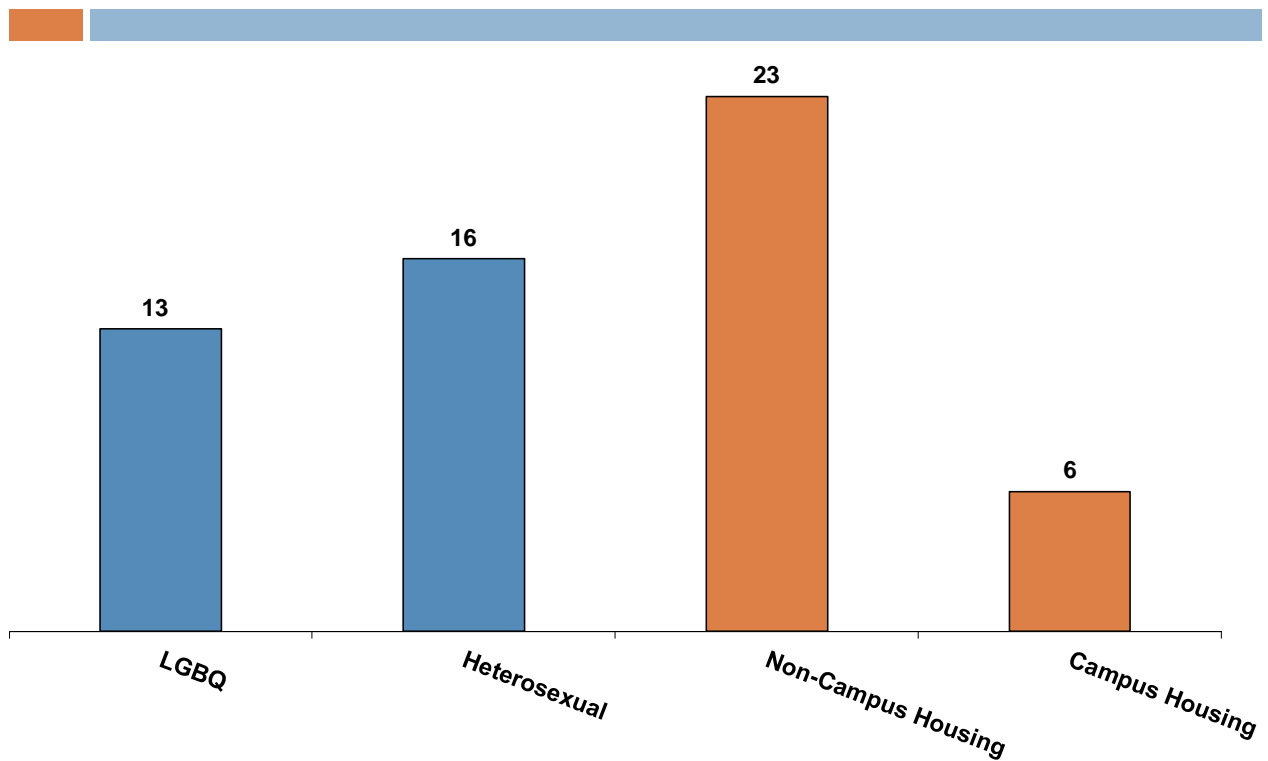
Subsequent analyses,⁷¹ the results of which are depicted in Figure 37, revealed that for Student respondents who reported unwanted sexual contact, significant differences were found by:

⁶⁸Unwanted sexual experiences of any kind was previously referred to as “unwanted sexual contact” in the survey which was defined as 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; gang rape; and sexual harassment involving physical contact. We now use “unwanted sexual contact” only as “rape, assault, penetration without consent, and gang rape.”

⁶⁹The term “unwanted sexual contact” is now defined only as “rape, assault, penetration without consent, gang rape.”

⁷⁰The term “unwanted sexual interaction” is now defined only as “fondling sexual exploitation, and sexual harassment.”

- Sexual identity: 8% ($n = 13$) of LGBQ Student respondents and 3% ($n = 16$) of Heterosexual Student respondents experienced unwanted sexual contact.^{xliv}
- Housing status: 7% ($n = 23$) of Non-Campus Housing Student respondents and (2%, $n = 6$) of Campus Housing respondents experienced unwanted sexual contact.^{xlv}



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

Figure 37. Student Respondents' Experiences of Unwanted Sexual Contact While at Whitman College by and Housing Status (n)

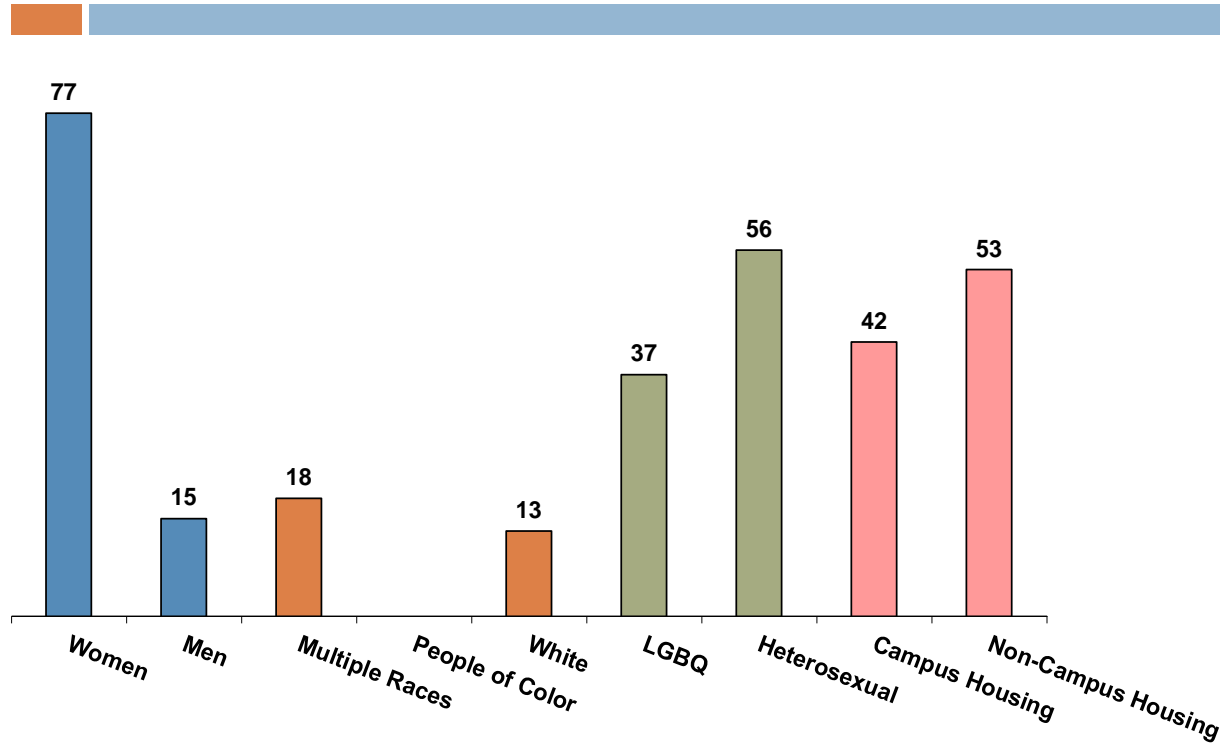
⁷¹Chi-square analyses were conducted by gender identity, racial identity, sexual identity, income status, first-generation status, housing status, faith-based affiliation, and disability status; only significant differences are reported.

Forty-seven percent ($n = 38$) noted that they experienced sexual interaction related to fondling, sexual exploitation, or sexual harassment within the last year (between Spring 2015 and Fall 2015), and 52% ($n = 42$) noted that it occurred 2 to 4 years prior to Spring 2015. Of note, the greatest percentage of occurrences of unwanted sexual assault happened their first year and each fall semester.

Subsequent analyses,⁷² the results of which are depicted in Figure 38, revealed that for Student respondents who experienced unwanted sexual interaction, significant differences were found by:

- Gender identity: 17% ($n = 77$) of Women Student respondents and 6% ($n = 15$) of Men Student respondents experienced unwanted sexual interaction.^{xlvi}
- Racial identity: 22% ($n = 18$) of Multiple Races Student respondents, less than five People of Color Student respondents, and 13% ($n = 72$) of White Student respondents experienced unwanted sexual interaction.^{xlvi}
- Sexual identity: 22% ($n = 37$) of LGBTQ Student respondents and 11% ($n = 56$) of Heterosexual Student respondents experienced unwanted sexual interaction.^{xlvi}
- Housing status: 10% ($n = 42$) of Campus Housing Student respondents and (17%, $n = 53$) Non-Campus Housing respondents experienced unwanted sexual interaction.^{xlvi}

⁷²Chi-square analyses were conducted by gender identity, racial identity, sexual identity, income status, first-generation status, housing status, faith-based affiliation, and disability status; only significant differences are reported.



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

Figure 38. Student Respondents' Experiences of Unwanted Sexual Interaction While at Whitman College by Gender Identity, Racial Identity, Sexual Identity, and Housing Status (n)

^{xliiv} A chi-square test was conducted to compare percentages of Student respondents who experienced unwanted sexual contact by sexual identity: $\chi^2(1, N = 698) = 6.89, p < .01$.

^{xliv} A chi-square test was conducted to compare percentages of Student respondents who experienced unwanted sexual contact by housing status: $\chi^2(1, N = 727) = 15.4, p < .001$.

^{xlvi} A chi-square test was conducted to compare percentages of Student respondents who experienced unwanted sexual interaction by gender identity: $\chi^2(1, N = 707) = 14.68, p < .001$.

^{xlvii} A chi-square test was conducted to compare percentages of Student respondents who experienced unwanted sexual interaction by racial identity: $\chi^2(2, N = 718) = 10.3, p < .01$.

^{xlviii} A chi-square test was conducted to compare percentages of Student respondents who experienced unwanted sexual interaction by sexual identity: $\chi^2(1, N = 698) = 13.87, p < .001$.

^{xlix} A chi-square test was conducted to compare percentages of Student respondents who experienced unwanted sexual interaction by housing status: $\chi^2(1, N = 727) = 6.29, p < .05$.

Students' *Perceived Academic Success*

As mentioned earlier in this report, a confirmatory factor analysis was conducted on one scale embedded in Question 11 of the survey. The scale, termed “Perceived Academic Success” for the purposes of this project, was developed using Pascarella and Terenzini’s (1980) *Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining Student persistence. The first seven sub-questions of Question 11 of the survey reflect the questions on this scale.

The questions in each scale (Table 69) were answered on a Likert metric from strongly agree to strongly disagree (scored 1 for strongly agree and five for strongly disagree). For the purposes of analysis, Student respondents who did not answer all scale sub-questions were not included in the analysis. Approximately two percent (2.1%) of potential Student respondents were removed from the analysis as a result of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.⁷³ One question from the scale (Q11_A_2) did not hold with the construct and was removed; the scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach’s alpha) of the scale was 0.816 (after removing the question noted above) which is high, meaning that the scale produces consistent results. With Q11_A_2 included, Cronbach’s alpha was only 0.778.

⁷³Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

Table 69. Survey Items Included in the *Perceived Academic Success* Factor Analyses

Scale	Survey item number	Academic experience
Perceived Academic Success	Q11_1	I am performing up to my full academic potential.
	Q11_3	I am satisfied with the extent of my intellectual development since enrolling at Whitman College.
	Q11_4	I have performed academically as well as I anticipated I would.
	Q11_5	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	Q11_6	My interest in ideas and intellectual matters has increased since coming Whitman College.
	Q11_7	I intend to graduate Whitman College.

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent that answered all of the questions included in the given factor was given a score on a five-point scale. Lower scores on *Perceived Academic Success* factor suggest a student or constituent group is more academically successful.

Means Testing Methodology

After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for Student respondents were analyzed using a *t*-test for difference of means.

Additionally, where *n*'s were of sufficient size, separate analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first-level categories in the following demographic areas:

- Gender identity (Man, Woman)
- Racial identity (Asian/Asian American, Hispanic/Latin@/Chican@, Other People of Color, White⁷⁴, and Multiracial)
- Sexual identity (LGBQ, Heterosexual)
- First-generation status (First-Generation, Not-First-Generation)
- Income status (Low-Income, Not-Low-Income)

⁷⁴White references respondents who reported identifying as White and no other race or ethnicity.

When only two categories existed for the specified demographic variable (e.g., gender identity) a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen’s *d* and any moderate-to-large effects are noted.

Means Testing Results

The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Student respondents (where possible).

Gender Identity

No significant difference existed ($p = .76$) in the overall test for means for Student respondents by gender identity on *Perceived Academic Success* (Table 70).

Table 70. Students Respondents’ Perceived Academic Success by Gender Identity

Gender Identity	<i>n</i>	Mean	Std. Dev.
Woman	456	1.995	0.613
Man	236	2.010	0.666
Mean difference		-0.015	

Racial Identity

A significant difference existed ($p < .001$) in the overall test for means for Students by racial identity on *Perceived Academic Success* (Table 71).

Table 71. Students Respondents’ Perceived Academic Success by Racial Identity

Racial Identity	<i>n</i>	Mean	Std. Dev.	Minimum	Maximum
Asian/Asian American	42	2.119	0.602	1.17	4.00
Hispanic/Latin@/Chican@	23	2.399	0.735	1.17	4.50
Multiple Race	78	2.126	0.696	1.00	4.50
Other Person of Color	10	2.067	0.425	1.33	3.00
White Only	550	1.955	0.612	1.00	4.17

Subsequent analyses on *Perceived Academic Success* for Student respondents was significant for one comparison—Hispanic/Latin@/Chican@ vs. White Only (Table 72). These findings suggest that Hispanic/Latin@/Chican@ Students have less *Perceived Academic Success* than White Students.

Table 72. Difference between Means for Student Respondents for Perceived Academic Success by Racial Identity

Groups Compared	Mean Difference
Hispanic/Latin@/Chican@ vs. White Only	0.444**

** $p < .01$

Sexual Identity

A significant difference existed ($p < .01$) in the overall test for means for Students by sexual identity on *Perceived Academic Success* (Table 73).

Table 73. Student Respondents' Perceived Academic Success by Sexual Identity

Sexual Identity	<i>n</i>	Mean	Std. Dev.
LGBQ	166	2.132	0.677
Heterosexual	507	1.957	0.606
Mean difference		0.174**	

** $p < .01$

Disability Status

A significant difference existed ($p < .01$) in the overall test for means for Students by disability status on *Perceived Academic Success* (Table 74).

Table 74. Student Respondents' Perceived Academic Success by Disability Status

Disability Status	<i>n</i>	Mean	Std. Dev.
Disability	106	2.146	0.723
No Disability	560	1.963	0.592
Mean difference		0.183**	

** $p < .01$

First-Generation Status

A significant difference existed ($p < .01$) in the overall test for means for Students by first-generation status on *Perceived Academic Success* (Table 75).

Table 75. Student Respondents' Perceived Academic Success by First-Generation Status

First-Generation Status	<i>n</i>	Mean	Std. Dev.
First Generation	57	2.300	0.813
Not-First-Generation	646	1.973	0.604
Mean difference	0.322**		

** $p < .01$

Income Status

A significant difference existed ($p < .001$) in the overall test for means for Students by income status on *Perceived Academic Success* (Table 76).

Table 76. Student Respondents' Perceived Academic Success by Income Status

Income Status	<i>n</i>	Mean	Std. Dev.
Low-Income	91	2.192	0.688
Not Low-Income	583	1.963	0.614
Mean difference	0.229**		

** $p < .01$

Citizen/Immigration Status

A significant difference existed ($p < .05$) in the overall test for means for Students by citizen/immigration status on *Perceived Academic Success* (Table 77).

Table 77. Student Respondents' Perceived Academic Success by Citizen/Immigration Status

Citizen/immigration Status	<i>n</i>	Mean	Std. Dev.
U.S. Citizen	639	1.996	0.629
No Citizen	37	2.221	0.611
Mean difference	-0.225*		

* $p < .05$

Students' Perceptions of Campus Climate

One of the survey items asked Student respondents the degree to which they agreed with nine statements about their interactions with faculty, students, staff members, and senior administrators at Whitman College. Eighty-nine percent ($n = 645$) of Student respondents felt valued by Whitman College faculty; 80% ($n = 584$) felt valued by Whitman College staff; and 46% ($n = 330$) felt valued by Whitman College senior administrators (e.g., dean, vice president, provost). Frequencies and significant differences based on student status, gender identity,⁷⁵ racial identity, sexual identity,⁷⁶ faith-based affiliation,⁷⁷ citizenship status, disability status,⁷⁸ housing status, employment status, income status, and first-generation status are provided in Tables 78 through 81.

Several significant differences were found among student groups. A significantly lower percentage of Men Student respondents (86%, $n = 207$) than Women respondents (90%, $n = 418$) felt valued by Whitman College faculty.

Table 78 illustrates that 80% ($n = 584$) of Student respondents “strongly agreed” or “agreed” that they felt valued by Whitman College staff. No statistically significant differences were found between groups.

A small, but significantly significant, percentage of Men Student respondents (48%, $n = 114$) than Women Student respondents (47%, $n = 211$) felt valued by senior administrators. Student Respondents of Color (53%, $n = 41$) were more likely than White Student respondents (45%, $n = 250$), and Multiracial Student respondents (43%, $n = 35$) to feel valued by senior administrators. A larger percentage of Low-Income Student respondents (48%, $n = 48$) than Not-Low-Income Student respondents (46%, $n = 275$) felt valued by senior administrators. Christian Faith-Based Student respondents (51%, $n = 78$) were more likely than No Affiliation Student respondents (44%, $n = 191$) to feel valued by senior administrators. A larger percentage of Student

⁷⁵As noted earlier, per WIDE, Gender Identity was categorized to only Men and Women to maintain response confidentiality.

⁷⁶As noted earlier, per WIDE, Sexual Identity was categorized to only LGBQ and Heterosexual to maintain response confidentiality.

⁷⁷Student Respondents with Other Faith-Based Affiliations ($n = 50$) with Multiple Affiliations ($n = 83$) were not included in these analyses as their numbers were too small to ensure valid results and confidentiality.

⁷⁸Student Respondents with Multiple Disabilities ($n = 35$) were not included in these analyses as their numbers were too small to ensure valid results and confidentiality.

respondents with No Disability (46%, $n = 268$) than Student respondents with a Single Disability (44%, $n = 48$) felt valued by senior administrators. Non-Campus Housing Student respondents (40%, $n = 128$) were less likely than Campus Housing Student respondents (49%, $n = 201$) to feel valued by senior administrators.

Table 78. Student Respondents’ Feelings of Value by Employees

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by Whitman faculty.	279	38.3	366	50.2	62	8.5	20	2.7	< 5	---
Gender identity ⁱ										
Men	105	43.8	102	42.5	25	10.4	8	3.3	0	0.0
Women	165	35.3	253	54.2	35	7.5	12	2.6	< 5	---
I feel valued by Whitman staff.	215	29.6	369	50.8	113	15.6	27	3.7	< 5	---
I feel valued by Whitman senior administrators (e.g., dean, vice president, provost).	90	12.4	240	33.1	268	36.9	101	13.9	27	3.7
Gender identity ⁱⁱ										
Men	41	17.2	73	30.5	79	33.1	39	16.3	7	2.9
Women	48	10.3	163	35.1	178	38.3	59	12.7	17	3.7
Racial identity ⁱⁱⁱ										
White	69	12.4	181	32.6	208	37.4	77	18.2	21	3.8
People of Color	12	15.4	29	37.2	31	39.7	< 5	---	< 5	---
Multiracial	5	6.2	30	37.0	24	29.6	19	23.5	< 5	---
Income status ^{liii}										
Low-Income	13	13.5	33	34.4	43	44.8	5	5.2	< 5	---
Not-Low Income	75	12.5	200	33.4	208	34.8	91	15.2	24	4.0
Faith-based affiliation ^{liv}										
Christian Affiliation	24	15.7	54	35.3	62	40.5	8	5.2	5	3.3
No Affiliation	49	11.2	142	32.6	157	36.0	70	16.1	18	4.1
Disability status ^{lv}										
No Disability	79	13.7	189	32.7	215	37.2	77	13.3	18	3.1
Single Disability	5	4.6	43	39.4	36	33.0	18	16.5	7	6.4
Housing status ^{lvi}										
Non-Campus Housing	27	8.5	101	31.9	121	38.2	50	15.8	18	5.7
Campus Housing	63	15.5	138	33.9	146	35.9	51	12.5	9	2.2

Note: Table includes only Student respondents (*n* = 729).

Eighty-nine percent (*n* = 650) of Student respondents “strongly agreed” or “agreed” that they felt valued by Whitman College faculty in the classroom. No statistically significant differences were found between groups.

Seventy-seven percent (*n* = 357) of Women Student respondents felt valued by other students in classroom, compared 70% (*n* = 190) of Men Student respondents (Table 79). People of Color Student respondents (62%, *n* = 99) were less likely than White Student respondents (82%, *n* = 535) to feel valued by other students in classroom. Seventy-four percent (*n* = 114) of Christian Faith-Based Student respondents felt valued by other students in classroom, while 79% (*n* = 343)

of No Affiliation Student respondents felt valued by other students in classroom. A greater percentage of Student respondents with No Disability (80%, $n = 462$) than Student respondents with a Single Disability (69%, $n = 98$) felt valued by other students in classroom.

A majority (84%, $n = 470$) of White Student respondents versus Student Respondents of Color (73%, $n = 115$) felt valued by other students outside of the classroom. A higher percentage (83%, $n = 481$) of No Disability Student respondents compared with Single Disability Student respondents (76%, $n = 109$) felt valued by other students outside of the classroom.

Twenty-six percent ($n = 118$) of Women Student respondents felt valued by the Walla Walla community compared 31% ($n = 73$) of Men Student respondents. Thirty-seven percent ($n = 56$) of Christian Faith-Based Student respondents felt valued by the Walla Walla community, while 25% ($n = 108$) of No Affiliation Student respondents felt valued by the Walla Walla community.

Table 79. Student Respondents' Feelings of Value Inside and Outside the Classroom

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in the classroom.	259	35.6	391	53.8	65	8.9	11	1.5	< 5	---
I feel valued by other students in classroom.	170	23.4	391	53.8	135	18.6	28	3.9	< 5	---
Gender identity ^{lvii}										
Men	73	30.4	117	48.8	41	17.1	8	3.3	< 5	---
Women	93	20.0	264	56.8	87	18.7	19	4.1	< 5	---
Racial identity ^{lviii}										
White	145	26.0	309	55.5	90	16.2	12	2.2	< 5	---
Students of Color	22	13.8	77	48.4	45	28.3	14	8.8	< 5	---
Faith-based affiliation ^{lix}										
Christian Affiliation	34	22.1	80	51.9	27	17.5	13	8.4	< 5	---
No Affiliation	103	23.6	240	54.9	82	18.8	9	2.1	< 5	---
Disability status ^{lx}										
No Disability	140	24.1	322	55.5	99	17.1	16	2.8	< 5	---
Single Disability	30	21.0	68	47.6	34	23.8	11	7.7	0	0.0
I feel valued by other students outside of the classroom.	224	30.8	369	50.8	102	14.0	27	3.7	5	0.7
Racial identity ^{lxi}										
White	183	32.8	287	51.4	68	12.2	18	3.2	< 5	---
Students of Color	36	22.8	79	50.0	33	20.9	8	5.1	< 5	---
Disability status ^{lxii}										
No Disability	186	32.1	295	50.9	79	13.6	18	3.1	< 5	---
Single Disability	36	25.0	73	50.7	22	15.3	9	6.3	< 5	---
I feel valued by the Walla Walla community.	52	7.2	144	19.9	339	46.8	152	21.0	38	5.2
Gender identity ^{lxiii}										
Men	28	11.7	45	18.8	101	42.1	47	19.6	19	7.9
Women	24	5.2	94	20.3	228	46.8	99	96.2	18	3.9
Faith-based affiliation ^{lxiv}										
Christian Affiliation	19	12.4	37	24.2	66	43.1	21	13.7	10	6.5
Other Faith-based Affiliation	< 5	---	10	20.4	25	51.0	10	20.4	< 5	---
No Affiliation	30	6.9	78	17.8	211	48.3	100	22.9	18	4.1
Multiple Affiliation	< 5	---	19	23.2	35	42.7	20	24.4	8	9.8

Note: Table includes only Student respondents (*n* = 729).

Twenty-five percent (*n* = 184) of Student respondents felt faculty pre-judged their abilities based on their perception of their identity/background (Table 80). No significant differences were found.

Fifty-four percent ($n = 253$) of Women Student respondents noted that they believed that the campus climate at Whitman College encourages free and open discussion of difficult topics compared 44% ($n = 106$) of Men Student respondents.

Table 80. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that faculty pre-judge my abilities based on their perception of my identity/background.	34	4.7	150	20.7	226	31.2	256	35.3	59	8.1
I believe that the campus climate encourages free and open discussion of difficult topics.	80	11.0	288	39.6	164	22.6	146	20.1	49	6.7
Gender identity ^{lxv}										
Men	35	14.6	71	29.6	51	21.3	61	25.4	22	9.2
Women	43	9.2	210	45.2	105	22.6	81	17.4	26	5.6

Note: Table includes only Student respondents ($n = 729$).

White Student respondents (87%, $n = 495$) were more likely than Multiracial Student respondents (75%, $n = 60$) and Student Respondents of Color (70%, $n = 62$) to have had faculty whom they perceived as role models. Table 81 illustrates significant differences.

Fifty-nine percent ($n = 430$) of Student Respondents had staff whom they perceived as role models. No significant differences were found.

Table 81. Student Respondents' Perceptions of Faculty and Staff as Role Models

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have faculty whom I perceive as role models.	310	42.8	307	42.3	69	9.5	38	5.2	< 5	---
Racial identity ^{lxvi}										
White	245	44.1	240	43.2	48	8.6	23	4.1	<5	---
Students of Color	29	37.2	33	42.3	11	14.1	5	6.4	<5	---
Multiracial	33	41.3	27	33.8	10	12.5	9	11.3	<5	---
I have staff whom I perceive as role models.	175	24.1	255	35.2	208	28.7	80	11.0	7	1.0

Note: Table includes only Student respondents (*n* = 729).

^lA chi-square test was conducted to compare percentages of Student respondents who felt valued by Whitman College faculty by gender identity: $\chi^2(4, N = 707) = 10.19, p < .05$.

^{li}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Whitman College senior administrators by gender identity: $\chi^2(4, N = 704) = 9.71, p < .05$.

^{lii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Whitman College senior administrators by racial identity: $\chi^2(8, N = 715) = 16.28, p < .05$.

^{liiii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Whitman College senior administrators by family income status: $\chi^2(4, N = 694) = 9.19, p < .05$.

^{liv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Whitman College senior administrators by faith-based affiliation: $\chi^2(4, N = 589) = 12.92, p < .05$.

^{lv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Whitman College senior administrators by disability status: $\chi^2(4, N = 687) = 11.29, p < .05$.

^{lvi}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Whitman College senior administrators by housing status: $\chi^2(4, N = 724) = 14.51, p < .01$.

^{lvii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by gender identity: $\chi^2(4, N = 705) = 9.64, p < .05$.

^{lviii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by racial identity: $\chi^2(4, N = 716) = 34.66, p < .001$.

^{lix}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by faith-based affiliation: $\chi^2(4, N = 591) = 13.90, p < .01$.

^{lx}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by disability status: $\chi^2(4, N = 723) = 12.85, p < .05$.

^{lxi}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by racial identity: $\chi^2(4, N = 716) = 13.65, p < .01$.

^{lxii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by disability status: $\chi^2(4, N = 723) = 16.49, p < .01$.

^{lxiii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by the Walla Walla community by gender identity: $\chi^2(4, N = 703) = 16.03, p < .05$.

^{lxiv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by the Walla Walla community by faith-based affiliation: $\chi^2(12, N = 721) = 26.57, p < .01$.

^{lxv}A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encourages free and open discussion by gender identity: $\chi^2(4, N = 705) = 21.84, p < .001$.

^{lxvi}A chi-square test was conducted to compare percentages of Student respondents who believed that they had faculty they perceived as role models by racial identity: $\chi^2(8, N = 714) = 20.17, p < .05$.

Students Who Have Seriously Considered Leaving Whitman College

Thirty-four percent ($n = 251$) of Student respondents had seriously considered leaving Whitman College. Of the Student respondents who considered leaving, 70% ($n = 176$) considered leaving in their first year as a student, 52% ($n = 130$) in their second year, 18% ($n = 44$) in their third year, and 5% ($n = 12$) in their fourth year.

Subsequent analyses were run for Student respondents who had considered leaving Whitman College ($n = 251$) by gender identity, racial identity, sexual identity, disability status, income status, and first-generation status. Multiracial Student respondents (51%, $n = 41$) were more likely than Student Respondents of Color (37%, $n = 29$) and White Student respondents (32%, $n = 176$) to have considered leaving the College.^{lxvii} LGBTQ Student Respondents (44%, $n = 74$) were more likely than Heterosexual Student Respondents (32%, $n = 167$) to have considered leaving the College.^{lxviii} First-Generation Student Respondents (46%, $n = 28$) were more likely than Non-First-Generation Student Respondents (33%, $n = 223$) to have considered leaving the College.^{lxix} Low-Income Student Respondents (45%, $n = 43$) were more likely than Non-Low-Income Student Respondents (33%, $n = 208$) to have considered leaving the College.^{lxx}

Sixty-five percent ($n = 164$) of Student respondents who considered leaving suggested that they lacked a sense of belonging at Whitman College (Table 82). Others considered leaving due to personal reasons (40%, $n = 101$), the lack of a support group (32%, $n = 81$), financial reasons (27%, $n = 68$), and/or the climate was not welcoming (27%, $n = 67$). “Other” reasons included “academic quality of the school,” “administration disregard students,” “lack of rigor,” “community too small and not diverse,” “alienated by Greek life,” “feeling of personal safety threatened,” “not much support,” “mental health stigma and no proper resources,” “lack of racial and economic diversity,” “neglect of fields deemed ‘too vocational,’” “school’s size stifling,” “lack of global awareness,” “wanted more challenging coursework,” “tired/bored of the ‘Whitman bubble,’” “small town, unwelcoming section mates,” “racial issues from community and students,” and “microaggressions.”

Table 82. Reasons Why Student Respondents Considered Leaving Whitman College

Reason	n	%
Lack of a sense of belonging	164	65.3
Personal reasons (e.g., medical, mental health, family emergencies)	101	40.2
Lack of support group	81	32.3
Financial reasons	68	27.1
A reason not listed above	67	26.7
Climate was not welcoming	67	26.7
Homesick	49	19.5
Didn't have my field of study	35	13.9
Didn't have my major	28	11.2
Coursework was too difficult	26	10.4
My marital/relationship status	11	4.4
Didn't meet the selection criteria for a major/field of study	9	3.6

Note: Table includes only those Student respondents who indicated that they considered leaving Whitman College ($n = 251$).

One hundred fifty-eight respondents elaborated on why they seriously considered leaving Whitman. Two themes emerged from the data provided by the Student respondents. Among those respondents, sixteen percent of them addressed inclusion and equity concerns for perceived minorities at Whitman. In particular, survivors of sexual assault reported feeling marginalized and unsupported. However, the dominant theme, reflected by forty-nine percent of respondents who elaborated on why they seriously considered leaving cited a low sense of belonging at Whitman. No significant themes emerged from other constituent groups who contributed to the data gathered in this question.

Inclusion and Equity Concerns of Perceived Minorities. Sixteen percent of respondents who elaborated on why they seriously considered leaving Whitman College described inclusion and equity concerns. Student respondents noted, “I saw little diversity in the student body” and “It gets tiring being surrounded by so much whiteness.” Another Student respondent reported, “It is hard to be a minority and not have minorities around you.” Similarly, another Student respondent

shared “not feeling like there was a strong POC and LGBTQ community really made me consider leaving.” A Student respondent noted, “I was a victim of sexual misconduct on the part of a professor, and the following year from a student. The kind of climate that allows this behavior to happen and then not be addressed in a significant way made me consider leaving the school.”

Sense of Belonging. Forty-nine percent of respondents who elaborated on why they seriously considered leaving reported a low sense of belonging at Whitman. Student respondents generally echoed one student’s reported, “Felt alone without support in my struggles.” More specifically, another Student respondent shared, “being an international student on campus, I didn’t feel that there was enough support for international students... I don’t feel that many other students are interested in understanding more about international students’ experiences and perspectives.” The lack of intellectual engagement, passion and depth was widely noted in narratives expressing a low sense of belonging at Whitman. One Student respondent elaborated, “Honestly? This place felt like, and still feels like a fucking summer camp. I stayed because of a club sport that I joined, not because of the college.” Another Student respondent shared, “I wanted to leave because I felt that Whitman wasn’t authentic. I am glad that I decided to stay, but I still feel that Whitman is overly meta-cognitive, without much grounding in the real world.”

^{lxvii}A chi-square test was conducted to compare percentages of Student respondents who considered leaving Whitman College by racial identity: $\chi^2(2, N = 718) = 11.83, p < .01$.

^{lxviii}A chi-square test was conducted to compare percentages of Student respondents who considered leaving Whitman College by sexual identity: $\chi^2(1, N = 698) = 8.06, p < .01$.

^{lxix}A chi-square test was conducted to compare percentages of Student respondents who considered leaving Whitman College by first-generation status: $\chi^2(1, N = 729) = 3.88, p < .05$.

^{lxx}A chi-square test was conducted to compare percentages of Student respondents who considered leaving Whitman College by income status: $\chi^2(1, N = 697) = 5.14, p < .05$.

Summary

For the most part, Students' responses to a variety of items indicated that they held their academic and intellectual experiences and their interactions with faculty and other students at Whitman College in a very positive light. The majority of Student respondents felt that the classroom climate was welcoming for groups of students, and most Student respondents felt valued by faculty and other students in the classroom, but fewer felt valued by senior administration. Student respondents also thought that Whitman College faculty and staff were role models. Thirty-four percent ($n = 251$) of Student respondents had seriously considered leaving Whitman College.

Four percent ($n = 29$) of Student respondents indicated on the survey that they experienced unwanted sexual contact related to rape, sexual assault or penetration without consent while members of the Whitman College community. Thirteen percent ($n = 95$) of Student respondents reported unwanted sexual interaction related to fondling, sexual exploitation, or sexual harassment.

Of note, the largest percentage of occurrences of any unwanted sexual assault happened each fall semester or first term. Unwanted sexual contact largely went unreported to authorities.

Institutional Actions

In addition to campus constituents' personal experiences and perceptions of the campus climate, diversity-related actions taken by the institution, or not taken, may be perceived either as promoting a positive campus climate or impeding it. As the following data suggest, respondents hold divergent opinions about the degree to which Whitman College does, and should, promote diversity to shape campus climate.

The survey asked Faculty respondents to indicate how they thought that various initiatives influenced the climate at Whitman College if they were currently available and how, if they were not currently available, those initiatives would influence the climate if they were available (Table 83). Respondents were asked to decide whether the institutional actions positively or negatively influenced the climate, or if they have no influence on the climate.

Eighty-five percent ($n = 87$) of the Faculty respondents who thought that flexibility for calculating the tenure clock or promotional period was available felt that it positively influenced climate. Of those Faculty respondents who thought that flexibility for calculating the tenure clock or promotional period was not available, 81% ($n = 17$) thought that it would positively influence the climate if it were available.

Sixty-two percent ($n = 34$) of the Faculty respondents who thought that recognition and rewards for including diversity issues in courses across the curriculum were available felt that they positively influenced climate. Of those Faculty respondents who thought that recognition and rewards for including diversity issues in courses across the curriculum were not available, 73% ($n = 49$) thought that they would positively influence the climate if they were available.

Sixty-two percent ($n = 42$) of the Faculty respondents who thought that diversity, inclusivity, and equity training for faculty was available felt that it positively influenced climate. Of those Faculty respondents who thought that such training for faculty was not available, 70% ($n = 37$) thought that it would positively influence the climate if it were available.

Sixty-six percent ($n = 37$) of the Faculty respondents who thought that tool kits for faculty to create an inclusive classroom environment were available felt that they positively influenced climate. Of those Faculty respondents who thought that such tool kits for faculty were not available, 78% ($n = 52$) thought that they would positively influence the climate if they were available.

Fifty-two percent ($n = 22$) of the Faculty respondents who thought that supervisory training for faculty was available felt that it positively influenced climate. Of those Faculty respondents who thought that such training for faculty was not available, 55% ($n = 42$) thought that it would positively influence the climate if it were available.

Eighty-five percent ($n = 85$) of the Faculty respondents who thought that access to counseling for people who had experienced harassment was available felt that it positively influenced climate. Of those Faculty respondents who thought that access to counseling for people who had experienced harassment was not available, 88% ($n = 22$) thought that it would positively influence the climate if it were available.

Eighty-six percent ($n = 106$) of the Faculty respondents who thought that mentorship for new faculty was available felt that it positively influenced climate. Of those Faculty respondents who thought that mentorship for new faculty was not available, 100% ($n = 5$) thought that it would positively influence the climate if it were available.

Seventy-five percent ($n = 58$) of the Faculty respondents who thought that a clear process to resolve conflicts was available felt that it positively influenced climate. Of those Faculty respondents who thought that a clear process to resolve conflicts was not available, 94% ($n = 49$) thought that it would positively influence the climate if it were available.

Seventy-eight percent ($n = 59$) of the Faculty respondents who thought that a fair process to resolve conflicts was available felt that it positively influenced climate. Of those Faculty respondents who thought that a fair process to resolve conflicts was not available, 98% ($n = 53$) thought that it would positively influence the climate if it were available.

Sixty-two percent ($n = 41$) of the Faculty respondents who thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available felt that it positively influenced climate. Of those Faculty respondents who thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was not available, 51% ($n = 27$) thought that it would positively influence the climate if it were available.

Seventy-three percent ($n = 45$) of the Faculty respondents who thought that diversity, inclusivity, equity training for search committees was available felt that it positively influenced climate. Of those Faculty respondents who thought that equity and diversity training for search committees was not available, 66% ($n = 40$) thought that it would positively influence the climate if it were available.

Sixty-eight percent ($n = 39$) of the Faculty respondents who thought that diversity, inclusivity, equity training for promotion and tenure committees was available felt that it positively influenced climate. Of those Faculty respondents who thought that equity and diversity training for promotion and tenure committees was not available, 73% ($n = 46$) thought that it would positively influence the climate if it were available.

Seventy-five percent ($n = 39$) of the Faculty respondents who thought that career-span development opportunities for faculty were available felt that they positively influenced climate. Of those Faculty respondents who thought that career-span development opportunities for faculty were not available, 85% ($n = 58$) thought that they would positively influence the climate if they were available.

Eighty-two percent ($n = 37$) of the Faculty respondents who thought that affordable child care was available felt that it positively influenced climate. Of those Faculty respondents who thought that affordable child care was not available, 95% ($n = 73$) thought that it would positively influence the climate if it were available.

Seventy-seven percent ($n = 44$) of the Faculty respondents who thought that support/resources for spouse/partner employment were available felt that they positively influenced climate. Of

those Faculty respondents who thought that support/resources for spouse/partner employment were not available, 96% ($n = 66$) thought that they would positively influence the climate if they were available.

Table 83. Faculty Respondents' Perceptions of Institutional Initiatives

Institutional initiative	Initiative Available at Whitman College						Initiative NOT available at Whitman College					
	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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing flexibility for calculating the tenure clock	87	84.5	12	11.7	< 5	---	17	81.0	< 5	---	< 5	---
Providing recognition and rewards for including diversity issues in courses across the curriculum	34	61.8	16	29.1	5	9.1	49	73.1	7	10.4	7	10.4
Providing diversity, inclusivity, equity training for faculty generally	42	61.8	22	32.4	< 5	---	37	69.8	13	24.5	< 5	---
Providing faculty with tool kits to create an inclusive classroom environment	37	66.1	15	26.8	< 5	---	52	77.6	13	19.4	< 5	---
Providing faculty with supervisory training	22	52.4	15	35.7	5	11.9	42	55.3	29	38.2	5	6.6
Providing access to counseling for people who have experienced harassment	85	85.0	14	14.0	< 5	---	22	88.0	< 5	---	0	0.0
Providing mentorship for new faculty	106	85.5	17	13.7	< 5	---	5	100.0	0	0.0	0	0.0
Providing a clear process to resolve conflicts	58	75.3	17	22.1	< 5	---	49	94.2	< 5	---	0	0.0
Providing a fair process to resolve conflicts	59	77.6	16	21.1	< 5	---	53	98.1	< 5	---	0	0.0
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	41	62.1	19	28.8	6	9.1	27	50.9	17	32.1	9	17.0
Providing diversity, inclusivity, equity training to search committees	45	72.6	14	22.6	< 5	---	40	65.6	17	27.9	< 5	---

Table 83. (cont.)

Institutional initiative	Initiative Available at Whitman College						Initiative NOT available at Whitman College					
	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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity, inclusivity, equity training to promotion and tenure committee	39	68.4	13	22.8	5	8.8	46	73.0	14	22.2	< 5	---
Providing career span development opportunities for faculty at all ranks	39	75.0	13	25.0	0	0.0	58	85.3	10	14.7	0	0.0
Providing affordable childcare	37	82.2	8	17.8	0	0.0	73	94.8	< 5	---	0	0.0
Providing support/resources for spouse/partner employment	44	77.2	6	10.5	7	12.3	66	95.7	< 5	---	0	0.0

Note: Table includes only Faculty respondent responses (*n* = 145).

Fewer than 50 Faculty respondents elaborated on their opinion of the impact of institutional actions on campus climate. Spousal employment support was noted by more than twenty percent of respondents.

Spouse Employment Support. Nearly one-fifth of respondents who elaborated on their opinions of the impact of institutional actions on the campus climate cited a perceived need for greater spouse employment support. One Faculty respondent shared, “The matter of support/resources for partner employment is paramount. This is at the heart of retention problems.” Similarly, another Faculty respondent echoed that concern, “There must be more support for spousal hires. Whitman will continue to lose its best faculty if there is not more support.” Another Faculty respondent reported, “I moved here with a non-faculty partner and Whitman was not at all supportive.” Conversely however, one Faculty respondent stated, “I know many people think that caring for spouses improves things, but I simply disagree.”

The survey asked Staff/Administrator respondents ($n = 215$) to indicate how they thought that various initiatives influenced the climate at Whitman College if they were currently available and how, if they were not currently available, those initiatives would influence the climate if they were available, which are listed in Table 84.

Seventy-eight percent ($n = 105$) of the Staff/Administrator respondents who thought that diversity, inclusivity, and equity training for staff was available felt that it positively influenced climate. Of those Staff/Administrator respondents who thought that diversity and equity training for staff was not available, 83% ($n = 47$) thought that it would positively influence the climate if it were available.

Ninety-three percent ($n = 138$) of the Staff/Administrator respondents who thought that access to counseling for people who had experienced harassment was available felt that it positively influenced climate. Of those Staff/Administrator respondents who thought that access to counseling for people who had experienced harassment was not available, 92% ($n = 35$) thought that it would positively influence the climate if it were available.

Ninety-one percent ($n = 89$) of the Staff/Administrator respondents who thought that supervisory training for supervisors/managers was available felt that it positively influenced climate. Of those Staff/Administrator respondents who thought that supervisory training for supervisors/managers was not available, 92% ($n = 87$) thought that it would positively influence the climate if it were available.

Ninety percent ($n = 70$) of the Staff/Administrator respondents who thought that supervisory training for faculty supervisors was available felt that it positively influenced climate. Of those Staff/Administrator respondents who thought that supervisory training for faculty supervisors was not available, 92% ($n = 97$) thought that it would positively influence the climate if it were available.

Eighty-four percent ($n = 66$) of the Staff/Administrator respondents who thought that mentorship for new staff was available felt that it positively influenced climate. Of those Staff/Administrator respondents who thought that mentorship for new faculty was not available, 91% ($n = 104$) thought that it would positively influence the climate if it were available.

Ninety percent ($n = 113$) of the Staff/Administrator respondents who thought that a clear process to resolve conflicts was available felt that it positively influenced climate. Of those Staff/Administrator respondents who thought that a clear process to resolve conflicts was not available, 93% ($n = 63$) thought that it would positively influence the climate if it were available.

Eighty-nine percent ($n = 110$) of the Staff/Administrator respondents who thought that a fair process to resolve conflicts was available felt that it positively influenced climate. Of those Staff/Administrator respondents who thought that a fair process to resolve conflicts was not available, 94% ($n = 61$) thought that it would positively influence the climate if it were available.

Sixty percent ($n = 70$) of the Staff/Administrator respondents who thought that considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available felt that it positively influenced climate. Of those Staff/Administrator respondents who thought that considering diversity-related professional experiences as one of the criteria for

hiring of staff/faculty was not available, 71% ($n = 47$) thought that it would positively influence the climate if it were available.

Ninety-one percent ($n = 102$) of the Staff/Administrator respondents who thought that career development opportunities for staff were available felt that they positively influenced climate. Of those Staff/Administrator respondents who thought that career development opportunities for staff were not available, 95% ($n = 76$) thought that they would positively influence the climate if they were available.

Seventy-six percent ($n = 59$) of the Staff/Administrator respondents who thought that affordable child care was available felt that it positively influenced climate. Of those Staff/Administrator respondents who thought affordable child care was not available, 88% ($n = 83$) thought that it would positively influence the climate if it were available.

Seventy percent ($n = 67$) of the Staff/Administrator respondents who thought that providing diversity, inclusivity, equity training to search committees was available felt that it positively influenced climate. Of those Staff/Administrator respondents who thought that providing equity and diversity training to search committees was not available, 88% ($n = 83$) thought that it would positively influence the climate if it were available.

Sixty-six percent ($n = 61$) of the Staff/Administrator respondents who thought that support/resources for spouse/partner employment were available felt that they positively influenced climate. Of those Staff/Administrator respondents who thought that support/resources for spouse/partner employment were not available, 74% ($n = 67$) thought that they would positively influence the climate if they were available.

Table 84. Staff/Administrator Respondents' Perceptions of Institutional Initiatives

Institutional initiative	Initiative Available at Whitman College						Initiative NOT available at Whitman College					
	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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity, inclusivity, equity training for staff generally	105	77.8	23	17.0	7	5.2	47	82.5	10	17.5	0	0.0
Providing access to counseling for people who have experienced harassment	138	92.6	10	6.7	< 5	---	35	92.1	< 5	---	0	0.0
Providing supervisors/managers with supervisory training	89	90.8	8	8.2	< 5	---	87	91.6	8	8.4	0	0.0
Providing faculty supervisors with supervisory training	70	89.7	7	9.0	< 5	---	97	92.4	8	7.6	0	0.0
Providing mentorship for new staff	66	83.5	12	15.2	< 5	---	104	91.2	10	8.8	0	0.0
Providing a clear process to resolve conflicts	113	90.4	11	8.8	< 5	---	63	92.6	5	7.4	0	0.0
Providing a fair process to resolve conflicts	110	89.4	13	10.6	0	0.0	61	93.8	< 5	---	0	0.0
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	70	59.8	31	26.5	16	13.7	47	71.2	15	22.7	< 5	---
Providing career development opportunities for staff	102	91.1	9	8.0	< 5	---	76	95.0	< 5	---	0	0.0
Providing affordable childcare	59	75.6	19	24.4	0	0.0	91	89.2	10	9.8	< 5	---

Table 84. (cont.)

	Initiative Available at Whitman College						Initiative NOT available at Whitman College					
	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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Institutional initiative												
Providing diversity, inclusivity, equity training to search committees	67	69.8	25	26.0	< 5	---	83	88.3	10	10.6	< 5	---
Providing support/resources for spouse/partner employment	61	66.3	24	26.1	7	7.6	67	74.4	20	22.2	< 5	---

Note: Table includes Staff/Administrator only responses (*n* = 215).

Less than 40 Staff/Administrator respondents elaborated on their opinions on institutional actions. Among those respondents, 17% of them noted spouse employment support with concern.

Mixed Views On Spousal Employment Support. Less than 20% of the respondents who elaborated on their opinions on institutional actions noted spouse employment. Some Staff/Administrator respondents described a perceived hierarchy with regard to spousal employment support. One Staff/Administrator respondent noted, “Some of these resources are provided to faculty but not to staff. Staff/Administrator morale would improve if similar resources were provided to staff (e.g., support/resources for spouse/partner employment).” Similarly, another Staff/Administrator respondent shared, “Feels like the college works hard to employ faculty spouses, not so much for staff spouses.” Another Staff/Administrator respondent conveyed concerns with the effects of spouse employment, “As much as I have heard faculty complain that their spouse cannot get employment here, many staff positions are held by faculty spouses, and the interconnection to academic departments seems to create more tension than any possible benefit.” Lastly, one Staff/Administrator respondent added, “Child care and spouse employment are not the responsibility of Whitman College.”

Student respondents ($n = 729$) also were asked in the survey to indicate how they thought that various initiatives influenced the climate at Whitman College if they were currently available and how, if they were not currently available, those initiatives would influence the climate if they were available (Table 85).

Eighty percent ($n = 426$) of the Student respondents who thought that diversity, inclusivity, and equity training for students was available felt that it positively influenced climate. Of those Student respondents who thought that such training for students was not available, 89% ($n = 108$) thought that it would positively influence the climate if it were available.

Eighty-four percent ($n = 399$) of the Student respondents who thought that diversity, inclusivity, and equity training for staff was available felt that it positively influenced climate. Of those

Student respondents who thought that such training for staff was not available, 85% ($n = 139$) thought that it would positively influence the climate if it were available.

Eighty-six percent ($n = 406$) of the Student respondents who thought that diversity, inclusivity, and equity training for faculty was available felt that it positively influenced climate. Of those Student respondents who thought that such training for faculty was not available, 88% ($n = 142$) thought that it would positively influence the climate if it were available.

Seventy-nine percent ($n = 282$) of the Student respondents who thought that a person to address student complaints of bias by faculty/staff in learning environments was available felt that it positively influenced climate. Of those Student respondents who thought that a person to address student complaints of bias by faculty/staff in learning environments was not available, 86% ($n = 230$) thought that it would positively influence the climate if it were available.

Seventy-six percent ($n = 253$) of the Student respondents who thought that a person to address student complaints of bias by other students in learning environments was available felt that it positively influenced climate. Of those Student respondents who thought that a person to address student complaints of bias by other students in learning environments was not available, 80% ($n = 232$) thought that it would positively influence the climate if it were available.

Eighty-five percent ($n = 318$) of the Student respondents who thought that increasing opportunities for cross-cultural dialogue among students was available felt that it positively influenced climate. Of those Student respondents who thought that increasing opportunities for cross-cultural dialogue among students was not available, 94% ($n = 245$) thought that it would positively influence the climate if it were available.

Eighty-five percent ($n = 275$) of the Student respondents who thought that increasing opportunities for cross-cultural dialogue among faculty, staff, and students was available felt that it positively influenced climate. Of those Student respondents who thought that increasing opportunities for cross-cultural dialogue among faculty, staff, and students was not available, 94% ($n = 295$) thought that it would positively influence the climate if it were available.

Eighty-one percent ($n = 287$) of the Student respondents who thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available felt that it positively influenced climate. Of those Student respondents who thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was not available, 92% ($n = 254$) thought that it would positively influence the climate if it were available.

Ninety percent ($n = 381$) of the Student respondents who thought that effective faculty mentorship of students was available felt that it positively influenced climate. Of those Student respondents who thought that effective faculty mentorship of students was not available, 94% ($n = 190$) thought that it would positively influence the climate if it were available.

Eighty-nine percent ($n = 481$) of the Student respondents who thought that effective academic advising was available felt that it positively influenced climate. Of those Student respondents who thought that effective academic advising was not available, 90% ($n = 79$) thought that it would positively influence the climate if it were available.

Eighty-three percent ($n = 408$) of the Student respondents who thought that diversity training for student staff (e.g., building managers, resident assistants) was available felt that it positively influenced climate. Of those Student respondents who thought that diversity training for student staff was not available, 83% ($n = 109$) thought that it would positively influence the climate if it were available.

Sixty-nine percent ($n = 152$) of the Student respondents who thought that affordable child care was available felt that it positively influenced climate. Of those Student respondents who thought that affordable child care was not available, 73% ($n = 278$) thought that it would positively influence the climate if it were available.

Sixty-one percent ($n = 156$) of the Student respondents who thought that adequate child care resources were available felt that the resources positively influenced climate. Of those Student

respondents who thought that adequate child care resources were not available, 73% ($n = 273$) thought that they would positively influence the climate if it were available.

Seventy-two percent ($n = 199$) of the Student respondents who thought that support/resources for spouse/partner employment were available felt that they positively influenced climate. Of those Student respondents who thought that support/resources for spouse/partner employment were not available, 70% ($n = 220$) thought that they would positively influence the climate if it were available.

Eighty-five percent ($n = 264$) of the Student respondents who thought that providing adequate social space outside of Greek space were available felt that they positively influenced climate. Of those Student respondents who thought that adequate social space outside of Greek space were not available, 93% ($n = 206$) thought that they would positively influence the climate if it were available.

Table 85. Student Respondents' Perceptions of Institutional Initiatives

Institutional initiative	Initiative Available at Whitman College						Initiative NOT available at Whitman College					
	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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity, inclusivity, equity training for students	426	80.1	89	16.7	17	3.2	108	89.3	12	9.9	< 5	---
Providing diversity, inclusivity, equity training for staff	399	84.2	71	15.0	< 5	---	139	84.8	23	14.0	< 5	---
Providing diversity, inclusivity, equity training for faculty	406	85.7	62	13.1	6	1.3	142	88.2	18	11.2	< 5	---
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs)	282	78.8	69	19.3	7	2.0	230	85.8	33	12.3	5	1.9
Providing a person to address student complaints of bias by other student in learning environments (e.g., classrooms, labs)	253	75.7	73	21.9	8	2.4	232	79.7	51	17.5	8	2.7
Increasing opportunities for cross-cultural dialogue among students	318	85.0	51	13.6	5	1.3	245	93.5	16	6.1	< 5	---
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	275	85.4	42	13.0	5	1.6	295	93.9	19	6.1	0	0.0
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	287	81.3	53	15.0	13	3.7	254	92.4	15	5.5	6	2.2

Table 85. (cont.)

	Initiative Available at Whitman College						Initiative NOT available at Whitman College					
	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	
Institutional initiative	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing effective faculty mentorship of students	381	89.9	41	9.7	< 5	---	190	93.6	13	6.4	0	0.0
Providing effective academic advising	481	88.7	59	10.9	< 5	---	79	89.8	9	10.2	0	0.0
Providing diversity training for student staff (e.g., building managers, resident assistants)	408	83.4	70	14.3	11	2.2	109	83.2	22	16.8	0	0.0
Providing affordable childcare	152	69.1	66	30.0	< 5	---	278	73.2	101	26.6	< 5	---
Providing affordable childcare resources	156	71.2	61	27.9	< 5	---	273	73.2	99	26.5	< 5	---
Providing support/resources for spouse/partner employment	199	72.1	74	26.8	< 5	---	220	69.6	95	30.1	< 5	---
Providing adequate social space outside of Greek space	264	84.9	45	14.5	< 5	---	306	93.3	17	5.2	5	1.5

Note: Table includes only Student responses (*n* = 729).

One hundred thirty-seven Student respondents elaborated on their opinions regarding institutional actions. Forty Student respondents noted concerns regarding diversity and inclusion. Twenty-seven Student respondents described the perceived negative impacts of Greek life on the overall campus climate in their narratives addressing institutional actions.

Diversity and Inclusion. Diversity and inclusion concerns were noted by nearly half of the respondents who elaborated on the impact of institutional actions on campus climate. Generally, respondents described Whitman as lacking in diversity. One Student respondent shared, “The composition of people forms the culture, and Whitman composition of people is not diverse enough to challenge people into creating an interesting and compassionate and welcoming culture.” Another Student respondent agreed, “A lot of the issues with Whitman are symptoms of its mostly-white, mostly-wealthy student body.” Diversity trainings were often mentioned in narratives addressing diversity and inclusion at Whitman College. One Student respondent noted a perceived need for more diversity training, “As an employee of this Whitman Outdoor Program, I wish that we received sensitivity training regarding serving customers/participants with alternative gender identity/expression, ethnicities, various disabilities, and socio-economic statuses other than our own--in general, how to better serve a diverse group of people.” Conversely another Student respondent elaborated, “Let students think for themselves. All these ‘diversity training’ exercises do is limit critical thinking by using the authority of morality to influence how people act.”

Perceived Negative Impact of Greek Life on Campus Climate. One-quarter of respondents who elaborated on the impact of institutional actions on campus climate noted concerns with the Greek system. Student respondents shared, “I would like to see the Greek system shut down” and “I think that the Greek system is incredibly dividing and creates a negative climate.” More specifically, one Student respondent shared, “It's hard being transwoman and the Greek system. I don't always feel comfortable at most parties.” Other identities were noted with concern also, one Student respondent elaborated, “The Greek system is truly a travesty in terms of how it contributes to racism, sexism, sexual assault, alcohol/drug issues, etc. Eliminating or strongly reducing it would have a positive impact.”

Summary

Perceptions of Whitman College's actions and initiatives contribute to the way individuals think and feel about the climate in which they work and learn. The findings in this section suggest that respondents generally agree that the actions cited in the survey have, or would have, a positive influence on the campus climate. Notably, some Faculty, Staff/Administrator, and Student respondents indicated that many of the initiatives were not available on Whitman College's campus. If, in fact, these initiatives are available, Whitman College would benefit from better publicizing all that the institution offers to positively influence the campus climate.

Next Steps

Embarking on this campus-wide assessment is further evidence of Whitman College's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this report was to assess the climate within Whitman College, including how members of the community felt about issues related to inclusion and work-life issues. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations within the Whitman College community. However, assessments and reports are not enough. A projected plan to develop strategic actions and a subsequent implementation plan are critical to improving the campus climate. Failure to use the assessment data to build on the successes and address the challenges uncovered in the report will undermine the commitment offered by Whitman College community members at the outset of this project. Also, as recommended by Whitman College's senior leadership, the assessment process should be repeated regularly to respond to an ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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Appendices

Appendix A – Cross Tabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Comment Analyses (Questions #102, #103, and #104)

Appendix D – Survey: *Whitman College Assessment of Climate for Learning, Living, and Working*

Appendix A
 Cross Tabulations by Selected Demographics

Crosstabs of Level 1 Demographic Categories by Primary Status

		Student		Faculty		Senior Admin./Staff		Total	
		n	%	n	%	n	%	n	%
Gender Identity	Unknown/Missing	2	0.3	3	2.1	3	1.4	8	0.7
	Woman	467	64.1	63	43.4	131	60.9	661	60.7
	Man	240	32.9	78	53.8	79	36.7	397	36.5
	Transspectrum	20	2.7	1	0.7	2	0.9	23	2.1
Racial Identity	Unknown/Missing/Other	11	1.5	8	5.5	7	3.3	26	2.4
	Asian/Asian American	43	5.9	6	4.1	3	1.4	52	4.8
	Hispanic/Latin@/Chican@	24	3.3	2	1.4	8	3.7	34	3.1
	Other People of Color	11	1.5	3	2.1	2	0.9	16	1.5
	White People	559	76.7	115	79.3	180	83.7	854	78.4
	Multiple Race	81	11.1	11	7.6	15	7.0	107	9.8
Sexual Identity	Unknown/Missing/Other	31	4.3	11	7.6	13	6.0	55	5.1
	LGBQ	170	23.3	16	11.0	24	11.2	210	19.3
	Heterosexual	528	72.4	118	81.4	178	82.8	824	75.7
Citizenship Status	U.S. Citizen	655	89.8	126	86.9	200	93.0	981	90.1
	Non-U.S. Citizen	74	10.2	19	13.1	15	7.0	108	9.9

		Student		Faculty		Senior Admin./Staff		Total	
		n	%	n	%	n	%	n	%
Disability Status	Unknown/Missing/Other	4	0.5	1	0.7	1	0.5	6	0.6
	Disability	109	15.0	15	10.3	14	6.5	138	12.7
	No Disability	581	79.7	118	81.4	196	91.2	895	82.2
	Multiple Disability	35	4.8	11	7.6	4	1.9	50	4.6
Religious/Spiritual Identity	Unknown/Missing	4	0.5	6	4.1	9	4.2	19	1.7
	Christian Affiliation	154	21.1	31	21.4	105	48.8	290	26.6
	Other Faith-Based	51	7.0	9	6.2	6	2.8	66	6.1
	No Affiliation	437	59.9	81	55.9	81	37.7	599	55.0
	Multiple Affiliations	83	11.4	18	12.4	14	6.5	115	10.6

Note: % is the percent of each column for that demographic category (e.g., percent of Faculty that are male)

Appendix B

Data Tables

PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B1. What is your primary position at Whitman College? (Question 1)

Position	<i>n</i>	%
Undergraduate student	729	66.9
Started at Whitman College as a first-year student	704	96.6
Transferred from another institution	25	3.4
Faculty	145	13.3
Tenure and tenure-track	106	73.1
<i>Assistant professor</i>	36	34.0
<i>Associate professor</i>	41	38.7
<i>Professor</i>	27	25.5
<i>Missing</i>	2	1.9
Non-tenure-track	26	17.9
<i>Lecturers, adjunct assistant professors, and instructors</i>	15	57.7
<i>Studio music instructors</i>	3	11.5
<i>Senior lecturers and senior adjunct assistant professors</i>	8	30.8
Sports Studies Recreation Athletics (SSRA)	10	6.9
<i>Adjunct instructors, instructors, and lecturers of SSRA</i>	7	70.0
<i>Senior lecturers of SSRA</i>	3	30.0
Visiting Faculty	3	2.1
Senior Administrator	17	1.6
Staff	198	18.2
Non-exempt	104	52.5
Exempt	94	47.5

Note: There are no missing data for the primary categories in this question; all respondents were required to select an answer. There are missing data for the sub-categories, as indicated.

Table B2. Are you full-time or part-time in that primary status? (Question 2)

Status	<i>n</i>	%
Full-time	1,037	95.2
Part-time	51	4.7
Missing	1	0.1

Table B3. What is your birth sex (assigned)? (Question 41)

Birth sex	<i>n</i>	%
Female	678	62.3
Intersex	0	0.0
Male	405	37.2
Missing	6	0.6

Table B4. What is your gender/gender identity? (Mark all that apply.) (Question 42)

Gender identity	<i>n</i>	%
Genderqueer	12	1.1
Man	397	36.5
Transgender or Trans*	4	0.4
Woman	661	60.7
A gender not listed here	7	0.6
Missing	8	0.7

Table B5. What is your current gender expression? (Question 43)

Gender expression	<i>n</i>	%
Androgynous	23	2.1
Feminine	643	59.0
Masculine	388	35.6
A gender expression not listed here	19	1.7
Missing	16	1.5

Table B6. What is your citizenship status in the U.S.? (Mark all that apply.) (Question 44)

Citizenship status	<i>n</i>	%
U.S. citizen, birth	1,014	93.1
U.S. citizen, naturalized	26	2.4
Permanent Resident	50	4.6
A visa holder (such as F-1, J-1, H1-B, and U)	25	2.3
DACA (Deferred Action for Childhood Arrival)	4	0.4
DAPA (Deferred Action for Parental Accountability)	0	0.0
Refugee status	0	0.0
Other legally documented status	0	0.0
Currently under a withholding of removal status	0	0.0
Undocumented resident	1	0.1

Table B7. 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.) (Question 45)

Racial/ethnic identity	<i>n</i>	%
Alaska Native	1	0.1
American Indian	17	1.6
Asian or Asian American	100	9.2
Black or African American	19	1.7
Hispanic/Latin@/Chican@	71	6.5
Middle Eastern/Southwest Asian	7	0.6
Native Hawaiian	5	0.5
Pacific Islander	7	0.6
White or European American	949	87.1
A racial/ethnic identity not listed here	19	1.7

Table B8. 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. (Question 46)

Sexual identity	<i>n</i>	%
Asexual	21	1.9
Bisexual	70	6.4
Gay	19	1.7
Heterosexual	824	75.7
Lesbian	17	1.6
Pansexual	23	2.1
Queer	40	3.7
Questioning	41	3.8
A sexual identity not listed here	13	1.2
Missing	21	1.9

Table B9. What is your age? (Question 47)

Age	<i>n</i>	%
19 or younger	294	27.0
20-21	335	30.8
22-24	109	10.0
25-34	58	5.3
35-44	92	8.4
45-54	77	7.1
55-64	69	6.3
65-74	11	1.0
75 and older	1	0.1
Missing	43	3.9

Table B10. Do you have substantial parenting or caregiving responsibility? (Question 48)

Parenting or caregiving responsibility	<i>n</i>	%
No	898	82.5
Yes (Mark all that apply.)	185	17.1
Children 5 years of age or under	61	33.0
Children 6-18 years of age	101	54.6
Children over 18 years of age, but still legally dependent (e.g., in college, disabled)	33	17.8
Independent adult children over 18 years of age	16	8.6
Sick or disabled partner	6	3.2
Senior or other family member	37	20.0
A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending)	8	4.3
Missing	6	0.6

Note: Percentages may not sum to 100% due to multiple responses.

Table B11. Students only: What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 49)

Level of education	Parent/guardian 1		Parent/guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	14	1.9	12	1.6
Some high school	7	1.0	13	1.8
Completed high school/GED	28	3.8	27	3.7
Some college	39	5.3	39	5.3
Business/technical certificate/degree	7	1.0	10	1.4
Associate's degree	21	2.9	18	2.5
Bachelor's degree	210	28.8	221	30.3
Some graduate work	15	2.1	32	4.4
Master's degree (e.g., MA, MS, MBA)	189	25.9	201	27.6
Specialist degree (e.g., EdS)	4	0.5	7	1.0
Doctoral degree (e.g., PhD., EdD)	68	9.3	37	5.1
Professional degree (e.g., MD, JD)	125	17.1	93	12.8
Unknown	1	0.1	3	0.4
Not applicable	1	0.1	14	1.9
Missing	0	0.0	2	0.3

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 729).

Table B12. Staff only: What is your highest level of education? (Question 50)

Level of education	<i>n</i>	%
No high school	0	0.0
Some high school	1	0.5
Completed high school/GED	4	1.9
Some college	21	9.8
Business/technical certificate/degree	9	4.2
Associate's degree	24	11.2
Bachelor's degree	82	38.1
Some graduate work	14	6.5
Master's degree (e.g., MA, MS, MBA)	49	22.8
Specialist degree (EdS)	0	0.0
Doctoral degree (e.g., PhD., EdD)	8	3.7
Professional degree (e.g., MD, JD)	2	0.9
Missing	1	0.5

Note: Table includes answers only from only those respondents who indicated that they were Staff or Senior Administrators in Question 1 (*n* = 215).

Table B13. Students only: Where are you in your college career? (Question 51)

Year in college career	<i>n</i>	%
First year	196	26.9
Second year	193	26.5
Third year	166	22.8
Fourth year	171	23.5
Fifth year	2	0.3
Sixth year (or more)	0	0.0
Missing	1	0.1

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 729).

Table B14. Faculty only: With which academic division are you primarily affiliated at this time? (Question 52)

Academic division	<i>n</i>	%
Division 2: Humanities and Arts	52	35.9
Division 1: Social Sciences	45	31.0
Division 3: Natural Sciences and Mathematics	36	24.8
Interdisciplinary and/or General Studies	5	3.4
Missing	7	4.8

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 145).

Table B15. Staff only: To which Major Function/Budget Officer does your work unit report? (Question 53)

Major Function/Budget Officer	<i>n</i>	%
Student Services/Dean of Students (Chuck Cleveland)	44	20.5
Provost/Dean of the Faculty (Pat Spencer)	43	20.0
Treasurer (Peter Harvey)	38	17.7
Development & College Relations (John Bogley)	22	10.2
Admission and Financial Aid (Tony Cabasco)	14	6.5
Office of Technology (Dan Terrio)	14	6.5
Other	9	4.2
I don't know	8	3.7
Communications	6	2.8
Diversity and Inclusion (Kazi Joshua)	3	1.4
Missing	14	6.5

Note: Table includes answers only from those respondents who indicated that they were Staff or Senior Administrators in Question 1 (*n* = 215).

Table B16. Students only: What is your current or intended academic division/major (not including minor)? (Mark all that apply.) (Question 54)

Academic major	<i>n</i>	%
Undecided	102	14.0
Individually Planned Major (IPM)	7	1.0
Division 1: Social Sciences	5	0.7
Anthropology	15	2.1
Economics	36	4.9
Economics—Environmental Studies	11	1.5
Economics—Mathematics	8	1.1
History	37	5.1
Politics	63	8.6
Politics—Environmental Studies	20	2.7
Psychology	90	12.3
Sociology	37	5.1
Sociology—Environmental Studies	14	1.9
Division 2: Humanities and Arts	4	0.5
Art	30	4.1
Art History & Visual Culture Studies	10	1.4
Classical Studies	2	.3
Classics	4	0.5
English	49	6.7
Environmental Humanities	17	2.3
Film & Media Studies	15	2.1
French	9	1.2
German Literature	0	0.0
German Studies	2	0.3
Music (All Tracks)	20	2.7
Philosophy	19	2.6
Religion	12	1.6
Rhetoric	22	3.0
Spanish	24	3.3
Theatre	16	2.2
Division 3: Natural Sciences and Mathematics	5	0.7
Astronomy	5	0.7
Biochemistry, Biophysics, & Molecular Biology	53	7.3

Table B16 (cont.)

Academic major	<i>n</i>	%
Biology	95	13.0
Biology—Environmental Studies	23	3.2
Biology—Geology	0	0.0
Chemistry	14	1.9
Chemistry—Environmental Studies	1	0.1
Chemistry—Geology	2	0.3
Chemistry—Pre Engineering	1	0.1
Economics—Mathematics	2	0.3
Geology	17	2.3
Geology—Astronomy	1	0.1
Geology—Environmental Studies	15	2.1
Geology—Physics	2	0.3
Mathematics	26	3.6
Mathematics—Physics	5	0.7
Math—Pre Computer Science	5	0.7
Natural and Mathematical Sciences	0	0.0
Physics	13	1.8
Physics—Astronomy	5	0.7
Physics—Environmental Studies	3	0.4
Physics—Pre Engineering	7	1.0
General Studies & Interdisciplinary Studies	0	0.0
Asian Studies	1	0.1
Gender Studies	9	1.2
Individually Planned Major	3	0.4
Race and Ethnic Studies	5	0.7

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 729).

Table B17. Do you have a condition/disability that influences your learning, working, or living activities? (Question 55)

Condition	<i>n</i>	%
No	895	82.2
Yes	193	17.7
Missing	1	0.1

Table B18. Which, if any, of the conditions listed below impact your learning, working, or living activities? (Mark all that apply.) (Question 56)

Condition	<i>n</i>	%
Mental health/psychological condition	85	44.0
Learning disability (e.g., Attention Deficit/Hyperactivity Disorder, Attention Deficit Disorder, Dyslexia)	81	42.0
Chronic diagnosis or medical condition (e.g., lupus, cancer, multiple sclerosis, fibromyalgia)	32	16.6
Asperger's/autism spectrum	8	4.1
Physical/mobility condition that substantially affects walking	8	4.1
Physical/mobility condition that does not affect walking	8	4.1
Visually impaired or blind	7	3.6
Acquired/traumatic brain injury	5	2.6
Hearing impaired or deaf	5	2.6
Speech/communication condition	1	0.5
A disability/condition not listed here	11	5.7

Note: Table includes answers from only those respondents who indicated that they have a condition/disability in Question 55 (*n* = 193). Note: Percentages may not sum to 100% due to multiple responses.

Table B19. What is the language(s) spoken in your home? (Question 57)

Language	<i>n</i>	%
English only	949	87.1
A language other than English	31	2.8
English and other language(s)	106	9.7
Missing	3	0.3

Table B20. What is your religious or spiritual identity? (Mark all that apply.) (Question 58)

Religious or spiritual identity	<i>n</i>	%		<i>n</i>	%
Agnostic	249	22.9	United Church of Christ	13	3.7
Atheist	180	16.5	A Christian affiliation not listed above	15	4.3
Baha'i	1	0.1	Confucianist	2	0.2
Buddhist	28	2.6	Druid	2	0.2
Christian	347	31.9	Hindu	7	0.6
African Methodist Episcopal	19	5.5	Jain	0	0.0
African Methodist Episcopal Zion	19	5.5	Jehovah's Witness	0	0.0
Assembly of God	1	0.3	Jewish	61	5.6
Baptist	7	2.0	Conservative	4	6.6
Catholic/Roman Catholic	116	33.4	Orthodox	0	0.0
Church of Christ	3	0.9	Reformed	38	62.3
Church of God in Christ	18	5.2	A Jewish affiliation not listed here	11	18.0
Christian Orthodox	2	0.6	Muslim	6	0.6
Christian Methodist Episcopal	0	0.0	Ahmadi	0	0.0
Christian Reformed Church (CRC)	1	0.3	Shi'ite	0	0.0
Episcopalian	28	8.1	Sufi	0	0.0
Evangelical	3	0.9	Sunni	4	66.7
Greek Orthodox	1	0.3	A Muslim affiliation not listed here	1	16.7
Lutheran	27	7.8	Native American Traditional Practitioner or Ceremonial	0	0.0
Mennonite	1	0.3	Pagan	7	0.6
Moravian	0	0.0	Rastafarian	0	0.0
Nondenominational Christian	43	12.4	Scientologist	0	0.0
Pentecostal	6	1.7	Secular Humanist	20	1.8
Presbyterian	35	10.1	Shinto	1	0.1
Protestant	16	4.6	Sikh	0	0.0
Protestant Reformed Church (PR)	0	0.0	Taoist	5	0.5
Quaker	1	0.3	Tenrikyo	0	0.0
Reformed Church of America (RCA)	0	0.0	Unitarian Universalist	19	1.7
Russian Orthodox	1	0.3	Wiccan	2	0.2
Seventh Day Adventist	5	1.4	Spiritual, but no religious affiliation	147	13.5
The Church of Jesus Christ of Latter-day Saints	4	1.2	No affiliation	182	16.7
United Methodist	9	2.6	A religious affiliation or spiritual identity not listed above	21	1.9

Note: Percentages may not sum to 100% due to multiple responses.

Table B21. 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)? (Question 59)

Dependency status	<i>n</i>	%
Dependent	698	95.7
Independent	22	3.0
Missing	9	1.2

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 729).

Table B22. 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)? (Question 60)

Income	<i>n</i>	%
Below \$29,999	39	5.3
\$30,000 - \$49,999	57	7.8
\$50,000 - \$69,999	59	8.1
\$70,000 - \$99,999	96	13.2
\$100,000 - \$149,999	160	21.9
\$150,000 - \$199,999	82	11.2
\$200,000 - \$249,999	64	8.8
\$250,000 - \$499,999	95	13.0
\$500,000 or more	45	6.2
Missing	32	4.4

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 729).

Table B23. Students only: Where do you live? (Question 61)

Residence	<i>n</i>	%
Campus housing	408	56.0
Jewett Hall	78	21.4
Anderson Hall	57	15.7
Prentiss Hall - Sorority Section	38	10.4
Interest House Community	36	9.9
Lyman House	35	9.6
Prentiss Hall - Independent Section	29	8.0
Fraternity house	23	6.3
Douglas Hall	20	5.5
North Hall	17	4.7
College House	12	3.3
Tamarac House	12	3.3
Marcus House	7	1.9
Non-campus housing	319	43.8
Independently in an apartment/house	282	98.6
Living with family member/guardian	4	1.4
Housing transient (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	1	0.1
Missing	1	0.1

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 729). Percentages for sub-categories are valid percentages and do not include missing responses.

Table B24. Students only: Do you participate in any of the following at Whitman College? (Mark all that apply.) (Question 62)

Club/organization	<i>n</i>	%
Academic interest	309	42.4
Campus media organization	86	11.8
Club sports and recreational activities	345	47.3
Community service interest	243	33.3
Cultural and historical interest	76	10.4
Environmental interest	114	15.6
Fine arts and music	260	35.7
Greek organizations	279	38.3
Honorary organizations	22	3.0
Intercollegiate athletics	125	17.1
Political and social interest	143	19.6
Student government	48	6.6
Religion and spirituality	79	10.8

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 729). Percentages may not sum to 100% due to multiple responses.

Table B25. Students only: At the end of your last semester, what was your cumulative grade point average? (Question 63)

GPA	<i>n</i>	%
3.50 - 4.00	422	57.9
3.00 - 3.49	233	32.0
2.50 - 2.99	55	7.5
2.00 - 2.49	14	1.9
1.50 - 1.99	5	0.7

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 729).

Table B26. Students only: Have you experienced financial hardship while attending Whitman College? (Question 64)

Financial hardship	<i>n</i>	%
No	515	70.6
Yes	213	29.2
Missing	1	0.1

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 729).

Table B27. Students only: How have you experienced the financial hardship? (Mark all that apply.) (Question 65)

Experience	<i>n</i>	%
Difficulty affording tuition	156	73.2
Difficulty purchasing my books	116	54.5
Difficulty participating in co-curricular events or activities (e.g., alternative spring breaks, outdoor programs, Greek fees)	100	46.9
Difficulty traveling home during Whitman College breaks	98	46.0
Difficulty affording course fees (e.g., music lessons, art lessons, class trips)	85	39.9
Difficulty participating in social events	77	36.2
Difficulty affording food	72	33.8
Difficulty in affording housing	70	32.9
Difficulty affording off-campus studies	44	20.7
Difficulty in affording health care	42	19.7
Difficulty in affording other campus fees	32	15.0
Difficulty commuting to campus	12	5.6
Other	5	2.3
Difficulty in affording childcare	1	0.5

Note: Table includes answers only from those Students who indicated that they experienced financial hardship in Question 64 (*n* = 213). Percentages may not sum to 100% due to multiple responses.

Table B28. Students only: How are you currently paying for your education at Whitman College? (Mark all that apply.) (Question 66)

Source of funding	<i>n</i>	%
Family contribution	647	88.8
Non-need based scholarship (e.g., merit)	431	59.1
Need-based scholarship	323	44.3
Loans	265	36.4
Personal contribution (summer employment)	255	35.0
Personal contribution (employed during academic year)	217	29.8
Work-study	197	27.0
Grant (e.g., Pell)	141	19.3
Credit card	63	8.6
Resident Assistant/Student Academic Advisor	49	6.7
A method of payment not listed here	8	1.1

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 729).

Table B29. Students only: Are you employed either on campus or off-campus during the academic year? (Question 67)

Employed	<i>n</i>	%
No	238	32.6
Yes, I work on campus	442	60.6
1-10 hours/week	348	80.0
11-20 hours/week	68	15.6
21-30 hours/week	16	3.7
31-40 hours/week	0	0.0
More than 40 hours/week	3	0.7
Yes, I work off campus	80	11.0
1-10 hours/week	58	73.4
11-20 hours/week	16	20.3
21-30 hours/week	3	3.8
31-40 hours/week	2	2.5
More than 40 hours/week	0	0.0

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 729). Percentages for sub-categories are valid percentages and do not include missing responses.

PART II: Findings

The tables in this section contain valid percentages except where noted.

Table B30. Overall, how comfortable are you with the climate at Whitman? (Question 3)

Comfort	<i>n</i>	%
Very comfortable	180	16.5
Comfortable	598	55.0
Neither comfortable nor uncomfortable	188	17.3
Uncomfortable	111	10.2
Very uncomfortable	11	1.0

Table B31. Faculty/Staff only: Overall, how comfortable are you with the climate in your department/program or work unit? (Question 4)

Comfort	<i>n</i>	%
Very comfortable	108	30.0
Comfortable	151	41.9
Neither comfortable nor uncomfortable	50	13.9
Uncomfortable	42	11.7
Very uncomfortable	9	2.5

Note: Table includes answers only from those respondents who indicated that they were Faculty, Senior Administrators, or Staff in Question 1 (*n* = 360).

Table B32. Students/Faculty only: Overall, how comfortable are you with the climate in your classes? (Question 5)

Comfort	<i>n</i>	%
Very comfortable	237	27.1
Comfortable	507	58.1
Neither comfortable nor uncomfortable	100	11.5
Uncomfortable	25	2.9
Very uncomfortable	4	0.5

Note: Table includes answers only from those respondents who indicated that they were Students or Faculty in Question 1 (*n* = 874).

Table B33. Have you ever seriously considered leaving Whitman? (Question 6)

Considered leaving	<i>n</i>	%
No	641	58.9
Yes	446	41.0
Missing	2	0.2

Table B34. Students only: When did you seriously consider leaving Whitman? (Mark all that apply.) (Question 7)

Year	<i>n</i>	%
During my first year as a student	176	70.1
During my second year as a student	130	51.8
During my third year as a student	44	17.5
During my fourth year as a student	12	4.8
During my fifth year as a student	1	0.4
After my fifth year as a student	0	0.0

Note: Table includes answers only from those Students who indicated that they considered leaving in Question 6 (*n* = 251).

Table B35. Students only: Why did you seriously consider leaving Whitman? (Mark all that apply.) (Question 8)

Reasons	<i>n</i>	%
Lack of a sense of belonging	164	65.3
Personal reasons (e.g., medical, mental health, family emergencies)	101	40.2
Lack of support group	81	32.3
Financial reasons	68	27.1
A reason not listed above	67	26.7
Climate was not welcoming	67	26.7
Homesick	49	19.5
Didn't have my field of study	35	13.9
Didn't have my major	28	11.2
Coursework was too difficult	26	10.4
My marital/relationship status	11	4.4
Didn't meet the selection criteria for a major/field of study	9	3.6

Note: Table includes answers only from those Students who indicated that they considered leaving in Question 6 (*n* = 251).

Table B36. Faculty/Staff only: Why did you seriously consider leaving Whitman? (Question 9)

Reasons	<i>n</i>	%
Financial reasons (e.g., salary, resources)	88	45.1
Limited opportunities for advancement	82	42.1
Interested in a position elsewhere	75	38.5
Actively pursued another position	69	35.4
Lack of sense of belonging	60	30.8
Local community did not meet my (my family) needs	46	23.6
Working relationship with supervisor/manager	46	23.6
Campus climate was unwelcoming	42	21.5
Increased workload	42	21.5
A reason not listed above	39	20.0
Working relationship with coworkers/colleagues	39	20.0
Recruited or offered a position elsewhere	35	17.9
Spouse or partner unable to find suitable employment	33	16.9
Working relationship with dean/division chair/department or program chair	31	15.9
Family responsibilities	24	12.3
Personal reasons (e.g., medical, mental health, family emergencies)	20	10.3
Relocation	19	9.7
Dissatisfied with current benefits	17	8.7
Spouse or partner relocated	10	5.1

Note: Table includes answers only from those Faculty, Senior Administrators, or Staff who indicated that they considered leaving in Question 6 (*n* = 195).

Table B37. Students only: Please indicate the extent to which you agree with each of the following statements regarding your academic experience at Whitman. (Question 11)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am performing up to my full academic potential.	126	17.3	398	54.7	94	12.9	99	13.6	11	1.5
Few of my courses this year have been intellectually stimulating.	42	5.8	102	14.1	64	8.8	350	48.3	167	23.0
I am satisfied with my academic experience at Whitman.	187	25.7	417	57.4	82	11.3	36	5.0	5	0.7
I am satisfied with the extent of my intellectual development since enrolling at Whitman.	261	35.9	366	50.3	63	8.7	32	4.4	5	0.7
I have performed academically as well as I anticipated I would.	137	18.8	317	43.6	129	17.7	113	15.5	31	4.3
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	291	40.0	353	48.6	56	7.7	23	3.2	4	0.6
My interest in ideas and intellectual matters has increased since coming to Whitman.	315	43.3	305	42.0	75	10.3	27	3.7	5	0.7
I intend to graduate from Whitman.	549	75.5	146	20.1	29	4.0	2	0.3	1	0.1

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 729)

Table B38. Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (bullied, harassed) that has interfered with your ability to work, learn, or live at Whitman? (Question 12)

Experienced conduct	<i>n</i>	%
No	874	80.3
Yes	215	19.7

Table B39. What do you believe was the basis of the conduct? (Mark all that apply.) (Question 13)

Basis	<i>n</i>	%
Gender/gender identity	77	35.8
Position (e.g., staff, faculty, student)	48	22.3
A reason not listed above	47	21.9
Ethnicity	34	15.8
Philosophical views	30	14.0
Political views	30	14.0
Racial identity	30	14.0
Length of service at Whitman	28	13.0
Socioeconomic status	28	13.0
Academic performance	26	12.1
Age	23	10.7
Don't know	22	10.2
Sexual identity	22	10.2
Mental health/psychological disability/condition	20	9.3
Major field of study	18	8.4
Participation in an organization/team	15	7.0
Gender expression	13	6.0
Religious/spiritual views	13	6.0
Educational credentials (e.g., BS, MS, PhD)	12	5.6
English language proficiency/accent	12	5.6
Immigrant status/national origin	9	4.2
Learning disability/condition	7	3.3
Marital status (e.g., single, married, partnered)	7	3.3
Medical disability/condition	5	2.3
Parental status (e.g., having children)	4	1.9
Physical disability/condition	2	0.9
Pregnancy	1	0.5
Military/veteran status	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 215). Percentages may not sum to 100 due to multiple responses.

Table B40. How would you describe what happened? (Mark all that apply.) (Question 14)

Form	<i>n</i>	%
I was isolated or left out.	101	47.0
I was ignored or excluded.	97	45.1
I was intimidated/bullied.	70	32.6
I was the target of derogatory verbal remarks.	56	26.0
I experienced a hostile work environment.	52	24.2
I was the target of derogatory slights, snubs, insults.	49	22.8
I felt others staring at me.	41	19.1
I was the target of workplace incivility.	40	18.6
I experienced a hostile classroom environment.	35	16.3
I was singled out as the spokesperson for my identity group.	35	16.3
An experience not listed above	30	14.0
I received a low or unfair performance evaluation.	26	12.1
The conduct made me fear that I would get a poor grade.	22	10.2
Someone assumed I was admitted/hired/promoted due to my identity group.	21	9.8
I received derogatory written comments.	16	7.4
The conduct threatened my physical safety.	16	7.4
I was the target of racial/ethnic profiling.	13	6.0
I was the target of stalking.	12	5.6
I received derogatory phone calls/text messages/email.	12	5.6
I received derogatory/unsolicited messages online (e.g., Facebook, Twitter, Yik Yak, WhitmanEncounters)	9	4.2
I received threats of physical violence.	7	3.3
I was not fairly evaluated in the promotion and tenure process.	5	2.3
I was the target of physical violence.	5	2.3
Someone implied I was not admitted/hired/promoted due to my identity group.	2	0.9
The conduct threatened my family's safety.	2	0.9
I was the target of graffiti/vandalism.	1	0.5

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 215). Percentages may not sum to 100 due to multiple responses.

Table B41. Where did the conduct occur? (Mark all that apply.) (Question 15)

Location	<i>n</i>	%
In a meeting with a group of people	64	29.8
In a class/lab	56	26.0
While working at a Whitman job	50	23.3
In a meeting with one other person	43	20.0
In other public space at Whitman	43	20.0
In campus housing	34	15.8
At a Whitman event/program	32	14.9
In a fraternity or sorority	31	14.4
On phone calls/text messages/email	29	13.5
In a Whitman administrative office	28	13.0
In a faculty office	27	12.6
Off-campus	27	12.6
While walking on campus	20	9.3
In a Whitman dining facility	14	6.5
In Penrose Library	14	6.5
Online social networking sites (e.g., Facebook, Twitter, Yik Yak, WhitmanEncounters)	13	6.0
A venue not listed above	12	5.6
In off-campus housing	12	5.6
In athletic facilities	8	3.7
In an experiential learning environment (e.g., service learning, retreat, internship, field trip)	4	1.9
In the Welty Health Center	3	1.4
In the Counseling Center	2	0.9

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 215). Percentages may not sum to 100 as a result of multiple responses.

Table B42. Who/what was the source of the conduct? (Mark all that apply.) (Question 16)

Source	<i>n</i>	%
Student	92	42.8
Faculty member	65	30.2
Coworker/colleague	46	21.4
Friend	36	16.7
Staff member	27	12.6
Supervisor or manager	22	10.2
Department/program chair	15	7.0
Senior administrator (e.g., associate dean, vice president, provost)	15	7.0
Stranger	15	7.0
A source not listed above	11	5.1
Off-campus community member	9	4.2
Academic advisor	7	3.3
Don't know source	6	2.8
Student staff (e.g., SA, RA)	6	2.8
Alumnus/a	5	2.3
Bon Appetit employee	5	2.3
Student organization	5	2.3
Online social networking sites (e.g., Facebook, Twitter, Yik Yak, WhitmanEncounters)	4	1.9
Whitman media (e.g., posters, brochures, flyers, handouts, web sites)	4	1.9
Whitman Safety and Security officer	4	1.9
Athletic coach/trainer	3	1.4
Student (tutor/peer mentor)	3	1.4
Trustee/Overseer	3	1.4
College committee	2	0.9
Donor	2	0.9
Direct report (e.g., person who reports to me)	1	0.5

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 215). Percentages may not sum to 100 as a result of multiple responses.

Table B43. How did you feel when you experienced the conduct? (Mark all that apply.) (Question 17)

Feeling	<i>n</i>	%
I felt angry.	155	72.1
I felt embarrassed.	100	46.5
I felt afraid.	72	33.5
I felt somehow responsible.	70	32.6
An experience not listed above	50	23.3
I ignored it.	47	21.9

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 215). Percentages may not sum to 100 as a result of multiple responses.

Table B44. What did you do in response to experiencing the conduct? (Mark all that apply.) (Question 18)

Response	<i>n</i>	%
I told a friend.	117	54.4
I avoided the person/venue.	83	38.6
I told a family member	79	36.7
I didn't do anything.	75	34.9
I contacted a Whitman resource.	60	27.9
<i>Senior administrator (e.g., associate dean, vice president, provost)</i>	23	38.3
<i>Faculty member</i>	18	30.0
<i>Title IX Administrator</i>	14	23.3
<i>Dean of Students</i>	12	20.0
<i>Office of Human Resources</i>	12	20.0
<i>Counseling Center</i>	10	16.7
<i>Staff person</i>	9	15.0
<i>Student staff (RA, SA)</i>	8	13.3
<i>Sexual Assault Victim's Advocate</i>	3	5.0
<i>Intercultural Center</i>	1	1.7
<i>Whitman Safety and Security</i>	1	1.7
<i>Overseer/Trustee</i>	0	0.0
I didn't know who to go to.	39	18.1
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	35	16.3
I confronted the person(s) later.	33	15.3
I confronted the person(s) at the time.	28	13.0
I sought information online.	12	5.6
I sought support from off-campus hot-line/advocacy services.	5	2.3
I contacted a local law enforcement official.	1	0.5
A response not listed above	0	0.0
I filed an anonymous CARE report (whitman.edu/assist)	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 215). Percentages may not sum to 100 as a result of multiple responses.

Table B45. Did you report the conduct? (Question 19)

Reported conduct	<i>n</i>	%
No, I didn't report it.	154	74.4
Yes, I reported it.	53	25.6
Yes, I reported it anonymously.	1	3.3
Yes, and it was handled appropriately.	5	16.7
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.	6	20.0
Yes, I reported the incident, but felt that it was not responded to appropriately.	18	60.0

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 215). Percentages may not sum to 100 as a result of multiple responses.

Table B46. While a member of the Whitman community, have you experienced unwanted sexual contact (rape or sexual assault, penetration without consent, including oral, vaginal, or anal penetration with a body part or object or being forced to penetrate; fondling, including intentional sexual touching, however slight, with any object without consent; use of alcohol or other drugs to incapacitate; gang rape; sexual exploitation; or sexual harassment involving physical contact)? (Mark all that apply). (Question 21)

Experienced unwanted sexual contact	<i>n</i>	%
No	966	88.7
Yes, including rape, assault, penetration without consent, gang rape	30	2.8
Yes, including fondling, sexual exploitation, and sexual harassment	104	9.6

Table B47. When did the unwanted sexual contact occur? (Question 22rapwcgr)

When experienced unwanted sexual contact	<i>n</i>	%
Within the last year	9	30.0
2-4 years ago	21	70.0
5-10 years ago	0	0.0
11-20 years	0	0.0
More than 20 years ago	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact, including rape, assault, penetration without consent, gang rape ($n = 30$). Percentages may not sum to 100 as a result of multiple responses.

Table B48. Students only: What semester were you in when you experienced the unwanted sexual contact? (Mark all that apply.) (Question 23rapwegr)

Year	<i>n</i>	%
First year	23	79.3
<i>Fall semester</i>	12	52.2
<i>Spring semester</i>	11	47.8
Second year	7	24.1
<i>Fall semester</i>	5	71.4
<i>Spring semester</i>	3	42.9
Third year	4	13.8
<i>Fall semester</i>	2	50.0
<i>Spring semester</i>	2	50.0
Fourth year	2	6.9
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	1	50.0
After fourth year	0	0.0

Note: Table includes answers only from Student respondents who indicated that they experienced unwanted sexual contact, including rape, assault, penetration without consent, gang rape (*n* = 29). Percentages may not sum to 100 as a result of multiple responses.

Table B49. Who did this to you? (Mark all that apply.) (Question 24rapwcgr)

Source	<i>n</i>	%
Acquaintance/friend	21	70.0
Whitman student	20	66.7
Stranger	3	10.0
A person not listed above	2	6.7
Whitman faculty	1	3.3
Whitman staff	1	3.3
Alumnus/a	0	0.0
Family member	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact, including rape, assault, penetration without consent, gang rape (*n* = 30). Percentages may not sum to 100 as a result of multiple responses.

Table B50. Where did the incident(s) occur? (Mark all that apply.) (Question 25rapwcgr)

Location	<i>n</i>	%
Off-campus	11	36.7
On-campus	22	73.3

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact, including rape, assault, penetration without consent, gang rape (*n* = 30). Percentages may not sum to 100 as a result of multiple responses.

**Table B51. How did you feel after experiencing the unwanted sexual conduct? (Mark all that apply.)
 (Question 26rapwcgr)**

Feeling after experiencing unwanted sexual conduct	<i>n</i>	%
I felt uncomfortable.	23	76.7
I felt somehow responsible.	22	73.3
I ignored it.	20	66.7
I felt embarrassed.	17	56.7
I was afraid.	16	53.3
I was angry.	14	46.7
<u>An experience not listed here</u>	<u>5</u>	<u>16.7</u>

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact, including rape, assault, penetration without consent, gang rape (*n* = 30). Percentages may not sum to 100 as a result of multiple responses.

Table B52. What did you do in response to experiencing the unwanted sexual conduct? (Mark all that apply.) (Question 27rapwcgr)

Reaction	<i>n</i>	%
I told a friend.	20	66.7
I avoided the person/venue.	16	53.3
I didn't do anything.	13	43.3
I confronted the person(s) later.	8	26.7
I contacted a Whitman resource.	8	26.7
<i>Counseling Center</i>	5	62.5
<i>Sexual Assault Victim's Advocate</i>	4	50.0
<i>Faculty member</i>	3	37.5
<i>Senior administrator (e.g., associate dean, vice president, provost)</i>	3	37.5
<i>Title IX Administrator</i>	3	37.5
<i>Dean of Students</i>	1	12.5
<i>Whitman Safety and Security</i>	1	12.5
<i>Intercultural Center</i>	0	0.0
<i>Office of Human Resources</i>	0	0.0
<i>Overseer/Trustee</i>	0	0.0
<i>Staff person</i>	0	0.0
<i>Student staff (RA, SA)</i>	0	0.0
I told a family member	7	23.3
I didn't know who to go to.	5	16.7
I confronted the person(s) at the time.	3	10.0
I contacted a local law enforcement official.	2	6.7
I filed an anonymous CARE report (whitman.edu/assist)	1	3.3
I sought information online.	1	3.3
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	1	3.3
I sought support from off-campus hot-line/advocacy services.	1	3.3
A response not listed above	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact, including rape, assault, penetration without consent, gang rape (*n* = 30). Percentages may not sum to 100 as a result of multiple responses.

Table B53. Did you report the unwanted sexual conduct? (Question 28rapwcgr)

Reported conduct	<i>n</i>	%
No, I didn't report it.	25	83.3
Yes, I did report it.	5	16.7
<i>Yes, I reported it anonymously.</i>	2	40.0
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	0	0.0
<i>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.</i>	2	40.0
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	1	20.0

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact, including rape, assault, penetration without consent, gang rape (*n* = 30). Percentages may not sum to 100 as a result of multiple responses.

Table B54. When did the unwanted sexual contact occur? (Question 22fsesh)

When experienced unwanted sexual contact	<i>n</i>	%
Within the last year	39	37.5
2-4 years ago	44	42.3
5-10 years ago	2	1.9
11-20 years	3	2.9
More than 20 years ago	1	1.0
Missing	15	14.4

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact, including fondling, sexual exploitation, and sexual harassment (*n* = 104). Percentages may not sum to 100 as a result of multiple responses.

Table B55. Students only: What semester were you in when you experienced the unwanted sexual contact? (Mark all that apply.) (Question 23fsesh)

Year	<i>n</i>	%
First year	56	58.9
<i>Fall semester</i>	38	67.9
<i>Spring semester</i>	30	53.6
Second year	33	34.7
<i>Fall semester</i>	22	66.7
<i>Spring semester</i>	15	45.5
Third year	7	7.4
<i>Fall semester</i>	4	57.1
<i>Spring semester</i>	4	57.1
Fourth year	2	2.1
<i>Fall semester</i>	2	100.0
<i>Spring semester</i>	0	0.0
After fourth year	0	0.0

Note: Table includes answers only from Student respondents who indicated that they experienced unwanted sexual contact, including fondling, sexual exploitation, and sexual harassment (*n* = 95). Percentages may not sum to 100 as a result of multiple responses.

Table B56. Who did this to you? (Mark all that apply.) (Question 24fsesh)

Source	<i>n</i>	%
Whitman student	62	59.6
Acquaintance/friend	36	34.6
Stranger	16	15.4
A person not listed above	3	2.9
Whitman faculty	2	1.9
Whitman staff	2	1.9
Alumnus/a	1	1.0
Family member	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact, including fondling, sexual exploitation, and sexual harassment (*n* = 104). Percentages may not sum to 100 as a result of multiple responses.

Table B57. Where did the incident(s) occur? (Mark all that apply.) (Question 25fsesh)

Location	<i>n</i>	%
Off-campus	53	51.0
On-campus	41	39.4

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact, including fondling, sexual exploitation, and sexual harassment (*n* = 104). Percentages may not sum to 100 as a result of multiple responses.

Table B58. How did you feel after experiencing the unwanted sexual conduct? (Mark all that apply.) (Question 26fsesh)

Feeling after experiencing unwanted sexual conduct	<i>n</i>	%
I felt uncomfortable.	74	71.2
I felt embarrassed.	44	42.3
I ignored it.	44	42.3
I was angry.	39	37.5
I felt somehow responsible.	35	33.7
I was afraid.	24	23.1
An experience not listed here	10	9.6

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact, including fondling, sexual exploitation, and sexual harassment (*n* = 104). Percentages may not sum to 100 as a result of multiple responses.

Table B59. What did you do in response to experiencing the unwanted sexual conduct? (Mark all that apply.) (Question 27fsesh)

Reaction	<i>n</i>	%
I avoided the person/venue.	50	48.1
I told a friend.	46	44.2
I didn't do anything.	42	40.4
I confronted the person(s) at the time.	9	8.7
I contacted a Whitman resource.	9	8.7
<i>Title IX Administrator</i>	4	44.4
<i>Counseling Center</i>	3	33.3
<i>Student staff (RA, SA)</i>	2	22.2
<i>Senior administrator (e.g., associate dean, vice president, provost)</i>	1	11.1
<i>Sexual Assault Victim's Advocate</i>	1	11.1
<i>Staff person</i>	1	11.1
<i>Dean of Students</i>	0	0.0
<i>Faculty member</i>	0	0.0
<i>Intercultural Center</i>	0	0.0
<i>Office of Human Resources</i>	0	0.0
<i>Overseer/Trustee</i>	0	0.0
<i>Whitman Safety and Security</i>	0	0.0
A response not listed above	8	7.7
I confronted the person(s) later.	7	6.7
I didn't know who to go to.	6	5.8
I sought information online.	4	3.8
I told a family member	4	3.8
I filed an anonymous CARE report (whitman.edu/assist)	2	1.9
I sought support from off-campus hot-line/advocacy services.	1	1.0
I contacted a local law enforcement official.	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact, including fondling, sexual exploitation, and sexual harassment (*n* = 104). Percentages may not sum to 100 as a result of multiple responses.

Table B60. Did you report the unwanted sexual conduct? (Question 28fsesh)

Reported conduct	<i>n</i>	%
No, I didn't report it.	77	86.5
Yes, I did report it.	12	13.5
Yes, I reported it anonymously.	3	25.0
Yes, I reported the incident and was satisfied with the outcome.	5	41.7
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.	2	16.7
Yes, I reported the incident, but felt that it was not responded to appropriately.	2	16.7

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact, including fondling, sexual exploitation, and sexual harassment (*n* = 104). Percentages may not sum to 100 as a result of multiple responses.

Table B61. Tenured and Tenure-Track Faculty only: As a faculty member, I feel (or felt)... (Question 31)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria for tenure are clear.	25	23.6	58	54.7	13	12.3	9	8.5	1	0.9
The tenure standards/promotion standards are applied equally to faculty in my school/division.	17	16.0	37	34.9	24	22.6	19	17.9	9	8.5
Supported and mentored during the tenure-track years.	26	24.5	39	36.8	18	17.0	17	16.0	6	5.7
Whitman policies for delay of the tenure clock are used by all faculty.	2	2.0	9	8.9	54	53.5	27	26.7	9	8.9
Research is valued by Whitman.	35	33.3	50	47.6	10	9.5	9	8.6	1	1.0
Teaching is valued by Whitman.	49	46.2	49	46.2	4	3.8	2	1.9	2	1.9
Service contributions are valued by Whitman.	12	11.4	30	28.6	34	32.4	18	17.1	11	10.5
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	5	4.7	10	9.4	17	16.0	38	35.8	36	34.0
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	22	20.8	18	17.0	25	23.6	30	28.3	11	10.4
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).	18	17.1	21	20.0	37	35.2	23	21.9	6	5.7
Faculty members in my department who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., childcare, eldercare).	1	1.0	2	1.9	41	39.8	36	35.0	23	22.3
Faculty opinions are taken seriously by my department chair.	50	47.6	36	34.3	7	6.7	8	7.6	4	3.8

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>
Table B61 cont.										
Faculty opinions are taken seriously by my division chairs.	46	44.7	41	39.8	12	11.7	4	3.9	0	0.0
Faculty opinions are taken seriously by senior administrators (e.g., associate dean, vice president, provost).	7	6.6	34	32.1	27	25.5	28	26.4	10	9.4
Faculty opinions are valued within Whitman committees.	13	12.5	52	50.0	34	32.7	4	3.8	1	1.0

Note: Table includes answers only from those respondents who indicated that they were Tenured or Tenure-Track Faculty in Question 1 (*n* = 106).

Table B62. Non-Tenure-Track/SSRA's only: As an employee with a non-tenure-track appointment at Whitman (e.g., Lecturer/Adjunct, Research Scientist/Engineer, Research Line Faculty), I feel (or felt)... (Question 33)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria for contract renewal are clear.	2	5.7	16	45.7	7	20.0	7	20.0	3	8.6
The criteria used for contract renewal are applied equally to all positions.	1	2.9	6	17.1	16	45.7	7	20.0	5	14.3
There are clear expectations of my responsibilities.	6	16.7	16	44.4	5	13.9	9	25.0	0	0.0
Research is valued by Whitman.	5	14.7	15	44.1	9	26.5	2	5.9	3	8.8
Teaching is valued by Whitman.	10	27.8	21	58.3	3	8.3	2	5.6	0	0.0
Service contributions are valued by Whitman.	6	17.6	18	52.9	7	20.6	2	5.9	1	2.9
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	1	2.9	8	23.5	11	32.4	11	32.4	3	8.8
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).	3	8.6	7	20.0	17	48.6	6	17.1	2	5.7
Pressured to do extra work that is uncompensated.	3	8.6	8	22.9	10	28.6	11	31.4	3	8.6
Faculty opinions are taken seriously by my department chair.	14	38.9	12	33.3	8	22.2	1	2.8	1	2.8
Faculty opinions are taken seriously by my division chairs.	8	22.9	14	40.0	12	34.3	1	2.9	0	0.0
Non-Tenure-Track/SSRA opinions are taken seriously by senior administrators (e.g., associate dean, vice president, provost).	4	11.1	8	22.2	16	44.4	6	16.7	2	5.6

Note: Table includes answers only from those respondents who indicated that they held non-tenure-track academic or SSRA appointments in Question 1 (*n* = 36).

Table B63. All Faculty: As a faculty member, I feel... (Question 35)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Salaries for tenure-track faculty positions are competitive.	15	10.8	78	56.1	33	23.7	9	6.5	4	2.9
Salaries for non-tenure-track/SSRAs are competitive.	6	4.7	29	22.5	78	60.5	78	60.5	6	4.7
Health insurance benefits are competitive.	21	15.3	73	53.3	32	23.4	9	6.6	2	1.5
Childcare benefits are competitive (e.g., paid parental leave, tenure-clock delay, day-care).	12	9.2	26	19.8	67	51.1	14	10.7	12	9.2
Retirement benefits are competitive.	27	20.1	65	48.5	38	28.4	4	3.0	0	0.0
People who do not have children are burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work weekends).	11	8.0	19	13.9	39	28.5	42	30.7	26	19.0
People who have children or eldercare are burdened with balancing work and family responsibilities (e.g., evening and weekend programming, workload brought home, Whitman breaks not scheduled with school district breaks).	22	15.9	53	38.4	42	30.4	15	10.9	6	4.3
Whitman provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	7	5.1	21	15.3	61	44.5	31	22.6	17	12.4
My colleagues include me in opportunities that will help my career as much as they do others in my position.	20	14.5	49	35.5	49	35.5	15	10.9	5	3.6
The performance evaluation process is clear.	19	13.8	57	41.3	19	13.8	36	26.1	7	5.1
Whitman provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	66	47.1	56	40.0	11	7.9	4	2.9	3	2.1

	Strongly agree		Agree		Neither agree nor disagree		Disagree	Strongly disagree		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>
Table B63 cont.										
Positive about my career opportunities at Whitman.	35	25.2	57	41.0	28	20.1	13	9.4	6	4.3
I would recommend Whitman as a good place to work.	36	25.5	68	48.2	26	18.4	6	4.3	5	3.5
I have job security.	47	33.6	47	33.6	22	15.7	15	10.7	9	6.4

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 145).

Table B64. Staff only: As a staff member, I feel... (Question 37)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have supervisors who give me job/career advice or guidance when I need it.	64	29.8	73	34.0	34	15.8	34	15.8	10	4.7
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	63	29.3	91	42.3	43	20.0	43	20.0	3	1.4
I am included in opportunities that will help my career as much as others in similar positions.	45	21.0	89	41.6	37	17.3	32	15.0	11	5.1
The performance evaluation process is clear.	39	18.1	91	42.3	43	20.0	43	20.0	14	6.5
The performance evaluation process is productive.	26	12.2	66	31.0	53	24.9	49	23.0	19	8.9
My supervisor provides adequate support for me to manage work-life balance.	90	42.1	73	34.1	30	14.0	19	8.9	2	0.9
I am able to complete my assigned duties during scheduled hours.	51	23.9	98	46.0	25	11.7	28	13.1	11	5.2
My workload was increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	15	7.0	36	16.8	56	26.2	72	33.6	35	16.4
I am pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	14	6.6	22	10.4	58	27.5	87	41.2	30	14.2
I am given a reasonable time frame to complete assigned responsibilities.	50	23.8	110	52.4	35	16.7	14	6.7	1	0.5
People who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.	7	3.3	26	12.2	65	30.5	77	36.2	38	17.8

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>
Table B64 cont.										
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	5	2.4	16	7.5	67	31.6	94	44.3	30	14.2
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).	14	6.5	38	17.8	70	32.7	73	34.1	19	8.9
There is a hierarchy within staff positions that allows some voices to be valued more than others.	62	29.1	92	43.2	34	16.0	22	10.3	22	10.3
People who have children or eldercare are burdened with balancing work and family responsibilities (e.g., evening and evenings programing, workload brought home, Whitman breaks not scheduled with school district breaks).	14	6.5	56	26.2	92	43.0	39	18.2	13	6.1
Whitman provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	15	7.0	63	29.6	103	48.4	26	12.2	6	2.8

Note: Table includes answers only from those respondents who indicated that they were Staff or Senior Administrators in Question 1 (*n* = 215).

Table B65. All Staff only: As a staff member, I feel... (Question 39)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Whitman provides me with resources to pursue training/professional development opportunities.	47	22.0	98	45.8	37	17.3	26	12.1	6	2.8
My supervisor provides me with resources to pursue training/professional development opportunities.	49	23.0	89	41.8	46	21.6	22	10.3	7	3.3
Whitman is supportive of taking extended leave (e.g., FMLA, parental).	34	16.0	73	34.3	91	42.7	8	3.8	7	3.3
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	64	29.9	111	51.9	26	12.1	9	4.2	4	1.9
Staff in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	3	1.4	4	1.9	115	54.2	64	30.2	26	12.3
Whitman policies (e.g., FMLA) are fairly applied across Whitman.	17	8.1	41	19.4	123	58.3	18	8.5	12	5.7
Whitman is supportive of flexible work schedules.	29	13.6	88	41.1	59	27.6	28	13.1	10	4.7
My supervisor is supportive of flexible work schedules.	50	23.4	91	42.5	45	21.0	20	9.3	8	3.7
Staff salaries are competitive.	7	3.3	37	17.3	42	19.6	61	28.5	67	31.3
Vacation and personal time benefits are competitive.	45	21.0	121	56.5	30	14.0	14	6.5	4	1.9
Health insurance benefits are competitive.	53	25.1	115	54.5	25	11.8	13	6.2	5	2.4
Childcare benefits are competitive (e.g., paid parental leave, day-care).	9	4.3	28	13.3	139	65.9	25	11.8	10	4.7
Retirement benefits are competitive.	72	33.5	98	45.6	44	20.5	0	0.0	1	0.5

<i>Table B65 cont.</i>	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>
Staff opinions are valued on Whitman committees.	13	6.1	61	28.8	69	32.5	43	20.3	26	12.3
Staff opinions are valued by Whitman faculty and administration.	9	4.2	47	22.1	57	26.8	59	27.7	41	19.2
There are clear expectations of my responsibilities.	34	15.8	129	60.0	28	13.0	22	10.2	2	0.9
There are clear procedures on how I can advance at Whitman.	3	1.4	28	13.1	79	37.1	68	31.9	35	16.4
Positive about my career opportunities at Whitman.	23	11.0	60	28.6	61	29.0	45	21.4	21	10.0
I would recommend Whitman as a good place to work.	53	24.9	109	51.2	42	19.7	6	2.8	3	1.4
I have job security.	43	20.2	109	51.2	35	16.4	18	8.5	8	3.8

Note: Table includes answers only from those respondents who indicated that they were Staff or Senior Administrators in Question 1 (*n* = 215).

Table B66. 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, learning, or living environment at Whitman? (Question 68)

Observed conduct	<i>n</i>	%
No	673	61.9
Yes	415	38.1

Table B67. Who/what was the target of the conduct? (Mark all that apply.) (Question 69)

Target	<i>n</i>	%
Student	265	63.9
Friend	138	33.3
Faculty member	51	12.3
Coworker/colleague	48	11.6
Staff member	44	10.6
Bon Appetit employee	31	7.5
Off-campus community member	30	7.2
Stranger	27	6.5
Online social networking sites (e.g., Facebook, Twitter, Yik Yak, WhitmanEncounters)	23	5.5
Student staff (e.g., SA, RA)	23	5.5
Don't know target	21	5.1
A source not listed above	19	4.6
Student organization	17	4.1
Student (tutor/peer mentor)	13	3.1
Department/program chair	8	1.9
Whitman media (e.g., posters, brochures, flyers, handouts, web sites)	6	1.4
Alumnus/a	4	1.0
Whitman Safety and Security officer	4	1.0
Academic advisor	3	0.7
Senior administrator (e.g., associate dean, vice president, provost)	3	0.7
Supervisor or manager	2	0.5
Athletic coach/trainer	1	0.2
Trustee/Overseer	1	0.2
College committee	0	0.0
Donor	0	0.0
Direct report (e.g., person who reports to me)	0	0.0

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 415). Percentages may not sum to 100 as a result of multiple responses.

Table B68. Who/what was the source of the conduct? (Mark all that apply.) (Question 70)

Source	<i>n</i>	%
Student	227	54.7
Faculty member	91	21.9
Staff member	47	11.3
Stranger	45	10.8
Friend	42	10.1
Don't know source	31	7.5
Online social networking sites (e.g., Facebook, Twitter, Yik Yak, WhitmanEncounters)	30	7.2
Off-campus community member	26	6.3
Senior administrator (e.g., associate dean, vice president, provost)	23	5.5
Student organization	19	4.6
A source not listed above	16	3.9
Supervisor or manager	16	3.9
Trustee/Overseer	16	3.9
Department/program chair	15	3.6
Academic advisor	11	2.7
Whitman Safety and Security officer	11	2.7
Alumnus/a	10	2.4
Bon Appetit employee	9	2.2
Whitman media (e.g., posters, brochures, flyers, handouts, web sites)	9	2.2
Athletic coach/trainer	7	1.7
Student (tutor/peer mentor)	6	1.4
College committee	5	1.2
Student staff (e.g., SA, RA)	3	0.7
Donor	0	0.0
Direct report (e.g., person who reports to me)	0	0.0

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 415). Percentages may not sum to 100 as a result of multiple responses.

Table B69. Which of the target’s characteristics do you believe was/were the basis for the conduct? (Mark all that apply.) (Question 71)

Basis	<i>n</i>	%
Gender/gender identity	144	34.7
Ethnicity	111	26.7
Racial identity	104	25.1
Gender expression	80	19.3
Political views	74	17.8
Socioeconomic status	65	15.7
Sexual identity	55	13.3
Position (staff, faculty, student)	54	13.0
Religious/spiritual views	49	11.8
Physical characteristics	44	10.6
A reason not listed above	43	10.4
Philosophical views	42	10.1
English language proficiency/accent	41	9.9
Don’t know	35	8.4
Academic performance	34	8.2
Mental health/psychological disability/condition	34	8.2
International status/national origin	29	7.0
Participation in an organization/team	28	6.7
Immigrant status/citizen status	25	6.0
Major field of study	24	5.8
Age	23	5.5
Learning disability/condition	17	4.1
Length of service at Whitman	16	3.9
Educational credentials (e.g., BS, MS, PhD)	12	2.9
Medical disability/condition	11	2.7
Physical disability/condition	11	2.7
Parental status (e.g., having children)	10	2.4
Marital status (e.g., single, married, partnered)	8	1.9
Pregnancy	3	0.7
Military/veteran status	2	0.5

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 415). Percentages may not sum to 100 due to multiple responses.

Table B70. Which of the following did you observe because of the target’s identity? (Mark all that apply.) (Question 72)

Form	<i>n</i>	%
Person was the target of derogatory verbal remarks	182	43.9
Person ignored or excluded	167	40.2
Person isolated or left out	157	37.8
Person was the target of derogatory slights, snubs, insults	146	35.2
Person intimidated/bullied	87	21.0
Person was the target of racial/ethnic profiling	85	20.5
Person being stared at	68	16.4
Person experiences a hostile classroom environment	67	16.1
Person was singled out as the spokesperson for their identity group	65	15.7
Person was the target of workplace incivility	52	12.5
Assumption that someone was admitted/hired/promoted based on his/her identity	50	12.0
Person experiences a hostile work environment	49	11.8
Person was the target of derogatory/unsolicited messages online (e.g., Facebook, Twitter, Yik Yak, WhitmanEncounters)	46	11.1
Person was the target of derogatory written comments	44	10.6
Person was the target of derogatory phone calls/text messages/email	32	7.7
Something not listed above	32	7.7
Person was stalked	24	5.8
Assumption that someone was not admitted/hired/promoted based on his/her identity	22	5.3
Person received a low or unfair performance evaluation	20	4.8
Person was the target of physical violence	19	4.6
Person was unfairly evaluated in the promotion and tenure process	16	3.9
Person received a poor grade	14	3.4
Person was the target of graffiti/vandalism.	9	2.2
Person received threats of physical violence	7	1.7
Person’s family safety was threatened	1	0.2

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 415). Percentages may not sum to 100 due to multiple responses.

Table B71. Where did this conduct occur? (Mark all that apply.) (Question 73)

Location	<i>n</i>	%
In other public spaces at Whitman	127	30.6
In a meeting with a group of people	86	20.7
In a class/lab	82	19.8
In a fraternity or sorority	82	19.8
In campus housing	73	17.6
At a Whitman event/program	71	17.1
Off-campus	67	16.1
While walking on campus	56	13.5
Online social networking sites	41	9.9
In off-campus housing	38	9.2
While working at a Whitman job	37	8.9
In a Whitman dining facility	33	8.0
In a Whitman administrative office	32	7.7
On phone calls/text messages/email	31	7.5
In a meeting with one other person	26	6.3
In Penrose Library	26	6.3
In athletic facilities	21	5.1
In a faculty office	18	4.3
A venue not listed above	16	3.9
In an experiential learning environment (e.g., service learning, retreat, internship, field trip)	6	1.4
In the Welty Health Center	4	1.0
In the Counseling Center	4	1.0

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 415). Percentages may not sum to 100 as a result of multiple responses.

Table B72. How did you feel when you observed the conduct? (Mark all that apply.) (Question 74)

Feeling	<i>n</i>	%
I was angry.	274	66.0
I felt embarrassed.	142	34.2
I felt somehow responsible.	87	21.0
An experience not listed above	63	15.2
I ignored it.	60	14.5
I was afraid.	58	14.0

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 415). Percentages may not sum to 100 as a result of multiple responses.

Table B73. What did you do in response to observing the conduct? (Mark all that apply.) (Question 75)

Response	<i>n</i>	%
I didn't do anything.	166	40.0
I told a friend.	138	33.3
I confronted the person(s) at the time.	69	16.6
I confronted the person(s) later.	61	14.7
A response not listed above	54	13.0
I avoided the person/venue.	54	13.0
I didn't know who to go to.	54	13.0
I told a family member	46	11.1
I contacted a Whitman resource.	41	9.9
<i>Faculty member</i>	13	31.7
<i>Senior administrator (e.g., associate dean, vice president, provost)</i>	13	31.7
<i>Staff person</i>	13	31.7
<i>Student staff (RA, SA)</i>	8	19.5
<i>Office of Human Resources</i>	6	14.6
<i>Dean of Students</i>	5	12.2
<i>Title IX Administrator</i>	5	12.2
<i>Counseling Center</i>	4	9.8
<i>Whitman Safety and Security</i>	4	9.8
<i>Intercultural Center</i>	3	7.3
<i>Sexual Assault Victim's Advocate</i>	1	2.4
<i>Overseer/Trustee</i>	0	0.0
I sought information online.	12	2.9
I filed an anonymous CARE report (whitman.edu/assist)	7	1.7
I contacted a local law enforcement official.	6	1.4
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	1	0.2
I sought support from off-campus hot-line/advocacy services.	1	0.2

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 415). Percentages may not sum to 100 as a result of multiple responses.

Table B74. Did you report the conduct? (Question 76)

Reported conduct	<i>n</i>	%
No, I didn't report it.	364	92.4
Yes, I reported it.	30	7.6
Yes, I reported it anonymously.	3	10.0
Yes, and it was handled appropriately.	12	40.0
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.	2	6.7
Yes, I reported the incident, but felt that it was not responded to appropriately.	5	16.7

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 415). Percentages may not sum to 100 as a result of multiple responses.

Table B75. Faculty/Staff only: Have you observed hiring practices at Whitman (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? (Question 78)

Observed hiring practices	<i>n</i>	%
No	270	75.2
Yes	89	24.8

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 360).

**Table B76. Faculty/Staff only: I believe that the unjust hiring practices were based upon:
 (Mark all that apply.) (Question 79)**

Characteristic	<i>n</i>	%
Gender/gender identity	23	25.8
Nepotism/cronyism	23	25.8
Ethnicity	18	20.2
Racial identity	17	19.1
A reason not listed above	15	16.9
Length of service at Whitman	13	14.6
Educational credentials (e.g., BS, MS, PhD)	12	13.5
Age	7	7.9
English language proficiency/accent	6	6.7
Marital status (e.g., single, married, partnered)	6	6.7
Sexual identity	5	5.6
Socioeconomic status	5	5.6
Don't know	4	4.5
International status/national origin	4	4.5
Physical characteristics	4	4.5
Political views	4	4.5
Position (e.g., salary staff, hourly staff)	4	4.5
Religious/spiritual views	4	4.5
Immigrant/citizen status	3	3.4
Philosophical views	3	3.4
Gender expression	2	2.2
Parental status (e.g., having children)	2	2.2
Major field of study	1	1.1
Mental health/psychological disability/condition	1	1.1
Participation in an organization/team	1	1.1
Learning disability/condition	0	0.0
Medical disability/condition	0	0.0
Military/veteran status	0	0.0
Physical disability/condition	0	0.0
Pregnancy	0	0.0

Note: Table includes answers only from those respondents who indicated that they observed discriminatory hiring practices (*n* = 89). Percentages may not sum to 100 as a result of multiple responses.

Table B77. Faculty/Staff only: Have you observed promotion/advancement/tenure/renewal practices at Whitman that you perceive to be unjust? (Question 84)

<u>Observed</u>	<u><i>n</i></u>	<u>%</u>
No	264	73.9
Yes	93	26.1

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 ($n = 360$).

Table B78. Faculty/Staff only: I believe the unjust behavior, procedures, or employment practices related to promotion/advancement/tenure/renewal were based upon: (Mark all that apply.) (Question 82)

Characteristic	<i>n</i>	%
A reason not listed above	23	24.7
Gender/gender identity	19	20.4
Ethnicity	18	19.4
Nepotism/cronyism	18	19.4
Don't know	17	18.3
Length of service at Whitman	12	12.9
Position (e.g., salary staff, hourly staff)	10	10.8
Marital status (e.g., single, married, partnered)	8	8.6
Mental health/psychological disability/condition	8	8.6
Racial identity	8	8.6
Age	6	6.5
Educational credentials (e.g., BS, MS, PhD)	6	6.5
Parental status (e.g., having children)	6	6.5
Major field of study	5	5.4
Philosophical views	5	5.4
Political views	5	5.4
Gender expression	4	4.3
Sexual identity	3	3.2
International status/national origin	2	2.2
Learning disability/condition	2	2.2
Participation in an organization/team	2	2.2
Pregnancy	2	2.2
Religious/spiritual views	2	2.2
Socioeconomic status	2	2.2
Immigrant/citizen status	1	1.1
Medical disability/condition	1	1.1
Physical disability/condition	1	1.1
English language proficiency/accent	0	0.0
Military/veteran status	0	0.0

Note: Table includes answers only from those respondents who indicated that they observed discriminatory practices related to promotion/advancement/tenure/renewal (*n* = 93). Percentages may not sum to 100 as a result of multiple responses.

Table B79. Faculty/Staff only: Have you observed employment-related discipline or action, up to and including dismissal, at Whitman that you perceive to be unjust or that would inhibit diversifying the community? (Question 84)

Observed	<i>n</i>	%
No	312	87.2
Yes	46	12.8

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 ($n = 360$).

Table B80. Faculty/Staff only: I believe the unjust employment-related disciplinary actions were based upon: (Mark all that apply.) (Question 85)

Characteristic	<i>n</i>	%
Gender/gender identity	19	41.3
Don't know	11	23.9
A reason not listed above	9	19.6
Political views	5	10.9
Ethnicity	4	8.7
Marital status (e.g., single, married, partnered)	3	6.5
Philosophical views	3	6.5
Age	2	4.3
Educational credentials (e.g., BS, MS, PhD)	2	4.3
English language proficiency/accent	2	4.3
Immigrant/citizen status	2	4.3
Length of service at Whitman	2	4.3
Position (e.g., salary staff, hourly staff)	2	4.3
Physical characteristics	2	4.3
Religious/spiritual views	2	4.3
Sexual identity	2	4.3
Gender expression	1	2.2
Learning disability/condition	1	2.2
Mental health/psychological disability/condition	1	2.2
Parental status (e.g., having children)	1	2.2
Participation in an organization/team	1	2.2
Racial identity	1	2.2
Socioeconomic status	1	2.2
International status/national origin	0	0.0
Major field of study	0	0.0
Medical disability/condition	0	0.0
Military/veteran status	0	0.0
Physical disability/condition	0	0.0
Pregnancy	0	0.0

Note: Table includes answers only from those respondents who indicated that they observed unjust employment-related disciplinary actions (*n* = 46). Percentages may not sum to 100 as a result of multiple responses.

Table B81. Using a scale of 1-5, please rate the overall campus climate at Whitman on the following dimensions: (Question 87)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Friendly/Hostile	508	46.7	454	41.8	101	9.3	20	1.8	4	0.4	1.7	0.7
Inclusive/Exclusive	183	17.0	502	46.5	271	25.1	103	9.5	20	1.9	2.3	0.9
Improving/Regressing	191	17.8	496	46.1	316	29.4	61	5.7	11	1.0	2.3	0.9
Positive for persons with disabilities/Negative	179	16.8	373	34.9	386	36.1	104	9.7	26	2.4	2.5	1.0
Positive for people who identify as lesbian, gay, bisexual, queer, or transgender/Negative	390	36.2	495	46.0	151	14.0	37	3.4	4	0.4	1.9	0.8
Positive for people of various spiritual/religious backgrounds/Negative	109	10.2	267	24.9	340	31.7	303	28.2	54	5.0	2.9	1.1
Positive for People of Color/Negative	115	10.7	291	27.1	336	31.3	263	24.5	67	6.3	2.9	1.1
Positive for men/Negative	416	38.7	416	38.7	180	16.7	55	5.1	9	0.8	1.9	0.9
Positive for women/Negative	263	24.5	494	46.0	225	20.9	83	7.7	10	.9	2.2	0.9
Positive for non-native English speakers/Negative	103	9.7	285	26.7	388	36.4	245	23.0	46	4.3	2.9	1.0
Positive for people who are not U.S. citizens/Negative	135	12.7	343	32.2	406	38.2	152	14.3	28	2.6	2.6	1.0
Welcoming/Not welcoming	382	35.4	535	49.5	121	11.2	37	3.4	5	0.5	1.8	0.8
Respectful/Disrespectful	307	28.5	531	49.3	180	16.7	47	4.4	11	1.0	2.0	0.8
Positive for people of high socioeconomic status/Negative	690	64.3	277	25.8	86	8.0	13	1.2	7	0.7	1.5	0.7
Positive for people of low socioeconomic status/Negative	75	7.0	229	21.3	316	29.4	326	30.3	326	30.3	3.2	1.1
Positive for people of various political affiliations/Negative	42	3.9	129	12.0	303	28.1	452	41.9	153	14.2	3.5	1.0
Positive for people in active military/veteran status/Negative	80	7.6	146	13.8	629	59.6	167	15.8	33	3.1	2.9	0.8

Table B82. Using a scale of 1-5, please rate the overall campus climate at Whitman on the following dimensions: (Question 88)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Not racist/Racist	97	9.0	462	42.9	351	32.6	147	13.6	21	1.9	2.6	0.9
Not sexist/Sexist	110	10.2	474	43.9	344	31.9	135	12.5	16	1.5	2.5	0.9
Not homophobic/Homophobic	261	24.4	570	53.2	204	19.0	32	3.0	4	0.4	2.0	0.8
Not biphobic/Biphobic	235	22.1	540	50.9	231	21.8	48	4.5	7	0.7	2.1	0.8
Not transphobic/Transphobic	185	17.4	466	43.8	288	27.1	106	10.0	18	1.7	2.4	0.9
Not ageist/Ageist	214	20.0	452	42.2	294	27.4	101	9.4	11	1.0	2.3	0.9
Not classist (socioeconomic status)/Classist	72	6.7	276	25.8	352	32.9	285	26.6	85	7.9	3.0	1.1
Not classist (position: faculty, staff, student)/Classist	142	13.4	326	30.9	331	31.3	190	18.0	67	6.3	2.7	1.1
Disability friendly (not ableist)/Not disability friendly (ableist)	172	16.2	413	38.8	348	32.7	99	9.3	33	3.1	2.4	1.0
Not xenophobic/Xenophobic	221	20.8	489	45.9	272	25.5	74	6.9	9	0.8	2.2	0.9
Not ethnocentric/Ethnocentric	129	12.1	382	35.8	320	30.0	188	17.6	49	4.6	2.7	1.0

Table B83. Students only: Please indicate the extent to which you agree with each of the following statements. (Question 89)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by Whitman faculty.	279	38.3	366	50.2	62	8.5	20	2.7	2	0.3
I feel valued by Whitman staff.	215	29.6	369	50.8	113	15.6	27	3.7	2	0.3
I feel valued by Whitman senior administrators (e.g., associate dean, vice president, provost).	90	12.4	240	33.1	268	36.9	101	13.9	27	3.7
I feel valued by faculty in the classroom.	259	35.6	391	53.8	65	8.9	11	1.5	1	0.1
I feel valued by other students in the classroom.	170	23.4	391	53.8	135	18.6	28	3.9	3	0.4
I feel valued by other students outside of the classroom.	224	30.8	369	50.8	102	14.0	27	3.7	5	0.7
I feel valued by the Walla Walla community.	52	7.2	144	19.9	339	46.8	152	21.0	38	5.2
I think that faculty pre-judge my abilities based on their perception of my identity/background.	34	4.7	150	20.7	226	31.2	256	35.3	59	8.1
I believe that the campus climate encourages free and open discussion of difficult topics.	80	11.0	288	39.6	164	22.6	146	20.1	49	6.7
I have faculty whom I perceive as role models.	310	42.8	307	42.3	69	9.5	38	5.2	1	0.1
I have staff whom I perceive as role models.	175	24.1	255	35.2	208	28.7	80	11.0	7	1.0

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 729).

Table B84. Faculty only: Please indicate the extent to which you agree with each of the following statements. (Question 90)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in my department/program.	68	47.2	50	34.7	13	9.0	7	4.9	6	4.2
I feel valued by my department/program chair.	69	48.9	46	32.6	14	9.9	7	5.0	5	3.5
I feel valued by other faculty at Whitman.	27	18.6	64	44.1	35	24.1	16	11.0	3	2.1
I feel valued by students in the classroom.	72	49.7	65	44.8	6	4.1	2	1.4	0	0.0
I feel valued by Whitman senior administrators (e.g., associate dean, vice president, provost).	18	12.5	47	32.6	44	30.6	21	14.6	14	9.7
I feel valued by the Walla Walla community.	31	21.4	42	29.0	55	37.9	14	9.7	3	2.1
I think that faculty in my department/program pre-judge my abilities based on their perception of my identity/background.	8	5.6	24	16.9	39	27.5	46	32.4	25	17.6
I think that my department/program chair pre-judges my abilities based on their perception of my identity/background.	3	2.1	18	12.9	39	27.9	45	32.1	35	25.0
I believe that Whitman encourages free and open discussion of difficult topics.	5	3.5	50	35.2	45	31.7	29	20.4	13	9.2
I feel that my research/scholarship is valued.	18	12.6	58	40.6	44	30.8	18	12.6	5	3.5
I feel that my teaching is valued.	41	28.3	86	59.3	9	6.2	7	4.8	2	1.4
I feel that my service contributions are valued.	15	10.4	58	40.3	32	22.2	28	19.4	11	7.6

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 145).

Table B85. Staff only: Please indicate the extent to which you agree with the following statements. (Question 91)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by coworkers in my department.	97	45.1	94	43.7	9	4.2	13	6.0	2	0.9
I feel valued by coworkers outside my department.	51	23.7	110	51.2	36	16.7	16	7.4	2	0.9
I feel valued by my supervisor/manager.	84	39.4	79	37.1	26	12.2	17	8.0	7	3.3
I feel valued by Whitman students.	53	25.1	93	44.1	52	24.6	12	5.7	1	0.5
I feel valued by Whitman faculty.	26	12.4	57	27.1	78	37.1	38	18.1	11	5.2
I feel valued by Whitman senior administrators (e.g., associate dean, vice president, provost).	30	14.1	75	35.2	66	31.0	29	13.6	13	6.1
I feel valued by the Walla Walla community.	39	18.7	71	34.0	84	40.2	13	6.2	2	1.0
I think that coworkers in my work unit pre-judge my abilities based on their perception of my identity/background.	3	1.4	20	9.6	69	33.0	75	35.9	42	20.1
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	5	2.4	19	9.0	63	30.0	72	34.3	51	24.3
I think that faculty pre-judge my abilities based on their perception of my identity/background.	15	7.2	29	13.9	89	42.6	47	22.5	29	13.9
I believe that my department/program encourages free and open discussion of difficult topics.	29	13.6	88	41.1	48	22.4	30	14.0	19	8.9
I feel that my skills are valued.	43	20.3	114	53.8	26	12.3	19	9.0	10	4.7
I feel that my work is valued.	50	23.6	102	48.1	34	16.0	16	7.5	10	4.7

Note: Table includes answers only from those respondents who indicated that they were Staff or Senior Administrators in Question 1 (*n* = 215).

Table B86. Respondents who self-identify as having a disability in Q55 only: Within the past year, have you experienced a barrier in any of the following areas at Whitman? (Question 92)

	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Facilities						
Athletic/recreational facilities	20	10.7	139	74.3	28	15.0
Classroom buildings	17	9.1	159	85.0	11	5.9
Classrooms, labs (including computer labs)	14	7.5	155	83.3	17	9.1
College housing (including Greek houses, apartments)	23	12.4	113	61.1	49	26.5
College owned rentals	6	3.3	116	63.0	62	33.7
Dining facilities	14	7.6	147	79.5	24	13.0
Doors	8	4.3	162	88.0	14	7.6
Elevators/lifts	12	6.5	160	87.0	12	6.5
Emergency preparedness	9	4.9	145	79.7	28	15.4
Health Center	29	15.9	127	69.8	26	14.3
Library	5	2.7	168	92.3	9	4.9
Office furniture (e.g., chair, desk)	11	6.1	155	85.6	15	8.3
Campus transportation/parking	16	8.8	150	82.9	15	8.3
Other campus buildings	4	2.2	165	91.2	12	6.6
Podium	3	1.7	141	77.9	37	20.4
Restrooms	16	8.8	158	86.8	8	4.4
Signage	7	3.8	159	87.4	16	8.8
Studios/performing arts spaces	10	5.5	144	79.6	27	14.9
Temporary barriers due to construction or maintenance	31	17.0	136	74.7	15	8.2
Walkways, pedestrian paths, crosswalks, ramps	19	10.4	156	85.2	8	4.4
Technology/Online Environment						
Accessible electronic format	17	9.6	145	81.5	16	9.0
Clickers	5	2.8	127	72.2	44	25.0
Computer equipment (e.g., screens, mouse, keyboard)	9	5.1	151	85.3	17	9.6
Electronic databases (e.g., Millennium, Datatel)	11	6.2	146	82.0	21	11.8
Electronic forms	8	4.5	150	84.7	19	10.7
Electronic signage	1	0.6	154	87.5	21	11.9
Electronic surveys (including this one)	2	1.1	165	92.7	11	6.2
Email account	16	9.0	148	83.6	13	7.3
						305

	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Table B86 cont.						
Intake forms (e.g., Health Center)	8	4.5	133	74.7	37	20.8
Kiosks	2	1.1	134	75.3	42	23.6
Learning technology	7	4.0	142	80.2	28	15.8
Library database	10	5.6	156	87.6	12	6.7
CLEo	9	5.1	158	88.8	11	6.2
my.Whitman.edu	8	4.5	162	91.5	7	4.0
On-line registration	14	7.9	137	77.0	27	15.2
Phone/phone equipment	4	2.3	154	87.0	19	10.7
Software (e.g., voice recognition/audiobooks)	8	4.5	143	80.3	27	15.2
Video/video audio description	2	1.1	149	83.7	27	15.2
Website	10	5.6	156	88.1	11	6.2
Instructional/Campus Materials						
Brochures	1	0.6	161	89.9	17	9.5
Food menus	8	4.5	151	84.4	20	11.2
Forms	6	3.4	159	88.8	14	7.8
Intake forms (e.g., Health Center)	7	3.9	142	79.8	29	16.3
Journal articles	9	5.1	154	86.5	15	8.4
Library books	6	3.4	156	88.1	15	8.5
Other publications	7	3.9	158	88.8	13	7.3
Syllabi	7	4.0	149	84.2	21	11.9
Textbooks	19	10.6	138	77.1	22	12.3
Video-closed captioning and text description	4	2.3	144	81.4	29	16.4

Note: Table includes answers only from those respondents who indicated that they had a disability in Question 55 (*n* = 193).

Table B87. Respondents who identify as “transgender or trans*” in Q42 only: Within the past year, have you experienced a barrier in any of the following areas at Whitman? (Question 94)

	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Facilities						
Athletic and recreational facilities	0	0.0	0	0.0	0	0.0
Changing rooms/locker rooms	0	0.0	0	0.0	0	0.0
College housing (including Greek houses, apartments)	0	0.0	0	0.0	0	0.0
College owned rentals	0	0.0	0	0.0	0	0.0
Restrooms	0	0.0	0	0.0	0	0.0
Signage	0	0.0	0	0.0	0	0.0
Identity Accuracy						
my.Whitman.edu	0	0.0	0	0.0	0	0.0
CLEo	0	0.0	0	0.0	0	0.0
Electronic databases (e.g., Millennium, Datatel)	0	0.0	0	0.0	0	0.0
Email account	0	0.0	0	0.0	0	0.0
Intake forms (e.g., Health Center)	0	0.0	0	0.0	0	0.0
Learning technology	0	0.0	0	0.0	0	0.0
Communications	0	0.0	0	0.0	0	0.0
Surveys	0	0.0	0	0.0	0	0.0

Note: Table includes answers only from those respondents who indicated that they were “transgender or trans*” in Question 42 and did not indicate that they have a disability (*n* = 0).

Table B88. 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 Whitman. (Question 96)

Institutional initiatives	Believes This Initiative IS Available at Whitman					
	Positively influences climate		Has no influence on climate		Negatively influences climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing flexibility for calculating the tenure clock	87	84.5	12	11.7	4	3.9
Providing recognition and rewards for including diversity issues in courses across the curriculum	34	61.8	16	29.1	5	9.1
Providing diversity, inclusivity, equity training for faculty generally	42	61.8	22	32.4	4	5.9
Providing faculty with tool kits to create an inclusive classroom environment	37	66.1	15	26.8	4	7.1
Providing faculty with supervisory training	22	52.4	15	35.7	5	11.9
Providing access to counseling for people who have experienced harassment	85	85.0	14	14.0	1	1.0
Providing mentorship for new faculty	106	85.5	17	13.7	1	0.8
Providing a clear process to resolve conflicts	58	75.3	17	22.1	2	2.6
Providing a fair process to resolve conflicts	59	77.6	16	21.1	1	1.3
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	41	62.1	19	28.8	6	9.1
Providing diversity, inclusivity, equity training to search committees	45	72.6	14	22.6	3	4.8
Providing diversity, inclusivity, equity training to promotion and tenure committee	39	68.4	13	22.8	5	8.8
Providing career span development opportunities for faculty at all ranks	39	75.0	13	25.0	0	0.0
Providing affordable childcare	37	82.2	8	17.8	0	0.0
Providing support/resources for spouse/partner employment	44	77.2	6	10.5	7	12.3

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 145).

Table B89. 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 Whitman. (Question 96)

Institutional initiatives	Believes This Initiative IS NOT Available at Whitman					
	Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing flexibility for calculating the tenure clock	17	81.0	1	4.8	3	14.3
Providing recognition and rewards for including diversity issues in courses across the curriculum	49	73.1	7	10.4	7	10.4
Providing diversity, inclusivity, equity training for faculty generally	37	69.8	13	24.5	3	5.7
Providing faculty with tool-kits to create an inclusive classroom environment	52	77.6	13	19.4	2	3.0
Providing faculty with supervisory training	42	55.3	29	38.2	5	6.6
Providing access to counseling for people who have experienced harassment	22	88.0	3	12.0	0	0.0
Providing mentorship for new faculty	5	100.0	0	0.0	0	0.0
Providing a clear process to resolve conflicts	49	94.2	3	5.8	0	0.0
Providing a fair process to resolve conflicts	53	98.1	1	1.9	0	0.0
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	27	50.9	17	32.1	9	17.0
Providing diversity, inclusivity, equity training to search committees	40	65.6	17	27.9	4	6.6
Providing diversity, inclusivity, equity training to promotion and tenure committee	46	73.0	14	22.2	3	4.8
Providing career span development opportunities for faculty at all ranks	58	85.3	10	14.7	0	0.0
Providing affordable childcare	73	94.8	4	5.2	0	0.0
Providing support/resources for spouse/partner employment	66	95.7	3	4.3	0	0.0

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 145).

Table B90. 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 Whitman. (Question 98)

Institutional initiatives	Believes This Initiative IS Available at Whitman					
	Positively influences climate		Has no influence on climate		Negatively influences climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity, inclusivity, equity training for staff generally	105	77.8	23	17.0	7	5.2
Providing access to counseling for people who have experienced harassment	138	92.6	10	6.7	1	0.7
Providing supervisors/managers with supervisory training	89	90.8	8	8.2	1	1.0
Providing faculty supervisors with supervisory training	70	89.7	7	9.0	1	1.3
Providing mentorship for new staff	66	83.5	12	15.2	1	1.3
Providing a clear process to resolve conflicts	113	90.4	11	8.8	1	0.8
Providing a fair process to resolve conflicts	110	89.4	13	10.6	0	0.0
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	70	59.8	31	26.5	16	13.7
Providing career development opportunities for staff	102	91.1	9	8.0	1	0.9
Providing affordable childcare	59	75.6	19	24.4	0	0.0
Providing diversity, inclusivity, equity training to search committees	67	69.8	25	26.0	4	4.2
Providing support/resources for spouse/partner employment	61	66.3	24	26.1	7	7.6

Note: Table includes answers only from those respondents who indicated that they were Staff or Senior Administrators in Question 1 (*n* = 215).

Table B91. 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 Whitman. (Question 98)

Institutional initiatives	Believes This Initiative IS NOT Available at Whitman					
	Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity, inclusivity, equity training for staff generally	47	82.5	10	17.5	0	0.0
Providing access to counseling for people who have experienced harassment	35	92.1	3	7.9	0	0.0
Providing supervisors/managers with supervisory training	87	91.6	8	8.4	0	0.0
Providing faculty supervisors with supervisory training	97	92.4	8	7.6	0	0.0
Providing mentorship for new staff	104	91.2	10	8.8	0	0.0
Providing a clear process to resolve conflicts	63	92.6	5	7.4	0	0.0
Providing a fair process to resolve conflicts	61	93.8	4	6.2	0	0.0
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	47	71.2	15	22.7	4	6.1
Providing career development opportunities for staff	76	95.0	4	5.0	0	0.0
Providing affordable childcare	91	89.2	10	9.8	1	1.0
Providing diversity, inclusivity, equity training to search committees	83	88.3	10	10.6	1	1.1
Providing support/resources for spouse/partner employment	67	74.4	20	22.2	3	3.3

Note: Table includes answers only from those respondents who indicated that they were Staff or Senior Administrators in Question 1 (*n* = 215).

Table B92. 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 Whitman. (Question 100)

Institutional initiatives	Believes This Initiative IS Available at Whitman					
	Positively influences climate		Has no influence on climate		Negatively influences climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity, inclusivity, equity training for students	426	80.1	89	16.7	17	3.2
Providing diversity, inclusivity, equity training for staff	399	84.2	71	15.0	4	0.8
Providing diversity, inclusivity, equity training for faculty	406	85.7	62	13.1	6	1.3
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs)	282	78.8	69	19.3	7	2.0
Providing a person to address student complaints of bias by other student in learning environments (e.g., classrooms, labs)	253	75.7	73	21.9	8	2.4
Increasing opportunities for cross-cultural dialogue among students	318	85.0	51	13.6	5	1.3
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	275	85.4	42	13.0	5	1.6
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	287	81.3	53	15.0	13	3.7
Providing effective faculty mentorship of students	381	89.9	41	9.7	2	0.5
Providing effective academic advising	481	88.7	59	10.9	2	0.4
Providing diversity training for student staff (e.g., building managers, resident assistants)	408	83.4	70	14.3	11	2.2
Providing affordable childcare	152	69.1	66	30.0	2	0.9
Providing affordable childcare resources	156	71.2	61	27.9	2	0.9
Providing support/resources for spouse/partner employment	199	72.1	74	26.8	3	1.1
Providing adequate social space outside of Greek space	264	84.9	45	14.5	2	0.6

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 729).

Table B93. 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 Whitman. (Question 100)

Institutional initiatives	Believes This Initiative IS NOT Available at Whitman					
	Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity, inclusivity, equity training for students	108	89.3	12	9.9	1	0.8
Providing diversity, inclusivity, equity training for staff	139	84.8	23	14.0	2	1.2
Providing diversity, inclusivity, equity training for faculty	142	88.2	18	11.2	1	0.6
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs)	230	85.8	33	12.3	5	1.9
Providing a person to address student complaints of bias by other student in learning environments (e.g., classrooms, labs)	232	79.7	51	17.5	8	2.7
Increasing opportunities for cross-cultural dialogue among students	245	93.5	16	6.1	1	0.4
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	295	93.9	19	6.1	0	0.0
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	254	92.4	15	5.5	6	2.2
Providing effective faculty mentorship of students	190	93.6	13	6.4	0	0.0
Providing effective academic advising	79	89.8	9	10.2	0	0.0
Providing diversity training for student staff (e.g., building managers, resident assistants)	109	83.2	22	16.8	0	0.0
Providing affordable childcare	278	73.2	101	26.6	1	0.3
Providing affordable childcare resources	273	73.2	99	26.5	1	0.3
Providing support/resources for spouse/partner employment	220	69.6	95	30.1	1	0.3
Providing adequate social space outside of Greek space	306	93.3	17	5.2	5	1.5

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 729).

Appendix C

Comment Analyses (Questions #102, #103, and #104)

Q102. Are your experiences on campus different from those you experience in the Walla Walla community? If so, how are these experiences different?

More than five hundred respondent elaborated on the differences between the Walla Walla community and the Whitman campus. Ten percent of respondents noted the two communities were the same but did not elaborate. Twenty-five percent of respondents noted the two communities were different but did not elaborate. A preference for the campus community over the local community emerged in one quarter of the responses establishing a theme. The second theme, also reflected by nearly a fourth of respondents, described feeling disconnected and isolated from the local community.

Preference for Campus. One quarter of respondents who elaborated on their perceptions of the differences between the Walla Walla community and Whitman preferred the campus over the local community. Inclusion and safety were the primary reasons cited for this preference. Regarding inclusion, one Undergraduate Student respondent noted, “I have had negative experiences with the Walla Walla community that lead me to view them as sexist or racist.” A Staff respondent elaborated, ““I don't really like Walla Walla -- the community is too close minded.” Similarly, one Faculty respondent explained, “I encounter considerably more sexism, racism, and other forms of intolerance in the Walla Walla community at large than within the college.” Safety was noted by Undergraduates Student respondents who reported, “I feel significantly safer on campus” and “The Whitman Community and campus feels safer to walk in, especially at night, than surrounding neighborhoods and other parts of Walla Walla.”

Disconnected and Isolated from The Local Community. More than one fourth of respondents who elaborated on their perceptions of the differences between the Walla Walla community and Whitman reported the campus to be isolated and disconnected from the local community. One Faculty respondent explained, “I do not get out all that much. When I am off campus, I lead a pretty solitary life. I can say that Whitman gives a ‘nose in the air’ appearance at times.” An

Undergraduate respondent noted, “I am completely encapsulated in the Whitman bubble.”

Similarly, another Undergraduate Student respondent described, “I don't think I get out into the Walla Walla community enough, but I do feel like Whitman as an institution in Walla Walla is classist because it creates a small community of students, most of whom come from upper class families, and so the Walla Walla community may view us as pretentious and entitled students.”

Q103. Do you have any specific recommendations for improving the climate at Whitman?

More than five hundred respondents elaborated on their recommendations for improving the climate at Whitman. Nearly half of respondents recommended increased diversity and enhanced inclusion efforts in tandem with one another. Less than twenty percent of respondents recommended improving the sense of belonging and opportunities to connect across all campus affiliations. Eight respondents also noted concerns regarding sexual assault and though not statistically significant their narratives are salient to the larger goals of the survey and as such are included in this report.

Increased Diversity and Enhanced Inclusion Efforts. Nearly fifty percent of respondents recommended increased diversity and enhanced inclusion efforts. One Undergraduate Student noted, “More diversity, better financial aid for diverse students and greater opportunities for discussion of problems at Whitman.” Other Undergraduate Students suggested, “Need Blind Admissions. More diversity.” and “being careful not to 'tokenize' students that would make Whitman seem more diverse.” One Faculty respondent noted, “More need-based scholarships, and more scholarships specifically reserved for local Native American or Latino students.” Another Faculty respondent reported, “I will admit that this is the worst work environment I've ever experienced in my life as a first generation, working class member from the non-major racial group” in their narrative calling for enhanced inclusion efforts.

Cultivate a Deeper Sense of Belonging. Nearly twenty percent of respondents who elaborated on their suggestions to improve the climate at Whitman noted a perceived need to cultivate a deeper and wider sense of belonging in the Whitman community. One Staff respondent urged, “Continue to bridge the gap between faculty and staff.” Another Staff respondent shared,

“Whitman calls itself a community but actually looks like a collection of communities. I feel valued in my dept., but outside that I am anonymous.” Simply put, one Faculty respondent added, “Value people more.” An Undergraduate Student respondent went into further detail, “More interactions/outreaches between different groups on campus (Greek/non-Greek, liberal/conservatives, "white"/"non-white", arts/social sciences/sciences, students/faculty/staffs, etc.) & between Whitties and townies.” Finally, one Senior Administrator respondent explained, “We have to remember that we are all ‘on the same team’.”

Commentary Regarding Sexual Assault and Title Nine. Respondents noted concerns and provided recommendations regarding sexual assault and title nine. One Undergraduate Student respondent elaborated, “Working to incorporate students into campus decision making and bringing justice to all the people who have been raped, by recognizing that it happens and acknowledging their truth.” Another Undergraduate Student respondent suggested, “Develop and implement a Title IX process that doesn't trample the rights of the victim and accused in almost every investigation.” One Faculty respondent noted, “Things like "Asking for it day" do not adequately address issues on campus nor do they provide sex-positive education for our students. Real discussions of consent are needed.” Similarly, another Faculty respondent explained, “Finding ways to communicate to the students, staff and faculty how procedures dealing with title 9 investigations work so that there is trust in the community that the college is a place that not only takes these issues seriously, but that will protect people during the process.” Lastly, one Undergraduate Student respondent added, “Greek life sexual assaults must be addressed.”

Q104. 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.

Nearly two hundred respondents elaborated on their survey responses. The data collected was wide-ranging and highly specific which did not lend itself to drawing multiple themes. The only theme of significance that emerged were positive reflections on Whitman and the survey process itself, which was established by nearly twenty percent of respondents.

Positive Reflections On Whitman and The Survey Process. Eighteen percent of respondents who elaborated on their survey responses shared were positive reflections on Whitman and the survey process itself. Undergraduate Student respondents shared positive reflection on Whitman and the survey process itself including, “Thanks for creating open space with this survey!” and “This was a productive survey and I'm glad I participated.” One Staff respondent shared, “Thank you for this opportunity to express concerns. I think Whitman overall has a very healthy work environment.” A Faculty respondent noted, “Thanks for conducting this survey. It will be very interesting to see whether anything comes of it.”

Whitman College

Climate for Learning, Living, and Working

(Administered by Rankin & Associates Consulting)

This survey is accessible in alternative formats. In addition, a translator will be available for people for whom Spanish is their primary language. If you wish to access these alternative formats, please contact:

Esta encuesta está disponible en formatos alternativos . Además , un traductor estará disponible para las personas para quienes el español es su idioma principal. Si desea acceder a estos formatos alternativos , por favor, póngase en contacto con:

Julia L Dunn
Associate Dean of Students
Title IX Administrator
Whitman College
Memorial 330
dunnjl@whitman.edu
titleix@whitman.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 Whitman College. 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 Whitman College and provide us with specific information about how the environment for learning, living and working at Whitman College 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 (e.g., experiences of harassment, sexual misconduct). 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:

Students

<https://www.whitman.edu/offices-and-services/counseling-center>

<https://www.whitman.edu/offices-and-services/dean-of-students/sexual-misconduct-policy/sexual-misconduct-prevention-and-response-network>

Kazi Joshua (Chief Diversity Officer)
509-526-3018 (desk)
joshuake@whitman.edu
Memorial Hall 301

For Faculty/Staff

Life Assistance Program 24/7

Phone # 1-800-538-3543

Can also Log in to www.Cignabehavioral.com/CGI

Click on the "Healthy Rewards Link" to access.

User name: rewards

Password: savings

Kazi Joshua (Chief Diversity Officer)

509-526-3018 (desk)

joshuake@whitman.edu

Memorial Hall 301

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 Whitman College 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 Whitman 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

Questions regarding the survey process may also be directed to:

Kazi Joshua
Chief Diversity Officer and WIDE co-chair
509-526-3018 (desk)
joshuake@whitman.edu
Memorial Hall 301

Brooke Vick
Professor of Psychology and WIDE Co-chair
(509) 527-5216
vickb@whitman.edu
Maxey Hall 342

Questions concerning the rights of participants:

Research at Whitman College 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:

Matthew Prull
Chair, Institutional Review Board
prullmw@whitman.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: One who practices discrimination or prejudice against people with disabilities.

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: A person who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

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: Being subjected to unwanted offensive and malicious behavior which undermines, patronizes, intimidates or demeans.

Classist: Someone who engages in biased behavior based on 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.

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: Judging another culture solely by the values and standards of one's own 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.

Homophobia: An irrational dislike or fear of homosexuals.

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

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

People of Color: People who self-identify their race/ethnicity as other than White.

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

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

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 to whom one tends to be emotionally, physically, and sexually attracted; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

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

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 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; gang rape; and sexual harassment involving physical contact.

Xenophobic: Unreasonably fearful or hostile toward 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. 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 Whitman College?
 - Undergraduate student
 - Started at Whitman College as a first-year student
 - Transferred from another institution
 - Faculty
 - Tenure and Tenure-Track
 - Assistant Professor
 - Associate Professor
 - Professor
 - Non-Tenure-Track
 - Lecturers, Adjunct Assistant Professors, and Instructors
 - Studio Music Instructors
 - Senior Lecturers and Senior Adjunct Assistant Professors
 - Sports Studies Recreation Athletics (SSRA)
 - Adjunct Instructors, Instructors, and Lecturers of SSRA
 - Senior Lecturers of SSRA
 - Visiting Faculty
 - Senior Administrator
 - Staff
 - Non-exempt
 - Exempt
2. Are you full-time or part-time in that **primary** status?
 - Full-time
 - Part-time

Part 1: Personal Experiences

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

3. Overall, how comfortable are you with the climate at Whitman?
 - 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?
 - 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?
 - Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable
6. Have you ever **seriously considered** leaving Whitman?
 - No [**Skip to Question 11**]
 - Yes

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

- Climate was not welcoming
- Coursework was too difficult
- Didn't have my major
- Didn't have my field of study
- Didn't meet the selection criteria for a major/field of study
- Financial reasons
- Homesick
- Lack of a sense of belonging
- Lack of support group
- My marital/relationship status
- Personal reasons (e.g., medical, mental health, family emergencies)
- A reason not listed above (please specify:)

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

- Actively pursued another position
- Campus climate was unwelcoming
- Dissatisfied with current benefits
- Family responsibilities
- Financial reasons (e.g., salary, resources)
- Increased workload
- Interested in a position elsewhere
- Lack of sense of belonging
- Limited opportunities for advancement
- Local community did not meet my (my family) needs
- Personal reasons (e.g., medical, mental health, family emergencies)
- Recruited or offered a position elsewhere
- Relocation
- Spouse or partner relocated
- Spouse or partner unable to find suitable employment
- Working relationship with supervisor/manager
- Working relationship with dean/division chair/department or program chair
- Working relationship with co-workers/colleagues
- A reason not listed above (please specify:)

10. We are interested in hearing 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 Whitman.

	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 Whitman.	<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 Whitman.	<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 Whitman.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to graduate from Whitman.	<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 (bullied, harassed) that has interfered with your ability to work, learn, or live at Whitman?

- No [**Skip to Question 21**]
- 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)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Learning disability/condition
- Length of service at Whitman
- 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 disability/condition
- 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:)

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 slights, snubs, insults
- 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, WhitmanEncounters)
- 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 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 Whitman event/program
- In a class/lab
- In a faculty office
- In a fraternity or sorority
- In a meeting with one other person
- In a meeting with a group of people
- In a Whitman administrative office
- In a Whitman dining facility
- In Penrose Library
- In an experiential learning environment (e.g., service learning, retreat, internship, field trip)
- In athletic facilities
- In other public spaces at Whitman
- In campus housing
- In the Counseling Center
- In off-campus housing
- In the Welty Health Center
- Off-campus
- On phone calls/text messages/email
- On-line social networking sites (e.g., Facebook, Twitter, Yik Yak, WhitmanEncounters)
- While walking on campus
- While working at a Whitman 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
- Bon Appetit employee
- College committee (please specify:)
- Co-worker/colleague
- Department/Program Chair
- Direct Report (e.g., person who reports to me)
- Donor
- Faculty member
- Friend
- Off-campus community member
- On-line social networking sites (e.g., Facebook, Twitter, Yik Yak, WhitmanEncounters)
- Senior administrator (e.g., associate dean, vice president, provost)
- Staff member
- Stranger
- Student
- Student staff (e.g., SA, RA)
- Student organization (please specify:)
- Supervisor or manager
- Student (tutor/peer mentor)
- Trustee/Overseer
- Whitman media (e.g., posters, brochures, flyers, handouts, web sites)
- Whitman Safety and Security Officer
- Don't know source
- A source not listed above (please specify:)

17. How did you feel when you experienced the conduct? **(Mark all that apply.)**

- I felt embarrassed
- I felt somehow responsible
- I was afraid
- I was angry
- I ignored it
- An experience 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 Whitman resource
 - Faculty member
 - Senior administrator (e.g., associate dean, vice president, provost)
 - Dean of Students
 - Whitman Safety and Security
 - Counseling Center
 - Intercultural Center
 - Office of Human Resources
 - Overseer/Trustee
 - Sexual Assault Victim's Advocate
 - Student staff (RA, SA)
 - Staff person
 - Title IX Administrator
- I told a family member
- I told a friend
- I filed an anonymous CARE report (whitman.edu/assist)
- 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:) _____

19. Did you report the conduct?

- No, I didn't report it
- Yes, I did report it
 - Yes, I reported it anonymously
 - Yes, and it was handled appropriately
 - 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 hearing 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:

Students

<https://www.whitman.edu/offices-and-services/counseling-center>

<https://www.whitman.edu/offices-and-services/dean-of-students/sexual-misconduct-policy/sexual-misconduct-prevention-and-response-network>

Kazi Joshua (Chief Diversity Officer)

509-526-3018 (desk)

joshuake@whitman.edu

Memorial Hall 301

For Faculty/Staff

Life Assistance Program 24/7

Phone # 1-800-538-3543

Can also Log in to www.Cignabehavioral.com/CGI

Click on the "Healthy Rewards Link" to access.

User name: rewards

Password: savings

Kazi Joshua (Chief Diversity Officer)

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Memorial Hall 301

Incidents involving forced or unwanted sexual contact are often difficult to talk about. The following questions are related to any experiences you have had with unwanted physical sexual contact. If you have experienced this conduct, the questions may invoke an emotional response. If you experience any difficulty, please contact one of the resources at the end of this section. You may also skip any questions that you don't wish to answer.

21. While a member of the Whitman community, have you experienced unwanted sexual contact (rape or sexual assault, penetration without consent, including oral, vaginal, or anal penetration with a body part or object or being forced to penetrate; fondling, including intentional sexual touching, however slight, with any object without consent; use of alcohol or other drugs to incapacitate; gang rape; sexual exploitation; or sexual harassment involving physical contact)? **(Mark all that apply)**

- No **[Skip to Question 31]**
- Yes, including rape, assault, penetration without consent, gang rape **[Please complete questions 22rapwcgr – 30 rapwcgr]**
- Yes, including fondling, sexual exploitation, and sexual harassment **[Please complete questions 22fesh – 30fesh]**

22rapwcgr. When did the unwanted sexual contact occur?

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

23rapwcgr. Students only: What semester were you in when you experienced the unwanted sexual contact? **(Mark all that apply)**

- First year
 - Fall semester
 - Spring semester
- Second year
 - Fall semester
 - Spring semester
- Third year
 - Fall semester
 - Spring semester
- Fourth year
- After fourth year

24rapwcgr. Who did this to you? **(Mark all that apply.)**

- Acquaintance/Friend
- Alumnus/a
- Family member
- Whitman faculty
- Whitman staff
- Whitman student
- Stranger
- A person not listed above

25rapwcgr. Where did the incident(s) occur? **(Mark all that apply.)**

- Off-campus (please specify location:) _____
- On-campus (please specify location:) _____

26rapwcgr. How did you feel after experiencing the unwanted sexual conduct? **(Mark all that apply.)**

- I felt uncomfortable
- I felt embarrassed
- I felt somehow responsible
- I ignored it
- I was afraid
- I was angry
- An experience not listed here (please specify:) _____

27rapwcgr. What did you do in response to experiencing the unwanted sexual 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 Whitman resource
 - Faculty member
 - Senior administrator (e.g., associate dean, vice president, provost)
 - Dean of Students
 - Whitman Safety and Security
 - Counseling Center
 - Intercultural Center
 - Office of Human Resources
 - Overseer/Trustee
 - Sexual Assault Victim's Advocate
 - Student staff (RA, SA)
 - Staff person
 - Title IX Administrator
- I told a family member
- I told a friend
- I filed an anonymous CARE report (whitman.edu/assist)
- 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:) _____

28rapwcgr. Did you report the unwanted sexual conduct?

- No, I didn't report it
- Yes, I did report it
 - Yes, I reported it anonymously
 - 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

29rapwcgr. You indicated that you **DID NOT** report the unwanted sexual contact to a campus official or staff member. Please explain why you did not.

30rapwcgr. You indicated that you **DID** report the unwanted sexual contact, but that it was not responded to appropriately. Please explain why you felt that it was not.

22fsesh. When did the unwanted sexual contact occur?

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

23fsesh. Students only: What semester were you in when you experienced the unwanted sexual contact? **(Mark all that apply)**

- First year
 - Fall semester
 - Spring semester
- Second year
 - Fall semester
 - Spring semester
- Third year
 - Fall semester
 - Spring semester
- Fourth year
- After fourth year

24fsesh. Who did this to you? **(Mark all that apply.)**

- Acquaintance/Friend
- Alumnus/a
- Family member
- Whitman faculty
- Whitman staff
- Whitman student
- Stranger
- A person not listed above

25fsesh. Where did the incident(s) occur? **(Mark all that apply.)**

- Off-campus (please specify location:) _____
- On-campus (please specify location:) _____

26fsesh. How did you feel after experiencing the unwanted sexual conduct? **(Mark all that apply.)**

- I felt uncomfortable
- I felt embarrassed
- I felt somehow responsible
- I ignored it
- I was afraid
- I was angry
- An experience not listed here (please specify:) _____

27fsesh. What did you do in response to experiencing the unwanted sexual 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 Whitman resource
 - Faculty member
 - Senior administrator (e.g., associate dean, vice president, provost)
 - Dean of Students
 - Whitman Safety and Security
 - Counseling Center
 - Intercultural Center
 - Office of Human Resources
 - Overseer/Trustee
 - Sexual Assault Victim's Advocate
 - Student staff (RA, SA)
 - Staff person
 - Title IX Administrator
- I told a family member
- I told a friend
- I filed an anonymous CARE report (whitman.edu/assist)
- 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:) _____

28fsesh. Did you report the unwanted sexual conduct?

- No, I didn't report it
- Yes, I did report it
 - Yes, I reported it anonymously
 - 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

29fsesh. You indicated that you **DID NOT** report the unwanted sexual contact to a campus official or staff member. Please explain why you did not.

30fsesh. You indicated that you **DID** report the unwanted sexual contact, 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:

Students

<https://www.whitman.edu/offices-and-services/counseling-center>

<https://www.whitman.edu/offices-and-services/dean-of-students/sexual-misconduct-policy/sexual-misconduct-prevention-and-response-network>

Barbara Maxwell [Confidential Resource]
Sexual Misconduct Prevention Coordinator
Associate Dean of Students
Reid Campus Center
Room 202
(509) 527-5208 (office)
(509) 529-1082 (home)
maxwelba@whitman.edu

Julia L Dunn
Associate Dean of Students
Title IX Administrator
Whitman College
Memorial 330
dunnjl@whitman.edu
titleix@whitman.edu

Faculty/Staff

Life Assistance Program 24/7
Phone # 1-800-538-3543
Can also Log in to www.Cignabehavioral.com/CGI
Click on the "Healthy Rewards Link" to access.
User name: rewards
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Barbara Maxwell [Confidential Resource]
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Part 2: Workplace Climate

31. **Tenured and Tenure-Track Faculty only:** As a faculty member, 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"/>
Whitman policies for delay of the tenure-clock are used by all faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research is valued by Whitman.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is valued by Whitman.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service contributions are valued by Whitman.	<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/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., childcare, eldercare).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty opinions are taken seriously by my department chair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty opinions are taken seriously by my division chairs.	<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., associate dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty opinions are valued within Whitman committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. **Tenured and Tenure-Track Faculty only:** We are interested in hearing 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.

33. **Non-Tenure-Track/SSRA's only:** As an employee with a Non-Tenure-Track appointment at Whitman (e.g., Lecturer/Adjunct, Research Scientist/Engineer, Research Line Faculty) 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"/>
Research is valued by Whitman.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is valued by Whitman.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service contributions are valued by Whitman.	<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"/>
Faculty opinions are taken seriously by my department chair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty opinions are taken seriously by my division chairs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Tenure-Track/SSRA opinions are taken seriously by senior administrators (e.g., associate dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. **Non-Tenure-Track/SSRA's only:** We are interested in hearing 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.

35. **All Faculty:** As a faculty member, 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 Non-Tenure-Track/SSRA's 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 (e.g., paid parental leave, tenure-clock delay, day-care).	<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"/>
People who do not have children are burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work weekends).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who have children or eldercare are burdened with balancing work and family responsibilities (e.g., evening and evenings programming, workload brought home, Whitman breaks not scheduled with school district breaks).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whitman 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"/>
Whitman 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 Whitman.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend Whitman 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"/>

36. **All Faculty:** We are interested in hearing 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.

37. **Staff only:** As a staff member, 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"/>
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 due to other staff departures (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"/>
People who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by work 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 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"/>
People who have children or eldercare are burdened with balancing work and family responsibilities (e.g., evening and evenings programming, workload brought home, Whitman breaks not scheduled with school district breaks).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whitman 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"/>

38. **Staff only:** We are interested in hearing 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.

39. **Staff only:** As a staff member I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Whitman 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"/>
Whitman 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/program 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"/>
Whitman policies (e.g., FMLA) are fairly applied across Whitman.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whitman 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 (e.g., paid parental leave, day-care).	<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"/>
Staff opinions are valued on Whitman committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff opinions are valued by Whitman 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 Whitman.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive about my career opportunities at Whitman.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend Whitman 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"/>

40. **Staff only:** We are interested in hearing 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.

41. What is your birth sex (assigned)?

- Female
- Intersex
- Male

42. What is your gender/gender identity?

- Genderqueer
- Man
- Transgender or Trans*
- Woman
- A gender not listed here (please specify:) _____

43. What is your current gender expression?

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

44. What is your citizenship status in U.S.? **(Mark all that apply)**

- 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

45. 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:) _____
- American Indian (if you wish please specify your enrolled or principal tribe:) _____
- Asian or Asian American (if you wish please specify:) _____
- Black or African American (if you wish please specify:) _____
- Hispanic/Latin@/Chicano@/ (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 or European American (if you wish please specify:) _____
- A racial/ethnic identity not listed here (please specify:) _____

46. 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:) _____

47. What is your age?

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

48. Do you have substantial parenting or caregiving responsibility?

- No
- Yes (Mark all that apply)
 - Children 5 years of age or under
 - Children 6-18 years of age
 - 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:) _____

49. **Students only:** 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 (e.g., MA, MS, MBA)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- 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 (e.g., MA, MS, MBA)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD)
- Unknown
- Not applicable

50. **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)
- Specialist degree (EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD)

51. **Students only:** Where are you in your **college career**?

- First year
- Second year
- Third year
- Fourth year
- Fifth year
- Sixth year (or more)

52. **Faculty only:** With which academic division are you **primarily affiliated** with at this time?

- Division 1: Social Sciences
- Division 2: Humanities and Arts
- Division 3: Natural Sciences and Mathematics
- Interdisciplinary and/or General Studies

53. **Staff only:** To which Major Function/Budget Officer does your work unit report?

- Communications
- Treasurer (Peter Harvey)
- Admission & Financial Aid (Tony Cabasco)
- Development & College Relations (John Bogley)
- Student Services/Dean of Students (Chuck Cleveland)
- Office of Technology (Dan Terrio)
- Provost/Dean of the Faculty (Pat Spencer)
- Other (specify:) _____
- I don't know

54. **Students only:** What is your current or intended academic division/major (not including minor)? **(Mark all that apply)**

- Undecided
- Individually Planned Major (IPM)
- Division 1: Social Sciences
- Anthropology
- Economics
- Economics-Environmental Studies
- Economics-Mathematics
- History
- Politics
- Politics-Environmental Studies
- Psychology
- Sociology
- Sociology-Environmental Studies
- Division 2: Humanities and Arts
- Art
- Art History & Visual Culture Studies
- Classical Studies
- Classics
- English
- Environmental Humanities
- Film & Media Studies
- French
- German Literature
- German Studies
- Music (All Tracks)
- Philosophy
- Religion
- Rhetoric
- Spanish
- Theatre
- Division 3: Natural Sciences and Mathematics
- Astronomy
- Biochemistry, Biophysics, & Molecular Biology
- Biology
- Biology-Environmental Studies
- Biology-Geology
- Chemistry
- Chemistry-Environmental Studies
- Chemistry-Geology
- Chemistry-Pre Engineering
- Economics-Mathematics
- Geology
- Geology-Astronomy
- Geology-Environmental Studies
- Geology-Physics
- Mathematics
- Mathematics-Physics
- Math-Pre Computer Science
- Natural and Mathematical Sciences
- Physics
- Physics-Astronomy
- Physics-Environmental Studies
- Physics-Pre Engineering
- General Studies & Interdisciplinary Studies
- Asian Studies
- Gender Studies
- Individually Planned Major
- Race and Ethnic Studies

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

- No [**Skip to Question 57**]
- Yes

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

- Acquired/Traumatic Brain Injury
- Asperger's/Autism Spectrum
- Chronic Diagnosis or Medical Condition (e.g., Lupus, Cancer, Multiple Sclerosis, Fibromyalgia)
- Learning Disability (e.g., Attention Deficit/Hyperactivity Disorder, Attention Deficit Disorder, Dyslexia)
- Mental Health/Psychological Condition
- Physical/Mobility condition that affects walking
- Physical/Mobility condition that does not affect walking
- Speech/Communication Condition
- Visually Impaired or Blind
- Hearing impaired or Deaf
- A disability/condition not listed here (please specify:) _____

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

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

58. 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
- Confucianist
- Druid
- Hindu
- Jain

- Jehovah's Witness
- Jewish
 - Conservative
 - Orthodox
 - Reform
 - A Jewish affiliation not listed here
- Muslim
 - Ahmadi
 - Shi'ite
 - Sufi
 - Sunni
 - A Muslim affiliation not listed here
- 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:) _____

59. **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

60. **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 \$29,999
- \$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

61. **Students only:** Where do you live?

- Campus housing
 - Anderson Hall
 - College House
 - Douglas Hall
 - Jewett Hall
 - Interest House Community
 - Lyman House
 - Marcus House
 - North Hall
 - Prentiss Hall - Independent Section
 - Prentiss Hall - Sorority Section
 - Tamarac House
 - Fraternity house
- Non-campus housing
 - Independently in an apartment/house
 - Living with family member/guardian
- Transient (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)

62. **Students only:** Do you participate in any of the following at Whitman College? **(Mark all that apply)**

- Academic Interest
- Campus Media Organization
- Club Sports and Recreational Activities
- Community Service Interest
- Cultural and Historical Interest
- Environmental Interest
- Fine Arts and Music
- Greek Organizations
- Honorary Organizations
- Intercollegiate Athletics
- Political and Social Interest
- Student Government
- Religion and Spirituality

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

- 3.50 – 4.00
- 3.00 – 3.49
- 2.50 – 2.99
- 2.00 – 2.49
- 1.50 – 1.99
- 1.49 or below

64. **Students only:** Have you experienced financial hardship while attending Whitman College?

- No **[Skip o Question 66]**
- Yes

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

- Difficulty affording tuition
- Difficulty affording course fees (e.g., music lessons, art lessons, class trips)
- Difficulty affording off-campus studies
- Difficulty purchasing my books
- Difficulty participating in social events
- Difficulty affording food
- Difficulty participating in co-curricular events or activities (e.g., alternative spring breaks, outdoor program, Greek fees)
- Difficulty traveling home during Whitman College breaks
- Difficulty commuting to campus
- Difficulty in affording housing
- Difficulty in affording health care
- Difficulty in affording childcare
- Difficulty in affording other campus fees
- Other (please specify:) _____

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

- Credit card
- Family contribution
- Loans
- Need-based scholarship
- Non-need based scholarship (e.g. merit)
- Grant (e.g., Pell)
- Personal contribution (employed during academic year)
- Personal contribution (summer employment)
- Resident Assistant/Student Academic Advisor
- Work-Study
- A method of payment not listed here (please specify:) _____

67. **Students only:** Are you employed either on campus or off-campus during the academic year?

- 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

68. **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 Whitman?

- No [**Skip to Question 78**]
- Yes

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

- Academic Advisor
- Alumnus/a
- Athletic coach/trainer
- Bon Appetit employee
- College committee (please specify:) _____
- Co-worker/colleague
- Department/Program Chair
- Direct Report (e.g., person who reports to me)
- Donor
- Faculty member
- Friend
- Off-campus community member
- On-line social networking sites (e.g., Facebook, Twitter, Yik Yak, WhitmanEncounters)
- Senior administrator (e.g., associate dean, vice president, provost)
- Staff member
- Stranger
- Student
- Student staff (e.g., SA, RA)
- Student organization (please specify:) _____
- Supervisor or manager
- Student (tutor/peer mentor)
- Trustee/Overseer
- Whitman media (e.g., posters, brochures, flyers, handouts, web sites)
- Whitman Safety and Security Officer
- Don't know target
- A source not listed above (please specify:) _____

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

- Academic Advisor
- Alumnus/a
- Athletic coach/trainer
- Bon Appetit employee
- College committee (please specify:) _____
- Department/Program Chair
- Direct Report (e.g., person who reports to me)
- Donor
- Faculty member
- Friend
- Off-campus community member
- On-line social networking sites (e.g., Facebook, Twitter, Yik Yak, WhitmanEncounters)
- Senior administrator (e.g., associate dean, vice president, provost)
- Staff member
- Stranger
- Student
- Student staff (e.g., SA, RA)
- Student organization (please specify:) _____
- Supervisor or manager
- Student (tutor/peer mentor)
- Trustee/Overseer
- Whitman media (e.g., posters, brochures, flyers, handouts, web sites)
- Whitman Safety and Security Officer
- Don't know source
- A source not listed above (please specify:) _____

71. 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)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Learning disability/condition
- Length of service at Whitman
- 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
- 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:) _____

72. 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
- Person was the target of derogatory slights, snubs, insults
- Person was the target of derogatory verbal remarks
- Person was the target of derogatory phone calls/text messages/email
- Person was the target of derogatory/unsolicited messages on-line (e.g., Facebook, Twitter, Yik Yak, WhitmanEncounters)
- Person was the target of derogatory written comments
- Person was the target of 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 the target of physical violence
- Person was singled out as the spokesperson for their identity group
- Person received threats of physical violence
- Person's family safety was threatened
- Something not listed above (please specify:)

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

- At a Whitman event/program
- In a class/lab
- In a faculty office
- In a fraternity or sorority
- In a meeting with one other person
- In a meeting with a group of people
- In a Whitman administrative office
- In a Whitman dining facility
- In Penrose Library
- In an experiential learning environment (e.g., service learning, retreat, internship, field trip)
- In athletic facilities
- In other public spaces at Whitman
- In campus housing
- In the Counseling Center
- In off-campus housing
- In the Welty Health Center
- Off-campus
- On phone calls/text messages/email
- On-line social networking sites
- While walking on campus
- While working at a Whitman job
- A venue not listed above (please specify:)

74. How did you feel when you observed the conduct? **(Mark all that apply.)**

- I felt embarrassed
- I felt somehow responsible
- I was afraid
- I was angry
- I ignored it
- An experience not listed above (please specify:)

75. What did you do in response to observing 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 Whitman resource
 - Faculty member
 - Senior administrator (e.g., associate dean, vice president, provost)
 - Dean of Students
 - Whitman Safety and Security
 - Counseling Center
 - Intercultural Center
 - Office of Human Resources
 - Overseer/Trustee
 - Sexual Assault Victim's Advocate
 - Student staff (RA, SA)
 - Staff person
 - Title IX Administrator
- I told a family member
- I told a friend
- I filed an anonymous CARE report (whitman.edu/assist)
- 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:) _____

76. Did you report the conduct?

- No, I didn't report it
- Yes, I did report it
 - Yes, I reported it anonymously
 - Yes, and it was handled appropriately
 - 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

77. 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.

78. **Faculty/Staff only:** Have you observed **hiring** practices at Whitman (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 [**Skip to Question 81**]
 - Yes

79. **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)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Learning disability/condition
- Length of service at Whitman
- 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
- Philosophical views
- Political views
- Position (e.g., salary staff, hourly staff)
- 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 unjust hiring practices, please do so here.

81. **Faculty/Staff only:** Have you observed promotion/advancement/tenure/renewal practices at Whitman that you perceive to be unjust?
- No [**Skip to Question 84**]
 - Yes

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

- Age
- Educational credentials (e.g., BS, MS, PhD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Learning disability/condition
- Length of service at Whitman
- 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 disability/condition
- Philosophical views
- Political views
- Position (e.g., salary staff, hourly staff)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Don't know
- A reason not listed above (please specify:)

83. **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/advancement/tenure/renewal, please do so here.

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

- No [**Skip to Question 87**]
- Yes

85. **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)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Learning disability/condition
- Length of service at Whitman
- 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
- Philosophical views
- Political views
- Position (e.g., salary staff, hourly staff)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Don't know
- A reason not listed above (please specify:) _____

86. **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.

87. Using a scale of 1–5, please rate the overall campus climate at Whitman on the following dimensions:
(Note: As an example, for the first item, “friendly—hostile,” 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)

	1	2	3	4	5	
Friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hostile
Inclusive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exclusive
Improving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Regressing
Positive for persons with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, bisexual, queer or transgender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who identify as lesbian, gay, bisexual, queer or transgender
Positive for people of various spiritual/religious backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of various spiritual/religious backgrounds
Positive for People of Color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for People of Color
Positive for men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for men
Positive for women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for women
Positive for non-native English speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for non-native English speakers
Positive for people who are not U.S. citizens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who are not U.S. citizens
Welcoming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not welcoming
Respectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Disrespectful
Positive for people of high socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of low socioeconomic status
Positive for people of various political affiliations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of various political affiliations
Positive for people in active military/veterans status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people in active military/veterans status

88. Using a scale of 1–5, please rate the overall campus climate on the following dimensions:
(Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)

	1	2	3	4	5	
Not racist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Racist
Not sexist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sexist
Not homophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Homophobic
Not biphobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Biphobic
Not transphobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Transphobic
Not ageist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ageist
Not classist (socioeconomic status)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (socioeconomic status)
Not classist (position: faculty, staff, student)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (position: faculty, staff, student)
Disability friendly (Not ableist)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not disability friendly (Ableist)
Not xenophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Xenophobic
Not ethnocentric	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ethnocentric

89. **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 Whitman faculty .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Whitman staff .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Whitman senior administrators (e.g., associate 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 valued by the Walla Walla community.	<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 the campus climate 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"/>

90. **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/program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my department/program chair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other faculty at Whitman.	<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 Whitman senior administrators (e.g., associate dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by the Walla Walla community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty in my department/program 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/ program 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 Whitman 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 service contributions are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

91. **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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by co-workers outside my department.	<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 Whitman students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Whitman faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Whitman senior administrators (e.g., associate dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by the Walla Walla community.	<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-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 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/program 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"/>

92. **(Respondents who self-identify as having a disability in Q55 only)** Within the past year, have you experienced a barrier in any of the following areas at Whitman?

	Yes	No	Not applicable
Facilities			
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, labs (including computer labs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College housing (including Greek houses, apartments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College owned rentals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elevators/lifts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency preparedness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library	<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"/>
Podium	<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"/>
Studios/performing arts spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temporary barriers due to construction or maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walkways, pedestrian paths, crosswalks, ramps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology/Online Environment			
Accessible electronic format	<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 databases (e.g., Millennium, Datatel)	<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"/>

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"/>
Kiosks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library database	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CLEo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my.Whitman.edu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-line registration	<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"/>
Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional/Campus Materials			
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"/>
Intake forms (e.g., Health Center)	<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"/>

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

94. **(Respondents who identify as “transgender or trans*” in Q42 only)** Within the past year, have you experienced a barrier in any of the following areas at Whitman?

	Yes	No	Not applicable
Facilities			
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 Greek houses, apartments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College owned rentals	<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"/>
Identity Accuracy			
my.Whitman.edu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CLEo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic databases (e.g., Millennium, Datatel)	<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"/>
Communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Part 5: Institutional Actions Relative to Climate Issues

96. **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 Whitman.

	This Initiative IS Available at Whitman			This Initiative IS NOT Available at Whitman		
	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 generally.	<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 diversity, inclusivity, equity training to search committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity, inclusivity, equity training to the promotion and tenure committee.	<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"/>

97. 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.

98. **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 Whitman.

	This Initiative IS Available at Whitman			This Initiative IS NOT Available at Whitman		
	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, inclusivity, equity training for staff generally.	<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 diversity, inclusivity, equity training to search committees.	<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"/>

99. 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.

100. **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 Whitman.

	This Initiative IS Available at Whitman			This Initiative IS NOT Available at Whitman		
	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, inclusivity, equity training for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity, inclusivity, equity training for staff.	<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 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., building managers, resident assistants).	<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 Greek space.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

101. 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

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

103. Do you have any specific recommendations for improving the climate at Whitman?

104. 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 following resources:

Students

<https://www.whitman.edu/offices-and-services/counseling-center>

<https://www.whitman.edu/offices-and-services/dean-of-students/sexual-misconduct-policy/sexual-misconduct-prevention-and-response-network>

Kazi Joshua (Chief Diversity Officer)
509-526-3018 (desk)
joshuake@whitman.edu
Memorial Hall 301

For Faculty/Staff

Life Assistance Program 24/7
Phone # 1-800-538-3543

Can also Log in to www.Cignabehavioral.com/CGI
Click on the "Healthy Rewards Link" to access.

User name: rewards
Password: savings

Kazi Joshua (Chief Diversity Officer)
509-526-3018 (desk)
joshuake@whitman.edu
Memorial Hall 301

For more information about this project, including next steps, please visit <https://www.whitman.edu/campus-climate-survey>