

Executive Summary

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

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

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

Allegheny College has a long history of supporting diversity initiatives¹ as evidenced by the community's support and commitment to this climate assessment project. In spring 2009, Rankin & Associates (R&A), an identified leader in conducting multiple identity studies in higher education, presented a proposal to members of the Diversity and Gender Equity Committee, college administrators, faculty and staff. Allegheny College subsequently contracted with R&A to facilitate a campus-wide climate assessment.

¹ For more information on Allegheny diversity initiatives see <http://www.allegheny.edu/administration/diversity/>

Because of the inherent complexity of the topic of diversity, it is crucial to examine the multiple dimensions of diversity in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002).

Fact-finding groups were held in April 2009 to discuss with Allegheny students, staff, and faculty their perceptions of the college climate. Informed by these fact-finding groups and by previous R&A work, the Allegheny Climate Steering Committee² developed the final survey that was administered in October/November 2009. The final survey contained 109 questions, including open-ended questions for respondents to provide commentary. This report provides an overview of the findings of the Allegheny College campus-specific assessment, including the results of the campus-wide survey and a thematic analysis of comments provided by survey respondents.

All members of the campus community were invited to participate in the survey. The survey was designed for respondents to provide information about their personal experiences with regard to climate issues, their perceptions of the campus climate, student and employee satisfaction, and respondents' perceptions of institutional actions, including administrative policies and academic initiatives regarding climate issues and concerns on campus. A bulleted list of the quantitative results, a review of the qualitative findings, and a summary of the successes and challenges uncovered in the analyses are provided. While Allegheny has several challenges with regard to diversity issues, these challenges are found in higher education institutions across the country.³

² The Allegheny Climate Steering Committee (CSC) was made up of members of the Diversity and Gender Equity Committee as well as additional staff, faculty, and students.

³ Rankin, S. and Reason, R. (forthcoming). *Transformational Tapestry Model: A comprehensive approach for assessing and improving campus climates for underrepresented and underserved populations*. New York: Stylus Publications.

Sample Demographics

Following are summaries of the demographic characteristics of respondents, quantitative data, and qualitative comments. Readers are encouraged to review the full report for more specific details.

1,171 surveys were returned representing the following:

- 55% response rate
- 834 (71%) students, 141 (12%) faculty, 185 (16%) staff
- 43 (4%) People of Color;⁴ 1,102 (96%) White respondents
- 99 (9%) people who identified as having a disability
- Of those respondents:
 - 33 (3%) people who identified as having a physical disability
 - 30 (3%) people who identified as having a learning disability
 - 47 (4%) people who identified as having a psychological condition
- 173 (15%) people who identified as lesbian, gay, bisexual, queer, asexual or questioning; 980 (84%) who identified as heterosexual
- 724 (62%) women; 427(37%) men; 9 (1%) transgender⁵
- 610 (n = 53%) people who identified their spiritual affiliation as Christian and 30% (n= 350) as having no spiritual affiliation (e.g., no affiliation, atheist, agnostic)

⁴ While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses due to the small numbers of respondents in the individual categories.

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

Quantitative Findings

It is quite natural when reviewing data from this climate assessment to be curious about how Allegheny College compares to similar campuses. The current project is an assessment of the climate specific to Allegheny and care was taken in developing the assessment questions to specifically address the unique context at Allegheny. It is therefore recommended that one review the results with attention to the successes and challenges at Allegheny.

Personal Experiences with Campus Climate⁶

- A percentage of respondents had personally experienced offensive, hostile, exclusionary, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus (hereafter referred to as harassment)⁷ within the past two years. Harassment largely went unreported.
 - 15% (n = 174) of respondents had personally experienced offensive, hostile, exclusionary, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus.
 - The conduct was most often based on the respondents' gender (26%, n = 45), position at the College⁸ (21%, n = 37), age (16%, n = 28), political views (16%, n = 28), and religious/spiritual status (16%, n = 28).
 - Compared with 14% (n = 61) of men, 15% (n = 108) of women had personally experienced such conduct.
 - Of the women who experienced this conduct, 35% (n = 38) stated it was because of their gender.
 - Compared with 14% (n = 136) of heterosexual respondents, 20% (n = 35) of LGBQ⁹ respondents had personally experienced such conduct.
 - Of LGBQ respondents who experienced this conduct, 54% (n = 19) stated it was because of their sexual orientation.

⁶ Listings in the narrative are those responses with the greatest percentages. For a complete listing of the results, the reader is directed to the tables in the narrative and Appendix B.

⁷ Under the United States Code Title 18 Subsection 1514(c)1, harassment is defined as "a course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose" (<http://www.eeoc.gov/laws/vii.html>). In higher education institutions, legal issues discussions define harassment as any conduct that has unreasonably interfered with one's ability to work or learn on campus. The questions used in this survey to uncover participants' personal and observed experiences with harassment were designed using these definitions.

⁸ College status was defined in the questionnaire as "Within the institution, the status one holds by virtue of their status/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator)."

⁹ This report uses the terms "LGB" and "sexual minorities" to denote individuals who self-identified as lesbian, gay, bisexual, queer, and those who wrote in "other" terms, such as "pan-sexual," "homoflexible," "fluid," etc.

- Compared with 15% (n = 161) of White people, 16% (n = 7) of People of Color had personally experienced such conduct.
- Compared with 14% (n = 148) of respondents without disabilities, 25% (n = 8) of respondents with physical disabilities, 23% (n = 7) of respondents with learning disabilities, and 30% (n = 14) of respondents with psychological conditions had personally experienced such conduct.
- 14% (n = 25) of participants made complaints to Allegheny officials, while 15% (n = 26) did not know whom to go to, 12% (n = 21) did not report it for fear their complaint would not be taken seriously, and 12% (n = 20) did not report the incident for fear of retaliation.
- **Sexual harassment and sexual assault**
 - 6% (n = 73) of all respondents thought sexual harassment was a problem at Allegheny College.
 - 6% (n = 64) of all respondents thought sexual assault was a problem at Allegheny College.
 - 5% (n = 54) of all respondents were victims of sexual harassment while at Allegheny College.
 - Women (6%, n = 45), bisexual respondents (21%, n = 9), individuals with psychological conditions (13%, n = 6), and fourth year students (8%, n = 15) were most likely to have experienced sexual harassment.
 - The perpetrators of the sexual harassment were most often students (54%, n = 29), acquaintances (20%, n = 11), friends (17%, n = 9), and faculty member (15%, n = 8).
 - Twenty people (2%) had been sexually assaulted while at Allegheny College.
 - Women (2%, n = 15), bisexual respondents (12%, n = 5), individuals with psychological conditions (7%, n = 3), and fourth year students (4%, n = 8) were most likely to have experienced sexual assault.
 - 65% (n = 13) were assaulted on campus.
 - The perpetrators of the sexual assault were most often students (60%, n = 12), friend (25%, n = 5), acquaintance (20%, n = 4), and partner/spouse (15%, n = 3).

Satisfaction with Allegheny

- 82% (n = 269) of Allegheny College employees were “highly satisfied” or “satisfied” with their jobs at Allegheny. 71% (n = 231) were “highly satisfied” or “satisfied” with the way their careers have progressed at Allegheny College.
 - LGBQ respondents were least satisfied with both their jobs at Allegheny College and the way their careers have progressed.
- 90% (n = 744) of students were “highly satisfied” or “satisfied” with their education at Allegheny College.
 - Slightly lower percentages of Students of Color and LGBQ students were satisfied with their educations at Allegheny College than were other students.

- 21% (n = 248) of all respondents have seriously considered leaving Allegheny College.
 - Among employees, 30% (n = 55) of women and 25% (n = 35) of men considered leaving Allegheny College.
 - 39% (n = 14) of LGBQ employees, compared to 26% of heterosexual respondents, have seriously considered leaving the institution.
 - Among students, 19% (n = 103) of women and 17% (n = 49) of men considered leaving the College.
 - 32% (n = 12) of Students of Color and 18% (n = 141) of White students considered leaving Allegheny.

Perceptions of Campus Climate

- **Most respondents indicated that they were “comfortable” or “very comfortable”** with the overall climate at Allegheny College (82%, n = 960), in their departments or work units (77%, n = 898), and in their classes (86%, n = 836). The figures in the narrative demonstrate some disparities based on race.
 - Compared with 83% of White people, 65% of People of Color were “comfortable” or “very comfortable” with the overall campus climate.
 - Compared with 83% of heterosexual people, 78% of LGBQ people were “comfortable” or “very comfortable” with the overall campus climate.
 - Compared with 83% of people without a disability, 73% of people with a disability were “comfortable” or “very comfortable” with the overall campus climate.
 - Compared with 78% of White people, 74% of People of Color were “comfortable” or “very comfortable” with the climate in their departments or work units.
 - Compared with 79% of people without a disability, 63% of people with a disability were “comfortable” or “very comfortable” with the climate in their departments or work units.
 - Compared with 87% of heterosexual people, 78% of LGBQ people were “comfortable” or “very comfortable” with the climate in their classes.
 - Compared with 87% of people without a disability, 76% of people with a disability were “comfortable” or “very comfortable” with the climate in their classes.

- Twenty-nine percent of all respondents were aware of or had observed harassment on campus within the past two years.
 - 29% (n = 342) of the participants had observed or personally been made aware of conduct on campus that created an offensive, hostile, exclusionary, or intimidating working or learning environment.
 - Most of the observed harassment was based on sexual orientation (37%, n = 126), race (29%, n = 98), ethnicity (25%, n = 86), gender (24%, n = 82), political views (23%, n = 79), physical characteristics (23%, n = 78), and gender expression (22%, n = 76).
 - Compared with 29% (n = 316) of White respondents, 35% (n = 15) of Respondents of Color had observed or personally been made aware of such conduct.
 - Compared with 27% (n = 115) of men, 31% (n = 221) of women had observed or personally been made aware of such conduct.
 - Compared with 28% (n = 273) of heterosexuals, 36% (n = 63) of LGBTQ respondents had observed or personally been made aware of such conduct.
 - 28% (n = 229) of students, 36% (n = 52) of faculty, 26% (n = 17) of staff non-exempt, and 35% (n = 41) of staff exempt observed such conduct
 - Non-tenured faculty (69%, n = 24) were more than twice as likely as their tenured counterparts (34%, n = 28) to observe offensive, hostile, or intimidating conduct
 - Respondents with a disability (41%, n = 41) were more likely than respondents without a disability (28%, n = 300) to observe such conduct
 - 5% (n = 18) made a complaint to a campus employee/official, while 9% (n = 31) did not know whom to go to, and six percent (n = 22) did not report it out of fear of retaliation.
- With regard to campus accessibility for people with disabilities, 22% (n = 250) of respondents believed College housing and 20% (n = 227) of respondents believed **classroom buildings** were “very inaccessible.” **Substantial proportions of respondents** were unaware of how accessible different aspects of the campus were.
- Employees were asked to rank on a five-point Likert scale (“strongly agree” to “strongly disagree”) the degree to which they agreed with the statements regarding diversity and work-related issues.
 - The majority of faculty and staff respondents strongly agreed/agreed that they were comfortable asking questions about performance expectations (76%, n = 107, and 74%, n = 140, respectively).
 - 28% (n = 39) of faculty respondents and 29% (n = 55) of staff were reluctant to bring up issues that concern them for fear that it will affect their performance evaluation or tenure decisions.
 - 44% (n = 61) of faculty and 40% (n = 75) of staff believed there were many unwritten rules concerning how one is expected to interact with colleagues in their work units.
 - 46% (n = 151) of employees found Allegheny College supportive of family leave.

- 39% (n = 129) of employees have had to miss out on important things in their personal lives because of professional responsibilities.
 - 15% (n = 51) of employees felt that employees who have children were considered less committed to their careers, and 24% (n = 80) felt that employees who do not have children were often burdened with work responsibilities.
 - 75% (n = 246) employees believed Allegheny should continue providing domestic partner benefits.
 - 13% (n = 43) found it difficult to balance childcare with their work responsibilities, and 11% (n = 36) felt that their colleagues do not adequately balance their childcare responsibilities with their professional responsibilities.
 - 71% (n = 231) of employees believed that they had colleagues or peers at Allegheny College who gave them career advice or guidance when they need it, and 60% (n = 195) had support from decision makers/colleagues who support their career advancement.
 - 21% (n = 68) strongly agreed or agreed that the faculty mentor program was effective
 - 37% (n = 121) of employees believed the college treats exempt and non-exempt staff equitably.
 - 43% (n = 139) were highly satisfied or satisfied with their compensation as compared to that of other Allegheny peers with a similar level of experience.
- Some employee respondents observed discriminatory employment practices, and indicated that these practices were most often based on gender.
 - 21% (n = 71) of all employees (24% of faculty, 22% of staff exempt, and 15% of staff non-exempt) observed discriminatory hiring (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) at Allegheny College
 - 18% (n = 58) of all employees (20% of faculty, 16% of staff exempt, and 16% of staff non-exempt) observed unfair, unjust, or discriminatory behavior, procedures, or employment practices related to promotion and tenure
 - 18% (n = 59) of all employees (17% of faculty, 19% of exempt staff, and 21% of non-exempt staff) observed unfair, unjust, or discriminatory employment-related actions (exclusive of promotion/tenure)
 - Students were asked to indicate their level of agreement with a variety of statements regarding their experiences and perceptions at Allegheny College.
 - The majority of students felt valued by faculty (86%, n = 708) and other students (67%, n = 553) in the classroom.
 - In addition, they thought faculty (85%, n = 700), other students (53%, n = 433), staff (63%, n = 512), and administrators (76%, n = 618) were genuinely concerned with their welfare.

- 19% (n = 147) of White students and 32% (n = 12) of Students of Color thought faculty prejudged their abilities based on their identity/background, while 19% (n = 126) of heterosexual students compared to 27% (n = 37) of LGBTQ students felt this way.
- 18% (n = 7) of Students of Color perceived racial tensions in the classroom.
- 16% (n = 121) of White students and 29% (n = 11) of Students of Color perceived racial tensions in social situations.

Institutional Actions

- More than half of the respondents “strongly agreed”/“agreed” that all groups/offices provided visible leadership that fosters inclusion of diverse members of the campus community *except* the Board of Trustees.
- Faculty and staff recommendations
 - 49% (n = 154) of faculty and staff respondents thought providing tenure clock options with more flexibility for promotion/tenure for faculty/staff with families would positively affect the climate.
 - Men (52%, n = 68) were more likely than women (47%, n = 85) to agree that providing tenure clock options with more flexibility would be positively affect the climate.
 - Less than half of the faculty and staff respondents thought it would be a good idea to provide diversity training for college staff (48%, n = 149) and faculty (44%, n = 139).
 - 60% (n = 186) of faculty and staff thought Allegheny College ought to provide more effective mentorship for new minority/new women faculty.
 - 65% (n = 201) of faculty and staff respondents felt providing, promoting, and improving access to counseling for people who have experienced sexual assault/harassment would positively affect the climate.
 - At least half of the faculty and staff respondents thought the following initiatives would positively affect the climate: providing clear and fair processes to resolve conflicts (73%, n = 227), increasing funding to support campus climate change efforts (50%, n = 157), increasing staff representation in College governance (54%, n = 169), and increasing the diversity of the faculty and staff (62%, n = 193) and student body (70%, n = 219).

- Student recommendations
 - Three-quarters of the students were in favor of increasing opportunities for cross-cultural dialogue among students (74%, n = 553) and between faculty, staff, and students (75%, n = 556). More than half of students thought providing diversity training for all staff (55%, n = 415) and faculty (56%, n = 419), providing more effective faculty mentorship of students (65%, n = 482), providing a person to adjudicate student complaints of classroom inequity (63%, n = 470), increasing the diversity of the student body (58%, n = 433), and incorporating issues of diversity and cross-cultural competence more effectively into the curriculum (62%, n = 461) would positively affect the climate at Allegheny College.

Qualitative Findings

Out of the 1,171 surveys received at Allegheny College, 839 different people responded to one or more of the open-end questions. No respondents commented on all twenty open-ended questions. Respondents included students, faculty, staff exempt, and staff non-exempt. Multiple open-ended questions were infused throughout the survey and invited respondents to elaborate on their multiple choice responses. Two open-ended questions were located at the end of the survey and asked respondents whether their campus experiences differed from experiences in the surrounding community,¹⁰ and for general elaboration of personal experiences and thoughts.

Of the respondents who provided comments regarding these questions, themes were identified. The themes underscored the welcoming nature of Allegheny College's campus; the unwelcoming, homophobic, transphobic, sexist, and racist climate of the surrounding community; the division that exists between Allegheny College and its surrounding community (i.e., class and education); and, the need for more collaboration with the surrounding community. In general, many respondents praised Allegheny College's efforts to create a diverse and welcoming atmosphere, and/or suggested the campus would benefit from further actions to promote diversity on and around Allegheny College's campus.

¹⁰ The complete survey is available in Appendix C.

Voices, feelings, and experiences of individuals from underrepresented groups were shared regarding specific incidents of harassment and discrimination as well as positive experiences as members of Allegheny College's campus community or the surrounding community. These voices add great value to the quantitative data, and emphasize the need for Allegheny College to continue to promote a welcoming and inclusive environment for its campus community members, as well as foster relationships with members of the surrounding Meadville community.

Two strengths/successes emerged from the quantitative data. These findings should be noted and credited. First, high percentages of students (90%, n = 744) were highly satisfied and satisfied with their education at Allegheny College. Additionally, the majority of employees were highly satisfied or satisfied with their jobs at Allegheny College (82%, n = 269) and how their careers have progressed (71%, n = 231). Second, 82% (n = 960) of employees and students reported that they were very comfortable and comfortable with the climate at Allegheny College, and 77% (n = 898) with their department or work unit. Eighty-six percent (n = 836) of faculty and students were very comfortable and comfortable with the classroom climate. These quantitative results were also supported by numerous voices offered in response to the open-ended questions. These voices echoed positive experiences with the Allegheny College's campus climate. However, disparities existed where respondents from underrepresented groups typically reported less satisfaction and comfort at Allegheny College than the majority counterpart respondents. These underrepresented groups include women, People of Color, LGBTQ people, and people with a disability. Additionally, higher percentages of Respondents of Color and LGBTQ people have seriously considered leaving Allegheny College.

Several challenges were also revealed in the assessment. The first challenge relates to *race*. Although similar percentages of Respondents of Color reported personally experiencing exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (harassing behavior) that has interfered with their ability to work or learn at Allegheny College when compared to White respondents, Respondents of Color were five times more likely to attribute that harassment to race. People of Color were also more likely to indicate derogatory remarks as the form of experienced harassment. Respondents' observations of others being harassed also contributed to their perceptions of campus climate. Of those who observed harassment, 29% (n =

98) believed it was based on race and 25% (n = 86) believed the misconduct was based on ethnicity. People of Color were also more likely than White people to observe offensive, hostile, exclusionary, or intimidating conduct.

While 64% (n = 205) of all respondents believed the workplace was welcoming based on race, only 40% (n = 2) of Employees of Color agreed. Disparities also existed when employees were asked to rank the degree to which they agreed with certain statements. Faculty and Staff of Color were more likely than White faculty and staff to report that colleagues expect them to represent “the point of view” of their identity. One hundred percent of Faculty and Staff of Color versus 50% of White faculty and staff strongly agreed or agreed that their colleagues solicit their opinions regarding work. More than twice as many Faculty of Color than White faculty felt they had to work harder than their colleagues in order to receive the same rewards and recognition. In terms of diversity initiatives, Faculty and Staff of Color were less likely than White faculty and staff to strongly agree or agree that the College understands the value of a diverse faculty and staff. Staff of Color were also less likely than White staff to strongly agree or agree that the College acts effectively to recruit and retain a diverse faculty and staff. Lastly, race was the second most commonly observed basis for discriminatory hiring, and fourth most commonly observed basis for discriminatory employment-related actions (exclusive of promotion/tenure) at Allegheny College

Students of Color were also more likely than White students in some instances to report perceived disparities in the educational setting. When compared with White students, Students of Color were more likely to think faculty pre-judged their abilities based on their identity/background, to perceive racial/ethnic tensions in classroom discussions, and to perceive racial/ethnic tensions in social situations. Sixty-seven (n = 26) percent of Faculty and Students of Color compared with 76% (n = 658) of White faculty and students thought the classroom climate was welcoming for students based on race. It is important to underscore the small number of People of Color who responded to this survey. In particular, 38 Students of Color, three Faculty of Color, and two Staff of Color responded to this survey. Although only five Employees of Color responded to the survey, it is essential that their voices are heard and their experiences validated as important members of the Allegheny College campus community.

The experiences shared by women respondents and sexual minority respondents call attention to the second and third challenges at Allegheny College: *gender* and *sexual orientation*. Although women and men reported similar rates of experienced harassment (15%, 14%, respectively), women were almost three times more likely than their men counterparts to indicate the harassment was based on their gender. For all respondents who experienced harassment, gender was cited as the most common basis. With regard to observed harassment, women (31%, n = 221) more often reported these experiences than men (27%, n = 115). For all respondents who observed harassment, gender was indicated as the fourth most common basis. Women were three times more likely than men to experience sexual harassment, and twice as likely as men to experience sexual assault.

Women faculty were more reluctant than men faculty to bring up issues that concern them for fear that it will affect their performance evaluation or tenure decision. Women faculty were also more often expected to represent the “point of view” of their identity, and their opinions about work are less often solicited by colleagues when compared with their men faculty counterparts. Women faculty were more likely to indicate that they felt under scrutiny by their colleagues, and pressured to change their research agenda and teaching methods to make tenure or be promoted. Women faculty were more reluctant to take family leave that they are entitled to for fear that it will affect their career, feel they have to work harder than colleagues to be perceived as legitimate and achieve the same recognition/rewards. Women faculty also agreed that there are many unwritten rules concerning how one is expected to interact with colleagues in their work unit. Additionally, women faculty were less likely to think that the College understands the value of a diverse faculty and staff and that the College acts effectively to recruit and retain a diverse faculty and staff when compared with their men counterparts. Women staff did not indicate as much disagreement with their men counterparts as women faculty. However, women staff were less comfortable asking questions about performance expectations, and disagreed that colleagues have higher expectations of them than of other faculty/staff. Eleven percent fewer women employees strongly agreed or agreed that their compensation was equitable to their peers with a similar level of experience when compared to the responses of male employees. In the workforce, gender was the most commonly observed basis for discriminatory hiring; unfair,

unjust, or discriminatory behavior, procedures, or employment practices related to promotion and tenure; and, unfair, unjust, or discriminatory employment-related actions (exclusive of promotion/tenure).

LGBQ respondents (20%, n = 35) were more likely than their heterosexual counterparts (14%, n = 136) to experience harassment, and 27 times more likely to indicate the basis for that harassment was sexual orientation. In particular, more than half of sexual minority respondents (54%, n = 19) who experienced harassment indicated it was based on their sexual orientation while less than two percent (n = 2) of heterosexual respondents attributed the harassment to their sexual orientation. Sexual orientation was the seventh most common reason for experienced harassment. Nineteen percent more LGBQ respondents indicated they were singled out as the “resident authority” due to their identity, nine percent more feared for their physical safety, nine percent more feared getting a poor grade due to a hostile classroom environment, and six percent more LGBQ respondents were victims of a crime when compared to their heterosexual counterparts. Sexual orientation (37%, n = 126) was the leading basis for observed harassment. A higher percentage of LGBTQ respondents observed harassment than did their heterosexual counterparts (36%, n = 63 vs. 28%, n = 273, respectively). Forty-seven percent (n = 16) of LGBQ employees and 64% of heterosexual employees thought the workplace climate was welcoming based on sexual orientation. When compared with heterosexual students, LGBTQ students were also more likely to think faculty pre-judged their abilities based on their identity.

The fourth challenge that Allegheny College faces relates to *disability status*. Higher percentages of people who reported having a physical disability, learning disability, or psychological condition experienced harassment when compared with their non-disabled counterparts. Respondents who experienced harassment and who indicated they had psychological conditions or physical disabilities were more likely to indicate the harassment was based on their disability(ies). Furthermore, respondents with a disability (41%, n = 41) were substantially more likely than respondents without a disability (28%, n = 300) to observe harassment while at Allegheny College. Less than half of all employee respondents thought the workplace climate was welcoming for employees based on learning disability status and psychological disability status. When compared with students without disabilities, students with disabilities were also

more likely to think faculty pre-judged their abilities based on their identity. Less than half of all students and faculty felt the courses they took or taught included materials, perspectives, and/or experiences of people based on learning disability status, physical disability status, and psychological disability status. With regard to campus accessibility for people with disabilities, a couple of locations on campus including College housing and classroom buildings were selected as “very inaccessible” by respondents.

Overall, the results in this report parallel those in similar investigations where People of Color, women, sexual minorities, and people with disabilities tend to feel that the institution is not addressing systemic, structural, and informal issues as favorably as for their White, male, heterosexual, and able-bodied respondents.

The next steps in this project are to use the results of this assessment to identify specific strategies for addressing the challenges facing the community and to support positive initiatives on campus.

Please note: This version of the Executive Summary has been slightly modified to protect the confidentiality of all participants.