

**Carleton College**  
**Assessment of Campus Climate**  
(Administered for Carleton College by Rankin & Associates, Consulting)

**Purpose**

You are invited to participate in a survey of students, faculty, staff and administrators regarding the climate at Carleton College. The results of the survey will provide important information about our climate and will enable us to improve the environment for working and learning at Carleton.

**Procedures**

You will be asked to complete the attached survey. Your participation and responses are confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take about 20 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 and 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 and submitted as an appendix to the survey report. Quotes from submitted comments will also be used throughout the report to give “voice” to the quantitative data.

**Discomforts and Risks**

There are no risks in participating in this research beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. In the event that any questions asked are disturbing, you may stop responding to the survey at any time.

Students who experience discomfort are encouraged to contact:  
The Wellness Center x4080 or the Office of the Chaplain x4003

Faculty and staff who experience discomfort are encouraged to contact:  
Carolyn Fure-Slocum, Chaplain x4003 or Joanne Jirik Mullen, Ombudsperson x4569

**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 Carleton College is conducive to working and learning.

**Statement of Confidentiality**

You will not be asked to provide any identifying information and information you provide on the survey will remain confidential. In the event of any publication or presentation resulting from the research, no personally identifiable information will be shared. Neither the external consultant nor the internal investigators will report any group data for groups of fewer than 5 individuals that may be small enough to compromise identity. Instead, the analysts will combine the groups to eliminate any potential for identifiable demographic information.

**Voluntary Participation**

Participation in this research 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). By completing the survey, your informed consent will be implied. Refusal to take part in this research study will involve no penalty or loss of student or employee benefits.

### **Right to Ask Questions**

You can ask questions about this research.

Questions concerning this project should be directed to:

**Susan R. Rankin, Ph.D.**

Principal & Senior Research Associate

Rankin and Associates, Consulting

PO Box 576

Howard, PA 16841

[sue@rankin-consulting.com](mailto:sue@rankin-consulting.com)

814-625-2780

**Questions regarding the survey process may also be directed to:**

Joe Baggot, Associate Dean of Students, [jbaggot@carleton.edu](mailto:jbaggot@carleton.edu)

Adriana Estill, Associate Professor of English and American Studies, [aestill@carleton.edu](mailto:aestill@carleton.edu)

Stephen Kennedy, Professor of Mathematics, [skennedy@carleton.edu](mailto:skennedy@carleton.edu)

Chai Lee, Class of 2009, [leec@carleton.edu](mailto:leec@carleton.edu)

Dan Lugo, Development Officer, [dlugo@carleton.edu](mailto:dlugo@carleton.edu)

Maya Warren, Research Assistant, Institutional Research and Assessment, [mwarren@carleton.edu](mailto:mwarren@carleton.edu)

Kaaren Williamsen-Garvey, Director for the Gender and Sexuality Center, [kwilliam@carleton.edu](mailto:kwilliam@carleton.edu)

**Questions concerning the rights of research participants should be directed to:**

Sharon Akimoto

Associate Professor of Psychology

Chair for the Carleton College Institutional Review Board

x4503

[sakimoto@carleton.edu](mailto:sakimoto@carleton.edu)

This informed consent form was reviewed and approved by the Institutional Review Board at Carleton College on 2-28-2008.

### **Directions**

Please read and answer each question carefully. For each answer, darken the appropriate oval completely. If you want to change an answer, darken the oval of your new answer and cross out your previous response. You may decline to answer specific questions. **Your answers will be scored by machine, so please use a blue or black pen.**

## **Survey Terms and Definitions**

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

**Disability:** A person who has a physical or psychological impairment which substantially limits one or more major life activities; a person who has a record of such impairment or is regarded as having such impairment

**Ethnic Identity:** A unique social and cultural heritage shared by a group of people.

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

**Institutional Status:** Within the institution, the status one holds by virtue of their position/status within the institution (e.g., student, staff, full-time faculty, part-time faculty, administrator, etc.)

**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.

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

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

**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 Harassment:** A repeated course of conduct whereby one person engages in verbal or physical behavior of a sexual nature, that is unwelcome, serves no legitimate purpose, intimidates another person, and has the effect of creating an intimidating, hostile or offensive work or classroom environment.

**Sexual Assault:** Intentional physical contact, such as sexual intercourse or touching, of a person's intimate body parts by someone who did not have permission to make such contact.

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

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

**Transgender:** Umbrella term for someone whose self-identity challenges traditional societal definitions of male and female.

**Please do not complete this survey more than once.**

# Personal Experiences

## *During The Past Two Years...*

1. Overall, how comfortable are you with the climate at Carleton College?
  - Very comfortable
  - Comfortable
  - Neither comfortable nor uncomfortable
  - Uncomfortable
  - Very uncomfortable
  
2. Overall, how comfortable are you with the climate in your department/work unit?
  - Very comfortable
  - Comfortable
  - Neither comfortable nor uncomfortable
  - Uncomfortable
  - Very uncomfortable
  - Not applicable
  
3. Overall, how comfortable are you with the climate in your classes?
  - Very comfortable
  - Comfortable
  - Neither comfortable nor uncomfortable
  - Uncomfortable
  - Very uncomfortable
  - Not applicable
  
4. If you would like to elaborate on your responses in questions 1-3, please do so here.

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5. Have you ever seriously considered leaving Carleton?
  - Yes
  - No [Go to Question 8]

6. When did you consider leaving? **(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
- Faculty (please specify when) \_\_\_\_\_
- Staff (please specify when) \_\_\_\_\_

7. Why did you consider leaving and why did you decide to stay?

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8. **Within the past two years**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (harassing behavior) that has interfered with your ability to work or learn at Carleton?

- Yes
- No [Go to Question 15]

9. What do you believe this conduct was based upon? **(Mark all that apply)**

- My age
- My country of origin
- My educational level
- My English language proficiency/accent
- My ethnicity
- My gender
- My gender expression
- My immigrant status
- My learning disability (e.g., dyslexia)
- My military/veteran status
- My parental status (e.g., having children)
- My psychological disability (e.g., depression, anxiety, bi-polar, PTSD)
- My physical characteristics
- My physical disability
- My political views
- My race
- My religious/spiritual views
- My sexual orientation
- My socioeconomic status
- My institutional status
- Other (please specify) \_\_\_\_\_

10. How did you experience this conduct? **(Mark all that apply)**

- I was the target of racial/ethnic profiling
- I was the target of graffiti (e.g., event advertisements removed or defaced)
- I was the target of derogatory remarks (e.g., “that’s so gay”, “I got Jewed down”, “she’s/he’s such a \_\_\_\_\_”)
- I was the target of physical violence
- I was the victim of a crime
- I was singled out as the “resident authority” due to my identity
- I received derogatory written comments
- I received derogatory phone calls
- I received threats of physical violence
- I received derogatory/unsolicited e-mails
- I received a low performance evaluation
- I felt I was deliberately ignored or excluded
- I felt intimidated/bullied
- I felt isolated or left out when work was required in groups
- I felt isolated or left out
- I feared for my physical safety
- I feared for my family’s safety
- I feared getting a poor grade because of a hostile classroom environment
- I observed others staring at me
- Someone assumed I was admitted or hired because of my identity
- Other (please specify) \_\_\_\_\_

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

- In a class
- While working at a campus job
- While walking on campus
- In campus housing
- In off-campus housing
- In a College dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In athletic facilities
- Off campus
- Other (please specify) \_\_\_\_\_

12. Who was the source of this conduct? **(Mark all that apply)**

- Academic administrator
- Administrator
- Campus media (posters, brochures, flyers, handouts, web sites, etc.)
- Campus security
- Campus visitor(s)
- Colleague
- Community member
- Department chair
- Don't know source
- Faculty advisor
- Faculty member
- Person that I supervise
- Staff member
- Student
- Supervisor
- Teaching assistant
- Other (please specify) \_\_\_\_\_

13. Please describe your reactions to experiencing this conduct. **(Mark all that apply)**

- I felt embarrassed
- I told a friend
- I avoided the person who harassed me
- I confronted the harasser at the time
- I ignored it
- I was angry
- I was afraid
- I left the situation immediately
- I didn't know who to go to
- I confronted the harasser later
- I made an official complaint to a campus employee/official
- I felt somehow responsible
- I didn't report it for fear of retaliation
- It didn't affect me at the time
- I sought support from counseling services
- I sought support from a faculty member
- I sought support from a staff member
- I did report it but it but my complaint was not taken seriously
- I didn't report it for fear that my complaint would not be taken seriously
- Other (please specify) \_\_\_\_\_

14. If you would like to elaborate on your personal experiences, please do so here.

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**During Your Time at Carleton College...**

15. Do you know someone who has been a victim of sexual harassment at Carleton?

- Yes
- No

16. Have you ever been a victim of sexual harassment while at Carleton?

- Yes
- No [Go to Question 22]

17. Who was the offender(s)? **(Mark all that apply)**

- Acquaintance
- Administrator
- Department chair
- Co-worker
- Faculty advisor
- Faculty member
- Friend
- Partner/spouse
- Person that I supervise
- Staff member
- Stranger
- Student
- Supervisor
- Teaching assistant
- Other (please specify) \_\_\_\_\_

18. Where did the incident(s) occur? **(Mark all that apply)**

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

19. Please describe your response to experiencing the incident(s). **(Mark all that apply)**

- I sought support from off-campus hot-line/advocacy services
- I told a friend
- I told a family member
- I sought support from a campus resource (e.g., Wellness Center)
- I contacted campus security
- I contacted a local law enforcement official
- I contacted my Union
- I reported the incident and it was ignored
- I sought support from a staff person
- I sought support from a faculty member
- I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)
- I sought support from student staff (e.g., resident assistant)
- I sought support from CAASHA
- I sought information on-line
- I did nothing
- Other (please specify) \_\_\_\_\_

20. If you did not report the sexual harassment to a campus official or staff member please explain why you did not.

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21. If you did report the sexual harassment to a campus official or staff member, did you feel that it was responded to appropriately? If not, please explain why you felt that it was not.

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22. Do you know someone who has been a victim of sexual assault at Carleton?

- Yes
- No

23. Have you ever been a victim of sexual assault while at Carleton?

- Yes
- No [Go to Question 29]

24. Who was the offender(s)? **(Mark all that apply)**

- Acquaintance
- Administrator
- Department chair
- Co-worker
- Faculty advisor
- Faculty member
- Friend
- Partner/spouse
- Person that I supervise
- Staff member
- Stranger
- Student
- Supervisor
- Teaching assistant
- Other (please specify) \_\_\_\_\_

25. Where did the incident(s) occur? **(Mark all that apply)**

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



26. Please describe your response to experiencing the incident(s). **(Mark all that apply)**

- I sought support from off-campus hot-line/advocacy services
- I told a friend
- I told a family member
- I sought support from a campus resource (e.g., Wellness Center)
- I sought medical services
- I contacted campus security
- I contacted local law enforcement official
- I contacted my Union
- I reported the incident and it was ignored
- I sought support from a staff person
- I sought support from a faculty member
- I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)
- I sought support from student staff (e.g., resident assistant)
- I sought support from CAASHA
- I sought information on-line
- I did nothing
- Other (please specify) \_\_\_\_\_

27. If you did not report the sexual assault to a campus official or staff member please explain why you did not.

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28. If you did report the sexual assault to a campus official or staff member, did you feel that it was responded to appropriately? If not, please explain why you felt that it was not.

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## Demographic Information

Neither the external consultant nor the internal investigators will report any group data for groups of fewer than 5 individuals that may be small enough to compromise identity. Instead, the analysts will combine the groups to eliminate any potential for identifiable demographic information.

29. What is your gender identity?

- Man
- Woman
- Transgender
- Other (please specify) \_\_\_\_\_

30. What is your race/ethnicity?

**(If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply)**

- African
- African American/Black (not Hispanic)
- Alaskan Native (please specify corporation) \_\_\_\_\_
- Asian (please specify) \_\_\_\_\_
- Asian American
- Southeast Asian (please specify) \_\_\_\_\_
- South Asian (please specify) \_\_\_\_\_
- Caribbean/West Indian (please specify) \_\_\_\_\_
- Caucasian/White (not Latino(a)/Hispanic)
- Latino(a)/Hispanic (please specify) \_\_\_\_\_
- Latin American (please specify) \_\_\_\_\_
- Middle Eastern (please specify) \_\_\_\_\_
- Native American Indian (please specify Tribal affiliations) \_\_\_\_\_
- Pacific Islander/Hawaiian Native
- Other (please specify) \_\_\_\_\_

31. Which term best describes your sexual orientation?

- Asexual
- Bisexual
- Gay
- Heterosexual
- Lesbian
- Queer
- Questioning
- Other (please specify) \_\_\_\_\_

32. What is your **primary** status on campus? **(Please mark only one)**

- Student
- Faculty [Go to Question 34]
- Staff [Go to Question 35]

33. **Students only:** What is your current status? **(Please mark only one)**

- First year student
- Second year student
- Third year student
- Fourth year student
- Other (please specify) \_\_\_\_\_

34. **Faculty only:** What is your current status? **(Please mark only one)**

- Faculty (tenure/tenure track) [Go to Question 34a]
- Visiting Faculty [Go to Question 34b]
- Adjunct Faculty [Go to Question 34c]
- Faculty in PEAR [Go to Question 34d]

34a. Faculty (tenure/tenure track) please choose one of the following:

- Instructor
- Assistant Professor
- Associate Professor
- (Full) Professor

34b. Visiting faculty please choose one of the following:

- Instructor
- Assistant Professor
- Associate Professor
- (Full) Professor

34c. Adjunct faculty please choose one of the following:

- Instructor
- Lecturer
- Senior Lecturer

34d. Faculty in PEAR please choose one of the following:

- Instructor
- Lecturer
- Senior Lecturer

35. **Staff only:** What is your current status? **(Please mark only one)**

- Exempt
- Non-exempt, non-union
- Non-exempt, union
- Sodexho

36. **Faculty/Staff Only:** What is your current parental status?

- No children
- Single parent
- Pregnant
- Co-parent with a partner/spouse
- Other (please specify) \_\_\_\_\_

37. **Students Only:** What is the highest level of education achieved by your parent(s)/legal guardian(s)?

	No high school	Some high school	High school diploma/GED	Some college	Business/Technical certificate/degree	Associates degree	Bachelors degree	Some graduate work	Masters degree	Doctoral degree	Other professional degree	Unknown	Not applicable
Parent/ Legal Guardian 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent/ Legal Guardian 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. **Staff Only:** What is your highest completed level of education?

- Did not complete high school
- Completed high school
- Some college
- Some graduate work
- Associates degree
- Bachelors degree
- Masters degree
- Doctoral degree/Terminal Professional degree
- Business /Technical certificate/degree
- Other professional degree

39. **Faculty/Staff only:** With which academic department/work unit/program are you primarily affiliated at this time?

- Arts and Literature
- Humanities
- Social Sciences
- Mathematics and Natural Sciences
- PEAR (Physical Education, Athletics, & Recreation)
- Admissions/Financial Aid (Admissions Office, Alumni Admissions Program, Student Financial Services)
- Dean of the College (Animal Colony, Arboretum, Archives, Art Gallery & Collections, College Writing Program, Information Technology Services, Language Center, Library, Media Services, Off-Campus Studies, Perlman Center for Learning and Teaching, Registrar, Summer Academic Programs)
- Dean of Students Division (Academic Support Center, Campus Activities, Career Center, Educational Counseling, Gender & Sexuality Center, Intercultural Life, Residential Life, Trio/Student Support Services, Wellness Center)
- President's Office (including Chaplain's Office, Institutional Research)
- External Relations (Alumni Affairs, College Relations, Development, Media & Public Relations, Publications, Web Communications)
- Vice President and Treasurer Division: Auxiliary Services & Special Projects (Bookstores, Campus Services, Food Service, Post Office, Printing and Mailing, Telecommunications)
- Vice President and Treasurer Division: Facilities Management and Capital Planning (Building Maintenance, Custodial Services, Energy Management, Grounds, Interior Design)
- Vice President and Treasurer Division: Budget Analyst, Business Office, Ombudsperson, Human Resources, Investment Office, Security Services
- Other (please specify) \_\_\_\_\_

40. **Students only:** What is your academic major? **(Mark all that apply)**

- Undeclared
- African/African-American Studies
- American Studies
- Asian Studies
- Art History
- Art (Studio)
- Biology
- Chemistry
- Cinema & Media Studies
- Classical Languages
- Classical Studies
- Computer Science
- Economics
- English
- French & Francophone Studies
- Geology
- German
- Greek
- History
- Latin American Studies
- Latin
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Political Science/IR
- Psychology
- Religion
- Russian
- Sociology/Anthropology
- Spanish
- Theater Arts
- Women's and Gender Studies
- Other (please specify) \_\_\_\_\_

41. **Faculty/Staff only:** During the academic year, are you:

- Part time
- Full time
- Other (please specify) \_\_\_\_\_

42. Do you have a disability (physical, learning, psychological) that substantially affects a major life activity?

- Yes
- No [Go to Question 44]

43. What is your disability? **(Mark all that apply)**

- Physical condition (e.g., seeing, hearing, walking)?
- Learning disability (e.g., dyslexia)
- Psychological condition (e.g., depression, anxiety, bi-polar, PTSD)

44. What is your citizenship status?

- U.S. citizen
- U.S. citizen – naturalized
- Dual citizenship
- Permanent resident (immigrant)
- Permanent resident (refugee)
- International (F-1, J-1, H, A, L, or G visas)
- Other (please specify) \_\_\_\_\_

45. What is your religious or spiritual affiliation?

- Animist
- Anabaptist
- Agnostic
- Atheist
- Baha'i
- Baptist
- Buddhist
- Christian Orthodox
- Confucianist
- Druid
- Evangelical/Non-denominational Christian
- Episcopalian
- Hindu
- Islam
- Jehovah's Witness
- Jewish
- Latter Day Saints (Mormon)
- Lutheran
- Mennonite
- Methodist
- Moravian
- Muslim
- Native American Traditional Practitioner or Ceremonial
- Pagan
- Pentecostal
- Presbyterian
- Quaker
- Roman Catholic
- Seventh Day Adventist
- Shamanist
- Shinto
- Sikh
- Taoist
- Unitarian Universalist
- United Church of Christ
- Wiccan
- Zoroastrian
- Spiritual, but no religious affiliation
- No affiliation
- Other (please specify) \_\_\_\_\_

46. **Faculty/Staff only:** How long have you been employed by Carleton?
- Less than 2 years
  - 2-4 years
  - 5-10 years
  - 11-15 years
  - 16-20 years
  - 21-30 years
  - 31+ years
47. **Faculty/Staff only:** Are you a Carleton alumnus?
- Yes
  - No
48. **Students only:** Are you currently dependent (family/guardian is assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)?
- Dependent
  - Independent
49. **Students only:** What is your *best estimate* of your family's yearly income (if partnered, married, or a dependent student) or your yearly income (if single or an independent student)?
- \$24,999 or below
  - \$25,000 - \$49,999
  - \$50,000 - \$74,999
  - \$75,000- \$99,999
  - \$100,000 - \$125,999
  - \$126,000 - \$149,999
  - \$150,000 - \$174,999
  - \$175,000 - \$199,999
  - \$200,000 - \$225,999
  - \$226,000-\$249,999
  - \$250,000 and above
50. **Students only:** Where do you live?
- Campus housing
  - Northfield option
  - Other (please specify) \_\_\_\_\_
51. **Students only:** Are you employed on average more than 10 hours per week?
- Yes
  - No [Go to Question 58]
52. **Students only:** How many hours per week do you work?
- 11-15
  - 16-20
  - 21-30
  - 31-40
  - 41 and over

## Work-Life Issues

53. **Faculty/Staff only:** As a faculty/staff member ...

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not applicable</b>
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation and/or tenure decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable asking questions about performance expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues/peers expect me to represent "the point of view" of my identity (e.g., race, gender, sexual orientation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues solicit my opinions about their work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues/peers have lower expectations of me than other faculty/staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I constantly feel under scrutiny by my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My research/professional interests are valued by my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel pressured to change my research agenda to make tenure/be promoted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am reluctant to take family leave that I am entitled to for fear that it may affect my career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have to work harder than I believe my colleagues do in order to be perceived as legitimate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have to work harder than I believe my colleagues do in order to achieve the same recognition/rewards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues have higher expectations of me than other faculty/staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel pressured to change my methods of teaching to achieve tenure/be promoted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that tenure and promotion procedures are fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe tenure and promotion procedures are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe salary determinations are fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe salary determinations are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think the college administration adequately reflects the diversity of the faculty and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think the college understands the value of a diverse faculty and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think the college acts effectively to recruit and retain a diverse faculty and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



54. **Faculty/Staff only:** As a faculty/staff member...

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not applicable</b>
I often have to forgo professional activities because of my personal responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find that personal responsibilities and commitments have slowed down my career progression.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find that Carleton is supportive of my family leave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have to miss out on important things in my personal life because of professional responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that faculty/staff who have children are considered less committed to their careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that faculty/staff who do not have children are often burdened with work responsibilities (e.g., stay late, early classes) beyond those who do have children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that Carleton should continue to provide domestic partner benefits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have equitable access to domestic partner benefits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

55. **Faculty/Staff only:** Please indicate your level of agreement with the following statements about the resources that are available to you:

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not applicable</b>
I have colleagues or peers who give me career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that the faculty mentor program is effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that decision makers/colleagues support my career advancement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the equipment and supplies I need to adequately perform my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have equitable work space in terms of quantity and quality as compared to my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have equitable access for research support as compared to my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have equitable access for teaching support as compared to my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my compensation is equitable to my peers with similar level of experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have equitable access to health benefits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe the college treats exempt and non-exempt staff equitably.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

56. **Faculty/Staff only:** As a faculty/staff member, how satisfied are you with...

	Highly satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Highly dissatisfied
Your job at Carleton?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The way your career has progressed at Carleton?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

57. Why are you satisfied or dissatisfied with your job and/or the way your career has progressed at Carleton?

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58. **Students Only:** As a student, how satisfied are you with...

	Highly satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Highly dissatisfied
Your education at Carleton?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The way your academic career has progressed at Carleton?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

59. Why were you satisfied or dissatisfied with your education and/or the way your academic career has progressed at Carleton?

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60. **Students Only:** Do you experience financial hardship at Carleton?

- Yes
- No [Go to Question 62]

61. How do you experience the financial hardship? **(Mark all that apply)**

- Unable to purchase my books
- Unable to participate in social events
- Unable to afford on-campus housing
- Other (please specify) \_\_\_\_\_

## Perceptions

62. **Within the past two years, have you observed or personally been made aware of any** conduct directed toward a person or group of people on campus that you believe has created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or or hostile (harassing) working or learning environment?

- Yes
- No [Go to Question 69]

63. What do you believe were the bases for this conduct? **(Mark all that apply)**

- Age
- Country of origin
- Educational level
- English language proficiency/accent
- Ethnicity
- Gender
- Gender expression
- Immigrant status
- Learning disability (e.g., dyslexia)
- Military/veteran status
- Parental status (e.g., having children)
- Psychological disability(e.g., depression, anxiety, bi-polar, PTSD)
- Physical characteristics
- Physical disability
- Political views
- Race
- Religious/spiritual views
- Sexual orientation
- Socioeconomic status
- Institutional status
- Other (please specify) \_\_\_\_\_

64. What forms of conduct based on one's identity have you observed or personally been made aware of? **(Mark all that apply)**

- Racial/ethnic profiling
- Graffiti (e.g., event advertisements removed or defaced)
- Derogatory written comments
- Derogatory phone calls
- Threatened with physical violence
- Derogatory/unsolicited e-mails
- Physical violence
- Stared at
- Deliberately ignored or excluded
- Derogatory remarks
- Intimidated/bullied
- Feared for their physical safety
- Feared for their family's safety
- Assumed that someone was admitted or hired
- Victim of a crime
- Received a poor grade because of a hostile classroom environment
- Received a low performance evaluation
- Singled out as the "resident authority"
- Isolated or left out when work was required in groups
- Isolated or left out
- Isolated or left out because of his/her socioeconomic status
- Other (please specify) \_\_\_\_\_

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

- In a class
- While working at a campus job
- While walking on campus
- In campus housing
- In off-campus housing
- In a College dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In athletic facilities
- Off campus
- Other (please specify) \_\_\_\_\_

66. Who was the source of this conduct? **(Mark all that apply)**

- Academic administrator
- Administrator
- Campus media (posters, brochures, flyers, handouts, web sites, etc.)
- Campus security
- Campus visitor(s)
- Colleague
- Community member
- Department chair
- Don't know source
- Faculty advisor
- Faculty member
- Person that I supervise
- Staff member
- Student
- Supervisor
- Teaching assistant
- Other (please specify) \_\_\_\_\_

67. Please describe your reactions to observing this conduct. **(Mark all that apply)**

- I felt embarrassed
- I told a friend
- I avoided harasser
- I confronted the harasser at the time
- I ignored it
- I was angry
- I was afraid
- I left the situation immediately
- I didn't know who to go to
- I confronted the harasser later
- I made an official complaint to a campus employee/official
- I felt somehow responsible
- I didn't report it for fear of retaliation
- It didn't affect me at the time
- I sought support from counseling services
- I sought support from a faculty member
- I sought support from a staff member
- I did report it but it but my complaint was not taken seriously
- I didn't report it for fear that my complaint would not be taken seriously
- Other (please specify) \_\_\_\_\_

68. If you would like to elaborate on your observations, please do so here.

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69. I have observed unfair, unjust, or discriminatory **hiring** practices at Carleton College (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool).

- Yes
- No [Go to Question 71]
- Don't know [Go to Question 71]

70. I believe that the unfair, unjust, or discriminatory **hiring** practice was based upon **(Mark all that apply)**

- Age
- Country of origin
- Educational level
- English language proficiency/accent
- Ethnicity
- Gender
- Gender expression
- Immigrant status
- Institutional status
- Learning disability (e.g., dyslexia)
- Marital/partner status
- Military/veteran status
- Parental status (e.g., having children)
- Psychological disability (e.g., depression, anxiety, bi-polar, PTSD)
- Physical characteristics
- Physical disability
- Political views
- Race
- Religious/spiritual views
- Sexual orientation
- Socioeconomic status
- Other (please specify) \_\_\_\_\_

71. If you would like to elaborate on your observations, please do so here.

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72. I have observed **unfair, unjust, or discriminatory employment-related actions** at Carleton College, up to and including dismissal.

- Yes
- No [Go to Question 75]
- Don't know [Go to Question 75]

73. I believe that the **unfair, unjust, or discriminatory employee-related actions** was based upon **(Mark all that apply)**

- Age
- Country of origin
- Educational level
- English language proficiency/accent
- Ethnicity
- Gender
- Gender expression
- Immigrant status
- Institutional status
- Learning disability (e.g., dyslexia)
- Marital/partner status
- Military/veteran status
- Parental status (e.g., having children)
- Psychological disability (e.g., depression, anxiety, bi-polar, PTSD)
- Physical characteristics
- Physical disability
- Political views
- Race
- Religious/spiritual views
- Sexual orientation
- Socioeconomic status
- Other (please specify) \_\_\_\_\_

74. If you would like to elaborate on your observations, please do so here.

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75. I have observed unfair, unjust, or discriminatory behavior, procedures, or employment practices related to **promotion/tenure** at Carleton College.

- Yes
- No [Go to Question 78]
- Don't know [Go to Question 78]

76. I believe the unfair, unjust, or discriminatory behavior, procedures, or employment practices related to **promotion/tenure** was based upon... **(Mark all that apply)**

- Age
- Country of origin
- Educational level
- English language proficiency/accent
- Ethnicity
- Gender
- Gender expression
- Immigrant status
- Institutional status
- Learning disability (e.g., dyslexia)
- Marital/partner status
- Military/veteran status
- Parental status (e.g., having children)
- Psychological disability (e.g., depression, anxiety, bi-polar, PTSD)
- Physical characteristics
- Physical disability
- Political views
- Race
- Religious/spiritual views
- Sexual orientation
- Socioeconomic status
- Other (please specify) \_\_\_\_\_

77. If you would like to elaborate on your observations, please do so here.

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78. I think sexual harassment is a problem at Carleton.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Don't know

79. If a friend or I were sexually harassed I know where to go to get help.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Don't know

80. I understand Carleton's formal procedures to adjudicate complaints of sexual harassment.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Don't know

81. I have confidence that Carleton administers the formal procedures to adjudicate complaints of sexual harassment fairly.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Don't know

82. I think sexual assault is a problem at Carleton.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Don't know

83. If a friend or I were sexually assaulted I know where to go to get help.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Don't know

84. I understand Carleton's formal procedures to adjudicate complaints of sexual assault.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Don't know

85. I have confidence that Carleton administers the formal procedures to adjudicate complaints of sexual assault fairly.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Don't know

86. Using a scale of 1-5, please rate the overall climate on campus 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
Concerned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Indifferent
Cooperative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Uncooperative
Improving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Regressing
Accessible to persons with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Inaccessible to persons with disabilities
Positive for people who identify as lesbian, gay, bisexual, 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, or transgender
Positive for people of Jewish heritage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of Jewish heritage
Positive for people of Islamic faith	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of Islamic faith
Positive for people who practice other than the Christian faith	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who practice other than the Christian faith
Positive for people who practice the Christian faith	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who practice the Christian faith
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 immigrants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not positive for people who are immigrants
Positive for international people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not positive for international people
Welcoming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-welcoming
Respectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Disrespectful
Positive for people who are raising children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative positive for people who are raising children
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"/>	Not positive for people of low socioeconomic status



87. Using a scale of 1-5, please rate the overall climate on campus 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	
Non-racist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Racist
Non-sexist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sexist
Non-homophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Homophobic
Not age biased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Age biased
Non-classist (e.g., socioeconomic status)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (e.g., socioeconomic status)
Non-classist (e.g., employment status)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (e.g., employment status)

88. **Students/Faculty only:** The classroom climate is welcoming for students based on their:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
Country of origin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning disability status (e.g., dyslexia)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marital/partner status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical characteristics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical disability status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychological disability status (e.g., depression, anxiety, bi-polar, PTSD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion/spiritual status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veterans/active military	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

89. **Students only:** Please indicate your level of agreement to the following statements:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
I feel valued by faculty in the classroom.	<input type="radio"/>	<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"/>	<input type="radio"/>
I think faculty are genuinely concerned with my welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that staff are genuinely concerned with my welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think administrators are genuinely concerned with my welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think faculty pre-judge my abilities based on my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perceive racial/ethnic tensions in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perceive racial/ethnic tensions in social situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe 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"/>	<input type="radio"/>
As a first-year student, I feel/felt confident of my ability to succeed academically at Carleton.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a first-year student, I feel/felt academically prepared for Carleton.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

90. **Faculty/Staff only:** The workplace climate is welcoming for faculty/staff based on their:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Country of origin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning disability status (e.g., dyslexia)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marital/partner status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical characteristics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical disability status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychological disability status (e.g., depression, anxiety, bi-polar, PTSD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion/spiritual status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veterans/active military	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

91. How would you rate the accessibility on campus for people with learning or physical disabilities?

	<b>Very accessible</b>	<b>Accessible</b>	<b>Somewhat inaccessible</b>	<b>Very inaccessible</b>	<b>Don't know</b>
Academic Support Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus Buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms and Labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information in alternative Formats (e.g., Braille)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On Campus Parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web Site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wellness Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

92. How would you rate the climate on campus for people who are...

	<b>Very respectful</b>	<b>Moderately respectful</b>	<b>Not respectful nor disrespectful</b>	<b>Moderately disrespectful</b>	<b>Not at all respectful</b>	<b>Don't know</b>
Affected by psychological health issues (e.g., depression, anxiety, bi-polar, PTSD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From religious affiliations other than Christian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From Christian affiliations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gay, lesbian, bisexual, transgender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International students, staff, or faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning disabled (e.g., dyslexia)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-native English speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents/guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing care for other than a child (e.g., elder care)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physically disabled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomically disadvantaged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomically advantaged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veterans/active military	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

93. How would you rate the climate on campus for persons from the following **racial/ethnic** backgrounds?

	Very respectful	Moderately respectful	Not respectful nor disrespectful	Moderately disrespectful	Not at all respectful	Don't know
African	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
African American/Black (not Hispanic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alaskan Native	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asian American	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Southeast Asian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
South Asian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caribbean/West Indian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caucasian/White (not Latino(a)/Hispanic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle Eastern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multiracial, multiethnic, or multicultural persons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Native American Indian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pacific Islanders/Hawaiian Natives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hispanic /Latino(a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

94. **Students only.** Before I enrolled, I expected that the campus climate would be welcoming for people who are...

	Strongly agree	Agree	Do not agree nor disagree	Disagree	Strongly disagree
Affected by psychological health issues (e.g., depression, anxiety, bi-polar, PTSD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From religious affiliations other than Christian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From Christian affiliations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gay, lesbian, bisexual, transgender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International students, staff, or faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning disabled (e.g., dyslexia)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-native English speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents/guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing care for other than a child (e.g., elder care)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physically challenged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomically disadvantaged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veterans/active military	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Institutional Actions Relative to Climate Issues

95. There is visible leadership to foster diversity/inclusion on campus from:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
Admissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board of Trustees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chapel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carleton Student Association (CSA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dean of Student's Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dean of the College Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity Initiative Group (DIG)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender Sexuality Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Student Programs Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office of Intercultural Life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
President's Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TRIO/Student Support Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other(please specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

96. **Students/Faculty only:** The courses I have taken or have taught at Carleton include materials, perspectives, and/or experiences of people based on their:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
Country of origin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning disability status (e.g., dyslexia)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical characteristics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical disability status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychological disability status (e.g., depression, anxiety, bi-polar, PTSD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion/spiritual status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Recommendations to Improve the Climate

97. **Faculty/Staff only.** In your judgment, how strongly do you agree that each of the following would positively affect the climate on campus?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
Providing tenure clock options with more flexibility for promotion/tenure or faculty/staff with families (e.g., family leave).	<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 course outlines across the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity training for college staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity training for faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing immersion experiences for faculty/staff in civic engagement projects with lower socioeconomic populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing immersion experiences for students in service learning projects with lower socioeconomic populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing, promoting and improving access to quality counseling for people who have experienced sexual assault/harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing more effective mentorship for new minority /new women faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear and fair process to resolve conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing funding to support campus climate change efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including diversity related activities as one of the criteria for hiring and/or evaluation of staff/faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and equity training to search and tenure committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing staff representation in College governance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the diversity of the faculty and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the diversity of the student body.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Recommendations to Improve the Climate

98. **Students only.** In your judgment, how strongly do you agree that each of the following would positively affect the climate on campus?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
Provide diversity training for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide diversity training for all staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide diversity training for all faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide an ombudsperson to adjudicate student complaints of classroom inequity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase the diversity of the faculty and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase the diversity of the student body.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase 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"/>
Increase 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"/>
Incorporate 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"/>
Provide more effective faculty mentorship of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Your Additional Comments

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

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100. This survey has asked you to reflect upon a large number of issues related to the climate and your experiences in this climate, using a multiple-choice format. If you would like to elaborate upon any of your survey responses, further describe your experiences, or offer additional thoughts about these issues and ways that the college might improve the climate, we encourage you to do so in the space provided below.

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## **THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY!**

Dear member of the Carleton community,

Thank you for completing the campus climate survey. The opinions and experiences you have shared will help us to create an understanding of our current campus environment. From this understanding we will shape a plan to address areas of concern and take advantage of our positive characteristics.

Moving forward, the survey data will be analyzed during the summer and shared with the campus community in the fall of 2008. Please watch for announcements in the coming months.

Once again, thank you for your participation in this undertaking.

Sincerely,

Rob Oden, and the members of DIG