

St. Mary's College
Campus Climate Survey
Fall 2021
Detailed Summary of Results

Background

This report provides the findings from the survey entitled the *Climate Assessment for Our Learning, Living, and Working Community* conducted at Saint Mary's College of California, a Lasallian Catholic institution designated as an eligible Hispanic Serving Institution by the U.S. Department of Education since 2015. During summer 2020, the Saint Mary's College Black Student Union, the Black Lives Matter Subcommittee of the College Committee on Inclusive Excellence, and the Ethnic Studies Department drafted a series of letters requesting systemic changes to the college in order to address areas of inequity and discrimination. Areas of concern included the following: campus climate, hiring and retention of Black faculty and staff, racial profiling and harassment, curriculum adjustments, and BIPOC=student retention. These letters of concern also requested a more robust campus climate survey. In response, in spring 2021, Saint Mary's College contracted with Rankin & Associates Consulting, LLC (R&A) to conduct a college-wide campus climate study. During the outset of the campus climate survey project, Saint Mary's College was led by Interim Executive Vice President Dr. Margaret Kasimatis and President James A. Donahue, who retired at the conclusion of the 2020-2021 academic year. Saint Mary's completed a presidential search and named the 30th president, Dr. Richard Plumb, who began his term on July 1, 2021.

Sixteen Saint Mary's College faculty, staff, students, and administrators formed the Climate Study Working Group (CSWG). The CSWG worked with R&A to develop the survey instrument and promote the survey's administration in Fall 2021, amid the backdrop of the COVID-19 pandemic. Saint Mary's planned for a fall term that consisted primarily of in-person classes and a complete residential experience and instituted a variety of policies and protocols so that faculty, staff, and students could return safely to campus.

All members of Saint Mary's College were encouraged to complete the survey. In addition to multiple-choice survey items, several open-ended questions provided respondents with the opportunity to describe their experiences at Saint Mary's College. Comments were solicited to give "voice" to the quantitative findings and to highlight the areas of concern that might have been overlooked owing to the small number of survey responses from historically underrepresented populations. For this reason, some qualitative comments may not seem aligned with the quantitative findings; however, they are important data.

Responses to the multiple-choice format survey items were analyzed for statistical differences based on various demographic categories decided upon by the CSWG. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents' confidentiality. For example, the survey offered 11 response choices for the question asking respondents about their racial/ethnic identity. To run analyses and maintain respondents' confidentiality, the CSWG collapsed some response choices to create five categories: Asian/Asian American, Additional People of Color, Latinx, Multiracial, and White.

One thousand three hundred seven (1,307) surveys were returned for a 35% overall response rate. Table 1 provides the percentages of survey respondents, based on selected demographic characteristics, who comprised the sample. Of the respondents, 56% ($n=732$) of the sample were Undergraduate Students, 13% ($n=163$) were Graduate/Professional Students, 14% ($n=180$) were Faculty members, and 18% ($n=232$) were Staff members.

This summary report provides highlighted findings from the full report, where more information is available for each finding. In some ways, the findings are similar to the results of other climate studies—in other ways they differ—and mirror the experiences offered in the literature about historically excluded constituent groups.

Comfort With Campus, Workplace, and Classroom Climate at Saint Mary’s College

Most survey respondents were “very comfortable” or “comfortable” with the overall climate at Saint Mary’s College (64%, $n=842$), with the climate in their departments/program or work units (55%, $n=227$), and with the climate in their classes (79%, $n=845$).

Research on campus climate generally has focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g., women, People of Color, people with disabilities, first-generation and/or low-income students, queer-spectrum and/or trans-spectrum individuals, and veterans). Several groups at Saint Mary’s College indicated on the survey that they were less comfortable than their majority counterparts with the overall campus climate.

- Women respondents were significantly less comfortable with the overall climate than were Men respondents.
- Respondents With Disabilities were significantly less comfortable with the overall climate than were Respondents With No Disabilities.
- Faculty and Staff Respondents With Caregiving Responsibilities were significantly less comfortable with the overall climate than were Faculty and Staff Respondents With No Caregiving Responsibilities.
- Faculty respondents were significantly less comfortable with the climate in their department/program or work unit than were Staff respondents.
- Respondents of Color were significantly less comfortable with the climate in their department/program or work unit than were White respondents.
- Queer-spectrum Faculty and Student respondents were significantly less comfortable with the climate in their classes than were Heterosexual Faculty and Student respondents.

Table 1: Respondent Profile		
	Count	Percent
Role at SMC		
Undergraduate student	732	56.0%
Graduate student	163	12.5%
Faculty	180	13.8%
Staff	232	17.8%
Gender		
Female	860	65.8%
Male	396	30.3%
Trans-spectrum	42	3.2%
Missing/other	9	0.7%
Race/ethnicity		
Native American	<5	0.2%
Asian	132	10.1%
Black/African American	58	4.4%
Hispanic/Latino	199	15.2%
Middle Eastern	11	0.8%
Multiracial	253	19.4%
Pacific Islander	7	0.5%
South Asian	24	1.8%
White	578	44.2%
Missing/other	42	3.2%
Sexual Identity		
Bisexual	117	9.0%
Heterosexual	960	73.5%
Queer-spectrum	162	12.4%
Missing/other	68	5.2%
Disability Status		
No Disability	1019	78.0%
Single Disability	163	12.5%
Multiple Disabilities	110	8.4%
Missing/other	15	1.1%

Faculty Respondents – Positive Views About Faculty Work

Ninety-one percent ($n=120$) of Tenured/Tenure-Track Faculty respondents thought that Saint Mary's College valued teaching, and 74% ($n=98$) thought that Saint Mary's College valued service contributions. Sixty-one percent ($n=27$) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that Saint Mary's College valued teaching.

Staff Respondents – Positive Views About Staff Work

Staff respondents felt their coworkers/colleagues gave them job/career advice or guidance when they needed it (69%, $n=160$). Approximately two-thirds of Staff respondents thought that their supervisors provided adequate support for them to manage work-life balance (66%, $n=153$), and a majority felt that their supervisors were supportive of flexible work schedules (61%, $n=141$).

Student Respondents – Positive Attitudes About Academic Experiences

The way students perceive and experience their campus climate influences their performance and success in college.⁹ Sixty-seven percent ($n=592$) of Student respondents "strongly agreed" or "agreed" that they had other students whom they perceived as role models. Sixty-four percent ($n=575$) of Student respondents used the Advising Office for academic support.

In general, Graduate/Professional Student respondents viewed their Saint Mary's College experiences favorably. Most Graduate/Professional Student respondents were satisfied with the quality of advising they had received from their departments (72%, $n=117$), had adequate access to their advisors (74%, $n=121$), and felt comfortable sharing their professional goals with their advisors (81%, $n=131$). They also agreed that their advisors (76%, $n=123$), department faculty members other than their advisors (84%, $n=137$), department staff members (81%, $n=132$), and Saint Mary's College staff members other than department staff members (80%, $n=129$) responded to their emails, calls, or voicemails in a prompt manner.

Faculty and Staff Views on SMC's Lasallian Catholic Mission

The survey asked faculty and staff respondents about certain aspects of Saint Mary's College Lasallian Catholic mission and how it is evidenced in their work, their engagement at the college, the college's organizational culture, and in leadership's decision making.

- 63% felt that Saint Mary's College had provided regular Lasallian Catholic Mission formation opportunities for all faculty/staff members.
- 76% felt that their role, inclusive of their work, was significant to Saint Mary's College accomplishing its Lasallian Catholic Mission.
- 36% felt that their supervisors encourage them to deepen their commitment to the Lasallian Catholic Mission of Saint Mary's College.
- 30% felt that Lasallian Catholic values were reflected in the organizational culture.
- 30% felt that college leadership make decisions in alignment with the Lasallian Catholic Mission.

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

Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes. Research also underscores the relationship between hostile workplace climates and subsequent productivity. Further, scholars have explored the experiences Black and Latinx student populations have with microaggressions. Similarly, when taking only gender into consideration, campus climate research specific to women faculty revealed experiences of gender discrimination, professional isolation, lack of work-life balance, and disproportionate service expectations within campus environments. Significant differences in respondents' experiences of exclusionary, intimidating, offensive, and/or hostile conduct includes:

Twenty-nine percent ($n=374$) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct or bias within the past two years. Of these respondents, 30% ($n=112$) suggested that the conduct was based on racial identity, 27% each on ethnicity ($n=102$) or position status ($n=100$), and 24% ($n=89$) noted that the conduct was based on political views. In addition, a review of qualitative comments by respondents found that African American respondents experienced race-based hostility, intimidation, and exclusion in classroom and work settings, virtual spaces, and in the surrounding community.

Differences Based on Racial/Ethnic Identity, Position Status, and Political Views

By racial/ethnic identity, no significant differences existed between groups as to whether they experienced exclusionary, intimidating, offensive, and/or hostile conduct or bias.

However, higher percentages of Latinx respondents (37%, $n=20$), Asian/Asian American respondents (48%, $n=19$), Additional Respondents of Color (68%, $n=21$), and Multiracial respondents (35%, $n=25$) than White respondents (13%, $n=19$) who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their racial identity. Also, a higher percentage of Additional Respondents of Color indicated that the conduct they experienced was based on their racial identity at a higher level than did Multiracial respondents. (Latinx respondents and Asian/Asian American respondents were not significantly different from these other two groups on this measure.)

By position status, Faculty respondents (51%, $n=91$) indicated they experienced this conduct at a higher rate than Staff respondents (38%, $n=87$), and both more so than Undergraduate Student respondents (23%, $n=170$) and Graduate/Professional Student respondents (16%, $n=26$).

A higher percentage of Staff respondents (55%, $n=48$) than Faculty respondents (24%, $n=22$), Graduate/Professional Student respondents (19%, $n=5$), and Undergraduate Student respondents (15%, $n=25$) who had experienced this conduct indicated that the conduct was based on their position status.

By political views, a higher percentage of Very Liberal/Liberal respondents (33%, $n=232$) than Moderate respondents (25%, $n=85$), Very Conservative/Conservative respondents (18%, $n=18$), or Unsure respondents (19%, $n=24$) indicated that they had experienced this conduct.

A higher percentage of Very Conservative/Conservative respondents (78%, $n=14$) than Very Liberal/Liberal respondents (19%, $n=45$), Moderate respondents (28%, $n=24$), or Unsure respondents ($n < 5$) who had experienced this conduct indicated that the conduct was based on their political views.

In addition, a review of respondents' qualitative comments found that African Americans experienced race-based hostility, intimidation, and exclusion in Saint Mary's classroom and work settings, virtual spaces, and in the surrounding community. The following responses offer insight into some of the experiences of African American students, staff, and faculty.

- "POC and Black people always tell me about how racist their professors are and how white students say racist things in class and the professors do nothing to correct it."
- "I'm a black student and I had very racist encounters with staff and students on this campus."
- "Black staff and faculty leave in disproportionate numbers and are not hired during searches."
- "Faculty listserv discussion gets heated at times, and there was an instance where a white male faculty invalidated and publicly attacked the experience of a black female faculty."
- "As a black person/POC/woman of color, I do not feel safe in the local community. I am constantly racially profiled, followed, and engage with the police too often (racial profiling, following, random questioning)."

Respondents Who Seriously Considered Leaving Saint Mary's College

Campus climate research has demonstrated the effects of campus climate on faculty and student retention. Research specific to student experiences has found that sense of belonging is integral to student persistence and retention. Noteworthy percentages of respondents indicated that they had seriously considered leaving Saint Mary's College.

Faculty Respondents: Sixty-three percent ($n=114$) of Faculty respondents had seriously considered leaving Saint Mary's College.

- Sixty-one percent ($n=69$) of Faculty respondents who seriously considered leaving did so because of low salary/pay rate.
- Forty-seven percent ($n=53$) of those Faculty respondents who seriously considered leaving did so because of increased workload.
- Other reasons included a lack of benefits (45%, $n=51$), a lack of institutional resources (42%, $n=48$), the campus climate was unwelcoming (41%, $n=47$), and tension with coworkers (40%, $n=45$).
- An analysis of Faculty respondents' comments revealed concerns about a toxic workplace climate at Saint Mary's College.

Staff Respondents: Seventy percent ($n=162$) of Staff respondents had seriously considered leaving Saint Mary's College.

- Eighty-one percent ($n=131$) of Staff respondents who seriously considered leaving did so because of low salary/pay rate.
- Sixty-one percent ($n=98$) of those Staff respondents who seriously considered leaving did so because of increased workload.
- Other reasons included limited advancement opportunities (51%, $n=83$), cost of living (46%, $n=75$), lack of institutional resources (42%, $n=68$), and lack of benefits (41%, $n=66$).
- Qualitative analysis of Staff responses revealed that they felt unvalued at Saint Mary's College.

Student Respondents: Thirty-seven percent ($n=269$) of Undergraduate Student respondents and 22% ($n=36$) of Graduate/Professional Student respondents had seriously considered leaving Saint Mary's College.

- Fifty-three percent ($n=143$) of Undergraduate Student respondents who seriously considered leaving suggested that they lacked a sense of belonging at Saint Mary's College. Other reasons they considered leaving included because they lacked a social life at Saint Mary's College (47%, $n=127$), wanted to transfer to another institution (45%, $n=121$), had financial reasons (38%, $n=103$), and/or had personal reasons (34%, $n=90$).
- Forty-seven percent ($n=17$) of Graduate/Professional Student respondents who seriously considered leaving did so because of the institutional response to the COVID-19 pandemic and 36% ($n=13$) suggested that they lacked a sense of belonging at Saint Mary's College.
- An analysis of Student respondents' comments indicated that they were concerned about the tuition/cost of attending Saint Mary's College and the hostile climate for Students of Color.

Respondents' Sense of Belonging

Campus climate influences individuals' sense of belonging within social and academic institutional environments. Sense of belonging can be defined as one's perceived social support on campus, feeling or sensation of connectedness, the experience of mattering or importance to the campus community or others on campus. Confirmatory factor analyses were conducted on the Sense of Belonging scales derived from survey questions 107, 110, and 111 and higher scores on the Sense of Belonging factors suggested an individual or constituent group felt a stronger sense of belonging at Saint Mary's College. Using these scales, analyses revealed the following significant differences:

- Faculty respondents by gender identity, racial identity, and disability status on *Faculty Sense of Belonging*: Findings indicated that Men Faculty respondents, White Faculty respondents, and Faculty Respondents With No Disability were more likely than their counterparts to feel a stronger sense of belonging at Saint Mary's College.
- Staff respondents by disability status on *Staff Sense of Belonging*: Findings indicated that Staff Respondents With No Disability were more likely than their counterparts to feel a stronger sense of belonging at Saint Mary's College.
- Student respondents by racial identity and disability status on *Student Sense of Belonging*: Findings indicated that White Undergraduate Student respondents and Undergraduate Student respondents With No Disability were more likely than their counterparts to feel a stronger sense of belonging at Saint Mary's College. Overall, 71% ($n=663$) of Student respondents "strongly agreed" or "agreed" that they belonged at Saint Mary's College.

Challenges and Opportunities Related to Campus Climate

Staff Respondents

Staff responses shared challenges with several aspects of their work life at Saint Mary's College.

- Twenty-eight percent ($n=66$) of Staff respondents "strongly agreed" or "agreed" that the performance evaluation process was clear and 14% ($n=32$) felt that it was effective.
- Less than one-fourth of Staff respondents felt that clear procedures existed on how they could advance at Saint Mary's College (13%, $n=29$) or felt positive about their career opportunities at Saint Mary's College (23%, $n=52$).
- Twenty-two percent ($n=51$) of Staff respondents thought that Saint Mary's College provided adequate resources to help them to manage work-life balance.
- Less than half of Staff respondents felt that Saint Mary's College provided them with resources to pursue training/professional development opportunities (41%, $n=94$), that their supervisors provided them with resources to pursue training/professional development opportunities (44%, $n=101$), or that Saint Mary's College was supportive of their taking extended leave (45%, $n=105$).
- Less than half (45%, $n=103$) of Staff respondents were able to complete their assigned duties during scheduled hours and 71% ($n=164$) thought that their workload increased without additional compensation as a result of other staff departures.
- Approximately one-fourth (24%, $n=56$) of Staff respondents thought that Saint Mary's College policies were fairly applied across the College.
- Almost two-thirds (64%, $n=145$) of Staff respondents indicated that a hierarchy existed within staff positions that allowed some voices to be valued more than others.
- Approximately one-fourth or less of Staff respondents felt that staff opinions were valued by Saint Mary's College committees (21%, $n=48$), faculty (15%, $n=33$), or senior administrators (27%, $n=62$).
- Staff respondents' perceptions of workplace climate varied by staff status, gender identity, racial identity, disability status, and years of employment. In qualitative comments, Staff respondents critiqued their workload, but also praised their immediate supervisors.

Faculty Respondents

Tenured/Tenure-Track Faculty identified a number of areas of concern.

- Less than half of Tenured/Tenure-Track Faculty respondents thought that tenure standards and promotion standards were applied equally to faculty in their school (43%, $n=57$) or to all Saint Mary's faculty (32%, $n=42$).
- Less than half (41%, $n=54$) felt that faculty opinions were valued in Saint Mary's College committees and only about one-third (35%, $n=46$) felt that they were taken seriously by senior administrators.
- Two-thirds (68%, $n=91$) of Tenured/Tenure-Track Faculty respondents felt that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations.

Findings suggested that Non-Tenure-Track Faculty respondents also faced several challenges at the institution.

- Less than half felt that the criteria for contract renewal were clear (41%, $n=19$), that the criteria were applied equitably in their school (37%, $n=17$), or that they were applied equitably to all non-tenure-track faculty (27%, $n=12$).
- Few Non-Tenure-Track Faculty respondents felt non-tenure-track faculty opinions were taken seriously by senior administrators (17%, $n=8$) or that their opinions were valued within Saint Mary's College committees ($n < 5$).

Some additional concerns were expressed by all Faculty respondents.

- Less than one-third of all Faculty respondents felt that salaries for tenure-track faculty positions (10%, $n=18$), salaries for adjunct professors (21%, $n=36$), health care benefits (30%, $n=54$), child care benefits (3%, $n=6$), or retirement benefits (3%, $n=6$) were competitive.
- Few Faculty respondents felt that Saint Mary's College provided adequate resources to help them manage work-life balance (6%, $n=11$) and just less than 40% felt positive about their career opportunities at Saint Mary's College (39%, $n=69$) or that Saint Mary's College was a good place to work (38%, $n=68$).
- Qualitative themes that emerged from responses to open-ended questions were related to tenure and promotion standards, non-tenure-track faculty not feeling valued, salaries, benefits, and service obligations.

Undergraduate Student Respondents

Findings from the survey suggested that among the challenges faced by Undergraduate Student respondents, 33% ($n=237$) "strongly agreed" or "agreed" that faculty prejudged their abilities based on their perception of their identity/background. Most Student respondents indicated that they did not use Saint Mary's resources for academic or non-academic support in the past two years.

Graduate/Professional Student Respondents

Approximately half or less of Graduate/Professional Student respondents felt that adequate opportunities existed for them to interact with other university faculty outside of their departments (49%, $n=79$), their department faculty members encouraged them to produce publications and present research (52%, $n=83$), or their department had provided them opportunities to serve the department or college in various capacities outside of teaching or research (46%, $n=74$). Findings indicated that Women Graduate/Professional Student respondents were less likely than Men Graduate/Professional Student respondents to indicate they had such opportunities. Via their qualitative comments, Graduate/Professional Student respondents expressed their positive and difficult experiences with their advisors, as well as their critiques of email communication from various campus entities.

Student Respondents' Perceived Academic Success

How students perceive their academic success often contributes to their decision to persist in higher education. Research indicates that when students experience an unwelcoming college climate, they also experience a decline in persistence and academic performance.

A confirmatory factor analysis was conducted on the *Perceived Academic Success* scale derived from Question 11 on the survey. Using this scale, analyses revealed that a significant difference existed in the overall test for means for Student respondents by position status, racial identity, and disability status on *Perceived Academic Success*. Findings indicated that Graduate/Professional Student respondents, White Undergraduate Student respondents, and Undergraduate Student respondents With No Disability were more likely than their counterparts to perceive themselves as academically successful.

A Meaningful Percentage of Respondents Experienced Unwanted Sexual Conduct

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

- 11% ($n=147$) of respondents indicated that they had experienced unwanted sexual contact/conduct within the past five years.
- Less than five respondents experienced quid pro quo.
- 2% ($n=27$) experienced dating violence and/or domestic violence.
- 4% ($n=58$) experienced sexual assault.
- 3% ($n=40$) experienced stalking.
- 6% ($n=78$) experienced unwelcome conduct of a sexual nature and/or sexual exploitation.

Higher percentages of Undergraduate Student respondents, Women respondents, Trans-spectrum respondents, Multiracial respondents, Queer-spectrum respondents, Bisexual respondents, Respondents With Multiple Disabilities, Respondents With at Least One Disability, and Respondents With No Caregiving Responsibilities experienced unwanted sexual contact/conduct than did their counterparts. Respondents identified current or former dating/intimate partners, acquaintances/friends, Saint Mary's College students, and strangers as sources of unwanted sexual contact/conduct.

A high percentage (68% to 96%) of respondents did not report the unwanted sexual contact/conduct. Respondents were offered the opportunity to elaborate on why they did not report unwanted sexual contact/conduct. Open-ended responses indicated that respondents chose to not report the conduct to a campus official because of a sense of fear, the belief that the incidents were not related to Saint Mary's College, the sense that the incidents were not serious enough to report, the expectations that no action would be taken, or respondents were unaffiliated with Saint Mary's College at the time.

Student Financial Hardship

Forty-four percent (44%, $n=396$) of Student respondents indicated that they experienced financial hardship while attending Saint Mary's College. Of those who experienced financial hardship, respondents had difficulty affording tuition (71%), books/course material (66%), housing (46%), food (36%), and unforeseen expenses related to the COVID-19 pandemic (34%).

Saint Mary's College's Initiatives

The survey asked respondents to indicate if they believed certain initiatives currently were available at Saint Mary's College and how they thought that those initiatives would influence the college climate. Examples of overall findings are presented below. For each result, most respondents felt that the initiatives positively influenced the campus climate.

Examples for Faculty Respondents

- 68% of Faculty respondents thought that mentorship for new faculty was available and 86% thought that such mentorship positively influenced the climate.
- 49% of Faculty respondents thought that access to counseling for people who had experienced harassment was available and 85% thought that it positively influenced the climate.
- 41% of Faculty respondents thought that toolkits for faculty to create an inclusive classroom environment were available and 84% thought that such toolkits positively influenced the climate.
- 31% of Faculty respondents thought that a fair process to resolve conflicts was available and 87% thought that it positively influenced the climate.

Examples for Staff Respondents

- 84% of Staff respondents thought that diversity, equity, and inclusivity training for staff was available and 78% thought that it positively influenced the climate.
- 28% of Staff respondents thought that career development opportunities for staff were available and 87% thought that such opportunities positively influenced the climate.
- 13% of Staff respondents thought that supervisory training for faculty was available and 82% thought that such training positively influenced the climate.
- 11% of Staff respondents thought that mentorship for new staff was available and 85% thought that it positively influenced the climate.

Examples for Student Respondents

- 67% of Student respondents thought that effective academic advising was available and 90% thought that it positively influenced the climate.
- 55% of Student respondents thought that effective faculty mentorship of students was available and 88% thought that it positively influenced the climate.
- 47% of Student respondents thought that diversity, equity, and inclusivity training for student staff was available and 90% thought that it positively influenced the climate.

Conclusion

In some ways, Saint Mary's College's climate survey findings differed from those found in R&A's work with higher education institutions across the country. For example, 70% to 80% of respondents in R&A investigations found the campus climate to be "very comfortable" or "comfortable." A slightly lower percentage (64%) of Saint Mary's College respondents indicated that they were "very comfortable" or "comfortable" with the overall campus climate. Twenty percent to 25% of respondents in R&A's other studies indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct in the past year. At Saint Mary's College, a slightly higher percentage of respondents (29%) indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct in the past two years. The results paralleled the findings of other climate studies of specific constituent groups offered in the literature, with members of historically underserved social / community / affinity groups indicating on the survey that they were less comfortable than their majority counterparts with various aspects of the campus climate.

Everyone benefits from a welcoming college campus climate. To create a more inclusive college environment, Saint Mary's College must acknowledge areas of opportunity and take responsibility for restoring, rebuilding, and implementing action that prioritizes those most negatively affected in the current structure.

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