

Preliminary Summary Report  
 Dickinson College Diversity Survey Student Responses  
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In the Fall of 2009, the President’s Commission on Diversity adapted an AACUP survey and administered this to all students on campus. This survey assessed the campus climate with respect to diversity at Dickinson.

Our primary goals in this research were to assess the attitudes of Dickinson students relating to issues of diversity on campus, and to assess the experiences of students in the Dickinson community who belong to traditionally marginalized or disenfranchised groups (people of color; gay, lesbian, bisexual, or transgendered people; women; people with disabilities). Our ultimate goal was to be able to present a holistic picture of the campus climate for diversity with the intention of making recommendations for institutional, social, and curricular changes that would promote a more inclusive and welcoming environment.

In Fall 2009, web surveys were sent to all students using their Dickinson email account. Repeated reminders were sent to increase the response rate. The table below reports the gender and race of all participants. We received responses from students in every class year (32% had been at Dickinson for 1 year, 23% for 2 years, 20% for 3 years, and 24% for 4 years). Students ranged in age from 17 – 45, with the majority between the ages of 18 and 22 ( $M = 19.95$ ,  $SD = 1.79$ ).

	African-American/Black	Asian / PI	Chicano/Latino/Hispanic	Middle Eastern	White	Totals
Female	14	22	16	4	268	338
Male	5	9	9	0	117	148
Total	19	31	25	4	385	486

*Note. The total columns are higher than the sum of all categories because some participants chose not to report their sex and some chose not report their race. These participants were added in to the final totals.*

### Data Analysis and Results

Because of the fairly small number of respondents in particular racial/ethnic categories, we combined all participants of color into one group to allow for sufficient statistical power (although we acknowledge that there are important differences between various racial and ethnic groups).

Analyses conducted thus far involve comparing the responses of students of color with those of white students, and comparing men’s responses with women’s. In general, for each set of analyses, a narrative is provided to explain the overall responses, and then tables show any items on which statistically significant differences were found based on race and on gender. Due to the overall large sample size ( $N = 486$ ), the more conservative significance level of .01 was used (rather than .05) for all mean comparisons, so that any differences found between groups represent differences that are both statistically significant and practically meaningful.

The majority of all student respondents felt a positive sense of acceptance and belonging at Dickinson ( $M = 3.12$ ,  $SD = .67$ , on a scale in which 1 = strongly disagree and 4 = strongly agree), with no differences between male and female students. However, white students report feeling greater acceptance and belonging than do students of color ( $t = 5.36$ ,  $p < .001$ ); white mean = 3.20 and people of color mean = 2.80.

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**SECTION 1: QUESTIONS POSED TO ALL PARTICIPANTS**

**1.1. CAMPUS CLIMATE ATTITUDES**

Students responded to a series of questions assessing their opinion about the campus environment regarding diversity at Dickinson. Attitudinal items were presented and students were asked to indicate their agreement on a scale in which 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

**RACIAL COMPARISONS**

Students of color and white students disagreed on many of these items (13 of the 17 items showed statistically significant differences). Those items with significant differences are presented in the table below; in all cases, white students reported more positive experiences on campus and stronger beliefs that the campus is diversity-friendly.

Q44: Level of agreement with the following		Mean	Sig
a. I feel a sense of acceptance and belonging at Dickinson.	students of color	2.8	0.000
	white students	3.2	
b. I am satisfied with my campus experience/environment regarding diversity at Dickinson	students of color	2.6	0.000
	white students	2.9	
d. The staff here are respectful of different religious views	students of color	3.1	0.008
	white students	3.3	
e. The students here are respectful of different religious views	students of color	2.9	0.007
	white students	3.1	
g. The staff here are respectful of people of different races and cultures	students of color	3.1	0.005
	white students	3.3	
h. The students here are respectful of people of different races and cultures	students of color	2.7	0.000
	white students	3.1	
l. Students of different racial and ethnic backgrounds participate equally in classroom discussions and learning	students of color	2.8	0.000
	white students	3.1	
m. People of different sexual orientations are accepted socially here	students of color	2.6	0.001
	white students	2.9	
n. People of different socioeconomic backgrounds are accepted socially here	students of color	2.6	0.018
	white students	2.8	
o. People of different races and cultures are accepted socially here	students of color	2.8	0.000
	white students	3.1	
p. People on campus feel free to express their individual spirituality here	students of color	2.6	0.000
	white students	3.0	
q. The environment here encourages students to develop an appreciation for diversity	students of color	2.7	0.007
	white students	3.0	

All students strongly agreed with the statement, “The faculty here are respectful of different religious views” ( $M = 3.3$ ), and all students moderately agreed with the statements, “The faculty here are respectful of people with different political affiliations/views,” and “The staff here are respectful of people with different political affiliations/views” ( $M$  approximately 3.0). However, all students mildly disagreed with the statement, “The students here are respectful of people with different political affiliations/views” ( $M = 2.7$ ).

## **GENDER COMPARISONS**

Male and female students did not significantly differ on these attitudinal statements.

## 1.2. HEARING INSENSITIVE REMARKS ON CAMPUS

Students were asked how often they heard disparaging comments about various groups of people on campus. They specifically indicated how often they heard such remarks from other students, from faculty, and from staff/administrators. Responses were made on the basis of a 5-point scale ranging from 1 = frequently (10+ times year), 2 = very often (6-9 times year), 3 = occasionally (3-5 times a year), 4 = rarely (1-2 times a year) to 5 = never; thus higher scores indicate less-frequent exposure.

Overall, students infrequently heard such remarks from faculty or from staff/administrators (mean scores around 4.5 and higher, indicating “rarely” to “never”). However, students more frequently heard such remarks from other students (most mean scores ranging from 2.5 to 3.5, indicating “very often” to “occasionally”). The group of people about whom comments were heard (from students) most frequently was “gay, lesbian, or bisexual persons” ( $M = 2.6$ ), whereas the group of people about whom comments were heard (from students) least frequently was “persons with a disability” ( $M = 4.0$ ).

### RACIAL COMPARISONS

Students of color reported more often hearing disparaging comments as compared with white respondents in reference to the groups listed in the table below. However, as noted above, neither group reported hearing such comments very often.

Q13: Heard disparaging comments from a <u>student</u>		Mean	Sig
f. Persons of a particular racial/ethnic background	students of color	2.9	.007
	white students	3.3	

Q14: Heard disparaging comments from a <u>faculty member</u>		Mean	Sig
b. Non-native English speaking persons	students of color	4.6	.000
	white students	4.9	
d. Persons of particular religious backgrounds	students of color	4.6	.002
	white students	4.8	
f. Persons of a particular racial/ethnic background	students of color	4.6	.000
	white students	4.9	

Q15: Heard disparaging comments from a <u>staff member</u>		Mean	Sig
b. Non-native English speaking persons	students of color	4.6	.001
	white students	4.9	
d. Persons of particular religious backgrounds	students of color	4.7	.003
	white students	4.9	
e. Persons with a disability	students of color	4.8	.007
	white students	4.9	
f. Persons of a particular racial/ethnic background	students of color	4.7	.004
	white students	4.9	

## GENDER COMPARISONS

Men and women did not report differences in how often they heard disparaging comments from faculty or from staff/admins. However, there were some gender differences in the frequency of hearing disparaging comments from other students in reference to the groups listed in the table below. In all cases, men report hearing such remarks more frequently than women.

Q13: Heard disparaging comments from a student		Mean	Sig
a. Gay, lesbian or bisexual persons	Women	2.7	.001
	Men	2.3	
b. Non-native English speaking persons	Women	3.4	.001
	Men	3.0	
d. Persons of particular religious backgrounds	Women	3.6	.000
	Men	3.1	
e. Persons with a disability	Women	4.1	.002
	Men	3.7	
f. Persons of a particular racial/ethnic background	Women	3.4	.001
	Men	2.9	
g. Persons with particularly political affiliations/views	Women	2.7	.008
	Men	2.4	

### **1.3. MAKING INSENSITIVE REMARKS ONE'S SELF**

Students were asked how often they themselves make insensitive or disparaging remarks about various groups of people. Again, these means are calculated on the basis of a 5-point scale ranging from 1 = frequently (10+ times year), 2 = very often (6-9 times year), 3 = occasionally (3-5 times a year), 4 = rarely (1-2 times a year) to 5 = never; thus higher scores indicate less-frequent commenting.

Overall, students indicated a low frequency of making such remarks themselves, with means ranging from 3.8 to 4.8.

#### **RACIAL COMPARISONS**

There were no differences in frequency between students of color and white students.

#### **GENDER COMPARISONS**

Statistically significant differences were found between men and women on all items except for comments about men. In all cases, men reported making these types of comments more frequently than did women, as shown in the table below.

Q16: <u>You made disparaging comments</u>		<b>Mean</b>	<b>Sig</b>
a. Gay, lesbian or bisexual persons	Women	4.6	.000
	Men	3.8	
b. Non-native English speaking persons	Women	4.6	.000
	Men	4.0	
c. Persons of particular socioeconomic backgrounds	Women	4.5	.000
	Men	4.1	
d. Persons of particular religious backgrounds	Women	4.6	.000
	Men	3.9	
e. Persons with a disability	Women	4.8	.000
	Men	4.4	
f. Persons of a particular racial/ethnic background	Women	4.5	.000
	Men	3.9	
g. Persons with particularly political affiliations/views	Women	4.0	.000
	Men	3.4	
h. Women	Women	4.5	.000
	Men	3.7	

### **1.4. UNWELCOMING COLLEGE EVENTS**

Participants were asked to indicate the number of times they have attended a college-affiliated event where certain people would not feel welcome. These means are calculated on the basis of a 5-point scale ranging from 1 = frequently (10+ times year), 2 = very often (6-9 times year), 3 = occasionally (3-5 times a year), 4 = rarely (1-2 times a year) to 5 = never; thus higher scores indicate less-frequent discriminatory event attendance.

Overall, students indicated that they rarely attended such events (means around 4.0).

#### **RACIAL COMPARISONS**

Students of color reported a greater frequency of campus events that would be unwelcoming than did white students, in terms of whether the following three groups of people would feel unwelcome:

Q17: You have been present at college affiliated events where the following would not feel welcome		Mean	Sig
b. Non-native English speaking persons	students of color	4.1	.000
	white students	4.5	
d. Persons of particular religious backgrounds	students of color	4.1	.014
	white students	4.4	
f. Persons of a particular racial/ethnic background	students of color	4.0	.000
	white students	4.4	

#### **GENDER COMPARISONS**

There were no significant differences between men's and women's responses to these items.

## 1.5. COMFORT LEVEL WITH DIVERSE OTHERS

Participants were asked how comfortable they would be being close friends and being a roommate with a variety of people. Responses were made on a scale ranging where 1 = not comfortable, 2 = somewhat comfortable, 3 = comfortable, and 4 = very comfortable.

Students generally indicated a high level of comfort both being friends and being roommates with most individuals (most means range from 3.5 to 3.7). However, students reported lower levels of comfort in response to being roommates with “an individual with HIV or AIDS” ( $M = 2.7$ ), being roommates with “an openly gay or bisexual man” ( $M = 2.9$ ), and being roommates with “an openly lesbian or bisexual woman” ( $M = 3.0$ ).

### RACIAL COMPARISONS

There were very few statistically significant differences between students of color and white students. Those differences all showed white students reporting greater levels of comfort than students of color:

Q28: Comfortable being <u>friends</u> with		Mean	Sig
f. White/Caucasian	students of color	3.6	.000
	white students	3.9	
g. Heterosexual man	students of color	3.6	.000
	white students	3.8	
h. Heterosexual woman	students of color	3.7	.011
	white students	3.8	
o. Openly gay or bisexual man	students of color	3.3	.001
	white students	3.6	

Q29: Comfortable being <u>roommates</u> with		Mean	Sig
f. White/Caucasian	students of color	3.6	.000
	white students	3.9	

### GENDER COMPARISONS

A few significant differences between male and female students were found, shown in the table below. For all items, women report greater levels of comfort than do men (with the obvious exception of rooming with a man).

Q28: Comfortable being <u>friends</u> with		Mean	Sig
o. Openly gay or bisexual man	Women	3.7	.000
	Men	3.2	

Q29: Comfortable being <u>roommates</u> with		Mean	Sig
b. American Indian/Alaskan/Aleut	Women	3.7	.004
	Men	3.5	
g. Heterosexual man	Women	3.0	.000
	Men	3.7	
h. Heterosexual woman	Women	3.8	.000
	Men	3.5	

m. An individual with HIV or AIDS	Women	2.9	.001
	Men	2.5	
o. Openly gay or bisexual man	Women	3.2	.000
	Men	2.6	

## 1.6. ATTITUDINAL ITEMS ABOUT “DIVERSITY ON CAMPUS”

Participants were provided with a series of attitudinal statements about “diversity on campus” and their own comfort levels and asked to indicate their level of agreement with these items on a scale where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

### **RACIAL COMPARISONS**

There were several areas of significant differences between students of color and white students in their attitudes about campus and their own personal comfort levels. Overall, white students feel the campus is diverse, feel more accepted in the campus environment, and are less likely to hide their religious affiliation than do students of color.

Q31. Indicate agreement		Mean	Sig
a. Dickinson has visible leadership from the president and other admin to foster respect for diversity on campus	students of color	3.2	.015
	white students	3.4	
d. The curriculum at Dickinson adequately represents the contributions of a variety of groups of people	students of color	2.9	.001
	white students	3.2	
e. The climate in the classroom/work environment is accepting of who I am	students of color	3.1	.003
	white students	3.4	
f. I feel I need to hide some characteristics of my religion to fit in here	students of color	2.2	.000
	white students	1.8	
g. I feel I need to represent my religion in class	students of color	2.2	.000
	white students	1.9	
j. My views about sexual orientation are strongly influenced by my religion	students of color	2.1	.000
	white students	1.6	

### **GENDER COMPARISONS**

There were very few areas of significant differences between male and female students in their attitudes about campus, shown in the table below. Female students feel more comfortable around people who differ from themselves, and feel the classroom environment is more positive than do male students.

Q31. Indicate agreement		Mean	Sig
c. I feel awkward around campus community members who are from groups I have not encountered before	Women	2.1	.009
	Men	2.3	
i. Faculty create an environment in the classroom that is conducive to free and open expressions of opinions and beliefs	Women	3.3	.001
	Men	3.1	

## 1.7. LIKELIHOOD OF PERSONAL ACTIVISM

Participants were given a list of actions in support of diversity (challenging derogatory comments, acting to have graffiti removed) and actions that are not diversity friendly (repeating an offensive joke, disapproving of a public display of affection between a gay or lesbian couple) and asked to indicate their likelihood of engaging in each. 1 = very unlikely, 2 = somewhat unlikely, 3 = somewhat likely, and 4 = very likely.

Students overall expressed moderate levels of likelihood of committing pro-diversity actions, with responses ranging from 3 to 3.6 (with the exception of removing graffiti). Similarly, students overall expressed low levels of likelihood of committing diversity non-friendly actions, with responses ranging from 1.6 to 2.2.

### **RACIAL COMPARISONS**

On the majority of items, there were no significant differences between students of color and white students; the exception was in response to “take action to have offensive graffiti removed,” with students of color ( $M = 2.8$ ) more likely to do so than white students ( $M = 2.4, p < .001$ ).

### **GENDER COMPARISONS**

There were several areas of significant differences between male and female students in their likelihood of engaging in diversity-related actions, shown in the table below. Overall, female students report greater likelihood in engaging in pro-diversity actions, and lesser likelihood of engaging in diversity non-friendly actions as compared with male students.

Q32. Indicate agreement - pro-diversity actions		Mean	Sig
a. Challenge others on racial/ethnic/sexually derogatory comments	Women	3.1	.000
	Men	2.7	
d. Get to know people from different cultures and groups as individuals	Women	3.7	.000
	Men	3.5	
e. Refuse to participate in comments or jokes that are derogatory to any group or culture or sex	Women	3.3	.000
	Men	2.5	
i. Take action to have offensive graffiti removed	Women	2.6	.001
	Men	2.2	
j. Refuse to forward email messages with comments or jokes that are derogatory to any group or culture or sex	Women	3.4	.011
	Men	3.2	
k. Make an effort to get to know someone different from me	Women	3.7	.000
	Men	3.5	

Q32. Indicate agreement – non-diversity friendly actions		Mean	Sig
f. Repeat a derogatory comment or joke about a religion other than your own	Women	1.7	.000
	Men	2.3	
g. Repeat a derogatory comment or joke about gays, lesbians, or bisexuals	Women	1.4	.000
	Men	2.1	
h. Repeat a derogatory comment or joke about people with political affiliations/views other than your own	Women	2.1	.000
	Men	2.7	

## 1.8. SATISFACTION WITH CAMPUS DIVERSITY SERVICES

Students were asked how strongly they agree that the college “adequately addresses issues on campus related to” various forms of discrimination. Students responded on a scale in which 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree. Thus higher scores indicate a perception that the college is adequately dealing with these issues.

Students largely fell in the middle of the scale, with means reflecting slight disagreement in response to age or ageism, disability or ableism, religious beliefs or harassment, sexual orientation or homophobia, socioeconomic class or classism, and language barriers. Means reflected slight agreement in response to race or racism, political affiliations/views, and sex/gender or sexism. All means were between 2.1 and 3.2, which encompasses the theoretical midpoint of 2.5.

### **RACIAL COMPARISONS**

Students of color disagreed more than white students in terms of the adequacy of the college’s response to:

Q30: The college adequately addresses issues on campus related to		Mean	Sig
c. race or racism	students of color	2.9	.000
	white students	3.2	
i. language barriers (e.g., accent, vocabulary)	students of color	2.4	.003
	white students	2.7	

### **GENDER COMPARISONS**

Women disagreed more than men in terms of the adequacy of the college’s response to:

Q14: Heard disparaging comments from a faculty member		Mean	Sig
a. age or ageism	Women	2.1	.004
	Men	2.4	
h. socioeconomic class or classism	Women	2.3	.006
	Men	2.5	
i. language barriers (e.g., accent, vocabulary)	Women	2.6	.010
	Men	2.8	

Participants were also provided with a list of campus offices and events that support diversity and asked to indicate whether they were aware of these services or programs. Responses were either “yes” or “no.”

	Number of students not aware of the service	Percentage who are not aware
Formal office or personnel devoted to addressing the needs of diverse persons and/or diversity issues on campus	178	36
Programs to increase awareness of diversity	93	19
Programs to increase respect for diverse cultures	104	21
Programs to further gender equality	120	24
Opportunities for me to relate and interact with diverse persons on campus	134	27
Services addressing the needs of individuals of diverse religions	192	39
Services addressing the needs of persons with disabilities	282	57
Services addressing the needs of international individuals	211	43
Services addressing the needs of gay, lesbians, bisexual individuals	206	42
Services addressing the needs of individuals of diverse races and cultures	193	39
Services addressing the needs of working-class students	276	56

Students who indicated they *were* aware of the service were then asked to indicate their satisfaction with each. Responses: 1 = very dissatisfied, 2 = dissatisfied, 3 = satisfied, and 4 = very satisfied.

### RACIAL COMPARISONS

Overall, students indicated mild satisfaction of most services, with average scores ranging from 2.5 to 3. The table below indicates those items on which white students and students of color significantly differed; in all cases, white students are more satisfied than students of color.

Indicate your satisfaction with		Mean	Sig
Programs to increase respect for diverse cultures	students of color	2.8	.001
	white students	3.1	
Services addressing the needs of international individuals	students of color	2.7	.000
	white students	3.1	

### GENDER COMPARISONS

Male and female students did not differ on any satisfaction items.

## **SECTION 2: SPECIAL ITEMS FOR SOME PARTICIPANTS**

### **2.1. RESPONDENTS OF COLOR**

Participants who identified as people of color were asked specific items about their experiences on campus. 95 students responded to these items.

The table below shows the item asked and the number who indicated that they agreed with the item (response “yes”):

I have feared for my safety of campus because of my race/ethnicity	8 (8.2%)
I have had someone assume that I was admitted/employed at this campus solely because I am a person of color.	38 (40.0%)
I have been a victim of a hate crime on this campus because of my race	3 (3.2%)
I have received adequate support from this campus as a person of color	52 (54.7%)
I have felt isolated or left out when work was required in groups	26 (27.4%)
I have felt that I am expected to present a viewpoint that must always be different from the majority	43 (45.3%)
I have felt that I am expected to speak on behalf of all members of my race or ethnicity	53 (55.8%)
I have felt singled out as the “resident authority” for my particular group when issues of race or ethnicity arose	45 (47.4%)

## **2.2. LGBT RESPONDENTS**

Participants who identified as lesbian, gay, bisexual, or transgender were asked specific items about their experiences on campus. This subsample included 47 students.

The table below shows the item asked and the number of students who indicated that they agreed with the item (response “yes”):

I feel the need to hide my sexual orientation to be able to fit in on this campus.	20 (42.6%)
I have avoided disclosing my sexual orientation on this campus due to a fear of negative consequences or discrimination.	30 (63.8%)
I have discussed my sexual orientation with a close friend on this campus.	38 (80.9%)
I have discussed my sexual orientation with a faculty member, staff, or administrator on this campus.	14 (29.8%)
I have feared for my physical safety on this campus because of my sexual orientation.	5 (10.6%)
I have been a victim of a hate crime on this campus because of my sexual orientation.	3 (6.4%)
I have received adequate support from this campus as a person who does not identify as heterosexual.	18 (40.9%)

### **2.3. RESPONDENTS WITH A DISABILITY**

Participants who identified as having a disability of any kind were asked specific items about their experiences on campus. This subsample included 47 students.

The table below shows the item asked and the number of students who indicated that they agreed with the item (response “yes”):

I have avoided disclosing a disability to an instructor or college employee due to fear of negative consequences or discrimination.	17 (36.2%)
I have been in a class or office on this campus where an instructor or college employee has refused to make accommodations for my disability.	6 (13%)
I have feared for my physical safety on this campus because of my disability.	2 (4.3%)
I have been a victim of a hate crime on this campus because of my disability.	2 (4.3%)
I have received adequate support from this campus as a person with a disability.	29 (63%)

**SECTION 3: EXPERIENCES WITH DISCRIMINATION**

Participants were asked, “Have you ever felt discriminated against or harassed at Dickinson?” 146 students (30%) answered Yes to this question, and the gender and race of each student who answered Yes appears in the table below:

	People of color	White
Female students	34	73
Male students	16	20

Those participants who responded in the affirmative were then asked a series of questions to probe the discrimination. First, they were asked how often they felt discriminated against because of various social group identities, as indicated in the table below:

	Frequently	Very often	Occasionally	Rarely	Never
Gay, lesbian or bisexual persons	3	5	13	9	113
Non-native English speaking persons	2	2	12	4	123
Persons of particular socioeconomic backgrounds	10	9	36	27	63
Persons of particular religious backgrounds	7	4	25	17	91
Persons with a disability	1		1	5	135
Persons of a particular racial/ethnic background	5	6	18	28	86
Persons with particular political affiliations/views	14	11	24	18	78
Women	17	14	24	25	66
Men	1	3	12	5	122

Participants were then asked what form the harassment or discrimination took; responses are indicated in the table below:

	Number of students experiencing this form:
Actual physical assault or injury	6
Anonymous phone calls	2
Glances	98
Ignoring	80
Publications on campus	30
Threats of physical violence	8
Written comments (including electronic communications such as a website, email, or instant messaging)	39
Other or subtle forms	83

Those students who chose “other” were asked to elaborate on their harassment; 69 chose to do so. The majority of these responses (62%) focused on verbal harassment or comments on campus. Some examples include, “When I walk to classes, men yell ‘slut’ or other harassing words out of their car windows as they drive around campus.” “They would make jokes on why I acted a certain way because of my racial background.”

“The words gay and faggot are all too common here at Dickinson.” “Someone made antisemitic comments to my face on multiple accounts. Prior to this said racist comments, which although were not a personal attack still greatly offended me.” Many simply said “verbal comments,” “shouts,” or, “rude/racist/sexist remarks.”

17% of the respondents indicated an issue with differential treatment on campus. For example, “Students treating me as inferior because of my religious affiliation.” “Was not educated about options available to me, until upon request, whereas others were.” “Not taken seriously.” “Being treated differently (less politely, etc) than others I am with.”

Finally, a few students mentioned specific events that promoted discrimination or harassment: “Witnessing social events that are insensitive, such as the Crush Action. I know a handful of people that had to sell their bodies to survive and these groups of people were essentially mocking people who have to resort to selling themselves.” “Mr. Dickinson- people yelling faggot and queer.” “Most school-wide sponsored events are held during my Sabbath. The Spring Formal is the ONLY exception. I have attended exactly ONE HUB all night in my 3 years here, and NEVER attended the Snowball.”

Next, students were asked where the discrimination or harassment occurred:

	Number of students reporting this location:
In a college classroom	47
In a college office	8
In campus housing	77
While working at a college job	19
Via the internet (website, email, instant messaging, etc.)	37
Other locations on campus	80

66 students chose to elaborate on the “other locations on campus;” approximately half (47%) indicated the HUB or the cafeteria, and about a third (30%) said while walking around campus. Finally, 21% reported social and extra-curricular events (including Greek life).

Finally, participants were asked “to which group did the person who was the source of discrimination or harassment belong?”:

	Number of students reporting this source:
Administration	8
Faculty	25
Neighbors in the areas near campus	18
Residence assistants	10
Security or campus police	7
Staff	13
Students at your college/university	128
Visitors to campus	12
Others	6