Rankin & Associates, Consulting

Assessment • Planning • Interventions

The College of Staten Island

Climate for Learning, Working, and Living Final Report

November 2016

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Executive Summary

Introduction

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

CSI is dedicated to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in CSI's mission statement, "The College is dedicated to helping its students fulfill their creative, aesthetic, and educational aspirations through competitive and rigorous undergraduate, graduate, and professional programs. We embrace the strength of our diversity, foster civic mindedness, and nurture responsible citizens for our city, country, and the world."[1]

In order to better understand the campus climate, conducting a survey was first suggested in CSI's *Faculty Diversity Strategic Plan, 2013–2018*, which was developed by the College-wide Diversity Council and the Faculty Subcommittee. The senior administration at CSI recognized the need for a comprehensive tool that would provide campus climate metrics for CSI students, faculty, and staff. To that end, CSI contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled, "College of Staten Island Climate Survey for Learning, Working, and Living" in 2015. CSI formed the Campus Study Working Group (CSWG). The CSWG's core membership was the College-wide Diversity Council and was composed of faculty, staff, students, and administrators. Data gathered via reviews of relevant CSI literature, focus groups, and a campus-wide survey focused on the experiences and perceptions of various constituent groups. Based on the findings of this study, community forums will develop and complete two to three action items by Spring 2017.

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[1]http://www.csi.cuny.edu/presidentsoffice/mission.php

Project Design and Campus Involvement

The CSWG collaborated with R&A to develop the survey instrument. In the first phase, R&A conducted 19 focus groups, which were composed of 117 participants (81 women, 33 men, and three transgender individuals). In the second phase, the CSWG and R&A used data from the focus groups to co-construct questions for the campus-wide survey. The final survey instrument was completed in January 2016. CSI's survey contained 106 items (20 qualitative and 86 quantitative) and was available via a secure online portal from March 1 – April 8, 2016. Confidential paper surveys were made available to those individuals who did not have access to an internet-connected computer or who preferred a paper survey.

The conceptual model used as the foundation for CSI's assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003). A power and privilege perspective informs the model, one grounded in critical theory, which establishes that power differentials, both earned and unearned[2], are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (Johnson, 2005) and influence systems of differentiation that reproduce unequal outcomes. The CSWG implemented participatory and community-based processes to generate survey questions as a means to capture the various dimensions of power and privilege that shape the campus experience. In this way, CSI's assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate, with a specific focus on the distribution of power and privilege among differing social groups. This report provides an overview of the results of the campus-wide survey.

CSI Participants

CSI community members completed 3,688 surveys for an overall response rate of 24.3%. Only surveys that were at least 50% completed were included in the final data set for analyses.[3] Response rates by constituent group varied: 22% ($n = 2,621$) for Undergraduate Students, 21% ($n = 200$) for Graduate Students, 84% ($n = 16$) for Executives (ECP), 49% ($n = 529$) for Staff, and

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[2]Unearned privilege in this report is defined as entitlement based on group status when nothing was done to deserve such rewards..

[3]Sixty-eight (68) surveys were removed because they did not complete at least 50% of the survey, and 42 duplicate submissions were removed.

28% ($n = 322$) for Faculty. Table 1 provides a summary of selected demographic characteristics of survey respondents. The percentages offered in Table 1 are based on the numbers of respondents in the sample (n) for each demographic characteristic.[4]

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

Table 1. **CSI Sample Demographics**

Characteristic	Subgroup	*n*	% of Sample
Position status	Undergraduate Student	2,621	71.1
	Graduate Student	200	5.4
	Faculty	322	8.7
	Staff/Executive	545	14.8
Gender identity	Woman	2,357	63.9
	Man	1,271	34.5
	Transspectrum	38	1.0
Racial identity	White	1,630	44.2
	Hispanic/Latin@/Chican@	570	15.5
	Black/African American	445	12.1
	Asian/Asian American/South Asian	400	10.8
	Multiracial	304	8.2
	Other People of Color	134	3.6
Sexual identity	Heterosexual	2,817	76.4
	LGBQ	380	10.3
	Asexual/Other	364	9.9
Citizenship status	U.S. Citizen	2,789	75.6
	Non-U.S. Citizen/Naturalized Citizen	846	22.9
Disability status	No Disability	3,346	90.7
	Single Disability	226	6.1
	Multiple Disabilities	81	2.2
Military status	No Military Service	1,361	60.5
	Military Service	884	39.5
Faith-based affiliation	Christian Affiliation	1,881	51.0
	No Affiliation	979	26.5
	Other Faith-Based Affiliation	546	14.8
	Multiple Affiliations	149	4.0

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

Key Findings – Areas of Strength

1. **High levels of comfort with the climate at CSI**

   Climate is defined as the "current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential."[5] The level of comfort experienced by faculty, staff, and students is one indicator of campus climate.

   - 21% (n = 790) of the survey respondents were "very comfortable" and 52% (n = 1,919) were "comfortable" with the climate at CSI.
   - 33% (n = 286) of Faculty and Staff/Executive respondents were "very comfortable" and 38% (n = 326) were "comfortable" with the climate in their departments/work units.
   - 23% (n = 715) of Student and Faculty respondents were "very comfortable" and 54% (n = 1,673) were "comfortable" with the climate in their classes.

2. **Faculty Respondents[6] – Positive attitudes about faculty work**

   - 86% (n = 269) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by students in the classroom.
   - 75% (n = 242) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by faculty in their department/program.
   - 76% (n = 243) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by their department/program chairs.
   - 72% (n = 166) of Faculty respondents "strongly agreed" or "agreed" that faculty opinions were valued at CSI.
   - 70% (n = 214) of Faculty respondents "strongly agreed" or "agreed" that teaching was valued by CSI.
   - 68% (n = 148) of Faculty respondents "strongly agreed" or "agreed" that they were supported and mentored during the tenure-track years.
   - 66% (n = 210) of Faculty respondents "strongly agreed" or "agreed" that their teaching was valued.

[5]Rankin & Reason, 2008, p. 264
[6]Percentages are based on n's for each item, not overall n's for all Faculty respondents.

- 65% (*n* = 176) of Faculty respondents "strongly agreed" or "agreed" that their service contributions were valued by CSI.

3. **Staff/Executive Respondents**[7] **– Positive attitudes about staff work**

   - 86% (*n* = 443) of Staff/Executive respondents "strongly agreed" or "agreed" that their supervisors were supportive of their taking leave.
   - 83% (*n* = 442) of Staff/Executive respondents "strongly agreed" or "agreed" that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it.
   - 82% (*n* = 435) of Staff/Executive respondents "strongly agreed" or "agreed" that their supervisors provided adequate support for them to manage work-life balance
   - 81% (*n* = 434) of Staff/Executive respondents felt valued by coworkers in their department.
   - 81% (*n* = 429) of Staff/Executive respondents "strongly agreed" or "agreed" that they were given a reasonable time frame to complete assigned responsibilities.
   - 80% (*n* = 418) of Staff/Executive respondents "strongly agreed" or "agreed" that there were clear expectations of their responsibilities.
   - 78% (*n* = 360) of Staff/Executive respondents "strongly agreed" or "agreed" agreed that CSI policies (e.g., FMLA) were fairly applied across CSI.
   - 78% (*n* = 380) of Staff/Executive respondents "strongly agreed" or "agreed" that CSI was supportive of taking extended leave.
   - 76% (*n* = 403) of Staff/Executive respondents "strongly agreed" or "agreed" that the performance evaluation process was clear.
   - 75% (*n* = 405) of Staff/Executive respondents "strongly agreed" or "agreed" that they had supervisors who gave them job/career advice or guidance when they needed it.

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[7]Percentages are based on *n*'s for each item, not overall *n*'s for all Staff/Executive respondents.

4. **Student Respondents – Positive attitudes about academic experiences**

    The way students perceive and experience their campus climate influences their
    performance and success in college.[8] Research also supports the pedagogical value of a
    diverse student body and faculty for improving learning outcomes.[9] Attitudes toward
    academic pursuits are one indicator of campus climate.

    - More than half of Student respondents "strongly agreed" or "agreed" that they felt
      valued by faculty in the classroom (68%, $n = 1,894$), CSI faculty (62%, $n =$
      1,727), other students in the classroom (59%, $n = 1,630$), CSI staff (56%, $n =$
      1,559), and students outside of the classroom (52%, $n = 1,441$).
    - 56% ($n = 1,575$) of Student respondents "strongly agreed" or "agreed" that they
      had faculty whom they perceived as role models.

5. **Student Respondents – Perceptions of *Academic Success***

    A confirmatory factor analysis was conducted on the scale, *Perceived Academic Success*,
    derived from Question 12 on the survey. Analyses using these scales revealed:

    - Black/African American Undergraduate Student respondents have less *Perceived
      Academic Success* than Hispanic/Latin@/Chican@ and White Undergraduate
      Student respondents.
    - Multiple Race Undergraduate Student respondents have less *Perceived Academic
      Success* than White Undergraduate Student respondents.

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[8]Pascarella & Terenzini, 2005
[9]Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004

Key Findings – Opportunities for Improvement

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

   Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.[10] Research also underscores the relationship between workplace discrimination and subsequent productivity.[11] The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

   - 13% ($n = 467$) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.[12]
     - 27% ($n = 124$) noted that the conduct was based on their position, 23% ($n = 109$) on their ethnicity, 20% ($n = 92$) on their age, and 18% ($n = 83$) on gender identity.
   - Differences emerged based on various demographic characteristics, including gender identity, ethnicity, and age. For example:
     - Undergraduate Student respondents 9% ($n = 228$) were significantly less likely than Staff/Executive respondents (25%, $n = 135$), Graduate Student respondents (21%, $n = 42$), and Faculty respondents (19%, $n = 62$) to indicate that they had experienced exclusionary conduct.
       - Of these respondents, Staff/Executive respondents (47%, $n = 64$) were more likely than Faculty respondents (34%, $n = 21$), Undergraduate Student respondents (15%, $n = 34$), and Graduate Student respondents (12%, $n = 5$) to indicate that the conduct was based on their position status.
     - Respondents aged 19 Years or Younger (6%, $n = 73$) and 20-21 Years (11%, $n = 78$) were significantly less likely than respondents aged 22-24 Years (13%, $n = 60$), respondents aged 25-34 Years (15%, $n = 65$),

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[10]Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Pascarella & Terenzini, 2005; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001

[11]Silverschanz, Cortina, Konik, & Magley, 2008; Waldo, 1999

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

respondents aged 35-44 Years (22%, $n = 52$), respondents aged 45-54
Years (24%, $n = 56$), respondents aged 55-64 Years (18%, $n = 37$), and
respondents aged 65 Years and older (8%, $n = 5$) to indicate that they had
experienced exclusionary conduct.

o A lower percentage of Men respondents (10%, $n = 128$) than
Transpectrum[13] respondents (26%, $n = 10$) and Women respondents (14%,
$n = 322$) indicated that they had experienced exclusionary conduct.

▪ Men respondents (13%, $n = 16$) who indicated that they had
experienced exclusionary conduct[14] were least likely to indicate
that the conduct was based on their gender identity.

Respondents were given the option to elaborate on their personal experiences with exclusionary,
intimidating, offensive and/or hostile conduct. One hundred sixty-five respondents provided their
additional commentary. Amongst all respondents, two themes emerged: reporting process and
student behavior. Many respondents felt that the reporting process was not effective for dealing
with issues related to harassment or exclusionary conduct. A few respondents shared instances
when they had reported an issue and it was handled appropriately. Some respondents discussed
student behavior as a whole (e.g., "many students have poor manners"), while others focused on
the actions of specific students (e.g., "I was ridiculed," "cursed at," "called names"). Two themes
specific to Student (Undergraduate and Graduate) respondents were identified: unwelcoming
professors and staff mistreatment. Student respondents described rude professors, favoritism, and
unfair distribution of grades as concerns with faculty as well as less than favorable interactions
with staff members (e.g., not providing services when they should be available). For Employee
respondents (Faculty, Staff, and Executive), hostile colleagues and role of administration
emerged as themes. Many Employee respondents identified supervisors as the source of the
hostility (e.g., lack of appreciation, recognition, or favoritism), and described, in detail, specific

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[13] The category "Transspectrum" includes respondents who indicated on the survey that they were Genderqueer or
Transgender.
[14] This report uses the phrase "exclusionary conduct" as a shortened version of conduct that someone has
"personally experienced" including "exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile
(bullying, harassing) conduct."

instances where they felt undervalued. Administration was described as "rude," "disrespectful," "irrational," "unwelcoming," and "inadequate."

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

   Prior research on campus climate has focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g., women, People of Color, people with disabilities, first-generation students, veterans).[15] Several groups at CSI indicated that they were less comfortable than their majority counterparts with the overall climate, department/workplace climate, and classroom climate.

   Overall Climate[16] at CSI

   - A smaller proportion of Staff/Executive respondents (11%, $n = 60$) were "very comfortable" with the climate at CSI than were Faculty respondents (20%, $n = 64$), Graduate Student respondents (23%, $n = 45$), or Undergraduate Student respondents (24%, $n = 621$).

   - A smaller group of Women respondents (20%, $n = 470$) than Men respondents (25%, $n = 317$) felt "very comfortable" with the overall climate at CSI.

   - White respondents (8%, $n = 130$) were more likely to be "uncomfortable" with the overall climate at CSI than were Black/African American respondents (5%, $n = 24$), Multiracial respondents (5%, $n = 15$), Other People of Color respondents (4%, $n = 5$), Asian/Asian American/South Asian respondents (4%, $n = 17$), and Hispanic/Latin@/Chican@ respondents (4%, $n = 23$).

   - Respondents from Multiple Faith-Based Affiliations (13%, $n = 19$) were less likely to be "very comfortable" with the overall climate than were respondents with Other Faith-Based Affiliations (29%, $n = 157$), respondents with Christian Affiliations (22%, $n = 411$), and respondents with No Affiliation (18%, $n = 177$).

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

[16]Climate is defined as the "current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential."

- A smaller proportion of respondents with a Single Disability (14%, $n = 31$) were "very comfortable" with the overall climate than were respondents with No Disability (22%, $n = 740$) or Multiple Disabilities (16%, $n = 13$).
- A smaller amount of Student respondents who lived in Campus Housing (16%, $n = 22$) felt "very comfortable" with the overall climate than Student respondents who lived in Non-Campus Housing (24%, $n = 632$).

Department/Work Unit Climate

- Respondents with At Least One Disability[17] (12%, $n = 8$) were significantly more likely to feel "very uncomfortable" with the climate in their departments/work units than respondents with No Disability (4%, $n = 34$).

Classroom Climate

- A smaller proportion of Women Faculty and Student respondents (21%, $n = 418$) than Men Faculty and Student respondents (26%, $n = 293$) felt "very comfortable" in their classes.
- Faculty and Student respondents with At Least One Disability (17%, $n = 46$) were significantly less likely to feel "very comfortable" with the climate in their classes than were Faculty and Student respondents with No Disability (23%, $n = 663$).
- A larger percentage of Student respondents who lived in Campus Housing (4%, $n = 5$) felt "very uncomfortable" with the classroom climate than Student respondents who lived in Non-Campus Housing (1%, $n = 21$).

3. **Faculty and Staff/Executive Respondents**[18] **– Challenges with work-life issues**

- 44% ($n = 142$) of Faculty respondents and 49% ($n = 267$) of Staff/Executive respondents had seriously considered leaving CSI in the past year.
  - By staff status, 44% ($n = 86$) of Hourly Staff respondents and 53% ($n = 174$) of Salary Staff respondents seriously considered leaving the College.
  - By faculty status, 60% each of Associate Professor respondents ($n = 33$) and Professor respondents ($n = 27$), 53% ($n = 31$) of Assistant Professor

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[17]Owing to low numbers of respondents with Multiple Disabilities, a new category that combined respondents with a Single Disability and Multiple Disabilities was created and named "At Least One Disability." This variable is used throughout the report when the original variable cannot be used due to the aforementioned.
[18]Percentages are based on n's for each item, not overall n's for all Faculty and Staff/Executive respondents.

respondents, and 31% (*n* = 51) of Adjunct/Lecturer respondents seriously considered leaving the College.

- o 61% (*n* = 249) of Faculty and Staff/Executive respondents who seriously considered leaving did so because of financial reasons and 50% (*n* = 206) did so because of limited opportunities for advancement.

- CSI Faculty and Staff/Executive respondents had observed unfair or unjust hiring (22%), unfair or unjust disciplinary actions (30%), or unfair or unjust promotion, tenure, and/or reclassification (13%).

- 52% (*n* = 108) of Faculty respondents "strongly agreed" or "agreed" that people who had children or elder care were burdened with balancing work and family responsibilities (e.g., evening and evenings programing, workload brought home, CSI breaks not scheduled with school district breaks).

- Fewer than one-third of Faculty respondents (29%, *n* = 63) "strongly agreed" or "agreed" that CSI provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).

Staff/Executive Respondents[19] – Challenges with feeling supported and valued

- 56% (*n* = 297) of Staff/Executive respondents "strongly agreed" or "agreed" that their workload was permanently increased without additional compensation as a result of other staff departures.

- 28% (*n* = 150) of Staff/Executive respondents "strongly agreed" or "agreed" that they were pressured by departmental/program work requirements that occur outside of normally scheduled hours.

- Only 38% (*n* = 194) of Staff/Executive respondents "strongly agreed" or "agreed" that they thought procedures on how they could advance at CSI were clear.

- 62% (*n* = 328) of Staff/Executive respondents "strongly agreed" or "agreed" that a hierarchy existed within staff positions that allowed some voices to be valued more than others.

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[19]Percentages are based on *n*'s for each item, not overall *n*'s for all Faculty respondents.

- 27% (n = 139) of Staff/Executive respondents "strongly agreed" or "agreed" that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).

- 43% (n = 227) of Staff/Executive respondents "strongly agreed" or "agreed" that they performed more work than colleagues with similar performance expectations.

Faculty Respondents[20] – Challenges with faculty work

- 51% (n = 126) of Faculty respondents "strongly agreed" or "agreed" that they performed more work to help students than did their colleagues.

- 43% (n = 100) of Faculty respondents "strongly agreed" or "agreed" that tenure standards/promotion standards were applied equally to all faculty in their college.

- 43% (n = 97) of Faculty respondents "strongly agreed" or "agreed" that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations.

- Fewer than one-third of Faculty respondents "strongly agreed" or "agreed" that salaries for Tenure-Track faculty positions (29%, n = 64) and salaries for Non-Tenure-Track faculty positions (26%, n = 52) were competitive.

- 24% (n = 50) of Faculty respondents "strongly agreed" or "agreed" that they were pressured to change their research/scholarship agenda to achieve tenure/promotion.

Faculty respondents were provided the opportunity to elaborate on their experiences regarding faculty work. The most prominent concern for all Faculty respondents was job security; in particular, adjuncts were never assured of what their position status would be, were "paid poorly and ignored", and "taken for granted." Low, noncompetitive salaries for all Faculty respondents were also discussed as a concern. Some Faculty respondents

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[20]Percentages are based on n's for each item, not overall n's for all Faculty respondents.

commented on the amount of support they received from CSI, focusing specifically on resources for research and travel funds. Junior faculty members are expected to pursue research, yet there are limited resources provided by the CSI. Inconsistent tenure and promotion criteria were also emphasized by some Faculty respondents, with research weighing more heavily than teaching, yet CSI is a teaching institution. Questions around how much CSI values service contributions for faculty also emerged as a theme. Further, Faculty respondents expressed disappointment with the lack of participation of faculty in the decision-making process of administration (e.g., "decision-making power has been taken out of the hands of faculty.")

4. **A small but meaningful percentage of respondents experienced unwanted sexual contact.**

    In 2014, *Not Alone: The First Report of the White House Task Force to Protect Students from Sexual Assault* indicated that sexual assault is an important 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 CSI survey requested information regarding sexual misconduct.

    - 4% ($n = 136$) of respondents indicated on the survey that they had experienced a form of unwanted sexual misconduct.[21]
        - 20% ($n = 27$) of those respondents experienced relationship violence (e.g., ridiculed, controlling, hitting), 32% ($n = 44$) experienced stalking (e.g., following me, on social media, texting, phone calls), 41% ($n = 56$) experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), and 10% ($n = 13$) experienced sexual contact (e.g. fondling, rape, sexual assault, penetration without consent, or gang rape.)

Respondents were offered the opportunity to elaborate on why they did not report unwanted sexual misconduct. Concerns about the consequences if they had reported the misconduct were

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[21]The survey used the term "sexual misconduct" or "unwanted sexual contact" to depict any unwanted sexual experiences and defined it as "sexual harassment, gender-based harassment, or a form of sexual violence (sexual assault, stalking, or dating/domestic/intimate partner violence)."

addressed (e.g., "I didn't want to go through law enforcement.") Others indicated that they didn't report the conduct because the incident was not "a big deal." Common personal feelings such as "nervous" or "embarrassed" were attributed as barriers to reporting. Others indicated fears that "nothing would be done" if they reported the conduct.

Conclusion

CSI campus climate findings[22] were consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.[23] For example, 70% to 80% of respondents in similar reports found the campus climate to be "comfortable" or "very comfortable." Similar percentages (71-77%) of CSI respondents reported that they were "comfortable" or "very comfortable" with the overall climate, department/work unit climate, and classroom climate at CSI. Likewise, 20% to 25% in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At CSI, a much lower percentage of respondents (13%) indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. These results did parallel the findings of other climate studies of specific constituent groups offered in the literature, where generally members of historically underrepresented and underserved groups were slightly more likely to believe that they had experienced various forms of exclusionary conduct and discrimination than those in the majority (Guiffrida et al., 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles et al., 2006; Silverschanz et al., 2008; Yosso et al., 2009).

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

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[22]Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.
[23]Rankin & Associates Consulting, 2015

is in a prime position to actualize its commitment to an inclusive campus and to institute

organizational structures that respond to the needs of its dynamic campus community.

Introduction

History of the Project

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

CSI is dedicated to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in CSI's mission statement, "The College is dedicated to helping its students fulfill their creative, aesthetic, and educational aspirations through competitive and rigorous undergraduate, graduate, and professional programs. We embrace the strength of our diversity, foster civic mindedness, and nurture responsible citizens for our city, country, and the world."[24]

In order to better understand the campus climate, conducting a survey was first suggested in CSI's *Faculty Diversity Strategic Plan, 2013–2018*, which was developed by the College-wide Diversity Council and the Faculty Subcommittee. The senior administration at CSI recognized the need for a comprehensive tool that would provide campus climate metrics for CSI students, faculty, and staff. To that end, CSI contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled, "College of Staten Island Climate Survey for Learning, Working, and Living" in 2015. CSI formed the Campus Study Working Group (CSWG). The CSWG's core membership was the College-wide Diversity Council and was composed of faculty, staff, students, and administrators. Data gathered via reviews of relevant CSI literature, focus groups, and a campus-wide survey focused on the experiences and perceptions of various constituent groups. Based on the findings of this study, community forums will develop and complete two to three action items by Spring 2017.

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[24]http://www.csi.cuny.edu/presidentsoffice/mission.php

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

Climate is defined for this project as the "current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential."[25] This includes the perceptions and experiences of individuals and groups on campus. For the purposes of this study, climate also includes an analysis of the perceptions and experiences individuals and groups have of others on campus.

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

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

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

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

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[25]Rankin & Reason, 2008, p. 264

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

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

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

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

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

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

Finally, in assessing campus climate and its influence on specific populations, it is important to understand the complexities of identity and to avoid treating identities in isolation of one another. Maramba & Museus (2011) agreed that an "overemphasis on a singular dimension of students' [and other campus constituents'] identities can also limit the understandings generated by climate and sense of belonging studies" (p. 95). Using an intersectional approach to research

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on campus climate allows individuals and institutions to explore how multiple systems of privilege and oppression operate within the environment to influence the perceptions and experiences of groups and individuals with intersecting identities (see Griffin, Bennett, & Harris, 2011; Maramba & Museus, 2011; Patton, 2011; Pittman, 2010; Turner, 2002).

CSI Campus-wide Climate Assessment Project Structure and Process
The CSWG collaborated with R&A to develop the survey instrument. In the first phase, R&A conducted 19 focus groups, which were composed of 117 participants (81 women, 33 men, and three transgender individuals). In the second phase, the CSWG and R&A used data from the focus groups to co-construct questions for the campus-wide survey. The final survey instrument was completed in January 2016. CSI's survey contained 106 items (20 qualitative and 86 quantitative) and was available via a secure online portal from March 1 – April 8, 2016. Confidential paper surveys were distributed to those individuals who did not have access to an Internet-connected computer or who preferred a paper survey.

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

Methodology

Conceptual Framework

R&A defines diversity as the "variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics."[26] The conceptual model used as the foundation for this assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003).

Research Design

Focus Groups. As noted earlier, the first phase of the climate assessment process was to conduct a series of focus groups at CSI to gather information from students, staff, faculty, and administrators about their perceptions of the campus climate. On November 9, 2015, CSI students, staff, faculty, and administrators participated in 19 focus groups conducted by R&A facilitators. The groups were identified by the CSWG and invited to participate via a letter from President Fritz. The interview protocol included four questions addressing participants' perceptions of the campus living, learning, and working environment; initiatives/programs that CSI has implemented that have directly influenced participants' success; the greatest challenges for various groups at CSI; and suggestions to improve the campus climate at CSI.

R&A conducted 19 focus groups, which were composed of 117 participants (81 women, 33 men, and three transgender individuals). Participants in each group were given the opportunity to follow up with R&A with any additional concerns. The CSWG and R&A used the results to inform questions for the campus-wide survey.

Survey Instrument. The survey questions were constructed based on the results of the focus groups, the work of Rankin (2003), and with the assistance of the CSWG. The CSWG reviewed

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[26]Rankin & Associates Consulting (2015) adapted from AAC&U (1995).

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several drafts of the initial survey proposed by R&A and vetted the questions to be contextually more appropriate for the CSI population. The final CSI campus-wide survey contained 106 questions,[27] including open-ended questions for respondents to provide commentary. The survey was designed so that respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of CSI's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both online and pencil-and-paper formats. All survey responses were input into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis.

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

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

Completed online surveys were submitted directly to a secure server, where any computer identification that might identify participants was deleted. Any comments provided by participants were also separated from identifying information at submission so comments could not be attributed to any individual demographic characteristics.

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

Limitations. Two limitations to the generalizability of the data existed. The first limitation was that respondents "self-selected" to participate. Self-selection bias, therefore, was possible. This type of bias can occur because an individual's decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study. The second limitation was response rates that were fewer than 30% (see Table 3). For groups with response rates fewer than 30%, caution is recommended when generalizing the results to the entire constituent group.

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 22.0). Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to CSI in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., by gender identity, racial identity, position status) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information is presented using valid percentages.[28] Actual percentages[29] with missing or "no response" information may be found in the survey data tables in Appendix B. The purpose for this discrepancy in reporting is to note the missing or "no response" data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations.

Factor Analysis Methodology. Confirmatory factor analyses were conducted on scales embedded in questions specific to students. The resultant scale was Students' *Perceived Academic Success*.

A confirmatory factor analysis was conducted on one scale embedded in Question 12 of the survey. The scale, termed "Perceived Academic Success" for the purposes of this project, was developed using Pascarella and Terenzini's *(1980) Academic and Intellectual Development*

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[28]Valid percentages were derived using the total number of respondents to a particular item (i.e., missing data were excluded).
[29]Actual percentages were derived using the total number of survey respondents.

Scale. This scale has been used in a variety of studies examining student persistence. The first seven sub-questions of Question 12 of the survey reflect the questions on this scale (Table 2).

The questions in each scale were answered on a Likert metric from strongly agree to strongly disagree (scored 1 for strongly agree and 5 for strongly disagree). For the purposes of analysis, Student respondents who did not answer all scale sub-questions were not included in the analysis. Approximately four percent (4.3%) of potential Student respondents were removed from the analysis as a result of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.[30] One question from the scale (Q11_A_2, "Few of my courses this year have been intellectually stimulating") did not hold with the construct and was removed; the scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach's alpha) of the scale was 0.881 (after removing the question noted above) which is high, meaning that the scale produces consistent results. With Q11_A_2 included, Cronbach's alpha was only 0.766.

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

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

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

Factor Scores

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

Means Testing Methodology

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

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

- o Racial identity (Asian/Asian American/South Asian People, Black/African American People, Hispanic/Latin@/Chican@ People, Other People of Color, White People, Multiracial People)
- o Sexual identity (LGBQ, Heterosexual, Asexual/Other)
- o Disability status (Single Disability, No Disability, Multiple Disabilities)
- o Parent education status (First-Generation, Not-First-Generation)
- o Income status (Low-Income, Not-Low-Income.)

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

Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences on the CSI campus, elaborate upon their survey responses, and append additional thoughts. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the quantitative items of the survey. These open-ended comments were reviewed[31] using standard methods of thematic analysis. R&A reviewers read all comments and generated a list of common themes based on their analysis. Most themes reflected the issues addressed in the survey questions and revealed in the quantitative data. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

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

Results

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

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

Description of the Sample[32]

Three thousand six hundred eight-eight (3,688) surveys were returned, for a 24.3% overall response rate. The sample and population figures, chi-square analyses,[33] and response rates are presented in Table 3. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by CSI.

- Women were significantly overrepresented in the sample; men were underrepresented.
- Asian/Asian American/South Asians and White/European Americans were significantly underrepresented in the sample. Black/African Americans, Hispanic/Latin@/Chican@s, and Pacific Islander/Native Hawaiians, and respondents whose race/ethnicity was categorized as Missing/Multiple Races or Ethnicities/Unknown/Other were significantly overrepresented in the sample.
- Faculty, Executives (ECP), and Staff were significantly overrepresented in the sample. Undergraduate and Graduate Students were significantly underrepresented in the sample.

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[32]All frequency tables are provided in Appendix B.
[33]Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by CSI.

- Visa Holders and U.S. Citizens by Birth were significantly overrepresented in the sample. Lawful Permanent Residents (Green Card Holders), Undocumented Residents, and individuals whose citizenship status was unknown/missing were underrepresented in the sample.

Table 3. **Demographics of Population and Sample**

Characteristic	Subgroup	Population		Sample		Response Rate
		N	%	n	%	
Gender[a]	**Woman**	8,588	56.6	2,357	63.9	27.4
	Man	6,581	43.4	1,271	34.5	19.3
	Genderqueer	ND	ND	21	0.6	N/A
	Transgender	ND	ND	8	0.2	N/A
	Other/Missing/Unknown	ND	ND	31	0.8	N/A
Race/Ethnicity[b]	**American Indian/Alaska Native**	27	0.2	7	0.2	25.9
	Asian/Asian American/South Asian	1,649	10.9	400	10.8	24.3
	Black/African American	1,784	11.8	445	12.1	24.9
	Hispanic/Latin@/Chican@	2,071	13.7	570	15.5	27.5
	Central Asian/Middle Eastern/North African	ND	ND	114	3.1	N/A
	Pacific Islander/Native Hawaiian	$n < 5$	---	13	0.4	>100.0
	White/European American	8,001	52.7	1630	44.2	20.4
	Non-Resident Alien	345	2.3	ND	ND	N/A
	Missing/Multiple/Unknown/Other	1,290	8.5	509	13.8	39.5
Position[c]	**Undergraduate Student**	11,979	79.0	2,621	71.1	21.9
	Graduate Student	946	6.2	200	5.4	21.1
	Faculty	1,145	7.5	322	8.7	28.1
	Executive (ECP)	19	0.1	16	0.4	84.2
	Staff	1,080	7.1	529	14.3	49.0
Citizenship[d]	**A Visa Holder (such as F-1, J-1, H1-B, and U)**	177	1.2	80	2.8	45.2
	Currently Under a Withholding of Removal Status	ND	ND	$n < 5$	---	N/A
	DACA (Deferred Action for Childhood Arrival)	ND	ND	52	1.8	N/A
	DAPA (Deferred Action for Parental Accountability)	ND	ND	0	0.0	N/A
	Lawful Permanent Resident (Green Card Holder)	1,365	9.0	203	7.2	14.9
	Other Legally Documented Status	ND	ND	17	0.6	N/A
	Refugee Status	ND	ND	$n < 5$	---	N/A
	Undocumented Resident	157	1.0	14	0.5	8.9
	U.S. Citizen, Birth	10,584	69.8	2,071	73.4	19.6
	U.S. Citizen, Naturalized	ND	ND	332	11.8	N/A
	Unknown/Missing	639	4.2	46	1.6	7.2

[a]$X^2 (1, N = 3,628) = 103.06, p < .001$
[b]$X^2 (6, N = 3,496) = 634.71\ p < .001$
[c]$X^2 (4, N = 3,684) = 354.08, p < .001$
[d]$X^2 (4, N = 2,035) = 265.14, p < .001$

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

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

Reliability - Internal Consistency of Responses.[34] Correlations between the responses to questions about overall campus climate for various groups (Question 89) and to questions that rated overall campus climate on various scales (Question 90) were moderate-strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients[35] are provided in Table 4.

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[34]Internal reliability is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results (Trochim, 2000). The correlation coefficient indicates the degree of linear relationship between two variables (Bartz, 1988).
[35]Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

All correlations in the table were significantly different from zero at the .01 level; that is, there was a relationship between all selected pairs of responses.

A strong relationship (between .53 and .59) existed for all five pairs of variables - between Positive for People of Color and Not Racist; between Positive for Lesbian, Gay, Bisexual, Queer, or Transgender People and Not Homophobic; between Positive for Women and Not Sexist; between Positive for People of Low Socioeconomic Status and Not Classist (socioeconomic status); and between Positive for People with Disabilities and Disability Friendly (not ableist).

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

	Climate Characteristics				
	Not Racist	**Not Homophobic**	**Not Sexist**	**Not Classist (SES)**	**Disability Friendly**
Positive for People of Color	.566[1]				
Positive for Lesbian, Gay, Bisexual People		.530[1]			
Positive for Women			.547[1]		
Positive for People of Low Socioeconomic Status				.593[1]	
Positive for People with Disabilities					.589[1]

[1] $p < 0.01$

Sample Characteristics[36]

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

Primary status data for respondents were collapsed into Undergraduate Student respondents, Graduate Student respondents, Faculty respondents, and Staff/Executive respondents.[37]

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[36] All percentages presented in the "Sample Characteristics" section of the report are actual percentages.
[37] Collapsed position status variables were determined by the CSWG.

Of respondents, 71% ($n = 2,621$) were Undergraduate Students, 5% ($n = 200$) were Graduate Students, 9% ($n = 322$) were Faculty, and 15% ($n = 545$) were Staff/Executives (Figure 1). Eighty-two percent ($n = 3,005$) of respondents were full-time in their primary positions. Subsequent analyses indicated that 77% ($n = 2,325$) of Undergraduate Student respondents, 4% respondents ($n = 131$) of Graduate Student respondents, 6% ($n = 143$) of Faculty respondents, and 12% ($n = 370$) of Staff/Executive respondents were full-time in their primary positions. More than half of Full-time Faculty/Staff/Executive respondents (58%, $n = 316$) indicated that they had permanency status in their primary positions.
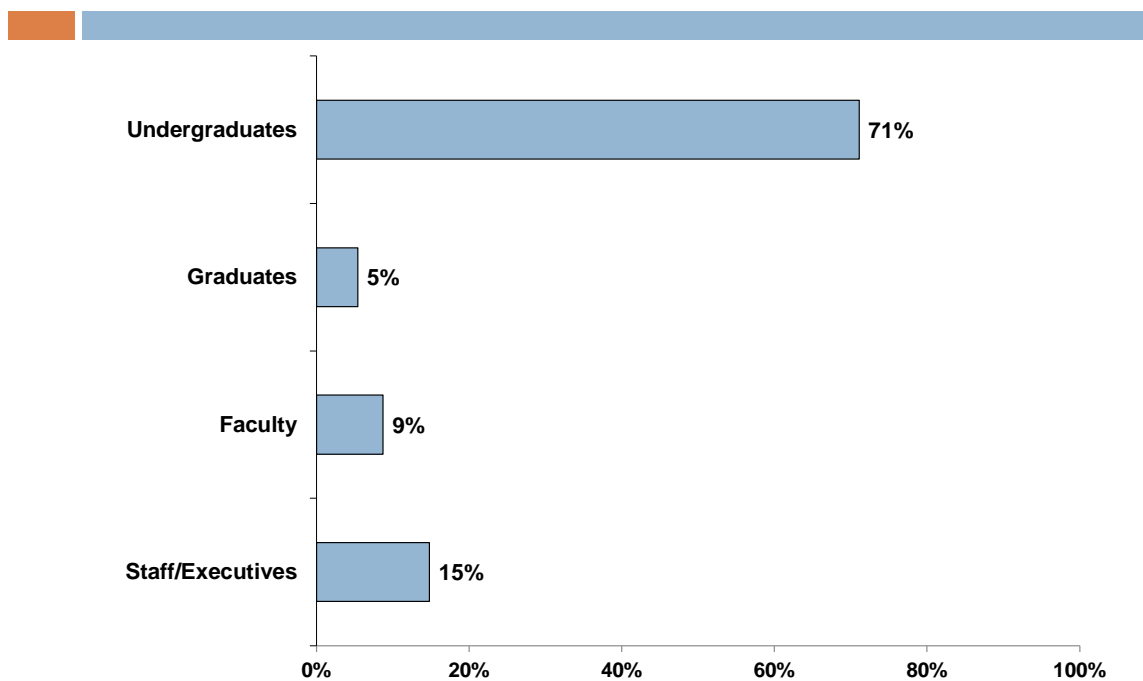
Figure 1. Respondents' Collapsed Position Status (%)

With regard to respondents' work-unit affiliations, Table 5 indicates that Staff/Executive respondents represented various work units across campus. Of Staff/Executive respondents, 35% ($n = 189$) were affiliated with the Division of Academic Affairs, 21% ($n = 113$) were affiliated

with the Division of Student and Enrollment Services, and 20% (*n* = 109) were affiliated with the Division of Finance and Administration.

Table 5. **Staff/Executive Respondents' Primary Work Unit Affiliations**

Work unit	*n*	*%*
Division of Academic Affairs (e.g., School of Education, Division of Science and Technology, Registrar's Office)	189	34.7
Division of Finance and Administration (e.g., Auxiliary Services, Buildings & Grounds)	109	20
Office of Institutional Advancement and External Affairs	15	2.8
Division of Student and Enrollment Services (e.g., CSI Association, Financial Aid)	113	20.7
Division of Technology Systems	28	5.1
Office of the President	28	5.1

Note: Table includes Staff/Executive respondents (*n* = 545) only.

Of Faculty respondents, 52% (*n* = 167) were affiliated with the Division of Humanities and Social Sciences, and 20% (*n* = 63) with the Division of Science and Technology (Table 6).

Table 6. **Faculty Respondents' Primary Academic Division/School Affiliations**

Academic division	*n*	*%*
School of Business	19	5.9
School of Education	25	7.8
School of Health Sciences	30	9.3
Division of Humanities and Social Sciences	167	51.9
Division of Science and Technology	63	19.6

Note: Table includes Faculty respondents (*n* = 322) only.

More than half of the sample (64%, *n* = 2,357) were Women and 35% (*n* = 1,271) were Men.[38] Fewer than one percent (*n* = 21) identified as Genderqueer, and fewer than one percent (*n* = 8) identified as Transgender.[39] Forty-five respondents (1%) marked "a gender not listed here" and

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[38]The majority of respondents identified their birth sex as female (65%, *n* = 2,395), while 35% (*n* = 1,274) of respondents identified as male, and no respondents identified as intersex. Additionally, 62% (*n* = 2,291) identified their gender expression as feminine, 33% (*n* = 1,226) as masculine, 2% (*n* = 85) as androgynous, and 1% (*n* = 41) as "not listed here."

[39]Self-identification as genderqueer or transgender does not preclude identification as male or female, nor do all those who might fit the definition self-identify as genderqueer or transgender. Here, those who chose to self-identify

offered identities such a "alpha," "casual/comfortable/labeless," "gay," "human," "humanine," "I don't identify with any of these," "neutral," "normal," "pakaya," "queer," "somewhere on the spectrum between masc and fem," "Stem," "tomb boy," "undefined," and "who cares."

For the purpose of some analyses, gender identity was collapsed into four categories determined by the CSWG. Sixty-four percent ($n = 2{,}357$) of the respondents marked only "Woman" as their gender identity, and 35% ($n = 1{,}271$) marked only "Man." Responses that marked only Transgender or Genderqueer were collapsed into the "Transspectrum" category (1%, $n = 38$).

Figure 2 illustrates that there were more Women than Men Undergraduate Student respondents and Graduate Student respondents, and one percent ($n = 27$) of Transspectrum Undergraduate Student respondents. Seventy-three percent ($n = 395$) of Staff/Executive respondents and 59% ($n = 189$) of Faculty respondents were women. Two percent ($n = 7$) of Faculty respondents indicated that they were Transspectrum.

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as genderqueer or transgender have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.
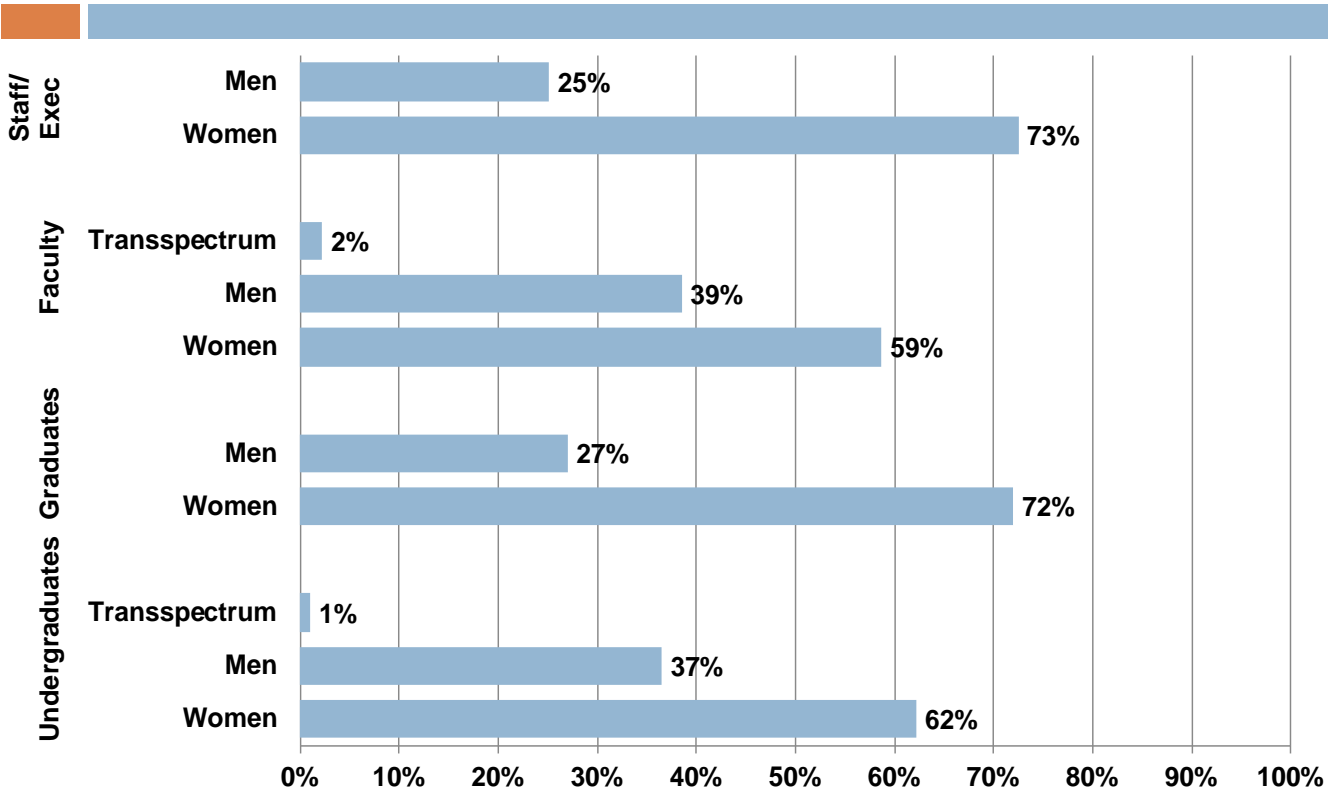
Figure 2. Respondents by Gender Identity and Position Status (%)

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

The majority of respondents were Heterosexual[40] (76%, n = 2,817); 10% (n = 380) were LGBQ (lesbian, gay, bisexual, pansexual, queer, or questioning); and 10% (n = 364) were Asexual/Other (Figure 3).
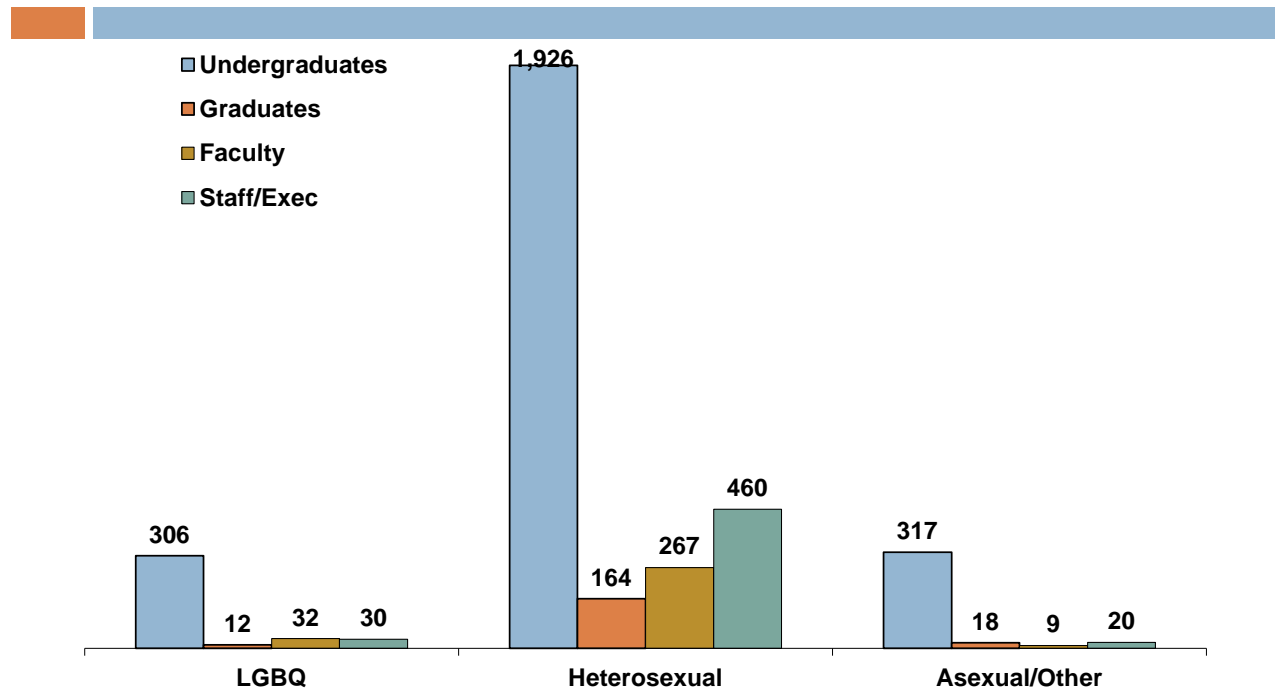
Figure 3. Respondents by Sexual Identity and Position Status (*n*)

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[40]Respondents who answered "other" in response to the question about their sexual identity and wrote "straight" or "heterosexual" in the adjoining text box were recoded as Heterosexual. Additionally, this report uses the terms "LGBQ" and "sexual minorities" to denote individuals who self-identified as lesbian, gay, bisexual, pansexual, queer, and questioning, and those who wrote in "other" terms such as "homoflexible" and "fluid."

Of Staff/Executive respondents, 27% ($n = 128$) were between 55 and 64 years old, 25% ($n = 122$) were between 45 and 54 years old, and 21% ($n = 103$) were between 35 and 44 years old. Of Faculty respondents, 25% ($n = 74$) were between 35 and 44 years old, 24% ($n = 69$) were between 55 and 64 years old, and 22% ($n = 65$) were between 45 and 54 years old (Figure 4). Seventeen percent ($n = 49$) of Faculty respondents were 65 years or older.
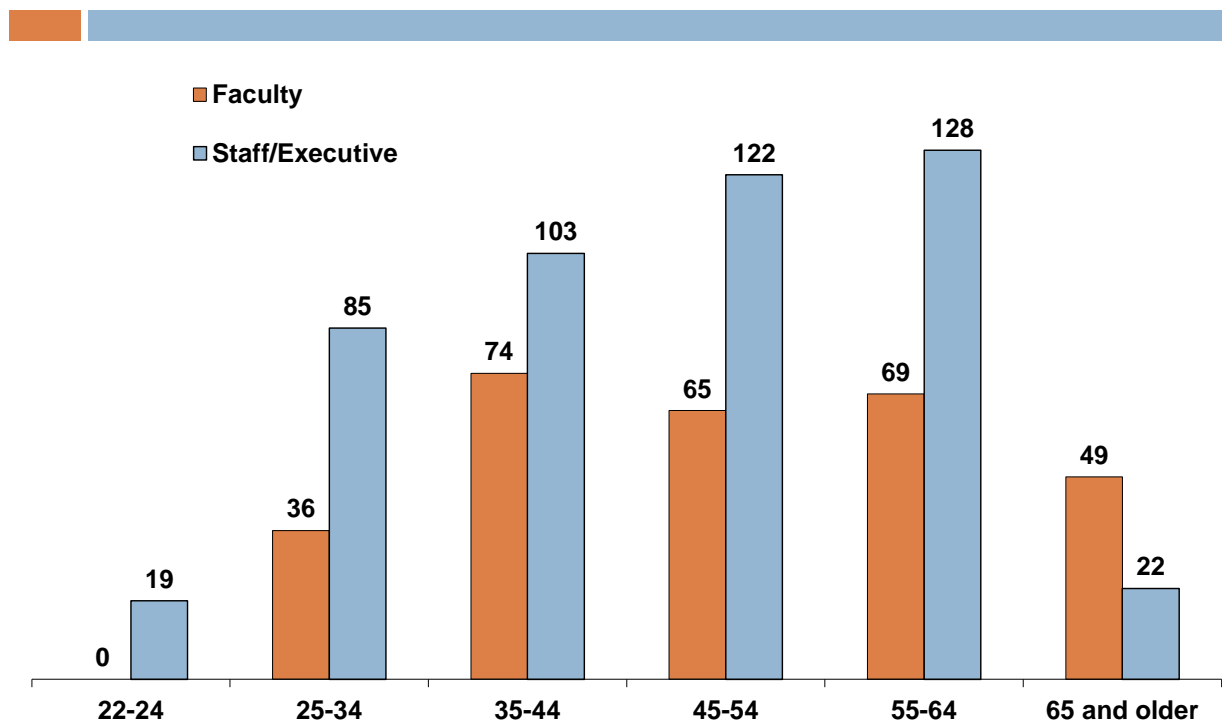
Note: Responses with $n < 5$ are not presented in the figure.

Figure 4. Employee[41] Respondents by Age and Position Status (n)

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[41]Throughout the report, the term "employee respondents" refers to all respondents who indicated that they were staff/executive members or faculty members.

Of responding Undergraduate Students, 74% (*n* = 1,903) were 21 years old or younger, and 14% (*n* = 369) were between 22 and 24 years old. Forty percent (*n* = 78) of responding Graduate Students were between 25 and 34 years old and 33% (*n* = 64) were between 22 and 24 years old (Figure 5).
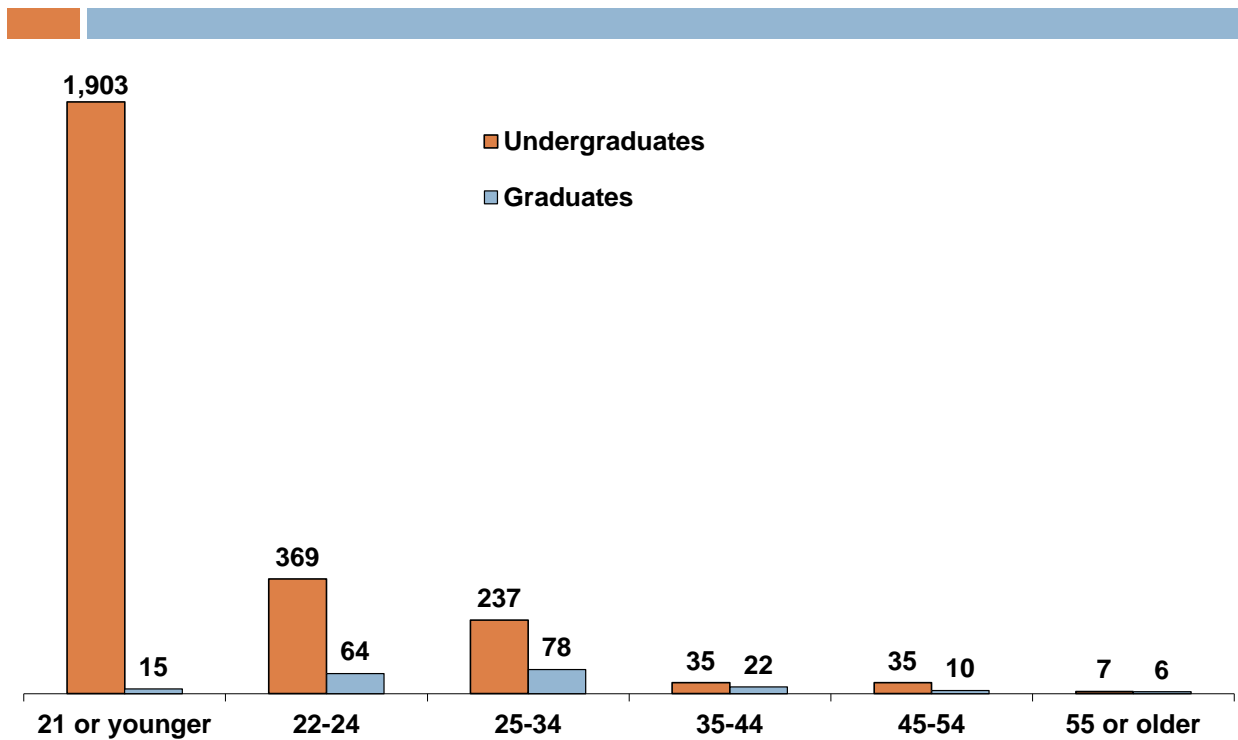
Figure 5. Student Respondents by Age and Student Status (*n*)

With regard to racial identity, 44% (*n* = 1,630) of the respondents identified as White/European American (Figure 6). Sixteen percent (*n* = 570) of respondents were Hispanic/Latin@/Chican@, 12% (*n* = 445) were Black/African American, 11% (*n* = 400) were Asian/Asian American/South Asian, 3% (*n* = 114) were Central Asian/Middle Eastern/North African, and < 1% each were Pacific Islander (*n* = 13) and First Nation/American Indian/Indigenous (*n* = 7). Eight percent (*n* = 304) of respondents indicated two or more races. Some individuals marked the response category "a racial/ethnic identity not listed here" and wrote "afro-caribbean," "afro-indian," "American," "arabic," "Azerbaijani," "biracial," "Black Puerto Rican," "Coptic," "Egyptian," "european,"

23

"French Canadian," "Guyanese," "gypsy," "Haitian," "Irish," "Italian," "Jewish," "Middle Eastern," "Muslim," "Pakistani," "Persian," "Siberian," "Spanish," "Terran," "Trinidad and Tobagonian," "Turkish," "Uzbek," "West Indian," and "White African."
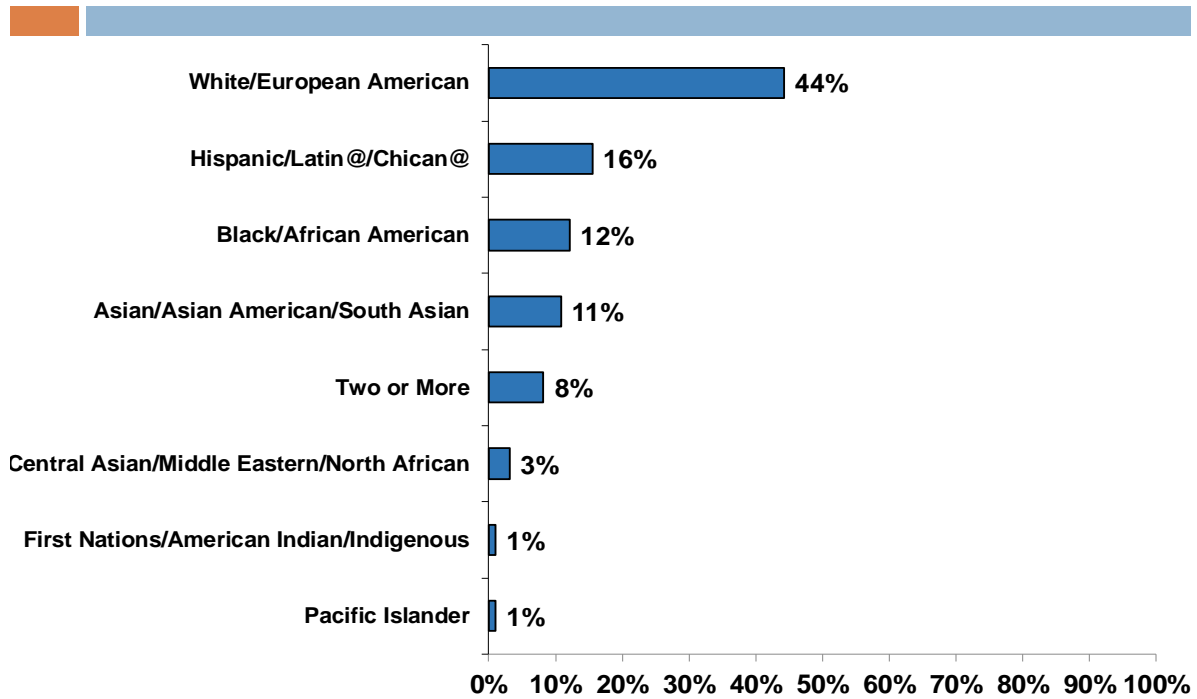
Figure 6. Respondents by Racial/Ethnic Identity (%),
Inclusive of Multiracial and/or Multiethnic

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,[42] allowing them to identify as biracial or multiracial. For the purposes of some analyses, the CSWG created six racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White (44%, $n = 1,630$) as their identity (Figure 7).[43] Other

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

[43]Figure 7 illustrates the unduplicated total of responses ($n = 3,688$) for the question, "Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please

respondents identified as Hispanic/Latin@/Chican@ (16%, $n = 570$), Black/African American (12%, $n = 445$), Asian/Asian American/South Asian (11%, $n = 400$), Multiracial[44] (8%, $n = 304$), and Other People of Color[45] (4%, $n = 134$). A substantial percentage of respondents did not indicate their racial identity and were recoded to Other/Missing/Unknown (6%, $n = 205$).
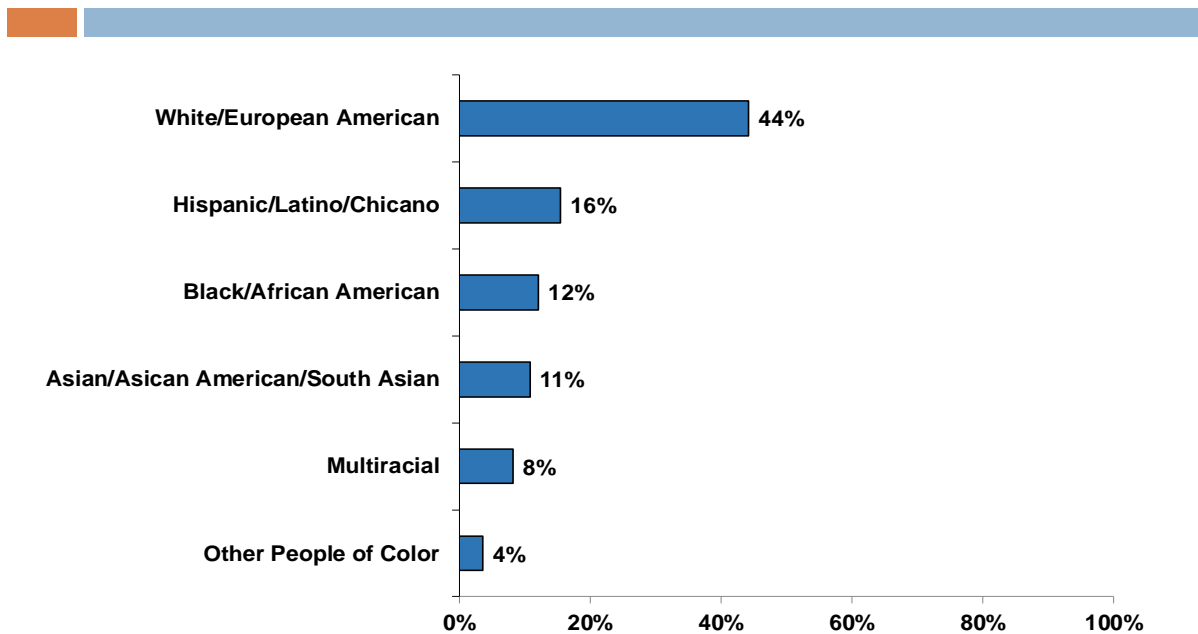
Figure 7. Respondents by Collapsed Categories of Racial Identity (%)

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indicate which group below most accurately describes your racial/ethnic identification (If you are of a multiracial/multiethnic/multicultural identity, mark all that apply)."

[44]Per the CSWG, respondents who identified as more than one racial identity were recoded as Multiracial.

[45]Per the CSWG, the Other People of Color category included respondents who identified as Alaska Native, Central Asian/Middle Eastern/North African, First Nations/American Indian/Indigenous, Native Hawaiian, or Pacific Islander.

Fifty-one percent (*n* = 1,881) of respondents identified as having a Christian Faith-Based Affiliation (Figure 8). Twenty-seven percent (*n* = 979) of respondents reported No Faith-Based Affiliation. Fifteen percent (*n* = 546) of respondents chose Other Faith-Based Affiliation, and 4% (*n* = 149) identified with Multiple Faith-Based Affiliations.
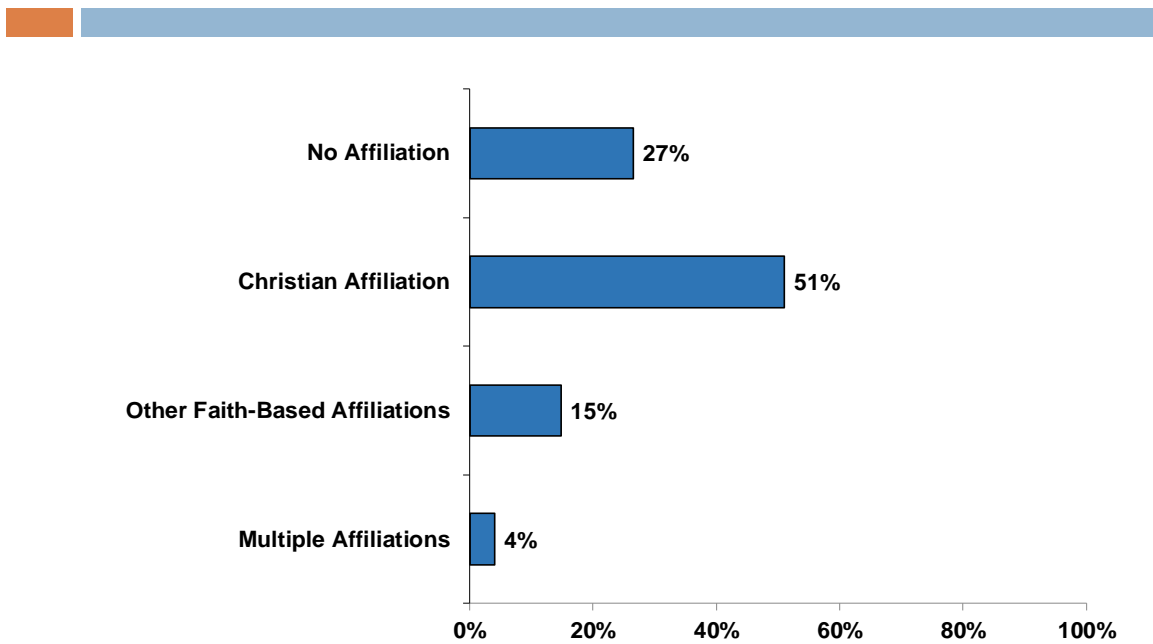
Figure 8. Respondents by Faith-Based Affiliation (%)

Eighty-one percent (n = 2,984) of respondents had no parenting or caregiving responsibilities. Ninety-two percent (n = 2,376) of Undergraduate Student respondents and 76% (n = 151) of Graduate Student respondents had no dependent care responsibilities (Figure 9).
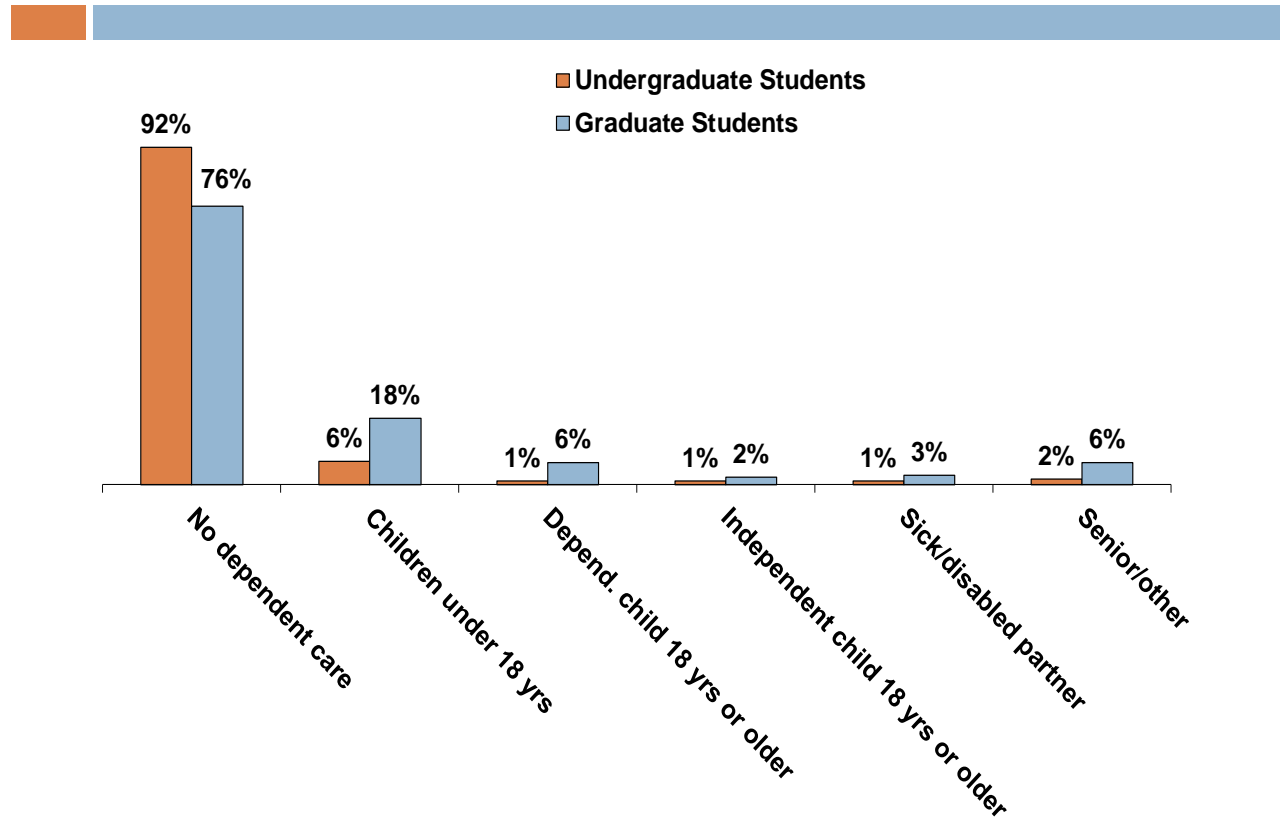
Figure 9. Student Respondents' Dependent Care Responsibilities by Student Status (%)

More than half of Faculty respondents (55%, n = 176) and Staff/Executive respondents (53%, n = 281) had no substantial parenting or caregiving responsibilities (Figure 10). Thirty percent (n = 98) of Faculty respondents and 29% (n = 159) of Staff/Executive respondents were caring for children under the age of 18 years. Fifteen percent (n = 80) of Staff/Executive respondents and 10% (n = 33) of Faculty respondents were caring for senior or other family members.

■Staff/Executive
■Faculty
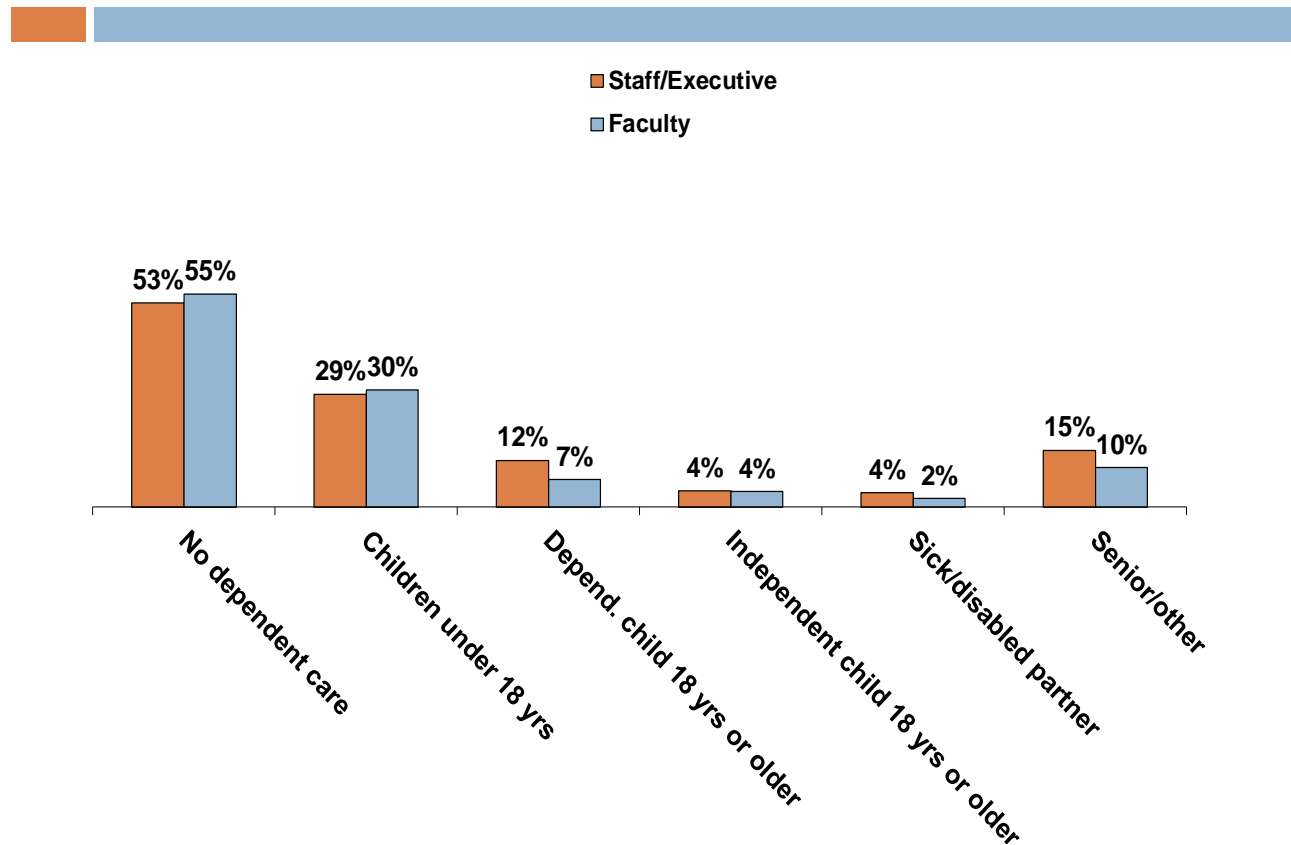
Figure 10. Employee Respondents' Caregiving Responsibilities by Position Status (%)

Nine percent ($n = 331$) of respondents[46] had conditions that substantially influenced learning, working, or living activities. Thirty-seven percent ($n = 122$) of respondents had mental health/psychological conditions, 33% ($n = 109$) had learning disabilities, and 18% had chronic health or medical conditions (Table 7).

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

Conditions	*n*	*%*
Acquired/traumatic brain injury	6	1.8
Asperger's/autism spectrum	15	4.5
Chronic diagnosis or medical condition	61	18.4
Learning disability	109	32.9
Mental health/psychological condition	122	36.9
Physical/mobility condition that affects walking	31	9.4
Physical/mobility condition that does not affect walking	9	2.7
Speech/communication condition	9	2.7
Visually impaired or blind	8	2.4
Hearing impaired or deaf	17	5.1
A disability/condition not listed here	17	5.1

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

Table 8 depicts how respondents answered the survey item, "What is your citizenship status in the U.S.? Mark all that apply." For the purposes of analyses, the CSWG created three citizenship categories, yet only two will be published in this report owing to low numbers for Multiple

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[46]Some respondents indicated that they had multiple disabilities or conditions that substantially influenced major life activities. The unduplicated total number of respondents with disabilities is 331 (9%). The duplicated total ($n = 404$; 11%) is reflected in Table 7 and in Appendix B, Table B21.

Citizenships.[47] Seventy-six percent (*n* = 2,789) of respondents were U.S. Citizens and 23% (*n* = 846) of respondents were Non-U.S. Citizens.

Table 8. **Respondents' Citizenship Status (Duplicated Totals)**

Citizenship	*n*	*%*
A visa holder (such as F-1, J-1, H1-B, and U)	92	2.5
Currently under a withholding or removal status	*n* < 5	---
DACA (Deferred Action for Childhood Arrival)	52	1.4
DAPA (Deferred Action for Parental Accountability)	0	0.0
Lawful permanent resident (green card holder)	226	6.1
Other legally documented status	18	0.5
Refugee status	*n* < 5	---
Undocumented resident	14	0.4
U.S. citizen, birth	2,789	75.6
U.S. citizen, naturalized	438	11.9

Sixty-seven percent (*n* = 2,483) of respondents reported that only English was spoken in their homes. Twenty-two percent (*n* = 798) of respondents indicated that English and other language(s) were spoken in their homes. Ten percent (*n* = 356) indicated that only a language other than English was spoken in their homes. Some of the languages that respondents indicated that they spoke at home were Albanian, American Sign Language, Arabic, Bangla, Bassa, Cantonese, Chinese, Creole, Darija Moroccan, French, Fuzhouneze, German, Greek, Gujarati, Haitian Creole, Hausa, Hebrew, Hungarian, Igbo, Iiokano, Italian, Korean, Lakota, Lithuanian, Malayalam, Mandarin, Manike, Nepali, Patwa, Polish, Portuguese, Punjabi, Russian, Shanghainese, Sinhala, Spanish, Swedish, Tagalog, Tamil, Telugu, Turkish, Twi, Ukrainian, Urdu, Uzbek, Wolof, and Yoruba.

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[47]For the purposes of analyses, the collapsed categories for citizenship are U.S. Citizen, Non-U.S./Naturalized Citizen (includes F-1, J-1, H1-B, A, L, G, E, and TN visa holders, currently under a withholding of removal status, DACA, DAPA, Lawful Permanent Resident, Other legally documented status, Refugee status, Undocumented, and U.S. Citizen, naturalized), Multiple Citizenship (includes any respondent who marked more than one response).

Twenty-nine percent ($n = 159$) of Staff/Executive respondents indicated that the highest level of education they had completed was a master's degree, 26% ($n = 140$) had finished a bachelor's degree, and 8% ($n = 46$) had finished some graduate work. Five percent ($n = 28$) had a doctoral degree.

Table 9 illustrates the level of education completed by Student respondents' parents or legal guardians. Subsequent analyses indicated that 58% ($n = 1,518$) of Undergraduate Student respondents and 48% ($n = 95$) of Graduate Student respondents were First-Generation Students.[48]

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

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	n	%	*n*	%
No high school	209	7.4	248	8.8
Some high school	348	12.3	344	12.2
Completed high school/GED	650	23.0	685	24.3
Some college	476	16.9	405	14.4
Business/technical certificate/degree	64	2.3	90	3.2
Associate's degree	177	6.3	130	4.6
Bachelor's degree	415	14.7	297	10.5
Some graduate work	19	0.7	6	0.2
Master's degree (e.g., MA, MS, MBA)	222	7.9	126	4.5
Specialist degree (e.g., EdS)	11	0.4	6	0.2
Doctoral degree (e.g., PhD., EdD)	38	1.3	18	0.6
Professional degree (e.g., MD, JD)	35	1.2	20	0.7
Unknown	92	3.3	213	7.6
Not applicable	49	1.7	188	6.7

Note: Table reports Student responses ($n = 2,821$) only.

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[48]With the CSWG's approval, "First-Generation Students" were identified as those with both parents/guardians having completed no high school, some high school, high school/GED, or some college.

Subsequent analyses indicated that of the responding Undergraduate Students, 52% ($n = 1{,}361$) have attended CSI for one year or less, 19% ($n = 489$) have attended CSI for two years, 15% ($n = 395$) have attended CSI for three years, 8% ($n = 209$) have attended CSI for four years, 4% ($n = 100$) have attended CSI for five years, and 2% ($n = 62$) have attended CSI for six or more years.

Table 10 reveals that of responding Undergraduate Students who were seeking a Bachelor degree, 63% ($n = 1{,}653$) were seeking a Bachelor of Science, and 29% ($n = 750$) were seeking a Bachelor of Arts. Of responding Undergraduate Students who were seeking an Associate Degree, 9% ($n = 222$) were seeking an Associates in Applied Sciences, and 7% ($n = 195$) were seeking an Associates in Arts. Of responding Undergraduate Students who were seeking a Certificate, 36% ($n = 11$) were seeking a Certificate in Latin American Caribbean and Latina/o Studies, and 19% ($n = 6$) were seeking a Certificate in Modern China Studies.

Table 10. **Undergraduate Student Respondents' Academic Degrees**

Academic major	*N*	*%*
Bachelor Degree		
Bachelor of Arts (BA)	750	28.6
Bachelor of Science (BS)	1,653	63.1
Bachelor of Fine Arts	57	2.2
Associate Degree		
Associates in Arts (AA)	195	7.4
Associates in Applied Science (AAS)	222	8.5
Associates in Science (AS)	107	4.1
Certificate	**31**	**1.2**
Latin American Caribbean and Latina/o Studies	11	35.5
Modern China Studies	6	19.4

Note: Table includes Undergraduate Student respondents ($n = 2{,}621$) only. Sum does not total 100% owing to multiple response choices. For a complete listing of degrees and academic majors, see Table B17 in Appendix B.

Undergraduate Student respondents were asked if they were enrolled in an Honors College or Program at CSI. The majority of Undergraduate Student respondents indicated "No", while 5% ($n = 129$) indicated they were enrolled in Verrazano, 2% ($n = 58$) were enrolled in Macaulay, and < 1% ($n = 10$) in the Teacher Education Honors Academy.

Twenty-nine percent ($n = 57$) of Graduate Student respondents were seeking a Master of Science degree, 25% ($n = 49$) were seeking Master of Arts degree, and 24% ($n = 47$) were seeking a Master of Science – Education degree (Table 11).

Table 11. **Graduate Student Respondents' Degrees**

Degree	*n*	%
Master of Arts (MA)	49	24.5
Master of Science (MS)	57	28.5
Master of Science – Education (MSED)	47	23.5
Master of Social Work (MSW)	22	11.0
Doctor of Nursing (DNP), Doctor of Physical Therapy (DPT)	15	7.5

Note: Table includes Graduate Student respondents ($n = 200$) only. Sum does not total 100% owing to multiple response choices. For a complete listing of degrees and academic majors, see Table B19 in Appendix B.

Analyses revealed that 10% ($n = 259$) of Undergraduate Student respondents and 22% ($n = 43$) of Graduate Student respondents were employed on campus. Five percent ($n = 132$) of Undergraduate Student respondents and 9% ($n = 17$) of Graduate Student respondents who were employed on campus worked an average of one to 10 hours per week. Four percent ($n = 90$) of Undergraduate Student respondents and 9% ($n = 18$) of Graduate Student respondents who were employed on campus worked an average of 11 to 20 hours per week. One percent ($n = 19$) of Undergraduate Student respondents and 3% ($n = 5$) of Graduate Student respondents were employed on campus an average of 21 to 40 hours per week.

Forty-seven percent ($n = 1,236$) of Undergraduate Student respondents and 52% ($n = 104$) of Graduate Student respondents were employed off campus. Eight percent ($n = 206$) of

Undergraduate Student respondents and 4% ($n = 8$) of Graduate Student respondents who were employed off campus worked an average of one to 10 hours per week. Seventeen percent ($n = 420$) of Undergraduate Student respondents and 13% ($n = 25$) of Graduate Student respondents who were employed off campus worked an average of 11 to 20 hours per week. Eighteen percent ($n = 464$) of Undergraduate Student respondents and 28% ($n = 53$) of Graduate Student respondents were employed off campus an average of 21 to 40 hours per week. Two percent ($n = 60$) of Undergraduate respondents and 5% ($n = 10$) of Graduate Student respondents were employed off campus an average of more than 40 hours per week.

Forty-eight percent ($n = 1,340$) of Student respondents experienced financial hardship while attending CSI, including 48% ($n = 1,221$) of Undergraduate Student respondents and 60% ($n = 119$) of Graduate Student respondents. Of these Student respondents, 69% ($n = 929$) had difficulty purchasing books, 62% ($n = 830$) had difficulty affording tuition, and 44% ($n = 592$) had difficulty affording transportation (Table 12). "Other" responses including "activities outside of school," "affording stolen computer," "affording own bills due to leave of absence from work," "loss of spouses income," "buying access codes for homework," "cardboard crack," "clothing and shoes," "doctors' bills," "dolphin cove housing," "hurricane sandy took my house," "parking fees," "phone bill, internet bill," and "withdrawing from class."

Table 12. **Experienced Financial Hardship**

Experience	*n*	*%*
Purchasing my books	929	69.3
Affording tuition	830	61.9
Transportation	592	44.2
Affording food	436	32.5
Affording housing	331	24.7
Affording other campus fees	305	22.8
Participating in social events	210	15.7
Participating in co-curricular events or activities	200	14.9
Affording health care	168	12.5
Traveling home during CSI breaks	146	10.9
Affording child care	60	4.5
Other	60	4.5

Note: Table includes only Student respondents who experienced financial hardship (*n* = 1,340).

Thirty-four percent (*n* = 964) of Student respondents used grants to pay for college, 31% (*n* = 863) used family contributions, and 26% (*n* = 721) used loans (Table 13). Subsequent analyses indicated that 36% (*n* = 951) of Undergraduate Student respondents and 7% (*n* = 13) of Graduate Student respondents used grants to pay for college. Fifty-two percent (*n* = 535) of Low-Income Student respondents and 24% (*n* = 403) of Not-Low-Income Student respondents used grants to pay for college. Forty percent (*n* = 638) of First-Generation Student respondents and 27% (*n* = 325) of Not-First-Generation Student respondents used grants to pay for college. Thirty-one percent (*n* = 812) of Undergraduate Student respondents and 26% (*n* = 51) of Graduate Student respondents used family contributions to pay for college. Forty percent (*n* = 664) of Not-Low-Income Student respondents and 17% (*n* = 170) of Low-Income Student respondents used family contributions to pay for college. Thirty-six percent (*n* = 434) of Not-First-Generation Student respondents and 27% (*n* = 429) of First-Generation Student respondents used family contributions to pay for college. Forty-two percent (*n* = 83) of Graduate Student respondents and

24% (*n* = 638) of Undergraduate Student respondents used loans to pay for college. Twenty-nine percent (*n* = 485) of Not-Low-Income Student respondents and 21% (*n* = 215) of Low-Income Student respondents used loans to pay for college. Twenty-seven percent (*n* = 325) of Not-First-Generation Student respondents and 24% (*n* = 394) of First-Generation Student respondents used loans to pay for college.

Table 13. **How Student Respondents Were Paying for College**

Source of funding	*n*	%
Grant (e.g., Pell, Petrie)	964	34.2
Family contribution	863	30.6
Loans	721	25.6
Credit card	458	16.2
Personal contribution/job	432	15.3
Non-need based scholarship (e.g., Student Government)	146	5.2
Work study	105	3.7
Need-based scholarship (e.g., Gates)	93	3.3
Resident assistant	16	0.6
A method of payment not listed here	270	9.6

Note: Table includes Student respondents (*n* = 2,821) only.

Twenty percent (*n* = 549) of Student respondents were the sole providers of their living and educational expenses (i.e., they were financially independent). Subsequent analyses indicated that 47% (*n* = 91) of Graduate Student respondents and 18% (*n* = 458) of Undergraduate Student respondents were the sole providers for their living/educational expenses. Additionally, 32% (*n* = 319) of Low-Income Student respondents, 13% (*n* = 215) of Not-Low-Income Student respondents, 21% (*n* = 322) of First-Generation Student respondents, and 19% (*n* = 223) of Not-First-Generation Student respondents were financially independent. Eighty-two percent (*n* = 2,058) of Undergraduate Student respondents and 53% (*n* = 104) of Graduate Student respondents had families who were assisting with their living/educational expenses (i.e., students were financially dependent).

Thirty-six percent (*n* = 1,025) of Student respondents reported that they or their families had annual incomes of less than $30,000. Nineteen percent (*n* = 533) reported annual incomes

between $30,000 and $49,999; 24% (*n* = 684) between $50,000 and $99,999; 13% (*n* = 374) between $100,000 and $199,999; 2% (*n* = 41) between $200,000 and $249,999; 1% (*n* = 20) between $250,000 and $499,999; and < 1% (*n* = 11) $500,000 or more. These figures are displayed by student status in Figure 11. Information is provided for those Student respondents who indicated that they were financially independent (i.e., students were the sole providers of their living and educational expenses) and those Student respondents who were financially dependent on others.
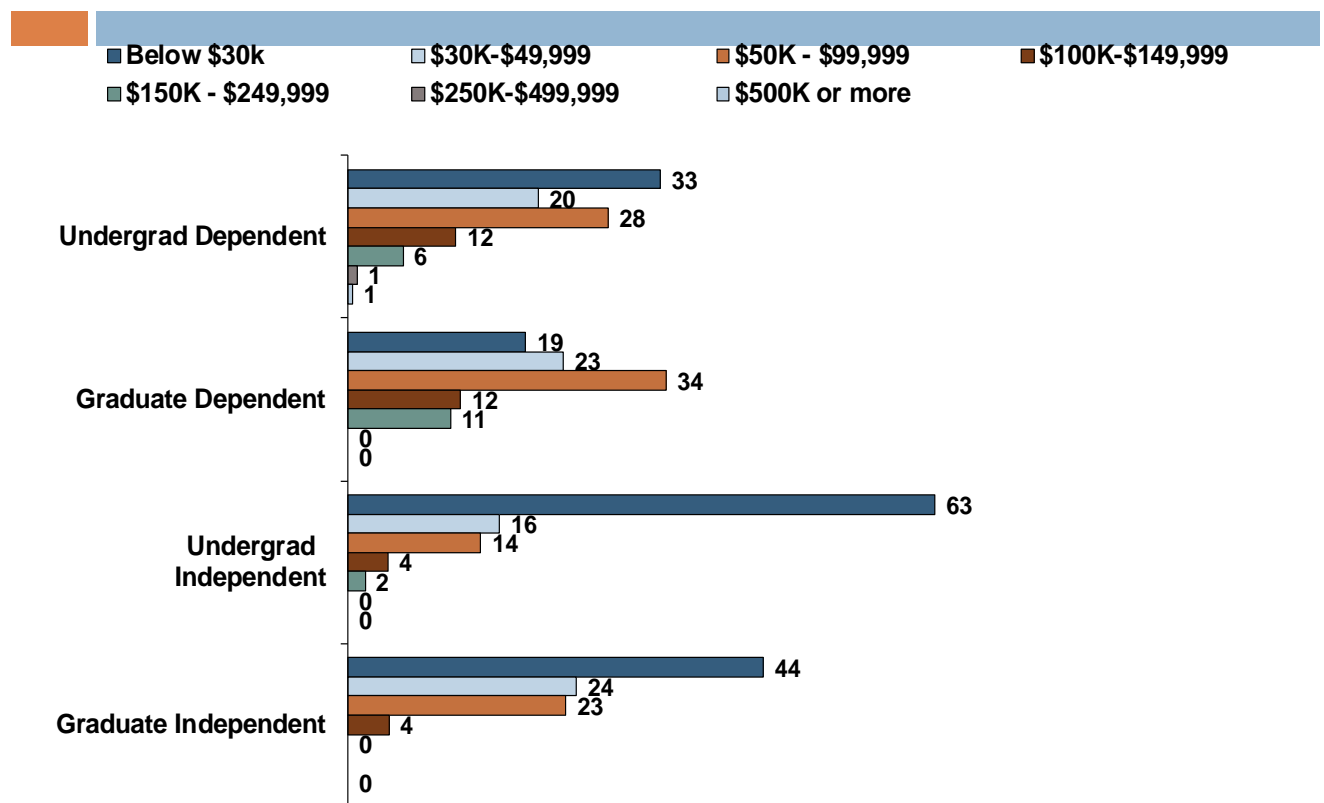
Note: Responses with *n* < 5 are not presented in the figure.

Figure 11. Student Respondents' Income
by Dependency Status (Dependent, Independent) and Student Status (%)

Of the Students completing the survey, 5% ($n = 139$) lived in campus housing, 93% ($n = 2,632$) lived in non-campus housing, and 1% ($n = 23$) identified as transient (Table 14).

Table 14. **Student Respondents' Residence**

Residence	*n*	**%**
Campus housing	**139**	**4.9**
Non-campus housing	**2,632**	**93.3**
Living in an apartment/house	300	13.5
Living with family member/guardian	1,918	86.5
Transient (e.g., couch surfing, sleeping in car, in a shelter)	**23**	**0.8**

Note: Table reports Student responses ($n = 2,821$) only.

Seventy-four percent ($n = 2,074$) of Student respondents did not participate in any student clubs or organizations at CSI (Table 15). Eight percent ($n = 225$) were involved with special interest clubs/organizations, 7% were each involved with Sports and Recreation Clubs/Organizations ($n = 198$), and Academic Department Honor Societies ($n = 194$).

Table 15. **Student Respondents' Participation in Clubs/Organizations at CSI**

Club/organization	*n*	**%**
I do not participate in any clubs/organizations	2,074	73.5
Special Interest (e.g., Accounting Club, Gay Straight Alliance, CSI Association, New Student Orientation)	225	8.0
Sports & Recreation (e.g., Intramurals, Athletic Teams)	198	7.0
Academic Departmental Honor Societies (e.g., Phi Beta Delta International, Macaulay Honors, The Verrazano School)	194	6.9
Community Service (e.g., Relay for Life, CSI Volunteer Event of the Month, CUNY Service Corps)	180	6.4
Cultural Heritage and Religious (e.g., Hillel, Muslim Students Association, Chi Alpha Christian Club)	120	4.3
Political and Social Interest (e.g., Students for Justice in Palestine, NYPIRG)	56	2.0

Note: Table includes Student responses ($n = 2,821$) only. Percentages may not sum to 100% as a result of multiple responses.

Table 16 indicates that the majority of Student respondents earned a G.P.A. above 2.5.

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

G.P.A.	n	%
3.5 – 4.00	688	24.4
3.0 – 3.49	749	26.6
2.5 – 2.99	605	21.4
2.0 – 2.49	284	10.1
1.5 – 1.99	122	4.3
1.0 – 1.49	46	1.6
0.0 - .999	24	0.9
No GPA as yet	276	9.8

Note: Table includes Student responses ($n = 2,821$) only.

Campus Climate Assessment Findings[49]

The following section reviews the major findings of this study.[50] The review explores the climate at CSI through an examination of respondents' personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to the relevant identity and status of the respondents.

Comfort with the Climate at CSI

The survey posed questions regarding respondents' level of comfort with CSI's campus climate. Table 17 illustrates that 21% ($n = 790$) of the survey respondents were "very comfortable" and 52% ($n = 1,919$) were "comfortable" with the climate at CSI. Thirty-three percent ($n = 286$) of Faculty and Staff/Executive respondents were "very comfortable" and 38% ($n = 326$) were "comfortable" with the climate in their departments/work units. Twenty-three percent ($n = 715$) of Student and Faculty respondents were "very comfortable" and 54% ($n = 1,673$) were "comfortable" with the climate in their classes.

Table 17. **Respondents' Comfort with the Climate at CSI**

Level of comfort	Comfort with overall climate		Comfort with climate in department/ work unit*		Comfort with climate in class**	
	n	*%*	*n*	*%*	*n*	*%*
Very comfortable	790	21.4	286	33.3	715	22.9
Comfortable	1,919	52.0	326	37.9	1,673	53.5
Neither comfortable nor uncomfortable	662	18.0	104	12.1	514	16.4
Uncomfortable	233	6.3	101	11.7	195	6.2
Very uncomfortable	83	2.3	43	5.0	31	1.0

*Faculty and Staff/Executive respondents ($n = 867$) only.
**Faculty and Student respondents ($n = 3,143$) only.

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[49]Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.
[50]The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

Figure 12 illustrates that a smaller proportion of Staff/Executive respondents (11%, $n = 60$) were "very comfortable" with the climate at CSI than were Faculty respondents (20%, $n = 64$), Graduate Student respondents (23%, $n = 45$) or Undergraduate Student respondents (24%, $n = 621$).[i][51]
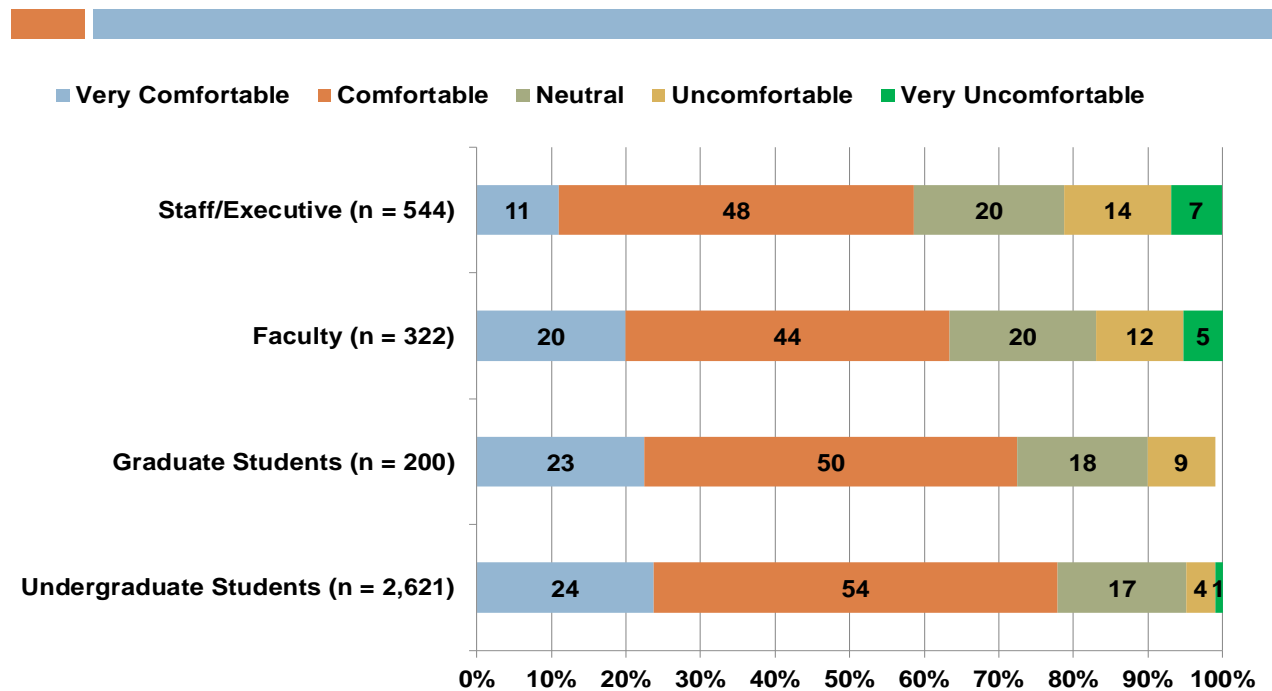
Note: Responses with $n < 5$ are not presented in the figure.

Figure 12. Respondents' Comfort with Overall Climate by Position Status (%)

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[51]Some figures include variables that exceed 100%; this is due to SPSS rounding up to the nearest whole number. Some figures exclude categories for variables when responses are less than five.

Thirty-seven percent ($n = 188$) of Faculty respondents and 31% ($n = 168$) of Staff/Executive respondents were "very comfortable" with the climate in their departments/work units at CSI (Figure 13). No significant differences emerged between Hourly Staff respondents' (32%, $n = 62$) and Salary Staff respondents' (31%, $n = 99$), or between Assistant Professor respondents' (29%, $n = 17$), Associate Professor respondents' (26%, $n = 14$), Professor respondents' (44%, $n = 20$), and Adjunct/Lecturer respondents'[52] (41%, $n = 67$) level of comfort with the climate in their departments/work units.
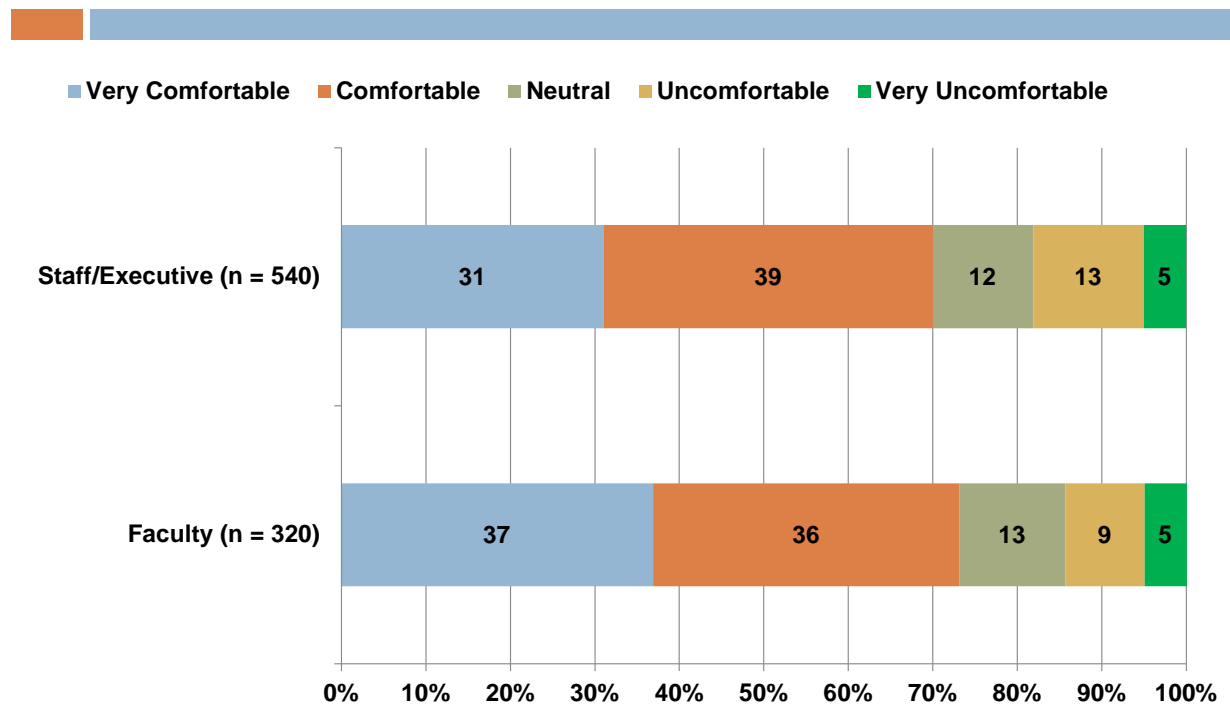
Figure 13. Faculty and Staff/Executive Respondents' Comfort with Climate in Department/Work Unit by Position Status (%)

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[52]Adjunct Faculty respondents and Lecturer respondents were combined here due to low numbers in some of the categories.

When analyzed by position status, a smaller proportion of Undergraduate Student respondents (21%, $n = 553$) were "very comfortable" with the climate in their classes at CSI than were Graduate Student respondents (28%, $n = 56$) and Faculty respondents (34%, $n = 106$) (Figure 14).[ii]
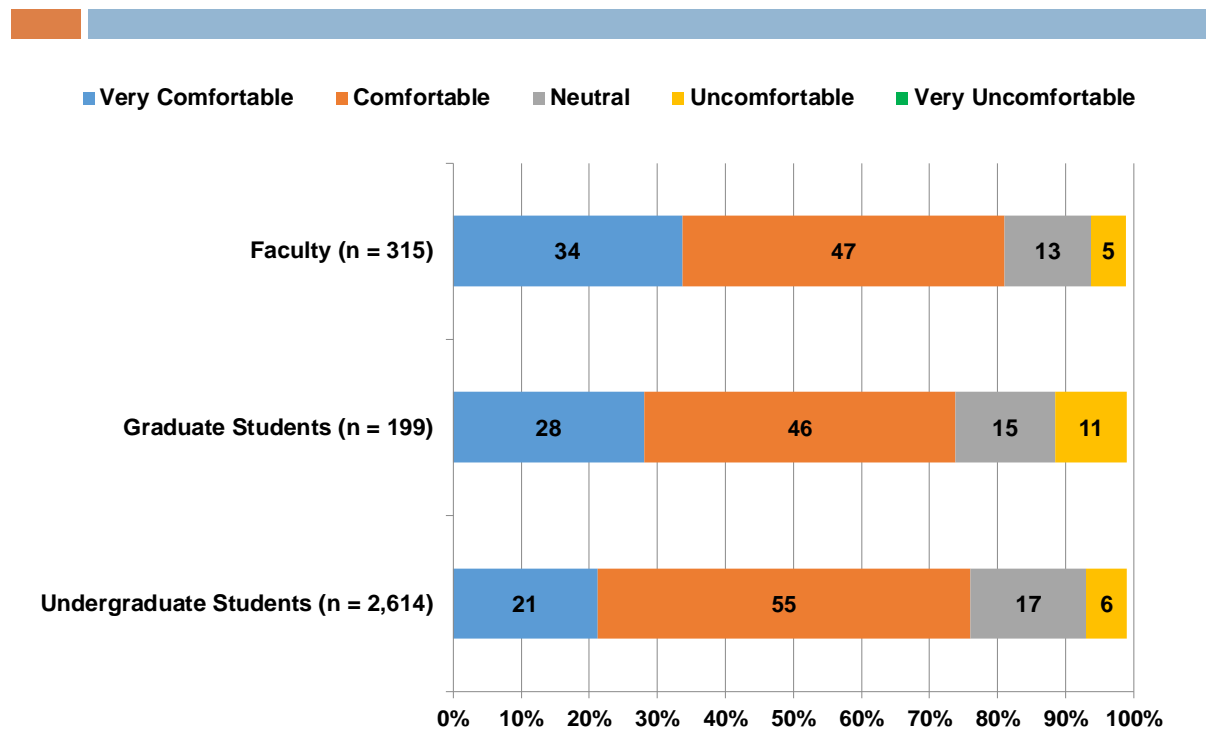
Note: Responses with $n < 5$ are not presented in the figure.

Figure 14. Faculty and Student Respondents' Comfort with Climate in Classes by Position Status (%)

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

By gender identity,[53] a smaller group of Women respondents (20%, $n = 470$) than Men respondents (25%, $n = 317$) felt "very comfortable" with the overall climate at CSI (Figure 15).[iii]
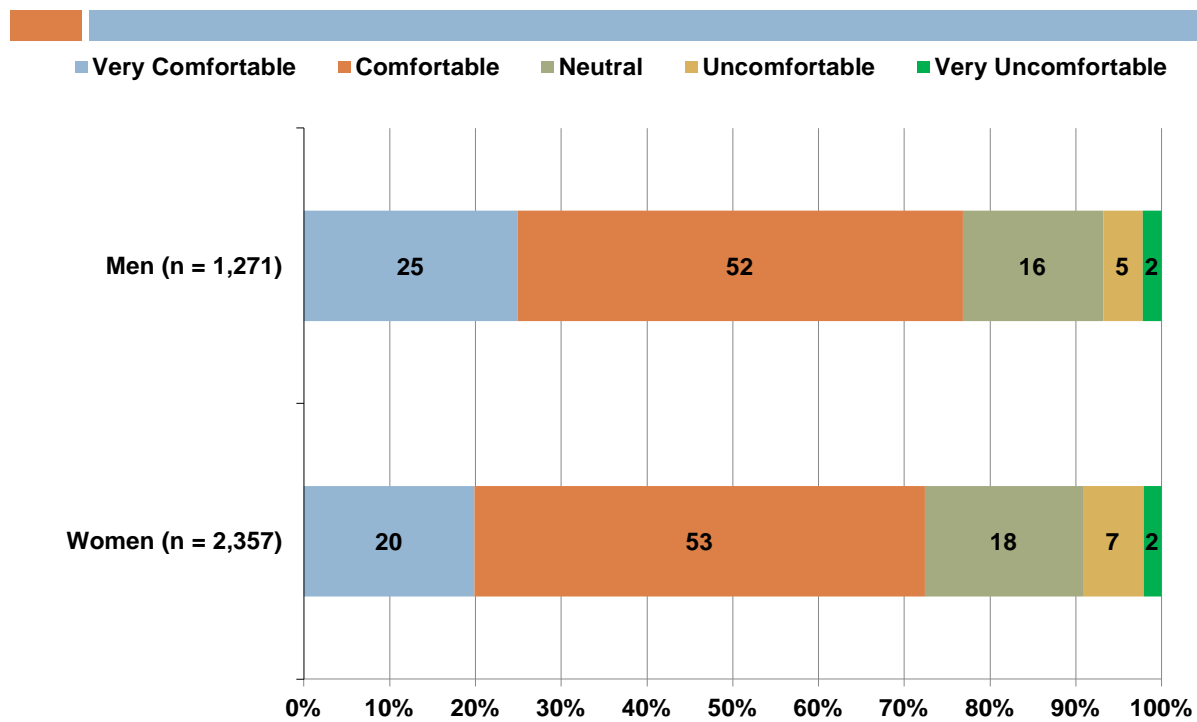
Figure 15. Respondents' Comfort with Overall Climate by Gender Identity (%)

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[53]Per the CSWG, gender identity was recoded into the categories Man ($n = 1,271$), Woman ($n = 2,357$), and Transspectrum ($n = 38$), where Transspectrum respondents included those individuals who marked "transgender" or 'genderqueer" only. For all analyses in this section, Transspectrum respondents were not included to maintain the confidentiality of their responses.

No significant differences existed by gender identity between Staff/Executive and Faculty respondents regarding their level of comfort with the climate in their departments/work units.

A significantly smaller proportion of Women Faculty and Student respondents (21%, $n = 418$) than Men Faculty and Student respondents (26%, $n = 293$) felt "very comfortable" in their classes (Figure 16).[iv]

■ Very Comfortable ■ Comfortable ■ Neutral ■ Uncomfortable ■ Very Uncomfortable

	Very Comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
Men (n = 1,129)	26	51	16	6	1
Women (n = 1,952)	21	55	16	7	1
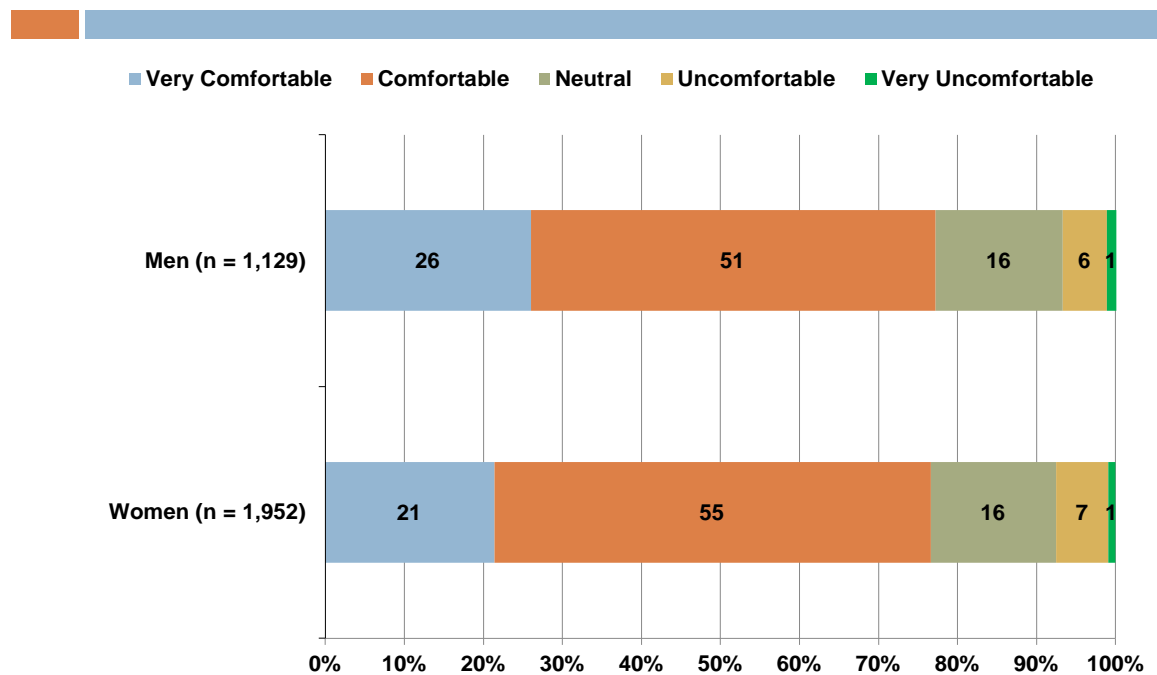
Figure 16. Faculty and Student Respondents' Comfort with Climate in Classes
by Gender Identity (%)

By racial identity, White respondents (8%, $n = 130$) were significantly more likely to be "uncomfortable" with the overall climate at CSI than were Black/African American respondents (5%, $n = 24$), Multiracial respondents (5%, $n = 15$), Other People of Color respondents (4%, $n = 5$), Asian/Asian American/South Asian respondents (4%, $n = 17$), and Hispanic/Latin@/Chican@ respondents (4%, $n = 23$) (Figure 17).[v]
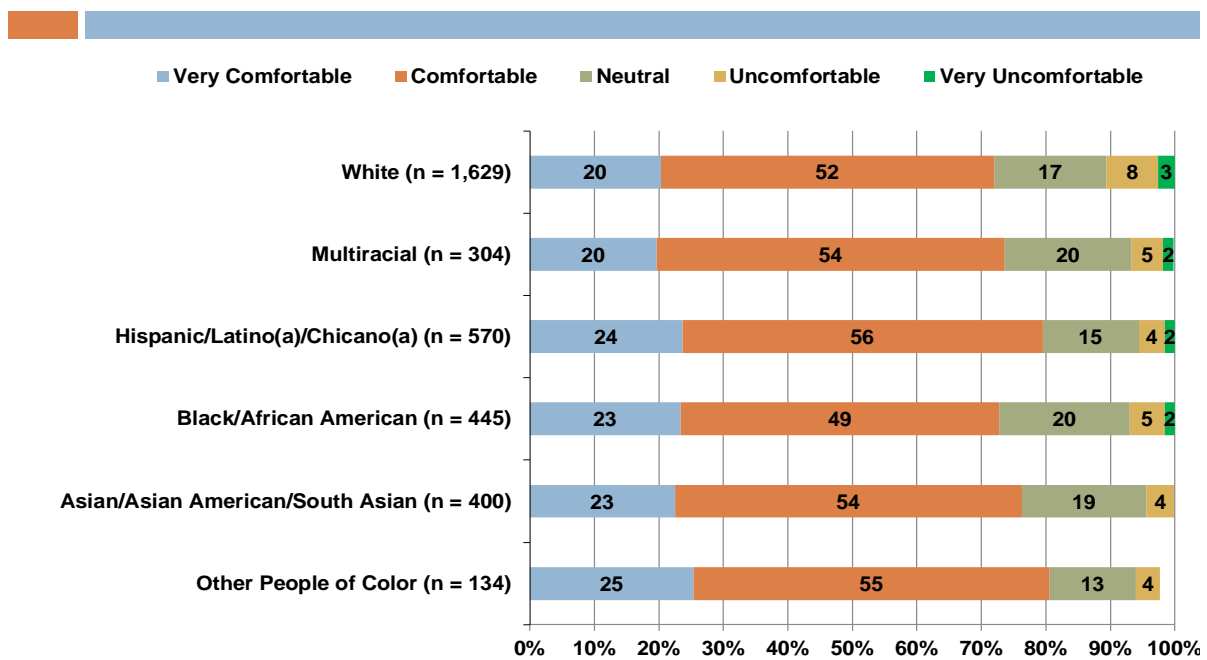
Note: Responses with $n < 5$ are not presented in the figure.

Figure 17. Respondents' Comfort with Overall Climate by Racial Identity (%)

Owing to low numbers in many of the response categories, differences by racial identity between Staff/Executive and Faculty respondents regarding their level of comfort with the climate in their departments/work units are not published here.

Figure 18 illustrates that a higher proportion of Asian/Asian American/South Asian respondents (21%, $n = 79$) than White respondents (14%, $n = 177$) reported they were "neither comfortable nor uncomfortable" with the climate in their classes.
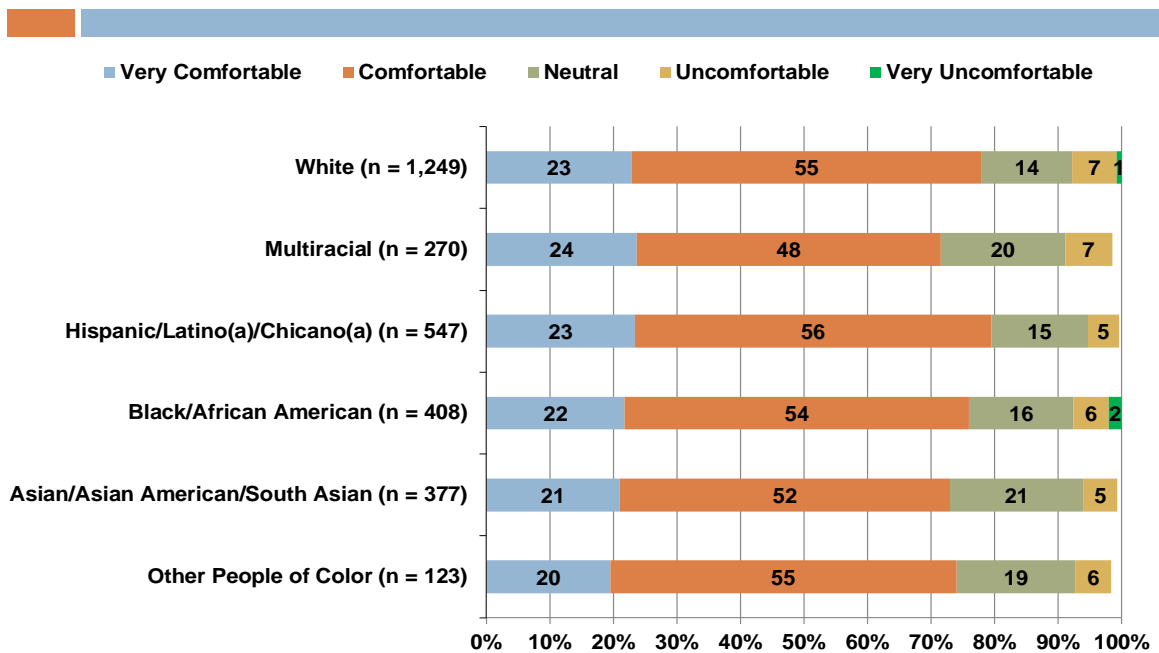
Note: Responses with $n < 5$ are not presented in the figure.

Figure 18. Faculty and Student Respondents' Comfort with Climate in Classes by Racial Identity (%)

No significant differences existed by sexual identity regarding level of comfort with the overall climate, department/work unit climate, or classroom climate.

Significant differences in respondents' level of comfort with the overall climate occurred based on faith-based affiliation (Figure 19). Respondents from Multiple Affiliations (13%, *n* = 19) were less likely to be "very comfortable" with the overall climate than were respondents with Other Faith-Based Affiliations (29%, *n* = 157), respondents with Christian Affiliations (22%, *n* = 411), and respondents with No Affiliation (18%, *n* = 177).[vi] No significant differences in responses emerged with respect to Faculty and Staff/Executive respondents' level of comfort with the climate in their department/program/work unit or in Faculty and Student respondents' level of comfort with the classroom climate based on faith-based affiliation.
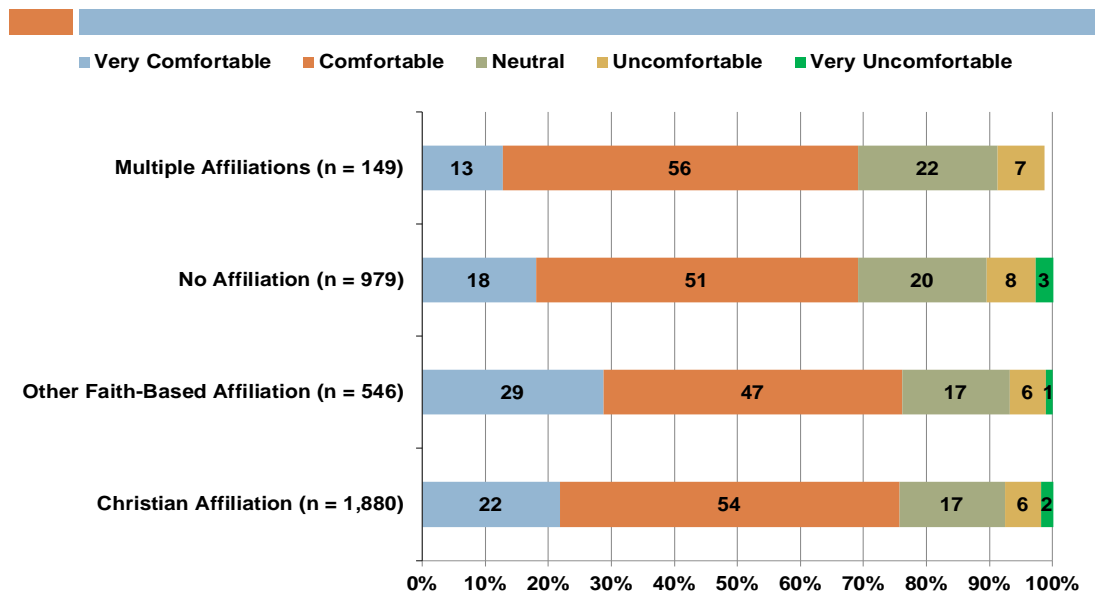
Note: Responses with *n* < 5 are not presented in the figure.

Figure 19. Respondents' Comfort with Overall Climate by Faith-Based Affiliation (%)

Figure 20 illustrates that a smaller proportion of respondents with a Single Disability (14%, *n* = 31) were "very comfortable" with the overall climate than were respondents with No Disability (22%, *n* = 740) or Multiple Disabilities (16%, *n* = 13).[vii]
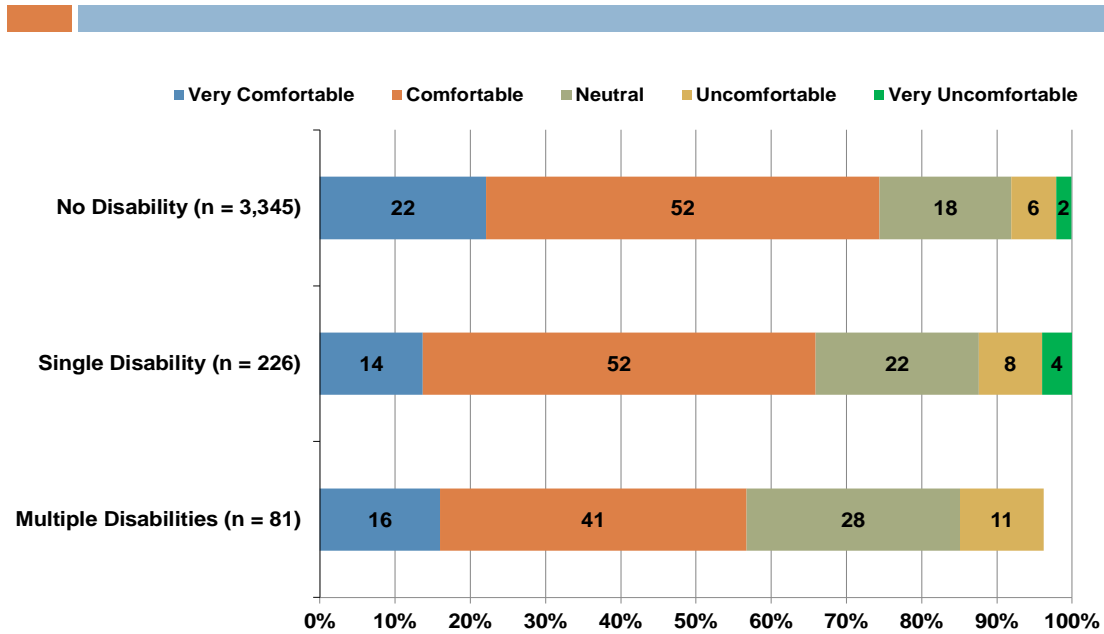
Note: Responses with *n* < 5 are not presented in the figure.

Figure 20. Respondents' Comfort with Overall Climate by Disability Status (%)

Respondents with At Least One Disability[54] (12%, $n = 8$) were significantly more likely to feel "very uncomfortable" with the climate in their departments/work units than respondents with No Disability (4%, $n = 34$) (Figure 21).[viii]
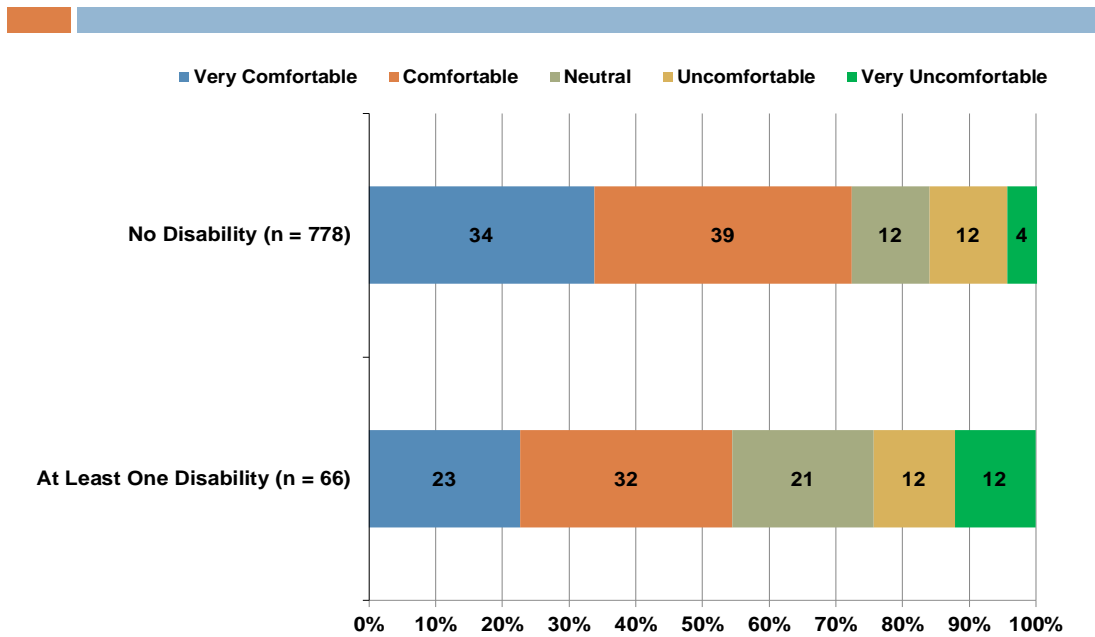
Note: Responses with $n < 5$ are not presented in the figure.

Figure 21. Staff/Executive and Faculty Respondents' Comfort with Department/Work Unit Climate by Disability Status (%)

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[54]Owing to low numbers of respondents with Multiple Disabilities, a new category that combined respondents with a Single Disability and Multiple Disabilities was created and named "At Least One Disability." This variable is used throughout the report when the original variable cannot be used due to the aforementioned.

Faculty and Student respondents with At Least One Disability (17%, $n = 46$) were significantly less likely to feel "very comfortable" with the climate in their classes than were Faculty and Student respondents with No Disability (23%, $n = 663$) (Figure 22).[ix]
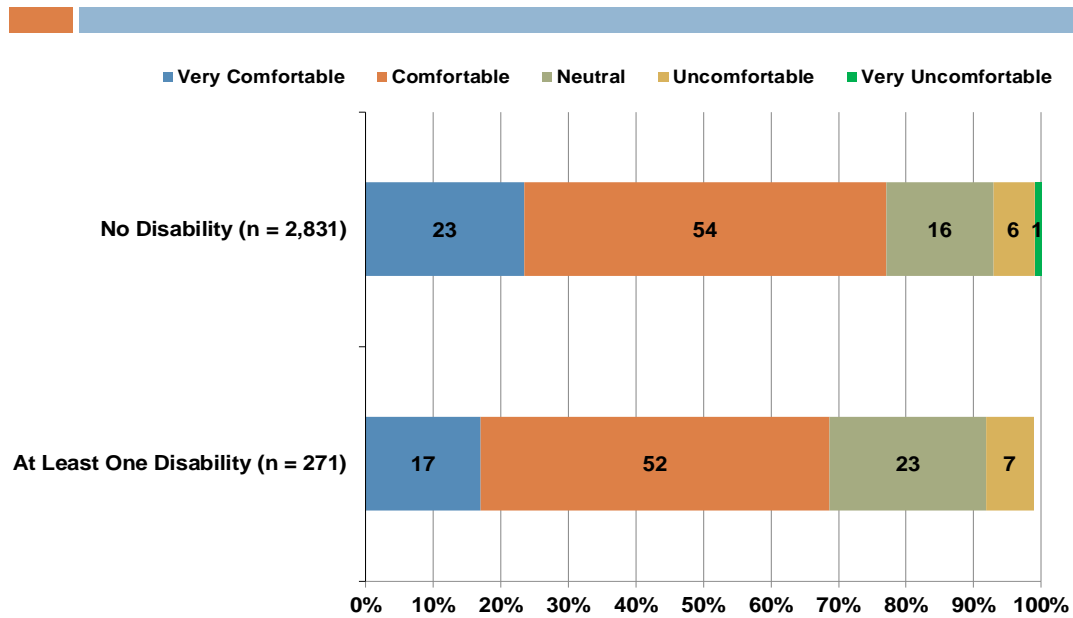
Note: Responses with $n < 5$ are not presented in the figure.

Figure 22. Faculty and Student Respondents' Comfort with Climate in Classes by Disability Status (%)

Based on Student respondents' Income Status and First-Generation Status, no significant differences emerged with regard to Student respondents' comfort with the overall climate or the classroom climate.

A smaller amount of Student respondents who lived in Campus Housing (16%, $n = 22$) felt "very comfortable" with the overall climate than Student respondents who lived in Non-Campus Housing (24%, $n = 632$) (Figure 23).[x]
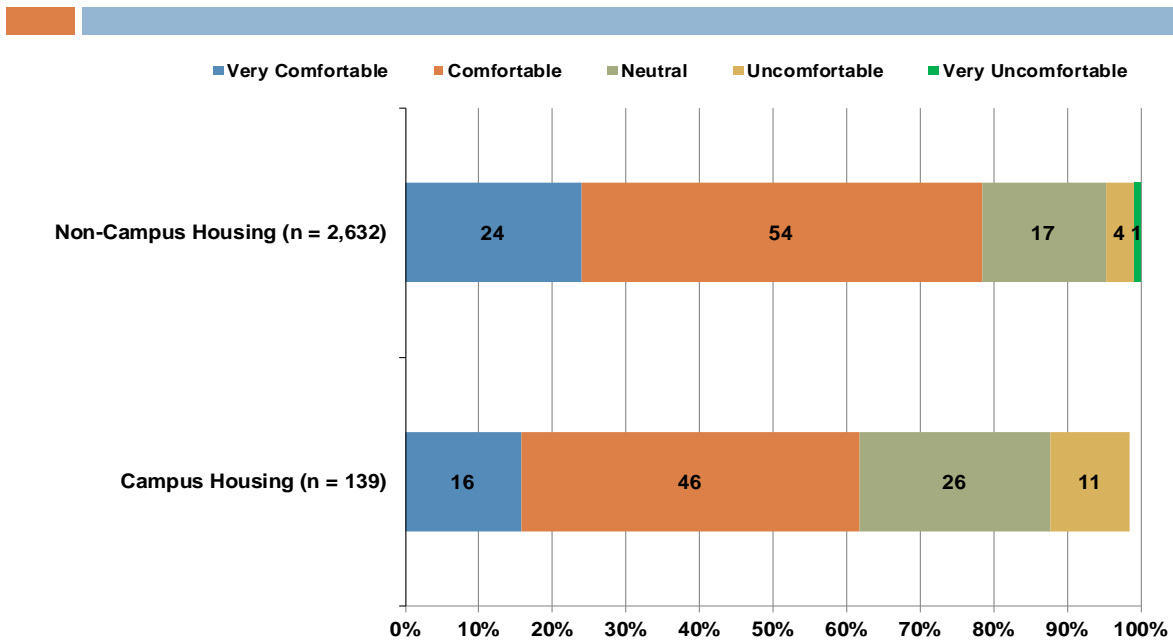
Note: Responses with $n < 5$ are not presented in the figure.

Figure 23. Student Respondents' Comfort with Overall Climate
by Housing Status (%)

A larger percentage of Student respondents who lived in Campus Housing (4%, $n = 5$) felt "very uncomfortable" with the classroom climate than Student respondents who lived in Non-Campus Housing (1%, $n = 21$) (Figure 24).[xi]
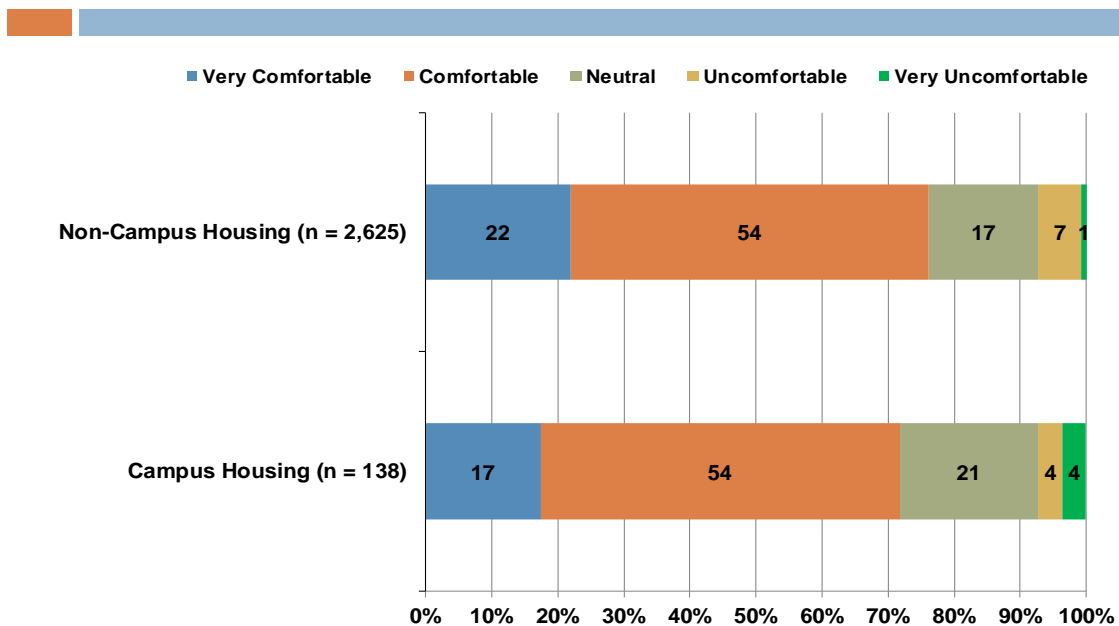
Figure 24. Student Respondents' Comfort with Classroom Climate
by Housing Status (%)

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

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[i]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status: $\chi^2 (12, N = 3,687) = 227.5, p < .001$.

[ii]A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with their classroom climate by position status: $\chi^2 (8, N = 3,128) = 37.9, p < 001$.

[iii]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by gender identity: $\chi^2 (4, N = 3,628) = 19.9, p < .01$.

[iv]A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with classroom climate by gender identity: $\chi^2 (4, N = 3,081) = 10.1, p < .05$.

[v]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by racial identity: $\chi^2 (20, N = 3,482) = 42.0, p < .01$.

[vi]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by faith-based affiliation: $\chi^2 (12, N = 3,554) = 44.7, p < .001$.

[vii]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by disability status: $\chi^2 (8, N = 3,652) = 26.8, p < .01$.

[viii]A chi-square test was conducted to compare percentages of Staff/Executive and Faculty respondents by degree of comfort with department/work unit climate by disability status: $\chi^2 (4, N = 844) = 14.9, p < .01$.

[ix]A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with classroom climate by disability status: $\chi^2 (4, N = 3,102) = 13.5, p < .01$.

[x]A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with overall climate by housing status: $\chi^2 (4, N = 2,771) = 27.9, p < .001$.

[xi]A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with classroom climate by housing status: $\chi^2 (4, N = 2,763) = 15.6, p < .01$.

Barriers at CSI for Respondents with Disabilities

One survey item asked respondents with disabilities if they had experienced barriers in facilities, technology and the online environment, and/or educational materials at CSI within the past year. Tables 18 through 21 highlight the top ten responses where respondents with one or more disabilities experienced barriers at CSI.[55] With regard to CSI's facilities, 38% ($n = 119$) of respondents with disabilities experienced barriers with regards to walkways, pedestrian paths, and crosswalks in inclement weather; 32% ($n = 101$) experienced barriers with regards to construction or maintenance; 29% ($n = 92$) experienced barriers with regards to campus transportation/parking; 28% ($n = 88$) experienced barriers with regards to walkways, pedestrian paths, and crosswalks in clear weather; and 27% ($n = 84$) experienced barriers with regards to restrooms within the past year.

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[55]See Appendix B, Table B106 for all responses to the question, "Within the past year, have you experienced a barrier in any of the following areas at CSI?"

Table 18. **Facilities Barriers Experienced by Respondents with Disabilities**

Facilities	Yes		No		Not applicable	
	n	*%*	*n*	*%*	*n*	*%*
Walkways, pedestrian paths, crosswalks in inclement weather	119	38.4	159	51.3	32	10.3
Construction or maintenance	101	32.1	161	51.1	53	16.8
Campus transportation/parking	92	29.4	170	54.3	51	16.3
Walkways, pedestrian paths, crosswalks in clear weather	88	28.1	187	59.7	38	12.1
Restrooms	84	27.0	193	62.1	34	10.9
Administrative building	64	20.2	213	67.2	40	12.6
Classroom buildings	64	20.5	204	65.4	44	14.1
Classrooms	61	19.4	212	67.3	42	13.3
Office furniture (e.g., chair, desk)	59	18.8	209	66.6	46	14.6
Doors	58	18.4	219	69.5	38	12.1
Elevators/lifts	53	17.0	210	67.5	48	15.4
Campus Center	52	16.6	214	68.2	48	15.3
Library	47	15.0	218	69.6	48	15.3
Computer labs	45	14.5	202	65.0	64	20.6
Lounges	44	14.1	211	67.6	57	18.3
Other labs (e.g., biology, chemistry, language)	41	13.1	199	63.8	72	23.1
Emergency preparedness	41	13.1	194	62.2	77	24.7
Other campus buildings	40	12.9	216	69.5	55	17.7
Athletic and recreational facilities	39	12.4	181	57.5	95	30.2
Health & Wellness Center	35	11.2	195	62.3	83	26.5
Signage	35	11.3	196	63.2	79	25.5
Podium	33	10.6	193	62.1	85	27.3
Residence halls (Dolphin Cove)	30	9.6	165	52.9	117	37.5
Studios/performing arts spaces	26	8.4	186	59.8	99	31.8

Note: Only answered by respondents who indicated on the survey that they had a disability (*n* = 331).

Table 19 illustrates that, in terms of the technological or online environment, 30% (*n* = 93) of respondents with one or more disabilities had difficulty with computer equipment (e.g., screens, mouse, keyboard), and 26% (*n* = 79) experienced barriers with Blackboard.

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

Technology/online environment	Yes n	Yes %	No n	No %	Not applicable n	Not applicable %
Computer equipment (e.g., screens, mouse, keyboard)	93	30.4	169	55.2	44	14.4
Blackboard	79	25.6	189	61.2	41	13.3
Website	73	24.3	190	63.1	38	12.6
Accessible electronic format	72	23.7	181	59.5	51	16.8
Electronic forms	61	20.0	187	61.3	57	18.7
Phone/phone equipment	55	18.2	199	65.7	49	16.2
Software (e.g., voice recognition/audiobooks)	47	15.4	188	61.6	70	23.0
Library database	46	15.0	203	66.1	58	18.9
Clickers	44	14.2	163	52.8	102	33.0
Electronic surveys (including this one)	40	13.1	226	74.1	39	12.8
Electronic signage	39	12.8	201	66.1	64	21.1
Video/video audio description	39	12.8	188	61.6	78	25.6
Kiosks	34	11.2	184	60.7	85	28.1

Note: Only answered by respondents who indicated on the survey that they had a disability ($n = 331$).

The survey also queried respondents with one or more disabilities about whether they experienced barriers with regard to identity accuracy (Table 20). Thirty-two percent ($n = 98$) of respondents with one or more disabilities experienced difficulty with electronic databases and 29% ($n = 89$) experienced barriers with their email accounts.

Table 20. **Barriers in Identity Accuracy Experienced by Respondents with Disabilities**

Identity Accuracy	Yes n	Yes %	No n	No %	Not applicable n	Not applicable %
Electronic databases (e.g., CUNYfirst)	98	31.9	179	58.3	30	9.8
Email account	89	28.7	192	61.9	29	9.4
Learning technology	40	13.2	197	64.8	67	22.0
Surveys	40	13.3	218	72.4	43	14.3
Intake forms (e.g., Health Center)	30	9.9	184	60.5	90	29.6

Note: Only answered by respondents who indicated on the survey that they had a disability ($n = 331$).

In terms of instructional and campus materials, 21% (*n* = 63) of respondents with one or more disabilities had difficulty with textbooks (Table 21).

Table 21. **Barriers with Instructional Campus Materials Experienced by Respondents with Disabilities**

Instructional/Campus Materials	Yes		No		Not applicable	
	n	*%*	*n*	*%*	*n*	*%*
Textbooks	63	20.5	191	62.2	53	17.3
Forms	43	14.1	202	66.0	61	19.9
Journal articles	42	13.6	199	64.6	67	21.8
Syllabi	42	13.6	211	68.5	55	17.9
Video-closed captioning and text description	40	13.2	175	57.8	88	29.0
Library books	39	12.7	201	65.5	67	21.8
Food menus	38	12.5	192	63.0	75	24.6
Other publications	34	11.2	203	66.8	67	22.0
Brochures	29	9.5	201	66.1	74	24.3

Note: Only answered by respondents who indicated on the survey that they had a disability (*n* = 331).

There were 38 respondents who elaborated on their responses regarding accessibility. Five themes emerged from the responses: building concerns, technology issues, outdoor mobility, accessibility is good, and student support.

Building concerns. Of the 38 respondents who elaborated on their responses regarding accessibility, 11 respondents commented on building specific concerns. Some respondents were concerned about classroom issues such as, "Classroom computer podiums and projector controls too high for a person in a wheelchair," and "Broken chairs in classrooms." Other respondents commented on bathroom conditions. One respondent wrote, "I personally (although I am AFAB and present rather feminine) do not always feel comfortable using gendered bathrooms. I don't know if there is a gender-neutral or gender-inclusive bathroom in all buildings yet, but I almost always wait until I'm at a building that I know has one, like 1C. No one should have to wait to use the restroom to feel safe/comfortable." Another respondent shared, "The bathrooms are disgusting most of the time." Respondents also commented on doors and overall building

conditions stating, "Front doors are automatic but bathroom doors are not" and "CSI looks rundown. They need to update a lot of different aspects."

Technology issues. Nine respondents were concerned about technology-related issues. One Graduate Student respondent advised, "in the future when changing database searches in the library, please make sure it works on all major computer platforms and both on and off campus wireless before rolling it out." A Faculty respondent suggested, "Accessibility for training in electronic databases should be available evenings/weekends as many adjuncts work full time." Another Faculty respondent shared, "Computers in the classrooms need updating. Internet issues have been a problem on occasion." An Undergraduate Student respondent wrote, "Email is complicated to use."

Outdoor mobility. Six respondents commented on outdoor mobility conditions. One Undergraduate Student respondent summed up the concerns, writing, "I don't personally have any physical disabilities or anything that would result in accessibility issues for me. However, accessibility remains a major issue at CSI. The roads and grounds are terrible. The paths and parking lots are falling apart. There are potholes and missing stones everywhere. When any amount of snow accumulates, forget going to school if you are physically disabled mobility-wise. They don't always clear the snow, and the wheelchair ramps are often not touched. I personally know students who could not come to class because they don't clear the ramps." A Staff respondent suggested, "instead of planting in the spring, I think CSI should fix the sidewalks, especially since we have handicapped students and some faculty and staff. The condition of the parking lots and sidewalks in summer need great improvement." A Graduate Student respondent elaborated, "I was pregnant last Fall and Spring (2015) terms. I found it very difficult maneuvering through campus during the winter months of both terms, specifically, after a big snow storm. The walkways were either full of snow or icy. Last year we were hit with extreme cold spouts. However, the lack of lights on top of the icy walkways made it almost impossible to walk safely to class. Further, the parking lots were and remain a scary obstacle. As a grad student most of my classes are at night. Walking through the graveled lots riddled with holes is a stressful experience, more so while pregnant."

Student support. Four Undergraduate Student respondents commented on the quality of student support. Some respondents felt that student support services needed serious improvement. One respondent wrote, "Many people give bad service to the students because we do not have some knowledge about financial aid, the staff are not patient and do not explain to people enough information about benefits or how to get to websites, students have to figure out what is going on because they would be annoyed if students ask too many questions and then they will complain because as student did not know. We need better people who can explain what are the real benefits for us as students and tell all resources so that we can be better informed." Another Undergraduate Student respondent shared, "I'm an ARC student. I would like to have an advisor. I kind of feel lost in the wind."

Other respondents praised the level of support they had received at CSI. One Undergraduate Student respondent wrote, "Honestly if it was not for student accessibility I would of never attended CSI....... That office is one of the main reasons I didn't transfer to another college."

Barriers at CSI for Respondents Who Identified as Transgender

One survey item asked respondents who identified their gender identity as transgender/ genderqueer if they had experienced barriers in facilities and identity accuracy at CSI within the past year (Table 22). Thirty percent ($n = 7$) of Transgender/Genderqueer respondents experienced barriers with regard to CSI College ID card and 26% each experienced barriers with restrooms ($n = 6$) and electronic databases (e.g., Blackboard) ($n = 6$) within the past year.

Table 22. **Barriers at CSI Experienced by Transgender or Genderqueer Respondents**

Area	Yes *n*	Yes %	No *n*	No %	Not applicable *n*	Not applicable %
Facilities						
Athletic and recreational facilities	6	26.1	8	34.8	9	39.1
Changing rooms/locker rooms	$n < 5$	---	10	43.5	11	47.8
Residence Halls (Dolphin Cove)	$n < 5$	---	8	34.8	12	52.2
Restrooms	6	26.1	14	60.9	$n < 5$	---
Signage	4	17.4	13	56.5	6	26.1
Identity Accuracy						
Class rosters/honors ceremony	$n < 5$	---	11	47.8	9	39.1
CSI College ID card	7	30.4	15	65.2	$n < 5$	---
Electronic databases (e.g., Blackboard)	6	26.1	15	65.2	$n < 5$	---
Email account	5	21.7	17	73.9	$n < 5$	---
Intake forms (e.g., Health & Wellness Center)	5	21.7	12	52.2	6	26.1
Learning technology	$n < 5$	---	15	65.2	$n < 5$	---
Communications/media relations	$n < 5$	---	15	65.2	$n < 5$	---
Surveys	$n < 5$	---	16	69.6	$n < 5$	---

Note: Only answered by respondents who indicated on the survey that they identified as transgender and did not have a disability ($n = 24$).

Eight respondents elaborated on their responses based on their experiences. Five respondents commented on bathrooms. One respondent wrote, "In terms of the restrooms, they are very, very dirty and crowded, and not especially welcoming for those with non-conforming gender expressions." Another respondent stated, "The restrooms are awful." Another respondent requested, "more inclusive bathrooms please."

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct[56]

Thirteen percent (*n* = 467) of respondents indicated that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct that has interfered with their ability to work or learn at CSI within the past year.[57] Table 23 reflects the perceived bases and frequency of exclusionary, intimidating, offensive, and/or hostile conduct. Of the respondents who experienced such conduct, 27% (*n* = 124) indicated that the conduct was based on their position status at CSI. Twenty-three percent (*n* = 109) noted that the conduct was based on their ethnicity, 20% (*n* = 92) felt that it was based on their age, and 18% (*n* = 83) felt that it was based on their gender/gender identity. Eighteen percent (*n* = 84) also indicated "don't know" as the basis. "Reasons not listed above" included responses such as "professor was incredibly rude," "antisemitism/antizionism," "betrayal," "favoritism," "unhealthy relationship," and "unofficial Greek Life clubs."

Table 23. **Bases of Experienced Conduct**

Basis of conduct	*n*	%
Position status (staff, faculty, student)	124	26.6
Ethnicity	109	23.3
Age	92	19.7
Don't know	84	18.0
Gender/gender identity	83	17.8
Academic performance	69	14.8
Racial identity	68	14.6
Length of service at CSI	56	12.0
English language proficiency/accent	45	9.6
Educational credentials (e.g., M.S., Ph.D.)	44	9.4
Religious/spiritual views	44	9.4

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[56]This report uses the phrase "exclusionary conduct" as a shortened version of conduct that someone has "personally experienced" including "exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct."

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

Table 23, cont.	*n*	%
Physical appearance (e.g., tattoos, piercings, clothing)	42	9.0
Political views	42	9.0
Major field of study	39	8.4
Philosophical views	35	7.5
Gender expression	25	5.4
Income status	25	5.4
International status/national origin	23	4.9
Immigrant/citizen status	22	4.7
Learning disability/condition	22	4.7
Sexual identity	21	4.5
Mental health/psychological disability/condition	19	4.1
Participation in an organization/team	19	4.1
Marital status (e.g., single, married, partnered)	16	3.4
Medical disability/condition	16	3.4
Physical disability/condition	14	3.0
Parental status (e.g., having children)	12	2.6
Pregnancy	6	1.3
Military/veteran status	*n* < 5	---
A reason not listed above	80	17.1

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 467). Percentages do not sum to 100 as a result of multiple responses.

The following figures depict the responses by selected characteristics (position status, ethnicity, age, and gender/gender identity) of individuals who responded "yes" to the question, "Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) behavior at CSI?"

In terms of position status, Undergraduate Student respondents (9%, *n* = 228) were significantly less likely than Staff/Executive respondents (25%, *n* = 135), Graduate Student respondents (21%, *n* = 42), and Faculty respondents (19%, *n* = 62) to indicate that they had experienced this conduct (Figure 25).[xii] Of those respondents who noted that they had experienced this conduct, Staff/Executive respondents (47%, *n* = 64) were more likely than Faculty respondents (34%, *n* = 21), Undergraduate Student respondents (15%, *n* = 34), and Graduate Student respondents (12%, *n* = 5) to indicate that the conduct was based on their position status.[xiii]

■ Overall experienced conduct[1]

■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of position status[2]

tages are based on total *n* split by group.
tages are based on *n* split by group for those who believed they had personally experienced this conduct.
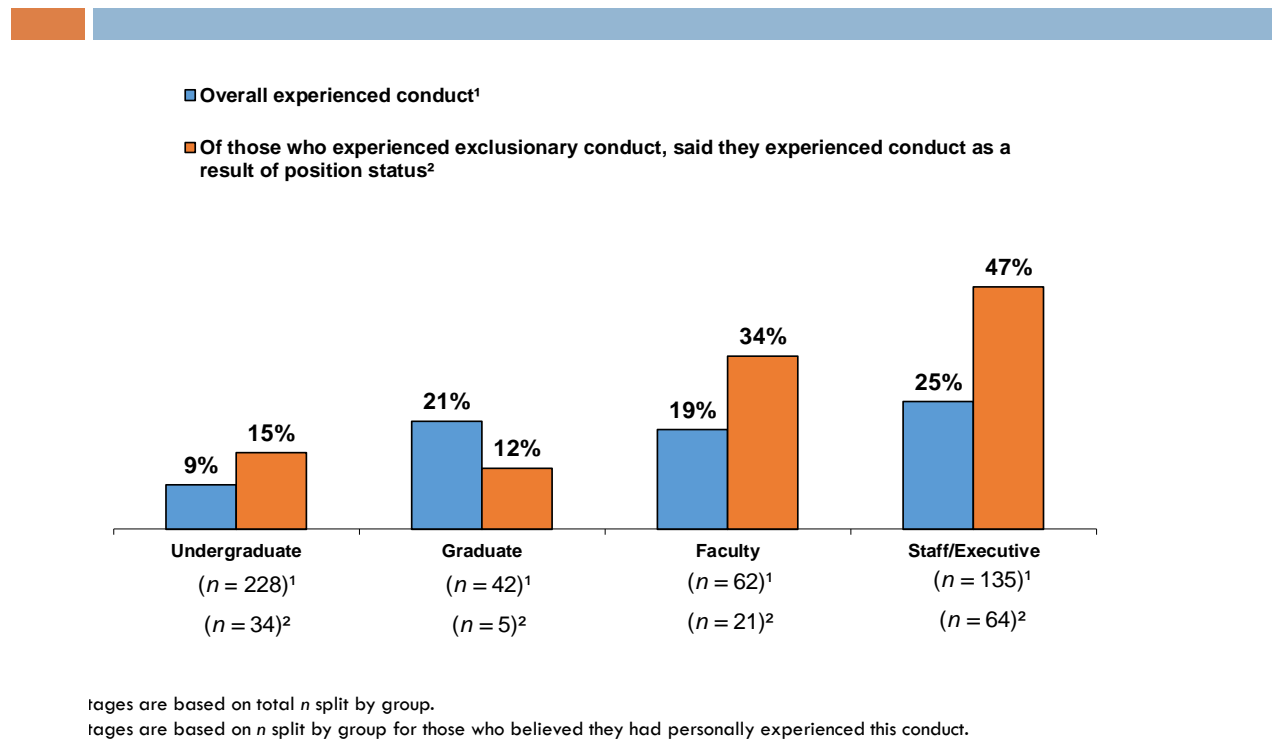
Figure 25. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position Status (%)

In terms of racial identity, no significant differences were noted in the percentages of Other Respondents of Color (13%, $n = 17$), Asian/Asian American/South Asian respondents (10%, $n = 40$), Black/African American respondents (12%, $n = 55$), Hispanic/Latin@/Chican@ (10%, $n = 57$), White respondents (13%, $n = 218$), and Multiracial respondents (14%, $n = 43$) who indicated that they believed that they had experienced this conduct (Figure 26). Of those respondents who indicated that they believed that they had experienced this conduct, a significantly larger percentage of Asian/Asian American/South Asian respondents (55%, $n = 22$) than other respondent groups by racial identity thought that the conduct was based on their ethnicity.[xiv]

- ■ Overall experienced conduct[1]

- ■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of ethnicity[2]

	White People (n = 218)[1] (n = 23)[2]	Multiracial (n = 43)[1] (n = 10)[2]	Hispanic/Lat/Chic (n = 57)[1] (n = 22)[2]	Black/Afric Am (n = 55)[1] (n = 18)[2]	Asian/As Am/S Asian (n = 40)[1] (n = 22)[2]	Other POC (n = 17)[1] (n < 5)[2]
Overall	13%	14%	10%	12%	10%	13%
Ethnicity	11%	23%	39%	33%	55%	24%

[1]Percentages are based on total *n* split by group.
[2]Percentages are based on *n* split by group for those who believed they had personally experienced this conduct.

Figure 26. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Ethnicity (%)

As depicted in Figure 27, respondents aged 19 Years or Younger (6%, $n = 73$) and 20-21 Years (11%, $n = 78$) were significantly less likely than respondents aged 22-24 Years (13%, $n = 60$), respondents aged 25-34 Years (15%, $n = 65$), respondents aged 35-44 Years (22%, $n = 52$), respondents aged 45-54 Years (24%, $n = 56$), respondents aged 55-64 Years (18%, $n = 37$), and respondents aged 65 Years and older (8%, $n = 5$) to indicate that they had experienced this conduct.[xv] A lower percentage of respondents aged 45-54 Years ($n < 5$) felt that the conduct was based on their age.[58, xvi]

- Overall experienced conduct[1]

- Of those who experienced exclusionary conduct, said they experienced conduct as a result of age[2]

	19 or younger	20-21	22-24	25-34	35-44	45-54	55-64	65 years and older
	$(n = 73)^1$	$(n = 78)^1$	$(n = 60)^1$	$(n = 65)^1$	$(n = 52)^1$	$(n = 56)^1$	$(n = 37)^1$	$(n = 5)^1$
	$(n = 11)^2$	$(n = 18)^2$	$(n = 8)^2$	$(n = 22)^2$	$(n = 13)^2$	$(n < 5)^2$	$(n = 8)^2$	$(n < 5)^2$

[1] Percentages are based on total n split by group.
[2] Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Figure 27. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Age (%)

[58]Although this finding was statistically significant, the percentage was not published here to assure confidentiality of the respondents.

By gender identity, a lower percentage of Men respondents (10%, $n = 128$) than Transpectrum respondents (26%, $n = 10$) and Women respondents (14%, $n = 322$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct (Figure 28).[xvii] Also, Men respondents (13%, $n = 16$) who indicated that they had experienced exclusionary conduct were least likely to indicate that the conduct was based on their gender identity.[xviii]

■ Overall experienced conduct[1]

■ Of those who experienced exclusionary conduct, said they experienced conduct as a
   result of their gender identity[2]

[1] Percentages are based on total *n* split by group.
[2] Percentages are based on *n* split by group for those who believed they had personally experienced this conduct.
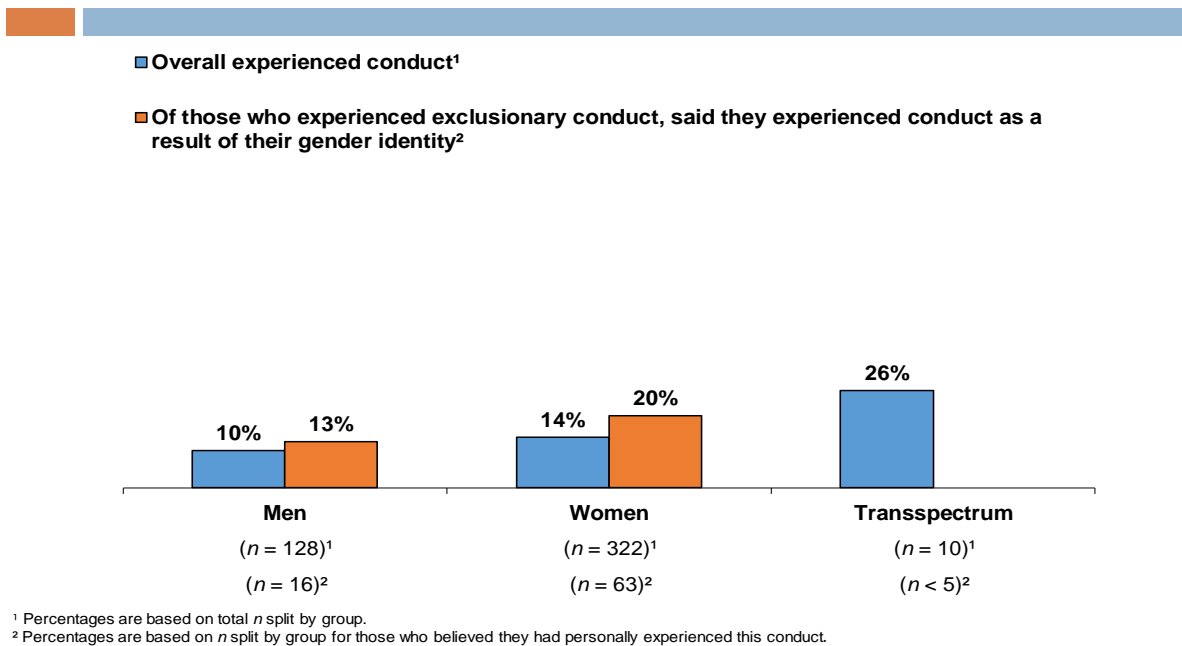
Figure 28. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

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Table 24 illustrates the manners in which respondents experienced exclusionary conduct. Forty-one percent ($n = 193$) felt ignored or excluded, 32% ($n = 148$) felt intimidated and bullied, 30% ($n = 141$) felt isolated or left out, and 26% ($n = 123$) experienced a hostile work environment. Other forms of such conduct included, "a life threatening medical condition was not understood properly," "a professor spoke in a derogatory manner about my political group," "a student spit as I passed him," "argumentative behavior," "attempted blackmail," "belittled," "conduct of students in the library is very disrespectful," "denied services needed," "I expected better professors who could teach me and not read to me," "insulted by a student," "received a negative comment about my accent," "I was lied to and put off regarding a raise," "I was the target of repeated office break-ins and theft," "I was unfairly questioned by faculty in regard to my disability," "made fun of by my advisor," "parking at CSI is anxiety-provoking," "students attempting to obtain higher grades through intimidation and harassment," "tons of microaggressions," "very specific discriminatory remarks about my ability to perform because I have children," and "dean raised caps in a course I was teaching."

Table 24. **Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (What Happened)**

| Form of conduct	*n*	% of those who experienced the conduct
I was ignored or excluded.	193	41.3
I was intimidated/bullied.	148	31.7
I was isolated or left out.	141	30.2
I experienced a hostile work environment.	123	26.3
I felt others staring at me.	95	20.3
I was the target of derogatory verbal remarks.	88	18.8
An experience not listed above	78	16.7
I experienced a hostile classroom environment.	75	16.1
I was the target of workplace incivility.	66	14.1
The conduct made me fear that I would get a poor grade.	65	13.9
I received a low or unfair performance evaluation.	46	9.9
I was not fairly evaluated in the promotion and tenure process.	36	7.7
I was singled out as the spokesperson for my identity group.	35	7.5
I received derogatory phone calls/text messages/email.	30	6.4
I was the target of racial/ethnic profiling.	30	6.4
I received derogatory written comments.	25	5.4
I received derogatory/unsolicited messages online (e.g., Facebook, Twitter, Yik-Yak)	22	4.7
The conduct threatened my physical safety.	21	4.5
Someone assumed I was admitted/hired/promoted due to my identity group.	19	4.1
I received threats of physical violence.	15	3.2
Someone assumed I was not admitted/hired/promoted due to my identity group.	13	2.8
I was the target of stalking.	12	2.6
I was the target of graffiti/vandalism.	10	2.1
The conduct threatened my family's safety.	8	1.7
I was the target of physical violence.	*n* < 5	---

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 467). Percentages do not sum to 100 as a result of multiple responses.

Thirty-three percent ($n = 154$) of respondents who indicated that they experienced exclusionary conduct noted that it occurred while working in a class/lab; 19% ($n = 89$) in a CSI administrative office, 18% ($n = 85$) while working at a CSI job, and 16% ($n = 75$) in a meeting with a group of people (Table 25). Many respondents who marked "a location not listed above" described the specific office (e.g., Bursar and Financial Aid and Center for Student Accessibility), meeting (e.g., meetings that pertain to facilities of the college), campus location (e.g., parking lot), and online venue (e.g., Blackboard) where the incidents occurred.

Table 25. **Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	*n*	% of respondents who experienced conduct
In a class/lab	154	33.0
In a CSI administrative office	89	19.1
While working at a CSI job	85	18.2
In a meeting with a group of people	75	16.1
In a faculty office	60	12.8
In a meeting with one other person	55	11.8
In other public spaces at CSI	45	9.6
At a CSI event/program	43	9.2
On phone calls/text messages/email	43	9.2
While walking on campus	39	8.4
A venue not listed above	34	7.3
In the CSI library	33	7.1
In the campus center (IC)	30	6.4
Off campus	27	5.8
In campus housing	19	4.1
On a campus shuttle/waiting for campus shuttle	16	3.4
On social networking sites (e.g., Facebook, Twitter, Yik-Yak)	16	3.4
In a CSI dining facility	14	3.0
In the Center for the Arts (IP)	12	2.6
In an experiential learning environment (e.g., community-based learning, internship, class trip)	6	1.3
In athletic facilities	5	1.1
In Health & Wellness Services	5	1.1
In the Counseling Center	5	1.1
In off-campus housing	*n* < 5	---

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct
(*n* = 467). Percentages do not sum to 100 as a result of multiple responses.

Thirty-two percent (*n* = 151) of the respondents who indicated that they experienced exclusionary conduct identified students, 27% (*n* = 125) identified faculty member/other instructional staff, and 19% (*n* = 89) identified staff members as the sources of the conduct

(Table 26). Sources of exclusionary conduct "not listed above" included "building and grounds management," "Dean," "parent of a student," "public safety," "senior academic administrator," and "videos."

Table 26. **Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Source of conduct	*n*	% of respondents who experienced conduct
Student	151	32.3
Faculty member/other instructional staff	125	26.8
Staff member	89	19.1
Supervisor	64	13.7
Co-worker	60	12.8
Department/program chair	54	11.6
Senior administrator (e.g., dean, vice president, provost)	45	9.6
Academic advisor	37	7.9
A source not listed above	32	6.9
Stranger	28	6.0
Friend	24	5.1
Don't know source	19	4.1
CSI Public Safety Officer	17	3.6
Student staff	17	3.6
Off-campus community member	11	2.4
Alumnus/a	9	1.9
Direct report (e.g., person who reports to me)	9	1.9
Student organization	9	1.9
Online site (e.g., Facebook, Twitter, Yik-Yak)	7	1.5
Lab assistant	5	1.1
Athletic coach/trainer	*n* < 5	---
CSI media (posters, brochures, flyers, handouts, web sites, etc.)	*n* < 5	---
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*n* < 5	---
Donor	*n* < 5	---

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 467). Percentages do not sum to 100 as a result of multiple responses.

Figures 29 through 31 display the perceived source of experienced exclusionary conduct by position status. Students were the greatest source of reported exclusionary conduct for Undergraduate Student respondents and Graduate Student respondents. Faculty/Instructional Staff were the second source of reported exclusionary conduct for Student respondents.
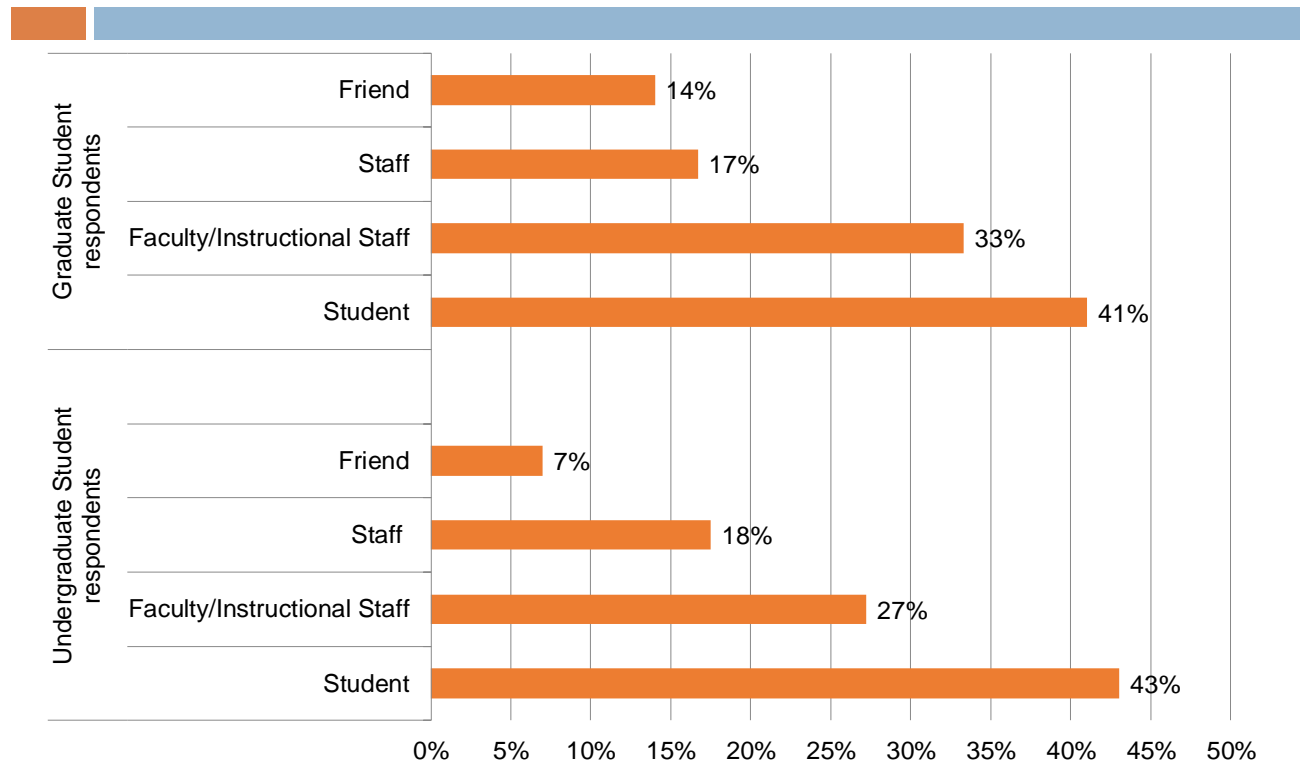
Figure 29. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Student Position Status (%)

Faculty respondents most often cited other faculty and students as the source of the exclusionary conduct (Figure 30).[59]
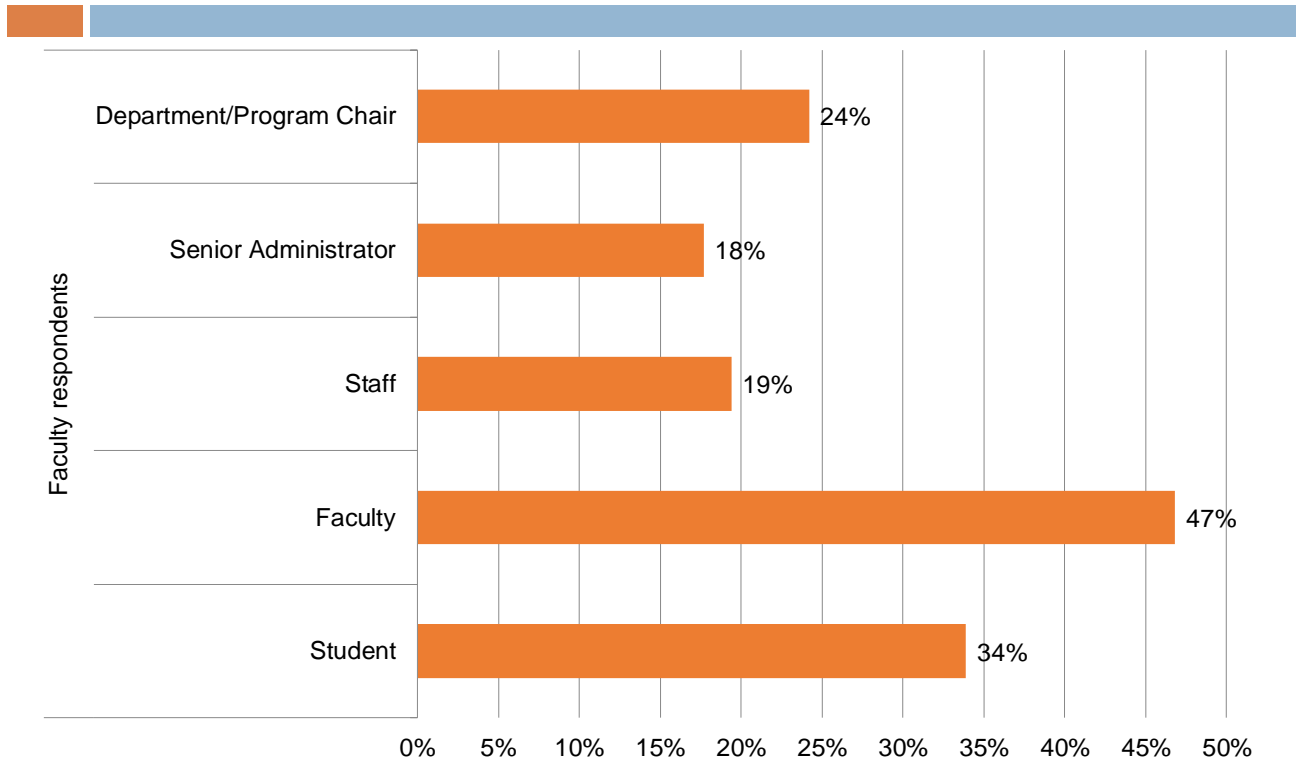
Note: Responses with $n < 5$ are not presented in the figure.

Figure 30. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Faculty Respondents (%)

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[59]Analyses by Faculty Status (Assistant Professor, Associate Professor, Professor; Adjunct/Lecturer) were not published here due to low numbers in many of the response categories.

Hourly and Salary Staff respondents identified supervisors, coworkers and other staff as their greatest sources of exclusionary conduct (Figure 31).
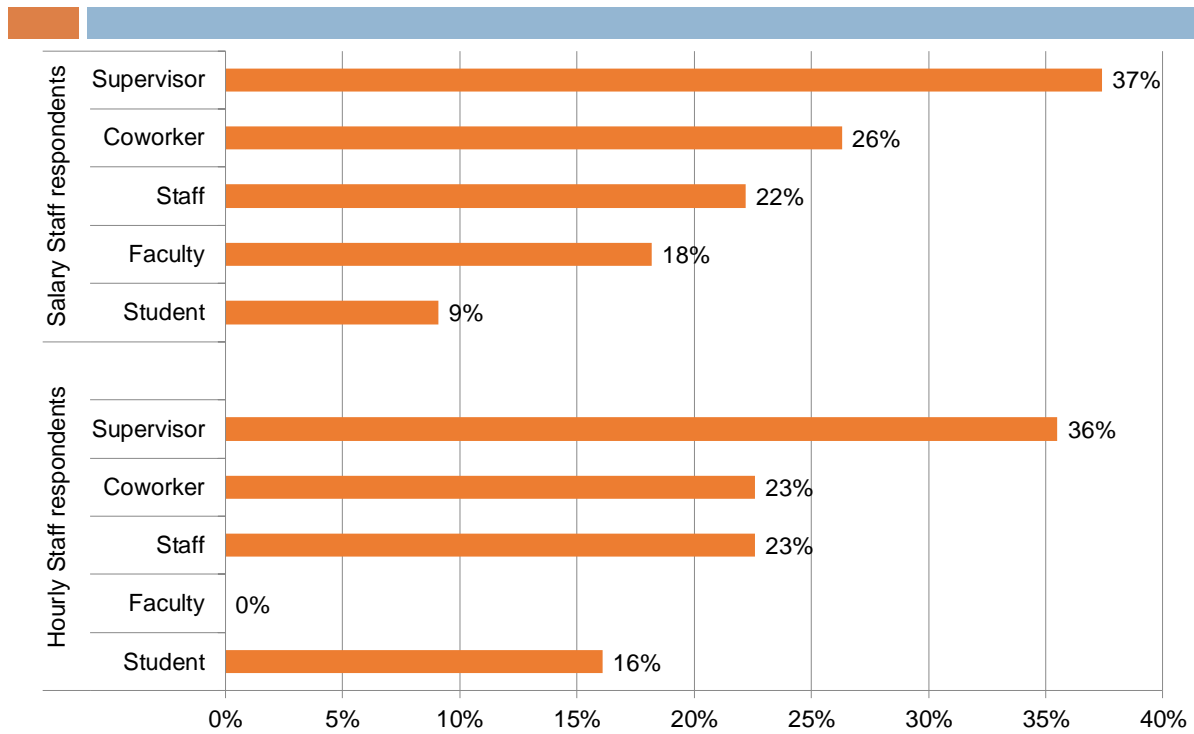
Note: Responses with *n* < 5 are not presented in the figure.

Figure 31. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Staff Position Status (%)

In response to this conduct, 55% (*n* = 257) of respondents were angry, 43% (*n* = 200) felt embarrassed, and 33% (*n* = 155) ignored it (Table 27). Several comments indicated additional responses such as "hurt/insulted," "annoyed," "anxious," "ashamed/felt dumb," "betrayed," "demoralized," "disgusted," "disrespected," "helpless," "humiliated," "disappointed," "felt unimportant," "sad," and "very uncomfortable."

Table 27. **Respondents' Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Emotional response to conduct	*n*	% of respondents who experienced conduct
I was angry.	257	55.0
I felt embarrassed.	200	42.8
I ignored it.	155	33.2
I was afraid.	101	21.6
A feeling not listed above	68	14.6
I felt somehow responsible.	50	10.7

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 467). Percentages do not sum to 100 as a result of multiple responses.

In response to experiencing the conduct, 42% (*n* = 196) of respondents did not do anything, 30% each avoided the person/venue (*n* = 142) and told and friend (*n* = 139), and 25% (*n* = 118) told a family member (Table 28). Of the 64 respondents (14%) who sought support from a CSI resource, 28 respondents sought support from a faculty member, 21 respondents from a senior administrator, 11 respondents from a staff person, 10 respondents from the Office of Human Resources/Personnel, nine respondents from the Office of Diversity and Compliance, eight respondents from the Dean of Students/Student Ombudsperson, seven respondents from the CSI Office of Public Safety/Security, and five respondents each from the Counseling Center and from Union officers. Some "response not listed above" comments were "contacted student life," "department head knows," "reached out to direct supervisor," "contacted union and private lawyer," "went to professor," "withdrew from that class," "I wrote a note on the evaluation," "I wrote to labor designee," "Multi-faith Center," "self-harm," "went to the bathroom and cried," and "wrote to the President."

Table 28. **Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to conduct	N	% of respondents who experienced conduct
I didn't do anything.	196	42.0
I avoided the person/venue.	142	30.4
I told a friend.	139	29.8
I told a family member	118	25.3
I didn't know who to go to.	67	14.3
I contacted a CSI resource.	64	13.7
Faculty member	*28*	*43.8*
Senior administrator (e.g., president, provost, vice president, dean)	*21*	*32.8*
Staff person	*11*	*17.2*
Office of Human Resources/Personnel	*10*	*15.6*
Office of Diversity and Compliance	*9*	*14.1*
Dean of Students/Student Ombudsperson	*8*	*12.5*
CSI Office of Public Safety/Security	*7*	*10.9*
The Counseling Center	*5*	*7.8*
Union officers	*5*	*7.8*
Health and Wellness Center	*n < 5*	*3.1*
Title IX coordinator	*n < 5*	*1.6*
Employee Assistance Program (EAP)	*0*	*0.0*
Student staff	*0*	*0.0*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*0*	*0.0*
I confronted the person(s) at the time.	56	12.0
I confronted the person(s) later.	40	8.6
I sought information online.	20	4.3
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	14	3.0
I sought support from off-campus hot-line/advocacy services.	12	2.6
I contacted a local law enforcement official.	n < 5	---
A response not listed above	64	13.7

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct ($n = 467$).
Percentages do not sum to 100 as a result of multiple responses.

Table 29 illustrates that 81% (*n* = 362) of respondents did not report the incident and that 19% (*n* = 84) of respondents did report the incident. Of the respondents who reported the incident, 19% (*n* = 11) were satisfied with the outcomes, 35% (*n* = 20) felt the complaint received an appropriate response, and 46% (*n* = 26) felt the incident did not receive an appropriate response.

Table 29. **Respondents' Reporting Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Reporting the conduct	*n*	% of respondents who experienced conduct
No, I didn't report it.	362	81.2
Yes, I reported it.	84	18.8
Yes, I reported the incident and was satisfied with the outcome.	11	19.3
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	20	35.1
Yes, I reported the incident, but felt that it was not responded to appropriately.	26	45.6

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 467). Percentages do not sum to 100 as a result of multiple responses.

Respondents were given the option to elaborate on their personal experiences with exclusionary, intimidating, offensive and/or hostile conduct. One hundred sixty-five respondents provided their voices. Amongst all of the respondents, two themes emerged: reporting process and student behavior. Additionally, two themes were found specific to Student (Undergraduate and Graduate) respondents: unwelcoming professors and mistreated by staff. For Employee respondents (Faculty, Staff and Executive), two specific themes were found: hostile colleagues and administrators.

Reporting process. Out of the 165 respondents who provided additional commentary, 33 respondents described the reporting process and how conflicts are handled. Many of these respondents felt that the reporting process was not effective for dealing with issues. An employee respondent wrote, "Though it clearly states in the work place violence policy that no threats or statements of violence will be tolerated it is allowed to go on with minimal repercussions. Not just a one-time experience but multiple times." An Undergraduate Student respondent wrote, "I was harassed by 5 girls who came to my dorm room to beat me up and I contacted dolphin cove

staff and till this day have done nothing to help or punish those who were harassing me." A Faculty respondent shared, "I reached out to chair persons for help in resolving the matter. While they were helpful I felt that they could have taken the matter more seriously and been more helpful." A Staff respondent wrote, "I was basically told to grin and bear it....get thicker skin. The on-going incident affected my ability to do my job. My staff was affected as well." Some respondents indicated that they did not even try reporting a concern because they were worried about retribution or retaliation. A Staff respondent wrote, "I didn't report the bad behavior because I feared retribution, and I know the behavior was seen by administration." A Faculty respondent shared, "While the office of Diversity and Compliance was supportive, it was clear that the [senior administrator] to whom the harasser reported did not take my complaint seriously, and told me that before I made the complaint formal that I needed to understand that it would likely hurt my career to do so. I did not, therefore, feel that I could file a formal complaint." A few respondents shared that they had reported an issue and it had been handled appropriately. A Staff respondent wrote, "Water under the bridge. I will say I felt thoroughly supported by my department." A Faculty respondent shared, "I contacted _____ and he invited this student to visit his office. The student returned next day and behaved much better."

Student behavior. Sixteen respondents commented on the behavior of students. Some respondents discussed student behavior as a whole, while others focused on the actions of specific students. A Faculty respondent reported, "I have been ridiculed, cursed at, and called names by unruly students using the library during the course of performing my job duties. The library has become an increasingly hostile environment over the course of the past two years." Another Faculty respondent reported, "A student wasn't happy with the grade they received from me and felt that it was ok to curse me out via email." A Staff respondent shared, "A student staff member was making remarks about my physical appearance in an effort to embarrass me in front of other student staff members." Another Faculty respondent observed, "While many students at CSI are polite, respectful, disciplined, and responsible, many others have poor manners, and very little understanding of what an academic environment should be. Arriving late on regular basis, texting/using cell phones while in class etc. are behaviors commonly extended among many CSI students. Many times when informing a student that those conducts are not allowed, that student

answered back in front of the class. Those attitudes affect the environment in the class throughout the semester."

Student only respondent - Unwelcoming professors. Out of 81 Student respondents, 16 commented on their interactions with their professors. One Student respondent wrote, "Certain professors are not welcoming to a certain population of students. This has caused me several times to want to quit and go to a different school." Another Student respondent shared, "[A professor] in biology department plays favorites and gives best grades to students he knows or benefits from. Students that don't even attend class received best grades due to favoritism and didn't have to do any work countless times." Another Student respondent reported, "A professor in the Chemistry department would say that there were many "weak students" in the class based on her unreasonable expectations of the class. She also showed favoritism towards certain students. This went on at every class session for the entire semester."

Student only respondents - Mistreatment by staff. Twelve Student respondents reported being mistreated during interactions with staff members of the college. A Student respondent wrote, "When I went to file for graduation online, it said that I was unable to, so I had to do it in person. I called to confirm their hours because I am a teacher in a different college and only take night classes there. They told me that Thursday was their late day and that they were open until 7pm… once there they told me that I could not apply for graduation because the people who were in charge left for the day….Only after I told them that I was going to call and report them did they finally decide to help me and submit my application." Another Student respondent wrote, "I was treated as if I was a child. I don't feel we are allowed to make our own decisions. The advisor wouldn't help me and offered to change my major so I wouldn't have to take certain classes. That wasn't an option for me so they told me there was nothing they could do. I tried to discuss it with the person in charge but they said that there are no appointments. They said that the people in charge don't work on these issues. I heard the advisor saying that it wasn't her problem so I stopped asking for advice." Another Student respondent wrote, "It seem like most employees are not caring and welcoming. I feel that the staff don't want students to graduate."

Employee only respondents - Hostile colleagues. Out of 84 Employee respondents, 32 described conduct from hostile colleagues. Some Employee respondents identified supervisors as the source of the hostility. One Staff respondent wrote, "The environment created by my supervisor can be best described as toxic and hostile." Another Staff respondent shared, "I have experienced hostility and belittlement from a former supervisor. In my current position, I have been treated poorly; I have been demeaned by faculty members. I have been ignored and discredited because of elitism. I have often felt excluded." Some respondents wrote of experiences with coworkers or other colleagues. A Staff respondent reported, "I was spoken to in an inconsiderate and non-professional manner by a co-worker on a few occasions." A Faculty respondent shared, "There is a lot of hostility and lack of respect towards junior faculty. It plays out in favoritism, lack of support, isolation behaviors until you 'prove yourself,' lack of respect/direct hostility, and lack of collegiality overall. There is a constant competition and evaluation/power other colleagues feel that they have over each other. Also, a lack of appreciation/recognition when someone does good. This kind of environment is making me consider employment elsewhere even though it will mean a cut in pay. Life is too short to be miserable." A Staff respondent wrote, "Ignoring and or condescending to staff as well as incivility are a basic part of the faculty culture here, especially for senior and/or tenured faculty."

Employee only respondents - Administration. Eight Employee respondents commented on the role of administration in exclusionary, intimidating, offensive and/or hostile conduct. A Staff respondent shared, "[Two AVPs] are rude, disrespectful, irrational, obnoxious and arrogant. They do not know how to speak to people. They act as if they are better than everyone else. This behavior can be intimidating and hurtful. It can make people feel unwelcome and inadequate. It can create a hostile work environment." A Staff respondent wrote, "I felt personally attacked often and undervalued completely by the administration. It has been a hostile work environment. This was not discriminatory, this was due to campus politics." A Faculty respondent observed, "The collegial atmosphere at this college has deteriorated considerably over the past 15 years. From 1996 to the early 2000's there was a serious effort by the administration to support the faculty and the development of serious academic programs. This has diminished to zero during the past three years. Our department is being converted to a low-level diploma mill, catering to the most unmotivated and underprepared students."

[xii]A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary conduct by position status: χ^2 (3, $N = 3,677$) = 135.4, $p < .001$.

[xiii]A chi-square test was conducted to compare percentages of respondents who experienced exclusionary conduct based on position status by position status: χ^2 (3, $N = 467$) = 52.3, $p < .001$.

[xiv]A chi-square test was conducted to compare percentages of respondents who experienced exclusionary conduct based on ethnicity by racial identity: χ^2 (5, $N = 430$) = 52.9, $p < .001$.

[xv]A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary conduct by age: χ^2 (8, $N = 3,547$) = 109.1, $p < .001$.

[xvi]A chi-square test was conducted to compare percentages of respondents who experienced exclusionary conduct based on age by age: χ^2 (7, $N = 426$) = 21.7, $p < .01$.

[xvii]A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary conduct by gender identity: χ^2 (2, $N = 3,656$) = 16.3, $p < .001$.

[xviii]A chi-square test was conducted to compare percentages of respondents who experienced exclusionary conduct based on gender identity by gender identity: χ^2 (2, $N = 460$) = 6.4, $p < .05$.

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

Respondents' observations of others' experiencing exclusionary conduct also may contribute to their perceptions of campus climate. Fifteen percent ($n = 533$) of survey respondents observed conduct or communications directed toward a person or group of people at CSI that they indicated that they believed created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bully, harassing) working or learning environment[60] within the past year. Most of the observed exclusionary conduct was based on ethnicity (26%, $n = 137$), religious/spiritual views (16%, $n = 85$), racial identity (16%, $n = 83$), position status (15%, $n = 80$), and gender/gender identity (14%, $n = 74$). Eighteen percent ($n = 94$) of respondents indicated that they "don't know" the basis (Table 30).

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[60]This report uses the phrase "exclusionary conduct" as a shortened version of "conduct or communications directed toward a person or group of people at CSI that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment."

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

Characteristic	*n*	% of respondents who observed conduct
Ethnicity	137	25.7
Don't know	94	17.6
Religious/spiritual views	85	15.9
Racial identity	83	15.6
Position status (staff, faculty, student)	80	15.0
Gender/gender identity	74	13.9
Political views	63	11.8
Age	60	11.3
Academic performance	54	10.1
Physical appearance (e.g., tattoos, piercings, clothing)	53	9.9
English language proficiency/accent	47	8.8
Sexual identity	39	7.3
Gender expression	38	7.1
Learning disability/condition	38	7.1
Philosophical views	38	7.1
Immigrant/citizen status	35	6.6
Income status	30	5.6
Physical disability/condition	27	5.1
Length of service at CSI	26	4.9
Mental health/psychological disability/condition	25	4.7
International status/national origin	24	4.5
Participation in an organization/team	19	3.6
Major field of study	17	3.2
Medical disability/condition	15	2.8
Educational credentials (e.g., M.S., Ph.D.)	14	2.6
Pregnancy	10	1.9
Marital status (e.g., single, married, partnered)	7	1.3
Parental status (e.g., having children)	7	1.3
Military/veteran status	*n* < 5	---
A reason not listed above	47	8.8

Note: Only answered by respondents who indicated on the survey that they observed exclusionary conduct (*n* = 533).
Percentages do not sum to 100 as a result of multiple responses.

Figures 32 through 35 separate the significant responses by demographic categories (i.e., gender identity, sexual identity, racial identity, citizenship status, faith-based affiliation, disability status, position status, students' income status, and students' first-generation status) of those individuals who indicated on the survey that they observed exclusionary, intimidating, offensive and/or hostile conduct within the past year. No significant differences were noted in the percentages of respondents who noted that they had observed exclusionary conduct within the past year by students' income status and students' first-generation status.

A significantly higher percentage of Transspectrum respondents (29%, $n = 11$) and Women respondents (16%, $n = 369$) than Men respondents (12%, $n = 147$) noted that they observed exclusionary conduct (Figure 32).[xix] Additionally, a higher percentage of LGBQ respondents (22%, $n = 85$) indicated on the survey that they observed such conduct than Heterosexual respondents (14%, $n = 399$) and Asexual/Other respondents (8%, $n = 29$).[xx]
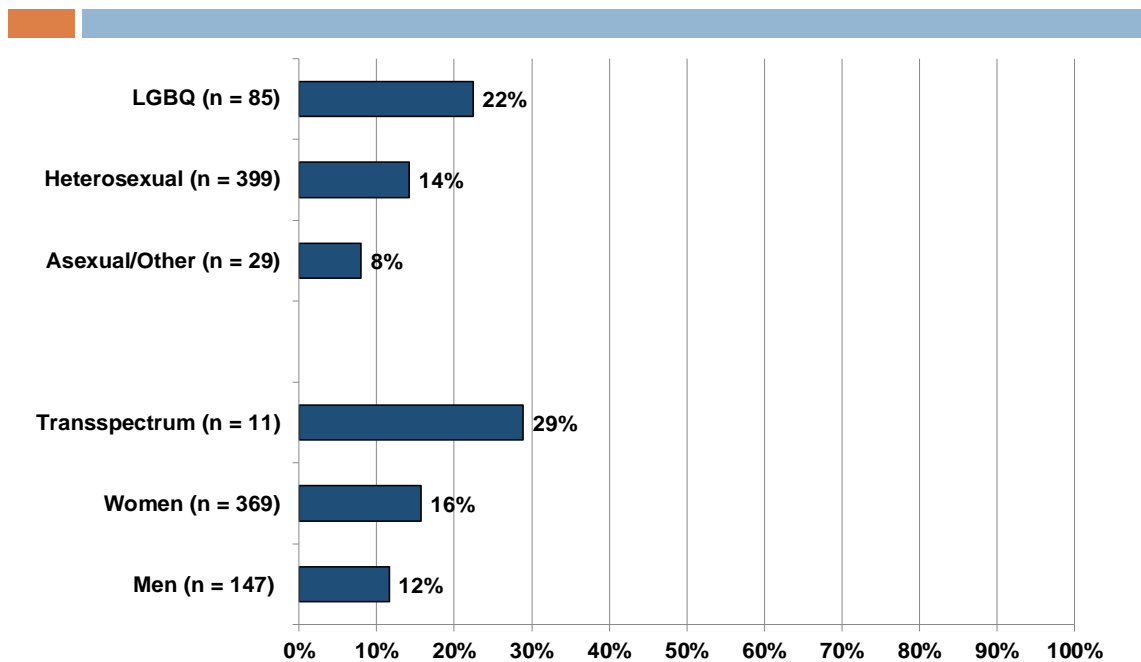
Figure 32. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Gender Identity and Sexual Identity (%)

A higher percentage of U.S. Citizen respondents (15%, $n = 428$) than Non-U.S. Citizen respondents (12%, $n = 98$) indicated on the survey that they had observed exclusionary conduct (Figure 33).[xxi] Additionally, a significantly higher percentage of Multiple Race respondents (19%, $n = 59$) than White respondents (15%, $n = 244$), Asian/Asian American/South Asian respondents (13%, $n = 53$), Other Respondents of Color (13%, $n = 17$), Hispanic/Latin@/Chican@ respondents (12%, $n = 68$), and Black/African American respondents (12%, $n = 51$) noted that they observed such conduct.[xxii]
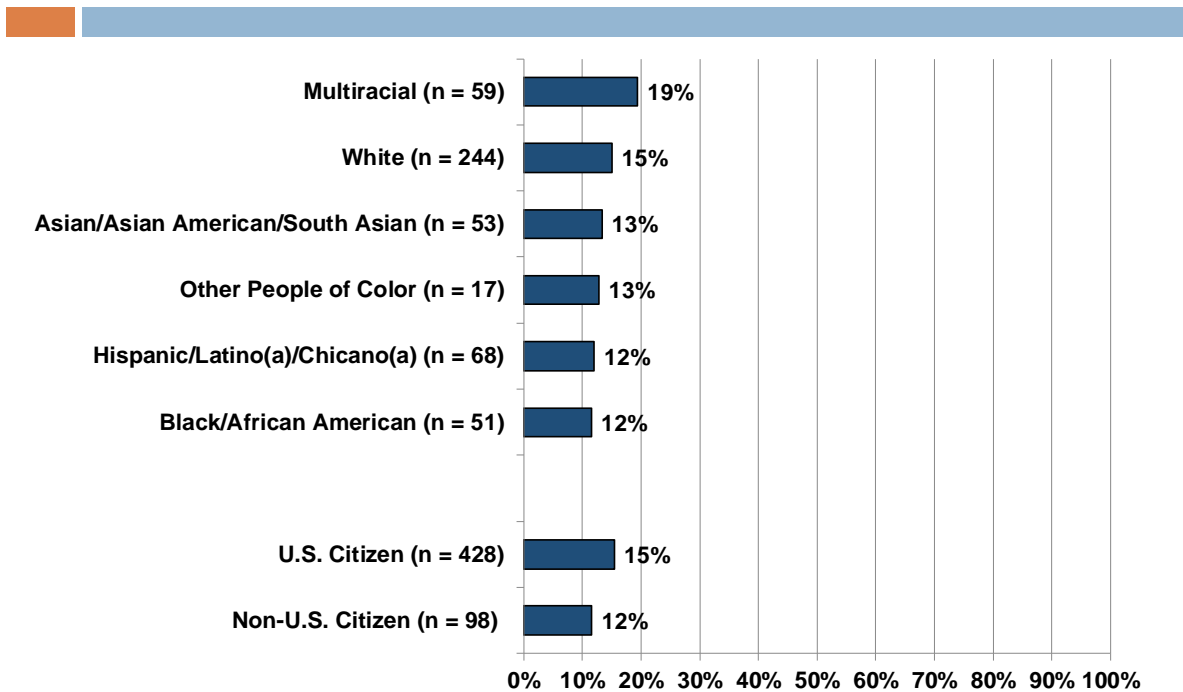
Figure 33. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Citizenship Status and Racial Identity (%)

In terms of faith-based affiliation, respondents with Multiple Affiliations (26%, $n = 39$) were more likely to indicate that they had witnessed such conduct than were respondents with No Affiliation (17%, $n = 163$), Other Faith-Based Affiliation respondents (13%, $n = 72$), and respondents with Christian Affiliations (13%, $n = 239$) (Figure 34).[xxiii] Respondents with Multiple Disabilities (32%, $n = 26$) and a Single Disability (22%, $n = 50$) were more likely than respondents with No Disability (14%, $n = 451$) to indicate that they had observed such conduct.[xxiv]
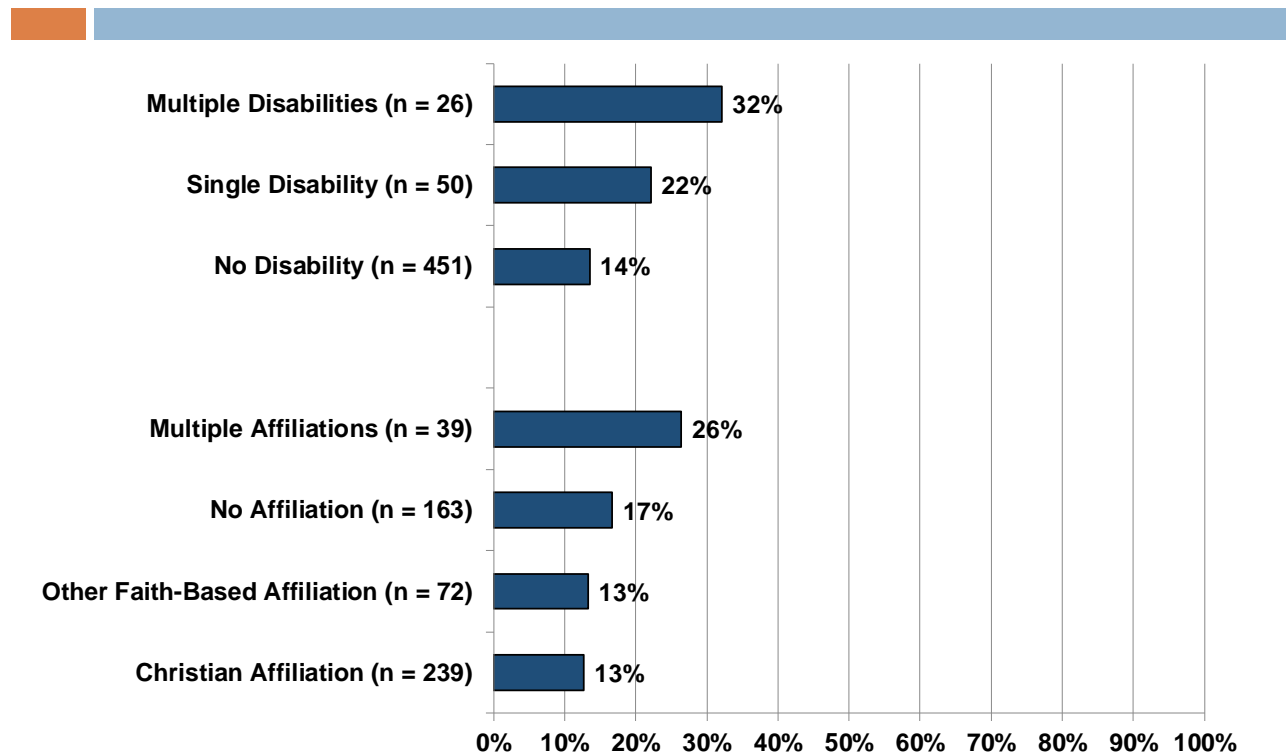
Figure 34. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Faith-Based Affiliation and Disability Status (%)

In terms of position status at CSI, results indicated that a higher percentage of Staff/Executive respondents (25%, $n = 138$), Faculty respondents (23%, $n = 75$), and Graduate Student respondents (19%, $n = 37$) indicated that they had observed exclusionary, intimidating, offensive, and/or hostile conduct than Undergraduate Student respondents (11%, $n = 283$) (Figure 35).[xxv]

- ■ Undergraduate Students (n = 283)
- ■ Graduate Students (n = 37)
- ■ Faculty (n = 75)
- ■ Staff/Executive (n = 138)
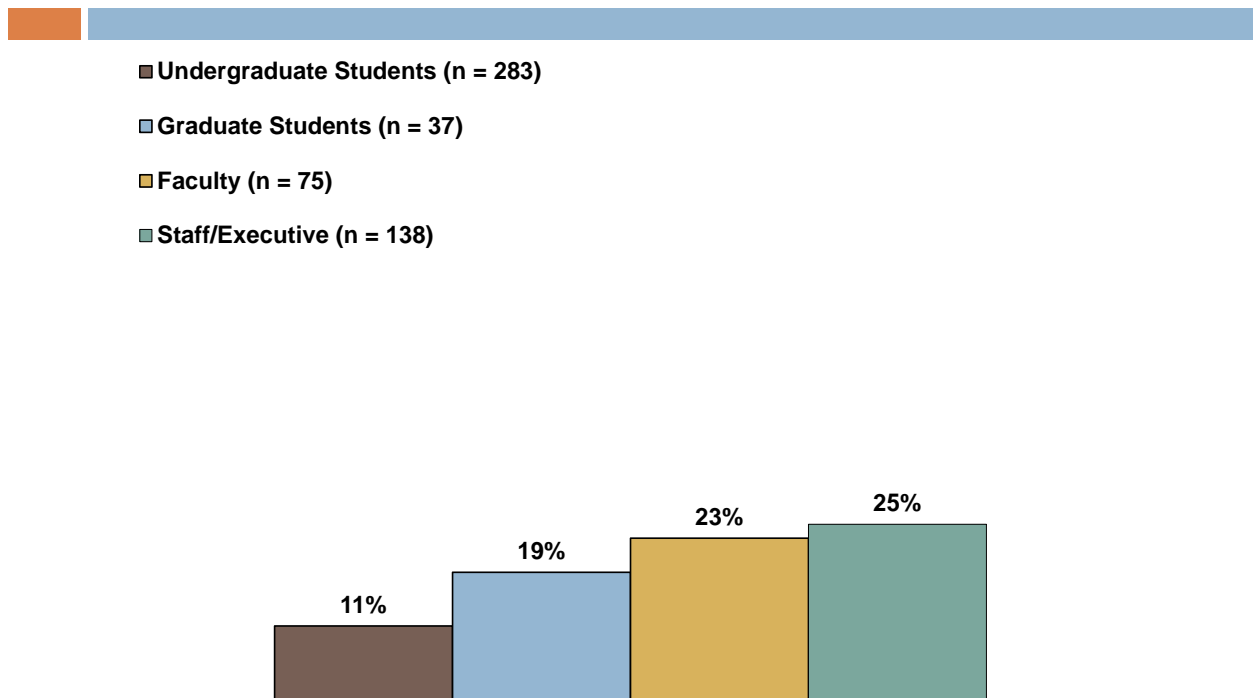
Figure 35. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Position Status (%)

Table 31 illustrates that respondents most often observed this conduct in the form of someone subjected to derogatory remarks (48%, $n = 253$), being intimidated/bullied (30%, $n = 160$), being ignored or excluded (28%, $n = 150$), and being isolated or left out (25%, $n = 134$).

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

Form of conduct	*n*	% of respondents who observed conduct
Person received derogatory verbal remarks	253	47.5
Person was intimidated/bullied	160	30.0
Person was ignored or excluded	150	28.1
Person was isolated or left out	134	25.1
Person was stared at	100	18.8
Person experienced a hostile work environment	79	14.8
Person was the target of racial/ethnic profiling	78	14.6
Person experienced a hostile classroom environment	74	13.9
Person was the target of workplace incivility	68	12.8
Something not listed above	48	9.0
Assumption that someone was admitted/hired/promoted based on his/her identity	40	7.5
Person was singled out as the spokesperson for their identity group	37	6.9
Person received derogatory/unsolicited messages on-line (e.g., Facebook, Twitter, Yik-Yak)	35	6.6
Person received a low or unfair performance evaluation	34	6.4
Person receive derogatory phone calls/text messages/e-mail	31	5.8
Person received derogatory written comments	29	5.4
Person received a poor grade	26	4.9
Assumption that someone was not admitted/hired/promoted based on his/her identity	25	4.7
Person received threats of physical violence	24	4.5
Person was unfairly evaluated in the promotion and tenure process	24	4.5
Person was the target of physical violence	22	4.1
Person experienced graffiti/vandalism	10	1.9
Person was stalked	16	3.0
Person's family was threatened	6	1.1

Note: Only answered by respondents who indicated on the survey that they had observed exclusionary conduct (*n* = 533). Percentages do not sum to 100 as a result of multiple responses.

Additionally, 32% ($n = 170$) of the respondents who indicated that they had observed exclusionary conduct noted that it happened in a class/lab at CSI (Table 32). Some respondents noted that the incidents occurred in other public spaces at CSI (17%, $n = 92$) and in a meeting with a group of people (15%, $n = 82$).

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

Location of conduct	*n*	% of respondents who observed conduct
In a class/lab	170	31.9
In other public spaces at CSI	92	17.3
In a meeting with a group of people	82	15.4
While working at a CSI job	65	12.2
In a CSI administrative office	64	12.0
In the campus center (IC)	57	10.7
At a CSI event/program	53	9.9
While walking on campus	52	9.8
In the CSI library	38	7.1
In a faculty office	37	6.9
On a campus shuttle/waiting for campus shuttle	36	6.8
On social networking sites (e.g., Facebook, Twitter, Yik-Yak)	33	6.2
In a meeting with one other person	28	5.3
Off campus	28	5.3
A venue not listed above	27	5.1
In campus housing	25	4.7
On phone calls/text messages/email	25	4.7
In a CSI dining facility	24	4.5
In the Center for the Arts (IP)	20	3.8
In an experiential learning environment (e.g., community-based learning, internship, class trip)	8	1.5

Table 32 (cont.) *Location of Conduct*	*n*	**% of respondents who observed conduct**
In athletic facilities	7	1.3
In off-campus housing	5	0.9
In Health & Wellness Services	*n* < 5	---
In the Counseling Center	*n* < 5	---

Note: Only answered by respondents who indicated on the survey that they had observed exclusionary conduct (*n* = 533). Percentages do not sum to 100 as a result of multiple responses.

More than half (55%, *n* = 295) of respondents who indicated that they had observed exclusionary conduct noted that the targets of the conduct were students. Other respondents identified coworkers (16%, *n* = 86), staff members (14%, *n* = 73), friends (13%, *n* = 68), and faculty members/other instructional staff (12%, *n* = 63) as targets.

Of respondents who indicated that they hadobserved exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 47% (*n* = 248) noted that students were the sources of the conduct. Respondents identified additional sources as faculty members/other instructional staff (17%, *n* = 91), and staff members (13%, *n* = 67).

In response to this conduct, 59% (*n* = 316) of respondents were angry, and 32% (*n* = 168) felt embarrassed (Table 33). Several comments indicated additional responses such as "annoyed," "confused as to what to do," "disappointed," "disgusted," "I didn't particularly care," "I felt ashamed of attending a school where students behave like middle school students," "I was shocked," "indifferent," and "upset."

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

Emotional response to conduct	*n*	% of respondents who experienced conduct
I was angry.	316	59.3
I felt embarrassed.	168	31.5
An experience not listed above	86	16.1
I was afraid.	86	16.1
I ignored it.	75	14.1
I felt somehow responsible.	47	8.8

Note: Only answered by respondents who indicated on the survey that they observed exclusionary conduct (*n* = 533). Percentages do not sum to 100 as a result of multiple responses.

In response to observing the conduct, 42% (*n* = 225) of respondents did not do anything, 20% (*n* = 106) told a friend, and 15% (*n* = 79) confronted the person(s) at the time (Table 34). Of the 51 respondents (10%) who sought support from a CSI resource, 15 respondents sought support from a senior administrator, 14 respondents from a staff person, 13 respondents from a faculty member, and 10 respondents each from the CSI Office of Public Safety/Security and Office of Diversity and Compliance. Some "response not listed above" comments included "discussed with fellow classmates that agreed with my concerns," "I befriended the individual," "I comforted the person," "I spoke to the target," "I told the professor after class," "I withdrew from the class," "shared with my club," "support from multi-faith center," and "told advisement."

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

Actions in response to conduct	*n*	% of respondents who experienced conduct
I didn't do anything.	225	42.2
I told a friend.	106	19.9
I confronted the person(s) at the time.	79	14.8
I didn't know who to go to.	71	13.3
I told a family member	68	12.8
I avoided the person/venue.	67	12.6
I contacted a CSI resource.	51	9.6
Senior administrator (e.g., president, provost, vice president, dean)	*15*	*29.4*
Staff person	*14*	*27.5*
Faculty member	*13*	*25.5*
CSI Office of Public Safety/Security	*10*	*19.6*
Office of Diversity and Compliance	*10*	*19.6*
Dean of Students/Student Ombudsperson	*n < 5*	*---*
The Counseling Center	*n < 5*	*---*
Office of Human Resources/Personnel	*n < 5*	*---*
Union officers	*n < 5*	*---*
Student staff	*n < 5*	*---*
Title IX coordinator	*n < 5*	*---*
Health and Wellness Center	*0*	*0.0*
Employee Assistance Program (EAP)	*0*	*0.0*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*0*	*0.0*
I confronted the person(s) later.	42	7.9
I sought information online.	14	2.6
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	6	1.1
I sought support from off-campus hot-line/advocacy services.	*n < 5*	---
I contacted a local law enforcement official.	5	0.9
A response not listed above	74	13.9

Note: Only answered by respondents who indicated on the survey that they observed exclusionary conduct (*n* = 533). Percentages do not sum to 100 as a result of multiple responses.

Table 35 illustrates that 89% (*n* = 457) of respondents did not report the incident and 11% (*n* = 56) of respondents did report the incident. Of the respondents who reported the incident, 22% (*n* = 8) were satisfied with the outcomes, 30% (*n* = 11) felt that the complaint received an appropriate response, and 49% (*n* = 18) felt that the incident did not receive an appropriate response.

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

Reporting the observed conduct	*n*	% of respondents who observed conduct
No, I didn't report it.	457	89.1
Yes, I reported it.	56	10.9
Yes, I reported the incident and was satisfied with the outcome.	8	21.6
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	11	29.7
Yes, I reported the incident, but felt that it was not responded to appropriately.	18	48.6

Note: Only answered by respondents who indicated on the survey that they observed exclusionary conduct (*n* = 533). Percentages do not sum to 100 as a result of multiple responses.

There were 141 respondents who elaborated on their observations of conduct directed toward a person or group of people on campus that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment. Four themes emerged from these responses: race/ethnicity, student behavior, reporting misconduct, and religion.

Race/ethnicity. Of the 141 respondents who provided additional commentary, 29 respondents reported conduct that was based on race or ethnicity. Some respondents described specific incidents that were racially motivated. A Faculty respondent shared, "I don't think this was an incident that needed to be reported. It was a micro aggression. A faculty member assumed the student had knowledge of a culture because of a perceived racial identity. The student was uncomfortable by this faculty member's presumptions." An Undergraduate Student respondent wrote, "This Staten Island girl was told to get into groups. She gave a nasty face and said 'Ugh, I don't want to sit by them.' She's white and the other people are black." Another Undergraduate Student respondent reported, "My Chinese professor was intimidated by the public safety staff members for his ethnicity. He was playing volleyball by himself and they started interrogating

him after asking him to show his ID. He told them he was a professor and showed them the ID; but because of their ignorance, arrogance, racist background, they forbid him from playing there." Other respondents made broader observations about racial and ethnic driven behavior at CSI. An Undergraduate Student respondent shared, "a lot of racism within the sororities and fraternities especially TKE and DDO (they say a lot of racial slurs witnessed first-hand as some were directed towards me and witnessed them attack others)." A Faculty respondent wrote, "I overhead colleagues complaining about Black Lives Matter activists and attempts by other faculty to show solidarity with those protesting police violence." A Staff respondent shared, "I am finding it extremely hard to recap and recite all of the racist/sexist/homophobic/xenophobic experiences that I have experienced during my tenure here, especially those in the past year. It has been heartbreaking."

While the majority of respondents observed incidents against People of Color, a few respondents shared experiences that were anti-white. A Staff respondent wrote, "In my office suite … an office manager is often mistreated and belittled in front of people by the supervisor. He is a Male/white and the supervisor is female/African American. Very inappropriate treatment of him." A Graduate Student respondent shared, "Certain professors hold strong beliefs. Made many of their students feel bad about themselves because they are white." An Undergraduate Student respondent stated, "You aren't interested. Bigotry is tolerated so long as it is against men, Caucasians, and those who don't share the extreme liberal views of many faculty/staff and students."

Reporting misconduct. Twenty respondents discussed the process of reporting misconduct. Some respondents focused on the decision to report or not. One Faculty respondent wrote, "I didn't report the incident because the co-worker asked me not to contact Public Safety, although I thought it would be appropriate to notify them." A Faculty respondent shared, "I did not report any of the incidents (there have been quite a few) because they did not happen to me directly. I did offer to verify if another person chose to report." Other respondents commented on the process of reporting misconduct and whether they thought reporting the behavior would be effective. A Staff respondent shared, "From my understanding and from my own personal experience, even when you report unprofessional behaviors, nothing happens. Those in

supervisory positions are rewarded instead of reprimanded." An Undergraduate Student respondent reported, "It can be reported but absolutely nothing will be done." A Staff respondent noted, "I contacted the Office where it occurred. They defended the employee saying that the coworker was being facetious." While most respondents felt reporting the misconduct was not effective, at least one respondent felt otherwise. This Undergraduate Student shared, "Called campus police, they resolved the situation."

Student behavior. Twenty-one respondents described their observations of students who committed the conduct directed toward a person or group of people on campus that created an exclusionary, intimidating, offensive, and/or hostile working or learning environment. A Faculty respondent shared, "Students often make offensive or sexual comments or homophobic, biphobic, etc. comments." A Staff respondent observed, "Students are often confrontational and aggressive with staff and faculty." A Graduate Student shared, "Witnessed two separate incidents of physical fights among students in the Campus center that involved derogatory slurs and fist fighting." An Undergraduate Student reported, "I would always hear students talk about instructors and some would actually treat them rudely." While almost all of the comments described negative student behavior, one Faculty respondent did report good behavior sharing, "Some students are disrespectful to other students and professors. Targets are typically students with disabilities, or those who express strong views, particularly those related to concerns of women and people of color. CSI students are also willing to speak and defend people being treated unfairly."

Religion. Eighteen respondents reported that religion played a role in the negative conduct they had observed. Muslims were often the target. An Undergraduate Student respondent reported, "A Muslim girl was bullied due to her hijab by a few guys. I let it slide for 5 minutes then I stepped in when I noticed she was uncomfortable." A Staff respondent shared, "Muslim students are treated in a hostile manner by office assistants." A Graduate Student respondent noted, "The needs and feeling of Muslims are often overlooked, ignored or not given the same value as those of other groups." A Faculty respondent wrote, "Christians and conservative leaning students on campus seem to feel afraid to express their opinions or analyses for fear of being ganged up on by the other classmates AND the instructor/professor." Respondents described high levels of

animosity between different religions groups on campus, particularly Jews and Muslims. An Undergraduate Student respondent observed, "There's a hostile environment between the Muslim and the Jewish clubs. They tend to talk bad about one another during class." A Faculty respondent shared, "The previous [senior administrator] bullied Students for Justice in Palestine activists in a public forum. He did not demonstrate tolerance toward Muslim students in some instances. The administration and faculty do not do enough to encourage dialogue among Jewish, Muslim, Christian and other students. There is tension and prejudice against Hillel." Another Faculty respondent explained, "The politics of the Israel-Palestine Conflict is contested on campus and the CSI and CUNY administration is not neutral. They tend to favor Hillel over Students for Justice in Palestine (SJP). At CSI the President has hosted parties (I believe they are fundraisers) for Hillel at his home which is provided by the university. On campus, the administration has placed undue administrative hurdles for student activist groups such as SJP. They have also placed extra security outside of academic events hosted by SJP. This is intimidating. Giving into right wing political pressure, CUNY has a committee investigating possible Anti-Semitism at CUNY. A faculty member was questioned about possible Anti-Semitism for speaking out against the occupation of Palestine. This is intimidation and a violation of free speech. We know for a fact that the New York Police Department (NYPD) has been spying on Muslim students at CUNY. However, there is no committee to investigate anti-Muslim discrimination or other forms of racism."

[xix]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by gender identity: χ^2 (2, $N = 3,656$) = 17.7, $p < .001$.

[xx]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by sexual identity: χ^2 (2, $N = 3,553$) = 31.7, $p < .001$.

[xxi]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by citizenship status: χ^2 (1, $N = 3,625$) = 7.4, $p < .01$.

[xxii]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by racial identity: χ^2 (5, $N = 3,475$) = 13.1, $p < .05$.

[xxiii]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by faith-based affiliation: χ^2 (3, $N = 3,547$) = 26.1, $p < .001$.

[xxiv]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by disability status: χ^2 (2, $N = 3,644$) = 33.5, $p < .001$.

[xxv]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by position status: χ^2 (3, $N = 3,676$) = 103.4, $p < .001$.

Unwanted Sexual Misconduct

Four percent ($n = 136$) of respondents indicated on the survey that they had experienced a form of unwanted sexual misconduct[61]. By position, 4% ($n = 98$) of Undergraduate Student respondents, 3% ($n = 6$) of Graduate Student respondents, 3% ($n = 10$) of Faculty respondents, and 4% ($n = 22$) of Staff/Executive respondents indicated that they had experienced a form of unwanted sexual misconduct. Twenty percent ($n = 27$) of those respondents experienced relationship violence (e.g., ridiculed, controlling, hitting), 32% ($n = 44$) experienced stalking (e.g., following me, on social media, texting, phone calls), 41% ($n = 56$) experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), and 10% ($n = 13$) experienced sexual contact (e.g. fondling, rape, sexual assault, or penetration without consent) while a member of the CSI community.

Subsequent analyses of the data[62] suggested that of those who reported that they had experienced unwanted sexual misconduct, Not-U.S.-Citizen respondents (33%, $n = 7$) were significantly more likely to experience relationship violence (e.g., ridiculed, controlling, hitting) than were U.S. Citizen respondents (15%, $n = 17$).[xxvi] Similarly, Low-Income Student respondents (31%, $n = 13$) were more likely than were Not-Low-Income Student respondents (11%, $n = 6$) to have experienced relationship violence.[xxvii] More than half (52%, $n = 13$) of respondents who experienced relationship violence indicated that it occurred within the last year, 20% ($n = 5$) indicated it occurred 2-4 years ago, and 24% ($n = 6$) stated it occurred 5-10 years ago.

Relationship Violence

Student respondents[63] who indicated that they had experienced relationship violence were asked if alcohol and/or drugs were involved and 24% ($n = 5$) indicated "yes." Undergraduate Student respondents were asked to share what year and semester in their college career they experienced relationship violence (Table 36). Of note, the greatest percentage of occurrences of relationship

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[61]The survey used the term "sexual misconduct" or "unwanted sexual contact" to depict any unwanted sexual experiences and defined it as "sexual harassment, gender-based harassment, or a form of sexual violence (sexual assault, stalking, or dating/domestic/intimate partner violence)."

[62]Analyses by position status, gender identity, citizenship status, sexual identity, first-generation status, socioeconomic status, faith-based affiliation, and disability status were conducted; only significant differences are reported for variables that had ample responses in response categories.

[63]Analysis of Undergraduate and Graduate Students were combined because the number of Graduate Student respondents was too low to maintain confidentiality.

violence of any kind happened each fall semester of their first and second years. Of

Undergraduate Student respondents who indicated that they experienced relationship violence,

67% ($n = 14$) noted that it occurred within their first year, and 33% ($n = 7$) noted that it occurred

in their second year.

Table 36. **Year and Semester in Which Undergraduate Student Respondents Experienced Relationship Violence**

Year and semester experience occurred	*n*	%
First year	**14**	**66.7**
Fall semester	7	*50.0*
Winter session	4	*28.6*
Spring semester	8	*57.1*
Summer sessions	*n < 5*	---
Second year	**7**	**33.3**
Fall semester	*n < 5*	---
Winter session	*n < 5*	---
Spring semester	*n < 5*	---
Summer sessions	*n < 5*	---
Third year	*n < 5*	**---**
Fall semester	0	*0.0*
Winter session	*n < 5*	---
Spring semester	0	*0.0*
Summer sessions	0	*0.0*
Fourth year	*n < 5*	**---**
Fall semester	*n < 5*	---
Winter session	*n < 5*	---
Spring semester	*n < 5*	---
Summer sessions	0	*0.0*
Sometime after my fourth year	*n < 5*	**---**

Note: Table includes answers only from Undergraduate Student respondents who indicated that they experienced relationship violence ($n = 21$). Percentages may not sum to 100 as a result of multiple responses.

Thirty-seven percent ($n = 10$) of the respondents who indicated that they had experienced

relationship violence identified a "person not listed" as an option in the survey as the perpetrator

of the conduct. Respondents also identified other sources as a CSI student (19%, $n = 5$) and CSI

staff member (19%, $n = 5$).

Asked where they experienced the relationship violence incidents, 56% ($n = 15$) of respondents

identified the location as off campus and 44% ($n = 12$) as on campus. Asked how they felt in

response to experiencing relationship violence, 37% ($n = 10$) of respondents felt uncomfortable,

33% each told a friend ($n = 9$) and/or felt angry ($n = 9$), 30% each felt embarrassed ($n = 8$) and/or

afraid ($n = 8$), 26% ($n = 7$) felt somehow responsible, and 19% ($n = 5$) told a family member (Table 37).

Table 37. **Response to Relationship Violence**

Response	*n*	%
I felt uncomfortable	10	37.0
I told a friend	9	33.3
I was angry	9	33.3
I felt embarrassed	8	29.6
I was afraid	8	29.6
I felt somehow responsible	7	25.9
I told a family member	5	18.5
I did nothing	*n* < 5	---
I fought back	*n* < 5	---
A response not listed above	*n* < 5	---
I contacted a CSI resource	*n* < 5	---
The Counseling Center	*n* < 5	---
CSI Office of Public Safety/Security	*0*	*0.0*
Dean of Students/Student Ombudsperson	*0*	*0.0*
Employee Assistance Program (EAP)	*0*	*0.0*
Faculty member	*0*	*0.0*
Health and Wellness Center	*0*	*0.0*
Office of Diversity and Compliance	*0*	*0.0*
Office of Human Resources/Personnel	*0*	*0.0*
Senior administrator	*0*	*0.0*
Staff person	*0*	*0.0*
Student staff	*0*	*0.0*
Student teaching assistant	*0*	*0.0*
Title IX coordinator	*0*	*0.0*
Union officers	*0*	*0.0*
I ignored it	*n* < 5	---
I left the situation immediately	*n* < 5	---
I sought support from off-campus hot-line/advocacy services/therapist	*n* < 5	---
I contacted local police department	*n* < 5	---
It didn't affect me at the time	*n* < 5	---
I sought support from a member of the clergy or spiritual advisor	0	0.0

Note: Only answered by respondents who indicated on the survey that they experienced relationship violence (*n* = 27).

Eighty-seven percent (*n* = 20) of respondents who indicated that they had experienced relationship violence did not report the incident (Table 38).

Table 38. **Respondents' Reporting Relationship Violence**

Reporting the relationship violence	*n*	% of respondents who experienced conduct
No, I didn't report it.	**20**	**87.0**
Yes, I did report it.	***n* < 5**	**13.0**
Yes, I reported the incident and was satisfied with the outcome.	*n* < 5	---
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*n* < 5	---
Yes, I reported the incident, but felt that it was not responded to appropriately.	0	0.0

Note: Only answered by respondents who indicated on the survey that they experienced relationship violence (*n* = 27). Percentages do not sum to 100% as a result of multiple responses.

There were 16 respondents who indicated that they did not report unwanted sexual contact (in regard to relationship violence) and wanted to elaborate on why they did not. Three themes emerged from their responses: mistake, consequences, and no big deal.

Consequences. Four respondents were concerned about the consequences if they had reported the relationship violence. One respondent wrote, "Because I was too scared and I didn't want the person to be mad at me." Another respondent shared, "I thought that nobody could help me because I was in the middle of the adjustment status (I had to live with this person if I wanted to stay in the U.S. and obtain a Green Card. Reporting him might set things off and he would manipulate me into leaving back to my homeland)." Another respondent wrote, "Because I did not think it would change anything because eventually the person broke up with me."

No big deal. Two respondents shared that they did not report the relationship violence because they did not think it was a big deal. One respondent wrote, "I honestly didn't feel it was that big of a deal. I just wanted to prove to that person that will not stand for this so I punched him in the face." The other respondent shared, "I did not think it was that serious at the time."

Stalking

Subsequent analyses of the data[64] suggested that of those who reported that they experienced unwanted sexual misconduct, respondents with At Least One Disability (49%, $n = 16$) were significantly more likely to experience stalking (e.g., following me, on social media, texting, phone calls) than were respondents with No Disability (28%, $n = 28$).[xxviii] Similarly, First-Generation Student respondents (46%, $n = 26$) were more likely than were Not-First-Generation Student respondents (26%, $n = 12$) to have experienced stalking.[xxix] Forty-eight percent ($n = 21$) of respondents who experienced stalking indicated that it occurred within the last year, and 39% ($n = 17$) indicated it occurred 2-4 years ago.

Student respondents[65] who indicated that they experienced stalking were asked if alcohol and/or drugs were involved and 18% ($n = 7$) indicated "yes."

Undergraduate Student respondents were asked to share what year and semester in their college career they experienced stalking (Table 39). The largest percentage of occurrences of stalking happened in the fall semester of their first year. Of Undergraduate Student respondents who indicated that they experienced stalking, 58% ($n = 22$) noted that it occurred within their first year, 26% ($n = 10$) indicated that it occurred in their second year, 18% ($n = 7$) noted that it occurred in their third year, and 13% ($n = 5$) indicated that it occurred in their fourth year.

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[64]Analyses by position status, gender identity, citizenship status, sexual identity, first-generation status, socioeconomic status, faith-based affiliation, and disability status were conducted; only significant differences are reported for variables that had ample responses in response categories.

[65]Analysis of Undergraduate and Graduate Students were combined because the number of Graduate Student respondents was too low to maintain confidentiality.

Table 39. **Year and Semester in Which Undergraduate Student Respondents Experienced Stalking**

Year and semester experience occurred	*n*	%
First year	**22**	**57.9**
Fall semester	*14*	*63.6*
Winter session	*n < 5*	*---*
Spring semester	*13*	*59.1*
Summer sessions	*0*	*0.0*
Second year	**10**	**26.3**
Fall semester	*n < 5*	*---*
Winter session	*n < 5*	*---*
Spring semester	*7*	*70.0*
Summer sessions	*7*	*70.0*
Third year	**7**	**18.4**
Fall semester	*n < 5*	*---*
Winter session	*n < 5*	*---*
Spring semester	*n < 5*	*---*
Summer sessions	*n < 5*	*---*
Fourth year	**5**	**13.2**
Fall semester	*n < 5*	*---*
Winter session	*n < 5*	*---*
Spring semester	*n < 5*	*---*
Summer sessions	*0*	*0.0*
Sometime after my fourth year	**n < 5**	**---**

Note: Table includes answers only from Undergraduate Student respondents who indicated that they experienced stalking (*n* = 38). Percentages may not sum to 100 as a result of multiple responses.

Fifty percent (*n* = 22) of the respondents who indicated that they experienced stalking identified a CSI student as the perpetrator of the conduct. Respondents also identified other sources as a stranger (23%, *n* = 10), acquaintance/friend *(*18%, *n* = 8), a person not listed above (16%, *n* = 7), and CSI staff member (14%, *n* = 6).

Asked where they experienced the stalking incidents, 46% (*n* = 20) of respondents identified the location as off campus and 71% (*n* = 31) as on campus.

Asked how they felt in response to experiencing stalking, 73% (*n* = 32) of respondents felt uncomfortable, 50% (*n* = 22) told a friend, 39% (*n* = 17) were afraid, 34% (*n* = 15) were angry, 32% (*n* = 14) felt embarrassed, 30% (*n* = 13) ignored it, 27% (*n* = 12) told a family member, 21% (*n* = 9) did nothing, 14% each contacted a CSI resource (*n* = 6) and felt somehow responsible (*n* = 6), and 11% (*n* = 5) left the situation immediately (Table 40).

Table 40. **Response to Stalking**

Response	n	%
I felt uncomfortable	32	72.7
I told a friend	22	50.0
I was afraid	17	38.6
I was angry	15	34.1
I felt embarrassed	14	31.8
I ignored it	13	29.5
I told a family member	12	27.3
I did nothing	9	20.5
I contacted a CSI resource	6	13.6
Dean of Students/Student Ombudsperson	*n < 5*	---
Faculty member	*n < 5*	---
Office of Diversity and Compliance	*n < 5*	---
Staff person	*n < 5*	---
Senior administrator	*n < 5*	---
CSI Office of Public Safety/Security	*n < 5*	---
Office of Human Resources/Personnel	*n < 5*	---
Union officers	*n < 5*	---
Employee Assistance Program (EAP)	*0*	*0.0*
Health and Wellness Center	*0*	*0.0*
Student staff	*0*	*0.0*
Student teaching assistant	*0*	*0.0*
The Counseling Center	*0*	*0.0*
Title IX coordinator	*0*	*0.0*
I felt somehow responsible	6	13.6
I left the situation immediately	5	11.4
I fought back	*n < 5*	---
It didn't affect me at the time	*n < 5*	---
I sought support from a member of the clergy or spiritual advisor	*n < 5*	---
I sought support from off-campus hot-line/advocacy services/therapist	*n < 5*	---
A response not listed above	*n < 5*	---
I contacted local police department	0	0.0

Note: Only answered by respondents who indicated on the survey that they experienced stalking ($n = 44$).

Eighty-two percent ($n = 36$) of respondents who indicated that they had experienced stalking did not report the incident, while 18% ($n = 8$) did report the incident (Table 41). Of those respondents who reported the stalking incident, 63% ($n = 5$) felt that it was not responded to appropriately.

Table 41. **Respondents' Reporting Stalking**

Reporting the stalking	*n*	% of respondents who experienced conduct
No, I didn't report it.	**36**	**81.8**
Yes, I did report it.	**8**	**18.2**
Yes, I reported the incident and was satisfied with the outcome.	*n < 5*	---
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*n < 5*	---
Yes, I reported the incident, but felt that it was not responded to appropriately.	5	62.5

Note: Only answered by respondents who indicated on the survey that they experienced stalking ($n = 44$). Percentages do not sum to 100% as a result of multiple responses.

Twenty-six respondents chose to elaborate on why they did not report the stalking. Three themes emerged from their responses: no big deal, emotional response, and nothing done.

No big deal. Of the 26 respondents, 11 of the respondents explained that they did not report the stalking because they felt that the situation was no big deal. One respondent wrote, "I felt like I wasn't in any real danger." Another respondent wrote, "I figured I could handle it myself." Another respondent reported, "I felt that it wasn't a big deal."

Emotional response. Five respondents explained their lack of reporting based on their emotional response to the incident. Respondents wrote they felt "nervous," "embarrassed," or they "didn't feel comfortable disclosing it at the time." Two of these respondents were worried about the consequences, including one respondent who wrote, "Because I didn't wanna talk about it. If I had, people would take pity on me and think I'm weak and start feeling sorry for me."

Nothing done. Three respondents explained that they did not report the stalking because they felt that nothing would be done. One respondent wrote, "Nobody is going to do anything about a girl being scared for her life walking home but tell her to wear different clothes." Another respondent shared, "It was online stalking and would have not held any basis if it was reported unless they had done more drastic things, such as show up at my house."

Four respondents chose to elaborate on how they felt after they reported the stalking. One theme emerged: no consequences.

No consequences. Four respondents described how after their initial report, there were no consequences for the perpetrator. One respondent wrote simply, "Nothing happened to him." Another respondent explained, "A few months after the initial incident of sexual harassment, the student who committed the act began to stalk me … He would wait …for up to an hour before I would get there, wait for me to show up, stay for 10-15 minutes, and then leave…I reported this behavior to a staff member who was aware of the initial incident, who thanked me for coming forward and then told me to report the student again if he did anything additional. I then met with my supervisor… and there was little he could do."

Unwanted Sexual Interaction

Subsequent analyses of the data[66] suggested that of those who reported that they had experienced unwanted sexual misconduct, Women respondents (51%, $n = 47$) were significantly more likely to experience unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) than were Men respondents (18%, $n = 6$).[xxx] Similarly, LGBQ respondents (67%, $n = 20$) were more likely than were Heterosexual respondents (39%, $n = 35$) to have experienced unwanted sexual interaction.[xxxi] Sixty-four percent ($n = 35$) of respondents who experienced unwanted sexual interaction indicated that it occurred within the last year and 26% ($n = 14$) indicated it occurred 2-4 years ago.

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[66]Analyses by position status, gender identity, citizenship status, sexual identity, first-generation status, socioeconomic status, faith-based affiliation, and disability status were conducted; only significant differences are reported for variables that had ample responses in response categories.

Student respondents[67] who indicated that they experienced unwanted sexual interaction were asked if alcohol and/or drugs were involved and fewer than five respondents indicated "yes." Undergraduate Student respondents were asked to share what year and semester in their college career they experienced unwanted sexual interaction (Table 42). The largest percentage of occurrences of unwanted sexual interaction happened in the fall semester of their first, second, third, and fourth years. Of Undergraduate Student respondents who indicated that they had experienced unwanted sexual interaction, 42% ($n = 15$) noted that it occurred within their first year, 44% ($n = 16$) indicated that it occurred in their second year, and 22% ($n = 8$) noted that it occurred in their third year.

Table 42. **Year and Semester in Which Undergraduate Student Respondents Experienced Unwanted Sexual Interaction**

Year and semester experience occurred	*n*	%
First year	**15**	**41.7**
Fall semester	8	53.3
Winter session	n < 5	---
Spring semester	8	53.3
Summer sessions	n < 5	---
Second year	**16**	**44.4**
Fall semester	10	62.5
Winter session	n < 5	---
Spring semester	8	50.0
Summer sessions	n < 5	---
Third year	**8**	**22.2**
Fall semester	5	62.5
Winter session	0	0.0
Spring semester	n < 5	---
Summer sessions	0	0.0
Fourth year	**n < 5**	**---**
Fall semester	n < 5	---
Winter session	0	0.0
Spring semester	n < 5	---
Summer sessions	0	0.0
Sometime after my fourth year	**0**	**0.0**

Note: Table includes answers only from Undergraduate Student respondents who indicated that they experienced unwanted sexual interaction ($n = 36$). Percentages may not sum to 100 as a result of multiple responses.

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[67]Analysis of Undergraduate and Graduate Students were combined because the number of Graduate Student respondents was too low to maintain confidentiality.

Sixty-one percent ($n = 34$) of the respondents who indicated that they had experienced unwanted sexual interaction identified a CSI student as the perpetrator of the conduct. Respondents also identified other sources as a stranger (25%, $n = 14$), CSI staff member (18%, $n = 10$), CSI faculty member (13%, $n = 7$), and other CSI community member (9%, $n = 5$).

Asked where they had experienced the unwanted sexual interaction incidents, 16% ($n = 9$) of respondents identified the location as off campus and 84% ($n = 47$) as on campus. Asked how they felt in response to experiencing unwanted sexual interaction, 55% ($n = 31$) of respondents felt uncomfortable, 43% ($n = 24$) told a friend, 39% ($n = 22$) ignored it, 34% each felt embarrassed ($n = 19$) and/or somehow responsible ($n = 19$) and/or angry ($n = 19$), 32% ($n = 18$) did nothing, 25% ($n = 14$) left the situation immediately, 21% ($n = 12$) contacted a CSI resource, 16% ($n = 9$) told a family member, and 14% each fought back ($n = 8$) and/or felt afraid ($n = 8$) (Table 43). Of those respondents who contacted a CSI resource, 42% each contacted a faculty member ($n = 5$) and/or CSI Office of Public Safety/Security ($n = 5$).

Table 43. **Response to Unwanted Sexual Interaction**

Response	*n*	%
I felt uncomfortable	31	55.4
I told a friend	24	42.9
I ignored it	22	39.3
I felt embarrassed	19	33.9
I felt somehow responsible	19	33.9
I was angry	19	33.9
I did nothing	18	32.1
I left the situation immediately	14	25.0
I contacted a CSI resource	12	21.4
Faculty member	*5*	*41.7*
CSI Office of Public Safety/Security	*5*	*41.7*
Office of Diversity and Compliance	*n < 5*	*---*
Senior administrator	*n < 5*	*---*
Dean of Students/Student Ombudsperson	*n < 5*	*---*
The Counseling Center	*n < 5*	*---*
Staff person	*n < 5*	*---*
Union officers	*n < 5*	*---*
Student staff	*n < 5*	*---*
Title IX coordinator	*n < 5*	*---*
Office of Human Resources/Personnel	*0*	*0.0*
Employee Assistance Program (EAP)	*0*	*0.0*
Health and Wellness Center	*0*	*0.0*
Student teaching assistant	*0*	*0.0*
I told a family member	9	16.1
I fought back	8	14.3
I was afraid	8	14.3
I sought support from a member of the clergy or spiritual advisor	n < 5	---
I sought support from off-campus hot-line/advocacy services/therapist	n < 5	---
I contacted local police department	n < 5	---
It didn't affect me at the time	n < 5	---

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual interaction (*n* = 56).

Eighty percent (*n* = 44) of respondents who indicated that they had experienced unwanted sexual interaction did not report the incident, while 20% (*n* = 11) did report the incident (Table 44). Of those respondents who reported the unwanted sexual interaction incident, 75% (*n* = 6) felt that it was not responded to appropriately.

Table 44. **Respondents' Reporting Unwanted Sexual Interaction**

Reporting the unwanted sexual interaction	*n*	% of respondents who experienced conduct
No, I didn't report it.	**44**	**80.0**
Yes, I did report it.	**11**	**20.0**
Yes, I reported the incident and was satisfied with the outcome.	*n* < 5	---
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	0	0.0
Yes, I reported the incident, but felt that it was not responded to appropriately.	6	75.0

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual interaction (*n* = 56). Percentages do not sum to 100% as a result of multiple responses.

There were 40 respondents who elaborated on why they did not report unwanted sexual interactions. Two themes emerged: no big deal and no response.

No big deal. Of the 40 respondents, 11 respondents explained that they did not report the unwanted sexual interactions because they thought it was no big deal. One Staff respondent wrote, "I did not feel threatened." Another Staff respondent shared, "I did not think the student had any mal-intent. His remarks weren't vulgar and I did not see a further potential issue." For many respondents, the incident was catcalling, and catcalling was considered annoying but common and unremarkable. One Undergraduate Student respondent wrote, "Girls get used to catcalling. It's obnoxious but after a while you get used to it. If someone was more forceful I would report it." Another Undergraduate Student respondent shared, "Catcalling is unnecessary and rude, but it happens constantly and I felt to report it would not do much for myself."

No response. Nine respondents shared that they did not report the unwanted sexual interactions because they felt that they would get no response. An Undergraduate Student respondent reported, "From other people I heard that nothing would be done." A Graduate Student respondent wrote simply, "Nothing would be done." For some, it was a matter of the type of incident being considered acceptable behavior so they didn't expect a response. An Undergraduate Student respondent wrote, "No one cares if you get cat called. People think that it's a joke, but it really is scary to be a female in this world." A Staff respondent shared, "Because I didn't. The office had developed a culture that this stuff was ok. I was told I had nice breasts so I responded go fudge yourself. The supervisor of the office allowed it. So as staff we had to tolerate it."

There were six respondents who elaborated on why they felt that their report of unwanted sexual interactions was not responded to appropriately. Three respondents shared the same theme: limited to no consequences for the perpetrator.

Limited to no consequences for the perpetrator. A Staff respondent wrote, "The student that committed the harassment was never reprimanded to the best of my knowledge." A Graduate Student respondent reported, "Told he was tenured and only a conversation was had with him no further action was taken." An Undergraduate Student respondent wrote in angrily, "because YOU *[profanity]* STILL DONE notHING."

Unwanted Sexual Contact

Subsequent analyses of the data by select demographics[68] of those who reported that they experienced unwanted sexual contact were not possible due to low response numbers ($n = 13$). Findings that maintain confidentiality are presented below.

Fifty-four percent ($n = 7$) of respondents who experienced unwanted sexual contact indicated that it occurred within the last year. Fifty-four percent ($n = 7$) of the respondents who indicated that they had experienced unwanted sexual contact identified a CSI student as the perpetrator of

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[68]Select demographics include position status, gender identity, citizenship status, sexual identity, first-generation status, socioeconomic status, faith-based affiliation, and disability status.

the conduct. Asked where they experienced the unwanted sexual contact incidents, 77% ($n = 10$) of respondents identified the location as off campus. Asked how they felt in response to experiencing unwanted sexual contact, 69% ($n = 9$) of respondents felt uncomfortable, 54% each fought back ($n = 7$) and/or told a friend ($n = 7$), and 46% each told a family member ($n = 6$) and/or felt angry ($n = 6$) (Table 45).

Table 45. **Response to Unwanted Sexual Contact**

Response	*n*	%
I felt uncomfortable	9	69.2
I fought back	7	53.8
I told a friend	7	53.8
I told a family member	6	46.2
I was angry	6	46.2

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual contact ($n = 13$).

Sixty-two percent ($n = 8$) of respondents who indicated that they experienced unwanted sexual contact did not report the incident, while 39% ($n = 5$) did report the incident (Table 46).

Table 46. **Respondents' Reporting Unwanted Sexual Contact**

Reporting the unwanted sexual contact	*n*	% of respondents who experienced conduct
No, I didn't report it.	**8**	**61.5**
Yes, I did report it.	**5**	**38.5**
Yes, I reported the incident and was satisfied with the outcome.	0	0.0
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*n < 5*	---
Yes, I reported the incident, but felt that it was not responded to appropriately.	*n < 5*	---

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual contact ($n = 13$). Percentages do not sum to 100% as a result of multiple responses.

There were eight respondents who elaborated on why they did not report the unwanted sexual contact. Two themes emerged from the review: perpetrator identity and potential consequences.

Perpetrator identity. Four respondents explained that the identity of the perpetrator was why they did not report the unwanted sexual contact. A Graduate Student respondent explained, "I didn't think it would benefit anyone. The woman who grabbed my crotch after I told her not to already had enough issues. And the gay guy who started humping me at a party stopped as soon as I told him to back off, and he apologized." An Undergraduate Student respondent wrote, "I was not attracted to the person at all." Another Undergraduate Student respondent shared, "He's my boyfriend. He was just playing around and being stupid. There wasn't any harm done, physical or psychological."

Potential consequences. Two respondents were concerned about the potential consequences if they had decided to report it. One respondent shared, "I did not want to go through law enforcement." The other respondent wrote, "Didn't want to make a big problem."

There were two respondents who elaborated on why they thought their report of unwanted sexual contact was not responded to appropriately. No themes were found. One respondent wrote, "Nothing was done I was told that the detective didn't want to ruin the rest of the raper's life because he was young." The other respondent explained a situation where a law enforcement office tended to her immediate needs, committed to follow-through, and didn't contact her again for months, which led to no further contact or action after that.

[xxvi] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by citizenship status: $\chi^2(1, N = 133) = 3.9, p < .05$.

[xxvii] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by socioeconomic status: $\chi^2(1, N = 99) = 6.5, p < .05$.

[xxviii] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by disability status: $\chi^2(1, N = 135) = 5.0, p < .05$.

[xxix] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by first-generation status: $\chi^2(1, N = 103) = 4.8, p < .05$.

[xxx] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced sexual interaction by gender identity: $\chi^2(1, N = 127) = 11.1, p < .01$.

[xxxi] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced sexual interaction by sexual identity: $\chi^2(1, N = 119) = 6.7, p < .01$.

Summary

Twenty-one percent of respondents were "very comfortable" and 52% were "comfortable" with the climate at CSI. Thirty-three percent of Faculty and Staff/Executive respondents were "very comfortable" and 38% were "comfortable" with the climate in their departments/work units. The findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2015), where 70% to 80% of respondents found the campus climate to be "comfortable" or "very comfortable," suggests that a slightly higher percentage of CSI respondents (85%) were "very comfortable" or "comfortable" with the climate at CSI.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At CSI, a much lower percentage, 13% ($n = 467$) of respondents, indicated that they believed they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. These results did parallel the findings of other climate studies of specific constituent groups offered in the literature, where generally members of historically underrepresented and underserved groups were slightly more likely to believe that they had experienced various forms of exclusionary conduct and discrimination than those in the majority (Guiffrida et al., 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles et al., 2006; Silverschanz et al., 2008; Yosso et al., 2009).

Fifteen percent ($n = 533$) of CSI survey respondents indicated that they had observed conduct or communications directed toward a person or group of people at CSI that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. Four percent ($n = 136$) of respondents indicated on the survey that they had experienced a form of unwanted sexual misconduct,[69] with 20% ($n = 27$) of those respondents experiencing relationship violence (e.g., ridiculed, controlling, hitting), 32% ($n = 44$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 41% ($n = 56$) experiencing unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual

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[69]The survey used the term "sexual misconduct" or "unwanted sexual contact" to depict any unwanted sexual experiences and defined it as "sexual harassment, gender-based harassment, or a form of sexual violence (sexual assault, stalking, or dating/domestic/intimate partner violence)."

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harassment), and 10% (*n* = 13) experiencing unwanted sexual contact (e.g. fondling, rape, sexual assault, and penetration without consent) while a member of the CSI community.

Faculty and Staff Perceptions of Climate

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

Perceptions of Employment Practices

The survey queried Faculty and Staff/Executive respondents about whether they had observed employment practices that were unfair or unjust at CSI (Table 47).[70]

Table 47. **Employee Respondents Who Observed Employment Practices That Were Unfair or Unjust, or That Would Inhibit Diversifying the Community**

	Hiring practices		Employment-related disciplinary actions		Procedures or practices related to promotion, tenure, and/or reclassification	
	n	*%*	*N*	*%*	*n*	*%*
No	**663**	**77.6**	**590**	**69.7**	**741**	**87.5**
Faculty	254	80.1	226	72.2	282	89.2
Staff/Executive	409	76.2	364	68.3	459	86.4
Yes	**191**	**22.4**	**256**	**30.3**	**106**	**12.5**
Faculty	63	19.9	87	27.8	34	10.8
Staff/Executive	128	23.8	169	31.7	72	13.6

Note: Table includes Faculty and Staff/Executive responses (*n* = 867) only.

Twenty percent (*n* = 63) of Faculty respondents and 24% (*n* = 128) of Staff/Executive respondents indicated that they had observed discriminatory hiring practices at CSI (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) within the past year/hiring cycle that they perceived to be unfair or unjust or that would inhibit diversifying the community. Of those Faculty and Staff/Executive respondents who indicated that they had observed discriminatory hiring at CSI, 34% (*n* = 64) noted that it was based on nepotism/cronyism, 25% (*n* = 48) on ethnicity, 17% (*n* = 33) on educational

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[70]The terms discriminatory, unjust, and unfair are used synonymously throughout this section.

credentials, 16% ($n = 31$) on age, and 15% ($n = 28$) on racial identity. Analyses[71] by position status, staff status, gender identity, citizenship status, racial identity, faith-based affiliation, and disability status revealed no significant differences in responses.

Analyses revealed the following significant differences:

- By faculty status: 33% ($n = 18$) of Associate Professor Faculty respondents, 25% ($n = 6$) of Lecturer Faculty respondents, 24% ($n = 11$) of Professor Faculty respondents, 19% ($n = 11$) of Assistant Professor Faculty respondents, and 12% ($n = 17$) of Adjunct Faculty respondents indicated that they had observed discriminatory hiring practices.[xxxii]
- By sexual identity: 48% ($n = 14$) of Asexual/Other Faculty and Staff/Executive respondents, 23% ($n = 14$) of LGBQ Faculty and Staff/Executive respondents, and 21% ($n = 147$) of Heterosexual Faculty and Staff/Executive respondents indicated that they had observed discriminatory hiring practices. [xxxiii]

There were 67 Faculty and Staff/Executive respondents who elaborated on their observations of unjust hiring practices. Three themes emerged from the responses: favoritism, diversity issues, and search committee process.

Favoritism. The most dominant theme that emerged for this question was hiring by favoritism. Twenty-five Faculty and Staff/Executive respondents shared that they had observed unjust hiring practices related to favoritism/nepotism/cronyism. A Staff/Executive respondent reported, "No way to prove it but it is commonly perceived that favoritism plays a part if the hiring practices here." Another Staff/Executive respondent wrote, "It seems that many at the college are hired in positions because of who they are affiliated with and not their capabilities." A Faculty respondent observed, "Nepotism is widespread in the hiring and maintaining of support staff." Another Faculty respondent shared, "Cronyism is the only way to get promoted in the Education Department." A Faculty and Staff/Executive respondent wrote, "I have seen people placed in

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[71]Chi-square analyses were conducted by position status, staff status, faculty status, gender identity, racial identity, sexual identity, citizenship status, faith-based affiliation, and disability status; only significant differences are reported.

positions because of their loyalty and previous professional relationships/friendship with the supervisor instead of the supervisor choosing the most qualified or experienced candidate."

Diversity issues. Fifteen Faculty and Staff/Executive respondents commented on issues related to diversity. Some Faculty and Staff/Executive respondents commented on how CSI needed to add more diversity to their employees. One Faculty respondent wrote, "We have very few staff members or adjunct professors of color. More efforts must be made to attract, hire, support and retain them." Another Faculty respondent elaborated, "I am a strong advocate of affirmative action. I have served on numerous search committees where the candidates chosen were selected strictly on their scholarly records (often from very elite backgrounds) because they were deemed to be "the best." My opinion is that we should look at more than academic preparation, but also include criteria such as reflecting diversity in race, socioeconomic background, good "role models," and good teachers. Not everyone has to be an academic superstar, but they should serve our students and community well, too." Another Faculty respondent observed, "A search committee where all 7 persons of color interviewed over Skype were eliminated from the on campus visits, leaving four white candidates. I don't think it was *intentional* bias, but I certainly think it was a manifestation of structural racism."

Other Faculty and Staff/Executive respondents were concerned that a focus on diversity meant relaxing hiring standards. A Faculty and Staff/Executive respondent wrote, "CSI obligate to hire a minority even if the candidate is not qualify and imposed by the higher administrator." A Faculty respondent observed, "Reverse diversity - forced to consider candidates that are not qualified just because of need to diversify." At least one candidate felt that a focus on diversity was hurting white candidates. This Faculty and Staff/Executive respondent wrote, "In the interest of diversifying the campus, I am observing that white candidates are being discriminated against. Search committees should seek the best qualified candidate, and not necessarily the best qualified minority candidate. I feel the campus is diversified enough. The playing field has been leveled, but is fast becoming un-leveled and creating white middle aged groups do become disadvantaged."

Search committee process. Nine Faculty and Staff/Executive respondents shared how they had experienced problems as part of a search committee. Many of these Faculty and Staff/Executive respondents reported how search committee recommendations were ignored in the selection of the final candidate. A Faculty and Staff/Executive respondent wrote, "I have observed instances where the search committee recommendations were discarded and the hiring official chose a candidate who was not recommended and who had fewer qualifications then the candidates proposed for hiring." Another Staff respondent shared, "It is quite discouraging when an employee is asked to serve on a search committee, and the highest ranking candidate as identified by the committee is overlooked for another candidate who has had a previous working relationship with the VP. This is how so many qualified candidates are lost." Other Faculty and Staff/Executive respondents shared ways that a search committee's process was compromised. A Staff respondent reported, "The search committee members were swayed to vote a certain way." Another Staff respondent shared, "A recent hire was pushed through a search committee after myself and another were removed and the committee "re-opened". The hire is known by the chair outside of the work environment. There were more qualified candidates who were excluded."

Thirteen percent ($n = 106$) of Faculty and Staff/Executive respondents indicated that they had observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal, within the past year/hiring cycle at CSI. Subsequent analyses indicated that of those individuals, 18% ($n = 19$) indicated that they believed that the discrimination was based on nepotism/cronyism, 15% ($n = 16$) on gender/gender identity, 13% each on age ($n = 14$) and/or position status ($n = 14$), and 11% ($n = 12$) on ethnicity. Twenty-two percent ($n = 23$) of Faculty and Staff/Executive respondents selected "don't know" as the basis and 20% ($n = 21$) selected "a reason not listed above." Analyses[72] by position status, gender identity, citizenship status, racial identity, and faith-based affiliation revealed no significant differences in responses.

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[72]Chi-square analyses were conducted by position status, staff status, faculty status, gender identity, racial identity, sexual identity, citizenship status, faith-based affiliation, and disability status; only significant differences are reported.

Analyses revealed the following significant differences:

- By faculty status: 20% ($n = 9$) of Professor Faculty respondents, 19% ($n = 10$) of Associate Professor Faculty respondents, 12% ($n = 7$) of Assistant Professor Faculty respondents, and 4% ($n = 6$) of Adjunct Faculty respondents indicated that they had witnessed discriminatory disciplinary actions.[xxxiv]

- By disability status: 25% ($n = 16$) of Faculty and Staff/Executive respondents with At Least One Disability and 11% ($n = 86$) of Faculty and Staff/Executive respondents with No Disability reported that they had witnessed discriminatory disciplinary actions.[xxxv]

- By sexual identity: 21% ($n = 13$) of LGBQ Faculty and Staff/Executive respondents and 11% ($n = 80$) of Heterosexual Faculty and Staff/Executive respondents indicated that they had observed discriminatory disciplinary actions.[xxxvi]

There were 72 Faculty and Staff/Executive respondents who elaborated on their observations of unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification. Three themes emerged from the responses: favoritism, issues of inequity, and unclear rules for promotion.

Favoritism. Out of the 72 Faculty and Staff respondents who provided additional thoughts on this survey item, 17 Faculty and Staff/Executive respondents reported that favoritism played a role in their observations of unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification. Respondents felt that promotions were given or denied based on "who you know." A Faculty and Staff/Executive respondent wrote, "FAVORISM BY CHAIRED COMMITTEE MEMBERS TO FRIENDS/COLLEAGUES FROM PAST FOR THE GIVEN POSITION." Another Faculty and Staff/Executive member noted, "Jobs have been "given" to people without going through the proper process at times." Faculty and Staff/Executive respondents also explained that it was often how much a person is disliked by the one in charge that determines their opportunities for advancement. A Faculty and Staff/Executive respondent shared, "One member of my department was denied promotion for some time, even though he had performed better (grants, writing grants, teaching evals) than others promoted before him. I believe since he was not part of a clique in the department he was frowned upon." A Faculty respondent wrote, "With previous administration there were personal

dislikes that did not allow several faculty I know to get promoted." Another Faculty respondent shared, "Any thing or person that does not fit in with the current agenda and can be sidelined or removed will be."

Issues of inequity. Eleven Faculty and Staff/Executive respondents addressed issues of inequity in their responses. Some Faculty and Staff/Executive respondents simply reported incidents where people were not treated equally. One Faculty and Staff/Executive respondent wrote, "There seems to be a perceived bias when it comes to promotions. People who deserve recognition are routinely ignored and others who are clearly not qualified are advanced." Another Faculty and Staff/Executive respondent shared, "Other departments have seen movement for staff who have less time here at the college." Some Faculty and Staff/Executive respondents specifically addressed inequity between different academic fields. A Faculty respondent wrote, "Bias expressed in college wide tenure and promotion process against certain fields. Bias openly expressed and also clearly a part of the discussion and final voting." Another Faculty respondent shared, "Scholarship in the humanities is not given the same weight in advancement consideration than that in the sciences."

Unclear rules for promotion. Nine Staff/Executive respondents reported that they felt the rules for promotion were unclear. One Staff/Executive respondent stated, "There is no set policy for promotions here at CSI." Another Staff/Executive respondent observed, "The reclassification policies and procedures are outdated, confusing, unfair, and probably illegal! There's NO path for reclassification with policies that have been operating since the beginning of CUNY. No one in HR or anywhere else for that matter can give any cogent information about this. We all have to just live with this laughable and disgraceful injustice!" Another Staff/Executive respondent reported, "We, as staff members do not know the promotion rules because they change all the time. There is no 'rule book.'"

Thirty percent ($n = 256$) of Faculty and Staff/Executive respondents indicated that they had observed unfair, unjust, or discriminatory practices related to promotion, tenure, reappointment, and/or reclassification, within the past year/hiring cycle at CSI. Subsequent analyses indicated that of those individuals, 29% ($n = 74$) indicated that they believed the discrimination was based

on nepotism/cronyism, 16% (*n* = 40) on position status, 13% (*n* = 34) on length of service at CSI, and 13% (*n* = 32) on ethnicity. Twenty percent (*n* = 51) of Faculty and Staff/Executive respondents selected "a reason not listed above" as the basis and 13% (*n* = 33) selected "don't know." Analyses[73] by position status, gender identity, racial identity, and faith-based affiliation revealed no significant differences in responses.

Analyses revealed the following significant differences:

- By faculty status: 54% (*n* = 29) of Associate Professor Faculty respondents, 38% (*n* = 17) of Professor Faculty respondents, 33% (*n* = 8) of Lecturer Faculty respondents, 27% (*n* = 15) of Assistant Professor Faculty respondents, and 13% (*n* = 18) of Adjunct Faculty respondents indicated that they had witnessed discriminatory promotion, tenure, reappointment, and/or reclassification.[xxxvii]

- By staff status: 36% (*n* = 117) of Salary Staff respondents and 25% (*n* = 48) of Hourly Staff respondent indicated that they had observed discriminatory promotion, tenure, reappointment, and/or reclassification.[xxxviii]

- By citizenship status: 31% (*n* = 219) of U.S. Citizen respondents and 23% (*n* = 32) of Not-U.S. Citizen respondent indicated that they had observed discriminatory promotion, tenure, reappointment, and/or reclassification.[xxxix]

- By disability status: 42% (*n* = 28) of Faculty and Staff/Executive respondents with At Least One Disability and 29% (*n* = 221) of Faculty and Staff/Executive respondents with No Disability reported that they had observed discriminatory promotion, tenure, reappointment, and/or reclassification.[xl]

- By sexual identity: 48% (*n* = 14) of Asexual Faculty and Staff/Executive respondents, 34% (*n* = 21) of LGBQ Faculty and Staff/Executive respondents, and 28% (*n* = 201) of Heterosexual Faculty and Staff/Executive respondents indicated that they had observed discriminatory promotion, tenure, reappointment, and/or reclassification.[xli]

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[73]Chi-square analyses were conducted by position status, staff status, faculty status, gender identity, racial identity, sexual identity, citizenship status, faith-based affiliation, and disability status; only significant differences are reported.

There were 26 Faculty and Staff/Executive respondents who elaborated on their observations of employment-related discipline or action, up to and including dismissal practices. Two themes emerged from the responses: being disliked and identity discrimination.

Being disliked. Out of the 26 Faculty and Staff/Executive respondents who elaborated on their observations, four Faculty and Staff/Executive respondents suggested that the discipline actions were due to being disliked. One Faculty respondent wrote, "Someone was denied tenure because of administrative dislike and/or revenge." A Staff respondent shared, "In this department when someone was unliked they are bounced from one area to another until they eventually are pushed out." Another Faculty respondent reported, "Senior faculty voting against reappointment based on negative perceptions of candidate's personality, rather than on academic or professional reasons."

Identity discrimination. Seven Faculty and Staff/Executive respondents felt that the employment-related discipline or action was as a result of the identity of the person being disciplined. Faculty and Staff/Executive respondents reported incidents based on race, gender identity, disability status, mental health, and citizenship status. One Staff/Executive respondent reported, "I saw a co-worker dismissed because, in my opinion, the supervisor did not like that persons gender identity." A Faculty respondent wrote, "I observed a colleague dismissed due to behavior associated with his mental illness. He was on the tenure track and lost his position and standing." Another Staff/Executive respondent observed, "Black employees are more severely disciplined and terminated than white employees for lesser infractions committed than white employees have committed."

[xxxii]A chi-square test was conducted to compare percentages of Faculty and Staff/Executive respondents who indicated on the survey that they observed discriminatory employment practices related to hiring at CSI by faculty status: $\chi^2 (4, N = 317) = 11.9, p < .05$.

[xxxiii]A chi-square test was conducted to compare percentages of Faculty and Staff/Executive respondents who indicated on the survey that they observed discriminatory employment practices related to hiring at CSI by sexual identity: $\chi^2 (2, N = 806) = 12.6, p < .01$.

[xxxiv]A chi-square test was conducted to compare percentages of Faculty and Staff/Executive respondents who indicated on the survey that they observed discriminatory employment-related disciplinary actions at CSI by faculty status: $\chi^2 (4, N = 316) = 13.4, p < .01$.

[xxxv]A chi-square test was conducted to compare percentages of Faculty and Staff/Executive respondents who indicated on the survey that they observed discriminatory employment-related disciplinary actions at CSI by disability status: $\chi^2 (1, N = 832) = 10.5, p < .01$.

[xxxvi]A chi-square test was conducted to compare percentages of Faculty and Staff/Executive respondents who indicated on the survey that they observed discriminatory employment-related disciplinary actions at CSI by sexual identity: $\chi^2 (1, N = 773) = 5.1, p < .05$.

[xxxvii]A chi-square test was conducted to compare percentages of Faculty and Staff/Executive respondents who indicated on the survey that they observed discriminatory promotion, tenure, reappointment, and/or reclassification at CSI by faculty status: $\chi^2 (4, N = 313) = 34.5, p < .001$.

[xxxviii]A chi-square test was conducted to compare percentages of Faculty and Staff/Executive respondents who indicated on the survey that they observed discriminatory promotion, tenure, reappointment, and/or reclassification at CSI by staff status: $\chi^2 (1, N = 519) = 6.8, p < .01$.

[xxxix]A chi-square test was conducted to compare percentages of Faculty and Staff/Executive respondents who indicated on the survey that they observed discriminatory promotion, tenure, reappointment, and/or reclassification at CSI by citizenship status: $\chi^2 (1, N = 839) = 4.0, p < .05$.

[xl]A chi-square test was conducted to compare percentages of Faculty and Staff/Executive respondents who indicated on the survey that they observed discriminatory promotion, tenure, reappointment, and/or reclassification at CSI by disability status: $\chi^2 (1, N = 831) = 5.3, p < .05$.

[xli]A chi-square test was conducted to compare percentages of Faculty and Staff/Executive respondents who indicated on the survey that they observed discriminatory promotion, tenure, reappointment, and/or reclassification at CSI by sexual identity: $\chi^2 (2, N = 799) = 6.1, p < .05$.

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

Several survey items queried Staff/Executive respondents about their opinions regarding work-life issues, support, and resources available at CSI. Frequencies and significant differences based on staff status,[74] gender identity,[75] racial identity,[76] sexual identity,[77] disability status,[78] citizenship status, and faith-based affiliation are provided in Tables 48 through 51.[79]

Seventy-five percent ($n = 405$) of Staff/Executive respondents "strongly agreed" or "agreed" that they had supervisors who gave them job/career advice or guidance when they needed it (Table 48).

Eighty-three percent ($n = 442$) of Staff/Executive respondents "strongly agreed" or "agreed" that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it.

Sixty-four percent ($n = 342$) of Staff/Executive respondents "strongly agreed" or "agreed" that they were included in opportunities that would help their careers as much as others in similar position statuses.

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[74]Readers will note that 545 Staff/Executive respondents further identified their positions as Hourly Staff ($n = 197$) or Salary Staff ($n = 332$).

[75]Transspectrum Staff/Executive respondents ($n < 5$) were not included in the analyses because their numbers were too few to maintain confidentiality.

[76]Owing to low response numbers in many of the categories for racial identity, a new variable was created that combined all categories other than White; this new variable included two response categories "People of Color" and "White."

[77]Asexual/Other Staff/Executive respondents ($n = 20$) were not included in the analyses because their numbers were too few to maintain confidentiality.

[78]Staff/Executive respondents with a Single Disability ($n = 24$) and Staff/Executive respondents with Multiple Disabilities ($n = 11$) were collapsed into Staff/Executive respondents with At Least One Disability ($n = 35$) to assure confidentiality was maintained.

[79]Throughout this section, percentages are based on n's for each item, not overall n's for all Staff/Executive respondents.

Table 48. **Staff/Executive respondents' Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I have supervisors who give me job/career advice or guidance when I need it.	**186**	**34.5**	**219**	**40.6**	**91**	**16.9**	**43**	**8.0**
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	**177**	**33.1**	**265**	**49.5**	**71**	**13.3**	**22**	**4.1**
I am included in opportunities that will help my career as much as others in similar positions.	**125**	**23.4**	**217**	**40.6**	**129**	**24.1**	**64**	**12.0**

Note: Table includes Staff/Executive responses (*n* = 545) only.

Table 49 illustrates that 76% (*n* = 403) of Staff/Executive respondents "strongly agreed" or "agreed" that the performance evaluation process was clear. A higher proportion of Staff/Executive respondents with At Least One Disability (27%, *n* = 9) than Staff/Executive respondents with No Disability (7%, *n* = 34) "strongly disagreed" that the performance evaluation process was clear.

Sixty-one percent (*n* = 319) of Staff/Executive respondents "strongly agreed" or "agreed" that the performance evaluation process was productive.

Table 49. **Staff/Executive respondents' Perceptions of Performance Evaluation Process**

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
The performance evaluation process is clear.	**120**	**22.6**	**283**	**53.2**	**86**	**16.2**	**43**	**8.1**
Disability status[xlii]								
At Least One Disability	*n* < 5	---	16	47.1	6	17.6	9	26.5
No Disability	115	23.5	260	53.2	80	16.4	34	7.0
The performance evaluation process is productive.	**98**	**18.7**	**221**	**42.1**	**154**	**29.3**	**52**	**9.9**

Note: Table includes Staff/Executive responses (*n* = 545) only.

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Table 50 illustrates frequencies and significant differences based on staff status,[80] gender identity,[81] racial identity,[82] sexual identity,[83] disability status,[84] citizenship status, and faith-based affiliation for several items in the survey.

Eighty-two percent ($n = 435$) of Staff/Executive respondents "strongly agreed" or "agreed" that their supervisors provided adequate support for them to manage work-life balance.

Sixteen percent ($n = 86$) of Staff/Executive respondents "strongly agreed" or "agreed" that people who did not have children were burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who did have children. More than three times the amount of LGBQ Staff/Executive respondents (18%, $n = 5$) than Heterosexual Staff/Executive respondents (5%, $n = 24$) "strongly agreed" with this statement.

Twenty-seven percent ($n = 139$) of Staff/Executive respondents "strongly agreed" or "agreed" that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments). A higher proportion of Salary Staff respondents (11%, $n = 36$) than Hourly Staff respondents (5%, $n = 10$) "strongly agreed" that they felt burdened by work responsibilities.

Forty-three percent ($n = 227$) of Staff/Executive respondents "strongly agreed" or "agreed" that they performed more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support). A higher proportion of Salary Staff respondents (20%, $n = 63$) than Hourly Staff

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[80]Readers will note that 545 Staff/Executive respondents further identified their positions as Hourly Staff ($n = 197$) or Salary Staff ($n = 332$).
[81]Transspectrum Staff/Executive respondents ($n < 5$) were not included in the analyses because their numbers were too few to maintain confidentiality.
[82]Owing to low response numbers in many of the categories for racial identity, a new variable was created that combined all categories other than White; this new variable included two response categories "People of Color" and "White."
[83]Asexual/Other Staff/Executive respondents ($n = 20$) were not included in the analyses because their numbers were too few to maintain confidentiality.
[84]Staff/Executive respondents with a Single Disability ($n = 24$) and Staff/Executive respondents with Multiple Disabilities ($n = 11$) were collapsed into Staff/Executive respondents with At Least One Disability ($n = 35$) to assure confidentiality was maintained.

respondents (11%, *n* = 21) "strongly agreed" that they performed more work than colleagues. Likewise, Staff/Executive respondents with At Least One Disability (29%, *n* = 10) more often "strongly agreed" with this statement than Staff/Executive respondents with No Disability (15%, *n* = 73).

Sixty-two percent (*n* = 328) of Staff/Executive respondents "strongly agreed" or "agreed" that a hierarchy existed within staff positions that allowed some voices to be valued more than others. A higher proportion of Salary Staff respondents (30%, *n* = 99) than Hourly Staff respondents (17%, *n* = 33) "strongly agreed" that a hierarchy existed.

Sixteen percent (*n* = 86) of Staff/Executive respondents "strongly agreed" or "agreed" that people who had children or elder care were burdened with balancing work and family responsibilities. A larger proportion of Salary Staff respondents (12%, *n* = 38) than Hourly Staff respondents (4%, *n* = 7), and LGBQ Staff/Executive respondents (18%, *n* = 5) than Heterosexual Staff/Executive respondents (8%, *n* = 34) "strongly agreed" with this statement. Not-U.S. Citizen Staff/Executive respondents (66%, *n* = 40) more often "disagreed" that people who had children or elder care were burdened than their U.S. Citizen Staff/Executive respondent counterparts (46%, *n* = 209).

Fifty-six percent (*n* = 288) of Staff/Executive respondents "strongly agreed" or "agreed" that CSI provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation). Double the amount of Hourly Staff respondents (13%, *n* = 24) than Salary Staff respondents (6%, *n* = 20) "strongly agreed" with this statement. A larger proportion of Staff/Executive respondents with At Least One Disability (29%, *n* = 10) than Staff/Executive respondents with No Disability (14%, *n* = 68) "strongly disagreed" that CSI provided adequate resources to help them manage work-life balance.

Table 50. **Staff/Executive respondents' Perceptions of Work-Life Balance**

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
My supervisor provides adequate support for me to manage work-life balance.	**190**	**35.8**	**245**	**46.2**	**65**	**12.3**	**30**	**5.7**
People who do not have children are burdened with work responsibilities beyond those who do have children.	**34**	**6.5**	**52**	**9.9**	**288**	**54.9**	**151**	**28.8**
Sexual identity								
LGBQ	5	17.9	*n* < 5	---	14	50.0	7	25.0
Heterosexual	24	5.3	44	9.8	246	54.8	135	30.1
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations.	**46**	**8.8**	**93**	**17.7**	**282**	**53.8**	**103**	**19.7**
Staff status[xliii]								
Hourly	10	5.2	25	13.1	109	57.1	47	24.6
Salary	36	11.3	65	20.3	165	51.6	54	16.9
I perform more work than colleagues with similar performance expectations.	**85**	**16.2**	**142**	**27.0**	**239**	**45.4**	**60**	**11.4**
Staff status[xliv]								
Hourly	21	10.8	42	21.6	96	49.5	35	18.0
Salary	63	19.7	96	30.1	136	42.6	24	7.5
Disability status								
At Least One Disability	10	29.4	8	23.5	10	29.4	6	17.6
No Disability	73	15.1	132	27.3	225	46.5	54	11.2
There is a hierarchy within staff positions that values some voices more than others.	**133**	**25.0**	**195**	**36.6**	**160**	**30.0**	**45**	**8.4**
Staff status[xlv]								
Hourly	33	17.1	67	34.7	66	34.2	27	14.0
Salary	99	30.3	120	36.7	90	27.5	18	5.5

Table 50, cont. Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
People who have children or elder care are burdened with balancing work and family responsibilities.	**34**	**6.5**	**52**	**9.9**	**288**	**54.9**	**151**	**28.8**
Staff status[xlvi]								
Hourly	7	3.7	53	28.3	95	50.8	32	17.1
Salary	38	12.0	100	31.5	149	47.0	30	9.5
Citizenship status [xlvii]								
U.S. Citizen	40	8.9	146	32.4	209	46.3	56	12.4
Not-U.S. Citizen	*n* < 5	---	12	19.7	40	65.6	5	8.2
Sexual identity								
LGBQ	5	17.9	7	25.0	10	35.7	6	21.4
Heterosexual	34	7.7	135	30.7	220	50.0	51	11.6
CSI provides adequate resources to help me manage work-life balance	**44**	**8.5**	**244**	**47.1**	**152**	**29.3**	**78**	**15.1**
Staff status[xlviii]								
Hourly	24	12.8	99	52.9	44	23.5	20	10.7
Salary	20	6.3	139	44.0	100	31.6	57	18.0
Disability status[xlix]								
At Least One Disability	*n* < 5	---	9	25.7	13	37.1	10	28.6
No Disability	41	8.6	229	48.2	137	28.8	68	14.3

Note: Table includes Staff/Executive responses (*n* = 545) only.

Seventy-two percent (*n* = 383) of Staff/Executive respondents "strongly agreed" or "agreed" that they were able to complete their assigned duties during scheduled hours (Table 51). A larger proportion Salary Staff respondents (11%, *n* = 37) than Hourly Staff respondents (4%, *n* = 7) "strongly disagreed" that they were able to complete their assigned duties during scheduled hours.

Fifty-six percent (*n* = 297) of Staff/Executive respondents "strongly agreed" or "agreed" that their workload was permanently increased without additional compensation as a result of other staff departures. More Salary Staff respondents (38%, *n* = 122) than Hourly Staff respondents (26%, *n* = 51), and U.S. Citizen Staff/Executive respondents (35%, *n* = 162) than Not-U.S. Citizen Staff/Executive respondents (14%, *n* = 9) "strongly agreed" with this statement.

Twenty-eight percent ($n = 150$) of Staff/Executive respondents "strongly agreed" or "agreed" that they were pressured by departmental/program work requirements that occur outside of normally scheduled hours. More Salary Staff respondents (13%, $n = 41$) than Hourly Staff respondents (6%, $n = 12$), and Men Staff/Executive respondents (16%, $n = 22$) than Women Staff/Executive respondents (7%, $n = 28$) "strongly agreed" that they were pressured by departmental/program work requirements.

The majority (81%, $n = 429$) of Staff/Executive respondents "strongly agreed" or "agreed" that they were given a reasonable time frame to complete assigned responsibilities. A larger proportion of Hourly Staff respondents (29%, $n = 55$) than Salary Staff respondents (20%, $n = 64$) "strongly agreed" that they were given a reasonable time frame to complete assigned responsibilities.

Table 51. **Staff/Executive respondents' Perceptions of Workload**

Issues	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I am able to complete my assigned duties during scheduled hours.	**136**	**25.7**	**247**	**46.6**	**99**	**18.7**	**48**	**9.1**
Staff status[1]								
Hourly	69	36.1	94	49.2	21	11.0	7	3.7
Salary	67	20.7	151	46.6	69	21.3	37	11.4
My workload was permanently increased without additional compensation due to other staff departures.	**174**	**32.6**	**123**	**23.1**	**178**	**33.4**	**58**	**10.9**
Staff status[li]								
Hourly	51	26.2	37	19.0	78	40.0	29	14.9
Salary	122	37.8	81	25.1	93	28.8	27	8.4
Citizenship Staff status[lii]								
U.S. Citizen	162	34.9	104	22.4	145	31.3	53	11.4
Not-U.S. Citizen	9	14.1	17	26.6	33	51.6	5	7.8
I am pressured by departmental/program work requirements that occur outside of my normally scheduled hours. [liii]	**53**	**9.9**	**97**	**18.2**	**281**	**52.7**	**102**	**19.1**
Staff status[liv]								
Hourly	12	6.2	28	14.5	106	54.9	47	24.4
Salary	41	12.6	62	19.0	169	51.8	54	16.6
Gender identity[lv]								
Woman	28	7.3	59	15.3	223	57.8	76	19.7
Man	22	16.2	34	25.0	54	39.7	26	19.1
I am given a reasonable time frame to complete assigned responsibilities.	**119**	**22.5**	**310**	**58.6**	**73**	**13.8**	**27**	**5.1**
Staff status[lvi]								
Hourly	55	28.5	110	57.0	23	11.9	5	2.6
Salary	64	19.9	190	59.0	46	14.3	22	6.8

Note: Table includes Staff/Executive responses (*n* = 545) only.

There were 114 Staff/Executive respondents who elaborated on their previous statements related to workload, salary, work-life balance, and more. Three themes emerged from the responses: overwhelming workload, inequity in the workplace, and desire for child care.

Overwhelming workload. Out of the 114 Staff/Executive respondents who provided additional commentary, 28 Staff/Executive respondents described their overwhelming workload. Staff/Executive respondents described increasing workloads, with little to no additional compensation. One Staff/Executive respondent shared, "I am expected to take on more and more responsibilities without compensation or the hiring of even a part-time assistant. Senior administration has heard this over and over again, and does nothing to fix the situation." Another Staff/Executive respondent wrote, "The workload is greater than the time that is allocated for it and the salary that is given." Another Staff/Executive respondent shared, "I've been working six days a week for six months and have not been properly compensated." Some Staff/Executive respondents reported that losing staff that are not replaced has contributed to the increased workload. One Staff/Executive respondent wrote, "There seems to be a lot of staff who are leaving or looking to leave, and the staff who stay are having to put in extra unpaid hours/days and told that we need to work even harder since there is less staff now (and told that there are no plans at replacing staff who leave)." Another Staff/Executive respondent shared, "I have had to take on additional duties due to a colleague resigning and I was not compensated for such duties. It has also changed my normal schedule and takes away time from my job duties." Another Staff/Executive respondent wrote, "I think that regardless of your title status (provisional/permanent) if you're performing extra duties you should be entitled to a merit increase especially if extra/replacement staff is not being replaced. It's only fair."

Inequity in the workplace. Twenty Staff/Executive respondents described instances where some individuals are treated differently than others. One Staff/Executive respondent noted, "All employees of CSI and related entities are not treated equally." Another Staff/Executive respondent observed, "I have noticed that salaried staff with children are given every consideration while hourly staff with children are not." Another Staff/Executive respondent shared, "Staff members have the same titles, however, the job duties and responsibilities are not the same, yet they are paid the same amount of money." Some Staff/Executive respondents

reported that favoritism was the cause of the unequal treatment. One Staff/Executive respondent wrote, "Upper management support one another, so there is no point in complaining. There is partiality shown to staff and faculty members and exclusivity." Another Staff/Executive respondent stated, "Fairness should be to all and not favorites." Another Staff/Executive respondent elaborated, "I feel there is just too much nepotism and favoritism on this campus when it comes to job opportunities. Very often when a job is posted it has already been decided who will be hired. That person may not necessarily be the best candidate, but because they are friendly or liked by the people making the decision they are chosen. This has resulted in lowered standards of performance. There is no incentive for going above and beyond because it will not be recognized in terms of moving upward in your career."

Desire for child care. Fifteen Staff/Executive respondents pointed out that there was no child care for staff, and commented on the need for child care for staff members. One Staff/Executive respondent wrote, "Childcare for staff would help greatly in helping to provide for my family as I work full time." Another Staff/Executive respondent commented, "It would be an added benefit if staff and faculty could utilize the child care services that are offered only to students on campus." Another Staff/Executive respondent shared, "Although students are provided with childcare resources, staff are not offered those resources. There should be on-site child care for staff. It would boost morale and productivity."

[xlii]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that the performance evaluation process was clear by disability status: $\chi^2(3, N = 523) = 18.0, p < .001$.
[xliii]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations by staff status: $\chi^2(3, N = 511) = 12.6, p < .01$.
[xliv]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that they performed more work than colleagues with similar performance expectations by staff status: $\chi^2(3, N = 1,355) = 17.8, p < .001$.
[xlv]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that there was a hierarchy within staff positions that valued some voices more than others by staff status: $\chi^2(3, N = 520) = 20.3, p < .001$.
[xlvi]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that people who have children or elder care were burdened with balancing work and family responsibilities by staff status: $\chi^2(3, N = 504) = 15.3, p < .01$.
[xlvii]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that people who have children or elder care were burdened with balancing work and family responsibilities by citizenship status: $\chi^2(3, N = 512) = 8.0, p < .05$.

[xlviii]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that CSI provided adequate resources to help me manage work-life balance by gender identity: $\chi^2 (3, N = 1{,}430) = 11.1, p < .05$.

[xlix]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that CSI provided adequate resources to help me manage work-life balance by disability status: $\chi^2 (3, N = 510) = 8.6, p < .05$.

[l]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that they were able to complete assigned duties during scheduled hours by staff status: $\chi^2 (3, N = 515) = 26.8, p < 001$..

[li]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that their workload was permanently increased without additional compensation due to other staff departures by staff status: $\chi^2 (3, N = 518) = 16.3, p < 01$.

[lii]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that their workload was permanently increased without additional compensation due to other staff departures by citizenship status: $\chi^2 (3, N = 528) = 15.5, p < 01$.

[liii]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they were pressured by departmental/program work requirements that occurred outside of their normally scheduled hours by position: $\chi^2 (3, N = 1{,}530) = 15.2, p < 01$.

[liv]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that they were pressured by departmental/program work requirements that occurred outside of their normally scheduled hours by staff status: $\chi^2 (3, N = 519) = 10.2, p < 05$.

[lv]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that they were pressured by departmental/program work requirements that occurred outside of their normally scheduled hours by gender identity: $\chi^2 (3, N = 522) = 19.9, p < 001$.

[lvi]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that they were given a reasonable time frame to complete assigned responsibilities by staff status: $\chi^2 (3, N = 1{,}389) = 10.9, p < 05$.

Staff/Executive Respondents' Feelings of Support and Value at CSI

One question in the survey queried Staff/Executive respondents about their opinions on various topics, including their opinions about their support from supervisors and the institution, and CSI's benefits and salary. Frequencies and significant differences based on staff status,[85] gender identity,[86] racial identity,[87] sexual identity,[88] disability status,[89] citizenship status, and faith-based affiliation are provided in Tables 52 through 54.

Sixty-nine percent ($n = 366$) of Staff/Executive respondents "strongly agreed" or "agreed" that CSI provided them with resources to pursue training/professional development opportunities (Table 52). By staff status, a higher percentage of Salary Staff respondents (57%, $n = 185$) than Hourly Staff respondents (45%, $n = 87$) "agreed" that CSI provided these resources. A higher percentage of U.S. Citizen Staff/Executive respondents (27%, $n = 124$) than Not-U.S. Citizen Staff/Executive respondents (9%, $n = 6$) "disagreed" that CSI provided them with resources to pursue training/professional development opportunities.

Sixty-seven percent ($n = 351$) of Staff/Executive respondents "strongly agreed" or "agreed" that their supervisors provided them with resources to pursue training/professional development opportunities. Almost twice as many Hourly Staff respondents (10%, $n = 19$) than Salary Staff respondents (5%, $n = 17$) "strongly disagreed" that they had these resources. Staff/Executive respondents with At Least One Disability (18%, $n = 6$) were more likely than Staff/Executive respondents with No Disability (6%, $n = 31$) to "strongly disagree" that their supervisors provided them with resources to pursue training/professional development opportunities.

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[85]Readers will note that 545 Staff/Executive respondents further identified their positions as Hourly Staff ($n = 197$) or Salary Staff ($n = 332$).

[86]Transspectrum Staff/Executive respondents ($n < 5$) were not included in the analyses because their numbers were too few to maintain confidentiality.

[87]Owing to low response numbers in many of the categories for racial identity, a new variable was created that combined all categories other than White; this new variable included two response categories "People of Color" and "White."

[88]Asexual/Other Staff/Executive respondents ($n = 20$) were not included in the analyses because their numbers were too few to maintain confidentiality.

[89]Staff/Executive respondents with a Single Disability ($n = 24$) and Staff/Executive respondents with Multiple Disabilities ($n = 11$) were collapsed into Staff/Executive respondents with At Least One Disability ($n = 35$) to assure confidentiality was maintained.

Seventy-eight percent ($n = 380$) of Staff/Executive respondents "strongly agreed" or "agreed" that CSI was supportive of taking extended leave (e.g., FMLA, parental). A higher percentage of Staff/Executive respondents with No Disability (68%, $n = 301$) than Staff/Executive respondents with At Least One Disability (49%, $n = 16$) "agreed" that CSI was supportive of taking extended leave (e.g., FMLA, parental).

Eighty-six percent ($n = 443$) of Staff/Executive respondents "strongly agreed" or "agreed" that their supervisors were supportive of their taking leave (e.g., vacation, parental, personal, short-term disability).

Few Staff/Executive respondents (16%, $n = 78$) "strongly agreed" or "agreed" that staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations. A higher percentage of Hourly Staff respondents (21%, $n = 36$) than Salary Staff respondents (9%, $n = 29$) "agreed" that staff were disadvantaged in this way.

Seventy-eight percent ($n = 360$) of Staff/Executive respondents "strongly agreed" or "agreed" that CSI policies (e.g., FMLA) were fairly applied across CSI.

Sixty-three percent ($n = 326$) of Staff/Executive respondents "strongly agreed" or "agreed" that CSI was supportive of flexible work schedules. Salary Staff respondents (31%, $n = 98$) were more likely than Hourly Staff respondents (13%, $n = 25$) to "disagree" that CSI was supportive of flexible work schedules.

Table 52. **Staff/Executive respondents' Perceptions of Support**

Issues	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
CSI provides me with resources to pursue training/professional development opportunities.	**83**	**15.6**	**283**	**53.2**	**131**	**24.6**	**35**	**6.6**
Staff Status[lvii]								
Hourly	26	13.5	87	45.1	63	32.6	17	8.8
Salary	56	17.3	185	57.1	66	20.4	17	5.2
Citizenship status[lviii]								
U.S. Citizen	70	15.1	240	51.8	124	26.8	29	6.3
Not U.S. Citizen	13	20.3	42	65.6	6	9.4	*n* < 5	---
My supervisor provides me with resources to pursue training/professional development opportunities.	**112**	**21.3**	**239**	**45.5**	**137**	**26.1**	**37**	**7.0**
Staff Status[lix]								
Hourly	34	18.1	77	41.0	58	30.9	19	10.1
Salary	75	23.3	153	47.5	77	23.9	17	5.3
Disability status[lx]								
At Least One Disability	*n* < 5	---	13	39.4	10	30.3	6	18.2
No Disability	108	22.4	219	45.3	125	25.9	31	6.4
CSI is supportive of taking extended leave (e.g., FMLA, parental).	**60**	**12.4**	**320**	**66.0**	**78**	**16.1**	**27**	**5.6**
Disability status[lxi]								
At Least One Disability	*n* < 5	---	16	48.5	10	30.3	5	15.2
No Disability	57	12.8	301	67.5	66	14.8	22	4.9
My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, short-term disability).	**145**	**28.2**	**298**	**57.9**	**58**	**11.3**	**14**	**2.7**
Staff in my department who use family accommodation policies (FMLA) are disadvantaged in promotion or evaluations.	**13**	**2.7**	**65**	**13.6**	**315**	**65.8**	**86**	**18.0**
Staff Status[lxii]								
Hourly	5	2.9	36	21.1	100	58.5	30	17.5
Salary	8	2.7	29	9.9	205	69.7	52	17.7
CSI policies (e.g., FMLA) are fairly applied across CSI.	**49**	**10.6**	**311**	**67.0**	**83**	**17.9**	**21**	**4.5**
CSI is supportive of flexible work schedules.	**59**	**11.4**	**267**	**51.5**	**128**	**24.7**	**64**	**12.4**
Staff Status[lxiii]								
Hourly	40	21.5	115	61.8	25	13.4	6	3.2
Salary	19	6.0	143	45.1	98	30.9	57	18.0

Note: Table includes Staff/Executive respondents (*n* = 545) only.

Queried about salary and benefits, fewer than one-third of Staff/Executive respondents (30%, $n = $ 155) "strongly agreed" or "agreed" that staff salaries were competitive (Table 53).

Seventy-two percent ($n = $ 367) of Staff/Executive respondents "strongly agreed" or "agreed" that vacation and personal time benefits were competitive. Hourly Staff respondents (29%, $n = $ 52) were more likely than Salary Staff respondents (15%, $n = $ 47) to "disagree" that vacation and personal time benefits were competitive.

Seventy-four percent ($n = $ 379) of Staff/Executive respondents "strongly agreed" or "agreed" that health insurance benefits were competitive. A higher percentage of Salary Staff respondents (64%, $n = $ 201) than Hourly Staff respondents (54%, $n = $ 98) "agreed" that health insurance benefits were competitive. Woman Staff/Executive respondents (23%, $n = $ 86) were more likely than Men Staff/Executives respondents (11%, $n = $ 14) to "disagree" with this statement.

Seventy-three percent ($n = $ 363) of Staff/Executive respondents "strongly agreed" or "agreed" that retirement benefits were competitive. A higher percentage of Hourly Staff respondents (32%, $n = $ 57) than Salary Staff respondents (16%, $n = $ 48) "disagreed" that retirement benefits were competitive. Men Staff/Executive respondents (19%, $n = $ 24) were more likely than Women Staff/Executives respondents (9%, $n = $ 32) to "strongly agree" that retirement benefits were competitive. Staff/Executive respondents with No Disability (12%, $n = $ 57) were more likely than Staff/Executive respondents with At Least One Disability (0%, $n = $ 0) to "strongly agree" with this statement.

Table 53. **Staff/Executive respondents' Perceptions of Salary and Benefits**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Staff salaries are competitive.	**14**	**2.7**	**141**	**27.4**	**177**	**34.4**	**183**	**35.5**
Vacation and personal time are competitive.	**68**	**13.3**	**299**	**58.4**	**100**	**19.5**	**45**	**8.8**
Staff status[lxiv]								
Hourly	15	8.2	92	50.5	52	28.6	23	12.6
Salary	50	15.9	196	62.2	47	14.9	22	7.0
Gender identity[lxv]								
Woman	40	10.8	218	58.9	83	22.4	29	7.8
Man	26	19.8	74	56.5	16	12.2	15	11.5
Health insurance benefits are competitive.	**69**	**13.4**	**310**	**60.3**	**100**	**19.5**	**35**	**6.8**
Staff status[lxvi]								
Hourly	21	11.5	98	53.6	46	25.1	18	9.8
Salary	46	14.6	201	63.6	52	16.5	17	5.4
Gender identity[lxvii]								
Woman	41	11.1	221	59.6	86	23.2	23	6.2
Man	27	20.3	81	60.9	14	10.5	11	8.3
Retirement benefits are competitive.	**57**	**11.4**	**306**	**61.4**	**106**	**21.3**	**29**	**5.8**
Staff status[lxviii]								
Hourly	14	7.8	96	53.3	57	31.7	13	7.2
Salary	40	13.2	200	65.8	48	15.8	16	5.3
Gender identity[lxix]								
Woman	32	8.9	221	61.7	84	23.5	21	5.9
Man	24	18.6	78	60.5	20	15.5	7	5.4
Disability status[lxx]								
At Least One Disability	0	0	20	64.5	6	19.4	5	16.1
No Disability	57	12.4	280	61.1	98	21.4	23	5.0

Note: Table includes Staff/Executive respondents (*n* = 545) only.

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Fifty-four percent ($n = 274$) of Staff/Executive respondents "strongly agreed" or "agreed" that staff opinions were valued on CSI committees (Table 54). A larger percentage of Staff/Executive respondents with At Least One Disability (39%, $n = 13$) than Staff/Executive respondents with No Disability (17%, $n = 79$) "strongly disagreed" that staff opinions were valued on CSI committees.

Forty-eight percent ($n = 239$) of Staff/Executive respondents "strongly agreed" or "agreed" that staff opinions were valued by CSI faculty and administration. A higher percentage of Hourly Staff respondents (48%, $n = 88$) than Salary Staff respondents (38%, $n = 117$), Staff/Executive respondents with No Disability (44%, $n = 205$) than Staff/Executive respondents with At Least One Disability (25%, $n = 8$), and Not-U.S. Citizen Staff/Executive respondents (60%, $n = 36$) than U.S. Citizen Staff/Executive respondents (41%, $n = 180$) "agreed" that staff opinions were valued by CSI faculty and administration. A larger percentage of LGBQ Staff/Executive respondents (18%, $n = 5$) than Heterosexual Staff/Executive respondents (4%, $n = 16$) "strongly agreed" with this statement.

Eighty percent ($n = 418$) of Staff/Executive respondents "strongly agreed" or "agreed" that there were clear expectations of their responsibilities. A larger percentage of Staff/Executive respondents with At Least One Disability (18%, $n = 6$) than Staff/Executive respondents with No Disability (7%, $n = 31$) "strongly disagreed" that there were clear expectations of their responsibilities.

Thirty-eight percent ($n = 194$) of Staff/Executive respondents "strongly agreed" or "agreed" that they thought procedures on how they could advance at CSI were clear. A larger percentage of Staff/Executive respondents with At Least One Disability (47%, $n = 16$) than Staff/Executive respondents with No Disability (19%, $n = 92$) "strongly disagreed" that there were clear procedures on how they can advance at CSI.

Table 54. **Staff/Executive respondents' Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Staff opinions are valued on CSI committees.	**28**	**5.5**	**246**	**48.1**	**143**	**28.0**	**94**	**18.4**
Disability status[lxxi]								
At Least One Disability	*n* < 5	---	10	30.3	9	27.3	13	39.4
No Disability	26	5.5	232	49.5	132	28.1	79	16.8
Staff opinions are valued by CSI faculty and administration.	**22**	**4.4**	**217**	**43.1**	**156**	**31.0**	**108**	**21.5**
Staff status[lxxii]								
Hourly	11	6.0	88	48.4	52	28.6	31	17.0
Salary	9	2.9	117	38.2	103	33.7	77	25.2
Sexual identity[lxxiii]								
LGBQ	5	17.9	11	39.3	6	21.4	6	21.4
Heterosexual	16	3.8	189	44.5	131	30.8	89	20.9
Citizenship status[lxxiv]								
U.S. Citizen	19	4.3	180	41.1	141	32.2	98	22.4
Not-U.S. Citizen	*n* < 5	---	36	60.0	13	21.7	8	13.3
Disability status[lxxv]								
At Least One Disability	*n* < 5	---	8	25.0	9	28.1	14	43.8
No Disability	20	4.3	205	44.4	145	31.4	92	19.9
There are clear expectations of my responsibilities.	**111**	**21.3**	**307**	**58.8**	**212**	**41.1**	**37**	**7.1**
Disability status[lxxvi]								
At Least One Disability	6	17.6	14	41.2	8	23.5	6	17.6
No Disability	103	21.5	289	60.2	57	11.9	31	6.5
There are clear procedures on how I can advance at CSI.	**34**	**6.6**	**160**	**31.0**	**212**	**41.1**	**110**	**21.3**
Disability status[lxxvii]								
At Least One Disability	*n* < 5	---	8	23.5	9	26.5	16	47.1
No Disability	32	6.8	151	31.9	199	42.0	92	19.4

Note: Table includes Staff/Executive respondents (*n* = 545) only.

There were 96 Staff/Executive respondents who elaborated on their responses to previous statements regarding professional development, leave, flexible schedules, salary, and benefits. Four themes emerged from the responses: leave taking, difficulty of advancement, salary concerns, and part-time employees.

Leave-taking. Out of the 96 Staff/Executive respondents who provided additional written responses, 24 Staff/Executive respondents shared concerns related to using leave and flexible schedules. Some Staff/Executive respondents described how difficult it was for them to use their leave time. One Staff/Executive respondent wrote, "I work hard and make myself available to students and staff at all times of the day and week, however I am often made to feel guilty and sometimes reprehended for taking sick or personal time, despite having the days to do so." Another Staff/Executive respondent shared, "It is very hard to use vacation time - and when I use it, I regret it, because the work piles up on my desk and when I return - I feel like I need another vacation . . ." Another Staff/Executive respondent reported, "A request for time off took nearly three weeks to be approved." Other Staff/Executive respondents commented on the extent to which flexible scheduling was in use and/or allowed at CSI. One Staff/Executive respondent reported that, "Flexible work schedules only apply to certain favored individuals. Working from home and flexible work schedules are available for a select few who abuse this schedule. They are not monitored as closely as others. It is very disheartening to know that some employees regularly take long lunch hours or leave CSI to take care of personal business and never report this on their time sheets. Only favored employees are allowed to have flexible hours to meet needs." Another Staff/Executive respondent stated, "Schedules are not flexible."

A few Staff/Executive respondents commented on the degree to which they were able to use FMLA or maternity/paternity leave. One Staff/Executive respondent wrote, "As an adjunct (previous position at CSI), I did not receive any paid time off after physically giving birth to a baby. Yet, my full-time male colleague received a lengthy paternity leave after his wife gave birth." Another Staff/Executive respondent shared, "While employed … at CSI I gave birth to my first child. Thanks to the fact that I had been an employee for more than four years, and had never taken a sick day, I was able to cash in all of my sick time…for this to be possible, I worked right up until birth to ensure that I'd be able to spend as much time as possible with my newborn baby. The bonding period between mother and child in the first few weeks of life is critical."

Difficulty of advancement. Twenty-one Staff/Executive respondents discussed the lack of advancement opportunities. One Staff/Executive respondent asserted, "Advancement at CSI seems impossible." Another Staff/Executive respondent shared, "Advancing at CSI in Staff

positions is not based on merit, but on testing and levels. This is absurd for those in a provisional position based on a test that one must pass in order to keep this position, when one has been performing an exemplary job for years. Completely absurd! It would be a smart thing to get rid of this and be based on merit and merit raises. This is a huge issue which leaves staff unappreciated, on edge and is downright unfair on so many levels. This needs serious addressing." Another Staff/Executive respondent stated, "The last question is irrelevant for professional staff. We are contractually ineligible for advancement." Another Staff/Executive respondent explained, "The HEO classification process is laughable if not disgraceful. It is totally outdated and no one can find any reasons for the carrying out of such antiquated policies. If one works hard, one should be able to advance to a higher classification. But that is not the case and there is no one who can provide any accurate and reasonable and legal/fair rationale for this. This is like a group of bean counters just following along with policies that may have been meaningful 40 years ago. Doesn't anyone have the vision to question these antiquated policies and the motivation and intellect to begin the process of change? Apparently not." Another Staff/Executive respondent stated, "Advancement procedures are non-existent at CSI."

Salary concerns. Seventeen Staff/Executive respondents commented on salary concerns, which were often interrelated to advancement opportunities. One Staff/Executive respondent observed, "Full-time staff has been working without a contract or a raise for years. Part-time staff earns less than retail employees. In either case, it is not a competitive salary." Another Staff/Executive respondent wrote, "Salaries have not changed in years and there are no advances at CUNY even though your job description applies to it. We are constantly told there is no money, no promotions and no movement available." Another Staff/Executive respondent shared, "Staff salaries are not competitive when the same job description at both SUNY and other comparable universities pay the same or more in areas where the cost of living is significantly lower." Another Staff/Executive respondent shared, "Although, I am not necessarily aware of "the going" salary, I feel salary increase and being more appreciated as an employee would go a long way."

Part-time employees. Ten Staff/Executive respondents reported on the experiences of part-time employees as related to previous statements regarding professional development, leave-taking,

flexible schedules, salary, and benefits. Some Staff/Executive respondents simply noted that the statements did not refer to policies that applied to part-time employees such as the Staff/Executive respondent who reported, "Most of these questions are irrelevant for part time hourlies. The survey should account for our opinions and perceptions of the college and it doesn't." Other Staff/Executive respondents pointed out the problems and concerns specific to part-time employees. One Staff/Executive respondent wrote, "As a part time employee, FMLA policy is not applicable because the hours worked are 1040 per calendar year and in order to be eligible for FMLA, you need to work 1200 plus hours as I was recently told when I needed to tend to an elderly parent." Another Staff/Executive respondent reported, "I have not been given enough hours to qualify for health insurance." Another Staff/Executive respondent wondered, "Family leave time only applies to full time employees. What if you're part time and you have a baby or you need to care for a parent or child?" Another Staff/Executive respondent shared, "Simply put, part-time employees even when working upwards of 30+ hours a week, have their experience "cut in half" when applying for professional advancement. An example of this would be, a full-time position on campus showing "a bachelor's degree and 4 years related experience". As a part-time employee of 4 years, I really only have 2 years of related experience. So this means I would need 8 years of part-time experience to equal 4 years of full-time experience. How could an employer expect an individual to stay at an hourly wage for 8 years in this economy when, in hopes of attaining a full-time job. Even with more than enough qualifications under their belt, so to speak."

One question queried Staff/Executive respondents about the degree to which they felt valued at CSI. Frequencies and significant differences based on staff status,[90] gender identity,[91] racial identity,[92] sexual identity,[93] disability status,[94] citizenship status, and faith-based affiliation are provided in Tables 55 through 57.

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[90]Readers will note that 545 Staff/Executive respondents further identified their positions as Hourly Staff ($n = 197$) or Salary Staff ($n = 332$).

[91]Transspectrum Staff/Executive respondents ($n < 5$) were not included in the analyses because their numbers were too few to maintain confidentiality.

[92]Owing to low response numbers in many of the categories for racial identity, a new variable was created that combined all categories other than White; this new variable included two response categories "People of Color" and "White."

[93]Asexual/Other Staff/Executive respondents ($n = 20$) were not included in the analyses because their numbers were too few to maintain confidentiality.

Eighty-one percent ($n = 434$) of Staff/Executive respondents felt valued by coworkers in their department (Table 55). Sixty-eight percent ($n = 364$) of Staff/Executive respondents felt valued by coworkers outside their department. Seventy-three percent ($n = 389$) of Staff/Executive respondents felt valued by their supervisors/managers. Sixty-seven percent ($n = 355$) of Staff/Executive respondents felt valued by CSI students. Fifty-four percent ($n = 284$) of Staff/Executive respondents felt valued by CSI faculty. Fewer than half (45%, $n = 237$) of Staff/Executive respondents felt valued by CSI senior administrators (e.g., dean, vice president, provost).

Table 55. **Staff/Executive respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by coworkers in my department.	222	41.3	212	39.5	53	9.9	33	6.1	17	3.2
I feel valued by coworkers outside my department.	147	27.5	217	40.6	115	21.5	39	7.3	17	3.2
I feel valued by my supervisor/manager.	224	42.1	165	31.0	72	13.5	38	7.1	33	6.2
I feel valued by CSI students.	155	29.4	200	37.9	127	24.1	25	4.7	21	4.0
I feel valued by CSI faculty.	94	18.0	190	36.3	170	32.5	43	8.2	26	5.0
I feel valued by CSI senior administrators (e.g., dean, vice president, provost).	79	15.0	158	30.1	168	32.0	63	12.0	57	10.9

Note: Table includes Staff/Executive respondents ($n = 545$) only.

Table 56 depicts Staff/Executive respondents' attitudes about certain aspects of the climate in their departments/programs and at CSI. Frequencies and significant differences based on staff

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[94]Staff/Executive respondents with a Single Disability ($n = 24$) and Staff/Executive respondents with Multiple Disabilities ($n = 11$) were collapsed into Staff/Executive respondents with At Least One Disability ($n = 35$) to assure confidentiality was maintained.

status,[95] gender identity,[96] racial identity,[97] sexual identity,[98] disability status,[99] citizenship status, and faith-based affiliation are provided.

Seventeen percent ($n = 91$) of Staff/Executive respondents "strongly agreed" or "agreed" that coworkers in their work units prejudged their abilities based on their perceptions of their identity/background. Eleven percent ($n = 7$) of Not-U.S. Citizen Staff/Executive respondents and 3% ($n = 15$) of U.S. Citizen Staff/Executive respondents "strongly agreed" that coworkers in their work units prejudged their abilities based on their perceptions of their identity/background. A larger proportion of Staff/Executive Respondents of Color (24%, $n = 29$) than White Staff/Executive respondents (9%, $n = 31$) "agreed" with this statement.

Fourteen percent ($n = 76$) of Staff/Executive respondents "strongly agreed" or "agreed" that their supervisors/managers prejudged their abilities based on their perception of their identity/background. Forty-three percent ($n = 15$) of Staff/Executive with At Least One Disability compared with 27% ($n = 133$) of Staff/Executive respondents with No Disability "strongly disagreed" that their supervisors/managers prejudged their abilities based on their perceptions of their identity/background. A larger percentage of White Staff/Executive respondents (33%, $n = 119$) than Staff/Executive Respondents of Color (19%, $n = 23$) "strongly disagreed" with this statement.

Seventeen percent ($n = 91$) of Staff/Executive respondents "strongly agreed" or "agreed" that faculty prejudged their abilities based on their perception of their identity/background. A higher percentage of Men Staff/Executive respondents (22%, $n = 28$) than Women Staff/Executive

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[95]Readers will note that 545 Staff/Executive respondents further identified their positions as Hourly Staff ($n = 197$) or Salary Staff ($n = 332$).
[96]Transspectrum Staff/Executive respondents ($n < 5$) were not included in the analyses because their numbers were too few to maintain confidentiality.
[97]Owing to low response numbers in many of the categories for racial identity, a new variable was created that combined all categories other than White; this new variable included two response categories "People of Color" and "White."
[98]Asexual/Other Staff/Executive respondents ($n = 20$) were not included in the analyses because their numbers were too few to maintain confidentiality.
[99]Staff/Executive respondents with a Single Disability ($n = 24$) and Staff/Executive respondents with Multiple Disabilities ($n = 11$) were collapsed into Staff/Executive respondents with At Least One Disability ($n = 35$) to assure confidentiality was maintained.

respondents (11%, $n = 43$), and Staff/Executive Respondents of Color (23%, $n = 27$) than White Staff/Executive respondents (11%, $n = 39$) "agreed" that faculty prejudged their abilities based on their perception of their identity/background.

Table 56. **Staff/Executive respondents' Perception of Climate**

Perceptions	Strongly agree *n*	Strongly agree *%*	Agree *n*	Agree *%*	Neither agree nor disagree *n*	Neither agree nor disagree *%*	Disagree *n*	Disagree *%*	Strongly disagree *n*	Strongly disagree *%*
I think that coworkers in my work unit pre-judge my abilities based on their perception of my identity/background.	**23**	**4.3**	**68**	**12.9**	**124**	**23.4**	**176**	**33.3**	**138**	**26.1**
Citizenship status[lxxviii]										
U.S. Citizen	15	3.3	57	12.4	108	23.4	153	33.2	128	27.8
Not-U.S. Citizen	7	11.1	11	17.5	14	22.2	21	33.3	10	15.9
Racial identity[lxxix]										
White	9	2.5	31	8.6	85	23.5	129	35.6	108	29.8
Staff/Executive of Color	7	5.8	29	24.2	27	22.5	36	30.0	21	17.5
I think that my supervisor /manager pre-judges my abilities based on their perception of my identity/background.	**19**	**3.6**	**57**	**10.7**	**126**	**23.6**	**180**	**33.8**	**151**	**28.3**
Disability status[lxxx]										
At Least One Disability	*n* < 5	---	5	14.3	10	28.6	*n* < 5	8.6	15	42.9
No Disability	17	3.5	51	10.4	114	23.3	174	35.6	133	27.2
Racial identity[lxxxi]										
White	8	2.2	29	7.9	86	23.5	124	33.9	119	32.5
Staff/Executive of Color	*n* < 5	---	23	19.2	29	24.2	43	35.8	23	19.2
I think that faculty pre-judges my abilities based on their perception of my identity/background.	**19**	**3.6**	**72**	**13.7**	**167**	**31.8**	**156**	**29.7**	**111**	**21.1**
Gender identity[lxxxii]										
Woman	11	2.9	43	11.2	126	32.8	119	31.0	85	22.1
Man	8	6.2	28	21.7	36	27.9	35	27.1	22	17.1
Racial identity[lxxxiii]										
White	11	3.0	39	10.8	114	31.5	111	30.7	87	24.0
Staff/Executive of Color	*n* < 5	---	27	23.3	34	29.3	36	31.0	16	13.8

Note: Table includes Staff/Executive respondents ($n = 545$) only.

Fifty-seven percent ($n = 304$) of Staff/Executive respondents felt that their department/program encouraged free and open discussion of difficult topics (Table 57).

Sixty-eight percent ($n = 368$) of Staff/Executive respondents felt that their skills were valued, 70% ($n = 374$) felt that their work was valued, and 67% ($n = 360$) felt that their talents were valued. A larger proportion of Staff/Executive respondents with At Least One Disability (17%, $n = 6$) than Staff/Executive respondents with No Disability (6%, $n = 31$) "strongly disagreed" that their skills were valued. Additionally, more White Staff/Executive respondents (31%, $n = 114$) than Staff/Executive Respondents of Color (19%, $n = 23$) "strongly agreed" that their talents were valued.

Table 57. **Staff/Executive respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I believe that my department/program encourages free and open discussion of difficult topics.	**101**	**19.1**	**203**	**38.3**	**117**	**22.1**	**58**	**10.9**	**51**	**9.6**
I feel that my skills are valued.	**149**	**27.7**	**219**	**40.7**	**76**	**14.1**	**55**	**10.2**	**39**	**7.2**
Disability status[lxxxiv]										
At Least One Disability	$n < 5$	---	15	42.9	5	14.3	5	14.3	6	17.1
No Disability	143	28.9	200	40.5	71	14.4	49	9.9	31	6.3
I feel that my work is valued.	**154**	**28.6**	**220**	**40.9**	**68**	**12.6**	**58**	**10.8**	**38**	**7.1**
I feel that talents are valued.	**150**	**28.0**	**210**	**39.2**	**71**	**13.2**	**66**	**12.3**	**39**	**7.3**
Racial identity[lxxxv]										
White	114	30.9	150	40.7	41	11.1	44	11.9	20	5.4
Staff/Executive of Color	23	19.3	47	39.5	23	19.3	16	13.4	10	8.4

Note: Table includes Staff/Executive respondents ($n = 545$) only.

[lvii]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that CSI provided them with resources to pursue training/professional development opportunities by staff status: $\chi^2 (3, N = 517) = 14.1, p < .01$.

[lviii]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that CSI provided them with resources to pursue training/professional development opportunities by citizenship status: $\chi^2 (3, N = 527) = 10.1, p < .05$.

[lix]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that their supervisor provided them with resources to pursue training/professional development opportunities by staff status: $\chi^2 (3, N = 510) = 8.7, p < .05$.

[lx]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that their supervisor provided them with resources to pursue training/professional development opportunities by disability status: $\chi^2 (3, N = 516) = 7.9, p < .05$.

[lxi]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that CSI was supportive of taking extended leave (e.g., FMLA, parental) by disability status: $\chi^2(3, N = 479) = 13.2, p < .01$.

[lxii]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that staff in their department who used family accommodation policies (FMLA) were disadvantaged in promotion or evaluations by staff status: $\chi^2(3, N = 465) = 11.8, p < .01$.

[lxiii]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that CSI was supportive of flexible work schedules by staff status: $\chi^2(3, N = 503) = 65.4, p < .001$.

[lxiv]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that vacation and personal time benefits were competitive by staff status: $\chi^2(3, N = 497) = 22.7, p < .001$.

[lxv]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that vacation and personal time benefits were competitive by gender identity: $\chi^2(3, N = 501) = 12.6, p < .01$.

[lxvi]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that health insurance benefits were competitive by staff status: $\chi^2(3, N = 499) = 10.5, p < .05$.

[lxvii]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that health insurance benefits were competitive by gender identity: $\chi^2(3, N = 504) = 14.8, p < .01$.

[lxviii]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that retirement benefits were competitive by staff status: $\chi^2(3, N = 484) = 19.7, p < .001$.

[lxix]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that retirement benefits were competitive by gender identity: $\chi^2(3, N = 487) = 10.6, p < .05$.

[lxx]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that retirement benefits were competitive by disability status: $\chi^2(3, N = 489) = 10.2, p < .05$.

[lxxi]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that staff opinions were valued on CSI committees by disability status: $\chi^2(3, N = 502) = 11.3, p < .05$.

[lxxii]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that Staff opinions were valued by CSI faculty and administration by staff status: $\chi^2(3, N = 488) = 9.8, p < .05$.

[lxxiii]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that staff opinions were valued by CSI faculty and administration by sexual identity: $\chi^2(3, N = 453) = 12.2, p < .01$.

[lxxiv]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that staff opinions were valued by CSI faculty and administration by citizenship status: $\chi^2(3, N = 498) = 8.3, p < .05$.

[lxxv]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that staff opinions were valued by CSI faculty and administration by disability status: $\chi^2(3, N = 494) = 10.7, p < .05$.

[lxxvi]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that there were clear expectations of their responsibilities by disability status: $\chi^2(3, N = 514) = 11.1, p < .05$.

[lxxvii]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that there were clear procedures on how they can advance at CSI by disability status: $\chi^2(3, N = 508) = 14.7, p < .01$.

[lxxviii]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that coworkers in their work unit pre-judged their abilities based on their perception of their identity/background by citizenship status: $\chi^2(4, N = 524) = 12.3, p < .05$.

[lxxix]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that coworkers in their work unit pre-judged their abilities based on their perception of their identity/background by racial identity: $\chi^2(4, N = 482) = 26.7, p < .001$.

[lxxx]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that their supervisor/manager pre-judged their abilities based on their perception of their identity/background by disability status: $\chi^2(4, N = 524) = 11.2, p < .05$.

[lxxxi]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that their supervisor/manager pre-judged their abilities based on their perception of their identity/background by racial identity: $\chi^2(4, N = 486) = 16.4, p < .01$.

[lxxxii]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that faculty pre-judged their abilities based on their perception of their identity/background by gender identity: $\chi^2 (4, N = 513) = 13.0, p < .05$.

[lxxxiii]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that faculty pre-judged their abilities based on their perception of their identity/background by racial identity: $\chi^2 (4, N = 478) = 14.4, p < .01$.

[lxxxiv]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that they felt that their skills were valued by disability status: $\chi^2 (4, N = 529) = 9.8, p < .05$.

[lxxxv]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated on the survey that they felt that their talents were valued by racial identity: $\chi^2 (4, N = 488) = 10.4, p < .05$.

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

Three survey items queried Faculty respondents ($n = 583$) about their opinions regarding various issues specific to workplace climate and faculty work. Chi-square analyses were conducted by faculty status,[100] gender identity,[101] racial identity,[102] sexual identity,[103] disability status,[104] citizenship status, and faith-based affiliation. Significant differences are presented in Tables 58 through 61.[105]

Sixty percent ($n = 147$) of Faculty respondents "strongly agreed" or "agreed" that the criteria for tenure were clear.

Fewer than half of Faculty respondents (43%, $n = 100$) "strongly agreed" or "agreed" that tenure standards/promotion standards were applied equally to all faculty in their college. A much larger proportion of Faculty respondents with At Least One Disability (42%, $n = 11$) than Faculty respondents with No Disability (16%, $n = 33$), and Faculty Respondents of Color (29%, $n = 14$) than White Faculty respondents (15%, $n = 25$) "strongly disagreed" with this statement,

Sixty-eight percent ($n = 148$) of Faculty respondents "strongly agreed" or "agreed" that they were supported and mentored during the tenure-track years.

Fewer than half (49%, $n = 81$) of Faculty respondents "strongly agreed" or "agreed" that all faculty used CSI policies for delay of the tenure-clock.

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[100]Readers will note that 322 Faculty respondents further identified their positions as Assistant Professor ($n = 58$), Associate Professor ($n = 55$), Professor ($n = 45$), or Adjunct/Lecturer ($n = 164$).

[101]Transspectrum Faculty respondents ($n = 7$) were not included in the analyses because their numbers were too few to maintain confidentiality.

[102]Owing to low response numbers in many of the categories for racial identity, a new variable was created that combined all racial categories other than White; this new variable included two response categories named Faculty of Color ($n = 66$) and White ($n = 233$).

[103]Asexual/Other Faculty respondents ($n = 9$) were not included in the analyses because their numbers were too few to maintain confidentiality.

[104]Faculty respondents with a Single Disability ($n = 23$) and Faculty respondents with Multiple Disabilities ($n = 8$) were collapsed into Faculty respondents with At Least One Disability ($n = 31$) to assure confidentiality was maintained.

[105]Percentages are based on n's for each item, not overall n's for all Faculty respondents.

Table 58. **Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
The criteria for tenure are clear.	**36**	**14.6**	**111**	**45.1**	**75**	**30.5**	**24**	**9.8**
The tenure standards/promotion standards are applied equally to faculty in my college.	**28**	**12.0**	**72**	**30.8**	**90**	**38.5**	**44**	**18.8**
Disability status[lxxxvi]								
At Least One Disability	*n* < 5	---	*n* < 5	---	12	46.2	11	42.3
No Disability	25	12.4	67	33.2	77	38.1	33	16.3
Racial identity[lxxxvii]								
White	18	10.7	56	33.1	70	41.4	25	14.8
Faculty of Color	9	18.4	14	28.6	12	24.5	14	28.6
Supported and mentored during the tenure-track years.	**45**	**20.5**	**103**	**47.0**	**47**	**21.5**	**24**	**11.0**
CSI policies for delay of the tenure-clock are used by all faculty.	**23**	**13.9**	**58**	**34.9**	**62**	**37.3**	**23**	**13.9**

Note: Table includes Faculty respondents (*n* = 322) only.

Table 59 illustrates that the majority of Faculty respondents (83%, *n* = 227) "strongly agreed" or "agreed" that research was valued by CSI.

Seventy percent (*n* = 214) of Faculty respondents "strongly agreed" or "agreed" that teaching was valued by CSI. By faculty status, more than double the proportion of Adjunct/Lecturer respondents (32%, *n* = 48) than Assistant Professor respondents (16%, *n* = 9), Professor respondents (16%, *n* = 7), and Associate Professor respondents (13%, *n* = 13) "strongly agreed" that their teaching was valued by CSI. Twenty-seven percent (*n* = 8) of Faculty respondents with At Least One Disability compared with five percent (*n* = 12) of Faculty respondents with No Disability "strongly disagreed" with this statement.

Sixty-five percent ($n = 172$) of Faculty respondents "strongly agreed" or "agreed" that their service contributions were valued by CSI. A larger number of Associate Professor respondents (19%, $n = 10$) and Assistant Professor respondents (17%, $n = 9$) than Adjunct/Lecturer respondents (7%, $n = 8$) and Professor respondents ($n < 5$) "strongly disagreed" that their service contributions were valued by CSI.

Twenty-four percent ($n = 50$) of Faculty respondents "strongly agreed" or "agreed" that they were pressured to change their research/scholarship agenda to achieve tenure/promotion.

Table 59. **Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Research is valued by CSI.	**95**	**34.9**	**132**	**48.5**	**32**	**11.8**	**13**	**4.8**
Teaching is valued by CSI.	**71**	**23.4**	**143**	**47.0**	**70**	**23.0**	**20**	**6.6**
Faculty status[lxxxviii]								
Assistant Professor	9	16.1	18	32.1	24	42.9	5	8.9
Associate Professor	7	13.0	24	44.4	19	35.2	*n* < 5	---
Professor	7	15.6	25	55.6	12	26.7	*n* < 5	---
Adjunct/Lecturer	48	32.2	76	51.0	15	10.1	10	6.7
Disability status[lxxxix]								
At Least One Disability	*n* < 5	---	11	36.7	8	26.7	8	26.7
No Disability	68	25.5	126	47.2	61	22.8	12	4.5
Service contributions are valued by CSI.	**42**	**16.0**	**130**	**49.4**	**62**	**23.6**	**29**	**11.0**
Faculty status[xc]								
Assistant Professor	7	13.0	24	44.4	14	25.9	9	16.7
Associate Professor	*n* < 5	---	25	47.2	15	28.3	10	18.9
Professor	*n* < 5	---	24	54.5	14	31.8	*n* < 5	---
Adjunct/Lecturer	28	25.0	57	50.9	19	17.0	8	7.1
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	**14**	**6.8**	**36**	**17.6**	**100**	**48.8**	**55**	**26.8**

Note: Table includes Faculty respondents ($n = 322$) only.

Forty-three percent ($n = 97$) of Faculty respondents "strongly agreed" or "agreed" that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations (Table 60).

By faculty status, a smaller proportion of Adjunct/Lecturer respondents (9%, $n = 7$) than Associate Professor respondents (26%, $n = 14$), Professor respondents (24%, $n = 10$), and Assistant Professor respondents (20%, $n = 11$) "strongly agreed" that they felt burdened by service responsibilities. Forty-six percent ($n = 12$) of Faculty respondents with At Least One Disability and 16% ($n = 30$) of Faculty respondents with No Disability "strongly agreed" with this statement.

More than half (51%, $n = 126$) of Faculty respondents "strongly agreed" or "agreed" that they performed more work to help students than did their colleagues. A higher amount of Assistant Professor respondents (62%, $n = 32$) than Professor respondents (44%, $n = 19$), Associate Professor respondents (34%, $n = 18$), and Adjunct/Lecturer respondents (34%, $n = 33$) "strongly disagreed" that they performed more work to help students than did their colleagues. Forty-four percent ($n = 12$) of Faculty respondents with At Least One Disability and 16% ($n = 33$) of Faculty respondents with No Disability "strongly agreed" with this statement. Likewise, Faculty Respondents of Color (34%, $n = 17$) more often "strongly agreed" that they performed more work to help students than did their colleagues compared with White Faculty respondents (14%, $n = 25$).

Thirteen percent ($n = 25$) of Faculty respondents "agreed" that faculty members in their departments/programs who used family accommodation (FMLA) policies (e.g., child care, elder care) were disadvantaged in promotion and/or tenure.

Table 60 **Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree *n*	Strongly agree *%*	Agree *n*	Agree *%*	Disagree *n*	Disagree *%*	Strongly disagree *n*	Strongly disagree *%*
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations.	**42**	**18.8**	**55**	**24.6**	**94**	**42.0**	**33**	**14.7**
Faculty status[xci]								
Assistant Professor	11	20.4	12	22.2	26	48.1	5	9.3
Associate Professor	14	26.4	18	34.0	17	32.1	*n* < 5	---
Professor	10	24.4	10	24.4	18	43.9	*n* < 5	---
Adjunct/Lecturer	7	9.2	15	19.7	33	43.4	21	27.6
Disability status[xcii]								
At Least One Disability	12	46.2	5	19.2	6	23.1	*n* < 5	---
No Disability	30	15.6	48	25.0	86	44.8	28	14.6
I perform more work to help students than do my colleagues.	**46**	**18.7**	**80**	**32.5**	**102**	**41.5**	**18**	**7.3**
Faculty status[xciii]								
Assistant Professor	9	17.3	10	19.2	32	61.5	*n* < 5	---
Associate Professor	11	20.8	22	41.5	18	34.0	*n* < 5	---
Professor	6	14.0	18	41.9	19	44.2	0	0
Adjunct/Lecturer	20	20.4	30	30.6	33	33.7	15	15.3
Disability status[xciv]								
At Least One Disability	12	44.4	6	22.2	6	22.2	*n* < 5	---
No Disability	33	15.5	72	33.8	93	43.7	15	7.0
Racial identity[xcv]								
White	25	13.8	64	35.4	80	44.2	12	6.6
Faculty of Color	17	34.0	10	20.0	18	36.0	5	10.0
Faculty members in my department who use family accommodation (FMLA) policies are disadvantaged in promotion and/or tenure.	**n < 5**	**---**	**25**	**13.4**	**117**	**62.6**	**43**	**23.0**

Note: Table includes Faculty respondents (*n* = 322) only.

Fifty-five percent (*n* = 131) of Faculty respondents "strongly agreed" or "agreed" that faculty opinions were taken seriously by senior administrators (e.g., dean, vice president, provost) (Table 61).

Seventy-two percent (*n* = 166) of Faculty respondents "strongly agreed" or "agreed" that faculty opinions were valued at CSI. A larger proportion of Faculty respondents with At Least One Disability (25%, *n* = 6) than respondents with No Disability (6%, *n* = 13) "strongly disagreed" that faculty opinions were valued at CSI.

More than one-third (36%, *n* = 81) of Faculty respondents "strongly agreed" or agreed" that they would like more opportunities to participate in substantive committee assignments while 74% (*n* = 169) "strongly agreed" or "agreed" that they had opportunities to participate in substantive committee assignments. Adjunct/lecturer respondents (15%, *n* = 13) more often "strongly disagreed" with this statement.

Table 61. **Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	**24**	**10.0**	**107**	**44.6**	**74**	**30.8**	**35**	**14.6**
Faculty opinions are valued within CSI committees.	**24**	**10.3**	**142**	**61.2**	**47**	**20.3**	**19**	**8.2**
Disability status[xcvi]								
At Least One Disability	*n* < 5	---	12	50.0	5	20.8	6	25.0
No Disability	23	11.4	124	61.4	42	20.8	13	6.4
I would like more opportunities to participate in substantive committee assignments.	**12**	**5.3**	**69**	**30.4**	**120**	**52.9**	**26**	**11.5**
I have opportunities to participate in substantive committee assignments.	**34**	**14.9**	**135**	**59.2**	**44**	**19.3**	**15**	**6.6**
Faculty status[xcvii]								
Assistant Professor	*n* < 5	---	34	72.3	7	14.9	*n* < 5	---
Associate Professor	11	20.8	29	54.7	13	24.5	0	0
Professor	11	26.2	30	71.4	*n* < 5	---	0	0
Adjunct/Lecturer	8	9.3	42	48.8	23	26.7	13	15.1

Note: Table includes Faculty respondents (*n* = 322) only.

There were 90 Faculty respondents who elaborated on their responses to previous statements regarding tenure, FMLA, decision-making, support, faculty opinion, and service.

Adjunct concerns. Twenty-two Faculty respondents discussed concerns and issues related to being an adjunct. Respondents shared that adjuncts were paid poorly and ignored. One Faculty respondent shared, "Adjunct faculty are not heard or considered for any decisions." Another Faculty respondent stated, "Adjuncts outnumber tenured faculty yet are largely ignored." A Faculty respondent explained, "Adjuncts taken for granted. 5+ years no salary increase. More and more administrative demands such as attendance verification, feedback for Seek student performance, Academic advisement for student performance, course assessments, and surveys. In the meantime CUNY Chancellor enjoys $600K+ salary and $19k/month rent allowance -- compliments of taxpayer, yet no increase of compensation for Adjuncts in 5+ years -- not good." Another Faculty respondent wrote, "Why aren't adjunct faculty even addressed in question #33? You do realize we are a majority here on campus? Your failure to EVEN ASK about us is case-in-point that we are invisible on campus and totally undervalued." Faculty respondents also commented that adjuncts do not participate in the tenure process. One Faculty respondent wrote, "Being an Adjunct lecturer, I am not on track for tenure, I believe. Do Adjuncts qualify for tenure?" Another Faculty respondent wrote, "Some items regarding tenure I am unsure of because I am a part time adjunct faculty member."

Tenure and promotion criteria. Nineteen Faculty respondents elaborated on tenure and promotion criteria. Many Faculty respondents discussed the relationship of research and teaching in the tenure and promotion process. One respondent wrote, "The emphasis on research for tenure is out of balance compared with teaching or service at CSI." Another Faculty respondent stated, "Since CSI is a teaching college, teaching should be valued more in tenure evaluations." Another Faculty respondent shared, "Teaching is said to be valued but tenure and promotion are decided largely or entirely on research. Someone who is an excellent teacher but does not publish will not be tenured or promoted. Someone who is a productive in publishing but poor or average in teaching will be tenured and promoted. If the administration cared about teaching they would not care so much about publishing." Faculty respondents also commented on how tenure and promotion guidelines can be unclear and/or applied unequally. One Faculty respondent shared,

"The tenure and promotion standards appear to be unclear and, often, based on one or two "exceptional" examples of faculty members in previous years." Another Faculty respondent wrote, "During my time working towards tenure and promotion, especially towards full prof., there were shifting criteria all the time (e.g., how much grant writing even if not funded is valued). The previous president seemed extremely arbitrary in his decisions."

Administrative decision-making. Seventeen Faculty respondents commented on the administrative decision-making process. Most of these Faculty respondents were concerned about the lack of participation of faculty in the decision-making process. One Faculty respondent wrote, "Across CUNY decision making power has been taken out of the hands of faculty. Often times administrators coerce faculty to adopt a project and then say the project was done by faculty initiative." Another Faculty respondent noted, "Input by faculty do not always get implemented. It's frustrating to always be called to serve and one's contributions gets shelved. FoE was a major activity for a lot of faculty and nothing seems to have come out of it. Now we have the Student Success Taskforce and I wonder if any of the findings will be acted upon." Another Faculty respondent reported, "Sense that members of senior administration have an agenda that they are pushing irrespective of view of the faculty input." One Faculty respondent shared, "Administration pays lip service to "shared governance," but when push comes to shove, administrators do what they want."

Support. Ten Faculty respondents discussed the level of support they received from the college. Faculty respondents felt that CSI did not offer enough support to faculty members. One Faculty respondent observed, "Although CSI expects faculty to do research, teaching and service, I have never felt that it was really valued in the sense that it has been supported adequately." Another Faculty respondent noted, "There is pressure for research funding, but paltry startup packages, lack of access to graduate students, and heavy teaching loads make it very challenging for an experimental scientist." One Faculty respondent reported, "The college seems to follow the tenure standards of R1 universities yet fails to provide us R1-level resources." Some Faculty respondents noted even less support for those in the humanities and social sciences. One Faculty respondent shared, "Research is valued and expected - but resources are lacking. Poor facilities to support research in the Social Sciences and Professional fields. Lack of meeting space and

office space for graduate students and undergraduate research assistants. Science faculty get dedicated lab space - this is not provided to Social Science faculty as general policy."

Service requirements. Nine Faculty respondents who commented specifically on faculty service requirements. Some Faculty respondents commented on the balance between service and research, as well as how much service is valued by the college. One Faculty respondent wrote, "Service, teaching, and other work is highly valued by some colleagues and supervisors, but ignored and/or not recognized by many others and the institution as a whole." Another Faculty respondent wrote, "Service responsibilities and general work responsibilities can hamper research responsibilities. Often have to give up one for another, e.g., quality or work, teaching, service." Other Faculty respondents felt that the burden of service was too high at CSI. One Faculty respondent reported, "All faculty in my department are burdened by service responsibilities and junior faculty are expected to carry the load as well." Another Faculty respondent shared, "Service responsibilities are way too much of what most Faculty can handle. In order to value teaching and research, service assignments should be more realistic." Faculty respondents also noted the interplay between service and minority status. One Faculty respondent noted, "I do not have more service burden but I am aware that some of my colleagues do because students of color seek out faculty of color for support and this takes up much time." Another Faculty respondent observed, "Women and people of color are tacitly expected to do more service. Service is regarded as domestic labor and devalued as such."

Additionally, Faculty respondents[106] were asked to rate the degree to which they agreed with a series of statements related to faculty workplace climate. Chi-square analyses were conducted by faculty status,[107] gender identity,[108] racial identity,[109] sexual identity,[110] disability status,[111]

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[106]The reader will note that Faculty respondents included 506 Faculty/Librarian respondents and 77 Administrator with Faculty Rank respondents.

[107]Readers will note that 322 Faculty respondents further identified their positions as Assistant Professor ($n = 58$), Associate Professor ($n = 55$), Professor ($n = 45$), or Adjunct/Lecturer ($n = 164$).

[108]Transspectrum Faculty respondents ($n = 7$) were not included in the analyses because their numbers were too few to maintain confidentiality.

[109]Owing to low response numbers in many of the categories for racial identity, a new variable was created that combined all racial categories other than White; this new variable included two response categories named Faculty of Color ($n = 66$) and White ($n = 233$).

[110]Asexual/Other Faculty respondents ($n = 9$) were not included in the analyses because their numbers were too few to maintain confidentiality.

citizenship status, and faith-based affiliation. Significant differences are presented in the Tables 62 through 64.

Twenty-nine percent ($n = 64$) of Faculty respondents "strongly agreed" or "agreed" that salaries for Tenure-Track faculty positions were competitive.

Twenty-eight percent ($n = 77$) of Faculty respondents "strongly agreed" or "agreed" that salaries for adjunct professors were competitive. A smaller proportion of Adjunct/lecturer respondents (29%, $n = 41$) than Assistant Professor respondents (51%, $n = 24$), Associate Professor respondents (45%, $n = 22$), and Professor respondents (39%, $n = 15$) "strongly disagreed" that salaries for adjunct professors were competitive.

Twenty-six percent ($n = 52$) of Faculty respondents "strongly agreed" or "agreed" that salaries for Non-Tenure-Track faculty positions were competitive.

Sixty-five percent ($n = 161$) of Faculty respondents "strongly agreed" or "agreed" that health insurance benefits were competitive. Nearly double the proportion of Faculty Respondents of Color (27%, $n = 14$) than White Faculty respondents (14%, $n = 24$) "strongly disagreed" that health insurance benefits were competitive.

Sixty-four percent ($n = 146$) of Faculty respondents "strongly agreed" or "agreed" that retirement benefits were competitive. More than twice the proportion of Not-U.S. Citizen Faculty respondents (35%, $n = 22$) than U.S. Citizen Faculty respondents (16%, $n = 27$) "disagreed" that retirements benefits were competitive.

Table 62. **Faculty Respondents' Perceptions of Salary and Benefits**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*

[111]Faculty respondents with a Single Disability ($n = 23$) and Faculty respondents with Multiple Disabilities ($n = 8$) were collapsed into Faculty respondents with At Least One Disability ($n = 31$) to assure confidentiality was maintained.

Salaries for Tenure-Track Faculty positions are competitive.	**8**	**3.6**	**56**	**24.9**	**81**	**36.0**	**80**	**35.6**
Salaries for adjunct professors are competitive.	**12**	**4.3**	**65**	**23.3**	**100**	**35.8**	**102**	**36.6**
Faculty status[xcviii]								
Assistant Professor	0	0	7	14.9	16	34.0	24	51.1
Associate Professor	0	0	9	18.4	18	36.7	22	44.9
Professor	*n* < 5	---	6	15.4	17	43.6	15	38.5
Adjunct/Lecturer	11	7.6	43	29.9	49	34.0	41	28.5
Salaries for Non-Tenure-Track faculty are competitive.	**8**	**3.9**	**44**	**21.6**	**78**	**38.2**	**74**	**36.3**
Health insurance benefits are competitive.	**30**	**12.0**	**131**	**52.6**	**47**	**18.9**	**41**	**16.5**
Racial identity[xcix]								
White	18	10.2	100	56.5	35	19.8	24	13.6
Faculty of Color	10	19.2	19	36.5	9	17.3	14	26.9
Retirement benefits are competitive.	**23**	**10.0**	**123**	**53.7**	**49**	**21.4**	**34**	**14.8**
Citizenship Status[c]								
U.S. Citizen	19	11.5	96	58.2	27	16.4	23	13.9
Not-U.S. Citizen	*n* < 5	---	26	41.3	22	34.9	11	17.5

Note: Table includes Faculty respondents (*n* = 322) only.

Sixteen percent (*n* = 32) of Faculty respondents "strongly agreed" or "agreed" that people who do not have children were burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work weekends) (Table 63).

Fifty-two percent (*n* = 108) of Faculty respondents "strongly agreed" or "agreed" that people who had children or elder care were burdened with balancing work and family responsibilities (e.g., evening and evenings programing, workload brought home, CSI breaks not scheduled with school district breaks).

Twenty-nine percent (*n* = 63) of Faculty respondents "strongly agreed" or "agreed" that CSI provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).

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

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
People who do not have children are burdened with work responsibilities beyond those who do have children.	**11**	**5.4**	**21**	**10.4**	**134**	**66.3**	**36**	**17.8**
People who have children or elder care are burdened with balancing work and family responsibilities.	**20**	**9.7**	**88**	**42.7**	**87**	**42.2**	**11**	**5.3**
CSI provides adequate resources to help me manage work-life balance.	**10**	**4.6**	**53**	**24.5**	**95**	**44.0**	**58**	**26.9**

Note: Table includes Faculty respondents (*n* = 322) only.

As noted in Table 64, 67% (*n* = 167) of Faculty respondents "strongly agreed" or "agreed" that their colleagues included them in opportunities that will help their career as much as they do others in their position status. A much larger proportion of Professor respondents (71%, *n* = 28) than Adjunct/Lecturer respondents (41%, *n* = 45) "agreed" with this statement.

Sixty-two percent (*n* = 172) of Faculty respondents "strongly agreed" or "agreed" that the performance evaluation process was clear. A much larger proportion of Associate Professor respondents (44%, *n* = 23) than Adjunct/Lecturer respondents (16%, *n* = 22) "disagreed" that the performance evaluation was clear.

Fewer than half (48%, *n* = 128) of Faculty respondents "strongly agreed" or "agreed" that CSI provided them with resources to pursue professional development (e.g., conferences, materials, research and course design traveling). Adjunct/lecturer respondents (14%, *n* = 16) most often "strongly agreed" with this statement. A larger amount of Faculty respondents with At Least One Disability (38%, *n* = 11) than Faculty respondents with No Disability (21%, *n* = 48) "strongly disagreed" that CSI provided them with resources to pursue professional development.

Fifty-two percent (*n* = 150) of Faculty respondents "strongly agreed" or "agreed" that they had job security. Half (50%, *n* = 21) of Professor respondents "strongly agreed" that they had job

security. Twenty-nine percent ($n = 62$) of U.S. Citizen Faculty respondents and 12% ($n = 9$) of Not-U.S. Citizen Faculty "strongly disagreed" that they had job security.

Table 64. **Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
My colleagues include me in opportunities that will help my career as much as they do others in my position.	**36**	**14.5**	**131**	**52.6**	**66**	**26.5**	**16**	**6.4**
Faculty status[ci]								
Assistant Professor	7	14.3	31	63.3	10	20.4	*n* < 5	---
Associate Professor	6	11.8	27	52.9	17	33.3	*n* < 5	---
Professor	*n* < 5	---	28	71.8	8	20.5	*n* < 5	---
Adjunct/Lecturer	21	19.1	45	40.9	31	28.2	13	11.8
The performance evaluation process is clear.	**36**	**12.9**	**136**	**48.9**	**69**	**24.8**	**37**	**13.3**
Faculty status[cii]								
Assistant Professor	*n* < 5	---	29	56.9	13	25.5	7	13.7
Associate Professor	5	9.6	17	32.7	23	44.2	7	13.5
Professor	*n* < 5	10.0	23	57.5	11	27.5	*n* < 5	---
Adjunct/Lecturer	25	18.5	67	49.6	22	16.3	21	15.6
CSI provides me with resources to pursue professional development.	**20**	**7.5**	**108**	**40.3**	**81**	**30.2**	**59**	**22.0**
Faculty status[ciii]								
Assistant Professor	*n* < 5	---	26	47.3	20	36.4	8	14.5
Associate Professor	*n* < 5	---	21	38.2	20	36.4	11	20.0
Professor	0	0	16	38.1	15	35.7	11	26.2
Adjunct/Lecturer	16	13.8	45	38.8	26	22.4	29	25.0
Disability status[civ]								
At Least One Disability	0	0	*n* < 5	---	14	48.3	11	37.9
No Disability	20	8.5	101	43.2	65	27.8	48	20.5
I have job security.	**46**	**15.9**	**104**	**36.0**	**68**	**23.5**	**71**	**24.6**
Faculty status[cv]								
Assistant Professor	*n* < 5	---	25	44.6	21	37.5	7	12.5
Associate Professor	16	30.8	31	59.6	*n* < 5	---	*n* < 5	---
Professor	21	50.0	19	45.2	*n* < 5	---	0	0
Adjunct/Lecturer	6	4.3	29	20.9	43	30.9	61	43.9
Citizenship status[cvi]								
U.S. Citizen	30	14.0	69	32.1	54	25.1	62	28.8
Not-U.S. Citizen	15	20.5	35	47.9	14	19.2	9	12.3

Note: Table includes Faculty respondents (*n* = 322) only.

There were 91 Faculty respondents who elaborated on their responses to previous statements about salary, benefits, work-life balance, professional development, and evaluation. Three themes emerged from their responses: adjunct concerns, faculty support, and salary.

Adjunct concerns. Of the 91 Faculty respondents, 25 Faculty respondents discussed concerns related to being in an adjunct position. The most prominent concern was job security. Adjuncts were never assured of what their position status would be. One Faculty respondent wrote, "The lack of job security as an adjunct is a constant worry. Over the past few semesters, my hours have been cut substantially without prior notice, seriously affecting my ability to meet my financial obligations." Another Faculty respondent noted, "I am an adjunct; I feel that I could be fired at any time for any reason." A Faculty respondent shared, "From semester to semester I do not take my reappointment for granted and I keep an eye on my course assignments." Another Faculty respondent wrote, "As adjunct since 2007, I still have no job security since my assignments are based on number of students registered." Adjuncts were also concerned about low pay, lack of respect, and lack of benefits and other resources. One Faculty respondent reported, "Adjuncts don't get parental leave. We don't get family health benefits. We don't get travel funds to attend conferences, except from a union fund, and that only every 2-3 years. And we don't get paid to go to professional development." Another Faculty respondent shared, "As an adjunct, it doesn't seem as though many full-time faculty and department members respect our contributions. We are given tight offices to be shared with many others. We aren't supplied with adequate office supplies. Budgets aren't created to pay for workshop training and contributions." Another Faculty respondent stated simply, "Adjunct faculty simply don't count."

Faculty support. There were 18 Faculty respondents who commented on the amount of support they received from CSI. Most Faculty respondents focused specifically on resources for research and travel funds. One Faculty respondent noted, "Junior faculty are expected to pursue research yet there are limited resources for us to pursue our projects." Another Faculty respondent reported, "There is no annual research budget. Zero dollars." Another Faculty respondent wrote, "CSI has inadequate funding for research and travel. These are one of the first areas that the administration is cutting in 2016-17." Another Faculty respondent shared, "With the decrease in travel funding to $400 a faculty member, it will be hard to attend multiple conferences a year. As

a faculty member, I feel like the research expectations are high at this institution, but the resources (like travel funding) are low." A Faculty respondent shared, "Cutbacks have reduced the reimbursement of conference attendance costs, making it prohibitive to attend conferences even if I'm presenting. This shortfall detracts from my professional development." Another Faculty respondent noted, "Funding for conferences, materials, research, course design and traveling is not enough."

Salary. Sixteen Faculty respondents had concerns about salary. One Faculty respondent wrote, "Salaries are not at all competitive. We have lost faculty due to low salaries for several years now. If the contract isn't resolved, there will be a lot more attrition over the years." Another Faculty respondent noted, "Salaries for tenure-track positions are competitive in terms of other higher education institutions in the area but not competitive in terms of cost of living." Another Faculty respondent shared, "Salaries are inadequate given the high cost of living in NYC and transportation to/from Staten Island. Faculty who live in other boroughs need a break on the Verrazano toll, same as residents of Staten Island." Another Faculty respondent shared, "We do not have a contract for 6 years, my salary did not increase for 2 years. I am working outside as a consultant to make sufficient living."

Seventy-five percent ($n = 242$) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by faculty in their department/program (Table 65).

Seventy-six percent ($n = 243$) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by their department/program chairs.

Sixty-five percent ($n = 204$) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by other faculty at CSI. A larger proportion of Faculty respondents with At Least One Disability (20%, $n = 6$) than Faculty respondents with No Disability (7%, $n = 19$) "disagreed" that they felt valued by other faculty at CSI.

Eighty-six percent ($n = 269$) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by students in the classroom.

Forty-three percent ($n = 136$) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by CSI senior administrators (e.g., dean, vice president, provost). Twice the amount of Assistant Professor respondents (48%, $n = 28$) than Adjunct/Lecturer respondents (19%, $n = 30$) "agreed" that they felt valued by CSI senior administrators.

Table 65. **Faculty Respondents' Feelings of Value**

Feelings of value	Strongly agree n	Strongly agree %	Agree n	Agree %	Neither agree nor disagree n	Neither agree nor disagree %	Disagree n	Disagree %	Strongly disagree n	Strongly disagree %
I feel valued by faculty in my department/program.	**114**	**35.4**	**128**	**39.8**	**44**	**13.7**	**20**	**6.2**	**15**	**4.7**
I feel valued by my department/program chair.	**132**	**41.0**	**111**	**34.5**	**45**	**14.0**	**16**	**5.0**	**15**	**4.7**
I feel valued by other faculty at CSI.	**81**	**25.9**	**123**	**39.3**	**74**	**23.6**	**26**	**8.3**	**9**	**2.9**
Disability status[cvii]										
At Least One Disability	*n* < 5	---	8	26.7	9	30.0	6	20.0	*n* < 5	---
No Disability	74	26.8	113	40.9	64	23.2	19	6.9	6	2.2
I feel valued by students in the classroom.	**127**	**40.4**	**142**	**45.2**	**29**	**9.2**	**12**	**3.8**	**4**	**1.3**
I feel valued by CSI senior administrators (e.g., dean, vice president, provost).	**52**	**16.6**	**84**	**26.8**	**98**	**31.2**	**52**	**16.6**	**28**	**8.9**
Faculty status[cviii]										
Assistant Professor	6	10.3	28	48.3	10	17.2	12	20.7	*n* < 5	---
Associate Professor	9	16.7	13	24.1	17	31.5	9	16.7	6	11.1
Professor	9	20.5	13	29.5	11	25.0	7	15.9	*n* < 5	---
Adjunct/Lecturer	28	17.7	30	19.0	60	38.0	24	15.2	16	10.1

Note: Table includes Faculty respondents ($n = 322$) only.

Tables 66 and 67 depicts Faculty respondents' attitudes about certain aspects of the climate in their departments/programs and at CSI. Chi-square analyses were conducted by faculty status,[112] gender identity,[113] racial identity,[114] sexual identity,[115] disability status,[116] citizenship status, and faith-based affiliation. Significant differences are presented in Table 66.

Seventeen percent ($n = 51$) of Faculty respondents "strongly agreed" or "agreed" that faculty in their departments/programs prejudged their abilities based on their perception of their identity/background. A larger proportion of Faculty Respondents of Color (11%, $n = 7$) than White Faculty respondents (3%, $n = 7$) "strongly agreed" that faculty in their departments/programs prejudged their abilities based on their perception of their identity/background.

Eleven percent ($n = 34$) of Faculty respondents "strongly agreed" or "agreed" that their departments/program chairs prejudged their abilities based on their perception of their identity/background.

Forty-four percent ($n = 139$) of Faculty respondents "strongly agreed" or "agreed" that CSI encouraged free and open discussion of difficult topics. More Associate Professor respondents (29%, $n = 16$) than Professor respondents (21%, $n = 9$), Assistant Professor respondents (19%, $n = 11$), and Adjunct/lecturer respondents (9%, $n = 15$) "disagreed" that CSI encouraged free and open discussion of difficult topics. Three times the proportion of LGBQ Faculty respondents (16%, $n = 5$) than Heterosexual Faculty respondents (5%, $n = 13$) "strongly disagreed" with this statement.

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[112]Readers will note that 322 Faculty respondents further identified their positions as Assistant Professor ($n = 58$), Associate Professor ($n = 55$), Professor ($n = 45$), or Adjunct/Lecturer ($n = 164$).
[113]Transspectrum Faculty respondents ($n = 7$) were not included in the analyses because their numbers were too few to maintain confidentiality.
[114]Owing to low response numbers in many of the categories for racial identity, a new variable was created that combined all racial categories other than White; this new variable included two response categories named Faculty of Color ($n = 66$) and White ($n = 233$).
[115]Asexual/Other Faculty respondents ($n = 9$) were not included in the analyses because their numbers were too few to maintain confidentiality.
[116]Faculty respondents with a Single Disability ($n = 23$) and Faculty respondents with Multiple Disabilities ($n = 8$) were collapsed into Faculty respondents with At Least One Disability ($n = 31$) to assure confidentiality was maintained.

Table 66. **Faculty Respondents' Perception of Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I think that faculty in my department/program pre-judge my abilities based on their perception of my identity/background.	**15**	**4.9**	**36**	**11.7**	**89**	**29.0**	**92**	**30.0**	**75**	**24.4**
Racial identity[cix]										
White	7	3.1	26	11.6	61	27.2	70	31.1	60	26.8
Faculty of Color	7	11.3	8	12.9	22	35.5	14	22.6	11	17.7
I think that my department/program chair pre-judges my abilities based on their perception of my identity/background.	**13**	**4.2**	**21**	**6.9**	**84**	**27.5**	**96**	**31.4**	**92**	**30.1**
I believe that CSI encourages free and open discussion of difficult topics.	**49**	**15.5**	**90**	**28.5**	**105**	**33.2**	**51**	**16.1**	**21**	**6.6**
Faculty status[cx]										
Assistant Professor	*n* < 5	---	20	35.1	21	36.8	11	19.3	*n* < 5	---
Associate Professor	*n* < 5	---	11	20.0	21	38.2	16	29.1	5	9.1
Professor	7	15.9	12	27.3	14	31.8	9	20.5	*n* < 5	---
Adjunct/Lecturer	38	23.8	47	29.4	49	30.6	15	9.4	11	6.9
Sexual identity[cxi]										
LGBQ	*n* < 5	---	5	15.6	10	31.3	8	25.0	5	15.6
Heterosexual	42	16.0	83	31.7	86	32.8	38	14.5	13	5.0

Note: Table includes Faculty respondents (*n* = 322) only.

Forty-seven percent ($n = 136$) of Faculty respondents "strongly agreed" or "agreed" that their research/scholarship was valued (Table 67). A much smaller proportion of Adjunct/Lecturer respondents (18%, $n = 24$) than Professor respondents (49%, $n = 22$), Assistant Professor respondents (41%, $n = 23$), and Associate Professor respondents (36%, $n = 20$) "agreed" that their research/scholarship was valued.

Sixty-six percent ($n = 210$) of Faculty respondents "strongly agreed" or "agreed" that their teaching was valued. A larger proportion of Adjunct/Lecturer respondents (32%, $n = 52$) than Professor respondents (21%, $n = 9$), Assistant Professor respondents (14%, $n = 8$), and Associate Professor respondents (11%, $n = 6$) "strongly agreed" that their teaching was valued.

Fifty-four percent ($n = 164$) of Faculty respondents "strongly agreed" or "agreed" that their service contributions were valued.

Table 67. **Faculty Respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel that my research/scholarship is valued.	**47**	**16.3**	**89**	**30.9**	**101**	**35.1**	**36**	**12.5**	**15**	**5.2**
Faculty status[cxii]										
Assistant Professor	11	19.6	23	41.1	13	23.2	7	12.5	$n < 5$	---
Associate Professor	$n < 5$	7.3	20	36.4	15	27.3	12	21.8	$n < 5$	---
Professor	9	20.0	22	48.9	6	13.3	6	13.3	$n < 5$	---
Adjunct/Lecturer	23	17.4	24	18.2	67	50.8	11	8.3	7	5.3
I feel that my teaching is valued.	**75**	**23.7**	**135**	**42.6**	**56**	**17.7**	**41**	**12.9**	**10**	**3.2**
Faculty status[cxiii]										
Assistant Professor	8	14.0	25	43.9	13	22.8	8	14.0	$n < 5$	---
Associate Professor	6	10.9	19	34.5	14	25.5	14	25.5	$n < 5$	---
Professor	9	20.9	22	51.2	6	14.0	6	14.0	0	0
Adjunct/Lecturer	52	32.1	69	42.6	23	14.2	13	8.0	5	3.1
I feel that my service contributions are valued.	**56**	**18.5**	**108**	**35.6**	**84**	**27.7**	**36**	**11.9**	**19**	**6.3**

Note: Table includes Faculty respondents ($n = 322$) only.

[lxxxvi]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that tenure standards/promotion standards were applied equally to faculty in their college by racial identity: χ^2 (3, N = 218) = 9.0, p < .05.

[lxxxvii]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that tenure standards/promotion standards were applied equally to faculty in their college by racial identity: χ^2 (3, N = 218) = 9.0, p < .05.

[lxxxviii]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that teaching was valued by faculty status: χ^2 (9, N = 304) = 39.8, p < .001.

[lxxxix]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that teaching was valued by disability status: χ^2 (3, N = 297) = 23.2, p < .001.

[xc]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that service contributions were valued by faculty status: χ^2 (9, N = 263) = 23.2, p < .01.

[xci]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations by faculty status: χ^2 (9, N = 224) = 23.7, p < .01.

[xcii]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations by disability status: χ^2 (3, N = 218) = 14.1, p < .01.

[xciii]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they performed more work to help students than did their colleagues by faculty status: χ^2 (9, N = 246) = 28.2, p < .01.

[xciv]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they performed more work to help students than did their colleagues by disability status: χ^2 (3, N = 240) = 14.9, p < .01.

[xcv]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they performed more work to help students than did their colleagues by racial identity: χ^2 (3, N = 231) = 12.9, p < .01.

[xcvi]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that faculty opinions were valued within CSI committees by disability status: χ^2 (3, N = 226) = 10.3, p < .05.

[xcvii]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they had opportunities to participate in substantive committee assignments by faculty status: χ^2 (9, N = 228) = 38.2, p < .001.

[xcviii]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that salaries for adjunct professors are competitive by faculty status: χ^2 (9, N = 279) = 20.9, p < .05.

[xcix]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that health insurance benefits were competitive by racial identity: χ^2 (3, N = 229) = 10.2, p < .05.

[c]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that retirement benefits were competitive by citizenship status: χ^2 (3, N = 228) = 11.3, p < .05.

[ci]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that their colleagues included them in opportunities that will help their career as much as they did others in their position by faculty status: χ^2 (9, N = 249) = 22.0, p < .01.

[cii]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that the performance evaluation process was clear by faculty status: χ^2 (9, N = 278) = 25.8, p < .01.

[ciii]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that CSI provided them with resources to pursue professional development by faculty status: χ^2 (9, N = 268) = 19.3, p < .05.

[civ]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that CSI provided them with resources to pursue professional development by disability status: χ^2 (3, N = 263) = 15.2, p < .01.

[cv]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they had job security by faculty status: χ^2 (9, N = 289) = 137.6, p < .001.

[cvi]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they had job security by citizenship status: χ^2 (3, N = 288) = 12.1, p < .01.

[cvii]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt valued by other faculty at CSI by disability status: χ^2 (4, $N = 306$) = 15.2, $p < .01$.

[cviii]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt valued by CSI senior administrators (e.g., dean, vice president, provost) by faculty status: χ^2 (12, $N = 314$) = 25.5, $p < .05$.

[cix]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that faculty in their department/program pre-judged their abilities based on their perception of their identity/background by racial identity: χ^2 (4, $N = 286$) = 10.7, $p < .05$.

[cx]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they believed that CSI encouraged free and open discussion of difficult topics by faculty status: χ^2 (12, $N = 316$) = 32.7, $p < .01$.

[cxi]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they believed that CSI encouraged free and open discussion of difficult topics by sexual identity: χ^2 (4, $N = 294$) = 10.0, $p < .05$.

[cxii]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt that their research/scholarship was valued by faculty status: χ^2 (12, $N = 288$) = 42.6, $p < .001$.

[cxiii]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt that their teaching was valued by faculty status: χ^2 (12, $N = 317$) = 28.8, $p < .01$.

Faculty and Staff/Executive respondents Who Have Seriously Considered Leaving CSI

Fifty-nine percent ($n = 2,174$) of respondents had seriously considered leaving CSI. With regard to employee position status, 44% ($n = 142$) of Faculty respondents and 49% ($n = 267$) of Staff/Executive respondents had seriously considered leaving CSI in the past year. Subsequent analyses found significant differences by staff status, faculty status, gender identity, sexual identity, racial identity, disability status, faith-based affiliation, and age:

- By staff status: 44% ($n = 86$) of Hourly Staff respondents and 53% ($n = 174$) of Salary Staff respondents seriously considered leaving the College.[cxiv]

- By faculty status, 60% each of Associate Professor respondents ($n = 33$) and Professor respondents ($n = 27$), 53% ($n = 31$) of Assistant Professor respondents, and 31% ($n = 51$) of Adjunct/Lecturer respondents seriously considered leaving the College.[cxv]

- By gender identity: 89% ($n = 8$) of Transspectrum employee respondents, 52% ($n = 135$) of Men employee respondents and 44% ($n = 259$) of Women employee respondents seriously considered leaving the College.[cxvi]

- By sexual identity: 61% ($n = 38$) of LGBQ employee respondents, 59% ($n = 17$) of Asexual/Other employee respondents, and 45% ($n = 323$) of Heterosexual employee respondents seriously considered leaving the College.[cxvii]

- By racial identity: 53% ($n = 100$) of Employee Respondents of Color and 44% ($n = 264$) of White employee respondents seriously considered leaving the College.[cxviii]

- By disability status: 70% ($n = 33$) of employee respondents with a Single Disability, 47% ($n = 9$) of employee respondents with Multiple Disabilities, and 46% ($n = 361$) of employee respondents with No Disability seriously considered leaving the College.[cxix]

- By faith-based affiliation: 60% ($n = 28$) of employee respondents with Multiple Affiliations, 57% ($n = 129$) of employee respondents with No Affiliation, 45% ($n = 41$) of employee respondents with Other Faith-Based Affiliations, and 41% ($n = 187$) of employee respondents with Christian Affiliations seriously considered leaving the College.[cxx]

- By age: 56% ($n = 68$) of employee respondents between ages 25 and 34 years, 53% ($n = 93$) of employee respondents between ages 35 and 44 years, 51% ($n = 95$) of employee

respondents between ages 45 and 54 years, 40% ($n = 78$) of employee respondents between ages 55 and 64 years, 32% ($n = 6$) of employee respondents between ages 22 and 24 years, and 23% ($n = 15$) of employee respondents between ages 65 years and older seriously considered leaving the College.[cxxi]

Sixty-one percent ($n = 249$) of those Faculty and Staff/Executive respondents who seriously considered leaving did so because of financial reasons (Table 68) while 50% ($n = 206$) seriously considered leaving because of limited opportunities for advancement. Other reasons included increased workload (34%, $n = 138$), lack of sense of belonging (29%, $n = 117$), interested in a position elsewhere (27%, $n = 112$), campus climate was unwelcoming (26%, $n = 105$), and dissatisfied with current benefits (25%, 104). "Other" responses submitted by respondents included "adjuncts not respected," "bureaucracy is soul-sucking and time-wasting," "can't get full-time work/broken promises," "commute is too long," "constant turnover in administration and supervisors," "corporatization of culture on campus," "cost of living in NYC," "current political climate on campus," "department understaffed," "extremely low academic standards," "feeling invisible/disrespected," "frustrated with the apathy of the workforce," "inability to accommodate scheduling needs," "inadequate leadership of ECP's," "ongoing sexual harassment and hostile environment," "racism left unaddressed," "student classroom behaviors/attitudes," "student unpreparedness," "lack of child care," "underpaid and overworked," and "working conditions i.e., broken chairs, desks dirty, unkempt facility."

Table 68. **Reasons Why Faculty and Staff/Executive Respondents Considered Leaving CSI**

Reason	*n*	*%*
Financial reasons (salary, resources, etc.)	249	60.9
Limited opportunities for advancement	206	50.4
Increased workload	138	33.7
Lack of sense of belonging	117	28.6
Interested in a position elsewhere	112	27.4
Campus climate was unwelcoming	105	25.7
Dissatisfied with current benefits	104	25.4
Working relationship with supervisor/manager	99	24.2
Recruited or offered a position elsewhere	62	15.2
Working relationship with co-workers	61	14.9
Family responsibilities	37	9.0
Personal reasons (medical, mental health, family emergencies, etc.)	20	4.9
Local community did not meet my (my family) needs	19	4.6
Relocation	18	4.4
Spouse or partner unable to find suitable employment	5	1.2
Spouse or partner relocated	*n* < 5	---
A reason not listed above	98	24.0

Note: Table includes responses only from those Faculty and Staff/Executive respondents who indicated on the survey that they had seriously considered leaving CSI in the past year (*n* = 409).

Faculty and Staff/Executive respondents were offered the opportunity to elaborate on why they seriously considered leaving CSI, and 262 of them provided commentary. The top five themes for Employee respondents (159 Staff/Executive, 103 Faculty) were salary concerns, incivility in the workplace, lack of advancement opportunities, untenable workload, and lack of appreciation for work performed.

Salary concerns. Of the 262 Employee respondents, 77 respondents had concerns about their salary at CSI. Employee respondents felt that salaries were way too low, sometimes barely enough to make a living. One Employee respondent reported, "No raise in 7 years with an

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increased workload every year." Another Employee respondent shared, "I am the breadwinner in my family and currently am struggling to make ends meet. CUNY salaries are at least 20% lower than those at other public universities in the area. I am actively looking for work elsewhere." Another Employee respondent shared, "Can barely afford to live in NY on the CUNY salary. Have gone into debt funding research and conference travel that are both necessary for career advancement but not adequately funded by the college (and I say this as the grateful recipient of multiple Provost Travel Funds--it's still not enough to cover costs)." An Employee respondent stated, "If my wife didn't have a better job than I do, we could not afford to live in NY on an adjunct's salary." Another Employee respondent wrote, "The salary is too low for my responsibilities. We're almost always working out of contract. 7 years without a cost of living increase is totally unreasonable. Having a difficult time making ends meet."

Incivility in the workplace. Sixty-one Employee respondents commented on their workplace environment. Some Employee respondents reported having supervisors or coworkers that made their job unpleasant. One Employee respondent reported, "My boss treats the administrative staff (2 people) like dirt, and if you aren't in his "club" he and the "club" make sure you know you don't belong." Another Employee respondent wrote, "Supervisor was very hard to work for and there is staff in the office that should not be here. The problem with CSI is that there are a lot of nice people but they can't do the job." Another Employee respondent observed, "How colleagues, supervisors and peers from other departments treat each other are less than humane. There is no collegiality. I think the tenure process also breeds this. Also, I see very poor management skills on campus." Other Employee respondents commented more broadly about the quality of their workplace environment. One Employee respondent wrote, "The morale in our office is at an all-time low. We offer suggestions for improvement and nothing changes." Another Employee respondent shared, "I have found our department to be an unfriendly, negative department where a few individuals attempt to take over and bully others. Not a collegial environment." An Employee respondent reported, "There are obvious "factions" within my department, if you don't appear to take sides you're treated with hostility. There are several faculty members in the department who have been responsible for the hostile environment, unfortunately they are friendly with the chair and nothing is done to stop the hostility, in fact, it may be encouraged." Another Employee respondent wrote, "The atmosphere of the College has

turned into a negative place to be, filled with professors, administrators and supervisors who only partake in the bare minimum. Rather than have forward thinking, these people, who ultimately run the "climate" of CSI, have done nothing to change the reputation the college now holds, and forward thinking people leave exactly for this reason; because there is no growth, no opportunity to improve the flawed, and no chance to make the campus better for students."

Lack of advancement opportunities. Thirty-eight Employee respondents lamented the lack of opportunities for advancement. One Employee respondent observed, "The College of Staten Island is based on the College Assistant model, offering limited opportunities for advancement. I, and many of my colleagues, are educated and hardworking staff members, who would be better compensated for our work if we were to do the same job at other CUNY campuses." Another Employee respondent shared, "I was interested in advancing my career. Here at CSI there is very little if any room for advancement in my current job category." Another Employee respondent wrote, "There was little opportunity for advancement. My immediate supervisor was cold and avoided me, in any of my overtures to interact or to try to become more integrally involved in the program." Some Employee respondents commented specifically on their interest in moving to a full time position. One Employee respondent wrote, "As a fellow alumni of the College of Staten Island and current staff member, I feel the lack of full-time positions for entry-level hires is little to non-existent. As a dedicated, hard-working staff member of the college community at large it is very discouraging when you come to the realization that there is minimum room for advancement." Another Employee respondent shared, "I am part time cleaner and need a full-time daytime position and have been waiting for 2 years now."

Untenable workload. Thirty-two Employee respondents were concerned about their workload. One Employee respondent wrote, "workload has increased and when someone leaves or retires that person is not replaced and we have to absorb all the extra work and that includes other departments in our area all this extra work we have to do and our pay has remain the same for the last 6 years at least if we got some kind of raise maybe the extra work wouldn't bother as much not that it would make a difference the extra workload can be a burden when you're pressed for time as management does not want you working extra time." Another Employee respondent shared, "I considered leaving because the workload was so high that it was affecting my health. I

had little work-life balance. Also, the job requires more service/administrative duties than expected and I prefer to focus on teaching and research." Another Employee respondent wrote, "Offices are seriously understaffed. The result is either inability to accomplish work or work long hours and weekends."

Lack of appreciation for work performed. Thirty-one Employee respondents did not feel that they were appreciated for their service to the college. One Employee respondent shared, "As an hourly worker for going on ten years soon, I have felt all but ignored for years in my department." Another Employee respondent observed, "There is a general sense of frustration. Staff is not appreciated and nothing is done right. Efforts go unacknowledged and there is not a positive atmosphere." Another Employee respondent wrote, "I do not like the way staff is treated on this campus. In comparison to other groups (administration and faculty.), we are severely undervalued and underpaid for the work that we do." One Employee respondent reported, "I do not feel appreciated." Another Employee respondent observed, "Adjuncts are insecure and, at times, treated as less than equal to other faculty members."

[cxiv]A chi-square test was conducted to compare percentages of Staff/Executive respondents who indicated that they seriously considered leaving CSI by staff status: $\chi^2(1, N = 527) = 4.06, p < .05$.

[cxv]A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they seriously considered leaving CSI by faculty status: $\chi^2(3, N = 322) = 23.6, p < .001$.

[cxvi]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they seriously considered leaving CSI by gender identity: $\chi^2(2, N = 853) = 10.5, p < .01$.

[cxvii]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they seriously considered leaving CSI by sexual identity: $\chi^2(2, N = 817) = 8.3, p < .05$.

[cxviii]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they seriously considered leaving CSI by racial identity: $\chi^2(1, N = 791) = 5.1, p < .05$.

[cxix]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they seriously considered leaving CSI by disability status: $\chi^2(2, N = 849) = 10.3, p < .01$.

[cxx]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they seriously considered leaving CSI by faith-based affiliation: $\chi^2(3, N = 822) = 18.6, p < .001$.

[cxxi]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they seriously considered leaving CSI by age: $\chi^2(7, N = 775) = 32.7, p < .001$.

Summary

The results from this section suggest that most Faculty and Staff/Executive respondents generally hold positive attitudes about CSI policies and processes. Few CSI employees had observed unfair or unjust hiring (22%), unfair or unjust disciplinary actions (30%), or unfair or unjust promotion, tenure, and/or reclassification (13%). Nepotism/cronyism, ethnicity, age, racial identity, gender identity, position status, and length of service at CSI were the top perceived bases for many of the reported discriminatory employment practices.

The majority of Staff respondents "strongly agreed" or "agreed" that they had colleagues and supervisors who gave them job/career advice or guidance, that the performance evaluations were clear, that CSI and their supervisors provided them with support and resources (for both professional development and to work toward work-life balance), and that they were able to complete their assigned duties during scheduled hours. A small group of Staff/Executive respondents agreed that they were pressured by departmental/program work requirements that occurred outside normally scheduled hours. More than half of Staff/Executive respondents felt that their workload was permanently increased without additional compensation as a result of other staff departures. They also felt a hierarchy existed within staff positions that allowed some voices to be valued more than others. The majority of Staff/Executive respondents felt that their skills, work, and talents were valued at CSI.

The majority of Faculty respondents "strongly agreed" or "agreed" that CSI's tenure/promotion process was clear, that they were supported and mentioned during the tenure-track years, and that teaching, research, and service contributions were valued by CSI. A small group of Faculty respondents felt that salaries for Tenure-Track faculty positions were competitive, that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations, and that they were pressured to change their research/scholarship agenda to achieve tenure/promotion. The majority of Faculty respondents felt valued by faculty in their department, their department/program chairs, other faculty at CSI, and students in the classroom.

Not surprisingly, analyses revealed significant differences in responses among groups, where the answers of respondents with At Least One Disability, LGBQ respondents, Women respondents, and Respondents of Color were generally less positive than the responses of other groups.

Student Perceptions of Campus Climate

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

Students' *Perceived Academic Success*

As mentioned earlier in this report, a confirmatory factor analysis was conducted on one scale embedded in Question 12 of the survey. The scale, termed "Perceived Academic Success" for the purposes of this project, was developed using Pascarella and Terenzini's *(1980) Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining student persistence. The first seven sub-questions of Question 12 of the survey reflect the questions on this scale (Table 69).

The questions in each scale were answered on a Likert metric from strongly agree to strongly disagree (scored 1 for strongly agree and 5 for strongly disagree). For the purposes of analysis, Student respondents who did not answer all scale sub-questions were not included in the analysis. Approximately four percent (4.3%) of potential Student respondents were removed from the analysis as a result of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.[117] One question from the scale (Q12_A_2) did not hold with the construct and was removed; the scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach's alpha) of the scale was 0.881 (after removing the question noted above) which is high, meaning that the scale produces consistent results. With Q12_A_2 included, Cronbach's alpha was only 0.766.

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

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

Scale	Survey item number	Academic experience
	Q12_1	I am performing up to my full academic potential.
	Q12_3	I am satisfied with my academic experience at CSI.
Perceived Academic Success	Q12_4	I am satisfied with the extent of my intellectual development since enrolling at CSI.
	Q12_5	I have performed academically as well as I anticipated I would.
	Q12_6	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	Q12_7	My interest in ideas and intellectual matters has increased since coming CSI.

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

Means Testing Methodology

After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for Student respondents were analyzed using a *t*-test for difference of means. Additionally, where *n*'s were of sufficient size, separate analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first level categories in the following demographic areas:

- o Racial identity (Asian/Asian American/South Asians, Black/African Americans, Hispanics/Latin@s/Chican@s, Other People of Color, White People, Multiracial People)
- o Sexual identity (LGBQ, Heterosexual, Asexual/Other)
- o Disability status (Single Disability, No Disability, Multiple Disabilities)
- o First-Generation status (First-Generation, Not-First-Generation)
- o Income status (Low-Income, Not-Low-Income)

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

Means Testing Results

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

Racial Identity

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate Student respondents by Racial Identity on *Perceived Academic Success* (Table 70).

Table 70. **Undergraduate Students Respondents' Perceived Academic Success by Racial Identity**

Racial Identity	*n*	Mean	Std. Dev.	Minimum	Maximum
White Only	897	2.091	0.709	1.00	5.00
Multiracial	235	2.275	0.758	1.00	5.00
Hispanic/Latin@/Chican@	480	2.135	0.674	1.00	4.00
Black/African American	356	2.277	0.720	1.00	4.83
Asian/Asian American/South Asian	320	2.176	0.679	1.00	4.50
Other People of Color	108	2.065	0.636	1.00	3.67

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for three comparisons—Black/African American vs. Hispanic/Latin@/Chican@, Black/African American vs. White Only, and White Only vs. Multiple Race. These findings suggest that Black/African American Undergraduate Student respondents have less *Perceived Academic Success* than Hispanic/Latin@/Chican@ and White Undergraduate Student respondents. They also suggest that Multiple Race Undergraduate Student respondents have less *Perceived Academic Success* than White Undergraduate Student respondents (Table 71).

Table 71. **Difference between Means for Undergraduate Student Respondents for Perceived Academic Success by Racial Identity**

Groups Compared	Mean Difference
Other People of Color vs. Asian/Asian American/South Asian	-0.111
Other People of Color vs. Black/African American	-0.212
Other People of Color vs. Hispanic/Latin@/Chican@	-0.070
Other People of Color vs. White Only	-0.026
Other People of Color vs. Multiracial	-0.210
Asian/Asian American/South Asian vs. Black/African American	-0.101
Asian/Asian American/South Asian vs. Hispanic/Latin@/Chican@	0.040
Asian/Asian American/South Asian vs. White Only	0.085
Asian/Asian American/South Asian vs. Multiracial	-0.100
Black/African American vs. Hispanic/Latin@/Chican@	0.142[*]
Black/African American vs. White Only	0.186[*]
Black/African American vs. Multiracial	0.002
Hispanic/Latin@/Chican@ vs. White Only	0.044
Hispanic/Latin@/Chican@ vs. Multiracial	-0.140
White Only vs. Multiracial	-0.185[*]

*p < .05

No significant difference existed in the overall test for means for Graduate Student respondents by Racial Identity (Table 72).

Table 72. **Graduate Students Respondents' Perceived Academic Success by Racial Identity**

Racial Identity	*n*	Mean	Std. Dev.	Minimum	Maximum
White Only	90	1.980	0.720	1.00	4.00
Multiracial	16	2.031	0.929	1.00	4.00
Hispanic/Latin@/Chican@	29	2.040	0.780	1.00	4.00
Black/African American	9	2.037	0.811	1.17	3.50
Asian/Asian American/South Asian	31	1.973	0.697	1.00	4.67
Other People of Color	*n* < 5	1.458	0.699	1.00	2.50

The overall test was not significant, therefore no subsequent analyses on *Perceived Academic Success* for Graduate Students were run.

Sexual Identity

No significant difference existed in the overall test for means for Undergraduate Student respondents by Sexual Identity on *Perceived Academic Success*. A significant difference existed ($p < .05$) in the overall test for means for Graduate Student respondents by Sexual Identity on *Perceived Academic Success* (Table 73). The effect size for the Graduate Student respondents ($d = .89$) exceeded Cohen's (1988) classification of a large effect ($d = .80$). These findings suggest that LGBQ Graduate Student respondents have larger *Perceived Academic Success* than Heterosexual Graduate Student respondents.

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

Sexual Identity	Undergraduate Student Respondents			Graduate Student Respondents		
	n	Mean	Std. Dev.	*n*	Mean	Std. Dev.
LGBQ	294	2.193	0.773	12	1.472	0.460
Heterosexual	1,850	2.150	0.700	156	2.009	0.719
Mean difference	**0.040**			**-0.536***		

*$p < .05$

Disability Status

No significant difference existed in the overall test for means for Undergraduate or Graduate Student respondents by Disability Status on *Perceived Academic Success* (Table 74).

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

	Undergraduate Student Respondents			Graduate Student Respondents		
Disability Status	***n***	**Mean**	**Std. Dev.**	***n***	**Mean**	**Std. Dev.**
Disability	156	2.221	0.714	13	2.026	0.729
No Disability	2,293	2.149	0.707	158	1.937	0.690
Mean difference	**0.072**			**0.089**		

First-Generation Status

No significant difference existed in the overall test for means for Undergraduate or Graduate Student respondents by First-Generation Status on *Perceived Academic Success* (Table 75).

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

	Undergraduate Student Respondents			Graduate Student Respondents		
First-Generation Status	***n***	**Mean**	**Std. Dev.**	***n***	**Mean**	**Std. Dev.**
First-Generation	1,454	2.152	0.708	91	1.927	0.670
Not-First-Generation	1,041	2.161	0.715	99	2.029	0.792
Mean difference	**-0.009**			**-0.102**		

Income Status

No significant difference existed in the overall test for means for Undergraduate or Graduate Student respondents by Income Status on *Perceived Academic Success* (Table 76).

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

	Undergraduate Student Respondents			Graduate Student Respondents		
Income Status	***n***	**Mean**	**Std. Dev.**	***n***	**Mean**	**Std. Dev.**
Low-Income	927	2.140	0.718	54	2.065	0.799
Not-Low-Income	1,457	2.156	0.709	131	1.933	0.689
Mean difference	**-0.016**			**0.132**		

Students' Perceptions of Campus Climate

One of the survey items asked Students the degree to which they agreed with ten statements about their interactions with faculty, students, staff members, and senior administrators at CSI (Table 77). Sixty-two percent ($n = 1,727$) of Student respondents "strongly agreed" or "agreed" that they felt valued by CSI faculty, 56% ($n = 1,559$) "strongly agreed" or "agreed" that they felt valued by CSI staff, and 47% ($n = 1,313$) "strongly agreed" or "agreed" that they felt valued by CSI senior administrators (e.g., dean, vice president, provost). Frequencies and significant differences based on student status, gender identity,[118] racial identity, sexual identity, disability status, Income status, and first-generation status are provided in Tables 77 through 80.

A larger proportion of Men Student respondents (24%, $n = 239$) than Women Student respondents (18%, $n = 322$) "strongly agreed" that they felt valued by CSI faculty. First-Generation Student respondents (5%, $n = 75$) more often "strongly disagreed" that they felt valued by CSI faculty when compared with their Not-First-Generation Student respondent counterparts (3%, $n = 32$).

Likewise, a larger proportion of Men Student respondents (23%, $n = 229$) than Women Student respondents (16%, $n = 284$) "strongly agreed" that they felt valued by CSI staff. Multiracial Student respondents (7%, $n = 17$) more often "strongly disagreed" that they felt valued by CSI staff than Black/African American Student respondents (2%, $n = 7$).

Consistent with the previous two items by gender identity, a higher percentage of Men Student respondents (21%, $n = 205$) than Women Student respondents (15%, $n = 254$) "strongly agreed" that they felt valued by senior administrators. More than twice the amount of Multiracial Student respondents (8%, $n = 21$) than Asian/Asian American/South Asian Student respondents (3%, $n = 9$) "strongly disagreed" that they felt valued by senior administrators. A much larger proportion of Student respondents with No Disability (31%, $n = 792$) than Student respondents with Multiple Disabilities (16%, $n = 10$) "agreed" that they felt valued by senior administrators.

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[118]Transspectrum Student respondents ($n = 29$) were not included in the analyses because their numbers were too few to ensure confidentiality of their responses.

Table 77. **Student Respondents' Feelings of Value**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by CSI faculty.	**564**	**20.1**	**1,163**	**41.4**	**770**	**27.4**	**203**	**7.2**	**107**	**3.8**
Gender identity[cxxii]										
Woman	322	18.2	741	41.9	505	28.6	139	7.9	60	3.4
Man	239	23.9	405	40.4	252	25.1	63	6.3	43	4.3
Racial identity[cxxiii]										
White	210	20.5	443	43.3	244	23.9	83	8.1	43	4.2
Multiracial	56	21.6	103	39.8	65	25.1	18	6.9	17	6.6
Hispanic/Latin@/Chican@	103	19.5	211	40.0	155	29.4	41	7.8	18	3.4
Black/African Amer	68	17.4	151	38.6	130	33.2	33	8.4	9	2.3
Asian/Asian Amer/S Asian	74	20.7	149	41.6	111	31.0	16	4.5	8	2.2
Other People of Color	27	22.5	55	45.8	28	23.3	7	5.8	*n* < 5	---
First-generation status[cxxiv]										
First-Generation	332	20.7	644	40.1	457	28.5	96	6.0	75	4.7
Not-First-Generation	231	19.4	513	43.1	307	25.8	107	9.0	32	2.7
I feel valued by CSI staff.	517	18.5	1,042	37.3	860	30.8	248	8.9	124	4.4
Gender identity[cxxv]										
Woman	284	16.2	672	38.3	551	31.4	182	10.4	67	3.8
Man	229	23.0	361	36.2	293	29.4	60	6.0	54	5.4
Racial identity[cxxvi]										
White	193	18.9	381	37.3	292	28.6	100	9.8	55	5.4
Multiracial	50	19.4	88	34.1	74	28.7	29	11.2	17	6.6
Hispanic/Latin@/Chican@	93	17.7	198	37.8	173	33.0	37	7.1	23	4.4
Black/African Amer	63	16.3	142	36.8	134	34.7	40	10.4	7	1.8
Asian/Asian Amer/S Asian	70	19.7	138	38.8	111	31.2	26	7.3	11	3.1
Other People of Color	26	21.7	53	44.2	32	26.7	7	5.8	*n* < 5	---
I feel valued by CSI senior administrators (e.g., dean, vice president, provost).	462	16.6	851	30.5	1,080	38.7	257	9.2	138	4.9
Gender identity[cxxvii]										
Woman	254	14.5	542	30.8	716	40.8	169	9.6	76	4.3
Man	205	20.6	303	30.5	346	34.8	83	8.3	58	5.8
Racial identity[cxxviii]										
White	174	17.1	320	31.4	369	36.2	100	9.8	55	5.4
Multiracial	39	15.4	50	19.7	111	43.7	33	13.0	21	8.3
Hispanic/Latin@/Chican@	84	16.1	163	31.2	211	40.3	43	8.2	22	4.2
Black/African Amer	54	13.8	126	32.3	152	39.0	42	10.8	16	4.1
Asian/Asian Amer/S Asian	66	18.5	116	32.6	141	39.6	24	6.7	9	2.5
Other People of Color	25	21.0	40	33.6	45	37.8	6	5.0	*n* < 5	---
Disability status[cxxix]										
Single Disability	31	17.5	47	26.6	73	41.2	18	10.2	8	4.5
No Disability	421	16.6	792	31.3	962	38.0	230	9.1	126	5.0
Multiple Disabilities	5	8.2	10	16.4	36	59.0	7	11.5	*n* < 5	---

Note: Table includes Student respondents (*n* = 2,821) only.

More than half of Student respondents "strongly agreed" or "agreed" that they felt valued by faculty in the classroom (68%, n = 1,894), by other students in the classroom (59%, n = 1,630), and by students outside of the classroom (52%, n = 1,441). Table 78 presents significant differences in responses.

A larger amount of First-Generation Student respondents (3%, n = 43) than Not-First-Generation Student respondents (1%, n = 17) "strongly disagreed" that they felt valued by faculty in the classroom.

Men Student respondents (21%, n = 211) more often "strongly agreed" that they felt valued by other students in the classroom than their Women Student respondent counterparts (17%, n = 293). A larger proportion of LGBQ Student respondents (9%, n = 29) than Heterosexual Student respondents (5%, n = 107) "disagreed" that they felt valued by other students in the classroom.

Likewise, Men Student respondents (20%, n = 202) more often "strongly agreed" that they felt valued by other students outside of the classroom than their Women Student respondent counterparts (16%, n = 275). A larger proportion of LGBQ Student respondents (11%, n = 33) than Heterosexual Student respondents (7%, n = 137) "disagreed" that they felt valued by other students outside of the classroom.

Table 78. **Student Respondents' Feelings of Being Valued in the Classroom**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by faculty in the classroom.	**644**	**23.1**	**1,250**	**44.8**	**698**	**25.0**	**139**	**5.0**	**60**	**2.1**
First-generation status[cxxx]										
First-Generation	359	22.5	705	44.3	416	26.1	70	4.4	43	2.7
Not-First-Generation	285	24.1	539	45.5	275	23.2	69	5.8	17	1.4
I feel valued by other students in the classroom.	**506**	**18.2**	**1,124**	**40.4**	**929**	**33.4**	**157**	**5.6**	**66**	**2.4**
Gender identity[cxxxi]										
Woman	293	16.8	716	41.0	609	34.8	99	5.7	31	1.8
Man	211	21.2	393	39.5	307	30.8	53	5.3	32	3.2
Sexual identity[cxxxii]										
LGBQ	58	18.7	116	37.4	98	31.6	29	9.4	9	2.9
Heterosexual	358	17.3	851	41.2	704	34.1	107	5.2	47	2.3
Asexual/Other	76	23.0	130	39.4	97	29.4	18	5.5	9	2.7
I feel valued by other students outside of the classroom.	**481**	**17.4**	**960**	**34.6**	**1,054**	**38.0**	**199**	**7.2**	**78**	**2.8**
Gender identity[cxxxiii]										
Woman	275	15.8	617	35.4	682	39.2	131	7.5	37	2.1
Man	202	20.3	336	33.8	354	35.6	63	6.3	38	3.8
Sexual identity[cxxxiv]										
LGBQ	57	18.4	102	32.9	107	34.5	33	10.6	11	3.5
Heterosexual	340	16.5	708	34.5	813	39.6	137	6.7	57	2.8
Asexual/Other	72	21.8	123	37.3	103	31.2	23	7.0	9	2.7

Note: Table includes Student respondents (*n* = 2,821) only.

Thirty-eight percent (*n* = 1,055) of Student respondents "strongly agreed" or "agreed" that faculty prejudged their abilities based on their perception of their identities and backgrounds. Sixty-four percent (*n* = 1,776) of Student respondents "strongly agreed" or "agreed" that the campus climate encouraged free and open discussion of difficult topics. Table 79 illustrates where significant differences in responses were noted.

A larger proportion of Men Student respondents (16%, *n* = 160) than Women Student respondents (10%, *n* = 183) "strongly agreed" that faculty prejudged their abilities. More than twice the amount of White Student respondents (11%, *n* = 112) than Asian/Asian American/South Asian Student respondents "strongly disagreed" that faculty prejudged their abilities. LGBQ Student respondents (21%, *n* = 67) and Heterosexual Student respondents (19%,

$n = 399$) more often "disagreed" with this statement than Asexual/Other Student respondents (12%, $n = 41$). A larger amount of Not-Low-Income Student respondents (20%, $n = 330$) than Low-Income Student respondents (16%, $n = 162$) also "disagreed" that faculty prejudged their abilities based on their perception of their identities and backgrounds.

Twice the proportion of Men Student respondents (4%, $n = 41$) than Women Student respondents (2%, $n = 35$) "strongly disagreed" that the campus climate encouraged free and open discussion of difficult topics. A larger amount of Student respondents with a Single Disability (27%, $n = 47$) than Student respondents with No Disability (22%, $n = 551$) and Student respondents with Multiple Disabilities (18%, $n = 11$) "strongly agreed" that the campus climate encouraged free and open discussion of difficult topics.

Table 79. **Student Respondents' Perceptions of Campus Climate**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*N*	*%*	*n*	*%*	*n*	*%*
I think that faculty pre-judge my abilities based on their perception of my identity/background.	**350**	**12.6**	**705**	**25.3**	**981**	**35.2**	**514**	**18.4**	**238**	**8.5**
Gender identity[cxxxv]										
Woman	183	10.4	440	25.1	630	35.9	354	20.2	148	8.4
Man	160	16.1	257	25.8	336	33.8	155	15.6	87	8.7
Racial identity[cxxxvi]										
White	120	11.8	244	24.0	308	30.3	233	22.9	112	11.0
Multiracial	31	12.1	61	23.7	87	33.9	50	19.5	28	10.9
Hispanic/Latin@/Chican@	64	12.2	124	23.6	198	37.7	95	18.1	44	8.4
Black/African Amer	48	12.3	108	27.7	145	37.2	65	16.7	24	6.2
Asian/Asian Amer/S Asian	51	14.4	98	27.7	148	41.8	39	11.0	18	5.1
Other People of Color	19	15.8	37	30.8	42	35.0	15	12.5	7	5.8
Sexual identity[cxxxvii]										
LGBQ	50	15.8	89	28.2	80	25.3	67	21.2	30	9.5
Heterosexual	242	11.7	501	24.2	743	36.0	399	19.3	181	8.8
Asexual/Other	49	14.8	100	30.1	117	35.2	41	12.3	25	7.5
Income status[cxxxviii]										
Low-Income	143	14.1	273	26.9	359	35.4	162	16.0	78	7.7
Not-Low-Income	195	11.9	401	24.4	570	34.7	330	20.1	148	9.0
I believe that the campus climate encourages free and open discussion of difficult topics.	**615**	**22.0**	**1,161**	**41.5**	**774**	**27.7**	**166**	**5.9**	**82**	**2.9**
Gender identity[cxxxix]										
Woman	363	20.6	751	42.6	504	28.6	108	6.1	35	2.0
Man	248	24.8	401	40.1	259	25.9	50	5.0	41	4.1
Disability status[cxl]										
Single Disability	47	26.6	65	36.7	42	23.7	16	9.0	7	4.0
No Disability	551	21.7	1,072	42.2	705	27.8	141	5.6	71	2.8
Multiple Disabilities	11	17.7	19	30.6	21	33.9	7	11.3	*n* < 5	---

Note: Table includes Student respondents (*n* = 2,821) only.

Fifty-six percent (*n* = 1,575) of Student respondents "strongly agreed" or "agreed" that they had faculty whom they perceived as role models and 47% (*n* = 1,315) "strongly agreed" or "agreed" that they had staff whom they perceived as role models. Table 80 presents significant differences in responses.

A larger proportion of Black/African American Student respondents (12%, $n = 46$) than Asian/Asian American/South Asian Student Respondents (5%, $n = 18$) "disagreed" that they had faculty whom they perceived as role models.

Women Student respondents (31%, $n = 535$) more often "agreed" that they had staff whom they perceived as role models than their Men Student respondent counterparts (26%, $n = 261$). A larger proportion of Multiracial Student respondents (9%, $n = 22$) than Hispanic/Latin@/Chican@ Student respondents (3%, $n = 18$) "strongly disagreed" with this statement.

Table 80. **Student Respondents' Perceptions of Faculty and Staff as Role Models**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*N*	*%*	*n*	*%*
I have faculty whom I perceive as role models.[cxli]	**634**	**22.7**	**941**	**33.7**	**854**	**30.6**	**248**	**8.9**	**115**	**4.1**
Racial identity										
White	247	24.2	377	37.0	264	25.9	88	8.6	43	4.2
Multiracial	61	23.6	88	34.1	76	29.5	17	6.6	16	6.2
Hispanic/Latin@/Chican@	109	20.8	159	30.3	185	35.2	55	10.5	17	3.2
Black/African Amer	65	16.7	125	32.1	131	33.7	46	11.8	22	5.7
Asian/Asian Amer/S Asian	88	24.7	116	32.6	125	35.1	18	5.1	9	2.5
Other People of Color	32	26.7	41	34.2	32	26.7	13	10.8	*n* < 5	---
I have staff whom I perceive as role models.[cxlii]	**512**	**18.4**	**803**	**28.9**	**1,012**	**36.4**	**306**	**11.0**	**150**	**5.4**
Gender identity										
Woman	314	17.9	535	30.5	628	35.8	193	11.0	82	4.7
Man	196	19.7	261	26.3	363	36.5	108	10.9	66	6.6
Racial identity[cxliii]										
White	190	18.7	312	30.6	338	33.2	113	11.1	65	6.4
Multiracial	38	14.8	78	30.4	99	38.5	20	7.8	22	8.6
Hispanic/Latin@/Chican@	90	17.1	142	26.9	212	40.2	65	12.3	18	3.4
Black/African Amer	66	17.0	110	28.4	137	35.3	51	13.1	24	6.2
Asian/Asian Amer/S Asian	73	20.8	102	29.1	138	39.3	26	7.4	12	3.4
Other People of Color	33	27.5	30	25.0	37	30.8	18	15.0	*n* < 5	---

Note: Table includes Student respondents ($n = 2,821$) only.

[cxxii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by CSI faculty by gender identity: $\chi^2 (4, N = 2,769) = 16.7, p < .01$.

[cxxiii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by CSI faculty by racial identity: $\chi^2 (20, N = 2,679) = 35.5, p < .05$.

[cxxiv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by CSI faculty by first-generation status: $\chi^2 (4, N = 2,794) = 19.4, p < .01$.

[cxxv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by CSI staff by gender identity: χ^2 (4, $N = 2,753$) = 34.7, $p < .001$.

[cxxvi]A chi-square test was conducted to compare percentages of Student respondents who felt valued by CSI staff by racial identity: χ^2 (20, $N = 2,665$) = 32.3, $p < .05$.

[cxxvii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by CSI senior administrators by gender identity: χ^2 (4, $N = 2,752$) = 24.4, $p < .001$.

[cxxviii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by CSI senior administrators by racial identity: χ^2 (20, $N = 2,660$) = 43.1, $p < .01$.

[cxxix]A chi-square test was conducted to compare percentages of Student respondents who felt valued by CSI senior administrators by disability status: χ^2 (8, $N = 2,769$) = 15.8, $p < .05$.

[cxxx]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by first-generation status: χ^2 (4, $N = 2,778$) = 11.0, $p < 05$.

[cxxxi]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by gender identity: χ^2 (4, $N = 2,744$) = 16.0, $p < 01$.

[cxxxii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by sexual identity: χ^2 (8, $N = 2,707$) = 17.3, $p < .05$.

[cxxxiii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by gender identity: χ^2 (4, $N = 2,735$) = 17.9, $p < 01$.

[cxxxiv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by gender identity: χ^2 (4, $N = 2,735$) = 17.9, $p < 01$.

[cxxxv]A chi-square test was conducted to compare percentages of Student respondents who thought that faculty pre-judged their abilities by gender identity: χ^2 (4, $N = 2,750$) = 24.5, $p < .001$.

[cxxxvi]A chi-square test was conducted to compare percentages of Student respondents who thought that faculty pre-judged their abilities by racial identity: χ^2 (20, $N = 2,663$) = 61.5, $p < .001$.

[cxxxvii]A chi-square test was conducted to compare percentages of Student respondents who thought that faculty pre-judged their abilities by sexual identity: χ^2 (8, $N = 2,714$) = 28.5, $p < 001$.

[cxxxviii]A chi-square test was conducted to compare percentages of Student respondents who thought that faculty pre-judged their abilities by socioeconomic status: χ^2 (4, $N = 2,659$) = 11.1, $p < 05$.

[cxxxix]A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encourages free and open discussion by gender identity: χ^2 (8, $N = 2,789$) = 64.7, $p < .001$.

[cxl]A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encourages free and open discussion by disability status: χ^2 (8, $N = 2,779$) = 17.1, $p < .005$.

[cxli]A chi-square test was conducted to compare percentages of Student respondents who believed that they had faculty they perceived as role models by racial identity: χ^2 (20, $N = 2,667$) = 53.7, $p < .001$.

[cxlii]A chi-square test was conducted to compare percentages of Student respondents who believed that they had staff they perceived as role models by racial identity: χ^2 (4, $N = 2,746$) = 9.7, $p < .05$.

[cxliii]A chi-square test was conducted to compare percentages of Student respondents who believed that they had staff they perceived as role models by racial identity: χ^2 (20, $N = 2,661$) = 46.7, $p < .01$.

Students Who Have Seriously Considered Leaving CSI

Forty-one percent ($n = 1,506$) of respondents had seriously considered leaving CSI. With regard to student status, 40% ($n = 1,032$) of Undergraduate Student respondents and 33% ($n = 65$) of Graduate Student respondents had seriously considered leaving CSI. Of the Student respondents who considered leaving, 66% ($n = 720$) considered leaving in their first year as a student, 36% ($n = 394$) in their second year, 17% ($n = 181$) in their third year, 7% ($n = 77$) in their fourth year, 3% ($n = 31$) in their fifth year, and 2% ($n = 22$) after their fifth year.

Subsequent analyses were run for Undergraduate Student respondents by gender identity, racial identity, sexual identity, disability status, income status, and first-generation status. Significant results for Undergraduate Student respondents indicated that:

- By gender identity, 58% ($n = 15$) of Transspectrum Undergraduate Student respondents, 40% ($n = 656$) of Women Undergraduate Student respondents, and 37% ($n = 356$) of Men Undergraduate Student respondents considered leaving the institution.[cxliv]

- By racial identity, 49% ($n = 189$) of Black/African American Undergraduate Student respondents, 47% ($n = 113$) of Multiracial Undergraduate Student respondents, 39% ($n = 196$) of Hispanic/Latin@/Chican@ Undergraduate Student respondents, 36% ($n = 332$) of White Undergraduate Student respondents, 33% ($n = 109$) of Asian/Asian American/South Asian Undergraduate Student respondents, and 31% ($n = 36$) of Other Undergraduate Student Respondents of Color considered leaving the institution.[cxlv]

Subsequent analyses were run for Graduate Student respondents by gender identity, racial identity, sexual identity, disability status, income status, and first-generation status. No significant results existed.

Twenty-five percent ($n = 279$) of Student respondents who considered leaving suggested that they lacked a sense of belonging at CSI (Table 81). Others considered leaving because of difficulty making a course schedule (20%, $n = 224$), climate was not welcoming (19%, $n = 212$), CSI did not have their major (16%, $n = 172$), and/or for financial reasons (15%, $n = 165$). "Other" reasons included "too many students," "advisors are horrible," "all of my credits didn't transfer," "better school," "bursar office," "cleanliness of classroom," "commute," "didn't feel academically challenged," "housing situation," "it's not fun to be at this school at all," "lack of reputation," "no fliers to be a part of sports," "no guidance from department to be a successful student," "not enough extracurricular activity," "poor teaching standards," "professor's attitude," "professors are unprofessional," "the facilities are just not enough to handle the capacity of students that attend CSI," "the staff made it too difficult," "There is a complete lack of communication between departments," and "the entire administrative support staff is discouragingly incompetent."

Table 81. **Reasons Why Student Respondents Considered Leaving CSI**

Reason	n	%
A reason not listed above	346	31.5
Lack of a sense of belonging	279	25.4
Difficulty making a course schedule	224	20.4
Climate was not welcoming	212	19.3
Didn't have my major	172	15.7
Financial reasons	165	15.0
Lack of support group	163	14.9
Didn't have my field of study	143	13.0
Personal reasons (medical, mental health, family emergencies, etc.)	143	13.0
Didn't meet the selection criteria for a major/field of study	131	11.9
Coursework was too difficult	86	7.8
Homesick	25	2.3
My marital/relationship status	15	1.4

Note: Table includes only those Student respondents who indicated that they considered leaving CSI ($n = 1,097$).

Student respondents were invited to share additional commentary on why they seriously considered leaving CSI. Of Student respondents, 647 elaborated on their responses. The top five themes for Student respondents (601 Undergraduate Student respondents and 46 Graduate Student respondents) were length of commute, lack of major options, availability and difficulty of coursework, lack of student support, and underprepared/under-qualified professors.

Length of commute. Of the 647 Student respondents, 105 commented on the time needed to commute to campus which made them seriously consider leaving. Student respondents lamented the amount of travel time required to make it to and from school. One Student respondent wrote, "The commute to and from school was nearly 2-2.5 hours each. It was very time consuming, tiring and inconvenient." Another Student respondent shared, "Coming from Manhattan can be a 90 minute process. That's often longer than the total time I'll be in a class. I'm spending 5 hours of my day to take a 100 minute class." Another Student respondent stated, "It was too far for me to travel considering I live in Brooklyn. When I first started at CSI a lot of transportation was not available to me such as the ferry shuttle, S93 etc. wasn't as accessible to me as it is now. It was hard going back and forth."

Lack of major options. One hundred one Student respondents wrote that they had seriously considered leaving as a result of the major options at CSI. Most Student respondents wanted to attend a school that had a major option that CSI did not have. One Student respondent wrote, "I would like to study neuroscience and there is no neuro major." Another Student respondent shared, "no speech-language pathology program or courses." Another Student respondent reported, "I want to study criminal justice." Some Student respondents commented generally that CSI did not have their major. One respondent wrote, "This college does not provide the major that I need." A few Student respondents felt that another school offered a better quality major or one more linked to better opportunities. One Student respondent wrote, "Baruch is a better school for accounting. The top 4 accounting firms hardly hire from CSI." Another Student respondent shared, "I am a biology major in the ecology track and find the environmental studies at CSI to be lacking and I do not think I could pursue my desired career of wildlife conservation here."

Availability and difficulty of courses. Eighty-five Student respondents shared that the coursework contributed to seriously considering leaving. Some Student respondents were concerned about the schedule of courses. One Student respondent wrote, "Currently going for my master's in education. Very difficult making schedules- CSI no longer offers summer and winter courses, only offers some classes certain semesters, gave me a hard time when I wanted to take 4-5 classes- I feel like they want you to be in the school for as long as they could keep you." Another Student respondent shared, "I am currently in school full time and working full time. Making my schedule is often a struggle because I can only go to school certain hours. The classes that I need which are not offered at night I am unable to take thus making my college experience harder and increasing the time it takes to obtain my degree." Some Student respondents were concerned with the difficulty of the courses, some thought coursework was too hard, and others thought it was too easy. One Student respondent stated, "The classes aren't seriously structured I feel as if I'm wasting my time." Another Student respondent shared, "I WAS OVERWHELMED. I WASNT PREPARED FOR MY COURSE LOAD AND TEACHERS WERE not HELPING ME." Some respondents were concerned about prerequisites and requirements for entering a major, especially the nursing program. One Student respondent reported, "I wanted to enroll in the nursing program. Unfortunately the requirements changed. My bad English grade from the 1990's had come back to haunt me. If I were allowed to take it over, I'm quite certain I'd get an A. I find this rule unfair, since I'd be paying for the class." Another Student respondent shared, "I am considering leaving because I was not accepted to the Nursing Program at CSI. Becoming a nurse has always been my passion and dream, and I have been working very hard to maintain a 3.7 GPA but I was not accepted because of my NLN score which was fairly well. I do not understand why I was not accepted but I feel I do not have a future at CSI, and therefore I wish on transferring." Student respondents were also concerned about the size of classes. One respondent wrote, "CSI packs classes, there are sometimes 40+ people in a small classroom." Another Student respondent reported, "There is around 60 students in my chem lecture while the class could only hold up 40 students. I can't pay attention in the class."

Lack of student support. Eighty-three Student respondents described issues with the level of student support at CSI. Some Student respondents specifically had concerns about the quality of advising. One Student respondent shared, "I feel as though the campus staff can do more to help

their students better understand what they need to do when it comes to their courses and furthering their education." Another Student respondent wrote, "The staff is very unprofessional, not confident in their advisement. I was supposed to graduate a semester ago, and was advised to take multiple classes that weren't needed for my major!" Another Student respondent observed, "No individual focus anywhere... Even the advisement they sit you down and try to get you out as soon as possible without you fully understanding what you need to do. Not to mention they've informed me to take the wrong class in the past." Other Student respondents commented more generally about staff at CSI and the difficulties of navigating administrative issues. One Student respondent wrote, "I have on several occasions called, emailed and spoke to someone face to face and got wrong information. Staff is not respectful, nasty attitudes, even when wrong do not apologize. Disorganization." Another Student respondent shared, "The administrative end of CSI is very unorganized. Every time I ever need assistance no one is able to help me. I wait for hours sometimes just to be told they do not know what to do or cannot answer my question and push me off on someone else. The workers are usually nasty as well." Another respondent stated, "I considered leaving because the staff didn't seem to care or be helpful." Overall, Student respondents were frustrated with how difficult it was to get the help they needed from school staff, as one respondent wrote, "the advisers and many other staff around the school are unwelcoming. They find the quickest way to get you out of their offices without guiding or helping in anyway. I advise everyone I know not to attend CSI. They don't care about the students here."

Unprepared/under-qualified faculty. Seventy-seven Student respondents commented on the faculty. Student respondents felt that the faculty were not interested in helping students or teaching with high quality. One Student respondent wrote, "The professors seem unprepared and not interested in motivating me to learn, and it scares me that they are tenure at the college. So basically I am stuck with those standards." Another Student respondent shared, "CSI does not have a qualified professor to teach NRS 120. Both professors read PowerPoint presentations and if asked a question concerning the reading material most of the time they are stumped….CSI has a low NCLEX[119] passing rate and the lack of teaching skills is part of the problem." Another

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[119]All data on student test scores is public information and may be found online here: http://www2.cuny.edu/wp-content/uploads/sites/4/media-assets/PMP_University_Data_Book_2016_final_2016-07-29.pdf (p. 58).

Student respondent wrote, "Some of the professors lack any real emotion towards the subject they teach. No passion, no love. Just repeating what's on the slide. And the foreign professors just makes me not want to go to class. I can't understand half the words some of what they are saying." Another Student respondent shared, "I believe the professors at CSI do not care if you do well. I get the feeling the departmental finals are difficult because they want us to fail that way we pay more money to stay because it is more money for CUNYs pockets. In addition professors lack the ability to teach clearly and most lack speaking English clearly."

Student respondents were also asked if they were considering transferring to another institution for academic reasons. Twelve percent ($n = 301$) of Undergraduate Student respondents and 3% ($n = 6$) of Graduate Student respondents "strongly agreed" that they were considering transferring to another institution for academic reasons.[cxlvi] Subsequent analyses were run for Student respondents who were considering transferring to another institution for academic reasons by gender identity, racial identity, sexual identity, disability status, income status, and first-generation status; significant results are presented in Table 82.

A larger proportion of Women Student respondents (25%, $n = 440$) than Men Student respondents (21%, $n = 214$) "strongly disagreed" that they were considering transferring to another institution for academic reasons.

Approximately double the amount of Black/African American Student respondents (17%, $n = 67$) than Asian/Asian American/South Asian Student respondents (9%, $n = 32$) and Hispanic/Latin@/Chican@ Student respondents (7%, $n = 39$) "strongly agreed" that they were considering transferring for academic reasons.

A larger proportion of Asexual/Other Student respondents (26%, $n = 86$) than LGBQ Student respondents (17%, $n = 53$) and Heterosexual Student respondents (16%, $n = 326$) "agreed" that they were considering transferring for academic reasons.

Table 82. **Student Respondents' Who Were Considering Transferring for Academic Reasons**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I am considering transferring to another institution for academic reasons.	**307**	**10.9**	**481**	**17.2**	**629**	**22.4**	**731**	**26.1**	**656**	**23.4**
Gender identity[cxlvii]										
Woman	190	10.8	301	17.1	364	20.7	466	26.5	440	25.0
Man	113	11.2	171	17.0	253	25.1	255	25.3	214	21.3
Racial identity[cxlviii]										
White	100	9.8	162	15.9	192	18.8	286	28.0	281	27.5
Multiracial	39	15.1	46	17.8	53	20.5	56	21.6	65	25.1
Hispanic/Latin@/Chican@	39	7.4	87	16.5	137	25.9	146	27.7	119	22.5
Black/African Amer	67	17.2	75	19.2	81	20.8	91	23.3	6	19.5
Asian/Asian Amer/S Asian	32	8.9	3	20.3	99	27.6	1	22.6	74	20.6
Other People of Color	15	12.7	17	14.4	32	27.1	36	30.5	18	15.3
Sexual identity[cxlix]										
LGBQ	47	14.8	53	16.7	63	19.8	81	25.5	74	23.3
Heterosexual	215	10.4	326	15.7	471	22.7	559	26.9	506	24.4
Asexual/Other	39	11.8	86	26.0	71	21.5	76	23.0	59	17.8

Note: Table includes Student respondents (*n* = 2,821) only.

Student respondents were also asked if they intended to graduate from CSI. Thirty-nine percent (*n* = 1,019) of Undergraduate Student respondents and 61% (*n* = 121) of Graduate Student respondents "strongly agreed" that they intended to graduate from CSI.[cl] Subsequent analyses were run for Student respondents who intended to graduate from CSI by gender identity, racial identity, sexual identity, disability status, income status, and first-generation status; significant results are presented in Table 83.

A larger proportion of White Student respondents (46%, *n* = 460) than Black/African American Student respondents (31%, *n* = 119) "strongly agreed" that they intended to graduate from CSI.

More than double the amount of LGBQ Student respondents (7%, *n* = 21) than Heterosexual Student respondents (3%, *n* = 57) "strongly disagreed" that they intended to graduate from CSI.

Table 83. **Student Respondents Who Intended to Graduate from CSI**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I intend to graduate from CSI.	**1,140**	**40.9**	**966**	**34.6**	**442**	**15.8**	**151**	**5.4**	**91**	**3.3**
Racial identity[cli]										
White	460	45.5	358	35.4	125	12.4	42	4.2	27	2.7
Multiracial	108	41.5	76	29.2	48	18.5	14	5.4	14	5.4
Hispanic/Latin@/Chican@	204	38.7	189	35.9	87	16.5	32	6.1	15	2.8
Black/African Amer	119	30.7	134	34.6	81	20.9	28	7.2	25	6.5
Asian/Asian Amer/S Asian	146	40.9	121	33.9	62	17.4	24	6.7	*n* < 5	---
Other People of Color	48	40.7	48	40.7	14	11.9	7	5.9	*n* < 5	---
Sexual identity[clii]										
LGBQ	125	39.6	99	31.3	44	13.9	27	8.5	21	6.6
Heterosexual	870	42.1	714	34.6	323	15.6	102	4.9	57	2.8
Asexual/Other	116	35.0	124	37.5	63	19.0	18	5.4	10	3.0

Note: Table includes Student respondents (*n* = 2,821) only.

[cxliv]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving CSI by gender identity: χ^2 (2, *N* = 2,606) = 6.0, *p* = .05.

[cxlv]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving CSI by racial identity: χ^2 (20, *N* = 2,496) = 34.6, *p* = .001.

[cxlvi]A chi-square test was conducted to compare percentages of Student respondents who were considering transferring to another institution for academic reasons by student status: χ^2 (4, *N* = 2,804) = 44.3, *p* < .001.

[cxlvii]A chi-square test was conducted to compare percentages of Student respondents who were considering transferring to another institution for academic reasons by gender identity: χ^2 (4, *N* = 2,767) = 9.9, *p* < .05.

[cxlviii]A chi-square test was conducted to compare percentages of Student respondents who were considering transferring to another institution for academic reasons by racial identity: χ^2 (20, *N* = 2,675) = 69.5, *p* < .001.

[cxlix]A chi-square test was conducted to compare percentages of Student respondents who were considering transferring to another institution for academic reasons by sexual identity: χ^2 (8, *N* = 2,726) = 30.9, *p* < .001.

[cl]A chi-square test was conducted to compare percentages of Student respondents who intended to graduate from CSI by student status: χ^2 (4, *N* = 2,790) = 50.7, *p* < .001.

[cli]A chi-square test was conducted to compare percentages of Student respondents who intended to graduate from CSI by racial identity: χ^2 (20, *N* = 2,661) = 67.8, *p* < .001.

[clii]A chi-square test was conducted to compare percentages of Student respondents who intended to graduate from CSI by sexual identity: χ^2 (8, *N* = 2,713) = 27.7, *p* < .01.

Summary

Overall, Student respondents' attitudes in responses to a variety of items indicated that they held their academic and intellectual experiences and their interactions with faculty and other students at CSI in a very positive light. The majority of Student respondents felt valued by faculty, staff, and other students both in and outside of the classroom, and agreed that the campus climate encourages free and open discussions of difficult topics. Most Student respondents had faculty whom they perceived as role models; less expressed that they had staff whom they perceived as role models. One-third of Student respondents (38%), however, felt that their abilities were prejudged based on their identities or backgrounds.

Forty percent ($n = 1,032$) of Undergraduate Student respondents and 33% ($n = 65$) of Graduate Student respondents had seriously considered leaving CSI, and most often did so during their first year at CSI and because they lacked a sense of belonging. Although Student respondents expressed that they were considering a move from CSI, the majority strongly agreed or agreed that they intended to graduate from CSI. Differences in the aforementioned responses existed with less favorable attitudes held by Student respondents from historically underrepresented groups (e.g., Student Respondents of Color, Student Respondents with Disabilities, Women Student respondents, LGBQ Student respondents, and First-Generation Student respondents).

Institutional Actions

In addition to campus constituents' personal experiences and perceptions of the campus climate, diversity-related actions taken by the institution, or not taken, may be perceived either as promoting a positive campus climate or impeding it. As the following data suggest, respondents hold divergent opinions about the degree to which CSI does, and should, promote diversity to shape campus climate.

The survey asked Faculty respondents to indicate how they thought that various initiatives influenced the climate at CSI if they were currently available and how those initiatives would influence the climate if they were not currently available (Table 84). Respondents were asked to decide whether certain institutional actions positively or negatively influenced the climate, or if they have no influence on the climate.

Fifty-eight percent ($n = 139$) of Faculty respondents indicated that they believed that flexibility for calculating the tenure clock was available at CSI. Of those Faculty respondents, 60% ($n = 83$) felt that it positively influenced climate. Forty-two percent ($n = 100$) of Faculty respondents indicated that they believed that flexibility for calculating the tenure clock or promotional period was not available at CSI. Of those Faculty respondents, 71% ($n = 71$) thought that it would positively influence the climate if it were available.

Fifty-nine percent ($n = 149$) of Faculty respondents indicated that they believed that recognition and rewards for including diversity issues in courses across the curriculum was available at CSI. Of those Faculty respondents, 68% ($n = 101$) felt that it positively influenced climate. Forty-one percent ($n = 103$) of Faculty respondents indicated that they believed that recognition and rewards for including diversity issues in courses across the curriculum was not available at CSI. Of those Faculty respondents, 66% ($n = 68$) thought that it would positively influence the climate if it were available.

Sixty-two percent ($n = 161$) of Faculty respondents indicated that they believed that diversity and inclusivity training for faculty was available at CSI. Of those Faculty respondents, 64% ($n = 103$) felt that it positively influenced climate. Thirty-eight percent ($n = 98$) of Faculty respondents

indicated that they believed that diversity and inclusivity training for faculty was not available at CSI. Of those Faculty respondents, 63% (*n* = 62) thought that it would positively influence the climate if it were available.

Fifty-two percent (*n* = 135) of Faculty respondents indicated that they believed that tool kits for faculty to create an inclusive classroom environment were available at CSI. Of those Faculty respondents, 64% (*n* = 87) felt that it positively influenced climate. Forty-eight percent (*n* = 123) of Faculty respondents indicated that they believed that tool kits for faculty to create an inclusive classroom environment were not available at CSI. Of those Faculty respondents, 68% (*n* = 83) thought that it would positively influence the climate if it were available.

Fifty-five percent (*n* = 139) of Faculty respondents indicated that they believed that supervisory training for faculty was available at CSI. Of those Faculty respondents, 63% (*n* = 87) felt that it positively influenced climate. Forty-six percent (*n* = 116) of Faculty respondents indicated that they believed that supervisory training for faculty was not available at CSI. Of those Faculty respondents, 58% (*n* = 67) thought that it would positively influence the climate if it were available.

Seventy-five percent (*n* = 189) of Faculty respondents indicated that they believed that access to counseling for people who had experienced harassment was available at CSI. Of those Faculty respondents, 83% (*n* = 156) felt that it positively influenced climate. Twenty-five percent (*n* = 64) of Faculty respondents indicated that they believed that access to counseling for people who had experienced harassment was not available at CSI. Of those Faculty respondents, 81% (*n* = 52) thought that it would positively influence the climate if it were available.

Sixty-nine percent (*n* = 183) of Faculty respondents indicated that they believed that mentorship for new faculty was available at CSI. Of those Faculty respondents, 85% (*n* = 156) felt that it positively influenced climate. Thirty-one percent (*n* = 82) of Faculty respondents indicated that they believed that mentorship for new faculty was not available at CSI. Of those Faculty respondents, 92% (*n* = 75) thought that it would positively influence the climate if it were available.

Sixty-three percent ($n = 163$) of Faculty respondents indicated that they believed that a clear process to resolve conflicts was available at CSI. Of those Faculty respondents, 85% ($n = 138$) felt that it positively influenced climate. Thirty-seven percent ($n = 94$) of Faculty respondents indicated that they believed that a clear process to resolve conflicts was not available at CSI. Of those Faculty respondents, 84% ($n = 79$) thought that it would positively influence the climate if it were available.

Sixty-seven percent ($n = 168$) of Faculty respondents indicated that they believed that a fair process to resolve conflicts was available at CSI. Of those Faculty respondents, 85% ($n = 143$) felt that it positively influenced climate. Thirty-three percent ($n = 84$) of Faculty respondents indicated that they believed that a fair process to resolve conflicts was not available at CSI. Of those Faculty respondents, 88% ($n = 74$) thought that it would positively influence the climate if it were available.

Fifty-eight percent ($n = 141$) of Faculty respondents indicated that they believed that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available at CSI. Of those Faculty respondents, 54% ($n = 76$) felt that it positively influenced climate. Forty-two percent ($n = 102$) of Faculty respondents indicated that they believed that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was not available at CSI. Of those Faculty respondents, 59% ($n = 60$) thought that it would positively influence the climate if it were available.

Sixty-four percent ($n = 157$) of Faculty respondents indicated that they believed that equity and diversity training for search, promotion, and tenure committees was available at CSI. Of those Faculty respondents, 60% ($n = 94$) felt that it positively influenced climate. Thirty-six percent ($n = 89$) of Faculty respondents indicated that they believed that equity and diversity training for search, promotion, and tenure committees was not available at CSI. Of those Faculty respondents, 69% ($n = 61$) thought that it would positively influence the climate if it were available.

Sixty-two percent (*n* = 143) of Faculty respondents indicated that they believed that career-span development opportunities for faculty were available at CSI. Of those Faculty respondents, 78% (*n* = 112) felt that it positively influenced climate. Thirty-five percent (*n* = 109) of Faculty respondents indicated that they believed that career-span development opportunities for faculty were not available at CSI. Of those Faculty respondents, 91% (*n* = 99) thought that it would positively influence the climate if it were available.

Fifty-seven percent (*n* = 133) of Faculty respondents indicated that they believed that affordable child care was available at CSI. Of those Faculty respondents, 85% (*n* = 113) felt that it positively influenced climate. Forty-three percent (*n* = 119) of Faculty respondents indicated that they believed that affordable child care was not available at CSI. Of those Faculty respondents, 94% (*n* = 112) thought that it would positively influence the climate if it were available.

Fifty-five percent (*n* = 111) of Faculty respondents indicated that they believed that support/resources for spouse/partner employment were available at CSI. Of those Faculty respondents, 66% (*n* = 73) felt that it positively influenced climate. Forty-nine percent (*n* = 130) of Faculty respondents indicated that they believed that support/resources for spouse/partner employment were not available at CSI. Of those Faculty respondents, 83% (*n* = 108) thought that it would positively influence the climate if it were available.

Table 84. **Faculty Respondents' Perceptions of Institutional Initiatives**

	Believes This Initiative IS Available at CSI								Believes This Initiative IS NOT Available at CSI							
Institutional initiatives	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing flexibility for calculating the tenure clock	83	59.7	49	35.3	7	5.0	139	58.2	71	71.0	22	22.0	7	7.0	100	41.8
Providing recognition and rewards for including diversity issues in courses across the curriculum	101	67.8	44	29.5	*n* < 5	---	149	59.1	68	66.0	26	25.2	9	8.7	103	40.9
Providing diversity and inclusivity training for faculty	103	64.0	55	34.2	*n* < 5	---	161	62.2	62	63.3	28	28.6	8	8.2	98	37.8
Providing faculty with toolkits to create an inclusive classroom environment	87	64.4	42	31.1	6	4.4	135	52.3	83	67.5	31	25.2	9	7.3	123	47.7
Providing faculty with supervisory training	87	62.6	45	32.4	7	5.0	139	54.5	67	57.8	39	33.6	10	8.6	116	45.5
Providing access to counseling for people who have experienced harassment	156	82.5	30	15.9	*n* < 5	---	189	74.7	52	81.3	8	12.5	*n* < 5	---	64	25.3
Providing mentorship for new faculty	156	85.2	23	12.6	*n* < 5	---	183	69.1	75	91.5	*n* < 5	---	*n* < 5	---	82	30.9
Providing a clear process to resolve conflicts	138	84.7	22	13.5	*n* < 5	---	163	63.4	79	84.0	13	13.8	*n* < 5	---	94	36.6
Providing a fair process to resolve conflicts	143	85.1	22	13.1	*n* < 5	---	168	66.7	74	88.1	8	9.5	*n* < 5	---	84	33.3
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	76	53.9	47	33.3	18	12.8	141	58.0	60	58.8	23	22.5	19	18.6	102	42.0

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	Believes This Initiative IS Available at CSI								Believes This Initiative IS NOT Available at CSI							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity and inclusivity training to search, promotion and tenure committees	94	59.9	53	33.8	10	6.4	157	63.8	61	68.5	14	15.7	14	15.7	89	36.2
Providing career span development opportunities for faculty at all ranks	112	78.3	27	18.9	*n* < 5	---	143	62.3	99	90.8	7	6.4	*n* < 5	---	109	35.3
Providing affordable childcare	113	85.0	16	12.0	*n* < 5	---	133	56.7	112	94.1	6	5.0	*n* < 5	---	119	43.3
Providing support/resources for spouse/partner employment	73	65.8	31	27.9	7	6.3	111	55.2	108	83.1	18	13.8	*n* < 5	---	130	49.4

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 322).

There were 48 Faculty respondents who elaborated on their responses regarding the impact of institutional actions on campus. Four themes emerged from their responses: do not know, desire for child care, adjunct concerns, and general college comments.

Do not know. Of the 48 Faculty respondents who provided additional commentary to this question, 10 Faculty respondents stated that they did not know what institutional actions are available on campus. One Faculty respondent wrote, "It's a little difficult to judge because one doesn't necessarily know which items are or are not implemented." Another Faculty respondent wondered, "I'm really not sure about these initiatives. I guess they are not advertised. How would I find out about these programs?" Some Faculty respondents suggested their lack of knowledge was based on their length of employment, or the amount of time they spend on campus. One Faculty respondent shared, "I'm new here, just 2 years in, so I'm not sure how many of these initiatives are available and how many aren't." Another Faculty respondent noted, "I'm not familiar with any processes or trainings. I am at CSI only 2 hours/week. I did not feel qualified to respond to these questions."

Desire for child care. Nine Faculty respondents addressed child care. Most Faculty respondents expressed a strong desire for child care, stating that "childcare would be very beneficial" or "Childcare for faculty and staff on campus would significantly improve campus climate." One Faculty respondent stated, "Lack of childcare facility on campus is a disgrace. We should provide this service on site at cost of providing service to faculty. In the past, onsite child care was available to faculty." Another Faculty respondent pointed out the discrepancy between what resources are offered to faculty versus to students, "Faculty do not have access to the gym or child care on campus. But students do."

Adjunct concerns. Seven Faculty respondents shared concerns specific to adjuncts. One Faculty respondent noted, "Institutional actions, other than firing, have no effect on adjunct, who are excluded from all decisions." Another Faculty respondent suggested, "Provide non-teaching hours for all the non-teaching work adjuncts do would positively affect the climate of the campus." Another Faculty respondent observed, "You can't pretend to fix the problem of inequality and exclusion on campus while running the school on the backs of adjuncts."

General observations. Six Faculty respondents made general observations about the effect on institutional actions. Some of these Faculty responses were positive and hopeful. One Faculty respondent wrote, "I am not very involved with the previous issues but feel the college makes good-faith efforts to be fair and supportive to all." Another Faculty respondent shared, "As racism, sexism etc. is institutional, anything done institutionally will have a positive impact on the overall climate." Others were more cautious and critical of institutional change. One Faculty respondent observed, "Institutional actions are or could be impactful on the climate campus overall. If these actions are only encouraged but not integrated into institutional practices throughout the campus, I believe they will not change or improve the culture of the college." Another Faculty respondent warned, "Ideological fashions or the taboos of the day negatively affect the working of a college if they are attended to and acted on."

The survey asked Staff/Executive respondents (*n* = 545) to respond regarding similar initiatives, which are listed in Table 85.

Seventy-nine percent (*n* = 394) of Staff/Executive respondents indicated that they believed that diversity and inclusivity training for staff was available at CSI. Of those Staff/Executive respondents, 78% (*n* = 306) felt that it positively influenced climate. Twenty-one percent (*n* = 102) of Staff/Executive respondents indicated that they believed that diversity and inclusivity training for staff was not available at CSI. Of those Staff/Executive respondents, 59% (*n* = 60) thought that it would positively influence the climate if it were available.

Eighty-three percent (*n* = 404) of Staff/Executive respondents indicated that they believed that access to counseling for people who had experienced harassment was available at CSI. Of those Staff/Executive respondents, 83% (*n* = 334) felt that it positively influenced climate. Seventeen percent (*n* = 84) of Staff/Executive respondents indicated that they believed that access to counseling for people who had experienced harassment was not available at CSI. Of those Staff/Executive respondents, 63% (*n* = 53) thought that it would positively influence the climate if it were available.

Seventy percent (*n* = 341) of Staff/Executive respondents indicated that they believed that supervisory training for supervisors/managers was available at CSI. Of those Staff/Executive

respondents, 84% ($n = 285$) felt that it positively influenced climate. Thirty percent ($n = 147$) of Staff/Executive respondents indicated that they believed that supervisory training for supervisors/managers was not available at CSI. Of those Staff/Executive respondents, 79% ($n = 116$) thought that it would positively influence the climate if it were available.

Sixty-seven percent ($n = 324$) of Staff/Executive respondents indicated that they believed that supervisory training for faculty supervisors was available at CSI. Of those Staff/Executive respondents, 80% ($n = 260$) felt that it positively influenced climate. Thirty-three percent ($n = 159$) of Staff/Executive respondents indicated that they believed that supervisory training for faculty supervisors was not available at CSI. Of those Staff/Executive respondents, 81% ($n = 129$) thought that it would positively influence the climate if it were available.

Fifty-nine percent ($n = 286$) of Staff/Executive respondents indicated that they believed that mentorship for new staff was available at CSI. Of those Staff/Executive respondents, 84% ($n = 241$) felt that it positively influenced climate. Forty-two percent ($n = 203$) of Staff/Executive respondents indicated that they believed that mentorship for new staff was not available at CSI. Of those Staff/Executive respondents, 87% ($n = 176$) thought that it would positively influence the climate if it were available.

Sixty-seven percent ($n = 321$) of Staff/Executive respondents indicated that they believed that a clear process to resolve conflicts was available at CSI. Of those Staff/Executive respondents, 84% ($n = 270$) felt that it positively influenced climate. Thirty-three percent ($n = 155$) of Staff/Executive respondents indicated that they believed that a clear process to resolve conflicts was not available at CSI. Of those Staff/Executive respondents, 83% ($n = 128$) thought that it would positively influence the climate if it were available.

Sixty-eight percent ($n = 322$) of Staff/Executive respondents indicated that they believed that a fair process to resolve conflicts was available at CSI. Of those Staff/Executive respondents, 83% ($n = 267$) felt that it positively influenced climate. Thirty-two percent ($n = 154$) of Staff/Executive respondents indicated that they believed that a fair process to resolve conflicts was not available at CSI. Of those Staff/Executive respondents, 83% ($n = 127$) thought that it would positively influence the climate if it were available.

Seventy-four percent ($n = 349$) of Staff/Executive respondents indicated that they believed that including diversity-related professional experiences as one of the criteria for hiring staff/faculty was available at CSI. Of those Staff/Executive respondents, 65% ($n = 227$) felt that it positively influenced climate. Twenty-seven percent ($n = 126$) of Staff/Executive respondents indicated that they believed that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was not available at CSI. Of those Staff/Executive respondents, 61% ($n = 77$) thought that it would positively influence the climate if it were available.

Seventy-seven percent ($n = 371$) of Staff/Executive respondents indicated that they believed that career-span development opportunities for staff were available at CSI. Of those Staff/Executive respondents, 83% ($n = 307$) felt that it positively influenced climate. Twenty-four percent ($n = 114$) of Staff/Executive respondents indicated that they believed that career-span development opportunities for staff were not available at CSI. Of those Staff/Executive respondents, 85% ($n = 97$) thought that it would positively influence the climate if it were available.

Sixty-three percent ($n = 301$) of Staff/Executive respondents indicated that they believed that affordable child care was available at CSI. Of those Staff/Executive respondents, 80% ($n = 241$) felt that it positively influenced climate. Thirty-seven percent ($n = 178$) of Staff/Executive respondents indicated that they believed that affordable child care was not available at CSI. Of those Staff/Executive respondents, 83% ($n = 147$) thought that it would positively influence the climate if it were available.

Fifty-nine percent ($n = 275$) of Staff/Executive respondents indicated that they believed that support/resources for spouse/partner employment were available at CSI. Of those Staff/Executive respondents, 69% ($n = 189$) felt that it positively influenced climate. Forty-one percent ($n = 193$) of Staff/Executive respondents indicated that they believed that support/resources for spouse/partner employment were not available at CSI. Of those Staff/Executive respondents, 74% ($n = 142$) thought that it would positively influence the climate if it were available.

Table 85. **Staff/Executive Respondents' Perceptions of Institutional Initiatives**

Institutional initiatives	**Believes This Initiative IS Available at CSI**								**Believes This Initiative IS NOT Available at CSI**							
	Positively influences climate		**Has no influence on climate**		**Negatively influences climate**		**Total respondents who believe initiative is available**		**Would positively influence climate**		**Would have no influence on climate**		**Would negatively influence climate**		**Total respondents who believe initiative is not available**	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity and inclusivity training for staff	306	77.7	82	20.8	6	1.5	394	79.4	60	58.8	26	25.5	16	15.7	102	20.6
Providing access to counseling for people who have experienced harassment	334	82.7	69	17.1	*n* < 5	---	404	82.8	53	63.1	9	10.7	22	26.2	84	17.2
Providing supervisors/managers with supervisory training	285	83.6	49	14.4	7	2.1	341	69.9	116	78.9	11	7.5	20	13.6	147	30.1
Providing faculty supervisors with supervisory training	260	80.2	60	18.5	*n* < 5	---	324	67.1	129	81.1	11	6.9	19	11.9	159	32.9
Providing mentorship for new staff	241	84.3	42	14.7	*n* < 5	---	286	58.5	176	86.7	8	3.9	19	9.4	203	41.5
Providing a clear process to resolve conflicts	270	84.1	49	15.3	*n* < 5	---	321	67.4	128	82.6	6	3.9	21	13.5	155	32.6
Providing a fair process to resolve conflicts	267	82.9	49	15.2	6	1.9	322	67.6	127	82.5	6	3.9	21	13.6	154	32.4
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	227	65.0	97	27.8	25	7.2	349	73.5	77	61.1	30	23.8	19	15.1	126	26.5
Providing professional development/career opportunities for staff	307	82.7	58	15.6	6	1.6	371	76.5	97	85.1	*n* < 5	---	15	13.2	114	23.5
Providing affordable childcare	241	80.1	53	17.6	7	2.3	301	62.8	147	82.6	13	7.3	18	10.1	178	37.2
Providing support/resources for spouse/partner employment	189	68.7	78	28.4	8	2.9	275	58.8	142	73.6	29	15.0	22	11.4	193	41.2

Note: Table includes Staff/Executive responses (*n* = 545) only.

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There were 55 Staff/Executive respondents who elaborated on their responses regarding the impact of institutional actions on campus climate. Four main themes emerged from the responses: child care concerns, institutional actions, training, and do not know.

Child care concerns. Of the 55 Staff/Executive respondents, 17 Staff/Executive respondents discussed the availability of child care on campus. Staff/Executive respondents highly desired having a child care option on campus for staff and strongly believed that it would improve campus climate. One Staff/Executive respondent wrote, "If child care were available to staff it would save a lot of time and money." Another Staff/Executive respondent stated, "My suggestion is that we have Employee Daycare, it would make the employee more productive if they had childcare on campus." Another Staff/Executive respondent observed, "Affordable onsite childcare for staff & faculty would create more productivity for parents and improve the parent & child's life."

Some Staff/Executive respondents commented specifically on the benefits of having child care available to students. One Staff/Executive respondent stated, "Affordable childcare is essential to student parents trying to further their education." Another Staff/Executive respondent shared, "Child care services are available for students and have a great impact on helping individuals pursue their education and improve their lives and the lives of their children." Another Staff/Executive respondent wrote, "I would like to express how important childcare is on campus for both students and faculty members. My own child attended The Children's Center 18 years ago. Without that childcare on campus I would not have been able to attend college. Having childcare on campus changes people's lives." One Staff/Executive respondent summed up the importance of child care on campus, writing "Having affordable childcare available to CSI students is absolutely crucial to the CSI climate. There are many students that would not be a student, if it wasn't for affordable childcare being available. There are many students that rely solely on the affordable childcare provided at CSI. With the factors stated, affordable childcare positively influences the climate here at CSI and is an absolute necessity. A suggestion for increasing positivity in the CSI climate is making childcare available not only to the students of CSI, but the faculty/staff of CSI. It is not only difficult for a student to attend school without childcare, but it is difficult for faculty/staff to work at their jobs without childcare. To provide

the option to faculty/staff would be a great opportunity for them, as well as CSI in increasing the positivity of its climate."

Institutional actions. Nine Staff/Executive respondents made general comments on institutional change. Some Staff/Executive respondents offered observations about the current state of affairs for campus climate. One Staff/Executive respondent wrote, "There is no protocol that all divisions follow. Every division has their own rules and regulations as well as each department." Another Staff/Executive respondent observed, "There are none made available to staff. The HR dept is like Fort Knox." Other Staff/Executive respondents offered general suggestions for change. One Staff/Executive respondent shared, "I believe that if CSI offered all of the above Initiatives that we would have the most Positive climate throughout CUNY." Another Staff/Executive respondent suggested, "Any of the changes/suggestions listed in our campus climate survey must be made institutionally. Our institutional budget is like a moral document. (MLK). Would like to actually see something come from this survey." A few Staff/Executive respondents targeted the administration in their comments. One Staff/Executive respondent wrote, "Lack of transparency is an issue at CSI and within CUNY in general. Any administrative initiative needs to have transparency. Issues of safety that happen on campus need to be communicated to the campus community (within reasonable means, of course, maintaining confidentiality). Gossip spreads like a weed here so having efficient communications that let us know what is happening is needed." Another Staff/Executive respondent shared, "The CSI campus needs a diversified administration. The present administration should take sensitivity courses and focus on hiring professionals that care about all students and student success."

Training. Eight Staff/Executive respondents commented on training requirements. Some respondents advised more training for those in supervisory roles. One Staff/Executive respondent wrote, "Supervisors/managers should not be allowed to avoid managerial training, and should be required to take periodic refresher courses. After a dozen years in a position, a person is likely to have settled into certain routines or habits which may no longer be appropriate." Another Staff/Executive respondent shared, "There is little or no training for anyone in a supervisory position here at CSI. Oftentimes the worker in any given department knows more about running that department than the supervisor. One of the greatest failings is how to deal with people.

Almost all conflicts can be resolved if they are addressed yet there is a culture of sweeping issues under the rug and hoping they go away." Other Staff/Executive respondents critiqued the focus on diversity training sharing, "I feel that diversity training doesn't help. The issues covered are basic issues you are taught as a child to respect people no matter their background. It would be a waste of resources that could be spent on back pay to staff who have not had a raise in a long time." Another Staff/Executive respondent observed, "I think diversity and inclusivity training is becoming very watered down here at CSI and people have become somewhat hypersensitive to it. I think we've all been thoroughly beaten over the head with it and although it is with merit, it's become a little too saturated that is beginning to become what CSI is only about these days."

Do not know. Seven Staff/Executive respondents reported that they did not know if the institutional actions were available or not. One Staff/Executive respondent wrote, "I am not sure if there are these initiatives on campus." Another Staff/Executive respondent shared, "I apologize, but I could not say whether these policies/procedures are in place or not. I believe that they mostly are, but I cannot say, nor can I say what effect they have on faculty and staff."

Student respondents ($n = 2,821$) also were asked in the survey to respond regarding a similar list of initiatives, provided in Table 86.

Eighty percent ($n = 2,128$) of Student respondents indicated that they believed that diversity and inclusivity training for students was available at CSI. Of those Student respondents, 76% ($n = 1,625$) felt that it positively influenced climate. Twenty percent ($n = 528$) of Student respondents indicated that they believed that diversity and inclusivity training for students was not available at CSI. Of those Student respondents, 63% ($n = 334$) thought that it would positively influence the climate if it were available.

Seventy-nine percent ($n = 2,084$) of Student respondents indicated that they believed that diversity and inclusivity training for staff was available at CSI. Of those Student respondents, 75% ($n = 1,562$) felt that it positively influenced climate. Twenty-one percent ($n = 554$) of Student respondents indicated that they believed that diversity and inclusivity training for staff

was not available at CSI. Of those Student respondents, 70% ($n = 387$) thought that it would positively influence the climate if it were available.

Seventy-nine percent ($n = 2,059$) of Student respondents indicated that they believed that diversity and inclusivity training for faculty was available at CSI. Of those Student respondents, 75% ($n = 1,546$) felt that it positively influenced climate. Twenty-one percent ($n = 533$) of Student respondents indicated that they believed that diversity and inclusivity training for faculty was not available at CSI. Of those Student respondents, 69% ($n = 367$) thought that it would positively influence the climate if it were available.

Seventy-eight percent ($n = 2,053$) of Student respondents indicated that they believed that a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs) was available at CSI. Of those Student respondents, 73% ($n = 1,505$) felt that it positively influenced climate. Twenty-two percent ($n = 570$) of Student respondents indicated that they believed that a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs) was not available at CSI. Of those Student respondents, 74% ($n = 419$) thought that it would positively influence the climate if it were available.

Seventy-nine percent ($n = 2,072$) of Student respondents indicated that they believed that a person to address student complaints of bias by other students in learning environments (e.g., classrooms, labs) was available at CSI. Of those Student respondents, 72% ($n = 1,493$) felt that it positively influenced climate. Twenty-one percent ($n = 560$) of Student respondents indicated that they believed that a person to address student complaints of bias by other students in learning environments (e.g., classrooms, labs) was not available at CSI. Of those Student respondents, 71% ($n = 399$) thought that it would positively influence the climate if it were available.

Seventy-nine percent ($n = 2,070$) of Student respondents indicated that they believed that opportunities for cross-cultural dialogue among students were available at CSI. Of those Student respondents, 74% ($n = 1,535$) felt that it positively influenced climate. Twenty-one percent ($n = 556$) of Student respondents indicated that they believed that opportunities for cross-cultural

dialogue among students were not available at CSI. Of those Student respondents, 70% ($n = 390$) thought that it would positively influence the climate if it were available.

Seventy-nine percent ($n = 2,048$) of Student respondents indicated that they believed that opportunities for cross-cultural dialogue among faculty, staff, and students were available at CSI. Of those Student respondents, 75% ($n = 1,529$) felt that it positively influenced climate. Twenty-two percent ($n = 562$) of Student respondents indicated that they believed that opportunities for cross-cultural dialogue among faculty, staff, and students were not available at CSI. Of those Student respondents, 71% ($n = 399$) thought that it would positively influence the climate if it were available.

Eighty percent ($n = 2,077$) of Student respondents indicated that they believed that effective inclusion of issues of diversity and cross-cultural competence into the curriculum was available at CSI. Of those Student respondents, 72% ($n = 1,486$) felt that it positively influenced climate. Twenty percent ($n = 529$) of Student respondents indicated that they believed that effective inclusion of issues of diversity and cross-cultural competence into the curriculum was not available at CSI. Of those Student respondents, 68% ($n = 361$) thought that it would positively influence the climate if it were available.

Eighty percent ($n = 2,079$) of Student respondents indicated that they believed that effective faculty mentorship of students was available at CSI. Of those Student respondents, 77% ($n = 1,600$) felt that it positively influenced climate. Twenty percent ($n = 522$) of Student respondents indicated that they believed that effective faculty mentorship of students was not available at CSI. Of those Student respondents, 74% ($n = 385$) thought that it would positively influence the climate if it were available.

Eighty-four percent ($n = 2,176$) of Student respondents indicated that they believed that effective academic advising was available at CSI. Of those Student respondents, 80% ($n = 1,736$) felt that it positively influenced climate. Sixteen percent ($n = 426$) of Student respondents indicated that they believed that effective academic advising was not available at CSI. Of those Student

respondents, 75% ($n = 320$) thought that it would positively influence the climate if it were available.

Eighty percent ($n = 2,076$) of Student respondents indicated that they believed that diversity and inclusivity training for student staff (e.g., Campus Center, resident assistants) was available at CSI. Of those Student respondents, 75% ($n = 1,559$) felt that it positively influenced climate. Twenty percent ($n = 524$) of Student respondents indicated that they believed that diversity and inclusivity training for student staff (e.g., Campus Center, resident assistants) was not available at CSI. Of those Student respondents, 73% ($n = 380$) thought that it would positively influence the climate if it were available.

Eighty percent ($n = 2,059$) of Student respondents indicated that they believed that affordable child care was available at CSI. Of those Student respondents, 74% ($n = 1,516$) felt that it positively influenced climate. Twenty percent ($n = 545$) of Student respondents indicated that they believed that affordable child care was not available at CSI. Of those Student respondents, 73% ($n = 396$) thought that it would positively influence the climate if it were available.

Eighty percent ($n = 2,064$) of Student respondents indicated that they believed that affordable child care resources were available at CSI. Of those Student respondents, 74% ($n = 1,519$) felt that it positively influenced climate. Twenty-one percent ($n = 522$) of Student respondents indicated that they believed that affordable child care resources were not available at CSI. Of those Student respondents, 71% ($n = 370$) thought that it would positively influence the climate if it were available.

Eighty percent ($n = 1,912$) of Student respondents indicated that they believed that support/resources for spouse/partner employment were available at CSI. Of those Student respondents, 71% ($n = 1,358$) felt that it positively influenced climate. Twenty percent ($n = 675$) of Student respondents indicated that they believed that support/resources for spouse/partner employment were not available at CSI. Of those Student respondents, 72% ($n = 488$) thought that it would positively influence the climate if it were available.

Table 86. **Student Respondents' Perceptions of Institutional Initiatives**

	Believes This Initiative IS Available at CSI								Believes This Initiative IS NOT Available at CSI							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
Institutional initiatives	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	N	%	*n*	%
Providing diversity and inclusivity training for students	1,625	76.4	457	21.5	46	2.2	2,128	80.1	334	63.3	152	28.8	42	8.0	528	19.9
Providing diversity and inclusivity training for staff	1,562	75.0	481	23.1	41	2.0	2,084	79.0	387	69.9	124	22.4	43	7.8	554	21.0
Providing diversity and inclusivity training for faculty	1,546	75.1	465	22.6	48	2.3	2,059	79.4	367	68.9	124	23.3	42	7.9	533	20.6
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs)	1,505	73.3	486	23.7	62	3.0	2,053	78.3	419	73.5	107	18.8	44	7.7	570	21.7
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, labs)	1,493	72.1	517	25.0	62	3.0	2,072	78.7	399	71.3	122	21.8	39	7.0	560	21.3
Increasing opportunities for cross-cultural dialogue among students	1,535	74.2	477	23.0	58	2.8	2,070	78.8	390	70.1	125	22.5	41	7.4	556	21.2
Increasing opportunities for cross-cultural dialogue among faculty, staff, and students	1,529	74.7	471	23.0	48	2.3	2,048	78.5	399	71.0	128	22.8	35	6.2	562	21.5
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	1,486	71.5	521	25.1	70	3.4	2,077	79.7	361	68.2	126	23.8	42	7.9	529	20.3

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	Believes This Initiative IS Available at CSI								Believes This Initiative IS NOT Available at CSI							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing effective faculty mentorship of students	1,600	77.0	428	20.6	51	2.5	2,079	79.9	385	73.8	103	19.7	34	6.5	522	20.1
Providing effective academic advising	1,736	79.8	381	17.5	59	2.7	2,176	83.6	320	75.1	73	17.1	33	7.7	426	16.4
Providing diversity and inclusivity training for student staff (e.g., Campus Center, resident assistants)	1,559	75.1	458	22.1	59	2.8	2,076	79.8	380	72.5	104	19.8	40	7.6	524	20.2
Providing affordable childcare	1,516	73.6	497	24.1	46	2.2	2,059	79.7	396	72.7	113	20.7	36	6.6	545	20.1
Providing affordable childcare resources	1,519	73.6	492	23.8	53	2.6	2,064	79.6	370	70.9	118	22.6	34	6.5	522	21.1
Providing support/resources for spouse/partner employment	1,358	71.0	504	26.4	50	2.6	1,912	79.8	488	72.3	153	22.7	34	5.0	675	20.2

Note: Table includes Student responses (*n* = 2,821) only.

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There were 342 Student respondents who elaborated on their responses regarding the impact of institutional actions on campus climate. Out of the 342 Student respondents, 59 simply stated "no," "n/a," or "don't know." Four additional themes emerged from the responses: praise for CSI, student support concerns, transportation issues, and general observations.

Praise for CSI. Fifty-three of the Student respondents shared praise for CSI. Some respondents gave general praise, sharing comments like "I love CSI," or "I like everything about CSI so far," or "great school!" Other Student respondents gave a little more detail about why they liked CSI. One Student respondent wrote, "CSI is a very open and innovative institution that looks for the best academic environment for all students. Kudos!" Another Student respondent shared, "I have been in CSI for five years now. I have always been full time and have been here for five years. I am going to graduate and move onto my Master's degree. I strongly love CSI that have been true to it and have never transferred to another school nor did I apply to any other school to receive my Masters. I love that it is challenging and have great professors." A third Student respondent observed, "I feel like the campus has a great overall feel. I feel very included in all the activities I've attended and everyone was very friendly and kind."

Student support concerns. Fifty-two Student respondents addressed concerns regarding student support from CSI employees. Some Student respondent commented on their interactions with faculty members. These Student respondents were concerned with issues such as teaching quality, mentoring and general interactions with students. One Student respondent shared, "I feel that the faculty is a bit rude sometimes. I understand if they always have to repeat themselves, but sometimes i feel like they dont smile much or just seemed bothered all the time." Another Student respondent suggested, "i believe some teachers need to be reviewed on how they teach." A third Student respondent wrote, "Faculty mentorship is absolutely necessary in order to create a professional relationship that is necessary to the student as he/she will use this kind of relationship in searching for a career." Many Student respondents felt that advising needed to be improved. One respondent wrote, "Academic advisement needs to improve. Employees must be on the same page. It is known at CSI that people run around from building to building receiving different information from different people. It can be frustrating for a new student. Other than this I believe the climate is positive overall." Another Student respondent suggested, "I definitely

think CSI should hire more advisors. A lot of students that end up choosing to attend CSI, are somewhat lost, and it is extremely important to have a sense of guidance by someone that knows you. Instead of feeling lost, and then dropping out as a result." Another Student respondent stated, "Advising specifically could use some serious revamp."

Student respondents also felt that staff at CSI could be more supportive and helpful to students. One Student respondent observed, "Faculty and staff NEED to treat students with care. Without us, they would be out of a job. Instead, they are always so frustrated and disgusted to show genuine concern." Another Student respondent shared, "faculty and staff are mostly ignorant and ill-informed and not able to help students reach their goals properly. a higher educated and motivated staff and faculty would make a better climate for CSI, there are some exceptions of a few professors but mostly the faculty and staff at CSI are rude and extremely unhelpful." A third Student respondent wrote, "In the 5 years as a student at CSI, the climate that needs most improvement would be the negative attitudes within the administrative office personnel (Bursar, Hub, & financial aid). There is no reason my respect and politeness should be met with nastiness. Furthermore, it seems as though they resent and do not understand all the recent system updates."

Transportation issues. Twenty-five Student respondents commented on issues related to getting to and from school. The Student respondents had complaints about road conditions (i.e. potholes), the shuttle, and parking. One Student respondent observed, "A big problem with campus climate is that I notice many parking lot fights due to students fighting over spots. Sometimes the drivers speed through the lots and drive on the wrong side. This can cause tension in the lots and stress getting to class." Another Student respondent suggested, "More parking spots, fixing the roads inside the school." Another Student respondent wrote, "I believe that people get very fed up with the parking issue. It negatively influences the climate of the school because students are very annoyed about this issue." Another Student respondent shared, "this may not be related to the campus climate or maybe it is but there is a high number of pot holes all over the campus roads. Fixing these pot holes will not only make the campus look nicer but create a better driving experience without having to dodge a pot hole every 20 feet."

General observations. Twenty-five Student respondents made general observations about institutional actions. Some Student respondents commented simply on how the institutional actions would improve climate. One Student respondent wrote, "The actions listed above, in my opinion, would have a very good influence on the college lives of the students and everyone on campus." Another Student respondent wrote, "All initiatives i've noticed are by far effective." Other respondents shared general advice for improving campus climate. One Student respondent wrote, "Institutional actions would get people to open their eyes to diversity and feeling comfortable as people become more aware and having help. It would make people comfortable to have more opportunities and understand." Another Student respondent shared, "I believe that a high regard of respect and tolerance are two major factors for a better campus climate." Another Student respondent suggested, "There just need to be more programs."

Summary

Perceptions of actions taken by CSI help to shape the way individuals think and feel about the climate in which they work and learn. The findings in this section suggest that respondents generally agree that the actions cited in the survey have, or would have, a positive influence on the campus climate. Notably, substantial numbers of Faculty, Staff/Executive, and Student respondents indicated that many of the initiatives were not available on CSI's campus. If, in fact, these initiatives are available, CSI would benefit from better publicizing all that the institution offers to positively influence the campus climate.

Next Steps

Embarking on this campus-wide assessment is further evidence of CSI's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this report was to assess the climate within CSI, including how members of the community felt about issues related to inclusion and work-life issues. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations within the CSI community. However, assessments and reports are not enough. A projected plan to develop strategic actions and a subsequent implementation plan are critical. Failure to use the assessment data to build on the successes and address the challenges uncovered in the report will undermine the commitment offered to CSI community members when the project was initiated. Also, as recommended by CSI's senior leadership, the assessment process should be repeated regularly to respond to an ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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Appendices

Appendix A – Cross Tabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Comment Analyses (Questions #104, #105, and #106)

Appendix D – Survey: *College of Staten Island Climate Survey for Learning, Working, and Living*

Appendix A
Cross Tabulations by Selected Demographics

		Undergraduate Student		Graduate Student		Faculty		Staff/Executive		Total	
		n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Gender identity	Unknown/Missing	9	0.3	< 5	---	< 5	0.6	11	2.0	22	0.6
	Woman	1,629	62.2	144	72.0	189	58.7	395	72.5	2,357	63.9
	Man	956	36.5	54	27.0	124	38.5	137	25.1	1,271	34.5
	Transspectrum	27	1.0	< 5	---	7	2.2	< 5	---	38	1.0
Racial/ ethnic identity	Unknown/Missing/Other	119	4.5	12	6.0	23	7.1	51	9.4	205	5.6
	Asian/Asian American/South Asian	329	12.6	31	15.5	18	5.6	22	4.0	400	10.8
	Hispanic/Latin@/Chican@	501	19.1	30	15.0	16	5.0	23	4.2	570	15.5
	Other People of Color	116	4.4	< 5	---	5	1.6	9	1.7	134	3.6
	White People	928	35.4	97	48.5	233	72.4	372	68.3	1,630	44.2
	Multiple Race	244	9.3	17	8.5	9	2.8	34	6.2	304	8.2
Sexual identity	Unknown/Missing	72	2.7	6	3.0	14	4.3	35	6.4	127	3.4
	LGBQ	306	11.7	12	6.0	32	9.9	30	5.5	380	10.3
	Heterosexual	1,926	73.5	164	82.0	267	82.9	460	84.4	2,817	76.4
	Asexual/Other	317	12.1	18	9.0	9	2.8	20	3.7	364	9.9

		Undergraduate Student		Graduate Student		Faculty		Staff/Executive		Total	
		n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Citizenship status	U.S. Citizen	1,937	73.9	134	67.0	243	75.5	475	87.2	2,789	75.6
	Non-U.S/Naturalized Citizen	638	24.3	66	33.0	77	23.9	65	11.9	846	22.9
Disability status	Unknown/Missing/Other	14	0.5	5	2.5	7	2.2	9	1.7	35	0.9
	Disability	165	6.3	14	7.0	23	7.1	24	4.4	226	6.1
	No Disability	2,394	91.3	167	83.5	284	88.2	501	91.9	3,346	90.7
	Multiple Disability	48	1.8	14	7.0	8	2.5	11	2.0	81	2.2
Religious/ spiritual identity	Unknown/Missing	88	3.4	< 5	---	15	4.7	28	5.1	133	3.6
	Christian Affiliation	1,332	50.8	92	46.0	124	38.5	333	61.1	1,881	51.0
	Other Faith-Based	413	15.8	40	20.0	43	13.4	50	9.2	546	14.8
	No Affiliation	700	26.7	52	26.0	121	37.6	106	19.4	979	26.5
	Multiple Affiliations	88	3.4	14	7.0	19	5.9	28	5.1	149	4.0

Note: % is the percent of each column for that demographic category (e.g., percent of Faculty who are men)

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Appendix B – Data Tables[120]

PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B1. **What is your primary position at CSI? (Question 1)**

Position	*n*	%
Undergraduate student	**2,621**	**71.1**
Started at CSI as a first-year student	2,214	84.5
Transferred from another institution	407	15.5
Graduate student	**200**	**5.4**
Doctoral degree	24	12.1
Master's degree	158	79.4
Other graduate (certificate)	17	8.5
Faculty	**322**	**8.7**
Assistant Professor	58	18.0
Associate Professor	55	17.1
Professor	45	14.0
Adjunct	140	43.5
Lecturer	24	7.5
Executives (ECP)	**16**	**0.4**
Staff	**529**	**14.3**
Hourly	197	37.2
Salary	332	62.8

Note: No missing data exists for the primary categories in this question; all respondents were required to select an answer.

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[120] Unless otherwise noted, questions were offered to all faculty, staff and students.

Table B2. **Are you full-time or part-time in that primary position? (Question 2)**

Status	*n*	%
Full-time	3,005	81.5
Part-time	683	18.5

Table B3. Full-time Faculty/Staff only: **Do you have permanency status in your primary position (e.g., tenure, CCE, 13.3.b, or other contractual permanency based on the number of years you have served in this position in good standing)? (Question 3)**

Permanency status	*n*	%
No	229	41.7
Yes	316	57.6
Missing	4	0.7

Table B4. **What is your birth sex (assigned)? (Question 41)**

Birth sex	*n*	%
Female	2,395	64.9
Intersex	0	0.0
Male	1,274	34.5
Missing	19	0.5

Table B5. **What is your gender/gender identity? (Mark all that apply.) (Question 42)**

Gender identity	n	%
Genderqueer	21	0.6
Man	1,271	34.5
Transgender	8	0.2
Woman	2,357	63.9
A gender not listed here	9	0.2
Missing	22	0.6

Table B6. **What is your current gender expression? (Question 43)**

Gender expression	n	%
Androgynous	85	2.3
Feminine	2,291	62.1
Masculine	1,226	33.2
A gender expression not listed here	41	1.1
Missing	45	1.2

Table B7. **What is your citizenship status in the U.S.? (Question 44)**

Citizenship status	*n*	%
A visa holder (such as F-1, J-1, H1-B, and U)	92	2.5
Currently under a withholding of removal status	2	0.1
DACA (Deferred Action for Childhood Arrival)	52	1.4
DAPA (Deferred Action for Parental Accountability)	0	0.0
Lawful permanent resident (green card holder)	226	6.1
Other legally documented status	18	0.5
Refugee status	4	0.1
Undocumented resident	14	0.4
U.S. citizen, birth	2,789	75.6
U.S. citizen, naturalized	438	11.9
Missing	53	1.4

Table B8. **Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. (If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply.) (Question 45)**

Racial/ethnic identity	*n*	%
Alaska Native	3	0.1
First Nation/American Indian/Indigenous	55	1.5
Asian/Asian American/South Asian	443	12.0
Black/African American	546	14.8
Hispanic/Latin@/Chican@	758	20.6
Central Asian/Middle Eastern/North African	147	4.0
Native Hawaiian	5	0.1
Pacific Islander	21	0.6
White/European American	1,847	50.1
A racial/ethnic identity not listed here	100	2.7

Table B9. **Which term best describes your sexual identity? (Question 46)**

Sexual identity	n	%
Asexual	296	8.0
Bisexual	169	4.6
Gay	60	1.6
Heterosexual	2,817	76.4
Lesbian	46	1.2
Pansexual	35	0.9
Queer	15	0.4
Questioning	55	1.5
A sexual identity not listed here	68	1.8
Missing	127	3.4

Table B10. **What is your age? (Question 47)**

Age	n	%
19 or younger	1,200	32.5
20-21	722	19.6
22-24	452	12.3
25-34	436	11.8
35-44	234	6.3
45-54	232	6.3
55-64	210	5.7
65-74	65	1.8
75 and older	6	0.2
Missing	131	3.6

Table B11. **Do you have substantial parenting or caregiving responsibility? (Question 48)**

Parenting or caregiving responsibility	n	%
No	**2,984**	**80.9**
Yes (Mark all that apply.)	**663**	**18.0**
Children 18 years of age or younger	462	69.7
Children over 18 years of age, but still dependent (in college, disabled, etc.)	127	19.2
Independent adult children over 18 years of age	53	8.0
Sick or disabled partner	42	6.3
Senior or other family member A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending)	167	25.2
Missing	**41**	**1.1**

Note: Percentages may not sum to 100% due to multiple responses.

Table B12. Students only: **What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 49)**

Level of education	Parent/guardian 1		Parent/guardian 2	
	n	%	*n*	%
No high school	209	7.4	248	8.8
Some high school	348	12.3	344	12.2
Completed high school/GED	650	23.0	685	24.3
Some college	476	16.9	405	14.4
Business/technical certificate/degree	64	2.3	90	3.2
Associate's degree	177	6.3	130	4.6
Bachelor's degree	415	14.7	297	10.5
Some graduate work	19	0.7	6	.2
Master's degree (e.g., MA, MS, MBA)	222	7.9	126	4.5
Specialist degree (e.g., EdS)	11	0.4	6	.2
Doctoral degree (e.g., PhD., EdD)	38	1.3	18	.6
Professional degree (e.g., MD, JD)	35	1.2	20	.7
Unknown	92	3.3	213	7.6
Not applicable	49	1.7	188	6.7
Missing	16	0.6	45	1.6

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 2,821).

Table B13. Staff only: **What is <u>your</u> highest level of education? (Question 50)**

Level of education	*n*	%
No high school	0	0.0
Some high school	1	0.2
Completed high school/GED	35	6.4
Some college	70	12.8
Business/technical certificate/degree	14	2.6
Associate's degree	33	6.1
Bachelor's degree	140	25.7
Some graduate work	46	8.4
Master's degree (e.g., MA, MS, MBA)	159	29.2
Specialist degree (e.g., EdS)	4	0.7
Doctoral degree (e.g., PhD., EdD)	28	5.1
Professional degree (e.g., MD, JD)	9	1.7
Missing	6	1.1

Note: Table includes answers only from only those respondents who indicated that they were Staff or Executives (ECP) in Question 1 (*n* = 545).

Table B14. Undergraduate Students only: **How many years have you attended CSI? (Question 51)**

Years attended CSI	*n*	%
One year or less	1,361	51.9
Two years	489	18.7
Three years	395	15.1
Four years	209	8.0
Five years	100	3.8
Six or more years	62	2.4
Missing	5	0.2

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 2,621).

Table B15. Faculty only: **With which academic division/school are you primarily affiliated at this time? (Question 52)**

Academic division/school	*n*	%
School of Business	19	5.9
School of Education	25	7.8
School of Health Sciences	30	9.3
Division of Humanities and Social Sciences	167	51.9
Division of Science and Technology	63	19.6
Missing	18	5.6

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 322).

Table B16. Staff only: **With which work unit are you primarily affiliated at this time? (Question 53)**

Academic division/school	*n*	%
Division of Academic Affairs (e.g., School of Education, Division of Science and Technology, Registrar's Office)	189	34.7
Division of Finance and Administration (e.g., Auxiliary Services, Buildings & Grounds)	109	20
Office of Institutional Advancement and External Affairs	15	2.8
Division of Student and Enrollment Services (e.g., CSI Association, Financial Aid)	113	20.7
Division of Technology Systems	28	5.1
Office of the President	28	5.1
Missing	63	11.6

Note: Table includes answers only from those respondents who indicated that they were Staff or Executives (ECP) in Question 1 (*n* = 545).

Table B17. Undergraduate Students only: **What degree are you seeking at CSI? (Please choose your degree and then your academic major(s) not including minors.) (Mark all that apply.) (Question 54)**

Academic degree/major	*n*	%
Bachelor Degree		
Bachelor of Arts (BA)	**750**	**28.6**
Undeclared Major	*98*	*13.1*
African & African Diaspora Studies	*2*	*0.3*
American Studies	*2*	*0.3*
Art	*14*	*1.9*
Art – Photography	*4*	*0.5*
CUNY Baccalaureate	*2*	*0.3*
Cinema Studies	*13*	*1.7*
Cinema Studies – Critical Studies	*4*	*0.5*
Cinema Studies – Production	*19*	*2.5*
Economics	*6*	*0.8*
Adolescence Education – English	*22*	*2.9*
Adolescence Education – English – Dramatic Literature	*4*	*0.5*
Adolescence Education – English – Writing	*3*	*0.4*
Adolescence Education – English – Linguistics	*4*	*0.5*
Adolescence Education – English – Literature	*8*	*1.1*
Adolescence Education – History	*19*	*2.5*
Adolescence Education – Italian Studies	*2*	*0.3*
Adolescence Education – Spanish	*5*	*0.7*
Adolescence Education – Biology	*1*	*0.1*
Adolescence Education – Chemistry	*0*	*0.0*
Adolescence Education – Physics	*0*	*0.0*
English	*18*	*2.4*
English – Dramatic Literature	*7*	*0.9*
English – Literature	*38*	*5.1*
English – Linguistics	*11*	*1.5*
English – Writing	*45*	*6.0*
Geography	*4*	*0.5*
History	*44*	*5.9*
International Studies	*20*	*2.7*
Italian Studies	*3*	*0.4*

Table B17 (cont.)

Academic degree/major	n	%
Music	*10*	*1.3*
Philosophy	*5*	*0.7*
Philosophy & Political Science	*9*	*1.2*
Political Science	*38*	*5.1*
Psychology	*123*	*16.4*
Science, Letters, & Society	*13*	*1.7*
Science, Letters, & Society – Childhood 1-6	*51*	*6.8*
Science, Letters, & Society – Early Childhood	*42*	*5.6*
Sociology & Anthropology	*56*	*7.5*
Spanish	*14*	*1.9*
Undeclared Major Pre-Health	*1*	*0.1*
Women's, Gender, & Sexuality Studies	*9*	*1.2*
Bachelor of Science (BS)	**1,653**	**63.1**
Undeclared Major	*65*	*3.9*
Accounting	*115*	*7.0*
Adolescence Education – Math	*6*	*0.4*
Art	*0*	*0.0*
Art – Photography	*4*	*0.2*
Biology	*206*	*12.5*
Biology – Bioinformatics	*8*	*0.5*
Biochemistry	*19*	*1.1*
Business	*23*	*1.4*
Business – Finance	*56*	*3.4*
Business – International	*24*	*1.5*
Business – Management	*105*	*6.4*
Business – Marketing	*39*	*2.4*
CUNY Baccalaureate	*1*	*0.1*
Chemistry	*19*	*1.1*
Communications	*10*	*0.6*
Communications – Corporate	*21*	*1.3*
Communications – Design & Digital Media	*20*	*1.2*
Communications - Journalism	*14*	*0.8*
Communications – Media Studies	*34*	*2.1*

Table B17 **(cont.)**

Academic degree/major	*n*	%
Communications – Publication Design	*2*	*0.1*
Computer Science	*127*	*7.7*
Computer Science – Math	*10*	*0.6*
Dramatic Arts	*11*	*0.7*
Economics	*14*	*0.8*
Economics – Business	*17*	*1.0*
Economics – Finance	*9*	*0.5*
Adolescence Education – Biology	*6*	*0.4*
Adolescence Education – Chemistry	*2*	*0.1*
Adolescence Education – Physics	*1*	*0.1*
Electrical Engineering	*42*	*2.5*
Engineering Science	*49*	*3.0*
Information Systems	*9*	*0.5*
International Studies	*2*	*0.1*
Medical Technology	*34*	*2.1*
Mathematics	*36*	*2.2*
Music	*3*	*0.2*
Music: Classical Performance	*0*	*0.0*
Music: Jazz Studies	*0*	*0.0*
Music: Music Technology	*2*	*0.1*
Nursing 3	*15*	*0.9*
Nursing – BS	*267*	*16.2*
Physics	*10*	*0.6*
Psychology	*211*	*12.8*
Social Work	*86*	*5.2*
Undeclared Health Science	*24*	*1.5*
Undeclared Health Science – Pre-Medical Tech	*8*	*0.5*
Undeclared Health Science – Pre-Nursing	*9*	*0.5*
Bachelor of Fine Arts	**57**	**2.2**
Art	*15*	*26.3*
Art – Photography	*7*	*12.3*
Associates Degree		
Associates in Arts (AA)	**195**	**7.4**
Undeclared Major	*46*	*23.6*

Table B17 (cont.)

Academic degree/major	*n*	%
Liberal Arts & Science – Non-Science	*98*	*50.3*
Associates in Applied Science (AAS)	**222**	**8.5**
Undeclared Major	*13*	*5.9*
Business	*8*	*3.6*
Business – Accounting	*15*	*6.8*
Business – Finance	*9*	*4.1*
Business – Information Systems	*0*	*0.0*
Business – International	*7*	*3.2*
Business – Management	*23*	*10.4*
Business – Marketing	*12*	*5.4*
Computer Technology	*13*	*5.9*
Computer Technology – Information Science	*1*	*0.5*
Computer Technology – Programming	*9*	*4.1*
Electrical Engineering Technology	*3*	*1.4*
Nursing	*81*	*36.5*
Undeclared Health Science	*5*	*2.3*
Undeclared Health Science – Medical Tech	*4*	*1.8*
Undeclared Health Science - Nursing	*20*	*9.0*
Associates in Science (AS)	**107**	**4.1**
Undeclared Major	*26*	*24.3*
Engineering Science	*12*	*11.2*
Liberal Arts & Science – Sciences	*12*	*11.2*
Certificate	**31**	**1.2**
Modern China Studies	**6**	**19.4**
Latin American Caribbean and Latina/o Studies	**11**	**35.5**

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 2,621).

Table B18. **Are you enrolled in an Honors College/Program at CSI? (Question 55)**

Enrolled in Honors College/Program	*n*	%
No	2,411	92.0
Yes, Macaulay	58	2.2
Yes, Verrazano	129	4.9
Yes, Teacher Education Honors Academy	10	0.4
Missing	13	0.5

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 2,621).

Table B19. Graduate Students only: **What degree are you seeking at CSI? (Please choose your degree program and then your academic program.) (Mark all that apply.) (Question 56)**

Degree program/academic program	*n*	%
Master of Arts (MA)	**49**	**24.5**
Cinema & Media Studies	2	4.1
English	8	16.3
History	10	20.4
Liberal Studies	3	6.1
Clinical Mental Health Counseling	22	44.9
Master of Science (MS)	**57**	**28.5**
Accounting	4	7.0
Biology	7	12.3
Biology – Biotechnology	8	14.0
Business Management	4	7.0
Computer Science	11	19.3
Environmental Science	7	12.3
Nursing Adult Health	5	8.8
Adult – Gerontological Clinical Nurse Specialist	1	1.8
Adult – Gerontological CNP	3	5.3
Neuroscience, Mental Retardation, & Developmental Disabilities	3	5.3
Master of Science – Education (MSED)	**47**	**23.5**
Adolescence Education – Biology sequence 1	1	2.1
Adolescence Education – Biology sequence 2	0	0.0

Table B19 (cont.)

Degree program/academic program	*n*	%
Adolescence Education – English sequence 1	1	2.1
Adolescence Education – English sequence 2	4	8.5
Adolescence Education – Math sequence 1	1	2.1
Adolescence Education – Math sequence 2	0	0.0
Adolescence Education – Social Studies sequence 1	0	0.0
Adolescence Education – Social Studies sequence 2	3	6.4
Childhood Education sequence 1	3	6.4
Childhood Education sequence 2	9	19.1
Special Education – Adolescent Generalist 7-12 sequence 1	2	4.3
Special Education – Adolescent Generalist 7-12 sequence 2	3	6.4
Special Education – Childhood sequence 1	7	14.9
Special Education – Childhood sequence 2	8	17.0
Special Education – Middle Childhood Generalist	0	0.0
Teaching of English to Speakers of Other Languages	3	6.4
Master of Social Work (MSW)	**22**	**11.0**
Social Work	7	31.8
Social Work – 2 year Program	7	31.8
Social Work – Advanced Standing	5	22.7
Post-Master's Certificate (ADVCERT)	**4**	**2.0**
Autism Spectrum Disorders	1	25.0
Business Analytics of Large Scale Data	0	0.0
Nursing – Cultural Competence	0	0.0
School Building & District Leadership	0	0.0
Leadership in Education	1	25.0
Adult Health Nursing	0	0.0
Adult – Gerontological Nursing – CNS	0	0.0
Nursing Education	0	0.0
School District Leadership	1	25.0
Teaching of English to Speakers of Other Languages	1	25.0
Doctor of Nursing (DNP), Doctor of Physical Therapy (DPT)	**15**	**7.5**
Adult-Gerontology Clinical Nurse Specialist	0	0.0
Adult-Gerontology Clinical Nurse Specialist – Advanced Standing	0	0.0
Adult-Gerontology Nurse Practitioner	0	0.0

Table B19 (cont.)

Degree program/academic program	*n*	%
Adult-Gerontology Nurse Practitioner – Advanced Standing	0	0.0
Physical Therapy	14	93.3

Note: Table includes answers only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 200).

Table B20. **Do you have a condition/disability that influences your learning, working, or living activities? (Question 57)**

Condition	*n*	%
No	3,346	90.7
Yes	331	9.0
Missing	11	0.3

Table B21. **Which, if any, of the conditions listed below impact your learning, working, or living activities? (Mark all that apply.) (Question 58)**

Condition	*n*	%
Acquired/traumatic brain injury	6	1.8
Asperger's/autism spectrum	15	4.5
Chronic diagnosis or medical condition (e.g., lupus, cancer, multiple sclerosis, fibromyalgia, etc.)	61	18.4
Learning disability (e.g., ADD, attention deficit/hyperactivity disorder, dyslexia, etc.)	109	32.9
Mental health/psychological condition (e.g., depression, anxiety)	122	36.9
Physical/mobility condition that affects walking	31	9.4
Physical/mobility condition that does not affect walking	9	2.7
Speech/communication condition	9	2.7
Visually impaired or blind	8	2.4
Hearing impaired or deaf	17	5.1
A disability/condition not listed here	17	5.1

Note: Table includes answers from only those respondents who indicated that they have a condition/disability in Question 57 (*n* = 331). Note: Percentages may not sum to 100% due to multiple responses.

Table B22. **What is the language(s) used in your home? (Question 59)**

Language	*n*	%
English	2,483	67.3
A language other than English	356	9.7
English and other language(s)	798	21.6
Missing	51	1.4

Table B23. **What is your religious or spiritual identity? (Mark all that apply.) (Question 60)**

Religious or spiritual identity	*n*	%		*n*	%
Agnostic	**240**	**6.5**	United Methodist	21	1.1
Atheist	**252**	**6.8**	Unitarian Universalist	5	0.3
Baha'i	**1**	**0.0**	United Church of Christ	2	0.1
Buddhist	**94**	**2.5**	A Christian affiliation not listed above	55	2.8
Christian	**1,978**	**53.6**	**Confucianist**	**16**	**0.4**
African Methodist Episcopal	4	0.2	**Druid**	**5**	**0.1**
African Methodist Episcopal Zion	3	0.2	**Hindu**	**22**	**0.6**
Assembly of God	12	0.6	**Jain**	**0**	**0.0**
Baptist	75	3.8	**Jehovah's Witness**	**11**	**0.3**
Catholic/Roman Catholic	1,181	59.7	**Jewish**	**157**	**4.3**
Christian Methodist Episcopal	1	0.1	Conservative	29	18.5
Christian Orthodox	52	2.6	Orthodox	23	14.6
Christian Reformed Church (CRC)	1	0.1	Reform	50	31.8
Church of Christ	39	2.0	**Muslim**	**311**	**8.4**
Church of God in Christ	19	1.0	Ahmadi	7	2.3
Episcopalian	19	1.0	Shi'ite	14	4.5
Evangelical	36	1.8	Sufi	2	0.6
Greek Orthodox	17	0.9	Sunni	157	50.5
Lutheran	38	1.9	**Native American Traditional Practitioner or Ceremonial**	**6**	**0.2**
Mennonite	2	0.1	**Pagan**	**11**	**0.3**
Moravian	4	0.2	**Rastafarian**	**5**	**0.1**
Nondenominational Christian	49	2.5	**Scientologist**	**8**	**0.2**
Pentecostal	90	4.6	**Secular Humanist**	**15**	**0.4**
Presbyterian	16	0.8	**Shinto**	**1**	**0.0**
Protestant	33	1.7	**Sikh**	**3**	**0.1**
Protestant Reformed Church (PR)	1	0.1	**Taoist**	**11**	**0.3**
Quaker	2	0.1	**Tenrikyo**	**0**	**0.0**
Reformed Church of America (RCA)	1	0.1	**Wiccan**	**19**	**0.5**
Russian Orthodox	8	0.4	**Spiritual, but no religious affiliation**	**216**	**5.9**
Seventh Day Adventist	20	1.0	**No affiliation**	**390**	**10.6**
The Church of Jesus Christ of Latter-day Saints	5	0.3	**A religious affiliation or spiritual identity not listed above**	**42**	**1.1**

Note: Percentages may not sum to 100% due to multiple responses.

Table B24. Students only: **Are you currently financially dependent (family/guardian is assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)? (Question 61)**

Dependency status	*n*	%
Dependent	2,162	76.6
Independent	549	19.5
Missing	110	3.9

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 2,821).

Table B25. Students only: **What is your *best estimate* of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)? (Question 62)**

Income	*n*	%
Below $30,000	1,025	36.3
$30,000 - $49,999	533	18.9
$50,000 - $69,999	363	12.9
$70,000 - $99,999	321	11.4
$100,000 - $149,999	270	9.6
$150,000 - $199,999	104	3.7
$200,000 - $249,999	41	1.5
$250,000 - $499,999	20	0.7
$500,000 or more	11	0.4
Missing	133	4.7

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 2,821).

Table B26. Students only: **Where do you live? (Question 63)**

Residence	*n*	%
Campus housing	**139**	**4.9**
Non-campus housing	**2,632**	**93.3**
Living in an apartment/house	300	13.5
Living with family member/guardian	1,918	86.5
Transient (e.g., couch surfing, sleeping in car, in a shelter)	**23**	**0.8**
Missing	**27**	**1.0**

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 2,821). Percentages for sub-categories are valid percentages and do not include missing responses.

Table B27. Students only: **Do you participate in any of the following at CSI? (Mark all that apply.) (Question 64)**

Club/organization	*n*	%
I do not participate in any clubs/organizations	2,074	73.5
Academic Departmental Honor Societies (e.g., Phi Beta Delta International, Macaulay Honors, The Verrazano School)	194	6.9
Community Service (e.g., Relay for Life, CSI Volunteer Event of the Month, CUNY Service Corps)	180	6.4
Cultural Heritage and Religious (e.g., Hillel, Muslim Students Association, Chi Alpha Christian Club)	120	4.3
Political and Social Interest (e.g., Students for Justice in Palestine, NYPIRG)	56	2.0
Special Interest (e.g., Accounting Club, Gay Straight Alliance, CSI Association, New Student Orientation)	225	8.0
Sports & Recreation (e.g., Intramurals, Athletic Teams)	198	7.0

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 2,821). Percentages may not sum to 100% due to multiple responses.

Table B28. Students only: **At the end of your last semester, what was your cumulative grade point average? (Question 65)**

GPA	*n*	%
3.5 – 4.00	688	24.4
3.0 – 3.49	749	26.6
2.5 – 2.99	605	21.4
2.0 – 2.49	284	10.1
1.5 – 1.99	122	4.3
1.0 – 1.49	46	1.6
0.0 - .999	24	0.9
No GPA as yet	276	9.8
Missing	27	1.0

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 2,821).

Table B29. Students only: **Have you experienced financial hardship while attending CSI? (Question 66)**

Financial hardship	*n*	%
No	1,432	50.8
Yes	1,340	47.5
Missing	49	1.7

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 2,821).

Table B30. Students only: **How have you experienced the financial hardship? (Mark all that apply.)**
(Question 67)

Experience	*n*	%
Affording housing	331	24.7
Affording health care	168	12.5
Affording child care	60	4.5
Affording other campus fees	305	22.8
Affording tuition	830	61.9
Purchasing my books	929	69.3
Participating in social events	210	15.7
Affording food	436	32.5
Participating in co-curricular events or activities (alternative spring breaks, class trips, study abroad, etc.)	200	14.9
Traveling home during CSI breaks	146	10.9
Transportation	592	44.2
Other	60	4.5

Note: Table includes answers only from those Students who indicated that they experienced financial hardship in Question 66 (*n* = 1,340). Percentages may not sum to 100% due to multiple responses.

Table B31. Students only: **How are you currently paying for your education at CSI? (Mark all that apply.)** **(Question 68)**

Source of funding	*n*	%
Credit card	458	16.2
Family contribution	863	30.6
Loans	721	25.6
Need-based scholarship (e.g., Gates)	93	3.3
Non-need based scholarship (e.g., Student Government)	146	5.2
Grant (e.g., Pell, Petrie)	964	34.2
Personal contribution/job	432	15.3
Resident assistant	16	0.6
Work study	105	3.7
A method of payment not listed here	270	9.6

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 2,821).

Table B32. Students only: **Are you employed either on campus or off-campus during the academic year? (Question 69)**

Employed	*n*	%
No	**1,197**	**42.4**
Yes, I work on-campus	**302**	**10.7**
1-10 hours/week	149	52.1
11-20 hours/week	108	37.8
21-30 hours/week	14	4.9
31-40 hours/week	10	3.5
More than 40 hours/week	5	1.7
Yes, I work off-campus	**1,340**	**47.5**
1-10 hours/week	214	17.2
11-20 hours/week	445	35.7
21-30 hours/week	320	25.7
31-40 hours/week	197	15.8
More than 40 hours/week	70	5.6

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 2,821).
Percentages for sub-categories are valid percentages and do not include missing responses.

PART II: Findings

The tables in this section contain valid percentages except where noted.

Table B33. **Overall, how comfortable are you with the climate at CSI? (Question 4)**

Comfort	*n*	%
Very comfortable	790	21.4
Comfortable	1,919	52.0
Neither comfortable nor uncomfortable	662	18.0
Uncomfortable	233	6.3
Very uncomfortable	83	2.3

Table B34. Faculty/Staff only: **Overall, how comfortable are you with the climate in your department/work unit? (Question 5)**

Comfort	*n*	%
Very comfortable	286	33.3
Comfortable	326	37.9
Neither comfortable nor uncomfortable	104	12.1
Uncomfortable	101	11.7
Very uncomfortable	43	5.0

Note: Table includes answers only from those respondents who indicated that they were Faculty, Executives (ECP), or Staff in Question 1 (*n* = 867).

Table B35. Students/Faculty only: **Overall, how comfortable are you with the climate in your classes? (Question 6)**

Comfort	*n*	%
Very comfortable	715	22.9
Comfortable	1,673	53.5
Neither comfortable nor uncomfortable	514	16.4
Uncomfortable	195	6.2
Very uncomfortable	31	1.0

Note: Table includes answers only from those respondents who indicated that they were Students or Faculty in Question 1 (*n* = 3,143).

Table B36. **Have you ever seriously considered leaving CSI? (Question 7)**

Considered leaving	*n*	%
No	2,174	58.9
Yes	1,506	40.8
Missing	8	0.2

Table B37. Students only: **When did you seriously consider leaving CSI? (Mark all that apply.) (Question 8)**

Year	*n*	%
During my first year as a student	720	65.6
During my second year as a student	394	35.9
During my third year as a student	181	16.5
During my fourth year as a student	77	7.0
During my fifth year as a student	31	2.8
After my fifth year as a student	22	2.0

Note: Table includes answers only from those Students who indicated that they considered leaving in Question 7 (*n* = 1,097).

*Table B38. Students only***: Why did you seriously consider leaving CSI? (Mark all that apply.)
(Question 9)**

Reasons	*n*	%
A reason not listed above	346	31.5
Lack of a sense of belonging	279	25.4
Difficulty making a course schedule	224	20.4
Climate was not welcoming	212	19.3
Didn't have my major	172	15.7
Financial reasons	165	15.0
Lack of support group	163	14.9
Didn't have my field of study	143	13.0
Personal reasons (medical, mental health, family emergencies, etc.)	143	13.0
Didn't meet the selection criteria for a major/field of study	131	11.9
Coursework was too difficult	86	7.8
Homesick	25	2.3
My marital/relationship status	15	1.4

Note: Table includes answers only from those Students who indicated that they considered leaving in Question 7 (*n* = 1,097).

*Table B39. Faculty/Staff only***: Why did you seriously consider leaving CSI? (Question 10)**

Reasons	*n*	%
Financial reasons (salary, resources, etc.)	249	60.9
Limited opportunities for advancement	206	50.4
Increased workload	138	33.7
Lack of sense of belonging	117	28.6
Interested in a position elsewhere	112	27.4
Campus climate was unwelcoming	105	25.7
Dissatisfied with current benefits	104	25.4
Working relationship with supervisor/manager	99	24.2
A reason not listed above	98	24.0
Recruited or offered a position elsewhere	62	15.2
Working relationship with co-workers	61	14.9
Family responsibilities	37	9.0
Personal reasons (medical, mental health, family emergencies, etc.)	20	4.9
Local community did not meet my (my family) needs	19	4.6
Relocation	18	4.4
Spouse or partner unable to find suitable employment	5	1.2
Spouse or partner relocated	3	0.7

Note: Table includes answers only from those Faculty, Executives (ECP), or Staff who indicated that they considered leaving in Question 7 (*n* = 409).

Table B40. Students only: **Please indicate the extent to which you agree with each of the following statements regarding your academic experience at CSI. (Question 12)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I am performing up to my full academic potential.	784	27.9	1,409	50.1	388	13.8	203	7.2	28	1.0
Few of my courses this year have been intellectually stimulating.	544	19.4	1,344	48.0	516	18.4	304	10.9	93	3.3
I am satisfied with my academic experiences at CSI.	538	19.3	1,427	51.2	585	21.0	192	6.9	43	1.5
I am satisfied with the extent of my intellectual development since enrolling at CSI.	588	21.0	1,432	51.2	566	20.3	170	6.1	39	1.4
I have performed academically as well as I anticipated I would.	602	21.5	1,249	44.6	590	21.1	309	11.0	51	1.8
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	719	25.7	1,390	49.6	518	18.5	135	4.8	38	1.4
My interest in ideas and intellectual matters has increased since coming to CSI.	667	23.9	1,306	46.8	592	21.2	179	6.4	48	1.7
I intend to graduate from CSI.	1,140	40.9	966	34.6	442	15.8	151	5.4	91	3.3
I am considering transferring to another institution for academic reasons.	307	10.9	481	17.2	629	22.4	731	26.1	656	23.4

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 2,821)

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***Table B41.* Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (bullied, harassed) that has interfered with your ability to work or learn at CSI? (Question 13)**

Experienced conduct	*n*	%
No	3,210	87.3
Yes	467	12.7

Table B42. **What do you believe was the basis of the conduct? (Mark all that apply.) (Question 13)**

Basis	*n*	%
Position (staff, faculty, student)	124	26.6
Ethnicity	109	23.3
Age	92	19.7
Don't know	84	18.0
Gender/gender identity	83	17.8
A reason not listed above	80	17.1
Academic performance	69	14.8
Racial identity	68	14.6
Length of service at CSI	56	12.0
English language proficiency/accent	45	9.6
Educational credentials (e.g., M.S., Ph.D.)	44	9.4
Religious/spiritual views	44	9.4
Physical appearance (e.g., tattoos, piercings, clothing)	42	9.0
Political views	42	9.0
Major field of study	39	8.4
Philosophical views	35	7.5
Gender expression	25	5.4
Socioeconomic status	25	5.4
International status/national origin	23	4.9
Immigrant/citizen status	22	4.7
Learning disability/condition	22	4.7
Sexual identity	21	4.5
Mental health/psychological disability/condition	19	4.1
Participation in an organization/team	19	4.1
Marital status (e.g., single, married, partnered)	16	3.4
Medical disability/condition	16	3.4
Physical disability/condition	14	3.0
Parental status (e.g., having children)	12	2.6
Pregnancy	6	1.3
Military/veteran status	3	0.6

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 467).
Percentages may not sum to 100 due to multiple responses.

Table B43. **How would you describe what happened? (Mark all that apply.) (Question 15)**

Form	*n*	%
I was ignored or excluded.	193	41.3
I was intimidated/bullied.	148	31.7
I was isolated or left out.	141	30.2
I experienced a hostile work environment.	123	26.3
I felt others staring at me.	95	20.3
I was the target of derogatory verbal remarks.	88	18.8
An experience not listed above	78	16.7
I experienced a hostile classroom environment.	75	16.1
I was the target of workplace incivility.	66	14.1
The conduct made me fear that I would get a poor grade.	65	13.9
I received a low or unfair performance evaluation.	46	9.9
I was not fairly evaluated in the promotion and tenure process.	36	7.7
I was singled out as the spokesperson for my identity group.	35	7.5
I received derogatory phone calls/text messages/email.	30	6.4
I was the target of racial/ethnic profiling.	30	6.4
I received derogatory written comments.	25	5.4
I received derogatory/unsolicited messages online (e.g., Facebook, Twitter, Yik-Yak)	22	4.7
The conduct threatened my physical safety.	21	4.5
Someone assumed I was admitted/hired/promoted due to my identity group.	19	4.1
I received threats of physical violence.	15	3.2
Someone assumed I was not admitted/hired/promoted due to my identity group.	13	2.8
I was the target of stalking.	12	2.6
I was the target of graffiti/vandalism.	10	2.1
The conduct threatened my family's safety.	8	1.7
I was the target of physical violence.	4	0.9

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 467). Percentages may not sum to 100 due to multiple responses.

Table B44. **Where did the conduct occur? (Mark all that apply.) (Question 16)**

Location	*n*	%
In a class/lab	154	33.0
In a CSI administrative office	89	19.1
While working at a CSI job	85	18.2
In a meeting with a group of people	75	16.1
In a faculty office	60	12.8
In a meeting with one other person	55	11.8
In other public spaces at CSI	45	9.6
At a CSI event/program	43	9.2
On phone calls/text messages/email	43	9.2
While walking on campus	39	8.4
A venue not listed above	34	7.3
In the CSI library	33	7.1
In the campus center (IC)	30	6.4
Off campus	27	5.8
In campus housing	19	4.1
On a campus shuttle/waiting for campus shuttle	16	3.4
On social networking sites (e.g., Facebook, Twitter, Yik-Yak)	16	3.4
In a CSI dining facility	14	3.0
In the Center for the Arts (IP)	12	2.6
In an experiential learning environment (e.g., community-based learning, internship, class trip)	6	1.3
In athletic facilities	5	1.1
In Health & Wellness Services	5	1.1
In the Counseling Center	5	1.1
In off-campus housing	4	0.9

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 467).
Percentages may not sum to 100 as a result of multiple responses.

Table B45. **Who/what was the source of the conduct? (Mark all that apply.) (Question 17)**

Source	*n*	%
Student	151	32.3
Faculty member/other instructional staff	125	26.8
Staff member	89	19.1
Supervisor	64	13.7
Co-worker	60	12.8
Department/program chair	54	11.6
Senior administrator (e.g., dean, vice president, provost)	45	9.6
Academic advisor	37	7.9
A source not listed above	32	6.9
Stranger	28	6.0
Friend	24	5.1
Don't know source	19	4.1
CSI Public Safety Officer	17	3.6
Student staff	17	3.6
Off-campus community member	11	2.4
Alumnus/a	9	1.9
Direct report (e.g., person who reports to me)	9	1.9
Student organization	9	1.9
Online site (e.g., Facebook, Twitter, Yik-Yak)	7	1.5
Lab assistant	5	1.1
Athletic coach/trainer	4	0.9
CSI media (posters, brochures, flyers, handouts, web sites, etc.)	4	0.9
Student teaching assistant (e.g., tutor, graduate teaching assistant)	4	0.9
Donor	3	0.6

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 467).
Percentages may not sum to 100 as a result of multiple responses.

Table B46. **How did you feel experiencing the conduct? (Mark all that apply.) (Question 18)**

Feeling	n	%
I was angry.	257	55.0
I felt embarrassed.	200	42.8
I ignored it.	155	33.2
I was afraid.	101	21.6
A feeling not listed above	68	14.6
I felt somehow responsible.	50	10.7

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 467).
Percentages may not sum to 100 as a result of multiple responses.

Table B47. **What did you do in response to experiencing the conduct? (Mark all that apply.) (Question 19)**

Response	*n*	%
I didn't do anything.	196	42.0
I avoided the person/venue.	142	30.4
I told a friend.	139	29.8
I told a family member	118	25.3
I didn't know who to go to.	67	14.3
A response not listed above	64	13.7
I contacted a CSI resource.	64	13.7
Faculty member	*28*	*43.8*
Senior administrator) (e.g., president, provost, vice president, dean)	*21*	*32.8*
Staff person	*11*	*17.2*
Office of Human Resources/Personnel	*10*	*15.6*
Office of Diversity and Compliance	*9*	*14.1*
Dean of Students/Student Ombudsperson	*8*	*12.5*
CSI Office of Public Safety/Security	*7*	*10.9*
The Counseling Center	*5*	*7.8*
Union officers	*5*	*7.8*
Health and Wellness Center	*2*	*3.1*
Title IX coordinator	*1*	*1.6*
Employee Assistance Program (EAP)	*0*	*0.0*
Student staff	*0*	*0.0*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*0*	*0.0*
I confronted the person(s) at the time.	56	12.0
I confronted the person(s) later.	40	8.6
I sought information online.	20	4.3
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	14	3.0
I sought support from off-campus hot-line/advocacy services.	12	2.6
I contacted a local law enforcement official.	4	0.9

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 467).
Percentages may not sum to 100 as a result of multiple responses.

Table B48. **Did you report the conduct? (Question 20)**

Reported conduct	*n*	%
No, I didn't report it.	362	81.2
Yes, I reported it.	84	18.8
Yes, I reported the incident and was satisfied with the outcome.	11	19.3
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	20	35.1
Yes, I reported the incident, but felt that it was not responded to appropriately.	26	45.6

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 467).
Percentages may not sum to 100 as a result of multiple responses.

Table B49. **While a member of the CSI community, have you experienced unwanted sexual misconduct or unwanted sexual contact, including sexual harassment, gender-based harassment, or a form of sexual violence (sexual assault, stalking, or dating/domestic/intimate partner violence)? (Question 22)**

Experienced unwanted sexual misconduct or unwanted sexual contact	*n*	%
No	**3,552**	**96.3**
Yes	**136**	**3.7**
Yes – relationship violence (e.g., ridiculing, controlling, hitting)	27	19.9
Yes – stalking (e.g., following me, on social media, texting phone calls)	44	32.4
Yes – sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)	56	41.2
Yes – sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)	13	9.6

Table B50. Students only: **Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculing, controlling, hitting)? (Question 23rv)**

Alcohol and/or drugs involved	*n*	%
No	**16**	**76.2**
Yes	**5**	**23.8**
Alcohol only	1	33.3
Drugs only	0	0.0
Both alcohol and drugs	2	66.7

Note: Table includes answers only from Student respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) (*n* = 21). Percentages may not sum to 100 as a result of multiple responses.

Table B51. **When did the relationship violence (e.g., ridiculing, controlling, hitting) occur? (Question 24rv)**

When experienced the relationship violence (e.g., ridiculing, controlling, hitting)	*n*	%
Within the last year	13	52.0
2-4 years ago	5	20.0
5-10 years ago	6	24.0
11-20 years ago	1	4.0
More than 20 years ago	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) (*n* = 27). Percentages may not sum to 100 as a result of multiple responses.

Table B52. Undergraduate Students only: **What semester were you in when you experienced the relationship violence (e.g., ridiculing, controlling, hitting)? (Mark all that apply.) (Question 25rv)**

Semester	*n*	%
First year	14	66.7
Fall semester	*7*	*50.0*
Winter session	*4*	*28.6*
Spring semester	*8*	*57.1*
Summer sessions	*3*	*21.4*
Second year	7	33.3
Fall semester	*4*	*57.1*
Winter session	*2*	*28.6*
Spring semester	*2*	*28.6*
Summer sessions	*1*	*14.3*
Third year	2	9.5
Fall semester	*0*	*0.0*
Winter session	*1*	*50.0*
Spring semester	*0*	*0.0*
Summer sessions	*0*	*0.0*
Fourth year	2	9.5
Fall semester	*1*	*50.0*
Winter session	*1*	*50.0*
Spring semester	*1*	*50.0*
Summer sessions	*0*	*0.0*
Sometime after my fourth year	1	4.8

Note: Table includes answers only from Undergraduate Student respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) (*n* = 21). Percentages may not sum to 100 as a result of multiple responses.

Table B53. Graduate Students only: **What year in your graduate program were you when you experienced the relationship violence (e.g., ridiculing, controlling, hitting)? (Mark all that apply.) (Question 26rv)**

Year	*n*	%
First year	0	0.0
Second year	0	0.0
Third year	0	0.0

Note: Table includes answers only from Graduate Student respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) (*n* = 0). Percentages may not sum to 100 as a result of multiple responses.

Table B54. **Who did this to you? (Mark all that apply.) (Question 27rv)**

Source	*n*	%
A person not listed above	10	37.0
CSI student	5	18.5
CSI staff	5	18.5
Acquaintance/friend	2	7.4
Alumni	2	7.4
Family member	2	7.4
Stranger	1	3.7
CSI faculty	0	0.0
Other CSI community member (e.g., unsure of position on campus)	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) (*n* = 27). Percentages may not sum to 100 as a result of multiple responses.

Table B55. **Where did the relationship violence (e.g., ridiculing, controlling, hitting) occur? (Mark all that apply.) (Question 28rv)**

Location	*n*	%
Off campus	15	55.6
On campus	12	44.4

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) (*n* = 27). Percentages may not sum to 100 as a result of multiple responses.

Table B56. **What was your response to experiencing the relationship violence (e.g., ridiculing, controlling, hitting)? (Mark all that apply.) (Question 29rv)**

Response	n	%
I felt uncomfortable	10	37.0
I told a friend	9	33.3
I was angry	9	33.3
I felt embarrassed	8	29.6
I was afraid	8	29.6
I felt somehow responsible	7	25.9
I told a family member	5	18.5
I did nothing	4	14.8
I fought back	4	14.8
A response not listed above	3	11.1
I contacted a CSI resource	3	11.1
The Counseling Center	*3*	*100.0*
CSI Office of Public Safety/Security	*0*	*0.0*
Dean of Students/Student Ombudsperson	*0*	*0.0*
Employee Assistance Program (EAP)	*0*	*0.0*
Faculty member	*0*	*0.0*
Health and Wellness Center	*0*	*0.0*
Office of Diversity and Compliance	*0*	*0.0*
Office of Human Resources/Personnel	*0*	*0.0*
Senior administrator (e.g., president, provost, vice president, dean)	*0*	*0.0*
Staff person	*0*	*0.0*
Student staff	*0*	*0.0*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*0*	*0.0*
Title IX coordinator	*0*	*0.0*
Union officers	*0*	*0.0*
I ignored it	3	11.1
I left the situation immediately	3	11.1
I sought support from off-campus hot-line/advocacy services/therapist	3	11.1
I contacted local police department	2	7.4
It didn't affect me at the time	2	7.4
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) (*n* = 27). Percentages may not sum to 100 as a result of multiple responses.

Table B57. **Did you report the relationship violence (e.g., ridiculing, controlling, hitting)? (Question 30rv)**

Reported conduct	*n*	%
No, I didn't report it.	20	87.0
Yes, I did report it.	3	13.0
Yes, I reported the incident and was satisfied with the outcome.	1	50.0
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	1	50.0
Yes, I reported the incident, but felt that it was not responded to appropriately.	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) (*n* = 27). Percentages may not sum to 100 as a result of multiple responses.

Table B58. Students only: **Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting phone calls)? (Question 23stlk)**

Alcohol and/or drugs involved	*n*	%
No	**31**	**81.6**
Yes	**7**	**18.4**
Alcohol only	0	0.0
Drugs only	1	20.0
Both alcohol and drugs	4	80.0

Note: Table includes answers only from Student respondents who indicated that they experienced stalking (e.g., following me, on social media, texting phone calls) (*n* = 38). Percentages may not sum to 100 as a result of multiple responses.

Table B59. **When did the stalking (e.g., following me, on social media, texting phone calls) occur? (Question 24stlk)**

When experienced the stalking (e.g., following me, on social media, texting phone calls)	*n*	%
Within the last year	21	47.7
2-4 years ago	17	38.6
5-10 years ago	3	6.8
11-20 years ago	2	4.5
More than 20 years ago	1	2.3

Note: Table includes answers only from those respondents who indicated that they experienced stalking (e.g., following me, on social media, texting phone calls) (*n* = 44). Percentages may not sum to 100 as a result of multiple responses.

Table B60. Undergraduate Students only: **What semester were you in when you experienced the stalking (e.g., following me, on social media, texting phone calls)? (Mark all that apply.) (Question 25stlk)**

Semester	*n*	%
First year	22	57.9
Fall semester	*14*	*63.6*
Winter session	*4*	*18.2*
Spring semester	*13*	*59.1*
Summer sessions	*0*	*0.0*
Second year	10	26.3
Fall semester	*4*	*40.0*
Winter session	*1*	*10.0*
Spring semester	*7*	*70.0*
Summer sessions	*7*	*70.0*
Third year	7	18.4
Fall semester	*3*	*42.9*
Winter session	*3*	*42.9*
Spring semester	*3*	*42.9*
Summer sessions	*1*	*14.3*
Fourth year	5	13.2
Fall semester	*1*	*20.0*
Winter session	*2*	*40.0*
Spring semester	*2*	*40.0*
Summer sessions	*0*	*0.0*
Sometime after my fourth year	1	2.6

Note: Table includes answers only from Undergraduate Student respondents who indicated that they experienced stalking (e.g., following me, on social media, texting phone calls) (*n* = 38). Percentages may not sum to 100 as a result of multiple responses.

Table B61. Graduate Students only: **What year in your graduate program were you when you experienced the stalking (e.g., following me, on social media, texting phone calls)? (Mark all that apply.) (Question 26stlk)**

Year	*n*	%
First year	0	0.0
Second year	0	0.0
Third year	0	0.0

Note: Table includes answers only from Graduate Student respondents who indicated that they experienced stalking (e.g., following me, on social media, texting phone calls) (*n* = 0). Percentages may not sum to 100 as a result of multiple responses.

Table B62. **Who did this to you? (Mark all that apply.) (Question 27stlk)**

Source	*n*	%
CSI student	22	50.0
Stranger	10	22.7
Acquaintance/friend	8	18.2
A person not listed above	7	15.9
CSI staff	6	13.6
CSI faculty	4	9.1
Family member	3	6.8
Alumni	0	0.0
Other CSI community member (e.g., unsure of position on campus)	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced stalking (e.g., following me, on social media, texting phone calls) (*n* = 44). Percentages may not sum to 100 as a result of multiple responses.

Table B63. **Where did the stalking (e.g., following me, on social media, texting phone calls) occur? (Mark all that apply.) (Question 28stlk)**

Location	*n*	%
Off campus	20	45.5
On campus	31	70.5

Note: Table includes answers only from those respondents who indicated that they experienced stalking (e.g., following me, on social media, texting phone calls) (*n* = 44). Percentages may not sum to 100 as a result of multiple responses.

Table B64. **What was your response to experiencing the stalking (e.g., following me, on social media, texting phone calls)? (Mark all that apply.) (Question 29stlk)**

Response	*n*	%
I felt uncomfortable	32	72.7
I told a friend	22	50.0
I was afraid	17	38.6
I was angry	15	34.1
I felt embarrassed	14	31.8
I ignored it	13	29.5
I told a family member	12	27.3
I did nothing	9	20.5
I contacted a CSI resource	6	13.6
Dean of Students/Student Ombudsperson	*3*	*50.0*
Faculty member	*3*	*50.0*
Office of Diversity and Compliance	*3*	*50.0*
Staff person	*3*	*50.0*
Senior administrator (e.g., president, provost, vice president, dean)	*2*	*33.3*
CSI Office of Public Safety/Security	*1*	*16.7*
Office of Human Resources/Personnel	*1*	*16.7*
Union officers	*1*	*16.7*
Employee Assistance Program (EAP)	*0*	*0.0*
Health and Wellness Center	*0*	*0.0*
Student staff	*0*	*0.0*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*0*	*0.0*
The Counseling Center	*0*	*0.0*
Title IX coordinator	*0*	*0.0*
I felt somehow responsible	6	13.6
I left the situation immediately	5	11.4
I fought back	4	9.1
It didn't affect me at the time	2	4.5
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	2	4.5
I sought support from off-campus hot-line/advocacy services/therapist	2	4.5
A response not listed above	1	2.3
I contacted local police department	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced stalking (e.g., following me, on social media, texting phone calls) (*n* = 44). Percentages may not sum to 100 as a result of multiple responses.

Table B65. **Did you report the stalking (e.g., following me, on social media, texting phone calls)? (Question 30stlk)**

Reported conduct	*n*	%
No, I didn't report it.	36	81.8
Yes, I did report it.	8	18.2
Yes, I reported the incident and was satisfied with the outcome.	2	25.0
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	1	12.5
Yes, I reported the incident, but felt that it was not responded to appropriately.	5	62.5

Note: Table includes answers only from those respondents who indicated that they experienced stalking (e.g., following me, on social media, texting phone calls) (*n* = 44). Percentages may not sum to 100 as a result of multiple responses.

Table B66. Students only: **Were alcohol and/or drugs involved in the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Question 23si)**

Alcohol and/or drugs involved	*n*	%
No	**36**	**92.3**
Yes	**3**	**7.7**
Alcohol only	1	33.3
Drugs only	0	0.0
Both alcohol and drugs	2	66.7

Note: Table includes answers only from Student respondents who indicated that they experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 39). Percentages may not sum to 100 as a result of multiple responses.

Table B67. **When did the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? (Question 24si)**

When experienced the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)	*n*	%
Within the last year	35	63.6
2-4 years ago	14	25.5
5-10 years ago	4	7.3
11-20 years ago	1	1.8
More than 20 years ago	1	1.8

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 56). Percentages may not sum to 100 as a result of multiple responses.

Table B68. Undergraduate Students only: **What semester were you in when you experienced the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 25si)**

Semester	*n*	%
First year	15	41.7
Fall semester	*8*	*53.3*
Winter session	*1*	*6.7*
Spring semester	*8*	*53.3*
Summer sessions	*2*	*13.3*
Second year	16	44.4
Fall semester	*10*	*62.5*
Winter session	*1*	*6.3*
Spring semester	*8*	*50.0*
Summer sessions	*1*	*6.3*
Third year	8	22.2
Fall semester	*5*	*62.5*
Winter session	*0*	*0.0*
Spring semester	*4*	*50.0*
Summer sessions	*0*	*0.0*
Fourth year	4	11.1
Fall semester	*3*	*75.0*
Winter session	*0*	*0.0*
Spring semester	*2*	*50.0*
Summer sessions	*0*	*0.0*
Sometime after my fourth year	0	0.0

Note: Table includes answers only from Undergraduate Student respondents who indicated that they experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 36). Percentages may not sum to 100 as a result of multiple responses.

Table B69. Graduate Students only: **What year in your graduate program were you when you experienced the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 26si)**

Year	*n*	%
First year	3	100.0
Second year	1	33.3
Third year	0	0.0

Note: Table includes answers only from Graduate Student respondents who indicated that they experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 3). Percentages may not sum to 100 as a result of multiple responses.

Table B70. **Who did this to you? (Mark all that apply.) (Question 27si)**

Source	*n*	%
CSI student	34	60.7
Stranger	14	25.0
CSI staff	10	17.9
CSI faculty	7	12.5
Other CSI community member (e.g., unsure of position on campus)	5	8.9
Acquaintance/friend	4	7.1
A person not listed above	2	3.6
Family member	0	0.0
Alumni	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 56). Percentages may not sum to 100 as a result of multiple responses.

Table B71. **Where did the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? (Mark all that apply.) (Question 28si)**

Location	*n*	%
Off campus	9	16.1
On campus	47	83.9

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 56). Percentages may not sum to 100 as a result of multiple responses.

Table B72. **What was your response to experiencing the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 29si)**

Response	*n*	*%*
I felt uncomfortable	31	55.4
I told a friend	24	42.9
I ignored it	22	39.3
I felt embarrassed	19	33.9
I felt somehow responsible	19	33.9
I was angry	19	33.9
I did nothing	18	32.1
I left the situation immediately	14	25.0
I contacted a CSI resource	12	21.4
Faculty member	*5*	*41.7*
CSI Office of Public Safety/Security	*5*	*41.7*
Office of Diversity and Compliance	*3*	*25.0*
Senior administrator (e.g., president, provost, vice president, dean)	*3*	*25.0*
Dean of Students/Student Ombudsperson	*2*	*16.7*
The Counseling Center	*2*	*16.7*
Staff person	*1*	*8.3*
Union officers	*1*	*8.3*
Student staff	*1*	*8.3*
Title IX coordinator	*1*	*8.3*
Office of Human Resources/Personnel	*0*	*0.0*
Employee Assistance Program (EAP)	*0*	*0.0*
Health and Wellness Center	*0*	*0.0*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*0*	*0.0*
I told a family member	9	16.1
I fought back	8	14.3
I was afraid	8	14.3
A response not listed above	4	7.1
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	1	1.8
I sought support from off-campus hot-line/advocacy services/therapist	1	1.8
I contacted local police department	0	0.0
It didn't affect me at the time	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 56). Percentages may not sum to 100 as a result of multiple responses.

Table B73. **Did you report the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Question 30si)**

Reported conduct	*n*	%
No, I didn't report it.	44	80.0
Yes, I did report it.	11	20.0
Yes, I reported the incident and was satisfied with the outcome.	2	25.0
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	0	0.0
Yes, I reported the incident, but felt that it was not responded to appropriately.	6	75.0

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 56). Percentages may not sum to 100 as a result of multiple responses.

Table B74. Students only: **Were alcohol and/or drugs involved in the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Question 23sc)**

Alcohol and/or drugs involved	*n*	%
No	**9**	**75.0**
Yes	**3**	**25.0**
Alcohol only	3	100.0
Drugs only	0	0.0
Both alcohol and drugs	0	0.0

Note: Table includes answers only from Student respondents who indicated that they experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 12). Percentages may not sum to 100 as a result of multiple responses.

Table B75. **When did the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Question 24sc)**

When experienced the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)	*n*	%
Within the last year	7	53.8
2-4 years ago	2	15.4
5-10 years ago	3	23.1
11-20 years ago	0	0.0
More than 20 years ago	1	7.7

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 13). Percentages may not sum to 100 as a result of multiple responses.

Table B76. Undergraduate Students only: **What semester were you in when you experienced the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 25sc)**

Semester	*n*	%
First year	2	22.2
Fall semester	*1*	*50.0*
Winter session	*0*	*0.0*
Spring semester	*0*	*0.0*
Summer sessions	*0*	*0.0*
Second year	3	33.3
Fall semester	*2*	*66.7*
Winter session	*0*	*0.0*
Spring semester	*1*	*33.3*
Summer sessions	*1*	*33.3*
Third year	4	44.4
Fall semester	*2*	*50.0*
Winter session	*0*	*0.0*
Spring semester	*3*	*75.0*
Summer sessions	*0*	*0.0*
Fourth year	0	0.0
Fall semester	*0*	*0.0*
Winter session	*0*	*0.0*
Spring semester	*0*	*0.0*
Summer sessions	*0*	*0.0*
Sometime after my fourth year	1	11.1

Note: Table includes answers only from Undergraduate Student respondents who indicated that they experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 9). Percentages may not sum to 100 as a result of multiple responses.

Table B77. Graduate Students only: **What year in your graduate program were you when you experienced the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 26sc)**

Year	*n*	%
First year	2	66.7
Second year	0	0.0
Third year	1	33.3

Note: Table includes answers only from Graduate Student respondents who indicated that they experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 3). Percentages may not sum to 100 as a result of multiple responses.

Table B78. **Who did this to you? (Mark all that apply.) (Question 27sc)**

Source	*n*	%
CSI student	7	53.8
Acquaintance/friend	4	30.8
A person not listed above	2	15.4
Stranger	2	15.4
Alumni	1	7.7
CSI faculty	1	7.7
Family member	1	7.7
CSI staff	0	0.0
Other CSI community member (e.g., unsure of position on campus)	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 13). Percentages may not sum to 100 as a result of multiple responses.

Table B79. **Where did the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Mark all that apply.) (Question 28sc)**

Location	*n*	%
Off campus	10	76.9
On campus	4	30.8

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 13). Percentages may not sum to 100 as a result of multiple responses.

Table B80. **What was your response to experiencing the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 29sc)**

Response	*n*	%
I felt uncomfortable	9	69.2
I fought back	7	53.8
I told a friend	7	53.8
I told a family member	6	46.2
I was angry	6	46.2
I was afraid	5	38.5
I ignored it	4	30.8
I felt embarrassed	4	30.8
I left the situation immediately	4	30.8
I contacted local police department	3	23.1
It didn't affect me at the time	3	23.1
I felt somehow responsible	3	23.1
I contacted a CSI resource	2	15.4
Faculty member	*1*	*50.0*
Office of Diversity and Compliance	*1*	*50.0*
Senior administrator) (e.g., president, provost, vice president, dean)	*1*	*50.0*
CSI Office of Public Safety/Security	*0*	*0.0*
Dean of Students/Student Ombudsperson	*0*	*0.0*
The Counseling Center	*0*	*0.0*
Staff person	*0*	*0.0*
Union officers	*0*	*0.0*
Student staff	*0*	*0.0*
Title IX coordinator	*0*	*0.0*
Office of Human Resources/Personnel	*0*	*0.0*
Employee Assistance Program (EAP)	*0*	*0.0*
Health and Wellness Center	*0*	*0.0*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*0*	*0.0*
I did nothing	2	15.4
I sought support from off-campus hot-line/advocacy services/therapist	2	15.4
A response not listed above	1	7.7
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 13). Percentages may not sum to 100 as a result of multiple responses.

Table B81. **Did you report the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Question 30sc)**

Reported conduct	*n*	%
No, I didn't report it.	**8**	**61.5**
Yes, I did report it.	**5**	**38.5**
Yes, I reported the incident and was satisfied with the outcome.	0	0.0
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	2	50.0
Yes, I reported the incident, but felt that it was not responded to appropriately.	2	50.0

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 13). Percentages may not sum to 100 as a result of multiple responses.

Table B82. Faculty only: **As a faculty member, I feel (or felt)… (Question 33)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
The criteria for tenure are clear.	36	14.6	111	45.1	75	30.5	24	9.8
The tenure standards/promotion standards are applied equally to all faculty at CSI.	28	12.0	72	30.8	90	38.5	44	18.8
Supported and mentored during the tenure-track years.	45	20.5	103	47.0	47	21.5	24	11.0
CSI policies for delay of the tenure clock are used by all faculty.	23	13.9	58	34.9	62	37.3	23	13.9
Research is valued by CSI.	95	34.9	132	48.5	32	11.8	13	4.8
Teaching is valued by CSI.	71	23.4	143	47.0	70	23.0	20	6.6
Service contributions are valued by CSI.	42	16.0	130	49.4	62	23.6	29	11.0
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	14	6.8	36	17.6	100	48.8	55	26.8
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).	42	18.8	55	24.6	94	42.0	33	14.7
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	46	18.7	80	32.5	102	41.5	18	7.3
Faculty members in my department who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	2	1.1	25	13.4	117	62.6	43	23.0

Table B82 cont.	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	24	10.0	107	44.6	74	30.8	35	14.6
Faculty opinions are valued within CSI committees.	24	10.3	142	61.2	47	20.3	19	8.2
I would like more opportunities to participate in substantive committee assignments.	12	5.3	69	30.4	120	52.9	26	11.5
I have opportunities to participate in substantive committee assignments.	34	14.9	135	59.2	44	19.3	15	6.6

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 322).

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Table B83. All Faculty: **As a faculty member, I feel... (Question 35)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
Salaries for tenure track faculty positions are competitive.	8	3.6	56	24.9	81	36.0	80	35.6
Salaries for adjunct professors are competitive.	12	4.3	65	23.3	100	35.8	102	36.6
Salaries for non-tenure track faculty are competitive.	8	3.9	44	21.6	78	38.2	74	36.3
Health insurance benefits are competitive.	30	12.0	131	52.6	47	18.9	41	16.5
Retirement benefits are competitive.	23	10.0	123	53.7	49	21.4	34	14.8
People who do not have children are burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work weekends).	11	5.4	21	10.4	134	66.3	36	17.8
People who have children or elder care are burdened with balancing work and family responsibilities (e.g., evening and evenings programming, workload brought home, CSI breaks not scheduled with school district breaks).	20	9.7	88	42.7	87	42.2	11	5.3
CSI provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation, etc.).	10	4.6	53	24.5	95	44.0	58	26.9
My colleagues include me in opportunities that will help my career as much as they do others in my position.	36	14.5	131	52.6	66	26.5	16	6.4
The performance evaluation process is clear.	36	12.9	136	48.9	69	24.8	37	13.3
CSI provides me with resources to pursue professional development (e.g., conferences, materials, research, course design, and traveling).	20	7.5	108	40.3	81	30.2	59	22.0
I have job security.	46	15.9	104	36.0	68	23.5	71	24.6

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 322).

Table B84. Staff only: **As a staff member, I feel… (Question 37)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
I have supervisors who give me job/career advice or guidance when I need it.	186	34.5	219	40.6	91	16.9	43	8.0
I have colleagues/co-workers who give me job/career advice or guidance when I need it.	177	33.1	265	49.5	71	13.3	22	4.1
I am included in opportunities that will help my career as much as others in similar positions.	125	23.4	217	40.6	129	24.1	64	12.0
The performance evaluation process is clear.	120	22.6	283	53.2	86	16.2	43	8.1
The performance evaluation process is productive.	98	18.7	221	42.1	154	29.3	52	9.9
My supervisor provides adequate support for me to manage work-life balance.	190	35.8	245	46.2	65	12.3	30	5.7
I am able to complete my assigned duties during scheduled hours.	136	25.7	247	46.6	99	18.7	48	9.1
My workload was increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	174	32.6	123	23.1	178	33.4	58	10.9
I am pressured by departmental work requirements that occur outside of my normally scheduled hours.	53	9.9	97	18.2	281	52.7	102	19.1
I am given a reasonable time frame to complete assigned responsibilities.	119	22.5	310	58.6	73	13.8	27	5.1
People who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.	34	6.5	52	9.9	288	54.9	151	28.8

Table B84 cont.	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	%	*n*	%	*n*
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).	46	8.8	93	17.7	282	53.8	103	19.7
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	85	16.2	142	27.0	239	45.4	60	11.4
There is a hierarchy within staff positions that allows some voices to be valued more than others.	133	25.0	195	36.6	160	30.0	45	8.4
People who have children or elder care are burdened with balancing work and family responsibilities (e.g., evening and evenings programing, workload brought home, CSI breaks not scheduled with school district breaks).	46	8.9	159	30.8	250	48.4	62	12.0
CSI provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation, etc.).	44	8.5	244	47.1	152	29.3	78	15.1

Note: Table includes answers only from those respondents who indicated that they were Staff or Executives (ECP) in Question 1 (*n* = 545).

Table B85. Staff only: **As a staff member, I feel… (Question 39)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
CSI provides me with resources to pursue training/professional development opportunities.	83	15.6	283	53.2	131	24.6	35	6.6
My supervisor provides me with resources to pursue training/professional development opportunities.	112	21.3	239	45.5	137	26.1	37	7.0
CSI is supportive of taking extended leave (e.g., FMLA, parental).	60	12.4	320	66.0	78	16.1	27	5.6
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	145	28.2	298	57.9	58	11.3	14	2.7
Staff in my department who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	13	2.7	65	13.6	315	65.8	86	18.0
CSI policies (e.g., FMLA) are fairly applied across CSI.	49	10.6	311	67.0	83	17.9	21	4.5
CSI is supportive of flexible work schedules.	59	11.4	267	51.5	128	24.7	64	12.4
Staff salaries are competitive.	14	2.7	141	27.4	177	34.4	183	35.5
Vacation and personal time are competitive.	68	13.3	299	58.4	100	19.5	45	8.8
Health insurance benefits are competitive.	69	13.4	310	60.3	100	19.5	35	6.8
Retirement benefits are competitive.	57	11.4	306	61.4	106	21.3	29	5.8
Staff opinions are valued on CSI committees.	28	5.5	246	48.1	143	28.0	94	18.4
Staff opinions are valued by CSI faculty and administration.	22	4.4	217	43.1	156	31.0	108	21.5
There are clear expectations of my responsibilities.	111	21.3	307	58.8	212	41.1	37	7.1
There are clear procedures on how I can advance at CSI.	34	6.6	160	31.0	212	41.1	110	21.3

Note: Table includes answers only from those respondents who indicated that they were Staff or Executives (ECP) in Question 1 (*n* = 545).

Table B86. **Within the past year, have you OBSERVED any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at CSI? (Question 70)**

Observed conduct	*n*	%
No	3,143	85.5
Yes	533	14.5

Table B87. **Who/what was the target of the conduct? (Mark all that apply.) (Question 71)**

Target	*n*	%
Student	295	55.3
Co-worker	86	16.1
Staff member	73	13.7
Friend	68	12.8
Faculty member/other instructional staff	63	11.8
Stranger	51	9.6
Don't know source	24	4.5
Student organization	24	4.5
Academic advisor	19	3.6
Student staff	18	3.4
Department/program chair	16	3.0
A source not listed above	15	2.8
CSI Public Safety Officer	14	2.6
Supervisor	13	2.4
Senior administrator (e.g., dean, vice president, provost)	12	2.3
CSI media (e.g., posters, brochures, flyers, handouts, web sites, etc.)	11	2.1
Off-campus community member	10	1.9
Online site (e.g., Facebook, Twitter, Yik-Yak)	9	1.7
Direct report (e.g., person who reports to me)	5	0.9
Lab assistant	5	0.9
Student teaching assistant (e.g., tutor, graduate assistant)	5	0.9
Alumnus/a	3	0.6
Athletic coach/trainer	2	0.4
Donor	0	0.0

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 533).
Percentages may not sum to 100 as a result of multiple responses.

Table B88. **Who/what was the <u>source</u> of the conduct? (Mark all that apply.) (Question 72)**

Source	*n*	%
Student	248	46.5
Faculty member/other instructional staff	91	17.1
Staff member	67	12.6
Stranger	52	9.8
Supervisor	48	9.0
Senior administrator (e.g., dean, vice president, provost)	43	8.1
Co-worker	40	7.5
Don't know source	37	6.9
Department/program chair	33	6.2
Academic advisor	26	4.9
Friend	20	3.8
CSI Public Safety Officer	18	3.4
Student organization	16	3.0
A source not listed above	15	2.8
Student staff	14	2.6
Online site (e.g., Facebook, Twitter, Yik-Yak)	9	1.7
Off-campus community member	7	1.3
CSI media (posters, brochures, flyers, handouts, web sites, etc.)	5	0.9
Student teaching assistant (e.g., tutor, graduate teaching assistant)	5	0.9
Direct report (e.g., person who reports to me)	3	0.6
Lab assistant	3	0.6
Alumnus/a	2	0.4
Athletic coach/trainer	1	0.2
Donor	0	0.0

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 533).
Percentages may not sum to 100 as a result of multiple responses.

Table B89. **Which of the target's characteristics do you believe was/were the basis for the conduct? (Mark all that apply.) (Question 73)**

Basis	*n*	%
Ethnicity	137	25.7
Don't know	94	17.6
Religious/spiritual views	85	15.9
Racial identity	83	15.6
Position (staff, faculty, student)	80	15.0
Gender/gender identity	74	13.9
Political views	63	11.8
Age	60	11.3
Academic performance	54	10.1
Physical appearance (e.g., tattoos, piercings, clothing)	53	9.9
A reason not listed above	47	8.8
English language proficiency/accent	47	8.8
Sexual identity	39	7.3
Gender expression	38	7.1
Learning disability/condition	38	7.1
Philosophical views	38	7.1
Immigrant/citizen status	35	6.6
Socioeconomic status	30	5.6
Physical disability/condition	27	5.1
Length of service at CSI	26	4.9
Mental health/psychological disability/condition	25	4.7
International status/national origin	24	4.5
Participation in an organization/team	19	3.6
Major field of study	17	3.2
Medical disability/condition	15	2.8
Educational credentials (e.g., M.S., Ph.D.)	14	2.6
Pregnancy	10	1.9
Marital status (e.g., single, married, partnered)	7	1.3
Parental status (e.g., having children)	7	1.3
Military/veteran status	2	0.4

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 533).
Percentages may not sum to 100 due to multiple responses.

Table B90. **Which of the following did you observe because of the target's identity? (Mark all that apply.) (Question 74)**

Form	*n*	%
Person received derogatory verbal remarks	253	47.5
Person was intimidated/bullied	160	30.0
Person was ignored or excluded	150	28.1
Person was isolated or left out	134	25.1
Person was stared at	100	18.8
Person experienced a hostile work environment	79	14.8
Person was the target of racial/ethnic profiling	78	14.6
Person experienced a hostile classroom environment	74	13.9
Person was the target of workplace incivility	68	12.8
Something not listed above	48	9.0
Assumption that someone was admitted/hired/promoted based on his/her identity	40	7.5
Person was singled out as the spokesperson for their identity group	37	6.9
Person received derogatory/unsolicited messages on-line (e.g., Facebook, Twitter, Yik-Yak)	35	6.6
Person received a low or unfair performance evaluation	34	6.4
Person receive derogatory phone calls/text messages/e-mail	31	5.8
Person received derogatory written comments	29	5.4
Person received a poor grade	26	4.9
Assumption that someone was not admitted/hired/promoted based on his/her identity	25	4.7
Person received threats of physical violence	24	4.5
Person was unfairly evaluated in the promotion and tenure process	24	4.5
Person was the target of physical violence	22	4.1
Person experienced graffiti/vandalism	10	1.9
Person was stalked	16	3.0
Person's family was threatened	6	1.1

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 533).
Percentages may not sum to 100 due to multiple responses.

Table B91. **Where did this conduct occur? (Mark all that apply.) (Question 75)**

Location	*n*	%
In a class/lab	170	31.9
In other public spaces at CSI	92	17.3
In a meeting with a group of people	82	15.4
While working at a CSI job	65	12.2
In a CSI administrative office	64	12.0
In the campus center (IC)	57	10.7
At a CSI event/program	53	9.9
While walking on campus	52	9.8
In the CSI library	38	7.1
In a faculty office	37	6.9
On a campus shuttle/waiting for campus shuttle	36	6.8
On social networking sites (e.g., Facebook, Twitter, Yik-Yak)	33	6.2
In a meeting with one other person	28	5.3
Off campus	28	5.3
A venue not listed above	27	5.1
In campus housing	25	4.7
On phone calls/text messages/email	25	4.7
In a CSI dining facility	24	4.5
In the Center for the Arts (IP)	20	3.8
In an experiential learning environment (e.g., community-based learning, internship, class trip)	8	1.5
In athletic facilities	7	1.3
In off-campus housing	5	0.9
In Health & Wellness Services	3	0.6
In the Counseling Center	3	0.6

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 533).
Percentages may not sum to 100 as a result of multiple responses.

Table B92. **How did you feel when you observed the conduct? (Mark all that apply.) (Question 76)**

Feeling	*n*	%
I was angry.	316	59.3
I felt embarrassed.	168	31.5
An experience not listed above	86	16.1
I was afraid.	86	16.1
I ignored it.	75	14.1
I felt somehow responsible.	47	8.8

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 533). Percentages may not sum to 100 as a result of multiple responses.

Table B93. **What did you do in response to observing the conduct? (Mark all that apply.) (Question 77)**

Response	*n*	%
I didn't do anything.	225	42.2
I told a friend.	106	19.9
I confronted the person(s) at the time.	79	14.8
A response not listed above	74	13.9
I didn't know who to go to.	71	13.3
I told a family member	68	12.8
I avoided the person/venue.	67	12.6
I contacted a CSI resource.	51	9.6
Senior administrator) (e.g., president, provost, vice president, dean)	*15*	*29.4*
Staff person	*14*	*27.5*
Faculty member	*13*	*25.5*
CSI Office of Public Safety/Security	*10*	*19.6*
Office of Diversity and Compliance	*10*	*19.6*
Dean of Students/Student Ombudsperson	*4*	*7.8*
The Counseling Center	*3*	*5.9*
Office of Human Resources/Personnel	*2*	*3.9*
Union officers	*2*	*3.9*
Student staff	*1*	*2.0*
Title IX coordinator	*1*	*2.0*
Health and Wellness Center	*0*	*0.0*
Employee Assistance Program (EAP)	*0*	*0.0*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*0*	*0.0*
I confronted the person(s) later.	42	7.9
I sought information online.	14	2.6
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	6	1.1
I sought support from off-campus hot-line/advocacy services.	4	0.8
I contacted a local law enforcement official.	5	0.9

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 533).
Percentages may not sum to 100 as a result of multiple responses.

Table B94. **Did you report the conduct? (Question 78)**

Reported conduct	*n*	%
No, I didn't report it.	457	89.1
Yes, I reported it.	56	10.9
Yes, I reported the incident and was satisfied with the outcome.	8	21.6
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	11	29.7
Yes, I reported the incident, but felt that it was not responded to appropriately.	18	48.6

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 533). Percentages may not sum to 100 as a result of multiple responses.

Table B95. Faculty/Staff only: **Have you observed <u>hiring</u> practices at CSI (e.g. hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust or that would inhibit diversifying the community? (Question 80)**

Observed hiring practices	*n*	%
No	663	77.6
Yes	191	22.4

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 867).

Table B96. Faculty/Staff only: **I believe that the unjust <u>hiring</u> practices were based upon: (Mark all that apply.) (Question 81)**

Characteristic	*n*	%
Nepotism/cronyism	64	33.5
Ethnicity	48	48
Educational credentials (e.g., M.S., Ph.D.)	33	17.3
Age	31	16.2
A reason not listed above	29	15.2
Racial identity	28	14.7
Position (staff, faculty, student)	26	13.6
Length of service at CSI	23	12.0
Gender/gender identity	19	9.9
Major field of study	10	5.2
Philosophical views	10	5.2
Political views	9	4.7
Don't know	8	4.2
English language proficiency/accent	8	4.2
Religious/spiritual views	7	3.7
International status/national origin	6	3.1
Parental status (e.g., having children)	6	3.1
Physical appearance (e.g., tattoos, piercings, clothing)	6	3.1
Gender expression	5	2.6
Immigrant/citizen status	5	2.6
Marital status (e.g., single, married, partnered)	4	2.1
Physical characteristics	4	2.1
Physical disability/condition	3	1.6
Learning disability/condition	2	1.0
Military/veteran status	2	1.0
Participation in an organization/team	2	1.0
Sexual identity	2	1.0
Socioeconomic status	2	1.0
Mental health/psychological disability/condition	1	0.5
Pregnancy	1	0.5
Medical disability/condition	0	0.0

Note: Table includes answers only from those respondents who indicated that they observed discriminatory hiring practices (*n* = 191). Percentages may not sum to 100 as a result of multiple responses.

Table B97. Faculty/Staff only: **Have you observed <u>promotion/tenure/reappointment/reclassification</u> practices at CSI that you perceive to be unjust? (Question 83)**

Observed	*n*	%
No	590	69.7
Yes	256	30.3

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 867).

Table B98. Faculty/Staff only: **I believe the unjust behavior, procedures, or employment practices related to <u>promotion/tenure/reappointment/reclassification</u> were based upon: (Mark all that apply.) (Question 84)**

Characteristic	*n*	%
Nepotism/cronyism	74	28.9
A reason not listed above	51	19.9
Position (staff, faculty, student)	40	15.6
Length of service at CSI	34	13.3
Don't know	33	12.9
Ethnicity	32	12.5
Age	28	10.9
Educational credentials (e.g., M.S., Ph.D.)	28	10.9
Gender/gender identity	25	9.8
Racial identity	19	7.4
Philosophical views	12	4.7
Gender expression	10	3.9
Major field of study	10	3.9
Political views	10	3.9
English language proficiency/accent	9	3.5
Parental status (e.g., having children)	6	2.3
Marital status (e.g., single, married, partnered)	5	2.0
Mental health/psychological disability/condition	5	2.0
Participation in an organization/team	5	2.0
Physical appearance (e.g., tattoos, piercings, clothing)	5	2.0
International status/national origin	4	1.6
Pregnancy	4	1.6
Religious/spiritual views	4	1.6
Sexual identity	4	1.6
Immigrant/citizen status	3	1.2
Medical disability/condition	1	0.4
Military/veteran status	1	0.4
Physical disability/condition	1	0.4
Learning disability/condition	0	0.0
Socioeconomic status	0	0.0

Note: Table includes answers only from those respondents who indicated that they observed discriminatory practices related to promotion/tenure/reappointment/reclassification (*n* = 256). Percentages may not sum to 100 as a result of multiple responses.

Table B99. Faculty/Staff only: **Have you observed <u>employment-related discipline or action, up to and including dismissal,</u> at CSI that you perceive to be unjust or that would inhibit diversifying the community? (Question 86)**

Observed	*n*	%
No	741	87.5
Yes	106	12.5

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 867).

Table B100. Faculty/Staff only: **I believe the unjust <u>employment-related disciplinary actions</u> were based upon: (Mark all that apply.) (Question 88)**

Characteristic	*n*	%
Don't know	23	21.7
A reason not listed above	21	19.8
Nepotism/cronyism	19	17.9
Gender/gender identity	16	15.1
Age	14	13.2
Position (staff, faculty, student)	14	13.2
Ethnicity	12	11.3
Racial identity	10	9.4
Gender expression	7	6.6
Philosophical views	7	6.6
Political views	7	6.6
Sexual identity	7	6.6
Length of service at CSI	6	5.7
Educational credentials (e.g., M.S., Ph.D.)	5	4.7
Physical appearance (e.g., tattoos, piercings, clothing)	4	3.8
Physical characteristics	4	3.8
Mental health/psychological disability/condition	3	2.8
Socioeconomic status	3	2.8
English language proficiency/accent	2	1.9
International status/national origin	2	1.9
Military/veteran status	2	1.9
Immigrant/citizen status	1	0.9
Major field of study	1	0.9
Marital status (e.g., single, married, partnered)	1	0.9
Medical disability/condition	1	0.9
Religious/spiritual views	1	0.9
Learning disability/condition	0	0.0
Parental status (e.g., having children)	0	0.0
Participation in an organization/team	0	0.0
Physical disability/condition	0	0.0
Pregnancy	0	0.0

Note: Table includes answers only from those respondents who indicated that they observed unjust employment-related disciplinary actions (*n* = 106). Percentages may not sum to 100 as a result of multiple responses.

Table B101. **Using a scale of 1-5, please rate the overall campus climate at CSI on the following dimensions: (Question 89)**

(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)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	n	%	*n*	%	*n*	%	*n*	%	*n*	%		
Friendly/Hostile	1,136	31.0	1,237	33.7	1,036	28.3	210	5.7	47	1.3	**2.1**	**1.0**
Inclusive/Exclusive	848	23.4	1,129	31.2	1,297	35.8	264	7.3	81	2.2	**2.3**	**1.0**
Improving/Regressing	875	24.2	1,213	33.6	1,144	31.7	262	7.3	116	3.2	**2.3**	**1.0**
Positive for persons with disabilities/Negative	1,454	40.2	1,164	32.2	797	22.0	150	4.1	55	1.5	**2.0**	**1.0**
Positive for people who identify as lesbian, gay, bisexual, queer, or transgender/Negative	1,284	35.6	1,146	31.8	992	27.5	140	3.9	47	1.3	**2.0**	**1.0**
Positive for people of various spiritual/religious backgrounds/Negative	1,283	35.4	1,143	31.5	956	26.4	183	5.0	60	1.7	**2.1**	**1.0**
Positive for People of Color/Negative	1,457	40.2	1,121	31.0	824	22.8	152	4.2	67	1.9	**2.0**	**1.0**
Positive for men/Negative	1,570	43.3	1,102	30.4	825	22.7	93	2.6	37	1.0	**1.9**	**0.9**
Positive for women/Negative	1,420	39.1	1,131	31.1	886	24.4	153	4.2	41	1.1	**2.0**	**1.0**
Positive for non-native English speakers/Negative	1,159	32.1	1,140	31.5	1,023	28.3	232	6.4	60	1.7	**2.1**	**1.0**
Positive for people who are not U.S. citizens/Negative	1,208	33.4	1,106	30.6	1,066	29.4	179	4.9	61	1.7	**2.1**	**1.0**
Welcoming/Not welcoming	1,187	32.5	1,230	33.7	917	25.1	917	25.1	81	2.2	**2.1**	**1.0**
Respectful/Disrespectful	1,133	31.1	1,199	32.9	922	25.3	293	8.0	93	2.6	**2.2**	**1.0**
Positive for people of high socioeconomic status/Negative	1,248	34.5	1,098	30.4	1,094	30.3	117	3.2	56	1.5	**2.1**	**1.0**
Positive for people of low socioeconomic status/Negative	1,086	30.1	1,053	29.1	1,138	31.5	240	6.6	96	2.7	**2.2**	**1.0**
Positive for people of various political affiliations/Negative	1,042	28.8	1,042	28.8	1,262	34.9	187	5.2	84	2.3	**2.2**	**1.0**
Positive for people in active military/veteran status/Negative	1,391	38.5	1,067	29.5	1,032	28.6	89	2.5	34	0.9	**2.0**	**0.9**

Table B102. **Using a scale of 1-5, please rate the overall campus climate on the following dimensions: (Question 90)**
(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)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	n	%	*n*	%	*n*	%	*n*	%	*n*	%		
Not racist/Racist	1,384	38.0	1,084	29.8	828	22.7	264	7.3	81	2.2	**2.1**	**1.0**
Not sexist/Sexist	1,385	38.3	1,085	30.0	846	23.4	225	6.2	74	2.0	**2.0**	**1.0**
Not homophobic/Homophobic	1,420	39.5	1,093	30.4	882	24.6	146	4.1	50	1.4	**2.0**	**1.0**
Not biphobic/Biphobic	1,424	39.8	1,096	30.6	910	25.4	112	3.1	37	1.0	**2.0**	**0.9**
Not transphobic/Transphobic	1,395	39.0	1,054	29.5	910	25.4	155	4.3	64	1.8	**2.0**	**1.0**
Not ageist/Ageist	1,428	39.9	1,074	30.0	850	23.7	162	4.5	65	1.8	**2.0**	**1.0**
Not classist (socioeconomic status)/Classist	1,378	38.5	1,041	29.1	879	24.6	204	5.7	76	2.1	**2.0**	**1.0**
Not classist (position: faculty, staff, student)/Classist	1,372	38.3	1,001	28.0	862	24.1	212	5.9	132	3.7	**2.1**	**1.1**
Disability friendly (not ableist)/Not disability friendly (ableist)	1,613	44.7	1,101	30.5	752	20.9	95	2.6	45	1.2	**1.9**	**0.9**
Not xenophobic/Xenophobic	1,418	39.5	1,062	29.6	921	25.6	136	3.8	55	1.5	**2.0**	**1.0**
Not ethnocentric/Ethnocentric	1,391	38.7	1,028	28.6	1,028	28.6	176	4.9	67	1.9	**2.0**	**1.0**

Table B103. Students only: **Please indicate the extent to which you agree with each of the following statements. (Question 91)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by CSI faculty.	564	20.1	1,163	41.4	770	27.4	203	7.2	107	3.8
I feel valued by CSI staff.	517	18.5	1,042	37.3	860	30.8	248	8.9	124	4.4
I feel valued by CSI senior administrators (e.g., dean, vice president, provost).	462	16.6	851	30.5	1,080	38.7	257	9.2	138	4.9
I feel valued by faculty in the classroom.	644	23.1	1,250	44.8	698	25.0	139	5.0	60	2.1
I feel valued by other students in the classroom.	506	18.2	1,124	40.4	929	33.4	157	5.6	66	2.4
I feel valued by other students outside of the classroom.	481	17.4	960	34.6	1,054	38.0	199	7.2	78	2.8
I think that faculty pre-judge my abilities based on their perception of my identity/background.	350	12.6	705	25.3	981	35.2	514	18.4	238	8.5
I believe that the campus climate encourages free and open discussion of difficult topics.	615	22.0	1,161	41.5	774	27.7	166	5.9	82	2.9
I have faculty whom I perceive as role models.	634	22.7	941	33.7	854	30.6	248	8.9	115	4.1
I have staff whom I perceive as role models.	512	18.4	803	28.9	1,012	36.4	306	11.0	150	5.4

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 2,821).

Table B104. Faculty only: **Please indicate the extent to which you agree with each of the following statements. (Question 92)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by faculty in my department/program.	114	35.4	128	39.8	44	13.7	20	6.2	15	4.7
I feel valued by my department/program chair.	132	41.0	111	34.5	45	14.0	16	5.0	15	4.7
I feel valued by other faculty at CSI.	81	25.9	123	39.3	74	23.6	26	8.3	9	2.9
I feel valued by CSI students in the classroom.	127	40.4	142	45.2	29	9.2	12	3.8	4	1.3
I feel valued by senior administrators (e.g., dean, vice president, provost).	52	16.6	84	26.8	98	31.2	52	16.6	28	8.9
I think that faculty in my department/program pre-judge my abilities based on their perception of my identity/background.	15	4.9	36	11.7	89	29.0	92	30.0	75	24.4
I think that my department/program chair pre-judges my abilities based on their perception of my identity/background.	13	4.2	21	6.9	84	27.5	96	31.4	92	30.1
I believe that CSI encourages free and open discussion of difficult topics.	49	15.5	90	28.5	105	33.2	51	16.1	21	6.6
I feel that my research/scholarship is valued.	47	16.3	89	30.9	101	35.1	36	12.5	15	5.2
I feel that my teaching is valued.	75	23.7	135	42.6	56	17.7	41	12.9	10	3.2
I feel that my service contributions are valued.	56	18.5	108	35.6	84	27.7	36	11.9	19	6.3

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 322).

Table B105. Staff only: **Please indicate the extent to which you agree with the following statements. (Question 93)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by co-workers in my department.	222	41.3	212	39.5	53	9.9	33	6.1	17	3.2
I feel valued by co-workers outside my department.	147	27.5	217	40.6	115	21.5	39	7.3	17	3.2
I feel valued by my supervisor/manager.	224	42.1	165	31.0	72	13.5	38	7.1	33	6.2
I feel valued by CSI students.	155	29.4	200	37.9	127	24.1	25	4.7	21	4.0
I feel valued by CSI faculty.	94	18.0	190	36.3	170	32.5	43	8.2	26	5.0
I feel valued by CSI senior administrators (e.g., dean, vice president, provost).	79	15.0	158	30.1	168	32.0	63	12.0	57	10.9
I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background.	23	4.3	68	12.9	124	23.4	176	33.3	138	26.1
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	19	3.6	57	10.7	126	23.6	180	33.8	151	28.3
I think that faculty pre-judge my abilities based on their perception of my identity/background.	19	3.6	72	13.7	167	31.8	156	29.7	111	21.1
I believe that my department/program encourages free and open discussion of difficult topics.	101	19.1	203	38.3	117	22.1	58	10.9	51	9.6
I feel that my skills are valued.	149	27.7	219	40.7	76	14.1	55	10.2	39	7.2
I feel that my work is valued.	154	28.6	220	40.9	68	12.6	58	10.8	38	7.1
I feel my talents are valued.	150	28.0	210	39.2	71	13.2	66	12.3	39	7.3

Note: Table includes answers only from those respondents who indicated that they were Staff or Executives (ECP) in Question 1 (*n* = 545).

Table B106. Respondents with disabilities only: **Within the past year, have you experienced a barrier in any of the following areas at CSI? (Question 94)**

	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Facilities						
Administrative building	64	20.2	213	67.2	40	12.6
Athletic and recreational facilities	39	12.4	181	57.5	95	30.2
Campus Center	52	16.6	214	68.2	48	15.3
Campus transportation/parking	92	29.4	170	54.3	51	16.3
Classroom buildings	64	20.5	204	65.4	44	14.1
Classrooms	61	19.4	212	67.3	42	13.3
Computer labs	45	14.5	202	65.0	64	20.6
Other labs (e.g., biology, chemistry, language)	41	13.1	199	63.8	72	23.1
Doors	58	18.4	219	69.5	38	12.1
Elevators/lifts	53	17.0	210	67.5	48	15.4
Emergency preparedness	41	13.1	194	62.2	77	24.7
Health & Wellness Center	35	11.2	195	62.3	83	26.5
Library	47	15.0	218	69.6	48	15.3
Lounges	44	14.1	211	67.6	57	18.3
Office furniture (e.g., chair, desk)	59	18.8	209	66.6	46	14.6
Other campus buildings	40	12.9	216	69.5	55	17.7
Podium	33	10.6	193	62.1	85	27.3
Restrooms	84	27.0	193	62.1	34	10.9
Residence halls (Dolphin Cove)	30	9.6	165	52.9	117	37.5
Signage	35	11.3	196	63.2	79	25.5
Studios/performing arts spaces	26	8.4	186	59.8	99	31.8
Temporary barriers due to construction or maintenance	101	32.1	161	51.1	53	16.8
Walkways, pedestrian paths, crosswalks in clear weather	88	28.1	187	59.7	38	12.1
Walkways, pedestrian paths, crosswalks in inclement weather	119	38.4	159	51.3	32	10.3
Technology/Online Environment						
Accessible electronic format	72	23.7	181	59.5	51	16.8
Blackboard	79	25.6	189	61.2	41	13.3
Clickers	44	14.2	163	52.8	102	33.0
Computer equipment (e.g., screens, mouse, keyboard)	93	30.4	169	55.2	44	14.4

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Table B106 cont.	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Electronic forms	61	20.0	187	61.3	57	18.7
Electronic signage	39	12.8	201	66.1	64	21.1
Electronic surveys (including this one)	40	13.1	226	74.1	39	12.8
Kiosks	34	11.2	184	60.7	85	28.1
Library database	46	15.0	203	66.1	58	18.9
Phone/phone equipment	55	18.2	199	65.7	49	16.2
Software (e.g., voice recognition/audiobooks)	47	15.4	188	61.6	70	23.0
Video/video audio description	39	12.8	188	61.6	78	25.6
Website	73	24.3	190	63.1	38	12.6
Identity						
Electronic databases (e.g., CUNYfirst)	98	31.9	179	58.3	30	9.8
Email account	89	28.7	192	61.9	29	9.4
Intake forms (e.g., Health Center)	30	9.9	184	60.5	90	29.6
Learning technology	40	13.2	197	64.8	67	22.0
Surveys	40	13.3	218	72.4	43	14.3
Instructional/Campus Materials						
Brochures	29	9.5	201	66.1	74	24.3
Food menus	38	12.5	192	63.0	75	24.6
Forms	43	14.1	202	66.0	61	19.9
Journal articles	42	13.6	199	64.6	67	21.8
Library books	39	12.7	201	65.5	67	21.8
Other publications	34	11.2	203	66.8	67	22.0
Syllabi	42	13.6	211	68.5	55	17.9
Textbooks	63	20.5	191	62.2	53	17.3
Video-closed captioning and text description	40	13.2	175	57.8	88	29.0

Note: Table includes answers only from those respondents who indicated that they had a disability in Question 57 (*n* = 331).

Table B107. Respondents who identify as transgender/genderqueer only: **Within the past year, have you experienced a barrier in any of the following areas at CSI? (Question 96)**

	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Facilities						
Athletic and recreational facilities	6	26.1	8	34.8	9	39.1
Changing rooms/locker rooms	2	8.7	10	43.5	11	47.8
Residence Halls (Dolphin Cove)	3	13.0	8	34.8	12	52.2
Restrooms	6	26.1	14	60.9	3	13.0
Signage	4	17.4	13	56.5	6	26.1
Identity Accuracy						
Class rosters/honors ceremony	3	13.0	11	47.8	9	39.1
CSI College ID card	7	30.4	15	65.2	1	4.3
Electronic databases (e.g., Blackboard)	6	26.1	15	65.2	2	8.7
Email account	5	21.7	17	73.9	1	4.3
Intake forms (e.g., Health & Wellness Center)	5	21.7	12	52.2	6	26.1
Learning technology	4	17.4	15	65.2	4	17.4
Communications/media relations	4	17.4	15	65.2	4	17.4
Surveys	4	17.4	16	69.6	3	13.0

Note: Table includes answers only from those respondents who indicated that they were transgender or genderqueer in Question 42 and did not indicate that they have a disability (*n* = 24).

Table B108. Faculty only: **Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at CSI. (Question 98)**

| | Believes This Initiative IS Available at CSI | | | | | | | | Believes This Initiative IS NOT Available at CSI | | | | | | | |
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total respondents who believe initiative is available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total respondents who believe initiative is not available | |
Institutional initiatives	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing flexibility for calculating the tenure clock	83	59.7	49	35.3	7	5.0	139	58.2	71	71.0	22	22.0	7	7.0	100	41.8
Providing recognition and rewards for including diversity issues in courses across the curriculum	101	67.8	44	29.5	4	2.7	149	59.1	68	66.0	26	25.2	9	8.7	103	40.9
Providing diversity and inclusivity training for faculty	103	64.0	55	34.2	3	1.9	161	62.2	62	63.3	28	28.6	8	8.2	98	37.8
Providing faculty with toolkits to create an inclusive classroom environment	87	64.4	42	31.1	6	4.4	135	52.3	83	67.5	31	25.2	9	7.3	123	47.7
Providing faculty with supervisory training	87	62.6	45	32.4	7	5.0	139	54.5	67	57.8	39	33.6	10	8.6	116	45.5
Providing access to counseling for people who have experienced harassment	156	82.5	30	15.9	3	1.6	189	74.7	52	81.3	8	12.5	4	6.3	64	25.3
Providing mentorship for new faculty	156	85.2	23	12.6	4	2.2	183	69.1	75	91.5	3	3.7	4	4.9	82	30.9
Providing a clear process to resolve conflicts	138	84.7	22	13.5	3	1.8	163	63.4	79	84.0	13	13.8	2	2.1	94	36.6
Providing a fair process to resolve conflicts	143	85.1	22	13.1	3	1.8	168	66.7	74	88.1	8	9.5	2	2.4	84	33.3
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	76	53.9	47	33.3	18	12.8	141	58.0	60	58.8	23	22.5	19	18.6	102	42.0

	Believes This Initiative IS Available at CSI								Believes This Initiative IS NOT Available at CSI							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
Table B108 cont.	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*N*	%
Providing diversity and inclusivity training to search, promotion and tenure committees	94	59.9	53	33.8	10	6.4	157	63.8	61	68.5	14	15.7	14	15.7	89	36.2
Providing career span development opportunities for faculty at all ranks	112	78.3	27	18.9	4	2.8	143	62.3	99	90.8	7	6.4	3	2.8	109	35.3
Providing affordable childcare	113	85.0	16	12.0	4	3.0	133	56.7	112	94.1	6	5.0	1	0.8	119	43.3
Providing support/resources for spouse/partner employment	73	65.8	31	27.9	7	6.3	111	55.2	108	83.1	18	13.8	4	3.1	130	49.4

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 322).

Table B109. Staff only: **Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at CSI. (Question 100)**

| | Believes This Initiative IS Available at CSI | | | | | | | | Believes This Initiative IS NOT Available at CSI | | | | | | | |
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total respondents who believe initiative is available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total respondents who believe initiative is not available | |
Institutional initiatives	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity and inclusivity training for staff	306	77.7	82	20.8	6	1.5	394	79.4	60	58.8	26	25.5	16	15.7	102	20.6
Providing access to counseling for people who have experienced harassment	334	82.7	69	17.1	1	0.2	404	82.8	53	63.1	9	10.7	22	26.2	84	17.2
Providing supervisors/managers with supervisory training	285	83.6	49	14.4	7	2.1	341	69.9	116	78.9	11	7.5	20	13.6	147	30.1
Providing faculty supervisors with supervisory training	260	80.2	60	18.5	4	1.2	324	67.1	129	81.1	11	6.9	19	11.9	159	32.9
Providing mentorship for new staff	241	84.3	42	14.7	3	1.0	286	58.5	176	86.7	8	3.9	19	9.4	203	41.5
Providing a clear process to resolve conflicts	270	84.1	49	15.3	2	0.6	321	67.4	128	82.6	6	3.9	21	13.5	155	32.6
Providing a fair process to resolve conflicts	267	82.9	49	15.2	6	1.9	322	67.6	127	82.5	6	3.9	21	13.6	154	32.4
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	227	65.0	97	27.8	25	7.2	349	73.5	77	61.1	30	23.8	19	15.1	126	26.5
Providing professional development/career opportunities for staff	307	82.7	58	15.6	6	1.6	371	76.5	97	85.1	2	1.8	15	13.2	114	23.5
Providing affordable childcare	241	80.1	53	17.6	7	2.3	301	62.8	147	82.6	13	7.3	18	10.1	178	37.2
Providing support/resources for spouse/partner employment	189	68.7	78	28.4	8	2.9	275	58.8	142	73.6	29	15.0	22	11.4	193	41.2

Note: Table includes answers only from those respondents who indicated that they were Staff or Executives (ECP) in Question 1 (*n* = 545).

Table B110. Students only: **Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at CSI. (Question 102)**

	Believes This Initiative IS Available at CSI								Believes This Initiative IS NOT Available at CSI							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
Institutional initiatives	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity and inclusivity training for students	1,625	76.4	457	21.5	46	2.2	2,128	80.1	334	63.3	152	28.8	42	8.0	528	19.9
Providing diversity and inclusivity training for staff	1,562	75.0	481	23.1	41	2.0	2,084	79.0	387	69.9	124	22.4	43	7.8	554	21.0
Providing diversity and inclusivity training for faculty	1,546	75.1	465	22.6	48	2.3	2,059	79.4	367	68.9	124	23.3	42	7.9	533	20.6
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs)	1,505	73.3	486	23.7	62	3.0	2,053	78.3	419	73.5	107	18.8	44	7.7	570	21.7
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, labs)	1,493	72.1	517	25.0	62	3.0	2,072	78.7	399	71.3	122	21.8	39	7.0	560	21.3
Increasing opportunities for cross-cultural dialogue among students	1,535	74.2	477	23.0	58	2.8	2,070	78.8	390	70.1	125	22.5	41	7.4	556	21.2
Increasing opportunities for cross-cultural dialogue among faculty, staff, and students	1,529	74.7	471	23.0	48	2.3	2,048	78.5	399	71.0	128	22.8	35	6.2	562	21.5
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	1,486	71.5	521	25.1	70	3.4	2,077	79.7	361	68.2	126	23.8	42	7.9	529	20.3
Providing effective faculty mentorship of students	1,600	77.0	428	20.6	51	2.5	2,079	79.9	385	73.8	103	19.7	34	6.5	522	20.1

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	Believes This Initiative IS Available at CSI								Believes This Initiative IS NOT Available at CSI							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
Table B110 cont.	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing effective academic advising	1,736	79.8	381	17.5	59	2.7	2,176	83.6	320	75.1	73	17.1	33	7.7	426	16.4
Providing diversity and inclusivity training for student staff (e.g., Campus Center, resident assistants)	1,559	75.1	458	22.1	59	2.8	2,076	79.8	380	72.5	104	19.8	40	7.6	524	20.2
Providing affordable childcare	1,516	73.6	497	24.1	46	2.2	2,059	79.7	396	72.7	113	20.7	36	6.6	545	20.1
Providing affordable childcare resources	1,519	73.6	492	23.8	53	2.6	2,064	79.6	370	70.9	118	22.6	34	6.5	522	21.1
Providing support/resources for spouse/partner employment	1,358	71.0	504	26.4	50	2.6	1,912	79.8	488	72.3	153	22.7	34	5.0	675	20.2

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 2,821).

Appendix C

Comment Analyses (Questions #104–#106)

Among the 3,688 surveys submitted for CSI's climate assessment, 2,321 contained respondents' remarks to open-ended question throughout the survey. Aside from the open-ended questions, there were also follow-up questions embedded in the survey that allowed respondents to provide more detail about their answers to specific survey questions. Responses to follow-up questions were included in the body of the report. This appendix summarizes the comments submitted for the final three survey questions and provides examples of those remarks that were echoed by multiple respondents. If comments were related to previous follow-up questions, the comments were added to the relevant section of the report narrative and, therefore, are not reflected in this appendix.

Campus Versus Surrounding Community

There were 1,446 respondents who answered the question about whether their experiences on campus were different from their experiences in the community surrounding campus. Of the 1,446 respondents, 256 respondents did not provide a direct response to the question. There were 72 respondents (5%) who compared CSI to some other campus, 98 respondents (7%) who simply described the campus climate, and 86 (6%) who gave an answer that did not make sense with the question.

Out of the 1,446 respondents, 1,190 respondents answered the question about whether campus experiences were different from community experiences. There were 72 respondents (5%) who replied "don't know," 34 respondents (2%) who replied "n/a," 829 respondents (57%) who replied "no," and 255 respondents (18%) who replied "yes." The "yes" responses were coded and four themes emerged from the responses: friendliness, inclusivity, no reason given, and diversity. In addition, safety was a theme among Student respondents who reported that "yes, there were differences."

Friendliness. Of the 255 respondents who replied "yes, there were differences," 50 respondents discussed how much more friendly or welcoming one environment was than the other. Most

respondents felt that campus was the friendlier environment. An Undergraduate Student respondent reported, "People on campus are more helpful and more friendly." A Staff respondent wrote, "Campus is more open and welcoming than general SI community." A Faculty respondent shared, "The CSI campus is more friendly and welcoming than Staten Island in general." There were a few respondents who felt that the community was the more welcoming and friendly environment. An Undergraduate Student respondent answered, "Yes. I feel that the community I live in is much more welcoming." Another Undergraduate Student respondent wrote, "I feel people are more friendly off campus than on it."

Inclusivity. Forty-three respondents felt that campus was a more inclusive environment than the surrounding community. A Staff respondent observed, "The campus is much more tolerant of differences in people than the community surrounding it." A Faculty respondent stated, "More inclusive, tolerant than Staten Island community at large." An Undergraduate respondent wrote, "I think the campus is more open/accepting and less judgmental than the surrounding community." Another Undergraduate Student observed, "There's definitely more racism, bias and discrimination off campus in this city."

No reason given. Thirty-one respondents simply wrote in "yes" or did not give details about the differences. For example, an Undergraduate Student respondent wrote, "They are very different." A Staff respondent shared, "My experiences on campus and in my community are so different it is difficult to even relate the two."

Diversity. Twenty-nine respondents commented that campus is a more diverse environment than the surrounding community. An Undergraduate Student respondent wrote, "The campus is much more diverse and very accepting then the community outside of campus." A Faculty respondent observed, "I see very few people of color in my community in Staten Island (in the neighborhood within a mile of campus), yet the great majority of my students are black, and a few are Hispanic. I'm not sure what is working or not working here, but it's an interesting and undeniable contrast. Obviously more diversity would be better in Staten Island, but as far as what CSI can do, I am glad that we manage to draw students of color to campus outside of where they live at least." Another Undergraduate Student respondent shared, "my experiences on

campus are different because the campus is much more diverse. I personally love the diversity and meeting different people from me at CSI."

Safety. Seventeen Student respondents stated that they felt safer on campus than off campus in the surrounding community. One Student respondent wrote, "Yes, I feel more safe on campus." Another Student respondent shared, "The community around the campus gets a little more unsafe, I've been jumped with a friend by 5 people at night maybe a half a mile away from campus." Another Student respondent stated, "I feel safer on campus than outside neighborhoods & this is very important to me as a student."

Recommendations for Improving the Climate at CSI

There were 1,695 respondents who answered the question about specific recommendations for improving the climate at CSI. Of the 1,695 respondents, 542 respondents simply replied "no," or "n/a," or "nothing," or "not really." The remaining 1,153 respondents did provide specific recommendations for improving the climate at CSI. The five main themes that emerged from these responses were improving student-employee interactions, repairing and fixing up the campus environment, improving the process of getting to campus, increasing activities on campus, and campus climate is already good.

Improving student-employee interactions. Two hundred eighteen respondents commented on the interaction between students and CSI employees (i.e., staff, faculty, advisers, tutors, etc.). The majority of respondents for this theme were students, but a few staff and faculty contributed as well. Some respondents recommended having higher quality faculty who were skilled at teaching. One respondent wrote, "Honestly the only recommendation I have is the faculty and their teaching methods. We need better educators on campus especially for the math and sciences." Another respondent shared, "There should be professors with better teaching skills or at least professors that are more engaging with students." Respondents were also concerned with the extent to which they felt the faculty wanted to engage in the teaching process. One respondent wrote, "I wish teachers were more eager to teach students," while another shared, "Teach the professors how to communicate positively with students, and be an actual teacher." Respondents were also concerned with having too many professors with strong accents such as

the respondent who wrote, "More teachers that speak English fluently, I am struggling in 2 classes because the teachers are too hard to understand." Even fellow Faculty members recognized the need for improvement. One Faculty respondent advised, "Some faculty need to be reminded that their peers and students must be treated with dignity and respect."

Some respondents criticized the degree to which advisors and tutors, whose job it is to support students, lacked the knowledge or skills to be effective. One respondent wrote, "More knowledgeable workers in Academic Advisement, because of them I was sent in the wrong direction and graduated a semester behind." Another respondent shared, "Advisors should spend more time with students and properly advise them instead of rushing students and giving them false information." Other respondents stated simply, "Advisement staff should be more productive," or "Better advising," or "Fire all advisers; get new ones." Tutors also received suggestions with respondents sharing comments like, "Have more tutors," or "The tutoring service can really use some improvements including more competent tutors."

Many respondents commented on the need to generally improve staff and student interactions. One Student respondent summed up many responses writing, "Staff, specifically office staff and departmental office staff, need to be more friendly and accommodating. They tend to be nasty and unhelpful and often send you to other offices that end up sending you back. No one seems to know anything or want to do their job." Another Student respondent concurred, "Advisors in my honest opinion do NOT help students at all. You ask for help then someone sends you to another office in a different building and then to another and then back to where you started. . No one can directly help you with your problems or issues regarding something relating to CSI. I'm not the only one with this problem." Even a Staff respondent wrote of similar concerns, "The complaints I hear the most from students involve the Registrar and Bursar. I have been told too many times to count of staff being extremely rude, especially from the Registrar. I myself have experienced terrible attitudes when I've gone there in regard to classes that I've taken. When I mention that I work on campus, the attitudes automatically changed. That should never be!"

Repairing and fixing up the campus environment. One hundred eighty respondents suggested repairing and fixing up the campus. Respondents had many suggestions for improving the

outdoor environment including "Fix some of the paths to reduce flooding," "Adding more greenery like flowers would improve the environment," "The bees need to go," and "Fixing the walkways, pedestrian paths, crosswalks on campus ASAP." Several respondents also suggested "Having more benches available around campus for students to sit on and relax between classes." Respondents also recommended many improvements to the buildings and campus facilities. Many respondents focused on the cleanliness of buildings. One respondent wrote, "The only real recommendations I have concern the overall cleanliness/aesthetic of the campus. Most of the time, the classrooms I go to are often dirty and dusty and the floors are almost never clean." Others were concerned about renovating the facilities. One respondent wrote, "Improve facility upkeep for furniture, classrooms and offices." Another respondent shared, "There is a great deal of crowding on campus (classrooms: parking; dining facilities) Additional non-threatening safe spaces are needed for studying and socializing." Another respondent noted, "Make facilities more modern and welcoming." Another respondent noted, "The restrooms could definitely be kept cleaner." Respondents also suggested improvements for a more pleasant environment such as "You can have more places to sit and lounge, make it a little easier to sit down and relax before classes," "There should be a staff designated Lunch room," and "Keep the cafe open until at least 8:30. Also, have more food options in the cafeteria too because the same food gets repetitive after 3 weeks into the school session." Respondents also hoped for better temperature control in buildings stating, "The heating and air conditioning need to be regulated."

Bathrooms were a particular concern. One respondent shared, "Concern about the health conditions and hygiene of numerous bathroom facilities throughout the campus. Men's Room at the Library, first floor and Math building." Another respondent reported,
"Female bathroom not up to date. In building 4s there is a missing door on one of the stalls. Air-freshners should be placed in each bathroom due to foul odor."

In general, respondents felt that the lack of maintenance on campus reflected poorly on how much CSI cared for its employees and students and negatively impacted campus climate. One respondent echoed the voices of others stating, "There is something to be said for pride: The CSI campus it filthy, poorly maintained and lacks the feeling of being cared about. How can CSI care about the individual when it doesn't care about itself? It makes the climate on campus less

inclusive, less warm and inviting." Another respondent also summarized the suggestions in this theme stating, "Respect starts with the campus itself. A messy classroom with a board that hasn't been cleaned in a long time, desks with graffiti on top and gum underneath, doors that don't lock, and garbage on the floor; on top of a bathroom that has broken fixtures, and an overall feeling of being unsanitary creates a breeding ground for disrespect. If you would like people to take pride in their school and in their experience and hear what you're trying to teach, then you need to show all students the same respect and decency by giving them a building and campus they can be proud of. That doesn't mean it needs to have anything fancy or expensive. A good place to start would be to make sure everything is clean."

Improving the process of getting to campus as well as parking. One hundred forty-nine respondents were concerned about the process of getting to campus. One of the main concerns was the condition of the parking lots/roads and the number of parking spaces. One respondent wrote, "We need more parking spots. Students often come to class late because they cannot find parking. Faculty also has difficulty finding parking. Also, the roads should be in better condition." Another respondent suggested, "More/better parking spaces so people don't fight for spots and get violent." Another respondent wrote, "Parking for one. There is NOT enough parking on this campus and there is plenty of land where more can be added. We pay a lot of money to park here, yet the roads are terrible! Where is all that money going to?" One respondent summed up the concern about parking when writing, "The huge potholes to the entrances of parking lots of those gravel lots throughout the campus has huge negative impact on the college community. We feel like turning around and going home every day, as our cars are getting damaged and we don't feel safe driving and parking on campus. We would like those college elites who have guaranteed and designated parking spaces to care about those who struggle every day to park on campus. Instead of sending out staff ticketing the community, the college should focus on improving the parking conditions of those gravel parking lots and regularly filling those potholes."

Respondents also had concerns about other forms of transportation including buses, shuttles, and the ferry. These suggestions included "Make a better bus schedule," "More buses for the ferry," "Have the s93 bus come more often," and "More buses for students commuting from other

boroughs." Some respondents simply wanted to "stop people from skipping the line at the bus, for pete's sake."

Increasing activities on campus. One hundred thirteen respondents (111 were Students respondents) wanted to have more activities on campus. Some respondents felt that more activities on campus would get students more involved. One respondent wrote, "Have more events and club fairs to get students more active in CSI." Another respondent shared, "to have more festivals like last year that got a lot of students into participating, it helps because people get to know each other which also makes this campus a larger community." A third respondent suggested, "More activities should be placed and word should be spread to engage more participants. There's plenty of space for outdoor activities. More engagement more well-being."

Other respondents felt that having more activities and events would provide more opportunities to make friends and socialize. One respondent suggested, "Having more activities that more campus students can go to together because there are groups that seclude themselves from the others due to the climate and I would like to know those groups better." Another respondent shared, "There should be more activities or events happening on campus that would bring more students together." A third respondent wrote, "Probably activities that would get students to know each other better, like make new friends."

A few respondents had suggestions about the specifics of activities including the schedules and types of events. One respondent wrote, "More clubs, at different times." Another respondent suggested, "Sporting events, concerts or a reason students will want to get together to rep as a CSI student." Another respondent proposed, "More open house and campus gatherings! Formals!" Several students advocated for Greek life with one respondent sharing, "Affiliate Greek life. It is a great way to create a sense of belonging and community among students. It would also attract more students from out of borough/state to dorm and attend CSI."

Campus climate is already good. Eighty-seven respondents stated that they thought the campus climate was doing just fine. Respondents shared statements such as "everything seems fine & welcoming," "I think the climate at CSI is fine," "I believe everything is great so far," "This

campus provides a welcoming environment for all people regardless of ethnicity, age or socioeconomic status," and "Everything at CSI is great. Wouldn't change anything." Some respondents acknowledged the efforts CSI is making to improve/maintain campus climate. One respondent wrote, "I think the climate of the college is going in a great direction." Another respondent shared, "I think CSI is trying its best to provide a good climate and that everything is fine at the moment." A third respondent wrote, "CSI is doing a good job. Keep up the great work and congratulations on being a very inclusive climate."

Additional Comments Related to Experiences at CSI

There were 593 respondents who elaborated on their survey responses or further described their experiences. Of these 593 responses, 227 respondents simply wrote in "no," "n/a," or "no additional comments." The remaining 366 respondents offered a variety of different responses from which 5 themes emerged: comments on the survey, observations on climate, student support issues, praise for CSI, and physical infrastructure concerns. Also, there were two themes specific to Employee respondents (Faculty, Staff, and Executive): administrative leadership and workplace morale. In addition, two quotes stood out as excellent summaries of many of the main issues facing CSI. These quotes are included at the end of this section.

Comments on the survey. Of the 366 respondents who offered responses other than "no" to the final question about campus climate, 55 respondents commented specifically on the survey itself. Some of these respondents simply stated, "thank you for the opportunity" or noted that they felt the survey was very thorough. One Undergraduate Student respondent wrote, "This survey covered everything I believe it needed to." Another Undergraduate Student respondent noted, "Very good survey overall. Thank you for asking for my input." Some respondents wanted to correct responses from earlier in the survey or had critiques about how the survey was written. A Staff respondent noted, "Many of the issues did not apply to me. It would have been good to have a "Not Applicable" choice." An Undergraduate Student respondent noted, "There was a question that asked me if I was enrolled in any honors program here at CSI. I am enrolled in 2 simultaneously and was not able to select both at the same time." Another Staff respondent suggested, "Using "other, please elaborate" in the some other areas would have provided you with additional perspectives." Another Faculty respondent commented, "Survey responses

should include the option: Both agrees and disagrees. And/or that the answer is circumstantially dependent."

Some respondents questioned the value of conducting the survey. A Staff respondent asked, "In this time of faculty/staff unrest, why is precious funds being wasted on this survey nonsense?" Another Staff respondent noted, "I think that the cost of a survey like this is wasteful considering the CUNY budget crisis." A Faculty respondent commented, "Main concerns related to this survey are how much the college paid to hire the company conducting the survey; where the money came from; how the company was chosen; why anyone would think that conducting such a survey would help improve the work of the college when other, simpler ways are ready to hand that would cost nothing and make more difference quicker." When questioning CSI funding choices, a Staff respondent stated, "Funds are not distributed well- We are always told that the funds are coming from a different allocation for different sources. Instead of doing surveys funds should be allocated for staff raises."

Observations on climate. Fifty respondents offered observations on the overall climate of the CSI campus. Approximately half of these respondents found the climate to be inclusive and welcoming to all identities. An Undergraduate Student respondent shared, "As I've stated before, I have never had any complaints on campus and have always felt welcomed. I've yet to see anyone that was harassed or shunned for the color of their skin, what they wore, their beliefs, or even how they identified themselves. People on campus are very accepting of others." A Staff respondent observed, "The overall climate at CSI is friendly and respectful. The College organizes many activities to encourage diversity and respect for differences. Although some aspects (discussed above) need improvement, CSI is a great college to work at overall." Another Undergraduate respondent wrote, "I have never seen racism, sexism or any type of intolerance. Everyone has been open and friendly." A Faculty respondent noted, "Overall, our campus is a safe and wonderful place to work. The majority of faculty are respectful towards other faculty members including adjuncts. The Executive Chair is supportive of all faculty member. Students are well respected and the majority of professors are truly caring and dedicated to their work."

The other half of respondents who gave observations of the climate found the climate at CSI to be more negative and has a lot of room for improvement. A Faculty respondent shared, "I think students likely experience a lot more harassment and related difficulties in and out of classroom environments, primarily from other students, than most CSI staff realize." An Undergraduate Student respondent stated, "People need to stop being so hateful." Another Faculty respondent noted, "As a person with privilege due to my race, ethnicity, etc. I have not experienced negative treatment first hand, but I have had quite a few people (students and faculty) share experiences at CSI which are clearly microaggressions or even overt discrimination. I am hopeful this survey will help us begin to address these problems." Another Undergraduate Student observed, "The atmosphere is just very stale; people are afraid to be themselves because they are often excluded." A Faculty respondent explained, "Overall I think the campus climate is reasonably good, but it is not completely accepting of a full range of opinions, values. Everyone's opinions and beliefs should be able to at least be voiced, without fear. Sometimes a climate can seem fair and open-minded, but it is not. It is stifling to some voices."

Student support issues. Forty-five respondents commented on student support issues. Respondents reported that many staff that work to support students are often unhelpful, disrespectful, and rude. A Staff respondent shared, "Students should not be sent all around campus. They need to be told exactly who to ask for and why they are being asked to go to this person. Students roam around not having a clue who, what and why they are running around." An Undergraduate Student respondent reported, "The faculty and staff at CSI are very unfriendly when you have an issue. It takes multiple attempts and persistence to meet with someone regarding your issues. This has occurred in any department I have dealt with so far. The experience is so unpleasant it has made me want to transfer, but I do not because of my major and affordability of the school." A Graduate Student wrote, "Staff are unhelpful and entitled in the administrative buildings. EVERYONE I know that has attended CSI has complained about treatment from staffs at the REGRISTAR, BUSAR and FINANCIAL AID. There is an "I DONT GIVE A F$%&" attitude that is prevalent in these administrative buildings. I have left crying and frustrated multiple time because of mistakes made by these staff members and their and lack of empathy for the consequences I had to face. I think that if you guys really wanted to help the climate of CSI you would first address the staff and their punitive ways of treating students."

In addition to assessing the staff who support students, respondents also commented on the quality of the faculty-student interactions at CSI. An Undergraduate Student respondent observed, "Over all I would state that the climate in the classroom between students and professors is actually healthy. There are very nice professors whom will go out of their way to help students. There are a few however that students constantly complain about and it's always the same thing over and over again. It makes students wonder if there are any requirements by CSI when hiring professors or does CSI just take anyone it can afford." Another Undergraduate Student respondent noted, "CSI has some wonderful professors, but they also have some not so good ones. They make us evaluate the professors at the end of the year, but it seems like it doesn't do any good. They need to figure out a way to either train the prof, or get new ones, especially in the economics dept." A Staff respondent reported, "Professors are rarely here when they aren't teaching, and this angers students, which they take out on the office staff, since we are the only ones here. Even if they list office hours, they frequently do not show up." Another Undergraduate Student respondent shared, "I think CSI is a great, affordable school with many great teachers! And of course there is always a few apples but that should not discredit the AWSOME professors who care about their teaching and try to make it as engaging as possible."

Praise for CSI. Forty respondents used their response to offer general praise for CSI. Some respondents wrote simple phrases of praise such as "good," "lovely campus," "it's okay," and "I love our campus." Some respondents elaborated a bit more. One Undergraduate respondent shared, "CSI is a very good school and I have nothing to say about fixing because its faculty always makes sure that everything is up-to-date and running." Another Undergraduate Student respondent wrote, "I have had nothing but extraordinary experiences both academically and in the general college life. Maybe a little bit of struggling with a couple of courses but everything else is ok." A Faculty respondent shared, "I feel fortunate to work at CSI doing what I love. I personally have had the privilege of mentor-ship within my department."

Physical infrastructure concerns. Thirty-seven respondents shared concerns about the physical infrastructure. Respondents wrote that the campus facilities, including parking, technology, walkways, classrooms, and roads, needed serious improvements. A Staff respondent observed,

"Campus walkways and roads are awful. The buildings are falling apart. Windows don't open, blinds don't work, desk falling apart." An Undergraduate Student respondent noted, "Other campuses are more well put together. All my other friends at other schools don't have to sit at broken desks or worry about parking issues especially since we pay." A Faculty respondent shared, "Better care of facilities would be helpful too. There are too many broken drinking fountains, projectors with poor light bulbs, places where the Wi-Fi doesn't work, etc." Another Staff respondent wrote, "Visually the campus can be cleaner. Litter around campus. It is starting to fall apart. Sidewalks cracked. Loop road full of pot holes. Broken signs. Bathrooms in 2A look old as well as 1P graffiti stoles [sic]. Needs more curb appeal."

Employee respondents only- Administrative leadership. Of the 366 respondents who shared responses other than "no," 137 of these were Employee respondents (Faculty, Staff, and Executive). Of 137 Employee respondents, 26 respondents commented on the administration's leadership. Some respondents wanted more support for faculty and/or staff. A Staff respondent shared, "CSI Executive Staff need to show support for the administrative/managerial staff and not micromanage tasks. There is too much bureaucracy." A Faculty respondent observed, "I feel that the administration's relationship to the faculty is somewhat adversarial. I've rarely observed the administration praise my department for anything or offer any kind of tangible reward. Their attitude tends to be punitive, which creates a hostile and toxic environment." Another Staff respondent shared, "I, as well as my colleagues, believe that the upper administration ignores some of the most obvious problems affecting the overall climate at the college. The issues presented by HR compound the lack of advancement possibilities for administrative support staff, and the overburdening of staff to assume the duties of those staff who have left the college and have not been replaced. We all try to advance the college mission and help the students succeed and that needs to be recognized."

Some respondents criticized the quality of leadership in running the campus. A Staff respondent shared, "This place is poorly run, and does little to help its employees, provided almost no support but expects much more. Basically, it drives faculty and students out because it treats them like garbage. Not targeted, but all of them like garbage, because they don't seem to actually want to change or restructure the campus, they just add to the red tape and walk away." A Staff

respondent wrote, "Ask this incompetent [senior administrator] to step down and ask [two other senior administrators] to step down because of their woeful incompetence in BASIC administration and management of programs and people. It goes to show you anyone can get a JD and a PHD and still be incompetent and useless as well as exhibiting no character. What a disgrace in what has happened to CSI under these people. This college is going right downhill and it will not stop till it is in complete ruins. It is after all very sad for the students who PAY for competence and organization and for the staff and faculty who have worked tirelessly through the years to help students meet their academic, personal, and career goals. I must leave it at that before I become more overwrought than I am and begin to make comments unbefitting a professional." A Faculty respondent shared, "I am frustrated that the upper administration is dominated by white men, and their policies and procedures could use a great deal more transparency. We recently lost two women vice presidents -- no explanations were given, one position was eliminated, and the other was replaced without a search committee. This is undemocratic and fosters ill-will on campus. The president himself was hired without a search, and he had been given a vote of no confidence in his previous position on campus." Other respondents lamented the increase of administrative positions stating that, "the ever growing top heavy organizational chart (more VPs, Assistant VPs) while not replacing support staff, especially in maintenance, janitorial and clerical positions) is very demoralizing."

Workplace morale. Twenty-three Employee respondents commented on their workplace morale. Most Employee respondents reported a negative workplace environment with low morale. One Staff respondent wrote, "Moral is at an all-time low. Employees are not replaced, which requires more work for employees. Staff have been working without a contract and have not received any raises. There are no written rules! Funds are not distributed well- We are always told that the funds are coming from a different allocation for different sources." A Faculty respondent shared, "Morale is terrible. The college is filthy except for the 4th floor of 1A. Everyone knows the only ones getting raises are administrators. There are bright spots but the overall feeling is one of hopeless struggle against overwhelming odds." Another Staff respondent noted, "There is no sense of family here and when you spend 40 hours someplace you should really have a better sense of security amongst your co-workers. Security in the sense of self confidence and safety. The morale is so low it's not even funny."

A few Employee respondents shared positive workplace experiences. One Staff respondent shared, "I have had a recent experience of personal difficulty with health issues. My office has been very supportive, understanding & patient. It is greatly appreciated." Another Staff respondent wrote, "My supervisor and coworkers make me feel very comfortable and the environment is stress free!"

Additional Note. When reviewing this question, there were two quotes which stood out because they seemed to capture a large majority (though not all) of the issues facing the campus climate at CSI. The first quote comes from a Staff respondent and describes many of the concerns of staff members. This Staff respondent wrote,

> "For the most part I am happy with working at the college and with my office although I sense a very low morale among co-workers when it comes to support from management. We are told that we and our work are valued but it doesn't seem to be the case. It seems that it's just the right thing to say. Salaries for staff are not what they should be, the campus itself is unkempt, broken concrete, horrible parking lots, bathrooms that aren't kept up. Parking fees go up every year and nothing is done to improve the lots, prices at the cafeteria go up, we now have to pay to ride the campus bus. During a blizzard we are expected to be at work because the public schools are open and we follow their lead except when it comes to days off and holiday breaks then we don't follow the public schools. When there are no classes and certain religious holidays the faculty is off but the staff still has to report for work. We work without contracts for years and with no raise in pay but the costs to come to work and park and eat keep going up. Nothing is done to give the staff a break to make up for the lack of salary. It's very disheartening to feel that no one really cares."

The second quote comes from a Faculty member, though it actually seems to sum up the concerns of students attending CSI that need to be noted by the administration. The Faculty respondent wrote,

> "I think admin can spend more time understanding the day-to-day lives of our students. They don't like the food in the cafeteria, they have difficulty finding parking, the ferry

shuttle schedule is sometimes at odds with the SI ferry schedule, making their commutes hellish, they often don't hear about financial aid opportunities. I would like to think that admin is trying hard, but sometimes I feel they can be a little out of touch with our students."

College of Staten Island
Climate Survey for Learning, Living, and Working
(Administered by Rankin & Associates, Consulting)

This survey is accessible in alternative formats and in Spanish. If you wish to access these alternative formats, please contact:

Esta encuesta está disponible en formatos alternativos y en español. Si desea acceder a estos formatos alternativos, por favor póngase en contacto con:

Danielle Dimitrov
Director, Diversity and Compliance/Chief Diversity Officer
718-982-2250
Danielle.Dimitrov@csi.cuny.edu

Purpose

You are invited to participate in a survey of students, faculty, staff and administrators regarding the environment for learning, living and working at CSI. Climate refers to the current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Your responses will inform us about the current climate at CSI and provide us with specific information about how the environment for learning, living and working at CSI can be improved.

Procedures
Procedures appear respectively in appropriate mediums

Procedures (on-line version)

You will be asked to complete an online survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete and must be completed in one sitting. If you close your browser, you will lose any responses you previously entered. You must be 18 years of age or older to participate. Please note that you can choose to withdraw your responses at any time before you submit your answers. The survey results will be submitted directly to a secure off-campus server hosted by and accessible to only the external consultants (Rankin & Associates). Any computer identification that might identify participants is deleted from the submissions. Any comments provided by participants are also separated at submission so that comments are not attributed to any individual demographic characteristics. These comments will be analyzed using content analysis. Anonymous quotes from submitted comments will be used throughout the report to give "voice" to the quantitative data.

Procedures (paper and pencil version)

You will be asked to complete the attached survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete. You must be 18 years of age or older to participate. When you have completed the survey, please return it directly to the external consultants (Rankin & Associates) using the enclosed envelope. Any comments provided by participants are also separated at submission so that comments are not attributed to any demographic characteristics. These comments will be analyzed using content analysis. Anonymous quotes from submitted comments will also be used throughout the report to give "voice" to the quantitative data.

Discomforts and Risks

There are no anticipated risks in participating in this assessment beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. In the event that any questions asked are disturbing, you may skip any questions or stop responding to the survey at any time. If you experience any discomfort in responding to these questions and would like to speak with someone or review relevant policies please contact.

Danielle Dimitrov
Director, Diversity and Compliance/Chief Diversity Officer
Building 1A, Room 103
718-982-2250
Danielle.Dimitrov@csi.cuny.edu

For Students
The Counseling Center – for students
Building 1A, Room 109
718-982-2391
counseling@csi.cuny.edu

For Faculty and Staff
Deer Oaks Employee Assistance Program (EAP) – for
Toll-free and confidential: 888-993-7650
www.deeroakseap.com (Member Login – Username: CSI & Password: CSI)

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 CSI is conducive to learning, living, and working.

Voluntary Participation

Participation in this assessment is voluntary. If you decide to participate, you do not have to answer any questions on the survey that you do not wish to answer. **Individuals will not be identified and only group data will be reported** (e.g., the analysis will include only aggregate data). Please note that you can choose to withdraw your responses at any time before you submit your answers. Refusal to take part in this assessment will involve no penalty or loss of student or employee benefits.

Statement of Confidentiality for Participation

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. Your confidentiality in participating will be kept to the degree permitted by the technology used (e.g., IP addresses will be stripped when the survey is submitted). The survey is run on a firewalled web server with forced 256-bit SSL security. In addition, the external consultant (Rankin & Associates) will not report any group data for groups of fewer than 5 individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential for demographic information to be identifiable. Please also remember that you do not have to answer any question or questions about which you are uncomfortable. The survey has been approved by the CSI Institutional Review Board.

Statement of Anonymity for Comments

Upon submission, all comments from participants will be de-identified to make those comments anonymous. Thus, participant comments will not be attributable to their author. However, depending on what you say, others who know you may be able to attribute certain comments to you. In instances where certain comments might be attributable to an individual, Rankin & Associates will make every effort to de-identify those comments or will remove the comments from the analyses. The anonymous comments will be analyzed using content analysis. In order to give "voice" to the quantitative data, some anonymous comments may be quoted in publications related to this survey.

Right to Ask Questions

You can ask questions about this assessment in confidence. Questions concerning this project should be directed to:

Susan R. Rankin, Ph.D.
Principal & Senior Research Associate
Rankin & Associates, Consulting
sue@rankin-consulting.com
814-625-2780

Questions regarding the survey process may also be directed to:

Danielle Dimitrov
Director, Diversity and Compliance/Chief Diversity Officer
Danielle.Dimitrov@csi.cuny.edu
718-982-2250

Wilma Jones, Ph.D.
Associate Dean and Chief Librarian
wilma.jones@csi.cuny.edu
718-982-4001

Questions concerning the rights of participants:

Research at CSI that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to:

Susan Brown
Human and Animal Research Protection Program Manager
Susan.Brown@csi.cuny.edu
718-982-3867

PLEASE PRINT A COPY OF THIS CONSENT DOCUMENT FOR YOUR RECORDS, OR IF YOU DO NOT HAVE PRINT CAPABILITIES, YOU MAY CONTACT THE RESEARCHER TO OBTAIN A COPY

If you agree to take part in this assessment, as described in detail in the preceding paragraphs, please click on the "Continue" button below. By clicking on the "Continue" button, you will indicate your consent to participate in this study.

☐ I agree and give my consent to participate in this research project. I understand that participation is voluntary and that I may withdraw my consent at any time without penalty.

☐ I do not agree to participate and will be excluded from the remainder of the questions.

Survey Terms and Definitions

Ableist: Discrimination or prejudice against people with disabilities.

American Indian (Native American): A person having origin in any of the original tribes of the Americas who maintains cultural identification through tribal affiliation or community recognition.

Asexual: A person who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

Assigned Birth Sex: Refers to the assigning (naming) of the biological sex of a baby at birth.

Biphobia: An irrational dislike or fear of bisexual people. Bisexual people may be attracted, romantically and/or sexually, to people of more than one sex, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree.

Bullied: Unwanted offensive and malicious behavior which undermines, patronizes, intimidates or demeans the recipient or target.

Classist: A bias based on social or economic class.

Climate: Current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

Competitive: Term used by employers to indicate that salaries, benefit packages, etc. are comparable to the local average for your field/position. For example, if the pay is truly "competitive", you should be able to easily make a similar salary in the same job at another institution/organization in your area. *.Read more : http://www.ehow.com/about_6316823_meaning-competitive-salary_.html*

Disability: A physical , mental, neurological, developmental, or sensory impairment that limits one or more major life activities.

Discrimination: The Equal Opportunity and Non-Discrimination Policy states CUNY's commitment to recruit, employ, retain, promote, and provide benefits to employees regardless of race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, unemployment status, pregnancy, or status as a victim of domestic violence/stalking/sex offenses, or any other legally prohibited basis in accordance with federal, state, and city laws. Italian Americans are included among CUNY's protected groups. Additionally, as a federal contractor, CUNY engages in affirmative action consistent with federal requirements. For additional information please view the Equal Opportunity Policy in its entirety, including the complaint procedures and prohibition against retaliation.

Diversity: The term diversity is used to describe individual differences (e.g. life experiences, learning and working styles, personality types) and group/social differences (e.g. race, ethnicity, socio-economic status, class, gender, sexual orientation, country of origin, ability, intellectual traditions and perspectives, as well as cultural, political, religious, and other affiliations) that in higher education can be engaged to achieve excellence in teaching, learning, research, scholarship, and administrative and support services.

Ethnocentrism: Judging another culture solely by the values and standards of one's own culture. Ethnocentric individuals judge other groups relative to their own ethnic group or culture, especially with concern for language, behavior, customs, and religion.

Experiential Learning: Experiential learning refers to a pedagogical philosophy and methodology concerned with learning activities outside of the traditional classroom environment, with objectives which are planned and articulated prior to the experience (internships, service learning, co-operative education, field experience, practicum, cross-cultural experiences, apprenticeships, etc.).

Family Leave: The Family Medical Leave Act is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due to one of the following situations: a serious health condition that makes the employee unable to perform his or her job; caring for a sick family member; caring for a new child (including birth, adoption or foster care). For more information: http://www.dol.gov/whd/fmla/

Gender Identity: A person's inner sense of being man, woman, both, or neither. The internal identity may or may not be expressed outwardly, and may or may not correspond to one's physical characteristics.

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

Harassment: Harassment is unwelcomed behavior that demeans, threatens or offends another person or group of people and results in a hostile environment for the targeted person/group.

Homophobia: An irrational dislike and fear of homosexuals.

Inclusivity: In higher education is used to describe the active, intentional, and ongoing engagement with diversity -- in people, in the curriculum, in the co-curriculum, and in communities (e.g. intellectual, social, cultural, geographic) with which individuals might connect.

Intersex: A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male.

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

People of Color: People who self-identify as other than White.

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

Position: The status one holds by virtue of her/his position/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator, etc.)

Racial Identity: A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

Sexual Identity: Term that refers to the sex of the people 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.

Sexual Assault*:* Sexual Assault is unwanted or unwelcome touching of a sexual nature, including: fondling; penetration of the mouth, anus, or vagina, however slight, with a body part or object; or other sexual activity that occurs without valid consent.

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

Transgender: An umbrella term referring to those whose gender identity or gender expression is different from that associated with their sex assigned at birth.

Transphobia: An irrational dislike or fear of transgender, transsexual and other gender non-traditional individuals because of their perceived gender identity or gender expression.

Unwanted Sexual Contact**:** Sexual misconduct or unwanted sexual contact includes sexual harassment, gender-based harassment, or a form of sexual violence (sexual assault, stalking, or dating/domestic/intimate partner violence)

Xenophobic: Irrational dislike or fear of people from other countries.

Directions
Directions appear respectively in appropriate mediums

URL only: Please read and answer each question carefully. For each answer, click on the appropriate oval and/or fill in the appropriate blank. If you want to change an answer, click on the oval of your new answer and/or edit the appropriate blank, and your previous response will be erased. You may decline to answer specific questions. You must answer at least 50% of the questions for your responses to be included in the final analyses. The survey will take between 20 and 30 minutes to complete and must be completed in one sitting.

Paper/Pencil only: Please read and answer each question carefully. For each answer, darken the appropriate oval completely. If you want to change an answer, erase your first answer completely and darken the oval of your new answer. You may decline to answer specific questions. You must answer at least 50% of the questions for your responses to be included in the final analyses.

The survey will take between <mark>20 and 30 minutes</mark> to complete and must be completed in one sitting. If you close your browser, you will lose any responses you previously entered. You must answer at least 50% of the questions for your responses to be included in the final analyses.

1. What is your **primary** position at CSI?
    O Undergraduate student
      O Started at CSI as a first-year student
      O Transferred from another institution
    O Graduate Student
      o Doctoral degree
      o Master's Degree
      o Other graduate (certificate)
    O Faculty
      o Assistant Professor
      o Associate Professor
      o Professor
      o Adjunct
      o Lecturer
    O Executive (ECP) [direct to staff questions]
    O Staff
      o Hourly
      o Salary

2. Are you full-time or part-time in that **primary** position?
    O Full-time
    O Part-time

3. **Full-time Faculty/Staff only:** Do you have permanency status in your primary position? (e.g., tenure, CCE, 13.3.b., or other contractual permanency based on the number of years you have served in this position in good standing).
    O No
    O Yes

Part 1: Personal Experiences

When responding to the following questions, think about your experiences <u>during the past year</u>.

4. Overall, how comfortable are you with the climate at CSI?
    O Very comfortable
    O Comfortable
    O Neither comfortable nor uncomfortable
    O Uncomfortable
    O Very uncomfortable

5. **Faculty/Staff only:** Overall, how comfortable are you with the climate in your department/work unit?
    O Very comfortable
    O Comfortable
    O Neither comfortable nor uncomfortable
    O Uncomfortable
    O Very uncomfortable

6. **Students/Faculty only:** Overall, how comfortable are you with the climate in your classes?
    O Very comfortable
    O Comfortable
    O Neither comfortable nor uncomfortable
    O Uncomfortable
    O Very uncomfortable

7. Have you ever **seriously considered** leaving CSI?
    O No (skip to Question xxx)
    O Yes

8. **Students only:** When did you seriously consider leaving CSI**? (Mark all that apply.)**
    O During my first year as a student
    O During my second year as a student
    O During my third year as a student
    O During my fourth year as a student
    O During my fifth year as a student
    O After my fifth year as a student

9. **Students only:** Why did you seriously consider leaving CSI? **(Mark all that apply.)**
    O Climate was not welcoming
    O Coursework was too difficult
    O Didn't have my major
    O Didn't have my field of study
    O Didn't meet the selection criteria for a major/field of study
    O Difficulty making a course schedule
    O Financial reasons
    O Homesick
    O Lack of a sense of belonging
    O Lack of support group
    O My marital/relationship status
    O Personal reasons (medical, mental health, family emergencies, etc.)
    O A reason not listed above (please specify: _____)

10. **Faculty/Staff only:** Why did you seriously consider leaving CSI**? (Mark all that apply.)**
    O Campus climate was unwelcoming
    O Dissatisfied with current benefits
    O Family responsibilities
    O Financial reasons (salary, resources, etc.)
    O Increased workload
    O Interested in a position elsewhere
    O Lack of sense of belonging
    O Limited opportunities for advancement
    O Local community did not meet my (my family) needs
    O Personal reasons (medical, mental health, family emergencies, etc.)
    O Recruited or offered a position elsewhere
    O Relocation
    O Spouse or partner relocated
    O Spouse or partner unable to find suitable employment
    O Working relationship with supervisor/manager
    O Working relationship with co-workers
    O A reason not listed above (please specify: _____)

11. We are interested in knowing more about your experiences. If you would like to elaborate on why you seriously considered leaving, please do so here.
    Insert text box here

12. **Students only:** Please indicate the extent to which you agree with each of the following statements regarding your academic experience at CSI.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I am performing up to my full academic potential.	O	O	O	O	O
Few of my courses this year have been intellectually stimulating.	O	O	O	O	O
I am satisfied with my academic experience at CSI.	O	O	O	O	O
I am satisfied with the extent of my intellectual development since enrolling at CSI.	O	O	O	O	O
I have performed academically as well as I anticipated I would.	O	O	O	O	O
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	O	O	O	O	O
My interest in ideas and intellectual matters has increased since coming to CSI.	O	O	O	O	O
I intend to graduate from CSI.	O	O	O	O	O
I am considering transferring to another institution for academic reasons.	O	O	O	O	O

13. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (bullied, harassed) that has interfered with your ability to work or learn at CSI?
    O No (skip to Question XXX)
    O Yes

14. What do you believe was the basis of the conduct? (**Mark all that apply.**)
    O Academic Performance
    O Age
    O Educational credentials (e.g., M.S., Ph.D.)
    O English language proficiency/accent
    O Ethnicity
    O Gender/gender identity
    O Gender expression
    O Immigrant/citizen status
    O International status/national origin
    O Learning disability/condition
    O Length of service at CSI
    O Major field of study
    O Marital status (e.g., single, married, partnered)
    O Mental Health/Psychological disability/condition
    O Medical disability/condition
    O Military/veteran status
    O Parental status (e.g., having children)
    O Participation in an organization/team (please specify _____)
    O Physical characteristics
    O Physical appearance (e.g., tattoos, piercings, clothing)
    O Physical disability/condition
    O Philosophical views
    O Political views
    O Position (staff, faculty, student)
    O Pregnancy
    O Racial identity
    O Religious/spiritual views
    O Sexual identity
    O Socioeconomic status
    O Don't know
    O A reason not listed above (please specify _____)

15. How would you describe what happened? (**Mark all that apply**)
    O I was ignored or excluded
    O I was intimidated/bullied
    O I was isolated or left out
    O I felt others staring at me
    O I experienced a hostile classroom environment
    O The conduct made me fear that I would get a poor grade
    O I experienced a hostile work environment
    O I was the target of workplace incivility
    O I was the target of derogatory verbal remarks
    O I received derogatory written comments
    O I received derogatory phone calls/text messages/e-mail
    O I received derogatory/unsolicited messages on-line (e.g., Facebook, Twitter, Yik-Yak)
    O I was singled out as the spokesperson for my identity group
    O I received a low or unfair performance evaluation
    O I was not fairly evaluated in the promotion and tenure process
    O Someone assumed I was admitted/hired/promoted due to my identity group
    O Someone assumed I was not admitted/hired/promoted due to my identity group
    O I was the target of graffiti/vandalism
    O I was the target of racial/ethnic profiling
    O I was the target of stalking
    O The conduct threatened my physical safety
    O The conduct threatened my family's safety
    O I received threats of physical violence
    O I was the target of physical violence
    O An experience not listed above (please specify _____)

16. Where did the conduct occur? (**Mark all that apply.**)
    O At a CSI event/program
    O In a class/lab
    O In a faculty office
    O In a meeting with one other person
    O In a meeting with a group of people
    O In a CSI administrative office
    O In a CSI dining facility
    O In the CSI library
    O In the campus center (1C)
    O In the Center for the Arts (1P)
    O In an experiential learning environment (e.g., community-based learning, internship, class trip)
    O In athletic facilities
    O In other public spaces at CSI
    O In campus housing
    O In the Counseling Center
    O In off-campus housing
    O In Health & Wellness Services
    O Off campus
    O On a campus shuttle/waiting for campus shuttle
    O On phone calls/text messages/e-mail
    O On social networking sites/Facebook/Twitter/ Yik-Yak)
    O While walking on campus
    O While working at a CSI job
    O A venue not listed above (please specify _____)

17. Who/what was the source of the conduct? **(Mark all that apply.)**
    O Academic Advisor
    O Alumnus/a
    O Athletic coach/trainer
    O CSI media (posters, brochures, flyers, handouts, web sites, etc.)
    O CSI Public Safety Officer
    O Co-worker
    O Department/Program Chair
    O Direct Report (e.g., person who reports to me)
    O Donor
    O Faculty member/Other Instructional Staff
    O Friend
    O Lab Assistant
    O Off campus community member
    O Senior administrator (e.g., dean, vice president, provost)
    O On-line site (e.g., Facebook, Twitter, Yik-Yak)
    O Staff member
    O Stranger
    O Student
    O Student staff
    O Student Organization (please specify _____)
    O Supervisor
    O Student
    O Student teaching assistant (e.g., tutor, graduate teaching assistant)
    O Don't know source
    O A source not listed above (please specify _____)

18. How did you experience the conduct? **(Mark all that apply.)**
    O I felt embarrassed
    O I felt somehow responsible
    O I was afraid
    O I was angry
    O I ignored it
    O An experience not listed above (please specify _____)

19. What did you do in response to experiencing the conduct? **(Mark all that apply.)**
    O I didn't do anything
    O I avoided the person/venue
    O I contacted a local law enforcement official
    O I confronted the person(s) at the time
    O I confronted the person(s) later
    O I didn't know who to go to
    O I sought information online
    O I sought support from off-campus hot-line/advocacy services
    O I contacted a CSI resource
        o Faculty member
        o Senior administrator (e.g., president, provost, vice president, dean)
        o CSI Office of Public Safety/Security
        o The Counseling Center
        o Health and Wellness Center
        o Employee Assistance Program (EAP)
        o Title IX Coordinator
        o Office of Diversity and Compliance
        o Dean of Students/ Student Ombudsperson
        o Office of Human Resources/Personnel

- o Student teaching assistant (e.g., tutor, graduate teaching assistant)
- o Student staff
- o Staff person
- o Union officers
- O I told a family member
- O I told a friend
- O I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
- O A response not listed above (please specify _____)

20. Did you report the conduct?
    O No, I didn't report it
    O Yes, I reported it
    - o I reported the incident and was satisfied with the outcome
    - o I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
    - o I reported the incident, but felt that it was not responded to appropriately

21. We are interested in knowing more about your experience. If you would like to elaborate on your personal experiences, please do so here.
    Insert text box here

If you have experienced any discomfort in responding to these questions and
would like to speak with someone, please contact:

Danielle Dimitrov
Director, Diversity and Compliance/Chief Diversity Officer
Building 1A, Room 103
718-982-2250
Danielle.Dimitrov@csi.cuny.edu

For Students
The Counseling Center – for students
Building 1A, Room 109
718-982-2391
counseling@csi.cuny.edu

For Faculty and Staff
Deer Oaks Employee Assistance Program (EAP) – for
Toll-free and confidential: 888-993-7650
www.deeroakseap.com (Member Login – Username: CSI & Password: CSI)

Incidents involving forced or unwanted sexual acts are often difficult to talk about. The following questions are related to any experiences you have had with unwanted physical sexual contact. If you have experienced this conduct, the questions may invoke an emotional response. If you experience any difficulty, please contact one of the resources at the end of this section.

22. While a member of the CSI community, have you experienced sexual misconduct or unwanted sexual contact, including sexual harassment, gender-based harassment, or a form of sexual violence (sexual assault, stalking, or dating/domestic/intimate partner violence)?
    Programming note: Add a hyperlink to CSI's "Policy on Sexual Misconduct"
    http://www.csi.cuny.edu/diversity_and_compliance/Sexual_Misconduct.pdf
    O No (Skip to XXXX)
    O Yes
    - o   Yes - relationship violence (e.g., ridiculing, controlling , hitting)
    - o   Yes - stalking (e.g., following me, on social media, texting, phone calls)
    - o   Yes - sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)
    - o   Yes - sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)
    PROGRAMMING NOTE: For questions 24-26; 28-32: Insert appropriate experience (e.g., relationship violence, stalking, sexual interaction, sexual contact) from Q#22

23. **Students only.** Were alcohol and/or drugs involved in the [insert appropriate experience from Q#22]?
    - o   No
    - o   Yes
        - o   Alcohol only
        - o   Drugs only
        - o   Both alcohol and drugs

24. When did the [insert appropriate experience from Q#22] occur?
    O Within the last year
    O 2-4 years ago
    O 5-10 years ago
    O 11-20 years ago
    O More than 20 years ago

25. **Undergraduate Students only:** What semester were you in when you experienced the [insert appropriate experience from Q#22]? (**Mark all that apply.**)
    - O First year
        - o Fall semester
        - o Winter session
        - o Spring semester
        - o Summer sessions
    - O Second year
        - o Fall semester
        - o Winter session
        - o Spring semester
        - o Summer sessions
    - O Third year
        - o Fall semester
        - o Winter session
        - o Spring semester
        - o Summer sessions
    - O Fourth year
        - o Fall semester
        - o Winter session
        - o Spring semester
        - o Summer sessions
    - O Sometime after my fourth year

26. **Graduate Students only:** What year in your graduate program were you when you experienced the [insert appropriate experience from Q#22]? (**Mark all that apply.**)
    - O First year
    - O Second year
    - O After Third year

27. Who did this to you? (**Mark all that apply.**)
    - O Acquaintance/Friend
    - O Alumni
    - O Family member
    - O CSI faculty
    - O CSI staff
    - O CSI student
    - O Stranger
    - O Other CSI community member (e.g., unsure of position on campus)
    - O A person not listed above

28. Where did the [insert appropriate experience from Q#22] occur? (**Mark all that apply.**)
    - O Off campus (please specify location:_____)
    - O On campus (please specify location:_____)

29. What was your response to experiencing the [insert appropriate experience from Q#22]? **(Mark all that apply.)**
    O I did nothing.
    O I felt uncomfortable.
    O I felt embarrassed.
    O I felt somehow responsible.
    O I fought back.
    O I ignored it.
    O I was afraid.
    O I was angry.
    O It didn't affect me at the time.
    O I left the situation immediately.
    O I sought support from off-campus hotline/advocacy services/therapist.
    O I contacted a CSI resource
        o Faculty member
        o Senior administrator (e.g., president, provost, vice president, dean)
        o CSI Office of Public Safety/Security
        o The Counseling Center
        o Health and Wellness Center
        o Employee Assistance Program (EAP)
        o Title IX Coordinator
        o Office of Diversity and Compliance
        o Dean of Students/ Student Ombudsperson
        o Office of Human Resources/Personnel
        o Student teaching assistant (e.g., tutor, graduate teaching assistant)
        o Student staff
        o Staff person
        o Union officers
    O I contacted local police department
    O I told a family member
    O I told a friend
    O I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
    O A response not listed above (please specify _____)

30. Did you report the [insert appropriate experience from Q#22]t?
    O No, I didn't report it [see Q31- skip Q32]
    O Yes, I reported it
        o Yes, I reported the incident and was satisfied with the outcome [skip to next section]
        o Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately [skip to next section]
        o Yes, I reported the incident, but felt that it was not responded to appropriately[see Q32- skip Q31]

31. You indicated that you **DID NOT** report the unwanted sexual contact. Please explain why you did not.
    Insert Text Box

32. You indicated that you **DID** report the unwanted sexual contact, but that it was not responded to appropriately. Please explain why you felt that it was not.
    Insert Text Box

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please contact:

Danielle Dimitrov
Director, Diversity and Compliance/Chief Diversity Officer
Building 1A, Room 103
718-982-2250
Danielle.Dimitrov@csi.cuny.edu

For Students
The Counseling Center – for students
Building 1A, Room 109
718-982-2391
counseling@csi.cuny.edu

For Faculty and Staff
Deer Oaks Employee Assistance Program (EAP) – for
Toll-free and confidential: 888-993-7650
www.deeroakseap.com (Member Login – Username: CSI & Password: CSI)

Public Safety Office
Building 2A, Room 108
718-982-2111

Vice President for Student and Enrollment Services
Building 1A, Room 301
studentaffairs@csi.cuny.edu

Human Resources Office
Building 1A, Room 201
718-982-2379

Part 2: Workplace Climate

33. <mark>Faculty only:</mark> As a faculty member, I feel (or felt)…(If a response does not apply to you, please leave it blank).

	Strongly Agree	Agree	Disagree	Strongly Disagree
The criteria for tenure are clear.	O	O	O	O
The tenure standards/promotion standards are applied equally to all faculty at CSI.	O	O	O	O
Supported and mentored during the tenure-track years.	O	O	O	O
CSI policies for delay of the tenure-clock are used by all faculty	O	O	O	O
Research is valued by CSI.	O	O	O	O
Teaching is valued by CSI.	O	O	O	O
Service contributions are valued by CSI.	O	O	O	O
Pressured to change my research/scholarship agenda to achieve tenure/promotion	O	O	O	O
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments)	O	O	O	O
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	O	O	O	O
Faculty members in my department who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	O	O	O	O
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	O	O	O	O
Faculty opinions are valued within CSI committees.	O	O	O	O
I would like more opportunities to participate in **substantive** committee assignments.	O	O	O	O
I have opportunities to participate in **substantive** committee assignments.	O	O	O	O

34. <mark>Faculty only:</mark> We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.
<mark>Insert text box here</mark>

35. **Faculty only:** As a faculty member, I feel…

	Strongly Agree	Agree	Disagree	Strongly Disagree
Salaries for tenure track faculty positions are competitive.	O	O	O	O
Salaries for adjunct professors are competitive.	O	O	O	O
Salaries for non-tenure track faculty are competitive.	O	O	O	O
Health insurance benefits are competitive.	O	O	O	O
Retirement benefits are competitive.	O	O	O	O
People who do not have children are burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work weekends).	O	O	O	O
People who have children or elder care are burdened with balancing work and family responsibilities (e.g., evening and evenings programing, workload brought home, CSI breaks not scheduled with school district breaks).	O	O	O	O
CSI provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation, etc.).	O	O	O	O
My colleagues include me in opportunities that will help my career as much as they do others in my position.	O	O	O	O
The performance evaluation process is clear.	O	O	O	O
CSI provides me with resources to pursue professional development (e.g., conferences, materials, research, course design, and traveling).	O	O	O	O
I have job security.	O	O	O	O

36. **All Faculty:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.
   Insert text box here

37. **Staff only:** As a staff member, I feel…

	Strongly Agree	Agree	Disagree	Strongly Disagree
I have supervisors who give me job/career advice or guidance when I need it	O	O	O	O
I have colleagues/co-workers who give me job/career advice or guidance when I need it	O	O	O	O
I am included in opportunities that will help my career as much as others in similar positions	O	O	O	O
The performance evaluation process is clear	O	O	O	O
The performance evaluation process is productive	O	O	O	O
My supervisor provides adequate support for me to manage work-life balance	O	O	O	O
I am able to complete my assigned duties during scheduled hours	O	O	O	O
My workload was increased without additional compensation due to other staff departures (e.g., retirement positions not filled)	O	O	O	O
I am pressured by departmental work requirements that occur outside of my normally scheduled hours	O	O	O	O
I am given a reasonable time frame to complete assigned responsibilities	O	O	O	O
People who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work week-ends) beyond those who do have children	O	O	O	O
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments)	O	O	O	O
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support)	O	O	O	O
There is a hierarchy within staff positions that allows some voices to be valued more than others	O	O	O	O
People who have children or elder care are burdened with balancing work and family responsibilities (e.g., evening and evenings programing, workload brought home, CSI breaks not scheduled with school district breaks)	O	O	O	O
CSI provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation, etc.)	O	O	O	O

38. **Staff only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.
Insert text box here

39. **Staff only:** As a staff member I feel…

	Strongly Agree	Agree	Disagree	Strongly Disagree
CSI provides me with resources to pursue training/professional development opportunities.	O	O	O	O
My supervisor provides me with resources to pursue training/professional development opportunities.	O	O	O	O
CSI is supportive of taking extended leave (e.g., FMLA, parental).	O	O	O	O
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	O	O	O	O
Staff in my department who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	O	O	O	O
CSI policies (e.g., FMLA) are fairly applied across CSI.	O	O	O	O
CSI is supportive of flexible work schedules.	O	O	O	O
Staff salaries are competitive.	O	O	O	O
Vacation and personal time are competitive.	O	O	O	O
Health insurance benefits are competitive.	O	O	O	O
Retirement benefits are competitive.	O	O	O	O
Staff opinions are valued on CSI committees.	O	O	O	O
Staff opinions are valued by CSI faculty and administration.	O	O	O	O
There are clear expectations of my responsibilities.	O	O	O	O
There are clear procedures on how I can advance at CSI.	O	O	O	O

40. **Staff only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.
Insert text box here

Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than 5 responses that may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified. You may also skip questions.

41. What is your birth sex (assigned)?
    - O Female
    - O Intersex
    - O Male

42. What is your gender/gender identity?
    - O Genderqueer
    - O Man
    - O Transgender
    - O Woman
    - O A gender not listed here (please specify): _____

43. What is your current gender expression?
    - O Androgynous
    - O Feminine
    - O Masculine
    - O A gender expression not listed here (please specify): _____

44. What is your citizenship status in U.S.? **(Mark all that apply)**
    - o   A visa holder (such as F-1, J-1, H1-B, and U)
    - o   Currently under a withholding of removal status
    - o   DACA (Deferred Action for Childhood Arrival)
    - o   DAPA (Deferred Action for Parental Accountability)
    - o   Lawful Permanent Resident (green card holder)
    - o   Other legally documented status
    - o   Refugee status
    - o   Undocumented resident
    - o   U.S. citizen, birth
    - o   U.S. citizen, naturalized

45. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. (**If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply**)
    - O Alaska Native (if you wish please specify your enrolled or principal corporation _____)
    - O First Nations/American Indian/Indigenous (if you wish please specify your enrolled or principal tribe _____)
    - O Asian/Asian American/South Asian (if you wish please specify _____)
    - O Black/African American (if you wish please specify _____)
    - O Hispanic/Latino@/Chicano@/ (if you wish please specify _____)
    - O Central Asian/Middle Eastern/North African (if you wish please specify _____)
    - O Native Hawaiian (if you wish please specify _____)
    - O Pacific Islander (if you wish please specify _____)
    - O White/European American (if you wish please specify _____)
    - O A racial/ethnic identity not listed here (please specify): _____

46. Which term best describes your sexual identity?
    O Asexual
    O Bisexual
    O Gay
    O Heterosexual
    O Lesbian
    O Pansexual
    O Queer
    O Questioning
    O A sexual identity not listed here (please specify): _____

47. What is your age?
    (Insert drop down of all ages: "18" through "99"

48. Do you have substantial parenting or caregiving responsibility?
    O No
    O Yes **(Mark all that apply)**
        o Children 18 years of age or under
        o Children over 18 years of age, but still dependent (in college, disabled, etc.)
        o Independent adult children over 18 years of age
        o Sick or disabled partner
        o Senior or other family member
        o A parenting or caregiving responsibility not listed here (please specify) _____
          (e.g., pregnant, adoption pending)

49. What is the highest level of education achieved by your primary parent(s)/guardian(s)?

Parent/-Guardian 1:
o No high school
o Some high school
o Completed high school/GED
o Some college
o Business/Technical certificate/degree
o Associate's degree
o Bachelor's degree
o Some graduate work
o Master's degree (M.A, M.S., MBA)
o Specialist degree (Ed.S.)
o Doctoral degree (e.g., Ph.D., Ed.D.)
o Professional degree (e.g., MD, JD)
o Unknown
o Not applicable

Parent/ Guardian 2:
o Not applicable
o No high school
o Some high school
o Completed high school/GED
o Some college
o Business/Technical certificate/degree
o Associate's degree
o Bachelor's degree
o Some graduate work
o Master's degree (M.A, M.S., MBA)
o Specialist degree (Ed.S.)
o Doctoral degree (e.g., Ph.D., Ed.D.)
o Professional degree (e.g., MD, JD)
o Unknown

50. **Staff only:** What is your highest level of education?
    - O No high school
    - O Some high school
    - O Completed high school/GED
    - O Some college
    - O Business/Technical certificate/degree
    - O Associate's degree
    - O Bachelor's degree
    - O Some graduate work
    - O Master's degree (M.A, M.S., MBA)
    - O Specialist degree (Ed.S.)
    - O Doctoral degree (e.g., Ph.D., Ed.D.)
    - O Professional degree (e.g., M.D., J.D.)

51. **Undergraduate Students only:** How many years have you attended CSI?
    - O One year or less
    - O Two years
    - O Three years
    - O Four years
    - O Five years
    - O Six or more years

52. **Faculty only:** With which academic division/school are you **primarily affiliated** at this time?
    - o School of Business
    - o School of Education
    - o School of Health Sciences
    - o Division of Humanities and Social Sciences
    - o Division of Science and Technology

53. **Staff only:** With which work unit are you **primarily affiliated** at this time?
    - o Division of Academic Affairs (e.g., School of Education, Division of Science and Technology, Registrar's Office)
    - o Division of Finance and Administration (e.g., Auxiliary Services, Buildings & Grounds)
    - o Office of Institutional Advancement and External Affairs
    - o Division of Student and Enrollment Services (e.g., CSI Association, Financial Aid)
    - o Division of Technology Systems
    - o Office of the President

54. <mark>Undergraduate Students only:</mark> What degree are you seeking at CSI? (Please choose your degree program and then your academic major(s) not including minors) **(Mark all that apply)**
    - o **BACHELOR DEGREE**
      - o **Bachelor of Arts (BA)**
        - o Undeclared Major
        - o African & African Diaspora Studies
        - o American Studies
        - o Art
        - o Art - Photography
        - o CUNY Baccalaureate
        - o Cinema Studies
        - o Cinema Studies - Critical Studies
        - o Cinema Studies - Production
        - o Economics
        - o Adolescence Education - English
        - o Adolescence Education - English-Dramatic Literature
        - o Adolescence Education - English-Writing
        - o Adolescence Education - English-Linguistics
        - o Adolescence Education - English-Literature
        - o Adolescence Education - History
        - o Adolescence Education - Italian Studies
        - o Adolescence Education – Spanish
        - o Adolescence Education - Biology
        - o Adolescence Education - Chemistry
        - o Adolescence Education - Physics
        - o English
        - o English - Dramatic Literature
        - o English - Literature
        - o English - Linguistics
        - o English - Writing
        - o Geography
        - o History
        - o International Studies
        - o Italian Studies
        - o Music
        - o Philosophy
        - o Philosophy & Political Science
        - o Political Science
        - o Psychology
        - o Science, Letters, & Society
        - o Science, Letters, & Society - Childhood 1-6
        - o Science, Letters, & Society - Early Childhood
        - o Sociology & Anthropology
        - o Spanish
        - o Undeclared Major Pre-Health
        - o Women's, Gender, & Sexuality Studies
      - o **Bachelor of Science (BS)**
        - o Undeclared Major
        - o Accounting
        - o Adolescence Education - Math
        - o Art
        - o Art - Photography
        - o Biology
        - o Biology - Bioinformatics
        - o Biochemistry

- o Business
- o Business - Finance
- o Business - International
- o Business - Management
- o Business - Marketing
- o CUNY Baccalaureate
- o Chemistry
- o Communications
- o Communications - Corporate
- o Communications - Design & Digital Media
- o Communications - Journalism
- o Communications - Media Studies
- o Communications - Publication Design
- o Computer Science
- o Computer Science - Math
- o Dramatic Arts
- o Economics
- o Economics - Business
- o Economics - Finance
- o Adolescence Education - Biology
- o Adolescence Education - Chemistry
- o Adolescence Education - Physics
- o Electrical Engineering
- o Engineering Science
- o Information Systems
- o International Studies
- o Medical Technology
- o Mathematics
- o Music
- o Music: Classical Performance
- o Music: Jazz Studies
- o Music: Music Technology
- o Nursing 3
- o Nursing - BS
- o Physics
- o Psychology
- o Social Work
- o Undeclared Health Science
- o Undeclared Health Science - Pre-Medical Tech
- o Undeclared Health Science - Pre-nursing
- o **Bachelor of Fine Arts**
  - o Art
  - o Art - Photography
- o **ASSOCIATES DEGREE**
  - o **Associates in Arts (AA)**
    - o Undeclared Major
    - o Liberal Arts & Science - Non-Science
  - o **Associates in Applied Science (AAS)**
    - o Undeclared Major
    - o Business
    - o Business - Accounting
    - o Business - Finance
    - o Business - Information Systems
    - o Business - International
    - o Business - Management

- o Business - Marketing
- o Computer Technology
- o Computer Technology - Information Science
- o Computer Technology - Programming
- o Electrical Engineering Technology
- o Nursing
- o Undeclared Health Science
- o Undeclared Health Science - Medical Tech
- o Undeclared Health Science - Nursing
- o **Associates in Science (AS)**
  - o Undeclared Major
  - o Engineering Science
  - o Liberal Arts & Science – Science
- o **CERTIFICATE**
- o Modern China Studies
- o Latin American Caribbean and Latina/o Studies

55. Are you enrolled in an Honors College/Program at CSI?
    - o No
    - o Yes, Macaulay
    - o Yes, Verrazano
    - o Yes, Teacher Education Honors Academy

56. <mark>Graduate Students only:</mark> What degree are you seeking at CSI? (Please choose your degree program and then your academic program) **(Mark all that apply)**
    - o **Master of Arts (MA)**
      - o Cinema & Media Studies
      - o English
      - o History
      - o Liberal Studies
      - o Clinical Mental Health Counseling
    - o **Master of Science (MS)**
      - o Accounting
      - o Biology
      - o Biology - Biotechnology
      - o Business Management
      - o Computer Science
      - o Environmental Science
      - o Nursing Adult Health
      - o Adult - Gerontological Clinical Nurse Specialist
      - o Adult - Gerontological CNP
      - o Neuroscience, Mental Retardation, & Developmental Disabilities
    - o **Master of Science - Education (MSED)**
      - o Adolescence Education - Biology sequence 1
      - o Adolescence Education - Biology sequence 2
      - o Adolescence Education - English sequence 1
      - o Adolescence Education - English sequence 2
      - o Adolescence Education - Social Studies sequence 1
      - o Adolescence Education - Math sequence 1
      - o Adolescence Education - Math sequence 2
      - o Adolescence Education - Social Studies sequence 2
      - o Childhood Education sequence 1
      - o Special Education - Adolescent Generalist 7-12 sequence 1
      - o Special Education - Adolescent Generalist 7-12 sequence 2
      - o Special Education - Childhood sequence 2

- o Childhood Education sequence 2
- o Special Education - Childhood sequence 1
- o Special Education - Middle Childhood Generalist
- o Teaching of English to Speakers of Other Languages
- o **Master of Social Work (MSW)**
  - o Social Work
  - o Social Work - 2 year Program
  - o Social Work - Advanced Standing
- o **Post-Master's Certificate (ADVCERT)**
  - o Autism Spectrum Disorders
  - o Business Analytics of Large Scale Data
  - o Nursing - Cultural Competence
  - o School Building & District Leadership
  - o Leadership in Education
  - o Adult Health Nursing
  - o Adult - Gerontological Nursing - CNS
  - o Nursing Education
  - o School District Leadership
  - o Teaching of English to Speakers of Other Languages
- o **Doctor of Nursing (DNP), Doctor of Physical Therapy (DPT)**
  - o Adult-Gerontology Clinical Nurse Specialist
  - o Adult-Gerontology Clinical Nurse Specialist - Advanced Standing
  - o Adult-Gerontology Nurse Practitioner
  - o Adult-Gerontology Nurse Practitioner - Advanced Standing
  - o Physical Therapy

57. Do you have a condition/disability that influences your learning, working or living activities?
    O No [Skip to XXXX]
    O Yes

58. Which, if any, of the conditions listed below impact your learning, working or living activities? (**Mark all that apply**)
    - o Acquired/Traumatic Brain Injury
    - o Asperger's/Autism Spectrum
    - o Chronic Diagnosis or Medical Condition (e.g., Lupus, Cancer, Multiple Sclerosis, Fibromyalgia, etc.)
    - o Learning Disability (e.g., ADD, Attention Deficit/Hyperactivity Disorder, Dyslexia, etc.)
    - o Mental Health/Psychological Condition (e.g., depression, anxiety)
    - o Physical/Mobility condition that affects walking
    - o Physical/Mobility condition that does not affect walking
    - o Speech/Communication Condition
    - o Visually Impaired or Blind
    - o Hearing Impaired or Deaf
    - o A disability/condition not listed here (please specify): _____

59. What is the language(s) used in your home?
    - o English
    - o A language other than English (please specify _____)
    - o English and other language(s) (please specify _____)

60. What is your religious or spiritual identity? (**Mark all that apply**)
    - o Agnostic
    - o Atheist
    - o Baha'i
    - o Buddhist
    - o Christian

- o African Methodist Episcopal
  - o African Methodist Episcopal Zion
  - o Assembly of God
  - o Baptist
  - o Catholic/Roman Catholic
  - o Church of Christ
  - o Church of God in Christ
  - o Christian Orthodox
  - o Christian Methodist Episcopal
  - o Christian Reformed Church (CRC)
  - o Episcopalian
  - o Evangelical
  - o Greek Orthodox
  - o Lutheran
  - o Mennonite
  - o Moravian
  - o Nondenominational Christian
  - o Pentecostal
  - o Presbyterian
  - o Protestant
  - o Protestant Reformed Church (PR)
  - o Quaker
  - o Reformed Church of America (RCA)
  - o Russian Orthodox
  - o Seventh Day Adventist
  - o The Church of Jesus Christ of Latter-day Saints
  - o United Methodist
  - o Unitarian Universalist
  - o United Church of Christ
  - o A Christian affiliation not listed above (please specify) _____
- o Confucianist
- o Druid
- o Hindu
- o Jain
- o Jehovah's Witness
- o Jewish
  - o Conservative
  - o Orthodox
  - o Reform
- o Muslim
  - o Ahmadi
  - o Shi'ite
  - o Sufi
  - o Sunni
- o Native American Traditional Practitioner or Ceremonial
- o Pagan
- o Rastafarian
- o Scientologist
- o Secular Humanist
- o Shinto
- o Sikh
- o Taoist
- o Tenrikyo
- o Wiccan
- o Spiritual, but no religious affiliation

o   No affiliation
o   A religious affiliation or spiritual identity not listed above (please specify) _____

61. **Students only:** Are you currently financially dependent (family/guardian is assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)?
O Dependent
O Independent

62. **Students only:** What is your *best estimate* of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?
O Below $30,000
O $30,000 - $49,999
O $50,000 - $69,999
O $70,000 - $99,999
O $100,000 - $149,999
O $150,000 - $199,999
O $200,000 - $249,999
O $250,000 - $499,999
O $500,000 or more

63. **Students only:** Where do you live?
O Campus housing
O Non-campus housing
　　O Independently in an apartment/house
　　O Living with family member/guardian
O Transient (e.g. couch surfing, sleeping in car, in a shelter)

64. **Students only:** Do you participate in any of the following at CSI? **(Mark all that apply)**
O I do not participate in any clubs/organizations
O Academic Departmental Honor Societies (e.g., Phi Beta Delta International, Macaulay Honors, The Verrazano School)
O Community Service (e.g., Relay for Life, CSI Volunteer Event of the Month, CUNY Service Corps)
O Cultural Heritage and Religious (e.g., Hillel, Muslim Students Association, Chi Alpha Christian Club)
O Political and Social Interest (e.g., Students for Justice in Palestine, NYPIRG)
O Special Interest (e.g., Accounting Club, Gay Straight Alliance, CSI Association, New Student Orientation)
O Sports & Recreation (e.g., Intramurals, Athletic Teams)

65. **Students only:** At the end of your last semester, what was your cumulative grade point average?
　　O 3.5 – 4.00
　　O 3.0 – 3.49
　　O 2.5 – 2.99
　　O 2.0 – 2.49
　　O 1.5 – 1.99
　　O 1.0 – 1.49
　　O 0.0 – .999
　　O No GPA as yet

66. **Students only**: Have you experienced financial hardship while attending CSI?
O No
O Yes

67. **Students only:** How have you experienced the financial hardship? **(Mark all that apply)**
    O Affording housing
    O Affording health care
    O Affording child care
    O Affording other campus fees
    O Affording tuition
    O Purchasing my books
    O Participating in social events
    O Affording food
    O Participating in co-curricular events or activities (alternative spring breaks, class trips, study abroad, etc.)
    O Traveling home during CSI breaks
    O Transportation
    O Other (please specify _____)

68. **Students only:** How are you currently paying for your education at CSI? **(Mark all that apply)**
    O Credit card
    O Family contribution
    O Loans
    O Need-based scholarship (e.g., Gates)
    O Non-need based scholarship (e.g., Student Government)
    O Grant (e.g., Pell, Petrie)
    O Personal contribution /job
    O Resident assistant
    O Work Study
    O A method of payment not listed here (please specify): _____

69. **Students only:** Are you employed either on campus or off-campus during the academic year?
    O No
    O Yes, I work **on-campus** – (Please indicate total number of hours you work)
        O 1-10 hours/week
        O 11-20 hours/week
        O 21-30 hours/week
        O 31-40 hours/week
        O More than 40 hours/week
    O Yes, I work **off-campus** – (Please indicate total number of hours you work)
        O 1-10 hours/week
        O 11-20 hours/week
        O 21-30 hours/week
        O 31-40 hours/week
        O More than 40 hours/week

Part 4: Perceptions of Campus Climate

70. **Within the past year, have you OBSERVED** any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at CSI?
    O No (Skip to Question #xxx)
    O Yes

71. Who/what was the **target** of the conduct? **(Mark all that apply.)**
    O Academic Advisor
    O Alumnus/a
    O Athletic coach/trainer
    O CSI media (posters, brochures, flyers, handouts, web sites, etc.)
    O CSI Public Safety Officer
    O Co-worker
    O Department/Program Chair
    O Direct Report (e.g., person who reports to me)
    O Donor
    O Faculty member/Other Instructional Staff
    O Friend
    O Lab Assistant
    O Off campus community member
    O Senior administrator (e.g., dean, vice president, provost)
    O On-line site (e.g., Facebook, Twitter, Yik-Yak)
    O Staff member
    O Stranger
    O Student
    O Student staff
    O Student Organization (please specify _____
    O Supervisor
    O Student
    O Student teaching assistant (e.g., tutor, graduate teaching assistant)
    O Don't know source
    O A source not listed above (please specify _____)

72. Who/what was the **source** of the conduct? **(Mark all that apply.)**
    O Academic Advisor
    O Alumnus/a
    O Athletic coach/trainer
    O CSI media (posters, brochures, flyers, handouts, web sites, etc.)
    O CSI Public Safety Officer
    O Co-worker
    O Department/Program Chair
    O Direct Report (e.g., person who reports to me)
    O Donor
    O Faculty member/Other Instructional Staff
    O Friend
    O Lab Assistant
    O Off campus community member
    O Senior administrator (e.g., dean, vice president, provost)
    O On-line site (e.g., Facebook, Twitter, Yik-Yak)
    O Staff member
    O Stranger
    O Student
    O Student staff
    O Student Organization (please specify _____)
    O Supervisor
    O Student
    O Student teaching assistant (e.g., tutor, graduate teaching assistant)
    O Don't know source
    O A source not listed above (please specify _____)

73. Which of the target's characteristics do you believe was/were the basis for the conduct? **(Mark all that apply.)**
    O Academic Performance
    O Age
    O Educational credentials (e.g., M.S., Ph.D.)
    O English language proficiency/accent
    O Ethnicity
    O Gender/gender identity
    O Gender expression
    O Immigrant/citizen status
    O International status/national origin
    O Learning disability/condition
    O Length of service at CSI
    O Major field of study
    O Marital status (e.g., single, married, partnered)
    O Mental Health/Psychological disability/condition
    O Medical disability/condition
    O Military/veteran status
    O Parental status (e.g., having children)
    O Participation in an organization/team (please specify _____)
    O Physical characteristics
    O Physical appearance (e.g., tattoos, piercings, clothing)
    O Physical disability/condition
    O Philosophical views
    O Political views
    O Position (staff, faculty, student)
    O Pregnancy
    O Racial identity
    O Religious/spiritual views
    O Sexual identity
    O Socioeconomic status
    O Don't know
    O A reason not listed above (please specify _____)

74. Which of the following did you observe because of the target's identity? (**Mark all that apply.**)
   O Assumption that someone was admitted/hired/promoted based on his/her identity
   O Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity
   O Person received derogatory verbal remarks
   O Person received derogatory phone calls/text messages/e-mail
   O Person received derogatory/unsolicited messages on-line (e.g., Facebook, Twitter, Yik-Yak)
   O Person received derogatory written comments
   O Person experienced graffiti/vandalism
   O Person was intimidated/bullied
   O Person was ignored or excluded
   O Person was isolated or left out
   O Person experienced a hostile classroom environment
   O Person experienced a hostile work environment
   O Person was the target of workplace incivility
   O Person was stared at
   O Person was the target of racial/ethnic profiling
   O Person received a low or unfair performance evaluation
   O Person received a poor grade
   O Person was unfairly evaluated in the promotion and tenure process
   O Person was stalked
   O Person was the target of physical violence
   O Person was singled out as the spokesperson for their identity group
   O Person received threats of physical violence
   O Persons' family was threatened
   O Something not listed above (please specify _____)

75. Where did this conduct occur? (**Mark all that apply.**)
    O At a CSI event/program
    O In a class/lab
    O In a faculty office
    O In a meeting with one other person
    O In a meeting with a group of people
    O In a CSI administrative office
    O In a CSI dining facility
    O In the CSI library
    O In the campus center (1C)
    O In the Center for the Arts (1P)
    O In an experiential learning environment (e.g., community-based learning, internship, class trip)
    O In athletic facilities
    O In other public spaces at CSI
    O In campus housing
    O In the Counseling Center
    O In off-campus housing
    O In Health & Wellness Services
    O Off campus
    O On a campus shuttle/waiting for campus shuttle
    O On phone calls/text messages/e-mail
    O On social networking sites/Facebook/Twitter/ Yik-Yak)
    O While walking on campus
    O While working at a CSI job
    O A venue not listed above (please specify _____)

76. How did you feel when you observed the conduct? **(Mark all that apply.)**
    O I felt embarrassed
    O I felt somehow responsible
    O I was afraid
    O I was angry
    O I ignored it
    O An experience not listed above (please specify _____)

77. What did you do in response to observing the conduct? **(Mark all that apply.)**
    O I didn't do anything
    O I avoided the person/venue
    O I contacted a local law enforcement official
    O I confronted the person(s) at the time
    O I confronted the person(s) later
    O I didn't know who to go to
    O I sought information online
    O I sought support from off-campus hot-line/advocacy services
    O I contacted a CSI resource
        o Faculty member
        o Senior administrator (e.g., president, provost, vice president, dean)
        o CSI Office of Public Safety/Security
        o The Counseling Center
        o Health and Wellness Center
        o Employee Assistance Program (EAP)
        o Title IX Coordinator
        o Office of Diversity and Compliance
        o Dean of Students/ Student Ombudsperson
        o Office of Human Resources/Personnel
        o Student teaching assistant (e.g., tutor, graduate teaching assistant)
        o Student staff
        o Staff person
        o Union officers
    O I told a family member
    O I told a friend
    O I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
    O A response not listed above (please specify _____)

78. Did you report the conduct?
    O No, I didn't report it
    O Yes, I reported it
        o I reported the incident and was satisfied with the outcome
        o I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
        o I reported the incident, but felt that it was not responded to appropriately

79. We are interested in knowing more about your experiences. If you wish to elaborate on your observations of conduct directed toward a person or group of people on campus that you believe created an exclusionary, intimidating, offensive, and/or hostile working or learning environment, please do so here.
    Insert Text Box here

80. **Faculty/Staff only:** Have you observed **hiring** practices at CSI (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust or that would inhibit diversifying the community?
    - O No (skip to Question xxx)
    - O Yes

81. **Faculty/Staff only:** I believe that the unjust **hiring** practices were based upon…**(Mark all that apply).**
    - O Age
    - O Educational credentials (e.g., M.S., Ph.D.)
    - O English language proficiency/accent
    - O Ethnicity
    - O Gender/gender identity
    - O Gender expression
    - O Immigrant/citizen status
    - O International status/national origin
    - O Learning disability/condition
    - O Length of service at CSI
    - O Major field of study
    - O Marital status (e.g., single, married, partnered)
    - O Mental Health/Psychological disability/condition
    - O Medical disability/condition
    - O Military/veteran status
    - O Nepotism/Cronyism
    - O Parental status (e.g., having children)
    - O Participation in an organization/team (please specify _____)
    - O Physical characteristics
    - O Physical appearance (e.g., tattoos, piercings, clothing)
    - O Physical disability/condition
    - O Philosophical views
    - O Political views
    - O Position (staff, faculty, student)
    - O Pregnancy
    - O Racial identity
    - O Religious/spiritual views
    - O Sexual identity
    - O Socioeconomic status
    - O Don't know
    - O A reason not listed above (please specify _____)

82. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust hiring practices, please do so here.
    Insert Text Box here

83. **Faculty/Staff only:** Have you observed **promotion/tenure/reappointment/reclassification** practices at CSI that you perceive to be unjust?
    O No (skip to Question xxx)
    O Yes

84. **Faculty/Staff only:** I believe the unjust behavior, procedures, or employment practices related to **promotion/tenure/reappointment/reclassification** were based upon… **(Mark all that apply.)**
    O Age
    O Educational credentials (e.g., M.S., Ph.D.)
    O English language proficiency/accent
    O Ethnicity
    O Gender/gender identity
    O Gender expression
    O Immigrant/citizen status
    O International status/national origin
    O Learning disability/condition
    O Length of service at CSI
    O Major field of study
    O Marital status (e.g., single, married, partnered)
    O Mental Health/Psychological disability/condition
    O Medical disability/condition
    O Military/veteran status
    O Nepotism/Cronyism
    O Parental status (e.g., having children)
    O Participation in an organization/team (please specify _____)
    O Physical characteristics
    O Physical appearance (e.g., tattoos, piercings, clothing)
    O Physical disability/condition
    O Philosophical views
    O Political views
    O Position (staff, faculty, student)
    O Pregnancy
    O Racial identity
    O Religious/spiritual views
    O Sexual identity
    O Socioeconomic status
    O Don't know
    O A reason not listed above (please specify _____)

85. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification, please do so here.
    Insert Text Box here

86. **Faculty/ Staff only:** Have you observed **employment-related discipline or action, up to and including dismissal,** at CSI that you perceive to be unjust or would inhibit diversifying the community?
    O No (skip to Question xxx)
    O Yes

87. **Faculty/Staff only:** I believe that the unjust **employment-related disciplinary actions** were based upon…**(Mark all that apply.)**
    O Age
    O Educational credentials (e.g., M.S., Ph.D.)
    O English language proficiency/accent
    O Ethnicity
    O Gender/gender identity
    O Gender expression
    O Immigrant/citizen status
    O International status/national origin
    O Learning disability/condition
    O Length of service at CSI
    O Major field of study
    O Marital status (e.g., single, married, partnered)
    O Mental Health/Psychological disability/condition
    O Medical disability/condition
    O Military/veteran status
    O Nepotism/Cronyism
    O Parental status (e.g., having children)
    O Participation in an organization/team (please specify _____)
    O Physical characteristics
    O Physical appearance (e.g., tattoos, piercings, clothing)
    O Physical disability/condition
    O Philosophical views
    O Political views
    O Position (staff, faculty, student)
    O Pregnancy
    O Racial identity
    O Religious/spiritual views
    O Sexual identity
    O Socioeconomic status
    O Don't know
    O A reason not listed above (please specify _____)

88. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of employment-related discipline or action, up to and including dismissal practices, please do so here.
    Insert Text Box here

89. Using a scale of 1–5, please rate the overall campus climate at CSI 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)

friendly	1…….2…….3…….4…….5	hostile
inclusive	1…….2…….3…….4…….5	exclusive
improving	1…….2…….3…….4…….5	regressing
positive for persons with disabilities	1…….2…….3…….4…….5	negative for persons with disabilities
positive for people who identify as lesbian, gay, bisexual, queer or transgender	1…….2…….3…….4…….5	negative for people who identify as lesbian, gay, bisexual, queer or transgender
positive for people of various spiritual/religious backgrounds	1…….2…….3…….4…….5	negative for people of various spiritual/religious backgrounds
positive for People of Color	1…….2…….3…….4…….5	negative for People of Color
positive for men	1…….2…….3…….4…….5	negative for men
positive for women	1…….2…….3…….4…….5	negative for women
positive for non-native English speakers	1…….2…….3…….4…….5	negative for non-native English speakers
positive for people who are not U.S. citizens	1…….2…….3…….4…….5	negative for people who are not U.S. citizens
welcoming	1…….2…….3…….4…….5	not welcoming
respectful	1…….2…….3…….4…….5	disrespectful
positive for people of high socioeconomic status	1…….2…….3…….4…….5	negative for people of high socioeconomic status
positive for people of low socioeconomic status	1…….2…….3…….4…….5	negative for people of low socioeconomic status
positive for people of various political affiliations	1…….2…….3…….4…….5	negative for people of various political affiliations
positive for people in active military/ veterans status	1........2........3..........4...........5	negative for people in active military/veterans status

90. Using a scale of 1–5, please rate the overall campus climate on the following dimensions:
(Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)

Not racist	1…….2…….3…….4…….5	Racist
Not sexist	1…….2…….3…….4…….5	Sexist
Not homophobic	1…….2…….3…….4…….5	Homophobic
Not biphobic	1…….2…….3…….4…….5	Biphobic
Not transphobic	1…….2…….3…….4…….5	Transphobic
Not ageist	1…….2…….3…….4…….5	Ageist
Not classist (socioeconomic status)	1…….2…….3…….4…….5	Classist (socioeconomic status)
Not classist (position: faculty, staff, student)	1…….2…….3…….4…….5	Classist (position: faculty staff, student)
Disability friendly (Not ableist)	1…….2…….3…….4…….5	Not disability friendly (Ableist)
Not xenophobic	1…….2…….3…….4…….5	Xenophobic
Not ethnocentric	1…….2…….3…….4…….5	Ethnocentric

91. **Students only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by CSI **faculty**.	O	O	O	O	O
I feel valued by CSI **staff**.	O	O	O	O	O
I feel valued by CSI s**enior administrators** (e.g., dean, vice president, provost).	O	O	O	O	O
I feel valued by faculty in the classroom.	O	O	O	O	O
I feel valued by other students in the classroom.	O	O	O	O	O
I feel valued by other students outside of the classroom.	O	O	O	O	O
I think that faculty pre-judge my abilities based on their perception of my identity/background.	O	O	O	O	O
I believe that the campus climate encourages free and open discussion of difficult topics.	O	O	O	O	O
I have faculty whom I perceive as role models.	O	O	O	O	O
I have staff whom I perceive as role models.	O	O	O	O	O

92. **Faculty only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by faculty in my department/program.	O	O	O	O	O
I feel valued by my department/program chair.	O	O	O	O	O
I feel valued by other faculty at CSI.	O	O	O	O	O
I feel valued by students in the classroom.	O	O	O	O	O
I feel valued by CSI senior administrators (e.g., dean, vice president, provost).	O	O	O	O	O
I think that faculty in my department/program pre-judge my abilities based on their perception of my identity/background.	O	O	O	O	O
I think that my department/ program chair pre-judges my abilities based on their perception of my identity/background.	O	O	O	O	O
I believe that CSI encourages free and open discussion of difficult topics.	O	O	O	O	O
I feel that my **research/scholarship** is valued.	O	O	O	O	O
I feel that my **teaching** is valued.	O	O	O	O	O
I feel that my **service** contributions are valued.	O	O	O	O	O

93. **Staff only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by co-workers in my department.	O	O	O	O	O
I feel valued by co-workers outside my department.	O	O	O	O	O
I feel valued by my supervisor/manager.	O	O	O	O	O
I feel valued by CSI students.	O	O	O	O	O
I feel valued by CSI faculty.	O	O	O	O	O
I feel valued by CSI senior administrators (e.g., dean, vice president, provost).	O	O	O	O	O
I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background.	O	O	O	O	O
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	O	O	O	O	O
I think that faculty pre-judges my abilities based on their perception of my identity/background.	O	O	O	O	O
I believe that my department/program encourages free and open discussion of difficult topics.	O	O	O	O	O
I feel that my skills are valued.	O	O	O	O	O
I feel that my work is valued.	O	O	O	O	O
I feel that my talents are valued.	O	O	O	O	O

94. **(Respondents with disabilities only)** Within the past year, have you experienced a barrier in any of the following areas at CSI?

	Yes	No	Not applicable
Facilities			
Administrative building			
Athletic and recreational facilities	O	O	O
Campus Center	O	O	O
Campus transportation/parking	O	O	O
Classroom buildings	O	O	O
Classrooms	O	O	O
Computer labs	O	O	O
Other labs (e.g., biology, chemistry, language)	O	O	O
Doors	O	O	O
Elevators/lifts	O	O	O
Emergency preparedness	O	O	O
Health & Wellness Center	O	O	O
Library	O	O	O
Lounges	O	O	O
Office furniture (e.g., chair, desk)	O	O	O
Other campus buildings	O	O	O
Podium	O	O	O
Restrooms	O	O	O
Residence Halls (Dolphin Cove)	O	O	O
Signage	O	O	O
Studios/performing arts spaces	O	O	O
Temporary barriers due to construction or maintenance	O	O	O
Walkways, pedestrian paths, crosswalks in clear weather	O	O	O
Walkways, pedestrian paths, crosswalks in inclement weather	O	O	O
Technology/Online Environment			
Accessible electronic format	O	O	O
Clickers	O	O	O
Computer equipment (e.g., screens, mouse, keyboard)	O	O	O
Electronic forms	O	O	O
Electronic signage	O	O	O
Electronic surveys (including this one)	O	O	O
Kiosks	O	O	O
Library database	O	O	O
Blackboard	O	O	O
Phone/Phone equipment	O	O	O
Software (e.g., voice recognition/audiobooks)	O	O	O
Video /video audio description	O	O	O
Website	O	O	O
Identity			
Electronic databases (e.g., CUNYfirst)	O	O	O
Email account	O	O	O
Intake forms (e.g., Health Center)	O	O	O
Learning technology	O	O	O
Surveys	O	O	O
Instructional/Campus materials			
Brochures	O	O	O
Food menus	O	O	O
Forms	O	O	O
Journal articles	O	O	O
Library books	O	O	O
Other publications	O	O	O
Syllabi	O	O	O

Textbooks	O	O	O
Video-closed captioning and text description	O	O	O

95. We are interested in knowing more about your experiences. If you would like to elaborate on your responses regarding accessibility, please do so here.
Insert Text Box here

96. (Respondents who identify as transgender/genderqueer only) Within the past year, have you experienced a barrier in any of the following areas at CSI?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	O	O	O
Changing rooms/locker rooms	O	O	O
Residence Halls (Dolphin Cove)	O	O	O
Restrooms	O	O	O
Signage	O	O	O
Identity Accuracy			
Class rosters/honors ceremony	O	O	O
CSI College ID Card	O	O	O
Electronic databases (e.g., Blackboard)	O	O	O
Email account	O	O	O
Intake forms (e.g., Health & Wellness Center)	O	O	O
Learning technology	O	O	O
Communication/Media Relations	O	O	O
Surveys	O	O	O

97. We are interested in knowing more about your experiences. If you would like to elaborate on your responses, please do so here.
Insert Text Box here

Part 5: Institutional Actions Relative to Climate Issues

98. **Faculty only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at CSI.

	This Initiative IS Available at CSI			This Initiative IS NOT Available at CSI		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing flexibility for calculating the **tenure clock**	O	O	O	O	O	O
Providing recognition and rewards for including diversity issues in courses across the curriculum.	O	O	O	O	O	O
Providing diversity & inclusivity training for faculty	O	O	O	O	O	O
Providing faculty with tool-kits to create an inclusive classroom environment	O	O	O	O	O	O
Providing faculty with supervisory training	O	O	O	O	O	O
Providing access to counseling for people who have experienced harassment	O	O	O	O	O	O
Providing mentorship for new faculty	O	O	O	O	O	O
Providing a clear process to resolve conflicts	O	O	O	O	O	O
Providing a fair process to resolve conflicts	O	O	O	O	O	O
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	O	O	O	O	O	O
Providing diversity & inclusivity training to search, promotion and tenure committees	O	O	O	O	O	O
Providing career span development opportunities for faculty at all rank	O	O	O	O	O	O
Providing affordable childcare	O	O	O	O	O	O
Providing support/resources for spouse/partner employment	O	O	O	O	O	O

99. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.
Insert text box here

100. **Staff only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at CSI.

	This Initiative IS Available at CSI			This Initiative IS NOT Available at CSI		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity & inclusivity training for staff	O	O	O	O	O	O
Providing access to counseling for people who have experienced harassment	O	O	O	O	O	O
Providing supervisors/managers with supervisory training	O	O	O	O	O	O
Providing faculty supervisors with supervisory training	O	O	O	O	O	O
Providing mentorship for new staff	O	O	O	O	O	O
Providing a clear process to resolve conflicts	O	O	O	O	O	O
Providing a fair process to resolve conflicts	O	O	O	O	O	O
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	O	O	O	O	O	O
Providing professional/career development opportunities for staff	O	O	O	O	O	O
Providing affordable childcare	O	O	O	O	O	O
Providing support/resources for spouse/partner employment	O	O	O	O	O	O

101. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.
Insert text box here

102. **Students only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at CSI.

	This Initiative IS Available at CSI			This Initiative IS NOT Available at CSI		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity & inclusivity training for students	O	O	O	O	O	O
Providing diversity & inclusivity training for staff	O	O	O	O	O	O
Providing diversity & inclusivity training for faculty	O	O	O	O	O	O
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g. classrooms, labs)	O	O	O	O	O	O
Providing a person to address student complaints of bias by other students in learning environments (e.g. classrooms, labs)	O	O	O	O	O	O
Increasing opportunities for cross-cultural dialogue among students	O	O	O	O	O	O
Increasing opportunities for cross-cultural dialogue among faculty, staff and students	O	O	O	O	O	O
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.	O	O	O	O	O	O
Providing effective faculty mentorship of students.	O	O	O	O	O	O
Providing effective academic advising.	O	O	O	O	O	O
Providing diversity & inclusivity training for student staff (e.g., Campus Center, resident assistants).	O	O	O	O	O	O
Providing affordable childcare.	O	O	O	O	O	O
Providing adequate childcare resources.	O	O	O	O	O	O
Providing support/resources for spouse/partner employment.	O	O	O	O	O	O

103. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.
Insert text box here

Part 6: Your Additional Comments

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

105. Do you have any specific recommendations for improving the climate at CSI?

106. This survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate, using a multiple-choice format. If you wish to elaborate upon any of your survey responses or further describe your experiences you are encouraged to do so in the space provided below.

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

To thank all members of the CSI community for their participation in this survey, you have an opportunity to win an award.

Submitting your contact information for a survey award is optional. *No survey information is connected to entering your information.*

To be eligible to win a survey award, select the appropriate link below. After the new page loads, enter the information requested. Please submit only one entry per person; duplicate entries will be discarded. A random drawing will be held for the following survey awards:

> Twenty prizes in total will be awarded in the following manner: eight grand prizes awarded (two to faculty, two to staff; and four to students) and twelve additional prizes (three to faculty, three to staff, and six to students).

> Grand Prizes, choice of one of the following:
> One Year Free Parking
> $200 Metro Card
> iPad Mini

> Additional Prizes, choice of one of the following:
> $50 Barnes & Noble Gift Card
> $50 Park Cafe/CSI Cafeteria Gift Card

By clicking on a link below, you will be taken to a separate website for the purposes of providing an email for the drawing. In providing your email on the separate website, you are in no way linked or identified with the survey information collected here. The separation between the survey and drawing websites ensures your confidentiality.

> http://csivc.csi.cuny.edu/cgi-bin/rws5.pl?FORM=CampusClimatedrawing

Awards will be reported in accordance with IRS regulations. Please consult with your tax professional if you have questions.

We recognize that answering some of the questions on this survey may have been difficult for people. If you experience any discomfort in responding to these questions and would like to speak with someone or review relevant policies please contact.

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For Students
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Building 1A, Room 109
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For Faculty and Staff
Deer Oaks Employee Assistance Program (EAP) – for
Toll-free and confidential: 888-993-7650
www.deeroakseap.com (Member Login – Username: CSI & Password: CSI)