

# SUNY Cortland Inclusion Survey 2019:

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## Executive Summary

Dr. Edward Fergus, Associate Professor of Urban Education and Policy, and Director of Disproportionality and Equity Lab, conducted a racial equity analysis of SUNY Cortland Inclusion Survey Climate data. The focus of the analysis centered on the items specific to the following: institutional climate, personal experiences of exclusion, personal observations of exclusion, source of exclusion, perceptions of efforts to increase diversity, and perceptions of need for diversity training and education. The report is organized by the two groups that received the survey – Cortland students and faculty/staff. Within each group the analysis was conducted by race/ethnicity self-report of survey participants. This particular focus was driven by the primary requests of SUNY Cortland Diversity Committee.

The following provides some of the key findings highlighted in the report.

### Student Perceptions of Institutional Climate

- Though across all groups the majority demonstrated comfort in the overall institutional climate, Black students, in particular, demonstrated less comfort with the overall institutional climate.
- Cortland students noted a greater degree of comfort within their academic departments. Black and Latinx students, on the other hand, demonstrated a slightly higher neutral and uncomfortable response to climate in academic department.
- A similar pattern of less comfort among Black and Latinx students emerged when asked about residence hall or Off-Campus Housing.
- Though the majority of all groups noted that they have not thought about leaving, nearly 40% of Black student respondents have seriously considered leaving.

### Student Perceptions of Experiences of Exclusion

- Black and Latinx students demonstrated greater frequency of experiences of exclusion related to race/ethnicity. Notable is the degree to which White students do not perceive experiences of exclusion.
- Additionally, there is a higher frequency of personal experiences of exclusion due to gender/sex. In fact, across all groups, 20% to 40% report personal experiences of exclusion based on gender/sex.
- In fact among Black and Latinx student respondents, they most frequently noted administration and staff as often or sometimes the source of their experiences of exclusion.
- When it comes to the source of exclusion being SUNY Cortland students, all groups expressed a greater frequency. For instance, about 60% of Black student respondents shared they experienced exclusion from SUNY Cortland students sometimes or often. Nearly 45% of Latinx student respondents shared they experienced exclusion sometimes or often. And about 40% of White student respondents shared they experienced exclusion sometimes or often. These patterns suggest exclusion is more commonly agreed as happening with other students.

### Student Perceptions of Efforts to Create Equitable Climate

- When it comes to whether students note a significance in efforts to diversify faculty,

staff, and student body, the majority of all groups recognized the efforts of diversifying faculty and student body. However nearly 55% of Black and 25% of Latinx students identify the efforts to diversify staff as insignificant.

- The majority of student respondents overwhelmingly agreed that training efforts focused on diversity is acceptable. Interestingly, in each figure nearly 30% of White student respondents noted neutral responses. This pattern may suggest something about whether White students view diversity training in a similar manner as Black and Latinx students in improving the social climate of the campus.

#### Staff Perception of Institutional Climate

- Though across all groups the majority demonstrated comfort in the overall institutional climate, Black Indigenous People of Color (BIPoC) faculty, in particular, demonstrated less comfort with the overall institutional climate; nearly 55% BIPoC and 80% of White staff/faculty feel comfortable.
- Cortland faculty and staff noted a greater degree of comfort within their academic departments; nearly 80% of BIPoC and 70% of White staff/faculty feel comfortable.
- Though the majority of all groups noted that they have not thought about leaving, nearly 30% of BIPoC faculty have seriously considered leaving. Though this percentage is only 10% higher than White faculty, 30% would have a significant impact given a total of 24 BiPoC are represented in the survey.
- White faculty noted more frequently that the climate is not accessible for person with physical disabilities.
- Another important notation is the common perspective across faculty groups regarding their perception of the climate regarding transgender community. Between 12% and 22% of White and BIPoC staff/faculty disagree that the climate is positive for people who identify as transgender or other gender identity.

#### Staff Perception of Experiences of Exclusion

- BIPoC faculty demonstrated greater frequency of personal experiences of exclusion related to race/ethnicity; nearly 60% of BIPoC noted sometimes personally experiencing exclusion based on race/ethnicity meanwhile nearly 100% of White staff/faculty noted not experiencing exclusion based on race/ethnicity.
- Additionally, there is a higher frequency of personal experiences of exclusion due to gender/sex. In fact, across all groups, 30% to 40% report personal experiences of exclusion based on gender/sex.

#### Staff/Faculty Perception of Efforts to Equitable Climate

- When it comes to whether staff/faculty note a significance in efforts to diversify faculty, staff, and student body, the majority of all groups recognized the efforts of diversifying faculty and student body. However nearly 30% of BIPoC staff/faculty identify the efforts to diversify faculty as insignificant, as well as 45% view efforts to diversify staff as insignificant.
- The majority of staff/faculty respondents overwhelmingly agreed that training efforts focused on diversity is acceptable.

#### Preliminary Recommendations

- Given the range of perspectives identified among Black and Latinx students, conducting

an exit interview for graduating students to understand the texture of experiences across the campus and over their time period.

- SUNY Cortland administration communicating with student, staff and faculty regarding the types of efforts occurring and/or being planned to improve diversity and education.
- Create a system of training and education on diversity that is woven into departments, counseling supports, residence hall programming, and other university programming.

## Introduction

Dr. Edward Fergus, Associate Professor of Urban Education and Policy, and Director of Disproportionality and Equity Lab, conducted a racial equity analysis of SUNY Cortland Inclusion Survey Climate data. The focus of the analysis centered on the items specific to the following: institutional climate, personal experiences of exclusion, personal observations of exclusion, source of exclusion, perceptions of efforts to increase diversity, and perceptions of need for diversity training and education. The report is organized by the two groups that received the survey – Cortland students and faculty/staff. Within each group the analysis was conducted by race/ethnicity self-report of survey participants. This particular focus was driven by the primary requests of SUNY Cortland Diversity Committee.

## Findings

### Cortland Student Survey

#### *Climate: Comfort in Difference Environments and Experiences of Exclusion*

The items in the climate survey focused on two dimensions: level of comfort and experiences of exclusion. Comfort items focused on a general and self-defined notion of comfort in specific spaces rather than comfort of interaction within such spaces (e.g., comfort with people different than yourself, comfort with social climate, etc.). Figures 1-3 demonstrate percent comfortable with institutional climate, academic departments, and residence halls/off campus. Though across all groups the majority demonstrated comfort in the overall institutional climate, Black students, in particular, demonstrated less comfort with the overall institutional climate (Figure 1). There were no comments in the open field comments section of the survey from Black students regarding the overall climate however some White students shared sentiments that highlight differences in climate. As one White student noted, “SUNY Cortland is an inclusive campus but there's so much more work to do to make it a truly inviting campus.” This “work” the campus needs to do is specific diversity; there is a desire for a greater representation. Another White student noted this “work” includes racial diversity and physical inclusion for differently able people:

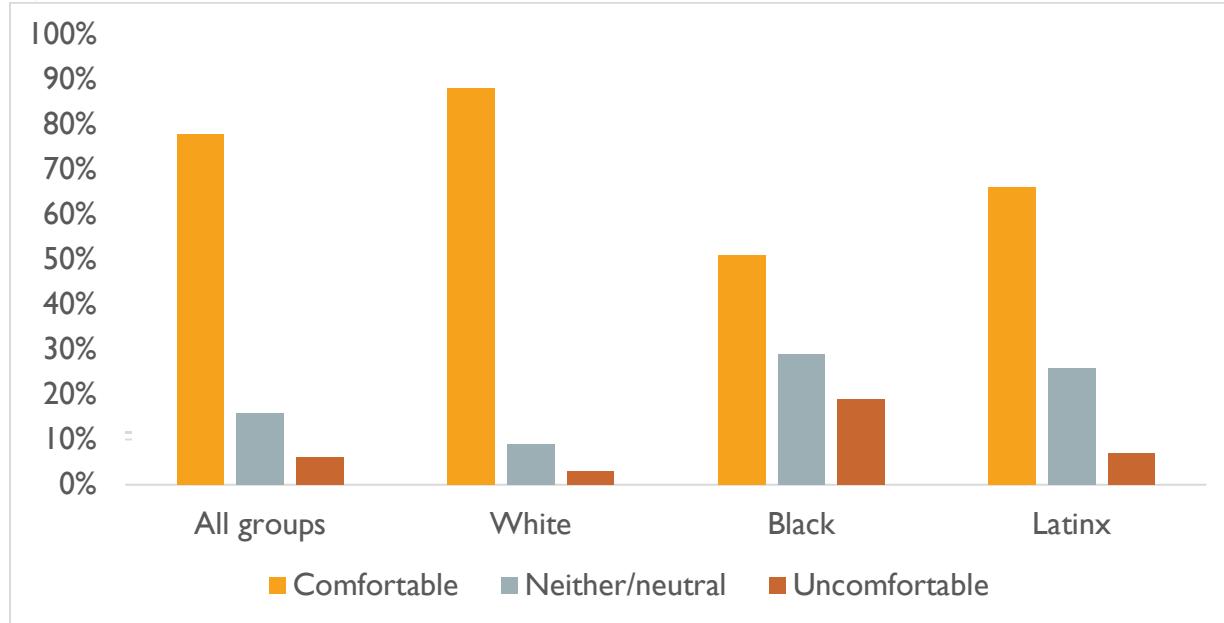
“I love SUNY Cortland, but the campus is not nearly as racially diverse as I'd hope. The disparity amongst races is appalling in regard to our students, faculty, and staff. In addition, our campus is not very accessible for individuals who use strollers, wheelchairs, scooters, or crutches. Also, there needs to be more street lights added in parking lots and more blue light systems spread throughout the campus.”

Another White student noted the climate of accommodation for non-traditional students that have children is not ideal:

“The climate for non traditional student is non existent. If I miss a class because my babysitter was late or a no show I have no accommodations because it's not part of the student guidelines. There are only medical for self not for children of self. I have professors that are by the book but the book has no accommodation for missing class or being late for

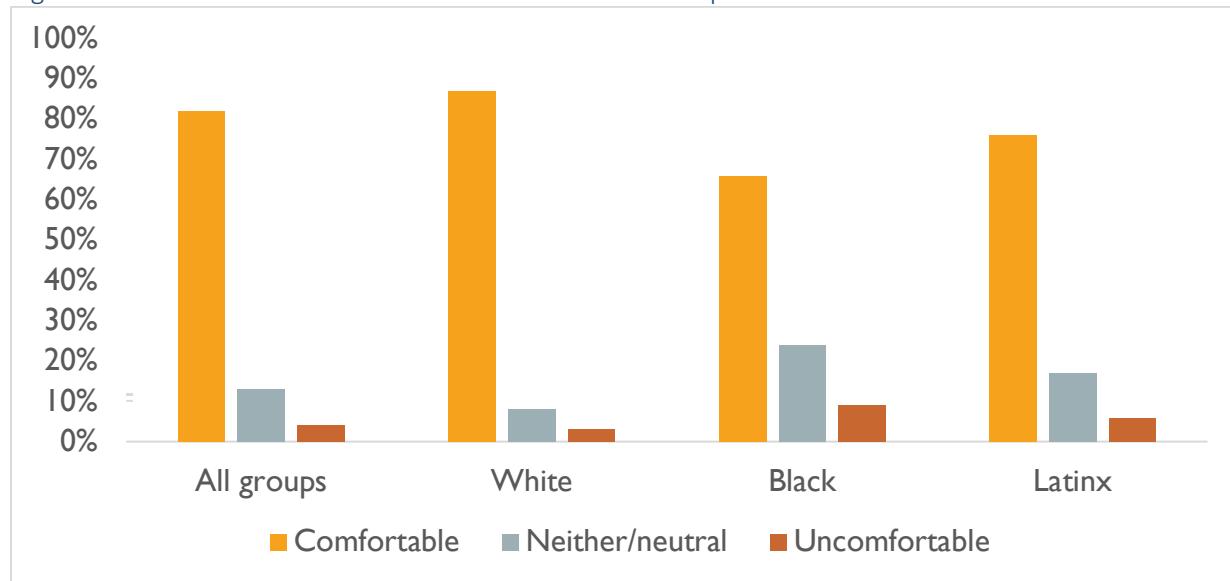
my circumstances.”

Figure 1: Percent Comfortable with Overall Institutional Climate



Cortland students noted a greater degree of comfort within their academic departments. Black and Latinx students, on the other hand, demonstrated a slightly higher neutral and uncomfortable response to climate in academic department. Among the open comments, there was only one Black student that noted a discomfort with an academic department; “I don't feel comfortable in my math classes.” Other students identified feeling a sense of inclusiveness in other departments; for example a White student described feeling comfortable in the English department, “My English professors have gone over and above what they need to do. They've been inclusive and open minded and never dogmatic. They keep me feeling comfortable at all times and I look up to them.”

Figure 2: Percent Comfortable with Climate in Academic Department



A similar pattern of less comfort among Black and Latinx students emerged when asked about residence hall or Off-Campus Housing (see Figure 3). A White student noted this feeling of uncomfortability in the local community in the following comment: "The staff and faculty at SUNY Cortland are fantastic. However, the student body and the townies are less than respectful. There's a sexual assault several times a month, and I personally don't feel safe walking without a male friend next to me around Cortland." Overall these patterns of climate comfort suggests some questions as to how Black and Latinx students are experiencing the SUNY Cortland differently than other groups.

Figure 3: Percent Comfortable with Climate in Residence Hall or Off-Campus Housing

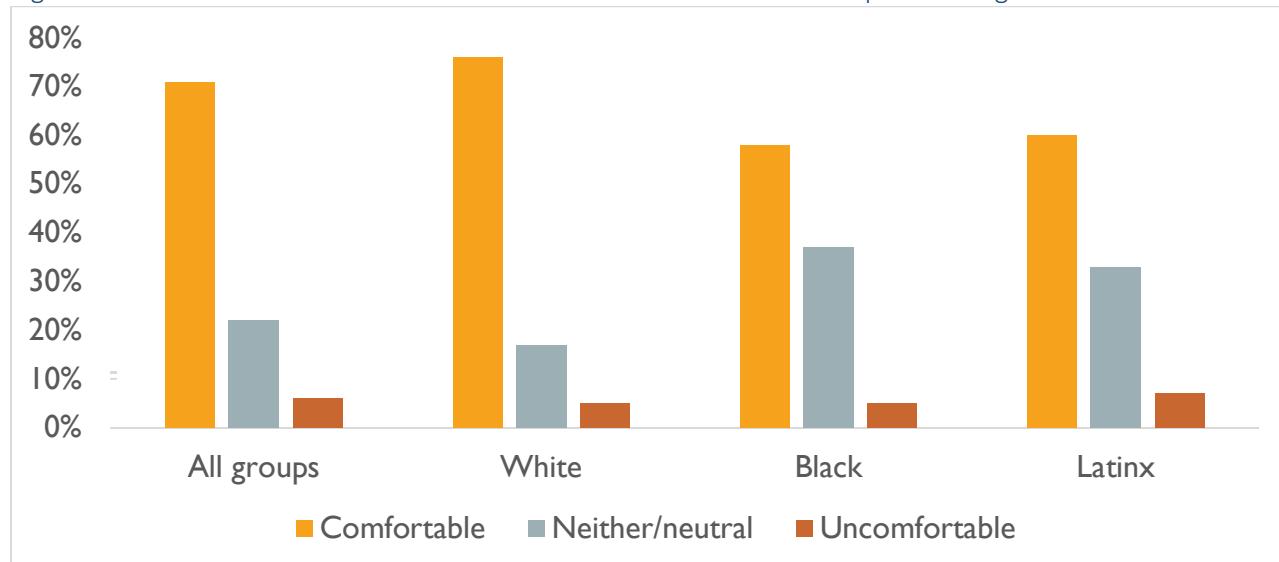
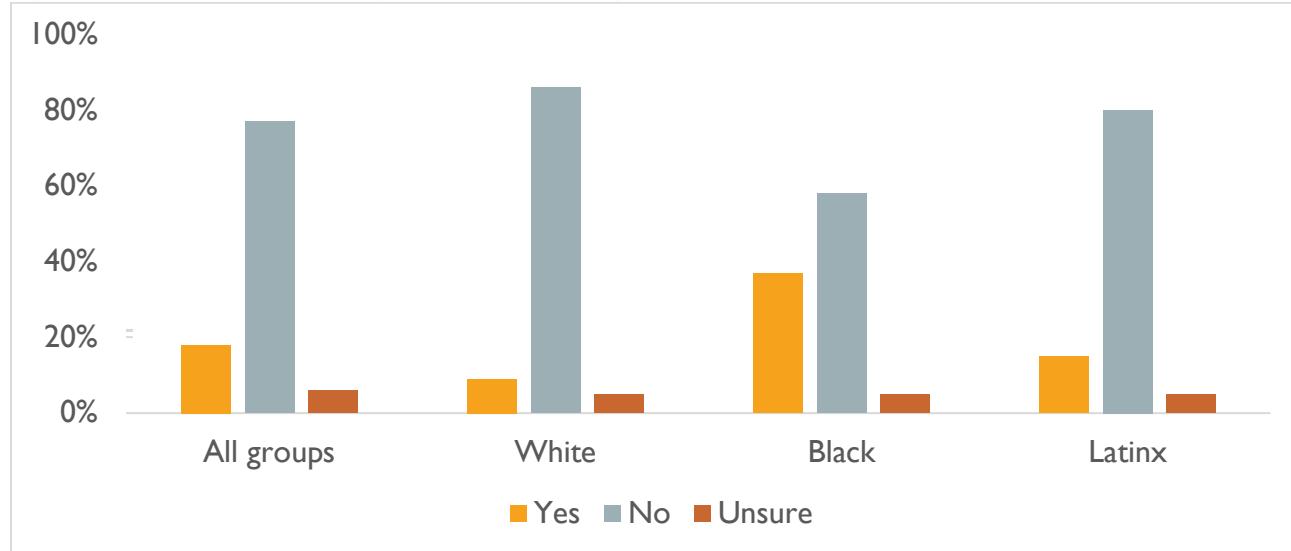


Figure 4 shows the percent that considered leaving SUNY Cortland due to climate. Though the majority of all groups noted that they have not thought about leaving, nearly 40% of Black

student respondents have seriously considered leaving.

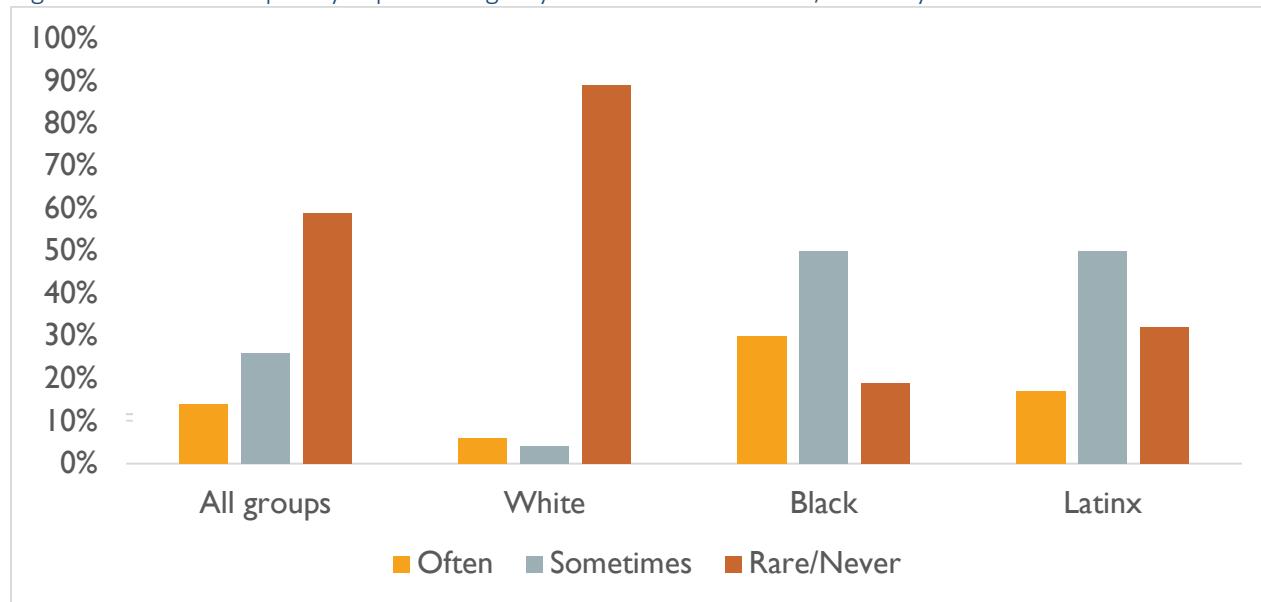
Figure 4: Percent Have Seriously Considered Leaving SUNY Cortland due to Institutional Climate



#### *Experiences of Exclusion*

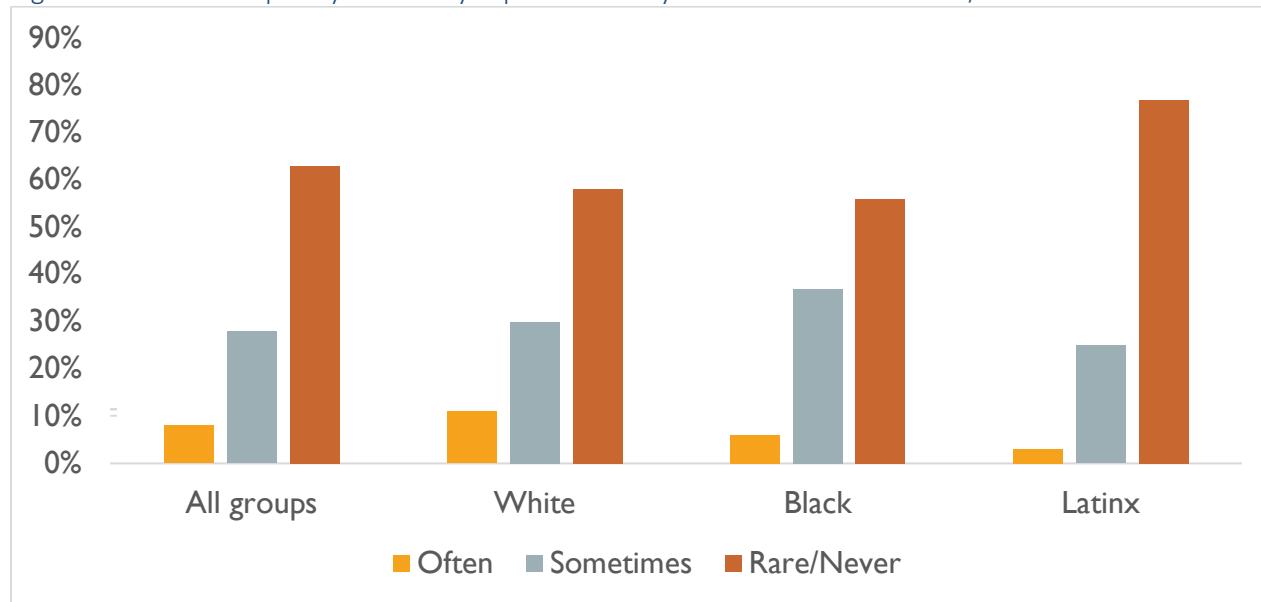
Among the items on the type of exclusion experiences, race/ethnicity and gender/sex appeared to show some of the greatest variance between groups. Figures 5 and 6 shows the percent frequency of exclusion experiences based on race/ethnicity and gender/sex. Black and Latinx students demonstrated greater frequency of experiences of exclusion related to race/ethnicity (see figure 5). Notable is the degree to which White students do not perceive experiences of exclusion. This observational capacity may be implicated in whether they view the exclusion as related to themselves or regarding the BiPoC community; for instance, the following White student notes this perspective, “The non-white students always separate and exclude themselves”

Figure 5: Percent Frequency Experiencing Any Exclusion Due to Race/Ethnicity



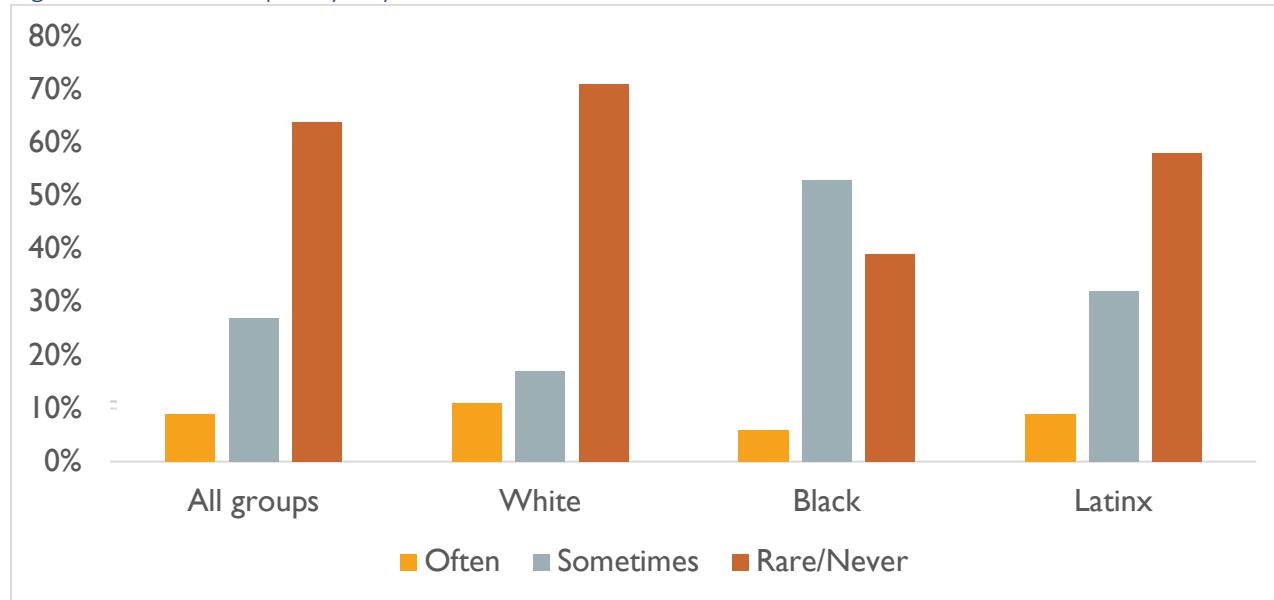
Additionally, there is a higher frequency of personal experiences of exclusion due to gender/sex. In fact, across all groups, 20% to 40% report personal experiences of exclusion based on gender/sex.

Figure 6: Percent Frequency Personally Experienced Any Exclusion Due to Gender/Sex



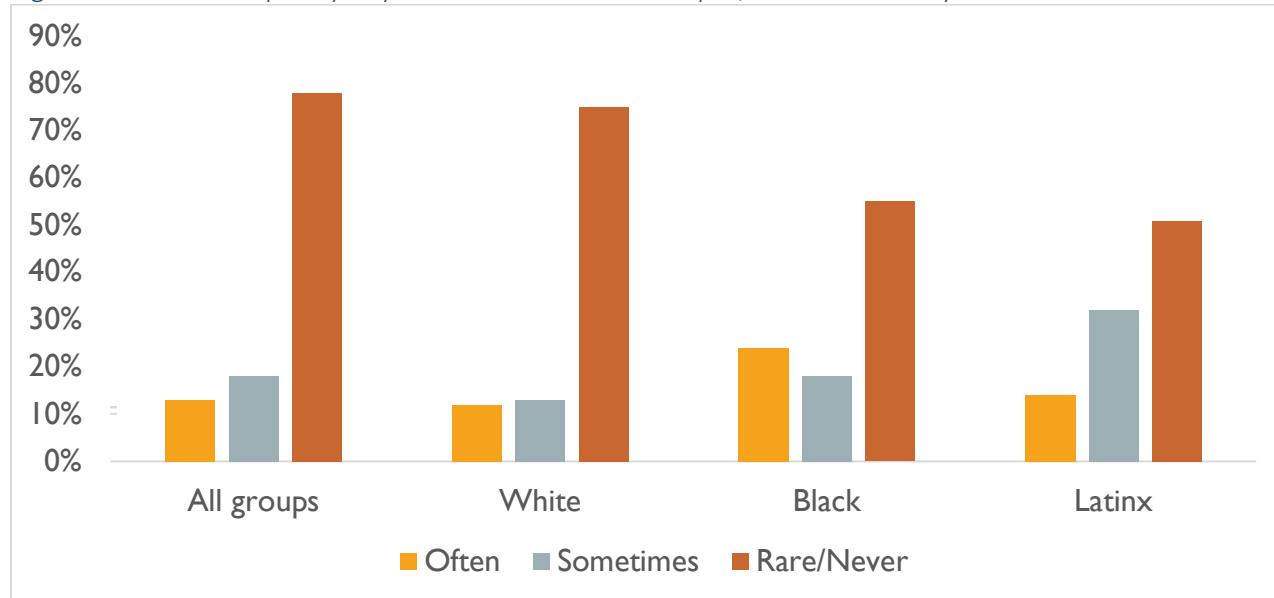
The survey posed questions regarding the source of the exclusion and SUNY Cortland administration and staff, off-campus/local community, and SUNY Cortland students as the sources noted as most frequently. In fact among Black and Latinx student respondents, they most frequently noted administration and staff as often or sometimes the source of their experiences of exclusion (see Figure 7).

Figure 7: Percent Frequency Any Exclusion Due to SUNY Cortland Administration and Staff



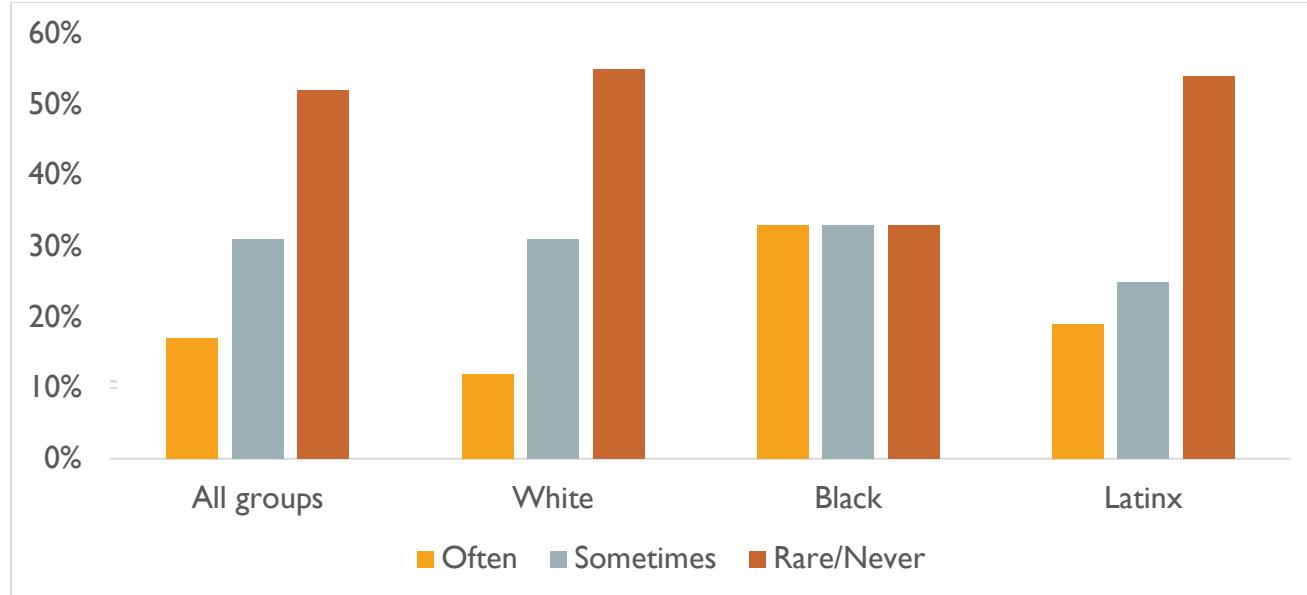
This pattern was also apparent when the source was off campus/local community member. In fact, among Black and Latinx student respondents about 40% noted sometimes and often local community as the source of their experiences of exclusion.

Figure 8: Percent Frequency Any Exclusion Due to Off Campus/Local Community Member



When it comes to the source of exclusion being SUNY Cortland students, all groups expressed a greater frequency. For instance, about 60% of Black student respondents shared they experienced exclusion from SUNY Cortland students sometimes or often. Nearly 45% of Latinx student respondents shared they experienced exclusion sometimes or often. And about 40% of White student respondents shared they experienced exclusion sometimes or often. These patterns suggest exclusion is more commonly agreed as happening with other students.

Figure 9: Percent Frequency Any Exclusion Due to SUNY Cortland Student(s)



#### *Efforts to Create Equitable Climate*

In this section, the survey items focus on students noting whether they consider the efforts conducted by SUNY Cortland to improve equitable environment as significant. Figures 10-15 demonstrated the percent of student respondents noting efforts as significant. When it comes to whether students note a significance in efforts to diversify faculty, staff, and student body, the majority of all groups recognized the efforts of diversifying faculty and student body. However nearly 55% of Black and 25% of Latinx students identify the efforts to diversify staff as insignificant. Though the efforts are noted by the majority of student respondents, one White student shared that these efforts should focus on the “most qualified”:

“I feel that instead of focusing on the statistics and/or information of having a racially diverse culture we should instead focus on who is actually QUALIFIED to be in their positions, whatever the position maybe. It doesn't matter if the staff is racially diverse, I only want the most qualified staff to be hired, regardless of race. Same goes for everyone.”

Figure 10: Percent Perceive Significance in Efforts To Increase the Diversity of the Faculty

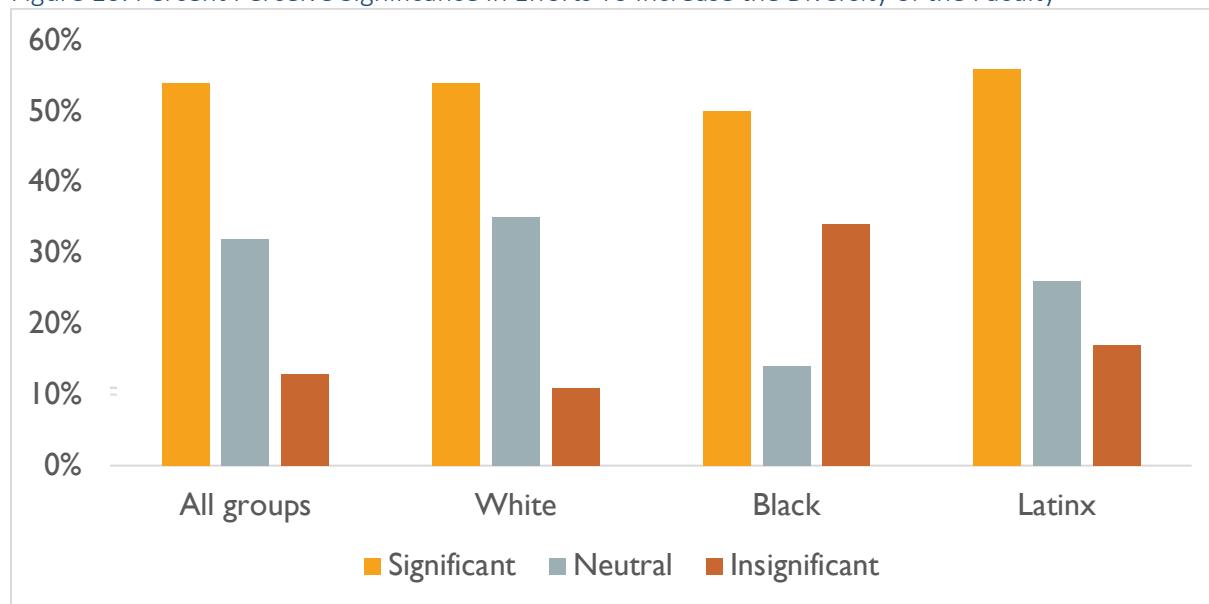


Figure 11: Percent Perceive Significance in Efforts To Increase the Diversity of the Staff

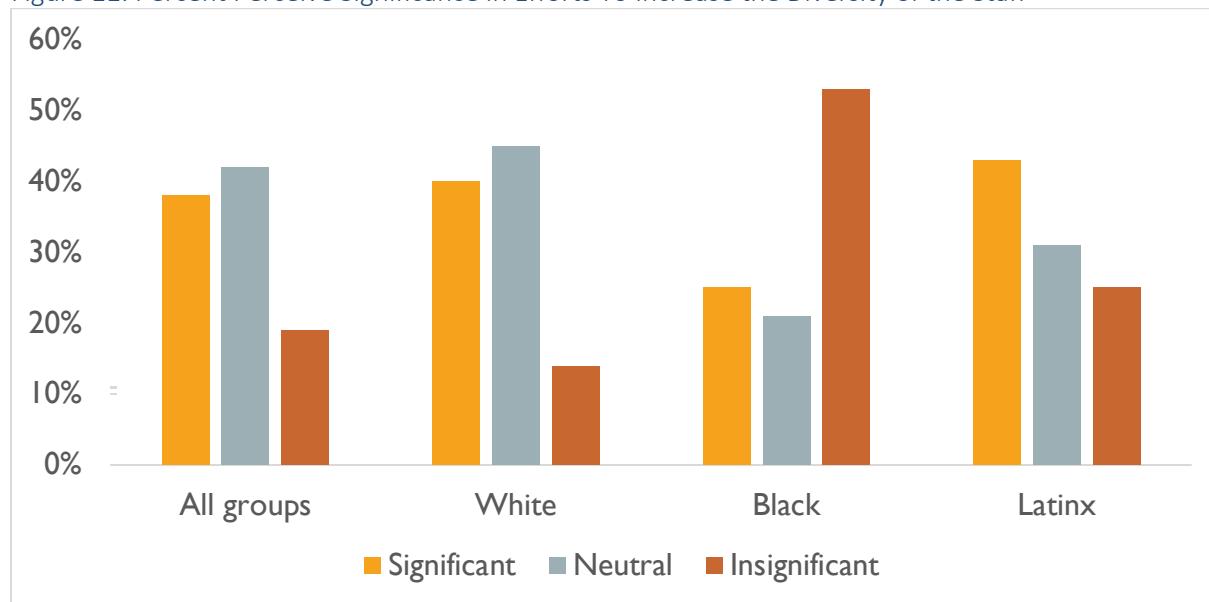
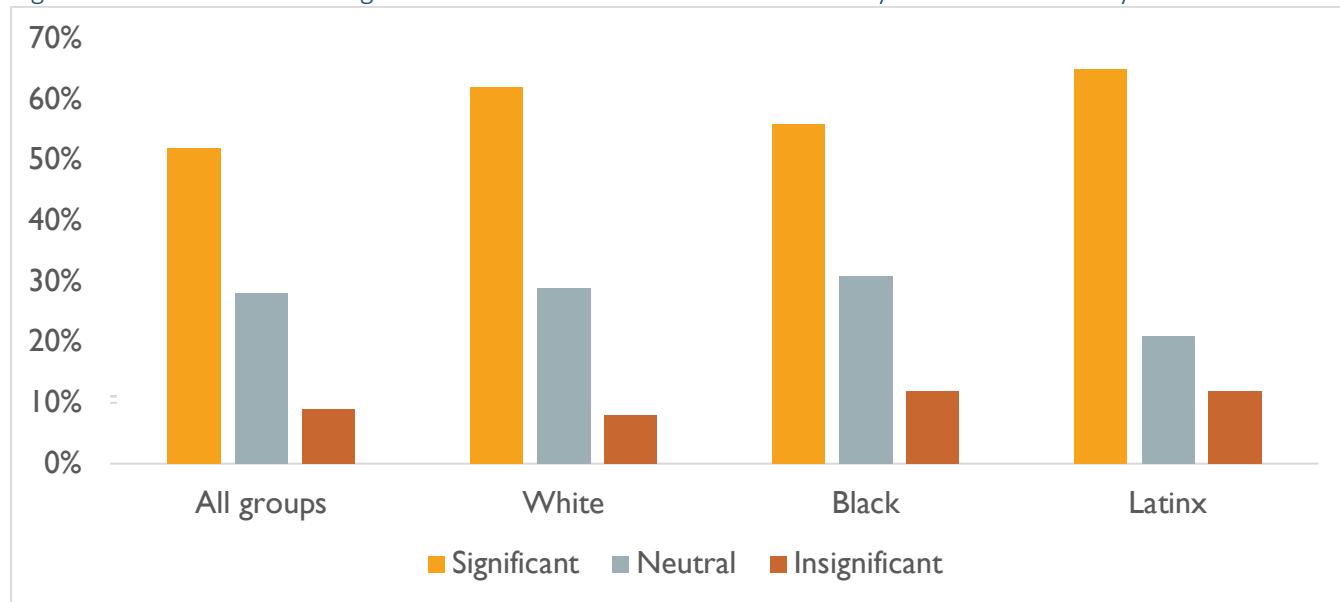


Figure 12: Percent Perceive Significance in Efforts To Increase the Diversity of the Student Body



Figures 13-15 provide percent of agreement regarding efforts to provide more diversity training for administrators, staff and students. The majority of student respondents overwhelmingly agreed that training efforts focused on diversity is acceptable. Interestingly, in each figure nearly 30% of White student respondents noted neutral responses. This pattern may suggest something about whether White students view diversity training in a similar manner as Black and Latinx students in improving the social climate of the campus. Several Black students shared a perspective that things are getting worse and there needs to be attention to further training:

“It just keeps getting worse and worse. Adding more ethnic and diverse people won't solve the reoccurring problems. You have to teach the people who are promoting inequality and discrimination that what they are doing is wrong and cannot be tolerated.”

A Latinx student also reinforced this need for further training and offered a suggestion of credit for attending events: “Enforce trainings for students and faculty. Teachers should give at least them credit for going to these events.”

Figure 13: Percent Agree to Equity Efforts to Provide More Diversity Education/Training for Administrators

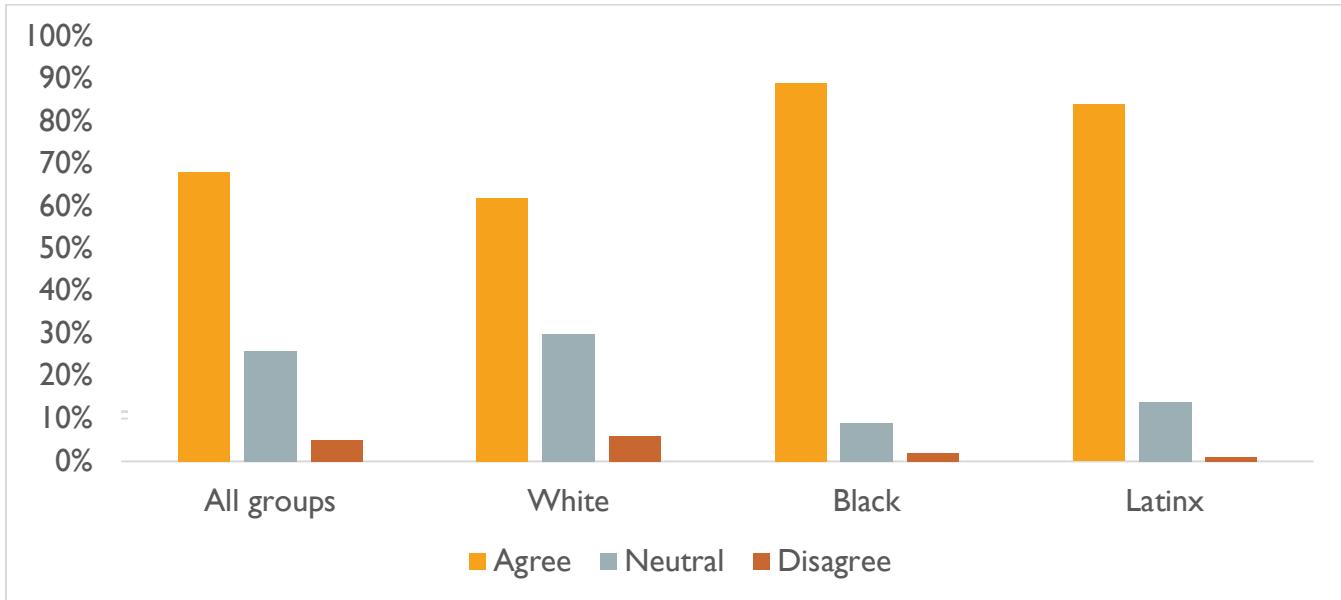


Figure 14: Percent Agree to Equity Efforts to Provide More Diversity Education/Training for Faculty

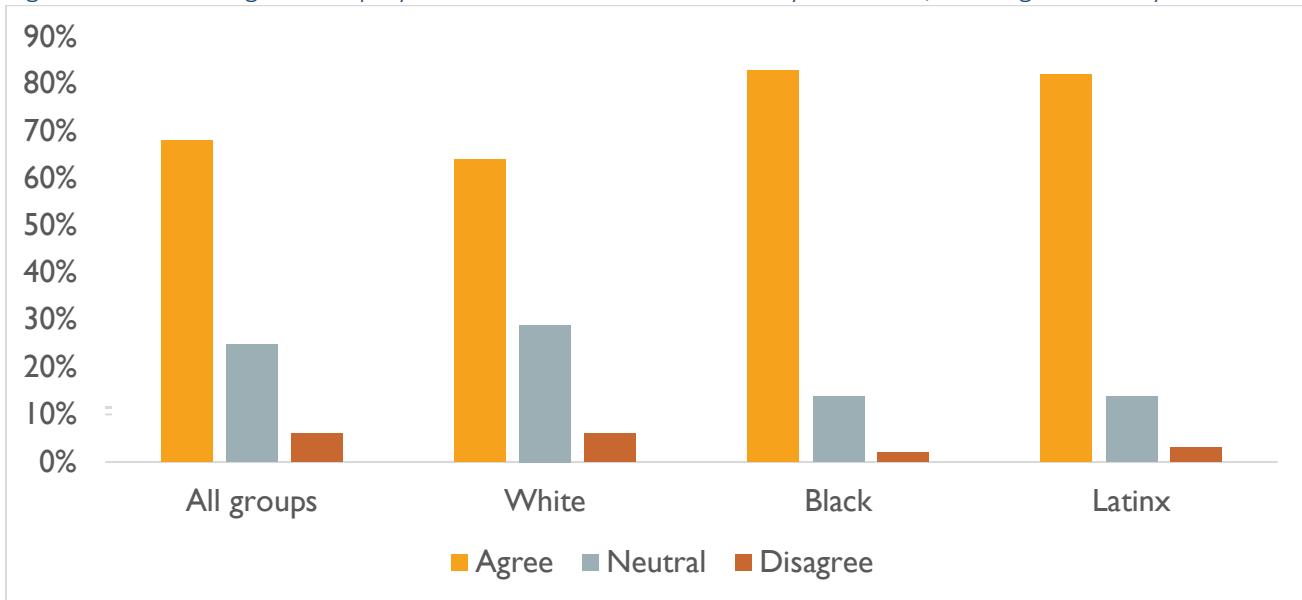
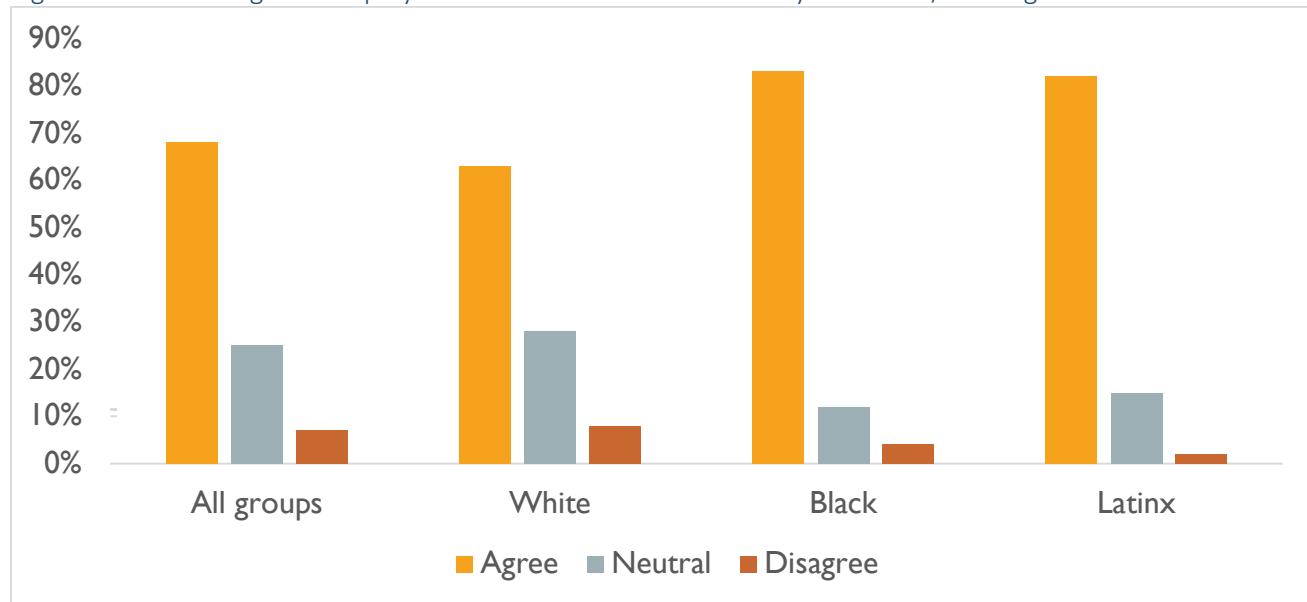


Figure 15: Percent Agree to Equity Efforts to Provide More Diversity Education/Training for Students



These patterns suggest a strong desire among the student body that efforts to increase diversity and training are welcomed. The following Black student nicely captures this sentiment:

“I believe SUNY Cortland staff, including professors should go to a diversity training each semester. SUNY Cortland staff should be required to sit down with different clubs within the school to see what they can do in order to increase awareness for those affected by the previous questions. Professors should also be observed at least once a semester by the dean and or president to see how the professor interacts with their students as well as how the students interact with each other. Students should also have a way to directly communicate how they feel within each class besides CTE as some professors do not hand them out.”

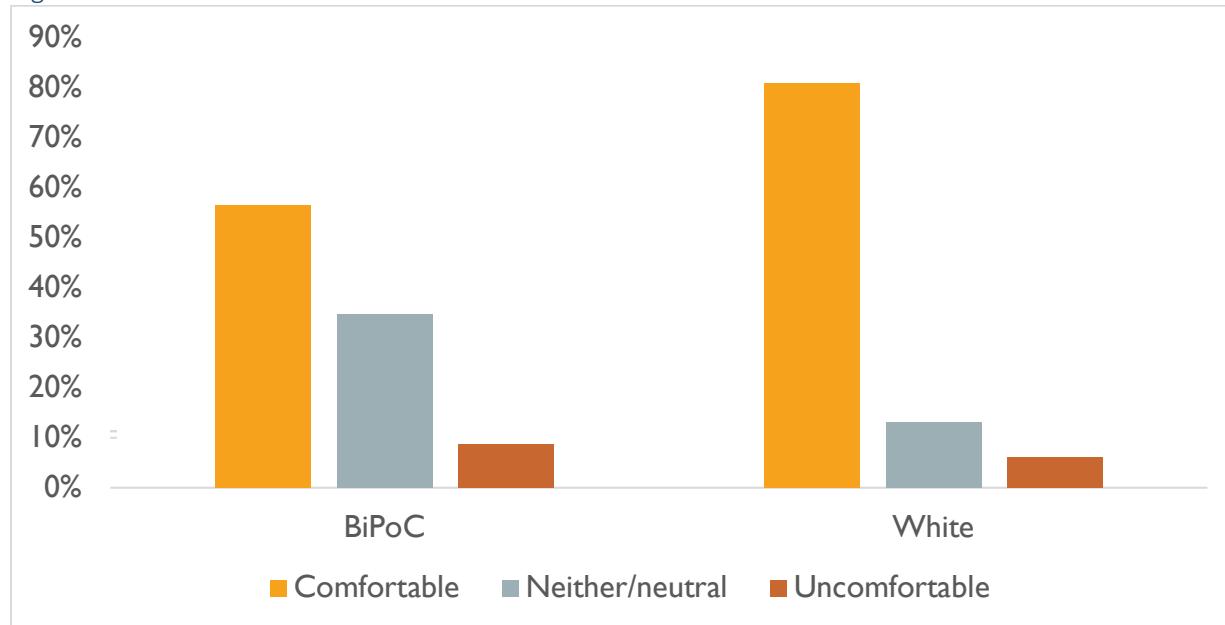
## SUNY Cortland Staff Survey

### *Climate: Comfort in Difference Environments and Experiences of Exclusion*

Similar to the student survey, the items in the climate survey focused on two dimensions: level of comfort and experiences of exclusion. Comfort items focused on a general and self-defined notion of comfort in specific spaces rather than comfort of interaction within such spaces (e.g., comfort with people different than yourself, comfort with social climate, etc.). Figures 16-18 demonstrate percent comfort with institutional climate, academic departments, and residence halls/off campus. Though across all groups the majority demonstrated comfort in the overall institutional climate, Black Indigenous People of Color (BiPoC) faculty, in particular, demonstrated less comfort with the overall institutional climate; nearly 55% BiPoC and 80% of White staff/faculty feel comfortable. As one BiPoC faculty member that there was a greater attention on their race than capacity:

“When I was hired for my position and introduced to the campus, my supervisor made a big deal of my race. I felt as though the way it was handled diminished my accomplishments and focused on my race. I felt as though he wanted credit for hiring a minority. Hopefully, that was not the reason I was hired. Being an Asian American, which is a small group on campus, I have not felt represented at all when race is brought up as an issue. I do not feel as though we have a voice on campus.”

Figure 16: Percent Comfortable with Overall Institutional Climate



Cortland faculty and staff noted a greater degree of comfort within their academic departments; nearly 80% of BiPoC and 70% of White staff/faculty feel comfortable. In figures 17 and 18 a similar majority of BiPoC and White faculty responded to feeling comfortable within their academic departments and classes.

Figure 17: Percent Comfortable with Climate in Academic Department

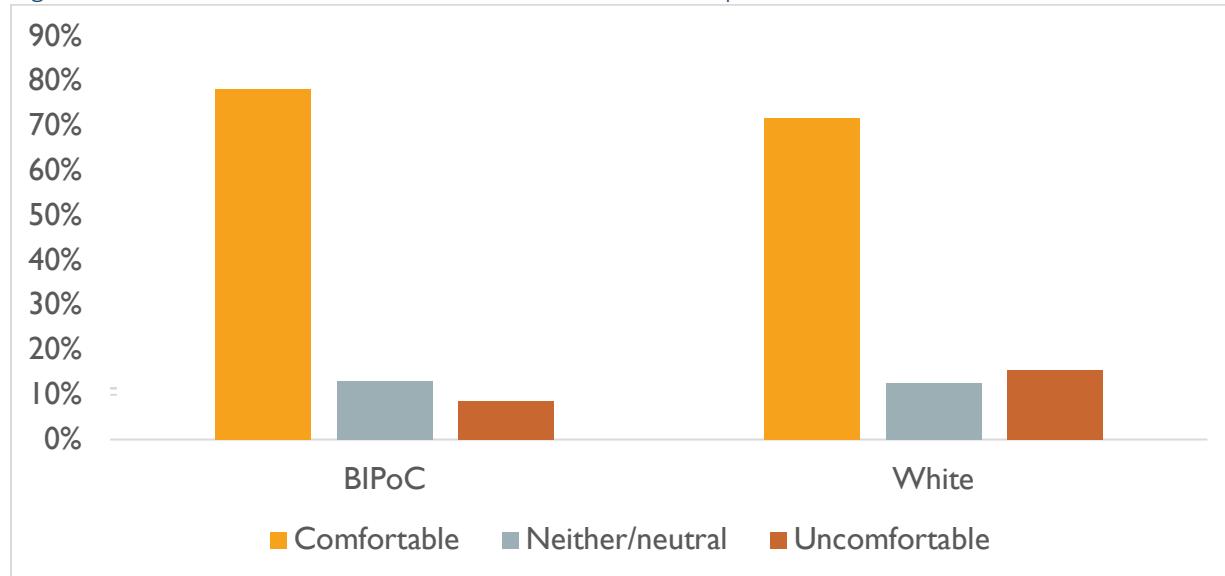


Figure 18: Percent Comfortable with Climate in Your Classes

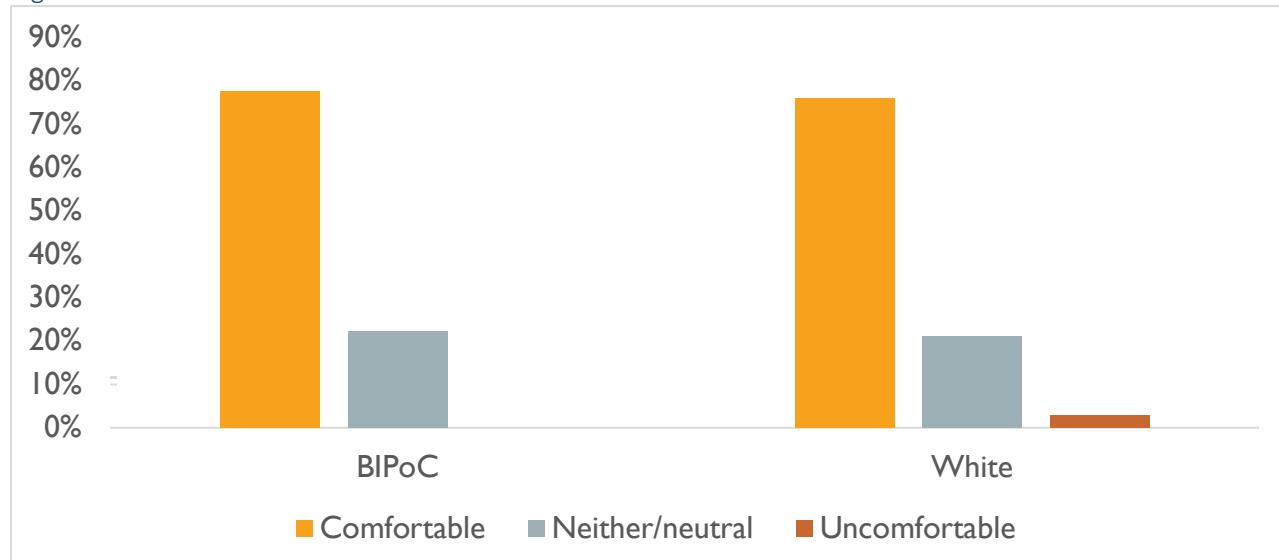
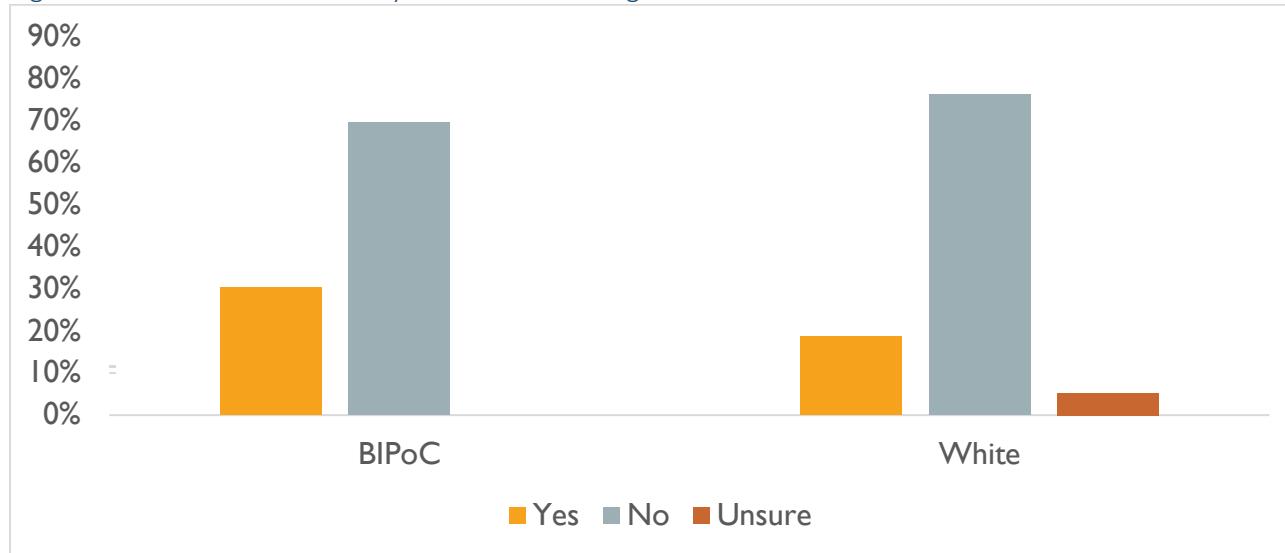


Figure 19 shows the percent that considered leaving SUNY Cortland due to climate. Though the majority of all groups noted that they have not thought about leaving, nearly 30% of BIPOC faculty have seriously considered leaving. Though this percentage is only 10% higher than White faculty, 30% would have a significant impact given a total of 24 BIPOC are represented in the survey.

Figure 19: Percent Have Seriously Considered Leaving SUNY Cortland due to Institutional Climate



#### *Experiences of Exclusion*

Among the items on the type of exclusion experiences, race/ethnicity and gender/sex appeared to show some of the greatest variation between groups. Figures 20 and 21 shows the percent frequency of exclusion experiences based on race/ethnicity and gender/sex. BIPoC faculty demonstrated greater frequency of personal experiences of exclusion related to race/ethnicity; nearly 60% of BIPoC noted sometimes personally experiencing exclusion based on race/ethnicity meanwhile nearly 100% of White staff/faculty noted not experiencing exclusion based on race/ethnicity (see figure 20). Such variation in perspective also involves views of affinity clubs as a form of exclusion; for instance, the following comment from a White staff/faculty highlights this perspective:

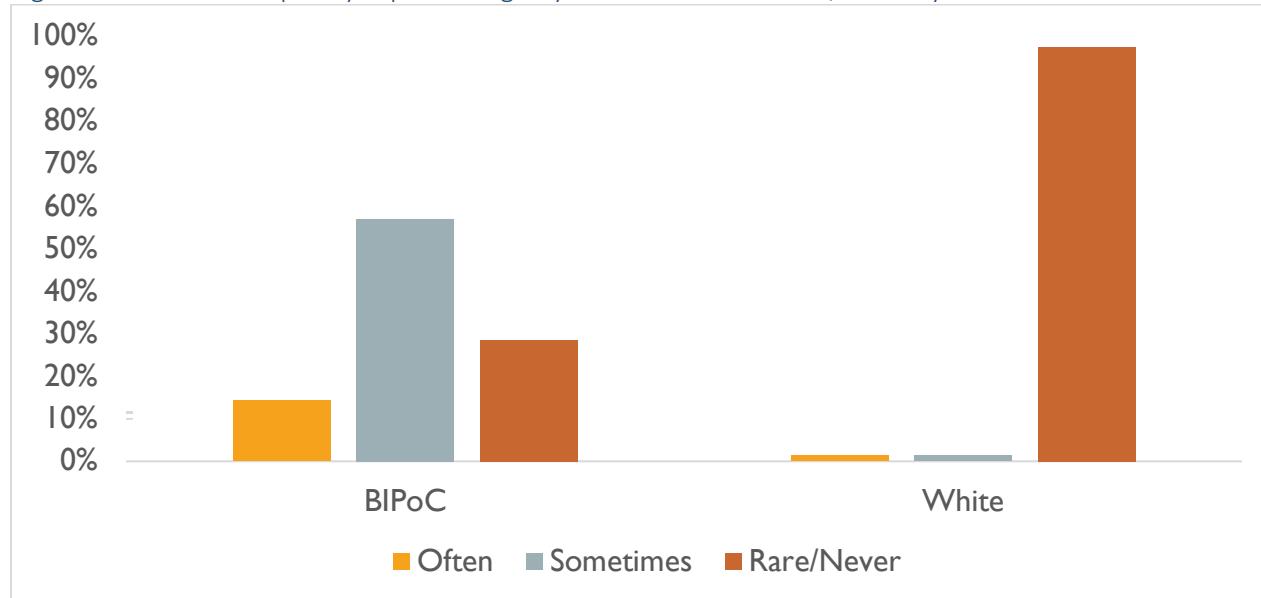
“Some of my students who are black have told me they have only experienced harassment by other black people, for not being black enough. Programs like Black Card Revoked make them feel VERY excluded. Having SO MANY clubs (Women of Color, Black Student Union, NAACP, CSA, CKC, etc..) and groups dedicated to students of color make students who are white (which is also a color so I'm not sure why we are still using this phrase) feel excluded. There is a push for people who are white to be more 'inclusive' but it feels very one sided. For instance if there were ever a white student union I believe there would be an uproar.”

This sentiment of there being affinity groups throughout campus was also shared by another staff/faculty. The following comment from a White faculty notes there disagreement with Black Lives Matter and other sentiment that they believe is focused on color:

“Maybe I am old fashioned but the best person for a position shouldn't be determined by race, gender or personal beliefs. They should be hired or promoted because they are the most qualified for that particular position. We are all Americans, I don't see race or gender, I just see a person. Having said that I feel that there is plenty of representation for so called minority groups, I would go as far as to say there is probably too much. For example, I just opened up an email regarding a group called black lives matter , personally I only see

American lives matter and there is no need to promote a group that is based on color. Conversely if I opened up an email regarding white lives matter I would feel the same way. It just seems hypocritical that if there was a group here on campus called white lives matter they would be considered white nationalist/racist wouldn't you agree? To me its counterproductive to point out one group because of the color of their skin, when at the same time I am required to be inclusive to everyone. Again, I only see people for who they are and how they treat others, I don't see color or gender, they are all the same to me.”

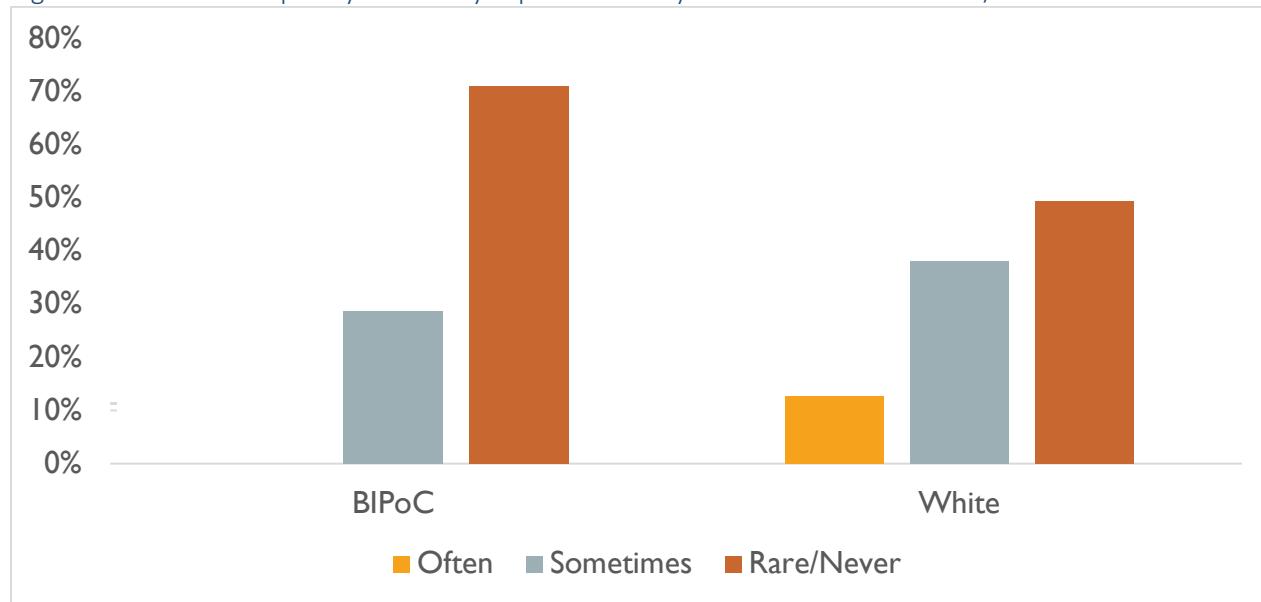
Figure 20: Percent Frequency Experiencing Any Exclusion Due to Race/Ethnicity



Additionally, there is a higher frequency of personal experiences of exclusion due to gender/sex. In fact, across all groups, 30% to 40% report personal experiences of exclusion based on gender/sex. Staff/faculty noted in the open comments the frequency too which exclusion based on gender/sex occurred in their work environments:

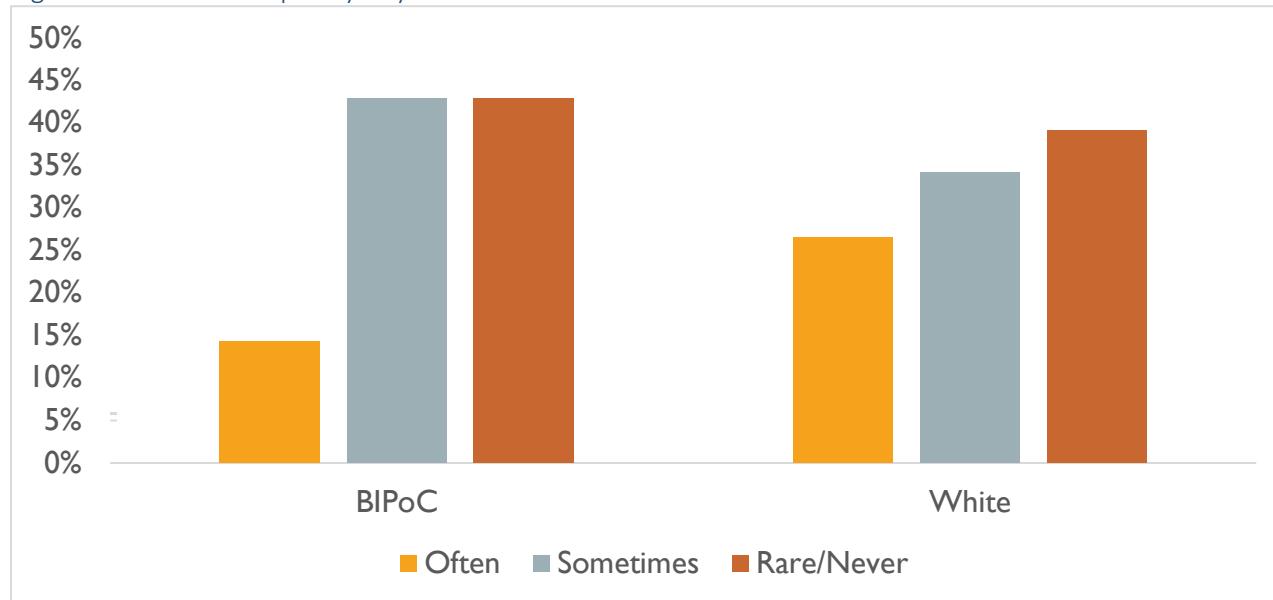
“I regularly hear stories of students who are discriminated upon on the basis of gender/gender identity and sexual orientation or harassed on those basis by other faculty/staff and students. While I have not witnessed it myself, I have heard from other staff members about these occurrences. there are clearly still issues.”

Figure 21: Percent Frequency Personally Experienced Any Exclusion Due to Gender/Sex



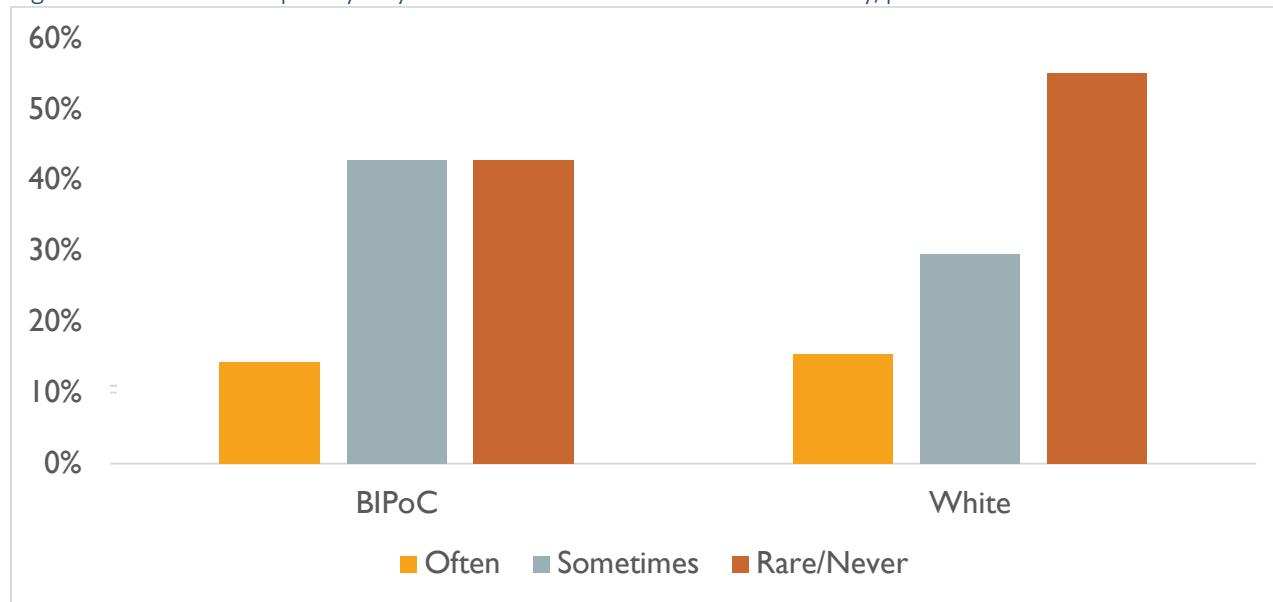
The survey also posed questions regarding the source of the exclusion and SUNY Cortland administration and staff, off-campus/local community, social media, and SUNY Cortland students as the sources noted as most frequently. In fact among BIPOC and White staff and faculty respondents, they most frequently noted administration and staff as often or sometimes the source of their experiences of exclusion (see Figure 22).

Figure 22: Percent Frequency Any Exclusion Due to SUNY Cortland Administration and Staff



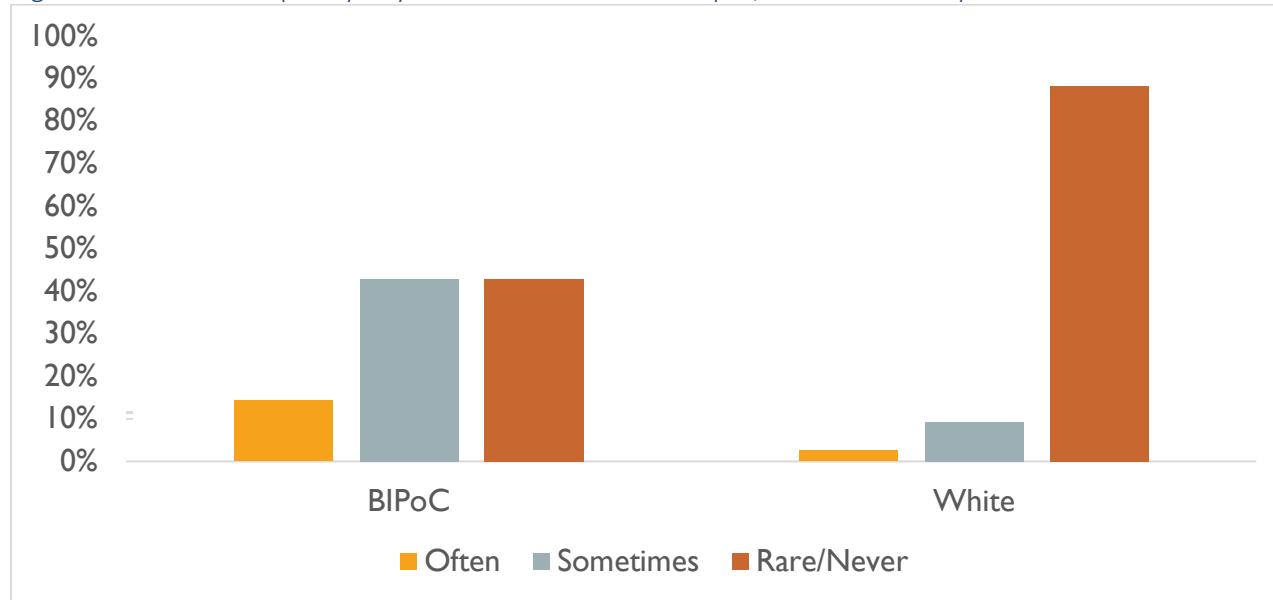
This pattern also apparent when the source was faculty/professors. In fact, among BIPOC respondents nearly 52% noted sometimes and often faculty/professors as the source of their personal experiences of exclusion.

Figure 23: Percent Frequency Any Exclusion Due to SUNY Cortland faculty/professors



This pattern of was also apparent when the source was off campus/local community member. In fact, among BIPOC respondents about 50% noted sometimes and often local community as the source of their personal experiences of exclusion.

Figure 24: Percent Frequency Any Exclusion Due to Off Campus/Local Community Member

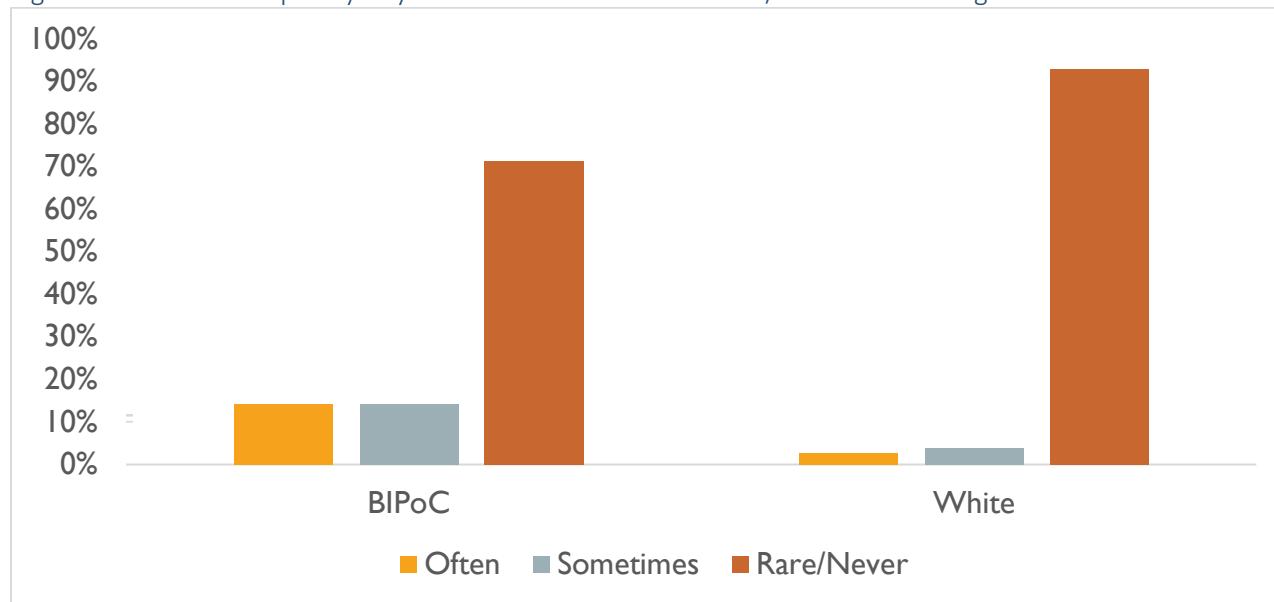


This pattern of was also apparent when the source was social media/social networking sites. In fact, among BIPOC respondents about 15% noted sometimes and often social media as the source of their personal experiences of exclusion. Though there was no BIPOC staff/faculty that described an incidence of social media occurrence of exclusion, a White staff/faculty shared an experience of exclusion based on gender/sex:

“I am fairly new to campus and my experience has been very positive, from my colleagues to

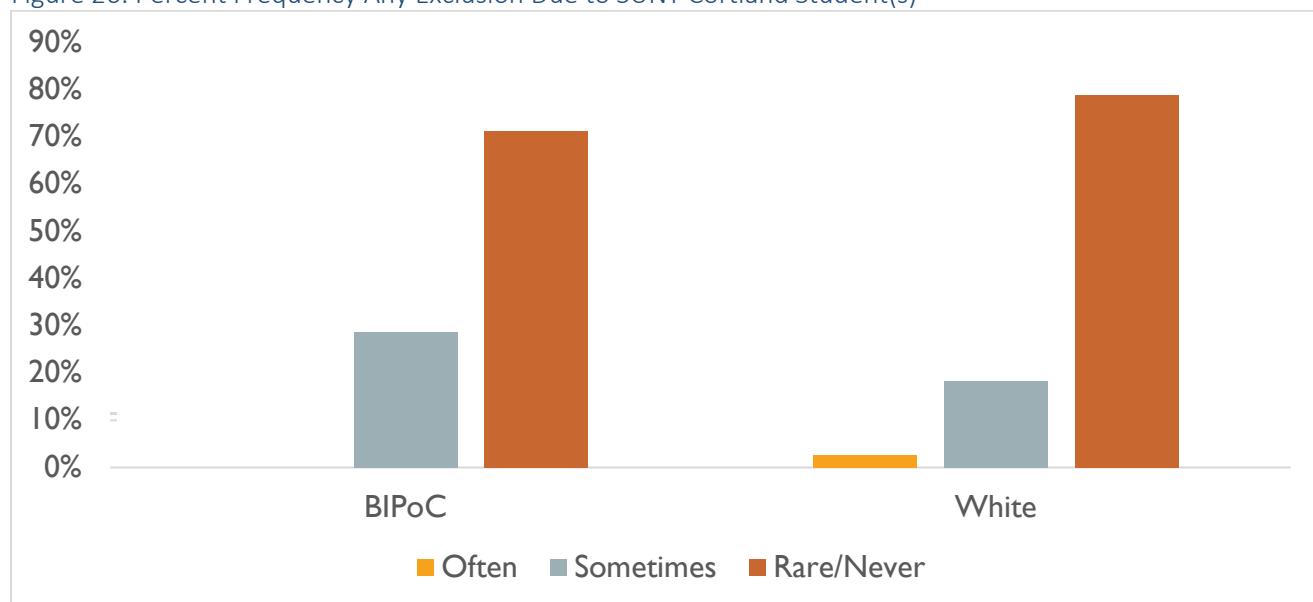
our department head and up. The only incident I have encountered so far was a webpage I stumbled upon from a particular department on the topic of ethics and character. Some of the content seemed to me to speak against unmarried individuals, single parent families, transgender individuals, anyone living in a domestic partnership, etc. In its condemnation of sexuality outside of marriage, it also seemed to have a double standard when speaking about men and women.”

Figure 25: Percent Frequency Any Exclusion Due to Social Media/Social Networking Sites



When it comes to the source of exclusion being SUNY Cortland students, both BIPOC and White staff/faculty noted sometimes it occurring (see Figure 26).

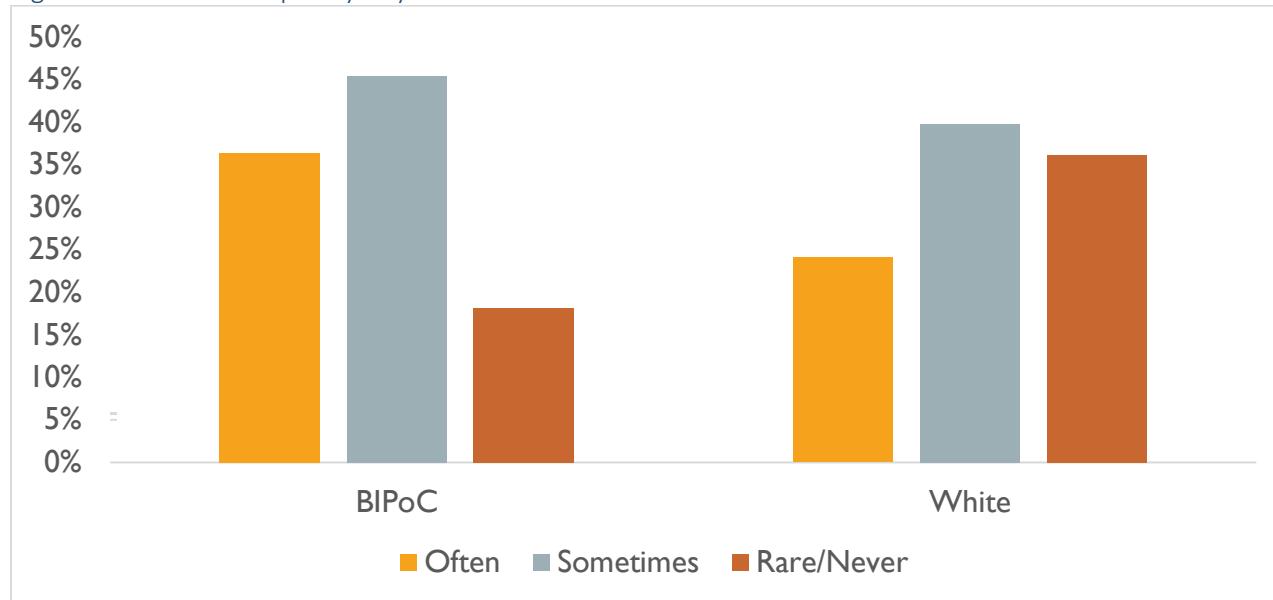
Figure 26: Percent Frequency Any Exclusion Due to SUNY Cortland Student(s)



### *Observed Exclusion*

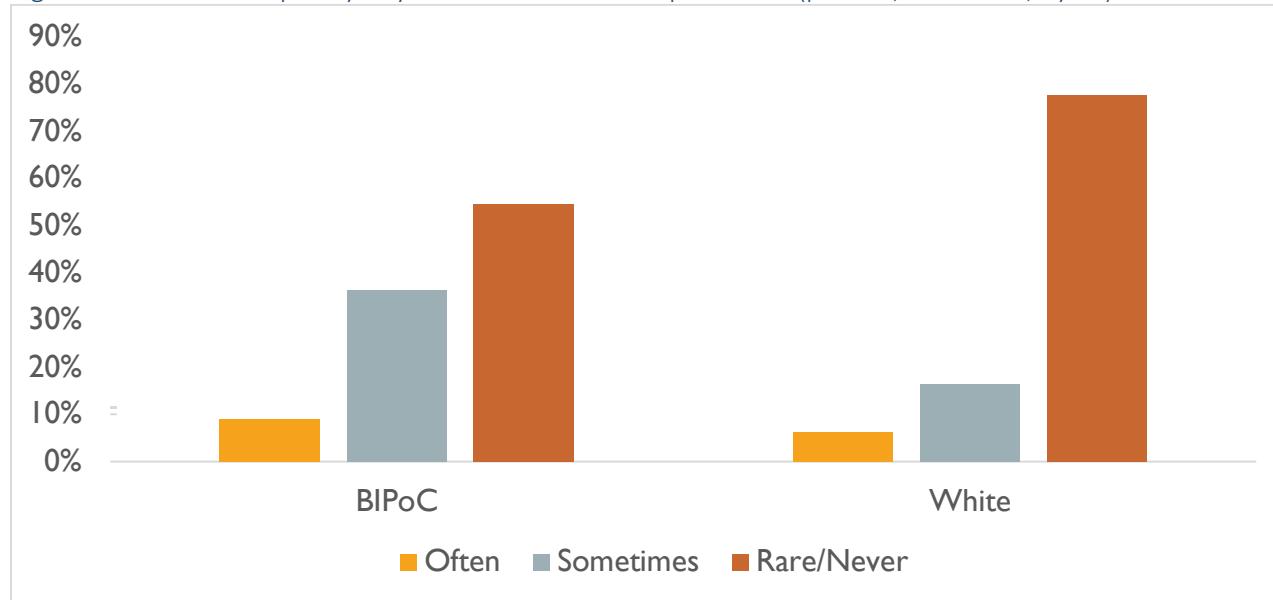
Another facet of items focused on whether survey participants observed acts of exclusion, intimidation, offensive, hostile, or harassment. Figures 27-28 provide percent on perception of the source of the observed acts of exclusion. Both groups noted observed acts of exclusion occurring due to SUNY Cortland administration and staff.

Figure 27: Percent Frequency Any Exclusion Due to SUNY Cortland Administration and Staff



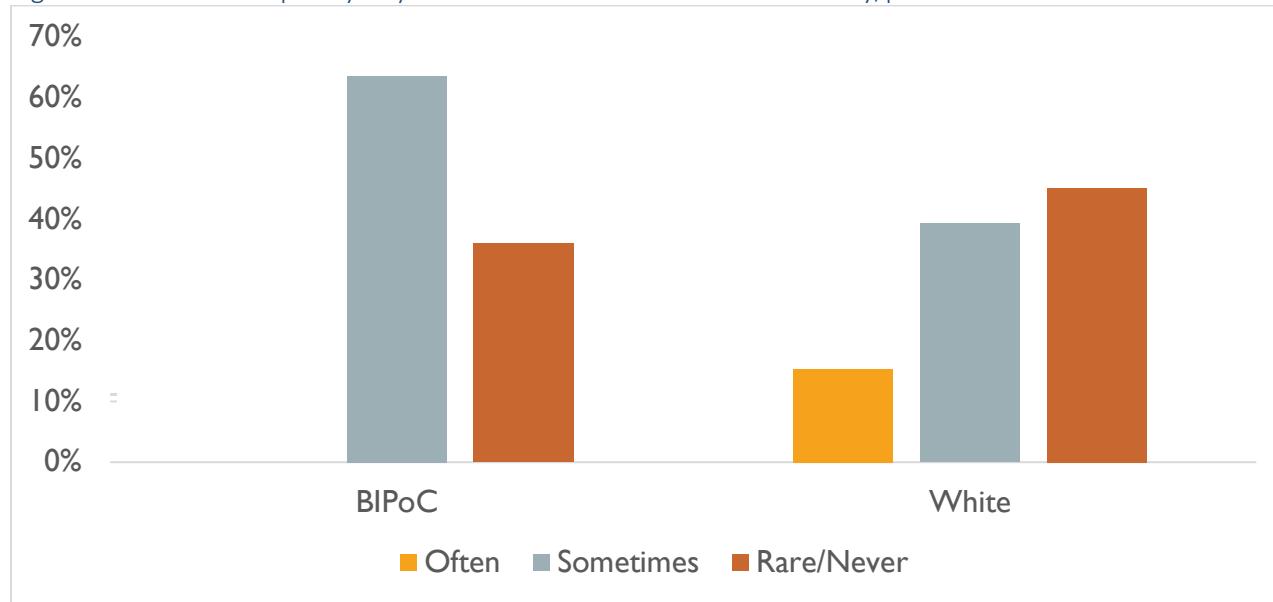
This pattern also apparent when the source was campus media. In fact, among BIPOC staff/faculty respondents nearly 45% noted sometimes and often campus media as the source of their observation of exclusion.

Figure 28: Percent Frequency Any Exclusion Due to Campus media (posters, brochures, flyers)



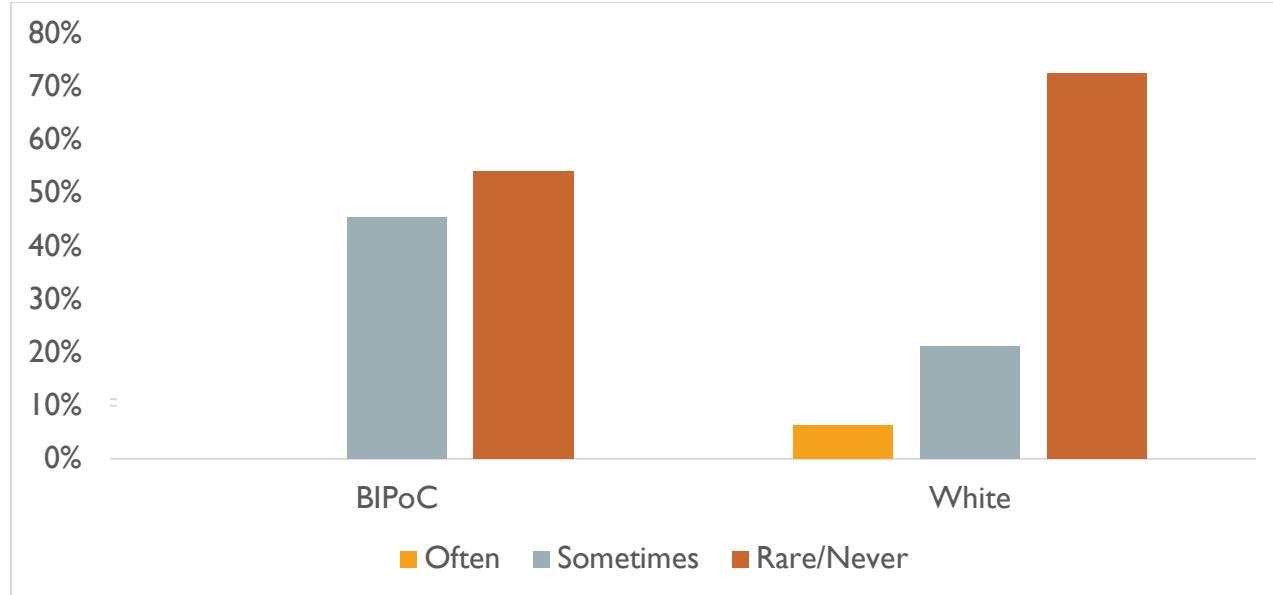
This pattern also apparent when the source was faculty/professors. In fact, among BIPOC staff/faculty respondents about 60% noted sometimes and often faculty as the source of their observation of experiences of exclusion.

Figure 29: Percent Frequency Any Exclusion Due to SUNY Cortland faculty/professors



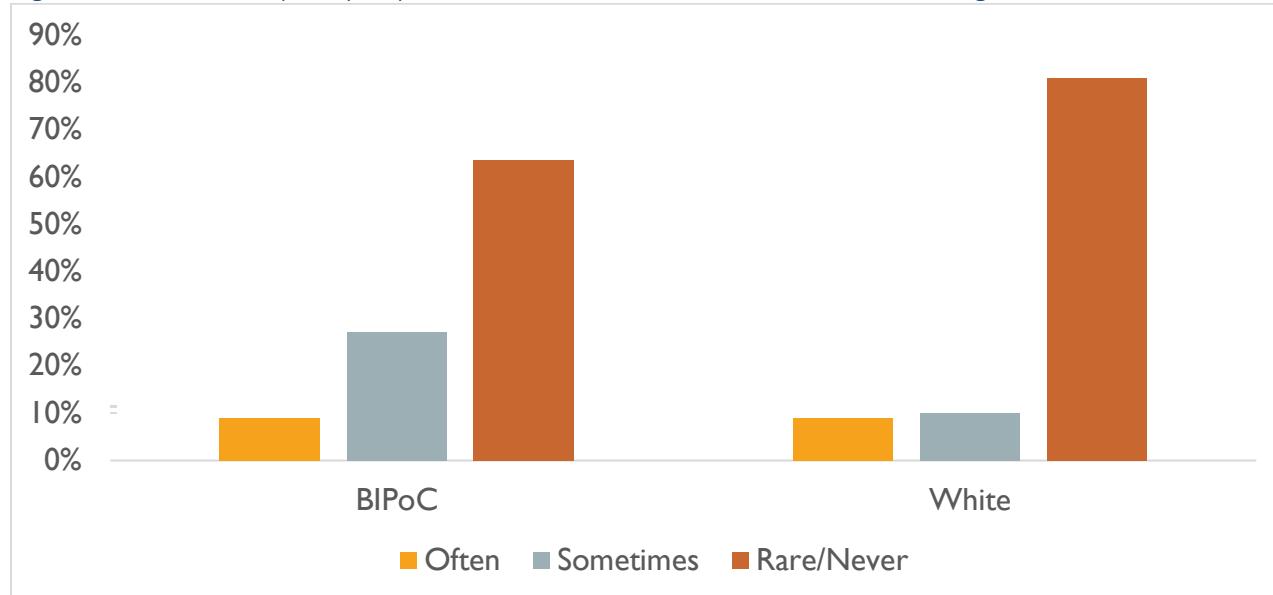
This pattern also apparent when the source was off campus/local community member. In fact, among BIPOC respondents about 45% noted sometimes and often local community as the source of their observation of exclusion.

Figure 30: Percent Frequency Any Exclusion Due to Off Campus/Local Community Member



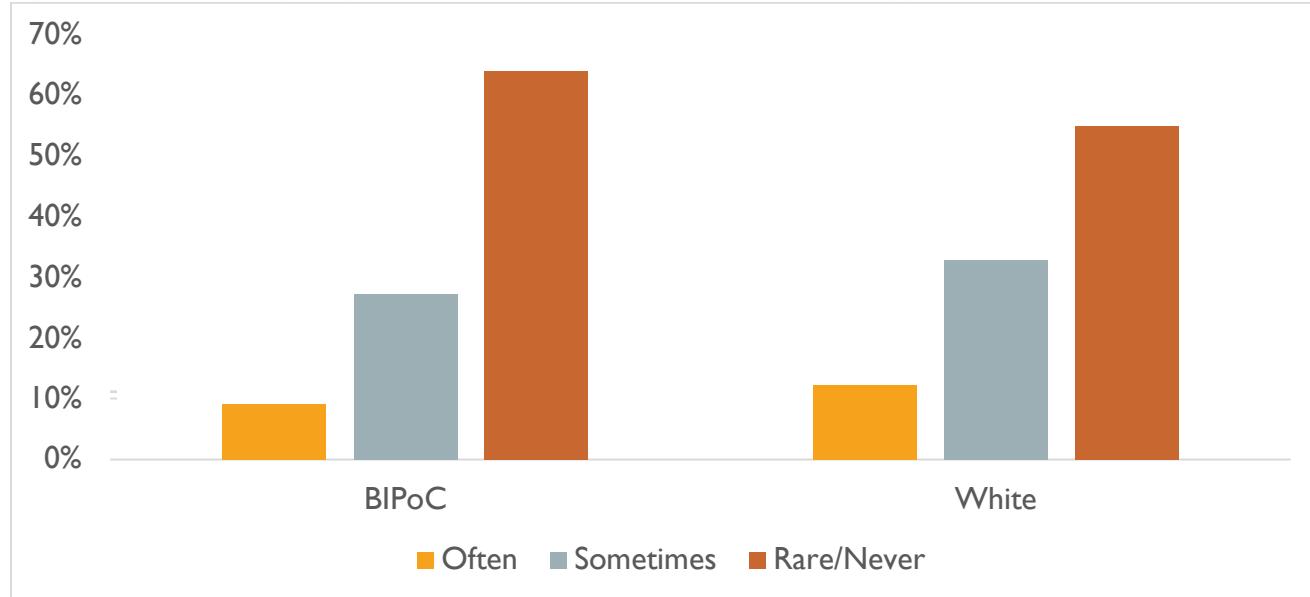
This pattern also apparent when the source was social media. In fact, among BIPOC respondents about 30% noted sometimes and often social media as the source of their observation of exclusion.

Figure 31: Percent Frequency Any Exclusion Due to Social Media/Social Networking Sites



When it comes to the source of exclusion being SUNY Cortland students, all staff/faculty groups noted observing exclusion or harassment due to Cortland students (see Figure 32).

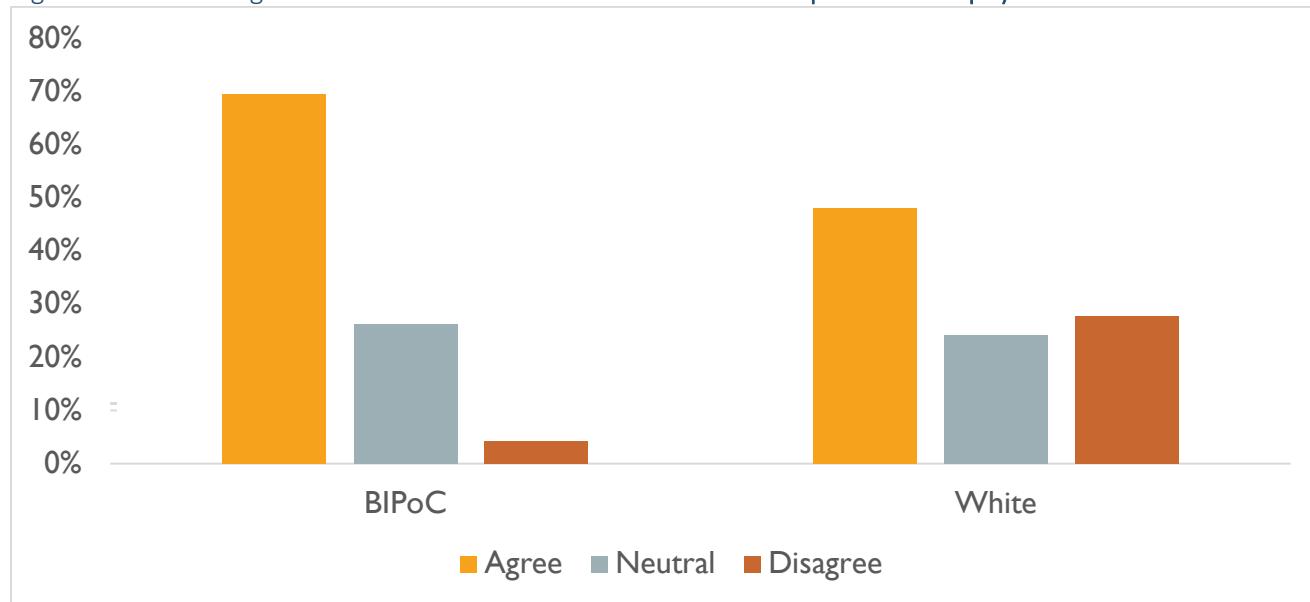
Figure 32: Percent Frequency Any Exclusion Due to SUNY Cortland Student(s)



#### *Climate of School*

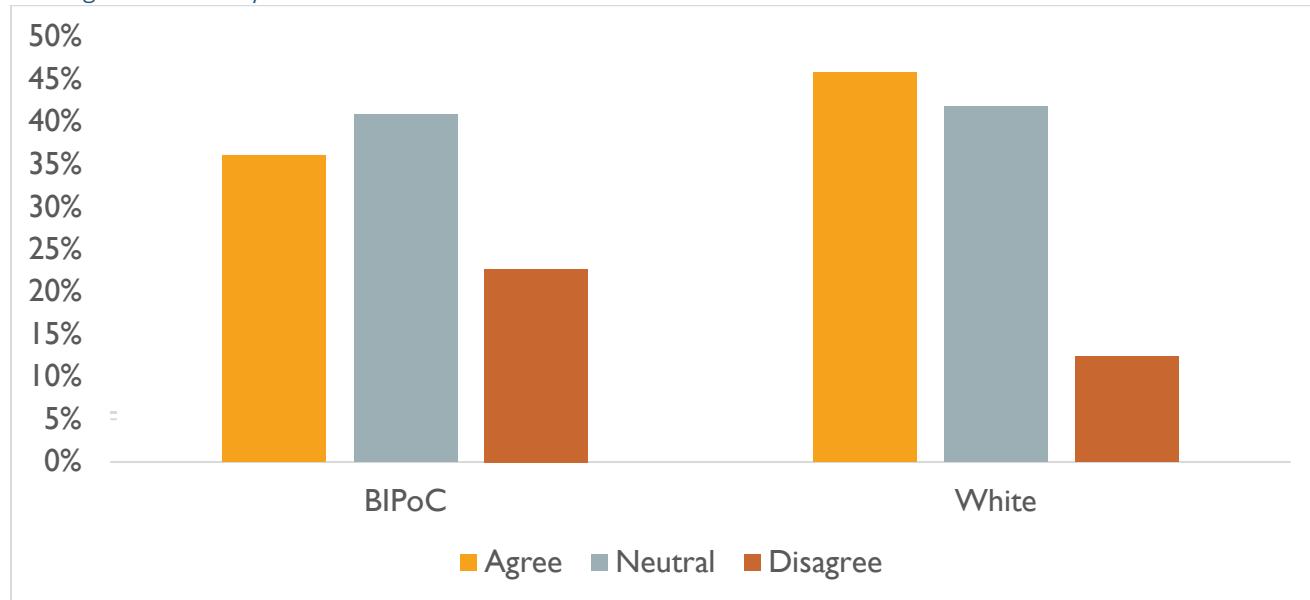
A facet of items asked survey participants their agreement regarding whether the institutional climate demonstrates specific attributes such as friendly, cooperative, welcoming, and inclusive of specific groups. Figure 33-35 demonstrate the percent agree regarding items that relate to inclusion of specific groups. White faculty noted more frequently that the climate is not accessible for person with physical disabilities.

Figure 33: Percent Agreement Institutional Climate is Accessible for persons with physical disabilities



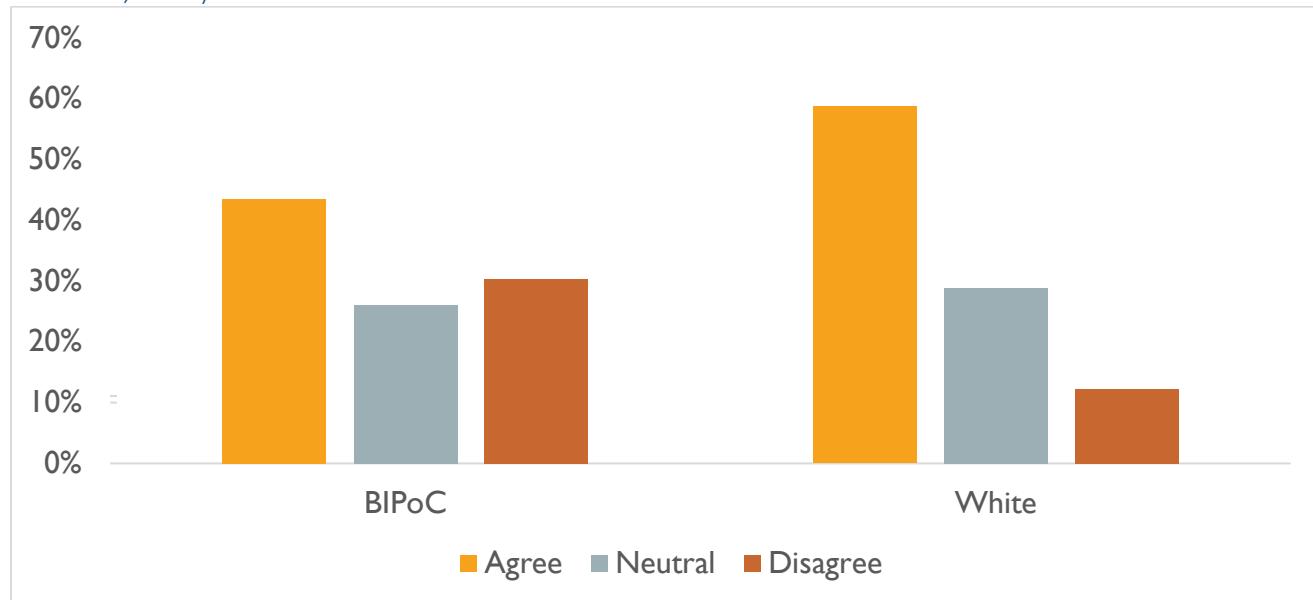
Another important notation is the common perspective across faculty groups regarding their perception of the climate regarding transgender community. Between 12% and 22% of White and BIPoC staff/faculty disagree that the climate is positive for people who identify as transgender or other gender identity.

Figure 34: Percent Agreement Institutional Climate is Positive for people who identify as transgender or other gender identity



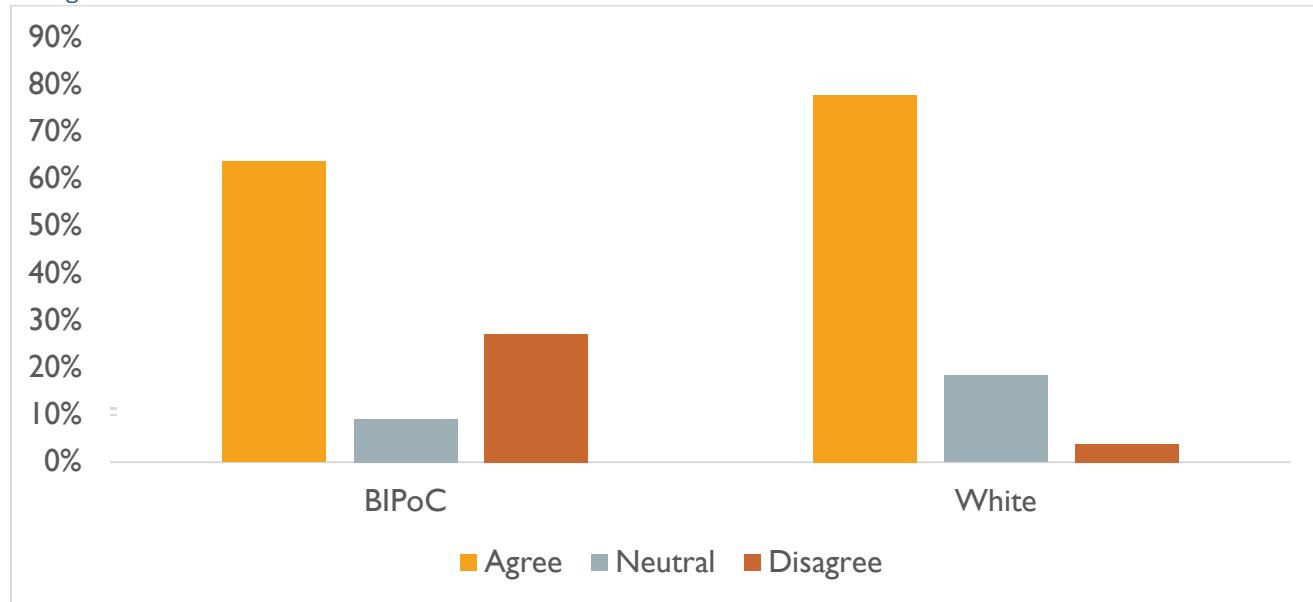
Nearly 30% of BIPoC staff/faculty disagree that the institutional climate is positive for people of color. On the other hand only 12% of White staff/faculty disagreed as well.

Figure 35: Percent Agreement Institutional Climate is Positive for people of color (Black, Hispanic, Native American, Asian)



Overall, BIPoC staff/faculty demonstrated less agreement compared to White staff/faculty that the institutional climate is positive for people of their identity background (see Figure 36).

Figure 36: Percent Agreement Institutional Climate is Positive, in general, for people of my identity background



### *Efforts to Create Equitable Climate*

In this section, the survey items focus on staff/faculty noting whether they consider the efforts conducted by SUNY Cortland to improve equitable environment as significant. Figures 37-39 demonstrated the percent of staff/faculty respondents noting efforts as significant. When it comes to whether staff/faculty note a significance in efforts to diversify faculty, staff, and student body, the majority of all groups recognized the efforts of diversifying faculty and student body. However nearly 30% of BIPOC staff/faculty identify the efforts to diversify faculty as insignificant (see Figure 37), as well as 45% view efforts to diversify staff as insignificant (see Figure 38).

Figure 37: Percent Perceive Significance in Efforts To Increase the Diversity of the Faculty

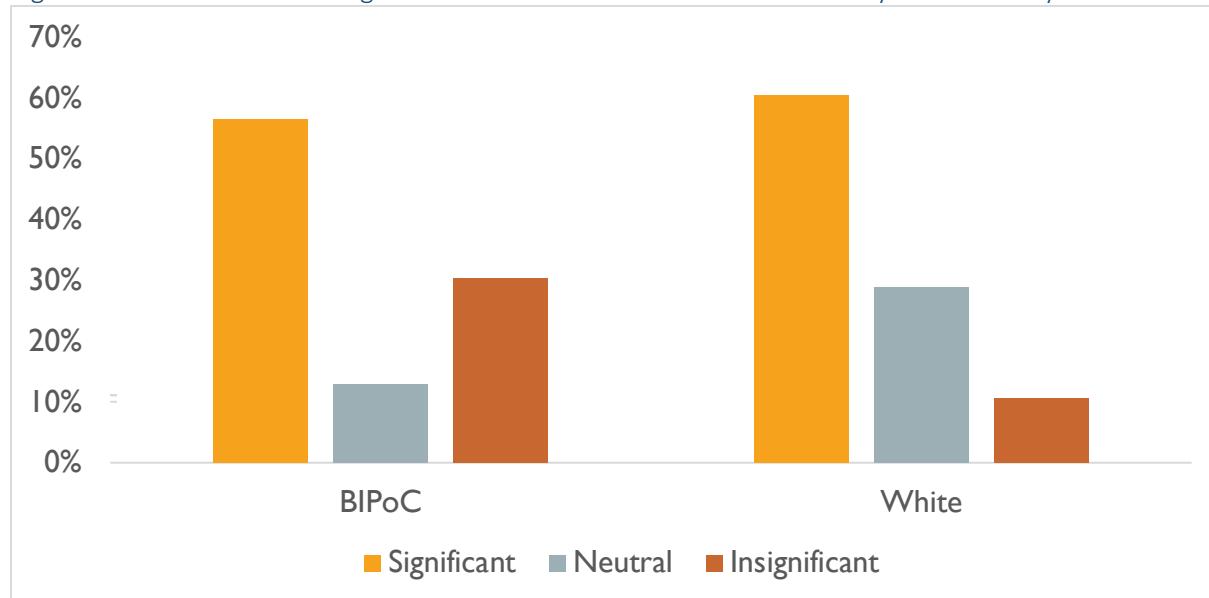
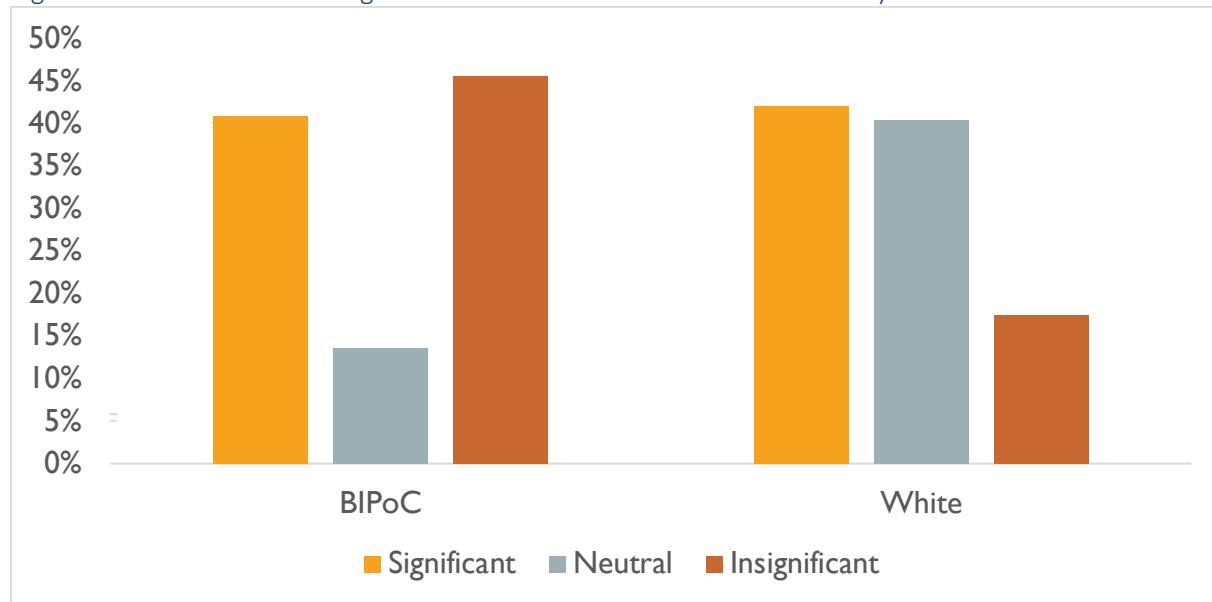
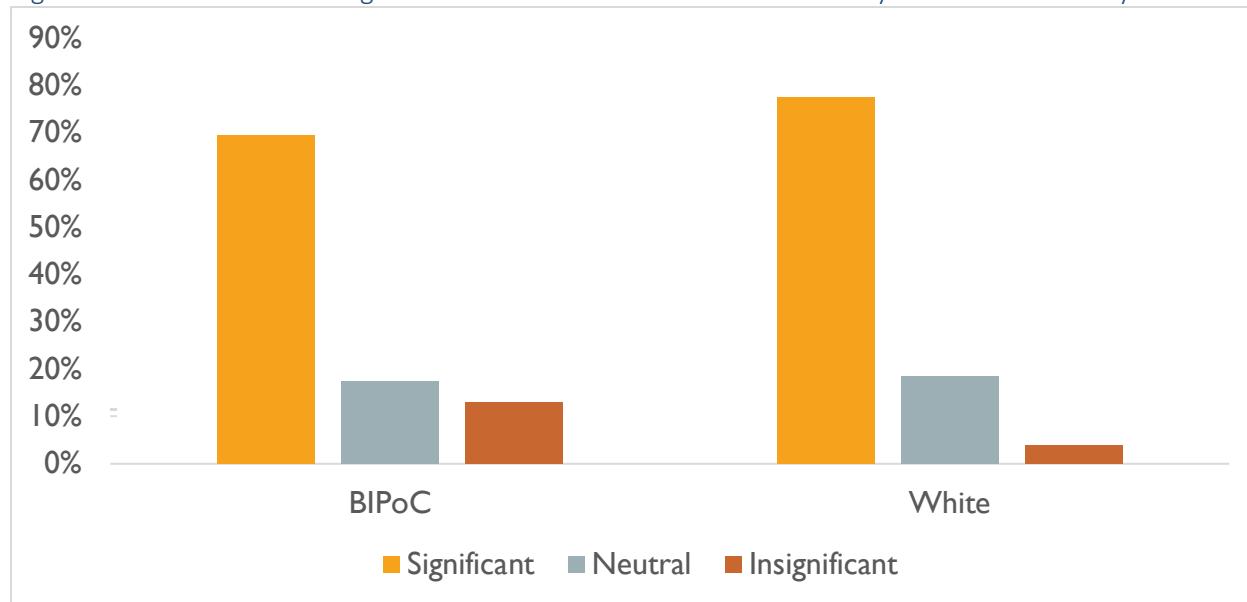


Figure 38: Percent Perceive Significance in Efforts To Increase the Diversity of the Staff



When it came to efforts related to increasing the diversity of the student body, the staff/faculty shared more agreement in its significance (see Figure 39).

Figure 39: Percent Perceive Significance in Efforts To Increase the Diversity of the Student Body



Figures 40-42 provide percent of agreement regarding efforts to provide more diversity training for administrators, staff and students. The majority of staff/faculty respondents overwhelmingly agreed that training efforts focused on diversity is acceptable.

Figure 40: Percent Agree to Equity Efforts to Provide More Diversity Education/Training for Administrators

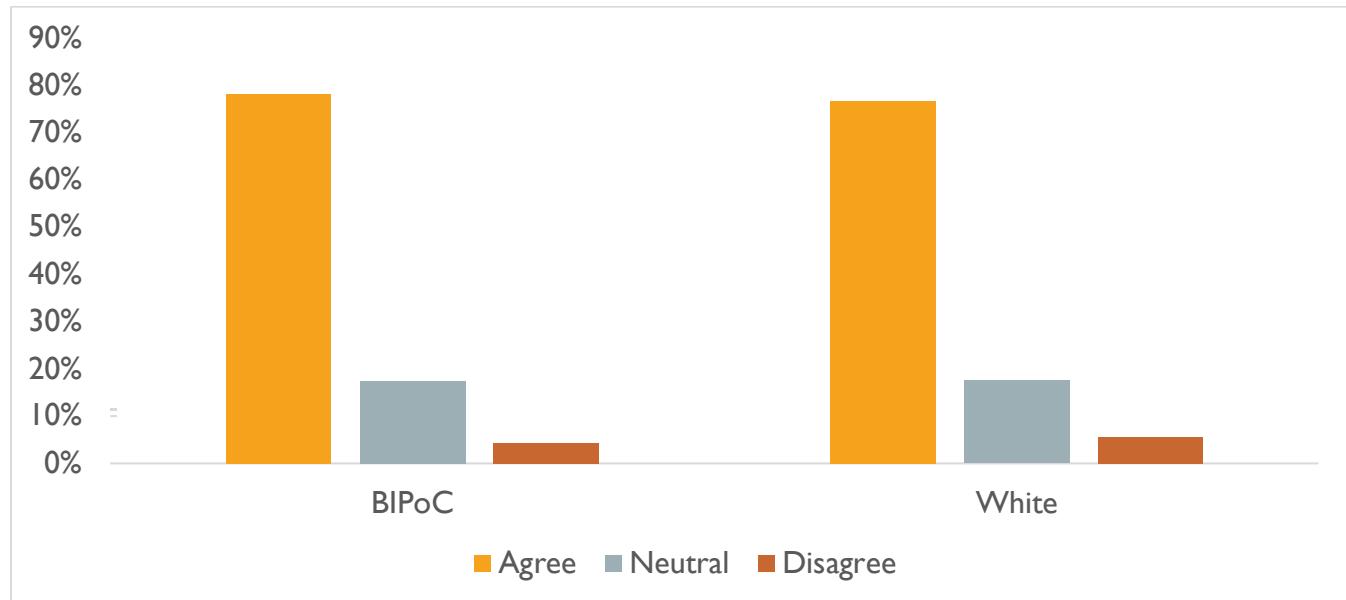


Figure 41: Percent Agree to Equity Efforts to Provide More Diversity Education/Training for Faculty

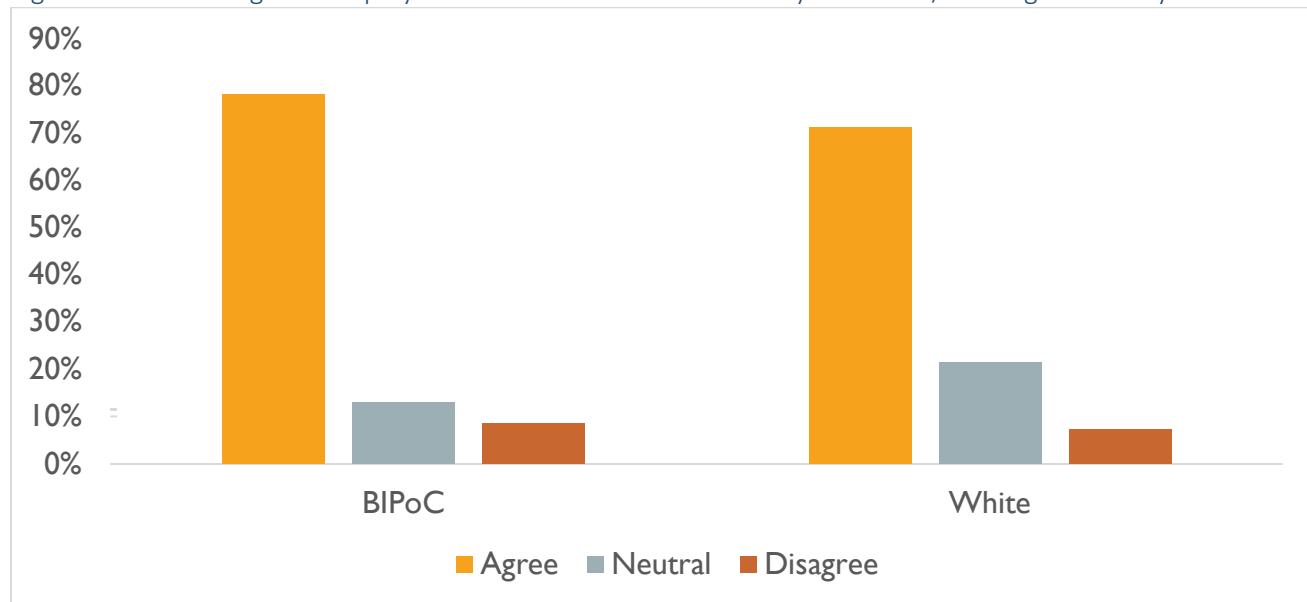
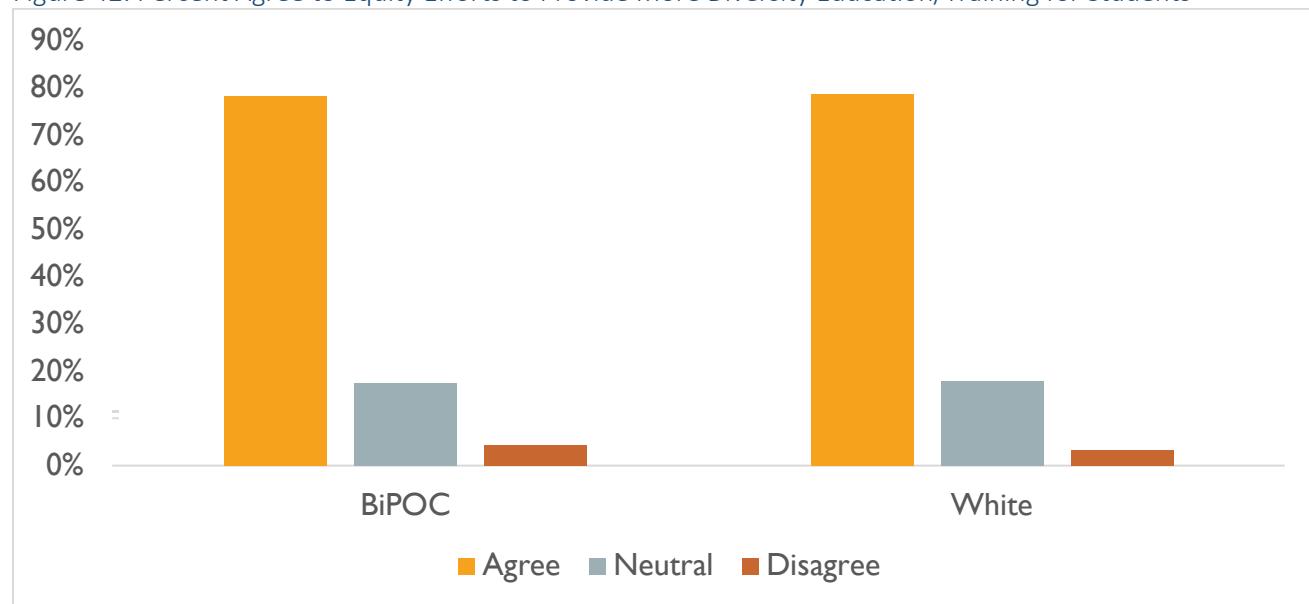


Figure 42: Percent Agree to Equity Efforts to Provide More Diversity Education/Training for Students



## Appendix A: Methods

A series of descriptive analyses were conducted to demonstrate the distribution of respondent perceptions to survey items on institutional climate, experiences of exclusion, and perceptions of efforts to diversify and training/education. Some of the analytical steps involved re-coding certain demographic variables, changing string variables into numeric, running frequency counts of survey items to view the respondent patterns across groups. Though each survey contains a range of items that relate to specific external surveys, without understanding the psychometric properties of these items and the range of variables that are categorical and others that may be ordinal variables I opted to not conduct any inferential analyses.

The following tables represent the demographic distribution for each survey.

Table 1: Survey demographic distribution

	White	Black	Latinx	BIPoC (staff/fac ulty only)
<b>Student survey</b>	448	43	110	
<b>Staff/faculty survey</b>		277		24

## APPENDIX B: Student Survey Responses by Race/Ethnicity

### **Black Students**

Indicate your level of comfort at SUNY Cortland during the past year with:	Very Comfortable (5)	Comfortable (4)	Neither comfortable nor uncomfortable (3)	Uncomfortable (2)	Very uncomfortable (1)
the overall institutional climate at SUNY Cortland	17.1%	34.1%	29.3%	17.1%	2.4%
the climate in your academic department	29.3%	36.6%	24.4%	7.3%	2.4%
the climate in your classes	17.1	41.5%	34.1%	4.9%	2.4%
the climate in your residence hall or off-campus housing	22%	36.6%	36.6	0%	4.9%

Indicate your level of comfort at SUNY Cortland during the past year interacting with people:	Very Comfortable (5)	Comfortable (4)	Neither comfortable nor uncomfortable (3)	Uncomfortable (2)	Very uncomfortable (1)
whose gender differs from yours	41.5	41.5	12.2%	2.4%	2.4%
whose gender identity differs from yours	39%	43.9%	14.6%	0%	2.4%
whose sexual orientation differs from yours	50%	40%	10%	0%	0%
whose racial or ethnic identity differs from yours	39%	31.7%	17.1%	2.4%	9.8%
whose country of origin differs from yours	41%	35.9%	15.4%	2.6%	5.1%
whose native language differs from yours	31.7%	48.8%	17.1%	0%	2.4%
with a disability	40%	42.5%	10%	2.5%	5%
whose religious/ spiritual faith differs from yours	39%	43.9%	12.2%	0%	4.9%

In the past year have you ever seriously considered leaving SUNY Cortland because of the institutional climate?  
 36.6% Yes    58.5% No    4.9% Unsure

In the past year at SUNY Cortland, have you personally experienced any exclusionary, intimidating, offensive, hostile or harassing conduct?

36.6% Yes      61% No      2.4% Unsure

In the past year at SUNY Cortland, IF you have personally experienced any exclusionary, intimidating, offensive, hostile or harassing conduct, ...

how often have you personally experienced any of the conduct noted above due to:	Very Often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
my gender/ sex	6.3%	0%	37.5%	25%	31.3%
my gender identity	0%	6.3%	6.3%	31.3%	56.3%
my sexual orientation	0%	0%	12.5%	25%	62.5%
my racial/ ethnic identity	18.8%	12.5%	50%	12.5%	6.3%
my country of origin, ancestry or immigrant status	6.3%	0%	18.8%	12.5%	62.5%
my English language proficiency/ accent	6.3%	6.3%	12.5%	0%	75%
my disability	0%	0%	6.3%	0%	93.8%
my religious/ spiritual faith (or lack thereof)	0%	0%	7.1%	21.4%	71.4%
some other aspect of my identity:	6.3%	4	12.5%	0%	81.3%
some other reason unknown to me	6.7%	6.7%	26.7%	0%	60%

In the past year at SUNY Cortland, IF you have personally experienced any exclusionary, intimidating, offensive, hostile or harassing conduct, ...

how often has the source of the conduct noted above been:	Very Often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
SUNY Cortland administration or staff	0%	6.7%	53.3%	6.7%	33.3%
ASC staff	0%	13.3%	33.3%	6.7%	46.7%
Campus media (posters, brochures, flyers, handouts, websites, etc.)	0%	12.5%	12.5%	6.3%	68.8%
SUNY Cortland faculty/ professor(s)	0%	12.5%	31.3%	0%	56.3%
Off-campus/ local community member(s)	12.5%	12.5%	18.8%	12.5%	43.8%
Social media/ social networking site (Facebook, Twitter, etc.)	6.3%	6.3%	31.3%	6.3%	50%
SUNY Cortland alumni	6.7%	0%	0%	0%	93.3%
SUNY Cortland student(s)	13.3%	20%	33.3%	13.3%	20%

Other (please specify):	0%	0%	0%	0%	100%
Unknown	0%	0%	7.1%	0%	92.9%

In the past year at SUNY Cortland, have you observed any conduct directed toward a person or group of people on campus that you believe has created an exclusionary, intimidating, offensive, hostile or harassing environment?      41.5% Yes      48.8% No

In the past year at SUNY Cortland, IF you have observed any conduct that you believe has created an exclusionary, intimidating, offensive, hostile or harassing environment, ...

how often have you observed any of the conduct noted above directed to a person or group due to:	Very Often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
their gender/ sex	20%	0%	25%	25%	30%
their gender identity	20%	5%	25%	20%	30%
their sexual orientation	15%	10%	30%	5%	40%
their racial/ ethnic identity	14.3%	14.3%	33.3%	28.6%	9.5%
their country of origin, ancestry or immigrant status	19%	9.5%	19%	19%	33.3%
their English language proficiency/ accent	14.3%	4.8%	19%	23.8%	38.1%
their disability	14.3%	9.5%	4.8%	19%	52.4%
their religious/ spiritual faith (or lack thereof)	5%	5%	5%	35%	50%
some other aspect of their identity:	0%	0%	20%	20%	60%
some other reason unknown to me	0%	0%	10.5%	21.1%	68.4%

In the past year at SUNY Cortland, IF you have observed any conduct that you believe has created an exclusionary, intimidating, offensive, hostile or harassing environment, ...

how often has the source of the conduct noted above been:	Very Often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
SUNY Cortland administration or staff	0%	0%	30%	55%	15%
ASC staff	9.5%	23.8%	42.9%	9.5%	14.3%
Campus media (posters, brochures, flyers, handouts, websites, etc.)	0%	0%	19%	19%	61.9%
SUNY Cortland faculty/ professor(s)	9.5%	0%	33.3%	28.6%	28.6%
Off-campus/ local community member(s)	15%	10%	35%	15%	25%
Social media/ social networking site (Facebook, Twitter, etc.)	4.8%	9.5%	19%	23.8%	42.9%
SUNY Cortland alumni	0%	0%	5%	20%	75%
SUNY Cortland student(s)	14.3%	14.3%	28.6%	23.8%	19%
Other (please specify): _____	0%	0%	16.7%	5.6%	77.8%
Unknown	0%	0%	5.9%	5.9%	88.2%

In the past year at SUNY Cortland, IF you have observed any conduct that you believe has created an exclusionary, intimidating, offensive, hostile or harassing environment, ...

how often has the target of the conduct noted above been:	Very Often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
SUNY Cortland administration or staff	0%	5%	25%	15%	55%
ASC staff	0%	10%	30%	20%	40%
SUNY Cortland faculty/ professor(s)	0%	0%	20%	30%	50%
Off-campus/ local community member(s)	5%	5%	10%	30%	50%
SUNY Cortland alumni	0%	0%	10.5%	15.8%	73.7%
SUNY Cortland student(s)	14.3%	19%	33.3%	19%	14.3%
Other (please specify):	0%	0%	5.6%	16.7%	77.8%
Unknown	0%	0%	5.9%	11.8%	82.4%

Rate your level of agreement regarding the overall institutional climate on campus on the following dimensions:

SUNY Cortland is...	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
Friendly	22%	46.3%	26.8%	4.9%	0%
Cooperative	19.5%	36.6%	36.6%	4.9%	2.4%
Welcoming	21.1%	34.2%	34.2%	5.3%	5.3%
Respectful	19.5%	39%	31.7%	4.9%	4.9%
Accessible for persons with physical disabilities	12.2%	26.8%	31.7%	19.5%	9.8%
Accessible for persons with other disabilities (learning, psychological, medical)	7.3%	41.5%	34.1%	12.2%	4.9%
Positive for people who identify as men	35.9%	46.2%	12.8%	5.1%	0%
Positive for people who identify as women	19.5%	46.3%	22%	7.3%	4.9%
Positive for people who identify as transgender or other gender identity	14.6%	34.1%	36.6%	12.2%	2.4%
Positive for people who identify as heterosexual/ straight	46.3%	36.6%	14.6%	2.4%	0%
Positive for people who identify as bisexual, gay, lesbian, or other sexual orientation	17.1%	48.8%	29.3%	2.4%	2.4%
Positive for people of color (Black, Hispanic, Native)	9.8%	22%	36.6%	22%	9.8%

American, Asian)					
Positive for people of my race/ ethnicity	10%	22.5%	30%	25%	12.5%
Positive for people with disabilities	14.6%	31.7%	36.6%	12.2%	4.9%
Positive for people of my faith/ belief system	25.9%	35.9%	35.9%	0%	2.6%
Positive for people of all faith/ belief systems (including agnostic/ atheist)	19.5%	31.7%	39%	4.9%	4.9%
Positive, in general, for people of my identity background	17.1%	22%	41.5%	12.2%	7.3%

The following section asks your opinion on institutional actions related to campus climate for diversity, equity and inclusion.

For each of the following items, indicate your perspective of the level of effort/ attention by SUNY Cortland:	Very significant (5)	Significant (4)	Neutral (3)	Insignificant (2)	Very insignificant (1)
To increase the diversity of the faculty	36.6%	14.6%	14.6%	24.4%	9.8%
To increase the diversity of the staff	0%	25%	21.4%	32.1%	21.4%
To increase the diversity of the administration	36.6%	9.8%	9.8%	29.3%	14.6%
To increase the diversity of the student body	29.3%	26.8%	31.7%	4.9%	7.3%

To further advance its efforts related to equity and inclusion, SUNY Cortland should provide more diversity education/ training for:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
Administrators (including supervisors/ managers/ department heads)	69%	19%	9.5%	0%	2.4%
Faculty	64.3%	19%	14.3%	0%	2.4%
Staff	63.4%	26.8%	4.9%	2.4%	2.4%
Students	61.9%	21.4%	11.9%	2.4%	2.4%
Me, or others like me	50%	20%	25%	2.5%	2.5%

To further advance its efforts related to equity and inclusion, SUNY Cortland should provide more effective	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
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mentorship for:					
Administrators (including supervisors/ managers/ department heads	63.4%	26.8%	7.3%	2.4%	0%
Faculty	58.5%	24.4%	14.6%	2.4%	0%
Staff	58.5%	26.8%	9.8	4.9%	0%
Students	69%	16.7%	14.3%	0%	0%
Me, or others like me	62.5%	22.5%	15%	0%	0%

To further advance its efforts related to equity and inclusion, SUNY Cortland should:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
Provide, promote and improve additional access to counseling for people who have experienced harassment.	75.6%	19.5%	2.4%	2.4%	0%
Provide more or better processes to resolve conflicts.	64.3%	28.6%	7.1%	0%	0%
Include diversity-related professional experiences as one of the criteria for hiring employees.	61.9%	23.8%	11.9%	0%	2.4%
Include diversity-related professional experiences as one of the criteria for evaluating employees.	66.7%	21.4%	7.1%	2.4%	2.4%
Increase funding to support efforts related to institutional campus climate.	64.3%	14.3%	19%	0%	2.4%

Indicate your level of agreement with the following statements:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
I feel that I belong at SUNY Cortland	16.3%	30.2	41.9%	9.3%	2.3%
I feel like I can be my authentic self at SUNY Cortland	18.6%	27.9%	30.2%	14%	9.3%
SUNY Cortland is committed to diversity	7%	18.6%	34.9%	27.9%	11.6%
Equity is characteristic of SUNY Cortland	4.7%	20.9%	46.5%	20.9%	7%
I think SUNY Cortland understands the value of a diverse faculty	7%	11.6%	23.3%	39.5%	18.6%
I think SUNY Cortland understands the value of a diverse staff	4.7%	16.3%	25.6%	39.5%	14%
I think SUNY Cortland understands the value of a	9.3%	20.9%	30.2%	27.9%	11.6%

diverse student body					
I feel valued by faculty in the classroom	21.4%	31%	33.3%	11.9%	2.4%
I feel valued by other students in the classroom	9.5%	26.2%	47.6%	9.5%	7.1%
I think SUNY Cortland faculty/ staff are genuinely concerned with my welfare	14.3%	26.2%	28.6%	26.2%	4.8%
I think SUNY Cortland administrators are genuinely concerned with my welfare	7%	23.3%	25.6%	37.2%	7%
I think faculty pre-judge my abilities based on my perceived identity/ background	26.8%	26.8%	29.3%	14.6%	2.4%
I think the campus climate encourages free and open discussion of difficult topics	11.9%	26.2%	38.1%	19%	4.8%
I have SUNY Cortland faculty who I perceive as role models	16.3%	46.5%	23.3%	11.6%	2.3%
I have SUNY Cortland staff/ administrators who I perceive as role models	14%	30.2%	27.9%	20.9%	7%

If there is any other information that you would like to provide about your experiences with the campus climate at SUNY Cortland, please use the space below:

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## White Students

Indicate your level of comfort at SUNY Cortland during the past year with:	Very Comfortable (5)	Comfortable (4)	Neither comfortable nor uncomfortable (3)	Uncomfortable (2)	Very uncomfortable (1)
the overall institutional climate at SUNY Cortland	36.8%	51.6%	8.9%	2.3%	.5%
the climate in your academic department	45.7%	42.7%	8.6%	2%	.9%
the climate in your classes	37.6	47%	12.2%	3%	.2%
the climate in your residence hall or off-campus housing	38.3%	38.3%	17.6%	4.6%	1.4%

Indicate your level of comfort at SUNY Cortland during the past year interacting with people:	Very Comfortable (5)	Comfortable (4)	Neither comfortable nor uncomfortable (3)	Uncomfortable (2)	Very uncomfortable (1)
whose gender differs from yours	51%	39.2%	8.6%	.9%	.2%
whose gender identity differs from yours	51.6%	35.7%	11.1%	1.4%	.2%
whose sexual orientation differs from yours	56.3%	33.9%	8.9%	.5%	.5%
whose racial or ethnic identity differs from yours	58.7%	0%	32.7%	7.9%	.7%
whose country of origin differs from yours	60.1%	33.5%	5.9%	.5%	0%
whose native language differs from yours	54.3%	35.7%	9.3%	.7%	0%
with a disability	55.6%	37.1%	7.1%	.2%	0%
whose religious/ spiritual faith differs from yours	52.4%	36.9%	9.6%	1.1%	0%

In the past year have you ever seriously considered leaving SUNY Cortland because of the institutional climate?

8.9% Yes 86.4% No 4.8% Unsure

In the past year at SUNY Cortland, have you personally experienced any exclusionary, intimidating, offensive, hostile or harassing conduct?

12.1% Yes    84.7% No    3.2% Unsure (please tell us more about why you selected this response):

In the past year at SUNY Cortland, IF you have personally experienced any exclusionary, intimidating, offensive, hostile or harassing conduct, ...

how often have you personally experienced any of the conduct noted above due to:	Very Often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
my gender/ sex	2.9%	8.6%	30%	22.9%	35.7%
my gender identity	2.9%	5.7%	8.6%	12.9%	70%
my sexual orientation	2.9%	4.3%	7.1%	12.9%	72.9%
my racial/ ethnic identity	2.9%	2.9%	4.4%	13.2%	76.5%
my country of origin, ancestry or immigrant status	2.9%	0%	1.4%	8.7%	87%
my English language proficiency/ accent	2.9%	0%	1.4%	12.9%	82.9%
my disability	5.8%	1.4%	10.1%	13%	69.6%
my religious/ spiritual faith (or lack thereof)	4.3%	1.4%	10%	15.7%	68.6%
some other aspect of my identity:	8.6%	1.4%	14.3%	8.6%	67.1%
some other reason unknown to me	4.3%	4.3%	24.3%	12.9%	54.3%

In the past year at SUNY Cortland, IF you have personally experienced any exclusionary, intimidating, offensive, hostile or harassing conduct, ...

how often has the source of the conduct noted above been:	Very Often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
SUNY Cortland administration or staff	8.7%	2.9%	17.4%	10.1%	60.9%
ASC staff	4.3%	1.4%	5.7%	18.6%	70%
Campus media (posters, brochures, flyers, handouts, websites, etc.)	2.9%	1.5%	7.4%	7.4%	80.9%
SUNY Cortland faculty/ professor(s)	10%	1.4%	22.9%	24.3%	41.4%
Off-campus/ local community member(s)	5.8%	5.8%	13%	24.6%	50.7%
Social media/ social networking site (Facebook, Twitter, etc.)	2.9%	7.1%	11.4%	14.3%	64.3%
SUNY Cortland alumni	2.9%	0%	1.4%	8.7%	87%

SUNY Cortland student(s)	7.1%	5.7%	31.4%	34.3%	21.4%
Other (please specify):	2.9%	0%	8.7%	4.3%	84.1%
Unknown	2.9%	2.9%	10.1%	10.1%	84.1%

In the past year at SUNY Cortland, have you observed any conduct directed toward a person or group of people on campus that you believe has created an exclusionary, intimidating, offensive, hostile or harassing environment? \_\_\_\_\_ Yes \_\_\_\_\_ No

Unsure (please tell us more about why you selected this response): \_\_\_\_\_

In the past year at SUNY Cortland, IF you have observed any conduct that you believe has created an exclusionary, intimidating, offensive, hostile or harassing environment, ...

how often have you observed any of the conduct noted above directed to a person or group due to:	Very Often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
their gender/ sex	8.8%	13.7%	26.5%	22.5%	28.4%
their gender identity	5%	8.9%	30.7%	21.8%	33.7%
their sexual orientation	4.9%	5.9%	27.5%	28.4%	33.3%
their racial/ ethnic identity	4.9%	14.7%	32.4%	25.5%	22.5%
their country of origin, ancestry or immigrant status	2%	7.9%	15.8%	34.7%	39.6%
their English language proficiency/ accent	4%	7%	12%	28%	49%
their disability	4%	9%	12%	31%	44%
their religious/ spiritual faith (or lack thereof)	3%	2%	12.1%	29.3%	53.5%
some other aspect of their identity:	4%	8.9%	17.8%	21.8%	47.5%
some other reason unknown to me	2.9%	5.9%	16.7%	21.6%	52.9%

In the past year at SUNY Cortland, IF you have observed any conduct that you believe has created an exclusionary, intimidating, offensive, hostile or harassing environment, ...

how often has the source of the conduct noted above been:	Very Often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
SUNY Cortland administration or staff	1%	7.7%	16.3%	22.1%	52.9%
ASC staff	2.9%	6.8%	17.5%	18.4%	54.4%
Campus media (posters, brochures, flyers, handouts, websites, etc.)	2.9%	1%	7.7%	16.3%	72.1%
SUNY Cortland faculty/ professor(s)	2.9%	5.8%	24%	24%	43.3%

Off-campus/ local community member(s)	3.8%	10.6%	19.2%	20.2%	46.2%
Social media/ social networking site (Facebook, Twitter, etc.)	1%	9.8%	20.6%	19.4%	49%
SUNY Cortland alumni	1%	1%	3.9%	11.8%	82.4%
SUNY Cortland student(s)	6.7%	19%	35.2%	19%	20%
Other (please specify):	1%	2%	4%	9.9%	83.2%
Unknown	1%	0%	5.2%	11.3%	82.5%

In the past year at SUNY Cortland, IF you have observed any conduct that you believe has created an exclusionary, intimidating, offensive, hostile or harassing environment, ...

how often has the target of the conduct noted above been:	Very Often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
SUNY Cortland administration or staff	1%	3.8%	11.5%	20%	63.5%
ASC staff	1%	2.9%	21.2%	20.2%	54.8%
SUNY Cortland faculty/ professor(s)	1.9%	4.8%	13.5%	25%	54.8%
Off-campus/ local community member(s)	1.9%	4.9%	15.5%	22.3%	55.3%
SUNY Cortland alumni	1%	1%	2.9%	13.5%	81.7%
SUNY Cortland student(s)	10.5%	21.9%	32.4%	21%	14.3%
Other (please specify):	0%	1%	3.1%	7.1%	88.8%
Unknown	1%	0%	7.1%	7.1%	84.8%

Rate your level of agreement regarding the overall institutional climate on campus on the following dimensions:

SUNY Cortland is...	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
Friendly	40.7%	48%	9.8%	1.6%	0%
Cooperative	33%	48.5%	15.3%	3%	.2%
Welcoming	42.5%	43.6%	11.9%	2.1%	0%
Respectful	38.4%	44.5%	14.8%	2.1%	.2%
Accessible for persons with physical disabilities	24.5%	35.7%	24.1%	11.6%	4.1%
Accessible for persons with other disabilities (learning, psychological, medical)	26.2%	41%	24.8%	6.4%	1.6%
Positive for people who identify as men	51.2%	39%	8.8%	.9%	0%

Positive for people who identify as women	43.1%	44.4%	10.2%	2.3%	0%
Positive for people who identify as transgender or other gender identity	0%	35.8%	26.5%	5%	.9%
Positive for people who identify as heterosexual/ straight	54.1%	37.7%	7.5%	.7%	0%
Positive for people who identify as bisexual, gay, lesbian, or other sexual orientation	37.3%	41.6%	18.1%	2.7%	.2%
Positive for people of color (Black, Hispanic, Native American, Asian)	38.8%	42.6%	15.2%	2.9%	.5%
Positive for people of my race/ ethnicity	52.7%	39.8%	7.3%	.2%	0%
Positive for people with disabilities	34.6%	41.6%	16.9%	5.3%	1.6%
Positive for people of my faith/ belief system	42%	38.6%	17.1%	1.8%	.5%
Positive for people of all faith/ belief systems (including agnostic/ atheist)	37.8%	42%	16.5%	3.4%	.2%
Positive, in general, for people of my identity background	48%	41.4%	8%	2.5%	.2%

The following section asks your opinion on institutional actions related to campus climate for diversity, equity and inclusion.

For each of the following items, indicate your perspective of the level of effort/ attention by SUNY Cortland:	Very significant (5)	Significant (4)	Neutral (3)	Insignificant (2)	Very insignificant (1)
To increase the diversity of the faculty	20.9%	33.3%	35.1%	9.8%	.9%
To increase the diversity of the staff	0%	40.5%	45.3%	12.2%	2%
To increase the diversity of the administration	19.1%	29.1%	39.3%	11.1%	1.4%
To increase the diversity of the student body	26.8%	35.4%	29.7%	7%	1.1%

To further advance its efforts related to equity and inclusion, SUNY Cortland should provide more diversity education/ training for:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
Administrators (including supervisors/ managers/ department heads)	29.2%	33.7%	30.1%	5.8%	1.1%
Faculty	29.7%	34.4%	29.2%	5.4%	1.3%
Staff	27.6%	35.7%	29.4%	5.9%	1.4%
Students	29%	33.6%	28.3%	7.3%	1.8%

Me, or others like me	22.8%	32.1%	35.1%	8%	2.1%
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To further advance its efforts related to equity and inclusion, SUNY Cortland should provide more effective mentorship for:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
Administrators (including supervisors/ managers/ department heads	24.8%	37.7%	32.5%	4.1%	.9%
Faculty	25.8%	37.6%	32.4%	3.4%	.9%
Staff	24.7%	37.8%	33%	3.4%	1.1%
Students	29%	40%	27.1%	3.2%	.7%
Me, or others like me	25.5%	37.7%	31.4%	4.5%	.9%

To further advance its efforts related to equity and inclusion, SUNY Cortland should:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
Provide, promote and improve additional access to counseling for people who have experienced harassment.	47.4%	38.8%	12.5%	1.1%	.2%
Provide more or better processes to resolve conflicts.	39.9%	41%	17.9%	.9%	.2%
Include diversity-related professional experiences as one of the criteria for hiring employees.	33.6%	33.8%	25.9%	5.2%	1.6%
Include diversity-related professional experiences as one of the criteria for evaluating employees.	36.1%	36.1%	21.8%	4.5%	1.6%
Increase funding to support efforts related to institutional campus climate.	39.7%	35.8%	20.4%	3.9%	.2%

Indicate your level of agreement with the following statements:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
I feel that I belong at SUNY Cortland	47.3%	35.2%	9.4%	5.2%	2.9%

I feel like I can be my authentic self at SUNY Cortland	41.2%	37.6%	11.3%	7%	2.9%
SUNY Cortland is committed to diversity	28.7%	46%	18.2%	6.7%	.4%
Equity is characteristic of SUNY Cortland	30.5%	44.1%	19.8%	5.5%	.2%
I think SUNY Cortland understands the value of a diverse faculty	29.7%	44.3%	20.2%	5.6%	.2%
I think SUNY Cortland understands the value of a diverse staff	29.3%	44.8%	21.2%	4.5%	.2%
I think SUNY Cortland understands the value of a diverse student body	37.1%	43.8%	14.4%	4.3%	.4%
I feel valued by faculty in the classroom	36%	43.7%	15.1%	4.3%	.9%
I feel valued by other students in the classroom	28%	41.6%	20.7%	7.6%	1.3%
I think SUNY Cortland faculty/ staff are genuinely concerned with my welfare	33.3%	40.2%	18.2%	5.6%	2.7%
I think SUNY Cortland administrators are genuinely concerned with my welfare	26.5%	37.3%	23.1%	9.9%	3.1%
I think faculty pre-judge my abilities based on my perceived identity/ background	18.7%	24.8%	24.3%	23.6%	8.6%
I think the campus climate encourages free and open discussion of difficult topics	28.2%	43.6%	20.1%	4.7%	3.4%
I have SUNY Cortland faculty who I perceive as role models	41.2%	37.8%	14.9%	5.2%	.9%
I have SUNY Cortland staff/ administrators who I perceive as role models	29.1%	34.5%	24.6%	9.7%	2%

If there is any other information that you would like to provide about your experiences with the campus climate at SUNY Cortland, please use the space below:

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## Latinx Students

Indicate your level of comfort at SUNY Cortland during the past year with:	Very Comfortable (5)	Comfortable (4)	Neither comfortable nor uncomfortable (3)	Uncomfortable (2)	Very uncomfortable (1)
the overall institutional climate at SUNY Cortland	15.7%	50.9%	25.9%	7.4%	0%
the climate in your academic department	34.3%	41.7%	17.6%	6.5%	0%
the climate in your classes	22.2%	42.6%	24.1%	39.3%	1.9%
the climate in your residence hall or off-campus housing	20.6%	39.3%	32.7%	6.5%	.9%

Indicate your level of comfort at SUNY Cortland during the past year interacting with people:	Very Comfortable (5)	Comfortable (4)	Neither comfortable nor uncomfortable (3)	Uncomfortable (2)	Very uncomfortable (1)
whose gender differs from yours	36.1%	44.4%	18.5%	0%	.9%
whose gender identity differs from yours	38.9%	44.4%	15.7%	0%	.9%
whose sexual orientation differs from yours	42.1%	44.9%	11.2%	.9%	.9%
whose racial or ethnic identity differs from yours	40.7%	40.7%	13%	4.6%	.9%
whose country of origin differs from yours	46.3%	44.4%	8.3%	0%	.9%
whose native language differs from yours	43.5%	45.4%	9.3%	.9%	.9%
with a disability	44.4%	44.4%	8.3%	1.9%	.9%
whose religious/ spiritual faith differs from yours	41.7%	44.4%	12%	.9%	.9%

In the past year have you ever seriously considered leaving SUNY Cortland because of the institutional climate?

14.8% Yes      80.6% No      4.6% Unsure

In the past year at SUNY Cortland, have you personally experienced any exclusionary, intimidating, offensive, hostile or harassing conduct?

27.8% Yes      67.6% No      4.6% Unsure

In the past year at SUNY Cortland, IF you have personally experienced any exclusionary, intimidating, offensive, hostile or harassing conduct, ...

how often have you personally experienced any of the conduct noted above due to:	Very Often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
my gender/ sex	3.1%	0%	25%	25%	46.9%
my gender identity	3%	0%	9.1%	18.2%	69.7%
my sexual orientation	3.3%	0%	6.7%	20%	70%
my racial/ ethnic identity	5.9%	11.8%	50%	11.8%	20.6%
my country of origin, ancestry or immigrant status	3%	9.1%	42.4%	12.1%	33.3%
my English language proficiency/ accent	0%	3%	21.2%	27.3%	48.5%
my disability	0%	0%	0%	17.6%	82.4%
my religious/ spiritual faith (or lack thereof)	0%	2.9%	0%	17.6%	79.4%
some other aspect of my identity:	5.7%	8.6%	5.7%	11.4%	68.4%
some other reason unknown to me	0%	0%	15.2%	15.2%	69.7%

In the past year at SUNY Cortland, IF you have personally experienced any exclusionary, intimidating, offensive, hostile or harassing conduct, ...

how often has the source of the conduct noted above been:	Very Often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
SUNY Cortland administration or staff	2.9%	5.9%	32.4%	20.6%	38.2%
ASC staff	5.9%	11.8%	29.4%	23.5%	29.4%
Campus media (posters, brochures, flyers, handouts, websites, etc.)	2.9%	0%	17.6%	26.5%	52.9%
SUNY Cortland faculty/ professor(s)	2.9%	5.9%	35.3%	17.6%	38.2%
Off-campus/ local community member(s)	5.9%	8.8%	32.4%	23.5%	29.4%
Social media/ social networking site (Facebook, Twitter, etc.)	5.9%	11.8%	5.9%	29.4%	47.1%

SUNY Cortland alumni	0%	3%	0%	33.3%	63.6%
SUNY Cortland student(s)	11.4%	8.6%	25.7%	28.6%	25.7%
Other (please specify):	0%	3%	6.1%	15.2%	75.8%
Unknown	0%	0%	6.1%	18.2%	75.8%

In the past year at SUNY Cortland, have you observed any conduct directed toward a person or group of people on campus that you believe has created an exclusionary, intimidating, offensive, hostile or harassing environment?      39.4% Yes      56.9% No  
 Unsure (please tell us more about why you selected this response): \_\_\_\_\_

In the past year at SUNY Cortland, IF you have observed any conduct that you believe has created an exclusionary, intimidating, offensive, hostile or harassing environment, ...

how often have you observed any of the conduct noted above directed to a person or group due to:	Very Often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
their gender/ sex	4.3%	17%	36.2%	25.5%	17%
their gender identity	6.4%	21.3%	34%	21.3%	17%
their sexual orientation	6.8%	15.9%	34.1%	25%	18.2%
their racial/ ethnic identity	10.9%	23.9%	45.7%	13%	6.5%
their country of origin, ancestry or immigrant status	4.3%	23.4%	38.3%	21.3%	12.8%
their English language proficiency/ accent	2.2%	28.3%	30.4%	23.9%	15.2%
their disability	2.1%	19.1%	29.8%	19.1%	29.8%
their religious/ spiritual faith (or lack thereof)	2.2%	13%	15.2%	45.7%	23.9%
some other aspect of their identity:	4.3%	8.7%	28.3%	21.7%	37%
some other reason unknown to me	4.3%	8.5%	23.4%	21.3%	42.6%

In the past year at SUNY Cortland, IF you have observed any conduct that you believe has created an exclusionary, intimidating, offensive, hostile or harassing environment, ...

how often has the source of the conduct noted above been:	Very Often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
SUNY Cortland administration or staff	2.3%	9.1%	31.8%	29.5%	27.3%
ASC staff	17.4%	17.4	30.4%	17.4%	17.4%

Campus media (posters, brochures, flyers, handouts, websites, etc.)	4.4%	11.1%	13.3%	28.9%	42.2%
SUNY Cortland faculty/ professor(s)	2.3%	9.1%	45.5%	20.5%	22.7%
Off-campus/ local community member(s)	8.9%	15.6%	37.8%	22.2%	15.6%
Social media/ social networking site (Facebook, Twitter, etc.)	7.1%	9.5%	28.6%	26.2%	28.6%
SUNY Cortland alumni	2.3%	2.3%	15.9%	27.3%	52.3%
SUNY Cortland student(s)	9%	25%	31.8%	20.5%	13.6%
Other (please specify):	2.4%	2.4%	14.6%	19.5%	61%
Unknown	2.6%	2.6%	12.8%	25.6%	56.4%

In the past year at SUNY Cortland, IF you have observed any conduct that you believe has created an exclusionary, intimidating, offensive, hostile or harassing environment, ...

how often has the target of the conduct noted above been:	Very Often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
SUNY Cortland administration or staff	0%	4.3%	26.1%	23.9%	45.7%
ASC staff	4.3%	6.4%	23.4%	25.5%	40.4%
SUNY Cortland faculty/ professor(s)	2.1%	10.6%	21.3%	29.8%	36.2%
Off-campus/ local community member(s)	2.2%	4.3%	13%	34.8%	45.7%
SUNY Cortland alumni	0%	2.2%	22.2%	26.7%	48.9%
SUNY Cortland student(s)	21.7%	15.2%	26.1%	15.2%	21.7%
Other (please specify):	0%	2.2%	11.1%	17.8%	68.9%
Unknown	0%	2.3%	16.3%	16.3%	65.1%

Rate your level of agreement regarding the overall institutional climate on campus on the following dimensions:

SUNY Cortland is...	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
Friendly	21.8%	54.5%	20.9%	1.8%	.9%
Cooperative	18.2%	47.3%	26.4%	6.4%	1.8%
Welcoming	21.8%	50%	26.4%	.9%	.9%
Respectful	20.4%	47.2%	26.9%	4.6%	.9%
Accessible for persons with physical disabilities	22.7%	33.6%	25.5%	13.6%	4.5%
Accessible for persons with other disabilities (learning,	22%	33%	33%	10.1%	1.8%

psychological, medical)					
Positive for people who identify as men	44.6%	33.6%	18.2%	2.7%	.9%
Positive for people who identify as women	30.3%	40.4%	22%	6.4%	.9%
Positive for people who identify as transgender or other gender identity	24.5%	31.8%	32.7%	8.2%	2.7%
Positive for people who identify as heterosexual/ straight	46.4%	37.3%	13.6%	.9%	1.8%
Positive for people who identify as bisexual, gay, lesbian, or other sexual orientation	28.7%	37%	25%	6.5%	2.8%
Positive for people of color (Black, Hispanic, Native American, Asian)	22.7%	34.5%	22.7%	16.4%	3.6%
Positive for people of my race/ ethnicity	24.8%	35.8%	21.1%	13.8%	4.6%
Positive for people with disabilities	25.9%	39.8%	25.9%	4.6%	3.7%
Positive for people of my faith/ belief system	31.5%	42.6%	20.4%	2.8%	2.8%
Positive for people of all faith/ belief systems (including agnostic/ atheist)	28.7%	38%	24.1%	6.5%	2.8%
Positive, in general, for people of my identity background	25.7%	40.4%	21.1%	10.1%	2.8%

The following section asks your opinion on institutional actions related to campus climate for diversity, equity and inclusion.

For each of the following items, indicate your perspective of the level of effort/ attention by SUNY Cortland:	Very significant (5)	Significant (4)	Neutral (3)	Insignificant (2)	Very insignificant (1)
To increase the diversity of the faculty	25.7%	30.3%	26.6%	11.9%	5.5%
To increase the diversity of the staff	0%	43.4%	31.3%	16.9%	8.4%
To increase the diversity of the administration	25.9%	25.9%	25%	17.6%	5.6%
To increase the diversity of the student body	34.9%	31.2%	21.1%	9.2%	3.7%

To further advance its efforts related to equity and inclusion, SUNY Cortland should provide more diversity education/ training for:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
Administrators (including supervisors/ managers/ department heads)	54.5%	30%	14.5%	.9%	0%
Faculty	52.7%	30%	14.5%	2.7%	0%

Staff	52.3%	31.2%	13.8%	2.8%	0%
Students	55%	27.5%	15.6%	1.8%	0%
Me, or others like me	43.1%	29.4%	21.1%	4.6%	1.8%

To further advance its efforts related to equity and inclusion, SUNY Cortland should provide more effective mentorship for:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
Administrators (including supervisors/ managers/ department heads	49.5%	28.4%	21.1%	.9%	0%
Faculty	50.5%	28.4%	21.1%	0%	0%
Staff	51.4%	27.5%	20.2%	.9%	0%
Students	52.8%	26.9%	19.4%	.9%	0%
Me, or others like me	44.4%	30.6%	23.1%	.9%	.9%

To further advance its efforts related to equity and inclusion, SUNY Cortland should:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
Provide, promote and improve additional access to counseling for people who have experienced harassment.	58.2%	31.8%	10%	0%	0%
Provide more or better processes to resolve conflicts.	58.2%	30%	11.8%	0%	0%
Include diversity-related professional experiences as one of the criteria for hiring employees.	56.4%	28.2%	13.6%	1.8%	0%
Include diversity-related professional experiences as one of the criteria for evaluating employees.	56.4%	30%	11.8%	1.8%	0%
Increase funding to support efforts related to institutional campus climate.	58.2%	26.4%	13.6%	1.8%	0%

Indicate your level of agreement with the following statements:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
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I feel that I belong at SUNY Cortland	22.7%	53.6%	18.2%	4.5%	.9%
I feel like I can be my authentic self at SUNY Cortland	21.8%	51.8%	18.2%	5.5%	2.7%
SUNY Cortland is committed to diversity	14.7%	36.7%	32.1%	15.6%	.9%
Equity is characteristic of SUNY Cortland	15.5%	37.3%	33.6%	12.7%	.9%
I think SUNY Cortland understands the value of a diverse faculty	11.8%	32.7%	28.2%	20%	7.3%
I think SUNY Cortland understands the value of a diverse staff	11.8%	29.1%	29.1%	22.7%	7.3%
I think SUNY Cortland understands the value of a diverse student body	14.7%	45.9%	17.4%	16.5%	5.5%
I feel valued by faculty in the classroom	17.3%	42.7%	30.9%	8.2%	.9%
I feel valued by other students in the classroom	17.3%	31.8%	30%	17.3%	3.6%
I think SUNY Cortland faculty/ staff are genuinely concerned with my welfare	16.4%	40%	26.4%	14.5%	2.7%
I think SUNY Cortland administrators are genuinely concerned with my welfare	15.5%	29.1%	38.2%	14.5%	2.7%
I think faculty pre-judge my abilities based on my perceived identity/ background	14.5%	38.2%	20.9%	21.8%	4.5%
I think the campus climate encourages free and open discussion of difficult topics	15.5%	43.6%	21.8%	13.6%	5.5%
I have SUNY Cortland faculty who I perceive as role models	23.9%	46.8	18.3%	7.3%	3.7%
I have SUNY Cortland staff/ administrators who I perceive as role models	17.4%	41.3%	27.5%	11%	2.8%

If there is any other information that you would like to provide about your experiences with the campus climate at SUNY Cortland, please use the space below:

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APPENDIX C: Staff Survey Responses by Race/Ethnicity

***SUNY Cortland Inclusion Survey-Faculty/Staff-2019***

**BIPoC**

A. Indicate your level of comfort at SUNY Cortland during the past year with the following:	Very Comfortable (5)	Comfortable (4)	Neither comfortable nor uncomfortable (3)	Uncomfortable (2)	Very uncomfortable (1)
1. the overall institutional climate at SUNY Cortland	30.4%	26.1%	34.8%	8.7%	0%
2. the climate in your academic department/ work unit	34.8%	43.5%	13%	4.3%	4.3%
3. the climate in your classes (for faculty)	33.3%	44.4%	22.2%	0%	0%

B. Indicate your level of comfort at SUNY Cortland during the past year interacting with people:	Very Comfortable (5)	Comfortable (4)	Neither comfortable nor uncomfortable (3)	Uncomfortable (2)	Very uncomfortable (1)
1. whose gender differs from yours	56.5%	34.8%	4.3%	4.3%	0%
2. whose gender identity differs from yours	56.5%	30.4%	8.7%	4.3%	0%
3. whose sexual orientation differs from yours	60.9%	34.8%	4.3%	0%	0%
4. whose racial or ethnic identity differs from yours	56.5%	30.4%	4.3%	4.3%	4.3%
5. whose country of origin differs from yours	65.2%	26.1%	4.3%	0%	4.3%
6. whose native language differs from yours	60.9%	30.4%	4.3%	4.3%	0%
7. with a disability	60.9%	34.8%	4.3%	0%	0%
8. whose religious/ spiritual faith differs from yours	52.2%	26.1%	13%	8.7%	0%

C1. In the past year have you ever seriously considered leaving SUNY Cortland because of the institutional climate?

Yes (1)       No (2)       Unsure (3)

C2. In the past year at SUNY Cortland, have you **personally experienced** any exclusionary, intimidating, offensive, hostile or harassing conduct?

Yes (1)       No (2)       Unsure (3) (please tell us more about why you selected this response):

D. In the past year at SUNY Cortland, IF you have **personally experienced** any exclusionary, intimidating, offensive, hostile or harassing conduct, ...

how often have you <b>personally experienced</b> any of the conduct noted above due to:	Very Often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
1. my gender/ sex	0%	0%	28.6%	28.6%	42.9%
2. my gender identity	0%	0%	14.3%	14.3%	71.4%
3. my sexual orientation	0%	0%	14.3%	0%	85.7%
4. my racial/ ethnic identity	0%	14.3%	57.1%	0%	28.6%
5. my country of origin, ancestry or immigrant status	0%	14.3%	14.3%	0%	71.4%
6. my English language proficiency/ accent	0%	14.3%	14.3%	0%	71.4%
7. my disability	0%	0%	0%	0%	100%
8. my religious/ spiritual faith (or lack thereof)	0%	0%	14.3%	0%	85.7%
9. some other aspect of my identity:	0%	0%	14.3%	0%	85.7%
10. some other reason unknown to me	0%	0%	14.3%	14.3%	71.4%

E. In the past year at SUNY Cortland, IF you have **personally experienced** any exclusionary, intimidating, offensive, hostile or harassing conduct, ...

how often has the <b>source</b> of the conduct noted above been:	Very Often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
1. SUNY Cortland administration or staff	0%	14.3%	42.9%	0%	42.9%
2. ASC staff	0%	0%	0%	14.3%	85.7%
3. Campus media (posters, brochures, flyers, handouts, websites, etc.)	0%	0%	28.6%	0%	71.4%
4. SUNY Cortland faculty/ professor(s)	0%	14.3%	42.9%	0%	42.9%
5. Off-campus/ local community member(s)	0%	14.3%	42.9%	0%	42.9%
6. Social media/ social networking site (Facebook, Twitter, etc.)	14.3%	0%	14.3%	14.3%	57.1%
7. SUNY Cortland alumni	0%	0%	0%	14.3%	85.7%
8. SUNY Cortland student(s)	0%	0%	28.6%	28.6%	42.9%
9. Other (please specify): _____	0%	0%	0%	0%	100%
10. Unknown	0%	0%	0%	0%	100%

F. In the past year at SUNY Cortland, have you observed any conduct directed toward a person or group of people on campus that you believe has created an exclusionary, intimidating, offensive, hostile or harassing environment?     Yes     No  
 Unsure (please tell us more about why you selected this response):

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G. In the past year at SUNY Cortland, IF you have observed any conduct that you believe has created an exclusionary, intimidating, offensive, hostile or harassing environment, ...

how often have you <b>observed</b> any of the conduct noted above directed to a person or group due to:	Very Often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
01. their gender/ sex	0%	0%	54.5%	9.1%	36.4%
02. their gender identity	0%	9.1%	45.5%	9.1%	36.4%
03. their sexual orientation	0%	10%	20%	30%	40%
04. their racial/ ethnic identity	0%	18.2%	36.4%	27.3%	18.2%
05. their country of origin, ancestry or immigrant status	0%	0%	45.5%	27.3%	27.3%
06. their English language proficiency/ accent	0%	9.1%	27.3%	27.3%	36.4%
07. their disability	0%	9.1%	18.2%	27.3%	45.5%
08. their religious/ spiritual faith (or lack thereof)	0%	9.1%	18.2%	9.1%	63.6%
09. some other aspect of their identity: _____	0%	0%	11.1%	22.2%	66.7%
10. some other reason unknown to me	0%	0%	22.2%	22.2%	55.6%

H. In the past year at SUNY Cortland, IF you have observed any conduct that you believe has created an exclusionary, intimidating, offensive, hostile or harassing environment, ...

how often has the <b>source</b> of the conduct noted above been:	Very Often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
01. SUNY Cortland administration or staff	9.1%	27.3%	45.5%	9.1%	9.1%
02. ASC staff	9.1%	18.2%	18.2%	0%	54.5%
03. Campus media (posters, brochures, flyers, handouts, websites, etc.)	0%	9.1%	36.4%	0%	54.5%
04. SUNY Cortland faculty/ professor(s)	0%	0%	63.6%	18.2%	18.2%
05. Off-campus/ local community member(s)	0%	0%	45.5%	27.3%	27.3%
06. Social media/ social networking site (Facebook, Twitter, etc.)	0%	9.1%	27.3%	9.1%	54.5%
07. SUNY Cortland alumni	0%	0%	0%	27.3%	72.7%
08. SUNY Cortland student(s)	0%	9.1%	27.3%	18.2%	45.5%
09. Other (please specify): _____	0%	0%	0%	37.5%	62.5%
10. Unknown	0%	0%	12.5%	25%	62.5%

I. In the past year at SUNY Cortland, IF you have observed any conduct that you believe has created an exclusionary, intimidating, offensive, hostile or

harassing environment, ...

how often has the <b>target</b> of the conduct noted above been:	Very Often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
1. SUNY Cortland administration or staff	0%	18.2%	45.5%	0%	36.4%
2. ASC staff	0%	0%	30%	20%	50%
3. SUNY Cortland faculty/ professor(s)	9.1%	0%	36.4%	18.2%	36.4%
4. Off-campus/ local community member(s)	0%	0%	22.2%	22.2%	55.6%
5. SUNY Cortland alumni	0%	0%	0%	20%	80%
6. SUNY Cortland student(s)	9.1%	27.3%	27.3%	9.1%	27.3%
7. Other (please specify): _____	0%	0%	0%	14.3%	85.7%
8. Unknown	0%	0%	0%	14.3%	85.7%

J. Rate your level of agreement regarding the overall institutional climate on campus on the following dimensions:

SUNY Cortland is...	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
01. Friendly	34.8%	34.8%	26.1%	4.3%	0%
02. Cooperative	26.1%	39.1%	26.1%	8.7%	0%
03. Welcoming	34.8%	39.1%	8.7%	17.4%	0%
04. Respectful	30.4%	39.1%	21.7%	8.7%	0%
05. Accessible for persons with physical disabilities	21.7%	17.4%	30.4%	17.4%	13%
06. Accessible for persons with other disabilities (learning, psychological, medical)	30.4%	34.8%	30.4%	4.3%	0%
07. Positive for people who identify as men	60.9%	30.4%	4.3%	4.3%	0%
08. Positive for people who identify as women	30.4%	47.8%	13%	8.7%	0%
09. Positive for people who identify as transgender or other gender identity	13.6%	22.7%	40.9%	22.7%	0%
10. Positive for people who identify as heterosexual/ straight	65.2%	21.7%	13%	0%	0%
11. Positive for people who identify as bisexual, gay, lesbian, or other sexual orientation	27.3%	27.3%	36.4%	9.1%	0%
12. Positive for people of color (Black, Hispanic, Native American, Asian)	17.4%	26.1%	26.1%	21.7%	8.7%
13. Positive for people of my race/ ethnicity	21.7%	30.4%	30.4%	13%	4.3%
14. Positive for people with disabilities	27.3%	27.3%	27.3%	13.6%	4.5%
15. Positive for people of <u>my</u> faith/ belief system	38.1%	23.8%	14.3%	19%	4.8%
16. Positive for people of <u>all</u> faith/ belief systems (including agnostic/ atheist)	30%	25%	20%	20%	5%

17. Positive, in general, for people of my identity background	27.3%	36.4%	9.1%	22.7%	4.5%
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*The following section asks your opinion on institutional actions related to campus climate for diversity, equity and inclusion.*

K. For each of the following items, indicate your perspective of the <b>level of effort/ attention</b> by SUNY Cortland:	Very significant (5)	Significant (4)	Neutral (3)	Insignificant (2)	Very insignificant (1)
1. To increase the diversity of the <b>faculty</b>	34.8%	21.7%	13%	21.7%	8.7%
2. To increase the diversity of the <b>staff</b>	18.2%	22.7%	13.6%	27.3%	18.2%
3. To increase the diversity of the <b>administration</b>	18.2%	13.6%	18.2%	27.3%	22.7%
4. To increase the diversity of the <b>student body</b>	21.75	47.8%	17.4%	13%	

L. To further advance its efforts related to equity and inclusion, SUNY Cortland should provide more <b>diversity education/ training</b> for:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
1. Administrators (including supervisors/ managers/ department heads)	60.9%	17.4%	17.4%	4.3%	0%
2. Faculty	47.8%	30.4%	13%	4.3%	4.3%
3. Staff	43.5%	34.8%	17.4%	4.3%	0%
4. Students	52.2%	26.1%	17.4%	4.3%	0%
5. Search committees and tenure committees	60.9%	21.7%	13%	4.3%	0%
6. Me, or others like me	38.1%	33.3%	23.8%	4.8%	0%

M. To further advance its efforts related to equity and inclusion, SUNY Cortland should provide more <b>effective mentorship</b> for:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
1. Administrators (including supervisors/ managers/ department heads)	45.5%	36.4%	13.6%	4.5%	0%
2. Faculty	45.5%	40.9%	9.1%	4.5%	0%
3. Staff	36.4%	45.5%	13.6%	4.5%	0%
4. Students	45.5%	36.4%	9.1%	9.1%	0%
5. Me, or others like me	42.9%	33.3%	14.3%	9.5%	0%

N. To further advance its efforts related to equity and inclusion, SUNY Cortland should:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
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1. Provide, promote and improve additional access to counseling for people who have experienced harassment.	52.2%	26.1%	21.7%	0%	0%
2. Provide more or better processes to resolve conflicts.	43.5%	30.4%	26.1%	0%	0%
3. Include diversity-related professional experiences as one of the criteria for <b>hiring</b> employees.	50%	9.1%	27.3%	13.6%	0%
4. Include diversity-related professional experiences as one of the criteria for <b>evaluating</b> employees.	50%	9.1%	40.9%	0%	0%
5. Increase funding to support efforts related to institutional campus climate.	52.2%	17.4%	30.4%	0%	0%

P. In the past year, have you observed unfair or unjust employment practices at SUNY Cortland?

Yes       No       Unsure (please tell us more about why you selected this response):

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Q. In the past year at SUNY Cortland, IF you have observed unfair or unjust employment practices, ...

how often have you observed any of the unfair or unjust conduct due to a person's:	Very Often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
01. gender/ sex	0%	14.3%	42.9%	14.3%	28.6%
02. gender identity	0%	14.3%	14.3%	28.6%	42.9%
03. sexual orientation	0%	0%	14.3%	14.3%	71.4%
04. racial/ ethnic identity	0%	28.6%	42.9%	14.3%	14.3%
05. country of origin, ancestry or immigrant status	0%	14.3%	28.6%	28.6%	28.6%
06. English language proficiency/ accent	0%	14.3%	28.6%	42.9%	14.3%
07. disability	0%	0%	28.6%	14.3%	57.1%
08. religious/ spiritual faith (or lack thereof)	0%	0%	14.3%	14.3%	71.4%
09. some other aspect of their identity: _____	0%	0%	25%	25%	50%
10. some other reason unknown to me	0%	0%	42.9%	14.3%	42.9%

R. Indicate your level of satisfaction with the following:	Strongly satisfied (5)	Satisfied (4)	Neutral (3)	Dissatisfied (2)	Strongly dissatisfied (1)
1. Your <b>job</b> at SUNY Cortland	40.9%	36.4%	13.6%	4.5%	4.5%
2. Your <b>career progression</b> at SUNY Cortland	34.8%	34.8%	21.7%	4.3%	4.3%
3. Your <b>compensation</b> as compared to that of other SUNY Cortland colleagues with a similar level of experience and education	17.4%	17.4%	39.1%	21.7%	4.3%
4. Your <b>access to research support and/ or professional development</b> as compared to your colleagues	17.4%	43.5%	26.1%	4.3%	8.7%

S. Rate your level of agreement with the following statements.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
01. I feel that I belong at SUNY Cortland	37.5%	41.7%	8.3%	8.3%	4.2%
02. I feel like I can be my authentic self at SUNY Cortland	29.2%	33.3%	16.7%	16.7%	4.2%
03. SUNY Cortland is committed to diversity	16.7%	29.2%	33.3%	16.7%	4.2%
04. Equity is characteristic of SUNY Cortland	4.2%	45.8%	16.7%	29.2%	4.2%
05. I think SUNY Cortland understands the value of a diverse <b>faculty</b>	12.5%	29.2%	25%	29.2%	4.2%
06. I think SUNY Cortland understands the value of a diverse <b>staff</b>	8.3%	25%	29.2%	29.2%	8.3%
07. I think SUNY Cortland understands the value of a diverse <b>student body</b>	16.7%	45.8%	12.5%	20.8%	4.2%
08. I am reluctant to bring up issues that concern me for fear that it will affect my evaluation, or tenure, permanent appointment or promotion decision	16.7%	33.3%	8.3%	33.3%	8.3%
09. I am comfortable asking questions about performance expectations	12.5%	62.5%	16.7%	8.3%	0%
10. I feel that supervisors/ managers/ department heads consistently <b>communicate</b> SUNY Cortland policies	16.7%	45.8%	29.2%	4.2%	4.2%
11. I feel that supervisors/ managers/ department heads consistently <b>implement</b> SUNY Cortland policies	8.3%	58.3%	20.8%	12.5%	0%
12. I believe SUNY Cortland salary determinations are <b>fair</b>	4.2%	12.5%	37.5%	33.3%	12.5%
13. I believe SUNY Cortland salary determinations are <b>clear</b>	4.2%	16.7%	45.8%	33.3%	0%
<b>14. SUNY Cortland</b> in general supports work-life balance	4.2%	58.3%	20.8%	16.7%	0%
15. <b>My supervisor/ manager/ department head</b> supports work-life balance	37.5%	41.7%	12.5%	4.2%	4.2%
16. I feel that my work expectations, requirements and responsibilities are similar to those of my comparable colleagues/ co-workers at SUNY Cortland	12.5%	45.8%	29.2%	8.3%	4.2%
17. I am provided with job/ career advice or guidance at SUNY Cortland	12.5%	41.7%	16.7%	20.8%	8.3%
18. I have support regarding my job/ career advancement at SUNY Cortland	12.5%	41.7%	25%	12.5%	8.3%

19. I think the campus climate encourages free and open discussion of difficult topics	12.5%	33.3%	29.2%	8.3%	16.7%
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T. If you are a faculty member, indicate your level of agreement with the following statements.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
1. I feel that my research interests are valued by my colleagues	17.6%	23.5%	58.8%	0%	0%
2. I feel pressure to change my <b>research agenda</b> to achieve tenure or to be promoted	0%	6.3%	50%	6.3%	37.5%
3. I feel pressure to change my <b>teaching methods</b> to achieve tenure or to be promoted	0%	0%	43.8%	43.8%	12.5%
4. I feel that my <b>service contributions</b> are important to tenure and/or promotion	6.3%	25%	50%	12.5%	6.3%
5. I believe that the tenure and promotion process is <b>clear</b>	0%	43.8%	50%	6.3%	0%
6. I believe that the tenure and promotion standards are <b>reasonable</b>	6.3%	43.8%	50%	0%	0%

U. If there is any other information that you would like to provide about your experiences with the campus climate at SUNY Cortland, please use the space below:

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**White**

C. Indicate your level of comfort at SUNY Cortland during the past year with the following:	Very Comfortable (5)	Comfortable (4)	Neither comfortable nor uncomfortable (3)	Uncomfortable (2)	Very uncomfortable (1)
9. the overall institutional climate at SUNY Cortland	30.7%	50.2%	13%	5.2%	.9%
10. the climate in your academic department/ work unit	39%	32.9%	12.6%	11.7%	3.9%
11. the climate in your classes (for faculty)	34.5%	41.5%	21.1%	2.1%	.7%

D. Indicate your level of comfort at SUNY Cortland during the past year interacting with people:	Very Comfortable (5)	Comfortable (4)	Neither comfortable nor uncomfortable (3)	Uncomfortable (2)	Very uncomfortable (1)
1. whose gender differs from yours	58.2%	32.3%	6.9%	2.2%	.4%
2. whose gender identity differs from yours	34.5%	34.6%	9.1%	.9%	.9%
3. whose sexual orientation differs from yours	60%	33%	4.8%	1.7%	.4%
12. whose racial or ethnic identity differs from yours	57.3%	38.4%	3%	.9%	.4%
13. whose country of origin differs from yours	58.6%	36.2%	4.7%	0%	.4%
14. whose native language differs from yours	52.2%	40.4%	6.1%	.9%	.4%
15. with a disability	56.8%	38.4%	3.9%	.4%	.4%
16. whose religious/ spiritual faith differs from yours	55.5%	35.7%	7%	1.3%	.4%

C1. In the past year have you ever seriously considered leaving SUNY Cortland because of the institutional climate?

Yes (1)       No (2)       Unsure (3)

C2. In the past year at SUNY Cortland, have you **personally experienced** any exclusionary, intimidating, offensive, hostile or harassing conduct?

Yes (1)       No (2)       Unsure (3) (please tell us more about why you selected this response):

E. In the past year at SUNY Cortland, IF you have **personally experienced** any exclusionary, intimidating, offensive, hostile or harassing conduct, ...

how often have you <b>personally experienced</b> any of the conduct noted above due to:	Very Often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
1. my gender/ sex	3.8%	8.9%	38%	20.3%	29.1%
2. my gender identity	2.5%	1.3%	7.6%	10.1%	78.5%
3. my sexual orientation	0%	2.6%	6.4%	10.3%	80.8%
11. my racial/ ethnic identity	0%	1.3%	1.3%	13.9%	83.5%
12. my country of origin, ancestry or immigrant status	0%	0%	1.3%	7.6%	91.1%
13. my English language proficiency/ accent	0%	0%	0%	6.3%	93.7%
14. my disability	1.3%	1.3%	3.8%	7.7%	85.9%
15. my religious/ spiritual faith (or lack thereof)	0%	2.5%	7.6%	11.4%	78.5%
16. some other aspect of my identity:	0%	6.4%	25.6%	11.5%	56.4%
17. some other reason unknown to me	1.3%	7.8%	15.6%	19.5%	55.8%

E. In the past year at SUNY Cortland, IF you have **personally experienced** any exclusionary, intimidating, offensive, hostile or harassing conduct, ...

how often has the <b>source</b> of the conduct noted above been:	Very Often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
11. SUNY Cortland administration or staff	7.6%	19%	34.2%	13.9%	25.3%
12. ASC staff	0%	2.6%	6.4%	12.8%	78.2%
13. Campus media (posters, brochures, flyers, handouts, websites, etc.)	1.3%	3.9%	7.8%	10.4%	76.6%
14. SUNY Cortland faculty/ professor(s)	5.1%	10.3%	29.5%	14.1%	41%
15. Off-campus/ local community member(s)	0%	2.6%	9.2%	14.5%	73.7%
16. Social media/ social networking site (Facebook, Twitter, etc.)	1.3%	1.3%	3.8%	17.9%	75.6%
17. SUNY Cortland alumni	0%	0%	5.1%	8.9%	86.1%
18. SUNY Cortland student(s)	1.3%	1.3%	18.4%	18.4%	60.5%
19. Other (please specify): _____	0%	1.5%	3%	4.5%	91%
20. Unknown	0%	0%	0%	3.1%	96.9%

O. In the past year at SUNY Cortland, have you observed any conduct directed toward a person or group of people on campus that you believe has created an exclusionary, intimidating, offensive, hostile or harassing environment?     Yes     No  
 Unsure (please tell us more about why you selected this response):

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P. In the past year at SUNY Cortland, IF you have observed any conduct that you believe has created an exclusionary, intimidating, offensive, hostile or harassing environment, ...

how often have you <u>observed</u> any of the conduct noted above directed to a person or group due to:	Very Often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
11. their gender/ sex	3.5%	10.6%	32.9%	22.4%	30.6%
12. their gender identity	1.2%	3.5%	32.6%	18.6%	44.2%
13. their sexual orientation	1.2%	3.6%	25.3%	20.5%	49.4%
14. their racial/ ethnic identity	2.3%	11.6%	32.6%	14%	39.5%
15. their country of origin, ancestry or immigrant status	2.4%	2.4%	29.8%	19%	46.4%
16. their English language proficiency/ accent	1.2%	6%	26.2%	16.7%	50%
17. their disability	0%	7.1%	23.5%	17.6%	51.8%
18. their religious/ spiritual faith (or lack thereof)	0%	4.8%	13.1%	19%	63.1%
19. some other aspect of their identity: _____	2.4%	7.3%	12.2%	11%	67.1%
20. some other reason unknown to me	0%	6.4%	16.7%	15.4%	61.5%

Q. In the past year at SUNY Cortland, IF you have observed any conduct that you believe has created an exclusionary, intimidating, offensive, hostile or harassing environment, ...

how often has the <u>source</u> of the conduct noted above been:	Very Often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
11. SUNY Cortland administration or staff	13.3%	10.8%	39.8%	15.7%	20.5%
12. ASC staff	2.5%	3.8%	25.3%	10.1%	58.2%
13. Campus media (posters, brochures, flyers, handouts, websites, etc.)	2.5%	3.8%	16.3%	18.8%	58.8%
14. SUNY Cortland faculty/ professor(s)	7.1%	8.3%	39.3%	11.9%	33.3%
15. Off-campus/ local community member(s)	1.3%	5%	21.3%	16.3%	56.3%
16. Social media/ social networking site (Facebook, Twitter, etc.)	5.1%	3.8%	10.1%	16.5%	64.6%
17. SUNY Cortland alumni	0%	1.3%	11.5%	12.8%	74.4%
18. SUNY Cortland student(s)	2.4%	9.8%	32.9%	18.3%	36.6%
19. Other (please specify): _____	0%	1.6%	4.8%	4.8%	88.9%
20. Unknown	0%	0%	6.3%	4.8%	88.9%

R. In the past year at SUNY Cortland, IF you have observed any conduct that you believe has created an exclusionary, intimidating, offensive, hostile or

harassing environment, ...

how often has the <b>target</b> of the conduct noted above been:	Very Often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
9. SUNY Cortland administration or staff	2.4%	8.5%	29.3%	19.5%	40.2%
10. ASC staff	3.9%	5.3%	13.2%	15.8%	61.8%
11. SUNY Cortland faculty/ professor(s)	1.3%	11.7%	29.9%	26%	31.2%
12. Off-campus/ local community member(s)	0%	5.1%	15.2%	16.5%	63.3%
13. SUNY Cortland alumni	0%	0%	5.1%	14.1%	80.8%
14. SUNY Cortland student(s)	8.3%	17.9%	35.7%	13.1%	25%
15. Other (please specify): _____	0%	1.6%	4.7%	3.1%	90.6%
16. Unknown	1.6%	0%	4.7%	4.7%	89.1%

S. Rate your level of agreement regarding the overall institutional climate on campus on the following dimensions:

SUNY Cortland is...	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
18. Friendly	39.6%	49.1%	7.8%	2.6%	.9%
19. Cooperative	31.2%	47.2%	16.5%	4.3%	.9%
20. Welcoming	25.4%	47.2%	11.8%	5.2%	.4%
21. Respectful	33%	41.7%	16.1%	8.3%	.9%
22. Accessible for persons with physical disabilities	19.4%	28.6%	24.2%	20.7%	7%
23. Accessible for persons with other disabilities (learning, psychological, medical)	22.6%	36.7%	28.8%	9.7%	2.2%
24. Positive for people who identify as men	50.9%	34.6%	11%	2.6%	.9%
25. Positive for people who identify as women	27.9%	44.1%	19.7%	7.4%	.9%
26. Positive for people who identify as transgender or other gender identity	20.9%	24.9%	41.8%	11.6%	.9%
27. Positive for people who identify as heterosexual/ straight	52.8%	35.8%	10%	.9%	.4%
28. Positive for people who identify as bisexual, gay, lesbian, or other sexual orientation	24.6%	38.6%	31.6%	5.3%	0%
29. Positive for people of color (Black, Hispanic, Native American, Asian)	25%	33.8%	28.9%	10.1%	2.2%
30. Positive for people of my race/ ethnicity	52.6%	36.1%	8.7%	1.7%	.9%
31. Positive for people with disabilities	22.7%	34.5%	29.3%	11.8%	1.7%
32. Positive for people of <u>my</u> faith/ belief system	30.5%	28.7%	34.5%	5.4%	.9%
33. Positive for people of <u>all</u> faith/ belief systems (including agnostic/ atheist)	23.8%	34.1%	35.4%	5.8%	.9%

34. Positive, in general, for people of my identity background	39.5%	38.2%	18.4%	3.9%	0%
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*The following section asks your opinion on institutional actions related to campus climate for diversity, equity and inclusion.*

T. For each of the following items, indicate your perspective of the <b>level of effort/ attention</b> by SUNY Cortland:	Very significant (5)	Significant (4)	Neutral (3)	Insignificant (2)	Very insignificant (1)
5. To increase the diversity of the <b>faculty</b>	15.4%	45.2%	28.9%	8.8%	1.8%
6. To increase the diversity of the <b>staff</b>	12.7%	29.4%	40.4%	14.9%	2.6%
7. To increase the diversity of the <b>administration</b>	15.6%	21.8%	36.9%	16.9%	8.9%
8. To increase the diversity of the <b>student body</b>	31.7%	45.8%	18.5%	3.1%	.9%

U. To further advance its efforts related to equity and inclusion, SUNY Cortland should provide more <b>diversity education/ training</b> for:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
7. Administrators (including supervisors/ managers/ department heads)	35.2%	41.6%	17.6%	4.3%	1.3%
8. Faculty	31.3%	39.9%	21.5%	6%	1.3%
9. Staff	32.3%	43.5%	18.1%	4.7%	1.3%
10. Students	31.8%	46.8%	18%	2.1%	1.3%
11. Search committees and tenure committees	31.8%	38.2%	23.2%	4.7%	2.1%
12. Me, or others like me	23.4%	41.1%	26.8%	7.4%	1.3%

V. To further advance its efforts related to equity and inclusion, SUNY Cortland should provide more <b>effective mentorship</b> for:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
1. Administrators (including supervisors/ managers/ department heads)	37.6%	38.4%	21.4%	1.7%	.9%
6. Faculty	31.7%	42.2%	23%	2.2%	.9%
7. Staff	32.2%	43.5%	21.7%	1.7%	.9%
8. Students	32%	43.6%	23.1%	.9%	.4%
9. Me, or others like me	25.7%	37.8%	30.6%	4.1%	1.8%

W. To further advance its efforts related to equity and inclusion, SUNY Cortland should:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
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6. Provide, promote and improve additional access to counseling for people who have experienced harassment.	44.3%	36.4%	18.9%	.4%	0%
7. Provide more or better processes to resolve conflicts.	35.7%	40.1%	23.3%	.9%	0%
8. Include diversity-related professional experiences as one of the criteria for <b>hiring</b> employees.	27.4%	23%	33.2%	11.5%	4.9%
9. Include diversity-related professional experiences as one of the criteria for <b>evaluating</b> employees.	25.1%	27.8%	33.9%	8.8%	4.4%
10. Increase funding to support efforts related to institutional campus climate.	30.4%	37.4%	26.5%	3.5%	2.2%

P. In the past year, have you observed unfair or unjust employment practices at SUNY Cortland?

Yes       No       Unsure (please tell us more about why you selected this response):

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T. In the past year at SUNY Cortland, IF you have observed unfair or unjust employment practices, ...

how often have you observed any of the unfair or unjust conduct due to a person's:	Very Often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
11. gender/ sex	8.3%	18.3%	31.7%	15%	26.7%
12. gender identity	1.7%	3.3%	21.7%	15%	58.3%
13. sexual orientation	1.7%	1.7%	16.7%	16.7%	63.3%
14. racial/ ethnic identity	5%	5%	25%	16.7%	48.3%
15. country of origin, ancestry or immigrant status	3.5%	1.8%	10.5%	21.1%	63.2%
16. English language proficiency/ accent	1.7%	1.7%	11.9%	20.3%	64.4%
17. disability	3.3%	1.7%	20%	16.7%	58.3%
18. religious/ spiritual faith (or lack thereof)	0%	1.7%	10.3%	20.7%	67.2%
19. some other aspect of their identity: _____	3.4%	1.7%	17.2%	10.3%	67.2%
20. some other reason unknown to me	5.8%	0%	13.5%	15.4%	65.4%

U. Indicate your level of satisfaction with the following:	Strongly satisfied (5)	Satisfied (4)	Neutral (3)	Dissatisfied (2)	Strongly dissatisfied (1)
5. Your <b>job</b> at SUNY Cortland	36.8%	42.7%	13.2%	6.8%	.4%
6. Your <b>career progression</b> at SUNY Cortland	26.9%	45.7%	21.8%	3.4%	2.1%
7. Your <b>compensation</b> as compared to that of other SUNY Cortland colleagues with a similar level of experience and education	13.5%	36.5%	27.8%	17.8%	4.3%
8. Your <b>access to research support and/ or professional development</b> as compared to your colleagues	20.4%	37.8%	28.7%	10.9%	2.2%

V. Rate your level of agreement with the following statements.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
20. I feel that I belong at SUNY Cortland	36.9%	42.1%	14.6%	5.6%	.9%
21. I feel like I can be my authentic self at SUNY Cortland	28.3%	42.1%	15.9%	11.6%	2.1%
22. SUNY Cortland is committed to diversity	27.7%	48.9%	17.3%	5.2%	.9%
23. Equity is characteristic of SUNY Cortland	20%	38.3%	27%	11.3%	3.5%
24. I think SUNY Cortland understands the value of a diverse <b>faculty</b>	24.1%	48.7%	20.3%	5.6%	1.3%
25. I think SUNY Cortland understands the value of a diverse <b>staff</b>	19.8%	44.8%	23.3%	10.3%	1.7%
26. I think SUNY Cortland understands the value of a diverse <b>student body</b>	32.2%	53.2%	11.6%	1.7%	1.3%
27. I am reluctant to bring up issues that concern me for fear that it will affect my evaluation, or tenure, permanent appointment or promotion decision	13.7%	18.8%	17.5%	34.2%	15.8%
28. I am comfortable asking questions about performance expectations	20.7%	55.6%	12.1%	9.9%	1.7%
29. I feel that supervisors/ managers/ department heads consistently <b>communicate</b> SUNY Cortland policies	13%	41.1%	25.1%	15.2%	5.6%
30. I feel that supervisors/ managers/ department heads consistently <b>implement</b> SUNY Cortland policies	15.4%	35.1%	28.9%	14.9%	5.7%
31. I believe SUNY Cortland salary determinations are <b>fair</b>	8.8%	33.8%	32%	18%	7.5%
32. I believe SUNY Cortland salary determinations are <b>clear</b>	9.6%	31.3%	34.3%	17.4%	7.4%
<b>33. SUNY Cortland</b> in general supports work-life balance	20.7%	42.2%	20.7%	11.6%	4.7%
34. <b>My supervisor/ manager/ department head</b> supports work-life balance	35.5%	36.8%	16.5%	8.7%	2.6%
35. I feel that my work expectations, requirements and responsibilities are similar to those of my comparable colleagues/ co-workers at SUNY Cortland	15.6%	44.6%	16.5%	17.3%	6.1%
36. I am provided with job/ career advice or guidance at SUNY Cortland	9.5%	31.9%	30.6%	20.7%	7.3%
37. I have support regarding my job/ career advancement at SUNY Cortland	13.9%	35.1%	30.3%	13%	7.8%
<b>38. I think the campus climate encourages free and open</b>	15.5%	34.1%	30.2%	13.8%	6.5%

discussion of difficult topics					
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T. If you are a faculty member, indicate your level of agreement with the following statements.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
7. I feel that my research interests are valued by my colleagues	14.4%	30.8%	47.9%	2.1%	4.8%
8. I feel pressure to change my <b>research agenda</b> to achieve tenure or to be promoted	0%	10.9%	48.8%	24%	16.3%
9. I feel pressure to change my <b>teaching methods</b> to achieve tenure or to be promoted	4.1%	12.4%	38%	29.8%	15.7%
10. I feel that my <b>service contributions</b> are important to tenure and/or promotion	13.6%	32%	37.6%	10.4%	6.4%
11. I believe that the tenure and promotion process is <b>clear</b>	8.8%	32%	44.8%	10.4%	4%
12. I believe that the tenure and promotion standards are <b>reasonable</b>	9.6%	39.2%	44%	3.2%	4%

U. If there is any other information that you would like to provide about your experiences with the campus climate at SUNY Cortland, please use the space below:

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