Purpose
You are invited to participate in a survey of students, faculty, staff, and administrators regarding the campus climate at FIT. The results of the survey will provide important information about current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. The results will also enable us to improve the environment for learning, living, and working at FIT.

Procedures
You will be asked to complete the attached survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete. You must be 18 years of age or older to participate. When you have completed the survey, please return it directly to the external consultants (Rankin and Associates) using the enclosed envelope. Any comments provided by participants are also separated at submission so that comments are not attributed to any demographic characteristics. These comments will be analyzed using content analysis and submitted as an appendix to the survey report. Anonymous quotes from submitted comments will also be used throughout the report to give “voice” to the quantitative data.

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

Benefits
The results of the survey will provide important information about our campus climate and will help us in our efforts to ensure that the environment at FIT is conducive to learning, living, and working.

Voluntary Participation
Participation in this assessment is voluntary. If you decide to participate, you do not have to answer any questions on the survey that you do not wish to answer. Individuals will not be identified and only group data will be reported (e.g., the analysis will include only aggregate data). Please note that you can choose to withdraw your responses at any time before you submit your answers. Refusal to take part in this assessment will involve no penalty or loss of student or employee benefits.

Statement of Confidentiality for Participation
In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. The external consultant (Rankin & Associates) will not report any group data for groups of fewer than 5 individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential for demographic information to be identifiable. Please also remember that you do not have to answer any question or questions about which you are uncomfortable.
Statement of Anonymity for Comments
Upon submission, all comments from participants will be de-identified in an attempt to make those comments anonymous. Thus, participant comments will not be attributable to their author nor to any demographic characteristics. However, depending on what you say, others who know you may be able to attribute certain comments to you. The anonymous comments will be analyzed using content analysis and submitted as an appendix to the survey report. In order to give “voice” to the quantitative data, some anonymous comments may be quoted in publications related to this survey.

Right to Ask Questions
You can ask questions about this assessment. Questions concerning this project should be directed to:

Susan R. Rankin, Ph.D.
Principal & Senior Research Associate
Rankin and Associates, Consulting
sue@rankin-consulting.com
814-625-2780

Questions regarding the survey process may also be directed to:

Griselda Gonzalez
Affirmative Action Officer and Acting Director of Compliance
Fashion Institute of Technology
Griselda_Gonzalez@fitnyc.edu
212-217-4000

Questions concerning the rights of participants should be directed to:

Geoffrey Rogers, Chair
FIT Institutional Review Board
Geoffrey_Rogers@fitnyc.edu

If you agree to take part in this assessment, as described in detail in the preceding paragraphs, please complete the survey, place it in the provided addressed envelope and forward it to the consultant. By submitting the survey you will indicate your consent to participate in this study. It is **recommended that you keep statement for your records.**

This informed consent form was reviewed and approved by the FIT Institutional Review Board on May 9.

Directions
Please read and answer each question carefully. For each answer, darken the appropriate oval completely. If you want to change an answer, erase your first answer completely and darken the oval of your new answer. You may decline to answer specific questions.
Survey Terms and Definitions

**Ableism:** Discrimination against people based on the physical ability of their body, especially discrimination against people with disabilities in favor of people who are not disabled.

**American Indian (Native American):** A person having origin in any of the original tribes of North America who maintains cultural identification through tribal affiliation or community recognition.

**Asexual:** A person who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

**Assigned Birth Sex:** Refers to the assigning (naming) of the biological sex of a baby at birth.

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

**Disability:** A person who has a physical or mental impairment which substantially limits one or more major life activities.

**Eldercare:** A person who has primary responsibility in caring for an older partner or family member.

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

**Family Leave:** The Family Medical Leave Act is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due to one of the following situations: a serious health condition that makes the employee unable to perform his or her job; caring for a sick family member; caring for a new child (including birth, adoption or foster care).

**Gender Identity:** A person’s inner sense of being man, woman, both, or neither. The internal identity may or may not be expressed outwardly, and may or may not correspond to one’s physical characteristics.

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

**Harassment:** Harassment is defined as any type of behavior based on race, religion, sex, national origin, ancestry, age, sexual orientation, disability, veteran status or other protected class status that is sufficiently severe, persistent, or pervasive that it substantially interferes with an individual’s work, educational performance, participation in extra-curricular activities, or equal access to the University’s resources and opportunities.

**Intersex:** A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn’t seem to fit the typical definitions of female or male.

**Multiculturalism:** An environment in which cultures are celebrated and not hindered by majority values and beliefs.

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

**People of Color:** People who self-identify as other than White.

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

**Position:** The status one holds by virtue of her/his position/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator, etc.)

**Queer:** A political statement, as well as a sexual orientation, which advocates breaking binary thinking and seeing both sexual orientation and gender identity as potentially fluid.

**Racial Identity:** A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

**Sexual Harassment:** A course of conduct whereby one person engages in behavior of a sexual nature, that is unwelcome, serves no legitimate purpose, intimidates another person, and has the effect of creating an intimidating, hostile or offensive work or classroom environment. Sexual harassment may consist of a repeated course of conduct, or it may occur from a single incident if the perpetrator's conduct is sufficiently egregious.
**Sexual Assault:** Any sexual act directed against another person, forcibly, and/or with threat of force, and/or against that person’s will; or when the survivor is incapable of giving consent, (i.e., is unconscious, mentally incompetent, or intoxicated), including forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, sexual assault, sexual assault with an object, and forcible fondling.

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

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

**Social Support:** The resources other people provide, including a person’s perception that he or she can rely on other people for help with problems or in times of crisis. Having feelings of connectedness and being a part of a community.

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

Please do not complete this survey more than once.
1. What is your primary position at FIT? (Please mark only one)
   - Undergraduate student - Day
     - Associates
     - Bachelors
   - Undergraduate student – Evening/Weekend
     - Associates
     - Bachelors
   - Non-degree student
   - Graduate student
   - Certificate student
   - Tenured faculty
     - Instructor
     - Assistant
     - Associate
     - Professor
   - Tenure-track faculty
     - Instructor
     - Assistant
     - Associate
     - Professor
   - Adjunct faculty
     - CCE
       - Instructor
       - Assistant
       - Associate
       - Professor
     - Non-CCE
       - Instructor
       - Assistant
       - Associate
       - Professor
   - Non-classroom tenured faculty
     - Instructor
     - Assistant
     - Associate
     - Professor
   - Non-classroom tenure-track faculty
     - Instructor
     - Assistant
     - Associate
     - Professor
   - Non-classroom adjunct faculty
     - CCE
       - Instructor
       - Assistant
       - Associate
       - Professor
     - Non-CCE
       - Instructor
       - Assistant
       - Associate
       - Professor
   - Staff (non-bargaining)
   - Staff (bargaining)
   - Classroom Assistants
     - Tenured/CCE
     - Non-Tenured/Non-CCE
   - Administrator
   - Other (please specify) ____________________________

2. Are you full-time or part-time in that primary status?
   - Full-time
   - Part-time
Part 1: Personal Experiences

During The Past Year...

3. Overall, how comfortable are you with the overall campus climate at FIT?
   - Very comfortable
   - Comfortable
   - Neither comfortable nor uncomfortable
   - Uncomfortable
   - Very uncomfortable

4. Overall, how comfortable are you with the climate in your department/work unit?
   - Very comfortable
   - Comfortable
   - Neither comfortable nor uncomfortable
   - Uncomfortable
   - Very uncomfortable
   - Not applicable

5. Overall, how comfortable are you with the climate in your classes?
   - Very comfortable
   - Comfortable
   - Neither comfortable nor uncomfortable
   - Uncomfortable
   - Very uncomfortable
   - Not applicable

6. Have you ever seriously considered leaving FIT because of the campus climate?
   - Yes
   - No [Go to Question 9]

7. When did you consider leaving FIT? (Mark all that apply)
   - During my first year as a student
   - During my second year as a student
   - During my third year as a student
   - During my fourth year as a student
   - Faculty (please specify) ____________________________
   - Staff (please specify) ____________________________

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

9. Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (harassing behavior) that has interfered with your ability to work or learn at FIT?
   - Yes
   - No [Go to Question 16]

10. What do you believe this conduct was based upon? (Mark all that apply)
    - My age
    - My country of origin
    - My developmental disorder
    - My course of study/major
    - My educational level
    - My educational modality (on-line, classroom)
    - My English language proficiency/accent
    - My ethnicity
    - My gender
    - My gender expression
    - My immigrant status
    - My learning disability
    - My medical condition
    - My military/veteran status
My parental status (e.g., having children)
My participation in an organization/team (please specify) ___________________________________
My psychological disorder
My physical appearance (weight, tattoos, dress, etc.)
My physical disability
My philosophical views
My political views
My position (staff, faculty, student)
My race
My religious/spiritual views
My sexual orientation
My socioeconomic status
Other (please specify) ___________________________________

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

☐ I feared for my physical safety
☐ I feared for my family's safety
☐ I feared getting a poor grade because of a hostile classroom environment
☐ I felt I was deliberately ignored or excluded
☐ I felt intimidated/bullied
☐ I felt isolated or left out when work was required in groups
☐ I felt isolated or left out
☐ I observed others staring at me
☐ I received derogatory written comments
☐ I received derogatory phone calls, e-mails, text messages
☐ I received threats of physical violence
☐ I received a low performance evaluation
☐ I was singled out to represent the "point of view" of my identity (e.g., ability, ethnicity, gender, race, religion, sexual orientation)
☐ I was the target of derogatory verbal remarks
☐ I was the target of graffiti/vandalism (e.g., event advertisements removed or defaced)
☐ I was the target of physical violence
☐ I was the target of racial/ethnic profiling
☐ I was the target of stalking
☐ I was the victim of a crime
☐ I was the victim of derogatory/unsolicited, Facebook posts, Twitter posts, Blog posts
☐ Someone assumed I was admitted/hired/promoted due to my identity
☐ Someone assumed I was not admitted/hired/promoted due to my identity
☐ Other (please specify) ___________________________________

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

☐ At a campus event
☐ In a classroom
☐ In an on-line class
☐ In a campus dining facility
☐ In a campus office
☐ In a faculty office
☐ In a public space on campus
☐ In a meeting with one other person
☐ In a meeting with a group of people
☐ In athletic facilities
☐ In campus housing
☐ In off-campus housing
☐ Off campus
☐ Off campus FIT sponsored event
☐ While working at a campus job
☐ While walking on campus
☐ On social networking sites/Facebook/Twitter/cell phone/e-mail/other forms of technological communication
☐ Other (please specify) ________________________________
13. Who/what was the source of this conduct? *(Mark all that apply)*

- Administrator
- Alumni
- Athletic coach/trainer
- Board member
- Borough police
- Campus media (posters, brochures, flyers, handouts, web sites, etc.)
- Campus Security
- Campus visitor(s)
- Classroom technician
- Co-worker
- Department head
- Donor
- Don’t know source
- Faculty member
- Food Services worker
- Friend
- Lab assistant/Tutor
- Maintenance worker
- Off campus community member
- Partner/spouse
- Person that I supervise
- Resident assistant
- Staff member
- Stranger
- Student
- Social networking site (Facebook, Twitter, etc.)
- Supervisor
- Other (please specify) ________________________________

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

- I did nothing
- I felt embarrassed
- I felt somehow responsible
- I ignored it
- I was afraid
- I was angry
- It didn’t affect me at the time
- I left the situation immediately
- I confronted the harasser at the time
- I confronted the harasser later
- I avoided the harasser
- I sought support from off-campus hot-line/advocacy services
- I sought support from campus resource (Counseling Center, Health Services, etc.)
- I told a friend
- I told a family member
- I contacted FIT Campus Security
- I contacted NYC Police Department
- I sought support from a staff person
- I sought support from an administrator
- I sought support from a faculty member
- I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)
- I sought support from student staff (e.g., resident assistant)
- I sought information on-line
- I didn’t know who to go to
- I made an official complaint to a campus employee/official (e.g., Residential Life, Affirmative Action, Dean of Students)
- I didn’t report it for fear that my complaint would not be taken seriously
- I did report it but it but I did not feel the complaint was taken seriously
- Other (please specify) ________________________________
15. If you would like to elaborate on your personal experiences, please do so here.
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

The following questions are related to sexual assault. The definition of sexual assault used at FIT follows for your information.

**Sexual assault:** Any sexual act directed against another person, forcibly, and/or with threat of force, and/or against that person’s will; or when the survivor is incapable of giving consent, (i.e., is unconscious, mentally incompetent, or intoxicated), including forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, sexual assault, sexual assault with an object, and forcible fondling.

16. Have you ever been a victim of sexual assault (e.g., unwanted fondling, unwanted touching) while at FIT?
   – Yes
   – No

17. Who did this to you? *(Mark all that apply)*
   - Administrator
   - Alumni
   - Athletic coach/trainer
   - Board member
   - Borough police
   - Campus Security
   - Campus visitor(s)
   - Classroom Technician
   - Co-worker
   - Department head
   - Donor
   - Don’t know source
   - Faculty advisor
   - Faculty member
   - Food Services worker
   - Friend
   - Lab assistant/Tutor
   - Maintenance worker
   - Off campus community member
   - Partner/spouse
   - Person that I supervise
   - Resident assistant
   - Staff member
   - Stranger
   - Student
   - Supervisor
   - Other (please specify) ___________________________________

18. Where did the incident(s) occur? *(Mark all that apply)*
   - Off-campus (please specify location) ___________________________________
   - On-campus (please specify location) ___________________________________
19. Please describe your response to experiencing the incident(s). (Mark all that apply)

- I did nothing
- I felt embarrassed
- I felt somehow responsible
- I ignored it
- I was afraid
- I was angry
- It didn’t affect me at the time
- I left the situation immediately
- I avoided the person
- I sought support from off-campus hot-line/advocacy services
- I sought support from campus resource (Counseling Center, Health Services, etc.)
- I told a friend
- I told a family member
- I contacted FIT campus security
- I contacted NYC Police Department
- I sought support from a staff person
- I sought support from an administrator
- I sought support from a faculty member
- I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)
- I sought support from student staff (e.g., resident assistant)
- I sought information on-line
- I didn’t know who to go to
- I made an official complaint to a campus employee/official (e.g., Residential Life, Affirmative Action, Dean of Students)
- Other (please specify) ______________________________________

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

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

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

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
Part 2: Work-Life

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

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure decision.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I am comfortable asking questions about performance expectations.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>My colleagues/co-workers expect me to represent “the point of view” of my identity (e.g., ability, ethnicity, gender, race, religion, sexual orientation).</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>My colleagues/co-workers treat me with less respect than other faculty/staff.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I constantly feel under scrutiny by my colleagues due to my identity (e.g., ability, ethnicity, gender, race, religion, sexual orientation).</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I am reluctant to take leave that I am entitled to for fear that it may affect my job/career.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I have to work harder than I believe my colleagues do in order to be perceived as legitimate.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I have to work harder than I believe my colleagues do to achieve the same recognition.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>There are many “unwritten rules” concerning how one is expected to interact with colleagues in my work unit.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>My colleagues have higher expectations of me than of other faculty/staff.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I believe salary determinations are fair.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I believe salary determinations are clear.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I think that FIT understands the value of a diverse faculty.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I think that FIT understands the value of a diverse staff.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

23. If you would like to elaborate on any of your responses to the previous questions, please do so here.

________________________________________________________________________________________
________________________________________________________________________________________

24. **Faculty only**: As a faculty member …

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel pressured to change my methods of teaching to achieve tenure/be promoted.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I feel that my teaching expectations, professional development, and contributions to the college are similar to that of my colleagues in other divisions.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I believe that the reappointment process is clear.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I believe that the tenure process is clear.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I believe that the promotion process is clear.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I believe that the CCE process is clear.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I feel that I am burdened by service responsibilities (committee membership, advising, student group, etc.) beyond those of my colleagues.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
25. If you would like to elaborate on any of your responses to the previous questions, please do so here.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

26. **Faculty/Staff Only**: As a faculty/staff member…

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>I often have to forgo professional activities because of personal responsibilities.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I find that personal responsibilities and commitments have slowed down my job/career progression.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I find that FIT is supportive of taking leave.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I feel that staff who have children are considered by FIT to be less committed to their jobs/careers.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I feel that staff who do not have children are often burdened with work responsibilities (e.g., stay late, off-hour work, work week-ends) beyond those who do have children.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I feel that faculty who have children are considered by FIT to be less committed to their jobs/careers.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I feel that faculty who do not have children are often burdened with work responsibilities (e.g., stay late, early classes) beyond those who do have children.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I find it difficult to balance childcare with my work responsibilities.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I find it difficult to balance eldercare with my work responsibilities.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

27. If you would like to elaborate on any of your responses to the previous questions, please do so here.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don’t know</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have supervisors who provide me with job/career advice or guidance when I need it.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I have support from supervisors regarding my job/career advancement.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I have the equipment and supplies I need to adequately perform my work.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I believe that FIT treats bargaining staff and non-bargaining staff equitably.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

29. If you would like to elaborate on any of your responses to the previous questions, please do so here.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
30. **As a faculty/staff member**, how satisfied are you with…

<table>
<thead>
<tr>
<th></th>
<th>Highly satisfied</th>
<th>Satisfied</th>
<th>Neither satisfied nor dissatisfied</th>
<th>Dissatisfied</th>
<th>Highly dissatisfied</th>
<th>Don't know</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your compensation as compared to that of other FIT colleagues/co-workers with a similar level of experience?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Your access to health benefits?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Your job/career at FIT?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The way your job/career has progressed at FIT?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Your opportunities for job/career development?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The size and quality of your work space as compared to your departmental colleagues'/co-workers' work space?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Your access to partner benefits (e.g., tax benefits, health benefits, tuition remission)?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

31. If you would like to elaborate on any of your responses to the previous questions, please do so here.
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Part 3: Demographic Information

32. What is your assigned birth sex?
   - Male
   - Female
   - Intersex

33. What is your gender identity?
   - Man
   - Woman
   - Transgender
   - Other (please specify) ___________________________________

34. What is your race/ethnicity? **(If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply)**
   - African (if you wish please specify)
   - African American/Black (not Hispanic) (if you wish please specify)
   - Alaskan Native (if you wish please specify corporation)
   - Asian (if you wish please specify corporation)
   - Asian American (if you wish please specify corporation)
   - Caribbean/West Indian (if you wish please specify corporation)
   - European (if you wish please specify corporation)
   - European American/White (if you wish please specify corporation)
   - Indian subcontinent (if you wish please specify corporation)
   - Latino(a)/Hispanic (if you wish please specify corporation)
   - Latin American (if you wish please specify corporation)
   - Middle Eastern (if you wish please specify corporation)
   - Native American Indian (if you wish please specify Tribal affiliations)
   - Pacific Islander/Hawaiian Native (if you wish please specify corporation)
   - Southeast Asian (if you wish please specify corporation)
   - Other (if you wish please specify) ___________________________________
35. Which term best describes your sexual orientation?
- Asexual
- Bisexual
- Gay
- Heterosexual
- Lesbian
- Queer
- Questioning
- Other (please specify) ___________________________________

36. What is your age? _______

37. Are you a caregiver for any of the following people? (Mark all that apply)?
- No one
- Children 18 years of age or under
- Children over 18 years of age, but still legally dependent (in college, disabled, etc.)
- Independent adult children over 18 years of age
- Senior family member
- Other (please specify: e.g., pregnant, expectant partner, adoption pending) _________________________

38. Are you, or have you ever been, a member of the U.S. armed forces?
- I have not been in the military
- Active military status
- Reservist
- Veteran status

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

<table>
<thead>
<tr>
<th></th>
<th>No high school</th>
<th>Some high school</th>
<th>Completed high school/GED</th>
<th>Some college</th>
<th>Business/Technical certificate/degree</th>
<th>Associate’s degree</th>
<th>Bachelor’s degree</th>
<th>Some graduate work</th>
<th>Master’s degree</th>
<th>Doctoral degree</th>
<th>Other professional degree (e.g., MD, MFA, JD)</th>
<th>Unknown</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Guardian 1:</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Parent/Guardian 2:</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

40. **Faculty/Staff Only**: What is your highest completed level of education?
- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/Technical certificate/degree
- Associate’s degree
- Bachelor’s degree
- Some graduate work
- Master’s degree
- Doctoral degree
- Other professional degree (e.g., MD, MFA, JD)

41. **Students only**: Where are you in your college career?
- Non-degree student
- Freshman
- Sophomore
- Junior
- Senior
- Graduate student
42. **Faculty/Staff only:** With which academic school/division/department are you primarily affiliated at this time? (Mark all that apply)

- Academic Advisement Center
- Academic Affairs
- Academic Computing
- Academic Skills
- Accessories Design
- Accounting /Accounts Payable
- Admissions
- Advertising and Marketing Communications
- Advertising Design
- Alumni Association
- School of Art and Design
- Art History and Museum Professions
- Art Market Principles and Practice
- Athletics and Recreation
- Budget Office
- Buildings and Grounds (ABM)
- Bursar
- Jay and Patty Baker School of Business and Technology
- Career and Internship Center
- Center for Excellence in Teaching (CET)/Teaching Institute
- Center for Innovation Management
- Center for Professional Studies
- Childcare Assistance Program
- Communication Design
- Communications and External Relations
- Computer Graphics
- School of Continuing and Professional Studies
- Controller's Office
- Cosmetics and Fragrance Marketing
- Cosmetics and Fragrance Marketing and Management
- Counseling Center
- Curriculum and Instruction
- Direct and Interactive Marketing
- Disability Services (FIT-ABLE)
- FIT Foundation Office
- Educational Opportunity Programs (EOP)
- Educational Skills
- Employee Assistance Program
- English and Speech
- Enrollment Management and Student Success
- Enterprise Center/E-Commerce
- Entrepreneurship
- Environmental Health and Safety Compliance
- Evening/Weekend Degree Programs
- Exhibition Design
- Fabric Styling
- Facilities Rental and Special Events Office
- Faculty Services
- Fashion and Textile Studies
- Fashion Design - Apparel
- Fashion Design - Art
- Fashion Merchandising Management
- Finance and Administration
- Financial Aid
- Fine Arts
- Foreign Languages
- General Counsel/Secretary of the College
- Global Fashion Management
- School of Graduate Studies
- Grants
- Graphic Design
43. Undergraduate Students only: What is your academic major?
   - Accessories Design
   - Advertising Design
   - Advertising & Marketing Communications
   - Art History & Museum Professions
   - Communication Design
   - Computer Animation & Interactive Media
   - Computer Graphics
   - Cosmetics & Fragrance Marketing
   - Direct & Interactive Marketing
   - Entrepreneurship
   - Fabric Styling
   - Fashion Design
   - Fashion Merchandising Management
   - Fine Arts
   - Graphic Design
   - Home Products Development
   - Illustration
   - Interior Design
   - International Trade & Marketing for the Fashion Industries
   - Jewelry Design
   - Menswear
   - Packaging Design
   - Photography
   - Production Management: Fashion & Related Industries
   - Technical Design
   - Textile Development & Marketing
   - Textile/Surface Design
   - Toy Design
   - Visual Presentation & Exhibition Design

44. Certificate Students only: What is your certificate program?
   - Credit Certificates
     - CAD for Fashion Design - Apparel
     - CAD for Fashion Design - Art
     - Digital Still Photography
     - Draping
     - Haute Couture
     - Gemology
     - Ladies Tailoring
     - Leather Apparel
     - Millinery
     - Patternmaking
     - Performance Athletic Footwear
     - Retail Management
   - Non-Credit Certificates
     - Brand Experience Management
     - Certified Technical Designer
     - Color: Fashion Products
     - Color: Image and Styling
     - Creative Enterprise Ownership
     - Computer Essentials for Fashion Design
     - Computer Essentials for Graphic Design
     - Computer Essentials for Web Design
     - Digital Shorts: Conceive, Produce, Distribute
     - Fashion Events Planning
     - Fashion Styling
     - Fragrance Development Programs
     - Image Consulting
     - Pet Product Design and Marketing
     - Product Development Manager
     - Retailing: Customer Experience Management
     - Retailing: E-Commerce and Social Media
45. **Graduate Students only**: What is your academic major/department?
   - Master of Arts Programs
     - Art Market: Principles &and Practices
     - Exhibition Design
     - Fashion and Textile Studies: History, Theory, Museum Practice
     - Sustainable Interior Environments
   - Master of Fine Arts Program
     - Illustration
   - Master of Professional Studies Programs
     - Cosmetics and Fragrance Marketing and Management
     - Global Fashion Management

46. Do you have a disability that substantially affects a major life activity? *(Mark all that apply)*
   - No disability
   - ADD/ADHD
   - Asperger’s/High functioning Autism
   - Chronic illness (please specify) ________________________________________
   - Emotional/psychological
   - Hearing
   - Learning disabled
   - Medical/health
   - Physical/mobility ambulatory
   - Physical/mobility non-ambulatory
   - Visual
   - Other (please specify) _______________________________________________

47. What is your citizenship status?
   - U.S. citizen
   - U.S. citizen – naturalized
   - Dual citizenship
   - Permanent resident (immigrant)
   - Permanent resident (refugee)
   - International (F-1, J-1, H1-B, A, L, or G visas)
   - Undocumented resident

48. How many years have you lived in the United States?  _____

49. Is English the language that was/is primarily spoken in your home?
   - Yes [Go to Question 51]
   - No [Go to Question 50]

50. What is the primary language that was/is primarily spoken in your home?
    Language ____________________________________________________________

51. What is your religious or spiritual identity? *(Mark all that apply)*
    - Agnostic
    - AME
    - Atheist
    - Assembly of God
    - Baha’i
    - Baptist
    - Buddhist
    - Christian Orthodox
    - Confucianist
    - Druid
    - Episcopalian
    - Evangelical
    - Hindu
    - Jehovah’s Witness
☐ Jewish
☐ Latter Day Saints (Mormon)
☐ Lutheran
☐ Mennonite
☐ Moravian
☐ Muslim
☐ Native American Traditional Practitioner or Ceremonial
☐ Nondenominational Christian
☐ Pagan
☐ Pentecostal
☐ Presbyterian
☐ Protestant
☐ Quaker
☐ Rastafarian
☐ Roman Catholic
☐ Russian Orthodox
☐ Scientologist
☐ Seventh Day Adventist
☐ Shinto
☐ Sikh
☐ Taoist
☐ United Methodist
☐ Unitarian Universalist
☐ United Church of Christ
☐ Wiccan
☐ Spiritual, but no religious affiliation
☐ No affiliation
☐ Other (please specify) ________________________________

52. Faculty/Staff only: How many years have you been employed by FIT? _____

53. Students only: Are you currently dependent (family/guardian is assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses).
   ☐ Dependent
   ☐ Independent

54. Students only: What is your **best estimate** of your family’s yearly income (if partnered, married, or a dependent student) or your yearly income (if single or an independent student)?
   ☐ Below $30,000
   ☐ $31,000 - $40,000
   ☐ $41,000 - $50,000
   ☐ $51,000 - $60,000
   ☐ $61,000 - $70,000
   ☐ $71,000 - $80,000
   ☐ $81,000 - $90,000
   ☐ $91,000 - $100,000
   ☐ $101,000 - $130,000
   ☐ $131,000 - $150,000
   ☐ $151,000 - $200,000
   ☐ $201,000 - $300,000
   ☐ $301,000 - $400,000
   ☐ $401,000 - $500,000
   ☐ $501,000 – $999,999
   ☐ 1 million and over

55. Students only: Where do you live?
   ☐ On campus residence halls
   ☐ Off Campus Commuter
   If off campus commuter:
      ☐ Do you live independently or with roommates in an apartment/house?
      ☐ Are you living with family member/guardian?
56. **Students only:** Are you employed (not including internships) either on campus or off-campus on average more than ten hours per week?
   - Yes
   - No [Go to Question 58]

57. **Students only:** How many hours per week do you work? ______

58. **Students only:** How are you currently paying for college? *(Mark all that apply)*
   - Academic scholarship
   - Credit card
   - Employer sponsored support
   - Family contribution
   - Loans (private and federal)
   - Need-based grant
   - Pell grant
   - Personal contribution /job
   - Tuition remission through FIT employee
   - Other (please specify) _____________________________

59. **Students only:** Do you participate in any of the following clubs/organizations at FIT? *(Mark all that apply)*
   - I do not participate in any clubs/organizations
   - CLUBS
   - A.A.T.C.C.
   - Accessories Design
   - Ad Group
   - AMA
   - Anime
   - Art Collective
   - Art and Copy Club
   - Asian Student Network
   - BRAG
   - Break Dancing Club
   - BSU
   - CAP (Childcare Assistance Program)
   - Chabad
   - Children's Wear
   - Christian Fellowship
   - Collegiate DECA
   - Comic Book Club
   - CFMA
   - Creative Showcase
   - Culinary Arts
   - Direct and Interactive Marketing
   - Diversity Club
   - ED 2010 @ FIT
   - Empire Step Club
   - Faith and Fellowship Club
   - Fashion Art Club
   - Fashion Design
   - FIT Words
   - Gospel Choir
   - Handbook
   - Holistic Lifestyle
   - Home Products
   - ICE - Indian Cultural Exchange
   - Illustration
   - I Love NY
   - Interior Design
   - Intimate Apparel
   - Italian
   - ITSA
   - Jewelry Club
   - KCCC
60. **Students only:** On average, how many hours a week during the academic year do you spend on experiential learning activities (labs, studios, internships)?  _____

61. **Students only:** How many total years will you spend at FIT to complete your degree?  _____

62. **Students only:** What is your primary place of residence when you are not at FIT?
   - ☒ New York City resident (including and 5 boroughs)
   - ☒ New York State resident (not NYC)
   - ☒ Tri-State area (Connecticut, New Jersey)
   - ☒ Other (please specify state or country if not U.S.) ________________________________

   **Part 4: Perceptions of Campus Climate**

63. **Within the past year, have you observed any** conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (harassing) working or learning environment?
   - ☒ Yes
   - ☒ No

64. **Who/what was the target of this conduct? (Mark all that apply)**
   - ☒ Administrator
   - ☒ Alumni
   - ☒ Athletic coach/trainer
   - ☒ Board member
   - ☒ Borough police
   - ☒ Campus media (posters, brochures, flyers, handouts, web sites, etc.)
   - ☒ Campus Security
   - ☒ Campus visitor(s)
   - ☒ Classroom Technician
   - ☒ Co-worker
   - ☒ Department head
   - ☒ Donor
   - ☒ Don’t know source
   - ☒ Faculty member
   - ☒ Food Services worker
   - ☒ Friend
   - ☒ Lab assistant/Tutor
   - ☒ Maintenance worker
65. Who/what was the source of this conduct? (Mark all that apply)

- Administrator
- Alumni
- Athletic coach/trainer
- Board member
- Borough police
- Campus media (posters, brochures, flyers, handouts, web sites, etc.)
- Campus Security
- Campus visitor(s)
- Classroom Technician
- Co-worker
- Department head
- Donor
- Don’t know source
- Faculty advisor
- Faculty member
- Food Services worker
- Friend
- Lab assistant/Tutor
- Maintenance worker
- Off campus community member
- Partner/spouse
- Person that I supervise
- Resident assistant
- Staff member
- Stranger
- Student
- Social networking site (Facebook, Twitter, etc.)
- Supervisor
- Other (please specify) ________________________________

66. What do you believe was the basis for this conduct? (Mark all that apply)

- Age
- Country of origin
- Course of study/major
- Developmental disorder
- Educational level
- Educational modality (on-line, classroom)
- English language proficiency/accenct
- Ethnicity
- Gender
- Gender expression
- Immigrant status
- Learning disability
- Medical condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization/team (please specify) ________________________________
- Psychological disorder
- Physical appearance (weight, tattoos, dress, etc.)
- Physical disability
- Philosophical views
67. Based on one’s identity, what forms of conduct have you observed or personally been made aware of? (Mark all that apply)
- Assumption that someone was admitted/hired/promoted based on his/her identity
- Assumption that someone was not admitted/hired/promoted based on his/her identity
- Deliberately ignored or excluded
- Derogatory verbal remarks
- Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts
- Derogatory written comments
- Derogatory phone calls
- Graffiti (e.g., event advertisements removed or defaced)
- Intimidated/bullied
- Isolated or left out when work was required in groups
- Isolated or left out
- Racial/ethnic profiling
- Received a low performance evaluation
- Received a poor grade
- Physical violence
- Singled out to represent their “point of view” of their identity (e.g., ability, ethnicity, gender, race, religion, sexual orientation).
- Stalking
- Threats of physical violence
- Victim of a crime
- Other (please specify) ________________________________

68. Where did this conduct occur? (Mark all that apply)
- At a campus job
- At a campus event
- In a classroom
- In an on-line class
- In a campus dining facility
- In a campus office
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In athletic facilities
- In campus housing
- In off-campus housing
- Off campus
- Off campus FIT sponsored event
- On social networking sites/Facebook/Twitter/cell phone/e-mail/other forms of technological communication
- Walking on campus
- Other (please specify) ________________________________

69. Please describe your reactions to observing this conduct. (Mark all that apply)
- I did nothing
- I felt embarrassed
- I ignored it
- I was afraid
- I was angry
- It didn’t affect me at the time
- I left the situation immediately
- I confronted the harasser at the time
- I confronted the harasser later
- I avoided the harasser
I sought support from off-campus hot-line/advocacy services
I sought support from campus resource (Counseling Center, Health Services, etc.)
I told a friend
I told a family member
I contacted FIT Campus Security
I contacted NYC Police Department
I sought support from a staff person
I sought support from an administrator
I sought support from a faculty member
I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)
I sought support from student staff (e.g., resident assistant)
I sought information on-line
I didn't know who to go to
I made an official complaint to a campus employee/official (e.g., Residence Life, Affirmative Action, Dean of Students)
I didn't report it for fear that my complaint would not be taken seriously
I did report it but I did not feel the complaint was taken seriously
Other (please specify) ___________________________________

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

71. **Faculty/Staff only:** I have perceived unfair and unjust hiring practices at FIT (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool).
   ☐ Yes
   ☐ No [Go to Question 74]
   ☐ Don't know [Go to Question 74]

72. **Faculty/Staff only:** I believe that the unfair and unjust hiring practices were based upon (Mark all that apply)
   ☐ Age
   ☐ Country of origin
   ☐ Developmental disorder
   ☐ Course of study/major
   ☐ Educational level
   ☐ Educational modality (on-line, classroom)
   ☐ English language proficiency/accents
   ☐ Ethnicity
   ☐ Gender
   ☐ Gender expression
   ☐ Immigrant status
   ☐ Learning disability
   ☐ Medical condition
   ☐ Military/veteran status
   ☐ Parental status (e.g., having children)
   ☐ Participation in an organization/team (please specify) ___________________________________
   ☐ Physical appearance (weight, tattoos, dress, etc.)
   ☐ Physical disability
   ☐ Philosophical views
   ☐ Political views
   ☐ Position (staff, faculty, student)
   ☐ Psychological disorder
   ☐ Race
   ☐ Religious/spiritual views
   ☐ Sexual orientation
   ☐ Socioeconomic status
   ☐ Other (please specify) ___________________________________

73. **Faculty/Staff only:** If you would like to elaborate on your observations, please do so here.
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
74. **Faculty/Staff only:** I have *perceived unfair or unjust employment-related disciplinary actions up to and including dismissal* at FIT.
   - Yes
   - No [Go to Question 77]
   - Don't know [Go to Question 77]

75. **Faculty/Staff only:** I believe that the *unfair or unjust employment-related disciplinary actions* were based upon (Mark all that apply)
   - Age
   - Country of origin
   - Developmental disorder
   - Course of study/major
   - Educational level
   - Educational modality (on-line, classroom)
   - English language proficiency/accent
   - Ethnicity
   - Gender
   - Gender expression
   - Immigrant status
   - Learning disability
   - Medical condition
   - Military/veteran status
   - Parental status (e.g., having children)
   - Participation in an organization/team (please specify) ________________________________
   - Physical appearance (weight, tattoos, dress, etc.)
   - Physical disability
   - Philosophical views
   - Political views
   - Position (staff, faculty, student)
   - Psychological disorder
   - Race
   - Religious/spiritual views
   - Sexual orientation
   - Socioeconomic status
   - Other (please specify) ________________________________

76. **Faculty/Staff only:** If you would like to elaborate on your observations, please do so here.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

77. **Faculty/Staff only:** I have *perceived unfair or unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/CCE* at FIT.
   - Yes
   - No [Go to Question 80]
   - Don't know [Go to Question 80]

78. **Faculty/Staff only:** I believe the unfair or unjust behavior, procedures, or employment practices related to *promotion/tenure/reappointment/CCE* were based upon... (Mark all that apply)
   - Age
   - Country of origin
   - Course of study/major
   - Developmental disorder
   - Educational level
   - Educational modality (on-line, classroom)
   - English language proficiency/accent
   - Ethnicity
   - Gender
   - Gender expression
   - Immigrant status
   - Learning disability
   - Medical condition
   - Military/veteran status
79. **Faculty/Staff only**: If you would like to elaborate on your observations, please do so here.

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

80. Using a scale of 1-5, please rate the overall climate on campus on the following dimensions: *(Note: As an example, for the first item, “friendly—hostile,” 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)*

<table>
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<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>Friendly</td>
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<tr>
<td>Cooperative</td>
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<tr>
<td>Improving</td>
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<tr>
<td>Positive for persons with disabilities</td>
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<td>Positive for people who identify as lesbian, gay, bisexual or transgender</td>
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<td>Positive for people of Jewish heritage</td>
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<td>Positive for people of other faith backgrounds</td>
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<td>Positive for People of Color</td>
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<td>Positive for men</td>
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<td>Positive for women</td>
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<tr>
<td>Welcoming</td>
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<td>Respectful</td>
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<tr>
<td>Positive for people who are caring for children</td>
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<tr>
<td>Positive for people who are caring for relatives</td>
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<tr>
<td>Positive for people of high socioeconomic status</td>
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<td>Positive for people of low socioeconomic status</td>
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<tr>
<td>Positive for veterans/active military</td>
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Hostile
Uncooperative
Regressing
Negative for persons with disabilities
Negative for people who identify as lesbian, gay, bisexual or transgender
Negative for people of Jewish heritage
Negative for people of Islamic faith
Negative for people of Christian faith
Negative for people of other faith backgrounds
Negative for People of Color
Negative for men
Negative for women
Negative for non-native English speakers
Negative for people who are immigrants
Negative for people who are not U.S. citizens
Not welcoming
Disrespectful
Negative for people who are caring for children
Negative for people who are caring for relatives
Negative for people of high socioeconomic status
Negative for people of low socioeconomic status
Negative for veterans/active military
81. Using a scale of 1-5, please rate the overall climate on campus on the following dimensions: (Note: As an example, for the first item, 1=completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4=regularly encounter racism; 5=constantly encounter racism)

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<tr>
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<td>3</td>
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<tr>
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<td>2</td>
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<td>4</td>
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<tr>
<td>Not classist (socioeconomic status)</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Classist (socioeconomic status)</td>
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<tr>
<td>Not classist (position: faculty, staff, student)</td>
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<td>Classist (position: faculty, staff, student)</td>
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<tr>
<td>Not ablest</td>
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<td>Ablest</td>
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82. Faculty/Students only: The classroom climate is welcoming for students based on their:

<table>
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<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age (e.g., non-traditional students)</td>
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<td>Course of study/major</td>
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<td>English language proficiency/accent</td>
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<td>Military/veteran status</td>
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<td>Parental status (e.g., having children)</td>
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<td>Participation in a student organization</td>
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<td>Participation in an athletic team</td>
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<td>Psychological disorder</td>
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<td>Physical appearance (weight, tattoos, dress, etc.)</td>
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<td>Physical disability</td>
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<td>Philosophical views</td>
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<td>Political views</td>
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<td>Race</td>
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<td>Religious/spiritual views</td>
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<td>Sexual orientation</td>
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<tr>
<td>Socioeconomic status</td>
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</table>
83. The climate for students is enhanced through their participation in the following organizations. 

(Mark all that apply) 

- CLUBS 
- A.A.T.C.C. 
- Accessories Design 
- Ad Group 
- AMA 
- Anime 
- Art Collective 
- Art and Copy Club 
- Asian Student Network 
- BRAG 
- Break Dancing Club 
- BSU 
- CAP (Childcare Assistance Program) 
- Chabad 
- Children's Wear 
- Christian Fellowship 
- Collegiate DECA 
- Comic Book Club 
- CFMA 
- Creative Showcase 
- Culinary Arts 
- Direct and Interactive Marketing 
- Diversity Club 
- ED 2010 @ FIT 
- Empire Step Club 
- Faith and Fellowship Club 
- Fashion Art Club 
- Fashion Design 
- FIT Words 
- Gospel Choir 
- Handbook 
- Holistic Lifestyle 
- Home Products 
- ICE - Indian Cultural Exchange 
- Illustration 
- I Love NY 
- Interior Design 
- Intimate Apparel 
- Italian 
- ITSA 
- Jewelry Club 
- KCCC 
- L'Chaim 
- LASO 
- Media Design Club 
- Menswear 
- Merchandising Society 
- MS Style Shop 
- Model Workshop 
- Packing Design 
- Photography 
- Production Mgmt. 
- PRSSA 
- RHCC 
- Salsa Club 
- Snow Club 
- Sustainable Design Club 
- Technical Design Club 
- Textile Design 
- Theater Ensemble
84. **Students only:** Please indicate your level of agreement to the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel valued by faculty in the classroom.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>I feel valued by other students in the classroom.</td>
<td>○</td>
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</tr>
<tr>
<td>I think FIT faculty are genuinely concerned with my welfare.</td>
<td>○</td>
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<tr>
<td>I think FIT staff are genuinely concerned with my welfare.</td>
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<tr>
<td>I think FIT administrators are genuinely concerned with my welfare.</td>
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<tr>
<td>I think faculty pre-judge my abilities based on their perception of my identity/background.</td>
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<tr>
<td>I believe the campus climate encourages free and open discussion of difficult topics.</td>
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<tr>
<td>I know faculty whom I perceive as role models.</td>
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<tr>
<td>I know staff whom I perceive as role models.</td>
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</table>

85. **Student/Classroom Faculty only:** I perceive tension in classroom discussions with regard to a person’s:

<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age (e.g., non-traditional students)</td>
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<td>Developmental disorder</td>
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<tr>
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### Political views

<table>
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<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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### Psychological disorder

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86. Student only: I perceive tension in residence hall discussions with regard to a person's:

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

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88. How would you rate the accessibility on campus for people with physical, learning, psychological, or medical disabilities?

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89. If you would like to elaborate on your observations to Question 88, please do so here.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
90. How would you rate the climate on campus for people who are…

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<td>From Christian affiliations</td>
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<tr>
<td>Gay, lesbian, bisexual, transgender</td>
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<tr>
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<td>People of Color</td>
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<td>Providing care for other than a child (e.g., elder care)</td>
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<td>Veterans/active military/reservists members</td>
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<td>Other, please specify:___________</td>
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</table>
91. How would you rate the climate on campus for persons from the following racial/ethnic backgrounds?

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<th>Moderately respectful</th>
<th>Neither respectful nor disrespectful</th>
<th>Moderately disrespectful</th>
<th>Very disrespectful</th>
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<tr>
<td>Pacific Islanders/Hawaiian Natives</td>
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<tr>
<td>Multiracial, multiethnic, or multicultural persons</td>
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<tr>
<td>Other, please specify:_________________</td>
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</tbody>
</table>
92. **Students only.** Before I enrolled, I expected that the campus climate would be welcoming for people who are…

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Gender expression</td>
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<td>Medical conditions</td>
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<td>Military/veteran status</td>
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<tr>
<td>Parental status (e.g., having children)</td>
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<tr>
<td>Participation in a student organization</td>
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<tr>
<td>Participation in an athletic team</td>
<td>○</td>
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<td>○</td>
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<tr>
<td>Physical appearance (weight, tattoos, dress, etc.)</td>
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<td>○</td>
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<td>○</td>
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<tr>
<td>Religious/spiritual views</td>
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<td>○</td>
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<tr>
<td>Sexual orientation</td>
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<td>○</td>
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</tr>
</tbody>
</table>

93. **Students Only:** Do you experience financial hardship at FIT?
   - ○ Yes
   - ○ No [Go to Question 95]

94. **How do you experience financial hardship? (Mark all that apply)**
   - Difficulty affording tuition
   - Difficulty affording fees
   - Difficulty purchasing my books/equipment/supplies
   - Difficulty affording FIT meal plan
   - Difficulty participating in co-curricular events or activities (alternative spring breaks, class trips, etc.)
   - Difficulty traveling home during college breaks
   - Difficulty in affording housing
   - Difficulty in affording transportation costs
   - Difficulty in affording health insurance
   - Other (please specify) ________________________________
95. **Students only:** The following questions ask you about your academic experience.

<table>
<thead>
<tr>
<th>Option</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don’t know</th>
</tr>
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<tbody>
<tr>
<td>I am performing up to my full academic potential.</td>
<td>○</td>
<td></td>
<td>○</td>
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<tr>
<td>Few of my courses this year have been intellectually stimulating.</td>
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<td></td>
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<tr>
<td>I am satisfied with my academic experience at FIT.</td>
<td>○</td>
<td></td>
<td>○</td>
<td>○</td>
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<tr>
<td>I am satisfied with the extent of my intellectual development since enrolling at FIT.</td>
<td>○</td>
<td></td>
<td>○</td>
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<td>○</td>
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</tr>
<tr>
<td>I have performed academically as well as I anticipated I would.</td>
<td>○</td>
<td></td>
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<tr>
<td>My academic experience has had a positive influence on my intellectual growth and interest in ideas.</td>
<td>○</td>
<td></td>
<td>○</td>
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<td>○</td>
</tr>
<tr>
<td>My interest in ideas and intellectual matters has increased since coming to FIT.</td>
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<td></td>
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<tr>
<td>I intend to graduate from my current institution.</td>
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<td></td>
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</tr>
<tr>
<td>I am considering transferring to another college or university due to academic reasons.</td>
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</table>

### Part 5: Institutional Actions Relative to Climate Issues

96. Please list any organizations/offices/departments you feel who foster diversity/inclusion on campus in the text box below.

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

97. Please list any organizations/offices/departments you feel who inhibit diversity/inclusion on campus in the text box below.

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
98. **Students/Faculty only**: Does the curriculum at FIT include materials, perspectives, and/or experiences of people based on their:

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don't know</th>
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<tbody>
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<td>Age</td>
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<td>Country of origin</td>
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<tr>
<td>English language</td>
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<tr>
<td>proficiency/accent</td>
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<td>Gender expression</td>
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<td>Immigrant status</td>
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<tr>
<td>Parental status (e.g. having children)</td>
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<tr>
<td>Physical appearance</td>
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99. **Faculty/Staff only**: How do you feel each of the following initiatives influence (if currently available at FIT) or could influence (if not currently available at FIT) the climate at FIT?

<table>
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<tr>
<th>Initiative</th>
<th>Positively influence campus climate</th>
<th>Has no influence on campus climate</th>
<th>Negatively influence campus climate</th>
<th>Don't know</th>
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</thead>
<tbody>
<tr>
<td>Providing more flexibility for promotion for faculty (e.g. family leave).</td>
<td>○</td>
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<td>○</td>
</tr>
<tr>
<td>Providing more flexibility for computing the probationary period for tenure (e.g., family leave).</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Providing recognition and rewards for including diversity issues in courses across the curriculum.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Providing diversity training for staff.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Providing diversity training for faculty.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Providing, promoting and improving access to counseling for people who have experienced harassment.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Providing mentorship for new faculty.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Providing mentorship for new staff.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Providing a clear and fair process to resolve conflicts.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Increasing funding to support efforts to change campus climate.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Providing diversity and equity training to search and tenure committees.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Increasing the diversity of the faculty and staff.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Increasing the diversity of the administration.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Increasing the diversity of the student body.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
100. If you would like to elaborate on how any of the above influence campus climate, please do so here.

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

101. **Students only.** How do you feel each of the following initiatives influence (if currently available at FIT) or could influence (if not currently available at FIT) the climate at FIT?

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Positively influence campus climate</th>
<th>Has no influence on campus climate</th>
<th>Negatively influence campus climate</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing diversity training for all students.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Providing diversity training for all staff.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Providing diversity training for all faculty.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Providing a person to address student complaints of classroom inequity.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Increasing the diversity of the faculty and staff.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Increasing the diversity of the student body.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Increasing opportunities for cross-cultural dialogue among students.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Increasing opportunities for cross-cultural dialogue between faculty, staff and students.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Providing more effective faculty mentorship of students.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

102. If you would like to elaborate on how any of the above influence campus climate, please do so here.

_________________________________________________________________________________________

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Part 6: Your Additional Comments

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

_________________________________________________________________________________________

_________________________________________________________________________________________

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_______________________________
THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

We recognize that answering some of the questions on this survey may have been difficult for people who have witnessed or experienced acts of discrimination.

Participants who experience discomfort are encouraged to contact:

Students:
Counseling Center
Room A212B
212-217-4260

Faculty/Staff:
EAP
Room DC35 (D building, lower level)
212-217-5600

To thank all members of FIT for their participation in this survey, we are offering the opportunity to win a “Climate Survey Thank You” prize. Submitting your contact information for a prize is optional. **No survey information is connected to entering the drawing.**

To be eligible to win a prize, simply drop off this page and of the survey and your e-mail address to:

**The Office of Planning, Assessment and Compliance**
Suite A605

Please submit only one entry per person. Duplicate entries will be discarded. Randomly drawn names will be selected from the submitted e-mails for the following prizes:

✓ I-Pad – Grand Prize
✓ Athletic Gear (Nike/Under Armor/Adidas running suits, sweatshirts, and other items)
✓ Foundation Gift Bags

Thanks again for your participation. Survey results will be available in Spring 2013.