

SUNY DEI CAMPUS CLIMATE SURVEY

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Academic Affairs
Institutional Research
and Effectiveness

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About the SUNY DEI Campus Climate Survey

Purpose

For the last three years, the SUNY system has provided campuses with the opportunity to measure the extent to which diversity, equity, and inclusion (DEI) play an integral role on campus and how they impact students' and employees' experiences. Each SUNY campus could benchmark its responses against those of other SUNY campuses and institutions nationwide. The 2024-25 academic year was the third and final year to participate.

SUNY utilized an RFP process to select a campus climate survey provider to administer the survey. SUNY utilized an RFP process to select a campus climate survey provider to administer the survey, and covered the administration costs. A Viewfinder survey was selected. The Viewfinder instrument addresses campus climate experiences and perspectives from and regarding: United States Military and Veterans, Disabilities, Religion/Political Views, LGBTQIA+, People of Color, International Students, Campus Diversity, Discrimination/Bias/Harassment, Safety on Campus and in the Community, Student Outreach, and Overall Campus Experience.

The Fashion Institute of Technology embeds DEI as core principles within FIT's strategic planning framework. FIT chose to participate to help identify where the institution may need to do more work to ensure the provision of a safe and welcoming educational environment for all.

The last DEI climate survey conducted at FIT was administered during the fall 2012 term. That survey was developed and conducted by Rankin & Associates. The survey was similar in its goal to assess campus climate, asking students and employees about their personal experiences, their perceptions of the campus climate, and their perceptions of institutional actions (including administrative policies and initiatives).

Administration

Institutional Research and Effectiveness provided two email lists to Viewfinder. Students aged 18 or older who were enrolled in at least one credit-bearing course during Fall 2025 were invited, as were employees aged 18 or older. Custom questions were not an option. Responses received by FIT were anonymous, meaning no identifiers such as name or email address were included.

As with other SUNY surveys, campuses were advised to send a pre-message to students and employees alerting them that the survey would be taking place. Letters were sent by Dr. Brown to employees and students notifying them of the upcoming survey on November 5, the day before it launched. Weekly reminders were sent until the survey closed on November 26th. Multiple offices sent email reminders and/or posted flyers, including FIT-ABLE, Athletics, International Student Services, Residence Life, Student Life, Presidential Scholars, Baker School Dean's Office, International Programs, and EOP.

Upon completing the survey, students were invited to submit their contact information in a separate form to be entered into a lottery for the chance to win a prize. 146 students provided contact information. The eight prizes were:

- Beats Studio Buds wireless earphones (\$150 value)
- \$100 in Tiger Bucks (for Dubinsky Dining Hall, Starbucks, or FIT Express)
- One of two \$100 Reebok gift certificates
- One of four \$50 Nordstrom gift certificates

Comparison Group

Since every SUNY campus participated in the survey once over the past three years, the vendor provided campuses with the option to customize a comparison group for benchmarking. The comparison group selected by FIT included campuses in the same geographic region, competitors (with high applicant overlap), and those that had taken the survey most recently. The four institutions were SUNY New Paltz, Purchase College, Stony Brook University, and Westchester Community College.

The benchmark report received by FIT included aggregated results from the four schools, expressed as percentages and presented alongside results from the focal institution. Non-responses were excluded from all percentage calculations. Throughout the report, data were suppressed when $n < 5$ to protect respondents' identities.

Response Rates

The 5% response rate among students was disappointing but not surprising, given the decline over the last eight years in student survey participation across large surveys, including the SUNY Student Satisfaction Survey (SSS), SUNY Sexual Violence Prevalence Survey (SVP), and the National Survey of Student Engagement. In 2024, the SUNY SSS response rate was 5%, and in 2025, the SVP response rate was 3%.

The employee survey had a 19% response rate, shy of the average response rate in past administrations of the other major SUNY employee survey, the Sexual Violence Prevalence Survey. Among employees, the SVP has averaged 23% across the last four administrations, from 2019 to 2025.

The completion rate (the percentage of survey respondents who completed the survey in full) was higher among employees than among students. All responses, partial and complete, were included in this analysis.

Table 1: Response Rates

Audience	Invitations	Responses	Response Rate	Completion Rate
Students	7976	365	4.6%	52%
Employees	1459	317	21.7%	79%

Respondent Profile – Student

Half of the student respondents were bachelor's level students (51%), with 41% enrolled at the associate level and 5% master's level. Most respondents were female (81%). 30% were adult learners (ages 24 or older), 12% were international students, 25% were Pell recipients, and 35% were first-generation college students (Appendix A).

While the survey achieved a diverse sample of students, a comparison with population demographics indicated that adult learners, bachelor's students, and residential students were overrepresented. Pell students were underrepresented. Respondents could select their race and ethnicity (checking as many categories as they liked), but citizenship was not part of the question as it is in other race and ethnicity reporting from OIRE.

Relative to the comparison group, FIT's student sample had a much larger share of students enrolled in associate programs, not surprisingly, as three of the four colleges in the comparison group do not offer associate degrees. The other major difference, unsurprisingly, was that many more male students were in the comparison group (30% versus 12% at FIT) (Appendix A).

Respondent Profile – Employee

Employee respondents were evenly split between faculty and administrators/staff. Over half of the faculty responders were full-time and tenured. Three-quarters of the non-faculty respondents were employed at the administrative or professional staff level (Appendix A).

While the survey achieved a diverse sample of employees, a comparison with population demographics indicated that, within the sample, part-time faculty, part-time staff, and male employees were significantly underrepresented (Appendix A).

FIT's employee respondents included many more faculty than the comparison group. The comparison group also had a significantly larger share of employees who had been employed for a shorter period and were younger than FIT's employee respondents (Appendix A).

Methodology

When analyzing survey responses, researchers have a duty to protect respondents' identities. This responsibility was heightened as students and employees shared their backgrounds and personal experiences within the FIT community and operations in the comments section.

To protect anonymity and avoid retaliation, several strategies were employed. When fewer than five respondents answered a question, the results were not presented. As a result, the section on Military/Veterans is not included in this report. The sharing of responses to the open-ended questions was limited to senior administrators. In the comments document, two FIT community members' names were removed.

Lastly, only the results of a thematic analysis are presented. Fragments or full quotes are included only in select cases to better convey the themes and meanings of the feedback.

Executive Summary

The State University of New York (SUNY) Diversity, Equity, and Inclusion (DEI) Campus Climate Survey provided FIT an opportunity to assess perceptions of diversity, equity, and inclusion and to measure the prevalence of discrimination, bias, and harassment experienced by the FIT community. It is important to examine campus climate and the perceptions of day-to-day experiences among community members that are shaped by organizational culture, policies, and practices, as well as external factors. A positive, safe, and welcoming campus climate contributes to stronger student retention and academic performance, as well as increased employee engagement and productivity. Survey tools such as this instrument provide FIT with context for understanding formal reports of mistreatment on campus and can help assess the effectiveness of training and policies.

Among three identity groups (international, persons of color, and those identifying with a disability), students and employees identifying as having a disability felt less welcome.

Being able to express yourself is essential to providing a sense of security and belonging. More students and employees felt comfortable expressing their sexual identity and gender identity compared to their religious and political views. FIT student respondents felt more able to openly express their political beliefs, sexual identity, and gender identity than students in the comparison group. These results, specifically for gender and sexual expression, could be due to our growing participation in the Safe Zone programming, which focuses on including LGBTQ+ members of our community.

Treating each other with mutual respect is essential for a welcoming environment free from harassment and discrimination. When asked about the respect they received from students, FIT students and employees felt that their political and religious views were not treated with the same level of respect as those of other groups and identities. Students identifying as having a disability were noticeably different from the comparison group on this measure, adding to the previous finding that they felt less welcome on campus.

Respondents were also asked about the respect they received from faculty. Results from student respondents were similar to how they felt students treated them, with generally lower levels of respect regarding religious and political views.

Employees of color and employees identifying as having disabilities notably rated the respectful treatment they received from faculty lower than that from students, suggesting that these two groups tend to have more respectful interactions with students than with faculty.

Direct programming focused on positive inclusion, such as Safe Zone and the Equity and Inclusion Workshops, can have a strong impact, raising the overall quality of interactions and the respect that members of our community show for one another.

Students and employees at FIT largely agree that diversity and inclusion are important to campus leadership and feel that the campus is more diverse than the comparison group. But fewer feel that FIT does well at promoting cross-cultural interaction and is an inclusive campus, with only about half of employees reporting that FIT is doing well at promoting interaction between different groups. These results indicate that while FIT successfully raises awareness of diversity through its curriculum and initiatives, we fall short in providing opportunities for deeper connections across different backgrounds and perspectives.

For students who experienced mistreatment, other students and faculty were most often the source. Which makes sense, as those are the people students interact with most on campus. For employees who experienced mistreatment, faculty members and senior administrators were most often the source.

Of students and employees who reported an incident, students most commonly reported to a faculty member or administrator (usually a dean), while employees most commonly reported to HR or Title IX. A significant share of students (42%) do not know where to report, higher than in the comparison group, indicating an opportunity for additional education. These rates are lower than in the latest SVP survey (2025), where 60% of students knew how to report sexual harassment. Employees largely know where to go. When asked why they did not report an incident, students and employees gave similar reasons: they decided it wasn't important enough, they didn't feel anything would happen, and they feared retaliation.

Personal safety is key to a positive climate. While a large share of FIT students and employees feel safe on campus, far fewer feel safe off campus. Students and employees felt that the ability to report concerns anonymously, information on emergency procedures, and quick responses by the administration to campus emergencies are measures that make them feel safe on campus.

Students identifying as having a disability were most dissatisfied with overall services and career/internship services, and most satisfied with health services. The results reveal that nearly as many FIT students with a disability are dissatisfied with career and internship placement services as are satisfied. In most questions, employees with disabilities reported lower satisfaction than those in the comparison group. Three specific areas that stood out were: overall support, campus policies, and accommodations. Overall, these results indicate significant potential to enhance our services for FIT students and employees with disabilities. A deeper analysis of the qualitative findings by HR, Title IX, FITable, and others could help to identify specific steps FIT can take to enhance support.

Specific suggestions from students to improve the climate centered on four themes - they would to see greater fairness in policies and procedures at the college, for increased diversity among faculty, (only 14% of all instructional faculty are URM, vs 33% students and 36% staff/admin), for the college to offer more opportunities for intercultural dialog, and for the FIT community to act with more openness to differences - differences in thoughts and beliefs (this is related to what we have seen in the exit surveys about students' expression of identity in their creative work)

Employees would also like to see greater adherence to policies (by both their colleagues and the administration) and a stronger commitment to promoting fairness and collaboration. They would like more opportunities for advancement and skill development, as well as greater diversity in hiring.

Presentations were made to the President's Cabinet, the Diversity Collective, the Academic Council, and EMSS Directors during the Spring 2026 semester and to the Faculty Council and the SGA Executive Board in Fall 2026.

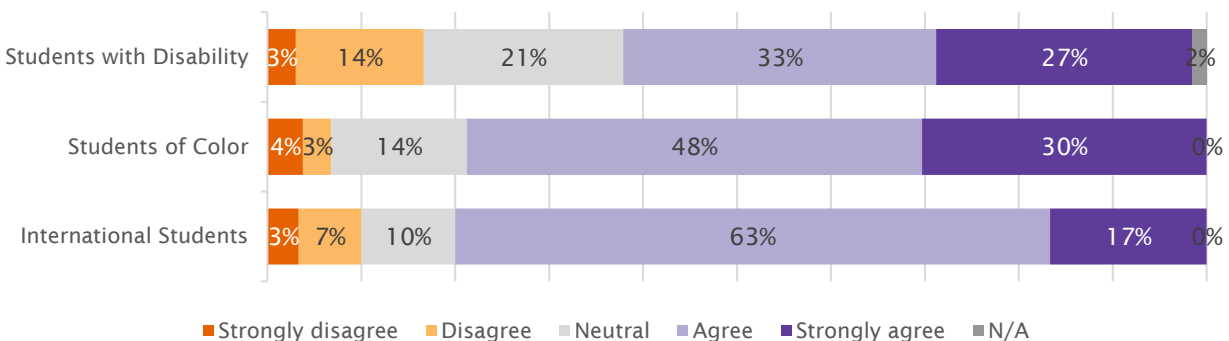
Student Findings

Campus Climate and Belonging

Sense of Welcome

Two questions in the SUNY DEI survey asked about students' general feelings of welcome and acceptance on campus from different groups and beliefs. The first question asked students with disabilities, students of color, and international students to agree/disagree with the statement "I feel welcome on campus." International students showed the highest level of agreement with the statement, with 80% agreeing (n=30). Students of color reported the second-highest level of feeling welcome on campus, with 78% agreeing (n=132). Students with disabilities had the lowest agreement, with 60% feeling welcome (n=66) (Figure 1).

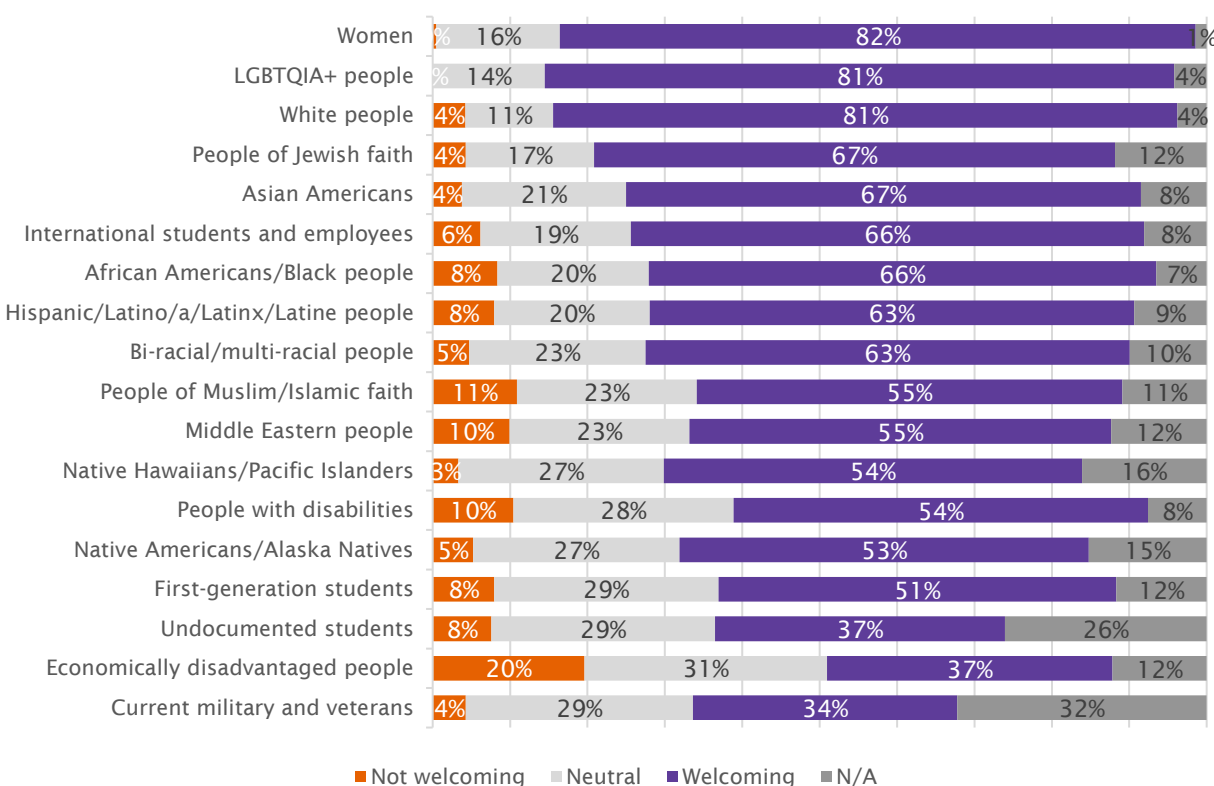
Figure 1: 'I feel welcome on campus.'



Results for students of color and international students in the comparison group are similar to those of FIT student respondents, but students with disabilities showed higher levels of disagreement with feeling welcome on campus (-4% agreement). Comparison group students reported that 11% disagreed and 64% agreed that they feel welcome on campus.

All student respondents were also asked to rank how welcoming FIT's campus is to 18 different groups, ranging from different racial groups to undocumented students. Figure 2 displays the 18 groups ranked by the proportion of student respondents who reported them feeling welcome on campus ('very welcoming' or 'extremely welcoming'). The groups with the highest perceived welcome on campus to students are women, LGBTQIA+ people, and white people. The groups with the lowest perceived welcome on campus to students are current military and veterans, economically disadvantaged people, and undocumented students.

Figure 2: 'How welcoming is our campus to the following groups?'

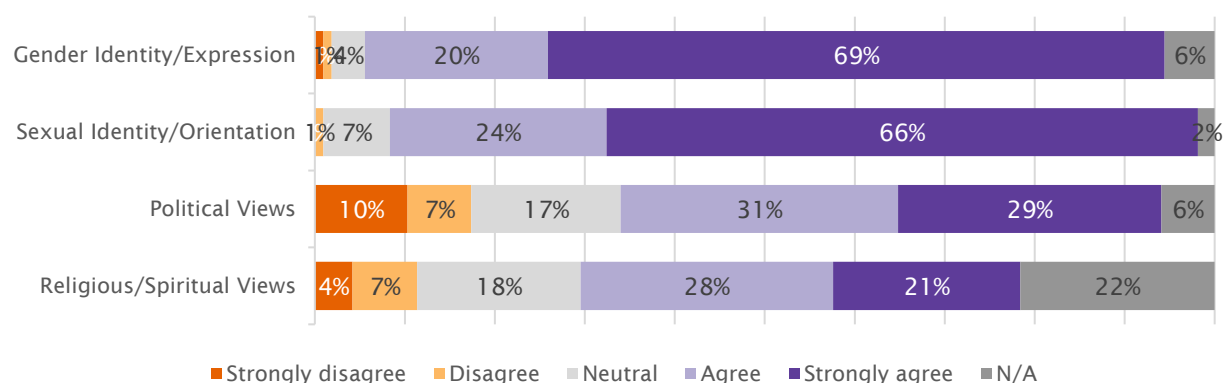


Freedom of Expression

The second relevant question asked students to agree/disagree with the statement “I can openly express [myself] on campus.” This question was asked to students identifying as LGBTQIA+ regarding both their gender identity/expression and their sexual identity/orientation. The question was also asked of all students about their political and religious/spiritual views.

LGBTQIA+ students overwhelmingly agreed that they could openly express their gender identity/expression and sexual identity/orientation on campus (89% and 90% in agreement, respectively) (n=108). For political beliefs, 49% of student respondents felt they could openly express their religious/spiritual beliefs on campus, and 11% disagreed (n=264) (Figure 3). Perception of religious/spiritual beliefs had a larger proportion of students answering ‘Not Applicable,’ which could explain the low levels of agreement. 60% of student respondents felt they could openly express their political views on campus, but 17% disagreed (n=253). Students disagreed mostly with the open expression of their political beliefs, when compared to religion and LGBTQIA+ identities.

Figure 3: 'I can openly express [myself] on campus'



LGBTQIA+ students at FIT reported significantly higher levels of agreement that they can openly express their gender identity (+13%) and sexual identity (+24%) than students in the comparison group. FIT students were also more likely to agree that they could openly express their political views (+11%) compared to students in the comparison group. FIT students also showed less disagreement with openly expressing their political views (-5%). So, FIT students tended to feel they could express their political beliefs more openly on campus than the comparison group. FIT showed similar agreement in openly expressing their religious/spiritual beliefs compared with the comparison group's students.

Sense of Respect

Student respondents from certain groups were asked to rate their agreement with the statement that they were treated with respect by students and faculty.¹ For the Religious/Spiritual Beliefs and Political Views categories, a similar question was asked of all students: whether they felt their beliefs and views were treated with respect by students, faculty, staff, and administrators.

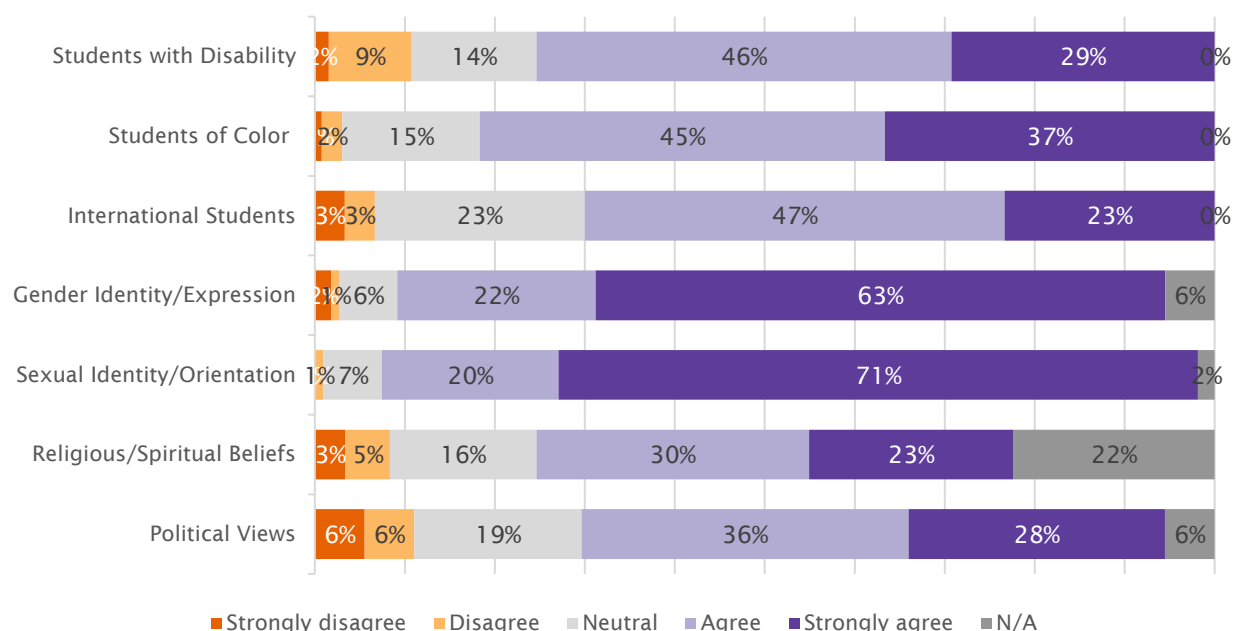
Student-to-Student Interaction

When rating whether other students treated them with respect, certain student identity groups reported higher agreement than others. LGBTQIA+ students had the highest positive agreement, with 85% feeling that other students treated their gender identity with respect and 91% feeling that other students treated their sexual orientation with respect. Following LGBTQIA+ students, students of color reported the second-highest agreement (82%) (Figure 4).

The two categories reporting the lowest levels of agreement were students' Religious/Spiritual Beliefs (53%) and Political Views (64%). In these two areas, there was more disagreement as well. Additionally, students with disabilities had notably higher levels of disagreement: 11% felt they were not treated with respect by fellow students (Figure 4).

¹ Students were also asked if they felt respected by college staff and administrators. Results to these questions can be found in the accompanying Google Drive with the full results of the survey.

Figure 4: 'I am treated with respect by students.'



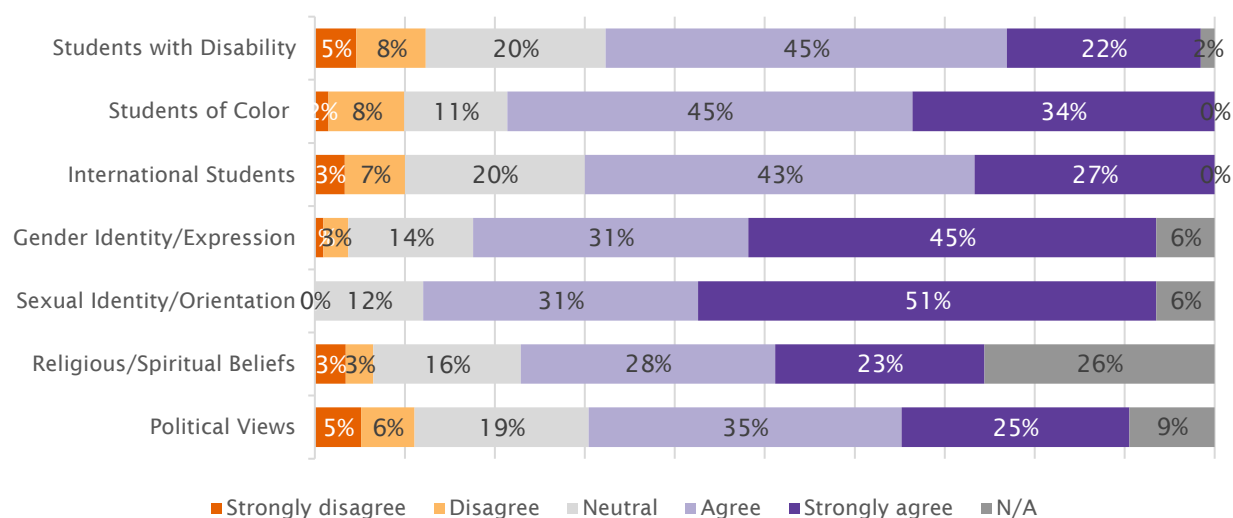
FIT students reported higher levels of agreement that they were treated with respect by fellow students than the comparison group in three categories: gender identity (+11%), sexual identity (+13%), and political views (+13%). FIT students with disabilities, students of color, and those with religious/spiritual beliefs showed similar levels of agreement to the comparison group. FIT international students had lower levels of agreement that they were treated with respect by fellow students than the comparison group (-9%).

Faculty-to-Student Interaction

Student respondents tended to respond similarly when asked whether they were treated with respect by faculty based on their identity group or beliefs/views. LGBTQIA+ students and students of color reported the most agreement with that statement (Gender Identity - 76%, Sexual Orientation - 82%, Students of Color - 79%). Religious/Spiritual Beliefs and Political Views also held the lowest levels of agreement (51% and 60%, respectively) (Figure 5).

Again, students with disabilities also had noticeably higher levels of disagreement (i.e., not treated with respect by faculty) (13%). These trends, while slightly lower, mirror how students felt their peers treated them (Figure 5). This suggests that students are treated similarly by both faculty and peers based on their identity or beliefs, and that no group is singled out by either faculty or students for more or less respect.

Figure 5: 'I am treated with respect by faculty.'



Comparison group rates for respectful treatment by faculty mirrored those for respectful treatment by fellow students. FIT students in three categories reported higher agreement than the comparison group that they were treated with respect by faculty: gender identity (+6), sexual identity (+8), and political views (+10%). There was little difference among students of color, students with disabilities, and students with religious/spiritual beliefs. However, international students at FIT reported lower agreement than the comparison group that they were treated with respect by faculty (-10%).

Campus Diversity Perception

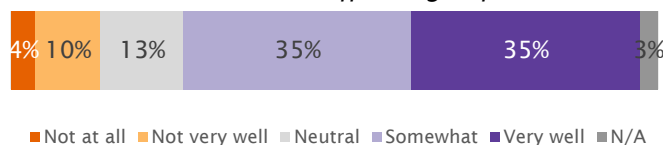
When asked how well FIT promotes cross-cultural interaction, 70% of student respondents reported that it does so somewhat or very well (Figure 6). Additionally, 89% of student respondents felt that diversity and inclusion were somewhat or very important to FIT leadership. In line with this result, 58% of student respondents disagreed with the statement “Our school puts too much emphasis on diversity,” 82% of respondents agreed that “Our campus is diverse,” and 74% agreed that “Our campus is inclusive.”

FIT students consistently ranked their perception of FIT’s diversity much higher than students in the comparison group. Generally, around 8-10% more FIT students than comparison group students agree that FIT is diverse, inclusive, emphasizes diversity on campus, and promotes cross-cultural interaction.

Safety

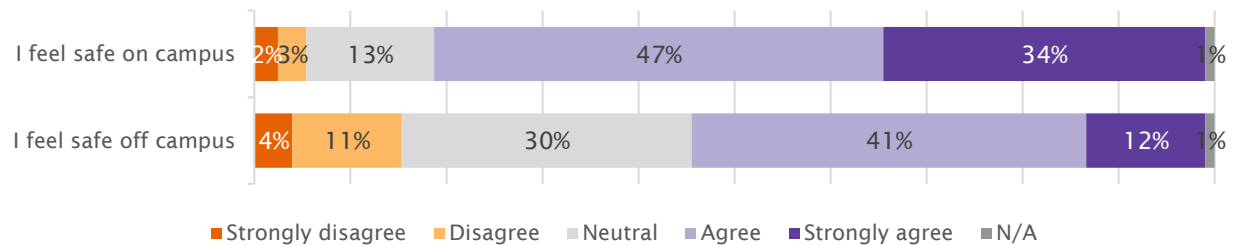
When asked about campus safety, students largely felt safer on campus than off campus at FIT. 81% of student respondents reported feeling safe on campus, compared to 53% who felt safe off campus. In contrast, only 5% reported feeling unsafe on campus, whereas 15% felt unsafe off campus (Figure 7).

Figure 6: 'How well does our institution promote cross-cultural interaction between different groups?'



When asked what would make students feel safe on campus, 154 of 190 respondents (81%) said the ability to anonymously report concerns about a student or employee would help.² Other choices that had more than 60% support from students regarding improving their safety on campus were: ‘emergency services for incidents of sexual assault’, ‘information about emergency procedures in the case of a campus lockdown, extreme weather, etc.’, and ‘quick response by administration to campus emergencies’.

Figure 7: ‘To what extent do you agree or disagree with the following statements about safety on/off campus?’



A similar proportion of FIT students and comparison group students feel safe on campus (77% agreement in the comparison group). However, in the comparison group, 10% more students feel safe off campus than FIT students do. None of the schools in the comparison group is in an urban city center. Students in the comparison group also felt strongly that anonymous reporting would improve their safety on campus.

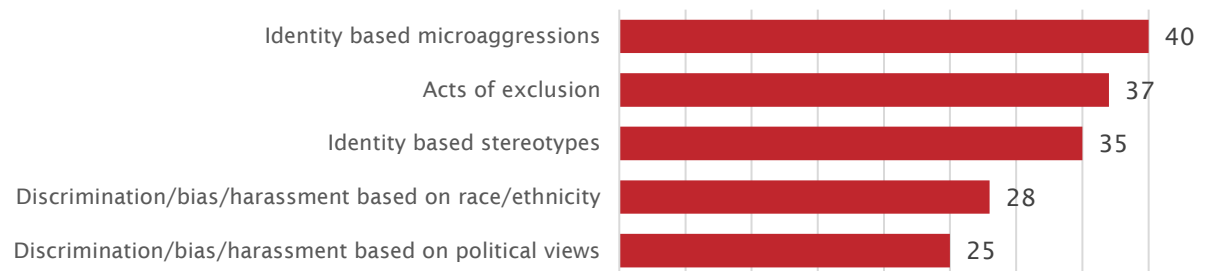
Discrimination, Bias, and Harassment

Prevalence and Forms

In the survey, students were asked whether they had experienced discrimination, bias, harassment, or other forms of mistreatment while at FIT (Appendix B, Table 1). Eighty-five (85) reported at least one form of mistreatment (out of 185, 46%). Similarly, 46% of students in the comparison group reported experiencing a form of mistreatment. Of the 27 different experiences posed in the survey, Figure 8 displays the five most common reported by students.

The most frequent experience among student respondents was ‘identity-based microaggressions, with 22% (40 of 185) reporting them in the survey. Followed by ‘acts of exclusion’ (20%), ‘identity-based stereotypes’ (19%), ‘discrimination/bias/harassment based on race/ethnicity’ (15%), and ‘discrimination/bias/harassment based on political views’ (14%).

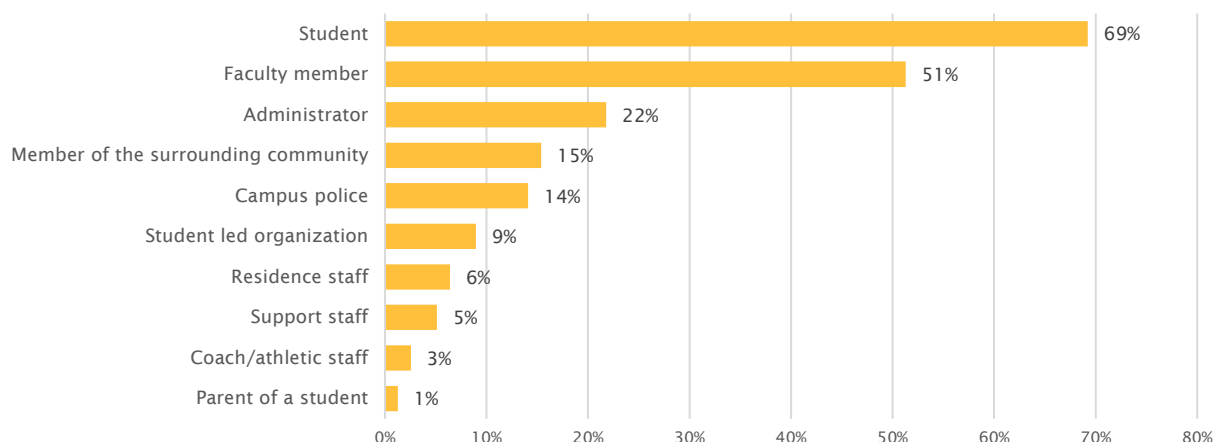
Figure 8: Top five most common forms of mistreatment.



² FIT does employ an anonymous reporting tool, [STOPit](#), but that still may not be a well-known tool among students.

Nearly 70% of student respondents said that students caused the offense(s) (Figure 9). According to student respondents, faculty members were the second most common cause of mistreatment (51%). Administrators, members of the surrounding community, and campus police were less often cited as causes of mistreatment. This trend likely reflects the kinds of people students spend most of their time around (mainly students and faculty).

Figure 9: 'Who caused the offense(s)? Check all that apply.'



FIT students shared the same five most common forms of mistreatment as students in the comparison groups, but a higher proportion of FIT students reported experiencing these forms than students in the comparison groups.

Students in the comparison group also reported that students and faculty were the two most common sources of these forms of mistreatment. Among comparison-group students, about 77% reported that other students caused mistreatment, slightly higher than among FIT students. However, only 30% of comparison group students reported that faculty caused mistreatment. This is more than 20 points lower than among FIT students, suggesting that faculty are more often responsible for offenses against FIT students than faculty at schools in the comparison group.

Reporting

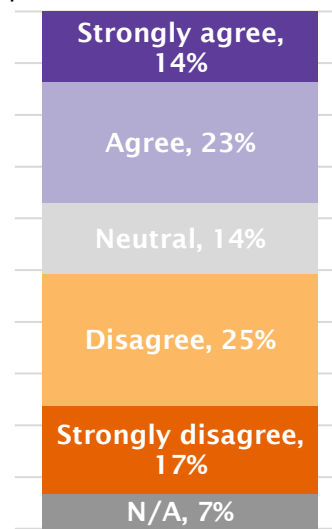
More students reported not knowing where to file a report of discrimination, bias, or harassment than said they knew (42% did not know, 37% did) (Figure 10).

Of the 82 students who responded to the question, "Have you ever reported any incident(s) of discrimination/bias/harassment?", only 20% (16) have ever reported an incident.

Students who had filed a report responded that they most often reported these incidents to a faculty member (54%), a senior administrator (46%), a friend (38%), and the counselling center (38%). However, a majority of respondents who reported an incident said 'nothing was done' after they filed their report (8 students, 53%). 47% of those who filed a report said their complaint was 'addressed but not resolved to [their] satisfaction,' and 33% reported their complaint was dismissed.

For the student respondents who did not report an incident, the most common reasons why they did not report were: they

Figure 10: 'I know where to file a report.'



decided it wasn't important enough (58%), they didn't feel anything would happen (49%), and they didn't think the school would support them (38%).

Only around half (48%) of students in the comparison group agreed they did not know where to file a report on their campus, similar to FIT students. Additionally, a similar proportion of comparison group students had reported an incident (18%). Most students in the comparison group reported to a faculty member or a friend, but more students in the comparison group reported to the Title IX coordinator than FIT students (35%). The most common outcomes reported by comparison group students were similar to those of FIT students. More FIT students who decided not to file a report felt their incident was not important enough to report than students in the comparison group (+11%).

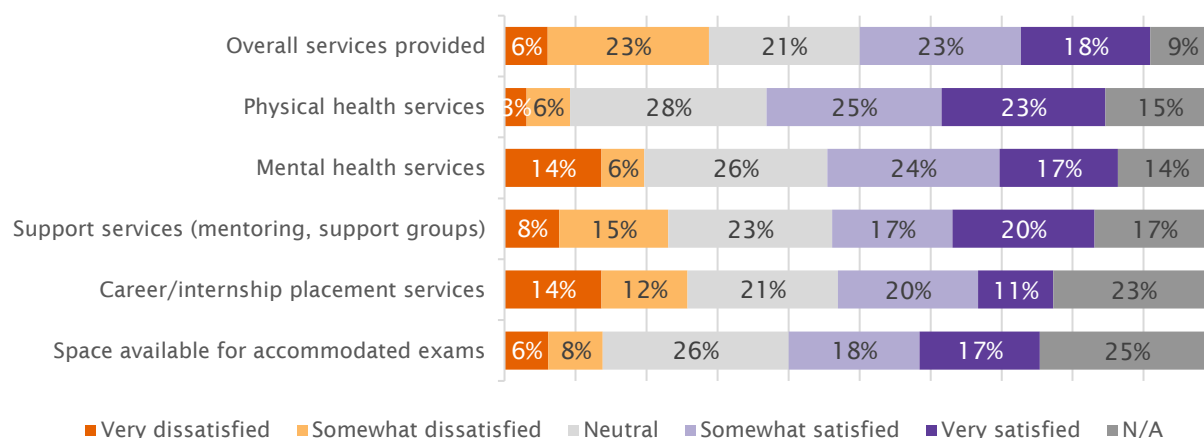
Institutional Support for Student Groups

Each student group identified in the survey (students with disabilities, LGBTQIA+ students, students of color, and international students) was asked several questions about their satisfaction with FIT's support for students in their group.

Students with Disabilities

The overall satisfaction among students with disabilities with FIT's support was low. Only 41% of student respondents with disabilities reported satisfaction with overall service, while 29% reported dissatisfaction. The service areas with the lowest level of student satisfaction were 'Space available for accommodated exams' (35%) and 'Career/internship placement services' (31%). Though these areas also had higher levels of 'Not Applicable' responses, which can explain lower satisfaction rates. Additionally, 'Career/internship placement services' had the highest level of student dissatisfaction, with more than a quarter of respondents expressing dissatisfaction (Figure 11).

Figure 11: 'How satisfied are you with the following items related to our institution's support for students with a disability?'



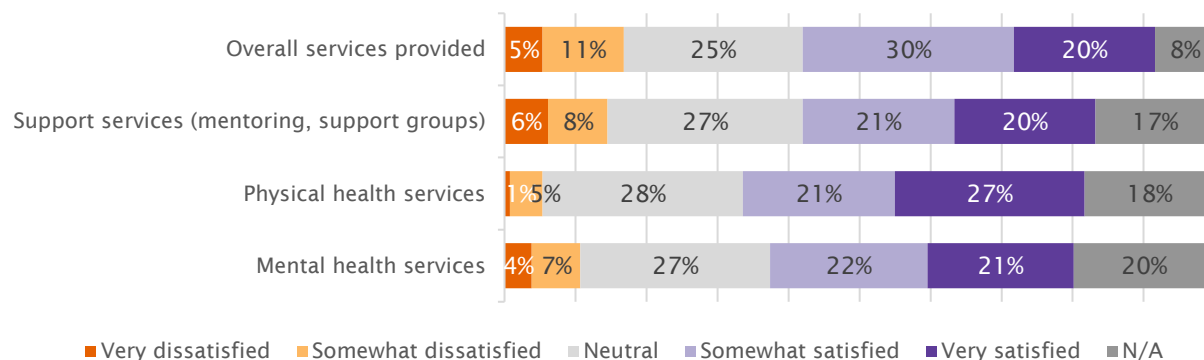
FIT students reported higher dissatisfaction with overall disability services than students in the comparison group (+8%). FIT students' perceptions of other services were similar or slightly higher than those of the comparison group.

Students of Color

When rating their satisfaction with the overall services provided, 50% of respondents of color were satisfied, while 16% were dissatisfied. Satisfaction rates among students of color were consistent across the three service areas surveyed: 'Support services' (41%), 'Physical health

services' (48%), and 'Mental health services' (43%) (Figure 12). Additionally, there was noticeably more dissatisfaction reported with support services and mental health services (14% and 11%, respectively).

Figure 12: 'How satisfied are you with the following items related to our institution's support for students of color?'

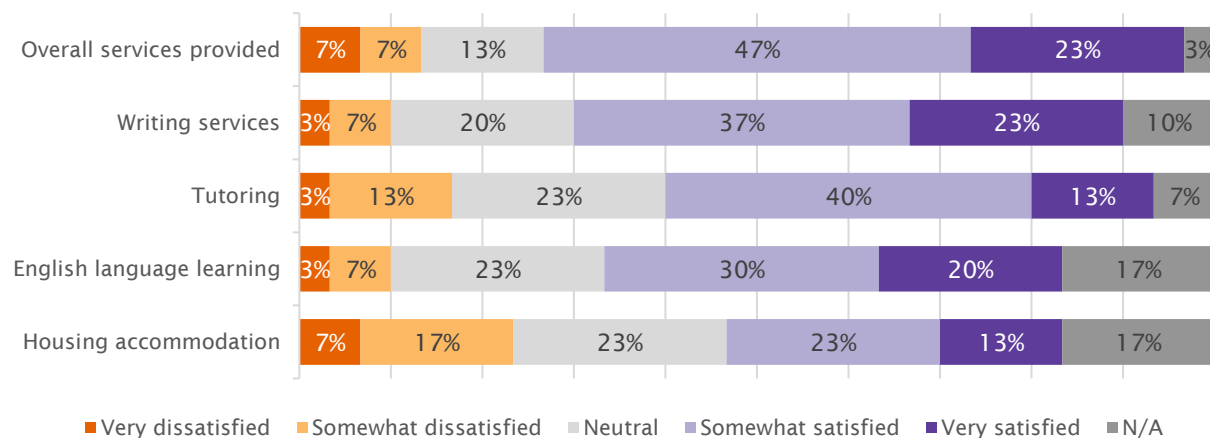


Students of color in the comparison group reported 57% satisfaction with the overall services provided at their institution, 7% points higher than FIT students. FIT students rated their satisfaction with physical health services similarly, but satisfaction with support and mental health services for students of color was lower than that of the comparison group.

International Students

High satisfaction was reported among international students with the overall services provided by FIT (70%), with 14% reporting dissatisfaction. The service areas for international students with the highest levels of satisfaction were 'Writing services' (60%) and 'Tutoring' (53%). The service area with the lowest level of satisfaction was 'Housing accommodation', with only 36% satisfaction and 24% dissatisfaction (Figure 13).

Figure 13: 'How satisfied are you with the following items related to our institution's support for international students?'

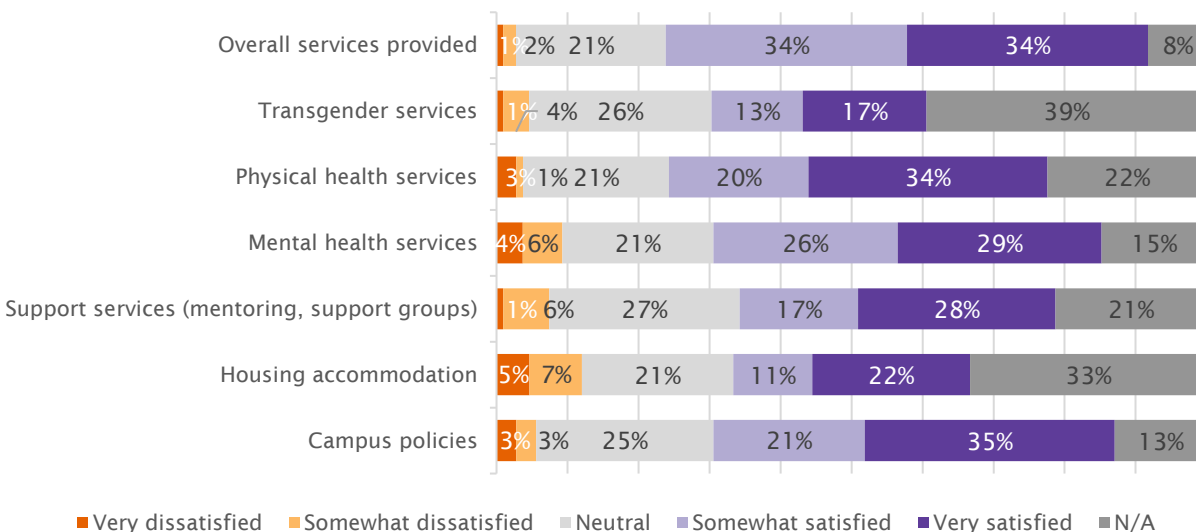


FIT international students were more satisfied with the overall services provided than international students in the comparison group (+9%). FIT international students also rated writing services, tutoring, and English language learning more favorably than the comparison group. Satisfaction with housing accommodation for international students was similarly ranked lowest by the comparison group.

LGBTQIA+ Students

Overall, satisfaction of LGBTQIA+ students with FIT support services is quite high. 68% of LGBTQIA+ student respondents were satisfied with ‘Overall services provided,’ while only 3% of LGBTQIA+ students reported dissatisfaction with overall services. The service areas with the highest levels of LGBTQIA+ student satisfaction are ‘Campus policies’ (56%) and ‘Mental health services’ (55%). The service areas with the lowest satisfaction among LGBTQIA+ students were ‘Transgender services’ (30%) and ‘Housing accommodation’ (33%) (Figure 14).³ Those two service areas also had higher levels of ‘Not applicable’ responses.

Figure 14: ‘How satisfied are you with the following items related to our institution’s support for LGBTQIA+ students?’



FIT LGBTQIA+ students rated their satisfaction with overall services 15% points higher than LGBTQIA+ students in the comparison group. FIT LGBTQIA+ satisfaction was rated more favorably in all other categories compared to students in the comparison group.

Political Views

When asked to characterize their political views, FIT students reported being more left-leaning. 22% chose the “Far left” label, and 42% chose the “Liberal” label. 14% of student respondents identified their political views as “Middle-of-the-road”. 4% chose the label “Conservative,” and less than 1% of student respondents chose the “Far right” label.

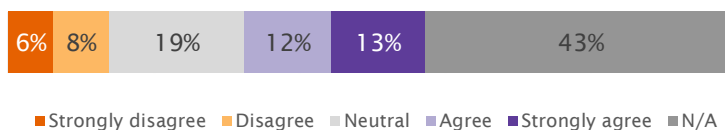
Religious/Spiritual Beliefs

When asked about their religion/spiritual affiliation, 253 (69%) students responded. The most frequent affiliations were: Agnostic (23%), Christian (20%), Atheist (15%), and Roman Catholic (13%).

³ The FIT Office of Residential Life does provide Gender Inclusive Housing to FIT students. More information can be found here: <https://www.fitnyc.edu/life-at-fit/residential-life/current-residents/housing-selection/gender-inclusive-housing/index.php>

Student respondents were asked several questions about the expression of religious/spiritual beliefs at FIT. Most questions in this section asked if students' beliefs were treated with respect by other groups on campus.

Figure 15: 'Students with my religious/spiritual beliefs have a dedicated space for prayer.'



However, one question asked students to agree/disagree with the statement "Students with my religious/spiritual beliefs have a dedicated space for prayer." Only 25% of respondents agreed with this statement (Figure 15). Markedly lower than the 49% of respondents who said they felt they could openly express their religious/spiritual beliefs on campus. A similarly small proportion of students in the comparison groups agreed with this statement.

Comments About FIT's Campus Climate

At the end of the survey, students were asked the open-ended question: "Please offer any additional comments or suggestions to improve our campus climate." Thirty-three students provided comments on the question.

Campus Accessibility

Multiple comments expressed students' frustration with the physical accessibility of FIT's campus infrastructure and with how staff and faculty could be more accommodating of students with disabilities. One student mentioned that their mobility concerns were "*willfully ignored*" by staff and faculty, while another student expressed extreme frustration that public safety officers consistently did not know the policy regarding service animals on campus. Several comments mentioned the need for more accessible building entrances and spaces on campus.

Tightly linked to comments on accommodation and access for students with disabilities, course workload was a common topic in student comments. Students described long courses, too many courses per semester, and heavy homework as overwhelming their ability to succeed, especially those with disabilities and inadequate accommodations.

"Please bring in a disability rights expert to educate your staff and faculty on how to interact with our community and how to meet our needs in the classroom and on campus. Additionally, the [my one-year program] has too many classes in each semester, even for my able-bodied peers."

Campus Culture

Multiple students commented on the campus culture of FIT. Many comments mentioning culture felt that FIT is superficially diverse, but does not do enough to improve the everyday experiences of marginalized students. Students felt that greater faculty diversity (See Appendix A for employee race/ethnicity breakdown), interdisciplinary dialogue, and greater openness to differences in beliefs and thoughts would greatly improve their experiences. One student's comment said:

"FIT gives us the chance to influence campus culture for good just as we do through design. A better climate is one where our community sees themselves represented, heard, and valued - in our professors who teach us, in the classes we take, and in the spaces we meet to share ideas. When culture is incorporated into curriculum and belonging is no longer just a box to be checked off but rather an experience, all of us at FIT reap the reward. What I would like to see happen is increased faculty diversity, interdisciplinary dialogue, and spaces for real conversation to take place."

Three student comments challenged the effort to emphasize diversity at FIT. One of these students pushed back against efforts to categorize students by their identities, *“Why define people by their size, shape, & color?”* Another criticized what they viewed as a *“progressive orthodoxy”* that punishes dissent and *“stifles genuine inquiry.”* These comments also criticized the survey instrument itself, calling it “ridiculous” or “performative.”

One student, though, was thankful for the survey and also suggested creating a more dedicated space for prayer on campus.

Additional Topics

Other topics mentioned by multiple students include dissatisfaction with campus food, some faculty members' attitudes toward teaching, and difficulty securing internships. These topics are frequently reported by students in other college-wide surveys, including the SUNY Student Satisfaction Survey and school-level exit surveys. Refer to the previous reports on those surveys for a more in-depth discussion.

Other topics mentioned by individual students included finance, with concerns about the high cost of housing, the lack of on-campus jobs for international students, insufficient financial support, and being denied on-campus housing despite making a deposit. Students also requested improvements to campus spaces and resources, including a formal waiting area for the campus shuttle, a modern website, and the return of ASL courses. Others called for FIT to address antisemitism, increase awareness and reporting of incidents of violence, provide more support for adult learners, and enhance mental health services. Two students reported negative behavior by staff, including a health services staff member using a student's dead name, and another described negative interactions stemming from troubling attitudes among academic advising and bursar staff.

Employee Findings

The employee version of the Viewfinder Campus Climate Survey included many of the same questions as the student version, asking about safety, perceptions of campus climate, respectful treatment by others, and experiences of discrimination, bias, and harassment. However, several additional sections were unique to the employee version. These include sections on the strategic diversity plan, diversity council, diversity training, hiring committees, and research.

Additionally, the comparison group used in the student findings section remains the same in the employee findings, including SUNY New Paltz, Purchase College, Stony Brook University, and Westchester Community College.

Campus Climate and Belonging

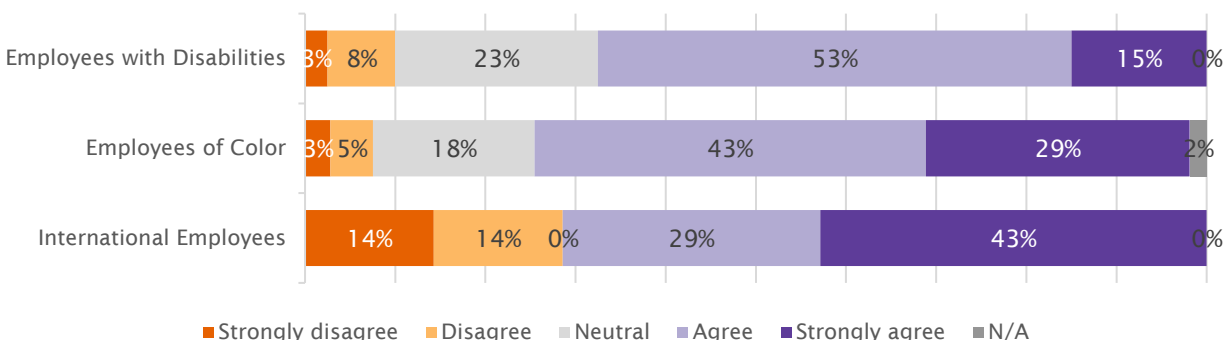
Most survey questions asked employees to rate their level of agreement with statements about campus climate.

Sense of Welcome

In the SUNY DEI survey, two questions asked employees about their general feelings of welcome and acceptance on campus across different groups and beliefs. The first question asked employees with disabilities, employees of color, and international employees to agree/disagree with the statement “I feel welcome on campus.” Over two-thirds of employees of color (72%) and international employees (72%) feel welcome on campus. 68% of employees with disabilities feel welcome (Figure 16).

However, among those who strongly disagree or disagree, 28% of international employees reported not feeling welcome on FIT’s campus, higher than employees with disabilities (11%) or employees of color (8%). This could be partially attributed to the fact that only 7 employees were identified as international employees. Small sample sizes amplify the percentage difference between agree and disagree by increasing volatility and the margin of error.⁴

Figure 16: “I feel welcome on campus.”



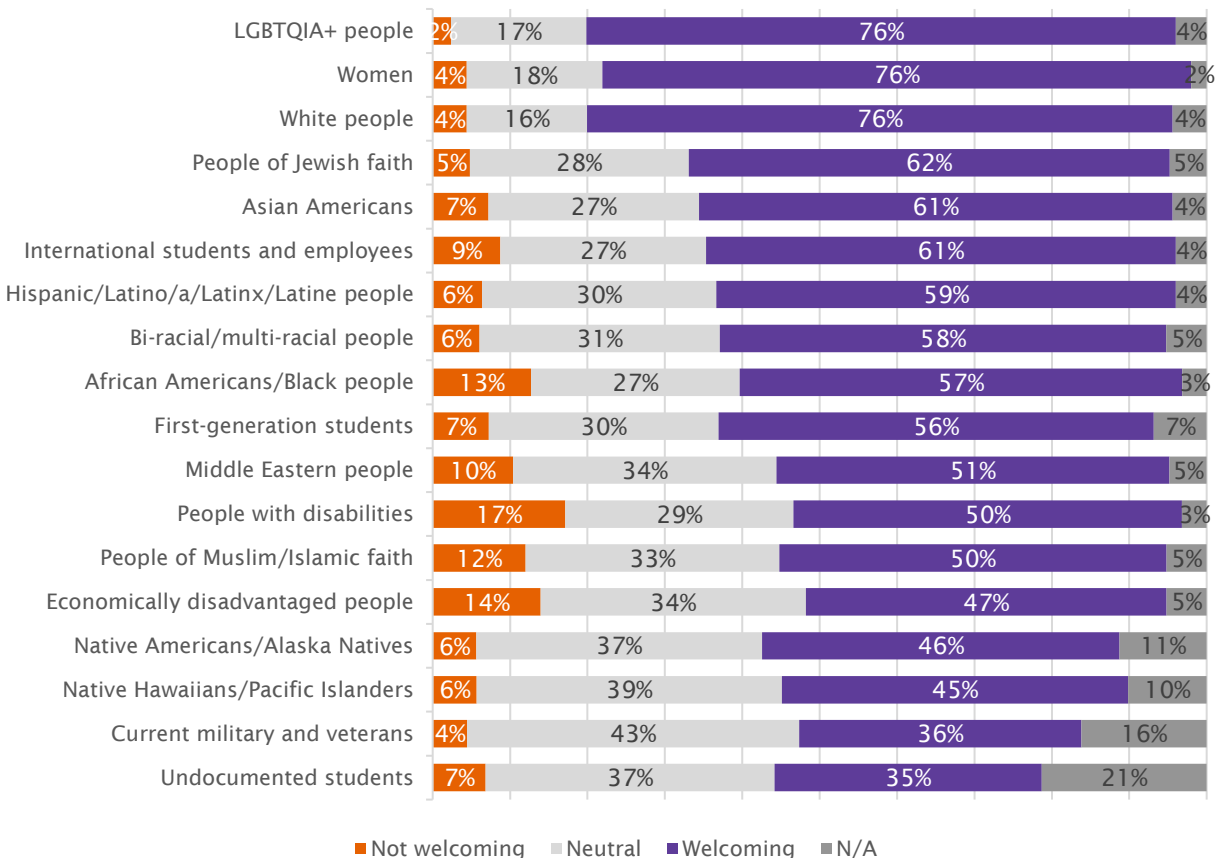
Employees with disabilities, employees of color, and international employees from schools in our comparison group agreed they felt welcome on campus, similarly to ours.

All employees were asked “how welcoming is our campus to the following groups” Among a list of 18 different groups, employees felt that the FIT campus was the least welcoming (“not at all

⁴ A single person changing their mind in a sample of 10 causes a 10% shift, whereas in a sample of 100, it causes only a 1% change.

welcoming or not very welcoming”) to people with disabilities (17%, 13), economically disadvantaged people (14%, 10), African Americans/Black people (13%, 9), and people of Muslim/Islamic faith (12%, 12) (Figure 17).

Figure 17: 'How welcoming is our campus to the following groups?'



Comparison Group employees also reported the same groups as the least welcome on their campuses.

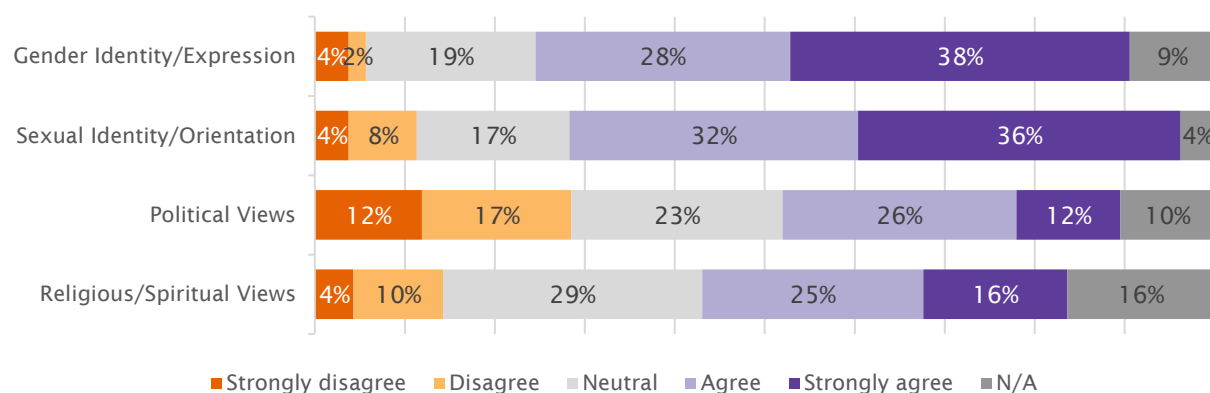
Freedom of Expression

A related climate question asked employees to agree/disagree with the statement “I can openly express [myself] on campus.” This question was asked to employees identifying as LGBTQIA+ regarding both their gender identity/expression and their sexual identity/orientation. The question was also asked of all employees about their political views and religious/spiritual beliefs.

About two-thirds of LGBTQIA+ employees agreed that they could openly express their gender identity/expression and sexual identity/orientation at FIT (66% (71) and 68% (69), respectively) (Figure 18). This was also the case for LGBTQIA+ employees in the comparison group.

In contrast, a smaller share of employees felt they could openly express their political views and religious/spiritual beliefs on campus. Only 38% of respondents felt they could openly express their political views on campus, and 41% felt they could openly express their religious/spiritual beliefs (Figure 18). This was also like employees in the comparison group.

Figure 18: 'I can express [myself] on campus.'



Sense of Respect

Employees with disabilities, employees of color, and international employees were asked to agree/disagree with four statements: "I am treated with respect by..." either students, faculty, staff, or administrators. Employees with disabilities and international employees felt the least respect from administrators compared to the other groups within the FIT community. Employees of color felt most respected by students (Table 2).

All employees were also asked if their political views and their religious/spiritual beliefs were treated with respect by students, faculty, staff, and administrators. A much larger share of employees answered "Neutral" or "N/A". Of those who did not note their agreement, roughly a third felt their views and beliefs were treated with respect by students and administrators, but a slightly higher share by faculty and staff.

Table 2: 'I am treated with respect by...'

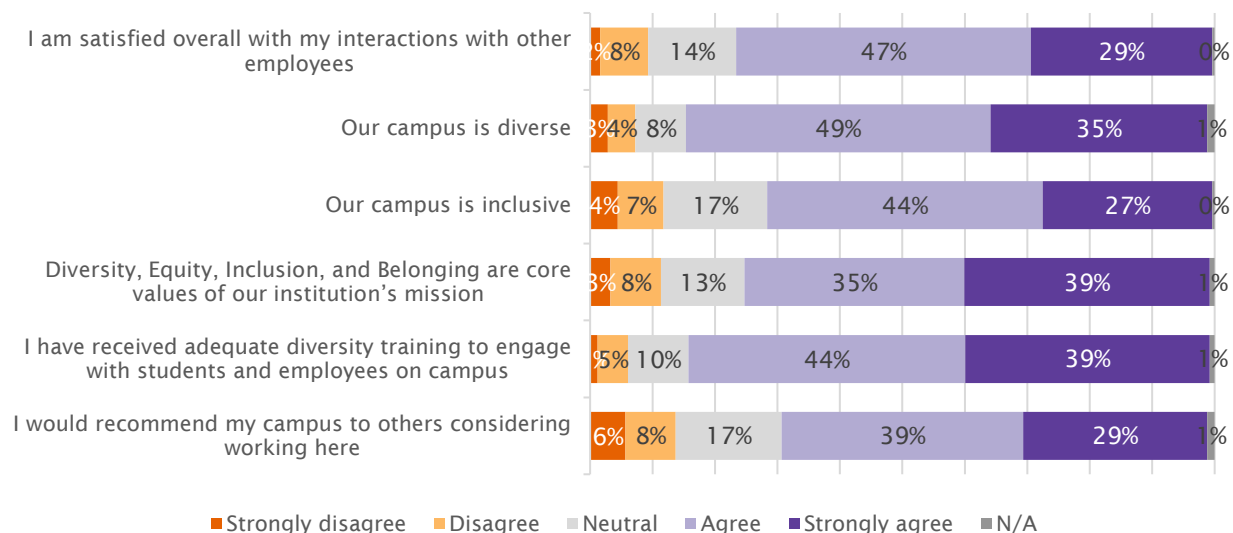
	Students	Faculty	Staff	Administrators
Employees with disabilities	72.5%	64.1%	76.9%	48.7%
Employees of Color	73.6%	60.4%	69.8%	62.3%
International Employees	71.4%	85.7%	85.7%	57.1%
Political Views	30.4%	36.6%	40.2%	29.9%
Religious/Spiritual Beliefs	32.7%	36.7%	43.4%	38.4%

These figures closely align with the responses of employees within the comparison group.

Campus Diversity Perception

Employees were asked a series of questions to assess their perception of diversity, inclusion, and engagement on the FIT campus. Overall, most employees agree that FIT's campus is diverse (84%, 79), inclusive (71%, 69), and that diversity, equity, inclusion, and belonging (DEIB) are core values of the college's mission (74%, 73) (Figure 19).

Figure 19: 'To what extent do you agree or disagree with the following statements about the overall climate on our campus?'



FIT employees' perceptions of their campus in these three areas were modestly higher than those of the comparison group (79%, 69%, and 73%, respectively).

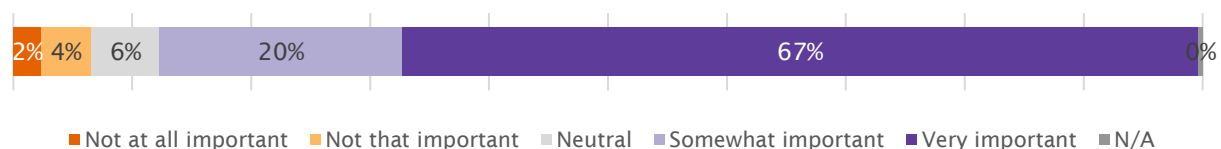
In addition, most FIT employees feel that they have received adequate diversity training to engage with students and employees on campus (84%), are satisfied with their interactions with other employees (76%), and would recommend working here to others (68%) (Figure 19).

FIT employees were much more likely to report receiving adequate diversity training (83%) than employees in the comparison group (66%), and they had satisfaction levels similar to those of the comparison group (Figure 19).

Leadership and Ethics

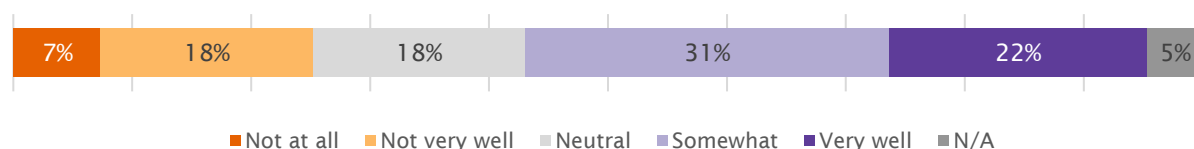
While most employee respondents felt that diversity and inclusion were somewhat or very important to the campus leadership (87%) (Figure 20), only 52% felt that FIT "promotes cross-cultural interaction between different groups" somewhat or very well (Figure 21).

Figure 20: 'How important, in your opinion, is diversity and inclusion to the campus leadership?'



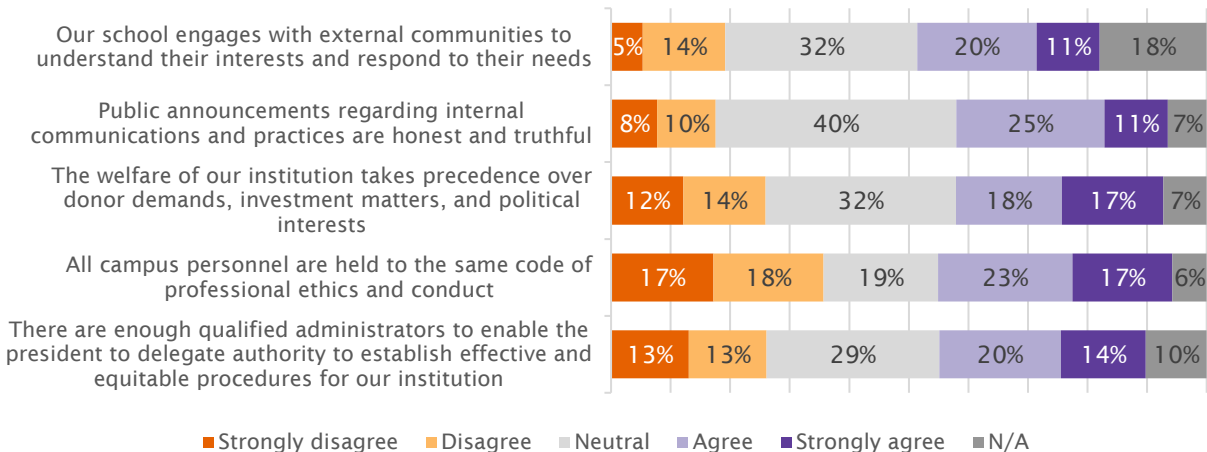
More FIT employees felt that diversity and inclusion were important to campus leadership than employees in the comparison group (77%), but both groups were similar in that only half felt the campus promotes cross-cultural interaction between different groups (53%) (Figure 22).

Figure 21: 'How well does our institution promote cross-cultural interaction between different groups?'



A little more than a third of FIT employees disagreed that all campus personnel are held to the same code of ethics and conduct (35%), while a quarter disagreed that there are enough qualified administrators to establish equitable procedures (26%) (Figure 22).

Figure 22: 'To what extent do you agree or disagree with the following statements about the overall climate on our campus?'



FIT and the comparison group were not aligned in this area. The comparison group showed less disagreement: campus personnel were held to the same code of ethics and conduct (28%), and there were enough qualified administrators to establish equitable procedures (15%).

At FIT, 18% of employee respondents disagreed that public and internal communications are honest and truthful. While 26% disagreed that the welfare of the institution takes precedence over donor, investment, and political interests. Further, 19% disagreed that FIT engages with external communities to understand their interests (Figure 22).

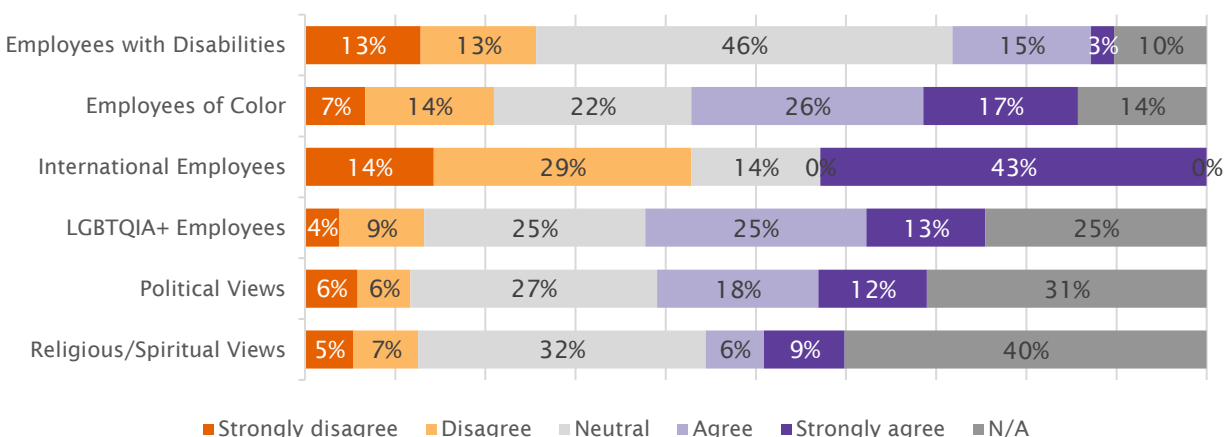
For these survey items, FIT employees and employees in the comparison group had very close levels of disagreement.

Diversity Council

Employees were asked to rate their agreement with the statement “[X] are well-represented on our diversity council.” This question was asked of employees identified as having a disability, LGBTQIA+ employees, employees of color, and international employees. The question was also asked of all employees about their political and religious/spiritual views.

Many employees selected “Neutral” or “N/A” for this question. Disagreement on the level of representation was highest among employees with disabilities (26%), employees of color (21%), and international employees (due to the small sample size) (Figure 23).

Figure 23: '[I am] well-represented on our diversity council.'



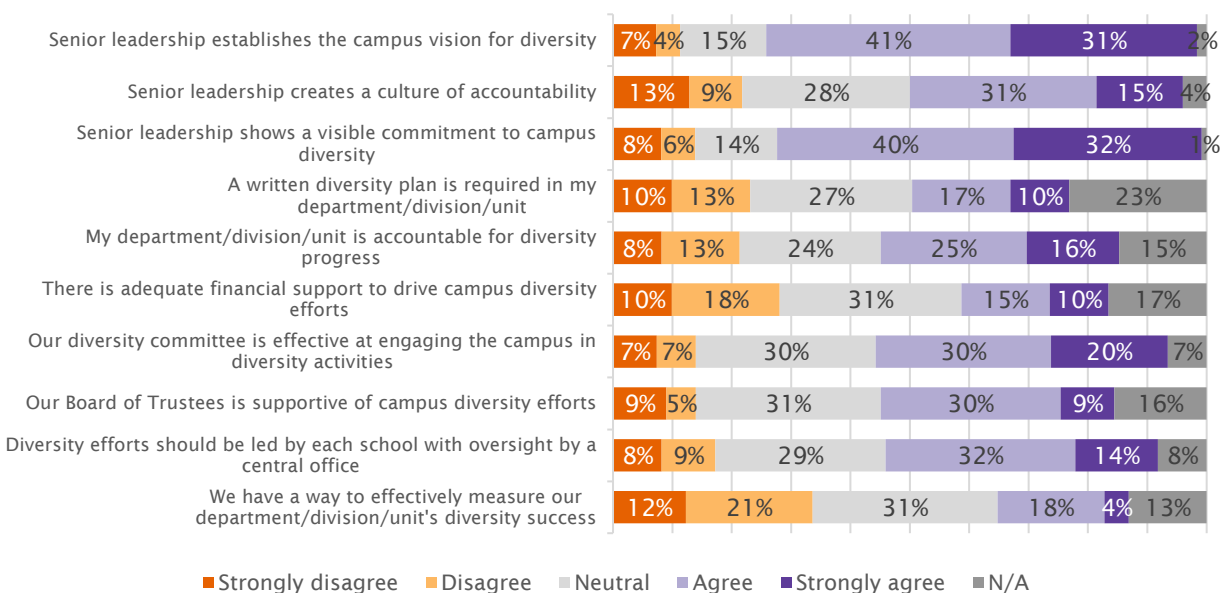
Strategic Diversity Plan

Employees were asked whether FIT has a campus-side strategic diversity plan, and fewer than half answered yes (47%).

Those 127 employees were asked to rate their agreement with a series of statements about the institution's diversity plan. The lowest levels of agreement were related to the plan having "adequate financial support" (25% in agreement) and to effective means "to measure department/division/unit's diversity success" (22% in agreement) (Figure 24).

More respondents agreed that the senior leadership establishes the campus vision for diversity (72%) and shows a visible commitment (72%). When asked whether senior leadership "creates a culture of accountability," 46% agreed, and another 28% were neutral. When asked about support from the Board of Trustees, 39% agreed, and a third responded neutral (Figure 24).

Figure 24: 'To what extent do you agree or disagree with the following statements regarding our campus-wide strategic diversity plan?'



Diversity Training

Two-thirds of employee respondents agree that all FIT employee groups should be required to participate in diversity training, with administrative leadership (73%) and Search Committee heads (68%) especially so. 56% of employees felt that students should be required to participate in diversity training.

Search Committees

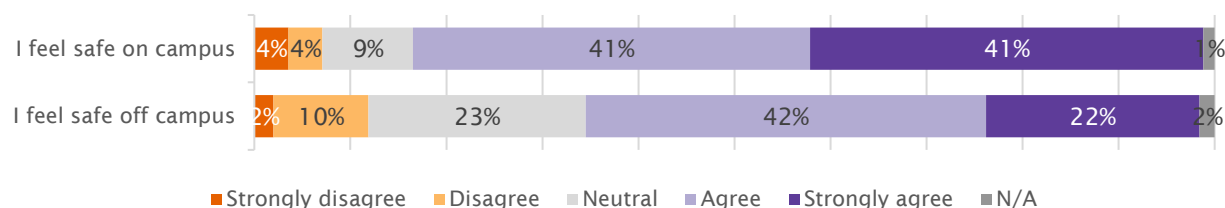
All employees were asked whether they had served on a search committee in the last two years; 103 employees answered yes (38%).

Those employees were asked to rate their agreement with several statements about their experience with the search committee and departmental processes. While there was wide agreement that search committees at FIT required a diverse pool of candidates (82%) and that these committees were composed of diverse members (76%), far fewer respondents felt that search committee members attended campus diversity events (20%). Only a small share of employees reported that their areas have pipeline programs to attract diverse employees (18%).

Safety

When asked about campus safety, employees largely felt safer on campus than off campus at FIT. 82% of employee respondents reported feeling safe on campus, while 64% reported feeling safe off campus. Similarly, 8% reported not feeling safe on campus and 12% reported feeling unsafe off campus (Figure 25).

Figure 25: 'To what extent do you agree or disagree with the following statements about safety on/off campus?'



Regarding safety on campus, employees at FIT and the comparison group matched in the proportion who felt safe. The difference was in how they felt about safety off-campus. FIT had more employees reporting they did not feel safe off campus (12%) than the comparison group (5%). The institutions in the comparison group were not located in cities but in much smaller suburbs.

Employee respondents indicated that people are more supportive of those who have experienced physical confrontation than of those who have experienced discrimination or emotional confrontation.

Among a long list of safety measures, not all of which are applicable or appropriate to FIT's urban campus, those that would make employees feel the most safety include anonymous reporting about a student or employee (69%), emergency procedures information (60%), and emergency call boxes (58%) and a quick response by administration in the event of a campus emergency (54%).

Discrimination, Bias, and Harassment

Institutional Responsiveness

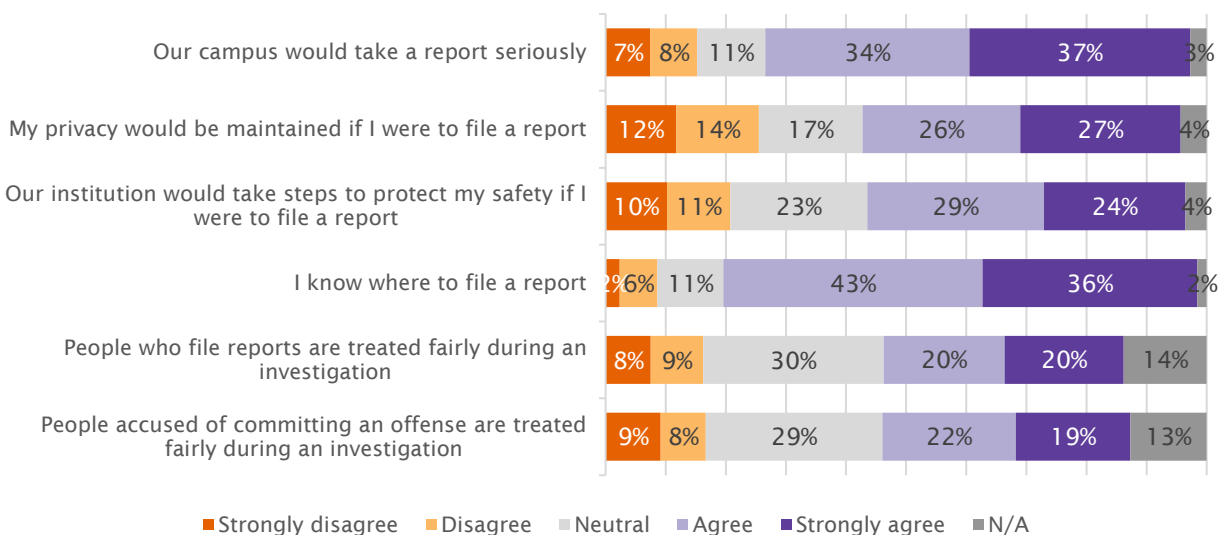
FIT is committed to providing an environment free from all forms of harassment and discrimination and ensuring students and employees the right to an environment free from discriminatory intimidation, ridicule or insult⁵. Each member of our community is responsible for being familiar with these policies, fostering mutual respect, and refraining from conduct that violates this policy. Any senior administrator, dean, department chairperson, department director, or any other person with supervisory responsibility (including instructors in a classroom setting) who receives a complaint of harassment, must immediately report the complaint to the Affirmative Action Officer.

In the survey, employees were asked about how to file a report and FIT's responsiveness to reports of discrimination, bias, and harassment. Most employees "know where to file a report" (79%) and agree "our campus would take a report seriously" (71%) (Figure 26). These figures closely match the levels of agreement reported by employees in the comparison group.

While this survey did not ask specifically about sexual violence policies and reporting procedures, FIT employees are asked about them every other year in the SUNY Sexual Violence Prevalence (SVP) survey. Over 95% of employee respondents to the 2025 SVP were aware that FIT has policies and procedures specifically addressing sexual violence and over 91% are aware of how to report incidents, indicating more employees know how to report sexual violence incidents than related to other kinds of discrimination, bias and harassment.

However, only about half of FIT employees agreed that their "privacy would be maintained" (53%), with even fewer agreeing that employees would be treated fairly during a discrimination/bias/harassment investigation. Only 40% agree that people *who file* reports would be treated fairly, and only 41% agree that people accused would be treated fairly. These figures closely match the comparison group responses (60% privacy would be maintained, 45% filers treated fairly, and 43% accused would be treated fairly) (Figure 26).

Figure 26: 'To what extent do you agree or disagree with the following statements regarding our institution's responsiveness to a report of discrimination/bias/harassment?'

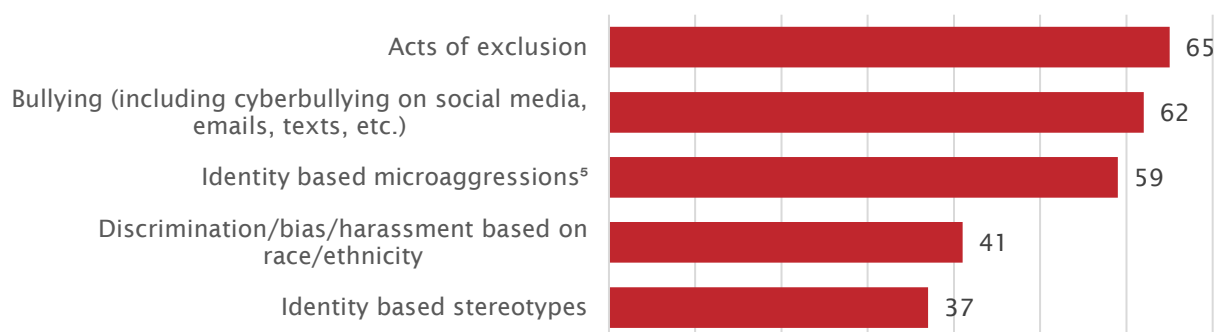


⁵ [FIT's Nondiscrimination and Anti-Harassment policy](#) is posted on the FIT website

Prevalence and Forms

Employees were asked whether they had experienced discrimination, bias, and/or harassment or other forms of mistreatment (Appendix B, Table 2). About two-thirds of employee respondents (139, 62%) indicated they experienced one or more forms at FIT. 48% of employees in the comparison group reported experiencing a form of mistreatment. Of the 27 different experiences posed in the survey, the three most frequent experiences were “acts of exclusion”, followed by “bullying” and “identity-based microaggressions”. Employees were also provided with an Other box and the opportunity to describe incidents that did not fall within any of the listed categories (Figure 27).

Figure 27: Top five most common forms of mistreatment.



FIT employees shared the same five most common forms of mistreatment as employees in the comparison groups, but a higher proportion of FIT employees reported experiencing these forms than employees in the comparison groups.

Most FIT and comparison group employee responses indicated that fellow employees were most often responsible for the offense(s). Only a small share reported offenses by members of the surrounding community and by students' parents.

Reporting

All FIT employees were asked if they ever reported an incident of discrimination, bias, or harassment. About a third, 34%, did file a report (47 employees). The report was made most often to Human Resources, followed by the Title IX Coordinator, Union Representative, Senior Administrator, Department head, and/or Chief Diversity Officer. More FIT employees reported incidents of discrimination/bias/harassment than employees in the comparison group (27%).

Of the 33 FIT respondents who filed a written report, about one-third (11) felt it was taken seriously, and 9 reported it was addressed but not resolved to their satisfaction. A slightly smaller share of employees in the comparison group felt their complaint was taken seriously and a bit more felt it was addressed but not resolved to their satisfaction.

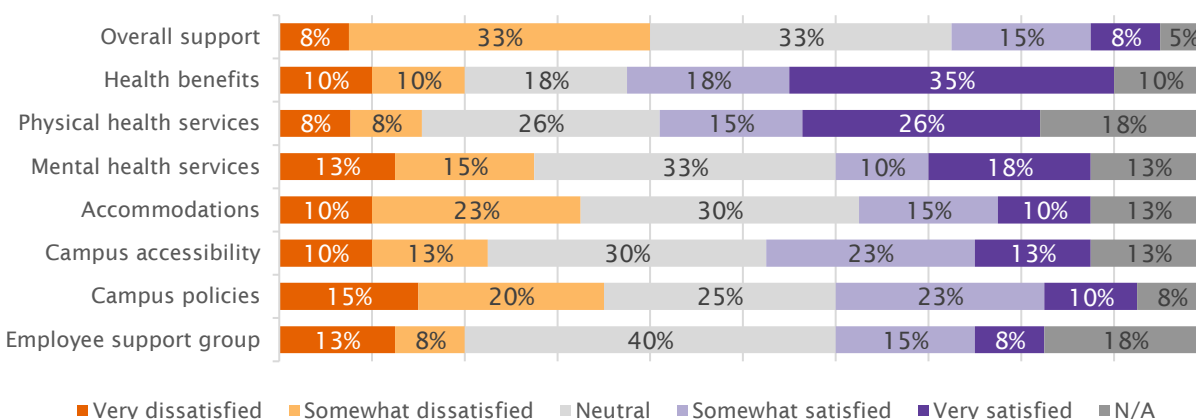
Of the 83 who did not file a report, the top reasons cited were feeling like nothing would happen, fearing retaliation, believing FIT would not be supportive, and deciding it wasn't important enough. These were also the most common reasons for not filing shared by employees in the comparison group.

Institutional Support for Employee Groups

Employees with Disabilities

Fourteen percent of respondents (41 employees) identified as having a disability, with the most common being either a medical/chronic health condition, Attention Deficit Disorder, and/or a psychological condition. Respondents were most dissatisfied with overall support, campus policies, mental health services, and accommodations (Figure 28).

Figure 28: 'How satisfied are you with the following items related to our institution's support for employees with a disability?'



FIT Employees who pursued accommodation reported the most dissatisfaction with the onboarding and training they received. 18% disagreed that the “campus physical accessibility meets my needs” (Figure 28).

Employees with disabilities in the comparison group had the same level of dissatisfaction (19%) with the physical campus’s accessibility to meet their needs.

Employees of Color

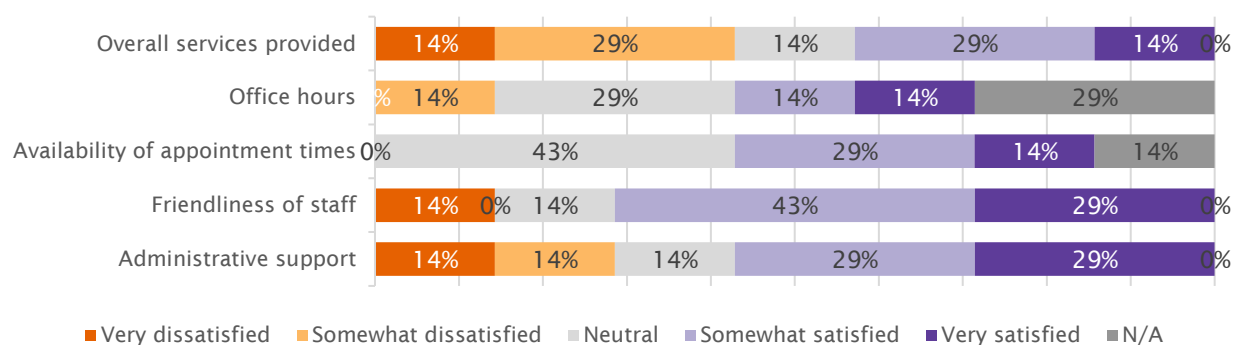
When asked if they identified as a Person of Color, 39% (106) responded yes or not sure.

International Employees

Six employees were identified as international employees, defined in the survey as not having U.S. citizenship. International employees were asked questions about services provided to them by the Human Resources Office. 43% were dissatisfied with the “overall services provided” by the Human Resources office. Conversely, 43% felt that the Human Resources office “very much” facilitated their adjustment to U.S. campus life (Figure 29). This seeming discrepancy can be partially attributed to the fact that only 7 employees identified as international employees.⁶

⁶ Small sample sizes amplify the percentage difference between agree and disagree by increasing volatility and the margin of error.

Figure 29: 'How satisfied are you with the following items related to our Human Resources office?'

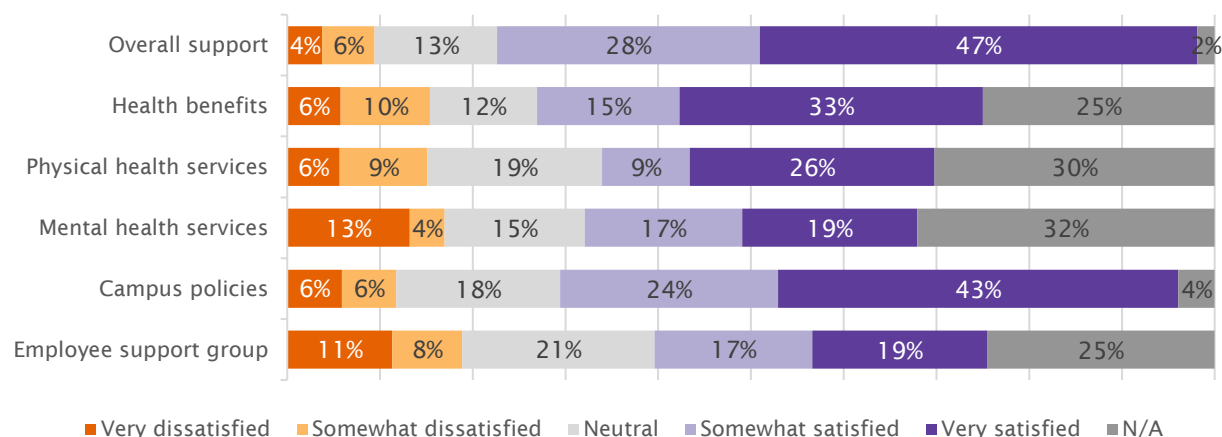


LGBTQIA+ Employees

When asked if they identified as LGBTQIA+, 17% (53) responded “yes” or “not sure”.

While 10% of LGBTQIA+ respondents were dissatisfied with overall institutional support, 17% were dissatisfied with mental health services, and 19% were dissatisfied with an employee support group (Figure 30).

Figure 30: 'How satisfied are you with the following items related to our institution's support for LGBTQIA+ people?'

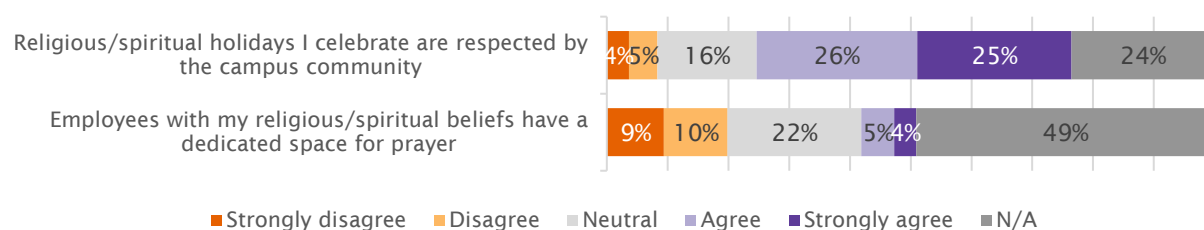


Religious / Spiritual Beliefs

Most employee respondents identified a religious or spiritual affiliation, with 22% choosing not to respond. The most popular included Atheist (12%), Christian (23%), Jewish (12%), and Catholic (12%).

Over half of employees agreed that their “holidays were respected by the campus community”; 9% disagreed. However, 9% of employee respondents agreed that their religious/spiritual beliefs had a dedicated space for prayer on campus; 19% disagreed (Figure 31).

Figure 31: 'To what extent do you agree or disagree with the following statements?'



These levels of dissatisfaction in these areas among FIT employees closely matched the levels reported by employees in the comparison group.

Political Views

Most employee respondents characterized their political views, with 15% choosing not to respond. Of the labels offered, 47% chose Liberal, 20% Middle-of-the-Road, and 4% Conservative.

Comments about FIT's Campus Climate

At the conclusion of the survey, employees were offered an opportunity to offer any additional comments or suggestions to improve FIT's campus climate. 46 responses described personal experiences and observations, as well as suggestions, criticisms, and comments related to the survey itself. Most comments focused on the employees' perceptions of the climate they experienced and how it should and could improve.

Diversity and Equity

Employees voiced concerns about a lack of diversity in leadership roles and hiring pools, and a lack of programming (events and training) that incorporates neurodiversity. Another noted that the diversity of the FIT workforce reflected New York City and was not the result of FIT's efforts. Another spoke about the importance of ensuring that the diversity of our faculty and curriculum matches the diversity of our students, and they feel that "this is being fairly well achieved, and moving in the right direction." Conversely, one respondent suggested that hiring and advancement at the college were based on diversity rather than merit.

The largest share of responses concerned equity, noting the disparate treatment of support for staff in certain positions or with specific backgrounds at the institution. Several responses concerned pay and leave. Responses discussed the lack of parental leave and insufficient time off for religious holidays. Two respondents feel adjuncts are not fairly compensated for their work, considering their work mirrors that of full-time faculty:

"Often we do committee work our departments need done, even though we are not paid for it. It is disheartening to work side by side with people who have the same qualifications and experience as I do, but they are paid twice as much as I, with far greater benefits."

Similarly, a respondent described how Directors and Assistant Directors are not compensated fairly given the amount of work, and that inadequate pay levels inhibit succession planning.

Several comments noted inequity in advancement at the institution. A respondent explained there was a lack of opportunity to move up, while another described the institution's unwillingness to review and reclassify positions when jobs had changed, and staff were advancing in their work. An employee would like the opportunity to review their supervisor. Two employees with disabilities and two employees seeking support to express their religious views through affinity groups or a designated space described a desire for more support. A few

would like to see more fairness and less favoritism in processes, including within the assignment of course schedules.

Three requested that the institution provide additional training and ongoing support for new hires, for managers, and for new faculty. Two respondents described the need for training and mentoring for junior faculty and new adjunct faculty.

"More training and check-ins for new pt adjunct faculty in admin and educational procedures with chair of department, not just emails and T&P reviews....I love my job, i wish I had more support and feedback and a mentor to guide me"

"Managers should be formally trained on how to be great managers and on how to manage people and teams."

Leadership

A smaller number of responses were critiques of the Administration regarding credentials, ethics, and communication, which illustrate the responses to the closed-ended questions described on page 3. Some employees would like the administration to work harder to improve morale, build trust with employees, and improve administrative operations. Employees also described how the administration should be held to a higher standards of accountability and should not promote a culture of retaliation and hypocrisy.

"Leadership and senior administrators should be held to a higher standard of accountability for bias and confronting history of bias against minorities."

"We are held to a higher standard and then administration can turn around and make what seems to be arbitrary decisions, ignoring the very things faculty and staff are required to follow per diversity. Seems to be a double standard"

Another employee felt that staff were not valued; for example, their input on the new building was not collected, while another felt there should be greater emphasis on hiring administrators with credentials.

Another employee described in detail the challenges of navigating FIT's policies and processes. They felt that if policies exist, they are not clearly written or accessible, and that many long-standing practices remain undocumented. They proposed a collaborative effort to reduce ambiguity and invest in engaging an external expert to help FIT modernize outdated provisions and reduce disputes.

Culture and Environment

A few employees described how the negative culture in their workplace left them feeling unsupported, unable to work in their area as a team, and their creativity stifled. A few others described how the effects of the negative culture were greater than they had experienced, and that it was leading FIT to a decline in the quality of the student experience, fewer students transitioning to bachelor's programs, and departures of tenured faculty.

One employee described in-depth how the culture at FIT was toxic for female faculty, noting that multiple female professors were bullied or attacked with no help, and if reports are made, Title IX disempowers victims, HR leadership lies, and the college lawyer intimidates.

Conversely, some employees noted a positive culture and work environment. "This is a nice place to work overall, thank you!" Another described feeling supported within their department, which had "compassionate and visionary leadership."

One response described a need for a culture shift around technology. FIT could enhance efficiency and competitiveness by embracing digital innovation, as current systems impede productivity and create friction.

"We must cultivate a campus culture that genuinely understands and values technology. There are frequent discussions about innovation but no decisive action and motivation to adopt."

Additional Topics

Another suggestion in the survey was that investigations be handled by people outside FIT. Another felt that HR employees do not demonstrate trust and professionalism. An employee questioned why there are search committees, with all the work and strict rules, when the hiring manager makes the decision rather than HR handling the screening.

Another employee requested that the administration address the excessive noise from FIT's rooftop machinery that impacts the neighborhood, while another questioned why FIT built a new building when "facilities in our building are crumbling."

Survey

Lastly, a handful of comments were critical of the survey instrument itself. These employees felt the survey items were not very relevant to FIT or to themselves, or were too difficult to answer. A few noted they did not feel comfortable identifying their demographic background in the survey. Another added that they didn't have time to provide comments.

Conclusion

Shared and Divergent Perspectives of Students and Employees

Analysis of responses from FIT students and employees reveals many commonalities in how they perceive and experience FIT's climate and culture.

Both students and employees with disabilities felt less welcome on campus compared to persons of color and international persons. When asked about freedom of expression, the largest share of disagreement among students and employees concerned the ability to express political views on campus openly.

FIT students felt that their gender identity, sexual identity, and political views were more respected by fellow students than those of students in the comparison group. In contrast, FIT employees and employees in the comparison group reported the same levels of respect.

These results also indicate that most surveyed students and employees agree that the campus is diverse and inclusive and that diversity and inclusion are important to leadership. Compared to employees, more students felt that FIT promotes cross-cultural interaction well.

Both students and employees responded, in similar numbers, that they felt much safer on campus than off campus.

But within their on-campus experience, the most frequent forms of mistreatment experienced by both students and employees were acts of exclusion and identity-based microaggressions, and race-based discrimination/bias/harassment. Among students, the most common cause of the offense was other students, while among employees, it was fellow employees.

FIT students shared the five most common forms of mistreatment with students in the comparison groups, but a higher proportion of FIT students reported experiencing them.

Each student and employee group identified in the survey (students with disabilities, LGBTQIA+ students, students of color, and international students) was asked several questions about their satisfaction with FIT's support for their group. Significant levels of students and employees with disabilities were dissatisfied with services and support. For students, it was in the areas of career and internship services and overall services. For employees, it was in the areas of policies, accommodations, and campus physical accessibility. Suggestions in the open-ended described these issues, with both students and employees requesting more training and access to accommodations.

Comments aimed at improving the culture and climate on the FIT campus largely focused on the need for FIT to support marginalized students and employees better. Students would like to see FIT take steps to ensure greater fairness, increase faculty diversity, foster interdisciplinary dialogue, and make the community more open to differences in beliefs and ideas. Employees suggested providing more opportunities for advancement, greater fairness in hiring, and more diversity in hiring and in leadership roles. Many are looking to their colleagues and the administration to walk the walk, adhere to policies, and promote fairness, creativity, and collaboration to improve the workplace.

Appendices

A. Respondent Profiles

Student Respondent Profile

FIT Campus Population Fall 25	FIT Survey Respondents (N= 365)	Comparison Group Respondents
Award Level		
50% Associate 43% Bachelor's 3% Master's 4% not in a program	2% Certificate 41% Associate 51% Bachelor's 5% Master's 1% not in program	8% Certificate 10% Associate 58% Bachelor's 13% Master's 8% Doctoral 1% not in program
Enrollment Status		
87% Full-time 13% Part-time	92% Full-time 8% Part-time	86% Full-time 14% Part-time
Student Characteristics		
31% First Generation 9% New Transfer 26% On-campus resident 33% Pell 4% Fully Online 3% EOP	35% First Generation 11% New Transfer 38% On-campus resident 25% Pell 1% Fully Online 3% EOP 16% Returning after a break in enrollment	34% First Generation 9% New Transfer 34% On-campus resident 18% Pell 3% Fully Online 2% EOP 15% Returning after a break in enrollment
Gender		
81% Female 19% Male 7% Other	81% Woman 12% Man 5% Nonbinary 2% Transgender	56% Woman 30% Man 10% Nonbinary 4% Transgender
Race/ethnicity		
9% African American/Black 13% Asian American/Asian 24% Hispanic/Latino 5% Multiracial <1% Native American/ Alaska Native <1% Native Hawaiian/ Pacific Islander 36% White 13% International (F1 or Other Visa Holder)	20% African American/ Black 20% Asian American/Asian 25% Hispanic/Latino 3% Middle Eastern or North African 8% Multiracial 1% Native American/ Alaska Native 1% Native Hawaiian/ Pacific Islander 47% White (does not equal zero as check all that apply)	10% African American/ Black 24% Asian American/Asian 17% Hispanic/Latino 3% Middle Eastern or North African 7% Multiracial 2% Native American/ Alaska Native <1%Native Hawaiian/ Pacific Islander 56% White (does not equal zero as check all that apply)
Age		
46% 18-20 32% 21-23 13% 24-30 4% 31-40 1% 41-50 1% 51 or older	43% 18-20 28% 21-23 15% 24-30 9% 31-40 3% 41-50 3% 51 or older	47% 18-20 25% 21-23 17% 24-30 6% 31-40 3% 41-50 2% 51 or older
Citizenship		

87% US Citizen, Permanent Resident, or Undocumented 12% Visa Holder	85% U.S. citizen 2% Permanent Resident 12% Visa Holder 1% Other	88% U.S. citizen 3% Permanent Resident 8% Visa Holder 2% Other / No Answer
Employment		
N/A	43% Not Employed 13% 9 hours or less 21% 10-19 hours 16% 21-31 hours 8% 32 or more hours	44% Not Employed 13% 9 hours or less 19% 10-19 hours 12% 21-31 hours 12% 32 or more hours

Source for FIT Campus Population: Fall 2025 Student Census Dataset extracted from Banner and reported in SIRIS

Employee Respondent Profile

FIT Campus Population Fall 24	FIT Survey Respondents (N=317)	Comparison Group Respondents
Length of Employment		
34% less than five years 19% 5-10 years 12% 10-15 years 13% 15-20 years 22% more than 20 years	31% less than five years 16% 5-10 years 13% 10-15 years 14% 15-20 years 26% more than 20 years	39% less than five years 18% 5-10 years 12% 10-15 years 12% 15-20 years 19% more than 20 years
Role		
57% Faculty 43% Administrator/Staff	50% Faculty 50% Administrator/Staff	39% Faculty 61% Administrator/Staff
Faculty Employment Status		
22% Full-time 78% Part-time	78% Full-time 22% Part-time	58% Full-time 42% Part-time
Faculty Tenure		
76% Tenured 24% Tenure Track <i>Of Full-Time Faculty</i>	53% Tenured 14% Tenure-Track 33% Not Applicable	47% Tenured 17% Tenure-Track 36% Not Applicable
Employment Status Administrator/Staff		
82% Full-time 18% Part-time	99% Full-time 1% Part-time	99% Full-time 1% Part-time
Role of Administrator/Staff		
N/A	8% Senior Administrator 17% Mid-level administrator 75% Administrative or professional staff	4% Senior Administrator 23% Mid-level administrator 72% Administrative or professional staff
Gender		
61% Woman 39% Male <1% Unknown	71% Woman 25% Man 3% Nonbinary <1% Transgender	65% Woman 33% Man 2% Nonbinary <1% Transgender
Race/ethnicity		
14% African American/Black 10% Asian American/Asian	19% African American/Black 10% Asian American/Asian	10% African American/Black 8% Asian American/Asian

4% Hispanic/Latino <1% Middle Eastern or North African 3% Multiracial <1% Native American/ Alaska Native <1% Native Hawaiian/ Pacific Islander 53% White 16% Unknown	12% Hispanic/Latino 2% Middle Eastern or North African 6% Multiracial 2% Native American/ Alaska Native 1% Native Hawaiian/ Pacific Islander 61% White <i>(does not equal zero as check all that apply)</i>	11% Hispanic/Latino 2% Middle Eastern or North African 3% Multiracial 2% Native American/ Alaska Native <1% Native Hawaiian/ Pacific Islander 73% White <i>(does not equal zero as check all that apply)</i>
Age		
4% 30 and under 14% 31-40 24% 41-50 24% 51-60 32% 61 or over	5% Under 30 16% 31-40 25% 41-50 30% 51-60 24% 61 or over	8% Under 30 22% 31-40 25% 41-50 25% 51-60 21% 61 or over
Citizenship		
100% U.S. citizen/ Permanent Resident 0% Visa Holder	97% U.S. citizen 2% Permanent Resident <1% Visa Holder 1% Other / No Answer	94% U.S. citizen 3% Permanent Resident 2% Visa Holder 1% Other / No Answer

Source for FIT Employee Population: Fall 2025 Employee Dataset extracted from Banner and reported in IPEDS

B. Supplemental Tables

1. Have you experienced any of the following while a student here? Check all that apply.

Answer Choices	Responses	
Acts of exclusion	20.00%	37
Bullying (including cyberbullying on social media, emails, texts, etc.)	7.57%	14
Discrimination/bias/harassment based on age	5.41%	10
Discrimination/bias/harassment based on biological sex	5.95%	11
Discrimination/bias/harassment based on gender identity ¹ /expression ²	5.41%	10
Discrimination/bias/harassment based on race/ethnicity	15.14%	28
Discrimination/bias/harassment based on lack of English language proficiency (foreign accent)	6.49%	12
Discrimination/bias/harassment based on immigration status	4.32%	8
Discrimination/bias/harassment based on national origin	7.57%	14
Discrimination/bias/harassment based on a disability	4.32%	8
Discrimination/bias/harassment based on veteran status	0.54%	1
Discrimination/bias/harassment based on religion/worldview/spiritual affiliation	6.49%	12
Discrimination/bias/harassment based on a medical condition or illness	4.86%	9
Discrimination/bias/harassment based on socioeconomic status	6.49%	12
Discrimination/bias/harassment based on sexual identity/orientation ³	2.70%	5
Discrimination/bias/harassment based on political views	13.51%	25
Discrimination/bias/harassment based on genetic information ⁴	1.62%	3

Discrimination/bias/harassment based on pregnancy	0.54%	1
Hazing	1.62%	3
Identity based microaggressions ⁵	21.62%	40
Identity based stereotypes	18.92%	35
Physical violence or assault	1.62%	3
Received threats (either verbal or physical)	3.78%	7
Retaliation ⁶	4.32%	8
Sexual assault ⁷	3.24%	6
Stalking	2.16%	4
Other	2.16%	4
None of the above	54.05%	100
Comments		21
	Answered	185
	Skipped	180

2. Have you experienced any of the following as an employee here? Check all that apply.

Answer Choices	Responses	
Acts of exclusion	28.76%	65
Bullying (including cyberbullying on social media, emails, texts, etc.)	27.43%	62
Discrimination/bias/harassment based on age	14.60%	33
Discrimination/bias/harassment based on biological sex	11.06%	25
Discrimination/bias/harassment based on gender identity ¹ /expression ²	4.87%	11
Discrimination/bias/harassment based on race/ethnicity	18.14%	41
Discrimination/bias/harassment based on lack of English language proficiency (foreign accent)	3.98%	9
Discrimination/bias/harassment based on immigration status	0.88%	2
Discrimination/bias/harassment based on national origin	5.31%	12
Discrimination/bias/harassment based on disability	6.19%	14
Discrimination/bias/harassment based on veteran status	0.00%	0
Discrimination/bias/harassment based on religion/worldview/spiritual affiliation	6.64%	15
Discrimination/bias/harassment based on a medical condition or illness	7.08%	16
Discrimination/bias/harassment based on socioeconomic status	2.21%	5
Discrimination/bias/harassment based on sexual identity/orientation ³	3.54%	8
Discrimination/bias/harassment based on political views	7.96%	18
Discrimination/bias/harassment based on genetic information ⁴	0.44%	1
Discrimination/bias/harassment based on pregnancy	6.64%	15
Hazing	3.54%	8
Identity based microaggressions ⁵	26.11%	59
Identity based stereotypes	16.37%	37
Physical violence or assault	0.88%	2
Received threats (either verbal or physical)	7.08%	16
Retaliation ⁶	14.16%	32

Sexual assault ⁷	0.00%	0
Stalking	0.00%	0
Other	3.98%	9
None of the above	38.50%	87
Comments		43
	Answered	226
	Skipped	91

C. Survey Instruments

Link for Employee Survey Instrument:

https://drive.google.com/file/d/18oUbOeEI1BmID58WjUyabfueNBK7bHul/view?usp=drive_link

Link for Student Survey Instrument:

https://drive.google.com/file/d/1c9sTXEdO57yOkQyCkM49cy4ZwfxJEkXQ/view?usp=drive_link

D. Invitations and Reminders

1ST INVITATION

FROM: Viewfinder Campus Climate Surveys <info@viewfindersurveys.com>

SUBJECT: Invitation to participate in <Name of School> DEI Campus Climate Survey

Dear (CAMPUS NAME) student/employee,

Your voice matters, and we would like to know about your SUNY experience!

(CAMPUS NAME) is participating in the Viewfinder® Campus Climate Surveys. This survey asks for your opinion and perspective on various items relating to campus climate and practices at our institution. We are also administering the survey in other SUNY campuses, which will allow us to examine system-wide campus climate and compare across SUNY campuses.

Results from this survey will be shared with your campus administration and SUNY System Administration. Your responses offer us an opportunity to understand your experiences at <CAMPUS NAME> and help us enhance our efforts to make this campus more inclusive and equitable for everyone.

Your participation in this survey is voluntary. Your responses are completely confidential, you may choose not to answer any question or to stop completely at any time. Collected data is maintained on a secure server.

Before you begin the survey, you will be asked to consent to participate in the survey. By giving consent, you are indicating that you agree to participate in this survey and that you are 18 years old or older.

****OPTIONAL FOR SCHOOLS WHO ARE DOING INCENTIVE****

By participating and completing the DEI Campus Climate Survey, you may enter into a drawing by submitting your information at the end of the survey to win prizes.

If you have any questions about this survey, please email Senior Vice Chancellor for Diversity, Equity and Inclusion/ Chief Diversity Officer of SUNY System Administration, Dr. Ricardo Nazario-Colón at r.nazariocolon@suny.edu or your campus' Chief Diversity Officer <INSERT CDO NAME and EMAIL>.

Thank you for participating in this important survey.

Sincerely,

The Viewfinder® Campus Climate Survey Team

REMINDER 1**FROM: Viewfinder Campus Climate Surveys <info@viewfindersurveys.com>****SUBJECT: <Name of School> DEI Campus Climate Survey Reminder**

Dear (CAMPUS NAME) student/employee,

An invitation was recently sent to you to participate in the <CAMPUS NAME> DEI Campus Climate Survey. Please consider taking the survey and sharing your experiences with us. Your feedback will help us assess our campus climate and build an inclusive and equitable campus.

Your participation in this survey is voluntary. Your responses are completely confidential, you may choose not to answer any question or to stop completely at any time. Collected data is maintained on a secure server.

Thank you for participating in this important survey.

Sincerely,

The Viewfinder® Campus Climate Survey Team

REMINDER 2**FROM: Viewfinder Campus Climate Surveys <info@viewfindersurveys.com>****SUBJECT: <Name of School> DEI Campus Climate Survey Reminder**

Dear (CAMPUS NAME) student/employee,

This is a reminder that <Name of School> is conducting a SUNY DEI Campus Climate Survey! Your feedback will help us assess our campus climate.

Your participation in this survey is voluntary. Your responses are completely confidential, you may choose not to answer any question or to stop completely at any time. Collected data is maintained on a secure server.

Thank you for participating in this important survey.

Sincerely,

The Viewfinder® Campus Climate Survey Team