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Executive Summary

College campuses are complex social systems. They are defined by the relationships between faculty, staff, students, and alumni; bureaucratic procedures embodied by institutional policies; structural frameworks; institutional missions, visions, and core values; institutional history and traditions; and larger social contexts (Hurtado, Milem, Clayton-Pederson, Alma, & Allen, 1998; Smith, 2009).

Institutional missions suggest that higher education values multicultural awareness and understanding within an environment of mutual respect and cooperation. Academic communities expend a great deal of effort fostering climates that nurture their missions with the understanding that climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship. Institutional strategic plans advocate creating welcoming and inclusive climates that are grounded in respect, nurtured by dialogue, and evidenced by a pattern of civil interaction.

The climate on college campuses not only affects the creation of knowledge, but also affects members of the academic community who, in turn, contribute to the creation of the campus climate. Several national education association reports and higher education researchers advocate creating a more inclusive, welcoming climate on college campuses (AAC&U, 1995; Boyer, 1990; Harper & Hurtado, 2007; Ingle, 2005; Milem, Chang, & Antonio, 2005).

The Fashion Institute of Technology (FIT) has a long history of supporting diversity initiatives¹ as evidenced by the college's support and commitment to this project. President Brown offers that;

¹ For more information on FIT's diversity initiatives please see <http://www.fitnyc.edu/diversity> and <http://www.fitnyc.edu/strategicplan>

One of the key goals of the FIT Strategic Plan is to create a campus that is “purposefully diverse”---one which, through its students, faculty and staff---reflects the pluralistic city, nation and world in which we live. Diversity is a fact of life---a powerful source of enrichment, a vital tool in a competitive marketplace, and a cause for celebration. Indeed, it is a critical element in fulfilling FIT’s mission to prepare students with the kind of global perspective they will need for success (<http://www.fitnyc.edu/diversity>).

The Climate Assessment Project is an initiative of the FIT’s senior administration and implemented by the Diversity Council². The Diversity Council plays a primary role in FIT’s ongoing efforts to ensure diversity in all of FIT’s initiatives. Recognizing the need to understand how students, faculty, and staff experience the FIT environment and building on the results of student, faculty, and staff focus groups held in 2009-2010, the Diversity Council supported the current initiative. Working with the Office of the President, the Diversity Council began the search for a consulting firm that conducts climate surveys in higher education. Rankin & Associates (R&A) presented a proposal to the Council which was accepted and FIT contracted with R&A to facilitate a college-wide climate assessment. Members of the Diversity Council and representatives from all FIT schools and divisions, as well as the UCE and faculty senate served as the Climate Study Working Group (CSWG)³ and worked with R&A to design and administer the survey instrument.

Because of the inherent complexity of the topic of diversity, it is crucial to examine the multiple dimensions of diversity in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002). Informed by previous work of R&A, the CSWG developed the final survey instrument template that was administered at FIT in fall 2012.

² The Diversity Council consists of a broad range of faculty, staff, students and alumni who work in collaboration to support a climate of inclusion within the campus community. As an advisory group, the Diversity Council is responsible for monitoring the programs and policies adopted by the college in pursuing its commitment to diversity. For more information on the Diversity Council see <http://www.fitnyc.edu/aboutdc>.

³ For a listing of the members of the CSWG, please see <http://www.fitnyc.edu/13133.asp>

The final climate survey contained 103 questions and was designed for respondents to provide information about their personal experiences with regard to climate issues and work-life experiences, their perceptions of the campus climate, and their perceptions of institutional actions (e.g., administrative policies and academic initiatives regarding climate issues and concerns) on campus. All members of the campus community (e.g., students, faculty, staff, and administrators) were invited to participate in the survey.

This report provides an overview of the results of the campus-wide survey. Qualitative comments offered by participants are provided throughout the narrative. Appendix A of the full report contains the commentary offered by respondents for the last open-ended question that was not linked to any particular quantitative question. A summary of the findings⁴, presented in bullet form below, suggests that while FIT has several challenges with regard to diversity issues, these challenges are found in higher education institutions across the country (Rankin & Associates, 2013).

⁴ Data for groups of fewer than 5 individuals were not reported to ensure the confidentiality of the participants. Instead, groups were combined to eliminate any potential for demographic information to be identifiable.

Sample Demographics⁵

Of the FIT community members, 2,046 completed surveys for a response rate of 16.5%. While the overall response rate suggests caution in generalizing the results of the assessment to the entire population at FIT, there are several sub-groups where generalizations may be offered. These include all tenure/tenure track faculty members, non-classroom faculty, administrators, and staff members. More detailed information on the response rates of various sub-groups is offered in Table 1 of the narrative. The sample included:

- (73%) students; (12%) faculty; (15%) staff
- (47%) People of Color;⁶ (45%) White respondents
- 270 respondents (14%) with self-identified disabilities or conditions that affect major life activities
- (76%) heterosexual people and (12%) people who identified as lesbian, gay, bisexual, or queer; respondents (2%) who were questioning their sexuality, and people (8%) who identified as asexual.
- (80%) women; (20%) men; (<1%) transgender⁷
- 47% of respondents were affiliated with Christian denominations

⁵ For definitions of terms used in the survey, see Appendix C (Survey Instrument) in the full report.

⁶ While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses due to the small numbers of respondents in the individual categories. For demographics by individual racial categories, please see Figure 5 in the full report.

⁷ Transgender” is an umbrella term for someone whose self-identity challenges traditional societal definitions of male and female; man and women, masculine and feminine (Beemyn& Rankin, 2011). Given the small number of transgender respondents (n = 4), gender analyses do not include these respondents in order to protect their confidentiality.

Quantitative Findings⁸

Experiences with Campus Climate⁹

- **Fifteen percent of respondents believed¹⁰ they had personally experienced exclusionary (e.g., stigmatized, shunned, ignored) intimidating, offensive, and/or hostile conduct (hereafter referred to as harassment)¹¹ within the past year. Respondents most often indicated the harassment was based on their gender, position at FIT, and discipline of study.**
- 15% of respondents (n = 304) believed they had personally experienced offensive, hostile, or intimidating conduct on campus.
 - 25% of respondents who experienced such behavior said the conduct was based on their position (staff, faculty, student) (n = 77). Others said they experienced such conduct based on their physical appearance (18%, n = 55), ethnicity (18%, n = 54), age (17%, n = 52) or race (17%, n = 52).
 - Manners in which respondents experienced harassment included: 49% (n = 150) felt deliberately ignored/excluded, 40% (n = 120) felt intimidated/bullied, and 37% (n = 113) felt isolated/left out.
 - Compared with 13% of White people (n = 122), 15% of People of Color (n = 145) believed they had personally experienced such conduct.
 - Of Respondents of Color who reported experiencing this conduct, 30% (n = 44) stated it was because of their race.
 - Compared with 20% of men (n = 81), 13% of women (n = 214) and 100% of transgender respondents (n = 4) believed they had personally experienced such conduct.
 - Of the women who believed they had experienced this conduct, 14% (n = 30) stated it was because of their gender compared with 12% (n = 10) of men.

⁸ The quantitative statistics reflect the n's and percentages of participants who responded to each question. The percentages may not add to 100 and the n's may not add to the total N for the question because respondents in some instances could mark more than one response. There are also sub-questions within sections where participants only chose those response choices that were salient for them.

⁹ Listings in the narrative are those responses with the greatest percentages. For a complete listing of the results, the reader is directed to the tables in the narrative and Appendix B.

¹⁰ The modifier "believe(d)" is used throughout the report to indicate the respondents' perceived experiences. This modifier is not meant in any way to diminish those experiences.

¹¹ Under the United States Code Title 18 Subsection 1514(c)1, harassment is defined as "a course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose" (<http://www.eeoc.gov/laws/vii.html>). In higher education institutions, legal issues discussions define harassment as any conduct that has unreasonably interfered with one's ability to work or learn on campus. The questions used in this survey to uncover participants' personal and observed experiences with harassment were designed using these definitions.

- o Compared with 13% of heterosexual respondents (n = 203), 21% of LGBQ respondents (n = 49) believed they had personally experienced such conduct. In order to not conflate the differential experiences of sexual minorities and gender non-conforming minorities, this report provides analyses for sexual minorities using the acronym LGBQ and gender non-conforming minorities using transgender.¹²
 - o Of the LGBQ respondents who experienced this conduct, 39% (n = 19) said it was based on their sexual orientation.
 - o Non-bargaining staff (32%, n = 25) were more likely to experience harassment than other employment groups, while bargaining staff/classroom assistants were most likely to attribute the harassment to their position (46%, n = 22).
 - o In response to experiencing harassment, 42% (n = 128) of respondents were angry, 37% (n = 112) felt embarrassed, 36% (n = 108) did nothing, and 35% (n = 105) told a friend.
 - o While 5% of participants (n = 15) made complaints to campus officials, 10% (n = 30) did not know who to go to, 9% did report it but didn't feel the complaint was taken seriously, and 12% (n = 36) didn't report it for fear their complaints would not be taken seriously.
- **One percent of respondents believed they had experienced unwanted sexual contact.**
 - o 21 respondents believed that they had experienced unwanted sexual contact during their time at FIT.
 - o Of these respondents 12 believed the incident happened off-campus and 8 believed the incident happened on campus.
 - o The unwanted sexual contact reported by various demographics include:
 - Position: 14 students; 5 Bargaining staff/Classroom assistants; 1 Faculty member, 1 non-bargaining staff member
 - Gender: 15 women and 5 men;
 - Race: 11 People of Color; 8 White
 - Disability: 10 people without disabilities; 9 people with disabilities
 - Sexual Orientation: 13 heterosexual; 5 LGBQ
 - o The alleged perpetrators of the perceived sexual assault were most often reported as strangers (n = 7).

¹² Based on the literature identifying the differential experiences of sexual minorities (queer, lesbian, same gender loving, gay, lesbian, etc.) and gender non-conforming minorities (transgender, genderqueer, etc.) (Rankin, 2010; Beemyn & Rankin, 2011), this report provides analyses for sexual minorities using the acronym LGBQ and gender non-conforming minorities under the transgender umbrella. In the qualitative comments provided by respondents, we used the terminology they offered (e.g., LGBT, LGBTQ, LGBQ).

Perceptions of Campus Climate

- **The majority of respondents indicated that they were “comfortable” or “very comfortable” with the overall climate at FIT (81%, n = 1668) and in their departments or work units (77%, n = 1586). The figures in the narrative show slight disparities based on disability and sexual orientation.**
 - 82% of students were “very comfortable” or “comfortable” with the climate in the classes they are taking.
 - Students of Color were less comfortable than White students.
 - 78% of faculty members were comfortable with the climate in the classes they taught.
 - LGBQ faculty members were less comfortable than heterosexual faculty members.
- **Eighteen percent of all respondents indicated that they were aware of or believed they had observed harassment on campus within the past year. The perceived harassment was most often based on position. LGBQ respondents were more aware of perceived harassment. Non-bargaining staff observed more harassment than other employee groups.**
 - 18% of the participants (n = 355) believed that they had observed conduct on campus that created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (harassing) working or learning environment within the past year.
 - Most of the observed harassment was based on position (21%, n = 75), ethnicity (18%, n = 65), physical appearance (18%, n = 63), and race (17%, n = 59).
 - Respondents most often were angry (36%, n = 128), did nothing (26%, n = 91), or told a friend (25%, n = 88) in response.
 - 34% (n = 120) of the respondents who observed harassment said it happened in a classroom.
 - These incidents were reported to an employee or official only 4% of the time (n = 14).
 - Respondents most often believed they had observed this conduct in the form of someone subjected to derogatory remarks (39%), someone being deliberately ignored or excluded (35%), someone being isolated or excluded (29%), or someone being intimidated/bullied (25%).

Satisfaction with FIT

- **68% of FIT faculty and staff (n = 360) were “highly satisfied” or “satisfied” with their jobs/careers at FIT. 57% (n = 301) were “highly satisfied” or “satisfied” with the way their careers/jobs have progressed at FIT. 48% (n = 252) of employee respondents were “highly satisfied” or “satisfied” with their opportunities for job/career development.**
 - By position, administrators were most satisfied with their jobs/careers, and the way their jobs/careers had progressed. Tenured/tenure-track faculty members were more satisfied than non-tenured/non-tenure-track faculty members with their jobs/careers and how their jobs/careers have progressed.
 - Employees of Color were least satisfied with their jobs/careers at FIT and the way their jobs/careers have progressed.
 - 42% (n = 223) were “highly satisfied” or “satisfied” with their compensation as compared to that of their colleagues.
 - 57% of employee respondents (n = 305) were “highly satisfied” or “satisfied” with the size and quality of their work space as compared to their departmental colleagues’/co-workers’ work space.
- **Students thought very positively about their academic experiences at FIT.**
 - 79% of students felt they were performing at their full academic potential.
 - 74% were satisfied with their academic experience at FIT.
 - 73% were satisfied with the extent of their intellectual development since enrolling at FIT.
 - 73% felt they performed academically as well as they had anticipated they would.
 - The majority of students felt their academic experience has had a positive influence on their intellectual growth and interest in ideas (81%) and that their interest in ideas and intellectual matters has increased since coming to FIT (79%).
 - 89% intended to graduate from FIT; 18% were considering transferring to another institution.
 - 72% of students (n = 1062) felt valued by faculty in the classroom.
 - 62% (n = 913) felt valued by other students in the classroom.
 - Many students thought that faculty (64%, n = 937), staff (52%, n = 752), and administrators (50%, n = 727) were genuinely concerned with their welfare.
 - 69% of students (n = 1045) had faculty they perceive as role models.

- **15% of all respondents (n = 314) have considered leaving FIT. 20% (n = 112) of employees, and 14% (n = 201) of students.**
 - Among employees, 23% of men (n = 42) and 19% of women (n = 68) thought of leaving the institution.
 - 28% of Employees of Color (n = 51) and 15% of White employees (n = 45) have seriously considered leaving FIT.
 - 33% of LGBQ employees (n = 23) and 17% of heterosexual respondents (n = 75) have seriously thought of leaving the institution.
 - Non-bargaining staff (27%, n = 21) were more likely to seriously considering leaving than other positions.
 - Among students, 13% of women (n = 168) and 14% of men (n = 31) considered leaving FIT.
 - 13% of Students of Color (n = 100) and 15% of White students (n = 89) thought of leaving FIT, as did 16% of LGBQ students (n = 26) and 13% of heterosexual students (n = 139).
 - First-generation students (n = 31) were just as likely as not first-generation students (n = 170) to seriously consider leaving (14%).
 - Students who were Non-Christian (15%, n = 107) were more likely to seriously consider leaving than their Christian counterparts (12%, n = 84).
- **Faculty and Staff Work-Life Issues**
 - 74% (n = 391) of all faculty and staff respondents “strongly agreed” or “agreed” that they were comfortable asking questions about performance expectations.
 - 41% of all faculty and staff respondents (n = 217) felt that salary determinations were fair, and 49% (n = 258) felt salary determinations were clear.
 - More than half of faculty and staff respondents thought the college demonstrated that it values a diverse faculty (64%, n = 341) and staff (65%, n = 343).
 - Fifteen percent (n = 79) were reluctant to take leave that they are entitled to for fear it may affect their job/career.
 - The majority of faculty respondents felt their teaching expectations, professional development, and contributions to the college (47%, n = 108) were similar to those of their colleagues.
 - More than half of all faculty respondents felt the reappointment process (62%, n = 148), tenure processes (54%, n = 127), and CCE process (57%, n = 131) were clear.

- o Seven percent (n = 39) of faculty and staff found it difficult to balance childcare with their work responsibilities, while 9% (n = 48) found it difficult to balance eldercare.
- o More than half of all employees believed that they had supervisors (52%, n = 275) at FIT who gave them career advice or guidance when they needed it.
- o 31% (n = 165) of all employees believed FIT treats bargaining staff and non-bargaining staff equitably.
- **Some faculty and staff respondents believed that they had observed unfair or unjust employment practices and indicated that they were most often based on position and ethnicity at FIT.**
 - o 22% of faculty and staff respondents (n = 115) believed that they had observed discriminatory hiring.
 - o 13% (n = 66) believed that they had observed discriminatory employment-related disciplinary actions at FIT (up to and including dismissal).
 - o 24% (n = 127) believed that they had observed discriminatory promotion practices.
- **Students expressed financial concerns.**
 - o 53% of student respondents (n = 785) indicated they experienced financial hardship at FIT. Of those students, 79% (n = 622) had difficulty purchasing their books/equipment/supplies, 68% (n = 534) had difficulty affording tuition, 52% (n = 411) had difficulty in affording transportation costs, and 49% had difficulty in affording housing (n = 388) and fees (n = 385).
 - o Half of students (515, n = 761) relied on family contributions to pay for college. In addition, 47% (n = 705) of student respondents used loans to pay for college, while 13% (n = 198) had academic scholarships or need-based scholarships (11%, n = 165).
- **With regard to campus accessibility, substantial percentages of respondents did not know how accessible most aspects of campus were.**
 - o Walkways and pedestrian paths (58%), the elevators (58%), dining facilities (53%), FIT website (53%), academic buildings (51%), and restrooms (52%) were considered “fully accessible.”

Institutional Actions

Faculty and Staff

- A little more than half of faculty and staff thought providing more flexibility for promotion for faculty (55%, n = 269), and providing recognition and rewards for including diversity issues in courses across the curriculum (58%, n = 277) would positively affect the campus climate.
- Faculty and staff believed providing diversity training for staff (69%, n = 335) and faculty (69%, n = 335) would positively affect the climate.
- More than half of faculty and staff respondents thought increasing the diversity of the faculty and staff (66%, n = 323), the administration (68%, n = 332), and the student body (64%, n = 306) would positively affect the climate.
- Faculty and staff were in favor of providing, promoting, and improving access to counseling for people who have experienced harassment (79%, n = 385).
- 49% (n = 235) of faculty and staff thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty would positively affect the climate.
- 48% (n = 231) of faculty thought that providing more flexibility for computing the probationary period for tenure would positively affect the climate.

Students

- Most student respondents felt that providing diversity training for all students (55%, n = 731), staff (68%, n = 910), and faculty (67%, n = 900) would positively affect the climate.
- Students thought increasing the diversity of the faculty and staff (57%, n = 757) and student body (56%, n = 751) would positively affect the climate.
- 70% (n = 932) of students were in favor of providing a person to address student complaints of classroom inequity.
- Many students believed increasing opportunities for cross-cultural dialogue among students (67%, n = 891) and between faculty, staff, and students (68%, n = 904) would positively affect the climate.
- 61% of students (n = 804) thought incorporating issues of diversity and cross-cultural competence more effectively into the curriculum would positively affect the climate at FIT.
- Finally, almost three-quarters (73%, n = 965) felt providing more effective faculty mentorship of students would be influential.

Qualitative Findings

Out of the surveys received at FIT, 1058 respondents contributed remarks to one or more of the open-ended questions. No respondents commented on all open-ended questions. Respondents to all of the open-ended questions included undergraduate and graduate students, as well as faculty, non-bargaining staff, bargaining staff, classroom assistants, and administrators. Open-ended questions were inserted throughout the survey to provide “voice” to the corresponding quantitative data. These qualitative comments are provided throughout the narrative. The final open-ended question allowed respondents to elaborate on any of their survey responses, further describe their experiences, or offer additional thoughts about climate issues or ways the College might improve the climate¹³. Appendix A provides the comments offered by respondents to the final open-ended question on the survey (Question #103) as this question did not correspond directly to any quantitative question.

A few individuals applauded FIT for promoting diversity and inclusion and gave examples of the positive steps they have seen, including launching this survey and overall campus climate initiative. Suggestions for improvement were also provided. Some individuals commented about their experiences *with* faculty in and out of the classroom, and *as* faculty members at FIT. Some offered additional suggestions on how faculty can improve the classroom climate as well as how FIT can support faculty members. A number of respondents were concerned with the exclusive nature of the campus community. This relates to socioeconomic status; physical appearance; position at FIT; religious affiliation; and international status. Some shared their concerns with administrative offices, programs or departments on campus. A few respondents elaborated of the climate for People of Color and LGBTQ¹⁴ people in both positive and negative lights. Some respondents also complained about the cold temperature¹⁵ throughout offices and campuses on campus.

¹³ The complete survey is available in Appendix C of the full report.

¹⁴ See footnote 12

¹⁵ Respondents suggested that the actual temperatures in offices on campus made it difficult to work

Summary of Success and Opportunities for Improvement

Two strengths/successes emerged from the quantitative data analysis. These findings should be noted and credited. First, the majority of respondents reported **high levels of comfort with the climate** at FIT. In particular, 81% (n = 1668) of all respondents reported that they were very comfortable and comfortable with the overall climate at FIT. Additionally, 77% (n = 1586) of respondents were very comfortable or comfortable with their departments or work units. Eighty-two percent students (n = 1220) were very comfortable or comfortable with the climate in the classes, as were 78% of faculty members (n = 188).

Second, **students felt and thought very positively about their academic experiences** at FIT. A majority of FIT students (79%) felt they were performing at their full academic potential; 74% were satisfied with their academic experience at FIT; 73% were satisfied with the extent of their intellectual development since enrolling at FIT; and, 73% felt they performed academically as well as they had anticipated they would. The majority of students felt their academic experience has had a positive influence on their intellectual growth and interest in ideas (81%) and that their interest in ideas and intellectual matters has increased since coming to FIT (79%). Eighty-nine percent of students intended to graduate from FIT.

These quantitative results for students and employees were also supported by various voices offered in response to the open-ended questions. The respondents' voices echoed the positive experiences with the FIT campus climate. However, disparities existed where respondents from under-served college constituent groups typically reported less satisfaction and comfort with the overall campus climate, their department/work unit climate, and their classroom climate at FIT than their majority counterpart respondents. These underrepresented groups include People of Color, LGBTQ people, people with disabilities, and staff members.

Three potential opportunities for improvement were also revealed in the assessment. The first opportunity for improvement is the inequitable treatment of FIT members based on **position** and differential treatment among different types/categories by FIT position. Administrators reported they were more comfortable with the overall climate and the climate in their departments than other employee groups. Non-bargaining staff respondents (32%) personally experienced harassment at higher rates than other employee groups, followed by tenured/tenure-track faculty (26%) and bargaining staff/classroom assistants (24%). This theme extended to observed harassment where non-bargaining staff (36%) and tenured-tenure-track faculty (32%) were more likely to report observing such conduct. Position was indicated as the primary basis for both experienced and observed harassment at FIT. Bargaining staff/classroom assistants were more likely to report they experienced unwanted sexual conduct at FIT.

Furthermore, FIT position was cited as the primary basis for observed discriminatory employment-related disciplinary actions (35%) and discriminatory practices related to promotion (24%), and the secondary basis for discriminatory hiring practices (25%). Administrators were most satisfied with their jobs/careers; how their jobs/careers have progressed; their opportunities for job/career development; and their compensation than other employee groups. Staff members, regardless of bargaining status, were least satisfied with how their jobs/careers have progressed and their opportunities for career development. There were differences in satisfaction for faculty by tenure status. Tenure/tenure-track faculty members were more satisfied with their jobs/careers; how their jobs/careers have progressed; their opportunities for career development; and their compensation than their non-tenured/non-tenure-track faculty counterparts. More than one-quarter (27%, n = 21) of all non-bargaining staff members considered leaving FIT.

The second opportunity for improvement relates to **racial tension**. Although Respondents of Color and White respondents experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (harassing behavior) at similar rates, Respondents of Color who experienced harassment were much more likely to indicate race as the basis than White People (30% versus 4%, respectively). Ethnicity was

cited as the secondary basis for both experienced harassment and observed harassment. Race was also mentioned often as a basis for observed harassment.

Employees of Color (39%) were less likely to agree that their workplace climate was welcoming based on race than White employees (64%). Employees of Color were also more likely than White Employees to believe they had observed discriminatory hiring practices; discriminatory employment-related disciplinary actions; and discriminatory practices related to promotion at FIT. Race and ethnicity were cited among the top three bases for all types of discriminatory employment practices. Employees of Color were less satisfied with their jobs/careers at FIT; how their jobs/careers have progressed; and their opportunities with job/career development than their White employee counterparts. Employees of Color (28%) were almost twice as likely as White employees (15%) to have seriously considered leaving FIT. This theme did not extend to students: 13% of Students of Color versus 15% of White students seriously considered leaving FIT. Students of Color (80%) were slightly less comfortable than White students (85%) with the climate in their classroom. Students of Color (60%) were also less likely to believe the classroom climate was welcoming based on race when compared with White students (78%).

The experiences shared by LGBQ respondents' calls attention to the third opportunity for improvement at FIT: **LGBQ issues and concerns**. LGBQ respondents (21%, n = 49) were more likely than heterosexual respondents (13%, n = 203) to believe that they had experienced harassment. Of those who believed they had experienced this type of conduct, 39% (n = 19) of LGBQ respondents versus 3% (n = 6) of heterosexual respondents indicated that this conduct was based on sexual orientation. A higher percentage of LGBQ respondents (24%) believed they had observed offensive, hostile, exclusionary, or intimidating conduct during the last year than did heterosexual respondents (17%). LGBQ respondents were also twice as likely (2%) than heterosexual respondents (1%) to have perceived they had experienced unwanted sexual contact at FIT.

Although comfort with classroom climate was high for all faculty members, LGBQ faculty members (86%) were less comfortable than heterosexual faculty members (95%). LGBQ employees (50%) were less likely to agree that the workplace climate is welcoming based on sexual orientation than their heterosexual counterparts (60%). Additionally, 33% of LGBQ employees (n = 23) and 17% of heterosexual respondents (n = 75) have seriously thought of leaving the institution, as did 16% of LGBQ students (n = 26) and 13% of heterosexual students (n = 139).

What do the results of this study suggest? At minimum, they add additional empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations in the campus community. FIT is a unique institution which makes benchmarking with other similar studies more challenging.

It was the intention of the CSWG that the results be used to identify specific strategies to address the challenges facing their community and to support positive initiatives on campus. The recommended next steps include the CSWG and other campus constituent groups using the results of the internal assessment to help to lay the groundwork for future initiatives in conjunction with FIT's strategic plan.

Introduction

The Importance of Examining Campus Climate

The primary missions of higher education institutions are the discovery and distribution of knowledge. Academic communities expend a great deal of effort fostering environments where these missions are nurtured, with the understanding that institutional climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship¹⁶. The climate on college campuses not only affects the creation of knowledge, but also affects members of the academic community who, in turn, contribute to the creation of the campus environment¹⁷. Several national education association reports advocate creating a more inclusive, welcoming climate on college campuses.

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

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

During that same time period, the Association of American Colleges and Universities (AAC&U) (1995) challenged higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion (p. xvi)." AAC&U proposed that colleges and universities commit to "the task of creating...inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard (p. xxi)."

¹⁶ For more detailed discussions of climate issues see Bauer (1998); Boyer (1990); Hurtado (2005); Milem, Chang, & Antonio (2005); Peterson (1990); Rankin (1994, 1998); and Tierney & Dilley (1996).

¹⁷ For further examination of the effects of climate on campus constituent groups and their respective effects on the campus climate see Bauer, (1998); Bensimon (2005); Hurtado (2005); Hurtado, Milem, Clayton-Pedersen, & Allen (1998); Peterson (1990); Rankin (1994, 1998, 1999, 2003, 2005); Smith (2009); and, Tierney (1990).

The report suggested that, in order to provide a foundation for a vital community of learning, a primary duty of the academy must be to create a climate that cultivates diversity and celebrates difference.

In the ensuing years, many campuses instituted initiatives to address the challenges presented in the reports. More recently, Milem, Chang, and Antonio (2005) proposed that,

Diversity must be carried out in intentional ways in order to accrue the educational benefits for students and the institution. Diversity is a process toward better learning rather than an outcome (p. iv).

The report further indicates that in order for “diversity initiatives to be successful they must engage the entire campus community” (p. v). Ingle (2005) strongly supports the idea of a “thoughtful” process with regard to diversity initiatives in higher education.

History of the Project

The Fashion Institute of Technology (FIT) has a long history of supporting diversity initiatives¹⁸ as evidenced by the college’s support and commitment to this project.

President Brown offers that;

One of the key goals of the FIT Strategic Plan is to create a campus that is “purposefully diverse”---one which, through its students, faculty and staff--- reflects the pluralistic city, nation and world in which we live. Diversity is a fact of life---a powerful source of enrichment, a vital tool in a competitive marketplace, and a cause for celebration. Indeed, it is a critical element in fulfilling FIT’s mission to prepare students with the kind of global perspective they will need for success (<http://www.fitnyc.edu/diversity>).

The Climate Assessment Project is an initiative of the FIT’s senior administration and implemented by the Diversity Council¹⁹. The Diversity Council plays a primary role in FIT’s ongoing efforts to ensure diversity in all of FIT’s initiatives. Recognizing the need

¹⁸ For more information on FIT’s diversity initiatives please see <http://www.fitnyc.edu/diversity> and <http://www.fitnyc.edu/strategicplan>

¹⁹ The Diversity Council consists of a broad range of faculty, staff, students and alumni who work in collaboration to support a climate of inclusion within the campus community. As an advisory group, the Diversity Council is responsible for monitoring the programs and policies adopted by the college in pursuing its commitment to diversity. For more information on the Diversity Council see <http://www.fitnyc.edu/aboutdc>.

to understand how students, faculty, and staff experience the FIT environment and building on the results of student, faculty, and staff focus groups held in 2009-2010, the Diversity Council supported the current initiative. Working with the Office of the President, the Diversity Council began the search for a consulting firm that conducts climate surveys in higher education. Rankin & Associates (R&A) presented a proposal to the Council which was accepted and FIT contracted with R&A to facilitate a college-wide climate assessment. Members of the Diversity Council and representatives from all FIT schools and divisions, as well as the UCE and faculty senate served as the Climate Study Working Group (CSWG)²⁰ and worked with R&A to design and administer the survey instrument.

Because of the inherent complexity of the topic of diversity, it is crucial to examine the multiple dimensions of diversity in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002). Informed by previous work of R&A, the CSWG developed the final survey instrument template that was administered at FIT in fall 2012.

The final climate survey contained 103 questions and was designed for respondents to provide information about their personal experiences with regard to climate issues and work-life experiences, their perceptions of the campus climate, and their perceptions of institutional actions (e.g., administrative policies and academic initiatives regarding climate issues and concerns) on campus. All members of the campus community (e.g., students, faculty, staff, and administrators) were invited to participate in the survey.

This report provides an overview of the findings of the internal assessment, including the results of the campus-wide survey, and the analysis of comments provided by survey respondents. The results of the campus-wide, internal assessment are intended to help to lay the groundwork for future initiatives in conjunction with FIT's strategic plan.

²⁰ For a listing of the members of the CSWG, please see <http://www.fitnyc.edu/13133.asp>

Methodology

Conceptual Framework

This project defines diversity as the “variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual orientation, gender identity, ability and other socially constructed characteristics²¹.” The inherent complexity of the topic of diversity requires the examination of the multiple dimensions of diversity in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002).²²

The model is presented through a power and privilege lens. Our power and privilege perspective is grounded in critical theory and assumes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege is associated with membership in certain dominate social groups (Johnson, 2005). Because we all hold multiple social identities we have the opportunity and, we assert, the responsibility to address the oppression of underserved social groups within the power/privilege social hierarchies on our campuses.

The model is instituted via a transformational process that capitalizes on the inclusive power and privilege perspective. The model has been implemented by over one hundred campuses as a means of identifying successes and challenges with regard to climate issues.

²¹ Rankin & Associates (2001) adapted from AAC&U (1995).

²² For a more detailed description of the model, please see Rankin & Reason, 2008.

Research Design

Survey Instrument. The survey questions were constructed based on the work of Rankin (2003). The Climate Study Working Group (CSWG) reviewed several drafts of the survey. The final survey contained 103 questions²³, including open-ended questions for respondents to provide commentary. The survey was designed so that respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of FIT's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns on campus. The survey was available in both an on-line and pencil-and-paper format. All surveys responses were input into a secure site database, stripped of their IP addresses, and then tabulated for appropriate analysis.

Sampling Procedure. The project proposal, including the survey instrument, was reviewed and approved in May 2012 by the FIT Institutional Review Board (IRB). The proposal indicated that any analysis of the data would ensure participant confidentiality. The final web-based survey and paper-and-pencil surveys were distributed to the campus community in fall 2012. The survey included information describing the purpose of the study, explaining the survey instrument, and assuring the respondents of anonymity. The survey was distributed to the entire population of students and employees via an invitation to participate from Dr. Brown. To encourage participation, members of the CSWG forwarded subsequent invitations to the FIT community.

Limitations. Several limitations to the generalizability of the data existed. The first limitation occurred because respondents in this study were "self-selected." Self-selection bias, therefore, was possible since participants had the choice of whether to participate. The bias lies in that an individual's decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example,

²³ To insure reliability, evaluators must insure that instruments are properly worded (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, defined critical terms, and underwent "expert evaluation" of items (in addition to checks for internal consistency).

people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study.

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS²⁴ (version 20.0). Descriptive statistics were also calculated by salient group memberships (e.g., by gender, race/ethnicity, position status²⁵) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data table within the narrative, information was presented using valid percentages²⁶. Refer to the survey data tables in Appendix B for actual percentages²⁷ where missing or no response information can be found. The rationale for this discrepancy in reporting is to note the missing or “no response” data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations.

Several survey questions allowed respondents the opportunity to further describe their experiences on FIT’s campus, to expand upon their survey responses, and to add any additional thoughts they wished. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the body of the survey. These open-ended comments were reviewed using standard methods of thematic analysis. One reviewer read all comments and a list of common themes were established based on the judgment of the reviewer. Most themes were based on the issues raised in the survey questions and revealed in the quantitative data; however, additional themes that appeared in the comments were noted in the comments analysis. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

²⁴ SPSS Statistics is a software package used for statistical analysis. It is now officially named "IBM SPSS Statistics"

²⁵ Position status was defined in the questionnaire as “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.).”

²⁶ Valid percentages derived using the total number of respondents to a particular item (i.e., missing data were excluded).

²⁷ Actual percentages derived using the total number of survey respondents.

Results

This section of the report describes the sample, provides reliability measures (internal consistency) and validity measures (content and construct), and presents results as per the project design, examining respondents' personal campus experiences, their perceptions of the campus climate, and their perceptions of FIT's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns on campus.

Description of the Sample²⁸

Two thousand forty-six (2,046) surveys were returned for a 16.5% response rate. The sample and population figures, chi-square analyses, and response rates are presented in Table 1. The sample has a representative proportion of female and male respondents as indicated by the non-significant Chi Square test.

With regard to racial identity, the sample has a significantly greater proportion of American Indian/Alaskan Natives than does the population, and in fact has more individuals that indicated they were part of this group in the sample, than were identified in the population. All other racial/ethnic categories were under-represented in the population or were essentially equal to the population.

With regard to position at FIT, the sample has significantly smaller proportions of Non-degree students and Adjunct faculty than does the population. Undergraduate Day Students, Graduate Students, and Classroom Assistants were in relatively equal proportions to the population. All other categories had significantly smaller proportions than the population. Finally, the sample had a significantly larger proportion of Permanent Residents and significantly smaller proportion of International individuals. US Citizens were represented in the population in essentially an equal proportion, and Dual Citizenship was not provided in the demographics provided by the institution.

²⁸ All frequency tables are provided in Appendix B. For any notation regarding tables in the narrative, the reader is directed to the tables in Appendix B.

Table 1. Demographics of Population and Sample

Characteristic	Subgroup	Population		Sample		Response Rate
		N	%	n	%	
Gender ^a	Male	2561	20.6	409	20.0	16.0
	Female	9845	79.4	1625	79.5	16.5
	Transgender	0	0.0	4	0.2	>100.0
	Other	0	0.0	5	0.2	>100.0
Race/Ethnicity ^{1,b}	African/African American/Black	1159	9.3	217	9.1	18.7
	American Indian/Alaskan Native	14	0.1	44	1.8	>100.0
	Asian/Asian American	1932	15.6	324	13.6	16.8
	Caribbean/West Indian	N/A		75	3.1	>100.0
	European	N/A		147	6.2	>100.0
	European American/White	6606	53.2	928	38.9	14.0
	Indian Subcontinent	N/A		16	0.7	>100.0
	Latino(a)/Hispanic/Latin American	1850	14.9	371	15.6	20.1
	Middle Eastern	N/A		53	2.2	>100.0
	Hawaiian Native/Pacific Islander	43	0.3	13	0.5	30.2
	Southeast Asian	N/A		15	0.6	>100.0
	Other	N/A		181	7.6	>100.0
	Multiracial	366	3.0	N/A		
	Unknown	436	3.5	N/A		
Position ^c	Undergraduate Student - Day	7998	60.7	1249	61.0	15.6
	Undergraduate Student - Evening/Weekend	828	6.3	141	6.9	17.0
	Non-degree student	1836	13.9	64	3.1	3.5
	Graduate student	204	1.5	31	1.5	15.2
	Certificate student	14	0.1	12	0.6	85.7
	Tenure/Tenure-Track Faculty	243	1.8	101	4.9	41.6
	Non-classroom faculty	76	0.6	43	2.1	56.6
	Adjunct	1346	10.2	94	4.6	7.0
	Staff	591	4.5	273	13.3	46.2
	Classroom Assistants	17	0.1	5	0.2	29.4
	Administrator	30	0.2	34	1.7	>100.0
	Other (please specify)	0	0.0	1	0.0	>100.0

Characteristic	Subgroup	Population		Sample		Response Rate
		N	%	n	%	
Citizenship ^{1,d}	US Citizen	15203	85.1	1722	84.2	11.3
	Dual citizenship	0	0.0	39	1.9	>100.0
	Permanent Resident	421	2.4	101	4.9	24.0
	International	2246	12.6	173	8.5	7.7
	Undocumented Resident	0	0.0	10	0.5	>100.0

¹ Respondents were instructed to indicate all categories that apply. Chi Square tests were run only on those categories that were response options in the survey and demographics provided by the institution

^a $X^2(1, N = 2034) = 0.28, p = .5967$

^b $X^2(5, N = 1897) = 810.46, p = .0001$

^c $X^2(10, N = 2047) = 1050.04, p = .0001$

^d $X^2(2, N = 1996) = 83.67, p = .0001$

The population numbers offered in the table were provided by FIT Office of Institutional Research as of fall 2012.

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey questions and consultation with subject matter experts. The survey questions were constructed based on the work of Hurtado (1999) and Smith (1997) and were further informed by instruments used in other institutional/organizational studies. Several researchers working in the area of diversity- as well as higher education survey research methodology experts - reviewed the template used for the survey, as did the members of the FIT CSWG.

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

Reliability - Internal Consistency of Responses. Correlations between the responses to questions about overall campus climate for various groups (question 80) and those that rate overall campus climate on various scales (question 81) were moderate to low-moderate (Bartz, 1988) and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for that population. The consistency of these results suggests that the survey data were internally reliable (Trochim, 2000). Pertinent correlation coefficients²⁹ are provided in Table 2.

All correlations in the table are significantly different from zero at the .01 level; that is, there is a relationship between all selected pairs of responses. For survey items asking for perception of degree of respect for the selected racial/ethnic/underrepresented groups, the response “don’t know” was treated as missing data. Therefore, responses of “don’t know” were not included in the correlation analysis.

A strong relationship exists between responses to Non-Racist and Respectful of African Americans/Blacks, Positive for People of Color and African Americans/Blacks, and Respectful of LGBT Individuals and Non-Homophobic. Moderately strong relationships exist between responses to Positive for People of Color and both Respectful of Asian Americans and Respectful of Latinos/Hispanics, between Non-Racist and Respectful of Latinos/Hispanics, and between Positive for Non-Native English Speakers and Respectful of Non-native English Speakers. Moderate relationships exist between responses to Respectful of Asian Americans/Non-Racist and between Non-Sexist/Respectful of Women.

²⁹ Pearson correlation coefficients indicate the degree to which two variables are related. A value of one signifies perfect correlation. Zero signifies no correlation.

Table 2. Pearson Correlations Between Ratings of Acceptance and Campus Climate for Selected Groups

Respectful of:	Climate Characteristics				
	Positive for People of Color	Non-Racist	Non-Homophobic	Non-Sexist	Positive for Non-Native English Speakers
African Americans/Blacks	.577 ¹	.583 ¹			
Asian Americans	.423 ¹	.387 ¹			
Latino(a)s/ Hispanics	.486 ¹	.482 ¹			
LGBT individuals			.561 ¹		
Women				.329 ¹	
Non-native English Speakers					.474 ¹

¹p = 0.01

Sample characteristics³⁰

The majority of the sample was women (79%, n = 1625, Figure 1)³¹. Four transgender³² individuals completed the survey; however, they were not included in Figure 1 to maintain the confidentiality of the transgendered respondents.

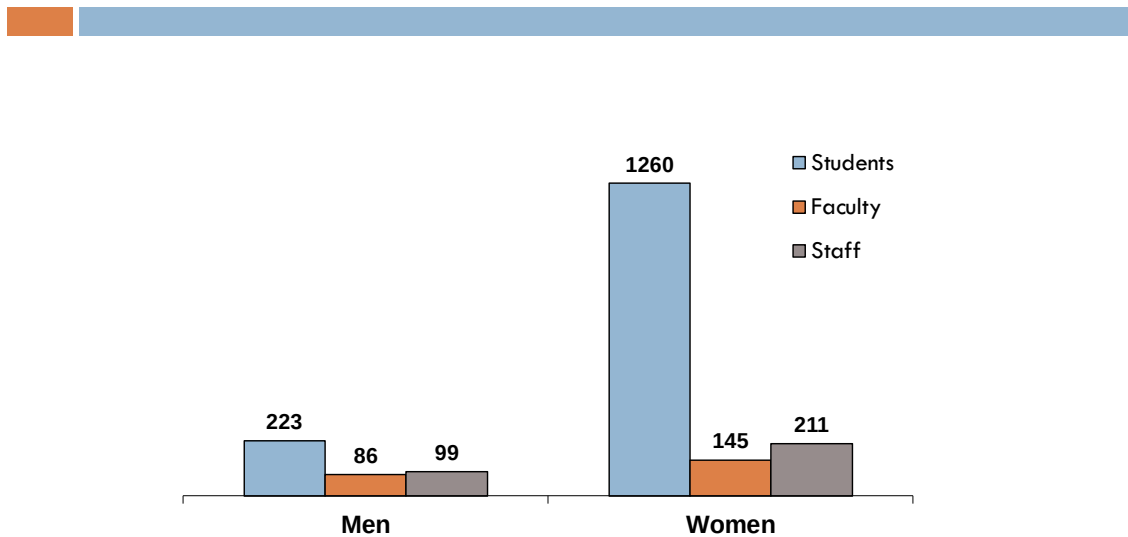


Figure 1. Respondents by Gender & Position Status (n)

³⁰ All percentages presented in the “Sample Characteristics” section of the report are actual percentages.

³¹ Additionally, the assigned birth sex of the majority of respondents was female (80%, n = 1629), while 20% were male (n = 411).

³² Self-identification as “transgender” does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.

The majority of respondents was heterosexual³³ (74%, n = 1524). Eleven percent (n = 231) were LGBQ (lesbian, gay, bisexual, or queer) (Figure 2). Thirty people (2%) were questioning their sexual orientations, and 159 people (8%) identified as asexual.

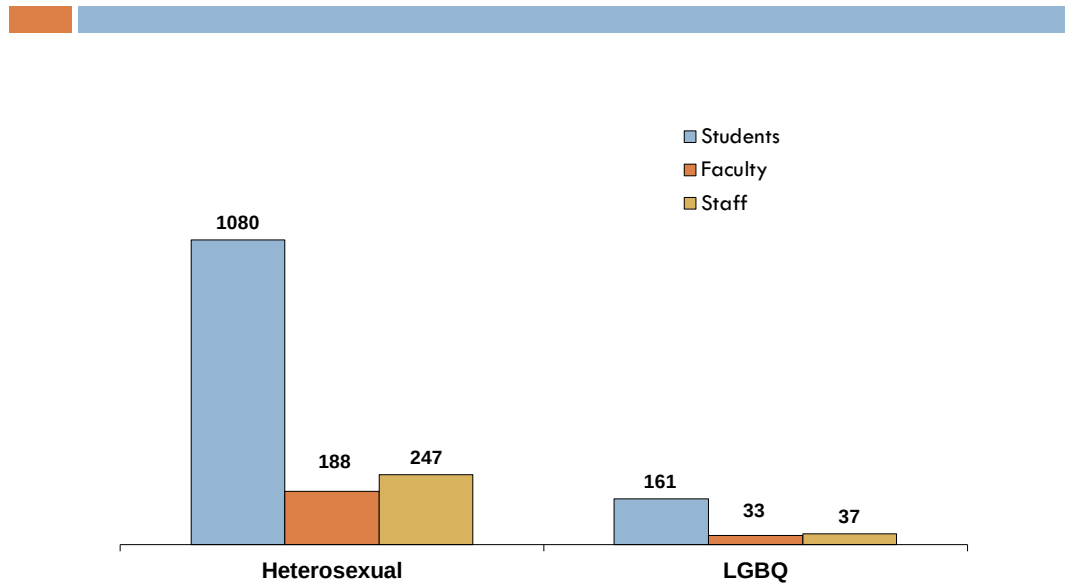


Figure 2. Respondents by Sexual Orientation & Position Status (n)

³³ Respondents who answered “other” in response to the question about their sexual orientations and wrote “normal” or “heterosexual” in the adjoining text box were recoded as heterosexual. Additionally, this report uses the terms “LGBQ” and “sexual minorities” to denote individuals who self-identified as lesbian, gay, bisexual, queer, and those who wrote in “other” terms, such as “pan-sexual,” “homoflexible,” “fluid,” etc.

Of those employee respondents who provided their ages, 30% of faculty members were 51 to 60 years old (n = 54), and 20% of faculty members were between the ages of 31 and 40. Thirty percent of staff (n = 78) were between the ages of 51 and 60, and 20% of staff members (n = 52) were between the ages of 41 and 50 (Figure 3).

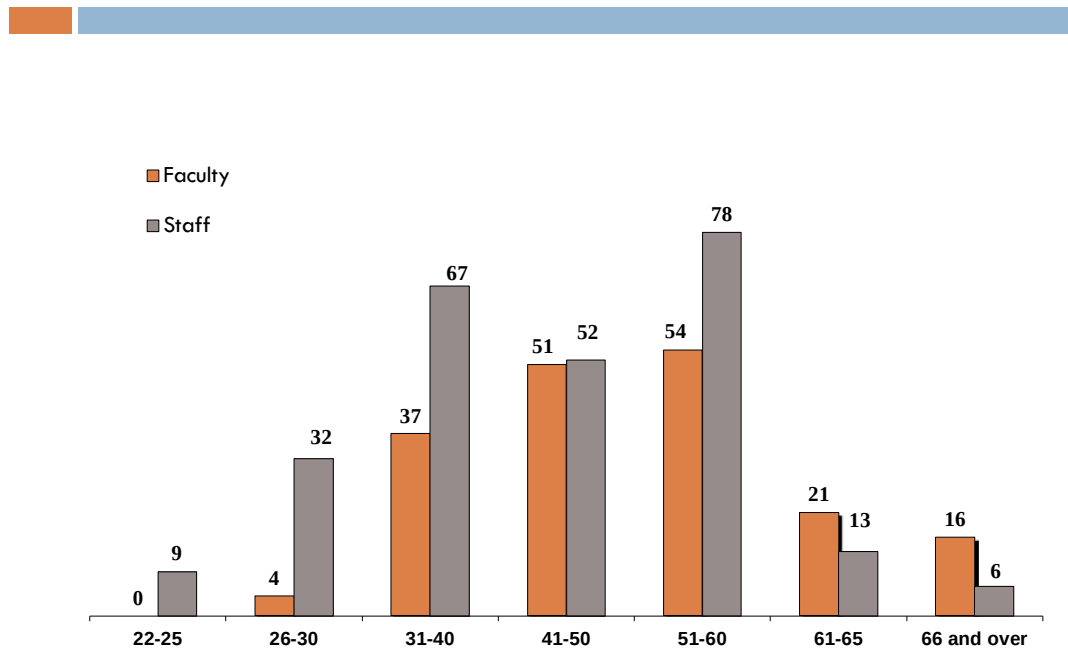


Figure 3. Employee Respondents by Age & Position Status (n)

Forty-four percent (n = 602) of responding students were 19 to 21 years old (Figure 4).

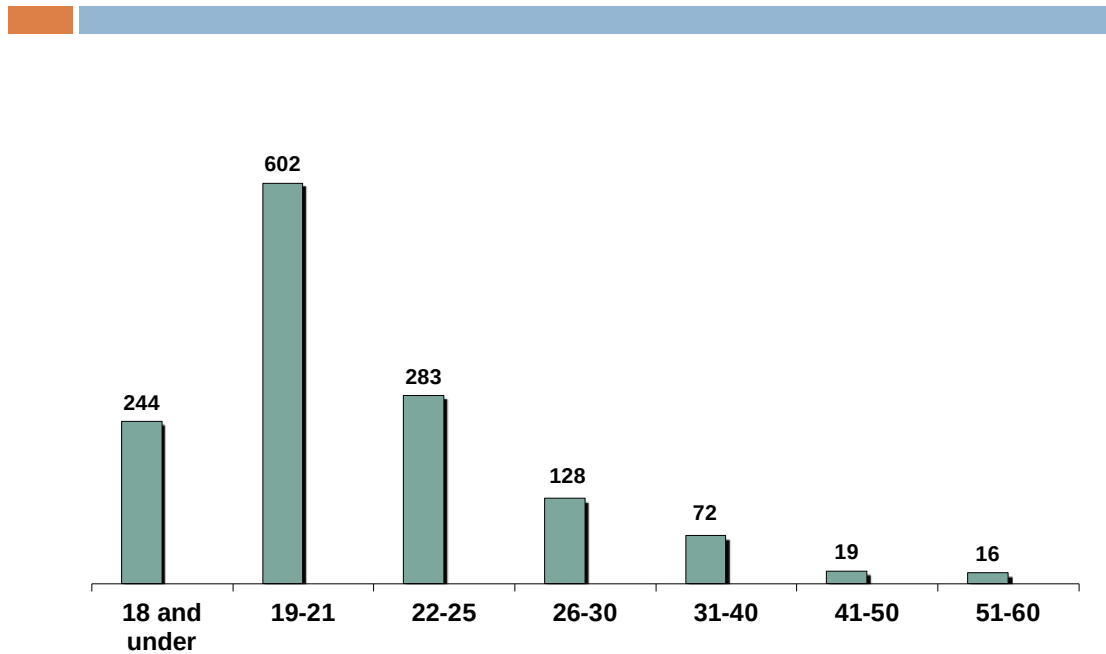


Figure 4. Student Respondents' Age (n)

With regard to race and ethnicity, 43% of the respondents identified as European American/White and seven percent as European. Fourteen percent were Asian and six percent were Asian American. Sixteen percent were Hispanic/Latino and five percent Latin American. Eight percent were African American/ Black and four percent were Caribbean/West Indian. Two percent were Native American Indian, and three percent were Middle Eastern (Figure 5).

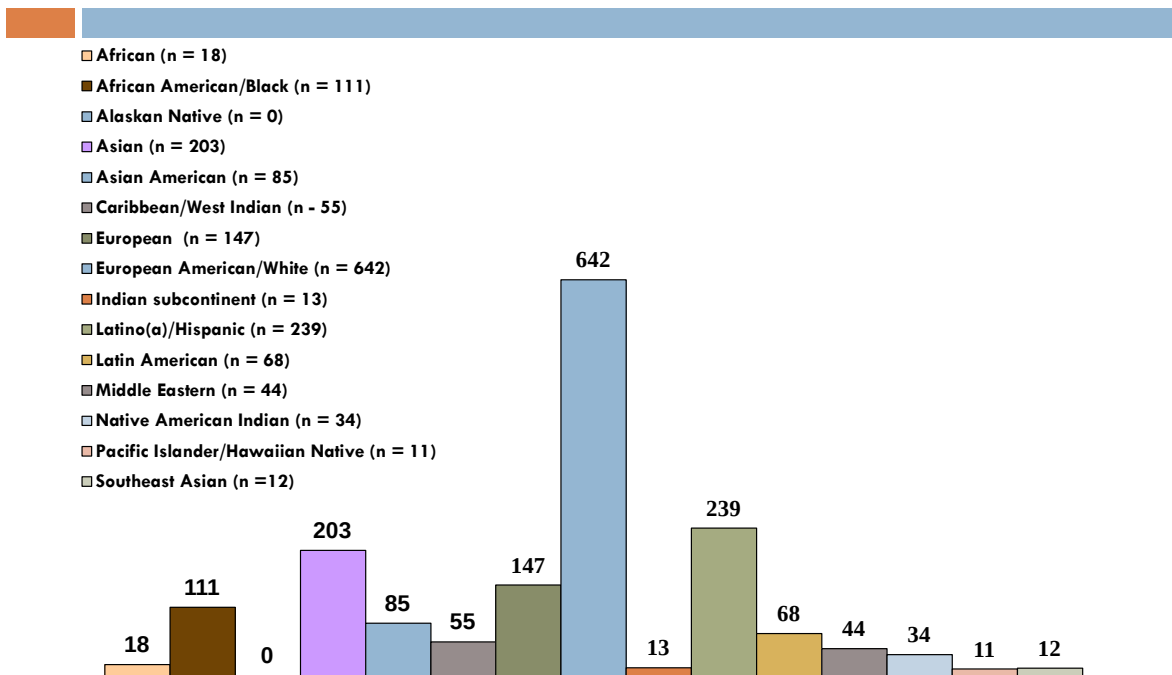


Figure 5. Respondents' Racial/Ethnic Identity (n), inclusive of multi-racial and/or multi-ethnic.

Respondents were given the opportunity to mark multiple boxes regarding their racial identity, allowing them to identify as bi-racial or multi-racial. Given this opportunity, 918 respondents chose White (45%) as part of their identity and 967 respondents chose People of Color (47%) as part of their identity (Figure 6). Given the small number of respondents in each racial/ethnic category, many of the analyses and discussion use the collapsed categories of People of Color and White people.³⁴

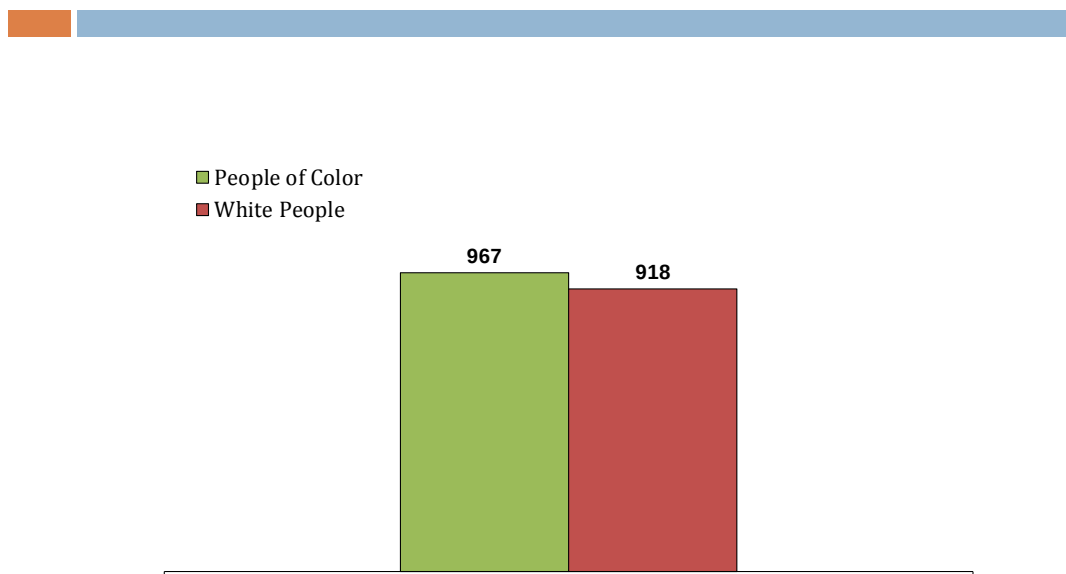


Figure 6. Respondents' Racial/Ethnic Identity (n)

³⁴ While the authors recognize the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African American or Latino(a) versus Asian American) and those experiences within these identity categories (e.g., Hmong versus Chinese), we collapsed these categories into People of Color and White for many of the analyses due to the small numbers in the individual categories.

Survey item 51³⁵, which queried respondents about their spiritual and religious affiliations, offered 42 response choices and the option to “mark all that apply.” For the purposes of analyses in this report, respondents who chose a Christian religious or spiritual affiliation (even if they chose more than one religious/spiritual affiliation) were recoded to “Christian” (47%, n = 957). “Other than Christian” responses included all non-Christian affiliations (49%, n = 1005) (Figure 7).

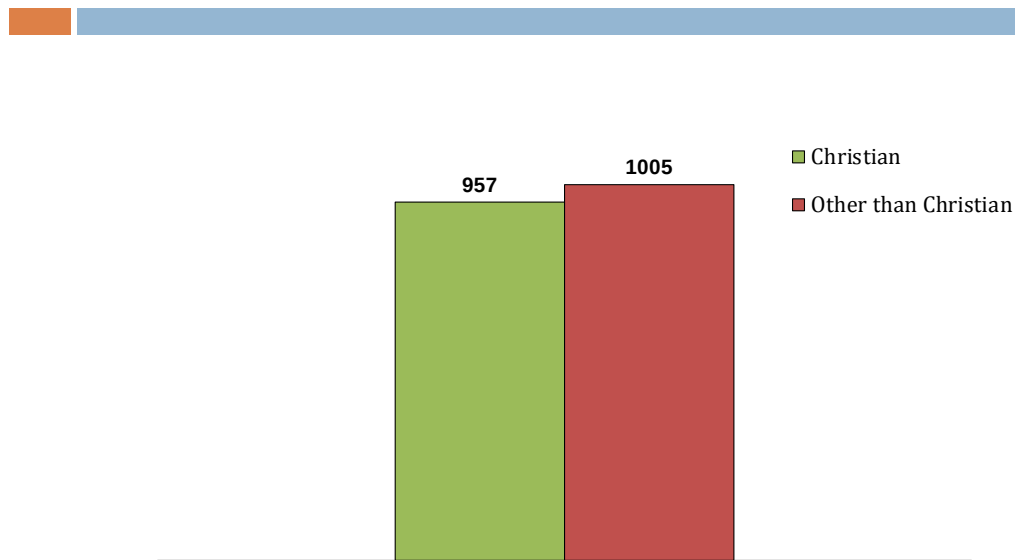


Figure 7. Respondents' Religious/Spiritual Affiliation (n)

³⁵ Readers should see Appendix B Table B21 for a complete listing of respondents' religious/spiritual affiliations.

Few students had children. While 24% of employee respondents (n = 134) were caring for children under the age of 18 years, 50% (n = 276) were not responsible for any dependent family members (Figure 8). Two percent of students (n = 30) and 18% of faculty and staff (n = 100) were responsible for senior family members.

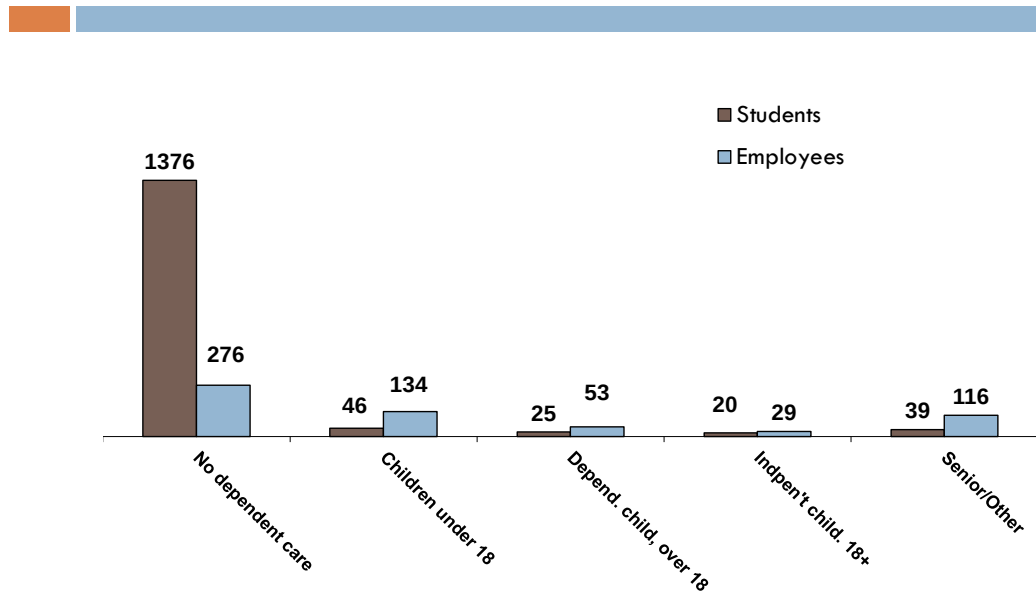


Figure 8. Respondents' Dependent Care Status by Position (n)

Ninety-seven percent of all respondents (n = 1993) had never been in the military. Twenty-one respondents (1%) were U.S. veterans, ten were reservists (<1%), and three people were active military member (<1%).

Thirteen percent of respondents (n = 270)³⁶ had disabilities that substantially affect major life activities. Of those respondents, 34% (n = 91) said they had ADD/ADHD; 32% (n = 85) said they had emotional/psychological conditions; 17% (n = 45) indicated they had medical/health conditions; and, 12% (n = 33) had learning disabilities (Table 3).

Table 3. Respondent's Disability Status

Disability	n	%
No disability	1711	83.5
ADD/ADHD	91	4.4
Asperger's/ High Functioning Autism	2	0.1
Chronic Illness	26	1.3
Emotional/Psychological	85	4.2
Hearing	13	0.6
Learning disabled	33	1.6
Medical/health	45	2.2
Physical/mobility ambulatory	9	0.4
Physical/mobility non-ambulatory	3	0.1
Visual	17	0.8
Other	15	0.7

Note: Percentages may not sum to 100% due to multiple responses

³⁶ For Question 46, the unduplicated total number of respondents with disabilities is 270 (13%). Some respondents, however, indicated they had multiple disabilities or conditions that substantially affected major life activities; the duplicated total (n = 339, 17%) is reflected in Table 3 in this report and in Appendix B.

Table 4 indicates that 80% of participants who completed the survey were U.S. citizens.

Table 4. Respondents' Citizenship Status

	n	%
U.S. citizen	1640	80.1
U.S. citizen – naturalized	82	4.0
Dual citizenship	39	1.9
Permanent resident (immigrant)	92	4.5
Permanent resident (refugee)	2	0.1
International (F-1, J-1, or H1-B, A, L, or G visas)	173	8.4
Undocumented resident	10	0.5

The majority of respondents have resided in the United States for several years. Table 5 illustrates the years that respondents came to the United States.

Table 5. Years That Respondents Have Been in the U.S.

Years in US	n	%
1 year or less	83	4.1
2-5 years	90	4.4
6-10 years	77	3.8
11-20 years	698	34.1
21-30 years	487	23.8
31-50 years	243	11.9
More than 50 years	207	10.1
Missing	163	8.0

Seventy-seven percent of respondents (n = 1578) said English was/is the primary language spoken in their homes. Twenty-two percent (n = 456) indicated English is not the primary language. The different primary languages that were spoken at home offered by respondents included: Arabic, Bengali, Bulgarian, Cantonese, Chinese, Croatian, Czech, French, German, Greek, Hebrew, Italian, Korean, Mandarin Chinese, Norwegian, Polish, Portuguese, Russian, Spanish, Tagalog, Turkish, Urdu, Vietnamese, Yiddish, etc.

Figures 9 and 10 depict the faculty and staff respondent population by FIT primary position status³⁷.

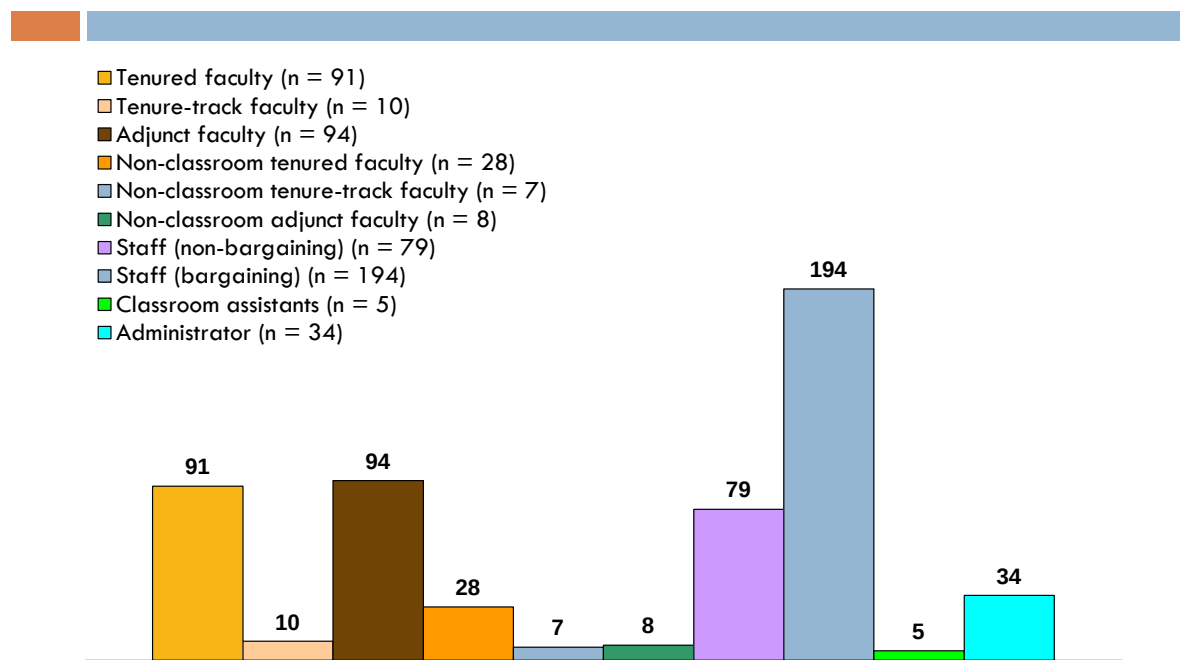


Figure 9. Employee Respondents by Primary Position Status (n)

³⁷ For a more detailed breakdown by position beyond general position categories, see Table B1 in Appendix B.

For the purposes of subsequent analyses, faculty and staff primary status data were collapsed into the following categories: tenure/tenure-track faculty, non-tenured/non-tenure-track faculty, non-bargaining staff, bargaining staff/classroom assistants, and administrators (Figure 10). Twenty-five percent of employee respondents were tenured/tenure-track faculty, 19% of employee respondents were non-tenured/non-tenure-track faculty, 14% of employee respondents were non-bargaining staff, 36% of employee respondents were bargaining staff/classroom assistants, and 6% of employees were administrators.

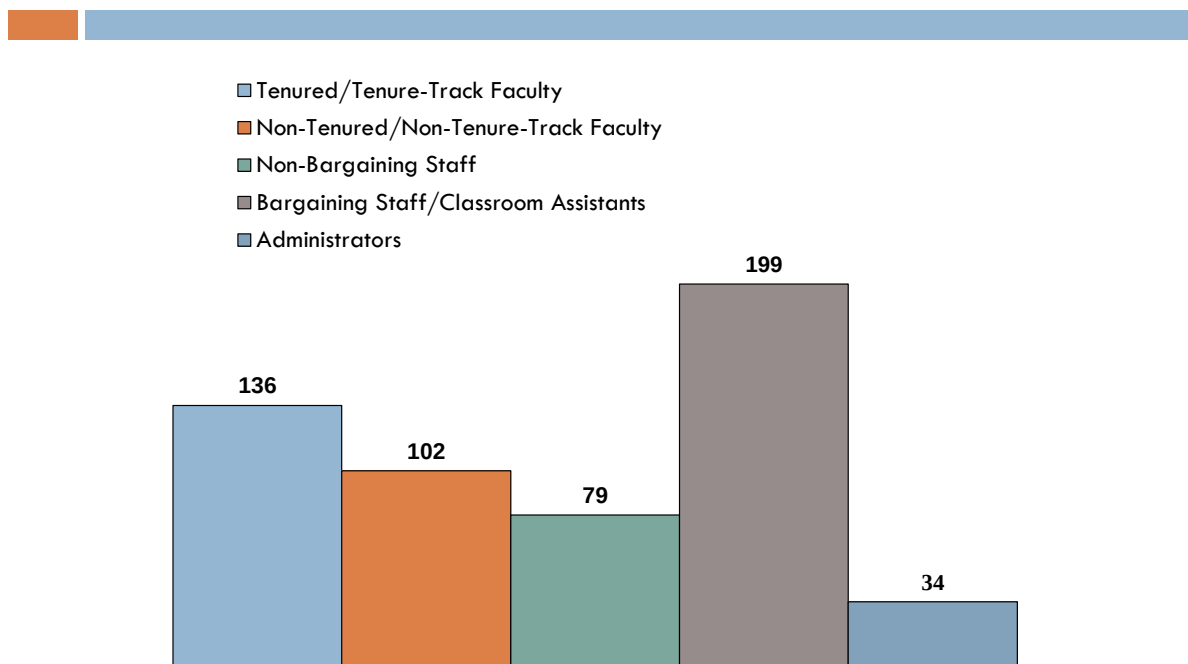


Figure 10. Collapsed Employee Position Status (n)

Table 6 presents the types of appointments faculty and staff respondents held at FIT.

Table 6. Faculty/Staff Primary Position

Appointment	Men (n = 185)		Women (n = 356)	
	n	%	n	%
Tenured	38	43.1	50	56.8
Tenure-Track Faculty	4	44.4	5	55.6
Adjunct Faculty	37	39.8	56	60.2
Non-Classroom Tenured Faculty	6	23.1	20	76.9
Non-Classroom Tenure-Track Faculty	0	0	7	100.0
Non-Classroom Adjunct Faculty	1	12.5	7	87.5
Non-Bargaining Staff	29	36.7	50	63.3
Bargaining Staff	50	26.0	142	74.0
Classroom Assistants	3	60.0	2	40.0
Administrators	17	50.0	17	50.0

Note: Table 6 reports employee responses only (n = 550).

Three-quarters of employee respondents (n = 399) were full-time in their positions. Twelve percent of employees (n = 64) were at FIT one year or less; 25% (n = 129) for two to five years; 17% (n = 89) for six to ten years; 23% (n = 117) for 11 to 20 years; 16% (n = 82) for 21 to 30 years; and 7% (n = 35) more than 30 years.

One question on the survey requested that respondents identify their academic and/or administrative unit affiliations. Due to the small number of respondents who identified their academic and/or administrative unit affiliations, these responses are not provided in this report to protect their confidentiality.

About one percent of employee respondents (n = 7) indicated that the highest level of education they completed was high school/GED. Six percent (n = 34) had finished associate's degrees, 25% (n = 135) bachelor's degrees, 37% (n = 203) master's degrees, and 12% (n = 70) doctoral or other professional degrees.

Approximately 73% (n = 1497)³⁸ of the respondents were students, 83% of whom (n = 1249) identified as undergraduate students-day. Of those undergraduate students - day, 609 were working towards their Associate's degree and 387 respondent were working towards their Bachelor's degree. Nine percent (n = 141) identified as undergraduate students-night/weekend. Of those undergraduate students - night/weekend, 66 were working towards their Associate's degree and 41 towards their Bachelor's degree. Four percent (n = 64) of students indicated they were non-degree, and another one percent indicated they were certificate students. Thirty-one student respondents indicated they were graduate students (2%).

³⁸ Although the total number of student respondents is 1497, nine respondents, who offered their primary position as "other" in the survey were subsequently recoded as students in the "cleaning" of the data. Due to their initial response of "other" these students were not directed to the student-specific questions at the time of the study. Therefore, the student-only questions sample (n = 1488) used throughout the report does not include these 9 respondents.

Table 7 illustrates the level of education completed by students' parents or legal guardians.

Table 7. Students' Parents'/Guardians' Highest Level of Education

Level of Education	Parent /Legal Guardian 1		Parent/Legal Guardian 2	
	n	%	n	%
No high school	48	3.2	54	3.6
Some high school	70	4.7	65	4.4
Completed high school/GED	250	16.8	264	17.7
Some college	219	14.7	198	13.3
Business/Technical certificate/degree	62	4.2	82	5.5
Associate's degree	106	7.1	129	8.7
Bachelor's degree	356	23.9	345	23.2
Some graduate work	30	2.0	43	2.9
Master's degree	232	15.6	165	11.1
Doctoral degree	53	3.6	24	1.6
Other professional degree (MD, MFA, JD)	41	2.8	32	2.2
Unknown	11	0.7	26	1.7
Not applicable	5	0.3	14	0.9
Missing	5	0.3	47	3.2

Note: Table 7 reports student responses only (n = 1488).

Twenty-six percent of student respondents were freshman students, and 24% were sophomore students (Figure 11). Approximately 5% of student respondents were non-degree students. One-quarter of undergraduate students (26%, n = 366) were Fashion Merchandising Management majors, 15% (n = 203) were Advertising and Marketing Communications majors, 11% (n = 151) were Fashion Design majors³⁹. Almost half of graduate students (45%, n = 14) were in Master of Arts Programs, and one-third (n = 10) were in Master of Professional Studies Programs. Almost all Certificate students (92%, n = 11) were in the Credit Certificates program.

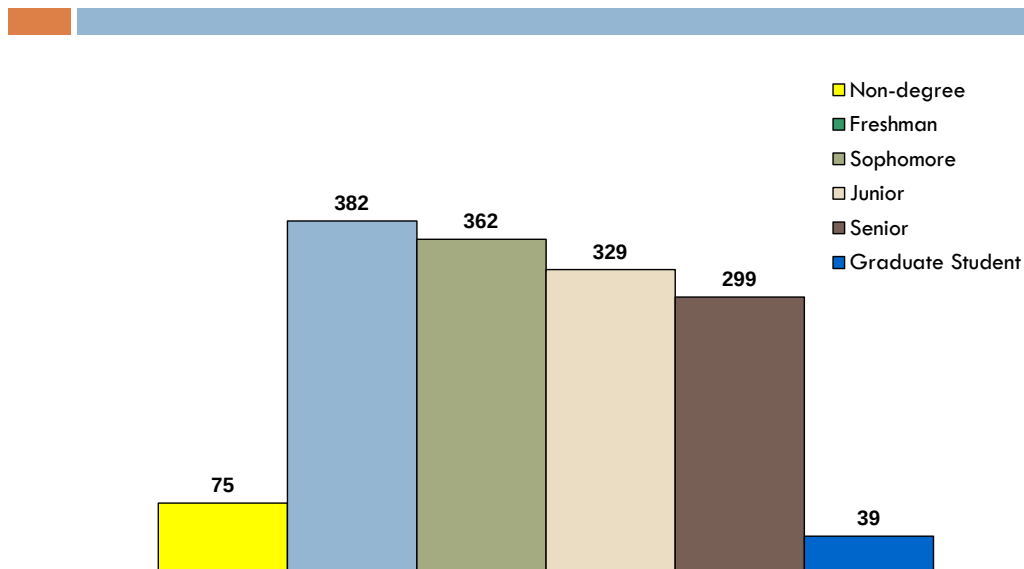


Figure 11. Student Respondents' Current Year in College Career (n)

³⁹ See Tables B14-B16 in Appendix B for a full listing of student respondents' majors.

The survey queried students regarding how many hours per week, on average, they spent engaged in experiential learning activities outside the classroom (e.g., seeds, service learning, studios, internships, practicums). Thirteen percent of student respondents (n = 194) did not participate in any experiential learning activities (Figure 12). Forty-one percent (n = 607) participated for one to ten hours per week, and 21% (n = 305) participated for 11-20 hours per week.

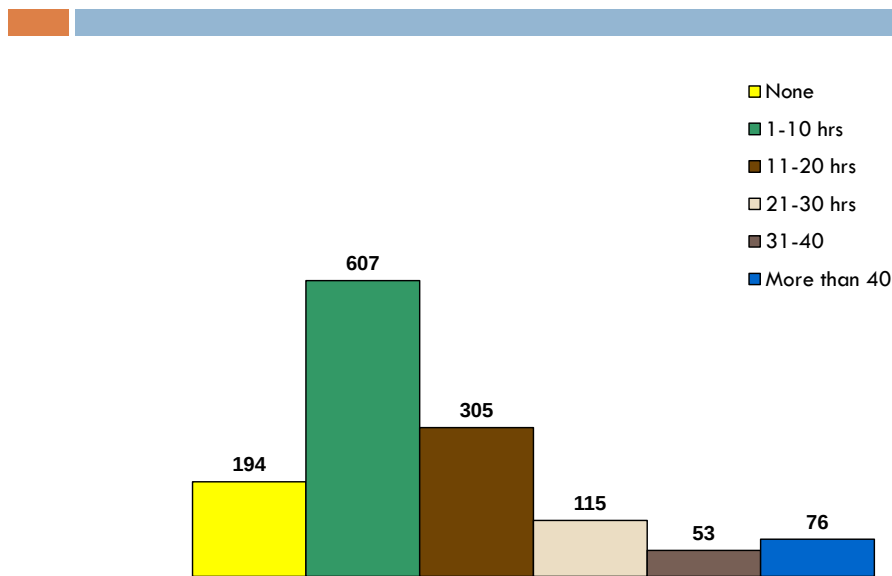


Figure 12. Student Time Spent on Experiential Learning (n)

Twenty-four percent (n = 363) of student respondents were currently the sole providers for their living/educational expenses, and 73% (n = 1087) had families who were assisting with their living/educational expenses. Forty-three percent (n = 634) of all students were employed on- or off-campus. Fifty-seven percent (n = 850) were not employed. More than one-third (36%, n = 228) of all employed students were working 11-20 or more hours per week, and 22% of employed students were working 21-30 hours per week (n = 142) and 31-40 hours per week (n = 137).

Twenty-two percent of student respondents reported that they or their families have annual incomes of less than \$30,000. Twenty-nine percent of student respondents reported annual incomes between \$31,000 and \$70,000, 18% between \$71,000 and \$100,000, 19% between \$101,000 and \$200,000, and 2% over \$501,000 annually. These figures are displayed by student status in Figure 13. Undergraduate information is provided for those who indicated that they were financially independent (i.e., the sole providers of their living and educational expenses) and those who indicated that they were financially dependent on others.

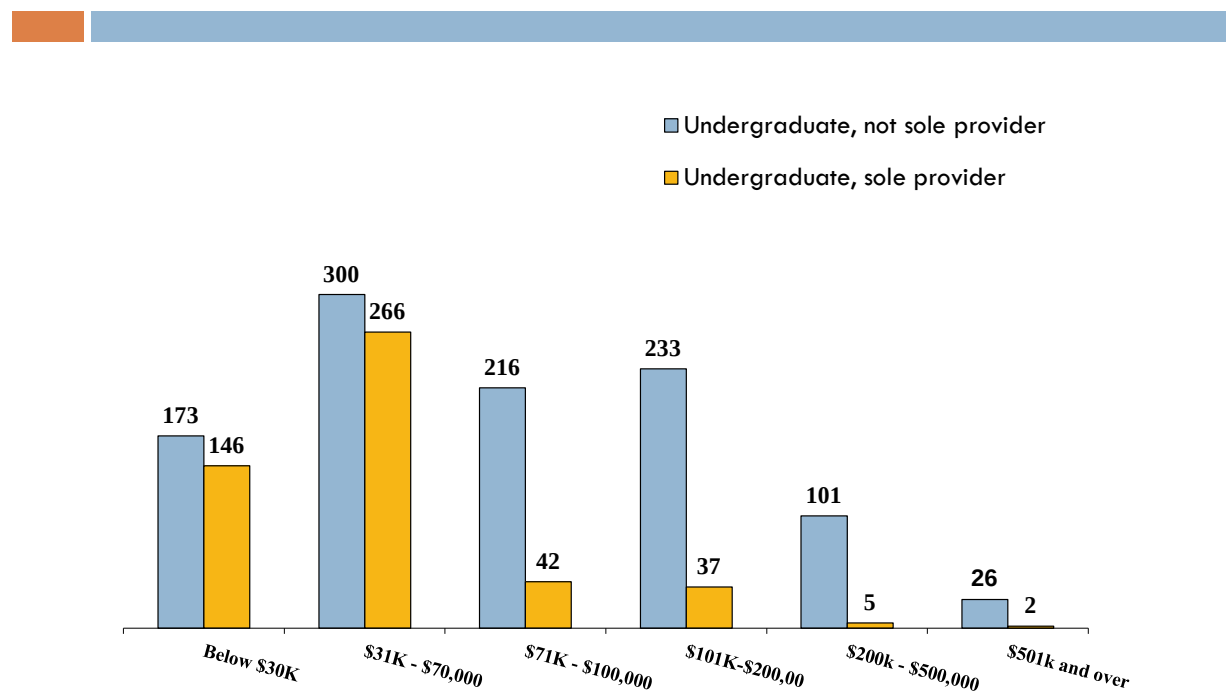


Figure 13. Students' Income by Dependency Status (n)

Half of students (51%, n = 761) relied on family contributions to pay for college. In addition, 47% (n = 705) of student respondents used loans to pay for college, while 13% (n = 198) had academic scholarships or need-based scholarships (11%, n = 165). Twenty-two percent (n = 333) made personal contributions/had jobs, 25% (n = 378) had Pell Grants, and 19% (n = 281) used credit cards (Table 8).

Table 8. Student Respondents' Methods for Paying for College

	n	%
Academic scholarship	198	13.3
Credit card	281	18.9
Employer sponsored support	11	0.7
Family contribution	761	51.1
Loans (private and federal)	705	47.4
Need based grant	165	11.1
Pell grant	378	25.4
Personal contribution/job	333	22.4
Tuition remission through FIT employee	11	0.7
Other	82	5.5

Note: Table 8 includes only student respondents (n = 1488).
 Percentages may not sum to 100% due to multiple responses.

More than half of student respondents (53%, n = 785) indicated they experienced financial hardship at FIT. Of those students, 79% (n = 622) had difficulty purchasing their books/equipment/supplies, 68% (n = 534) had difficulty affording tuition, 52% (n = 411) had difficulty in affording transportation costs, and 49% had difficulty in affording housing (n = 388) and affording fees (n = 385) (Table 9).

Table 9. Manners in Which Students Experienced Financial Hardship at FIT

	n	%
Difficulty affording tuition	534	68.0
Difficulty affording fees	385	49.0
Difficulty purchasing my books/equipment/supplies	622	79.2
Difficulty affording FIT meal plan/food	144	18.3
Difficulty participating in co-curricular events or activities (alternative spring breaks, class trips, etc.)	240	30.6
Difficulty traveling home during college breaks	224	28.5
Difficulty in affording housing	388	49.4
Difficulty in affording transportation costs	411	52.4
Difficulty in affording health insurance	169	21.5
Other	48	6.1

Note: Table includes only students who experienced financial hardship (n = 785).

Of the students completing the survey, 35% lived in on campus residence halls and 65% resided in off-campus commuter accommodations (Table 10).

Table 10. Undergraduate Students' Residence

Residence	n	%
On campus residence halls	518	34.8
Off campus Commuter	966	64.9
Living independently or with roommates in apartment/house	480	49.7
Living with family member/guardian	412	42.7
Missing	74	7.7
Missing	4	0.3

Note: Table includes undergraduate student respondents (n = 1488).

Students were asked their primary place of residence when they are not at FIT. Forty-three percent of students indicated they were New York City residents and 24% were New York State residents (not NYC). Fourteen percent of student respondents were from the Tri-State area.

Fifty-seven percent of FIT student respondents did not participate in any student clubs and organizations (Table 11). Seven percent were involved with Merchandising Society, 3% participated in MS Style Shop, and 2% in Interior Design, Media Design Club, W 27 (Newspaper), ED 2010 @ FIT and Menswear.

Table 11. Students' Participation in Clubs and Organizations at FIT

Clubs/Organizations	n	%	Clubs/Organizations	n	%
CLUBS	10	0.7	ICE - Indian Cultural Exchange	1	0.1
A.A.T.C.C.	13	0.9	Illustration	6	0.4
Accessories Design	13	0.9	I Love NY	6	0.4
Ad Group	14	0.9	Interior Design	31	2.1
AMA	9	0.6	Intimate Apparel	3	0.2
Anime	10	0.7	Italian	3	0.2
Art Collective	6	0.4	ITSA	14	0.9
Art and Copy Club	7	0.5	Jewelry Club	11	0.7
Asian Student Network	18	1.2	KCCC	11	0.7
BRAG	9	0.6	L'Chaim	0	0.0
Break Dancing Club	1	0.1	LASO	9	0.6
BSU	19	1.3	Media Design Club	25	1.7
CAP	5	0.3	Menswear	24	1.6
Chabad	18	1.2	Merchandising Society	98	6.6
Children's Wear	1	0.1	MS Style Shop	46	3.1
Christian Fellowship	11	0.7	Model Workshop	2	0.1
Collegiate DECA	7	0.5	Packing Design	8	0.5
Comic Book Club	5	0.3	Photography	6	0.4
CFMA	10	0.7	Production Mgmt.	13	0.9
Creative Showcase	0	0.0	PRSSA	19	1.3
Culinary Arts	11	0.7	RHCC	14	0.9
Direct and Interactive Marketing	3	0.2	Salsa Club	9	0.6
Diversity Club	2	0.1	Snow Club	4	0.3
ED 2010 @ FIT	23	1.5	Sustainable Design Club	5	0.3
Empire Step Club	0	0.0	Technical Design Club	10	0.7
Faith and Fellowship Club	5	0.3	Textile Design	6	0.4
Fashion Art Club	12	0.8	Theater Ensemble	9	0.6
Fashion Design	14	0.9	The Stitch, Men Who Knit	9	0.6
FIT Words	5	0.3	Urban Studio	5	0.3
Gospel Choir	8	0.5	W 27 (Newspaper)	25	1.7
Handbook	2	0.1	WFIT (Radio)	6	0.4
Holistic Lifestyle	0	0.0	Women in Cable		
Home Products	1	0.1	Telecommunications	6	0.4
			Do not participate in clubs	845	56.8

Note: Table includes only those who indicated they were students in Question 1 (n = 1488). Percentages may not sum to 100% due to multiple responses.

One survey item asked students how many total years they expected to spend at FIT to complete their current degrees. Half the student respondents (50%, n = 741) expected to spend a total of four years completing their degrees, and 5% (n = 76) thought it would take them six years or more (Figure 14).

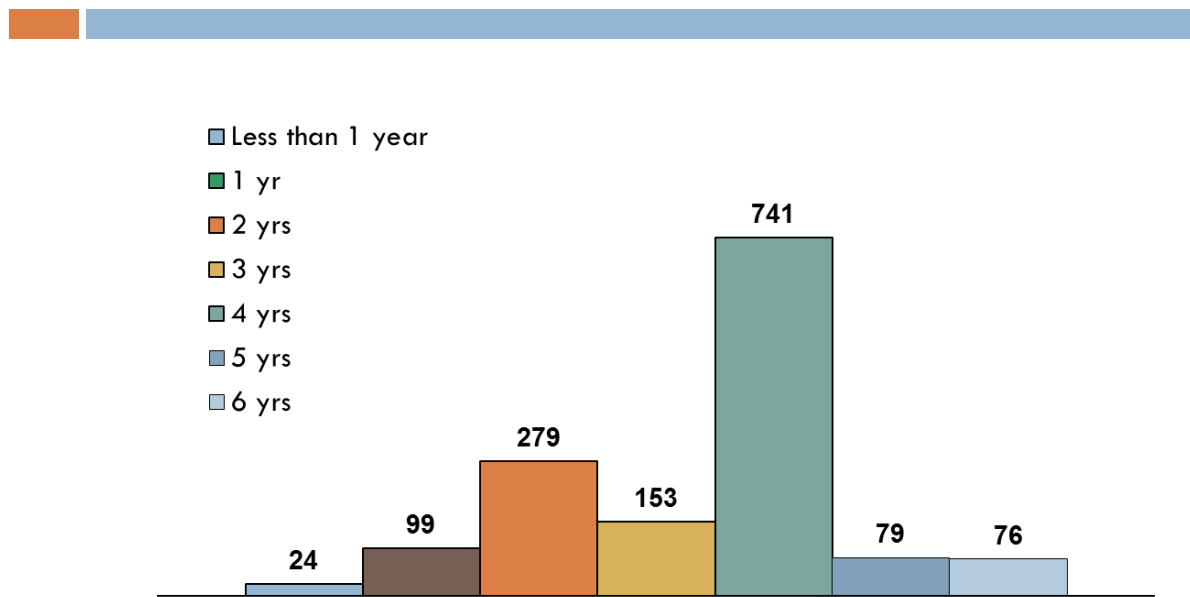


Figure 14. Students' Estimation of Total Years at FIT to Complete Current Degree (n)

Campus Climate Assessment Findings⁴⁰

The following section⁴¹ reviews the major findings of this study. The review explores the climate at FIT through an examination of respondents’ personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to the relevant identity and status of the respondents.

Comfort with the Climate at FIT

The survey posed questions regarding respondents’ level of comfort with a variety of aspects of FIT’s campus. Table 12 illustrates that 81% of all of faculty, staff, and students (n = 1668) were “comfortable” or “very comfortable” with the climate at FIT. Seventy-seven percent (n = 1586) of all faculty, staff, and students were “comfortable” or “very comfortable” with the climate for diversity in their department or their work unit.

Table 12. Respondents’ Comfort with Climate

	Comfort with Climate at FIT		Comfort with Climate in Department/ Work Unit	
	n	%	n	%
Very Comfortable	726	35.5	744	36.5
Comfortable	942	46.1	842	41.3
Neither Comfortable nor Uncomfortable	270	13.2	250	12.3
Uncomfortable	85	4.2	121	5.9
Very Uncomfortable	22	1.1	44	2.2

⁴⁰ All tables are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

⁴¹ The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from The total number of respondents who answered an individual item).

The following figures offer respondents comfort level by various demographic characteristics. The identification of neutral in the figures is the response of “neither comfortable nor uncomfortable.”

When comparing the data by racial identity, there were no appreciable differences between People of Color and White people with the overall campus climate or the climate in their departments/work units (Figures 15 & 16).

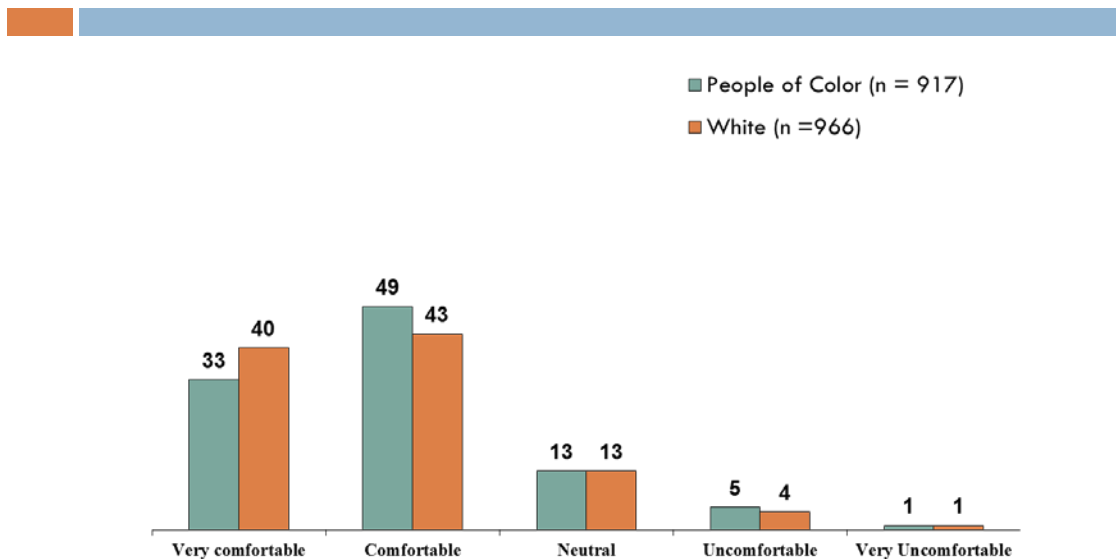


Figure 15. Comfort with Overall Climate by Race (%)

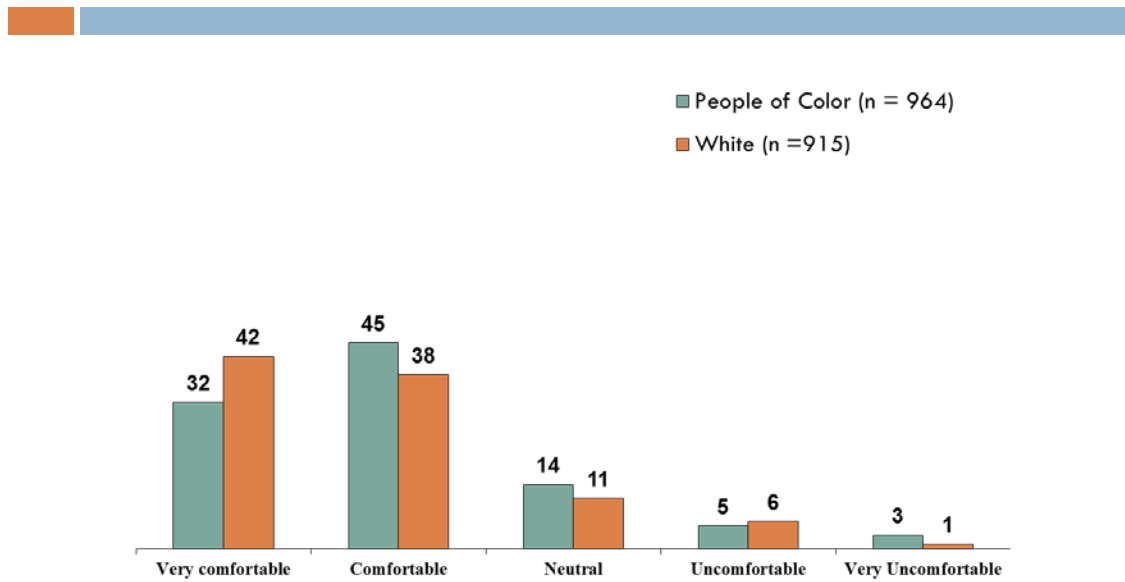


Figure 16. Comfort with Climate in Department/Work Unit by Race (%)

There were also no appreciable differences between how women and men perceived the overall climate at FIT and the climate in their departments/work units (Figures 17 & 18).

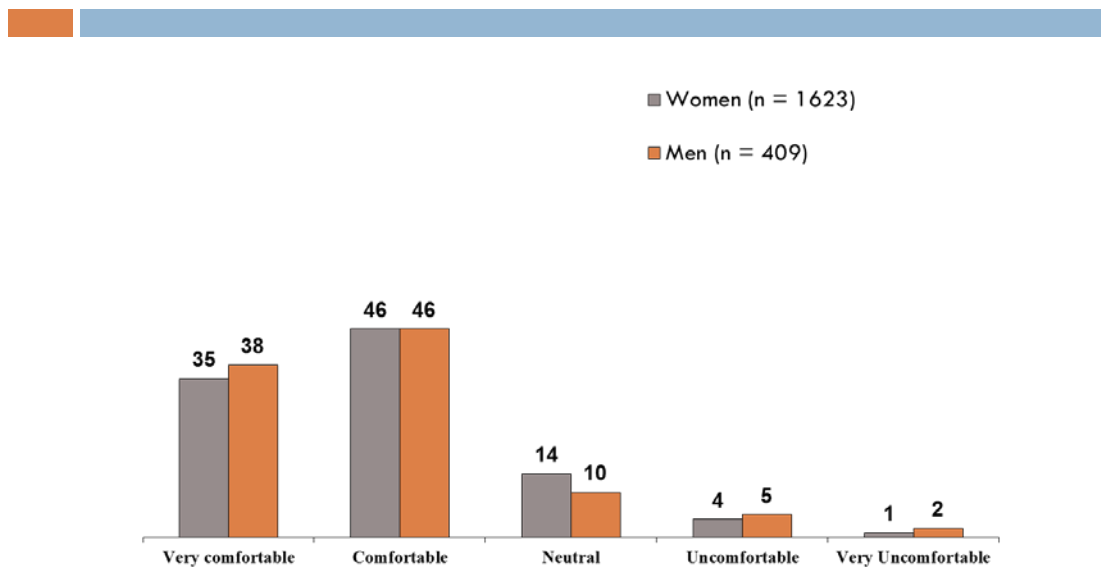


Figure 17. Comfort with Overall Campus Climate by Gender

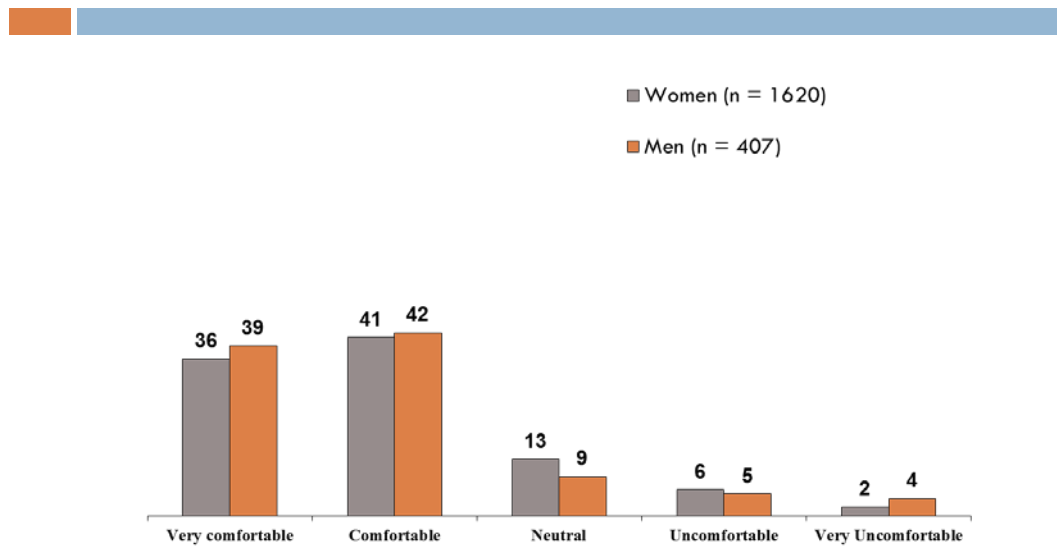


Figure 18. Comfort with Climate in Department/Work Unit by Gender (%)

With respect to sexual orientation, heterosexual respondents and LGBQ respondents also perceived the overall climate at FIT and the climate in their departments/work units similarly (Figures 19 & 20).

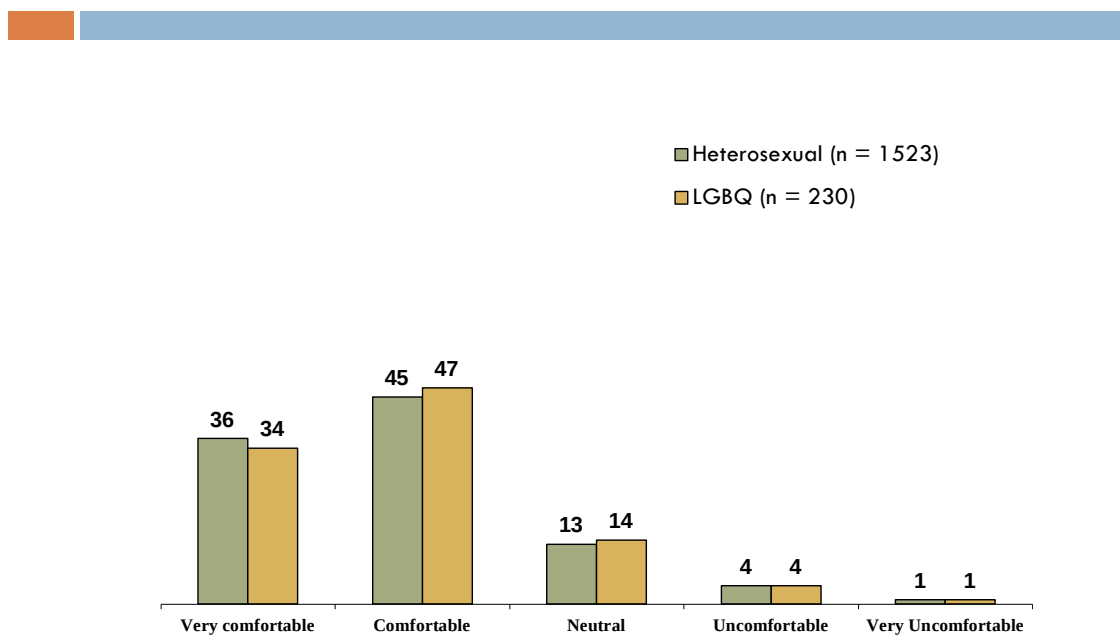


Figure 19. Comfort with Overall Campus Climate by Sexual Orientation (%)

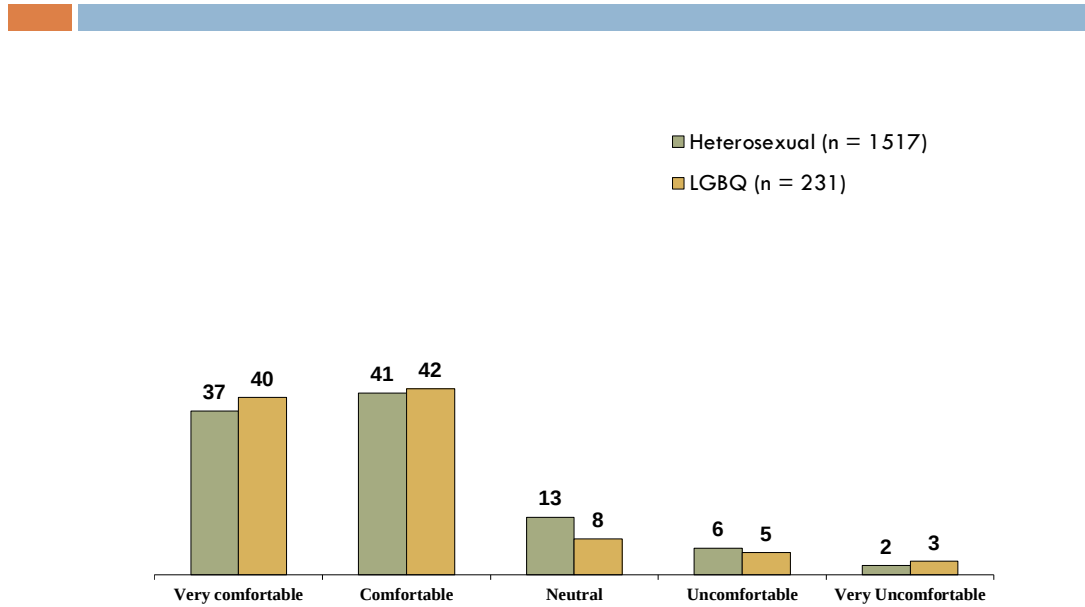


Figure 20. Comfort with Climate in Department/Work Unit by Sexual Orientation (%)

When comparing the data by employee position, bargaining staff/classroom assistants and administrators were more comfortable with the overall campus climate (Figures 21 & 22) than administrators were far more comfortable than other groups in their department/work units.

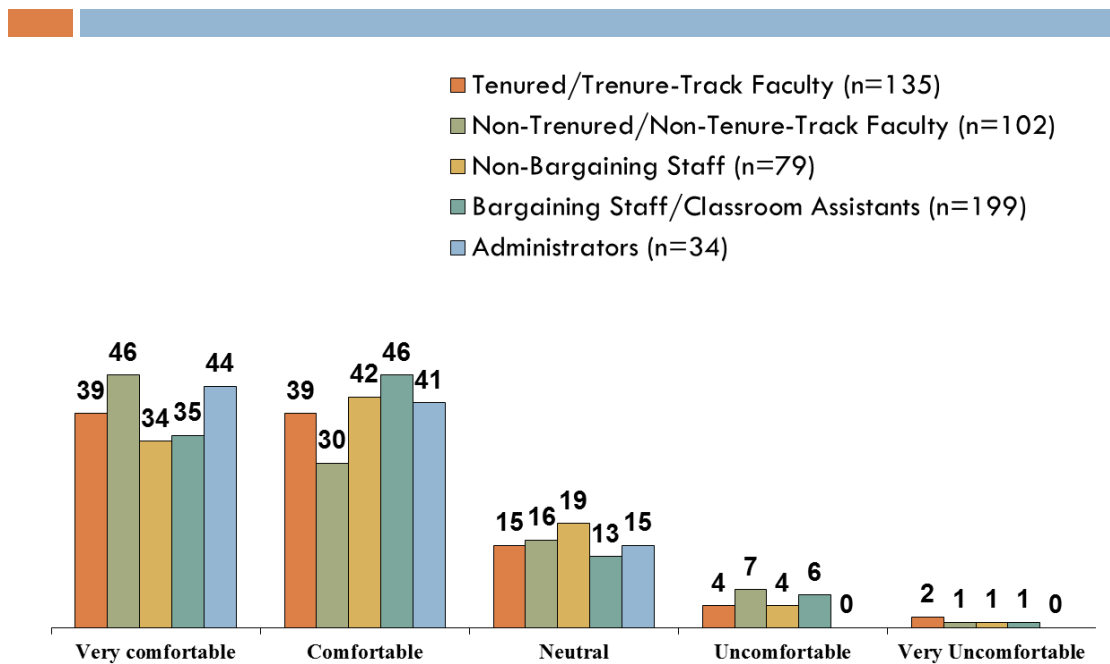


Figure 21. Comfort with Overall Climate by Employee Position (%)

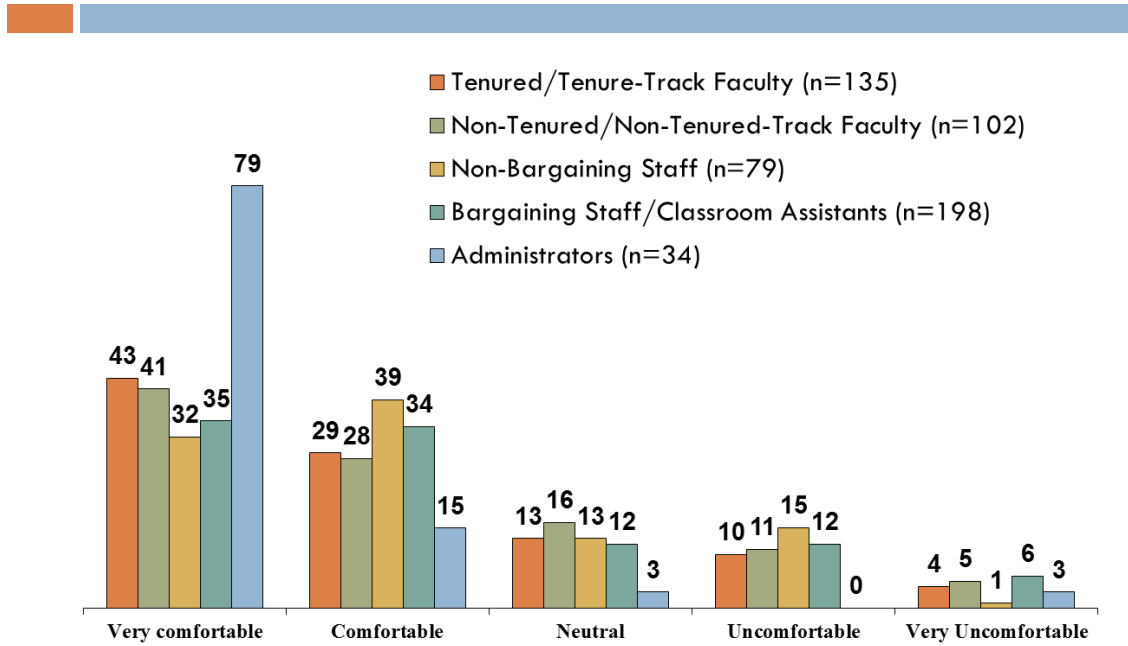


Figure 22. Comfort with Climate in Department/Work Unit by Employee Position (%)

With respect to disability status, respondents who self-identified as having disabilities were less comfortable with the climate on campus and in their departments/work units than were respondents without disabilities (Figures 23 & 24).

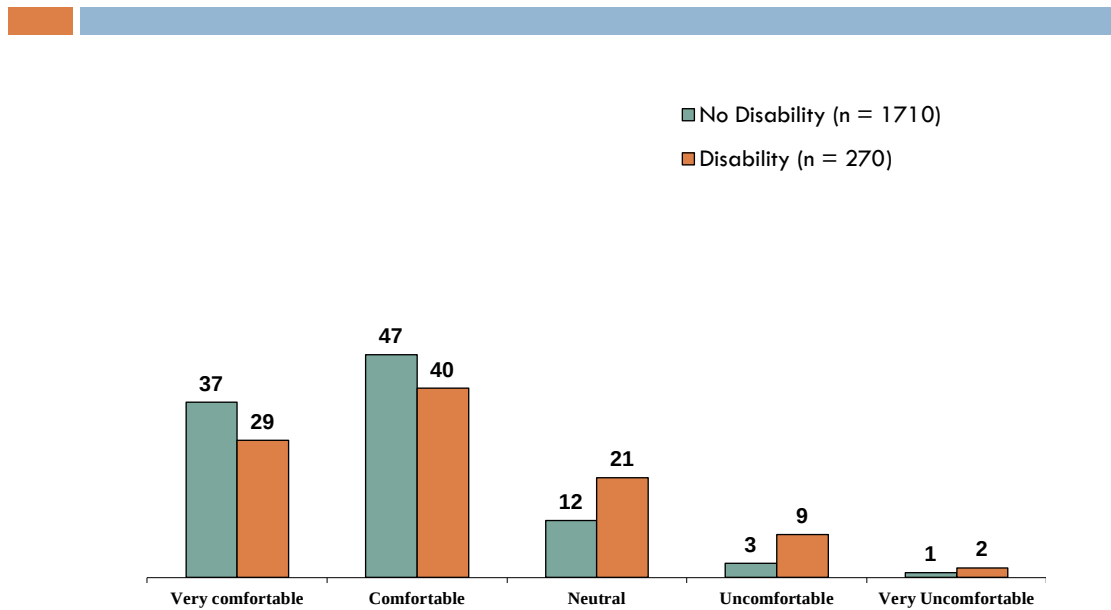


Figure 23. Comfort with Overall Campus Climate by Disability (%)

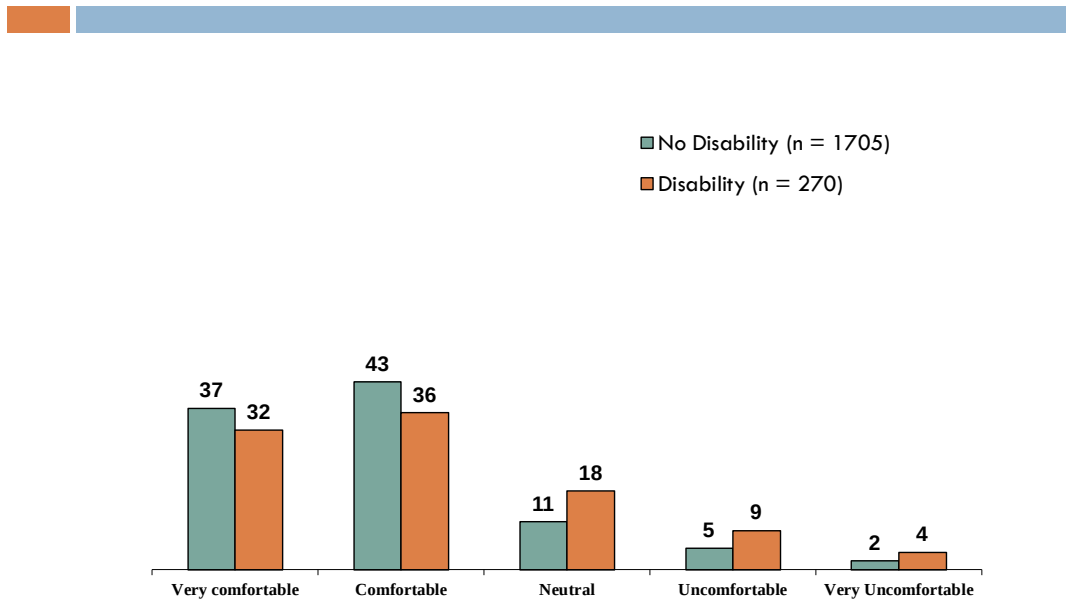


Figure 24. Comfort with Climate in Department/Work Unit by Disability (%)

With respect to religious/spiritual affiliation, respondents who identified as Christians and those who identified with other than Christian affiliations perceived the overall climate at FIT and the climate in their departments/work units similarly (Figures 25 & 26).

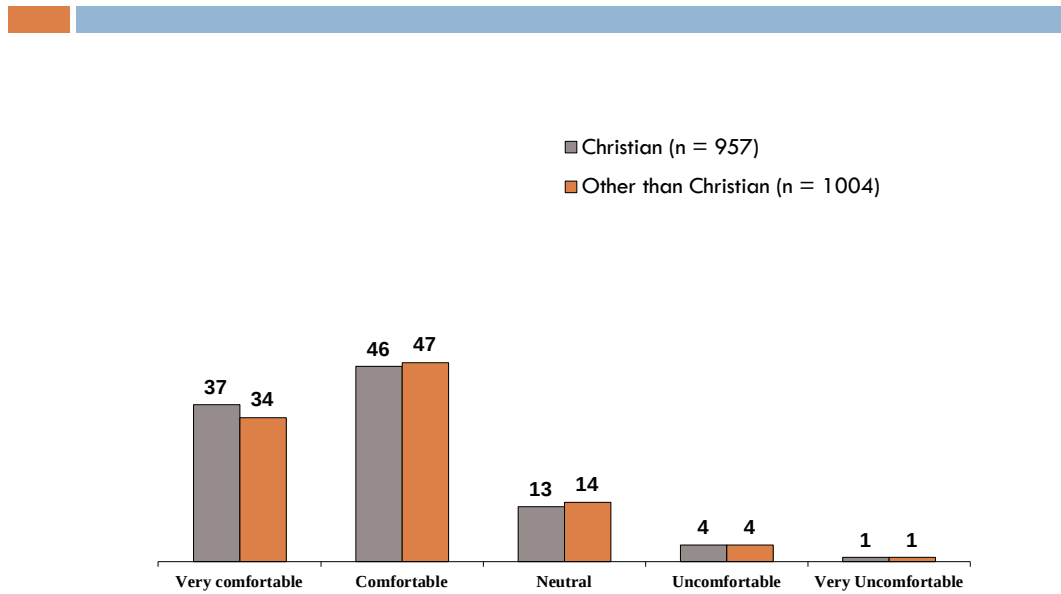


Figure 25. Comfort with Overall Climate by Religious/Spiritual Status (%)

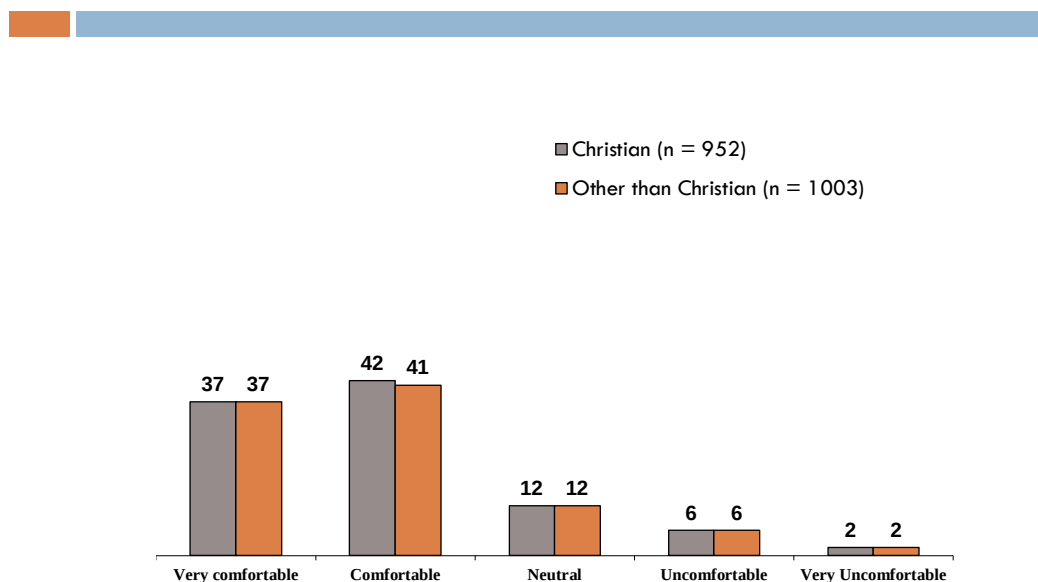


Figure 26. Comfort with Climate in Department/Work Unit by Religious/Spiritual Status (%)

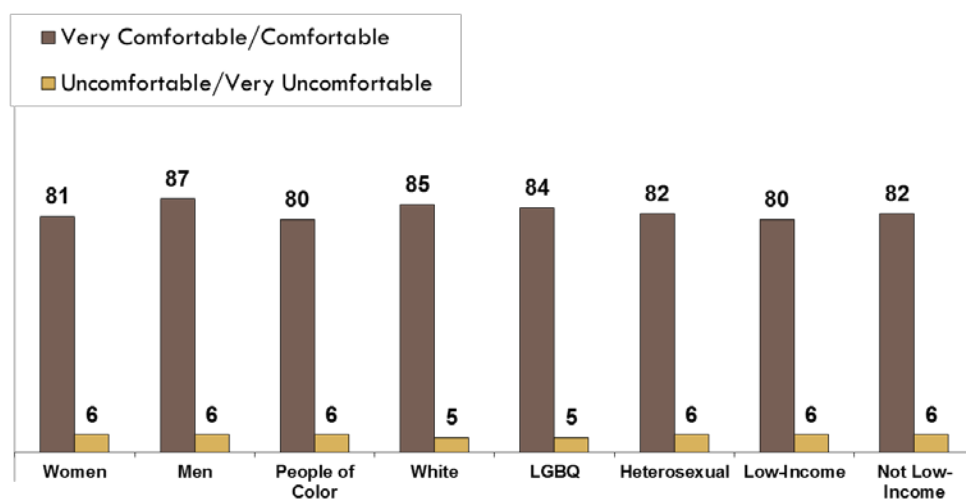
Annual family income and first-generation status were also examined for differences in comfort levels for students. Students from families with low-income status felt similarly about the overall campus climate and the climate in their department/work unit as those from not low-income families. Furthermore, both first-generation students and not first-generation students appeared to feel similarly comfortable with the overall climate and the climate in their departments and work units.

Table 13 offers that 82% of students were “very comfortable” or “comfortable” with the classroom climate in their classes, as were 78% of faculty members.

Table 13. Students and Faculty Comfort with Classroom Climate

	Students (n = 1485)		Faculty (n = 235)	
	n	%	n	%
Very Comfortable	511	34.4	122	51.9
Comfortable	701	47.2	62	26.4
Neither Comfortable nor Uncomfortable	187	12.6	10	4.3
Uncomfortable	64	4.3	4	1.7
Very Uncomfortable	18	1.2	0	0

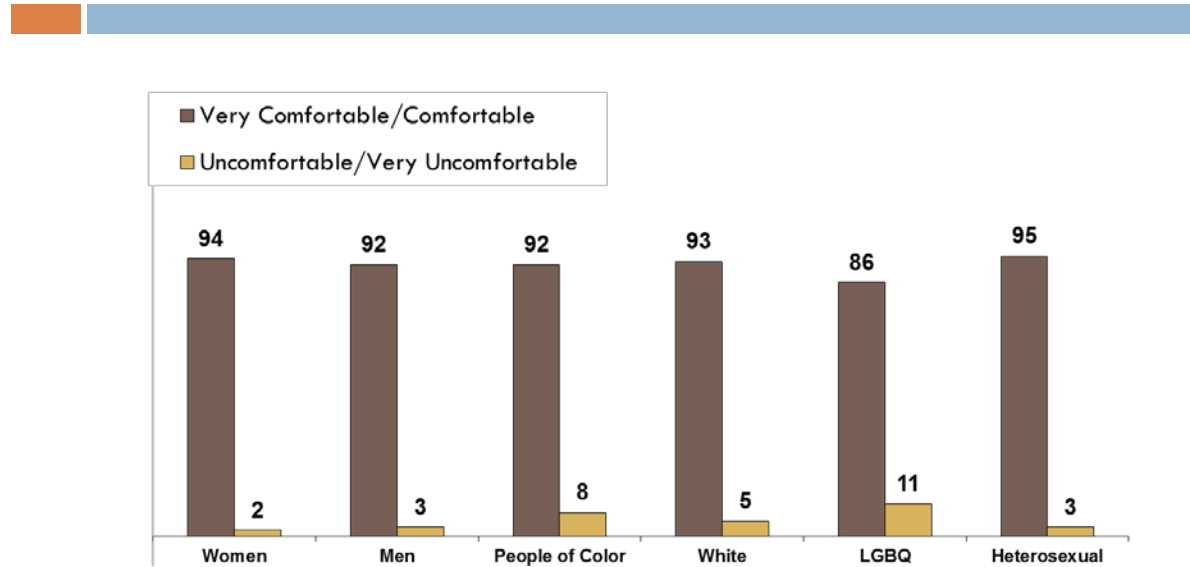
Figure 27 offers how comfortable students felt with the climate in their classrooms by selected demographic characteristics.



Note: The category of neither comfortable nor uncomfortable is not included in the graph

Figure 27. Students' Comfort with Classroom Climate by Selected Characteristics (%)

Among faculty, LGBQ faculty members were less comfortable than their majority counterparts with the climate in their classes though the majority of all faculty members offered that they were “very comfortable/comfortable” with the climate in their classes (Figure 28).



Note: The category of neither comfortable nor uncomfortable is not included in the graph

Figure 28. Faculty Members’ Comfort with Classroom Climate by Selected Characteristics (%)

Perceptions of Level of Respect

The majority of respondents indicated that the overall campus climate was “very respectful/respectful” of people from various races/ethnicities (Table 14).

Table 14. Ratings of Overall Campus Climate for Various Races/Ethnicities

Background	Very Respectful		Respectful		Neither respectful nor disrespectful		Disrespectful		Very disrespectful		Don't know	
	n	%	n	%	n	%	n	%	n	%	n	%
African	888	48.3	432	23.5	232	12.6	38	2.1	7	0.4	243	13.2
African American//Black	921	50.0	457	24.8	223	12.1	54	2.9	9	0.5	178	9.7
Alaskan Native	803	43.8	343	18.7	236	12.9	5	0.3	4	0.2	442	24.1
Asian	910	49.5	435	23.7	236	12.8	64	3.5	15	0.8	177	9.6
Asian American	945	51.5	432	23.5	230	12.5	38	2.1	9	0.5	181	9.9
Southeast Asian	882	48.3	429	23.5	229	12.5	45	2.5	11	0.6	231	12.6
Caribbean/West Indian	859	47.1	417	22.9	238	13.1	33	1.8	8	0.4	268	14.7
European	1038	56.7	414	22.6	189	10.3	11	0.6	2	0.1	177	9.7
European American/White	1064	58.2	395	21.6	203	11.1	9	0.5	2	0.1	154	8.4
Indian subcontinent	850	46.6	410	22.5	245	13.4	26	1.4	7	0.4	286	15.7
Latino(a)/Hispanic	886	48.3	443	24.2	250	13.6	47	2.6	6	0.3	201	11.0
Latin American	892	48.6	448	24.4	245	13.4	34	1.9	7	0.4	208	11.3
Middle Eastern	857	46.8	412	22.5	246	13.4	52	2.8	10	0.5	253	13.8
Native American Indian	832	45.6	374	20.5	245	13.4	14	0.8	3	0.2	357	19.6
Pacific Islanders/Hawaiian Natives	835	45.7	380	20.8	236	12.9	12	0.7	5	0.3	358	19.6
Multiracial, multiethnic, or multicultural persons	900	49.3	427	23.4	246	13.5	14	0.8	4	0.2	234	12.8
Other	207	30.0	148	21.4	114	16.5	3	0.4	2	0.3	217	31.4

Table 15 indicates that the majority of respondents thought that the overall campus climate was “very respectful”/“respectful” of all the demographic constituencies groups offered. Non-native English speakers were “less respected” than other groups. One-quarter of respondents offered that they “didn’t know” if the climate was respectful or not of two of the demographic groups listed (“Affected by psychological health issues” and “veterans”).

Table 15. Ratings of Overall Campus Climate for Various Campus Groups

Group	Very Respectful		Respectful		Neither respectful nor disrespectful		Disrespectful		Very disrespectful		Don't know	
	n	%	n	%	n	%	n	%	n	%	n	%
Affected by psychological health issues	530	28.2	501	26.7	309	16.5	78	4.2	10	0.5	450	24.0
Affected by physical health issues	632	33.7	516	27.5	312	16.6	51	2.7	9	0.5	358	19.1
Female	1068	56.7	452	24.0	228	12.1	27	1.4	13	0.7	96	5.1
From religious affiliations other than Christian	771	41.1	464	24.8	328	17.5	39	2.1	11	0.6	261	13.9
From Christian affiliations	806	43.1	455	24.3	316	16.9	34	1.8	8	0.4	253	13.5
Gay, lesbian, bisexual, transgender	1043	55.4	452	24.0	202	10.7	30	1.6	11	0.6	144	7.7
Immigrants	754	40.3	517	27.6	314	16.8	48	2.6	14	0.7	224	12.0
International students, staff, or faculty	811	43.3	524	28.0	282	15.1	70	3.7	15	0.8	170	9.1
Learning disabled	639	34.3	445	23.9	339	18.2	67	3.6	6	0.3	366	19.7
Male	940	50.2	476	25.4	252	13.5	43	2.3	13	0.7	147	7.9
Non-native English speakers	668	35.8	531	28.4	323	17.3	122	6.5	32	1.7	191	10.2
Parents/guardians	739	39.5	465	24.9	316	16.9	38	2.0	10	0.5	301	16.1
People of color	882	47.1	496	26.5	280	15.0	45	2.4	13	0.7	156	8.3
Providing care for other than a child (e.g. elder care)	653	35.0	397	21.3	343	18.4	34	1.8	9	0.5	428	23.0
Physically disabled	707	37.9	462	24.8	312	16.7	49	2.6	8	0.4	326	17.5
Socioeconomically disadvantaged	619	33.1	449	24.0	352	18.8	131	7.0	33	1.8	288	15.4
Socioeconomically advantaged	781	42.0	452	24.3	302	16.2	32	1.7	9	0.5	283	15.2
Veterans/active military	683	36.8	362	19.5	327	17.6	18	1.0	5	0.3	460	24.8

Perceptions of Campus Accessibility

With regard to campus accessibility for people with disabilities, walkways and pedestrian paths (58%), the elevators (58%), dining facilities (53%), FIT website (53%), academic buildings (51%), and restrooms (52%) were considered “fully accessible.” Substantial percentages of respondents did not know how accessible most aspects of campus were (Table 16).

Table 16. Ratings of Campus Accessibility

	Fully accessible		Accessible with assistance or intervention		Not accessible		Don't know	
	n	%	n	%	n	%	n	%
Physical Accessibility								
Athletic facilities	620	32.8	464	24.6	50	2.6	755	40.0
Auditorium/Amphitheater	728	38.7	458	24.3	57	3.0	639	34.0
Academic Buildings	950	50.5	433	23.0	44	2.3	456	24.2
Bookstore	646	34.3	501	26.6	162	8.6	573	30.4
Classrooms, labs, studios	815	43.2	504	26.7	60	3.2	507	26.9
Residence Halls	679	36.2	334	17.8	49	2.6	815	43.4
Computer labs	829	44.1	409	21.7	54	2.9	589	31.3
Dining Facilities	987	52.5	334	17.8	35	1.9	524	27.9
Elevators	1083	57.5	340	18.1	60	3.2	399	21.2
Health Services	897	47.8	304	16.2	33	1.8	644	34.3
Library	932	49.6	388	20.6	43	2.3	516	27.5
Museum	933	49.8	368	19.7	33	1.8	538	28.7
Restrooms	972	51.7	420	22.3	74	3.9	415	22.1
Walkways and pedestrian paths	1074	57.8	356	19.2	34	1.8	394	21.2
Course Instruction/materials								
Information in Alternative Formats	600	32.5	402	21.8	87	4.7	759	41.1
Instructors	664	35.9	410	22.2	64	3.5	711	38.5
Instructional Materials	641	35.1	404	22.1	69	3.8	712	39.0
FIT Website	957	52.5	336	18.4	79	4.3	451	24.7

Respondents were invited to share additional thoughts on campus accessibility and many did so. Most respondents added thoughts on how accessible specific locations and or materials were at FIT. For example, respondents described the pathways and doorways as narrow; the bathrooms as not fully accessible; concerns with the Marvin Feldman Center (C building) elevators and classrooms on 4th floor of the Shirley A. Goodman Resource Center (E building) Library; how Kaufman Hall requires security guard to leave his post to help with the wheelchair lift and was not always available; that escalators close at 10:00 p.m. which limits those with physical disabilities from utilizing them after late classes; elevators in general are very slow; the website is hard to navigate and confusing; that there should be more access ramps across campus; inflexible professors in response to having a learning disability; cracks in the walkways; the doors between crossing over building as being difficult and heavy to open regularly; and that the online angel system is flawed.

Harassment: Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct

Within the past year, 15% of respondents (n = 304) believed that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (harassing behavior) at FIT⁴². One quarter of respondents who experienced such behavior (n = 77) said the conduct was based on their position (staff, faculty, student). Others said they experienced such conduct based on their physical appearance (18%, n = 55), ethnicity (18%, n = 54), age (17%, n = 52), and race (17%, n = 52) (Table 17).

⁴² Under the United States Code Title 18 Subsection 1514(c)1, harassment is defined as "a course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose" (<http://www.eeoc.gov/laws/vii.html>). In higher education institutions, legal issues discussions define harassment as any conduct that unreasonably interferes with one's ability to work or learn on campus. The questions used in this survey to uncover participants' personal and observed experiences with harassment were designed using these definitions.

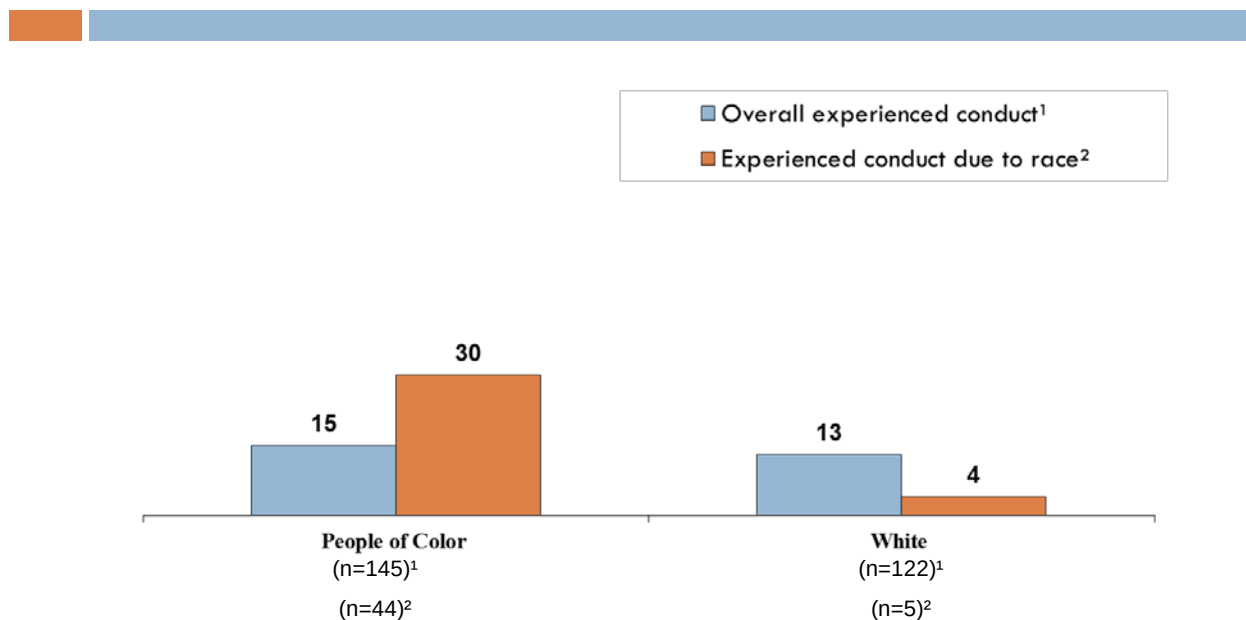
Table 17. Bases of Experienced Harassment

Based On:	n	%
My position (staff, faculty, student)	77	25.3
My physical appearance	55	18.1
My ethnicity	54	17.8
My age	52	17.1
My race	52	17.1
My gender	43	14.1
My educational level	38	12.5
My course of study/major	34	11.2
My country of origin	29	9.5
My sexual orientation	27	8.9
My English language proficiency/accent	25	8.2
My philosophical views	20	6.6
My religious/spiritual views	19	6.3
My socioeconomic status	19	6.3
My political views	14	4.6
My gender expression	11	3.6
My medical condition	10	3.3
My immigrant status	9	3.0
My learning disability	7	2.3
My participation in an organization/team	7	2.3
My educational modality (on-line, classroom)	6	2.0
My psychological disorder	6	2.0
My parental status (e.g., having children)	5	1.6
My physical disability	5	1.6
My developmental disorder	3	1.0
My military/veteran status	1	0.3
Other	65	21.4

Note: Only answered by respondents who experienced harassment (n =304).

The following figures depict the responses by selected characteristics (e.g., race/ethnicity, gender, sexual orientation, socioeconomic status) of individuals who responded “yes” to the question, “Within the past year, have you personally experienced any exclusionary (e.g., stigmatized, shunned, ignored), intimidating, offensive and/or hostile conduct (harassing behavior) at FIT?”

When reviewing these results in terms of race (Figure 29), Respondents of Color (15%, n = 145) believed they had experienced harassment at similar rates as White respondents (13%, n = 122). Yet, of those respondents, Respondents of Color (30%, n = 44) were much more likely to have said it was based on their race in comparison to White respondents (4%, n = 5).

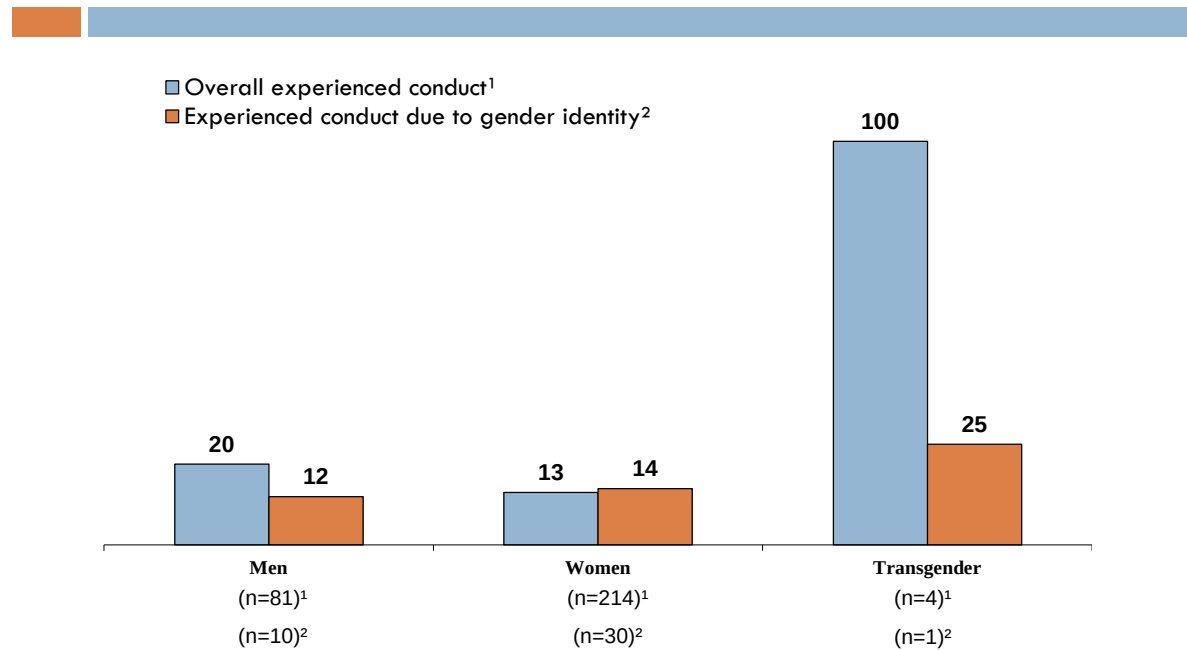


¹ Percentages are based on total n split by group.

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

Figure 29. Personal Experiences of Exclusionary, Offensive, Hostile, or Intimidating Conduct Due to Race (by Race) (%)

When reviewing the data by gender (Figure 30), all transgender respondents (100%) reported experiencing harassment. Men (20%) were more likely than women (13%) to have believed they had experienced offensive, hostile, or intimidating conduct.



¹ Percentages are based on total n split by group.

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

Figure 30. Personal Experiences of Exclusionary, Offensive, Hostile, or Intimidating Conduct Due to Gender (%)

As depicted in Figure 31, greater percentages of non-bargaining staff (32%) believed they had experienced harassment than did other respondents by position. Tenured/tenure track faculty (26%) were more likely than Non-tenured/Non-tenure-track faculty (18%) to have believed they had experienced harassment. Of those respondents who believed they had experienced harassment, almost half of bargaining staff/classroom assistants (46%) indicated the basis for harassment was position status at FIT.

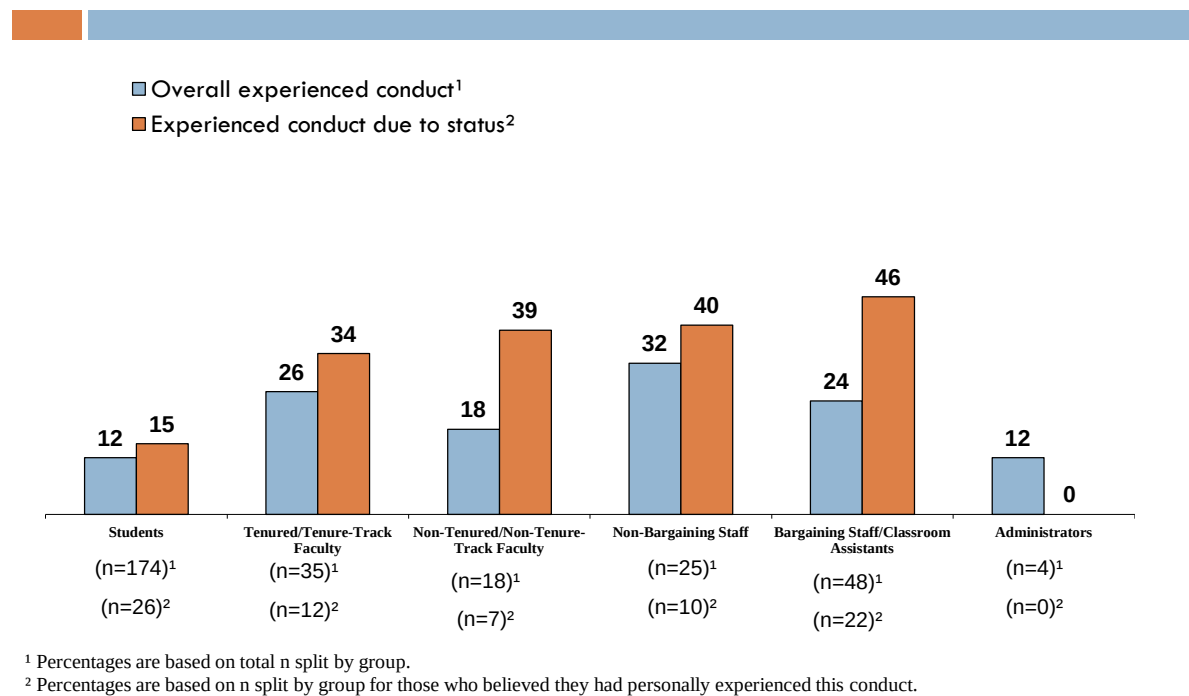
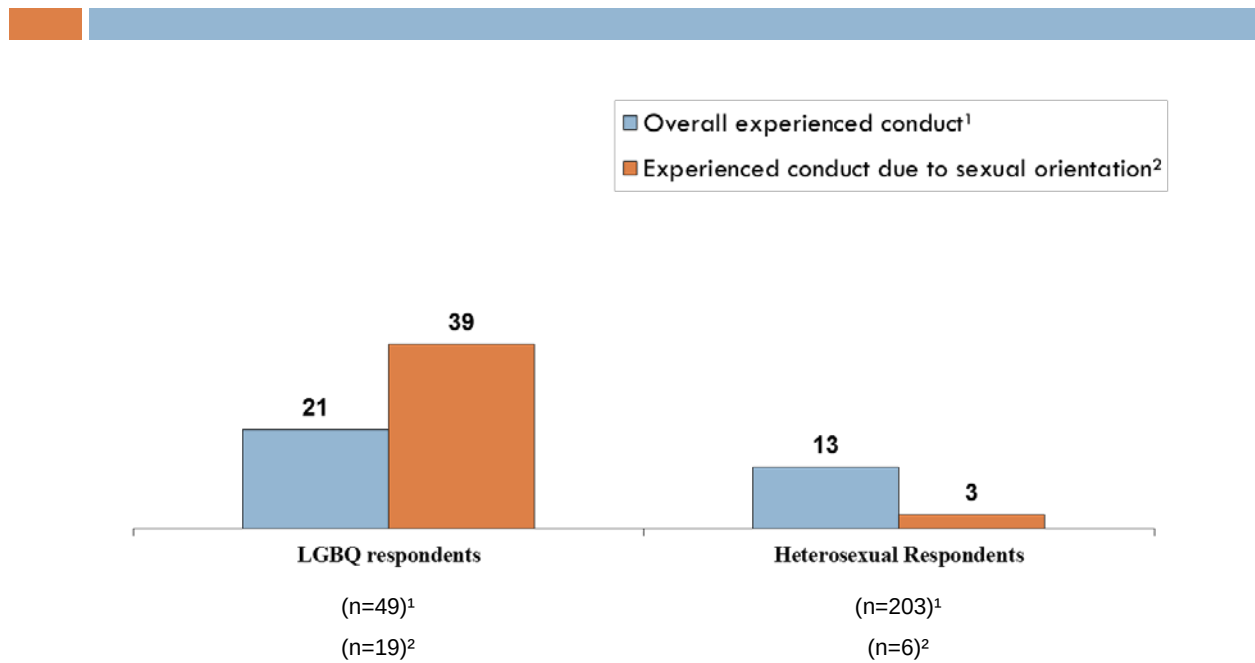


Figure 31. Personal Experiences of Exclusionary, Offensive, Hostile, or Intimidating Conduct Due to Position Status (%)

Figure 32 illustrates that a higher percentage of LGBQ respondents than heterosexual respondents believed they had experienced this conduct (21% versus 13%). Of those who believed they had experienced this type of conduct, 39% of LGBQ respondents (n = 19) versus 3% of heterosexual respondents (n = 6) indicated that this conduct was based on their sexual orientation.



¹ Percentages are based on total n split by group.

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

Figure 32. Personal Experiences of Exclusionary, Offensive, Hostile, or Intimidating Conduct Due to Sexual Orientation (%)

A slightly higher percentage of respondents with a disability (29%, n = 77) than respondents without a disability (12%, n = 209) experienced harassing behavior in the past year (Figure 33). Respondents with a disability were more likely to attribute the harassment to a disability than those without a disability.

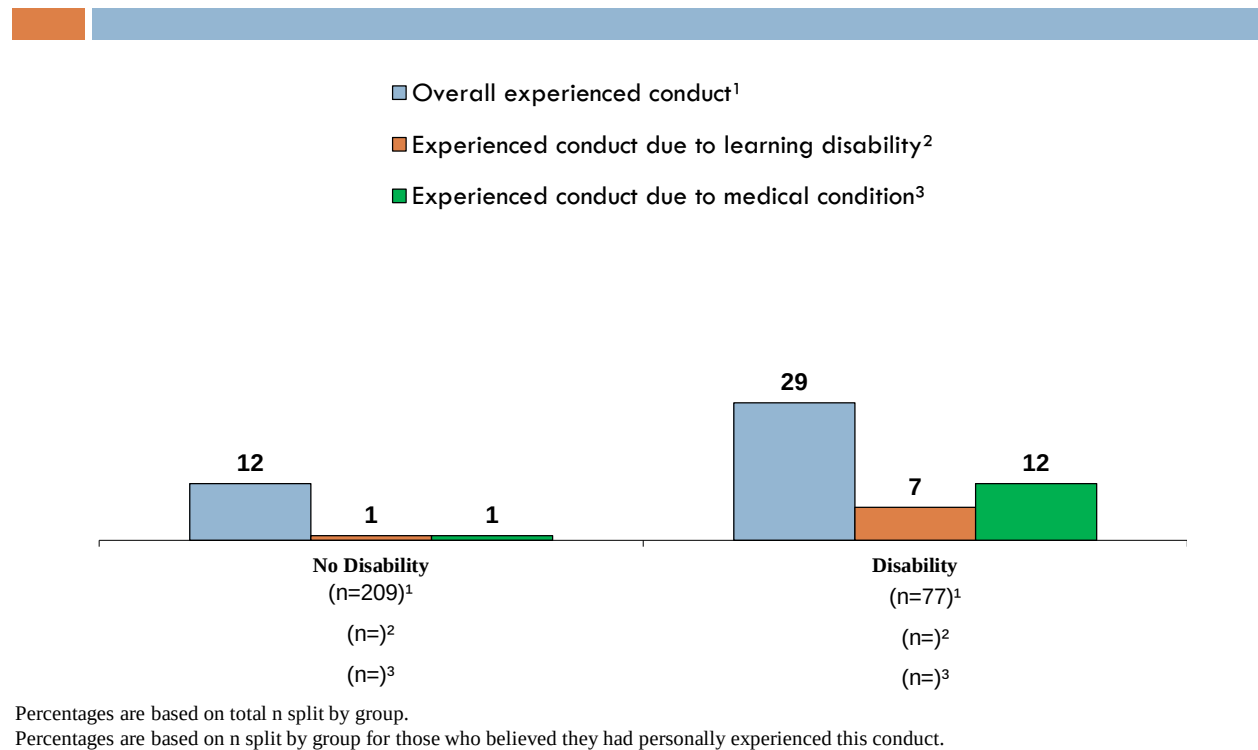


Figure 33. Personal Experiences of Exclusionary, Offensive, Hostile, or Intimidating Conduct Due to Disability Status (%)

Table 18 illustrates the manners in which the individuals experienced this conduct. Forty-nine percent of those who experiences harassment offered that they felt deliberately ignored or excluded, 40% felt intimidated and bullied, and 37% felt isolated or left out.

Table 18. Form of Experienced Harassment

	n	%
I felt I was deliberately ignored or excluded	150	49.3
I felt intimidated/bullied	120	39.5
I felt isolated or left out	113	37.2
I felt isolated or left out when work was required in groups	65	21.4
I was the target of derogatory verbal remarks	50	16.4
I feared getting a poor grade because of a hostile classroom environment	45	14.8
I observed others staring at me	45	14.8
I received a low performance evaluation	24	7.9
I was singled out to represent the “point of view” of my identity	20	6.6
I received derogatory phone calls, emails, text messages	18	5.9
I was the target of racial/ethnic profiling	16	5.3
I received derogatory written comments	11	3.6
Someone assumed I was admitted/hired/promoted due to my identity	10	3.3
I received threats of physical violence	8	2.6
Someone assumed I was not admitted/hired/promoted due to my identity	7	2.3
I was the target of physical violence	5	1.6
I was the victim of derogatory/unsolicited Facebook posts, Twitter posts, blog posts	5	1.6
I was the target of stalking	4	1.3
I was the target of graffiti/vandalism	2	0.7
I was the victim of a crime	2	0.7
I feared for my physical safety	1	0.3
I feared for my family’s safety	0	0.0

Note: Only answered by respondents who believed they had experienced harassment (n = 304). Percentages do not sum to 100 due to multiple responses.

With regard to the location of the experienced harassment, 35% of respondents who experienced harassment said it occurred in a classroom setting (n = 106), campus office (21%, n = 65), public space on campus (17%, n = 51) and in a meeting with a group of people (16%, n = 50) (Table 19).

Table 19. Location of Experienced Harassment

	n	%
In a classroom setting	106	34.9
In a campus office	65	21.4
In a public space on campus	51	16.8
In a meeting with a group of people	50	16.4
In a meeting with one other person	38	12.5
In a faculty office	37	12.2
While working at a campus job	37	12.2
In campus housing	33	10.9
At a campus event	23	7.6
While walking on campus	19	6.3
Off campus	18	5.9
In a campus dining facility	13	4.3
On a social networking sites (e.g. Facebook, Twitter)	13	4.3
In off-campus housing	5	1.6
In athletic facilities	2	0.7
In an on-line class	1	0.3
Off campus FIT sponsored event	0	0.0
Other	24	7.9

Note: Only answered by respondents who believed they had experienced harassment (n = 304).
 Percentages do not sum to 100 due to multiple responses.

Thirty percent (n = 92) of the respondents identified students as the sources of the conduct. Twenty-six percent (n = 78) identified administrators, and 25% identified faculty members as the sources (Table 20).

Table 20. Source of Experienced Harassment

	n	%
Student	92	30.3
Administrator	78	25.7
Faculty member	77	25.3
Department head	48	15.8
Co-worker	44	14.5
Staff member	42	13.8
Supervisor	32	10.5
Campus Security	17	5.6
Friend	16	5.3
Stranger	16	5.3
Food Services worker	8	2.6
Don't Know Source	7	2.3
Social networking site (Facebook, Twitter, etc.)	6	2.0
Alumni	5	1.6
Maintenance worker	5	1.6
Board Member	4	1.3
Campus visitor(s)	4	1.3
Classroom Technician	4	1.3
Person that I supervise	4	1.3
Lab Assistant/Tutor	2	0.7
Off campus community member	2	0.7
Resident Assistant	2	0.7
Athletic coach/trainer	1	0.3
Borough Police	1	0.3
Partner/spouse	1	0.3
Campus media (posters, brochures, flyers, handouts, web sites, etc.)	0	0.0
Donor	0	0.0
Other	29	9.5

Note: Only answered by respondents who believed they had experienced harassment (n = 304).
 Percentages do not sum to 100 due to multiple responses.

Figure 34 reviews the source of perceived harassment by status. The greatest source of experienced harassment for students was other students. All employees offered that administrators and supervisors were the source of harassment.

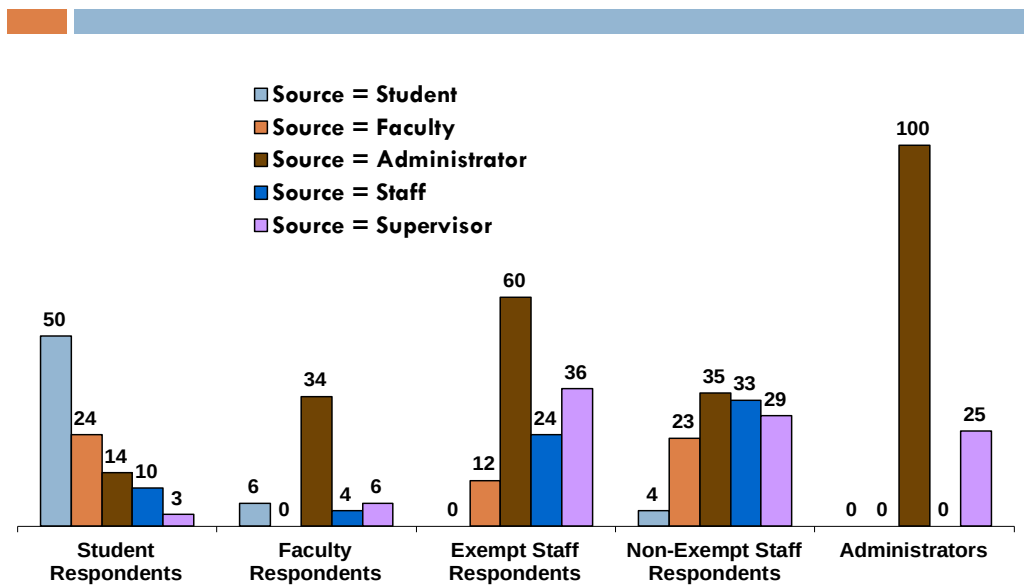


Figure 34. Source of Conduct by Position Status (n)

In response to this conduct, 42% of respondents were angry, 37% felt embarrassed, 36% did nothing, and 35% told a friend (Table 21). While 5% of participants (n = 15) made complaints to campus officials, 10% (n = 30) did not know who to go to, 9% did report it but didn't feel the complaint was taken seriously, and 12% (n = 36) didn't report it for fear their complaints would not be taken seriously.

Table 21. Reactions to Experienced Harassment

Reactions	n	%
I was angry	128	42.1
I felt embarrassed	112	36.8
I did nothing	108	35.5
I told a friend	105	34.5
I told a family member	85	28.0
I ignored it	84	27.6
I avoided the harasser	68	22.4
I was afraid	37	12.2
I left the situation immediately	36	11.8
I confronted the harasser at the time	36	11.8
I didn't report it for fear that my complaint would not be taken seriously	36	11.8
I sought support from an administrator	33	10.9
I felt somehow responsible	31	10.2
I sought support from a staff person	31	10.2
I didn't know who to go to	30	9.9
I did report it but I did not feel the complaint was taken seriously	27	8.9
I confronted the harasser later	24	7.9
I sought support from campus resource (e.g. Counseling Center, Health Services, etc)	24	7.9
I sought support from a faculty member	24	7.9
I made an official complaint to a campus employee/official	15	4.9
It didn't affect me at the time	12	3.9
I sought information on-line	11	3.6
I sought support from off-campus hot-line/advocacy services	9	3.0
I sought support from a spiritual advisor (e.g. pastor, rabbi, priest)	8	2.6
I contacted FIT Campus Security	6	2.0
I sought support from student staff (e.g. residence hall assistant, peer counselor)	2	0.7
I contacted a NYC Police Department	0	0.0
Other	32	10.5

Note: Only answered by respondents who believed they had experienced harassment (n = 304).
 Percentages do not sum to 100 due to multiple responses.

Respondents were invited to share additional voices related to their experiences with harassment and many offered their thoughts. Most respondents elaborated on their experiences by including specific details on the form, location, basis, source and reaction to experiencing harassment. A few respondents mentioned the harassment happened at different points and multiple times while at FIT. Others described more covert, subtle forms of harassment that might not be considered “full harassment” by most people. A few respondents shared their frustrations with the inaccessibility of higher level faculty and administration, and incidents where professors talked inappropriately to students in front of the class by belittling them or singling them out for various reasons.

Harassment: Observations of Exclusionary, Intimidating, Offensive or Hostile Conduct

Respondents’ observations of others being harassed also contribute to their perceptions of campus climate (Question 70). Eighteen percent of the participants (n = 355) observed conduct on campus that created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (harassing) working or learning environment within the past year. Most of the observed harassment was based on position (21%, n = 75), ethnicity (18%, n = 65), physical appearance (18%, n = 63), and race (17%, n = 59).

Figures 35 through 39 separate by demographic categories (i.e., race/ethnicity, gender, sexual orientation, position status, and disability status) the responses of those individuals who observed harassment within the past year.

The same percentages of People of Color and White respondents (17%) believed they had observed conduct or communications directed towards a person or group of people at FIT that created an exclusionary, intimidating, offensive and/or hostile (i.e., harassing) working or learning environment within the past year (Figure 35).

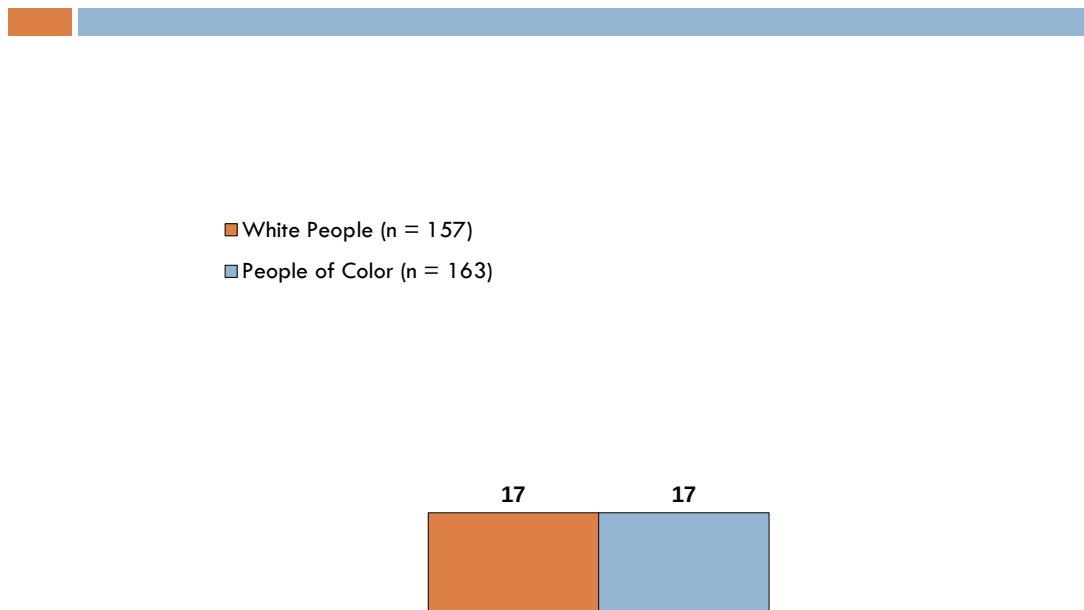


Figure 35. Observed Exclusionary, Offensive, Hostile, or Intimidating Conduct by Race/Ethnicity (%)

In terms of gender, a higher percentage of transgender respondents (75%) and men (22%) than women (16%) believed they had observed offensive, hostile, or intimidating conduct (Figure 36).

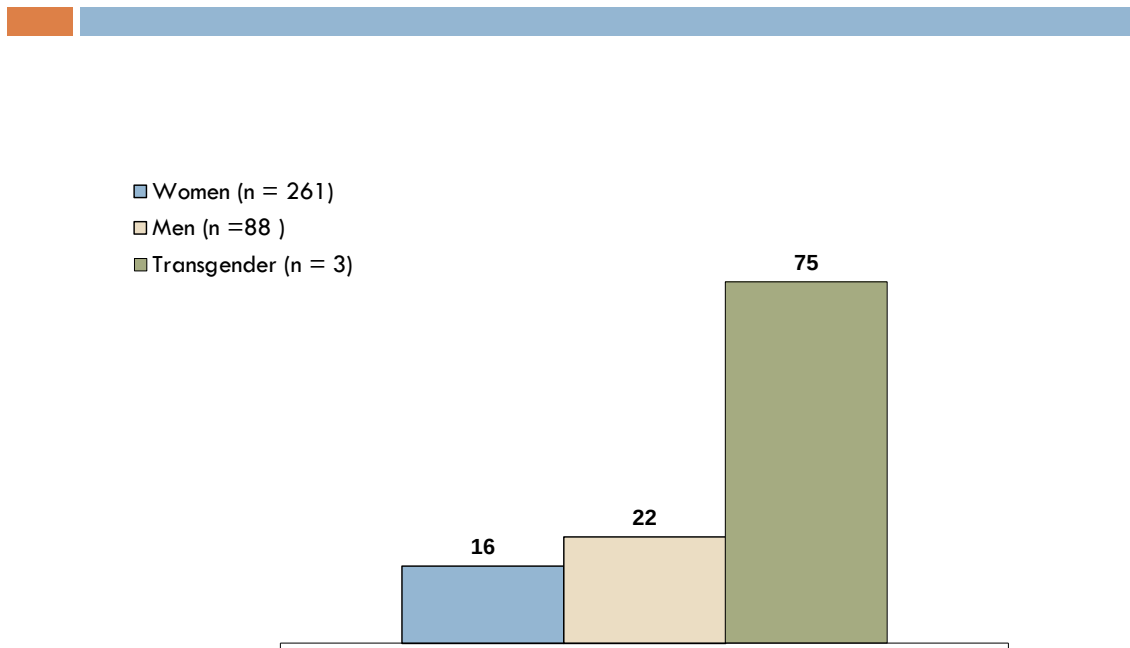


Figure 36. Observed Exclusionary, Offensive, Hostile, or Intimidating Conduct by Gender (%)

A higher percentage of LGBTQ respondents (24%) believed they had observed offensive, hostile, exclusionary, or intimidating conduct than did heterosexual respondents (17%) (Figure 37).

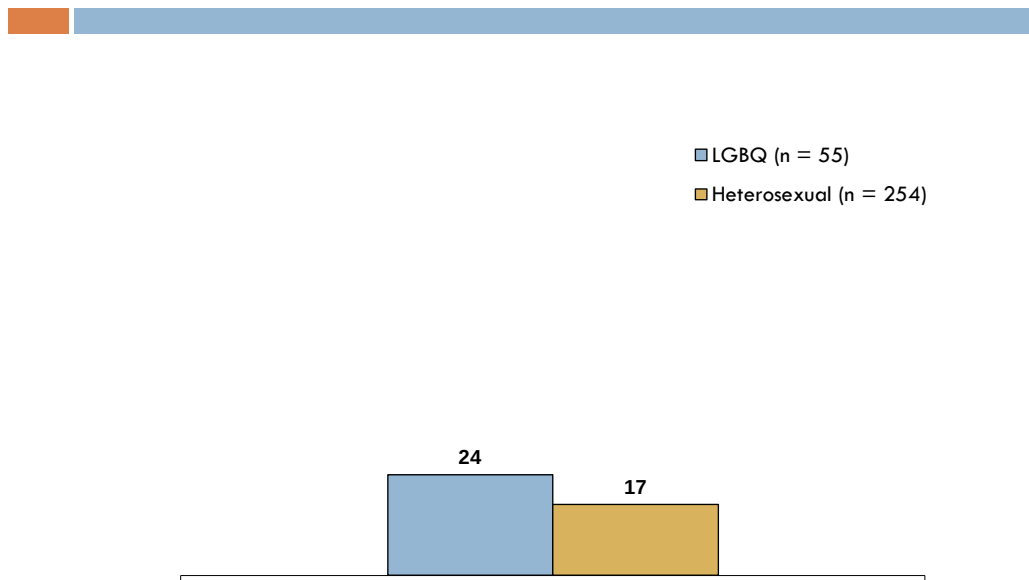


Figure 37. Observed Exclusionary, Offensive, Hostile, or Intimidating Conduct by Sexual Orientation (%)

In terms of position at FIT, results indicated that greater percentages of non-bargaining staff (36%) and tenured/tenure-track faculty (32%) believed they had observed offensive, hostile, or intimidating conduct than did exempt staff or students (Figure 38).

Tenured/tenure-track faculty members (32%) were twice as likely as non-tenured/non-tenure-track faculty members (15%) to observe harassment.

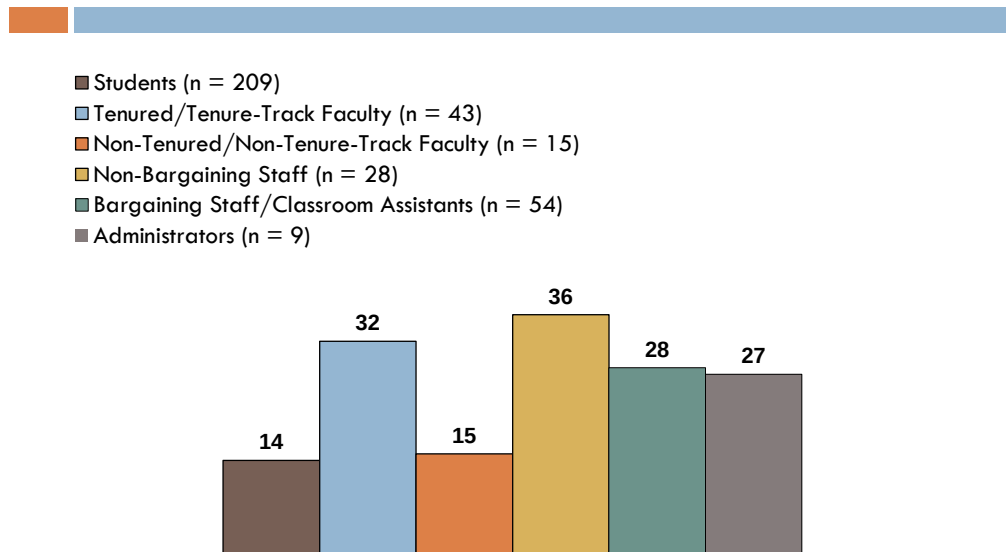


Figure 38. Perceived Exclusionary, Offensive, Hostile, or Intimidating Conduct by Position Status (%)

A higher percentage of respondents with a disability (24%) believed they had observed offensive, hostile, exclusionary, or intimidating conduct than did respondents without a disability (16%) (Figure 39).

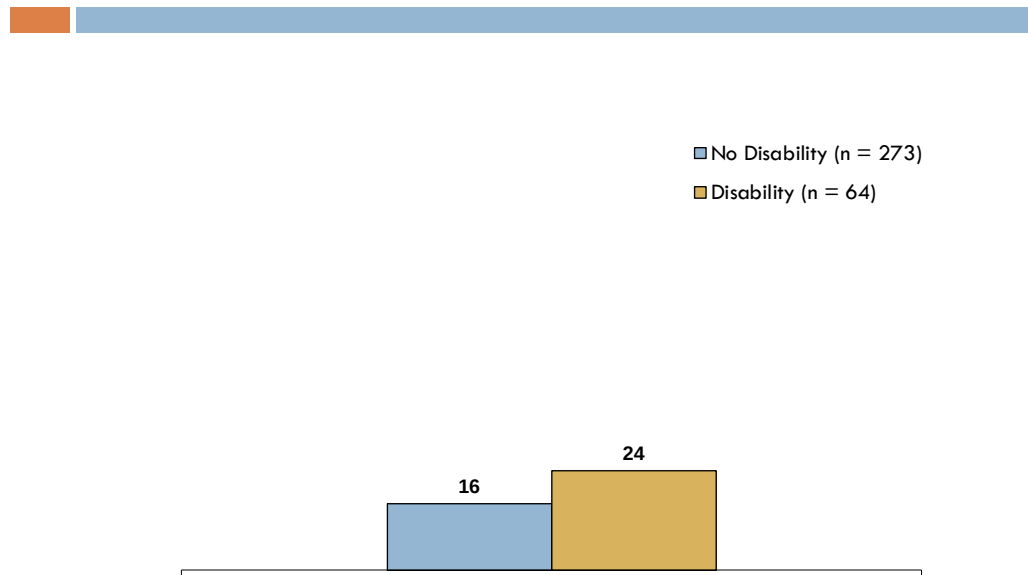


Figure 39. Observed Exclusionary, Offensive, Hostile, or Intimidating Conduct by Ability Status (%)

Table 22 illustrates respondents most often believed they had observed or were made aware of this conduct in the form of someone being subjected to derogatory remarks (39%); being deliberately ignored or excluded (35%); being isolated or excluded (29%); or being intimidated/bullied (25%).

Table 22. Form of Observed Offensive, Hostile, Exclusionary, or Intimidating Conduct

Form	n	%
Derogatory verbal remarks	139	39.2
Deliberately ignored or excluded	124	34.9
Isolated or left out	101	28.5
Intimidated/bullied	90	25.4
Assumption that someone was admitted/hired/promoted based on his/her identity	71	20.0
Racial/ethnic profiling	66	18.6
Singled out to represent their “point of view” of their identity	66	18.6
Isolated or left out when work was required in groups	62	17.5
Assumption that someone was not admitted/hired/promoted based on his/her identity	44	12.4
Receipt of a low performance evaluation	36	10.1
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	34	9.6
Derogatory written comments	29	8.2
Receipt of a poor grade	29	8.2
Derogatory phone calls	13	3.7
Graffiti/vandalism	9	2.5
Physical violence	7	2.0
Threats of physical violence	7	2.0
Victim of a crime	7	2.0
Stalking	5	1.4
Other	13	3.7

Note: Only answered by respondents who believed they had observed harassment (n = 355). Percentages do not sum to 100 due to multiple responses.

Additionally, 34% of the respondents who observed harassment said it happened in a classroom (n = 120) (Table 23). Other respondents offered that the incidents occurred in a public space on campus (21%, n = 73), in a campus office (18%, n = 65), and in campus housing (16%, n = 57).

Table 23. Location of Observed Conduct /Harassment

Location	n	%
In a classroom	120	33.8
In a public space on campus	73	20.6
In a campus office	65	18.3
In campus housing	57	16.1
At a campus job	49	13.8
In a meeting with a group of people	46	13.0
Walking on campus	37	10.4
In a faculty office	29	8.2
On social networking sites/ Facebook/Twitter/cell phone/e-mail/etc.	27	7.6
Off campus	26	7.3
In a campus dining facility	22	6.2
In a meeting with one other person	21	5.9
At a campus event	20	5.6
In athletic facilities	7	2.0
In off-campus housing	4	1.1
In an online class	2	0.6
Off campus FIT sponsored event	2	0.6
Other	14	3.9

Note: Only answered by respondents who believed they had observed harassment (n = 355). Percentages do not sum to 100 due to multiple responses.

Fifty-nine percent (n = 209) of respondents who observed harassment said the targets of the conduct were students. Other respondents identified faculty members (18%, n = 63), staff members (17%, n = 59), and co-workers (14%, n = 49) as the targets.

The majority of respondents observed students as the source of perceived, offensive, hostile, or intimidating conduct (43%, n = 152). This finding parallels climate investigations at similar institutions. Respondents identified additional sources as faculty members (24%, n = 85), administrators (18%, n = 64), and staff members (14%, n = 48).

Table 24 illustrates participants' reactions to this behavior. Respondents most often were angry (36%, n = 128), did nothing (26%, n = 91), or told a friend (25%, n = 88) in response. Twenty-two percent (n = 78) felt embarrassed. Four percent both made a complaint to a campus employee/official and did report it but didn't feel the complaint was taken seriously. Ten percent didn't know who to go to, and 7% didn't report it out of fear the complaint would not be taken seriously.

Table 24. Reactions to Observing Offensive, Hostile, Exclusionary, or Intimidating Conduct

Reactions	n	%
I was angry	128	36.1
I did nothing	91	25.6
I told a friend	88	24.8
I felt embarrassed	78	22.0
I avoided the harasser	52	14.6
I told a family member	52	14.6
I ignored it	51	14.4
I confronted the harasser at the time	47	13.2
I was afraid	38	10.7
I didn't know who to go to	36	10.1
It didn't affect me at the time	31	8.7
I confronted the harasser later	29	8.2
I sought support from an administrator	28	7.9
I left the situation immediately	27	7.6
I didn't report it for fear that my complaint would not be taken seriously	26	7.3
I sought support from a faculty member	19	5.4
I sought support from a staff person	15	4.2
I did report it but I did not feel the complaint was taken seriously	15	4.2
I made an official complaint to a campus employee/ official	14	3.9
I sought support from campus resource	13	3.7
I sought information on-line	7	2.0
I sought support from a spiritual advisor	4	1.1
I sought support from off-campus hot-line/advocacy services	3	0.8
I contacted FIT campus security	3	0.8
I sought support from student staff	3	0.8
I contacted NYC police department	2	0.6
Other	20	5.6

Note: Only answered by respondents who believed they had observed harassment (n = 355).
 Percentages do not sum to 100 due to multiple responses.

Respondents who reported they observed harassment were offered the opportunity to add additional comments related to their observations. Many shared specific details related to the form of harassment specifically the type of derogatory comments (both overt and covert), racial profiling, and intimidation/bullying. A few respondents emphasized their observations of faculty mistreating students in class, particularly those who had international status (and language barriers) or disabilities. In addition, many commented on the more covert forms of harassment such as making jokes and insensitive comments that they heard while in the elevators, walking on campus, in class, or in meetings. Others shared that the incidents were resolved and are no longer of concern for them.

Experiences of Unwanted Sexual Contact

Twenty-one people (1%) believed they had experienced unwanted sexual contact (including forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, sexual assault, sexual assault with an object, and forcible fondling)⁴³ while a member of the FIT community.

More than half of respondents (57%, n = 12) who had experienced unwanted sexual contact said it happened off-campus and 38% (n = 8) indicated the incidents happened on-campus. Of those who said that the incident occurred off-campus, respondents indicated the incidents occurred at their job, at a party, in a park, and in Manhattan. Of those who experienced the incidents on-campus, several respondents said the assaults occurred in offices, a dorm, and campus transportation.

The unwanted sexual contact reported by various demographic groups includes:

- Position: 14 students; 5 Bargaining staff/Classroom assistants; 1 Faculty member, 1 Non-bargaining staff member
- Gender: 15 women and 5 men
- Race: 11 People of Color; 8 White
- Disability: 10 people without disabilities; 9 people with disabilities
- Sexual Orientation: 13 heterosexual; 5 LGBTQ

⁴³ The questionnaire defined sexual assault as “any sexual act directed against another person, forcibly, and/or with threat of force, and/or against that person’s will; or when the person 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.”

Table 25 depicts the percentage of respondents who believe they have experienced unwanted sexual contact while at FIT.

Table 25. Respondents Who Perceived They Had Experienced Unwanted Sexual Contact

	n	%
Women	15	0.9
Men	5	1.2
Transgender	0	0
LGBQ	5	2.2
Heterosexual	13	0.9
Respondents of Color	11	1.1
White Respondents	8	0.9
Respondents with Disabilities	9	3.4
Respondents without Disabilities	10	0.6
Students	14	0.9
Faculty	1	0.4
Non-Bargaining Staff	1	1.3
Bargaining Staff/Classroom Assistants	5	2.5

Note: Only answered by respondents who believed they had experienced sexual assault (n = 21). Percentages do not sum to 100 due to multiple responses.

More than half of respondents (57%, n = 12) who had experienced unwanted sexual contact said it happened off-campus and 38% (n = 8) indicated the incidents happened on-campus. Of those who said that the incident occurred off-campus, respondents indicated the incidents occurred at their job, at a party, in a park, and in Manhattan. Of those who experienced the incidents on-campus, several respondents said the assaults occurred in offices, a dorm, and campus transportation.

The alleged perpetrators of unwanted sexual contact against employees were most often strangers (n = 7). Those respondents who experienced unwanted sexual contact most often felt angry (48%, n = 10), somehow felt responsible (43%, n = 9), or felt embarrassed (33%, n = 7). Twenty-nine percent avoided the person (n = 6) or told a friend (n = 6). Five respondents (24%) felt afraid and didn't know who to go to.

The respondents who believed they had experienced unwanted sexual contact but chose not to report the assault were asked why they chose not to report it. Some respondents indicated that they felt the incident did not warrant any further action (i.e., it was a misunderstanding or not enough to report); they felt guilty; they didn't want to report because the person was a friend; they felt uncomfortable talking about it; they "handled the situation" themselves; and, it did not happen on FIT property.

Summary

More than three-quarters of all respondents were comfortable with the climate at FIT (81%) and in their departments and work units (77%). As noted earlier, 15% of respondents (n = 304) of respondents across FIT believed they had personally experienced at least subtle forms of exclusionary, intimidating, offensive, and/or hostile conduct on campus in the past year. The findings indicated that members of historically underrepresented and underserved groups were slightly more likely to believe they had experienced various forms of harassment and discrimination than those in the majority. That is, this type of alleged conduct was most often experienced by people who identify as lesbian, gay, or bisexual; people with disabilities; and, transgender individuals. People of Color experienced harassment at similar rates as White people, and men were more likely than women to report experienced harassment. In addition, 21 respondents (1%) believed they had experienced unwanted sexual contact during the time that they were enrolled or employed at FIT.

National statistics suggest that more than 80% of all respondents who experienced harassment, regardless of minority group status, were subject to derogatory remarks (Rankin, 2012). In contrast, respondents in this study suggest that they experienced covert forms of harassment (e.g., feeling ignored and feeling excluded; isolated or left out) as well as overt forms of harassment (e.g., intimidation/bullying; derogatory comments).

Campus climate for diversity is not only a function of one's personal experiences, but also is influenced by perceptions of how the campus community treats all of its members. The majority of respondents indicated that they were "comfortable" or "very comfortable" with the climate for diversity at FIT, the climate in their college/unit, and the climate in their departments. Eighteen

percent (n = 355) of respondents believed they had *witnessed or observed* conduct directed towards others on campus that they felt created an offensive, hostile, or intimidating working or learning environment. LGBQ respondents; non-bargaining staff; men; and people with disabilities were more likely than their counterparts to observe this harassment.

Faculty and Staff

This section of the report details faculty and staff responses to survey items regarding their perceptions of the workplace climate at FIT; their satisfaction with their jobs/careers and their career progression; their thoughts on work-life and various climate issues; and certain employment practices at FIT (e.g., hiring, promotion, and disciplinary actions).

More than half of all faculty and staff respondents thought the workplace climate was welcoming for employees based on all of the characteristics listed in Table 26 except course of study/major; developmental disorder; immigrant status; learning disability; medical condition; military/veteran status; parental status; physical appearance; physical disability; philosophical views; political views; psychological disorder; and, religious/spiritual views.

Table 26. Workplace Climate is Welcoming for Employees Irrespective of Demographic Characteristics

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Age	75	15.0	174	34.7	66	13.2	12	2.4	20	4.0
Country of origin	87	17.4	180	36.1	28	5.6	5	1.0	32	6.4
Course of study/major	82	16.8	146	29.9	33	6.8	4	0.8	60	12.3
Developmental disorder	55	11.4	106	21.9	34	7.0	3	0.6	94	19.5
Educational level	89	18.1	184	37.4	57	11.6	12	2.4	21	4.3
English language proficiency/accent	77	15.8	167	34.2	49	10.0	13	2.7	21	4.3
Ethnicity	93	19.0	169	34.5	46	9.4	13	2.7	21	4.3
Gender	98	20.0	169	34.5	42	8.6	5	1.0	24	4.9
Gender expression	90	18.7	158	32.8	33	6.8	6	1.2	34	7.1
Immigrant status	78	16.2	125	26.0	31	6.4	9	1.9	60	12.5
Learning disability	65	13.4	118	24.4	32	6.6	6	1.2	81	16.7
Medical condition	76	15.8	138	28.7	42	8.7	5	1.0	55	11.4
Military/veteran status	79	16.5	116	24.2	24	5.0	3	0.6	79	16.5
Parental status	85	17.4	148	30.3	36	7.4	14	2.9	44	9.0
Physical appearance	85	17.5	161	33.2	47	9.7	17	3.5	29	6.0
Physical disability	76	15.8	140	29.2	39	8.1	6	1.3	53	11.0
Philosophical views	72	14.8	135	27.8	36	7.4	14	2.9	46	9.5
Political views	67	13.8	139	28.5	45	9.2	11	2.3	42	8.6
Psychological disorder	57	11.8	104	21.5	45	9.3	8	1.7	80	16.6
Race	101	20.8	153	31.5	42	8.7	12	2.5	23	4.7
Religious/spiritual views	84	17.5	148	30.8	33	6.9	7	1.5	38	7.9
Sexual orientation	109	22.7	163	33.9	26	5.4	7	1.5	26	5.4
Socioeconomic status	85	17.6	155	32.0	39	8.1	13	2.7	13	2.7

Note: Table includes employee respondents only (n = 550).

When analyzed by demographic characteristics, the findings reveal that People of Color and men were least likely to believe the workplace climate was welcoming for employees based on gender (Figure 40).

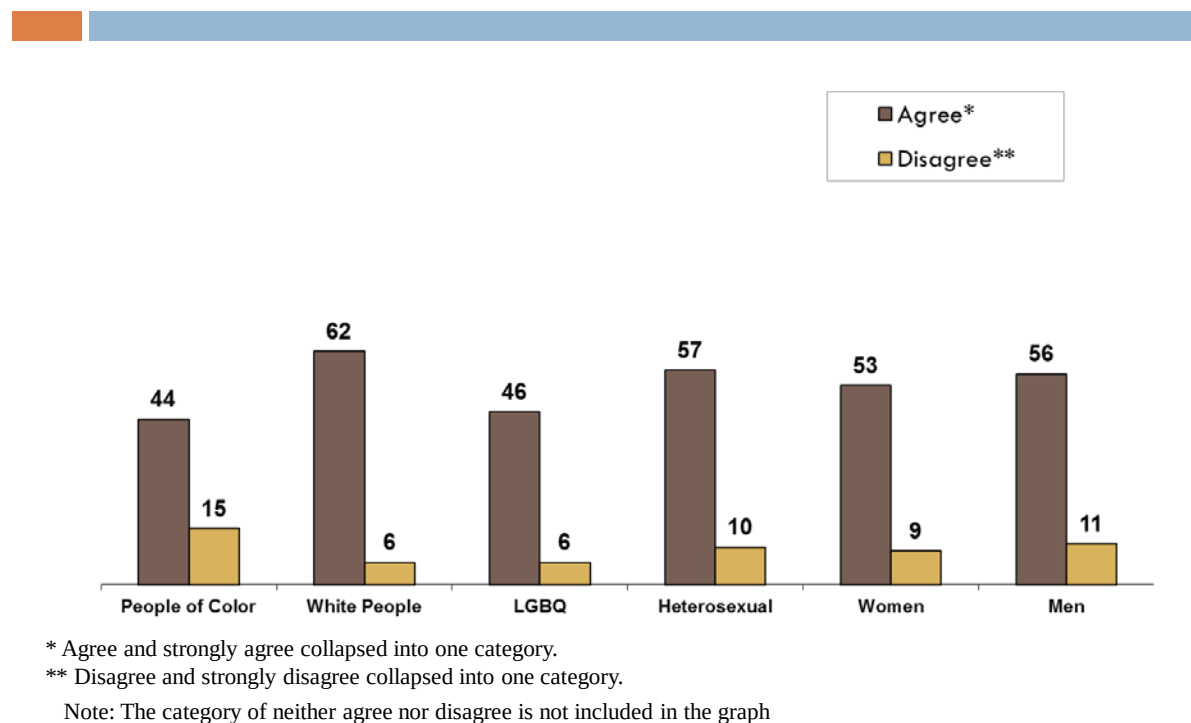
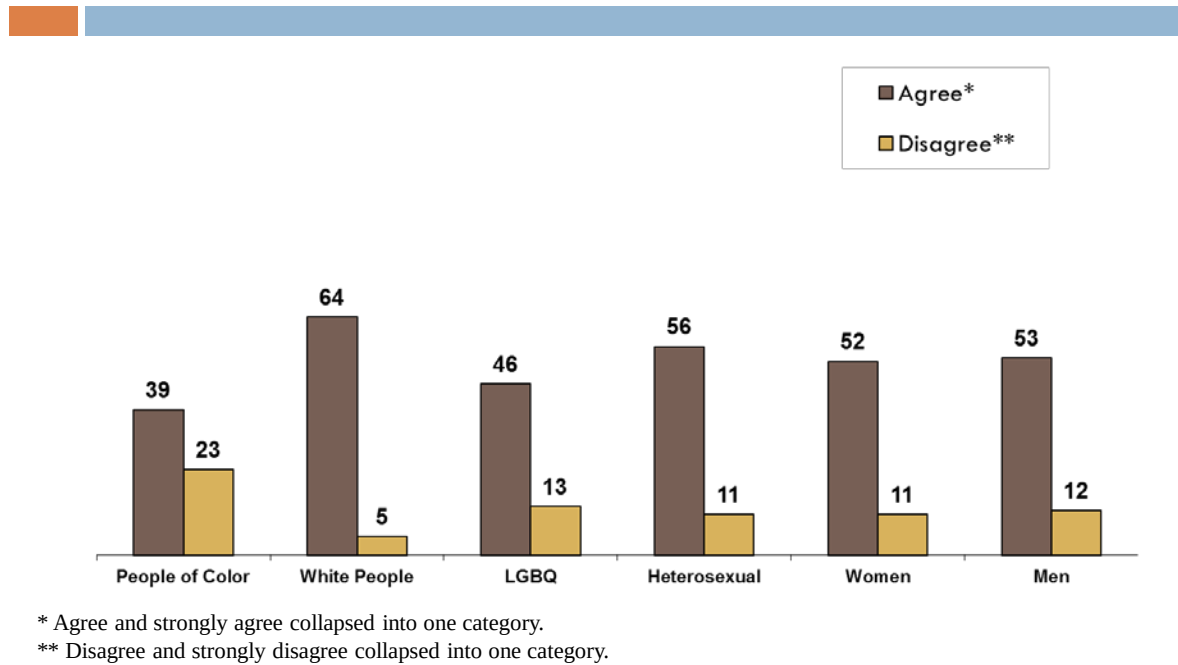


Figure 40. Employee Perceptions of Welcoming Workplace Climate Based on Gender (%)

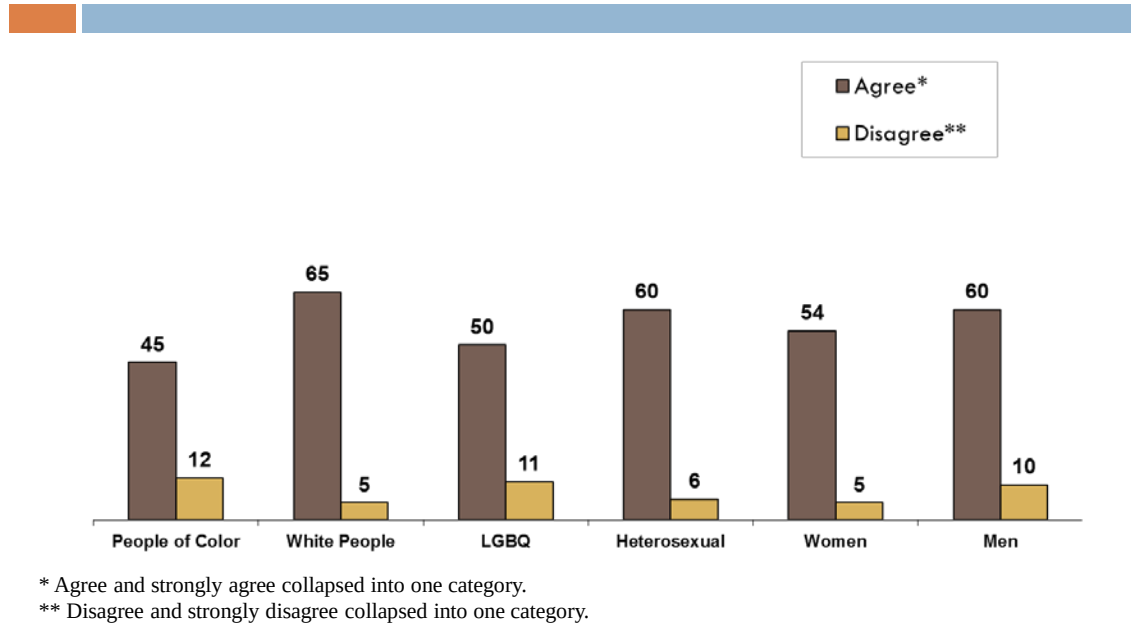
Respondents of Color were least likely to agree that the workplace climate was welcoming based on race, followed by LGBTQ respondents (Figure 41).



Note: The category of neither agree nor disagree is not included in the graph

Figure 41. Employee Perceptions of Welcoming Workplace Climate Based on Race (%)

Only 45% percent of Respondents of Color and 50% of LGBTQ respondents believed the workplace climate was welcoming based on sexual orientation (Figure 42).



Note: The category of neither agree nor disagree is not included in the graph

Figure 42. Employee Perceptions of Welcoming Workplace Climate Based on Sexual Orientation (%)

Faculty and Staff Satisfaction with FIT

Forty-two percent (n = 223) of faculty and staff respondents were “highly satisfied” or “satisfied” with their compensation as compared to that of their colleagues. Sixty-eight percent (n = 360) were “highly satisfied” or “satisfied” with their jobs/careers at FIT (Table 27).

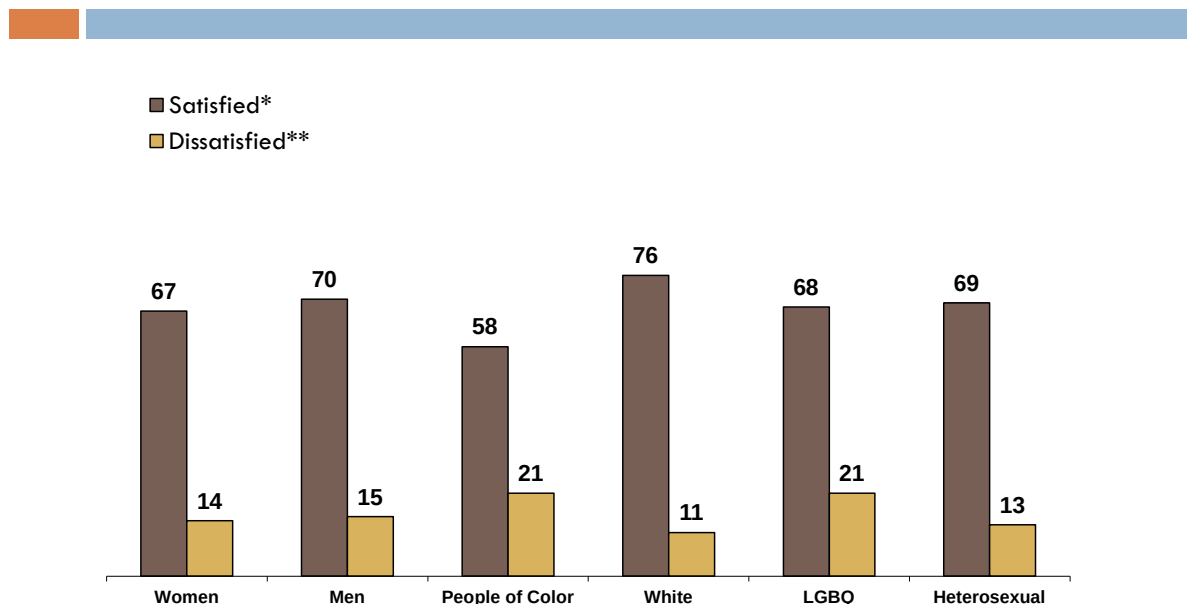
Likewise, most (57%, n = 301) were “highly satisfied” or “satisfied” with the way their careers/jobs have progressed at FIT. Less than half (48%, n = 252) of employee respondents were “highly satisfied” or “satisfied” with their opportunities for job/career development. More than half (57%, n = 305) were “highly satisfied” or “satisfied” with the size and quality of their work space as compared to their departmental colleagues’/co-workers work space, and their access to partner benefits (51%, n = 271).

Table 27. Faculty and Staff Satisfaction

Area	Highly satisfied		Satisfied		Dissatisfied		Highly dissatisfied	
	n	%	n	%	n	%	n	%
Your compensation as compared to that of other FIT colleagues/co-workers with a similar level of experience?	41	7.7	182	34.3	103	19.4	52	9.8
Your access to health benefits?	129	24.3	229	43.1	49	9.2	26	4.9
Your job/career at FIT?	113	21.4	247	46.7	57	10.8	20	3.8
The way your job/career has progressed at FIT?	94	17.7	207	39.1	82	15.5	37	7.0
Your opportunities for job/career development?	79	14.9	173	32.6	103	19.4	53	10.0
The size and quality of your work space as compared to your departmental colleagues’/co-workers’ work space?	89	16.7	216	40.4	70	13.1	62	11.6
Your access to partner benefits (e.g. tax benefits, health benefits, tuition remission)?	93	17.4	178	33.3	25	4.7	25	4.7

Note: Table reports employee responses only (n = 550).

When examining the results of the job/career satisfaction item by various demographic categories, the reader will note that Employees of Color were less satisfied with their jobs/careers at FIT than were other employee groups⁴⁴ (Figure 43).



*Highly Satisfied and Satisfied collapsed into one category.

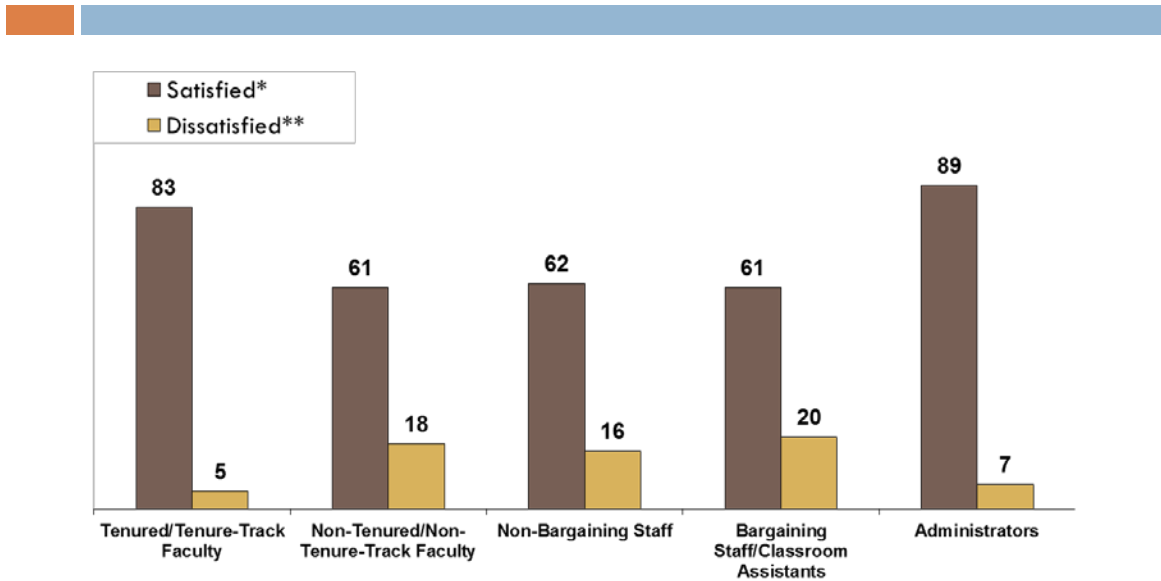
** Highly Dissatisfied and Dissatisfied collapsed into one category.

Note: The category of neither satisfied nor dissatisfied is not included in the graph

Figure 43. Faculty/Staff Satisfaction with Their Jobs/Careers (%)

⁴⁴ Transgender respondents were not included in the analyses because their numbers were too few to assure confidentiality (n = 2).

Administrators were most satisfied with their jobs/careers across employee groups (Figure 44). Tenured/tenure-track faculty members were more satisfied than non-tenured/non-tenure-track faculty members at FIT.



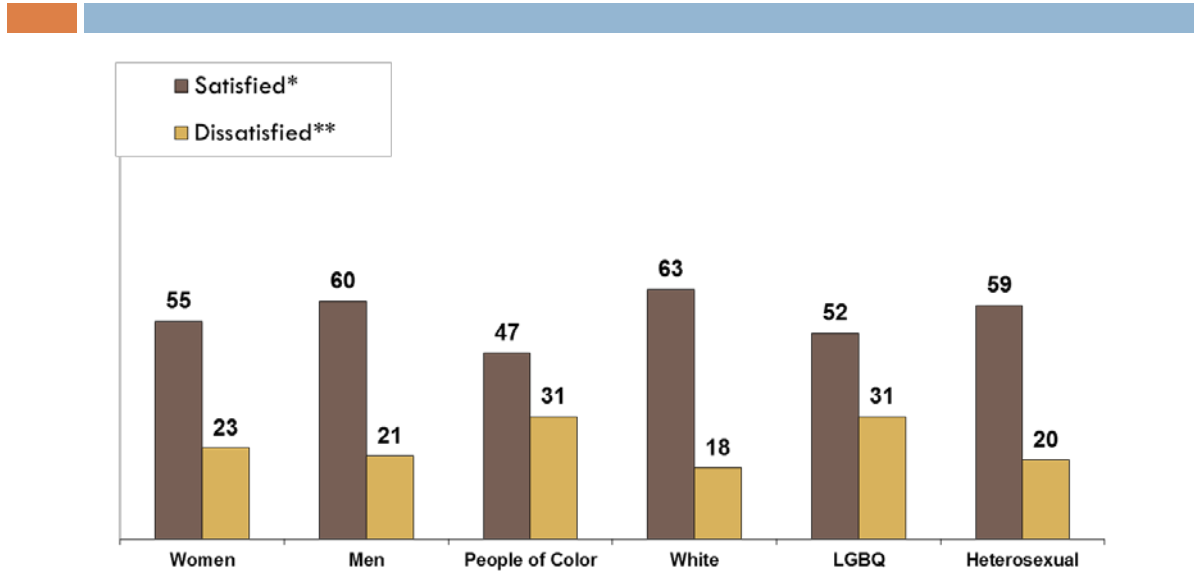
*Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

Note: The category of neither satisfied nor dissatisfied is not included in the graph

Figure 44. Faculty/Staff Satisfaction with Their Jobs/Careers (%)

People of Color were least satisfied with the way their jobs/careers have progressed at FIT when compared with other selected demographics (Figure 45).



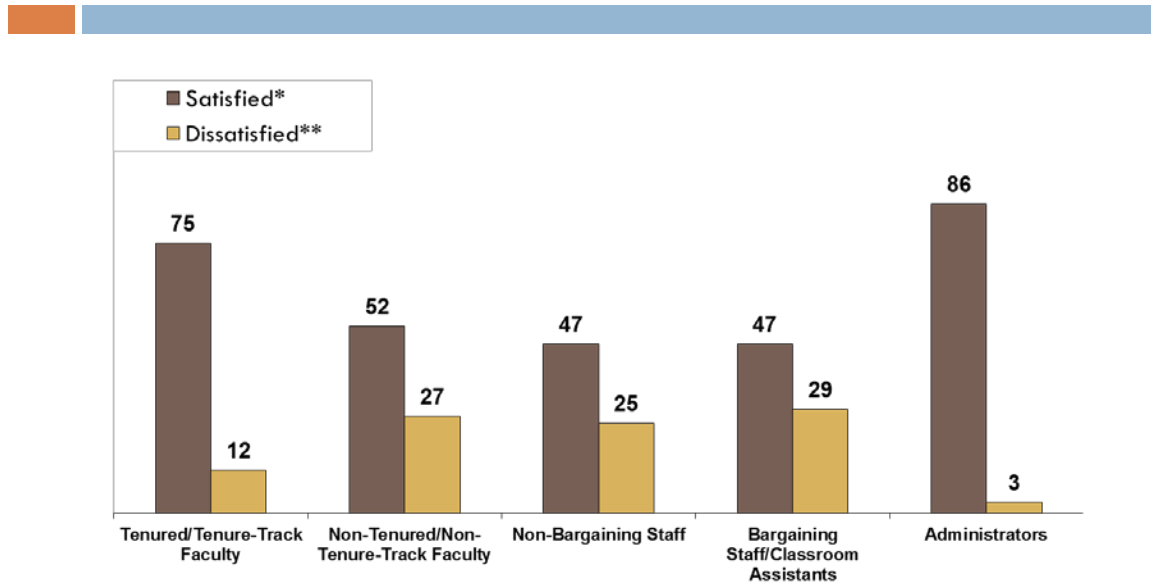
*Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

Note: The category of neither satisfied nor dissatisfied is not included in the graph

Figure 45. Faculty/Staff Satisfaction with the Way Their Jobs/Careers Have Progressed (%)

Figure 46 indicates that administrators were most satisfied with how their jobs/careers have progressed. Tenured/tenure-track faculty members were more satisfied than their non-tenured/non-tenure-track faculty counterparts.



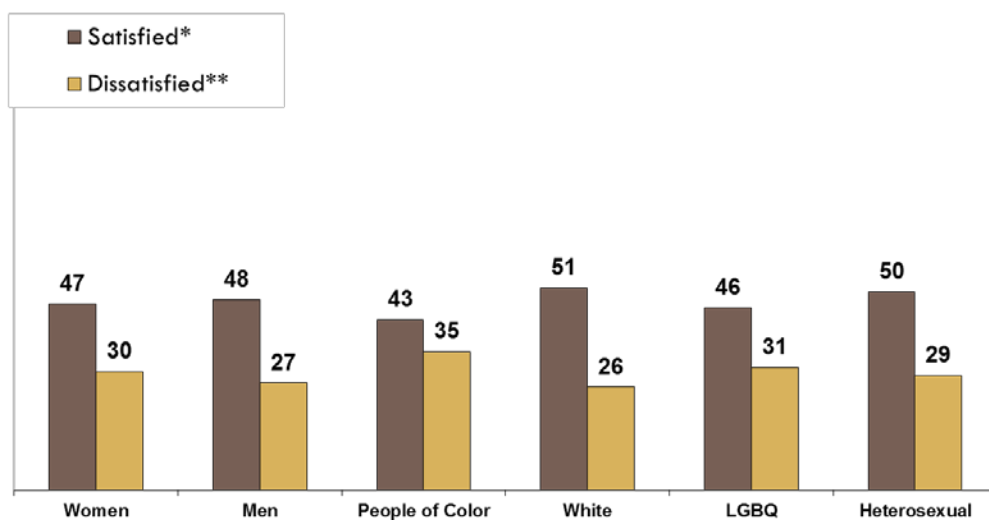
*Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

Note: The category of neither satisfied nor dissatisfied is not included in the graph

Figure 46. Faculty/Staff Satisfaction with the Way Their Jobs/Careers Have Progressed (%)

People of Color were least satisfied with their opportunities for job/career development at FIT when compared with other selected demographic characteristics (Figure 47).



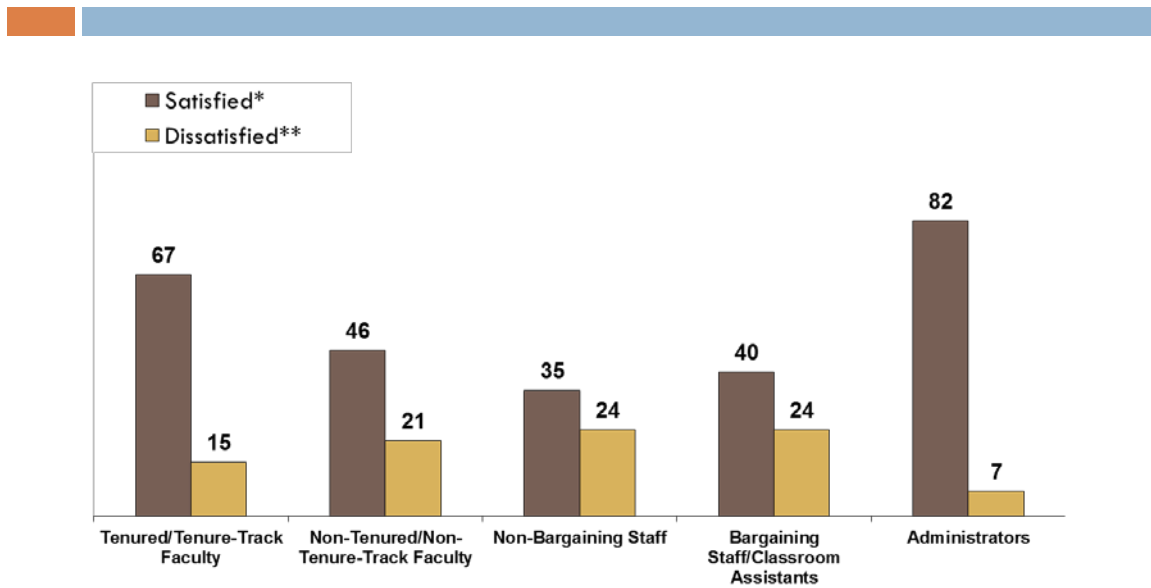
*Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

Note: The category of neither satisfied nor dissatisfied is not included in the graph

Figure 47. Faculty/Staff Satisfaction with their Opportunities for Job/Career Development (%)

Figure 48 indicates that administrators were most satisfied with how their opportunities for job/career development. Tenured/tenure-track faculty members were more satisfied than their non-tenured/non-tenure-track faculty counterparts. Staff were least satisfied with their job/career development opportunities.



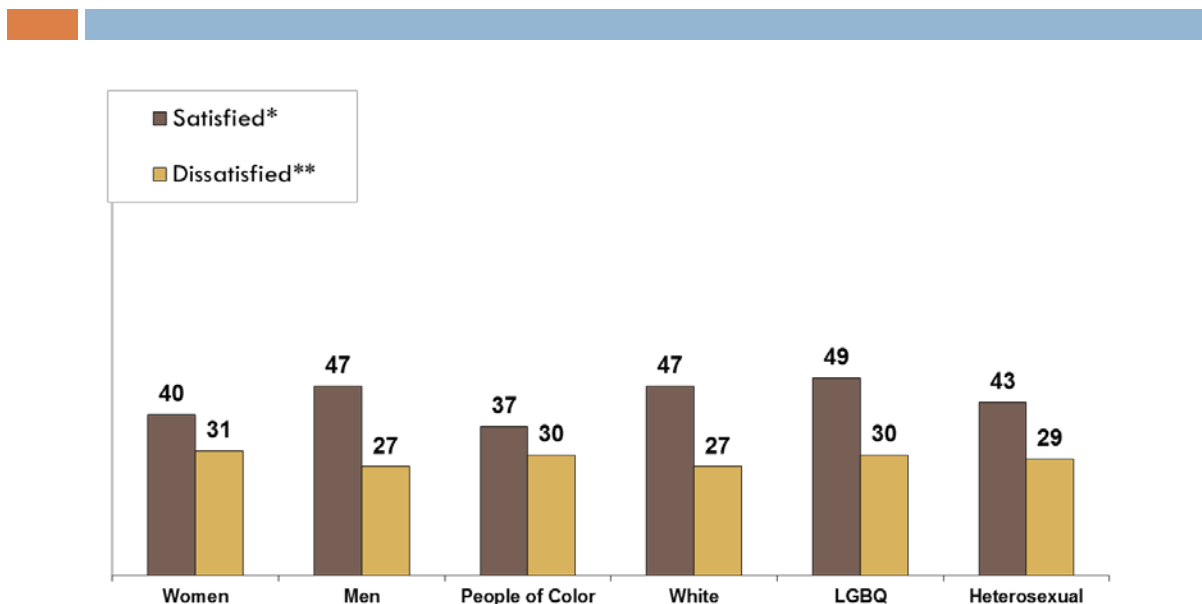
*Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

Note: The category of neither satisfied nor dissatisfied is not included in the graph

Figure 48. Faculty/Staff Satisfaction with their Opportunities for Job/Career Development (%)

Forty-two percent of all faculty and staff were highly satisfied or satisfied with their compensation as compared to FIT colleagues with similar positions. Employees of Color were least satisfied with their compensation, followed by women employees (Figures 49 & 50)



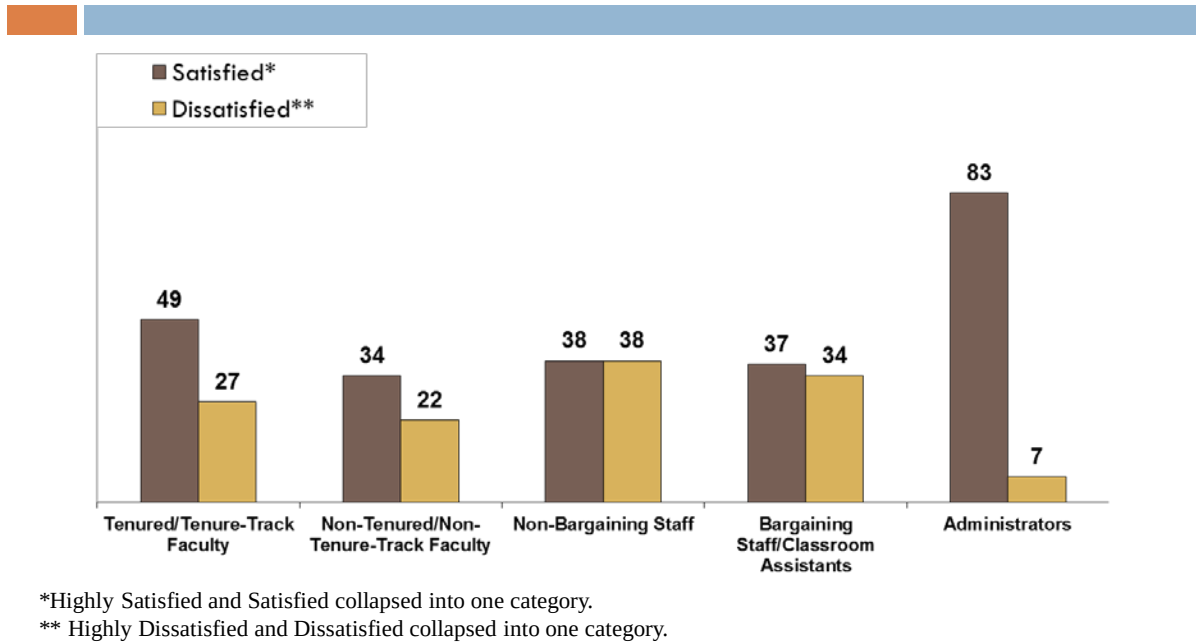
*Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

Note: The category of neither satisfied nor dissatisfied is not included in the graph

Figure 49. Faculty/Staff Satisfaction with Their Compensation (%)

Administrators were most satisfied with their compensation in comparison to FIT colleagues/co-workers with similar levels of experience. Tenured/tenure-track faculty members were more satisfied than their non-tenured/non-tenure-track faculty counterparts (Figure 50).



Note: The category of neither satisfied nor dissatisfied is not included in the graph

Figure 50. Faculty/Staff Satisfaction with Their Compensation (%)

Employee respondents offered additional voices in relation to their satisfaction at FIT. Adjunct professors shared their disappointment with their limited opportunities/options for job/career progression and professional development. Some respondents shared complaints regarding their health benefits, particularly the high co-pays, coverage for medication, post-retirement benefits, and dental coverage. A few staff members also expressed frustration with limited opportunities for advancement/promotion and skill development, and how FIT does not “hire from within.” There were also respondents who advocated for better health benefit opportunities for adjunct faculty as well as part-time employees. Others described inadequate office and department space and how this negatively impacted their overall experience and the climate in their

departments/work units. It should be noted that advancement and promotion is driven by the collective bargaining agreement and the UCE.

Campus Climate and Work-Life Issues

Several questions related to work-life issue were asked of faculty and staff only. These items addressed employees' experiences at FIT, their perceptions of specific FIT policies, their attitudes about the climate and work-life issues at FIT, and faculty attitudes about tenure and advancement processes.

Forty-one percent of all faculty and staff respondents (n = 217) felt that salary determinations were fair, and 49% (n = 258) felt salary determinations were clear. More than half of faculty and staff respondents thought FIT demonstrated that it understands a diverse faculty (64%, n = 341) and staff (65%, n = 343).

Seventy-four percent (n = 391) of all faculty and staff respondents "strongly agreed" or "agreed" that they were comfortable asking questions about performance expectations (Table 28). Twenty-three percent (n = 123) were reluctant to bring up issues that concern them for fear that it would affect their performance evaluations or tenure decisions. Seventeen percent (n = 87) believed their colleagues expected them to represent the "point of view" of their identities. Twelve percent (n = 62) felt their colleagues/co-workers treat them with less respect than other faculty/staff, and 21% of employees (n = 111) believed their colleagues/co-workers had higher expectations of them as other colleagues/co-workers. Fifteen percent (n = 79) were reluctant to take leave that they are entitled to for fear it may affect their job/career. Table 28 illustrates responses to these questions by gender, race/ethnicity, sexual orientation, and disability status where the responses for these groups differed from one another.

Employee respondents were prompted to add additional thoughts on campus climate and work-life issues. Some respondents expressed frustration with the slow growth (or no growth) of their salaries over the years. Others described how they have personally been treated by colleagues/coworkers based on their sexual identity, gender identity, and position. The lack of diversity across faculty, staff and administrative positions was voiced as a concern (particularly

the low number of faculty of color who are tenured), as was the cliquey nature of employees and the importance of “fitting in.” A few respondents shared their appreciation of the administration’s passion for diversity and the celebration of difference, yet they don’t feel this passion extends to departments and their work units. Although respondents want to see the FIT community as more diverse, others expressed concern that FIT is taking diversity “too far.” Others noted age discrimination as well as inequity across position with regard to promotion, salary, work load, and treatment as concerns.

Table 28. Faculty and Staff Attitudes about Work-Related Issues by Gender, Race/Ethnicity, Sexual Orientation, and Disability Status

Issues	Strongly agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
I am comfortable asking questions about performance expectations.	157	29.8	234	44.4	147	27.5	116	21.7	70	13.1
Women	98	28.5	159	46.2	24	7.0	12	3.5	14	4.1
Men	56	31.8	73	41.5	8	4.5	13	7.4	6	3.4
White	86	29.5	124	42.5	22	7.5	17	5.8	13	4.5
People of Color	56	31.5	82	46.1	9	5.1	8	4.5	3	1.7
LGBQ	17	25.8	29	43.9	6	9.1	5	7.6	1	1.5
Heterosexual	129	30.7	191	45.5	24	5.7	19	4.5	16	3.8
No Disability	140	30.8	208	45.7	25	5.5	22	4.8	17	3.7
Disability	14	25.9	20	37.0	6	11.1	4	7.4	2	3.7
My colleagues/co-workers treat me with less respect as other colleagues/co-workers	20	3.7	42	7.8	153	28.5	220	41.0	15	2.8
Women	9	2.6	26	7.4	112	31.8	137	38.9	11	3.1
Men	10	5.6	15	8.5	41	23.2	80	45.2	4	2.3
White	11	3.7	16	5.4	74	25.1	141	47.8	8	2.7
People of Color	8	4.4	12	6.6	64	35.4	55	30.4	5	2.8
LGBQ	3	4.5	6	9.1	14	21.2	26	39.4	1	1.5
Heterosexual	15	3.5	27	6.3	125	29.3	186	43.6	12	2.8
No Disability	16	3.5	31	6.7	136	29.4	199	43.0	12	2.6
Disability	4	7.3	7	12.7	13	23.6	17	30.9	2	3.6
My colleagues/co-workers have higher expectations of me as other colleagues/co-workers	34	6.4	77	14.5	127	24.0	133	25.1	20	3.8
Women	14	4.0	46	13.2	95	27.3	91	26.1	14	4.0
Men	18	10.2	31	17.6	31	17.6	39	22.2	6	3.4
White	16	5.4	40	13.6	67	22.8	88	29.9	10	3.4
People of Color	14	7.9	29	16.3	52	29.2	30	16.9	6	3.4
LGBQ	3	4.5	15	22.7	16	24.2	13	19.7	2	3.0
Heterosexual	29	6.9	57	13.5	105	24.8	112	26.5	15	3.5
No Disability	28	6.1	64	14.0	109	23.9	122	26.7	18	3.9
Disability	4	7.4	9	16.7	16	29.6	8	14.8	2	3.7

Table 28 (cont'd)

		Strongly agree		Agree		Disagree		Strongly Disagree		Not Applicable	
		n	%	n	%	n	%	n	%	n	%
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure decision											
		50	9.4	73	13.7	147	27.5	116	21.7	70	13.1
Women		30	8.6	44	12.6	100	28.7	64	18.4	55	15.8
Men		19	10.6	26	14.5	45	25.1	51	28.5	15	8.4
White		24	8.2	44	15.0	76	25.9	74	25.2	37	12.6
People of Color		19	10.6	19	10.6	54	30.2	34	19.0	23	12.8
LGBQ		10	14.9	17	25.4	15	22.4	13	19.4	7	10.4
Heterosexual		37	8.7	49	11.5	125	29.4	95	22.4	54	12.7
No Disability		43	9.4	60	13.1	126	27.5	104	22.7	59	12.9
Disability		4	7.1	10	17.9	18	32.1	9	16.1	8	14.3
My colleagues/co-workers expect me to represent “the point of view” of my identity											
		23	4.4	64	12.1	111	21.1	94	17.8	58	11.0
Women		16	4.6	34	9.8	80	23.1	65	18.7	37	10.7
Men		7	4.0	29	16.7	30	17.2	29	16.7	20	11.5
White		15	5.1	30	10.3	56	19.2	59	20.2	33	11.3
People of Color		7	4.0	27	15.3	45	25.6	26	14.8	18	10.2
LGBQ		6	9.2	10	15.4	12	18.5	10	15.4	1	1.5
Heterosexual		17	4.0	44	10.4	91	21.6	80	19.0	52	12.3
No Disability		21	4.6	53	11.7	93	20.5	82	18.1	50	11.0
Disability		2	3.7	9	16.7	17	31.5	7	13.0	3	5.6
I believe salary determinations are fair.											
		57	10.8	160	30.2	104	19.6	68	12.8	14	2.6
Women		34	9.7	114	32.7	76	21.8	40	11.5	6	1.7
Men		22	12.6	43	24.7	28	16.1	26	14.9	8	4.6
White		39	13.3	103	35.2	58	19.8	26	8.9	5	1.7
People of Color		15	8.4	49	27.5	35	19.7	30	16.9	5	2.8
LGBQ		9	13.6	21	31.8	13	19.7	11	16.7	1	1.5
Heterosexual		45	10.7	132	31.3	80	19.0	50	11.8	12	2.8
No Disability		51	11.2	136	29.8	90	19.7	58	12.7	14	3.1
Disability		6	11.1	19	35.2	12	22.2	5	9.3	0	0
I believe salary determinations are clear.											
		61	11.5	197	37.2	85	16.1	57	10.8	16	3.0
Women		39	11.2	140	40.2	64	18.4	34	9.8	6	1.7
Men		21	12.1	54	31.0	20	11.5	22	12.6	10	5.7
White		42	14.3	113	38.6	53	18.1	24	8.2	6	2.0
People of Color		15	8.5	67	38.1	23	13.1	24	13.6	6	3.4
LGBQ		8	12.1	20	30.3	12	18.2	10	15.2	2	3.0
Heterosexual		51	12.1	167	39.7	68	16.2	38	9.0	13	3.1
No Disability		57	12.5	169	37.1	75	16.4	46	10.1	16	3.5
Disability		4	7.4	22	40.7	8	14.8	8	14.8	0	0

Table 28 (cont'd)

	Strongly agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
I think that FIT understands the value of a diverse faculty.	122	23.0	219	41.2	33	6.2	30	5.6	23	4.3
Women	80	23.0	153	44.0	21	6.0	9	2.6	16	4.6
Men	40	22.7	65	36.9	11	6.2	19	10.8	7	4.0
White	77	26.3	132	45.1	16	5.5	10	3.4	7	2.4
People of Color	32	17.8	68	37.8	13	7.2	16	8.9	9	5.0
LGBQ	10	15.2	23	34.8	10	15.2	8	12.1	2	3.0
Heterosexual	103	24.3	182	43.0	21	5.0	18	4.3	17	4.0
No Disability	111	24.3	187	40.9	29	6.3	23	5.0	20	4.4
Disability	9	16.4	24	43.6	3	5.5	4	7.3	1	1.8
I think FIT understands the value of a diverse staff.	130	24.5	213	40.1	39	7.3	31	5.8	8	1.5
Women	86	24.7	152	43.7	27	7.8	10	2.9	4	1.1
Men	42	23.9	60	34.1	11	6.2	19	10.8	4	2.3
White	83	28.3	124	42.3	18	6.1	10	3.4	5	1.7
People of Color	34	19.0	69	38.5	16	8.9	15	8.4	0	0
LGBQ	9	13.6	25	37.9	10	15.2	7	10.6	1	1.5
Heterosexual	112	26.4	174	41.0	28	6.6	18	4.2	5	1.2
No Disability	118	25.8	182	39.7	35	7.6	24	5.2	8	1.7
Disability	10	18.5	21	38.9	4	7.4	4	7.4	0	0
I am reluctant to take leave that I am entitled to for fear that it may affect my job/career.	27	5.1	52	9.7	148	27.7	189	35.4	47	8.8
Women	20	5.7	35	10.0	101	28.8	124	35.3	29	8.3
Men	6	3.4	15	8.5	47	26.1	62	35.2	18	10.2
White	14	4.8	27	9.2	70	23.8	117	39.8	27	9.2
People of Color	11	6.1	21	11.7	61	33.9	51	28.3	15	8.3
LGBQ	5	7.6	5	7.6	17	25.8	21	31.8	4	6.1
Heterosexual	19	4.5	41	9.6	120	28.2	159	37.3	37	8.7
No Disability	22	4.8	41	8.9	129	28.0	169	36.7	39	8.5
Disability	4	7.4	5	9.3	16	29.6	16	29.6	4	7.4

Note: Table includes only faculty or staff respondents (n = 550).

Few respondents felt under scrutiny by their colleagues due to their identities (8%, n = 42) (Table 29). Approximately one-fifth of faculty and staff respondents felt they had to work harder than they believed their colleagues do in order to be perceived as legitimate (21%, n = 110) or to achieve the same recognition (25%, n = 133). One-third of employees (33%, n = 177) thought there were many unwritten rules concerning how one was expected to interact with colleagues in their work units. Table 29 depicts the responses to these questions by gender, race/ethnicity, sexual orientation, and disability status where the responses for these groups differed from one another.

Table 29. Faculty and Staff Attitudes about Work-Related Issues by Gender, Race/Ethnicity, Sexual Orientation, and Disability Status

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
I constantly feel under scrutiny by my colleagues due to my identity	13	2.5	29	5.5	157	29.6	254	47.9	20	3.8
Women	5	1.4	14	4.0	115	33.0	164	47.1	15	4.3
Men	7	4.0	14	8.0	42	24.0	86	49.1	5	2.9
White	5	1.7	9	3.1	67	22.9	166	56.8	12	4.1
People of Color	7	3.9	16	8.9	70	38.9	63	35.0	6	3.3
LGBQ	2	3.0	6	9.1	20	30.3	27	40.9	1	1.5
Heterosexual	10	2.4	19	4.5	124	29.2	216	51.2	17	4.0
No Disability	11	2.4	23	5.0	140	30.7	228	50.0	16	3.5
Disability										
I have to work harder than I believe my colleagues do in order to be perceived as legitimate	34	6.4	76	14.3	150	28.1	187	35.1	15	2.8
Women	20	5.7	44	12.6	109	31.2	122	35.0	9	2.6
Men	13	7.3	32	18.1	39	22.0	62	35.0	6	3.4
White	12	4.1	35	11.9	77	26.2	126	42.9	7	2.4
People of Color	19	10.6	34	18.9	55	30.6	41	22.8	4	2.2
LGBQ	3	4.5	14	21.2	13	19.7	23	34.8	1	1.5
Heterosexual	28	6.6	53	12.5	127	29.9	154	36.2	11	2.6
No Disability	27	5.9	63	13.7	134	29.1	165	35.9	12	2.6
Disability	7	12.7	7	12.7	14	25.5	16	29.1	1	1.8
I have to work harder than I believe my colleagues do in order to achieve the same recognition	55	10.3	78	14.7	136	25.6	182	34.2	13	2.4
Women	35	10.1	50	14.4	94	27.0	119	34.2	8	2.3
Men	19	10.7	28	15.8	40	22.6	60	33.9	5	2.8
White	25	8.5	39	13.3	67	22.9	122	41.6	6	2.0
People of Color	27	14.9	31	17.1	50	27.6	42	23.2	3	1.7
LGBQ	4	6.1	16	24.2	12	18.2	25	37.9	1	1.5
Heterosexual	48	11.3	54	12.7	114	26.9	146	34.4	9	2.1
No Disability	47	10.3	65	14.2	121	26.4	159	34.7	10	2.2
Disability	6	10.9	10	18.2	11	20.0	18	32.7	1	1.8

Table 29 (cont.)		Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
Issues		n	%	n	%	n	%	n	%	n	%
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit											
		68	12.8	109	20.5	104	19.5	130	24.4	12	2.3
	Women	39	11.2	76	21.8	73	20.9	78	22.3	8	2.3
	Men	28	15.8	32	18.1	31	17.5	48	27.1	4	2.3
	White	33	11.2	61	20.7	54	18.4	85	28.9	6	2.0
	People of Color	29	16.2	37	20.7	43	24.0	28	15.6	4	2.2
	LGBQ	10	15.2	19	28.8	8	12.1	17	25.8	2	3.0
	Heterosexual	55	12.9	82	19.3	88	20.7	104	24.5	8	1.9
	No Disability	59	12.8	87	18.9	92	20.0	112	24.3	10	2.2
	Disability	7	12.7	16	29.1	12	21.8	12	21.8	1	1.8

Note: Table includes only faculty or staff respondents (n = 550).

Question 30 queried faculty members about their opinions regarding a variety of work-life issues specific to faculty work. The majority of faculty respondents felt their teaching expectations, professional development, and contributions to the college (47%, n = 108) were similar to those of their colleagues (Table 30).

Twenty-two percent (n = 52) of faculty felt burdened by service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of their colleagues. One-quarter of faculty (23%, n = 52) felt pressured to change their teaching methods to achieve tenure or be promoted. More than half of all faculty respondents felt the reappointment process (62%, n = 148), tenure processes (54%, n = 127), and CCE process (57%, n = 131) were clear (Table 30).

A few respondents added their thoughts regarding the aforementioned work-life issues. Some shared their work load is not comparable to their salary so feel, as one respondent noted, “disadvantaged.” Others noted the difference between the work load and incentives for full-time professors versus more junior faculty or adjuncts. Some described unfair reappointment processes and recommendations, and others reiterated and expanded on the lack of clarity regarding the tenure or promotion process. Student evaluations were described as “flawed” and a “joke” with regard to their role/contribution to the promotion process.

Table 30. Faculty Attitudes about Tenure and Advancement Processes

Issues	Strongly agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
I feel pressured to change my methods of teaching to achieve tenure/be promoted.	18	7.8	34	14.7	47	20.3	34	14.7	52	22.4
I feel that my teaching expectations, professional development, and contributions to the college are similar to that of my colleagues in other divisions.	33	14.2	75	32.3	32	13.8	14	6.0	26	11.2
I believe the reappointment process is clear.	40	17.1	104	44.4	35	15.0	17	7.3	7	3.0
I believe that the tenure process is clear	36	15.4	91	38.9	37	15.8	17	7.3	14	6.0
I believe that the promotion process is clear.	32	13.8	71	30.6	55	23.7	26	11.2	9	3.9
I believe that the CCE process is clear.	36	15.6	95	41.1	29	12.6	17	7.4	18	7.8
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of my colleagues.	25	10.8	27	11.6	65	28.0	41	17.7	21	9.1

Note: Table includes only faculty respondents (n = 238).

With respect to the following work-life issues, some faculty and staff often have to forgo professional activities because of personal responsibilities and commitments (17%, n = 90) or found that personal responsibilities have slowed down their job/career progression (15%, n = 80) (Table 31). Thirty-eight percent (n = 200) of faculty and staff found FIT supportive of their taking leave.

Few employee respondents felt that staff (11%, n = 57) and faculty (6%, n = 30) who have children were considered less committed to their jobs/careers; and few felt that staff (13%, n = 71) and faculty (9%, n = 49) who do not have children were often burdened with work responsibilities. Seven percent (n = 39) of faculty and staff found it difficult to balance childcare

with their work responsibilities, and while 9% (n = 48) found it difficult to balance eldercare.

Table 31 illustrates employees' responses to these items by gender (where substantial differences in responses occurred).

Respondents who elaborated on work-life issues in relation to family responsibilities emphasized the struggles they experience. Some discussed their discomfort with taking the maternity leave, to which they were entitled, and others described the difficulty of caring for elder parents and children while at the same time fulfilling all responsibilities at their job, including attending social events. A few stressed their needs and desires for child care on campus.

Table 31. Employee Attitudes about Work-Life Issues by Gender

Issues		Strongly agree		Agree		Disagree		Strongly Disagree		Not Applicable	
		n	%	n	%	n	%	n	%	n	%
I often have to forgo professional activities because of personal responsibilities		16	3.0	74	13.9	203	38.1	99	18.6	31	5.8
	Women	11	3.2	52	14.9	134	38.4	62	17.8	20	5.7
	Men	5	2.8	21	11.8	68	38.2	34	19.1	10	5.6
I find that personal responsibilities and commitments have slowed down my job/career progression		9	1.7	71	13.3	216	40.4	105	19.6	29	5.4
	Women	7	2.0	56	16.0	142	40.5	64	18.2	17	4.8
	Men	2	1.1	13	7.3	73	41.0	40	22.5	11	6.2
I find that FIT is supportive of taking leave		37	7.0	163	30.7	49	9.2	16	3.0	77	14.5
	Women	24	6.9	105	30.2	33	9.5	9	2.6	47	13.5
	Men	12	6.8	57	32.2	16	9.0	7	4.0	29	16.4
I feel that staff who have children are considered by FIT to be less committed to their jobs/careers		14	2.6	43	8.1	168	31.5	85	15.9	54	10.1
	Women	10	2.8	30	8.5	109	31.1	54	15.4	33	9.4
	Men	4	2.3	13	7.4	57	32.4	30	17.0	20	11.4

Table 31 (cont'd)

		Strongly agree		Agree		Disagree		Strongly Disagree		Not Applicable	
		n	%	n	%	n	%	n	%	n	%
I feel that staff who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children		19	3.6	52	9.8	160	30.1	85	16.0	46	8.6
	Women	13	3.7	38	1.9	108	30.9	58	16.6	27	7.7
	Men	6	3.4	12	6.8	52	29.4	26	14.7	18	10.2
I feel that faculty who have children are considered by FIT to be less committed to their jobs/careers		8	1.5	22	4.2	140	26.5	89	16.9	114	21.6
	Women	5	1.4	19	5.5	90	25.9	56	16.1	78	22.4
	Men	3	1.7	3	1.7	49	28.2	32	18.4	35	20.1
I feel that faculty who do not have children are burdened with work responsibilities (e.g., stay late, early classes) beyond those who do have children		16	3.0	33	6.2	127	24.0	77	14.6	118	22.3
	Women	10	2.9	25	7.2	86	24.6	52	14.9	78	22.3
	Men	6	3.4	6	3.4	41	23.6	24	13.8	39	22.4
I find it difficult to balance childcare with my work responsibilities		16	3.0	23	4.4	82	15.6	37	7.0	290	55.0
	Women	15	4.3	17	4.9	55	15.8	22	6.3	194	55.7
	Men	1	0.6	6	3.5	27	15.6	15	8.7	94	54.3
I find it difficult to balance eldercare with my work responsibilities		10	1.9	38	7.2	62	11.7	32	6.1	304	57.6
	Women	6	1.7	30	8.6	43	12.4	19	5.5	196	56.6
	Men										

Note: Table reports faculty and staff responses only (n = 550).

Additionally, many faculty and staff believed they had supervisors who give them job/career advice or guidance when they needed it (52%, n = 275), and support from supervisors regarding their job/career advancement (52%, n = 278) (Table 32). The majority of employees (65%, n = 343) have the equipment and supplies they need to adequately perform their work. Finally, less than one-third of respondents (31%, n = 165) believed FIT treats bargaining staff and non-bargaining staff equitably.

Some respondents shared their thoughts in relation to their work space and supplies (including computers) as well as inequitable treatment and opportunities across position. A few respondents shared inadequate work space which makes it difficult to “work and feel organized.” Others noted the differences in institutional support and rights for bargaining staff due to the union. Some respondents shared that they have not experienced any career guidance from supervisors throughout their work at FIT, while others stated they had support from their supervisors. Computers were described by about six respondents as being “outdated and slow” and in need of updating.

Table 32. Employees’ Perceptions of Support and Resources Available at FIT

Resources	Strongly agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
I have supervisors who give me job/career advice or guidance when I need it	98	18.4	177	33.1	69	12.9	57	10.7	26	4.9
I have support from supervisors regarding my job/career advancement	100	18.7	178	33.2	75	14.0	59	11.0	19	3.5
I have the equipment and supplies I need to adequately perform my work	78	14.7	265	49.8	77	14.5	52	9.8	4	0.8
I believe that FIT treats bargaining staff and non-bargaining staff equitably.	40	7.5	125	23.5	70	13.2	47	8.8	33	6.2

Note: Table reports faculty and staff responses only (n = 550).

Perceptions of Unfair or Unjust Employment Practices at FIT

Regarding faculty and staff respondents’ observations of discriminatory employment practices, 22% (n = 115) of all employees [25% (n = 33) of tenured/tenure-track faculty, 15% (n = 15) of non-tenured/non-tenure-track faculty, 24% (n = 18) of non-bargaining staff, 24% (n = 46) of bargaining staff/classroom assistants, and 11% (n = 3) of administrators] believed they observed hiring practices at FIT (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) that they perceived to be unfair, unjust, or that would inhibit diversifying the community (Table 33). Twenty-two percent of women (n = 77) and 19% of men (n = 35) believed they had observed discriminatory hiring practices, as did 27% of employees of color (n = 50) and 18% of White respondents (n = 53). Twenty-three percent of

LGBQ respondents (n = 15) and 21% of heterosexual respondents (n = 88) believed they had observed discriminatory hiring practices. Of those who believed that they had observed discriminatory hiring, 25% (n = 29) said it was based on ethnicity, 25% (n = 29) on position (staff, faculty, student), 23% (n = 26) on race, and 16% on age (n = 18) and gender (n = 18).

Respondents were invited to elaborate on their observations of unfair and unjust hiring practices and many did so. Respondents described incidents where hiring discrimination occurred based on physical appearance (i.e., dress). Some discussed the lack of hiring opportunities for adjunct professors who were qualified yet passed over for full-time positions. A few others discussed committees who rejected applicants due to their race or sexual identity. A major reoccurring theme also emerged with regard to the lack of hiring from within and the influence of nepotism among administration. Some respondents noted reverse discrimination as a concern as well.

Thirteen percent (n = 66) of faculty and staff respondents believed they had observed unfair, unjust, or discriminatory employment-related disciplinary actions in FIT, up to and including dismissal. Of those individuals, 35% (n = 23) said they believed the discrimination was based on position (staff, faculty, student), 21% (n = 14) on ethnicity, and 21% (n = 14) on race. Eleven percent of women (n = 39) and 14% of men (n = 25) believed they had observed discriminatory practices. Twelve percent of LGBQ respondents (n = 8) and 12% of heterosexual respondents (n = 49) witnessed discriminatory disciplinary actions. Seventeen percent (n = 30) of Employees of Color witnessed such disciplinary actions, as did 9% (n = 25) of White respondents.

Additionally, non-tenured/non-tenure-track faculty (11%, n = 11) were less likely than tenured/tenure-track faculty (15%, n = 20) to experience such actions. Non-bargaining staff (13%, n = 10) were equally as likely as bargaining staff/classroom assistants (12%, n = 24), while administrators were much less likely (4%, n = 1) to believe they had observed discriminatory disciplinary actions.

Unfair and unjust employment-related disciplinary actions were also elaborated on by some respondents through open-ended responses. Inequitable disciplinary actions based on race, gender, and psychological conditions were discussed as concerns by some respondents.

Twenty-four percent of all faculty and staff (n = 127) believed they had observed discriminatory practices related to promotion/tenure/reappointment/reclassification at FIT. Twenty-four percent (n = 31) said it was based on position (staff, faculty, student), 18% (n = 23) on ethnicity, 16% (n = 20) on race, 13% (n = 16) on educational level, and 11% (n = 14) on gender. Twenty-three percent of women (n = 80) and 25% of men (n = 44) witnessed discriminatory promotion/tenure/reappointment/reclassification, as did 23% of heterosexual respondents (n = 96) and 30% of LGBTQ respondents (n = 20). Twenty-two percent of White respondents (n = 65) and 26% of Respondents of Color (n = 47) witnessed such conduct. Twenty-four percent of bargaining staff/classroom assistants (n = 46) and 17% (n = 13) of non-bargaining staff believed they had observed unfair practices related to promotion/tenure/reappointment/reclassification, while 32% (n = 42) of tenured/tenure-track faculty and 22% (n = 22) of non-tenured/non-tenure-track faculty experienced such conduct. Fifteen percent (n = 4) of administrators also experience this discriminatory behavior.

Respondents also added additional thoughts on their observations of unfair or unjust employment practices related to promotion/tenure/reappointment/CCE. Promotion was discussed as “close to impossible” due to the institution’s hiring of outside workers rather than “looking within the current talent pool.” Also, a few noted concerns that “longevity” at FIT was unhelpful when seeking a promotion, and that staff members with less experience were often hired. Race was also indicated as a factor that has slowed down the promotion process; in particular, “minorities” have to wait longer to get promoted.

Table 33. Employee Respondents Who Believed They Had Observed Employment Practices that were Unfair, Unjust, or Would Inhibit Diversifying the Community

	Hiring Practices		Employment-Related Disciplinary Actions		Procedures or Practices Related to Promotion/Tenure/ Reclassification	
	N	%	N	%	n	%
No	267	49.8	329	62.2	263	49.6
Yes	115	21.5	66	12.5	127	24.0
Don't Know	154	28.7	134	25.3	140	26.4

Note: Table reports employee responses only (n = 550).

Faculty and Staff Who Have Seriously Considered Leaving FIT

Twenty percent of all employee respondents (n = 112) have seriously considered leaving FIT in the past year. Figure 51 illustrates that more than one-quarter (27%, n = 21) of non-bargaining staff seriously considered leaving FIT. Staff members and administrators were more likely than faculty to consider leaving.

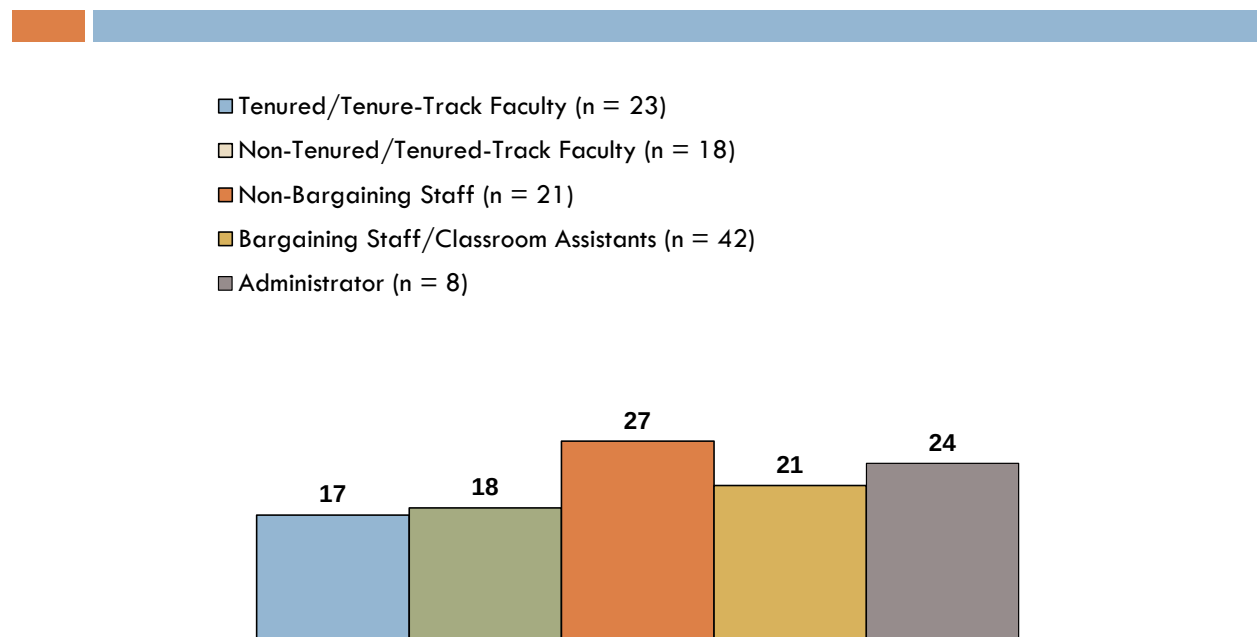


Figure 51. Respondents Who Have Seriously Considered Leaving FIT by Position (%)

Among employees, 23% of men (n = 42) and 19% of women (n = 68) thought of leaving the institution. Twenty-eight percent of Employees of Color (n = 51) and 15% of White employees (n = 45) have seriously considered leaving FIT. Additionally, 33% of LGBQ employees (n = 23) and 17% of heterosexual respondents (n = 75) have seriously thought of leaving the institution.

Many faculty and staff who seriously considered leaving did so during various times of their employment. Examples for faculty included “in the past year,” “several years ago,” “during my first year as an instructor,” at several points,” “after being treated unfairly,” and “during my first year full time as un-tenured professor.” Examples for staff included “a couple of years after starting here,” “after I was unfairly treated,” “during my first year,” “every day,” “multiple times,” and “within the past 6 months.” Many faculty and staff who considered leaving did so because of age discrimination; new supervisors; an uncomfortable, stressful or hostile working environment; discrimination; inequities in one’s work unit; lack of promotion opportunities or acknowledgment of contributions to the department; “culture of entitlement;” course assignments and union rules; bullying; unfair review processes for tenure; favoritism and nepotism; power differentials; political climate and “good ole boy” attitudes; and the climate does not “foster artists.” Employees stayed because of the time they already put into the institution; difficulty in finding another job; the vacation offered; difficult job market; benefits; they liked their departments and the student with whom they work; they loved their profession; they are receiving more support for earlier complaints; and couldn’t afford to leave and or had family responsibilities.

Summary

The results from this section suggest that most faculty and staff respondents were satisfied with their jobs/careers at FIT and the way their careers had progressed. Employees of Color were least satisfied with their jobs/careers; the way their jobs/careers have progressed; their opportunities for job/career development; and their compensation as compared to that of other FIT colleagues/co-workers with similar level of experience. Staff members (bargaining and non-bargaining/classroom assistants) were least satisfied with how their jobs/careers have progressed and their opportunities for job/career development. Non-tenured/non-tenure-track faculty were least satisfied with their compensation.

Some FIT employees had observed discriminatory hiring (22%), promotion/tenure/reclassification (13%), or disciplinary actions (24%). Position was often cited as the basis for that discrimination. Additionally, the majority of faculty and staff believed they had support from their co-workers and supervisors, and felt positively about a variety of FIT

policies and their ability to balance work-life issues. Not surprisingly, some differences in many of the aforementioned topics existed in the responses from people from various backgrounds and identities.

FIT Students

This section of the report is dedicated to survey questions that were specific to FIT students. Several survey items queried student respondents about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes and their on-campus jobs.

Students' Academic Experiences

The survey asked students (n = 1488) the degree to which they agreed or disagreed about a variety of academic experiences (Table 34). The majority of student respondents offered positive responses. For example, 79% of students felt they were performing up to their full academic potential, and 74% of students were satisfied with their academic experience at FIT. Seventy-three percent were satisfied with the extent of their intellectual development since enrolling at FIT.

Additionally, the majority of students felt their academic experience has had a positive influence on their intellectual growth and interest in ideas (81%) and that their interest in ideas and intellectual matters has increased since coming to FIT (79%). One-quarter (25%) felt few of their courses this year have been intellectually stimulating.

The majority of student respondents felt they performed academically as well as they had anticipated they would (73%); and, intended to graduate from their current institution (89%). Eighteen percent were considering transferring to another college or university for academic reasons.

Table 34. Students' Academic Experiences at FIT

Academic Experiences	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
I am performing up to my full academic potential.	572	40.1	556	39.0	146	10.2	116	8.1	26	1.8
Few of my courses this year have been intellectually stimulating.	104	7.3	250	17.6	225	15.8	474	33.4	355	25.0
I am satisfied with my academic experience at FIT.	445	31.2	611	42.8	211	14.8	113	7.9	37	2.6
I am satisfied with the extent of my intellectual development since enrolling at FIT.	480	33.8	549	38.7	243	17.1	93	6.5	42	3.0
I have performed academically as well as I anticipated I would.	481	33.9	556	39.2	226	15.9	114	8.0	26	1.8
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	588	41.3	569	40.0	177	12.4	52	3.7	28	2.0
My interest in ideas and intellectual matters has increased since coming to FIT.	605	42.6	516	36.3	191	13.5	72	5.1	27	1.9
I intend to graduate from my current institution.	853	60.0	407	28.6	95	6.7	12	0.8	11	0.8
I am considering transferring to another college or university due to academic reasons.	133	9.4	124	8.8	153	10.8	307	21.8	621	44.0

Note: Table includes students only (n = 1488).

Students' Perceptions of Campus Climate

The survey asked students about the perceptions they held about the FIT climate before they enrolled on campus (Table 35). Before they enrolled at FIT, more than half of all student respondents thought the climate was “very respectful”/ “respectful” of all of the groups listed in Table 35.

Table 35. Students' Pre-enrollment Perceptions of Campus Climate

Group	Strongly Agree		Agree		Disrespectful		Very disrespectful		Don't know	
	n	%	n	%	n	%	n	%	n	%
Age	493	37.2	399	30.1	47	3.5	24	1.8	118	8.9
Country of origin	513	38.8	412	31.2	28	2.1	21	1.6	112	8.5
Course of study/major	574	43.4	425	32.1	25	1.9	15	1.1	100	7.6
Developmental Disorder	451	34.3	349	26.5	42	3.2	25	1.9	171	13.0
Educational level	498	37.6	416	31.4	38	2.9	18	1.4	124	9.4
English language proficiency/accent	515	39.3	395	30.1	33	2.5	19	1.4	118	9.0
Ethnicity	528	40.1	394	29.9	36	2.7	25	1.9	119	9.0
Gender	554	42.1	368	28.0	36	2.7	26	2.0	111	8.4
Gender expression	567	43.2	367	28.0	35	2.7	24	1.8	113	8.6
Immigrant status	484	36.9	370	28.2	29	2.2	26	2.0	144	11.0
Learning disability	459	35.0	350	26.7	40	3.0	25	1.9	164	12.5
Medical condition	454	34.6	351	26.8	35	2.7	27	2.1	166	12.7
Military/veteran status	474	36.1	334	25.4	29	2.2	23	1.8	188	14.3
Parental status (e.g., having children)	450	34.3	348	26.5	43	3.3	24	1.8	174	13.3
Participation in a student organization	525	39.8	378	28.6	26	2.0	21	1.6	135	10.2
Participation in an athletic team	494	37.7	363	27.7	38	2.9	24	1.8	143	10.9
Physical appearance	513	39.0	367	27.9	57	4.3	35	2.7	114	8.7
Physical disability	471	35.9	359	27.4	41	3.1	27	2.1	159	12.1
Philosophical views	480	36.6	362	27.6	41	3.1	26	2.0	143	10.9
Political views	464	35.3	358	27.2	47	3.6	30	2.3	145	11.0
Psychological disorder	460	35.1	346	26.4	42	3.2	25	1.9	167	12.7
Race	530	40.5	377	28.8	31	2.4	29	2.2	116	8.9
Religious/spiritual views	489	37.3	367	28.0	40	3.1	29	2.2	138	10.5
Sexual orientation	570	43.7	354	27.1	34	2.6	25	1.9	113	8.7
Socioeconomic status	484	37.3	346	26.7	56	4.3	31	2.4	125	9.6

Note: Table reports student responses only (n = 1488).

More than half of all faculty and student respondents felt that the classroom/learning environment was welcoming for students based on all of the characteristics listed in Table 36. In examining student responses only, 79% of women students (n = 961) and 76% of men students (n = 165) thought the classroom climate was welcoming based on gender. Sixty percent of Students of Color (n = 517) and 78% of White students (n = 467) thought the classroom climate was welcoming based on race. Seventy-eight percent of LGBTQ students (n = 121) and 78% of heterosexual students (n = 820) thought the climate was welcoming for students based on sexual orientation. Sixty-nine percent of Christian students (n = 491) and 64%% of students who identified with other than Christian spiritual affiliations (n = 442) felt the classroom climate was welcoming based on religious/spiritual views. Sixty-one percent of the students whose families were low-income (n = 193) and 65% of students whose families were not low income (n = 725) felt the classroom climate was welcoming based on socioeconomic status.

Table 36. Students' and Faculty Perceptions of Welcoming Classroom/Learning Environment Based on Demographic Characteristics

Characteristic	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Age	565	33.8	650	38.7	97	5.8	18	1.1	61	3.6
Country of origin	598	35.7	647	38.6	62	3.7	13	0.8	65	3.9
Course of study/major	643	38.4	632	37.8	73	4.4	27	1.6	54	3.2
Developmental Disorder	469	28.2	514	30.9	99	5.9	17	1.0	139	8.4
Educational level	539	32.4	612	36.8	88	5.3	14	0.8	75	4.5
English language proficiency/accent	506	30.4	626	37.6	111	6.7	29	1.7	59	3.5
Ethnicity	619	37.4	616	37.2	72	4.4	15	0.9	45	2.7
Gender	710	42.8	571	34.4	64	3.9	16	1.0	45	2.7
Gender expression	718	43.3	547	33.0	51	3.1	18	1.1	62	3.7
Immigrant status	566	34.3	531	32.1	57	3.5	19	1.2	107	6.5
Learning disability	488	29.5	484	29.2	107	6.5	25	1.5	138	8.3
Medical condition	508	30.6	496	29.9	91	5.5	17	1.0	148	8.9
Military/veteran status	515	31.1	438	26.5	39	2.4	17	1.0	193	11.7
Parental status (e.g., having children)	496	30.0	471	28.5	75	4.5	28	1.7	153	9.3
Participation in a student organization	602	36.3	535	32.3	48	2.9	14	0.8	115	6.9
Participation in an athletic team	562	34.1	478	29.0	68	4.1	17	1.0	150	9.1
Psychological disorder	429	26.0	449	27.2	103	6.3	33	2.0	168	10.2
Physical appearance	583	35.1	519	31.3	141	8.5	60	3.6	70	4.2
Physical disability	508	30.8	480	29.1	84	5.1	27	1.6	147	8.9
Philosophical views	528	31.9	516	31.2	76	4.6	25	1.5	112	6.8
Political Views	496	30.1	515	31.3	91	5.5	41	2.5	101	6.1
Race	650	39.4	544	32.9	63	3.8	25	1.5	57	3.5

<i>Table 36 (con.)</i>	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Religious/spiritual views	587	35.6	499	30.2	68	4.1	25	1.5	89	5.4
Sexual orientation	741	44.8	515	31.2	40	2.4	23	1.4	64	3.9
Socioeconomic status	540	32.7	515	31.2	96	5.8	49	3.0	83	5.0

Note: Table includes student respondents only (n = 1726).

Students were asked to select student clubs/organizations that enhanced the campus climate. Twenty percent (n = 314) of student respondents indicated “CLUBS” enhanced the climate for students, followed by the “Diversity Club” (11%, n = 167), “Merchandising Society” (11%, n = 159), and “W 27” (Newspaper) (10%, n = 154) See Table 37 below for complete list of clubs/organizations.

Table 37. Students' Perceptions of Clubs/Organizations that Enhance Climate

Clubs/Organizations	n	%	Clubs/Organizations	n	%
CLUBS	314	21.1	ICE - Indian Cultural Exchange	90	6.0
A.A.T.C.C.	73	4.9	Illustration	74	5.0
Accessories Design	84	5.6	I Love NY	105	7.1
Ad Group	76	5.1	Interior Design	88	5.9
AMA	70	4.7	Intimate Apparel	62	4.2
Anime	86	5.8	Italian	90	6.0
Art Collective	84	5.6	ITSA	77	5.2
Art and Copy Club	77	5.2	Jewelry Club	72	4.8
Asian Student Network	132	8.9	KCCC	78	5.2
BRAG	120	8.1	L'Chaim	81	5.4
Break Dancing Club	81	5.4	LASO	74	5.0
BSU	117	7.9	Media Design Club	80	5.4
CAP	96	6.5	Menswear	87	5.8
Chabad	96	6.5	Merchandising Society	159	10.7
Children's Wear	61	4.1	MS Style Shop	100	6.7
Christian Fellowship	128	8.6	Model Workshop	65	4.4
Collegiate DECA	69	4.6	Packing Design	63	4.2
Comic Book Club	64	4.3	Photography	82	5.5
CFMA	67	4.5	Production Mgmt.	71	4.8
Creative Showcase	72	4.8	PRSSA	76	5.1
Culinary Arts	72	4.8	RHCC	75	5.0
Direct and Interactive Marketing	71	4.8	Salsa Club	103	6.9
Diversity Club	167	11.2	Snow Club	63	4.2
ED 2010 @ FIT	71	4.8	Sustainable Design Club	76	5.1
Empire Step Club	61	4.1	Technical Design Club	70	4.7
Faith and Fellowship Club	106	7.1	Textile Design	64	4.3
Fashion Art Club	93	6.3	Theater Ensemble	68	4.6
Fashion Design	118	7.9	The Stitch, Men Who Knit	74	5.0
FIT Words	74	5.0	Urban Studio	67	4.5
Gospel Choir	110	7.4	W 27 (Newspaper)	154	10.3
Handbook	55	3.7	WFIT (Radio)	114	7.7
Holistic Lifestyle	88	5.9	Women in Cable		
Home Products	51	3.4	Telecommunications	102	6.9

Note: Table includes student respondents only (n = 1488).

Students perceived few tensions in residence hall discussions with regard to the various topics listed in Table 38.

Table 38. Students' Perceptions of Tension in Residence Hall Discussions Based on Background Characteristics

Characteristic	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Age	69	5.3	103	8.0	230	17.8	167	12.9	466	36.0
Country of origin	50	3.9	118	9.2	237	18.4	173	13.4	462	35.9
Course of study/major	61	4.7	120	9.3	231	17.9	165	12.8	462	35.9
Developmental Disorder	46	3.6	82	6.4	244	19.0	166	12.9	477	37.1
Educational level	47	3.7	81	6.3	249	19.4	165	12.8	470	36.6
English language proficiency/accent	63	4.9	105	8.2	239	18.6	164	12.8	460	35.8
Ethnicity	52	4.1	95	7.4	237	18.5	168	13.1	462	36.0
Gender	48	3.7	82	6.4	243	19.0	185	14.4	458	35.7
Gender expression	46	3.6	81	6.3	242	18.9	182	14.2	462	36.1
Immigrant status	46	3.6	77	6.0	245	19.1	172	13.4	472	36.8
Learning disability	40	3.1	68	5.3	250	19.5	165	12.9	478	37.3
Medical condition	43	3.4	72	5.6	239	18.7	166	13.0	481	37.6
Military/veteran status	39	3.0	50	3.9	238	18.6	175	13.7	494	38.6
Parental status (e.g., having children)	44	3.4	73	5.7	228	17.8	162	12.7	494	38.6
Participation in a student organization	39	3.0	62	4.8	259	20.3	177	13.8	470	36.7
Participation in an athletic team	41	3.2	60	4.7	253	19.8	183	14.3	472	36.8
Psychological disorder	52	4.1	83	6.5	228	17.8	164	12.8	480	37.5
Physical appearance	69	5.4	121	9.4	213	16.6	158	12.3	465	36.3
Physical disability	48	3.7	77	6.0	232	18.1	166	13.0	479	37.4
Philosophical views	58	4.5	76	5.9	224	17.5	167	13.0	469	36.6
Political views	58	4.5	81	6.3	223	17.4	164	12.8	470	36.7
Race	50	3.9	85	6.6	231	18.0	172	13.4	465	26.3

Table 38 (con.)

	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Religious/spiritual views	52	4.1	88	6.9	234	18.2	175	13.6	464	36.2
Sexual orientation	53	4.1	82	6.4	228	17.8	191	14.9	458	35.7
Socioeconomic status	64	5.0	106	8.3	209	16.3	169	13.2	456	35.6

Note: Table includes faculty and student respondents only (n = 1488).

Students and faculty perceived few tensions in classroom discussions with regard to the various topics listed in Table 39. Twenty-six percent of students (n = 404) perceived tensions surrounding English language proficiency/accent and psychological disorders (22%, n = 331).

Table 39. Students'/Classroom Faculty Perceptions of Tension in Classroom Discussions Based on Background Characteristics

Characteristic	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Age	99	6.4	186	11.9	497	31.9	328	21.1	69	4.4
Country of origin	80	5.1	183	11.8	522	33.5	333	21.4	65	4.2
Course of study/major	98	6.4	210	13.6	482	31.2	328	21.3	58	3.8
Developmental Disorder	71	4.6	154	9.9	456	29.5	313	20.2	146	9.4
Educational level	86	5.6	226	14.6	463	30.0	311	20.1	93	6.0
English language proficiency/accent	121	7.8	283	18.3	452	29.2	291	18.8	59	3.8
Ethnicity	88	5.7	175	11.3	503	32.5	358	23.2	62	4.0
Gender	81	5.3	124	8.0	525	34.1	394	25.6	60	3.9
Gender expression	82	5.3	123	8.0	519	33.7	384	24.9	71	4.6
Immigrant status	79	5.1	123	8.0	508	33.1	340	22.1	107	7.0
Learning disability	75	4.9	157	10.2	456	29.6	313	20.3	140	9.1
Medical condition	79	5.1	117	7.6	485	31.5	318	20.6	145	9.4
Military/veteran status	67	4.4	78	5.1	461	30.0	336	21.9	182	11.9

<i>Table 39 (con.)</i>	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Parental status (e.g., having children)	73	4.8	111	7.2	469	30.6	333	21.7	145	9.4
Participation in a student organization	66	4.3	104	6.8	483	31.5	358	23.4	128	8.4
Participation in an athletic team	68	4.4	85	5.6	471	30.8	363	23.7	148	9.7
Psychological disorder	120	7.8	211	13.7	453	29.5	327	21.3	74	4.8
Physical appearance	80	5.2	124	8.1	476	31.1	321	21.0	139	9.1
Physical disability	93	6.1	173	11.3	456	29.7	311	20.3	116	7.6
Philosophical views	115	7.5	203	13.2	438	28.5	302	19.6	103	6.7
Political views	81	5.3	155	10.1	439	28.7	306	20.0	150	9.8
Race	95	6.2	153	10.1	479	31.2	372	24.2	73	4.8
Religious/spiritual views	100	6.5	163	10.6	460	29.9	331	21.5	93	6.1
Sexual orientation	80	5.2	121	7.9	478	31.3	416	27.2	77	5.0
Socioeconomic status	105	6.9	204	13.3	456	29.8	320	20.9	82	5.4

Note: Table includes faculty and student respondents only (n = 1726).

One of the survey items asked students the degree to which they agreed with a number of statements about their interactions with faculty, students, and staff at FIT (Table 40). Seventy-two percent of students (n = 1062) felt valued by faculty in the classroom, and 62% (n = 913) felt valued by other students in the classroom. Students thought that FIT faculty (64%, n = 937), staff (52%, n = 752), and administrators (50%, n = 727) were genuinely concerned with their welfare. Thirty-four percent (n = 494) felt faculty pre-judged their abilities based on their perception of students' identities/backgrounds. Sixty-six percent of students (n = 958) believed the campus climate encourages free and open discussion of difficult topics, and sixty-nine percent (n = 1045) knew faculty who they perceived as role models.

Table 40. Students' Perceptions of Campus Climate

	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
I feel valued by faculty in the classroom	408	27.8	654	44.6	93	6.3	24	1.6	6	0.4
I feel valued by other students in the classroom	337	23.0	576	39.3	128	8.7	29	2.0	12	0.8
I think FIT faculty are genuinely concerned with my welfare	372	25.5	565	38.7	141	9.7	49	3.4	11	0.8
I think FIT staff are genuinely concerned with my welfare	303	20.8	449	30.8	203	13.9	99	6.8	21	1.4
I think administrators are genuinely concerned about my welfare.	283	19.5	444	30.6	180	12.4	99	6.8	32	2.2
I think faculty pre-judge my abilities based on their perception of my identity/background	191	13.1	303	20.8	318	21.8	171	11.7	48	3.3
I believe the campus climate encourages free and open discussion of difficult topics	370	25.3	588	40.2	105	7.2	33	2.3	26	1.8
I know faculty whom I perceive as role models	464	31.7	551	37.7	105	7.2	22	1.5	38	2.6

Note: Table reports student responses only (n = 1488).

Students Who Have Seriously Considered Leaving FIT

Fourteen percent (n = 201) of all students have seriously considered leaving FIT (Figure 52). Of those students who seriously considered leaving, the majority did so during their first year as a student (70%). This likelihood decreased with each new year of study.

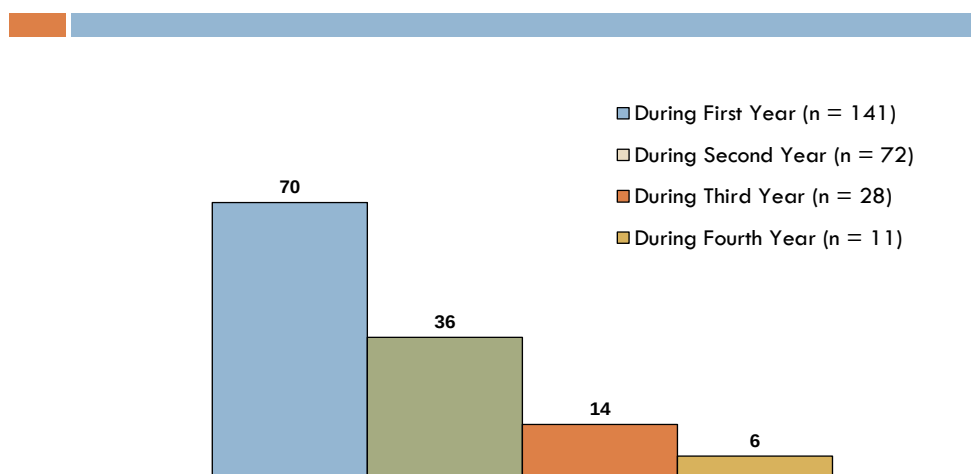


Figure 52. Year of Study When Student Respondents Seriously Considered Leaving FIT (%)

When examining the results by selected demographic characteristics, there are relatively no differences between “minority” and “majority” groups. Among students, 13% of women (n = 168) and 14% of men (n = 31) considered leaving FIT. Thirteen percent of Students of Color (n = 100) and 15% of White students (n = 89) thought of leaving FIT, as did 16% of LGBTQ students (n = 26) and 13% of heterosexual students (n = 139). First-generation students (n = 31) were just as likely as not first-generation students (n = 170) to seriously consider leaving (14%). Students who were Non-Christian (15%, n = 107) were similarly likely to seriously consider leaving as their Christian counterparts (12%, n = 84).

Many students offered commentary on why they considered leaving. Some respondents offered that they felt ostracized because of their identity(ies), for example, socioeconomic status and

outward appearance; they experienced unfriendly students who are exclusive or “cliquey,” staff who are not helpful, and, “little campus enthusiasm” since everyone seems to be doing their own thing. Others also described a racist campus; “general social discomfort;” personal psychological and medical struggles; physical disability; difficult time adjusting; hostile climate; political views; unfriendly environment for international students; and, level of high difficulty in one’s major as reasons for wanting to leave. Many students described feeling like they did “not fit in” with the FIT student population and therefore felt excluded and out of place. Students stayed at FIT for the networking opportunities; because the education and reputation are strong; because they were already enrolled and didn’t want to fall behind or disappoint family members; because FIT had the program that they wanted; for the location and proximity to the center of NYC; for friends and good faculty members and courses; and, because once they became more involved in campus they felt more comfortable.

Summary

By and large, students’ responses to a variety of items indicated that they held their academic and intellectual experiences, and their interactions with faculty and other students at FIT in a very positive light. They also described the classroom climate as welcoming based on various demographics characteristics. The majority of student respondents felt they performed academically as well as they had anticipated they would (73%); and, intended to graduate from FIT (89%).

Institutional Actions

The survey asked faculty and staff to indicate how they thought different initiatives would affect the climate at FIT (Table 41). Employees provided the following perspectives on initiatives currently available at FIT and which positive influence the climate. More than half of faculty and staff thought providing more flexibility for promotion for faculty (55%, n = 269), and providing recognition and rewards for including diversity issues in courses across the curriculum (58%, n = 277) would positively affect the campus climate. They also thought that providing diversity training for staff (69%, n = 335), and faculty (69%, n = 334) would positively affect the climate.

Faculty and staff were in favor of providing, promoting, and improving access to counseling for people who have experienced harassment (79%, n = 385); providing mentorship for new faculty (79%, n = 387); providing mentorship for new staff (82%, n = 403); and providing a clear and fair process to resolve conflicts (85%, n = 413).

More than half of faculty and staff respondents thought increasing the diversity of the faculty and staff (66%, n = 323), the administration (68%, n = 332), and the student body (64%, n = 306) would positively affect the climate. Additionally, 65% (n = 313) thought increasing funding to support efforts to change campus climate would positively affect the climate.

Less than half thought including diversity-related professional experiences as one of the criteria for hiring of staff/faculty (49%, n = 235), and providing more flexibility for computing the probationary period for tenure (e.g., family leave) (48%, n = 231) would positively affect the climate.

Employee respondents added additional voice to these initiatives through their open-ended comments. Some respondents emphasized the importance of change starting from ‘the top.’ Many applauded the idea of including diversity in many initiatives, but many also expressed concern that it “can only do so much” and might not be enough to affect change. Including diversity-related experiences as one of the criteria for hiring staff/faculty was disliked by a few employee respondents since this initiative was not well-defined in the survey and one that might exclude qualified candidates or “supercede excellence” in the hiring process. Concerns were also

expressed about the survey only asking about providing more flexibility for promotion for faculty and not staff.

Table 41. Faculty and Staff Perceptions of How Initiatives Would Affect the Climate at FIT

Initiatives	Positively influences climate		Has no influence on campus climate		Negatively influences campus climate		Don't know	
	n	%	n	%	n	%	n	%
Providing more flexibility for promotion for faculty (e.g. family leave)	269	54.7	37	7.5	14	2.8	172	35.0
Providing more flexibility for computing the probationary period for tenure (e.g. family leave)	231	47.5	49	10.1	21	4.3	185	38.1
Providing recognition and rewards for including diversity issues in courses across the curriculum	277	57.7	73	15.2	10	2.1	120	25.0
Providing diversity training for staff	335	69.4	77	15.9	8	1.7	63	13.0
Providing diversity training for faculty	334	69.3	70	14.5	7	1.5	71	14.7
Providing, promoting and improving access to counseling for people who have experienced harassment	385	79.2	40	8.2	5	1.0	56	11.5
Providing mentorship for new faculty	387	79.6	23	4.7	4	0.8	72	14.8
Providing mentorship for new staff	403	82.2	25	5.1	3	0.6	59	12.0
Providing a clear and fair process to resolve conflicts	413	84.8	23	4.7	4	0.8	47	9.7
Increasing funding to support efforts to change campus climate	313	65.2	66	13.8	6	1.3	95	19.8
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	235	48.9	92	19.1	43	8.9	111	23.1
Providing diversity and equity training to search and tenure committees	296	61.9	73	15.3	19	4.0	90	18.8
Increasing the diversity of the faculty and staff	323	66.2	81	16.6	8	1.6	76	15.6
Increasing the diversity of the administration	332	68.0	77	15.8	7	1.4	72	14.8
Increasing the diversity of the student body	306	63.8	79	16.5	4	0.8	91	19.0

Note: Table includes only faculty and staff responses (n = 550).

The majority of students believed that different initiatives would have a positive influence on the FIT campus (Table 42). More than half of all student respondents felt that providing diversity training for all students (55%, n = 731), staff (68%, n = 910), and faculty (67%, n = 900) would positively affect the climate. They also thought increasing the diversity of the faculty and staff (57%, n = 757) and student body (56%, n = 751) would positively affect the climate. Furthermore, 70% (n = 932) were in favor of providing a person to address student complaints of classroom inequity.

Table 42. Student Perceptions of How Initiatives Would Affect the Climate at FIT

Initiatives	Positively Influence Campus Climate		Has No Influence on Campus Climate		Negatively Influences Campus Climate		Don't Know	
	%	n	%	n	%	n	%	n
Providing diversity training for students	731	54.5	364	27.1	29	2.2	218	16.2
Providing diversity training for staff	910	67.9	209	15.6	11	0.8	210	15.7
Providing diversity training for faculty	900	67.3	220	16.5	11	0.8	206	15.4
Providing a person to address student complaints of classroom inequity	932	69.9	186	14.0	21	1.6	194	14.6
Increasing the diversity of the faculty and staff	757	56.6	355	26.6	23	1.7	202	15.1
Increasing the diversity of the student body	751	56.3	359	26.9	23	1.7	201	15.1
Increasing opportunities for cross-cultural dialogue among students	891	66.6	232	17.4	15	1.1	199	14.9
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	904	67.9	218	16.4	13	1.0	196	14.7
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	804	60.7	280	21.1	32	2.4	209	15.8
Providing more effective faculty mentorship of students	965	73.1	162	12.3	10	0.8	183	13.9

Note: Table includes only student responses (n = 1488).

Many students believed increasing opportunities for cross-cultural dialogue among students (67%, n = 891) and between faculty, staff, and students (68%, n = 904) would positively affect the climate. They also thought incorporating issues of diversity and cross-cultural competence more effectively into the curriculum (61%, n = 804) would positively affect the climate at FIT. Finally, almost three-quarters (73%, n = 965) felt providing more effective faculty mentorship of students would be influential.

Students shared additional thoughts on the aforementioned initiatives. Many students were optimistic and supportive of increasing the diversity of the study body as well as having cross-cultural dialogue between campus community members. Others noted the importance of having faculty, staff and administrative support and mentorship. Although many applauded the institution's efforts of celebrating diversity and launching this survey, others expressed indifference to these efforts and didn't see the need for such resources. Diversity training initiatives were supported by many student voices.

Students shared additional thoughts on the aforementioned initiatives. Many students were optimistic and supportive of increasing the diversity of the study body as well as having cross-cultural dialogue between campus community members. Others noted the importance of having faculty, staff and administrative support and mentorship. Although many applauded the institution's efforts of celebrating diversity and launching this survey, others expressed indifference to these efforts and didn't see the need for such resources. Diversity training initiatives were supported by many student voices.

Students were asked to list clubs/organizations/departments/offices that foster diversity/inclusion on campus. Multiple responses were offered with the following cited most often: Admissions; all the clubs; Black Student Union; Chabad; CLUBS; Counseling Center; Diversity Council; Diversity Club; EOP; Fashion Merchandising Management; FIT-ABLE; FITSA; Health Services; Interior Design Club; Merchandising Society; Museum at FIT; Presidential Scholars Program; Residential Life; and, Student Life. Various individual programs, departments, and professors were also listed as fostering diversity/inclusion on campus.

Students were also asked to list clubs/organizations/departments/offices that inhibit diversity/inclusion on campus. Multiple responses were offered with the following cited most often: BRAG; BSU; Bursar Office; Chabad; Fashion Design department; Fashion Merchandising; Financial Aid; FMM; Human Resources; “I don’t know;” Merchandising Society; Production Management; Registrar; Residential Life; Security; and, Student Life. Specific individuals, faculty, administrators, programs, and departments were referenced but not enough to raise a theme.

Summary

In addition to campus constituents’ personal experiences and perceptions of the campus climate, diversity-related actions taken by the institution, or not taken, as the case may be, may be perceived either as promoting a positive campus climate or impeding it. As the above data suggest, respondents hold divergent opinions about the degree to which FIT does, and should, promote diversity to shape campus climate.

Next Steps

Institutions of higher education seek to create an environment characterized by equal access for all students, faculty, and staff regardless of cultural, political, or philosophical differences; where individuals are not just tolerated but valued. Creating and maintaining a community environment that respects individual needs, abilities, and potential is one of the most critical initiatives that universities and colleges undertake. A welcoming and inclusive climate is grounded in respect, nurtured by dialogue, and evidenced by a pattern of civil interaction.

That stated, what do the results of this study suggest? At minimum, they add additional empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations in the campus community. As to the findings themselves, several successes and opportunities emerged from the results.

Two strengths/successes emerged from the quantitative data analysis. These findings should be noted and credited. First, the majority of respondents reported **high levels of comfort with the climate** at FIT. In particular, 81% (n = 1668) of all respondents reported that they were very comfortable and comfortable with the overall climate at FIT. Additionally, 77% (n = 1586) of respondents were very comfortable or comfortable with their departments or work units. Eighty-two percent students (n = 1220) were very comfortable or comfortable with the climate in the classes, as were 78% of faculty members (n = 188).

Second, **students felt and thought very positively about their academic experiences** at FIT. A majority of FIT students (79%) felt they were performing at their full academic potential; 74% were satisfied with their academic experience at FIT; 73% were satisfied with the extent of their intellectual development since enrolling at FIT; and, 73% felt they performed academically as well as they had anticipated they would. The majority of students felt their academic experience has had a positive influence on their intellectual growth and interest in ideas (81%) and that their interest in ideas and intellectual matters has increased since coming to FIT (79%). Eighty-nine percent of students intended to graduate from FIT.

These quantitative results for students and employees were also supported by various voices offered in response to the open-ended questions. The respondents' voices echoed the positive experiences with the FIT campus climate. However, disparities existed where respondents from under-served college constituent groups typically reported less satisfaction and comfort with the overall campus climate, their department/work unit climate, and their classroom climate at FIT than their majority counterpart respondents. These underrepresented groups include People of Color, LGBTQ people, people with disabilities, and staff members.

Three potential opportunities for improvement were also revealed in the assessment. The first opportunity for improvement is the inequitable treatment of FIT members based on **position** and differential treatment among different types/categories by FIT position. Administrators reported they were more comfortable with the overall climate and the climate in their departments than other employee groups. Non-bargaining staff respondents (32%) personally experienced harassment at higher rates than other employee groups, followed by tenured/tenure-track faculty (26%) and bargaining staff/classroom assistants (24%). This theme extended to observed harassment where non-bargaining staff (36%) and tenured-tenure-track faculty (32%) were more likely to report observing such conduct. Position was indicated as the primary basis for both experienced and observed harassment at FIT. Bargaining staff/classroom assistants were more likely to report they experienced unwanted sexual conduct at FIT.

Furthermore, FIT position was cited as the primary basis for observed discriminatory employment-related disciplinary actions (35%) and discriminatory practices related to promotion (24%), and the secondary basis for discriminatory hiring practices (25%). Administrators were most satisfied with their jobs/careers; how their jobs/careers have progressed; their opportunities for job/career development; and their compensation than other employee groups. Staff members, regardless of bargaining status, were least satisfied with how their jobs/careers have progressed and their opportunities for career development. There were differences in satisfaction for faculty by tenure status. Tenure/tenure-track faculty members were more satisfied with their jobs/careers; how their jobs/careers have progressed; their opportunities for career development; and their compensation than their non-tenured/non-tenure-track faculty counterparts. More than one-quarter (27%, n = 21) of all non-bargaining staff members considered leaving FIT.

The second opportunity for improvement relates to **racial tension**. Although Respondents of Color and White respondents experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (harassing behavior) at similar rates, Respondents of Color who experienced harassment were much more likely to indicate race as the basis than White People (30% versus 4%, respectively). Ethnicity was cited as the secondary basis for both experienced harassment and observed harassment. Race was also mentioned often as a basis for observed harassment.

Employees of Color (39%) were less likely to agree that their workplace climate was welcoming based on race than White employees (64%). Employees of Color were also more likely than White Employees to believe they had observed discriminatory hiring practices; discriminatory employment-related disciplinary actions; and discriminatory practices related to promotion at FIT. Race and ethnicity were cited among the top three bases for all types of discriminatory employment practices. Employees of Color were less satisfied with their jobs/careers at FIT; how their jobs/careers have progressed; and their opportunities with job/career development than their White employee counterparts. Employees of Color (28%) were almost twice as likely as White employees (15%) to have seriously considered leaving FIT. This theme did not extend to students: 13% of Students of Color versus 15% of White students seriously considered leaving FIT. Students of Color (80%) were slightly less comfortable than White students (85%) with the climate in their classroom. Students of Color (60%) were also less likely to believe the classroom climate was welcoming based on race when compared with White students (78%).

The experiences shared by LGBQ respondents' calls attention to the third opportunity for improvement at FIT: **LGBQ issues and concerns**. LGBQ respondents (21%, n = 49) were more likely than heterosexual respondents (13%, n = 203) to believe that they had experienced harassment. Of those who believed they had experienced this type of conduct, 39% (n = 19) of LGBQ respondents versus 3% (n = 6) of heterosexual respondents indicated that this conduct was based on sexual orientation. A higher percentage of LGBQ respondents (24%) believed they had observed offensive, hostile, exclusionary, or intimidating conduct during the last year than

did heterosexual respondents (17%). LGBQ respondents were also twice as likely (2%) than heterosexual respondents (1%) to have perceived they had experienced unwanted sexual contact at FIT.

Although comfort with classroom climate was high for all faculty members, LGBQ faculty members (86%) were less comfortable than heterosexual faculty members (95%). LGBQ employees (50%) were less likely to agree that the workplace climate is welcoming based on sexual orientation than their heterosexual counterparts (60%). Additionally, 33% of LGBQ employees (n = 23) and 17% of heterosexual respondents (n = 75) have seriously thought of leaving the institution, as did 16% of LGBQ students (n = 26) and 13% of heterosexual students (n = 139).

What do the results of this study suggest? At minimum, they add additional empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations in the campus community. FIT is a unique institution which makes benchmarking with other similar studies more challenging.

It was the intention of the CSWG that the results be used to identify specific strategies to address the challenges facing their community and to support positive initiatives on campus. The recommended next steps include the CSWG and other campus constituent groups using the results of the internal assessment to help to lay the groundwork for future initiatives in conjunction with FIT's strategic plan.

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Appendices

Appendix A – Comments Analysis for Question #103

Appendix B – Data Tables

Appendix C – Survey