



Rankin & Associates, Consulting

Assessment • Planning • Interventions

Finger Lakes Community College

Assessment of Climate for Learning, Living, and Working

Final Report

August 2019



Rankin & Associates, Consulting

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Executive Summary

History of the Project

Finger Lakes Community College (FLCC) seeks to create an environment characterized by openness, fairness, and equal access for all students, staff, and faculty. Creating and maintaining a welcoming community environment that respects individuals, their needs, abilities, and potential is critically important.

The college undertook the campus climate survey to evaluate the current campus climate as it is experienced and perceived by all members of the college community. The goals were multifold:

- Identify successful initiatives.
- Uncover any challenges facing members of the FLCC community.
- Develop strategic initiatives to build on successes, address challenges, and create lasting positive change.

To ensure full transparency and to provide a more complete perspective, in summer 2018, FLCC contracted with Rankin & Associates Consulting (R&A) to help lead this effort. Beginning in August 2018, an R&A team worked with a Climate Study Working Group (CSWG) of FLCC students, staff, and faculty to develop an assessment and promote it during the February to March 2019 survey administration period. Nine hundred members of the FLCC community completed the *FLCC Assessment of Climate for Learning, Living, and Working*, which represented a 24% response rate.

Methodology

Survey Instrument.¹ The CSWG reviewed several drafts of the initial survey that R&A proposed and vetted the questions to be contextually appropriate for FLCC. The final college-wide survey instrument contained 117 questions, including quantitative questions and open-ended questions for respondents to provide commentary. Respondents also had opportunities to “write-in” responses should the list of available response choices not include the specific response they wished to offer.

¹ The full assessment is available in Appendix D in the full report.

Incentives. As an incentive for completing the assessment, eligible members of the FLCC community were offered the opportunity to enter a random drawing. Student respondents were offered two one-semester parking passes for the “B” (visitor) parking area, two president’s dedicated parking spots for one month, and one semester of books valued up to \$500 from the FLCC Book Nook. Faculty and staff respondents were offered two one-semester parking passes for the B lot, and dinner for two at Julia in fall 2019 accompanied by one bottled of wine (red or white) from the Viticulture program.

Institutional Review. The study was vetted through an Institutional Review Board (IRB) process, which is meant to ensure confidentiality and protect the rights and welfare of individuals participating in a research study. The IRB through the Office of Assessment, Planning and Continuous Improvement reviewed the survey and processes and approved the assessment on January 18th, 2019.

Sample Construction. All eligible members of the FLCC community were invited to participate in the assessment.² Prospective respondents received an invitation from President Robert Nye that contained the URL link to the survey instrument. The CSWG’s marketing subcommittee worked with FLCC’s communications team to create inclusive, thoughtful, and tailored messaging for email distribution, social media platforms, and items including posters, postcards, and digital screens. Nine hundred surveys were returned for a 24% overall response rate. Of respondents, 68% ($n = 610$) of the sample were Students, 13% ($n = 114$) were Faculty members, and 20% ($n = 176$) were Staff. Table 1 provides a summary of selected demographic characteristics of assessment respondents.

² A detailed presentation of sample characteristics is offered later in the full report.

Table 1. FLCC Sample Demographics

Characteristic	Subgroup	<i>n</i>	% of Sample
Position status	Student	610	67.8
	Faculty	114	12.7
	Staff	176	19.6
Gender identity	Women	537	59.7
	Men	321	35.7
	Trans-spectrum	28	3.1
	Missing	14	1.6
Racial/ethnic identity	Black/African American	39	4.3
	Multiracial	51	5.7
	People of Color	52	5.8
	White/European American/European	716	79.6
	Missing	42	4.7
Sexual identity	LGQ+	106	11.8
	Bisexual	81	9.0
	Heterosexual	680	75.6
	Missing	33	3.7
Citizenship status	U.S. Citizen, Birth	838	93.1
	Non-U.S. Citizen/U.S. Citizen, Naturalized/Multiple	46	5.1
	Missing	16	1.8
Disability status	Single Disability	101	11.2
	No Disability	682	75.8
	Multiple Disabilities	97	10.8
	Missing	20	2.2
Religious affiliation	Christian Religious Affiliation	360	40.0
	Other Religious Affiliation	41	4.6
	No Religious Affiliation	429	47.7
	Multiple Religious Affiliations	34	3.8
	Missing	36	4.0

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

Quantitative and Qualitative Data Analyses. In the quantitative and qualitative analyses used throughout the report, methods accepted in their respective fields are applied. More detailed information is provided in the full report.

Limitations.³ Two limitations existed in this project that may have influenced the representativeness of the sample. Respondents “self-selected” to participate in the study. This type of bias can occur when an individual’s decision to participate is correlated with experiences and concerns being measured by the study, causing a type of non-representativeness known as selection bias. The second limitation may have occurred where response rates were less than 30% for some groups. For groups with response rates less than 30%, caution should be used when generalizing the results to the entire constituent group.

Key Findings – Areas of Strength

1. High Levels of Comfort With the Climate at FLCC

Climate was defined as the current attitudes, behaviors, and standards of faculty, staff, administrators, and students—as well as the campus environment and college policies—that influence the level of respect for individual needs, abilities, and potential.⁴ The level of comfort experienced by faculty, staff, and students is one indicator of campus climate.

- 78% ($n = 703$) of survey respondents were “very comfortable” or “comfortable” with the climate at FLCC.
- 69% ($n = 200$) of Faculty and Staff respondents were “very comfortable” or “comfortable” with the climate in their division.
- 71% ($n = 205$) of Faculty and Staff respondents were “very comfortable” or “comfortable” with the climate in their department.
- 87% ($n = 631$) of Student and Faculty respondents were “very comfortable” or “comfortable” with the climate in their classes.

³ A more detailed explanation on limitations is offered in the full report.

⁴ Rankin & Reason (2008)

2. Faculty Respondents – Positive Attitudes About Faculty Work

Tenured and Tenure-Track

- 83% ($n = 60$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the criteria for tenure were clear.
- 75% ($n = 54$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they had job security.
- 70% ($n = 50$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that teaching was valued by FLCC.

Non-Tenure-Track

- 85% ($n = 35$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that clear expectations of their responsibilities existed.
- 78% ($n = 32$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that teaching was valued by FLCC.

All Faculty

- Majority of Faculty respondents “strongly agreed” or “agreed” that they felt valued by faculty in their departments/programs (73%, $n = 83$), by their department/program chairs (81%, $n = 91$), by other faculty at FLCC (73%, $n = 83$), and by students in the classroom (90%, $n = 102$).

3. Staff Respondents – Positive Attitudes About Staff Work

- 75% ($n = 126$) of Staff respondents “strongly agreed” or “agreed” that their supervisors were supportive of their taking leave.
- 73% ($n = 128$) of Staff respondents “strongly agreed” or “agreed” that their supervisors provided adequate support for them to manage work-life balance.
- 72% ($n = 124$) of Staff respondents “strongly agreed” or “agreed” that FLCC provided them with resources to pursue training/professional development opportunities.
- 71% ($n = 124$) of Staff respondents “strongly agreed” or “agreed” that they were given a reasonable time frame to complete assigned responsibilities.

- Majority of Staff respondents “strongly agreed” or “agreed” that they felt valued by coworkers in their department (78%, $n = 137$) and supervisors/managers (75%, $n = 131$).

4. Student Respondents – Positive Attitudes About Academic Experiences

The way students perceive and experience their campus climate influences their performance and success in college.⁵ Research also supports the pedagogical value of a diverse student body and faculty for improving learning outcomes.⁶ Attitudes toward academic pursuits are one indicator of campus climate.

- 80% ($n = 481$) of Student respondents “strongly agreed” or “agreed” that they had faculty members/professors whom they perceived as role models.
- 77% ($n = 465$) of Student respondents “strongly agreed” or “agreed” that the campus climate at FLCC encouraged free and open discussion of difficult topics.
- Majority of Student respondents “strongly agreed” or “agreed” that they felt valued by FLCC faculty/professors (84%, $n = 505$), by FLCC staff (80%, $n = 481$), and by other students in the classroom (71%, $n = 430$).

Key Findings – Opportunities for Improvement

1. Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.⁷ Research also underscores the relationship between workplace discrimination and subsequent productivity.⁸ The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

- 17% ($n = 151$) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.⁹

⁵ Pascarella & Terenzini (2005)

⁶ Hale (2004); Harper & Hurtado (2007); Harper & Quaye (2004)

⁷ Aguirre & Messineo (1997); Flowers & Pascarella (1999); Pascarella & Terenzini (2005); Whitt, Edison, Pascarella, Terenzini, & Nora (2011)

⁸ Silverschanz, Cortina, Konik, & Magley (2008); Waldo (1998)

⁹ The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso et al., 2009).

Difference Based on Position Status

- Higher percentages of Staff respondents (17%, $n = 30$) and Faculty respondents (6%, $n = 7$) than Student respondents (1%, $n = 5$) thought that the conduct was based on their position (e.g., staff, faculty, student).

Respondents were offered the opportunity to elaborate on their experiences of exclusionary, intimidating, offensive, and/or hostile conduct at FLCC. Sixty-four respondents elaborated on experiences with this conduct. Two themes emerged across all of the responses: problems with the conflict report process (e.g., inconsistent procedures, lack of accountability) and different opinions (e.g., lack of support for divergent views). Student respondents described an additional theme: misconduct by professors (e.g., unfair and inequitable treatment of students).

2. Less Comfort With Campus, Workplace, and Classroom Climates

Prior research on campus climate has focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g., women, People of Color, people with disabilities, first-generation students, and veterans).¹⁰ Several groups at FLCC indicated that they were less comfortable than their majority counterparts with the climates of the campus, workplace, and classroom.

Examples of Findings for Overall Climate at FLCC

- A lower percentage of Staff respondents (15%, $n = 26$) than Faculty respondents (29%, $n = 33$) and Student respondents (40%, $n = 244$) felt “very comfortable” with the overall climate at FLCC.
- A higher percentage of Respondents of Color (5%, $n = 7$) than White respondents (1%, $n = 8$) were “very uncomfortable” with the overall climate at FLCC.
- A lower percentage of LGQ+ respondents (24%, $n = 25$) than Heterosexual respondents (37%, $n = 248$) felt “very comfortable” with the overall climate at FLCC.

¹⁰ Harper & Hurtado (2007); Hart & Fellabaum (2008); Rankin (2003); Rankin & Reason (2005); Worthington, et al. (2008)

- A higher percentage of Respondents with Multiple Disabilities (5%, $n = 5$) compared with Respondents with No Disability (1%, $n = 8$) were “very uncomfortable” with the overall climate at FLCC.
- A higher percentage of First-Generation respondents (38%, $n = 200$) than Not-First-Generation respondents (29%, $n = 102$) were “very comfortable” with the overall campus climate.

Examples of Findings for Division Climate

- A lower percentage of Women Faculty and Staff respondents (24%, $n = 42$) than Men Faculty and Staff respondents (42%, $n = 40$) felt “very comfortable” with the climate in their division.

Examples of Findings for Department Climate

- A lower percentage of Men Faculty and Staff respondents (21%, $n = 20$) than Women Faculty and Staff respondents (39%, $n = 68$) felt “comfortable” with the climate in their department.

Examples of Findings for Classroom Climate

- A higher percentage of First-Generation Faculty and Student respondents (45%, $n = 195$) than Not-First-Generation Faculty and Student respondents (35%, $n = 98$) felt “very comfortable” with the climate in their classes.

3. Faculty and Staff Respondents – Seriously Considered Leaving FLCC

- 41% ($n = 47$) of Faculty respondents and 58% ($n = 102$) of Staff respondents had seriously considered leaving FLCC in the past year.
 - Top reasons why Faculty respondents seriously considered leaving included: low salary/pay rate (53%, $n = 25$) and organizational inefficiencies (38%, $n = 18$).
 - Top reasons why Staff respondents seriously considered leaving included: a lack of institutional support (48%, $n = 49$) and organizational inefficiencies (47%, $n = 48$).

Eighty-two Faculty and Staff respondents elaborated on why they had seriously considered leaving FLCC. Three themes emerged from the responses: feel undervalued

(e.g., not feeling appreciated or respected despite length of service), low salary (e.g., underpaid, gender differences in pay), and negative workplace environment (e.g., bullying, unprofessionalism, and inappropriate behaviors from coworkers).

4. Staff Respondents – Challenges With Work-Life Issues

- 55% ($n = 95$) of Staff respondents “strongly agreed” or “agreed” that a hierarchy existed within staff positions that allowed some voices to be valued more than others.
- 54% ($n = 92$) of Staff respondents “strongly agreed” or “agreed” that their workload has increased without additional compensation.
- 31% ($n = 53$) of Staff respondents “strongly agreed” or “agreed” that they were pressured by departmental/program work requirements that occurred outside of their job title/description.
- 23% ($n = 38$) of Staff respondents “strongly agreed” or “agreed” that FLCC policies (e.g., FMLA) were fairly applied across FLCC.
- 28% ($n = 48$) of Staff respondents “strongly agreed” or “agreed” that staff salaries were competitive.
- 30% ($n = 51$) of Staff respondents “strongly agreed” or “agreed” that staff opinions were valued by FLCC faculty and administration.

Staff respondents elaborated on their perceptions of the workplace climate at FLCC.

Three themes emerged from the responses: low salaries (e.g., new hires taking pay cuts, campus safety officers underpaid), lack of job security (e.g., employment not guaranteed), and a need for flexible work schedules (e.g., some wish for flexible work schedules as an option, and if available, the ability to take it depends on supervisor).

5. Faculty Respondents – Challenges With Faculty Work

- 40% ($n = 29$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they performed more work to help students (e.g., formal and informal advising, helping with student groups and activities) than did their colleagues.
- 38% ($n = 27$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were burdened by service responsibilities (e.g.,

committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations.

- 15% ($n = 17$) of Faculty respondents “strongly agreed” or “agreed” that salaries for tenure-track faculty positions were competitive.
- 20% ($n = 22$) of Faculty respondents “strongly agreed” or “agreed” that salaries for adjunct professors were competitive.
- 22% ($n = 9$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they had job security.

6. Student Respondents’ *Perceived Academic Success*

A confirmatory factor analysis was conducted on the *Perceived Academic Success* scale derived from Question 14 on the survey. Using this scale, analyses revealed:

- Significant differences existed in the overall test for means for Student respondents by gender identity and racial identity on *Perceived Academic Success*.

Examples of Findings

- Women Student respondents had greater *Perceived Academic Success* than Men Student respondents.
- White Student respondents had greater *Perceived Academic Success* than People of Color/Black/Multiracial Student respondents.

7. Meaningful Percentage of Respondents Experienced Unwanted Sexual Conduct

In 2014, *Not Alone: The First Report of the White House Task Force to Protect Students from Sexual Assault* indicated that sexual assault is a substantial issue for colleges and universities nationwide, affecting the physical health, mental health, and academic success of students. The report highlights that one in five women is sexually assaulted while in college. One section of the FLCC survey requested information regarding sexual assault.

- 4% ($n = 39$) of respondents indicated that they had experienced unwanted sexual contact/conduct while at FLCC.
 - 1% ($n = 5$) of respondents experienced relationship violence (e.g., ridiculed, controlling, hitting).

- 2% ($n = 16$) of respondents experienced stalking (e.g., following me, on social media, texting, phone calls).
- 2% ($n = 15$) of respondents experienced sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment).
- Fewer than five respondents experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent).
 - Most respondents did not report the unwanted sexual contact/conduct.

Respondents were offered the opportunity to elaborate on why they did not report unwanted sexual contact/conduct. The primary rationale cited for not reporting these incidents was that the incidents did not feel serious/damaging enough to report.

Conclusion.

FLCC climate findings¹¹ were consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.¹² For example, 70% to 80% of respondents in similar reports found the campus climate to be “very comfortable” or “comfortable.” FLCC was as the top of this range with 80% of FLCC respondents indicating that they were “very comfortable” or “comfortable” with the overall climate at FLCC. Twenty percent to 25% of respondents in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At FLCC, a slightly lower percentage of respondents (17%, $n = 151$) indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. The results also paralleled the findings of other climate studies of specific constituent groups offered in the literature.¹³

FLCC’s climate assessment report provides baseline data on diversity and inclusion, and addresses FLCC’s mission and goals. While the findings may guide decision-making regarding policies and practices at FLCC, it is important to note that the cultural fabric of any institution and the unique aspects of each campus’s environment must be taken into consideration when

¹¹ Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.

¹² Rankin & Associates Consulting (2016)

¹³ Guiffrida, Gouveia, Wall, & Seward (2002); Harper & Hurtado (2007); Harper & Quaye (2004); Hurtado & Ponjuan (2005); Rankin & Reason (2005); Sears (2002); Settles, Cortina, Malley, & Stewart (2006); Silverschanz et al. (2008); Yosso et al. (2009)

deliberating additional action items based on these findings. The climate assessment findings provide the FLCC community with an opportunity to build upon its strengths and to develop a deeper awareness of the challenges ahead. FLCC, with support from senior administrators and collaborative leadership, is in a prime position to actualize its commitments to promote an inclusive campus and to institute organizational structures that respond to the needs of its dynamic campus community.

Introduction

History of the Project

FLCC affirms that diversity and inclusion are crucial to the intellectual vitality of the campus community and that it engenders academic engagement where teaching, learning, living, and working take place in pluralistic communities of mutual respect. Free exchange of different ideas and viewpoints in supportive environments encourages students, faculty, and staff to develop the critical thinking and citizenship skills that will benefit them throughout their lives.

FLCC is also committed to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in FLCC's mission statement, "Finger Lakes Community College serves as a dynamic learning resource, empowering our students to succeed and fueling the cultural and economic vitality of the region."¹⁴ To better understand the campus climate, the senior administration at FLCC recognized the need for a comprehensive tool that would provide campus climate metrics for the experiences and perceptions of its students, faculty, and staff. During the spring semester of 2019, FLCC conducted a comprehensive survey of students, faculty, and staff to develop a better understanding of the learning, living, and working environment on campus.

In summer 2018, FLCC contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled "FLCC Assessment of Climate for Learning, Living, and Working." Members of FLCC formed the Climate Study Working Group (CSWG), which was composed of faculty, staff, and students, and the group was tasked with developing a campus-wide survey instrument and promoting the survey's administration between February 4th and March 1st, 2019. In early fall 2019, R&A will present at community forums the information gathered from the campus-wide survey and will encourage the FLCC community to develop two to three action items based on these findings.

Project Design and Campus Involvement

The conceptual model used as the foundation for FLCC's assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003). A power and privilege

¹⁴ <https://www.flcc.edu/mission/>

perspective informs the model, one grounded in critical theory, which establishes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (Johnson A., 2005) and influence systems of differentiation that reproduce unequal outcomes. FLCC's assessment was the result of a comprehensive process to identify the strengths and challenges of the campus climate, with a specific focus on the distribution of power and privilege among differing social groups. This report provides an overview of the results of the campus-wide survey.

The CSWG collaborated with R&A to develop the survey instrument. Together, they implemented participatory and community-based processes to review tested survey questions from the R&A question bank and developed a survey instrument for FLCC that would reveal the various dimensions of power and privilege that shaped the campus experience. The final FLCC survey queried various campus constituent groups about their experiences and perceptions regarding the academic environment for students, the workplace environment for faculty and staff, employee benefits, sexual harassment and sexual violence, racial and ethnic identity, gender identity and gender expression, sexual identity, accessibility and disability services, and other topics.

Foundation of Campus Climate Research and Assessment

Almost three decades ago, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) established that to build a vital community of learning, an institution must create a community that is purposeful, open, just, disciplined, caring, and celebrative (Boyer, 1990). Achieving these characteristics is part of “a larger, more integrative vision of community in higher education, one that focuses not on the length of time students spend on campus, but on the quality of the encounter, and relates not only to social activities, but to the classroom, too” (Boyer, 1990).

The Association of American Colleges and Universities (AAC&U) also challenged higher education institutions “to affirm and enact a commitment to equality, fairness, and inclusion” (1995). The AAC&U proposed that colleges and universities commit to “the task of creating inclusive educational environments in which all participants are equally welcomed, equally

valued, and equally heard” (p. xxi). The report asserted that, to provide a foundation for a vital community of learning, a primary duty of the academy is to create a campus climate grounded in the principles of diversity, equity, and an ethic of justice for all individuals. The visions of these national education organizations serve as the foundation for current campus climate research and assessment.

Definition of Campus Climate

Hurtado, Milem, Clayton-Pedersen, & Allen (1999), extending the work of Hurtado (1992), describe campus climate as the combination of an institution’s historical legacy of inclusion/exclusion, psychological climate, structural diversity, and behavioral dimensions. Historical legacy includes an institution’s history of resistance to desegregation as well as its current mission and policies. Psychological climate refers to campus perceptions of racial/ethnic tensions, perceptions of discrimination, and attitudes toward and reduction of prejudice within the institution. Structural diversity encompasses demographic diversity and facilities/resources, while behavioral dimensions of campus climate comprise social interaction, campus involvement, and classroom diversity across race/ethnicity. Building on this model, Rankin and Reason (2008) defined campus climate as

The current attitudes, behaviors, and standards, and practices of employees and students in an institution. Because in our work we are particularly concerned about the climate for individuals from traditionally underreported, marginalized, and underserved groups we focus particularly on those attitudes, behaviors, and standards/practices that concern the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Note that this definition includes the needs, abilities, and potential of all groups, not just those who have been traditionally excluded or underserved by our institutions (p. 264).

Using this foundational definition, Rankin & Associates Consulting develops assessment tools and analyzes subsequent data to identify, understand, and evaluate campus climate.

Influence of Climate on Students, Faculty, and Staff

Campus climate influences individuals’ sense of belonging within social and academic institutional environments. Put simply, the degree to which individuals experience a sense of

belonging in their roles as students, faculty members, or staff members frequently correlates with their intention to remain or persist in their roles at an institution (Hausmann, Schofield, & Woods, 2007; Lefever, 2012; Oseguera & Rhee, 2009; Ostrove & Long, 2007). Strayhorn (2012) explains that the need to belong takes on “increased significance in environments or situations that individuals experience as different, unfamiliar, or foreign, as well as in context where certain individuals are likely to feel marginalized, unsupported, or unwelcomed.” For many underrepresented and underserved students, faculty, and staff, college and university campuses represent these types of environments.

Individuals from various identity groups often perceive campus climate differently from their peers, and those perceptions may adversely affect a variety of social, academic, and work-related outcomes (Chang, 2003; Navarro, Worthington, Hart, & Khairallah, 2009; Nelson-Laird & Niskodé-Dossett, 2010; Rankin & Reason, 2005; Tynes, Rose, & Markoe, 2013; Worthington, Navarro, Loewy, & Hart, 2008). These outcomes include, but are not limited to, academic success, physical and emotional well-being, personal and social development, and professional success. Campus climate assessments endeavor to measure the intersectional experiences (how multiple aspects of one’s identity combine and influence another identity) of students, faculty, and staff (Griffin, Bennett, & Harris, 2011; Maramba & Museus, 2011; Nelson-Laird & Niskodé-Dossett, 2010; Patton, 2011; C. T. Pittman, 2010; Turner, 2002). The following paragraphs present research findings by selected campus constituents with the awareness that intersectionality is the core of all lived experience.

Campus Climate and Students. Most literature regarding campus climate and students examines campus climate in the context of students’ racial identity, sexual identity, and gender identity. Research regarding the campus climate experiences of populations such as low-income students, first-generation students, students who are veterans, international students, undocumented students, and student-athletes has emerged within the past decade.¹⁵ A summary

¹⁵ Campus climate research that has emerged over the past decade offers insight into the experiences of minority student populations, including: student veterans (Vaccaro, 2015), undocumented students (Barnhardt, Phillips, Young, & Sheets, 2017; Negron-Gonzales, 2015), immigrant students (Griffin, Cunningham, & George Mwangi, 2016; Stebleton, Soria, Huesman, & Torres, 2014), first-generation students and/or low-income students (Engle & Tinto, 2008; Harackiewicz et al., 2014; Jury et al., 2017; Kezar, 2011; Park, Denson, & Bowman, 2013), and student-athletes (Hoffman, Rankin, & Loya, 2016; Oseguera, Merson, Harrison, & Rankin, 2017; Rankin et al.,

of the most robust areas of campus climate research specific to student experiences is offered here.

Research demonstrates that campus climate influences students' social and academic development, academic success, and well-being. Hostile or exclusionary campus environments negatively affect students in several ways. For example, scholars have found that when students of color perceive their campus environments as hostile, outcomes such as persistence and academic performance are negatively influenced (Booker, 2016; Guiffrida, Gouveia, Wall, & Seward, 2002; Hurtado & Ponjuan, 2005; D. R. Johnson et al., 2007; Strayhorn, 2013; Yosso, Smith, Ceja, & Solórzano, 2009). Booker (2016) specifically described the challenges that undergraduate women of color face in the classroom, including microaggressions from faculty and from peers, and an expectation that students represent their race when speaking on specific course topics. The outcome of these experiences is that women students of color feel a reduced sense of belonging in the classroom and a perception that faculty members are non-approachable. Additional research by Solórzano, Ceja, and Yosso (2000) and Sue (2010) evaluates the ways that race-based microaggressions contribute to hostile and exclusionary campus climates for students of color, often resulting in reduced academic success and decreased retention and persistence.

Sense of belonging has been found to be a key indicator of students' campus climate experiences as well as students' likelihood of academic success, social integration, and retention. In a study of racially diverse women in science, technology, engineering, and math (STEM), Johnson (2005) found that perceptions of campus racial climate and students' experiences within different college environments, including residence halls, classrooms, and dining facilities, were significant predictors of students' sense of belonging. Similarly, Ostrove and Long (2007), in their investigation of the role of social class in understanding students' first-year experience, found that students' individual sense of belonging actively mediated the relationship between low-income students' class background and their adjustment to postsecondary education.

2016). Additional literature regarding the campus climate experience of minority student populations is available at www.rankin-consulting.com.

Students' processes of social integration and sense of belonging also have been investigated in the context of students with disabilities. In their investigation of students with disabilities attending four-year institutions, Fleming, Oertle, Hakun, and Hakun (2017) found that the way students with disabilities perceive campus climate affects these students' sense of belonging and satisfaction at their institution. Vaccaro, Daly-Cano, and Newman (2015) also emphasize the importance of sense of belonging among students with disabilities, specifically first-year students with disabilities, as they transition to a postsecondary educational environment. Relatedly, DaDeppo (2009) found that both academic and social integration variables were unique predictors of freshmen and sophomore students with disabilities' intent to persist.

Campus climate research specific to the experiences of queer-spectrum and trans-spectrum students, faculty, and staff has found that these individuals experience hostility and discrimination within various institutional environments (Rankin, Weber, Blumenfeld, & Frazer, 2010). Garvey, Taylor, and Rankin (2015) found that classroom climate is a key indicator of how lesbian, gay, bisexual, transgender, and queer-spectrum (LGBTQ) community college students perceive campus climate. Vaccaro and Newman (2017) examined how lesbian, gay, bisexual, pansexual, and queer-spectrum (LGBPQ) students develop their sense of belonging within their first year at an institution. The authors found that students' sense of belonging is influenced by individuals' degree of "outness," university messaging specific to LGBPQ individuals, and meaningful social interactions with peers. Trans-identified students report more negative perceptions of classroom climate, campus climate, and curriculum inclusivity in comparison to their heterosexual and queer-spectrum peers (Dugan, Kusel, & Simounet, 2012; Garvey & Rankin, 2016; Nicolazzo, 2016).

Faculty and Campus Climate. Campus climate also shapes the experiences of faculty, specifically as it relates to their professional success and perceptions of professional development opportunities and support. Most of the research regarding faculty and campus climate is specific to faculty members' racial identity, sexual identity, and gender identity. A summary of the literature is offered here.¹⁶

¹⁶ To review additional literature regarding faculty experiences and campus climate, please visit www.rankin-consulting.com.

Campus climate research regarding the experiences of faculty of color has found that faculty of color commonly experience high levels of work-related stress (Eagan & Garvey, 2015), moderate-to-low job satisfaction, feelings of isolation, and negative bias in the promotion and tenure process (Dade, Tartakov, Hargrave, & Leigh, 2015; Jayakumar, Howard, Allen, & Han, 2009; Patton & Catching, 2009; Urrieta, Mendez, & Rodriguez, 2015; Whittaker, Montgomery, & Martinez Acosta, 2015). Faculty of color at two-year institutions report similar climate experiences, specifically negative perceptions of self, decreased work productivity, and decreased contributions to the institution as a result of hostile campus climate (Levin, Haberler, Walker, & Jackson-Boothby, 2014; Levin, Jackson-Boothby, Haberler, & Walker, 2015; Walpole, Chambers, & Goss, 2014). Dade et al. (2015) argue that structural inequalities, lack of cultural awareness throughout academic institutions, and institutional racism are substantial barriers to the emotional well-being and professional success of faculty members of color.

Research specific to the experiences of women faculty has found that women faculty members commonly experience gender discrimination, professional isolation, and lack of work-life balance within campus environments (Silverschanz, Cortina, Konik, & Magley, 2008). These experiences prompt higher rates of institutional departure by women faculty in comparison to their men colleagues (Gardner, 2013). Maranto and Griffin (2011) identified women faculty's perceived lack of inclusion and network support as primary contributors to women faculty's perception of a "chilly" departmental experience. According to Maranto and Griffin (2011), "Our relationships with our colleagues create the environment within which our professional lives occur, and impact our identity and our worth" (p. 152). Intersectional research regarding the experiences of women faculty of color found that women faculty of color also fail to receive professional mentorship and leadership development opportunities in a manner consistent with their White colleagues (Blackwell, Snyder, & Mavriplis, 2009; Grant & Ghee, 2015).

Campus climate research regarding the experiences of queer-spectrum and trans-spectrum faculty and staff has found that queer-spectrum and trans-spectrum individuals experience hostile and exclusionary institutional climates (Bilimoria & Stewart, 2009; Rankin, 2003; Sears, 2002). According to Bilimoria and Stewart (2009), failure to hide one's queer or trans identity may result in alienation from professional spaces and unwanted scrutiny from fellow faculty members. As a result of unwanted scrutiny from fellow faculty members, queer-spectrum faculty

and staff report feeling compelled to maintain secrecy regarding their marginalized identities.

Rankin et al. (2010) identified campus climate, specifically feelings of hostility and isolation, as significant factors in queer-spectrum and trans-spectrum faculty members' desire to leave an institution.

Staff and Campus Climate. A shortage of research exists regarding how staff members experience campus climate and how campus climate influences staff members' professional success and overall well-being. From the limited research available, the findings suggest that higher education professional and classified staff members perceive a lack of professional support and advancement opportunities, often based on individuals' personal characteristics such as age, race, gender, and education level (Costello, 2012; S. J. Jones & Taylor, 2012). Garcia (2016), Jones and Taylor (S. J. Jones & Taylor, 2012), and Mayhew, Grunwald, and Dey (2006) highlight how staff members' perceptions of campus climate are constructed through daily interactions with colleagues and supervisors, institutional norms and practices, and staff members' immediate work environments.

For example, in an investigation of the campus climate experiences of student affairs professionals working within a Hispanic serving institution (HSI), Garcia (2016) found that compositional diversity of a department and the microclimate of individuals' offices/departments directly affect staff members' perceptions of campus climate. Garcia's findings were similar to scholarship conducted by Mayhew et al. (2006), who found that how staff members experience their immediate office/department affects how staff members perceive the broader campus climate. According to Mayhew et al. (2006), "staff members who perceived their local unit to be non-sexist, non-racist, and non-homophobic were consistently more likely to perceive that their community had achieved a positive climate for diversity" at an institutional level (p. 83).

Campus Climate: Institution Type

In recent years, campus climate research has broadened to include investigations of different institutional types, including public and private institutions, predominantly White institutions (PWI), historically Black colleges and universities (HBCU), Hispanic serving institutions (HSI), and religiously-affiliated institutions. For example, recent research has begun to examine the experiences of Hispanic students (Cuellar & Johnson-Ahorlu, 2016), LGBTQ students (Garvey

et al., 2015), faculty of color (Levin et al., 2014, 2015), African American women (Walpole et al., 2014), and students in two-year, community college environments.

Influence of Diversity and Inclusivity Efforts on the Campus Community

Diversity and inclusivity efforts on campus enhance student learning outcomes and foster interpersonal and psychosocial gains among students and faculty (Chang, Denson, Sáenz, & Misa, 2006; Hale, 2004; S. R. Harper & Hurtado, 2007; Hurtado & Ponjuan, 2005; Pike & Kuh, 2006; Sáenz, Nagi, & Hurtado, 2007). Hurtado et al. (1999) reported, “Students’ openness to diverse perspectives and willingness to be challenged are significantly associated with a variety of inter-group contacts that include living in residence halls, participation in a racial/cultural awareness workshop, and association with peers who are diverse in terms of race, interests, and values” (p. 53). These findings are not exclusive to four-year institutions. For example, Jones (2013) found that the racial composition of two-year institutions, similar to four-year institutions, affects the likelihood of whether students will engage in conversations with peers from different racial backgrounds, how students understand others from different racial backgrounds, and how willing students are to engage in conversations with peers who hold beliefs different from their own.

Climates that include meaningful interactions, learning opportunities, and support resources for all students create positive outcomes. Gurin, Dey, Hurtado, & Gurin (2002) note that demographics, or “structural diversity,” is a key element to building an inclusive racial climate. But merely increasing the number of individuals from underserved and underrepresented groups is insufficient in fostering an inclusive and equitable climate; interactions among diverse individuals must also take place. According to Gurin et al. (2002), informal interactions offer a constructive opportunity for individuals to learn about and from one another. Gurin et al. (2002) state, “informal interactional diversity was influential for all groups and more influential than classroom diversity” (p. 353). Interactions with diverse individuals, beliefs, and perspectives as well as effective supportive resources are essential to developing equitable and inclusive campus environments. For interactional diversity to occur, however, structural diversity must first be present.

Role of Campus Administrators

Improving campus climate to build diverse, inclusive, and equitable educational experiences and opportunities for all is not a simple task. As Hurtado et al. (1999) suggested, “Campuses are complex social systems defined by the relationships maintained between people, bureaucratic procedures, structural arrangements, institutional goals and values, traditions, and the larger sociohistorical environments where they are located. Therefore, any effort to redesign campuses with the goal of improving the climate for racial and cultural diversity must adopt a comprehensive approach” (p. 69). Whatever the approach may be, institutional campus climate initiatives must include good intentions, thoughtful planning, and deliberate follow-through to be successful (Ingle, 2005).

Building a deep capacity for diversity requires the commitment of senior leadership and all members of the academic community (Smith, 2009). Ingle (2005) asserts that to be successful, diversity initiatives require support from the campus community and, specifically, campus leadership. Further, Harper and Yeung (2013) state that student perceptions of institutional commitment to diversity positively correlated with student openness to diverse experiences. Milem, Chang, and Antonio (2005) also suggested that “Diversity [work] must be carried out in intentional ways in order to accrue the educational benefits for students and the institution... to be successful they must engage the entire campus community” (p. v). Ultimately, how institutions choose to respond to calls for increased structural and interactional diversity is critical to how students, faculty, and staff experience campus climate.

Methodology

Conceptual Framework

R&A defines diversity as the “variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics.”¹⁷ The conceptual model used as the foundation for this assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003).

Research Design

Survey Instrument. The survey instrument was constructed based on the work of Rankin (2003), and with the assistance of the CSWG. The CSWG reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually appropriate for the FLCC population. The final FLCC campus-wide survey contained 117 questions,¹⁸ including 21 open-ended questions for respondents to provide commentary. The survey was designed so respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of FLCC’s institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in an online format. Survey responses were input into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis. Any comments provided by participants also were separated from identifying information at submission so comments were not attributed to any individual demographic characteristics.

Sampling Procedure. FLCC's Institutional Review Board (IRB) reviewed the project proposal, including the survey instrument. The IRB considered the activity to be designed to assess

¹⁷ Rankin & Associates Consulting (2016) adapted from AAC&U (1995).

¹⁸ To ensure reliability, evaluators must properly structure instruments (questions and response choices must be worded in such a way that they elicit consistent responses) and administer them in a consistent manner. The instrument was revised numerous times, defined critical terms, underwent expert evaluation of items, and was checked for internal consistency.

campus climate within the College and to inform FLCC's strategic quality improvement initiatives. The IRB approved the project on January 18th, 2019.

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

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

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS. Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to FLCC in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., gender identity, racial identity, position) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information is presented using valid percentages.¹⁹ The data tables in Appendix B provide actual percentages²⁰ with missing or “no response” information. The purpose for this difference in reporting is to note the missing or “no response” data in the appendices for

¹⁹ Valid percentages were derived using the total number of responses to an item (i.e., missing data were excluded).

²⁰ Actual percentages were derived using the total number of survey respondents.

institutional information while removing such data within the report for subsequent cross tabulations and significance testing using the chi-square test for independence.

Chi-square tests provide only omnibus results; as such, they identify that significant differences exist in the data table but do not specify if differences exist between specific groups. Therefore, these analyses included post hoc investigations of statistically significant findings by conducting z-tests between column proportions for each row in the chi-square contingency table, with a Bonferroni adjustment for larger contingency tables. This approach is useful because it compares individual cells to each other to determine if they are statistically different (Sharpe, 2015). Thus, the data may be interpreted more precisely by showing the source of the greatest discrepancies. The statistically significant distinctions between groups are noted whenever possible throughout the report.

Factor Analysis Methodology. A confirmatory factor analysis was conducted on one scale embedded in Question 14 of the survey. The scale, termed “Perceived Academic Success” for the purposes of this project, was developed using Pascarella and Terenzini’s (1980) *Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining student persistence. The first six sub-questions of Question 14 of the survey reflect the questions on this scale (Table 2).

The questions on the scale were answered on a Likert metric from strongly agree to strongly disagree (scored 1 for strongly agree and 5 for strongly disagree). For the purposes of analysis, respondents who did not answer all scale sub-questions were not included in the analysis. One and one-half percent (1.5%) of all potential respondents were removed from the analysis as a result of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale using principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.²¹ The internal consistency reliability

²¹Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

(Cronbach’s alpha) of the scale was 0.881, which is high, meaning that the scale produced consistent results (Table 2).

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

Scale	Academic experience
<i>Perceived Academic Success</i>	I am performing up to my full academic potential.
	I am satisfied with my academic experience at FLCC.
	I am satisfied with the extent of my intellectual development since enrolling at FLCC.
	I have performed academically as well as I anticipated I would.
	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	My interest in ideas and intellectual matters has increased since coming to FLCC.

Factor Scores. The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent who answered all the questions included in the given factor was given a score on a five-point scale. Higher scores on *Perceived Academic Success* factor suggest a student or constituent group perceives themselves as more academically successful.

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

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

- Gender identity (Women, Men)
- Racial identity (People of Color/Black/Multiracial, White)
- Sexual identity (LGQ+, Heterosexual, Bisexual)
- First-generation status (First-Generation, Not-First-Generation)
- Income status (Low-Income, Not-Low-Income)

When only two categories existed for the specified demographic variable (e.g., gender identity), a *t*-test for difference of means was used. If the difference in means was significant, effect size

was calculated using Cohen's *d*. Any moderate-to-large effects are noted. When the specific variable of interest had more than two categories (e.g., racial identity), ANOVAs were run to determine whether any differences existed. If the ANOVA was significant, post hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using η^2 and any moderate-to-large effects are noted.

Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences at FLCC, elaborate upon their survey responses, and append additional thoughts. The survey solicited comments 1) to give “voice” to the quantitative findings and 2) to highlight areas of concern that might have been overlooked by the analyses of multiple-choice items because of the small number of survey respondents from historically underrepresented populations at FLCC. For this reason, some qualitative comments may not seem aligned with the quantitative findings; however, they are important data. The R&A team reviewed²² these comments using standard methods of thematic analysis. R&A reviewers read all comments and generated a list of common themes based on their analysis. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

²² Any comments provided in languages other than English were translated and incorporated into the qualitative analysis.

Results

This section of the report provides a description of the sample demographics, measures of internal reliability, and a discussion of validity. Several analyses were conducted to determine whether significant differences existed in the responses between participants from various demographic categories. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents' confidentiality. Where significant differences occurred, endnotes (denoted by lowercase Roman numeral superscripts) at the end of each section of this report provide the results of the significance testing. The narrative also may provide results from descriptive analyses that were not statistically significant yet were determined to be meaningful to the climate at FLCC.

Description of the Sample²³

Nine hundred surveys were returned for a 24% overall response rate. Response rates by position status were 16% for Students, 64% for Faculty Tenure-Track, 25% for Non-Tenure-Track Academic Appointment, and 55% for Staff. The sample and population figures, chi-square analyses,²⁴ and response rates are presented in Table 3. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by FLCC.

- Students were underrepresented in the sample. Faculty and Staff were overrepresented in the sample.
- Men were underrepresented in the sample. Women were overrepresented in the sample. The population did not include Trans-spectrum individuals and those whose gender identity is Missing/Unknown, but those individuals were present in the sample.
- No Middle Eastern individuals were present in the population or the sample. One South Asian individual was in the sample, but none were present in the population. Black/African American, Hispanic/Latinx, and

²³ All frequency tables are provided in Appendix B.

²⁴ Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by FLCC.

Missing/Other/Unknown individuals were underrepresented in the sample. Native Hawaiian/Pacific Islanders were present in equal amounts in the population and sample. Asian/Asian Americans, White/European Americans, and Multiracial individuals were overrepresented in the sample.

Table 3. Demographics of Population and Sample

Characteristic	Subgroup	Population		Sample		Response rate
		N	%	n	%	
Position status ^a	Student	3,716	86.0	610	67.8	16.4
	Faculty Tenure-Track	113	2.6	72	8.0	63.7
	Non-Tenure-Track Academic Appointment	167	3.9	42	4.7	25.1
	Staff	323	7.5	176	19.6	54.5
Gender identity ^b	Women	2,414	55.9	537	59.7	22.2
	Men	1,905	44.1	321	35.7	16.9
	Trans-spectrum/Not Listed	ND*	ND*	28	3.1	ND*
	Missing/Not Declared	0	0.0	14	1.6	> 100.0
Racial/ethnic identity ^c	Asian/Asian American	42	1.0	10	1.1	23.8
	Black/African American	279	6.5	39	4.3	14.0
	Hispanic/Latinx	183	4.2	25	2.8	13.7
	White/European American	3,341	77.4	716	79.6	21.4
	Middle Eastern	ND*	ND*	0	0.0	ND*
	South Asian	ND*	ND*	< 5	---	ND*
	American Indian/Native/Alaska Native	21	0.5	0	0.0	0.0
	Native Hawaiian/Pacific Islander	8	0.2	< 5	---	25.0
	Multiracial	133	3.1	51	5.7	38.3
Missing/Other/Unknown	312	7.2	56	6.2	17.9	

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

*ND: No Data available

^aX² (3, *N* = 900) = 311.448, *p* < .001

^bX² (1, *N* = 858) = 15.565, *p* < .001

^cX² (7, *N* = 899) = 36.366, *p* < .001

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey items and consultation with subject matter experts. The survey items were constructed based on the work of Hurtado et al. (1999) and Smith et al. (1997) and were further informed by

instruments used in other institutional and organizational studies by the consultant. Several researchers working in the area of campus climate and diversity, experts in higher education survey research methodology, and members of FLCC’s CSWG reviewed the bank of items available for the survey.

Content validity was ensured, given that the 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 judged by examining the correlations of measures being evaluated with variables known to be related to the construct. For this investigation, correlations ideally ought to exist between item responses and known instances of exclusionary, intimidating, offensive, and/or hostile conduct, for example. However, no reliable data to that effect were available. As such, attention was given to the way questions were asked and response choices given. Items were constructed to be nonbiased, non-leading, and nonjudgmental, and to preclude individuals from providing “socially acceptable” responses.

Reliability - Internal Consistency of Responses.²⁵ Correlations between the responses to questions about overall campus climate for various groups (survey Question 100) and to questions that rated overall campus climate on various scales (survey Question 101) were moderate-to-strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients²⁶ are provided in Table 4.

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

A moderate-to-strong relationship (between .61 and .66) existed for all five pairs of variables: between Positive for People of Color and Not Racist; between Positive for People who Identify

²⁵ Internal reliability is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results (Trochim, 2000). The correlation coefficient indicates the degree of linear relationship between two variables (Bartz, 1988).

²⁶ Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

as Lesbian, Gay, Bisexual, Queer, or Transgender and Not Homophobic; between Positive for Women and Not Sexist; between Positive for People of Low Socioeconomic Status and Not Classist (socioeconomic status); and between Positive for Persons With Disabilities and Not Ableist (disability-friendly).

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

	Climate characteristics				
	Not Racist	Not Homophobic	Not Sexist	Not Classist	Not Ableist
Positive for People of Color	0.650*				
Positive for Lesbian, Gay, Bisexual, or Queer-spectrum People		0.616*			
Positive for Women			0.659*		
Positive for People of Socioeconomic Status				0.647*	
Positive for Persons With Disabilities					0.635*

* $p < 0.01$

Note: A correlation of .5 or higher is considered strong in behavioral research (Cohen, 1988).

Sample Characteristics²⁷

For the purposes of several analyses, the CSWG decided to collapse certain demographic categories to make comparisons between groups and to ensure respondents' confidentiality. Analyses do not reveal in the narrative, figures, or tables where the number of respondents in a category totaled fewer than five ($n < 5$).

Respondents' primary status data were collapsed into Student respondents, Faculty respondents, and Staff respondents.²⁸ Of respondents, 68% ($n = 610$) were Students, 13% ($n = 114$) were Faculty, and 20% ($n = 176$) were Staff respondents (Figure 1). Eighty percent ($n = 721$) of respondents were full-time in their primary positions. Subsequent analyses indicated that 81% ($n = 492$) of Student respondents, 64% ($n = 73$) of Faculty respondents, and 89% ($n = 156$) of Staff respondents were full-time in their primary positions.

²⁷ All percentages presented in the "Sample Characteristics" section of the report are actual percentages.

²⁸ CSWG determined the collapsed position status variables.

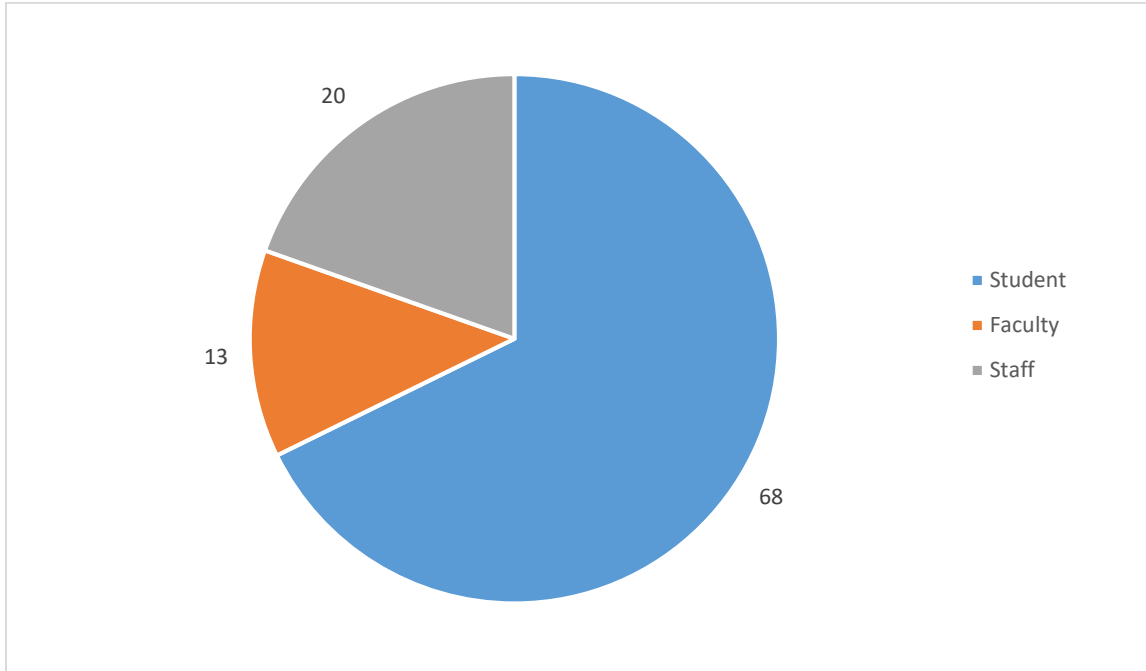


Figure 1. Respondents' Collapsed Position Status (%)

Eighty-four percent of respondents spent the majority of their time at the Canandaigua Main Campus (Table 5).

Table 5. FLCC Location Where Respondents Spend the Majority of Their Time

Location	<i>n</i>	%
Canandaigua Main Campus	755	83.9
FLCC Online	64	7.1
Geneva Campus Center	35	3.9
Newark Campus Center	31	3.4
Victor Campus Center	7	0.8
Viticulture	5	0.6
Missing	< 5	---

Regarding respondents' primary division affiliations, Table 6 indicates that Staff respondents represented various divisions across campus. Of Staff respondents, 41% ($n = 72$) were affiliated with Academic and Student Affairs, 14% ($n = 24$) were affiliated with Administration and Finance, and 10% ($n = 17$) were affiliated with Enrollment Management.

Table 6. Staff Respondents' Division Affiliations

Division	<i>n</i>	%
Academic and Student Affairs	72	40.9
Administration and Finance	24	13.6
Enrollment Management	17	9.7
Information Technology	9	5.1
Assessment, Planning and Continuous Improvement	8	4.5
Advancement	< 5	---
Human Resources	< 5	---
Missing	38	21.6

Note: Table reports only responses from Staff respondents (*n* = 176).

Of Faculty respondents, 16% (*n* = 18) were affiliated with Humanities, and 14% (*n* = 16) with Science and Technology (Table 7).

Table 7. Faculty Respondents' Primary Academic Department Affiliations

Academic department	<i>n</i>	%
Humanities	18	15.8
Science and Technology	16	14.0
Social Sciences	13	11.4
Visual and Performing Arts	13	11.4
Business	9	7.9
Conservation and Horticulture	8	7.0
Integrated Health	8	7.0
Mathematics	7	6.1
Computing Sciences	< 5	---
Nursing	< 5	---
Missing	14	12.3

Note: Table reports responses only from Faculty respondents (*n* = 114).

In terms of length of employment, 38% (*n* = 64) of Staff respondents were employed at FLCC between one and five years, 23% (*n* = 25) of Faculty respondents were employed at FLCC between one and five years, and 27% (*n* = 30) of Faculty respondents were employed at FLCC between six and 10 years (Table 8). Ten percent (*n* = 17) of Staff respondents and 14% (*n* = 15) of Faculty respondents were employed at FLCC for more than 20 years.

Table 8. Faculty and Staff Respondents' Length of Employment

Time	Faculty respondents		Staff respondents	
	<i>n</i>	%	<i>n</i>	%
Less than 1 year	< 5	---	18	10.7
1 – 5 years	25	22.5	64	37.9
6 – 10 years	30	27.0	32	18.9
11 – 15 years	18	16.2	18	10.7
16 – 20 years	21	18.9	20	11.8
More than 20 years	15	13.5	17	10.2

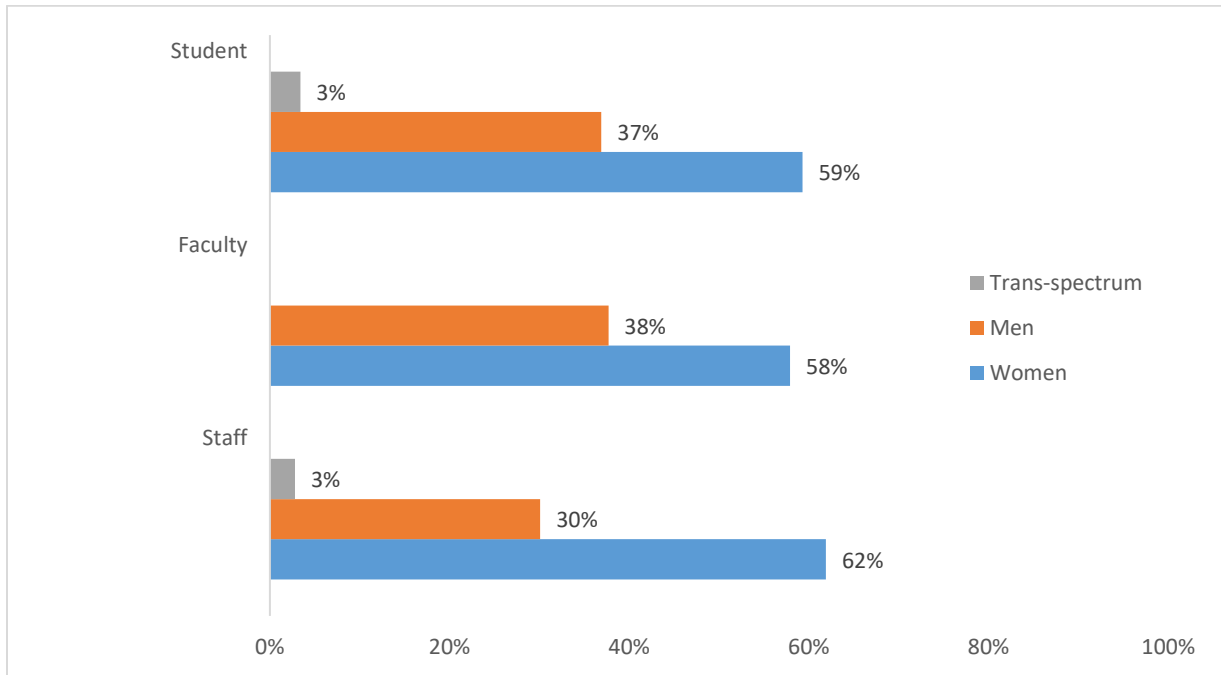
Note: Table reports responses only from Faculty and Staff respondents (*n* = 290).

More than half of the sample (60%, *n* = 537) were Women; 36% (*n* = 321) were Men.²⁹ Less than 1% of respondents identified as Genderqueer (*n* = 5), Nonbinary (*n* = 9), or Transgender (*n* = 8). Less than 1% of respondents marked “a gender not listed here” and offered identities such as “dewd,” “genderfluid/transmasculine,” “human,” and “nonconforming.”

For the purpose of some analyses, the CSWG elected to collapse the categories Transgender, Genderqueer, and “gender not listed here” into the “Trans-spectrum” category (3%, *n* = 28), and decided to not include the Trans-spectrum category in some analyses to maintain the confidentiality of those respondents.

²⁹ The majority of respondents identified their birth sex as female (62%, *n* = 555), while 37% (*n* = 329) of respondents identified as male and fewer than five identified as intersex. Additionally, 58% (*n* = 520) identified their gender expression as feminine, 36% (*n* = 324) as masculine, 4% (*n* = 33) as androgynous, and 1% (*n* = 6) as “a gender expression not listed here.”

Figure 2 illustrates that more Women Student respondents (59%, $n = 362$) than Men Student respondents (37%, $n = 225$) completed the survey. A higher percentage of Faculty respondents identified as women (58%, $n = 66$) than identified as men (38%, $n = 43$). A higher percentage of Staff respondents were women (62%, $n = 109$) than were men (30%, $n = 53$). Three percent each of Student respondents ($n = 21$) and Staff respondents ($n = 5$) identified as Trans-spectrum.



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

Figure 2. Respondents by Gender Identity and Position Status (%)

Most respondents identified as Heterosexual³⁰ (76%, $n = 680$), 12% ($n = 106$) identified as LGQ+ (i.e., lesbian, gay, pansexual, queer, or questioning), and 9% ($n = 81$) identified as Bisexual³¹ (Figure 3).

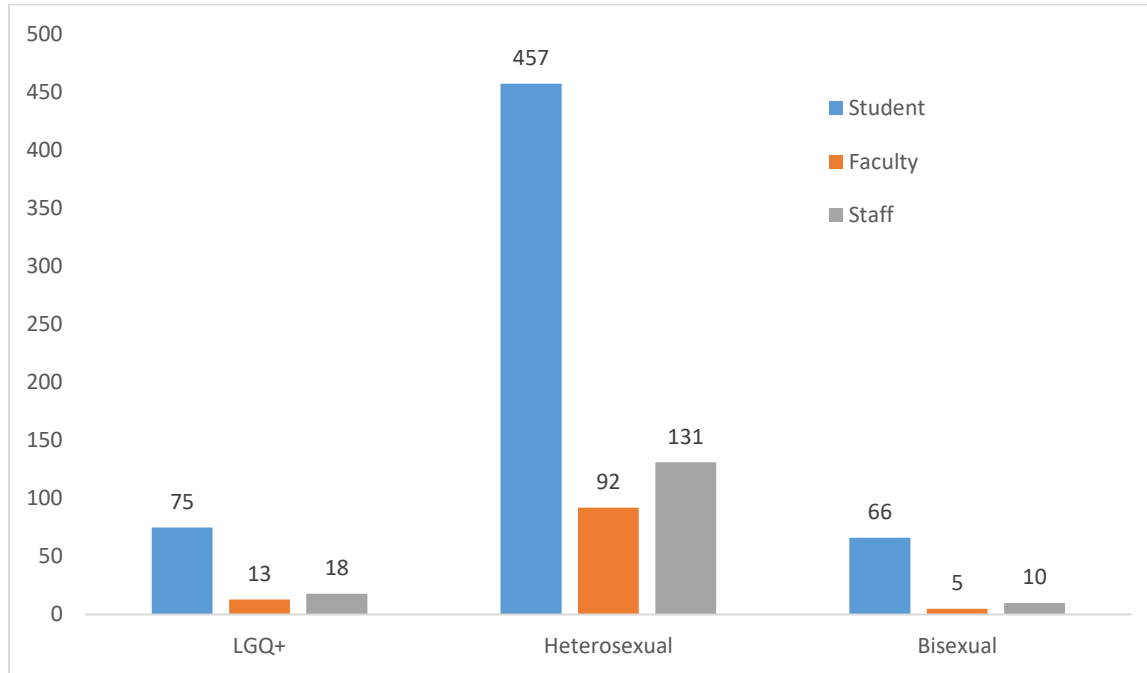
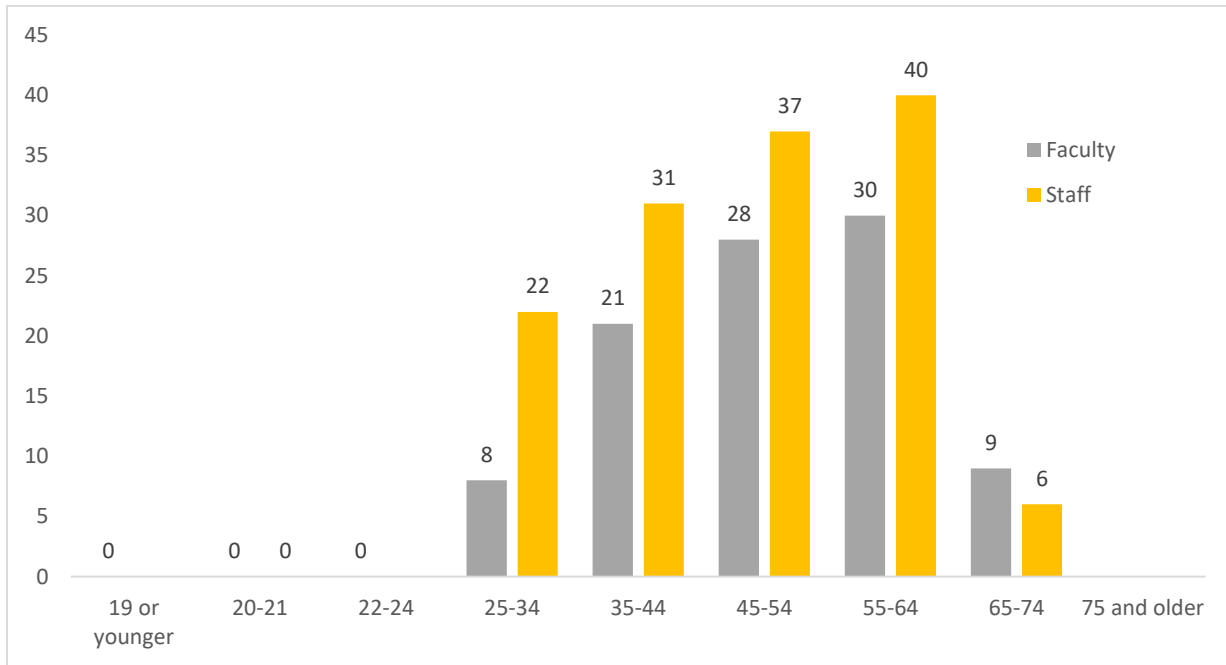


Figure 3. Respondents by Sexual Identity and Position Status (n)

³⁰ Respondents who answered “other” in response to the question about their sexual identity and wrote “straight” or “heterosexual” in the adjoining text box were recoded as Heterosexual. Additionally, respondents who wrote “other” responses such as “asexual,” “biromantic,” “omnisexual,” and “polysexual” were recoded as LGQ+.

³¹ The CSWG decided to maintain Bisexual as its own category because of the high number of respondents who identified as such.

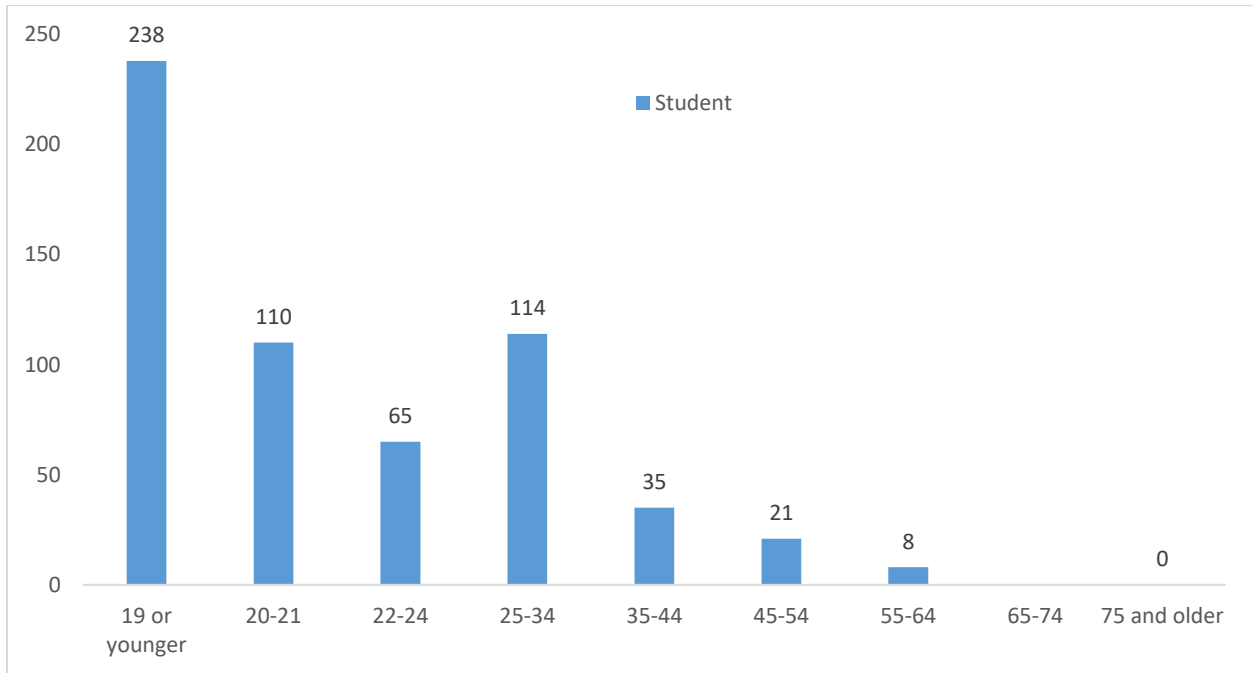
Of Staff respondents, 15% ($n = 22$) were between 25 and 34 years old, 22% ($n = 31$) were between 35 and 44 years old, 26% ($n = 37$) were between 45 and 54 years old, and 28% ($n = 40$) were between 55 and 64 years old (Figure 4). Of Faculty respondents, 22% ($n = 21$) were between 35 and 44 years old, 29% ($n = 28$) were between 45 and 54 years old, and 31% ($n = 30$) were between 55 and 64 years old.



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

Figure 4. Faculty and Staff Respondents by Age and Position Status (n)

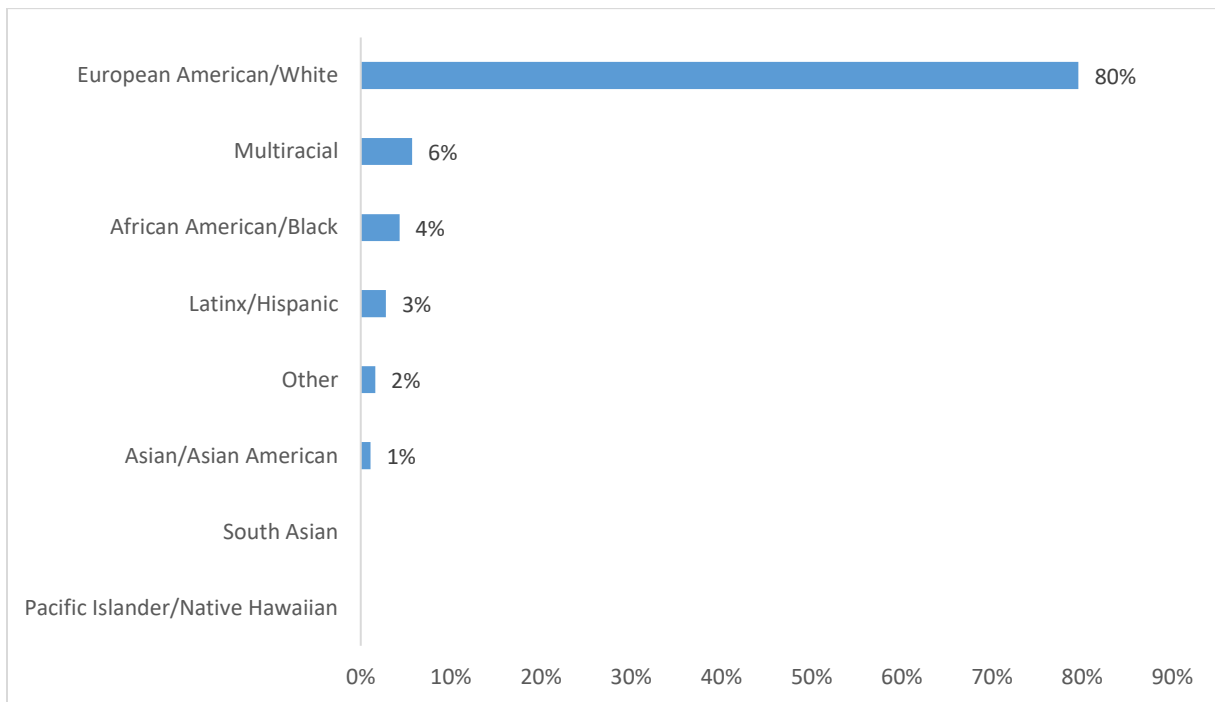
Of responding Students, 59% ($n = 348$) were between 18 and 21 years old, 11% ($n = 65$) were between 22 and 24 years old, and 19% ($n = 114$) were between 25 and 34 years old (Figure 5).



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

Figure 5. Student Respondents by Age (n)

Regarding racial identity, 80% ($n = 716$) of the respondents identified as European American/White (Figure 6). Six percent ($n = 51$) of respondents identified as Multiracial, 4% ($n = 39$) were African American/Black, 3% ($n = 25$) were Latinx/Hispanic, 2% ($n = 14$) were Other, and 1% ($n = 10$) were Asian/Asian American. Fewer than five respondents identified as Pacific Islander/Native Hawaiian and South Asian. Some individuals marked the response category “a racial/ethnic identity not listed here” and wrote “a mix of several,” “Brown American,” “person,” “West Indian,” or identified with a specific country.



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

Figure 6. Respondents by Racial/Ethnic Identity (%)

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,³² allowing them to identify as biracial or multiracial. For the purposes of some analyses, the CSWG created four racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White (80%, $n = 716$) as their identity (Figure 7). Other respondents identified as People of Color³³ (6%, $n = 52$), Multiracial³⁴ (6%, $n = 51$), and Black/African American³⁵ (4%, $n = 39$). A substantial percentage of respondents did not indicate their racial identity and were recoded to Other/Missing/Unknown (5%, $n = 42$).

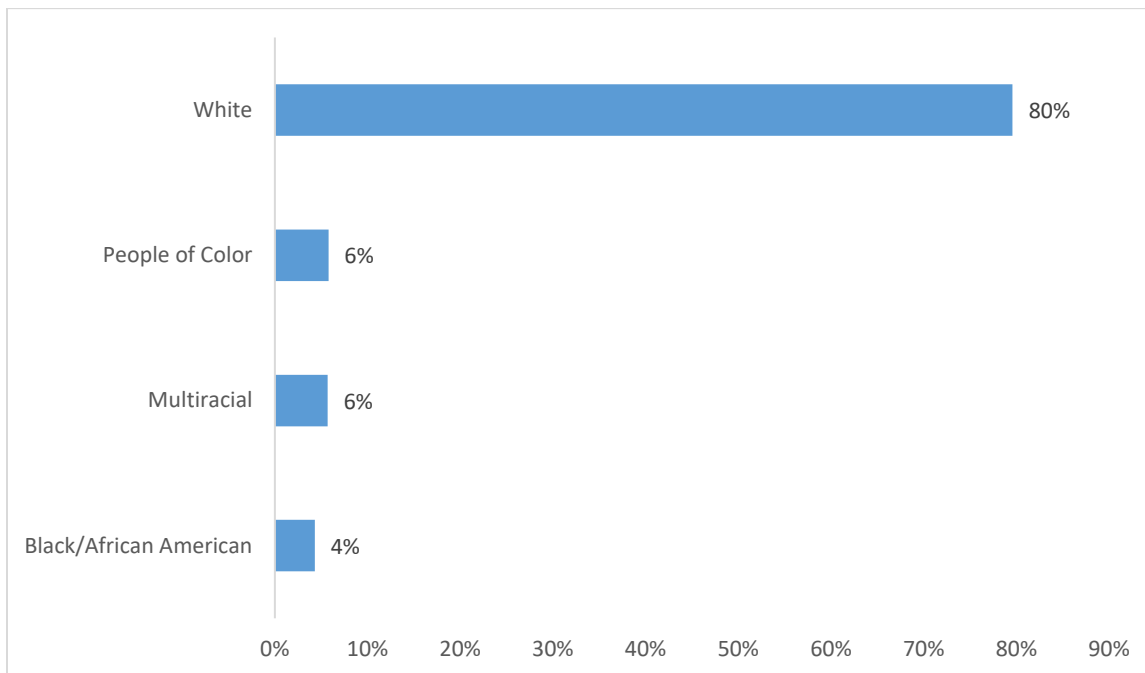


Figure 7. Respondents by Collapsed Categories of Racial Identity (%)

³² While recognizing the vastly different experiences of people of various racial identities (e.g., Chican@ versus African American or Latin@ versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses as a result of the small numbers of respondents in the individual categories.

³³ Per the CSWG, the People of Color category included respondents who identified as Asian/Asian American, Latinx/Hispanic, Pacific Islander/Native Hawaiian, South Asian, and Other. When comparing significant differences, all racial minorities are grouped together when low numbers of respondents existed (referred to, in this report, as People of Color).

³⁴ Per the CSWG, respondents who identified as more than one racial identity were recoded as Multiracial.

³⁵ Per the CSWG, when numbers were too low to maintain the African American/Black category, African American/Black respondents were combined with People of Color.

The survey question that queried respondents about their religious or spiritual identity provided a multitude of responses. For the purposes of this report, the responses were collapsed into four categories. Forty-eight percent ($n = 429$) of respondents indicated No Religious or Spiritual Identity (Figure 8). Forty percent ($n = 360$) of respondents identified as Christian. Five percent ($n = 41$) of respondents chose Additional Religious or Spiritual Identity, and 4% ($n = 34$) identified with Multiple Religious or Spiritual Identities.

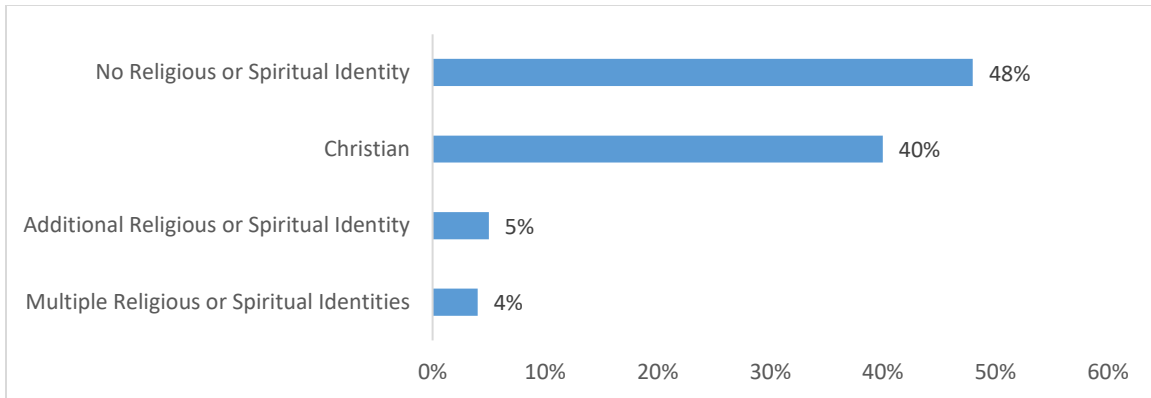


Figure 8. Respondents by Religious or Spiritual Identity (%)

Two survey items addressed respondents’ political party affiliations and views. Seventeen percent ($n = 157$) of respondents indicated that they were affiliated with the Republican party and 30% ($n = 271$) identified as Democrats (Figure 9). Thirty-three percent ($n = 296$) of respondents identified as having No Political Affiliation. Twelve percent ($n = 107$) identified as Independent, 3% ($n = 29$) as Libertarian, and 2% ($n = 15$) of respondents chose a political affiliation not listed above (Other Affiliation).

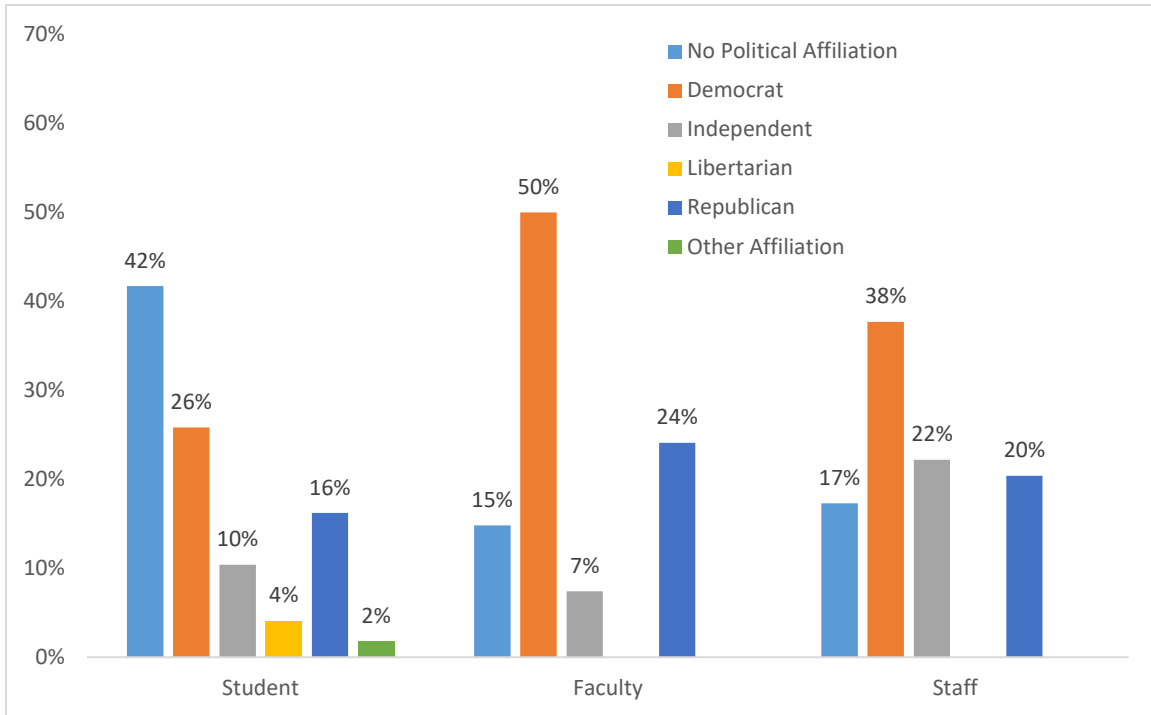


Figure 9. Respondents by Political Affiliation and Position Status (%)

Forty-eight percent ($n = 430$) of respondents described their current political views as moderate (Figure 10). Four percent ($n = 33$) of respondents identified as very conservative and 13% ($n = 116$) identified as conservative. Twenty-two percent ($n = 199$) of respondents identified as liberal and 9% identified as very liberal ($n = 79$).

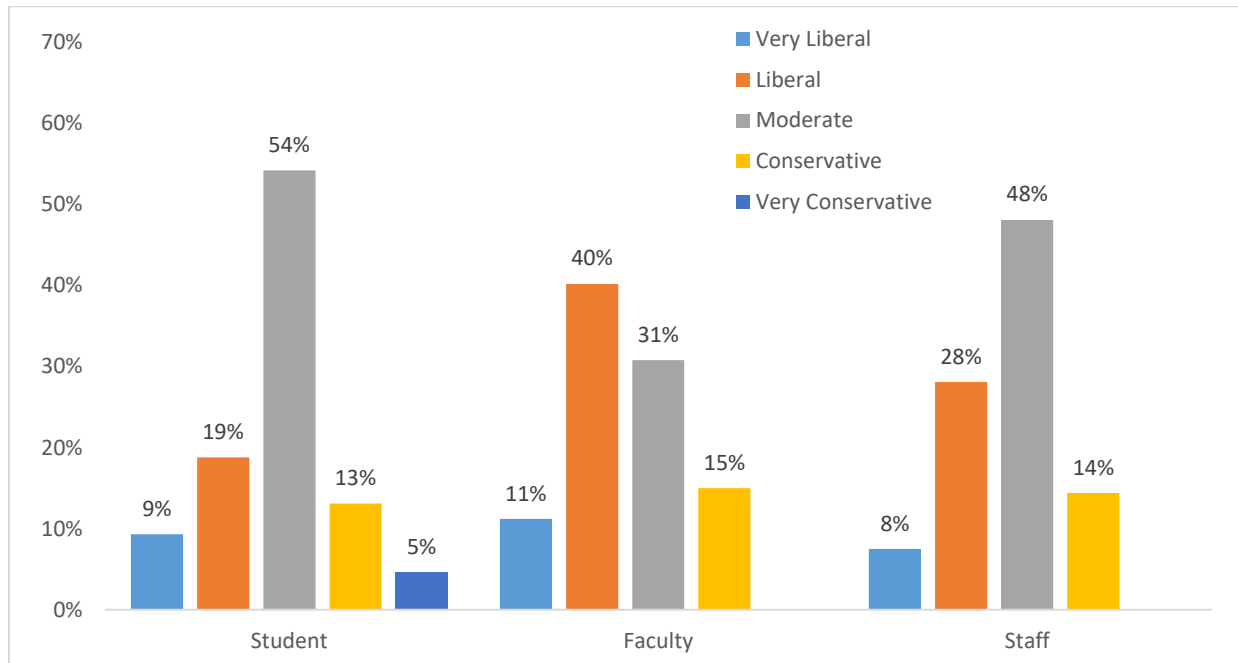
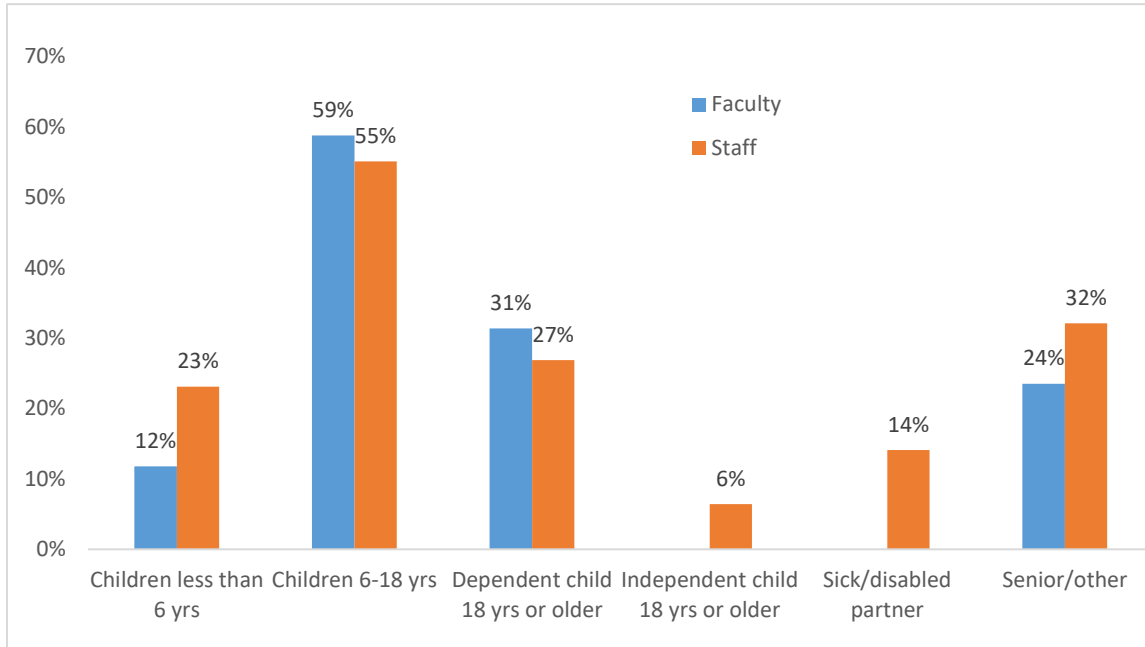


Figure 10. Respondents by Current Political Views and Position Status (%)

Forty-six percent each of Faculty respondents ($n = 51$) and Staff respondents ($n = 78$) had substantial parenting or caregiving responsibilities (Figure 11). Twelve percent ($n = 6$) of Faculty respondents and 23% ($n = 18$) of Staff respondents who had substantial parenting or caregiving responsibilities were caring for children under the age of six years. Fifty-nine percent ($n = 30$) of Faculty respondents and 55% ($n = 43$) of Staff respondents who had substantial parenting or caregiving responsibilities were caring for children ages 6 to 18 years. Thirty-one percent ($n = 16$) of Faculty respondents and 27% ($n = 21$) of Staff respondents who had substantial parenting or caregiving responsibilities were caring for dependent children over 18 years old. Fewer than five Faculty respondents and 6% ($n = 5$) of Staff respondents who had substantial parenting or caregiving responsibilities had independent children over the age of 18 years. Fewer than five Faculty respondents and 14% ($n = 11$) of Staff respondents who had substantial parenting or caregiving responsibilities were caring for sick or disabled partners. Twenty-four percent ($n =$

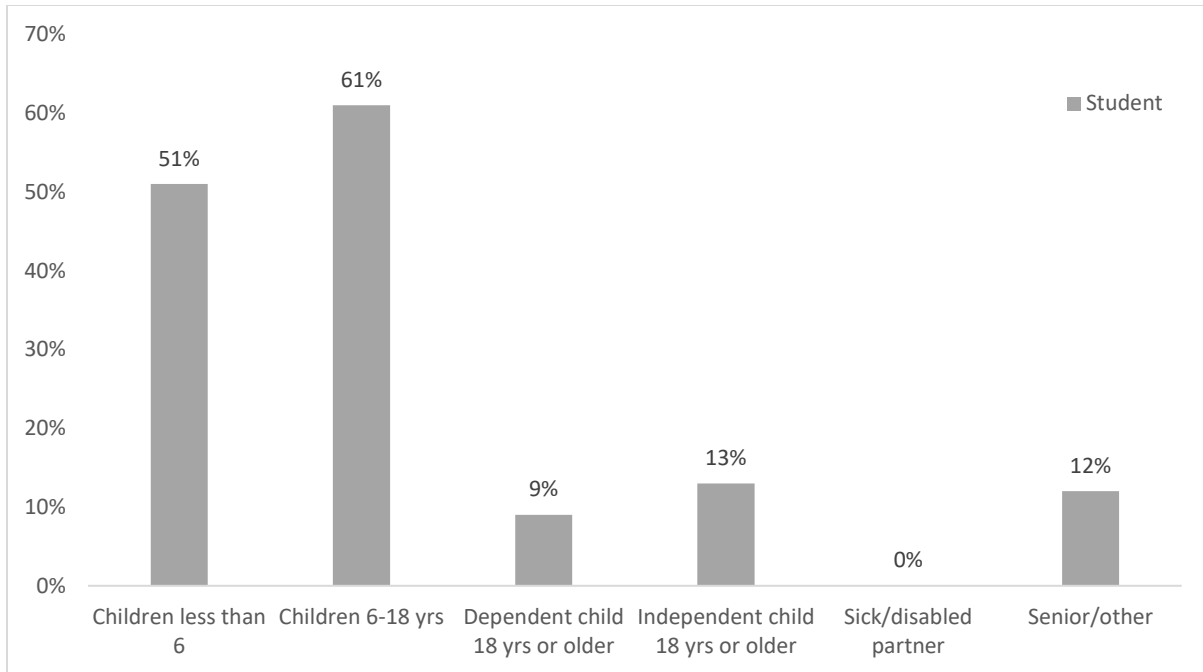
12) of Faculty respondents and 32% ($n = 25$) of Staff respondents who had substantial parenting or caregiving responsibilities were caring for senior or other family members.



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

Figure 11. Caregiving Responsibilities by Employee Position Status (%)

Seventeen percent ($n = 102$) of Student respondents had substantial parenting or caregiving responsibilities. Figure 12 illustrates that of the 102 Student respondents who indicated they had caregiving responsibilities, 51% ($n = 52$) were caring for children younger than six years old, 61% ($n = 62$) were caring for children between six and 18 years old, 9% ($n = 9$) were caring for dependent children over 18 years old, 13% ($n = 13$) were caring for independent children over 18 years old, and 12% ($n = 12$) were caring for senior or other family members.



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

Figure 12. Caregiving Responsibilities for Student Respondents (%)

Twenty-three percent ($n = 206$) of respondents had conditions that substantially influenced their learning, living, or working activities. Forty-eight percent ($n = 99$) of respondents who indicated that they had such conditions had mental health/psychological conditions, 38% ($n = 79$) had ADD/ADHD, and 27% ($n = 55$) had learning disabilities (Table 9). Subsequent analyses indicated that 11% ($n = 101$) of respondents had a single condition that substantially influenced learning, living, or working activities and 11% ($n = 97$) had multiple conditions that substantially influenced their learning, living, or working activities. Forty-seven percent ($n = 77$) of Student respondents who indicated that they had conditions/disabilities noted that they were registered with the Disability Services Office. Twenty-four percent ($n = 10$) of Faculty and Staff

respondents who noted that they had such conditions indicated they were receiving accommodations for their disabilities.

Table 9. Respondents’ Conditions That Influence Learning, Living, or Working Activities

Conditions	<i>n</i>	%
Mental health/psychological condition (e.g., anxiety, depression, OCD, emotional disturbance, PTSD)	99	48.1
ADD/ADHD	79	38.3
Learning Disability (e.g., dysgraphia, dyscalculia, dyslexia, information processing issues, working memory issues, auditory processing disorder)	55	26.7
Basic/Chronic medical condition (e.g., asthma, lupus, diabetes, cerebral palsy, cancer, multiple sclerosis, fibromyalgia)	41	19.9
Autism Spectrum Disorder	23	11.2
Physical/mobility disability	18	8.7
Temporary Disability (e.g., concussion, broken/sprained arm/leg)	11	5.3
Deaf/hard of hearing	10	4.9
Traumatic Brain Injury	10	4.9
Speech/communication disability	8	3.9
Blind/low vision	7	3.4
Alcohol/drug use disorder	< 5	---
A disability/condition not listed here	5	2.4

Note: Table includes answers only from those respondents who indicated that they have a condition/disability in Question 65 (*n* = 206). Percentages may not sum to 100 as a result of multiple response choices.

Table 10 depicts how respondents answered the survey item, “What is your citizenship status in the U.S.? Mark all that apply.” For the purposes of analyses, the CSWG created two citizenship categories:³⁶ 93% (*n* = 838) of respondents were U.S. Citizens and 5% (*n* = 46) were Non-U.S. Citizens.

Table 10. Respondents’ Citizenship Status (Duplicated Totals)

Citizenship	<i>n</i>	%
U.S. citizen, birth	838	93.1
U.S. citizen, naturalized	28	3.1

³⁶ For the purposes of analyses, the collapsed categories for citizenship are U.S. Citizen and Non-U.S. Citizen (includes naturalized U.S. Citizens, permanent residents; F-1, J-1, H1-B, A, L, G, E, and TN visa holders; DACA, refugee status, other legally documented status, currently under a withholding of removal status, and undocumented residents).

Table 10. Respondents' Citizenship Status (Duplicated Totals)

Citizenship	<i>n</i>	%
Permanent resident	13	1.4
A visa holder (such as F-1, J-1, H1-B, U)	< 5	---
Undocumented resident	< 5	---
DACA (Deferred Action for Childhood Arrival)	< 5	---
Currently under a withholding of removal status	0	0.0
Other legally documented status	0	0.0
Refugee status	0	0.0

Ninety-six percent ($n = 860$) of respondents indicated that English was their primary language and 2% ($n = 19$) of respondents indicated that English was not their primary language. Some of the languages other than English that respondents identified as their primary languages were Creole and French, German, Greek, Portuguese, Somali, Spanish, and Turkish.

Data revealed that 85% ($n = 766$) of respondents had never served in the U.S. Armed Forces. One percent ($n = 7$) of respondents currently were members of the National Guard, and 3% ($n = 26$) of respondents formerly served. Six percent ($n = 54$) of respondents identified as a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.

Thirty-eight percent ($n = 66$) of Staff respondents indicated that the highest level of education they had completed was a master's degree, 19% ($n = 34$) had a bachelor's degree, 18% ($n = 31$) had an associate's degree, 6% ($n = 10$) had finished some college, and 5% ($n = 9$) had finished some graduate work. Thirteen percent ($n = 116$) of all respondents have completed a degree or certificate from FLCC.

Seven percent ($n = 43$) of Student respondents took all of their classes online at FLCC (Figure 13). Forty-two percent ($n = 253$) of Student respondents took none of their classes online.

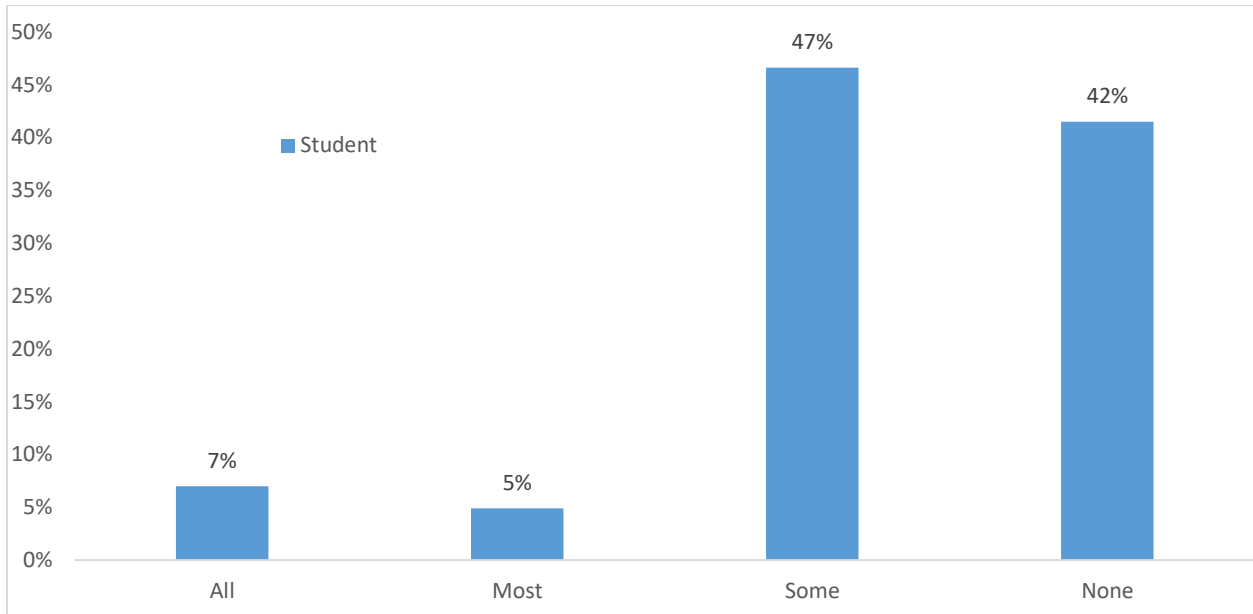


Figure 13. Student Respondents' Percentage of Classes Taken Exclusively Online (%)

Table 11 illustrates the level of education completed by Student respondents’ parents or legal guardians. Subsequent analyses indicated that 42% ($n = 377$) of Student respondents were First-Generation Students.³⁷

Table 11. Student Respondents’ Parents’/Guardians’ Highest Level of Education

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	11	1.8	12	2.0
Some high school	30	4.9	44	7.2
Completed high school/GED	162	26.6	183	30.0
Some college	87	14.3	76	12.5
Business/technical certificate/degree	16	2.6	29	4.8
Associate’s degree	82	13.4	62	10.2
Bachelor’s degree	106	17.4	77	12.6
Some graduate work	6	1.0	5	0.8
Master’s degree (MA, MS, MBA)	66	10.8	37	6.2
Specialist degree (EdS)	< 5	---	< 5	---
Doctoral degree (PhD, EdD)	7	1.1	< 5	---
Professional degree (MD, JD)	< 5	---	< 5	---
Unknown	22	3.6	38	6.3
Not applicable	8	1.3	29	4.8
Missing	< 5	---	9	1.5

Note: Table reports responses only from Student respondents ($n = 610$).

³⁷ With the CSWG’s approval, “First-Generation Students” were identified as those with both parents/guardians having completed no high school, some high school, high school/GED, some college, business/technical certificate/degree, or associate’s degree.

As indicated in Table 12, 44% ($n = 268$) of Student respondents have taken classes at FLCC for less than one year, 50% ($n = 306$) have taken classes for one to three years, and 5% ($n = 28$) have taken classes for four to six years.

Table 12. Student Respondents' Years at FLCC

Years	<i>n</i>	%
Less than one year	268	43.9
1 – 3 years	306	50.2
4 – 6 years	28	4.6
7 – 9 years	< 5	---
10 or more years	< 5	---
Missing	< 5	---

Note: Table reports responses only from Student respondents ($n = 610$).

Table 13 reveals the following programs of study: 10% ($n = 60$) of Student respondents were in Health Care Studies, 9% ($n = 52$) were in Human Services, 8% ($n = 50$) were in Liberal Arts and Sciences (General Studies Track), and 7% ($n = 43$) were in Business Administration.

Table 13. Student Respondents' Program of Study

Program of study	<i>n</i>	%
Accounting	15	2.5
Administrative Professional	< 5	---
Architectural Technology	< 5	---
Biotechnology	< 5	---
Business Administration	43	7.0
Chemical Dependency Counseling	16	2.6
Childhood Education (Liberal Arts & Sciences)	28	4.6
Communications	11	1.8
Computer Information Systems	6	1.0
Computer Science	13	2.1
Corrections Officer	0	0.0
Criminal Justice	36	5.9
Culinary Arts	12	2.0
EMT – Paramedic	< 5	---
Engineering Science	6	1.0
Environmental Studies	28	4.6

Table 13. Student Respondents' Program of Study

Program of study	<i>n</i>	%
Fine Arts	15	2.5
Fish & Wildlife Technology	11	1.8
Food & Beverage Management	1	0.2
Game Programming & Design	11	1.8
Graphic Design	12	2.0
Health Care Studies	60	9.8
Horticulture	11	1.8
Hospitality & Tourism Management	< 5	---
Hotel & Resort Management	< 5	---
Human Services	52	8.5
Information Systems	< 5	---
Information Technology	7	1.1
Instrumentation & Control Technologies	< 5	---
Kinesiology & Human Performance	6	1.0
Liberal Arts & Sciences (French Track)	< 5	---
Liberal Arts & Sciences (American Sign Language Track)	9	1.5
Liberal Arts & Sciences (Humanities Track)	25	4.1
Liberal Arts & Sciences (Literature Track)	7	1.1
Liberal Arts & Sciences (Writing Track)	8	1.3
Liberal Arts & Sciences (Theatre Track)	6	1.0
Liberal Arts & Sciences (General Studies Track)	50	8.2
Liberal Arts & Sciences (Mathematics Track)	8	1.3

Table 13. Student Respondents' Program of Study

Program of study	<i>n</i>	%
Marketing	5	0.8
Mechanical Technology	0	0.0
Music	6	1.0
Music Recording Technology	21	3.4
Natural Resources Conservation	5	0.8
Natural Resources Conservation: Law Enforcement	< 5	---
New Media	11	1.8
NRC-Law Enforcement	< 5	---
Nutrition & Dietetics	5	0.8
Paralegal	7	1.1
Physical Education & Exercise Science	8	1.3
Psychology	19	3.1
Registered Nursing	22	3.6
Sports Studies	< 5	---
Teaching Assistant	8	1.3
Therapeutic Massage/Integrated Health Care	< 5	---
Tourism Management	< 5	---
Viticulture & Wine Technology	9	1.5
Wildland Fire Suppression	< 5	---
Undeclared/Not in a program	17	2.8

Note: Table reports responses only from Student respondents (*n* = 610). Percentages may not sum to 100 because of multiple response choices.

Thirteen percent (*n* = 82) of Student respondents were employed on campus, while 20% (*n* = 303) of Student respondents were employed off campus (Table 14). Of Student respondents who were employed on campus, 51% (*n* = 37) worked between one and 10 hours per week, and 40% (*n* = 29) worked between 11 and 20 hours. Of Student respondents who were employed off campus, 17% (*n* = 43) worked between one and 10 hours per week, 33% (*n* = 85) worked between 11 and 20 hours per week. Of Student respondents who were employed off campus, 12% (*n* = 32) worked more than 40 hours per week.

Table 14. Student Employment

No	240	39.3
Yes, I work on campus	82	13.4
1 – 10 hours/week	37	50.7
11 – 20 hours/week	29	39.7
21 – 30 hours/week	< 5	---
31 – 40 hours/week	< 5	---
More than 40 hours/week	< 5	---
Yes, I work off campus	303	19.7
1 – 10 hours/week	43	16.5
11 – 20 hours/week	85	32.7
21 – 30 hours/week	59	22.7
31 – 40 hours/week	41	15.8
More than 40 hours/week	32	12.3

Note: Table reports responses only from Student respondents ($n = 610$).

Forty-nine percent ($n = 301$) of Student respondents experienced financial hardship while attending FLCC. Of these Student respondents, 55% ($n = 164$) had difficulty affording automobile costs, 50% ($n = 149$) had difficulty affording books/course materials, 45% ($n = 135$) had difficulty affording food, 42% ($n = 126$) had difficulty affording housing/rent, and 34% ($n = 101$) had difficulty affording debt payments (Table 15). “Other” responses included “clothing,” “haircuts,” “insurance,” and “laptop.”

Table 15. Student Respondents’ Experienced Financial Hardship

Financial hardship	<i>n</i>	%
No	297	48.7
Yes, I have had difficulty affording...	301	49.3
Automobile costs (e.g., gas, tolls, maintenance)	164	54.5
Books/course materials	149	49.5
Food	135	44.9
Housing/rent	126	41.9
Debt payments (e.g., credit card, loans)	101	33.6
Tuition	79	26.2
Utilities	62	20.6
Health and medical expenses	58	19.3

Table 15. Student Respondents’ Experienced Financial Hardship

Financial hardship	<i>n</i>	%
Campus fees (e.g., lab, music, or culinary fees)	46	15.3
Other transportation costs (e.g., traveling to and from FLCC during breaks, public transportation, rideshare)	40	13.3
Child care	27	9.0
Cocurricular events or activities	18	6.0
Unpaid internships/research opportunities	10	3.3
Studying abroad	5	1.7
Travel during mandatory evacuation	5	1.7
Child/spousal support payments	< 5	---
A financial hardship not listed here	11	3.7
Missing	12	2.0

Note: Table reports responses only of Students respondents who indicated on the survey that they experienced financial hardship (*n* = 610).

Fifty-eight percent (*n* = 354) of Student respondents depended on financial aid/grants to pay for their education at FLCC (Table 16). Subsequent analyses indicated that 77% (*n* = 178) of Low-Income Student respondents,³⁸ 47% (*n* = 167) of Not-Low-Income Student respondents, 68% (*n* = 257) of First-Generation Student respondents, and 42% (*n* = 96) of Not-First-Generation Student respondents depended on financial aid/grants.

Thirty-six percent (*n* = 217) of Student respondents relied on financial aid/loans to pay for their education. When analyzed by income status, the data revealed that 36% (*n* = 82) of Low-Income Student respondents and 37% (*n* = 133) of Not-Low-Income Student respondents relied on financial aid/loans to help pay for college. Similarly, 36% (*n* = 136) of First-Generation Student respondents and 35% (*n* = 81) of Not-First-Generation Student respondents depended on financial aid/loans.

Thirty-three percent (*n* = 204) indicated “self-pay” as how they were currently paying for their education. When analyzed by income status, the data revealed that 22% (*n* = 50) of Low-Income Student respondents and 41% (*n* = 146) of Not-Low-Income Student respondents relied on “self-pay” to pay for college. Analyzed by first-generation status, 24% (*n* = 90) of First-Generation

³⁸ The CSWG defined Low-Income Student respondents as those students whose families earn less than \$30,000 annually.

Student respondents and 49% ($n = 113$) of Not-First-Generation Student respondents relied on “self-pay.”

Table 16. How Student Respondents Were Paying for College

Source of funding	<i>n</i>	%
Financial Aid/Grants (e.g., PELL, NYS TAP, SEOG, Work Study)	354	58.0
Financial Aid/Loans (e.g., Federal Loans, Private Loans, Plus Loans)	217	35.6
Self-Pay (e.g., 529 account, personal savings, credit card, ACH, check, NelNet payment plan)	204	33.4
Financial Aid/Scholarships (e.g., FLCC scholarships, private scholarships, Excelsior Scholarship)	113	18.5
Third Party (e.g., Access VR, Workforce Development, employer sponsorship, military benefits)	23	3.8
Missing	20	3.3

Note: Table reports responses only from Student respondents ($n = 610$).

Forty-five percent ($n = 276$) of Student respondents received support for living/educational expenses from their family/guardian (i.e., they were financially dependent) and 53% ($n = 324$) of Student respondents received no support for living/educational expenses from their family/guardian (i.e., they were financially independent). Subsequent analyses indicated that 51% ($n = 160$) of Low-Income Student respondents, 49% ($n = 153$) of Not-Low-Income Student respondents, 70% ($n = 227$) of First-Generation Student respondents, and 29% ($n = 95$) of Not-First-Generation Student respondents were financially independent.

Fifty-nine percent ($n = 358$) of Student respondents indicated that they or their families had an annual income of less than \$50,000. Twenty-five percent ($n = 153$) of Student respondents indicated an annual income between \$50,000 and \$99,999; 9% ($n = 54$) between \$100,000 and \$149,999; 2% ($n = 10$) between \$150,000 and \$199,999; and 2% ($n = 13$) indicated an annual income of \$200,000 or more. Figure 14 illustrates Student respondents’ income by dependency status. Information is provided for those Student respondents who indicated on the survey that they were financially independent (i.e., students were the sole providers of their living and educational expenses) and those Student respondents who were financially dependent on others.

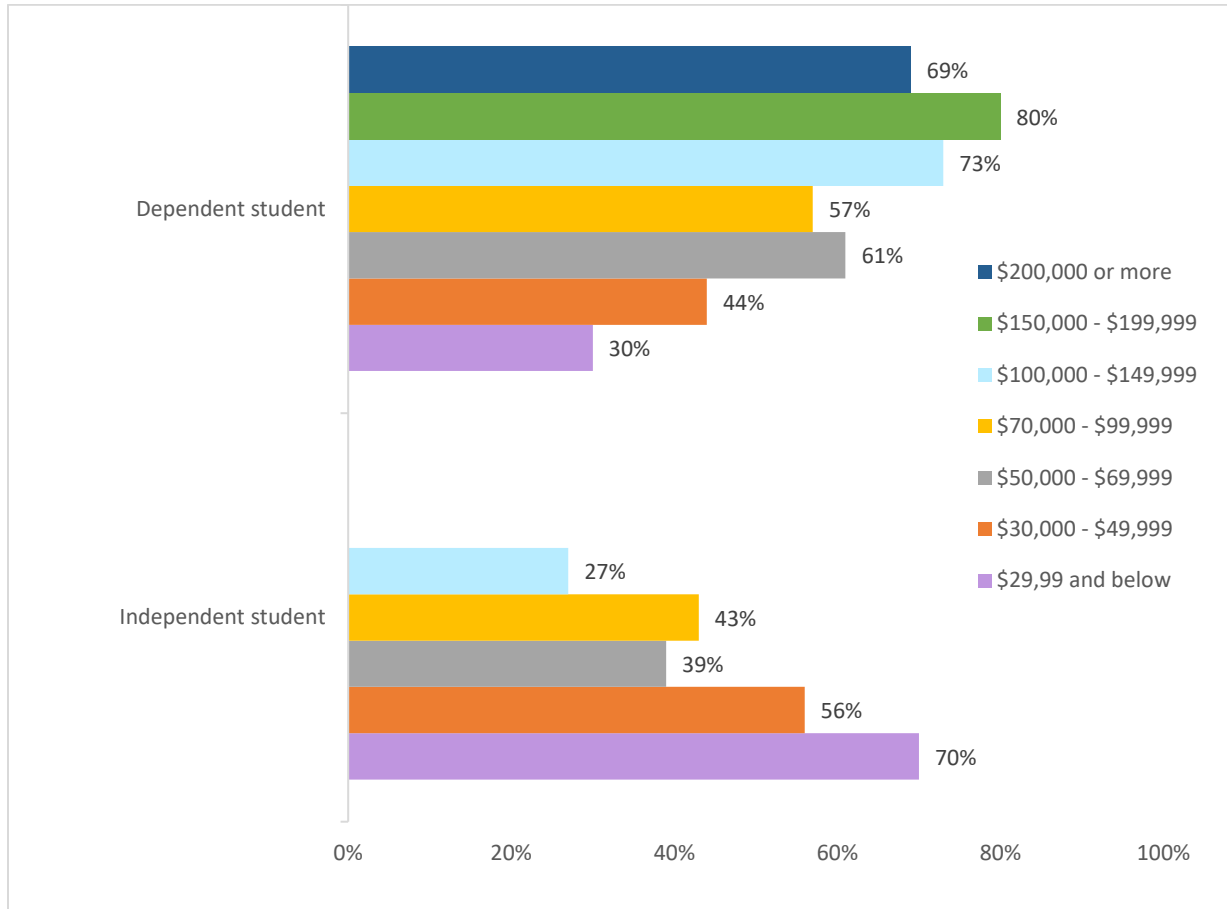


Figure 14. Student Respondents' Income by Dependency Status (Dependent, Independent) (%)

Of the Students completing the survey, 74% ($n = 453$) lived in Off-Campus Housing, 17% ($n = 104$) lived in On-Campus Housing Suites at Laker Landing, and 4% ($n = 23$) in Near-Campus Student Housing (e.g., Campus Gate). Three percent ($n = 20$) identified as housing insecure (e.g., couch surfing, staying temporarily with a friend/family, sleeping in car, sleeping in campus lounge or office or motel room), and 1% ($n = 7$) indicated they lived in transitional housing or a homeless shelter (Table 17).

Table 17. Student Respondents' Residence

Residence	<i>n</i>	%
Off-Campus	453	74.3
<i>In a rented or owned house, mobile home, or apartment with family (parent, guardian, spouse/partner, or relative)</i>	249	76.9
<i>In a rented or owned house, mobile home, or apartment alone or with roommates or friends</i>	75	23.1
On-Campus Housing Suites at Laker Landing	104	17.0
Near-Campus Student Housing (e.g., Campus Gate)	23	3.8
Housing insecure (e.g., couch surfing, staying temporarily with a friend/family, sleeping in car, sleeping in campus lounge or office or motel room).	20	3.3
In transitional housing or homeless shelter.	7	1.1
In an outdoor location such as street, park, under bridge or overpass or campground.	0	0.0
Missing	3	0.5

Note: Table reports responses only from Student respondents (*n* = 610).

Sixty-one percent (*n* = 374) of Student respondents did not participate in any clubs or organizations at FLCC (Table 18). Ten percent (*n* = 60) of Student respondents were involved with Phi Theta Kappa.

Table 18. Student Respondents' Participation in Clubs/Organizations at FLCC

Club/organization	<i>n</i>	%
I do not participate in any clubs or organizations at FLCC	374	61.3
Phi Theta Kappa	60	9.8
African American, Latino, Asian, & Native American (AALANA) Club	24	3.9
PRISM (LGBTQIA) Club	17	2.8
Campus Activities Board (CAB)	16	2.6
Wildlife Society Club of FLCC	15	2.5
Anime Club	14	2.3
Art Club	14	2.3
American Sign Language (ASL) Club	13	2.1
Student Corporation	11	1.8
Theatre Club	10	1.6
Electronic Gaming Society (EGS)	9	1.5
Logging Sports	8	1.3

Table 18. Student Respondents' Participation in Clubs/Organizations at FLCC

Club/organization	<i>n</i>	%
Horticulture Club	7	1.1
Magic: The Gathering Club	7	1.1
Veterans Club	7	1.1
Viticulture Club	7	1.1
Audio Engineering Society (AES)	6	1.0
Fencing Club	5	0.8
Student Senate	5	0.8
The Dock	5	0.8
Nursing Club	< 5	---
DJ Club	< 5	---
Habitat for Humanity	< 5	---
Engineering and Technology Club – Victor Campus Center	< 5	---
Massage Club	< 5	---
Nerf Club	0	0.0
The Comfy Club	0	0.0
A student organization not listed above	22	3.6

Note: Table reports responses only from Student respondents (*n* = 610).

Table 19 shows that most Student respondents earned passing grades. Thirty-six percent (*n* = 221) indicated that they earned above a 3.5 grade point average (GPA).

Table 19. Student Respondents' Grade Point Average

Grade Point Average (GPA)	<i>n</i>	%
No GPA at this time – first semester at FLCC	0	0.0
3.50 – 4.00	221	36.2
3.00 – 3.49	160	26.2
2.50 – 2.99	88	14.4
2.00 – 2.49	71	11.6
1.50 – 1.99	21	3.4
1.00 – 1.49	6	1.0
Below 1.00	11	1.8

Note: Table reports responses only from Student respondents (*n* = 610).

The survey queried respondents about their one-way commute to their primary FLCC campus. Twenty-three percent ($n = 208$) of respondents commute 10 or fewer minutes one-way to their primary FLCC campus, 19% ($n = 168$) commute 11 to 20 minutes one-way to their primary FLCC campus, and 21% ($n = 188$) commute 21 to 30 minutes one-way to their primary FLCC campus. Four percent ($n = 39$) of respondents commute 60 minutes or more one-way to their primary FLCC campus. Table 20 illustrates commute time by position status.

Table 20. Respondents' One-Way Commute Time to Their Primary FLCC Campus

Minutes	Student respondents		Faculty/Staff respondents	
	<i>n</i>	%	<i>n</i>	%
10 or less	171	28.0	37	12.8
11 – 20	99	16.2	69	23.8
21 – 30	118	19.3	70	24.1
31 – 40	91	14.9	48	16.6
41 – 50	61	10.0	31	10.7
51 – 60	32	5.2	10	3.4
60 or more	26	4.3	13	4.5

Table 21 illustrates that 72% ($n = 436$) of Student respondents and 94% ($n = 272$) of Faculty/Staff respondents indicated that their personal vehicles were their primary method of transportation to campus. Five percent ($n = 30$) of Student respondents used a carpool to FLCC and 3% ($n = 20$) of Student respondents used public transportation to FLCC.

Table 21. Respondents' Primary Method of Transportation to FLCC

Method of transportation	Student respondents		Faculty/Staff respondents	
	<i>n</i>	%	<i>n</i>	%
Bicycle	0	0	< 5	---
Carpool	30	4.9	7	2.4
Personal vehicle	436	71.5	272	93.8
Public transportation (e.g., RTS)	20	3.3	< 5	---
Walk	101	16.6	< 5	---
Ride-sharing services (e.g., Lyft, Uber)	< 5	---	0	0
Taxi	< 5	---	0	0
A method of transportation not listed here	16	2.6	< 5	---

Campus Climate Assessment Findings³⁹

The following section reviews the major findings of this study.⁴⁰ The review explores the climate at FLCC 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 certain demographic characteristics and status of the respondents. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents' confidentiality.

Comfort With the Climate at FLCC

The survey posed questions regarding respondents' levels of comfort with FLCC's campus climate. Table 22 illustrates that 78% ($n = 703$) of the survey respondents were "very comfortable" or "comfortable" with the climate at FLCC. Sixty-nine percent ($n = 200$) of Faculty and Staff respondents were "very comfortable" or "comfortable" with the climate in their division, and 71% ($n = 205$) of Faculty and Staff respondents were "very comfortable" or "comfortable" with the climate in their department. Eighty-seven percent ($n = 631$) of Faculty and Student respondents were "very comfortable" or "comfortable" with the climate in their classes.

³⁹ Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

⁴⁰ 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).

Table 22. Respondents' Comfort With the Climate at FLCC

Level of Comfort	Comfort with overall climate		Comfort with climate in division*		Comfort with climate in department*		Comfort with climate in class**	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very comfortable	303	33.7	83	28.7	114	39.4	294	40.6
Comfortable	400	44.5	117	40.5	91	31.5	337	46.5
Neither comfortable nor uncomfortable	124	13.8	41	14.2	35	12.1	72	9.9
Uncomfortable	55	6.1	39	13.5	35	12.1	14	1.9
Very uncomfortable	17	1.9	9	3.1	14	4.8	7	1.0

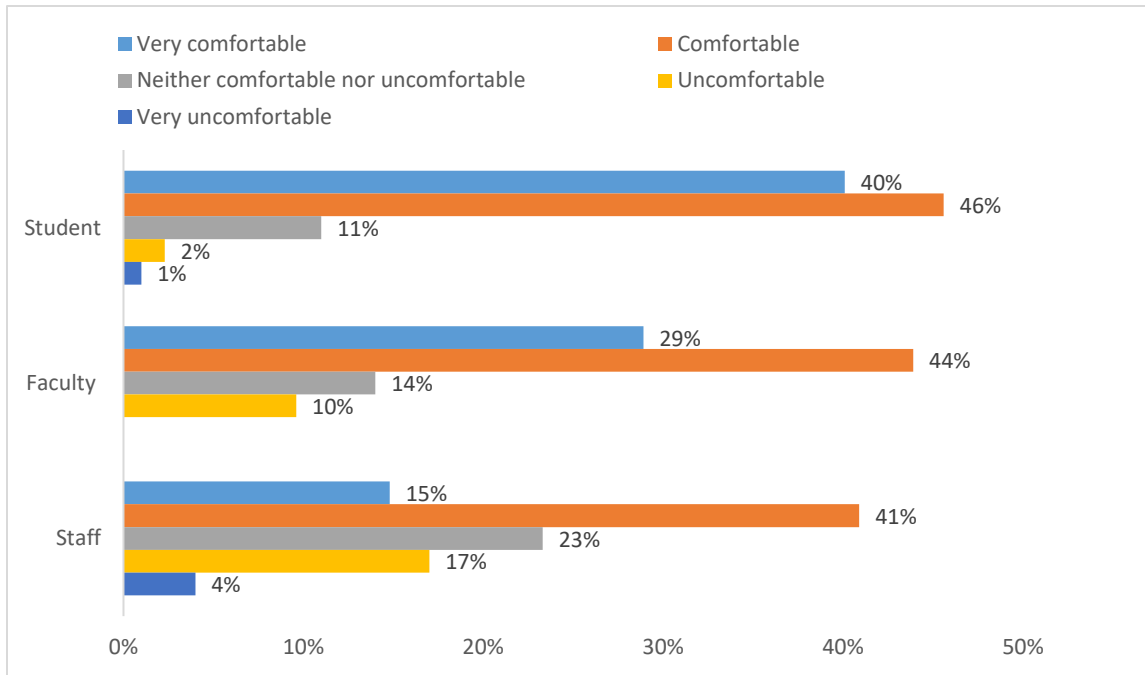
*Responses only from Faculty and Staff respondents (*n* = 290).

**Responses only from Faculty and Student respondents (*n* = 724).

Several analyses were conducted to determine whether respondents' levels of comfort with the overall climate, the climate in their divisions and departments, or the climate in their classes differed based on various demographic characteristics.⁴¹

Figure 15 illustrates that statistically significant differences existed by position status for respondents regarding their comfort with the overall campus climate. Specifically, a lower percentage of Staff respondents (15%, *n* = 26) than Faculty respondents (29%, *n* = 33) and Student respondents (40%, *n* = 244) felt "very comfortable" with the overall climate at FLCC. Also, higher percentages of Faculty respondents (10%, *n* = 11) and Staff respondents (17%, *n* = 30) than Student respondents (2%, *n* = 14) felt "uncomfortable" with the overall climate at FLCC.ⁱ

⁴¹ Figures include percentages rounded to the nearest whole number. As a result, the percentages in figures may appear to total to more or less than 100.



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

Figure 15. Respondents' Comfort With Overall Climate by Position Status (%)

No significant differences emerged between Faculty respondents and Staff respondents regarding their comfort levels with the climate in their division or department.

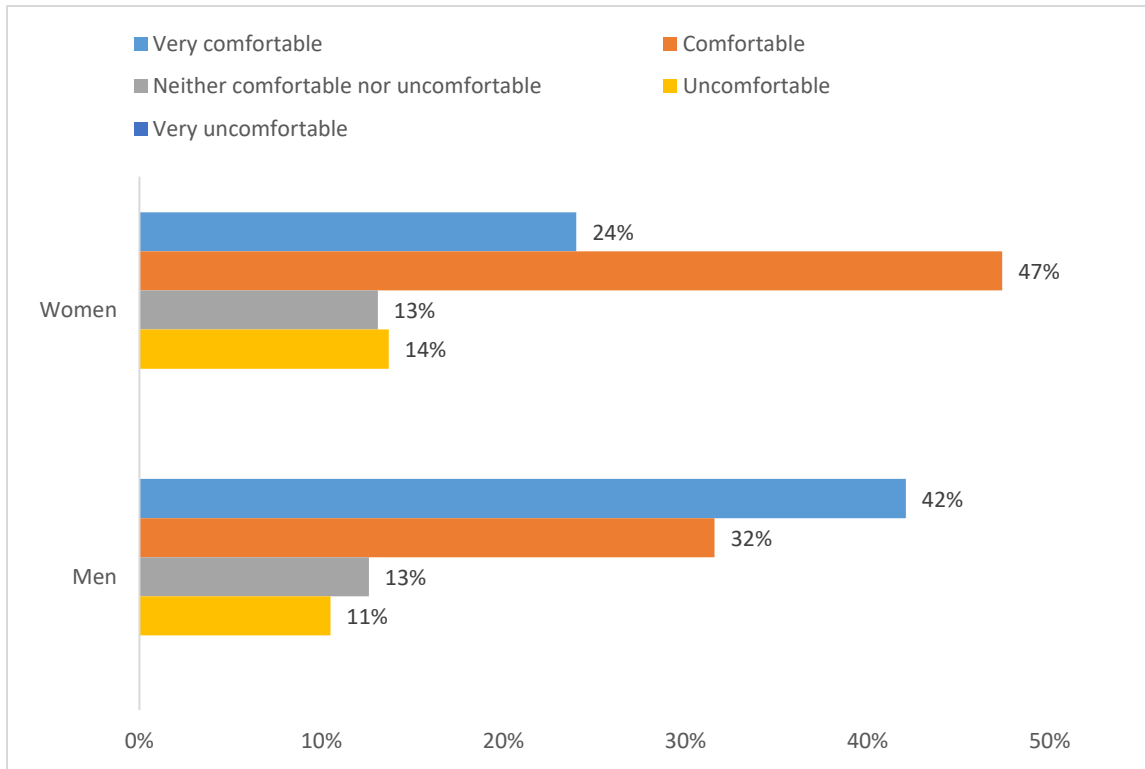
Findings with respect to level of comfort with the classroom climate are not reported here because of low response numbers in some of the demographic categories.

No significant differences emerged between Exempt and Non-Exempt Staff respondents regarding their comfort levels with the overall climate at FLCC, the climate in their division, or the climate in their department.

Findings for Faculty respondents with respect to level of comfort with the overall climate at FLCC, the climate in their division, the climate in their department, and classroom climate are not reported here because of low response numbers in some of the demographic categories.

No significant differences emerged by gender identity regarding comfort levels with the overall climate at FLCC.

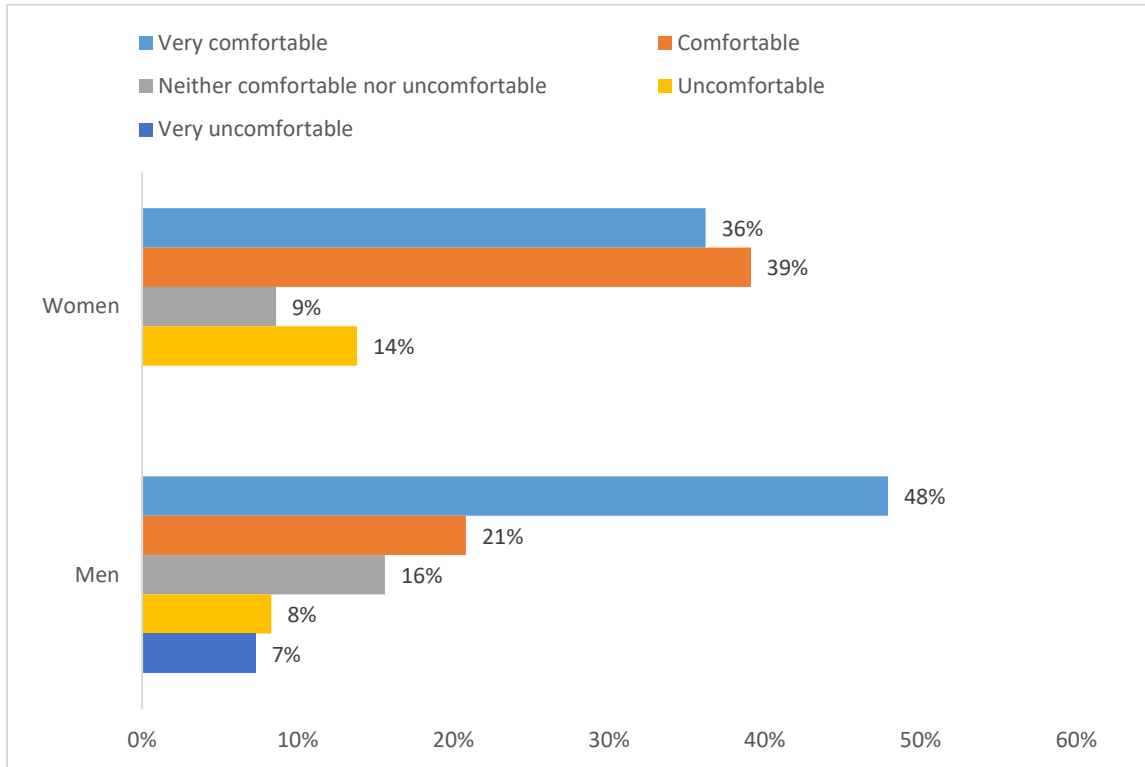
A lower percentage of Women Faculty and Staff respondents (24%, $n = 42$) than Men Faculty and Staff respondents (42%, $n = 40$) felt “very comfortable” with the climate in their division (Figure 16). Also statistically significant, 32% ($n = 30$) of Men Faculty and Staff respondents and 47% ($n = 83$) of Women Faculty and Staff respondents felt “comfortable” with the climate in their division.ⁱⁱ



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

Figure 16. Faculty and Staff Respondents' Comfort With Climate in Their Division by Gender Identity (%)

A lower percentage of Men Faculty and Staff respondents (21%, $n = 20$) than Women Faculty and Staff respondents (39%, $n = 68$) felt “comfortable” with the climate in their department (Figure 17).ⁱⁱⁱ

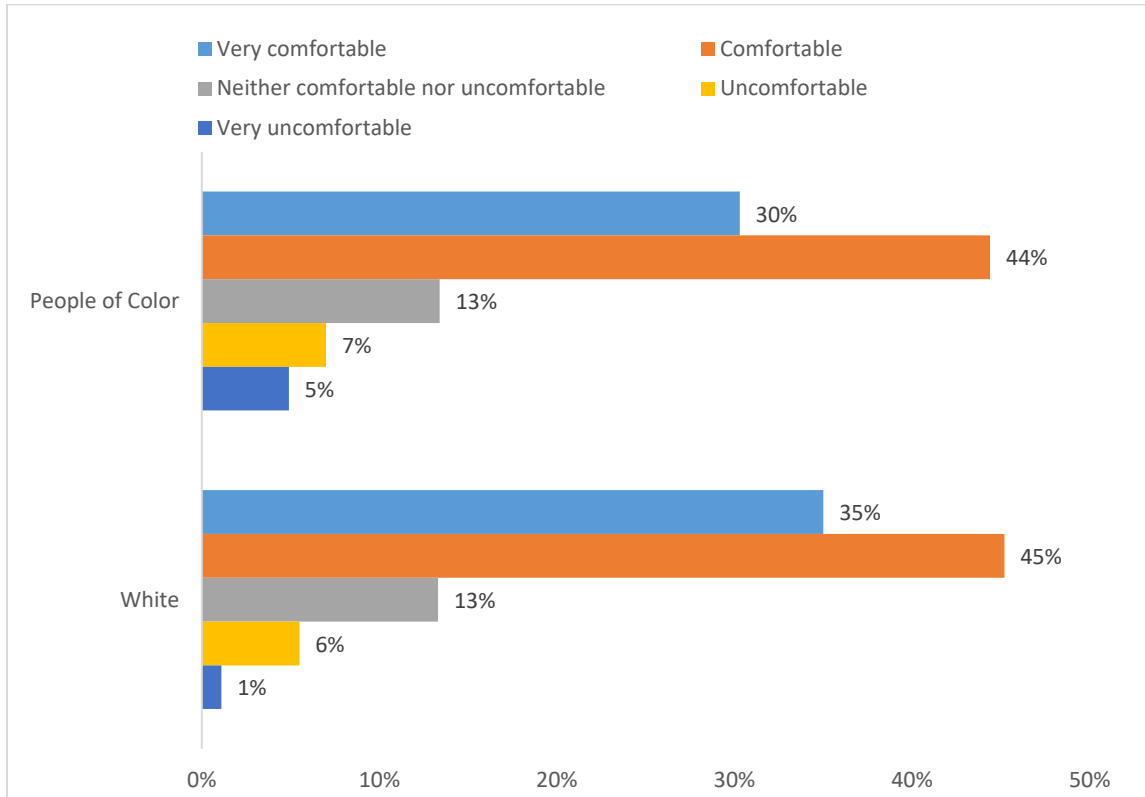


Note: Responses with $n < 5$ are not presented in the figure.

Figure 17. Faculty and Staff Respondents’ Comfort With Climate in Their Department by Gender Identity (%)

No significant differences emerged for Faculty and Student respondents by gender identity regarding comfort levels with the climate in their classroom.

By racial identity,⁴² a higher percentage of Respondents of Color (5%, $n = 7$) than White respondents (1%, $n = 8$) were “very uncomfortable” with the overall climate at FLCC (Figure 18).^{iv}



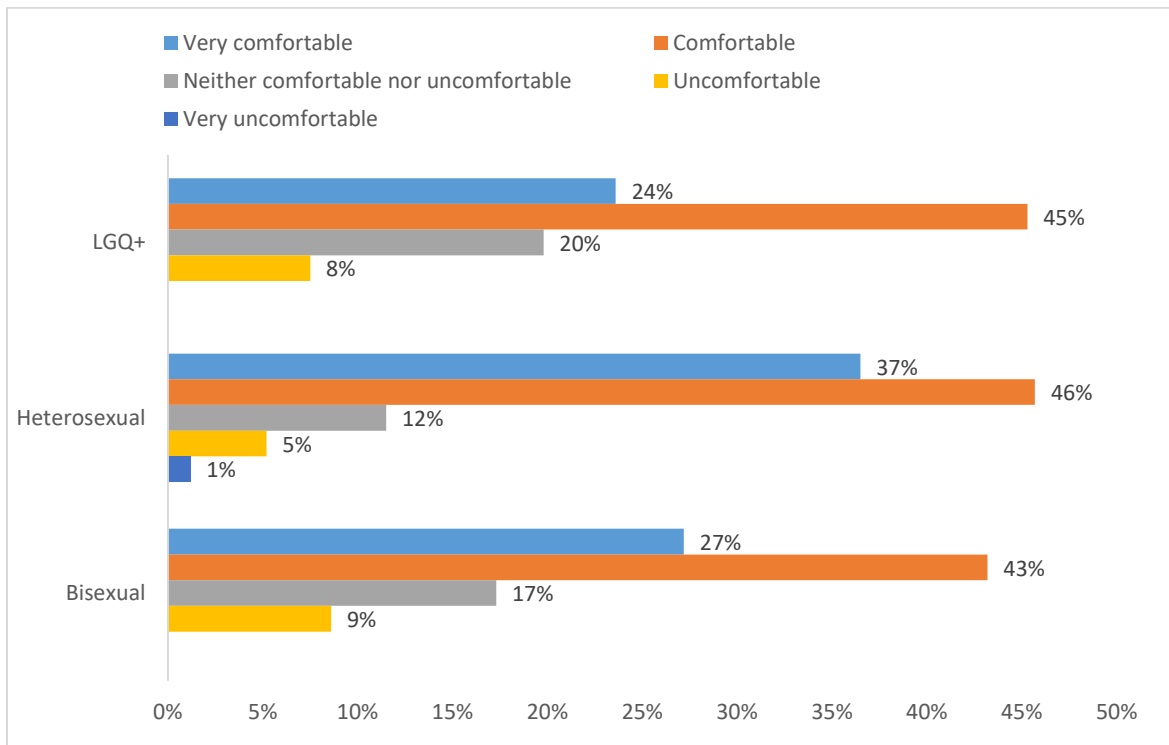
Note: Responses with $n < 5$ are not presented in the figure.

Figure 18. Respondents’ Comfort With Overall Climate by Racial Identity (%)

Significance testing could not be conducted for Faculty and Staff respondents by racial identity regarding their comfort in their division and department, and for Faculty and Student respondents by racial identity regarding their comfort in their classroom, owing to the sample’s low response numbers in some of the demographic categories.

⁴² The CSWG in collaboration with R&A proposed two collapsed racial identity categories (White and People of Color). Owing to low response numbers, the Alaska Native, American Indian/Native American, Asian/Asian American, Black/African American, Hispanic/Latinx, Middle Eastern, Multiracial, Pacific Islander/Native Hawaiian, South Asian, and Other categories were combined into the People of Color category.

The survey revealed a significant difference in respondents’ level of comfort with the overall climate based on sexual identity⁴³ (Figure 19). A lower percentage of LGQ+ respondents (24%, $n = 25$) than Heterosexual respondents (37%, $n = 248$) felt “very comfortable” with the overall climate at FLCC. Bisexual respondents did not differ statistically from other groups by sexual identity.^v



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

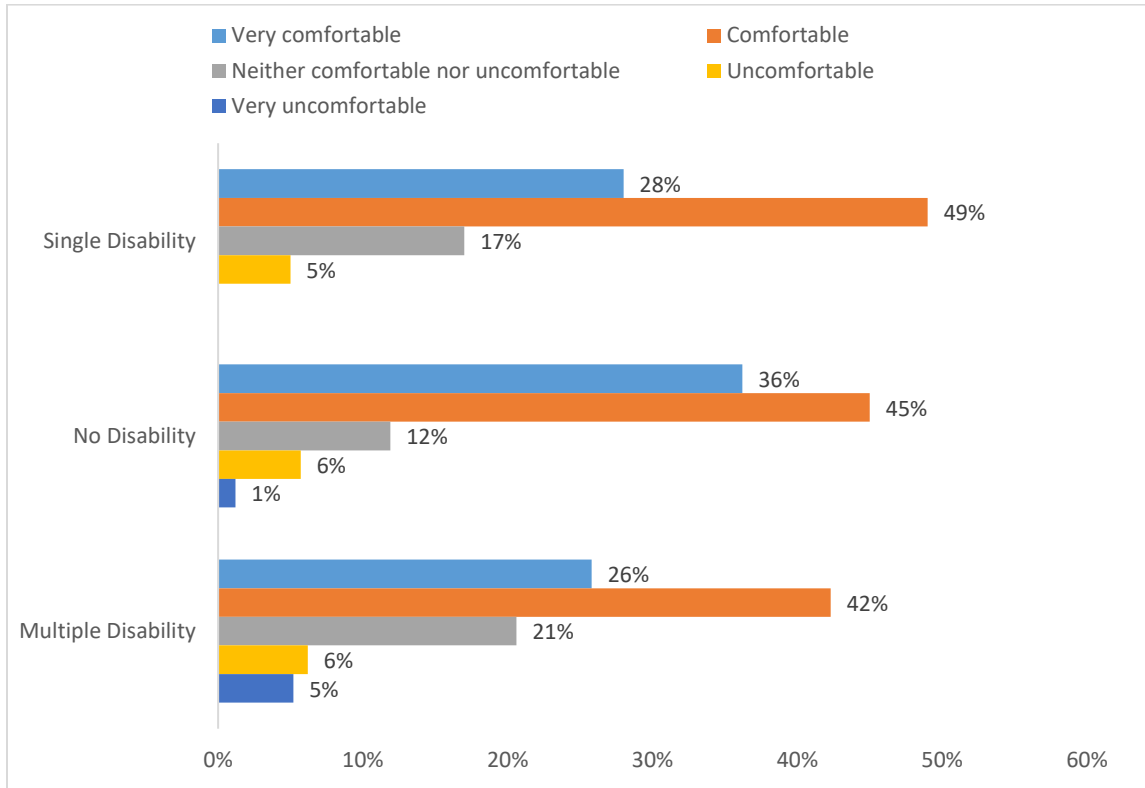
Figure 19. Respondents’ Comfort With Overall Climate by Sexual Identity (%)

No significant differences emerged by sexual identity regarding Faculty and Staff respondents’ comfort levels with the climate in their division or department.

Significance testing could not be conducted for Faculty and Student Respondents by sexual identity regarding their comfort in the classroom owing to low response numbers in some of the demographic categories.

⁴³ The CSWG in collaboration with R&A proposed three collapsed sexual identity categories (LGQ+, Heterosexual, and Bisexual). When response numbers were low in some categories, this variable was further collapsed into two categories (LGBQ+ and heterosexual) where Bisexual was combined with LGQ+.

The survey revealed a significant difference by disability status.⁴⁴ Figure 20 illustrates that a higher percentage of Respondents with Multiple Disabilities (5%, $n = 5$) compared with Respondents with No Disability (1%, $n = 8$) were “very uncomfortable” with the overall climate at FLCC.^{vi}



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

Figure 20. Respondents’ Comfort With Overall Climate by Disability Status (%)

No significant difference emerged by disability status regarding Faculty and Staff respondents’ comfort levels with the climate in their division.

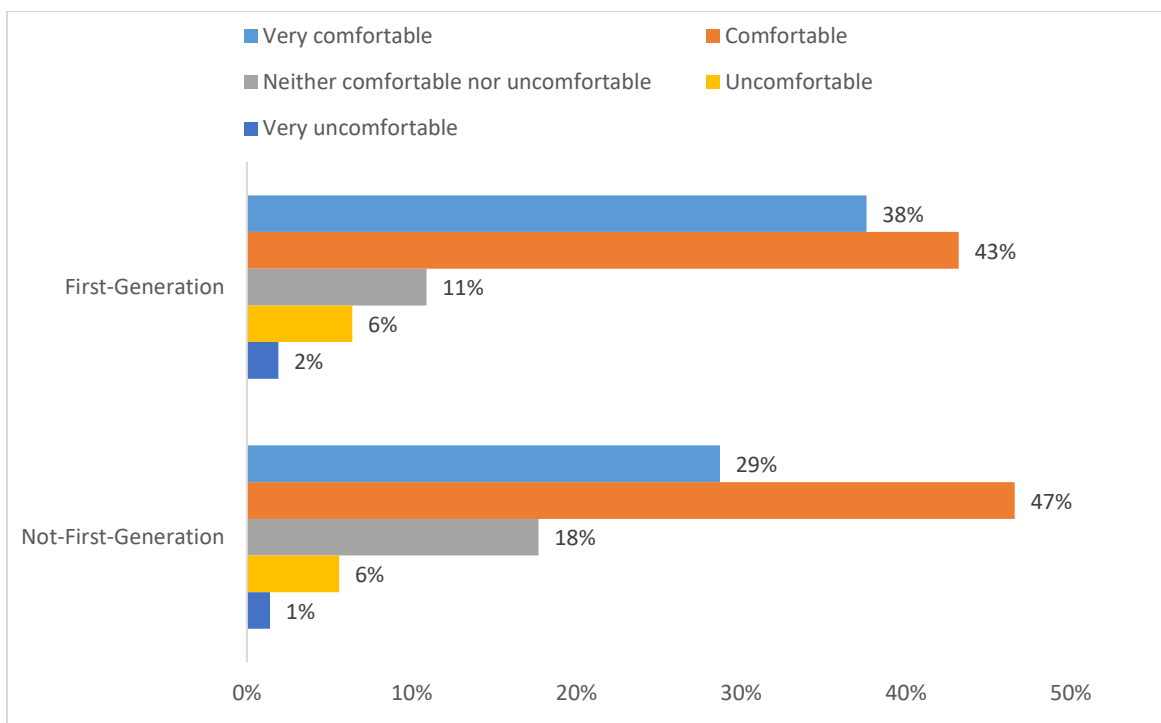
Significance testing could not be conducted for Faculty and Staff respondents regarding their comfort in their department, nor could testing be conducted for Faculty and Student Respondents

⁴⁴ The CSWG proposed three collapsed disability status categories (No Disability, Single Disability, and Multiple Disabilities). For the purposes of some analyses, this report further collapses disability status into two categories (No Disability and At Least One Disability), where Single Disability and Multiple Disabilities were collapsed into one At Least One Disability category.

by disability status regarding their comfort in the classroom owing to low response numbers in some of the demographic categories.

No significant differences emerged by income status regarding Student respondents' comfort levels with the overall climate at FLCC and the climate in their classroom.

By first-generation status, a higher percentage of First-Generation respondents (38%, $n = 200$) than Not-First-Generation respondents (29%, $n = 102$) were "very comfortable" with the overall campus climate (Figure 21).^{vii}

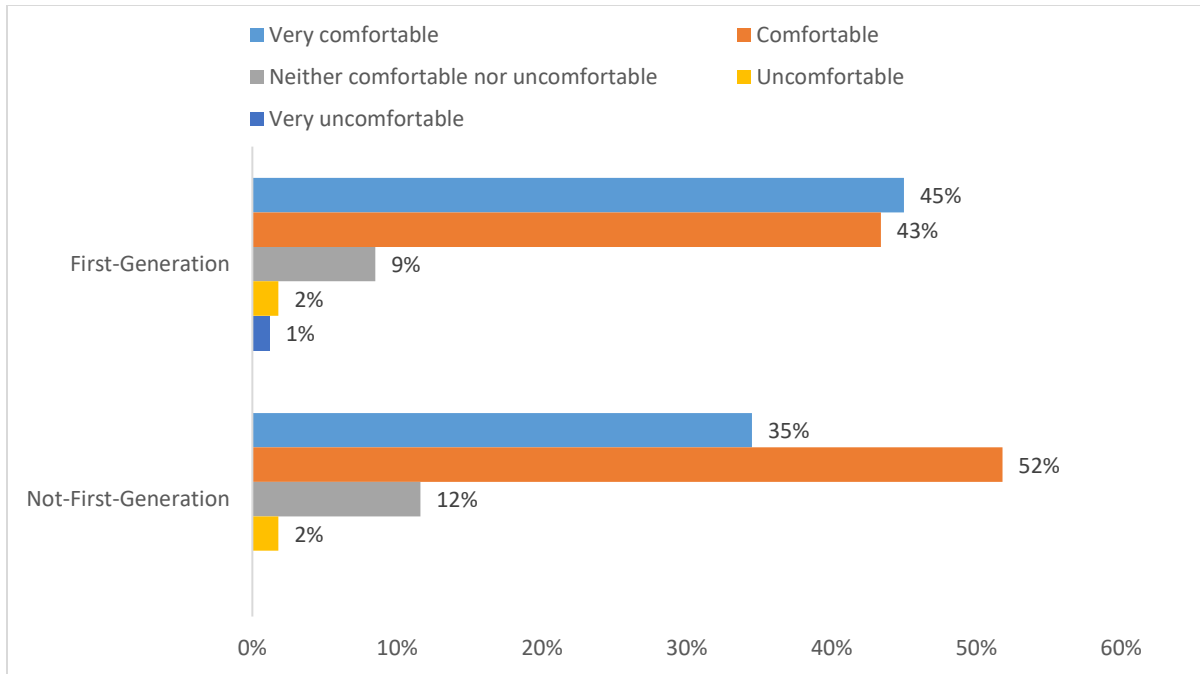


Note: Responses with $n < 5$ are not presented in the figure.

Figure 21. Respondents' Comfort With Overall Climate by First-Generation Status (%)

No significant differences emerged by first-generation status regarding Faculty and Staff respondents' comfort levels with their division and department climate.

A higher percentage of First-Generation Faculty and Student respondents (45%, $n = 195$) than Not-First-Generation Faculty and Student respondents (35%, $n = 98$) felt “very comfortable” with the climate in their classes (Figure 22). Also statistically significant, 52% ($n = 147$) of Not-First-Generation Faculty and Student respondents compared with 43% ($n = 188$) of First-Generation Faculty and Student respondents felt “comfortable” with the climate in their classes.^{viii}



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

Figure 22. Faculty and Student Respondents’ Comfort With Climate in Their Classes by First-Generation Status (%)

No significant differences existed for respondents by citizenship status regarding their comfort with the overall climate.

Significance testing could not be conducted for Faculty and Staff respondents by citizenship status regarding their comfort in their division or department, nor could testing be conducted for Faculty and Student Respondents by citizenship status regarding their comfort in the classroom owing to low response numbers in some of the demographic categories.

ⁱ A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status: $\chi^2(8, N = 899) = 101.9, p < .001$.

ⁱⁱ A chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort with the climate in their division by gender identity: $\chi^2(4, N = 270) = 11.4, p < .05$.

ⁱⁱⁱ A chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort with the climate in their department by gender identity: $\chi^2(4, N = 270) = 16.5, p < .01$.

^{iv} A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by racial identity: $\chi^2(4, N = 857) = 11.1, p < .05$.

^v A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by sexual identity: $\chi^2(8, N = 866) = 19.7, p < .05$.

^{vi} A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by disability status: $\chi^2(8, N = 879) = 19.2, p < .05$.

^{vii} A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by first-generation status: $\chi^2(4, N = 888) = 13.3, p < .05$.

^{viii} A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the classroom climate by first-generation status: $\chi^2(4, N = 717) = 10.2, p < .05$.

Barriers at FLCC for Respondents With Disabilities

One survey item asked Respondents with Disabilities if they had experienced barriers in facilities, technology/online environment, identity, or instructional/campus materials at FLCC within the past year. Tables 23 through 26 highlight where Respondents with Disabilities most often experienced barriers at FLCC.⁴⁵ With regard to campus facilities (Table 23), 12% ($n = 23$) of Respondents with Disabilities experienced barriers in campus transportation/parking, and 11% each experienced barriers in classrooms and laboratories (including computer labs) ($n = 22$) and classrooms buildings ($n = 21$) within the past year.

Table 23. Facilities Barriers Experienced by Respondents With Disabilities

Facilities	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Campus transportation/parking	23	11.7	125	63.8	48	24.5
Classrooms and laboratories (including computer labs)	22	11.3	127	65.5	45	23.2
Classroom buildings (i.e., main campus, Ontario Building, Honors House, campus centers, Viticulture Center, Muller Field Station)	21	10.8	132	68.0	41	21.1
Office furniture (e.g., chair, desk)	20	10.3	128	65.6	47	24.1
Faculty and student support staff offices	19	9.8	134	69.1	41	21.1
Athletic and recreational facilities	17	8.7	100	51.3	78	40.0
Café Dining facilities	16	8.2	123	63.1	56	28.7
Doors	14	7.2	130	66.7	51	26.2
Walkways, pedestrian paths, crosswalks	14	7.2	132	67.7	49	25.1
Elevators/lifts	13	6.7	128	65.6	54	27.7
Emergency preparedness	13	6.7	129	66.2	53	27.2
Campus housing	12	6.2	99	51.0	83	42.8
Student Health Center	12	6.2	128	65.6	55	28.2
Restrooms	12	6.2	137	70.3	46	23.6
Signage	12	6.1	131	66.8	53	27.0
Other campus buildings	10	5.2	131	67.5	53	27.3

⁴⁵ One survey item asked Transgender respondents if they had experienced barriers in facilities and identity accuracy at FLCC within the past year. Owing to low response numbers, these findings are not published in this report.

Podiums	10	5.1	127	65.1	58	29.7
Studios/performing arts spaces	10	5.1	118	60.2	68	34.7
Temporary barriers because of construction or maintenance	10	5.1	125	64.1	60	30.8

Note: Table reports responses only from individuals who indicated on the survey that they had a disability ($n = 206$).

Table 24 illustrates that, in terms of the technological or online environment, 12% ($n = 23$) of Respondents with Disabilities experienced barriers related to accessible electronic formats.

Table 24. Technology/Online Barriers Experienced by Respondents With Disabilities

Technology/Online	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Accessible electronic format	23	12.0	119	62.3	49	25.7
Moodle/Blackboard/Canvas	19	9.9	126	66.0	46	24.1
Phone/phone equipment	18	9.4	124	64.6	50	26.0
Website	17	9.1	124	66.7	45	24.2
Computer equipment (e.g., screens, mouse, keyboard)	17	8.9	124	64.6	51	26.6
Video/video audio description	17	8.9	119	62.3	55	28.8
Electronic forms	16	8.3	129	67.2	47	24.5
Classroom and presentation Clickers	15	7.9	118	61.8	58	30.4
Software (e.g., voice recognition/audiobooks)	15	7.9	120	63.2	55	28.9
Electronic surveys (including this one)	14	7.3	130	68.1	47	24.6
Library database	14	7.3	126	66.0	51	26.7
Electronic signage	13	6.8	127	66.5	51	26.7
One Stop Kiosks	13	6.8	119	62.3	59	30.9

Note: Table reports responses only from individuals who indicated on the survey that they had a disability ($n = 206$).

In terms of identity, 12% ($n = 22$) of Respondents with Disabilities experienced barriers with learning technology (e.g., Blackboard) (Table 25) and 11% ($n = 20$) experienced barriers in electronic databases (e.g., Starfish, WebAdvisor).

Table 25. Barriers in Identity Experienced by Respondents With Disabilities

Identity	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Learning technology (e.g., Blackboard)	22	11.9	125	67.6	38	20.5
Electronic databases (e.g., Starfish, WebAdvisor)	20	10.5	132	69.5	38	20.0
FLCC email account	16	8.5	135	71.4	38	20.1
Intake forms (e.g., Health Center, Disability Services, Counseling)	16	8.5	128	67.7	45	23.8
Surveys	12	6.4	140	74.5	36	19.1

Note: Table reports responses only from individuals who indicated on the survey that they had a disability ($n = 206$).

In terms of instructional and campus materials, 9% each of Respondents with Disabilities experienced barriers related to textbooks ($n = 17$) and video-closed captioning and text descriptions ($n = 17$) (Table 26).

Table 26. Barriers in Instructional/Campus Materials Experienced by Respondents With Disabilities

Instructional/Campus Materials	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Textbooks	17	9.1	124	66.3	46	24.6
Video-closed captioning and text description	17	9.1	119	64.0	50	26.9
Library books	15	7.9	126	66.7	48	25.4
Syllabi/course outline	15	7.9	127	67.2	47	24.9
Food menus	14	7.4	124	66.0	50	26.6
Journal articles	14	7.4	127	67.2	48	25.4
Forms	12	6.4	132	70.6	43	23.0
Other publications	12	6.3	130	68.8	47	24.9
Brochures	11	5.8	130	68.8	48	25.4

Note: Table reports responses only from individuals who indicated on the survey that they had a disability ($n = 206$).

Qualitative comments analyses. Forty-eight respondents elaborated on their responses regarding accessibility. Four themes emerged from the responses: limited/no barriers, struggle for accommodation, technological access, and praise for FLCC.

Limited/No Barriers. For the first theme, respondents commented that they faced limited to no barriers as described in the previous items. One respondent wrote, “I have not had any blockades regarding any of these topics.” One respondent shared, “Everything that I have encountered so far has been nothing but positive, and helpful,” while another respondent observed, “Everything seems fairly accessible to people with disabilities.” Several of these respondents noted that their particular disability did not present the same barriers regarding accessibility. One respondent wrote, “My disabilities are not physical and therefore I have not encountered any barriers regarding accessibility.” Another respondent observed, “All I can say is that the only barrier is my learning process, I sometimes have information come to me slowly.” Another respondent noted, “My disability primarily affects me when I am not at my classes, so most of these do not pertain to me.” A few respondents simply noted their disability, such as the respondents who wrote, “Just dyslexic,” or “I am just naturally mentally slower than a lot of people here, nothing new.” Another respondent shared, “My disability is more at this point emotional and mental, not developmental which was the basis of the questions set forth.”

Struggle for Accommodation. For the second theme, respondents described their struggle to get accommodations for their disability. One wrote, “After years of struggling to get the simple accommodation where I would [specific accommodation], I am finally satisfied that they are doing enough to keep me safe.” Another respondent noted, “My disability is pretty manageable, but it kinda hurts that I don't feel like I can trust staff and faculty with my problems.” Several respondents called out professors for not being accommodating. One respondent wrote, “Some professors are very unwilling to accommodate students with needs that don't fit into their idea of a ‘good student,’ i.e. someone who can take notes on paper and can sit still and silently until the class is over.” Another respondent explained, “I've had 2 professors now that I encounter severe issues with personally and it affects my education to the point I've dropped one class and switched to another and the second I made the attempt but didn't have an ability to switch.” Another respondent shared, “My experiences are my issues due to extreme depression, ADHD,

and bipolar. But I would like to say that my [subject] teacher last semester made my depression a lot worse.... He is now the reason I am taking online. I do not want to have teachers like him.”

Technological Access. In the third theme, respondents discussed challenges accessing technology. One respondent stated, “I struggle with technology use on campus.” Another respondent explained, “As a person with ADHD, I sometimes feel as if electronic information and other gadgetry is difficult to navigate.” Respondents noted how difficult it was to get help to access online resources. One respondent noted that it is “[f]rustratingly difficult to change online name to preferred name.” Another respondent explained, “My email wasn’t set up properly at first, and I was academically stunted due to it. The person that I called for it wasn’t able to resolve it, and had to have the issue escalated.” Another respondent shared, “I have troubling [sic] accessing resources online. The Professor assume[s] I know how to do this. There should be extra help as I don’t get as much as I anticipated.”

Praise for FLCC. In the final theme, respondents shared praise for FLCC. One respondent wrote, “I’m glad to be at FLCC to work on my future career and meet, make new friends.” Other respondents made statements such as “I love this college,” and “It’s good.” Some respondents offered specific praise for support they had received. One respondent gushed, “as a continuing education student and older the Newark campus is great. Very welcoming, involved, helpful. I love the environment that I am surrounded here with.” Another respondent stated, “[Specific office] has been very helpful with all my needs.” One respondent offered praise for their experience, “I am very pleased to have the opportunity to be attending FLCC. I have learned a lot from my first semester at FLCC everyone was a great.”

Barriers at FLCC for Transgender/Genderqueer/Nonbinary Respondents

One survey item asked Transgender, Genderqueer, and Nonbinary respondents if they had experienced barriers in facilities or identity accuracy at FLCC within the past year. Tables 27 and 28 depict where Transgender, Genderqueer, and Nonbinary respondents most often experienced barriers at FLCC.⁴⁶ With regard to campus facilities (Table 27), 43% ($n = 9$) of Transgender, Genderqueer, Nonbinary respondents experienced barriers in restrooms within the past year.

Table 27. Facilities Barriers Experienced by Transgender/Genderqueer/Nonbinary Respondents

Facilities	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Restrooms	9	42.9	8	38.1	< 5	---

Note: Table reports responses only from individuals who indicated on the survey that they identified their gender identity as Transgender, Genderqueer, or Nonbinary ($n = 23$).

Table 28 illustrates that, in terms of identity accuracy, 33% ($n = 7$) of Transgender, Genderqueer, and Nonbinary respondents had difficulty with FLCC ID Cards.

Table 28. Identity Accuracy Barriers Experienced by Transgender/Genderqueer/Nonbinary Respondents

Identity accuracy	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
FLCC ID Card	7	33.3	12	57.1	2	9.5
FLCC email account	6	28.6	13	61.9	2	9.5
Intake forms (e.g., Health Center, Disability Services, Counseling)	6	27.3	9	40.9	7	31.8
Class roster	6	31.6	8	42.1	5	26.3
Campus Safety	5	23.8	13	61.9	3	14.3

Note: Table reports responses only from individuals who indicated on the survey that they identified their gender identity as Transgender, Genderqueer, or Nonbinary ($n = 23$).

Ten respondents elaborated on their experiences regarding barriers at FLCC based on their transgender/genderqueer/gender nonbinary identity. Because of the small number of responses for this item, no themes emerged.

⁴⁶ See Appendix B, Table B117 for all responses to the question, “As a person who identifies as Genderqueer, Nonbinary, or Transgender have you experienced a barrier in any of the following areas at FLCC in the past year?”

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct⁴⁷

Seventeen percent ($n = 151$) of respondents believed that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and hostile (bullied, harassed) conduct that had interfered with their ability to learn, live, or work at FLCC within the past year.⁴⁸

Figure 23 depicts the percentage of respondents by position status who answered “yes” to the question, “Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored) intimidating, offensive, and hostile conduct (e.g., bullied, harassed) that has interfered with your ability to, learn, live, or work at FLCC?”

The survey results show significant differences among respondents by position. A higher percentage of Staff respondents (37%, $n = 65$) than Faculty respondents (18%, $n = 20$) and Student respondents (11%, $n = 66$) believed that they had experienced this conduct.^{ix} Higher percentages of Staff respondents (17%, $n = 30$) and Faculty respondents (6%, $n = 7$) than Student respondents (1%, $n = 5$) thought that the conduct was based on their position (e.g., staff, faculty, student).^{xxi}

⁴⁷ This report uses the phrases “conduct” and “exclusionary, intimidating, offensive, and/or hostile conduct” as a shortened version of conduct that someone has “personally experienced” including “exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct.”

⁴⁸ The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso et al., 2009).

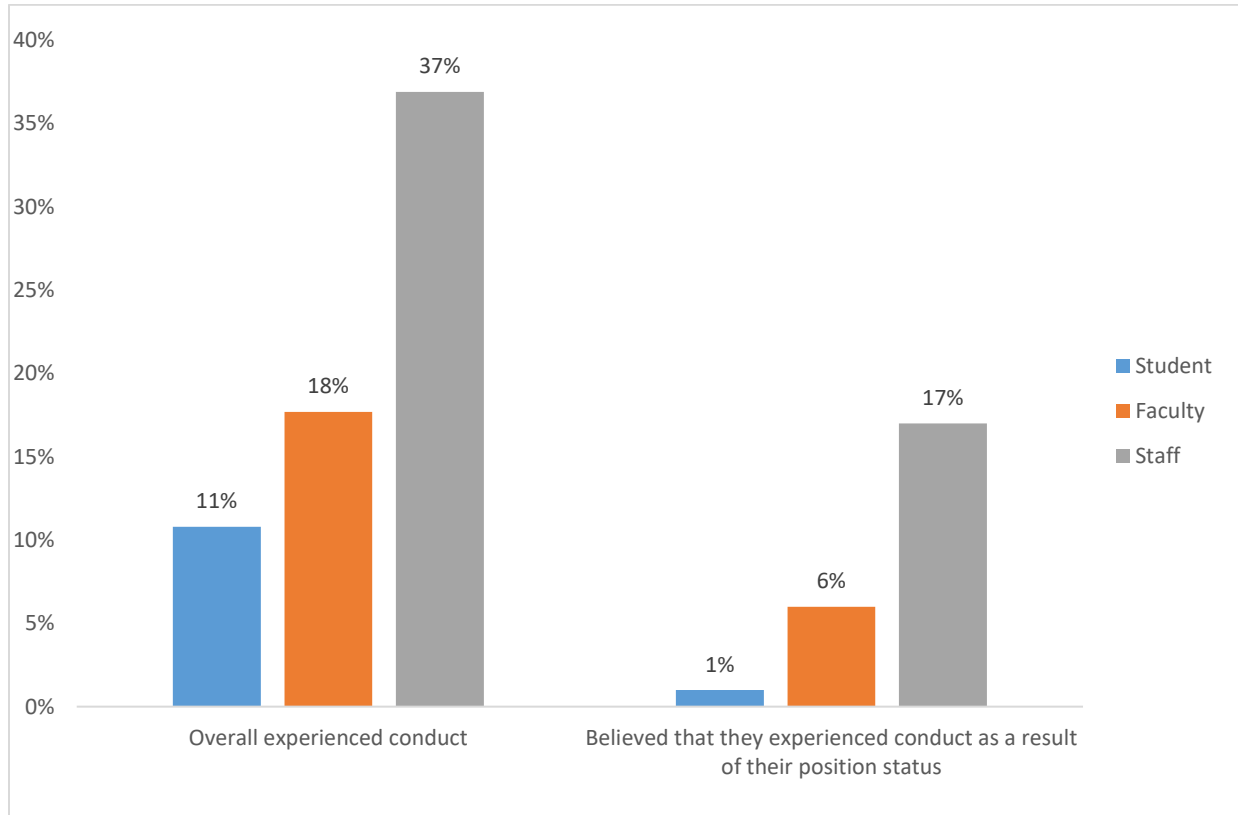


Figure 23. Respondents’ Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position (%)

Of the respondents who experienced such conduct, 28% ($n = 42$) indicated that they believed the conduct was based on their position at FLCC, and 15% ($n = 22$) believed that the conduct was based on their gender identity. “Reasons not listed above” included responses such as “a professor doubting my and fellow classmates intelligence,” “accusations of doing actions which I never did,” “assignment timeline discrepancy,” “communication/trust,” “difference of opinion regarding students,” “domestic issue,” “expressing ideas and concerns on the quality of teaching, curriculum, textbooks which all express one perspective,” “giant egos,” “instructor’s lack of communication,” “lack of management training,” “scared to identify what it is,” “falsely accused of discrimination,” “treated poorly by upper management,” and “wearing a rebel battle flag hoodie.” Tables 29 through 31 reflect the top perceived bases of exclusionary, intimidating, offensive, and/or hostile conduct for Staff, Faculty, and Student respondents, respectively.

Of the Staff respondents who experienced such conduct, 46% ($n = 30$) believed that the conduct was based on position (e.g., staff, faculty, student) (Table 29). Twenty-five percent ($n = 16$)

noted that they did not know the basis of the conduct, and 20% ($n = 13$) felt that it was based on their educational credentials.

Table 29. Staff Respondents' Top Bases of Experienced Conduct

Basis of conduct	<i>n</i>	%
Position (e.g., staff, faculty, student)	30	46.2
Did not know	16	24.6
Educational credentials	13	20.0
Gender/gender identity	11	16.9
Length of service at FLCC	11	16.9
Age	10	15.4

Note: Table reports responses only from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 65$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B50 in Appendix B.

Of the Faculty respondents who experienced such conduct, 35% ($n = 7$) believed that the conduct was based on position (e.g., staff, faculty, student), and 30% ($n = 6$) felt that it was based on their philosophical views (Table 30).

Table 30. Faculty Respondents' Top Bases of Experienced Conduct

Basis of conduct	<i>n</i>	%
Position (e.g., staff, faculty, student)	7	35.0
Philosophical views	6	30.0

Note: Table reports responses only from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 20$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B50 in Appendix B.

Of the Student respondents who experienced such conduct, 18% ($n = 12$) indicated that they did not know the basis for the conduct (Table 31). Seventeen percent each believed that the conduct was based on their learning disability/condition ($n = 11$) and/or their mental health/psychological disability/condition ($n = 11$).

Table 31. Student Respondents’ Top Bases of Experienced Conduct

Basis of conduct	<i>n</i>	%
Did not know	12	18.2
Learning disability/condition	11	16.7
Mental health/psychological disability/condition	11	16.7
Age	9	13.6
Gender/gender identity	9	13.6

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 66$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B50 in Appendix B.

Table 32 illustrates the manners in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct. Thirty-six percent ($n = 55$) felt intimidated/bullied, 34% ($n = 52$) felt ignored or excluded, 30% ($n = 45$) felt isolated or left out, and 29% ($n = 44$) experienced a hostile work environment. Other forms of such conduct included “a staff had confided in me about being verbally abused,” “a teach[er] gave me poor grades due to her not liking me,” “attempts to professionally undermine and slander,” “being ostracized/blacklisted,” “duties were changed,” “harassed for having a service dog,” “I was subjected to inappropriate sexist remarks,” “instructor didn’t really want to use my accommodations for my course,” “student life violating our 1st amendment rights,” and “student made false accusations to tarnish my reputation.”

Table 32. Top Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	<i>n</i>	% of those who experienced the conduct
I was intimidated/bullied.	55	36.4
I was ignored or excluded.	52	34.4
I was isolated or left out.	45	29.8
I experienced a hostile work environment.	44	29.1
I was the target of workplace incivility.	33	21.9
I was the target of derogatory verbal remarks.	31	20.5
I experienced a hostile classroom environment.	22	14.6

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 151$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B51 in Appendix B.

Figure 24 depicts the manners in which Staff and Faculty respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct. Forty-five percent each of Staff respondents felt ignored or excluded ($n = 29$) and/or experienced a hostile work environment ($n = 29$), and 39% ($n = 25$) felt intimidated or bullied. Fifty percent ($n = 10$) of Faculty respondents experienced a hostile work environment, 45% ($n = 9$) felt intimidated or bullied, and 40% ($n = 8$) were targets of workplace incivility.

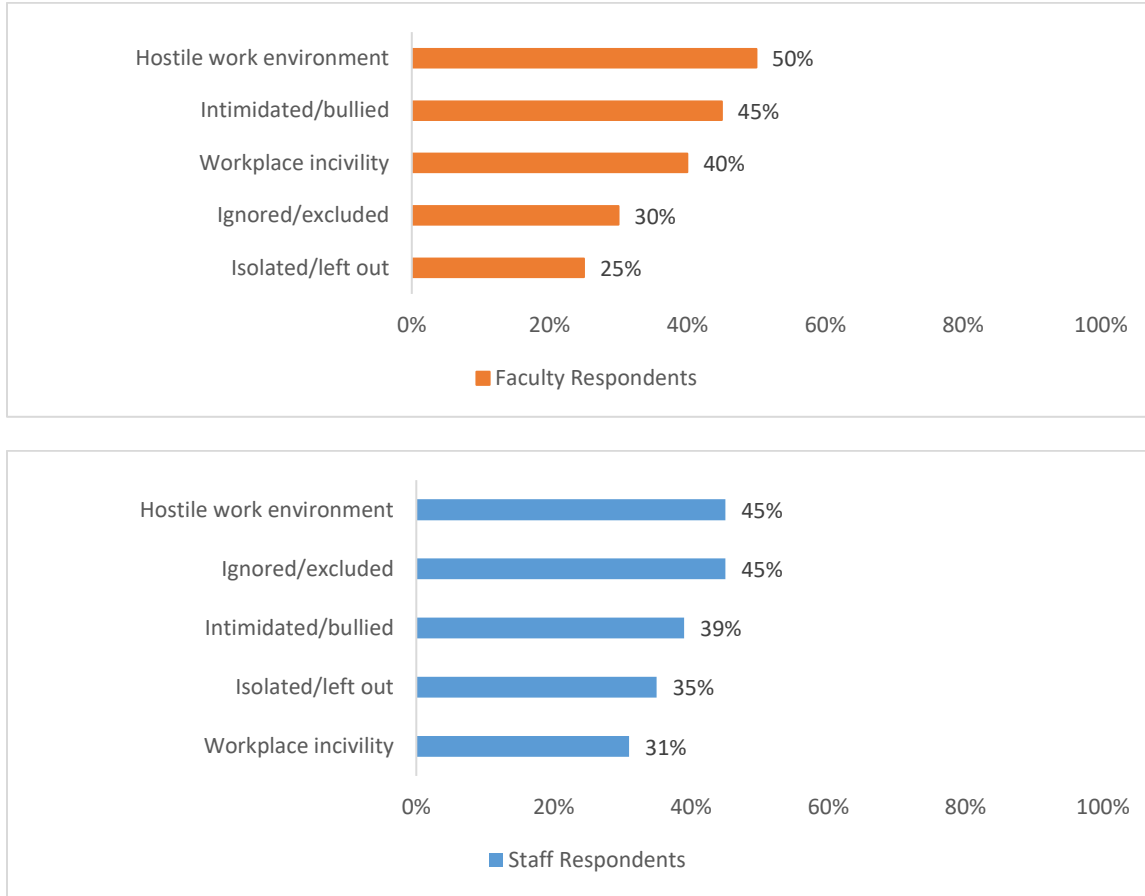


Figure 24. Faculty and Staff Respondents’ Manners of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Employee Position Status (%)

Figure 25 depicts the manners in which Student respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status. Thirty-two percent ($n = 21$) of Student respondents felt intimidated or bullied, 26% each felt isolated or left out ($n = 17$) and/or ignored or excluded ($n = 17$), 24% ($n = 16$) experienced a hostile classroom environment, and 23% ($n = 15$) felt others staring at them.

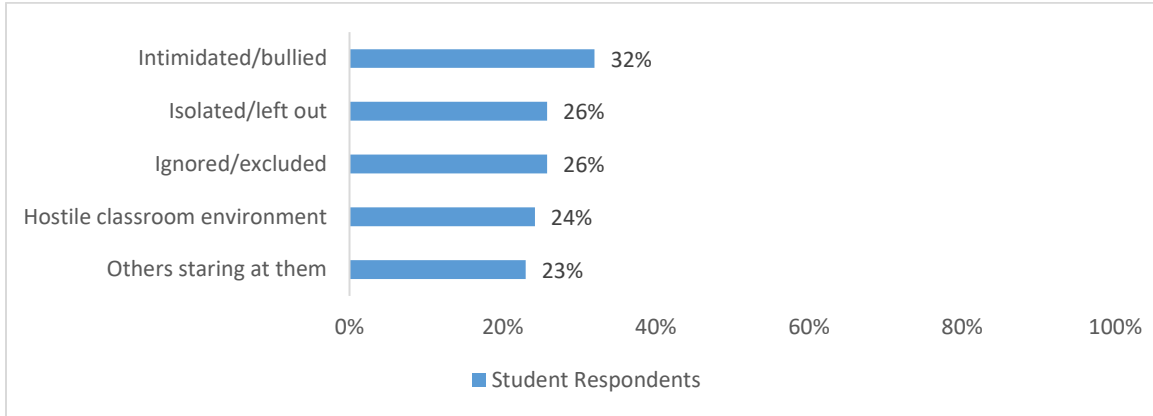


Figure 25. Student Respondents’ Manners of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct noted that it occurred while working at a FLCC job (34%, $n = 51$), in a meeting with a group of people (26%, $n = 39$), and in a class/laboratory (19%, $n = 28$). Some respondents who marked “a location not listed above” described “academic department meetings,” “during my evaluation,” “in the incubator,” “outside the school on the lawn,” and “The Suites at Laker Landing” as the location where the conduct occurred.

Table 33 depicts the top five locations where Staff respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct, including while working at a FLCC job (60%, $n = 39$), in a meeting with a group of people (37%, $n = 24$), and in a meeting with one other person (25%, $n = 16$).

Table 33. Staff Respondents’ Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of Staff respondents who experienced the conduct
While working at an FLCC job	39	60.0
In a meeting with a group of people	24	36.9
In a meeting with one other person	16	24.6
On phone calls/text messages/email	11	16.9
In other public spaces at FLCC	9	13.8

Note: Table reports responses only from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 65$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B52 in Appendix B.

Faculty respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often in a meeting with a group of people and/or while working at a FLCC job (each 40%, $n = 8$), in a faculty office (35%, $n = 7$), and in a class laboratory (25%, $n = 5$) (Table 34).

Table 34. Faculty Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of Faculty respondents who experienced the conduct
In a meeting with a group of people	8	40.0
While working at a FLCC job	8	40.0
In a faculty office	7	35.0
In a class laboratory	5	25.0

Note: Table reports responses only from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 20$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B52 in Appendix B.

Student respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often in a class/laboratory (33%, $n = 22$), while walking on campus (15%, $n = 10$), and at a campus center (15%, $n = 10$) (Table 35).

Table 35. Student Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of Student respondents who experienced the conduct
In a class/laboratory	22	33.3
While walking on campus	10	15.2
At a campus center	10	15.2
Off campus	8	12.1
In a meeting with a group of people	7	10.6
In other public spaces at FLCC	7	10.6
On phone calls/text messages/email	7	10.6

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 66$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B52 in Appendix B.

Twenty-eight percent ($n = 42$) of the respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct identified coworkers/colleagues as the source of the conduct, 25% ($n = 38$) identified the source as a faculty member/professor or other instructional staff, and 24% ($n = 36$) identified students as the source of the conduct (Table 36).

Table 36. Top Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source of conduct	<i>n</i>	% of respondents who experienced the conduct
Coworker/colleague	42	27.8
Faculty member/professor/other instructional staff	38	25.2
Student	36	23.8
Staff member	30	19.9
Supervisor or manager	28	18.5
Department/program chair	15	9.9
Senior administrator (e.g., president, provost, vice president)	14	9.3
Stranger	8	5.3
Friend	7	4.6
Academic advisor	5	3.3
Student staff (e.g., front desk, student tutor, student laboratory assistant)	5	3.3

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 151$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of sources, please see Table B53 in Appendix B.

Figures 26 and 27 display the perceived sources of experienced exclusionary conduct for each position status. Student respondents indicated that students were their greatest source of exclusionary conduct (47%, $n = 31$) followed by faculty/professors/instructional staff (26%, $n = 17$) (Figure 26).

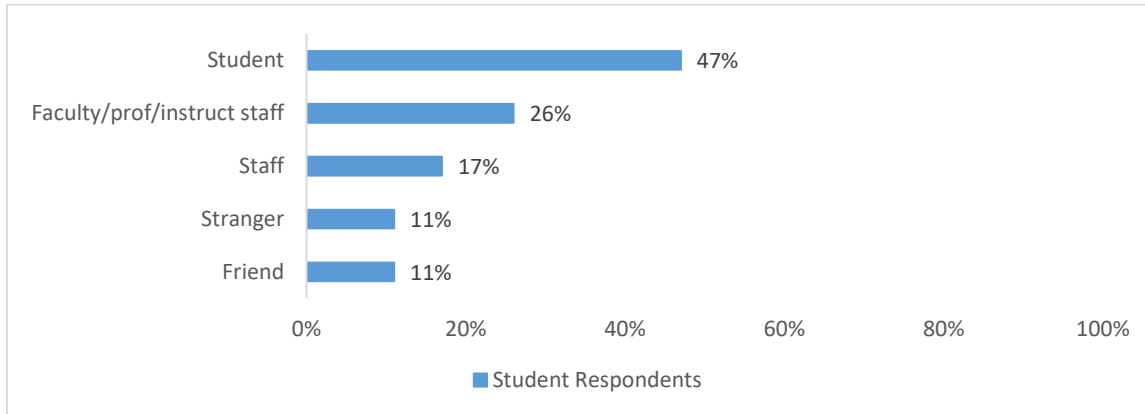


Figure 26. Student Respondents' Top Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Staff respondents most often identified coworkers/colleagues, supervisors/managers, staff members, faculty members/professors/instructional staff members, and senior administrators as the sources of exclusionary, intimidating, offensive, and/or hostile conduct (Figure 27). Faculty respondents most often cited other faculty members/professors/instructional staff members, department/program chairs, and coworkers/colleagues as the sources of the exclusionary conduct.

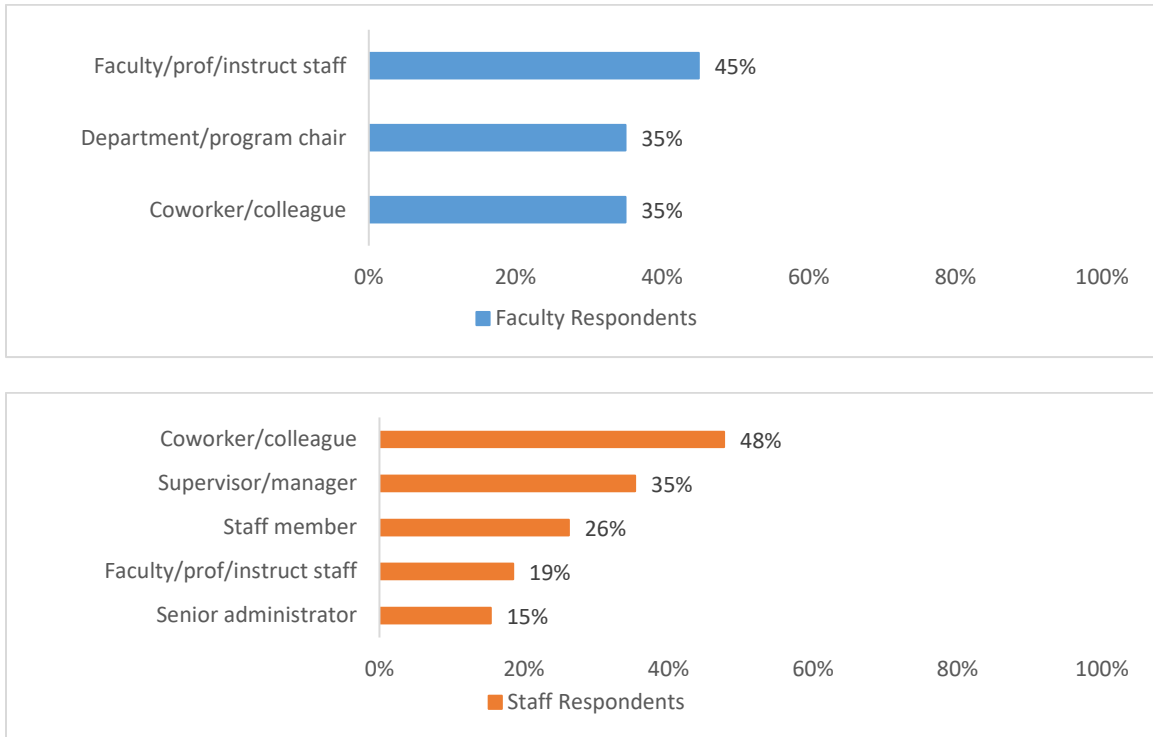


Figure 27. Employee Respondents’ Top Sources of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

In response to this conduct, 55% ($n = 83$) of respondents felt angry, 51% ($n = 77$) felt distressed, 31% ($n = 47$) felt sad, 27% ($n = 41$) felt embarrassed, 23% ($n = 34$) felt afraid, and 15% ($n = 23$) felt somehow responsible (Table 37). Of respondents who indicated that their emotional response was not listed, several added comments including “amazed,” “annoyed,” “anxious,” “confused,” “discouraged,” “disappointed,” “disgusted,” “disheartened,” “frustrated,” “helpless,” “insulted,” “isolated,” “like a failure,” “outraged,” “somewhat hysterical,” “uncomfortable,” and “worried.”

Table 37. Respondents' Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Emotional response to conduct	<i>n</i>	% of respondents who experienced conduct
Angry	83	55.0
Distressed	77	51.0
Sad	47	31.1
Embarrassed	41	27.2
Afraid	34	22.5
Somehow responsible	23	15.2
A feeling not listed above	44	29.1

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 151$). Percentages may not sum to 100 as a result of multiple response choices.

Also, in response to experiencing the conduct, 43% ($n = 65$) told a friend, 39% ($n = 59$) avoided the person/venue, and 28% ($n = 42$) told a family member (Table 38). Of the 23% ($n = 35$) of respondents who sought support from a FLCC resource, 31% ($n = 11$) sought support from the Office of Human Resources, 26% ($n = 9$) sought help from Counseling Services, and 23% each sought support from faculty member/professors ($n = 8$) and/or senior administrators (e.g., president, provost, vice president) ($n = 8$).

Table 38. Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
I told a friend.	65	43.0
I avoided the person/venue.	59	39.1
I told a family member.	42	27.8
I contacted an FLCC resource.	35	23.2
<i>Office of Human Resources</i>	11	31.4
<i>Counseling Services</i>	9	25.7
<i>Faculty member/professor</i>	8	22.9
<i>Senior administrator (e.g., president, provost, vice president)</i>	8	22.9
<i>Campus Safety</i>	7	20.0

Table 38. Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
<i>Community Standards</i>	6	17.1
<i>Staff member</i>	5	14.3
I did not do anything.	28	18.5
I confronted the person(s) at the time.	19	12.6
I did not know to whom to go.	19	12.6
I confronted the person(s) later.	18	11.9
I sought information online.	7	4.6
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	5	3.3

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 151$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B55 in Appendix B.

Table 39 illustrates that 75% ($n = 110$) of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct did not report the incident and that 25% ($n = 36$) of respondents did report the incident. Of the respondents who reported the incident, 21% ($n = 5$) felt that their complaint was addressed appropriately, 42% ($n = 10$) felt the incident was not appropriately addressed, and 21% ($n = 5$) indicated that the outcome of their complaint is still pending.

Table 39. Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
No, I did not report it.	110	75.3
Yes, I reported it.	36	24.7
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	< 5	---
<i>Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	5	20.8
<i>Yes, I reported the incident but felt that it was not addressed appropriately.</i>	10	41.7
<i>Yes, I reported the conduct and the outcome is still pending.</i>	5	20.8

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 151$). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comments analyses. Sixty-four respondents elaborated on their experiences with exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that interfered with their ability to learn, live, or work at FLCC. Two themes emerged from these responses: problems with the conflict report process and different opinions. Student respondents described an additional theme: misconduct by professors.

All Respondents

Problems With the Conflict Report Process. In the first theme, respondents discussed their experiences with the conflict report process following the offensive and hostile behaviors they had faced. Some respondents shared that they had reported an incident but had received no response to their report. One respondent stated, “I have reported it and no action has been taken.” Another respondent shared, “I did not receive any support.... I was informed that I would receive a response in a certain time frame and did not.” Another respondent described their experience: “The counselor advised me to talk to the person with another counselor or diversity officer in the room to be a middle man. I spoke to a friend of the person and a diversity officer and they both told me ‘something will be done’ and then nothing happened so I left. I just want a fucking apology.”

Other respondents were concerned about a lack of accountability for behavior when misconduct had been reported multiple times with no consequences. One respondent wrote, “When an individual (FLCC employee) has continued to harass, badger, bad-mouth, and aggressively confront another employee, and is able to keep his/her job... something is wrong. MANY incidents, over many years, have been reported, to no avail.” Another respondent shared, “Some faculty members continue to act as if they are ‘untouchable’ and although their conduct has been addressed, they persist in their negative behavior.” One respondent stated, “There was a bully in our office. No one was safe from her. Reported it to our supervisor and she didn’t have any control over her.” Another respondent asked, “Why report? When a history of the behavior exists and nothing has been done.”

Some respondents commented on poor execution of the conflict report process. One respondent suffered a breach of privacy: “My identity was released and the person who I filed the complaint on found out & began harassing me.” Another respondent explained how multiple changes over

multiple years made it hard to have any satisfactory resolution: “This conduct was going on for so long... that the process changed while the complaints were brought forward. There were changes in process... changes in the administration at FLCC and changes from the department being moved. These changes resulted in multiple conversations about the same issues with multiple levels of people at FLCC, where the conversation essentially halted, and I stopped trying to move it forward.” Another respondent did not report a problem because of a poor perception of the Human Resources department: “The environment here at FLCC teeters on a hostile environment. If Human Resources were fair I would have went to see them—but they are not!”

Different Opinions. For the second theme, respondents wrote that sharing different opinions led to negative conduct. One respondent wrote, “I raised a question about a project initiated by a colleague who met my inquiry with rash and hostile behavior.” Another respondent described an incident where “the [administrator] abruptly denied me the opportunity to contribute to a discussion in a departmental meeting while allowing others to contribute after denying me the opportunity to do so.” Respondents discussed experiences with individuals who were unwilling to listen to other opinions and ideas. One respondent shared, “The [administrator] has imposed a strongly left-wing agenda/bias and stifles discussion of issues that do not accord with his own ideological priorities and ridicules, belittles, marginalizes or bullies those who disagree with him.” Another respondent noted, “The person does not seem to listen to myself or other team members.” One respondent wrote, “I never want to speak up at a meeting or in a group here, because I don’t think people support each other,” while another observed, “[I] did not personally feel there was always opportunity for open, honest discussion.”

Student Respondents Only

Misconduct by Professors. In the sole theme specific to this group, Student respondents described misconduct by professors. Some respondents were upset by professors who berated and ridiculed them. One respondent described an “[o]nline [subject] class with a professor who seemed to only be interested in putting his students down, name calling, and catching them cheating at all costs.” Another respondent shared, “My professor constantly called me out in front of the class about having a bad grade or failing a test.” A third respondent explained, “My

[subject] professor last semester was entirely out of line. She called me as well as my other classmates stupid, without actually saying the word. All of us in the class were very upset and angry.” Other respondents described unusual behaviors by professors. One respondent wrote, “While I took a class that was needed for my degree, the instructor I had acting [*sic*] very strange towards me in a way. She would deduct points off of my papers and say that they were ‘late’ even though they weren’t, I made sure all of my assignments were due on time.” Another respondent shared, “I was noticing my grade gradually dropping. I looked into my grades and noticed assignments I’d previously submitted were marked as Zeros. The Instructor had no contact information whatsoever listed any place on the syllabus or course outline.”

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

Respondents’ observations of others’ experiencing exclusionary, intimidating, offensive, and/or hostile conduct also may contribute to their perceptions of campus climate. Within the past year, 16% ($n = 145$) of survey respondents observed conduct directed toward a person or group of people on campus that they believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) learning or working environment at FLCC⁴⁹. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was believed to be based on gender/gender identity (27%, $n = 39$), racial identity (17%, $n = 24$), sexual identity (17%, $n = 24$), and position status (15%, $n = 22$). Twenty-one percent ($n = 31$) of respondents indicated that they did not know the basis (Table 40).

⁴⁹ This report uses “conduct” and the phrase “exclusionary, intimidating, offensive, and/or hostile conduct” as a shortened version of “conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at FLCC?”

Table 40. Top Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Characteristic	<i>n</i>	% of respondents who observed conduct
Gender/gender identity	39	26.9
Racial identity	24	16.6
Sexual identity	24	16.6
Position status (e.g., staff, faculty, student)	22	15.2
Mental health/psychological disability/condition	17	11.7
Physical characteristics	16	11.0
Age	15	10.3
Gender expression	15	10.3
Do not know	31	21.4

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 145). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases of conduct, please see Table B99 in Appendix B.

Figures 28 and 29 separate by demographic categories (i.e., gender identity, racial identity, sexual identity, position status, and disability status) the noteworthy responses of those individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year. No significant differences were noted in the percentages of respondents who indicated on the survey that they had observed such conduct by racial identity.

A significantly higher percentage of Trans-spectrum respondents (32%, *n* = 9) than Men respondents (13%, *n* = 43) observed exclusionary, intimidating, offensive, and/or hostile conduct^{xiii} (Figure 28). Women respondents did not differ significantly from Trans-spectrum or Men respondents. A higher percentage of LGQ+ respondents (28%, *n* = 30) than Heterosexual respondents (13%, *n* = 90) observed such conduct^{xiii}. Bisexual respondents did not differ significantly from LGQ+ or Heterosexual respondents. By position status, 38% (*n* = 67) of Staff respondents, 20% (*n* = 23) of Faculty respondents, and 9% (*n* = 55) of Student respondents observed exclusionary, intimidating, offensive, and/or hostile conduct^{xiv}.

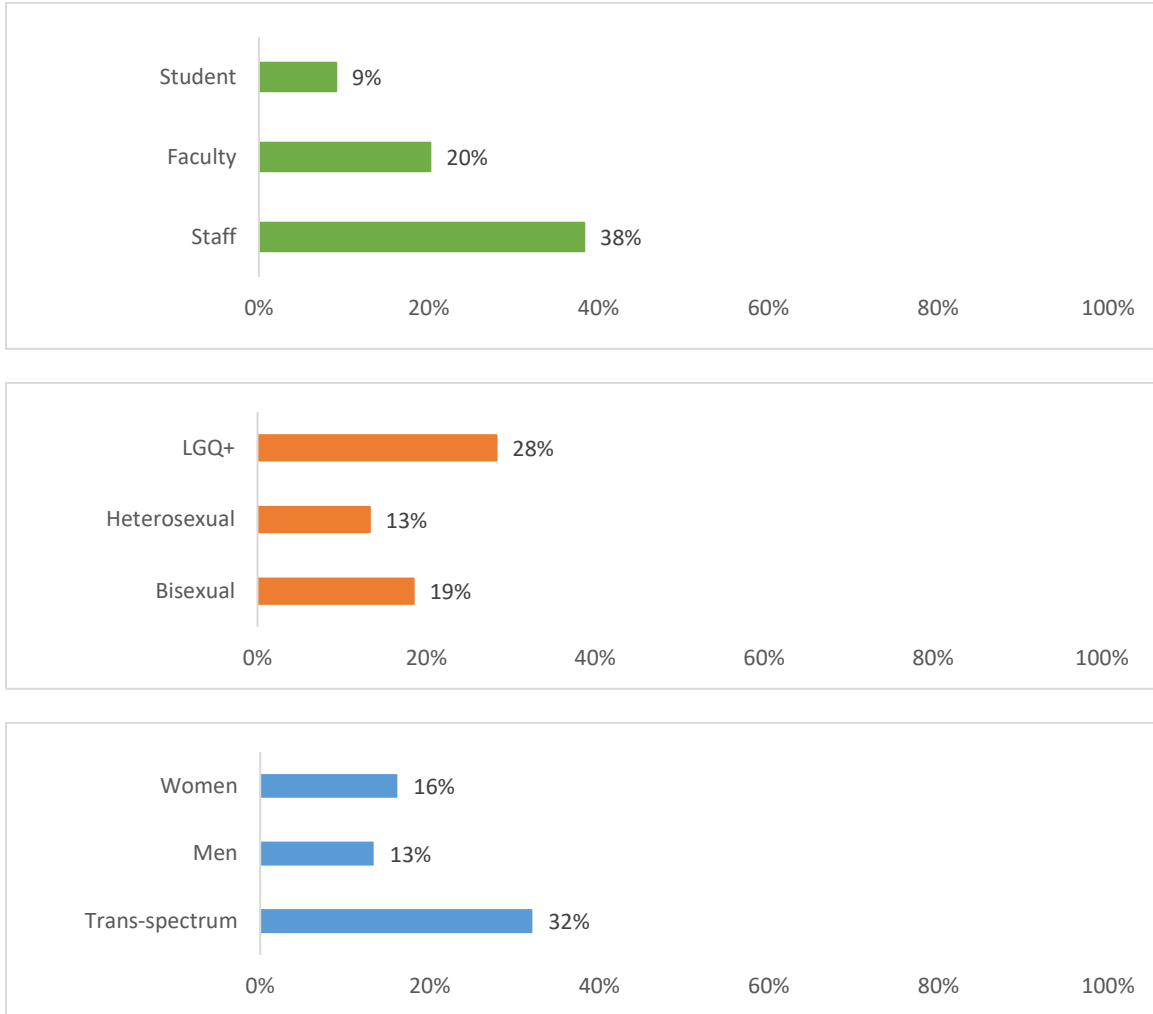


Figure 28. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Gender Identity, Sexual Identity, and Position Status (%)

In terms of disability status, a higher percentage of respondents with a Single Disability (24%, $n = 24$) than respondents with No Disability (14%, $n = 92$) witnessed exclusionary, intimidating, offensive, and/or hostile conduct (Figure 29). Respondents with Multiple Disabilities did not differ significantly from Respondents with a Single Disability or Respondents with No Disability.

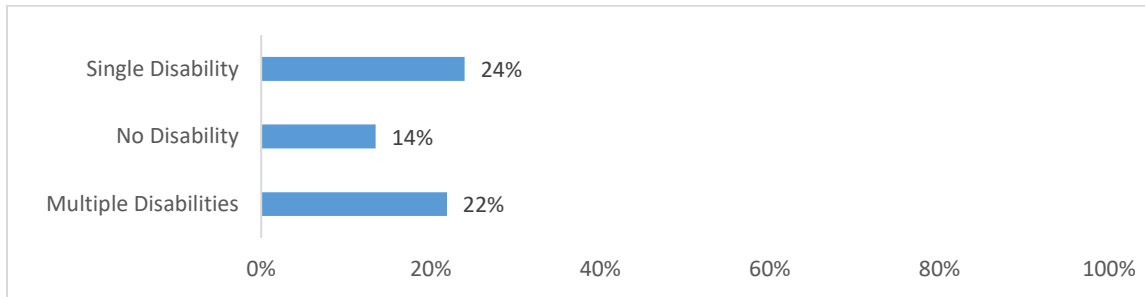


Figure 29. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents’ Disability Status (%)

Table 41 illustrates that respondents most often observed this conduct in the form of someone being intimidated or bullied (33%, $n = 48$), isolated or left out (31%, $n = 45$), ignored or excluded (29%, $n = 42$), or the target of derogatory verbal remarks (28%, $n = 41$).

Table 41. Top Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	n	% of respondents who observed conduct
Person intimidated or bullied	48	33.1
Person isolated or left out	45	31.0
Person ignored or excluded	42	29.0
Derogatory verbal remarks	41	28.3
Person experienced a hostile work environment	31	21.4
Person was the target of workplace incivility	26	17.9
Person was stared at	19	13.1
Racial/ethnic profiling	17	11.7
Person intimidated or bullied	48	33.1
Person isolated or left out	45	31.0

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 145$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B100 in Appendix B.

Additionally, 21% ($n = 30$) of the respondents who indicated on the survey that they observed exclusionary conduct noted that it happened in other public spaces at FLCC and/or while working at a FLCC job (Table 42). Some respondents noted that the incidents occurred while in a meeting with a group of people (18%, $n = 26$).

Table 42. Top Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of respondents who observed conduct
In other public spaces at FLCC	30	20.7
While working at a FLCC job	30	20.7
In a meeting with a group of people	26	17.9
While walking on campus	22	15.2
In a class/laboratory	21	14.5
In a meeting with one other person	15	10.3

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 145$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B101 in Appendix B.

Forty-one percent ($n = 59$) of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct noted that the targets of the conduct were students (Table 43). Other respondents identified staff members (21%, $n = 30$), coworkers/colleagues (20%, $n = 29$), faculty members/professors/other instructional staff (16%, $n = 23$), and friends (12%, $n = 18$) as targets.

Table 43. Top Targets of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Target	<i>n</i>	% of respondents who observed conduct
Student	59	40.7
Staff member	30	20.7
Coworker/colleague	29	20.0
Faculty member/professor/other instructional staff	23	15.9
Friend	18	12.4

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 145$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of targets, please see Table B97 in Appendix B.

Of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 35% ($n = 50$) noted that students were the

sources of the conduct (Table 44). Respondents identified additional sources as faculty members/professors/other instructional staff members (20%, $n = 29$), coworkers/colleagues (16%, $n = 23$), senior administrators (14%, $n = 20$), and staff members (13%, $n = 19$).

Table 44. Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source	<i>n</i>	% of respondents who observed conduct
Student	50	34.5
Faculty member/professor/other instructional staff	29	20.0
Coworker/colleague	23	15.9
Senior administrator (e.g., president, provost, vice president)	20	13.8
Staff member	19	13.1

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 145$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of targets, please see Table B98 in Appendix B.

In response to observing the exclusionary, intimidating, offensive, and/or hostile conduct, 26% of respondents ($n = 37$) did not do anything, 23% ($n = 34$) told a friend, 16% ($n = 23$) told a family member, and 12% each avoided the person/venue ($n = 18$) or confronted the person(s) at the time ($n = 18$) (Table 45). Of the respondents (16%, $n = 23$) who contacted a FLCC resource, 30% ($n = 7$) sought support from the Office for Human Resources, and 22% each sought support from a faculty member/professor ($n = 5$) or senior administrator ($n = 5$).

Table 45. Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to observed conduct	<i>n</i>	% of respondents who observed conduct
I did not do anything.	37	25.5
I told a friend.	34	23.4
I contacted an FLCC resource.	23	15.9
<i>Office of Human Resources</i>	7	30.4
<i>Faculty member/professor</i>	5	21.7
<i>Senior administrator (e.g., president, provost, vice president)</i>	5	21.7
I told a family member.	23	15.9
I avoided the person/venue.	18	12.4
I confronted the person(s) at the time.	18	12.4

Table 45. Respondents’ Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to observed conduct	<i>n</i>	% of respondents who observed conduct
I did not know to whom to go.	16	11.0

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 145). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B103 in Appendix B.

Table 46 illustrates that 91% (*n* = 124) of respondents did not report the incident and that 10% (*n* = 13) of respondents did report the incident.

Table 46. Respondents’ Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting the observed conduct	<i>n</i>	% of respondents who observed conduct
No, I didn’t report it.	124	90.5
Yes, I reported it.	13	9.5
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	< 5	---
<i>Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	< 5	---
<i>Yes, I reported the incident but felt that it was not addressed appropriately.</i>	< 5	---
<i>Yes, I reported the conduct and the outcome is still pending.</i>	< 5	---

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 145). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comments analyses. Thirty-three respondents elaborated on their observations of conduct directed toward a person or group of people on campus that they believed created an exclusionary, intimidating, offensive, and/or hostile learning or working environment. Only one theme emerged from the responses: instances of exclusion.

Instances of Exclusion. In the sole theme from respondents elaborating on conduct they had observed, respondents described incidents of exclusion that they had witnessed. One respondent noted, “People are intentionally excluded or dismissed.” Another respondent shared, “I saw a faculty member left out of a conversation they could have provided value to.” Some respondents discussed why individuals had been excluded, as well as the incidents themselves. One respondent explained, “Classroom dynamics are challenging with FLCC’s diverse populations. I

have not observed rude behavior directed towards a student with disabilities, but I think often young students don't know how to respond to someone with sever[e] behavioral, emotional, or learning disabilities. They tend to avoid as opposed to engage." Another respondent wrote, "This campus has allowed one student to feel shunned because they spoke up about a clear abuse of policies—both on this campus & covered under the Americans with Disabilities Act." One respondent described "a long time employee" who was not selected for a new position "despite them being entirely qualified in every way," and suggested that the candidate offered the job "was chosen due to the directors (and their superiors) looking for a specific age/race/gender/success story rather than actual qualifications. This has caused an exclusionary and hostile working environment."

^{ix} A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status: $\chi^2(2, N = 899) = 66.7, p < .001$.

^x A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct on the basis of position status by position status: $\chi^2(2, N = 151) = 24.9, p < .001$.

^{xi} A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct on the basis of position by position: $\chi^2(2, N = 151) = 24.9, p < .001$.

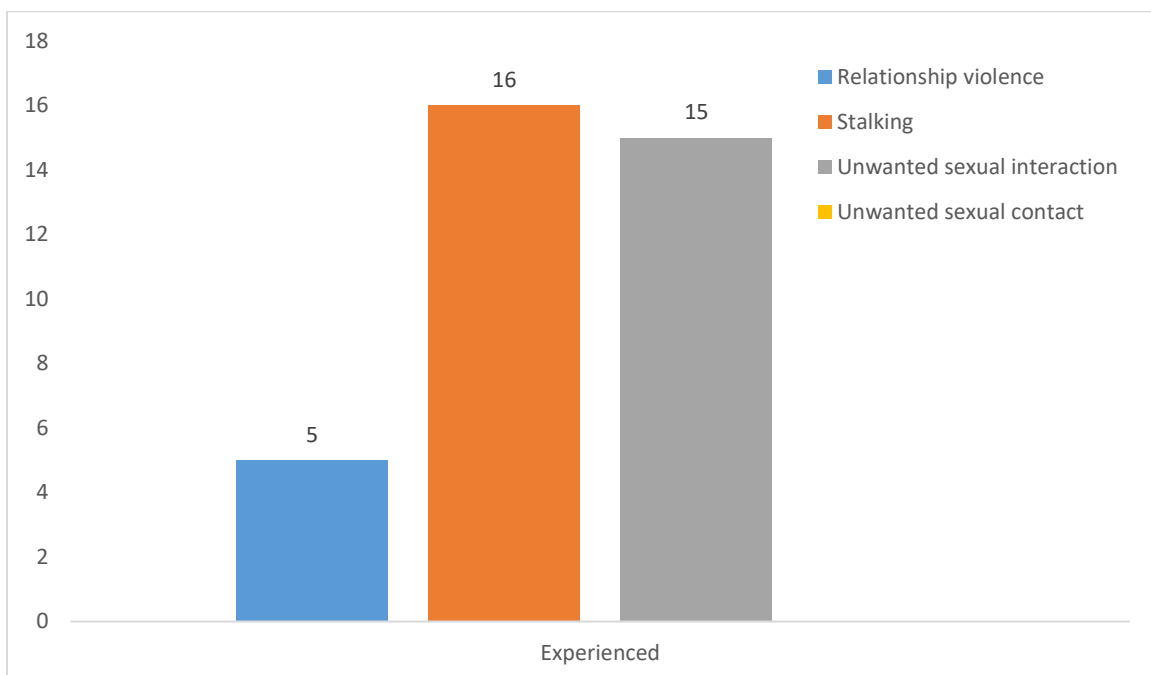
^{xii} A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: $\chi^2(2, N = 884) = 7.06, p < .05$.

^{xiii} A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by sexual identity: $\chi^2(2, N = 866) = 16.4, p < .001$.

^{xiv} A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by disability status: $\chi^2(2, N = 877) = 10.5, p < .01$.

Unwanted Sexual Experiences

Four percent ($n = 39$) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct,⁵⁰ with 1% ($n = 5$) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 2% ($n = 16$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 2% ($n = 15$) experiencing unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment), and fewer than five respondents experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) while a member of the FLCC community (Figure 30).



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

Figure 30. Respondents' Experiences of Unwanted Sexual Contact/Conduct (n)

⁵⁰ The survey used the term “unwanted sexual contact/conduct” to depict any unwanted sexual experiences and defined it as “unwelcomed touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal, or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact.”

Relationship Violence

Findings for relationship violence are not published here owing to the low number of respondents.

Stalking

Seventy-five percent of respondents ($n = 12$) who indicated they experienced stalking noted that it happened within the past year.

Student respondents were asked if alcohol and drugs were involved in the stalking; 100% ($n = 13$) answered “no.” The survey also asked Student respondents to share what year and semester in their college career they experienced stalking. Of Student respondents who indicated that they experienced stalking, 46% ($n = 6$) noted that it occurred in their first year as a student, and 39% ($n = 5$) noted that it occurred in their second year as a student.

Seventy-five percent ($n = 12$) of the respondents who indicated on the survey that they experienced stalking identified an FLCC student as the perpetrator of the conduct.

Asked where the stalking incidents occurred, 50% ($n = 8$) of respondents indicated that they occurred off campus and 69% ($n = 11$) indicated they occurred on campus.

Asked how they felt in response to experiencing stalking, 63% ($n = 10$) of respondents felt distressed, 56% ($n = 9$) felt afraid, and 31% ($n = 5$) felt angry. In response to experiencing stalking, 44% of respondents each avoided the person/venue ($n = 7$), told a family member ($n = 7$), and/or told a friend ($n = 7$).

Thirty-eight percent ($n = 6$) of respondents officially reported the stalking, and 63% ($n = 10$) did not report the incident(s).

Unwanted Sexual Interaction

Forty percent of respondents ($n = 6$) who indicated that they experienced unwanted sexual interaction indicated it happened within the past year. Student respondents were asked if alcohol and drugs were involved in the sexual interaction and 100% ($n = 8$) indicated “no.”

Thirty-three percent ($n = 5$) of the respondents who indicated on the survey that they experienced sexual interaction identified an FLCC student as the perpetrator of the conduct.

Asked where the unwanted sexual interaction incidents(s) occurred, 93% ($n = 14$) of respondents indicated that they occurred on campus.

Asked how they felt in response to experiencing unwanted sexual interaction, 60% ($n = 9$) felt embarrassed, and 40% each felt angry ($n = 6$) and/or distressed ($n = 6$). In response to experiencing unwanted sexual interaction, 33% of respondents each avoided the person(s)/venue ($n = 5$) and/or told a friend ($n = 5$).

Ninety-three percent ($n = 14$) of respondents did not officially report the incident(s).

Qualitative comments analyses. Ten respondents explained why they did not report the unwanted sexual interaction to a campus official or staff member. The single theme to emerge from the responses was that respondents felt the sexual interaction was not damaging enough to report. One respondent “[d]id not consider situation severe enough to require outside mediation.” Two respondents commented that they did not report catcalling because catcalling was “not a huge deal,” and “did not make me feel at risk.” Another respondent commented, “[I]t wasn’t so egregious that it needed to be reported. [I]t just wasn’t workplace appropriate or welcomed in anyway.”

Unwanted Sexual Contact

Findings for unwanted sexual contact are not published here owing to the low number of respondents.

Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Several survey items queried respondents about the degree to which they knew about campus policies, resources, and reporting options and responsibilities at FLCC (Table 47). Ninety-three percent ($n = 837$) of respondents “strongly agreed” or “agreed” that they were aware of the definition of Affirmative Consent, and 88% ($n = 789$) of respondents “strongly agreed” or “agreed” that they generally were aware of the role of FLCC Title IX Co-coordinators with regard to reporting incidents of unwanted sexual contact/conduct. Seventy-nine percent ($n = 705$)

of respondents “strongly agreed” or “agreed” that they knew how and where to report such incidents.

Eighty-four percent ($n = 747$) of respondents “strongly agreed” or “agreed” that they were familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking, and 80% ($n = 715$) of respondents “strongly agreed” or “agreed” that they generally were aware of the campus resources listed on the survey.

Ninety-five percent ($n = 849$) of respondents “strongly agreed” or “agreed” that they had a responsibility to report such incidents when they saw them occurring on campus or off campus. Eighty-five percent ($n = 753$) of respondents “strongly agreed” or “agreed” that they understood that FLCC standards of conduct and penalties differed from standards of conduct and penalties under the criminal law.

Eighty-one percent ($n = 720$) of respondents “strongly agreed” or “agreed” that they knew that information about the prevalence of sex offenses (including domestic and dating violence) was available in the FLCC Annual Security Report. Eighty percent ($n = 716$) of respondents “strongly agreed” or “agreed” that they knew that FLCC sends an FLCC Alert to the campus community when such an incident occurs.

Table 47. Respondents’ Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am aware of the definition of Affirmative Consent.	587	65.4	250	27.8	39	4.3	16	1.8	6	0.7
I am generally aware of the role of FLCC Title IX Co-coordinators with regard to reporting incidents of unwanted sexual contact/conduct.	452	50.5	337	37.7	68	7.6	30	3.4	8	0.9
I know how and where to report such incidents.	372	41.7	333	37.3	96	10.8	73	8.2	19	2.1
I am familiar with the campus policies on addressing sexual	410	45.9	337	37.7	84	9.4	52	5.8	11	1.2

Table 47. Respondents' Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
misconduct, domestic/dating violence, and stalking. I am generally aware of the campus resources listed here: https://www.flcc.edu/personalsafety/definitions.cfm https://www.flcc.edu/offices/judicial/misconduct-policy.cfm	362	40.5	353	39.5	117	13.1	49	5.5	12	1.3
I have a responsibility to report such incidents when I see them occurring on campus or off campus.	558	62.1	291	32.4	41	4.6	4	0.4	4	0.4
I understand that FLCC standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	449	50.4	304	34.2	100	11.2	31	3.5	6	0.7
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in FLCC Annual Security Report.	409	45.8	311	34.8	92	10.3	68	7.6	13	1.5
I know that FLCC sends an FLCC Alert to the campus community when such an incident occurs and poses a threat to the community.	434	48.5	282	31.5	89	10.0	71	7.9	18	2.0

Summary.

Seventy-eight percent ($n = 703$) of respondents were “very comfortable” or “comfortable” with the climate at FLCC, 69% ($n = 200$) of Faculty and Staff respondents were “very comfortable” or “comfortable” with the climate in their divisions, and 71% ($n = 205$) of Faculty and Staff respondents were “very comfortable” or “comfortable” with the climate in their departments. Eighty-seven percent ($n = 631$) of Faculty and Student respondents were “very comfortable” or “comfortable” with the climate in their classes. The findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2016) suggest that 70% to 80% of respondents felt positively toward their campus climate. Respondents at FLCC similarly rated the overall climate, the climate in their divisions, and the climate in their departments. Faculty and Student respondents’ ratings of the classroom climate held more positive views when compared with other investigations.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At FLCC, 17% ($n = 151$) of respondents noted that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. Most of the exclusionary, intimidating, offensive, and/or hostile conduct was believed to be based on position status and gender identity.

Sixteen percent ($n = 145$) of FLCC survey respondents indicated that they had observed conduct or communications directed toward a person or group of people at FLCC that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was believed to be based on gender/gender identity, racial identity, sexual identity, and position status. These results parallel the findings of other climate studies of specific constituent groups offered in the literature, where higher percentages of members of historically underrepresented and underserved groups had experienced or witnessed various forms of exclusionary, intimidating, offensive, and/or hostile conduct and discrimination than did percentages of those in the majority (Harper, 2015; Harper & Hurtado, 2007; Ellis, Powell, Demetriou, Huerta-Bapat, & Panter, 2018; Kim & Aquino, 2017; Leath & Chavous, 2018; Museus & Park, 2015; Pittman, 2012; Quinton, 2018; Seelman, Woodford, & Nicolazzo, 2017; Sue, 2010).

Four percent ($n = 39$) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct, with 1% ($n = 5$) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 2% ($n = 16$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 2% ($n = 15$) experiencing unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment), and fewer than five respondents experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) while a member of the FLCC community.

Faculty and Staff Perceptions of Climate

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

Perceptions of Employment Practices

The survey queried Faculty and Staff respondents about whether they had observed discriminatory employment practices that they perceived to be unjust at FLCC (Table 48).

Table 48. Employee Respondents Who Observed Employment Practices That They Perceived to be Unjust

Response	Hiring practices		Employment-related discipline or action		Procedures or practices related to promotion, tenure, reappointment, or reclassification	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
No	206	72.3	208	73.5	211	74.3
Faculty	92	82.1	86	76.1	84	73.7
Staff	114	65.9	122	71.8	127	74.7
Yes	79	27.7	75	26.5	73	25.7
Faculty	20	17.9	27	23.9	30	26.3
Staff	59	34.1	48	28.2	43	25.2

Note: Table reports responses only from Faculty and Staff respondents (*n* = 290).

Twenty-eight percent (*n* = 79) of Faculty and Staff respondents indicated that they had observed hiring practices at FLCC (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that they perceived to be unjust. Of those Faculty and Staff respondents who indicated that they had observed discriminatory hiring at FLCC, 27% (*n* = 21) believed it was based on nepotism/cronyism, 25% (*n* = 20) on racial identity, and 17% each on ethnicity (*n* = 13) and position status (*n* = 13).

Subsequent analyses were run by staff status, faculty status, gender identity, sexual identity, racial identity, military status, citizenship status, first-generation status, income status, religious affiliation, and disability status, but no statistically significant differences existed.

Qualitative comments analyses. Thirty-nine Faculty and Staff respondents elaborated on their observations of unjust hiring practices. Three themes emerged from the responses: hiring based on identity, improper hiring process, and nepotism.

Hiring Based on Identity. In the first theme, respondents discussed how they had observed unjust hiring practices where candidates were given preferential treatment based on identity.

Specifically, respondents commented that they were encouraged to consider hiring minority and women candidates. One respondent wrote that they had experienced “[p]ressure to interview unqualified candidates because of race.” Another respondent commented, “I have heard (multiple times). You should consider hiring a female or a minority.”

Respondents were frustrated when they felt identity took precedent over qualifications. One respondent shared, “We have been encouraged to interview/hire people of poorly represented ethnic groups when their qualifications do not match those of more well-represented groups.” Another respondent stated, “We were told to hire someone based on their race—even though the person was not as qualified as the other candidate.” One respondent explained, “The best candidate was not a diversity candidate. We were pressured by HR to hire [an] unqualified applicant simply because this person was a diversity candidate. This person didn’t meet any of the minimum requirements for the job. The committee was unanimous.” Another respondent elaborated, “I have been on a couple of search committees where there I felt that the HR representative in the room was attempting to have influence on hiring someone who was ‘diverse.’ Meaning, we were influenced to pay attention to age, race, sexual identity, or a known disability [which] were seemingly of higher value than the candidate credentials or experiences.”

Improper Hiring Process. For the second theme, respondents shared instances where they had witnessed disruptions of hiring protocol. Broadly speaking, one respondent simply noted that “search committees are very poorly run.” Another respondent shared, “My hiring committee experiences were negative in terms of both HR’s handling and fellow committee members’ handling of the hiring.” Other respondents gave more specific details about breaches of protocol. One respondent wrote, “There have been times during hiring process where some committee members have asked questions like ‘how will this person do the job from a wheelchair’ when the physical disability would not impact their ability to do the job at all.” Another respondent shared,

“I co-chaired the search committee for the [administrator] and felt the [administrator] was over involved when they were not supposed to be involved.” One respondent detailed a predetermined search: “Several years ago, many of us in the Department, including several members of the search committee, were convinced that the search was ‘rigged’ in favor of one particular candidate who was already working at FLCC on a one-year contract. The first suspicious thing was how the job description was written in such detail as to exactly match this candidate’s qualifications. Even if it wasn’t rigged, any appearance of impropriety is destructive to faculty morale and motivation.” Another respondent noted inequity in the way the process is applied across employees: “Some employees are just promoted—others have to go through the entire process, including application, references, another background check, interviews (just like outside candidates)—etc.! How is that fair and equitable?”

Nepotism. For the third theme, respondents commented on how nepotism and cronyism were examples of unjust hiring practices. One respondent stated, “The college has a no nepotism policy and yet, they hire children and siblings, etc.” Another respondent shared, “I have witnessed favoritism in several searches, even to the extent that actual job descriptions are written with a specific applicant in mind. Though theoretically open and competitive, search committees are occasionally formed with a view to advocating for a well-known, and liked, insider, such as an adjunct who is applying for a full-time position.” One respondent observed, “It has been shown in many areas it is not all what you know is to WHOM you know and associate with. They just go through the phases of process.” Another respondent echoed this observation with their experience: “Just recently I heard in a department meeting, ‘I would like to just hire someone that we know already and make the process easy.’” One respondent offered an example of this approach to hiring: “Replacement for retiring employee was selected above the objections of the search committee. Their recommendation had been to fail the search and try again because none of the candidates were qualified. The candidate hired appears to have known the manager personally.” Another respondent shared, “I believe [staff member] was hired because he is friends with the director and not because he deserved it.”

Twenty-seven percent ($n = 75$) of Faculty and Staff respondents indicated that they had observed employment-related discipline or action, up to and including dismissal at FLCC that they perceived to be unjust. Subsequent analyses indicated that of those individuals, 23% ($n = 17$)

believed that the unjust disciplinary actions were based on job duties, 13% ($n = 10$) on gender/gender identity, and 11% ($n = 8$) on position status.

Subsequent analyses were run by staff status, faculty status, gender identity, sexual identity, racial identity, military status, citizenship status, first-generation status, income status, religious affiliation, and disability status, but no statistically significant differences existed.

Qualitative comments analyses. Twenty-nine Faculty and Staff respondents elaborated on their observations of employment-related discipline or action, up to and including dismissal practices. Two themes emerged from the responses: improper process, and personal bias.

Improper Process. In the first theme, respondents discussed examples of when they had seen the process for addressing conflict applied improperly. One respondent noted “poor handling of the matter by the [office]” when “non-collegial behavior” was reported. Another respondent noted an instance of firing where “the approach to the firing was not just or reasonable. The college put itself in a position to be sued by not dealing with the situation appropriately.” One respondent related an incident related to Title IX policies where “all parties involved (except the accused) worked on the assumption that the accused was guilty.” Another respondent also shared a Title IX issue where a complaint ended up being “unfounded.” The respondent noted that “this person’s life was turned upside down. They were not kept in the loop at all. This was true of administration, HR, department and Union. In my mind Unacceptable—on all fronts. Also, very disheartening.” Another respondent commented on a situation where “a departmental colleague was formally accused of bullying during a meeting,” and described how “the then-Provost refused to investigate the claims by speaking with those present at the incident, and turned away a group of us who were prepared to testify on the accused’s behalf. No due process was followed, and a severe punishment was arbitrarily meted out.” The respondent went on to describe the incident as “the most egregious abuse of power and flouting of all conventions of due process that I’ve witnessed at any institution of higher learning.”

Personal Bias. For the second theme, respondents commented on the role of personal bias in how and when discipline was enforced. One respondent wrote, “I believe a tenured faculty member was strongly disciplined due to [administrator] and [administrator] personal dislike for this individual and personal bias toward the faculty member.” Another respondent shared, “An

adjunct was subject to a Title IX complaint that feels as though it was designed to end the employment of the [position]. It may only have been a misunderstanding, but the [position] [supervisor], who disapproves of the [position] politics and personal life style, has pushed the complaint.” One respondent stated, “If HR doesn't like you that is the quickest way to a dismissal,” while another respondent commented, “I believe our [position] officer has at times targeted individuals for dismissal based on personal feelings including potentially anti-LGBT issues (although I don't know that this is really conscious).”

Twenty-six percent ($n = 73$) of Faculty and Staff respondents indicated that they had observed promotion, tenure, reappointment, and reclassification practices at FLCC that they perceived to be unjust. Subsequent analyses indicated that of those individuals, 34% ($n = 25$) believed that the unjust practices were based on nepotism/cronyism, 19% ($n = 14$) on position status, and 15% ($n = 11$) on length of service at FLCC.

Subsequent analyses were run by staff status, faculty status, gender identity, sexual identity, racial identity, military status, citizenship status, first-generation status, income status, religious affiliation, and disability status but no statistically significant differences existed.

Qualitative comments analyses. Twenty-five Faculty and Staff respondents elaborated on their observations of unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification. Two themes emerged from the responses: lack of accountability and favoritism.

Lack of Accountability. In the first theme, respondents described situations where they felt that individuals were not held accountable for poor job performance or for professional misconduct. Some respondents commented that they had witnessed employees who did not complete their job responsibilities and were not reprimanded. One respondent wrote, “Staff member receiving accommodations could not perform basic job duties and was not terminated.” Another respondent shared, “There are known cases of faculty members who consistently do not perform their contractual obligations who are nonetheless reappointment [*sic*] in spite of their long history of failure to comply with professional responsibilities.” One respondent cited an individual with multiple incidents of poor job performance and misconduct: “I witnessed an egregious case of a peer failing to perform their basic job duties last year, violating Title IX,

creating a situation that calls the entire College's academic integrity into question, and I am horrified by the way the College handled that situation. The message seemed clear: if you're a 'good old boy' who has tenure, you can get away with anything."

Other respondents shared experiences where individuals who had behaved inappropriately were not held accountable or disciplined in any way. One respondent explained, "A person who was recently promoted had been caught, first-hand, [described specific incident]... the [supervisor] followed through, and contacted Security. An investigation ensued. Faculty member was never reprimanded for such act. Why, several wish to know? Unbelievable, and unacceptable."

Another respondent shared, "Coworker is unprofessional, sarcastic and abusive, but is not let go.... He gets written up for bad behavior but we keep him. In a few months, he will be given his permanent appointment, then we will be stuck with him forever." Another respondent stated, "I know that a certain [position] violated policies, even changed a student's grade to have them removed from the program, yet, she is still employed."

Favoritism. For the second theme, respondents discussed how favoritism or cronyism played a role in unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification. One respondent wrote, "A person was promoted, likely because of a friendship with a senior administrator, over another employee who was deemed more qualified." Another respondent stated, "A person's title and responsibilities were changed because of the director's personal relationship with the person." This respondent also added, "I have see[n] favoritism in scheduling of instructors. The person responsible for scheduling instructors favored one instructor over others. The favoritism was personal not based on qualifications." Another respondent shared, "I believe the [position] was given that position because of a friendship with the director, he had no... experience when hired which is one of the requirements according to the county." One respondent explained that sometimes favoritism worked in the opposite direction, "I have seen folks removed from their posts because their colleagues don't like them." Another respondent explained: "I think the ethos here is 'if you're in the IN-crowd, then you're in, if you're not, then you're OUT.' And that depends on who is in the role of supervisor and leadership."

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

Several survey items queried Staff respondents about their opinions regarding work-life issues, support, and resources available at FLCC. Frequencies and significant differences (when they existed) based on staff status (Exempt Staff or Non-Exempt Staff), gender identity,⁵¹ sexual identity,⁵² and disability status⁵³ are provided in Tables 49 through 52. Analyses by racial identity, citizenship status, military status, religious affiliation, and first-generation status are not included here owing to low response numbers in these categories.

Sixty-three percent ($n = 110$) of Staff respondents “strongly agreed” or “agreed” that they had supervisors who gave them job/career advice or guidance when they needed it (Table 49). No statistically significant differences were found between groups.

Seventy-one percent ($n = 124$) of Staff respondents “strongly agreed” or “agreed” that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. No statistically significant differences were found between groups.

Fifty-four percent ($n = 94$) of Staff respondents “strongly agreed” or “agreed” that they were included in opportunities that would help their careers as much as others in similar positions. A higher percentage of Women Staff respondents (28%, $n = 30$) than Men Staff respondents (11%, $n = 6$) “neither agreed nor disagreed” that they were included in opportunities that would help their careers as much as others in similar positions.

⁵¹ Owing to low numbers in some of the response categories, this variable was further collapsed into Men and Women.

⁵² Owing to low numbers in some of the response categories, this variable was further collapsed into LGBTQ+ and Heterosexual.

⁵³ Owing to low numbers in some of the response categories, this variable was further collapsed into At Least One Disability and No Disability.

Table 49. Staff Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have supervisors who give me job/career advice or guidance when I need it.	59	33.7	51	29.1	35	20.0	20	11.4	10	5.7
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	55	31.4	69	39.4	28	16.0	14	8.0	9	5.1
I am included in opportunities that will help my career as much as others in similar positions.	41	23.7	53	30.6	39	22.5	27	15.6	13	7.5
Gender identity ^{xv}										
Women	22	20.6	36	33.6	30	28.0	12	11.2	7	6.5
Men	18	34.0	13	24.5	6	11.3	11	20.8	5	9.4

Note: Table reports responses only from Staff respondents (*n* = 176).

Table 50 illustrates that 49% (*n* = 85) of Staff respondents “strongly agreed” or “agreed” that the performance evaluation process was clear. No statistically significant differences were found between groups.

Thirty-one percent (*n* = 54) of Staff respondents “strongly agreed” or “agreed” that the performance evaluation process was productive. No statistically significant differences were found between groups.

Table 50. Staff Respondents’ Perceptions of Performance Evaluation Process

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The performance evaluation process is clear.	27	15.6	58	33.5	36	20.8	38	22.0	14	8.1
The performance evaluation process is productive.	18	10.4	36	20.8	52	30.1	41	23.7	26	15.0

Note: Table reports responses only from Staff respondents (*n* = 176).

Table 51 illustrates frequencies and significant differences (when they existed) based on staff status (Exempt Staff or Non-Exempt Staff), gender identity,⁵⁴ sexual identity,⁵⁵ and disability status⁵⁶ for several items in survey Question 42. Analyses by racial identity, citizenship status, military status, religious affiliation, and first-generation status are not included here owing to low response numbers in many of the categories.

Seventy-three percent ($n = 128$) of Staff respondents “strongly agreed” or “agreed” that their supervisors provided adequate support for them to manage work-life balance. No statistically significant differences were found between groups.

Thirty-nine percent ($n = 68$) of Staff respondents “strongly agreed” or “agreed” that FLCC provided adequate resources to help them to manage work-life balance. No statistically significant differences were found between groups.

Twenty-five percent ($n = 43$) of Staff respondents “strongly agreed” or “agreed” that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments). A higher percentage of Exempt Staff respondents (24%, $n = 25$) than Non-Exempt Staff respondents (9%, $n = 6$) “agreed” that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations.

Thirty-five percent ($n = 60$) of Staff respondents “strongly agreed” or “agreed” that they performed more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support). No statistically significant differences were found between groups.

⁵⁴ Owing to low numbers in some of the response categories, this variable was further collapsed into Men and Women.

⁵⁵ Owing to low numbers in some of the response categories, this variable was further collapsed into LGBTQ+ and Heterosexual.

⁵⁶ Owing to low numbers in some of the response categories, this variable was further collapsed into At Least One Disability and No Disability.

Table 51. Staff Respondents' Perceptions of Work-Life Issues

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My supervisor provides adequate support for me to manage work-life balance.	62	35.4	66	37.7	22	12.6	13	7.4	12	6.9
FLCC provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	23	13.2	45	25.9	69	39.7	25	14.4	12	6.9
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations.	12	6.9	31	17.7	64	36.6	49	28.0	19	10.9
Staff status ^{xvi}										
Non-Exempt Staff	< 5	---	6	8.7	29	42.0	20	29.0	12	17.4
Exempt Staff	10	9.4	25	23.6	35	33.0	29	27.4	7	6.6
I perform more work than colleagues with similar performance expectations.	19	10.9	41	23.6	65	37.4	37	21.3	12	6.9

Note: Table reports responses only from Staff respondents (*n* = 176).

Fifty-nine percent (*n* = 102) of Staff respondents “strongly agreed” or “agreed” that they were able to complete their assigned duties during scheduled hours (Table 52). A significantly higher percentage of Non-Exempt Staff respondents (55%, *n* = 38) than Exempt Staff respondents (24%, *n* = 25) “agreed” that they were able to complete their assigned duties during scheduled hours.

Fifty-four percent (*n* = 92) of Staff respondents “strongly agreed” or “agreed” that their workload has increased without additional compensation. A higher percentage of Exempt Staff respondents (34%, *n* = 35) than Non-Exempt Staff respondents (13%, *n* = 9) “strongly agreed” that their workload increased without additional compensation.

Twenty-seven percent (*n* = 46) of Staff respondents “strongly agreed” or “agreed” that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours. Sixteen percent (*n* = 17) of Exempt Staff respondents and fewer than five of

Non-Exempt Staff respondents “strongly agreed” that they felt pressured by departmental/program work requirements that occurred outside of normally scheduled hours.

Thirty-one percent ($n = 53$) of Staff respondents “strongly agreed” or “agreed” that they were pressured by departmental/program work requirements that occurred outside of their job title/description. No statistically significant differences were found between groups.

Seventy-one percent ($n = 124$) of Staff respondents “strongly agreed” or “agreed” that they were given a reasonable time frame to complete assigned responsibilities. A higher percentage (61%, $n = 42$) of Non-Exempt Staff respondents than Exempt Staff respondents (45%, $n = 47$) “agreed” that they were given a reasonable time frame to complete assigned responsibilities.

Fifty-five percent ($n = 95$) of Staff respondents “strongly agreed” or “agreed” that a hierarchy existed within staff positions that allowed some voices to be valued more than others. No statistically significant differences were found between groups.

Table 52. Staff Respondents’ Perceptions of Workload

Issue	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am able to complete my assigned duties during scheduled hours.	39	22.5	63	36.4	22	12.7	40	23.1	9	5.2
Staff status ^{xvii}										
Non-Exempt Staff	17	24.6	38	55.1	9	13.0	< 5	---	< 5	---
Exempt Staff	22	21.2	25	24.0	13	12.5	36	34.6	8	7.7
My workload has increased without additional compensation.	44	25.6	48	27.9	42	24.4	26	15.1	12	7.0
Staff status ^{xviii}										
Non-Exempt Staff	9	13.2	24	35.3	17	25.0	10	14.7	8	11.8

Table 52. Staff Respondents' Perceptions of Workload

Issue	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Exempt Staff	35	33.7	24	23.1	25	24.0	16	15.4	< 5	---
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	20	11.6	26	15.0	45	26.0	60	34.7	22	12.7
Staff status ^{xix}										
Non-Exempt Staff	< 5	---	7	10.1	20	29.0	27	39.1	12	17.4
Exempt Staff	17	16.3	19	18.3	25	24.0	33	31.7	10	9.6
Pressured by departmental/program work requirements that occur outside of my job title/description.	16	9.2	37	21.3	52	29.9	48	27.6	21	12.1
I am given a reasonable time frame to complete assigned responsibilities.	35	20.1	89	51.1	30	17.2	16	9.2	< 5	---
Staff status ^{xx}										
Non-Exempt Staff	18	26.1	42	60.9	6	8.7	< 5	---	< 5	---
Exempt Staff	17	16.2	47	44.8	24	22.9	14	13.3	< 5	---
A hierarchy exists within staff positions that allows some voices to be valued more than others.	42	24.1	53	30.5	53	30.5	17	9.8	9	5.2

Note: Table reports responses only from Staff respondents (*n* = 176).

Qualitative comments analyses. Forty-four Staff respondents elaborated on previous statements regarding performance evaluation, supervisor support, workload, and work-life balance. Three themes emerged from the responses: increasing workloads, performance evaluation, and workplace climate.

Increasing Workloads. For the first theme, respondents commented on how their workloads were increasing. Some respondents shared that increased and/or large workloads were merely a matter of course for their position and were not of great concern. One respondent wrote, “Within my job pressure is expected, as are work requirements beyond normal scheduled hours. I am fine with this. It doesn't bother me one way or another.” Another respondent noted, “The increase in my workload is partly due to an increase in my competency skills so I am able to do more tasks.”

Another respondent observed, “Ability to manage work load is impacted by the number of last-minute request/needs for my division’s output.”

Other respondents expressed frustration with increasing and overwhelming workloads. One respondent commented, “We are continually being asked to do more, with less. A significant portion of my work occurs outside of my job description, but there has been no movement to rectify the situation.” Another respondent shared, “Departments are overworked, understaffed, and underpaid. Administration has heard this several times and instead of addressing this issue, they spend millions of dollars converting a grass field to turf. This administration needs to go!” One part-time respondent shared that their additional responsibilities require the work of a full-time position: “Moving my position to full-time would make it so I can do all of the work I need to.... If I were to stay part-time, things would go downhill in our department due to me not being able to cover all [my responsibilities] as I do now.” Another respondent observed, “The burden of work responsibilities has grown exponentially in the past several years, but peers in similar positions are equally burdened. That doesn’t make it better.”

Performance Evaluation. For the second theme, respondents discussed the performance evaluation process. Respondents felt that the evaluation process was not a valuable tool for improving performance. One respondent noted, “The review criteria should be re-evaluated to be more streamlined and a better reflection of the position and job description.” Another respondent wrote, “The Performance Evaluation process for Staff should be aligned with our Institutional Values.” One respondent wrote that “[t]he performance evaluation tools that are used do NOT apply to us whatsoever and do not help us actually provide the employee with accurate feedback that relates to their functions as an employee at FLCC. This has been brought to the attention of HR and we are told that we have to use this evaluation process.”

Other respondents criticized how performance evaluations were not linked to any sort of reward such as increased compensation or promotion. One respondent stated, “The performance evaluation process is meaningless because it is not tied to compensation,” while another respondent noted, “Having great evaluations does nothing to help with getting a promotion.” One respondent addressed the need to tie performance to incentives: “It would be very beneficial for a supervisor to recognize hard work done by their department and acknowledge it. It is very

disconcerting and discouraging to be micromanaged all day but never have our efforts recognized.”

Workplace Climate. For the third theme, respondents commented on the quality of their work climate. Some respondents had positive things to say and felt that “FLCC is a great place to work.” One respondent wrote, “I work in the [office], and not only feel fully supported, but am very impressed with the manner in which the Department conducts the environment in the workplace. A very positive and fair environment.” Another respondent shared, “I am an [employee] and am very happy with how FLCC values me as an employee. I feel I have been granted advancement, competitive wage, and ability to grow and excel.” Other respondents had more negative views of the climate. One respondent observed, “There is a level of privilege here. There are people here who intentionally make others feel not welcomed here. They operate with malicious intent.” Another respondent noted, “Talk is not walked.” One respondent shared, “There seems to be a history of deception in [division]... from the supervisor to staff, of which I became the latest victim.” Another respondent stated, “Almost every day I hate coming to work.”

Staff Respondents’ Feelings of Support and Value at FLCC

One question in the survey queried Staff respondents about their opinions on various topics, including their support from supervisors and the institution as well as FLCC’s benefits and salary. Frequencies and significant differences (when they existed) based on staff status (Exempt Staff or Non-Exempt Staff), gender identity,⁵⁷ sexual identity,⁵⁸ and disability status⁵⁹ are presented in Tables 53 and 59. Analyses by racial identity, citizenship status, military status, religious affiliation, and first-generation status are not included here owing to low response numbers in many of the categories.

Seventy-two percent ($n = 124$) of Staff respondents “strongly agreed” or “agreed” that FLCC provided them with resources to pursue training/professional development opportunities (Table 53). A higher percentage of Exempt Staff respondents (57%, $n = 60$) than Non-Exempt Staff

⁵⁷ Owing to low numbers in some of the response categories, this variable was further collapsed into Men and Women.

⁵⁸ Owing to low numbers in some of the response categories, this variable was further collapsed into LGBQ+ and Heterosexual.

⁵⁹ Owing to low numbers in some of the response categories, this variable was further collapsed into At Least One Disability and No Disability.

respondents (38%, $n = 26$) “agreed” that FLCC provided them with resources to pursue training/professional development opportunities.

Sixty-five percent ($n = 112$) of Staff respondents “strongly agreed” or “agreed” that their supervisors provided them with resources to pursue training/professional development opportunities. No statistically significant differences were found between groups.

Table 53. Staff Respondents’ Perceptions of Resources for Training/Professional Development Opportunities

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
FLCC provides me with resources to pursue training/professional development opportunities.	38	22.0	86	49.7	26	15.0	18	10.4	5	2.9
Staff status ^{xxi}										
Non-Exempt Staff	13	19.1	26	38.2	15	22.1	11	16.2	< 5	---
Exempt Staff	25	23.8	60	57.1	11	10.5	7	6.7	< 5	---
My supervisor provides me with resources to pursue training/professional development opportunities.	47	27.2	65	37.6	35	20.2	20	11.6	6	3.5

Note: Table reports responses only from Staff respondents ($n = 176$).

Forty-one percent ($n = 68$) of Staff respondents “strongly agreed” or “agreed” that FLCC was supportive of their taking extended leave (e.g., FMLA, parental) (Table 54). No statistically significant differences were found between groups.

Seventy-five percent ($n = 126$) of Staff respondents “strongly agreed” or “agreed” that their supervisors were supportive of their taking leave (e.g., vacation, parental, personal, short-term disability). No statistically significant differences were found between groups.

Twelve percent of ($n = 20$) of Staff respondents “strongly agreed” or “agreed” that staff who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations. No statistically significant differences were found between groups.

Twenty-three percent ($n = 38$) of Staff respondents “strongly agreed” or “agreed” that FLCC policies (e.g., FMLA) were fairly applied across FLCC. No statistically significant differences were found between groups.

Table 54. Staff Respondents’ Perceptions of Support for Leave Policies

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
FLCC is supportive of taking extended leave (e.g., FMLA, parental).	23	13.7	45	26.8	76	45.2	16	9.5	8	4.8
My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, short-term disability).	57	33.7	69	40.8	27	16.0	13	7.7	< 5	---
Staff who use family accommodation policies (e.g., FMLA) are disadvantaged in promotion or evaluations.	8	4.8	12	7.2	113	67.7	25	15.0	9	5.4
FLCC policies (e.g., FMLA) are fairly applied across FLCC.	7	4.2	31	18.5	103	61.3	21	12.5	6	3.6

Note: Table reports responses only from Staff respondents ($n = 176$).

Thirty-six percent of Staff respondents ($n = 62$) “strongly agreed” or “agreed” that FLCC was supportive of flexible work schedules (Table 55). Fifty-six percent ($n = 97$) of Staff respondents “strongly agreed” or “agreed” that their supervisors were supportive of flexible work schedules. No statistically significant differences were found between groups.

Table 55. Staff Respondents’ Perceptions of Support for Flexible Work Schedules

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
FLCC is supportive of flexible work schedules.	21	12.3	41	24.0	37	21.6	37	21.6	35	20.5
My supervisor is supportive of flexible work schedules.	45	26.2	52	30.2	30	17.4	28	16.3	17	9.9

Note: Table reports responses only from Staff respondents ($n = 176$).

Queried about salary and benefits, 28% ($n = 48$) of Staff respondents “strongly agreed” or “agreed” that staff salaries were competitive (Table 56). A significantly higher percentage of Exempt Staff respondents (37%, $n = 38$) than Non-Exempt Staff respondents (19%, $n = 13$) “disagreed” that staff salaries were competitive.

Sixty-one percent ($n = 106$) of Staff respondents “strongly agreed” or “agreed” that vacation and personal time benefits were competitive. Twenty-eight percent ($n = 29$) of Exempt Staff respondents compared with 10% ($n = 7$) of Non-Exempt Staff respondents “strongly agreed” with this statement.

Sixty-four percent ($n = 110$) of Staff respondents “strongly agreed” or “agreed” that health insurance benefits were competitive. No statistically significant differences were found between groups.

Sixteen percent ($n = 27$) of Staff respondents “strongly agreed” or “agreed” that child care benefits were competitive. No statistically significant differences were found between groups.

Fifty-nine percent ($n = 101$) of Staff respondents “strongly agreed” or “agreed” that retirement benefits were competitive. No statistically significant differences were found between groups.

Table 56. Staff Respondents’ Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staff salaries are competitive.	13	7.6	35	20.3	48	27.9	51	29.7	25	14.5
Staff status ^{xxii}										
Non-Exempt Staff	< 5	---	16	23.5	29	42.6	13	19.1	6	8.8
Exempt Staff	9	8.7	19	18.3	19	18.3	38	36.5	19	18.3
Vacation and personal time benefits are competitive.	36	20.8	70	40.5	42	24.3	15	8.7	10	5.8
Staff status ^{xxiii}										
Non-Exempt Staff	7	10.3	25	36.8	22	32.4	7	10.3	7	10.3
Exempt Staff	29	27.6	45	42.9	20	19.0	8	7.6	< 5	---
Health insurance benefits are competitive.	39	22.5	71	41.0	50	28.9	9	5.2	< 5	---

Table 56. Staff Respondents’ Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Child care benefits are competitive.	8	4.8	19	11.3	122	72.6	9	5.4	10	6.0
Retirement benefits are competitive.	31	18.2	70	41.2	53	31.2	9	5.3	7	4.1

Note: Table reports responses only from Staff respondents (*n* = 176).

Thirty-six percent (*n* = 62) of Staff respondents “strongly agreed” or “agreed” that staff opinions were valued on FLCC committees (Table 57). No statistically significant differences were found between groups.

Thirty percent (*n* = 51) of Staff respondents “strongly agreed” or “agreed” that staff opinions were valued by FLCC faculty and administration. No statistically significant differences were found between groups.

Table 57. Staff Respondents’ Perceptions of the Value of Their Opinions

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staff opinions are valued on FLCC committees.	10	5.7	52	29.9	65	37.4	32	18.4	15	8.6
Staff opinions are valued by FLCC faculty and administration.	13	7.5	38	22.0	64	37.0	38	22.0	20	11.6

Note: Table reports responses only from Staff respondents (*n* = 176).

Sixty-one percent (*n* = 106) of Staff respondents “strongly agreed” or “agreed” that clear expectations of their responsibilities existed. A higher percentage of LGBTQ+ Staff respondents (33%, *n* = 9) than Heterosexual Staff respondents (9%, *n* = 11) “disagreed” that clear expectations of their responsibilities existed (Table 58).

Nineteen percent (*n* = 33) of Staff respondents “strongly agreed” or “agreed” that clear procedures existed on how they could advance at FLCC. No statistically significant differences were found between groups.

Thirty-three percent ($n = 57$) of Staff respondents “strongly agreed” or “agreed” that they felt positive about their career opportunities at FLCC. No statistically significant differences were found between groups.

Table 58. Staff Respondents’ Feelings about Expectations and Advancement

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Clear expectations of my responsibilities exist.	31	17.9	75	43.4	34	19.7	24	13.9	9	5.2
Sexual identity ^{xxiv}										
LGBQ+	7	25.9	6	22.2	< 5	---	9	33.3	< 5	---
Heterosexual	23	17.8	61	47.3	28	21.7	11	8.5	6	4.7
Clear procedures exist on how I can advance at FLCC.	9	5.3	24	14.1	57	33.5	53	31.2	27	15.9
Positive about my career opportunities at FLCC.	17	9.9	40	23.3	62	36.0	32	18.6	21	12.2

Note: Table reports responses only from Staff respondents ($n = 176$).

Fifty-seven percent ($n = 99$) of Staff respondents “strongly agreed” or “agreed” that they would recommend FLCC as a good place to work (Table 59). No statistically significant differences were found between groups.

Fifty-five percent ($n = 94$) of Staff respondents “strongly agreed” or “agreed” that they had job security. No statistically significant differences were found between groups.

Table 59. Staff Respondents’ Perceptions of FLCC and Job Security

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I would recommend FLCC as a good place to work.	32	18.4	67	38.5	43	24.7	19	10.9	13	7.5
I have job security.	26	15.3	68	40.0	38	22.4	25	14.7	13	7.6

Note: Table reports responses only from Staff respondents ($n = 176$).

Qualitative comments analyses. Thirty-six Staff respondents elaborated on their perceptions of professional development opportunities, leave taking, flexible work schedules, salaries, benefits, advancement opportunities, and job security. Three themes emerged from the responses: low salaries, lack of job security, and flexible work schedules.

Low Salaries. For the first theme, respondents commented on low staff salary levels at FLCC. One respondent noted, “Pay is very low.” Another respondent observed, “Salaries are too low to get qualified people to apply. We have to wait for someone who is willing to take a 25-50% pay cut to apply, which can take six months or more and multiple searches have failed.” Another respondent shared, “Salaries for PA are meager at best. The ranges and increments have not increased significantly in over 10 years. While faculty and CSEA max/min salary ranges have increased by almost 20%, PA has only increased by 7%. Look it up. I did the math.”

Some respondents were concerned about inequity of salaries across the institution, particularly for campus safety officers. One respondent argued that “the campus safety officers should be a higher grade in pay” because “the training they have to complete and stay up on year after year is second to none.” The respondent continued, “The responsibilities each officer has day in and day out can be extremely stressful to provide a high quality of service to the college community. They are here to provide a good quality of safety and life for students and staff on campus. With that they should be compensated for it... I strongly believe the campus safety officers should be at least a grade 12 for the duties they have to perform.” Another respondent echoed these concerns, stating, “Campus Safety Officers are paid less than one stop specialists. Campus Safety supervisors are paid less than [sic] housekeeping supervisor. These are people who have to sign an agreement and be willing to DIE for this college to save the life of another, work weekends, mandatory overtime, holidays, risk being sued on a regular basis, complete trainings annually that if they are not acceptable passing scores can face loss of job, all while getting the same benefits as other employees at a lower wage. Doesn’t seem to fair to me.”

Lack of Job Security. In the second theme, respondents shared their concerns about job security. One respondent noted, “Job security is never guaranteed at any institution,” while other respondents related how their specific position had poor job security. One respondent stated, “I am a [employee], by definition that means I don’t have much job security.” Another respondent

shared, “I would feel better if our enrollment was up and if I felt my department head appreciated what I have done and am able to do.” Respondents in grant-funded positions were worried about their future employment. One respondent wrote, “My position is a... grant funded position. I have been told that my position is valued at the college and that the college is exploring funding it when the grant ends, but it is not clear that this will happen.” Another respondent explained, “My position is grant funded and there has been some obliqueness about how or if my position would be absorbed into institutional funding. I would feel more security even just knowing a time-line for that decision.”

Flexible Work Schedules. In the third theme, respondents discussed their ability to make use of flexible work schedules. Respondents noted that some at FLCC had a flexible schedule and expressed the desire to have that as an option as needed. “There are... a significant number of people who work from home occasionally or work a more flexible schedule,” one respondent wrote, “FLCC should have some sort of flexible work schedule at least over the holiday break and the summer. We should be trusted to have enough responsibility to cover our offices and job duties.” Another respondent commented that since “[p]ay is very low and vacation, personal, and sick time could be much more competitive.... Flexible scheduling could be a way to offset some of that.”

Other respondents discussed how their ability to make use of flexible work schedules depended on their supervisor. One respondent shared their good fortune, “I have to say my department/supervisor is very good with me on work hours flexibility as I do have... children... and I arrive to work once I know they are on bus heading to school.” Another respondent acknowledged their positive experiences were not the norm across the college, “I am fortunate to have a direct supervisor who works hard to ensure my access to prof dev., flexible work schedules, salary advancement, etc. However, the College as a whole does not support such progressive action.” One respondent stated, “My Supervisor is flexible about work schedules for some individuals,” while another respondent observed, “Flexible work schedules are only available for some!” For some respondents, flexible work schedules were not permitted: “Our division requested a flexible work schedule and administration denied the request.”

Question 104 on the survey queried Staff respondents about the degree to which they felt valued at FLCC. Frequencies and significant differences (when they existed) based on staff status (Exempt Staff or Non-Exempt Staff), gender identity,⁶⁰ sexual identity,⁶¹ and disability status⁶² are presented in Tables 60 and 62. Analyses by racial identity, citizenship status, military status, religious affiliation, and first-generation status are not included here owing to low response numbers in many of the categories.

Seventy-eight percent ($n = 137$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by coworkers in their department (Table 60). No statistically significant differences were found between groups.

Sixty-two percent ($n = 107$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by coworkers outside their department. No statistically significant differences were found between groups.

Seventy-five percent ($n = 131$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by their supervisors/managers. No statistically significant differences were found between groups.

Sixty-seven percent ($n = 118$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by FLCC students. No statistically significant differences were found between groups.

Forty-nine percent ($n = 85$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by FLCC faculty. A higher percentage of Men Staff respondents (21%, $n = 11$) than Women Staff respondents (8%, $n = 8$) “strongly agreed” that they felt valued by FLCC faculty.

Forty-four percent ($n = 76$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by FLCC senior administrators (e.g., president, dean, vice president, provost). A higher

⁶⁰ Owing to low numbers in some of the response categories, this variable was further collapsed into Men and Women.

⁶¹ Owing to low numbers in some of the response categories, this variable was further collapsed into LGBTQ+ and Heterosexual.

⁶² Owing to low numbers in some of the response categories, this variable was further collapsed into At Least One Disability and No Disability.

percentage of Men Staff respondents (26%, $n = 14$) than Women Staff respondents (13%, $n = 14$) “strongly agreed” that they felt valued by FLCC senior administrators.

Table 60. Staff Respondents’ Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by coworkers in my department.	67	38.3	70	40.0	19	10.9	16	9.1	< 5	---
I feel valued by coworkers outside my department.	37	21.3	70	40.2	34	19.5	24	13.8	9	5.2
I feel valued by my supervisor/manager.	72	41.4	59	33.9	17	9.8	16	9.2	10	5.7
I feel valued by FLCC students.	41	23.4	77	44.0	46	26.3	6	3.4	5	2.9
I feel valued by FLCC faculty.	19	11.0	66	38.4	55	32.0	25	14.5	7	4.1
Gender identity ^{xxv}										
Women	8	7.6	41	39.0	34	32.4	20	19.0	< 5	---
Men	11	20.8	22	41.5	15	28.3	< 5	---	< 5	---
I feel valued by FLCC senior administrators (e.g., president, provost, vice president).	28	16.2	48	27.7	54	31.2	32	18.5	11	6.4
Gender identity ^{xxvi}										
Women	14	13.2	28	26.4	35	33.0	23	21.7	6	5.7
Men	14	26.4	20	37.7	14	26.4	< 5	---	< 5	---

Note: Table reports responses only from Staff respondents ($n = 176$).

Table 61 depicts Staff respondents’ attitudes about certain aspects of the climate in their departments/programs and at FLCC. Subsequent analyses were conducted to identify significant differences (when they existed) in responses by staff status (Exempt Staff or Non-Exempt Staff), gender identity,⁶³ sexual identity,⁶⁴ and disability status⁶⁵. Analyses by racial identity, citizenship

⁶³ Owing to low numbers in some of the response categories, this variable was further collapsed into Men and Women.

⁶⁴ Owing to low numbers in some of the response categories, this variable was further collapsed into LGBTQ and Heterosexual.

⁶⁵ Owing to low numbers in some of the response categories, this variable was further collapsed into At Least One Disability and No Disability.

status, military status, religious affiliation, and first-generation status are not included here owing to low response numbers in many of the categories.

Fourteen percent ($n = 24$) of Staff respondents “strongly agreed” or “agreed” that they have felt that their abilities have been prejudged by coworkers in their work unit based on their perception of their identity/background. No statistically significant differences were found between groups.

Eight percent ($n = 13$) of Staff respondents “strongly agreed” or “agreed” that they have felt that their abilities have been prejudged by their supervisor/manager based on their perception of their identity/background. No statistically significant differences were found between groups.

Twenty percent ($n = 34$) of Staff respondents “strongly agreed” or “agreed” that they have felt that their abilities have been prejudged by faculty members/professors based on their perception of their identity/background. No statistically significant differences were found between groups.

Nine percent ($n = 16$) of Staff respondents “strongly agreed” or “agreed” that they have felt that their abilities have been prejudged by students based on their perception of their identity/background. No statistically significant differences were found between groups.

Table 61. Staff Respondents’ Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have felt that my abilities have been prejudged by a coworker in my work unit based on their perception of my identity/background.	5	2.9	19	11.0	35	20.3	66	38.4	47	27.3

Table 61. Staff Respondents' Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have felt that my abilities have been prejudged by supervisor/manager based on their perception of my identity/background.	< 5	---	11	6.4	31	18.0	70	40.7	58	33.7
I have felt that my abilities have been prejudged by a faculty member/professor based on their perception of my identity/background.	7	4.0	27	15.6	43	24.9	52	30.1	44	25.4
I have felt that my abilities have been prejudged by a student based on their perception of my identity/background.	6	3.5	10	5.8	55	31.8	62	35.8	40	23.1

Note: Table reports responses only from Staff respondents (*n* = 176).

Sixty-two percent (*n* = 107) of Staff respondents “strongly agreed” or “agreed” that their departments/schools encouraged free and open discussion of difficult topics (Table 62). No statistically significant differences were found between groups.

Sixty-five percent (*n* = 113) of Staff respondents “strongly agreed” or “agreed” that their skills were valued, and 69% (*n* = 119) felt that their work was valued. Twenty-seven percent (*n* = 18) of Non-Exempt Staff respondents and 13% (*n* = 14) of Exempt Staff respondents “neither agreed nor disagreed” that their skills were valued. Further, 13% (*n* = 14) of Exempt Staff respondents compared with fewer than five Non-Exempt Staff respondents “disagreed” that their work was valued.

Table 62. Staff Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that my department/program encourages free and open discussion of difficult topics.	48	27.6	59	33.9	28	16.1	25	14.4	14	8.0
I feel that my skills are valued.	43	24.9	70	40.5	32	18.5	19	11.0	9	5.2

Table 62. Staff Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staff status ^{xxvii}										
Non-Exempt Staff	15	22.4	29	43.3	18	26.9	< 5	---	< 5	---
Exempt Staff	28	26.4	41	38.7	14	13.2	15	14.2	8	7.5
I feel that my work is valued.	41	23.8	78	45.3	27	15.7	16	9.3	10	5.8
Staff status ^{xxviii}										
Non-Exempt Staff	15	22.7	34	51.5	14	21.2	< 5	---	< 5	---
Exempt Staff	26	24.5	44	41.5	13	12.3	14	13.2	9	8.5

Note: Table reports responses only from Staff respondents (*n* = 176).

^{xv} A chi-square test was conducted to compare percentages of Staff respondents who felt that they were included in opportunities that would help their careers as much as others in similar positions by gender identity: $\chi^2(4, N = 160) = 10.5, p < .05$.

^{xvi} A chi-square test was conducted to compare percentages of Staff respondents who felt that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations by staff status: $\chi^2(4, N = 175) = 13.3, p < .05$.

^{xvii} A chi-square test was conducted to compare percentages of Staff respondents who were able to complete their assigned duties during scheduled hours by staff status: $\chi^2(4, N = 173) = 29.2, p < .001$.

^{xviii} A chi-square test was conducted to compare percentages of Staff respondents who felt that their workload was increased without additional compensation by staff status: $\chi^2(4, N = 172) = 12.6, p < .05$.

^{xix} A chi-square test was conducted to compare percentages of Staff respondents who felt that they were pressured by departmental/program work requirements that occurred outside of their normally scheduled hours by staff status: $\chi^2(4, N = 173) = 10.0, p < .05$.

^{xx} A chi-square test was conducted to compare percentages of Staff respondents who felt that they were given a reasonable time frame to complete assigned responsibilities by staff status: $\chi^2(4, N = 174) = 14.3, p < .01$.

^{xxi} A chi-square test was conducted to compare percentages of Staff respondents who indicated that FLCC provided them with resources to pursue training/professional development opportunities by staff status: $\chi^2(4, N = 173) = 11.6, p < .05$.

^{xxii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff salaries were competitive by staff status: $\chi^2(4, N = 172) = 16.5, p < .01$.

^{xxiii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that vacation and personal time benefits were competitive by staff status: $\chi^2(4, N = 173) = 13.6, p < .01$.

^{xxiv} A chi-square test was conducted to compare percentages of Staff respondents who indicated that clear expectations of their responsibilities existed by sexual identity: $\chi^2(4, N = 156) = 18.7, p < .01$.

^{xxv} A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt valued by FLCC faculty by gender identity: $\chi^2(4, N = 158) = 16.1, p < .01$.

^{xxvi} A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt valued by FLCC senior administrators by gender identity: $\chi^2(4, N = 159) = 11.3, p < .05$.

^{xxvii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt that their skills were valued by staff status: $\chi^2(4, N = 173) = 10.0, p < .05$.

^{xxviii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt that their work was valued by staff status: $\chi^2(4, N = 172) = 11.0, p < .05$.

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

Three survey items queried Faculty respondents about their opinions regarding various issues specific to workplace climate and faculty work (Tables 63 through 66). Question 36 queried Tenured and Tenure-Track Faculty respondents ($n = 72$), Question 38 addressed Non-Tenure-Track Faculty respondents ($n = 42$), and Question 40 addressed all Faculty respondents ($n = 114$). Owing to low numbers in many of the response categories, no subsequent analyses are published here by demographics to protect confidentiality of respondents.

Table 63 illustrates that 83% ($n = 60$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the criteria for tenure were clear. Forty-nine percent ($n = 35$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that tenure standards/promotion standards were applied equally to faculty in their schools/division. Seventy percent ($n = 50$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were supported and mentored during the tenure-track years. Eleven percent ($n = 8$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that FLCC faculty who qualify for delaying their tenure clock felt empowered to do so. No statistically significant differences were found between groups.

Table 63. Tenured and Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria for tenure are clear.	27	37.5	33	45.8	6	8.3	< 5	---	< 5	---
The tenure standards/promotion standards are applied equally to faculty in my school/division.	10	14.1	25	35.2	19	26.8	13	18.3	< 5	---
Supported and mentored during the tenure-track years.	19	26.4	31	43.1	14	19.4	< 5	---	< 5	---
FLCC faculty who qualify for delaying their tenure clock feel empowered to do so.	< 5	---	6	8.5	57	80.3	< 5	---	< 5	---

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents ($n = 72$).

Table 64 illustrates that 33% ($n = 24$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that research was valued by FLCC. Seventy percent ($n = 50$) of

Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that teaching was valued by FLCC. Sixty-six percent ($n = 47$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that their service contributions were valued by FLCC. Seven percent ($n = 5$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were pressured to change their research/scholarship agenda to achieve tenure/promotion. No statistically significant differences were found between groups.

Table 64. Tenured and Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Research is valued by FLCC.	6	8.3	18	25.0	28	38.9	16	22.2	< 5	---
Teaching is valued by FLCC.	21	29.2	29	40.3	11	15.3	8	11.1	< 5	---
Service contributions are valued by FLCC.	13	18.3	34	47.9	15	21.1	7	9.9	< 5	---
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	< 5	---	< 5	---	26	37.7	25	36.2	13	18.8

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents ($n = 72$).

Thirty-eight percent ($n = 27$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations (Table 65). Forty percent ($n = 29$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they performed more work to help students (e.g., formal and informal advising, helping with student groups and activities) than did their colleagues. Fewer than five Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that faculty members in their departments who used family accommodation (FMLA) policies were disadvantaged in promotion and tenure. No statistically significant differences were found between groups.

Table 65. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations.	11	15.5	16	22.5	23	32.4	15	21.1	6	8.5
I perform more work to help students than do my colleagues.	9	12.5	20	27.8	26	36.1	13	18.1	< 5	---
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure.	< 5	---	< 5	---	41	57.7	20	28.2	7	9.9

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 72).

Forty-one percent (*n* = 29) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that faculty opinions were taken seriously by senior administrators (Table 66). Forty-eight percent (*n* = 34) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that faculty opinions were valued within FLCC committees. Thirty-nine percent (*n* = 27) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they would like more opportunities to participate in substantive committee assignments, while 68% (*n* = 49) “strongly agreed” or “agreed” that they had opportunities to participate in substantive committee assignments. Seventy-five percent (*n* = 54) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they had job security. No statistically significant differences were found between groups.

Table 66. Tenured and Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Faculty opinions are taken seriously by senior administrators.	< 5	---	25	35.2	21	29.6	12	16.9	9	12.7
Faculty opinions are valued within FLCC committees.	< 5	---	30	42.3	23	32.4	9	12.7	5	7.0
I would like more opportunities to participate in substantive committee assignments.	7	10.0	20	28.6	28	40.0	12	17.1	< 5	---
I have opportunities to participate in substantive committee assignments.	10	13.9	39	54.2	12	16.7	9	12.5	< 5	---
I have job security.	13	18.1	41	56.9	12	16.7	< 5	---	< 5	---

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 72).

Qualitative comments analyses. Sixteen Tenured and Tenure-Track Faculty respondents elaborated on previous statements regarding issues such as research, teaching, service responsibilities, mentoring, family accommodation policies, and committee assignments. One theme emerged from the responses: effectiveness of committees.

Effectiveness of Committees. In the single theme, respondents discussed the extent to which they felt committees functioned effectively or not. One respondent noted that effectiveness varied: “Depending on the committee—work can be slow to come to action, and may be completely ignored by the administration. On the other hand, some committees (curriculum, assessment, etc.) function effectively.” Other respondents were more critical of committee work. One respondent wrote, “While I serve on many committees, I feel administrative agendas make the outcomes a given a priori and make my participation meaningless save being able to say faculty were consulted.” Another respondent shared, “Committee work is ineffective, time consuming, and regularly overturned in a short time. There is a history of ignoring faculty concerns on issues.” One respondent noted how the participants themselves sometimes get in the way of effective committee work, “I have been on a few search committees at FLCC and have witnessed applicants that have PhDs in their field not put through to the call back stage of the search, there was an intellectual pettiness and envy expressed on these committees.”

Survey Question 38 queried Non-Tenure-Track Faculty respondents on their perceptions as faculty with non-tenure-track appointments. Owing to low numbers in many of the response categories, no subsequent analyses are published here by demographics to protect confidentiality of respondents.

Table 67 indicates that 54% ($n = 22$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the criteria used for contract renewal were clear. Thirty-eight percent ($n = 15$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the criteria used for contract renewal were applied equally to positions. Eighty-five percent ($n = 35$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that clear expectations of their responsibilities existed. Twenty-two percent ($n = 9$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they had job security.

Table 67. Non-Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria for contract renewal are clear.	13	31.7	9	22.0	9	22.0	7	17.1	< 5	---
The criteria used for contract renewal are applied equally to all positions.	10	25.0	5	12.5	20	50.0	< 5	---	< 5	---
Clear expectations of my responsibilities exist.	17	41.5	18	43.9	< 5	---	< 5	---	0	0.0
I have job security.	< 5	---	8	19.5	12	29.3	< 5	---	16	39.0

Note: Table reports responses only from Non-Tenure-Track Faculty respondents ($n = 42$).

Table 68 illustrates that 53% ($n = 21$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that research was valued by FLCC, and 78% ($n = 32$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that teaching was valued by FLCC.

Table 68. Non-Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Research is valued by FLCC.	6	15.0	15	37.5	15	37.5	< 5	---	< 5	---
Teaching is valued by FLCC.	14	34.1	18	43.9	8	19.5	< 5	---	0	0.0

Note: Table reports responses only from Non-Tenure-Track Faculty respondents ($n = 42$).

Fewer than five Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments) (Table 69). Fewer than five Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they performed more work to help students (e.g., formal and informal advising, helping with student groups and activities) than did their colleagues. Thirteen percent ($n = 5$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they felt pressured to do extra work that was uncompensated. Twenty-four percent ($n = 10$) of Non-Tenure-Track Faculty respondents “agreed” that their opinions were taken seriously by senior administrators.

Table 69. Non-Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	< 5	---	< 5	---	12	29.3	17	41.5	9	22.0
I perform more work to help students than do my colleagues (e.g., formal and informal advising, helping with student groups and activities).	0	0.0	< 5	---	16	39.0	16	39.0	6	14.6
Pressured to do extra work that is uncompensated.	< 5	---	< 5	---	10	25.0	15	37.5	10	25.0
Non-tenure-track faculty opinions are taken seriously by senior administrators.	< 5	---	10	24.4	14	34.1	10	24.4	< 5	---

Note: Table reports responses only from Non-Tenure-Track Faculty respondents ($n = 42$).

Qualitative comments analyses. Seventeen Non-Tenure-Track Faculty members elaborated on previous statements regarding issues such as contract renewal, research, teaching, service responsibilities, and job security. Two themes emerged from the responses: lack of job security and support for adjuncts.

Lack of Job Security. In the first theme, respondents addressed their lack of job security. Some respondents discussed how classes could be taken away right before the semester started. One respondent wrote, “There have been times where I am assigned a class only to have it cancelled just a week or two before the start of the semester.” Another respondent shared, “As an adjunct there is NO job security. Classes are yanked from adjuncts to be given to full timers a week or two before the semester starts. Plenty of work goes into planning those courses with no compensation given for those hours.” One respondent described how the whims of colleagues can affect employment: “My classes can be (and have been) taken away from me to fill full-time instructors’ positions. For many of these instances, the full-time instructor simply wanted an overload (i.e., they already had a full load, but wanted more courses, which leaves the adjunct with nothing).” Other respondents discussed how their job security was tied to student enrollment. One respondent noted, “I realize that ‘job security’ is directly tied to enrollments,” while another respondent wrote, “I have job security as long as enrollment is good and classes run. That said, I’m on pins and needles waiting to see if my classes will run each term which is a hazard of being an adjunct.” One respondent observed, “My position relies on student enrollment. When the class is 1 – 2 students short, the class is cancelled.” The respondent went on to suggest, “[M]aybe students from a full class may be asked to move to a class that is just short of required enrollment so that those who depend on their job, like I do, can remain active in the department.”

Support for Adjuncts. In the second theme, respondents discussed the extent to which they felt supported as adjuncts. Some respondents were pleased with how they were supported and included in the department. One respondent wrote, “I am an adjunct. I believe my department... does a good job making me feel like part of the greater team and keeping me informed on departmental issues.” Another respondent shared, “I have been told by colleagues that they are honored to have me in their group. I have had opportunities to participate in activities of my choice.” Other respondents were frustrated with the lack of support they had received. One respondent explained, “I have never been presented with a pathway toward full time employment, never been offered mentoring or professional development from department chairs... never been recognized for the value of the work I do, other than a certificate for longevity.” Another respondent stated, “Some faculty do not care about adjuncts (tone of voice when having a conversation). No support by those assigned to control teaching schedules.”

Another respondent suggested, “Adjuncts should get a bit more of an orientation from college on basic operations things like printing requests, etc.”

Additionally, Faculty respondents were asked to rate the degree to which they agreed with a series of statements related to faculty workplace climate (Table 70). Owing to low numbers in many of the response categories, only significant findings for faculty status (e.g., Tenure-Track and Non-Tenure-Track) and gender identity⁶⁶ are published here.

Fifteen percent ($n = 17$) of Faculty respondents “strongly agreed” or “agreed” that salaries for tenure-track faculty positions were competitive. Thirty-seven percent ($n = 26$) of Tenure-Track Faculty compared with no Non-Tenure-Track Faculty respondents “disagreed” with this statement.

Twenty percent ($n = 22$) of Faculty respondents “strongly agreed” or “agreed” that salaries for adjunct professors were competitive. No statistically significant differences were found between groups.

Thirty-four percent ($n = 37$) of Faculty respondents “strongly agreed” or “agreed” that health insurance benefits were competitive, and 7% ($n = 8$) of Faculty respondents “strongly agreed” or “agreed” that child care benefits were competitive. Forty percent ($n = 28$) of Tenure-Track Faculty respondents and no Non-Tenure-Track Faculty respondents “agreed” that health insurance benefits were competitive.

Thirty-two percent ($n = 34$) of Faculty respondents “strongly agreed” or “agreed” that retirement/supplemental benefits were competitive. No statistically significant differences were found between groups.

⁶⁶ Owing to low numbers in some of the response categories, this variable was further collapsed into Men and Women.

Table 70. Faculty Respondents’ Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Salaries for tenure-track faculty positions are competitive.	< 5	---	16	14.5	52	47.3	26	23.6	15	13.6
Faculty status ^{xxix}										
Tenure-Track	0	0.0	15	21.1	15	21.1	26	36.6	15	21.1
Non-Tenure-Track	< 5	---	< 5	---	37	94.9	0	0.0	0	0.0
Salaries for adjunct professors are competitive.	< 5	---	21	19.1	31	28.2	39	35.5	18	16.4
Health insurance benefits are competitive.	9	8.3	28	25.7	44	40.4	15	13.8	13	11.9
Faculty status ^{xxx}										
Tenure-Track	7	10.0	28	40.0	20	28.6	12	17.1	< 5	---
Non-Tenure-Track	< 5	---	0	0.0	24	61.5	< 5	---	10	25.6
Child care benefits are competitive.	< 5	---	6	5.5	87	79.8	5	4.6	9	8.3
Retirement/supplemental benefits are competitive.	6	5.6	28	26.2	49	45.8	15	14.0	9	8.4

Note: Table reports responses only from Faculty respondents (*n* = 114).

Twenty-nine percent (*n* = 32) of Faculty respondents “strongly agreed” or “agreed” that FLCC provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation) (Table 71).

Forty-six percent (*n* = 50) of Faculty respondents “strongly agreed” or “agreed” that their colleagues included them in opportunities that would help their career as much as their colleagues include others in their position. Forty-four percent (*n* = 47) of Faculty respondents “strongly agreed” or “agreed” that the performance evaluation process was clear. No statistically significant differences were found between groups.

Sixty-seven percent (*n* = 74) of Faculty respondents “strongly agreed” or “agreed” that FLCC provided them with resources to pursue professional development (e.g., conferences, materials, research and course design, and traveling). A higher percentage of Women Faculty respondents (21%, *n* = 13) than Men Faculty respondents (0%) “disagreed” with this statement.

Table 71. Faculty Respondents' Perceptions of Work-Life Balance

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
FLCC provides adequate resources to help me manage work-life balance.	< 5	---	28	25.5	56	50.9	14	12.7	8	7.3
My colleagues include me in opportunities that will help my career as much as they do others in my position.	15	13.8	35	32.1	36	33.0	15	13.8	8	7.3
The performance evaluation process is clear.	6	5.6	41	38.0	29	26.9	21	19.4	11	10.2
FLCC provides me with resources to pursue professional development.	24	21.8	50	45.5	17	15.5	14	12.7	5	4.5
Gender identity ^{xxxi}										
Women	11	17.5	28	44.4	9	14.3	13	20.6	< 5	---
Men	11	26.2	21	50.0	8	19.0	0	0.0	< 5	---

Note: Table reports responses only from Faculty respondents (*n* = 114).

As noted in Table 72, 55% (*n* = 60) of Faculty respondents “strongly agreed” or “agreed” that they felt positive about their career opportunities at FLCC. No statistically significant differences were found between groups.

Sixty-seven percent (*n* = 73) of Faculty respondents “strongly agreed” or “agreed” that they would recommend FLCC as a good place to work. A higher percentage of Women Faculty respondents (34%, *n* = 21) than Men Faculty respondents (fewer than five) “neither agreed nor disagreed” with this statement.

Table 72. Faculty Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Positive about my career opportunities at FLCC.	18	16.4	42	38.2	34	30.9	9	8.2	7	6.4
I would recommend FLCC as a good place to work.	21	19.3	52	47.7	25	22.9	9	8.3	< 5	---
Gender identity ^{xxxii}										
Women	12	19.4	26	41.9	21	33.9	< 5	---	0	0
Men	8	19.0	24	57.1	< 5	---	6	14.3	0	0

Note: Table reports responses only from Faculty respondents (*n* = 114).

Qualitative comments analyses. Twenty-seven Faculty respondents elaborated on their previous statements regarding salaries, benefits, resources, performance evaluation, and professional development. Among all Faculty respondents, two themes emerged: health insurance critiques and low salaries. In addition, one theme emerged from Non-Tenure-Track Academic Appointment respondents: adjunct concerns.

All respondents

Health Insurance Critiques. In the first theme, respondents critiqued the health insurance benefits offered by FLCC. Some respondents were worried about the future cost and coverage of health insurance. One respondent wrote, “While health insurance benefits are quite good right now (and that fact has compensated in the past for lower salaries) the trend is clearly to reduce those benefits without any compensating increase in salaries.” Another respondent commented, “I need to fight to maintain the healthcare coverage that we currently have. If our healthcare changed, it would have a large and negative impact on my family. I have a disabled child, and... risk losing some much-needed services.” Other respondents did not feel that current coverage was adequate. One respondent stated, “Health insurance doesn’t match other Ontario county employees.” Another respondent detailed their health insurance costs over the past year. Included in this response was a lament of how the respondent was “going on 3 years without new glasses” because of the small amount allotted for new glasses, and remarks about how the “high cost of the co-pays” meant that, after minor surgery, the individual had “stopped going to follow-up check-ups early because I didn’t have the money for the co-pays.”

Additionally, respondents commented how “adjuncts are not offered health benefits.” One respondent noted, “There is no health insurance for adjuncts. There should be something.” Another respondent observed, “Adjunct faculty do not have the same opportunities for benefits that full-time faculty have.” Another respondent commented, “Many of these questions are difficult to answer as an adjunct. I don’t get health benefits (I’d love to have an opportunity to be able to buy into something to help my family).”

Low Salaries. For the second theme, respondents discussed how their salaries were too low. One respondent stated, “Faculty are severely disrespected and underpaid by Ontario County.” Another respondent commented, “Our salaries and health-care benefits are not competitive with many of our regional and sister institutions. Further, outside the realm of Faculty, our salaries for high level positions are not very competitive at all. I think the amount of failed searches we’ve had in the last two-years speak[s] volumes to that.” According to other respondents, “Financial support has been stagnant for many years,” and, “Salaries after overloads are decent, but without an overload, the base is a bit low. Many seem to take overloads to increase income, sometimes at the expense of life-work balance. People shouldn’t have to work overtime to make a decent salary.”

Non-Tenure-Track Academic Appointment Respondents

Adjunct Concerns. Non-Tenure-Track respondents shared concerns about topics such as their performance evaluations, adjunct salaries, and respect for adjunct faculty members. Some respondents addressed how adjuncts were valued by the college. One respondent noted, “Administration does not value adjuncts.” Another respondent shared, “The college is really no better than the rest of the higher education community when it comes to the use and abuse of adjunct instructors. All you really have to do is look at the compensation scale to see the truth of that.” Another respondent also commented that “[s]alary is not competitive with other adjuncts in the state.”

These respondents also felt that performance evaluations and resources were lacking for adjuncts. In terms of performance evaluations, one respondent elaborated: “The performance reviews that students complete at the end of each semester should be shared with adjuncts. I know department chairs may be too busy. Why not create a deanship position to oversees

adjuncts? Considering that this college relies on adjuncts for at least half the courses it offers, I think a lot more attention should be paid to adjuncts.” Another respondent commented, “There is [sic] no performance evaluations of adjuncts other than the student evals we administer to our classes.” In regard to professional development, one respondent shared, “I’d like to travel to a conference on teaching and learning but it is a \$2000 conference. FLCC would maybe give a bit of money but not near enough to help me go. Adjuncts have the opportunity to ask for funds, but when my conference comes along, the funds are already distributed.”

Faculty respondents were also asked to rate the degree to which they agreed with a series of statements related to feeling valued and prejudged (Tables 73 through 75). Owing to low numbers in many of the response categories, only analyses by faculty status (e.g., Tenure-Track and Non-Tenure-Track) and gender identity⁶⁷ were run; no statistically significant differences existed.

Seventy-three percent ($n = 83$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by faculty in their departments/programs (Table 73). Eighty-one percent ($n = 91$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by their department/program chairs. Seventy-three percent ($n = 83$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by other faculty at FLCC, while 90% ($n = 102$) “strongly agreed” or “agreed” that they felt valued by students in the classroom. Fifty-two percent ($n = 59$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by FLCC senior administrators (e.g., dean, vice president, academic vice president). No statistically significant differences were found between groups.

⁶⁷ Owing to low numbers in some of the response categories, this variable was further collapsed into Men and Women.

Table 73. Faculty Respondents' Feelings of Value

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%
I feel valued by faculty in my department/program.	46	40.4	37	32.5	14	12.3	13	11.4	5	4.4
I feel valued by my department/program chair.	56	49.6	35	31.0	14	12.4	< 5	---	5	4.4
I feel valued by other faculty at FLCC.	30	26.5	53	46.9	22	19.5	7	6.2	< 5	---
I feel valued by students in the classroom.	59	51.8	43	37.7	8	7.0	< 5	---	< 5	---
I feel valued by FLCC senior administrators (e.g., president, provost, vice president).	21	18.4	38	33.3	36	31.6	12	10.5	7	6.1

Note: Table reports responses only from Faculty respondents (*n* = 114).

Twenty-two percent (*n* = 25) of Faculty respondents “strongly agreed” or “agreed” that their abilities were prejudged by faculty members/professors in their departments/programs based on their perception of their identity/background (Table 74). Fifteen percent (*n* = 17) of Faculty respondents “strongly agreed” or “agreed” that their abilities were prejudged by department/program chairs based on their perception of their identity/background. Seventeen percent (*n* = 19) of Faculty respondents “strongly agreed” or “agreed” that their abilities were prejudged by students based on their perception of their identity/background. No statistically significant differences were found between groups.

Table 74. Faculty Respondents' Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have felt that my abilities have been prejudged by a faculty member/professor in my department/program based on their perception of my identity/background.	6	5.3	19	16.7	24	21.1	36	31.6	29	25.4
I have felt that my abilities have been prejudged by my department/program chair based on their perception of my identity/background.	< 5	---	13	11.5	24	21.2	35	31.0	37	32.7
I have felt that my abilities have been prejudged by a student based on their perception of my identity/background.	< 5	---	18	15.8	29	25.4	36	31.6	30	26.3

Note: Table reports responses only from Faculty respondents (*n* = 114).

Thirty-eight percent (*n* = 41) of Faculty respondents “strongly agreed” or “agreed” that their research/scholarship was valued (Table 75). Seventy-five percent (*n* = 86) of Faculty respondents “strongly agreed” or “agreed” that their teaching was valued. Fifty-seven percent (*n* = 63) of Faculty respondents “strongly agreed” or “agreed” that their service contributions were valued. No statistically significant differences were found between groups.

Table 75. Faculty Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel that my research/scholarship is valued.	14	13.0	27	25.0	44	40.7	19	17.6	< 5	---
I feel that my teaching is valued.	31	27.2	55	48.2	16	14.0	7	6.1	5	4.4
I feel that my service contributions are valued.	21	19.1	42	38.2	34	30.9	9	8.2	< 5	---

Note: Table reports responses only from Faculty respondents (*n* = 114)

^{xxix} A chi-square test was conducted to compare percentages of Faculty respondents who indicated that salaries for tenure-track faculty positions were competitive by faculty status: $\chi^2(4, N = 110) = 59.3, p < .001$.

^{xxx} A chi-square test was conducted to compare percentages of Faculty respondents who indicated that health insurance benefits were competitive by faculty status: $\chi^2(4, N = 109) = 34.3, p < .001$.

^{xxx}_i A chi-square test was conducted to compare percentages of Faculty respondents who indicated that FLCC provided them with resources to pursue professional development by gender identity: $\chi^2(4, N = 105) = 10.3, p < .05$.

^{xxx}_{ii} A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they would recommend FLCC as a good place to work by gender identity: $\chi^2(3, N = 104) = 10.0, p < .05$.

Faculty and Staff Respondents Who Have Seriously Considered Leaving FLCC

Thirty percent ($n = 271$) of respondents had seriously considered leaving FLCC (Figure 31).

With regard to employee position status, 41% ($n = 47$) of Faculty respondents and 58% ($n = 102$) of Staff respondents had seriously considered leaving FLCC in the past year.

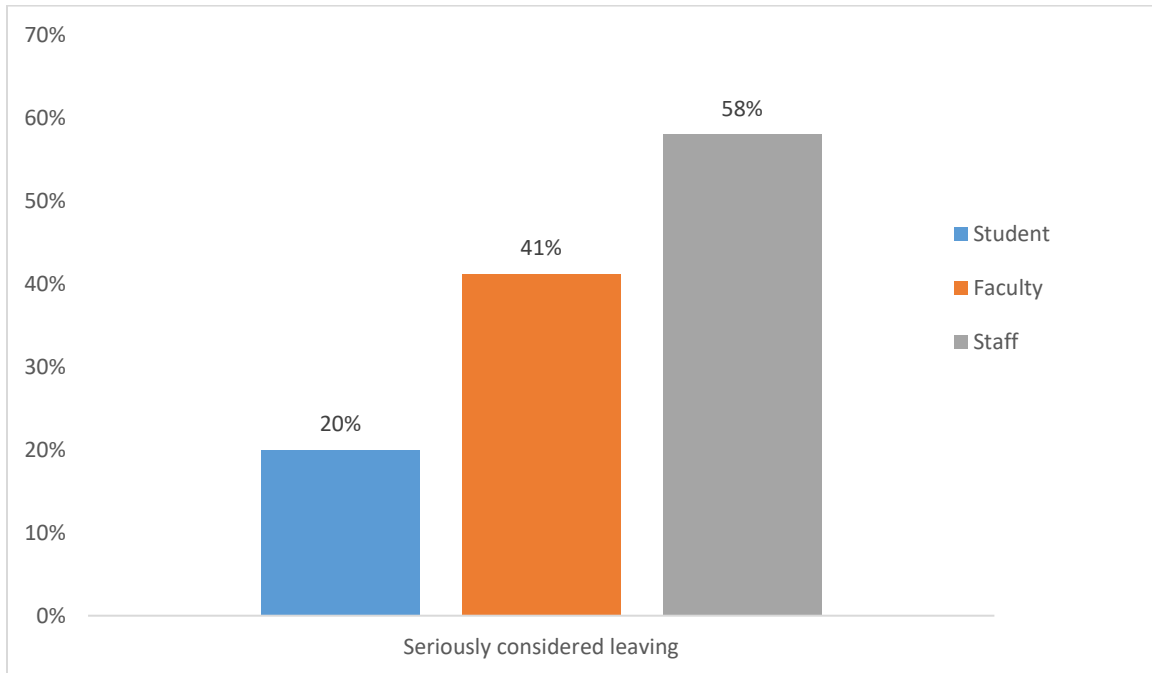


Figure 31. Respondents Who Had Seriously Considered Leaving FLCC (%)

Forty-eight percent ($n = 49$) of those Staff respondents who seriously considered leaving did so because of a lack of institutional support, and 47% ($n = 48$) because of organizational inefficiencies (Table 76). Forty-four percent ($n = 45$) of those Staff respondents who seriously considered leaving did so based on the low salary/pay rate. Other reasons included limited advancement opportunities (33%, $n = 34$), lack of unified vision (32%, $n = 33$), and tension with coworkers (31%, $n = 32$).

Table 76. Top Reasons Why Staff Respondents Considered Leaving FLCC

Reason	<i>n</i>	%
Lack of institutional support	49	48.0
Organizational inefficiencies	48	47.1
Low salary/pay rate	45	44.1
Limited advancement opportunities	34	33.3
Lack of unified vision	33	32.4
Tension with coworkers	32	31.4
Increased workload	31	30.4
Tension with supervisor/manager	31	30.4
Campus climate unwelcoming	25	24.5
Interested in a position at another institution	25	24.5
Bullying	21	20.6

Note: Table reports responses only from Staff respondents who indicated on the survey that they had seriously considered leaving FLCC (*n* = 102). Percentages may not sum to 100 as a result of multiple response choices.

Subsequent analyses were run for Staff respondents by staff status (Exempt Staff or Non-Exempt Staff), gender identity,⁶⁸ sexual identity,⁶⁹ racial identity, disability status⁷⁰, citizenship status, military status, religious affiliation, first-generation status, and age. No statistically significant differences existed.

Fifty-three percent (*n* = 25) of those Faculty respondents who seriously considered leaving did so because of low salary/pay rate, and 38% (*n* = 18) for organizational inefficiencies (Table 77).

Thirty-two percent (*n* = 15) of those Faculty respondents who seriously considered leaving did so because of tension with coworkers. Other reasons included lack of institutional support (30%, *n* = 14), lack of unified vision (30%, *n* = 14), and tension with supervisors/managers (30%, *n* = 14).

⁶⁸ Owing to low numbers in some of the response categories, this variable was further collapsed into Men and Women.

⁶⁹ Owing to low numbers in some of the response categories, this variable was further collapsed into LGBTQ and Heterosexual.

⁷⁰ Owing to low numbers in some of the response categories, this variable was further collapsed into At Least One Disability and No Disability.

Table 77. Top Reasons Why Faculty Respondents Considered Leaving FLCC

Reason	<i>n</i>	%
Low salary/pay rate	25	53.2
Organizational inefficiencies	18	38.3
Tension with coworkers	15	31.9
Lack of institutional support	14	29.8
Lack of unified vision	14	29.8
Tension with supervisor/manager	14	29.8
Lack of benefits	12	25.5
Limited advancement opportunities	12	25.5
Recruited or offered a position at another institution/organization	11	23.4

Note: Table reports responses only from Faculty respondents who indicated on the survey that they had seriously considered leaving FLCC (*n* = 47). Percentages may not sum to 100 as a result of multiple response choices.

Subsequent analyses were run for Staff respondents by staff status (Exempt Staff or Non-Exempt Staff), gender identity,⁷¹ sexual identity,⁷² racial identity, disability status⁷³, citizenship status, military status, religious affiliation, and first-generation status. Owing to low response numbers, findings are not published by racial identity, religious affiliation, and disability status. One statistically significant difference existed by sexual identity. By sexual identity, a higher percentage of LGBTQ+ Staff respondents (67%, *n* = 12) than Heterosexual Staff respondents (35%, *n* = 32) had seriously considered leaving FLCC. ^{xxxiii}

Qualitative comments analyses. Eighty-two Employee (Faculty Tenure-Track, Non-Tenure-Track Academic Appointment, and Staff) respondents elaborated on why they had seriously considered leaving Finger Lakes Community College. Three themes emerged from the responses: feel undervalued, low salary, and negative workplace environment.

Feel Undervalued. For the first theme, respondents described feeling undervalued, unappreciated, and disrespected. One respondent stated that they “do not feel valued or included despite length of service,” while another respondent added, “I feel like I am not respected or

⁷¹ Owing to low numbers in some of the response categories, this variable was further collapsed into Men and Women.

⁷² Owing to low numbers in some of the response categories, this variable was further collapsed into LGBTQ and Heterosexual.

⁷³ Owing to low numbers in some of the response categories, this variable was further collapsed into At Least One Disability and No Disability.

valued.” Another respondent wrote, “My professional views are not valued or considered important.” Respondents referred to actions and rhetoric that made them feel “that contributions of faculty to the college are not appreciated or understood,” and that “the faculty and staff who have the most direct interactions with our students continue to be undervalued and marginalized.” Another respondent shared, “The County’s lack of faith in the faculty (as well as by other divisions at the college) is disheartening when we work so hard.” Respondents felt that being undervalued led to a lack of inclusion in the workplace. One respondent wrote, “Employees of FLCC Association are not considered part of the college staff by internal employees and it shows by lack of inclusion.” Another respondent added, “Full time faculty do not CARE about Adjuncts. No real attempt to include them in course assignments.” A third respondent stated, “Because of part time status, lack of feeling part of the team. Unable to participate in Staff meetings, college committees, etc.”

Low Salary. In the second theme, respondents shared that low salaries led them to seriously consider leaving. One respondent wrote, “FLCC faculty are highly underpaid and clearly disrespected by the county.” Another respondent stated, “Pay is very low and considering I have a master’s degree, I expected to be compensated for that and my years of experience.” Another respondent observed, “FLCC pays lower than almost every institution in our area. We also do very little to keep our best people when they have other opportunities.” Respondents stated that they were interested in “[o]ther opportunities with higher pay,” or “[a] different environment. New challenges. Better pay.” Some respondents were frustrated by their level of pay compared with others. One respondent wrote, “The wages in our department are not sufficient considering other departments make much more money with way less responsibility and way less training involved to keep the position.” Another respondent noted “[u]nfair wage discrepancies” and considered leaving because of “[b]eing paid 25% less than a male coworker doing the same job.” One respondent was concerned about increased compensation related to increased workload: “Our annual cost of [living] increase, if we get one, does not adequately or fairly accommodate or compensate for the increased work load.”

Negative Workplace Environment. For the third theme, respondents described how a negative workplace environment, including bullying, unprofessionalism, and inappropriate behaviors from coworkers, led them to seriously consider leaving. Some respondents described specific

behaviors from individuals. One respondent related “[t]ension regarding inappropriate behavior of co-worker. Trust issues surrounding inaccurate information. No opportunity for difficult conversations without repercussions and perceived bullying.” Another respondent wrote, “There have been too many incidences in which one employee has treated another with disrespect that borders on bullying and nothing has been done about it. People are not protected from such unprofessional and inappropriate treatment and behavior.” Another respondent considered leaving because the respondent had been “bullied by a co-worker and supervisor causing stress and anxiety.” Another respondent shared, “I’ve never seen screaming fights between coworkers at any previous job. I’ve never had a manager raise their voice at me in a meeting because I presented a different opinion.”

Other respondents wrote more broadly about the negative climate as a whole. One respondent wrote, “The department I worked in previously was in chaos. There was a lack of leadership.... This lead [*sic*] to eventual changes, but because it took 3 years for any change to occur, the internal climate in the department deteriorated so much, that it was a hostile work environment with lack of communication and nowhere for anyone in the department to go and talk to try and resolve issues.” Another respondent shared, “The culture at FLCC is, in a word, toxic. Over my ten plus years at FLCC I have born [*sic*] witness to behavior that runs the spectrum and can fairly be described as unscrupulous,” and went on to describe colleagues who “consciously slander, manipulate, berate, or dismiss others who hold differing positions.” One respondent noted, “I sometimes feel invisible in my department. There is so much drama and I am tired of using my energy on it. I have been trying to learn to ‘excuse’ myself from certain people and situations.” Another respondent explained, “my work in these last few years has been greatly impacted by a particular culture here that seems to reward bullying and glory grabbing over transparent, inclusive decision-making; collegiality; and diligence. I am disheartened that this persists here and I don't see it changing any time soon. I continue to seriously consider leaving.”

Summary.

The results from this section suggest that most Faculty and Staff respondents generally hold positive attitudes about FLCC policies and processes. With regard to discriminatory employment practices, 28% ($n = 79$) of Faculty and Staff respondents had observed unfair or unjust hiring, 27% ($n = 75$) had observed unfair or unjust disciplinary actions, and 26% ($n = 73$) had observed unfair or unjust promotion, tenure, and/or reclassification. Gender/gender identity, nepotism/cronyism, racial identity, job duties, position, and length of service were the top perceived bases for many of the reported discriminatory employment practices.

Most Staff respondents agreed that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it; that their supervisors provided adequate support for them to manage work-life balance; that FLCC provided them with resources to pursue training/professional development opportunities; that their supervisors were supportive of their taking leave; that they felt valued by coworkers in their department and by their supervisors/managers; and that their skills and work were valued. Less than positive attitudes were also expressed by Staff respondents with regard to the performance evaluation process. Further, some Staff respondents felt that their workload increased without additional compensation, and that a hierarchy existed within staff positions that allowed some voices to be valued more than others. Differences by staff status existed insofar as Non-Exempt Staff respondents disclosed less positive perceptions of the campus climate including salary, benefits, and supportive resources than did their Exempt Staff respondent counterparts.

A majority of Tenured and Tenure-Track Faculty agreed that the criteria for tenure were clear, that they were supported and mentored during the tenure-track years, and that they had job security. Non-Tenure-Track Faculty respondents indicated that clear expectations of their responsibilities existed. The majority of faculty respondents felt that their teaching was valued, and that they were valued by faculty in their departments/programs, department/program chairs, other faculty, and students at FLCC. Some faculty respondents expressed less positive views, particularly about salary and benefits.

Forty-one percent ($n = 47$) of Faculty respondents and 58% ($n = 102$) of Staff respondents had seriously considered leaving FLCC in the past year. The top reasons why Staff respondents had

seriously considered leaving were lack of institutional support, organizational inefficiencies, and low salary/pay rate. The top reasons why Faculty respondents had seriously considered leaving were low salary/pay rate, organizational inefficiencies, and tension with coworkers.

^{xxxiii} A chi-square test was conducted to compare percentages of Staff respondents who had seriously considered leaving FLCC by sexual identity: $\chi^2(1, N = 110) = 6.4, p < .05$.

Student Perceptions of Campus Climate

This section of the report is dedicated to survey items that were specific to FLCC students. Several survey items queried Student respondents about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes.

Students' *Perceived Academic Success*

Factor Analysis Methodology. As mentioned earlier in this report, a confirmatory factor analysis was conducted on one scale embedded in Question 14 of the survey. The scale, termed *Perceived Academic Success* for the purposes of this project, was developed using Pascarella and Terenzini's (1980) *Academic and Intellectual Development Scale* (Table 78). This scale has been used in a variety of studies examining student persistence. The six sub-questions of Question 14 of the survey reflect the questions on this scale.

The questions on the scale were answered on a Likert metric from "strongly agree" to "strongly disagree" (scored 1 for "strongly agree" and 5 for "strongly disagree"). For the purposes of analysis, respondents who did not answer all scale sub-questions were not included in the analysis. One and one-half percent (1.5%) of all potential respondents were removed from the analysis as a result of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale using principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.⁷⁴ The internal consistency reliability (Cronbach's alpha) of the scale was 0.881, which is high, meaning that the scale produced consistent results.

⁷⁴Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

Table 78. Survey Items Included in the *Perceived Academic Success* Factor Analyses

Scale	Survey item number	Academic experience
<i>Perceived Academic Success</i>	Q14_A_1	I am performing up to my full academic potential.
	Q14_A_2	I am satisfied with my academic experience at FLCC.
	Q14_A_3	I am satisfied with the extent of my intellectual development since enrolling at FLCC.
	Q14_A_4	I have performed academically as well as I anticipated I would.
	Q14_A_5	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	Q14_A_6	My interest in ideas and intellectual matters has increased since coming to FLCC.

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor and then were reverse coded. Each respondent who answered all the questions included in the given factor was given a score on a five-point scale. Higher scores on *Perceived Academic Success* factor suggested a student or constituent group perceived themselves as more academically successful.

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

- Gender identity (Women, Men)
- Racial identity (People of Color/Black/Multiracial, White)
- Sexual identity (LGQ+, Heterosexual, Bisexual)
- First-generation status (First-Generation, Not-First-Generation)
- Income status (Low-Income, Not-Low-Income)

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

difference in means was significant, effect size was calculated using η^2 and any moderate-to-large effects are noted.

Means Testing Results. The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Student respondents (where possible).

Gender Identity

A significant difference existed ($p < .01$) in the test for means for Student respondents by gender identity on *Perceived Academic Success* (Table 79). This finding suggests that Women Student respondents had greater *Perceived Academic Success* than Men Student respondents.

Table 79. Student Respondents' Perceived Academic Success by Gender Identity

Gender identity	Student respondents		
	<i>n</i>	Mean	Std. dev.
Women	360	4.242	0.670
Men	218	4.080	0.659
Mean difference		0.163**	

** $p < .01$

Racial Identity

A significant difference existed ($p < .01$) in the test for means for Student respondents by racial identity on *Perceived Academic Success* (Table 80). This finding suggests that White Student respondents had greater *Perceived Academic Success* than People of Color/Black/Multiracial Student respondents.

Table 80. Student Respondents' Perceived Academic Success by Racial Identity

Racial identity	Student respondents		
	<i>n</i>	Mean	Std. dev.
People of Color/Black/Multiracial	117	4.031	0.780
White	463	4.212	0.631
Mean difference		-0.181**	

** $p < .01$

Sexual Identity

No significant difference existed ($p > .05$) in the overall test for means for Student respondents by sexual identity on *Perceived Academic Success* (Table 81).

Table 81. Student Respondents' Perceived Academic Success by Sexual Identity

Sexual identity	<i>n</i>	Mean	Std. dev.
LGQ+	73	4.089	0.730
Heterosexual	450	4.193	0.666
Bisexual	66	4.129	0.677

Subsequent analyses on *Perceived Academic Success* by sexual identity were not run because the overall test was not significant.

First-Generation Status

No significant difference existed ($p > .05$) in the test for means for Student respondents by first-generation status on *Perceived Academic Success* (Table 82).

Table 82. Student Respondents' Perceived Academic Success by First-Generation Status

First-Generation status	Student respondents		
	<i>n</i>	Mean	Std. dev.
First-Generation	372	4.213	0.661
Not-First-Generation	225	4.113	0.676
Mean difference		0.101	

Income Status

No significant difference existed ($p > .05$) in the test for means for Student respondents by income status on *Perceived Academic Success* (Table 83).

Table 83. Student Respondents' Perceived Academic Success by Income Status

Income status	Student respondents		
	<i>n</i>	Mean	Std. dev.
Low-income	228	4.172	0.689
Not-Low-Income	351	4.182	0.653
Mean difference		-0.010	

Students' Perceptions of Campus Climate

One of the survey items asked Student respondents the degree to which they agreed with a series of statements about their interactions with faculty, other students, staff members, and senior administrators at FLCC. Frequencies and significant differences based on gender identity,⁷⁵ sexual identity,⁷⁶ racial identity,⁷⁷ citizenship status, military status, employment status, and disability status⁷⁸ and are provided in Tables 84 through 88. Analyses by religious affiliation, income status, first-generation status, and housing status are not included here owing to low response numbers in many of the categories.

Eighty-four percent ($n = 505$) of Student respondents “strongly agreed” or “agreed” that they felt valued by FLCC faculty/professors, 80% ($n = 481$) “strongly agreed” or “agreed” that they felt valued by FLCC staff, and 67% ($n = 405$) “strongly agreed” or “agreed” that they felt valued by FLCC senior administrators (e.g., president, provost, vice president) (Table 84).

A higher percentage of Student Respondents of Color (4%, $n = 5$) than White Student respondents (fewer than five) “disagreed” that they felt valued by FLCC faculty. A higher percentage of Student respondents with No Military Service (42%, $n = 216$) than Student respondents with Military Service (29%, $n = 18$) “strongly agreed” that they felt valued by FLCC staff.

⁷⁵Owing to low numbers in some of the response categories, this variable was further collapsed into Women and Men.

⁷⁶Owing to low numbers in some of the response categories, this variable was further collapsed into LGBTQ+ and heterosexual.

⁷⁷Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color, Black/African American, and Multiracial) and White.

⁷⁸Owing to low numbers in some of the response categories, this variable was further collapsed into At Least One Disability (Single Disability and Multiple Disabilities) and No Disability.

Table 84. Student Respondents' Feelings of Value by Employees

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by FLCC faculty/professors.	269	44.5	236	39.1	81	13.4	8	1.3	10	1.7
Racial identity ^{xxxiv}										
People of Color	49	42.2	39	33.6	19	16.4	5	4.3	< 5	---
White	208	44.5	191	40.9	60	12.8	< 5	---	5	1.1
I feel valued by FLCC staff.	248	41.1	233	38.6	92	15.3	19	3.2	11	1.8
Military Service ^{xxxv}										
Military Service	18	28.6	29	46.0	16	25.4	0	0.0	0	0.0
No Military Service	216	41.9	196	38.1	74	14.4	18	3.5	11	2.1
I feel valued by FLCC senior administrators (e.g., president, provost, vice president).	225	37.4	180	30.0	165	27.5	18	3.0	13	2.2

Note: Table reports responses only from Student respondents (*n* = 610).

Eighty-six percent (*n* = 516) of Student respondents “strongly agreed” or “agreed” that they felt valued by FLCC faculty/professors in the classroom (Table 85). No statistically significant differences were found between groups.

Seventy-one percent (*n* = 430) of Student respondents “strongly agreed” or “agreed” that they felt valued by other students in the classroom. Seven percent (*n* = 10) of LGBQ+ Student respondents compared with 2% (*n* = 11) of Heterosexual Student respondents “disagreed” that they felt valued by other students in the classroom. A higher percentage of Student Respondents with At Least One Disability (5%, *n* = 7) than Student Respondents with No Disability (1%, *n* = 5) “strongly disagreed” that they felt valued by other students in the classroom.

Sixty-seven percent (*n* = 400) of Student respondents “strongly agreed” or “agreed” that they felt valued by other students outside of the classroom. Nine percent (*n* = 13) of LGBQ Student respondents compared with 4% (*n* = 16) of Heterosexual Student respondents “disagreed” with this statement. Also, 6% (*n* = 10) of Student Respondents with At Least One Disability compared with 1% (*n* = 5) of Student Respondents with No Disability “strongly disagreed” that they felt valued by other students outside the classroom.

Table 85. Student Respondents' Feelings of Value Inside and Outside the Classroom

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty/professors in the classroom.	284	47.1	232	38.5	67	11.1	11	1.8	9	284
I feel valued by other students in classroom.	227	37.7	203	33.7	138	22.9	21	3.5	13	227
Sexual identity ^{xxxvi}										
LGBQ+	47	33.6	41	29.3	37	26.4	10	7.1	5	3.6
Heterosexual	175	38.8	159	35.3	98	21.7	11	2.4	8	1.8
Disability status ^{xxxvii}										
At Least One Disability	56	35.9	44	28.2	40	25.6	9	5.8	7	4.5
No Disability	170	38.6	158	35.9	95	21.6	12	2.7	5	1.1
I feel valued by other students outside of the classroom.	213	35.4	187	31.1	157	26.1	29	4.8	16	2.7
Sexual identity ^{xxxviii}										
LGBQ+	44	31.2	39	27.7	38	27.0	13	9.2	7	5.0
Heterosexual	164	36.4	145	32.2	116	25.8	16	3.6	9	2.0
Disability status ^{xxxix}										
At Least One Disability	50	31.4	43	27.0	44	27.7	12	7.5	10	6.3
No Disability	160	36.6	143	32.7	112	25.6	17	3.9	5	1.1

Note: Table reports responses only from Student respondents (*n* = 610).

Forty-four percent (*n* = 264) of Student respondents “strongly agreed” or “agreed” that they felt that their abilities were prejudged by a faculty member/professor based on their perception of their identity/background (Table 86). A higher percentage of LGBQ+ Student respondents (26%, *n* = 37) than Heterosexual Student respondents (18%, *n* = 79) “disagreed” with this statement. Also statistically significant, 19% (*n* = 86) of Heterosexual Student respondents compared with 10% (*n* = 14) of LGBQ+ Student respondents “strongly disagreed” that they felt that their abilities were prejudged by a faculty member/professor based on their perception of their identity/background.

Forty-two percent (*n* = 251) of Student respondents “strongly agreed” or “agreed” that they felt that their abilities were prejudged by a staff member based on their perception of their identity/background. A higher percentage of LGBQ+ Student respondents (27%, *n* = 38) than

Heterosexual Student respondents (16%, $n = 74$) “disagreed” with this statement. Further and also statistically significant, 20% ($n = 88$) of Heterosexual Student respondents compared with 12% ($n = 16$) of LGBTQ+ Student respondents “strongly disagreed” that they felt that their abilities were prejudged by a staff member based on their perception of their identity/background.

Seventy-seven percent ($n = 465$) of Student respondents “strongly agreed” or “agreed” that the campus climate at FLCC encouraged free and open discussion of difficult topics. Nine percent ($n = 13$) of LGBTQ+ Student respondents compared with 3% ($n = 13$) of Heterosexual Student respondents “disagreed” with this statement.

Table 86. Student Respondents’ Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have felt that my abilities have been prejudged by a faculty member/professor based on their perception of my identity/background.	145	24.1	119	19.8	122	20.3	116	19.3	100	16.6
Sexual identity ^{xi}										
LGBQ+	29	20.7	33	23.6	27	19.3	37	26.4	14	10.0
Heterosexual	111	24.6	83	18.4	93	20.6	79	17.5	86	19.0
I have felt that my abilities have been prejudged by a staff member based on their perception of my identity/background.	144	24.0	107	17.8	134	22.3	112	18.6	104	17.3
Sexual identity ^{xli}										
LGBQ+	30	21.6	28	20.1	27	19.4	38	27.3	16	11.5
Heterosexual	109	24.2	76	16.9	104	23.1	74	16.4	88	19.5
I believe that the campus climate encourages free and open discussion of difficult topics.	264	43.6	201	33.2	101	16.7	26	4.3	13	2.1
Sexual identity ^{xlii}										
LGBQ+	54	38.3	43	30.5	28	19.9	13	9.2	< 5	---
Heterosexual	205	45.3	155	34.2	70	15.5	13	2.9	10	2.2

Note: Table reports responses only from Student respondents ($n = 610$).

Eighty percent ($n = 481$) of Student respondents “strongly agreed” or “agreed” that they had faculty members/professors whom they perceived as role models (Table 87). Sixty-eight percent ($n = 409$) of Student respondents “strongly agreed” or “agreed” that they had staff whom they perceived as role models. No statistically significant differences were found between groups.

Table 87. Student Respondents’ Perceptions of Faculty and Staff Role Models

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have faculty whom I perceive as role models.	292	48.7	189	31.6	87	14.5	18	3.0	13	2.2
I have staff whom I perceive as role models.	250	41.8	159	26.6	146	24.4	28	4.7	15	2.5

Note: Table reports responses only from Student respondents ($n = 610$).

Students Who Have Seriously Considered Leaving FLCC

Thirty percent ($n = 271$) of respondents had seriously considered leaving FLCC. Twenty percent ($n = 122$) of Student respondents had seriously considered leaving FLCC. Of the Student respondents who considered leaving, 44% ($n = 54$) considered leaving in their first semester as a student, 41% ($n = 50$) in their second semester, 32% ($n = 39$) in their third semester, and 10% ($n = 12$) in their fourth semester. Five percent ($n = 6$) of Student respondents seriously considered leaving FLCC after their fourth semester as a student.

Subsequent analyses were run for Student respondents who had considered leaving the College by gender identity, sexual identity, racial identity, citizenship status, military service, first-generation status, income status, religious affiliation, disability status, employment status, and housing status.

One statistically significant difference existed by campus housing: 36% ($n = 37$) of Student respondents who lived in On-Campus Housing compared with 16% ($n = 72$) of Student respondents who lived in Off-Campus Housing seriously considered leaving FLCC.^{xliii} Student respondents who lived in Near-Campus Housing did not differ significantly from other groups.

Thirty-four percent ($n = 42$) of Student respondents who considered leaving suggested that they did so for personal reasons (e.g., medical, mental health, marital/relationship status, family emergencies, homesick) (Table 88). Others considered leaving because they lacked a social life at FLCC (28%, $n = 34$), and/or they lacked a sense of belonging (25%, $n = 31$).

Table 88. Top Reasons Why Student Respondents Considered Leaving FLCC

Reason	<i>n</i>	%
Personal reasons (e.g., medical, mental health, marital/relationship status, family emergencies, homesick)	42	34.4
Lack of social life at FLCC	34	27.9
Lack of a sense of belonging	31	25.4
Financial reasons	22	18.0
Academic reasons	21	17.2
Course availability/scheduling (e.g., cancelled, not offered)	20	16.4

Note: Table reports only Student respondents who indicated that they considered leaving FLCC ($n = 122$). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comments analyses. Sixty-four Student respondents elaborated on why they had seriously considered leaving. Three themes emerged from the responses: lack of support, interested in another school, and coursework complications.

Lack of Support. For the first theme, respondents discussed how they did not feel support from the college. Some respondents detailed their experiences seeking academic support. One respondent wrote, “I am 100% an online student. I have previously begged and begged for tutoring and help and had to follow up with numerous people in order to have my needs met.” Another respondent shared, “After issues with a professor providing a hostile learning environment and refusing to offer academic support, I approached student services. While initially sympathetic when I spoke in person to student services, I received an incredibly brusque email that dismissed my concerns about a hostile environment and did not address the lack of academic support at all.” One respondent expressed their concerns about support from professors, stating, “More than half of the teachers don’t even care to know your name. I understand that this is college and it’s about learning but some teachers really seem to not care at all about their students.” Another respondent was frustrated by their interactions with their advisor, writing, “My advisor... was kind rude to me because of my grades and... he made me feel like I was less than other[s] because I wasn’t as smart.” One respondent did not go into details but was clearly frustrated with their experiences at FLCC: “I’m not detailing my crappy experience in a survey. Maybe if some people listened and actually did something I wouldn’t have considered leaving.”

Interested in Another School. In the second theme, respondents expressed their interest in another school as the reason why they had seriously considered leaving. For some students, they wanted a school that offered different programs or experiences. One respondent wrote, “Didn’t have a zoo program,” while another respondent added, “I had a wake up call and am now going to be pursuing something I am more passionate about than what is offered here.” Other respondents were specifically interested in attending a 4-year institution. One respondent shared, “I wanted and will soon need to transfer to continue my education at a 4 year college because FLCC is only a 2 year college.” Some respondents stated simply, “Just to transfer to a 4 year school,” or “looking at continuing on for a BA or Masters.” Another respondent wrote of “[i]nterest in the social aspects of a 4 year institution.”

Coursework Complications. For the third theme, respondents shared their frustrations with coursework complications that led them to seriously consider leaving. Some respondents indicated that they could not get the courses they wanted and/or needed to complete their degree. One respondent wrote, “A lot of my courses have been cancelled. I am in fear that I will not be able to complete my degree because a required course is going to be cancelled or my degree is not 100% online like the FLCC website states.” Another respondent shared, “I have to take a language and would prefer to complete my Spanish studies but could not and will not take an advanced Spanish course online—which is all FLCC offers. It’s extremely disappointing.” Other respondents were frustrated by communication issues related to registration and degree requirements. One respondent shared, “I was told when I signed up my degree would be the same thing as an associate’s degree. I found out an associate’s of applied science is not the same thing, and many of my courses won’t count toward a bachelor’s degree.” Another respondent explained, “I needed one class for my teacher certification. I already have an undergrad and master’s degree and it took me almost a month of persistence to be able to be registered for the class. I was very frustrated.” Another respondent was frustrated and confused by financial support related to degree requirements, “All the credits I need had to be paid out of pocket when financial aid didn’t cover them because they were ‘outside my degree program’—but I needed the credits to graduate?”

Summary.

A factor analysis was conducted to explore the *Perceived Academic Success* of Student respondents. Significant differences existed by gender identity and racial identity. Women Student respondents had greater *Perceived Academic Success* than Men Student respondents, and White Student respondents had greater *Perceived Academic Success* than People of Color/Black/Multiracial Student respondents.

Most Student respondents revealed positive perceptions of campus climate as well as positive interactions with faculty, staff, and other students. For example, 84% ($n = 505$) of Student respondents “strongly agreed” or “agreed” that they felt valued by FLCC faculty members/professors, 80% ($n = 481$) “strongly agreed” or “agreed” that they felt valued by FLCC staff, and 71% ($n = 430$) “strongly agreed” or “agreed” that they felt valued by other students in the classroom. Eighty percent ($n = 481$) of Student respondents “strongly agreed” or “agreed”

that they had faculty members/professors whom they perceived as role models. Seventy-seven percent ($n = 465$) of Student respondents “strongly agreed” or “agreed” that the campus climate at FLCC encouraged free and open discussion of difficult topics. Some significant differences existed by racial identity, military service, gender identity, and sexual identity, with minority identities often reporting less positive perceptions.

Twenty percent ($n = 122$) of Student respondents had seriously considered leaving FLCC. Forty-four percent ($n = 54$) of those Student respondents seriously considered leaving in their first semester as a student at FLCC, 41% ($n = 50$) seriously considered leaving in their second semester, and 32% ($n = 39$) in their third semester. Also, many of those Student respondents attributed personal reasons (34%, $n = 42$), a lack of social life at FLCC (28%, $n = 34$), and a lack of a sense of belonging (25%, $n = 31$) as the main reasons why they seriously considered leaving FLCC.

^{xxxiv} A chi-square test was conducted to compare percentages of Student respondents who felt valued by FLCC faculty/professors by racial identity: $\chi^2(4, N = 583) = 14.7, p < .01$.

^{xxxv} A chi-square test was conducted to compare percentages of Student respondents who felt valued by FLCC staff by military service: $\chi^2(4, N = 578) = 11.3, p < .05$.

^{xxxvi} A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by sexual identity: $\chi^2(4, N = 591) = 11.2, p < .05$.

^{xxxvii} A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by disability status: $\chi^2(4, N = 596) = 12.5, p < .05$.

^{xxxviii} A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by sexual identity: $\chi^2(4, N = 591) = 12.1, p < .05$.

^{xxxix} A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by disability status: $\chi^2(4, N = 596) = 17.7, p < .01$.

^{xl} A chi-square test was conducted to compare percentages of Student respondents who felt that their abilities were prejudged by a faculty member/professor based on their perception of their identity/background by sexual identity: $\chi^2(4, N = 592) = 11.8, p < .05$.

^{xli} A chi-square test was conducted to compare percentages of Student respondents who felt that their abilities were prejudged by a staff member based on their perception of their identity/background by sexual identity: $\chi^2(4, N = 590) = 12.1, p < .05$.

^{xlii} A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion of difficult topics by sexual identity: $\chi^2(4, N = 594) = 12.8, p < .05$.

^{xliii} A chi-square test was conducted to compare percentages of Student respondents who had seriously considered leaving FLCC by campus housing: $\chi^2(2, N = 580) = 21.0, p < .001$.

Institutional Actions

In addition to campus constituents' personal experiences and perceptions of the campus climate, the number and quality of the institutions' diversity- and equity-related actions may be perceived either as promoting a positive campus climate or impeding it. As the following data suggest, respondents hold divergent opinions about the degree to which FLCC does, and should, promote diversity, equity, and inclusion to influence campus climate.

The survey asked Faculty respondents to indicate if they believed certain initiatives currently were available at FLCC and the degree to which they thought that those initiatives influenced the climate if those initiatives currently were available. If respondents did not believe certain initiatives currently were available at FLCC, they were asked to rate the degree to which those initiatives would influence the climate if they were available (Table 89).

Forty-seven percent ($n = 44$) of Faculty respondents thought that flexibility for calculating the tenure clock was available and 53% ($n = 49$) of Faculty respondents thought that flexibility for calculating the tenure clock was not available. Forty-eight percent ($n = 21$) of the Faculty respondents who thought that such flexibility was available believed that it positively influenced the climate and 49% ($n = 24$) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Fifty-one percent ($n = 50$) of Faculty respondents thought that recognition and rewards for including diversity issues in courses across the curriculum were available and 49% ($n = 48$) of Faculty respondents thought that they were not available. Fifty-four percent ($n = 27$) of the Faculty respondents who thought that recognition and rewards for including diversity issues in courses across the curriculum were available believed that they positively influenced the climate and 58% ($n = 28$) of Faculty respondents who thought that they were not available thought that recognition and rewards for including diversity issues in courses across the curriculum would positively influence the climate if they were available.

Seventy-two percent ($n = 71$) of Faculty respondents thought that diversity and equity training for faculty was available and 28% ($n = 27$) of Faculty respondents thought that such training for faculty was not available. Sixty-one percent ($n = 43$) of Faculty respondents who thought that

diversity and equity training for faculty was available believed that it positively influenced the climate and 82% ($n = 22$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty percent ($n = 59$) of Faculty respondents thought that toolkits for faculty to create an inclusive classroom environment were available and 40% ($n = 39$) of Faculty respondents thought that such toolkits were not available. Sixty-six percent ($n = 39$) of the Faculty respondents who thought that toolkits for faculty to create an inclusive classroom environment were available believed that they positively influenced the climate and 77% ($n = 30$) of Faculty respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Sixty percent ($n = 58$) of Faculty respondents thought that supervisory training for faculty was available and 40% ($n = 39$) of Faculty respondents thought that it was not available. Sixty-seven percent ($n = 39$) of the Faculty respondents who thought that supervisory training for faculty was available believed that it positively influenced the climate and 72% ($n = 28$) of Faculty respondents who did not think that supervisory training for faculty was available thought that it would positively influence the climate if it were available.

Seventy-eight percent ($n = 75$) of Faculty respondents thought that access to counseling for people who had experienced harassment or discrimination was available and 22% ($n = 21$) of Faculty respondents thought that such counseling was not available. Seventy-nine percent ($n = 59$) of the Faculty respondents who thought that access to counseling for people who had experienced harassment or discrimination was available believed that it positively influenced the climate and 81% ($n = 17$) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-five percent ($n = 76$) of Faculty respondents thought that mentorship for new faculty was available and 25% ($n = 25$) of Faculty respondents thought that faculty mentorship was not available. Ninety-two percent ($n = 70$) of Faculty respondents who thought that mentorship for new faculty was available believed that it positively influenced the climate and 96% ($n = 24$) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty-three percent ($n = 63$) of Faculty respondents thought that a clear process to resolve conflicts was available and 37% ($n = 37$) of Faculty respondents thought that such a process was not available. Seventy-eight percent ($n = 49$) of the Faculty respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the climate and 95% ($n = 35$) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty-eight percent ($n = 66$) of Faculty respondents thought that a fair process to resolve conflicts was available and 32% ($n = 31$) of Faculty respondents thought that such a process was not available. Seventy-nine percent ($n = 52$) of Faculty respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the climate and 97% ($n = 30$) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty-three percent ($n = 62$) of Faculty respondents thought that including diversity-related professional experiences as one of the criteria for hiring of faculty was available and 37% ($n = 36$) of Faculty respondents thought that it was not available at FLCC. Thirty-seven percent ($n = 23$) of Faculty respondents who thought that including diversity-related professional experiences as one of the criteria for hiring of faculty was available believed that it positively influenced the climate and 56% ($n = 20$) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty percent ($n = 58$) of Faculty respondents thought that including diversity-related professional experiences as one of the criteria for hiring of staff was available and 41% ($n = 40$) of Faculty respondents thought that it was not available at FLCC. Forty percent ($n = 23$) of Faculty respondents who thought that including diversity-related professional experiences as one of the criteria for hiring of staff was available believed that it positively influenced the climate and 58% ($n = 23$) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Table 89. Faculty Respondents' Perceptions of Institutional Initiatives

	Initiative available at FLCC								Initiative NOT available at FLCC							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believed initiative was not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing flexibility for calculating the tenure clock	21	47.7	18	40.9	5	11.4	44	47.3	24	49.0	23	46.9	< 5	---	49	52.7
Providing recognition and rewards for including diversity issues in courses across the curriculum	27	54.0	18	36.0	5	10.0	50	51.0	28	58.3	16	33.3	< 5	---	48	49.0
Providing diversity and equity training for faculty	43	60.6	22	31.0	6	8.5	71	72.4	22	81.5	< 5	---	< 5	---	27	27.6
Providing faculty with toolkits to create an inclusive classroom environment	39	66.1	16	27.1	< 5	---	59	60.2	30	76.9	8	20.5	< 5	---	39	39.8
Providing faculty with supervisory training	39	67.2	18	31.0	< 5	---	58	59.8	28	71.8	8	20.5	< 5	---	39	40.2
Providing access to counseling for people who have experienced harassment or discrimination	59	78.7	14	18.7	< 5	---	75	78.1	17	81.0	0	0.0	< 5	---	21	21.9
Providing mentorship for new faculty	70	92.1	5	6.6	< 5	---	76	75.2	24	96.0	< 5	---	0	0.0	25	24.8
Providing a clear process to resolve conflicts	49	77.8	9	14.3	5	7.9	63	63.0	35	94.6	< 5	---	0	0.0	37	37.0

Table 89. Faculty Respondents' Perceptions of Institutional Initiatives

	Initiative available at FLCC						Initiative NOT available at FLCC									
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believed initiative was not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing a fair process to resolve conflicts	52	78.8	12	18.2	< 5	---	66	68.0	30	96.8	< 5	---	0	0.0	31	32.0
Including diversity-related professional experiences as one of the criteria for hiring of faculty	23	37.1	28	45.2	11	17.7	62	63.3	20	55.6	11	30.6	5	13.9	36	36.7
Including diversity-related professional experiences as one of the criteria for hiring of staff1	23	39.7	25	43.1	10	17.2	58	59.2	23	57.5	11	27.5	6	15.0	40	40.8

Note: Table reports responses only from Faculty respondents (*n* = 114).

Qualitative comments analyses. Seventeen Faculty respondents elaborated on their perceptions of institutional actions on campus climate. Two themes emerged from the responses: diversity-related experiences as criteria, and concern about diversity initiatives.

Diversity-related Experiences As Criteria. In the first theme, respondents commented on whether to require diversity-related experiences for new positions. One respondent felt that diversity-related experience as a criterion was good, but not sufficient for changing climate: “Hiring a diverse faculty and staff would create more inclusive outward facing environment, but climate cannot be changed with a few new hires or other quick fixes.” Other respondents shared concerns that using diversity-related experiences as criteria for hiring might affect the candidate pool. One respondent wrote, “I think [diversity-related professional experiences] might be difficult to quantify and might result in excluding some very good candidates based on a rigid set of criteria.” Another respondent shared, “Attracting people with diversity-related experiences is similarly challenging, especially in a place as White as Ontario County generally, and Canandaigua specifically, both of which are > 97% White, and where the salaries are barely adequate to provide a living.” Another respondent observed, “I believe that people can do well in diversity related situations even if they do not have professional experiences... [FLCC] might lose a good candidate.” One respondent questioned the quality of diversity candidates, writing, “I have noticed some people are hired just because of their diversity or sexual orientation who are not the best candidates for the job.”

Concern About Diversity Initiatives. In the second theme, respondents discussed their concerns about the focus on diversity-related initiatives. Respondents did not support the emphasis on diversity initiatives, particularly at the expense of other priorities. One respondent stated, “Sorry, but this need to be said. Diversity is not a value. It is a statement of propaganda.” One respondent noted the value of diversity but was concerned about a college-wide focus: “Culturally we need to be more conscious on campus. From an administrative point of view, imposing ideology into processes in this way is problematic.” One respondent quoted the character Ron Burgundy in the movie *Anchorman* and commented facetiously, “Diversity is an old wooden ship used in the Civil War.” One respondent elaborated on their views, “Some are feeling rather overwhelmed and or stifled by the cascade of diversity initiatives, programs and personnel now present at the college. We should focus more on professionalism, curricular

expertise, effective content delivery, innovative pedagogy, mentoring and retaining students etc. than fulfilling the avalanche of diversity mandates. We are an educational institution and imparting practical and curricular knowledge to our students should be our overriding priority, NOT conforming to diversity mandates and unceasing cycles of assessment.”

The survey asked Staff respondents to respond regarding similar initiatives, which are listed in Table 90. Seventy-five percent ($n = 104$) of the Staff respondents thought that diversity and equity training for staff was available at FLCC and 25% ($n = 35$) of Staff respondents thought that it was not available. Ninety-six percent ($n = 100$) of the Staff respondents who thought that diversity and equity training for staff was available believed that it positively influenced the climate and 86% ($n = 30$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-seven percent ($n = 120$) of Staff respondents thought that access to counseling for people who had experienced harassment and discrimination was available at FLCC and 23% ($n = 36$) of Staff respondents thought that such access to counseling was not available. Eighty-five percent ($n = 102$) of Staff respondents who thought that access to counseling for people who had experienced harassment and discrimination was available believed that it positively influenced the climate and 81% ($n = 29$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty-five percent ($n = 102$) of Staff respondents thought that supervisory training for supervisors/managers was available and 35% ($n = 55$) of Staff respondents thought that such training was not available. Eighty-two percent ($n = 84$) of Staff respondents who thought that supervisory training for supervisors/managers was available believed that it positively influenced the climate and 91% ($n = 50$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty-two percent ($n = 94$) of Staff respondents thought that supervisory training for faculty supervisors was available and 38% ($n = 58$) of Staff respondents thought that such training was not available. Eighty-two percent ($n = 77$) of Staff respondents who thought that supervisory training for faculty supervisors was available believed that it positively influenced the climate

and 91% ($n = 53$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty-six percent ($n = 102$) of Staff respondents thought that mentorship for new staff was available and 34% ($n = 53$) of Staff respondents thought that staff mentorship was not available. Eighty-five percent ($n = 87$) of Staff respondents who thought that mentorship for new staff was available believed that it positively influenced the climate and 89% ($n = 47$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Fifty-nine percent ($n = 90$) of Staff respondents thought that a clear process to resolve conflicts was available at FLCC and 41% ($n = 63$) of Staff respondents thought that such a process was not available. Eighty-three percent ($n = 75$) of Staff respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the climate and 92% ($n = 58$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty-one percent ($n = 94$) of Staff respondents thought that a fair process to resolve conflicts was available at FLCC and 39% ($n = 59$) of Staff respondents thought that such a process was not available. Eighty-nine percent ($n = 84$) of Staff respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the climate and 93% ($n = 55$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty-two percent ($n = 88$) of Staff respondents thought that including diversity-related professional experiences as one of the criteria for hiring of staff was available and 38% ($n = 54$) of Staff respondents thought that it was not available. Seventy-six percent ($n = 67$) of Staff respondents who thought that including diversity-related professional experiences as one of the criteria for hiring of staff was available believed that it positively influenced the climate and 57% ($n = 31$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty-four percent ($n = 93$) of Staff respondents thought that including diversity-related professional experiences as one of the criteria for hiring of faculty was available and 36% ($n = 52$) of Staff respondents thought that it was not available. Seventy-two percent ($n = 67$) of Staff respondents who thought that including diversity-related professional experiences as one of the criteria for hiring of faculty was available believed that it positively influenced the climate and 60% ($n = 31$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty-eight percent ($n = 106$) of Staff respondents thought that career development opportunities for staff were available and 33% ($n = 51$) of Staff respondents thought that they were not available. Ninety-three percent ($n = 98$) of Staff respondents who thought that career development opportunities for staff were available believed that they positively influenced the climate and 88% ($n = 45$) of Staff respondents who did not think that such opportunities were available thought that they would positively influence the climate if they were available.

Seventy-nine percent ($n = 121$) of Staff respondents thought that affordable child care was available at FLCC and 21% ($n = 32$) of Staff respondents thought that it was not available. Eighty-one percent ($n = 98$) of Staff respondents who thought that affordable child care was available believed that it positively influenced the climate and 75% ($n = 24$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Fifty-five percent ($n = 80$) of Staff respondents thought that support/resources for spouse/partner employment were available and 45% ($n = 65$) of Staff respondents thought that they were not available. Sixty-nine percent ($n = 55$) of Staff respondents who thought that support/resources for spouse/partner employment were available believed that they positively influenced the climate and 65% ($n = 42$) of Staff respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Table 90. Staff Respondents' Perceptions of Institutional Initiatives

	Initiative available at FLCC						Initiative NOT available at FLCC									
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believes initiative was not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity and equity training for staff	100	96.2	2	1.9	< 5	---	104	74.8	30	85.7	< 5	---	< 5	---	35	25.2
Providing access to counseling for people who have experienced harassment or discrimination	102	85.0	16	13.3	< 5	---	120	76.9	29	80.6	7	19.4	0	0.0	36	23.1
Providing supervisors/managers with supervisory training	84	82.4	18	17.6	0	0.0	102	65.0	50	90.9	5	9.1	0	0.0	55	35.0
Providing faculty supervisors with supervisory training	77	81.9	16	17.0	< 5	---	94	61.8	53	91.4	5	8.6	0	0.0	58	38.2
Providing mentorship for new staff	87	85.3	13	12.7	< 5	---	102	65.8	47	88.7	6	11.3	0	0.0	53	34.2
Providing a clear process to resolve conflicts	75	83.3	14	15.6	< 5	---	90	58.8	58	92.1	5	7.9	0	0.0	63	41.2
Providing a fair process to resolve conflicts	84	89.4	8	8.5	< 5	---	94	61.4	55	93.2	< 5	---	0	0.0	59	38.6
Considering diversity-related professional experiences as one of the criteria for hiring of staff	67	76.1	18	20.5	< 5	---	88	62.0	31	57.4	9	16.7	14	25.9	54	38.0
Considering diversity-related professional experiences as	67	72.0	23	24.7	< 5	---	93	64.1	31	59.6	8	15.4	13	25.0	52	35.9

Table 90. Staff Respondents' Perceptions of Institutional Initiatives

	Initiative available at FLCC							Initiative NOT available at FLCC								
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believed initiative was available	Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believes initiative was not available		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%
one of the criteria for hiring of faculty																
Providing career development opportunities for staff	98	92.5	7	6.6	< 5	---	106	67.5	45	88.2	6	11.8	0	0.0	51	32.5
Providing affordable child care	98	81.0	23	19.0	0	0.0	121	79.1	24	75.0	7	21.9	< 5	---	32	20.9
Providing support/resources for spouse/partner employment	55	68.8	24	30.0	< 5	---	80	55.2	42	64.6	22	33.8	< 5	---	65	44.8

Note: Table reports responses only from Staff respondents (*n* = 176).

Qualitative comments analyses. Seventeen Staff respondents provided additional feedback regarding the effects of institutional actions on campus climate. Two themes emerged from the responses: general comments about the initiatives, and concerns about HR.

General Comments About the Initiatives. For the first theme, respondents made general comments about the institutional actions detailed previously. Some respondents noted that they had no idea what initiatives were already available. One respondent wrote, “Don’t know for sure what IS available!” Another respondent stated, “I do not know a lot about the availability of these initiatives on campus.” Some respondents commented that the initiatives had potential for good. One respondent wrote, “I don’t know what initiatives are available, and how could a provision NOT be a positive influence??” Another respondent shared, “Many of these sound like good initiatives but there is no way we would do them correctly so probably would just make matters worse.” Another respondent simply noted that they “believe most of these are already in place.”

Concerns About HR. In the second theme, respondents shared concerns that HR was not supportive of staff. One respondent described problems with HR such as, “errors including exclusionary language, getting facts related to Title IX wrong, holding double-standards for different people at the College, and arbitrarily reversing previous decisions.” Another respondent shared, “[the] Human Resources office should be an advocate for all employees and act as a liaison between employees and administration. It seems employees have to ‘contend’ with the Human Resources office; Employees and student employees should feel comfortable working with Human Resources office on many of the issues presented in this survey, and I don’t think that is the situation today.” Respondents felt that change was needed within Human Resources if climate was to be improved. One respondent observed, “People are so afraid of HR that they won’t go there to report anything. Maybe things will improve when the department composition has changed.” Another respondent advised, “The human resources function at the college requires a complete overhaul due to lack of clear policy/procedures or failure to follow established policy/procedures.”

The survey also asked Student respondents to consider a similar list of initiatives, provided in Table 91. Eighty-six percent ($n = 476$) of the Student respondents thought that diversity and equity training for students was available at FLCC and 14% ($n = 77$) of Student respondents thought that it was not available. Eighty-five percent ($n = 402$) of the Student respondents who thought that diversity and equity training for students was available believed that it positively influenced the climate and 57% ($n = 44$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-eight percent ($n = 485$) of Student respondents thought that diversity and equity training for staff was available at FLCC and 12% ($n = 66$) of Student respondents thought that it was not available. Eighty-five percent ($n = 414$) of Student respondents who thought that diversity and equity training for staff was available believed that it positively influenced the climate and 68% ($n = 45$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-nine percent ($n = 480$) of Student respondents thought that diversity and equity training for faculty was available at FLCC and 11% ($n = 62$) of Student respondents thought that it was not available. Eighty-six percent ($n = 413$) of Student respondents who thought that diversity and equity training for faculty was available believed that it positively influenced the climate and 66% ($n = 41$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-six percent ($n = 468$) of Student respondents thought that a person to address student complaints of bias by faculty/professors/staff in learning environments (e.g., classrooms, labs) was available and 14% ($n = 78$) of Student respondents thought that such a person was not available. Eighty-six percent ($n = 404$) of Student respondents who thought that a person to address student complaints of bias by faculty/professors/staff in learning environments was available believed such a resource positively influenced the climate and 77% ($n = 60$) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Eighty-five percent ($n = 468$) of Student respondents thought that a person to address student complaints of bias by other students in learning environments was available and 15% ($n = 81$) of

Student respondents thought that such a resource was not available. Eighty-four percent ($n = 395$) of the Student respondents who thought that a person to address student complaints of bias by other students in learning environments was available believed that resource positively influenced the climate and 70% ($n = 57$) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Eighty-four percent ($n = 460$) of Student respondents thought that increasing opportunities for cross-cultural dialogue among students was available and 16% ($n = 85$) of Student respondents thought that increasing opportunities for dialogue was not available. Eighty-six percent ($n = 396$) of Student respondents who thought that increasing opportunities for cross-cultural dialogue among students was available believed that it positively influenced the climate and 72% ($n = 61$) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Eighty-three percent ($n = 453$) of Student respondents thought that increasing opportunities for cross-cultural dialogue among faculty/professors, staff, and students was available at FLCC and 17% ($n = 91$) of Student respondents thought that increasing opportunities for dialogue was not available. Eighty-six percent ($n = 390$) of Student respondents who thought that increasing opportunities for cross-cultural dialogue among faculty/professors, staff, and students was available believed that they positively influenced the climate and 73% ($n = 66$) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Eighty-five percent ($n = 459$) of Student respondents thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available at FLCC and 15% ($n = 83$) of Student respondents thought that it was not available. Eighty-four percent ($n = 387$) of Student respondents who thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available believed that it positively influenced the climate and 68% ($n = 56$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-nine percent ($n = 483$) of Student respondents thought that effective faculty/professor mentorship of students was available and 11% ($n = 62$) of Student respondents thought that it

was not available. Eighty-eight percent ($n = 423$) of Student respondents who thought that effective faculty/professor mentorship of students was available believed that it positively influenced the climate and 74% ($n = 46$) of Student respondents who did not think it was available thought faculty/professor mentorship of students would positively influence the climate if it were available.

Ninety-two percent ($n = 499$) of Student respondents thought that effective academic advising was available at FLCC and 8% ($n = 46$) of Student respondents thought that it was not available. Ninety percent ($n = 449$) of Student respondents who thought that effective academic advising was available believed that it positively influenced the climate and 74% ($n = 34$) of Student respondents who did not think it was available thought effective academic advising would positively influence the climate if it were available.

Eighty-six percent ($n = 465$) of Student respondents thought that diversity training for student employees was available and 14% ($n = 73$) of Student respondents thought that it was not available. Eighty-three percent ($n = 385$) of Student respondents who thought that diversity training for student employees was available believed that it positively influenced the climate and 74% ($n = 54$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Table 91. Student Respondents' Perceptions of Institutional Initiatives

	Initiative available at FLCC						Initiative NOT available at FLCC									
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative was not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity and equity training for students	402	84.5	68	14.3	6	1.3	476	86.1	44	57.1	31	40.3	< 5	---	77	13.9
Providing diversity and equity training for staff	414	85.4	67	13.8	< 5	---	485	88.0	45	68.2	18	27.3	< 5	---	66	12.0
Providing diversity and equity training for faculty	413	86.0	63	13.1	< 5	---	480	88.6	41	66.1	18	29.0	< 5	---	62	11.4
Providing a person to address student complaints of bias by faculty/professors/staff	404	86.3	57	12.2	7	1.5	468	85.7	60	76.9	14	17.9	< 5	---	78	14.3
Providing a person to address student complaints of bias by other students	395	84.4	63	13.5	10	2.1	468	85.2	57	70.4	17	21.0	7	8.6	81	14.8
Increasing opportunities for cross-cultural dialogue among students	396	86.1	60	13.0	< 5	---	460	84.4	61	71.8	22	25.9	< 5	---	85	15.6
Increasing opportunities for cross-cultural dialogue among faculty/professors, staff, and students	390	86.1	59	13.0	< 5	---	453	83.3	66	72.5	22	24.2	< 5	---	91	16.7
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	387	84.3	66	14.4	6	1.3	459	84.7	56	67.5	24	28.9	< 5	---	83	15.3

Table 91. Student Respondents' Perceptions of Institutional Initiatives

	Initiative available at FLCC							Initiative NOT available at FLCC								
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative was available	Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative was not available		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%
Providing effective faculty/professor mentorship of students	423	87.6	56	11.6	< 5	---	483	88.6	46	74.2	14	22.6	< 5	---	62	11.4
Providing effective academic advising	449	90.0	47	9.4	< 5	---	499	91.6	34	73.9	9	19.6	< 5	---	46	8.4
Providing diversity training for student employees	385	82.8	73	15.7	7	1.5	465	86.4	54	74.0	17	23.3	< 5	---	73	13.6

Note: Table reports responses only from Student respondents (*n* = 610).

Qualitative comments analyses. Eighty Student respondents elaborated on their observations regarding the effects of institutional initiatives. Three themes emerged from the responses: praise for FLCC, nothing to add, and increased student support.

Praise for FLCC. In the first theme, Student respondents shared positive comments about FLCC. Respondents made statements such as “Love the overall climate!” “It’s a great college,” “Love the school,” and “everything is all good.” One respondent gushed, “I honestly never expected to love it so much here. I’m sad to graduate because I’ve had an amazing time the past two years!!” Some respondents offered more detailed praise. One respondent wrote, “It’s nice, respectable, clean and a place where education and learning thrive.” Another respondent elaborated, “FLCC is a wonderful campus and college to attend. The atmosphere is positive and the faculty and staff truly care about the student body. Pro[f]essors want students to succeed and are willing to give assistance when needed. I would recommend FLCC to anyone who is looking to obtain an affordable education.” One respondent commended their professors, writing, “Many, if not all, professors in the [department] at the Canandaigua campus perform their job with sensitivity to the needs of the class and are excellent teachers. Some of the professors that teach ‘gen ed’ classes have been great and some have been less than great, but I have learned a great amount from all of them.”

Some respondents offered praise for the campus climate, especially in terms of inclusion. One respondent stated, “My professors and classmates are very respectful,” while another respondent exclaimed, “The climate at FLCC is great and very welcoming!” Another respondent wrote, “FLCC is a great welcoming community that encourages people for success regardless of gender, race, or religious backgrounds.” One respondent noted, “I feel very welcome and accepted,” while another respondent observed, “The right steps are being taken to create a positive climate for all.”

Nothing to Add. For the second theme, respondents commented that they had nothing further to add to discussions of institutional actions. These respondents made statements such as “n/a,” “no,” and “no comment at this time.” One respondent shared, “I’m afraid I have little to add: I’m a white hetero male attending part-time, and I haven’t encountered any discrimination, either against myself or any others.”

Increased Student Support. For the third theme, respondents called for increased student support as a way to help improve campus climate. Respondents targeted professors as one group that could improve the support provided to students. One respondent shared, “Some professors did not take time to explain or make time available outside the classroom when students need [it].” Another respondent commented, “I feel that there are some professors that are overall structured and demanding which puts pressure on the students and causes extra stress that can be eliminated.” One respondent described a specific professor who “was very stand-offish, her attitude was like I am the instructor and you are the students, and in her class, she bounced around so much that her class was very confusing.”

Other respondents described frustrations with the academic advising support they had received. One respondent wrote, “I have never had a positive experience with academic advisors. The difficult process of transferring is easier to figure out by yourself.” Another respondent shared, “The only thing that I have had issues with is my advisor not responding to any emails nor assisting me with choosing my classes for the following semesters and having to continuously contact the one stop center for assistance.” Another respondent explained, “If a teacher is an academic advisor their goal should be to help you with future class, schools and options for majors in a field yet I have had three different advisors and each one I have [m]et with just cares about getting you in and out of their office as soon as possible.”

Respondents identified other areas in need of improvement for student support beyond professors and academic advising. One respondent experienced a negative interaction with staff: “When I went to the [campus] for registering, the two ladies at the front desk were rude, and unorganized. They did not seem like they knew what they were doing and did not want to be there.” Some respondents wanted additional classes added. One respondent wished for “more classes offered” at Newark while another respondent suggested, “Get a physical advanced Spanish class please!!!!” In addition, one respondent wanted more “things for students to do,” while another respondent was in search of better options for students “to go to voice concerns or complaints.”

Summary.

Perceptions of FLCC's actions and initiatives contribute to the way individuals think and feel about the climate in which they learn and work. The findings in this section suggest that respondents generally agreed that the actions cited in the survey have, or would have, a positive influence on the campus climate. Notably, some Faculty, Staff, and Student respondents indicated that many of the initiatives were not available on FLCC's campus. If, in fact, these initiatives are available, FLCC would benefit from better publicizing all that the institution offers to positively influence the campus climate.

Next Steps

Embarking on this campus-wide assessment is further evidence of FLCC's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this assessment was to investigate the climate within FLCC, and to shed light on respondents' personal experiences and observations of living, learning, and working at FLCC. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions of the community as a whole and the various sub-populations within the FLCC community.

Assessments and reports, however, are not enough to effect change. A plan to develop strategic actions and a subsequent implementation plan are critical to improving the campus climate. At the outset of this project, the FLCC community committed to using the assessment data to build on the successes and address the challenges uncovered in the report. Additionally, the assessment process could be repeated regularly to respond to an ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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Appendices

Appendix A – Cross Tabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Comment Analyses (Questions #115, #116, and #117)

Appendix D – Survey: *FLCC Assessment of Climate for Learning, Living, and Working*

Appendix A – Cross Tabulations by Selected Demographics

		Student		Tenure-Track Faculty		Non-Tenure-Track Academic Appt.		Staff		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender identity	Women	362	59.3	37	51.4	29	69.0	109	61.9	537	59.7
	Men	225	36.9	31	43.1	12	28.6	53	30.1	321	35.7
	Trans-spectrum/ Multiple/Other	21	3.4	1	1.4	1	2.4	5	2.8	28	3.1
	Missing	2	0.3	3	4.2	0	0.0	9	5.1	14	1.6
Racial identity	People of Color	41	6.7	2	2.8	2	4.8	7	4.0	52	5.8
	White	470	77.0	60	83.3	37	88.1	149	84.7	716	79.6
	Black/African American	34	5.6	1	1.4	1	2.4	3	1.7	39	4.3
	Multiracial	43	7.0	2	2.8	1	2.4	5	2.8	51	5.7
	Missing	22	3.6	7	9.7	1	2.4	12	6.8	42	4.7
Sexual identity	LGQ+	75	12.3	10	13.9	3	7.1	18	10.2	106	11.8
	Heterosexual	457	74.9	57	79.2	35	83.3	131	74.4	680	75.6
	Bisexual	66	10.8	2	2.8	3	7.1	10	5.7	81	9.0
	Missing/Unknown/ Asexual	12	2.0	3	4.2	1	2.4	17	9.7	33	3.7
Citizenship status	U.S. Citizen, Birth	568	93.1	65	90.3	42	100.0	163	92.6	838	93.1
	Non-U.S. Citizen/U.S. Citizen, Naturalized	35	5.7	4	5.6	0	0.0	7	4.0	46	5.1
	Unknown/Missing/	7	1.1	3	4.2	0	0.0	6	3.4	16	1.8

		Student		Tenure-Track Faculty		Non-Tenure-Track Academic Appt.		Staff		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Disability status	Single Disability	79	13.0	7	9.7	2	4.8	13	7.4	101	11.2
	No Disability	442	72.5	61	84.7	40	95.2	139	79.0	682	75.8
	Multiple Disabilities	81	13.3	2	2.8	0	0.0	14	8.0	97	10.8
	Unknown/Missing/ Other	8	1.3	2	2.8	0	0.0	10	5.7	20	2.2
Religious or spiritual identity	Other Christian Identity	155	25.4	16	22.2	15	35.7	47	26.7	233	25.9
	Additional Religious or Spiritual Identity	31	5.1	5	6.9	1	2.4	4	2.3	41	4.6
	No Religious or Spiritual Identity	319	52.3	31	43.1	14	33.3	65	36.9	429	47.7
	Multiple Religious or Spiritual Identities	23	3.8	1	1.4	2	4.8	8	4.5	34	3.8
	Catholic/Roman Catholic	69	11.3	12	16.7	9	21.4	37	21.0	127	14.1
	Unknown/Missing	13	2.1	7	9.7	1	2.4	15	8.5	36	4.0

Note: % is the percent of each column for that demographic category (e.g., percent of Faculty respondents who were men).

Appendix B – Data Tables

PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B1. What is your primary position at FLCC? (Question 1)

Position	<i>n</i>	%
Student	610	67.8
Faculty tenure-track	72	8.0
Instructor	14	19.4
Assistant professor	17	23.6
Associate professor	18	25.0
Professor	23	31.9
Non-tenure-track academic appointment (e.g., Lecturer/Adjunct)	42	4.7
Staff	176	19.6
Non-Exempt (hourly)	70	39.8
Exempt (salary)	106	60.2

Note: No missing data exist for the primary categories in this question; all respondents were required to select an answer.

Table B2. Are you full-time or part-time in that primary position? (Question 2)

Status	<i>n</i>	%
Full-time	721	80.1
Part-time	178	19.8
Missing	1	0.1

Table B3. At what FLCC location do you spend the majority of your time? (Question 3)

Location	<i>n</i>	%
Canandaigua Main Campus	755	83.9
FLCC Online	64	7.1
Geneva Campus Center	35	3.9
Newark Campus Center	31	3.4
Victor Campus Center	7	0.8
Viticulture	5	0.6
Missing	3	0.3

Table B4. Students only: What portion of your classes have you taken completely online at FLCC? (Question 4)

Portion of online classes	<i>n</i>	%
All	43	7.0
Most	30	4.9
Some	284	46.6
None	253	41.5
Missing	0	0.0

Table B5. What is your sex (assigned) at birth? (Question 46)

Assigned sex	<i>n</i>	%
Female	555	61.7
Male	329	36.6
Intersex	4	0.4
Missing	12	1.3

Table B6. What is your gender/gender identity? (Mark all that apply.) (Question 47)

Gender identity	<i>n</i>	%
Woman	537	59.7
Man	321	35.7
Nonbinary	10	1.1
Transgender	8	0.9
Genderqueer	5	0.6
A gender not listed here	5	0.6
Missing	14	1.6

Table B7. What is your current gender expression? (Question 48)

Gender expression	<i>n</i>	%
Feminine	520	57.8
Masculine	324	36.0
Androgynous	33	3.7
A gender expression not listed here	6	0.7
Missing	17	1.9

Table B8. What is your sexual identity? (Question 49)

Sexual identity	<i>n</i>	%
Heterosexual	680	75.6
Bisexual	81	9.0
Lesbian	22	2.4
Gay	20	2.2
Pansexual	20	2.2
Questioning	12	1.3
Queer	9	1.0
Asexual	9	1.0
A sexual identity not listed here	14	1.6
Missing	33	3.7

Table B9. What is your citizenship/immigrant status in the U.S.? (Question 50)

Citizenship/immigrant status	<i>n</i>	%
U.S. citizen, birth	838	93.1
U.S. citizen, naturalized	28	3.1
Permanent resident	13	1.4
A visa holder (such as F-1, J-1, H1-B, U)	2	0.2
Undocumented resident	2	0.2
DACA (Deferred Action for Childhood Arrival)	1	0.1
Currently under a withholding of removal status	0	0.0
Other legally documented status	0	0.0
Refugee status	0	0.0
Missing	16	1.8

Table B10. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. (If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.) (Question 51)

Racial/ethnic identity	<i>n</i>	%
White/European American	761	84.6
Black/African American	61	6.8
Hispanic/Latinx	38	4.2
American Indian/Native	16	1.8
Asian/Asian American	14	1.6
South Asian	3	0.3
Middle Eastern	2	0.2
Native Hawaiian	2	0.2
Pacific Islander	2	0.2
Alaska Native	0	0.0
A racial/ethnic identity not listed here	17	1.9

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B11. What is your age? (Question 52)

Age	<i>n</i>	%
19 or younger	239	26.6
20 – 21	110	12.2
22 – 24	68	7.6
25 – 34	144	16.0
35 – 44	87	9.7
45 – 54	86	9.6
55 – 64	78	8.7
65 – 74	16	1.8
75 and older	4	0.4
Missing	68	7.6

Table B12. What is your current political party affiliation? (Question 53)

Political affiliation	<i>n</i>	%
No political affiliation	296	32.9
Democrat	271	30.1
Independent	107	11.9
Libertarian	29	3.2
Republican	157	17.4
Political affiliation not listed above	15	1.7
Missing	25	2.8

Table B13. How would you describe your current political views? (Question 54)

Political views	<i>n</i>	%
Very conservative	33	3.7
Conservative	116	12.9
Moderate	430	47.8
Liberal	199	22.1
Very liberal	79	8.8
Missing	43	4.8

Table B14. Do you have substantial parenting or caregiving responsibility? (Mark all that apply.) (Question 55)

Parenting or caregiving responsibility	<i>n</i>	%
No	643	71.4
Yes	231	25.7
Children 5 years or under	76	32.9
Children 6 – 18 years old	136	58.9
Children over 18 years old, but still legally dependent (e.g., in college, disabled)	46	19.9
Independent adult children over 18 years old	19	8.2
Partner with a disability or illness	18	7.8
Senior or other family member	49	21.2
A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending)	13	5.6
Missing	26	2.9

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B15. Have you ever served in the U.S. Armed Forces, on active duty, in the National Guard, or in the Reserves? If so, please indicate your current primary status. (Question 56)

Military status	<i>n</i>	%
I have never served in the U.S. Armed Forces.	766	85.1
I am a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.	54	6.0
I am not currently serving, but have served (e.g., retired/veteran).	26	2.9
I am currently a member of the National Guard.	7	0.8
I am currently a member of the Reserves.	3	0.3
I am currently on active duty.	1	0.1
I am in ROTC.	0	0.0
Missing	43	4.8

Table B16. What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 57)

Level of education	Parent/guardian 1		Parent/guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	18	2.0	21	2.3
Some high school	49	5.4	61	6.8
Completed high school/GED	232	25.8	263	29.2
Some college	110	12.2	110	12.2
Business/technical certificate/degree	28	3.1	49	5.4
Associate's degree	111	12.3	82	9.1
Bachelor's degree	153	17.0	122	13.6
Some graduate work	12	1.3	8	0.9
Master's degree (e.g., MA, MS, MFA, MBA)	104	11.6	62	6.9
Specialist degree (e.g., EdS)	2	0.2	3	0.3
Doctoral degree (e.g., PhD, EdD)	16	1.8	9	1.0
Professional degree (e.g., MD, JD)	11	1.2	4	0.4
Unknown	26	2.9	41	4.6
Not applicable	17	1.9	43	4.8
Missing	11	1.2	22	2.4

Table B17. Faculty/Staff only: What is your highest level of education? (Question 58)

Level of education	<i>n</i>	%
No high school	0	0.0
Some high school	0	0.0
Completed high school/GED	5	1.7
Some college	10	3.4
Business/technical certificate/degree	3	1.0
Associate's degree	32	11.0
Bachelor's degree	39	13.4
Some graduate work	12	4.1
Master's degree (e.g., MA, MS, MFA, MBA, MLS)	143	49.3
Specialist degree (e.g., EdS)	3	1.0
Doctoral degree (e.g., PhD, EdD)	29	10.0
Professional degree (e.g., MD, JD)	5	1.7
Missing	9	3.1

Note: Table includes responses only from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 290).

Table B18. Have you completed a degree or certificate from FLCC? (Question 59)

Completed degree/certificate from FLCC	<i>n</i>	%
Yes	116	12.9
No	775	86.1
Missing	9	1.0

Table B19. Faculty/Staff only: How long have you been employed at FLCC? (Question 60)

Length of employment	<i>n</i>	%
Less than one year	20	6.9
1 – 5 years	89	30.7
6 – 10 years	62	21.4
11 – 15 years	36	12.4
16 – 20 years	41	14.1
More than 20 years	32	11.0
Missing	10	3.4

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 290).

Table B20. Students only: How many years have you taken classes at FLCC? (Question 61)

Years attended FLCC	<i>n</i>	%
Less than one year	268	43.9
1 – 3 years	306	50.2
4 – 6 years	28	4.6
7 – 9 years	2	0.3
10 or more years	5	0.8
Missing	1	0.2

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 610).

Table B21. Faculty only: With which academic department are you primarily affiliated at this time? (Question 62)

Academic department	<i>n</i>	%
Humanities	18	15.8
Science and Technology	16	14.0
Social Sciences	13	11.4
Visual and Performing Arts	13	11.4
Business	9	7.9
Conservation and Horticulture	8	7.0
Integrated Health	8	7.0
Mathematics	7	6.1
Computing Sciences	4	3.5
Nursing	4	3.5
Missing	14	12.3

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 114).

**Table B22. Staff only: With which division are you primarily affiliated at this time?
 (Question 63)**

Division	<i>n</i>	%
Academic and Student Affairs	72	40.9
Administration and Finance	24	13.6
Enrollment Management	17	9.7
Information Technology	9	5.1
Assessment, Planning and Continuous Improvement	8	4.5
Advancement	4	2.3
Human Resources	4	2.3
Missing	38	21.6

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 176).

**Table B23. Students only: What is your program of study? (Mark all that apply.)
 (Question 64)**

Program of study	<i>n</i>	%
Accounting	15	2.5
Administrative Professional	3	0.5
Architectural Technology	4	0.7
Biotechnology	4	0.7
Business Administration	43	7.0
Chemical Dependency Counseling	16	2.6
Childhood Education (Liberal Arts & Sciences)	28	4.6
Communications	11	1.8
Computer Information Systems	6	1.0
Computer Science	13	2.1
Corrections Officer	0	0.0
Criminal Justice	36	5.9
Culinary Arts	12	2.0
EMT – Paramedic	1	0.2
Engineering Science	6	1.0
Environmental Studies	28	4.6
Fine Arts	15	2.5
Fish & Wildlife Technology	11	1.8
Food & Beverage Management	1	0.2
Game Programming & Design	11	1.8
Graphic Design	12	2.0
Health Care Studies	60	9.8
Horticulture	11	1.8
Hospitality & Tourism Management	3	0.5
Hotel & Resort Management	2	0.3
Human Services	52	8.5
Information Systems	4	0.7
Information Technology	7	1.1
Instrumentation & Control Technologies	1	0.2
Kinesiology & Human Performance	6	1.0
Liberal Arts & Sciences (French Track)	1	0.2
Liberal Arts & Sciences (American Sign Language Track)	9	1.5
Liberal Arts & Sciences (Humanities Track)	25	4.1
Liberal Arts & Sciences (Literature Track)	7	1.1

Liberal Arts & Sciences (Writing Track)	8	1.3
Liberal Arts & Sciences (Theatre Track)	6	1.0
Liberal Arts & Sciences (General Studies Track)	50	8.2
Liberal Arts & Sciences (Mathematics Track)	8	1.3
Marketing	5	0.8
Mechanical Technology	0	0.0
Music	6	1.0
Music Recording Technology	21	3.4
Natural Resources Conservation	5	0.8
Natural Resources Conservation: Law Enforcement	4	0.7
New Media	11	1.8
NRC-Law Enforcement	4	0.7
Nutrition & Dietetics	5	0.8
Paralegal	7	1.1
Physical Education & Exercise Science	8	1.3
Psychology	19	3.1
Registered Nursing	22	3.6
Sports Studies	4	0.7
Teaching Assistant	8	1.3
Therapeutic Massage/Integrated Health Care	4	0.7
Tourism Management	2	0.3
Viticulture & Wine Technology	9	1.5
Wildland Fire Suppression	1	0.2
Undeclared/Not in a program	17	2.8

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 ($n = 610$). Percentages may not sum to 100 as a result of multiple response choices.

Table B24. Do you have a condition/disability that influences your learning, living, or working activities? (Question 65)

Condition	<i>n</i>	%
No	682	75.8
Yes	206	22.9
Missing	12	1.3

Table B25. Which, if any, of the conditions listed below influence your learning, living, or working activities? (Mark all that apply.) (Question 66)

Condition	<i>n</i>	%
Mental health/psychological condition (e.g., anxiety, depression, OCD, emotional disturbance, PTSD)	99	48.1
ADD/ADHD	79	38.3
Learning Disability (e.g., dysgraphia, dyscalculia, dyslexia, information processing issues, working memory issues, auditory processing disorder)	55	26.7
Basic/Chronic medical condition (e.g., asthma, lupus, diabetes, cerebral palsy, cancer, multiple sclerosis, fibromyalgia)	41	19.9
Autism Spectrum Disorder	23	11.2
Physical/mobility disability	18	8.7
Temporary Disability (e.g., concussion, broken/sprained arm/leg)	11	5.3
Deaf/hard of hearing	10	4.9
Traumatic Brain Injury	10	4.9
Speech/communication disability	8	3.9
Blind/low vision	7	3.4
Alcohol/drug use disorder	3	1.5
A disability/condition not listed here	5	2.4

Note: Table includes responses from only those respondents who indicated that they have a disability in Question 65 (*n* = 206). Percentages may not sum to 100 as a result of multiple response choices.

Table B26. Students only: Are you registered with the Disabilities Services Office? (Question 67)

Registered	<i>n</i>	%
No	87	52.7
Yes	77	46.7
Missing	1	0.6

Note: Table includes responses only from those Student respondents who indicated that they have a disability in Question 65 (*n* = 165).

Table B27. Faculty/Staff only: Are you receiving accommodations for your disability? (Question 68)

Receiving accommodations	<i>n</i>	%
No	31	75.6
Yes	10	24.4
Missing	0	0.0

Note: Table includes responses only from those Faculty and Staff respondents who indicated that they have a disability in Question 65 (*n* = 41).

Table B28. Is English your primary language? (Question 69)

English primary language	<i>n</i>	%
Yes	860	95.6
No	19	2.2
Missing	21	2.3

Table B29. What is your religious or spiritual identity? (Mark all that apply.) (Question 70)

Religious/spiritual identity	<i>n</i>	%
Agnostic	75	8.3
Atheist	60	6.7
Baha'i	1	0.1
Buddhist	14	1.6
Christian	383	42.6
<i>African Methodist Episcopal</i>	1	0.3
<i>African Methodist Episcopal Zion</i>	1	0.3
<i>Assembly of God</i>	3	0.8
<i>Baptist</i>	26	7.2
<i>Catholic/Roman Catholic</i>	132	35.5
<i>Church of Christ</i>	6	1.7
<i>Church of God in Christ</i>	4	1.1
<i>Christian Orthodox</i>	0	0.0
<i>Christian Methodist Episcopal</i>	2	0.6
<i>Christian Reformed Church (CRC)</i>	1	0.3
<i>Episcopalian</i>	11	3.1
<i>Evangelical</i>	7	1.9
<i>Greek Orthodox</i>	0	0.0
<i>Lutheran</i>	6	1.7
<i>Mennonite</i>	0	0.0
<i>Moravian</i>	0	0.0
<i>Nondenominational Christian</i>	22	6.1
<i>Oriental Orthodox (e.g., Coptic, Eritrean, Armenian)</i>	1	0.1
<i>Pentecostal</i>	5	1.4
<i>Presbyterian</i>	26	7.2
<i>Protestant</i>	15	4.2
<i>Protestant Reformed Church (PR)</i>	1	0.3
<i>Quaker</i>	1	0.3

<i>Reformed Church of America (RCA)</i>	0	0.0
<i>Russian Orthodox</i>	0	0.0
<i>Seventh Day Adventist</i>	0	0.0
<i>The Church of Jesus Christ of Latter-day Saints</i>	1	0.3
<i>United Methodist</i>	29	8.0
<i>United Church of Christ</i>	9	2.5
<i>A Christian affiliation not listed here</i>	12	3.3
Confucianist	5	0.6
Druid	2	0.2
Hindu	2	0.2
Jain	0	0.0
Jehovah's Witness	4	0.4
Jewish	8	0.9
<i>Conservative</i>	0	0.0
<i>Orthodox</i>	0	0.0
<i>Reform</i>	5	62.5
<i>A Jewish affiliation not listed here</i>	1	12.5
Muslim	4	0.4
<i>Ahmadi</i>	1	25.0
<i>Shi'ite</i>	0	0.0
<i>Sufi</i>	0	0.0
<i>Sunni</i>	1	25.0
<i>A Muslim affiliation not listed here</i>	1	25.0
Native American Traditional Practitioner or Ceremonial	0	0.0
Pagan	13	1.4
Oriental Orthodox (e.g., Coptic, Eritrean, Armenian)	0	0.0
Rastafarian	4	0.4
Scientologist	1	0.1
Secular Humanist	5	0.6
Shinto	3	0.3
Sikh	1	0.1
Taoist	3	0.3
Tenrikyo	1	0.1
Unitarian Universalist	8	0.9
Wiccan	18	2.0
Spiritual but no religious affiliation	87	9.7
No affiliation	215	23.9

A religious affiliation or spiritual identity not listed above	30	3.3
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Table B30. Students only: Do you receive financial support from a family member or guardian to assist with your living/educational expenses? (Question 71)

Receive financial support	<i>n</i>	%
Yes	276	45.2
No	324	53.1
Missing	10	1.6

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 610).

Table B31. Students only: What is your best estimate of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)? (Question 72)

Income	<i>n</i>	%
\$29,999 and below	230	37.7
\$30,000 – \$49,999	128	21.0
\$50,000 – \$69,999	88	14.4
\$70,000 – \$99,999	65	10.7
\$100,000 – \$149,999	54	8.9
\$150,000 – \$199,999	10	1.6
\$200,000 or more	13	2.1
Missing	22	3.6

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 610).

Table B32. Students only: Where do you live? (Question 73)

Residence	<i>n</i>	%
Off-Campus	453	74.3
<i>In a rented or owned house, mobile home, or apartment with family (parent, guardian, spouse/partner, or relative)</i>	249	76.9
<i>In a rented or owned house, mobile home, or apartment alone or with roommates or friends</i>	75	23.1
On-Campus Housing Suites at Laker Landing	104	17.0
Near-Campus Student Housing (e.g., Campus Gate)	23	3.8
Housing insecure (e.g., couch surfing, staying temporarily with a friend/family, sleeping in car, sleeping in campus lounge or office or motel room)	20	3.3
In transitional housing or homeless shelter	7	1.1
In an outdoor location such as street, park, under bridge or overpass or campground	0	0.0
Missing	3	0.5

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 610). Percentages for sub-categories are valid percentages and do not include missing responses.

Table B33. Students only: Since having been a student at FLCC, have you been a member or participated in any of the following? (Mark all that apply.) (Question 74)

Clubs/organizations	<i>n</i>	%
<i>I do not participate in any clubs or organizations at FLCC</i>	374	61.3
Phi Theta Kappa	60	9.8
African American, Latino, Asian, & Native American (AALANA) Club	24	3.9
PRISM (LGBTQIA) Club	17	2.8
Campus Activities Board (CAB)	16	2.6
Wildlife Society Club of FLCC	15	2.5
Anime Club	14	2.3
Art Club	14	2.3
American Sign Language (ASL) Club	13	2.1
Student Corporation	11	1.8
Theatre Club	10	1.6
Electronic Gaming Society (EGS)	9	1.5
Logging Sports	8	1.3
Horticulture Club	7	1.1
Magic: The Gathering Club	7	1.1
Veterans Club	7	1.1
Viticulture Club	7	1.1
Audio Engineering Society (AES)	6	1.0
Fencing Club	5	0.8
Student Senate	5	0.8
The Dock	5	0.8
Nursing Club	4	0.7
DJ Club	3	0.5
Habitat for Humanity	3	0.5
Engineering and Technology Club – Victor Campus Center	2	0.3
Massage Club	1	0.2
Nerf Club	0	0.0
The Comfy Club	0	0.0
<i>A student organization not listed above</i>	22	3.6

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 610). Percentages may not sum to 100 as a result of multiple response choices.

Table B34. Students only: What is your current grade point average (GPA)? (Question 75)

GPA	<i>n</i>	%
No GPA at this time – first semester at FLCC	0	0.0
3.50 – 4.00	221	36.2
3.00 – 3.49	160	26.2
2.50 – 2.99	88	14.4
2.00 – 2.49	71	11.6
1.50 – 1.99	21	3.4
1.00 – 1.49	6	1.0
Below 1.00	11	1.8
Missing	0	0.0

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 610).

Table B35. Students only: Have you experienced financial hardship while attending FLCC? (Question 76)

Financial hardship	<i>n</i>	%
No	297	48.7
Yes, I have had difficulty affording...	301	49.3
Automobile costs (e.g., gas, tolls, maintenance)	164	54.5
Books/course materials	149	49.5
Food	135	44.9
Housing/rent	126	41.9
Debt payments (e.g., credit card, loans)	101	33.6
Tuition	79	26.2
Utilities	62	20.6
Health and medical expenses	58	19.3
Campus fees (e.g., lab, music, or culinary fees)	46	15.3
Other transportation costs (e.g., traveling to and from FLCC during breaks, public transportation, rideshare)	40	13.3
Child care	27	9.0
Cocurricular events or activities (e.g., participation in social events, alternative spring breaks)	18	6.0
Unpaid internships/research opportunities	10	3.3
Studying abroad	5	1.7
Travel during mandatory evacuation	5	1.7
Child/spousal support payments	4	1.3
A financial hardship not listed here	11	3.7
Missing	12	2.0

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 ($n = 610$).

Table B36. Students only: How are you currently paying for your education at FLCC? (Mark all that apply.) (Question 77)

Source of funding	<i>n</i>	%
Financial Aid/Grants (e.g., PELL, NYS TAP, SEOG, Work Study)	354	58.0
Financial Aid/Loans (e.g., Federal Loans, Private Loans, Plus Loans)	217	35.6
Self-Pay (e.g., 529 account, personal savings, credit card, ACH, check, NelNet payment plan)	204	33.4
Financial Aid/Scholarships (e.g., FLCC scholarships, private scholarships, Excelsior Scholarship)	113	18.5
Third Party (e.g., Access VR, Workforce Development, employer sponsorship, military benefits)	23	3.8
Missing	20	3.3

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 ($n = 610$). Percentages may not sum to 100 as a result of multiple response choices.

Table B37. Students only: Are you employed on campus, off campus, or both during the academic year? (Question 78)

Employed	<i>n</i>	%
No	240	39.3
Yes, I work on campus	82	13.4
1 – 10 hours/week	37	50.7
11 – 20 hours/week	29	39.7
21 – 30 hours/week	4	5.5
31 – 40 hours/week	2	2.7
More than 40 hours/week	1	1.4
Yes, I work off campus	303	19.7
1 – 10 hours/week	43	16.5
11 – 20 hours/week	85	32.7
21 – 30 hours/week	59	22.7
31 – 40 hours/week	41	15.8
More than 40 hours/week	32	12.3

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 610).

Table B38. What is your primary method of transportation to FLCC? (Question 79)

Method of transportation	<i>n</i>	%
Personal vehicle	708	78.7
Walk	103	11.4
Carpool (e.g., private pool)	37	4.1
Public transportation (e.g., RTS)	23	2.6
Bicycle	1	0.1
Ride-sharing services (e.g., Lyft, Uber)	1	0.1
Taxi	1	0.1
A method of transportation not listed here	18	2.0
Missing	8	0.9

Table B39. How many minutes do you commute to your primary FLCC campus one-way? (Mark all that apply.) (Question 80)

Minutes	<i>n</i>	%
10 or fewer	208	23.1
11 – 20	168	18.7
21 – 30	188	20.9
31 – 40	139	15.4
41 – 50	92	10.2
51 – 60	42	4.7
60 or more	39	4.3
Missing	24	2.7

PART II: Findings

The tables in this section contain valid percentages except where noted.

Table B40. Overall, how comfortable are you with the climate at FLCC? (Question 5)

Comfort	<i>n</i>	%
Very comfortable	303	33.7
Comfortable	400	44.5
Neither comfortable nor uncomfortable	124	13.8
Uncomfortable	55	6.1
Very uncomfortable	17	1.9

Table B41. Faculty/Staff only: Overall, how comfortable are you with the climate in your division at FLCC? (Question 6)

Comfort	<i>n</i>	%
Very comfortable	83	28.7
Comfortable	117	40.5
Neither comfortable nor uncomfortable	41	14.2
Uncomfortable	39	13.5
Very uncomfortable	9	3.1

Note: Table includes responses from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 290).

Table B42. Faculty/Staff only: Overall, how comfortable are you with the climate in your department at FLCC? (Question 7)

Comfort	<i>n</i>	%
Very comfortable	114	39.4
Comfortable	91	31.5
Neither comfortable nor uncomfortable	35	12.1
Uncomfortable	35	12.1
Very uncomfortable	14	4.8

Note: Table includes responses from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 290).

Table B43. Students/Faculty only: Overall, how comfortable are you with the climate in your classes at FLCC? (Question 8)

Comfort	<i>n</i>	%
Very comfortable	294	40.6
Comfortable	337	46.5
Neither comfortable nor uncomfortable	72	9.9
Uncomfortable	14	1.9
Very uncomfortable	7	1.0

Note: Table includes responses only from those respondents who indicated that they were Students or Faculty in Question 1 (*n* = 724).

Table B44. Have you ever seriously considered leaving FLCC? (Question 9)

Considered leaving	<i>n</i>	%
No	629	69.9
Yes	271	30.1

Table B45. Students only: When did you seriously consider leaving FLCC? (Mark all that apply.) (Question 10)

Year	<i>n</i>	%
During my first semester as a student	54	44.3
During my second semester as a student	50	41.0
During my third semester as a student	39	32.0
During my fourth semester as a student	12	9.8
After my fourth semester as a student	6	4.9

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 9 (*n* = 122). Percentages may not sum to 100 as a result of multiple response choices.

Table B46. Students only: Why did you seriously consider leaving FLCC? (Mark all that apply). (Question 11)

Reasons	<i>n</i>	%
Personal reasons (e.g., medical, mental health, marital/relationship status, family emergencies, homesick)	42	34.4
Lack of social life at FLCC	34	27.9
Lack of a sense of belonging	31	25.4
Financial reasons	22	18.0
Academic reasons	21	17.2
Course availability/scheduling (e.g., cancelled, not offered)	20	16.4
Climate not welcoming	17	13.9
Incompatibility with professor	15	12.3
Commuting	14	11.5
Lack of support services	13	10.7
Did not offer my program	12	9.8
Lack of support group	12	9.8
Coursework too difficult	11	9.0
Employment obligation	10	8.2
Coursework not challenging enough	9	7.4
Loss of financial aid	9	7.4
Difficulty with online navigation (e.g., Blackboard, online courses, Web Advisor)	8	6.6
Discrimination based on protected category	8	6.6
Did not like program	7	5.7
Financial aid application process	6	4.9
Access to working technology (e.g., computer, internet access, adaptive equipment and auxiliary aids)	4	3.3
Did not meet the selection criteria for a program	3	2.5
A reason not listed above	31	25.4

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 9 (*n* = 122). Percentages may not sum to 100 as a result of multiple response choices.

Table B47. Faculty/Staff only: Why did you seriously consider leaving FLCC? (Mark all that apply.) (Question 12)

Reasons	<i>n</i>	%
Low salary/pay rate	70	47.0
Organizational inefficiencies (e.g., policies, procedures)	66	44.3
Lack of institutional support (e.g., budgeting, staffing levels)	63	42.3
Lack of unified vision	47	31.5
Tension with coworkers	47	31.5
Limited advancement opportunities	46	30.9
Tension with supervisor/manager	45	30.2
Increased workload	39	26.2
Interested in a position at another institution	35	23.5
Campus climate unwelcoming	31	20.8
Bullying	28	18.8
Recruited or offered a position at another institution/organization	27	18.1
Commuting	19	12.8
Lack of benefits	19	12.8
Lack of professional development opportunities	19	12.8
Personal reasons (e.g., medical, mental health, marital/relationship status, family emergencies)	17	11.4
Discrimination based on protected category	10	6.7
Local community climate not welcoming	10	6.7
Family responsibilities	8	5.4
Local community did not meet my (my family) needs	6	4.0
Relocation	5	3.4
Spouse or partner unable to find suitable employment	3	2.0
Spouse or partner relocated	0	0.0
A reason not listed above	25	16.8

Note: Table includes responses only from Faculty and Staff who indicated that they considered leaving in Question 9 (*n* = 149). Percentages may not sum to 100 as a result of multiple response choices.

Table B48. Students only: Please indicate the extent to which you agree with each of the following statements regarding your academic experience at FLCC. (Question 14)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am performing up to my full academic potential.	217	35.6	288	47.2	68	11.1	33	5.4	4	0.7
I am satisfied with my academic experience at FLCC.	234	38.4	285	46.7	67	11.0	20	3.3	4	0.7
I am satisfied with the extent of my intellectual development since enrolling at FLCC.	262	43.2	262	43.2	70	11.5	10	1.6	3	0.5
I have performed academically as well as I anticipated I would.	200	32.9	246	40.5	103	17.0	48	7.9	10	1.6
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	284	46.6	248	40.7	61	10.0	13	2.1	3	0.5
My interest in ideas and intellectual matters has increased since coming to FLCC.	270	44.4	226	37.2	84	13.8	21	3.5	7	1.2

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 610).

Table B49. Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to learn, live, or work at FLCC? (Question 15)

Reasons	<i>n</i>	%
No	748	83.2
Yes	151	16.8

**Table B50. What do you believe was the basis of the conduct? (Mark all that apply.)
 (Question 16)**

Basis	<i>n</i>	%
Position (e.g., staff, faculty, student)	42	27.8
Gender/gender identity	22	14.6
Educational credentials (e.g., BS, MS, PhD, MD)	20	13.2
Age	19	12.6
Philosophical views	18	11.9
Mental health/psychological disability/condition	17	11.3
Length of service at FLCC	15	9.9
Learning disability/condition	13	8.6
Political views	12	7.9
Academic performance	11	7.3
Medical disability/condition	9	6.0
Participation in an organization/team	9	6.0
Racial identity	9	6.0
Sexual identity	9	6.0
Ethnicity	7	4.6
Marital status (e.g., single, married, partnered, separated, divorced)	7	4.6
Socioeconomic status	7	4.6
Gender expression	6	4.0
Parental status (e.g., having children)	6	4.0
Physical characteristics	6	4.0
Religious/spiritual views	6	4.0
Intellectual disability	5	3.3
Major field of study	5	3.3
Physical disability/condition	5	3.3
Deaf or Hard of Hearing	4	2.6
International status/national origin	3	2.0
English language proficiency/accent	2	1.3
Immigrant/citizen status	2	1.3
Military/veteran status	2	1.3
Pregnancy	1	0.7
Blind or Visually Impaired	0	0.0
Do not know	32	21.2
A reason not listed above	42	27.8

Note: Table includes responses only from those respondents who indicated that they experienced conduct ($n = 151$). Percentages may not sum to 100 as a result of multiple response choices.

Table B51. How would you describe what happened? (Mark all that apply.) (Question 17)

Form	<i>n</i>	%
I was intimidated/bullied.	55	36.4
I was ignored or excluded.	52	34.4
I was isolated or left out.	45	29.8
I experienced a hostile work environment.	44	29.1
I was the target of workplace incivility.	33	21.9
I was the target of derogatory verbal remarks.	31	20.5
I experienced a hostile classroom environment.	22	14.6
I felt others staring at me.	19	12.6
I received a low or unfair performance evaluation.	18	11.9
The conduct made me fear that I would get a poor grade.	11	7.3
I received derogatory written comments.	11	7.3
I received derogatory phone calls/text messages/email.	11	7.3
The conduct threatened my physical safety.	9	6.0
I received threats of physical violence.	7	4.6
I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat).	5	3.3
I was singled out as the spokesperson for my identity group.	5	3.3
I was not fairly evaluated in the promotion and tenure process.	4	2.6
I was the target of stalking.	4	2.6
I was the target of graffiti/vandalism.	3	2.0
I was the target of physical violence.	3	2.0
Someone assumed I was admitted/hired/promoted because of my identity group.	2	1.3
Someone assumed I was <u>not</u> admitted/hired/promoted because of my identity group.	2	1.3
I was the target of racial/ethnic profiling.	2	1.3
The conduct threatened my family's safety.	0	0.0
An experience not listed above	27	17.9

Note: Table includes responses only from those respondents who indicated that they experienced conduct ($n = 151$). Percentages may not sum to 100 as a result of multiple response choices.

Table B52. Where did the conduct occur? (Mark all that apply.) (Question 18)

Location	<i>n</i>	%
While working at an FLCC job	51	33.8
In a meeting with a group of people	39	25.8
In a class/laboratory	28	18.5
In a meeting with one other person	25	16.6
On phone calls/text messages/email	21	13.9
In other public spaces at FLCC	20	13.2
In a faculty office	17	11.3
While walking on campus	16	10.6
At a campus center	15	9.9
Off campus	11	7.3
At a FLCC event/program	9	6.0
In a FLCC administrative office	8	5.3
In on-campus housing (e.g., The Suites at Laker Landing)	6	4.0
In a FLCC dining facility	5	3.3
On social media sites (e.g., Facebook, Twitter, Snapchat, Instagram)	4	2.6
In the Book Nook	3	2.0
In FLCC Counseling Services	3	2.0
In Disability Services Office	3	2.0
In a student services office	3	2.0
In the Charles J. Meder library	2	1.3
In athletic facilities	1	0.7
In a college-wide publication or other media	1	0.7
In an experiential learning environment (e.g., community-based learning, externship, internship)	0	0.0
In off-campus housing	0	0.0
In FLCC Student Health Services	0	0.0
On a campus shuttle	0	0.0
A venue not listed above	19	12.6

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 151). Percentages may not sum to 100 as a result of multiple response choices.

**Table B53. Who/what was the source of the conduct? (Mark all that apply.)
 (Question 19)**

Source	<i>n</i>	%
Coworker/colleague	42	27.8
Faculty member/professor/other instructional staff	38	25.2
Student	36	23.8
Staff member	30	19.9
Supervisor or manager	28	18.5
Department/program chair	15	9.9
Senior administrator (e.g., president, provost, vice president)	14	9.3
Stranger	8	5.3
Friend	7	4.6
Academic advisor	5	3.3
Student staff (e.g., front desk, student tutor, student laboratory assistant)	5	3.3
Campus Safety	4	2.6
Residence Life (e.g., R.A., R.D.)	4	2.6
Student organization	4	2.6
Alumnus/a	3	2.0
FLCC media (e.g., posters, brochures, flyers, handouts, websites)	3	2.0
Counseling Services	3	2.0
Off-campus community member	2	1.3
Social networking site (e.g., Facebook, Twitter, Snapchat)	2	1.3
Direct report (e.g., person who reports to me)	1	0.7
Student Health	1	0.7
Athletic coach/trainer	0	0.0
Donor	0	0.0
Do not know source	4	2.6
A source not listed above	7	4.6

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 151). Percentages may not sum to 100 as a result of multiple response choices.

**Table B54. How did you feel after experiencing the conduct? (Mark all that apply.)
 (Question 20)**

Emotional response	<i>n</i>	%
Angry	83	55.0
Distressed	77	51.0
Sad	47	31.1
Embarrassed	41	27.2
Afraid	34	22.5
Somehow responsible	23	15.2
A feeling not listed above	44	29.1

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 151). Percentages may not sum to 100 as a result of multiple response choices.

Table B55. What did you do in response to experiencing the conduct? (Mark all that apply.) (Question 21)

Response	<i>n</i>	%
I told a friend.	65	43.0
I avoided the person/venue.	59	39.1
I told a family member.	42	27.8
I contacted an FLCC resource.	35	23.2
<i>Office of Human Resources</i>	11	31.4
<i>Counseling Services</i>	9	25.7
<i>Faculty member/professor</i>	8	22.9
<i>Senior administrator (e.g., president, provost, vice president)</i>	8	22.9
<i>Campus Safety</i>	7	20.0
<i>Community Standards</i>	6	17.1
<i>Staff member</i>	5	14.3
<i>Disability Services</i>	4	11.4
<i>Office of Student Life</i>	3	8.6
<i>Title IX Co-coordinator</i>	3	8.6
<i>Office of Diversity, Equity, and Inclusion (e.g., Chief Diversity Officer)</i>	2	5.7
<i>Housing Staff person</i>	2	5.7
<i>Campus Center staff member</i>	1	2.9
<i>Employee Assistance Program (EAP)</i>	1	2.9
<i>Student Health</i>	1	2.9
<i>Coach</i>	0	0.0
<i>One Stop Center</i>	0	0.0
I did not do anything.	28	18.5
I confronted the person(s) at the time.	19	12.6
I did not know to whom to go.	19	12.6
I confronted the person(s) later.	18	11.9
I sought information online.	7	4.6
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	5	3.3
I sought support from off-campus hotline/advocacy services.	4	2.6
I contacted a local law enforcement official.	2	1.3
I submitted a bias incident report or a report through the Ethics and Compliance Hotline.	1	0.7
A response not listed above	35	23.2

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 151). Percentages may not sum to 100 as a result of multiple response choices.

Table B56. Did you officially report the conduct? (Question 22)

Reported conduct	<i>n</i>	%
No, I did not report it.	110	75.3
Yes, I reported it.	36	24.7
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	4	16.7
<i>Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	5	20.8
<i>Yes, I reported the incident but felt that it was not addressed appropriately</i>	10	41.7
<i>Yes, I reported the conduct and the outcome is still pending.</i>	5	20.8

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 151).

Table B57. While a member of the FLCC community, have you experienced unwanted/nonconsensual sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy)? (Mark all that apply.) (Question 24).

Unwanted sexual contact/conduct	<i>n</i>	%
No	864	96.0
Yes – relationship violence (e.g., ridiculed, controlling, hitting)	5	0.6
Yes – stalking (e.g., following me, on social media, texting, phone calls)	16	1.8
Yes – unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)	15	1.7
Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)	3	0.3

Percentages may not sum to 100 as a result of multiple response choices.

Table B58. Students only: Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculed, controlling, hitting) you experienced? (Question 25rv)

Alcohol and/or drugs involved	<i>n</i>	%
No	2	40.0
Yes	3	60.0
<i>Alcohol only</i>	1	33.3
<i>Drugs only</i>	0	0.0
<i>Both alcohol and drugs</i>	2	66.7
Don't know	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 5). Percentages may not sum to 100 as a result of multiple response choices.

Table B59. When did the incident(s) of relationship violence occur? (Mark all that apply.) (Question 26rv)

When incident(s) occurred	<i>n</i>	%
Less than 6 months ago	3	60.0
6 – 12 months ago	2	40.0
1 – 2 years ago	0	0.0
2 – 4 years ago	0	0.0
5 – 10 years ago	0	0.0
11 – 20 years ago	0	0.0
More than 20 years ago	0	0.0

Note: Table includes responses only from those respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 5). Percentages may not sum to 100 as a result of multiple response choices.

Table B60. Students only: What semester were you in when you experienced the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 27rv)

Semester	<i>n</i>	%
First year	0	0.0
Fall semester	0	0.0
Winter session	0	0.0
Spring semester	0	0.0
Summer session	0	0.0
Second year	2	40.0
Fall semester	2	100.0
Winter session	0	0.0
Spring semester	0	0.0
Summer session	0	0.0
Third year	3	60.0
Fall semester	1	33.3
Winter session	0	0.0
Spring semester	0	0.0
Summer session	1	33.3
Fourth year	1	20.0
Fall semester	1	100.0
Winter session	0	0.0
Spring semester	0	0.0
Summer session	0	0.0
After my fourth year	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 5). Percentages may not sum to 100 as a result of multiple response choices.

Table B61. Who did this to you? (Mark all that apply.) (Question 28rv)

Source	<i>n</i>	%
Current or former dating/intimate partner	4	80.0
FLCC student	3	60.0
Acquaintance/friend	1	20.0
Family member	0	0.0
FLCC faculty member/professor	0	0.0
FLCC staff member	0	0.0
Stranger	0	0.0
Other role/relationship not listed above	1	20.0

Note: Table includes responses only from those respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 5). Percentages may not sum to 100 as a result of multiple response choices.

Table B62. Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? (Mark all that apply.) (Question 29rv)

Location	<i>n</i>	%
Off campus	5	100.0
On campus	2	40.0
<i>Canandaigua Main Campus</i>	2	100.0
<i>Geneva Campus Center</i>	0	0.0
<i>Newark Campus Center</i>	0	0.0
<i>Victor Campus Center</i>	0	0.0
<i>Viticulture</i>	0	0.0
<i>FLCC Online</i>	0	0.0
<i>Other location not listed above</i>	0	0.0

Note: Table includes responses only from those respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 5). Percentages may not sum to 100 as a result of multiple response choices.

Table B63. How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 30rv)

Emotional response	<i>n</i>	%
Angry	4	80.0
Distressed	4	80.0
Somehow responsible	4	80.0
Afraid	3	60.0
Embarrassed	3	60.0
Sad	3	60.0
A feeling not listed above	0	0.0

Note: Table includes responses only from those respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 5). Percentages may not sum to 100 as a result of multiple response choices.

Table B64. What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 31rv)

Response	<i>n</i>	%
I confronted the person(s) later.	3	60.0
I told a friend.	3	60.0
I avoided the person(s)/venue.	2	40.0
I confronted the person(s) at the time.	2	40.0
I contacted a FLCC resource.	2	40.0
<i>Counseling Services</i>	2	100.0
<i>Campus Safety</i>	1	50.0
<i>Community Standards</i>	1	50.0
<i>Housing Staff person</i>	1	50.0
<i>Title IX Co-coordinator</i>	1	50.0
<i>Campus Center staff member</i>	0	0.0
<i>Coach</i>	0	0.0
<i>Disability Services</i>	0	0.0
<i>Employee Assistance Program (EAP)</i>	0	0.0
<i>Faculty member/professor</i>	0	0.0
<i>Office of Diversity, Equity, and Inclusion (e.g., Chief Diversity Officer)</i>	0	0.0
<i>Office of Human Resources</i>	0	0.0
<i>Office of Student Life</i>	0	0.0
<i>One Stop Center</i>	0	0.0
<i>Senior administrator (e.g., president, provost, vice president)</i>	0	0.0
<i>Staff member</i>	0	0.0
<i>Student Health</i>	0	0.0
I told a family member.	1	20.0
I did not know to whom to go.	1	20.0
I sought information online.	1	20.0
I contacted a local law enforcement official.	0	0.0
I sought support from off-campus hotline/advocacy services.	0	0.0
I did not do anything.	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0
A response not listed above.	1	20.0

Note: Table includes responses only from those respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 5). Percentages may not sum to 100 as a result of multiple response choices.

Table B65. Did you officially report the relationship violence (e.g., ridiculed, controlling, hitting)? (Question 32rv)

Reported conduct	<i>n</i>	%
No, I did not report it.	5	100.0
Yes, I reported it.	0	0.0
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	0	0.0
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.</i>	0	0.0
<i>Yes, I reported the incident, but felt that it was not addressed appropriately.</i>	0	0.0
<i>Yes, I reported the conduct and the outcome is still pending.</i>	0	0.0

Note: Table includes responses only from those respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 5).

Table B66. Students only: Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls) you experienced? (Question 25stlk)

Alcohol and/or drugs involved	<i>n</i>	%
No	13	100.0
Yes	0	0.0
<i>Alcohol only</i>	0	0.0
<i>Drugs only</i>	0	0.0
<i>Both alcohol and drugs</i>	0	0.0
Don't know	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced stalking (*n* = 13). Percentages may not sum to 100 as a result of multiple response choices.

Table B67. When did the incidents of stalking (e.g., following me, on social media, texting, phone calls) occur? (Question 26stlk)

When incident(s) occurred	<i>n</i>	%
Less than 6 months ago	7	43.8
6 – 12 months ago	5	31.3
1 – 2 years ago	1	6.3
2 – 4 years ago	0	0.0
5 – 10 years ago	2	12.5
11 – 20 years ago	1	6.3
More than 20 years ago	0	0.0

Note: Table includes responses only from those respondents who indicated that they experienced stalking (*n* = 16). Percentages may not sum to 100 as a result of multiple response choices.

Table B68. Students only: What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 27stlk)

Semester	<i>n</i>	%
First year	6	46.2
Fall semester	4	66.7
Winter session	0	0.0
Spring semester	2	33.3
Summer session	0	0.0
Second year	5	38.5
Fall semester	5	100.0
Winter session	1	20.0
Spring semester	1	20.0
Summer session	1	20.0
Third year	3	23.1
Fall semester	2	66.7
Winter session	1	33.3
Spring semester	1	33.3
Summer session	0	0.0
Fourth year	1	7.7
Fall semester	1	100.0
Winter session	0	0.0
Spring semester	0	0.0
Summer session	0	0.0
After my fourth year	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced stalking (*n* = 13). Percentages may not sum to 100 as a result of multiple response choices.

Table B69. Who did this to you? (Mark all that apply.) (Question 28stlk)

Source	<i>n</i>	%
FLCC student	12	75.0
Acquaintance/friend	3	18.8
Stranger	3	18.8
FLCC faculty member/professor	1	6.3
FLCC staff member	1	6.3
Current or former dating/intimate partner	1	6.3
Family member	0	0.0
Other role/relationship not listed above	0	0.0

Note: Table includes responses only from those respondents who indicated that they experienced stalking ($n = 16$). Percentages may not sum to 100 as a result of multiple response choices.

Table B70. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Mark all that apply.) (Question 29stlk)

Location	<i>n</i>	%
Off campus	8	50.0
On campus	11	68.8
<i>Canandaigua Main Campus</i>	9	81.8
<i>Newark Campus Center</i>	1	9.1
<i>Geneva Campus Center</i>	0	0.0
<i>Victor Campus Center</i>	0	0.0
<i>Viticulture</i>	0	0.0
<i>FLCC Online</i>	0	0.0
<i>Other location not listed above</i>	0	0.0

Note: Table includes responses only from those respondents who indicated that they experienced stalking ($n = 16$). Percentages may not sum to 100 as a result of multiple response choices.

Table B71. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 30stlk)

Emotional response	<i>n</i>	%
Distressed	10	62.5
Afraid	9	56.3
Angry	5	31.3
Embarrassed	4	25.0
Somehow responsible	4	25.0
Sad	1	6.3
A feeling not listed above	3	18.8

Note: Table includes responses only from those respondents who indicated that they experienced stalking ($n = 16$). Percentages may not sum to 100 as a result of multiple response choices.

Table B72. What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 31stlk)

Response	<i>n</i>	%
I avoided the person(s)/venue.	7	43.8
I told a family member.	7	43.8
I told a friend.	7	43.8
I contacted a FLCC resource.	4	25.0
<i>Campus Center staff member</i>	1	25.0
<i>Campus Safety</i>	2	50.0
<i>Community Standards</i>	0	0.0
<i>Counseling Services</i>	0	0.0
<i>Coach</i>	0	0.0
<i>Disability Services</i>	0	0.0
<i>Employee Assistance Program (EAP)</i>	0	0.0
<i>Faculty member/professor</i>	1	25.0
<i>Office of Diversity, Equity, and Inclusion (e.g., Chief Diversity Officer)</i>	0	0.0
<i>Office of Human Resources</i>	0	0.0
<i>Office of Student Life</i>	0	0.0
<i>One Stop Center</i>	0	0.0
<i>Housing Staff person</i>	0	0.0
<i>Senior administrator (e.g., president, provost, vice president)</i>	0	0.0
<i>Staff member</i>	0	0.0
<i>Student Health</i>	0	0.0
<i>Title IX Co-coordinator</i>	1	25.0
I contacted a local law enforcement official.	2	12.5
I confronted the person(s) at the time.	2	12.5
I confronted the person(s) later.	2	12.5
I did not know to whom to go.	2	12.5
I sought support from off-campus hotline/advocacy services.	2	12.5
I did not do anything.	1	6.3
I sought information online.	1	6.3
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0
A response not listed above.	0	0.0

Note: Table includes responses only from those respondents who indicated that they experienced stalking (*n* = 16). Percentages may not sum to 100 as a result of multiple response choices.

Table B73. Did you officially report the stalking (e.g., following me, on social media, texting, phone calls)? (Question 32stlk)

Reported conduct	<i>n</i>	%
No, I did not report it.	10	62.5
Yes, I reported it.	6	37.5
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	2	40.0
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.</i>	0	0.0
<i>Yes, I reported the incident, but felt that it was not addressed appropriately.</i>	3	60.0
<i>Yes, I reported the conduct and the outcome is still pending.</i>	0	0.0

Note: Table includes responses only from those respondents who indicated that they experienced stalking (*n* = 16). Percentages may not sum to 100 as a result of multiple response choices.

Table B74. Students only: Were alcohol and/or drugs involved in the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) you experienced? (Question 25si)

Alcohol and/or drugs involved	<i>n</i>	%
No	8	100.0
Yes	0	0.0
<i>Alcohol only</i>	0	0.0
<i>Drugs only</i>	0	0.0
<i>Both alcohol and drugs</i>	0	0.0
Don't know	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 8). Percentages may not sum to 100 as a result of multiple response choices.

Table B75. When did the incidents of unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) occur? (Question 26si)

When incident(s) occurred	<i>n</i>	%
Less than 6 months ago	6	40.0
6 – 12 months ago	4	26.7
1 – 2 years ago	2	13.3
2 – 4 years ago	2	13.3
5 – 10 years ago	1	6.7
11 – 20 years ago	0	0.0
More than 20 years ago	0	0.0

Note: Table includes responses only from those respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 15). Percentages may not sum to 100 as a result of multiple response choices.

Table B76. Students only: What semester were you in when you experienced the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 27si)

Semester	<i>n</i>	%
First year	2	25.0
Fall semester	1	50.0
Winter session	0	0.0
Spring semester	0	0.0
Summer session	0	0.0
Second year	4	50.0
Fall semester	2	50.0
Winter session	0	0.0
Spring semester	2	50.0
Summer session	0	0.0
Third year	0	0.0
Fall semester	0	0.0
Winter session	0	0.0
Spring semester	0	0.0
Summer session	0	0.0
Fourth year	2	25.0
Fall semester	1	50.0
Winter session	0	0.0
Spring semester	1	50.0
Summer session	0	0.0
After my fourth year	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 8). Percentages may not sum to 100 as a result of multiple response choices.

Table B77. Who did this to you? (Mark all that apply.) (Question 28si)

Source	<i>n</i>	%
FLCC student	5	33.3
Stranger	4	26.7
FLCC staff member	3	20.0
Acquaintance/friend	2	13.3
FLCC faculty member/professor	2	13.3
Family member	0	0.0
Current or former dating/intimate partner	0	0.0
<i>Other role/relationship not listed above</i>	2	13.3

Note: Table includes responses only from those respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 15). Percentages may not sum to 100 as a result of multiple response choices.

Table B78. Where did the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) occur? (Mark all that apply.) (Question 29si)

Location	<i>n</i>	%
Off campus	2	13.3
On campus	14	93.3
<i>Canandaigua Main Campus</i>	12	85.7
<i>Newark Campus Center</i>	1	7.1
<i>FLCC Online</i>	1	7.1
<i>Geneva Campus Center</i>	0	0.0
<i>Victor Campus Center</i>	0	0.0
<i>Viticulture</i>	0	0.0
<i>Other location not listed above</i>	0	0.0

Note: Table includes responses only from those respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 15). Percentages may not sum to 100 as a result of multiple response choices.

Table B79. How did you feel after experiencing the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 30si)

Emotional response	<i>n</i>	%
Embarrassed	9	60.0
Angry	6	40.0
Distressed	6	40.0
Somehow responsible	3	20.0
Sad	3	20.0
Afraid	2	13.3
A feeling not listed above	4	26.7

Note: Table includes responses only from those respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) ($n = 15$). Percentages may not sum to 100 as a result of multiple response choices.

Table B80. What did you do in response to experiencing the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 31si)

Response	<i>n</i>	%
I avoided the person(s)/venue.	5	33.3
I told a friend.	5	33.3
I did not do anything.	4	26.7
I told a family member.	4	26.7
I contacted a FLCC resource.	2	13.3
<i>Campus Center staff member</i>	1	50.0
<i>Campus Safety</i>	1	50.0
<i>Community Standards</i>	0	0.0
<i>Counseling Services</i>	0	0.0
<i>Coach</i>	0	0.0
<i>Disability Services</i>	0	0.0
<i>Employee Assistance Program (EAP)</i>	0	0.0
<i>Faculty member/professor</i>	0	0.0
<i>Office of Diversity, Equity, and Inclusion (e.g., Chief Diversity Officer)</i>	0	0.0
<i>Office of Human Resources</i>	0	0.0
<i>Office of Student Life</i>	0	0.0
<i>One Stop Center</i>	0	0.0
<i>Housing Staff person</i>	0	0.0
<i>Senior administrator (e.g., president, provost, vice president)</i>	1	50.0
<i>Staff member</i>	1	50.0
<i>Student Health</i>	0	0.0
<i>Title IX Co-coordinator</i>	0	0.0
I did not know to whom to go.	1	6.7
I contacted a local law enforcement official.	0	0.0
I confronted the person(s) at the time.	0	0.0
I confronted the person(s) later.	0	0.0
I sought information online.	0	0.0
I sought support from off-campus hotline/advocacy services.	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0
A response not listed above.	1	6.7

Note: Table includes responses only from those respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (n = 15). Percentages may not sum to 100 as a result of multiple response choices.

Table B81. Did you officially report the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (Question 32si)

Reported conduct	<i>n</i>	%
No, I did not report it.	14	93.3
Yes, I reported it.	1	6.7
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	0	0.0
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.</i>	0	0.0
<i>Yes, I reported the incident, but felt that it was not addressed appropriately.</i>	1	100.0
<i>Yes, I reported the conduct and the outcome is still pending.</i>	0	0.0

Note: Table includes responses only from those respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 15). Percentages may not sum to 100 as a result of multiple response choices.

Table B82. Students only: Were alcohol and/or drugs involved in the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) you experienced? (Question 25sc)

Alcohol and/or drugs involved	<i>n</i>	%
No	3	100.0
Yes	0	0.0
<i>Alcohol only</i>	0	0.0
<i>Drugs only</i>	0	0.0
<i>Both alcohol and drugs</i>	0	0.0
Don't know	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 3). Percentages may not sum to 100 as a result of multiple response choices.

Table B83. When did the incidents of unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Question 26sc)

When incident(s) occurred	<i>n</i>	%
Less than 6 months ago	2	66.7
6 – 12 months ago	1	33.3
1 – 2 years ago	0	0.0
2 – 4 years ago	0	0.0
5 – 10 years ago	0	0.0
11 – 20 years ago	0	0.0
More than 20 years ago	0	0.0

Note: Table includes responses only from those respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 3). Percentages may not sum to 100 as a result of multiple response choices.

Table B84. Students only: What semester were you in when you experienced the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 27sc)

Semester	<i>n</i>	%
First year	1	33.3
Fall semester	1	100.0
Winter session	0	0.0
Spring semester	0	0.0
Summer session	0	0.0
Second year	2	66.7
Fall semester	1	50.0
Winter session	0	0.0
Spring semester	1	50.0
Summer session	0	0.0
Third year	0	0.0
Fall semester	0	0.0
Winter session	0	0.0
Spring semester	0	0.0
Summer session	0	0.0
Fourth year	0	0.0
Fall semester	0	0.0
Winter session	0	0.0
Spring semester	0	0.0
Summer session	0	0.0
After my fourth year	0	0.0

Note: Table includes responses only from those respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 3). Percentages may not sum to 100 as a result of multiple response choices.

Table B85. Who did this to you? (Mark all that apply.) (Question 28sc)

Source	<i>n</i>	%
Acquaintance/friend	2	66.7
FLCC student	1	33.3
Family member	0	0.0
FLCC faculty member/professor	0	0.0
FLCC staff member	0	0.0
Stranger	0	0.0
Current or former dating/intimate partner	0	0.0
Other role/relationship not listed above	0	0.0

Note: Table includes responses only from those respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 3). Percentages may not sum to 100 as a result of multiple response choices.

Table B86. Where did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Mark all that apply.) (Question 29sc)

Location	<i>n</i>	%
Off campus	2	66.7
On campus	1	33.3
<i>Canandaigua Main Campus</i>	1	100.0
<i>Geneva Campus Center</i>	0	0.0
<i>Newark Campus Center</i>	0	0.0
<i>Victor Campus Center</i>	0	0.0
<i>Viticulture</i>	0	0.0
<i>FLCC Online</i>	0	0.0
<i>Other location not listed above</i>	0	0.0

Note: Table includes responses only from those respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 3). Percentages may not sum to 100 as a result of multiple response choices.

Table B87. How did you feel after experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 30sc)

Emotional response	<i>n</i>	%
Afraid	2	66.7
Distressed	2	66.7
Somehow responsible	2	66.7
Sad	2	66.7
Angry	0	0.0
Embarrassed	0	0.0
A feeling not listed above	1	33.3

Note: Table includes responses only from those respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) ($n = 3$). Percentages may not sum to 100 as a result of multiple response choices.

Table B88. What did you do in response to experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 31sc)

Response	<i>n</i>	%
I avoided the person(s)/venue.	3	100.0
I told a friend.	2	66.7
I did not do anything.	1	33.3
I told a family member.	1	33.3
I did not know to whom to go.	1	33.3
I contacted a FLCC resource.	1	33.3
<i>Counseling Services</i>	<i>1</i>	<i>100.0</i>
<i>Campus Center staff member</i>	<i>0</i>	<i>0.0</i>
<i>Campus Safety</i>	<i>0</i>	<i>0.0</i>
<i>Community Standards</i>	<i>0</i>	<i>0.0</i>
<i>Coach</i>	<i>0</i>	<i>0.0</i>
<i>Disability Services</i>	<i>0</i>	<i>0.0</i>
<i>Employee Assistance Program (EAP)</i>	<i>0</i>	<i>0.0</i>
<i>Faculty member/professor</i>	<i>0</i>	<i>0.0</i>
<i>Office of Diversity, Equity, and Inclusion (e.g., Chief Diversity Officer)</i>	<i>0</i>	<i>0.0</i>
<i>Office of Human Resources</i>	<i>0</i>	<i>0.0</i>
<i>Office of Student Life</i>	<i>0</i>	<i>0.0</i>
<i>One Stop Center</i>	<i>0</i>	<i>0.0</i>
<i>Housing Staff person</i>	<i>0</i>	<i>0.0</i>
<i>Senior administrator (e.g., president, provost, vice president)</i>	<i>0</i>	<i>0.0</i>
<i>Staff member</i>	<i>0</i>	<i>0.0</i>
<i>Student Health</i>	<i>0</i>	<i>0.0</i>
<i>Title IX Co-coordinator</i>	<i>0</i>	<i>0.0</i>
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	1	33.3
I sought information online.	0	0.0
I sought support from off-campus hotline/advocacy services.	0	0.0
I contacted a local law enforcement official.	0	0.0
I confronted the person(s) at the time.	0	0.0
I confronted the person(s) later.	0	0.0
A response not listed above.	0	0.0

Note: Table includes responses only from those respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 3). Percentages may not sum to 100 as a result of multiple response choices.

Table B89. Did you officially report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Question 32sc)

Reported conduct	<i>n</i>	%
No, I did not report it.	2	66.7
Yes, I reported it.	1	33.3
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	0	0.0
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.</i>	0	0.0
<i>Yes, I reported the incident, but felt that it was not addressed appropriately.</i>	0	0.0
<i>Yes, I reported the conduct and the outcome is still pending.</i>	0	0.0

Note: Table includes responses only from those respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (n = 3). Percentages may not sum to 100 as a result of multiple response choices.

Table B90. Please indicate how much you agree or disagree with each of the following statements: (Question 35)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am aware of the definition of Affirmative Consent.	587	65.4	250	27.8	39	4.3	16	1.8	6	0.7
I am generally aware of the role of FLCC Title IX Co-coordinators with regard to reporting incidents of unwanted sexual contact/conduct.	452	50.5	337	37.7	68	7.6	30	3.4	8	0.9
I know how and where to report such incidents.	372	41.7	333	37.3	96	10.8	73	8.2	19	2.1
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	410	45.9	337	37.7	84	9.4	52	5.8	11	1.2
I am generally aware of the campus resources listed here: https://www.flcc.edu/personalsafety/definitions.cfm https://www.flcc.edu/offices/judicial/misconduct-policy.cfm	362	40.5	353	39.5	117	13.1	49	5.5	12	1.3
I have a responsibility to report such incidents when I see them occurring on campus or off campus.	558	62.1	291	32.4	41	4.6	4	0.4	4	0.4
I understand that FLCC standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	449	50.4	304	34.2	100	11.2	31	3.5	6	0.7
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in FLCC Annual Security Report.	409	45.8	311	34.8	92	10.3	68	7.6	13	1.5
I know that FLCC sends an FLCC Alert to the campus community when such an incident occurs and poses a threat to the community.	434	48.5	282	31.5	89	10.0	71	7.9	18	2.0

Table B91. Tenured and Tenure-Track Faculty only: As a faculty member at FLCC, I feel... (Question 36)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria for tenure are clear.	27	37.5	33	45.8	6	8.3	4	5.6	2	2.8
The tenure standards/promotion standards are applied equally to faculty in my school/division.	10	14.1	25	35.2	19	26.8	13	18.3	4	5.6
Supported and mentored during the tenure-track years.	19	26.4	31	43.1	14	19.4	4	5.6	4	5.6
FLCC faculty who qualify for delaying their tenure clock feel empowered to do so.	2	2.8	6	8.5	57	80.3	4	5.6	2	2.8
Research is valued by FLCC.	6	8.3	18	25.0	28	38.9	16	22.2	4	5.6
Teaching is valued by FLCC.	21	29.2	29	40.3	11	15.3	8	11.1	3	4.2
Service contributions are valued by FLCC.	13	18.3	34	47.9	15	21.1	7	9.9	2	2.8
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	3	4.3	2	2.9	26	37.7	25	36.2	13	18.8
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	11	15.5	16	22.5	23	32.4	15	21.1	6	8.5
I perform more work to help students than do my colleagues (e.g., formal and informal advising, helping with student groups and activities).	9	12.5	20	27.8	26	36.1	13	18.1	4	5.6
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	1	1.4	2	2.8	41	57.7	20	28.2	7	9.9
Faculty opinions are taken seriously by senior administrators (e.g., president, provost, vice president).	4	5.6	25	35.2	21	29.6	12	16.9	9	12.7
Faculty opinions are valued within FLCC committees.	4	5.6	30	42.3	23	32.4	9	12.7	5	7.0
I would like more opportunities to participate in substantive committee assignments.	7	10.0	20	28.6	28	40.0	12	17.1	3	4.3

Table B91. Tenured and Tenure-Track Faculty only: As a faculty member at FLCC, I feel... (Question 36)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have opportunities to participate in substantive committee assignments.	10	13.9	39	54.2	12	16.7	9	12.5	2	2.8
I have job security.	13	18.1	41	56.9	12	16.7	3	4.2	3	4.2

Note: Table includes responses only from those respondents who indicated that they were Tenured or Tenure-Track Faculty in Question 1 (*n* = 72).

Table B92. Non-Tenure-Track Faculty only: As an employee with a non-tenure-track appointment at FLCC, I feel... (Question 38)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria used for contract renewal are clear.	13	31.7	9	22.0	9	22.0	7	17.1	3	7.3
The criteria used for contract renewal are applied equally to all positions.	10	25.0	5	12.5	20	50.0	2	5.0	3	7.5
Clear expectations of my responsibilities exist.	17	41.5	18	43.9	3	7.3	3	7.3	0	0.0
Research is valued by FLCC.	6	15.0	15	37.5	15	37.5	3	7.5	1	2.5
Teaching is valued by FLCC.	14	34.1	18	43.9	8	19.5	1	2.4	0	0.0
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	2	4.9	1	2.4	12	29.3	17	41.5	9	22.0
I perform more work to help students than do my colleagues (e.g., formal and informal advising, helping with student groups and activities).	0	0.0	3	7.3	16	39.0	16	39.0	6	14.6
Pressured to do extra work that is uncompensated.	1	2.5	4	10.0	10	25.0	15	37.5	10	25.0
Non-tenure-track faculty opinions are taken seriously by senior administrators (e.g., president, provost, vice president).	3	7.3	10	24.4	14	34.1	10	24.4	4	9.8
I have job security.	1	2.4	8	19.5	12	29.3	4	9.8	16	39.0

Note: Table includes responses only from those respondents who indicated that they held Non-Tenure-Track academic appointments in Question 1 (*n* = 42).

Table B93. Faculty only: As a faculty member at FLCC, I feel... (Question 40)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Salaries for tenure-track faculty positions are competitive.	1	0.9	16	14.5	52	47.3	26	23.6	15	13.6
Salaries for adjunct professors are competitive.	1	0.9	21	19.1	31	28.2	39	35.5	18	16.4
Health insurance benefits are competitive.	9	8.3	28	25.7	44	40.4	15	13.8	13	11.9
Child care benefits are competitive.	2	1.8	6	5.5	87	79.8	5	4.6	9	8.3
Retirement/supplemental benefits are competitive.	6	5.6	28	26.2	49	45.8	15	14.0	9	8.4
FLCC provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	4	3.6	28	25.5	56	50.9	14	12.7	8	7.3
My colleagues include me in opportunities that will help my career as much as they do others in my position.	15	13.8	35	32.1	36	33.0	15	13.8	8	7.3
The performance evaluation process is clear.	6	5.6	41	38.0	29	26.9	21	19.4	11	10.2
FLCC provides me with resources to pursue professional development (e.g., conferences, materials, research and course design, traveling).	24	21.8	50	45.5	17	15.5	14	12.7	5	4.5
Positive about my career opportunities at FLCC.	18	16.4	42	38.2	34	30.9	9	8.2	7	6.4
I would recommend FLCC as a good place to work.	21	19.3	52	47.7	25	22.9	9	8.3	2	1.8

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 114).

Table B94. Staff only: As a staff member at FLCC, I feel... (Question 42)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have supervisors who give me job/career advice or guidance when I need it.	59	33.7	51	29.1	35	20.0	20	11.4	10	5.7
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	55	31.4	69	39.4	28	16.0	14	8.0	9	5.1
I am included in opportunities that will help my career as much as others in similar positions.	41	23.7	53	30.6	39	22.5	27	15.6	13	7.5
The performance evaluation process is clear.	27	15.6	58	33.5	36	20.8	38	22.0	14	8.1
The performance evaluation process is productive.	18	10.4	36	20.8	52	30.1	41	23.7	26	15.0
My supervisor provides adequate support for me to manage work-life balance.	62	35.4	66	37.7	22	12.6	13	7.4	12	6.9
I am able to complete my assigned duties during scheduled hours.	39	22.5	63	36.4	22	12.7	40	23.1	9	5.2
My workload has increased without additional compensation.	44	25.6	48	27.9	42	24.4	26	15.1	12	7.0
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	20	11.6	26	15.0	45	26.0	60	34.7	22	12.7
Pressured by departmental/program work requirements that occur outside of my job title/description.	16	9.2	37	21.3	52	29.9	48	27.6	21	12.1
I am given a reasonable time frame to complete assigned responsibilities.	35	20.1	89	51.1	30	17.2	16	9.2	4	2.3
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	12	6.9	31	17.7	64	36.6	49	28.0	19	10.9

Table B94. Staff only: As a staff member at FLCC, I feel... (Question 42)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	19	10.9	41	23.6	65	37.4	37	21.3	12	6.9
A hierarchy exists within staff positions that allows some voices to be valued more than others.	42	24.1	53	30.5	53	30.5	17	9.8	9	5.2
FLCC provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	23	13.2	45	25.9	69	39.7	25	14.4	12	6.9

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 176).

Table B95. Staff only: As a staff member at FLCC, I feel... (Question 44)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
FLCC provides me with resources to pursue training/professional development opportunities.	38	22.0	86	49.7	26	15.0	18	10.4	5	2.9
My supervisor provides me with resources to pursue training/professional development opportunities.	47	27.2	65	37.6	35	20.2	20	11.6	6	3.5
FLCC is supportive of taking extended leave (e.g., FMLA, parental).	23	13.7	45	26.8	76	45.2	16	9.5	8	4.8
My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, short-term disability).	57	33.7	69	40.8	27	16.0	13	7.7	3	1.8
Staff who use family accommodation policies (e.g., FMLA) are disadvantaged in promotion or evaluations.	8	4.8	12	7.2	113	67.7	25	15.0	9	5.4
FLCC policies (e.g., FMLA) are fairly applied across FLCC.	7	4.2	31	18.5	103	61.3	21	12.5	6	3.6
FLCC is supportive of flexible work schedules.	21	12.3	41	24.0	37	21.6	37	21.6	35	20.5
My supervisor is supportive of flexible work schedules.	45	26.2	52	30.2	30	17.4	28	16.3	17	9.9

Table B95. Staff only: As a staff member at FLCC, I feel... (Question 44)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staff salaries are competitive.	13	7.6	35	20.3	48	27.9	51	29.7	25	14.5
Vacation and personal time benefits are competitive.	36	20.8	70	40.5	42	24.3	15	8.7	10	5.8
Health insurance benefits are competitive.	39	22.5	71	41.0	50	28.9	9	5.2	4	2.3
Child care benefits are competitive.	8	4.8	19	11.3	122	72.6	9	5.4	10	6.0
Retirement benefits are competitive.	31	18.2	70	41.2	53	31.2	9	5.3	7	4.1
Staff opinions are valued on FLCC committees.	10	5.7	52	29.9	65	37.4	32	18.4	15	8.6
Staff opinions are valued by FLCC faculty and administration.	13	7.5	38	22.0	64	37.0	38	22.0	20	11.6
Clear expectations of my responsibilities exist.	31	17.9	75	43.4	34	19.7	24	13.9	9	5.2
Clear procedures exist on how I can advance at FLCC.	9	5.3	24	14.1	57	33.5	53	31.2	27	15.9
Positive about my career opportunities at FLCC.	17	9.9	40	23.3	62	36.0	32	18.6	21	12.2
I would recommend FLCC as good place to work.	32	18.4	67	38.5	43	24.7	19	10.9	13	7.5
I have job security.	26	15.3	68	40.0	38	22.4	25	14.7	13	7.6

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 176).

Table B96. Within the past year, have you OBSERVED any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) learning or working environment at FLCC? (Question 81)

Observed conduct	<i>n</i>	%
No	751	83.8
Yes	145	16.2

Table B97. Who/what was the target of the conduct? (Mark all that apply.) (Question 82)

Target	<i>n</i>	%
Student	59	40.7
Staff member	30	20.7
Coworker/colleague	29	20.0
Faculty member/professor/other instructional staff	23	15.9
Friend	18	12.4
Stranger	9	6.2
Supervisor or manager	8	5.5
Student organization	5	3.4
Senior administrator (e.g., president, provost, vice president)	4	2.8
Academic advisor	3	2.1
Department/program chair	3	2.1
Direct report (e.g., person who reports to me)	3	2.1
Residence Life (e.g., R.A., R.D.)	3	2.1
Student staff (e.g., front desk, student tutor, student laboratory assistant)	3	2.1
Off-campus community member	2	1.4
Alumnus/a	1	0.7
Counseling Services	1	0.7
Student Health	1	0.7
Social networking site (e.g., Facebook, Twitter, Snapchat)	1	0.7
Athletic coach/trainer	0	0.0
FLCC media (e.g., posters, brochures, flyers, handouts, websites)	0	0.0
Campus Safety	0	0.0
Donor	0	0.0
Do not know source	7	4.8
A target not listed above	5	3.4

Note: Table includes responses from only those respondents who indicated that they observed conduct ($n = 145$). Percentages may not sum to 100 as a result of multiple response choices.

**Table B98. Who/what was the source of the conduct? (Mark all that apply.)
 (Question 83)**

Source	<i>n</i>	%
Student	50	34.5
Faculty member/professor/other instructional staff	29	20.0
Coworker/colleague	23	15.9
Senior administrator (e.g., president, provost, vice president)	20	13.8
Staff member	19	13.1
Supervisor or manager	10	6.9
Department/program chair	7	4.8
Friend	7	4.8
Stranger	6	4.1
Residence Life (e.g., R.A., R.D.)	4	2.8
Student organization	3	2.1
Alumnus/a	2	1.4
Campus Safety	2	1.4
Counseling Services	2	1.4
Direct report (e.g., person who reports to me)	2	1.4
Student Health	2	1.4
Student staff (e.g., front desk, student tutor, student laboratory assistant)	2	1.4
Academic advisor	1	0.7
Off-campus community member	1	0.7
Social networking site (e.g., Facebook, Twitter, Snapchat)	1	0.7
Athletic coach/trainer	0	0.0
FLCC media (e.g., posters, brochures, flyers, handouts, websites)	0	0.0
Donor	0	0.0
Do not know source	12	8.3
A source not listed above	10	6.9

Note: Table includes responses from only those respondents who indicated that they observed conduct ($n = 145$). Percentages may not sum to 100 as a result of multiple response choices.

Table B99. Which of the target’s characteristics do you believe was/were the basis for the conduct? (Mark all that apply.) (Question 84)

Characteristic	<i>n</i>	%
Gender/gender identity	39	26.9
Racial identity	24	16.6
Sexual identity	24	16.6
Position (e.g., staff, faculty, student)	22	15.2
Mental health/psychological disability/condition	17	11.7
Physical characteristics	16	11.0
Age	15	10.3
Gender expression	15	10.3
Learning disability/condition	13	9.0
Intellectual disability	12	8.3
Physical disability/condition	12	8.3
Political views	12	8.3
Ethnicity	11	7.6
Academic performance	9	6.2
Length of service at FLCC	9	6.2
Medical disability/condition	9	6.2
Philosophical views	9	6.2
Educational credentials (e.g., BS, MS, PhD, MD)	7	4.8
English language proficiency/accent	5	3.4
Deaf or Hard of Hearing	4	2.8
Participation in an organization/team	4	2.8
Religious/spiritual views	4	2.8
Socioeconomic status	4	2.8
Immigrant/citizen status	3	2.1
Blind or Visually Impaired	2	1.4
International status/national origin	2	1.4
Marital status (e.g., single, married, partnered, separated, divorced)	2	1.4
Military/veteran status	2	1.4
Major field of study	1	0.7
Parental status (e.g., having children)	1	0.7
Pregnancy	1	0.7
Do not know	31	21.4
A reason not listed above	14	9.7

Note: Table includes responses from only those respondents who indicated that they observed conduct ($n = 145$). Percentages may not sum to 100 as a result of multiple response choices.

Table B100. Which of the following did you observe because of the target’s identity? (Mark all that apply.) (Question 85)

Form of observed conduct	<i>n</i>	%
Person intimidated or bullied	48	33.1
Person isolated or left out	45	31.0
Person ignored or excluded	42	29.0
Derogatory verbal remarks	41	28.3
Person experienced a hostile work environment	31	21.4
Person was the target of workplace incivility	26	17.9
Person was stared at	19	13.1
Racial/ethnic profiling	17	11.7
Person experienced a hostile classroom environment	14	9.7
Derogatory written comments	11	7.6
Person received a low or unfair performance evaluation	11	7.6
Person was unfairly evaluated in the promotion and tenure process	10	6.9
Singled out as the spokesperson for their identity group	10	6.9
Derogatory phone calls/text messages/email	9	6.2
Person received a poor grade	7	4.8
Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity	6	4.1
Graffiti/vandalism	5	3.4
Threats of physical violence	5	3.4
Derogatory/unsolicited messages through social networking site (e.g., Facebook, Twitter, Snapchat)	4	2.8
Assumption that someone was admitted/hired/promoted based on his/her identity	3	2.1
Derogatory phone calls	2	1.4
Person was stalked	0	0.0
Physical violence	0	0.0
Something not listed above	13	9.0

Note: Table includes responses from only those respondents who indicated that they observed conduct ($n = 145$). Percentages may not sum to 100 as a result of multiple response choices.

Table B101. Where did this conduct occur? (Mark all that apply.) (Question 86)

Location	<i>n</i>	%
In other public spaces at FLCC	30	20.7
While working at a FLCC job	30	20.7
In a meeting with a group of people	26	17.9
While walking on campus	22	15.2
In a class/laboratory	21	14.5
In a meeting with one other person	15	10.3
On phone calls/text messages/email	13	9.0
At a FLCC event/program	11	7.6
Off campus	11	7.6
In a FLCC administrative office	10	6.9
In a faculty office	8	5.5
At a campus center	7	4.8
In a FLCC dining facility	7	4.8
In on-campus housing (e.g., The Suites at Laker Landing)	6	4.1
In a student services office	3	2.1
On social media sites (e.g., Facebook, Twitter, Snapchat, Instagram)	3	2.1
In the Charles J. Meder library	2	1.4
In a college-wide publication or other media	2	1.4
In the Book Nook	1	0.7
In an experiential learning environment (e.g., community-based learning, externship, internship)	1	0.7
In athletic facilities	1	0.7
In FLCC Counseling Services	1	0.7
In Disability Services Office	1	0.7
In off-campus housing	1	0.7
In FLCC Student Health Services	1	0.7
On a campus shuttle	0	0.0
A venue not listed above	9	6.2

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 145). Percentages may not sum to 100 as a result of multiple response choices.

**Table B102. How did you feel after experiencing the conduct? (Mark all that apply.)
 (Question 87)**

Emotional response	<i>n</i>	%
Angry	79	54.5
Distressed	58	40.0
Sad	48	33.1
Embarrassed	32	22.1
Somehow responsible	16	11.0
Afraid	15	10.3
A feeling not listed above	31	21.4

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 145). Percentages may not sum to 100 as a result of multiple response choices.

Table B103. What was your response to observing this conduct? (Mark all that apply.) (Question 88)

Response	<i>n</i>	%
I did not do anything.	37	25.5
I told a friend.	34	23.4
I contacted an FLCC resource.	23	15.9
<i>Office of Human Resources</i>	7	30.4
<i>Faculty member/professor</i>	5	21.7
<i>Senior administrator (e.g., president, provost, vice president)</i>	5	21.7
<i>Staff member</i>	4	17.4
<i>Title IX Co-coordinator</i>	4	17.4
<i>Community Standards</i>	3	13.0
<i>Counseling Services</i>	3	13.0
<i>Campus Safety</i>	2	8.7
<i>Office of Diversity, Equity, and Inclusion (e.g., Chief Diversity Officer)</i>	2	8.7
<i>Office of Student Life</i>	2	8.7
<i>Housing Staff person</i>	2	8.7
<i>Campus Center staff member</i>	1	4.3
<i>Disability Services</i>	1	4.3
<i>Coach</i>	0	0.0
<i>Employee Assistance Program (EAP)</i>	0	0.0
<i>One Stop Center</i>	0	0.0
<i>Student Health</i>	0	0.0
I told a family member.	23	15.9
I avoided the person/venue.	18	12.4
I confronted the person(s) at the time.	18	12.4
I did not know to whom to go.	16	11.0
I confronted the person(s) later.	10	6.9
I sought information online.	5	3.4
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	3	2.1
I contacted a local law enforcement official.	1	0.7
I sought support from off-campus hotline/advocacy services.	1	0.7
A response not listed above.	20	13.8

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 145). Percentages may not sum to 100 as a result of multiple response choices.

Table B104. Did you officially report the conduct? (Question 89)

Reported conduct	<i>n</i>	%
No, I didn't report it.	124	90.5
Yes, I reported it.	13	9.5
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	<i>1</i>	<i>11.1</i>
<i>Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	<i>3</i>	<i>33.3</i>
<i>Yes, I reported the incident but felt that it was not addressed appropriately.</i>	<i>4</i>	<i>44.4</i>
<i>Yes, I reported the conduct and the outcome is still pending</i>	<i>1</i>	<i>11.1</i>

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 145). Percentages may not sum to 100 as a result of multiple response choices.

Table B105. Faculty/Staff only: Have you observed hiring practices at FLCC (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust? (Question 91)

Observed	<i>n</i>	%
No	206	72.3
Yes	79	27.7

Note: Table includes responses only from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 290).

Table B106. Faculty/Staff only: I believe that the unjust hiring practices were based upon: (Mark all that apply.) (Question 92)

Characteristic	<i>n</i>	%
Nepotism/cronyism	21	26.6
Racial identity	20	25.3
Ethnicity	13	16.5
Position (e.g., staff, faculty, student)	13	16.5
Gender/gender identity	10	12.7
Age	9	11.4
Educational credentials (e.g., BS, MS, PhD)	6	7.6
Philosophical views	5	6.3
Political views	5	6.3
Sexual identity	5	6.3
Length of service at FLCC	4	5.1
Immigrant/citizen status	3	3.8
Participation in an organization/team	3	3.8
Religious/spiritual views	3	3.8
Gender expression	2	2.5
International status	2	2.5
Physical disability/condition	2	2.5
Major field of study	1	1.3
Mental health/psychological disability/condition	1	1.3
Military/veteran status	1	1.3
Parental status (e.g., having children)	1	1.3
Physical characteristics	1	1.3
Socioeconomic status	1	1.3
Blind or Visually Impaired	0	0.0
Deaf or Hard of Hearing	0	0.0
English language proficiency/accent	0	0.0
Intellectual disability	0	0.0
Learning disability/condition	0	0.0
Marital status (e.g., single, married, partnered, separated, divorced)	0	0.0
Medical disability/condition	0	0.0
Pregnancy	0	0.0
Do not know	10	12.7
A reason not listed above	11	13.9

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust hiring practices ($n = 79$). Percentages may not sum to 100 as a result of multiple response choices.

Table B107. Faculty/Staff only: Have you observed promotion, tenure, reappointment, and/or reclassification practices at FLCC that you perceive to be unjust? (Question 94)

Observed	<i>n</i>	%
No	211	74.3
Yes	73	25.7

Note: Table includes responses from only those respondents who indicated that they were Faculty or Staff in Question 1 ($n = 290$).

Table B108. Faculty/Staff only: I believe the unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification were based upon... (Mark all that apply.) (Question 95)

Characteristic	<i>n</i>	%
Nepotism/cronyism	25	34.2
Position (e.g., staff, faculty, student)	14	19.2
Length of service at FLCC	11	15.1
Gender/gender identity	7	9.6
Political views	6	8.2
Educational credentials (e.g., BS, MS, PhD)	5	6.8
Participation in an organization/team	5	6.8
Philosophical views	5	6.8
Age	3	4.1
Racial identity	3	4.1
Military/veteran status	2	2.7
Religious/spiritual views	2	2.7
Sexual identity	2	2.7
English language proficiency/accent	1	1.4
Ethnicity	1	1.4
Gender expression	1	1.4
Major field of study	1	1.4
Physical characteristics	1	1.4
Socioeconomic status	1	1.4
Blind or Visually Impaired	0	0.0
Deaf or Hard of Hearing	0	0.0
Immigrant/citizen status	0	0.0
Intellectual disability	0	0.0
International status	0	0.0
Learning disability/condition	0	0.0
Marital status (e.g., single, married, partnered, separated, divorced)	0	0.0
Mental health/psychological disability/condition	0	0.0
Medical disability/condition	0	0.0
Parental status (e.g., having children)	0	0.0
Physical disability/condition	0	0.0
Pregnancy	0	0.0
Do not know	11	15.1
A reason not listed above	15	20.5

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust promotion/tenure/reappointment/reclassification practices ($n = 73$). Percentages may not sum to 100 as a result of multiple response choices.

Table B109. Faculty/Staff only: Have you observed employment-related discipline or action, up to and including dismissal, at FLCC that you perceive to be unjust? (Question 97)

Observed	<i>n</i>	%
No	208	73.5
Yes	75	26.5

Note: Table includes responses from only those respondents who indicated that they were Faculty or Staff in Question 1 ($n = 290$).

Table B110. Faculty/Staff only: I believe that the unjust employment-related disciplinary actions were based upon... (Mark all that apply.) (Question 98)

Characteristic	<i>n</i>	%
Job duties	17	22.7
Gender/gender identity	10	13.3
Position (e.g., staff, faculty, student)	8	10.7
Philosophical views	6	8.0
Age	5	6.7
Educational credentials (e.g., BS, MS, PhD)	5	6.7
Length of service at FLCC	5	6.7
Political views	5	6.7
Sexual identity	5	6.7
Participation in an organization/team	3	4.0
Physical characteristics	2	2.7
English language proficiency/accent	1	1.3
Ethnicity	1	1.3
Major field of study	1	1.3
Mental health/psychological disability/condition	1	1.3
Medical disability/condition	1	1.3
Military/veteran status	1	1.3
Physical disability/condition	1	1.3
Pregnancy	1	1.3
Racial identity	1	1.3
Religious/spiritual views	1	1.3
Blind or Visually Impaired	0	0.0
Deaf or Hard of Hearing	0	0.0
Gender expression	0	0.0
Immigrant/citizen status	0	0.0
Intellectual disability	0	0.0
International status	0	0.0
Learning disability/condition	0	0.0
Marital status (e.g., single, married, partnered, separated, divorced)	0	0.0
Parental status (e.g., having children)	0	0.0
Socioeconomic status	0	0.0
Do not know	19	25.3
A reason not listed above	19	25.3

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust disciplinary actions ($n = 75$). Percentages may not sum to 100 as a result of multiple response choices.

Table B111. Using a scale of 1–5, please rate the overall campus climate at FLCC on the following dimensions: (Question 100)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Friendly/Hostile	454	50.9	279	31.3	127	14.2	24	2.7	8	0.9	1.7	0.9
Inclusive/Exclusive	338	38.2	291	32.9	191	21.6	50	5.7	14	1.6	2.0	1.0
Improving/Regressing	341	38.7	287	32.6	201	22.8	37	4.2	15	1.7	2.0	1.0
Positive for persons with disabilities/Negative	420	47.1	264	29.6	164	18.4	34	3.8	9	1.0	1.8	0.9
Positive for people who identify as lesbian, gay, bisexual, queer, or transgender/Negative	397	44.7	273	30.7	182	20.5	27	3.0	9	1.0	1.8	0.9
Positive for people of various spiritual/religious backgrounds/Negative	367	41.4	244	27.5	242	27.3	24	2.7	9	1.0	1.9	0.9
Positive for People of Color/Negative	422	47.6	228	25.7	184	20.7	42	4.7	11	1.2	1.9	1.0
Positive for men/Negative	464	52.3	231	26.0	164	18.5	19	2.1	10	1.1	1.7	0.9
Positive for women/Negative	424	47.7	251	28.3	159	17.9	40	4.5	14	1.6	1.8	1.0
Positive for nonnative English speakers/Negative	335	37.9	196	22.2	278	31.4	60	6.8	15	1.7	2.1	1.1
Positive for people who are not U.S. citizens/Negative	346	39.2	189	21.4	299	33.9	36	4.1	12	1.4	2.1	1.0
Welcoming/Not welcoming	481	53.9	270	30.2	103	11.5	27	3.0	12	1.3	1.7	0.9
Respectful/Not respectful	441	49.7	270	30.4	133	15.0	27	3.0	16	1.8	1.8	0.9
Positive for people of high socioeconomic status/Negative	411	46.4	244	27.6	215	24.3	12	1.4	3	0.3	1.8	0.9
Positive for people of low socioeconomic status/Negative	369	41.7	250	28.2	209	23.6	40	4.5	17	1.9	2.0	1.0
Positive for people of various political affiliations/Negative	340	38.4	205	23.2	259	29.3	65	7.3	16	1.8	2.1	1.1
Positive for people in active military/veteran status/Negative	482	54.3	240	27.1	155	17.5	6	0.7	4	0.5	1.7	0.8

Table B112. Using a scale of 1–5, please rate the overall campus climate on the following dimensions: (Question 101)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Not racist/Racist	418	47.3	250	28.3	159	18.0	46	5.2	11	1.2	1.8	1.0
Not sexist/Sexist	411	46.6	249	28.2	156	17.7	45	5.1	21	2.4	1.9	1.0
Not homophobic/Homophobic	433	49.4	253	28.9	152	17.4	32	3.7	6	0.7	1.8	0.9
Not biphobic/Biphobic	430	49.3	252	28.9	161	18.5	23	2.6	6	0.7	1.8	0.9
Not transphobic/Transphobic	425	48.7	235	26.9	163	18.7	40	4.6	10	1.1	1.8	1.0
Not ageist/Ageist	441	50.2	236	26.8	153	17.4	40	4.6	9	1.0	1.8	1.0
Not classist (socioeconomic status)/Classist	421	48.1	249	28.5	151	17.3	43	4.9	11	1.3	1.8	1.0
Not classist (position: faculty, staff, student)/Classist	407	46.4	232	26.4	155	17.7	52	5.9	32	3.6	1.9	1.1
Not ableist (disability-friendly)/Ableist (not disability-friendly)	444	50.6	259	29.5	138	15.7	25	2.8	12	1.4	1.7	0.9
Not xenophobic/Xenophobic	437	50.1	243	27.8	160	18.3	24	2.7	9	1.0	1.8	0.9
Not ethnocentric/Ethnocentric	426	48.8	242	27.7	166	19.0	29	3.3	10	1.1	1.8	0.9

Table B113. Students only: Please indicate the extent to which you agree with each of the following statements. (Question 102)

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by FLCC faculty/professors .	269	44.5	236	39.1	81	13.4	8	1.3	10	1.7
I feel valued by FLCC staff .	248	41.1	233	38.6	92	15.3	19	3.2	11	1.8
I feel valued by FLCC senior administrators (e.g., president, provost, vice president).	225	37.4	180	30.0	165	27.5	18	3.0	13	2.2
I feel valued by faculty/professors in the classroom.	284	47.1	232	38.5	67	11.1	11	1.8	9	1.5
I feel valued by other students in the classroom.	227	37.7	203	33.7	138	22.9	21	3.5	13	2.2
I feel valued by other students outside of the classroom.	213	35.4	187	31.1	157	26.1	29	4.8	16	2.7
I believe that the campus climate encourages free and open discussion of difficult topics.	264	43.6	201	33.2	101	16.7	26	4.3	13	2.1
I have faculty/professors whom I perceive as role models.	292	48.7	189	31.6	87	14.5	18	3.0	13	2.2
I have staff whom I perceive as role models.	250	41.8	159	26.6	146	24.4	28	4.7	15	2.5
I have felt that my abilities have been prejudged by a faculty member/professor based on their perception of my identity/background.	145	24.1	119	19.8	122	20.3	116	19.3	100	16.6
I have felt that my abilities have been prejudged by a staff member based on their perception of my identity/background.	144	24.0	107	17.8	134	22.3	112	18.6	104	17.3

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 610).

Table B114. Faculty only: Please indicate the extent to which you agree with each of the following statements. (Question 103)

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in my department/program.	46	40.4	37	32.5	14	12.3	13	11.4	4	3.5
I feel valued by my department/program chair.	56	49.6	35	31.0	14	12.4	3	2.7	5	4.4
I feel valued by other faculty at FLCC.	30	26.5	53	46.9	22	19.5	7	6.2	1	0.9
I feel valued by students in the classroom.	59	51.8	43	37.7	8	7.0	3	2.6	1	0.9
I feel valued by FLCC senior administrators (e.g., president, provost, vice president).	21	18.4	38	33.3	36	31.6	12	10.5	7	6.1
I believe that FLCC encourages free and open discussion of difficult topics.	17	14.9	35	30.7	40	35.1	16	14.0	6	5.3
I feel that my research/scholarship is valued.	14	13.0	27	25.0	44	40.7	19	17.6	4	3.7
I feel that my teaching is valued.	31	27.2	55	48.2	16	14.0	7	6.1	5	4.4
I feel that my service contributions are valued.	21	19.1	42	38.2	34	30.9	9	8.2	4	3.6
I have felt that my abilities have been prejudged by a faculty member/professor in my department/program based on their perception of my identity/background.	6	5.3	19	16.7	24	21.1	36	31.6	29	25.4
I have felt that my abilities have been prejudged by my department/program chair based on their perception of my identity/background.	4	3.5	13	11.5	24	21.2	35	31.0	37	32.7
I have felt that my abilities have been prejudged by a student based on their perception of my identity/background.	1	0.9	18	15.8	29	25.4	36	31.6	30	26.3

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 114).

Table B115. Staff only: Please indicate the extent to which you agree with the following statements. (Question 104)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by coworkers in my department.	67	38.3	70	40.0	19	10.9	16	9.1	3	1.7
I feel valued by coworkers outside my department.	37	21.3	70	40.2	34	19.5	24	13.8	9	5.2
I feel valued by my supervisor/manager.	72	41.4	59	33.9	17	9.8	16	9.2	10	5.7
I feel valued by FLCC students.	41	23.4	77	44.0	46	26.3	6	3.4	5	2.9
I feel valued by FLCC faculty.	19	11.0	66	38.4	55	32.0	25	14.5	7	4.1
I feel valued by FLCC senior administrators (e.g., president, provost, vice president).	28	16.2	48	27.7	54	31.2	32	18.5	11	6.4
I believe that my department/program encourages free and open discussion of difficult topics.	48	27.6	59	33.9	28	16.1	25	14.4	14	8.0
I feel that my skills are valued.	43	24.9	70	40.5	32	18.5	19	11.0	9	5.2
I feel that my work is valued.	41	23.8	78	45.3	27	15.7	16	9.3	10	5.8
I have felt that my abilities have been prejudged by a coworker in my work unit based on their perception of my identity/background.	5	2.9	19	11.0	35	20.3	66	38.4	47	27.3
I have felt that my abilities have been prejudged by supervisor/manager based on their perception of my identity/background.	2	1.2	11	6.4	31	18.0	70	40.7	58	33.7
I have felt that my abilities have been prejudged by a faculty member/professor based on their perception of my identity/background.	7	4.0	27	15.6	43	24.9	52	30.1	44	25.4
I have felt that my abilities have been prejudged by a student based on their perception of my identity/background.	6	3.5	10	5.8	55	31.8	62	35.8	40	23.1

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 176).

Table B116. Respondents with disabilities only: As a person who identifies with a disability, have you experienced a barrier in any of the following areas at FLCC in the past year? (Question 105)

Barrier	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Facilities						
Athletic and recreational facilities	17	8.7	100	51.3	78	40.0
Classroom buildings (i.e., main campus, Ontario building, Honors House, campus centers, viticulture center, Muller Field Station)	21	10.8	132	68.0	41	21.1
Classrooms and laboratories (including computer labs)	22	11.3	127	65.5	45	23.2
Campus housing	12	6.2	99	51.0	83	42.8
Café Dining facilities	16	8.2	123	63.1	56	28.7
Doors	14	7.2	130	66.7	51	26.2
Elevators/lifts	13	6.7	128	65.6	54	27.7
Emergency preparedness	13	6.7	129	66.2	53	27.2
Faculty and student support staff offices	19	9.8	134	69.1	41	21.1
Student Health Center	12	6.2	128	65.6	55	28.2
Office furniture (e.g., chair, desk)	20	10.3	128	65.6	47	24.1
Campus transportation/parking	23	11.7	125	63.8	48	24.5
Other campus buildings	10	5.2	131	67.5	53	27.3
Podiums	10	5.1	127	65.1	58	29.7
Restrooms	12	6.2	137	70.3	46	23.6
Signage	12	6.1	131	66.8	53	27.0
Studios/performing arts spaces	10	5.1	118	60.2	68	34.7
Temporary barriers because of construction or maintenance	10	5.1	125	64.1	60	30.8
Walkways, pedestrian paths, crosswalks	14	7.2	132	67.7	49	25.1
Technology/Online Environment						
Accessible electronic format	23	12.0	119	62.3	49	25.7
Classroom and presentation Clickers	15	7.9	118	61.8	58	30.4
Computer equipment (e.g., screens, mouse, keyboard)	17	8.9	124	64.6	51	26.6
Electronic forms	16	8.3	129	67.2	47	24.5
Electronic signage	13	6.8	127	66.5	51	26.7
Electronic surveys (including this one)	14	7.3	130	68.1	47	24.6
One Stop Kiosks	13	6.8	119	62.3	59	30.9
Library database	14	7.3	126	66.0	51	26.7
Moodle/Blackboard/Canvas	19	9.9	126	66.0	46	24.1

Table B116. Respondents with disabilities only: As a person who identifies with a disability, have you experienced a barrier in any of the following areas at FLCC in the past year? (Question 105)

Barrier	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Phone/phone equipment	18	9.4	124	64.6	50	26.0
Software (e.g., voice recognition/audiobooks)	15	7.9	120	63.2	55	28.9
Video/video audio description	17	8.9	119	62.3	55	28.8
Website	17	9.1	124	66.7	45	24.2
Identity						
Electronic databases (e.g., Starfish, WebAdvisor)	20	10.5	132	69.5	38	20.0
FLCC email account	16	8.5	135	71.4	38	20.1
Intake forms (e.g., Health Center, Disability Services, Counseling)	16	8.5	128	67.7	45	23.8
Learning technology (e.g., Blackboard)	22	11.9	125	67.6	38	20.5
Surveys	12	6.4	140	74.5	36	19.1
Instructional/Campus Materials						
Brochures	11	5.8	130	68.8	48	25.4
Food menus	14	7.4	124	66.0	50	26.6
Forms	12	6.4	132	70.6	43	23.0
Journal articles	14	7.4	127	67.2	48	25.4
Library books	15	7.9	126	66.7	48	25.4
Other publications	12	6.3	130	68.8	47	24.9
Syllabi/course outline	15	7.9	127	67.2	47	24.9
Textbooks	17	9.1	124	66.3	46	24.6
Video-closed captioning and text description	17	9.1	119	64.0	50	26.9

Note: Table includes responses only from those respondents who indicated that they had a condition/disability in Question 65 (*n* = 206).

Table B117. Respondents who identify as transgender/genderqueer/gender nonbinary only: As a person who identifies as Genderqueer, Nonbinary, or Transgender have you experienced a barrier in any of the following areas at FLCC in the past year? (Question 107)

Barrier	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Facilities						
Athletic and recreational facilities	3	13.6	7	31.8	12	54.5
Campus housing	3	13.6	8	36.4	11	50.0
Changing rooms/locker rooms	4	18.2	8	36.4	10	45.5
Restrooms	9	42.9	8	38.1	4	19.0
Signage	3	13.6	14	63.6	5	22.7
Identity accuracy						
Bookstore	4	18.2	15	68.2	3	13.6
Campus Safety	5	23.8	13	61.9	3	14.3
Class roster	6	31.6	8	42.1	5	26.3
FLCC ID Card	7	33.3	12	57.1	2	9.5
Electronic databases (e.g., Starfish, WebAdvisor)	7	31.8	13	59.1	2	9.1
FLCC email account	6	28.6	13	61.9	2	9.5
Intake forms (e.g., Health Center, Disability Services, Counseling)	6	27.3	9	40.9	7	31.8
Learning technology (e.g., Blackboard)	4	19.0	15	71.4	2	9.5
Office/Department Services	3	15.0	14	70.0	3	15.0
One Stop Center	3	14.3	13	61.9	5	23.8
Surveys	4	18.2	15	68.2	3	13.6

Note: Table includes responses only from those respondents who indicated that they were genderqueer, nonbinary, transgender, in Question 47 (*n* = 22).

Table B118. Faculty only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at FLCC. (Question 109)

FLCC initiatives	This initiative IS available at FLCC							If this initiative IS NOT available at FLCC								
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believe initiative is available	Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believe initiative is not available		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%
Providing flexibility for calculating the tenure clock	21	47.7	18	40.9	5	11.4	44	47.3	24	49.0	23	46.9	2	4.1	49	52.7
Providing recognition and rewards for including diversity issues in courses across the curriculum	27	54.0	18	36.0	5	10.0	50	51.0	28	58.3	16	33.3	4	8.3	48	49.0
Providing diversity and equity training for faculty	43	60.6	22	31.0	6	8.5	71	72.4	22	81.5	2	7.4	3	11.1	27	27.6
Providing faculty with toolkits to create an inclusive classroom environment	39	66.1	16	27.1	4	6.8	59	60.2	30	76.9	8	20.5	1	2.6	39	39.8
Providing faculty with supervisory training	39	67.2	18	31.0	1	1.7	58	59.8	28	71.8	8	20.5	3	7.7	39	40.2
Providing access to counseling for people who have experienced harassment or discrimination	59	78.7	14	18.7	2	2.7	75	78.1	17	81.0	0	0.0	4	19.0	21	21.9
Providing mentorship for new faculty	70	92.1	5	6.6	1	1.3	76	75.2	24	96.0	1	4.0	0	0.0	25	24.8
Providing a clear process to resolve conflicts	49	77.8	9	14.3	5	7.9	63	63.0	35	94.6	2	5.4	0	0.0	37	37.0
Providing a fair process to resolve conflicts	52	78.8	12	18.2	2	3.0	66	68.0	30	96.8	1	3.2	0	0.0	31	32.0

Table B118. Faculty only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at FLCC. (Question 109)

FLCC initiatives	This initiative IS available at FLCC							If this initiative IS NOT available at FLCC								
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believe initiative is available	Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believe initiative is not available		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%
Including diversity-related professional experiences as one of the criteria for hiring of faculty.	23	37.1	28	45.2	11	17.7	62	63.3	20	55.6	11	30.6	5	13.9	36	36.7
Including diversity-related professional experiences as one of the criteria for hiring of staff.	23	39.7	25	43.1	10	17.2	58	59.2	23	57.5	11	27.5	6	15.0	40	40.8

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 114).

Table B119. Staff only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at FLCC. (Question 111)

FLCC initiatives	This initiative IS available at FLCC							If this initiative IS NOT available at FLCC								
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believe initiative is available	Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believe initiative is not available		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%
Providing diversity and equity training for staff	100	96.2	2	1.9	2	1.9	104	74.8	30	85.7	3	8.6	2	5.7	35	25.2
Providing access to counseling for people who have experienced harassment or discrimination	102	85.0	16	13.3	2	1.7	120	76.9	29	80.6	7	19.4	0	0.0	36	23.1

Table B119. Staff only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at FLCC. (Question 111)

FLCC initiatives	This initiative IS available at FLCC								If this initiative IS NOT available at FLCC							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing supervisors/managers with supervisory training	84	82.4	18	17.6	0	0.0	102	65.0	50	90.9	5	9.1	0	0.0	55	35.0
Providing faculty supervisors with supervisory training	77	81.9	16	17.0	1	1.1	94	61.8	53	91.4	5	8.6	0	0.0	58	38.2
Providing mentorship for new staff	87	85.3	13	12.7	2	2.0	102	65.8	47	88.7	6	11.3	0	0.0	53	34.2
Providing a clear process to resolve conflicts	75	83.3	14	15.6	1	1.1	90	58.8	58	92.1	5	7.9	0	0.0	63	41.2
Providing a fair process to resolve conflicts	84	89.4	8	8.5	2	2.1	94	61.4	55	93.2	4	6.8	0	0.0	59	38.6
Considering diversity-related professional experiences as one of the criteria for hiring of staff	67	76.1	18	20.5	3	3.4	88	62.0	31	57.4	9	16.7	14	25.9	54	38.0
Considering diversity-related professional experiences as one of the criteria for hiring of faculty	67	72.0	23	24.7	3	3.2	93	64.1	31	59.6	8	15.4	13	25.0	52	35.9
Providing career development opportunities for staff	98	92.5	7	6.6	1	0.9	106	67.5	45	88.2	6	11.8	0	0.0	51	32.5
Providing affordable child care	98	81.0	23	19.0	0	0.0	121	79.1	24	75.0	7	21.9	1	3.1	32	20.9
Providing support/resources for spouse/partner employment	55	68.8	24	30.0	1	1.3	80	55.2	42	64.6	22	33.8	1	1.5	65	44.8

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 176).

Table B120. Students only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at FLCC. (Question 113)

FLCC initiatives	This initiative IS available at FLCC								If this initiative IS NOT available at FLCC							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity and equity training for students	402	84.5	68	14.3	6	1.3	476	86.1	44	57.1	31	40.3	2	2.6	77	13.9
Providing diversity and equity training for staff	414	85.4	67	13.8	4	0.8	485	88.0	45	68.2	18	27.3	3	4.5	66	12.0
Providing diversity and equity training for faculty	413	86.0	63	13.1	4	0.8	480	88.6	41	66.1	18	29.0	3	4.8	62	11.4
Providing a person to address student complaints of bias by faculty/professors/staff	404	86.3	57	12.2	7	1.5	468	85.7	60	76.9	14	17.9	4	5.1	78	14.3
Providing a person to address student complaints of bias by other students	395	84.4	63	13.5	10	2.1	468	85.2	57	70.4	17	21.0	7	8.6	81	14.8
Increasing opportunities for cross-cultural dialogue among students	396	86.1	60	13.0	4	0.9	460	84.4	61	71.8	22	25.9	2	2.4	85	15.6
Increasing opportunities for cross-cultural dialogue among faculty/professors, staff, and students	390	86.1	59	13.0	4	0.9	453	83.3	66	72.5	22	24.2	3	3.3	91	16.7
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	387	84.3	66	14.4	6	1.3	459	84.7	56	67.5	24	28.9	3	3.6	83	15.3

Table B120. Students only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at FLCC. (Question 113)

FLCC initiatives	This initiative IS available at FLCC								If this initiative IS NOT available at FLCC							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing effective faculty/professor mentorship of students	423	87.6	56	11.6	4	0.8	483	88.6	46	74.2	14	22.6	2	3.2	62	11.4
Providing effective academic advising	449	90.0	47	9.4	3	0.6	499	91.6	34	73.9	9	19.6	3	6.5	46	8.4
Providing diversity training for student employees	385	82.8	73	15.7	7	1.5	465	86.4	54	74.0	17	23.3	2	2.7	73	13.6

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 610).

Appendix C

Comments Analyses (Questions #115, #116, and #117)

Of the 900 surveys submitted for the FLCC’s climate assessment, 560 respondents offered remarks to at least one open-ended question throughout the survey. The follow-up questions allowed respondents to provide more detail in relation to their answers to previous survey questions. The follow-up questions were included in the body of the report. This section of the report summarizes the comments submitted for the final three open-ended survey questions and provides thematic analysis of the remarks that were shared by multiple respondents.

Q115. Are your experiences on campus different from those you experience in the towns surrounding the campuses? If so, how are these experiences different?

Qualitative comments analyses. Three hundred five respondents elaborated how their experiences on campuses were different from those in the towns surrounding the campuses. Eighty-seven respondents stated that their experiences were different on campuses versus in the towns surrounding campus. These responses were coded for themes and three themes emerged: diversity on campus, campus is more inclusive, and campus is more welcoming and friendly. These themes are elaborated below.

Of the remaining 218 respondents, 154 respondents wrote that their experiences were not different between campuses and towns. These respondents made statements such as “no,” “pretty much the same,” “they are not different,” and “not really.” Thirty respondents commented that they did not know because they were online or because they had not spent much time on campuses or in the surrounding towns. Twenty-three respondents simply described their experience at FLCC or in the community without any comparison. The remaining 10 respondents did not provide feedback that corresponded with what the question was asking.

Experiences Are Different

Diversity on Campus. For the first theme, respondents shared that their experiences on campuses were different from their experiences in the towns surrounding campuses because the campus environment was more diverse. One respondent wrote, “I experience a greater range of diversity

in age, race, background, and gender on campus than I do in the towns surrounding the campuses.” Another respondent shared, “There is MUCH more diversity, acceptance, and progressive thinking on this campus than in surrounding towns.” Respondents made statements such as, “There is more racial diversity on campus than off campus,” “There is far more diversity on campus than there is in the community,” and “Campus itself is more diverse than the town.” Several respondents expressed pleasure with the fact that their experiences on campus were so diverse. One respondent wrote, “Our campus is more diverse than the local neighborhoods. That is refreshing.” Another respondent shared, “There is far more diversity on campus than there is in the community, and the college seems far more liberal than the area surrounding us. This puts us a good place to be a beacon of what SHOULD be happening.” Another respondent observed, “I see a more diverse population on campus [than] I do in most surrounding areas/towns. The college is bringing more diversity to the surrounding communities.”

Campus Is More Inclusive. For the second theme, respondents commented that their experiences on campuses were different from their experiences in the towns surrounding campuses because the campus was more inclusive and accepting of differences. One respondent stated, “There is a larger community of acceptance on campus.” Another respondent observed, “Yes, I believe FLCC is generally more accepting of differences than most surrounding communities.” Another respondent noted, “FLCC is more inclusive of everyone.” Some respondents pointed out that they had experienced more negative experiences off campus. One respondent wrote, “Less exclusionary on campus. I get slurs yelled at me from cars off campus.” Another respondent commented, “The immediate towns surrounding the campus are not generally welcoming to people of color.” One respondent elaborated on the differences between campus and community, “We are a much more accepting and supportive environment. This is a pretty conservation [*sic*] region in regard to race & gender. Other communities and institutions do not champion the causes of otherness that this college does.”

Campus Is More Welcoming and Friendly. For the third theme, respondents commented that their experiences on campuses were more welcoming and friendly than their experiences in towns surrounding campus. One respondent wrote, “I feel this campus is more welcoming than those in the surrounding area.” Another respondent stated, “Yes, on campus is more inviting and friendly.” One respondent described how “FLCC is a welcoming environment” because “people

hold doors, say please and thank you, and smile much more frequently than in most venues.”

One respondent observed, “People on Campus seem to be happy and very friendly. In towns they don’t seem as open to talk to you.” Another respondent added, “This campus is very warm and friendly and sometimes don’t get that feeling in this town and I have lived here my whole life.”

Q116. Do you have any specific recommendations for improving the climate at FLCC?

Qualitative comments analyses. Three hundred twenty respondents answered the item which asked, “Do you have any specific recommendations for improving the climate at FLCC?” Of these respondents, 116 replied that they did not have any specific recommendations to suggest. These respondents made comments like “no,” “n/a,” “I have no specific recommendations,” and “not at this time.” The remaining 204 responses were coded for themes. Two themes emerged across all types of respondents: more student support, and more diversity initiatives.

Additionally, two themes arose from Student respondents, and one theme from Employee respondents (Tenure-Track Faculty, Non-Tenure-Track Academic Appointment, and Staff). The two themes for Student respondents were increased social opportunities and FLCC is great. The single theme for Employee respondents was need more accountability.

All Respondents

More Student Support. For the first theme, respondents suggested that more support for students was needed. Some respondents simply called for an increased focus on students. One respondent wrote, “More faculty/staff need to understand that we are ‘public servants’ & that we are here to serve students....It is not about us.” Another respondent shared, “Maybe be more open minded when it comes to what students are interested in.” One respondent suggested, “Manage the college based on the population of FLCC. Some students prefer FLCC based on the smaller class sizes and vast opportunities of involvement.” Another respondent stated, “Develop a campus community that seeks to take care of students rather than punish students.”

Other respondents called for increased support for specific populations of students such as commuters, those who work, and students with families. One respondent suggested “trying to incorporate commuters better,” while another respondent advised, “Have a more understandable atmosphere for people [who] work while going to college.” One respondent commented, “Have

clubs meet at different times so that those with children can meet as well!! Added flexibility would allow me to participate.” Another respondent proposed “including more student services for ESL students.”

Some respondents shared ideas for specific services and benefits to better support students. One respondent suggested “more quiet areas for reading.” Another respondent proposed “an official day off every once a month” to help reduce stress that comes when students “work for long periods of time.” Another respondent wrote, “Improve the fluidity of online resources.” Respondents also desired increased academic support such as “a learning class for blackboard,” and “an advanced Spanish class that isn’t only online!” Another respondent suggested, “Make academic advising not such a pain in the ass for both students & staff.”

Other respondents called for efforts to increase the quality of professor-student interactions. One respondent proposed “more training for some professors to understand the current needs of students from them personally and how to tie into their lessons and assignments.” Respondents also wanted more attention from professors. One respondent suggested, “When students experience difficulty in the academic, professor should be more available,” while another respondent added, “Have more one on one time with students, directed at all professors.” Another respondent shared, “Need some of the online teachers to check in more and actually care about the class.”

Respondents were also concerned about how professors handled students’ mental health challenges. One respondent explained, “To improve the climate I think it would be better if the teachers where [sic] a little more understanding when it came to mental illnesses and also when a student misses class because they have spent days in the hospital.” Another respondent proposed “training for faculty to better handle students with mental health issues in the classroom.” Another respondent suggested, “Give staff and professors more mental Health training to help students that are suffering from that some[where] else besides our counseling program a safe place they can talk to someone.”

More Diversity Initiatives. For the second theme from all types of respondents, respondents called for more diversity-related initiatives such as increasing diversity among staff, offering more diversity and inclusion trainings, and continuing to educate students about differences.

Several respondents commented on the need to “Hire more people from different backgrounds and people of color.” One respondent observed, “We need to concentrate on recruitment and retention of people of color, I think that will overall help our students and help us meet our mission.” Other respondents offered statements such as “hire a more diverse workforce,” “more black staff is needed,” and “hire more Faculty and campus security officers of color.” Another respondent elaborated on the need for increased diversity, “Improve our representation. As long as we present a front of white, male, non-disabled campus leaders (in addition to an incredibly white faculty/staff), we are failing to demonstrate our commitment to a welcoming, diverse atmosphere at FLCC.” In addition to recruiting more diversity to campus, respondents also recognized the need for “more support for Students of Color (i.e. mentoring program outside of ALANNA),” and the need to “be strategic [in] support [of] faculty of color.”

Other respondents focused on the need for more “Cultural Proficiency Trainings” and “Quarterly Mandatory Diversity and Cultural Sensitivity Training.” One respondent suggested “mandatory diversity and inclusion training for faculty and administrators.” Another respondent wrote, “Open training on diversity to show that diversity is something that is equal. Diverse people are equals.” One respondent suggested more diversity training based on personal experience: “I think the discussion of micro-aggressions last year was really helpful. It opened my eyes to some things that I couldn't see before. I would like to see continued training and awareness building around issues of diversity.”

Respondents also suggested other ways to educate people at FLCC about diversity issues. One respondent shared, “The student body is rather diverse; I think that a curriculum that reflects the students would be beneficial to FLCC.” Another respondent suggested, “Provide panels, open forums, and training throughout the year for students and staff members to improve diversity and inclusion. Faculty lesson plans, modules, and materials should be inclusive and diverse.” One respondent advised, “Please check out the multicultural resource center in Ithaca. They have so many amazing resources.” One respondent noted that work on diversity should be continuous, no matter what is currently in place, “I think the faculty is very well-trained in respecting diversity, however we need to continually work to make the student body aware of diversity issues and help them to develop the proper respect for one another.”

Student Respondents

Increased Social Activities. In the first theme, Student respondents commented on the need for more activities and social opportunities on campus. Respondents wanted “more fun activities” and opportunities to join clubs. One wrote, “I really would like to see more clubs and activities on campus that bring the student body together to have fun.” Respondents made suggestions such as “more scheduled activities on the front lawn during fair weather days,” “more events of any type,” and “adding a recreational room. Ex: Pool table, ping-pong table.”

Some respondents were specifically concerned with having more opportunities to be social and make friends with other students. One respondent called for “more social activities for students to meet students,” while another respondent wanted FLCC to “improve social life.” Another respondent observed, “I think the student body could benefit from more engagement between students, learning more about each other and doing more activities together.” One respondent had a suggestion based on their personal experience: “More advertisement of clubs. I have not been able to make a lot of new friends since I started at FLCC, probably because I am a very shy person, but I would love to join a club so that I would be able to meet new people.” Another respondent had a suggestion for students themselves: “Have people be more open to communication and have it easier to make friends, I guess.”

FLCC Is Great. For the second theme, Student respondents did not make any suggestions for change because they thought “[e]verything seems to be running smoothly.” One respondent wrote, “I love FLCC and think there [*sic*] doing a great job and would recommend FLCC to anyone!” Another respondent observed, “Everything that is being done is very positive, inclusive, and progressive. Keep up with this trend.” Another respondent added, “everything here at FLCC is very welcoming.” Respondents also offered brief statements such as “it’s great,” “you do a great job already,” “FLCC is great,” and “very good for all.” One respondent elaborated, “As far as atmosphere goes, everyone’s professional and takes care of business, but taking classes here between the teachers, students and staff I’ve always had help when I need it and it feels like a home environment. I’ve never felt uncomfortable here in anyway ever.”

Employee Respondents

Need More Accountability. For the sole theme specific to Employee respondents, respondents addressed the need for more accountability when there is misconduct or poor work performance. In regard to accountability for poor work performance, one respondent shared, “Make employees accountable for their responsibilities; KEEP office hours (no current repercussion for not doing so); ‘Just do your job,’ is a phrase used often around here (in sarcasm, referencing the number of individuals who do not).” Another respondent advised, “Hold managers responsible for their lack of action, inappropriate behavior and ineptitude.” One respondent wanted to see firings happen as needed and stated, “There are people who shouldn't be here based on their less than acceptable work performance and attendance,” while on the flip side, one respondent noted, “promotions should be on merit.” One respondent explained how climate might be improved in the future, “Several decades of turning a blind eye to behaviors that are detrimental to ‘climate’ are now intractable - ignoring a full professor's inadequate performance for years means that nothing can now be done (what with tenure and all). So real change can only take place through attrition and adopting policies that anticipate and prevent the kinds of issues FLCC has been dealing with for years.”

Other respondents zeroed in on the need to “hold those who act inappropriately accountable for their actions.” One respondent called for “continuing to offer opportunity for real conversations and consequences for behaviors and actions.” Another respondent advised, “Remove the ones that are spreading the nastiness and creating a poor morale for others working at FLCC.”

Bullying, racism and abuse were seen as behaviors that needed serious consequences. One respondent wrote, “When there are overt acts of racism, get rid of the employee, especially if they are still on probation.” Another respondent noted, “There is a serious lack of trust that bullying and abuse will be dealt with because we never see the abuser told to stop.” Another respondent suggested, “Hold faculty accountable for their bullying, intimidation, lack of respect, and limited to no attendance at events/training's. There is a lot of complaining and fighting, but little to no action to make things better.”

Q117. Using a multiple-choice format, this survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate. If you wish to elaborate upon any of your survey responses or further describe your experiences, you are encouraged to do so in the space provided below.

Qualitative comments analyses. One hundred eighteen respondents chose to respond to the item asking them to elaborate upon any of their survey responses or further describe their experiences. Of these respondents, 43 stated that they did not have any additional thoughts to share. These respondents gave statements such as “no,” “n/a,” “nothing to elaborate on,” and “none.” The remaining responses were coded for themes. Two themes emerged from these responses: survey comments, and positive climate. In addition, there was one theme specific to Student respondents: great student support.

All Respondents

Survey Comments. In the first theme, respondents commented about the survey they had just completed. Some respondents offered praise and gratitude for the opportunity to complete the survey. One respondent wrote, “This was great and informative.” Another respondent shared, “Thank you for offering us this opportunity to reflect on the campus climate. I hope your results bring needed change to the College.” One respondent stated, “FLCC is on the right track by asking these questions and gathering input from the employees” while another respondent commented, “I appreciate the comprehensive nature of this survey. I hope you can collect as many responses as possible.”

Other respondents offered context for some of their previous answers. One respondent noted, “I have only taken classes in Geneva and online. My answers only reflect my observations and feelings toward them, no other sites.” Another respondent shared, “On the page previous to this I had no idea whether the services were provided but if they were they would be beneficial.” Another respondent stated, “I answered neutrally for most of the questions because I’m not qualified to say anything on behalf of those students.” Another respondent shared, “It is worth noting, some of the information I shared dealt directly with some senior members of the college, some who[m] have retired or moved on, but not all. It was important for me to note, that not all areas have improved.”

Respondents also offered criticism or concerns. One respondent stated, “This survey was extremely long.” Another respondent commented, “Too long and too upsetting for a single snapshot of my experience. I had to capture my answers separately for the questions, abandoning the survey multiple time because I couldn't finish in under an hour.” Some respondents were

especially concerned about the confidentiality of their responses. One respondent wrote, “Due to concern with confidentiality, no additional comments will be provided.” Another respondent explained, “You need to know that these things are happening, but sharing them identifies me. I am concerned about complaining in this survey. Someone will figure out who said these things and retaliate again me as punishment. I am not the only person concerned that the truth will be punished.”

Positive Climate. For the second theme, respondents shared positive observations of the climate at FLCC. One respondent shared, “I feel that everyone at FLCC, from faculty members to students in my online classes, are very mature and very helpful. I definitely believe this is the right school for me!!” Respondents made statements such as “great atmosphere,” “This is an overall accepting and very welcoming place, at least on campus,” and “Generally a friendly and safe place for students to learn!” Another respondent shared, “Even though I don’t have a degree from FLCC, I have taken classes in the past—positive experience. I highly recommend FLCC to many people as the place to start.”

One respondent elaborated on their experience of campus climate, “I always feel welcomed on campus, included and always walk through the front doors into a positive environment. I know no matter who I am I won’t be judged and can go to staff and professors if needed if an issue arrives.” Another respondent shared, “I know the problems do exist all over, but my experience at the Geneva campus center has been nothing but positive. I am [minoritized identities]. I didn’t know how I would be accepted, but I am very pleased and I am very comfortable taking classes.” Respondents also noted that “the climate is improving more and more each day.” One respondent added, “I honestly believe that the majority of us love what we do and the students we serve. Over the last couple of years, I feel that the climate has improved and is still improving.”

Student Respondents Only

Great Student Support. Student respondents praised the support they had received from FLCC, particularly from professors. One respondent noted, “I am thankful for how supportive my professors are, even in an online platform.” Another respondent observed, “I have had amazing, life changing professors that have made my college experience one of a kind.” Another respondent noted, “Every time I need help with something they are there and if one person can’t

help, they refer me to someone who can!” Some respondents elaborated on the ways in which they have felt support, such as the respondent who shared, “I talked a lot about the bad professors but in reality, there is still some really amazing people at this school...They offer help 24/7 in class, they are kind all the time, and they care about their students. I just wanted to put that out there!” Another respondent described a smartphone issue in one of their classes and went to their instructor for help. This respondent then noted, “I spoke to the instructor after class, and I believe the student was spoken with about the incident. My instructor was very courteous and understanding.

Appendix D

Finger Lakes Community College
Assessment of Climate for Learning, Living, and Working
(Administered by Rankin & Associates Consulting)

This survey is available in alternative formats. If you need any accommodations to fully participate in this survey, please contact:

Esta encuesta está disponible en diferentes formatos. Si necesita alguna acomodación para participar en esta encuesta, por favor, póngase en contacto con:

For Students: Melissa Soules
Disability Services Coordinator
Office: 3573
585-785-1441
Melissa.Soules@flcc.edu

For Faculty/Staff: Kate Burns
Human Resources Compliance Coordinator
Office: 1341
585-785-1466
Catherine.Burns@flcc.edu

Si usted necesita la encuesta traducida al español, por favor póngase en contacto con:

Katia Chapman
Admissions & Financial Aid Counselor
Office: 1075
585-785-1833
Katia.Chapman@flcc.edu

Purpose

You are invited to participate in a survey of students, faculty, staff, and administrators regarding the environment for learning, living, and working at FLCC. Climate refers to the current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Your responses will inform us about the current climate at FLCC and provide us with specific information about how the environment for learning, living, and working at FLCC can be improved.

Procedures

You will be asked to complete an online survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete and must be completed in one sitting. If you close your browser, you will lose any responses you previously entered. You must be 18 years of age or older to participate. Please note that you can choose to withdraw your responses at any time before you submit your answers. The survey results will be submitted directly to a secure off-campus server hosted by and accessible to only the external consultants (Rankin & Associates). Any computer identification that might identify participants is deleted from the submissions. Any comments that participants provide are also separated at submission so that comments are not attributed to any individual demographic characteristics. These comments will be analyzed using content analysis. Anonymous quotes from submitted comments will be used throughout the final report to give “voice” to the quantitative data.

Discomforts and Risks

No risks are anticipated by participating in this assessment beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. In the event that any questions asked are disturbing, you may skip those questions or stop responding to the survey at any time. If you experience any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

<https://www.flcc.edu/laker-voices/resources.cfm>

Benefits

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

Voluntary Participation

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

Statement of Confidentiality for Participation

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. Your confidentiality in participating will be kept to the degree permitted by the technology used (e.g., IP addresses will be stripped when the survey is submitted). The survey is run on a firewalled web server with forced 256-bit SSL security. In addition, the external consultant (Rankin & Associates) will not report any group data for groups of fewer than five individuals, which may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential identifiable demographic information. Please also remember that you do not have to answer any question or questions about which you are uncomfortable. The survey has been approved by the FLCC Institutional Review Board.

Statement of Anonymity for Comments

Upon submission, all comments from participants will be de-identified to make those comments anonymous. Thus, participant comments will not be attributable to their author. However, depending on what you say, others who know you may be able to attribute certain comments to you. In instances where certain comments might be attributable to an individual, Rankin & Associates will make every effort to de-identify those comments or will remove the comments from the analyses. The anonymous comments will be analyzed using content analysis. In order to give “voice” to the quantitative data, some anonymous comments may be quoted in publications related to this survey.

Right to Ask Questions

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

Genevieve Weber, PhD
Executive Associate, Senior Research Associate
Rankin & Associates Consulting
genevieve@rankin-consulting.com
814-625-2780

Susan R. Rankin, PhD
Principal & CEO
Rankin & Associates Consulting
sue@rankin-consulting.com
814-625-2780

Questions regarding the survey process may also be directed to:

Sim Jonathan Covington, Jr., EdD, MBA
Chief Diversity Officer
Office of Diversity, Equity and Inclusion
Finger Lakes Community College
3325 Marvin Sands Drive, Keuka 3756
Canandaigua, New York 14424
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Questions concerning the rights of participants:

Research at FLCC that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to:

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PLEASE PRINT A COPY OF THIS CONSENT DOCUMENT FOR YOUR RECORDS OR, IF YOU DO NOT HAVE PRINT CAPABILITIES, YOU MAY CONTACT THE RESEARCHER TO OBTAIN A COPY.

If you agree to take part in this assessment, as described in detail in the preceding paragraphs, please click on the “Next” button below. By clicking on the “Next” button, you will indicate your consent to participate in this study.

- I agree and give my consent to participate in this research project. I understand that participation is voluntary and that I may withdraw my consent at any time without penalty.
- I do not agree to participate and will be excluded from the remainder of the questions.

Survey Terms and Definitions

Following are several terms and definitions that are used in the survey. These will be hyperlinked when they appear in the survey. We recognize that language is continuously changing. All the terms offered here are intended as flexible, working definitions. The terms are defined below and in the hyperlinks in the survey. The classifications used here may differ from legal definitions. Culture, economic background, region, race, and age all influence how we talk about others and ourselves. Because of this, all language is subjective and culturally defined and most identity labels are dependent on personal interpretation and experience. This list strives to use the most inclusive language possible while also offering useful descriptions of community terms.

Ableist: Someone who practices discrimination or prejudice against an individual or group with a disability.

Ageist: Someone who practices discrimination or prejudice against an individual or group on the basis of their age.

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

Androgynous: A person appearing and/or identifying as neither man nor woman, presenting a gender either mixed or neutral.

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

Assigned Birth Sex: The biological sex assigned (named) an individual baby at birth.

Biphobia: An irrational dislike or fear of bisexual people.

Bisexual: A person who may be attracted, romantically and/or sexually, to people of more than one gender, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree.

Bullied: Being subjected to unwanted offensive and malicious behavior that undermines, patronizes, intimidates, or demeans.

Classist: Someone who practices discrimination or prejudice against an individual or group based on social or economic class.

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

Cronyism: The hiring or promoting of friends or associates to positions without proper regard to their qualifications.

Cross-Cultural Dialogue: Interaction or discussion that involves or bridges the differences between cultures.

Disability: A physical or mental impairment that limits one or more major life activities.

Discrimination: Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which that person belongs rather than on individual merit. Discrimination can be the effect of some law or established practice that confers privilege or liability based on race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual identity, citizenship, or service in the uniformed services.

Diversity and Equity Training: Any program designed to facilitate positive intergroup interaction, reduce prejudice and discrimination, and generally teach individuals who are different from others how to work together effectively.

Ethnic Identity: A socially constructed category about a group of people based on their shared culture. This can be reflected in language, religion, material culture such as clothing and cuisine, and cultural products such as music and art.

Ethnocentrism: Someone who practices discrimination or prejudice against an individual or group's culture based solely by the values and standards of one's own culture. Ethnocentric individuals judge other groups relative to their own ethnic group or culture, especially with concern for language, behavior, customs, and religion.

Experiential Learning: Experiential learning refers to a pedagogical philosophy and methodology concerned with learning activities outside of the traditional classroom environment, with objectives that are planned and articulated prior to the experience (internships, service learning, co-operative education, field experience, practicum, cross-cultural experiences, apprenticeships, etc.).

Family Leave: The Family and Medical Leave Act is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due to situations such as the following: serious health conditions that make employees unable to perform their jobs; caring for a sick family member; or caring for a new child (including birth, adoption, or foster care). For more information, see <http://www.dol.gov/whd/fmla/>

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

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

Genderqueer: A person whose gender identity is outside of, not included within, or beyond the binary of female and male, or who is gender nonconforming through expression, behavior, social roles, and/or identity.

Harassment: Unwelcomed behavior that demeans, threatens, or offends another person or group of people and results in a hostile environment for the targeted person/group.

Heterosexist: Someone who practices discrimination or prejudice against an individual or group based on a sexual orientation that is not heterosexual.

Homophobia: An irrational fear of, aversion to, or discrimination against homosexuality and individuals who identify as or are perceived as homosexual.

Intersex: Any one of a variety of conditions in which a person is born with a reproductive or sexual anatomy that does not seem to fit the typical definitions of female or male.

Nepotism: The hiring or promoting of family members to positions without proper regard to their qualifications.

Nonbinary: Any gender, or lack of gender, or mix of genders, that is not strictly man or woman.

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

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

Physical Characteristics: Term that refers to one's appearance.

Pansexual: Fluid in sexual identity and is attracted to others regardless of their sexual identity or gender.

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

Queer: A term used by some individuals to challenge static notions of gender and sexuality. The term is used to explain a complex set of sexual behaviors and desires. “Queer” is also used as an umbrella term to refer to all lesbian, gay, bisexual, and transgender people.

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

Racist: Someone who practices discrimination or prejudice against an individual or group based on their racial identity.

Sexist: Someone who practices discrimination or prejudice against an individual or group based on their assigned birth sex.

Sexual Identity: A personal characteristic based on the sex of people one tends to be emotionally, physically, and sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

Sexual Assault: Unwanted sexual assault is any actual or attempted nonconsensual sexual activity including, but not limited to: sexual intercourse, or sexual touching, committed with coercion, threat, or intimidation (actual or implied) with or without physical force; exhibitionism; or sexual language of a threatening nature by a person(s) known or unknown to the victim. Forcible touching, a form of sexual assault, is defined as intentionally, and for no legitimate purpose, forcibly touching the sexual or other intimate parts of another person for the purpose of degrading or abusing such person or for gratifying sexual desires.

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

Transgender: An umbrella term referring to those whose gender identity or gender expression is different from that associated with their sex assigned at birth.

Transphobia: An irrational dislike or fear of transgender, transsexual, and other gender non-traditional individuals because of their perceived gender identity or gender expression.

Unwanted Sexual Contact: Unwelcomed touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal, or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact.

Xenophobic: Unreasonably fearful or hostile toward people from other countries.

Directions

Please read and answer each question carefully. For each answer, click on the appropriate response and/or fill in the appropriate blank. If you want to change an answer, click on the circle/square of your new answer and/or edit the appropriate blank, and your previous response will be erased. You may decline to answer specific questions. You must answer at least 50% of the questions for your responses to be included in the final analyses. The survey will take between 20 and 30 minutes to complete and must be completed in one sitting.

The survey will take between 20 and 30 minutes to complete and must be completed in one sitting. If you close your browser, you will lose any responses you previously entered. You must answer at least 50% of the questions for your responses to be included in the final analyses.

1. What is your **primary** position at FLCC?
 - Student
 - Faculty Tenure-Track
 - Instructor
 - Assistant Professor
 - Associate Professor
 - Professor
 - Non-Tenure-Track Academic Appointment (e.g., Lecturer/Adjunct) (Respondents receive faculty questions)
 - Staff
 - Non-Exempt (Hourly)
 - Exempt (Salary)
2. Are you full-time or part-time in that **primary** position?
 - Full-time
 - Part-time
3. At what FLCC location do you spend the majority of your time?
 - Canandaigua Main Campus
 - Geneva Campus Center
 - Newark Campus Center
 - Victor Campus Center
 - Viticulture
 - FLCC Online
4. **Students only:** What portion of your classes have you taken completely online at FLCC?
 - All
 - Most
 - Some
 - None

Part 1: Personal Experiences

When responding to questions 5 - 7, think about your experiences within the past year at FLCC.

5. Overall, how comfortable are you with the climate at FLCC?
 - Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable

6. **Faculty/Staff only:** Overall, how comfortable are you with the climate in your **division** at FLCC?
 - Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable

7. **Faculty/Staff only:** Overall, how comfortable are you with the climate in your **department** at FLCC?
 - Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable

8. **Students/Faculty only:** Overall, how comfortable are you with the climate in your classes at FLCC?
 - Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable

9. Have you ever **seriously considered** leaving FLCC?
 - No (Students skip to Question #10 and Faculty/Staff Question #12)
 - Yes

10. **Students only:** When did you seriously consider leaving FLCC? **(Mark all that apply.)**
 - During my first semester as a student
 - During my second semester as a student
 - During my third semester as a student
 - During my fourth semester as a student
 - After my fourth semester as a student

11. **Students only:** Why did you seriously consider leaving FLCC? (**Mark all that apply.**)
- Academic reasons
 - Access to working technology (e.g., computer, internet access, adaptive equipment and auxiliary aids)
 - Climate not welcoming
 - Commuting
 - Course availability/scheduling (e.g., cancelled, not offered)
 - Coursework too difficult
 - Coursework not challenging enough
 - Did not like program
 - Did not offer my program
 - Did not meet the selection criteria for a program
 - Difficulty with online navigation (e.g., Blackboard, online courses, Web Advisor)
 - Discrimination based on protected category
 - Employment obligation
 - Financial reasons
 - Financial aid application process
 - Incompatibility with professor
 - Lack of a sense of belonging
 - Lack of social life at FLCC
 - Lack of support group
 - Lack of support services
 - Loss of financial aid
 - Personal reasons (e.g., medical, mental health, marital/relationship status, family emergencies, homesick)
 - A reason not listed above (Please specify.): _____
12. **Faculty/Staff only:** Why did you seriously consider leaving FLCC? (**Mark all that apply.**)
- Bullying
 - Campus climate unwelcoming
 - Commuting
 - Discrimination based on protected category
 - Family responsibilities
 - Lack of institutional support (e.g., budgeting, staffing levels)
 - Lack of unified vision
 - Increased workload
 - Interested in a position at another institution
 - Lack of benefits
 - Limited advancement opportunities
 - Local community did not meet my (my family) needs
 - Local community climate not welcoming
 - Organizational inefficiencies (e.g., policies, procedures)
 - Personal reasons (e.g., medical, mental health, marital/relationship status, family emergencies)
 - Lack of professional development opportunities
 - Recruited or offered a position at another institution/organization
 - Relocation
 - Low salary/pay rate
 - Spouse or partner relocated
 - Spouse or partner unable to find suitable employment
 - Tension with supervisor/manager
 - Tension with coworkers
 - A reason not listed above (Please specify.): _____
13. We are interested in knowing more about your experiences. If you would like to elaborate on why you seriously considered leaving, please do so here.

14. **Students only:** Please indicate the extent to which you agree with each of the following statements regarding your academic experience at FLCC College.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am performing up to my full academic potential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my academic experience at FLCC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the extent of my intellectual development since enrolling at FLCC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have performed academically as well as I anticipated I would.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in ideas and intellectual matters has increased since coming to FLCC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to learn, live, or work at FLCC?
- No (Skip to Question #24)
 - Yes
16. What do you believe was the basis of the conduct? **(Mark all that apply.)**
- Academic performance
 - Age
 - Blind or Visually Impaired
 - Deaf or Hard of Hearing
 - Educational credentials (e.g., BS, MS, PhD, MD)
 - English language proficiency/accents
 - Ethnicity
 - Gender/gender identity
 - Gender expression
 - Immigrant/citizen status
 - Intellectual disability
 - International status/national origin
 - Learning disability/condition
 - Length of service at FLCC
 - Major field of study
 - Marital status (e.g., single, married, partnered, separated, divorced)
 - Mental health/psychological disability/condition
 - Medical disability/condition
 - Military/veteran status
 - Parental status (e.g., having children)
 - Participation in an organization/team (Please specify.): _____
 - Physical characteristics
 - Physical disability/condition
 - Philosophical views
 - Political views
 - Position (e.g., staff, faculty, student)
 - Pregnancy
 - Racial identity
 - Religious/spiritual views
 - Sexual identity
 - Socioeconomic status
 - Do not know
 - A reason not listed above (Please specify.): _____

17. How would you describe what happened? (Mark all that apply.)
- I was ignored or excluded.
 - I was intimidated/bullied.
 - I was isolated or left out.
 - I felt others staring at me.
 - I experienced a hostile classroom environment.
 - The conduct made me fear that I would get a poor grade.
 - I experienced a hostile work environment.
 - I was the target of workplace incivility.
 - I was the target of derogatory verbal remarks.
 - I received derogatory written comments.
 - I received derogatory phone calls/text messages/email.
 - I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat).
 - I was singled out as the spokesperson for my identity group.
 - I received a low or unfair performance evaluation.
 - I was not fairly evaluated in the promotion and tenure process.
 - Someone assumed I was admitted/hired/promoted because of my identity group.
 - Someone assumed I was not admitted/hired/promoted because of my identity group.
 - I was the target of graffiti/vandalism.
 - I was the target of racial/ethnic profiling.
 - I was the target of stalking.
 - The conduct threatened my physical safety.
 - The conduct threatened my family's safety.
 - I received threats of physical violence.
 - I was the target of physical violence.
 - An experience not listed above (Please specify.): _____
18. Where did the conduct occur? (Mark all that apply.)
- At a FLCC event/program
 - At a campus center (Please specify.): _____
 - In the Book Nook
 - In a class/laboratory
 - In a faculty office
 - In a meeting with one other person
 - In a meeting with a group of people
 - In a FLCC administrative office
 - In a FLCC dining facility
 - In the Charles J. Meder library
 - In an experiential learning environment (e.g., community-based learning, externship, internship)
 - In athletic facilities
 - In other public spaces at FLCC
 - In on-campus housing (e.g., The Suites at Laker Landing)
 - In FLCC Counseling Services
 - In Disability Services Office
 - In off-campus housing
 - In FLCC Student Health Services
 - In a college-wide publication or other media
 - In a student services office
 - Off campus
 - On a campus shuttle
 - On phone calls/text messages/email
 - On social media sites (e.g., Facebook, Twitter, Snapchat, Instagram)
 - While walking on campus
 - While working at a FLCC job
 - A venue not listed above (Please specify.): _____

19. Who/what was the source of the conduct? **(Mark all that apply.)**
- Academic advisor
 - Alumnus/a
 - Athletic coach/trainer
 - FLCC media (e.g., posters, brochures, flyers, handouts, websites)
 - Campus Safety
 - Coworker/colleague
 - Counseling Services
 - Department/program chair
 - Direct report (e.g., person who reports to me)
 - Donor
 - Faculty member/professor/other instructional staff
 - Friend
 - Student Health
 - Off-campus community member
 - Residence Life (e.g., R.A., R.D.)
 - Senior administrator (e.g., president, provost, vice president)
 - Social networking site (e.g., Facebook, Twitter, Snapchat)
 - Staff member
 - Stranger
 - Student
 - Student staff (e.g., front desk, student tutor, student laboratory assistant)
 - Student organization (Please specify.): _____
 - Supervisor or manager
 - Do not know source
 - A source not listed above (Please specify.): _____
20. How did you feel after experiencing the conduct? **(Mark all that apply.)**
- Afraid
 - Angry
 - Distressed
 - Embarrassed
 - Somehow responsible
 - Sad
 - A feeling not listed above (Please specify.): _____

21. What did you do in response to experiencing the conduct? **(Mark all that apply.)**
- I did not do anything.
 - I avoided the person/venue.
 - I contacted a local law enforcement official.
 - I confronted the person(s) at the time.
 - I confronted the person(s) later.
 - I did not know to whom to go.
 - I sought information online.
 - I sought support from off-campus hotline/advocacy services.
 - I contacted an FLCC resource.
 - Campus Center staff member
 - Campus Safety
 - Community Standards
 - Counseling Services
 - Coach
 - Disability Services
 - Employee Assistance Program (EAP)
 - Faculty member/professor
 - Office of Diversity, Equity, and Inclusion (e.g., Chief Diversity Officer)
 - Office of Human Resources
 - Office of Student Life
 - One Stop Center
 - Housing Staff person
 - Senior administrator (e.g., president, provost, vice president)
 - Staff member
 - Student Health
 - Title IX Co-coordinator
 - I told a family member.
 - I told a friend.
 - I sought support from a member of the clergy or spiritual advisor (e.g., imam, pastor, priest, rabbi).
 - I submitted a bias incident report or a report through the Ethics and Compliance Hotline.
 - A response not listed above (Please specify.): _____
22. Did you officially report the conduct?
- No, I did not report it.
 - Yes, I reported it.
 - Yes, I reported the incident and was satisfied with the outcome.
 - Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
 - Yes, I reported the incident but felt that it was not addressed appropriately
 - Yes, I reported the conduct and the outcome is still pending.
23. We are interested in knowing more about your experience. If you would like to elaborate on your experiences, please do so here.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

<https://www.flcc.edu/laker-voices/resources.cfm>

Incidents involving forced or unwanted/nonconsensual sexual acts are often difficult to talk about. The following questions are related to any incidents of unwanted sexual contact/conduct that you have experienced. If you have had this experience, the questions may invoke an emotional response. If you experience any difficulty, please take care of yourself and seek support from the campus or community resources offered below.

24. **While a member of the FLCC community**, have you experienced unwanted/nonconsensual sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy)?
- No (Skip to Question #35)
 - Yes
 - Yes – relationship violence (e.g., ridiculed, controlling, hitting)
 - Yes – stalking (e.g., following me, on social media, texting, phone calls)
 - Yes – unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)
 - Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)
25. **Students only:** Were alcohol and/or drugs involved in the [insert appropriate experience from Q#24]?
- No
 - Yes
 - Alcohol only
 - Drugs only
 - Both alcohol and drugs
26. When did the [insert appropriate experience from Q#24] occur?
- Less than 6 months ago
 - 6 - 12 months ago
 - 1 – 2 years ago
 - 2 - 4 years ago
 - 5 - 10 years ago
 - 11 - 20 years ago
 - More than 20 years ago

27. **Students only:** What semester were you in when you experienced the [insert appropriate experience from Q#24]? **(Mark all that apply.)**

- First year
 - Fall semester
 - Winter session
 - Spring semester
 - Summer session
- Second year
 - Fall semester
 - Winter session
 - Spring semester
 - Summer session
- Third year
 - Fall semester
 - Winter session
 - Spring semester
 - Summer session
- Fourth year
 - Fall semester
 - Winter session
 - Spring semester
 - Summer session
- After my fourth year

28. Who did this to you? **(Mark all that apply.)**

- Acquaintance/friend
- Family member
- FLCC faculty member/professor
- FLCC staff member
- Stranger
- FLCC student
- Current or former dating/intimate partner
- Other role/relationship not listed above (Please specify.): _____

29. Where did the [insert appropriate experience from Q#24] occur? **(Mark all that apply.)**

- Off campus (Please specify location.): _____
- On campus
 - Canandaigua Main Campus (Please specify location.): _____
 - Geneva Campus Center (Please specify location.): _____
 - Newark Campus Center (Please specify location.): _____
 - Victor Campus Center (Please specify location.): _____
 - Viticulture (Please specify location.): _____
 - FLCC Online (Please specify location.): _____
 - Other location not listed above (Please specify.): _____

30. How did you feel after experiencing the [insert appropriate experience from Q#24]? **(Mark all that apply.)**
- Afraid
 - Angry
 - Distressed
 - Embarrassed
 - Somehow responsible
 - Sad
 - A feeling not listed above (Please specify.): _____
31. What did you do in response to experiencing the [insert appropriate experience from Q#24]? **(Mark all that apply.)**
- I did not do anything.
 - I avoided the person(s)/venue.
 - I contacted a local law enforcement official.
 - I confronted the person(s) at the time.
 - I confronted the person(s) later.
 - I did not know to whom to go.
 - I sought information online.
 - I sought support from off-campus hotline/advocacy services.
 - I contacted an FLCC resource.
 - Campus Center staff member
 - Campus Safety
 - Community Standards
 - Counseling Services
 - Coach
 - Disability Services
 - Employee Assistance Program (EAP)
 - Faculty member/professor
 - Office of Diversity, Equity, and Inclusion (e.g., Chief Diversity Officer)
 - Office of Human Resources
 - Office of Student Life
 - One Stop Center
 - Housing Staff person
 - Senior administrator (e.g., president, provost, vice president)
 - Staff member
 - Student Health
 - Title IX Co-coordinator
 - I told a family member.
 - I told a friend.
 - I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
 - A response not listed above (Please specify.): _____

32. Did you officially report the unwanted sexual conduct?
- No, I did not report it. [to Question #33]
 - Yes, I reported it.
 - Yes, I reported the incident and was satisfied with the outcome. [to next section]
 - Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately. [to next section]
 - Yes, I reported the incident but felt that it was not addressed appropriately. [to Question #34]
 - Yes, I reported the conduct and the outcome is still pending. . [to next section]
33. You indicated that you **DID NOT** report the [insert appropriate experience from Q#24] to a campus official or staff member. Please explain why you did not.
34. You indicated that you **DID** report the [insert appropriate experience from Q#24] but that it was not addressed. Please explain why you felt that it was not.

35. Please indicate how much you agree or disagree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am aware of the definition of Affirmative Consent.	○	○	○	○	○
I am generally aware of the role of FLCC Title IX Co-coordinators with regard to reporting incidents of unwanted sexual contact/conduct.	○	○	○	○	○
I know how and where to report such incidents.	○	○	○	○	○
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	○	○	○	○	○
I am generally aware of the campus resources listed here: https://www.flcc.edu/personalsafety/definitions.cfm https://www.flcc.edu/offices/judicial/misconduct-policy.cfm	○	○	○	○	○
I have a responsibility to report such incidents when I see them occurring on campus or off campus.	○	○	○	○	○
I understand that FLCC standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	○	○	○	○	○
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in FLCC Annual Security Report.	○	○	○	○	○
I know that FLCC sends an FLCC Alert to the campus community when such an incident occurs and poses a threat to the community.	○	○	○	○	○

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

<https://www.flcc.edu/laker-voices/resources.cfm>

Part 2: Workplace Climate

36. **Tenured and Tenure-Track Faculty only:** As a faculty member at FLCC, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria for tenure are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tenure standards/promotion standards are applied equally to faculty in my school/division.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported and mentored during the tenure-track years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FLCC faculty who qualify for delaying their tenure-clock feel empowered to do so.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research is valued by FLCC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is valued by FLCC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service contributions are valued by FLCC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work to help students than do my colleagues (e.g., formal and informal advising, helping with student groups and activities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty opinions are taken seriously by senior administrators (e.g., president, provost, vice president).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty opinions are valued within FLCC committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like more opportunities to participate in substantive committee assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have opportunities to participate in substantive committee assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. **Tenured and Tenure-Track Faculty only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

38. **Non-Tenure-Track Faculty only:** As an employee with a non-tenure-track appointment at FLCC I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria used for contract renewal are clear.	0	0	0	0	0
The criteria used for contract renewal are applied equally to all positions.	0	0	0	0	0
Clear expectations of my responsibilities exist.	0	0	0	0	0
Research is valued by FLCC.	0	0	0	0	0
Teaching is valued by FLCC.	0	0	0	0	0
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	0	0	0	0	0
I perform more work to help students than do my colleagues (e.g., formal and informal advising, helping with student groups and activities).	0	0	0	0	0
Pressured to do extra work that is uncompensated.	0	0	0	0	0
Non-tenure-track faculty opinions are taken seriously by senior administrators (e.g., president, provost, vice president).	0	0	0	0	0
I have job security.	0	0	0	0	0

39. **Non-Tenure-Track Faculty only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

40. **All Faculty:** As a faculty member at FLCC, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Salaries for tenure-track faculty positions are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salaries for adjunct professors are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health insurance benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement/supplemental benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FLCC provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues include me in opportunities that will help my career as much as they do others in my position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FLCC provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive about my career opportunities at FLCC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend FLCC as a good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

41. **All Faculty:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

42. **Staff only:** As a staff member at FLCC, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I have supervisors who give me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am included in opportunities that will help my career as much as others in similar positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is productive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides adequate support for me to manage work-life balance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to complete my assigned duties during scheduled hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My workload has increased without additional compensation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured by departmental/program work requirements that occur outside of my job title/description.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am given a reasonable time frame to complete assigned responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A hierarchy exists within staff positions that allows some voices to be valued more than others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FLCC provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

43. **Staff only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

44. **Staff only:** As a staff member at FLCC I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
FLCC provides me with resources to pursue training/professional development opportunities.	0	0	0	0	0
My supervisor provides me with resources to pursue training/professional development opportunities.	0	0	0	0	0
FLCC is supportive of taking extended leave (e.g., FMLA, parental).	0	0	0	0	0
My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, short-term disability).	0	0	0	0	0
Staff who use family accommodation policies (e.g., FMLA) are disadvantaged in promotion or evaluations.	0	0	0	0	0
FLCC policies (e.g., FMLA) are fairly applied across FLCC.	0	0	0	0	0
FLCC is supportive of flexible work schedules.	0	0	0	0	0
My supervisor is supportive of flexible work schedules.	0	0	0	0	0
Staff salaries are competitive.	0	0	0	0	0
Vacation and personal time benefits competitive.	0	0	0	0	0
Health insurance benefits are competitive.	0	0	0	0	0
Child care benefits are competitive.	0	0	0	0	0
Retirement benefits are competitive.	0	0	0	0	0
Staff opinions are valued on FLCC committees.	0	0	0	0	0
Staff opinions are valued by FLCC faculty and administration.	0	0	0	0	0
Clear expectations of my responsibilities exist.	0	0	0	0	0
Clear procedures exist on how I can advance at FLCC.	0	0	0	0	0
Positive about my career opportunities at FLCC.	0	0	0	0	0
I would recommend FLCC as good place to work.	0	0	0	0	0
I have job security.	0	0	0	0	0

45. **Staff only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than five respondents, which may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified. You may also skip questions.

46. What is your sex (assigned) at birth?
- Female
 - Intersex
 - Male

Please consider the following statement when answering questions #47-51: Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please select the most accurate response choice for you.

47. What is your gender/gender identity?
- Genderqueer
 - Man
 - Nonbinary
 - Transgender
 - Woman
 - A gender not listed here (Please specify.): _____
48. What is your current gender expression?
- Androgynous
 - Feminine
 - Masculine
 - A gender expression not listed here (Please specify.): _____
49. What is your sexual identity?
- Bisexual
 - Gay
 - Heterosexual
 - Lesbian
 - Pansexual
 - Queer
 - Questioning
 - A sexual identity not listed here (Please specify.): _____
50. What is your citizenship/immigrant status in U.S.?
- A visa holder (such as F-1, J-1, H1-B, U)
 - Currently under a withholding of removal status
 - DACA (Deferred Action for Childhood Arrival)
 - Other legally documented status
 - Permanent resident
 - Refugee status
 - Undocumented resident
 - U.S. citizen, birth
 - U.S. citizen, naturalized

51. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. **(If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.)**
- Alaska Native (If you wish, please specify your enrolled or principal corporation.): _____

- American Indian/Native (If you wish, please specify your enrolled or principal tribe.): _____
- Asian/Asian American (If you wish, please specify.): _____
- Black/African American (If you wish, please specify.): _____
- Hispanic/Latinx (If you wish, please specify.): _____
- Middle Eastern (If you wish, please specify.): _____
- Native Hawaiian (If you wish, please specify.): _____
- Pacific Islander (If you wish, please specify.): _____
- South Asian (If you wish, please specify.): _____
- White/European American (If you wish, please specify.): _____
- A racial/ethnic identity not listed here (If you wish, please specify.): _____

52. What is your age?

53. What is your current political party affiliation?

- No political affiliation
- Democrat
- Independent
- Libertarian
- Republican
- Political affiliation not listed above (Please specify.): _____

54. How would you describe your current political views?

- Very conservative
- Conservative
- Moderate
- Liberal
- Very liberal

55. Do you have substantial parenting or caregiving responsibility?

- No
- Yes (**Mark all that apply.**)
 - Children 5 years old or under
 - Children 6 - 18 years old
 - Children over 18 years old, but still legally dependent (e.g., in college, disabled)
 - Independent adult children over 18 years old
 - Partner with a disability or illness
 - Senior or other family member
 - A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending) (Please specify.): _____

56. Have you ever served in the U.S. Armed Forces, on active duty, in the National Guard, or in the Reserves?
If so, please indicate your current primary status.

- I have never served in the U.S. Armed Forces.
- I am currently on active duty.
- I am currently a member of the National Guard.
- I am currently a member of the Reserves.
- I am not currently serving, but have served (e.g., retired/veteran).
- I am in ROTC.
- I am a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.

57. What is the highest level of education achieved by your primary parent(s)/guardian(s)?

Parent/Guardian 1:

- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree (e.g., MA, MS, MBA, MFA)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD)
- Unknown
- Not applicable

Parent/Guardian 2:

- Not applicable
- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree (e.g., MA, MS, MBA, MFA)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD)
- Unknown

58. What is your highest level of education?

- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/Technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree (e.g., MA MS, MBA, MFA)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD)

59. Have you completed a degree or certificate from FLCC?

- Yes
- No

60. **Faculty/Staff only:** How long have you been employed at FLCC?

- Less than 1 year
- 1 - 5 years
- 6 - 10 years
- 11 - 15 years
- 16 - 20 years
- More than 20 years

61. **Students only:** How many years have you taken classes at FLCC?

- Less than 1 year
- 1 - 3 years
- 4 - 6 years
- 7 - 9 years
- 10 or More years

62. **Faculty only:** With which academic department are you **primarily affiliated** at this time?

- Business
- Computing Sciences

- Conservation and Horticulture
- Humanities
- Integrated Health
- Mathematics
- Nursing
- Science and Technology
- Social Sciences
- Visual and Performing Arts

63. **Staff only:** With which division are you **primarily affiliated** at this time?

- Academic and Student Affairs
- Administration and Finance
- Advancement
- Assessment, Planning and Continuous Improvement
- Enrollment Management
- Human Resources
- Information Technology

64. **Students only:** What is your program of study? (**Mark all that apply.**)

- Accounting
- Administrative Professional
- Architectural Technology
- Biotechnology
- Business Administration
- Chemical Dependency Counseling
- Childhood Education (Liberal Arts & Sciences)
- Communications
- Computer Information Systems
- Computer Science
- Corrections Officer
- Criminal Justice
- Culinary Arts
- EMT – Paramedic
- Engineering Science
- Environmental Studies
- Fine Arts
- Fish & Wildlife Technology
- Food & Beverage Management
- Game Programming & Design
- Graphic Design
- Health Care Studies
- Horticulture
- Hospitality & Tourism Management
- Hotel & Resort Management
- Human Services
- Information Systems
- Information Technology
- Instrumentation & Control Technologies
- Kinesiology & Human Performance
- Liberal Arts & Sciences (French Track)
- Liberal Arts & Sciences (American Sign Language Track)
- Liberal Arts & Sciences (Humanities Track)
- Liberal Arts & Sciences (Literature Track)
- Liberal Arts & Sciences (Writing Track)
- Liberal Arts & Sciences (Theatre Track)
- Liberal Arts & Sciences (General Studies Track)

- Liberal Arts & Sciences (Mathematics Track)
 - Marketing
 - Mechanical Technology
 - Music
 - Music Recording Technology
 - Natural Resources Conservation
 - Natural Resources Conservation: Law Enforcement
 - New Media
 - NRC-Law Enforcement
 - Nutrition & Dietetics
 - Paralegal
 - Physical Education & Exercise Science
 - Psychology
 - Registered Nursing
 - Sports Studies
 - Teaching Assistant
 - Therapeutic Massage/Integrated Health Care
 - Tourism Management
 - Viticulture & Wine Technology
 - Wildland Fire Suppression
 - Undeclared/Not in a program
65. Do you have a condition/disability that influences your learning, living, or working activities?
- No [Skip to Question #69]
 - Yes
66. Which, if any, of the conditions listed below influence your learning, living, or working activities? (**Mark all that apply.**)
- ADD/ADHD
 - Autism Spectrum Disorder
 - Learning Disability (e.g., dysgraphia, dyscalculia, dyslexia, information processing issues, working memory issues, auditory processing disorder)
 - Speech/communication disability
 - Blind/low vision
 - Deaf/hard of hearing
 - Mental health/psychological condition (e.g., anxiety, depression, OCD, emotional disturbance, PTSD)
 - Basic/Chronic medical condition (e.g., asthma, lupus, diabetes, cerebral palsy, cancer, multiple sclerosis, fibromyalgia)
 - Physical/mobility disability
 - Alcohol/drug use disorder
 - Traumatic Brain Injury
 - Temporary Disability (e.g., concussion, broken/sprained arm/leg)
 - A disability/condition not listed here (Please specify.): _____
67. **Students only:** Are you registered with the Disabilities Services Office?
- No
 - Yes
68. **Faculty/Staff:** Are you receiving accommodations for your disability?
- No
 - Yes
69. Is English your primary language?
- Yes
 - No (Please specify your primary language.): _____

70. What is your religious or spiritual identity? **(Mark all that apply.)**
- Agnostic
 - Atheist
 - Baha'i
 - Buddhist
 - Christian
 - African Methodist Episcopal
 - African Methodist Episcopal Zion
 - Assembly of God
 - Baptist
 - Catholic/Roman Catholic
 - Church of Christ
 - Church of God in Christ
 - Christian Orthodox
 - Christian Methodist Episcopal
 - Christian Reformed Church (CRC)
 - Episcopalian
 - Evangelical
 - Greek Orthodox
 - Lutheran
 - Mennonite
 - Moravian
 - Nondenominational Christian
 - Oriental Orthodox (e.g., Coptic, Eritrean, Armenian)
 - Pentecostal
 - Presbyterian
 - Protestant
 - Protestant Reformed Church (PR)
 - Quaker
 - Reformed Church of America (RCA)
 - Russian Orthodox
 - Seventh Day Adventist
 - The Church of Jesus Christ of Latter-day Saints
 - United Methodist
 - United Church of Christ
 - A Christian affiliation not listed here (Please specify.): _____
 - Confucianist
 - Druid
 - Hindu
 - Jain
 - Jehovah's Witness
 - Jewish
 - Conservative
 - Orthodox
 - Reform
 - A Jewish affiliation not listed here (Please specify.): _____
 - Muslim
 - Ahmadi
 - Shi'ite
 - Sufi
 - Sunni
 - A Muslim affiliation not listed here (Please specify.): _____
 - Native American Traditional Practitioner or Ceremonial
 - Pagan
 - Oriental Orthodox (e.g., Coptic, Eritrean, Armenian)
 - Rastafarian

- Scientologist
- Secular Humanist
- Shinto
- Sikh
- Taoist
- Tenrikyo
- Unitarian Universalist
- Wiccan
- Spiritual but no religious affiliation
- No affiliation
- A religious affiliation or spiritual identity not listed above (Please specify.): _____

71. **Students only:** Do you receive financial support from a family member or guardian to assist with your living/educational expenses?

- Yes
- No

72. **Students only:** What is your *best estimate* of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?

- \$29,999 and below
- \$30,000 - \$49,999
- \$50,000 - \$69,999
- \$70,000 - \$99,999
- \$100,000 - \$149,999
- \$150,000 - \$199,999
- \$200,000 or more

73. **Students only:** Where do you live?

- On-Campus Housing Suites at Laker Landing
- Near-Campus Student Housing (e.g., Campus Gate)
- Off-Campus
 - In a rented or owned house, mobile home, or apartment with family (parent, guardian, spouse/partner, or relative)
 - In a rented or owned house, mobile home, or apartment alone or with roommates or friends
- Housing insecure (e.g., couch surfing, staying temporarily with a friend/family, sleeping in car, sleeping in campus lounge or office or motel room).
- In an outdoor location such as street, park, under bridge or overpass or campground.
- In transitional housing or homeless shelter.

74. **Students only:** Since having been a student at FLCC, have you been a member or participate in any of the following? (**Mark all that apply.**)

- I do not participate in any clubs or organizations at FLCC
- American Sign Language (ASL) Club
- African American, Latino, Asian, & Native American (AALANA) Club
- Anime Club
- Art Club
- Audio Engineering Society (AES)
- Campus Activities Board (CAB)
- DJ Club
- Electronic Gaming Society (EGS)
- Engineering and Technology Club – Victor Campus Center
- Fencing Club
- Habitat for Humanity
- Horticulture Club
- Logging Sports

- Magic: The Gathering Club
- Massage Club
- Nerf Club
- Nursing Club
- Phi Theta Kappa
- PRISM (LGBTQIA) Club
- Student Corporation
- Student Senate
- Theatre Club
- The Comfy Club
- The Dock
- Veterans Club
- Viticulture Club
- Wildlife Society Club of FLCC
- A student organization not listed above (Please specify.): _____*

75. **Students only:** What is your current grade point average (GPA)?

- No GPA at this time – first semester at FLCC College
- 3.50 – 4.00
- 3.00 – 3.49
- 2.50 – 2.99
- 2.00 – 2.49
- 1.50 – 1.99
- 1.00 – 1.49
- Below 1.00

76. **Students only:** Have you experienced financial hardship while attending FLCC College?
- No
 - Yes, I have had difficulty affording... **(Mark all that apply.)**
 - Automobile costs (e.g., gas, tolls, maintenance)
 - Other transportation costs (e.g., traveling to and from FLCC during breaks, public transportation, rideshare)
 - Books/course materials
 - Campus fees (e.g., lab, music, or culinary fees)
 - Child care
 - Child/spousal support payments
 - Cocurricular events or activities (e.g., participation in social events, alternative spring breaks)
 - Debt payments (e.g., credit card, loans)
 - Food
 - Housing/rent
 - Health and medical expenses
 - Studying abroad
 - Travel during mandatory evacuation
 - Tuition
 - Unpaid internships/research opportunities
 - Utilities
 - A financial hardship not listed here (Please specify.): _____
77. **Students only:** How are you currently paying for your education at FLCC College? **(Mark all that apply.)**
- Financial Aid/Grants (e.g., PELL, NYS TAP, SEOG, Work Study)
 - Financial Aid/Scholarships (e.g., FLCC scholarships, private scholarships, Excelsior Scholarship)
 - Financial Aid/Loans (e.g., Federal Loans, Private Loans, Plus Loans)
 - Third Party (e.g., Access VR, Workforce Development, employer sponsorship, military benefits)
 - Self-Pay (e.g., 529 account, personal savings, credit card, ACH, check, NelNet payment plan)
 - A method of payment not listed here (Please specify.): _____
78. **Students only:** Are you employed on campus, off campus, or both during the academic year? **(Mark all that apply.)**
- No (cannot select this and another option)
 - Yes, I work **on campus** – (Please indicate total number of hours you work)
 - 1 - 10 hours/week
 - 11 - 20 hours/week
 - 21 - 30 hours/week
 - 31 - 40 hours/week
 - More than 40 hours/week
 - Yes, I work **off campus** – (Please indicate total number of hours you work)
 - 1 - 10 hours/week
 - 11 - 20 hours/week
 - 21 - 30 hours/week
 - 31 - 40 hours/week
 - More than 40 hours/week

79. What is your primary method of transportation to FLCC?
- Bicycle
 - Carpool (e.g., private pool)
 - Personal vehicle
 - Public transportation (e.g., RTS)
 - Ride-sharing services (e.g., Lyft, Uber)
 - Taxi
 - Walk
 - A method of transportation not listed here (Please specify.): _____
80. How many minutes do you commute to your primary FLCC campus one-way (**Mark all that apply.**)
- 10 or fewer
 - 11-20
 - 21-30
 - 31-40
 - 41-50
 - 51-60
 - 60 or more

Part 4: Perceptions of Campus Climate

81. **Within the past year, have you OBSERVED** any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) learning or working environment at FLCC?
- No (Skip to Question #91)
 - Yes
82. Who/what was the **target** of the conduct? (Mark all that apply.)
- Academic advisor
 - Alumnus/a
 - Athletic coach/trainer
 - FLCC media (e.g., posters, brochures, flyers, handouts, websites)
 - Campus Safety
 - Coworker/colleague
 - Counseling Services
 - Department/program chair
 - Direct report (e.g., person who reports to me)
 - Donor
 - Faculty member/professor/other instructional staff
 - Friend
 - Student Health
 - Off-campus community member
 - Residence Life (e.g., R.A., R.D.)
 - Senior administrator (e.g., president, provost, vice president)
 - Social networking site (e.g., Facebook, Twitter, Snapchat)
 - Staff member
 - Stranger
 - Student
 - Student staff (e.g., front desk, student tutor, student laboratory assistant)
 - Student organization (Please specify.): _____
 - Supervisor or manager
 - Do not know source
 - A target not listed above (Please specify.): _____

83. Who/what was the **source** of the conduct? (Mark all that apply.)
- Academic advisor
 - Alumnus/a
 - Athletic coach/trainer
 - FLCC media (e.g., posters, brochures, flyers, handouts, websites)
 - Campus Safety
 - Coworker/colleague
 - Counseling Services
 - Department/program chair
 - Direct report (e.g., person who reports to me)
 - Donor
 - Faculty member/professor/other instructional staff
 - Friend
 - Student Health
 - Off-campus community member
 - Residence Life (e.g., R.A., R.D.)
 - Senior administrator (e.g., president, provost, vice president)
 - Social networking site (e.g., Facebook, Twitter, Snapchat)
 - Staff member
 - Stranger
 - Student
 - Student staff (e.g., front desk, student tutor, student laboratory assistant)
 - Student organization (Please specify.): _____
 - Supervisor or manager
 - Do not know source
 - A source not listed above (Please specify.): _____

84. Which of the target's characteristics do you believe was/were the basis for the conduct? (**Mark all that apply.**)

- Academic performance
- Age
- Blind or Visually Impaired
- Deaf or Hard of Hearing
- Educational credentials (e.g., BS, MS, PhD, MD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- Intellectual disability
- International status/national origin
- Learning disability/condition
- Length of service at FLCC
- Major field of study
- Marital status (e.g., single, married, partnered, separated, divorced)
- Mental health/psychological disability/condition
- Medical disability/condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization/team (Please specify.): _____
- Physical characteristics
- Physical disability/condition
- Philosophical views
- Political views
- Position (e.g., staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Do not know
- A reason not listed above (Please specify.): _____

85. Which of the following did you observe because of the target's identity? **(Mark all that apply.)**
- Assumption that someone was admitted/hired/promoted based on his/her identity
 - Assumption that someone was not admitted/hired/promoted based on his/her identity
 - Derogatory verbal remarks
 - Derogatory phone calls/text messages/email
 - Derogatory/unsolicited messages through social networking site (e.g., Facebook, Twitter, Snapchat)
 - Derogatory written comments
 - Derogatory phone calls
 - Graffiti/vandalism
 - Person intimidated or bullied
 - Person ignored or excluded
 - Person isolated or left out
 - Person experienced a hostile classroom environment
 - Person experienced a hostile work environment
 - Person was the target of workplace incivility
 - Person was stared at
 - Racial/ethnic profiling
 - Person received a low or unfair performance evaluation
 - Person received a poor grade
 - Person was unfairly evaluated in the promotion and tenure process
 - Person was stalked
 - Physical violence
 - Singled out as the spokesperson for their identity group
 - Threats of physical violence
 - Something not listed above (Please specify.): _____

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

- At a FLCC event/program
- At a campus center (Please specify.): _____
- In the Book Nook
- In a class/laboratory
- In a faculty office
- In a meeting with one other person
- In a meeting with a group of people
- In a FLCC administrative office
- In a FLCC dining facility
- In the Charles J. Meder library
- In an experiential learning environment (e.g., community-based learning, externship, internship)
- In athletic facilities
- In other public spaces at FLCC
- In on-campus housing (e.g., The Suites at Laker Landing)
- In FLCC Counseling Services
- In Disability Services Office
- In off-campus housing
- In FLCC Student Health Services
- In a college-wide publication or other media
- In a student services office
- Off campus
- On a campus shuttle
- On phone calls/text messages/email
- On social media sites (e.g., Facebook, Twitter, Snapchat, Instagram)
- While walking on campus
- While working at a FLCC job
- A venue not listed above (Please specify.): _____

87. How did you feel after experiencing the conduct? **(Mark all that apply.)**

- Afraid
- Angry
- Distressed
- Embarrassed
- Sad
- Somehow responsible
- A feeling not listed above (Please specify.): _____

88. What was your response to observing this conduct? (**Mark all that apply.**)
- I did not do anything.
 - I avoided the person/venue.
 - I contacted a local law enforcement official.
 - I confronted the person(s) at the time.
 - I confronted the person(s) later.
 - I did not know to whom to go.
 - I sought information online.
 - I sought support from off-campus hotline/advocacy services.
 - I contacted an FLCC resource.
 - Campus Center staff member
 - Campus Safety
 - Community Standards
 - Counseling Services
 - Coach
 - Disability Services
 - Employee Assistance Program (EAP)
 - Faculty member/professor
 - Office of Diversity, Equity, and Inclusion (e.g., Chief Diversity Officer)
 - Office of Human Resources
 - Office of Student Life
 - One Stop Center
 - Housing Staff person
 - Senior administrator (e.g., president, provost, vice president)
 - Staff member
 - Student Health
 - Title IX Co-coordinator
 - I told a family member.
 - I told a friend.
 - I sought support from a member of the clergy or spiritual advisor (e.g., imam, pastor, priest, rabbi).
 - I submitted a bias incident report or a report through the Ethics and Compliance Hotline.
 - A response not listed above (Please specify.): _____
89. Did you officially report the conduct?
- No, I did not report it.
 - Yes, I reported it.
 - Yes, I reported the incident and was satisfied with the outcome.
 - Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
 - Yes, I reported the incident but felt that it was not addressed appropriately
 - Yes, I reported the conduct and the outcome is still pending.
90. We are interested in knowing more about your experiences. If you wish to elaborate on your observations of conduct directed toward a person or group of people on campus that you believe created an exclusionary, intimidating, offensive, and/or hostile learning or working environment, please do so here.
91. **Faculty/Staff only:** Have you observed hiring practices at FLCC (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust?
- No (Skip to Question #94)
 - Yes
92. **Faculty/Staff only:** I believe that the unjust hiring practices were based upon... (**Mark all that apply.**)
- Age
 - Blind or Visually Impaired
 - Deaf or Hard of Hearing

- Educational credentials (e.g., BS, MS, PhD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- Intellectual disability
- International status
- Learning disability/condition
- Length of service at FLCC
- Major field of study
- Marital status (e.g., single, married, partnered, separated, divorced)
- Mental health/psychological disability/condition
- Medical disability/condition
- Military/veteran status
- Nepotism/cronyism
- Parental status (e.g., having children)
- Participation in an organization/team (Please specify.): _____
- Physical characteristics
- Physical disability/condition
- Philosophical views
- Political views
- Position (e.g., staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Do not know
- A reason not listed above (Please specify.): _____

93. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust hiring practices, please do so here.

94. **Faculty/Staff only:** Have you observed **promotion, tenure, reappointment, and/or reclassification** practices at FLCC that you perceive to be unjust?
- No (Skip to Question 97)
 - Yes

95. **Faculty/Staff only:** I believe the unjust behavior, procedures, or employment practices related to **promotion, tenure, reappointment, and/or reclassification** were based upon... (Mark all that apply.)

- Age
- Blind or Visually Impaired
- Deaf or Hard of Hearing
- Educational credentials (e.g., BS, MS, PhD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- Intellectual disability
- International status
- Learning disability/condition
- Length of service at FLCC
- Major field of study
- Marital status (e.g., single, married, partnered, separated, divorced)
- Mental health/psychological disability/condition
- Medical disability/condition
- Military/veteran status
- Nepotism/cronyism
- Parental status (e.g., having children)
- Participation in an organization/team (Please specify.): _____
- Physical characteristics
- Physical disability/condition
- Philosophical views
- Political views
- Position (e.g., staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Do not know
- A reason not listed above (Please specify.): _____

96. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification, please do so here.

97. **Faculty/Staff only:** Have you observed **employment-related discipline or action, up to and including dismissal**, at FLCC that you perceive to be unjust?
- No (Skip to Question #100)
 - Yes
98. **Faculty/Staff only:** I believe that the unjust **employment-related disciplinary actions** were based upon...
(Mark all that apply.)
- Age
 - Blind or Visually Impaired
 - Deaf or Hard of Hearing
 - Educational credentials (e.g., BS, MS, PhD)
 - English language proficiency/accents
 - Ethnicity
 - Gender/gender identity
 - Gender expression
 - Immigrant/citizen status
 - Intellectual disability
 - International status
 - Job duties
 - Learning disability/condition
 - Length of service at FLCC
 - Major field of study
 - Marital status (e.g., single, married, partnered, separated, divorced)
 - Mental health/psychological disability/condition
 - Medical disability/condition
 - Military/veteran status
 - Parental status (e.g., having children)
 - Participation in an organization/team (Please specify.): _____
 - Physical characteristics
 - Physical disability/condition
 - Philosophical views
 - Political views
 - Position (e.g., staff, faculty, student)
 - Pregnancy
 - Racial identity
 - Religious/spiritual views
 - Sexual identity
 - Socioeconomic status
 - Do not know
 - A reason not listed above (Please specify.): _____
99. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of employment-related discipline or action, up to and including dismissal practices, please do so here.

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

Friendly	1	2	3	4	5	Hostile
Inclusive	1	2	3	4	5	Exclusive
Improving	1	2	3	4	5	Regressing
Positive for persons with disabilities	1	2	3	4	5	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, bisexual, queer, or transgender	1	2	3	4	5	Negative for people who identify as lesbian, gay, bisexual, queer, or transgender
Positive for people of various religious/spiritual backgrounds	1	2	3	4	5	Negative for people of various religious/spiritual backgrounds
Positive for People of Color	1	2	3	4	5	Negative for People of Color
Positive for men	1	2	3	4	5	Negative for men
Positive for women	1	2	3	4	5	Negative for women
Positive for nonnative English speakers	1	2	3	4	5	Negative for nonnative English speakers
Positive for people who are not U.S. citizens	1	2	3	4	5	Negative for people who are not U.S. citizens
Welcoming	1	2	3	4	5	Not welcoming
Respectful	1	2	3	4	5	Not respectful
Positive for people of high socioeconomic status	1	2	3	4	5	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	1	2	3	4	5	Negative for people of low socioeconomic status
Positive for people of various political affiliations	1	2	3	4	5	Negative for people of various political affiliations
Positive for people in active military/veteran status	1	2	3	4	5	Negative for people in active military/veteran status

101. Using a scale of 1–5, please rate the overall campus climate on the following dimensions:
(Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism, 4=regularly encounter racism, and 5=constantly encounter racism)

Not racist	1	2	3	4	5	Racist
Not sexist	1	2	3	4	5	Sexist
Not homophobic	1	2	3	4	5	Homophobic
Not biphobic	1	2	3	4	5	Biphobic
Not transphobic	1	2	3	4	5	Transphobic
Not ageist	1	2	3	4	5	Ageist
Not classist (socioeconomic status)	1	2	3	4	5	Classist (socioeconomic status)
Not classist (position status: faculty, staff, student)	1	2	3	4	5	Classist (position status: faculty, staff, student)
Not ableist (disability-friendly)	1	2	3	4	5	Ableist (not disability-friendly)
Not xenophobic	1	2	3	4	5	Xenophobic
Not ethnocentric	1	2	3	4	5	Ethnocentric

102. **Students only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by FLCC faculty/professors .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by FLCC staff .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by FLCC senior administrators (e.g., president, provost, vice president).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by faculty/professors in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other students outside of the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the campus climate encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have faculty/professors whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have staff whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt that my abilities have been prejudged by a faculty member/professor based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt that my abilities have been prejudged by a staff member based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

103. **Faculty only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by faculty in my department/program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my department/program chair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other faculty at FLCC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by FLCC senior administrators (e.g., president, provost, vice president).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that FLCC encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my research/scholarship is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my teaching is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my service contributions are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt that my abilities have been prejudged by a faculty member/professor in my department/program based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt that my abilities have been prejudged by my department/program chair based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt that my abilities have been prejudged by a student based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

104. **Staff only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by coworkers in my department.	0	0	0	0	0
I feel valued by coworkers outside my department.	0	0	0	0	0
I feel valued by my supervisor/manager.	0	0	0	0	0
I feel valued by FLCC students.	0	0	0	0	0
I feel valued by FLCC faculty.	0	0	0	0	0
I feel valued by FLCC senior administrators (e.g., president, provost, vice president).	0	0	0	0	0
I believe that my department/program encourages free and open discussion of difficult topics.	0	0	0	0	0
I feel that my skills are valued.	0	0	0	0	0
I feel that my work is valued.	0	0	0	0	0
I have felt that my abilities have been prejudged by a coworker in my work unit based on their perception of my identity/background.	0	0	0	0	0
I have felt that my abilities have been prejudged by supervisor/manager based on their perception of my identity/background.	0	0	0	0	0
I have felt that my abilities have been prejudged by a faculty member/professor based on their perception of my identity/background.	0	0	0	0	0
I have felt that my abilities have been prejudged by a student based on their perception of my identity/background.	0	0	0	0	0

105. (Respondents with disabilities only) As a person who identifies with a disability, have you experienced a barrier in any of the following areas at FLCC in the past year?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	0	0	0
Classroom buildings (i.e., main campus, ontario building, Honors House, campus centers, viticulture center, Muller Field Station)	0	0	0
Classrooms and laboratories (including computer labs)	0	0	0
Campus housing	0	0	0
Café Dining facilities	0	0	0
Doors	0	0	0
Elevators/lifts	0	0	0
Emergency preparedness	0	0	0
Faculty and student support staff offices	0	0	0
Student Health Center	0	0	0
Office furniture (e.g., chair, desk)	0	0	0
Campus transportation/parking	0	0	0
Other campus buildings	0	0	0
Podiums	0	0	0
Restrooms	0	0	0
Signage	0	0	0
Studios/performing arts spaces	0	0	0
Temporary barriers because of construction or maintenance	0	0	0
Walkways, pedestrian paths, crosswalks	0	0	0
Technology/Online Environment			
Accessible electronic format	0	0	0
Classroom and presentation Clickers	0	0	0
Computer equipment (e.g., screens, mouse, keyboard)	0	0	0
Electronic forms	0	0	0
Electronic signage	0	0	0
Electronic surveys (including this one)	0	0	0
One Stop Kiosks	0	0	0
Library database	0	0	0
Moodle/Blackboard/Canvas	0	0	0
Phone/phone equipment	0	0	0
Software (e.g., voice recognition/audiobooks)	0	0	0
Video/video audio description	0	0	0
Website	0	0	0
Identity			
Electronic databases (e.g., Starfish, WebAdvisor)	0	0	0
FLCC email account	0	0	0
Intake forms (e.g., Health Center, Disability Services, Counseling)	0	0	0
Learning technology (e.g., Blackboard)	0	0	0
Surveys	0	0	0
Instructional/Campus Materials			
Brochures	0	0	0
Food menus	0	0	0
Forms	0	0	0
Journal articles	0	0	0
Library books	0	0	0
Other publications	0	0	0
Syllabi/course outline	0	0	0
Textbooks	0	0	0
Video-closed captioning and text description	0	0	0

106. We are interested in knowing more about your experiences. If you would like to elaborate on your responses regarding accessibility, please do so here.

107. (Respondents who identify as transgender/genderqueer/gender nonbinary only) As a person who identifies as Genderqueer, Nonbinary, or Transgender have you experienced a barrier in any of the following areas at FLCC in the past year?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus housing			
Changing rooms/locker rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identity Accuracy			
Bookstore	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class roster			
FLCC ID Card	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic databases (e.g., Starfish, WebAdvisor)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FLCC email account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intake forms (e.g., Health Center, Disability Services, Counseling)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning technology (e.g., Blackboard)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office/Department Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One Stop Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

108. We are interested in knowing more about your experiences. If you would like to elaborate on your responses, please do so here.

Part 5: Institutional Actions Relative to Climate Issues

109. **Faculty only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at FLCC.

	This Initiative IS Available at FLCC			This Initiative IS NOT Available at FLCC		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing flexibility for calculating the tenure clock	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing recognition and rewards for including diversity issues in courses across the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and equity training for faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty with toolkits to create an inclusive classroom environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty with supervisory training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people who have experienced harassment or discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a fair process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including diversity-related professional experiences as one of the criteria for hiring of faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including diversity-related professional experiences as one of the criteria for hiring of staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

110. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the effect of institutional actions on campus climate, please do so here.

111. **Staff only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at FLCC.

	This Initiative IS Available at FLCC			This Initiative IS NOT Available at FLCC		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity and equity training for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people who have experienced harassment or discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing supervisors/managers with supervisory training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty supervisors with supervisory training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a fair process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considering diversity-related professional experiences as one of the criteria for hiring of staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considering diversity-related professional experiences as one of the criteria for hiring of faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing career development opportunities for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing affordable child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support/resources for spouse/partner employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

112. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the effect of institutional actions on campus climate, please do so here.

113. **Students only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at FLCC.

	This Initiative IS Available at FLCC			This Initiative IS NOT Available at FLCC		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity and equity training for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and equity training for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and equity training for faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a person to address student complaints of bias by faculty/professors/staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a person to address student complaints of bias by other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities for cross-cultural dialogue among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities for cross-cultural dialogue among faculty/professors, staff, and students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective faculty/professor mentorship of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective academic advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity training for student employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

114. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the effect of institutional actions on campus climate, please do so here.

Part 6: Your Additional Comments

115. Are your experiences on campus different from those you experience in the towns surrounding the campuses? If so, how are these experiences different?

116. Do you have any specific recommendations for improving the climate at FLCC?

117. Using a multiple-choice format, this survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate. If you wish to elaborate upon any of your survey responses or further describe your experiences, you are encouraged to do so in the space provided below.

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

To thank all members of the FLCC community for their participation in this survey, you have an opportunity to win an award.

Submitting your contact information for a survey award is optional. *No survey information is connected to entering your information.*

To be eligible to win a survey award, select the appropriate link below. After the new page loads, enter your email address. Please submit only one entry per person; duplicate entries will be discarded. A random drawing will be held for the following survey awards:

Students

1 semester parking pass for the "B" (visitor) parking area (2)

1 month parking in the president's dedicated parking spot (2)

1 Semester of Books up to 500\$ from the FLCC Book Nook (1)

Faculty and Staff

1 semester parking pass for B lot (2)

Dinner for two at Julia at date of your choosing in Fall 2019 accompanied by one bottle of wine (red or white) from the Viticulture program

By clicking on a link below, you will be taken to a separate website for the purposes of providing an email for the drawing. In providing your email on the separate website, you are in no way linked or identified with the survey information collected here. The separation between the survey and drawing websites ensures your confidentiality.

https://flcc.formstack.com/forms/laker_voices_prize_drawing

Awards will be reported in accordance with IRS regulations. Please consult with your tax professional if you have questions.

We recognize that answering some of the questions on this survey may have been difficult for people.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

<https://www.flcc.edu/laker-voices/resources.cfm>