



**Spring 2017 Diversity Climate Survey:  
Analysis Report**

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# Spring 2017 Diversity Climate Survey Analysis Report

## Introduction

In the spring of 2017, the Office of Compliance and Diversity administered an open-link, online Diversity Climate Survey accessible to both undergraduate and graduate students. The effort was conducted to assess the college's environment with respect to diversity and inclusion issues with the hopes of identifying gaps in services and developing strategic goals and programming for the college. The survey was open from April 19<sup>th</sup> through May 18<sup>th</sup> during which time 2,108 students participated, of which 1599 (76%) completed all questions. The survey was anonymous, although student EMPL ID numbers were requested and stored separately from the survey responses for the sole purpose of entering participants in a prize drawing.

The survey consisted of 33 main questions, nine of which had multiple sub-questions. Twenty of the 33 survey questions focused on gathering respondent perceptions of the college environment; the balance (13 questions) requested personal demographic information. In addition, there were two contingency questions which only appeared to some students; these were open-ended. Seventeen of the total 33 questions allowed for only one response to be selected and 7 questions allowed the respondent to "check all that apply". The nine questions with sub-questions were Likert response scale statements. Respondents were presented with a statement and asked to indicate their degree of agreement using a scale provided. Eight of the nine Likerts were 5-point scales with a "no opinion" response option included, and one was a 4-point scale that did not allow for "no opinion". In total, the complete survey was comprised of 107 data points (excluding the open-ended contingency questions).

## Report Structure

Initially, a general examination of the full survey data was completed, results were presented and discussed with the Office of Compliance and Diversity, and a direction for deeper analysis and focus was then determined and performed; this report represents the results of this collaborative process.

Section I presents the key findings that emerged from an analysis of the focus areas, organized and grouped by major theme. It begins with respondent perceptions of the college environment as a whole, followed by statements targeting specific aspects of climate diversity, and concludes with items relating to classroom dynamics. These findings are presented at the full respondent group level (maximum of 2108 respondents per question), and at the respondent-identified ethnicity group level (Hispanic or Latino/Not Hispanic or Latino,  $n=1599$ ).

Section II provides the full survey response data for every question asked in the survey. Likert scale statement data are presented at the full multi-point scale, and also aggregated to "positive" versus "negative" Likert responses (Table 16). Table 17 provides the complete set of write-in responses (as submitted by respondents; no editing) to "other (please specify)" selections, and to the two, write-in contingency questions. On average, "other" response data did not comprise a significantly large percentage of the total on any given question, nor did respondents that selected "other" necessarily provide details even though prompted to do so; however, where a sizeable list of comments was recorded, they were manually coded and mapped in to larger "themes" for easier analysis. The summary table of themes and associated percentages appears immediately before the detailed respondent comments collected in the full report (Table 17).

Section III contains three appendix tables. Appendix A details the data collected from the respondent demographic questions; Appendix B provides a supplementary analysis of the race/ethnicity demographic data; Appendix C provides a copy of the survey instrument.

# Spring 2017 Diversity Climate Survey Summary Report

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## Section I: Key Findings

The survey sought to inform the Office of Compliance and Diversity, Student Affairs and the Diversity and Inclusion Committee about student perceptions of the college’s climate. John Jay College leadership hopes to be able to use the results of this survey to identify gaps in services and develop strategic goals for the institution going forward. Generally speaking, respondents were extremely positive; the vast majority rated all positively-worded Likert scale statements (representing 74% of the total Likert scale statements) as strongly agree/agree, clearly perceiving the community as one of tolerance and acceptance. However, there was a meaningful percentage of respondents that were less satisfied, particularly when asked targeted questions about stakeholder groups or experiences (i.e., classroom dynamics and interactions, one-on-one encounters); these findings form the basis of the key findings in the report analysis.

As indicated in the introduction, the survey data was also examined by respondent-identified ethnicity. Table 1 presents a summary of the responses to the survey question, “Which describes your ethnicity?” Survey participants were forced to select “Hispanic or Latino” (henceforth to be abbreviated as HL) or “Not Hispanic or Latino” (henceforth to be abbreviated as Not-HL) with no option to “choose not to respond” or “other (please specify)” offered. This question was among those appearing in the demographic section at the end of the survey; 1599 respondents submitted an answer out of a possible 2108 (76%). This produced an *n* that was both sufficiently large and representative enough that it could be used to perform statistical tests and analysis across the multi-point Likert scales, and ascertain distinctions between sub-population perspectives based on ethnic identity. As a general statement, an analysis of the data by ethnicity grouping revealed that each were highly satisfied with the diversity climate of the institution, classroom, and toward college stakeholders - a direct reflection of the larger respondent population results. However, percentage levels of satisfaction varied between the two groups with two consistent patterns clearly emerging: 1) throughout the survey, the HL levels of percentage positive agreement by survey question/statement tended to higher than the full respondent population percentages, and 2) the Not-HL group – while highly positive overall – tended to be less positive than the full respondent population and less positive than the HL group; the percentage differential between the two ethnic groupings by question/statemnt ranged from a negligible .1 to a more marked 7.5 percentage points. Where response differentials were statistically significant, they were reported and detailed in the report findings.

**Table 1. Respondent Self-identified Ethnicity**

| Student Self-identified Ethnicity | Number of Respondents | Percent to Total | John Jay College Population <sup>1</sup> |
|-----------------------------------|-----------------------|------------------|--|
| Hispanic or Latino (HL)           | 722                   | 45.2%            | 41.4%                                    |
| Not Hispanic or Latino (Not-HL)   | 877                   | 54.8%            | 58.6%                                    |
| <b>Total</b>                      | <b>1599</b>           | <b>100.0%</b>    | <b>100.0%</b>                            |

<sup>1</sup> Fall 2016 Fact Book, Tables 7 and 10, fall 2016 student enrollment personal characteristics data, “Imputed Ethnicity”, undergraduate and graduate students combined (reflecting survey data).

## The College Environment

The below tables present survey statements that sought feedback on the institution’s climate in general; in cases where the statement was later replicated by stakeholder group, those findings were also presented to provide a fuller context and allow for meaningful analysis and interpretation. As stated above, total survey respondents (N=2108) were extremely positive about the John Jay College environment, with most statements garnering strongly agree/agree percentages of 90% and above. One-quarter of respondents expressed the feeling that diversity was over-emphasized, although just below one-fifth believed top administration did not appear interested in diversity issues at all. It should be noted that on both of these statements, an equally large percentage of students selected “no opinion” (20% and 22%, respectively).

**Table 2. Total Respondent Population**

| Likert Scale Statements   | Strongly agree/Agree |
|---|----------------------|
| I believe the campus climate at John Jay College is open and accepting of diversity.                      | 95.0                 |
| At John Jay College, people are treated fairly regardless of Category                                     | 90.3                 |
| At John Jay College, people have equal opportunity to excel at John Jay College regardless of Category    | 90.3                 |
| John Jay College provides an environment where people are free to give their ideas, opinions, or beliefs. | 89.9                 |
| I believe my values and the values of John Jay College are similar.                                       | 89.2                 |
| The top administration at John Jay College <b>does not</b> appear to be interested in diversity issues.   | 18.5                 |
| John Jay College focuses <b>too much</b> on issues of diversity.  | 25.1                 |

In a set of questions related to the campus providing a free and open environment, survey participants were asked if each stakeholder group created this environment. Respondents’ positive levels of agreement varied between the three stakeholder groups by 5 percentage points, with fellow students seen as least contributory.

**Table 2a. Total Respondent Population**

| Likert Scale Statement   | Strongly agree/Agree Percentages |       |          |
|--|----------------------------------|-------|----------|
|  | Faculty                          | Staff | Students |
| [ ] create an environment for the free and open expression of ideas, opinions and beliefs. | 91.9                             | 88.5  | 86.5     |

When the data was analyzed by ethnicity grouping, findings for each statement by ethnicity group were highly positive. In part of a general pattern that emerged throughout the survey findings, the HL group tended to be more positive than the population as a whole on every statement, as well as more positive than the Not-HL group. In five of the seven statements, the difference in agreement levels between the two groups was statistically significant. Further, the two groups differed from one another on the degree to which they viewed specific stakeholder contributions to the institution’s free and open environment, particularly where fellow students were concerned. Statements on perceptions that 1) there was too much of a focus on diversity, and 2) a lack of interest by top administration, were consistent with the opinions of the larger respondent group, and were not statistically significantly different from one another.

**Table 2b. Self-identified Ethnicity Respondent Population**

| Likert Scale Statements   | HL Strongly agree/agree | Not-HL Strongly agree/agree | p-value <sup>2</sup> |
|---|-------------------------|-----------------------------|----------------------|
| I believe the campus climate at John Jay College is open and accepting of diversity.                      | 96.4                    | 93.6                        | **                   |
| At John Jay College, people are treated fairly regardless of Category.                                    | 91.6                    | 88.1                        | *                    |
| At John Jay College, people have equal opportunity to excel at John Jay College regardless of Category.   | 92.9                    | 87.6                        | **                   |
| John Jay College provides an environment where people are free to give their ideas, opinions, or beliefs. | 91.7                    | 88.4                        | *                    |
| I believe my values and the values of John Jay College are similar.                                       | 91.6                    | 87.5                        | **                   |

**Table 2c. Self-identified Ethnicity Respondent Population**

| [ ] create an environment for the free and open expression of ideas, opinions and beliefs. | HL Strongly agree/agree | Not-HL Strongly agree/agree | p-value |
|--|-------------------------|-----------------------------|---------|
| Faculty  | 93.5                    | 90.9                        | **      |
| Staff  | 90.9                    | 86.9                        | **      |
| Students   | 90.7                    | 83.5                        | **      |

Survey participants were also asked about generally witnessing or experiencing discriminatory behavior and/or harassment. While the vast majority of total respondents were confident that they had *not* (83% and higher), 9% - 17% of respondents reported that they either had, or were not sure if they had; definitions of discrimination and harassment were provided with the survey questions.

**Table 3. Total Respondent Population**

| Likert Scale Statements                       | Yes/Not Sure |
|---|--------------|
| Have you witnessed discriminatory behavior?   | 16.7         |
| Have you witnessed harassment?                | 11.6         |
| Have you experienced harassment? <sup>3</sup> | 8.5          |

When the ethnicity populations were compared to one another on these questions, we see a statistically significant difference between the percentages of respondents that report definitely or possibly witnessing and/or experiencing *harassment* behavior; this was not the case for the question on witnessing *discrimination*.

**Table 3a. Self-identified Ethnicity Respondent Population**

| Likert Scale Statements          | HL Yes/Not Sure | Not-HL Yes/Not Sure | p-value |
|----------------------------------|-----------------|---------------------|---------|
| Have you witnessed harassment?   | 8.9             | 13.6                | *       |
| Have you experienced harassment? | 6.2             | 10.3                | *       |

<sup>2</sup> \* represents a p-value of <= .05; \*\* represents a p-value of <= .01

<sup>3</sup> The survey only asked the respondent if they had *experienced harassment*; a separate question was *not* included to inquire if they had experienced discrimination.

There were two related questions directed toward evaluating the faculty stakeholder group on responsiveness to reports of discrimination and harassment. For both statements, a substantial 39% of total respondents had “no opinion”; these high percentages may be a function of the confidential nature of reporting and responding to such incidences. In light of the high percentage of “no opinion” selections, the positive levels of agreement were much lower, yet still majority positive. Fifty-six percent of total respondents strongly agreed/agreed that faculty were responsive to reports of discrimination and 57% to reports of harassment. The HL/Not-HL comparative analysis revealed similar percentages of “no opinion” responses relative to the total response population, however a statistically significant difference in respondent perceptions was found for faculty responsiveness to harassment (none for discrimination).

**Table 3b. Total Respondent Population**

| Likert Scale Statements                              | Strongly agree/Agree |
|--|----------------------|
| Faculty are responsive to reports of discrimination. | 56.3                 |
| Faculty are responsive to reports of harassment.     | 57.1                 |

**Table 3c. Self-identified Ethnicity Respondent Population**

| Likert Scale Statement                           | HL Strongly agree/agree | Not-HL Strongly agree/agree | p-value |
|--|-------------------------|-----------------------------|---------|
| Faculty are responsive to reports of harassment. | 60.2                    | 53.5                        | *       |

In addition, 13% of total respondents reported that they had, or might have been, *singled out* on campus or in class because of their identity within the last 12 months. The top five reasons cited by respondents who stated that they definitely had been singled out were race (57%), ethnicity (33%), gender (30%), culture (28%) and socio-economic status (24%); respondents could select more than one reason or write in their own. Additionally, almost half (48%) of all respondents claimed that it was another student who was the “actor”, while 29% stated it was a faculty member (see the full results, Table 16, Question 7A and 7B). While the data does not give us reasons for respondent perspectives, this latter finding may be somewhat a function of respondent frequency and nature of interactions with different stakeholder groups.

**Table 3d. Total Respondent Population**

| Likert Scale Statement  | Yes/Not Sure |
|---|--------------|
| Have you been singled out on campus or in class because of your identity within the last 12 months? | 13.4         |

The HL and Not-HL respondents statistically significantly differed in their response to this question as well, with a higher percentage of Not-HL respondents reporting being singled out. Those that answered affirmatively reflected the larger population in their selection of reasons and relative importance with the exception of socio-economic status. For the Not-HL respondents, religion and socio-economic status were equally cited as fifth in importance, but for the HL group, religion was cited as fifth with socio-economic status next at almost 4 percentage points lower. Not-HL respondents cited faculty as the main “actors” (30% vs. HL of 27%), whereas HL respondents cited students as the main “actors” (54% vs. Not-HL 45%); however, an additional 5% of Not-HL students reported that faculty, staff and students were all actors (HL = 0%).

**Table 3e. Self-identified Ethnicity Respondent Population**

| Likert Scale Statements   | HL Yes/ Not Sure | Not-HL Yes/Not Sure | p-value |
|---|------------------|---------------------|---------|
| Have you been singled out on campus or in class because of your identity within the last 12 months? | 10.8             | 15.2                | *       |

In an analysis of identically-worded Likert scale statements on general climate issues, where only the stakeholder group in the statement changed, perceptual differences were identified<sup>4</sup>. By grouping them together, it allows for comparative analysis of respondent satisfaction levels across stakeholder groups on the same climate aspect. *It is important to note that these comparative stakeholder statement findings should be interpreted with caution, as respondent perceptions are likely influenced by the frequency and nature of interactions with different stakeholder groups.*

On the whole, respondents were overwhelmingly positive in their perceptions of faculty, staff and students, however, statements on stereotyping and inappropriate jokes or comments resonated with respondents at percentages ranging from 22% to 34% depending upon stakeholder group, with students being perceived as the primary “actors” followed by faculty.

**Table 4. Total Respondent Population**

| Likert Scale Statements   | Strongly agree/Agree Percentages |       |          |
|---|----------------------------------|-------|----------|
|   | Faculty                          | Staff | Students |
| [ ] respond to me based upon stereotypes they have about my group(s).                   | 23.1                             | 22.1  | 28.6     |
| I have had [ ] who made inappropriate jokes or comments about people who are different. | 27.0                             | 22.4  | 33.7     |
| I feel that [ ] at John Jay College accept me for who I am.                             | 94.4                             | n/a   | 93.4     |
| [ ] respect me as a person.   | 92.7                             | 90.0  | 87.8     |

When statistical analysis was then performed at the level of ethnicity group, the only statistically significant difference in responses to questions of stereotyping and inappropriate jokes and comments, across stakeholder groups, was with respect to perceptions of staff on the issue of stereotyping. Here, almost one-in-four Not-HL respondents strongly agreed/agreed that staff stereotyped them versus one-in-five HL respondents. Further, statistical differences were identified in HL/Not-HL responses to being respected as a person by faculty and by students.

**Table 4a. Self-identified Ethnicity Respondent Population**

| [ ] respond to me based upon stereotypes they have about my group(s). | HL Strongly agree/agree | Not-HL Strongly agree/agree | p-value |
|---|-------------------------|-----------------------------|---------|
| Staff   | 19.8                    | 23.6                        | **      |

| [ ] respect me as a person. | HL Strongly agree/agree | Not-HL Strongly agree/agree | p-value |
|-----------------------------|-------------------------|-----------------------------|---------|
| Faculty                     | 94.2                    | 92.2                        | *       |
| Students                    | 90.2                    | 86.0                        | **      |

<sup>4</sup> Please note that these statements did not appear successively in the survey.



## **Recruit and Retain Efforts**

The survey further sought to ascertain students' perceptions of the institution's efforts to recruit and retain faculty and students on an array of diversity aspects. For each question, 11 category prompts were given for students to select from, including "none of the above" and "other"; if they selected the latter, they were asked to clarify their response (not all respondents did). Respondents were asked to "check all that apply", so percentages do not total 100%. Almost half (49%) of population respondents selected HL recruitment/retention of faculty as most important followed by LGBTQ (47%); HL was fourth most important in student efforts behind foreign nationals<sup>5</sup> at 46%, LGBTQ and African American (Non-Hispanic), both at 43%. Excluding "none of the above" and "other", respondents were least concerned with efforts targeting men or White/Caucasians. However, it is notable that "none of the above" garnered 18% and 23%, and "other" 8% and 7% (faculty and students, respectively).

**Table 5. Total Respondent Population**

| <b>Survey Question Options</b>  | <b>Recruit/Retain Faculty (N=1648)</b> | <b>Recruit/Retain Students (N=1648)</b> |
|---------------------------------|--|---|
| Hispanic/Latino/(a)             | <b>48.8</b>                            | 42.3                                    |
| African American (Non-Hispanic) | 47.7                                   | 43.0                                    |
| LGBTQ                           | 46.6                                   | 43.1                                    |
| Women                           | 46.5                                   | 41.3                                    |
| Asian/Pacific islander          | 40.0                                   | 42.5                                    |
| Foreign nationals               | 39.3                                   | <b>45.7</b>                             |
| American Indian/Alaska Native   | 37.3                                   | 40.7                                    |
| Men                             | 23.7                                   | 30.5                                    |
| White/Caucasian                 | 22.0                                   | 29.4                                    |
| None of the above               | 18.1                                   | 22.9                                    |
| Other (please specify)          | 7.6                                    | 7.0                                     |

In performing this same analysis by ethnic group, the HL respondents expressed their desire for more HL faculty and students to be recruited and retained (69% and 54% agreement levels, respectively), followed by LGBTQ (53% and 49%, respectively) and women (52% and 46% respectively); other race/ethnicity groups were of less importance overall, the highest being African American (Non-Hispanic) at 48% for faculty and 46% for students.

In contrast, Not-HL respondents supported recruiting and retaining all of the Not-HL race/ethnicity groups with higher percentages than HL (with the exception of White/Caucasian). African American (Non-Hispanic) was reported as the most important group for faculty efforts garnering 48% of respondent agreement, followed by Asian/Pacific islander at 43%. For students, the Not-HL group supported greater efforts with respect to foreign nationals (45%) followed by Asian/Pacific islander (43%); HL faculty and student recruitment and retention were seen as least important, only appearing above men and White/Caucasian groups.

As in the total respondent population, both HL and Not-HL groups viewed recruitment and retention of males and White/Caucasian faculty and students as least important overall.

<sup>5</sup> Foreign nationals was not a defined term in the survey.

**Table 5a. Self-identified Ethnicity Respondent Population**

| Survey Question Options         | Hispanic or Latino<br>(N=722) |                         | Not Hispanic or Latino<br>(N=877) |                         |
|---------------------------------|-------------------------------|-------------------------|-----------------------------------|-------------------------|
|                                 | Retain/Recruit Faculty        | Retain/Recruit Students | Retain/Recruit Faculty            | Retain/Recruit Students |
| Hispanic/Latino/(a)             | 68.6                          | 54.2                    | 33.3                              | 32.6                    |
| LGBTQ                           | 52.8                          | 49.2                    | 42.0                              | 38.7                    |
| Women                           | 51.8                          | 46.0                    | 42.6                              | 38.0                    |
| African American (Non-Hispanic) | 47.9                          | 45.8                    | 48.0                              | 40.9                    |
| Foreign nationals               | 38.9                          | 47.9                    | 40.0                              | 44.5                    |
| American Indian/Alaska Native   | 38.5                          | 44.2                    | 37.2                              | 38.7                    |
| Asian/Pacific islander          | 37.0                          | 42.5                    | 43.4                              | 43.3                    |
| Men                             | 24.7                          | 33.8                    | 23.0                              | 27.8                    |
| White/Caucasian                 | 22.0                          | 29.5                    | 22.3                              | 29.5                    |
| None of the above               | 16.1                          | 20.4                    | 19.5                              | 24.9                    |
| Other (please specify)          | 6.4                           | 5.7                     | 8.8                               | 8.2                     |

Within the “other” write-in responses, the majority of total survey respondents felt that faculty should primarily be recruited and retained based upon their qualifications, and for students that was the second most common comment. “Everyone” was also popular. The top five appear (aggregated by theme) in the table below (the full list is available in Table 17).

**Table 6. Total Respondent Population**

| “Other” Write-in Responses<br>(aggregated by theme)                   | Recruit/Retain Faculty<br>(N=100) | Recruit/Retain Students<br>(N=92) |
|---|-----------------------------------|-----------------------------------|
| Qualifications  | 28.0                              | 22.8                              |
| Everyone  | 21.0                              | 26.1                              |
| Race/Ethnicity ( <i>ones not listed specifically as a selection</i> ) | 20.0                              | 17.4                              |
| Religion  | 7.0                               | 5.4                               |
| People with Disabilities  | 6.0                               | 7.6                               |

The picture that emerged was once again different when performing a comparison of HL and Not-HL group responses. As in the total respondent population, qualifications were viewed as important, particularly for faculty. However, Not-HL respondents used the “other” write-in opportunity to underscore a desire for greater race/ethnic diversity beyond the categories specifically provided for selection in the survey instrument.

**Table 6a. Self-identified Ethnicity Respondent Population**

| “Other “ Write-in Responses<br>(aggregated by theme)                      | Hispanic or Latino<br>(N=32/46) (N=32/41) |                            | Not Hispanic or Latino<br>(N=65/77) (N=58/72) |                            |
|---|---|----------------------------|---|----------------------------|
|   | Recruit/Retain<br>Faculty                 | Recruit/Retain<br>Students | Recruit/Retain<br>Faculty                     | Recruit/Retain<br>Students |
| Qualifications  | 37.5                                      | 28.1                       | 24.6  | 20.7                       |
| Everyone  | 31.3                                      | 40.6                       | 16.9  | 19.0                       |
| Race/Ethnicity ( <i>ones not listed<br/>specifically as a selection</i> ) | 9.4                                       | 6.3                        | 24.6  | 22.4                       |
| Low SES   | 6.3                                       | 0.0                        | 1.5   | 1.7                        |
| Religion  | 6.3                                       | 0.0                        | 6.2   | 6.9                        |
| People with Disabilities  | 3.1                                       | 6.3                        | 7.7   | 8.6                        |
| Gender  | 3.1                                       | 0.0                        | 6.2   | 5.2                        |

## Diversity Aspects

In general, respondents appear to strongly agree/agree that the institution is most supportive of race/ethnic diversity, followed by sexual orientation, gender identity, religion and then disability (listed in this order based upon a comparison of strongly agree/agree percentages across these diversity aspects). It should be noted, that the range of positive percentages for the institution were higher than for stakeholder groups where the statements were identical. Again comparison between stakeholder groups should be made with caution as the frequency and nature of student interactions across these groups would likely vary and possibly influence the findings. Where there were statistically significant differences found contrasting the responses of the HL and Not-HL groups, staff was the most frequent stakeholder of differing perceptions, and the Not-HL group was consistently lower in its satisfaction levels (on average, by 3 – 5 percentage points) than the HL group.

### Aspect 1: Race/Ethnicity

With respect to race/ethnicity, over 90% of all respondents strongly agreed/agreed that the institution is fair and provides equal opportunity to students regardless of race/ethnicity; stakeholder groups were perceived as being fairly comparable in their levels of support (89% - 91%). Despite this, approximately one-in-five respondents asserted their belief that there is racial tension on campus, and a higher percentage (24% - 27%) report stakeholder resentment of other race/ethnicities.

An analysis of HL and Not-HL responses did reveal a difference in their perceptions of how people of different race/ethnicities are treated and on how well the institution addresses issues that arise. Further, while they agreed in their perception of fellow student support, they differed on their views of how supportive faculty and staff were. Finally, while Not-HL respondents were slightly more likely to report campus racial tension and resentment by stakeholder groups, the difference from the HL group was not statistically significant.

**Table 7. Total Respondent Population**

| Likert Scale Statements: Race/Ethnicity   | Strongly agree/Agree |
|---|----------------------|
| At John Jay College, people have equal opportunity to excel at John Jay College regardless of Race/ethnicity. | 94.4                 |
| At John Jay College, people are treated fairly regardless of Race/ethnicity.                                  | 93.6                 |
| I believe there is racial tension on the campus.  | 19.8                 |
| John Jay College does a good job of addressing race issues.   | 75.9                 |

| Likert Scale Statements: Race/Ethnicity  | Faculty           | Staff | Students |
|--|-------------------|-------|----------|
| [ ] are supportive of people with different racial and ethnic backgrounds.           | 91.3              | 89.4  | 89.1     |
| [ ] are <i>resentful</i> of others whose race/ethnicity is different from their own. | 24.4 <sup>6</sup> |       | 27.5     |

**Table 7a. Self-identified Ethnicity Respondent Population**

| Likert Scale Statements: Race/Ethnicity                                      | HL Strongly agree/agree | Not-HL Strongly agree/agree | p-value |
|--|-------------------------|-----------------------------|---------|
| At John Jay College, people are treated fairly regardless of Race/ethnicity. | 96.0                    | 91.6                        | **      |
| John Jay College does a good job of addressing race issues.                  | 78.5                    | 73.4                        | **      |

| [ ] are supportive of people with different racial and ethnic backgrounds. | HL Strongly agree/agree | Not-HL Strongly agree/agree | p-value |
|--|-------------------------|-----------------------------|---------|
| Faculty  | 93.6                    | 90.6                        | **      |
| Staff  | 92.0                    | 87.7                        | **      |

**Aspect 2: Sexual Orientation**

When asked to evaluate the climate on issues of sexual orientation, respondents were highly positive overall but about one-in-five expressed some dissatisfaction with the institution’s efforts to provide programming and activities, and with visible signs of support for safe space. Fellow students were perceived as being more supportive than both faculty and staff by 3 to 5 percentage points.

<sup>6</sup> This statement read “faculty and staff are resentful of others whose race/ethnicity is different from their own”, therefore the percentage represents both faculty and staff.

**Table 8. Total Respondent Population**

| Likert Scale Statements: Sexual Orientation   | Strongly agree/Agree |
|---|----------------------|
| At John Jay College, people have equal opportunity to excel at John Jay College regardless of Sexual orientation (i.e., lesbian, gay, bisexual, asexual, or straight) | 94.9                 |
| At John Jay College, people are treated fairly regardless of sexual orientation (i.e., lesbian, gay, bisexual, asexual, or straight).                                 | 92.6                 |
| John Jay College does a good job of providing programs and activities that promote acceptance of all sexual orientations.   | 79.9                 |
| There are visible signs of support for safe space on campus for LGBTQ members.  | 80.8                 |

| Likert Scale Statements: Sexual Orientation   | Faculty | Staff | Students |
|---|---------|-------|----------|
| [ ] are supportive of a person's sexual orientation (i.e., lesbian, gay, bisexual, asexual, or straight). | 85.4    | 84.0  | 88.0     |

At the HL/Not-HL comparative level, there was once again a significant difference in agreement levels with respect to opportunity and fair treatment regardless of sexual orientation, even though both groups demonstrated high levels of positivity. In terms of support by stakeholder groups, perceptual differences were statistically significant when evaluating staff and fellow students, but not faculty.

**Table 8a. Self-identified Ethnicity Respondent Population**

| Likert Scale Statements: Sexual Orientation   | HL Strongly agree/agree | Not-HL Strongly agree/agree | p-value |
|---|-------------------------|-----------------------------|---------|
| At John Jay College, people have equal opportunity to excel at John Jay College regardless of Sexual orientation (i.e., lesbian, gay, bisexual, asexual, or straight) | 96.7                    | 93.5                        | *       |
| At John Jay College, people are treated fairly regardless of sexual orientation (i.e., lesbian, gay, bisexual, asexual, or straight).                                 | 95.7                    | 89.9                        | **      |

| [ ] are supportive of a person's sexual orientation (i.e., lesbian, gay, bisexual, asexual, or straight). | HL Strongly agree/agree | Not-HL Strongly agree/agree | p-value |
|---|-------------------------|-----------------------------|---------|
| Staff   | 88.0                    | 81.3                        | **      |
| Students  | 90.9                    | 86.1                        | **      |

**Aspect 3: Gender Identity**

Total respondent population perceptions regarding gender identity attitudes received one to two percentage point lower ratings than sexual orientation on statements referencing the college climate as a whole; faculty and staff were viewed as comparatively supportive at levels similarly expressed for the sexual orientation statement (84%-85%). There was a statistically significant difference in the perceptions of support for gender identity reported by HL and Not-HL groups, continuing a pattern across the diversity aspects where the latter strongly agreed/agreed at levels of 3 - 5 percentage points lower than the HL group.

**Table 9. Total Respondent Population**

| Likert Scale Statements: Gender identity   | Strongly agree/Agree |
|--|----------------------|
| At John Jay College, people have equal opportunity to excel at John Jay College regardless of Gender identity/expression (i.e., female, male, transgender, or gender non-conforming) | 93.7                 |
| At John Jay College, people are treated fairly regardless of Gender identity/expression (i.e., female, male, transgender, or gender non-conforming)                                  | 91.3                 |

| Likert Scale Statements: Gender identity   | Faculty | Staff | Students |
|--|---------|-------|----------|
| [ ] are supportive of a person's gender identity/expression (i.e., female, male, transgender, or gender non-conforming, etc.) <sup>7</sup> | 85.0    | 84.0  | n/a      |

**Table 9a. Self-identified Ethnicity Respondent Population**

| Likert Scale Statements: Gender Identity   | HL Strongly agree/agree | Not-HL Strongly agree/agree | p-value |
|--|-------------------------|-----------------------------|---------|
| At John Jay College, people have equal opportunity to excel at John Jay College regardless of Gender identity/expression (i.e., female, male, transgender, or gender non-conforming) | 95.7                    | 92.1                        | *       |
| At John Jay College, people are treated fairly regardless of Gender identity/expression (i.e., female, male, transgender, or gender non-conforming)                                  | 93.6                    | 88.6                        | **      |

| [ ] are supportive of a person's gender identity/expression (i.e., female, male, transgender, or gender non-conforming, etc.) | HL Strongly agree/agree | Not-HL Strongly agree/agree | p-value |
|---|-------------------------|-----------------------------|---------|
| Faculty   | 88.9                    | 83.4                        | **      |
| Staff   | 88.1                    | 81.3                        | **      |

**Aspect 4: Religion**

Percentage agreement on statements about religious diversity attitudes and support were similar to that of the aforementioned categories. Similar to race/ethnicity, just below 20% of total respondents reported religious tension on campus, and there was a strong belief in fair treatment and equal opportunity regardless of religious identification. Faculty and staff were perceived as more supportive on issues of religious diversity than on sexual orientation and gender identity. Once again, when analyzing the data by ethnicity identification there were statistically significant differences in perspectives, with the Not-HL group feeling less positive. On the question of religious tension, there was no statistically significant difference between the ethnicity group responses.

<sup>7</sup> Due to a typo, this statement was not evaluated for students as a stakeholder group.

**Table 10. Total Respondent Population**

| Likert Scale Statements: Religion   | Strongly agree/Agree |
|---|----------------------|
| At John Jay College, people have equal opportunity to excel at John Jay College regardless of religion. | 93.4                 |
| At John Jay College, people are treated fairly regardless of religion                                   | 90.8                 |
| I believe there is religious tension on the campus.   | 19.2                 |

| Likert Scale Statements: Religion                                  | Faculty | Staff | Students |
|--|---------|-------|----------|
| [ ] are supportive of people with different religious backgrounds. | 89.5    | 87.3  | 87.6     |

**Table 10a. Self-identified Ethnicity Respondent Population**

| Likert Scale Statements: Religion   | HL Strongly agree/agree | Not-HL Strongly agree/agree | p-value |
|---|-------------------------|-----------------------------|---------|
| At John Jay College, people have equal opportunity to excel at John Jay College regardless of religion. | 95.7                    | 91.2                        | **      |
| At John Jay College, people are treated fairly regardless of religion                                   | 93.1                    | 88.7                        | *       |

| [ ] are supportive of people with different religious backgrounds. | HL Strongly agree/agree | Not-HL Strongly agree/agree | p-value |
|--|-------------------------|-----------------------------|---------|
| Staff  | 90.0                    | 85.5                        | *       |
| Students   | 90.0                    | 86.1                        | *       |

**Aspect 5: Disability**

Of the five aspects studied, the lowest percentages of strongly agree/agree were attained on the supportive statements about disability, although still overwhelmingly positive at 90% or more. Seven percent of students expressed that they had been singled out in class due to a disability, but it is not clear how students defined the term “disability” (i.e., what they included/excluded). Percentages of agreement that faculty and staff were accommodating to students were achieved at about the same levels as on sexual orientation and gender identity. Not-HL respondents reported lower levels of satisfaction than the HL group to a statistically significant degree, and perceived staff as significantly less accommodating; the groups did not differ in their response to being singled out in class for a disability.

**Table 11. Total Respondent Population**

| Likert Scale Statements: Disability  | Strongly agree/ Agree |
|--|-----------------------|
| At John Jay College, people have equal opportunity to excel at John Jay College regardless of Disability | 90.7                  |
| At John Jay College, people are treated fairly regardless of Disability.                                 | 90.2                  |
| I am singled out <i>in class</i> because of a disability.  | 7.1                   |

| Likert Scale Statements: Disability                               | Faculty | Staff |
|---|---------|-------|
| [ ] are accommodating to students with disabilities. <sup>8</sup> | 85.1    | 85.0  |

**Table 11a. Self-identified Ethnicity Respondent Population**

| Likert Scale Statements: Disability  | HL Strongly agree/agree | Not-HL Strongly agree/agree | p-value |
|--|-------------------------|-----------------------------|---------|
| At John Jay College, people have equal opportunity to excel at John Jay College regardless of Disability | 93.2                    | 88.3                        | **      |
| At John Jay College, people are treated fairly regardless of Disability.                                 | 92.7                    | 88.1                        | **      |

| [ ] are accommodating to students with disabilities. | HL Strongly agree/agree | Not-HL Strongly agree/agree | p-value |
|--|-------------------------|-----------------------------|---------|
| Staff  | 87.4                    | 83.2                        | **      |

## Classroom Dynamics

Ninety percent of respondents stated that they strongly agree/agree that the atmosphere in their classes does **not** make them feel like they belong, and 45% expressed high agreement with the statement that they felt expected to represent their race or ethnic group in discussions in the classroom. There was no statistically significant difference in how HL and Not-HL groups responded to these statements. In an effort to understand these expressions of high dissatisfaction better, and possibly identify areas for future discussion and investigation, statements about classroom dynamics were grouped together to promote easier analysis (Tables 12 and 13).

**Table 12. Total Respondent Population**

| Likert Scale Statements <sup>9</sup>  | Strongly agree/Agree |
|---|----------------------|
| Faculty create an environment for the free and open expression of ideas, opinions, and beliefs. | 91.9                 |
| Students create an environment for free and open expression of ideas, opinions, and beliefs.    | 86.5                 |
| Faculty successfully facilitate discussions about difficult topics.                             | 89.5                 |
| Students encourage free and open discussion about difficult topics.                             | 85.3                 |

<sup>8</sup>This statement was not evaluated for students as a stakeholder group.

<sup>9</sup>The first two statements were also discussed under “The College Environment” section as it would seem these statements would be applicable to both classroom and institution-wide environments.



**Table 12a. Self-identified Ethnicity Respondent Population**

| [ ] create an environment for the free and open expression of ideas, opinions and beliefs. | HL Strongly agree/agree | Not-HL Strongly agree/agree | p-value |
|--|-------------------------|-----------------------------|---------|
| Faculty  | 93.5                    | 90.9                        | **      |
| Students   | 90.7                    | 83.5                        | **      |

  

| Faculty successfully facilitate discussions about difficult topics. | HL Strongly agree/agree | Not-HL Strongly agree/agree | p-value |
|---|-------------------------|-----------------------------|---------|
| Faculty   | 92.5                    | 87.8                        | **      |

  

| Students encourage free and open discussion about difficult topics. | HL Strongly agree/agree | Not-HL Strongly agree/agree | p-value |
|---|-------------------------|-----------------------------|---------|
| Students  | 89.3                    | 82.4                        | **      |

Over one-third (38%) of students claimed that they had been exposed to racism in the classroom; 37% reported they had experienced being ignored in class when trying to participate; approximately one-quarter (26%) stated that they had experienced an instructor disrespecting an opinion they made in class, and over one in five respondents stated they had been singled out for having an opinion that was not shared by their instructor. An examination of these same statements, contrasting HL and Not-HL respondent groups, revealed only a statistically significant difference in responses submitted for the statement referring to feeling singled out in class due to a difference in opinion with their instructor, with a seven percentage point difference in level of agreement.

**Table 13. Total Respondent Population**

| Likert Scale Statements  | Percentage “Affirmative” Response <sup>10</sup> |
|--|---|
| How often do you believe you have been exposed to a racist atmosphere in the classroom.                      | 38.3  |
| I am ignored in class, even when I attempt to participate. <sup>11</sup>                                     | 36.8  |
| When I make a comment in the classroom, my opinion is <i>not</i> respected by the instructor <sup>12</sup> . | 25.5  |
| I am singled out in class because of differences in opinion with the instructor.                             | 22.0  |
| I am singled out in class because of a disability.   | 7.1   |

**Table 13a. Self-identified Ethnicity Respondent Population**

| Likert Scale Statements  | HL Strongly agree/agree | Not-HL Strongly agree/agree | p-value |
|--|-------------------------|-----------------------------|---------|
| I am singled out in class because of differences in opinion with the instructor. | 17.7                    | 25.0                        | **      |

<sup>10</sup> An “affirmative” response is defined as any of the following Likert scale options: rarely, occasionally, often and always.

<sup>11</sup> All students that answered with an affirmative response (as previously defined), were presented with a separate question asking them to express why they felt they had been ignored.

<sup>12</sup> All students that answered with an affirmative response (as previously defined), were presented with a separate question asking them to express why they felt their opinion had been disrespected.

When the respondents that felt they had been ignored (37%) were asked to elaborate, of those that did, 43% cited classroom management issues (e.g. a large class with competition to contribute, time constraints, interruption by peers) as the main problem, followed by 17% that cited faculty (e.g., diversity aspect bias, personality or non-verbal reaction). In focusing on HL and Not-HL respondents, classroom management issues remained the most cited reason for both groups, but the Not-HL group felt more strongly (as a percent to total) about faculty issues and possessing a different opinion/perspective as reasons for being ignored.

**Table 14. Write-in Responses, Aggregated by Theme**

| Why do you think your participation attempts were ignored in class? <sup>13</sup> | Total Respondents | HL   | Not-HL |
|---|-------------------|------|--------|
| Classroom Management  | 43.2              | 44.7 | 41.6   |
| Faculty Bias/Personality/Non-verbal Reaction                                      | 16.9              | 14.6 | 19.7   |
| Unsure  | 12.7              | 15.0 | 9.9    |
| Different Opinion/Perspective   | 10.7              | 8.7  | 12.9   |
| Student Felt Blamed/Blame Self/Others   | 10.2              | 10.2 | 10.3   |

Below are a representation of respondent perspectives in their own words; the full set of responses are listed in the complete analysis report, Table 17.

*“Professor wanted to give other students a chance to answer.”*

*“Because my accent.”*

*“I’m quiet and introverted. There are a lot of loud students who shout out answers instead of raising their hands so I don’t get the chance to speak. Or by the time the professor notices my hand, a couple people have already shouted the answer.”*

*“Primarily because of my race and gender. Specially, the fact that I am a Black woman my opinions is often ignored or minimized.”*

*“I am a conservative/republican and almost all the staff and students in the college are liberal/democrat and have no respect for my view point on social and political issues.”*

*“I think because of how i dress they assume that my responses may not be up to the standard of someone who is educated.”*

*“Same People always get picked to participate.”*

*“Only a few male professors may have been uncomfortable because I am gay.”*

Of the 26% who felt they had been disrespected at some point in time, 43% cited possessing an opposing position or perspective from the instructor, 30% cited faculty bias, personality or reaction to them, and another 9% reversed their prior response of having felt disrespected.

<sup>13</sup> Only the top five categories are shown; the complete summary table with detailed student write-in responses can be found in Table 17.

**Table 15. Write-in Responses, Aggregated by Theme**

| Why do you think your opinion was not respected by the instructor? <sup>14</sup> | Total Respondents | HL   | Not-HL |
|--|-------------------|------|--------|
| Different Opinion/Perspective  | 42.8              | 39.0 | 47.3   |
| Faculty Bias/Personality/Non-verbal Reaction                                     | 29.8              | 31.7 | 29.0   |
| Contradictory Response (to Q10.2)  | 9.4               | 13.0 | 5.9    |
| Unsure   | 7.7               | 5.7  | 7.7    |
| Student Felt Blamed/Blame Self/Others  | 7.7               | 6.5  | 8.3    |

Below are a select representation of respondent perspectives on why they felt their opinion(s) was/were not respected; the full set of responses are listed in the complete analysis report, Table 17.

- “She laughed at my answer to a question and disregarded my statement.”*
- “He believes his view is correct or he doesn’t listen. He answers before we even finish giving our own opinion.”*
- “I think she just thought I was dumb. I think differently and see things from different perspectives, but I’m not dumb.”*
- “I went on the wrong direction and I don’t want admit my mistakes. It was my faults.”*
- “We were talking about Donald trump in class, I defended a particular issue and she immediately stopped me and told me I was wrong. She refused to let me continue and called on other students and continued to speak herself.”*
- “John jay is a very liberal college, so, even though I do not agree with conservative ideals, I have seen a fair amount of people with that opinion treated like oddities in class.”*
- “Faces made or an attitude given.”*
- “My opinion does not correspond with the stereotype of my race, ethnicity, and gender.”*
- “because my opinion was different than their own. I had a different opinion on a multitude of topics including law enforcement and politics and when I tried to voice my opinion I was verbally attacked by the professor and students.”*
- “Because they were arragont.”*
- “Instructor disagreed with my views and made a gesture of disregard.”*

<sup>14</sup> Only the top five categories are shown; the complete summary table with detailed student write-in responses can be found in Table 17.

**SECTION II: COMPLETE SET OF SURVEY RESPONSES**

## Table 16. Total Respondent Population Responses

|  |                   | 2017 Survey          |                            |                      |
|--|-------------------|----------------------|----------------------------|----------------------|
| Survey Question  | Responses         | Overall<br>(N =2108) | Aggregated<br>Responses    | Overall<br>(N =2108) |
| <b>Q1. STUDENTS: Please indicate your level of agreement with the following statements:</b>  |                   |                      |                            |                      |
| I feel that my fellow students at John Jay College accept me for who I am.   | Strongly Agree    | 53.2%                | Strongly Agree/Agree       | 93.4%                |
|  | Agree             | 40.1%                | Disagree/Strongly Disagree |                      |
|  | Disagree          | 1.7%                 | No Opinion                 |                      |
|  | Strongly Disagree | 0.6%                 |                            |                      |
|  | No Opinion        | 4.3%                 |                            |                      |
| I feel that faculty members at John Jay College accept me for who I am.  | Strongly Agree    | 55.6%                | Strongly Agree/Agree       | 94.4%                |
|  | Agree             | 38.7%                | Disagree/Strongly Disagree |                      |
|  | Disagree          | 1.9%                 | No Opinion                 |                      |
|  | Strongly Disagree | 0.7%                 |                            |                      |
|  | No Opinion        | 3.1%                 |                            |                      |
| The atmosphere in my classes does not make me feel like I belong.  | Strongly Agree    | 42.6%                | Strongly Agree/Agree       | 89.9%                |
|  | Agree             | 47.2%                | Disagree/Strongly Disagree |                      |
|  | Disagree          | 3.9%                 | No Opinion                 |                      |
|  | Strongly Disagree | 1.0%                 |                            |                      |
|  | No Opinion        | 5.2%                 |                            |                      |
| I believe my values and the values of John Jay College are similar.  | Strongly Agree    | 43.6%                | Strongly Agree/Agree       | 89.2%                |
|  | Agree             | 45.6%                | Disagree/Strongly Disagree |                      |
|  | Disagree          | 3.9%                 | No Opinion                 |                      |
|  | Strongly Disagree | 1.1%                 |                            |                      |
|  | No Opinion        | 5.7%                 |                            |                      |
| I believe the current campus climate at John Jay College is open and accepting of diversity.   | Strongly Agree    | 60.2%                | Strongly Agree/Agree       | 95.0%                |
|  | Agree             | 34.7%                | Disagree/Strongly Disagree |                      |
|  | Disagree          | 2.4%                 | No Opinion                 |                      |
|  | Strongly Disagree | 0.9%                 |                            |                      |
|  | No Opinion        | 1.7%                 |                            |                      |
| Overall, the John Jay College faculty, staff, and staff treat students with respect and fairness.  | Strongly Agree    | 52.3%                | Strongly Agree/Agree       | 94.3%                |
|  | Agree             | 41.9%                | Disagree/Strongly Disagree |                      |
|  | Disagree          | 2.7%                 | No Opinion                 |                      |
|  | Strongly Disagree | 0.8%                 |                            |                      |
|  | No Opinion        | 2.2%                 |                            |                      |
| <b>Q2. STUDENTS: Please indicate your level of agreement with the following statements: At John Jay College, people are treated fairly regardless of ...</b> |                   |                      |                            |                      |
| Category   | Strongly Agree    | 50.9%                | Strongly Agree/Agree       | 90.3%                |
|  | Agree             | 39.4%                | Disagree/Strongly Disagree |                      |
|  | Disagree          | 1.5%                 | No Opinion                 |                      |
|  | Strongly Disagree | 0.6%                 |                            |                      |
|  | No Opinion        | 7.6%                 |                            |                      |

**Table 16. Total Respondent Population Responses (continued)**

|  |                   | <b>2017 Survey</b>           |                                 |                              |
|--|-------------------|------------------------------|---------------------------------|------------------------------|
| <b>Survey Question</b>   | <b>Responses</b>  | <b>Overall<br/>(N =2108)</b> | <b>Aggregated<br/>Responses</b> | <b>Overall<br/>(N =2108)</b> |
| Race/ ethnicity  | Strongly Agree    | 55.9%                        | Strongly Agree/Agree            | 93.6%                        |
|  | Agree             | 37.8%                        |                                 |                              |
|  | Disagree          | 2.6%                         | Disagree/<br>Strongly Disagree  | 3.4%                         |
|  | Strongly Disagree | 0.9%                         |                                 |                              |
|  | No Opinion        | 2.9%                         | No Opinion                      | 2.9%                         |
| Gender   | Strongly Agree    | 54.6%                        | Strongly Agree/Agree            | 91.3%                        |
|  | Agree             | 36.6%                        |                                 |                              |
|  | Disagree          | 3.4%                         | Disagree/<br>Strongly Disagree  | 3.8%                         |
|  | Strongly Disagree | 0.4%                         |                                 |                              |
|  | No Opinion        | 4.9%                         | No Opinion                      | 4.9%                         |
| Sexual Orientation (i.e., lesbian, gay, bisexual, transgender, asexual, or straight)   | Strongly Agree    | 56.8%                        | Strongly Agree/Agree            | 92.6%                        |
|  | Agree             | 35.8%                        |                                 |                              |
|  | Disagree          | 1.8%                         | Disagree/<br>Strongly Disagree  | 2.2%                         |
|  | Strongly Disagree | 0.4%                         |                                 |                              |
|  | No Opinion        | 5.2%                         | No Opinion                      | 5.2%                         |
| Disability   | Strongly Agree    | 55.0%                        | Strongly Agree/Agree            | 90.2%                        |
|  | Agree             | 35.2%                        |                                 |                              |
|  | Disagree          | 2.8%                         | Disagree/<br>Strongly Disagree  | 3.2%                         |
|  | Strongly Disagree | 0.5%                         |                                 |                              |
|  | No Opinion        | 6.5%                         | No Opinion                      | 6.5%                         |
| Religion   | Strongly Agree    | 53.8%                        | Strongly Agree/Agree            | 90.8%                        |
|  | Agree             | 37.0%                        |                                 |                              |
|  | Disagree          | 3.0%                         | Disagree/<br>Strongly Disagree  | 3.5%                         |
|  | Strongly Disagree | 0.5%                         |                                 |                              |
|  | No Opinion        | 5.6%                         | No Opinion                      | 5.6%                         |
| Age  | Strongly Agree    | 55.3%                        | Strongly Agree/Agree            | 92.3%                        |
|  | Agree             | 37.0%                        |                                 |                              |
|  | Disagree          | 3.2%                         | Disagree/<br>Strongly Disagree  | 3.7%                         |
|  | Strongly Disagree | 0.5%                         |                                 |                              |
|  | No Opinion        | 4.0%                         | No Opinion                      | 4.0%                         |
| <b>Q3. FACULTY: Please indicate your level of agreement with the following statements: At John Jay College, people have equal opportunity to excel at John Jay College regardless of ...</b> |                   |                              |                                 |                              |
| Category   | Strongly Agree    | 56.0%                        | Strongly Agree/Agree            | 90.3%                        |
|  | Agree             | 34.3%                        |                                 |                              |
|  | Disagree          | 1.9%                         | Disagree/<br>Strongly Disagree  | 2.7%                         |
|  | Strongly Disagree | 0.7%                         |                                 |                              |
|  | No Opinion        | 7.0%                         | No Opinion                      | 7.0%                         |
| Race/ethnicity   | Strongly Agree    | 59.3%                        | Strongly Agree/Agree            | 94.4%                        |
|  | Agree             | 35.2%                        |                                 |                              |
|  | Disagree          | 2.6%                         | Disagree/<br>Strongly Disagree  | 3.3%                         |
|  | Strongly Disagree | 0.8%                         |                                 |                              |
|  | No Opinion        | 2.3%                         | No Opinion                      | 2.3%                         |

**Table 16. Total Respondent Population Responses (continued)**

| <b>2017 Survey</b>  |                      |                      |                                   |                      |
|---|----------------------|----------------------|-----------------------------------|----------------------|
| Survey Question   | Responses            | Overall<br>(N =2108) | Aggregated<br>Responses           | Overall<br>(N =2108) |
| Gender  | Strongly Agree       | 59.0%                | Strongly<br>Agree/Agree           | 93.7%                |
|   | Agree                | 34.7%                |                                   |                      |
|   | Disagree             | 1.6%                 | Disagree/<br>Strongly<br>Disagree | 2.1%                 |
|   | Strongly Disagree    | 0.5%                 |                                   |                      |
|   | No Opinion           | 4.2%                 | No Opinion                        | 4.2%                 |
| Sexual Orientation (i.e., lesbian, gay, bisexual, transgender, asexual, or straight)                                  | Strongly Agree       | 59.7%                | Strongly<br>Agree/Agree           | 94.9%                |
|   | Agree                | 35.2%                |                                   |                      |
|   | Disagree             | 1.1%                 | Disagree/<br>Strongly<br>Disagree | 1.5%                 |
|   | Strongly Disagree    | 0.3%                 |                                   |                      |
|   | No Opinion           | 3.7%                 | No Opinion                        | 3.7%                 |
| Disability  | Strongly Agree       | 55.7%                | Strongly<br>Agree/Agree           | 90.7%                |
|   | Agree                | 35.0%                |                                   |                      |
|   | Disagree             | 2.8%                 | Disagree/<br>Strongly<br>Disagree | 3.2%                 |
|   | Strongly Disagree    | 0.5%                 |                                   |                      |
|   | No Opinion           | 6.1%                 | No Opinion                        | 6.1%                 |
| Religion  | Strongly Agree       | 58.0%                | Strongly<br>Agree/Agree           | 94.5%                |
|   | Agree                | 35.4%                |                                   |                      |
|   | Disagree             | 1.5%                 | Disagree/<br>Strongly<br>Disagree | 2.5%                 |
|   | Strongly Disagree    | 0.4%                 |                                   |                      |
|   | No Opinion           | 4.6%                 | No Opinion                        | 3.0%                 |
| Age   | Strongly Agree       | 58.4%                | Strongly<br>Agree/Agree           | 94.5%                |
|   | Agree                | 36.1%                |                                   |                      |
|   | Disagree             | 1.9%                 | Disagree/<br>Strongly<br>Disagree | 2.5%                 |
|   | Strongly Disagree    | 0.6%                 |                                   |                      |
|   | No Opinion           | 3.0%                 | No Opinion                        | 3.0%                 |
| <b>Q4. STUDENTS: How important do you think it is to celebrate diversity on campus through each of the following:</b> |                      |                      |                                   |                      |
| Events & Programming (e.g., festivals, music, theater)  | Very Important       | 64.9%                | Important                         | 94.3%                |
|   | Important            | 29.4%                |                                   |                      |
|   | Not Very Important   | 4.6%                 | Unimportant                       | 5.7%                 |
|   | Not at All Important | 1.1%                 |                                   |                      |
| Workshops   | Very Important       | 53.8%                | Important                         | 90.1%                |
|   | Important            | 36.3%                |                                   |                      |
|   | Not Very Important   | 8.2%                 | Unimportant                       | 9.9%                 |
|   | Not at All Important | 1.7%                 |                                   |                      |
| Faculty actions (support/mentoring)   | Very Important       | 63.3%                | Important                         | 94.7%                |
|   | Important            | 31.5%                |                                   |                      |
|   | Not Very Important   | 4.1%                 | Unimportant                       | 5.3%                 |
|   | Not at All Important | 1.1%                 |                                   |                      |

**Table 16. Total Respondent Population Responses (continued)**

|   |                      | <b>2017 Survey</b>           |                                 |                              |
|---|----------------------|------------------------------|---------------------------------|------------------------------|
| <b>Survey Question</b>  | <b>Responses</b>     | <b>Overall<br/>(N =2108)</b> | <b>Aggregated<br/>Responses</b> | <b>Overall<br/>(N =2108)</b> |
| Staff actions (support/mentoring)   | Very Important       | 62.0%                        | Important                       | 95.3%                        |
|   | Important            | 33.3%                        |                                 |                              |
|   | Not Very Important   | 3.7%                         | Unimportant                     | 4.7%                         |
|   | Not at All Important | 1.0%                         |                                 |                              |
| Student actions (support/mentoring)   | Very Important       | 65.6%                        | Important                       | 96.3%                        |
|   | Important            | 30.7%                        |                                 |                              |
|   | Not Very Important   | 2.6%                         | Unimportant                     | 3.7%                         |
|   | Not at All Important | 1.1%                         |                                 |                              |
| Support services (multicultural services, disability services, etc.)                        | Very Important       | 70.7%                        | Important                       | 97.1%                        |
|   | Important            | 26.4%                        |                                 |                              |
|   | Not Very Important   | 2.0%                         | Unimportant                     | 2.9%                         |
|   | Not at All Important | 0.9%                         |                                 |                              |
| Student clubs & organizations   | Very Important       | 66.0%                        | Important                       | 95.1%                        |
|   | Important            | 29.1%                        |                                 |                              |
|   | Not Very Important   | 3.7%                         | Unimportant                     | 4.9%                         |
|   | Not at All Important | 1.2%                         |                                 |                              |
| John Jay College website and digital marketing  | Very Important       | 55.1%                        | Important                       | 90.0%                        |
|   | Important            | 35.0%                        |                                 |                              |
|   | Not Very Important   | 8.2%                         | Unimportant                     | 10.0%                        |
|   | Not at All Important | 1.8%                         |                                 |                              |
| Campus magazines/newspapers   | Very Important       | 48.5%                        | Important                       | 85.8%                        |
|   | Important            | 37.3%                        |                                 |                              |
|   | Not Very Important   | 11.1%                        | Unimportant                     | 14.2%                        |
|   | Not at All Important | 3.1%                         |                                 |                              |
| <b>Q5. STUDENTS: Please indicate your level of agreement with the following statements:</b> |                      |                              |                                 |                              |
| I feel I am expected to represent my race or ethnic group in discussions in the classroom.  | Strongly Agree       | 20.6%                        | Strongly Agree/Agree            | 45.4%                        |
|   | Agree                | 24.7%                        |                                 |                              |
|   | Disagree             | 30.6%                        | Disagree/Strongly Disagree      | 40.0%                        |
|   | Strongly Disagree    | 9.4%                         |                                 |                              |
|   | No Opinion           | 14.6%                        | No Opinion                      | 14.6%                        |
| Students are resentful of others whose sexual orientation is different from their own       | Strongly Agree       | 9.3%                         | Strongly Agree/Agree            | 19.7%                        |
|   | Agree                | 10.4%                        |                                 |                              |
|   | Disagree             | 38.1%                        | Disagree/Strongly Disagree      | 68.9%                        |
|   | Strongly Disagree    | 30.8%                        |                                 |                              |
|   | No Opinion           | 11.4%                        | No Opinion                      | 11.4%                        |
| I believe there is racial tension on the campus.  | Strongly Agree       | 8.8%                         | Strongly Agree/Agree            | 19.8%                        |
|   | Agree                | 11.0%                        |                                 |                              |
|   | Disagree             | 37.1%                        | Disagree/Strongly Disagree      | 72.5%                        |
|   | Strongly Disagree    | 35.4%                        |                                 |                              |
|   | No Opinion           | 7.7%                         | No Opinion                      | 7.7%                         |



**Table 16. Total Respondent Population Responses (continued)**

| <b>2017 Survey</b>  |                   |                              |                                 |                              |
|---|-------------------|------------------------------|---------------------------------|------------------------------|
| <b>Survey Question</b>  | <b>Responses</b>  | <b>Overall<br/>(N =2108)</b> | <b>Aggregated<br/>Responses</b> | <b>Overall<br/>(N =2108)</b> |
| I believe there is religious tension on the campus.   | Strongly Agree    | 8.3%                         | Strongly Agree/Agree            | 19.2%                        |
|   | Agree             | 10.8%                        |                                 |                              |
|   | Disagree          | 37.1%                        | Disagree/<br>Strongly Disagree  | 72.5%                        |
|   | Strongly Disagree | 35.4%                        |                                 |                              |
|   | No Opinion        | 8.3%                         | No Opinion                      | 8.3%                         |
| At the College, students are resentful of others whose race/ethnicity is different from their own.                        | Strongly Agree    | 8.8%                         | Strongly Agree/Agree            | 18.5%                        |
|   | Agree             | 9.7%                         |                                 |                              |
|   | Disagree          | 37.6%                        | Disagree/<br>Strongly Disagree  | 72.5%                        |
|   | Strongly Disagree | 34.9%                        |                                 |                              |
|   | No Opinion        | 9.0%                         | No Opinion                      | 9.0%                         |
| Faculty and staff are resentful of others whose race/ethnicity is different from their own.                               | Strongly Agree    | 7.8%                         | Strongly Agree/Agree            | 15.4%                        |
|   | Agree             | 7.6%                         |                                 |                              |
|   | Disagree          | 35.1%                        | Disagree/<br>Strongly Disagree  | 75.6%                        |
|   | Strongly Disagree | 40.6%                        |                                 |                              |
|   | No Opinion        | 9.0%                         | No Opinion                      | 9.0%                         |
| There are visible signs of support for racial and ethnic diversity on campus.   | Strongly Agree    | 36.1%                        | Strongly Agree/Agree            | 76.1%                        |
|   | Agree             | 40.0%                        |                                 |                              |
|   | Disagree          | 9.4%                         | Disagree/<br>Strongly Disagree  | 15.0%                        |
|   | Strongly Disagree | 5.6%                         |                                 |                              |
|   | No Opinion        | 8.9%                         | No Opinion                      | 8.9%                         |
| There are visible signs of support for safe space on campus for LGBTQ members.  | Strongly Agree    | 43.9%                        | Strongly Agree/Agree            | 80.8%                        |
|   | Agree             | 37.0%                        |                                 |                              |
|   | Disagree          | 6.2%                         | Disagree/<br>Strongly Disagree  | 9.8%                         |
|   | Strongly Disagree | 3.6%                         |                                 |                              |
|   | No Opinion        | 9.3%                         | No Opinion                      | 9.3%                         |
| The top administration at John Jay College does not appear to be interested in diversity issues.                          | Strongly Agree    | 8.5%                         | Strongly Agree/Agree            | 18.5%                        |
|   | Agree             | 10.0%                        |                                 |                              |
|   | Disagree          | 31.5%                        | Disagree/<br>Strongly Disagree  | 59.6%                        |
|   | Strongly Disagree | 28.1%                        |                                 |                              |
|   | No Opinion        | 21.8%                        | No Opinion                      | 21.8%                        |
| John Jay College does a good job of providing programs and activities that promote acceptance of all sexual orientations. | Strongly Agree    | 37.8%                        | Strongly Agree/Agree            | 79.9%                        |
|   | Agree             | 42.1%                        |                                 |                              |
|   | Disagree          | 5.1%                         | Disagree/<br>Strongly Disagree  | 6.9%                         |
|   | Strongly Disagree | 1.8%                         |                                 |                              |
|   | No Opinion        | 13.2%                        | No Opinion                      | 13.2%                        |
| John Jay College does a good job of addressing race issues.   | Strongly Agree    | 35.2%                        | Strongly Agree/Agree            | 75.9%                        |
|   | Agree             | 40.7%                        |                                 |                              |
|   | Disagree          | 7.1%                         | Disagree/<br>Strongly Disagree  | 9.2%                         |
|   | Strongly Disagree | 2.1%                         |                                 |                              |
|   | No Opinion        | 14.9%                        | No Opinion                      | 14.9%                        |

**Table 16. Total Respondent Population Responses (continued)**

| <b>2017 Survey</b>  |                     |   |                                 |                              |
|---|---------------------|---|---------------------------------|------------------------------|
| <b>Survey Question</b>  | <b>Responses</b>    | <b>Overall<br/>(N =2108)</b>              | <b>Aggregated<br/>Responses</b> | <b>Overall<br/>(N =2108)</b> |
| John Jay College focuses too much on issues of diversity.   | Strongly Agree      | 11.1%                                     | Strongly Agree/Agree            | 25.1%                        |
|   | Agree               | 14.0%                                     |                                 |                              |
|   | Disagree            | 38.4%                                     | Disagree/Strongly Disagree      | 55.4%                        |
|   | Strongly Disagree   | 17.0%                                     |                                 |                              |
|   | No Opinion          | 19.5%                                     | No Opinion                      | 19.5%                        |
| John Jay College provides an environment where people are free to give their ideas, opinions, or beliefs.                                   | Strongly Agree      | 48.1%                                     | Strongly Agree/Agree            | 89.9%                        |
|   | Agree               | 41.8%                                     |                                 |                              |
|   | Disagree            | 4.3%                                      | Disagree/Strongly Disagree      | 5.7%                         |
|   | Strongly Disagree   | 1.5%                                      |                                 |                              |
|   | No Opinion          | 4.3%                                      | No Opinion                      | 4.3%                         |
| <b>Q6. STUDENTS: Please indicate your level of agreement with the following statements:</b>   |                     |   |                                 |                              |
| Courses that focus on multicultural issues should be part of the College core requirements.   | Strongly Agree      | 34.9%                                     | Strongly Agree/Agree            | 71.1%                        |
|   | Agree               | 36.2%                                     |                                 |                              |
|   | Disagree            | 10.8%                                     | Disagree/Strongly Disagree      | 15.2%                        |
|   | Strongly Disagree   | 4.4%                                      |                                 |                              |
|   | No Opinion          | 13.7%                                     | No Opinion                      | 13.7%                        |
| The current curriculum and course offerings reflect the lives, perceptions, and contributions of women.                                     | Strongly Agree      | 23.5%                                     | Strongly Agree/Agree            | 65.0%                        |
|   | Agree               | 41.6%                                     |                                 |                              |
|   | Disagree            | 13.3%                                     | Disagree/Strongly Disagree      | 16.2%                        |
|   | Strongly Disagree   | 2.9%                                      |                                 |                              |
|   | No Opinion          | 18.7%                                     | No Opinion                      | 18.7%                        |
| The current curriculum and course offerings reflect the lives, perceptions, and contributions of people from diverse races and ethnicities. | Strongly Agree      | 28.3%                                     | Strongly Agree/Agree            | 77.4%                        |
|   | Agree               | 49.1%                                     |                                 |                              |
|   | Disagree            | 7.0%                                      | Disagree/Strongly Disagree      | 9.2%                         |
|   | Strongly Disagree   | 2.2%                                      |                                 |                              |
|   | No Opinion          | 13.4%                                     | No Opinion                      | 13.4%                        |
| <b>Q7. STUDENTS:</b>  |                     |   |                                 |                              |
| Have you been singled out on campus or in class because of your identity within the last 12 months?   | Yes                 | 5.1%                                      |                                 |                              |
|   | No                  | 86.6%                                     |                                 |                              |
|   | Not sure            | 8.3%                                      |                                 |                              |
| <b>Q7A. IF YES to Q7:</b>   |                     |   |                                 |                              |
| Which of the following aspects of your identity were singled out? (Check all that apply)  |                     | <b>Yes Responses<br/>(N=100/<br/>108)</b> |                                 |                              |
| Race  | Respondents Checked | 57.0%                                     |                                 |                              |
| Ethnicity   | Respondents Checked | 33.0%                                     |                                 |                              |
| Gender  | Respondents Checked | 30.0%                                     |                                 |                              |
| Sexual orientation  | Respondents Checked | 13.0%                                     |                                 |                              |
| International student status  | Respondents Checked | 4.0%                                      |                                 |                              |
| Socio-economic status   | Respondents Checked | 24.0%                                     |                                 |                              |
| Culture   | Respondents Checked | 28.0%                                     |                                 |                              |

**Table 16. Total Respondent Population Responses (continued)**

|  |                         | 2017 Survey               |                             |                   |
|--|-------------------------|---------------------------|-----------------------------|-------------------|
| Survey Question  | Responses               | Yes Responses (N=100/108) |                             |                   |
| Disability   | Respondents Checked     | 8.0%                      |                             |                   |
| Religion   | Respondents Checked     | 23.0%                     |                             |                   |
| Other  | Respondents Checked     | 15.0%                     |                             |                   |
| <b>Q7B. IF YES to Q7A:</b>   |                         |                           |                             |                   |
|  |                         | Yes Responses (N=99/100)  |                             |                   |
| By whom were you singled out?  | Another Student         | 47.5%                     |                             |                   |
|  | Faculty                 | 29.3%                     |                             |                   |
|  | Staff                   | 10.1%                     |                             |                   |
|  | Other                   | 13.1%                     |                             |                   |
|  |                         | Overall (N =1824)         | Aggregated Responses        | Overall (N =1824) |
| <b>Q8. STUDENTS:</b>   |                         |                           |                             |                   |
| How often do you believe you have been exposed to a racist atmosphere in the classroom?  | Often                   | 2.0%                      | Often/ Occasionally         | 9.6%              |
|  | Occasionally            | 7.7%                      |                             |                   |
|  | Rarely                  | 28.6%                     | Rarely/Never                | 87.6%             |
|  | Never                   | 58.9%                     |                             |                   |
|  | I prefer not to respond | 2.8%                      | I prefer not to respond     | 2.8%              |
| <b>Q9. STUDENTS: Please indicate your level of agreement with the following statements regarding John Jay College faculty:</b> |                         |                           |                             |                   |
| Faculty encourages free and open discussions about difficult topics.   | Strongly Agree          | 49.8%                     | Strongly Agree/Agree        | 91.3%             |
|  | Agree                   | 41.4%                     |                             |                   |
|  | Disagree                | 3.1%                      | Disagree/ Strongly Disagree | 4.1%              |
|  | Strongly Disagree       | 1.0%                      |                             |                   |
|  | No Opinion              | 4.6%                      | No Opinion                  | 4.6%              |
| Faculty creates an environment of acceptance of different religious practices.   | Strongly Agree          | 48.5%                     | Strongly Agree/Agree        | 89.5%             |
|  | Agree                   | 41.1%                     |                             |                   |
|  | Disagree                | 0.6%                      | Disagree/ Strongly Disagree | 2.9%              |
|  | Strongly Disagree       | 2.3%                      |                             |                   |
|  | No Opinion              | 7.6%                      | No Opinion                  | 7.6%              |
| Faculty creates an environment for the free and open expression of ideas, opinions, and beliefs.                               | Strongly Agree          | 49.5%                     | Strongly Agree/Agree        | 91.9%             |
|  | Agree                   | 42.4%                     |                             |                   |
|  | Disagree                | 2.9%                      | Disagree/ Strongly Disagree | 4.1%              |
|  | Strongly Disagree       | 1.2%                      |                             |                   |
|  | No Opinion              | 4.0%                      | No Opinion                  | 4.0%              |

**Table 16. Total Respondent Population Responses (continued)**

| <b>2017 Survey</b>  |                   |                              |                                 |                              |
|---|-------------------|------------------------------|---------------------------------|------------------------------|
| <b>Survey Question</b>  | <b>Responses</b>  | <b>Overall<br/>(N =1824)</b> | <b>Aggregated<br/>Responses</b> | <b>Overall<br/>(N =1824)</b> |
| Faculty successfully facilitate discussions about difficult topics.   | Strongly Agree    | 45.0%                        | Strongly Agree/Agree            | 89.5%                        |
|   | Agree             | 38.5%                        |                                 |                              |
|   | Disagree          | 4.0%                         | Disagree/<br>Strongly Disagree  | 5.4%                         |
|   | Strongly Disagree | 0.7%                         |                                 |                              |
|   | No Opinion        | 4.5%                         | No Opinion                      | 5.2%                         |
| Faculty are supportive of people who are foreign-born.  | Strongly Agree    | 50.1%                        | Strongly Agree/Agree            | 88.5%                        |
|   | Agree             | 38.4%                        |                                 |                              |
|   | Disagree          | 1.8%                         | Disagree/<br>Strongly Disagree  | 3.1%                         |
|   | Strongly Disagree | 1.3%                         |                                 |                              |
|   | No Opinion        | 7.3%                         | No Opinion                      | 8.4%                         |
| Faculty are supportive of a person's sexual orientation (i.e., lesbian, gay, bisexual, transgender, asexual, or straight).        | Strongly Agree    | 47.1%                        | Strongly Agree/Agree            | 85.4%                        |
|   | Agree             | 38.3%                        |                                 |                              |
|   | Disagree          | 1.3%                         | Disagree/<br>Strongly Disagree  | 1.9%                         |
|   | Strongly Disagree | 0.5%                         |                                 |                              |
|   | No Opinion        | 12.7%                        | No Opinion                      | 12.7%                        |
| Faculty are supportive of a person's gender identity/expression (i.e., female, male, transgender, or gender non-conforming, etc.) | Strongly Agree    | 45.6%                        | Strongly Agree/Agree            | 85.0%                        |
|   | Agree             | 39.4%                        |                                 |                              |
|   | Disagree          | 1.8%                         | Disagree/<br>Strongly Disagree  | 2.2%                         |
|   | Strongly Disagree | 0.4%                         |                                 |                              |
|   | No Opinion        | 12.8%                        | No Opinion                      | 12.8%                        |
| Faculty are supportive of people with different racial and ethnic backgrounds.  | Strongly Agree    | 50.5%                        | Strongly Agree/Agree            | 91.3%                        |
|   | Agree             | 40.8%                        |                                 |                              |
|   | Disagree          | 1.7%                         | Disagree/<br>Strongly Disagree  | 2.5%                         |
|   | Strongly Disagree | 0.8%                         |                                 |                              |
|   | No Opinion        | 6.1%                         | No Opinion                      | 6.1%                         |
| Faculty are accommodating to students with disabilities.  | Strongly Agree    | 47.3%                        | Strongly Agree/Agree            | 85.1%                        |
|   | Agree             | 37.9%                        |                                 |                              |
|   | Disagree          | 1.8%                         | Disagree/<br>Strongly Disagree  | 2.2%                         |
|   | Strongly Disagree | 0.5%                         |                                 |                              |
|   | No Opinion        | 12.6%                        | No Opinion                      | 12.6%                        |
| I have had faculty who made inappropriate jokes or comments about people who are different.                                       | Strongly Agree    | 11.5%                        | Strongly Agree/Agree            | 27.0%                        |
|   | Agree             | 15.5%                        |                                 |                              |
|   | Disagree          | 26.4%                        | Disagree/<br>Strongly Disagree  | 64.1%                        |
|   | Strongly Disagree | 37.7%                        |                                 |                              |
|   | No Opinion        | 8.9%                         | No Opinion                      | 8.9%                         |
| Faculty responds to me based upon stereotypes they have about my group(s).  | Strongly Agree    | 10.8%                        | Strongly Agree/Agree            | 23.1%                        |
|   | Agree             | 12.3%                        |                                 |                              |
|   | Disagree          | 29.9%                        | Disagree/<br>Strongly Disagree  | 65.5%                        |
|   | Strongly Disagree | 35.6%                        |                                 |                              |
|   | No Opinion        | 11.4%                        | No Opinion                      | 11.4%                        |

**Table 16. Total Respondent Population Responses (continued)**

| <b>2017 Survey</b>   |                   |                              |                                 |                              |
|--|-------------------|------------------------------|---------------------------------|------------------------------|
| <b>Survey Question</b>   | <b>Responses</b>  | <b>Overall<br/>(N =1824)</b> | <b>Aggregated<br/>Responses</b> | <b>Overall<br/>(N =1824)</b> |
| Faculty respects me as a person.   | Strongly Agree    | 52.7%                        | Strongly Agree/Agree            | 92.7%                        |
|  | Agree             | 40.0%                        |                                 |                              |
|  | Disagree          | 1.8%                         | Disagree/<br>Strongly Disagree  | 2.7%                         |
|  | Strongly Disagree | 0.9%                         |                                 |                              |
|  | No Opinion        | 4.6%                         | No Opinion                      | 4.6%                         |
| Faculty are responsive to reports of discrimination.                                   | Strongly Agree    | 28.3%                        | Strongly Agree/Agree            | 56.3%                        |
|  | Agree             | 27.9%                        |                                 |                              |
|  | Disagree          | 3.0%                         | Disagree/<br>Strongly Disagree  | 4.4%                         |
|  | Strongly Disagree | 1.4%                         |                                 |                              |
|  | No Opinion        | 39.4%                        | No Opinion                      | 39.4%                        |
| Faculty are responsive to reports of harassment.                                       | Strongly Agree    | 29.9%                        | Strongly Agree/Agree            | 57.1%                        |
|  | Agree             | 27.1%                        |                                 |                              |
|  | Disagree          | 2.4%                         | Disagree/<br>Strongly Disagree  | 3.8%                         |
|  | Strongly Disagree | 1.4%                         |                                 |                              |
|  | No Opinion        | 39.1%                        | No Opinion                      | 39.1%                        |
| <b>Q10. STUDENTS: How often do you think the following occur?</b>                      |                   |                              |                                 |                              |
| I am ignored in class, even when I attempt to participate.                             | Always            | 1.8%                         | Always/Often                    | 3.6%                         |
|  | Often             | 1.9%                         |                                 |                              |
|  | Occasionally      | 6.7%                         | Occasionally/<br>Rarely         | 33.2%                        |
|  | Rarely            | 26.4%                        |                                 |                              |
|  | Never             | 63.2%                        | Never                           | 63.2%                        |
| When I make a comment in the classroom, my opinion is not respected by the instructor. | Always            | 2.5%                         | Always/Often                    | 4.4%                         |
|  | Often             | 2.0%                         |                                 |                              |
|  | Occasionally      | 4.8%                         | Occasionally/<br>Rarely         | 21.1%                        |
|  | Rarely            | 16.3%                        |                                 |                              |
|  | Never             | 74.5%                        | Never                           | 74.5%                        |
| I am singled out in class because of differences in opinion with the instructor.       | Always            | 2.0%                         | Always/Often                    | 4.2%                         |
|  | Often             | 2.2%                         |                                 |                              |
|  | Occasionally      | 5.4%                         | Occasionally/<br>Rarely         | 17.8%                        |
|  | Rarely            | 12.4%                        |                                 |                              |
|  | Never             | 78.0%                        | Never                           | 78.0%                        |
| I am singled out in class because of a disability.                                     | Always            | 1.2%                         | Always/Often                    | 2.2%                         |
|  | Often             | 1.0%                         |                                 |                              |
|  | Occasionally      | 1.3%                         | Occasionally/<br>Rarely         | 4.9%                         |
|  | Rarely            | 3.6%                         |                                 |                              |
|  | Never             | 92.9%                        | Never                           | 92.9%                        |

**Table 16. Total Respondent Population Responses (continued)**

|  |   | <b>2017 Survey</b>                  |  |
|--|---|-------------------------------------|--|
| <b>Survey Question</b>   | <b>Responses</b>                                  | <b>Write-in Responses (489/671)</b> |  |
| <b>Q10A. ALL STUDENTS EXCEPT THOSE THAT ANSWERED "NEVER" to Q10.1:</b> |   |                                     |  |
| Why do you think your participation attempts were ignored in class?    | Classroom management issue                        | 39.7%                               |  |
|  | Different opinion/perspective from the instructor | 9.8%                                |  |
|  | Student felt blamed or blamed self/others         | 9.4%                                |  |
|  | Faculty bias                                      | 8.4%                                |  |
|  | Faculty response/reaction to student              | 7.2%                                |  |
|  | Was unintentional                                 | 1.2%                                |  |
|  | Unsure  | 11.7%                               |  |
|  | Student wrote "not applicable/no comment"         | 8.2%                                |  |
|  | Student contradicted his/her answer to Q10.1      | 4.5%                                |  |
|  |   | <b>Write-in Responses (344/465)</b> |  |
| <b>Q10B. ALL STUDENTS EXCEPT THOSE THAT ANSWERED "NEVER" to Q10.2</b>  |   |                                     |  |
| Why do you think your opinion was not respected by the instructor?     | Classroom management issue                        | 2.0%                                |  |
|  | Different opinion/perspective from the instructor | 37.2%                               |  |
|  | Student felt blamed or blamed self/others         | 6.7%                                |  |
|  | Faculty personality                               | 9.3%                                |  |
|  | Faculty bias                                      | 9.3%                                |  |
|  | Faculty response/reaction to student              | 7.3%                                |  |
|  | Was unintentional                                 | 0.3%                                |  |
|  | Unsure  | 6.7%                                |  |
|  | Student wrote "not applicable/no comment"         | 13.1%                               |  |
| Student contradicted his/her answer to Q10.2                           | 8.1%  |                                     |  |

**Table 16. Total Respondent Population Responses (continued)**

|   |                     | <b>2017 Survey</b>           |                                 |                              |
|---|---------------------|------------------------------|---------------------------------|------------------------------|
| <b>Survey Question</b>  | <b>Responses</b>    | <b>Overall<br/>(N =1648)</b> | <b>Aggregated<br/>Responses</b> | <b>Overall<br/>(N =1648)</b> |
| <b>Q11. STUDENTS: The College should make a greater effort to recruit and retain faculty from which of the following groups? (Check all that apply)</b> |                     |                              |                                 |                              |
| African American (Non-Hispanic)   | Respondents Checked | 47.7%                        |                                 |                              |
| American Indian/Alaska native   | Respondents Checked | 37.3%                        |                                 |                              |
| Asian/Pacific Islander  | Respondents Checked | 40.0%                        |                                 |                              |
| Hispanic/Latino(a)  | Respondents Checked | 48.8%                        |                                 |                              |
| Foreign nationals   | Respondents Checked | 39.3%                        |                                 |                              |
| Women   | Respondents Checked | 46.5%                        |                                 |                              |
| Men   | Respondents Checked | 23.7%                        |                                 |                              |
| White/Caucasian   | Respondents Checked | 22.0%                        |                                 |                              |
| LGBTQ   | Respondents Checked | 46.6%                        |                                 |                              |
| Other   | Respondents Checked | 7.6%                         |                                 |                              |
| None of the above   | Respondents Checked | 18.1%                        |                                 |                              |
| <b>Q12. STUDENTS: Please indicate your level of agreement with the following statements regarding John Jay College staff*:</b>                          |                     |                              |                                 |                              |
| Staff is supportive of a person’s sexual orientation (i.e., lesbian, gay, bisexual, transgender, asexual, or straight).                                 | Strongly Agree      | 44.1%                        | Strongly Agree/Agree            | 84.0%                        |
|   | Agree               | 40.0%                        | Disagree/Strongly Disagree      | 1.4%                         |
|   | Disagree            | 1.2%                         | No Opinion                      | 14.6%                        |
|   | Strongly Disagree   | 0.2%                         |                                 |                              |
|   | No Opinion          | 14.6%                        |                                 |                              |
| Staff are supportive of a person's gender identity/expression (i.e., female, male, transgender, or gender non-conforming, etc.)                         | Strongly Agree      | 43.3%                        | Strongly Agree/Agree            | 84.0%                        |
|   | Agree               | 40.7%                        | Disagree/Strongly Disagree      | 1.6%                         |
|   | Disagree            | 1.4%                         | No Opinion                      | 14.4%                        |
|   | Strongly Disagree   | 0.2%                         |                                 |                              |
|   | No Opinion          | 14.4%                        |                                 |                              |
| Staff is supportive of people with different religious backgrounds.   | Strongly Agree      | 44.8%                        | Strongly Agree/Agree            | 87.3%                        |
|   | Agree               | 42.5%                        | Disagree/Strongly Disagree      | 1.9%                         |
|   | Disagree            | 1.4%                         | No Opinion                      | 10.9%                        |
|   | Strongly Disagree   | 0.5%                         |                                 |                              |
|   | No Opinion          | 10.9%                        |                                 |                              |
| Staff is supportive of people who are foreign-born.   | Strongly Agree      | 45.9%                        | Strongly Agree/Agree            | 88.0%                        |
|   | Agree               | 42.1%                        | Disagree/Strongly Disagree      | 2.1%                         |
|   | Disagree            | 1.7%                         | No Opinion                      | 9.9%                         |
|   | Strongly Disagree   | 0.4%                         |                                 |                              |
|   | No Opinion          | 9.9%                         |                                 |                              |
| Staff is supportive of people with different racial and ethnic backgrounds.   | Strongly Agree      | 47.0%                        | Strongly Agree/Agree            | 89.4%                        |
|   | Agree               | 42.4%                        | Disagree/Strongly Disagree      | 2.1%                         |
|   | Disagree            | 1.8%                         | No Opinion                      | 8.4%                         |
|   | Strongly Disagree   | 0.4%                         |                                 |                              |
|   | No Opinion          | 8.4%                         |                                 |                              |

**Table 16. Total Respondent Population Responses (continued)**

| <b>2017 Survey</b>  |                   |                               |                                 |                              |
|---|-------------------|-------------------------------|---------------------------------|------------------------------|
| <b>Survey Question</b>  | <b>Responses</b>  | <b>Overall<br/>(N = 1648)</b> | <b>Aggregated<br/>Responses</b> | <b>Overall<br/>(N =1648)</b> |
| Staff creates an environment for the free and open expression of ideas, opinions, and beliefs.  | Strongly Agree    | 47.1%                         | Strongly Agree/Agree            | 88.5%                        |
|   | Agree             | 41.4%                         |                                 |                              |
|   | Disagree          | 2.4%                          | Disagree/<br>Strongly Disagree  | 3.2%                         |
|   | Strongly Disagree | 0.8%                          |                                 |                              |
|   | No Opinion        | 8.3%                          | No Opinion                      | 8.3%                         |
| Staff is accommodating to students with disabilities.   | Strongly Agree    | 46.4%                         | Strongly Agree/Agree            | 85.0%                        |
|   | Agree             | 38.7%                         |                                 |                              |
|   | Disagree          | 1.4%                          | Disagree/<br>Strongly Disagree  | 1.9%                         |
|   | Strongly Disagree | 0.5%                          |                                 |                              |
|   | No Opinion        | 13.0%                         | No Opinion                      | 13.0%                        |
| Staff makes inappropriate jokes or comments about people who are different.   | Strongly Agree    | 11.0%                         | Strongly Agree/Agree            | 22.4%                        |
|   | Agree             | 11.3%                         |                                 |                              |
|   | Disagree          | 23.6%                         | Disagree/<br>Strongly Disagree  | 63.5%                        |
|   | Strongly Disagree | 39.9%                         |                                 |                              |
|   | No Opinion        | 14.1%                         | No Opinion                      | 14.1%                        |
| Staff responds to me based upon stereotypes they have about my group(s).  | Strongly Agree    | 10.6%                         | Strongly Agree/Agree            | 22.1%                        |
|   | Agree             | 11.5%                         |                                 |                              |
|   | Disagree          | 23.9%                         | Disagree/<br>Strongly Disagree  | 61.8%                        |
|   | Strongly Disagree | 37.9%                         |                                 |                              |
|   | No Opinion        | 16.0%                         | No Opinion                      | 16.0%                        |
| Staff respects me as a person.  | Strongly Agree    | 50.0%                         | Strongly Agree/Agree            | 90.0%                        |
|   | Agree             | 40.0%                         |                                 |                              |
|   | Disagree          | 2.1%                          | Disagree/<br>Strongly Disagree  | 3.0%                         |
|   | Strongly Disagree | 0.9%                          |                                 |                              |
|   | No Opinion        | 6.9%                          | No Opinion                      | 6.9%                         |
| <b>Q13. STUDENTS: Please indicate your level of agreement with the following statements regarding John Jay College students or your peers:</b>      |                   |                               |                                 |                              |
| Students are supportive of a person's sexual orientation (i.e., lesbian, gay, bisexual, transgender, asexual, or straight).                         | Strongly Agree    | 42.9%                         | Strongly Agree/Agree            | 88.0%                        |
|   | Agree             | 45.1%                         |                                 |                              |
|   | Disagree          | 1.9%                          | Disagree/<br>Strongly Disagree  | 2.2%                         |
|   | Strongly Disagree | 0.4%                          |                                 |                              |
|   | No Opinion        | 9.7%                          | No Opinion                      | 9.7%                         |
| <b>Staff</b> are supportive of a person's gender identity/expression (i.e., female, male, transgender, or gender non-conforming, etc.) <sup>1</sup> | Strongly Agree    | 42.9%                         | Strongly Agree/Agree            | 87.1%                        |
|   | Agree             | 44.2%                         |                                 |                              |
|   | Disagree          | 1.8%                          | Disagree/<br>Strongly Disagree  | 2.4%                         |
|   | Strongly Disagree | 0.6%                          |                                 |                              |
|   | No Opinion        | 10.5%                         | No Opinion                      | 10.5%                        |

<sup>1</sup> Although the main question instructed students to weigh the proceeding statements with respect to other students/peers, the statement itself asked about “staff”. Therefore, we cannot know which group the respondents were evaluating when answering this statement, and any inferences or conclusions based on these percentages must be treated with extreme skepticism and caution.



**Table 16. Total Respondent Population Responses (continued)**

| <b>2017 Survey</b>   |                   |                              |                                 |                              |
|--|-------------------|------------------------------|---------------------------------|------------------------------|
| <b>Survey Question</b>   | <b>Responses</b>  | <b>Overall<br/>(N =1648)</b> | <b>Aggregated<br/>Responses</b> | <b>Overall<br/>(N =1648)</b> |
| Students are supportive of people with different religious backgrounds.                      | Strongly Agree    | 42.1%                        | Strongly Agree/Agree            | 87.6%                        |
|  | Agree             | 45.5%                        |                                 |                              |
|  | Disagree          | 3.8%                         | Disagree/<br>Strongly Disagree  | 4.5%                         |
|  | Strongly Disagree | 0.7%                         |                                 |                              |
|  | No Opinion        | 7.9%                         | No Opinion                      | 7.9%                         |
| Students are supportive of people who are foreign-born.                                      | Strongly Agree    | 42.8%                        | Strongly Agree/Agree            | 88.1%                        |
|  | Agree             | 45.3%                        |                                 |                              |
|  | Disagree          | 3.6%                         | Disagree/<br>Strongly Disagree  | 4.1%                         |
|  | Strongly Disagree | 0.5%                         |                                 |                              |
|  | No Opinion        | 7.8%                         | No Opinion                      | 7.8%                         |
| Students are supportive of people with different racial and ethnic backgrounds.              | Strongly Agree    | 43.8%                        | Strongly Agree/Agree            | 89.1%                        |
|  | Agree             | 45.3%                        |                                 |                              |
|  | Disagree          | 3.6%                         | Disagree/<br>Strongly Disagree  | 4.6%                         |
|  | Strongly Disagree | 1.0%                         |                                 |                              |
|  | No Opinion        | 6.3%                         | No Opinion                      | 6.3%                         |
| Students encourage free and open discussions about difficult topics.                         | Strongly Agree    | 41.4%                        | Strongly Agree/Agree            | 85.3%                        |
|  | Agree             | 43.8%                        |                                 |                              |
|  | Disagree          | 6.1%                         | Disagree/<br>Strongly Disagree  | 7.7%                         |
|  | Strongly Disagree | 1.6%                         |                                 |                              |
|  | No Opinion        | 7.0%                         | No Opinion                      | 7.0%                         |
| Students create an environment for free and open expression of ideas, opinions, and beliefs. | Strongly Agree    | 41.6%                        | Strongly Agree/Agree            | 86.5%                        |
|  | Agree             | 45.0%                        |                                 |                              |
|  | Disagree          | 5.6%                         | Disagree/<br>Strongly Disagree  | 7.2%                         |
|  | Strongly Disagree | 1.6%                         |                                 |                              |
|  | No Opinion        | 6.3%                         | No Opinion                      | 6.3%                         |
| Students make inappropriate jokes about people who are different.                            | Strongly Agree    | 12.4%                        | Strongly Agree/Agree            | 33.7%                        |
|  | Agree             | 21.4%                        |                                 |                              |
|  | Disagree          | 25.4%                        | Disagree/<br>Strongly Disagree  | 50.5%                        |
|  | Strongly Disagree | 25.1%                        |                                 |                              |
|  | No Opinion        | 15.8%                        | No Opinion                      | 15.8%                        |

**Table 16. Total Respondent Population Responses (continued)**

| <b>2017 Survey</b>   |                     |                              |                                 |                              |
|--|---------------------|------------------------------|---------------------------------|------------------------------|
| <b>Survey Question</b>   | <b>Responses</b>    | <b>Overall<br/>(N =1648)</b> | <b>Aggregated<br/>Responses</b> | <b>Overall<br/>(N =1648)</b> |
| Students respond to me based upon stereotypes they have about my group(s).   | Strongly Agree      | 11.5%                        | Strongly Agree/Agree            | 28.6%                        |
|  | Agree               | 17.1%                        |                                 |                              |
|  | Disagree            | 28.6%                        | Disagree/<br>Strongly Disagree  | 56.7%                        |
|  | Strongly Disagree   | 28.2%                        |                                 |                              |
|  | No Opinion          | 11.5%                        | No Opinion                      | 14.7%                        |
| Students respect me as a person.   | Strongly Agree      | 41.8%                        | Strongly Agree/Agree            | 87.8%                        |
|  | Agree               | 46.0%                        |                                 |                              |
|  | Disagree            | 2.9%                         | Disagree/<br>Strongly Disagree  | 3.8%                         |
|  | Strongly Disagree   | 0.9%                         |                                 |                              |
|  | No Opinion          | 8.4%                         | No Opinion                      | 8.4%                         |
| <b>Q14. STUDENTS: The College should make a greater effort to recruit and retain <b>students</b> from which of the following groups? (Check all that apply)</b>  |                     |                              |                                 |                              |
| African American (Non-Hispanic)  | Respondents Checked | 43.0%                        |                                 |                              |
| American Indian/Alaska native  | Respondents Checked | 40.7%                        |                                 |                              |
| Asian/Pacific Islander   | Respondents Checked | 42.5%                        |                                 |                              |
| Hispanic/Latino(a)   | Respondents Checked | 42.3%                        |                                 |                              |
| Foreign nationals  | Respondents Checked | 45.7%                        |                                 |                              |
| Women  | Respondents Checked | 41.3%                        |                                 |                              |
| Men  | Respondents Checked | 30.5%                        |                                 |                              |
| White/Caucasian  | Respondents Checked | 29.4%                        |                                 |                              |
| LGBTQ  | Respondents Checked | 43.1%                        |                                 |                              |
| Other  | Respondents Checked | 7.0%                         |                                 |                              |
| None of the above  | Respondents Checked | 22.9%                        |                                 |                              |
| <b>Q15. STUDENTS: Have you . . . ?</b>   |                     |                              |                                 |                              |
| <b>Witnessed discriminatory behavior</b><br>(individuals or groups are treated differently or are denied access to activities, benefits, and/or services based on race, color, religion, sex, sexual orientation, gender, national origin, age, disability, status as military veteran, or protected activity) <u>on campus</u> within the <b>last 12 months</b> . | Yes                 | 7.2%                         |                                 |                              |
|  | No                  | 83.3%                        |                                 |                              |
|  | Not sure            | 9.5%                         |                                 |                              |

**Table 16. Total Respondent Population Responses (continued)**

|   |                     |                                       | <b>2017 Survey</b> |
|---|---------------------|---------------------------------------|--------------------|
| <b>Survey Question</b>  | <b>Responses</b>    | <b>Yes Responses<br/>(N =118/118)</b> |                    |
| <b>Q15A. IF YES: Which of the following forms of <b>discrimination</b> have you <u>witnessed</u>? (Check all that apply)</b>  |                     |                                       |                    |
| Race  | Respondents Checked | 60.2%                                 |                    |
| Ethnicity   | Respondents Checked | 42.4%                                 |                    |
| Gender  | Respondents Checked | 27.1%                                 |                    |
| Sexual orientation  | Respondents Checked | 26.3%                                 |                    |
| International student status  | Respondents Checked | 11.9%                                 |                    |
| Socio-economic status   | Respondents Checked | 22.0%                                 |                    |
| Culture   | Respondents Checked | 27.1%                                 |                    |
| Disability  | Respondents Checked | 22.0%                                 |                    |
| Religion  | Respondents Checked | 27.1%                                 |                    |
| Political Views   | Respondents Checked | 44.1%                                 |                    |
| Other   | Respondents Checked | 8.5%                                  |                    |
|   |                     | <b>Overall<br/>(N =1638)</b>          |                    |
| <b>Q16. STUDENTS: Have you . . . ?</b>  |                     |                                       |                    |
| <b>Witnessed harassment</b> (discrimination that involves unwelcome verbal or physical conduct based on race, color, religion, sex, sexual orientation, gender, national origin, age, disability, status as military veteran, or protected activity that unreasonably interferes with a person's work, educational performance, or creates a hostile environment) on campus within the last 12 months | Yes                 | 4.5%                                  |                    |
|   | No                  | 88.5%                                 |                    |
|   | Not sure            | 7.1%                                  |                    |
| <b>Q16A. IF YES: Which of the following forms of <b>harassment</b> have you <u>witnessed</u>? (Check all that apply)</b>  |                     |                                       |                    |
|   |                     | <b>Yes Responses<br/>(N =71/73)</b>   |                    |
| Race  | Respondents Checked | 49.3%                                 |                    |
| Ethnicity   | Respondents Checked | 45.1%                                 |                    |
| Gender  | Respondents Checked | 33.8%                                 |                    |
| Sexual orientation  | Respondents Checked | 29.6%                                 |                    |
| International student status  | Respondents Checked | 12.7%                                 |                    |
| Socio-economic status   | Respondents Checked | 14.1%                                 |                    |
| Culture   | Respondents Checked | 28.2%                                 |                    |
| Disability  | Respondents Checked | 15.5%                                 |                    |
| Religion  | Respondents Checked | 28.2%                                 |                    |
| Political Views   | Respondents Checked | 39.4%                                 |                    |
| Other   | Respondents Checked | 7.0%                                  |                    |

**Table 16. Total Respondent Population Responses (continued)**

|   |                     |                                | 2017 Survey |
|---|---------------------|--------------------------------|-------------|
| Survey Question   | Responses           | Overall<br>(N =1625)           |             |
| <b>Q17. STUDENTS: If you witness that a discriminatory/stereotypical comment is made, how do you react? (Check all that apply)</b>  |                     |                                |             |
| I ignore it because I do not care.  | Respondents Checked | 4.0%                           |             |
| I ignore it but I feel angry about it.  | Respondents Checked | 16.2%                          |             |
| I correct/challenge the stereotype.   | Respondents Checked | 39.0%                          |             |
| I laugh at it.  | Respondents Checked | 3.9%                           |             |
| I feel uncomfortable/awkward.   | Respondents Checked | 39.2%                          |             |
| I talk to others about it, but not the person who made the comment.   | Respondents Checked | 15.7%                          |             |
| It depends upon what was said.  | Respondents Checked | 43.4%                          |             |
| It depends upon the situation.  | Respondents Checked | 48.9%                          |             |
| It depends upon who is making the comment.  | Respondents Checked | 22.2%                          |             |
| I report it to a faculty.   | Respondents Checked | 28.2%                          |             |
| I report it to the Office of Compliance and Diversity.  | Respondents Checked | 21.0%                          |             |
| I share it with a Counselor.  | Respondents Checked | 17.5%                          |             |
| Other   | Respondents Checked | 4.1%                           |             |
| <b>Q18. STUDENTS: Have you . . . ?</b>  |                     |                                |             |
| <b>Experienced</b> harassment (discrimination that involves unwelcome verbal or physical conduct based on race, color, religion, sex, sexual orientation, gender, national origin, age, disability, status as military veteran, or protected activity that unreasonably interferes with a person's work, educational performance, or creates a hostile environment) on campus within the last 12 months | Yes                 | 4.0%                           |             |
|   | No                  | 91.5%                          |             |
|   | Not sure            | 4.5%                           |             |
| <b>Q18A. IF YES: Do you feel that the discrimination or harassment you <b>experienced</b> was due to someone else's perception of your . . .? (Check all that apply)</b>  |                     |                                |             |
|   |                     | Yes<br>Responses<br>(N =65/65) |             |
| Age   | Respondents Checked | 18.5%                          |             |
| Appearance/physical characteristics   | Respondents Checked | 38.5%                          |             |
| Biological sex  | Respondents Checked | 20.0%                          |             |
| English language proficiency/accents  | Respondents Checked | 13.8%                          |             |
| Ethnicity   | Respondents Checked | 41.5%                          |             |
| Gender identity   | Respondents Checked | 13.8%                          |             |
| Learning disability   | Respondents Checked | 6.2%                           |             |
| Military/veteran status   | Respondents Checked | 4.6%                           |             |
| Nationality/country of origin   | Respondents Checked | 13.8%                          |             |
| Parental status (having children)   | Respondents Checked | 6.2%                           |             |
| Physical disability   | Respondents Checked | 6.2%                           |             |
| Political views   | Respondents Checked | 26.2%                          |             |

**Table 16. Total Respondent Population Responses (continued)**

|  |                     |                                     | <b>2017 Survey</b> |
|--|---------------------|-------------------------------------|--------------------|
| <b>Survey Question</b>   | <b>Responses</b>    | <b>Yes Responses<br/>(N =65/65)</b> |                    |
| Psychological disability   | Respondents Checked | 6.2%                                |                    |
| Race   | Respondents Checked | 36.9%                               |                    |
| Religious beliefs  | Respondents Checked | 24.6%                               |                    |
| Sexual orientation   | Respondents Checked | 12.3%                               |                    |
| Socioeconomic status   | Respondents Checked | 15.4%                               |                    |
| Other  | Respondents Checked | 4.6%                                |                    |
|  |                     | <b>Overall<br/>(N =1617)</b>        |                    |
| <b>Q19. STUDENTS: If you <b>experience</b> discrimination or harassment, how do you react? (Check all that apply)</b>  |                     |                                     |                    |
| I ignore it because I do not care.   | Respondents Checked | 9.7%                                |                    |
| I ignore it but I feel angry about it.   | Respondents Checked | 13.0%                               |                    |
| I correct/challenge the stereotype.  | Respondents Checked | 43.6%                               |                    |
| I laugh at it.   | Respondents Checked | 8.2%                                |                    |
| I feel uncomfortable/awkward.  | Respondents Checked | 34.1%                               |                    |
| I talk to others about it, but not the person who made the comment.  | Respondents Checked | 15.5%                               |                    |
| It depends upon what was said.   | Respondents Checked | 37.0%                               |                    |
| It depends upon the situation.   | Respondents Checked | 39.9%                               |                    |
| It depends upon who is making the comment.   | Respondents Checked | 22.0%                               |                    |
| I report it to a faculty.  | Respondents Checked | 34.0%                               |                    |
| I report it to the Office of Compliance and Diversity.   | Respondents Checked | 25.1%                               |                    |
| I share it with a Counselor.   | Respondents Checked | 21.6%                               |                    |
| Other  | Respondents Checked | 4.3%                                |                    |
| <b>Q20. STUDENTS: In terms of diversity, which issues have you learned more about/become more aware of since starting John Jay College? (Check all that apply)</b> |                     |                                     |                    |
| Age  | Respondents Checked | 21.1%                               |                    |
| Disability   | Respondents Checked | 23.3%                               |                    |
| Gender   | Respondents Checked | 49.8%                               |                    |
| Race/ethnicity/culture   | Respondents Checked | 66.5%                               |                    |
| Geographic (where people grow up)  | Respondents Checked | 35.1%                               |                    |
| Political views  | Respondents Checked | 51.7%                               |                    |
| Religion/spirituality  | Respondents Checked | 33.2%                               |                    |
| Sexual orientation   | Respondents Checked | 41.4%                               |                    |
| Socio-economic status/class  | Respondents Checked | 45.6%                               |                    |
| Social justice/oppression and privilege  | Respondents Checked | 56.0%                               |                    |
| I have not learned more about diversity since attending college.   | Respondents Checked | 9.3%                                |                    |

## Table 17. Write-in Responses to “Other – please specify”

Question 7A. **IF YES:** Which of the following aspects of your identity were singled out? (Other – please specify)

age

Immigrant status

Military

military background

Political Affiliation

Political affiliation, (Republican Trump Supporter)

Political Opinion

Political Orientation

Political Views

State I was born in

Student asked if I was an undocumented student in order to make a point about immigration. While I am not undocumented, I still found it offensive for her to ask in front of the whole class for my immigration status.

Support for victims of sexual abuse

Question 7B. **IF YES:** By whom were you singled out? (Other – please specify)

Advertisement for Israel

all

All of the Above

All three; Another student, faculty, and staff.

Both faculty and peers

By both Faculty & Students

class in general

faculty and staff

Faculty and student

Peer ambassador program

Professors and Students

student group

Students and Faculty

## Table 17. Write-in Responses to “Other – please specify” (continued)

### Question 10A. Why do you think your participation attempts were ignored in class?

I am not surely exactly. Maybe some people don't like to comment on current events I mention that are controversial.

A lot of people were participating and the instructor tried calling on others.

A lot of students were participating that day.

A professor might have a favorite in the class.

Age gap, and other students had formed a close knit group.

All students from different backgrounds participate in my classes and our participation was never ignored.

ANOTHER PERSON CAN TELL THEIR OPINION IN A BETTER WAY THAN I CAN.

Answering too many time

Anxious timing at choosing when to talk during class.

As a female in a male dominated field, my opinions and work have many times been overlooked compared to male classmates. As we move to the right on the scale of professorial ineptitude, I find instructors less willing to engage in sustained, thoughtful discussion with the class.

At times I can be very opinionated which can be received harshly.

At times I feel I'm ignored because the professor wants other people in the class to share their thoughts or opinions.

At times I over participate. In order to give fair participation to other students, I might be ignored.

Bc students were preoccupied with other work and weren't paying attention

because cretain professor have favoritism based on the race

Because everyone have there own opinion

Because I always like yo participate and teacher said to give the opportunity to other students that do not raise their hand

Because I am not a native speaker and sometimes when I respond in class I need longer time than English speakers to formulate mu thoughts

Because I am usually quiet so I might not have had anything important to say and professor was biased

Because I answer questions to much

Because I constantly ask questions and follow up questions and that tends to annoy some professors and students.

Because I don't speak up

Because I have conservative views

Because I once discuss a topic of dreamers and the faculty act like he was ignoring may opinions.

because i participate to much and my opinion is different than the general census

Because I participate too much, the Professor might want other people to get involved in the dicussion.

Because I participated too much

Because I raise my hand frequently and the professor wanted to give others a chance.

Because I raised my hand too much and the instructor wants other people to talk

## Table 17. Write-in Responses to “Other – please specify” (continued)

Because I speak low

Because i speak with an accent but i am confident that i have a retentive memory than the people who ignore me.  
Because I tend to be very analytical and professors don't like to spend too much time on an issue. Also I suspect because I am older (in my 40s) and perhaps professors think I don't need attention.

Because I usually sit it in the back.

Because I would play devil's advocate and they didn't enjoy someone going against their ideas.

Because I'm not assertive enough.

Because it didnt matter.

because it was a topic on race and I am white trying to express an opinion that is against hers.

Because it wasn't what the mass agreed on.

Because it's a big class.

Because John Jay does not do enough for its LGBT community and much of the faculty still lives in the dark ages when it comes to issues affecting this community.

Because many people want to participated

Because my accent

Because my instructor was rude to me since the first day and I expressed that it was not appreciated.

Because of active participants in interaction with instructor.

Because of my age

Because of my gender

Because of previous multiple attempt to participate.

Because of previous participation I had an opinion that differed from the professor. I corrected a professor when they spoke incorrectly about a topic.

Because of too much participation.

Because others needed an opportunity to engage in classroom discussion.

Because previous classes, my participation was not deemed worthy of a response.

Because professors do not like being told that what they are saying is wrong, and they dont like being questioned

Because she was moving into another topic

Because that professor doesn't like to hear from its students.

Because the answer wasn't right.

Because the class was afr 150 and the professor doesn't want black students to talk because I had different opinion about slavery and colonization.

Because the lesson comes first and there is no time for my participation.

Because the professor didnt know the answer

Because the professor gave opportunities to others.

Because the professor had to proceed to the next point he had to make regarding the lesson.

Because the students that always participate always get picked.

Because there are more people who are participating and everyone deserves a chance to speak



**Table 17. Write-in Responses to “Other – please specify” (continued)**

- Because there are so many students and not enough time to get to everyone.
- Because there were other students who had to participate in class.
- Because they wanted to give other students a chance to speak after I had spoken consistently within class
- Because they wanted to hear from someone else.
- Because they were few people participating.
- Because we be going into a different topic
- Because when they have their own opinion, they don't want to hear yours
- Because when you participate sometimes, you guess the answer and guessing are not allowed.
- Big class
- Big classes, professors might be running out of time
- Can be helpful
- cause the teacher was ignorant
- Class had too many students.
- Class was lecture driven mostly by professor's lesson.
- Class was probably running low on time.
- Classes too big
- Classmates who often interrupt and do not let a person finish their opinion.
- Classroom size was too large for teacher to get to everyone
- Classroom consisted of too many students attempting to participate.
- Classroom size.
- Could only be because I was sitting in the back and the student called upon was right in front of kit
- crowded class.
- Did not understand the work, so it seems as if I was not on the same level as the other kids. At times the professor would chose the students who he/she would think know the answer.
- didn't agree with professor & was supposed to 'give other students a chance to answer'
- Didn't have time to answer all questions
- didnt hear me
- Differed from the norm
- Difference in opinon.
- difference of opinion from instructor
- Different Opinions
- Different political views
- disagreement

**Table 17. Write-in Responses to “Other – please specify” (continued)**

Disagreement

Disagreement with Professoe

Do not know

Due to my disagreement in opinion with the instructor.

During discussions of high political tension, I am known to have conservative opinions that differ greatly.

Either because the professor didn't like me or because the professor preferred other students more than others.

Either other students speak over someone else or there is no 'hand raising' policy. It's not much of an issue, just how things can be/are in a classroom.

Excessive participation

Faculty did not notice me attempting to participate.

Generally to give others a chance to speak or because the class was out of time.

Has not happened

I always am the one to participate in class, I guess its to get others a chance.

I am a conservative/republican and almost all the staff and students in the college are liberal/democrat and have no respect for my view point on social and political issues.

I am a Republican who voted for Trump...the anti Trump bias at John Jay is absolutely disgusting and out in the open.

I am an overachiever and sometimes dominate class discussion therefore, the professor sometimes ignores me for prolonged period of time.

I am not sure

I am not sure

I am not sure why, probably because ther are many students raising their hands as well.

I am not sure.

I am not sure.

I am unsure of why I was ignored.

I answer too many questions so they try to get other students to participate

I ask to many questions.

I believe it was because he did not see my hand, nothing intentional or disrespectful

I believe it was largely due to the fact that I participate too much in class. Sometimes I would not get a chance at answering the question solely for the purpose of allowing someone who does not usually participate to answer.

I believe my ideas do not align with the professor. Basically he will opt to choose a student who most likely will align with his path of thinking. I bring a different perspective and the professor does not seem to favor that.

i believe the prof. did not hear me!

I did not speak loud enough

I didn't speak loud enough, and other people were able to talk over me.

I disagreed with the professors views often/ I challenge them too much?

I do not know

**Table 17. Write-in Responses to “Other – please specify” (continued)**

I dont get called on.

i dont know

I don't know

I don't know

I don't know

I don't know

I don't know

I don't know .

I don't know maybe too many people raised their hand in class.

I dont know.

I don't normally engage conversations

I don't think they were

I feel that I wasn't quick enough to raise my hand in order to participate. My seat location too.

I felt due to presumption of knowing what I will say.

I guess because that since I myself am Hispanic like the majority of people in the college the teacher has already heard similar answers from other students

I had already participated quite a lot.

I had already spoken.

I have never felt ignored in class.

I have no clue

I have only had this happen to me with two professors in all my years at John Jay. However, because I am a night student and i'm also in my late 30s I was more aware of the unprofessional behavior and disregard of the professors. I don't believe I was the only one ignored. I believe that because there professors were older and highly regarded in their field, they lacked the ability to respect their younger students. I also found that I struggled to communicate with these professors because they were set in their ways and I was not the only one who struggled. I really don't believe it was personal, there are always some bad apples.

I have problems speaking proply and am hyperactive I believe it a professor probably toguht it was for the best to avoid me to save me the grief.

I have repeatedly raised my hand when no other student would raise their hand and I have been looked over while another student (with hand down) was called on. Similar situation when students are asked to read something from the board, I have never been called on in this particular class.

I have speech problems so talking is hard so when I try to pracptatie I can stutter and it can take longer

I know that professors want everyone to participate and I believe I overparticipate.

I participate more then others, therefore I'm ignored

I participate often

I participate often and my professor may have ignored me to hear the opinions of others in my class. Nothing my professor did was discriminatory.

I participate too much.

I participate too much. Meanwhile, no one else participates in class. The instructor prefer hearing from people who have not spoken.

I participated too much and other students need to be given a chance.

I participated too often resulting in the professor selecting those who do not participate as often.

**Table 17. Write-in Responses to “Other – please specify” (continued)**

- I personally find it difficult to tell when is the right time to speak in some classes.
- I raise my hand too much... Have to give other people a chance to answer, never offended at all for it, Professors usually notice that I always raise my hand regardless
- I raised my hand many times in class and was not called on
- I share different views from certain professors and students
- I think because of how i dress they assume that my responses may not be up to the standard of someone who is educated.
- I think he didn't see my hands up but it happened a few times  
I think it might have been because of the teacher because he didn't care about many of the other race groups in class and made racist remarks about a Arabic symbol.
- I think its because other people raise their hands first so its only fair to call on them, i dnt think its personal.
- I think my participation attempts were ignored in class because I felt the professor I did not have anything to contribute to the discussion.
- I think my participation was ignored in class because others that always answered questions built more of a rapport with the professor.
- I think sometimes being in a larger class, the instructor simply cannot call on everyone.
- I think sometimes participation is ignored because the Professor has a very set idea of where they want to lead the conversation and having differing ideas would make them have to waste their time trying to argue with students.
- I think that my participation attempts were ignored in class probably because the Professor may have just wanted to get through with the lecture.
- I think the professor thinks I participate too much and wanted to hear from someone else.
- I think there is still some people who are racist toward certain especially trump supporter.
- I was being intimidated
- I was not a favorite of the professor who picked on certain students over others
- I was not ignored
- I wasn't loud enough
- I wasn't loud enough like the other students.
- I would raise my hand to answer questions and never get called on. Sometimes in classes where I spoke a lot other times in classes where I did not participate much.
- Idk
- idk
- Idk
- If someone doesn't want to hear what you have to say.
- If the class in big, it is difficult for the profs. to hear what each student has to say.
- I'm not ignored
- Im not sure
- I'm not sure
- I'm not sure
- I'm not sure
- I'm not sure

## Table 17. Write-in Responses to “Other – please specify” (continued)

I'm not sure why, maybe it's because I'm not loud, persistent with it.

I'm quiet and introverted. There are a lot of loud and students who shout out answers instead of raising their hands so I don't get the chance to speak. Or by the time the professor notices my hand, a couple people have already shouted the answer.

Implicit Bias; To Give Others an Opportunity to Participate; Opinions are too strong

In a class about gender when my opinions did not align with the professor I was singled out, ignored in a catty vindictive way. all my work was done in this class and i felt my grade was lower than it should be.

In order to get more topics covered in class before the bell or in the sake of time.

Instructor seemed to pick on me as a last resort.

Instructor was distracted

It contrasted with the general opinion.

It could be misleading the topic of the discussion or no time

It has happened on a rare occasion, but I don't think it was intentional by the instructor.

it is rarely

It was a big class and I don't think I was ignored but rather not called on as much as I would have liked.

it was not

it was not the answer expected to be heard

It wasn't conventional thinking.

It wasn't intentional or based on any identities

It's bound to happen sometime.

It's possible it was not relevant enough.

Just because I participated too much; he wanted others to participate.

Just felt like it. Most of my classmates are a little younger than I am.

Just many people responding to a question or discussion. Lost in the crowd I guess.

Kids were rude and interrupted me,

Lack of time

lack of time

Lack of time to allow the whole class to speak

Last minute hand raises

Less motivated and/or enthusiastic

limited time

Limited time. Lack of knowledge regarding questioning. Difference of opinion between teacher and myself in combination with what needs to be done in class does not allow for questions which are related to the subject at hand but are not part of the curriculum.

Majority of the time is because we have a lot of material to cover and the class is out of pace.

Many other students were trying to participate

many people wanted a chance to speak as well

Many students were willing to participate.

May have not caught the professor's eye

Maybe a Case of favoritism

maybe because I am a woman.

**Table 17. Write-in Responses to “Other – please specify” (continued)**

Maybe because I wasn't loud enough

Maybe because of disagreeing opinions.

Maybe because they already knew what I was going to say or my opinion was going to be controversial.

maybe it partially applies to the topic or not as good.

Maybe the participation attempts were ignored in class because it was probably going to fast.

maybe they didn't hear me

Might have gotten the class off discussion

More of a lecture class not a discussion class

most of the time.

Mostly cause time is running out

my accent and stereotypes about my ethnicity

My attempts to participate were not ignored

My judgement might have been seen as naive

My male professors look down on female students

My opinion does not correspond with the stereotype of my race, ethnicity, and gender.

My opinion was often different than my professor.

My outspoken and controversial nature in opinions

My participation attempts are either wrong and a different student responds correctly after, which the professor responds to instead rather than discussing how or why my input was incorrect. Other times, professors have selective hearing.

My participation attempts were ignored in class due to my background, identity, sexuality, and gender depending on the class and conversation taking place.

My participation attempts were never ignored in class, but fairly respected.

My participation attempts were only ignored if the professor had received adequate participation.

My participation was never ignored in my academic studies.

my political views

My professors preferred to call on the people who they deemed were more outspoken or smarter.

my race

My response/input was not explored to be understood.

My teacher does not like to be corrected when he makes a mistake on a problem.

never

no

NO

No

No

No

no clue

No comment .

NO COMMENTS

No idea

no idea

No they were not. I do not participate much in class

**Table 17. Write-in Responses to “Other – please specify” (continued)**

No.

none

noonne

Nope

Not a good answer

Not answered

Not applicable

Not applicable

Not enough time for everyone to give their thoughts on the matter.

Not enough time to discuss topics further or have too many students.

Not enough time to participate, I guess

not enough time, big classroom

Not in all my classes but just one this has never been an issue before. but i notice that the teacher picks only one if not only the girls. For whatever the reason the girls attempt to answer any questions is always pretty good. As for the guys i feel we are looked at as dumb. Half of the time i have my hand up in this class wanting to give my Opinion and i never get picked. So most times i just say what im thinking. I understand its not a class i careful as much but i like to give anything i do 100%. This is a class i am simply never interested in simply because my voice is never heard my attempts for participation are simply ignored.

Not intentionally but sometimes it does in previous years.

Not intentionally ignored, just sometimes when there are controversial topics everyone wants to speak at once, so if the instructor doesn't do a good job at maintaining class order then the students can sometimes make it difficult for other opinions to be heard.

Not mine, but rather another person's attempts were ignored due to their very very different opinion that went against the grain of the majority held class beliefs. Sometimes not being from New York inhibits your ability to relate and native born students make it known.

Not sure

Not sure

Not sure

not sure

Not sure

not sure

Not sure

Not sure too sure why but I would raise my hand to participate but the Professor would never call on me, and this would deter me from participating in that class and others in later semesters.

Not sure, but it appears to be that my opinion was not valued or was not articulate enough for the professor.

Not sure, could be because of my gender

Not sure, maybe due to gender

Not sure, the teacher could be a jerk or a smart ass

Not sure.

Not sure.

Not sure.

Not sure.

Not too sure. I've come across professors who don't really care for your opinion but rather manipulate what you think and force feed you their ideas rather than accepting what one thinks. But that's not all teachers, rarely have I come across this at John Jay.

Not enough classroom time

## Table 17. Write-in Responses to “Other – please specify” (continued)

Now t

Often, I participated too much and wanted others to take a chance.

Only a few male professors may have been uncomfortable because I am gay

Only because the professor probably didn't hear me since I was in a fairly large class

Only focuses on first student to respond/gets sidetracked after

Only if too many people were responding

Only once in John Jay I had an issue with the Professor. She was rude, dismissive and disrespectful towards me. I complained to her boss. I felt she took her side but I let it slide.

Other kids had their hand raised in addition I sit in the back so its hard to see me at times.

Other opinions might be more diverse to the situation and therefore preferred

Other people's opinions were more valued than mine

Other student had questions

Other students in the class receive more attention from certain instructors

Other students need to participate

Other students participate more than me. So, it's easier to pick on them in addition I sit in the back so the professor doesn't see me that much.

Others students we're also participating.

Others were already chosen to answer.

Outlook differences

Participate too often?

Perhaps he wanted another opinion

Perhaps not speaking up enough.

perhaps the professor did not see me

Personal biases

Political differences

Possibly just not seen

Primarily because of my race and gender. Specially, the fact that I am a Black woman my opinions is often ignored or minimized.

Probably because the teacher did not see or I participated too much so they wanted to give someone else a chance

Probably one of the reasons was an instructor did not hear me.

Probably were not related tot he topic of discussion.

professor didnt see me .

Professor had a different view point

Professor hasn't like passed responses in class. If it's not something he doesn't agree with doesn't wanna hear it

Professor ignores hand or comment

Professor possibly did not see my hand raised.

Professor wanted other students to participate

Professor wanted to give other students a chance to answer.

Professor wanted to hear from other students.

Professor wants to stay on topic

Professor was moving quickly through the lesson and didn't sweep the room for questions/comments

Professors favor some students over others

Professors prefer to choose on those who speak more often.

Question was already answered

Quiet students

Race



## Table 17. Write-in Responses to “Other – please specify” (continued)

Racist, inclined to white folk.  
Religious differences  
Rough day for everyone  
Same People always get picked to participate.  
simply being unaware  
Simply not enough time in class for everyone to speak up.  
So many other kids were trying to participate at the same time. The professor can't call on everyone at the same time.  
Soft spoken  
Some classes have many students and there is not enough time to get my point across  
Some classes students would be allowed to shout out their opinions.  
Some instructors don't want to be bothered. Others are wonderful, but some do not wish to be bothered with opinions that differ from their own even if there is a consensus in the scientific community.  
Some one else raised their hand first  
Some professors just do not like students asking questions.  
Some time professors favor other students  
Someone else might have voiced over me a little more. Nothing serious.  
Sometimes I am avoided in class discussions due to my difference of opinions or attempting to be 'devils advocate'  
Sometimes I am not loud enough  
Sometimes I am the only one participating so the professors try to give other people a chance.  
Sometimes I would participate often so the professor would choose someone else to participate.  
sometimes not enough time.  
Sometimes when someone raises their hand a faculty member might not see the other student or choose not to call on them.  
sometimes when there are too many students in class, instructor physically can not listen to everyone's opinion  
sometimes when you raise your hand the professor doesn't call you  
Spoke to low; didn't raise my hand  
Stereotypes about my ethnicity and my accent  
Student favoritism  
Students sometimes speak over others  
Students weren't paying attention  
Teacher moved on from topic  
Teacher tended to only call on people not paying attention  
Teacher wanted to move on to a new topic  
teacher was in a rush to finish a lecture.  
teacher was in the middle of explaining something that was extremely important  
teacher was too busy talking  
Teacher's personality  
That does not happen very often, it happens rarely and it's mainly because many students want to participate  
That happened only in one of the classes that I've been taking so far. I noticed that it happened with other foreign born students as well. I assumed that the professor had some sorts of stereotypes of American students being naturally advantageous towards the foreign born ones. I however got an A in that class.  
The faculty wasn't accepting me  
The professor did not care to have my opinion open for public discussion after realizing it contradicted his own.  
The professor did not want to deal with the topic at hand.  
The professor did not want to listen to the students.  
The professor didn't see my hand raised.

## Table 17. Write-in Responses to “Other – please specify” (continued)

The professor is too focused on his own thoughts. I raise my hand and I see the professor has looked and seen me raise my hand yet, they chose to ignore me.

The Professor knew it would go against her opinion, because I made an unhappy facial expression and raised my hands.

The professor may have been pressed for time.

The professor may not have seen my hand raised.

The professor probably didn't see me or they wanted to just move on from the topic.

the professor probably wanted to get through material and not be slowed down by participation.

The professor tends to call on the same student.

The professor wanted other students to participate

The professor wants to go forward and finish the lesson.

The professor was more interested in what the women had to say.

The professor was trying to move class discussion forward.

The professors habitually picked those who are opinionated, overlooking those who don't talk as much.

The teacher missed it or wanted to move on with the discussion.

The topic was on abortion which is a heavy topic.

There are many others trying to participate.

There are so many student comments to sift through and just the one professor. I don't know how my professors do what they do. They are pretty amazing.

There are some students that just care about themselves and like to show that they only care about themselves instead of keeping to themselves.

There aren't often students in the class room who call out and loudly express their opinions and those who raise their hands in class are picked because others call out and take up discussion time.

There have been times when I have raised my hand in class and I would not get called on.

There have been times when I would be raising my hand to participate for minutes at a time, and others are chosen to speak until there is no more time for the subject.

There may have been other students that had their hand raised to answer and ended up answering the question that i was going to answer.

There was not enough time. I participated more than anybody else. They were a guest speaker and they didn't know me, weren't introduced to me, or I reminded them of someone and they were afraid to hear me out.

There were other students raising their hands too who wanted to participate.

There were too many people participating.

they always participate.

They are not ignored

They didn't agree with it.

They do not care

They have never been ignored.

They usually are not ignored.

THEY WANNA RUSH

They were ignored for a moment to allow other students in the classroom to participate. Then, the professor would call back to me.

They were not ignore for any means of discrimination or negative reasons.

They were not ignored.

They were not the right response the instructor seek.

They were not.

They weren't

They weren't

## Table 17. Write-in Responses to “Other – please specify” (continued)

They weren't

They weren't

They weren't.

They weren't.

They would focus on others instead

This only happens in one class, and it is solely because this particular class is made up of a lot of students that have already taken the professor before. There are a lot of side conversation during the class, about things that leave those of us who have never had this professor out of the conversation. These instances occur either at the beginning of the class, and we (the 10 or so of us that have never had the professor before) sit there listening to this conversation that we have no idea what it is about, or we could be in the middle of a lesson and something comes up that triggers an off topic conversation.

Time constrains

Time constraint

Time limit only

time ran out

To avoid a series of conflicting arguments.

To give other people a chance to answer.

To give other students a chance to speak.

to give other students a chance to voice their opinion

To give others a chance because I raise my hand frequently.

To give others a chance who don't normally participate.

To push the professors idea further from mine

To save time.

Too many people in the class

Too many people participate and there is no time left for another opinion.

Too many people raised their hands

Too many people raising their hand

Too many people wanting to participate

too many students

Too many students asking questions

too many students had their hand raised.

Too many students having an opinion. Speaking on top of each other.

Too many students in a class.

Too many students participating at once.

too many students participating, can't get to all

Too many Students trying to comment at same time

Too many students wanted to participate.

Too many students.

Too much material to cover and not enough time to answer every question or comment

Unequal distribution of attention to students

unsure

Unsure

Usually it's by not being seen by the instructor.

Usually not enough time or too many people wanting to participate.

Usually, when a student participates too many times (not just me), the professor does not call on us; he/she wants to give other students a chance to participate.

Views differed from the professor

We don't have time to analyze the details and depth of all questions asked in class.

## Table 17. Write-in Responses to “Other – please specify” (continued)

### Question 10B. Why do you think your opinion was not respected by the instructor?

A difference of experience, rather than discrimination

A professor might not have liked something I said in an earlier class.

A reaction that I was given after.

Again, due to having conservative views.

Although, it was rare the instructor was belittling to my response.

An instructor on few occasions did not agree and acted to devalue my opinion

ANOTHER PERSON CAN TELL THEIR OPINION IN A BETTER WAY THAN I CAN.

Arguments should be based off facts not opinions.

At the time I believe we just simply had different views on current events.

At times I can be very opinionated which can be received harshly.

Because it was contrarian--not to be rude or disrespectful nor to trigger someone, but just to look at different sides--and we live in difficult times due to the election and heightened tensions.

Because 1) your answer might be wrong and 2) your answer didn't make sense

Because he doesn't see me past a slave even though slavery ended hundred years ago.

Because he had different opinions that he was not willing to change.

Because he had his set values and perspective.

Because he was biased

Because he/she is closed-minded to my side of the spectrum.

Because I am a Christian and most professors hate Christianity so they are able to disrespect the religion, but I cannot say anything.

because I am white expressing the opposite opinion of her anti-white ideology.

Because I did not agree with him

because I had different opinions on some matters

Because I have a different political opinion, that most of my professors

because I was black

because I was the only girl in the group

Because it differed from his own teachings and beliefs

Because it might be different.

Because it was different from the instructor's.

Because it was different from theirs. :/

Because it was different.

Because it wasn't taken into consideration

because it's something they did not want to hear

Because my answer may usually explain what the professor is going to speak about and they rather say it themselves.

Because my answers are wrong.

Because my opinion differed largely from the commonly accepted opinion.

because my opinion was different than their own. I had a different opinion on a multitude of topics including law enforcement and politics and when I tried to voice my opinion I was verbally attacked by the professor and students

Because my opinion was not funny as some others were

Because of a professor's conscious or unconscious biases toward women in STEM.

Because of being a middle class white girl who challenged the discussion by placing devils advocate

## Table 17. Write-in Responses to “Other – please specify” (continued)

Because of my age  
Because of my gender  
Because of my loud and, sometimes, strong opinions  
because of the professor's opinions.  
Because of the subjective nature of opinions and feelings which are bound too arise.  
Because of time  
Because she didn't agree with the opinion  
Because since it was a philosophy course, our professor didn't agree with anyone, unless they had the same oppinion as his.  
Because some professors are very stuck in their mindset  
Because the instructor has heard the same opinion over again, so my opinion could be an irritation to them.  
Because the professor didn't agree with my views and only accepted their own views as the correct view.  
because the teacher didn't understand me  
because their responses were not as important  
Because they believe that whatever they say is right and that we are wrong.  
Because they felt as if they were put in an uncomfortable situation because they didnt know the answer  
Because they were arragont  
Because they were more focused on what they wanted to say  
Believe they feel superior because of their status (professor vs. student)  
Bias  
Biases in opinion from instructor, I felt play a role.  
By his response  
Certain instructors don't like if you have a different opinion and will belittle you  
Certain opinions are disregarded by some professors whenn they dont want to start talking about a heated topic  
Did not agree with fundamental beliefs of professor  
Differed from his/her opinion  
Differed from their own.  
Difference in opinion.  
difference of opinion  
Difference of Opinion  
Difference of opinion on federal policy outcomes  
difference of opinion/didn't agree  
different from other opinion  
Different opinion on current events  
Different opinions.  
different point of view on certain topic within policing  
Different political views  
Different political views  
Different political views  
Different viewpoints  
different views  
Differs from own opinion; not capable of facilitating discussion on sensitive topics  
disagreement  
Disagreement  
Do not know

## Table 17. Write-in Responses to “Other – please specify” (continued)

Doesn't reflect their own opinion.

Due to bias.

DUE TO MY RACE OR ACENT

Due to our different social views.

dumb question.

Either jerk or smart ass

Everyone can have a difference in opinions. It is normal.

Everyone has different opinions and not all of them coexist together and like it or not alot of professors are closed minded and won't accept another opinion unless it has aspects of their ideas.

Faces made or an attitude given

Generality

He acts like a know it all and isnt open to other ideas

He believed very strongly in the opposite

He believes his view is correct or he doesn't listen. He answers before we even finish giving our own opinion.

He didn't care

He just disregarded my entire statement, said anyways, and proceeded to call on another student.

He was passionate about the topic.

He/she does not care

He/She may of have a bad day.

He's had something against me since the first day of class.

Humans can be stubborn

I am a Republican who voted for Trump...the anti Trump bias at John Jay is absolutely disgusting and out in the open.

I am cut short by certain professors when I challenge their teaching premise; I think because of my age (in my 40s) certain professors would prefer not to engage with me.

I am not sure. He is not racist or sexist.

I believe John Jay professor are very professional so they don't have any racism toward certain group. They are respectful.

I believe the individual instructor lacked experience

I can recall this one particular professor, who is also the head of the department (which made it even harder for me escalate), whom often disregarded most of my opinions but showed favoritism with a lot of the males in the class. Not to mention I tried meeting with him several times personally to ensure I was completing my term assignment correctly and he often seemed bothered by me meeting with him. He was just a rude man! I had not and still have not experienced that with any other professor.

I do not think my instructor allows for deep or rational conversation on differing opinions.

i dont

I don't feel that way. I feel the instructor do respect it.

i dont know

I dont know

I don't know

i don't remember

I feel the instructor totally disagreed about my opinion on abortion and tried to ask the same question in a different way to see if I would change my opinion.

I had a different opinion than the instructor and my opinion was dismissed

I had concerns with some of the statements that a teacher made. I knew them to be untrue and I emailed another professor about them. He asked me if I had problems with women of color in power position. Both myself and the professor I brought the concerns to are white males.

I have expressed direct disagreements, in constructive ways, with the instructed a few times; sometimes in forms of a questions, others citing research or recent events. I have noticed that if the subject is of a 'fine line' matter, or has a lot of 'grey area', the instructor has shown clear distain and disinterest in my thoughts.

## Table 17. Write-in Responses to “Other – please specify” (continued)

I have had instructors who rather than respect or have a discussion with other opinions, have shut it down or called it wrong rather than converse about it in detail.

I have had professors who have one way of thinking and are not open minded.

I have never experienced anything like that.

I have no idea .

I tend to explain a topic not as well as I want to so I feel the professor will just say anything to move on from what I say.

I think my opinion is respected.

I think my opinion was not respected by the instructor because they felt they are smarter than I am.

I think my opinion was not respected by the instructor probably because the professor felt like I was criticizing/critiquing his lesson and did not like the idea of it.

I think she just thought I was dumb. I think differently and see things from different perspectives, but I'm not dumb.

I think that my opinion was not respected because the instructor, he or she is there to teach us so therefore in the process they do not believe that we the students have anything to teach because they already have earned their degrees and we students we are just now getting our degree. Some instructors have this 'air' of being above everyone/ know it all since they receive high academic training especially if they are - tenured- even worse, a free pass to get away with certain behaviors/comments. They feel untouchable!

I was not an active student in class

I wasn't loud enough

I went on the wrong direction and I don't want to admit my mistakes. It was my fault.

Idk

idk

Idk

Ignored it

Im not sure

Im not sure

I'm very strongly opinioned.

In one instance, I believe it is because the instructor was not listening and because of her credentials she believed she could be unkind instead of teaching appropriately. It was more a personal trait than teaching style.

Instructor always respected my opinion

Instructor did not understand

Instructor disagreed with my views and made a gesture of disregard.

Instructor had a different view

Instructor may have strong opinions on some issues.

Instructor not open to the idea.

Instructor was not open to opinions about a certain topic in criminal justice reform and rehabilitation.

Instructor was too biased of his own opinions.

Isn't this multiple choice? Because she didn't like me!

It differed from the instructors.

It is

It is perceived to be backed by information not agreed upon by the instructor.

It may have been off topic

It may have come off as rude.

It never was disrespected by a professor.

It was a reference to something no one was familiar with.

It was against the professor's opinion

It was an opinion matter. Everyone is entitled to his or her own opinion.

## Table 17. Write-in Responses to “Other – please specify” (continued)

It was different from theirs yet they still respect my opinion.

it was not

It was not further discussed.

It was not in line with the professors view of the issue discussed

It was not really acknowledge, somewhat shrugged off and then the instructor continued with his/her own opinion.

It was respected.

It wasn't similar to the instructors

It wasn't what she wanted to hear in her opinion

It wasn't what they wanted to hear.

It's hard when there are a lot of tensions over recent issues. It got personal.

It's more or less a devil's advocate type of deal.

Jaded professor

John Jay is a very liberal college, so, even though I do not agree with conservative ideals, I have seen a fair amount of people with that opinion treated like oddities in class.

Jumping over an opinion to discuss the materials or move the discussion along.

Just by other student not Instructor

Just differing opinions on approach to psychological therapy (different schools of thought)

maybe because I am a woman.

Maybe because i have an accent.

Maybe he or she did not agree

Maybe they were looking for a specific idea and what I said was not what they were looking for.

Most academic departments within the college is primarily run by older white men with a sense of entitlement and can be a bit racist but is not always conscious or aware of it.

most of the time.

Most Professors have the same outlook on Politics.

Moved on and didn't bother to go further into detail

My inability to properly communicate idea's lead the teacher to make assumptions about my views. For example, Trump crap came up in multiple class's. If I bashed Trump for his immigration ban, my opinion would be accepted. If I point out that Trump's authority to wage war or impose an immigration ban is a direct result of the past four presidents use of executive orders, I am viewed as a right wing nutcase or something as opposed to someone who is concerned with the executive branch usurping the authority of the judicial and legislative branches of government. If I was able to properly explain my view in a concise manner, I assume my opinion would be taken more seriously or at least, I would not be labeled in such a manner.

My male professors look down on female students

my military background teacher was not responsive to me due to the ongoing (at the time) trump election.

My opinion does not correspond with the stereotype of my race, ethnicity, and gender.

My opinion has never been disrespected.

My opinion is always respected by the instructor, although the instructor might disagree

my opinion is respected

My opinion may have been seen as anti-liberal.

My opinion might be biased

my opinion was different from the instructors.

My opinion was different than the instructors.

My opinion was too conservative ideologically

My opinions are always respected by an instructor at John Jay.

My opinions are never disrespected by my professors.

My Opinions are respected

My opinions have been valued and taken into consideration by my professors.



**Table 17. Write-in Responses to “Other – please specify” (continued)**

My opinions was fairly respected by instructors. Many have given great feedback.  
My opinions was respected  
My opinions were always respected by my instructor  
my political views  
my race  
My views were drastically/radically different from theirs.  
Negative ethnic and religious assumptions  
Never thought this.  
Never was not respected.  
no  
NO  
No  
No answer  
No basis in my argument other than emotion on the subject.  
no but sometimes  
No comment  
No Comment  
No idea  
No, all my instructors respect my opinions  
No, never.  
none  
noone  
Not applicable  
Not in a disrespectful manner but more like a playful manner or in a joking manner.  
Not sure  
Not sure  
not sure  
Not sure  
Not sure, could be because of my gender  
Not sure, maybe due to gender  
Not sure. Possibility of differences in ideas or topics.  
On occasion, the professor would subtly brush aside an opinion if they do not believe it coincides with their own or sounds logical enough to them without asking for elaboration.  
Only cared about women participating.  
Opinions differ maybe?  
Opposed sociological theories  
Other opinions preferred by the instructor.  
People do not like to be challenged. I once challenged a professor and it backfired.  
People have different perspectives  
Perhaps, my opinion may not be correspondent to the opinion of the majority.  
Philosophical disagreements.  
Please read response to number 68.  
political differences  
Possibly because I did not understand the topic enough or it was a subject or question with no right or wrong answer but simply what the student thought. Not due to racial bias as far as I'm aware.

## Table 17. Write-in Responses to “Other – please specify” (continued)

probably close minded  
Probably were not related tot he topic of discussion.  
Question was brushed off, not answered  
Race  
She contradicted it.  
she didn't believe what I was saying was true  
she didnt care  
She didn't take outside opinions very well  
She didn't think I was right.  
She get upset, she/he don't said it but you can see it by the way it don't follows you  
She had a different tone when responding to my answer because of where i live. She had pointed out that because i live out in Long Island it is different for me and things are easier than it is in Queens. Her responses via email were very rude, single worded and had a patronizing tone to it.  
She had a strong believe that her opinion was the correct one.  
She laughed at my answer to a question and disregarded my statement  
She wanted others to respond and other didn't .  
She wouldn't let me or other students speak our opinions sometimes. She will often interrupt or say she disagreed with our opinion. However, she is a good professor.  
Shutting down my opinion  
Some individuals have difficulty considering the views of those they see as intellectually beneath them.  
Some instructors are keen to the right answer.  
Some instructors are not open to new ideas/opinions from students.  
Some professors believe their opinion is always correct  
some professors handle their classroom as if their opinion is the only thing that matters and if you don't say it in the same way they would, it's not valid.  
sometimes  
Sometimes Professors do not like being proven wrong, or made aware of having racist or sexist sentiments. They do not like being embarrassed so they just become nastier to prove their point is the RIGHT point to make.  
Sometimes, it may just get ignored because its not aligned with the 'educational lesson'  
Teacher's personality  
That particular professor has a known reputation for being sexist and rude towards female students. We all knew that going in. I expected it.  
The instructor always respects my opinions  
The instructor did not agree with my opinions therefore he disregarded it  
The instructor disregarded my opinion  
The instructor doesn't believe in other sides of the perspective.  
The instructor felt their opinion was the correct one.  
The instructor is ignorant  
The instructor made it a point to not call on me. and when she did she was rude and curt. others in the class noticed and said this was really gross of college instructor  
The instructor reserves the right to choose on students he/she wants to.  
The professor believed their opinion is better, and could never be wrong.  
The professor did not agree  
The professor does not agree with me or what I think  
The Professor felt it was not relevant  
The professor ignored my comments.  
The Professor is very closed minded

## Table 17. Write-in Responses to “Other – please specify” (continued)

The professor over spoke while i was speaking and did not allow me to continue answering the question, it just seems as if my opinion did not matter. This only occurred on one occasion.

The professor talks down on students in the class makes us feel beneath him

The professor was too focus on his own ideas and not listening to others ideas.

The topic may have been boring, or I may have said too much.

Their own personal biases.

Their views do not always correspond with mine and were seen as 'wrong' or improper.

they are human it is in human nature to disagree with something you don't believe is true

They assume because of my disibility I dont know as much as I do and when I'm wrong I've been rudely crocted

They did listen to what I had to say, when i was asking a question i was cut off. The professor had made assumptions and did not give me the same respect of hearing my voice.

They disagreed.

They had different opinions

They have a single opinion that, if does not match my own, is dismissed.

They thought what they said was right and what I said was wrong. When I tried to correct them to help them, they got offended and took it personally.

THEY WANT TO GET THERE MESSAGE OUT 1ST.

They were just not seeing it the way I was and I believe that my opinion should be respected.

They were probably upset at the comment in regards to their lesson. When a person is challenged, they try to defend themselves.

They weren't

This happen once, my opinion was not respected because my views went against those of the professor and the class majority. As a result, I felt as if I was judged after that and my grading was based on his failure to accept my opinion

This has never happened.

This instructor said that I was wrong Even though it was my opinion

This is mainly in respect to the professor of Philosphy, Amie Macdonald, who outright disliked me for my political opinions whenever I tried to challenge her or a classmate in class discussions. This happened so much so that I realized she held no respect for me as a student and I stopped participating in that class. Please do not name me in the results of the survey if anyone is contacted on behalf of my comments about her, I wish to remain anonymous.

This is usually because I am smarter than the instructor, and he/she conflates what is a fact or logically sound conclusion with something opinionated and specious.

This never happened to me yet.

this particular instructor and i come from different waves of feminist thought. she gets annoyed with me sometimes for expecting more from her.

TO me i feel the teacher simply doesn't like me. I know i don't agree with his view set on life. But i don't disrespect him in any way he pushes his views on to others and i understand why. But there are things that simply dont make sense. I get a vibe he dislikes me as for why?! I truly dont know why? I have never had any issues with a teacher and most if not all of my papers tend to be graded pretty good. For whatever reason in this class my papers are nothing.. I understanding as favoritism to the girls Specifically some more then others.

To save time.

Too much participation

Unequal distribution of attention to students

unsure

We had differing ideas on what a passage meant yet I was made to feel like my interpretation was foolish or/invalid, it made me not participate as much for the rest of the semester.

We were talking about Donald trump in class, I defended a particular issue and she immediately stopped me and told me I was wrong. She refused to let me continue and called on other students and continued to speak herself.

Yes he doesn't listen my presentation completely

Yes, by a paper submitted against the professor's known favorite religious author, which inflicted a bad grade though he did say we could.

Yes, When I said that 'this is a man's world' he did not respond. He also said FBI 'Female Body Inspector'

**Table 17. Write-in Responses to “Other – please specify” (continued)**

Question 11. STUDENTS: The College should make a greater effort to recruit and retain **faculty** from which of the following groups? (Other – please specify)

***Thematic Summation of “Other” Write-in Responses:***

| Theme                    | Percent to Total |
|--------------------------|------------------|
| Qualifications           | 28.0%            |
| Everyone                 | 21.0%            |
| Race/Ethnicity           | 20.0%            |
| Religion                 | 7.0%             |
| People with Disabilities | 6.0%             |
| Gender                   | 5.0%             |
| Low SES                  | 3.0%             |
| All of the Above         | 3.0%             |
| Military                 | 2.0%             |
| Age                      | 1.0%             |
| Multi-cultural           | 1.0%             |
| Multiple                 | 1.0%             |
| Political                | 1.0%             |
| Sexual Orientation       | 1.0%             |

***Detailed Responses:***

I believe you should hire who is qualified

A faculty member should not be recruited due to their background but rather their qualifications. This is an absurd question to ask.

A merit based system is best . A person's race/ethnicity matters not. It is their qualifications which should be considered.

A multicultural-diverse community

African

Afro-Caribbean

AFRO-LATINX

All groups of peoples should be allowed, if they meet the qualifications of the position in question.

All

All

all

All

All

All and any will do

All equally but must be qualified

all of the above

all of the above

All of them can do the same job

All qualified individuals regardless of race or gender should be recruited and retained

All qualified people

**Table 17. Write-in Responses to “Other – please specify” (continued)**

all should be treated equal why segregate any of them  
All the above  
All the different diversity of people around the world should teach in general.  
any  
Any person  
Anyone  
Anyone and everyone, as long as they are qualified.  
Anyone, doesn't matter to me who they are unless they can teach.  
As long as the person is worth hiring for  
As long as they are passionate about what they teach I want them as my professor  
Atheist  
Bas hiring on ability.  
Based on qualifications regardless of race  
Bases on qualifications  
Biracial  
Cantonese and Chinese  
Christians  
continue recruitment efforts as is. Faculty is diverse  
coolie people  
Disabilities  
Disabled  
Disabled  
Disabled someone i.e. wheelchair  
Diverse community  
Diversity  
EVERYONE  
Everyone  
everyone  
everyone  
Everyone  
everything else  
Faculty should continue to be hired based on merit and with no regard to ethnicity, gender, or sexual orientation.  
Gender neutral  
gender non-conforming people  
Good Teachers race doesn't matter if your students aren't learning  
Haitian or Nigerian  
Having a narrow view of the school, I do not feel like I can accurately answer this question  
Hire based on qualifications not specific bias  
Hire people based on qualifications  
Hiring people based on sex, race, or gender is discrimination. Make an effort to recruit and retain faculty who do their jobs well.  
I don't care, as long as they are here to TEACH and not PREACH their believes

**Table 17. Write-in Responses to “Other – please specify” (continued)**

I feel that faculty is diverse enough and the focus shouldn't be where the person came from but what they have to offer

I have been discriminated so many times due to my status and the staff at John Jay does nothing about it

Immigrants

indian

It honestly should not matter, the college should choose who is best for the job. It does not matter the race, creed or sexuality. it is fine as it is.

John Jay has been equal in their representation.

korean

Little people

Low economic families/ friendly

Make John Jay College Liberal and Diverse

maybe just the best faculty they can find?

Mexican

middle east

Middle Eastern

Middle Eastern

Middle Eastern, Southeast Asian

Military

More older people and less young

Muslim

Muslim

Muslim

Originally from lower income parts of NYC

Pakistani, Indian and Bangladeshi

Palestinians/Muslims

People who are qualified despite their race/gender etc...

People with Disabilities

POOR PEOPLE

Pretty much just have everyone represented

pro-Israel

Religious Affiliation

religious affiliation

Sounds unconstitutional to try

South Asian

Straight

Students

That shouldn't matter

The current diversity is fine the way it is

The right experience and passion for their work

Those that care regardless of demographics.

**Table 17. Write-in Responses to “Other – please specify” (continued)**

those with disabilities  
 Trained teachers who are knowledgeable about their fields  
 Transgender  
 Transgender  
 Transgender  
 Veterans  
 west indian  
 West indian, caribbean  
 West Indian/Black  
 West-Indian  
 Who merit retention

Question 14. STUDENTS: The College should make a greater effort to recruit and retain **students** from which of the following groups? (Other – please specify)

***Thematic Summation of “Other” Write-in Responses:***

| <b>Theme</b>             | <b>Percent to Total</b> |
|--------------------------|-------------------------|
| Everyone                 | 26.1%                   |
| Qualifications           | 22.8%                   |
| Race/Ethnicity           | 17.4%                   |
| Disabilities             | 7.6%                    |
| All of the Above         | 5.4%                    |
| Religion                 | 5.4%                    |
| Gender                   | 3.3%                    |
| Age                      | 2.2%                    |
| Military                 | 2.2%                    |
| Atheist                  | 1.1%                    |
| Heterosexual Citizens    | 1.1%                    |
| Immigrants               | 1.1%                    |
| Little People            | 1.1%                    |
| Low SES                  | 1.1%                    |
| Multi-cultural           | 1.1%                    |
| People with Disabilities | 1.1%                    |

***Detailed Responses:***

I believe it's discriminatory to recruit based on these categories  
 A multicultural- diverse community  
 African American men  
 Afro-Caribbean  
 AFRO-LATINO  
 Again shouldn't matter  
 Again, does not matter who it is. Everyone should have a chance to be a student.

**Table 17. Write-in Responses to “Other – please specify” (continued)**

Again, just represent everyone  
All  
All  
all  
All  
All backgrounds.  
All can do the same job  
All humans  
All nationalities  
All of the above  
all of the above  
All of the above  
all of the above  
All the above  
All walks of life who deserve to be accepted to college. Affirmative action is well intended, but unfair in many aspects. It's like a direct opposite to racism which can almost be as bad.  
any  
Any groups  
Anyone  
Anyone, just as long as they are a good human being.  
Atheist  
Base on ability and potential  
Based on qualifications  
Based on their qualifications regardless of race  
best students they can find?  
Biracial  
Bring everyone  
Cantonese and Chinese  
Caribbean students  
continue being fair in recruitment efforts. However, be selective of staff recruitment in JayExpress  
Disabilities  
Disabilities  
Disabilities  
Disabilities  
Disabled  
Disabled  
Disabled  
Diverse community  
Diverse community  
Diversity is fine the way it is  
Everybody  
EVERYBODY  
Everyone  
everyone



**Table 17. Write-in Responses to “Other – please specify” (continued)**

Everyone

Everyone

Everyone and anyone, as long as they meet the academic standards of admission.

EVERYONE NO MATTER WHAT CREED COLOR OR RACE

Everyone should have the option of becoming a student at John Jay. If someone wishes to expand their academic career, why shouldn't they be able to enroll in classes at John Jay.

everything else

Gender neutral

gender non conforming people

Haitian American

I don't care as long as they are in one accord.....TO LEARN and not PREACH their believes

I feel that students on campus are pretty diverse, the focus should be, as mentioned before, bringing in more minds that can add to the John Jay experience.

If they are willing to learn and meet the requirements to get in take them

immigrant students without green card

indian

it is fine as it is.

Jewish

Jewish

John Jay is very diverse in student population

Justice involved teenagers

korean

Little people

Merit Based System

Middle Eastern

Middle Eastern

Middle Eastern, Southeast Asian

Military

Muslim

Native-born and straight

older - 32+

Older generation

Only qualified students should be accepted and retained

Palestinian/Muslims

Participatory

People with Disabilities

Please read response to question number 70.

POOR PEOPLE

Racial quotas are inherently problematic. Try recruiting the best of the best recruit and retain based on academics not race, nationality or sexual preference.

Religious Affiliation

Same as above, I've only interacted with a small number of individuals and do not feel comfortable answering this question

Students should be recruited based on merit only.

**Table 17. Write-in Responses to “Other – please specify” (continued)**

Students that want to learn and will achieve academic excellence.  
Students who have potential academic achievement  
Take students based on qualifications not numbers  
Those who is committed to their studies  
Transgender  
Unconstitutional  
Veterans  
west indian  
West indian caribbean  
West Indian/Black  
West-Indian  
which ever has the lowest population or none at all  
why does this always come up? it shouldn't matter only who is most qualified

**Question 15A. IF YES: Which of the following forms of **discrimination** have you witnessed? (Other – please specify)**

Age  
Age  
group membership  
Immigration status  
military background  
Military/veteran status  
Skin color  
Staff and the Director John Jay's Wellness Center was insensitive and used my mental disability as an excuse to violate rights as a student seeking help through their services  
The black female Counselor that deals with the metro cards, etc . Age discrimination

**Question 16A. IF YES: Which of the following forms of **harassment** have you witnessed? (Other – please specify)**

general immature and insensitive remarks  
Immigration status  
Race, gender, and culture

**Table 17. Write-in Responses to “Other – please specify” (continued)**

Question 17. STUDENTS: If you witness that a discriminatory/stereotypical comment is made, how do you react?  
(Other – please specify)

***Thematic Summation of “Other” Write-in Responses:***

| Theme               | Percent to Total |
|---------------------|------------------|
| Intervene           | 63.3%            |
| Ignore              | 18.4%            |
| Report              | 8.2%             |
| Discuss with Others | 4.1%             |
| Laugh               | 2.0%             |
| Unsure              | 2.0%             |
| Write about it      | 2.0%             |

***Detailed Responses:***

I educate the ignorant.

I educate the person that is being discriminatory/stereotypical on the different ways people can communicate with each other in a non-discriminatory way. For example: explaining that people can communicate with each other by just addressing each other as people or by name and not in ways that discriminate others.

I go right up to the person saying the comment and confront them outright.

i ignore it because I'm not sure what to do.

I intervene

I may speak about it to the individual making the comment if i am knowledgeable about the facts.

I never seen any of that type of behavior

I say something right then and there

I speak to the person who made the comment.

I stand up for that person

I stand up to the person and correct them on how they are reacting.

I talk to the people involved

I talk to the person who made that comment.

I talk to the person who made the comment (why is this not an option?)

I will talk to them and say there's no place to say that. Be careful what you say, it may offend someone.

I would attempt to have an honest discussion with the person about what happened and attempt to discourage that behavior where it would create a difficult or hostile environment at school.

I would get involved

I would probably talk to the individual that the comment is made against. Once I do that I would make a decision on what to do next, based on the feelings, and mental space of that targeted individual.

I would tell them to not say it again, but if said again i will get hostile

I write about it (to ponder the issue)

If the comment is made to another person with the intention to harass I would most likely intervene. People use discriminatory and stereotypical comments all the time with friends/colleagues, etc. It depends on how they are used.

ignore it because the confrontation with the immature children isn't worth it

Ignored it at first, but when it's persisted Confronted the people making the remarks

I'll say something

**Table 17. Write-in Responses to “Other – please specify” (continued)**

It depends on my knowledge on the comment and I would sarcastically correct their ignorance with History and fact.  
 Just feel shocked about it. It wasn't faculty or staff, it was just students.  
 Let faculty handle it  
 Nothing because the school will not do nothing to correct such behavior and will suspend any student who dares speak out against injustice they see in school.  
 piss myself from laughing  
 professors repeatedly isolate and alienate students of color to share 'their perspective' on race-related subjects. i don't feel comfortable confronting my professor.  
 Public safety  
 Report depending on situation/context/severity/intent of comment  
 reported to ADL and spoke up in class  
 say something to that person  
 Share with close friend or family  
 Speak to the person making the statement.  
 Stand up for the person being discriminated  
 Stay away from the person  
 Talk it out with the people involved  
 Talk to nearby staff/faculty  
 Talk to the person that it happen to  
 the context in which it was said  
 Usually at me, everyone hates jews, at least they aren't gassing us like they used to

Q18A. IF YES: Do you feel that the discrimination or harassment you **experienced** was due to someone else's perception of your..? (Other – please specify)

Apparent intellect  
 everything

Q19. STUDENTS: If you **experience** discrimination or harassment, how do you react? (Other – please specify)

***Thematic Summation of “Other” Write-in Responses:***

| Theme                      | Percent to Total |
|----------------------------|------------------|
| Address it                 | 66.7%            |
| Report                     | 10.4%            |
| Discuss with Others        | 6.3%             |
| Ignore                     | 6.3%             |
| Feel Sad                   | 4.2%             |
| Depends Upon What Was said | 2.1%             |
| Unsure                     | 2.1%             |
| Write about it             | 2.1%             |

## Table 17. Write-in Responses to “Other – please specify” (continued)

### **Detailed Responses:**

address it with the person committing it

Address the person who made me feel uncomfortable.

Again, I educate the ignorant.

Be passive

Be sad

Can't say

Confront person

confront the person

Confront them

Confront them

Cry

definitely stand up for myself

Depending on the situation and or severity of harassment I would likely report it to an appropriate person or office.

Depends on the level of discrimination or harassment.

handle it myself

Have not experience any

I address the person who said it.

I approach the person

I confront the individual responsible for the discriminatory comment and/or harassment

I confront the person

I confront the person directly

I don't challenge it because I don't want to get a lower grade from the professor.

I give them a warning

I have not experienced discrimination or harassment, but if I did I would likely go to counseling at John Jay and report it

I insult the offending party(ies)'s mother(s)

I let management at work know

I reply with another discrimination comment and based on harassment I approach the person then report it.

I say something myself

I speak with peers, again depending on the circumstances I want to make sure to resolve the issue, not fan the flames.

I stand up for myself and express my opinion.

I stand up to the person

I switched to online courses so I'm not forced to deal with that but I still study in school

I tell him or her to stop mistreating the person.

I tell my friends about it and to help me confront the issue

I will address the person who made the comment.

I will speak to the person who is discriminating against me.

I would tell that person to not say it again, but if said again I will get hostile

I'd probably hit them. (Maybe.)

Like the previous question, I would first go to an advisor or notify one of the CUNY Service Corp Members.

Often times, challenging a person who is not open to even having a discussion can cause conflict. I am normally a person that would not stay quiet in this type of situation and would say something, but I have experienced it enough to know that in certain situations attempting to address the issue will not help. In a school setting however, I would address it directly if that person was someone I had to interact with on a regular basis.

depends on my knowledge on the comment and I would sarcastically correct their ignorance with History and fact.

**Table 17. Write-in Responses to “Other – please specify” (continued)**

punch them in the face

Report depending on situation

Share it with Women's Center for Gender Justice

Share with friends or family

stand up for myself

Stand up for myself

Talk to the person it happen to about it

Write down what was said crumple and throw away and just release.

## **Section III: Survey Appendix**

# Appendix Table A: Demographics

## PERSONAL CHARACTERISTICS (RESPONDENT SELF-IDENTIFIED DATA)

Maximum Survey Respondents (*N* = 2108)

Demographic Questions Survey Respondents (*N* = 1599)

| <b>Race/Ethnicity</b>          | <b><i>N</i></b> | <b>%</b> |
|--------------------------------|-----------------|----------|
| Asian/Pacific Islander         | 212             | 13.3     |
| Black/African American         | 228             | 14.2     |
| Hispanic/Latino/a              | 598             | 37.4     |
| Middle Eastern                 | 27              | 1.7      |
| Native American/Alaskan Native | 3               | 0.2      |
| White/Caucasian                | 285             | 17.8     |
| Multiracial/Biracial           | 93              | 5.8      |
| Other                          | 76              | 4.8      |
| Choose not to respond          | 77              | 4.8      |

  

| <b>Ethnicity</b>       | <b><i>N</i></b> | <b>%</b> |
|------------------------|-----------------|----------|
| Hispanic or Latino     | 722             | 45.2     |
| Not Hispanic or Latino | 877             | 54.8     |

  

| <b>Class Year</b> | <b><i>N</i></b> | <b>%</b> |
|-------------------|-----------------|----------|
| Freshman          | 229             | 14.3     |
| Sophomore         | 183             | 11.4     |
| Junior            | 387             | 24.2     |
| Senior            | 512             | 32.0     |
| Graduate student  | 288             | 18.0     |

  

| <b>Transfer Student</b> | <b><i>N</i></b> | <b>%</b> |
|-------------------------|-----------------|----------|
| Yes                     | 625             | 39.1     |
| No                      | 974             | 60.9     |

  

| <b>Enrollment Status</b> | <b><i>N</i></b> | <b>%</b> |
|--------------------------|-----------------|----------|
| Part time                | 328             | 20.5     |
| Full time                | 1271            | 79.5     |

  

| <b>Residential Status</b>                     | <b><i>N</i></b> | <b>%</b> |
|---|-----------------|----------|
| On-campus                                     | 31              | 1.9      |
| Off-campus (within 5 miles of campus)         | 332             | 20.8     |
| Off-campus (Farther than 5 miles from campus) | 1236            | 77.3     |



## Appendix Table A: Demographics (continued)

### PERSONAL CHARACTERISTICS (RESPONDENT SELF-IDENTIFIED DATA)

#### Highest Level of Education

|  | <i>N</i> | %    |
|--|----------|------|
| Some primary or secondary (K-12) education | 3        | 0.2  |
| High school diploma or GED/equivalent      | 275      | 17.2 |
| Some college, no degree                    | 435      | 27.2 |
| Associate's degree                         | 408      | 25.5 |
| Bachelor's degree                          | 388      | 24.3 |
| Professional certificate                   | 6        | 0.4  |
| Master's of Business Administration        | 3        | 0.2  |
| Master's degree                            | 74       | 4.6  |
| Law degree                                 | 1        | 0.1  |
| Medical doctor degree                      | 0        | 0.0  |
| Doctoral degree                            | 0        | 0.0  |
| None of the above                          | 6        | 0.4  |

#### Marital Status

|                   | <i>N</i> | %    |
|-------------------|----------|------|
| Single            | 1086     | 67.9 |
| In a relationship | 360      | 22.5 |
| Married           | 126      | 7.9  |
| Separated         | 3        | 0.2  |
| Divorced          | 24       | 1.5  |

#### Work, Average Hours per Week

|           | <i>N</i> | %    |
|-----------|----------|------|
| 5 or less | 334      | 20.9 |
| 6-10      | 130      | 8.1  |
| 11-15     | 119      | 7.4  |
| 16-20     | 211      | 13.2 |
| 21-25     | 179      | 11.2 |
| 26-30     | 134      | 8.4  |
| 31-35     | 125      | 7.8  |
| 36-40     | 201      | 12.6 |
| Over 40   | 166      | 10.4 |

#### Sex/Gender Identity

|                                      | <i>N</i> | %    |
|--------------------------------------|----------|------|
| Male                                 | 420      | 26.3 |
| Female                               | 1030     | 64.4 |
| Male/Man/Masculine                   | 24       | 1.5  |
| Female/Woman/Feminine                | 76       | 4.8  |
| Transgender Male/Transgender Man     | 3        | 0.2  |
| Transgender Female/Transgender Woman | 0        | 0.0  |
| Genderqueer/Gender Non-conforming    | 8        | 0.5  |
| Preferred Identity                   | 9        | 0.6  |
| Prefer not to state                  | 29       | 1.8  |

## Appendix Table A: Demographics (continued)

### PERSONAL CHARACTERISTICS (RESPONDENT SELF-IDENTIFIED DATA)

#### Sexual Orientation

|                       | <i>N</i> | %    |
|-----------------------|----------|------|
| Bisexual              | 88       | 5.5  |
| Gay                   | 18       | 1.1  |
| Lesbian               | 40       | 2.5  |
| Straight/Heterosexual | 1317     | 82.4 |
| Queer                 | 9        | 0.6  |
| Questioning           | 14       | 0.9  |
| Other                 | 27       | 1.7  |
| Prefer not to respond | 86       | 5.4  |

#### Religious Affiliation

|   | <i>N</i> | %    |
|---|----------|------|
| Agnostic  | 79       | 4.9  |
| Atheist   | 97       | 6.1  |
| Buddhist/Taoist                                     | 25       | 1.6  |
| Christian/Catholic                                  | 538      | 33.6 |
| Christian/Protestant                                | 86       | 5.4  |
| Christian/Other                                     | 169      | 10.6 |
| Hindu   | 23       | 1.4  |
| Jewish  | 36       | 2.3  |
| LDS/The Church of Jesus Christ of Latter-Day Saints | 2        | 0.1  |
| Muslim  | 103      | 6.4  |
| Not religious                                       | 180      | 11.3 |
| Sikh  | 6        | 0.4  |
| Zoroastrian   | 0        | 0.0  |
| Spiritual but not religious                         | 85       | 5.3  |
| Other   | 31       | 1.9  |
| I prefer not to respond to this question            | 139      | 8.7  |

# Appendix Table B: Race/Ethnicity Demographic Supplement

As stated, there were 13 demographic questions appearing at the end of the survey. The Office of Compliance and Diversity designed the survey to specifically capture each respondent’s sense of individualism and self-concept, key in successfully conducting a diversity climate institution-wide assessment. This rightly requires that the survey instrument allow for a virtually unlimited number of categorical “labels” to be identified and defined by the students themselves. However, it should be noted that surveys with a high level of demographic individualism challenge robust data analysis that requires aggregation into large enough cell sizes for statistical testing between “like-groups” of respondents. At this point in the survey, 509 respondents had discontinued their participation in the survey, leaving 1599 of the initial 2108 total respondents (76%); all 1599 completed the survey although not all submitted substantive responses<sup>1</sup>.

## Race/Ethnicity

When asked to select a single option to identify their race/ethnicity, respondents were given nine choices including one that allowed non-identification (i.e., “choose not to respond”) and another that allowed a write-in response (i.e., “other”). Through the analysis of the write-in responses, two additional race/ethnicity groups emerged (Jewish and West Indian/Caribbean).

In addition, there were three successive questions addressing race and ethnicity, and thus the data were triangulated to determine validity of respondent submissions and populate the race/ethnicity fields that were not consistently blank<sup>2</sup>. Through this process, 1494 responses were ultimately validated. For context and to test for representativeness, the John Jay College student population’s race/ethnicity statistics (standardized reporting categories) were added to Table 18.

*There were 3 questions focused on race and ethnicity identity in the demographics section at the end of the survey. These were listed in succession, prompting respondents to self-identify their race/ethnicity in slightly different ways. Of the 1599 respondents that participated, 91 respondents selected not to respond in answer to the question, “With which race/ethnicity do you identify?” When respondents were then asked, “With which race(s) do you identify? (Check all that apply)”, over half of the 91 now self-identified. The only difference between the questions was the latter 1) allowed the selection of more than one explicit race designation, and 2) did not explicitly list “choose not to respond” as a selection choice. Some respondents checked “other” and then typed in “choose not to respond”; none of the respondents opted to skip the question entirely. Further, when asked, “Which best describes your ethnicity?” and given only two choices (Hispanic/Latino/a” and “Not Hispanic/Latino/a”), all 1599 students answered. Last, there were respondents that used the “other” selection as a means of pushing back on being defined or labeled at all, but – despite their protests - all of them voluntarily identified their race/ethnicity in all three questions.*

**Table 18. Respondent Self-Identified Race/Ethnicity**

| Respondent Self-identified Race/Ethnicity | Percent to Total | John Jay College Population <sup>3</sup> |
|---|------------------|--|
| Asian/Pacific Islander                    | 15.3%            | 12.5%                                    |
| Black/African American                    | 16.0%            | 21.2%                                    |
| Hispanic/Latino/a*                        | 40.2%            | 41.4%                                    |
| Jewish <sup>4</sup>                       | 0.3%             |  |
| Middle Eastern/North African              | 1.5%             |  |
| Multiracial/Biracial                      | 4.4%             |  |
| Native American/Alaskan Native            | 0.2%             | 0.3%                                     |
| West Indian/Caribbean <sup>5</sup>        | 1.7%             |  |
| White/Caucasian                           | 20.3%            | 24.6%                                    |
| <b>Total</b>                              | <b>100.0%</b>    | <b>100.0%</b>                            |

<sup>1</sup> Some of the demographic questions allowed respondents to select “choose not to respond” or “other (please specify)”; for the latter, they did not always explain their selection of “other”. Thus, we did not always collect 1599 descriptive demographic responses.  
<sup>2</sup> Some respondents selected “choose not to respond” for one of the three race/ethnicity questions but not all 3; triangulation of the data sometimes allowed for blank cells to be populated.  
<sup>3</sup> Fall 2016 Fact Book, Tables 7 and 10, fall 2016 student enrollment personal characteristics data, “Imputed Ethnicity”; percentages based on total fall 2016 undergraduate and graduate students of 13,831.  
<sup>4</sup> This was not offered as a choice to survey respondents; this was a write-in response to “other” that could be aggregated.  
<sup>5</sup> This was not offered as a choice to survey respondents; this was a write-in response to “other” that could be aggregated.

**Appendix Table B: Race/Ethnicity Demographic Supplement (continued)**

*\*Please note that the separate question asking students to identify their ethnicity (“Hispanic or Latino” or “Not Hispanic or Latino”) resulted in 121 more students identifying as Hispanic or Latino than represented in Table 12 (see Table 1 reprinted below). These students indicated their “race/ethnicity” as something other than Hispanic/Latino/a for the race/ethnicity question. This may be a reflection of how students personally define Hispanic or Latino (i.e., as a race/ethnicity group or an ethnicity group alone), and/or whether they identify as primarily Hispanic or Latino.*

**Table 1. Summary of Respondent Self-identified Ethnicity**

| <b>Student Self-identified Ethnicity</b> | <b>Number of Respondents</b> | <b>Percent to Total</b> | <b>John Jay College Population <sup>7</sup></b> |
|--|------------------------------|-------------------------|---|
| Hispanic or Latino                       | 722                          | 45.2%                   | 41.4%   |
| Not Hispanic or Latino                   | 877                          | 54.8%                   | 58.6%   |
| <b>Total</b>                             | <b>1599</b>                  | <b>100.0%</b>           | <b>100.0%</b>                                   |

<sup>7</sup> Fall 2016 Fact Book, Tables 7 and 10, fall 2016 student enrollment personal characteristics data, “Imputed Ethnicity”.

# Appendix Table C: Survey Instrument

## Diversity Climate Survey Students Questionnaire April 2017

Thank you for taking the Diversity Climate Survey. This survey should take about 20 minutes to complete. It will ask you to rate your level of agreement with various statements about diversity at John Jay College. There will also be space for participants to record their own experiences in the classroom and on campus with regard to discrimination and harassment.

At the end of the survey, you will be asked for your EMPL ID number. This is only to eliminate duplicate survey results and to enter participants in the drawing to win an iPad Mini or Visa gift cards. Your results and participation in this survey is otherwise completely anonymous and confidential.

*Throughout the survey, please note that “Staff” refers to employees of the College who are not faculty members/instructors.*

1. STUDENTS: Please indicate your level of agreement with the following statements:

| Statement   | Strongly Agree           | Agree                    | Disagree                 | Strongly Disagree        | No Opinion               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I feel that my fellow students at John Jay College accept me for who I am.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel that faculty members at John Jay College accept me for who I am.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The atmosphere in my classes does not make me feel like I belong.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I believe my values and the values of John Jay College are similar.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I believe the current campus climate at John Jay College is open and accepting of diversity.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall, the John Jay College faculty, staff, and staff treat students with respect and fairness. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. STUDENTS: Please indicate your level of agreement with the following statements: **At John Jay College, people are treated fairly regardless of ...**

| Category   | Strongly Agree           | Agree                    | Disagree                 | Strongly Disagree        | No Opinion               |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Race/ ethnicity  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gender   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sexual Orientation (i.e., lesbian, gay, bisexual, transgender, asexual, or straight) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Disability   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Religion   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Age  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Appendix Table C: Survey Instrument (continued)

3. FACULTY: Please indicate your level of agreement with the following statements: **At John Jay College, people have equal opportunity to excel at John Jay College regardless of ...**

| Category   | Strongly Agree           | Agree                    | Disagree                 | Strongly Disagree        | No Opinion               |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Race/ ethnicity  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gender<br>Sexual Orientation (i.e., lesbian, gay, bisexual, transgender, asexual, or straight) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Disability   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Religion   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Age  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. STUDENTS: **How important** do you think it is to celebrate diversity on campus through each of the following:

|  | Very Important           | Important                | Not Very Important       | Not at all Important     |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Events & Programming (e.g., festivals, music, theater)               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Workshops  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Faculty actions (support/mentoring)                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff actions (support/mentoring)                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Student actions (support/mentoring)                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Support services (multicultural services, disability services, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Student clubs & organizations  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| John Jay College website and digital marketing                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Campus magazines/newspapers  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Appendix Table C: Survey Instrument (continued)

5. STUDENTS: Please indicate your level of agreement with the following statements:

| Statement   | Strongly Agree           | Agree                    | Disagree                 | Strongly Disagree        | No Opinion               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I feel I am expected to represent my race or ethnic group in discussions in the classroom.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Students are resentful of others whose sexual orientation is different from their own                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I believe there is racial tension on the campus.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I believe there is religious tension on the campus.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| At the College, students are resentful of others whose race/ethnicity is different from their own.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Faculty and staff are resentful of others whose race/ethnicity is different from their own.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There are visible signs of support for racial and ethnic diversity on campus.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There are visible signs of support for safe space on campus for LGBTQ members.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The top administration at John Jay College does not appear to be interested in diversity issues.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| John Jay College does a good job of providing programs and activities that promote acceptance of all sexual orientations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| John Jay College does a good job of addressing race issues.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| John Jay College focuses too much on issues of diversity.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| John Jay College provides an environment where people are free to give their ideas, opinions, or beliefs.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Appendix Table C: Survey Instrument (continued)

|    |   |                          |                          |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 6. | STUDENTS: Please indicate your level of agreement with the following statements:  | Strongly<br>Agree        | Agree                    | Disagree                 | Strongly<br>Disagree     | No Opinion               |
|    | Statement   |                          |                          |                          |                          |                          |
|    | Courses that focus on multicultural issues should be part of the College core requirements.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|    | The current curriculum and course offerings reflect the lives, perceptions, and contributions of women.                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|    | The current curriculum and course offerings reflect the lives, perceptions, and contributions of people from diverse races and ethnicities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7. STUDENTS: Have you been singled out on campus or in class because of your identity within the last 12 months?
- Yes
  - No
  - Not sure

- 7A. **IF YES:** Which of the following aspects of your identity were singled out? (Check all that apply)
- Race
  - Ethnicity
  - Gender
  - Sexual orientation
  - International student status
  - Socio-economic status
  - Culture
  - Disability
  - Religion
  - Other (please specify) \_\_\_\_\_

- 7B. **IF YES:By whom were you singled out?**
- Another Student
  - Faculty
  - Staff
  - Other (please specify) \_\_\_\_\_

8. STUDENTS: How often do you believe you have been exposed to a racist atmosphere in the classroom?
- Often
  - Occasionally
  - Rarely
  - Never
  - I prefer not to respond



## Appendix Table C: Survey Instrument (continued)

9. STUDENTS: Please indicate your level of agreement with the following statements regarding John Jay College **faculty**:

| Statement   | Strongly Agree           | Agree                    | Disagree                 | Strongly Disagree        | No Opinion               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Faculty encourages free and open discussions about difficult topics.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Faculty creates an environment of acceptance of different religious practices.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Faculty creates an environment for the free and open expression of ideas, opinions, and beliefs.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Faculty successfully facilitate discussions about difficult topics.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Faculty are supportive of people who are foreign-born.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Faculty are supportive of a person's sexual orientation (i.e., lesbian, gay, bisexual, transgender, asexual, or straight).        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Faculty are supportive of a person's gender identity/expression (i.e., female, male, transgender, or gender non-conforming, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Faculty are supportive of people with different racial and ethnic backgrounds.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Faculty are accommodating to students with disabilities.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have had faculty who made inappropriate jokes or comments about people who are different.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Faculty responds to me based upon stereotypes they have about my group(s).  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Faculty respects me as a person.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Faculty are responsive to reports of <b>discrimination*</b>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Faculty are responsive to reports of <b>harassment*</b>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**\*Discrimination** occurs when individuals or groups are treated differently or are denied access to activities, benefits, and/or services based on race, color, religion, sex, sexual orientation, gender, national origin, age, disability, status as military veteran, or protected activity)

**\*Harassment** is a type of discrimination that involves unwelcome verbal or physical conduct based on race, color, religion, sex, sexual orientation, gender, national origin, age, disability, status as military veteran, or protected activity that unreasonably interferes with a person's work, educational performance, or creates a hostile environment)

**Appendix Table C: Survey Instrument (continued)**

10. STUDENTS: How often do you think the following occur?

| Statement  | Always                   | Often                    | Occasionally             | Rarely                   | Never                    |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I am ignored in class, even when I attempt to participate.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When I make a comment in the classroom, my opinion is not respected by the instructor. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am singled out in class because of differences in opinion with the instructor.       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am singled out in class because of a disability.                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

10A. ALL STUDENTS EXCEPT THOSE WHO ANSWER “NEVER”: Why do you think your participation attempts were ignored in class? [OPEN-ENDED]

10B. ALL STUDENTS EXCEPT THOSE WHO ANSWER “NEVER”: Why do you think your opinion was not respected by the instructor? [OPEN-ENDED]

11. STUDENTS: The College should make a greater effort to recruit and retain **faculty** from which of the following groups? (Check all that apply)

- African American (Non-Hispanic)
- American Indian/Alaska Native
- Asian/Pacific Islander
- Hispanic/Latino(a)
- Foreign nationals
- Women
- Men
- White/Caucasian
- LGBTQ
- Other (please specify) \_\_\_\_\_
- None of the above

**Appendix Table C: Survey Instrument (continued)**

12. STUDENTS: Please indicate your level of agreement with the following statements regarding John Jay College **staff\***:

| Statement   | Strongly Agree           | Agree                    | Disagree                 | Strongly Disagree        | No Opinion               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Staff is supportive of a person’s sexual orientation (i.e., lesbian, gay, bisexual, transgender, asexual, or straight).         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff are supportive of a person's gender identity/expression (i.e., female, male, transgender, or gender non-conforming, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff is supportive of people with different religious backgrounds.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff is supportive of people who are foreign-born.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff is supportive of people with different racial and ethnic backgrounds.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff creates an environment for the free and open expression of ideas, opinions, and beliefs.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff is accommodating to students with disabilities.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff makes inappropriate jokes or comments about people who are different.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff responds to me based upon stereotypes they have about my group(s).  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff respects me as a person.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

13. STUDENTS: Please indicate your level of agreement with the following statements regarding John Jay College **students or your peers**:

| Statement   | Strongly Agree           | Agree                    | Disagree                 | Strongly Disagree        | No Opinion               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Students are supportive of a person's sexual orientation (i.e., lesbian, gay, bisexual, transgender, asexual, or straight).     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff are supportive of a person's gender identity/expression (i.e., female, male, transgender, or gender non-conforming, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Students are supportive of people with different religious backgrounds.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Appendix Table C: Survey Instrument (continued)**

|  |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Students are supportive of people who are foreign-born.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Students are supportive of people with different racial and ethnic backgrounds.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Students encourage free and open discussions about difficult topics.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Students create an environment for free and open expression of ideas, opinions, and beliefs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Students make inappropriate jokes about people who are different.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Students respond to me based upon stereotypes they have about my group(s).                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Students respect me as a person.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

14. STUDENTS: The College should make a greater effort to recruit and retain **students** from which of the following groups? (Check all that apply)

- African American (Non-Hispanic)
- American Indian/Alaska Native
- Asian/Pacific Islander
- Hispanic/Latino(a)
- Foreign nationals
- Women
- Men
- White/Caucasian
- LGBTQ
- Other (please specify) \_\_\_\_\_
- None of the above

15. STUDENTS: Have you . . . ? - **Witnessed discriminatory behavior** (individuals or groups are treated differently or are denied access to activities, benefits, and/or services based on race, color, religion, sex, sexual orientation, gender, national origin, age, disability, status as military veteran, or protected activity) on campus within the **last 12 months**.

- Yes
- No
- Not sure

## Appendix Table C: Survey Instrument (continued)

15A. IF YES: Which of the following forms of **discrimination** have you witnessed? (Check all that apply)

- Race
- Ethnicity
- Gender
- Sexual orientation
- International student status
- Socio-economic status
- Culture
- Disability
- Religion
- Political Views
- Other (please specify) \_\_\_\_\_

16. STUDENTS: Have you . . . ? - **Witnessed harassment** (discrimination that involves unwelcome verbal or physical conduct based on race, color, religion, sex, sexual orientation, gender, national origin, age, disability, status as military veteran, or protected activity that unreasonably interferes with a person's work, educational performance, or creates a hostile environment) on campus within the last 12 months

- Yes
- No
- Not sure

16A. IF YES: Which of the following forms of **harassment** have you witnessed? (Check all that apply)

- Race
- Ethnicity
- Gender
- Sexual orientation
- International student status
- Socio-economic status
- Culture
- Disability
- Religion
- Political Views
- Other (please specify) \_\_\_\_\_

17. STUDENTS: If you witness that a discriminatory/stereotypical comment is made, how do you react? (Check all that apply)

- I ignore it because I do not care.
- I ignore it but I feel angry about it.
- I correct/challenge the stereotype.
- I laugh at it.
- I feel uncomfortable/awkward.
- I talk to others about it, but not the person who made the comment.
- It depends upon what was said.
- It depends upon the situation.
- It depends upon who is making the comment.
- I report it to a faculty.
- I report it to the Office of Compliance and Diversity.
- I share it with a Counselor.
- Other (please specify) \_\_\_\_\_

## Appendix Table C: Survey Instrument (continued)

18. STUDENTS: Have you . . . ? – **Experienced** harassment (discrimination that involves unwelcome verbal or physical conduct based on race, color, religion, sex, sexual orientation, gender, national origin, age, disability, status as military veteran, or protected activity that unreasonably interferes with a person's work, educational performance, or creates a hostile environment) on campus within the last 12 months

- Yes
- No
- Not sure

18A. IF YES: Do you feel that the discrimination or harassment you **experienced** was due to someone else's perception of your . . . ? (Check all that apply)

- Age
- Appearance/physical characteristics
- Biological sex
- English language proficiency/accent
- Ethnicity
- Gender identity
- Learning disability
- Military/veteran status
- Nationality/country of origin
- Parental status (having children)
- Physical disability
- Political views
- Psychological disability
- Race
- Religious beliefs
- Sexual orientation
- Socioeconomic status
- Other, please specify \_\_\_\_\_
- 

19. STUDENTS: If you **experience** discrimination or harassment, how do you react? (Check all that apply)

- I ignore it because I do not care.
- I ignore it but I feel angry about it.
- I correct/challenge the stereotype.
- I laugh at it.
- I feel uncomfortable/awkward.
- I talk to others about it, but not the person who made the comment.
- It depends upon what was said.
- It depends upon the situation.
- It depends upon who is making the comment.
- I report it to a faculty.
- I report it to the Office of Compliance and Diversity.
- I share it with a Counselor.
- Other (please specify) \_\_\_\_\_

## Appendix Table C: Survey Instrument (continued)

20. STUDENTS: In terms of diversity, which issues have you learned more about/become more aware of since starting John Jay College? (Check all that apply)

- Age
- Disability
- Gender
- Race/ethnicity/culture
- Geographic (where people grow up)
- Political views
- Religion/ spirituality
- Sexual orientation
- Socio-economic status/ class
- Social justice/ oppression and privilege
- I have not learned more about diversity since attending college

21. On average, how many hours a week do you work?

- 5 or less
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- 31-35
- 36-40
- Over 40

22. With which race/ethnicity do you identify?

- Asian/Pacific Islander
- Black/African-American
- Hispanic/Latino/a
- Middle Eastern
- Native American/Alaskan Native
- White/Caucasian
- Multiracial/Biracial
- Other (please specify)
- Choose not to respond

## Appendix Table C: Survey Instrument (continued)

23. Which best describes your ethnicity?

- Hispanic or Latino
- Not Hispanic or Latino

24. With which race(s) do you identify? (Check all that apply)

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Other (please specify)

25. What is your religious affiliation?

- Agnostic
- Atheist
- Buddhist/Taoist
- Christian/Catholic
- Christian/Protestant
- Christian/Other
- Hindu
- Jewish
- LDS/The Church of Jesus Christ of Latter-Day Saints
- Muslim
- Sikh
- Zoroastrian
- Spiritual but not religious
- Not religious
- Other (please specify)
- I prefer not to respond to this question.

26. What is your residential status?

- On-campus
- Off-campus (within 5 miles of campus)
- Off-campus (farther than 5 miles from campus)



## Appendix Table C: Survey Instrument (continued)

27. Are you a transfer student?

- Yes
- No

28. What is your enrollment status?

- Part time
- Full time

29. What is your marital status?

- Single
- In a relationship
- Married
- Separated
- Divorced

30. What is your class year?

- Freshman
- Sophomore
- Junior
- Senior
- Graduate student

31. With which sex/gender do you identify?

- Male
- Female
- Male/Man/Masculine
- Female/Woman/Feminine
- Transgender Male/Transgender Man
- Transgender Female/Transgender Woman
- Genderqueer/Gender Non-conforming
- Preferred Identity (in addition to or not listed above; please specify)
- Prefer not to state

## Appendix Table C: Survey Instrument (continued)

32. What is your Sexual Orientation?

- Bisexual
- Gay
- Lesbian
- Straight/Heterosexual
- Queer
- Questioning
- Other
- Prefer not to respond

33. What is your highest level of education?

- Some primary or secondary (K-12) education
- High school diploma or GED/equivalent
- Some college, no degree
- Associate's degree (e.g., A.S.)
- Bachelor's degree (e.g., B.A., B.S.)
- Professional certificate
- Master's of Business Administration (i.e., M.B.A.)
- Master's degree (e.g., M.S., M.A., M.F.A., M.Ed.)
- Law degree (i.e., J.D.)
- Medical doctor degree (i.e., M.D., D.O.)
- Doctoral degree (e.g., Ph.D., Ed.D.)
- None of the above