



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

**Office of Institutional Research  
November 2017  
OIR 17-18**

## **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)

<b>Highest Level of Education</b>	<b>N</b>	<b>%</b>
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
<b>Marital Status</b>	<b>N</b>	<b>%</b>
Single	1086	67.9
In a relationship	360	22.5
Married	126	7.9
Separated	3	0.2
Divorced	24	1.5
<b>Work, Average Hours per Week</b>	<b>N</b>	<b>%</b>
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
<b>Sex/Gender Identity</b>	<b>N</b>	<b>%</b>
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 (75%); all 1599 completed the survey although not all submitted substantive responses<sup>2</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>3</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 as well.

*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>4</sup>
Asian/Pacific Islander	15.3%	12.5%
Black/African American	16.0%	21.2%
Hispanic/Latino/a*	40.2%	41.4%
Jewish <sup>5</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>6</sup>	1.7%	
White/Caucasian	20.3%	24.6%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>

<sup>2</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>3</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>4</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>5</sup> This was not offered as a choice to survey respondents; this was a write-in response to “other” that could be aggregated.

<sup>6</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 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:

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
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