Rankin & Associates Consulting, LLC

Lehman College Final Report

Assessment of Climate for Learning, Living, and Working

October, 2022

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Executive Summary

History of the Project

This report provides the findings from the survey titled *Assessment of Climate for Learning, Living, and Working* conducted at Lehman College. In the 2021 fall semester, Lehman College contracted with Rankin & Associates Consulting, LLC (R&A) to conduct a university-wide study. Twenty-five Lehman College faculty, staff, students, and administrators formed the Campus Climate Survey Working Group (CCSWG), which worked with R&A to develop the survey instrument and promote the survey's administration in spring 2022.

All members of Lehman College were encouraged to complete the survey. In addition to multiple-choice survey items, several open-ended questions provided respondents the opportunity to describe their experiences at Lehman College. Comments were solicited to give "voice" to the quantitative findings and to highlight the areas of concern that might have been overlooked owing to the small number of survey responses from historically underrepresented populations. For this reason, some qualitative comments may not seem aligned with the quantitative findings; however, they are important data.

Responses to the multiple-choice format survey items were analyzed for statistical differences based on various demographic categories decided upon by the CCSWG.[1] Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents' confidentiality. For example, the survey offered eight response choices for the question asking respondents about their gender identity.[2] To run analyses and maintain respondents' confidentiality, the CCSWG collapsed some response choices to create three categories: Woman, Man, and Trans-spectrum.

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[1] For Student respondents, the CCSWG selected position status, gender identity, racial identity, first-generation status, income status, disability status, and sexual identity. For Faculty and Staff respondents, the CCSWG chose position status, gender identity, racial identity, years of employment, and caregiving status. Additionally, Lehman College will receive the dataset in fall 2022, allowing the college to further explore the data to better understand community members' experiences and, ultimately, improve the campus climate.

[2] The CCSWG aimed for 30% as this is supported in the professional literature as a response that allows for greater generalizability. Although the total response rate did not meet this percentage, the voices of community members, particularly those with minoritized identities, were captured and presented. This is identified and discussed as a limitation in the methodology section.

One thousand five hundred ninety-four (1,594) surveys were returned for a 10.9%[3] overall response rate. Table 1 provides a summary of selected demographic characteristics of survey respondents. Of the respondents, 75% (n = 1,191) of the sample were Students, 11% (n = 178) were Faculty members, and 14% (n = 225) were Staff.

Table 1. Lehman College Sample Demographics

Characteristic	Category[4]	n	% of sample
Position status	Student	1,191	74.7
	Faculty	178	11.2
	Staff	225	14.1
Gender identity	Women	1,118	70.1
	Men	414	26.0
	Trans-spectrum	43	2.7
	Missing	19	1.2
Racial/ethnic identity	Additional Respondents of Color	25	1.6
	Asian/of Asian Descent	95	6.0
	Black/of African Descent	352	22.1
	Hispanic/Latinx/Chicanx	612	38.4
	White/of European Descent	236	14.8
	Multiracial	197	12.4
	Missing	77	4.8

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[3] For Student respondents, the CCSWG selected position status, gender identity, racial identity, first-generation status, income status, disability status, and sexual identity. For Faculty and Staff respondents, the CCSWG chose position status, gender identity, racial identity, years of employment, and caregiving status. Additionally, Lehman College will receive the dataset in fall 2022, allowing the college to further explore the data to better understand community members' experiences and, ultimately, improve the campus climate.

[4] R&A and the CCSWG recognize and honor the vastly different identities and experiences of the individual respondents who were categorized in the various groups in this table and report; the terms were used for analysis, recognizing that not every respondent in each group would self-identify as such.

Table 1. Lehman College Sample Demographics

Characteristic	Category[4]	*n*	% of sample
Sexual identity	Bisexual	104	6.5
	Heterosexual	1,123	70.5
	Queer-spectrum (not Bisexual)	212	13.3
	Missing	155	9.7
Citizenship status	Non-U.S. Citizen (excluding Permanent Immigrant Status)	67	4.2
	U.S. Citizen, Birth	1,075	67.4
	U.S. Citizen, Naturalized	275	17.3
	Permanent Immigrant Status	142	8.9
	Missing	35	2.2
Student household income	Below $50,000	777	48.7
	$50,000-$99,999	255	16.0
	$100,000+	97	6.1
Disability status	Multiple Disabilities	75	4.7
	Single Disability	103	6.5
	No Disability	1,398	87.7
	Missing	18	1.1
Religious affiliation	Additional Faith-Based Affiliation	91	5.7
	Christian Affiliation	719	45.1
	Muslim Affiliation	97	6.1
	Multiple Faith-Based Affiliations	69	4.3
	No Faith-Based Affiliation	500	31.4
	Missing	118	7.4
Years of employment (Employees)	5 Years or Less	118	7.4
	6-15 Years	151	9.5
	More than 15 Years	122	7.7
	Missing	391	24.5

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

This summary provides highlighted findings from the full report, where more information is available for each finding. In some ways, the findings are similar to the results of other climate

studies—in other ways they differ—and mirror the experiences offered in the literature about historically excluded constituent groups.[5]

Comfort With Campus, Workplace, and Classroom Climate at Lehman College

Research on campus climate[6] generally has focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g., women, People of Color, people with disabilities, first-generation and/or low-income students, queer-spectrum and/or trans-spectrum individuals, and veterans).[7] Several groups at Lehman College indicated on the survey that they were less comfortable than their majority counterparts with the climates of the campus and workplace.

Most survey respondents were "very comfortable" or "comfortable" with the overall climate at Lehman College (72%, $n = 1,144$, p. 55), with the climate in their departments, programs, or work units (68%, $n = 273$, p. 55), and with the climate in their classes (80%, $n = 1,089$, p. 55). Faculty and Staff respondents were significantly less comfortable with the overall climate than were Student respondents (p. 56). Staff respondents were significantly less comfortable with the overall climate than were Faculty respondents (p. 56). Tenured/Tenure-Track /CCE/CCE-Eligible Faculty respondents were significantly less comfortable with the climate in their departments, programs, or work units than were Non-Tenure-Track/Adjunct Faculty respondents (p. 57). Undergraduate Student Respondents who Transferred to Lehman were significantly less comfortable with the overall climate than were Undergraduate Student Respondents who Started at Lehman (p. 59). Trans-spectrum respondents and Women respondents were significantly less comfortable with the overall climate than were Men respondents (p. 60). Queer-spectrum (including Bisexual) Faculty and Student respondents were significantly less comfortable with the climate in their classes than were Heterosexual Faculty and Student respondents (p. 62).

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[5] Guiffrida et al. (2008); S. R. Harper & Hurtado (2007); S. R. Harper & Quaye (2004); Hurtado & Ponjuan (2005); Rankin & Reason (2005); Sears (2002); Settles et al. (2006); Silverschanz et al. (2008); Yosso et al. (2009)

[6] Climate is defined as "the current attitudes, behaviors, and standards, and practices of employees and students in an institution" (Rankin & Reason, 2008, p. 264).

[7] Garvey et al. (2015); Goldberg et al. (2019); S. R. Harper & Hurtado (2007); Jayakumar et al. (2009); D. R. Johnson (2012); Means & Pyne (2017); Soria & Stebleton (2013); Rankin (2003); Rankin & Reason (2005); Walpole et al. (2014)

Faculty Respondents—Positive Views About Faculty Work

Tenured/Tenure-Track/CCE/CCE-Eligible

Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents held positive beliefs about faculty work at Lehman College and indicated that research (74%, $n = 87$, p. 102) and teaching (70%, $n = 81$, p. 102) were valued at Lehman College.

Non-Tenure-Track

Owing to the small number of Non-Tenure-Track Faculty respondents ($n = 7$), findings are not published here.

Adjunct

A large majority of Adjunct Faculty respondents agreed that the process for performance evaluation was clear (83%, $n = 45$, p. 106), clear expectations of their responsibilities existed (83%, $n = 45$, p. 106), their teaching was valued by Lehman College (80%, $n = 43$, p. 106), and the process for course assignments was clear (70%, $n = 38$, p. 106).

All Faculty

Approximately two-thirds of Faculty respondents agreed that they would recommend Lehman College as a good place to work (66%, $n = 115$, p. 111) and that they had job security (67%, $n = 116$, p. 112).

Faculty Sense of Belonging

Campus climate influences individuals' *Sense of Belonging* within social and academic institutional environments.[8] *Sense of Belonging* can be defined as one's perceived social support on campus, feeling or sensation of connectedness, and/or the experience of mattering or importance to the campus community or others on campus.[9] Analyses were conducted to determine who felt a stronger *Sense of Belonging* at Lehman College by select Faculty groups (position status, gender identity, racial identity, years of employment, and caregiving status). Analyses revealed one statistically significant difference:

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[8] Museus et al. (2017); Rankin & Reason (2005); Strayhorn (2012, 2013)
[9] Strayhorn (2012)

- Non-Tenure-Track/Adjunct Faculty (Part-Time) respondents had greater *Sense of Belonging* than Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents (p. 117).

Staff Respondents—Positive Views About Staff Work

Staff respondents generally held positive views about working at Lehman College. Staff respondents felt their coworkers/colleagues gave them job/career advice or guidance when they needed it (70%, $n = 155$, p. 119) and that clear expectations of their responsibilities existed (71%, $n = 156$, p. 130). Two-thirds of Staff respondents (66%, $n = 147$) agreed that their supervisors were supportive of flexible work schedules (p. 127).

Staff Sense of Belonging

Analyses were conducted to determine who felt a stronger *Sense of Belonging* at Lehman College by select staff groups (position status, gender identity, racial identity, years of employment, and caregiving status). No statistically significant differences existed.

Student Respondents—Positive Attitudes About Academic Experiences

The way students perceive and experience their campus climate influences their performance and success in college.[10] Overall, Student respondents had positive perceptions of their experiences at Lehman College. Seventy-five percent ($n = 891$) of Student respondents felt comfortable with the overall climate at Lehman College (p. 56), and 79% ($n = 940$) felt comfortable with their classroom climate (p. 58). A large majority of Student respondents (87%, $n = 1,024$) intended to graduate from Lehman College (p. 169).

Graduate Student respondents viewed their Lehman College experiences favorably. Most Graduate Student respondents were satisfied with the quality of advising they have received from their programs or departments (81%, $n = 126$, p. 164), had adequate access

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[10] For a review of extant literature, see Mayhew et al. (2016) and Pascarella & Terenzini (2005)

to their advisors (81%, *n* = 126, p. 164), and felt that their advisors responded to their emails, calls, or voicemails in a prompt manner (78%, *n* = 121, p. 164).

Student Sense of Belonging

Analyses were conducted to determine who felt a stronger *Sense of Belonging* at Lehman College by select student groups (gender identity, racial identity, sexual identity, household income status, and first-generation status). Findings indicated:

- Undergraduate Student Respondents who Transferred to Lehman had greater *Sense of Belonging* than Undergraduate Student Respondents who Started at Lehman (p. 149).
- Women Student respondents had greater *Sense of Belonging* than Trans-spectrum Student respondents (p. 150).

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

Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.[11] Research also underscores the relationship between hostile workplace climates and subsequent productivity.[12] Further, scholars have explored the experiences Black and Latinx student populations have with microaggressions.[13] Similarly, when taking only gender into consideration, campus climate research specific to women faculty revealed experiences of gender discrimination, professional isolation, lack of work-life balance, and disproportionate service expectations within campus environments.[14] Significant differences in respondents' experiences of exclusionary, intimidating, offensive, and/or hostile conduct includes:

Ten percent (*n* = 160) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct in the past year (p. 67). Of these respondents, 28% (*n* = 44) suggested that the conduct was based on their position status in

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[11] Dugan et al. (2012); Garvey et al. (2018); Hurtado & Ponjuan (2005); Kim & Hargrove (2013); Mayhew et al. (2016); Oseguera et al. (2017); Pascarella & Terenzini (2005); Strayhorn (2012)

[12] Bilimoria & Stewart (2009); Costello (2012); Dade et al. (2015); Eagan & Garvey (2015); Garcia (2016); Hirshfield & Joseph (2012); S. J. Jones & Taylor (2012); Levin et al. (2015); Rankin et al. (2010); Silverschanz et al. (2008)

[13] Mills (2020); Yosso et al. (2009)

[14] Grant & Ghee (2015)

Lehman College (p. 67) and 29% each indicated it happened in phone calls/text messages/emails ($n = 47$) and in a meeting with a group of people ($n = 46$) (p. 75).

Differences Based on Position, Racial Identity, Years of Employment, and Disability Status

- By position status, higher percentages of Faculty respondents (23%, $n = 41$) and Staff respondents (22%, $n = 49$) than Student respondents (6%, $n = 70$) indicated that they had experienced this conduct (p. 68).
    - 35% ($n = 17$) of Staff respondents, 27% ($n = 11$) of Faculty respondents, and 23% ($n = 16$) of Student respondents suggested that the conduct was based on their position status (p. 68).
- By racial identity, a higher percentage of White/of European Descent respondents (19%, $n = 44$) than Black/of African Descent respondents (11%, $n = 37$), Hispanic/Latinx/Chicanx respondents (6%, $n = 37$), and Additional Respondents of Color (6%, $n = 7$) indicated that they had experienced this conduct (p. 69).
    - 27% ($n = 10$) of Black/of African Descent respondents, 22% ($n = 8$) of Hispanic/Latinx/Chicanx respondents, 18% ($n = 8$) of White/of European Descent respondents, and less than five Additional Respondents of Color and Multiracial respondents who had experienced this conduct indicated that the conduct was based on their racial identity (p. 69).
- By years of employment, a higher percentage of Respondents with 6-15 Years of Employment (30%, $n = 45$) than Respondents with 5 Years or Less of Employment (17% $n = 20$) indicated that they had experienced this conduct (p. 70).
- By disability status, higher percentages of Respondents with Multiple Disabilities (17%, $n = 13$) and Respondents with A Single Disability (18%, $n = 18$) than Respondents with No Disability (9%, $n = 123$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct (p. 71).

Respondents Who Seriously Considered Leaving Lehman College

Campus climate research has demonstrated the effects of campus climate on faculty and student retention.[15] Research specific to student experiences has found that sense of belonging is integral to student persistence and retention.[16] Noteworthy percentages of respondents indicated that they seriously considered leaving Lehman College.

Faculty and Staff Respondents

Forty-two percent ($n = 74$) of Faculty respondents and 54% ($n = 121$) of Staff respondents had seriously considered leaving Lehman College in the past year (p. 137). Faculty respondents who seriously considered leaving did so because of low salary/pay rate (41%, $n = 30$), lack of institutional resources (39%, $n = 29$), increased workload (38%, $n = 28$), and institutional support (38%, $n = 28$, p. 139). Staff respondents who seriously considered leaving did so because of limited advancement opportunities (52%, $n = 63$) and increased workload (50%, $n = 60$, p. 138).

Qualitative analysis of Faculty and Staff responses amplified why they seriously considered leaving Lehman College. Compensation and limited institutional support were indicated as top reasons for all Employee respondents. Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents and Full-Time Staff respondents elaborated on discriminatory behavior as influencing their desire to leave Lehman. Full-Time Staff respondents also elaborated on two additional factors related to them having seriously considered leaving: limited advancement opportunities and an increased workload.

Student Respondents

Twenty-two percent ($n = 218$) of Undergraduate Student respondents and 16% ($n = 25$) of Graduate Student respondents had seriously considered leaving Lehman College in the past year (p. 167). Fifty-one percent ($n = 124$) of Student respondents who seriously considered leaving did so in their first year as a student (p. 167). The top reason why

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[15] Blumenfeld et al. (2016); Gardner (2013); Garvey & Rankin (2018); D. R. Johnson et al. (2014); Kutscher & Tuckwiller (2019); Lawrence et al. (2014); Pascale (2018); Ruud et al. (2018); Strayhorn (2013); Walpole et al. (2014)

[16] Booker (2016); García & Garza (2016); Hausmann et al. (2007)

Student respondents seriously considered leaving was because they wanted to transfer to another institution ($n = 83$, p. 168).

A major qualitative theme emerged from the voices of Student respondents that further underscored why they seriously considered leaving Lehman College: the effect of COVID-19 on their personal and academic lives. Multiple additional themes emerged for Undergraduate Student respondents including problems with advising, financial challenges, issues related to their academic major, moving and the difficulty with their commute, issues with communication and support of administrative offices, and quality of their teachers.

Challenges and Opportunities Related to Campus Climate

Staff Respondents

Staff responses indicated that they felt less positive about several aspects of their work life at Lehman College. Thirty-seven percent ($n = 81$) of Staff respondents agreed that Lehman College provided adequate information to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation) (p. 121). Thirty-one percent ($n = 68$) of Staff respondents agreed that clear procedures existed on how they could advance at Lehman College (p. 130). More than half of Staff respondents indicated that their workload increased without additional compensation as a result of other staff departures (53%, $n = 117$, p. 123) and that a hierarchy existed within staff positions that allowed some voices to be valued more than others (52%, $n = 116$, p. 123). Thirty-seven percent of Staff respondents each agreed that staff salaries were competitive ($n = 81$, p. 128) and that committees at Lehman College valued staff opinions ($n = 82$, p. 129).

Faculty Respondents

Half of Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents agreed that that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations (50%, $n = 58$, p. 103) and that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student

groups and activities) than did their colleagues (50%, $n = 58$, p. 103). Twenty-nine percent ($n = 34$) of Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents agreed that senior administrators valued faculty opinions (p. 104).

Faculty respondents held less positive views about salaries. Just over one-third of Faculty respondents (39%, $n = 68$) agreed that salaries for Tenure-Track/CCE/CCE-eligible faculty positions were competitive (p. 108), and 20% ($n = 35$) agreed that salaries for Non-Tenure-Track faculty positions were competitive (p. 108).

Student Respondents' *Perceived Academic Success*

How students perceive their academic success often contributes to their decision to persist in higher education. Research indicates that when students experience an unwelcoming college climate, they also experience a decline in persistence and academic performance.[17] Analyses were conducted to determine differences in Student respondents' *Perceived Academic Success* at Lehman College by select student groups (gender identity, racial identity, sexual identity, household income status, and first-generation status). Findings indicated:

- Undergraduate Student Respondents who Transferred to Lehman had greater *Perceived Academic Success* than Undergraduate Student Respondents who Started at Lehman (p. 149).
- Men Student respondents and Women Student respondents had greater *Perceived Academic Success* scores than Trans-spectrum Student respondents (p. 150).

A Meaningful Percentage of Respondents Experienced Unwanted Sexual Conduct

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

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[17] Allen & Alleman (2019); Booker (2016); D. R. Johnson (2012); Kim & Hargrove (2013); Kutscher & Tuckwiller (2019); Reynolds et al. (2010)

- 3% (*n* = 54) of respondents indicated that they had experienced unwanted sexual contact/conduct while at Lehman College (p. 93).
    - < 1% (*n* = 6) experienced relationship violence (e.g., ridiculed, controlling, hitting, p. 94).
    - 1% (*n* = 19) experienced stalking (e.g., following me, on social media, texting, phone calls, p. 94).
    - 2% (*n* = 25) experienced sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment, p. 95).
    - Less than five respondents[18] experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, p. 96).

Student Financial Hardship

51% (*n* = 609) of Student respondents indicated they experienced financial hardship while attending Lehman College (p. 51).

Students indicated they experienced financial hardship in the following areas:

- 60% (*n* = 367) had difficulty affording tuition
- 59% (*n* = 357) had difficulty purchasing books/course materials
- 39% (*n* = 240) had difficulty affording food
- 30% (*n* = 183) had difficulty affording housing
- 25% (*n* = 153) had difficulty commuting to campus

Lehman College's Initiatives

The survey asked respondents to indicate if they believed certain initiatives currently were available at Lehman College and the degree to which they thought that those initiatives would influence college climate. Examples of overall findings are presented below. For each result, the majority of respondents felt that the initiative would positively influence the campus climate. A complete overview of findings related to institutional actions is provided on pages 180–192 of the full report.

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[18] Groups with less than five respondents are not presented to maintain confidentiality of their identities.

Examples of Findings for Student Respondents

- 86% (*n* = 908) of the Student respondents thought that diversity, equity, and inclusivity training for students was available at Lehman College, and 14% (*n* = 147) of Student respondents thought that it was not available (p. 186).

- 88% (*n* = 916) of Student respondents thought that diversity, equity, and inclusivity training for faculty was available at Lehman College, and 13% (*n* = 122) of Student respondents thought that it was not available (p. 186).

- 83% (*n* = 845) of Student respondents thought that opportunities for cross-cultural dialogue among faculty, staff, and students was available at Lehman College, and 17% (*n* = 175) of Student respondents thought that opportunities for dialogue was not available (p. 187).

- 88% (*n* = 902) of Student respondents thought that effective academic advising was available at Lehman College, and 12% (*n* = 119) of Student respondents thought that it was not available (p. 188)

Examples of Findings for Faculty Respondents

- 73% (*n* = 112) of Faculty respondents thought that access to counseling for people who had experienced harassment was available, and 27% (*n* = 41) of Faculty respondents thought that such counseling was not available (p. 179).

- 47% (*n* = 71) of Faculty respondents thought that equitable funding for operational activities across programs or department was available, and 53% (*n* = 80) of Faculty respondents thought that such funding was not available (p. 179).

- 64% (*n* = 100) of Faculty respondents thought that mentorship for new faculty was available, and 36% (*n* = 56) of Faculty respondents thought that faculty mentorship was not available (p. 180).

- 63% (*n* = 93) of Faculty respondents thought that a fair process to resolve conflicts was available, and 37% (*n* = 54) of Faculty respondents thought that such a process was not available (p. 180).

Examples of Findings for Staff Respondents

- 79% (*n* = 165) of Staff respondents thought that access to counseling for people who had experienced harassment was available at Lehman College, and 21% (*n* =

43) of Staff respondents thought that access to such counseling was not available (p. 182).

- 48% (*n* = 96) of Staff respondents thought that mentorship for new staff was available, and 52% (*n* = 105) of Staff respondents thought that staff mentorship was not available (p. 183).

- 65% (*n* = 134) of Staff respondents thought that career development opportunities for staff were available, and 35% (*n* = 71) of Staff respondents thought that they were not available (p. 183).

- 74% (*n* = 147) of Staff respondents thought that affordable child care was available at Lehman College, and 26% (*n* = 51) of Staff respondents thought that it was not available (p. 184).

Conclusion

Lehman College climate findings[19] were consistent with those found in R&A's work with higher education institutions across the country.[20] For example, 70% to 80% of respondents in similar reports found the campus climate to be "very comfortable" or "comfortable." Lehman College respondents indicated a similar degree of comfort with the overall climate at Lehman College (p. 55). Twenty percent to 25% of respondents in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At Lehman College, a lower percentage of respondents (10%) indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct (p. 67). The results also paralleled the findings of other climate studies of specific constituent groups offered in the literature.[21]

Prior research reveals that:

> Student body diversity in institutions of higher education is important not only for improving the economic and educational opportunities for underrepresented students, but also for the social, academic, and societal benefits that diversity presents for all students and communities. Diverse learning environments help students sharpen their critical

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

[20] Rankin & Associates Consulting (2021)

[21] Guiffrida et al. (2008); S. R. Harper & Hurtado (2007); S. R. Harper & Quaye (2004); Hurtado & Ponjuan (2005); Rankin & Reason (2005); Sears (2002); Settles et al. (2006); Silverschanz et al. (2008); Yosso et al. (2009)

thinking and analytical skills; prepare students to succeed in an increasingly diverse and interconnected world; break down stereotypes and reduce bias; and enable schools to fulfill their role in opening doors for students of all backgrounds.[22]

Everyone benefits from a more inclusive college. To create a more inclusive college environment, Lehman College must acknowledge areas of opportunity and take responsibility for restoring, rebuilding, and implementing action that prioritizes those most negatively affected in the current structure.

Lehman College's climate assessment report provides baseline data on diversity, equity, inclusion, and belonging. While the findings may guide decision making regarding policies and practices at Lehman College, it is important to note that the cultural fabric of any institution and unique aspects of each campus's environment must be taken into consideration when deliberating action items based on these findings. The climate assessment findings provide the Lehman College community with an opportunity to build upon its strengths and to develop a deeper awareness of the challenges ahead. Lehman College, with support from senior administrators and collaborative leadership, is in a prime position to actualize its commitment to promote an inclusive campus and to institute organizational structures that respond to the needs of its dynamic campus community.

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[22] United States Department of Education, Office of Planning, Evaluation, and Policy Development and Office of the Under Secretary (2016, p. 5)

Introduction

History of the Project

As noted in the mission statement, "Lehman College, an urban public institution and economic and cultural catalyst in the Bronx, is a national engine for social mobility and a vibrant center of discovery and creative work, providing a transformative educational experience while advancing equity, inclusion, and social justice."[23] In 2019, as the College began work on its five-year strategic plan, "Lehman 2025: Roadmap to the Future," several committees were established to examine and propose initiatives that Lehman could pursue to strengthen its position as a catalytic institution and one of the country's most innovative public colleges. One recommendation was to undertake a campus climate study. In 2020, the Campus Climate, Diversity, and Inclusion Task Force was convened as an initial first step and was asked to highlight areas where the College was doing well and identify opportunities for improvement. The Task Force produced a report that contained a series of recommendations including one to enlist a firm to conduct a more scientific and evidence-based survey of the campus climate to gauge the real and perceived experiences of its students, faculty, and staff. The aim of the campus climate study is to better understand the campus climate and to use that information as a foundation for building on Lehman College's strengths while focusing on opportunities for growth and change, particularly in the areas of diversity and inclusion.

After a careful vetting process, the President's Cabinet selected Rankin & Associates Consulting, LLC (R&A), a firm that has worked with more than 200 higher education institutions in the U.S. over the past 20 years on climate projects using a model based on three pillars: 1) a respect for social justice 2) an embrace of data-driven analysis and 3) the use of best practices drawn from the field's current scholarship and literature. A Campus Climate Study Work Group (CCSWG)—composed of faculty, staff, students, and administrators—was convened to work with R&A, and charged to identify what already is working to foster a welcoming and inclusive environment at Lehman, uncover challenges facing the community, and use the study findings to develop strategic initiatives to build on the successes and address the challenges.

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[23] https://www.lehman.edu/about/mission.php

In spring 2020, the COVID-19 pandemic forced colleges and universities to enact a variety of safety measures to protect the health and well-being of their communities. During the fall 2021 and spring 2022 semesters, Lehman College offered students, faculty, and staff the opportunity to learn and work remotely and in-person. This study therefore represents a snapshot of the campus climate during the effect of COVID-19 on Lehman College, and the pandemic's progression certainly contributed to the community and national discourse during the survey period.

Project Design and Campus Involvement

Rankin (2003) modified the conceptual model of campus climate developed by Smith et al. (1997) to use as the foundation for Lehman College's campus climate assessment. The model employs critical theory and a power and privilege perspective, which establishes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (A. Johnson, 2005) and influence systems of differentiation that reproduce unequal outcomes. Lehman College's assessment was the result of a comprehensive process to identify the strengths and challenges of the campus climate, with a specific focus on the distribution of power and privilege among differing social and/or identity groups. This report provides an overview of the results of the campus-wide survey.

The CCSWG collaborated with R&A in participatory and community-based processes to review tested survey questions from the R&A question bank and develop a survey instrument for Lehman College. The survey queried various campus constituent groups about their experiences and perceptions regarding the academic environment for students, the workplace environment for faculty and staff, employee benefits, sexual harassment and sexual violence, racial and ethnic identity, gender identity and gender expression, sexual identity, accessibility and disability services, and others.

Your Voice is Our Strength is the theme for the climate study. This theme reflects the power of your voice, thoughts, and ideas to create meaningful change. In fall 2022, R&A and the CCSWG will present the information gathered from the campus-wide survey to the Lehman community in a series of forums. Following those presentations, the CCSWG will facilitate focus groups to

assist the Lehman College community in developing action items based on these findings. The focus groups will serve as an additional opportunity to share your ideas to help inform the policy and programmatic initiatives, helping to build on Lehman College's successes and to address its challenges.

Foundation of Campus Climate Research and Assessment

In 1990, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) established that to build a vital community of learning, an institution must create a community that is purposeful, open, just, disciplined, caring, and celebrative (Boyer, 1990). Achieving these characteristics is part of "a larger, more integrative vision of community in higher education, one that focuses not on the length of time students spend on campus, but on the quality of the encounter, and relates not only to social activities, but to the classroom, too" (Boyer, 1990, p. 7).

In 1995, the Association of American Colleges and Universities (AAC&U) challenged higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion" (p. xvi). The AAC&U proposed that colleges and universities commit to "the task of creating inclusive educational environments in which all participants are equally welcomed, equally valued, and equally heard" (p. xxi). The report stated that a primary duty of the academy was to create a campus climate grounded in the principles of diversity, equity, and justice for all individuals to provide the foundation for a vital community of learning. The visions of these national education organizations serve as the foundation for current campus climate research and assessment.

Definition of Campus Climate

Limited consensus exists in the research literature about the definition of campus climate (Hart & Fellabaum, 2008; Ryder & Mitchell, 2013). After an extensive review of research, R&A found the scholarship of Sylvia Hurtado and her colleagues to offer the most comprehesive and well researched model to assess campus climate. Hurtado et al. (1999) examined campus climate in relation to the perceptions and experiences of an institution's members. Specifically, they described four factors that constitute campus climate. These components include an institution's historical legacy of inclusion/exclusion, psychological climate, structural diversity, and

behavioral elements. Historical legacy includes an institution's history of resistance to or compliance with desegregation as well as its current mission and policies. Psychological climate refers to perceptions of racial/ethnic tensions, discrimination, and attitudes toward and reduction of prejudice on campus. Structural dimensions of campus climate account for the effect of demographic diversity among faculty, staff, and students, while the behavioral dimensions consist of social interaction, campus involvement, and classroom diversity. Building on this model, Rankin and Reason (2008) defined campus climate as "the current attitudes, behaviors, and standards, and practices of employees and students in an institution" (p. 264). Rankin and Reason (2008) further specified:

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

Using this definition, grounded in the work of Hurtado and her colleagues (1992, 1999), R&A's mission is to develop institution-specific assessment tools and analysis of the resulting data to understand and evaluate an institution's campus climate.

Influence of Climate on Faculty, Staff, and Students

Campus climate influences individuals' sense of belonging within social and academic institutional environments (Museus et al., 2017; Rankin & Reason, 2005; Strayhorn, 2012, 2013). Johnson (2012) defined sense of belonging as students' "feelings of connection and identification or isolation and alienation within their campus community" (p. 337). Similarly, Strayhorn (2012) characterized sense of belonging as "students' perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, and valued by, and important to the group (e.g., campus community) or others on campus (e.g., faculty, peers)" (p. 3). Further, Strayhorn (2012) described an individual's sense of belonging as a "basic human need [that takes on] increased significance in

environments or situations that individuals experience as different, unfamiliar, or foreign, as well as in contexts where certain individuals are likely to feel marginalized, unsupported, or unwelcomed" (p. 10). For many underrepresented and/or underserved faculty, staff, and students, a sense of belonging on college and university campuses is paramount.

Researchers have conducted extensive studies regarding the ways in which campus climate affects sense of belonging for various student populations. For example, recent studies focused on campus climate and a sense of belonging for student athletes (Gayles et al., 2018); women students in science, technology, engineering, and math (STEM) fields (Johnson, 2012); first-generation students (Means & Pyne, 2017); racial and ethnic minority students (George Mwangi, 2016; Maramba & Museus, 2011; Tachine et al., 2017; Wells & Horn, 2015); Black men (Wood & Harris, 2015); students with disabilities (Vaccaro et al., 2015); and first-year lesbian, gay, bisexual, pansexual, and queer (LGBPQ) students (Vaccaro & Newman, 2017). Researchers also have explored the ways that an individual's sense of belonging influenced their intent to persist at an institution (Booker, 2016; García & Garza, 2016; Hausmann et al., 2007; Museus et al., 2017).

Student persistence and retention are principal measures of campus climate. Researchers have focused on social, cultural, and academic factors that influenced students' intent to persist, including opportunities for engagement with faculty and others from diverse backgrounds as well as access to student groups, institutional support programs, and initiatives. Research in recent years has demonstrated how the above factors specifically influenced intent to persist among Black undergraduate women (Booker, 2016; Walpole et al., 2014), Black undergraduate men (Kim & Hargrove, 2013; Palmer et al., 2014), Latinx students (García & Garza, 2016; Heredia et al., 2018; Tovar, 2015), racial minority students (Baker & Robnett, 2012; Johnson et al., 2014; Lancaster & Xu, 2017), students with disabilities (Kutscher & Tuckwiller, 2019), queer-spectrum and trans-spectrum individuals (Blumenfeld et al., 2016), and graduate students (Ruud et al., 2018). Mayhew et al. (2016) noted that "having meaningful peer interactions and relationships and experiencing overall social and academic integration and involvement" contributed positively to student persistence and retention (p. 419).

In addition to research on the relationship between sense of belonging and retention, campus climate research has focused on the relationship between campus climate and students' engagement and success (Glass & Westmont, 2014; Hurtado & Ponjuan, 2005; Dugan et al., 2012; Garvey et al., 2018; Oseguera et al., 2017) and well-being (Gummadam et al., 2016). These studies found that minority students had characteristically different experiences of engagement and success than did their majority peers. Unique perceptions associated with access to support networks, education in pluralistic settings, and academic programs that simultaneously challenge and offer support to students, for example, were salient to positive or negative outcomes.

In addition to students, studies have also examined the effect of campus climate on the persistence and retention of underrepresented faculty populations, ones that include Black faculty (Griffin, Pifer, et al., 2011; Lynch-Alexander, 2017; Siegel et al., 2015), international faculty (Lawrence et al., 2014), racial and ethnic minority faculty (Jayakumar et al., 2009; Whittaker et al., 2015), queer-spectrum and trans-spectrum faculty (Garvey & Rankin, 2018), and women faculty in STEM fields (Pascale, 2018). Select studies noted the important role of effective mentorship in the success, promotion, and retention of underrepresented faculty (Lynch-Alexander, 2017; Zambrana et al., 2015). Unfortunately, there is scant research specific to the effect of climate on the persistence and retention of staff.

Some campus climate assessments also measured intersectional experiences (i.e., the interrelationship among race, gender, and/or sexuality) in relation to the perceptions and experiences of faculty, staff, and students of a given institution (Booker, 2016; Griffin, Bennett, & Harris, 2011; Hughes, 2017; D. R. Johnson, 2012; Maramba & Museus, 2011; Park et al., 2013; Patton, 2011; Rivera-Ramos et al., 2015; Walpole et al., 2014). The following sections present campus climate research findings for select campus constituents with the understanding that individuals are multidimensional and are not ascribed to only one identity marker.

Faculty and Campus Climate

Campus climate actively shapes the experiences of faculty, particularly related to professional success, sense of belonging, and perceptions of professional development opportunities and collegial and administrative support. Most research regarding faculty and campus climate

examines the effect of racial identity, sexual identity, and/or gender identity on faculty perceptions and experiences. A summary of the literature is offered below.[24]

Campus climate research found that faculty of color commonly experienced high levels of work-related stress, moderate-to-low job satisfaction, feelings of isolation, and negative bias in the promotion and tenure process (Dade et al., 2015; Eagan & Garvey, 2015; Patton & Catching, 2009; Urrieta et al., 2015; Whittaker et al., 2015). In addition, campus climate research focused specifically on two-year institutions reported similar experiences for faculty of color as well as negative perceptions of self, decreased work productivity, and decreased contributions to the institution as a result of a hostile campus climate (Levin et al., 2014, 2015). Dade et al. (2015), in their research on Black faculty in predominantly White universities, found that structural inequalities, lack of cultural awareness throughout academic institutions, and institutional racism presented substantial barriers to the emotional well-being and professional success of Black and/or African American faculty, particularly Black and/or African American women faculty.

Intersectional research found that women faculty of color were not provided with professional mentorship and leadership development opportunities in a manner consistent with those provided to their White colleagues (Blackwell et al., 2009; Grant & Ghee, 2015). Accordingly, Kelly and McCann (2014), in their study of women faculty of color at predominantly White research universities, found that pre-tenure departure was often attributed to "gendered and racialized tokenization and isolation, a need for a more intrusive style of mentoring, and poor institutional fit" (p. 681). Focusing on gendered and racialized service expectations, Hirshfield and Joseph (2012) found that women faculty of color also experienced substantial "identity taxation" within the academy (p. 214). Their findings suggested that women faculty of color faced formal and informal expectations to provide mentorship and emotional labor in support of their students.

Relatedly, when taking only gender into consideration, campus climate research specific to women faculty revealed experiences with gender discrimination, professional isolation, lack of work-life balance, and disproportionate service expectations within campus environments (Grant & Ghee, 2015). Compared with their male colleagues, these experiences resulted in higher rates

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[24] For additional literature regarding faculty experiences and campus climate, please visit www.rankin-consulting.com.

of institutional departure among women faculty (Gardner, 2013). Maranto and Griffin (2011) identified women faculty's perceived lack of inclusion and support as primary contributors to their experiences of "chilly" departmental climates. According to Maranto and Griffin (2011), "Our relationships with our colleagues create the environment within which our professional lives occur, and impact our identity and our worth" (p. 152).

Additionally, recent research has highlighted the disparities in the quantity and types of service activities women faculty were asked to perform, particularly institutional service and advising within male-dominated fields (O'Meara et al., 2017). Guarino and Borden (2017) found, when accounting for faculty rank, race/ethnicity, and field of study, women faculty performed substantially more service than did men faculty, particularly internal service, or service on behalf of the department or institution. Hanasono et al. (2019) suggested that internal service, or what the authors termed "relational service," not only was performed more often by women faculty, but also was less valued in evaluation processes, which had a subsequent negative effect on the tenure, promotion, and retention of women faculty.

With respect to sexual and gender identity, campus climate researchers have examined the hostile and exclusionary institutional settings that queer-spectrum[25] and trans-spectrum faculty experienced within higher education. According to Bilimoria and Stewart (2009), failure to hide one's queer or transgender identity may result in unwanted scrutiny and alienation from fellow faculty members. As a result, queer-spectrum faculty reported feeling compelled to maintain secrecy regarding their identities. Dozier (2015) specifically identified prejudicial comments, invalidation of LGBT-related research and cultures, and social exclusion at the department level as the basis for hostile climates and reports of low job satisfaction for "out" gay and lesbian faculty. Blumenfeld et al. (2016) and Rankin et al. (2010) identified campus climate, specifically feelings of hostility and isolation, as significant factors in the desire among queer-spectrum and trans-spectrum faculty members to leave an institution. From an examination of institutional geography, Garvey and Rankin (2018) found that queer-spectrum and trans-spectrum faculty also

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[25] Rankin & Associates Consulting uses the term "queer-spectrum" in materials to identify non-heterosexual sexual identities. Identities may include lesbian, gay, bisexual, queer, asexual, pansexual, and/or polysexual as well as other sexual identities. R&A uses "trans-spectrum" as an umbrella term to describe the gender identity of individuals who do not identify as cis-gender. Identities may include transgender, gender nonbinary, gender-queer, and/or agender, in addition to other non-cis-gender identities.

were more likely to seriously consider leaving an institution that was in a small town and/or rural environment. For queer-spectrum faculty, hostile campus climates can result in isolation, poor job satisfaction, and a desire to leave.

Race, ethnicity, gender, and sexual and gender identity, when considered separately and intersectionally, influence the perceptions and experiences of faculty writ large. Further, research demonstrates that campus climate affects faculty members' job satisfaction, professional and social well-being, and intent to persist at an institution. Though research applicable to staff is minimal, the section that follows examines staff identities, experiences, and perceptions.

Staff and Campus Climate

From the limited research available on staff members in higher education, findings suggest a lack of professional support and advancement opportunities among professional and classified/hourly staff members. Staff commonly attributed lack of support and advancement opportunities to discrimination and stereotyping based on their identities and/or personal attributes, including age, race, gender, and education level (Costello, 2012; Jones & Taylor, 2012).

Garcia (2016), S. J. Jones and Taylor (2012), and Mayhew et al. (2006) found that staff members' perceptions of campus climate were constructed through daily interactions with colleagues and supervisors, institutional norms and practices, and staff members' immediate work environments. For example, in an investigation of the campus climate experiences of student affairs professionals working at a Hispanic-serving institution (HSI), Garcia (2016) found that compositional diversity of a department and the microclimate of individuals' office/department directly affected staff members' perceptions of campus climate. Garcia's findings were similar to those of Mayhew et al. (2006), who found that staff members' experiences with their immediate office/department influenced how they perceived the broader campus climate. According to Mayhew et al. (2006), "Staff members who perceived their local unit to be non-sexist, non-racist, and non-homophobic were consistently more likely to perceive that their community had achieved a positive climate for diversity" across the organization (p. 83).

In an investigation of the various forms of labor that staff and administrators of color performed independent of their assigned job duties, Luedke (2017) analyzed mentor-mentee relationships

aimed at supporting first-generation Black, Latinx, and biracial students. Luedke employed social reproduction theory to study the various forms of social and emotional support that staff members provided to students and the ways in which staff nurtured the social capital that students brought with them to college. Key to such relationships, staff members of color understood and found value in the backgrounds, skills, and abilities held by students of color, which, Luedke explained, opened the door for students to acquire various forms of cultural capital.

Undergraduate Students and Campus Climate

Most literature about campus climate and undergraduate students examined campus climate in the context of multiple factors that shape students' identities and experiences. Research findings demonstrated that campus climate influenced students' social and academic development and engagement, academic success, sense of belonging, and well-being. Scholars also have repeatedly found that when students of color perceived their campus environment as hostile, desired outcomes, such as persistence and academic performance, were negatively affected (Booker, 2016; Kim & Hargrove, 2013; Strayhorn, 2013; Walpole et al., 2014). Climate research regarding the experiences of student populations that include low-income students, students with disabilities, first-generation students, veteran students, international students, American Indian/Indigenous students, undocumented students, and student-athletes has become increasingly available over the past decade.[26] The following paragraphs offer a summary of the most robust areas of campus climate research specific to student experiences, including the role of microaggressions (i.e., indirect and/or subtle discrimination) in creating hostile and exclusionary campus climates for minoritized undergraduate students.[27]

Hostile or exclusionary campus climates negatively affect students of color in various ways. For example, scholars have found that when racial minority students perceived their campus environment as hostile, a decline in persistence and academic performance occurred (Booker, 2016; Kim & Hargrove, 2013; Strayhorn, 2013). Additionally, Walpole et al. (2014) evaluated

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[26] For additional research regarding student-specific campus climate experiences, please visit www.rankin-consulting.com.

[27] This review is intended to map the broad scope of campus climate research on students; it is not intended to present comprehensive findings of all research in this area.

the ways that race-based microaggressions contributed to hostile and exclusionary campus climates for students of color, which resulted in reduced academic success and decreased retention and persistence. In related work, Mills (2020) examined Black undergraduate students experiences with environmental microaggressions, in contrast to interpersonal microaggressions, at a predominantly White institution (PWI). Developed from the work of Sue (2010), Mills (2020) noted that environmental microaggressions were unique in that they occurred at systemic levels with "no apparent offender" (p. 1). Mills (2020) identified six themes related to environmental microaggressions experienced by Black undergraduate students: segregation (particularly within student housing), lack of representation across institutional populations, campus response to criminality or an assumption of criminality, cultural bias in courses, tokenism, and pressures to conform to standards of whiteness. Yosso et al. (2009) examined the effects of various forms of racial microaggressions (including interpersonal microaggressions, racial jokes, and institutional microaggressions) on Latinx students.[28] Reynolds et al. (2010) also noted the negative effect that hostile racial climates have on Black and Latinx students' intrinsic and extrinsic academic motivations, which subsequently diminished students' academic success.

Research on racially diverse women undergraduate students, particularly within STEM fields, has explored how students' perceived sense of belonging affected their academic success and well-being. Booker (2016) described the challenges that Black/African American undergraduate women face in the classroom, including microaggressions from faculty, microaggressions from peers, and expectations that Black/African American students represent their race(s) when speaking about specific course topics. As a result, Black/African American undergraduate women experienced a decreased sense of belonging in the classroom and a perception that faculty members were not approachable. Similarly, in a study of racially diverse women in STEM, Johnson (2012) found that perceptions of campus racial climate and students' experiences within different college environments, including residence halls, classrooms, and dining facilities, were significant predictors of students' sense of belonging.

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[28] Rankin & Associates Consulting uses the gender-inclusive term "Latinx" in our materials to identify individuals and communities of Latin decent. That terminology has been adopted in this document, even when reporting campus climate research that used terms including "Latino," "Latina," and/or "Latino/a."

In their investigation of undergraduate students with disabilities attending four-year institutions, Fleming et al. (2017) found that their perceptions of campus climate directly affected their sense of belonging and satisfaction at their institution. In a related line of scholarship, Vaccaro et al. (2015) noted the importance of sense of belonging among students with disabilities, particularly first-year students with disabilities, as they adjusted to a postsecondary educational environment. Kutscher and Tuckwiller (2019) investigated the unique challenges that students with disabilities experienced in higher education environments, particularly related to personal identities, academic and social engagement, and accommodations and, subsequently, their persistence. In a study of the most salient barriers faced by students with disabilities, Hong (2015) identified faculty perceptions, engagement with advisors, college stressors, and quality of support programs and services.

Examining the role of social class in relation to students' first-year experience, Soria and Stebleton (2013) found that working-class students felt less welcome, or a lesser sense of belonging, when compared with their middle- and upper-class peers. In a characteristically different study, one focused on private, normatively affluent institutions, Allen and Alleman (2019) found that students who experienced food insecurity frequently self-excluded from food-oriented social events and missed academic and community engagement opportunities owing to their need to work. In a study of 324 undergraduates, Ostrove and Long (2007) found that students' "social class background was strongly related to a sense of belonging at college, which in turn predicted social and academic adjustment to college, quality of experience at college, and academic performance" (p. 380). They noted that such a finding was helpful because, while social class cannot be changed, "we can change the extent to which institutions of higher education are welcoming and inclusive with respect to social class" (p. 384).[29]

Campus climate research specific to the experiences of queer-spectrum and trans-spectrum students has indicated that queer-spectrum and trans-spectrum individuals experienced hostility, discrimination, and lack of sense of belonging within various institutional environments (Rankin et al., 2010; Seelman et al., 2017). Vaccaro and Newman (2017) examined the extent to which LGBPQ (i.e., lesbian, gay, bisexual, pansexual, queer) students developed a sense of belonging

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[29] For additional research regarding various minority populations' sense of belonging in higher education, please visit www.rankin-consulting.com.

during their first year at an institution. The authors found that students' sense of belonging was influenced by their degree of outness, university messaging specific to LGBPQ individuals, and meaningful social interactions with peers. Garvey et al. (2015) found classroom climate was a key indicator of how LGBPQ community college students perceived campus climate. Trans-identified students reported more negative perceptions of classroom climate, campus climate, and curriculum inclusivity than their heterosexual and queer-spectrum peers (Dugan et al., 2012; Garvey et al., 2015; Nicolazzo, 2016).

As noted by the literature, undergraduate students experience campus climate differentially, based upon their various identity formations. The extent to which a campus climate is perceived and experienced as welcoming or hostile shapes the undergraduate student trajectory. In a similar vein, graduate students also express varied perceptions, experiences, and outcomes in relation to campus climate.

Graduate Students and Campus Climate

Most of the research regarding students' campus climate experiences has focused on the experiences of undergraduates. The available campus climate research specific to graduate students suggested that, particularly, women graduate students, graduate students of color, international graduate students of color, and trans-spectrum graduate students experienced an exclusionary campus climate.

Regarding the experiences of international graduate students, research has identified significant differences according to students' nationality, race, and religion. While all international graduate students experience some level of "acculturative stress" owing to English language proficiency, homesickness, loneliness, and isolation, research demonstrated that international graduate students of color are more likely to experience heightened acculturative stress because of extant racism and nativism on U.S. campuses (George Mwangi, 2016; Moglen, 2017; Yeh & Inose, 2003). For example, Yakaboski et al. (2018) investigated Saudi graduate students' interactions with faculty, staff, and U.S. students. Though the study's subjects shared positive interactions with faculty and staff, they also shared negative and discriminatory interactions with U.S. students, and specifically noted a "lack of cultural and religious understanding or acceptance and pervasive gender stereotypes for Muslim women who veil" (p. 222). George Mwangi (2016)

echoed these findings in her study of Black African graduate students' experience. She noted that Black African graduate students are subjected to racism, tokenism, negative stereotyping, microaggressions, and overt hostility from faculty, staff, and students alike. While it is understood that international graduate students experience some degree of transitional challenges upon arriving in the United States, their academic and social well-being depends upon a campus culture that will either mitigate or exacerbate their sense of otherness (George Mwangi et al., 2019).

While international graduate students of color have unique experiences specific to their foreign status, there are some parallels to the experiences of domestic graduate students of color. For example, Shavers and Moore (2014) examined how Black women doctoral candidates experienced campus climate through social and academic engagements. The researchers found that Black women graduate students engaged in "survival oriented" or "suboptimal resistance strategies" to persevere through feelings of isolation, lack of community, and lack of support within their individual programs and the broader campus climate (p. 404). Identifying the effects of hostile campus climates for racial minority women graduate students in STEM fields, Ong et al. (2011) wrote:

> The existing empirical work on graduate experiences overwhelmingly identifies the STEM social and cultural climate—that is, the interpersonal relationships with other members of the local STEM communities and the cultural beliefs and practices within STEM that govern those relationships—as the leading challenge to the persistence of women of color in STEM career trajectories. (p. 192)

Trans-spectrum (including trans and gender non-conforming) graduate students reported similar feelings of distress in their interpersonal academic and social relationships. Goldberg et al. (2019) found that trans-spectrum graduate students commonly presented an outward gender identity inconsistent with their inner gender identity out of concern for their own physical and emotional safety. Trans-spectrum graduate student survey respondents in the Goldberg et al. (2019) study identified acts of gender identity invalidation and misgendering by peers, faculty, and advisors as a source of emotional stress. Regarding trans-spectrum graduate students' interactions with faculty, Goldberg et al. (2019) identified respondents' interactions with their

faculty advisor as a specifically "salient context for experiencing affirmations vs. invalidation of one's gender identity" (p. 38). Campus climate research has demonstrated that positive engagement with peers and faculty is a critical factor in the success and well-being of trans-spectrum graduate students.

Campus Climate: Institution Type

Though the majority of campus climate research available pertains to four-year and PWIs, an increasing amount of research is available regarding campus climate at historically Black colleges and universities (HBCUs), HSIs, two-year and/or community college institutions, and religiously/spiritually affiliated institutions.[30] Today's broadening scope of campus climate research also encompasses research specific to professional schools, including schools of medicine and law.[31] A summary of campus climate research specific to institutional type and student experiences is offered in the following sections.

Historically Black Colleges and Universities (HBCUs)

In recent years, researchers have begun to investigate campus climate specific to HBCUs. The majority of HBCU-specific campus climate research examined the experiences of minority and underrepresented populations in HBCU environments and included Black international students (George Mwangi, 2016), Asian American and Latinx students (Palmer & Maramba, 2015a, 2015b), first-generation students (Longmire-Avital & Miller-Dyce, 2015), African American gay and bisexual men (Patton, 2011), and/or queer-spectrum and trans-spectrum students (Lewis & Ericksen, 2016).

HBCU-specific research has provided insight into the role of faculty engagement in constructing minority students' perceptions of HBCUs' campus climates, often in contrast to PWIs. For example, McCoy et al. (2017) examined the role of faculty interactions in constructing racial minority students' perceptions of STEM disciplines. Drawing from Bourdieu's social reproduction theory, McCoy et al. (2017) contrasted the faculty mentoring experiences of racial

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[30] For research regarding Asian American and Native American Pacific Islander–serving institutions (AANAPISI), Tribal colleges, or private institutions, please visit www.rankin-consulting.com.

[31] Rankin & Associates Consulting acknowledges that the institutional categories provided are not mutually exclusive. For example, research described regarding HSIs may also include findings related to two-year or community college institutions.

minority students majoring in a STEM discipline at a PWI and racial minority students majoring in a STEM discipline at an HBCU. McCoy et al. (2017) found that students perceived faculty at the PWI to be unwilling to mentor students, and instead, as commonly working to "weed out" students. In contrast, respondents at HBCUs characterized faculty as providing positive mentoring and constructive professional development opportunities. Extending their prior research, Winkle-Wagner and McCoy (2018) found that students from a PWI described a challenging environment based on experiences of exclusion and isolation. In comparison, HBCU students characterized the composition of their STEM program as diverse and described their program and institution as supportive of individuals' needs. In research specific to the experiences of Asian American and Latinx students, Palmer and Maramba (2015a) found that faculty interactions were important to students' campus climate experiences. Palmer and Maramba's (2015b) study participants noted that HBCU faculty demonstrated care and concern for students' well-being and that they felt supported.

Hispanic-Serving Institutions (HSIs)

In 2017, the Hispanic Association of Colleges and Universities (HACU) noted that HSIs, defined as institutions where the total Hispanic enrollment constitutes a minimum of 25% of the total enrollment, enrolled 66% of all Hispanic undergraduates in the United States (HACU, 2021). Despite limited research regarding campus climates at HSIs, the research available demonstrated the positive effects of attending an HSI for Latinx students. Research suggests that Latinx students' HSI enrollment encouraged racial-ethnic identity development and contributed to greater senses of belonging, positive self-perceptions, and increased academic capabilities (Arbelo-Marrero & Milacci, 2016; Chun et al., 2016).

Additionally, Sanchez (2019) examined Latinx students' experiences of racial microaggressions and subsequent sense of belonging at HSIs and emerging Hispanic-serving institutions (EHSIs).[32] She found that although students at both HSIs and EHSIs experienced racist stereotypes and assumptions—including anti-Mexican or anti-immigrant sentiments, stereotypes about students' intelligence or college readiness, and assumptions that students were granted

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[32] Sanchez (2019) defined emerging Hispanic-serving institutions as "institution[s] with 15% to 24.9% Latino full-time undergraduate enrollment" (p. 241).

admittance or scholarship funding based exclusively on their racial or ethnic identity—students enrolled at HSIs experienced racial microaggressions less frequently than did their peers attending an EHSI. Regarding students' reported sense of belonging, Sanchez (2019) offered that students who reported a positive sense of belonging attributed their institutional affiliation to "being able to speak Spanish on campus without judgment, noticing that their campus culture embraced Latino culture, and having friendly and supportive professors and staff" (p. 249). Participants who reported a lesser sense of belonging felt that "campus culture was geared toward White students" and that "Latino cultural events or organizations on campus" often were "invisible" (p. 250).

Professional Schools

In a study of campus climate at law schools, Rocconi et al. (2019) emphasized the need for structural diversity and diversity of interactions to build a positive climate in law school environments. As evidence of the importance of diversity of interactions for law school students, Rocconi et al. (2019) referenced the work of Daye et al. (2012), which concluded that "students attending law schools with racially diverse populations and high intergroup contact were more likely to perceive environments of openness and mutual respect" (p. 29). In addition to structural or compositional diversity, Rocconi et al. (2019) found that law students' perceptions of the law school environment as providing friendly and supportive experiences, offering positive interactions with faculty, and engendering positive relationships with peers contributed to a greater frequency of diverse interactions. The researchers also described collaborative faculty interactions and curricula that encouraged peer engagement as essential to realizing the full benefits of structural diversity. They further determined that engagement in pro bono work and participation in a student organization also contributed to an increased frequency of diverse interactions. Rocconi et al. (2019) explained, "intentionally engaging students with others from different backgrounds through curricular and co-curricular activities can help build a supportive and nurturing environment and foster the type of interactions that harness the educational benefits of diversity" (p. 34).

Focusing on law school faculty experiences, Barnes and Mertz (2018) investigated the factors that contributed to job dissatisfaction for post-tenure racial minority law professors and post-

tenure women law professors. Barnes and Mertz (2018) specifically identified institutional structures and implicit biases related to "issues of respect, voice, and collegiality" (p. 441) as significant factors that contributed to job dissatisfaction among post-tenure racial minority law professors. From their qualitative analyses, Barnes and Mertz (2018) noted subjects' descriptions of the "subtle and continuing ways in which [they] felt disrespected in their work settings" (p. 455), including dismissal of their concerns and being penalized or unjustly disciplined for raising issues related to equity or exclusionary/hostile policies and/or behaviors. Research subjects described the need for peer and/or support networks for navigating the challenges associated with being a racial and/or gender minority law school professor, ones that were independent of the institution.

Regarding medical school campus climate research, Kaplan et al. (2018) examined challenges in the recruitment, retention, and promotion of underrepresented faculty within academic medicine. Though minority faculty described their academic climate as neutral to positive, Kaplan et al. (2018) identified three consistent themes or challenges regarding the minority faculty and recruitment, retention, and promotion. The first theme or challenge Kaplan et al. (2018) identified was a lack of critical mass or a lack of a "sufficient number of (underrepresented) faculty at an individual institution to create community and impact change" (p. 59). The subjects in Kaplan et al. (2018) also identified the dearth of programming or initiatives specific to the retention and promotion of minority faculty. Last, they described the need for "a diversity champion or a group of individuals vested in diversity" at senior leadership levels to effectively address recruitment, retention, and promotion concerns (p. 59).

Campus Climate and Unwanted Sexual Conduct

In recent years, sexual harassment, stalking, intimate partner violence, and sexual assault within higher education have drawn national attention. In January 2014, in response to calls for state and federal action, President Barack Obama established the White House Task Force to Protect Students from Sexual Assault. The Task Force released its first report, *Not Alone*, in April 2014, which emphasized the need for nationwide action to raise awareness of, prevent, and respond to the prevalence of sexual assault on college campuses. The Task Force asserted that "we are here to tell sexual assault survivors they are not alone" and "to help schools live up to their obligation to protect students from sexual violence" (White House Task Force, 2014, p. 2).

The Task Force also recommended actions that should be taken by college and university communities, specifically campus administrations, regarding on-campus sexual assault. The Task Force encouraged campus leaders to conduct campus climate surveys to identify the prevalence of and attitude toward sexual assault on their individual college campuses (White House Task Force, 2014). According to the report, "The first step in solving a problem is to name it and know the extent of it—and a campus climate survey is the best way to do that" (White House Task Force, 2014, p. 2).

Similarly, the United States Department of Justice's Office on Violence Against Women has supported the use of campus climate surveys in its effort to reduce sexual assault, dating and intimate partner violence, and sexual harassment on college and university campuses. According to the Office, "Campus climate surveys are essential because they generate data on the nature and extent of sexual assault on campuses, as well as campus attitudes surrounding sexual assault. Armed with accurate data, administrators and students can then begin to direct resources where they are most needed" (United States Department of Justice, Office on Violence Against Women, 2018).

Inherent in examinations of sexual assault and campus climate are questions about how various members of the community experienced sexual assault and the prevalence and patterns of assault. Recent research has identified various campus populations' unique and disproportionate experiences with unwanted sexual conduct and/or contact on college and university campuses. These populations included: women (Krebs et al., 2009), graduate students (Rosenthal et al., 2016), lesbian and bisexual women (Martin et al., 2011), students with disabilities (Brown et al., 2017), and trans-spectrum students (Griner et al., 2020). For example, in a national study conducted by the Association of American Institutions, as cited in the National Council on Disability's 2018 report *Not on the Radar: Sexual Assault of College Students with Disabilities*, researchers found that 32% of undergraduate female students with a disability experienced unwanted sexual contact, including the use of physical force or incapacitation. By comparison, the same report found that 18% of undergraduate female students without a disability experienced sexual assault (National Council on Disability, 2018).

Noting disparities in rates of sexual harassment and/or assault, Coulter et al. (2017) explained, "For sexual identity, sexual assault was highest among bisexuals and people unsure of their sexual identity (15.7% and 12.6%, respectively), followed by gays/lesbians (9.8%), and lowest among heterosexuals (6.4%)" (p. 729). Coulter et al. (2017) also reported that Black trans-spectrum students had a 58% probability of being sexually assaulted and noted that this finding underscores the importance of intersectional campus climate research. Regarding graduate students' experiences, McMahon et al. (2018) found that graduate students, in contrast to undergraduate student respondents, reported less awareness of campus resources and lower confidence in the outcomes of reporting an incident of unwanted sexual contact and conduct. While some research is now available, the complex intersections of campus climate; unwanted sexual conduct; and various social identities such as gender identity, sexual identity, disability status, and racial identity underscore the need for further research (Coulter & Rankin, 2017; Harris & Linder, 2017; Lundy-Wagner & Winkle-Wagner, 2013; Wood et al., 2017).

Role of Campus Senior Leadership

Improving campus climate to build diverse, inclusive, and equitable educational environments and opportunities for all is not a simple task. In their foundational research, Hurtado et al. (1999) stated,

> Campuses are complex social systems defined by the relationships maintained between people, bureaucratic procedures, structural arrangements, institutional goals and values, traditions, and the larger sociohistorical environments where they are located. Therefore, any effort to redesign campuses with the goal of improving the climate for racial and cultural diversity must adopt a comprehensive approach. (p. 69)

Smith (2015) also asserted that building a deep capacity for diversity requires a commitment by all members of the academic community but, perhaps most importantly, a sincere commitment by campus leadership. Smith (2009) explained, "The role of leadership cannot be underestimated in creating change for diversity." Additionally, Smith also shared, "Leadership can make a dramatic difference to whether and how diversity is built into the institution's understanding of itself or whether it is merely a series of programs or initiatives that run parallel to the core elements of the campus" (p. 264).

To foster a diverse, inclusive, and equitable organization, campus climate research suggested *whether* senior leadership actively supports those goals is just as important as *how* senior leaders engage these topics and concerns. Furthermore, how campus leaders approached topics of diversity has been shown to influence students' perceptions of diversity and willingness to engage diverse perspectives. For instance, C. E. Harper and Yeung (2013) found that student perceptions of institutional commitment to diversity positively correlated with students' willingness to engage diverse perspectives. Similarly, in relation to perceptions of racial minority faculty, Squire (2017) found that how campus leadership responded to nationally known incidents of racial inequities or discrimination affected faculty members' perceptions of the institution's commitment to diversity as well as faculty members' overall experience. According to Squire (2017), "Faculty of color noted that the ways their institutions responded to racial incidences had direct effects on the way that they understood their institution's values concerning diversity, equity, and justice" (p. 740). Squire (2017) also found that faculty of color held a perception that universities, in their pursuit of serving a public good, "should respond to community incidences in ways that are appropriate to the scope of the matter" (p. 739). For institutions that have created or are in the process of creating a Chief Diversity Officer position, how the position is structured as well as what resources and authority the position retains "sends a powerful message about the role's importance on campus and illustrates the values of an institution" (Williams & Wade-Golden, 2013, pp. 151–152). Ultimately, climate research has illustrated that how senior leadership defined and demonstrated their commitment to diversity, equity, and social justice was critical to how faculty, staff, and students experienced campus climate.

In their discussion of the complex role of today's college and university presidents, Green and Shalala (2017) reminded administrators that it is the responsibility of senior leadership to enhance students' "inclusion in and belonging to the broader campus community" (p. 15). In their foundational work regarding effective diversity-oriented leadership, Astin and Astin (2000) asserted that leaders must engage in transformational leadership practices, where senior leaders serve as community-oriented change agents. The researchers emphasized that effective leadership requires modeling of specific leadership behaviors. These behaviors and skills included a commitment to collaboration and shared purpose, demonstrations of authenticity and self-awareness, and the ability to respectfully and civilly disagree with others (p. 71). Astin and

Astin (2000) also highlighted the essential skills of empathy and listening for effective transformative leadership. Noting the value of behavior modeling, they wrote:

> [I]f the president is able to model the principles of transformative leadership in her dealings with her cabinet and if she openly advocates that cabinet members do the same with their immediate colleagues, she could well create a ripple effect that can transform the culture of an entire institution. (p. 86)

Williams and Wade-Golden (2013) concurred that transformational leadership practices were critical for contemporary institutions of higher education. According to Williams and Wade-Golden (2013), "Diversity issues cannot exist on the margins. To the contrary, issues of access, retention, curricular diversity, and engaged scholarship represent a new 'academic diversity cannon' that has become fundamental to fulfilling the mission of academia in the new millennium" (p. 171). Fortunately, campus climate research and assessment can provide today's senior leaders with both the information and skills necessary to build equitable and just environments for all members of their campus communities.

Taken together, an examination of student, faculty, and staff perceptions and experiences of campus climate across institutional type and setting provide an expansive view of the importance of campus climate and the role of senior leadership in enhancing the collegiate experience. The diversity of racial/ethnic backgrounds, gender, sexual and gender identity, economic class, and other indexes of social status/affiliation reveal the robust dynamics at play in enhancing persistence, retention, and academic and social well-being.

Methodology

Conceptual Framework

R&A values the "variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics."[33] Rankin (2003) modified the conceptual model of campus climate developed by Smith et al. (1997) to use as the foundation for Lehman College's campus climate assessment.

Research Design

Survey Instrument. The survey instrument was constructed based on R&A's prior work, and with the assistance of the CCSWG. The CCSWG reviewed several R&A survey questions and vetted the questions to be contextually appropriate for the Lehman College population. The final Lehman College survey contained 120 questions,[34] including 21 open-ended questions for respondents to provide commentary. The survey—offered online and in paper-and-pencil formats—presented respondents the opportunity to provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of Lehman College's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. Survey responses were entered into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis. Participants' responses to open-ended questions also were separated from identifying information at submission, so comments were not attributed to any individual demographic characteristics.

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

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[33] AAC&U (1995), p. xx.

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

assess campus climate within the institution and to inform Lehman College's strategic quality improvement initiatives. The IRB reviewed the project proposal and determined IRB approval as not necessary on January 26, 2022.

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

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

Data Analysis. Survey data were analyzed via SPSS statistical software to compare the responses (in raw numbers and percentages) of various groups. Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted, and those analyses were provided to Lehman College in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., gender identity, racial identity, position status) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information is presented using valid percentages.[35] The data tables in Appendix B provide actual percentages[36] with missing or "no response" information. The purpose for this difference in reporting is to note the missing or "no response" data in the

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

[36] Actual percentages were derived using the total number of survey respondents.

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

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

Furthermore, R&A used the guidelines outlined in this paragraph to describe quantitative results. In summarizing the overall distribution of a Likert-scale question in the survey, "strongly agree" and "agree" were combined. For example, "Sixty percent ($n = 50$) of respondents 'strongly agreed' or 'agreed' that…." If the responses for either "strongly agree" or "agree" resulted in $n < 5$, then the combination of "strongly disagree" and "disagree" may have been used instead. When at least one statistically significant result emerged between demographic analysis groups, only one category of the Likert metric was reported, indicating exactly where the significant difference was located. For example, "A higher percentage of White/European American respondents (40%, $n = 10$) than Respondents of Color (20%, $n = 5$) 'disagreed' that...." If more than one significant difference existed, R&A offered multiple sentences to describe the results for that survey item.

Factor Analysis Methodology. The survey contained questions that measured two outcomes related to campus climate: Student respondents' *Perceived Academic Success* (Question 13) and *Sense of Belonging* for students (Question 107), faculty (Question 110), and staff (Question 111). The *Perceived Academic Success* scale was developed using Pascarella and Terenzini's (1980) *Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining student persistence. The *Sense of Belonging* scales were informed by Strayhorn's

(2012) qualitative examination of students' sense of belonging. Rankin & Associates developed survey questions to quantitatively measure sense of belonging for students, faculty, and staff.

The questions on the scales were answered on a Likert metric from "strongly agree" to "strongly disagree" (scored 1 for "strongly agree" and 5 for "strongly disagree"). For the purposes of analysis, only respondents who answered all scale sub-questions were included in the analyses.

Confirmatory factor analyses using parallel analysis were conducted. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of each scale.[37] The internal consistency reliability (Cronbach's alpha) of the scale was calculated to determine if the scale produced consistent results.

Factor Scores. The factor score for each of the scales was created by taking the average of the scores for the sub-questions in each factor. Each response for individuals who answered all the questions included in each factor was assigned a score on a five-point scale. The factor was then reverse coded so that higher scores on the *Perceived Academic Success* factor suggested a student or constituent group perceived themselves as more academically successful, and higher scores on the *Sense of Belonging* factor suggested an individual or constituent group felt a stronger sense of belonging at Lehman College.

Means Testing Methodology. After creating the factor scores for respondents based on the factor analyses and where *n*'s were of sufficient size, the means for respondents were analyzed to determine whether the factor scores differed for categories in the demographic areas determined by the CCSWG.

When only two categories existed for the specified demographic variable, a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d*. Any moderate-to-large effects were noted. When the specific variable of interest had more than two categories, an ANOVA was run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between

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

pairs of means were significant. Additionally, if a difference in means was significant, effect size was calculated using partial Eta^2 and any moderate-to-large effects were noted.

Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences at Lehman College, elaborate upon their survey responses, and append additional thoughts. The survey solicited these comments to give "voice" to the quantitative findings and to highlight areas of concern that might have been overlooked by the analyses of multiple-choice items because of the small number of survey respondents from historically underrepresented populations at Lehman College. For this reason, some qualitative comments may not seem aligned with the quantitative findings; however, they are important data. The R&A team reviewed[38] these comments using standard methods of thematic analysis. R&A reviewers read all comments and generated a list of common themes based on their analysis. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

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[38] Any comments provided in languages in addition to English were translated and incorporated into the qualitative analysis.

Results

This section of the report provides a description of the sample demographics, measures of internal reliability, and a discussion of validity. Several analyses were conducted to determine whether significant differences existed in the responses between participants from various demographic categories. Owing to the large amount of data resulting from the survey administration, the CCSWG determined that analyses for this report would be conducted by the following demographic variables:

Report Analysis Variables

Students	**Faculty and Staff**
Position status	Position status
Gender identity	Gender identity
Racial identity	Racial identity
First-Generation status	Years of employment
Household income status	Caregiving status
Disability status	
Sexual identity	

Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents' confidentiality. Where significant differences occurred, endnotes (denoted by lowercase Roman numeral superscripts) at the end of each section of this report provide the results of the significance testing. The narrative also may provide results from descriptive analyses that were not statistically significant yet were determined to be meaningful to the climate at Lehman College.

Additionally, Lehman College will receive the dataset in fall 2022, allowing the college to further use the information and "dive deeper" into the data to better understand certain community members' experiences and, ultimately, improve the campus climate.

Description of the Sample[39]

One thousand five hundred ninety-four (1,594) surveys were returned for a 10.9% overall response rate. Response rates by position status were 10% for Students, 15% for Faculty, and

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[39] Frequency tables for each survey item are provided in Appendix B.

21% for Staff. The sample and population figures, chi-square analyses,[40] and response rates are presented in Table 2. All analyzed demographic categories showed statistically significant differences between the sample data and the population data provided by Lehman College.

- Men students were underrepresented in the sample. Women students were overrepresented in the sample. Students whose gender identity was Missing/Another/Unknown were underrepresented in the sample.

- Asian/of Asian Descent, Black/of African Descent, and Hispanic/Latinx/Chicanx students were underrepresented in the sample. Additional Respondents of Color and White/of European Descent students were overrepresented in the sample.

- Students were underrepresented in the sample. Faculty and Staff were overrepresented in the sample.

Table 2. Demographics of Population and Sample

Characteristic	Subgroup	Population		Sample		Response rate
		n	%	n	%	
Position status[a]	Student	12,328	84.2	1,191	74.7	9.7
	Faculty	1,218	8.3	178	11.2	14.6
	Staff	1,099	7.5	225	14.1	20.5
Gender identity[1b]	Women	8,401	68.1	1,118	70.1	13.3
	Men	3,723	30.2	414	26.0	11.1
	Trans-spectrum/Not Listed	ND*	ND	43	2.7	N/A
	Missing/Another/Unknown	204	1.7	19	1.2	9.3
Racial/ethnic identity[1c]	Asian/of Asian Descent	942	7.6	95	6.0	10.1
	Black/of African Descent	4,438	36.0	352	22.1	7.9
	Hispanic/Latinx/Chicanx	5,776	46.9	612	38.4	10.6
	Additional Respondents of Color	26	0.2	25	1.6	96.2
	White/of European Descent	1,146	9.3	236	14.8	20.6
	Multiracial	ND*	ND	197	12.4	N/A

Note: The total n for each demographic characteristic may differ as a result of missing data.
[1] Student data only
*ND: No Data available
[a] X^2 (2, $N = 1,594$) = 125.8, $p < .001$
[b] X^2 (2, $N = 1,551$) = 12.0, $p < .01$
[c] X^2 (4, $N = 1,320$) = 326.1, $p < .001$

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[40] Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by Lehman College.

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey items and consultation with subject matter experts. The survey items were constructed based on the work of Hurtado et al. (1999) and Smith et al. (1997) and were informed by instruments used in institutional and organizational studies by the consultant over the past 20 years. Several researchers working in the area of campus climate and diversity, experts in higher education survey research methodology, and members of Lehman College's CCSWG reviewed the bank of items available for the survey.

Content validity was ensured, given that the items and response choices arose from literature reviews, previous surveys, and input from CCSWG members. Construct validity—the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors—correlated measures being evaluated with variables known to be related to the construct. For this investigation, correlations ideally ought to exist between item responses and known instances of exclusionary, intimidating, offensive, and/or hostile conduct, for example. However, no reliable data to that effect were available. As such, attention was given to the way questions were asked and response choices given. Items were constructed to be nonbiased, non-leading, and nonjudgmental, and to preclude individuals from providing "socially acceptable" responses.

Reliability – Internal Consistency of Responses.[41] Correlations between the responses to questions about overall campus climate for various groups (survey Question 106) and to questions that rated overall campus climate on various scales (survey Question 112) were moderate-to-strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients[42] are provided in Table 3.

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

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

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

A moderate relationship (between .50 and .58) existed for all five pairs of variables, which included: Positive for People of Color and Not Racist; Positive for People who Identify as Lesbian, Gay, Bisexual, or Queer and Not Homophobic; Positive for Women and Not Sexist; Positive for People of Low-Income Status and Not Classist (socioeconomic status); and Positive for People with Disabilities and Not Ableist.

Table 3. Pearson Correlations Between Ratings of Acceptance and Campus Climate for Selected Groups

	Climate characteristics				
	Not racist	Not homophobic	Not sexist	Not classist	Not ableist
Positive for People of Color	.503[*]				
Positive for People Who Identify as Lesbian, Gay, Bisexual, or Queer		.553[*]			
Positive for Women			.536[*]		
Positive for People of Low-Income Status				.579[*]	
Positive for People with Disabilities					.560[*]

[*]$p < 0.01$
Note: A correlation of .5 or higher is considered strong in behavioral research (Cohen, 1988).

Sample Characteristics[43]

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

Respondents' primary status data were collapsed into Student respondents, Faculty respondents, and Staff respondents.[44] Of respondents, 63% ($n = 1,005$) were Undergraduate Student respondents, 10% ($n = 158$) were Graduate Student respondents, 2% ($n = 27$) were Non-Degree Student respondents, ($n < 5$) were Post-Doctoral Scholar/Fellow respondents, 7% ($n = 117$) were

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[43] All percentages presented in the "Sample Characteristics" section of the report are actual percentages.

[44] CCSWG determined the collapsed position status variables.

Faculty—Tenured/Tenure-Track/CCE/CCE-Eligible respondents, < 1% ($n = 7$) were Faculty—
Non-Tenure-Track respondents[45], 3% ($n = 54$) were Adjunct Faculty (Part-time) respondents, 1%
($n = 21$) were Executive Compensation Plan (ECP) respondents[46], 10% ($n = 163$) were Full-Time
Staff (Other than ECP) respondents, and 3% ($n = 41$) were Hourly/Part-Time Staff (including
Research Foundation) respondents (Figure 1). Seventy-six percent ($n = 1,216$) of respondents
were full-time in their primary positions. Subsequent analyses indicated that 76% ($n = 903$) of
Student respondents, 69% ($n = 123$) of Faculty respondents, and 85% ($n = 190$) of Staff
respondents were full-time in their primary positions.
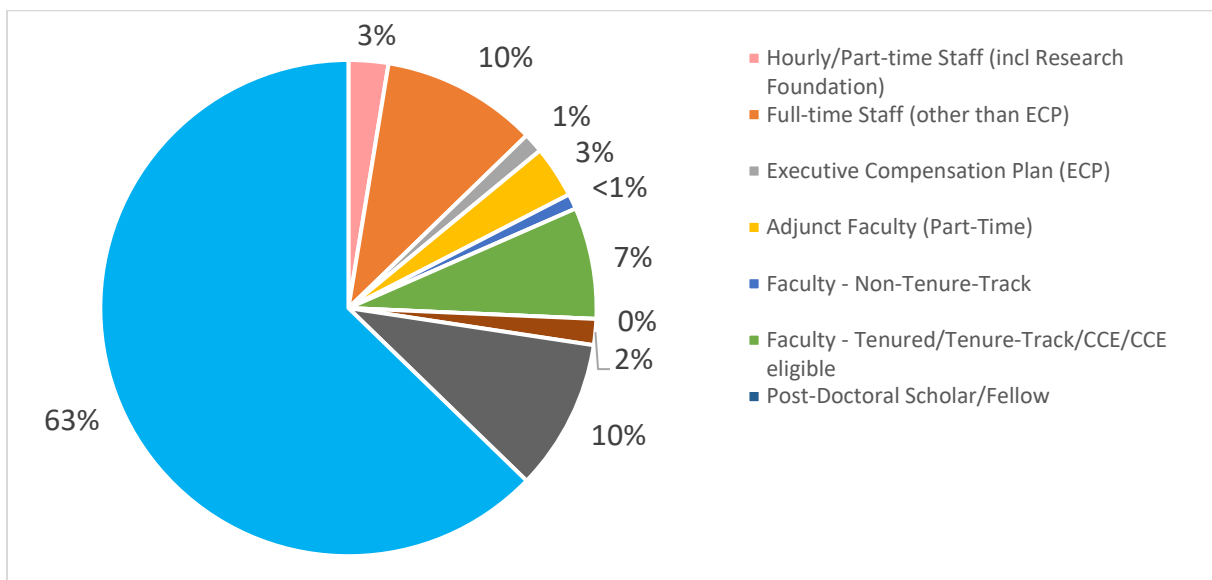
Figure 1. Respondents' Collapsed Position Status (%)

Regarding respondents' primary work unit affiliations, Table 4 indicates that Staff respondents
represented various work units/schools across campus. Of Staff respondents, 13% ($n = 30$) were
affiliated with Enrollment Management, 12% ($n = 26$) were affiliated with Administration and

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[45] FacultyNon-Tenure-Track respondents were combined with Adjunct Faculty (Part-time) respondents to protect
their anonymity. From this point forward in the report, "Non-Tenure-Track/Adjunct Faculty (Part-time)
respondents" will refer to both Faculty–Non-Tenure-Track respondents and Adjunct Faculty (Part-time) respondents
($n = 61$).

[46] Executive Compensation Plan (ECP) respondents were combined with Full-Time Staff (Other than ECP)
respondents to protect their anonymity. From this point forward in the report, "Full-Time Staff respondents" will
refer to both Executive Compensation Plan (ECP) respondents and Full-Time Staff (Other than ECP) respondents ($n
= 184$).

Finance, and 11% ($n = 24$) were affiliated with Student Affairs. Twenty-three percent ($n = 52$) of Staff respondents were affiliated with "Other" work units/schools.

Table 4. Staff Respondents' Primary Work Unit or School Affiliations

Academic division/work unit	*n*	%
Other	52	23.1
Enrollment Management	30	13.3
Administration & Finance	26	11.6
Student Affairs	24	10.7
Information Technology	20	8.9
Academic Affairs	15	6.7
Leonard Lief Library	9	4.0
Diversity & Human Resources	8	3.6
Institutional Advancement	6	2.7
Office of the President	6	2.7
Missing	29	12.9

Note: Table reports only responses from Staff respondents ($n = 225$).

Of Faculty respondents, 28% ($n = 50$) were each affiliated with the Art and Humanities and Natural and Social Sciences (Table 5).

Table 5. Faculty Respondents' Primary School/Work Unit Affiliations

School/Work unit	*n*	%
Arts and Humanities	50	28.1
Natural and Social Sciences	50	28.1
Health Sciences, Human Services, and Nursing	31	17.4
Education	30	16.9
Leonard Lief Library	7	3.9
Continuing and Professional Studies	< 5	---
Missing	9	5.1

Note: Table reports responses only from Faculty respondents ($n = 178$).

In terms of length of employment, 24% ($n = 51$) of Staff respondents were employed at Lehman College between one and five years, and 23% ($n = 50$) of Staff respondents were employed at Lehman College between six and 10 years (Table 6**Table 6**). As for Faculty respondents, most were employed at Lehman College between one and five years (21%, $n = 37$) and between six and 10 years (20%, $n = 35$). Fifteen percent ($n = 32$) of Staff respondents and 21% ($n = 36$) of Faculty respondents were employed at Lehman College for more than 21 years.

Table 6. Faculty and Staff Respondents' Length of Employment

Length of employment	Faculty respondents		Staff respondents	
	n	%	n	%
Less than 1 year	11	6.3	19	8.8
1–5 years	37	21.1	51	23.6
6–10 years	35	20.0	50	23.1
11–15 years	28	16.0	38	17.6
16–20 years	28	16.0	26	12.0
21-30 years	23	13.1	20	9.3
More than 30 years	13	7.4	12	5.6

Note: Table reports responses only from Faculty and Staff respondents ($n = 403$).

The majority of the sample (70%, $n = 1,118$) were Women; 26% ($n = 414$) were Men.[47] One percent of respondents identified as Nonbinary ($n = 23$), less than 1% ($n = 9$) identified as Genderqueer, less than five respondents identified as Transgender or Transgender Woman, and less than 1% ($n = 7$) identified as Transgender Man.[48]

For the purpose of some analyses, the CCSWG elected to collapse the categories Genderqueer, Nonbinary, Transgender, and "gender not listed here" into the "Trans-spectrum" category (3%, $n = 43$). The CCSWG also decided not to include the Trans-spectrum category in some analyses to maintain the confidentiality of those respondents.

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[47] Most respondents identified their birth sex as female (72%, $n = 1,152$), while 27% ($n = 424$) of respondents identified as male and no respondents identified as intersex. Additionally, 67% ($n = 1,064$) identified their gender expression as feminine, 25% ($n = 398$) as masculine, 3% ($n = 45$) as genderfluid, 1% ($n = 22$) as androgynous, and 1% ($n = 8$) as "a gender expression not listed here."

[48] Self-identification as transgender/transgender man/transgender woman does not preclude identification as man or woman, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately to reveal the presence of an identity that might otherwise have been overlooked.

Figure 2 illustrates that more Women Student respondents (73%, *n* = 865) than Men Student respondents (24%, *n* = 288) and Tran-spectrum Student respondents (3%, *n = 33)* completed the survey. A higher percentage of Staff respondents were women (65%, *n* = 138) than were men (33%, *n* = 71) and trans-spectrum (2%, *n* = 5). A higher percentage of Faculty respondents were women (66%, *n* = 115) than identified as men (31%, *n* = 55) and trans-spectrum (3%, *n* = 5).
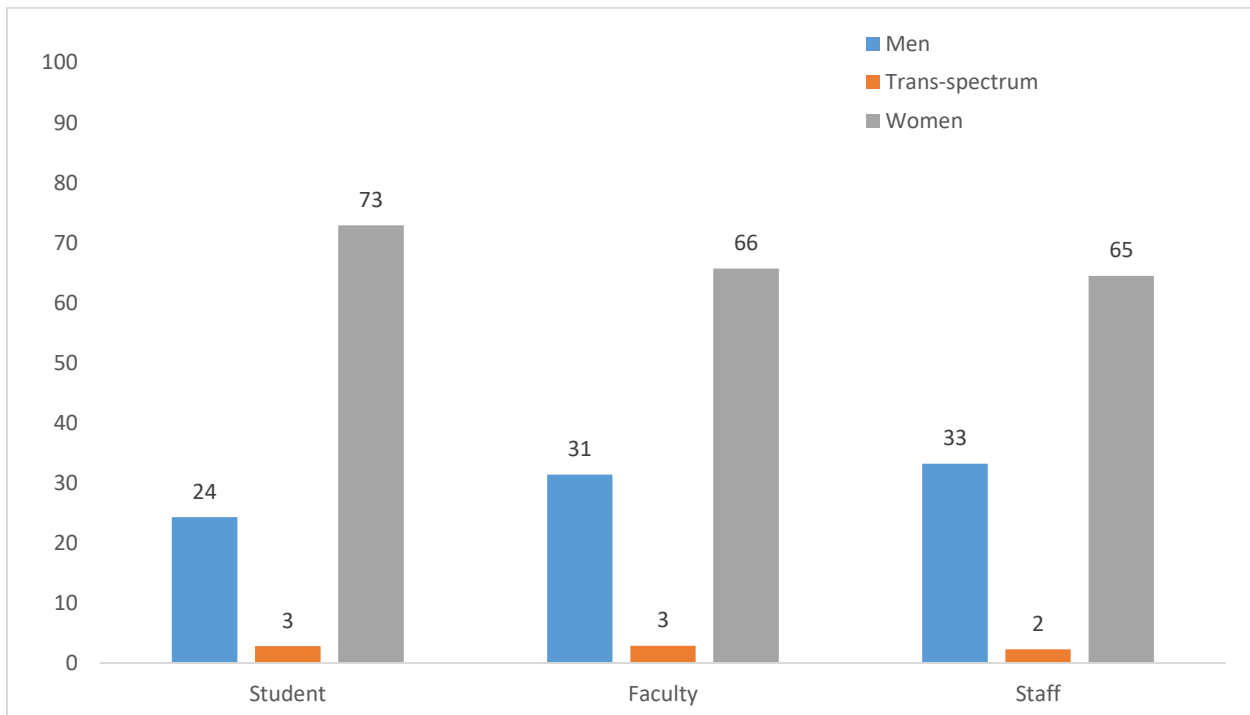
Figure 2. Respondents by Gender Identity and Position Status (%)

Most respondents identified as Heterosexual[49] (71%, $n = 1,123$); 13% ($n = 212$) identified as Queer-spectrum (i.e., lesbian, gay, asexual, pansexual, queer, or questioning, not bisexual), and 7% ($n = 104$) identified as Bisexual (Figure 3).
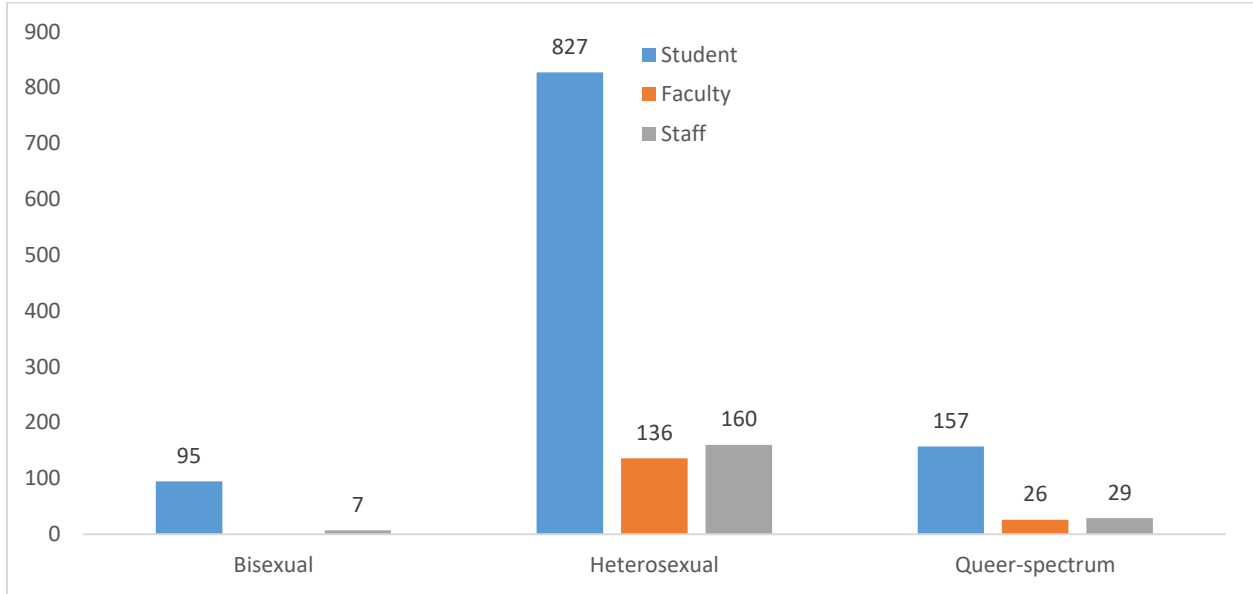
Note: Responses with $n < 5$ are not presented in the figure.

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

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[49] Respondents who marked "sexual identity not listed here" in response to the question about their sexual identity and wrote "straight" or "heterosexual" in the adjoining text box were recoded as Heterosexual. Additionally, this report uses the terms "queer-spectrum" to denote individuals who self-identified as lesbian, gay, asexual, pansexual, queer, and questioning, as well as those who wrote in "not listed" terms such as "demisexual," "biromantic," etc. Owing to the larger number of bisexual respondents, "bisexual" remained its own category.

Of Student respondents, 26% ($n = 239$) were between 18 and 19 years old, 23% ($n = 215$) were between 25 and 34 years old, and 20% ($n = 184$) were between 20 and 21 years old (Figure 4). Of Faculty respondents, 25% ($n = 33$) were between 45 and 54 years old, 23% ($n = 30$) were between 35 and 44 years old, and 21% ($n = 28$) were between 55 and 64 years old. Of Staff respondents, 23% were each between 35 and 44 years old ($n = 37$) and 55 and 64 years old ($n = 38$), and 21% ($n = 35$) were between 45 and 54 years old.
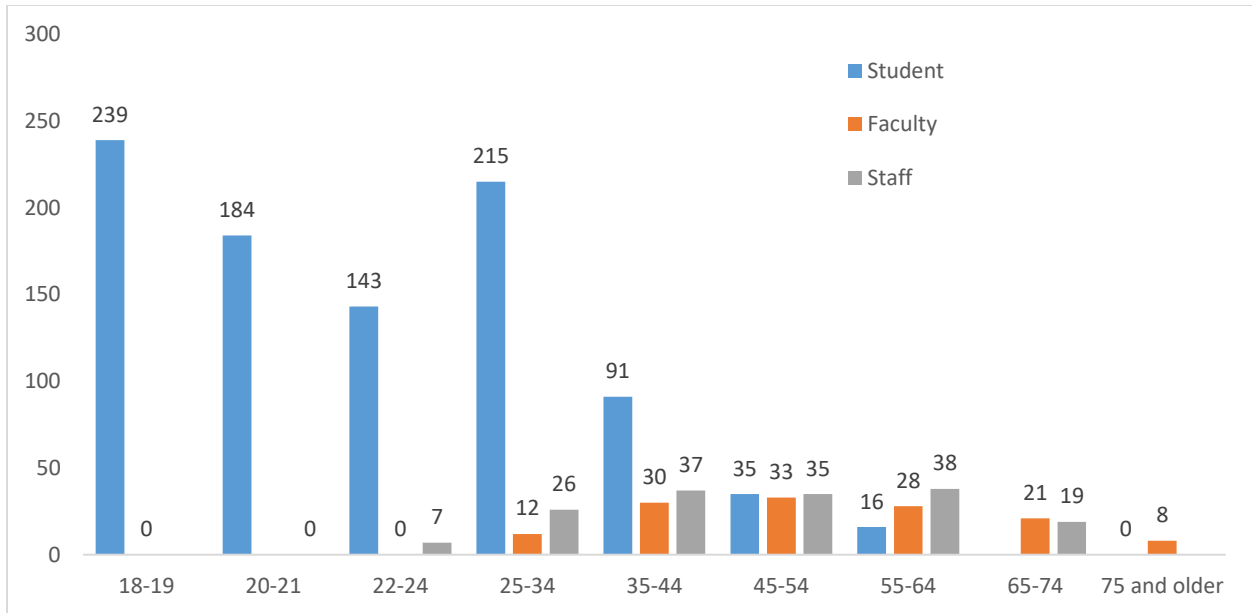
Note: Responses with $n < 5$ are not presented in the figure.

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

Regarding racial identity [50], 48% ($n = 769$) of the respondents identified as
Hispanic/Latinx/Chicanx (Figure 5). Thirty percent ($n = 473$) of respondents identified as
Black/of African Descent, 20% ($n = 316$) as White/of European Descent, 7% ($n = 115$) as
Asian/of Asian Descent, 2% ($n = 27$) as Indigenous Latin American, 1% as ($n = 23$) as Middle
Eastern/North African/of Arab Descent, and 1% ($n = 14$) as American Indian/Native. Less than
five identified as Alaska Native, Native Hawaiian, and Pacific Islander.
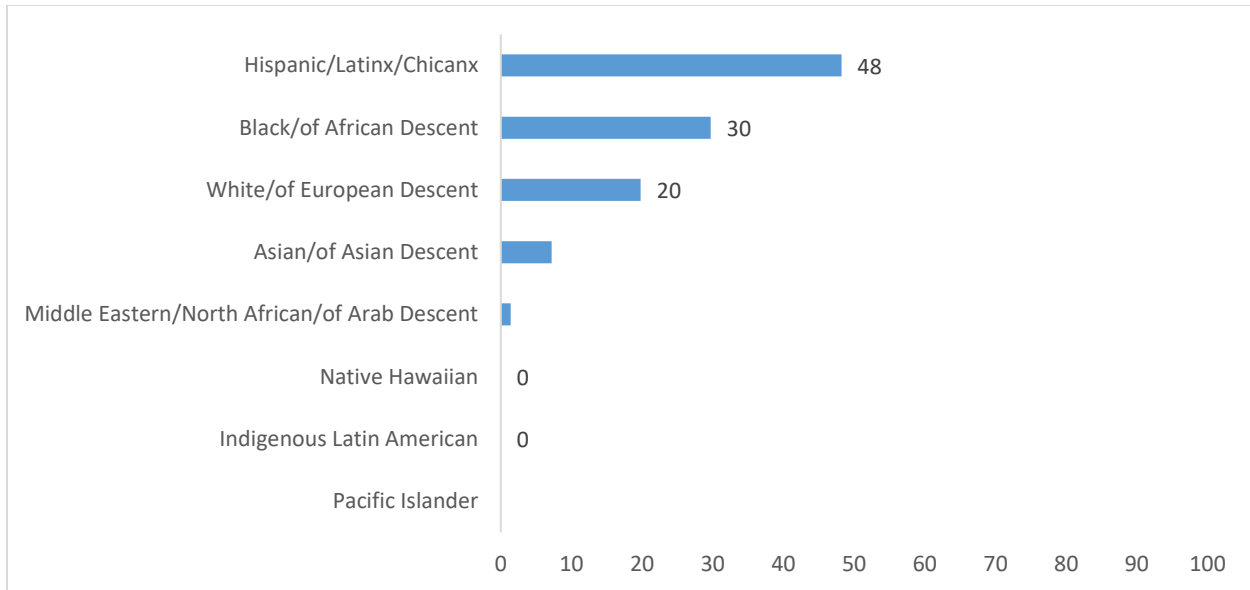
Note: Responses with $n < 5$ are not presented in the figure.

Figure 5. Respondents by Racial/Ethnic Identity (%)

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,[51]
allowing them to identify as biracial or multiracial. For the purposes of some analyses, the
CCSWG created six racial identity categories. Given the opportunity to mark multiple responses,
many respondents chose only Hispanic/Latinx/Chicanx (38%, $n = 612$) as their identity, only
Black/of African Descent (22%, $n = 352$) as their identity, and only White/of European Descent
(15%, $n = 236$) as their identity (Figure 6). Also, respondents identified as Multiracial[52] (12%, n

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[50] Respondents were given the opportunity to mark multiple boxes regarding their racial identity.

[51] While recognizing the vastly different experiences of people of various racial identities (e.g., Chicanx vs. African American or Latinx vs. Asian American), and those experiences within these identity categories (e.g., Hmong vs. Chinese), Rankin & Associates Consulting found it necessary to collapse some of these categories to conduct the analyses as a result of the small numbers of respondents in the individual categories.

[52] Per the CCSWG, respondents who identified as more than one racial identity were recoded as Multiracial.

= 197), 6% (*n* = 95) Asian/of Asian Descent, and Additional Respondents of Color[53] (2%, *n* = 25). A substantial percentage of respondents did not indicate their racial identity and were recoded to Missing/Unknown (5%, *n* = 77).
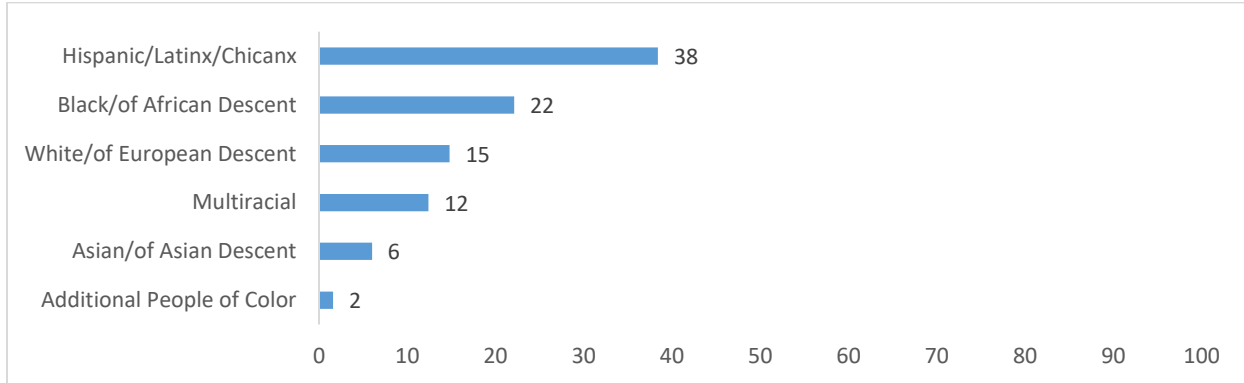
Figure 6. Respondents by Collapsed Categories of Racial Identity (%)

The survey question that queried respondents about their faith-based affiliations offered many response choices.[54] For the purposes of this report, the responses were collapsed into five categories. Forty-five percent (*n* = 719) of respondents indicated a Christian Affiliation (Figure 7). Thirty-one percent (*n* = 500) of respondents identified as having No Faith-Based Affiliation. Six percent of respondents each identified with a Muslim Affiliation (*n* = 97) and an Additional Faith-Based Affiliation (*n* = 91), and 4% (*n* = 69) with a Multiple Faith-Based Affiliation. Seven percent (*n* = 118) of respondents did not indicate their faith-based affiliation and were recoded to Missing/Unknown.

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[53] With the CCSWG's approval, the Additional Respondents of Color category was created and included respondents who identified as Alaska Native, American Indian/Native, Middle Eastern/North African/of Arab Descent, Native Hawaiian, or Pacific Islander. When comparing significant differences, racial identities with low response numbers were grouped together (referred to, in this report, as Respondents of Color).

[54] With the CCSWG's approval, faith-based affiliation was collapsed into five categories based on number of responses: No Faith-Based Affiliation, Christian Affiliation, Muslim Affiliation, Multiple Faith-Based Affiliation, and Additional Faith-Based Affiliation.
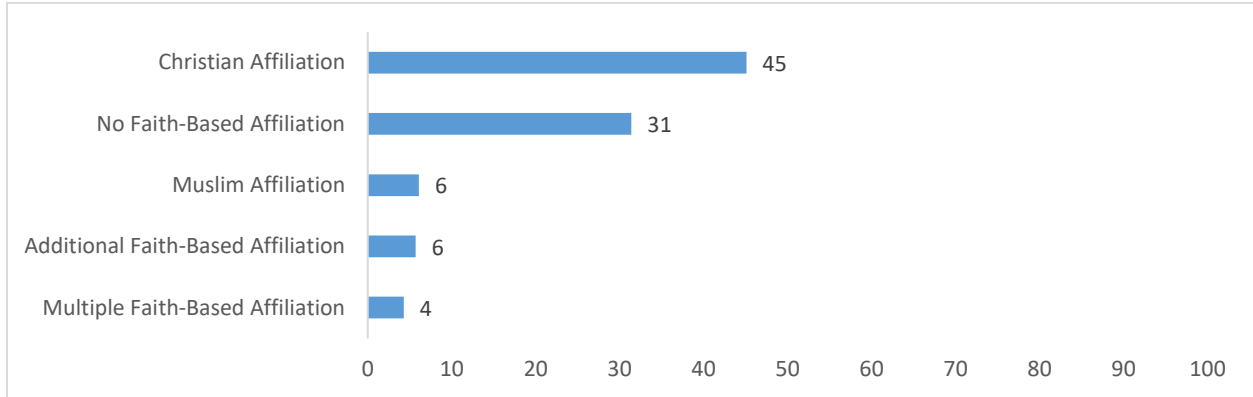
Figure 7. Respondents by Faith-Based Affiliation (%)

Two survey items addressed respondents' political party affiliations and views. Forty-six percent ($n = 731$) of respondents indicated that they were affiliated with the Democratic party, and 39% ($n = 618$) identified as having No Political Affiliation. Six percent ($n = 88$) of respondents identified as Independent and 4% ($n = 55$) identified as Republican. One percent of respondents each chose a political affiliation not listed above ($n = 17$), Libertarian ($n = 19$), or Green ($n = 9$). Four percent ($n = 57$) of respondents did not indicate their political party affiliation and were recoded to Missing/Unknown. Figure 8 illustrates party affiliation by respondent position status.
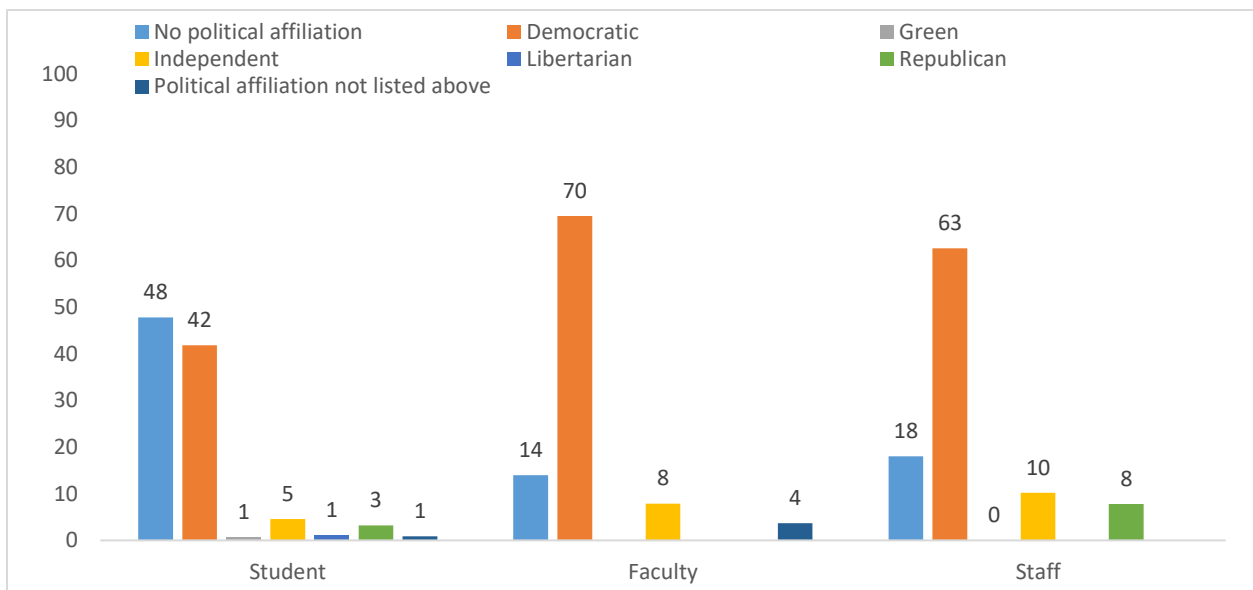
Note: Responses with $n < 5$ are not presented in the figure.

Figure 8. Respondents by Political Affiliation and Position Status (%)

Forty-two percent ($n = 672$) of respondents described their current political views as moderate. Twenty-eight percent ($n = 448$) of respondents identified as liberal, and 14% ($n = 220$) identified as very liberal. Seven percent ($n = 108$) of respondents identified as conservative, and 3% ($n = 42$) identified as very conservative. Seven percent ($n = 104$) of respondents did not indicate their current political views and were recoded to Missing/Unknown. Figure 9 depicts current political views by respondent position status.
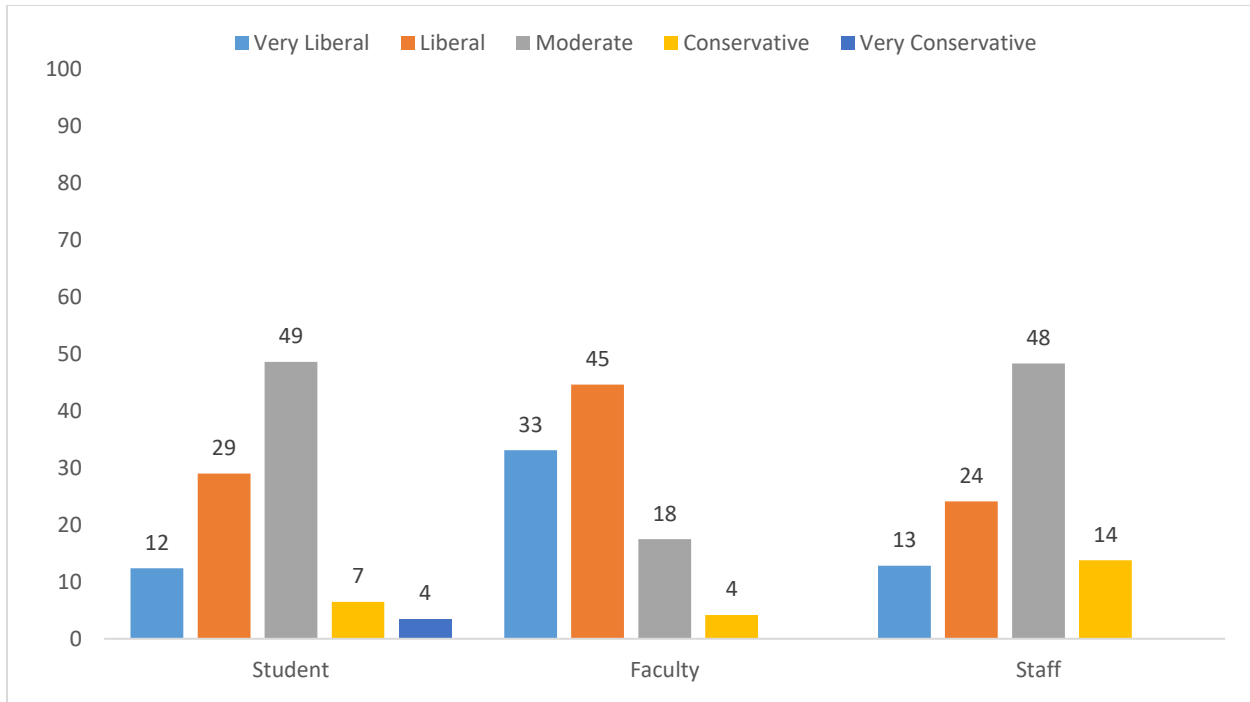
Note: Responses with $n < 5$ are not presented in the figure.

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

Seventy-five percent ($n = 893$) of Student respondents, 59% ($n = 105$) of Staff respondents, and 61% ($n = 133$) of Faculty respondents had no substantial parenting or caregiving responsibilities (Figure 10). Of the 25% ($n = 292$) of Student respondents, 39% ($n = 84$) of Staff respondents, and 41% ($n = 72$) of Faculty respondents who had substantial parenting or caregiving responsibilities, 37% ($n = 107$) of Student respondents, 26% ($n = 22$) of Staff respondents, and 18% ($n = 13$) of Faculty respondents were caring for children five years old or younger. Fifty-two percent ($n = 153$) of Student respondents, 51% ($n = 43$) of Staff respondents, and 49% ($n = 35$) of Faculty respondents were caring for children ages 6 to 18 years. Two percent ($n = 7$) of Student respondents were caring for a partner with a disability or illness. Twenty-two percent (*n*

= 64) of Student respondents, 36% (n = 30) Staff respondents, and 39% (n = 28) of Faculty respondents were caring for senior or other family members.
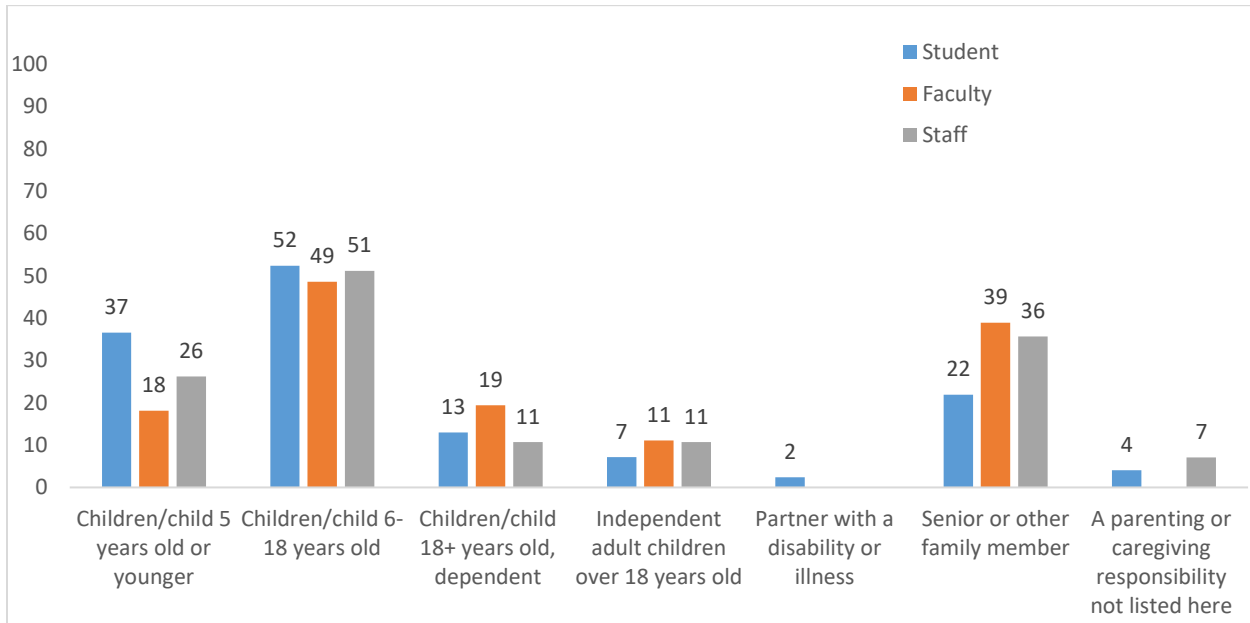
Note: Responses with n < 5 are not presented in the figure.

Figure 10. Respondents' Caregiving Responsibilities by Position Status (%)

Data revealed that 90% (n = 1,429) of respondents had never served in the U.S. Armed Forces. Two percent (n = 38) of respondents were not currently serving but have served and 1% (n = 20) of respondents identified as a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces. Less than 1% (n = 7) of respondents were currently serving as a member of the Reserves (but not in ROTC).

Twelve percent (n = 184) of respondents had conditions/disabilities that influenced their learning, living, or working activities. Subsequent analyses indicated that 7% (n = 103) of respondents had a single condition/disability that influenced learning, living, or working activities and 5% (n = 75) had multiple conditions/disabilities that influenced their learning, living, or working activities. Forty-one percent (n = 75) of respondents who indicated that they had such conditions had mental health/psychological/psychiatric conditions, 31% (n = 57) had learning differences/disabilities, 26% (n = 47) had chronic diagnoses or medical conditions, and 16% (n = 29) had physical/mobility conditions that affected walking (Table 7). Forty-three

percent (*n* = 59) of Student respondents who indicated that they had conditions/disabilities noted that they were registered with the Disabilities Services Office. Nineteen percent (*n* = 9) of Faculty and Staff respondents who noted that they had such conditions indicated they were receiving accommodations for their disabilities.

Table 7. Respondents' Conditions/Disabilities That Influence Learning, Living, or Working Activities

Condition/disability	*n*	%
Mental health/psychological condition/psychiatric (e.g., anxiety, depression)	75	40.8
Learning difference/disability (e.g., attention deficit/hyperactivity disorder, cognitive/language-based)	57	31.0
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	47	25.5
Physical/mobility condition that affects walking	29	15.8
Asperger's/autism spectrum	17	9.2
Hard of hearing or deaf	16	8.7
Physical/mobility condition that does not affect walking	11	6.0
Speech/communication condition	10	5.4
Low vision or blind	5	2.7
Temporary disability	< 5	---
Acquired/traumatic brain injury	< 5	---
A disability/condition not listed here	12	6.5

Note: Table includes answers only from those respondents who indicated that they have a condition/disability in Question 72 (*n* = 184). Percentages may not sum to 100 as a result of multiple response choices.

Table 8 depicts how respondents answered the survey item, "What is your citizenship/immigrant status in the U.S.? Mark all that apply." For the purposes of analyses, the CCSWG created four citizenship categories:[55] Sixty-seven percent (*n* = 1,075) of respondents indicated that they were U.S. Citizens, Birth, 17% (*n* = 275) were U.S. Citizens, Naturalized, 9% (*n* = 142) were Permanent Immigrant Status, and 4% (*n* = 67) were Non-U.S. Citizens (excluding Permanent Immigrant Status).

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[55] With the CCSWG's approval, the collapsed categories for citizenship include U.S. Citizen, Birth, U.S. Citizen, Naturalized, Permanent Immigrant Status, and Non-U.S. Citizen (excluding Permanent Immigrant Status).

Table 8. Respondents' Citizenship/Immigrant Status (Duplicated Totals)

Citizenship/immigrant status	n	%
U.S. citizen, birth	1,075	67.4
U.S. citizen, naturalized	275	17.3
Permanent immigrant status (e.g., Green Card holder, refugee, asylee, VAWA)	142	8.9
DACA	20	1.3
Unprotected status (e.g., undocumented)	18	1.1
Temporary resident—international student	14	0.9
Other legally documented status	14	0.9
Temporary resident—dual intent worker (e.g., H-1B visa holder) or other temporary worker status	< 5	---
Missing	35	2.2

Sixty percent ($n = 953$) of respondents indicated that English was their native language and 25% ($n = 395$) of respondents indicated that English was not their native language. Thirteen percent ($n = 213$) of respondents indicated that they learned English along with other language(s). Some of the languages other than English that respondents identified as their primary languages were Albanian, Arabic, Bengali, Chinese, Edo, Farsi, Filipino, French, Fula, Fulani, German, Greek, Haitian Creole, Hindi, Igbo, Italian, Jamaican Creole, Japanese, Korean, Malayalam, Mizo, Mongolian, Moroccan, Nepali, Polish, Portuguese, Punjabi, Spanish, Tagalog, Turkish, Twi, Urdu, Vietnamese, Wolof, and Yoruba.

Forty-nine percent ($n = 110$) of Staff respondents indicated that the highest level of education they had completed was a master's degree, 17% ($n = 38$) had a bachelor's degree, 9% ($n = 20$) had finished some college, 7% ($n = 15$) had a doctoral degree, and 4% ($n = 10$) had finished an associate degree.

Table 9 illustrates the level of education completed by Student respondents' parents or legal guardians. Subsequent analyses indicated that 71% ($n = 819$) of Student respondents were First-Generation Students.[56]

Table 9. Student Respondents' Parents'/Guardians' Highest Level of Education

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	n	%	n	%
Less than high school	179	15.0	171	14.4
Some high school	152	12.8	164	13.8
Completed high school/GED	213	17.9	192	16.1
Some college	159	13.4	131	11.0
Business/technical certificate/degree	18	1.5	26	2.2
Associate degree	87	7.3	43	3.6
Bachelor's degree	166	13.9	93	7.8
Some graduate work	16	1.3	9	.8
Master's degree (MA, MS, MBA)	78	6.5	32	2.7
Specialist degree (EdS)	< 5	---	< 5	---
Doctoral degree (PhD, EdD)	12	1.0	6	.5
Professional degree (MD, JD)	11	.9	10	.8
Unknown	48	4.0	104	8.7
Not applicable	36	3.0	166	13.9
Missing	12	1.0	43	3.6

Note: Table reports responses only from Student respondents ($n = 1,191$).

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[56] With the CCSWG's approval, "First-Generation Students" were identified as those with both parents/guardians having completed less than high school, some high school, high school/GED, or some college.

As indicated in Table 10, 47% (*n* = 469) of Undergraduate Student respondents had been enrolled at Lehman College for up to one year, 27% (*n* = 266) had been at the institution for two years, 14% (*n* = 136) for three years, 10% (*n* = 95) four years, and 2% (*n* = 20) of Undergraduate Student respondents had been at Lehman College for five years. Two percent (*n* = 17) of Undergraduate Student respondents had been there six or more years.

Table 10. Undergraduate Student Respondents' Years at Lehman College

Years	*n*	%
Up to one year	469	46.6
Two years	266	26.5
Three years	136	13.5
Four years	95	9.5
Five years	20	2.0
Six years	5	0.6
Seven years	5	0.5
Eight years or more	6	0.4

Note: Table reports responses only from Undergraduate Student respondents (*n* = 1,005).

Table 11 reveals that 14% (*n* = 137) of Undergraduate Student respondents were undeclared with their majors, 12% (*n* = 119) were majoring in Nursing, 10% (*n* = 99) in Psychology, and 8% (*n* = 80) in Business Administration.

Table 11. Undergraduate Student Respondents' Academic Major

Academic Major	*n*	%
Undeclared	137	13.6
Nursing	119	11.8
Psychology	99	9.9
Business Administration	80	8.0
Social Work	62	6.2
Health Services Administration	58	5.8
Biology	49	4.9
Sociology	48	4.8
Accounting	35	3.5
Computer Science	34	3.4
English	34	3.4

Table 11. Undergraduate Student Respondents' Academic Major

Academic Major	*n*	%
Art	28	2.8
Speech Pathology and Audiology	27	2.7
Political Science	26	2.6
Dietetics, Foods & Nutrition	20	2.0
Computer Information Systems	18	1.8
Film and TV Studies	18	1.8
History	18	1.8
Chemistry	17	1.7
Exercise Science	17	1.7
Health Education and Promotion	14	1.4
Theatre	12	1.2
Anthropology/Bio/Chemistry	11	1.1
Multimedia Journalism	11	1.1
Mathematics	10	1.0
Media Communication	10	1.0
Therapeutic Recreation	10	1.0
Anthropology	8	0.8
Linguistics	8	0.8
Environmental Science	7	0.7
Multimedia Performing	7	0.7
Nursing Online Degree	7	0.7
Philosophy	7	0.7
Spanish	7	0.7
Economics	5	0.5
Recreation Education	5	0.5

Note: Table reports responses only from Undergraduate Student respondents (*n* = 1,005). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of undergraduate majors, please see Table B23 in Appendix B.

Seven percent (*n* = 11) of Graduate Student respondents were enrolled in certificate programs, 91% (*n* = 143) in Master's degree programs, and less than five in Doctoral degree programs. Table 12 indicates that, among Master's Student respondents, 42% (*n* = 60) were in their first

year of their graduate degree programs, 25% (*n* = 36) were in their second year, 9% (*n* = 13) were in their third year, and less than five were in their programs for four years or more.

Table 12. Graduate Student Respondents' Years at Lehman College

Years	Master's degree students		Doctoral degree students	
	n	%	*n*	%
First year	60	42.0	0	0
Second year	36	25.2	0	0
Third year	13	9.1	< 5	---
Fourth year or more	< 5	---	0	0

Note: Table reports responses only from Graduate Student respondents (*n* = 158).

Of Master's Student respondents, 15% (*n* = 23) were in Social Work, 12% (*n* = 19) were in Organizational Leadership, 9% (*n* = 15) were in Educational Leadership (School Building Leader), and 6% (*n* = 10) were in Elementary Education (Child 1–6) (Table 13).

Table 13. Graduate Student Respondents' Academic Major

Academic major	*n*	%
Master's programs		
Social Work	23	14.5
Organizational Leadership	19	11.9
Education Leadership (School Building Leader)	15	9.4
Elementary Education (Child 1-6)	10	6.3
Counselor Education: School Counseling	7	4.4
Early Childhood Education	5	3.1
Health Education and Promotion	5	3.1
Teaching English to Speakers of Other Languages	5	3.1

Note: Table reports responses only from Graduate Student respondents (*n* = 158). Percentages may not sum to 100 because of multiple response choices. For a complete list of graduate academic programs, please see Table B24 in Appendix B.

Thirty-four percent (*n* = 404) of Student respondents took all their classes online at Lehman College during the past year (Figure 11). Forty-one percent (*n* = 488) of Student respondents took most of their classes online, 21% (*n* = 248) took some of their classes online, and 4% (*n* = 51) took none of their classes online. Eighty-seven percent (*n* = 995) of Student respondents who took their classes online noted the reasoning was the result of the COVID-19 pandemic.
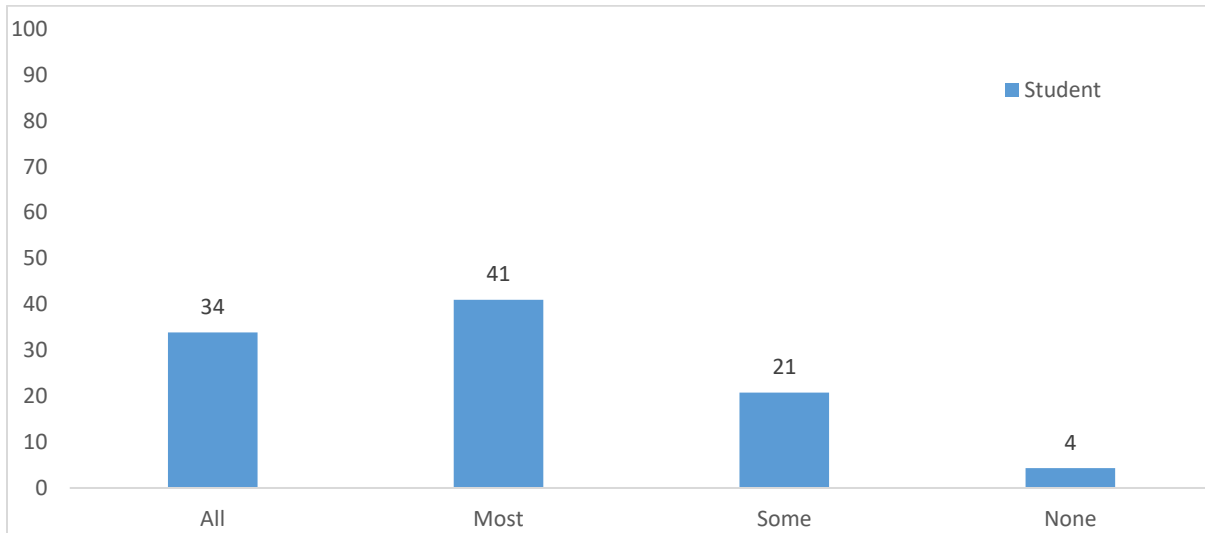
Figure 11. Percentage of Classes Taken Exclusively Online by Student Respondents (%)

Sixty-five percent (*n* = 777) of Student respondents indicated that they or their families had an annual income of less than $50,000. Twenty-one percent (*n* = 255) of Student respondents indicated an annual income between $50,000 and $99,999, and 8% (*n* = 97) indicated an annual income of $100,000+.

Five percent ($n = 56$) of Student respondents were employed on campus, while 43% ($n = 508$) of Student respondents were employed off campus (Table 14). Of Student respondents who were employed on campus, 27% ($n = 15$) worked between one and 10 hours per week and 52% ($n = 29$) worked between 11 and 20 hours. Of Student respondents who were employed off campus, 29% ($n = 149$) worked between 31 and 40 hours per week and 19% each worked between 11 and 20 hours per week ($n = 98$) and 21 and 30 hours per week ($n = 99$).

Table 14. Graduate Student Respondents' Employment

Employment/hours	n	%
No	613	51.5
Yes, I work on campus	56	4.7
1–10 hours/week	15	26.8
11–20 hours/week	29	51.8
21–30 hours/week	< 5	---
31–40 hours/week	< 5	---
More than 40 hours/week	0	0.0
Yes, I work off campus	508	42.7
1–10 hours/week	66	13.0
11–20 hours/week	98	19.3
21–30 hours/week	99	19.5
31–40 hours/week	149	29.3
More than 40 hours/week	42	8.3

Note: Table reports responses only from Student respondents ($n = 1,191$).

Fifty-one percent ($n = 609$) of Student respondents experienced financial hardship while attending Lehman College. Of these Student respondents, 60% ($n = 367$) had difficulty affording tuition, 59% ($n = 357$) had difficulty purchasing books/course materials, 39% ($n = 240$) had difficulty affording food, 30% ($n = 183$) had difficulty affording housing, and 25% ($n = 153$) had difficulty commuting to campus (Table 15). Six percent ($n = 39$) of Student respondents indicated other financial hardships not listed in the survey and provided responses such as "bills," "clothing," "COVID," "electric bill," "gas prices," "loss of job," "phone," "toiletries," and "WiFi."

Table 15. Student Respondents Experienced Financial Hardship

Financial hardship	*n*	%
No	548	46.0
Yes, I have had difficulty affording…	609	51.1
Tuition	367	60.3
Books/course materials	357	58.6
Food	240	39.4
Housing	183	30.0
Commuting to campus	153	25.1
Travel to and from Lehman (e.g., returning home during break)	107	17.6
Other campus fees	89	14.6
Alternative spring and summer breaks (e.g., Lehman L.I.F.E.)	71	11.7
Participation in social events	65	10.7
Health care	62	10.2
Child care	49	8.0
Unpaid internships/research opportunities	42	6.9
Cocurricular events or activities	36	5.9
Studying abroad	30	4.9
Bills	14	2.3
A financial hardship not listed here	39	6.4

Note: Secondary responses in Table are only from Students respondents who indicated on the survey that they experienced financial hardship ($n = 609$).

Table 16 depicts how students were paying for college. Fifty-five percent ($n = 649$) of Student respondents depended on New York State Tuition Assistance Program (TAP), Scholarship, Veteran Tuition Assistance, or Excelsior Program to pay for their education at Lehman College and 48% ($n = 567$) of Student respondents relied on federal grants to pay for their education.

Table 16. How Student Respondents Were Paying for College

Source of funding	n	%
New York State Tuition Assistance Program (TAP), Scholarship, Veteran Tuition Assistance, Excelsior Program	649	54.5
Federal grant (e.g., Pell, SEOG, TEACH Grant, Scholarship, CUSTA)	567	47.6
Credit card and debit card	234	19.6
Federal loan, parent loan, private loan	158	13.3
Cash, check, money order, bank check	123	10.3
Family contribution	86	7.2
E-check	71	6.0
Tuition payment plan/college savings plan	68	5.7
Tuition waiver (e.g., CUNY Employee, Macaulay Honors, College NOW, Senior Citizen)	43	3.6
Employer tuition reimbursement/scholarship award letter/ Union voucher	42	3.5
Department of Education (DOE; e.g., paraprofessional, NYC scholarship)	24	2.0
CUNY Research Foundation grant	10	0.8
U.S. Department of Veterans Affairs (e.g., VA payment)	5	0.4
International tuition payment	5	0.4
Department of Defense Tuition Assistance Program (e.g., Army, Marine, Navy, Air Force, Coast Guard)	< 5	---
A method of payment not listed here	61	5.1

Note: Table reports responses only from Student respondents ($n = 1,191$).

Table 17 illustrates some differences in the ways that student respondents were paying for college based on their household income status[57] or First-Generation status.

Table 17. How Students Were Paying for College by Household Income and First-Generation Status

Source of funding	Below $50,000 Household Income		$50,000-$99,999 Household Income		$100,000+ Household Income		First-Generation Student respondents		Not-First-Generation Student respondents	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
New York State Tuition Assistance Program (TAP), Scholarship, Veteran Tuition Assistance, Excelsior Program	496	63.8	117	45.9	12	12.4	487	59.5	139	41.4
Federal grant (e.g., Pell, SEOG, TEACH Grant, Scholarship, CUSTA)	439	56.5	92	36.1	12	12.4	422	51.5	129	38.4
Credit card and debit card	129	16.6	70	27.5	29	29.9	151	18.4	81	24.1

Note: Table reports responses only from Student respondents (*n* = 1,191).

Of the Students completing the survey, 95% (*n* = 1,129) lived in off-campus housing, 1% (*n* = 17) lived in on-campus housing, and 2% (*n* = 25) identified as housing insecure.

Seventy-eight percent (*n* = 928) of Student respondents did not participate in clubs or organizations. Three percent each participated in professional or pre-professional club or organizations (*n* = 38) and athletic teams (*n* = 37) at Lehman College (Table 18).

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

Club/organization	*n*	%
I do not participate in any clubs or organizations at Lehman College.	928	77.9
Professional or pre-professional club or organization (e.g., Herbert H. Lehman Center for Student Leadership Development, ALPFA, NSBE, NSSLHA)	38	3.2
Athletic team	37	3.1
Health and wellness club (e.g., Lehman College Nutrition Club)	21	1.8

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[57] With the CCSWG's approval, three categories were created for household income: Below $50,000, $50,000-$99,999, and $100,000+.

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

Club/organization	n	%
Culture-specific club (e.g., African & Caribbean Student Association)	20	1.7
Academic discipline club (e.g., "Alpha for Accounting," the "Philosophy" club)	18	1.5
Governance organization (e.g., SGA, USS, Student Senate)	18	1.5
Academic Honor Society (e.g., Phi Beta Kappa)	15	1.3
Performing arts club (e.g., Theatre Club)	16	1.3
Publication/media club or organization (e.g., Meridian, Obscura)	13	1.1
Recreational club or organization (e.g., Video Game Club)	12	1.0
Service or philanthropic organization or club (e.g., Circle K, Helping Hands, ASEZ)	11	0.9
Religious or spirituality-based club (e.g., Muslim Student Association)	8	0.7
Political or issue-oriented club (e.g., The DREAM Team)	< 5	--
A student organization not listed above	56	4.7

Note: Table reports responses only from Student respondents ($n = 1,191$)

Table 19 shows that most Student respondents indicated that they earned passing grades. Fifty-nine percent ($n = 699$) indicated that they earned a 3.3 grade point average (GPA) or above.

Table 19. Student Respondents' Reported Cumulative GPA at the End of Last Semester

Grade Point Average (GPA)	n	%
No GPA at this time—first semester at Lehman	97	8.1
3.7–4.00	381	32.0
3.30–3.69	318	26.7
3.0–3.29	149	12.5
2.7–2.99	94	7.9
2.3–2.69	68	5.7
2.0–2.29	45	3.8
1.7–1.9	14	1.2
Below 1.7	11	0.9
Missing	14	1.2

Note: Table reports responses only from Student respondents ($n = 1,191$).

54

Campus Climate Assessment Findings[58]

This section reviews the major findings of this study.[59] The review explores the climate at Lehman College through an examination of respondents' personal experiences; their general perceptions of campus climate; and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to certain demographic characteristics and status of the respondents. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents' confidentiality.

Comfort With the Climate at Lehman College

The survey posed questions regarding respondents' levels of comfort with Lehman College's campus climate. Table 20 illustrates that 72% ($n = 1,144$) of the survey respondents were "very comfortable" or "comfortable" with the overall climate at Lehman College. Sixty-eight percent ($n = 273$) of Faculty and Staff respondents were "very comfortable" or "comfortable" with the climate in their departments, programs, or work units. Eighty percent ($n = 1,089$) of Student and Faculty respondents were "very comfortable" or "comfortable" with the climate in their classes.

Table 20. Respondents' Comfort With the Climate at Lehman College

Level of comfort	Comfort with overall climate		Comfort with climate in department, program, or work units*		Comfort with climate in class**	
	n	%	n	%	n	%
Very comfortable	428	26.9	123	30.6	433	31.7
Comfortable	716	44.9	150	37.3	656	48.1
Neither comfortable nor uncomfortable	314	19.7	52	12.9	217	15.9
Uncomfortable	99	6.2	46	11.4	46	3.4
Very uncomfortable	36	2.3	31	7.7	12	0.9

*Responses only from Faculty and Staff respondents ($n = 403$).
**Responses only from Faculty and Student respondents ($n = 1,369$).

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

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

Several analyses were conducted to determine whether respondents' levels of comfort with the overall climate, the climate in their workplaces, or the climate in their classes differed based on various demographic characteristics.[60] [61] [62]

Figure 12 illustrates that statistically significant differences existed by position status for respondents regarding their comfort with the overall campus climate. Specifically, higher percentages of Faculty respondents (6%, $n = 11$) and Staff respondents (5%, $n = 12$) than Student respondents (1%, $n = 13$) felt "very uncomfortable" with the overall climate at Lehman College.[i] Also statistically significant, a lower percentage of Staff respondents (16%, $n = 37$) than Faculty respondents (26%, $n = 46$) felt "very comfortable" with the overall climate at Lehman College.[ii]
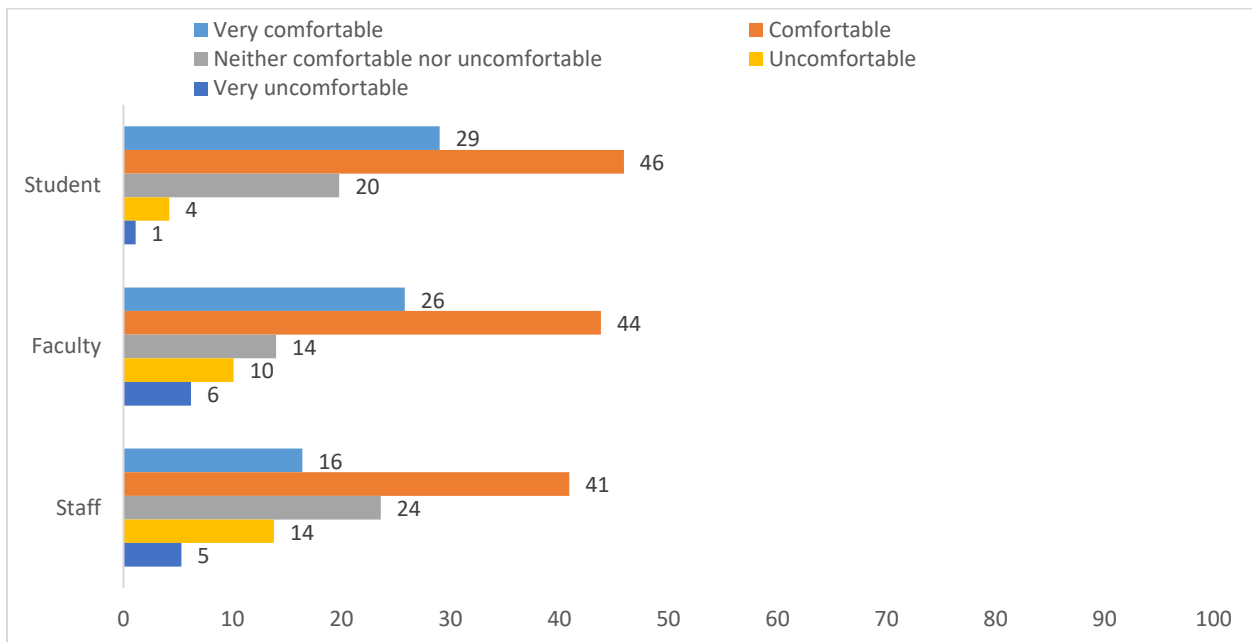
Figure 12. Respondents' Comfort With Overall Climate by Position Status (%)

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

[61] Per CCSWG, demographic variables to be used in analyses for Student respondents include position, gender identity, racial identity, first-generation status, household income status, disability status, and sexual identity. Demographic variables to be used in analyses for Faculty and Staff respondents include position, gender identity, racial identity, years of employment, and care-giving responsibility.

[62] A detailed definition and discussion on data analysis methods (e.g., chi-square analysis) can be found in the "data-analysis" section on page 27 of this report.

No statistically significant differences emerged between Faculty and Staff respondents, and Full-Time Staff and Part-Time Staff respondents regarding comfort with the climate in their department, program, or work unit at Lehman College.

When analyzed by position status, significant differences emerged for Faculty respondents with respect to level of comfort with the climate in their departments, programs, or work units (Figure 13). A lower percentage of Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents (26%, $n = 30$) than Non-Tenure-Track/Adjunct Faculty respondents (52%, $n = 31$) was "very comfortable" with the climate in their department, programs, or work units.[iii]
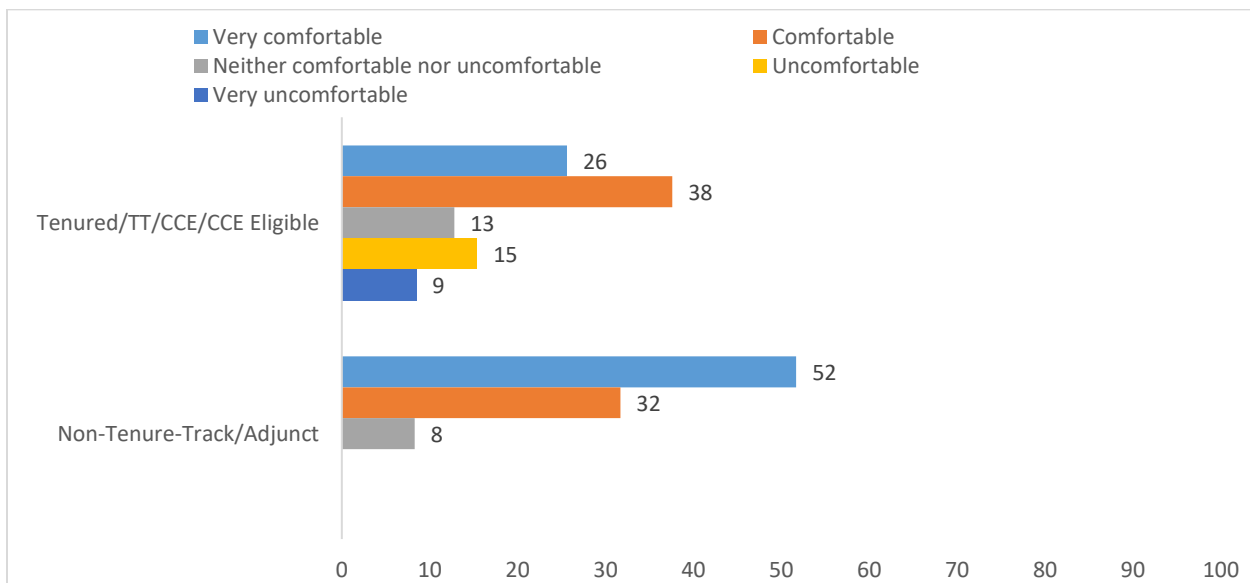
Note: Responses with $n < 5$ are not presented in the figure.

Figure 13. Faculty Respondents' Comfort With Department, Program or Work Unit Climate by Faculty Status (%)

When analyzed by position status, significant differences emerged for respondents with respect to level of comfort with the climate in their classes (Figure 14). A lower percentage of Student respondents (30%, $n = 354$) than Faculty respondents (45%, $n = 79$) was "very comfortable" with the climate in their classes. Also statistically significant, a lower percentage of Faculty respondents (40%, $n = 70$) than Student respondents (49%, $n = 586$) was "comfortable" with the climate in their classes.[iv]
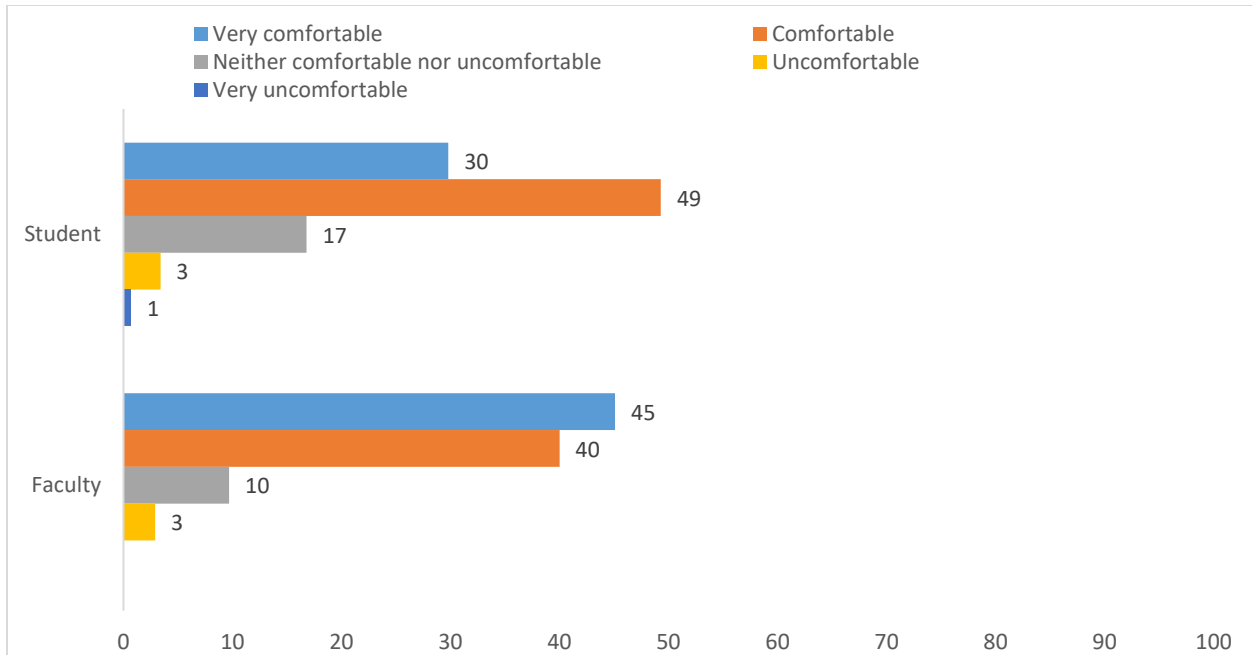
Note: Responses with $n < 5$ are not presented in the figure.

Figure 14. Faculty and Student Respondents' Comfort With Climate in Classes by Position Status (%)

When analyzed by position status, significant differences emerged for Undergraduate Student respondents with respect to level of comfort with the climate in their classes (Figure 15). A higher percentage of Undergraduate Student Respondents who Transferred to Lehman (7%, $n = 34$) than Undergraduate Student Respondents who Started at Lehman (2%, $n = 11$) felt "uncomfortable" with the overall climate at Lehman.[v]
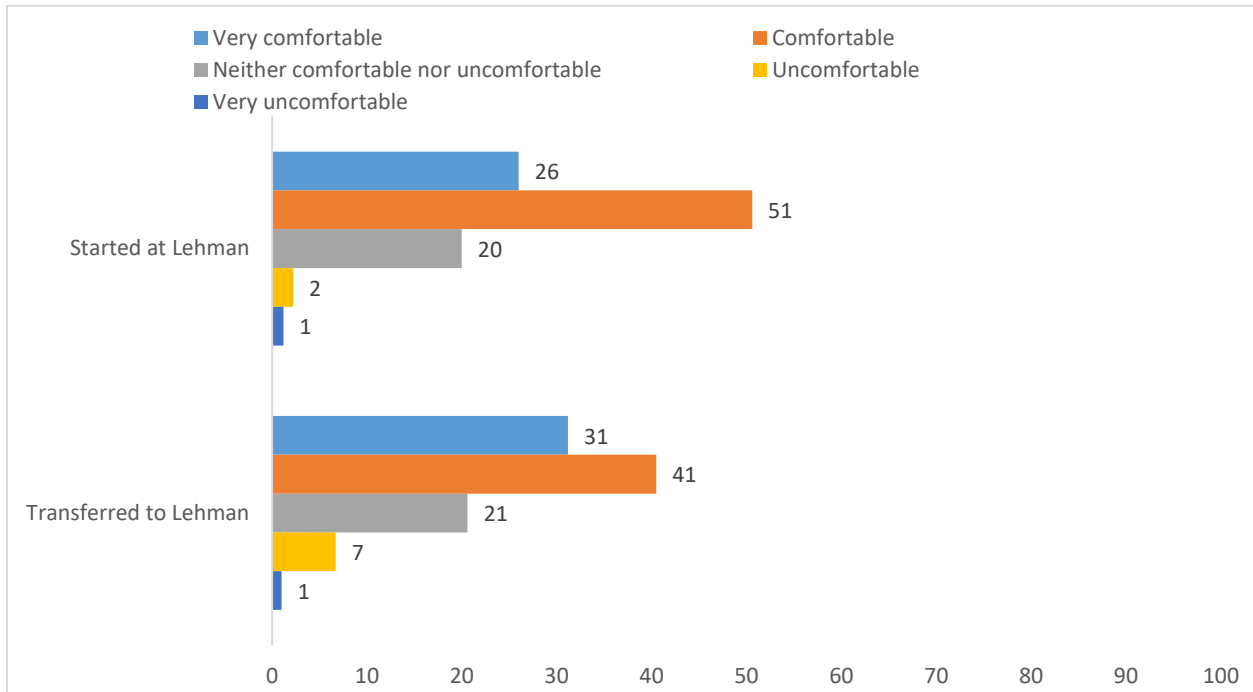
Figure 15. Student Respondents' Comfort With Climate in Classes by Transfer Status (%)

By gender identity,[63] lower percentages of Trans-spectrum respondents (14%, $n = 6$) and Women respondents (26%, $n = 286$) than Men respondents (33%, $n = 135$) felt "very comfortable" with the overall climate at Lehman College (Figure 16).[vi] No statistically significant differences existed for respondents by gender identity regarding comfort with the climate in their departments, programs, or work units, or climate in their classes at Lehman College.
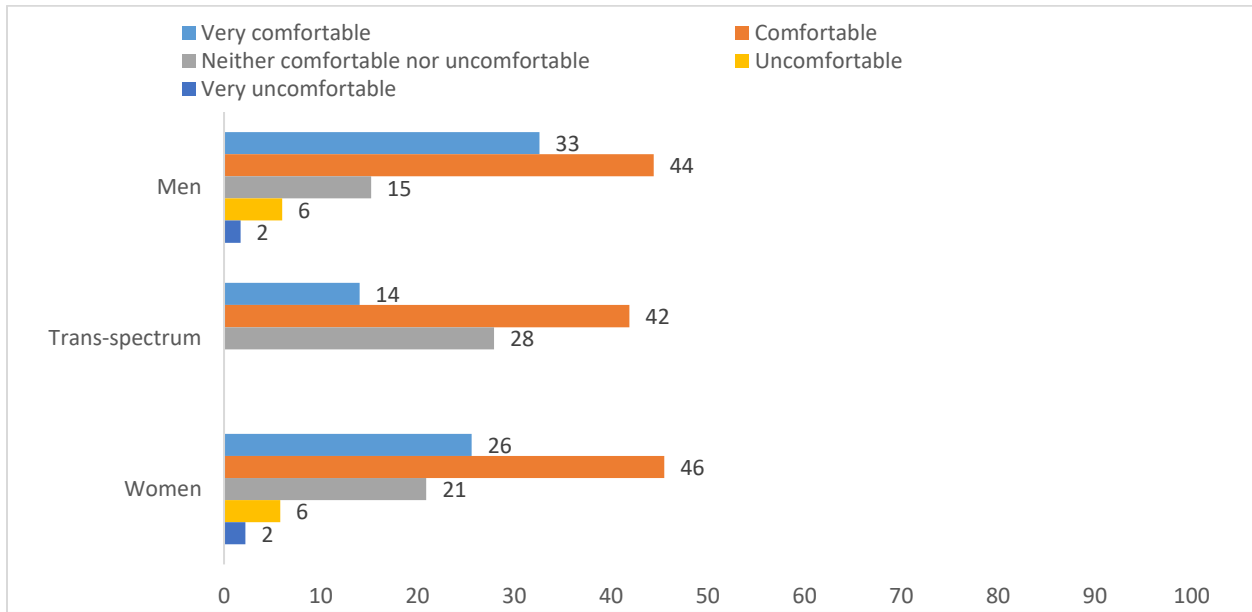
Note: Responses with $n < 5$ are not presented in the figure.

Figure 16. Respondents' Comfort With Overall Climate by Gender Identity (%)

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[63] With the CCSWG's approval, gender identity was recoded into three categories: Men ($n = 414$), Women ($n = 1,118$), and Trans-spectrum ($n = 43$), where Trans-spectrum respondents included those individuals who marked outside of the gender binary of man or woman for the question, "What is your gender/gender identity (mark all that apply)?" Trans-spectrum respondents were not included when responses were low to maintain their confidentiality.

No statistically significant differences existed for respondents by racial identity[64] regarding comfort with the overall climate, climate in their departments, programs, or work units, and climate in their classes.

Although not statistically significant, a meaningful[65] difference emerged for Faculty and Staff respondents by racial identity for comfort in their departments, programs, or work units. Figure 17 illustrates that a higher percentage of Faculty and Staff Respondents of Color (10%, $n = 20$) than of White Faculty and Staff respondents (4%, $n = 7$) was "very uncomfortable" with the climate in their departments, programs, or work units.
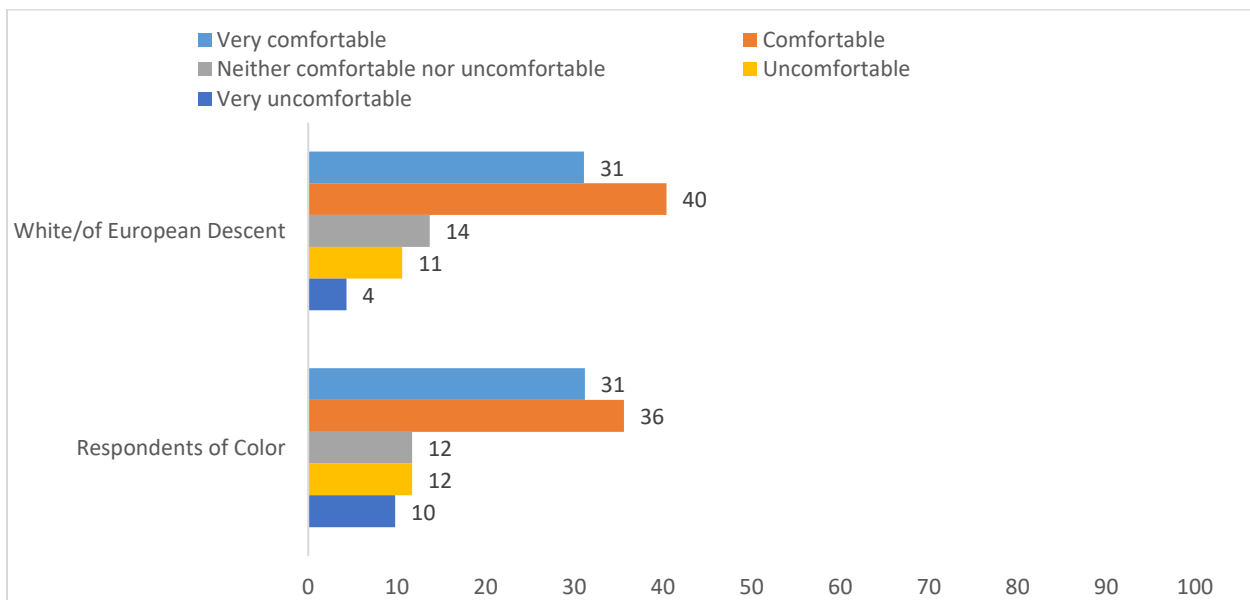
Figure 17. Faculty and Staff Respondents' Comfort With Climate in Their Department, Program, or Work Unit by Racial Identity (%)

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[64] With the CCSWG's approval, racial identity was recoded into six categories: Additional Respondents of Color ($n = 25$), Asian/of Asian Descent ($n = 95$), Black/of African Descent ($n = 352$), Hispanic/Latinx/Chicanx ($n = 612$), White/of European Descent ($n = 236$), and Multiracial ($n = 197$). Owing to low numbers for some of the questions, racial identity was recoded into Additional Respondents of Color ($n = 120$), Black/of African Descent ($n = 352$), Hispanic/Latinx/Chicanx ($n = 612$), White/of European Descent ($n = 236$), and Multiracial ($n = 197$), and even further into Respondents of Color ($n = 1,281$) and White/of European Descent ($n = 236$) to maintain confidentiality of respondents.

[65] Throughout the report we present statistically significant findings. When the writer observed a substantial difference between groups that was not statistically significant, it was included in the report for consideration.

The survey revealed a significant difference in Faculty and Student respondents' level of comfort with the climate in their classes based on sexual identity (Figure 18). A higher percentage of Queer-spectrum (including Bisexual) Faculty and Student respondents (7%, $n = 18$) than Heterosexual Faculty and Student respondents (3%, $n = 25$) felt "uncomfortable" with the climate in their classes.[vii]
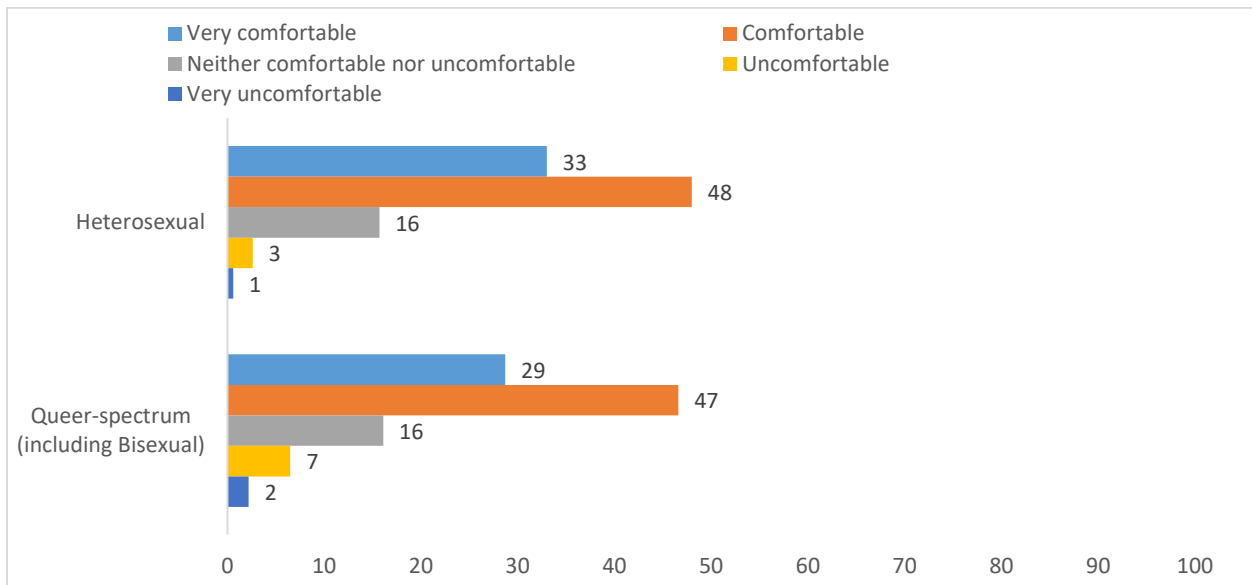
Figure 18. Faculty and Student Respondents' Comfort With Climate in Classes by Sexual Identity (%)

No statistically significant differences existed for respondents by disability status[66] regarding comfort with the overall climate, climate in their departments, programs, or work units, or climate in their classes.

No statistically significant differences existed for Faculty and Staff respondents by years of employment[67] regarding comfort with the overall climate, and the climate in their departments, programs, or work units.

No statistically significant differences existed for Faculty and Staff respondents by care-giving status regarding comfort with the overall climate, and the climate in their departments, programs, or work units.

No statistically significant differences existed for Student respondents by household income regarding comfort with the overall climate, and the climate in their classes.

No statistically significant differences existed for respondents by first-generation status regarding comfort with the overall climate, the climate in their departments, programs, or work unit, and the climate in their classes.

Barriers at Lehman College for Respondents With Disabilities

One survey item asked Respondents with Disabilities if they had experienced barriers in facilities, technology/online environment, resources, or instructional/campus materials at Lehman College within the past year. Table 21 highlights where Respondents with Disabilities most often experienced barriers at Lehman College.[68] With regard to campus facilities, 17% ($n =$ 29) of Respondents with Disabilities experienced barriers in classroom buildings. With regard to technology/online, 17% ($n =$ 27) experienced barriers with Blackboard Learning Management System. With regard to resources, 18% ($n =$ 30) experienced barriers with Information Systems.

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[66] With the CCSWG's approval, disability status was recoded into three categories: Multiple Disabilities ($n = 75$), Single Disability ($n = 103$), and No Disability ($n = 1,398$). Owing to low response numbers for some of the questions, disability status was further recoded into At Least One Disability ($n = 184$) and No Disability ($n = 1,398$) to maintain confidentiality of respondents.

[67] With the CCSWG's approval, years of employment was recoded into three categories: 5 years or less ($n = 118$), 6-15 years ($n = 151$), and More than 15 years ($n = 122$).

[68] See Appendix B, Table B121 for all responses to the question, "As a person who identifies as having a condition/disability that affects your learning, living, or working activities, have you experienced a barrier in any of the following areas at Lehman College within the past year?"

With regard to instructional/campus materials, 15% ($n = 25$) experienced barriers with textbooks. With regard to support services, 12% ($n = 20$) experienced barriers with accommodations from faculty.

Table 21. Top Barriers Experienced by Respondents With Disabilities

	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Facilities						
Classroom buildings	29	17.0	81	47.4	61	35.7
Temporary barriers because of construction or maintenance	25	14.8	74	43.8	70	41.4
Classrooms, laboratories	24	14.0	78	45.3	70	40.7
Elevators/lifts	24	13.9	84	48.6	65	37.6
Other campus buildings	20	11.8	84	49.4	66	38.8
Office furniture (e.g., chair, desk)	20	11.6	84	48.8	68	39.5
Walkways, pedestrian paths, crosswalks	17	10.2	83	49.7	67	40.1
Technology/Online						
Blackboard Learning Management System	27	16.5	86	52.4	51	31.1
Accessible electronic formats	19	11.6	85	51.8	60	36.6
Lehman College website	17	10.6	93	57.8	51	31.7
Resources						
Information Systems (e.g., CUNYFirst, DegreeWorks, Taskstream, Lehman 360)	30	18.1	98	59.0	38	22.9
Microsoft Office 365 and other software	24	14.5	98	59.0	44	26.5
Email account	23	14.1	104	63.8	36	22.1
Intake forms (e.g., Health Center)	17	10.2	83	50.0	66	39.8
Instructional/Campus Materials						
Textbooks	25	15.1	88	53.0	53	31.9
Syllabi	21	12.7	93	56.0	52	31.3
Video-closed captioning and text descriptions	18	11.1	85	52.5	59	36.4
Support Services						
Accommodations from faculty	20	12.0	77	46.4	69	41.6

Note: Table reports responses only from individuals who indicated on the survey that they had a disability ($n = 184$).

Qualitative Comment Analyses

Forty-four Respondents with Disabilities elaborated on accessibility services afforded to them at Lehman College. One theme emerged from all respondents: mental health.

Mental Health. Respondents shared that the disability they struggled with was mental health, and that the identified physical barriers were not applicable to the challenges they faced. Respondents stated, "I have a mental disability (ADHD anxiety and clinical depression) so a lot of the things mentioned are not applicable to me," "I have depression, so the stuff listed here are not exactly what I would have trouble with," and "My ADHD makes reading nearly impossible and I dread mundane tasks like checking email regularly. I often fall behind."

Barriers at Lehman College for Genderqueer, Nonbinary, Transgender, Transgender Man, or Transgender Woman Respondents

One survey item asked Genderqueer, Nonbinary, Transgender, Transgender Man, or Transgender Woman respondents if they had experienced barriers in facilities or identity accuracy at Lehman College within the past year. Table 22 depicts where Genderqueer, Nonbinary, Transgender, Transgender Man, or Transgender Woman respondents most often experienced barriers at Lehman College.[69] With regard to campus facilities, 25% (*n* = 10) of Genderqueer, Nonbinary, Transgender, Transgender Man, or Transgender Woman respondents experienced barriers in restrooms. With regard to identity accuracy, 30% (*n* = 11) of Genderqueer, Nonbinary, Transgender, Transgender Man, or Transgender Woman respondents experienced barriers with pronouns used, 28% (*n* = 10) with their email account, and 26% (*n* = 10) with their Lehman College ID card.

Table 22. Top Barriers Experienced by Genderqueer, Nonbinary, Transgender, Transgender Man, or Transgender Woman Respondents

	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Facilities						
Restrooms	10	25.0	20	50.0	10	25.0
Signage	5	12.5	22	55.0	13	32.5
Identity Accuracy						
Pronouns used	11	29.7	19	51.4	7	18.9
Email account	10	27.8	22	61.1	< 5	---
Lehman College ID card	10	26.3	22	57.9	6	15.8

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[69] See Appendix B, Table B122 for all responses to the question, "As a person who identifies as Genderqueer, Nonbinary, Transgender, Transgender Man, or Transgender Woman, have you experienced a barrier in any of the following areas at Lehman College within the past year?"

Table 22. Top Barriers Experienced by Genderqueer, Nonbinary, Transgender, Transgender Man, or Transgender Woman Respondents

	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Information Systems (e.g., CUNYFirst, DegreeWorks, Taskstream, Lehman 360)	8	21.6	26	70.3	< 5	---
Intake forms (e.g., Health Center)	6	16.7	21	58.3	9	25.0
Learning technology	6	16.2	22	59.5	9	24.3
Surveys	5	13.5	26	70.3	6	16.2

Note: Table reports responses only from individuals who indicated on the survey that they identified their gender identity as Genderqueer, Nonbinary, Transgender, Transgender Man, or Transgender Woman (*n* = 43).

Qualitative Comment Analyses

Owing to low response numbers, no themes emerged.

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct[70]

Ten percent (*n* = 160) of respondents indicated that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct that had interfered with their ability to learn, live, or work at Lehman College within the past year.[71]

Of the respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct, 27% (*n* = 43) indicated that they experienced the conduct only once during the past year (Figure 19). Thirty-one (*n* = 49) percent revealed that they experienced five or more instances of the conduct within the past year.
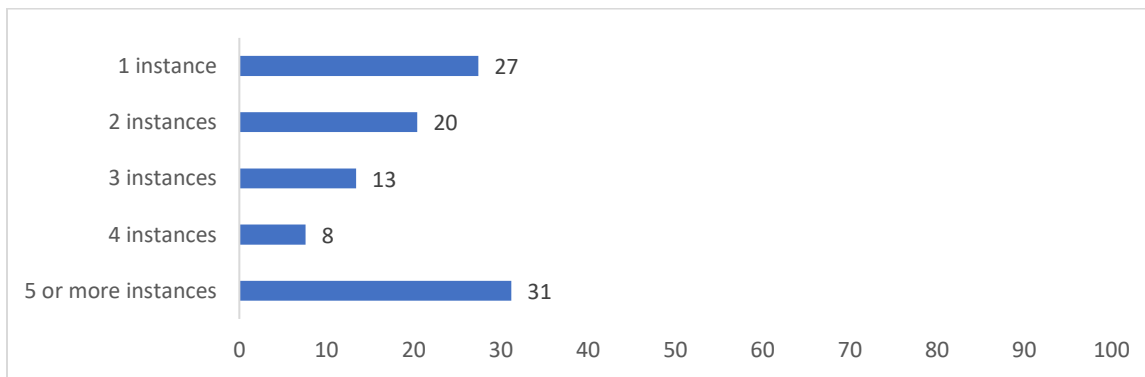
Figure 19. Number of Instances Respondents Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct During the Past Year (%)

Of the respondents who experienced such conduct, 28% (*n* = 44) indicated that the conduct was based on their position status at Lehman College. Twenty-one percent (*n* = 33) noted that the conduct was based on their racial identity, 16% (*n* = 26) on their ethnicity, 14% (*n* = 23) on their age, 11% (*n* = 18) on their gender/gender identity, and 11% (*n* = 17) on their length of service at Lehman College.

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

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

In terms of position status, significant differences existed between respondents who indicated on the survey that they had experienced this conduct (Figure 20). Higher percentages of Faculty respondents (23%, $n = 41$) and Staff respondents (22%, $n = 49$) than Student respondents (6%, $n = 70$) indicated that they had experienced this conduct.[viii] Of those respondents who had experienced this conduct, 35% ($n = 17$) of Staff respondents, 27% ($n = 11$) of Faculty respondents, and 23% ($n = 16$) of Student respondents suggested that the conduct was based on their position status.

Figure 20. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position Status (%)

By racial gender identity, a higher percentage of White/of European Descent respondents (19%, $n = 44$) than Black/of African Descent respondents (11%, $n = 37$), Hispanic/Latinx/Chicanx respondents (6%, $n = 37$), and Additional Respondents of Color (6%, $n = 7$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Multiracial respondents [11%, $n = 22$]) did not differ statistically from other groups; Figure 21).[ix] Twenty-seven percent ($n = 10$) of Black/of African Descent respondents, 22% ($n = 8$) of Hispanic/Latinx/Chicanx respondents, 18% ($n = 8$) of White/of European Descent respondents, and less than five Additional Respondents of Color and Multiracial respondents who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their racial identity.
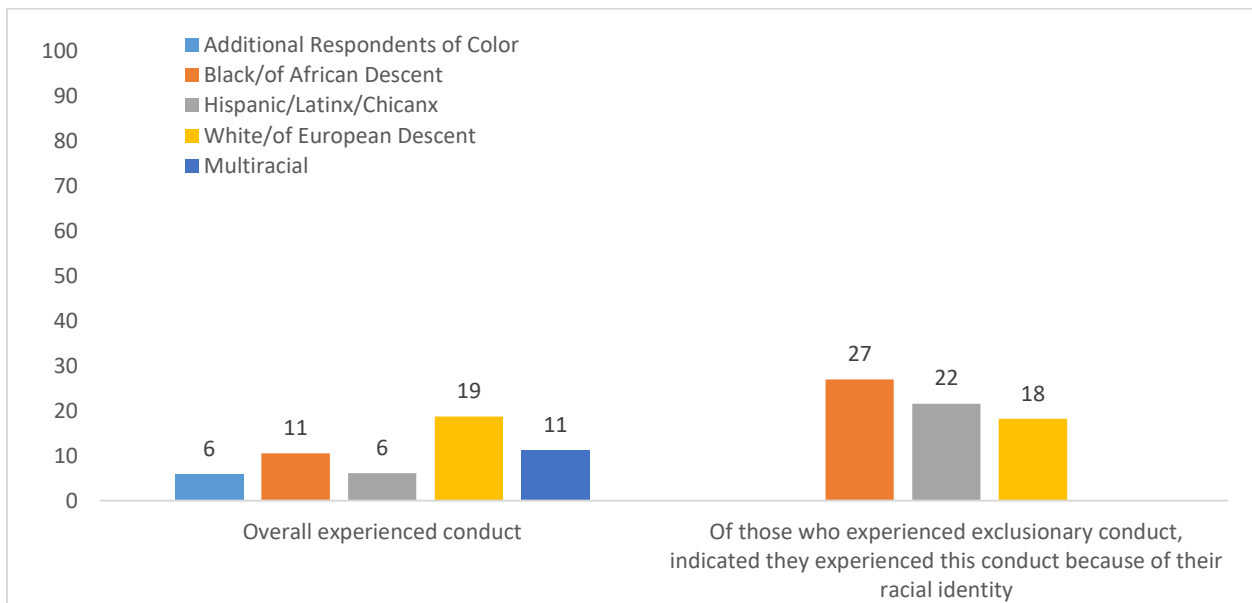
Note: Responses with $n < 5$ are not presented in the figure.

Figure 21. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Racial Identity (%)

By years of employment at Lehman, a higher percentage of Respondents with 6-15 Years of Employment (30%, $n = 45$) than Respondents with 5 Years or Less of Employment (17% $n = 20$) indicated that they had exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Respondents with More Than 15 Years of Employment [18%, $n = 22$] did not differ statistically from other groups; Figure 22).[x] Owing to low response numbers, two findings are not published for respondents who had experienced exclusionary, intimidating, offensive, and/or hostile conduct and indicated that the conduct was based on their length of service at Lehman.
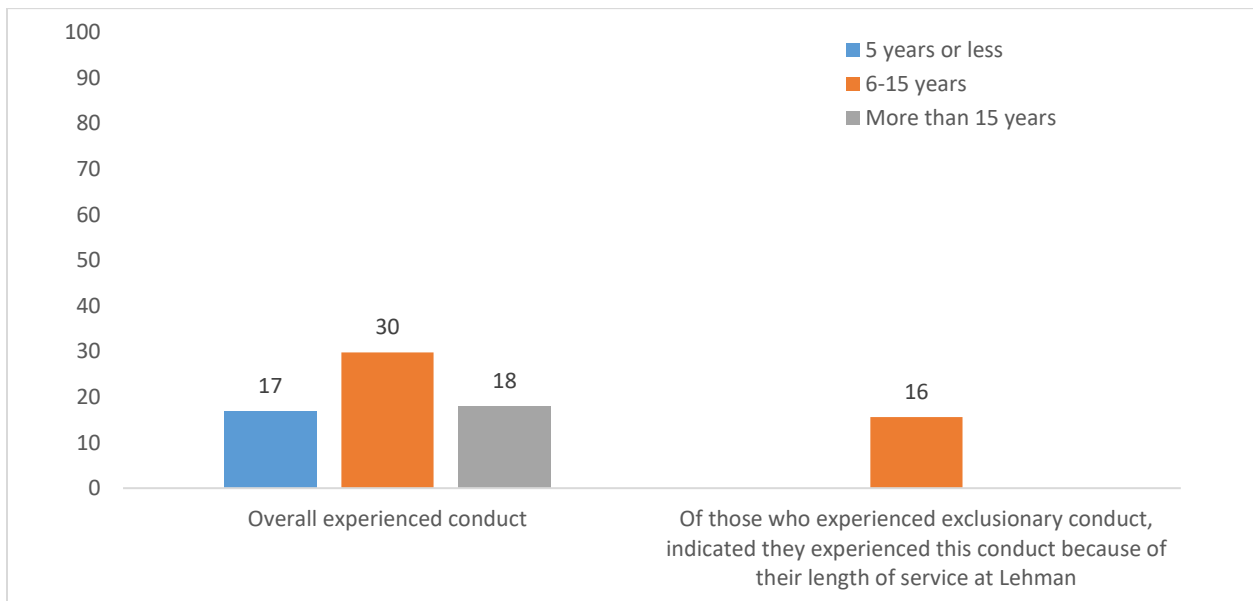
Note: Responses with $n < 5$ are not presented in the figure.

Figure 22. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Length of Service at Lehman (%)

By disability status, higher percentages of respondents with Multiple Disabilities (17%, $n = 13$) and respondents with A Single Disability (18%, $n = 18$) than respondents with No Disability (9%, $n = 123$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Figure 23).[xi] Owing to low response numbers, two findings are not published for respondents who had experienced exclusionary, intimidating, offensive, and/or hostile conduct and indicated that the conduct was based on their disability status.
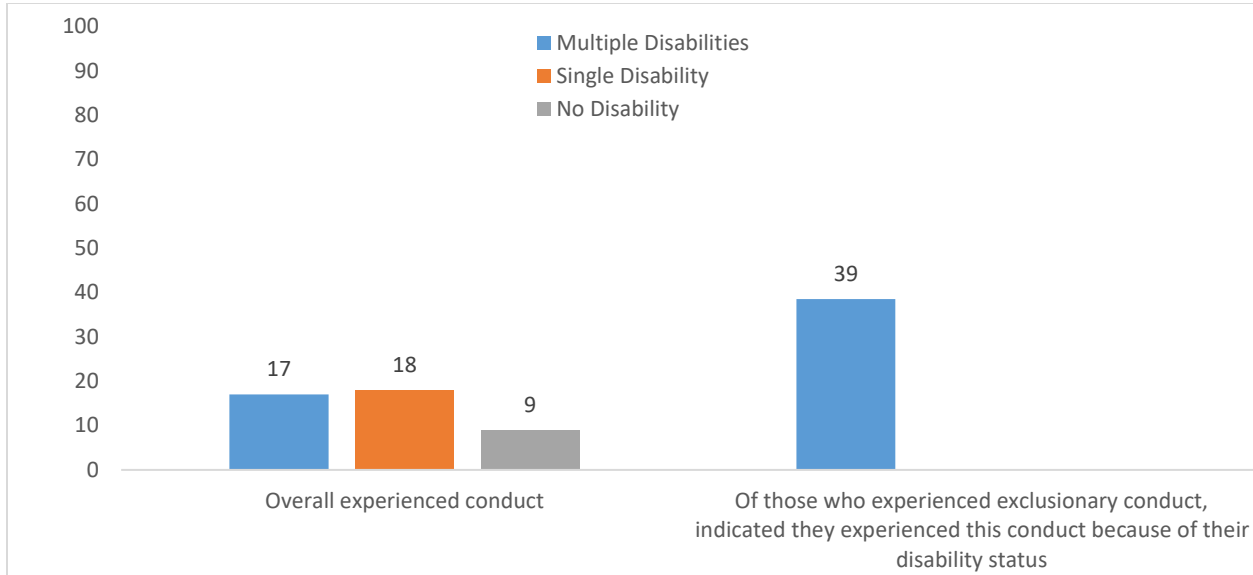
Note: Responses with $n < 5$ are not presented in the figure.

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

Table 23, Table 24, and Table 25 depict the top four perceived bases of exclusionary, intimidating, offensive, and/or hostile conduct by position status at Lehman College. Of the Staff respondents who experienced such conduct, 35% ($n = 17$) indicated that the conduct was based on age. Twenty-five percent ($n = 12$) noted that the conduct was based on their racial identity, 18% ($n = 9$) felt that it was based on their ethnicity, and 16% ($n = 8$) felt that it was based on their gender/gender identity (Table 23).

Table 23. Staff Respondents' Top Bases of Experienced Conduct

Basis of conduct	*n*	%
Position	17	34.7
Racial identity	12	24.5
Ethnicity	9	18.4
Gender/gender identity	8	16.3

Note: Table reports responses only from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 49). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B50 in Appendix B.

Of the Faculty respondents who experienced such conduct, 32% (*n* = 13) indicated that the conduct was based on racial identity (Table 24). Twenty-seven percent (*n* = 11) noted that the conduct was based on their position status at Lehman College and 22% (*n* = 9) felt that it was based on their length of service.

Table 24. Faculty Respondents' Top Bases of Experienced Conduct

Basis of conduct	*n*	%
Racial identity	13	31.7
Position	11	26.8
Length of service	9	22.0
Ethnicity	8	19.5
Gender/gender identity	8	19.5

Note: Table reports responses only from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 41). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B50 in Appendix B.

Of the Student respondents who experienced such conduct, 31% (*n* = 22) indicated that they did not know what the conduct was based on (Table 25). Twenty-three percent (*n* = 16) noted that the conduct was based on their position status at Lehman College, and 19% (*n* = 13) felt that it was based on their academic performance.

Table 25. Student Respondents' Top Bases of Experienced Conduct

Basis of conduct	*n*	%
Do not know	22	31.4
Position	16	22.9
Academic performance	13	18.6
Ethnicity	9	12.9
Age	9	12.9

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 70$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B50 in Appendix B.

Table 26 illustrates the forms in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct. Forty-three percent ($n = 69$) felt ignored or excluded, 39% ($n = 63$) was silenced/felt silenced, 29% ($n = 47$) felt intimidated and bullied, and 27% ($n = 43$) each experienced a hostile work environment or felt isolated or left out. Additional forms of such conduct included "clear unprofessionalism on the part of upper management," "comments were made about my appearance," "denied assistance in academics" "I felt ignored not having…check-ins going on in my area," "left off a committee," "misled and lied to by executive team," "not praised for a situation in which another colleague was," "public safety," and "very bad communication with teacher."

Table 26. Top Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	n	% of those who experienced the conduct
I was ignored or excluded.	69	43.1
I was silenced/I felt silenced.	63	39.4
I was intimidated/bullied.	47	29.4
I experienced a hostile work environment.	43	26.9
I was isolated or left out.	43	26.9

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 160$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B52 in Appendix B.

Figure 24 depicts the forms in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status. Fifty-four percent ($n = 22$) of Faculty respondents felt they were the target of workplace incivility. Thirty-nine percent ($n = 19$) of Staff respondents experienced a hostile work environment. Forty-four percent ($n = 31$) of Student respondents felt ignored or excluded.
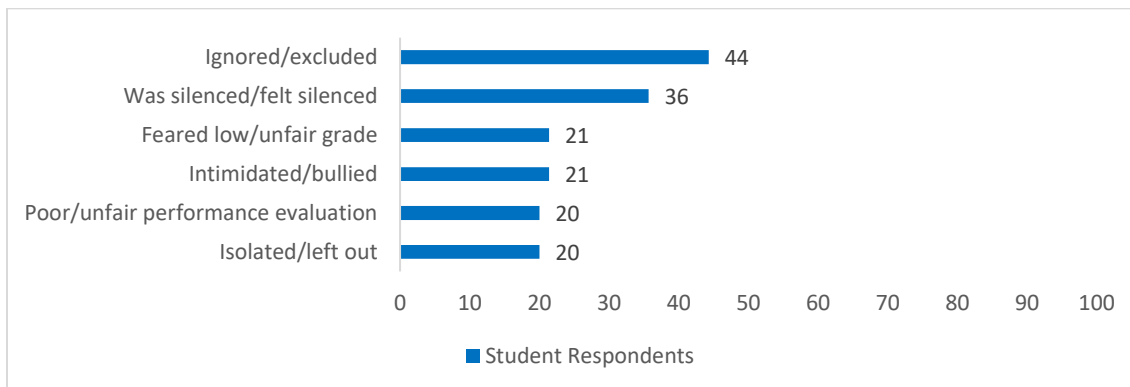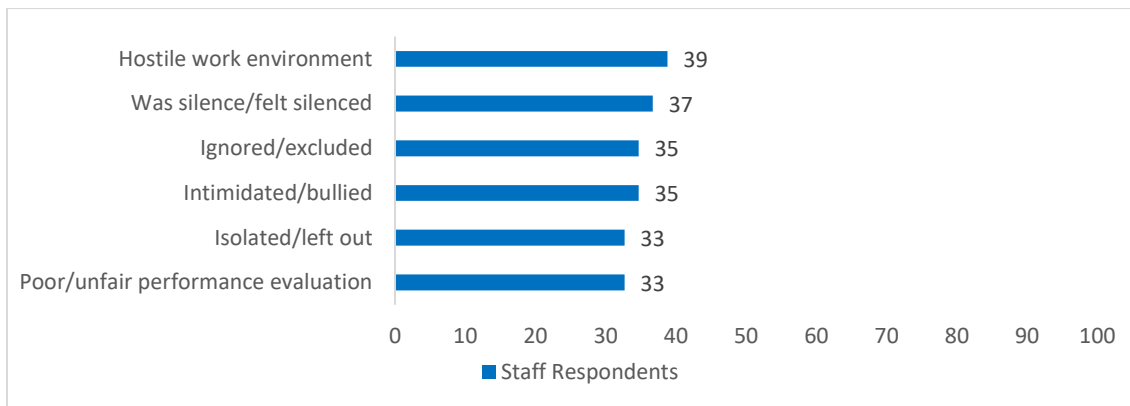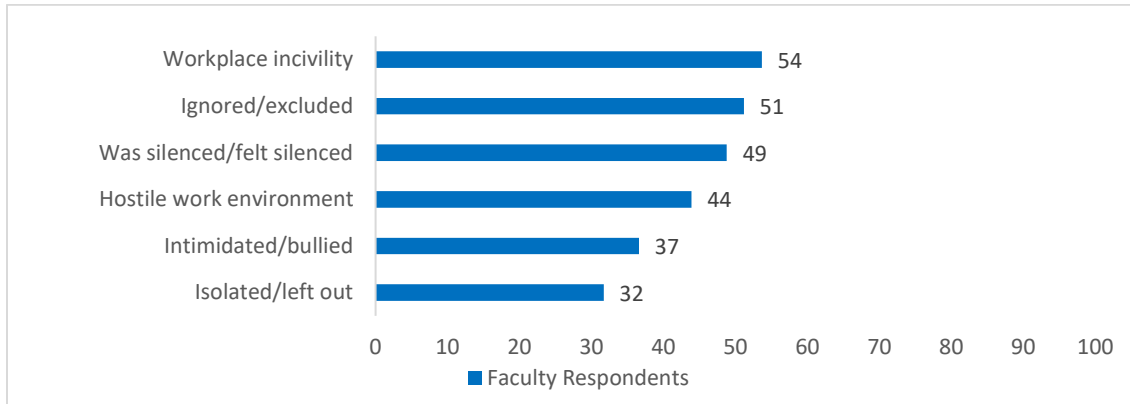
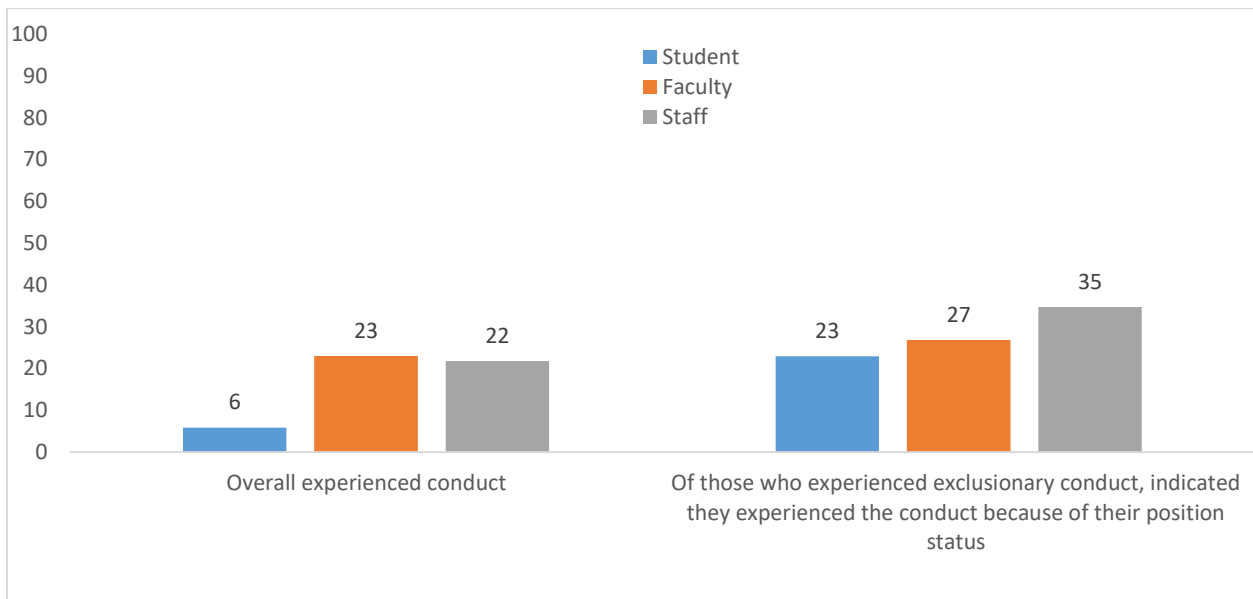*Figure 24.* Respondents' Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Position Status (%)

Respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct noted that it occurred on phone calls/text messages/email (29%, $n = 47$), in a meeting with a group of people (29%, $n = 46$), and while working at a Lehman College job (24%, $n = 38$). Some respondents who marked "a location not listed above" identified, "during teleworking," "in decision making processes," and "zoom" as the location where the conduct occurred.

Table 27 depicts the top five locations where Staff respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct, including while working at a Lehman job (43%, $n = 21$), in a meeting with a group of people (27%, $n = 13$), in a meeting with one other person (27%, $n = 13$), and on phone calls/text messages/email (18%, $n = 9$).

Table 27. Staff Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	n	% of Staff respondents who experienced the conduct
While working at a Lehman College job	21	42.9
In a meeting with a group of people	13	26.5
In a meeting with one other person	13	26.5
On phone calls/text messages/email	9	18.4

Note: Table reports responses only from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 49$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B53 in Appendix B.

Faculty respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often in a meeting with a group of people (63%, $n = 26$), on phone calls/text messages/email (39%, $n = 16$), while working at a Lehman College job (37%, $n = 15$), in a meeting with one other person (27%, $n = 13$), and in a Lehman College administrative office (18%, $n = 9$) (Table 28).

Table 28. Faculty Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	n	% of Faculty respondents who experienced the conduct
In a meeting with a group of people	26	63.4
On phone calls/text messages/email	16	39.0
While working at a Lehman College job	15	36.6
In a meeting with one other person	13	26.5
In a Lehman College administrative office	9	18.4

Note: Table reports responses only from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 41$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B53 in Appendix B.

Student respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often in a class/laboratory (40%, $n = 28$), on phone calls/text messages/email (31%, $n = 22$), and in a meeting with a group of people (27%, $n = 13$) (Table 29).

Table 29. Student Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	n	% of Student respondents who experienced the conduct
In a class/laboratory	28	40.0
On phone calls/text messages/email	22	31.4
In a meeting with a group of people	13	26.5

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 70$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B53 in Appendix B.

Thirty-six percent ($n = 57$) of the respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct identified a faculty member/other instructional staff as the source of the conduct, 22% ($n = 35$) identified a coworker/colleague,

and 18% ($n = 29$) identified a supervisor or manager as the source (Table 30). Respondents who

marked a "source not listed above" wrote examples such as "financial aid" and "professor."

Table 30. Top Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source of conduct	n	% of respondents who experienced the conduct
Faculty member/other instructional staff	57	35.6
Coworker/colleague	35	21.9
Supervisor or manager	29	18.1
Department chair	24	15.0
Staff member	23	14.4
Senior administrator (e.g., President, Provost, Vice President, Dean)	20	12.5

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 160$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of sources, please see Table B54 in Appendix B.

Faculty respondents most often cited coworkers/colleagues and faculty members/instructional

staff members as the source of the conduct. Staff respondents most often identified

supervisors/managers, coworkers/colleagues, and other staff members as the source of

exclusionary, intimidating, offensive, and/or hostile conduct. Student respondents indicated that

other faculty members/instructional staff members, staff members, and other students were their

greatest source of such conduct (Figure 25).
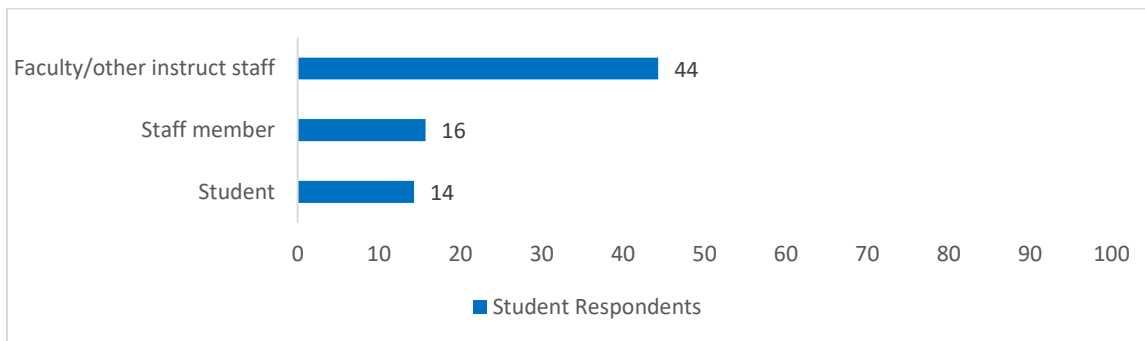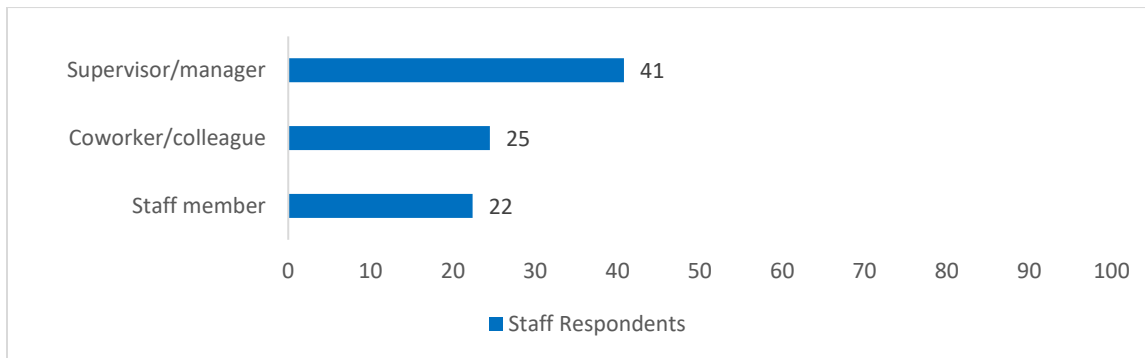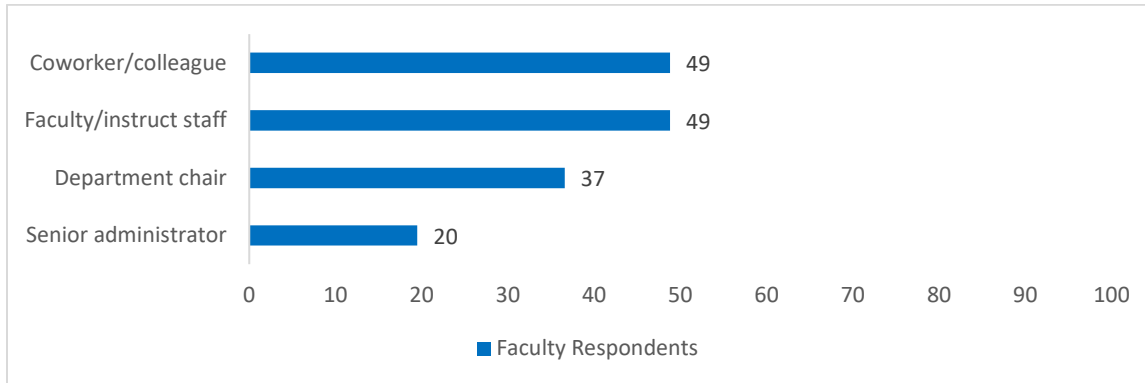
Figure 25. Respondents' Sources of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Position Status (%)

In response to this conduct, 63% ($n = 100$) of respondents felt angry, 58% ($n = 93$) felt distressed, 44% ($n = 70$) felt sad, 42% ($n = 67$) felt embarrassed, and 23% ($n = 36$) felt afraid (Table 31). Of respondents who indicated that their emotional response was not listed, several

added comments that they felt "a range of emotions," "anxious," "confused," "dismissed," "frustrated," "not valued," and "unwelcome."

Table 31. Respondents' Top Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Emotional response to conduct	*n*	% of respondents who experienced conduct
Angry	100	62.5
Distressed	93	58.1
Sad	70	43.8
Embarrassed	67	41.9
Afraid	36	22.5

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 160). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of emotional responses, please see Table B55 in Appendix B.

Additionally, in response to experiencing the conduct, 37% (*n* = 59) of respondents told a friend, 33% (*n* = 52) told a family member, 26% (*n* = 41) did not do anything, 23% (*n* = 37) avoided the person/venue, and 18% (*n* = 29) did not know to whom to go (Table 32). Of the 28% (*n* = 45) of respondents who sought support from a Lehman College resource, 44% (*n* = 20) sought support from a senior administrator, 31% (*n* = 14) from the Office of Human Resources, 29% (*n* = 13) from the Office of Compliance and Diversity. Some "response not listed above" comments were "communicated with colleague who shared the experience," "complained to my supervisor," "contacted a lawyer," "contacted the union," "contacted HR," "determined it was best to just do my job and keep my head down," "dropped a class," "I got vaccinated against my religious beliefs so that my academic journey would not be jeopardized," "I later discussed it with the person and we worked it out," "I sought support within CUNY outside of Lehman," "I WILL confront the person," and "transfer schools."

Table 32. Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	*n*	% of respondents who experienced conduct
I told a friend.	59	36.9
I told a family member.	52	32.5
I contacted a Lehman College resource.	45	28.1

Table 32. Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	*n*	% of respondents who experienced conduct
Senior administrator (e.g., President, Provost, Vice President, Dean)	20	44.4
Office of Human Resources	14	31.1
Office of Compliance and Diversity	13	28.9
Department chair	11	24.4
Faculty member	11	24.4
I did not do anything.	41	25.6
I avoided the person/venue.	37	23.1
I did not know to whom to go.	29	18.1

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 160). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B56 in Appendix B.

Table 33 illustrates that 80% (*n* = 124) of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct did not report the incident and that 21% (*n* = 32) of respondents did report the incident. Of the respondents who reported the incident, 52% (*n* = 15) felt that it was not addressed appropriately, and 21% (*n* = 6) felt satisfied with the outcome.

Table 33. Respondents' Reporting in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting in response to conduct	*n*	% of respondents who experienced conduct
No, I did not report it.	124	79.5
Yes, I reported it.	32	20.5
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*15*	*51.7*
Yes, I reported the conduct and was satisfied with the outcome.	6	20.7
Yes, I reported the conduct, and the outcome is still pending.	< 5	---
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	< 5	---
Yes, I reported the conduct, but the outcome was not shared.	< 5	---

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 160). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative Comment Analyses

Seventy-seven Faculty, Staff, and Student respondents described their experiences being confronted with exclusionary behavior at Lehman College. One theme emerged from Tenured/Tenure-Track /CCE/CCE-Eligible Professor and Full-Time Staff respondents: institutional trust.

Tenured/Tenure-Track/CCE/CCE-Eligible and Full-Time Staff respondents
Institutional Trust. Tenured/Tenure-Track/CCE/CCE-Eligible Professor and Full-Time Staff respondents expressed distrust in the process and outcome of reporting instances of exclusionary behavior to campus officials. Respondents shared, "I repeatedly shared these experiences with the [administrator]. They were not taken seriously or investigated. There is a different set of expectations for cabinet members that leave others with no choice but to accept inappropriate behavior and open hostility in the office or leave," "The people who perpetrate dismissive actions toward faculty are senior administrators, so there is not much trust in reporting to the administration which is unresponsive to begin with," and "I do not trust that what I convey will not be shared with people that can hurt me." Other respondents included, "In my experience, complaints are primarily swept under the rug," "No point in reporting it if you have to continue to work in the same job. It was not my direct supervisor, but the upper-level person would have managed to make my life miserable," and "I never felt I could go anywhere, I just had to deal with it on my own."

Five hundred-six Faculty, Staff, and Student respondents described their experiences in the community surrounding campus. Two themes emerged from all respondents: positively diverse and unsafe environment. One theme emerged from Graduate and Undergraduate Student respondents: no campus experience.

Positively Diverse. Respondents described a vibrant and diverse community surrounding campus. A respondent shared, "I love diversity. I live in Jackson Heights, NY which has to be the most ethnically diverse neighborhood in the country." Another respondent added, "The community surrounding the college is a beautifully diversified environment. Its vibrant and rich with beautiful cultures. Other respondents included, "I have worked at Lehman College since 1990. The diversity in the community surrounding the campus adds strength and value to the

educational setting of the College," and "I love the surrounding community. The Bronx is the best borough!"

Unsafe Environment. Respondents also expressed concern for their safety in the community surrounding campus. Respondents shared, "I was witness to a gun battle on my way to work one day a few years ago. I see crime, including guns, on the subway stop near campus too frequently," "There has been an increased number of crimes and dangerous individuals in the surrounding community around Lehman," and "Crime around the Bronx in general is getting out of hand with more homeless and criminals in the streets and less help for the victims of these crimes."

Graduate and Undergraduate Student respondents

No Campus Experience. Respondents completing their degree online and those respondents who transitioned to remote learning because of COVID-19 shared having little to no experience in the community surrounding Lehman College. Respondents stated, "I haven't really experienced the campus. I started right when COVID started," "I have been attending only online classes and have therefore not interacted with the community surrounding campus," and "I haven't been on campus since fall of 2020." Other respondents included, "I haven't been on campus since I'm an online student," "I have been solely online since beginning my studies at Lehman; hence I have no experience to share," and "Only took online classes."

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

Respondents' observations of others experiencing exclusionary, intimidating, offensive, and/or hostile conduct also may contribute to their perceptions of campus climate. Seven percent (*n* = 104) of survey respondents observed conduct directed toward a person or group of people on campus that they believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) learning or working environment at Lehman College[72] within the past year.

Twenty-eight percent (*n* = 27) of respondents who observed such conduct indicated that they witnessed one instance in the past year, 20% (*n* = 19) observed two instances, 18% (*n* = 17) observed three instances, 7% (*n* = 7) observed four instances, and 27% (*n* = 26) witnessed five or more instances of such conduct in the past year (Figure 26).
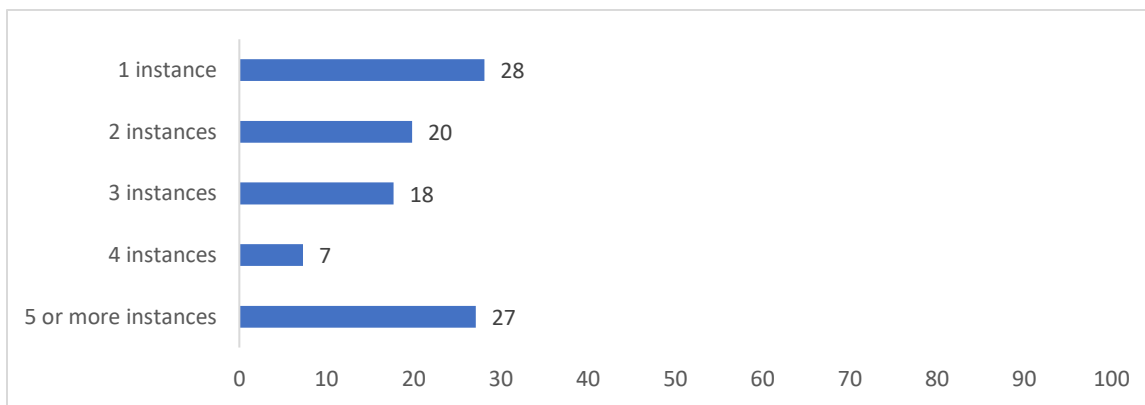
Figure 26. Number of Instances Respondents Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct During the Past Year (%)

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[72] This report uses "conduct" and "exclusionary, intimidating, offensive, and/or hostile conduct" as a shortened version of "conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at Lehman College."

Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on racial identity (28%, $n = 29$), position status (23%, $n = 24$), ethnicity (19%, $n = 20$), and gender/gender identity (15%, $n = 16$). Fifteen percent ($n = 16$) of respondents indicated that they did not know the basis for the conduct (Table 34).

Table 34. Top Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Basis of conduct	n	% of respondents who observed conduct
Racial identity	29	27.9
Position status (e.g., staff, faculty, student)	24	23.1
Ethnicity	20	19.2
Gender/gender identity	16	15.4
Do not know	16	15.4
Age	11	10.6
Philosophical views	11	10.6

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 104$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases of conduct, please see Table B103 in Appendix B.

Figure 27Figure 27and Figure 28 separate by demographic categories (i.e., position status, gender/gender identity, racial identity, citizenship status, sexual identity, first-generation status, student household income, years of employment at Lehman College, disability status, religious affiliation, and age) the responses of those individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year. Statistically significant differences were noted in the percentages of respondents who indicated on the survey that they had observed such conduct by position status, racial identity, first-generation status, student household income, years of employment at Lehman College, and disability status.

Significantly higher percentages of Faculty respondents (21%, $n = 37$) and Staff respondents (15%, $n = 33$) than Student respondents (3%, $n = 34$) observed exclusionary, intimidating, offensive, and/or hostile conduct[xii]. A higher percentage of White respondents (14%, $n = 33$) than Black/of African Descent respondents (6%, $n = 20$), Additional Respondents of Color (4%, $n = 5$), and Hispanic/Latinx/Chicanx respondents (4%, $n = 22$) observed such conduct (Multiracial respondents [7%, $n = 14$] did not differ statistically from other groups).[xiii] A higher

percentage of Not-First-Generation respondents (10%, $n = 54$) than First-Generation Respondents (5%, $n = 46$) observed exclusionary, intimidating, offensive, and/or hostile conduct (Figure 27).[xiv]
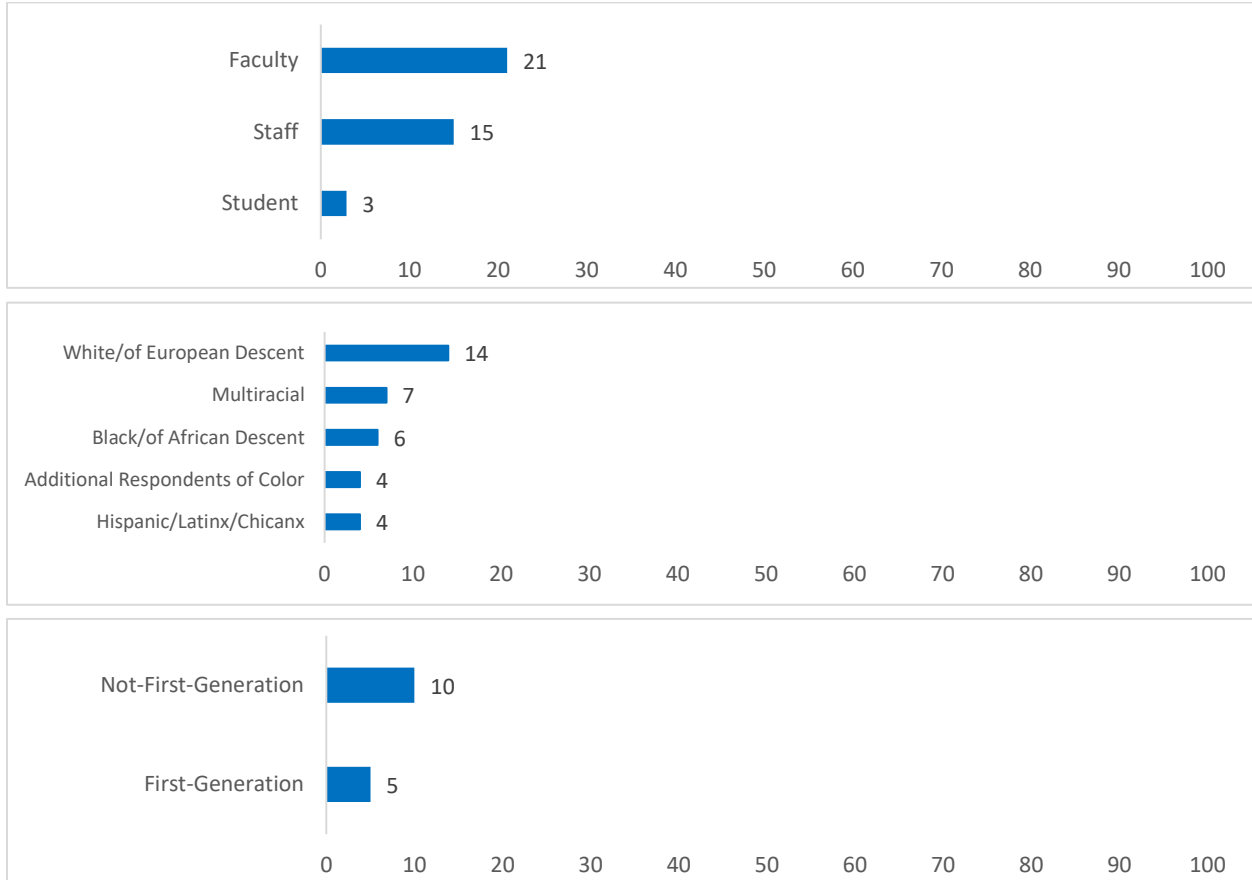
Figure 27. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Position, Racial Identity, and First-Generation Status (%)

In terms of student household income status, a higher percentage of Respondents with $50,000-$99,999 Income (6%, $n = 16$) than those with Below $50,000 Income (2%, $n = 13$) witnessed exclusionary, intimidating, offensive, and/or hostile conduct (Respondents with $100,000+ Income [$n < 5$] did not differ statistically from other groups).[xv] A higher percentage of Respondents with 6-15 Years of Employment (25%, $n = 37$) than those with 5 Years or Less of Employment (9%, $n = 11$) observed such conduct (respondents with More than 15 Years of Employment [16%, $n = 19$] did not differ statistically from other groups).[xvi] A higher percentage of Respondents with At Least One Disability (12%, $n = 22$) than those with No Disability (6%, $n = 81$) witnessed exclusionary, intimidating, offensive, and/or hostile conduct (Figure 28).[xvii]
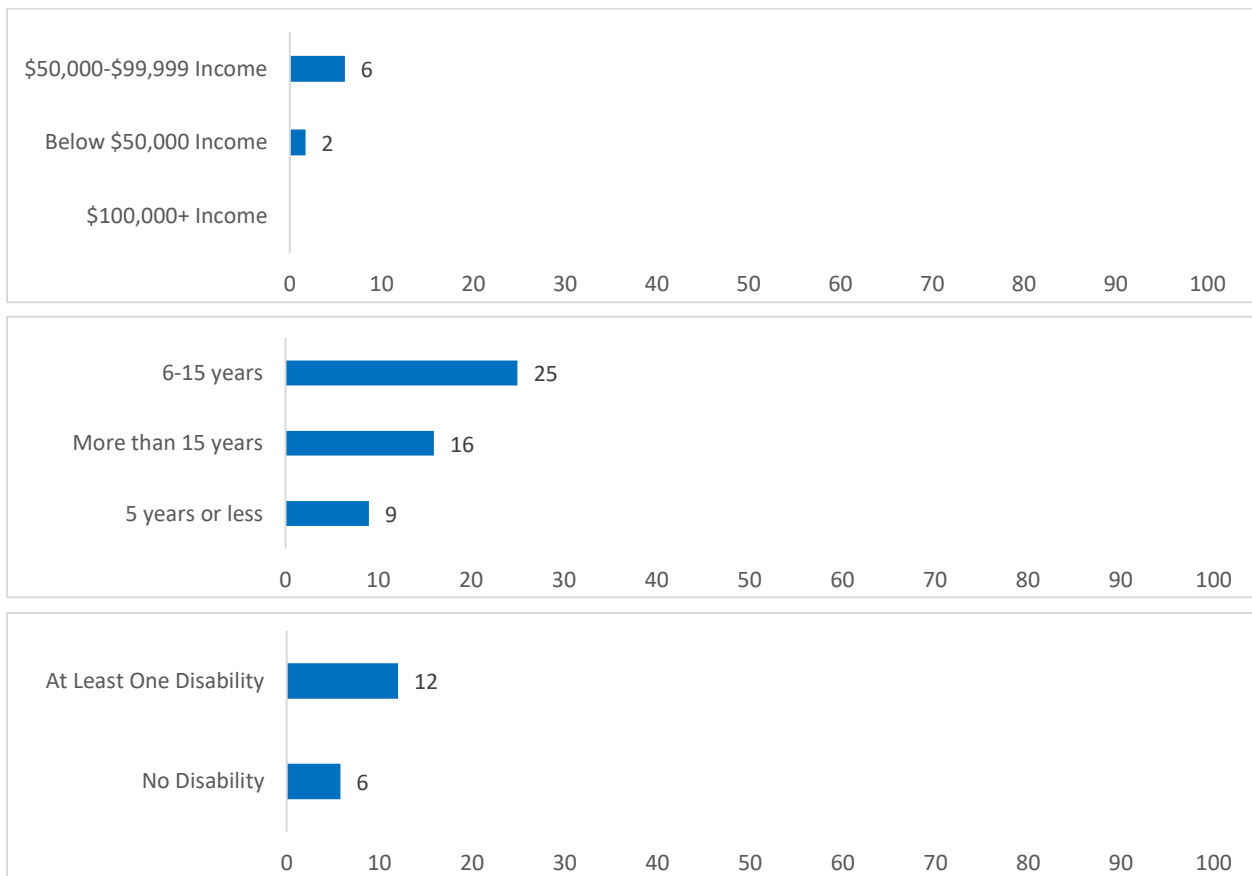
Note: Responses with $n < 5$ are not presented in the figure.

Figure 28. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Household Income (Students), Years of Employment at Lehman College (Employees), and Disability Status (%)

Table 35 illustrates that respondents most often observed this conduct in the form of someone being intimidated/bullied (39%, $n = 40$), being isolated or left out (36%, $n = 37$), experiencing a hostile work environment (32%, $n = 33$), being ignored or excluded (31%, $n = 32$), being silenced (28%, $n = 29$), or being the target of workplace incivility (25%, $n = 26$).

Table 35. Top Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	n	% of respondents who observed conduct
Person intimidated/bullied	40	38.5
Person isolated or left out	37	35.6
Person experienced a hostile work environment	33	31.7
Person ignored or excluded	32	30.8
Person was silenced	29	27.9
Person was the target of workplace incivility	26	25.0

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 104$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B104 in Appendix B.

Additionally, 35% ($n = 36$) of the respondents who indicated on the survey that they observed such conduct noted that it happened in a meeting with a group of people (Table 36). Some respondents noted that the incidents occurred while working at a Lehman College job (23%, $n = 24$), on phone calls/text messages/email (16%, $n = 17$), in a Lehman College administrative office (14%, $n = 15$), and in a class/laboratory (12%, $n = 12$).

Table 36. Top Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	n	% of respondents who observed conduct
In a meeting with a group of people	36	34.6
While working at a Lehman College job	24	23.1
On phone calls/text messages/email	17	16.3
In a Lehman College administrative office	15	14.4
In a class/laboratory	12	11.5

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 104$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B105 in Appendix B.

Twenty-nine percent ($n = 30$) of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct noted that the targets of the conduct

were students (Table 37). Other respondents identified faculty member/other instructional staff members (25%, $n = 26$), coworkers/colleagues (23%, $n = 24$), and staff members (22%, $n = 23$).

Table 37. Top Targets of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Target	n	% of respondents who observed conduct
Student	30	28.8
Faculty member/other instructional staff	26	25.0
Coworker/colleague	24	23.1
Staff member	23	22.1

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 104$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of targets, please see Table B100 in Appendix B.

Of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 24% ($n = 25$) noted that faculty members/other instructional staff members were the sources of the conduct (Table 38). Respondents identified additional sources as supervisors or managers (18%, $n = 19$), coworkers/colleagues (15%, $n = 16$), department chairs (15%, $n = 16$), students (13%, $n = 13$), senior administrators (12%, $n = 12$), and staff members (11%, $n = 11$).

Table 38. Top Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source	n	% of respondents who observed conduct
Faculty member/other instructional staff	25	24.0
Supervisor or manager	19	18.3
Coworker/colleague	16	15.4
Department chair	16	15.4
Student	13	12.5
Senior administrator (e.g., President, Provost, Vice President, Dean)	12	11.5
Staff member	11	10.6

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 104$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of targets, please see Table B101 in Appendix B.

In response to this conduct, 51% ($n = 53$) of respondents felt angry, 45% ($n = 47$) felt distressed, 36% ($n = 37$) felt sad, and 29% ($n = 30$) embarrassed (Table 39). Of respondents who indicated their emotional response was not listed, several added comments that they felt "annoyed,"

"concerned," "disheartened," "not valued," 'physically ill," "sympathetic," and "wanted to defend person."

Table 39. Respondents' Top Emotional Responses to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Emotional response to conduct	*n*	% of respondents who observed conduct
Angry	53	51.0
Distressed	47	45.2
Sad	37	35.6
Embarrassed	30	28.8

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 104). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of emotional responses, please see Table B106 in Appendix B.

Also in response to observing the exclusionary, intimidating, offensive, and/or hostile conduct, 28% (*n* = 29) told a friend, 23% (*n* = 24) did not do anything, and 15% (*n* = 16) avoided the person(s)/venue(s) (Table 40). Of the respondents (15%, *n* = 16) who contacted a Lehman College resource, 50% (*n* = 8) sought support from a senior administrator, 38% (*n* = 6) sought support from the Office of Human Resources, and 31% (*n* = 5) from department chair.

Table 40. Respondents' Top Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to observed conduct	*n*	% of respondents who observed conduct
I told a friend.	29	27.9
I did not do anything.	24	23.1
I avoided the person/venue.	16	15.4
I contacted a Lehman College resource.	16	15.4
Senior administrator (e.g., President, Provost, Vice President, Dean)	8	50.0
Office of Human Resources	6	37.5
Department chair	5	31.3

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 104). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B107 in Appendix B.

Table 41 illustrates that 80% (*n* = 78) of respondents did not report the incident and that 20% (*n* = 19) of respondents did report the incident.

Table 41. Respondents' Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting the observed conduct	*n*	% of respondents who observed conduct
No, I didn't report it.	78	80.4
Yes, I reported it.	19	19.6
Yes, I reported the conduct, but felt that it was not addressed appropriately.	< 5	---
Yes, I reported the conduct and the outcome is still pending.	< 5	---
Yes, I reported the conduct and was satisfied with the outcome.	0	0.0
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	0	0.0
Yes, I reported the conduct, but the outcome was not shared.	0	0.0

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 104). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative Comment Analyses

Thirty-seven Faculty, Staff, and Student respondents elaborated on their observations of conduct directed toward a person or group of people on campus that they believe created an exclusionary, intimidating, offensive, and/or hostile learning or working environment. One theme emerged from respondents: microaggressive behavior.

Microaggressive Behavior. Respondents described observing microaggressive behavior directed toward a person or group of people on campus. A respondent shared, "I have watched the faculty isolate faculty members of color. Putting them an impossible situation to propose more diverse curriculum, and then when that happens shooting it down and diminishing their labor. This happens through withholding information around hiring processes, excluding people from conversations in curriculum design, and in general rudeness and dismissiveness in our regular meetings." Other respondents included, "There was a Muslim walking on campus in her hijab and another student who I assumed she didn't know started making derogatory remarks about her. She seemed very uncomfortable and pretended to not hear it," "Zero tolerance for some behaviors that are nuanced but promote inequity is not enforced. Rhetoric is not policy or

enforcement," and "The remark was unintentional and a microaggression (though it wasn't my microaggression to label as such) or rather reflected passive bias. Still, my perception was that it made others feel uncomfortable, and I'm embarrassed I didn't address the remark when it was made."

Summary

Seventy-two percent ($n = 1,144$) of the survey respondents were "very comfortable" or "comfortable" with the overall climate at Lehman College, 68% ($n = 273$) of Faculty and Staff respondents were "very comfortable" or "comfortable" with the climate in their departments, programs, or work units, and 80% ($n = 1,089$) of Student and Faculty respondents were "very comfortable" or "comfortable" with the climate in their classes. The findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2020) suggested that 70% to 80% of respondents felt positively toward their campus climate. Although Faculty and Staff respondents at Lehman College rated their department, program, or work unit climates slightly lower, Lehman College respondents held comparable views about the overall climate at Lehman College and their classroom climate.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct (Rankin & Associates, 2020). At Lehman College, 10% ($n = 160$) of respondents noted that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. Most of the exclusionary, intimidating, offensive, and/or hostile conduct was based on position status, racial identity, ethnicity, age, gender/gender identity, and length of service at Lehman College. These results also parallel the findings of other climate studies of specific constituent groups offered in the literature, where higher percentages of members of historically underrepresented and underserved groups had experienced various forms of exclusionary, intimidating, offensive, and/or hostile conduct and discrimination than did percentages of those in the majority (Ellis et al., 2018; S. R. Harper, 2015; S. R. Harper & Hurtado, 2007; Kim & Aquino, 2017; Leath & Chavous, 2018; Museus & Park, 2015; Pittman, 2012; Quinton, 2018; Seelman et al., 2017; Sue, 2010).

Seven percent (*n* = 104) of Lehman College survey respondents indicated that they had observed conduct or communications directed toward a person or group of people at Lehman College that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on racial identity, position status, ethnicity, and gender/gender identity. Similar to personal experiences with such conduct, members of minority identities more often witnessed exclusionary contact than did their majority counterparts.

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[i] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status: $\chi^2(8, N = 1,593) = 78.4, p < .001$.

[ii] A chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort with the overall climate by position status: $\chi^2(4, N = 403) = 10.3, p < .05$.

[iii] A chi-square test was conducted to compare percentages of Faculty respondents by degree of comfort with the climate in their departments, programs, or work units by position status: $\chi^2(4, N = 177) = 14.7, p < .01$.

[iv] A chi-square test was conducted to compare percentages of Student and Faculty respondents by degree of comfort with the classroom climate by position status: $\chi^2(4, N = 1,364) = 23.6, p < .001$.

[v] A chi-square test was conducted to compare percentages of Undergraduate Student respondents by degree of comfort with the overall climate by transfer status: $\chi^2(4, N = 1,004) = 19.7, p < .01$.

[vi] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by gender identity: $\chi^2(8, N = 1,574) = 20.7, p < .01$.

[vii] A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the classroom climate by sexual identity: $\chi^2(4, N = 1,239) = 15.8, p < .01$.

[viii] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status: $\chi^2(2, N = 1,590) = 90.0, p < .001$.

[ix] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by racial identity: $\chi^2(4, N = 1,513) = 33.9, p < .001$.

[x] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by length of service at Lehman: $\chi^2(2, N = 391) = 8.1, p < .05$.

[xi] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by disability service at Lehman: $\chi^2(2, N = 1,572) = 13.5, p < .05$.

[xii] A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by position status: $\chi^2(2, N = 1,587) = 110.3, p < .001$.

[xiii] A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by racial identity: $\chi^2(4, N = 1,514) = 33.1, p < .001$.

[xiv] A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by first-generation status: $\chi^2(1, N = 1,528) = 18.2, p < .001$.

[xv] A chi-square test was conducted to compare percentages of Student respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by household income: $\chi^2(2, N = 1,126) = 14.9, p < .01$.

[xvi] A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by years of employment at Lehman: $\chi^2(2, N = 389) = 10.9, p < .01$.

[xvii] A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by disability status: $\chi^2(1, N = 1,577) = 10.0, p < .01$.

Unwanted Sexual Experiences

Three percent ($n = 49$) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct,[73] with less than one percent ($n = 6$) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 1% ($n = 19$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 2% ($n = 25$) experiencing unwanted sexual interaction (e.g., catcalls, repeated sexual advances, sexual harassment), and less than five experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) while a member of the Lehman College community (Figure 29).
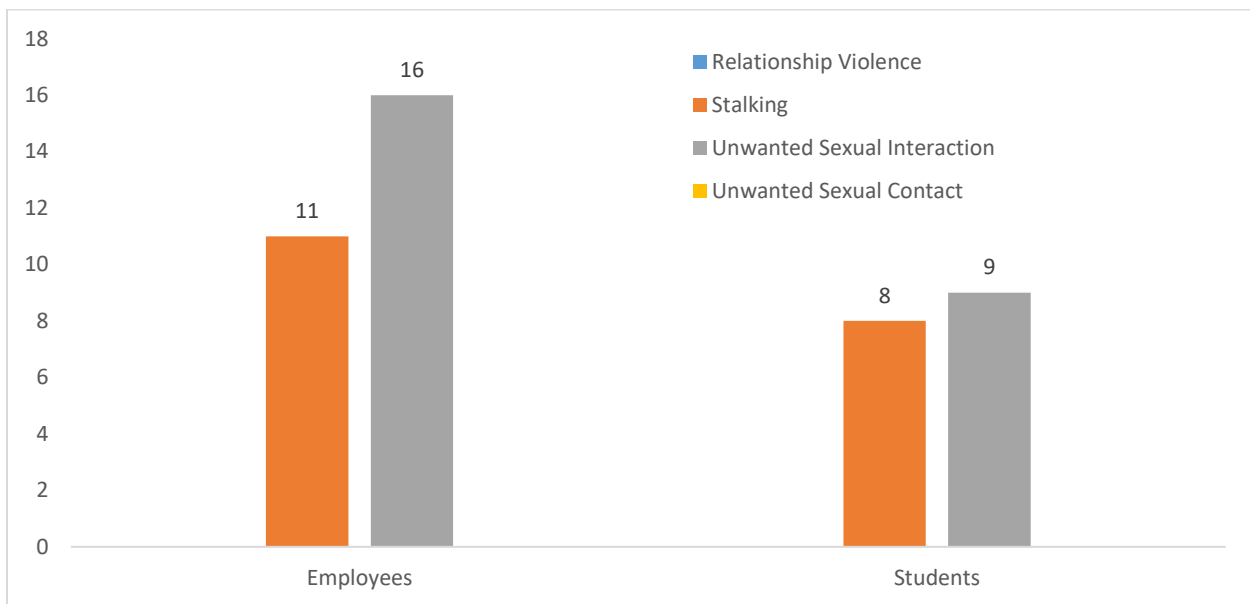
Note: Responses with $n < 5$ are not presented in the figure.

Figure 29. Respondents' Experiences of Unwanted Sexual Contact/Conduct
by Position Status (*n*)

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[73] The survey used the term "unwanted sexual contact/conduct" to depict any unwanted sexual experiences and included "interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, or sodomy."

Relationship Violence

Owing to low response numbers, analyses of the data to determine statistically significant differences by select demographics and publication of subsequent findings were not possible.

Stalking

Owing to low response numbers, analyses of the data to determine statistically significant differences by select demographics and publication of some subsequent findings were not possible.

Thirty-two percent of respondents ($n = 6$) who indicated they experienced stalking noted that it happened less than six months ago, and 26% ($n = 5$) noted it happened six to 12 months ago.

Respondents were asked if alcohol and drugs were involved in the stalking; 84% ($n = 16$) answered "no."

Thirty-seven percent ($n = 7$) of the respondents who indicated on the survey that they experienced stalking identified a stranger as the perpetrator of the conduct, and 32% ($n = 6$) identified a Lehman College student.

Asked where the stalking incidents occurred, 47% ($n = 9$) of respondents indicated that they occurred at a location, program, and activity that was not associated with Lehman, and 42% ($n = 8$) indicated they occurred on the Lehman campus.

Asked how they felt in response to experiencing stalking, 63% ($n = 12$) of respondents felt angry, 58% ($n = 11$) felt afraid, 53% ($n = 10$) felt distressed, 37% ($n = 7$) felt sad, and 32% ($n = 6$) felt embarrassed.

In response to experiencing stalking, 47% ($n = 9$) of respondents avoided the person/venue, 42% ($n = 8$) told a friend, and 32% ($n = 6$) contacted a Lehman College resource.

Forty-seven percent ($n = 9$) of respondents officially reported the stalking, and 53% ($n = 10$) did not report the incident(s).

Unwanted Sexual Interaction

Owing to low response numbers, analyses of the data to determine statistically significant differences by select demographics and publication of some subsequent findings were not possible.

Thirty-two percent ($n = 8$) of respondents who indicated that they experienced unwanted sexual interaction indicated it happened less than six months ago, 36% ($n = 9$) noted two to four years ago, and 24% ($n = 6$) noted five to ten years ago.

Forty-four percent ($n = 7$) if Student respondents who indicated that they experienced unwanted sexual interaction indicated it happened each during their undergraduate first year and undergraduate second year. Thirty-eight percent ($n = 6$) of Student respondents also noted it happened during their undergraduate third year. For those who indicated it happened during their undergraduate second and third year, the majority noted it happened in fall semester of that year.

Forty-four percent ($n = 11$) of the respondents who indicated on the survey that they experienced unwanted sexual interaction identified a stranger as the perpetrator of the conduct. Respondents also identified other sources as a Lehman College student (36%, $n = 9$) and Lehman College faculty member (24%, $n = 6$).

Asked where the unwanted sexual interaction incidents(s) occurred, 56% ($n = 14$) of respondents indicated that they occurred on the Lehman campus and 40% ($n = 10$) indicated they occurred at a location, program, or activity that is not associated with Lehman.

Asked how they felt in response to experiencing unwanted sexual interaction, 56% ($n = 14$) felt afraid, 52% ($n = 13$) felt distressed, 44% ($n = 11$) felt angry, 36% ($n = 9$) each felt embarrassed and sad, and 24% ($n = 6$) felt somehow responsible.

In response to experiencing unwanted sexual interaction, 44% ($n = 11$) of respondents contacted a Lehman resource, 10% ($n = 40$) told a friend, 32% ($n = 8$) avoided the person/venue, told a family member, or did nothing.

Forty percent ($n = 10$) of respondents officially reported the incident(s).

Unwanted Sexual Contact

Owing to low response numbers, analyses of the data to determine statistically significant differences by select demographics and publication of subsequent findings were not possible.

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

Several survey items queried respondents about the degree to which they knew about campus policies, resources, and reporting options and responsibilities at Lehman College (Table 42). Ninety-one percent ($n = 1,436$) of respondents "strongly agreed" or "agreed" that they were aware of the definition of Affirmative Consent, and 81% ($n = 1,276$) of respondents "strongly agreed" or "agreed" that they generally were aware of the role of Lehman College Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct. Seventy-two percent ($n = 1,135$) of respondents "strongly agreed" or "agreed" that they knew how and where to report such incidents of unwanted sexual contact/conduct.

Eighty-one percent ($n = 1,285$) of respondents "strongly agreed" or "agreed" that they were familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking and 75% ($n = 1,186$) of respondents "strongly agreed" or "agreed" that they generally were aware of the campus resources listed on the Lehman College Title IX website: https://www1.cuny.edu/sites/title-ix/?post_type=campus_profile&p=151.

Ninety-one percent ($n = 1,434$) of respondents "strongly agreed" or "agreed" that they had a responsibility to report incidents of unwanted sexual contact/conduct when they saw them occurring on campus or off campus. Eighty-three percent ($n = 1,303$) of respondents "strongly agreed" or "agreed" that they understood that Lehman College standards of conduct and penalties differed from standards of conduct and penalties under the criminal law.

Seventy-seven percent ($n = 1,209$) of respondents "strongly agreed" or "agreed" that they knew that information about the prevalence of sex offenses (including domestic and dating violence) was available in the Annual Security Report and the Crime Statistics Report prepared by Public Safety (https://lehman.edu/public-safety/jeanne-clery-crime-stats.php). Eighty-three percent ($n = 1,308$) of respondents "strongly agreed" or "agreed" that they knew that the Department of Public Safety issues crime alerts and Timely Warning Notices to the campus community when there is an incident or threat to the campus community. Eighty-three percent ($n = 1,308$) of

respondents "strongly agreed" or "agreed" that Lehman provided online sexual misconduct prevention training. Ninety-seven percent (*n* = 383*)* of Employee respondents "strongly agreed" or "agreed" that Lehman provided online workplace violence prevention traibning.

Table 42. Respondents' Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*N*	%	*n*	%	*n*	%	*n*	%
I am aware of the definition of Affirmative Consent.	872	55.0	564	35.6	76	4.8	54	3.4	19	1.2
I am generally aware of the role of Lehman College Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	652	41.3	624	39.5	160	10.1	113	7.2	30	1.9
I know how and where to report incidents of unwanted sexual contact/conduct.	566	36.0	569	36.1	189	12.0	195	12.4	55	3.5
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	660	41.8	625	39.6	150	9.5	108	6.8	36	2.3
I am generally aware of the campus resources listed on the Lehman College Title IX website: https://www1.cuny.edu/sites/title-ix/?post_type=campus_profile&p=151	557	35.3	629	39.9	208	13.2	142	9.0	40	2.5
I have a responsibility to report incidents of unwanted sexual contact/conduct when I see them occurring on campus or off campus.	828	52.3	606	38.3	114	7.2	22	1.4	13	0.8
I understand that Lehman College standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	644	40.8	659	41.7	196	12.4	60	3.8	20	1.3

Table 42. Respondents' Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*N*	%	*n*	%	*n*	%	*n*	%
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in Annual Security Report and the Crime Statistics Report prepared by Public Safety (https://lehman.edu/public-safety/jeanne-clery-crime-stats.php).	621	39.5	588	37.4	191	12.1	136	8.6	38	2.4
I know that the Department of Public Safety issues crime alerts and Timely Warning Notices to the campus community whenever there is an incident or threat to the campus community.	671	42.5	637	40.3	158	10.0	84	5.3	30	1.9
I know that Lehman provides online sexual misconduct prevention training.	751	47.6	557	35.3	144	9.1	91	5.8	34	2.2
Employees only: I know that Lehman provides online workplace violence prevention training.	273	68.8	110	27.7	6	1.5	7	1.8	< 5	---

Summary

Three percent (*n* = 49) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct, with less than one percent (*n* = 6) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 1% (*n* = 19) experiencing stalking (e.g., following me, on social media, texting, phone calls), 2% (*n* = 25) experiencing unwanted sexual interaction (e.g., catcalls, repeated sexual advances, sexual harassment), and less than five experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) while a member of the Lehman College community.

Faculty and Staff Perceptions of Climate

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

Perceptions of Employment Practices

The survey queried Faculty and Staff respondents about whether they had observed discriminatory employment practices that they perceived to be unfair or unjust or that would inhibit diversifying the community at Lehman College (Table 43).[74]

Table 43. Employee Respondents Who Observed Employment Practices That Were Unfair or Unjust or That Would Inhibit Diversifying the Community

Response		Hiring practices		Procedures or practices related to promotion, tenure, reappointment, or reclassification		Employment-related discipline or action	
		n	%	*n*	%	*n*	%
No		**323**	**81.6**	**320**	**81.4**	**373**	**94.7**
	Faculty	146	83.9	148	85.1	165	94.3
	Staff	177	79.7	172	78.5	208	95.0
Yes		**73**	**18.4**	**73**	**18.6**	**21**	**5.3**
	Faculty	28	16.1	26	14.9	10	5.7
	Staff	45	20.3	47	21.5	11	5.0

Note: Table reports responses only from Faculty and Staff respondents (*n* = 403).

Unjust Hiring Practices

Eighteen percent (*n* = 73) of Faculty and Staff respondents indicated that they had observed hiring practices at Lehman College (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that they perceived to be unjust or that would inhibit diversifying the community. Of those Faculty and Staff respondents who indicated that they had

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[74] With CCSWG's approval, chi-square analyses were conducted by faculty position, staff position, gender identity, racial identity, years of employment, and caregiving responsibility; only significant differences are reported.

observed discriminatory hiring at Lehman College, 43% ($n = 31$) noted it was based on racial identity, 27% ($n = 20$) on nepotism/cronyism, and 26% ($n = 19$) on ethnicity.

Subsequent analyses revealed the following statistically significant differences.

- By faculty position status, 22% ($n = 25$) of Tenured/Tenure-Track/CC/CCE-Eligible Faculty respondents and less than five Non-Tenure-Track/Adjunct (Part-Time) Faculty respondents indicated that they had observed discriminatory hiring practices.[xviii]

Unjust Practices Related to Promotion, Tenure, Reappointment, and/or Reclassification
Nineteen percent ($n = 73$) of Faculty and Staff respondents indicated that they had observed promotion, tenure, reappointment, and reclassification practices at Lehman College that they perceived to be unjust. Subsequent analyses indicated that of those individuals, 22% ($n = 16$) indicated that they did not know what the unjust practices were based on, 19% ($n = 14$) each on nepotism/cronyism and position, and 15% ($n = 11$) on ethnicity.

Subsequent analyses revealed the following statistically significant differences:

- By faculty status, 19% ($n = 22$) of Tenured/Tenure-Track/CC/CCE-Eligible Faculty respondents and less than five Non-Tenure-Track/Adjunct (Part-Time) Faculty respondents indicated that they had had observed unjust promotion, tenure, reappointment, and reclassification practices.[xix]

Unjust Employment-Related Discipline or Action
Five percent ($n = 21$) of Faculty and Staff respondents indicated that they had observed employment-related discipline or action, up to and including dismissal, at Lehman College that they perceived to be unjust or that would inhibit diversifying the community. Subsequent analyses revealed no statistically significant differences.

Qualitative Comment Analyses
Forty-five Faculty and Staff respondents elaborated on their observations of unjust behavior, procedures, or employment practices related to hiring, promotion/tenure,

reappointment/reclassification, and employment-related disciplinary actions. One theme emerged from all respondents: implicit bias.

Implicit Bias. Respondents shared their perceptions of implicit bias as observed in Lehman College's hiring and promotion practices. Respondents stated, "There seems to be a bias to hire individuals with male gender identity to upper-level positions. In at least one case, the male applicant was much less qualified than the colleagues that are now reporting to him," "I do not trust that the department's hiring practices are unbiased vis-a-vis gender and race," and "On search committees, I have observed white colleagues dismissing black applicants. In promotion of staff, I have witnessed administrators not willing to follow basic protocols that would give their immigrant employees a modest raise and incentive to stay. All wrong."

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

Four survey items queried Faculty respondents ($n = 178$) about their opinions regarding various issues specific to workplace climate and faculty work. Question 38 queried Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents ($n = 117$), Question 40 addressed Non-Tenure-Track Faculty respondents ($n = 7$), Question 42 addressed Adjunct Faculty respondents ($n = 54$), and Question 44 addressed Faculty respondents ($n = 178$). Chi-square analyses were conducted by faculty position (Tenured/Tenure-Track/CCE/CCE-Eligible, Non-Tenure-Track/Adjunct Faculty [Part-time]), staff position (Full-Time Staff, Hourly/Part-Time Staff), gender identity, racial identity, years of employment, and caregiving responsibility. Frequencies and significant findings for variables that had valid number of responses were published in this section.

Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents

Table 44 illustrates that 62% (n = 73) of Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents "strongly agreed" or "agreed" that the criteria for tenure were clear. Forty-one percent (n = 48) of Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents "strongly agreed" or "agreed" that tenure standards/promotion standards were applied equally to faculty in their schools/divisions. Fifty-two percent (n = 60) of Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents "strongly agreed" or "agreed" that they were supported and mentored during the tenure-track years. Thirty-two percent (n = 37) of Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents "strongly agreed" or "agreed" that Lehman College faculty who qualify for delaying their tenure-clock felt empowered to do so. No statistically significant differences were found between groups.

Table 44. Tenured/Tenure-Track/CCE/CCE-Eligible Faculty Respondents' Perceptions of Tenure and Promotion Processes

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	N	%	n	%
The criteria for tenure are clear.	19	16.2	54	46.2	21	17.9	15	12.8	8	6.8
The tenure standards/promotion standards are applied equally to faculty in my school/division.	13	11.2	35	30.2	29	25.0	23	19.8	16	13.8
Supported and mentored during the tenure-track years.	28	24.1	32	27.6	28	24.1	19	16.4	9	7.8
Lehman College faculty who qualify for delaying their tenure-clock feel empowered to do so.	14	12.1	23	19.8	62	53.4	14	12.1	< 5	---

Note: Table reports responses only from Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents (n = 117).

Table 45 illustrates that 74% (n = 87) of Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents "strongly agreed" or "agreed" that research was valued by Lehman College. Seventy percent (n = 81) of Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents "strongly agreed" or "agreed" that teaching was valued by Lehman College. Sixty percent (n = 68) of Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents "strongly agreed" or "agreed" that their service contributions were valued by Lehman College. Fourteen percent (n = 16) of Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents "strongly agreed" or "agreed"

that they were pressured to change their research/scholarship agenda to achieve

tenure/promotion. No statistically significant differences were found between groups.

Table 45. Tenured/Tenure-Track/CCE/CCE-Eligible Faculty Respondents' Perceptions of Lehman's Valuing of Research, Teaching, and Service

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Lehman College values research.	38	32.5	49	41.9	13	11.1	9	7.7	8	6.8
Lehman College values teaching.	39	33.6	42	36.2	17	14.7	13	11.2	5	4.3
Lehman College values service contributions.	30	26.5	38	33.6	20	17.7	16	14.2	9	8.0
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	7	6.0	9	7.8	32	27.6	36	31.0	32	27.6

Note: Table reports responses only from Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents (*n* = 117).

Fifty percent (*n* = 58) of Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents

"strongly agreed" or "agreed" that they were burdened by service responsibilities (e.g.,

committee memberships, departmental/program work assignments) beyond those of their

colleagues with similar performance expectations (Table 46). Fifty percent (*n* = 58) of

Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents "strongly agreed" or "agreed"

that they performed more work to help students (e.g., formal and informal advising, thesis

advising, helping with student groups and activities) than did their colleagues.

Table 46. Tenured/Tenure-Track/CCE/CCE-Eligible Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*N*	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	25	21.7	33	28.7	28	24.3	18	15.7	11	9.6
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	26	22.2	32	27.4	40	34.2	14	12.0	5	4.3
Faculty members in my department/program who use FMLA policies are disadvantaged in promotion/tenure.	< 5	---	< 5	---	64	55.2	26	22.4	19	16.4

Note: Table reports responses only from Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents (*n* = 117).

Twenty-nine percent (*n* = 34) of Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents "strongly agreed" or "agreed" that senior administrators valued faculty opinions (Table 47). Fifty-six percent (*n* = 65) of Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents "strongly agreed" or "agreed" that committees at Lehman College valued faculty opinions. No statistically significant differences were found between groups.

Table 47. Tenured/Tenure-Track/CCE/CCE-Eligible Faculty Respondents' Perceptions of Faculty Opinions' Weight and Committee Assignments

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Senior administrators (e.g., President, Provost, Vice President, Dean) value faculty opinions.	6	5.1	28	23.9	35	29.9	33	28.2	15	12.8
Committees at Lehman College value faculty opinions.	13	11.2	52	44.8	33	28.4	10	8.6	8	6.9

Note: Table reports responses only from Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents (*n* = 117).

Qualitative Comment Analyses

Forty-five Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents described their experiences with the climate at Lehman College. Three themes emerged from respondents: shared governance, service burden, and unclear tenure expectations.

Shared Governance. Respondents shared that the administration at Lehman College lacked transparency and did not solicit, listen, or value faculty opinions. A respondent stated, "There are some people in the administration who do value faculty opinions and fight very hard for us, but they seem to be in the minority. Faculty have a wealth of knowledge that we could share with the administration if we were asked. I don't understand the need to hire so many outside consultants when it's the people who already work here who know the issues that we face and the solutions we need." Another respondent added, "Senior administrators rarely solicit meaningful faculty input or explain how this input has shaped their decisions." Other respondents included, "The leadership does not value faculty opinions in the least," and "The Dean values faculty opinions but not President (never seen in person); Provost clearly does not seek faculty opinions in committee meetings nor otherwise."

Service Burden. Respondents also described their service load as burdensome and not equally performed by all faculty. A respondent shared, "Service is unequal; men with grants turn down service requests at a greater rate than their female counterparts. In this week alone, some male program directors were not in attendance during job talks and department-level interviews, saying they were too busy. The rest of us (primarily female) were there and did our other work before/after." Other respondents added, "Junior faculty are saddled with way more service than senior faculty. Junior faculty are regularly pressured into taking on lots and lots of service, and it is implied that this is important toward tenure. But eventually you realize that only research is really important for tenure," "To clarify, mid-career faculty members have a TREMENDOUS burden in regard to service, and many take on even more to shield junior faculty at the expense of their own advancement. There are not sufficient supports for mid-career faculty to continue to pursue a robust scholarly agenda, while balancing a tremendous service load," and "Service is not equally performed by all faculty. Some tenured faculty do not assume responsibility after receiving tenure."

Unclear Tenure Expectations. Respondents described the requirements for tenure as subjective, vague, and unclear. Respondents shared, "Promotion to full professor was not at all clear. When I went up the first time and did not get full professor what hurt the most was that no one, my chair, the associate dean, or the dean had any feedback about why it didn't happen. Way too many associates are left out to dry at Lehman," "The tenure guidelines are not clear, and I recognize that. And I know many others who do not feel supported, and the lack of clarity contributes to their feelings of lack of support," and "The tenure and promotion processes are vague, changeable depending on the administration, and inconsistent across departments."

Non-Tenure-Track Faculty Respondents

Survey Question 40 queried Non-Tenure-Track Faculty respondents on their perceptions as faculty with non-tenure-track appointments. Owing to the small number of Non-Tenure-Track Faculty respondents ($n = 7$), findings are not published here.

Adjunct Faculty Respondents

Eighty-three percent ($n = 45$) of Adjunct Faculty respondents "strongly agreed" or "agreed" that the process for performance evaluation was clear, and 41% ($n = 22$) "strongly agreed" or "agreed" that the procedure for advancement was clear (Table 48). Seventy percent ($n = 38$) of Adjunct Faculty respondents "strongly agreed" or "agreed" that the process for course assignments was clear. Eighty-three percent ($n = 45$) of Adjunct Faculty respondents "strongly agreed" or "agreed" that clear expectations of their responsibilities existed. Eighty percent ($n = 43$) of Adjunct Faculty respondents "strongly agreed" or "agreed" that Lehman College valued their teaching. Thirty percent ($n = 16$) of Adjunct Faculty respondents "strongly agreed" or "agreed" that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did coworkers. Nineteen percent ($n = 10$) of Adjunct Faculty respondents "strongly agreed" or "agreed" that they felt pressured to do extra work that is uncompensated. Forty-three percent ($n = 23$) of Adjunct Faculty respondents "strongly agreed" or "agreed" that senior administrators valued adjunct faculty opinions, and 43% ($n = 23$) "strongly agreed" or "agreed" that Lehman College committees valued adjunct faculty opinions. More than half of Adjunct Faculty respondents "strongly agreed" or "agreed" that they felt connected to the Lehman College community (51%, $n = 27$), and that there were support mechanisms/resources for them as adjunct faculty (58%, $n = 30$).

Table 48. Adjunct Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The process for performance evaluation is clear.	20	37.0	25	46.3	7	13.0	< 5	---	< 5	---
The procedure for advancement is clear.	10	18.5	12	22.2	13	24.1	9	16.7	10	18.5
The process for course assignments is clear.	22	40.7	16	29.6	7	13.0	6	11.1	< 5	---
Clear expectations of my responsibilities exist.	24	44.4	21	38.9	< 5	---	5	9.3	< 5	---
My teaching is valued by Lehman College.	26	48.1	17	31.5	6	11.1	< 5	---	< 5	---
I perform more work to help students than do my coworkers (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	7	13.0	9	16.7	31	57.4	< 5	---	< 5	---
Pressured to do extra work that is uncompensated.	5	9.3	5	9.3	17	31.5	19	35.2	8	14.8
Senior administrators (e.g., President, Provost, Vice President, Dean) value adjunct faculty opinions.	8	15.1	15	28.3	16	30.2	8	15.1	6	11.3
Committees at Lehman College value adjunct faculty opinions.	9	17.0	14	26.4	20	37.7	5	9.4	5	9.4
Connected to the Lehman College community.	12	22.6	15	28.3	14	26.4	7	13.2	5	9.4
There are support mechanisms/resources for me as an adjunct faculty.	11	21.2	19	36.5	12	23.1	5	9.6	5	9.6

Note: Table reports responses only from Adjunct Faculty respondents (*n* = 54).

Qualitative Comment Analyses

Sixteen Adjunct Faculty respondents elaborated on their experiences at Lehman College. One theme emerged: supportive environment.

Supportive Environment. Adjunct Faculty described feeling connected and supported in their roles at Lehman College. Respondents shared, "I attend all General Faculty meetings and make presentations at the Lehman Senate meeting, so I feel very connected," "I've been teaching

online for four years. I've always received any support I need for my classes," and "I voice my opinions and they are listened to with appropriate responses."

<u>All Faculty Respondents</u>

Thirty-nine percent ($n = 68$) of Faculty respondents "strongly agreed" or "agreed" that salaries for Tenure-Track/CCE/CCE-eligible faculty positions were competitive (Table 49). A higher percentage of White/of European Descent respondents (29%, $n = 28$) than Faculty Respondents of Color (14%, $n = 9$) "disagreed" with this statement.

Twenty percent ($n = 35$) of Faculty respondents "strongly agreed" or "agreed" that salaries for Non-Tenure-Track faculty positions were competitive. A higher percentage of White/of European Descent respondents (31%, $n = 30$) than Faculty Respondents of Color (14%, $n = 9$) "disagreed" with this statement.

Fifty-one percent ($n = 90$) of Faculty respondents "strongly agreed" or "agreed" that health insurance benefits were competitive. A higher percentage of Tenured/Tenure-Track/CCE/CCE-Eligible respondents (47%, $n = 55$) than Non-Tenure-Track/Adjunct (Part-Time) Faculty respondents (20%, $n = 12$) "agreed" with this statement.

Eighteen percent ($n = 30$) of Faculty respondents "strongly agreed" or "agreed" that child care benefits were competitive. A higher percentage of Faculty Respondents with Parenting/Caregiving Responsibilities (20%, $n = 14$) than those with No Parenting/Caregiving Responsibilities (5%, $n = 5$) "strongly disagreed" with this statement.

Forty-one percent ($n = 69$) of Faculty respondents "strongly agreed" or "agreed" that retirement/supplemental benefits were competitive. A higher percentage of Tenured/Tenure-Track/CCE/CCE-Eligible respondents (41%, $n = 46$) than Non-Tenure-Track/Adjunct (Part-Time) Faculty respondents (18%, $n = 10$) "agreed" with this statement. Also, a higher percentage of Respondents with Parenting/Caregiving Responsibilities (19%, $n = 13$) than those with No Parenting/Caregiving Responsibilities (5%, $n = 5$) "disagreed" that retirement/supplemental benefits were competitive.

Table 49. Faculty Respondents' Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Salaries for Tenure-Track/CCE/CCE-eligible faculty positions are competitive.	**10**	**5.7**	**58**	**33.1**	**51**	**29.1**	**42**	**24.0**	**14**	**8.0**
Racial identity[xx]										
Respondents of Color	8	12.3	21	32.3	21	32.3	9	13.8	6	9.2
White/of European Descent	< 5	---	33	34.0	27	27.8	28	28.9	7	7.2
Salaries for Non-Tenure-Track faculty positions are competitive.	**6**	**3.5**	**29**	**16.8**	**73**	**42.2**	**42**	**24.3**	**23**	**13.3**
Racial identity[xxi]										
Respondents of Color	5	7.8	11	17.2	28	43.8	9	14.1	11	17.2
White/of European Descent	< 5	---	17	17.5	39	40.2	30	30.9	10	10.3
Health insurance benefits are competitive.	**23**	**13.1**	**67**	**38.1**	**52**	**29.5**	**23**	**13.1**	**11**	**6.3**
Faculty status[xxii]										
Tenured/Tenure-Track/CCE/CCE-Eligible	17	14.5	55	47.0	25	21.4	15	12.8	5	4.3
Non-Tenure-Track/Adjunct Faculty (Part-Time)	6	10.2	12	20.3	27	45.8	8	13.6	6	10.2
Child care benefits are competitive.	**6**	**3.5**	**24**	**14.0**	**103**	**59.9**	**20**	**11.6**	**19**	**11.0**
Caregiving status[xxiii]										
Non-Parenting/Non-Caregiving	< 5	---	16	15.8	68	67.3	9	8.9	5	5.0
Parenting/Caregiving	< 5	---	8	11.4	34	48.6	11	15.7	14	20.0
Retirement/supplemental benefits are competitive.	**13**	**7.7**	**56**	**33.3**	**73**	**43.5**	**18**	**10.7**	**8**	**4.8**
Faculty status[xxiv]										
Tenured/Tenure-Track/CCE/CCE-Eligible	9	8.0	46	40.7	41	36.3	13	11.5	< 5	---
Non-Tenure-Track/Adjunct Faculty (Part-Time)	< 5	---	10	18.2	32	58.2	5	9.1	< 5	---
Caregiving status[xxv]										
Non-Parenting/Non-Caregiving	11	11.2	32	32.7	46	46.9	5	5.1	< 5	---
Parenting/Caregiving	< 5	---	24	34.8	26	37.7	13	18.8	< 5	---

Note: Table reports responses only from Faculty respondents (*n* = 178).

Twenty-two percent ($n = 38$) of Faculty respondents "strongly agreed" or "agreed" that Lehman College provided adequate information to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation) (Table 50). A higher percentage of Non-Tenure-Track/Adjunct (Part-Time) Faculty respondents (26%, $n = 15$) than Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents (11%, $n = 13$) "agreed" that Lehman College provided adequate information to help them manage work-life balance.

Fifty-four percent ($n = 94$) of Faculty respondents "strongly agreed" or "agreed" that their colleagues included them in opportunities that would help their career as much as they did others in their position. No statistically significant differences were found between groups.

Sixty percent ($n = 106$) of Faculty respondents "strongly agreed" or "agreed" that the performance evaluation process was clear. A higher percentage of Non-Tenure-Track/Adjunct (Part-Time) Faculty respondents (25%, $n = 15$) than Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents (10%, $n = 11$) "strongly agreed" with this statement.

Forty-four percent ($n = 76$) of Faculty respondents "strongly agreed" or "agreed" that Lehman College provided them with resources to pursue professional development (e.g., conferences, materials, research and course design, traveling). A higher percentage of Non-Tenure-Track/Adjunct (Part-Time) Faculty respondents (29%, $n = 17$) than Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents (6%, $n = 7$) "strongly agreed" that Lehman College provided them with resources to pursue professional development.

Table 50. Faculty Respondents' Perceptions of Work-Life Balance

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Lehman College provides adequate information to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	10	5.8	28	16.2	73	42.2	41	23.7	21	12.1

Table 50. Faculty Respondents' Perceptions of Work-Life Balance

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Faculty status[xxvi]										
Tenured/Tenure-Track/CCE/CCE-Eligible	5	4.3	13	11.2	50	43.1	31	26.7	17	14.7
Non-Tenure-Track/Adjunct Faculty (Part-Time)	5	8.8	15	26.3	23	40.4	10	17.5	< 5	---
My colleagues include me in opportunities that will help my career as much as they do others in my position.	**27**	**15.4**	**67**	**38.3**	**50**	**28.6**	**20**	**11.4**	**11**	**6.3**
The performance evaluation process is clear.	**26**	**14.8**	**80**	**45.5**	**40**	**22.7**	**22**	**12.5**	**8**	**4.5**
Faculty status[xxvii]										
Tenured/Tenure-Track/CCE/CCE-Eligible	11	9.5	52	44.8	26	22.4	20	17.2	7	6.0
Non-Tenure-Track/Adjunct Faculty (Part-Time)	15	25.0	28	46.7	14	23.3	< 5	---	< 5	---
Lehman College provides me with resources to pursue professional development (e.g., conferences, materials, research and course design, traveling).	**24**	**13.9**	**52**	**30.1**	**37**	**21.4**	**38**	**22.0**	**22**	**12.7**
Faculty status[xxviii]										
Tenured/Tenure-Track/CCE/CCE-Eligible	7	6.1	33	28.7	27	23.5	32	27.8	16	13.9
Non-Tenure-Track/Adjunct Faculty (Part-Time)	17	29.3	19	32.8	10	17.2	6	10.3	6	10.3

Note: Table reports responses only from Faculty respondents (*n* = 178).

As noted in Table 51, 49% (*n* = 85) of Faculty respondents "strongly agreed" or "agreed" that they felt positive about their career opportunities at Lehman College. Sixty-six percent (*n* = 115) of Faculty respondents "strongly agreed" or "agreed" that they would recommend Lehman as a good place to work. No statistically significant differences were found between groups.

Sixty-seven percent (*n* = 116) of Faculty respondents "strongly agreed" or "agreed" that they had job security. A higher percentage of Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents (35%, *n* = 40) than Non-Tenure-Track/Adjunct (Part-Time) Faculty respondents (14%, *n* = 8) "strongly agreed" with this statement. Also, a higher percentage of Faculty Respondents of Color (13%, *n* = 8) than White/of European Descent Faculty respondents (less than five) "strongly disagreed" that they had job security.

Twenty-nine percent (*n* = 50) of Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents "strongly agreed" or "agreed" that they would like more opportunities to participate in substantive committee assignments. A higher percentage of Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents (29%, *n* = 33) than Non-Tenure-Track/Adjunct (Part-Time) Faculty respondents (14%, *n* = 8) "disagreed" with this statement. Also, a higher percentage of Faculty Respondents with More than 15 Years of Employment (22%, *n* = 14) than those with Five Years or Less (less than five) "strongly disagreed" that they would like more opportunities to participate in substantive committee assignments (Respondents with Six to 15 Years of Employment [10%, *n* = 6] did not differ statistically from other groups).

Fifty-seven percent (*n* = 99) "strongly agreed" or "agreed" that they had opportunities to participate in substantive committee assignments. A higher percentage of Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents (52%, *n* = 60) than Non-Tenure-Track/Adjunct (Part-Time) Faculty respondents (28%, *n* = 16) "agreed" with this statement.

Table 51. Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Positive about my career opportunities at Lehman College.	31	17.7	54	30.9	48	27.4	22	12.6	20	11.4
I would recommend Lehman College as a good place to work.	36	20.6	79	45.1	34	19.4	13	7.4	13	7.4
I have job security.	48	27.7	68	39.3	29	16.8	16	9.2	12	6.9
Faculty status[xxix]										
Tenured/Tenure-Track/CCE/CCE-Eligible	40	34.8	51	44.3	16	13.9	5	4.3	< 5	---

Table 51. Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Non-Tenure-Track/Adjunct Faculty (Part-Time)	8	13.8	17	29.3	13	22.4	11	19.0	9	15.5
Racial identity[xxx]										
Respondents of Color	14	21.9	21	32.8	16	25.0	5	7.8	8	12.5
White/of European Descent	31	32.3	40	41.7	11	11.5	11	11.5	< 5	---
I would like more opportunities to participate in substantive committee assignments.	**16**	**9.2**	**34**	**19.5**	**62**	**35.6**	**41**	**23.6**	**21**	**12.1**
Faculty status[xxxi]										
Tenured/Tenure-Track/CCE/CCE-Eligible	10	8.7	17	14.8	36	31.3	33	28.7	19	16.5
Non-Tenure-Track/Adjunct Faculty (Part-Time)	6	10.2	17	28.8	26	44.1	8	13.6	< 5	---
Years of employment[xxxii]										
5 Years or Less	< 5	---	7	14.9	26	55.3	11	23.4	< 5	---
6-15 Years	8	13.1	12	19.7	21	34.4	14	23.0	6	9.8
More than 15 Years	6	9.5	14	22.2	14	22.2	15	23.8	14	22.2
Caregiving status[xxxiii]										
Non-Parenting/Non-Caregiving	13	12.5	15	14.4	41	39.4	27	26.0	8	7.7
Parenting/Caregiving	< 5	---	19	27.5	21	30.4	14	20.3	13	18.8
I have opportunities to participate in substantive committee assignments.	**23**	**13.3**	**76**	**43.9**	**55**	**31.8**	**9**	**5.2**	**10**	**5.8**
Faculty status[xxxiv]										
Tenured/Tenure-Track/CCE/CCE-Eligible	18	15.7	60	52.2	25	21.7	6	5.2	6	5.2
Non-Tenure-Track/Adjunct Faculty (Part-Time)	5	8.6	16	27.6	30	51.7	< 5	---	< 5	---

Note: Table reports responses only from Faculty respondents (*n* = 178).

Table 52 depicts Faculty respondents' attitudes about certain aspects of the climate in their departments/programs and at Lehman College.

Twenty percent (*n* = 35) of Faculty respondents "strongly agreed" or "agreed" that faculty in their departments/programs prejudged their abilities based on their perception of their

identity/background. A higher percentage of Men Faculty respondents (44%, $n = 24$) than Women Faculty respondents (28%, $n = 30$) "strongly disagreed" with this statement. Also, 10% ($n = 10$) of Faculty Respondents with No Parenting/Caregiving Responsibilities compared with zero Faculty Respondents with Parenting/Caregiving Responsibilities "strongly agreed" that faculty in their departments/programs prejudged their abilities based on their perception of their identity/background.

Eighteen percent ($n = 31$) of Faculty respondents "strongly agreed" or "agreed" that their department/program chairs prejudged their abilities based on their perception of their identity/background. Four percent ($n = 7$) of Faculty respondents "strongly agreed" or "agreed" that they felt that their English-speaking skills limit their ability to be successful at Lehman College. No statistically significant differences were found between groups.

Table 52. Faculty Respondents' Perception of Climate

Perception	Strongly agree n	Strongly agree %	Agree n	Agree %	Neither agree nor disagree n	Neither agree nor disagree %	Disagree n	Disagree %	Strongly disagree n	Strongly disagree %
That faculty in my department/program prejudge my abilities based on their perception of my identity/background.	**10**	**5.8**	**25**	**14.5**	**30**	**17.4**	**50**	**29.1**	**57**	**33.1**
Gender identity[xxxv]										
Men	6	10.9	5	9.1	8	14.5	12	21.8	24	43.6
Women	< 5	---	17	15.6	20	18.3	38	34.9	30	27.5
Caregiving status[xxxvi]										
Non-Parenting/Non-Caregiving	10	9.9	12	11.9	15	14.9	25	24.8	39	38.6
Parenting/Caregiving	0	0.0	13	18.6	14	20.0	25	35.7	18	25.7
That my department/program chair prejudges my abilities based on their perception of my identity/background.	**15**	**8.9**	**16**	**9.5**	**27**	**16.0**	**45**	**26.6**	**66**	**39.1**
That my English-speaking skills limit my ability to be successful at Lehman College.	**5**	**2.9**	**< 5**	**---**	**17**	**9.9**	**38**	**22.1**	**110**	**64.0**
That my English writing skills limit my ability to be	**< 5**	**---**	**< 5**	**---**	**18**	**10.5**	**37**	**21.5**	**110**	**64.0**

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Table 52. Faculty Respondents' Perception of Climate

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
successful at Lehman College.										

Note: Table reports responses only from Faculty respondents (*n* = 178).

Qualitative Comment Analyses

Forty-four Faculty respondents elaborated on their experiences at Lehman College. From Tenured/Tenure-Track/CCE/CCE-Eligible and Non-Tenure-Track/Adjunct (Part-Time) Faculty respondents, one theme emerged: committee assignments. One theme emerged from Tenure/Tenured-Track/CCE/CCE-Eligible respondents: professional development resources.

Tenure/Tenured-Track/CCE/CCE-Eligible and Non-Tenure-Track/Adjunct (Part-Time) Faculty respondents

Committee Assignments. Respondents described committee assignments that were based on favoritism and do little more than waste faculty time. Respondents shared, "I have no hope in committees that simply rubber stamp out of touch administrators. These committees have become a source of individual advancement rather than institutional problem-solving," and "Too much emphasis on do nothing committees and stupid time filling meetings; our responsibilities as faculty members are to teach to do original research; not be burdened by stupid meetings and one bureaucratic form after another as well as ridiculous 'courses' supposedly teaching us about utter nonsense." Another respondent added, "Temporary lecturers who were in "the group" were given opportunities—even to represent on the Senate. Existing faculty choose who they want to promote and deny opportunities to everyone else. If you serve the purpose to run a program, do advisement, etc. they will use you for that."

Tenure/Tenured-Track/CCE/CCE-Eligible respondents

Professional Development Resources. Respondents suggested that resources for travel, research, and academic conferences was limited. Respondents shared, "I would like more support for professional development and more support for my scholarship," "More funding for travel and research would make Lehman even better than it already is," and "There is very little financial support for attending conferences, performing research, and professional development. These activities are also very self-driven with limited explicit support from departments and College

administration. The culture does not support professional development but accepts it when self-directed."

Faculty Respondents' *Sense of Belonging* **at Lehman College**

As mentioned previously in this report, the survey contained another outcome related to campus climate, *Sense of Belonging*, which was informed by Strayhorn's (2012) qualitative examination of sense of belonging.

Factor Analysis Methodology

A confirmatory factor analysis was conducted on the nine sub-items of survey Question 110, which produced the *Faculty Sense of Belonging* factor (Table 53).

Table 53. Survey Items Included in the *Faculty Sense of Belonging* Factor Analyses

Scale	Survey question
Faculty Sense of Belonging	I feel valued by faculty in my department/program.
	I feel valued by my department/program chair.
	I feel valued by other faculty at Lehman College.
	I feel valued by students in the classroom.
	I feel valued by Lehman College senior administrators (e.g., President, Provost, Vice President, Dean).
	I believe that Lehman College climate encourages open discussion of difficult topics.
	I feel that Lehman College values my **research/scholarship.**
	I feel that Lehman College values my **teaching**.
	I feel that Lehman College values my **service** contributions.

The factor score for *Faculty Sense of Belonging* was created by taking the average of the scores for the sub-questions in the factor. The internal consistency reliability (Cronbach's alpha) of the scale was .881, which is high, meaning that the scale produced consistent results.[75] Higher scores on the *Sense of Belonging* factors suggested an individual or constituent group felt a stronger sense of belonging at Lehman College.

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[75] For a detailed description of these methods, refer to the "Research Design" portion of the "Methodology" section of this report.

Means Testing Methodology

After creating the factor scores for respondents based on the factor analyses, where *n*'s were of sufficient size, the means for respondents were analyzed to determine whether the factor scores differed for categories in the following demographic areas.

- Position status (Tenured/Tenure-Track/CCE/CCE-Eligible, Non-Tenure-Track/Adjunct Faculty [Part-Time])
- Gender identity (Women, Men, Trans-spectrum)
- Racial identity (Asian/of Asian Descent, Black/of African Descent, Hispanic/Latinx/Chicanx, Additional People of Color, Multiracial, White/of European Descent)
- Years of employment (5 Years or Less, 6-15 Years, More Than 15 Years)
- Caregiving status (Parenting/Caregiving, Non-Parenting/Non-Caregiving)

Means Testing Results

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

Position Status

A significant difference existed in the overall test for means for Faculty respondents by position status on *Faculty Sense of Belonging*, $t_{(161)} = 2.21$, $p < .05$. This finding suggests that Non-Tenure-Track/Adjunct Faculty (Part-Time) respondents had higher *Faculty Sense of Belonging* scores than those of Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents (Table 54).

Table 54. Faculty Respondents' *Sense of Belonging* **by Position Status**

Position status	*n*	Mean	Std. dev.
Tenured/Tenure-Track/CCE/CCE-Eligible	107	3.74	0.71
Non-Tenure-Track/Adjunct Faculty (Part-Time)	56	4.02	0.85
Mean difference		0.32*	

* $p < .05$

Gender Identity

Owing to the low number of Trans-spectrum Faculty respondents, analyses were only conducted for Women Faculty respondents and Men Faculty respondents. No significant difference existed in the overall test for means for Faculty respondents by gender identity on *Faculty Sense of Belonging* (Table 55).

Table 55. Faculty Respondents' *Sense of Belonging* by Gender Identity

Position status	*n*	Mean	Std. dev.
Women	105	3.84	0.74
Men	51	3.92	0.74
Mean difference		0.07	

Racial Identity

Owing to low numbers of Asian/of Asian Descent Faculty respondents and Additional People of Color Faculty respondents, analyses were conducted only for Black/of African Descent Faculty respondents, Hispanic/Latinx/Chicanx Faculty respondents, White/of European Descent Faculty respondents, and Multiracial Faculty respondents. No significant difference existed in the overall test for means for Faculty respondents by racial identity on *Faculty Sense of Belonging* (Table 56). The overall test was not significant, so no subsequent analyses on *Faculty Sense of Belonging* by racial identity were run.

Table 56. Faculty Respondents' *Sense of Belonging* by Racial Identity

Racial identity	*n*	Mean	Std. dev.
Black/of African Descent	22	3.87	0.80
Hispanic/Latinx/Chicanx	15	3.59	1.01
Multiracial	18	3.89	0.89
White/of European Descent	90	3.85	0.71

Years of Employment

No significant difference existed in the overall test for means for Faculty respondents by years of employment on *Faculty Sense of Belonging* (Table 57). The overall test was not significant, so no subsequent analyses on *Faculty Sense of Belonging* by years of employment were run.

Table 57. Faculty Respondents' *Sense of Belonging* **by Years of Employment**

Years of employment	*n*	Mean	Std. dev.
5 Years or Less	46	4.03	0.79
6-15 Years	57	3.73	0.78
More than 15 Years	57	3.83	0.70

Caregiving Responsibility

No significant difference existed in the overall test for means for Faculty respondents by caregiving status on *Faculty Sense of Belonging* (Table 58).

Table 58. Faculty Respondents' *Sense of Belonging* **by Caregiving Status**

Position status	*n*	Mean	Std. dev.
Parenting/Caregiving	68	3.84	0.76
Non-Parenting/Non-Caregiving	95	3.83	0.78
Mean difference		0.01	

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

Several survey items queried Staff respondents about their opinions regarding work-life issues, support, and resources available at Lehman College. Table 59 through Table 62 include chi-square analyses that were conducted by staff position (Full-Time Staff, Hourly/Part-Time Staff [including Research Foundation]), gender identity, racial identity, years of employment, and caregiving responsibility. Frequencies and significant findings for variables that had valid number of responses were published in this section.

Sixty-four percent (*n* = 143) of Staff respondents "strongly agreed" or "agreed" that they had supervisors who gave them job/career advice or guidance when they needed it (Table 59). Seventy percent (*n* = 155) of Staff respondents "strongly agreed" or "agreed" that they had

colleagues/coworkers who gave them job/career advice or guidance when they needed it. No statistically significant differences were found between groups.

Fifty-six percent ($n = 124$) of Staff respondents "strongly agreed" or "agreed" that they were included in opportunities that would help their careers as much as others in similar positions. A higher percentage of Hourly/Part-Time Staff (including Research Foundation) respondents (42%, $n = 17$) than Full-Time Staff respondents (19%, $n = 34$) "strongly agreed" with this statement.

Table 59. Staff Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	N	%
I have supervisors who give me job/career advice or guidance when I need it.	**71**	**31.8**	**72**	**32.3**	**36**	**16.1**	**22**	**9.9**	**22**	**9.9**
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	**69**	**31.1**	**86**	**38.7**	**36**	**16.2**	**21**	**9.5**	**10**	**4.5**
I am included in opportunities that will help my career as much as others in similar positions.	**51**	**23.0**	**73**	**32.9**	**48**	**21.6**	**27**	**12.2**	**23**	**10.4**
Staff status[xxxvii]										
Full-Time	34	18.8	60	33.1	42	23.2	24	13.3	21	11.6
Hourly/Part-Time (including Research Foundation)	17	41.5	13	31.7	6	14.6	< 5	---	< 5	---

Note: Table reports responses only from Staff respondents ($n = 225$).

Table 60 illustrates that 65% ($n = 146$) of Staff respondents "strongly agreed" or "agreed" that the performance evaluation process was clear. No statistically significant differences were found between groups.

Forty-five percent ($n = 100$) of Staff respondents "strongly agreed" or "agreed" that the performance evaluation process was productive. A higher percentage of Hourly/Part-Time Staff (including Research Foundation) respondents (37%, $n = 15$) than Full-Time Staff respondents (13%, $n = 24$) "strongly agreed" with this statement.

Table 60. Staff Respondents' Perceptions of Performance Evaluation Process

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The performance evaluation process is clear.	**61**	**27.4**	**84**	**37.7**	**37**	**16.6**	**23**	**10.3**	**18**	**8.1**
The performance evaluation process is productive.	**39**	**17.6**	**61**	**27.5**	**73**	**32.9**	**23**	**10.4**	**26**	**11.7**
Staff status[xxxviii]										
Full-Time	24	13.3	52	28.7	62	34.3	19	10.5	24	13.3
Hourly/Part-Time (including Research Foundation)	15	36.6	9	22.0	11	26.8	< 5	---	< 5	---

Note: Table reports responses only from Staff respondents (*n* = 225).

Sixty-five percent (*n* = 145) of Staff respondents "strongly agreed" or "agreed" that their supervisors provided adequate support for them to manage work-life balance (Table 61). No statistically significant differences were found between groups.

Thirty-seven percent (*n* = 81) of Staff respondents "strongly agreed" or "agreed" that Lehman College provided adequate information to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation). A higher percentage of Staff Respondents with More than 15 Years of Employment (40%, *n* = 22) than those with Five Years or Less of Employment (20%, *n* = 14) "agreed" with this statement (Staff Respondents with Six to 15 Years of Employment did not differ statistically from other groups [23%, *n* = 20]).

Twenty-nine percent (*n* = 65) of Staff respondents "strongly agreed" or "agreed" that they were burdened by work responsibilities beyond those of colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments). A higher percentage of Hourly/Part-Time Staff (including Research Foundation) respondents (24%, *n* = 10) than Full-Time Staff respondents (11%, *n* = 20) "strongly disagreed" that they were burdened by such work responsibilities.

Forty-percent percent (*n* = 90) of Staff respondents "strongly agreed" or "agreed" that they performed more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support). No statistically significant differences were found between groups.

Table 61. Staff Respondents' Perceptions of Work-Life Issues

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
My supervisor provides adequate support for me to manage work-life balance.	**75**	**33.6**	**71**	**31.8**	**43**	**19.3**	**18**	**8.1**	**16**	**7.2**
Lehman College provides adequate information to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	**22**	**9.9**	**59**	**26.6**	**97**	**43.7**	**25**	**11.3**	**19**	**8.6**
Years of employment[xxxix]										
5 Years or Less	9	12.9	14	20.0	33	47.1	11	15.7	< 5	---
6-15 Years	5	5.7	20	22.7	40	45.5	8	9.1	15	17.0
More than 15 Years	8	14.5	22	40.0	19	34.5	6	10.9	0	0.0
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	**31**	**14.0**	**34**	**15.3**	**77**	**34.7**	**50**	**22.5**	**30**	**13.5**
Staff status[xl]										
Full-Time	27	14.9	32	17.7	65	35.9	37	20.4	20	11.0
Hourly/Part-Time (including Research Foundation)	< 5	---	< 5	---	12	29.3	13	31.7	10	24.4
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	**37**	**16.6**	**53**	**23.8**	**78**	**35.0**	**42**	**18.8**	**13**	**5.8**

Note: Table reports responses only from Staff respondents (*n* = 225).

Fifty-one percent (*n* = 114) of Staff respondents "strongly agreed" or "agreed" that they were able to complete their assigned duties during scheduled hours (Table 62). A significantly higher percentage of Hourly/Part-Time Staff (including Research Foundation) respondents (42%, *n* = 17) than Full-Time Staff respondents (17%, *n* = 31) "strongly agreed" that they were able to complete their assigned duties during scheduled hours. Also, 34% (*n* = 21) of White/of European

Descent Staff respondents compared with 16% ($n = 22$) of Staff Respondents of Color "disagreed" with this statement.

Fifty-three percent ($n = 117$) of Staff respondents "strongly agreed" or "agreed" that their workload increased without additional compensation as a result of other staff departures (e.g., retirement positions not filled). No statistically significant differences were found between groups.

Thirty-three percent ($n = 74$) of Staff respondents "strongly agreed" or "agreed" that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours. Seventeen percent ($n = 14$) of Staff Respondents with Parenting/Caregiving Responsibilities compared with 8% ($n = 10$) of those with No Parenting/Caregiving Responsibilities "strongly agreed" that they felt pressured by departmental/program work requirements that occurred outside of normally scheduled hours.

Sixty-two percent ($n = 138$) of Staff respondents "strongly agreed" or "agreed" that they were given a reasonable time frame to complete assigned responsibilities. A higher percentage of Men Staff respondents (55%, $n = 39$) than Women Staff respondents (35%, $n = 47$) "agreed" with this statement.

Fifty-two percent ($n = 116$) of Staff respondents "strongly agreed" or "agreed" that a hierarchy existed within staff positions that allowed some voices to be valued more than others. A higher percentage of Hourly/Part-Time Staff (including Research Foundation) respondents (24%, $n = 10$) than Full-Time Staff respondents (11%, $n = 20$) "strongly disagreed" with this statement.

Table 62. Staff Respondents' Perceptions of Workload

Issue	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am able to complete my assigned duties during scheduled hours.	**48**	**21.6**	**66**	**29.7**	**29**	**13.1**	**49**	**22.1**	**30**	**13.5**
Staff status[xli]										
Full-Time	31	17.1	53	29.3	25	13.8	44	24.3	28	15.5
Hourly/Part-Time (including Research Foundation)	17	41.5	13	31.7	< 5	---	5	12.2	< 5	---
Racial identity[xlii]										
Respondents of Color	31	22.6	51	37.2	17	12.4	22	16.1	16	11.7
White/of European Descent	13	21.0	11	17.7	10	16.1	21	33.9	7	11.3
My workload has increased without additional compensation owing to other staff departures (e.g., retirement positions not filled).	**70**	**31.4**	**47**	**21.1**	**68**	**30.5**	**22**	**9.9**	**16**	**7.2**
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	**26**	**11.7**	**48**	**21.5**	**64**	**28.7**	**55**	**24.7**	**30**	**13.5**
Caregiving status[xliii]										
Non-Parenting/Non-Caregiving	10	7.5	23	17.3	41	30.8	40	30.1	19	14.3
Parenting/Caregiving	14	17.1	22	26.8	23	28.0	13	15.9	10	12.2
I am given a reasonable time frame to complete assigned responsibilities.	**48**	**21.7**	**90**	**40.7**	**46**	**20.8**	**27**	**12.2**	**10**	**4.5**
Gender identity[xliv]										
Men	15	21.1	39	54.9	8	11.3	6	8.5	< 5	---
Woman	31	23.0	47	34.8	34	25.2	20	14.8	< 5	---
A hierarchy exists within staff positions that allows some voices to be valued more than others.	**56**	**25.2**	**60**	**27.0**	**65**	**29.3**	**32**	**14.4**	**9**	**4.1**
Staff status[xlv]										
Full-Time	27	14.9	32	17.7	65	35.9	37	20.4	20	11.0
Hourly/Part-Time (including Research Foundation)	< 5	---	< 5	---	12	29.3	13	31.7	10	24.4

Note: Table reports responses only from Staff respondents (*n* = 225).

Qualitative Comment Analyses

Fifty-eight Staff respondents elaborated on their experiences at Lehman College. From Full-time and Hourly/Part-Time Staff (including Research Foundation) respondents, one theme emerged: supportive environment. One theme emerged from Full-time and Executive Compensation Plan (ECP) Staff respondents: understaffed and overworked.

Full-time and Hourly/Part-Time Staff (including Research Foundation) respondents

Supportive Environment. Full-time and Hourly/Part-time respondents described a supportive working environment at Lehman College. Respondents shared, "I work in a position where my work is appreciated, and the expectation is high that I will deliver. I have never had a problem asking for some flexibility when I needed it," "My department is extremely supportive and fair," and "My immediate supervisors are excellent and are very considerate of the work-life balance." Other respondents added, "I currently report to two new supervisors, and both are excellent. They listen, provide sound advice, and seek my opinions. They understand my workload and make every effort to support me," and "Very flexible with my schedule while I am in school."

Full-time and Executive Compensation Plan (ECP) Staff respondents

Understaffed and Overworked. Full-time and Executive Compensation Plan (ECP) Staff respondents described a stressful work environment because of an increased workload created by understaffed departments and limited support resources. A respondent shared, "Lack of resources and the demands and due dates put on Lehman by CUNY Central has created a very stressful work environment. Persons just can't be expected to take on more and more work and given more and more deadlines without consideration for staffing and other things they are working on." Another respondent added, "CUNY has been chronically underfunded for decades, resulting in staff being constantly overworked. Add to that, management that insist on taking on or being involved in any project or initiative and is incapable of saying that we have too much work already, and you have an overworked staff." Other respondents included, "We are understaffed to handle the influx of new faculty and staff, especially now that the college is expanding," "When positions remain unfilled staff is expected to take up the additional workload with no reasonable adjustments to demands and deadlines," and "Dedicated employees across the institution work dozens of hours extra per week out of a sense of mission. The college is lucky to

have such employees, but without hiring dozens of full-time staff members across the college, the institution will not sustain itself operationally."

One question in the survey queried Staff respondents about their opinions on various topics, including their support from supervisors and the institution. Table 63 to Table 66 illustrate Staff responses to these items.

Sixty percent ($n = 132$) of Staff respondents "strongly agreed" or "agreed" that Lehman College provided them with resources to pursue training/professional development opportunities (Table 63). Fifty-eight percent ($n = 127$) of Staff respondents "strongly agreed" or "agreed" that their supervisors provided them with resources to pursue training/professional development opportunities. No statistically significant differences were found between groups.

Table 63. Staff Respondents' Perceptions of Resources for Training/Professional Development Opportunities

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Lehman College provides me with resources to pursue training/professional development opportunities.	**35**	**15.8**	**97**	**43.7**	**48**	**21.6**	**28**	**12.6**	**14**	**6.3**
My supervisor provides me with resources to pursue training/professional development opportunities.	**44**	**19.9**	**83**	**37.6**	**55**	**24.9**	**24**	**10.9**	**15**	**6.8**

Note: Table reports responses only from Staff respondents ($n = 225$).

Fifty-eight percent ($n = 127$) of Staff respondents "strongly agreed" or "agreed" that Lehman College was supportive of their taking extended leave (e.g., vacation, family leave, personal, short-term disability) (Table 64). Sixty-one percent ($n = 134$) of Staff respondents "strongly agreed" or "agreed" that their supervisors were supportive of their taking leave (e.g., vacation, parental, personal, short-term disability). Eleven percent of ($n = 25$) of Staff respondents "strongly agreed" or "agreed" that staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations. No statistically significant differences were found between groups.

Forty-nine percent ($n = 107$) of Staff respondents "strongly agreed" or "agreed" that Lehman College policies (e.g., FMLA) were fairly applied across Lehman College. A higher percentage of Men Staff respondents (44%, $n = 30$) than Women Staff respondents (29%, $n = 39$) "agreed" with this statement.

Fifty percent of Staff respondents ($n = 109$) "strongly agreed" or "agreed" that Lehman College was supportive of flexible work schedules. Sixty-six percent ($n = 147$) of Staff respondents "strongly agreed" or "agreed" that their supervisors were supportive of flexible work schedules. No statistically significant differences were found between groups.

Table 64. Staff Respondents' Perceptions of Support for Leave Policies and Work Schedules

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Lehman College is supportive of taking extended leave (e.g., vacation, family leave, personal, short-term disability).	47	21.3	80	36.2	71	32.1	16	7.2	7	3.2
My supervisor is supportive of my taking extended leave (e.g., vacation, family leave, personal, short-term disability).	59	26.8	75	34.1	69	31.4	9	4.1	8	3.6
Staff in my department/program who use FMLA are disadvantaged in promotion or evaluations.	12	5.5	13	5.9	106	48.2	55	25.0	34	15.5
Lehman College policies (e.g., vacation, family leave, personal, short-term disability) are fairly applied across Lehman College.	30	13.6	77	35.0	88	40.0	15	6.8	10	4.5
Gender identity[xlvi]										
Men	13	18.8	30	43.5	19	27.5	< 5	---	< 5	---
Women	15	11.0	39	28.7	66	48.5	11	8.1	5	3.7
Lehman College is supportive of flexible work schedules.	29	13.2	80	36.5	54	24.7	40	18.3	16	7.3
My supervisor is supportive of flexible work schedules.	60	27.0	87	39.2	42	18.9	15	6.8	18	8.1

Note: Table reports responses only from Staff respondents ($n = 225$).

Queried about salary and benefits, 37% ($n = 81$) of Staff respondents "strongly agreed" or "agreed" that staff salaries were competitive (Table 65). No statistically significant differences were found between groups.

Fifty-seven percent ($n = 127$) of Staff respondents "strongly agreed" or "agreed" that vacation and personal time benefits were competitive. A higher percentage of Full-Time Staff respondents (42%, $n = 77$) than Hourly/Part-Time Staff (including Research Foundation) respondents (13%, $n = 5$) "agreed" with this statement.

Fifty-seven percent ($n = 127$) of Staff respondents "strongly agreed" or "agreed" that health insurance benefits were competitive. A higher percentage of White/of European Descent Staff respondents (51%, $n = 32$) than Staff Respondents of Color (33%, $n = 45$) "agreed" with this statement.

Twenty-four percent ($n = 52$) of Staff respondents "strongly agreed" or "agreed" that child care benefits were competitive. No statistically significant differences were found between groups.

Forty-seven percent ($n = 102$) of Staff respondents "strongly agreed" or "agreed" that retirement/supplemental benefits were competitive. A higher percentage of Full-Time Staff respondents (36%, $n = 66$) than Hourly/Part-Time Staff (including Research Foundation) respondents (14%, $n = 5$) "agreed" with this statement.

Table 65. Staff Respondents' Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Staff salaries are competitive.	21	9.5	60	27.3	61	27.7	46	20.9	32	14.5
Vacation and personal time benefits are competitive.	45	20.3	82	36.9	70	31.5	16	7.2	9	4.1

Table 65. Staff Respondents' Perceptions of Salary and Benefits

Perception	Strongly agree n	%	Agree n	%	Neither agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
Staff status[xlvii]										
Full-Time	41	22.4	77	42.1	46	25.1	14	7.7	5	2.7
Hourly/Part-Time (including Research Foundation)	< 5	---	5	12.8	24	61.5	< 5	---	< 5	---
Health insurance benefits are competitive.	**42**	**18.9**	**85**	**38.3**	**66**	**29.7**	**16**	**7.2**	**13**	**5.9**
Racial identity[xlviii]										
Respondents of Color	21	15.4	45	33.1	49	36.0	11	8.1	10	7.4
White/of European Descent	15	23.8	32	50.8	11	17.5	< 5	---	< 5	---
Child care benefits are competitive.	**18**	**8.2**	**34**	**15.5**	**143**	**65.0**	**17**	**7.7**	**8**	**3.6**
Retirement/supplemental benefits are competitive.	**31**	**14.2**	**71**	**32.4**	**97**	**44.3**	**12**	**5.5**	**8**	**3.7**
Staff status[xlix]										
Full-Time	28	15.4	66	36.3	71	39.0	12	6.6	5	2.7
Hourly/Part-Time (including Research Foundation)	< 5	---	5	13.5	26	70.3	0	0.0	< 5	---

Note: Table reports responses only from Staff respondents ($n = 225$).

Thirty-seven percent ($n = 82$) of Staff respondents "strongly agreed" or "agreed" that committees at Lehman College valued staff opinions (Table 66). Thirty-nine percent ($n = 85$) of Staff respondents "strongly agreed" or "agreed" that Lehman College faculty valued staff opinions (Table 66). Thirty-eight percent ($n = 84$) of Staff respondents "strongly agreed" or "agreed" that Lehman College senior administrators (e.g., president, provost, vice president, dean) value staff opinions. No statistically significant differences were found between groups

Table 66. Staff Respondents' Perceptions of the Value of Their Opinions

Perception	Strongly agree n	%	Agree n	%	Neither agree nor disagree N	%	Disagree n	%	Strongly disagree n	%
Committees at Lehman College value staff opinions.	**17**	**7.7**	**65**	**29.5**	**96**	**43.6**	**31**	**14.1**	**11**	**5.0**
Lehman College faculty value staff opinions.	**19**	**8.7**	**66**	**30.1**	**77**	**35.2**	**42**	**19.2**	**15**	**6.8**

Table 66. Staff Respondents' Perceptions of the Value of Their Opinions

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*N*	%	*n*	%	*n*	%
Lehman College senior administrators (e.g., President, Provost, Vice President, Dean) value staff opinions.	**21**	**9.6**	**63**	**28.8**	**79**	**36.1**	**33**	**15.1**	**23**	**10.5**

Note: Table reports responses only from Staff respondents (*n* = 225).

Seventy-one percent (*n* = 156) of Staff respondents "strongly agreed" or "agreed" that clear expectations of their responsibilities existed. No statistically significant differences were found between groups (Table 67).

Thirty-one percent (*n* = 68) of Staff respondents "strongly agreed" or "agreed" that clear procedures existed on how they could advance at Lehman College. A higher percentage of Hourly/Part-Time Staff (including Research Foundation) respondents (24%, *n* = 9) than Full-Time Staff respondents (6%, *n* = 11) "strongly agreed" that clear procedures existed on how they could advance at Lehman College. Also, 30% (*n* = 26) of Staff Respondents with Six to 15 Years of Employment compared with Staff Respondents with Five Years or Less of Employment (11%, *n* = 8) "strongly disagreed" with this statement (Staff Respondents with More than 15 Years of Employment [16%, *n* = 9] did not differ statistically from other groups).

Forty percent (*n* = 87) of Staff respondents "strongly agreed" or "agreed" that they felt positive about their career opportunities at Lehman College. Fifty-nine percent (*n* = 132) of Staff respondents "strongly agreed" or "agreed" that they would recommend Lehman College as a good place to work. No statistically significant differences were found between groups

Sixty-four percent (*n* = 143) of Staff respondents "strongly agreed" or "agreed" that they had job security. A higher percentage of Hourly/Part-Time Staff (including Research Foundation) respondents (15%, *n* = 6) than Full-Time Staff respondents (4%, *n* = 8) "strongly disagreed" that they had job security.

Table 67. Staff Respondents' Perceptions of Feelings about Expectations and Advancement

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Clear expectations of my responsibilities exist.	**38**	**17.2**	**118**	**53.4**	**29**	**13.1**	**24**	**10.9**	**12**	**5.4**
Clear procedures exist on how I can advance at Lehman College.	**20**	**9.0**	**48**	**21.6**	**50**	**22.5**	**58**	**26.1**	**46**	**20.7**
Staff status[l]										
Full-Time	11	6.0	40	21.7	37	20.1	53	28.8	43	23.4
Hourly/Part-Time (including Research Foundation)	9	23.7	8	21.1	13	34.2	5	13.2	< 5	---
Years of employment[li]										
5 Years or Less	8	11.4	13	18.6	18	25.7	23	32.9	8	11.4
6-15 Years	6	7.0	18	20.9	13	15.1	23	26.7	26	30.2
More than 15 Years	6	10.5	16	28.1	16	28.1	10	17.5	9	15.8
Positive about my career opportunities at Lehman College.	**20**	**9.1**	**67**	**30.6**	**60**	**27.4**	**32**	**14.6**	**40**	**18.3**
I would recommend Lehman College as a good place to work.	**44**	**19.8**	**88**	**39.6**	**47**	**21.2**	**20**	**9.0**	**23**	**10.4**
I have job security.	**48**	**21.6**	**95**	**42.8**	**48**	**21.6**	**17**	**7.7**	**14**	**6.3**
Staff status[lii]										
Full-Time	44	24.0	86	47.0	34	18.6	11	6.0	8	4.4
Hourly/Part-Time (including Research Foundation)	< 5	---	9	23.1	14	35.9	6	15.4	6	15.4

Note: Table reports responses only from Staff respondents (*n* = 225).

Qualitative Comment Analyses

Fifty Staff respondents elaborated on their benefits and career opportunities at Lehman College.
One theme emerged from Full-Time Staff respondents: career advancement opportunities.

Full-Time Staff respondents

Career Advancement Opportunities. Full-Time Staff respondents disclosed feeling stuck in their
current roles with limited opportunity for advancement. Respondents shared, "The jump from
HEO to ECP is difficult. So, one can get stuck in a senior management position of a certain level.
It would be great if there were opportunities for advancement or specific salary incentives for

long serving senior staff," "To define any job or series—such as the HEO series as 'non-promotional' kills morale, motivation, and professionalism. It is an absurd waste of resources for there to be contractual hurdles to advance, even when doing an exemplary job. Lehman loses good talent," and "Once you are hired for a position, in management series, it is difficult to be seen as other than what you do. If you want to go another career path, it is shunned."

Table 68 depicts Staff respondents' attitudes about certain aspects of the climate in their departments/programs and at Lehman College.

Ten percent (*n* = 23) of Staff respondents "strongly agreed" or "agreed" that they felt that their English-speaking skills limit their ability to be successful at Lehman College. A higher percentage of White/of European Descent Staff respondents (55%, *n* = 33) than Staff Respondents of Color (32%, *n* = 44) "strongly disagreed" that their English-speaking skills limit their ability to be successful at Lehman College.

Eleven percent (*n* = 25) of Staff respondents "strongly agreed" or "agreed" that they felt that their English writing skills limit their ability to be successful at Lehman College. A higher percentage of White/of European Descent Staff respondents (55%, *n* = 33) than Staff Respondents of Color (32%, *n* = 44) "strongly disagreed" that their English writing skills limit their ability to be successful at Lehman College.

Table 68. Staff Respondents' Perceptions of Influence of English Speaking and Writing Skills

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
That my English-speaking skills limit my ability to be successful at Lehman College.	**8**	**3.6**	**15**	**6.8**	**51**	**23.0**	**60**	**27.0**	**88**	**39.6**
Racial identity[liii]										
Respondents of Color	8	5.8	11	7.9	36	25.9	40	28.8	44	31.7
White/of European Descent	0	0.0	< 5	---	14	23.3	11	18.3	33	55.0
That my English writing skills limit my ability to be successful at Lehman College.	**8**	**3.6**	**17**	**7.7**	**50**	**22.5**	**60**	**27.0**	**87**	**39.2**

Table 68. Staff Respondents' Perceptions of Influence of English Speaking and Writing Skills

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Racial identity[liv]										
Respondents of Color	8	5.8	12	8.6	35	25.2	40	28.8	44	31.7
White/of European Descent	0	0.0	< 5	---	12	20.0	13	21.7	33	55.0

Note: Table reports responses only from Staff respondents (*n* = 225).

Sixteen percent (*n* = 36) of Staff respondents "strongly agreed" or "agreed" that coworkers in their work units prejudged their abilities based on their perceptions of their identity/background (Table 69). A higher percentage of White/of European Descent Staff respondents (38%, *n* = 23) than Staff Respondents of Color (19%, *n* = 26) "strongly disagreed" with this statement.

Twenty percent (*n* = 44) of Staff respondents "strongly agreed" or "agreed" that their supervisors/managers prejudged their abilities based on their perception of their identity/background. A higher percentage of Staff Respondents of Color (11%, *n* = 15) than White/of European Descent Staff Respondents (*n* = 0) "strongly agreed" that their supervisors/managers prejudged their abilities based on their perception of their identity/background.

Sixteen percent (*n* = 36) of Staff respondents "strongly agreed" or "agreed" that faculty prejudged their abilities based on their perception of their identity/background. A higher percentage of Staff Respondents of Color (7%, *n* = 10) than White/of European Descent Staff Respondents (*n* = 0) "strongly agreed" that faculty prejudged their abilities based on their perception of their identity/background.

Table 69. Staff Respondents' Perception of Climate

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
That coworkers in my work unit prejudge my abilities based on their perception of my identity/background.	**19**	**8.6**	**17**	**7.7**	**60**	**27.0**	**74**	**33.3**	**52**	**23.4**

Table 69. Staff Respondents' Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Racial identity[lv]										
Respondents of Color	17	12.3	12	8.7	36	26.1	47	34.1	26	18.8
White/of European Descent	< 5	---	< 5	---	18	29.5	15	24.6	23	37.7
That my supervisor/manager prejudges my abilities based on their perception of my identity/background.	**18**	**8.1**	**26**	**11.7**	**52**	**23.4**	**68**	**30.6**	**58**	**26.1**
Racial identity[lvi]										
Respondents of Color	15	10.8	18	12.9	37	26.6	38	27.3	31	22.3
White/of European Descent	0	0.0	6	9.8	12	19.7	19	31.1	24	39.3
That faculty prejudge my abilities based on their perception of my identity/background.	**10**	**4.5**	**26**	**11.7**	**78**	**35.1**	**54**	**24.3**	**54**	**24.3**
Racial identity[lvii]										
Respondents of Color	10	7.2	15	10.9	53	38.4	32	23.2	28	20.3
White/of European Descent	0	0.0	9	14.8	16	26.2	12	19.7	24	39.3

Note: Table reports responses only from Staff respondents (*n* = 225).

Staff Respondents' *Sense of Belonging* at Lehman College

The survey also contained an outcome for staff related to campus climate, *Sense of Belonging*, which was informed by Strayhorn's (2012) qualitative examination of sense of belonging.

Analysis Methodology

A confirmatory factor analysis was conducted on the nine sub-items of survey Question 111, which produced the *Staff Sense of Belonging* factor (Table 70).

Table 70. Survey Items Included in the *Staff Sense of Belonging* Factor Analyses

Scale	Survey question
	I feel valued by coworkers in my department.
	I feel valued by coworkers outside my department.
Staff Sense of Belonging	I feel valued by my supervisor/manager.
	I feel valued by Lehman College students.
	I feel valued by Lehman College faculty.

Table 70. Survey Items Included in the *Staff Sense of Belonging* Factor Analyses

Scale	Survey question
	I feel valued by Lehman College senior administrators (e.g., President, Provost, Vice President, Dean).
	I feel that Lehman College climate encourages open discussion of difficult topics.
	I feel that Lehman College values my **skills**.
	I feel that Lehman College values my **work.**

The factor score for *Staff Sense of Belonging* was created by taking the average of the scores for the sub-questions in the factor. The internal consistency reliability (Cronbach's alpha) of the scale was .897, which is high, meaning that the scale produced consistent results.[76] Higher scores on the *Sense of Belonging* factors suggested an individual or constituent group felt a stronger sense of belonging at Lehman College.

Means Testing Methodology

After creating the factor scores for respondents based on the factor analyses, where *n*'s were of sufficient size, the means for respondents were analyzed to determine whether the factor scores differed for categories in the following demographic areas.

- Position status (Full-Time Staff, Hourly/Part-Time Staff [including Research Foundation])
- Gender identity (Women, Men, Trans-spectrum)
- Racial identity (Asian/of Asian Descent, Black/of African Descent, Hispanic/Latinx/Chicanx, Additional People of Color, Multiracial, White/of European Descent)
- Years of employment (5 Years or Less, 6-15 Years, More Than 15 Years)
- Caregiving status (Parenting/Caregiving, Non-Parenting/Non-Caregiving)

Means Testing Results

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

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[76] For a detailed description of these methods, refer to the "Research Design" portion of the "Methodology" section of this report.

Position Status

No significant difference existed in the overall test for means for Staff respondents by position status on *Staff Sense of Belonging* (Table 71).

Table 71. Staff Respondents' *Sense of Belonging* by Position Status

Position status	n	Mean	Std. dev.
Full-Time Staff	170	3.71	0.72
Hourly/Part-Time Staff (including Research Foundation)	37	3.86	0.94
Mean difference		0.16	

Gender Identity

Because of the low number of Trans-spectrum Staff respondents, analyses were conducted only for Women Staff respondents and Men Staff respondents. No significant difference existed in the overall test for means for Staff respondents by gender identity on *Staff Sense of Belonging* (Table 72).

Table 72. Staff Respondents' *Sense of Belonging* by Gender Identity

Position status	n	Mean	Std. dev.
Women	129	3.74	0.73
Men	65	3.82	0.78
Mean difference		0.08	

Racial Identity

Because of low numbers of Asian/of Asian Descent Staff respondents and Additional People of Color Staff respondents, analyses were conducted only for Black/of African Descent Staff respondents, Hispanic/Latinx/Chicanx Staff respondents, White Staff respondents, and Multiracial Staff respondents. No significant difference existed in the overall test for means for Staff respondents by racial identity on *Staff Sense of Belonging* (Table 73). The overall test was not significant, so no subsequent analyses on *Staff Sense of Belonging* by racial identity were run.

Table 73. Staff Respondents' *Sense of Belonging* by Racial Identity

Racial identity	n	Mean	Std. dev.
Black/of African Descent	33	3.72	0.91

Table 73. Staff Respondents' *Sense of Belonging* by Racial Identity

Racial identity	*n*	Mean	Std. dev.
Hispanic/Latinx/Chicanx	69	3.71	0.75
Multiracial	15	3.81	0.95
White/of European Descent	54	3.78	0.60

Years of Employment

No significant difference existed in the overall test for means for Staff respondents by years of employment on *Staff Sense of Belonging* (Table 74). The overall test was not significant, so no subsequent analyses on *Staff Sense of Belonging* by years of employment were run.

Table 74. Staff Respondents' *Sense of Belonging* by Years of Employment

Years of employment	*n*	Mean	Std. dev.
5 Years or Less	69	3.76	0.81
6-15 Years	78	3.63	0.76
More than 15 Years	52	3.88	0.68

Caregiving Responsibility

No significant difference existed in the overall test for means for Staff respondents by caregiving responsibility on *Staff Sense of Belonging* (Table 75).

Table 75. Staff Respondents' *Sense of Belonging* by Caregiving Responsibility

Position status	*n*	Mean	Std. dev.
Parenting/Caregiving	76	3.77	0.68
Non-Parenting/Non-Caregiving	123	3.74	0.80
Mean difference		0.09	

Faculty and Staff Respondents Who Had Seriously Considered Leaving Lehman College

Twenty-eight percent (*n* = 440) of respondents had seriously considered leaving Lehman College. With regard to employee respondents, 42% (*n* = 74) of Faculty respondents and 54% (*n* = 121) of Staff respondents had seriously considered leaving Lehman College in the past year (Figure 30).
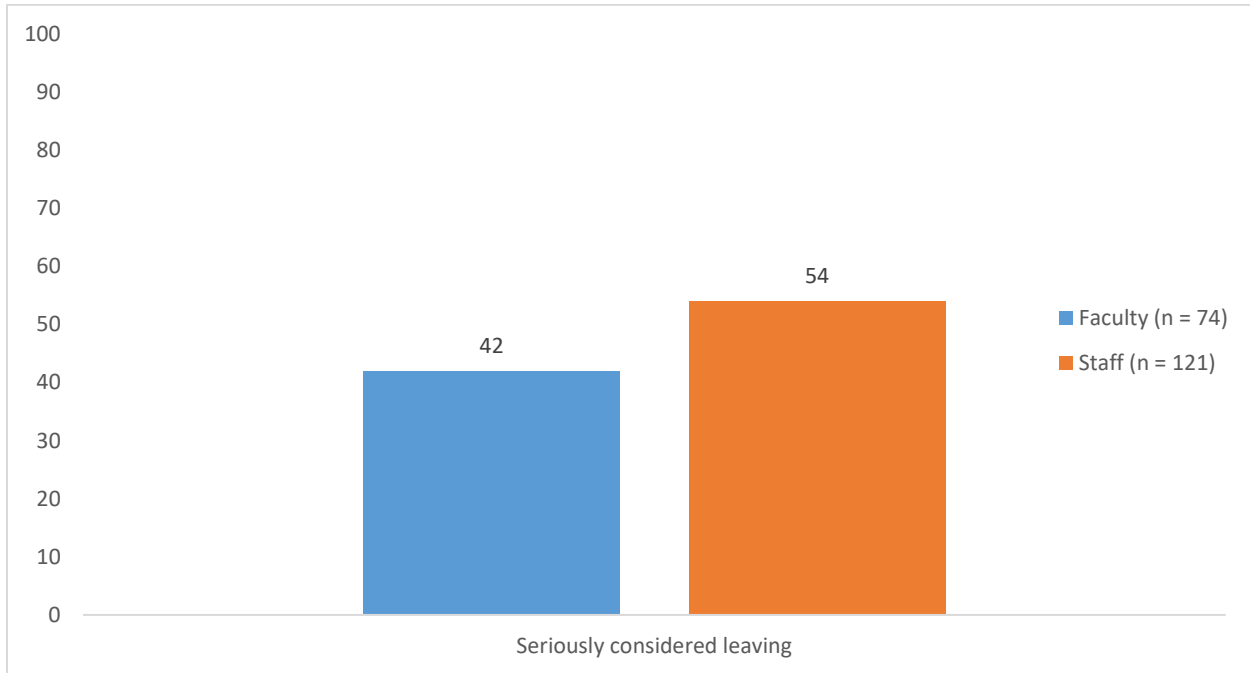
Figure 30. Employee Respondents Who Had Seriously Considered Leaving Lehman College (%)

Fifty-two percent ($n = 63$) of Staff respondents who seriously considered leaving did so for limited advancement opportunities, and 50% ($n = 60$) for increased workload (Table 76). Forty-five percent ($n = 54$) of Staff respondents who seriously considered leaving did so for the low salary/pay rate, 35% ($n = 42$) for tension with supervisor/manager, 33% ($n = 40$) for lack of sense of belonging, and 26% ($n = 32$) for the commute. "Response choices not listed" submitted by respondents included "bad management," "being taken advantage of," "lack of compensation for current workload and expectations," "lack of treatment if you are not a minority," "leadership very unsupportive," "Lehman is top heavy and that leaves people…overload with work," "location," "pay inequity," "political climate," "the hiring of unqualified individuals in management positions without experience," and "women have been treated less than men."

Table 76. Reasons Why Staff Respondents Seriously Considered Leaving Lehman College

Reason	n	%
Limited advancement opportunities	63	52.1
Increased workload	60	49.6
Low salary/pay rate	54	44.6
Tension with supervisor/manager	42	34.7
Lack of sense of belonging	40	33.1

Table 76. Reasons Why Staff Respondents Seriously Considered Leaving Lehman College

Reason	n	%
Commute	32	26.4
A reason not listed above	14	11.6

Note: Table reports responses only from Staff respondents who indicated on the survey that they had seriously considered leaving Lehman College ($n = 121$). Percentages may not sum to 100 as a result of multiple response choices.

Subsequent analyses were run for Staff respondents by staff status (Full-Time, Hourly/Part-Time [including Research Foundation]), gender identity, racial identity, years of employment, and caregiving status. Higher percentages of Full-Time Staff respondents (60%, $n = 109$) than Hourly/Part-Time (including Research Foundation) (29%, $n = 12$) seriously considered leaving Lehman College.[lviii] A higher percentage of Staff Respondents with Six to 15 Years of Employment (64%, $n = 56$) than Staff Respondents with Five Years or Less of Employment (43%, $n = 30$) seriously considered leaving Lehman College (Staff Respondents with More than 15 Years of Employment [50%, $n = 29$] did not differ statistically from other groups).[lix]

Forty-one percent ($n = 30$) of Faculty respondents who seriously considered leaving did so for low salary/pay rate (Table 77). Thirty-nine percent ($n = 29$) of Faculty respondents who seriously considered leaving did so because of a lack of institutional resources, and 38% ($n = 28$) each for increased workload and institutional support. Other reasons included their department/work unit was unwelcoming (32%, $n = 24$) and limited advancement opportunities (31%, $n = 23$). "Response choices not listed" submitted by respondents included "teaching load and dept obligations doesn't allow for research/writing," "a great deal of work for very limited pay," "a research averse higher education," "administratively top heavy," "consistent late paychecks," "department lacked a collegial community," "excessive bureaucratic burden face with any sort of research project or collaboration," "gender pay gap, cronyism," "hypocrisy of leadership," "leadership turnover," and "too many stray pit bulls on the street which make me very uncomfortable."

Table 77. Reasons Why Faculty Respondents Seriously Considered Leaving Lehman College

Reason	n	%
Low salary/pay rate	30	40.5
Lack of institutional resources	29	39.2
Increased workload	28	37.8

Table 77. Reasons Why Faculty Respondents Seriously Considered Leaving Lehman College

Reason	*n*	%
Institutional support	28	37.8
Department/work unit unwelcoming	24	32.4
Limited advancement opportunities	23	31.1
A reason not listed above	18	24.3

Note: Table reports responses only from Faculty respondents who indicated on the survey that they had seriously considered leaving Lehman College (*n* = 74). Percentages may not sum to 100 as a result of multiple response choices.

Subsequent analyses were run for Faculty respondents by faculty status (Tenured/Tenure-Track/CCE/CCE-Eligible, Non-Tenure-Track/Adjunct [Part-Time]), gender identity, racial identity, years of employment, and caregiving status. A higher percentage of Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents (53%, *n* = 62) than Non-Tenure-Track/Adjunct (Part-Time) Faculty respondents (20%, *n* = 12) seriously considered leaving Lehman College.[lx] Also, higher percentages of Faculty Respondents with Six to 15 Years of Employment (49%, *n* = 31) and More than 15 Years of Employment (48%, *n* = 31) than those with Five Years or Less Employment (23%, *n* = 11) seriously considered leaving Lehman College.[lxi]

Qualitative Comment Analyses

One hundred twenty-eight Faculty and Staff respondents elaborated on why they had seriously considered leaving Lehman College. Two themes emerged from all respondents: compensation and institutional support. One theme emerged from Tenured/Tenure-Track/CCE/CCE-Eligible and Full-Time Staff: discriminatory behavior. From Full-Time Staff respondents two themes emerged: advancement opportunities and increased workload.

Compensation. All respondents shared that their compensation packages were not competitive, were below current cost of living standards, and did not accurately reflect their workload. A respondent stated, "There are 5 months in the year that I do not get paid as my courses are not offered in the summer and winter semesters. This has created extreme hardship for me as I have exhausted my savings, have ruined my credit, and have just about frustrated all my friends and relatives due to my borrowing. This is absolutely no way to live." Another respondent added, "The cost of living in NYC and the salary are incompatible. It does not reflect the cost of living in the city." Other respondents included, "Lehman does not pay a competitive salary and increasingly expects more and more work from its faculty without compensation," "I was a

single mother which made it difficult and challenging to support young children on a COA salary, particularly, because we will go without contractual raises for up to a few years or more and are never up to date with the cost of living," and "Low salary and over-worked and increasing responsibilities at Lehman, at least for my department members, has existed for decades and Lehman has done nothing to address this obvious inequity. This has made it difficult for me to provide for my family."

Institutional Support. Respondents considered leaving Lehman College because of a lack of institutional support. Respondents shared, "My reasons for leaving had to do with the lack of institutional support for collaborative teaching and research. It takes weeks/months even to purchase something as minor as a mouse, let alone to pay a guest speaker or to process an authorized expense." Another respondent added, "Lehman is in a constant state of not having enough. The world is in a constant state of change, and this was true before the pandemic. This change has impacted the way we work, and the resources required to be productive." Other respondents included, "I work in the [department], and we never have access to the resources we need to do well," "There is a lack of resources to support individuals in the HEO series," and "Department seems incapable of ensuring paperwork is done in a timely manner, resulting in late paychecks on multiple semesters."

Tenured/Tenure-Track/CCE/CCE-Eligible Faculty and Full-Time Staff respondents
Discriminatory Behavior. Tenured/Tenure-Track/CCE/CCE-Eligible Faculty and Full-Time Staff respondents described experiencing microaggressive behavior as a reason they had considered leaving Lehman College. A respondent shared, "Discrimination (particularly racism) seems to be rampant in my division and department. The opportunity to be promoted is given based on favoritism rather than work performance and accomplishments." Another respondent added, "As a minority group member I have experienced significant discrimination, including being lied to about what I need to do to earn a promotion to full professor." Other respondents suggested that Lehman College needed to do more to address discriminatory behavior on campus. Respondents shared, "Lehman has a lot of full-time faculties who are both white and older, so they are not always aware of course of their implicit bias, condescension, and racism," "There has to be a more thorough inquiry into bias, favoritism, bullying, and racism at Lehman. Department by department," and "Issues of power dynamics, race, class, and gender are not held

in facilitation. Rather we are all left to fend for ourselves in these sometimes-toxic dynamics. I got to a point where my mental health was suffering, and I had to think about whether Lehman was somewhere I could stay."

Full-Time Staff respondents

Advancement Opportunities. Full-Time Staff respondents suggested that limited advancement opportunities at Lehman College made them consider leaving. A respondent shared, "I see no opportunity to advance in my title. Even though my supervisors have requested a better position for me based on my capacity and heavy workload, HR keeps saying it is not possible to promote me to a better job title with a better salary." Another respondent added, "No chance at advancement. Vacant positions are filled by individual that know the supervisor." Other respondents included, "Not enough opportunities for promotion/reclassification, despite a notable increase in workload/responsibilities," "Felt very stuck in my position with little opportunity for professional growth. My job had become humdrum. My aspirations all but dead," and "There are no advancement in the college. Even when you apply for higher paying positions, your overlooked and not even considered for an interview."

Increased Workload. Respondents also described an increase in workload that goes beyond their current job description with no room for re-classification, increased compensation, or recognition. Respondents shared, "Overworked, underpaid. Opportunity for salary increase is slim and none," "The Lehman that exists now has set unrealistic expectations regarding workload and time commitment needed to achieve established goals, no desire to fill existing openings that have been vacant for years," and "Increased and unrealistic workload given resources provided. There is no support or even acknowledgment for significant accomplishments and working above and beyond the scope of duties assigned." Other respondents added, "I have felt burnt out with my substantial workload which goes far beyond my job description, but I have not been approved for a reclassification despite my director's best efforts," and "The workload at Lehman, like all CUNY colleges, is too heavy. Carrying a full course load while completing service and publishing obligations is overwhelming."

Summary

The results from this section suggest that most Faculty and Staff respondents generally held positive attitudes about Lehman College policies and processes. With regard to discriminatory employment practices, 18% ($n = 73$) of Faculty and Staff respondents had observed unfair or unjust hiring, 5% ($n = 21$) had observed unfair or unjust disciplinary actions, and 19% ($n = 73$) had observed unfair or unjust promotion, tenure, reappointment, and/or reclassification. Racial identity, nepotism/cronyism, position, and ethnicity were the top perceived bases for many of the reported discriminatory employment practices.

Most Staff respondents agreed that they had supervisors or colleagues/coworkers who gave them job/career advice or guidance when they needed it, that the performance evaluation process was clear, that their supervisors were supportive of their taking leave (e.g., vacation, parental, personal, short-term disability), that clear expectations of their responsibilities existed, and that they had job security. Less positive views were also expressed by Staff respondents, including some who felt that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments), that they performed more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support), that their workload increased without additional compensation as a result of other staff departures (e.g., retirement positions not filled), that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours, and that a hierarchy existed within staff positions that allowed some voices to be valued more than others. Differences by staff status (Full-Time, Hourly/Part-Time [including Research Foundation]), racial identity, years of employment, and caregiving status existed across many of the findings.

A majority of Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents agreed that the criteria for tenure were clear and that their teaching and research were valued by Lehman College. Many Adjunct Faculty respondents agreed that their teaching was valued, that the process for performance evaluation and course assignments was clear, and that clear expectations of their responsibilities existed. Some Faculty respondents expressed views that salaries for Tenured/Tenure-Track/CCE/CCE-eligible faculty positions and Non-Tenure-Track faculty

positions were not competitive, that Lehman College did not provide adequate information to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation), that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations, and that faculty opinions were not taken seriously by senior administrators. Most Faculty respondents felt that they would recommend Lehman as a good place to work. Also, Non-Tenure-Track/Adjunct Faculty (Part-Time) respondents had greater *Faculty Sense of Belonging* than Tenured/Tenure-Track/CCE/CCE-Eligible Faculty respondents.

Forty-two percent ($n = 74$) of Faculty respondents and 54% ($n = 121$) of Staff respondents had seriously considered leaving Lehman College in the past year. The top reasons why Staff respondents had seriously considered leaving included limited advancement opportunities, increased workload, and low salary/pay rate. The top reasons why Faculty respondents had seriously considered leaving included low salary/pay rate, lack of institutional resources, and increased workload.

[xviii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they observed unfair hiring practices by position status: $\chi^2(1, N = 174) = 8.3, p < .01$.

[xix] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they had observed unjust promotion, tenure, reappointment, and reclassification practices by faculty status: $\chi^2(1, N = 174) = 4.7, p < .05$.

[xx] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that salaries for tenure-track/CCE/CCE-eligible faculty positions were competitive by racial identity: $\chi^2(4, N = 162) = 11.0, p < .05$.

[xxi] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that salaries for non-tenure-track faculty respondents were competitive by racial identity: $\chi^2(4, N = 161) = 10.8, p < .05$.

[xxii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that health insurance benefits are competitive by faculty status: $\chi^2(4, N = 176) = 18.0, p < .01$.

[xxiii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that child care benefits were competitive by caregiving status: $\chi^2(4, N = 171) = 13.3, p < .05$.

[xxiv] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that retirement/supplemental benefits are competitive by faculty status: $\chi^2(4, N = 168) = 11.0, p < .05$.

[xxv] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that retirement/supplemental benefits are competitive by caregiving status: $\chi^2(4, N = 167) = 11.8, p < .05$.

[xxvi] A chi-square test was conducted to compare percentages of Faculty respondents who indicated Lehman provided adequate information to help them manage work-life balance by faculty status: $\chi^2(4, N = 173) = 10.0, p < .05$.

[xxvii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that the performance evaluation process was clear by faculty status: $\chi^2(4, N = 176) = 14.3, p < .01$.

[xxviii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that Lehman provided them with resources to pursue professional development by faculty status: $\chi^2(4, N = 173) = 21.7, p < .001$.

[xxix] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they had job security by faculty status: $\chi^2(4, N = 173) = 28.2, p < .001$.

[xxx] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they had job security by racial identity: $\chi^2 (4, N = 160) = 11.9, p < .05$.

[xxxi] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they would like more opportunities to participate in substantive committee assignments by faculty status: $\chi^2 (4, N = 174) = 15.2, p < .01$.

[xxxii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they would like more opportunities to participate in substantive committee assignments by years of employment: $\chi^2 (8, N = 171) = 20.6, p < .01$.

[xxxiii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they would like more opportunities to participate in substantive committee assignments by caregiving status: $\chi^2 (4, N = 173) = 13.8, p < .01$.

[xxxiv] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they had opportunities to participate in substantive committee assignments by caregiving status: $\chi^2 (4, N = 173) = 17.8, p < .01$.

[xxxv] A chi-square test was conducted to compare percentages of Faculty respondents who thought that faculty in their department/program prejudged their abilities based on a perception of their identity/background by gender identity: $\chi^2 (4, N = 164) = 9.5, p < .05$.

[xxxvi] A chi-square test was conducted to compare percentages of Faculty respondents who thought that faculty in their department/program prejudged their abilities based on a perception of their identity/background by caregiving status: $\chi^2 (4, N = 171) = 12.6, p < .05$.

[xxxvii] A chi-square test was conducted to compare percentages of Staff respondents who were included in opportunities that will helped their careers as much as others in similar positions by staff status: $\chi^2 (4, N = 222) = 11.1, p < .05$.

[xxxviii] A chi-square test was conducted to compare percentages of Staff respondents who felt the performance evaluation process was productive by staff status: $\chi^2 (4, N = 222) = 13.5, p < .01$.

[xxxix] A chi-square test was conducted to compare percentages of Staff respondents who felt Lehman provided adequate information to help them manage work-life balance by years of employment: $\chi^2 (8, N = 213) = 25.2, p < .01$.

[xl] A chi-square test was conducted to compare percentages of Staff respondents who felt burdened by work responsibilities beyond those of their colleagues with similar performance expectations by staff status: $\chi^2 (4, N = 222) = 10.9, p < .05$.

[xli] A chi-square test was conducted to compare percentages of Staff respondents who were able to complete their assigned duties during scheduled hours by staff status: $\chi^2 (4, N = 222) = 14.6, p < 01$.

[xlii] A chi-square test was conducted to compare percentages of Staff respondents who were able to complete their assigned duties during scheduled hours by racial identity: $\chi^2 (4, N = 199) = 12.0, p < .05$.

[xliii] A chi-square test was conducted to compare percentages of Staff respondents who felt pressured by departmental work requirements that occurred outside of their normally scheduled hours by caregiving status: $\chi^2 (4, N = 215) = 10.8, p < .05$.

[xliv] A chi-square test was conducted to compare percentages of Staff respondents who felt they were given a reasonable time frame to complete their assigned responsibilities by gender identity: $\chi^2 (4, N = 206) = 11.1, p < .05$.

[xlv] A chi-square test was conducted to compare percentages of Staff respondents who felt a hierarchy existed within staff positions that allowed some voices to be valued more than others by staff status: $\chi^2 (4, N = 222) = 10.9, p < .05$.

[xlvi] A chi-square test was conducted to compare percentages of Staff respondents who indicated that Lehman policies were fairly applied across Lehman by gender identity: $\chi^2 (4, N = 205) = 10.3, p < .05$.

[xlvii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that vacation and personal time packages were competitive by staff status: $\chi^2 (4, N = 222) = 28.1, p < .001$.

[xlviii] A chi-square test was conducted to compare percentages of Staff respondents who thought health insurance benefits were competitive by racial identity: $\chi^2 (4, N = 199) = 12.0, p < .05$.

[xlix] A chi-square test was conducted to compare percentages of Staff respondents who thought retirement benefits were competitive by staff status: $\chi^2 (4, N = 219) = 17.7, p < .01$.

[l] A chi-square test was conducted to compare percentages of Staff respondents who felt clear procedures existed on how they could advance at Lehman by staff status: $\chi^2 (4, N = 222) = 20.3, p < .001$.

[li] A chi-square test was conducted to compare percentages of Staff respondents who felt clear procedures existed on how they could advance at Lehman by years of employment: $\chi^2 (8, N = 213) = 15.8, p < .05$.

[lii] A chi-square test was conducted to compare percentages of Staff respondents who indicated they had job security by staff status: χ^2 (4, $N = 222$) = 21.5, $p < .001$.

[liii] A chi-square test was conducted to compare percentages of Staff respondents who felt their English-speaking skills limit their ability to be successful at Lehman by racial identity: χ^2 (4, $N = 199$) = 12.6, $p < .05$.

[liv] A chi-square test was conducted to compare percentages of Staff respondents who felt their English writing skills limit their ability to be successful at Lehman by racial identity: χ^2 (4, $N = 199$) = 12.3, $p < .05$.

[lv] A chi-square test was conducted to compare percentages of Staff respondents who thought that coworkers in their work unit prejudged their abilities based on a perception of their identity/background by racial identity: χ^2 (4, $N = 100$) = 13.1, $p < .05$.

[lvi] A chi-square test was conducted to compare percentages of Staff respondents who thought that their supervisor/manager prejudged their abilities based on a perception of their identity/background by racial identity: χ^2 (4, $N = 200$) = 12.4, $p < .05$.

[lvii] A chi-square test was conducted to compare percentages of Staff respondents who thought that faculty prejudged their abilities based on a perception of their identity/background racial identity: χ^2 (4, $N = 199$) = 12.9, $p < .05$.

[lviii] A chi-square test was conducted to compare percentages of Staff respondents who had seriously considered leaving Lehman by staff status: χ^2 (1, $N = 224$) = 12.4, $p < .001$.

[lix] A chi-square test was conducted to compare percentages of Staff respondents who had seriously considered leaving Lehman by years of employment: χ^2 (2, $N = 215$) = 7.6, $p < .05$.

[lx] A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving Lehman by faculty status: χ^2 (1, $N = 178$) = 18.3, $p < .001$.

[lxi] A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving Lehman by years of employment: χ^2 (2, $N = 175$) = 9.6, $p < .01$.

Student Perceptions of Campus Climate

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

Student Respondents' *Perceived Academic Success*

Factor Analysis Methodology. As mentioned earlier in this report, a confirmatory factor analysis was conducted on one scale embedded in Question 13 of the assessment. The scale, termed *Perceived Academic Success* for the purposes of this project, was developed using Pascarella and Terenzini's (1980) *Academic and Intellectual Development Scale* (Table 78). This scale has been used in a variety of studies examining student persistence. The first six sub-questions of Question 13 of the survey reflect the questions on this scale.

The questions on the scale were answered on a Likert metric from "strongly agree" to "strongly disagree" (scored 1 for "strongly agree" and 5 for "strongly disagree"). For the purposes of analysis, respondents who did not answer all scale sub-questions were not included in the analysis. Three percent ($n = 36$) of all potential respondents were removed from the analysis because of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale using parallel factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.[77] The internal consistency reliability (Cronbach's alpha) of the scale was .910, which is high, meaning that the scale produced consistent results.

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

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

Scale	Survey item number	Academic experience
	Q13_A_1	I am performing up to my full academic potential.
	Q13_A_2	I am satisfied with my academic experience at Lehman College.
Perceived Academic Success	Q13_A_3	I am satisfied with the extent of my intellectual development since enrolling at Lehman College.
	Q13_A_4	I have performed academically as well as I anticipated I would.
	Q13_A_5	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	Q13_A_6	My interest in ideas and intellectual matters has increased since coming to Lehman College.

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

Means Testing Methodology

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

- Position status (Started at Lehman, Transferred to Lehman)
- Gender identity (Women, Men, Trans-spectrum)
- Racial identity (Asian/of Asian Descent, Black/of African Descent, Hispanic/Latinx/Chicanx, Additional People of Color, Multiracial, White)
- First-generation status (First-Generation, Not-First-Generation)
- Household income status (Less Than $50,000 Household Income, $50,000-$99,999 Household Income, $100,000+ Household Income)
- Disability status (Single Disability, No Disability, Multiple Disabilities)
- Sexual identity (Queer-spectrum, Bisexual, Heterosexual)

When only two categories existed for the specified demographic variable, a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d*. Any moderate-to-large effects were noted. When the specific variable of interest had more than two categories, an ANOVA was run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if a difference in means was significant, effect size was calculated using partial Eta^2 and any moderate-to-large effects were noted.

Means Testing Results

The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Undergraduate and Graduate Student respondents (where possible).

Position Status

A significant difference existed in the overall test for means for Undergraduate Student respondents by position status on *Perceived Academic Success*, $t_{(971)} = 4.77$, $p < .001$. This finding suggests that Undergraduate Student Respondents who Transferred to Lehman had higher *Perceived Academic Success* scores than those of Undergraduate Student Respondents who Started at Lehman (Table 79).

Table 79. Undergraduate Student Respondents' *Perceived Academic Success* **by Position Status**

Position status	*n*	Mean	Std. dev.
Started at Lehman	478	3.83	0.74
Transferred to Lehman	495	4.06	0.78
Mean difference		-0.23*	

* *p* < .001

Gender Identity

A significant difference existed in the overall test for means for Student respondents by gender identity on *Perceived Academic Success*, $F(2, 1,148) = 7.94$, $p < .001$ (Table 80).

Table 80. Student Respondents' *Perceived Academic Success* by Gender Identity

Gender identity	*n*	Mean	Std. dev.
Women	840	4.02	0.77
Men	279	4.02	0.73
Trans-spectrum	32	3.47	0.98

Subsequent analyses on *Perceived Academic Success* for Student respondents were significant for two comparisons: Men vs. Trans-spectrum and Women vs. Trans-spectrum (Table 81). These findings suggest that Men Student respondents and Women Student respondents had higher *Perceived Academic Success* scores than those of Trans-spectrum Student respondents.

Table 81. Difference Between Means for Student Respondents for *Perceived Academic Success* by Gender Identity

Groups compared	Mean difference
Men vs. Trans-spectrum	0.54*
Men vs. Women	-0.00
Women vs. Trans-spectrum	0.55*

*$p < .05$

Racial Identity

No significant difference existed in the overall test for means for Student respondents by racial identity on *Perceived Academic Success* (Table 82). The overall test was not significant, so no subsequent analyses on *Perceived Academic Success* for Student respondents were run.

Table 82. Student Respondents' *Perceived Academic Success* by Racial Identity

Racial identity	*n*	Mean	Std. dev.
Asian/of Asian Descent	77	4.17	0.62
Black/of African Descent	283	4.00	0.86
Hispanic/Latinx/Chicanx	509	4.01	0.71
Additional Respondents of Color	18	3.74	0.59
Multiracial	157	3.93	0.80
White/of European Descent	71	4.09	0.77

First-Generation Status

No significant difference existed in the overall test for means for Student respondents by first-generation status on *Perceived Academic Success* (Table 83).

Table 83. Student Respondents' *Perceived Academic Success* by First-Generation Status

First-generation status		n	Mean	Std. dev.
First-Generation		793	4.00	0.78
Not-First-Generation		328	4.02	0.75
	Mean difference		-0.02	

Income Status

No significant difference existed in the overall test for means for Student respondents by household income status on *Perceived Academic Success* (Table 84). The overall test was not significant, so no subsequent analyses on *Perceived Academic Success* for Student respondents were run.

Table 84. Student Respondents' *Perceived Academic Success* by Household Income Status

Income status	n	Mean	Std. dev.
Below $50,000 Household Income	753	3.98	0.79
$50,000-$99,999 Household Income	249	4.07	0.66
$100,000+ Household Income	92	4.13	0.73

Disability Status

No significant difference existed in the overall test for means for Student respondents by disability status (Table 85). The overall test was not significant, so no subsequent analyses on *Perceived Academic Success* for Student respondents were run.

Table 85. Student Respondents' *Perceived Academic Success* by Disability Status

Disability status	n	Mean	Std. dev.
Single Disability	74	3.92	0.86
Multiple Disabilities	58	3.94	0.96
No Disability	1,014	4.01	0.77

<u>Sexual Identity</u>

No significant difference existed in the overall test for means for Student respondents by sexual identity (Table 86). The overall test was not significant, so no subsequent analyses on *Perceived Academic Success* for Student respondents were run.

Table 86. Student Respondents' *Perceived Academic Success* by Sexual Identity

Sexual identity	*N*	Mean	Std. dev.
Bisexual	92	3.86	0.95
Queer-spectrum (not Bisexual)	153	3.95	0.75
Heterosexual	801	4.02	0.74

Student Respondents' *Sense of Belonging* at Lehman College

As mentioned previously in this report, the survey contained another outcome related to campus climate, *Sense of Belonging*, which was informed by Strayhorn's (2012) qualitative examination of students' sense of belonging.

Factor Analysis Methodology

A confirmatory factor analysis was conducted on the nine sub-items of survey question 107, which produced the *Student Sense of Belonging* factor (Table 87).

Table 87. Survey Items Included in the *Student Sense of Belonging* Factor Analyses

Scale	Survey question
Student Sense of Belonging	I feel valued by Lehman College **faculty.**
	I feel valued by Lehman College **staff**.
	I feel valued by Lehman College **senior administrators** (e.g., President, Provost, Vice President, Dean).
	I feel valued by faculty in the classroom.
	I feel valued by other students in the classroom.
	I feel valued by other students outside of the classroom.
	I feel that Lehman College climate encourages open discussion of difficult topics.
	I feel that I have faculty whom I perceive as role models.
	I feel that I have staff whom I perceive as role models.

The factor score for *Student Sense of Belonging* was created by taking the average of the scores for the sub-questions in the factor. The internal consistency reliability (Cronbach's alpha) of the scale was .943, which is high, meaning that the scale produced consistent results.[78] Higher scores on the *Student Sense of Belonging* factors suggested an individual or constituent group felt a stronger sense of belonging at Lehman College.

Means Testing Methodology

After creating the factor scores for respondents based on the factor analyses, where *n*'s were of sufficient size, the means for respondents were analyzed to determine whether the factor scores differed for categories in the following demographic areas.

- Position status (Started at Lehman, Transferred to Lehman)
- Gender identity (Women, Men, Trans-spectrum)
- Racial identity (Asian/of Asian Descent, Black/of African Descent, Hispanic/Latinx/Chicanx, Additional Respondents of Color, Multiracial, White/ of European Descent)
- First-generation status (First-Generation, Not-First-Generation)
- Household income status (Less Than $50,000 Household Income, $50,000- $99,999 Household Income, $100,000+ Household Income)
- Disability status (Single Disability, No Disability, Multiple Disabilities)
- Sexual identity (Queer-spectrum [not Bisexual], Bisexual, Heterosexual)

Means Testing Results

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

Position Status

No significant difference existed in the overall test for means for Undergraduate respondents by position status on *Student Sense of Belonging* (Table 88).

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[78] For a detailed description of these methods, refer to the "Research Design" portion of the "Methodology" section of this report.

Table 88. Undergraduate Student Respondents' *Sense of Belonging* by Position Status

Position status	*n*	Mean	Std. dev.
Started at Lehman	468	3.85	0.72
Transferred to Lehman	474	3.94	0.81
Mean difference	0.09		

Gender Identity

No significant difference existed in the overall test for means for Student respondents by gender identity on *Student Sense of Belonging* (Table 89). The overall test was not significant, so no subsequent analyses on *Sense of Belonging* for Student respondents were run.

Table 89. Student Respondents' *Sense of Belonging* by Gender Identity

Gender identity	*n*	Mean	Std. dev.
Women	810	3.92	0.76
Men	269	3.90	0.78
Trans-spectrum	29	3.59	0.85

Racial Identity

No significant difference existed in the overall test for means for Student respondents by racial identity on *Student Sense of Belonging* (Table 90). The overall test was not significant, so no subsequent analyses on *Student Sense of Belonging* were run.

Table 90. Student Respondents' *Sense of Belonging* by Racial Identity

Racial identity	*n*	Mean	Std. dev.
Asian/of Asian Descent	73	4.01	0.69
Black/of African Descent	282	3.89	0.80
Hispanic/Latinx/Chicanx	491	3.95	0.74
Additional Respondents of Color	18	3.98	0.76
Multiracial	145	3.79	0.80
White/of European Descent	68	3.86	0.81

First-Generation Status

No significant difference existed in the overall test for means for Student respondents by first-generation status on *Student Sense of Belonging* (Table 91).

Table 91. Student Respondents' *Sense of Belonging* by First-Generation Status

First-generation status		*n*	Mean	Std. dev.
First-Generation		762	3.91	0.77
Not-First-Generation		317	3.91	0.78
	Mean difference		0.00	

Income Status

No significant difference existed in the overall test for means for Student respondents by household income status on *Student Sense of Belonging* (Table 92). The overall test was not significant, so no subsequent analyses on *Student Sense of Belonging* were run.

Table 92. Student Respondents' *Sense of Belonging* by Household Income Status

Income status	*n*	Mean	Std. dev.
Below $50,000 Household Income	731	3.93	0.78
$50,000-$99,999 Household Income	234	3.88	0.71
$100,000+ Household Income	92	3.94	0.75

Disability Status

No significant difference existed in the overall test for means for Student respondents by disability status on *Student Sense of Belonging* (Table 93). The overall test was not significant, so no subsequent analyses on *Student Sense of Belonging* were run.

Table 93. Student Respondents' *Sense of Belonging* by Disability Status

Disability status	*n*	Mean	Std. dev.
Single Disability	69	3.86	0.76
Multiple Disabilities	58	3.91	1.03
No Disability	976	3.91	0.75

Sexual Identity

No significant difference existed in the overall test for means for Student respondents by sexual identity (Table 94). The overall test was not significant, so no subsequent analyses on *Student Sense of Belonging* for Student respondents were run.

Table 94. Student Respondents' *Sense of Belonging* by Sexual Identity

Sexual identity	*n*	Mean	Std. dev.
Bisexual	88	3.84	0.91

Table 94. Student Respondents' *Sense of Belonging* by Sexual Identity

Sexual identity	*n*	Mean	Std. dev.
Queer-spectrum (not Bisexual)	147	3.94	0.73
Heterosexual	771	3.90	0.76

Student Respondents' Perception of Climate

One survey item asked Student respondents the degree to which they agreed with a series of statements about their interactions with faculty, other students, staff members, and senior administrators at Lehman College. Table 95 include chi-square analyses that were conducted by undergraduate student position (Started at Lehman, Transferred to Lehman), gender identity, racial identity, first-generation status, household income, disability status, and sexual identity. Frequencies and significant findings for variables that had valid number of responses were published in this section.

Thirty-six percent ($n = 423$) of Student respondents "strongly agreed" or "agreed" that they believed faculty prejudged their abilities based on their perception of their identity/background. A higher percentage of Student Respondents who Transferred to Lehman (20%, $n = 97$) than Student Respondents who Started at Lehman (13%, $n = 62$) "strongly agreed," and a higher percentage of Student Respondents who Started at Lehman (23%, $n = 111$) than Student Respondents who Transferred to Lehman (17%, $n = 82$) "agreed" that faculty prejudged their abilities based on their perception of their identity/background. Also, 23% ($n = 22$) of Student Respondents with $100,000+ Household Income compared with 13% ($n = 99$) of Student Respondents with Below $50,000 Household Income "strongly disagreed" with this statement (Student Respondents with $50,000-$99,999 [17%, $n = 42$] did not differ statistically from other groups).

Table 95. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Faculty prejudge my abilities based on their perception of my identity/background.	**189**	**16.2**	**234**	**20.1**	**353**	**30.3**	**221**	**19.0**	**169**	**14.5**
Undergraduate status[lxii]										
Started at Lehman	62	12.6	111	22.6	158	32.1	87	17.7	74	15.0
Transferred to Lehman	97	19.6	82	16.5	149	30.0	109	22.0	59	11.9
Household income[lxiii]										
Below $50,000	143	18.7	150	19.6	229	29.9	144	18.8	99	12.9
$50,000-$99,999	31	12.4	60	24.0	71	28.4	46	18.4	42	16.8
$100,000+	11	11.6	12	12.6	25	26.3	25	26.3	22	23.2

Note: Table reports responses only from Student respondents (*n* = 1,191).

Thirty-two percent (*n* = 374) of Student respondents "strongly agreed" or "agreed" that they felt that their English-speaking skills limited their ability to be successful at Lehman College (Table 96). A higher percentage of Additional Respondents of Color (23%, *n* = 22) than White/of European Descent Student respondents (7%, *n* = 5) "strongly agreed" that their English-speaking skills limited their ability to be successful (Hispanic/Latinx/Chicanx Student respondents [16%, *n* = 84], Black/of African Descent Student respondents [16%, *n* = 46], and Multiracial Student respondents [12%, *n* = 19] did not differ statistically from other groups). Also statistically significant, higher percentages of White/of European Decent Student respondents (38%, *n* = 28) and Multiracial Student respondents (37%, *n* = 58) than Hispanic/Latinx/Chicanx Student respondents (23%, *n* = 118) "strongly disagreed" that their English-speaking skills limited their ability to be successful (Additional Student Respondents of Color [22%, *n* = 21] and Black/of African Descent Student respondents [31%, *n* = 90] did not differ statistically from other groups). A higher percentage of Not-First-Generation Student respondents (36%, *n* = 119) than First-Generation Student respondents (25%, *n* = 198) "strongly disagreed" that their English-speaking skills limited their ability to be successful. By household income, a higher percentage of Student Respondents with Below $50,000 household income (19%, *n* = 142) than those with $50,000-$99,999 household income (12%, *n* = 29) "strongly agreed" that their English-speaking skills limited their ability to be successful (Student Respondents with $100,000+ household

income [10%, $n = 10$] did not differ statistically from other groups), and a higher percentage of Student Respondents with $100,000+ household income (36%, $n = 35$) than those with Below $50,000 household income (25%, $n = 189$) "strongly disagreed" with this statement (Student Respondents with $50,000-$99,999 household income [32%, $n = 81$] did not differ statistically from other groups). Finally, a higher percentage of Student Respondents with Multiple Disabilities (46%, $n = 27$) than those with No Disability (26%, $n = 267$) "strongly disagreed" that their English-speaking skills limited their ability to be successful (Student Respondents with a Single Disability [35%, $n = 26$] did not differ statistically from other groups).

Thirty-two percent ($n = 377$) of Student respondents "strongly agreed" or "agreed" that they felt that their English writing skills limit their ability to be successful at Lehman College. A higher percentage of Undergraduate Student Respondents who Transferred to Lehman (18%, $n = 91$) than those who Started at Lehman (11%, $n = 56$) "strongly agreed" with this statement. Higher percentages of White/of European Descent Student respondents (38%, $n = 28$) and Multiracial Student respondents (34%, $n = 53$) than Hispanic/Latinx/Chicanx Student respondents (22%, $n = 115$) "strongly disagreed" that their English-writing skills limited their ability to be successful (Black/of African Descent Student respondents [31%, $n = 89$] and Additional Student Respondents of Color [20%, $n = 19$] did not differ statistically from other groups). A higher percentage of Not-First-Generation Student respondents (36%, $n = 118$) than First-Generation Student respondents (23%, $n = 187$) "strongly disagreed" that their English-writing skills limited their ability to be successful. By household income, a higher percentage of Student Respondents with Below $50,000 household income (18%, $n = 136$) than those with $50,000-$99,999 household income (10%, $n = 26$) "strongly agreed" (Student Respondents with $100,000+ household income [9%, $n = 9$] did not differ statistically from other groups), and a higher percentage of Student Respondents with $50,000-$99,999 household income (20%, $n = 50$) than those with $100,000+ household income (8%, $n = 8$) "agreed" with this statement (Student Respondents with Below $50,000 household income [18%, $n = 135$] did not differ statistically from other groups). Finally, a higher percentage of Student Respondents with Multiple Disabilities (42%, $n = 25$) than those with No Disability (25%, $n = 259$) "strongly disagreed" that their English-writing skills limited their ability to be successful (Student Respondents with a Single Disability [32%, $n = 24$] did not differ statistically from other groups).

Table 96. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
That my English-speaking skills limit my ability to be successful at Lehman College.	**187**	**16.0**	**187**	**16.0**	**237**	**20.2**	**239**	**20.4**	**322**	**27.5**
Racial identity[lxiv]										
Additional Respondents of Color	22	23.4	19	20.2	18	19.1	14	14.9	21	22.3
Black/of African Descent	46	15.8	44	15.1	56	19.2	55	18.9	90	30.9
Hispanic/Latinx/Chicanx	84	16.2	93	17.9	109	21.0	115	22.2	118	22.7
White/of European Descent	5	6.8	11	15.1	14	19.2	15	20.5	28	38.4
Multiracial	19	12.2	16	10.3	31	19.9	32	20.5	58	37.2
First-generation status[lxv]										
First-Generation	129	16.0	137	17.0	180	22.3	164	20.3	198	24.5
Not-First-Generation	51	15.4	44	13.3	54	16.3	63	19.0	119	36.0
Household Income[lxvi]										
Below $50,000	142	18.5	127	16.6	156	20.4	152	19.8	189	24.7
$50,000-$99,999	29	11.6	45	17.9	46	18.3	50	19.9	81	32.3
$100,000+	10	10.3	6	6.2	21	21.6	25	25.8	35	36.1
Disability status[lxvii]										
Multiple Disabilities	13	22.0	< 5	---	7	11.9	9	15.3	27	45.8
Single Disability	9	12.2	6	8.1	19	25.7	14	18.9	26	35.1
No Disability	163	15.8	176	17.1	209	20.3	215	20.9	267	25.9
That my English writing skills limit my ability to be successful at Lehman College.	**175**	**15.0**	**202**	**17.3**	**244**	**20.9**	**239**	**20.4**	**310**	**26.5**
Undergraduate status[lxviii]										
Started at Lehman	56	11.4	95	19.3	108	22.0	111	22.6	122	24.8
Transferred to Lehman	91	18.3	74	14.9	94	18.9	105	21.1	134	26.9
Racial identity[lxix]										
Additional Respondents of Color	19	20.2	22	23.4	21	22.3	13	13.8	19	20.2
Black/of African Descent	42	14.4	51	17.5	58	19.9	51	17.5	89	30.6

Table 96. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Hispanic/Latinx/Chicanx	82	15.8	94	18.1	111	21.4	116	22.4	115	22.2
White/of European Descent	6	8.2	10	13.7	13	17.8	16	21.9	28	38.4
Multiracial	18	11.5	20	12.8	31	19.9	34	21.8	53	34.0
First-generation status[lxx]										
First-Generation	121	15.0	143	17.7	191	23.6	166	20.5	187	23.1
Not-First-Generation	49	14.8	53	16.1	49	14.8	61	18.5	118	35.8
Household Income[lxxi]										
Below $50,000	136	17.8	135	17.6	157	20.5	153	20.0	184	24.1
$50,000-$99,999	26	10.4	50	19.9	50	19.9	49	19.5	76	30.3
$100,000+	9	9.3	8	8.2	22	22.7	23	23.7	35	36.1
Disability status[lxxii]										
Multiple Disabilities	12	20.3	8	13.6	< 5	---	11	18.6	25	42.4
Single Disability	9	12.2	7	9.5	19	25.7	15	20.3	24	32.4
No Disability	152	14.8	185	18.0	220	21.4	212	20.6	259	25.2

Note: Table reports responses only from Student respondents (*n* = 1,191).

Student Use of Lehman College Resources

The survey asked Student respondents which Lehman College academic and non-academic support resources they consistently used to support themselves in the past year. Table 97 illustrates that Student respondents most often used the following academic support resources: financial aid (51%, $n = 610$), academic advisement (40%, $n = 481$), Leonard Lief Library (30%, $n = 359$) and registrar (29%, $n = 350$). Student respondents most often used the following non-academic support resources: athletics/APEX (9%, $n = 106$), financial aid (9%, $n = 106$), counseling services (9%, $n = 101$), and emergency grants (8%, $n = 98$).

Table 97. Student Use of Lehman College Resources in the Past Year

Office/resource	Academic support		Non-academic support (e.g., emotional, personal or social wellbeing)		I have not sought support from this resource.	
	n	%	n	%	n	%
Academic Advisement (ACE, SEEK, G.P.S)	481	40.4	59	5.0	452	38.0
Academic Standards and Evaluation	153	12.8	49	4.1	633	53.1
Academic Testing and Scholarships	114	9.6	49	4.1	662	55.6
Athletics/APEX	100	8.4	106	8.9	640	53.7
Career Exploration and Development Center	171	14.4	70	5.9	590	49.5
Counseling Services	126	10.6	101	8.5	625	52.5
CUNY Edge	83	7.0	51	4.3	680	57.1
Dean of Students (Conduct, Academic Integrity, Orientation)	74	6.2	55	4.6	682	57.3
Emergency Grants	304	25.5	98	8.2	491	41.2
Equal Opportunity and Affirmative Action/Title IX	65	5.5	57	4.8	677	56.8
Financial Aid	610	51.2	106	8.9	270	22.7
Graduate Studies	125	10.5	49	4.1	647	54.3
Health Services	85	7.1	60	5.0	653	54.8
Instructional Support Services Program (Tutoring)	168	14.1	44	3.7	607	51.0
International Programs and Community Engagement	65	5.5	43	3.6	696	58.4
Leonard Lief Library	359	30.1	63	5.3	471	39.5
Office of Campus Life	136	11.4	78	6.5	612	51.4

Table 97. Student Use of Lehman College Resources in the Past Year

Office/resource	Academic support		Non-academic support (e.g., emotional, personal or social wellbeing)		I have not sought support from this resource.	
	n	%	*n*	%	*n*	%
Office of Prestigious Awards	151	12.7	62	5.2	620	52.1
Office of Public Safety	91	7.6	74	6.2	646	54.2
Pathways to Student STEM Success	84	7.1	46	3.9	675	56.7
Registrar	350	29.4	67	5.6	466	39.1
Sexual and Interpersonal Violence Prevention and Response (SPARC)	89	7.5	50	4.2	675	56.7
Student Disability Services	101	8.5	54	4.5	668	56.1
Veteran and Military Affairs	51	4.3	42	3.5	712	59.8
Wellness Education and Health Promotion	64	5.4	75	6.3	675	56.7

Note: Table reports responses only from Student respondents (n = 1,191).

Qualitative Comment Analyses

Four hundred-eighteen Graduate and Undergraduate Student respondents elaborated on the virtual or physical campus spaces where they felt safe and supported. From all respondents, four themes emerged: all spaces, virtual and physical, classroom, and library. Four themes emerged from Undergraduate Student respondents: APEX center, academic advising, virtual space, and the student life building.

All Spaces. Respondents shared feeling safe and supported everywhere on campus. Respondents stated, "Usually all places on campus, like classrooms and seating areas," "Everywhere. It's a very welcoming college and feels very homey," and "I feel safe everywhere. There are always people willing to help you." Other respondents included, "I generally feel safe overall in the campus regardless of the space," and "The entire campus is a safe place to be."

Virtual and Physical Spaces. Respondents also described feeling safe and supported both online and on campus. Respondents shared, "I feel safe and supported in both virtual and physical campus," "I feel heard and supported virtually and in person. When I am on campus, I feel safe and respected and welcome while using the library and cafeteria space to complete assignments," and "I feel safe in both spaces."

Classroom. On campus, respondents shared feeling safe and supported in the classroom. A respondent stated, "I feel safe and supported in the classroom environment. Almost every professor I reach out to for help is readily available to render their help and support." Another respondent included, "In the classroom because everyone is friendly, and I get support when I need it." Other respondents added, "In the classroom. My teachers have been really good and caring people," "My classes are very open and kind. The staff always make sure to facilitate difficult discussions and provide us with a safe space," and "I feel most supported in my classes."

Library. Respondents expressed feeling safe and supported in the library. Respondents shared, "In the library, I always go to the library whenever I want to study or when I don't have a class at the moment and it's a good feeling to know that I can do what I need to in my own space," "In the library, the 3rd floor with the small rooms/areas. Quiet and peaceful," and "Anywhere on campus, but I feel safe especially in the library."

Undergraduate Student respondents

APEX Center. Undergraduate Student respondents shared feeling safe and supported in the APEX Center. Respondents offered, "In the Apex, everybody is working for their health," "I feel safe in the apex building because it has activities that I like," and "I feel supported in the apex, everyone goes to work out."

Advising. Respondents also described feeling safe and supported in the advising office. Respondents included, "Academic advisement. It is the service I utilize the most and each time I gain clarity and more direction to what I need to do academically," "I feel safe and supported talking to my major advisors," and "My major advisor."

Virtual Space. Moving through their course of study online, respondents shared feeling supported in the virtual space. Respondents stated, "I'd say I feel safe and supported in any space (virtual, because I'm fully online). I know that I will receive help and that the faculty and staff I come in contact with genuinely want to help me resolve any issues," "I preferred virtual. I'm unable to be on campus working full time," and "Virtual seems safer and more supportive for me. It is easier and convenient reaching out to faculty and staff, as well as being able to take more courses without the issues of travel time."

Student Life Building. Respondents also described feeling safe and supported in the Student Life Building on campus. Respondents shared, "I like the student life building because of its friendly and welcoming environment, it makes me feel safe and supported with all the people I have networked and connected with," "I feel very safe in the student life center. I am able to get schoolwork done with no distractions," and "I feel safe in the student center."

Graduate Student Respondents' Perceptions of Department/Program

The survey queried Graduate Student respondents about their perceptions about their departments, the quality of advising, program faculty and staff, and faculty and staff outside their programs. Chi-square analyses were conducted by gender identity, racial identity, first-generation status, household income, disability status, and sexual identity. Frequencies are presented in Table 98 and Table 99; findings from chi-square analyses are not published owing to low response numbers.

Eighty-one percent ($n = 126$) of Graduate Student respondents "strongly agreed" or "agreed" that they were satisfied with the quality of advising they have received from their programs or departments (Table 98). Eighty-one percent ($n = 126$) of Graduate Student respondents "strongly agreed" or "agreed" that they had adequate access to their advisors. Seventy-five percent ($n = 116$) of Graduate Student respondents "strongly agreed" or "agreed" that their advisors provided clear expectations. Seventy-eight percent ($n = 121$) of Graduate Student respondents "strongly agreed" or "agreed" that their advisors responded to their emails, calls, or voicemails in a prompt manner. Sixty-two percent ($n = 97$) of Graduate Student respondents "strongly agreed" or "agreed" that they received support from their advisors to pursue personal research interests. Eighty-one percent ($n = 125$) of Graduate Student respondents "strongly agreed" or "agreed" that they felt comfortable sharing their professional goals with their advisors.

Table 98. Graduate Student Respondents' Perceptions of Advising

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I am satisfied with the quality of advising I have received from my program or department.	63	40.4	63	40.4	19	12.2	8	5.1	< 5	---

Table 98. Graduate Student Respondents' Perceptions of Advising

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I have adequate access to my advisor.	67	42.9	59	37.8	22	14.1	< 5	---	< 5	---
My advisor provides clear expectations.	60	39.0	56	36.4	29	18.8	6	3.9	< 5	---
My advisor responds to my emails, calls, or voicemails in a prompt manner.	73	46.8	48	30.8	24	15.4	8	5.1	< 5	---
I receive support from my advisor to pursue personal research interests.	50	32.1	47	30.1	43	27.6	10	6.4	6	3.8
I am comfortable sharing my professional goals with my advisor.	64	41.3	61	39.4	20	12.9	9	5.8	< 5	---

Note: Table reports responses only from Graduate Student respondents (*n* = 158).

Most Graduate Student respondents "strongly agreed" or "agreed" that their department faculty members (82%, *n* = 127) and department staff members (79%, *n* = 121) (other than advisors) responded to their emails, calls, or voicemails in a prompt manner (Table 99). Sixty-two percent (*n* = 96) of Graduate Student respondents "strongly agreed" or "agreed" that adequate opportunities existed for them to interact with other university faculty outside of their departments, and 58% (*n* = 87) of Graduate Student respondents "strongly agreed" or "agreed" that their department faculty members encouraged them to produce publications and present research. Fifty-eight percent (*n* = 89) of Graduate Student respondents "strongly agreed" or "agreed" that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research.

Table 99. Graduate Student Respondents' Perceptions of Department/Program

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	64	41.3	63	40.6	23	14.8	< 5	---	< 5	---

Table 99. Graduate Student Respondents' Perceptions of Department/Program

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	57	37.0	64	41.6	24	15.6	6	3.9	< 5	---
Adequate opportunities exist for me to interact with other university faculty outside of my department.	50	32.3	46	29.7	45	29.0	11	7.1	< 5	---
My department faculty members encourage me to produce publications and present research.	40	26.7	47	31.3	46	30.7	14	9.3	< 5	---
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	43	27.9	46	29.9	47	30.5	13	8.4	5	3.2

Note: Table reports responses only from Graduate Student respondents (*n* = 158).

Qualitative Comment Analyses

Thirty-nine Graduate Student respondents elaborated on their experiences with the academic support services available to them at Lehman College. One theme emerged from respondents: advising.

Advising. Respondents shared that their advisors were available, quick to respond, and attentive to their academic needs. Respondents stated, "My advisor is very attentive, we schedule zoom meeting to speak about my grades and plan of study," "I feel really comfortable around my advisor because she was also my counselor. She was always willing to help and assist me whenever I need help," and "Advisors do a good job replying fast to emails."

Students Who Had Seriously Considered Leaving Lehman College

Twenty-eight percent ($n = 440$) of respondents had seriously considered leaving Lehman College. In regard to Student respondents, 22% ($n = 218$) of Undergraduate Student respondents and 16% ($n = 25$) of Graduate Student respondents had seriously considered leaving Lehman College (Figure 31).
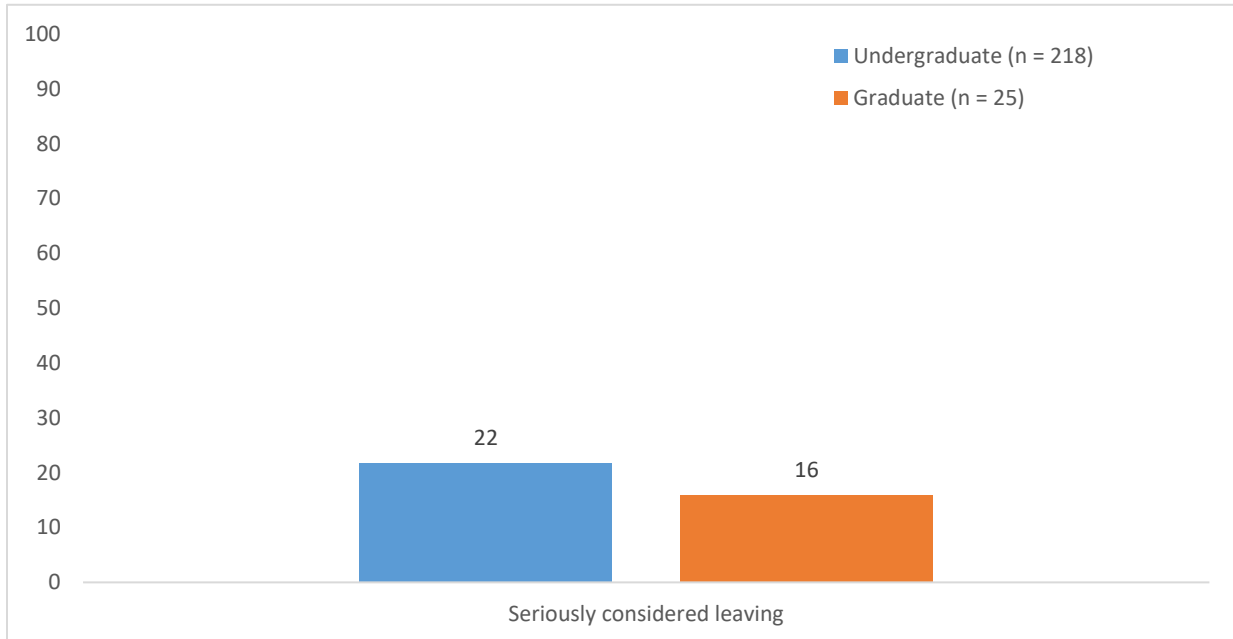
Figure 31. Student Respondents Who Had Seriously Considered Leaving Lehman College (%)

Of the Student respondents who seriously considered leaving, 51% ($n = 124$) considered leaving in their first year as a student, 36% ($n = 89$) in their second year, 18% ($n = 45$) in their third year, and 8% ($n = 20$) in their fourth year. Nine percent ($n = 23$) of Student respondents who seriously considered leaving did so in their fifth year as a student or later.

Subsequent analyses were run for Student respondents who had seriously considered leaving the College by undergraduate student status, gender identity, racial identity, first-generation status, household income status, disability status, and sexual identity.

Significant results for Student respondents indicated that:

- By gender identity, a higher percentage of Trans-spectrum Student respondents (44%, $n = 19$) than Women Student respondents (27%, $n = 298$) and Men Student respondents (27%, $n = 111$) seriously considered leaving Lehman College.[lxxiii]

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- By racial identity, a higher percentage of White/of European Descent Student respondents (40%, $n = 94$) than Black/of African Descent Student respondents (27%, $n = 94$), Additional Student Respondents of Color (24%, $n = 29$), and Hispanic/Latinx/Chicanx Student respondents (23%, $n = 138$) seriously considered leaving Lehman (Multiracial Student respondents [28%, $n = 55$] did not differ statistically from other groups).[lxxiv]

- By first-generation status, a higher percentage of Not-First-Generation Student respondents (31%, $n = 161$) than First-Generation Student respondents (26%, $n = 259$) seriously considered leaving Lehman.[lxxv]

- By disability status, a higher percentage of Student Respondents with At Least One Disability (36%, $n = 66$) than Student Respondents with No Disability (26%, $n = 368$) seriously considered leaving Lehman.[lxxvi]

Thirty-four percent ($n = 83$) of Student respondents who seriously considered leaving suggested that they wanted to transfer to another institution (Table 100). Others considered leaving because of course availability/scheduling (33%, $n = 81$), lack of a social life at Lehman College (26%, $n = 64$), a lack of support services (25%, $n = 62$), academic reasons (24%, $n = 59$), they lacked a sense of belonging at Lehman College (24%, $n = 59$), and personal reasons (24%, $n = 58$).

Table 100. Top Reasons Why Student Respondents Seriously Considered Leaving Lehman College

Reason	n	%
Wanted to transfer to another institution	83	33.9
Course availability/scheduling	81	33.1
Lack of social life at Lehman College	64	26.1
Lack of support services	62	25.3
Academic reasons	59	24.1
Lack of a sense of belonging	59	24.1
Personal reasons (e.g., medical, mental health, family emergencies)	58	23.7

Note: Table reports only Student respondents who indicated that they seriously considered leaving Lehman College ($n = 245$). Percentages may not sum to 100 as a result of multiple response choices.

Student respondents were asked two additional questions about intent to persist at Lehman College.

Table 101 illustrates that 87% ($n = 1,024$) of Student respondents "strongly agreed" or "agreed"' that they intended to graduate from Lehman College. A higher percentage of Student Respondents who Transferred to Lehman (63%, $n = 315$) than those who Started at Lehman (50%, $n = 248$) "strongly agreed" and a higher percentage of Student Respondents who Started at Lehman (34%, $n = 167$) than those who Transferred to Lehman (27%, $n = 134$) "agreed" that they intended to graduate from Lehman College.

Twenty-two percent ($n = 264$) of Student respondents "strongly agreed" or "agreed" that, thinking ahead, it was likely that they would leave Lehman College without meeting their academic goal. A higher percentage of Student Respondents who Transferred to Lehman (43%, $n = 214$) than those who Started at Lehman (31%, $n = 155$) "strongly disagreed" with this statement. A higher percentage of Trans-spectrum Student respondents (46%, $n = 15$) than Men Students respondents (25%, $n = 71$) and Women Student respondents (21%, $n = 176$) "disagreed" that, thinking ahead, it was likely that they would leave Lehman College without meeting their academic goal. A higher percentage of Student Respondents with $100,000+ household income (51%, $n = 48$) than those with Below $50,000 household income (36%, $n = 276$) "strongly disagreed" (Student Respondents with $50,000-$99,999 household income [44%, $n = 111$] did not differ statistically from other groups), and a higher percentage of Student Respondents with $50,000-$99,999 household income (17%, $n = 42$) than those with $100,000+ household income (13%, $n = 12$) "disagreed" (Student Respondents with Below $50,000 household income [25%, $n = 195$] did not differ statistically from other groups) that, thinking ahead, it was likely that they would leave Lehman College without meeting their academic goal.

Table 101. Student Respondents' Intent to Graduate From Lehman College

Intent	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I intend to graduate from Lehman College.	**678**	**57.6**	**346**	**29.4**	**113**	**9.6**	**19**	**1.6**	**21**	**1.8**
Undergraduate status[lxxvii]										
Started at Lehman	248	50.1	167	33.7	61	12.3	11	2.2	8	1.6
Transferred to Lehman	315	62.7	134	26.7	35	7.0	7	1.4	11	2.2

Table 101. Student Respondents' Intent to Graduate From Lehman College

Intent	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Thinking ahead, it is likely that I will leave Lehman College before I graduate.	**124**	**10.5**	**140**	**11.9**	**194**	**16.5**	**264**	**22.4**	**457**	**38.8**
Undergraduate status[lxxviii]										
Started at Lehman	47	9.5	55	11.1	109	21.9	131	26.4	155	31.2
Transferred to Lehman	53	10.6	61	12.2	64	12.8	108	21.6	214	42.8
Gender identity[lxxix]										
Men	31	11.0	27	9.6	54	19.1	71	25.2	99	35.1
Trans-spectrum	< 5	---	5	15.2	8	24.2	15	45.5	< 5	---
Women	90	10.5	108	12.6	130	15.1	176	20.5	355	41.3
Household income[lxxx]										
Below $50,000	81	10.5	96	12.5	122	15.8	195	25.3	276	35.8
$50,000-$99,999	30	11.9	30	11.9	39	15.5	42	16.7	111	44.0
$100,000+	7	7.4	8	8.4	20	21.1	12	12.6	48	50.5

Note: Table reports responses only from Student respondents (*n* = 1,191).

Qualitative Comment Analyses

One hundred fifty-six Graduate and Undergraduate Student respondents shared why they had seriously considered leaving Lehman College. One theme emerged from all Student respondents: COVID-19 effect. From Undergraduate Student respondents, six themes emerged: advising, financial challenges, major, moving, communication and support, and teacher quality.

COVID-19 Effect. All respondents described the challenges associated with COVID-19 as a reason they had seriously considered leaving Lehman College. Respondents shared the difficulty of moving from in-person to a virtual classroom. Respondents stated, "I started getting tired of the online courses as I am a student who engages more when it's an in-person class," "Online classes are more difficult to navigate for someone like me. Although with extra effort I still pass every class, I'd rather be in a physical environment rather than my own home," and "When covid started, all my grades plummeted due to me not being able to take full on remote classes and passing. I am an in-person learner." Respondents also acknowledged the reduction in online class offerings when classes eventually returned to campus created additional stress. A respondent shared, "I take online classes due to living with someone immunocompromised and when you

reduced the online classes, you simultaneously reduced my chances of keeping my family safe."
Another respondent added, "Online should stay, covid is still a big risk." The unintended stresses
that accompanied COVID-19 also presented challenges for respondents. Respondents stated,
"During covid there were some losses and money issues as well. Then work schedule was an
issue but luckily, it worked out," and "I ran out of TAP and also because I'm a single mother and
during the pandemic my children were doing remote learning, it was a big load for me trying to
manage it all at once."

<u>Undergraduate Student respondents</u>

Advising. Undergraduate Student respondents shared that their advisors were consistently
unavailable and unresponsive to their communication efforts. A respondent described, "It's hard
to contact an advisor, and when you do find an advisor it takes a long time for them to answer
you." Another respondent added, "The advising system lacks a lot. I haven't been able to contact
the advisor for my intended major for months now and the others available on Navigate barely
have solutions to my issues. I emailed various people under the health major from the school
directory, and when they reply, they all refer me back to a specific person, whom I have emailed
and left voicemails several times, yet they are not available." Other respondents shared, "In
regard to the nursing major, the advisor doesn't answer questions. They barely provide
information," and "I considered leaving because I would reach out for help or assistance which I
wouldn't receive from my advisors."

Financial Challenges. Respondents also shared those financial challenges made them consider
leaving Lehman College. Respondents offered, "Coming from a low-income family, it has been
very hard financially having to pay for tuition now and no matter how many times I've reached
out for emergency grants or scholarships no one had responded back," "I'm currently
experiencing a financial crisis in paying for school and my utilities at home," and "After covid,
my financial situation has been quite difficult."

Major. Respondents shared that the possibility of not being accepted into the nursing program
and/or wanting to major in a field that was not offered by Lehman College were reasons they had
considered leaving the college. Respondents stated, "I considered leaving due to possibly not
being accepted into the Nursing program," "Strict eligibility criteria for the Nursing Program and

limited amount of seats in the major," and "They made it really difficult to enter the nursing program despite meeting all the requirements. I have been delayed for nearly a year now and I'm still overwhelmed and clueless as to what to do next." Respondents also shared, "Lehman does not offer Early Childhood Education as a major for undergraduate students," "Lehman doesn't have Engineering Majors," and "No marine biology major."

Moving. Respondents described moving to a different area which made it a challenge to attend Lehman College. Respondents shared, "I recently moved to Putnam County, NY and can no longer travel to and from class as I did before when I lived in the Bronx," "I want to transfer to City college because it is closer to where I reside," and "My family is moving to a different state."

Communication/Support. Respondents described issues with communication and a lack of support from administrative offices as reasons they considered leaving Lehman College. A respondent shared, "It takes forever to get help. You get reply for your emails after like 2 months of sending them, not sure where or who to see, everything was just a mess." Another respondent included, "Department resources are lacking, and support systems are often very weak in comparison to other institutions." Other respondents added, "During my first year at Lehman there was a lack of communication from many departments. It was very confusing especially to get help. I kept getting redirected to different people in different departments and still did not get my issues or questions responded to until I got upset about it," "I experienced a significant amount of support and resources in my previous school than I have in Lehman which has been very disheartening. The level of disorganization from professors and other departments have been disappointing," and "The 'support' is not really there when a student seeks information or help. My concerns/questions are usually brushed off or passed off to a different person. I'm left confused about my situation most of the time."

Teacher Quality. Respondents shared that the quality of teaching at Lehman College made them consider leaving the college. A respondent described, "Adjuncts and tenured professors lack of lesson planning. I cannot think of a single reason why a class of adult students are being read to from PowerPoint slides, as though we're in kindergarten, it's very disrespectful to me to be treated that way." Another respondent added, "Teachers send email and make PowerPoints with

typos. Test questions are unclear because English may not be their first language." Other respondents included, "Many professors care about your well-being but some should not be teaching," and "Most classes I end up teaching myself the material."

Six hundred fifty-three Graduate and Undergraduate Student respondents described their challenges in moving through their degree program at Lehman College. Six themes emerged from Undergraduate Student respondents: course availability, academic advising, unresponsive support, family hardships, financial challenges, and COVID-19.

<u>Undergraduate Student respondents</u>

Course Availability. Undergraduate Student respondents shared that some classes were only offered once a year and the limited number of classes being offered created scheduling conflicts, making it difficult to move through their degree programs. Respondents stated, "I am at the risk of graduating late because of the unavailability of certain required courses being offered during the spring term and not the fall or vice versa," "The challenges I've faced is the time for class clashing with one another so I have to wait another semester to register for a class that is a requirement," and "There weren't enough classes that I needed to take and the classes that were offered were all at the same time." Other respondents suggested that because of limited course offerings, and no available options for evening and/or online classes, class times conflicted with their work schedules. Respondents shared, "Number of courses directly impacts cost and capability to pay. Working full-time is a must. Without online classes, the flexibility to pay, and access courses, it might take 4 years to finish my last 2 years for a BA," "Classes are not offered at times that fit my work schedule. I work full time, 9 am-5 pm. It is very difficult to find classes that are geared toward working adults," and "Lack of evening online classes that are relevant to my major and lack of in person evening courses open for enrollment."

Academic Advising. Respondents also described receiving little to no support from their advisors in regard to their major, credits required to graduate, academic resources and/or general questions related to their program of study. A respondent shared, "It was difficult coming in and not being assigned or having support from specific departmental advisors to help guide me through and keep on track for graduation." Another respondent added, "The advisors at Lehman College are horrible and don't help at all. Many of them don't know how to use schedule builder,

degree works, what classes to choose and what classes to leave for a later semester. There's no support at this college." Other respondents included, "Academic advisors are not completely educated on assigning specific classes for the specific term to avoid students having to stay an additional three semesters," "Lack of advisement. Having no one to assist me, the advisors are not helpful and are not clear as to what I need to do to graduate or any other question I have," and "Yes for multiple semesters advisors have advised me to take classes I did not need in order to graduate. This has caused me to graduate a semester behind."

Unresponsive Support. Respondents suggested that professors, administrative offices, and their individual advisors were unresponsive to their communication for support. A respondent shared, "The one challenge I face is getting into contact with college aids. At times I cannot reach someone when I need help with my academic situations, and some others complain about lack of availability." Another respondent included, "I have not had enough support from the offices when I have a problem, since everything is through emails, and they almost never respond in a timely manner." Other respondents included, "Some Professor didn't reply to my emails, and it frustrated me because I truly wanted to understand the work," "It is a struggle every time I need to contact someone about an issue," and "I have faced some challenges in moving through one of my degree programs at Lehman College. Again, I emphasize on the matter of lack of communication to a LIVE person in receiving the necessary information to advance in your degree."

Family Hardships. Respondents described family hardships that made it challenging for them to move through their degree program. Respondents shared, "Death in the family has caused me to take lesser classes due to financial instability," "My challenges have been personal family hardships," and "Yes, due to family complications it has been harder to complete my degree on time." Other respondents added, "Yes, since I had a loss in my family," and "My challenges have been personal (family health issues), professional, and general (pandemic-related), not academic."

Financial Challenges. Respondents expressed having financial issues had made it difficult for them to finish their degree at Lehman College. Respondents shared, "I cannot afford to complete my degree. I don't have Pell and don't qualify for TAP," "My scholarship has been threatened

due to not being a consistent full-time student during the pandemic. I'm behind on classes and have many more to complete. I fear I will not graduate on time and won't have any way to pay for my college dues," and "Yes, one of the challenges I face is no longer having financial aid which has been a struggle as paying out of pocket is challenging."

COVID-19. Respondents shared that the transition to remote online learning in response to COVID-19 created academic challenges that made it more difficult for them to move through their degree program. A respondent shared, "There were specific classes I had to take online due to the pandemic. Learning those classes online was difficult and resulted in me having to retake them." Another respondent added, "I had challenges from the last two semesters that were online. Last semester I didn't do as well as I wanted due to classes being online and me having to go to work. It was challenging to balance those together." Other respondents included, "The pandemic made things difficult. I have had to drop several classes due to the difficulty of online learning," "Yes, having to transition from in-person to online class took a toll on how I performed in class as well as the way I made new connections in school," and "Taking classes online has been challenging, as I felt detached from the college experience, and did not perform at my full potential."

Summary

A factor analysis was conducted to explore the *Perceived Academic Success* of Student respondents. Significant differences existed by student status and gender identity. Undergraduate Student Respondents who Transferred to Lehman had greater *Perceived Academic Success* than those of Undergraduate Student Respondents who Started at Lehman, and Men Student respondents and Women Student respondents had greater *Perceived Academic Success* than those of Trans-spectrum Student respondents.

Factor analysis was also conducted to explore the Sense of Belonging of Student respondents. Significant differences existed by student status and gender identity. Undergraduate Student Respondents who Transferred to Lehman had greater *Student Sense of Belonging* scores than those of Undergraduate Student Respondents who Started at Lehman, and Women Student respondents had greater *Student Sense of Belonging* than those of Trans-spectrum Student respondents.

Graduate Student respondents expressed positive perceptions of their departments/programs. For example, a majority of Graduate Student respondents "strongly agreed" or "agreed" that they were satisfied with the quality of advising they have received from their programs or departments, that they had adequate access to their advisors, that their advisors responded to their emails, calls, or voicemails in a prompt manner, and that they felt comfortable sharing their professional goals with their advisors.

Twenty-two percent ($n = 218$) of Undergraduate Student respondents and 16% ($n = 25$) of Graduate Student respondents had seriously considered leaving Lehman College. Most of those Student respondents (51%, $n = 124$) considered leaving in their first year as a student at Lehman College. Also, a majority of those Student respondents attributed wanting to transfer to another institution (34%, $n = 83$), and course availability/scheduling (33%, $n = 81$) as reasons they seriously considered leaving Lehman College.

[lxii] A chi-square test was conducted to compare percentages of Student respondents who thought faculty prejudged their abilities based on a perception of their identity/background by undergraduate status: $\chi^2(4, N = 988) = 16.5$, $p < .01$.

[lxiii] A chi-square test was conducted to compare percentages of Student respondents who thought faculty prejudged their abilities based on a perception of their identity/background by household income: $\chi^2(8, N = 1,110) = 20.8$, $p < .01$.

[lxiv] A chi-square test was conducted to compare percentages of Student respondents who felt their English-speaking skills limit their ability to be successful at Lehman by racial identity: $\chi^2(16, N = 1,133) = 31.7$, $p < .05$.

[lxv] A chi-square test was conducted to compare percentages of Student respondents who felt their English-speaking skills limit their ability to be successful at Lehman by first-generation status: $\chi^2(4, N = 1,139) = 17.3$, $p < .01$.

[lxvi] A chi-square test was conducted to compare percentages of Student respondents who felt their English-speaking skills limit their ability to be successful at Lehman by household income: $\chi^2(8, N = 1,114) = 23.6$, $p < .01$.

[lxvii] A chi-square test was conducted to compare percentages of Student respondents who felt their English-speaking skills limit their ability to be successful at Lehman by disability status: $\chi^2(8, N = 1,163) = 23.9$, $p < .01$.

[lxviii] A chi-square test was conducted to compare percentages of Student respondents who felt their English-writing skills limit their ability to be successful at Lehman by undergraduate status: $\chi^2(4, N = 990) = 12.6$, $p < .05$.

[lxix] A chi-square test was conducted to compare percentages of Student respondents who felt their English-writing skills limit their ability to be successful at Lehman by racial identity: $\chi^2(16, N = 1,132) = 29.0$, $p < .05$.

[lxx] A chi-square test was conducted to compare percentages of Student respondents who felt their English-writing skills limit their ability to be successful at Lehman by first-generation status: $\chi^2(4, N = 1,138) = 23.4$, $p < .001$.

[lxxi] A chi-square test was conducted to compare percentages of Student respondents who felt their English-writing skills limit their ability to be successful at Lehman by household income: $\chi^2(8, N = 1,113) = 22.3$, $p < .01$.

[lxxii] A chi-square test was conducted to compare percentages of Student respondents who felt their English-writing skills limit their ability to be successful at Lehman by disability status: $\chi^2(8, N = 1,161) = 20.3$, $p < .01$.

[lxxiii] A chi-square test was conducted to compare percentages of Student respondents who had seriously considered leaving Lehman by gender identity: $\chi^2(2, N = 1,573) = 6.4$, $p < .05$.

[lxxiv] A chi-square test was conducted to compare percentages of Student respondents who had seriously considered leaving Lehman by racial identity: $\chi^2(4, N = 1,515) = 26.7$, $p < .001$.

[lxxv] A chi-square test was conducted to compare percentages of Student respondents who had seriously considered leaving Lehman by first-generation status: $\chi^2(1, N = 1,531) = 4.1$, $p < .05$.

[lxxvi] A chi-square test was conducted to compare percentages of Student respondents who had seriously considered leaving Lehman by disability status: χ^2 (1, N = 1,580) = 7.4, p < .01.

[lxxvii] A chi-square test was conducted to compare percentages of Student respondents who intended to graduate from Lehman College by undergraduate status: χ^2 (4, N = 997) = 20.0, p < .01.

[lxxviii] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave Lehman without meeting their academic goal by undergraduate status: χ^2 (4, N = 997) = 24.0, p < .001.

[lxxix] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave Lehman without meeting their academic goal by gender identity: χ^2 (8, N = 1,174) = 26.1, p < .01.

[lxxx] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave Lehman without meeting their academic goal by household income: χ^2 (8, N = 1,117) = 21.6, p < .01.

Institutional Actions

In addition to campus constituents' personal experiences and perceptions of the campus climate, the number and quality of the institutions' diversity- and equity-related actions may be perceived either as promoting a positive campus climate or impeding it. As the following data suggest, respondents hold divergent opinions about the degree to which Lehman College does, and should, promote diversity, equity, and inclusion to influence campus climate.

Faculty Respondents' Awareness of Institutional Actions

The survey asked Faculty respondents ($n = 178$) to indicate if they believed certain initiatives currently were available at Lehman College and the degree to which they thought that those initiatives influenced the climate if those initiatives currently were available. If respondents did not believe certain initiatives currently were available at Lehman College, they were asked to rate the degree to which those initiatives would influence the climate if they were available (Table 102).

Sixty-two percent ($n = 91$) of Faculty respondents thought that flexibility for calculating the tenure clock was available, and 39% ($n = 57$) of Faculty respondents thought that flexibility for calculating the tenure clock was not available. Seventy percent ($n = 64$) of Faculty respondents who thought that such flexibility was available believed that it positively influenced the climate, and 84% ($n = 48$) of Faculty respondents who did not think that it was available believed that it would positively influence the climate if it were available.

Sixty-one percent ($n = 93$) of Faculty respondents thought that recognition and rewards for including diversity issues in courses across the curriculum were available, and 39% ($n = 59$) of Faculty respondents thought that they were not available. Seventy-one percent ($n = 66$) of Faculty respondents who thought that recognition and rewards for including diversity issues in courses across the curriculum were available believed that they positively influenced the climate, and 81% ($n = 48$) of Faculty respondents who thought that they were not available thought that recognition and rewards for including diversity issues in courses across the curriculum would positively influence the climate if they were available.

Seventy-one percent ($n = 108$) of Faculty respondents thought that diversity, equity, and inclusivity training for faculty was available, and 29% ($n = 44$) of Faculty respondents thought that such training for faculty was not available. Seventy-one percent ($n = 77$) of Faculty respondents who thought that diversity, equity, and inclusivity training for faculty was available believed that it positively influenced the climate, and 77% ($n = 34$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Forty-seven percent ($n = 71$) of Faculty respondents thought that equitable funding for operational activities across programs or department was available, and 53% ($n = 80$) of Faculty respondents thought that such funding was not available. Seventy-eight percent ($n = 55$) of Faculty respondents who thought that equitable funding for operational activities across programs or department was available believed that it positively influenced the climate, and 94% ($n = 75$) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Forty-seven percent ($n = 72$) of Faculty respondents thought that toolkits for faculty to create an inclusive classroom environment were available, and 53% ($n = 81$) of Faculty respondents thought that such toolkits were not available. Seventy-two percent ($n = 52$) of Faculty respondents who thought that toolkits for faculty to create an inclusive classroom environment were available believed that they positively influenced the climate, and 86% ($n = 70$) of Faculty respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Forty-five percent ($n = 69$) of Faculty respondents thought that supervisory training for faculty was available, and 55% ($n =83$) of Faculty respondents thought that it was not available. Sixty-one percent ($n = 42$) of Faculty respondents who thought that supervisory training for faculty was available believed that it positively influenced the climate, and 75% ($n = 62$) of Faculty respondents who did not think supervisory training for faculty was available thought that it would positively influence the climate if it were available.

Seventy-three percent ($n = 112$) of Faculty respondents thought that access to counseling for people who had experienced harassment was available, and 27% ($n = 41$) of Faculty respondents

thought that such counseling was not available. Eighty percent ($n = 89$) of Faculty respondents who thought that access to counseling for people who had experienced harassment was available believed that it positively influenced the climate, and 95% ($n = 39$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-four percent ($n = 100$) of Faculty respondents thought that mentorship for new faculty was available, and 36% ($n = 56$) of Faculty respondents thought that faculty mentorship was not available. Eighty-six percent ($n = 86$) of Faculty respondents who thought that mentorship for new faculty was available believed that it positively influenced the climate, and 100% ($n = 56$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-nine percent ($n = 86$) of Faculty respondents thought that a clear process to resolve conflicts was available, and 41% ($n = 60$) of Faculty respondents thought that such a process was not available. Seventy-six percent ($n = 65$) of Faculty respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the climate, and 97% ($n = 58$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-three percent ($n = 93$) of Faculty respondents thought that a fair process to resolve conflicts was available, and 37% ($n = 54$) of Faculty respondents thought that such a process was not available. Seventy-six percent ($n = 71$) of Faculty respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the climate, and 98% ($n = 53$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Table 102. Faculty Respondents' Perceptions of Institutional Initiatives

| | Initiative IS available at Lehman College and… | | | | | | | | Initiative IS NOT available at Lehman College and… | | | | | | | | |
| Institutional initiatives | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total Faculty respondents who believed initiative was available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total Faculty respondents who believed initiative was not available | |
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Flexibility for calculating the tenure clock	64	70.3	22	24.2	5	5.5	91	61.5	48	84.2	8	14.0	< 5	---	57	38.5
Recognition and rewards for including diversity issues in courses across the curriculum	66	71.0	22	23.7	5	5.4	93	61.2	48	81.4	10	16.9	< 5	---	59	38.8
Diversity, equity, and inclusivity training for faculty	77	71.3	26	24.1	5	4.6	108	71.1	34	77.3	10	22.7	0	0.0	44	28.9
Equitable funding for operational activities across programs or department	55	77.5	14	19.7	< 5	---	71	47.0	75	93.8	< 5	---	< 5	---	80	53.0
Toolkits for faculty to create an inclusive classroom environment	52	72.2	18	25.0	< 5	---	72	47.1	70	86.4	9	11.1	< 5	---	81	52.9
Supervisory training for faculty	42	60.9	23	33.3	< 5	---	69	45.4	62	74.7	17	20.5	< 5	---	83	54.6
Access to counseling for people who have experienced harassment	89	79.5	21	18.8	< 5	---	112	73.2	39	95.1	< 5	---	0	0.0	41	26.8
Mentorship for new faculty	86	86.0	14	14.0	0	0.0	100	64.1	56	100.0	0	0.0	0	0.0	56	35.9
Clear processes to resolve conflicts	65	75.6	19	22.1	< 5	---	86	58.9	58	96.7	< 5	---	0	0.0	60	41.1
Fair processes to resolve conflicts	71	76.3	19	20.4	< 5	---	93	63.3	53	98.1	< 5	---	0	0.0	54	36.7

Note: Table reports responses only from Faculty respondents (*n* = 178).

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Staff Respondents' Awareness of Institutional Actions

The survey asked Staff respondents ($n = 225$) to respond regarding similar initiatives, which are listed in Table 103. Seventy-six percent ($n = 162$) of Staff respondents thought that diversity, equity, and inclusivity training for staff was available at Lehman College, and 24% ($n = 50$) of Staff respondents thought that it was not available. Seventy-three percent ($n = 118$) of Staff respondents who thought that diversity, equity, and inclusivity training for staff was available believed that it positively influenced the climate, and 86% ($n = 43$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-nine percent ($n = 165$) of Staff respondents thought that access to counseling for people who had experienced harassment was available at Lehman College, and 21% ($n = 43$) of Staff respondents thought that such access to counseling was not available. Eighty-four percent ($n = 138$) of Staff respondents who thought that access to counseling for people who had experienced harassment was available believed that it positively influenced the climate, and 91% ($n = 39$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-three percent ($n = 128$) of Staff respondents thought that supervisory training for supervisors/managers was available, and 37% ($n = 75$) of Staff respondents thought that such training was not available. Seventy-four percent ($n = 95$) of Staff respondents who thought that supervisory training for supervisors/managers was available believed that it positively influenced the climate, and 96% ($n = 72$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty percent ($n = 118$) of Staff respondents thought that supervisory training for Faculty supervisors was available, and 40% ($n = 79$) of Staff respondents thought that such training was not available. Seventy-two percent ($n = 85$) of Staff respondents who thought that supervisory training for Faculty supervisors was available believed that it positively influenced the climate, and 98% ($n = 77$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Forty-eight percent ($n = 96$) of Staff respondents thought that mentorship for new staff was available, and 52% ($n = 105$) of Staff respondents thought that staff mentorship was not available. Seventy-eight percent ($n = 75$) of Staff respondents who thought that mentorship for new staff was available believed that it positively influenced the climate, and 95% ($n = 100$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-eight percent ($n = 137$) of Staff respondents thought that a clear process to resolve conflicts was available at Lehman College, and 33% ($n = 66$) of Staff respondents thought that such a process was not available. Seventy-eight percent ($n = 107$) of Staff respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the climate, and 99% ($n = 65$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-nine percent ($n = 137$) of Staff respondents thought that a fair process to resolve conflicts was available at Lehman College, and 32% ($n = 63$) of Staff respondents thought that such a process was not available. Seventy-five percent ($n = 102$) of Staff respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the climate, and 98% ($n = 62$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-one percent ($n = 142$) of Staff respondents thought that including diversity, equity, and inclusivity-related professional experiences as one of the criteria for hiring of staff/faculty was available, and 29% ($n = 58$) of Staff respondents thought that it was not available. Seventy-three percent ($n = 104$) of Staff respondents who thought that including diversity, equity, and inclusivity-related professional experiences as one of the criteria for hiring of staff/faculty was available believed that it positively influenced the climate, and 83% ($n = 48$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-five percent ($n = 134$) of Staff respondents thought that career development opportunities for staff were available, and 35% ($n = 71$) of Staff respondents thought that they were not available. Eighty-one percent ($n = 108$) of Staff respondents who thought that career

development opportunities for staff were available believed that they positively influenced the climate, and 100% (*n* = 71) of Staff respondents who did not think such opportunities were available thought that they would positively influence the climate if they were available.

Seventy-four percent (*n* = 147) of Staff respondents thought that affordable child care was available at Lehman College, and 26% (*n* = 51) of Staff respondents thought that it was not available. Seventy-nine percent (*n* = 116) of Staff respondents who thought that affordable child care was available believed that it positively influenced the climate, and 96% (*n* = 49) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Forty-eight percent (*n* = 94) of Staff respondents thought that support/resources for spouse/partner employment were available and 52% (*n* = 102) of Staff respondents thought that they were not available. Sixty-six percent (*n* = 62) of Staff respondents who thought that support/resources for spouse/partner employment were available believed that they positively influenced the climate, and 82% (*n* = 84) of Staff respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Table 103. Staff Respondents' Perceptions of Institutional Initiatives

	Initiative IS available at Lehman College and…							Initiative IS NOT available at Lehman College and…							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believed initiative was not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Diversity, equity, and inclusivity training for staff	118	72.8	39	24.1	5	3.1	162	76.4	43	86.0	6	12.0	< 5	---	50	23.6
Access to counseling for people who have experienced harassment	138	83.6	26	15.8	< 5	---	165	79.3	39	90.7	< 5	---	0	0.0	43	20.7
Supervisory training for supervisors/managers	95	74.2	31	24.2	< 5	---	128	63.1	72	96.0	< 5	---	< 5	---	75	36.9
Supervisory training for faculty	85	72.0	31	26.3	< 5	---	118	59.9	77	97.5	< 5	---	< 5	---	79	40.1
Mentorship for new staff	75	78.1	20	20.8	< 5	---	96	47.8	100	95.2	< 5	---	< 5	---	105	52.2
Clear processes to resolve conflicts	107	78.1	28	20.4	< 5	---	137	67.5	65	98.5	< 5	---	0	0.0	66	32.5
Fair processes to resolve conflicts	102	74.5	31	22.6	< 5	---	137	68.5	62	98.4	< 5	---	0	0.0	63	31.5
Diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff	104	73.2	35	24.6	< 5	---	142	71.0	48	82.8	7	12.1	< 5	---	58	29.0
Career development opportunities for staff	108	80.6	25	18.7	< 5	---	134	65.4	71	100.0	0	0.0	0	0.0	71	34.6
Affordable child care	116	78.9	31	21.1	0	0.0	147	74.2	49	96.1	< 5	---	0	0.0	51	25.8
Support/resources for spouse/partner employment	62	66.0	32	34.0	0	0.0	94	48.0	84	82.4	17	16.7	< 5	---	102	52.0

Note: Table reports responses only from Staff respondents (*n* = 225).

Student Respondents' Awareness of Institutional Actions

The survey also asked Student respondents ($n = 1,191$) to consider a similar list of initiatives, provided in Table 104. Eighty-six percent ($n = 908$) of Student respondents thought that diversity, equity, and inclusivity training for students was available at Lehman College, and 14% ($n = 147$) of Student respondents thought that it was not available. Eighty-seven percent ($n = 794$) of Student respondents who thought that diversity, equity, and inclusivity training for students was available believed that it positively influenced the climate, and 78% ($n = 114$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-eight percent ($n = 916$) of Student respondents thought that diversity, equity, and inclusivity training for faculty was available at Lehman College, and 12% ($n = 122$) of Student respondents thought that it was not available. Eighty-seven percent ($n = 792$) of Student respondents who thought that diversity, equity, and inclusivity training for faculty was available believed that it positively influenced the climate, and 84% ($n = 102$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-eight percent ($n = 893$) of Student respondents thought that diversity, equity, and inclusivity training for staff was available at Lehman College, and 13% ($n = 128$) of Student respondents thought that it was not available. Eighty-seven percent ($n = 777$) of Student respondents who thought that diversity, equity, and inclusivity training for staff was available believed that it positively influenced the climate, and 81% ($n = 104$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-one percent ($n = 836$) of Student respondents thought that a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs) was available, and 19% ($n = 191$) of Student respondents thought that such a person was not available. Eighty-six percent ($n = 721$) of Student respondents who thought that a person to address student complaints of bias by faculty/staff in learning environments was available believed such a resource positively influenced the climate, and 92% ($n = 176$) of Student

respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Eighty percent ($n = 821$) of Student respondents thought that a person to address student complaints of bias by other students in learning environments was available, and 20% ($n = 202$) of Student respondents thought that such a resource was not available. Eighty-six percent ($n = 706$) of Student respondents who thought that a person to address student complaints of bias by other students in learning environments was available believed that resource positively influenced the climate, and 87% ($n = 176$) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Eighty-two percent ($n = 844$) of Student respondents thought that opportunities for cross-cultural dialogue among students were available, and 18% ($n = 182$) of Student respondents thought that opportunities for dialogue were not available. Eighty-eight percent ($n = 739$) of Student respondents who thought that opportunities for cross-cultural dialogue among students were available believed that they positively influenced the climate, and 86% ($n = 157$) of Student respondents who did not think that they was available thought that they would positively influence the climate if it were available.

Eighty-three percent ($n = 845$) of Student respondents thought that opportunities for cross-cultural dialogue among faculty, staff, and students were available at Lehman College, and 17% ($n = 175$) of Student respondents thought that opportunities for dialogue were not available. Eighty-seven percent ($n = 738$) of Student respondents who thought that opportunities for cross-cultural dialogue among faculty, staff, and students were available believed that they positively influenced the climate, and 89% ($n = 156$) of Student respondents who did not think that they were was available thought that it would positively influence the climate if it were available.

Eighty-four percent ($n = 855$) of Student respondents thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available at Lehman College, and 16% ($n = 164$) of Student respondents thought that it was not available. Eighty-six percent ($n = 737$) of Student respondents who thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available believed that it positively influenced the climate, and 84% ($n = 137$) of Student respondents who

did not think it was available thought that it would positively influence the climate if it were available.

Eighty-three percent ($n = 846$) of Student respondents thought that effective faculty mentorship of students was available, and 17% ($n = 170$) of Student respondents thought that it was not available. Eighty-six percent ($n = 729$) of Student respondents who thought that effective faculty mentorship of students was available believed that it positively influenced the climate, and 91% ($n = 154$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Eighty-eight percent ($n = 902$) of Student respondents thought that effective academic advising was available at Lehman College, and 12% ($n = 119$) of Student respondents thought that it was not available. Eighty-seven percent ($n = 786$) of Student respondents who thought that effective academic advising was available believed that it positively influenced the climate, and 91% ($n = 108$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Eighty-six percent ($n = 880$) of Student respondents thought that diversity training for student staff (e.g., student union, resident assistants) was available, and 14% ($n = 139$) of Student respondents thought that it was not available. Eighty-seven percent ($n = 762$) of Student respondents who thought that diversity training for student staff (e.g., student union, resident assistants) was available believed that it positively influenced the climate, and 85% ($n = 118$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Table 104. Student Respondents' Perceptions of Institutional Initiatives

	Initiative IS available at Lehman College and…								Initiative IS NOT available at Lehman College and…							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative was not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Diversity, equity, and inclusivity training for students	794	87.4	104	11.5	10	1.1	908	86.1	114	77.6	28	19.0	5	3.4	147	13.9
Diversity, equity, and inclusivity training for faculty	792	86.5	115	12.6	9	1.0	916	88.2	102	83.6	15	12.3	5	4.1	122	11.8
Diversity, equity, and inclusivity training for staff	777	87.0	106	11.9	10	1.1	893	87.5	104	81.3	19	14.8	5	3.9	128	12.5
A process to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	721	86.2	107	12.8	8	1.0	836	81.4	176	92.1	9	4.7	6	3.1	191	18.6
A process to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	706	86.0	107	13.0	8	1.0	821	80.3	176	87.1	19	9.4	7	3.5	202	19.7
Opportunities for cross-cultural dialogue among students	739	87.6	94	11.1	11	1.3	844	82.3	157	86.3	17	9.3	8	4.4	182	17.7
Opportunities for cross-cultural dialogue among faculty, staff, and students	738	87.3	101	12.0	6	0.7	845	82.8	156	89.1	13	7.4	6	3.4	175	17.2
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	737	86.2	104	12.2	14	1.6	855	83.9	137	83.5	21	12.8	6	3.7	164	16.1

Table 104. Student Respondents' Perceptions of Institutional Initiatives

	Initiative IS available at Lehman College and…								Initiative IS NOT available at Lehman College and…							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative was not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Effective faculty mentorship of students	729	86.2	108	12.8	9	1.1	846	83.3	154	90.6	9	5.3	7	4.1	170	16.7
Effective academic advising	786	87.1	102	11.3	14	1.6	902	88.3	108	90.8	5	4.2	6	5.0	119	11.7
Diversity, equity, and inclusivity training for student staff (e.g., student aide, college work study)	762	86.6	109	12.4	9	1.0	880	86.4	118	84.9	16	11.5	5	3.6	139	13.6

Note: Table reports responses only from Student respondents (*n* = 1,191).

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Qualitative Comment Analyses

Four hundred sixty-three Faculty, Staff, and Student respondents shared specific recommendations for improving the campus climate at Lehman College. From all respondents, one theme emerged: diversity. Four themes emerged from Undergraduate Student respondents: improved advising, campus connection, increased online options, and support.

Diversity. Respondents recommended Lehman College increase diversity awareness on campus by offering more training opportunities. Respondents shared, "Lehman is finally engaging in DEI [Diversity, Equity, and Inclusion] discussions. I do think that it needs to be more prominent within the college. Faculty need more training on implicit bias, including ableism and classism," "Mandatory diversity education and training on microaggressions would improve the climate," and "Increase training on DEI." Additionally, respondents described the privilege and opportunities white professors have been afforded in their academic careers and recommend Lehman College hire more professors of color and afford them these same privileges and opportunities. Respondents included, "HIRE more professors of COLOR who come from a background of HARDSHIP and impoverished community. WHITE professors who HAD/HAVE opportunities or access to information since birth do not empathize or sympathize with those students who were not born with the same resources as them," and "Hire more professors of color for the performing arts. Some of these 'white' professors are condescending with a superiority complex who are unable to understand or identify with the struggles and challenges of being a person of color without the benefits of 'the hook-up,' the networks and the inclusion of 'white' privilege. It has been a proven fact that 'whites' and 'colored' do not have the same experiences in any field."

Undergraduate Student respondents

Improved Advising. Undergraduate Student respondents suggested that advisors needed to be more responsive to student communication as well as have a better understanding of academic planning. Respondents shared, "I think there needs to be more guidance in academic advisement. I know the classes that I need to take to graduate are all over the website and on the plan that the advisors provide us. However, they don't mention the opportunity to take graduate-level courses that are the same as undergraduate level courses," "For every major to advertise their counselors or if they need any new people come into their major/program, to not wait until the students

emails 4 people just to email a person to get their classes settled," and "At times, advisors don't know as much information as they should to best understand/help students." Other respondents included, "It would be nice if advisors were easier to reach and responded in a prompt manner," and "Advisors are barely available and they're only available if you look hard for them."

Campus Connection. Respondents also recommended Lehman College create more social opportunities for students to connect on campus. A respondent shared, "Add more campus activities (Zumba classes, yoga, theatre), clubs, etc. so we can have more opportunities to socialize." Another respondent included, "Create a more college friendly environment. Have clubs, fairs, and organized events/sports on the campus field." Other respondents added, "Focus on student activities. Plan events that will bring people together and create a community feel, like cookouts, or tournaments on campus," "Have more activities for the students to do together," and "More clubs/mixers and lounging spaces, chairs, couches, and tables for students to communicate, get to know each other and create community."

Increased Online Options. Respondents recommended Lehman College increase their online course offerings. Respondents shared, "Have more online classes for students. The ability for students to work and go to school would be easier with more online classes," "Add more remote options or hybrid classes for students who work during the daytime," and "Offer more remote options as some of us actually prefer virtual over in person learning."

Support. Respondents suggested that current student support systems, e.g., bursars' office, registrar, professors as well as the lightening bot, are both ineffective and unresponsive to their needs. Respondents shared, "Lehman is very good at ticking off all the boxes. But there is no actual support, it is all empty. People have lost trust," "I would like for offices pay more attention to calls. The Lehman agent did not answer any of the questions that I had," and "The registrar office should try to help students more effectively. I've emailed them several times to add another last name into my record and they haven't responded back."

Summary

Perceptions of Lehman College's actions and initiatives contribute to the way individuals think and feel about the climate in which they learn and work. The findings in this section suggest that respondents generally agreed that the actions cited in the survey have, or would have, a positive

influence on the campus climate. Notably, some Faculty, Staff, and Student respondents indicated that many of the initiatives were not available on Lehman College's campus. If, in fact, these initiatives are available, Lehman College would benefit from better publicizing all that the institution offers to positively influence the campus climate.

Moving Forward

Embarking on this campus-wide assessment is further evidence of Lehman College's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this assessment was to investigate the climate within Lehman College and to shed light on respondents' personal experiences and observations of living, learning, and working at Lehman College. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions of the community as a whole and of the various identity groups within the Lehman College community.

As part of its response to COVID-19, the federal government designated colleges and universities as essential and, as such, higher education must continue to serve its students and employees and society at large. Lehman College's "*Assessment of Climate for Learning, Living, and Working*" was undertaken during the throes of the COVID-19 pandemic as colleges and universities shuttered their campuses or adapted to hybrid models of learning and working. Certainly, these circumstances have influenced the recent experiences of Lehman College's community of students, faculty, and staff members and have been noted, to an extent, in this report.

Assessments and reports, however, are not enough to bring about change. Developing a strategic actions and implementation plan is critical to improving the campus climate, even as institutions of higher education grapple with emotional as well as financial and other operational challenges resulting from the COVID-19 pandemic. Lehman College will want to use the assessment data to build on the successes and address the challenges uncovered in the report to follow through with its commitment at the outset of the project. R&A encourages the CCSWG and the Lehman College community to develop and undertake two or three measurable action items based on the findings in this report. Furthermore, Lehman College may choose to repeat the assessment process at regular intervals to respond to the ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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Appendices

Appendix A – Cross Tabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Survey Instrument – "Lehman College Assessment of Climate for Learning, Living, and Working"

Appendix A – Cross Tabulations by Selected Demographics

Table 105. Cross Tabulations of Level 1 Demographic Categories by Primary Status

		Student		Faculty		Staff		Total	
		n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Gender identity	Women	865	72.6	115	64.6	138	61.3	1,118	70.1
	Men	288	24.2	55	30.9	71	31.6	414	26.0
	Trans-spectrum	33	2.8	5	2.8	5	2.2	43	2.7
	Missing/ Another	5	0.4	3	1.7	11	4.9	19	1.2
Racial identity	Asian/of Asian Descent	78	6.5	3	1.7	14	6.2	95	6.0
	Black/of African Descent	295	24.8	23	12.9	34	15.1	352	22.1
	Hispanic/Latinx/ Chicanx	525	44.1	16	9.0	71	31.6	612	38.4
	Additional People of Color	18	1.5	5	2.8	2	0.9	25	1.6
	White/of European Descent	74	6.2	99	55.6	63	28.0	236	14.8
	Multiracial	160	13.4	19	10.7	18	8.0	197	12.4
	Missing	41	3.4	13	7.3	23	10.2	77	4.8
Sexual identity	Bisexual	95	8.0	2	1.1	7	3.1	104	6.5
	Queer-spectrum (not Including Bisexual)	157	13.2	26	14.6	29	12.9	212	13.3
	Heterosexual	827	69.4	136	76.4	160	71.1	1,123	70.5
	Missing/Another	112	9.4	14	7.9	29	12.9	155	9.7
Citizenship status	U.S. Citizen, Birth	786	66.0	142	79.8	147	65.3	1,075	67.4
	U.S. Citizen, Naturalized	193	16.2	22	12.4	60	26.7	275	17.3
	Permanent Immigrant Status	121	10.2	10	5.6	11	4.9	142	8.9
	Non-U.S.-Citizen (excluding Permanent Immigrant	63	5.3	4	2.2	0	0.0	67	4.2

Table 105. Cross Tabulations of Level 1 Demographic Categories by Primary Status

		Student		Faculty		Staff		Total	
		n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
	Status)								
	Missing	28	2.4	0	0.0	7	3.1	35	2.2
Disability status	Single Disability	75	6.3	18	10.1	10	4.4	103	6.5
	No Disability	1,048	88.0	149	83.7	201	89.3	1,398	87.7
	Multiple Disabilities	59	5.0	7	3.9	9	4.0	75	4.7
	Missing	9	0.8	4	2.2	5	2.2	18	1.1
Religious/spiritual affiliation	Christian Affiliation	559	46.9	48	27.0	112	49.8	719	45.1
	Muslim Affiliation	87	7.3	6	3.4	4	1.8	97	6.1
	Additional Affiliation	51	4.3	18	10.1	22	9.8	91	5.7
	Multiple Affiliations	38	3.2	19	10.7	12	5.3	69	4.3
	No Affiliation	380	31.9	66	37.1	54	24.0	500	31.4
	Missing	76	6.4	21	11.8	21	9.3	118	7.4

Note: % is the percent of each column for that demographic category (e.g., percent of Faculty respondents who were men).

Appendix B – Data Tables

PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B1. What is your <u>primary</u> position at Lehman College? (Question 1)

Position	*n*	%
Undergraduate Student	1,005	63.0
Started at Lehman	500	49.8
Transferred to Lehman	505	50.2
Graduate Student at Lehman	158	9.9
Non-degree (e.g., ePermit, visiting, continuing education, Encore)	27	1.7
Post-Doctoral Scholar/Fellow	1	0.1
Faculty — Tenured/Tenure-Track/CCE/CCE eligible	117	7.3
Lecturer	18	15.4
Assistant Professor	25	21.4
Associate Professor	43	36.8
Professor	31	26.5
Faculty — Non-Tenure-Track	7	0.4
Instructor	6	85.7
Distinguished Lecturer	1	14.3
Clinical Professor	0	0.0
Adjunct Faculty (Part-Time)	54	3.4
Lecturer	36	66.7
Assistant Professor	14	25.9
Associate Professor	2	3.7
Professor	2	3.7
Executive Compensation Plan (ECP)	21	1.3
Full-time Staff (other than ECP)	163	10.2
Managerial (Higher Education Officer; Higher Education Associate; Facility Superintendents; Admin Superintendent Buildings and Grounds; Information Technology Managers; Campus Security Managers; Campus Security Director; Campus Security Assistant Director)	77	47.2
Professional Non-Faculty (Finance Accountant; Purchasing Agent; Higher Education Assistant; Assistant to Higher Education Officer; Project Manager; IT Associate; IT Assistant; Business Data Rep Analyst; IT Sr Associate)	32	19.6
Administrative Support Workers (Assistant Purchasing Agent; Finance Accountant Assistant; CUNY Administrative Assistant; Mail Message Services Worker; CUNY Office Assistant)	24	14.7

Table B1. What is your <u>primary</u> position at Lehman College? (Question 1)

Position	n	%
Technicians (College Laboratory Technicians — All Titles; IT Support Assistant; Print Shop Associate)	8	4.9
Craft Workers (Maintenance Worker; Motor Vehicle Mechanic; Supervisor — Maint & Labor; Electrician Helper; Laborer; Stock Worker Supervisor)	4	2.5
Skilled Trades — 220 Titles (Carpenter; Cement Mason; Electrician; High Pressure Plant Tender; Locksmith; Painter; Plumber; Stationary Engineer; Steamfitter; Thermostat Repairer; Stationary Engineer Sr)	0	0.0
Service Workers (Custodial Assistant; Custodial Principal Supv; Custodial Sr Supervisor; Custodial Supervisor; Campus Peace Officer; Campus Pub Safety Sergeant; Campus Security Specialist; Campus Security Asst)	4	2.5
Research Foundation	14	8.6
Hourly/Part-Time Staff (including Research Foundation)	41	2.6

Note: No missing data exist for the primary categories in this question; all respondents were required to select an answer.

Table B2. Are you full-time or part-time in that <u>primary</u> position? (Question 2)

Status	n	%
Full-time	1,216	76.3
Part-time	371	23.3
Missing	7	0.4

Table B3. Students only: Over the past year, how many of your classes have you taken exclusively online at Lehman? (Question 3)

Online classes	n	%
All	404	33.9
Most	488	41.0
Some	248	20.8
None	51	4.3
Missing	0	0.0

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,191).

Table B4. Students only: Was your reasoning for taking online classes due to the COVID-19 pandemic? (Question 4)

Online classes	n	%
No	142	12.5
Yes	995	87.3
Missing	3	0.3

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 and indicated that they took online classes in Question 3 (*n* = 1,140).

Table B5. What was your assigned sex at birth? (Question 52)

Birth sex	*n*	%
Female	1,152	72.3
Male	424	26.6
Intersex	0	0.0
Missing	18	1.1

Table B6. What is your current gender/gender identity? Mark all that apply (Question 53)

Gender identity	*n*	%
Woman	1,118	70.1
Man	414	26.0
Nonbinary	23	1.4
Genderqueer	9	0.6
Transgender man	7	0.4
Transgender woman	3	0.2
Transgender	1	0.1
A gender not listed here	2	0.1
Missing	17	1.1

Table B7. What is your current gender expression? (Question 54)

Gender expression	*n*	%
Feminine	1,064	66.8
Masculine	398	25.0
Genderfluid	45	2.8
Androgynous	22	1.4
A gender expression not listed here	8	0.5
Missing	57	3.6

Table B8. Although the categories listed below may not represent your full identity or employ the language you use, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity. (Question 55)

Sexual identity	*n*	%
Heterosexual	1,123	70.5
Bisexual	104	6.5
Asexual	52	3.3
Gay	43	2.7
Lesbian	31	1.9
Questioning	31	1.9
Pansexual	29	1.8
Queer	26	1.6
A sexual identity not listed here	26	1.6
Missing	129	8.1

Table B9. What is your citizenship/immigrant status in the U.S.? (<u>Your response is protected; no personally identifiable information will be used</u>). (Question 56)

Citizenship/immigrant status	*n*	%
U.S. citizen, birth	1,075	67.4
U.S. citizen, naturalized	275	17.3
Permanent immigrant status (e.g., Green Card holder, refugee, asylee, VAWA)	142	8.9
DACA	20	1.3
Unprotected status (e.g., undocumented)	18	1.1
Temporary resident — International student	14	0.9
Other legally documented status	14	0.9
Temporary resident — Dual intent worker (e.g., H-1B visa holder) or other temporary worker status	1	0.1
Missing	35	2.2

Table B10. Although the categories listed below may not represent your full identity or employ the language you use, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. (If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.) (Question 57)

Racial/ethnic identity	*n*	%
Hispanic/Latinx/Chicanx	769	48.2
Black/of African Descent	473	29.7
White/of European Descent	316	19.8
Asian/of Asian Descent	115	7.2
Indigenous Latin American	27	1.7
Middle Eastern/North African/of Arab Descent	23	1.4
American Indian/Native	14	0.9
Alaska Native	1	0.1
Native Hawaiian	2	0.1
Pacific Islander	1	0.1
A racial/ethnic identity not listed here	30	18.8

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B11. What is your age? (Question 58)

Age	*n*	%
19 or younger	240	15.1
20–21	185	11.6
22–24	150	9.4
25–34	253	15.9
35–44	158	9.9
45–54	103	6.5
55–64	82	5.1
65–74	44	2.8
75 and older	9	0.6
Missing	370	23.2

Table B12. What is your current political party affiliation? (Question 59)

Political affiliation	*n*	%
Democrat	731	45.9
No political affiliation	618	38.8
Independent	88	5.5
Republican	55	3.5
Libertarian	19	1.2
Political affiliation not listed above	17	1.1
Green	9	0.6
Missing	57	3.6

Table B13. How would you describe your current political views? (Question 60)

Political views	*n*	%
Very conservative	42	2.6
Conservative	108	6.8
Moderate	672	42.2
Liberal	448	28.1
Very liberal	220	13.8
Missing	104	6.5

Table B14. Do you have substantial parenting or caregiving responsibility? (Mark all that apply.) (Question 61)

Parenting or caregiving responsibility	*n*	%
No	1,131	71.0
Yes	448	28.1
Children/child 6–18 years old	231	51.6
Children/child 5 years old or younger	142	31.7
Senior or other family member	122	27.2
Children/child more than 18 years old, but still legally dependent (e.g., in college, disabled)	61	13.6
Independent adult children more than 18 years old	38	8.5
A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending)	19	4.2
Partner with a disability or illness	14	3.1
Missing	15	0.9

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B15. Are you a U.S. Veteran, currently serving in the U.S. military, or have any U.S. military affiliation (e.g., ROTC, family member)? If so, please indicate your primary status. (Question 62)

Military status	n	%
I have never served in the U.S. Armed Forces.	1,429	89.6
I am not currently serving, but have served (e.g., retired, veteran).	38	2.4
I am a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.	20	1.3
I am currently a member of the Reserves (but not in ROTC).	7	0.4
I am currently on active duty.	4	0.3
I am in ROTC.	3	0.2
I am currently a member of the National Guard (but not in ROTC).	2	0.1
Missing	91	5.7

Table B16. What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 63)

Level of education	Parent/guardian 1		Parent/guardian 2	
	n	%	n	%
Less than high school	218	13.7	212	13.3
Some high school	172	10.8	195	12.2
Completed high school/GED	298	18.7	271	17.0
Some college	190	11.9	171	10.7
Business/technical certificate/degree	25	1.6	41	2.6
Associate degree	97	6.1	54	3.4
Bachelor's degree	235	14.7	136	8.5
Some graduate work	22	1.4	17	1.1
Master's degree (e.g., MA, MS, MBA)	145	9.1	69	4.3
Specialist degree (e.g., EdS)	5	0.3	2	0.1
Doctoral degree (e.g., PhD, EdD)	36	2.3	20	1.3
Professional degree (e.g., MD, JD)	22	1.4	17	1.1
Unknown	52	3.3	115	7.2
Not applicable	46	2.9	202	12.7
Missing	31	1.9	72	4.5

Table B17. Staff only: What is <u>your</u> highest level of education? (Question 64)

Level of education	*n*	%
Less than high school	0	0.0
Some high school	2	0.9
Completed high school/GED	5	2.2
Some college	20	8.9
Business/Technical certificate/degree	2	0.9
Associate degree	10	4.4
Bachelor's degree	38	16.9
Some graduate work	9	4.0
Master's degree (e.g., MA, MS, MBA, MLS)	110	48.9
Specialist degree (e.g., EdS)	2	0.9
Doctoral degree (e.g., PhD, EdD)	15	6.7
Professional degree (e.g., MD, JD)	4	1.8
Missing	8	3.6

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 225).

Table B18. Faculty/Staff only*:* How long have you been employed at Lehman? (Question 65)

Length of employment	*n*	%
Less than 1 year	30	7.4
1–5 years	88	21.8
6–10 years	85	21.1
11–15 years	66	16.4
16–20 years	54	13.4
21–30 years	43	10.7
More than 30 years	25	6.2
Missing	12	3.0

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 403).

Table B19. Undergraduate Students only: How many years have you attended Lehman? (Question 66)

Years attended Lehman	*n*	%
Less than one year	322	32.0
One year	147	14.6
Two years	266	26.5
Three years	136	13.5
Four years	95	9.5
Five years	20	2.0
Six years	6	0.6
Seven years	5	0.5
Eight years or more	6	0.6
Missing	2	0.2

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 1,005).

Table B20. Graduate Students only: Where are you in your graduate studies program at Lehman? (Question 67)

Years attended Lehman College	*n*	%
Certificate student	11	7.0
Master's degree student	143	90.5
First year	60	42.0
Second year	36	25.2
Third year	13	9.1
Fourth year or more	4	2.8
Missing	30	21.0
Doctoral degree student	1	0.6
First year	0	0.0
Second year	0	0.0
Third year	1	0.6
Fourth year or more	0	0.0
Missing	0	0.0
Missing	3	1.9

Note: Table includes responses only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 158).

Table B21. Faculty only: With which school or work unit are you <u>primarily affiliated</u> at this time? (Question 68)

School/work unit	*n*	%
Arts and Humanities	50	28.1
Natural and Social Sciences	50	28.1
Health Sciences, Human Services, and Nursing	31	17.4
Education	30	16.9
Leonard Lief Library	7	3.9
Continuing and Professional Studies	1	0.6
Missing	9	5.1

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 178).

Table B22. Staff only: With which work unit or school are you <u>primarily affiliated</u> at this time? (Question 69)

Work unit/school	*n*	%
Other	52	23.1
Enrollment Management	30	13.3
Administration & Finance	26	11.6
Student Affairs	24	10.7
Information Technology	20	8.9
Academic Affairs	15	6.7
School of Arts & Humanities	4	26.7
School of Education	4	26.7
Office of the Provost	2	13.3
School of Natural and Social Sciences	2	13.3
School of Health Sciences, Human Services, and Nursing	1	6.7
School of Continuing and Professional Studies	0	0.0
Missing	2	13.3
Leonard Lief Library	9	4.0
Diversity & Human Resources	8	3.6
Institutional Advancement	6	2.7
Office of the President	6	2.7
Missing	29	12.9

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 225).

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Table B23. Undergraduate Students only: What is your academic major? (<u>Mark all that apply</u>.) (Question 70)

Major	*n*	%
Undeclared	137	13.6
Nursing	119	11.8
Psychology	99	9.9
Business Administration	80	8.0
Social Work	62	6.2
Health Services Administration	58	5.8
Biology	49	4.9
Sociology	48	4.8
Accounting	35	3.5
Computer Science	34	3.4
English	34	3.4
Art	28	2.8
Speech Pathology and Audiology	27	2.7
Political Science	26	2.6
Dietetics, Foods & Nutrition	20	2
Computer Information Systems	18	1.8
Film and TV Studies	18	1.8
History	18	1.8
Chemistry	17	1.7
Exercise Science	17	1.7
Health Education and Promotion	14	1.4
Theatre	12	1.2
Anthropology/Bio/Chemistry	11	1.1
Multimedia Journalism	11	1.1
Mathematics	10	1.0
Media Communication	10	1.0
Therapeutic Recreation	10	1.0
Anthropology	8	0.8
Linguistics	8	0.8
Environmental Science	7	0.7
Multimedia Performing	7	0.7
Nursing Online Degree	7	0.7
Philosophy	7	0.7
Spanish	7	0.7

Economics	5	0.5
Recreation Education	5	0.5
Art History	4	0.4
Computer Graphics Imaging	4	0.4
Earth Science	4	0.4
Music	4	0.4
Africana Studies	3	0.3
Latin American and Caribbean Studies	3	0.3
Latino American and Puerto Rican Studies	3	0.3
Physics	3	0.3
English Teacher	2	0.2
French	2	0.2
Latin	2	0.2
Mass Communication	2	0.2
Multimedia Studies	2	0.2
Public Health	2	0.2
Self-Determined Studies	2	0.2
American Studies	1	0.1
Comparative Literature	1	0.1
Computing & Management	1	0.1
CUNY/BA/BS	1	0.1
Dance	1	0.1
Economics & Math	1	0.1
Geography	1	0.1
Encore	0	0.0
German	0	0.0
Health & Health N–12	0	0.0
Italian	0	0.0
Italian American Studies	0	0.0
Russian	0	0.0

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students in Question 1 (n = 1,005). Percentages may not sum to 100 as a result of multiple response choices.

**Table B24. Graduate Students only: What is your academic program or major?
(Mark all that apply.) (Question 71)**

Academic program/major	*n*	%
Advanced certificate		
Special Education Teacher Grades 1–6	5	3.1
Literacy for Early Childhood and Childhood Education	4	2.5
Social Studies 7–12	4	2.5
Actuarial Mathematics	3	1.9
Bilingual Extension Secondary Education	3	1.9
Gifted Education	3	1.9
Health Education P–12	3	1.9
Advanced Educational Leadership	2	1.3
Bilingual Education Extension—Intensive Teacher Institute—Clinically Rich Program Grades Birth–6	2	1.3
Bilingual Counselor Education	2	1.3
Bilingual Education Extension—Intensive Teacher Institute —Clinically Rich Program Grades 5–12	2	1.3
Family Nurse Practitioner	2	1.3
Special Education Teacher Grades 7–12	2	1.3
Applied Research Methods in Public Health	1	0.6
English Education 7–12	1	0.6
Human Rights Education and Transformative Justice	1	0.6
ITI Bilingual Extension-General Education	1	0.6
ITI Bilingual Extension-Special Education	1	0.6
Languages Other Than English (Advanced Certificate)	1	0.6
Music	1	0.6
Pediatric Nurse Practitioner	1	0.6
Special Education—Early Childhood	1	0.6
Special Education Teacher Birth-2	1	0.6
Teaching English to Speakers of Other Languages	1	0.6
Teaching Students w/Speech/Lang Disability Alternative Certificate	1	0.6
Advanced Educational Leadership /District Leader Extension	0	0.0
Bilingual Speech-Language Pathology	0	0.0
English Education	0	0.0
Geographic Information Science	0	0.0
Mathematics 7–12	0	0.0
Literacy for Middle Childhood and Adolescence	0	0.0

Science Education	0	0.0
Social Studies Teacher	0	0.0
Special Education—Adolescent	0	0.0
Teacher Education Middle Childhood Extension 5–6	0	0.0
Teaching Student with Speech and Language Disorders Bilingual	0	0.0
Master's programs		
Social Work	23	14.5
Organizational Leadership	19	11.9
Education Leadership (School Building Leader)	15	9.4
Elementary Education (Child 1–6)	10	6.3
Counselor Education: School Counseling	7	4.4
Early Childhood Education	5	3.1
Health Education and Promotion	5	3.1
Teaching English to Speakers of Other Languages	5	3.1
Business Administration	4	2.5
Elementary Education/Bilingual (Child 1–6)	4	2.5
Elementary Education with Bilingual Extension	4	2.5
Nutrition	4	2.5
Special Education Teacher Grades 1–6	4	2.5
Speech Language Pathology	4	2.5
Accounting Track A	3	1.9
Art	3	1.9
Family Nurse Practitioner	3	1.9
Liberal Studies	3	1.9
Mathematics	3	1.9
Social Studies Education Grades 7–12	3	1.9
Spanish Literature	3	1.9
Undeclared	2	1.3
Counselor Education	2	1.3
Early Childhood Education Bilingual	2	1.3
English	2	1.3
Geographic Information Science	2	1.3
Science Teacher Grade 7–12 Alternative Transitional B Certification	2	1.3
Special Education Teacher Early Childhood	2	1.3
Special Education—Early Childhood	2	1.3
Speech Language Pathology with Bilingual Extension	2	1.3

Biology	1	0.6
Computer Science	1	0.6
English Education 7–12	1	0.6
Human Performance and Fitness	1	0.6
Literacy Birth–Grade 6 and Special Education 1–6: Dual Certification	1	0.6
Literacy Studies	1	0.6
Mathematics Teacher Grade 7–12 Alternative Transitional B Certification	1	0.6
Music	1	0.6
Music Teacher	1	0.6
Pediatric Nurse Practitioner	1	0.6
Recreation Education	1	0.6
Science Education	1	0.6
Social Studies 7–12	1	0.6
Spanish Teacher 7–12	1	0.6
Special Education - Adolescent	1	0.6
Art Teacher Visual Arts	0	0.0
Elementary Education	0	0.0
English Teacher, Grades 7–12 Alternative Transitional B Certification	0	0.0
Health Pre-K–12	0	0.0
History	0	0.0
Literacy Teacher 5–12	0	0.0
Mathematics and Instruction	0	0.0
Social Studies Teacher Grades 7–12 Alternative Transitional B Certification	0	0.0
Spanish	0	0.0
Spec Education—Childhood Alternative Certification	0	0.0
Teaching English to Speakers of Other Languages Alternative Transitional B Certification	0	0.0
Teaching Students with Speech and Language Disorders Bilingual	0	0.0
Teaching Students with Speech and Language Disability	0	0.0
Doctoral program		
Family Nurse Practitioner	5	3.1
Pediatric Nurse Practitioner	0	0.0

Note: Table includes responses only from those respondents who indicated that they were Graduate Students in Question 1 ($n =$ 158). Percentages may not sum to 100 as a result of multiple response choices. Missing data exist for the sub-categories, as indicated.

Table B25. Do you have a condition/disability that influences your learning, living, or working activities? (Question 72)

Condition/disability	*n*	%
No	1,398	87.7
Yes	184	11.5
Missing	12	0.8

Table B26. Which, if any, of the conditions listed below impact your learning, working, or living activities? (Mark all that apply.) (Question 73)

Condition	*n*	%
Mental health/psychological condition/psychiatric (e.g., anxiety, depression)	75	40.8
Learning difference/disability (e.g., attention deficit/hyperactivity disorder, cognitive/language-based)	57	31.0
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	47	25.5
Physical/mobility condition that affects walking	29	15.8
Asperger's/autism spectrum	17	9.2
Hard of hearing or Deaf	16	8.7
Physical/mobility condition that does not affect walking	11	6.0
Speech/communication condition	10	5.4
Low vision or blind	5	2.7
Temporary disability	4	2.2
Acquired/traumatic brain injury	3	1.6
A disability/condition not listed here	12	6.5

Note: Table includes responses only from those respondents who indicated that they have a condition/disability in Question 72 (*n* = 184). Percentages may not sum to 100 as a result of multiple response choices.

Table B27. Students only: Are you registered with the Disabilities Services Office? (Question 74)

Registered	*n*	%
No	78	56.9
Yes	59	43.1

Note: Table includes responses only from those Student respondents who indicated that they have a condition/disability in Question 72 (*n* = 137).

Table B28. Faculty/Staff only: Are you receiving accommodations for your disability? (Question 75)

Accommodations	n	%
No	36	76.6
Yes	9	19.1
Missing	2	4.3

Note: Table includes responses only from those Faculty and Staff respondents who indicated that they have a condition/disability in Question 72 ($n = 47$).

Table B29 Please select the option that most closely describes your native language. (Question 76)

Native language	n	%
English is my native language.	953	59.8
English is not my native language.	395	24.8
I learned English along with other language(s).	213	13.4
Missing	33	2.1

Table B30. What is your religious or spiritual identity? (Mark all that apply.) (Question 77)

Religious/spiritual identity	n	%
Agnostic	92	5.8
Atheist	86	5.4
Baha'i	1	0.1
Buddhist	17	1.1
Christian	763	47.9
Catholic/Roman Catholic	335	43.9
Pentecostal	85	11.1
Baptist	63	8.3
Nondenominational Christian	45	5.9
A Christian affiliation not listed here	29	3.8
Church of Christ	27	3.5
Evangelical	25	3.3
Church of God in Christ	22	2.9
Seventh Day Adventist	22	2.9
Presbyterian	14	1.8
Protestant	12	1.6
Assembly of God	10	1.3
Christian Orthodox	9	1.2

Table B30. What is your religious or spiritual identity? (Mark all that apply.)
(Question 77)

Religious/spiritual identity	*n*	%
Jehovah's Witness	9	1.2
Episcopalian	8	1.0
African Methodist Episcopal	7	0.9
United Methodist	7	0.9
United Church of Christ	7	0.9
Lutheran	6	0.8
Christian Methodist Episcopal	5	0.7
Greek Orthodox	4	0.5
Oriental Orthodox (e.g., Coptic, Eritrean, Armenian)	3	0.4
Christian Reformed Church (CRC)	2	0.3
Quaker	2	0.3
The Church of Jesus Christ of Latter-day Saints	2	0.3
African Methodist Episcopal Zion	1	0.1
Moravian	1	0.1
Protestant Reformed Church (PR)	1	0.1
Mennonite	0	0.0
Reformed Church of America (RCA)	0	0.0
Russian Orthodox	0	0.0
Confucianist	0	0.0
Druid	2	0.1
Hindu	16	1.0
Jain	0	0.0
Jewish	37	2.3
Reform	12	32.4
Conservative	8	21.6
Orthodox	7	18.9
A Jewish affiliation not listed here	7	18.9
Reconstructionist	4	10.8
Muslim	103	6.5
Sunni	63	61.2
A Muslim affiliation not listed here	23	22.3
Ahmadi	3	2.9
Sufi	3	2.9
Shi'ite	2	1.9

Table B30. What is your religious or spiritual identity? (<u>Mark all that apply.</u>)
(Question 77)

Religious/spiritual identity	*n*	%
Native American Traditional Practitioner or Ceremonial	5	0.3
Pagan	9	0.6
Rastafarian	3	0.2
Scientologist	1	0.1
Secular Humanist	5	0.3
Shinto	2	0.1
Sikh	1	0.1
Taoist	2	0.1
Tenrikyo	1	0.1
Unitarian Universalist	4	0.3
Wiccan	2	0.1
Spiritual but no religious affiliation	165	10.4
No affiliation	237	14.9
A religious affiliation or spiritual identity not listed above	31	1.9

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B31. Students only: Do you receive financial support from a family member or
guardian to assist with your living/educational expenses? (Question 78)

Receive financial support	*n*	%
Yes	450	37.8
No	650	54.6
Missing	91	7.6

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,191).

Table B32. Students only: What is your <u>best estimate</u> of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)? (Question 79)

Income	*n*	%
$29,999 and below	489	41.1
$30,000–$49,999	288	24.2
$50,000–$69,999	158	13.3
$70,000–$99,999	97	8.1
$100,000–$149,999	65	5.5
$150,000–$199,999	18	1.5
$200,000–$249,999	9	0.8
$250,000–$499,999	4	0.3
$500,000 or more	1	0.1
Missing	62	5.2

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,191).

Table B33. Students only: Where do you live? (Question 80)

Residence	*n*	%
On-campus housing	17	1.4
Lehman housing	7	63.6
CUNY housing	4	36.4
Off-campus housing	1,129	94.8
Live with parents	568	65.6
Live alone	153	17.7
Live with relatives	96	11.1
Live with roommates	49	5.7
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/laboratory)	25	2.1
Missing	20	1.7

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,191). Percentages for sub-categories are valid percentages and do not include missing responses.

Table B34. Students only: Since having been a student at Lehman, have you been a member or participated in any of the following? (<u>Mark all that apply</u>.) (Question 81)

Clubs/organizations	*n*	%
I do not participate in any clubs or organizations at Lehman College.	928	77.9
Professional or pre-professional club or organization (e.g., Herbert H. Lehman Center for Student Leadership Development, ALPFA, NSBE, NSSLHA)	38	3.2
Athletic team	37	3.1
Health and wellness club (e.g., Lehman College Nutrition Club)	21	1.8
Culture-specific club (e.g., African & Caribbean Student Association)	20	1.7
Academic discipline club (e.g., "Alpha for Accounting," the "Philosophy" club)	18	1.5
Governance organization (e.g., SGA, USS, Student Senate)	18	1.5
Academic Honor Society (e.g., Phi Beta Kappa)	15	1.3
Performing arts club (e.g., Theatre Club)	16	1.3
Publication/media club or organization (e.g., Meridian, Obscura)	13	1.1
Recreational club or organization (e.g., Video Game Club)	12	1.0
Service or philanthropic organization or club (e.g., Circle K, Helping Hands, ASEZ)	11	0.9
Religious or spirituality-based club (e.g., Muslim Student Association)	8	0.7
Political or issue-oriented club (e.g., The DREAM Team)	2	0.2
A student organization not listed above	56	4.7

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,191). Percentages may not sum to 100 as a result of multiple response choices.

Table B35. Students only: At the end of your last semester, what was your cumulative grade point average? (Question 82)

GPA	*n*	%
No GPA at this time—first semester at Lehman	97	8.1
3.7–4.00	381	32.0
3.30–3.69	318	26.7
3.0–3.29	149	12.5
2.7–2.99	94	7.9
2.3–2.69	68	5.7
2.0–2.29	45	3.8
1.7–1.9	14	1.2
Below 1.7	11	0.9
Missing	14	1.2

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,191).

Table B36. Students only: Have you experienced financial hardship while attending Lehman? (Question 83)

Financial hardship	*n*	%
No	548	46.0
Mark all that apply. Yes, I have had difficulty affording…	609	51.1
Tuition	367	60.3
Books/course materials	357	58.6
Food	240	39.4
Housing	183	30.0
Commuting to campus	153	25.1
Travel to and from Lehman (e.g., returning home during break)	107	17.6
Other campus fees	89	14.6
Alternative spring and summer breaks (e.g., Lehman L.I.F.E.)	71	11.7
Participation in social events	65	10.7
Health care	62	10.2
Child care	49	8.0
Unpaid internships/research opportunities	42	6.9
Cocurricular events or activities	36	5.9
Studying abroad	30	4.9
Bill	14	2.3
A financial hardship not listed here	39	6.4
Missing	34	2.9

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,191). Percentages for sub-categories are valid percentages and do not include missing responses. Percentages for sub-categories may not sum to 100 as a result of multiple response choices.

Table B37. Students only: How are you currently paying for your education at Lehman? (<u>Mark all that apply.</u>) (Question 84)

Source of funding	*n*	%
New York State Tuition Assistance Program (TAP), Scholarship, Veteran Tuition Assistance, Excelsior Program	649	54.5
Federal grant (e.g., Pell, SEOG, TEACH Grant, Scholarship, CUSTA)	567	47.6
Credit card and debit card	234	19.6
Federal loan, parent loan, private loan	158	13.3
Cash, check, money order, bank check	123	10.3
Family contribution	86	7.2
E-check	71	6.0
Tuition payment plan/college savings plan	68	5.7
Tuition waiver (e.g., CUNY Employee, Macaulay Honors, College NOW, Senior Citizen)	43	3.6
Employer tuition reimbursement/scholarship award letter/ Union voucher	42	3.5
Department of Education (DOE; e.g., paraprofessional, NYC scholarship)	24	2.0
CUNY Research Foundation grant	10	0.8
U.S. Department of Veterans Affairs (e.g., VA payment)	5	0.4
International tuition payment	5	0.4
Department of Defense Tuition Assistance Program (e.g., Army, Marine, Navy, Air Force, Coast Guard)	2	0.2
A method of payment not listed here	61	5.1

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,191). Percentages may not sum to 100 as a result of multiple response choices.

Table B38. Students only: Are you employed on campus, off campus, or both during the academic year? (Mark all that apply.) (Question 85)

Employed	*n*	%
No	613	51.5
Yes, I work **on campus**.	56	4.7
1–10 hours/week	15	26.8
11–20 hours/week	29	51.8
21–30 hours/week	3	5.4
31–40 hours/week	3	5.4
More than 40 hours/week	0	0.0
Missing	6	10.7
Yes, I work **off campus**.	508	42.7
1–10 hours/week	66	13.0
11–20 hours/week	98	19.3
21–30 hours/week	99	19.5
31–40 hours/week	149	29.3
More than 40 hours/week	42	8.3
Missing	54	10.6

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,191). Percentages for subcategories may not sum to 100 as a result of multiple response choices.

Table B39. How many minutes do you commute to Lehman one-way? (Mark all that apply.) (Question 86)

Minutes	*n*	%
10 or fewer	130	8.2
11–20	178	11.2
21–30	285	17.9
31–40	323	20.3
41–50	227	14.2
51–60	184	11.5
61–70	243	15.2
A number of minutes not listed here	158	9.9

Table B40. What is your primary method of transportation to Lehman? (Question 87)

Method of transportation	*n*	%
Access-A-Ride	8	0.5
Bicycle	16	1.0
Carpool	21	1.3
Electric scooter	7	0.4
Personal vehicle	404	25.3
Public transportation	931	58.4
Ride-sharing services (e.g., Lyft, Uber)	35	2.2
Walk	100	6.3
Missing	72	4.5

PART II: Findings

The tables in this section contain valid percentages except where noted.

Table B41. Overall, how comfortable are you with the climate at Lehman College? (Question 5)

Comfort	*n*	%
Very comfortable	428	26.9
Comfortable	716	44.9
Neither comfortable nor uncomfortable	314	19.7
Uncomfortable	99	6.2
Very uncomfortable	36	2.3

Table B42. Faculty/Staff only*: Overall, how comfortable are you with the climate in your department/program or work unit at Lehman College? (Question 6)

Comfort	*n*	%
Very comfortable	123	30.6
Comfortable	150	37.3
Neither comfortable nor uncomfortable	52	12.9
Uncomfortable	46	11.4
Very uncomfortable	31	7.7

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 403).

Table B43. Students/Faculty only: Overall, how comfortable are you with the climate in your classes at Lehman College? (Question 7)

Comfort	*n*	%
Very comfortable	433	31.7
Comfortable	656	48.1
Neither comfortable nor uncomfortable	217	15.9
Uncomfortable	46	3.4
Very uncomfortable	12	0.9

Note: Table includes responses only from those respondents who indicated that they were Students or Faculty in Question 1 (*n* = 1,369).

Table B44. Have you ever seriously considered leaving Lehman College? (Question 8)

Considered leaving	*n*	%
No	1,152	72.4
Yes	440	27.6

Table B45. Students only: When did you seriously consider leaving Lehman College?
(<u>Mark all that apply.</u>) (Question 9)

Year	n	%
During my first year as a student	124	50.6
During my second year as a student	89	36.3
During my third year as a student	45	18.4
During my fourth year as a student	20	8.2
During my fifth year as a student	10	4.1
During my sixth year as a student	5	2.0
During my seventh year as a student	3	1.2
After my seventh year as a student	5	2.0

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 8 (*n* = 245). Percentages may not sum to 100 as a result of multiple response choices.

Table B46. Students only: Why did you seriously consider leaving Lehman College?
(<u>Mark all that apply.</u>) (Question 10)

Reasons	n	%
Wanted to transfer to another institution	83	33.9
Course availability/scheduling	81	33.1
Lack of social life at Lehman College	64	26.1
Lack of support services	62	25.3
Academic reasons	59	24.1
Lack of a sense of belonging	59	24.1
Personal reasons (e.g., medical, mental health, family emergencies)	58	23.7
Financial reasons	51	20.8
Climate not welcoming	44	18.0
Lack of support group	40	16.3
Did not have my desired major	28	11.4
Did not meet the selection criteria for a major	18	7.3
Did not like major	16	6.5
Homesick	2	0.8
My marital/relationship status	1	0.4
A reason not listed above	50	20.4

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 8 (*n* = 245). Percentages may not sum to 100 as a result of multiple response choices.

Table B47. Faculty/Staff only: Why did you seriously consider leaving Lehman College? (<u>Mark all that apply</u>.) (Question 11)

Reasons	*n*	%
Increased workload	88	45.1
Limited advancement opportunities	86	44.1
Low salary/pay rate	84	43.1
Tension with supervisor/manager	63	32.3
Lack of sense of belonging	61	31.3
Lack of institutional resources	58	29.7
Commute	49	25.1
Department/work unit unwelcoming	45	23.1
Institutional support (e.g., technical support, laboratory space/equipment)	44	22.6
Interested in a position at another institution	44	22.6
Tension with coworkers	44	22.6
Campus climate unwelcoming	41	21.0
Lack of professional development opportunities	40	20.5
Cost of living	36	18.5
Recruited or offered a position at another institution/organization	30	15.4
Personal reasons (e.g., medical, mental health, family emergencies)	17	8.7
Local community climate not welcoming	16	8.2
Lack of benefits	15	7.7
Family responsibilities	13	6.7
Relocation	10	5.1
Local community did not meet my (my family) needs	1	0.5
Spouse or partner unable to find suitable employment	1	0.5
A reason not listed above	32	16.4

Note: Table includes responses only from Faculty and Staff who indicated that they considered leaving in Question 8 (*n* = 195). Percentages may not sum to 100 as a result of multiple response choices.

Table B48. Students only: Please indicate the extent to which you agree with each of the following statements regarding your academic experience at Lehman College. (Question 13)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am performing up to my full academic potential.	429	36.2	499	42.1	165	13.9	80	6.7	13	1.1
I am satisfied with my academic experience at Lehman College.	356	30.0	548	46.2	191	16.1	71	6.0	20	1.7
I am satisfied with the extent of my intellectual development since enrolling at Lehman College.	377	31.9	530	44.9	206	17.5	53	4.5	14	1.2
I have performed academically as well as I anticipated I would.	356	30.1	517	43.8	189	16.0	101	8.6	18	1.5
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	425	35.9	525	44.3	168	14.2	55	4.6	11	0.9
My interest in ideas and intellectual matters has increased since coming to Lehman College.	375	31.7	488	41.3	235	19.9	64	5.4	20	1.7
I intend to graduate from Lehman College.	678	57.6	346	29.4	113	9.6	19	1.6	21	1.8
Thinking ahead, it is likely that I will leave Lehman College before I graduate.	124	10.5	140	11.9	194	16.5	264	22.4	457	38.8

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,191).

Table B49. <u>Within the past year</u>, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullied, harassed) conduct that has interfered with your ability to learn, live, or work at Lehman College? (Question 15)

Personally experienced conduct	*n*	%
No	1,430	89.9
Yes	160	10.1

**Table B50. What do you believe was the basis of the conduct? (<u>Mark all that apply</u>.)
(Question 16)**

Basis	*n*	%
Position (e.g., staff, faculty, student)	44	27.5
Racial identity	33	20.6
Do not know	31	19.4
Ethnicity	26	16.3
Age	23	14.4
Gender/gender identity	18	11.3
Length of service at Lehman College	17	10.6
Academic performance (e.g., gave wrong answer during class, did poorly on a test)	13	8.1
Philosophical views	13	8.1
Socioeconomic status	12	7.5
Mental health/psychological disability/condition	10	6.3
Physical characteristics	10	6.3
Disability status	9	5.6
Educational credentials (e.g., BS, MS, PhD, MD)	8	5.0
Political views	8	5.0
Major field of study	7	4.4
Sexual identity	7	4.4
Participation in an organization/team	5	3.1
Religious/spiritual views	5	3.1
English language proficiency/accent	4	2.5
Gender expression	4	2.5
Immigrant/citizen status	4	2.5
Marital status (e.g., single, married, partnered)	4	2.5
International status/national origin	3	1.9
Pregnancy	3	1.9
Parental status (i.e., having children)	2	1.3
Military/veteran status	1	0.6
Speech disorder	0	0.0
A reason not listed above	29	18.1

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 15 (*n* = 160). Percentages may not sum to 100 as a result of multiple response choices.

Table B51. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you experience? (Question 17)

Instances	*n*	%
1 instance	43	27.4
2 instances	32	20.4
3 instances	21	13.4
4 instances	12	7.6
5 or more instances	49	31.2

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 15 (*n* = 160).

Table B52. How would you describe what happened? (<u>Mark all that apply.</u>) (Question 18)

Form	*n*	%
I was ignored or excluded.	69	43.1
I was silenced/I felt silenced.	63	39.4
I was intimidated/bullied.	47	29.4
I experienced a hostile work environment.	43	26.9
I was isolated or left out.	43	26.9
I was the target of workplace incivility.	37	23.1
The conduct made me fear I would get a poor or unfair performance evaluation.	33	20.6
I was the target of derogatory verbal remarks.	27	16.9
I received a poor or unfair performance evaluation.	21	13.1
I received derogatory written comments.	21	13.1
I was not fairly evaluated in the promotion and tenure process.	20	12.5
The conduct made me fear I would get a low or unfair grade.	18	11.3
I felt others staring at me.	14	8.8
I received a low or unfair grade.	14	8.8
I experienced a hostile classroom environment.	13	8.1
I was the target of racial/ethnic profiling.	11	6.9
I received derogatory phone calls/text messages/email.	8	5.0
I received threats of physical violence.	7	4.4
I was singled out as the spokesperson for my identity group.	5	3.1
I was the target of unwanted sexual contact (verbal or physical).	5	3.1
Someone assumed I was admitted/hired/promoted due to my identity group.	4	2.5
I was the target of physical violence.	3	1.9
I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat, Instagram).	0	0.0
An experience not listed above	25	15.6

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 15 (*n* = 160). Percentages may not sum to 100 as a result of multiple response choices.

Table B53. Where did the conduct occur? (<u>Mark all that apply.</u>) (Question 19)

Location	*n*	%
On phone calls/text messages/email	47	29.4
In a meeting with a group of people	46	28.7
While working at a Lehman College job	38	23.8
In a class/laboratory	30	18.8
In a meeting with one other person	26	16.3
In a Lehman College administrative office	18	11.3
Off campus	16	10.0
In a faculty office	13	8.1
In other public spaces at Lehman College	9	5.6
In a computer lab	6	3.8
While walking on campus	6	3.8
At a Lehman College event/program	4	2.5
In Leonard Lief Library	4	2.5
In off-campus housing	4	2.5
In athletic facilities	2	1.3
In campus housing	2	1.3
On social media sites (e.g., Facebook, Twitter, Snapchat)	1	0.6
In a Lehman College dining facility	0	0.0
A venue not listed above	18	11.3

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 15 (*n* = 160). Percentages may not sum to 100 as a result of multiple response choices.

Table B54. Who/what was the source of the conduct? (<u>Mark all that apply</u>.)
(Question 20)

Source	*n*	%
Faculty member/other instructional staff	57	35.6
Coworker/colleague	35	21.9
Supervisor or manager	29	18.1
Department chair	24	15.0
Staff member	23	14.4
Senior administrator (e.g., President, Provost, Vice President, Dean)	20	12.5
Student	13	8.1
Academic advisor	10	6.3
Academic program director	5	3.1
Stranger	5	3.1
Athletic coach/trainer	3	1.9
Campus police	3	1.9
Student staff (e.g., student aide, college work study)	3	1.9
Direct report (i.e., person who reports to me)	2	1.3
Do not know source	2	1.3
Friend	1	0.6
Social networking site	1	0.6
Graduate assistant	0	0.0
A source not listed above	6	3.8

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 15 (*n* = 160). Percentages may not sum to 100 as a result of multiple response choices.

Table B55. How did you feel after experiencing the conduct? (<u>Mark all that apply</u>.)
(Question 21)

Emotional response	*n*	%
Angry	100	62.5
Distressed	93	58.1
Sad	70	43.8
Embarrassed	67	41.9
Afraid	36	22.5
Somehow responsible	18	11.3
A feeling not listed above	40	25.0

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 15 (*n* = 160). Percentages may not sum to 100 as a result of multiple response choices.

Table B56. What was your response to experiencing the conduct? (<u>Mark all that apply</u>.) (Question 22)

Response	n	%
I told a friend.	59	36.9
I told a family member.	52	32.5
I contacted a Lehman College resource.	45	28.1
Senior administrator (e.g., President, Provost, Vice President, Dean)	20	44.4
Office of Human Resources	14	31.1
Office of Compliance and Diversity	13	28.9
Department chair	11	24.4
Faculty member	11	24.4
Supervisor/manager	8	17.8
Staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life staff)	6	13.3
Student Counseling	6	13.3
Student affairs staff (e.g., resident assistant, student coordinators, campus life)	4	8.9
Title IX Coordinator/Clery Act Compliance Officer	4	8.9
Academic Program Director	3	6.7
CUNY Employee Assistance Program	2	4.4
Lehman College Public Safety	1	2.2
Ombudsperson	0	0.0
Student teaching assistant (e.g., tutor, graduate teaching assistant)	0	0.0
I did not do anything.	41	25.6
I avoided the person/venue.	37	23.1
I did not know to whom to go.	29	18.1
I sought information online.	22	13.8
I submitted a bias incident report or a report through	19	11.9
Student Affairs	7	36.8
Human Resources	7	36.8
Compliance and Diversity	5	26.3
Public Safety	3	15.8
I confronted the person(s) at the time.	18	11.3
I confronted the person(s) later.	18	11.3
I sought support from off-campus hotline/advocacy services.	16	10.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	11	6.9
I contacted a local law enforcement official.	3	1.9
A response not listed above	33	20.6

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 15 (*n* = 160). Percentages may not sum to 100 as a result of multiple response choices.

Table B57. Did you officially report the conduct? (Question 23)

Reported conduct	*n*	%
No, I did not report it.	124	79.5
Yes, I reported it.	32	20.5
Yes, I reported the conduct, but felt that it was not addressed appropriately.	15	51.7
Yes, I reported the conduct and was satisfied with the outcome.	6	20.7
Yes, I reported the conduct, and the outcome is still pending.	4	13.8
Yes, I reported the conduct, and while the outcome is not what I had hoped for, I felt as though my complaint was addressed appropriately.	2	6.9
Yes, I reported the conduct, but the outcome was not shared.	2	6.9

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 15 (*n* = 160).

Table B58. While a member of the Lehman College community, have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy)? (Mark all that apply.) (Question 26).

Unwanted sexual contact/conduct	*n*	%
No	1,545	96.9
Yes—relationship violence (e.g., ridiculing, controlling, hitting)	6	0.4
Yes—stalking (e.g., following me, on social media, texting, phone calls)	19	1.2
Yes—unwanted sexual interaction (e.g., catcalls, repeated sexual advances, sexual harassment)	25	1.6
Yes—unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)	4	0.3

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B59. When did the incidents of relationship violence occur? (Mark all that apply.) (Question 27rv)

When incident(s) occurred	*n*	%
Less than 6 months ago	1	16.7
6–12 months ago	2	33.3
13–23 months ago	2	33.3
2–4 years ago	2	33.3
5–10 years ago	1	16.7
11–20 years ago	0	0.0
21–30 years ago	0	0.0
More than 30 years ago	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) in Question 26 (*n* = 6). Percentages may not sum to 100 as a result of multiple response choices.

Table B60. Students only: What semester were you in when you experienced the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 28rv)

Semester	*n*	%
During my time as a graduate student at Lehman College	0	0.0
Prior to my first semester (e.g., orientation, pre-collegiate program at Lehman College)	1	25.0
Undergraduate first year	1	25.0
Fall semester	0	0.0
Winter session	1	100.0
Spring semester	1	100.0
Summer semester	0	0.0
Undergraduate second year	2	50.0
Fall semester	1	50.0
Winter session	1	50.0
Spring semester	0	0.0
Summer semester	0	0.0
Undergraduate third year	1	25.0
Fall semester	0	0.0
Winter session	1	100.0
Spring semester	0	0.0
Summer semester	0	0.0
Undergraduate fourth year	0	0.0
Fall semester	0	0.0
Winter session	0	0.0
Spring semester	0	0.0
Summer semester	0	0.0
After my fourth year as an undergraduate	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) in Question 26 (*n* = 4). Percentages may not sum to 100 as a result of multiple response choices.

Table B61. Who did this to you? (<u>Mark all that apply</u>.) (Question 29rv)

Source	n	%
Lehman College acquaintance/friend	3	50.0
Family member	2	33.3
Lehman College faculty member	2	33.3
Lehman College staff member	1	16.7
Stranger	1	16.7
Lehman College student	0	0.0
Acquaintance/friend – unaffiliated with Lehman	0	0.0
Current or former dating/intimate partner	0	0.0
Other role/relationship not listed above	1	16.7

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) in Question 26 ($n = 6$). Percentages may not sum to 100 as a result of multiple response choices.

Table B62. Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? (<u>Mark all that apply</u>.) (Question 30rv)

Location	n	%
Location, program, or activity that is not associated with Lehman	2	33.3
Off campus at Lehman sponsored education program or activity	3	50.0
Off campus at Lehman facility or another CUNY campus	0	0.0
On the Lehman campus	1	16.7
Lehman housing	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) in Question 26 ($n = 6$). Percentages may not sum to 100 as a result of multiple response choices.

Table B63. Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculed, controlling, hitting)? (Question 31rv)

Alcohol and/or drugs involved	n	%
No	2	33.3
Yes	4	66.7
Alcohol only	0	0.0
Drugs only	0	0.0
Both alcohol and drugs	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) in Question 26 ($n = 6$).

Table B64. How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (<u>Mark all that apply.</u>) (Question 32rv)

Emotional response	*n*	%
Distressed	3	50.0
Afraid	2	33.3
Angry	2	33.3
Embarrassed	1	16.7
Somehow responsible	1	16.7
Sad	0	0.0
A feeling not listed above	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) in Question 26 (*n* = 6). Percentages may not sum to 100 as a result of multiple response choices.

Table B65. What did you do in response to experiencing this conduct? (<u>Mark all that apply</u>.) (Question 33rv)

Response	n	%
I avoided the person/venue.	2	33.3
I confronted the person(s) later.	2	33.3
I told a family member.	2	33.3
I did not do anything.	2	33.3
I confronted the person(s) at the time.	1	16.7
I contacted a Lehman College resource.	1	16.7
Department chair	1	100.0
Office of Human Resources	1	100.0
Residence Life staff in CUNY owned or operated housing, including Resident Assistant	1	100.0
Academic Program Director	0	0.0
CUNY Employee Assistance Program	0	0.0
Faculty member	0	0.0
Lehman College Public Safety	0	0.0
Office of Compliance and Diversity	0	0.0
Ombudsperson	0	0.0
Senior administrator (e.g., President, Provost, Vice President, Dean)	0	0.0
Staff person	0	0.0
Student Counseling	0	0.0
Student teaching assistant (e.g., tutor, graduate teaching assistant)	0	0.0
Supervisor/manager	0	0.0
Title IX Coordinator/Clery Act Compliance Officer	0	0.0
I told a friend.	1	16.7
I did not know to whom to go.	1	16.7
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0
I sought information online.	0	0.0
I sought support from off-campus hotline/advocacy services.	0	0.0
A response not listed above.	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) in Question 26 ($n = 6$). Percentages may not sum to 100 as a result of multiple response choices.

Table B66. Did you report the relationship violence (e.g., ridiculed, controlling, hitting)? (Question 34rv)

Reported conduct	n	%
No, I did not report it.	4	66.7
Yes, I reported it.	2	33.3
Yes, I reported the conduct and was satisfied with the outcome.	0	0.0
Yes, I reported the conduct, and while the outcome is not what I had hoped for, I felt as though my complaint was addressed appropriately.	0	0.0
Yes, I reported the conduct, but felt that it was not addressed appropriately.	0	0.0
Yes, I reported the conduct, and the outcome is still pending.	0	0.0
Yes, I reported the conduct, but the outcome was not shared.	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) in Question 26 ($n = 6$).

Table B67. When did the incidents of stalking (e.g., following me, on social media, texting, phone calls) occur? (<u>Mark all that apply</u>.) (Question 27stlk)

When incident(s) occurred	n	%
Less than 6 months ago	6	31.6
6–12 months ago	5	26.3
13–23 months ago	1	5.3
2–4 years ago	3	15.8
5–10 years ago	5	26.3
11–20 years ago	1	5.3
21–30 years ago	0	0.0
More than 30 years ago	1	5.3

Note: Table includes responses only from respondents who indicated that they experienced stalking in Question 26 ($n = 19$). Percentages may not sum to 100 as a result of multiple response choices.

Table B68. Students only: What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 28stlk)

Semester	*n*	%
During my time as a graduate student at Lehman College	0	0.0
Prior to my first semester (e.g., orientation, pre-collegiate program at Lehman College)	1	9.1
Undergraduate first year	4	36.4
Fall semester	3	75.0
Winter session	2	50.0
Spring semester	2	50.0
Summer semester	1	25.0
Undergraduate second year	4	36.4
Fall semester	2	50.0
Winter session	2	50.0
Spring semester	3	75.0
Summer semester	1	25.0
Undergraduate third year	4	36.4
Fall semester	2	50.0
Winter session	3	75.0
Spring semester	3	75.0
Summer semester	3	75.0
Undergraduate fourth year	2	18.2
Fall semester	2	100.0
Winter session	2	100.0
Spring semester	2	100.0
Summer semester	2	100.0
After my fourth year as an undergraduate	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced stalking in Question 26 (*n* = 11). Percentages may not sum to 100 as a result of multiple response choices.

Table B69. Who did this to you? (<u>Mark all that apply</u>.) (Question 29stlk)

Source	n	%
Stranger	7	36.8
Lehman College student	6	31.6
Lehman College acquaintance/friend	4	21.1
Lehman College staff member	4	21.1
Acquaintance/friend—unaffiliated with Lehman	2	10.5
Lehman College faculty member	2	10.5
Family member	1	5.3
Current or former dating/intimate partner	0	0.0
Other role/relationship not listed above	1	5.3

Note: Table includes responses only from respondents who indicated that they experienced stalking in Question 26 ($n = 19$). Percentages may not sum to 100 as a result of multiple response choices.

Table B70. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? (<u>Mark all that apply</u>.) (Question 30stlk)

Location	n	%
Location, program, or activity that is not associated with Lehman	9	47.4
On the Lehman campus	8	42.1
Off campus at Lehman facility or another CUNY campus	4	21.1
Off campus at Lehman sponsored education program or activity	2	10.5
Lehman housing	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced stalking in Question 26 ($n = 19$). Percentages may not sum to 100 as a result of multiple response choices.

Table B71. Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls)? (Question 31stlk)

Alcohol and/or drugs involved	n	%
No	16	84.2
Yes	3	15.8
Alcohol only	0	0.0
Drugs only	0	0.0
Both alcohol and drugs	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced stalking in Question 26 ($n = 19$).

Table B72. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (<u>Mark all that apply</u>.) (Question 32stlk)

Emotional response	*n*	%
Angry	12	63.2
Afraid	11	57.9
Distressed	10	52.6
Sad	7	36.8
Embarrassed	6	31.6
Somehow responsible	4	21.1
A feeling not listed above	1	5.3

Note: Table includes responses only from respondents who indicated that they experienced stalking in Question 26 (*n* = 19). Percentages may not sum to 100 as a result of multiple response choices.

Table B73. What did you do in response to experiencing this conduct? (<u>Mark all that apply</u>.) (Question 33stlk)

Response	*n*	%
I avoided the person/venue.	9	47.4
I told a friend.	8	42.1
I contacted a Lehman College resource.	6	31.6
Academic Program Director	2	33.3
Department chair	2	33.3
Faculty member	2	33.3
Lehman College Public Safety	2	33.3
Senior administrator (e.g., President, Provost, Vice President, Dean)	2	33.3
Student Counseling	2	33.3
Staff person	1	16.7
Supervisor/manager	1	16.7
CUNY Employee Assistance Program	0	0.0
Office of Human Resources	0	0.0
Office of Compliance and Diversity	0	0.0
Ombudsperson	0	0.0
Residence Life staff in CUNY owned or operated housing, including Resident Assistant	0	0.0
Student teaching assistant (e.g., tutor, graduate teaching assistant)	0	0.0
Title IX Coordinator/Clery Act Compliance Officer	0	0.0
I confronted the person(s) at the time.	4	21.1
I told a family member.	4	21.1
I sought support from off-campus hotline/advocacy services.	4	21.1
I confronted the person(s) later.	3	15.8
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	3	15.8
I sought information online.	3	15.8
I did not do anything.	2	10.5
I did not know to whom to go.	2	10.5
A response not listed above.	2	10.5

Note: Table includes responses only from respondents who indicated that they experienced stalking in Question 26 (*n* = 19). Percentages may not sum to 100 as a result of multiple response choices.

Table B74. Did you report the stalking (e.g., following me, on social media, texting, phone calls)? (Question 34stlk)

Reported conduct	*n*	%
No, I did not report it.	10	52.6
Yes, I reported it.	9	47.4
Yes, I reported the conduct, but felt that it was not addressed appropriately.	3	50.0
Yes, I reported the conduct and was satisfied with the outcome.	2	33.3
Yes, I reported the conduct, and while the outcome is not what I had hoped for, I felt as though my complaint was addressed appropriately.	1	16.7
Yes, I reported the conduct, and the outcome is still pending.	0	0.0
Yes, I reported the conduct, but the outcome was not shared.	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced stalking in Question 26 (*n* = 19).

Table B75. When did the incidents of unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) occur? (Mark all that apply.) (Question 27si)

When incident(s) occurred	*n*	%
Less than 6 months ago	8	32.0
6–12 months ago	2	8.0
13–23 months ago	3	12.0
2–4 years ago	9	36.0
5–10 years ago	6	24.0
11–20 years ago	3	12.0
21–30 years ago	0	0.0
More than 30 years ago	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) in Question 26 (*n* = 25). Percentages may not sum to 100 as a result of multiple response choices.

Table B76. Students only: What semester were you in when you experienced the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (<u>Mark all that apply</u>.) (Question 28si)

Semester	*n*	%
During my time as a graduate student at Lehman College	1	6.3
Prior to my first semester (e.g., orientation, pre-collegiate program at Lehman College)	2	12.5
Undergraduate first year	7	43.8
Fall semester	4	57.1
Winter session	3	42.9
Spring semester	4	57.1
Summer semester	3	42.9
Undergraduate second year	7	43.8
Fall semester	6	85.7
Winter session	2	28.6
Spring semester	5	71.4
Summer semester	2	28.6
Undergraduate third year	6	37.5
Fall semester	5	83.3
Winter session	3	50.0
Spring semester	5	83.3
Summer semester	3	50.0
Undergraduate fourth year	3	18.8
Fall semester	2	66.7
Winter session	2	66.7
Spring semester	3	100.0
Summer semester	2	66.7
After my fourth year as an undergraduate	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) in Question 26 (*n* = 16). Percentages may not sum to 100 as a result of multiple response choices.

Table B77. Who did this to you? (<u>Mark all that apply.</u>) (Question 29si)

Source	*n*	%
Stranger	11	44.0
Lehman College student	9	36.0
Lehman College faculty member	6	24.0
Lehman College acquaintance/friend	4	16.0
Lehman College staff member	4	16.0
Acquaintance/friend—unaffiliated with Lehman	2	8.0
Current or former dating/intimate partner	1	4.0
Family member	1	4.0
Other role/relationship not listed above	2	8.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) in Question 26 (*n* = 25). Percentages may not sum to 100 as a result of multiple response choices.

Table B78. Where did the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) occur? (<u>Mark all that apply.</u>) (Question 30si)

Location	*n*	%
On the Lehman campus	14	56.0
Location, program, or activity that is not associated with Lehman	10	40.0
Off campus at Lehman facility or another CUNY campus	4	16.0
Lehman housing	1	4.0
Off campus at Lehman sponsored education program or activity	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) in Question 26 (*n* = 25). Percentages may not sum to 100 as a result of multiple response choices.

Table B79. Were alcohol and/or drugs involved in the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) you experienced? (Question 31si)

Alcohol and/or drugs involved	*n*	%
No	24	96.0
Yes	1	4.0
Alcohol only	0	0.0
Drugs only	1	100.0
Both alcohol and drugs	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) in Question 26 (*n* = 25).

Table B80. How did you feel after experiencing the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (<u>Mark all that apply</u>.) (Question 32si)

Emotional response	*n*	%
Afraid	14	56.0
Distressed	13	52.0
Angry	11	44.0
Embarrassed	9	36.0
Sad	9	36.0
Somehow responsible	6	24.0
A feeling not listed above	6	24.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) in Question 26 (*n* = 25). Percentages may not sum to 100 as a result of multiple response choices.

Table B81. What did you do in response to experiencing this conduct? (<u>Mark all that apply.</u>) (Question 33si)

Response	*n*	%
I contacted a Lehman College resource.	11	44.0
Academic Program Director	4	36.4
Lehman College Public Safety	4	36.4
Faculty member	3	27.3
Department chair	2	18.2
Office of Human Resources	2	18.2
Residence Life staff in CUNY owned or operated housing, including Resident Assistant	2	18.2
Senior administrator (e.g., President, Provost, Vice President, Dean)	2	18.2
Student Counseling	2	18.2
Supervisor/manager	2	18.2
Office of Compliance and Diversity	1	9.1
Staff person	1	9.1
Title IX Coordinator/Clery Act Compliance Officer	1	9.1
CUNY Employee Assistance Program	0	0.0
Ombudsperson	0	0.0
Student teaching assistant (e.g., tutor, graduate teaching assistant)	0	0.0
I told a friend.	10	40.0
I avoided the person/venue.	8	32.0
I told a family member.	8	32.0
I did not do anything.	8	32.0
I confronted the person(s) at the time.	3	12.0
I did not know to whom to go.	3	12.0
I sought information online.	3	12.0
I sought support from off-campus hotline/advocacy services.	3	12.0
I confronted the person(s) later.	2	8.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	2	8.0
A response not listed above.	1	4.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) in Question 26 (*n* = 25). Percentages may not sum to 100 as a result of multiple response choices.

Table B82. Did you report the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (Question 34si)

Reported conduct	*n*	%
No, I did not report it.	15	60.0
Yes, I reported it.	10	40.0
Yes, I reported the conduct, but felt that it was not addressed appropriately.	4	57.1
Yes, I reported the conduct and was satisfied with the outcome.	2	28.6
Yes, I reported the conduct, and while the outcome is not what I had hoped for, I felt as though my complaint was addressed appropriately.	1	14.3
Yes, I reported the conduct, and the outcome is still pending.	0	0.0
Yes, I reported the conduct, but the outcome was not shared.	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) in Question 26 (*n* = 25).

Table B83. When did the incidents of unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Mark all that apply.) (Question 27sc)

When incident(s) occurred	*n*	%
Less than 6 months ago	0	0.0
6–12 months ago	1	25.0
13–23 months ago	0	0.0
2–4 years ago	2	50.0
5–10 years ago	1	25.0
11–20 years ago	0	0.0
21–30 years ago	0	0.0
More than 30 years ago	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 26 (*n* = 4). Percentages may not sum to 100 as a result of multiple response choices.

Table B84. Students only: What semester were you in when you experienced the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (<u>Mark all that apply</u>.) (Question 28sc)

Semester	*n*	%
During my time as a graduate student at Lehman College	0	0.0
Prior to my first semester (e.g., orientation, pre-collegiate program at Lehman College)	2	66.7
Undergraduate first year	1	33.3
Fall semester	1	100.0
Winter session	0	0.0
Spring semester	1	100.0
Summer semester	0	0.0
Undergraduate second year	1	33.3
Fall semester	0	0.0
Winter session	0	0.0
Spring semester	1	100.0
Summer semester	0	0.0
Undergraduate third year	0	0.0
Fall semester	0	0.0
Winter session	0	0.0
Spring semester	0	0.0
Summer semester	0	0.0
Undergraduate fourth year	0	0.0
Fall semester	0	0.0
Winter session	0	0.0
Spring semester	0	0.0
Summer semester	0	0.0
After my fourth year as an undergraduate	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 26 (*n* = 3). Percentages may not sum to 100 as a result of multiple response choices.

Table B85. Who did this to you? (<u>Mark all that apply</u>.) (Question 29sc)

Source	*n*	%
Acquaintance/friend—unaffiliated with Lehman	1	25.0
Current or former dating/intimate partner	1	25.0
Stranger	1	25.0
Lehman College acquaintance/friend	1	25.0
Lehman College student	1	25.0
Family member	0	0.0
Lehman College faculty member	0	0.0
Lehman College staff member	0	0.0
Other role/relationship not listed above	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 26 (*n* = 4). Percentages may not sum to 100 as a result of multiple response choices.

Table B86. Where did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (<u>Mark all that apply</u>.) (Question 30sc)

Location	*n*	%
Location, program, or activity that is not associated with Lehman	2	50.0
On the Lehman campus	2	50.0
Off campus at Lehman sponsored education program or activity	0	0.0
Off campus at Lehman facility or another CUNY campus	0	0.0
Lehman housing	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 26 (*n* = 4). Percentages may not sum to 100 as a result of multiple response choices.

Table B87. Were alcohol and/or drugs involved in the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) you experienced? (Question 31sc)

Alcohol and/or drugs involved	*n*	%
No	2	50.0
Yes	2	50.0
Alcohol only	0	0.0
Drugs only	2	100.0
Both alcohol and drugs	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 26 (*n* = 4).

Table B88. How did you feel after experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 32sc)

Emotional response	*n*	%
Angry	2	50.0
Distressed	2	50.0
Somehow responsible	2	50.0
Sad	1	25.0
Afraid	0	0.0
Embarrassed	0	0.0
A feeling not listed above	1	25.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 26 (*n* = 4). Percentages may not sum to 100 as a result of multiple response choices.

Table B89. What did you do in response to experiencing this conduct? (<u>Mark all that apply</u>.) (Question 33sc)

Response	*n*	%
I told a friend.	2	50.0
I contacted a Lehman College resource.	1	25.0
Staff person	1	100.0
Academic Program Director	0	0.0
CUNY Employee Assistance Program	0	0.0
Department chair	0	0.0
Faculty member	0	0.0
Lehman College Public Safety	0	0.0
Office of Human Resources	0	0.0
Office of Compliance and Diversity	0	0.0
Ombudsperson	0	0.0
Residence Life staff in CUNY owned or operated housing, including Resident Assistant	0	0.0
Senior administrator (e.g., President, Provost, Vice President, Dean)	0	0.0
Student Counseling	0	0.0
Student teaching assistant (e.g., tutor, graduate teaching assistant)	0	0.0
Supervisor/manager	0	0.0
Title IX Coordinator/Clery Act Compliance Officer	0	0.0
I did not do anything.	1	25.0
I avoided the person/venue.	0	0.0
I confronted the person(s) at the time.	0	0.0
I confronted the person(s) later.	0	0.0
I told a family member.	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0
I did not know to whom to go.	0	50.0
I sought information online.	0	0.0
I sought support from off-campus hotline/advocacy services.	0	0.0
A response not listed above.	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 26 (*n* = 4). Percentages may not sum to 100 as a result of multiple response choices.

Table B90. Did you report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Question 34sc)

Reported conduct	*n*	%
No, I did not report it.	3	75.0
Yes, I reported it.	1	25.0
Yes, I reported the conduct and was satisfied with the outcome.	1	100.0
Yes, I reported the conduct, and while the outcome is not what I had hoped for, I felt as though my complaint was addressed appropriately.	0	0.0
Yes, I reported the conduct, but felt that it was not addressed appropriately.	0	0.0
Yes, I reported the conduct, and the outcome is still pending.	0	0.0
Yes, I reported the conduct, but the outcome was not shared.	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 26 (*n* = 4).

Table B91. Please indicate the extent to which you agree or disagree with each of the following statements. (Question 37)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am aware of the definition of Affirmative Consent.	872	55.0	564	35.6	76	4.8	54	3.4	19	1.2
I am generally aware of the role of Lehman College Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	652	41.3	624	39.5	160	10.1	113	7.2	30	1.9
I know how and where to report incidents of unwanted sexual contact/conduct.	566	36.0	569	36.1	189	12.0	195	12.4	55	3.5
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	660	41.8	625	39.6	150	9.5	108	6.8	36	2.3
I am generally aware of the campus resources listed on the Lehman College Title IX website: https://www1.cuny.edu/sites/title-ix/?post_type=campus_profile&p=151	557	35.3	629	39.9	208	13.2	142	9.0	40	2.5
I have a responsibility to report incidents of unwanted sexual contact/conduct when I see them occurring on campus or off campus.	828	52.3	606	38.3	114	7.2	22	1.4	13	0.8
I understand that Lehman College standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	644	40.8	659	41.7	196	12.4	60	3.8	20	1.3
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in Annual Security Report and the Crime Statistics Report prepared by Public Safety (https://lehman.edu/public-safety/jeanne-clery-crime-stats.php).	621	39.5	588	37.4	191	12.1	136	8.6	38	2.4
I know that the Department of Public Safety issues crime alerts and Timely Warning Notices to the campus community whenever there is an incident or threat to the campus community.	671	42.5	637	40.3	158	10.0	84	5.3	30	1.9
I know that Lehman provides online sexual misconduct prevention training.	751	47.6	557	35.3	144	9.1	91	5.8	34	2.2

Employees only: I know that Lehman provides online workplace violence prevention training.	273	68.8	110	27.7	6	1.5	7	1.8	1	0.3

Table B92. Tenured/Tenure-Track/CCE/CCE-Eligible Faculty only: As a faculty member at Lehman College, I feel… (Question 38)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The criteria for tenure are clear.	19	16.2	54	46.2	21	17.9	15	12.8	8	6.8
The tenure standards/promotion standards are applied equally to faculty in my school/division.	13	11.2	35	30.2	29	25.0	23	19.8	16	13.8
Supported and mentored during the tenure-track years.	28	24.1	32	27.6	28	24.1	19	16.4	9	7.8
Lehman College faculty who qualify for delaying their tenure-clock feel empowered to do so.	14	12.1	23	19.8	62	53.4	14	12.1	3	2.6
Lehman College values research.	38	32.5	49	41.9	13	11.1	9	7.7	8	6.8
Lehman College values teaching.	39	33.6	42	36.2	17	14.7	13	11.2	5	4.3
Lehman College values service contributions.	30	26.5	38	33.6	20	17.7	16	14.2	9	8.0
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	7	6.0	9	7.8	32	27.6	36	31.0	32	27.6
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	25	21.7	33	28.7	28	24.3	18	15.7	11	9.6
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	26	22.2	32	27.4	40	34.2	14	12.0	5	4.3
Faculty members in my department/program who use FMLA policies are disadvantaged in promotion/tenure.	4	3.4	3	2.6	64	55.2	26	22.4	19	16.4
Senior administrators (e.g., President, Provost, Vice President, Dean) value faculty opinions.	6	5.1	28	23.9	35	29.9	33	28.2	15	12.8
Committees at Lehman College value faculty opinions.	13	11.2	52	44.8	33	28.4	10	8.6	8	6.9

Note: Table includes responses only from those respondents who indicated that they were Tenured, Tenure-Track, CCE, or CCE Eligible Faculty in Question 1 (*n* = 117).

Table B93. Non-Tenure-Track Faculty only*: As an employee with a non-tenure-track appointment at Lehman College, I feel… (Question 40)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The criteria used for contract renewal are clear.	2	28.6	5	71.4	0	0.0	0	0.0	0	0.0
The criteria used for contract renewal are applied equally to all positions.	3	42.9	3	42.9	1	14.3	0	0.0	0	0.0
Clear expectations of my responsibilities exist.	3	50.0	3	50.0	0	0.0	0	0.0	0	0.0
Lehman College values research.	4	57.1	2	28.6	1	14.3	0	0.0	0	0.0
Lehman College values teaching.	2	33.3	3	50.0	1	16.7	0	0.0	0	0.0
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	1	20.0	2	40.0	0	0.0	2	40.0	0	0.0
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	3	50.0	1	16.7	2	33.3	0	0.0	0	0.0
Pressured to do extra work that is uncompensated.	0	0.0	2	28.6	3	42.9	0	0.0	2	28.6
Senior administrators (e.g., President, Provost, Vice President, Dean) value non-tenure-track faculty opinions.	0	0.0	4	57.1	1	14.3	1	14.3	1	14.3
Committees at Lehman College value non-tenure-track/not eligible for CCE faculty opinions.	0	0.0	3	50.0	2	33.3	0	0.0	1	16.7

Note: Table includes responses only from those respondents who indicated that they held Non-Tenure-Track academic appointments in Question 1 (*n* = 7).

Table B94. Adjunct Faculty only: As an adjunct faculty member, I feel… (Question 42)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The process for performance evaluation is clear.	20	37.0	25	46.3	7	13.0	1	1.9	1	1.9
The procedure for advancement is clear.	10	18.5	12	22.2	13	24.1	9	16.7	10	18.5
The process for course assignments is clear.	22	40.7	16	29.6	7	13.0	6	11.1	3	5.6
Clear expectations of my responsibilities exist.	24	44.4	21	38.9	3	5.6	5	9.3	1	1.9
My teaching is valued by Lehman College.	26	48.1	17	31.5	6	11.1	1	1.9	4	7.4
I perform more work to help students than do my coworkers (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	7	13.0	9	16.7	31	57.4	4	7.4	3	5.6
Pressured to do extra work that is uncompensated.	5	9.3	5	9.3	17	31.5	19	35.2	8	14.8
Senior administrators (e.g., President, Provost, Vice President, Dean) value adjunct faculty opinions.	8	15.1	15	28.3	16	30.2	8	15.1	6	11.3
Committees at Lehman College value adjunct faculty opinions.	9	17.0	14	26.4	20	37.7	5	9.4	5	9.4
Connected to the Lehman College community.	12	22.6	15	28.3	14	26.4	7	13.2	5	9.4
There are support mechanisms/resources for me as an adjunct faculty.	11	21.2	19	36.5	12	23.1	5	9.6	5	9.6

Note: Table includes responses only from those respondents who indicated that they held Adjunct academic appointments in Question 1 (*n* = 54).

Table B95. Faculty only: As a faculty member at Lehman College, I feel... (Question 44)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Salaries for tenure-track/CCE/CCE eligible faculty positions are competitive.	10	5.7	58	33.1	51	29.1	42	24.0	14	8.0
Salaries for non-tenure-track faculty positions are competitive.	6	3.5	29	16.8	73	42.2	42	24.3	23	13.3
Health insurance benefits are competitive.	23	13.1	67	38.1	52	29.5	23	13.1	11	6.3
Child care benefits are competitive.	6	3.5	24	14.0	103	59.9	20	11.6	19	11.0
Retirement/supplemental benefits are competitive.	13	7.7	56	33.3	73	43.5	18	10.7	8	4.8
Lehman College provides adequate information to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	10	5.8	28	16.2	73	42.2	41	23.7	21	12.1
My colleagues include me in opportunities that will help my career as much as they do others in my position.	27	15.4	67	38.3	50	28.6	20	11.4	11	6.3
The performance evaluation process is clear.	26	14.8	80	45.5	40	22.7	22	12.5	8	4.5
Lehman College provides me with resources to pursue professional development (e.g., conferences, materials, research and course design, traveling).	24	13.9	52	30.1	37	21.4	38	22.0	22	12.7
Positive about my career opportunities at Lehman College.	31	17.7	54	30.9	48	27.4	22	12.6	20	11.4
I would recommend Lehman College as a good place to work.	36	20.6	79	45.1	34	19.4	13	7.4	13	7.4
I have job security.	48	27.7	68	39.3	29	16.8	16	9.2	12	6.9
I would like more opportunities to participate in **substantive** committee assignments.	16	9.2	34	19.5	62	35.6	41	23.6	21	12.1
I have opportunities to participate in **substantive** committee assignments.	23	13.3	76	43.9	55	31.8	9	5.2	10	5.8

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 178).

Table B96. Staff only: As a staff member at Lehman College, I feel… (Question 46)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I have supervisors who give me job/career advice or guidance when I need it.	71	31.8	72	32.3	36	16.1	22	9.9	22	9.9
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	69	31.1	86	38.7	36	16.2	21	9.5	10	4.5
I am included in opportunities that will help my career as much as others in similar positions.	51	23.0	73	32.9	48	21.6	27	12.2	23	10.4
The performance evaluation process is clear.	61	27.4	84	37.7	37	16.6	23	10.3	18	8.1
The performance evaluation process is productive.	39	17.6	61	27.5	73	32.9	23	10.4	26	11.7
My supervisor provides adequate support for me to manage work-life balance.	75	33.6	71	31.8	43	19.3	18	8.1	16	7.2
I am able to complete my assigned duties during scheduled hours.	48	21.6	66	29.7	29	13.1	49	22.1	30	13.5
My workload has increased without additional compensation owing to other staff departures (e.g., retirement positions not filled).	70	31.4	47	21.1	68	30.5	22	9.9	16	7.2
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	26	11.7	48	21.5	64	28.7	55	24.7	30	13.5
I am given a reasonable time frame to complete assigned responsibilities.	48	21.7	90	40.7	46	20.8	27	12.2	10	4.5
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	31	14.0	34	15.3	77	34.7	50	22.5	30	13.5
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	37	16.6	53	23.8	78	35.0	42	18.8	13	5.8

Table B96. Staff only: As a staff member at Lehman College, I feel… (Question 46)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
A hierarchy exists within staff positions that allows some voices to be valued more than others.	56	25.2	60	27.0	65	29.3	32	14.4	9	4.1
Lehman College provides adequate information to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	22	9.9	59	26.6	97	43.7	25	11.3	19	8.6

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 225).

Table B97. Staff only: As a staff member at Lehman College, I feel… (Question 48)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Lehman College provides me with resources to pursue training/professional development opportunities.	35	15.8	97	43.7	48	21.6	28	12.6	14	6.3
My supervisor provides me with resources to pursue training/professional development opportunities.	44	19.9	83	37.6	55	24.9	24	10.9	15	6.8
Lehman College is supportive of taking extended leave (e.g., vacation, family leave, personal, short-term disability).	47	21.3	80	36.2	71	32.1	16	7.2	7	3.2
My supervisor is supportive of my taking extended leave (e.g., vacation, family leave, personal, short-term disability).	59	26.8	75	34.1	69	31.4	9	4.1	8	3.6
Staff in my department/program who use FMLA are disadvantaged in promotion or evaluations.	12	5.5	13	5.9	106	48.2	55	25.0	34	15.5
Lehman College policies (e.g., vacation, family leave, personal, short-term disability) are fairly applied across Lehman College.	30	13.6	77	35.0	88	40.0	15	6.8	10	4.5
Lehman College is supportive of flexible work schedules.	29	13.2	80	36.5	54	24.7	40	18.3	16	7.3
My supervisor is supportive of flexible work schedules.	60	27.0	87	39.2	42	18.9	15	6.8	18	8.1
Staff salaries are competitive.	21	9.5	60	27.3	61	27.7	46	20.9	32	14.5

Table B97. Staff only: As a staff member at Lehman College, I feel… (Question 48)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Vacation and personal time benefits are competitive.	45	20.3	82	36.9	70	31.5	16	7.2	9	4.1
Health insurance benefits are competitive.	42	18.9	85	38.3	66	29.7	16	7.2	13	5.9
Child care benefits are competitive.	18	8.2	34	15.5	143	65.0	17	7.7	8	3.6
Retirement/supplemental benefits are competitive.	31	14.2	71	32.4	97	44.3	12	5.5	8	3.7
Committees at Lehman College value staff opinions.	17	7.7	65	29.5	96	43.6	31	14.1	11	5.0
Lehman College faculty value staff opinions.	19	8.7	66	30.1	77	35.2	42	19.2	15	6.8
Lehman College senior administrators (e.g., President, Provost, Vice President, Dean) value staff opinions.	21	9.6	63	28.8	79	36.1	33	15.1	23	10.5
Clear expectations of my responsibilities exist.	38	17.2	118	53.4	29	13.1	24	10.9	12	5.4
Clear procedures exist on how I can advance at Lehman College.	20	9.0	48	21.6	50	22.5	58	26.1	46	20.7
Positive about my career opportunities at Lehman College.	20	9.1	67	30.6	60	27.4	32	14.6	40	18.3
I would recommend Lehman College as a good place to work.	44	19.8	88	39.6	47	21.2	20	9.0	23	10.4
I have job security.	48	21.6	95	42.8	48	21.6	17	7.7	14	6.3

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 225).

Table B98. Graduate Students only: As a graduate student, I feel… (Question 50)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am satisfied with the quality of advising I have received from my program or department.	63	40.4	63	40.4	19	12.2	8	5.1	3	1.9
I have adequate access to my advisor.	67	42.9	59	37.8	22	14.1	4	2.6	4	2.6
My advisor provides clear expectations.	60	39.0	56	36.4	29	18.8	6	3.9	3	1.9
My advisor responds to my emails, calls, or voicemails in a prompt manner.	73	46.8	48	30.8	24	15.4	8	5.1	3	1.9
Department **faculty** members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	64	41.3	63	40.6	23	14.8	3	1.9	2	1.3
Department **staff** members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	57	37.0	64	41.6	24	15.6	6	3.9	3	1.9
Adequate opportunities exist for me to interact with other university faculty outside of my department.	50	32.3	46	29.7	45	29.0	11	7.1	3	1.9
I receive support from my advisor to pursue personal research interests.	50	32.1	47	30.1	43	27.6	10	6.4	6	3.8
My department faculty members encourage me to produce publications and present research.	40	26.7	47	31.3	46	30.7	14	9.3	3	2.0
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	43	27.9	46	29.9	47	30.5	13	8.4	5	3.2
I am comfortable sharing my professional goals with my advisor.	64	41.3	61	39.4	20	12.9	9	5.8	1	0.6

Note: Table includes responses only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 158).

Table B99. <u>Within the past year, have you OBSERVED</u> any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullied, harassed) learning, living, or working environment at Lehman College? (Question 88)

Observed conduct	*n*	%
No	1,483	93.4
Yes	104	6.6

Table B100. Who/what was the <u>target</u> of the conduct? (<u>Mark all that apply</u>.) (Question 89)

Target	*n*	%
Student	30	28.8
Faculty member/other instructional staff	26	25.0
Coworker/colleague	24	23.1
Staff member	23	22.1
Supervisor or manager	7	6.7
Athletic coach/trainer	6	5.8
Department chair	5	4.8
Senior administrator (e.g., President, Provost, Vice President, Dean)	5	4.8
Stranger	4	3.8
Friend	3	2.9
Academic program director	2	1.9
Direct report (i.e., person who reports to me)	2	1.9
Social networking site	2	1.9
Student staff (e.g., student aide, college work study)	2	1.9
Do not know target	2	1.9
Academic advisor	1	1.0
Campus police	1	1.0
Graduate assistant	0	0.0
A target not listed above	2	1.9

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 88 (*n* = 104). Percentages may not sum to 100 as a result of multiple response choices.

Table B101. Who/what was the <u>source</u> of the conduct? (<u>Mark all that apply</u>.) (Question 90)

Source	*n*	%
Faculty member/other instructional staff	25	24.0
Supervisor or manager	19	18.3
Coworker/colleague	16	15.4
Department chair	16	15.4
Student	13	12.5
Senior administrator (e.g., President, Provost, Vice President, Dean)	12	11.5
Staff member	11	10.6
Athletic coach/trainer	5	4.8
Stranger	5	4.8
Academic program director	3	2.9
Campus police	3	2.9
Social networking site	3	2.9
Student staff (e.g., student aide, college work study)	3	2.9
Academic advisor	2	1.9
Do not know source	2	1.9
Direct report (i.e., person who reports to me)	1	1.0
Graduate assistant	1	1.0
Friend	0	0.0
A source not listed above	4	3.8

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 88 (*n* = 104). Percentages may not sum to 100 as a result of multiple response choices.

Table B102. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you observe? (Question 91)

Instances	*n*	%
1 instance	27	28.1
2 instances	19	19.8
3 instances	17	17.7
4 instances	7	7.3
5 or more instances	26	27.1

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 88 (*n* = 104).

Table B103. Which of the target's characteristics do you believe was/were the basis for the conduct? (<u>Mark all that apply</u>.) (Question 92)

Characteristic	*n*	%
Racial identity	29	27.9
Position (e.g., staff, faculty, student)	24	23.1
Ethnicity	20	19.2
Gender/gender identity	16	15.4
Do not know	16	15.4
Age	11	10.6
Philosophical views	11	10.6
Length of service at Lehman College	9	8.7
Political views	9	8.7
Socioeconomic status	9	8.7
Academic performance (e.g., gave wrong answer during class, did poorly on a test)	8	7.7
Sexual identity	8	7.7
Disability status	7	6.7
Educational credentials (e.g., BS, MS, PhD, MD)	6	5.8
Gender expression	6	5.8
International status/national origin	6	5.8
Immigrant/citizen status	5	4.8
Mental health/psychological disability/condition	4	3.8
Parental status (i.e., having children)	4	3.8
Physical characteristics	4	3.8
Religious/spiritual views	3	2.9
Major field of study	2	1.9
Marital status (e.g., single, married, partnered)	2	1.9
Speech disorder	2	1.9
English language proficiency/accent	1	1.0
Military/veteran status	1	1.0
Participation in an organization/team	0	0.0
Pregnancy	0	0.0
A reason not listed above	15	14.4

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 88 (*n* = 104). Percentages may not sum to 100 as a result of multiple response choices.

Table B104. Which of the following did you observe because of the target's identity? (<u>Mark all that apply</u>.) (Question 93)

Form of observed conduct	*n*	%
Person intimidated/bullied	40	38.5
Person isolated or left out	37	35.6
Person experienced a hostile work environment	33	31.7
Person ignored or excluded	32	30.8
Person was silenced	29	27.9
Person was the target of workplace incivility	26	25.0
Derogatory verbal remarks	24	23.1
Racial/ethnic profiling	15	14.4
Person received a poor or unfair performance evaluation	13	12.5
Person was unfairly evaluated in the promotion and tenure process	11	10.6
Assumption that someone was admitted/hired/promoted based on his/her/their identity	10	9.6
Person was stared at	10	9.6
Derogatory written comments	7	6.7
Person received a low or unfair grade	7	6.7
Derogatory phone calls/text messages/email	6	5.8
Person experienced a hostile classroom environment	5	4.8
Derogatory/unsolicited messages through social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)	3	2.9
Singled out as the spokesperson for their identity group	3	2.9
Threats of physical violence	3	2.9
Person was the target of physical violence	2	1.9
Person was the target of unwanted sexual contact (verbal or physical)	1	1.0
Something not listed above	10	9.6

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 88 (*n* = 104). Percentages may not sum to 100 as a result of multiple response choices.

Table B105. Where did this conduct occur? (<u>Mark all that apply.</u>) (Question 94)

Location	*n*	%
In a meeting with a group of people	36	34.6
While working at a Lehman College job	24	23.1
On phone calls/text messages/email	17	16.3
In a Lehman College administrative office	15	14.4
In a class/laboratory	12	11.5
In a meeting with one other person	10	9.6
In a faculty office	8	7.7
While walking on campus	7	6.7
In other public spaces at Lehman College	6	5.8
Off campus	5	4.8
In Leonard Lief Library	4	3.8
In athletic facilities	4	3.8
In a computer lab	3	2.9
In a Lehman College dining facility	2	1.9
In campus housing	2	1.9
In off-campus housing	2	1.9
On social media sites (e.g., Facebook, Twitter, Snapchat)	1	1.0
A venue or building not listed above	12	11.5

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 88 (*n* = 104). Percentages may not sum to 100 as a result of multiple response choices.

Table B106. How did you feel after observing the conduct? (<u>Mark all that apply.</u>) (Question 95)

Emotional response	*n*	%
Angry	53	51.0
Distressed	47	45.2
Sad	37	35.6
Embarrassed	30	28.8
Somehow responsible	17	16.3
Afraid	14	13.5
A feeling not listed above	10	9.6

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 88 (*n* = 104). Percentages may not sum to 100 as a result of multiple response choices.

Table B107. What was your response to observing this conduct? (<u>Mark all that apply</u>.) (Question 96)

Response	*n*	%
I told a friend.	29	27.9
I did not do anything.	24	23.1
I avoided the person/venue.	16	15.4
I contacted a Lehman College resource.	16	15.4
Senior administrator (e.g., President, Provost, Vice President, Dean)	8	50.0
Office of Human Resources	6	37.5
Department chair	5	31.3
Faculty member	4	25.0
Office of Compliance and Diversity	4	25.0
Student affairs staff (e.g., resident assistant, student coordinators, campus life)	4	25.0
Title IX Coordinator/Clery Act Compliance Officer	3	18.8
Supervisor/manager	2	12.5
Lehman College Public Safety	1	6.3
Ombudsperson	1	6.3
Staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life staff)	1	6.3
Student Counseling	1	6.3
Academic Program Director	0	0.0
CUNY Employee Assistance Program	0	0.0
Student teaching assistant (e.g., tutor, graduate teaching assistant)	0	0.0
I told a family member.	15	14.4
I did not know to whom to go.	14	13.5
I confronted the person(s) later.	10	9.6
I confronted the person(s) at the time.	6	5.8
I submitted a bias incident report or a report through	5	4.8
Student Affairs	3	60.0
Compliance and Diversity	3	60.0
Human Resources	3	60.0
Public Safety	0	0.0
I contacted a local law enforcement official.	4	3.8
I sought information online.	4	3.8
I sought support from off-campus hotline/advocacy services.	3	2.9
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	3	2.9

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| A response not listed above. | 20 | 19.2 |

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 88 (*n* = 104). Percentages may not sum to 100 as a result of multiple response choices.

Table B108. Did you officially report the conduct? (Question 97)

Reported conduct	*n*	%
No, I didn't report it.	78	80.4
Yes, I reported it.	19	19.6
Yes, I reported the conduct, but felt that it was not addressed appropriately.	4	80.0
Yes, I reported the conduct, and the outcome is still pending.	1	20.0
Yes, I reported the conduct and was satisfied with the outcome.	0	0.0
Yes, I reported the conduct, and while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	0	0.0
Yes, I reported the conduct, but the outcome was not shared.	0	0.0

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 88 (*n* = 104).

Table B109. Faculty/Staff only: <u>Within the past year</u>, have you observed <u>hiring</u> practices at Lehman College that you perceive to be unjust (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool)? (Question 99)

Observed	*n*	%
No	323	81.6
Yes	73	18.4

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 403).

Table B110. Faculty/Staff only: I believe that the unjust <u>hiring</u> practices were based upon… (<u>Mark all that apply</u>.) (Question 100)

Characteristic	*n*	%
Racial identity	31	42.5
Nepotism/cronyism	20	27.4
Ethnicity	19	26.0
Gender/gender identity	13	17.8
Position (e.g., staff, faculty, student)	13	17.8
Age	11	15.1
Educational credentials (e.g., BS, MS, PhD, MD)	7	9.6
Do not know	7	9.6
English language proficiency/accent	6	8.2
Socioeconomic status	6	8.2
Gender expression	5	6.8
Length of service at Lehman College	5	6.8
Political views	5	6.8
Sexual identity	5	6.8
Immigrant/citizen status	4	5.5
Physical characteristics	4	5.5
International status/national origin	3	4.1
Major field of study	3	4.1
Philosophical views	3	4.1
Disability status	2	2.7
Mental health/psychological disability/condition	1	1.4
Parental status (i.e., having children)	1	1.4
Participation in an organization/team	1	1.4
Marital status (e.g., single, married, partnered)	0	0.0
Military/veteran status	0	0.0
Pregnancy	0	0.0
Religious/spiritual views	0	0.0
Speech disorder	0	0.0
A reason not listed above	11	15.1

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust hiring practices in Question 99 (*n* = 73). Percentages may not sum to 100 as a result of multiple response choices.

Table B111. Faculty/Staff only: <u>Within the past year</u>, have you observed <u>promotion, tenure, reappointment, and/or reclassification</u> practices at Lehman College that you perceive to be unjust (e.g., passed over for promotion, tenure, reappointment, or reclassification for an improper reason)? (Question 101)

Observed	*n*	%
No	320	81.4
Yes	73	18.6

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 403).

Table B112. Faculty/Staff only: I believe that the unjust behavior, procedures, or employment practices related to <u>promotion, tenure, reappointment, and/or reclassification</u> were based upon… (<u>Mark all that apply.</u>) (Question 102)

Characteristic	*n*	%
Do not know	16	21.9
Nepotism/cronyism	14	19.2
Position (e.g., staff, faculty, student)	14	19.2
Ethnicity	11	15.1
Racial identity	10	13.7
Gender/gender identity	9	12.3
Length of service at Lehman College	9	12.3
Age	6	8.2
Gender expression	6	8.2
Major field of study	6	8.2
Philosophical views	4	5.5
Socioeconomic status	4	5.5
Disability status	3	4.1
Educational credentials (e.g., BS, MS, PhD, MD)	3	4.1
Mental health/psychological disability/condition	3	4.1
Participation in an organization/team	3	4.1
Physical characteristics	3	4.1
Sexual identity	3	4.1
Political views	2	2.7
English language proficiency/accent	1	1.4
Immigrant/citizen status	1	1.4
International status/national origin	1	1.4
Religious/spiritual views	1	1.4
Marital status (e.g., single, married, partnered)	0	0.0
Military/veteran status	0	0.0
Parental status (i.e., having children)	0	0.0
Pregnancy	0	0.0
Speech disorder	0	0.0
A reason not listed above	19	26.0

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust promotion/tenure/reappointment/reclassification practices in Question 101 (*n* = 73). Percentages may not sum to 100 as a result of multiple response choices.

Table B113. Faculty/Staff only: <u>Within the past year</u>, have you observed <u>employment-related discipline or action, up to and including dismissal,</u> at Lehman College that you perceive to be unjust (e.g., disciplinary action influenced by personal relationships, fired or dismissed based on a stated reason that was false)? (Question 103)

Observed	*n*	%
No	373	94.7
Yes	21	5.3

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 403).

Table B114. Faculty/Staff only: I believe that the unjust <u>employment-related disciplinary actions up to and including dismissal,</u> were based upon… (<u>Mark all that apply</u>.) (Question 104)

Characteristic	*n*	%
Position (e.g., staff, faculty, student)	4	19.0
Ethnicity	3	14.3
Gender/gender identity	3	14.3
Philosophical views	3	14.3
Do not know	3	14.3
Age	2	9.5
Gender expression	2	9.5
Nepotism/cronyism	2	9.5
Political views	2	9.5
Racial identity	2	9.5
Disability status	1	4.8
Length of service at Lehman College	1	4.8
Participation in an organization/team	1	4.8
Physical characteristics	1	4.8
Educational credentials (e.g., BS, MS, PhD, MD)	0	0.0
English language proficiency/accent	0	0.0
Immigrant/citizen status	0	0.0
International status/national origin	0	0.0
Major field of study	0	0.0
Marital status (e.g., single, married, partnered)	0	0.0
Mental health/psychological disability/condition	0	0.0
Military/veteran status	0	0.0
Parental status (i.e., having children)	0	0.0
Pregnancy	0	0.0
Religious/spiritual views	0	0.0
Sexual identity	0	0.0
Socioeconomic status	0	0.0
Speech disorder	0	0.0
A reason not listed above	7	33.3

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust disciplinary actions in Question 103 (*n* = 21). Percentages may not sum to 100 as a result of multiple response choices.

Table B115. Using a scale of 1–5, please rate the overall campus climate at Lehman College on the following dimensions: (Question 106)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	n	%	*n*	%	*n*	%	*n*	%	*n*	%		
Friendly/Hostile	715	45.5	509	32.4	271	17.3	49	3.1	26	1.7	**1.8**	**0.9**
Inclusive/Exclusive	624	40.2	458	29.5	356	23.0	89	5.7	24	1.5	**1.9**	**1.0**
Improving/Regressing	570	36.9	487	31.5	361	23.4	89	5.8	38	2.5	**2.0**	**1.0**
Positive for persons with disabilities/Negative	628	40.7	410	26.6	422	27.3	57	3.7	27	1.7	**1.9**	**1.0**
Positive for people who identify as lesbian, gay, bisexual, or queer/Negative	671	43.3	427	27.6	383	24.7	56	3.6	11	0.7	**1.8**	**0.9**
Positive for people who identify as transgender and/or gender fluid/Negative	651	42.0	413	26.7	408	26.3	61	3.9	16	1.0	**1.9**	**0.9**
Positive for people of various religious/spiritual backgrounds/Negative	679	43.8	444	28.6	369	23.8	41	2.6	17	1.1	**1.8**	**0.9**
Positive for People of Color/Negative	797	51.5	443	28.6	229	14.8	56	3.6	24	1.5	**1.7**	**0.9**
Positive for men/Negative	782	50.5	413	26.7	297	19.2	32	2.1	23	1.5	**1.7**	**0.9**
Positive for women/Negative	737	47.4	453	29.1	278	17.9	67	4.3	21	1.3	**1.7**	**0.9**
Positive for nonnative English speakers/Negative	693	44.8	444	28.7	326	21.1	65	4.2	19	1.2	**1.8**	**0.9**
Positive for people who are not U.S. citizens/Negative	719	46.4	417	26.9	347	22.4	46	3.0	19	1.2	**1.8**	**0.9**
Welcoming/Not welcoming	742	47.6	479	30.7	241	15.4	65	4.2	33	2.1	**1.8**	**1.0**
Respectful/Disrespectful	745	47.9	462	29.7	249	16.0	65	4.2	33	2.1	**1.7**	**0.9**
Positive for people of high socioeconomic status/Negative	692	44.8	368	23.8	429	27.8	40	2.6	15	1.0	**1.9**	**1.0**
Positive for people of low socioeconomic status/Negative	677	43.9	399	25.9	372	24.1	61	4.0	33	2.1	**1.9**	**1.0**
Positive for people of various political affiliations/Negative	584	37.9	356	23.1	498	32.3	68	4.4	36	2.3	**2.0**	**1.0**

Positive for people in active military/veteran status/Negative	676	43.9	369	24.0	449	29.2	33	2.1	12	0.8	**1.9**	**1.0**

Table B116. Students only: As a student a Lehman College, I feel… (Question 107)

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Valued by Lehman College **faculty**.	356	30.2	504	42.7	244	20.7	55	4.7	21	1.8
Valued by Lehman College **staff**.	341	29.0	489	41.6	270	23.0	53	4.5	23	2.0
Valued by Lehman College **senior administrators** (e.g., President, Provost, Vice President, Dean).	299	25.6	399	34.1	393	33.6	52	4.4	26	2.2
Valued by faculty in the classroom.	396	33.8	532	45.4	195	16.6	36	3.1	14	1.2
Valued by other students in the classroom.	386	32.9	489	41.7	256	21.8	32	2.7	9	0.8
Valued by other students outside of the classroom.	345	29.5	416	35.6	350	29.9	46	3.9	13	1.1
That Lehman College climate encourages open discussion of difficult topics.	375	32.1	486	41.6	255	21.8	36	3.1	16	1.4
That I have faculty whom I perceive as role models.	352	30.1	390	33.4	321	27.5	72	6.2	33	2.8
That I have staff whom I perceive as role models.	315	27.2	352	30.4	379	32.8	73	6.3	37	3.2
Faculty prejudge my abilities based on their perception of my identity/background.	189	16.2	234	20.1	353	30.3	221	19.0	169	14.5
That my English-speaking skills limit my ability to be successful at Lehman College.	187	16.0	187	16.0	237	20.2	239	20.4	322	27.5
That my English writing skills limit my ability to be successful at Lehman College.	175	15.0	202	17.3	244	20.9	239	20.4	310	26.5

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 ($n = 1,191$).

Table B117. Students only: <u>Within the past year</u>, which of the following resources have you used to support you at Lehman College? (<u>Mark all that apply.</u>). (Question 108)

Office/Resource	Academic support		Non-academic support (e.g., emotional, personal or social wellbeing)		I have not sought support from this resource.	
	n	%	*n*	%	*n*	%
Academic Advisement (ACE, SEEK, G.P.S)	481	40.4	59	5.0	452	38.0
Academic Standards and Evaluation	153	12.8	49	4.1	633	53.1
Academic Testing and Scholarships	114	9.6	49	4.1	662	55.6
Athletics/APEX	100	8.4	106	8.9	640	53.7
Career Exploration and Development Center	171	14.4	70	5.9	590	49.5
Counseling Services	126	10.6	101	8.5	625	52.5
CUNY Edge	83	7.0	51	4.3	680	57.1
Dean of Students (Conduct, Academic Integrity, Orientation)	74	6.2	55	4.6	682	57.3
Emergency Grants	304	25.5	98	8.2	491	41.2
Equal Opportunity and Affirmative Action/Title IX	65	5.5	57	4.8	677	56.8
Financial Aid	610	51.2	106	8.9	270	22.7
Graduate Studies	125	10.5	49	4.1	647	54.3
Health Services	85	7.1	60	5.0	653	54.8
Instructional Support Services Program (Tutoring)	168	14.1	44	3.7	607	51.0
International Programs and Community Engagement	65	5.5	43	3.6	696	58.4
Leonard Lief Library	359	30.1	63	5.3	471	39.5
Office of Campus Life	136	11.4	78	6.5	612	51.4
Office of Prestigious Awards	151	12.7	62	5.2	620	52.1
Office of Public Safety	91	7.6	74	6.2	646	54.2
Pathways to Student STEM Success	84	7.1	46	3.9	675	56.7
Registrar	350	29.4	67	5.6	466	39.1

Sexual and Interpersonal Violence Prevention and Response (SPARC)	89	7.5	50	4.2	675	56.7
Student Disability Services	101	8.5	54	4.5	668	56.1
Veteran and Military Affairs	51	4.3	42	3.5	712	59.8
Wellness Education and Health Promotion	64	5.4	75	6.3	675	56.7

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 ($n = 1,191$).
Percentages may not sum to 100 as a result of multiple response choices.

Table B118. Faculty only: As a faculty member at Lehman College, I feel… (Question 110)

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Valued by faculty in my department/program.	72	40.7	68	38.4	20	11.3	7	4.0	10	5.6
Valued by my department/program chair.	93	52.8	48	27.3	13	7.4	9	5.1	13	7.4
Valued by other faculty at Lehman College.	62	35.4	73	41.7	35	20.0	1	0.6	4	2.3
Valued by students in the classroom.	91	52.3	70	40.2	10	5.7	1	0.6	2	1.1
Valued by Lehman College senior administrators (e.g., President, Provost, Vice President, Dean).	34	19.4	47	26.9	52	29.7	30	17.1	12	6.9
That Lehman College climate encourages open discussion of difficult topics.	25	14.4	62	35.6	44	25.3	30	17.2	13	7.5
That Lehman College values my **research/scholarship.**	34	19.3	63	35.8	50	28.4	12	6.8	17	9.7
That Lehman College values my **teaching**.	53	30.3	75	42.9	20	11.4	15	8.6	12	6.9
That Lehman College values my **service** contributions.	47	27.0	57	32.8	41	23.6	16	9.2	13	7.5
That faculty in my department/program prejudge my abilities based on their perception of my identity/background.	10	5.8	25	14.5	30	17.4	50	29.1	57	33.1
That my department/program chair prejudges my abilities based on their perception of my identity/background.	15	8.9	16	9.5	27	16.0	45	26.6	66	39.1
That my English-speaking skills limit my ability to be successful at Lehman College.	5	2.9	2	1.2	17	9.9	38	22.1	110	64.0
That my English writing skills limit my ability to be successful at Lehman College.	4	2.3	3	1.7	18	10.5	37	21.5	110	64.0

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 178).

Table B119. Staff only: As a staff member at Lehman College, I feel... (Question 111)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Valued by coworkers in my department.	78	35.0	107	48.0	27	12.1	7	3.1	4	1.8
Valued by coworkers outside my department.	69	31.2	107	48.4	33	14.9	9	4.1	3	1.4
Valued by my supervisor/manager.	80	36.2	84	38.0	29	13.1	12	5.4	16	7.2
Valued by Lehman College students.	71	32.0	78	35.1	62	27.9	9	4.1	2	0.9
Valued by Lehman College faculty.	50	22.7	82	37.3	62	28.2	21	9.5	5	2.3
Valued by Lehman College senior administrators (e.g., President, Provost, Vice President, Dean).	33	15.1	72	32.9	74	33.8	26	11.9	14	6.4
That Lehman College climate encourages open discussion of difficult topics.	30	13.6	70	31.8	75	34.1	29	13.2	16	7.3
That Lehman College values my **skills**.	46	20.7	86	38.7	47	21.2	28	12.6	15	6.8
That Lehman College values my **work**.	46	20.7	83	37.4	47	21.2	28	12.6	18	8.1
That coworkers in my work unit prejudge my abilities based on their perception of my identity/background.	19	8.6	17	7.7	60	27.0	74	33.3	52	23.4
That my supervisor/manager prejudges my abilities based on their perception of my identity/background.	18	8.1	26	11.7	52	23.4	68	30.6	58	26.1
That faculty prejudge my abilities based on their perception of my identity/background.	10	4.5	26	11.7	78	35.1	54	24.3	54	24.3
That my English-speaking skills limit my ability to be successful at Lehman College.	8	3.6	15	6.8	51	23.0	60	27.0	88	39.6
That my English writing skills limit my ability to be successful at Lehman College.	8	3.6	17	7.7	50	22.5	60	27.0	87	39.2

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 225).

Table B120. Using a scale of 1–5, please rate the overall campus climate on the following dimensions: (Question 112)

| Dimension | 1 | | 2 | | 3 | | 4 | | 5 | | Mean | Standard Deviation |
	n	%	*n*	%	*n*	%	*n*	%	*n*	%		
Not racist/Racist	888	57.9	381	24.9	185	12.1	59	3.8	20	1.3	**1.5**	**0.8**
Not sexist/Sexist	847	55.7	393	25.9	193	12.7	60	3.9	27	1.8	**1.5**	**0.8**
Not homophobic/Homophobic	887	58.8	371	24.6	196	13.0	43	2.8	12	0.8	**1.5**	**0.8**
Not biphobic/Biphobic	877	58.6	359	24.0	214	14.3	34	2.3	13	0.9	**1.5**	**0.8**
Not transphobic/Transphobic	861	57.6	358	23.9	216	14.4	42	2.8	18	1.2	**1.5**	**0.8**
Not ageist/Ageist	863	57.4	336	22.4	222	14.8	60	4.0	22	1.5	**1.5**	**0.9**
Not classist (socioeconomic status)/Classist	863	57.2	343	22.7	224	14.9	52	3.4	26	1.7	**1.5**	**0.8**
Not classist (position: faculty, staff, student)/Classist	839	55.7	323	21.5	230	15.3	75	5.0	38	2.5	**1.5**	**0.9**
Not ableist (disability-friendly)/Ableist (not disability-friendly)	872	58.0	341	22.7	220	14.6	48	3.2	22	1.5	**1.5**	**0.8**
Not xenophobic/Xenophobic	892	59.7	362	24.2	205	13.7	22	1.5	12	0.8	**1.5**	**0.8**
Not ethnocentric/Ethnocentric	884	59.0	352	23.5	204	13.6	43	2.9	15	1.0	**1.5**	**0.8**
Not Islamophobic/Islamophobic	899	59.9	358	23.9	202	13.5	27	1.8	14	0.9	**1.5**	**0.8**
Not antisemitic/Antisemitic	909	60.5	347	23.1	206	13.7	29	1.9	11	0.7	**1.5**	**0.8**

Table B121. Respondents with disabilities only: As a person who identifies as having a condition/disability that affects your learning, living, or working activities, have you experienced a barrier in any of the following areas at Lehman College <u>within the past year</u>? (Question 113)

Barrier	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Facilities						
Athletic and recreational facilities	15	8.9	62	36.7	92	54.4
Campus transportation/parking	15	8.8	78	45.9	77	45.3
Classroom buildings	29	17.0	81	47.4	61	35.7
Classrooms, laboratories	24	14.0	78	45.3	70	40.7
College housing	6	3.5	54	31.4	112	65.1
Computer labs (open center and other labs)	12	7.1	81	47.6	77	45.3
Dining facilities	13	7.6	85	49.7	73	42.7
Doors	17	9.9	91	52.9	64	37.2
Elevators/lifts	24	13.9	84	48.6	65	37.6
Emergency preparedness	11	6.5	79	46.5	80	47.1
Health Center	9	5.3	76	44.4	86	50.3
Leonard Lief Library	13	7.7	84	49.7	72	42.6
Office furniture (e.g., chair, desk)	20	11.6	84	48.8	68	39.5
Other campus buildings	20	11.8	84	49.4	66	38.8
Podium	8	4.7	82	48.5	79	46.7
Restrooms	13	7.7	90	53.3	66	39.1
Signage	13	7.7	85	50.3	71	42.0
Studios/performing arts spaces	8	4.8	77	45.8	83	49.4
Temporary barriers because of construction or maintenance	25	14.8	74	43.8	70	41.4
Walkways, pedestrian paths, crosswalks	17	10.2	83	49.7	67	40.1
Technology/Online Environment						
Accessible electronic formats	19	11.6	85	51.8	60	36.6
Blackboard Learning Management System	27	16.5	86	52.4	51	31.1
Clickers	6	3.7	78	47.9	79	48.5
Computer equipment (e.g., screens, mouse, keyboard)	15	9.1	90	54.9	59	36.0
Electronic forms	10	6.1	94	57.7	59	36.2
Electronic signage	9	5.5	92	56.1	63	38.4
Electronic surveys (including this one)	12	7.4	98	60.1	53	32.5
Kiosks	10	6.2	81	50.3	70	43.5
Lehman College website	17	10.6	93	57.8	51	31.7

Table B121. Respondents with disabilities only: As a person who identifies as having a condition/disability that affects your learning, living, or working activities, have you experienced a barrier in any of the following areas at Lehman College <u>within the past year</u>? (Question 113)

	Yes		No		Not applicable	
Barrier	*n*	%	*n*	%	*n*	%
Library databases, eBooks, eJournals	14	8.6	91	55.8	58	35.6
Phone/phone equipment	8	4.9	97	59.5	58	35.6
Software (e.g., voice recognition, audiobooks)	11	6.8	89	54.9	62	38.3
Video/video audio descriptions	12	7.4	91	55.8	60	36.8
Resources						
Email account	23	14.1	104	63.8	36	22.1
Information Systems (e.g., CUNYFirst, DegreeWorks, Taskstream, Lehman 360)	30	18.1	98	59.0	38	22.9
Intake forms (e.g., Health Center)	17	10.2	83	50.0	66	39.8
Learning technology	16	9.6	94	56.6	56	33.7
Microsoft Office 365 and other software	24	14.5	98	59.0	44	26.5
Surveys	15	9.1	103	62.8	46	28.0
Instructional/Campus Materials						
Brochures	8	4.8	90	54.2	68	41.0
Food menus	12	7.3	86	52.4	66	40.2
Forms	12	7.2	93	56.0	61	36.7
Journal articles	14	8.5	87	52.7	64	38.8
Library books	16	9.6	88	53.0	62	37.3
Other publications	16	9.7	86	52.1	63	38.2
Syllabi	21	12.7	93	56.0	52	31.3
Textbooks	25	15.1	88	53.0	53	31.9
Video-closed captioning and text descriptions	18	11.1	85	52.5	59	36.4
Support Services						
Accommodations from faculty	20	12.0	77	46.4	69	41.6
Aide support	7	4.2	75	45.2	84	50.6
Lighting	12	7.2	85	51.2	69	41.6
Translating/Interpreting	6	3.7	78	47.6	80	48.8

Note: Table includes responses only from those respondents who indicated that they had a condition/disability in Question 72 (*n* = 184).

Table B122. As a person who identifies as Genderqueer, Nonbinary, Transgender, Transgender Man, or Transgender Woman, have you experienced a barrier in any of the following areas at Lehman College <u>within the past year</u>? (Question 115)

Barrier	Yes *n*	Yes %	No *n*	No %	Not applicable *n*	Not applicable %
Facilities						
Athletic and recreational facilities	3	7.5	18	45.0	19	47.5
Changing rooms/locker rooms	3	7.5	20	50.0	17	42.5
Restrooms	10	25.0	20	50.0	10	25.0
Signage	5	12.5	22	55.0	13	32.5
Identity accuracy						
Lehman College ID card	10	26.3	22	57.9	6	15.8
Email account	10	27.8	22	61.1	4	11.1
Information Systems (e.g., CUNYFirst, DegreeWorks, Taskstream, Lehman 360)	8	21.6	26	70.3	3	8.1
Intake forms (e.g., Health Center)	6	16.7	21	58.3	9	25.0
Learning technology	6	16.2	22	59.5	9	24.3
Pronouns used	11	29.7	19	51.4	7	18.9
Surveys	5	13.5	26	70.3	6	16.2

Note: Table includes responses only from those respondents who self-identified as Genderqueer, Nonbinary, Transgender, Transgender Man, or Transgender Woman in Question 53 (*n* = 43).

Table B123. Faculty only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Lehman College. (Question 117)

	This initiative IS available at Lehman College and…								This initiative IS NOT available at Lehman College and…							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believed initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believed initiative is not available	
Institutional initiatives	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Flexibility for calculating the tenure clock	64	70.3	22	24.2	5	5.5	91	61.5	48	84.2	8	14.0	1	1.8	57	38.5
Recognition and rewards for including diversity issues in courses across the curriculum	66	71.0	22	23.7	5	5.4	93	61.2	48	81.4	10	16.9	1	1.7	59	38.8
Diversity, equity, and inclusivity training for faculty	77	71.3	26	24.1	5	4.6	108	71.1	34	77.3	10	22.7	0	0.0	44	28.9
Equitable funding for operational activities across programs or department	55	77.5	14	19.7	2	2.8	71	47.0	75	93.8	3	3.8	2	2.5	80	53.0
Toolkits for faculty to create an inclusive classroom environment	52	72.2	18	25.0	2	2.8	72	47.1	70	86.4	9	11.1	2	2.5	81	52.9
Supervisory training for faculty	42	60.9	23	33.3	4	5.8	69	45.4	62	74.7	17	20.5	4	4.8	83	54.6
Access to counseling for people who have experienced harassment	89	79.5	21	18.8	2	1.8	112	73.2	39	95.1	2	4.9	0	0.0	41	26.8
Mentorship for new faculty	86	86.0	14	14.0	0	0.0	100	64.1	56	100.0	0	0.0	0	0.0	56	35.9
Clear processes to resolve conflicts	65	75.6	19	22.1	2	2.3	86	58.9	58	96.7	2	3.3	0	0.0	60	41.1
Fair processes to resolve conflicts	71	76.3	19	20.4	3	3.2	93	63.3	53	98.1	1	1.9	0	0.0	54	36.7

Table B123. Faculty only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Lehman College. (Question 117)

| | This initiative IS available at Lehman College and… | | | | | | | | This initiative IS NOT available at Lehman College and… | | | | | | | |
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total Faculty respondents who believed initiative is available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total Faculty respondents who believed initiative is not available | |
Institutional initiatives	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff/faculty	76	73.8	24	23.3	3	2.9	103	67.8	37	75.5	6	12.2	6	12.2	49	32.2
Affordable child care	59	77.6	14	18.4	3	3.9	76	54.3	62	96.9	2	3.1	0	0.0	64	45.7
Support/resources for spouse/partner employment	26	51.0	24	47.1	1	2.0	51	35.9	82	90.1	6	6.6	3	3.3	91	64.1

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 178).

Table B124. Staff only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Lehman College. (Question 118)

Institutional initiatives	This initiative IS available at Lehman College and…								This initiative IS NOT available at Lehman College and…							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believed initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believed initiative is not available	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Diversity, equity, and inclusivity training for staff	118	72.8	39	24.1	5	3.1	162	76.4	43	86.0	6	12.0	1	2.0	50	23.6
Access to counseling for people who have experienced harassment	138	83.6	26	15.8	1	0.6	165	79.3	39	90.7	4	9.3	0	0.0	43	20.7
Supervisory training for supervisors/managers	95	74.2	31	24.2	2	1.6	128	63.1	72	96.0	2	2.7	1	1.3	75	36.9
Supervisory training for faculty	85	72.0	31	26.3	2	1.7	118	59.9	77	97.5	1	1.3	1	1.3	79	40.1
Mentorship for new staff	75	78.1	20	20.8	1	1.0	96	47.8	100	95.2	4	3.8	1	1.0	105	52.2
Clear processes to resolve conflicts	107	78.1	28	20.4	2	1.5	137	67.5	65	98.5	1	1.5	0	0.0	66	32.5
Fair processes to resolve conflicts	102	74.5	31	22.6	4	2.9	137	68.5	62	98.4	1	1.6	0	0.0	63	31.5
Diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff	104	73.2	35	24.6	3	2.1	142	71.0	48	82.8	7	12.1	3	5.2	58	29.0
Career development opportunities for staff	108	80.6	25	18.7	1	0.7	134	65.4	71	100.0	0	0.0	0	0.0	71	34.6
Affordable child care	116	78.9	31	21.1	0	0.0	147	74.2	49	96.1	2	3.9	0	0.0	51	25.8
Support/resources for spouse/partner employment	62	66.0	32	34.0	0	0.0	94	48.0	84	82.4	17	16.7	1	1.0	102	52.0

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 ($n = 225$).

Table B125. Students only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Lehman College. (Question 119)

| | This initiative IS available at Lehman College and… | | | | | | | | This initiative IS NOT available at Lehman College and… | | | | | | | |
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total Student respondents who believed initiative is available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total Student respondents who believed initiative is not available | |
Institutional initiatives	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Diversity, equity, and inclusivity training for students	794	87.4	104	11.5	10	1.1	908	86.1	114	77.6	28	19.0	5	3.4	147	13.9
Diversity, equity, and inclusivity training for faculty	792	86.5	115	12.6	9	1.0	916	88.2	102	83.6	15	12.3	5	4.1	122	11.8
Diversity, equity, and inclusivity training for staff	777	87.0	106	11.9	10	1.1	893	87.5	104	81.3	19	14.8	5	3.9	128	12.5
A process to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	721	86.2	107	12.8	8	1.0	836	81.4	176	92.1	9	4.7	6	3.1	191	18.6
A process to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	706	86.0	107	13.0	8	1.0	821	80.3	176	87.1	19	9.4	7	3.5	202	19.7
Opportunities for cross-cultural dialogue among students	739	87.6	94	11.1	11	1.3	844	82.3	157	86.3	17	9.3	8	4.4	182	17.7
Opportunities for cross-cultural dialogue among faculty, staff, and students	738	87.3	101	12.0	6	0.7	845	82.8	156	89.1	13	7.4	6	3.4	175	17.2

Table B125. Students only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Lehman College. (Question 119)

Institutional initiatives	This initiative IS available at Lehman College and…								This initiative IS NOT available at Lehman College and…							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative is not available	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	737	86.2	104	12.2	14	1.6	855	83.9	137	83.5	21	12.8	6	3.7	164	16.1
Effective faculty mentorship of students	729	86.2	108	12.8	9	1.1	846	83.3	154	90.6	9	5.3	7	4.1	170	16.7
Effective academic advising	786	87.1	102	11.3	14	1.6	902	88.3	108	90.8	5	4.2	6	5.0	119	11.7
Diversity, equity, and inclusivity training for student staff (e.g., student aide, college work study)	762	86.6	109	12.4	9	1.0	880	86.4	118	84.9	16	11.5	5	3.6	139	13.6
Affordable child care	692	83.4	132	15.9	6	0.7	830	82.8	152	87.9	17	9.8	4	2.3	173	17.2

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (n = 1,191).

Appendix C – Survey Instrument

Lehman College

Assessment of Climate for Learning, Living, and Working
(Administered by Rankin & Associates Consulting)

This survey is available in alternative formats. If you need any accommodations to fully participate in this survey, please contact:

Campus.Climate@lehman.cuny.edu

Esta encuesta está disponible en distintos formatos. Si necesita una adaptación para participar en esta encuesta, por favor póngase en contacto con:

Campus.Climate@lehman.cuny.edu

Si usted necesita la encuesta traducida al español, por favor póngase en contacto con:

Campus.Climate@lehman.cuny.edu

Purpose

You are invited to participate in a survey of students, faculty, staff, and administrators regarding the environment for learning, living, and working at Lehman College. Climate refers to the current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Your responses will inform us about the current climate at Lehman College and provide us with specific information about how the environment for learning, living, and working at Lehman College can be improved.

Procedures
Procedures appear respectively in appropriate mediums.

Procedures (online version)

You will be asked to complete an online survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete and must be completed in one sitting. If you close your browser, you will lose any responses you previously entered. If you use the "back" button to change previous answers, you may have to re-answer questions. You must be 18 years of age or older to participate. Please note that you can choose to withdraw your responses at any time before you submit your answers. The survey results will be submitted directly to a secure off-campus server hosted by and accessible to only the external consultants (Rankin & Associates Consulting, LLC). Any computer identification that might identify participants is deleted from the submissions. Any comments that participants provide are also separated at submission so that comments are not attributed to any individual demographic characteristics. These comments will be analyzed using content analysis. Anonymous quotes from submitted comments will be used throughout the final report to give "voice" to the quantitative data.

Procedures (paper and pencil version)

You will be asked to complete the attached survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete. You must be 18 years of age or older to participate. When you have completed the survey, please return it directly to the external consultants (Rankin & Associates) using the enclosed envelope. Any comments that participants provide are also separated at submission so that comments are not attributed to any demographic characteristics. These comments will be analyzed using content analysis. Anonymous quotes from submitted comments will be used throughout the final report to give "voice" to the quantitative data.

Discomforts and Risks

No risks are anticipated by participating in this assessment beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. In the event that any questions asked cause you discomfort, you may skip those questions or stop responding to the survey at any time. If you experience any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

https://lehman.edu/campus-climate/support/

<div align="center">

Benefits

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The results of the survey will provide important information about our campus climate and will help us in our efforts to ensure that the environment at Lehman College is conducive to learning, living, and working.

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Voluntary Participation

</div>

Participation in this assessment is voluntary. If you decide to participate, you do not have to answer any questions on the survey that you do not wish to answer. **Individuals will not be identified and only group data will be reported** (i.e., the analysis will include only aggregate data). Please note that you can choose to withdraw your responses at any time before you submit your answers. Refusal to take part in this assessment will involve no penalty or loss of student or employee benefits.

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Statement of Confidentiality for Participation

</div>

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. Your confidentiality in participating will be kept to the degree permitted by the technology used (e.g., IP addresses, longitudinal/latitudinal data is never recorded by R&A systems). The survey is run on a firewalled web server with forced 256-bit SSL security. In addition, the external consultant (Rankin & Associates) will not report any group data for groups of fewer than five individuals, which may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential identifiable demographic information. Please also remember that you do not have to answer any question or questions about which you are uncomfortable. The survey was determined to not need CUNY HRPP and IRB review on 1/26/2022.

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Statement of Anonymity for Comments

</div>

Upon submission, all comments from participants will be de-identified to make those comments anonymous. Thus, participant comments will not be attributable to their author. However, depending on what you say, others who know you may be able to attribute certain comments to you. In instances where certain comments might be attributable to an individual, Rankin & Associates will make every effort to de-identify those comments or will remove the comments from the analyses. The anonymous comments will be analyzed using content analysis. In order to give "voice" to the quantitative data, some anonymous comments may be quoted in publications related to this survey.

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Right to Ask Questions

</div>

You can ask questions about this assessment in confidence. Questions concerning this project should be directed to:

Genevieve Weber, PhD, LMHC
Vice President
Rankin & Associates Consulting, LLC
genevieve@rankin-consulting.com
814-625-2780

Questions regarding the survey process may also be directed to:

Campus.Climate@lehman.cuny.edu

Questions concerning the rights of participants:

Research at Lehman College that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to:

Michael Goldberg
Associate Director, Institutional Research, Planning, and Data Analytics
michael.goldberg@lehman.cuny.edu

PLEASE PRINT A COPY OF THIS CONSENT DOCUMENT FOR YOUR RECORDS OR, IF YOU DO NOT HAVE PRINT CAPABILITIES, YOU MAY CONTACT THE RESEARCHER TO OBTAIN A COPY.

If you agree to take part in this assessment, as described in detail in the preceding paragraphs, please check the box below indicating that you "agree" and then click on the "Next" button. below.

☐ I agree and give my consent to participate in this research project. I understand that participation is voluntary and that I may withdraw my consent at any time without penalty.

☐ I do not agree to participate and will be excluded from the remainder of the questions.

Survey Terms and Definitions

Following are several terms and definitions that are used in the survey. These will be hyperlinked when they appear in the online survey. We recognize that language is continuously changing. All the terms offered here are intended as flexible, working definitions. The terms are defined below and in the hyperlinks in the survey. The classifications used here may differ from legal definitions. Culture, economic background, region, race, and age all influence how we talk about others and ourselves. Because of this, all language is subjective and culturally defined and most identity labels are dependent on personal interpretation and experience. This list strives to use the most inclusive language possible while also offering useful descriptions of community terms.

**Ableist**: Someone who practices discrimination or prejudice against an individual or group with a disability.

**Ageist**: Someone who practices discrimination or prejudice against an individual or group on the basis of their age.

**American Indian (Native American)**: A person having origin in any of the original tribes of North America who maintains cultural identification through tribal affiliation or community recognition.

**Androgynous**: A person appearing and/or identifying as neither man nor woman, presenting a gender either mixed or neutral.

**Antisemitic:** A hatred, hostility, and/or exaggerated fear toward people who are Jewish that is perpetuated by negative stereotypes resulting in bias, discrimination, and marginalization of Jewish people.

**Asexual**: A person who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

**Assigned Birth Sex**: The biological sex assigned (named) an individual baby at birth.

**Biphobic**: Someone who practices discrimination or prejudice against an individual or group who is bisexual.

**Bisexual**: A person who may be attracted, romantically and/or sexually, to people of more than one gender, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree.

**Bullied**: Being subjected to unwanted offensive and malicious behavior that undermines, patronizes, intimidates, or demeans.

**Classist**: Someone who practices discrimination or prejudice against an individual or group based on social or economic class.

Climate: The current attitudes and behaviors of faculty, staff, administrators, and students, as well as institutional policies and procedures, which influence the level of respect for individual needs, abilities, and potential.

Cronyism: The hiring or promoting of friends or associates to positions without proper regard to their qualifications.

Disability: A physical or mental impairment that limits one or more major life activities.

Discrimination: Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which that person belongs rather than on individual merit. Discrimination can be the effect of some law or established practice that confers privilege or liability based on race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual identity, citizenship, or service in the uniformed services.

Ethnicity: A socially constructed category about a group of people based on their shared culture. This can be reflected in language, religion, material culture such as clothing and cuisine, and cultural products such as music and art.

Ethnocentric: A hatred, hostility, and/or exaggerated fear toward an individual or group's culture based solely on the values and standards of one's own culture. Ethnocentric individuals judge other groups relative to their own ethnic group or culture, especially with concern for language, behavior, customs, and religion.

FMLA: The Family and Medical Leave Act (FMLA) is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due to situations such as the following: serious health conditions that make employees unable to perform their jobs; caring for a sick family member; or caring for a new child (including birth, adoption, or foster care). For more information, see http://www.dol.gov/whd/fmla/

Gender Identity: A person's inner sense of being man, woman, both, or neither. Gender identity may or may not be expressed outwardly and may or may not correspond to one's physical characteristics.

Gender Expression: The manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as man or woman.

Genderqueer: A person whose gender identity is outside of, not included within, or beyond the binary of woman and man, or who is gender nonconforming through expression, behavior, social roles, and/or identity.

Harassment: Unwelcomed behavior that demeans, threatens, or offends another person or group of people and results in a hostile environment for the targeted person/group.

__Heterosexist__: A hatred, hostility, and/or exaggerated fear toward an individual or group based on a sexual orientation that is not heterosexual.

__Homophobia__: A hatred, hostility, and/or exaggerated fear toward homosexual people and individuals who identify as or are perceived as homosexual.

__Intersex__: Any one of a variety of conditions in which a person is born with a reproductive or sexual anatomy that does not seem to fit the typical definitions of female or male.

__Islamophobic:__ A hatred, hostility, and/or exaggerated fear toward Islam and Muslims that is perpetuated by negative stereotypes resulting in bias, discrimination, and marginalization of Muslim people.

__Nepotism__: The hiring or promoting of family members to positions without proper regard to their qualifications.

__Nonbinary__: Any gender, or lack of gender, or mix of genders, that is not strictly man or woman.

__Non-Native English Speakers__: People for whom English is not their first language.

__People of Color__: People who self-identify as other than White.

__Physical Characteristics__: Term that refers to one's appearance.

__Pansexual__: Fluid in sexual identity and is attracted to others regardless of their sexual identity or gender.

__Position__: The status one holds by virtue of her/his role/status within the institution (e.g., undergraduate student, staff, full-time faculty, part-time faculty, administrator).

__Queer__: A term used by some individuals to challenge static notions of gender and sexuality. The term is used to explain a complex set of sexual behaviors and desires. "Queer" is also used as an umbrella term to refer to all lesbian, gay, bisexual, and transgender people.

__Racial Identity__: A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

__Racist__: A hatred, hostility, and/or exaggerated fear toward an individual or group based on their racial identity.

__Sexist__: A hatred, hostility, and/or exaggerated fear toward an individual or group based on their assigned birth sex.

Sexual Identity: A personal characteristic based on the sex of people one tends to be emotionally, physically, and sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

Sexual Assault: Unwanted sexual assault is any actual or attempted nonconsensual sexual activity including, but not limited to: sexual intercourse, or sexual touching, committed with coercion, threat, or intimidation (actual or implied) with or without physical force; exhibitionism; or sexual language of a threatening nature by a person(s) known or unknown to the victim. Forcible touching, a form of sexual assault, is defined as intentionally, and for no legitimate purpose, forcibly touching the sexual or other intimate parts of another person for the purpose of degrading or abusing such person or for gratifying sexual desires.

Socioeconomic Status: The status one holds in society based on one's level of income, wealth, education, and familial background.

Transgender: An umbrella term referring to those whose gender identity or gender expression is different from that associated with their sex assigned at birth.

Transphobia: A hatred, hostility, and/or exaggerated fear toward transgender, transsexual, and other gender non-traditional individuals because of their perceived gender identity or gender expression.

Unwanted Sexual Contact: Unwelcomed touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal, or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact.

Xenophobic: A hatred, hostility, and/or exaggerated fear toward an individual or group of people from other countries.

Directions
Directions appear respectively in appropriate mediums.

URL only: Please read and answer each question carefully. For each answer, click on the appropriate response and/or fill in the appropriate blank. If you want to change an answer, click on the circle/square of your new answer and/or edit the appropriate blank, and your previous response will be erased. You may decline to answer specific questions. You must answer at least 50% of the questions for your responses to be included in the final analyses. The survey will take between 20 and 30 minutes to complete and must be completed in one sitting.

Paper/Pencil only: Please read and answer each question carefully. For each answer, darken the appropriate oval completely. If you want to change an answer, erase your first answer completely and darken the oval of your new answer. You may decline to answer specific questions. You must answer at least 50% of the questions for your responses to be included in the final analyses.

The survey will take between 20 and 30 minutes to complete and must be completed in one sitting. If you close your browser, you will lose any responses you previously entered. If you use the "back" button to change previous answers, you may have to re-answer questions. You must answer at least 50% of the questions for your responses to be included in the final analyses.

1. What is your **primary** position at Lehman College?
   o Undergraduate Student
      o Started at Lehman
      o Transferred to Lehman
   o Graduate Student at Lehman
   o Non-degree (e.g., ePermit, visiting, continuing education, Encore)
   o Post-Doctoral Scholar/Fellow
   o Faculty - Tenured/Tenure-Track/CCE/CCE eligible
      o Lecturer
      o Assistant Professor
      o Associate Professor
      o Professor
   o Faculty - Non-Tenure-Track
      o Instructor
      o Distinguished Lecturer
      o Clinical Professor
   o Adjunct Faculty (Part-Time)
      o Lecturer
      o Assistant Professor
      o Associate Professor
      o Professor
   o Executive Compensation Plan (ECP)
   o Full-time Staff (other than ECP)
      o Managerial (Higher Education Officer; Higher Education Associate; Facility Superintendents, Admin Superintendent Buildings and Grounds; Information Technology Managers; Campus Security Managers, Campus Security Director, Campus Security Assistant Director)
      o Professional Non-Faculty (Finance Accountant; Purchasing Agent; Higher Education Assistant; Assistant to Higher Education Officer; Project Manager; IT Associate; IT Assistant; Business Data Rep Analyst; IT Sr Associate)
      o Administrative Support Workers (Assistant Purchasing Agent; Finance Accountant Assistant; CUNY Administrative Assistant; Mail Message Services Worker; CUNY Office Assistant)
      o Technicians (College Laboratory Technicians - All Titles; IT Support Assistant; Print Shop Associate)
      o Craft Workers (Maintenance Worker; Motor Vehicle Mechanic; Supervisor – Maint & Labor; Electrician Helper; Laborer; Stock Worker Supervisor)

- - Skilled Trades – 220 Titles (Carpenter; Cement Mason; Electrician; High Pressure Plant Tender; Locksmith; Painter; Plumber; Stationary Engineer; Steamfitter; Thermostat Repairer; Stationary Engineer Sr)
    - Service Workers (Custodial Assistant; Custodial Principal Supv; Custodial Sr Supervisor; Custodial Supervisor; Campus Peace Officer; Campus Pub Safety Sergeant; Campus Security Specialist; Campus Security Asst)
    - Research Foundation
  - Hourly/Part-time Staff (including Research Foundation)

2. Are you full-time or part-time in that **primary** position?
   - O Full-time
   - O Part-time

3. **Students Only:** Over the past year, how many of your classes have you taken exclusively online at Lehman**?**
   - O All [Skip to Question #4]
   - O Most [Skip to Question #4]
   - O Some [Skip to Question #4]
   - O None

4. **Students Only:** Was your reasoning for taking online classes due to the COVID-19 pandemic?
   - O   No
   - O   Yes

Part 1: Personal Experiences

When responding to questions 5 - 7, think about your experiences <u>during the past year</u> at Lehman College.

5. Overall, how comfortable are you with the climate at Lehman College?
   O Very comfortable
   O Comfortable
   O Neither comfortable nor uncomfortable
   O Uncomfortable
   O Very uncomfortable

6. **Faculty/Staff only**: Overall, how comfortable are you with the climate in your department/program or work unit at Lehman College?
   O Very comfortable
   O Comfortable
   O Neither comfortable nor uncomfortable
   O Uncomfortable
   O Very uncomfortable

7. **Students/Faculty only**: Overall, how comfortable are you with the climate in your classes at Lehman College?
   O Very comfortable
   O Comfortable
   O Neither comfortable nor uncomfortable
   O Uncomfortable
   O Very uncomfortable

8. Have you **ever seriously considered** leaving Lehman College?
   O No (Students Skip to Question #13, Employees Skip to Question #14)
   O Yes

9. **Students only**: When did you seriously consider leaving Lehman College**? (Mark all that apply.)**
   O During my first year as a student
   O During my second year as a student
   O During my third year as a student
   O During my fourth year as a student
   O During my fifth year as a student
   O During my sixth year as a student
   O During my seventh year as a student
   O After my seventh year as a student

10. **Students only**: Why did you seriously consider leaving Lehman College? (**Mark all that apply.**)
RANDOMIZE RESPONSE CHOICES
- O Academic reasons
- O Climate not welcoming
- O Course availability/scheduling
- O Did not like major
- O Did not have my desired major
- O Did not meet the selection criteria for a major
- O Financial reasons
- O Homesick
- O Lack of a sense of belonging
- O Lack of social life at Lehman College
- O Lack of support group
- O Lack of support services
- O My marital/relationship status
- O Personal reasons (e.g., medical, mental health, family emergencies)
- O Wanted to transfer to another institution
- O A reason not listed above (Please specify.): _____

11. **Faculty/Staff only:** Why did you seriously consider leaving Lehman College? (Mark all that apply.)
RANDOMIZE RESPONSE CHOICES
- O Campus climate unwelcoming
- O Commute
- O Cost of living
- O Department/work unit unwelcoming
- O Family responsibilities
- O Institutional support (e.g., technical support, laboratory space/equipment)
- O Increased workload
- O Interested in a position at another institution
- O Lack of benefits
- O Lack of institutional resources
- O Lack of professional development opportunities
- O Lack of sense of belonging
- O Limited advancement opportunities
- O Local community did not meet my (my family) needs
- O Local community climate not welcoming
- O Low salary/pay rate
- O Personal reasons (e.g., medical, mental health, family emergencies)
- O Recruited or offered a position at another institution/organization
- O Relocation
- O Spouse or partner unable to find suitable employment

    O   Tension with supervisor/manager
    O   Tension with coworkers
    O   A reason not listed above (Please specify.): _____

12. We are interested in knowing more about your experiences. If you would like to elaborate on why you seriously considered leaving, please do so here.
Insert text box here

13. **Students only**: Please indicate the extent to which you agree with each of the following statements regarding your academic experience at Lehman College.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am performing up to my full academic potential.	O	O	O	O	O
I am satisfied with my academic experience at Lehman College.	O	O	O	O	O
I am satisfied with the extent of my intellectual development since enrolling at Lehman College.	O	O	O	O	O
I have performed academically as well as I anticipated I would.	O	O	O	O	O
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	O	O	O	O	O
My interest in ideas and intellectual matters has increased since coming to Lehman College.	O	O	O	O	O
I intend to graduate from Lehman College.	O	O	O	O	O
Thinking ahead, it is likely that I will leave Lehman College before I graduate.	O	O	O	O	O

14. Have you faced any challenges in moving through your degree program at Lehman College in a timely fashion? If yes, please elaborate on those challenges.
Insert text box here

15. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullied, harassed) conduct that has interfered with your ability to learn, live, or work at Lehman College?
    O   No (Skip to Question #25)
    O   Yes

16. What do you believe was the basis of the conduct? **(Mark all that apply.)**
    RANDOMIZE RESPONSE CHOICES
    O   Academic performance (e.g., gave wrong answer during class, did poorly on a test)
    O   Age
    O   Disability status
    O   Educational credentials (e.g., BS, MS, PhD, MD)
    O   English language proficiency/accent
    O   Ethnicity
    O   Gender/gender identity
    O   Gender expression
    O   Immigrant/citizen status
    O   International status/national origin
    O   Length of service at Lehman College
    O   Major field of study
    O   Marital status (e.g., single, married, partnered)
    O   Mental health/psychological disability/condition
    O   Military/veteran status
    O   Parental status (i.e., having children)
    O   Participation in an organization/team (Please specify.): _____
    O   Philosophical views
    O   Physical characteristics
    O   Political views
    O   Position (e.g., staff, faculty, student)
    O   Pregnancy
    O   Racial identity
    O   Religious/spiritual views
    O   Sexual identity
    O   Socioeconomic status
    O   Speech disorder
    O   Do not know
    O   A reason not listed above (Please specify.): _____

17. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you experience?
   O   1 instance
   O   2 instances
   O   3 instances
   O   4 instances
   O   5 or more instances

18. How would you describe what happened? **(Mark all that apply.)**
   RANDOMIZE RESPONSE CHOICES
   O   I experienced a hostile classroom environment.
   O   I experienced a hostile work environment
   O   I felt others staring at me.
   O   I received a poor or unfair performance evaluation
   O   I received a low or unfair grade
   O   I received derogatory phone calls/text messages/email.
   O   I received derogatory written comments.
   O   I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat, Instagram).
   O   I received threats of physical violence.
   O   I was ignored or excluded.
   O   I was intimidated/bullied.
   O   I was isolated or left out.
   O   I was not fairly evaluated in the promotion and tenure process.
   O   I was silenced/I felt silenced.
   O   I was singled out as the spokesperson for my identity group.
   O   I was the target of derogatory verbal remarks.
   O   I was the target of physical violence.
   O   I was the target of racial/ethnic profiling.
   O   I was the target of unwanted sexual contact (verbal or physical).
   O   I was the target of workplace incivility.
   O   Someone assumed I was admitted/hired/promoted due to my identity group.
   O   The conduct made me fear I would get a poor or unfair performance evaluation
   O   The conduct made me fear I would get a low or unfair grade
   O   An experience not listed above (please specify: _____)

19. Where did the conduct occur? **(Mark all that apply.)**
    <mark>RANDOMIZE RESPONSE CHOICES</mark>
    O   At a Lehman College event/program
    O   In a class/laboratory
    O   In a computer lab
    O   In a Lehman College administrative office
    O   In a Lehman College dining facility
    O   In Leonard Lief Library
    O   In a faculty office
    O   In a meeting with a group of people
    O   In a meeting with one other person
    O   In athletic facilities
    O   In campus housing
    O   In off-campus housing
    O   In other public spaces at Lehman College
    O   Off campus
    O   On phone calls/text messages/email
    O   On social media sites (e.g., Facebook, Twitter, Snapchat)
    O   While walking on campus
    O   While working at a Lehman College job
    O   A venue or building not listed above (Please specify.): _____

20. Who/what was the source of the conduct? **(Mark all that apply.)**
    <mark>RANDOMIZE RESPONSE CHOICES</mark>
    O   Academic advisor
    O   Academic program director
    O   Athletic coach/trainer
    O   Campus police
    O   Coworker/colleague
    O   Department chair
    O   Direct report (i.e., person who reports to me)
    O   Faculty member/other instructional staff
    O   Friend
    O   Graduate assistant
    O   Senior administrator (e.g., President, Provost, Vice President, Dean)
    O   Social networking site
    O   Staff member
    O   Stranger
    O   Student
    O   Student staff (e.g., student aide, college work study)
    O   Supervisor or manager
    O   Do not know source
    O   A source not listed above (Please specify.): _____

21. How did you feel after experiencing the conduct? **(Mark all that apply.)**
RANDOMIZE RESPONSE CHOICES
- O Afraid
- O Angry
- O Distressed
- O Embarrassed
- O Sad
- O Somehow responsible
- O A feeling not listed above (Please specify.): _____
  __ _____

22. What was your response to experiencing this conduct? (Mark all that apply.)
RANDOMIZE RESPONSE CHOICES – NO RANDOMIZATION OF CAMPUS RESOURCES DROP-DOWN
- O I did not do anything.
- O I avoided the person/venue.
- O I contacted a local law enforcement official.
- O I confronted the person(s) at the time.
- O I confronted the person(s) later.
- O I did not know to whom to go.
- O I sought information online.
- O I sought support from off-campus hotline/advocacy services.
- O I contacted a Lehman College resource.
  - o Academic Program Director
  - o CUNY Employee Assistance Program
  - o Department chair
  - o Faculty member
  - o Lehman College Public Safety
  - o Office of Human Resources
  - o Office of Compliance and Diversity
  - o Ombudsperson
  - o Senior administrator (e.g., President, Provost, Vice President, Dean)
  - o Staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life staff)
  - o Student affairs staff (e.g., resident assistant, student coordinators, campus life)
  - o Student Counseling
  - o Student teaching assistant (e.g., tutor, graduate teaching assistant)
  - o Supervisor/Manager
  - o Title IX Coordinator/Clery Act Compliance Officer
- O I told a family member.
- O I told a friend.
- O I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- O I submitted a bias incident report or a report through
  - o Public Safety

        o   Student Affairs
        o   Compliance and Diversity
        o   Human Resources
   O   A response not listed above (Please specify.): _____

23. Did you officially report the conduct?
   O   No, I did not report it.
   O   Yes, I reported it.
        o   Yes, I reported the conduct and was satisfied with the outcome.
        o   Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
        o   Yes, I reported the conduct, but felt that it was not addressed appropriately.
        o   Yes, I reported the conduct and the outcome is still pending.
        o   Yes, I reported the conduct, but the outcome was not shared.

24. We are interested in knowing more about your experiences. If you would like to elaborate on your experiences, please do so here.
Insert text box here

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

https://lehman.edu/campus-climate/support/

25. We are also interested in your personal experiences in the community surrounding your campus. If you would like to elaborate on these experiences, please do so here.
Insert text box here

Incidents involving forced or unwanted sexual acts are often difficult to talk about. The following questions are related to any incidents of unwanted sexual contact/conduct that you have experienced. If you have had this experience, the questions may invoke an emotional response. If you experience any difficulty, please take care of yourself and seek support from the campus or community resources offered below.

Students, employees, and visitors who experience Sexual Misconduct and wish to report the allegations to the college/CUNY, should notify one of these campus officials/offices:

a. Title IX Coordinator;
b. Office of Public Safety;
c. Office of Vice President for Student Affairs or Dean of Students;
d. Residence Life staff in CUNY owned or operated housing; or
e. Human Resources Director.

Contact information for these officials can be found at CUNY's Title IX Website https://www1.cuny.edu/sites/title-ix/?post_type=campus_profile&p=151

Students: The Counseling Center is a safe place for students to talk about any concerns they may have. The Counseling Center offers free and confidential services in a safe environment You can reach the Counseling Service by calling (718) 960-8761 or writing to counseling.center@lehman.cuny.edu.

Employees: CCA@YourService, CUNY's Employee Assistance Program, is a free benefit for CUNY employees and their family. CCA@YourService is available 24/7 for in-the-moment emotional support and referrals to supportive resources. You can access the services by calling (800) 833-8707.

26. **While a member of the Lehman College community,** have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy)?
    O No (Skip to Question #37)
      (PROGRAMMING NOTE: Respondents cannot select this answer option and any other option.)
    O Yes
      o Yes – relationship violence (e.g., ridiculing, controlling, hitting)
      o Yes – stalking (e.g., following me, on social media, texting, phone calls)
      o Yes – unwanted sexual interaction (e.g., cat-calls, repeated sexual advances, sexual harassment)
      o Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)
      PROGRAMMING NOTE: For questions #27-#36, insert appropriate experience (e.g., relationship violence, stalking, sexual interaction, sexual contact) from Q#26

27. When did the [insert appropriate experience from Q#26] occur? **(Mark all that apply.)**
    O Less than 6 months ago
    O 6 - 12 months ago
    O 13 - 23 months ago
    O 2 - 4 years ago
    O 5 - 10 years ago
    O 11 - 20 years ago
    O 21 - 30 years ago
    O More than 30 years ago

28. **Students only**: What semester were you in when you experienced the [insert appropriate experience from Q#26]? **(Mark all that apply.)**
    O During my time as a graduate student at Lehman College
    O Prior to my first semester (e.g., orientation, pre-collegiate program at Lehman College)
    O Undergraduate first year
       o Fall semester
       o Winter session
       o Spring semester
       o Summer semester
    O Undergraduate second year
       o Fall semester
       o Winter session
       o Spring semester
       o Summer semester
    O Undergraduate third year
       o Fall semester
       o Winter session
       o Spring semester
       o Summer semester
    O Undergraduate fourth year
       o Fall semester
       o Winter session
       o Spring semester
       o Summer semester
    O After my fourth year as an undergraduate

29. Who did this to you? (Mark all that apply.)
    O Acquaintance/friend – unaffiliated with Lehman
    O Current or former dating/intimate partner
    O Family member
    O Stranger
    O Lehman College acquaintance/friend
    O Lehman College faculty member

O   Lehman College staff member
O   Lehman College student
O   Other role/relationship not listed above

30. Where did the [insert appropriate experience from Q#26] occur? (**Mark all that apply.**)
    O   Location, program or activity that is not associated with Lehman
    O   Off campus at Lehman sponsored education program or activity (Please specify location.):
    O   Off campus at Lehman facility or another CUNY campus
    O   On the Lehman campus (Please specify location.): _____
    O   Lehman housing

31. Were alcohol and/or drugs involved in the [insert appropriate experience from Q#26]?
    O   No
    O   Yes
        o   Alcohol only
        o   Drugs only
        o   Both alcohol and drugs

32. How did you feel after experiencing the [insert appropriate experience from Q#26]?
    (**Mark all that apply.**)
    RANDOMIZE RESPONSE CHOICES
    O   Afraid
    O   Angry
    O   Distressed
    O   Embarrassed
    O   Sad
    O   Somehow responsible
    O   A feeling not listed above (Please specify.): _____

33. What was your response to experiencing this conduct? (**Mark all that apply.**)
    RANDOMIZE RESPONSE CHOICES – NO RANDOMIZATION OF CAMPUS
    RESOURCES DROP-DOWN
    O   I avoided the person/venue.
    O   I confronted the person(s) at the time.
    O   I confronted the person(s) later.
    O   I contacted a Lehman College resource.
        o   Academic Program Director
        o   CUNY Employee Assistance Program
        o   Department chair
        o   Faculty member
        o   Lehman College Public Safety
        o   Office of Human Resources
        o   Office of Compliance and Diversity

- o Ombudsperson
- o Residence Life staff in CUNY owned or operated housing, including Resident Assistant
- o Senior administrator (e.g., President, Provost, Vice President, Dean)
- o Staff person
- o Student Counseling
- o Student teaching assistant (e.g., tutor, graduate teaching assistant)
- o Supervisor/Manager
- o Title IX Coordinator/Clery Act Compliance Officer
- O I told a family member.
- O I told a friend.
- O I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- O I did not do anything.
- O I did not know to whom to go.
- O I sought information online.
- O I sought support from off-campus hot-line/advocacy services.
- O A response not listed above (please specify: _____)

34. Did you officially report the [insert appropriate experience from Q#26]?
    - O No, I did not report it. [to Q#35]
    - O Yes, I reported the conduct.
        - O Yes, I reported the conduct and was satisfied with the outcome. [to next section]
        - O Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately. [to next section]
        - O Yes, I reported the conduct, but felt that it was not addressed appropriately. [to Q#36]
        - O Yes, I reported the conduct and the outcome is still pending.
        - O Yes, I reported the conduct, but the outcome was not shared.

35. You indicated that you **DID NOT** report the [insert appropriate experience from Q#26] to a campus official or staff member. Please explain why you did not.
    Insert Text Box

36. You indicated that you **DID** report the [insert appropriate experience from Q#26] to a campus official or staff member but felt that it was not addressed appropriately. Please elaborate on your response.
    Insert Text Box

37. Please indicate the extent to which you agree or disagree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am aware of the definition of Affirmative Consent.	O	O	O	O	O
I am generally aware of the role of Lehman College Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	O	O	O	O	O
I know how and where to report incidents of unwanted sexual contact/conduct.	O	O	O	O	O
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	O	O	O	O	O
I am generally aware of the campus resources listed on the Lehman College Title IX website: https://www1.cuny.edu/sites/title-ix/?post_type=campus_profile&p=151	O	O	O	O	O
I have a responsibility to report incidents of unwanted sexual contact/conduct when I see them occurring on campus or off campus.	O	O	O	O	O
I understand that Lehman College standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	O	O	O	O	O
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in Annual Security Report and the Crime Statistics Report prepared by Public Safety (https://lehman.edu/public-safety/jeanne-clery-crime-stats.php).	O	O	O	O	O
I know that the Department of Public Safety issues crime alerts and Timely Warning Notices to the campus community whenever there is an incident or threat to the campus community.	O	O	O	O	O
I know that Lehman provides online sexual misconduct prevention training.	O	O	O	O	O
Employees only: I know that Lehman provides online workplace violence prevention training.	O	O	O	O	O

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

https://lehman.edu/campus-climate/support/

Part 2: Workplace Climate

38. <mark>Tenured/Tenure-Track/CCE/CCE eligible:</mark> As a faculty member at Lehman College, I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagreed
The criteria for tenure are clear.	O	O	O	O	O
The tenure standards/promotion standards are applied equally to faculty in my school/division.	O	O	O	O	O
Supported and mentored during the tenure-track years.	O	O	O	O	O
Lehman College faculty who qualify for delaying their tenure-clock feel empowered to do so.	O	O	O	O	O
Lehman College values research.	O	O	O	O	O
Lehman College values teaching.	O	O	O	O	O
Lehman College values service contributions.	O	O	O	O	O
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	O	O	O	O	O
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	O	O	O	O	O
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	O	O	O	O	O
Faculty members in my department/program who use FMLA policies are disadvantaged in promotion/tenure.	O	O	O	O	O

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagreed
Senior administrators (e.g., President, Provost, Vice President, Dean) value faculty opinions.	O	O	O	O	O
Committees at Lehman College value faculty opinions.	O	O	O	O	O

39. **Tenured/Tenure-Track/CCE/CCE eligible:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.
Insert Text Box

40. **Non-Tenure-Track**: As faculty member with a non-tenure-track appointment at Lehman College I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria used for contract renewal are clear.	O	O	O	O	O
The criteria used for contract renewal are applied equally to all positions.	O	O	O	O	O
Clear expectations of my responsibilities exist.	O	O	O	O	O
Lehman College values research.	O	O	O	O	O
Lehman College values teaching.	O	O	O	O	O
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	O	O	O	O	O
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	O	O	O	O	O
Pressured to do extra work that is uncompensated.	O	O	O	O	O

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Senior administrators (e.g., President, Provost, Vice President, Dean) value non-tenure-track faculty opinions.	O	O	O	O	O
Committees at Lehman College value non-tenure-track/not eligible for CCE faculty opinions.	O	O	O	O	O

41. **Non-Tenure-Track**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.
Insert text box here

42. **Adjunct Faculty only**: As an adjunct faculty member, **I feel**…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The process for performance evaluation is clear.	O	O	O	O	O
The procedure for advancement is clear.	O	O	O	O	O
The process for course assignments is clear.	O	O	O	O	O
Clear expectations of my responsibilities exist.	O	O	O	O	O
My teaching is valued by Lehman College.	O	O	O	O	O
I perform more work to help students than do my coworkers (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	O	O	O	O	O
Pressured to do extra work that is uncompensated.	O	O	O	O	O
Senior administrators (e.g., President, Provost, Vice President, Dean) value adjunct faculty opinions.	O	O	O	O	O
Committees at Lehman College value adjunct faculty opinions.	O	O	O	O	O
Connected to the Lehman College community.	O	O	O	O	O
There are support mechanisms/resources for me as an adjunct faculty.	O	O	O	O	O

43. **Adjunct Faculty only**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.
    Insert text box here

44. **All Faculty**: As a faculty member at Lehman College, I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Salaries for tenure-track/CCE/CCE eligible faculty positions are competitive.	O	O	O	O	O
Salaries for non-tenure-track faculty positions are competitive.	O	O	O	O	O
Health insurance benefits are competitive.	O	O	O	O	O
Child care benefits are competitive.	O	O	O	O	O
Retirement/supplemental benefits are competitive.	O	O	O	O	O
Lehman College provides adequate information to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	O	O	O	O	O
My colleagues include me in opportunities that will help my career as much as they do others in my position.	O	O	O	O	O
The performance evaluation process is clear.	O	O	O	O	O
Lehman College provides me with resources to pursue professional development (e.g., conferences, materials, research and course design, traveling).	O	O	O	O	O
Positive about my career opportunities at Lehman College.	O	O	O	O	O
I would recommend Lehman College as a good place to work.	O	O	O	O	O
I have job security.	O	O	O	O	O

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I would like more opportunities to participate in **substantive** committee assignments.	O	O	O	O	O
I have opportunities to participate in **substantive** committee assignments.	O	O	O	O	O

45. <mark>**All Faculty**</mark>: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.
Insert text box here

46. <mark>**Staff only**</mark>: As a staff member at Lehman College, I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I have supervisors who give me job/career advice or guidance when I need it.	O	O	O	O	O
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	O	O	O	O	O
I am included in opportunities that will help my career as much as others in similar positions.	O	O	O	O	O
The performance evaluation process is clear.	O	O	O	O	O
The performance evaluation process is productive.	O	O	O	O	O
My supervisor provides adequate support for me to manage work-life balance.	O	O	O	O	O
I am able to complete my assigned duties during scheduled hours.	O	O	O	O	O
My workload has increased without additional compensation owing to other staff departures (e.g., retirement positions not filled).	O	O	O	O	O
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	O	O	O	O	O
I am given a reasonable time frame to complete assigned responsibilities.	O	O	O	O	O

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	O	O	O	O	O
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	O	O	O	O	O
A hierarchy exists within staff positions that allows some voices to be valued more than others.	O	O	O	O	O
Lehman College provides adequate information to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	O	O	O	O	O

47. **Staff only**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.
Insert text box here

48. **Staff only**: As a staff member at Lehman College I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Lehman College provides me with resources to pursue training/professional development opportunities.	O	O	O	O	O
My supervisor provides me with resources to pursue training/professional development opportunities.	O	O	O	O	O
Lehman College is supportive of taking extended leave (e.g., vacation, family leave, personal, short-term disability).	O	O	O	O	O

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
My supervisor is supportive of my taking extended leave (e.g., vacation, family leave, personal, short-term disability).	O	O	O	O	O
Staff in my department/program who use FMLA are disadvantaged in promotion or evaluations.	O	O	O	O	O
Lehman College policies (e.g., vacation, family leave, personal, short-term disability) are fairly applied across Lehman College.	O	O	O	O	O
Lehman College is supportive of flexible work schedules.	O	O	O	O	O
My supervisor is supportive of flexible work schedules.	O	O	O	O	O
Staff salaries are competitive.	O	O	O	O	O
Vacation and personal time benefits are competitive.	O	O	O	O	O
Health insurance benefits are competitive.	O	O	O	O	O
Child care benefits are competitive.	O	O	O	O	O
Retirement/supplemental benefits are competitive.	O	O	O	O	O
Committees at Lehman College value staff opinions.	O	O	O	O	O
Lehman College faculty value staff opinions.	O	O	O	O	O
Lehman College senior administrators (e.g., President, Provost, Vice President, Dean) value staff opinions.	O	O	O	O	O
Clear expectations of my responsibilities exist.	O	O	O	O	O
Clear procedures exist on how I can advance at Lehman College.	O	O	O	O	O
Positive about my career opportunities at Lehman College.	O	O	O	O	O
I would recommend Lehman College as a good place to work.	O	O	O	O	O
I have job security.	O	O	O	O	O

49. **Staff only**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.
Insert text box here

50. **Graduate Students only**: As a graduate student I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am satisfied with the quality of advising I have received from my program or department.	O	O	O	O	O
I have adequate access to my advisor.	O	O	O	O	O
My advisor provides clear expectations.	O	O	O	O	O
My advisor responds to my emails, calls, or voicemails in a prompt manner.	O	O	O	O	O
Department **faculty** members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	O	O	O	O	O
Department **staff** members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	O	O	O	O	O
Adequate opportunities exist for me to interact with other university faculty outside of my department.	O	O	O	O	O
I receive support from my advisor to pursue personal research interests.	O	O	O	O	O
My department faculty members encourage me to produce publications and present research.	O	O	O	O	O
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	O	O	O	O	O
I am comfortable sharing my professional goals with my advisor.	O	O	O	O	O

51. **Graduate Student only**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.
Insert text box here

Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than five respondents, which may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified. You may also skip questions.

52. What was your assigned sex at birth?
   - O   Female
   - O   Intersex
   - O   Male

53. What is your current gender/gender identity? Mark all that apply
   - O   Genderqueer
   - O   Man
   - O   Nonbinary
   - O   Transgender
   - O   Transgender Man
   - O   Transgender Woman
   - O   Woman
   - O   A gender not listed here (Please specify.): _____

54. What is your current gender expression?
   - O   Androgynous
   - O   Feminine
   - O   Genderfluid
   - O   Masculine
   - O   A gender expression not listed here (Please specify.): _____

55. Although the categories listed below may not represent your full identity or employ the language you use, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity.
   - O   Asexual
   - O   Bisexual
   - O   Gay
   - O   Heterosexual
   - O   Lesbian
   - O   Pansexual
   - O   Queer
   - O   Questioning
   - O   A sexual identity not listed here (Please specify.): _____

56. What is your citizenship/immigrant status in the U.S.? **(Your response is protected; no personally identifiable information will be used).**
    - O Permanent immigrant status (e.g., Green card holder, refugee, asylee, VAWA)
    - O Temporary resident – International student
    - O Temporary resident – Dual intent worker (e.g., H-1B visa holder) or other temporary worker status
    - O DACA
    - O Unprotected status (e.g., undocumented)
    - O U.S. citizen, birth
    - O U.S. citizen, naturalized
    - O Other legally documented status

57. Although the categories listed below may not represent your full identity or employ the language you use, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. **(If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.)**
    - O Alaska Native (Please specify your enrolled or principal corporation.): _____
    - O American Indian/Native (Please specify your enrolled or principal tribe.): _____
    - O Asian/Of Asian Descent (Please specify.): _____
        - o Caribbean Asian
        - o Central Asian
        - o East Asian
        - o South Asian
        - o Southeast Asian
        - o Other (Please specify): _____
    - O Black/Of African Descent (Please specify.): _____
        - o African American
        - o Caribbean African
        - o Central African
        - o East African
        - o North African
        - o Southern African
        - o West African
        - o Other (Please specify): _____
    - O Hispanic/Latinx/Chicanx (Please specify.): _____
        - o Caribbean Hispanic
        - o Central American
        - o Mexican/Mexican American
        - o North American
        - o South American
        - o Other (Please specify): _____
    - O Indigenous Latin American (Please specify your community.): _____

- o Middle Eastern/North African/Of Arab Descent (Please specify.): _____
    - o Middle Eastern
    - o North African
    - o Other (If you wish, please specify):_____
- o Native Hawaiian (Please specify.): _____
- o Pacific Islander (Please specify.): _____
- o White/Of European Descent (Please specify.): _____
    - o Central European
    - o Eastern European
    - o Western European
    - o Other (Please specify):_____
- o A racial/ethnic identity not listed here (Please specify.): _____

58. What is your age?
(Insert drop down of all ages: "18" through "99"

59. What is your current political party affiliation?
    - O No political affiliation
    - O Democratic
    - O Green
    - O Independent
    - O Libertarian
    - O Republican
    - O Political affiliation not listed above (Please specify.): _____

60. How would you describe your current political views?
    - O Very conservative
    - O Conservative
    - O Moderate
    - O Liberal
    - O Very liberal

61. Do you have substantial parenting or caregiving responsibility?
    - O No
    - O Yes **(Mark all that apply.)**
        - o Children/child 5 years old or younger
        - o Children/child 6 - 18 years old
        - o Children/child over 18 years old, but still legally dependent (e.g., in college, disabled)
        - o Independent adult children over 18 years old
        - o Partner with a disability or illness
        - o Senior or other family member
        - o A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending) (Please specify.): _____

62. Are you a U.S. Veteran, currently serving in the U.S. military, or have any U.S. military affiliation (e.g. ROTC, family member)? If so, please indicate your primary status.
   O   I have never served in the U.S. Armed Forces.
   O   I am currently on active duty.
   O   I am currently a member of the National Guard (but not in ROTC).
   O   I am currently a member of the Reserves (but not in ROTC).
   O   I am not currently serving, but have served (i.e., retired, veteran).
   O   I am in ROTC.
   O   I am a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.

63. What is the highest level of education achieved by your primary parent(s)/guardian(s)?

Parent/Guardian 1:
O   Less than high school
O   Some high school
O   Completed high school/GED
O   Some college
O   Business/technical certificate/degree
O   Associate's degree
O   Bachelor's degree
O   Some graduate work
O   Master's degree (e.g., MA, MS, MBA)
O   Specialist degree (e.g., EdS)
O   Doctoral degree (e.g., PhD, EdD)
O   Professional degree (e.g., MD, JD)
O   Unknown
O   Not applicable

Parent/Guardian 2:
O   Not applicable
O   Less than high school
O   Some high school
O   Completed high school/GED
O   Some college
O   Business/technical certificate/degree
O   Associate's degree
O   Bachelor's degree
O   Some graduate work
O   Master's degree (e.g., MA, MS, MBA)
O   Specialist degree (e.g., EdS)
O   Doctoral degree (e.g., PhD, EdD)
O   Professional degree (e.g., MD, JD)
O   Unknown

64. **Staff only:** What is your highest level of education?
    O   Less than high school
    O   Some high school
    O   Completed high school/GED
    O   Some college
    O   Business/Technical certificate/degree
    O   Associate's degree
    O   Bachelor's degree
    O   Some graduate work
    O   Master's degree (e.g., MA, MS, MBA, MLS)
    O   Specialist degree (e.g., EdS)
    O   Doctoral degree (e.g., PhD, EdD)
    O   Professional degree (e.g., MD, JD)

65. **Faculty/Staff only**: How long have you been employed at Lehman?
    O   Less than 1 year
    O   1 - 5 years
    O   6 - 10 years
    O   11 - 15 years
    O   16 - 20 years
    O   21 - 30 years
    O   More than 30 years

66. **Undergraduate Students only**: How many years have you attended Lehman?
    O   Less than one year
    O   One year
    O   Two years
    O   Three years
    O   Four years
    O   Five years
    O   Six years
    O   Seven years
    O   Eight years or more

67. **Graduate Students only**: Where are you in your graduate studies program at Lehman?
- O Certificate student
- O Master's degree student
  - o First year
  - o Second year
  - o Third year
  - o Fourth year or more
- O Doctoral degree student
  - o First year
  - o Second year
  - o Third year
  - o Fourth year or more

68. **Faculty only**: With which school or work unit are you **primarily affiliated** at this time?
- O Arts and Humanities
- O Continuing and Professional Studies
- O Education
- O Health Sciences, Human Services, and Nursing
- O Leonard Lief Library
- O Natural and Social Sciences

69. **Staff only**: With which work unit or school are you **primarily affiliated** with at this time?
- O Academic Affairs
  - o Office of the Provost
  - o School of Arts & Humanities
  - o School of Education
  - o School of Health Sciences, Human Services and Nursing
  - o School of Natural and Social Sciences
  - o School of Continuing and Professional Studies
- O Administration & Finance
- O Diversity & Human Resources
- O Enrollment Management
- O Institutional Advancement
- O Information Technology
- O Leonard Lief Library
- O Office of the President
- O Student Affairs
- O Other _____

70. <mark>Undergraduate Students only</mark>: What is your academic major? (**Mark all that apply.**)
   - O Undeclared
   - O Anthropology
   - O Anthropology/Bio/Chemistry
   - O Africana Studies
   - O Accounting
   - O American Studies
   - O Art
   - O Art History
   - O Biology
   - O Business Administration
   - O Comparative Literature
   - O Computer Graphics Imaging
   - O Chemistry
   - O Computer Information Systems
   - O Computing & Management
   - O Computer Science
   - O CUNY/BA/BS
   - O Dance
   - O Dietetics, Foods & Nutrition
   - O Earth Science
   - O Economics
   - O Economics & Math
   - O Encore
   - O English
   - O English Teacher
   - O Environmental Science
   - O Exercise Science
   - O Film and TV Studies
   - O French
   - O Geography
   - O German
   - O Health & Health N-12
   - O Health Education and Promotion
   - O Health Services Administration
   - O History
   - O Italian
   - O Italian American Studies
   - O Latin
   - O Latin American and Caribbean Studies
   - O Latino American and Puerto Rican Studies
   - O Linguistics
   - O Mass Communication
   - O Mathematics
   - O Media Communication
   - O Multimedia Journalism

O   Multimedia Performing
O   Multimedia Studies
O   Music
O   Nursing
O   Nursing Online Degree
O   Philosophy
O   Physics
O   Political Science
O   Psychology
O   Public Health
O   Recreation Education
O   Russian
O   Self-Determined Studies
O   Social Work
O   Sociology
O   Spanish
  o   Speech Pathology and Audiology
O   Therapeutic Recreation
O   Theatre

71. <mark>Graduate/Professional Students only</mark>: What is your academic program or major?
    (**Mark all that apply.**)
    O   Advanced Certificate
      o   Actuarial Mathematics
      o   Advanced Educational Leadership /District Leader Extension
      o   Advanced Educational Leadership
      o   Applied Research Methods in Public Health
      o   Bilingual Education Extension - Intensive Teacher Institute - Clinically Rich Program Grades Birth-6
      o   Bilingual Extension Secondary Education
      o   Bilingual Counselor Education
      o   Bilingual Education Extension ITI Clinically Rich Program Grades 5-12
      o   Bilingual Speech-Language Pathology
      o   English Education
      o   English Education 7-12
      o   Family Nurse Practitioner
      o   Gifted Education
      o   Geographic Information Science
      o   Health Education P-12
      o   Human Rights Education and Transformative Justice
      o   ITI Bilingual Extension-General Education
      o   ITI Bilingual Extension-Special Education
      o   Languages Other Than English (Advanced Certificate)
      o   Mathematics 7-12
      o   Literacy for Early Childhood and Childhood Education
      o   Literacy for Middle Childhood and Adolescence

- o Mathematics 7-12
- o Music
- o Pediatric Nurse Practitioner
- o Science Education
- o Social Studies Teacher
- o Social Studies 7-12
- o Special Education - Adolescent
- o Special Education - Early Childhood
- o Special Education Teacher Birth-2
- o Special Education Teacher Grades 1-6
- o Special Education Teacher Grades 7-12
- o Teacher Education Middle Childhood Extension 5-6
- o Teaching English to Speakers of Other Languages
- o Teaching Students w/Speech/Lang Disability Alternative Certificate
- o Teaching Student with Speech and Language Disorders Bilingual
- O Master's Programs
  - o Undeclared
  - o Accounting Track A
  - o Art
  - o Art Teacher Visual Arts
  - o Biology
  - o Business Administration
  - o Computer Science
  - o Counselor Education
  - o Counselor Education: School Counseling
  - o Early Childhood Education
  - o Early Childhood Education Bilingual
  - o Education Leadership (School Building Leader)
  - o Elementary Education
  - o Elementary Education (Child 1-6)
  - o Elementary Education/Bilingual (Child 1-6)
  - o Elementary Education with Bilingual Extension
  - o English
  - o English Education 7-12
  - o English Teacher, Grades 7-12 Alternative Transitional B Certification
  - o Family Nurse Practitioner
  - o Geographic Information Science
  - o Health Education and Promotion
  - o Health Pre-K-12
  - o History
  - o Human Performance and Fitness
  - o Liberal Studies
  - o Literacy Birth-Grade 6 and Special Education 1-6: Dual Certification
  - o Literacy Studies
  - o Literacy Teacher 5-12
  - o Mathematics

- o Mathematics and Instruction
- o Mathematics Teacher Grade 7-12 Alternative Transitional B Certification
- o Music
- o Music Teacher
- o Nutrition
- o Organizational Leadership
- o Pediatric Nurse Practitioner
- o Recreation Education
- o Science Education
- o Science Teacher Grade 7-12 Alternative Transitional B Certification
- o Social Studies 7-12
- o Social Studies Education Grades 7-12
- o Social Studies Teacher Grades 7-12 Alternative Transitional B Certification
- o Social Work
- o Spanish
- o Spanish Literature
- o Spanish Teacher 7-12
- o Spec Education - Childhood Alternative Certification
- o Special Education - Adolescent
- o Special Education Teacher Early Childhood
- o Special Education Teacher Grades 1-6
- o Special Education-Early Childhood
- o Speech Language Pathology
- o Speech Language Pathology with Bilingual Extension
- o Teaching English to Speakers of Other Languages
- o Teaching English to Speakers of Other Languages Alternative Transitional B Certification
- o Teaching Student with Speech and Language Disorders Bilingual
- o Teaching Students with Speech and Language Disability
- O Doctoral Programs
  - o Family Nurse Practitioner
  - o Pediatric Nurse Practitioner

72. Do you have a condition/disability that affects your learning, living, or working activities?
    - O No [Skip to Question #76]
    - O Yes

73. Which, if any, of the conditions listed below affect your learning, working, or living activities? (**Mark all that apply.**)
    - O Acquired/traumatic brain injury
    - O Asperger's/autism spectrum,
    - O Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)
    - O Hard of hearing or Deaf

O Learning difference/disability (e.g., attention deficit/hyperactivity disorder, cognitive/language-based)
O Low vision or blind
O Mental health/psychological condition/psychiatric (e.g., anxiety, depression)
O Physical/mobility condition that affects walking
O Physical/mobility condition that does not affect walking
O Speech/communication condition
O Temporary disability
O A disability/condition not listed here (Please specify.): _____

74. **Students only:** Are you registered with the Disabilities Services Office?
    O No
    O Yes

75. **Faculty/Staff:** Are you receiving accommodations for your disability?
    O No
    O Yes

76. Please select the option that most closely describes your native language.
    O English is my native language.
    O English is not my native language. (Please specify your native language.):
       _____
    O I learned English along with other language(s). (Please specify which language(s).):
       _____

77. What is your religious or spiritual identity? (**Mark all that apply.**)
    O Agnostic
    O Atheist
    O Baha'i
    O Buddhist
    O Christian
       o African Methodist Episcopal
       o African Methodist Episcopal Zion
       o Assembly of God
       o Baptist
       o Catholic/Roman Catholic
       o Church of Christ
       o Church of God in Christ
       o Christian Methodist Episcopal
       o Christian Orthodox
       o Christian Reformed Church (CRC)
       o Episcopalian
       o Evangelical
       o Greek Orthodox
       o Jehovah's Witness

- o Lutheran
- o Mennonite
- o Moravian
- o Nondenominational Christian
- o Oriental Orthodox (e.g., Coptic, Eritrean, Armenian)
- o Pentecostal
- o Presbyterian
- o Protestant
- o Protestant Reformed Church (PR)
- o Quaker
- o Reformed Church of America (RCA)
- o Russian Orthodox
- o Seventh Day Adventist
- o The Church of Jesus Christ of Latter-day Saints
- o United Methodist
- o United Church of Christ
- o A Christian affiliation not listed here (Please specify.): _____

- O Confucianist
- O Druid
- O Hindu
- O Jain
- O Jewish
  - o Conservative
  - o Orthodox
  - o Reconstructionist
  - o Reform
  - o A Jewish affiliation not listed here (Please specify.): _____
- O Muslim
  - o Ahmadi
  - o Shi'ite
  - o Sufi
  - o Sunni
  - o A Muslim affiliation not listed here (Please specify.): _____
- O Native American Traditional Practitioner or Ceremonial
- O Pagan
- O Rastafarian
- O Scientologist
- O Secular Humanist
- O Shinto
- O Sikh
- O Taoist
- O Tenrikyo
- O Unitarian Universalist
- O Wiccan
- O Spiritual but no religious affiliation

O   No affiliation
O   A religious affiliation or spiritual identity not listed above (Please
      specify.):_____

78. **Students only**: Do you receive financial support from a family member or guardian to
     assist with your living/educational expenses?
     O   Yes
     O   No

79. **Students only**: What is your *best estimate* of your family's yearly income (if dependent
     student, partnered, or married) or your yearly income (if single and independent student)?
     O $29,999 and below
     O $30,000 - $49,999
     O $50,000 - $69,999
     O $70,000 - $99,999
     O $100,000 - $149,999
     O $150,000 - $199,999
     O $200,000 - $249,999
     O $250,000 - $499,999
     O $500,000 or more

80. **Students only**: Where do you live?
     O   On-Campus housing
          o   Lehman housing
          o   CUNY housing
     O   Off-campus housing
          o   Live alone
          o   Live with parents
          o   Live with relatives
          o   Live with roommates
     O   Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus
          office/laboratory)

81. **Students only**: Since having been a student at Lehman**,** have you been a member or participate in any of the following? **(Mark all that apply.)**
    O   I do not participate in any clubs or organizations at Lehman College
    O   Academic discipline club (e.g., "Alpha for Accounting," the "Philosophy" club)
    O   Academic Honor Society (e.g., Phi Beta Kappa)
    O   Athletic team
    O   Culture-specific club (e.g., African & Caribbean Student Association)
    O   Religious or spirituality-based club (e.g., Muslim Student Association)
    O   Governance organization (e.g., SGA, USS, Student Senate)
    O   Health and wellness club (e.g., Lehman College Nutrition Club)
    O   Performing arts club (e.g., Theatre Club)
    O   Political or issue-oriented club (e.g., The DREAM Team)
    O   Professional or pre-professional club or organization (e.g., Herbert H. Lehman Center for Student Leadership Development, ALPFA, NSBE, NSSLHA)
    O   Publication/media club or organization (e.g., Meridian, Obscura)
    O   Recreational club or organization (e.g., Video Game Club)
    O   Service or philanthropic organization or club (e.g., Circle K, Helping Hands, ASEZ)
    O   A student organization not listed above (Please specify.): _____

82. **Students only**: At the end of your last semester, what was your cumulative grade point average?
    O   No GPA at this time – first semester at Lehman
    O   3.7 – 4.00
    O   3.30 – 3.69
    O   3.0 – 3.29
    O   2.7 – 2.99
    O   2.3 – 2.69
    O   2.0 – 2.29
    O   1.7 – 1.9
    O   Below 1.7

83. **Students only**: Have you experienced financial hardship while attending Lehman?
    O No
    O Yes, I have had difficulty affording… **(Mark all that apply.)**
       o Alternative spring and summer breaks (e.g., Lehman L.I.F.E.)
       o Books/course materials
       o Child care
       o Cocurricular events or activities
       o Commuting to campus
       o Food
       o Health care
       o Housing
       o Other campus fees
       o Participation in social events
       o Studying abroad
       o Travel to and from Lehman (e.g., returning home during break)
       o Tuition
       o Unpaid internships/research opportunities
       o A financial hardship not listed here (Please specify.): _____

84. **Students only**: How are you currently paying for your education at Lehman? **(Mark all that apply.)**
    O New York State Tuition Assistance Program (TAP), Scholarship, Veteran Tuition Assistance, Excelsior Program
    O Federal Grant (e.g., Pell, SEOG, TEACH Grant, Scholarship, CUSTA)
    O Employer tuition reimbursement/scholarship award letter/ Union voucher
    O Tuition waiver (e.g., CUNY Employee, Macaulay Honors, College NOW, Senior Citizen)
    O Department of Defense Tuition Assistance Program (e.g., Army, Marine, Navy, Air Force, Coast Guard)
    O U.S. Department of Veterans Affairs (e.g., VA payment)
    O Department of Education (DOE; e.g., paraprofessional, NYC scholarship)
    O Credit Card and Debit card
    O E-check
    O Cash, Check, Money Order, Bank check
    O Tuition Payment plan/College Savings plan
    O International tuition payment
    O Family contribution
    O CUNY Research Foundation grant
    O Federal Loan, Parent Loan, Private Loan
    O A method of payment not listed here (Please specify.): _____

85. **Students only**: Are you employed on campus, off campus, or both during the academic year? **(Mark all that apply.)**
   O   No (cannot select this and another option)
   O   Yes, I work **on campus** – (Please indicate total number of hours you work)
      o   1 - 10 hours/week
      o   11 - 20 hours/week
      o   21 - 30 hours/week
      o   31 - 40 hours/week
      o   More than 40 hours/week
   O   Yes, I work **off campus** – (Please indicate total number of hours you work)
      o   1 - 10 hours/week
      o   11 - 20 hours/week
      o   21 - 30 hours/week
      o   31 - 40 hours/week
      o   More than 40 hours/week

86. How many minutes do you commute to Lehman one-way? **(Mark all that apply.)**
   O   10 or fewer
   O   11-20
   O   21-30
   O   31-40
   O   41-50
   O   51-60
   O   61-70
   O   A number of minutes not listed here (Please specify.): _____

87. What is your primary method of transportation to Lehman?
   O   Access-A-Ride
   O   Bicycle
   O   Carpool
   O   Electric scooter
   O   Personal vehicle
   O   Public transportation
   O   Ride-sharing services (e.g., Lyft, Uber)
   O   Walk

Part 4: Perceptions of Campus Climate

88. **Within the past year, have you OBSERVED** any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunning, ignoring), intimidating, offensive, and/or hostile (e.g., bullying, harassing) learning, living, or working environment at Lehman College?
    O No (**Faculty/Staff** Skip to Question #99, **Students** Skip to Question #105)
    O Yes

89. Who/what was the **target** of the conduct? **(Mark all that apply.)**
    RANDOMIZE RESPONSE CHOICES
    O Academic advisor
    O Academic program director
    O Athletic coach/trainer
    O Campus police
    O Coworker/colleague
    O Department chair
    O Direct report (i.e., person who reports to me)
    O Faculty member/other instructional staff
    O Friend
    O Graduate assistant
    O Senior administrator (e.g., President, Provost, Vice President, Dean)
    O Social networking site
    O Staff member
    O Stranger
    O Student
    O Student staff (e.g., student aide, college work study)
    O Supervisor or manager
    O Do not know target
    O A target not listed above (Please specify.): _____

90. Who/what was the **source** of the conduct? **(Mark all that apply.)**
    RANDOMIZE RESPONSE CHOICES
    O Academic advisor
    O Academic program director
    O Athletic coach/trainer
    O Campus police
    O Coworker/colleague
    O Department chair
    O Direct report (i.e., person who reports to me)
    O Faculty member/other instructional staff
    O Friend
    O Graduate assistant
    O Senior administrator (e.g., President, Provost, Vice President, Dean)

O   Social networking site
O   Staff member
O   Stranger
O   Student
O   Student staff (e.g., student aide, college work study)
O   Supervisor or manager
O   Do not know source
O   A source not listed above (Please specify.): _____ _____

91. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you observe?
O   1 instance
O   2 instances
O   3 instances
O   4 instances
O   5 or more instances

92. Which of the target's characteristics do you believe was/were the basis for the conduct? **(Mark all that apply.)**
RANDOMIZE RESPONSE CHOICES
O   Academic performance (e.g., gave wrong answer during class, did poorly on a test)
O   Age
O   Disability status
O   Educational credentials (e.g., BS, MS, PhD, MD)
O   English language proficiency/accent
O   Ethnicity
O   Gender/gender identity
O   Gender expression
O   Immigrant/citizen status
O   International status/national origin
O   Length of service at Lehman College
O   Major field of study
O   Marital status (e.g., single, married, partnered)
O   Mental health/psychological disability/condition
O   Military/veteran status
O   Parental status (i.e., having children)
O   Participation in an organization/team (Please specify.): _____
O   Philosophical views
O   Physical characteristics
O   Political views
O   Position (e.g., staff, faculty, student)
O   Pregnancy

O   Racial identity
O   Religious/spiritual views
O   Sexual identity
O   Socioeconomic status
O   Speech disorder
O   Do not know
O   A reason not listed above (Please specify.): A reason not listed above (Please specify.): _____

93. Which of the following did you observe because of the target's identity? **(Mark all that apply.)**
   RANDOMIZE RESPONSE CHOICES
   O   Assumption that someone was admitted/hired/promoted based on his/her/their identity
   O   Derogatory phone calls/text messages/e-mail
   O   Derogatory verbal remarks
   O   Derogatory written comments
   O   Derogatory/unsolicited messages through social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)
   O   Person experienced a hostile classroom environment
   O   Person experienced a hostile work environment
   O   Person ignored or excluded
   O   Person intimidated/bullied
   O   Person isolated or left out
   O   Person received a poor or unfair performance evaluation
   O   Person received a low or unfair grade
   O   Person was silenced
   O   Person was stared at
   O   Person was the target of physical violence
   O   Person was the target of unwanted sexual contact (verbal or physical)
   O   Person was the target of workplace incivility
   O   Person was unfairly evaluated in the promotion and tenure process
   O   Racial/ethnic profiling
   O   Singled out as the spokesperson for their identity group
   O   Threats of physical violence
   O   Something not listed above (please specify: _____)

94. Where did this conduct occur? **(Mark all that apply.)**
    <mark>RANDOMIZE RESPONSE CHOICES</mark>
    O   In a class/laboratory
    O   In a computer lab
    O   In a Lehman College administrative office
    O   In a Lehman College dining facility
    O   In Leonard Lief Library
    O   In a faculty office
    O   In a meeting with a group of people
    O   In a meeting with one other person
    O   In athletic facilities
    O   In campus housing
    O   In off-campus housing
    O   In other public spaces at Lehman College
    O   Off campus
    O   On phone calls/text messages/email
    O   On social media sites (e.g., Facebook, Twitter, Snapchat)
    O   While walking on campus
    O   While working at a Lehman College job
    O   A venue or building not listed above (Please specify.): _____

95. How did you feel after observing the conduct? **(Mark all that apply.)**
    <mark>RANDOMIZE RESPONSE CHOICES</mark>
    O   Afraid
    O   Angry
    O   Distressed
    O   Embarrassed
    O   Sad
    O   Somehow responsible
    O   A feeling not listed above (Please specify.): _____

96. What was your response to observing this conduct? **(Mark all that apply.)**
    <mark>RANDOMIZE RESPONSE CHOICES – NO RANDOMIZATION OF CAMPUS
    RESOURCES DROP-DOWN</mark>
    O   I did not do anything.
    O   I avoided the person/venue.
    O   I contacted a local law enforcement official.
    O   I confronted the person(s) at the time.
    O   I confronted the person(s) later.
    O   I did not know to whom to go.
    O   I sought information online.
    O   I sought support from off-campus hotline/advocacy services.
    O   I contacted a Lehman College resource.
        o   Academic Program Director
        o   CUNY Employee Assistance Program

- o Department chair
- o Faculty member
- o Lehman College Public Safety
- o Office of Human Resources
- o Office of Compliance and Diversity
- o Ombudsperson
- o Senior administrator (e.g., President, Provost, Vice President, Dean)
- o Staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life staff)
- o Student affairs staff (e.g., resident assistant, student coordinators, campus life)
- o Student Counseling
- o Student teaching assistant (e.g., tutor, graduate teaching assistant)
- o Supervisor/Manager
- o Title IX Coordinator/Clery Act Compliance Officer
- O I told a family member.
- O I told a friend.
- O I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- O I submitted a bias incident report or a report through
  - o Public Safety
  - o Student Affairs
  - o Compliance and Diversity
  - o Human Resources
- O A response not listed above (Please specify.): _____

97. Did you officially report the conduct?
    - O No, I did not report it.
    - O Yes, I reported it.
      - o Yes, I reported the conduct and was satisfied with the outcome.
      - o Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
      - o Yes, I reported the conduct, but felt that it was not addressed appropriately.
      - o Yes, I reported the conduct and the outcome is still pending.
      - o Yes, I reported the conduct, but the outcome was not shared.

98. We are interested in knowing more about your experiences. If you wish to elaborate on your observations of conduct directed toward a person or group of people on campus that you believe created an exclusionary, intimidating, offensive, and/or hostile learning or working environment, please do so here.
    Insert Text Box here

99. **Faculty/Staff only**: **Within the past year,** have you observed **hiring** practices at Lehman College that you perceive to be unjust (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool)?
    O   No (Skip to Question #101)
    O   Yes
    [Programming note: "Yes" response to Q#97, Q#99, or Q#101 will be directed to Q#103; Do not allow #103 to show if the respondent does not answer "yes" to 97, 99, &/or 101.]

100.   **Faculty/Staff only**: I believe that the unjust **hiring** practices were based upon… **(Mark all that apply.)**
    RANDOMIZE RESPONSE CHOICES
    O   Age
    O   Disability status
    O   Educational credentials (e.g., BS, MS, PhD, MD)
    O   English language proficiency/accent
    O   Ethnicity
    O   Gender/gender identity
    O   Gender expression
    O   Immigrant/citizen status
    O   International status/national origin
    O   Length of service at Lehman College
    O   Major field of study
    O   Marital status (e.g., single, married, partnered)
    O   Mental health/psychological disability/condition
    O   Military/veteran status
    O   Nepotism/cronyism
    O   Parental status (i.e., having children)
    O   Participation in an organization/team (Please specify.): _____
    O   Philosophical views
    O   Physical characteristics
    O   Political views
    O   Position (e.g., staff, faculty, student)
    O   Pregnancy
    O   Racial identity
    O   Religious/spiritual views
    O   Sexual identity
    O   Socioeconomic status
    O   Speech disorder
    O   Do not know
    O   A reason not listed above (Please specify.): _____

101. **Faculty/Staff only**: **Within the past year,** have you observed **promotion, tenure, reappointment, and/or reclassification** practices at Lehman College that you perceive to be unjust (e.g., passed over for promotion, tenure, reappointment, or reclassification for an improper reason)?
    O   No (Skip to Question #103)
    O   Yes

102. **Faculty/Staff only**: I believe the unjust behavior, procedures, or employment practices related to **promotion, tenure, reappointment, and/or reclassification** were based upon… **(Mark all that apply.)**
    RANDOMIZE RESPONSE CHOICES
    O   Age
    O   Disability status
    O   Educational credentials (e.g., BS, MS, PhD, MD)
    O   English language proficiency/accent
    O   Ethnicity
    O   Gender/gender identity
    O   Gender expression
    O   Immigrant/citizen status
    O   International status/national origin
    O   Length of service at Lehman College
    O   Major field of study
    O   Marital status (e.g., single, married, partnered)
    O   Mental health/psychological disability/condition
    O   Military/veteran status
    O   Nepotism/cronyism
    O   Parental status (i.e., having children)
    O   Participation in an organization/team (Please specify.): _____
    O   Philosophical views
    O   Physical characteristics
    O   Political views
    O   Position (e.g., staff, faculty, student)
    O   Pregnancy
    O   Racial identity
    O   Religious/spiritual views
    O   Sexual identity
    O   Socioeconomic status
    O   Speech disorder
    O   Do not know
    O   A reason not listed above (Please specify.): _____

103. **Faculty/Staff only**: **Within the past year,** have you observed **employment-related discipline or action, up to and including dismissal,** at Lehman College that you perceive to be unjust (e.g., disciplinary action influenced by personal relationships, fired or dismissed based on a stated reason that was false)?
    O No (Skip to Question #105)
    O Yes

104. **Faculty/Staff only**: I believe that the unjust **employment-related disciplinary actions up to and including dismissal,** were based upon **(Mark all that apply.)**
    RANDOMIZE RESPONSE CHOICES
    O Age
    O Disability status
    O Educational credentials (e.g., BS, MS, PhD, MD)
    O English language proficiency/accent
    O Ethnicity
    O Gender/gender identity
    O Gender expression
    O Immigrant/citizen status
    O International status/national origin
    O Length of service at Lehman College
    O Major field of study
    O Marital status (e.g., single, married, partnered)
    O Mental health/psychological disability/condition
    O Military/veteran status
    O Nepotism/cronyism
    O Parental status (i.e., having children)
    O Participation in an organization/team (Please specify.): _____
    O Philosophical views
    O Physical characteristics
    O Political views
    O Position (e.g., staff, faculty, student)
    O Pregnancy
    O Racial identity
    O Religious/spiritual views
    O Sexual identity
    O Socioeconomic status
    O Speech disorder
    O Do not know
    O A reason not listed above (Please specify.): _____

105. **Faculty/Staff only**: We are interested in knowing more about your observations of unjust behavior, procedures, or employment practices related to hiring,

promotion/tenure, reappointment/reclassification, or employment-related disciplinary actions, up to and including dismissal. If you wish to elaborate on any of these observations, please do so here.
Insert Text Box here

106. Using a scale of 1–5, please rate the overall campus climate at Lehman College on the following dimensions:
(Note: As an example, for the first item, "friendly—hostile," 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)

Friendly	1	2	3	4	5	Hostile
Inclusive	1	2	3	4	5	Exclusive
Improving	1	2	3	4	5	Regressing
Positive for persons with disabilities	1	2	3	4	5	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, bisexual, or queer	1	2	3	4	5	Negative for people who identify as lesbian, gay, bisexual, or queer
Positive for people who identify as transgender and/or gender fluid	1	2	3	4	5	Negative for people who identify as transgender and/or gender fluid
Positive for people of various religious/spiritual backgrounds	1	2	3	4	5	Negative for people of various religious/spiritual backgrounds
Positive for People of Color	1	2	3	4	5	Negative for People of Color
Positive for men	1	2	3	4	5	Negative for men
Positive for women	1	2	3	4	5	Negative for women
Positive for nonnative English speakers	1	2	3	4	5	Negative for nonnative English speakers
Positive for people who are not U.S. citizens	1	2	3	4	5	Negative for people who are not U.S. citizens
Welcoming	1	2	3	4	5	Not welcoming
Respectful	1	2	3	4	5	Not respectful
Positive for people of high socioeconomic status	1	2	3	4	5	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	1	2	3	4	5	Negative for people of low socioeconomic status
Positive for people of various political affiliations	1	2	3	4	5	Negative for people of various political affiliations
Positive for people with military/veteran status	1	2	3	4	5	Negative for people with military/veteran status

107. **Students only**: As a student at Lehman College, I feel …

	Strongly agree	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**
Valued by Lehman College **faculty**.	O	O	O	O	O
Valued by Lehman College **staff**.	O	O	O	O	O
Valued by Lehman College **senior administrators** (e.g., President, Provost, Vice President, Dean).	O	O	O	O	O
Valued by faculty in the classroom.	O	O	O	O	O
Valued by other students in the classroom.	O	O	O	O	O
Valued by other students outside of the classroom.	O	O	O	O	O
That Lehman College climate encourages open discussion of difficult topics.	O	O	O	O	O
That I have faculty whom I perceive as role models.	O	O	O	O	O
That I have staff whom I perceive as role models.	O	O	O	O	O
Faculty prejudge my abilities based on their perception of my identity/background.	O	O	O	O	O
That my English-speaking skills limit my ability to be successful at Lehman College.	O	O	O	O	O
That my English writing skills limit my ability to be successful at Lehman College.	O	O	O	O	O

108. <mark>Students only</mark>: **Within the past year,** which of the following resources have you used to support you at Lehman College? **(Mark all that apply.)**

Office/Resource	Academic Support	Non-Academic Support (e.g., emotional, personal or social wellbeing)	I have not sought support from this resource
Academic Advisement (ACE, SEEK, G.P.S)	O	O	O
Academic Standards and Evaluation	O	O	O
Academic Testing and Scholarships	O	O	O
Athletics/APEX	O	O	O
Career Exploration and Development Center	O	O	O
Counseling Services	O	O	O
CUNY Edge	O	O	O
Dean of Students (Conduct, Academic Integrity, Orientation)	O	O	O
Emergency Grants	O	O	O
Equal Opportunity and Affirmative Action/Title IX	O	O	O
Financial Aid	O	O	O
Graduate Studies	O	O	O
Health Services	O	O	O
Instructional Support Services Program (Tutoring)	O	O	O
International Programs and Community Engagement	O	O	O
Leonard Lief Library	O	O	O
Office of Campus Life	O	O	O
Office of Prestigious Awards	O	O	O
Office of Public Safety	O	O	O
Pathways to Student STEM Success	O	O	O
Registrar	O	O	O
Sexual and Interpersonal Violence Prevention and Response (SPARC)	O	O	O
Student Disability Services	O	O	O
Veteran and Military Affairs	O	O	O
Wellness Education and Health Promotion	O	O	O

109. In what spaces (virtual or physical) on campus do you feel safe and supported? Please feel free to elaborate on your response.
Insert Text Box here

110. **Faculty only**: As a faculty member at Lehman College, I feel …

	Strongly agree	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**
Valued by faculty in my department/program.	O	O	O	O	O
Valued by my department/program chair.	O	O	O	O	O
Valued by other faculty at Lehman College.	O	O	O	O	O
Valued by students in the classroom.	O	O	O	O	O
Valued by Lehman College senior administrators (e.g., President, Provost, Vice President, Dean).	O	O	O	O	O
That Lehman College climate encourages open discussion of difficult topics.	O	O	O	O	O
That Lehman College values my **research/scholarship.**	O	O	O	O	O
That Lehman College values my **teaching**.	O	O	O	O	O
That Lehman College values my **service** contributions.	O	O	O	O	O
That faculty in my department/program prejudge my abilities based on their perception of my identity/background.	O	O	O	O	O
That my department/program chair prejudges my abilities based on their perception of my identity/background.	O	O	O	O	O
That my English-speaking skills limit my ability to be successful at Lehman College.	O	O	O	O	O

	Strongly agree	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**
That my English writing skills limit my ability to be successful at Lehman College.	O	O	O	O	O

111. **Staff only**: As a staff member at Lehman College, I feel …

	Strongly agree	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**
Valued by coworkers in my department.	O	O	O	O	O
Valued by coworkers outside my department.	O	O	O	O	O
Valued by my supervisor/manager.	O	O	O	O	O
Valued by Lehman College students.	O	O	O	O	O
Valued by Lehman College faculty.	O	O	O	O	O
Valued by Lehman College senior administrators (e.g., President, Provost, Vice President, Dean).	O	O	O	O	O
That Lehman College climate encourages open discussion of difficult topics.	O	O	O	O	O
That Lehman College values my **skills**.	O	O	O	O	O
That Lehman College values my **work**.	O	O	O	O	O
That coworkers in my work unit prejudge my abilities based on their perception of my identity/background.	O	O	O	O	O
That my supervisor/manager prejudges my abilities based on their perception of my identity/background.	O	O	O	O	O

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
That faculty prejudge my abilities based on their perception of my identity/background.	O	O	O	O	O
That my English-speaking skills limit my ability to be successful at Lehman College.	O	O	O	O	O
That my English writing skills limit my ability to be successful at Lehman College.	O	O	O	O	O

112. Using a scale of 1–5, please rate the overall campus climate on the following dimensions:
   (Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism, 4=regularly encounter racism, and 5=constantly encounter racism)

Not racist	1	2	3	4	5	Racist
Not sexist	1	2	3	4	5	Sexist
Not homophobic	1	2	3	4	5	Homophobic
Not biphobic	1	2	3	4	5	Biphobic
Not transphobic	1	2	3	4	5	Transphobic
Not ageist	1	2	3	4	5	Ageist
Not classist (socioeconomic status)	1	2	3	4	5	Classist (socioeconomic status)
Not classist (position status: faculty, staff, student)	1	2	3	4	5	Classist (position status: faculty, staff, student)
Not ableist (disability-friendly)	1	2	3	4	5	Ableist (not disability-friendly)
Not xenophobic	1	2	3	4	5	Xenophobic
Not ethnocentric	1	2	3	4	5	Ethnocentric
Not Islamophobic	1	2	3	4	5	Islamophobic
Not antisemitic	1	2	3	4	5	Antisemitic

113. **Respondents with disabilities only:** As a person who identifies as having a condition/disability that affects your learning, living, or working activities, have you experienced a barrier in any of the following areas at Lehman College **within the past year**?

	Yes	No	Not Applicable
Facilities			
Athletic and recreational facilities	O	O	O
Classroom buildings	O	O	O
Classrooms, laboratories	O	O	O
College housing	O	O	O
Computer labs (open center and other labs)	O	O	O
Dining facilities	O	O	O
Doors	O	O	O
Elevators/lifts	O	O	O
Emergency preparedness	O	O	O
Health Center	O	O	O
Leonard Lief Library	O	O	O
Office furniture (e.g., chair, desk)	O	O	O
Campus transportation/parking	O	O	O
Other campus buildings	O	O	O
Podium	O	O	O
Restrooms	O	O	O
Signage	O	O	O
Studios/performing arts spaces	O	O	O
Temporary barriers because of construction or maintenance	O	O	O
Walkways, pedestrian paths, crosswalks	O	O	O
Technology/Online Environment			
Accessible electronic formats	O	O	O
Clickers	O	O	O
Computer equipment (e.g., screens, mouse, keyboard)	O	O	O
Electronic forms	O	O	O
Electronic signage	O	O	O
Electronic surveys (including this one)	O	O	O
Kiosks	O	O	O
Library databases, eBooks, eJournals	O	O	O
Blackboard Learning Management System	O	O	O
Phone/phone equipment	O	O	O
Software (e.g., voice recognition, audiobooks)	O	O	O

	Yes	No	Not Applicable
Video/video audio descriptions	O	O	O
Lehman College Website	O	O	O
Resources			
Email account	O	O	O
Information Systems (e.g., CUNYFirst, DegreeWorks, Taskstream, Lehman 360)	O	O	O
Intake forms (e.g., Health Center)	O	O	O
Learning technology	O	O	O
Microsoft Office 365 and other software	O	O	O
Surveys	O	O	O
Instructional/Campus Materials			
Brochures	O	O	O
Food menus	O	O	O
Forms	O	O	O
Journal articles	O	O	O
Library books	O	O	O
Other publications	O	O	O
Syllabi	O	O	O
Textbooks	O	O	O
Video-closed captioning and text descriptions	O	O	O
Support Services			
Lighting	O	O	O
Aide Support	O	O	O
Translating/Interpreting	O	O	O
Accommodations from faculty	O	O	O

114. We are interested in knowing more about your experiences. If you would like to elaborate on your responses regarding accessibility, please do so here.
Insert Text Box here

115. **(Respondents who identify as Genderqueer/Nonbinary, Transgender, Transgender Man, or Transgender Woman only)** As a person who identifies as Genderqueer, Nonbinary, Transgender, Transgender Man, or Transgender Woman, have you experienced a barrier in any of the following areas at Lehman Colleg**e within the past year**?

	Yes	**No**	**Not Applicable**
Facilities			
Athletic and recreational facilities	O	O	O
Changing rooms/locker rooms	O	O	O
Restrooms	O	O	O
Signage	O	O	O
Identity Accuracy			
Lehman College ID Card	O	O	O
Email account	O	O	O
Information Systems (e.g., CUNYFirst, DegreeWorks, Taskstream, Lehman 360)	O	O	O
Intake forms (e.g., Health Center)	O	O	O
Learning technology	O	O	O
Pronouns used	O	O	O
Surveys	O	O	O

116. We are interested in knowing more about your experiences. If you would like to elaborate on your responses, please do so here.
    Insert Text Box here

Part 5: Institutional Actions Relative to Climate Issues

117. ==Faculty only:== Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Lehman College.

	IS Available at Lehman College and…			**IS NOT** Available at Lehman College and…		
	Positively influences climate	**Has no influence on climate**	**Negatively influences climate**	**Would positively influence climate**	**Would have no influence on climate**	**Would negatively influence climate**
Flexibility for calculating the tenure clock	O	O	O	O	O	O
Recognition and rewards for including diversity issues in courses across the curriculum	O	O	O	O	O	O
Diversity, equity, and inclusivity training for faculty	O	O	O	O	O	O
Equitable funding for operational activities across programs or department	O	O	O	O	O	O
Toolkits for faculty to create an inclusive classroom environment	O	O	O	O	O	O
Supervisory training for faculty	O	O	O	O	O	O
Access to counseling for people who have experienced harassment	O	O	O	O	O	O
Mentorship for new faculty	O	O	O	O	O	O
Clear processes to resolve conflicts	O	O	O	O	O	O
Fair processes to resolve conflicts	O	O	O	O	O	O
Diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff/faculty	O	O	O	O	O	O
Affordable child care	O	O	O	O	O	O

	IS Available at Lehman College and…			**IS NOT** Available at Lehman College and…		
	Positively influences climate	**Has no influence on climate**	**Negatively influences climate**	**Would positively influence climate**	**Would have no influence on climate**	**Would negatively influence climate**
Support/resources for spouse/partner employment	O	O	O	O	O	O

118. **Staff only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Lehman College.

	IS Available at Lehman College and…			**IS NOT** Available at Lehman College and…		
	Positively influences climate	**Has no influence on climate**	**Negatively influences climate**	**Would positively influence climate**	**Would have no influence on climate**	**Would negatively influence climate**
Diversity, equity, and inclusivity training for staff	O	O	O	O	O	O
Access to counseling for people who have experienced harassment	O	O	O	O	O	O
Supervisory training for supervisors/managers	O	O	O	O	O	O
Supervisory training for faculty	O	O	O	O	O	O
Mentorship for new staff	O	O	O	O	O	O
Clear processes to resolve conflicts	O	O	O	O	O	O
Fair processes to resolve conflicts	O	O	O	O	O	O
Diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff	O	O	O	O	O	O
Career development opportunities for staff	O	O	O	O	O	O
Affordable child care	O	O	O	O	O	O
Support/resources for spouse/partner employment	O	O	O	O	O	O

119. **Students only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Lehman College.

	IS Available at Lehman College and…			IS NOT Available at Lehman College and…		
	Positively influences climate	**Has no influence on climate**	**Negatively influences climate**	**Would positively influence climate**	**Would have no influence on climate**	**Would negatively influence climate**
Diversity, equity, and inclusivity training for students	O	O	O	O	O	O
Diversity, equity, and inclusivity training for faculty	O	O	O	O	O	O
Diversity, equity, and inclusivity training for staff	O	O	O	O	O	O
A process to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	O	O	O	O	O	O
A process to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	O	O	O	O	O	O
Opportunities for cross-cultural dialogue among students	O	O	O	O	O	O
Opportunities for cross-cultural dialogue among faculty, staff, and students	O	O	O	O	O	O
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	O	O	O	O	O	O
Effective faculty mentorship of students	O	O	O	O	O	O
Effective academic advising	O	O	O	O	O	O

	IS Available at Lehman College and…			IS NOT Available at Lehman College and…		
	Positively influences climate	**Has no influence on climate**	**Negatively influences climate**	**Would positively influence climate**	**Would have no influence on climate**	**Would negatively influence climate**
Diversity, equity, and inclusivity training for student staff (e.g., student aide, college work study)	O	O	O	O	O	O
Affordable child care	O	O	O	O	O	O

120. We are interested in knowing if you have specific recommendations for improving the campus climate at Lehman College. If you have specific recommendations, please elaborate on them here.
Insert text box here

<u>THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY</u>

To thank all members of the Lehman College community for their participation in this survey, you have an opportunity to win an award.

Submitting your contact information for a survey award is optional. *No survey information is connected to entering your information.*

A random drawing will be held for the following twelve prizes in this manner:

Three $50 gift cards awarded (one to faculty, one to staff, one to student) end of **week 1.**
Three $50 gift cards awarded (one to faculty, one to staff, one to student) end of **week 2**.
Three $50 gift cards awarded (one to faculty, one to staff, one to student) end of **week 3**.
Three $100 GRAND PRIZE gift cards awarded (one to faculty, one to staff, one to student) end of **week 4**.

$450 in total weekly cards
$300 in total Grand Prize gift cards

By clicking on a link below, you will be taken to a separate website for the purposes of providing an email for the drawing. In providing your email on the separate website, you are in no way linked or identified with the survey information collected here. The separation between the survey and drawing websites ensures your confidentiality. Please submit only one entry per person; duplicate entries will be discarded.

https://lehman.edu/campus-climate/incentives/

Awards will be reported in accordance with IRS regulations. Please consult with your tax professional if you have questions.

We recognize that answering some of the questions on this survey may have been difficult for people.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

https://lehman.edu/campus-climate/support/